

R. E. PETERSON'S CHEAP EDUCATIONAL SERIES.

PRIMARY GRAMMAR;

OR,

AN INTRODUCTION

TO THE

AMERICAN SCHOOL GRAMMAR.

Revised
BY THE
REV. F. KNIGHTON.

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PREFACE.

This little work is intended for young children, just commencing the study of English Grammar. The things which they first and most want to know, are here taught them one by one. Nothing is given but what such beginners need. Every difficulty is explained as it arises. The Rules or Definitions are in all cases inductions from given examples. Whatever is taught, the pupil is exercised on afterwards.

PART I. teaches the child to distinguish the Parts of Speech accurately.

PART II. teaches some of the most important particulars respecting these parts of speech severally.

PART III. teaches some of the most important Rules of Construction or Syntax.

Questions are added for examination on the whole.

Every subject is treated on the same plan: namely,

FIRST:—Clear and pointed EXAMPLES.

SECONDLY:—An EXPLANATION of these examples.

THIRDLY:—A DEFINITION or RULE, which is an *induction* from the examples.

FOURTHLY:—An EXERCISE on what has been thus taught.

The pupil first has a number of facts given him; then he is directed to the points of resemblance in these several facts, in other words the facts are explained; then he is led to form or verify a Definition or Rule from these resemblances; and lastly, he is practised on what he has learned. Thus, the whole course is, strictly, one of Induction and systematic Progression.

It is confidently hoped that this attempt to teach the child progressively, will obviate many of the difficulties to both learner and teacher, in this necessarily abstract subject—while the Author's American School Grammar will supply full information to those pupils who may be farther advanced in the science.

The object throughout has been, not to aim at any thing like completeness or minute detail; but to imprint on the child's mind a strong, clear idea of the leading principles of English Grammar.

The author does not pretend to originality, but has drawn from every source, both foreign and American, as he thought proper—and when the language of another was good he has adopted it. This general admission is made to save the trouble of continual quotation of authorities.

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PRIMARY GRAMMAR.

PART I.

1. GRAMMAR is the science of language.

EXPLANATION.—When we speak, we utter words. This is called language. Grammar teaches us *what* words we ought to use, and *how* we should use them.

2. Words are of different sorts. The different sorts of words are called Parts of Speech.

3. There are nine sorts of words, OR PARTS OF SPEECH: Noun, Article, Adjective, Verb, Adverb, Pronoun, Preposition, Conjunction and Interjection.

NOUNS.

EXAMPLES.—*Man, boy, servant, Charles.*

EXPLANATION.—These are names of PERSONS: all names of Persons are called NOUNS.

EXAMPLES.—*Dog, horse, cat, cow, elephant.*

EXPLANATION.—These are names of ANIMALS: all names of Animals are called NOUNS.

EXAMPLES.—*Town, street, city, church.*

EXPLANATION.—These are names of PLACES; and all names of Places are called NOUNS.

EXAMPLES.—*Chair, bench, desk, carpet, fire.*

EXPLANATION.—These are names of THINGS; and all names of Things are called NOUNS.

4. Nouns are the names of Persons, Animals, Places, or Things; as, *man, cow, town, chair.*

EXERCISE I.

Mention other names of Persons whom you know:—

Mention other names of Animals you have seen:—

Mention other Names of Places you know:—

Mention other names of Things you often see:—

Mention the Nouns in the following sentences:—

The bee is on the flower. The bird was in the tree. The cat will be in the kitchen. The dog was in his kennel. The horses are in the stable. The bear growled in his den. Where are the books? Henry ran up the mountain. The goat butted the child into a ditch. The oak bears acorns. The church is on the hill. There is a bridge over the river.

ARTICLES.

EXAMPLES.—*An oak, a boy; THE oak, THE boy.*

EXPLANATION.—These little words, *an, a,* and *the,* are called ARTICLES. They are used to show *what* oak, or *what* boy is meant; whether *any* one is meant; as *an oak* or *a boy,* or whether some *particular* one is meant; as *the oak, the boy.*

5. An Article is a word put before a Noun to mark the *extent* of its signification; as, *AN apple; A boat; THE man.*

EXERCISE II.

Which are the Articles in the following sentences?

The boy is on the fence. The girl is in the garden. A man is on the roof. A bear was growling. The lion devoured a man. The smoke was rising from a chimney. A fire heats the room. Put a candle in the bed-room. The ink is thick. The eagle can carry away a lamb. The wind blew an apple down. Mary is reading under an oak.

Put Articles before the following Nouns:—

() box. () man. () candles. () pen. () ink. () sun. () bat. () skipping-rope. () ink-stand. () cat. () dog. () ox. () boat. () church. () bridge. () eye. () stone. () bank. () watch. () ear. () thrush. () bird.

Which are the Nouns in the above sentences?

ADJECTIVES.

EXAMPLES.—*A SMALL boy, a GOOD horse, a LARGE garden, a STRONG man.*

EXPLANATION.—These three words, *small, good, large,* are called Adjectives. They show what *sort* of a thing we mean. The word *small,* shows what sort of a boy we mean; the word *good,* shows what sort of a horse we mean; the word *large,* shows what sort of a garden we mean.

6. An Adjective is a word which expresses the quality of a Noun; as, *small, good, large.*

EXERCISE III.

Which are the Adjectives in these phrases?

A nice pudding. The big table. The handsome picture. Clean boys. A high mountain. A green field. An old oak. Pretty flowers. The good father. Obedient pupils. Clear water. An old tower. A surly child. White paper. A rich man. A pretty puppy. A large lion and a little mouse. A high house and a low cottage. A playful kitten.

Which are the Nouns in the above phrases?

Go over each phrase, telling the part of speech of each word:—
Thus: *a*, Article; *nice*, Adjective; *pudding*, Noun.

Think of some Adjective to put with these words:—

A () towel. The () flower-pot. The () river. A () chimney. A () stick. The () tree. The () leaf. The () sun. A () star. A () boy. The () lion. A () box. A () apple. The () well. A () stone. The () ice. The () snow.

VERBS

EXAMPLES.—*The boy STRIKES the dog. The dog BARKS. The child SINGS a song. The cat RUNS. The bird FLIES.*

EXPLANATION.—These words, *strikes*, *barks*, *sings*, *runs*, *flies*, are called Verbs. They are all words which mean *doing* something. The word *strikes* shows what the boy does; the word *barks* shows what the dog does; the word *sings* shows what the child does; the word *runs* shows what the cat does; the word *flies* shows what the bird does.

7. A Verb is a word which denotes BEING OR DOING; as, *The boy BEATS his brother; The boy is BEATEN by his brother; The boy SLEEPS.*

EXERCISE IV.

Point out the verbs in the following sentences:—

The sun shines. The air is fresh. The wind blows. The

horse neighs. The crows fly. The child walks into the garden. He cuts a twig from the tree. They eat up the pudding. Charles writes a copy. It thundered yesterday. The carpenter planed the table. The cow lows. The sheep bleats. The pig grunts. The donkey brays. The lion roars. The cat mews. The mouse squeaks. The monkey screams. The dog barks. The fire burns. The thunder roars. The lightning flashes. The wind blows and howls. The river flows. The ship sails. The water freezes. The snow falls.

Add some verbs in the following sentences:—

Mary () industrious. Charles () his lesson. The rain (). The snow () white. He () his finger. They () in the fields. He () on the violin. William () French. George () his kite. Thomas () his top. Mary () the rope.

ADVERBS.

EXAMPLES.—*The boy walks BADLY. He rides QUICKLY. The bird sings SWEETLY. She came DIRECTLY.*

EXPLANATION.—These words, *badly*, *quickly*, *sweetly*, are called Adverbs. They show *how* or *when* the thing was done. The word *badly* shows us *how* the boy walks; the word *quickly* shows *how* he rides; the word *sweetly* shows *how* the bird sings; the word *directly* shows *when* she came.

8. An Adverb is a word joined to a Verb, an Adjective, or an Adverb to qualify it, or to specify some circumstance about it; as, *He walks FAST. A TRULY good boy. He runs VERY well.*

EXERCISE V.

Mention the Adverbs in the following sentences:—

The wind blew terribly. The sun shines mildly. The stars are very bright. The world is very large. The snow is tolerably deep. The grass is quite green. The boys swim badly. The

eagle flies exceedingly high. The lark sings beautifully. I am rather tired. Ann writes well. James reads carelessly. The girls walked slowly. The farmer's boy works cheerfully. John went willingly for his brother. The soldier was wounded dreadfully. The man eats heartily.

Add some Adverbs to the following sentences :—

The snail creeps (). The ice is () slippery. The swallow flies (). The boy runs (). My brother swims (). The pen writes (). The candle burns (). The soldier fought (). Your sister eats ().

PRONOUNS.

EXAMPLES.—*Mary is well, and SHE is in the country. I know Frederick, and I like HIM. James saw the boys; THEY were in the field.*

EXPLANATION.—These words, *she, I, him, they*, are called Pronouns. They are used instead of repeating the Nouns. The Pronoun *she* stands for the Noun *Mary*. Instead of saying *Mary is well and MARY is in the country*. we say, *Mary is well and SHE is in the country*.—The Pronoun *I* stands for the person who speaks; suppose it to be James.—The Pronoun *him* stands for *Frederick*. Instead of saying, *James knows Frederick, and James likes Frederick*, he would say *I know Frederick and I like HIM*.—The Pronoun *they* stands for *boys*. Instead of saying, *James saw the boys; THE BOYS were in the field*, we say, *James saw the boys; THEY were in the field*.

9. A Pronoun is a word used instead of a Noun; as, *James was tired, and HE sat down*.

The word Pronoun means FOR A NOUN.

EXERCISE VI.

Mention the Pronouns :—

The girl is clever and she is industrious. The boy is honest and he is diligent. The child had seen the cathedral, but had not been into it. Frank loves John, because he is so kind to him. Henry saw the boys: he said they were going to the forest. Papa ordered the men some refreshment, and they thanked him. Does that lady often see those persons? No, she sees them very seldom. The house is large, but it is not convenient. The dog is very happy: he is frisking about.

PREPOSITIONS.

EXAMPLES.—*The boy was NEAR the field. The deer are IN the park. The church is ON the hill.*

EXPLANATION.—The words, *near, in, on*, are called Prepositions. The word *near* shows us the place of the boy with regard to *the field*; the word *in* shows us the place of *the deer* with regard to *the park*; the word *on* shows us the place of *the church* with regard to *the hill*.

10. A Preposition is a word put before Nouns or Pronouns to show their relation to some other Nouns or Pronouns; as, *The boy is on the wall*.

EXERCISE VII.

Mention the Prepositions :—

The gardener was in the garden. Jane is not in the house; she is in the town. We are in a great city. He lives in Philadelphia. Oxford is in England. The squirrel ran down the tree into a hole. The fruit is on the trees. William went to market. The horse ran across the field. Thomas jumped over the ditch. Henry almost fell into it. The bird flew over the house. The man lives near the church. She lives with her sister. The dog hid himself

among the bushes. He went from the city yesterday. The coach goes through Lancaster.

Put in some Preposition which will make sense :—

The books are () my box. Send John () the garden. My cousin lives () George street. The pigeon is () the house. The boat went () the bridge. The dog swam () the river. Do not walk () the mud.

CONJUNCTIONS.

EXAMPLES.—*He AND I. Not William, BUT Thomas. I hope THAT he is well. I will remain, IF you go.*

EXPLANATION.—These words, *and, but, that, if*, are called Conjunctions. They join together words, which we wish to connect. The word *and* joins *he* and *I*; the word *but* joins *William* and *Thomas*; the word *that* joins the sentence *he is well* to the sentence *I hope*.

11. A Conjunction is a word which joins words, clauses or sentences together; as, *James AND George. He will go, IF I remain*

EXERCISE VIII.

Point out the Conjunctions :—

John and James have gone out. Anne and Ellen are sitting on the grass. You are tired and we are not. Where are the boy and girl? He is in the garden, but she is in school. You cannot go, if you do not learn your lesson. Do it, because I wish. I do not know that person, nor do I wish to know him. The lion killed his keeper because he took away his food. He has not heard whether your doll is brought. I will soon come to you if you will go away.

Add some Conjunctions to the following sentences :—

You () I will go. We love him () he first loved us. I will play, () you will sing. They read, () they cannot write. I have not heard from her () that time.

INTERJECTIONS.

EXAMPLES.—*Oh no! Ah! it was sad. Hush! be silent. Ho! come back.*

EXPLANATION.—These words, *Oh, ah, hush, ho*, are called Interjections.

12. An Interjection is a word which expresses some feeling or wish; as, *Ah! it was very unfortunate.*

EXERCISE IX.

Point out the interjections :—

Fie! how could you do so? Ah me! it is all over. Hey-day! what is the matter? Bravo! my boys. Hush! do not make a noise. Alas! what have you done? Oh! I am very tired. Hurrah! we are to have a holiday.

Add some interjections which will make sense in the following sentences :—

()! did you hear the clock strike? ()! how you hurt me! ()! I have lost all my fortune. ()! what shall I do? ()! I see them coming. ()! that was very naughty.

PARSING EXERCISES.

To *parse*, is to point out the different parts of speech in a sentence, and show their relations to each other.

The good child obeys readily, and he listens to instruction.

The	Article.	And	Conjunction.
Good	Adjective.	He	Pronoun.
Child	Noun.	Listens	Verb.
Obeys	Verb.	To	Preposition.
Readily,	Adverb.	Instruction.	Noun.

2.

Oh! how beautifully the little birds sang in the groves and fields.

Oh	Interject.	Sang	Verb.
How	Adverb.	In	Preposition.
Beautifully	Adverb.	The	Article
The	Article.	Groves	Noun.
Little	Adjective.	And	Conjunction.
Birds	Noun.	Fields.	Noun

3

She said the color of the grass and the leaves is beautiful in the spring of the year!

She	Pronoun.	Leaves	Noun.
Said	Verb.	Is	Verb.
The	Article.	Beautiful	Adjective.
Color	Noun.	In	Preposition.
Of	Preposition.	The	Article.
The	Article.	Spring	Noun.
Grass	Noun.	Of	Preposition
And	Conjunction.	The	Article
The	Article.	Year.	Noun.

4

A strong horse jumped fearlessly over the high hedge : but alas! he almost broke his leg.

A	Article.	Hedge	Noun.
Strong	Adjective.	But	Conjunction
Horse	Noun.	Alas	Interjection.
Jumped	Verb.	He	Pronoun.
Fearlessly	Adverb.	Almost	Adverb.
Over	Preposition.	Broke	Verb.
The	Article.	His	Pronoun.
High	Adjective.	Leg.	Noun.

EXERCISE X.

Parse the sentences in Exercises ii., iii., iv., v., vi., vii., viii., and ix., in the same way as the foregoing.

PART II.

NOUNS.—PROPER AND COMMON.

EXAMPLES.—*John, Boston, Thames.*

EXPLANATION.—*John* is the name of some *particular* person, *John* is therefore called a PROPER Noun; *Boston* is the name of a *particular* city, *Boston* is therefore a Proper Noun.

EXAMPLES.—*Boy, woman, house, river.*

EXPLANATION.—*Boy* is a name belonging to *all* male children, *boy* is called a COMMON Noun; *woman* is a name given to *all* grown females, *woman* is a Common Noun.

13. Nouns are of two kinds, Common and Proper.

14. A Common Noun stands for the whole kind; as, *boy, town, city.*

15. A Proper Noun distinguishes one individual or thing from all the rest of the same kind; as *John, Boston.*

16. Proper Nouns begin with a capital letter.

EXERCISE XI.

Tell the Nouns and say if Common or Proper :—

The book is on the box. The town is on the river. Newark is a large town. James may have my bat. There is a fine tree at the park. Windsor is on the Thames. There are many ships

in the river now. My hat was not bought in New York. Eliza is in the garden, but her brothers are in the field. A hill covered with trees is a pretty sight.

NUMBER.

EXAMPLES.—*Tree, trees; pin, pins.*

EXPLANATION.—*Tree* means *one single tree*; *tree* is a Noun in the Singular Number; *trees* means *more than one tree*; *trees* is a Noun in the Plural Number. *Pin* means one pin; *pin* is in the Singular Number; *pins* means more than one pin; *pins* is in the Plural Number.

17. There are two Numbers, Singular and Plural.

18. The Singular is used in speaking of one; as, *horse, pen.*

19. The Plural is used in speaking of more than one; as, *horses, pens.*

20. The Plural is generally formed by adding *s* to the Singular; as, Singular, *book*; Plural, *book-s*

21. These *irregular* Plurals must be learned.

Singular.	Plural.	Singular.	Plural.
Ox	Oxen.	Foot	Feet.
Brother	Brethern.	Tooth	Teeth.
Child	Children.	Goose	Geese.
Man	Men.	Mouse	Mice.

EXERCISE XII.

Name the Nouns, and tell what Number they are :—

That is our house. Which of the houses? That with the large garden full of flowers. Our baby has blue eyes. Where are the boxes? The glasses are on the table. John is fond of raspberries and cream: are you? I like strawberries better. My shoe pinches my foot. My shoes pinch my feet. The men drove the oxen into the meadows. My teeth ache.

GENDER.

EXAMPLES.—*Man, woman; boy, girl; horse, mare.*

EXPLANATION.—*Man* means a *male person*, and is of the MASCULINE Gender; *woman* means a *female person*, and is of the FEMININE Gender. *Boy* means a *male person*, and is Masculine; *girl* means a *female person*, and is Feminine. *Horse* means a *male*, and is Masculine; *mare* means a *female*, and is Feminine.

22. There are two Genders, the Masculine and the Feminine.

23. The Masculine denotes the *male*; the Feminine denotes the *female*; a *man*, Masculine; *woman*, Feminine.

EXERCISE XIII.

Tell the Gender of the following Nouns :—

A king. A queen. The master. The mistress. My sister. Your brother. His mother. Their father. Thomas went to see his aunt. The little girl's uncle called on Mary. My sister's husband spoke to his nephew. A good husband is kind to his wife. Queen Mary was the daughter of King Henry. A son should love his mother.

EXAMPLES.—*Desk, candle, glass, watch.*

EXPLANATION.—*Desk* is neither male nor female; so it is neither Masculine nor Feminine: *desk* is therefore said to be NEUTER, for Neuter means *neither*. *Candle*, too, is neither male nor female: so it is neither Masculine nor Feminine: *candle*, therefore, is NEUTER.

EXAMPLES.—*Bird, child, animal, friend.*

EXPLANATION.—The Noun *bird* stands for either a

male-bird or a female-bird; so it is *either* Masculine or Feminine: *bird* is therefore said to be COMMON as to Gender. *Child*, too, means either a boy or a girl, and so is either Masculine or Feminine; *child* is COMMON as to Gender.

24. Names of things without life are of no Gender, and are therefore called Neuter Nouns; as, *table pen*.

35. Some Nouns are common to both Genders, being either Masculine or Feminine; as, *parent, friend, bird*.

EXERCISE XIV.

Say whether the Nouns in the following sentences are Neuter or Common as to Gender:—

My friend has a large house. Parents love their children. That garden belongs to my cousin. The bird was caught in a trap. The enemy threw down their arms and ran away. Animals know that they live; but vegetables do not. Our relations live in the country. Cattle eat grass.

EXERCISE XV.

Tell whether the Nouns are Masculine or Feminine, Neuter or Common as to Gender:—

The boy loves his mother. The child was held by the nurse. My cousin is my friend. My brother has no enemy. The bird saw the snake in the grass. A parent loves his child. A mother loves her boys and girls. The son and daughter of the emigrant were drowned in the sea. A ship sank near Portsmouth with a thousand men in it.

CASE.

EXAMPLES.—*The boy struck the girl. The wind blew the trees. Ann drank the milk.*

EXPLANATION.—*WHO struck the girl? The boy. Boy* is in the NOMINATIVE CASE, for it goes *before* the verb, and answers a question beginning with *who*.—

WHAT blew the trees? The wind. Wind is in the NOMINATIVE CASE, for it goes *before* the verb, and answers a question beginning with *what*. *WHO drank the milk? Ann. Ann* is in the NOMINATIVE CASE, for it goes *before* the verb, and answers a question beginning with *who*.

WHOM did the boy strike? The girl. Girl is in the OBJECTIVE CASE, for it comes *after* the verb, and answers a question beginning with *whom*. *WHAT did the wind blow? The tree. Tree* is in the OBJECTIVE CASE, for it comes *after* the verb, and answers a question beginning with *what*. *WHAT did Ann drink? The milk. Milk* is in the OBJECTIVE CASE, for the same reason.

EXAMPLES.—*John's hat was lost. The child's finger was hurt.*

EXPLANATION.—*WHOSE hat was lost? John's. John's* is in the POSSESSIVE CASE, for it answers a question beginning with *whose*. *WHOSE finger was hurt? The child's. Child's* is in the POSSESSIVE CASE, for it answers a question beginning with *whose*.

26. There are three Cases; the Nominative, the Possessive, and the Objective.

27. The Nominative generally comes before the Verb; as, *The girl cut the paper*.

28. The Objective generally comes after the Verb; as, *The girl cut the paper*.

29. The Possessive shows possession; as, *The boy's marble is here*.

EXPLANATION.—In the sentence, *The girl cut the paper, cut* is the Verb. *Girl*, therefore, which is the

Noun coming before *cut*, is in the NOMINATIVE Case; and the Noun *paper*, coming after *cut*, is in the OBJECTIVE Case. In the sentence, *The boy's marble is here*, the word *boy's* shows to whom the marble belongs: *boy's* is therefore in the POSSESSIVE CASE.

30. The SINGULAR Possessive is generally made by adding *s* with an apostrophe ('*s*); as, NOMINATIVE, *man*; POSSESSIVE, *man's*.

31. The PLURAL Possessive is usually made like the Singular, by adding *s* with an apostrophe ('*s*); as, NOMINATIVE, *men*; POSSESSIVE *men's*.

32. But when the Plural ends in *s*, the Possessive *s* is omitted, and only the apostrophe (') remains; as, *horses' teeth*.

EXPLANATION.—*Horses' teeth* means the teeth of many horses; *horse's teeth* means the teeth of only one horse.

EXERCISE XVI.

Tell the Case of the following Nouns:—

The man saw the dog. Charles hurt the horse. The horse's hoof is hard. The cat purs. The dog barks. The wolf howls. The wolf killed a lamb. The man shot the wolf. The soldier's gun is loaded. The candle burnt the moth. The lion's roar is terrible. John's kindness pleased the lady. The rivers overflowed the meadow. My father's fields produce corn. The elephant's sagacity pleased my cousins. My sister's writing-desk holds papers. Henry's box holds money.

ARTICLES.

EXAMPLES.—*Give me AN apple. She ate THE apple. A cat likes milk.*

EXPLANATION.—In the first sentence, the words *an apple* mean *any* apple. It does not *define* or point out

some particular apple; it means *any one* at all. AN is called an INDEFINITE Article; for Indefinite means *not definite*; that is, not particular. But the words *the apple*, do mean some *particular* apple, not any apple, but *the* (or that) apple. THE is called the DEFINITE Article.

33. *The* is called the Definite Article; *an* or *a*, the Indefinite.

ADJECTIVES.

EXAMPLES.—*The apple is SWEET, the pear is SWEETER, but the plum is the SWEETEST. The pond is DEEP, the canal is DEEPER, but the river is DEEPEST.*

EXPLANATION.—In the first sentence, it is said that the *apple is sweet*, that is, has the quality of sweetness; *sweet* is called the POSITIVE DEGREE: the pear is said to be *sweeter*, that is, to have *more* of the quality of sweetness; *sweeter* is the COMPARATIVE DEGREE: the plum is said to be *sweetest*, that is, to have *most* of the quality of sweetness; *sweetest* is the SUPERLATIVE DEGREE. So the *pond* has the quality of depth; *deep* is the POSITIVE DEGREE; the *canal* has more depth, *deeper* is the COMPARATIVE DEGREE: the *river* has *most* of depth, *deepest* is the SUPERLATIVE DEGREE.

34. Adjectives have three Degrees; the Positive, the Comparative, and the Superlative.

35. The Positive Degree is the adjective in its simplest form; as, *high, low*.

36. The Comparative Degree is generally formed by adding *er* to the Positive; as, *higher, lower*.

37. The Superlative Degree is generally formed by adding *est* to the Positive; as, *highest, lowest*.

EXERCISE XVII.

Tell the Adjectives in the following sentences, and their degrees of comparison:—

The wall is high, the tree is higher, but the house is highest. The oak has a thicker trunk than the poplar. The whale is the largest of all animals. The nightingale is the sweetest songster. Give me a large apple. Larger than that? Yes, the largest of all. London is the largest and richest city in the world. The stars are bright, the moon is brighter, and the sun is brightest. My watch is smaller than that large ring. A strong man can do harder work than a weak man.

PRONOUNS.

38. Pronouns are of three kinds; Personal, Relative, and Adjective.

PERSONAL PRONOUNS.

EXAMPLES.—*I saw Charles; HE was in the garden, but HE did not see me. Mary is gone; SHE went an hour ago.*

EXPLANATION.—The first sentence means, *I saw Charles; Charles was in the garden, but Charles did not see me.* Saying Charles, however, over and over again, sounds disagreeable; we therefore use HE instead of Charles. The word *he*, standing for *Charles*, is called a PERSONAL PRONOUN. So, *she* is used for *Mary*. We say, *Mary is gone; SHE went an hour ago: not Mary is gone; Mary went an hour ago.* SHE is a PERSONAL PRONOUN.

39. A Personal Pronoun stands for the Noun itself; *The boy is not here; HE has gone away.*

PERSONS.

EXAMPLES.—*I tell you he is away. You must tell her to come to me.*

EXPLANATION.—In the first sentence *I* stands for the person *speaking*; *I* is called the *first* person: *you* stands for the person *spoken to*; *you* is the *second* person: *he* stands for the person *spoken of*; *he* is the *third* person. In the second sentence, *you* stands for the person *spoken to*, and is the *second* person: *her* stands for the person *spoken of*, and is the *third* person: *me* stands for the person *speaking*, and is the *first* person.

40. Pronouns are of the first, second, or third person.

41. The person *speaking* is the *first* person.

42. The person *spoken to* is the *second*.

43. The person *spoken of* is the *third*.

Each of these Pronouns has three Cases in each Number, and when thus recited are said to be *declined*, as,

		FIRST PERSON.		
		Singular.	Plural.	
Cases.		I	We	
NOM.		Mine	Ours	
POSS.		Me	Us	
OBJ.				
		SECOND PERSON.		
NOM.		Thou	You or Ye	
POSS.		Thine	Yours	
OBJ.		Thee	Y ours	
		THIRD PERSON.		
		Mas.	Fem.	Neu.
NOM.		He	She	It
POSS.		His	Hers	Its
OBJ.		Him	Her	It
				They
				Their or Theirs
				Them

EXERCISE XVIII.

Point out the Personal Pronouns, and state what person they are:—

Send him to me. You told her the truth. Thou art kind to him. I told thee she would come. They cut down the trees, because they shaded the garden too much. If the parcel be too heavy, let them carry it in turns. I assure you the book is mine. He did not think it was yours. We picked some fine blackberries in the forest; they were quite ripe. Is that house yours? No, it is theirs. Shall the girl go with him to carry the book? Yes. You may let them both go with it. John has snuffed the candle out; may he light it again? Send Henry to his mother; she wants him.

RELATIVE PRONOUNS.

EXAMPLES.—*The man who was here has gone away. He has lost the ball WHICH you gave him. He WHOM thou lovest is sick.*

EXPLANATION.—The word *who* is a Pronoun which relates to the Noun *man*; who is therefore called a RELATIVE PRONOUN. *Man* goes before the Relative *who*; MAN is therefore called its ANTECEDENT, for Antecedent means that which goes before. In the second sentence, the Pronoun *which*, relates to the Noun *ball*; WHICH is therefore a RELATIVE PRONOUN, and BALL is its ANTECEDENT. In the third sentence, *whom* relates to *he*; WHOM is a RELATIVE, and HE is its ANTECEDENT.

44. A Relative Pronoun relates to some Noun or Pronoun going before it, called its Antecedent; as, *I have lost the book WHICH I bought.*

45. The Relative Pronouns are, *who, whose, whom, which*, and sometimes *that*.

EXERCISE XIX

Tell the Relative Pronouns and their Antecedents:—

I know the lady who visited you. The horse which my brother rides is brown. He was a brave man who stopped the horse which ran away. The friend whom thou lovest is sick. I do not know

whose map it is. The house which was burnt down has been rebuilt. The gentleman whom you met gave my sister the skipping rope you broke. I do not know the gentleman whom you mean.

ADJECTIVE PRONOUNS.

EXAMPLES.—*HIS hat. HER fan. THAT desk.*

EXPLANATION.—*His* stands before the Noun *hat*, and so distinguishes it from other hats; *HIS* is therefore called an ADJECTIVE PRONOUN. So *that* stands before the Noun *desk*, and distinguishes it from other desks. *THAT* is therefore an ADJECTIVE PRONOUN.

46. The principal sorts of Adjective Pronouns are the Possessive and the Demonstrative.

POSSESSIVE ADJECTIVE PRONOUNS.

EXAMPLES.—*MY doll. HIS box. THEIR spades.*

EXPLANATION.—The word *my* shows that the doll belongs to me. *MY* is therefore called a POSSESSIVE ADJECTIVE PRONOUN. The word *his* shows that the box belongs to him. *HIS* is therefore a POSSESSIVE ADJECTIVE PRONOUN.

47. The Possessive Adjective Pronouns are

	Singular.	Plural.
1ST PERSON	My	Our
2ND PERSON	Thy	Your
3RD PERSON	His, Her	Their

48. OBSERVATION.—These are Adjective Pronouns when they are followed by Nouns; when they are without Nouns they are Personal Pronouns in the Possessive Case. (See 43.)

EXERCISE XX.

Point out the Possessive Adjective Pronouns, and tell what person and number they are:—

Her grammar is in his box. Look at my parrot: its wings are very beautiful. They told me that their house is to let. Have you seen our dog Cæsar? His name is engraved on his collar. Your paper is not so good as mine. Her doll cost as much as his bat and my ball put together. Our letters were brought by your brother. I do not like their house. Your kitten is very playful. Where is my cat?

DEMONSTRATIVE PRONOUNS.

EXAMPLES.—THIS *pen*. THAT *knife*.

EXPLANATION.—The word *this* points out one *particular* pen, distinguished from all others. THIS is therefore called a DEMONSTRATIVE ADJECTIVE PRONOUN, for Demonstrative means *pointing out*. So, THAT is a DEMONSTRATIVE ADJECTIVE PRONOUN, for it points out one *knife*, distinguished from all others.

49. The demonstrative Pronouns are,—
SINGULAR, *this, that*; PLURAL, *these, those*.

EXERCISE XXI.

Tell the Demonstrative Pronouns:—

I do not know that lady. These pens are not worth much. Give me those wafers, if you please. These pears are too ripe. Will you take this? It is not so ripe. I think that ice is not strong enough to bear those gentlemen.

RECAPITULATORY EXERCISE XXII.

Parse the sentences in Exercises xii., xv., xvi., xvii., xviii., xix., xx., and xxi., after the following manner:—

SENTENCE.—*That little boy in the field held his mamma's hand.*

That . . . Pronoun. Demonstrative Adjective.
Little . . . Adjective. Positive Degree.

Boy . . . Noun. Common. Masculine Gender. Singular Number. Third Person. Nominative Case; because it comes before the Verb *held*, and answers a question beginning with *who*. (27.)

In Preposition.

The Article.

Field . . . Noun. Common. Neuter Gender. Singular Number. Third Person.

Held . . . Verb.*

His Pronoun. Possessive Adjective.

Mamma's Noun. Common. Feminine Gender. Singular Number. Third Person. Possessive Case; Because it shows possession, and answers a question beginning with *whose*. (29.)

Hand . . . Noun. Common. Neuter. Singular Number. Third Person. Objective Case; because it comes after the Verb *held*, and answers a question beginning with *what*. (28.)

VERBS

MOODS.*

50. The word MOOD means MANNER OR MODE.

EXAMPLES.—*The butcher SELLS meat. Henry PLAYS at marbles.*

EXPLANATION.—The Verb *sells* in the first sentence *indicates* or *asserts* what the butcher does; *sells* is therefore said to be in the INDICATIVE MOOD, for *Indicative* means *indicating* or *declaring*. So the Verb

* Particulars of the Verb should be deferred.

plays just indicates what *Henry* does. *Plays* is in the INDICATIVE MOOD too.

EXAMPLES.—*I shall be angry if he SELL my box. If he PLAY fairly, I shall like him.*

EXPLANATION.—In the first sentence, the Verb *sell*, with the Conjunction *if* before it, expresses *doubt* as to whether he will sell my box; *SELL* is therefore in the SUBJUNCTIVE MOOD. So it is *doubtful* whether he will *play fairly* or not; *PLAY* is therefore in the SUBJUNCTIVE MOOD.

EXAMPLES.—*I CAN SELL my own box. I MAY PLAY now.*

EXPLANATION.—The Verb *can sell* shows my *power* to *sell my own box*; *CAN SELL* is therefore in the POTENTIAL MOOD, for *potential* means *having power*. So *I may play*, shows the *power* or *permission* I have to play; *MAY PLAY* is therefore in the POTENTIAL MOOD.

51. The Indicative Mood indicates or asserts a thing, or is used in asking a question; as, *I praise; I am loved; does he love?*

52. The Subjunctive Mood denotes a condition or supposition, and generally has some Conjunction before it; as, *If it rain we cannot go.*

53. The Potential Mood denotes possibility, power, obligation, or inclination; as, *He may come; He can go.*

54. The Potential Mood has one of these words before it:—*May, can, must, might, could, should, would.*

EXERCISE XXIII.

Tell the Mood of the following Verbs, whether Indicative, Subjunctive, or Potential:—

A good child loves his parents. James mended his sister's doll. My brother can swim. Bonaparte was born in Corsica. I may pick that flower. If he send a letter, it may go. If a child tell tales, every body dislikes him. I must leave soon to-night, for my father expects me. I should like that book. I told my father that he could send the ball for me. If we waste our time, we act foolishly. Frederick said that he might go. The fir-tree grows in cold countries. I do not know whether I can visit the country next summer. If your friend travel there, you should do so too.

EXAMPLES.—*Go out of the room. PLAY with me. Henry.*

EXPLANATION.—The Verb *go* expresses a command; *go* is therefore a Verb in the IMPERATIVE MOOD, for *Imperative* means *commanding*. So in the second sentence the Verb *play* expresses a *command* or *request* to Henry; *PLAY* is therefore in the IMPERATIVE MOOD.

EXAMPLES.—*To PLAY is pleasant. He wishes to go to-morrow.*

EXPLANATION.—The Verb *to play* expresses the action of *playing* in the *widest possible sense*. It does not say, *I play, or you play*, but simply *to play*. *To PLAY* is therefore called the INFINITIVE MOOD, for *Infinitive* means *unlimited*. So, *to go* is taken in the widest sense; *to go* is therefore in the INFINITIVE.

55. The Imperative Mood commands or entreats; as, *Go to school; Bless thou me.*

56. The Infinitive Mood expresses the meaning of the Verb in an extended and indefinite sense; as, *To play is pleasant.*

57. The Infinitive Mood has the particle *to* before it; as, *To play; to love.*

EXERCISE XXIV.

Tell whether the following Verbs be of the Imperative or Infinitive Moods :—

Go into the garden. Fetch my hat, Charles. Tell Mary to get dinner ready soon. Ask Henry to bring my gloves. Send him to bring the inkstand. Pick up those apples. Snuff the candle. Why? To give more light. Bring the picture to the artist. Lend me your box. Try to learn the lesson.

RECAPITULATORY EXERCISE XXV.

Tell the Mood of the following Verbs :—

He lives in Chestnut Street. He may go to-morrow. Send the man away. My father wished me to tell you that he would be glad to see you. If your sister come, ask her to wait for me. Henry may go out to amuse himself. Then the boys went home fairly tired out. Bring a basket to hold the fruit. The fruit is ripe. Those pears may ripen on the wall. If the postman bring a letter, take it in. I expect to hear from home. Then the children went along the road. The servant broke a window. Tell her to fetch a glazier at once.

EXAMPLES.—*The picture torn by the girl was pretty. I believed the story told by her.*

EXPLANATION.—The word *torn* shows what the girl did; she tore the picture: so far it is therefore a *Verb*. But it also gives a description of the picture; it was a *torn* picture; *TORN* is therefore called a *PARTICIPLE*, for *Participle* means having *part of one thing and part of another*. So, *told* partakes of the nature of a *Verb*, because it shows what she *did*; but it also partakes of the nature of an *Adjective*, for it describes the story—a *told* story. *TOLD* is therefore a *PARTICIPLE*.

58. The Participle is a certain form of the Verb, and partakes of the nature not only of the Verb but

of the Adjective; as, *Thus they lived, LOVED by each other. HAVING LEARNED* his lesson he went out.

EXERCISE XXVI.

Point out the Participles in the following sentences :

They are washing their hands. There is a picture painted by James. Here is a plane, used by the carpenter. Being tired they sat down.

TENSES.

59. Tense means Time.

EXAMPLES.—*You WRITE well. John WROTE well. He WILL WRITE well. You LIVE in Hackney. They LIVED in York. I SHALL LIVE in Pittsburg.*

EXPLANATION.—The Verb *write* means *present time*; *You write well NOW*. *WRITE* is called the *PRESENT TENSE*. *Wrote* means *past time*; it does not say that John writes well *now*, but that *John wrote well SOME TIME AGO*. *WROTE* is called the *PAST or IMPERFECT TENSE*. *Will write* refers to a *future time*; *He will write well* at a *TIME TO COME*. *WILL WRITE* is called a *FUTURE TENSE*. So the Verb *LIVE* is *PRESENT TENSE*; *LIVED* is *PAST or IMPERFECT TENSE*; *SHALL LIVE* is *FUTURE TENSE*.

60. There are three main Tenses; Present, Past, and Future.

EXERCISE XXVII.

Tell whether the Verbs are Past, Present or Future :—

The soldier ran away. The knife cuts well. The knife cut the boy's finger. The knife will cut the wood. My mother sent me a plum-cake. I will send you some. My Mamma thinks I read better. The candle burns dimly. When I went down into a cellar the candle burnt dimly. A candle will burn dimly in

damp places. I shall always love my parents because they always love me. They will go into the country soon. I see your brother every day. He saw you yesterday. We shall both see him tomorrow, I hope.

PRESENT AND PAST OR IMPERFECT TENSE.

EXAMPLES.—You write well. John wrote well.

EXPLANATION.—In the first sentence nothing is shown about the verb *write*, but that it refers to the present time. WRITE is therefore called simply the PRESENT TENSE. In the sentence John wrote well, nothing is expressed about the verb *wrote*, but that it has been accomplished; it therefore refers to past time. WROTE is called the PAST OR IMPERFECT TENSE.

PERFECT AND PAST PERFECT TENSE.

EXAMPLES.—You have written the letters. John had written the letters before I came.

EXPLANATION.—In the sentence *You have written the letter*, the Verb *have written* shows two things: 1, that the action of writing is completed; 2, that it is but *just now* completed. It is therefore PRESENT as regards time, and PERFECT because the action is finished. HAVE WRITTEN is therefore called the PERFECT TENSE. In the sentence John *had written* the letters before I came, HAD WRITTEN shows two circumstances about the writing: 1, that it is completed, and 2, that it was completed at a past time, that is, before I came. It is therefore Past as referring to a past time, and Perfect inasmuch as the writing is quite finished. HAD WRITTEN is therefore the PAST PERFECT TENSE.

61. *Have* is the sign of the PERFECT TENSE. Present, *I write*; Perfect, *I have written*.

62. *Had* is the sign of the PAST PERFECT TENSE, *I had written*.*

FUTURE AND FUTURE PERFECT.

EXAMPLES.—*He will write well*. *He will have written the letter by dinner-time*.

EXPLANATION.—In the sentence, *He will write well*, nothing is expressed about the Verb *will write*, but that it refers to a time yet to come; a future time. WILL WRITE is therefore called simply the FUTURE TENSE. But in the sentence, *He will have written the letter by dinner-time*, two circumstances are stated with regard to the writing: 1, that it will be completed, *He will have (quite) written the letter*; 2, that it will be completed at a time yet to come, a *future time*. The Verb is therefore FUTURE, as referring to a future time, and PERFECT, as showing that the action will then be quite finished. WILL HAVE WRITTEN is therefore the FUTURE PERFECT TENSE.

63. *Shall* and *will* are the signs of the Future Tense: *shall have* and *will have* of the Future Perfect. FUTURE, *I shall write*; FUTURE PERFECT, *I shall have written*.

64. There are then in all, six Tenses: *viz.* Present, Imperfect, Perfect, Past Perfect, Future, and Future Perfect.

65. The PERFECT shows an action *finished* at the present time; as, *You have written the letter*.

66. The PAST PERFECT shows an action *finished* at

* This applies only to the Indicative Mood; but it is not desirable, at this stage, to puzzle the child with the whole form of the Verb.

a past time; as, *John had written the letter before I came.*

67. The FUTURE PERFECT shows an action that will be finished at a future time; as, *He will have written the letter by dinner-time.*

EXERCISE XXVIII.

Tell the Tense of the following Verbs:—

The plough tears up the ground. The plough tore up the field. I have read the lesson. They will see you at Christmas. I had sent off the parcel before I heard from my sister. Your cousin will have left our house by six o'clock. The soldiers have just returned from the West Indies. The ship had sailed before she reached Charleston. In ten minutes you will have been out two hours. The news had reached the city before I left. We shall visit the rocks again, I hope. That ship sails fast. We shall sail next week. The frigate sailed last week. The vessel has sailed. The captain had sailed before he received the letter. We shall have sailed before that time.

68. THE VERB TO LOVE.

INDICATIVE MOOD.

PRESENT TENSE.

	<i>Singular Number.</i>	<i>Plural Number.</i>
1ST PERSON	I love	We love
2ND PERSON	Thou lovest	You love
3RD PERSON	He loves.	They love.

IMPERFECT TENSE.

1ST PERSON	I loved	We loved
2ND PERSON	Thou lovedst	You loved
3RD PERSON	He loved.	They loved.

PERFECT TENSE.

1ST PERSON	I have loved	We have loved
2ND PERSON	Thou hast loved	You have loved
3RD PERSON	He has loved.	They have loved.

PAST PERFECT TENSE.

1ST PERSON	I had loved	We had loved
2ND PERSON	Thou hadst loved	You had loved
3RD PERSON	He had loved.	They had loved.

FUTURE TENSE.

Singular Number. *Plural Number.*

1ST PERSON	I shall or will love	We shall or will love
2ND PERSON	Thou shalt or wilt love	You shall or will love
3RD PERSON	He shall or will love.	They shall or will love

FUTURE PERFECT TENSE.

1ST PERSON	I shall or will have loved	We shall or will have loved
2ND PERSON	Thou shalt or wilt have loved	You shall or will have loved
3RD PERSON	He shall or will have loved.	They shall or will have loved.

SUBJUNCTIVE MOOD.

PRESENT TENSE.

1ST PERSON	If I love	If we love
2ND PERSON	If thou love	If you love
3RD PERSON	If he love.	If they love.

The remaining Tenses of this Mood are conjugated nearly like the corresponding Tenses of the Indicative Mood, except that the Subjunctive Mood requires a conjunction affixed to the Verb.

POTENTIAL MOOD.

PRESENT TENSE.

Singular Number. *Plural Number.*

1ST PERSON	I may or can love	We may or can love.
2ND PERSON	Thou mayst or canst love	You may or can love
3RD PERSON	He may or can love.	They may or can love.

IMPERFECT TENSE.

1ST PERSON	I might, could, would or should love	We might, could, would or should love
2ND PERSON	Thou mightst, couldst, wouldst, or shouldst love	You might, could, would or should love.
3RD PERSON	He might, could would, or should love.	They might, could, would or should love.

PERFECT TENSE.

1ST PERSON	I may or can have loved	We may or can have loved
2ND PERSON	Thou mayst or canst have loved	You may or can have loved
3RD PERSON	He may or can have loved.	They may or can have loved

PAST PERFECT TENSE.

	<i>Singular Number.</i>	<i>Plural Number.</i>
1ST PERSON	I might, could, would or should have loved	We might, could, would or should have loved
2ND PERSON	Thou mightst, couldst, wouldst, or shouldst have loved.	You might, could, would or should have loved
3RD PERSON	He might, could, would or should have loved.	They might, could, would or should have loved.

IMPERATIVE MOOD.

1ST PERSON	Let me love	Let us love
2ND PERSON	Love or love thou	Love or love ye
3RD PERSON	Let him love.	Let them love.

INFINITIVE MOOD.

PRESENT TENSE.	PERFECT TENSE.
To love.	To have loved.

PARTICIPLES.

PRESENT PARTICIPLE.	Loving
PERFECT PARTICIPLE.	Loved.
COMPOUND PERFECT PARTICIPLE.	Having loved.

69. THE VERB TO BE.

INDICATIVE MOOD.

PRESENT TENSE.

	<i>Singular Number.</i>	<i>Plural Number.</i>
1ST PERSON	I am	We are
2ND PERSON	Thou art	You are
3RD PERSON	He is.	They are.

IMPERFECT TENSE.

1ST PERSON	I was	We were
2ND PERSON	Thou wast	You were
3RD PERSON	He was.	They were.

PERFECT TENSE.

1ST PERSON	I have been	We have been
2ND PERSON	Thou hast been	You have been
3RD PERSON	He has been.	They have been.

PAST PERFECT TENSE.

1ST PERSON	I had been	We had been
2ND PERSON	Thou hadst been	You had been
3RD PERSON	He had been.	They had been.

FUTURE TENSE.

	<i>Singular Number.</i>	<i>Plural Number.</i>
1ST PERSON	I shall or will be	We shall or will be
2ND PERSON	Thou shalt or wilt be	You shall or will be
3RD PERSON	He shall or will be.	They shall or will be.

FUTURE PERFECT TENSE.

1ST PERSON	I shall or will have been	We shall or will have been
2ND PERSON	Thou shalt or wilt have been	You shall or will have been
3RD PERSON	He shall or will have been.	They shall or will have been.

SUBJUNCTIVE MOOD.

PRESENT TENSE.

1ST PERSON	If I be	If we be
2ND PERSON	If thou be	If you be
3RD PERSON	If he be.	If they be.

IMPERFECT TENSE.

1ST PERSON	If I were	If we were
2ND PERSON	If thou were	If you were
3RD PERSON	If he were.	If they were.

The remaining Tenses of this Mood are conjugated like the corresponding Tenses of the Indicative Mood, with but few exceptions.

POTENTIAL MOOD.

PRESENT TENSE.

	<i>Singular Number.</i>	<i>Plural Number.</i>
1ST PERSON	I may or can be	We may or can be
2ND PERSON	Thou mayst or canst be	You may or can be
3RD PERSON	He may or can be.	They may or can be.

IMPERFECT TENSE.

1ST PERSON	I might, could, would, or should be	We might, could, would or should be
2ND PERSON	Thou mightst, couldst, wouldst or shouldst be	You might, could, would or should be
3RD PERSON	He might, could, would or should be.	They might, could, would or should be.

PERFECT TENSE.

1ST PERSON	I may or can have been	We may or can have been
2ND PERSON	Thou mayst, or canst have been	You may or can have been
3RD PERSON	He may or can have been.	They may or can have been.

		PAST PERFECT TENSE.	
		<i>Singular Number.</i>	<i>Plural Number.</i>
1ST PERSON	I might, could, would, or should have been	We might, could, would or should have been	
2ND PERSON	Thou mightst, couldst, wouldst, or shouldst have been	You might, could, would or should have been	
3RD PERSON	He might, could, would or should have been.	They might, could, would or should have been.	

IMPERATIVE MOOD.

2ND PERSON	Be thou or do thou be.	Be you or do you be.
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INFINITIVE MOOD.

PRESENT TENSE.	PERFECT TENSE.
To be.	To have been.

PARTICIPLES.

PRESENT PARTICIPLE.

Being.

PERFECT PARTICIPLE.

Been.

COMPOUND PERFECT PARTICIPLE.

Having been.

KINDS OF VERBS.

ACTIVE AND PASSIVE.

EXAMPLES.—*John* STRUCK *the dog*. *The dog* IS STRUCK *by John*. *She* HELD *my hand*. *My hand* WAS HELD *by her*. *Jane* SNUFFED *the candle*. *The candle* WAS SNUFFED *by Jane*.

EXPLANATION.—In the first sentence, the word *struck* is a Verb, for it means doing something (see section 7); but the action of striking *passes over* from *John* to *the dog*: STRUCK is therefore called an ACTIVE Verb. In an Active Verb the doer of the action is placed *before* the Verb, and the sufferer of it after it. In the next sentence, *dog*, which is a noun before the Verb *struck*, is not the *doer* but the *sufferer* of the action, the ac-

tion is *done to* the dog. IS STRUCK, is therefore called a PASSIVE Verb. In a Passive Verb the *sufferer* of the action is placed *before* the Verb, and the doer of it after it.

In the sentence, *She held my hand*; *she*, the doer of the action, is placed before the Verb *held*; *held* is therefore ACTIVE. But in the sentence, *My hand was held by her*; *hand*, which is not the doer of the action, but the *endurer* of it, is put before the Verb; *was HELD* is therefore PASSIVE.

And so also in the fifth sentence, *Jane snuffed the candle*; *Jane*, the doer of the action, comes before the Verb; SNUFFED is therefore an ACTIVE Verb. But in the sentence, *The candle was snuffed by Jane*, *candle*, which comes before the Verb, is not the doer of the action, but the endurer of it; *WAS SNUFFED* is therefore a PASSIVE VERB.

70. An Active Verb expresses an action that must have an agent or doer, and an object; as, *I praise James*.

71. A Passive Verb expresses an action *done to* a person or thing, and must have an object and an agent; as, *James is praised by me*.

72. A Passive Verb is known by the Past Participle being after any part of the Verb *to be*; as, *I am—loved*.

EXERCISE XXIX.

Tell which Verbs are active and which Passive:—

The wind blew the house down. The house was blown down by the wind. The boy broke a window. The window was broken by the boy. The doll was found by Mary. Mary found her doll. Henry saw his sister; she was dressed very neatly. I wrote the letter. The letter was written by me. Your cousin sold his horse.

The grass is mown by the man, but it is turned over by the women. We are loved by our friends. She is praised for her industry. I send a parcel every day. A parcel is sent by me twice a day. I am told that story very often. The door was burst open. They burst open the door. I was told that the ink was spilt by Harriet. I like cherries, but they sometimes hurt me. I have been injured by eating unripe fruit. The ship was tossed about by the winds. The winds dashed the waves about.

Passive Verbs are conjugated by adding the auxiliary *to be* to the Perfect Participle of the Verb, in the following manner:—

73. PASSIVE VERB TO BE LOVED.

INDICATIVE MOOD.

PRESENT TENSE.

<i>Person.</i>	<i>Singular Number.</i>	<i>Plural Number.</i>
1ST	I am loved	We are loved
2ND	Thou art loved	You are loved
3RD	He is loved.	They are loved.

IMPERFECT TENSE.

1ST	I was loved	We were loved
2ND	Thou wast loved	You were loved
3RD	He was loved.	They were loved.

PERFECT TENSE.

1ST	I have been loved	We have been loved
2ND	Thou hast been loved	You have been loved
3RD	He has been loved.	They have been loved.

PAST PERFECT TENSE.

1ST	I had been loved	We had been loved
2ND	Thou hadst been loved	You had been loved
3RD	He had been loved.	They had been loved.

FUTURE TENSE.

1ST	I shall <i>or</i> will be loved	We shall <i>or</i> will be loved
2ND	Thou shalt <i>or</i> wilt be loved	You shall <i>or</i> will be loved
3RD	He shall <i>or</i> will be loved.	They shall <i>or</i> will be loved.

FUTURE PERFECT TENSE.

<i>Person.</i>	<i>Singular Number.</i>	<i>Plural Number.</i>
1ST	I shall <i>or</i> will have been loved	We shall <i>or</i> will have been loved
2ND	Thou shalt <i>or</i> wilt have been loved	You shall <i>or</i> will have been loved
3RD	He shall <i>or</i> will have been loved.	They shall <i>or</i> will have been loved.

SUBJUNCTIVE MOOD.

PRESENT TENSE.

1ST	If I be loved	If we be loved
2ND	If thou be loved	If you be loved
3RD	If he be loved.	If they be loved.

IMPERFECT TENSE.

1ST	If I were loved	If we were loved
2ND	If thou were loved	If you were loved
3RD	If he were loved.	If they were loved.

The remaining Tenses of this Mood are, in general, similar to the corresponding Tenses of the Indicative Mood

POTENTIAL MOOD.

PRESENT TENSE.

1ST	I may <i>or</i> can be loved	We may <i>or</i> can be loved
2ND	Thou mayst <i>or</i> canst be loved	You may <i>or</i> can be loved
3RD	He may <i>or</i> can be loved.	They may <i>or</i> can be loved.

IMPERFECT TENSE.

1ST	I might, could, would <i>or</i> should be loved	We might, could, would <i>or</i> should be loved
2ND	Thou mightst, couldst, wouldst <i>or</i> shouldst be loved	You might, could, would <i>or</i> should be loved
3RD	He might, could, would <i>or</i> should be loved.	They might, could, would, <i>or</i> should be loved.

PERFECT TENSE.

1ST	I may <i>or</i> can have been loved	We may <i>or</i> can have been loved
2ND	Thou mayst <i>or</i> canst have been loved	You may <i>or</i> can have been loved
3RD	He may <i>or</i> can have been loved.	They may <i>or</i> can have been loved.

PAST PERFECT TENSE.

	<i>Person. Singular Number.</i>	<i>Plural Number</i>
1ST	I might, could, would <i>or</i> should have been loved	We might, could, would <i>or</i> should have been loved
2ND	Thou mightst, couldst, wouldst <i>or</i> shouldst have been loved	You might, could, would <i>or</i> should have been loved
3RD	He might, could, would <i>or</i> should have been loved.	They might, could, would <i>or</i> should have been loved.

IMPERATIVE MOOD.

2ND	Be loved, <i>or</i> be thou loved.	Be loved, <i>or</i> be ye loved.
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INFINITIVE MOOD.

PRESENT TENSE.	PERFECT TENSE.
To be loved.	To have been loved.

PARTICIPLES.

PRESENT PARTICIPLE.	Being loved.
PAST PARTICIPLE.	Loved.
COMPOUND PERFECT PARTICIPLE.	Having been loved.

ACTIVE AND NEUTER.

EXAMPLES.—*James TOUCHED the chair. I often SIT on the chair. Jane RUNS into the field every day. The boy sometimes SLEEPS upon the grass. The man CUTS the grass.*

EXPLANATION.—In the first sentence the action of touching *passes over* from *James* to *the chair*; TOUCHED is an ACTIVE VERB.

But in the second sentence, the Verb *sit* does not pass over to any object. We cannot say, *I sit the chair*, but *I sit on the chair*. The Preposition *on*, comes between the Verb *sit* and the Noun *chair* which comes after the Verb. SIT is called a NEUTER Verb. So in the next sentence, *Jane runs into the field every day*, RUNS is a NEUTER Verb, for the action of running does not pass over from *Jane* to anything else. We cannot say, *Jane runs the field*, but must put a Prepo-

sition, *into*, between the Verb and the Noun *field* following it. So in the sentence, *The boy sometimes sleeps on the grass*, SLEEPS is a NEUTER Verb, for no action passes over from *the boy* to anything else. You cannot say, *he sleeps the grass*, but *he sleeps on the grass*.

But in the last sentence, *The man cuts the grass*, CUTS is ACTIVE, for the action of cutting passes over from *the man* to *the grass*. No Preposition comes between the Verb and the Noun following it.

74. A Neuter Verb expresses the being, or state of being, of something; or an action not passing over to an object; as, *I sleep; He runs*.

EXERCISE XXX.

Tell whether the following Verbs are Active or Neuter :—

Run into the garden. Hold that paper. The dog will bite a stranger. That horse kicked the groom. The coachman lives over the stable. I swam over the river. The soldier fell from his horse. My little brother burnt his finger. Will you step into the library? The boy stood on the wall. The cat leaped through the window. Write a letter. Thomas painted his wheelbarrow. The man bent the bow. I feed my chickens every morning. Will you come with me? Let us go into the meadow. Iron sinks in water, but it will float in quicksilver. Tea grows in China.

Tell whether the following Verbs are Active, Passive, or Neuter, and also their Mood and Tense :—

The bee stung the lady. She was hurt very much. The boy has driven the cow into the lane. That book was given to my brother. I had lent my bag to him before you asked me. The sun rose with great splendor. The reapers will bind the corn in sheaves. The bird will fly away. A stone has been thrown into the canal. The prisoners will be bound. The doors will be shut. The ser-

pent had crept near the child before his father saw it. This desk has been made by a carpenter. His horse will be sold to-morrow. A good child is loved by everybody.

EXERCISE XXXI.

Parse the sentences in Exercises xxvi., xxvii., xxviii., xxix., in the following manner:—

SENTENCE.—*The bee stung the lady.*

The	Article.
Bee	Noun. Common. Common as to Gender. Singular Number. Third Person. Nominative Case; coming before the Verb, <i>stung</i> , and answering a question beginning with <i>what</i> .
Stung	Verb. Active. Indicative Mood. Imperfect Tense
The	Article.
Lady	Noun. Common. Feminine Gender. Singular Number. Third Person. Objective Case; coming after the Verb, <i>stung</i> , and answering a question beginning with <i>whom</i> .

SENTENCE.—*A boy has been stung.*

A	Article.
Boy	Noun. Common. Masculine Gender. Singular Number. Third Person. Nominative Case; as it comes before the Verb, and answers a question beginning with <i>who</i> .
Has been stung	Verb. Passive. Indicative Mood. Perfect Tense.

SYNTAX.

RULE 1.

EXAMPLES.—*He RUNS. They RUN. Thou RUNNEST. I AM loved. He is loved. We ARE loved.*

EXPLANATION.—*Runs* is the Singular Number, Third Person, and therefore agrees with its Nominative *he*, which is Singular Number, Third Person. No other Number and Person of the Verb would be correct, as *he run*, or *he runnest*; for then the Verb would not be of the same Number and Person as its Nominative. So we say *they run*; the Verb *run* being Plural Number, Third Person, and so agreeing with its Nominative *they*, which is Plural Number and Third Person. In the same way *runnest*, which is Singular Number and Second Person, agrees with its Nominative *thou*, which is Singular Number, Second Person.

I, being Singular Number, First Person, requires *am loved*, which is the Singular Number, First Person, of the Passive Verb: *he*, which is Third Person Singular Number, requires *is loved*, which is the Third Person, Singular Number, of the Verb. We could not say, *I is loved*, nor *he am loved*, for then the Verb would not be of the same person as its Nominative. We should be using the Third Person of the Verb, with a Nominative of the First Person, and the First Person of the Verb, with a Nominative of the Third Person.

75. RULE 1.—The Verb agrees with its Nominative in Number and Person; as, *I am; He is.*

EXERCISE XXXII.

Point out the Verbs; tell their number and person, and say why they are in that number and person:—

We are here. They speak well. He walks badly. The bird

flies fast. You learn correctly. Are you tired? We live in Pittsburg. They have sent us some grapes. You write better than I; but he writes better than you. I am in a hurry. Thou sleepest soundly, friend. Rome is in Italy. The fir is an evergreen. The pine-apple grows wild in America. The lion lives in hot countries. The polar bear is found only in cold countries. The monument at Baltimore was built to commemorate the late war. Bats are called hand-winged animals. Coal is found in the Middle and Western states. The fisheries are valuable to this country. The eagle flies very high. The boat has gone to Cape May.

Supply proper Verbs:—

The book () in the box. The books () in the box. I () in the garden every morning. Thou () in the garden every morning. He () in the garden every morning. We () in the garden every morning. He () good. They () not good. I () tall, but you () short. We () fond of fish; () thou? In hot countries the inhabitants () for an hour or two in the middle of the day. We () at Bristol: () thou visit us there? He () at five every morning, and () at ten at night. You () better than I; but I () better than he. We () not rich.

RULE 2.

EXAMPLES.—*He and I ARE friends. James and George RUN. Cæsar and Pompey WERE great generals.*

EXPLANATION.—In these sentences the Verbs *are, run, were,* are Plural, because they refer to more than one Nominative. In the first sentence, *he AND I BOTH* are friends. In the second, *James and George* both run; James runs and George runs; but instead of saying so, we put both together, and say *James and George run.* So not *Cæsar* only was a great general nor *Pompey* only; but both were: The Plural Verb *were,* must therefore be used.

76. RULE 2.—Singular Nominatives, connected

by *and,* require the Verb and Pronoun to be in the Plural: as, *England, Scotland, and Wales, form Great Britain.*

EXERCISE XXXIII.

Point out the Verbs in the following sentences, and in each say why the Verb is Plural:—

The boy and the girl laugh. Where are James and his sister? Charlotte and Mary are here. James and his friend travel together. He and I live in the same house. My father and mother have been to Saratoga.

Supply appropriate Verbs:—

My uncle and aunt () at home. Your brother and his wife () near Logan Square. The pen and ink () not to be found. The cat and the dog () with each other. The lion and the lioness () separated. The sailor and the monkey () running up the rigging.

RULE 3.

EXAMPLES.—*He or his brother is wrong. James or his sister is there. Eliza or her cousin LIVES at Bristol.*

EXPLANATION.—In these sentences the Verb, *is,* is Singular, because it refers to one only. In the first sentence, *He OR his brother is wrong;* that is, ONE of the two, either he or his brother, is wrong. In the second sentence, *James OR his sister,* ONE of the two, is there; they are not both there, only one of them; therefore the Verb is Singular. So not both persons live at Bristol, but only *one;* the Verb therefore is *lives,* which is Singular.

77. RULE 3.—Singular Nominatives of the Third Person, separated by *or* or *nor,* require the Verb and Pronoun to be in the Singular; as, *Either John OR his brother has the book.*

EXERCISE XXXIV.

Point out the Verbs; and say why Singular:—

Ellen or your sister has your box. Either the dog or the cat is in the room. The house in Bridesburg or the house in Frankford has been given up. The cottage or the house is to let. The pen or the paper was bad. John or Henry lives there

Supply the proper Verbs:—

I am told that the cherry-tree or the apple-tree () to be cut down. Harry or his cousin () a boat. The yacht or the barge () to be got ready. This pen or this ink () very bad. Either the horse or the ox () into the garden sometimes. Neither the river nor the canal () frozen over.

RULE 4.

EXAMPLES.—*I struck HIM. He hurt ME. They love US.*

EXPLANATION.—In these sentences, the words *him*, *me*, *us*, are Pronouns in the Objective Case, because they follow the active Verbs. *Him* is Objective, governed by the Verb, *struck*. *I struck*—whom? *Him*. *Him* is governed by *struck*. So, *He hurt*—whom? *Me*. *Me* is Objective, governed by *hurt*. *They love*—whom? *Us*. *Us* is Objective, governed by *love*. The Nominatives *he*, *I*, *we*, would of course be incorrect.

78. RULE 4.—Active Verbs govern the Objective Case; as, *He held me*.

EXERCISE XXXV

Point out the Objectives in the following sentences, and say why each one is in that Case:—

I touched him. The wheel crushed my doll. He shot a partridge. I saw your cousin. He said that I hurt you.

“How doth the little busy bee
Improve each shining hour.”

You should help her. My sister wore a beautiful dress. Yes! and I almost tore it. The horse kicked the child. Thomas has spoiled his pen and blotted his paper. You may bring me a book.

Supply Pronouns in the Objective Case:—

Our friends love (). I saw John; I saw () on the lawn. I have not heard of Jane for a long time; but I hope I shall see () at Christmas. We love () because they love (). The bee stung (). You should love your mamma. I do love () very much. Do not hurt the dog for he would not hurt ().

RULE 5.

EXAMPLES.—*He came to ME. He ran with us.*

EXPLANATION.—The words *me*, *us*, are Pronouns in the Objective Case, governed by the Prepositions *to* and *with*. In the first sentence, we say, *he came to me*, not *to I*, because *me* is the Objective Case of *I*, and *to*, which is a Preposition, always has the Objective Case after it. In the second sentence we say, *with us*, not *with we*, for *us* is the Objective Case of *we*, and *with*, which is a Preposition, always has the Objective Case after it.

79. RULE 5.—Prepositions govern the Objective Case; as, *I sent a book to HIM*.

EXERCISE XXXVI.

Point out the Objectives in the following sentences, and say why the words are in that Case:—

Diogenes lived in a tub. Saint Simon lived on a pillar. Charles the Fifth retired into a monastery. Mahomet pretended to see his visions in a cave, away from all mankind. Charles the Twelfth of Sweden fled from Russia into Turkey, and was besieged in his house at Bender. Reading is on the Schuylkill, which is a river that runs into the Delaware. The fir-tree grows in cold countries and on high mountains.

Supply Pronouns in the Objective Case :—

Give the penknife to (). My mamma told me to bring a book for (). The book was not lost by (), but by (). You must go with () if you can. The property belongs to () and not to ().

RULE 6.

EXAMPLES.—*I am HE. That lady is SHE. Who was the MINISTER? That gentleman was HE. The castle is a fine RUIN.*

EXPLANATION.—In the first sentence *am*, which is a part of the Verb *to be* (see 69), comes between the Pronouns *I* and *he*, which mean the same Person. Therefore *he*, which comes after *am*, must be in the same case as *I*, which comes before it. As *I* is in the Nominative Case, *HE* is in the Nominative Case too. In the sentence, *That lady is she*; *is*, which is a part of the Verb *to be*, comes between *lady* and *she*. Both these words mean the same person. Therefore *SHE*, which comes after the Verb *to be*, is the same Case as *LADY*, which comes before it. Both of them are Nominative.

In the sentence, *Who was the minister?* the interrogative *who*, before *was*, which is a part of the Verb *to be*, is Nominative; and *minister*, which comes after *was*, is Nominative as well. So in the next sentence, *That gentleman was he*; *he* comes after *was*, a part of the Verb *to be*, and *gentleman* comes before it. As *gentleman* and *he* both mean the same person, they are in the same Case. The last sentence, *castle and ruin*, both mean the same thing, and have *is*, which is a part of the Verb *to be*, between them. As *castle*, which comes before *is*, is Nominative, *ruin* coming after, is Nominative too.

80. RULE 6.—The Verb *to be* has the same case after it as before it, when the Nouns or Pronouns signify the same person or thing; as, *I am he*.

EXERCISE XXXVII.

Point out the Nouns or Pronouns which follow the Verb *to be*, and say what Case they are :—

I am he. She is a good girl. You are the teacher of the class? No! that gentleman is he. Cæsar was an emperor. His father had been an officer. Cromwell was Protector of England. St. Domingo is an island. The queen of England is an absolute monarch. Henry is a good boy. Philadelphia is a handsome city. Bonaparte said that England was a nation of shopkeepers. The way of the just is uprightiness. Babylon is now a waste. I know that Socrates was a wise man. Homer was the author of the Iliad. Emma has been a naughty girl. Iceland is a very cold country. Sahara is the great desert of Africa. Rome was once the most powerful city in the world. The oak is a noble tree. Men are animals, but all animals are not men. Gold and silver are the precious metals. The whale is the largest animal in the world. Tin is a metal: coal is only a mineral.

Supply the proper Pronouns :—

Is that man the carpenter? No! I-am ().! Indeed! I thought it had been (). Who is the artist? This lady is (). Is that gentleman with the blue coat your cousin? No! it is () who is dressed in black. Are you the porter? Yes! I am (). Which is your sister? That is (). Are you sure? I believe it to be (). Where is the gardener? That red-faced man is ().

RULE 7.

EXAMPLES.—*HENRY'S apple. My UNCLE'S house. The BOY'S playthings.*

EXPLANATION.—In the phrase *Henry's apple*, the last Noun *apple* belongs to the first Noun *Henry*; *HENRY'S* is therefore the POSSESSIVE CASE. So in the

phrase, *My uncle's house*, the last Noun *house* belongs to the first Noun *uncle*; UNCLE'S is therefore in the POSSESSIVE CASE. In the phrase, *The boy's playthings*, the last Noun *playthings* belongs to the first Noun *boy's*; BOY'S is POSSESSIVE.

81. RULE 7.—When two Nouns so come together, that the latter is considered to belong to the former, the former is put in the Possessive Case; as, *Richard's apple*.

EXERCISE XXXVIII.

Point out the Nouns in the Possessive Case, and say whether they are Singular or Plural:—

My friend's orchard. The dog's kennel. The child's toy. Our baby's coral. The soldier's arms. Eliza's doll was in Jane's box. The children's food was on the nurse's table. I ran through my cousin's grounds. Washington's hatchet chopped his father's cherry tree. All mankind's concern is charity. The boy's good conduct makes his parents' happiness. Your sister's house is next my father's garden. The queen's crown is kept at the Tower. Milton is buried in the Poet's Corner. King Solomon's Temple was ninety feet in length. Pompey's pillar is in Egypt. Thomas's letter was found in Charles's desk. The ship's anchor was let down at the captain's command. The ship's provisions are spoiled.

RULE 8.

EXAMPLES.—*The sailor is hurt; he fell down. I know that lady; she lives near us.*

EXPLANATION.—In the first sentence, the Noun *sailor* is Masculine Gender, Singular Number, and Third Person; *he*, therefore is the only Pronoun that can be used for it, for *he* is Masculine Gender, Singular Number, and Third Person. *HE* therefore agrees with the Noun which it represents (SAILOR) in

Gender, Number, and Person. In the next sentence, the Noun *lady* is Feminine Gender, Singular Number, and Third Person; the Pronoun, which stands for *LADY*, is *SHE*, which is Feminine Gender, Singular Number, and Third Person.

82. RULE 8.—Pronouns must agree with the Nouns they represent, in Gender, Number and Person; as, *Your sister has been here, but she is now gone.*

EXERCISE XXXIX.

Supply proper Pronouns:—

The gardener rolled the paths; () did it by himself. Tell Emma () is wanted. The boys will play at cricket till () tire themselves. Did you send the parcel? Yes, () went by railway. Your sisters have gone to () own room. The boys were looking about for () bats; but () could not find (). A man loves () own children better than () loves another's. Washington was a great general—by () prudence and () skill () conducted affairs to a successful termination. () resided at Mount Vernon, near the city which is called after () name.

RULE 9.

EXAMPLES.—*The baby loves to look at the light. It is pleasant to see one's friends. It is our duty to help the unfortunate. Endeavoring to do well has been the cause of his success.*

EXPLANATION.—In the first sentence, *to look* is in the Infinitive Mood; and it is put in the INFINITIVE MOOD by the Verb *LOVES*: *loves to look*. This is an instance of one Verb being put in the Infinitive by another VERB.—In the second sentence, *to see* is in the INFINITIVE MOOD, governed by the Adjective PLEASANT: *pleasant to see*. Here is an instance of a Verb being put in the Infinitive by an ADJECTIVE.—

In the third sentence, *to help* is Infinitive; and it is put in the INFINITIVE by the Noun DUTY: *duty to help*. Here is an instance of a Verb put in the Infinitive by a NOUN. In the fourth sentence, *to do* is in the INFINITIVE MOOD; and is put in the INFINITIVE by the participle ENDEAVORING; *endeavoring to help*. Here is an instance of a Verb put in the Infinitive by a Participle.

S3. RULE 9.—A Verb in the Infinitive Mood is governed by a Verb, a Noun, an Adjective or a Participle: as, *He delights to please you; It is delightful to please you; It is his delight to please you; Hoping to meet her he urged forward.*

EXERCISE XL.

Tell the Infinitives, and the words governing them:—

The boys try to please their teacher. We love to be in your company. Bonaparte tried to conquer Europe. We eat to support life. It is my friend's intention to come to-morrow. Do you intend to see him? Oh, yes! I am anxious to make his acquaintance. The cat is afraid to come too near, for she has been trying to steal some meat. Let us strive to assist the wretched. He will make an effort to succeed. Try to overcome difficulties. You will be better able to go than I. Fearing to turn back she quickened her pace.

CAUTION 1.

EXAMPLES.—*The boy writes CAREFULLY. That letter is folded PROPERLY. The child speaks DISTINCTLY.*

EXPLANATION.—In the first sentence, the word *carefully* shows how the boy writes: he writes *carefully*. *Careful* would be wrong, for *careful* is an Adjective, and can only qualify a Noun, and we want an Adverb, *carefully*, to qualify the Verb, WRITES.—So, in the second sentence, the word *properly* shows

how the letter is *folded*. *Proper* would be wrong, for *proper* is an Adjective and cannot qualify a Verb, but only a Noun.—In the third sentence, the Adverb *distinctly*, shows how *the child speaks: distinct* would be wrong, for *distinct* is an Adjective, and cannot be used with Verbs, but only with Nouns.

84. CAUTION 1.—Never use Adjectives as Adverbs; say, *The girl speaks distinctly; not distinct.*

EXERCISE XLI.

Supply proper Adverbs ending in *ly*:—

The nightingale sings (). Try to speak (). Do not write (). The soldiers fought (). Do you love me ()? He () promised to come. He has conducted his business (). Does she not act very ()? He sees () now. The ploughboy whistles (). We live () together. An industrious man works (). Our old horse travels ().

CAUTION 2.

EXAMPLES.—*The horse has FALLEN into the ditch. He has BROKEN his leg. He is TAKEN out now.*

EXPLANATION.—In the first sentence the word *fallen*, which comes after *has*, is the Past Participle of the Verb *to fall*. It would be improper to use the Imperfect Tense after *has*, and say *has fell*.—So in the next sentence, *broken*, the Past Participle, comes after *has*: the Imperfect Tense, *broke*, would be improper. We must then use the Past Participle after the verb *have*.—In the third sentence, *taken*, which is the Past Participle, comes after *is*: *took*, the Imperfect Tense, would be wrong. But *is*, is a part of the Verb *to be*; therefore the Past Participle must be used after the Verb *to be*.

85. CAUTION 2.—Never use the Imperfect Tense instead of the Past Participle. The Participle is used after *be* and *have*. Say, *The river is FROZEN over; not froze.*

86.

PRESENT TENSE.	IMP. TENSE.	PAST PARTICIPLE.
Break	Broke	Broken.
Shake	Shook	Shaken.
Take	Took	Taken.
Tear	Tore	Torn.
Wear	Wore	Worn.
Fall	Fell	Fallen.
Beat	Beat	Beaten.
Eat	Eat or Ate	Eaten.
Freeze	Froze	Frozen.
Speak	Spoke or Spake	Spoken.
Steal	Stole	Stolen.
See	Saw	Seen.
Begin	Began	Begun.
Drink	Drank	Drunk.
Ring	Rang	Rung.
Sing	Sang	Sung.
Drive	Drove or Drave	Driven.
Give	Gave	Given.
Lie	Lay	Lain.
Ride	Rode	Ridden.
Rise	Rose	Risen.
Write	Wrote	Written.
Fly	Flew	Flown.
Know	Knew	Known.
Throw	Threw	Thrown.
Choose	Chose	Chosen.
Run	Ran	Run.
Come	Came	Come.

EXERCISE XLII.

Supply the appropriate words:—

The basin was (). The child was (). The stone has been (). He () his lesson, but he did not finish it. The lesson was (). The bird has () over the house. I have () ten miles on my brother's horse. He () away. He has () away. The lady () that song sweetly. He () me a letter; but I have not () to him. The wind has () the fruit from the trees. Some of the apples are (), but I did not steal them. My dress has not been () for several weeks.

PARSING EXERCISES.

EXERCISE XLIII.

Parse the sentences in Exercises xxxi. to xli. in the following manner:—

SENTENCE 1.—*That gentleman's gardener was ordered to fell the tree, because it had been loosened by the wind.*

That Pronoun. Demonstrative.
 Gentleman's Noun. Common. Masculine Gender. Singular Number. Third Person. Possessive Case, according to Rule 7.*
 Gardener Noun. Common. Masculine Gender. Singular Number. Third Person. Nominative Case; as it comes before the Verb *was ordered*, and answers a question beginning with *who*.
 Was ordered Verb. Passive. Indicative Mood. Imperfect Tense. Singular Number. Third Person, according to Rule 1.*

* The Rule should be repeated by the pupil.

To fell	Verb. Active. Infinitive Mood. Present Tense; governed by the Verb <i>was ordered</i> , according to Rule 9.
The	Article. Definite.
Tree	Noun. Common. Neuter Gender. Singular Number. Third Person. Objective Case, according to Rule 4.
Because	Conjunction.
It	Pronoun. Personal. Neuter Gender. Singular Number. Third Person; according to Rule 8. Nominative Case, as it comes before the Verb, <i>had been loosened</i> , and answers a question beginning with <i>what</i> .
Had been loosened	Verb. Passive. Indicative Mood. Past Perfect Tense. Singular Number. Third Person, according to Rule 1.
By	Preposition.
The	Article. Definite.
Wind.	Noun. Common. Neuter Gender. Singular Number. Third Person. Objective Case, according to Rule 5.

SENTENCE 2.—*John or his sister has opened the door of the library.*

John	Noun. Proper. Masculine Gender. Singular Number. Third Person. Nominative Case; coming before the Verb, <i>has opened</i> , and answering a question beginning with <i>who</i> .
Or	Conjunction.

His	Pronoun. Possessive Adjective. Masculine Gender. Singular Number. Third Person; according to Rule 8.
Sister	Noun. Common. Feminine Gender. Singular Number. Third Person. Nominative Case; coming before the Verb <i>has opened</i> , and answering a question beginning with <i>who</i> .
Has opened	Verb. Active. Indicative Mood. Perfect Tense. Singular Number. Third Person, according to Rule 3
The	Article. Definite.
Door	Noun. Common. Neuter Gender. Singular Number. Third Person. Objective Case, according to Rule 4.
Of	Preposition.
The	Article.
Library.	Noun. Common. Neuter Gender. Singular Number. Third Person. Objective Case, according to Rule 5.

SENTENCE 3.—*Our grape-vine is trained against the cottage: it bears the finest grapes.*

Our	Pronoun. Possessive Adjective.
Grape-vine	Noun. Common. Neuter Gender. Singular Number. Third Person. Nominative Case, coming before the Verb <i>bears</i> , and answering a question beginning with <i>what</i> .
Is trained	Verb. Passive. Indicative Mood. Present Tense. Singular Number. Third Person. Agreeing with its Nominative <i>grape-vine</i> , according to Rule 1.

Against	Preposition.
The	Article.
Cottage:	Noun. Common. Neuter Gender. Singular Number. Third Person. Objective Case. Governed by the Preposition <i>against</i> , according to Rule 5.
It	Pronoun. Personal. Neuter Gender. Singular Number. Third Person. Agreeing with the Noun <i>grape-vine</i> , according to Rule 8.
Bears	Verb. Active. Indicative Mood. Present Tense. Singular Number. Third Person. Agreeing with its Nominative <i>it</i> , according to Rule 1.
The	Article.
Finest	Adjective. Superlative Degree.
Grapes.	Noun. Common. Neuter Gender. Plural Number. Third Person. Objective Case; governed by the Active Verb <i>bears</i> , according to Rule 4.

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PARSING EXERCISES.

EXERCISE XLIV.

Point out the ARTICLES in the following sentences, and tell whether they are *definite* or *indefinite*, and with *what* Nouns they agree or belong:—

Point out the NOUNS, and tell whether *Common* or *Proper*, also their *Gender* and *Number*:—

Point out the ADJECTIVES, and tell what is their degree of comparison, and to what *Nouns* they belong:—

A good heart. An obedient son. A strong body. The verdant fields. An obdurate heart. An irksome task. An odorous garden.

The marble table. A severe winter. The howling tempest. The industrious bees. The idle boy. The whistling winds. An easy lesson. A final reward. The final reward. The noblest prospect. The better part. The weaker man. The tallest boy. A poor dog. The prettier cat. The newer dress. The oldest hat.

EXERCISE XLV.

Point out the *Pronouns*, with their *Gender*, *Number*, *Person*, and *Case*. With what *Verbs* do the Nominatives agree? (Rule 1.)

How are the *Objectives* governed?

We honor them. You encourage us. Our hopes flatter us. They have frequently deceived me. Your expectation has failed. I had forgotten it. We completed our journey. The accident had happened to them. He became resigned to his fears. Do you instruct him? Our hearts deceive us. I have searched for it, and I found it. They searched the rooms but she was gone. Whose books are those? Which of these apples is yours? His esteem is my honor.

Now tell the *Verbs*, with their *Mood*, *Tense*, *Number*, and *Person*; also with what Nominatives they agree

EXERCISE XLVI.

Tell the *Adverbs*, and what *Adjectives*, *Adverbs*, or *Verbs* they affect or agree with:—

Tell the *Prepositions*, or what words they connect—what *Objectives* they govern:—

The work gradually came to an end. The task is scarcely learned. This book is nearly new. The wind blows very strongly. We often resolve but we seldom perform. The sun rises early in the morning. It is not properly ours. They traveled through France, in haste towards Italy. From virtue to vice the progress is very gradual. By diligence and frugality we arrive at wealth. By his imprudence he was involved in new difficulties. How sweetly the bird sings! He lives within his income. He retires to rest soon, in order to rise early. His father, mother, and uncle, reside at Rome. She behaves occasionally with great propriety. We are wisely and happily directed. I am fearfully and wonderfully made.

NOTE. It is suggested that the pupil (after being required as heretofore, to select some *particular* part of speech from the *whole Exercises*) make use of them again by parsing the words in their order.

QUESTIONS ON PART I.

1. What is Grammar? (1.)*
2. How many sorts of words are there? Name them. (3.)
3. What is a Noun? (4.)
4. What part of speech is John? And why? (4.)
5. What part of speech is cat? And why? (4.)
6. What part of speech is village? And why?
7. What part of speech is table? And why?
8. What is an Article? (5.)
9. How many Articles are there? Name them. (5.)
10. What is an Adjective? (6.)
11. Which is the Adjective in the phrase, *A tall man*?
12. What is a Verb? (7.)
13. Which is the Verb in the sentence, *The boy rides well*? And why? (7.)
14. What is an Adverb? (8.)
15. Which is the Adverb in the sentence, *He learns quickly*? And why? (8.)
16. What is a Pronoun? (9.)
17. Which is the Pronoun in the sentence, *The workmen are not here; they have gone to dinner*? And why? (9.)
18. What is a Preposition? (10.)
19. Which is the Preposition in the sentence, *Our house is on the hill*? And why?
20. What is a Conjunction? (11.)
21. Which is the Conjunction in the sentence, *John does not know much, and he will not try*? And why?
22. What is an Interjection? (12.)
23. Which is the Interjection in the sentence, *Oh! I am so sorry for you*? And why?

* These numbers refer to the sections in which the answers to the questions may be found.

QUESTIONS ON PART II.

24. What is a Proper Noun? (14.)
25. What is a Common Noun? (15.)
26. Are *John, James*, Common or Proper? And why?
27. Are *house, child*, Common or Proper? And why?
28. How many Numbers have Nouns? Tell them. (17.)
29. What is the common way of making the Plural? (20.)
30. How many Genders are there? (22.)
31. What does the Masculine Gender denote? What does the Feminine Gender denote? (23.)
32. What is the term used for a Noun of no Gender? (24.)
33. What is the term used for a Noun that stands for both Genders? (25.)
34. What Gender are *boy, girl, horse, mare*? And why?
35. What would you call *friend, bird, house, wafer*, as to Gender? And why?
36. How many cases have Nouns and Pronouns? (26.)
37. Where is the Nominative in a sentence? (27.)
38. What question is put to find out the Nominative?
39. Where is the Objective in a sentence? (28.)
40. What question is put to find out the Objective?
41. What does the Possessive Case show? (29.)
42. What question is put to find out the Possessive?
43. In what Case are the Nouns in the sentence, *William carried his sister's doll*? And why?
44. How many Degrees of Comparison have Adjectives? Name them. (34.)
45. What does the Positive mean? (35.)
46. What does the Comparative mean? (36.)
47. What does the Superlative mean? (37.)
48. Name the Articles, Definite and Indefinite.
49. How many kinds of Pronouns are there? (38.)
50. What is a Personal Pronoun? (39.)
51. How many Persons have Pronouns? (40.)
52. What does the First Person stand for? (41.)
53. What does the Second Person stand for? (42.)
54. What does the Third Person stand for? (43.)

55. What are the Persons of the Pronouns in the sentence, *I fear he tells you a falsehood?* And why?
56. What is a Relative Pronoun? (44.)
57. Name the Relative Pronouns. (45.)
58. In the sentence, *The man who was here, is gone,* what is *man* to *who*? (45.)
59. What is an Adjective Pronoun? (46.)
60. What are the two chief kinds of Adjective Pronouns?
61. Name the Possessive Adjective Pronouns. (47.)
62. How is a Possessive Adjective Pronoun known from a Personal Pronoun in the Possessive Case. (48.)
63. In the sentence, *Is that your glove? No, it is yours,* which is the Adjective Pronoun, and which the Personal? And why? (48.)
64. Tell the Demonstrative Adjective Pronouns. (49.)
65. How many Moods have Verbs? (50, 51, 53, 55, 56, 58.)
66. What does the word Mood mean? (50.)
67. What is the Indicative Mood? (51.)
68. What is the Subjunctive Mood? (52.)
69. What word often goes before the Subjunctive? (52.)
70. What is the Potential Mood? (53.)
71. What does the word Potential mean?
72. What words always go before the Potential? (54.)
73. What is the Imperative Mood? (55.)
74. What is the Infinitive Mood? (56.)
75. What is the sign of the Infinitive Mood? (57.)
76. What is a Participle? (58.)
77. What does the word Participle mean?
78. What is the Mood of the Verbs in the sentence, *My father said, "You may go, if your cousin come."* And why?
79. What is the Mood of the Verbs in the sentence, *Tell the man to drive away the cattle, now almost scorched by the heat of the sun.* And why?
80. How many main Tenses are there? Tell them. (60.)
81. What important form has each of the main Tenses? Name the form for each of the Tenses. (64.)
82. What sign has the Perfect Tense? (61.)
83. What sign has the Past Perfect Tense? (62.)
84. What sign has the Future Perfect Tense? (63.)

85. What are the Tenses of the Verbs in these sentences? And why? *He says he shall go to-morrow. I told her that I sent to her brother. I shall have heard from our friend by that time. So you have come to town.*
86. How many kinds of Verbs are there? Name them.
87. What is an Active Verb? (70.)
88. What is a Passive Verb? (71.)
89. How may a Passive Verb be known? (72.)
90. What is a Neuter Verb? (74.)
91. Tell the kinds of Verbs in the sentence, *I told him that our house was burned down, and he unfeelingly walked away.*

QUESTIONS ON PART III.

92. What must the Verb agree with, and in what points? Give an instance. (75.)
93. If Singular Nominatives are connected by *and*, what must be the Number of the Verb? And why? Give an instance.
94. If Singular Nominatives are connected by *or*, what must be the Number of the Verb? And why? Give an instance. (77.)
95. What case do Active Verbs govern? Give an instance. (78.)
96. What case do Prepositions govern? Give an instance. (79.)
97. What case does the Verb *to be* require after it? Give an instance. (80.)
98. By what is a Noun in the Possessive Case governed? Give an instance. (81.)
99. What do Pronouns agree with, and in what points? Give an instance. (82.)
100. How are Verbs governed in the Infinitive Mood? Give an instance of each. (83.)
101. What caution is to be observed in the use of the Adjective and Adverb?
102. What caution is to be observed in the use of the imperfect Tense, and the Past Participle? (85.)
103. When must the Past Participle be used? (85.)