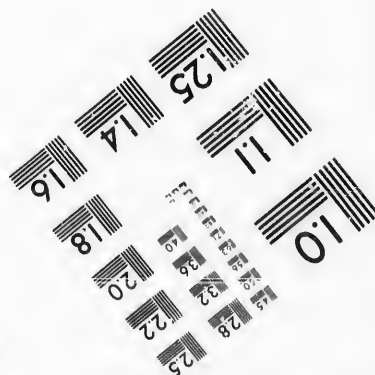
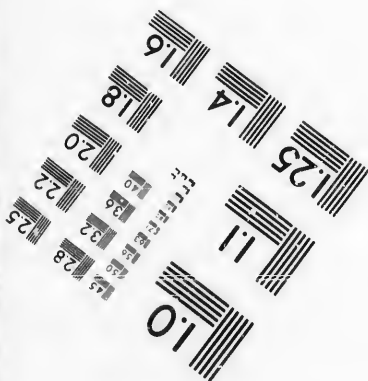
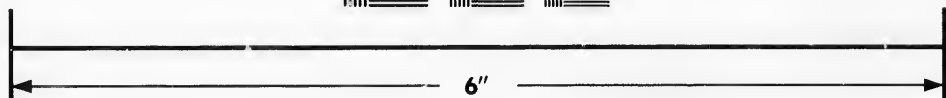
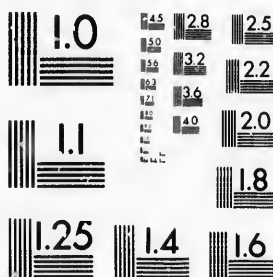


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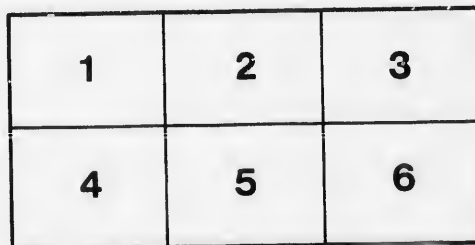
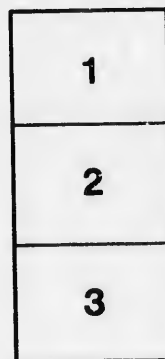
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THE DOMINION CATHOLIC SERIES

SADLIER'S  
ELEMENTARY STUDIES  
IN  
ENGLISH GRAMMAR

WITH NUMEROUS  
EXAMPLES AND EXERCISES  
IN  
ANALYSIS AND PARAPHRASE



DESIGNED FOR SCHOOLS AND ACADEMIES



JAMES A. SADLIER  
MONTREAL AND TORONTO

## TO TEACHERS.

THE author of these elementary studies begs to call the attention of teachers to the following points :

1st. This little work is intended to serve as a *first book* of grammar ; and, therefore, brevity, simplicity, and clearness, are its distinguishing features.

2d. In every ease possible, the definitions have been simplified, and matter that would puzzle young minds has been purposely omitted.

3d. Every important term, such as *noun, verb, analysis*, has been etymologically explained : a feature not found complete in any other grammar.

4th. The exercises, by their *nature* and *arrangement*, are intended to attract the attention and interest of children.

5th. The chapter on Analysis is simple and complete ; and it is in its proper place under the head of Syntax. The pupil should have a fair knowledge of Etymology before attempting Analysis, and it is almost cruelty to arrange a Grammar so that Etymology, Parsing, Analysis, and Composition must be studied at one and the same time.

6th. The arrangement of the Rules of Syntax, in accordance with the Part of Speech in Etymology, will be found much simpler than their division into Rules of Concord and Government.

7th. The blackboard exercises will be found very useful for impressing definitions, etc., on the memory ; and intelligent teachers can multiply such exercises at will.

---

Entered according to Act of Parliament, A. D. 1886, by JAMES A. SADLER, in the office of the Minister of Agriculture and Statistics at Ottawa.

## P R E F A C E .

---

I N writing this little book the object was to furnish a text-book that would make the study of English Grammar intelligible, interesting, and attractive to children. The elementary treatises in common use contain many pages of matter over which the intelligent teacher is obliged to pass in silence, so that young learners may not be confused. The present work includes only what is essential, and this, it is hoped, will be appreciated both by pupils and instructors.

THE AUTHOR.



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# STUDIES IN ENGLISH GRAMMAR.

## INTRODUCTION.

1. English Grammar is the art of speaking and writing the English language correctly.

The word "language" is from the French *langage*, from the Latin *lingua*, the tongue.

2. English Grammar is divided into four parts, namely: Orthography, Etymology, Syntax and Prosody.

3. Orthography treats of letters and syllables.

4. Etymology treats of words.

5. Syntax treats of sentences.

6. Prosody treats of punctuation, figures of speech, and versification.

PART I.  
ORTHOGRAPHY.

7. Orthography treats of letters and syllables.

The word "orthography" means correct writing, and comes from two Greek words, *orthos*, correct, and *graphein*, to write.

---

CHAPTER I.  
DEFINITIONS.

8. A Letter is a character or mark used in writing and in printing.

Examples: A, B, c, d., e, f.

9. The English Alphabet consists of twenty-six letters.

The word "alphabet" comes from *alpha* and *beta*, the names of the first two letters of the Greek alphabet.

10. The letters are divided into two classes, Vowels and Consonants.

11. A Vowel is a letter that can be sounded by itself. The vowels are *a, e, i, o, u*; and *w* and *y*, when they do not begin a word or syllable. All the rest are consonants.

**12. A consonant** is a letter that cannot be sounded without the aid of a vowel.

**13. A diphthong** is the union of *two* vowels into *one* sound. Examples: *ea* in *seat*, *oa* in *boat*.

**14. A triphthong** is the union of *three* vowels into *one* sound. Examples: *iew* in *view*, *eau* in *beauty*.

**15. A syllable** is a single sound made by one or more letters. Examples: *a*, *at*, *and*.

**16. A monosyllable** is a word of *one* syllable. Examples: *pen*, *man*, *boy*, *cat*, *dog*, *goat*, *ship*.

**17. A dissyllable** is a word of *two* syllables. Examples: *letter*, *sentence*, *writing*, *walking*.

**18. A trisyllable** is a word of *three* syllables. Examples: *par-a-dise*, *following*, *syllable*.

A word of *more than* three syllables is called a *Polysyllable*.  
Examples: *Pe-ter-bo-ro*, *difficulty*.

#### CAPITAL LETTERS.

**19. Capital Letters** should be used to begin words in the following situations:

1. The first word of every sentence.
2. The first word of every quotation.
3. The first word of every line of poetry. Example:

"Let us then be up and doing,  
With a heart for any fate;  
Still achieving, still pursuing,  
Learn to labor and to wait."

—LONGFELLOW.

4. Proper nouns, and adjectives derived from proper nouns. Examples: *John, James, George, Canadian, Irish, French.*

5. Names of streets, months, and days of the week. Examples: *Notre Dame Street; Queen; January, March; Monday, Tuesday.*

6. The pronoun I and the interjection O. Example: "I call on Thee, O my Lord!"

7. Titles of high office. Examples: *The Mayor, The Governor-General, General, Cardinal, Bishop.*

8. Titles of books, chapters, and divisions. Examples: "*Dominion Studies in English Grammar,*" *Chapter V.*

9. Names applied to God, and pronouns referring to Him. Examples: *Lord, Jehovah, Almighty, Supreme Being,* etc.

10. Names of objects addressed as persons (or personified). Examples: "Come, gentle *Spring.*" "*O Grave,* where is thy victory?"

These are the most important points of orthography. Rules for spelling, together with irregularities and difficulties of orthography, should be learned from the spelling book before taking up the study of Grammar. Special attention should be given to the Rules for the use of capital letters. Children, when they begin to write, usually make many mistakes, and it is no uncommon thing to see a composition having sentences beginning with small letters, and the most insignificant words capitalized.

## EXERCISE.

In the following sentences point out the vowels, the consonants, the diphthongs, the triphthongs, the monosyllables, the dissyllables, the trisyllables, and the polysyllables:

1. The cat ran after a mouse.
2. A thief stole my grey coat.
3. The view from here is beautiful.
4. The pupil of your eye is black.
5. My father lives in Toronto.

## QUESTIONS FOR REVIEW.

1. What is English Grammar? Give derivation of the word "language."
2. How is English Grammar divided?
3. Of what does Orthography treat?
4. Of what does Etymology treat?
5. Of what does Syntax treat?
6. Of what does Prosody treat?
7. Give derivation of the word "Orthography."
8. What is a letter?
9. How many letters are in the English language? Give derivation of the word "Alphabet."
10. How are the letters divided?
11. What is a vowel?
12. What is a consonant?
13. What is a diphthong?
14. What is a triphthong?
15. What is a syllable?
16. What is a monosyllable?
17. What is a dissyllable?
18. What is a trisyllable?
19. Give the Rules for the use of Capital Letters.

## BLACKBOARD EXERCISE I.

In the first two lines on the opposite page, point out the diphthongs. Tell how many syllables in each word. In the rest of the exercise, correct mistakes in the use of capital letters. Why should Jefferson begin with a capital? Why should John begin with a capital? Why should *a* be a capital letter in the first sentence? Why should *after* begin with a small letter, in the same sentence? When should the pronoun *I* be a capital letter? Why does *Long* begin with a capital? (*Ans.* There is no reason, therefore it is a mistake.) Point out a monosyllable,—a dissyllable,—a trisyllable.

## ADDITIONAL EXERCISES.

*The teacher should write the following exercises on the blackboard, and question pupils as above.*

1. Buoy, cautious, owe, touch, great, cow, joy, jealous, chief, tea. god is the creator of all things. the city of hamilton is in ontario. dear aunty, it is long Since we heard From you. We are all Well. Father and i are going to new york.

2. South, east, eight, seam, rain, fail, sea, quote, quiver, quick, quail. (Remember, that after *q*, *u* has the sound of *w*, and *does not* form a diphthong or triphthong with following vowels.) The Lord said: "honor thy father and thy mother."

"o night ! i love thee as a weary child  
loves the maternal breast on which it leans!"

HOSMER.

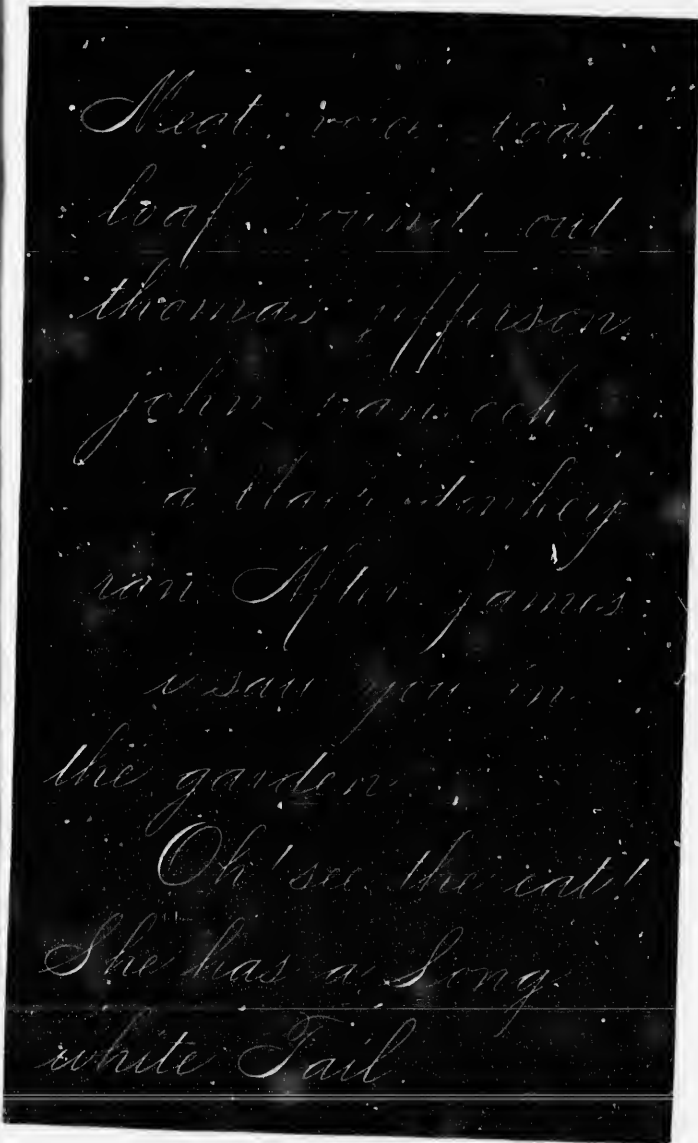
point out the  
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capital? Why  
a be a capital  
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ould the pro-  
begin with a  
is a mistake.)  
yllable.

on the black-

joy, jealous,  
city of hamil-  
ce we heard  
are going to

note, quiver,  
e sound of *w*,  
with follow-  
ther and thy

leans!"  
HOSMER.





PART II.  
ETYMOLOGY.

20. Etymology treats of Words.

The word "Etymology" comes from two Greek words: *etimos*, right, and *logia*, an account.

---

CHAPTER I.

PARTS OF SPEECH.

21. There are nine sorts of words or parts of speech, namely: **Article, Noun, Adjective, Pronoun, Verb, Adverb, Preposition, Conjunction and Interjection.**

1. THE ARTICLE.

An **article** is a word added to a noun to show when it is used in a particular, and when in a general sense. Examples: *a, an, the*; *a boy, an ox, the ship, the book, a book.*

2. THE NOUN.

A **noun** is the name of any person, place or thing. Examples: *John, Jane, city, mother, pencil.*

## 3. THE ADJECTIVE.

An **adjective** is a word added to a **noun** or a **pronoun**, and generally shows its quality. Examples: A *large* book. A *good* boy. A *red* dress. A *blue* sky.

## 4. THE PRONOUN.

A **pronoun** is a word used in place of a **noun**. Example: John said *he* saw *you* in *his* garden.

## 5. THE VERB.

A **verb** is a word that signifies *being* or *action*. Examples: I *am*. He *is*. The cat *sleeps*. Water *flows*.

## 6. THE ADVERB.

An **adverb** is a word added to a **verb**, an **adjective**, or another **adverb**. Examples: John writes *well*. This is a *very* good pen. He acted *very* wisely.

## 7. THE PREPOSITION.

A **preposition** is a word generally put before a **noun** (or a **pronoun**) to show its relation to some other word in the sentence. Example: He is *in* the house.

## 8. THE CONJUNCTION.

A **conjunction** is a word used to join words or clauses. Examples: "John *and* James." Two *and* two are four, *but* two *and* three are five.

## 9. THE INTERJECTION.

An **interjection** is a word used to express emotion. Examples: *O!* *Ah!* *Alas!*

## CHAPTER II.

## ARTICLES.

## I. DEFINITION.

**22.** An Article is a word added to a noun to show when it is used in a particular, and when in a general sense.

Examples: "A man."

(This means any man, and therefore man is used in a general sense.)

"The desk."

(This means some particular desk.)

The word "article" comes from the Latin *articulus*, a joint, a small joint.

**23.** A and An are two forms of the same article.

**24.** A is used when the word following begins with a consonant sound. Examples: A ship, a man, a bear, a gun, a slate, a pen.

**25.** An is used when the word following begins with a vowel sound. Examples: An island, an inch, an orange, an apple, an ark, an egg.

**26.** The is called the definite, or particular article, because it points out some definite or particular thing. Thus, "the pen" means some particular pen.

**27.** **A** or **an** is called the **indefinite**, or general, article, because it is used in a general sense and does not point out any particular thing. Thus, "*a* boy" does not mean some particular boy, but *any* boy whatever. "*An* apple" does not mean some particular apple, but any apple at all.

EXERCISES.

*a.* In the following sentences, tell which words are indefinite articles.

1. *A* man walked into *a* house.
2. *An* apple fell from *a* tree.
3. *A* cat caught *a* white mouse.
4. *A* smith wields *an* iron hammer.
5. *A* pen is an instrument for writing.

*b.* In the following sentences point out the *definite* and the *indefinite* articles.

1. The rose is a beautiful flower.
2. A boy brought me an apple.
3. A horse galloped along the road.
4. There is a pretty book on the table.
5. An onion has a strong smell.

*c.* In the following sentences supply the omitted articles.

1. Did you ever eat — orange?
2. — pen is made of steel.
3. He went away — hour ago.
4. Give me — book on — table.
5. — old man leads — dog by — chain.



## CHAPTER III.

## NOUNS.

## I. DEFINITION

**28.** A noun is the name of any person, place or thing.

Examples: *Jane, John, mother, pencil, park, fountain, street, garden, slate, desk.*

The word *noun* comes from the Latin *nomen*, a name.

## EXERCISES.

*a.* In the following sentences tell why the words in *italics* are nouns.

1. Put your *book* on the *desk*.
2. The *bird* flies through the *air*.
3. *Ottawa* is the *capital* of *The Dominion*.
4. The *water* flows from a *fountain*.
5. A good *boy* always speaks the *truth*.

*b.* In the following sentences point out the nouns.

1. Jacques Cartier discovered the St. Lawrence River.
2. De Soto discovered the Mississippi.
3. The boys have books, slates and pencils.
4. Jane has her thimble and needle.
5. John went across the ocean to France.

c. In the following sentences supply the omitted nouns.

1. I heard a ——— singing in a ——— .
2. I saw a ——— watching for a ——— .
3. America was discovered by ——— .
4. My cat is very fond of ——— .
5. She does not like to wet her ——— .

II. CLASSIFICATION.

**29.** Nouns are of two kinds, **proper** and **common**.

**30.** A **proper** noun is the name of some *particular* person or place. Examples: *James, Kate, Ottawa, Cartier, Montreal, France, Ireland, Italy.*

A proper noun should always begin with a capital letter.

**31.** A **common** noun is the name that can be given to several persons or things of the same class. Examples: *man, boy, girl, city, river, table, book, slate, pen, chair, cat, dog, rabbit, hill, wood.*

**32.** Common nouns include what are known as **collective**, **abstract**, and **participial** or **verbal** nouns.

1. A *collective* noun is the name of many persons or things together. Examples: *jury, council, flock.*

2. An *abstract* noun is the name of a quality considered apart from its substance. Examples: *whiteness, redness, goodness, pride, honesty, virtue.*

3. A *participial* or *verbal* noun is the name of an action or state of being. Examples: *hunting, fishing, walking, writing, reading.*

## EXERCISES.

a. In the following sentences tell why the words in *italics* are proper nouns.

1. *John* went up the *St. Lawrence*.
2. The *Governor-General* lives in *Ottawa*.
3. *James* was born in *Quebec*.
4. *John* lives in *Boston*.
5. *Mary* went to *Amsterdam* in *Holland*.

b. In the following sentences tell why the words in *italics* are common nouns.

1. The *bird* is singing in the *tree*.
2. The *sun* rises early in the *morning*.
3. *John* has a *squirrel* in a *cage*.
4. The *boys* have *tops*, *kites* and *balls*.
5. I bought a *gun* from the *baker*.

c. In the following sentences supply proper nouns.

1. Archbishop Lynch was the first Archbishop of — .
2. Tell — that I wish to see him.
3. Julius Cæsar was stabbed by — .
4. — was a great Irish orator.
5. Kingston is in the Province of — .

d. In the following sentences supply common nouns.

1. The — fell into the — .
2. He fell into the — this — .
3. My — John has a pretty — .
4. The — has a long, white — .
5. John has a new straw — .

## III. INFLECTIONS.

**33.** Nouns are distinguished by **Person, Number, Gender and Case.**

## 1. PERSON.

**34.** There are three persons.

1. The **first person** is the person that speaks.  
Example, "*I, John, have written this.*"

2. The **second person** is the person *spoken to*.  
Example, "*James, are you there?*"

3. The **third person** is the person *spoken of*.  
Example, *James has written this letter.*

NOTE.—The distinction of person belongs to *nouns, pronouns* and *verbs*. Nouns are seldom used in the *first* person.

## 2. NUMBER.

**35.** The Number of a noun shows whether it means one or more than one.

**36.** The **singular** number means *one*.

**37.** The **plural** number means *more than one*.

**38.** The **plural** is generally formed by adding *s* or *es* to the **singular**. Examples: book, *books*; bird, *birds*; cat, *cats*; apple, *apples*; church, *churches*.

NOTE.—A number of words form their plurals irregularly. Examples: man, *men*; ox, *oxen*; child, *children*; goose, *geese*; tooth, *teeth*; mouse, *mice*; penny, *pence*.



## 3. GENDER.

**9. Gender is the distinction of sex.**

The word "gender" means "kind," and comes from the Latin *genus*, kind or kin.

**40.** There are three genders, the **Masculine**, the **Feminine**, and the **Neuter**.

**41.** A noun denoting the male kind is of the **masculine gender**. Examples: *man, boy, king*.

**42.** A noun denoting the female kind is of the **feminine gender**. Examples: *girl, woman, queen*.

**43.** A noun denoting *neither* male nor female, is of the **neuter gender**. Examples: *book, slate, leaf, flower, tree, desk, pen, ink-bottle*.

A noun denoting *either* male or female is said to be of the **common gender**. Examples: *cousin, parent, friend, neighbor, servant*.

## 4. CASE.

**44.** The **Case** of a noun means the state in which it is, or the relation it bears to another word in the same sentence.

**45.** There are three cases: *a.* The **Nominative**, *b.* The **Possessive**, *c.* The **Objective**.

*a.* The **Nominative Case**.

**46.** When a noun is the name of a person or thing that exists or does something, it is in the **Nominative Case**.

Examples: The *child* sleeps. The *cat* winks.  
The *boy* writes. The *water* flows. The *dog* barks.

NOTE.—The name of the person or thing that exists or acts, that is, the noun in the nominative case, is called the *subject*. Example: "John struck the table." Here *John* is the *subject*, because *John* is the name of the person who "*struck the table.*"

## EXERCISES.

*a.* In the following sentences, tell why the nouns in *italics* are in the nominative case.

1. The *apple* fell from the tree.
2. The *hunter* killed a deer.
3. *John* caught a fish in the river.
4. My *uncle* bought a white horse.
5. *Jane* plucked a flower in the garden.

*b.* In the following sentences point out the nouns in the nominative case.

1. John left his book in the class-room.
2. The girl put a pencil into her pocket.
3. My dog caught a rabbit in the field.
4. The cat washes her face with her paw.
5. James found an apple on the lawn.

*c.* In the following sentences supply nouns in the nominative case.

1. — caught a bird, but the — killed it.
2. My — is much older than I am.
3. — says that some — leap out of the water.
4. In Autumn the — fall from the trees.
5. My — and — were made by the tailor.

**b. The Possessive Case.**

**47.** When a noun shows that it owns or possesses something, it is in the possessive case.

Examples: The *girl's* book. The *boy's* hat. The *dog's* tail.

## EXERCISES.

**a.** In the following sentences, tell why the words in *italics* are in the possessive case.

1. *John's* hat fell into the river.
2. Mary found a *bird's* nest.
3. *Henry's* cousin killed a snake.
4. The boy found a *man's* coat.
5. John tore *Paul's* vest.

**b.** In the following sentences, point out the nouns in the possessive case.

1. James found John's ball.
2. That bird's feathers are yellow.
3. This man's coat has long tails.
4. John rode in his father's carriage.
5. Jane saw a man in Mr. Brown's field.

**c.** In the following sentences, supply nouns in the possessive case.

1. You should not pull the — tail.
2. That — ears are white and long.
3. This is my brother — book.
4. The — light came through the window.
5. My — nails are sharp and long.

## c. The Objective Case.

**48.** When a noun is the object of some verb or preposition, it is in the Objective case.

Examples: "John struck the table." Here *table* is in the objective case, because it is the object or thing that *John struck*. "Mary is in the garden." Here *garden* is in the objective case, because it is the object of the preposition *in*.

NOTE.—All verbs do not take an object, and therefore all verbs do not govern the objective case. (See Syntax, Rule XIV.)

## EXERCISES.

a. In the following sentences tell why the words in *italics* are in the objective case.

1. That horse kicked a *man*.
2. Idleness produces *poverty*.
3. John cut a *stick* with his *knife*.
4. Mary gave a *pen* to *James*.
5. James brought a *book* for his *sister*.

b. In the following sentences point out the words in the objective case.

1. James wrote a letter to John.
2. I studied my lessons yesterday.
3. My brother brought a new kite.
4. John borrowed a book from James.
5. Paul lost his pen in the garden.

c. In the following sentences tell the case of each noun.

1. The boy strikes.
2. The man strikes the boy.
3. The oxen plough.
4. The men drive the oxen.
5. Winds blow the flowers.

d. In the following sentences supply nouns in the objective case.

1. We can obtain — from sea water.
2. The corn grows in the —.
3. Treat your — with respect.
4. He burned his — in the —.
5. John loves his —.

#### 5. FORM OF THE CASES.

**49.** The **nominative** and **objective** cases of nouns are alike in form, and can be distinguished only by their meaning and their position in the sentence.

a. The nominative usually comes *before the verb*.

b. The objective usually comes *after the verb*.

**50.** The **possessive** case is formed by adding a comma (') and an *s* to the nominative. Examples: *John's hat.* *The man's coat.*

NOTE 1.—The comma in this case is called an *apostrophe*, because it shows that some letter has been *turned away*, or omitted.

NOTE 2.—Plural nouns ending in *s* add an *apostrophe* only.  
 Example: *Angels' visits*.

6. DECLENSION OF NOUNS.

51. To decline a noun is to give its various cases and numbers.

EXAMPLES.

	<i>Singular.</i>	<i>Plural.</i>		<i>Singular.</i>	<i>Plural.</i>
<i>Nom.</i>	friend,	friends,	<i>Nom.</i>	man,	men,
<i>Poss.</i>	friend's,	friends',	<i>Poss.</i>	man's,	men's,
<i>Obj.</i>	friend,	friends.	<i>Obj.</i>	man,	men.

	Like friend, decline,			Like man, decline,	
boy,	girl,	boat,	woman,	child,	ox,
hat,	pen,	ship.	tooth,	goose,	mouse.

NOTE TO TEACHERS.—Much of the difficulty found in teaching and in learning grammar is the result of a defective acquaintance with the simple elements of the study. Great care should be taken, therefore, to make the pupil acquire a thorough knowledge of etymology, before going on to Syntax. The parts of speech must be known thoroughly, before any kind of parsing can be attempted. Take special pains with the blackboard exercises. They can with a little care be made very interesting and instructive. The exercises given are short and simple, but, if necessary, you can give longer and more difficult sentences.

## BLACKBOARD EXERCISE II.

In the first sentence on the opposite page, point out the proper and the common nouns. In what case is *Tom's*? Why does *Bosion* begin with a capital letter? In the second sentence, point out the collective nouns. Why is *committee* called a collective noun? What is a collective noun?—In the third sentence, point out the abstract nouns. What is an abstract noun? Why do you call *manliness* an abstract noun?—In the last sentence, point out the participial nouns. What is a participial noun? Why do you call *roaring* and *screeching* participial nouns?

## ADDITIONAL EXERCISES.

*The teacher should write the following or similar exercises on the blackboard, and question pupils as above.*

1. Quebec is sometimes called the Gibraltar of America. My brother Philip went to Ireland. Jupiter is the name of a planet. These tables and chairs are made of ash. Men use wheat, rye, corn, and barley as food. The army was defeated. Honey is remarkable for transparency and sweetness. The crowing of the cocks was heard before the rising of the sun.
2. The city of London is on the Thames. Paris is on the Seine. A flock of geese is on the pond. Hardness is a quality of steel. Walking is a healthy exercise, and boating is very pleasant.
3. The city of Montreal is built on Montreal Island. The Governor-General is in Ottawa. Halifax is in the Province of Nova Scotia. The assémbly was enthusiastic. Chalk is a substance, and whiteness is a quality. Hunting is an exciting sport. We heard the chirping of the birds.

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John's father went  
to Boston to-day.

A committee was  
appointed to attend  
the meeting.

Some boys show  
manliness and spirit.

We heard the  
roaring of the lions  
and the screeching of  
the owls.



CHAPTER IV.  
ADJECTIVES.

I. DEFINITION.

**52.** An adjective is a word added to a noun or a pronoun, and generally shows its quality.

Examples: a *large* book ; a *good* boy ; a *red* dress.

The word "adjective" is from the Latin *adjectus*, added to.

EXERCISES.

*a.* In the following sentences tell why the words in *italics* are adjectives.

1. John is a *good* boy.
2. This is a *sharp* knife.
3. My father has a *black* horse.
4. The Ottawa is a *large* river.
5. There are *red* leaves on that tree.

*b.* In the following sentences point out the adjectives.

1. James has a new hat.
2. This is a very large tree.
3. The Amazon is a long river.
4. There is green grass in the meadow.
5. I have a little woolly dog.

*c.* In the following sentences supply adjectives.

1. I have a — canary.
2. My dog's paws are —.

3. The — rose is a — flower.
4. There is a — book on the desk.
5. Have you a — pencil ?

## II. CLASSIFICATION.

**53.** Adjectives are classified as **common**, **proper**, **numeral**, **participial**, and **pronominal**.

**54.** A **common** adjective is any ordinary adjective denoting quality or situation. Examples: *brown*, *white*, *bad*, *good*, *rich*, *high*, *sick*, *tall*.

**55.** A **proper** adjective is one that is formed from a proper noun. Examples: *American*, *Irish*, *Grecian*, *Mexican*, *African*.

**56.** A **participial** adjective is a participle used as an adjective. Examples: A *running* stream ; an *amusing* story ; an *interesting* book.

**57.** A **numeral** adjective is one that expresses number. Examples: *one*, *two*, *five*, *second*, *tenth*.

## EXERCISES.

*a.* In the following sentences point out the proper and the participial adjectives.

1. I sat on the bank of a running stream.
2. John has a very interesting book.
3. That coin is a Mexican dollar.
4. I have a handkerchief made of Irish linen.
5. Longfellow was an American poet.

*b.* In the following sentences point out the numeral adjectives.

1. John has two slate-pencils.
2. I saw four boats on the river.
3. John was second in his class.
4. William caught ten fish.
5. There are seven days in the week.

**58.** A pronominal adjective is one that may be used with, or without, the noun which it qualifies. Examples: *That book* is mine, *this* is yours. *Some men* are happy, *some* are unhappy.

**59.** The principal pronominal adjectives are :

each, every, either, neither ;  
 this, that, these, those ;  
 few, first, former, latter ;  
 last, many, none, one ;  
 other, same, some, such.

1. **Each** is used in speaking of *two* or *more*.
2. **Every** is used in speaking of more than two. Thus, "Each of you must write a letter," can be said of *two* or more, but "Every one of you must write a letter," can be said only of more than two.
3. **Either** means one of two, but not both.
4. **Neither** means not either.
5. **This** and **these** refer to persons or things near us.
6. **That** and **those** refer to persons or things at a distance.

Examples: "*This* desk is new, *that* one is old."  
 "*These* books are new, *those* are old."

## EXERCISES.

a. In the following sentences tell why the words in *italics* are pronominal adjectives.

1. I have *some* marbles. Have you *any*?
2. James was sent to buy a *few* apples.
3. *That* book is yours, *this* is mine.
4. *These* apples fell on the ground.
5. *Those* are yet on the tree.

b. In the following sentences point out the pronominal adjectives.

1. Every boy should study his lesson.
2. This is the same book that I had yesterday.
3. Give me some nuts if you have any.
4. I have none. John ate them all.
5. That is the last one that I have.

c. In the following sentences supply pronominal adjectives.

1. Have you — apples?
2. Yes. — I can eat.
3. Give me a —.
4. Go and get — for yourself.
5. Let — of us go to the wood.

## III. INFLECTIONS.

## Comparison of Adjectives.

**60.** Adjectives have three degrees of comparison: 1. The Positive; 2. The Comparative; 3. The Superlative.

**61.** The Positive degree is the simple form of the adjective. Examples: *tall, wise, hot, cold.*

**62.** The Comparative degree is a greater or less degree of quality than the positive. Examples: *taller, wiser, less wise, hotter, colder.*

**63.** The Superlative degree is the greatest or least degree of quality. Examples: *tallest, wisest, least wise, hottest, coldest.*

**64.** Adjectives of one syllable are compared by adding to the positive, *er* or *r* for the comparative, and *st* or *est* for the superlative. Examples: *tall, taller, tallest; wise, wiser, wisest; thick, thicker, thickest.*

**65.** Adjectives of two or more syllables are compared by prefixing *more* and *most*, or *less* and *least*. Examples: *beautiful, more beautiful, most beautiful; valiant (brave), less valiant, least valiant.*

NOTE 1.—There are many exceptions to these rules, but they can be studied to better advantage later on.

NOTE 2.—The following adjectives are compared irregularly, and are here inserted because used so frequently.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Good,	Better,	Best,
Bad,	Worse,	Worst,
Little,	Less,	Least,
Much,	More,	Most.

## EXERCISES.

*a.* In the following sentences point out the adjectives, and tell of what kind they are.

1. A brown dog jumped into the river.
2. An Indian child is called a papoose.
3. John is now in his twelfth year.
4. He has a rare singing bird.
5. It has a yellow breast and red wings.

*b.* In the following sentences point out the adjectives, and tell in what degree they are.

1. John is a tall boy, but James is taller.
2. He who serves God best is the wisest man.
3. The river St. Lawrence is larger than the Hudson.
4. This apple is sweet, but that lemon is bitter.
5. An ant is much smaller than a bee.

*c.* In the following sentences supply adjectives in the proper degree.

1. A ship is ——— than a boat.
2. A town is ——— than a city.
3. John is as ——— as James.
4. That is the ——— bird that I have ever seen.
5. An orange is ——— than a lemon.

CHAPTER V.  
PRONOUNS.

## I. DEFINITION.

**66.** A Pronoun is a word used in place of a noun.

Examples: "John said that *he* saw *you* in the orchard." "*I* love little Pussy because *her* coat is warm; and if *I* don't hurt *her*, *she* will do *me* no harm."

The word "pronoun" comes from the Latin *pro*, for, and *nomen*, a name.

## EXERCISES.

*a.* In the following sentences tell why the words in *italics* are pronouns.

1. Jane broke *her* doll.
2. Tom lost *his* pencil.
3. Mary, *your* mother wants *you*.
4. I have *their* books in *my* room.
5. The doctor *who* cured *you* is sick.

*b.* In the following sentences point out the pronouns.

1. My mother is kind to me.
2. The farmer ploughs his field.
3. Good children study their lessons.
4. The carpenter lent his saw to James.
5. God will love you if you are kind to the poor.

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c. In the following sentences supply pronouns.

1. James says that — is older than — am.
2. That book is —, I bought —.
3. When — learn that lesson, come to —.
4. — may go when — return.
5. Lend — your pencil, if — please.

## II. CLASSIFICATION.

**67.** There are three kinds of pronouns: 1. **Personal**; 2. **Relative**; 3. **Interrogative**.

### 1. PERSONAL PRONOUNS.

**68.** **Personal pronouns** are those that generally represent persons.

Examples: *I* am *he*. *It* was *she*.

**69.** There are five **personal pronouns**, namely: *I*, *thou*, *he*, *she*, *it*, and their plurals, *we*, *ye* or *you*, *they*.

**70.** **Compound personal pronouns** are formed from personal pronouns by adding "self" and its plural "selves." Examples: *myself*, *thymself*, *itself*, *ourselves*, *themselves*.

**NOTE 1.**—The compound personal pronouns are used when one acts on one's self. Examples: *I* hurt *myself*. *She* saw *herself*.

**NOTE 2.**—The compound personal pronouns are also used to express emphasis. Examples: *I* *myself* saw it. *He* *himself* did it.



## 2. RELATIVE PRONOUNS.

**71.** Relative pronouns are those that relate to some word or phrase going before in the sentence.

Example: "The boy *who* wrote that letter.

**72.** The relative pronouns are *who*, *which*, *what*, and *that*.

**73.** The *word* or *phrase* going before is called the antecedent.

In the sentence, "The boy who wrote that letter," *who* is the relative pronoun, and *boy* is the *antecedent*.

The word "antecedent" comes from two Latin words, *ante*, before, and *cedere*, to go.

1. **Who** is used in referring to *persons*.
2. **Which** refers to *animals* and *things*.
3. **That** refers to *persons*, *animals*, or *things*, and is used to prevent the repetition of *who* and *which*.

4. **What** is used when the antecedent is omitted. It means *that which*, *those which*, or *the things which*.

Example: "I bought *what* I wanted," may be written, "I bought *that* which I wanted," or "*the things* which I wanted."

**74.** Compound relative pronouns are formed by adding *ever* and *soever* to the relative *who*, *which*, and *what*. Examples: *whoever*, *whosoever*, *whichever*, *whichsoever*, *whatever*, and *whatsoever*.

3. INTERROGATIVE PRONOUNS.

**75.** Interrogative pronouns are those used in asking questions.

Examples: *Who* said so? *What* did you say?

The Interrogatives are *who*, *which*, and *what*, being the same in form as relatives.

III. INFLECTIONS.

**76.** Pronouns, since they stand for nouns, have Person, Number, Gender, and Case.

**77.** *Gender.* The gender of pronouns can be distinguished by form in the third person singular only. The pronouns of the first and of the second person are of the same gender as the person or persons whom they represent.

**78.** *Case.* Pronouns have the same cases as nouns, and follow the same rules.

DECLENSION OF PRONOUNS.

**79.** To decline a pronoun is to give its various cases and numbers.

Personal pronouns are declined thus:—

I, FIRST PERSON, *any of the genders.*

<i>Singular.</i>	<i>Plural.</i>
<i>Nom.</i> I,	<i>Nom.</i> we,
<i>Poss.</i> my, or mine,	<i>Poss.</i> our, or ours,
<i>Obj.</i> me;	<i>Obj.</i> us.

THOU, SECOND PERSON, *any of the genders.*

<i>Singular.</i>	<i>Plural.</i>
<i>Nom.</i> thou,	<i>Nom.</i> ye, or you,
<i>Poss.</i> thy, or thine,	<i>Poss.</i> your, or yours,
<i>Obj.</i> thee;	<i>Obj.</i> you.

HE, THIRD PERSON, *masculine gender.*

<i>Singular.</i>	<i>Plural.</i>
<i>Nom.</i> he,	<i>Nom.</i> they.
<i>Poss.</i> his,	<i>Poss.</i> their, or theirs,
<i>Obj.</i> him;	<i>Obj.</i> them.

SHE, THIRD PERSON, *feminine gender.*

<i>Singular.</i>	<i>Plural.</i>
<i>Nom.</i> she,	<i>Nom.</i> they,
<i>Poss.</i> her, or hers,	<i>Poss.</i> their, or theirs.
<i>Obj.</i> her;	<i>Obj.</i> them.

IT, THIRD PERSON, *neuter gender.*

<i>Singular.</i>	<i>Plural.</i>
<i>Nom.</i> it,	<i>Nom.</i> they,
<i>Poss.</i> its,	<i>Poss.</i> their, or theirs,
<i>Obj.</i> it;	<i>Obj.</i> them.

**80.** The Relative and Interrogative pronouns *who* and *which* are declined thus :—

WHO, *applied to persons only.*

<i>Singular.</i>	<i>Plural.</i>
<i>Nom.</i> who,	<i>Nom.</i> who,
<i>Poss.</i> whose,	<i>Poss.</i> whose,
<i>Obj.</i> whom;	<i>Obj.</i> whom.

WHICH, *applied to animals and things.*

<i>Singular.</i>	<i>Plural.</i>
<i>Nom.</i> which,	<i>Nom.</i> which,
<i>Poss.</i> whose,	<i>Poss.</i> whose,
<i>Obj.</i> which ;	<i>Obj.</i> which.

NOTE 1.—*That* and *what* are indeclinable.

NOTE 2.—The compound relatives, *whoever, whatever, etc.*, are declined in the same manner as the simple relatives.

EXERCISES.

*a.* In the following sentences point out the personal pronouns and give the *person, number, gender, and case* of each.

1. I have a beautiful pen.
2. It is mine ; you gave it to me.
3. We live in this world.
4. The sunshine and the air were made for us.
5. This book is yours ; do you read it often ?

*b.* In the following sentences supply personal pronouns in the proper case.

1. John told ——— mother that a boy laughed at ———.
2. These flowers are ——— and ——— water ——— every day.
3. Did ——— see ——— cat washing ——— face with ——— paw ?
4. That mouse is ———, because ——— caught ———.
5. This fish is dead, ——— gills were broken.

*c.* In the following sentences point out the relative pronouns, and tell why they are so called.

1. The person who told me is here.
2. That is the book which I lost.
3. This is the man whom we saw.
4. This is the cat that killed the rat.
5. This is the man who swiftly ran.

*d.* In the following sentences point out the interrogative pronouns.

1. Who are you ?
2. What is your name ?
3. Which is the house ?
4. Who can answer this question ?
5. What is a pronoun ?

*e.* In the following sentences supply relative pronouns.

1. The boy — studies — is useful, will improve.
2. The man — caught that fish is here.
3. I have found the pencil — I lost.
4. This is the dog — chased a frog.
5. Here is a snail — has no tail.

*f.* In the following sentences point out the compound personal pronouns.

1. I saw myself in the glass.
2. You will hurt yourself with that knife.
3. He woke and found himself on the floor.
4. She said to herself " I must study diligently."
5. They defended themselves against the wolves.

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*j.* In  
nouns.

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nouns a

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*g.* In the following sentences supply compound personal pronouns.

1. We must protect — against the cold.
2. They would hardly know — now.
3. Birds build warm nests for —.
4. You — know that I speak truly.
5. We — saw the boat glide by.

*h.* In the following sentences point out the compound relative pronouns.

1. Whoever wrote this was very careless.
2. Whatever you do, do well.
3. He may take whichever he chooses.
4. You may sing whatever you please.
5. He is a gentleman, whoever he may be.

*j.* In the following sentences correct the forms of the pronouns.

1. She said this book was *her's*.
2. He fell from a tree and hurt *hissself*.
3. They found *theirselves* in an awkward position.
4. Did you say this pen was *your's*?
5. *Who's* father is he? Oh! your own.

*k.* In the following sentences tell in what cases the pronouns are.

1. I told him to call on you.
2. He asked me to wait for them.
3. They and their father went to France.
4. Whose book did you find just now?
5. What is the name of that tall tree?

## EXERCISES IN SIMPLE PARSING I.

Parsing is naming the parts of speech of the words in a sentence.

## EXAMPLE I.

“I have a cat.”

*A* is the *indefinite* article ; and is *added* to the noun *cat*.

*Cat* is a *common* noun, because it is the name given to a *class* of beings.

In the following sentences, point out the *articles* and the *nouns* ; and parse each one, as in the example.

1. I found a pin.
2. Robert has a bird.
3. Show me the book.
4. Did you hear the music?
5. What a pretty flower!

## EXAMPLE II.

“The Amazon is a long river.”

*The* is the *definite* article ; and is *added* to the noun *Amazon*.

*Amazon* is a *proper* noun, because it is the name of a *particular* river.

*Long* is an adjective, and is *added* to the noun *river*. It is of the *positive* degree, because it is the *simple* form of the adjective. The comparative is *longer*, and the superlative is *longest*.

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In the following sentences, point out the *articles*, the *adjectives*, and the *nouns*; and parse each one, as in the example.

1. Robert is a good boy.
2. Mary found a gold pen.
3. The moon reflects the light of the sun.
4. The Pacific Ocean is wide and deep.
5. We write with steel pens.

EXAMPLE III.

“ I saw a big robin in the garden.”

*I* is a *personal* pronoun, because it represents the *name* of the *person* who *is speaking*.

*Big* is an adjective, and is *added* to the noun *robin*. It is of the *positive* degree, because it is the *simple* form of the adjective. The comparative is *bigger*, and the superlative is *biggest*.

*Robin* is a *common* noun, because it is the name given to a *class* of beings.

*The* is the *definite* article, and is *added* to the noun *garden*.

*Garden* is a *common* noun, because it can be applied to *all* places of the same kind.

In the following sentences, point out the *articles*, the *nouns*, the *adjectives*, and the *pronouns*; and parse each one, as in the example.

1. I saw a steam-boat on the river.
2. Philip said he found your book.
3. Has she seen my new dress?
4. Books are always faithful friends.
5. Cherry trees bloom in May.



## BLACKBOARD EXERCISE III.

What kind of word is *tall*? What would you call *red*? Why do you say *narrow* is an adjective? What noun does it qualify? What part of speech is *he*? In what case is *his*? What part of speech is *me*? In what case is *me*? In what case is *I*? What kind of word is *who* in the *first* sentence? What kind of word is *who* in the *second* sentence? What part of speech is *it*? What part of speech is *my*? What kind of adjective is *oldest*? Compare *old*. What part of speech is *this*? To what noun does it belong? In what case is *him*? What part of speech is *easy*?

## ADDITIONAL EXERCISES.

*The following or similar exercises should be written on the blackboard and pupils should be questioned as above.*

1. A white cat caught a black mouse. The Hebrew language is very old. Canadian products are sent to all parts of the world. I saw a big hen with four chickens. Every man can learn to write. Give me some fruit? This is the same book. He is a very bad boy. A barking dog is very annoying. The winding path led down to a running stream. A snow-white lamb stood near. The man was pale-faced and weary.

2. I told him you could not find it. She said he saw her yesterday. He takes care of himself. They themselves are in the wrong. Who is that man? What did you say? Which book is yours? He may do whatever he wishes. This is the man of whom I spoke. Who goes a borrowing, goes a sorrowing. The nest that I found contained three eggs.

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ed three

A tall man who  
carried a red dog  
walked through the  
narrow street.

He waved his  
hand at me and I  
said, "who are you?"  
It was my oldest  
brother Charles.

This is an easy  
exercise for him.

## CHAPTER VI.

## VERBS.

## I. DEFINITION.

**81. A verb is a word that signifies being or action.**

Examples: "I am." — "He is." — "The cat sleeps." — "Water runs." — "James was punished."

The word "verb" comes from the Latin *verbum*, a word.

## EXERCISES.

*a.* In the following sentences tell why the words in *italics* are verbs.

- |                            |                        |
|----------------------------|------------------------|
| 1. The bird <i>flies</i> . | A flower <i>dies</i> . |
| 2. The pen <i>is</i> bad.  | I <i>am</i> glad.      |
| 3. Evenings <i>close</i> . | Men <i>repose</i> .    |
| 4. Wheels <i>turn</i> .    | Fires <i>burn</i> .    |
| 5. Streams <i>flow</i> .   | Winds <i>blow</i> .    |

*b.* In the following sentences point out the verbs.

- |                    |                 |
|--------------------|-----------------|
| 1. The snow falls. | A man calls.    |
| 2. Fires burn.     | Seasons return. |
| 3. Frost nips.     | Rain drips.     |
| 4. We sleep.       | Worms creep.    |
| 5. Lambs play.     | Donkeys bray.   |

c. In the following sentences supply the omitted verbs.

1. John — two pies.
2. The baby —.
3. My dog —.
4. The man — wood.
5. The boy — the cows home.

## II. CLASSIFICATION.

82. In regard to their *meaning*, verbs are divided into three classes:—

1. Active,
2. Passive,
3. Neuter.

83. **Active** verbs are subdivided into *transitive* and *intransitive*.

84. A **transitive** verb is a verb that represents its subject as acting upon some other person or thing.

Example: "The cat *caught* a mouse." Here *caught* shows what the cat *did to the mouse*.

The word "transitive" means *passing over*, and comes from the Latin *transitus*, a passing across. The action implied by the verb is said to *pass over* to the *object*.

85. An **intransitive** verb is a verb that expresses an action confined to the doer or subject.

Examples: "John *walks*."—"The cat *winks*."

86. In the sentence "John walks," the action expressed by the verb *walks* is not *done to any person or thing*, but is confined to the doer *John*.

**87. A passive verb** is a verb that represents its subject as being acted upon, or as being the receiver of an action.

Examples: "The table *was struck* by John."—  
"Sheep *are watched* by a shepherd."

**88.** In the last sentence the subject "sheep" does not act, but is the recipient or *receiver* of the action performed by the shepherd. Similarly, in the sentence, "The table *was struck* by John," *table receives* the action performed by *John* when he strikes it.

**89. A neuter verb** is a verb that expresses being, or a state of being, without any visible action.

Examples: "I am."—"I sit."—"We exist."—  
"The child sleeps."

**90.** In these sentences the verbs express simply being or a state of being, without anything that may be called *action*.

NOTE 1.—Some active verbs can be used either transitively or intransitively. Examples: "The fire *burned* brightly."—  
"John *burned* his fingers."

NOTE 2.—A few verbs may be used either as active or neuter verbs. Examples: "Here I *rest*" (neuter).—"Here I *rest* my hopes" (active).

#### EXERCISES.

*a.* In the following sentences tell why the words in *italics* are transitive verbs.

1. John *wrote* a letter.
2. Cows *eat* grass.
3. Columbus *discovered* America.
4. James *bought* an interesting book.
5. God *created* the heavens and the earth.

*b.* In the following sentences tell why the words in *italics* are intransitive verbs.

1. The sun *shines* brightly.
2. The bird *sings* sweetly.
3. The cat *winks* slyly.
4. The dog *barked* fiercely.
5. The tree *fell* suddenly.

*c.* In the following sentences tell why the words in *italics* are passive verbs.

1. John *was punished* by his father.
2. The lessons *were studied* by the pupils.
3. Good men *are always loved* by God.
4. The army *is commanded* by a General.
5. A mouse *was caught* by my cat.

*d.* In the following sentences tell why the words in *italics* are neuter verbs.

1. I *am* here.
2. Man *is* mortal.
3. The cat *sits* in the corner.
4. The baby *sleeps* in the cradle.
5. Many races *exist* upon the earth.

**91.** In regard to their *form*, verbs are divided into four classes:—

1. Regular,
2. Irregular,
3. Redundant,
4. Defective.

**92.** A Regular Verb is one that forms its Imperfect Tense and Perfect Participle by adding *d* or *ed* to the Present. Examples :

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Love,	Loved,	Loved.
Move,	Moved,	Moved.
Call,	Called,	Called.

**93.** An Irregular Verb is one that does not form its Imperfect Tense and Perfect Participle by adding *d* or *ed* to the Present. Examples :

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
See,	Saw,	Seen.
Go,	Went,	Gone.
Sing,	Sang,	Sung.

**94.** A Redundant Verb is one that forms its Imperfect Tense and Perfect Participle in two or more ways. Examples :

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
{ Burn,	{ Burnt,	{ Burnt.
{ Burn,	{ Burned,	{ Burned.
{ Gild,	{ Gilt,	{ Gilt.
{ Gild,	{ Gilded,	{ Gilded.

**95.** A Defective Verb is one that is deficient or wanting in some of its parts. Examples :

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Can,	Could,	—.
May,	Might,	—.
Shall,	Should,	—.

## III. INFLECTION.

**96.** Verbs have five changes or inflections, namely: Numbers, Persons, Moods, Tenses, and Participles.

## 1. NUMBER AND PERSON.

**97.** Verbs have two *numbers*, Singular and Plural; and three *persons* in each number, namely: *first*, *second*, and *third*.

<i>Singular.</i>	<i>Plural.</i>
<i>First person</i> , I move,	We move.
<i>Second</i> “ Thou movest,	You move.
<i>Third</i> “ He moves;	They move.

NOTE 1.—When the verb varies, the second person singular ends in *est* or *st*, and the third person singular ends in *s*, *es*, *eth* or *th*. In the other persons the form of the verb remains unchanged, and its number and person can be known only by its nominative.

NOTE 2.—In the example “I love,” *love* is the first person singular of the verb, because its nominative “I” is a pronoun of the first person, and singular number.

NOTE 3.—In the example “We love,” *love* is the first person plural of the verb, because its nominative “We” is a pronoun of the first person, and plural number.

NOTE 4.—In the example “John reads,” *reads* is the third person singular of the verb, because its nominative “John” is a noun of the third person, and singular number.

NOTE 5.—The forms in *st*, *th*, *est*, and *eth*, as *lovest*, *loveth*, *varest*, and *vareth*, are used only in solemn or poetical language.



## 2. MOODS.

**98.** Moods are those forms of the verb that mark the *mode* or manner of an action.

Mood (from Latin *modus*) means manner or way.

**99.** There are five Moods: the Indicative, the Potential, the Subjunctive, the Imperative, and the Infinitive.

**100.** The Indicative mood *indicates* or declares something, or asks a question. Examples: He *is* the man. I *love* him. Do you *know*?

**101.** The Potential mood expresses the *possibility, liberty, power, will, or obligation* of the being or action. Examples: The wind *may blow*. I *can swim*. Children *should be* obedient.

**102.** The signs of the Potential mood are the auxiliary verbs, *may, can, must, might, could, would, and should*. This mood may also be used in asking questions, as "May I go?" "Can you read?"

**103.** The Subjunctive mood expresses the condition, supposition, or uncertainty of the being or action. Examples: *If he come* I will remain. *If he study* diligently he will improve.

**104.** The Subjunctive mood is so called because it is *subjoined* to or connected with, some other verb. This connection is generally denoted by a conjunction; as, *if, though, although, lest, unless, that, etc.*

**105.** The Imperative mood expresses a *command or entreaty*. Examples: *Depart* thou! *Forgive* me.

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**106.** The Imperative mood has only the second person singular and the second person plural, and is always used in Present time.

**107.** The Infinitive mood expresses being or action in a general sense, and without reference to person or number. Examples : To be ; to read ; to love ; to be loved ; to write ; to have written.

**108.** The preposition *to*, which generally precedes it, is called the sign of the Infinitive mood.

**109.** All verbs not in the *Infinitive* mood are called *Finite* verbs.

## TENSE.

**110.** Tenses are forms of the verb used to indicate Time.

The word "tense" is derived through the French from the Latin *tempus*, time.

A simple tense is a tense formed without auxiliaries.

A compound tense is a tense formed with one or more auxiliaries.

**111.** Time is either Present, Past, or Future. To express these different periods of *time*, there are six tenses: the *Present*, the *Imperfect*, the *Perfect*, the *Pluperfect*, the *First Future*, and the *Second Future*.

**112.** Present time is expressed by the Present tense.

**113.** Past time is expressed by the Imperfect, the Perfect, and the Pluperfect.

**114.** Future time is expressed by the First Future and the Second Future.

**115.** The Present Tense expresses what exists *now*, or *is going on* at the present time. Examples: *I am. I write. I am writing.*

1. The present tense is used sometimes by custom instead of the future. Example: "He *leaves* the city to-morrow," instead of "He will leave the city to-morrow."

2. It is also used when preceded by such words as *when, as soon as, before, after, till*, to express the relative time of some future action. Example: When you *come* to-morrow, I shall be here.

**116.** The Imperfect Tense expresses what *took place* or *was going on* at some time *now past*. Examples: "I *wrote* a letter yesterday." "I *was writing* when you came."

This tense expresses what is *entirely past*.

**117** The Perfect Tense expresses what has taken place during a period of time *not yet fully past*. Examples: "I *have written* a letter to-day." "I *have studied* my lesson."

The sign of the Perfect is *have*; inflected, *have, hast, has* or *hath*.

**118.** Mistakes in the use of the Imperfect Tense and the Perfect Tense are very common. The following explanation will serve to remove some of the difficulties.

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*wrote a*

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**121**  
*taken*  
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**122**  
take p  
*shall w*

The

**119.** When an action takes place during one period of time, and is spoken of *during the same period*, the Perfect Tense is used, because the period during which the action took place is *not yet fully past*.

**120.** When an action takes place during one period of time, and is spoken of *at a later period*, the Imperfect Tense is used, because the period during which the action took place is *now fully past*.

1. Example : If I do anything in the morning and speak of it *during the same morning*, I use the perfect tense, because the period "morning" is *not yet fully past*. Example : "I *have written* a letter this morning" (said on the morning).

2. If I speak of the same action in the afternoon, I use the imperfect tense if the word *morning* occurs in the sentence, because the period *morning* is *now fully past*. Example : "I *wrote* a letter this morning" (said in the afternoon).

3. It must be remembered, however, that if I were to use the period *day* in the sentence, I should use the perfect tense and say, "I *have written* a letter *to-day*," since the afternoon is part of the *same day*, and therefore the period *day* is not yet *fully past*.

**121.** The Pluperfect Tense expresses what *had taken* place at, or before the time of some other past action. Examples: I *had written* a letter, *when you came* yesterday.

The sign of the Pluperfect is *had* ; inflected, *had, hadst, had*.

**122.** The First Future Tense expresses what *will* take place during some future time. Example: I *shall* write to-morrow.

The signs of the Future are *shall* and *will*.

**123.** The second Future Tense expresses what *shall have* taken place at, or before the time of some other future action. Example: "I *shall have* written a letter, *when you come* to-morrow."

The signs of the Second Future are *shall have* and *will have*.

#### 4. PARTICIPLES.

**124.** Participles are those forms of the verb that have the nature of a verb, and of an adjective or a noun. Examples: "The stream is *running* swiftly" (verb). "This is a *running* stream" (adj.). "The *running* of the stream is rapid" (noun).

**125.** Verbs have three Participles—the Present or Imperfect, the Perfect, and the Pluperfect.

**126.** The Present or Imperfect Participle expresses being or action, as going on or continuing. Examples: *Being, moving, seeing, being seen*.

**127.** The Present or Imperfect Participle of Active and Neuter verbs always ends in *ing*, and the Present or Imperfect Participle of Passive verbs prefixes "*being*" to the Perfect Participle of active transitive verbs. Example: Active and Neuter—*Loving, seeing, being, existing*. Passive—*Being written. Being moved*.

**128.** The Perfect Participle expresses being or action, as completed or finished. Examples: *Been, moved, seen, written*.

**129.** The Perfect Participle commonly ends in *d, ed* or *en*, and has the same form for both Active and Passive Verbs.

**130.** The Pluperfect Participle expresses being or action as completed or finished before some other event. Examples: *Having moved. Having seen*.

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**131.** The Pluperfect Participle of Active and Neuter verbs is formed by prefixing "*having*" to the Perfect Participle, and the Pluperfect Participle of Passive verbs is formed by prefixing "*having been*" to the Perfect Participle of active transitive verbs. Examples: Active and Neuter—*Having been. Having moved. Having seen.* Passive—*Having been moved. Having been seen. Having been loved.*

IV. CONJUGATION.

**132.** The Conjugation of a verb means the regular arrangement of its moods, tenses, numbers, persons, and participles.

The word Conjugation comes from Latin *conjugatio*, a yoking together.

**133.** Every complete simple verb has Four Principal parts, namely: The Present, the Imperfect, the Present or Imperfect Participle, and the Perfect Participle.

**134.** Moods and Tenses are formed, partly by changes in the principal verb, and partly by the aid of auxiliary or helping verbs; therefore an Auxiliary Verb is one that helps to form moods and tenses.

The word Auxiliary (from Latin *auxilium*, help) means *helping or aiding.*

**135.** The Auxiliary Verbs are *do, be, have, shall, will, can, may, and must.*

**1. Active and Neuter Verbs.**

**136.** Active and Neuter Verbs have two principal forms of Conjugation, the *Simple* and the *Compound* or *Progressive.*

**137.** The **Simple** form makes its Present and Imperfect tenses of the Indicative and the Subjunctive mood without auxiliaries.

**138.** The **Compound** or **Progressive** form adds the *Present* or *Imperfect* participle to the verb *Be*, through all its changes.

**139.** A **Third** form, found only in the Present and Imperfect tenses of the Indicative mood, is made by prefixing the auxiliary *Do* to the principal verb. This is called the *Emphatic* form.

#### FIRST EXAMPLE.

### CONJUGATION OF THE REGULAR ACTIVE VERB **Move.**

#### PRINCIPAL PARTS.

<i>Present.</i>	<i>Imperfect.</i>	<i>Pres. or Imp. Part.</i>	<i>Perf. Part.</i>
Move.	Moved.	Moving.	Moved.

#### Indicative Mood.

##### PRESENT TENSE.

##### *Simple Form.*

<i>Singular.</i>		<i>Plural.</i>	
<i>1st Person,</i>	I move,	<i>1st Person,</i>	We move,
<i>2d</i>	“ Thou movest,	<i>2d</i>	“ You move,
<i>3d</i>	“ He moves;	<i>3d</i>	“ They move.

##### *Compound or Progressive Form.*

1. I am moving,	1. We are moving,
2. Thou art moving,	2. You are moving,
3. He is moving;	3. They are moving.

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*Emphatic Form.*

*Singular.*

1. I do move,
2. Thou dost move,
3. He does move ;

*Plural.*

1. We do move,
2. You do move,
3. They do move.

IMPERFECT TENSE.

*Simple Form.*

*Singular.*

1. I moved,
2. Thou movedst,
3. He moved ;

*Plural.*

1. We moved,
2. You moved,
3. They moved.

*Progressive Form.*

1. I was moving,
2. Thou wast moving,
3. He was moving ;

1. We were moving,
2. You were moving,
3. They were moving.

*Emphatic Form.*

1. I did move,
2. Thou didst move,
3. He did move ;

1. We did move,
2. You did move,
3. They did move.

PERFECT TENSE.

*Simple Form.*

*Singular.*

1. I have moved,
2. Thou hast moved,
3. He has moved ;

*Plural.*

1. We have moved,
2. You have moved,
3. They have moved.

*Progressive Form.*

1. I have been moving,
2. Thou hast been moving,
3. He has been moving ;

1. We have been moving,
2. You have been moving,
3. They have been moving.



## PLUPERFECT TENSE.

*Simple Form.**Singular.*

1. I had moved,
2. Thou hadst moved,
3. He had moved ;

*Plural.*

1. We had moved,
2. You had moved,
3. They had moved.

*Progressive Form.*

- |                            |                          |
|----------------------------|--------------------------|
| 1. I had been moving,      | 1. We had been moving,   |
| 2. Thou hadst been moving, | 2. You had been moving,  |
| 3. He had been moving ;    | 3. They had been moving. |

## FIRST FUTURE TENSE.

*Simple Form.**To express a simple future action.**Singular.*

1. I shall move,
2. Thou wilt move,
3. He will move ;

*Plural.*

1. We shall move,
2. You will move,
3. They will move.

*To express a threat, promise or determination.*

- |                     |                     |
|---------------------|---------------------|
| 1. I will move,     | 1. We will move,    |
| 2. Thou shalt move, | 2. You shall move,  |
| 3. He shall move ;  | 3. They shall move. |

*Progressive Form.**To express a simple future action.*

- |                         |                         |
|-------------------------|-------------------------|
| 1. I shall be moving,   | 1. We shall be moving,  |
| 2. Thou wilt be moving, | 2. You will be moving,  |
| 3. He will be moving ;  | 3. They will be moving. |

*To express a threat, promise, or determination.*

- |                                |                               |
|--------------------------------|-------------------------------|
| 1. I will be moving,<br>etc. ; | 1. We will be moving,<br>etc. |
|--------------------------------|-------------------------------|

SECOND FUTURE TENSE.

*Simple Form.*

*Singular.*

1. I shall have moved,
2. Thou wilt have moved,
3. He will have moved ;

*Plural.*

1. We shall have moved,
2. You will have moved,
3. They will have moved.

*Progressive Form.*

*Singular.*

1. I shall have been moving,
2. Thou wilt have been moving,
3. He will have been moving ;

*Plural.*

1. We shall have been moving,
2. You will have been moving,
3. They will have been moving.

Potential Mood.

PRESENT TENSE.

*Simple Form.*

*Singular.*

1. I may move,
2. Thou mayst move,
3. He may move ;

*Plural.*

1. We may move,
2. You may move,
3. They may move.

*Progressive Form.*

1. I may be moving,
2. Thou mayst be moving,
3. He may be moving ;

1. We may be moving.
2. You may be moving,
3. They may be moving.

IMPERFECT TENSE.

*Simple Form.*

1. I might move,
2. Thou mightst move,
3. He might move ;

1. We might move,
2. You might move,
3. They might move.

*Progressive Form.**Singular.*

1. I might be moving,
2. Thou mightst be moving,
3. He might be moving ;

*Plural.*

1. We might be moving.
2. You might be moving.
3. They might be moving.

## PERFECT TENSE.

*Simple Form.**Singular.*

1. I may have moved,
2. Thou mayst have moved,
3. He may have moved ;

*Plural.*

1. We may have moved,
2. You may have moved,
3. They may have moved.

*Progressive Form.**Singular.*

1. I may have been moving,
2. Thou mayst have been moving,
3. He may have been moving ;

*Plural.*

1. We may have been moving,
2. You may have been moving,
3. They may have been moving.

## PLUPERFECT TENSE.

*Simple Form.**Singular.*

1. I might have moved,
2. Thou mightst have moved,
3. He might have moved ;

*Plural.*

1. We might have moved,
2. You might have moved,
3. They might have moved.

*Progressive Form.*

*Singular.*

1. I might have been moving,
2. Thou mightst have been moving,
3. He might have been moving ;

*Plural.*

1. We might have been moving.
2. You might have been moving,
3. They might have been moving.

**Subjunctive Mood.**

PRESENT TENSE

*Simple Form.*

*Singular.*

1. If I move,
2. If thou move,
3. If he move ;

*Plural.*

1. If we move,
2. If you move,
3. If they move.

*Progressive Form.*

- |                       |                       |
|-----------------------|-----------------------|
| 1. If I be moving,    | 1. If we be moving,   |
| 2. If thou be moving, | 2. If you be moving,  |
| 3. If he be moving ;  | 3. If they be moving. |

IMPERFECT TENSE.

*Simple Form.*

*Singular.*

1. If I moved,
2. If thou moved,
3. If he moved ;

*Plural.*

1. If we moved,
2. If you moved,
3. If they moved.

*Progressive Form.**Singular.*

1. If I were moving,
2. If thou wert or were moving,
3. If he were moving ;

*Plural.*

1. If we were moving,
2. If you were moving,
3. If they were moving.

**Imperative Mood.**

## PRESENT TENSE.

*Simple Form.**Singular.*

2. Move (thou), or  
Do thou move.

*Plural.*

2. Move (ye or you), or  
Do you move.

*Progressive Form.*

2. Be (thou) moving, or  
Do thou be moving.

2. Be (ye or you) moving, or  
Do you be moving.

**Infinitive Mood.***Simple Form.**Present tense, To move.**Perfect tense, To have moved.**Progressive Form.**Present tense, To be moving.**Perfect tense, To have been moving.***Participles.***Simple Form.**Pres. or Imper., Moving. Perfect, Moved.**Pluperfect, Having moved.**Compound Progressive Form.**Pres. or Imper., Being moving.**Pluperfect, Having been moving.*

SECOND EXAMPLE.

CONJUGATION OF THE IRREGULAR ACTIVE VERB  
**See.**

PRINCIPAL PARTS.

<i>Present.</i>	<i>Imperfect.</i>	<i>Pres. or Imp. Part.</i>	<i>Perf. Part.</i>
See.	Saw.	Seeing.	Seen.

**Indicative Mood.**

PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I see,	1. We see,
2. Thou seest,	2. You see,
3. He sees ;	3. They see.

*Compound or Progressive Form.*

1. I am seeing, etc. ;	1. We are seeing, etc.
------------------------	------------------------

*Emphatic Form.*

1. I do see, etc. ;	1. We do see, etc.
---------------------	--------------------

IMPERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I saw,	1. We saw,
2. Thou sawest,	2. You saw,
3. He saw ;	3. They saw.

*Progressive Form.*

1. I was seeing, etc. ;	1. We were seeing, etc.
-------------------------	-------------------------

*Emphatic Form.*

1. I did see, etc. ;	1. We did see, etc.
----------------------	---------------------

## PERFECT TENSE.

*Singular.*

1. I have seen,
2. Thou hast seen,
3. He has seen ;

*Plural.*

1. We have seen,
2. You have seen,
3. They have seen.

*Progressive Form.*

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. I have been seeing,<br/>etc.;</li> </ol> | <ol style="list-style-type: none"> <li>1. We have been seeing,<br/>etc.</li> </ol> |
|--|--|

## PLUPERFECT TENSE.

*Singular.*

1. I had seen,
2. Thou hadst seen,
3. He had seen ;

*Plural.*

1. We had seen,
2. You had seen,
3. They had seen.

*Progressive Form.*

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. I had been seeing, etc.;</li> </ol> | <ol style="list-style-type: none"> <li>We had been seeing, etc.</li> </ol> |
|---|--|

## FIRST FUTURE TENSE.

*Singular.*

1. I shall see,
2. Thou wilt see,
3. He will see ;

*Plural.*

1. We shall see,
2. You will see,
3. They will see.

*Progressive Form.*

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. I shall be seeing,<br/>etc.;</li> </ol> | <ol style="list-style-type: none"> <li>1. We shall be seeing,<br/>etc.</li> </ol> |
|---|---|

## SECOND FUTURE TENSE.

*Singular.*

1. I shall have seen,
2. Thou wilt have seen,
3. He will have seen .

*Plural.*

1. We shall have seen,
2. You will have seen,
3. They will have seen.

*Progressive Form.*

*Singular.*

1. I shall have been seeing,  
etc.;

*Plural.*

1. We shall have been seeing,  
etc.

**Potential Mood.**

PRESENT TENSE.

*Singular.*

1. I may see,
2. Thou mayst see,
3. He may see ;

*Plural.*

1. We may see,
2. You may see,
3. They may see.

*Progressive Form.*

1. I may be seeing, etc.;

1. We may be seeing, etc.

IMPERFECT TENSE.

*Singular.*

1. I might see,
2. Thou mightst see,
3. He might see ;

*Plural.*

1. We might see,
2. You might see,
3. They might see.

*Progressive Form.*

1. I might be seeing, etc.;

1. We might be seeing, etc.

PERFECT TENSE.

*Singular.*

1. I may have seen,
2. Thou mayst have seen,
3. He may have seen ;

*Plural.*

1. We may have seen,
2. You may have seen,
3. They may have seen.

*Progressive Form.*

1. I may have been seeing,  
etc.;

1. We may have been seeing,  
etc.



## PLUPERFECT TENSE.

*Singular.*

1. I might have seen,
2. Thou mightst have seen,
3. He might have seen ;

*Plural.*

1. We might have seen,
2. You might have seen,
3. They might have seen.

*Progressive Form.**Singular.*

1. I might have been seeing, etc.

*Plural.*

1. We might have been seeing, etc.

## Subjunctive Mood.

## PRESENT TENSE.

*Singular.*

1. If I see,
2. If thou see,
3. If he see ;

*Plural.*

1. If we see,
2. If you see,
3. If they see.

*Progressive Form.*

1. If I be seeing, etc.;
1. If we be seeing, etc.

## IMPERFECT TENSE.

*Singular.*

1. If I saw,
2. If thou saw,
3. If he saw ;

*Plural.*

1. If we saw,
2. If you saw,
3. If they saw.

*Progressive Form.*

*Singular.*

If I were seeing, etc.

*Plural.*

1. If we were seeing, etc.

**Imperative Mood.**

PRESENT TENSE.

*Singular.*

2. See (thou), or

Do thou see.

*Plural.*

2. See (ye or you), or

Do you see.

*Progressive Form.*

2. Be (thou) seeing, or

Do thou be seeing.

2. Be (you or ye) seeing, or

Do you be seeing.

**Infinitive Mood.**

*Present tense, To see.*

*Perfect tense, To have seen.*

*Progressive Form.*

*Present tense, To be seeing.*

*Perfect tense, To have been seeing*

**Participles.**

*Pres. or Imper., Seeing.*

*Perfect, Seen.*

*Pluperfect, Having seen.*

*Progressive Form.*

*Present or Imper., Being seeing.*

*Pluperfect, Having been seeing.*

etc.

Neuter verbs and Active verbs are conjugated alike. The verb *Be* is an irregular neuter verb, but it is better known as an auxiliary. It will be found conjugated under the head of auxiliary verbs

## 2. Passive Verbs.

**140.** Passive verbs are formed from Active transitive verbs by adding the Perfect Participle of the principal verb to the auxiliary *Be* in all its changes.

NOTE 1.—Be careful to distinguish between Passive verbs and the Progressive Form of Active verbs. The Progressive adds the *Present* or *Imperfect Participle* to the auxiliary verb *Be*. The Passive adds the *Perfect Participle* to the auxiliary.

NOTE 2.—Any Active transitive verb may be made passive without changing the meaning of the sentence in which it occurs. Examples: "I *moved* the table." "The table *was moved* by me." Here it will be noticed that "*table*," the *object* of the *active-transitive* verb "*moved*," is made the "*subject*" of the *passive* verb "was moved."

### THIRD EXAMPLE.

#### CONJUGATION OF THE REGULAR PASSIVE VERB

#### **Be Moved.**

##### PRINCIPAL PARTS.

<i>Present.</i>	<i>Imperfect.</i>	<i>Pres. or Imp. Part.</i>	<i>Perf. Part.</i>
Move.	Moved.	Moving.	Moved.

##### Indicative Mood.

##### PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I am moved,	1. We are moved,
2. Thou art moved,	2. You are moved,
3. He is moved ;	3. They are moved.

## IMPERFECT TENSE.

*Singular.*

1. I was moved,
2. Thou wast moved,
3. He was moved ;

*Plural.*

1. We were moved,
2. You were moved,
3. They were moved.

## PERFECT TENSE.

*Singular.*

1. I have been moved,
2. Thou hast been moved,
3. He has been moved ;

*Plural.*

1. We have been moved,
2. You have been moved,
3. They have been moved.

## PLUPERFECT TENSE.

*Singular.*

1. I had been moved,
2. Thou hadst been moved,
3. He had been moved ;

*Plural.*

1. We had been moved,
2. You had been moved,
3. They had been moved.

## FIRST FUTURE TENSE.

*Singular.*

1. I shall be moved,
2. Thou wilt be moved,
3. He will be moved ;

*Plural.*

1. We shall be moved,
2. You will be moved,
3. They will be moved.

## SECOND FUTURE TENSE.

*Singular.*

1. I shall have been moved,
2. Thou wilt have been moved.
3. He will have been moved ;

*Plural.*

1. We shall have been moved,
2. You will have been moved,
3. They will have been moved.

**Potential Mood.**

## PRESENT TENSE.

*Singular.*

1. I may be moved,
2. Thou mayst be moved,
3. He may be moved ;

*Plural.*

1. We may be moved,
2. You may be moved,
3. They may be moved.

## IMPERFECT TENSE.

*Singular.*

1. I might be moved,
2. Thou mightst be moved,
3. He might be moved ;

*Plural.*

1. We might be moved,
2. You might be moved,
3. They might be moved.

## PERFECT TENSE.

*Singular.*

1. I may have been moved,
2. Thou mayst have been moved,
3. He may have been moved ;

*Plural.*

1. We may have been moved,
2. You may have been moved,
3. They may have been moved.

## PLUPERFECT TENSE.

*Singular.*

1. I might have been moved,
2. Thou mightst have been moved,
3. He might have been moved ;

*Plural.*

1. We might have been moved,
2. You might have been moved,
3. They might have been moved.

**Subjunctive Mood.**

PRESENT TENSE.

*Singular.*

*Plural.*

- |                      |                      |
|----------------------|----------------------|
| 1. If I be moved,    | 1. If we be moved,   |
| 2. If thou be moved, | 2. If you be moved,  |
| 3. If he be moved ;  | 3. If they be moved. |

IMPERFECT TENSE.

*Singular.*

*Plural.*

- |                                |                        |
|--------------------------------|------------------------|
| 1. If I were moved,            | 1. If we were moved,   |
| 2. If thou wert or were moved, | 2. If you were moved,  |
| 3. If he were moved ;          | 3. If they were moved. |

**Imperative Mood.**

PRESENT TENSE.

*Singular.*

*Plural.*

- |   |   |
|---|---|
| 2. Be (thou) moved, or<br>Do thou be moved. | 2. Be (ye or you) moved, or<br>Do you be moved. |
|---|---|

**Infinitive Mood.**

*Present tense,* To be moved.

*Perfect tense,* To have been moved.

**Participles.**

*Present or Imperfect,* Being moved.

*Perfect,* Moved.

*Pluperfect,* Having been moved.

### 3. Other Forms of Conjugation.

#### 1. NEGATIVE FORM.

**141.** The Negative Form, or form of denying, is made by means of the adverb "*not*."

1. In the simple tenses, *by placing "NOT" after the verb.* Examples: I move *not*. We move *not*. He moves *not*. If I move *not*.

2. In the compound tenses formed with *one* auxiliary verb, *by placing "NOT" between the auxiliary and the verb.* Examples: I do *not* see. I may *not* see. I shall *not* see. I am *not* moved.

3. In the compound tenses formed with *more than one* auxiliary verb, *by placing NOT after the first auxiliary.* Examples: I may *not* have seen. I shall *not* have seen. I may *not* have been moving. I shall *not* have been moved.

4. In the infinitive mood and with the participles; *by placing NOT first.* Examples: *Not* to move. *Not* to be moved. *Not* moving. *Not* having moved.

#### 2. INTERROGATIVE FORM.

**142.** The Interrogative Form, or form for asking a question, is made by changing the position of the *nominative* in the Indicative and Potential moods.

1. In the simple tenses; *by placing the NOMINATIVE after the verb.* Examples: Love I? Lovest thou? This form is seldom used.

2. In the compound tenses formed with *one* auxiliary, by placing the NOMINATIVE between the auxiliary and the verb. Examples: Do *I* love? Does *he* move? Am *I* loved? Are *we* seen?

3. In the compound tenses formed with *more than one* auxiliary, by placing the NOMINATIVE after the first auxiliary. Example: Couldst *thou* have been loved? This form also is seldom used.

4. The subjunctive, the imperative, the infinitive, and the participles cannot have the *interrogative* form.

### 3. INTERROGATIVE AND NEGATIVE FORM.

**143.** The form called *Interrogative and Negative* is made by placing "not" after the *nominative* in the *Interrogative* form. Examples:

1. Love *I* not? Lovest *thou* not?
2. Do *I* not love? Do *we* not see? Am *I* not seen?
3. Couldst *thou* not have been seen?

The subjunctive, the imperative, the infinitive and the participles cannot have the *Interrogative* and *Negative* form.

### 4. IRREGULAR VERBS.

**144.** An Irregular Verb is one that does not form its Imperfect tense and Perfect participle by adding *d* or *ed* to the Present.



## LIST OF IRREGULAR VERBS.

<i>Present.</i>	<i>Imperfect.</i>	<i>Pres. or Imp. Part.</i>	<i>Perf. Participle.</i>
Abide,	abode,	abiding.	abode.
Arise,	arose,	arising,	arisen.
Be,	was,	being,	been.
Bear, to carry,	bore,	bearing,	borne.
Beat,	beat,	beating,	beaten.
Begin,	began,	beginning,	begun.
Behold,	beheld,	beholding,	beheld.
Beseech,	besought,	beseeking,	besought.
Beset,	beset,	besetting,	beset.
Bid,	bid or bade,	bidding,	bidden or bid.
Bide,	bode,	biding.	bode.
Bind,	bound,	binding,	bound.
Bite,	bit,	biting.	bitten or bit.
Bleed,	bled,	bleeding.	bled.
Blow,	blew,	blowing,	blown.
Break,	broke,	breaking,	broken.
Breed,	bred,	breeding,	bred.
Bring,	brought,	bringing,	brought.
Burst,	burst,	bursting,	burst.
Buy,	bought,	buying,	bought.
Cast,	cast,	casting,	cast.
Chide,	chid,	chiding,	chidden or chid.
Choose,	chose,	choosing,	chosen.
Cleave, to split,	cleft or clove,	cleaving,	cleft or cloven.
Cleave, to stick,	cleaved,	cleaving,	cleaved.
Cling,	clung,	clinging,	clung.
Come,	came,	coming,	come.
Cost,	cost,	costing,	cost.
Creep,	crept,	creeping,	crept.
Cut,	cut,	cutting,	cut.
Deal,	dealt,	dealing,	dealt.
Do,	did,	doing,	done.
Draw,	drew,	drawing,	drawn.
Drink,	drank,	drinking,	drunk or drank.
Drive,	drove,	driving,	driven.
Eat,	ate or eat,	eating,	eaten or eat.
Fall,	fell,	falling,	fallen.

*Present*

Feed,  
 Feel,  
 Fight,  
 Find,  
 Flee,  
 Fling,  
 Freeze,  
 Fly,  
 Forbear,  
 Forsake,  
 Get,  
 Give,  
 Go,  
 Grind,  
 Grow,  
 Have,  
 Hear,  
 Hide,  
 Hit,  
 Hold,  
 Hurt,  
 Keep,  
 Know,  
 Lay,  
 Lead,  
 Leave,  
 Lend,  
 Let,  
 Lie, to rest  
 Lose,  
 Make,  
 Mean,  
 Meet,  
 Outdo,  
 Pay,  
 Put,  
 Read,  
 Rend,  
 Rid

<i>Present.</i>	<i>Imperfect.</i>	<i>Pres. or Imp. Part.</i>	<i>Perf. Participle.</i>
Feed,	fed,	feeding,	fed.
Feel,	felt,	feeling,	felt.
Fight,	fought,	fighting,	fought.
Find,	found,	finding,	found.
Flee,	fled,	fleeing,	fled.
Fling,	flung,	flinging,	flung.
Freeze,	froze,	freezing,	frozen.
Fly,	flew,	flying,	flown.
Forbear,	forbore,	forbearing,	forborne.
Forsake,	forsook,	forsaking,	forsaken.
Get,	got,	getting,	got or gotten.
Give,	gave,	giving,	given.
Go,	went,	going,	gone.
Grind,	ground,	grinding,	ground.
Grow,	grew,	growing,	grown.
Have,	had,	having,	had.
Hear,	heard,	hearing,	heard.
Hide,	hid,	hiding,	hidden or hid.
Hit,	hit,	hitting,	hit.
Hold,	held,	holding,	held or holden
Hurt,	hurt,	hurting,	hurt.
Keep,	kept,	keeping,	kept.
Know,	knew,	knowing,	known
Lay,	laid,	laying,	laid.
Lead,	led,	leading,	led.
Leave,	left,	leaving,	left.
Lend,	lent,	lending,	lent.
Let,	let,	letting,	let.
Lie, to rest,	lay,	lying,	lain.
Lose,	lost,	losing,	lost.
Make,	made,	making,	made.
Mean,	meant,	meaning,	meant.
Meet,	met,	meeting,	met.
Outdo,	outdid,	outdoing,	outdone.
Pay,	paid,	paying,	paid.
Put,	put,	putting,	put.
Read,	rēad,	reading,	rēad.
Rend,	rent,	rending,	rent.
Rid	rid,	ridding,	rid.

<i>Present.</i>	<i>Imperfect.</i>	<i>Pres. or Imp. Part.</i>	<i>Perf. Participle.</i>
Ride,	rode.	riding,	ridden or rode.
Ring,	rang or rung,	ringing,	rung.
Rise,	rose,	rising,	risen.
Run,	ran or run,	running,	run.
Say,	said,	saying,	said.
See,	saw,	seeing,	seen.
Seek,	sought,	seeking,	sought.
Sell,	sold,	selling,	sold.
Send,	sent,	sending,	sent.
Set,	set,	setting,	set.
Shake,	shook,	shaking,	shaken.
Shed,	shed.	shedding,	shed.
Shoe,	shod,	shoeing,	shod.
Shoot,	shot,	shooting,	shot.
Shut,	shut	shutting,	shut.
Shred,	shred,	shredding,	shred.
Shrink,	shrunk or shrank,	shrinking,	shrunk or shrunken.
Sing,	sung or sang,	singing,	sung.
Sink,	sunk or sank,	sinking,	sunk.
Sit,	sat,	sitting,	sat.
Slay,	slew,	slaying,	slain.
Sleep,	slept,	sleeping,	slept.
Slide,	slid,	sliding,	slid or slidden.
Sling,	slung,	slinging,	slung.
Slink,	slunk,	slinking,	slunk.
Smite,	smote,	smiting,	smitten or smit.
Speak,	spoke,	speaking,	spoken.
Spend,	spent,	spending,	spent.
Spin,	spun,	spinning,	spun.
Spit,	spit or spat,	spitting,	spit or spitten.
Spread,	spread,	spreading,	spread.
Spring,	sprung or sprang.	springing,	sprung.
Stand,	stood,	standing,	stood.
Steal,	stole,	stealing,	stolen.
Stick,	stuck,	sticking,	stuck.
Sting,	stung,	stinging,	stung.
Stride,	strode,	striding,	stridden or strid.
Strike,	struck,	striking,	struck or stricken.
Strive,	strove,	striving,	striven.

*Pr*  
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Wear  
Weav  
Weep  
Win,  
Wind  
Wring  
Write

14  
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ways

*Pres*  
Awake  
Belay,  
Bond,  
Beav  
Bet,  
Betide  
Blend,  
Bless,  
Build,  
Burn,  
Catch,

<i>Present.</i>	<i>Imperfect.</i>	<i>Pres. or Imp. Part.</i>	<i>Perf. Participle.</i>
Sweep,	swept,	sweeping,	swept.
Swear,	swore,	swearing,	sworn.
Swim,	swum or swam,	swimming,	swum.
Swing	swung,	swinging.	swung.
Take,	took,	taking,	taken.
Teach,	taught,	teaching,	taught.
Tear,	tore,	tearing,	torn.
Tell,	told,	telling,	told.
Think,	thought,	thinking,	thought.
Throw,	threw,	throwing,	thrown.
Thrust,	thrust,	thrusting,	thrust.
Tread,	trod,	treading,	trodden or trod.
Wear,	wore,	wearing,	worn.
Weave,	wove,	weaving,	woven.
Weep,	wept,	weeping,	wept.
Win,	won,	winning,	won.
Wind,	wound,	winding,	wound.
Wring	wrung,	wringing,	wrung.
Write,	wrote,	writing,	written.

4. REDUNDANT VERBS.

145. A Redundant Verb is one that forms its Imperfect tense and Perfect participle in two or more ways.

LIST OF REDUNDANT VERBS.

<i>Present.</i>	<i>Imperfect.</i>	<i>Pres. or Imp. Part.</i>	<i>Perf. Participle.</i>
Awake,	awoke or awaked,	awaking,	awoke or awaked.
Belay,	belaid or belayed,	belaying,	belaid or belayed.
Bend,	bent or bended,	bending,	bent or bended.
Beave,	berest or bereaved,	bereaving,	berest or bereaved.
Bet,	betted or bet,	betting,	betted or bet.
Betide,	betided or betid,	betiding,	betided or betid.
Blend,	blended or blent,	blending,	blended or blent.
Bless,	blessed or blest,	blessing,	blessed or blest.
Build,	built or builded.	building,	built or builded.
Burn,	burned or burnt.	burning.	burned or burnt.
Catch,	caught or catched.	catching,	caught or catched.

<i>Present.</i>	<i>Imperfect.</i>	<i>Pres. or Imp. Part.</i>	<i>Perf. Participle.</i>
Clothe,	clothed <i>or</i> clad,	clothing,	clothed <i>or</i> clad.
Crow,	crowed <i>or</i> crew,	crowing,	crowed.
Curse,	cursed <i>or</i> curst,	cursing,	curst <i>or</i> curst.
Dare,	dared <i>or</i> durst,	daring,	dared.
Dig,	dug <i>or</i> digged,	digging,	dug <i>or</i> digged.
Dream,	dreamed <i>or</i> dreamt,	dreaming,	dreamed <i>or</i> dreamt.
Dress,	dressed <i>or</i> drest,	dressing,	dressed <i>or</i> drest.
Dwell,	dwelt <i>or</i> dwelled,	dwelling,	dwelt <i>or</i> dwelled.
Geld,	gelded <i>or</i> gelt.	gelding,	gelded <i>or</i> gelt.
Gild,	gilded <i>or</i> gilt,	gilding,	gilded <i>or</i> gilt.
Gird,	girt <i>or</i> girded,	girding,	girt <i>or</i> girded.
Grave,	graved,	graving,	graven <i>or</i> graded.
Hang,	hanged <i>or</i> hung,	hanging,	hanged <i>or</i> hung.
Heave,	heaved <i>or</i> hove,	heaving,	heaved <i>or</i> hoven.
Hew,	hewed,	hewing,	hewed <i>or</i> hewn.
Kneel,	knelt <i>or</i> kneeled,	kneeling,	knelt <i>or</i> kneeled.
Knit,	knit <i>or</i> knitted,	knitting,	knit <i>or</i> knitted.
Lade,	laded,	lading,	laded <i>or</i> laden.
Lean,	leaned <i>or</i> leant,	leaning,	leaned <i>or</i> leant.
Leap,	leaped <i>or</i> leapt,	leaping,	leaped <i>or</i> leapt.
Learn,	learned <i>or</i> learnt	learning,	learned <i>or</i> learnt.
Light,	lighted <i>or</i> lit	lighting,	lighted <i>or</i> lit.
Mow,	mowed,	mowing,	mowed <i>or</i> mown.
Pen, to coop,	penned <i>or</i> pen,	penning,	penned <i>or</i> pent.
Quit,	quitted <i>or</i> quit,	quitting,	quitted <i>or</i> quit.
Rap,	rapped,	rapping,	rapped <i>or</i> rapt.
Reave,	reft <i>or</i> reaved,	reaving,	reft <i>or</i> reaved.
Rive,	rived,	riving,	riven <i>or</i> rived.
Roast,	roast <i>or</i> roasted,	roasting,	roast <i>or</i> roasted.
Saw,	sawed,	sawing,	sawed <i>or</i> sawn.
Seethe,	seethed <i>or</i> sod,	seething,	seethed <i>or</i> sodden.
Shape,	shaped,	shaping,	shaped <i>or</i> shapen.
Shave,	shaved.	shaving,	shaved <i>or</i> shaven.
Shear,	sheared <i>or</i> shorn,	shearing,	sheared <i>or</i> shorn.
Shine,	shone <i>or</i> shined,	shining,	shone <i>or</i> shined.
Show,	showed,	showing,	shown <i>or</i> showed.
Slit,	slit <i>or</i> slitted,	slitting,	slit <i>or</i> slitted.
Smell,	smelled <i>or</i> smelt.	smelling,	smelled <i>or</i> smelt.
Sow,	sowed,	sowing,	sown <i>or</i> sowed.

*Pre*  
Speed  
Spell,  
Spill,  
Split,  
Spoil,  
Stave,  
Stay,  
String  
Strow,  
Sweat,  
Swell,  
Thrive  
Wax,  
Wet,  
Wont,  
Work,

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*Prese*  
Bewa  
Can,  
May,  
Must,  
Ough

<i>Present.</i>	<i>Imperfect.</i>	<i>Pres. or Imp. Part.</i>	<i>Perf. Participle.</i>
Speed,	sped or speeded,	speeding,	sped or speeded.
Spell,	spelled or spelt,	spelling,	spelled or spelt.
Spill,	spilled or spilt,	spilling,	spilled or spilt.
Split,	split or splitted,	splitting,	split or splitted.
Spoil,	spoiled or spoilt,	spoiling,	spoiled or spoilt.
Stave,	staved or stove,	staving,	staved or stove.
Stay,	staid or stayed,	staying,	staid or stayed.
String,	strung,	stringing,	strung or stringed.
Strow,	strowed,	strowing,	strowed or strown.
Sweat,	sweat or sweated,	sweating,	sweat or sweated.
Swell,	swelled,	swelling,	swelled or swollen.
Thrive,	throve or thrived,	thriving,	thriven or thrived.
Wax,	waxed,	waxing,	waxed or waxen.
Wet,	wet or wetted,	wetting,	wet or wetted.
Wont,	wont,	wonting,	wont or wonted.
Work,	worked or wrought,	working,	worked or wrought.

6. DEFECTIVE VERBS.

**146.** A Defective verb is one that is irregular and defective in some of its parts.

Defective verbs have no participles, and are used only in a few of the moods and tenses.

LIST OF DEFECTIVE VERBS.

<i>Present.</i>	<i>Imperfect.</i>	<i>Present.</i>	<i>Imperfect</i>
Beware,	—	Shall,	Should,
Can,	Could,	Will,	Would,
May,	Might,	Quoth,	Quoth,
Must,	Must,	Wist,	Wist,
Ought,	Ought,	Wit,	Wot.

Quoth, Wist, and Wit are now obsolete.

**Auxiliary Verbs.**

**147.** An Auxiliary verb is one that helps to form Moods and Tenses. The Auxiliaries are Be, Have, Do, Shall, Will, Can, May, and Must.

**148.** Shall, Will, Can, May, and Must are always auxiliaries.

**149.** Be, Have, and Do are also used as principal verbs.

## FOURTH EXAMPLE.

## CONJUGATION OF THE IRREGULAR NEUTER VERB

**Be.**

## PRINCIPAL PARTS.

<i>Present.</i>	<i>Imperfect.</i>	<i>Pres. or Imp. Part.</i>	<i>Perf. Part.</i>
Be.	Was.	Being.	Been.

**Indicative Mood.**

## PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I am,	1. We are,
2. Thou art,	2. You are,
3. He is;	3. They are.

## IMPERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I was,	1. We were,
2. Thou wast,	2. You were,
3. He was;	3. They were.

PERFECT TENSE.

*Singular.*

*Plural.*

- |                    |                    |
|--------------------|--------------------|
| 1. I have been,    | 1. We have been,   |
| 2. Thou hast been, | 2. You have been,  |
| 3. He has been ;   | 3. They have been. |

PLUPERFECT TENSE.

*Singular.*

*Plural.*

- |                     |                   |
|---------------------|-------------------|
| 1. I had been,      | 1. We had been,   |
| 2. Thou hadst been, | 2. You had been,  |
| 3. He had been ;    | 3. They had been. |

FIRST FUTURE TENSE.

*Singular.*

*Plural.*

- |                  |                  |
|------------------|------------------|
| 1. I shall be,   | 1. We shall be,  |
| 2. Thou wilt be, | 2. You will be,  |
| 3. He will be ;  | 3. They will be. |

SECOND FUTURE TENSE.

*Singular.*

*Plural.*

- |                         |                         |
|-------------------------|-------------------------|
| 1. I shall have been,   | 1. We shall have been,  |
| 2. Thou wilt have been, | 2. You will have been,  |
| 3. He will have been ;  | 3. They will have been. |

**Potential Mood.**

PRESENT TENSE.

*Singular.*

*Plural.*

- |                   |                 |
|-------------------|-----------------|
| 1. I may be,      | 1. We may be,   |
| 2. Thou mayst be, | 2. You may be,  |
| 3. He may be ;    | 3. They may be. |



## IMPERFECT TENSE.

*Singular.**Plural.*

- |                     |                   |
|---------------------|-------------------|
| 1. I might be,      | 1. We might be,   |
| 2. Thou mightst be, | 2. You might be,  |
| 3. He might be ;    | 3. They might be. |

## PERFECT TENSE.

*Singular.**Plural.*

- |                          |                        |
|--------------------------|------------------------|
| 1. I may have been,      | 1. We may have been,   |
| 2. Thou mayst have been, | 2. You may have been,  |
| 3. He may have been ;    | 3. They may have been. |

## PLUPERFECT TENSE.

*Singular.*

1. I might have been,
2. Thou mightst have been,
3. He might have been ;

*Plural.*

1. We might have been,
2. You might have been,
3. They might have been.

**Subjunctive Mood.**

## PRESENT TENSE.

*Singular.**Plural.*

- |                |                |
|----------------|----------------|
| 1. If I be,    | 1. If we be,   |
| 2. If thou be, | 2. If you be,  |
| 3. If he be ;  | 3. If they be. |

IMPERFECT TENSE.

*Singular.*

1. If I were,
2. If thou wert or were,
3. If he were;

*Plural.*

1. If we were,
2. If you were,
3. If they were.

**Imperative Mood.**

PRESENT TENSE.

*Singular.*

2. Be (thou), or  
Do thou be.

*Plural.*

2. Be (ye or you), or  
Do you be.

**Infinitive Mood.**

*Present tense,* To be.

*Perfect tense,* To have been.

**Participles.**

*Present or Imperfect.*

Being.

*Perfect.*

Been.

*Pluperfect.*

Having been.

An Impersonal verb is one that is used only in the *third* person singular, with "it" as a nominative.  
Examples : It rains. It snows. It blows.

## BLACKBOARD EXERCISE IV.

What kind of verb is *attempted*? In what mood and tense is it? In what mood is *kill*? What governs it? What kind of verb is *ran*? In what mood and tense is *ran*? Give its principal parts. What kind of verb is *ought*? Give its principal parts. In what mood is *study*? Give its principal parts. What kind of verb is *sings*? Give its principal parts. In what mood, tense, and person is it? What kind of verb is *are forbidden*? How are passive verbs formed? In what mood is *see*? What kind of verb is *sleeps*? Explain *must go*. Give the principal parts of *go*. What is *must*? In what mood is *give*? Repeat the principal parts of *give*.

## ADDITIONAL EXERCISES.

*The following " similar exercises should be written on the blackboard, and pupils should be questioned as above.*

1. Good boys love the truth. The sun rises early in the morning. We should also rise early. Look! there is a shooting star. I am looking at the moon. If it rain to-morrow, I shall not go. You must write to us when you arrive.

2. I would go now, if I were sure of catching the train. Stay! you have forgotten your books. Sit down and let us talk about vacation. You ought to take a walk every morning. It is necessary to do so, if you wish to be healthy. We have been requested to sing. What shall the song be?

3. John recited his lesson when the teacher arrived. I shall visit you to-morrow, if the day be fine. Harry has eaten his dinner, and I have just finished my letter, so we are ready to start. We had just begun when you came, and now we shall have a splendid time.

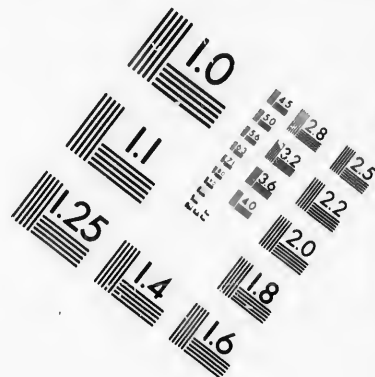
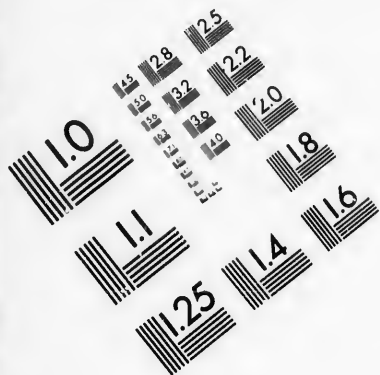
John attempted  
to kill a rat, but the  
rat ran away.

You ought to study.

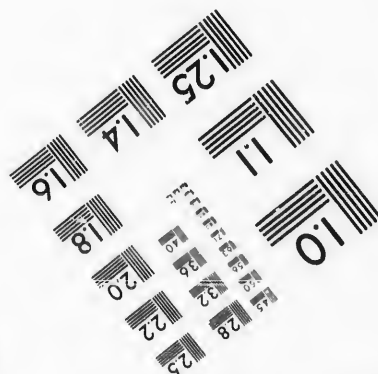
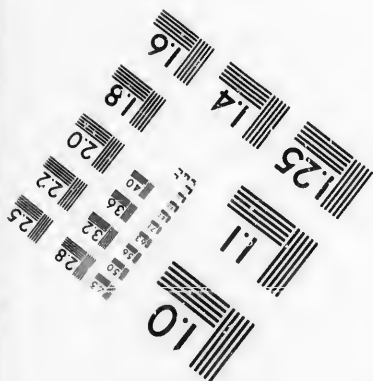
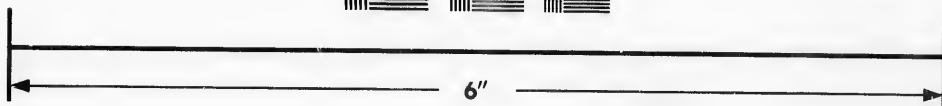
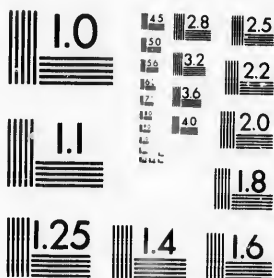
The lark sings up  
in the air. Men  
are forbidden to do  
wrong. See how  
the child sleeps!

I must go away now.  
Give me your hand.





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## CHAPTER VII.

## ADVERBS.

## I. DEFINITION.

**150.** An Adverb is a word joined to a verb, an adjective, or another adverb.

Examples: "John writes *well*." "This is a *very* good pen." "He acted *very wisely*."

The word "adverb" comes from the Latin *ad*, to, and *verbum*, a word.

**151.** When an adverb is joined to a verb, it generally shows *how*, *when*, or *where* some action took place. Examples: "Charles reads *well*." "He will come *soon*." "I am *here*."

**152.** When an adverb is joined to an adjective or another adverb, it makes that adjective or adverb more emphatic. Examples: "My cat is *very* small." "My dog runs *very* swiftly."

## II. CLASSIFICATION.

**153.** Adverbs may be divided as follows ;

1. Adverbs of Time: *Now*, *then*, *when*, *never*, *soon*, *still*, *already*, *to-day*, *to-morrow*, *often*, *seldom*, etc.

2. Adverbs of Place: *Here*, *there*, *where*, *backwards*, *whence*, *hence*, *hither*, *thither*, *away*, *out*, etc.



3. Adverbs of Manner: *Well, wisely, ably, why, thus, perhaps, so, somehow, like, apart, namely, etc.*

4. Adverbs of Order: *Firstly, secondly, thirdly, lastly, etc.*

5. Adverbs of Quantity: *Much, less, enough, scarcely, how, little, hardly, very, quite, etc.*

6. Adverbs of Affirmation: *Yes, certainly, indeed, truly, verily, doubtless, etc.*

7. Adverbs of Negation: *No, not, not at all, nay.*

NOTE 1.—Adverbs of *manner* are generally formed from *adjectives* by adding *ly*, or by changing *e* into *ly*. Examples, wise, *wisely*; able, *ably*.

NOTE 2.—The following compound adverbs are formed by adding prepositions to the adverbs *here, there, where*: hereto, thereto; herein, therein, wherein; hereby, thereby, whereby; herewith, therewith; thereof, whereof.

### III. INFLECTIONS.

#### Comparison of Adverbs.

**154.** Adverbs ending in *ly* are compared by prefixing *more* and *most*, or *less* and *least*.

Examples :

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Wisely,	More wisely,	Most wisely;
Wisely,	Less wisely,	Least wisely.

**155.** A few adverbs are compared by adding *er* and *est*, as in the case of adjectives. Example: *soon, sooner, soonest.*

The following are compared irregularly :

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Well,	Better,	Best.
Ill, Badly,	Worse,	Worst.
Far,	Farther,	Farthest.
Forth,	Further,	Furthest.
Much,	More,	Most.
Little,	Less,	Least.

#### EXERCISES.

*a.* In the following sentences tell why the words in *italics* are adverbs.

1. Noble men are *greatly* admired.
2. That bird sings *very sweetly*.
3. I shall *soon* meet you *there*.
4. *Always* speak *distinctly*.
5. Study your lessons *carefully*.

*b.* In the following sentences point out the adverbs, and tell to what class each one belongs.

1. A crab can walk backwards.
2. Will you come back soon?
3. You have enough. Certainly I have.
4. Indeed I have not.
5. Where were you when the bell rang?

*c.* In the following sentences supply adverbs.

1. Are you — ?
2. He is — five years of age.
3. He has arrived —.
4. You — saw a ghost.
5. Tell me — I may go.

CHAPTER VIII.  
PREPOSITIONS

I. DEFINITION

**156.** A Preposition is a word generally put before a noun or a pronoun to show its relation to some other word in the sentence.

Examples: John is *in* the house. James is *on* the roof. I bought this book *for* him.

The word "preposition" comes from the Latin *prae*, before, and *positus*, placed.

II. CLASSIFICATION.

**157.** Prepositions are of two kinds, **simple** and **compound**.

The principal prepositions are:—

About,	Before,	For,
Above,	Behind,	From,
Across,	Below,	In,
After,	Beneath,	Into,
Against,	Beside, Besides,	Near,
Along,	Between,	Notwithstanding,
Amid, Amidst,	Beyond,	Of,
Among, Amongst,	By,	On,
Around,	Down,	Over,
At,	During,	Past,
Athwart,	Ere,	Per,

Round,	To,	Up,
Since,	Toward, Towards,	Upon,
Through,	Under,	With,
Throughout,	Underneath,	Within,
Till,	Unto,	Without.

## EXERCISES.

**a.** In the following sentences tell why the words in *italics* are prepositions.

1. John is rowing *on* the lake.
2. A cat can see *in* the dark.
3. The rabbit came *across* the field.
3. Wait *for* me.
5. Come *with* me.

**b.** In the following sentences point out the prepositions.

1. I am at home.
2. John goes to school.
3. The crows are in the corn.
4. The mouse ran through a hole.
5. I walked around the room.

**c.** In the following sentences supply prepositions.

1. He is standing — — the doorway.
2. The old mill is — the river.
3. Toronto is situated — Lake Ontario.
4. I saw a man walking — the road.
5. The stars are — the sky.

## CHAPTER IX.

### CONJUNCTIONS.

#### I. DEFINITION.

**158.** A **Conjunction** is a word used to join words or clauses together.

Examples: "John *and* James are here." "John reads well, *but* he writes badly."

The word "conjunction" comes from the Latin *con*, with, and *jungere*, to join.

#### II. CLASSIFICATION.

**159.** Conjunctions are of two kinds, **copulative** and **disjunctive**.

**160.** **Copulative** conjunctions join words or clauses together, and also *connect* their meaning. Examples: "The sun shines, *and* the day is warm." "We can write, *also* read."

The word "copulative" means *joining*, and comes from the Latin *copulare*, to join.

**161.** **Disjunctive** conjunctions join words or clauses together, but *disconnect* their meaning. Example: "Sugar is sweet, *but* vinegar is sour."

The word "disjunctive" means *separating*, and comes from the Latin *disjungere*, to separate.

162. The principal conjunctions are :—

<i>Copulative.</i>		<i>Disjunctive.</i>	
And,	Also,	Either,	Or,
Both,	Because,	Neither,	Nor,
As,	Even,	But,	Unless,
For,	If,	Whether,	Lest,
That,	Then,	Yet,	However,
Since,	So.	Notwithstanding,	
		Nevertheless,	
		Though, Although,	Than.

#### EXERCISES.

*a.* In the following sentences point out the copulative conjunctions.

1. Cows and sheep eat grass.
2. I shall go now for I am tired.
3. You may remain if you wish.
4. They told me that you had gone.
5. I sing because I love music.

*b.* In the following sentences point out the disjunctive conjunctions.

1. Lead sinks in water, but feathers float.
2. He is not perfect yet I trust in him.
3. There is a mouse or a rat in the room.
4. Repeat the lesson lest you forget it.
5. Some people never try unless they are sure of succeeding.

## CHAPTER X.

## INTERJECTIONS.

**163. An Interjection is an exclamation.**

Examples: *O! Ah! Alas!*

**164. Interjections** express some sudden emotion of the mind. They are: *O! Oh! Ah! Alas! Ha! Fie! Ho! Hollo! Hurrah! Bravo! Hush! Heigho! Hail! Lo! Behold! Welcome! Hark! Adieu!* etc.

The word "interjection" comes from the Latin *interjectus*, thrown in.

**165. Interjections** have no grammatical relations to other words in the sentence.

NOTE 1.—"O" is used in connection with a noun or pronoun following it, but it never stands alone. Examples: "O happy days!" "O death!"

NOTE 2.—"Oh" is used without any connection with what follows, and stands alone. Examples: *Oh! Oh!* what a sight!

NOTE 3.—When *Oh* is used, an exclamation point is placed immediately after it. Example: *Oh!* look at the sky! When *O* is used, the exclamation point is placed after the word with which the interjection is connected. Examples: *O Liberty! O Death!* where is thy sting?

## EXERCISES IN SIMPLE PARSING. II.

## EXAMPLE I.

“The man ran so quickly that he could not be overtaken by his faithful dog.”

*The* is the definite article, added to the noun *man*.

*Man* is a common noun, of the third person, singular number, masculine gender. It is in the nominative case, because it is the *subject* of the verb *ran*.

*Ran* is an irregular, active, intransitive verb, from *run, ran* or *rin, running, run*. It is found in the indicative mood, imperfect tense; and it agrees with its *subject man*, in the third person, singular number.

*So* is an adverb of degree, added to the adverb *quickly*.

*Quickly* is an adverb of manner, compared thus, *quickly, more quickly, most quickly*. It is in the positive degree, and is added to the verb *ran*.

*That* is a copulative conjunction, and joins the two sentences: “*The man . . . . quickly*” and “*he could . . . . dog.*”

*He* is a personal pronoun, of the third person, singular number, masculine gender. It is in the *nominative* case, because it is the *subject* of the verb *could be overtaken*. It is thus declined: Nominative, *he*; possessive, *his*; objective, *him*.



*Could* and *be* are auxiliary verbs, added to the principal verb *overtake*, to form the particular mood and tense in which the verb is found.

*Not* is an adverb of negation, added to the verb *could be overtaken*.

*Could be overtaken* is an irregular, passive verb, from *overtake*, *overtook*, *overtaking*, *overtaken*. It is found in the potential mood, imperfect tense, and it agrees with the *subject he*, in the third person, singular number.

*By* is a preposition, showing the relation between the verb *could be overtaken* and the noun *dog*.

*His* is a personal pronoun, of the third person, singular number, masculine gender. It is in the *possessive* case, because it *denotes* possession of *dog*. It is thus declined: Nominative, *his*; possessive, *his*; objective, *him*.

*Faithful* is a common adjective, thus, *faithful*, *more faithful*, *most faithful*; it is in the positive degree, and is added to the noun *dog*.

*Dog* is a common noun, of the third person, singular number, masculine gender; and is in the *objective* case, because it is the *object* of the preposition *by*.

NOTE.—The foregoing sentence contains all the parts of speech except the participle and interjection.

For additional exercises in parsing, see pages 22, 40, 82, 92, etc.

## - BLACKBOARD EXERCISE V.

In the first sentence, what part of speech is *well*? To what word does *well* belong? Could you use an adjective instead of *well*? What part of speech is *Yes*? What kind of adverb is *indeed*? What part of speech is *now*? What part of speech is *when*? What part of speech is *never*? In the last sentence, point out all the prepositions. What part of speech is *oh*? What parts of speech are *low* and *there*?

## ADDITIONAL EXERCISES.

*The following or similar exercises should be written on the blackboard, and pupils should be questioned as above.*

1. Where were you yesterday? Are you going away tomorrow? He is always in a hurry. You never study diligently. He acted very foolishly, and he was justly punished. Perhaps he expected praise; then he should have done otherwise.

2. Boys go to school during the day. The sky above us appears blue. Can you row a boat across the river? A river flows around the mountain. We climbed up the hill and stood within the enclosure. The wind blew through the branches, and the sunbeams danced on the water.

3. My brother and I shouted hurrah! Hark! the drums are beating! Ha, ha, very good! Behold! the moon has risen. Alas! how sorrowful a fate! O ye merry birds! Oh! what a pretty dog!

you speak so nicely  
You are indeed I  
love a pretty dog.  
Are you here now?  
I was with you  
yesterday. I was  
At the end of the  
cave near the wood  
I sat beneath the  
trees and oh! how  
cool it was there!

## QUESTIONS FOR REVIEW.—PART II.

## LESSON I

20. Give derivation of the word "etymology." 21. How many parts of speech are there? Name them. What is an article? A noun? An adjective? A pronoun? A verb? An adverb? A preposition? A conjunction? An interjection? 22. Give derivation of the word "article." 24. When is *a* used? 25. When is *an* used? 26. Why is *the* called the *definite* article? 27. Why is *a* or *an* called the *indefinite* article?

## LESSON II.

28. What is a noun? Give derivation of the word "noun." 29. How many kinds of nouns are there? Name them. 30. What is a *proper* noun? 31. What is a *common* noun? 32. What is a *collective* noun? What is an *abstract* noun? What is a *participial* noun? 33. By what inflections are nouns distinguished? 34. How many persons are there? Explain them. 35. What does the number of a noun show? 36. What does the *singular* mean? 37. What does the *plural* mean? 38. How is the *plural* generally formed? 39. What is *gender*? Give derivation of the word *gender*.

## LESSON III.

40. How many *genders* are there? 41. Of what *gender* is a noun denoting the male kind? 42. The female kind. 43. Of what *gender* is a noun denoting neither male nor female? Of what *gender* is a noun denoting *either* male or female? 44. What does the *case* of a noun mean? 45. How many *cases* are there? Name them. 46. When is a noun in the *nominative case*? What is the *subject*? 47. When is a noun in the *possessive case*? 48. When is a noun in the

objective case? 49. How can the nominative and objective cases of nouns be distinguished? 50. How is the possessive case formed? What is the comma in this case called? How do plural nouns ending in *s* form the possessive case? 51. What is it to decline a noun?

LESSON IV.

52. What is an adjective? Give derivation of the word "adjective." 53. How are adjectives classified? 54. What is a common adjective? 55. What is a proper adjective? 56. What is a participial adjective? 57. What is a numeral adjective? 58. What is a pronominal adjective? 59. Name the principal pronominal adjectives. When is *each* used? When is *every* used? Give example. What does *either* mean? What does *neither* mean? What do *this* and *these* refer to? What do *that* and *those* refer to? 60. How many degrees of comparison have adjectives? Name them? 61. What is the positive degree? 62. What is the comparative degree? 63. What is the superlative degree? 64. How are adjectives of one syllable compared? 65. How are adjectives of two or more syllables compared? Give the comparative and superlative of *good*, *bad*, *little*, and *much*.

LESSON V.

66. What is a pronoun? Give derivation of the word "pronoun." 67. How many kinds of pronouns are there? Name them, 68. What are personal pronouns? 69. How many personal pronouns are there? Name them. 70. How are reflexive pronouns formed? When are compound personal pronouns used? For what other purpose are the compound personal pronouns used? 71. What are relative pronouns? Name the relative pronouns. 72. What do you call the *word* or *phrase* going before, to which the relative

pronouns relate? Give derivation of the word "antecedent." To what does *who* refer? To what does *which* refer? To what does *that* refer? Why is *that* used? When is *what* used? What does it mean? How are compound relative pronouns formed? 75. What are interrogative pronouns? Name the interrogative pronouns. 76. What inflections have pronouns? 77. In what person and number can the gender of personal pronouns be distinguished by form? 78. What cases have pronouns, and what rules do they follow? 79. To decline a pronoun is what? Decline the personal pronouns *I*, *—thou*, *—he*, *—she*, *—it*. 80. Decline the relative pronouns *who*, *—which*. How are compound relatives declined?

## LESSON VI.

81. What is a verb? Give derivation of the word "verb." 82. How are verbs divided in regard to their meaning? 83. How are active verbs subdivided? 84. What is a transitive verb? Give an example. Give derivation of the word "transitive." 85. What is an intransitive verb? 87. What is a passive verb? 88. Give example and explanation. 89. What is a neuter verb? 91. How are verbs divided in regard to their form? 92. What is a regular verb?

## LESSON VII.

93. What is an irregular verb? 94. What is a redundant verb? 95. What is a defective verb? 96. How many changes or inflections have verbs? Name them. 97. How many numbers have verbs? How does the second person singular end? How does the third person singular end? How can you tell the person and number of a verb in the other persons? Give examples. 98. What are moods? Give derivation of the word "mood." 99. How many moods are there? 100. Define the Indicative mood. 101. What does the Potential mood express? 102. What are the signs of the Potential

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106. I

107  
sign  
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- mood? 103. What does the Subjunctive mood express?  
 104. Why is it so called? 105. Define the Imperative mood.  
 106. In what person and tense is the Imperative mood used?

## LESSON VIII.

107. Define the Infinitive mood. 108. What is the sign of the Infinitive mood? 109. What are "finite" verbs? 110. What are tenses? Give derivation of the word "tense." 111. How many tenses are there? 112. What tense expresses present time? 113. What tenses express past time? 114. What tenses express future time? 115. What does the present tense express? 116. What does the imperfect tense express? 117. What does the perfect tense express? 119. Give rule for the use of the perfect tense.

## LESSON IX.

120. Give rule for the use of the imperfect tense. Give examples and explanation in your own words. 121. What does the pluperfect tense express? 122. What does the first future tense express? 123. What does the second future tense express? 124. What are participles? 125. How many participles have verbs? 126. What does the present participle express? 127. How does the present participle of active and neuter verbs end? How is the present participle of passive verbs formed? 128. What does the perfect participle express? 129. How does the perfect participle end? 130. What does the pluperfect participle express? 131. How is the perfect participle of active and neuter verbs formed? How is the pluperfect participle of passive verbs formed?

## LESSON X.

132. What does the conjugation of a verb mean? Give derivation of the word "conjugation." 133. How many principal parts has every complete simple verb? 134. How are

moods and tenses formed? Give derivation of the word "auxiliary." 135. Name the auxiliary verbs. 136. How many principal forms of conjugation have active and neuter verbs? Name them. 137. How does the simple form make its present and imperfect tenses of the indicative and subjunctive moods? 138. What does the progressive form add to the verb *Be*? 139. What is the third form, and how is it formed? 140. How are passive verbs formed? What is the distinction between passive verbs and the progressive form of active verbs?

## LESSON XI.

141. How<sup>1</sup> is the negative form made in the simple tenses?—in the compound tenses with one auxiliary?—in compound tenses with more than one auxiliary?—in the infinitive mood, and with the participle? 142. How is the interrogative form made in the simple tenses?—in the compound tenses with one auxiliary?—in the compound tenses with more than one auxiliary? 143. How is the *interrogative* and *negative* form made? 144. What is an irregular verb? 145. What is a redundant verb? 146. What is a defective verb? Give examples. 147. What is an auxiliary verb? Name the auxiliary verbs. 148. Which are always auxiliaries? 149. Which three are also used as principal verbs? What is an impersonal verb?

## LESSON XII.

150. What is an adverb? Give derivation of the word "*adverb*." 151. When joined to a *verb*, what does an adverb show? 152. What does it show when joined to an *adjective* or to another *adverb*? 153. Into how many classes are adverbs divided? Name the classes, and give an example of each. 154. How are adverbs ending in *ly* compared? Compare *soon*, *well*, *ill*, *much*, *little*.



## LESSON XIII.

156. What is a preposition? 157. How many classes of prepositions are there? Name them. Name a few of the principal prepositions.

## LESSON XIV.

158. What is a conjunction? Give derivation of the word "conjunction." 159. How many kinds of conjunctions are there? 160. What do copulative conjunctions do? Give derivation of the word *copulative*. 161. What do disjunctive conjunctions do? Give derivation of the word *disjunctive*. 162. Name the principal copulative conjunctions. Name the principal disjunctive conjunctions.

## LESSON XV.

163. What is an interjection? 164. What do interjections express? Name some interjections. Give derivation of the word "interjection." 165. Explain the difference between *O* and *Oh*.

## PART III.

### SYNTAX.

#### 166. Syntax treats of sentences.

The word "syntax" comes from the Greek *suntaxis*, an arrangement.

**167.** A Sentence is a number of words which make complete sense or meaning.

Examples: "*I ran.*" "*The bull ran.*" "*The bull chased me over the field.*"

The word "sentence" comes from the Latin *sententia*, sense, judgment.

**168.** To understand a sentence fully we must, *first*, know what part of speech each word is; *second*, analyze the whole sentence; *third*, parse each word according to the Rules of Grammar. We learn the parts of speech in Etymology, and therefore we divide Syntax into two parts:

I. Analysis.

II. Parsing and Rules of Syntax.

#### I. ANALYSIS.

**169.** Analysis is the division of a sentence into its parts.

The word "analysis" comes from the Greek *analysis*, a resolving into parts.

**170.** Every complete sentence is a **statement** made about some **person** or **thing**. Hence every sentence can be divided into two principal parts:

1. The **person** or **thing** about which the **statement** is made.

2. The **statement** made about that **person** or **thing**. Examples: "*Birds fly.*" This sentence is a *statement* about "*birds,*" namely, that they "*fly,*" "*John wrote a letter.*" This sentence is a *statement* about "*John,*" namely, that he "*wrote a letter.*" "*Snow is white.*" This sentence is a *statement* about "*snow,*" namely, that it "*is white.*"

**171.** These two principal parts of every sentence are called the **Subject** and the **Predicate**.

**172.** The **Subject** is the **person** or **thing** about which a **statement** is made.

**173.** The **Predicate** is the **statement** made about the **Subject**.

Examples:

<i>Subject.</i>	<i>Predicate.</i>
Birds	fly.
Corn	grows.
Snow	melts.
Stars	twinkle.
John	sings.

The word "subject" (in Grammar) means "the matter treated of," and comes from the Latin *subjectus*, placed under, that is, *under consideration*.

The word "predicate" means "that which is said of something else," and comes from the Latin "*praedicare*," to proclaim, to declare.

**174.** The subject may be found by putting the interrogatives "who" or "what" *before* the verb. Examples: "John wrote a letter." *Who* wrote a letter? Answer, *John*. "Time flies." *What* flies? Answer, *Time*.

**175.** The subject may be a *noun*, a *pronoun*, a *verb* in the *infinitive*, a *phrase*, or a *clause*. Examples:

1. A Noun: *Man* is mortal.
2. A Pronoun: *He* is in error.
3. A Verb in the Infinitive: *To err* is human.
4. A Phrase: *To do good* is a duty.
5. A Clause: *That he erred*, is certain.

(For explanation of *phrases* and *clauses* see § 186 and § 188.)

**176.** The Predicate in its simple form is always a *verb*.

**177.** The other parts of a sentence are the *Object*, the *Attribute*, and *Adjuncts*.

**178.** The Object in a sentence is a word, or a number of words, governed by an active transitive verb.

**179.** The Object may be a *noun*, a *pronoun*, a *verb* in the infinitive mood, a *phrase*, or a *clause*.

Examples:

1. A Noun: "I saw *John*."

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2. A Pronoun: "James also saw *him*."
3. A Verb in the Infinitive: "John loves to *study*."
4. A Phrase: "The cat tried to *jump the fence*."
5. A Clause: "He knew *that you were here*."

**180.** The Attribute in a sentence is a word, or a number of words, joined to the predicate, and relating to the subject.

Example: "Grass is green." Here "green" is an attribute because it is joined to the predicate *is* and relates to the subject *grass*, since it tells what color grass is.

**181.** The Attribute may be a *noun*, a *pronoun*, an *adjective*, a *participle*, a *phrase*, or a *clause*.

Examples:

1. A Noun: "Cain was a *murderer*."
2. A Pronoun: "It is *I*."
3. An Adjective: "This paper is *white*."
4. A Phrase: "His intention was to *cross the field*."
5. A Clause: "My opinion is *that we are lost*."

**182.** The verb that connects the *attribute* and the *subject* is always either an *active intransitive*, a *passive*, or a *neuter* verb. This connecting verb is sometimes called the *copula*, because it *couples* or joins the principal parts of the sentence.

The word "attribute" means a *quality* or *property*, and comes from the Latin *attribuere*, to assign.

**183.** Adjuncts are words added to any other word in a sentence to modify its meaning.

The word "adjunct" comes from the Latin *ad*, to, and *jungere*, to join.

**184.** Adjuncts are of three kinds, namely: 1st, Words; 2d, Phrases; 3d, Clauses.

**185. Words.** Example: "*The good man is happy.*" Here *the* and *good* are simple words modifying *man*, and are called adjuncts of *man*.

**186. Phrases.** A Phrase is a number of words expressing some relation of ideas, but not making complete sense by themselves.

Example: "A boy *of a good disposition* is always loved." Here "*of a good disposition*" expresses no relation of ideas, and does not make complete sense by itself. It modifies "*boy*," and is therefore an adjunct of the word *boy*.

The principal phrases are the following:

1. The **Explanatory phrase.** A phrase containing a noun in apposition. Example: "June, *the month of roses*, has arrived."

2. The **Adjective phrase.** A phrase introduced by an adjective. Example: "The mother, *weary of watching*, fell asleep."

3. The prepositional phrase. A phrase introduced by a preposition. Example: "He is a man *of great learning*."

4. The Infinitive phrase. A phrase introduced by a verb in the infinitive mood. Example: "The cat tried *to catch a mouse*."

5. The Participial phrase. A phrase introduced by a participle. Example: "The dog *wagging his tail*, stood beside me."

6. The Independent phrase. A phrase that is not connected with any word in the rest of the sentence. Examples: "*He failing*, who shall meet success?"—"Dinner *being over*, we went out for a walk."

187. A phrase may be used as a *subject*, an *object*, or an *attribute* in a sentence. Examples:

As Subject (Subject phrase), "*To catch mice* is a cat's delight."

As Object (Object phrase), "The cat tried *to catch a mouse*."

As Attribute (Attribute phrase), "George is *in a good humor*."

188. When two or more simple sentences are connected, each is called a Clause.

Examples: "Henry went to college, but Hugh remained at home."

"The architect who planned this house, is a Canadian."

"The wind blew, the rain fell, and the lightning flashed."

**189.** Clauses are of two kinds, *dependent* and *independent*.

**190.** *Dependent* clauses are those that generally modify some other part of the sentence.

**Example :** "The boy *who was sick* is better." Here "*who was sick*" is a dependent clause, because it tells *what* boy is better.

**191.** *Independent* clauses are those that do *not* modify any other part of the sentence.

**Example :** "Birds fly, and fishes swim." Here "birds fly" is an independent clause, because we can understand its full meaning without the rest of the sentence. So also "fishes swim" is an independent clause.

**192.** A dependent clause beginning with a relative pronoun is called a *Relative clause*. **Example :** "The man **who** *planted that tree* is dead."

**193.** A dependent clause beginning with an adverb is called an *Adverbial clause*. **Example :** "He slept *till the morning dawned*."

**194.** A dependent clause beginning with a conjunction is called a *Conjunctive clause*. **Example :** "You may get a seat, *if you come in time*."

**195.** Other clauses sometimes mentioned are :

1. *The Parenthetical clause*. **Example :** "Life," *says the poet*, "is a mighty river."



2. *The Explanatory clause.* Example: "The saying, '*Honesty is the best policy,*' shows much wisdom."

**196.** A clause may be used as a *subject*, *an object*, or an *attribute* in a sentence. Examples:

As *Subject* (Subject clause), "*That he erred* is certain."

As *Object* (Object clause), "He knew *that you were here.*"

As *Attribute* (Attribute clause), "My opinion is *that we are lost.*"

**197.** Words, phrases, and clauses are called *parenthetical*, when they do not serve as adjuncts, and may be omitted without changing the construction or meaning of the principal sentence. Examples:

1. (*With parenthetical word*), "Luckily, *however*, there was no confusion."

(*Without parenthetical word*), "Luckily there was no confusion."

2. (*With parenthetical phrase*), "History, *to tell the truth*, cannot always be trusted."

(*Without parenthetical phrase*), "History cannot always be trusted."

3. (*With parenthetical clause*), "Life, *let us always remember*, is very uncertain."

(*Without parenthetical clause*), "Life is very uncertain."

**198.** Sentences, in regard to their construction, are divided into three classes:—

1. Simple,
2. Compound,
3. Complex.

### 1. THE SIMPLE SENTENCE.

**199.** A simple sentence is one which contains only one subject and one predicate.

Examples: "The wind blows."—"The river flows."—"The ducks quack."—"The lambs jump in the fields."

**200.** Two or more subjects may belong to the same predicate. In this case the sentence is called simple with a compound subject.

Examples: "*Lakes and oceans* are large bodies of water."  
"The *St. Lawrence* and the *Ottawa* are large rivers."

**201.** Two or more predicates may belong to the same subject. In this case the sentence is simple with a compound predicate.

Examples: "The animals *turned, looked, and ran away.*"  
"The man *sat down and began to read.*"

**202.** The Grammatical Subject of a sentence is the noun or pronoun which is nominative to the verb.

Example: "That beautiful *snow* is frozen rain."

**203.** The Logical Subject of a sentence is the nominative to the verb, with all its adjuncts.

Example: "*That beautiful snow* is frozen rain."

**204.** The Grammatical Predicate is simply the verb to which the subject is nominative.

Example: "The Indians *crossed* the river Richelieu."

**205.** The Logical Predicate is the verb and the object or attribute with all their adjuncts.

Example: "The Indians *crossed the river Richelieu.*"

## 2. THE COMPOUND SENTENCE.

**206.** A compound sentence is one made up of at least two Independent clauses.

It may contain also one or more dependent clauses.

Examples: "Birds fly, and fishes swim."—"Ice is cold, but steam is hot."—"John returned home, and James went away yesterday, because he was sick."

**207.** In the last sentence the two independent clauses are—

1. John returned home ;
2. James went away yesterday.

Each of them makes complete sense by itself, and each has its full meaning without the connecting conjunction *and*.

**208.** The independent clauses of a compound sentence are sometimes called its *members*.

## 3. THE COMPLEX SENTENCE.

**209.** A Complex sentence is one which contains one independent and one or more dependent clauses.

Examples: "When my father comes home I shall get a new top."—"The boy who was sick is now better."—"They lived unknown, till persecution dragged them into fame, before the death of Nero."

**210.** In the last sentence the clauses are—

1. They lived unknown ;
2. Persecution dragged them into fame ;
3. The death of Nero.

Each clause or sentence makes complete sense by itself, but the full meaning of the second is not understood until joined to the first by the adverb *till*, or the full meaning of the third until joined to the first by the adverb *before*.

**211.** In a complex sentence the independent clause is sometimes called the *Principal clause*, and the dependent clause is called the *Subordinate clause*.

**212.** The clauses of a compound sentence are sometimes co-ordinate.

The word "co-ordinate" means of the same rank, and comes from the Latin *co* (for *cum*), with, and *ordinatus*, arranged (*Skeat*).

**213.** Sentences, in regard to their use, are divided into four classes, namely :

1. Declarative,
2. Interrogative,
3. Imperative,
4. Exclamatory.

**214. A Declarative sentence is one used to affirm or deny something.**

Examples: "John caught a fish."—"I have no pen."

**215. An Interrogative sentence is one used to ask a question.**

Examples: "Did John catch a fish?"—"Have you a pen?"

**216. An Imperative sentence is one used to express a command or an entreaty.**

Examples: "Go out of my sight."—"Give me that book."—"Our Father, hear us."

**217. An Exclamatory sentence is one used to express an exclamation.**

Examples: "Oh! how beautiful it is."—"Alas! how sad a fate."

#### Examples of Analysis.

"Birds fly."

This is a simple declarative sentence.

The subject is *birds*; the predicate *fly*; there are no adjuncts.

"John struck the table."

This is a simple declarative sentence.

The subject is *John*; the predicate, *struck*; the object, *table*. The subject and predicate have no adjuncts; the adjunct of table is *the*.

## BLACKBOARD EXERCISE VI.

In the first sentence, point out the grammatical subject. Point out the logical subject. Explain the difference between the two kinds of subjects. Point out the adjuncts. How many kinds of adjuncts are there? What kind of phrase is "with a stumpy tail?" In the second sentence, point out the grammatical subject. Point out the logical subject. Point out the adjuncts of the grammatical subject. What would you call the expression, "Who painted that picture?" Point out the attribute. What do you call the connecting verb *was*? In the third sentence, what part of speech is used as the grammatical subject? What kind of phrase is "in the morning?" Point out the attribute. In the last sentence, what kind of verb is *tried*. Point out the object. What kind of phrase is "to jump the wall?"

## ADDITIONAL EXERCISES.

*The following or similar exercises should be written on the blackboard, and pupils should be questioned as above.*

1. *Simple Sentences*: We climbed the hill. My white donkey has long ears. Death is the end of this life. The invention of the steam-engine has changed the face of the world. To read correctly is a great accomplishment.

2. *Compound Sentences*: Days passed by, and we began to suffer from hunger. The sun has risen, and the lark is singing. I was unwilling to go away, but circumstances compelled me. Do not simply pity the poor; help them.

3. *Complex Sentences*: If you wish, you may remain. They told me that he went away yesterday. What do you think of a boy who would lie? This is the place in which I was born.

A red dog with a  
stumpy tail ran after  
my white rabbit.

The man who  
painted that picture  
was a true artist.

James early in  
the morning is very  
healthy. James tried  
to jump the wall  
but failed.

## II. PARSING AND RULES OF SYNTAX.

## 1. PARSING.

**218.** Parsing is naming the parts of speech of the words in a sentence, and explaining them according to the rules of grammar.

The word "parse" means "to tell the parts of speech," and comes from the Latin *pars*, a part.

**219.** In parsing a sentence, each word must be taken separately.

*First.* Tell what part of speech the word is.

*Second.* Name the class to which it belongs, and give its inflections, or changes, if it have any. Thus, if you are parsing a noun, say whether it is *proper* or *common*, and give its *person, number, gender, and case*.

*Third.* Explain, according to the Rules of Syntax, what relation it bears to other words in the sentence.

NOTE TO TEACHERS.—In the examples of parsing under each of the following Rules, only the word in question is taken into consideration. Teachers may have the entire sentence parsed, or, at least, those parts of speech which have been explained in foregoing examples. The examples for analysis are simple, but some teachers may find it useful to introduce more difficult sentences, a number of which may be found in any History or Reader.



## 2. RULES OF SYNTAX.

## ARTICLES.

**Rule I.**—Articles belong to the nouns which they point out.

Example: “*An* old house stood on *the* bank of *a* stream.

NOTE 1.—*A* or *An* means *one*, and is applied to nouns of the *singular* number. Examples: “*A* good apple.” “*A* fine day.” “*An* old man.”

NOTE 2.—*A* or *An* is sometimes used with a *plural* noun, when an adjective of number qualifies that noun. Examples: “*A* few *days*.” “*A* hundred *men*.”

NOTE 3.—*The* is used both with *singular* and with *plural* nouns. Examples: “*The* clear *sky*.” “*The* pretty *birds*.” “*The* bravest *men*.” “*The* *Rules* of Syntax should be learned.”

NOTE 4. The article is sometimes placed *after* the noun to which it belongs. Examples: “Book *the* first.” “Chapter *the* third.”

NOTE 5.—In such sentences as “He has gone *a* hunting,” *a* is a preposition.

## EXERCISE.

In the following sentences point out the nouns to which the articles belong.

1. *A* man walked down the road.
2. *A* yellow dog jumped into the river.
3. *An* old man is sitting on a bench in the garden.
4. This is the book which I left on the table.
5. The Life of Columbus, volume *the* third, chapter *the* first.

## ANALYSIS.

Example : "The old man built a house."

This is a simple declarative sentence."

The subject is *man*; the predicate, *built*; the object, *house*.

In a similar way analyze the following sentences.

1. John saw a snake in the garden.
2. James wrote a letter to his father.
3. I found a button on the floor.
4. Foolish men spend their money unwisely.
5. You can see the house across the river.

## PARSING.

Example : "The old man built a house."

"The" is the *definite* article and belongs to the noun *man* which it points out.—Rule I. (Repeat Rule.)

"A" is the *indefinite* article and belongs to the noun *house*.—Rule I.

In the following sentences parse all the articles.

1. This is a fine day. What a beautiful sky!
2. I shall return in a few days.
3. The pretty birds are singing in the trees.
4. An old man is sitting on a bench.
5. Chapter the fourth, section the third, is the place.

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## NOUNS.

Rule II.—A noun or personal pronoun, used to explain a preceding noun or pronoun signifying the same thing, is put in the same case.

Example: "Washington, the first President, is buried at Mount Vernon." (Here *President* explains Washington; hence is in the same case, namely, the nominative.)

Words in apposition should, in general, be set off by commas.

NOTE 1.—The noun used to explain is said to be in *apposition* with the preceding noun or pronoun.

The word "apposition" means "put in addition," and comes from the Latin *ap* (for *ad*), to, and *ponere*, to put.

NOTE 2.—All sentences having a noun in apposition, may be considered elliptical; that is, there is an omission of some word or words. Examples: "Washington, the first President," means "Washington *who was* the first President." "My son John" means "My son *who is called* John."

NOTE 3.—A noun may be in apposition to a whole clause. Example: "He helped me through my difficulties, a kindness which I shall never forget." Here "kindness" is in apposition with the clause "He helped me through my difficulties."

## EXERCISE.

In the following sentences point out the nouns in apposition.

1. John, the blacksmith, made this horse-shoe.
2. My son James has a black rabbit.
3. Fido, my dog, caught a rat.
4. That pretty bird, the gold-finch, is singing.
5. His uncle John gave him a watch.

## ANALYSIS.

**Example:** Longfellow, the author of *Evangeline*, wrote many beautiful poems.

This is a simple declarative sentence.

The subject is *Longfellow*; the predicate, *wrote*; the object, *poems*. Longfellow is modified by the explanatory phrase "author of *Evangeline*."

In a similar way analyze the following sentences.

1. Your cousin John has arrived.
2. Pussy, my cat, has a long tail.
3. Cicero, the orator, was murdered by order of Antony.
4. Did you see my brother Frank?
5. Tell me how is my friend, your father.

## PARSING.

**Example:** "Richard, the blacksmith, made that horse-shoe."

"Blacksmith" is a common noun of the third person, singular number, masculine gender, and is in the nominative case, in apposition with the noun *Richard*, which it explains.—

Rule II. (Repeat Rule.)

In the foregoing and in the following sentences parse all the nouns in apposition.

1. June, the month of roses, has arrived.
2. William wrote to his sister Mary.
3. Kidd, the pirate, died on the gallows.
4. He crossed the ocean in the steamer Spain.
5. Smith, the carpenter, made that box.

## FALSE SYNTAX. (See Key.)

1. I wrote to my brother, he who left last week.

[Formula for correction. Incorrect, because *he* is in the nominative case, and is used to explain *brother* which is in the objective case. But according to Rule II., "A noun or pronoun," etc. Therefore the sentence should read, "I wrote to my brother, *him* who left last week.]

2. My brother John, him who went away, is dead.
3. That is my mother, her that has the white hair.

**Rule III.—A Noun signifying a thing owned, or possessed, governs the possessive case.**

Examples: John's hat. "The bird's nest."

In the first example *hat* is the name of a thing owned by *John*, and therefore it governs the noun *John* in the possessive case.

NOTE 1.—Phrases may be in the possessive case. Example: "The captain of the guard's horse was slain."

## EXERCISES.

In the following sentences point out the nouns governing the possessive case.

1. John's foot was hurt.
2. That is my father's house.
3. Mr. Smith's coat is red.
4. The baker's window is full of bread.
5. John trampled on the cat's paw.

b. In the following sentences supply nouns to govern the possessive case.

1. James found a bird's — in a tree.
2. The sun's — are dazzling.
3. Franklin's — is in Philadelphia.
4. The children's — are on the table.
5. Have you seen my brother's new — ?

## ANALYSIS.

Example : "The baker's window is full of bread."

This is a simple declarative sentence.

The subject, *window* ; the predicate, *is* ; the attribute is the adjective phrase, *full of bread*.

In the following sentences, tell the class to which each sentence belongs, and point out the principal parts.

1. My father's coat is black.
2. That cat's tail is long and white.
3. The bird's nest was full of eggs.
4. That little dog's nose is very cold.
5. A primrose grew on a river's bank.

## PARSING.

Example : "The baker's window is full of bread."

"*Window*" is a common noun, neuter gender, third person, singular number, and governs *baker* in the possessive case. Rule III. (Repeat Rule).

In the foregoing and in the following sentences parse all the nouns governing the possessive case.

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1. A boy climbed on the horse's back.
2. There are some white hairs in that black cat's tail.
3. The carpenter's son made a cage for my bird.
4. That dog's collar is made of brass.
5. The sun's light came through the window.

## FALSE SYNTAX. (See Key.)

1. Did you see John new coat?

[Incorrect, because *John* should be in the possessive case governed by the noun *coat*, according to Rule III., "a noun signifying a thing," etc. Therefore the sentence should read, "Did you see *John's* new coat?"]

2. The Governor-General house is in Ottawa.
3. A cats delight is to catch mice.
4. A wise mans anger is short.
5. What is the matter with that dog tail?

## ADJECTIVES.

**Rule IV.—Every Adjective belongs to a noun or a pronoun expressed or understood.**

Examples: "*This* is a *fine* day." "John has a *red* dog."

NOTE 1.—When the noun is understood, supply it, and parse the adjective as usual: Thus, "*This* is a *fine* day," is equivalent to "*This day* is a *fine* day."

NOTE 2.—An adjective may relate to a whole phrase or clause. Examples: "*To play* is *pleasant*." "*To eat green* apples is *dangerous*." "*That he should still live* is *wonderful*."

NOTE 3.—Never use an adjective for an adverb, nor an adverb for an adjective. Examples: “He is a remarkable careful boy,” should be “remarkably careful.”—“She dresses very neat,” should be “very neatly.”—“The wind blows coldly,” should be “the wind blows cold.”

NOTE 4.—In such sentences as “I feel *sick* ;” “This apple tastes *bitter* ;” “She looks *cold* ;” “Down feels *soft* ;” “Milk turns *sour*,” some grammarians say that the idiom of our language requires *adjectives* instead of *adverbs*. In this they are correct, for the *adjectives* are used properly, because they show the *condition of the subject*, and not the *manner of the act*.

NOTE 5.—In poetry adjectives are sometimes used as adverbs. Example: “How *jocund* did they drive their team afield.”

NOTE 6.—“Double comparatives and double superlatives are improper.” Examples: “John is *more taller* than you.” “This was the *most unkindest* cut of all.” *More* and *most* should be omitted.

#### EXERCISE.

In the following sentences tell what are the nouns to which the adjectives belong.

1. *Few* are *happy*.
2. *That* was a *cruel* act.
3. *Keep* to the *right* in walking.
4. Not *one* in a *hundred* can write correctly.
5. Of many apples choose the *best*.

#### PARSING.

Example: John has a red dog.

“Red” is an adjective, positive degree, compared red,



redder, reddest, and belongs to the noun dog, according to Rule IV. (Repeat Rule.)

Example : To play is pleasant.

"Pleasant" is an adjective of the positive degree, compared pleasant, more pleasant, most pleasant, and belongs to the verb in the infinitive mood "to play," which is used as a noun. Rule IV, Note 2.

In the following sentences parse all the adjectives.

1. Mary has a white apron.
2. Peter has a new hat.
3. To bathe is very healthful.
4. It is easy to swim when one has learned.
5. To play in the fields is pleasant.

FALSE SYNTAX. (See Key.)

1. John has acted very proper.

[Incorrect, because *proper* qualifies the verb *acted*. But according to Rule IV., "Every adjective belongs to a *noun*," etc. Therefore an adjective is used instead of an adverb. But Note 3 says, "Never use an adjective for an adverb," etc. Therefore the sentence should read, "John has acted very *properly*."

2. She looks coldly. (Note 4.)
3. He writes beautiful.
4. It seems strangely.
5. Our friends arrived safely.

## BLACKBOARD EXERCISE VII.

In the first sentence, why is *Tom* put in the same case with *brother*? Give Rule II. What word governs *carpenter's* in the possessive case? Why does *chisel* govern it? Repeat the Rule. What word is put in the same case with *sister*? Why is it put in the same case? Repeat the Rule. In the second sentence, to what word does *that* belong? Repeat the Rule. Supply some noun to which *that* might refer and make sense. To what word does *sad* belong? What word governs *sister's* in the possessive case? Repeat the Rule. To what noun does *sore* belong?

## ADDITIONAL EXERCISES.

*The following or similar exercises should be written on the blackboard, and pupils should be questioned as above.*

1. Your uncle Peter took my brother Philip out for a ride. That horse's tail is very long and black. Columbus, the discoverer of America, was put in prison. You yourself know that I was not there. Bryant, an American poet, translated the *Iliad*.
2. We found a squirrel's nest. Brown's new store is open. Is that book yours? Yes, it is mine. My mother's hair is turning gray. Peter's eyes are blue, and mine are brown. Can you catch the cat's tail? See how the sun's rays dance on the water.
3. The breeze from the sea is fresh and cool. This flower is pink, that is crimson. His recovery from such a malady was wonderful. To breathe the pure country air is very invigorating. Summer is warm, but Winter is cold. Do you find the Autumn pleasant?

My brother Tom  
bought a carpenter's  
chisel and then my  
sister Jennie cut her  
fingers with it. That  
was very sad. Did  
your sisters' fingers  
bleed very much?  
Yes, indeed and they  
were very sore quite  
a long while.

## PRONOUNS.

**Rule V.**—Personal pronouns must agree in gender, number, and person with the nouns for which they stand.

Examples: James is a good boy, and *he* is fond of *his* books —John will favor us with *his* company.

NOTE 1.—The pronoun *it* is often used with reference to a phrase or clause in the sentence. In this case the pronoun is of the third person singular, neuter gender. Examples: "*It* is difficult to do many things at once." "*He* is smart, and he knows *it*."

NOTE 2.—When a pronoun stands for two or more words connected by the conjunction *and*, the pronoun should be in the plural number. Example: James and Mary came with *their* parents.

NOTE 3.—When a pronoun stands for two or more singular words connected by *or*, or *nor*, the pronoun should be in the singular number. Example: Either James or John will bring *his* book.

## EXERCISES.

In the following sentences mention the nouns for which the pronouns stand.

1. John lost *his* knife in the garden.
2. Mary found the pen which *she* lost.
3. John and Philip have gone to *their* homes.
4. Did *you* see Charles? *I* saw *him*.
5. The pen which *you* found is *mine*.

In the following sentences supply omitted pronouns.

1. An old hen met with one of — chickens.
2. My dog runs around after — own tail.
3. Salt is good ; — preserves food.
4. Every tree is known by — fruit.
5. I knew — by — black hair.

## ANALYSIS.

Example: John lost his knife in the garden.

This is a simple declarative sentence.

The subject is *John* ; the predicate, *lost* ; the object, *knife*.

The subject has no adjuncts ; the predicate has for its adjunct the phrase *in the garden* ; the object has for its adjunct the pronoun *his*.

In the following sentences tell the class to which each pronoun belongs, and point out the principal parts and their adjuncts.

1. John lost his book in the garden.
2. Jane washed her face with milk.
3. The teacher left his pencil on the desk.
4. Freddie climbed on his father's knee.
5. Margaret wrote a letter to her mother.

## PARSING.

Example: John lost his knife in the garden.

"His" is a personal pronoun, masculine gender, third person, singular number, to agree with John (Rule V.); and is in the possessive case governed by *knife* (Rule III.).

Example: James and Mary came with *their* parents.

"Their" is a personal pronoun, common gender, third person plural, to agree with "*James and Mary*" (Rule V.), and is in the possessive case governed by *parents* (Rule III.).

Example: It is difficult to walk on ice.

*It* is a personal pronoun, neuter gender, third person, singular number, and is used in reference to the phrase *to walk on ice* (Rule V., Note 1).

In the following sentences parse all the pronouns.

1. My teacher is kind to me.
2. The farmer plows his fields.
3. John and James lost their books.
4. Neither Edward nor John brought his pencil.
5. It is pleasant to walk in the garden.

#### FALSE SYNTAX. (See Key.)

In the following sentences make the necessary corrections.

1. John and James will favor us with his company.
2. Either one or the other will bring their book.
3. Each boy should learn their lesson.
4. John took a coat and gave them to the man.
5. Potatoes are good, and I like it.

*their*

Rule VI.—The relative must agree with its antecedent in gender, number, and person.

Examples: "This is the man *who* told me."—  
"He *that* is good is happy."—"That is the book  
which I lost."

In the first example, the relative pronoun *who* is of the masculine gender, singular number, and third person, agreeing with its antecedent *man*. For the use of the relatives in regard to persons and things, see page 32.

NOTE.—The *case* of the relative depends on the construction of its own clause, since every relative introduces a new clause. Thus in the sentence, "She thanked the man *who* saved her," the relative *who* agrees with its antecedent *man* in gender, number, and person, but not in case. *Man* is in the *objective* case governed by the verb *thanked*, and *who* is in the *nominative* case, being the subject of *saved*.

## EXERCISE.

In the following sentences point out the relatives and their antecedents.

1. This is the girl who dresses in red.
2. This is the coat which I received.
3. He that is contented is happy.
4. This is the pen that I sent him.
5. Have you found what you wanted?

## ANALYSIS.

Example: This is the boy who wrote that letter.

This is a complex declarative sentence.

The principal clause is, "This is the boy." The dependent

clause is "who wrote that letter." The subject of the principal clause is "boy" understood, the predicate, *is*, and the attribute, *boy*. The subject of the dependent clause is *who*, the predicate, *wrote*, and the object, *letter*.

*a.* In the following sentences, give class, clauses, and the principal parts of each clause.

1. This is the house that Jack built.
2. This is the cat that killed the rat.
3. I received the letter which you sent.
4. He that is good is happy.
5. A fox that was hungry saw some grapes.

#### PARSING.

Example : "This is the man who told me."

*Who* is a relative pronoun of the masculine gender, third person, singular number, to agree with its antecedent *man* (Rule VI.), and is in the nominative case, because it is the subject of the verb told (Rule VII.).

In the following sentences parse all the relative pronouns.

1. I do not know who chased the goat.
2. This is the dog that killed a frog.
3. The boy who studies will improve.
4. Here is a snail that has no tail.
5. I have lost the pen which I got from Ben.
6. She could not understand what her teacher said to her.
7. He who grows dizzy, falls.



## FALSE SYNTAX. (See Key.)

In the following sentences make the necessary corrections.

1. This is the pen whom I found.
2. Did you see the cat who caught a rat?
3. This is the pig who danced a jig.
4. John is the man which found the watch.
5. Here is the horse whom I bought.

## VERBS.

**Rule VII.**—The subject of every finite verb must be in the nominative case.

Examples: *John* has a ball.”—“*Mary* found a pen.”

NOTE 1.—The subject usually comes *before* the verb, as in the examples given, but sometimes the subject comes *after* the verb. Example: “What are you doing?” Here *you* is the subject of *are doing*, and the sentence might be written “*You* are doing what?”

## ANALYSIS.

Example: “Are you tired?”

This is a simple interrogative sentence.

The subject is *you*; the predicate, *are*; and the attribute is *tired*.

In a similar way analyze the following sentences.

1. Who is Paul?
2. Has he arrived?
3. What is his name?
4. Will James go?
5. Is your father tall?

## PARSING.

Example: John has a ball.

"John" is a proper noun, masculine gender, third person, singular number, and is in the nominative case because it is the subject of the finite verb *has*.

Example: "Are you tired?"

"You" is a personal pronoun, second person, plural number; and is in the nominative case, because it is the subject of the finite verb *are*. (Rule VII.).

In the following sentences, parse all the words in the nominative case.

1. John caught a fish.
2. He gave it to me.
3. Do you like plums?
4. Are they good to eat?
5. I think they are.

FALSE SYNTAX. (See Key.)

1. Him and I went out for a walk.
2. John and me crossed the river.
3. My brother is taller than me.
4. Them who study will succeed.
6. Her and Jane are sisters.

**Rule VIII.**—Every finite verb must agree with its subject in number and person.

Examples: "I *am*." "Thou *art*." "He *is*."  
"They *are*."

Here it may be well to review the number and person of the verb as found on page 45.

NOTE 1.—An infinitive mood, a phrase, or a clause, may be the subject of a verb. In this case the verb should be in the singular number. Examples: "*To err* is human." "*To see the sea* is pleasant." "*That he has told the truth* is greatly to his credit."

## EXERCISE.

In the following sentences, point out the subject or nominative of each verb.

1. John has gone to Europe.
2. The sun shines on the water.
3. For what purpose she went is not known.
4. Birds fly and fishes swim.
5. To do good is every man's duty.

In the following sentences supply finite verbs.

1. Lambs — and goats — in the fields.
2. The weather — fine, and the roads — good.
3. Water — in winter, and ice — in summer.
4. John — home, and James — away yesterday.
5. Cats — mice, and dogs — rabbits.

## ANALYSIS.

Example: Birds fly and fishes swim.

This is a compound declarative sentence.

The independent clauses are, (1) Birds fly and (2) Fishes swim. The subject of (1) is *birds*, the predicate *fly*. There is neither object nor attribute.

The subject of (2) is *fishes*; the predicate, *swim*. There is neither object nor attribute. *And* is the connecting conjunction.

In a similar way analyze the following sentences.

1. Ducks quack, and lambs bleat.
2. Lions roar, and dogs bark.
3. Cats can see in the dark, but dogs cannot.
4. Ice is cold, but steam is hot.
5. Squirrels have long tails, but rabbits have stumpy tails.

#### PARSING.

Example: "A good boy loves his father."

"Loves" is a regular, active transitive verb, from *love*, *loved*, *loving*, *loved*, indicative mood, present tense, and agrees with its subject *boy* in the third person, singular number. (Rule VIII.)

"I saw him on the street."

"Saw" is an irregular, active transitive verb, from *see*, *saw*, *seeing*, *seen*, indicative mood, imperfect tense, and agrees with its subject *I* in the first person singular.

"I may see him before I go."

"See" is an irregular, active transitive verb, potential mood, present tense (formed by the auxiliary *may*), first person, singular number, to agree with its subject *I*.

"If you see him, say that I am here."

"See" is an irregular, active transitive verb, subjunctive mood (denoted by the conjunction *if*), imperfect tense, and agrees with its subject *you* in the second person plural.

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"To err is human."

"To err" is a regular, active intransitive verb, from *err*, *erred*, *erring*, *erred*, infinitive mood, present tense, and is used as a noun being the subject of *is*.

"Is" is an irregular, neuter verb, from *am*, *was*, *being*, *been*, indicative mood, present tense, third person, singular numt ; having the infinitive mood "to err" for its subject. (Note.)

"That he still lives is wonderful."

Parse *is* as above, but state that it is in the singular number, because its subject is the clause "that he still lives."

In the foregoing and in the following sentences parse all the verbs.

1. John loves his books.
2. We saw him in the field.
3. You have heard the news, I suppose.
4. If I see him, I shall say you are here.
5. To do right is every man's duty.

FALSE SYNTAX. (See Key.)

1. John and James loves to walk in the fields.
2. The dog and the cat is playing.
3. We was down on the beach to-day.
4. James have a gold pen.
5. Are you there? I is.
6. Have your book been covered?
7. He may do as he please.
8. Arthur don't like arithmetic.
9. Why don't he?

## BLACKBOARD EXERCISE VIII.

In the letter on the opposite page parse the verb *arrived*. What is the subject of the first sentence? Parse *last night*. What kind of sentence is the second? Point out the two clauses that make up the sentence. Is it proper to say, "I tried to milk a cow to-day, but she *has kicked* at me"? Why not? In the next sentence parse *were*. Why is it in the subjunctive mood? Parse *would have*. What kind of sentence is the third? Which is the dependent clause? Point out the independent clause. What particular name would you give to the clause "if you were here"? Parse *shall go*. Is it proper to say, "I *will go* boating soon"? In what case can you use that form?

## ADDITIONAL EXERCISES.

*The following or similar exercises should be written on the blackboard, and pupils should be questioned on the Rules, AS IN BLACKBOARD EXERCISE VII.*

1. My father said that he would come. Is that your sister? She looks like you. I know that my mother loves me, and I shall try to be worthy of her love. My brothers came home yesterday; they had been away for many years. Did you recognize them on their arrival?

2. This is the picture about which I was speaking. That man who has just passed by is my brother. It is the best that you can do. Is this the person whose picture hangs on the wall? What is his name? Who is this man? Which picture do you prefer?

3. Peter wrote a poem. William sang a song. I wish to speak with you. We were out in the garden. My brother loves to study in the open air. Do you know the name of that bright star?

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Dear Frank,  
 We arrived at  
 the old farm house  
 last night. I tried  
 to write you today  
 but she tucked at me.  
 If you were here  
 we would have some  
 fun. I shall go  
 boating soon.  
 Yours,  
 John

**Rule IX.**—When the subject is a collective noun conveying the idea of unity, it requires a verb in the singular number.

Examples: “The army *was* defeated.”—“The nation *is* powerful.”—“The class *is* large.”

NOTE 1.—When the collective noun conveys the idea of plurality, it takes a verb in the plural number. Examples: “The multitude *pursue* pleasure.” “The council *were* divided in their opinions.” In these examples a verb in the singular number would be grammatically incorrect.

The idea of plurality is implied when the individuals which compose the subject are referred to by the verb as taken separately. Examples:

The peasantry *wear* high-heeled shoes.

These people constantly *invent* new doctrines.

When the individuals are referred to as one whole, the idea of unity is conveyed. Examples:

The fleet *was* overtaken by a storm.

The meeting *is* large.

**Rule X.**—Two or more Subjects connected by the conjunction AND require a verb in the plural number.

Examples: “John and James *are* good boys.”—“The ship and crew *were* lost.”

NOTE 1.—When the subjects connected by *and* denote one person or thing, they are in apposition, and the verb should be singular. Example: “That eminent orator and statesman is dead.

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NOTE 2.—When the subjects connected by *and* are preceded by *each*, *every*, or *no*, they are taken separately and the verb should be singular. Example: "Every book and every paper *was* arranged."

## EXERCISES.

In the following sentences tell why the verbs are in the plural number.

1. William and John deserve rewards.
2. Virtue and vice differ from each other.
3. The hen and the sparrow are bipeds.
4. Anger and impatience are sinful.
5. A hunter and his dog were seen in the woods.

In the following sentences tell why the verbs are in the singular number.

1. That eminent lawyer and orator is dead.
2. Every boy and every girl was present.
3. The saint, the father and the husband, *prays*.
4. No book and no paper was arranged.
5. Each page and each letter is correct.

## ANALYSIS

Example: "William and John deserve rewards."

This is a simple declarative sentence with a compound subject.

The subject is "*William and John*;" the predicate, *deserve*; the object, *rewards*. There are no adjuncts.

"That eminent orator and lawyer is dead."

This is a simple declarative sentence.

The subject is "*orator and lawyer*;" the predicate *is*; the attribute *dead*. The adjuncts of the subjects are *that* and *eminent*.

In a similar way analyze the following sentences.

1. Cornelius and Oswald are in bed.
2. You and I are on the lake.
3. The sun and the moon are planets.
4. That poet and writer has gone away.
5. Gold and silver were found in Mexico.

#### PARSING.

Example: "William and John deserve rewards."

"Deserve" is a regular, active transitive verb, from *deserue*, *deserved*, *deserving*, *deserved*; indicative mood, present tense, and agrees with its subjects *William* and *John* in the third person, plural number.

That poet and writer has gone away.

"Has gone" is an irregular, active intransitive verb, from *go*, *went*, *going*, *gone*, indicative mood, perfect tense, and agrees with its subjects *poet* and *writer*, in the third person *singular*, because they denote one person. (Note 1.)

In the following sentences parse all the verbs.

1. Three and three are six.
2. Socrates and Plato were wise men.
3. Time and tide wait for no man.
4. A knife and a pen are made of steel.
5. You and I are friends.
6. That superficial scholar and critic gives decisive proofs that he knows not the English language. (Rule X., Note 1.)
7. Every limb and every feature appears with its respective grace. (Rule X., Note 2.)

## FALSE SYNTAX. (See Key.)

In the following sentences make the necessary corrections.

1. Two and three is five.
2. John and Paul looks alike.
3. Bread and milk is good for children.
4. Mary and Jane was in the garden.
5. Gold and silver comes out of the earth.

**Rule XI.**—Two or more singular subjects connected by **OR** or **NOR** require a verb in the singular number.

Examples: "Either John or James *is* wrong."  
—"Neither Peter nor Paul *was* here."

NOTE 1.—When one of the subjects connected by *or* or *nor* is in the plural number, the verb must also be in the plural.

Example: "Neither the captain nor the sailors *were* saved."

NOTE 2.—When the subjects connected by *or* or *nor* are of different persons or numbers, the verb agrees with the one nearest to it. Examples: "Either he or I *am* right." "Either you or he *is* wrong."

This construction, however, should not be imitated. Put the verb after the first subject, and repeat it after the others, or else arrange the sentence in an entirely different way. Thus, instead of "Either he or I am right," say, "Either he is right or I am."

NOTE 3.—The speaker, except in confessing a fault, or in accepting blame, should mention himself last. Examples:

- You or I must go.  
My father or I will pay the bill.  
I and Henry were to blame.  
I and Andrew broke the mirror.

## EXERCISE.

In the following sentences tell in what number the verbs are, and why.

1. Neither Edward nor William attends.
2. Either the boy or the girl was present.
3. Matthew or Joseph intends to go.
4. Neither James nor his parents have arrived.
5. Ignorance or negligence has caused this mistake.

## ANALYSIS.

Example: "Neither Edward nor William attends."

This is a simple declarative sentence.

The compound subject is "*Edward nor William*;" the predicate, *attends*; there is neither object nor attribute.

In a similar way analyze the following sentences.

1. Either you or I am mistaken.
2. Neither gold nor silver is found there.
3. John or James is going to-morrow.
4. Either he or you are wrong.
5. Neither father nor mother is alive.

## PARSING.

Example: "Either John or James is right."

"Is" is an irregular neuter verb, from *am, was, being, been*, indicative mood, present tense, and agrees with its subjects *John* and *James*, connected by *or*, in the third person, singular number.

“Neither the captain nor the sailors were saved.”

“Were saved” is a regular passive verb from *save*, *saved*, *saving*, *saved*, indicative mood, imperfect tense, third person plural, because one of its subjects is in the plural number. (Note 1)

In the following sentences, parse all the verbs.

1. Ignorance or prejudice *has caused* the mistake.
2. Either he or they *were* wrong.
3. Neither time nor tide *waits* for man.
4. Either the dog or the cat *killed* my bird.
5. Neither James nor his parents *were* here.

FALSE SYNTAX. (See Key.)

In the following sentences, make the necessary corrections.

1. No axe or hammer are here.
2. Neither you nor I is changed.
3. Fear or cowardice make him afraid.
4. Mary or Kate are in the room.
5. Either care or ability were wanting.

**Rule XII.**—A subject which is joined to a participle, and not connected with any other verb in the sentence, is said to be in the **Nominative Case Absolute**.

Examples: “He failing, who shall meet success?”—“My mother dying, I was left alone.” Here “he” and “mother” are joined to the participles “failing” and “dying,” and have no connection with any other verb in the sentence.

NOTE 1.—A subject used as a mere exclamation is put in the nominative absolute. Examples: "O happy *days!* when flowers spring." "O deep enchanting *prelude* to repose!"

NOTE 2.—A subject denoting a person or thing addressed is put in the nominative absolute. Examples: "*Boys!* go home!" "*George,* are you there?"

## EXERCISE.

In the following sentences point out the words in the nominative case absolute, and tell why they are in that case.

1. His father dying, he was left an orphan.
2. Father, forgive them.
3. The beam falling, he was crushed.
4. Our Father who art in Heaven.
5. Mother, may I go out?

## ANALYSIS.

Example: "His father dying, he was left alone."

This is a simple declarative sentence.

The subject is *he*; the predicate, *was left*; the attribute, *alone*. There are no adjuncts of the principal parts. "His father dying" is an independent phrase.

"Father, forgive them."

This is a simple imperative sentence.

The subject is "thou" understood (do *thou* forgive them); the predicate, *forgive*; the object, *them*. There are no adjuncts. "Father" is an independent word.

In a similar way analyze the following sentences.

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- 2.
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1. Dinner being finished, they went out.
2. Friends, my name is Charles.
3. The sun having risen, we set sail.
4. Boys, go to your places at once.
5. Mary, wash your face every morning.

## PARSING.

Example: "My mother dying, I was left alone."

"Mother" is a common noun, feminine gender, third person, singular number, and in the nominative case absolute, because it is joined to the participle "dying," and is not connected with any other verb in the sentence (Rule XII).

"O, the *times!*"

"Times" is a common noun, neuter gender, third person, plural number, and in the nominative case absolute, because it is used here as a mere exclamation (Rule XII., Note 1).

"Boys, go home."

"Boys" is a common noun, masculine gender, third person, plural number, and in the nominative case absolute, because it is the name of the persons addressed (Note 2).

In the following sentences parse the words in *italics*.

1. *Father*, forgive them :
2. *Mary*, study your lesson.
3. *The sun* having risen, I went out for a walk.
4. *The wind* being favorable, we set sail.
5. O happy *days!* when flowers spring.

**Rule XIII.**—Active transitive verbs and their imperfect and pluperfect participles govern the objective case.

Examples: "John struck the *table*."—"This is the man *whom* I mentioned."—"Seeing *him*, I hurried on."

NOTE 1.—A verb in the infinitive mood, a phrase, or a clause may be the object of an active transitive verb. Examples: "John desires *to study his lesson*." "Birds love *to sing*."

NOTE 2.—An active transitive verb is sometimes followed by two words in the objective case. Example: "They called the *child John*." When these two words refer to the same thing, they are said to be in apposition; when they do not refer to the same thing, one of them is governed by a preposition understood. Example: "They offered (to) *me a seat*."

#### EXERCISE.

In the following sentences point out the nouns and pronouns in the objective case.

1. John cut his finger.
2. Mary teased the cat.
3. The bull chased John and his father.
4. I love to study grammar.
5. Mary saw you cutting the desk.

#### ANALYSIS.

"The bull chased John and his father."

This is a simple declarative sentence.

The subject is *bull*; the predicate, *chased*; and the objects, *John* and *father*. The adjunct of the subject is *the*; the adjunct of "father" is *his*. *And* is the connecting word.



"John looked and ran away."

This is a simple declarative sentence with a compound predicate.

The subject is *John*; the compound predicate, *looked* and *ran*. The subject has no adjuncts; the adjunct of "ran" is *away*.

In a similar way analyze the following sentences.

1. James wrote a letter.
2. Jane saw me in the garden.
3. My brother found a pen.
4. Charles caught and killed a bird.
5. My mother wept and moaned in grief.

#### PARSING.

Example: "John struck the table."

"Struck" is an irregular active transitive verb, from *strike*, *struck*, *striking*, *struck*, indicative mood, imperfect tense, agreeing with its subject *John* in the third person singular, and governs the noun *table* in the objective case.

"*Seeing* him, I hurried on."

"*Seeing*" is the present or imperfect participle of the verb *see*, and governs the pronoun *him* in the objective case.

"Birds love to sing."

"To sing" is an irregular active transitive verb, from *sing*, *sang*, *singing*, *sung*, infinitive mood, present tense, and object of the transitive verb *love*.

In the following sentences parse the words in *italics*.

1. *Seeing* my mother, I ran to her.
2. The boys having recited the *lessons*, went out.
3. John *reached* the *station* in time.
4. Birds love *to eat* seed.
5. My dog *wags* his *tail*.

## FALSE SYNTAX. (See Key.)

1. Who should I meet but an old friend.
2. Who shall I send on this errand?
3. Let you and I go down to the fountain.
4. My brother taught John and I how to swim.
5. She, I will have to forgive.

**Rule XIV.**—Active intransitive, passive and neuter verbs and their participles, require the same case AFTER as BEFORE them.

Examples: "*He* seems a brave *man*."—"The *child* was called *John*."—"I am *he*."—"It was *she*."—"It must be *he*."—"He being the *judge* condemned me."

NOTE.—In some cases both words come before the verb. Example: "I know not *who she* is." Sometimes both words come after the verb. Example: "Is *he* a *student*?"

## EXERCISE.

In the following sentences point out the words in the same case.

1. It is I.
2. It was he that did that.
3. She walks a queen.
4. Alfred was made king.
5. He was appointed teacher.

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## ANALYSIS.

Example : "He was appointed teacher."

This is a simple declarative sentence.

The subject is "*he*;" the predicate, *was appointed*; the attribute, *teacher*. There are no adjuncts.

In a similar way analyze the following sentences.

1. John became a soldier.
2. He was chosen chief of the tribe.
3. The baby is named Rose.
4. My dog was called Pringle.
5. Washington was elected President.

## PARSING.

Example : "I am he."

"*He*" is a personal pronoun, masculine gender, third person singular number, and nominative case, *after* the verb *am*, because *I* is in the nominative case *before* it.—Rule.

The child was called John.

"*Was called*" is a regular passive verb from *call*, *called*, *calling*, *called*, indicative mood, imperfect tense, agreeing with its subject *child*, in the third person singular.—Rule.

In the following sentences parse the words in *italics*.

1. It was *she*. You believed *it* to be *her*.
2. My brother is *captain* of the ship.
3. My little bird is called *Dicky*.
4. Wellington was appointed *Commander*.
5. He *seems* an honest, faithful *man*.

## FALSE SYNTAX. (See Key.)

1. If I were him I would do the same.
2. It was not me that did it.
3. It could not have been him.
4. I am not afraid, let him be whom he may.
5. I understood it to be he.

## MISCELLANEOUS EXERCISES FOR CORRECTION.

1. Fifty pounds of wheat contains forty pounds of flour.
2. Mary's pulse are too quick.
3. One added to nine make ten.
4. A few centuries ago the mechanism of clocks and watches were totally unknown.
5. When the nation complain, the rulers should listen.
6. The regiment were marching up the street.
7. How much, oftentimes, does real virtue and merit have to suffer.
8. Hatred or revenge deserve censure.
9. There is many things to be corrected.
10. Two years' rent are due.
11. Every town and even every little village were laid waste.
12. To lie or to steal are sinful.
13. Don't you wish you were me ?
14. I am him whom they invited.
15. He and they we know, but who are you ?

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6. M
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- reason
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## MISCELLANEOUS EXERCISES FOR PARSING.

## I.

1. My sister Mary has promised me a watch.
2. Be on thy guard against selfishness.
3. Was the lesson difficult? Yes, very.
4. Were you at school last year?
5. The future is uncertain.
6. Mary gave away what Kate lent her.
7. Thomas is tall, and Richard is stout.
8. The study of mathematics strengthens the reasoning faculties.
9. Always respect the aged.
10. Be kind to the poor.

## II.

1. How can you expect to improve, if you do not study?
2. There is no royal road to learning.
3. "A little learning is a dangerous thing ;  
Drink deep, or taste not the Pierian spring."  
(POPE.)
4. "In the world's broad field of battle,  
In the bivouac of life,  
Be not like dumb, driven cattle,  
Be a hero in the strife."  
(LONGFELLOW.)

## BLACKBOARD EXERCISE IX.

In the letter on the opposite page, of what person and number is *we*? Of what person and number is *was*? How should the sentence read? Give the Rule by which you know that *was* is wrong. Parse *Joe*. Parse *me*. In what case should the pronoun be? Parse *it* before "was." In what case is *him*? Correct the mistake. Give the Rule by which you know that *him* is in the wrong case. Parse *seen*. Why is *seen* wrong? Could you use *seen* by inserting an auxiliary after *I*? What auxiliary would you insert. Why is *what* wrong? Insert the correct word. Parse *it*. What is its antecedent? What do you think of Jack's knowledge of Grammar? Write the letter as it should be written.

## ADDITIONAL EXERCISES.

*The following or similar exercises should be written on the blackboard, and pupils should be questioned on the Rules, AS IN BLACKBOARD EXERCISE VII.*

1. A herd of cattle was grazing in the fields. The people are very changeable. Thomas and I are brothers. Either you or he is wrong.

2. The clouds having passed, we saw the clear sky. The morning being bright, we started on our journey. The wind abating, we sailed away in safety.

3. Peter showed me his watch, and told me it was gold. They called him Walter, in remembrance of his father. The sculptor carved a statue in marble.

4. Rich and rare were the gems she wore. A happy eternity is cheaply purchased by the labors and trials of time. Love and obey your parents.

Dear Frank:

He was out  
in the woods all  
day. You had  
found a squirrel's  
nest. But you said  
it was him found  
it. I saw a stick  
what had branches  
in its mouth.

John

**Rule XV.**—The preposition **TO** governs the infinitive mood, and usually connects it with a finite verb.

Examples : “Cease *to do* evil; learn *to do* good.”

NOTE 1.—Sometimes the preposition connects the infinitive with another part of speech or a phrase understood. Examples : “Your **DESIRE** *to improve* is laudable.” “I am **ANXIOUS** *to serve* you.” “The boy is old **ENOUGH** *to go* to college.” “I read (**IN ORDER**) *to learn*.”

NOTE 2.—In a few cases the infinitive is said to be “*put absolute*.” Example : “*To be or not to be—that is the question*.”

NOTE 3.—“**To**” is usually omitted after the active verbs *bid, dare, need, make, see, hear, feel, and let*. Examples : “I bade him do it.” “I heard him say that.” “How dare you stay so long?”

NOTE 4.—“**To**” is used after the *passive* form of these verbs. Examples : “He was heard *to say*.” “We are bidden *to rest*.”

NOTE 5.—*Dare*, when it signifies *to challenge* or *to defy*, is followed by “**to**.” Examples : “I dare you *to climb* that tree.” “He dared me *to fight*.”

#### EXERCISE.

In the following sentences point out the verbs in the infinitive mood.

1. I desire to learn.
2. You need not go.
3. We were anxious to see you.
4. I was about to write to you.
5. John wished to borrow my pen.



## PARSING.

Example: "You need not go."

"Go" is an irregular, active transitive verb, from *go, went, going, gone*, present tense, infinitive mood, governed by the preposition "to," which is not expressed after the verb *need*.

"We were anxious to serve you."

"Serve" is a regular, active transitive verb, from *serve, served, serving, served*, present tense, infinitive mood, governed by "to," and connected with the adjective *anxious*.

In the following sentences parse all the verbs in the infinitive mood.

1. John tried to sing a song.
2. Let me go, if you please.
3. It is too wet to go out.
4. You need not ask me.
5. It is right to love our parents.
6. Frank likes to ride.
7. Will you try to do it for me?

FALSE SYNTAX. (See Key.)

1. Please excuse my absence.
2. I dare to say you are tired.
3. They were seen go out at the gate.
4. Let me to give you a seat.
5. Permit me tell you of an error.
6. Allow me introduce my friend.
7. Bid the boys to take their seats.

## ADVERBS.

**Rule XVI.**—Adverbs relate to, and are usually placed **AFTER** verbs and **BEFORE** participles, adjectives, and other adverbs.

Examples: "John reads *well*."—"Jane is a *very* good girl."—"James writes *very* badly."

NOTE 1.—In the compound tenses formed with one auxiliary, the adverb is generally placed between the auxiliary and the participle; but in those formed with more than one, it is generally placed after the first. Example: "The copy which he **HAS** *just* **FINISHED**, is *very* *carelessly* **WRITTEN**."

NOTE 2.—*No* and *yes*, expressing simple negation or affirmation, are independent, and do not belong to any verb.

NOTE 3.—When joined to a noun, *no* is an adjective. Examples: "*No* man can tell." "*No* reptiles can live there."

NOTE 4.—Two negatives in the same clause destroy each other, or are equivalent to an affirmative. Examples: "James will *never* be *no* taller," is equal to "James will be taller." "I *cannot* eat *no* more," is equal to "I can eat more." Such expressions are incorrect, and must be avoided.

## ANALYSIS.

Example: "John reads well, but writes badly."

This is a simple declarative sentence with a compound predicate.

The subject is *John*; the compound predicates *reads* and *writes*. There is neither object nor attribute. The adjunct of the first predicate is *well*, of the second, *badly*.

In a similar way analyze the following sentences.

1. This letter is carelessly written.
2. The horse walks slowly, but gallops rapidly.
3. No. You must remain and study your lesson.
4. The wind blew fiercely and chilled my nose.
5. John has gone away, but he will soon return.

## PARSING.

Examples: "This letter is carelessly written."

"Carelessly" is an adverb of the positive degree, compared *carelessly, more carelessly, most carelessly*, and is placed between the auxiliary and the participle of the verb "write," which it qualifies.

"Are you going out? Yes."

"Yes" is an independent adverb.

In the following sentences parse all the adverbs.

1. Jane dresses neatly.
2. The horse ran very rapidly.
3. I saw you there yesterday.
4. She walks very gracefully.
5. A horse runs more swiftly than a donkey.

## FALSE SYNTAX. (See Key.)

In the following sentences make the necessary corrections.

1. He spoke eloquent.
2. She did that work good.
3. The cat is purring soft.
4. That dog barks sharp.
5. I can not do no more.

## PREPOSITIONS.

**Rule XVII.**—Prepositions govern the objective case.

Examples: "He went *with* me."—"Put the book *on* the table."—"He found the nest *in* a bush."

In the first example, *with* governs *me* in the objective case. In the second example, *on* governs *table* in the objective case.

NOTE 1.—After the adjectives *like*, *near*, *nigh*, and the verbs *give*, *procure*, *buy*, and some others, the preposition is generally omitted. Examples: "He is like (to) me." "The school is near (to) our house." "Give (to) me that book." "Buy (for) me a doll."

NOTE 2.—The preposition is frequently understood before nouns of *time* and *measure* connected with verbs. Example: "We walked two miles yesterday," that is, "*through* or *over* two miles *on* yesterday." In parsing such sentences, the omissions should be supplied.

NOTE 3.—Two prepositions coming together should be parsed as one. Example: "Stand *from before* the fire."

NOTE 4.—The word *worth*, followed by an objective case or a participle, may be parsed as a *preposition*. Examples: "This book is *worth* a dollar." "It is not *worth* mentioning."

## EXERCISE.

In the following sentences point out the words governed by prepositions, and the words between which they show the relation.

1. The house is built on a rock.
2. The cat is lying beside the fire.

3. Please to bring me that pen.
4. Give me your hand, old friend.
5. You are very like your brother.

## PARSING.

Example : "He went with me."

"With" is a preposition showing the relation between "went" and "me," and governs *mé* in the objective case. (Rule XVII.)

In the following sentences parse all the prepositions.

1. I walked under the bridge.
2. John is rowing on the lake.
3. A cat can see in the dark.
4. The rabbit ran across the field.
5. John and James go to school.

## FALSE SYNTAX. (See Key.)

In the following sentences make the necessary corrections.

1. Between you and I, it is true.
2. I know not who I lent the book to.
3. Give the books to we who are waiting.
4. Who did he send for?
5. It remains with thou to say.
6. No one was late except her and I.
7. Who are you speaking to?

## CONJUNCTIONS.

**Rule XVIII.**—Conjunctions connect words or clauses.

Example: "John *and* James were here, *but* they did not remain long."

NOTE 1.—Conjunctions usually connect the same moods and tenses of verbs, and the same cases of nouns and pronouns. Examples: "He *comes* and *goes* as he pleases."—"*He* and *she* arrived yesterday."

NOTE 2.—Some conjunctions are followed by *corresponding* conjunctions. Examples:

*Though* requires *yet*: *Though* strong *yet* gentle.

*Whether* requires *or*: I cannot say *whether* he does *or* not.

*Either* requires *or*: I shall *either* go *or* write to you.

*Neither* requires *nor*: He will *neither* play *nor* study.

*As* requires *as*: My top is *as* good *as* his.

*As* requires *so*: *As* is your kitten *so* will be the cat.

*So* requires *that*: He is *so* lazy *that* he will not go.

*Both* requires *and*: *Both* the living *and* the dead.

## EXERCISE.

In the following sentences point out the conjunctions and the words or clauses connected by them.

1. John and James are brothers.
2. It is neither hot nor cold.
3. He and I are going, but we shall not remain long.
4. I am so tired that I can scarcely stir.
5. Let you and me be friends, for we are brothers.

## PARSING.

Example: "John *and* James were here, *but* they did not remain long.

"*And*" is a copulative conjunction connecting the words "James" and "John."—Rule XVIII.

"*But*" is a disjunctive conjunction connecting the two clauses "John and James were here," and "they did not remain long."

In the following sentences parse all the conjunctions.

1. They are happy, because they are good.
2. That was well and truly said.
3. John is much taller than you.
4. Both of us are going, and you shall go also.
5. However, if you wish, I shall stay here.

## FALSE SYNTAX. (See Key.)

1. He and her arrived yesterday.
2. I saw him and she yesterday.
3. He will neither lead or drive.
4. He is so weak as he cannot walk.
5. You and me are great friends.

## INTERJECTIONS.

Rule XIX.—Interjections have no grammatical relations to other words in a sentence.

Examples: "Ah me!"—"O ye hypocrites!"

NOTE 1.—An objective case after an interjection is governed by a preposition or verb understood. Thus, Ah me! may be written "Ah! sigh for me," or "Ah! *pity* me."

NOTE 2.—Some other parts of speech, when used as mere exclamations, may be considered as interjections. Examples: Nonsense! Strange! Wonderful! Welcome!

## EXERCISE.

In the following sentences point out the interjections, and tell why they are called so.

1. Ah! thou unfortunate man.
2. Oh! the pain, the bliss of dying.
3. Hark! they whisper.
4. Alas! I have lost a friend.
5. Oh! what a sight is here.

In the following sentences point out the words used as interjections.

1. What! Have you lost it?
2. Nonsense! I do not believe you.
3. Well done! You deserve praise.
4. Away! the bells are ringing.
5. Shocking! How did she bear the news?

## PARSING.

"Ah!" is an interjection, because it is a simple exclamation, and has no connection with any other word in the sentence.

In the following sentences parse the interjections.

1. Ah! thou unfortunate man.
2. Oh! look at the beautiful sunset.
3. O happy days! when flowers spring.
4. Hurrah! vacation comes again.
5. Ha! ha! I feel happy and gay.



## MISCELLANEOUS EXERCISES FOR ANALYSIS.

## I.

1. The sun causes all things to bloom.
2. The constantly flowing water wears the pebbles smooth.
3. The river was shallow, and I saw a pretty fish swimming about.
4. The lark builds its nest in the grass, but, when singing, soars up in the air.
5. Butterflies have many-colored wings, and they flit about among the flowers.
6. If you wish to become an honored man, you must act honorably in your youth.

## II.

1. "What dost thou, fragile, graceful little bee, among the flowers?"
2. "I gather from the flowers double riches.
3. "One is sweet and odorous honey; the other is pure, white wax."
4. See how the snow clings to the bare branches of the tree, and gives it a ghostly appearance.
5. Where are the birds that sang here in the spring?
6. "One must believe in the fatherhood of God, before one can acknowledge the brotherhood of man."

## BLACKBOARD EXERCISE X.

The first set of short sentences on the opposite page may be changed into one *simple* sentence, to read as follows: "A little boy with blue eyes fell into a deep river." It may also be changed into one *complex* sentence by introducing a dependent clause as follows: "A little boy *who had blue eyes*, fell into a deep river." The second set may be changed into one *simple* sentence as follows: "A red-nosed, white cat caught an old, thin, gray rat." It may also be changed into a *complex* sentence as follows: "A white cat *that had a red nose*, caught a gray rat *that was old and thin*."

## ADDITIONAL EXERCISES.

*The following or similar exercises should be written on the blackboard, and pupils should be required to construct one sentence out of each set.*

1. A big man gave me a ride. He had a kind face. It was this morning. He gave me a ride on a pony. The pony had a long tail. Its tail was black.

2. William climbed a tree. It was a pine-tree. He climbed to the topmost branch. He found a crow's nest. The nest was full of birds. The birds had no feathers. They were very young.

3. John went out. He went out in the morning. He plucked a daisy. The daisy was white. It was a beautiful daisy. It was growing among the grass. The grass was fresh and green.

4. An old hen hatched a flock. She hatched a flock of goslings. The goslings were yellow. The goslings swam across the pond. The old hen was astonished. The old hen could not swim.

A little boy fell  
He had blue eyes  
He fell into a river  
The river was deep

---

A cat caught a rat  
The cat was white  
She had a red nose  
The rat was thin  
Its color was grey  
It was an old rat

## QUESTIONS FOR REVIEW.—PART III.

## LESSON I.

166. Of what does Syntax treat? Give derivation of the word "syntax." 167. What is a sentence? Give derivation of the word "sentence." 168. What must we do to understand a sentence fully? Into how many parts do we divide Syntax? 169. What is analysis? Give derivation of the word "analysis." 170. What is every complete sentence? 171. What are the principal parts of a sentence? 172. What is the *subject*? 173. What is the *predicate*? Give examples. Give derivation of the word "subject." Give derivation of the word "predicate." 174. How may the subject be found? 175. What may the subject be? Give examples of the five kinds of subjects. 176. What is the predicate in its simple form?

## LESSON II.

177. What are the other parts of a sentence? 178. What is the *object*? 179. What may the *object* be? Give examples of different kinds of objects in a sentence. 180. What is the *attribute* in a sentence? Give an example. 181. How many kinds of attributes may there be? Give examples. 182. What verbs connect *attributes* and *subjects*? What are these connecting verbs sometimes called? Why? Give derivation of the word "attribute." 183. What are *adjuncts*? Give derivation of the word "adjunct." 184. How many kinds of adjuncts are there? 185. Give an example having a *word adjunct*. 186. What is a phrase? Name the principal phrases, and give an example of each. 187. How may phrases be used in a sentence? Give examples.

## LESSON III.

188. What is a clause? 189. How many kinds of clauses are there? 190. What are *dependent* clauses? 191. What are *independent* clauses? 192. What is a *relative* clause? 193. What is an *adverbial* clause? 194. What is a *conjunctive* clause? 195. Name some other clauses. 196. How many clauses be used in a sentence? Give examples. 197. When are words, phrases, and clauses called *parenthetical*? Give some examples.

## LESSON IV.

198. Into how many classes are sentences divided in regard to their construction? 199. What is a simple sentence? 200. When two or more subjects belong to the same predicate, what do you call the subject? 201. When two or more predicates belong to the same subject, what name is given to them? 202. What is the Grammatical subject? 203. What is the Logical subject? 204. What is the Grammatical predicate? 205. What is the Logical predicate?

## LESSON V.

206. What is a compound sentence? 207. Give an example, and an explanation. 208. What are *members*? 209. What is a complex sentence? 210. Give an example, and an explanation. 211. What is the principal clause? What is a *subordinate* clause? Give meaning and derivation of "subordinate" and "co-ordinate." 213. In regard to their use, into how many classes are sentences divided? 214. What is a declarative sentence? Give an example. 215. What is an interrogative sentence? Give an example. 216. What is an imperative sentence? Give an example. 217. What is an exclamatory sentence? Give an example. 218. What is parsing? Give derivation of the word "parse." 219. In parsing a sentence, what is to be done?

## LESSON VI.

Repeat Rule I. To which number of nouns is *a* or *an* applied? When is *a* or *an* used with a plural noun? Parse *a* in the sentence "John has gone a-fishing." Repeat Rule II. When is one word in apposition with another? Explain the word "apposition." Give an example of a noun in apposition with a clause. Give Rule III. Give example and explanation. Give an example of a phrase in the possessive case. Give Rule IV. When the noun is understood, what is to be done? Give examples having an adjective relating to a phrase or a clause.

## LESSON VII.

Give Rule V. With reference to what is the pronoun "it" often used? Give an example. When the words for which a pronoun stands are connected by *and*, in what number should the pronoun be? Give an example. When the words are singular and connected by *or* or *nor*, in what number should the pronoun be? Give an example. Give Rule VI. Note 1. On what does the case of the relative depend? Give an example to prove the answer.

## LESSON VIII.

Give Rule VII. Where does the subject usually come in a sentence? Give an example. Give an exception. Repeat Rule VIII. In what number should the verb be when an infinitive mood is the subject? Repeat Rule IX. When does a collective noun take a verb in the plural number? Give Rule X. In what two cases do subjects connected by *and* require a verb in the singular?

## LESSON IX.

Repeat Rule XI. When do subjects connected by *or* or *nor* take a plural verb? When the subjects are of different

persons, with which does the verb agree? Repeat Rule XII. In what case would you put a subject used as a mere exclamation? In what case would you put the name of a person addressed? Repeat Rule XIII. What else, besides a word, may be the object of a transitive verb? Give an example of two words in the objective case following a transitive verb. How do you explain them?

## LESSON X.

Repeat Rule XIV., and give examples. Repeat Rule XV. Repeat the verbs after which the preposition "to," governing the infinitive mood, is omitted. After what four verbs is "to" used? When is *dare* followed by "to"? Repeat Rule XVI. In compound tenses, where is the adverb usually placed? When is *no* an adjective? What is the effect of having two negatives in the same clause?

## LESSON XI.

Repeat Rule XVII. Name some adjectives and verbs after which prepositions are omitted. Before what nouns are prepositions frequently understood? How should two prepositions coming together be parsed? Parse the word *worth* in the sentence, "This book is worth a dollar." Repeat Rule XVIII. Name the corresponding conjunctions. Repeat Rule XIX. What governs an objective case after an interjection?

## PART IV.

### PROSODY.

**220.** Prosody treats of Punctuation, Figures of Speech, and Versification.

#### I. PUNCTUATION.

**221.** Punctuation is the art of dividing a composition into sentences and parts of sentences, by marks called punctuation points.

**222.** These points are used to mark the different pauses which the meaning of the composition requires.

The word "punctuation" means *the art of pointing*, and comes from the Latin *punctum*, a point.

**223.** The punctuation points in common use are:—

- |                      |                               |
|----------------------|-------------------------------|
| 1. The Comma, ,      | 5. The Dash, —                |
| 2. The Semicolon, ;  | 6. The Exclamation Point, !   |
| 3. The Colon, :      | 7. The Interrogation Point, ? |
| 4. The Period, .     | 8. The Curves, ()             |
| 9. The Brackets, [ ] |                               |



**224.** The Comma indicates a very short pause; the Semicolon, a pause about double that of the Comma; the Colon, a pause about double that of the Semicolon; and the Period, a pause about double that of the Colon.

### Rules for Punctuation.

#### 1. THE COMMA. ,

The word "comma" comes from the Greek *komma*, a clause of a sentence.

1. Words in apposition, when accompanied by adjuncts, are separated by commas. Example:

St. Paul, *the apostle of the Gentiles*, was eminent for his zeal.

Insert commas where required in the following sentences.

"Newton the great mathematician was very modest."

"John my eldest brother came home yesterday."

"Longfellow the author of *Evangeline* wrote many beautiful poems."

2. A comma is placed after the *logical subject* when it is long, or when it ends with a verb. Examples:

"*Those who persevere*, succeed."

"*Any one who refuses to earn his living*, is not an object of charity."

Insert commas where required in the following sentences.

"The man who works wins."

"He who is unkind to the poor can hardly be happy."

"Steady attention to study makes a learned man."

3. Parenthetical words, phrases, and clauses should be separated by commas. Examples:

"We must not, *however*, neglect our duty."

"History, *to tell the truth*, cannot always be trusted."

"Franklin, *who drew an electric spark from the clouds*, was sent as Minister to France."

Insert commas where required in the following sentences.

"Washington was undoubtedly a great man."

"Poetry as well as painting is one of the fine arts."

"Homer who wrote the Iliad is the father of epic poetry."

4. Independent words and phrases should be set off by commas. Examples :

"Tell me, *boy*, where you live."

"*Everything being ready*, we set out."

Insert commas where required in the following sentences.

"I rise sir to speak on this question."

"Night coming on we lay down to rest."

"Listen my son to the words of your father."

5. Three or more words of the same class connected by conjunctions expressed or understood, require a comma after each word. Examples :

"Poetry, music, and painting, are fine arts."

Insert commas where required in the following sentences.

"John James and William are good boys."

"Wellington was a brave and prudent general."

"Cats dogs goats and horses are quadrupeds."

6. Words written in pairs take a comma after each pair. Examples :

"Old and young, rich and poor, wise and foolish, were involved."

Insert commas where required in the following sentences.

"Sink or swim live or die survive or perish I give my hand and heart to this vote."

"The strong and the weak the beautiful and the ugly the true and the false were made by the same hand."

"Jewels and gold wealth and fame pomp and luxury are all forgotten in the grave."

7. When a verb is omitted after its subject, a comma is usually inserted. Example :

"To err is human ; to forgive, divine."

Insert commas where required in the following sentences.

"The miser dreads the thief ; the criminal the magistrate."

"The savage loves the hunting-grounds ; the peaceful man his home."

"Reading makes a learned man ; conversation a ready man ; and writing an exact man."

## 2. THE SEMICOLON. ;

The word "semicolon" comes from the Latin word *semi*, a half, and the Greek word *kōlon*, a clause, hence a point marking off a clause.

1. Simple clauses following in succession, and being only slightly connected, are separated by semicolons. Example :

"We love the good ; we honor the brave ; we praise the noble ; and we despise the mean."

Insert semicolons where required in the following sentences.

"The waves rolled on the beach the bathers enjoyed the surf the children played on the sand and the sun smiled on all."

"The epic poem recites the exploits of a hero tragedy represents a disastrous event comedy ridicules the follies of men and pastoral poetry describes rural life."

"The sailor's home is on the main  
The warrior's on the tented plain  
The maiden's in her bower of rest  
The infant's on its mother's breast."

2. A clause added as an *explanation* or as a *reason* should be set off by a semicolon, when its parts are separated by commas. Examples:

"There are three genders; the masculine, the feminine, and the neuter."

"Study your lessons carefully; for by that means you will succeed."

Insert semicolons where required in the following sentences.

"Grammar is divided into four parts Orthography, Etymology, Syntax, and Prosody."

"Apply yourself to learning for it will bring you honor."

"Beware of the man who flatters you for he is not a true friend."

3. Compound or complex clauses, when their parts are divided by commas, are separated by semicolons. Examples:

Spring goes by with wasted warnings.

Moonlit evenings, sunbright mornings;

Summer comes, yet dark and dreary

Life still ebbs away.—*D. F. MacCarthy.*

Insert semicolons where required in the following sentences.

“Mirth should be the embroidery of conversation, not the web and wit should be the ornament of the mind, not the furniture.”

“To westward the land is flat, where a once grand harbor has been filled with washed-down mountain *debris* but this stops after a couple of miles, and farther on bold cliffs meet the view.”

### 3. THE COLON. :

1. A clause added as an explanation is set off by colon, when its parts are separated by semicolons.

Example:

“Man consists of two parts : first, the soul with its undying principle ; second, the body with its sensual appetites.”

Insert colons where required in the following sentences.

“There are five races in the human family first, the Caucasian or white ; second, the African or black ; third, the Mongolian, etc.”

“There are four parts in Grammar first, orthography, which treats of letters ; second, etymology, which treats of words ; third, syntax, etc.”

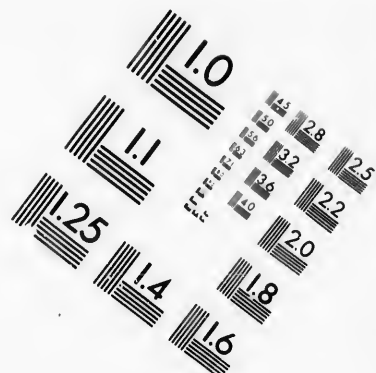
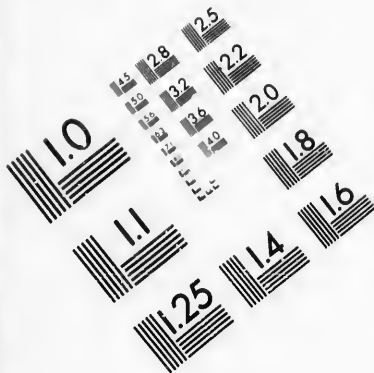
2. A colon is used to introduce a *quotation* or a *speech*. Example:

“Always remember this maxim: ‘Love your neighbor as yourself.’”

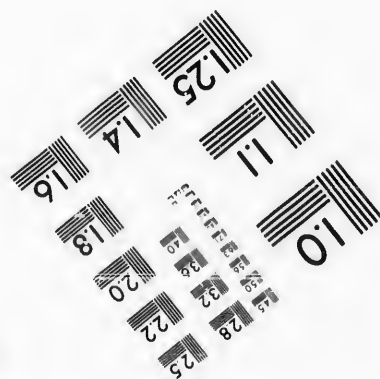
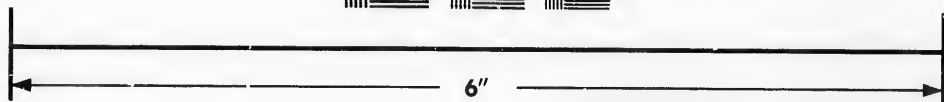
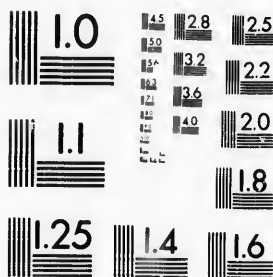
Insert colons where required in the following sentences.

“We have a beautiful representation of the Deity in these words ‘God is love.’”





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“Remember the golden rule ‘Do unto others as you would have others do unto you.’”

“All were attentive to the godlike man,  
When from his lofty couch he thus began  
‘Great queen.’”—*Dryden*.

#### 4. THE PERIOD. .

The word “period” comes from the Greek *periodos*, a circuit, complete sentence.

1. A Period must be placed at the end of every *declarative*, and every *imperative* sentence. Examples:

“The sun has risen.”

“Take off your hat.”

2. A Period is used to indicate an abbreviation. Examples:

Dr. Moore, *for* Doctor Moore.  
Mont., Can., *for* Montreal, Canada.

Insert periods where required in the following sentences.

“The sun rises in the east, and sets in the west”

“Mr Smith went to Europe last month”

“L P Jones of Phila, Pa, has arrived”

#### 5. THE DASH. —

1. The Dash is used to indicate a sudden change, or an emphatic pause. Examples:

“My wife and children all — but no, I cannot go on.”

“He suffered — but his pangs are o’er ;

Enjoyed — but his delights are fled —”

2. A dash is sometimes used after a colon when the words following begin a new paragraph. Example :

“ The banquet being over, the chairman rose and said: --  
‘ Ladies and gentlemen,’ etc.”

Insert dashes where required in the following sentences.

“ Away from my sight but no come back ! ”

“ The king himself has followed her  
When she has walked before.”—*Goldsmith*.

“ And shall I I who have befriended him be treated thus ? ”

3. The Dash is used to indicate an omission. Example :

“ In the year 18—, I visited my friend L— at his house in B—.”

#### 6. THE INTERROGATION POINT. ?

The Interrogation point is used after direct questions. Examples :

“ Where shall I go ? ”

“ He said to me, ‘ Will you stay or not ? ’ ”

Insert interrogation points in the following sentences.

“ Did you study your lesson carefully ”

“ They asked him, ‘ Are you ready to do your duty ’ ”

“ ‘ Are you prepared to die ’ is a question that men should frequently think of.”

## THE EXCLAMATION POINT. !

The Exclamation Point is used after interjections, expressions of emotions, and words of address.

Examples:

Oh! Ah! Alas!

Oh! that he would come!

Hail holy light!

Insert interjections where required in the following sentences.

“Oh how beautiful it is”

“Alas how sad a fate”

“Hear us, O Lord”

## 8. THE CURVES. ( )

The Curves (or Marks of Parenthesis) are used to enclose a phrase or a clause which might be omitted without changing the *construction* or the *meaning* of the sentence. Examples:

“Abou Ben Adhem (may his tribe increase!)

“Awoke one night from a sweet dream of peace.”

“Know then this truth (enough for man to know),

“Virtue alone is happiness below.”

The word “parenthesis” is Greek, and means a *putting in beside*.

## 9. THE BRACKETS. [ ]

The Brackets are generally used to enclose some word or words inserted for correction or explanation.

Examples:

“He [Mr. Smith] never saw the man before.”

“Be more anxious about acquiring [to acquire] knowledge, than about showing [to show] it.”

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## OTHER MARKS.

1. ['] The *Apostrophe* is used to denote either the possessive case of nouns, or the omission of a letter or letters. Examples, *John's hat* ; *the cat's tail* ; *I'll*, for *I will* or *I shall* ; *o'er* for *over*, etc.

2. [-] The *Hyphen* is used between the parts of a compound word, and when part of a word has to be carried over to the following line. Examples, *good-natured* ; *glass-house*.

3. [“ ”] *Quotation Marks* are used to enclose a passage quoted from an author in his own words. Example : An old writer says : “By doing nothing we learn to do evil.” Single points [‘ ’] are used to enclose a quotation within a quotation.

4. [¨] The *Dieresis*, placed over the latter of two vowels, shows that they are to be pronounced separately. Thus *aërial* is pronounced *a-e-rial*.

5. [☞] The *Index* or *Hand* points out something important or remarkable.

6. [\*] The *Asterisk*, [†] the *Dagger*, [‡] the *Double Dagger*, [||] the *Parallels*, [§] the *Section*, and [¶] the *Paragraph*, refer to notes generally at the bottom of the page. Small figures and letters are sometimes used for the same purpose.

## II. FIGURES OF SPEECH.

225. A *Figure* is an intentional change of the usual Spelling, Form, Construction, or Application of words in a sentence.

**226.** There are four kinds of Figures, namely : Figures of Orthography ; of Etymology ; of Syntax ; and of Rhetoric.

### III. VERSIFICATION.

**227.** Versification is the art of arranging words into verses, or poetical lines.

**228.** A *Verse* consists of a single poetical line.

**229.** A *Couplet* consists of two lines.

**230.** A *Stanza* consists of several lines making a regular division of a poem.

[A full treatment of *Figures* and *Versification* will be found in the larger grammar.]

### QUESTIONS FOR REVIEW.—PART IV.

220. Of what does Prosody treat? 221. What is Punctuation? 222. For what purpose are punctuation points used? What does the word "punctuation" mean? Give its derivation. 223. Name the nine punctuation points in common use. 224. What kind of pause does the Comma indicate?—the Semicolon?—the Colon?—the Period?

What does the word comma mean? Give the Rule for the use of the comma with *words in apposition*.

Give the Rule for the *logical subject*; for *parenthetical words*, etc.; for *independent words*, etc. Give the Rule for *words of the same class*. Give the Rule for *pairs* of words. Give the Rule for an *omitted verb*.

What is the derivation of the word "semicolon"? Give the Rule in regard to semicolons, for simple clauses only slightly connected. Give the Rule for a clause added as an explanation, etc. Give the Rule for compound or complex clauses.

Give the Rule, in regard to the colon, for clauses added as an explanation. Give the Rule for a quotation or speech. Give the two Rules for the use of the period. What is the dash used to indicate? When is a dash used after a colon? When is the interrogation point used? When is the exclamation point used? For what purpose are curves used? What is the meaning of the word "parenthesis"? For what purpose are brackets used? What is the apostrophe used to denote? Where is the hyphen used? For what purpose are quotation marks used? What does the diæresis show? What does the index point out? Name the marks that refer to foot-notes.

225. What is a figure? 226. How many kinds of figures are there? Name them. 227. What is versification? 228. What is a verse? 229. What is a couplet? 230. What is a stanza?

# A KEY

TO THE

## EXAMPLES OF FALSE SYNTAX.

---

### UNDER RULE II.

2. My brother John, *he* who went away, is dead.
3. That is my mother, *she* that has the white hair.

### UNDER RULE III.

2. The *Governor-General's* house is in Ottawa.
3. A *cat's* delight is to catch mice.
4. A wise *man's* anger is short.
5. What is the matter with that *dog's* tail?

### UNDER RULE IV.

2. She looks *cold*.
3. He writes *beautifully*.
4. It seems *strange*.
5. Our friends arrived *safe*.

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## UNDER RULE V.

1. John and James will favor us with *their* company.
2. Either one or the other will bring *his* book.
3. Each boy should learn *his* lesson.
4. John took a coat and gave *it* to the man.
5. Potatoes are good and I like *them*.

## UNDER RULE VI.

1. This is the pen *which* I found.
2. Did you see the cat *that* caught the rat ?
3. This is the pig *that* danced a jig.
4. John is the man *who* found the watch.
5. Here is the horse *which* I bought.

## UNDER RULE VII.

1. *He* and I went out for a walk.
2. John and *I* crossed the river.
3. My brother is taller than *I* (am).
4. *They* who study will succeed.
5. *She* and Jane are sisters.

## UNDER RULE VIII.

1. John and James *love* to walk in the fields.
2. The dog and the cat *are* playing.
3. We *were* down on the beach to-day.
4. James *has* a gold pen.
5. Are you there ? I *am*.



6. Has your book been covered ?
7. He may do as he pleases.
8. Arthur does not like arithmetic.
9. Why does he not ?

UNDER RULE X.

1. Two and three *are* five.
2. John and Paul *look* alike.
3. Bread and milk *are* good for children.
4. Mary and Jane *were* in the garden.
5. Gold and silver *come* out of the earth.

UNDER RULE XI.

1. No axe or hammer *is* here.
2. Neither you nor I *am* changed.
3. Fear or cowardice *makes* him afraid.
4. Mary or Kate *is* in the room.
5. Either care or ability *was* wanting.

UNDER RULE XIII.

1. *Whom* should I meet but an old friend ?
2. *Whom* shall I send on this errand ?
3. Let you and *me* go down to the fountain.
4. My brother taught John and *me* how to swim.
5. Her I will have to forgive.

UNDER RULE XIV.

1. If I were *he*, I would do the same.
2. It was not *I* that did it.

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3. It could not have been *he*.
4. I am not afraid, let him be *who* he may.
5. I understood it to be *him*.

---

1. Fifty pounds of wheat *contain* forty pounds of flour.

2. Mary's pulse *is* too quick.

3. One added to nine *makes* ten.

4. A few centuries ago, the mechanism of clocks and watches *was* totally unknown.

5. When the nation *complains*, the rulers should listen.

6. The regiment *was* marching up the street.

7. How much, oftentimes, *do* real virtue and merit have to suffer.

8. Hatred or revenge *deserves* censure.

9. There *are* many things to . . . . . ted.

10. Two years' rent *is* due.

11. Every town and even eve . . . . . lage *was* laid waste.

12. To lie or to steal *is* sinful.

13. Don't you wish you were *I*.

14. I am *he* whom they invited.

15. *Him* and *them* we know, but who are you?

#### UNDER RULE XV.

1. Please *to* excuse my absence.

2. I dare say you are tired.

3. They were seen to go out at the gate.

4. Let me give you a seat.
5. Permit me to tell you of an error.
6. Allow me to introduce my friend.
7. Bid the boys take their seats.

## UNDER RULE XVI.

1. He spoke *eloquently*.
2. She did that work *well*.
3. The cat is purring *softly*.
4. That dog barks *sharply*.
5. I cannot do *any* more.

## UNDER RULE XVII.

1. Between you and *me*, it is true.
2. I know not to *whom* I lent the book.
3. Give the books to *us* who are waiting.
4. For *whom* did he send?
5. It remains with *thee* to say.
6. No one was late except her and *me*.
7. To *whom* are you speaking?

## UNDER RULE XVIII.

1. He and *she* arrived yesterday.
2. I saw *him* and *her* yesterday.
3. He will neither lead *nor* drive.
4. You and I are great friends.

# APPENDIX.

---

## PHRASES.

Phrases that modify nouns or pronouns, are adjective in office.

Phrases that modify verbs, participles, adjectives, or adverbs, are adverbial in office.

Phrases are either *simple*, *complex*, or *compound*.

A phrase is *simple* when it is *not* modified by any other phrase or by a clause. Examples: "*To catch mice is a cat's delight.*" "*George is in good humor.*" "*The dog smelling the rat, wagged his tail.*"

## ANALYSIS.

Example: "*To catch mice is a cat's delight.*"

This is a simple declarative sentence.

The subject is the simple infinitive phrase *to catch mice*; the predicate, *is*; the attribute, *delight*.

The principal part of the subject phrase is *to catch*; and its object is *mice*; both are unmodified. The predicate is unmodified; the attribute is modified by *the* and *cat's*.

A phrase is *complex* when some part of it is modified by any other phrase or by a clause. Examples: "*He lived in a house that was built upon a rock.*" "*The bee sipping the sweets from the flowers which*

*it meets, returns to the hive.*" "I love to *play ball after school.*"

## ANALYSIS.

Example: "The bee sipping the sweets from the flowers which it meets, returns to the hive."

This is a *complex* declarative sentence containing a *principal* and a *dependent* clause. The principal clause is, *The bee . . . . . hive*, and the dependent clause is, *which it meets*.

The subject of the principal clause is *bee*; the predicate, *returns*; there is neither attribute nor object. The subject is modified by *the* and the complex adjective phrase, *sipping the sweets from the flowers which it meets*. The principal part of the phrase is *sipping*, the object of which is, *sweets*; sipping is modified by the complex adverbial phrase, *from the flowers which it meets*. The principal part of this adverbial phrase is *flowers*, which is modified by *the* and the simple relative clause, *which it meets*.

The subject of this clause is *it*; the predicate, *meets*; the object, *which*.

The predicate of the principal clause is modified by the simple adverbial phrase, *to the hive*; the principal part of this phrase is *hive*, which is modified by *the*.

A phrase is *compound* when it is composed of two or more co-ordinate phrases. Examples: "John *having studied his lessons, and having written his exercises*, received a reward." "Mary loves to *study lessons that are difficult, and to write exercises that are long.*" "The children often play *in the meadow, and on the lawn.*"

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