

BURT'S
PRIMARY GRAMMAR



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A

PRIMARY GRAMMAR

OF THE

ENGLISH LANGUAGE,

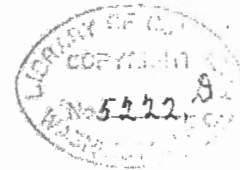
DESIGNED FOR THE USE OF

SCHOOLS AND PRIVATE LEARNERS.

BY

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PREFACE.

It has been the aim in the preparation of this work to present the learner with a plain, concise, and well-arranged treatise on the elementary principles of the English language; care having been taken to use the simplest expressions appropriate to the subject, and to avoid all difficult constructions and unnecessary distinctions.

It is especially intended to be used as an introduction to the author's Practical Grammar; but inasmuch as it contains the plainer and more practical parts of all the divisions of the subject, it will be found to be well adapted to serve alone, as the text-book on grammar, for such classes as can spend but a short time in the study of that branch of knowledge; for it will be better for such to complete this small work, than to study a part only of a larger one.

The attention of teachers is invited to some peculiarities of the work, which the practical operations of the school-room have proved to be of prime importance.

DESCRIPTIONS AND DEFINITIONS.

The different subjects are introduced with brief descriptions, each ending with the name of the thing described, followed by examples and illustrations; then the same matter is expressed by definitions, each commencing with the term defined. This variety tends to give the pupils the very proper impression that understanding the thought is of much more importance than learning the form of words by which the thought is expressed. It also gives them variety of expres-

sion and facility in the use of language, which should be the principal object in the study of grammar.

MODELS FOR GIVING ANSWERS AND EXAMPLES.

The answers which follow some of the questions in the text are intended as models, to suggest appropriate forms for expressing answers and giving examples. Answers in recitations should always be given in sentences; a word or a phrase should not be accepted as an answer. Careful attention to this will rapidly increase the pupil's ability to use correct language.

The following, from the Practical Grammar, being equally applicable to this, is inserted here.

MODELS AND EXERCISES.

The models and exercises for recitation should receive careful attention. They will be found to be useful in both study and recitation. In most cases the pupil should be required to use them just as they are given, especially at first; after he has become familiar with them, he should be encouraged to form models of his own. To enable the pupil to acquire the ability to do this is one of the main objects of this method of recitation. The teacher should therefore impress upon the mind of the learner that he will have fully mastered the subject only when he can dispense with the formulas of the book to substitute others of his own framing.

MODELS FOR PARSING.

According to the models for parsing here given, the pupil gives the classification and properties of each word, without further explanation or definition. Experienced teachers are well aware that the use of what is known as the long method of parsing is a great waste of time, as the pupil repeats the definitions hundreds of times after they are perfectly learned. These are better omitted in the forms, the pupil being required, during the parsing, to answer such questions as the teacher may ask to ascertain whether the meaning of each term is understood or not.

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INTRODUCTION.

Article 1. Of Language.

PEOPLE think with their minds. What they think is called *thoughts*.

They make their thoughts known to each other. That which is used to make thoughts known is called *language*.

That by or through which anything is done is called a *medium*. The medium for making thoughts known is *language*.

To make known is to *express*. The making known, or that which makes known, is called *expression*.

2. Definitions.

Language is a medium for the expression of thought.

Medium is the way by or through which anything is done.

Expression is the act of making known, or that which makes known. In grammar, *expression* is used as a general name for a word or a group of words.

The pupils should be required to answer with sentences; a word or a phrase should not be accepted as an answer.

Questions.—What do people do with their minds? **ANS.**—People think with their minds. What general name is given to what they think? **ANS.**—What they think is called thoughts. What do people do with their thoughts? **ANS.**—People make their thoughts known to each other. What is that with which they make their thoughts known called? **ANS.**—That with which they make their

thoughts known is called language. What name is given to that by or through which anything is done? To make known is what? What is the making known, or that which makes known called?

Define language. Define medium. Define expression. How is it used in grammar? **ANS.**—In grammar, the term *expression* is used to mean a word or a group of words.

3. Divisions of Language.

Language for the most part is of two kinds, called *spoken language* and *written language*.

Language uttered by the human voice is called *spoken language*.

Language written or printed is called *written language*.

Languages take their *names* from the countries which use them. The language used in the United States is called the *English* language. It is so called, because it was first used by the English people.

There are many languages in use in the world; as, the *French* language, used by the people of France; the *German* language, used by the people of Germany; the *Chinese* language, used by the people of China; &c.

It is supposed that there are about two thousand languages in use in the world.

A language which is now in use is called a *living language*. A language which was used long ago, but is not now used by any people, is called a *dead language*. The Latin, the Greek, and the Hebrew are dead languages.

4. Definitions.

There are two principal divisions of language, called *spoken language* and *written language*.

Spoken language consists of oral sounds used to express thought.

Oral sounds are sounds made by the human voice.

Written language consists of a system of letters used to represent spoken language.

Letters are marks or characters used to form written language. They are generally made with a pen or with types.

Questions.—What division is made of language? **ANS.**—Language is divided into spoken language and written language. Of what does spoken language consist? **ANS.**—Spoken language consists of oral sounds used to express thought. Of what does written language consist? To which division does printed matter belong? What language is used in our country? Why is it called the English language? Name some other languages and tell what nations use them. How many languages are there supposed to be in the world? What is a language now in use called? What is a language not now in use called?

What are the principal divisions of language? Define spoken language. Oral sounds. Written language. Letters. How are letters generally made?

ENGLISH GRAMMAR.

5. Definitions.

That study which teaches the correct use of the English language is called *English Grammar*.

Educated persons use the language *correctly*. We learn by the study of grammar to use the language as good scholars use it.

English Grammar is that branch of science which teaches the correct use of the English language.

We use the language when we speak or write.

Science is knowledge properly arranged.

The **standard** of language is the custom of good speakers and writers.

Questions.—What study teaches the correct use of the English language? Who use the language correctly? What do we learn by the study of grammar? What is English grammar? What is science? What is the standard of language?

6. Of Sentences.

In expressing our thoughts, we tell something, ask something, or command something to be done. A group of words which does one of these makes sense, and is called a *sentence*.

To tell something is to express a *declaration*.

To ask something is to express an *interrogation*.

To command something is to express a *command*.

A sentence which expresses a declaration is called a *declarative sentence*.

A sentence which expresses an interrogation is called an *interrogative sentence*.

A sentence which expresses a command is called an *imperative sentence*.

Declaration, interrogation, and command are *sentential* properties; and a sentence must contain one of them, but it may contain more than one.

7. Definitions.

A **sentence** is a group of words which makes complete sense.

Complete sense is made when the words express a declaration, an interrogation, or a command.

A **declaration** is an expression which tells something.

An **interrogation** is an expression which asks something.

A **command** is an expression which orders something to be done.

A **declarative sentence** is a sentence which expresses a declaration.

An **interrogative sentence** is a sentence which expresses an interrogation.

An **imperative sentence** is a sentence which expresses a command.

Questions.—We do what in expressing our thoughts? **Ans.**—*In expressing our thoughts we tell something, ask something, or command something to be done.* What is a group of words which contains one of these called? To tell something is what? To ask something is what? To command something is what? What name is given to a sentence which expresses a declaration? What name is given to a sentence which expresses an interrogation? What name is given to a sentence which expresses a command? Define a sentence. When do words make complete sense? What is a declaration? What is an interrogation? What is a command? What are the sentential properties? Define a declarative sentence. Define an interrogative sentence. Define an imperative sentence.

8. Models for describing Sentences.

Beauty soon fades.

This is a sentence, because it makes complete sense; it is a declarative sentence, because it expresses a declaration.

QUESTION.—Why do these words make complete sense?

ANSWER.—They make complete sense, because they contain a declaration.

QU.—What is a declaration? **Ans.**—A declaration is something told.

QU.—What do these words tell? **Ans.**—They tell that *beauty soon fades*.

What did you say?

This is a sentence, because it makes complete sense; it is an interrogative sentence, because it expresses an interrogation.

QU.—What is an interrogation? **Ans.**—An interrogation is something asked.

QU.—What do these words ask? ANS.—They ask *what you did say*.

Speak the truth.

This is a sentence, because it makes complete sense; it is an imperative sentence, because it expresses a command.

QU.—Why do these words express a command? ANS.—They express a command, because they order us to do something.

QU.—What do they command or order us to do? ANS.—They command or order us to *speak the truth*.

Describe the following Sentences according to the Models.

John is coming. Flowers are pretty. Stars shine. They study grammar. Will he go? Come with me. I found your book. Obey your parents. The night is dark. Are you afraid? Which way will we go? Mary is very late. They are singing. Respect your teacher. These apples are sweet. The sun has risen. Flowers bloom and die. Ellen and her sister study together. We saw pretty fields. Be obedient to-day. Is it time to go home? The leaves are falling. Which boy spoke aloud? My father means to sell his farm. Sing your sweetest song.

9. Of Words.

Sentences are composed of *words*.

Words are expressions used as the signs of ideas.

I have an idea of the color of grass; the word *green* expresses that idea. I have an idea of the object that gives light and heat to the earth; the word *sun* expresses that idea. I have an idea of the appearance of the sun; the word *bright* expresses that idea.

Words may be either *spoken* or *written*.

Spoken words are composed of *sounds*, and are perceived by the sense of *hearing*.

Written words are composed of *letters*, and are perceived by the sense of *seeing*.

10. Definitions.

A **word** is an expression used as the sign of an idea.

An **idea** is an image of something in the mind.

A **spoken word** is a word uttered by the human voice.

A **written word** is a word expressed by written characters, called letters.

Questions.—Of what are sentences composed? What are words? Repeat the illustrations. How are words classified? What is said of spoken words? What is said of written words? Define a word. Define an idea. Define a spoken word. Define a written word.

11. Of Oral Sounds.

Voice consists of *tone* and *whisper*. The tones used in spoken language are of two kinds; those made with the organs of speech open, and those made with the organs of speech partly closed. Tones made with the organs of speech open are called *pure* tones; and tones made with the organs of speech partly closed are called *obstructed* tones. Whispers are *sounds*, but not *tones*.

A single oral sound is called an *elementary* sound.

12. Definitions.

The sounds used in spoken language are divided into three kinds, called *vocals*, *subvocals*, and *aspirates*.

A **vocal** is an oral sound which consists of a pure tone.

A **subvocal** is an oral sound which consists of an obstructed tone.

An **aspirate** is an oral sound which consists of a whisper.

An **elementary sound** is a simple oral sound.

Questions.—Of what does voice consist? How many kinds of tones? How are they made?

How are pure tones made? How are obstructed tones made? What is said of whispers?

Name the three kinds of sounds used in spoken language. Define a vocal. Define a subvocal. Define an aspirate. Define an elementary sound.

13. Of Letters.

The elementary sounds of the language are represented by *letters*. There are twenty-six letters; these taken together are called the *Alphabet*.

There are three kinds of letters in common use, called Roman, Italic, and Script.

Roman letters are the kind most commonly used in printed matter. *Italic letters are sometimes used.*

Script is used to represent manuscript.

Each kind of letters has two forms, called *capital* and *small*.

The small letters are those mostly used. Capital letters are larger than the small letters, and are generally of a different form; as *A, a; B, b; C, c; D, d; &c.* They are used for ornament and variety.

Letters which generally represent vocal sounds are called *vowels*.

Letters which generally represent subvocals or aspirates are called *consonants*.

When letters are used in words without representing any sound, they are called *mute*s.

14. Definitions.

A **letter** is a character used to represent one or more of the sounds of spoken language.

With respect to the sounds they represent, letters are of two kinds, *vowels* and *consonants*.

A **vowel** is a letter which is generally used to represent a vocal sound.

A **consonant** is a letter which is generally used to represent a subvocal or an aspirate sound.

A **mute** is a letter used in a word without representing any sound.

Questions.—By what are the elementary sounds of the language represented? How many letters are there? What are they called when taken together? How many kinds of letters in common use? What are they called? What are the letters commonly used in printed matter called? What are those sometimes used called? What are those used to imitate manuscript called? What is manuscript?

How many forms has each kind of letters? Which form is mostly used? What is said of capital letters? What are letters which represent vocal sounds called? What are letters which represent subvocals or aspirates called? What are letters which represent no sound called? Define a letter. Define a vowel. A consonant. A mute.

15. Of Sounds and Letters.

The letters *a, e, i, o, and u* are vowels. All the other letters are consonants.

The number of elementary sounds in the language is forty-one.

Each sound is generally represented by a *single* letter; but in some cases *two* letters are used to represent one sound; as, *th* in *the*; and sometimes a single letter represents two sounds; as, *o* in *one*.

The same letter taken twice to represent a sound is called a *double letter*; as, *ll* in *sell*; *oo* in *food*.

Letters frequently represent the sounds of other letters; as, *e* has the sound of *a* in *there*; *ph* has the sound of *f* in *phrase*.

A vowel and a consonant, taken together to represent one sound, are called a *combination*; as, *ti* in *nation*.

Two different vowels, taken together to represent one sound, are called a *diphthong*; as, *ou* in *our*. The sounds represented by diphthongs are *double sounds*, and are called *compound vocals*.

16. Definitions.

A **double letter** is the same letter, taken twice to represent one sound; as, *ff* in *puff*; *ee* in *tree*.

A **combination** is a vowel and a consonant, taken together to represent one sound; as, *ti* in *portion*; *si* in *mission*.

The principal combinations are *ti*, *si*, and *ci*; they have the sound of *sh*; as in *nation*, *mansion*, *gracious*.

A **diphthong** is two different vowels, taken together to represent a compound vocal.

The principal diphthongs are *ou*, *ow*, *oi*, and *oy*; as in *hour*, *now*, *coil*, *boy*.

Questions.—Name the vowels. What are all the other letters? How many elementary sounds in our language? How is each sound generally represented? What exceptions to this? What is a letter taken twice to represent one sound called? What is said of letters representing the sounds of other letters? What are a vowel and consonant representing one sound called? Give an example. **Ex.**—In the word *nation*, *ti* a vowel and a consonant represent one sound, and hence are a combination. What are two different vowels representing one sound called? What kind of sounds are represented by diphthongs, and what are they called?

Define a double letter. **Ans.**—A double letter is the same letter taken twice to represent one sound. Give examples. Define a combination. Give examples. Define a diphthong. Give examples.

17. Sounds.

The principal sounds of the vowels are as follows:—

A has four sounds; as in *fate*, *far*, *fall*, *fat*.

E has two sounds; as in *me*, *met*.

I has two sounds; as in *ice*, *it*.

O has three sounds; as in *no*, *do*, *not*.

U has three sounds; as in *use*, *full*, *up*.

The consonants have each one sound except *c*, *g*, *x*, and *z*.

C, **q** and **x**, have no sounds of their own; they are used to represent the sounds of other letters; in some words *c* has the sound of *s*, as in *city*; in others the sound of *k*, as in *can*. **Q** is always followed by *u*, and *qu* has the sound of *kw*, as in *queen*. **X** has the sound of *ks*; as in *vex*. **Z** has two sounds; as in *zeal*, *azure*.

Questions.—How many sounds has *a*? Give examples. How many sounds has *e*? Give examples. How many sounds has *i*? Give examples. How many sounds has *o*? Give examples. How many sounds has *u*? Give examples. What is said of the consonants? What is said of *c*? Of *q*? Of *x*? Of *z*?

18. Table of Sounds and Letters.

Simple Vocals.

- | | |
|--|---|
| 1. a long; as in <i>fate</i> . | 8. i short; as in <i>it</i> . |
| 2. a grave; as in <i>far</i> . | 9. o long; as in <i>no</i> . |
| 3. a broad; as in <i>fall</i> . | 10. o close; as in <i>do</i> . |
| 4. a short; as in <i>fat</i> . | 11. o short; as in <i>not</i> . |
| 5. e long; as in <i>me</i> . | 12. u long; as in <i>use</i> . |
| 6. e short; as in <i>met</i> . | 13. u close; as in <i>full</i> . |
| 7. i long; as in <i>ice</i> . | 14. u short; as in <i>up</i> . |

Compound Vowels.

1. **oi** or **oy**; as in voice, boy.
2. **ou** or **ow**; as in our, now.

Subvocals.

- | | |
|--------------------------|-----------------------------|
| 1. b ; as in rob. | 9. v ; as in van. |
| 2. d ; as in do. | 10. w ; as in we. |
| 3. g ; as in go. | 11. y ; as in yes. |
| 4. j ; as in joy. | 12. z ; as in zone. |
| 5. l ; as in lay. | 13. z ; as in azure. |
| 6. m ; as in man. | 14. th ; as in the. |
| 7. n ; as in no. | 15. ng ; as in song. |
| 8. r ; as in run. | |

Aspirates.

- | | |
|---------------------------|--|
| 1. f ; as in fair. | 6. t ; as in tin. |
| 2. h ; as in he. | 7. ch ; as in chin. |
| 3. k ; as in kid. | 8. th ; as in thin. |
| 4. p ; as in pen. | 9. sh ; as in shun. |
| 5. s ; as in so. | 10. wh ; a compound aspirate; as in when. |

19. Models for describing Letters and Sounds.

It is intended in this exercise that the pupils shall utter distinctly the elementary sounds in each word.

Fan is a word containing three elements, which are *f-a-n*.
f is a consonant with an aspirate sound.
a is a vowel with its fourth or short sound.
n is a consonant with a subvocal sound.

Vice is a word containing three elements, which are *v-i-s*.
v is a consonant with a subvocal sound.
i is a vowel with its first or long sound.
s is a consonant with the aspirate sound of *s*.
e is a mute.

Green is a word containing four elements, which are *g-r-e-n*.
g is a consonant with a subvocal sound.
r is a consonant with a subvocal sound.
ee is a double vowel with first or long sound of *e*.
n is a consonant with a subvocal sound.

Hung is a word containing three elements, which are *h-u-ng*.
h is a consonant with an aspirate sound.
u is a vowel with its third or short sound.
ng is a double consonant with a subvocal sound.

Quote is a word containing four elements, which are *k-w-o-t*.
q is a consonant with the aspirate sound of *k*.
u is a consonant with the subvocal sound of *w*.
o is a vowel with its first or long sound.
t is a consonant with an aspirate sound.
e is a mute.

Joyful is a word containing five elements, which are *j-oy-f-u-l*.
j is a consonant with a subvocal sound.
oy is a diphthong with its proper sound.
f is a consonant with an aspirate sound.
u is a vowel with its second or close sound.
l is a consonant with a subvocal sound.

There is a word containing three elements, which are *th-a-r*.
th is a double consonant with a subvocal sound.
e is a vowel with first sound of *a*.
r is a consonant with a subvocal sound.
e is a mute.

Describe the following words, according to the models.

Fame, good, gem, wise, sing, roar, thin, quite, hymn, rough, ocean, youth, zero, bury, prove, would, where, lock, charms, that, law, town, busy, seize, reign, cube, toiler, cent, carry, queenly, phrase, eight, convey, text, boyhood, thinking, woolen, measure, careful, seizure, convey, employ, onion, chiming, surely, kitten, laughed, examine, quotient, giant, damsel, hectic, jocund, jargon, inquire, annex, aspirate, hyena, jewsharp, knapsack, victuals, merchant, women, bureau, machine, special, musician, pleasure, national, mechanic.

20. Of Syllables and Accent.

We pronounce the word *man* with one effort or impulse of the voice; hence, we call *man* a word of one syllable. *Manly* requires two impulses of the voice; hence, *manly* is a word of two syllables. *Manliness* requires three impulses of the voice; hence, *manliness* is a word of three syllables.

No English words contain more than eight syllables.

A word of one syllable is called a *monosyllable*.

A word of two syllables is called a *dissyllable*.

A word of three syllables is called a *trisyllable*.

A word of four or more syllables is called a *polysyllable*.

In pronouncing the word *thankful*, the first syllable is pronounced with more force than the second. In pronouncing the word *rejoice*, the second syllable is pronounced with more force than the first.

The pronouncing one or more syllables of a word with more force than the others is *accent*. In words of three or more than three syllables, there are frequently two accents, one stronger than the other. The stronger accent is called the *primary* accent, and the weaker accent is called the *secondary* accent.

21. Definitions.

A **syllable** is a word or a part of a word pronounced with one impulse of the voice.

A **monosyllable** is a word of one syllable; as *come*, *care*.

A **dissyllable** is a word of two syllables; as *coming*, *careful*.

A **trisyllable** is a word of three syllables; as *represent*, *carefully*.

A **polysyllable** is a word of four or more syllables; as, *correspondent*, *recognizing*.

Accent is stress of voice placed on certain syllables of a word.

Primary Accent is the stronger of two accents occurring in the same word.

Secondary Accent is the weaker of two accents occurring in the same word.

Questions.—Why do we call *man* a word of one syllable? Why do we call *manly* a word of two syllables? Why do we call *manliness* a word of three syllables? What is said of English words?

What is a word of one syllable called? What is a word of two syllables called? What is a word of three syllables called? What is a word of four or more syllables called?

How do we pronounce the syllables in the word *thankful*? How do we pronounce the syllables in the word *rejoice*? What is the pronouncing of certain syllables with more force than others called? How many accents frequently occur in words of three or more syllables? What is the stronger accent called? What is the weaker accent called?

Define a syllable. A monosyllable. A dissyllable. A trisyllable. A polysyllable. Define accent. Primary accent. Secondary accent.

22. Models for Exercise.

March is a monosyllable.

Consent is a dissyllable, accented on the second syllable.

Ad'verse is a trisyllable, accented on the first and the third syllables; the primary or stronger accent is on the third syllable, and the secondary or weaker accent on the first.

Con'firmation is a polysyllable, accented on the first and the third syllables; the primary or stronger accent is on the third syllable, and the secondary or weaker accent is on the first.

Describe the following words according to the models.

Mindful, recess, custom, slaves, class, ability, primary, weaker, divisions, common, peculiar, brave, spelling, arithmetic, addition, syllable, word, accent, secondary, believe, fraction, recite, simple, multiplier, travel, machine, popularity, separate, suggest, apply, clearness, educator, complex.

23. Words Classified.

A word expressed by the voice is a *spoken* word.

A word expressed in written characters is a *written* word.

Words are frequently formed from other words by adding letters or syllables; as from *walk* we form *walking* by adding the syllable *ing*; from *pound* we form *compound* by adding the syllable *com*. Words so formed are called *derivative* words. Words to which no syllables have been added are called *primitive* words.

The word used as the base of a derivative word is called the *root* or *radical*.

That letter or syllable which is placed before the radical is called a *prefix*.

That which is placed after the radical is called a *suffix*.

24. Definitions.

A **root** or **radical** is a simple word from which derivative words are formed.

A **prefix** is one or more syllables placed before the radical; as, *pre* in *prefix*; *super* in *superfine*.

A **suffix** is one or more letters or syllables placed after the radical; as, *s* in *books*; *ing* in *building*; *able* in *lovable*.

A **primitive word** is a simple word without prefix or suffix; as, *man*, *come*, *scholar*.

A **derivative word** is a word formed from a radical by adding a prefix, a suffix, or both; as, *untrue*, *truthful*, *untruthful*.

Derivation is forming derivative words from radicals by the addition of prefixes and suffixes.

Questions.—What is a word expressed by the voice called? What is a word expressed in written characters called? How are words frequently formed from other words? Form a word from *think*. Form a word from *pound*. What are words so formed called? What are words called to which no letters or syllables are added?

What is the word called which is used as the base of the derivative word? What is that which is placed before the radical called? What is that which is placed after the radical called? What is the process of forming words from roots called?

Define a radical. Give an example. Ex.—In the word *spelling*, *spell* is the radical, because it is the part from which the word is formed. Define a prefix. Give an example. Ex.—In the word *unclean*, *clean* is the root, and *un* is the part placed before the root, hence *un* is a prefix. Define a suffix. Define a primitive word. Define a derivative word. What is derivation?

25. Models for Exercise.

Kind is a primitive word; it has neither prefix nor suffix.

Unkind is a derivative word; *kind* is the root, and *un* is the prefix.

Quickly is a derivative word; *quick* is the root, and *ly* is the suffix.

Overspreading is a derivative word; *spread* is the root, *over* is the prefix, and *ing* is the suffix.

Describe the following words.

Walk, fearful, manly, robbing, book, judges, called, upright, cheaper, handsome, unrighteous, drawing, asleep, consign, measurement, enlighten, lightly, re-

build, selling, antidote, diligently, impudent, usefulness, immortal, happiness, mournfully, profanity, reference, thoughtful, respectable, prefixes, recitation, dishonest, compound, composed, children, unkind, spelling, goodness, misspend, stronger, bondage, dusty, misconduct, beside, boyish, kingdom, asleep, unkindly, imprinting, beggar, irregular, forefathers, dishonesty, clerkship, maker, paganism, removal, exchange, against, indecision, transplant.

26. Words, Simple and Compound.

Many words are formed by uniting two or more words; as, *mankind* is formed by uniting *man* and *kind*; *whatsoever* is formed by uniting *what*, *so*, and *ever*. Words so formed are called *compound* words. Words not so formed are called *simple* words.

Some compound words have the simple words of which they are composed, joined by a hyphen; as, *book-keeping*; others have the simple words of which they are composed, joined without a hyphen; as, *something*.

27. Definitions.

A **simple word** is a single word, or one which is not formed by uniting words; as, *man*, *tree*, *ear*, *noble*.

A **compound word** is one formed by uniting two or more simple words; as, *ear-ring*, *pear-tree*, *nobleman*.

A **consolidated compound** is one which has its parts joined without a hyphen; as, *gentleman*, *mankind*.

A **separable compound** is one which has its parts joined by a hyphen; as, *barn-door*, *pine-apple*.

Questions.—How are many words formed? How is *mankind* formed? How is *whatsoever* formed? What are words so formed

called? How are some compound words formed? Give examples. How are others formed? Give examples.

Define a simple word. Give examples. Define a compound word. Give examples. Define a consolidated compound. Give examples. Define a separable compound. Give examples.

28. Rules for Spelling Derivative Words.

Rule First.

When the radical ends with silent *e*, the *e* is generally omitted before a suffix commencing with a vowel; as, *curable* from *cure*; *loving* from *love*; *slavish* from *slave*; *smiled* from *smile*.

EXCEPTIONS.—*Changeable* from *change*; *peaceable* from *peace*.

Rule Second.

Monosyllables, ending with a consonant preceded by a single vowel, double the consonant before a suffix commencing with a vowel; as, *stopping* from *stop*; *robber* from *rob*.

But when a diphthong or a double vowel precedes the final consonant, it is not doubled; as, *woolen* from *wool*; *boiling* from *boil*.

Rule Third.

Words of more than one syllable, ending with a consonant preceded by a single vowel, double the final consonant when the accent of the radical is upon the last syllable; as, *compelling* from *compel*; *conferring* from *confer*.

If the accent is not upon the last syllable of the radical, the final consonant is not doubled; as, *visited* from *visit*; *capitalist* from *capital*.

X and *H* are never doubled.

Rule Fourth.

The final *y* of a radical, when preceded by a consonant, is changed into *i* before a suffix not beginning with *i*; as, *ponies* from *pony*; *happiness* from *happy*.

Rule Fifth.

Radicals ending in *f* or *fe* drop this ending, and take *v* before a suffix commencing with a vowel; as, *loaves* from *loaf*; *lives* from *life*.

Correct the errors in the following.

Feelling, beefs, lazyness, permitted, turkies, saleable, rogueish, magnettize, pónys, monies, moveing, smileing, peacable, lodgeings, boilling, healling, pealling, toilling, foollish, visitting, travelling, impeling, readding, spelling, liveing, happyness, wealthyer.

29. Of the Parts of Speech.

Words with respect to their meaning and use are divided into classes, called *parts of speech*.

Words which are used as names are called *nouns*; as in the sentence, *John* studies *grammar*. *John* and *grammar* are nouns, because they are names.

Words used instead of nouns are called pronouns; as in the sentence, *John* has a sister, and *he* loves *her*. The word *he* is used instead of the noun *John*, and the word *her* instead of the noun *sister*; hence they are pronouns.

Words added to nouns or pronouns to qualify or limit their meaning are called *adjectives*; as in the sentence, *Studious* boys learn *many long* lessons. *Studious* qualifies the meaning of the noun *boys*, and *many* and *long* qualify the meaning of the noun *lessons*; hence they are adjectives.

Words which express action or being of a subject

are called *verbs*; as in the sentence, *Trees grow*. *Grow* expresses action of *trees*; hence it is a verb. In the sentence, *The sun is bright*, *is* expresses being of its subject *sun*; hence it is a verb.

Questions.—How are words divided with respect to their meaning and use? What are words used as names called? Give examples.

What are words used instead of nouns called? Give examples.

What are words which are added to nouns or pronouns to qualify their meaning called? Give examples.

What are words which express action or being of a subject called? Give examples.

Words which are used to modify the meaning or sense of a verb, an adjective, or another adverb are called *adverbs*; as in the sentences, *She sings sweetly*; *The apple is very good*; *He writes tolerably well*. *Sweetly* modifies the meaning of the verb *sings*; *very* modifies the meaning of the adjective *good*; *tolerably* modifies the meaning of the adverb *well*; and *well* modifies the meaning of the verb *writes*; hence they are adverbs.

Words which are used to connect words, and to show the relation between them are called *prepositions*; as in the sentence, *John lives in Pittsburgh*. *In* shows the relation between *lives* and *Pittsburgh*; hence it is a preposition: and the word *Pittsburgh* is called the object of the preposition *in*.

The object of a preposition is a noun or a pronoun; as in the sentence, *Walk in virtue's path*, *in* is a preposition, and the noun *path* is its object.

Words which are used to connect words, phrases, or

clauses are called *conjunctions*; as in the sentence, A great *and* good man has fallen, *and* connects the words *great* and *good*; hence it is a conjunction. In the sentence, He has lived in the city *and* in the country, *and* connects the phrases *in the city* and *in the country*; hence it is a conjunction. In the sentence, Jane studies grammar, *but* John studies arithmetic, *but* connects the clauses *Jane studies grammar* and *John studies arithmetic*; hence it is a conjunction.

Words used to cry out, or to express some sudden feeling or emotion are called *interjections*; as, *oh*, *alas*, *pshaw*.

Interjections are called *independent* words, because they do not form part of a sentence.

Some words are used to make the expression agreeable to the ear, without changing the sense; such words are called *expletives*.

Words used for agreeableness of sound are said to be words of *euphony*.

Most expletives are used for euphony; as in the sentence, *There* is a strange man here, *there* is a word used for euphony only, hence it is an expletive.

Questions.—What are words called which modify the meaning or sense of a verb? Which modify the sense of an adjective? Which modify the sense of an adverb? Give examples which modify verbs. **Ex.**—In the sentence, John reads *well*, *well* modifies the meaning of the verb *reads*, hence it is an adverb. Give examples which modify adjectives. Give examples which modify adverbs.

What are words which connect other words, and show the relation between them called? Give examples. What part of speech is the object of the preposition? Give an example in which the object is a noun. Is a pronoun.

What are words which connect words, phrases, or clauses called? Give an example connecting words. Connecting phrases. Connecting clauses.

What are words which express feeling or emotion called? Give examples. Why are interjections called *independent* words?

For what purpose are some words used? What are such words called? For what purpose are most expletives used? Give examples.

30. Remarks on Parts of Speech.

1. A part of speech may be a *word* or a *group of words*; as,—

Nouns.—*John*, *George Washington*, *William Henry Harrison*.

Verbs.—*Walk*, *having walked*, *having been walking*.

Adjectives.—*Excellent*, *more excellent*, *most excellent*.

2. It is common in defining to say, a verb is a *word*, and, a noun is a *word*, &c. This certainly tends to confuse the learner, since a verb in many cases consists of two or more words; and the noun and other parts of speech frequently consist of more than one word. It will be better to call each of these classes by the approved and long-used title of *part of speech*; as in the following definitions.

31. Definitions.

A **part of speech** is a word or a group of words having a distinct use in the sentence.

There are nine parts of speech; the *noun*, the *pronoun*, the *adjective*, the *verb*, the *adverb*, the *preposition*, the *conjunction*, the *interjection*, and the *expletive*.

A **noun** is a part of speech used as the name of an object.

Ex.—*Lions* and *ostriches* are found in *Africa*. *Pinks* and *roses* are in the *garden*. *Goodness* and *wisdom* are better than *riches*.

A **pronoun** is a part of speech used instead of a noun.

Ex.—*I saw you.* Mary promised to lend Joseph *her* book, that *he* might read it. *Who* is it that *you* mean?

An **adjective** is a part of speech used to qualify or limit the meaning of a noun or a pronoun.

Ex.—This is a *bright* day. James is *happy*, because *he* is good. *This little* twig bore *that large, red* apple.

A **verb** is a part of speech used to express action or being of a subject.

Ex.—John *went* into the city. The trees *are* in blossom. The pupils *have studied* their lessons.

An **adverb** is a part of speech used to modify the meaning of a verb, an adjective, or another adverb.

Ex.—You should speak *correctly*. He lives in an *extremely* warm climate. The pupils listened *very attentively*.

A **preposition** is a part of speech used to connect words, and to show the relation between them.

Ex.—We live *in* the city. My brother spoke *to* him. His hat is *under* his arm.

A **conjunction** is a part of speech used to connect words, phrases, or clauses.

Ex.—The pen *and* the pencil are found. Your book must be in that room *or* in the hall. I will read you a story, *if* you listen.

An **interjection** is a part of speech used to cry out, or to express unusual emotion or feeling.

Ex.—*Alas!* that great city! *Oh!* my hand is hurt! *What!* must you go?

An **expletive** is a part of speech used for euphony.

Ex.—*There* is a good spring by that tree. Work, *work* in the dull December light. They make *even* toil to please.

Questions.—Define a noun. Give examples. Model.—In the sentence, Lions and ostriches are found in Africa, *lions, ostriches*, and *Africa* are nouns, because they are parts of speech used as names. Give other examples of nouns. Define a pronoun. Give examples. Model.—In the sentence, I saw you, *I* and *you* are pronouns, because they are parts of speech used instead of nouns. Define an adjective. Give examples. Define a verb. Give examples. Define an adverb. Give examples. Define a preposition. Give examples. Define a conjunction. Give examples. Define an interjection. Give examples. Define an expletive. Give examples.

The pupils should be required to give examples not found in the text; and in all cases they should be given understandingly.

32. Of the Verb and its Subject.

A noun or pronoun, denoting that of which a verb expresses action or being, is called the *subject of the verb*; as in the sentence, The horse runs; the *object* horse is that of which the verb *runs* expresses action; hence the *word* horse is the subject of the verb *runs*.

Obs.—Although strictly speaking, the subject is the *word*, yet the term subject is frequently used by figure of speech to mean the *thing* which the word represents; as the sentence, "The verb expresses action of a subject," means that the verb expresses action of the *thing* represented by the subject.

33. Models for Exercise.

Pupils read.

In this sentence the word *read* expresses action of pupils; hence the noun *pupils* is the subject of the verb *read*.

John is a farmer.

In this sentence the verb *is* expresses being of *John*; hence the noun *John* is the subject of the verb *is*.

Describe the subjects and verbs.

John walks slowly. The grass is green. The boy studies diligently. Mary loves study. The cars run rapidly. We live with our brother. The Amazon is the longest river in the world. Henry found a gold dollar. The elephant's tusk is white. The Indians paint themselves. She is very beautiful. I will give you the pencil. Joseph has been sick. Did you see the cars run? The soldier was carried to the hospital.

Write subjects to the following verbs.

— reads.	— is coming.	— am.
— writes.	— are going.	— breaks.
— grows.	— may be broken.	— smile.
— bends.	— will have recited.	— was sold.

Write verbs to the following subjects.

Farmers —.	We —.	You —.
The men —.	Lofty trees —.	The old bird —.
The wind —.	The night — dark.	They —.
Her head —.	The Queen Victoria —.	Good children —.

Write twelve expressions, each containing a verb and its subject.

34. Of the Noun.

A part of speech used as the name of an object is a *noun*.

A noun may be the name of a sensible object; as, *man, tree, river*; or it may be the name of an *ideal* object; as, *wisdom, truth, sin*.

The word noun means name.

An object which may be perceived by one or more of the senses is a *sensible* object. That which we can think of, but cannot perceive by the senses, is an *ideal* object.

Names which may be applied to all things of a kind are *common* nouns; as, *man* may be applied to all men; *town* to all towns; and *goodness* to all good acts; therefore, *man, town, and goodness* are common nouns.

Names which are applied to individuals are *proper* nouns; as *George Washington* means a particular man; *Pittsburgh* is a particular town; and *Amazon* is a particular river; therefore *George Washington, Pittsburgh, and Amazon* are proper nouns.

Common nouns are *general* names, because they are applied to things of a kind in general.

Proper nouns are *particular* names, because they denote a particular one of a kind.

35. Models for Exercise.

The *fire* burns brightly.

Fire is the name of an object; and since the object can be perceived by the senses of sight and feeling, it is a sensible object.

Time flies swiftly.

Time is the name of an object; and since the object can not be perceived by any of the senses, it is an ideal object.

Describe the names of objects.

Mary has a new slate. The book is lost. He carried his dinner. Ellen loves her parents. She always tells the truth. The sun gives us light and heat. Spring will soon begin. Winter is the coldest season. The boy told a falsehood. The pupils study long lessons.

Where is my pencil? Give me an apple. He has written a copy. Will your brother let us ride on his sled?

36. Definitions.

A **noun** is a part of speech used as the name of an object; as, *boy, virtue, Mary*.

Nouns are divided into two classes, called *common* nouns and *proper* nouns.

A **common noun** is a general name; as, *man, river, kindness*.

A **proper noun** is a particular name; as, *Napoleon Bonaparte, New York, Nile*.

Questions.—What is a word used as the name of an object called? What is a sensible object? Name three sensible objects, and tell by which of the senses they are distinguished. Name three ideal objects. What kind of nouns are names that can be applied to all things of a kind? What kind of nouns are names that are applied to individuals? Give examples of each class. Why are general names called common nouns? Why are particular names called proper nouns?

Define a noun. Into what classes are nouns divided? Define a common noun. Define a proper noun.

37. Models for Exercise.

John has studied his *lesson*.

John is the name of an object, hence it is a noun; since it is the name of an individual, it is a proper noun.

Lesson is the name of an object, hence it is a noun; since it is a general name, it is a common noun.

Describe the nouns in the following sentences.

Joseph knew his brethren. Most boys love to play. My father bought the man's farm. He rode in the cars to New York. The book lay before him on the table. Washington was a truly great man. Large, deep rivers

float long, heavy rafts. The moon and the stars were shining. George and his sister are coming to the city. Wealth often produces misery.

38. Properties of Parts of Speech.

Some of the parts of speech have *properties*.

The property of a part of speech is a peculiar meaning which belongs to it; as, *book* denotes but one book; and *books* denotes more than one book, therefore there is a property of the noun to denote the *number* of objects which it represents.

Working means present action; *worked* means past action; therefore there is a property of the verb to denote the *time* of the action it represents.

Nouns, pronouns, adjectives, verbs, and adverbs have properties; the other parts of speech have no properties.

Questions.—What is said of some of the parts of speech? What is meant by the property of a part of speech? Give the first example. Give the second example. Which parts of speech have properties? Which parts of speech have no properties?

39. Gender.

John denotes an object of the male sex; *Mary* denotes an object of the female sex; and *river* denotes an object without sex; therefore there is a property of the noun to denote the sex of the object or objects it represents. This property is called *gender*.

Nouns which are used to denote males are of the *masculine gender*.

Nouns which are used to denote females are of the *feminine gender*.

Nouns which are used to denote either a male, a female, or both are of the *common gender*.

Nouns which are used to denote things without sex are of the *neuter gender*.

40. Definitions.

The **property** of a part of speech is a peculiar meaning which belongs to it.

Gender is a property of the noun which relates to sex.

There are four genders, the *masculine*, the *feminine*, the *common*, and the *neuter*.

The **masculine gender** denotes males; as, *boy, man, John, uncle*.

The **feminine gender** denotes females; as, *girl, aunt, Mary*.

The **common gender** denotes males, females, or both; as, *cousin, pupil, children*.

The **neuter gender** denotes things without sex; as, *desk, time, ocean*.

Questions.—What is said of the nouns *John, Mary, and river*? What property, therefore, have nouns? What is this property called? What nouns are of the masculine gender? What nouns are of the feminine gender? What nouns are of the common gender? What nouns are of the neuter gender?

Define the property of a part of speech. Define gender. How many genders, and what are they called? Define the masculine gender. Define the feminine gender. Define the common gender. Define the neuter gender. Name three nouns of the masculine gender. Name three of the feminine. Name three of the common. Name three of the neuter.

41. Models for Exercise.

Tell the *boy* to come.

Boy is the name of an object of the male sex, hence it is of the masculine gender.

Where has the *girl* gone?

Girl is the name of an object of the female sex, hence it is of the feminine gender.

She gave it to the *child*.

Child is a name which may be applied to either sex, hence it is of the common gender.

Have you seen my *slate*?

Slate is the name of an object without sex, hence it is of the neuter gender.

Describe the nouns in the following.

My father will go with me. Give John the book. He was sitting on the box. Where has your sister lived? I saw Henry playing in the yard. The moon was just rising. James has broken a chair. Love your parents. He was mayor of the city. The birds are singing sweetly. The leaves are changing their color. His servant came with him. Is your uncle improving? Attentive pupils do learn. This is my landlady. She was a beautiful bride.

42. Person.

A noun may be so used as to denote the speaker, the object addressed, or the object spoken of.

This property of the noun is called *person*.

A noun denoting the speaker is said to be of the *first person*.

A noun denoting the object addressed is said to be of the *second person*.

A noun denoting the object spoken of is said to be of the *third person*.

Since the noun may denote the speaker, the object addressed by the speaker, or the object spoken of by

the speaker; person is a property of the noun which relates to the speaker.

43. Definitions.

Person is that property of the noun which shows its relation to the speaker.

Nouns have three persons, the *first*, the *second*, and the *third*.

The **first person** denotes the speaker; as, I, *John*, will go.

The **second person** denotes the object addressed; as, *John*, you may go. Listen, O *Earth*.

The **third person** denotes the object spoken of; as, We saw *Mary*. They went to the *city*.

Obs.—Strictly speaking, person is a property of the pronoun. It is a property of the noun in connection with other words.

Questions.—What may a noun be used to denote? What is this property called? What is said of a noun denoting the speaker? What of a noun denoting the object addressed? What of a noun denoting the object spoken of? To what does this property relate, and why?

Define person. How many persons have nouns? What are they? Define the first person. Give examples. Define the second person. Give examples. Define the third person. Give examples.

44. Models for Exercise.

I, *James*, saw your brother.

James in this sentence is the name of the speaker, hence it is of the first person.

Boys, give attention to me.

Boys in this sentence is the name of the objects addressed, hence it is of the second person.

You may speak to my *father*.

Father in this sentence is the name of the object spoken of, hence it is of the third person.

Describe the nouns in the following.

Ellen, you may have my basket. They are coming to the city soon. I, your father, wish you to do it. My son, where are you going? Did William bring the apples? Paul, thou art beside thyself. These rivers are deep. The minstrel was infirm and old. Reading is pleasant. Children, you must make haste to school. Soul of the just, where is thy home? I, Paul, beseech you.

45. Number.

A noun may be used to denote one object; as, *boy*; or it may be used to denote more than one object; as, *boys*. This property of the noun is called *number*.

A noun which denotes but one is said to be of the *singular number*.

A noun which denotes more than one is said to be of the *plural number*.

A noun which denotes one is said to denote *unity*.

A noun which denotes more than one is said to denote *plurality*.

46. Definitions.

Number is a property of the noun to distinguish unity and plurality.

There are two numbers; the *singular* and the *plural*.

The **singular number** expresses but one; as, *boy*, *woman*, *knife*.

The **plural number** expresses more than one; as, *boys*, *women*, *knives*.

47. Formation of Plurals.

Nouns have different methods of forming their plurals.

Plurals formed by adding *s* or *es* to the singular are called *regular plurals*.

Plurals otherwise formed are called *irregular plurals*.

Rules for Regular Plurals.

1. Nouns whose last sound will unite with *s* take *s* only; as, *pins* from *pin*; *hopes* from *hope*; *charms* from *charm*.
2. Nouns whose singular ends in *s*, *sh*, or *ch*, take *es*; as, *passes* from *pass*; *bushes* from *bush*; *inches* from *inch*.
3. Some nouns ending in *o* take *s*; as, *folios* from *folio*; *grottoes* from *grotto*.
4. Other nouns ending in *o*, take *es*; as, *heroes* from *hero*; *potatoes* from *potato*.

Rules for Irregular Plurals.

1. Some nouns ending in *f* and *fe*, drop this ending, and take *ves*; as, *knives* from *knife*; *halves* from *half*.
2. Nouns ending in *y* preceded by a consonant, drop this ending take *ies*; as *cities* from *city*; *cherries* from *cherry*.
3. Letters, figures, and signs take the apostrophe and *s*; as, *a's* from *a*; *8's* from *8*; *+'s* from *+*.
4. Some nouns form their plurals very irregularly; as, *feet* from *foot*; *oxen* from *ox*; *children* from *child*; *mice* from *mouse*.
5. Compound words generally change the basis or principal part; as, *bondmen* from *bondman*; *cupfuls* from *cupful*.
6. Some nouns from the nature of the things they

represent, are used only in the singular; as, *gold*, *flour*, *milk*, *molasses*.

7. Some nouns are used only in the plural; as, *ashes*, *oats*, *tongs*.

8. Some nouns have the same forms in both numbers; as, *sheep*, *deer*, *swine*.

Spell the plural of the following words.

Door, face, slate, box, pinch, play, window, leaf, pipe, fife, lady, tooth, watch, valley, wish, girl, man, sty, goose, son-in-law, calf, m, tomato, fancy, scarf, chair, 7, piano, man-servant, chimney, blackboard, measles, scissors, penny, brother.

Questions.—What may a noun be used to denote? What is this property called? What is said of a noun which denotes but one? What of a noun which denotes more than one? What is said to denote unity? What is said to denote plurality?

Define number. How many numbers? What are they? Define the singular number. Define the plural number. Give examples of each kind.

What kind of plurals are called regular plurals? What kind are called irregular plurals? What nouns form their plurals by the addition of *s* to the singular? What nouns take *es* to the singular? How do nouns ending in *o* form their plurals? Give examples of those which take *s* only. Give examples of those which takes *es*. Give examples of nouns which are used only in the singular. Give examples of nouns used only in the plural. Give examples of nouns having the same form in both numbers.

48. Models for Exercise.

The boy has bought new books.

Boy is the name of but one object, hence it is a noun of the singular number.

Books is the name of more than one object, hence it is a noun of the plural number.

Describe the nouns in the following.

These are sweet cherries. Where are the boys playing? I saw three mice. The wind has blown the tree down. The man and his horse are out in the rain. We found the birds' nest. Thomas saw the tree fall. Stewart sells ladies' dresses. My brother's books are in his desk. The earth was refreshed by the showers.

49. Relations of Nouns.

In the formation of sentences, the noun may be used for different purposes; and these purposes are called its *relations*.

The principal relations of nouns are—

1st. The **subject relation** to a finite verb; as, *Mary* studies.

2d. The **possessive relation** to another noun; as, This is *Mary's* book.

3d. The **objective relation** to a verb or a preposition; as, He saw *Mary*. He spoke to *Mary*.

4th. The **defining relation** to a noun, or a pronoun; as, The apostle *John* was loved. He, *John*, was there.

5th. The **predicate relation**, being used as the complement of the verb; as, It was *Mary*.

6th. The **adverbial relation**, when it expresses time or quantity; as, He went last *week*. He walked twenty *miles*.

7th. Nouns have sometimes no grammatical relations to other words; as, *John*, study your lessons. Oh, foolish *man*!

Questions.—What are the purposes for which nouns are used in a sentence called? What is the first relation named? Give a sentence containing a noun in that relation. Name the second relation, and give example. Name the third relation, and give examples. Name the fourth relation, and give examples. Name the fifth relation, and give example. Name the sixth relation, and give examples. What is said of some other nouns?

50. Case.

Case is a property of the noun which shows its relation to other words.

Nouns have four cases; the *nominative*, the *possessive*, the *objective*, and the *absolute*.

A noun is in the **nominative case**:—

1. When it is the subject of a finite verb; as, *John* walks. *John* is wise.

2. When it has the predicate relation; as, John is a *scholar*. He was called *John*.

3. When it has the defining relation to another noun in the nominative case; as, John the *carpenter* arrived. Paul the *apostle* preached.

A noun is in the **possessive case**:—

1. When it denotes possession, origin, or design; as, *John's* book. The teacher uses *Gillott's* pens. James sells *children's* shoes.

2. When it has the defining relation to another noun in the possessive case; as, Victoria the *queen's* picture. Byron the *poet's* works.

A noun is in the **objective case**:—

1. When it is the object of a verb; as, He saw *John*.

2. When it is the object of a preposition; as, He spoke to *John*.

3. When it has the defining relation to another noun in the objective case; as, He saw Napoleon the *emperor*. He showed us platinum, the heaviest *metal* known.

A noun is in the **absolute case**:-

1. When it denotes the object of direct address; as, *John*, study your lesson. Go not, my *son*, in the way of bad men.

2. When it is used as an exclamation, or the principal word in an exclamation; as, Oh, the *folly* of sinners! What surprising *genius*!

3. When used as the subject of a participle, and independently of other words; as, The *sun* having risen, we departed.

4. When used as an elliptical expression, such as the title of a book, subject, chapter, or other heading; as, Webster's *Dictionary*. Human *Duty*. Daily *Dispatch*. *Section 4th*.

5. When used in an adverbial sense, without a preposition; as, He lived two *centuries* ago. The street is sixty *feet* wide.

6. When it follows the verbal noun *being*; as, I doubted his being a *soldier*.

The nominative, objective, and absolute cases of nouns are alike in form, and must be distinguished by their relations.

The possessive case is formed from the nominative by annexing an apostrophe and *s*, or an apostrophe only.

This addition is called the sign of the possessive case.

51. Rules for forming the Possessive Case.

1. Nouns not ending in the sound of *s* or *z* take the apostrophe and *s*; as, *man*, *man's*; *men*, *men's*; *John*, *John's*.

2. Plural nouns ending in *s* take the apostrophe only; as, The *boys'* books. The *girls'* lessons.

3. Singular nouns ending in the sound of *s* or *z* generally take the apostrophe and *s*; as, *Collins's* odes. *Burns's* poems. *James's* writing.

A few take the apostrophe only; as, *Achilles'* shield. *Conscience'* sake.

In the case of singular nouns ending in the sound of *s* or *z*, the *s* after the apostrophe adds a syllable to the pronunciation; as, *James's* is pronounced *James-is*. When euphony does not permit such addition, the apostrophe only should be used; as, *Davies'* Mathematics,—not *Davies's* (*Davies-is*) Mathematics.

52. Declension.

To decline a noun is to express its numbers and cases.

	<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
<i>Nom.</i>	<i>lady,</i>	<i>ladies,</i>	<i>man,</i>	<i>men,</i>
<i>Poss.</i>	<i>lady's,</i>	<i>ladies',</i>	<i>man's,</i>	<i>men's,</i>
<i>Obj.</i>	<i>lady,</i>	<i>ladies,</i>	<i>man,</i>	<i>men,</i>
<i>Abs.</i>	<i>lady,</i>	<i>ladies.</i>	<i>man,</i>	<i>men.</i>

The apostrophe and *s* (*'s*) is a contraction of the old possessive sign *es* or *is*; as, The *kingis* crown.

Spell the possessive case of the following nouns.

Teacher,	Burns,	James,	passenger,
Mary,	Wells,	Thomas,	Moses,
wisdom,	horses,	Charles,	ministers,
woman,	eagle,	children,	tutors,
goodness,	eagles,	actress,	mouse,
conscience,	John,	Willis,	mice,
Phillips,	oxen,	girls,	neighbors,
Augustus,	tutor,	mother-in-law,	empress.

53. Models for Exercise.

The *boy* is playing.

Boy in this sentence has the subject relation to the finite verb *is playing*, hence it is in the nominative case.

Jane's slate is lost.

Jane's in this sentence has the possessive relation to the noun *slate*, hence it is in the possessive case.

I saw a *bird* in a *cage*.

Bird in this sentence has the objective relation to the verb *saw*, hence it is in the objective case.

Cage in this sentence has the objective relation to the preposition *in*, hence it is in the objective case.

Mary, the diligent *pupil*, stands first.

Pupil in this sentence has the defining relation to the noun *Mary*, which is in the nominative case; hence pupil is in the nominative case.

He is an honest *boy*.

Boy in this sentence has the predicate relation to the verb *is*, being its complement, hence it is in the nominative case.

He walked many *miles*.

Miles in this sentence has the adverbial relation, since it expresses quantity, hence it is in the absolute case.

Mary, where are your books?

Mary in this sentence has no grammatical relation to the other words of the sentence, hence it is in the absolute case.

Describe the nouns in the following.

The sun gives light by day. John owns a pretty bird. My son, speak gently. Farmers mow the grass. The queen Victoria is loved. Where were you last night? Milton, the great English poet, was blind. I gave it to Mary, the minister's daughter. Whence

are thy beams, O Sun? Pittsburgh, December 4th, 1872. Oh, the folly of sin! We saw Grant, the president. The mist melted away in the morning.

54. Parsing.

Naming the parts of speech, and telling their classes, properties, and relations according to a set form is called *parsing*.

Parsing is naming the parts of speech, and telling their classes, properties, and relations according to a set form.

55. Models for parsing nouns.

The *pupils* recited well this *morning*.

Pupils is a noun, common; of the common gender, third person, plural number, and in the nominative case, being the subject of the verb *recited*, according to Rule I.—*The subject of a finite verb is in the nominative case.*

Questions.—Why is the word *pupils* a noun? Why of the common gender? Why of the third person? Why of the plural number? Why in the nominative case?

Morning is a noun, common; of the neuter gender, third person, singular number, and in the absolute case, being used in an adverbial sense, according to Rule VI.—*A noun or pronoun not otherwise governed, is in the absolute case.*

We have lost *John's ball*.

John's is a noun, proper; of the masculine gender, third person, singular number, and in the possessive case, having the possessive relation to the noun *father*, according to Rule III.—*A noun or pronoun denoting possession, is in the possessive case.*

Ball is a noun, common; of the neuter gender, third person, singular number, and in the objective case, being the

object of the verb *have lost*, according to Rule IV.—*The object of a transitive verb is in the objective case.*

He works for *James* the carpenter.

James is a noun, proper; of the masculine gender, third person and singular number, and in the objective case, being the object of the preposition *for*; Rule V.—*The object of a preposition is in the objective case.*

Carpenter is a noun, common; of the masculine gender, third person and singular number, and in the objective case, being in opposition with the noun *James*; Rule II.—*A noun or pronoun in opposition is in the same case as the substantive which it limits.*

Parse the nouns in the following sentences.

Mary's bird sings. America was discovered. The moon is shining. Her head aches. His daughter Sarah sings. The pupils were reciting. Fishes swim in the sea. The king of France fled. The river is forty miles long. John, make haste to school. Osgood's Speller. The cat caught a mouse. We saw an eagle's nest. The pupils study and recite. Labor brings pleasure. Anger rests in the bosom of the wicked. The patriot loves his country. We attended the funeral of Meade, the general. Oh, happy people! Surely goodness and mercy shall follow me all the days of my life. Thomas moved from the city to the country. Chapter 40th. Hope, the balm of life, lightens every misfortune. False delicacy is affectation.

56. Of the Pronoun.

Certain words are used instead of nouns; as in the sentence, Mary has a book, and *she* reads it; the word *she* is used instead of the noun *Mary*, and the word *it*

is used instead of the noun *book*. Such words are called *pronouns*.

Pro means *for*, hence *pronoun* means *for a noun*.

Since pronouns stand for nouns, they have the same *properties* as nouns; *gender, person, number, and case.*

They must have the same *gender, person, and number* as the nouns for which they stand; but their *case* may be different.

Certain pronouns have a form to denote whether they are of the *first*, the *second*, or the *third* person; such pronouns are called *personal* pronouns.

The pronoun *I* always denotes the speaker, hence it is of the *first* person.

The pronoun *you* always denotes the object addressed, hence it is of the *second* person.

The pronoun *he* always denotes the person spoken of, hence it is of the *third* person.

57. Definitions.

A **pronoun** is a part of speech used instead of a noun; as, John studies *his* lessons. The boy *who* studies will improve.

Pronouns are of four classes, called *personal, relative, interrogative, and definitive*.

A **personal pronoun** is one which has a form to denote its person.

The words generally used as personal pronouns are:—

Of the first person, *I, my, mine, me; we, our, ours, us; myself, ourselves.*

Of the second person, *you, your, yours, ye; thou, thy, thine, thee; yourself, yourselves, thyself.*

Of the third person, *he, his, him; she, her, hers; it, its; they, their, theirs, them; himself, herself, itself, themselves.*