LESSONS IN ENGLISH:
A PRACTICAL COURSE
OF
LANGUAGE LESSONS
AND
ELEMENTARY GRAMMAR.

BY
ALBERT N. RAUB, A.M., Ph.D.,
PRESIDENT OF DELAWARE COLLEGE, NEWARK, DELAWARE, AND AUTHOR OF
"RAUB'S READER," "RAUB'S PRACTICAL ENGLISH GRAMMAR,
"PLAIN EDUCATIONAL TALKS," ETC.

CHICAGO NEW YORK
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PREFACE.

In the preparation of this book the author has kept steadily in view the fact that the principles underlying and regulating the use of the English language are best taught by an inductive process. Too many attempts have been made in the past to teach the science of grammar to those unprepared for it. This method of teaching, too, has been mainly deductive, and therefore contrary to the law of mental development. This will, in a great measure, account for the failures of the past, and, consequently, for much of the opposition to the study of grammar in our schools. The teaching of language should not differ essentially from the teaching of any other branch of study; the first steps, therefore, should be synthetic, and it has been the aim to construct this book on that idea. The design is to teach first the idea, then the name, and lastly the definition. Following the definition, or general principle, is its application to the words of the language.

In this work no effort has been made to teach the general principles of grammar. On the contrary, only the simplest and most necessary principles are discussed and illustrated.

The grading of the book is such as to make it not only attractive to the pupil, but also easy to teach. Numerous exercises follow every principle—not for the purpose of illustration alone, but that the pupil may
PREFACE.

make an application of his newly-acquired knowledge, and thus by practice become thoroughly acquainted with every principle learned.

The system of diagramming, or written analysis, which ought to commend itself for its simplicity, is the same as that used in the author's Practical English Grammar. It will be found, on trial, to require much less time than is usually given to other systems of written analysis, and for blackboard work it will prove to be a valuable aid and save a great amount of labor.

For practical purposes many pupils will never need to study beyond what is contained in this book, and to those desirous of pursuing a more advanced course this elementary work will prove of value in giving the necessary preparation for a fuller study of English grammar as a science.

The plan of teaching the use of English entirely by the deductive method, and the theory that grammar, because heretofore improperly taught, should be ignored and condemned, are equally extreme and equally absurd. In the preparation of this book the author has tried to avoid both extremes, and he hopes that the unbiased judgment of practical teachers may commend and indorse his efforts.

ALBERT N. RAUB,

TO TEACHERS.

Several important objects are to be secured in the teaching of English. First among these is the ability to speak the language correctly. Children learn largely by imitation; it is therefore of great importance that the teacher mould his own language after the best models. It is equally important, however, that the children, in their conversation with one another, in their compositions, and in their class recitations, use none but correct language. To this end the teacher should cultivate a spirit of generous criticism. Errors of speech on the playground and in the schoolroom should be kindly criticised, either at the time or in the language class. This criticism will tend to make all more observant and more cautious in their use of language. It is wonderful with what keenness pupils will watch for the mistakes of others, and with what care they will guard their own use of language, with training of this kind under the guidance of a judicious teacher.

A second object to be secured is that of preparation for the study of grammar as a science. To this end it is advised that great pains be taken to have the pupils understand thoroughly each of the ideas presented. The teacher should illustrate fully; he should also see that the pupil is capable of illustrating every principle. Teachers, give plenty of practice with exercises. If the number of those in the book is deemed insufficient, add others, either original or selected.
LET THE PUPILS ORIGINATE SENTENCES, AND THUS TRAIN THEM TO COMPOSE. IT IS NOT THE AIM OF LANGUAGE LESSONS TO CREATE THOUGHT OR FURNISH THE WORDS TO EXPRESS THOUGHT, BUT RATHER TO TEACH THE PROPER ARRANGEMENT OF LANGUAGE IN THE EXPRESSION. THE PROPER FUNCTION OF LESSONS IN ENGLISH IS THAT OF TRAINING PUPILS TO EXPRESS THEMSELVES IN ACCORDANCE WITH THE BEST USAGE OF OUR LANGUAGE.

LESSONS ON OBJECTS, IF PROPERLY CONDUCTED, ARE OF GREAT VALUE IN AWAKENING THOUGHT. WITH THESE SHOULD BE COMBINED SYSTEMATIC CULTURE IN LANGUAGE. THERE IS NO HIGHER OBJECT OF EDUCATION THAN THAT OF TRAINING THE CHILD TO THINK. THE CULTURE OF THE OBSERVING POWERS OF THE MIND WILL DO MUCH TO AWAKEN THOUGHT, BUT NOTHING TENDS MORE TO MAKE THOUGHT ACCURATE THAN THE EXERCISE AFFORDED BY THE ANALYSIS OF ENGLISH SENTENCES. FREQUENTLY IN ANALYSIS A GREAT AMOUNT OF TIME MAY BE SAVED BY USING THE WRITTEN FORM. A THOROUGH DRILL SHOULD BE GIVEN IN WRITTEN ANALYSIS—NOT BECAUSE IT TEACHES SPECIALLY TO ANALYZE, BUT BECAUSE IT SAVES MUCH LABOR AND VALUABLE TIME. CARE MUST BE TAKEN, HOWEVER, THAT ORAL ANALYSIS, WHICH IS IN ITSELF A LESSON IN LANGUAGE, BE NOT NEGLECTED. IT IS WELL, WHERE THE WRITTEN FORM IS USED, TO HAVE THE PUPIL ANALYZE ORALLY ALSO. THE TEACHER IS ADVISED TO ADD MANY SENTENCES TO THOSE GIVEN IN THE BOOK.

IN MAKING THE PUPIL ACQUAINTED WITH A PRINCIPLE OR A LAW, LET YOUR PROCESS OF TEACHING BE INDUCTIVE—FIRST THE IDEA, THEN THE NAME, AND LASTLY THE DEFINITION.

ABOVE ALL THINGS, BE ACCURATE AND MAKE YOUR TEACHING INTERESTING. ON THIS DEPENDS LARGELY YOUR PRESENT, AS WELL AS YOUR FUTURE, SUCCESS IN TEACHING.
Lessons in English.

INTRODUCTORY.

When we see anything, we think about it. Our thinking is called Thought.

We make known our thoughts to others by means of Words or Signs.

When we talk, or speak the words, it is called Spoken Language.

When we write our words instead of speaking them, it is called Written Language.

By putting words together we can express any thought we wish, and make it known to others.

When the words used in speaking or writing are English, it is called the English Language.

The English language is spoken in England and in the United States. It is spoken also in other countries in which English or Americans live.

Lessons in English give rules for speaking and writing the English language correctly.
LESSONS IN ENGLISH.

EXERCISE.

Write answers to the following questions:
1. What do you see in the picture?
2. What is in the man's hand?
3. What is the man doing?
4. What has the man on his face?
5. What do you see in the boy's hands?
6. What do you see on the man's head?
7. What is near the boy and the man?

EXERCISE.

1. Write something about a boy.
2. Write something about a gardener.
3. Write something about a spade.
4. Write something about a tree.
5. Write something about a garden.
6. Write something about a house.
7. Tell in writing what grows in a garden.
8. Write something about grass.
9. Write something about leaves.
10. Write something about boys and men.

EXERCISE.

Copy the following sentences:
1. Flowers bloom in the garden.
2. Mice like cheese.
3. Bears are fond of honey.
4. Birds fly in the air.
5. Fishes swim in the water.
6. The fire burns brightly.
7. Ripe fruit is wholesome.

A Sentence says something about some object.

About what object does the first sentence say something? the 2d? the 3d? the 4th? the 5th? the 6th? the 7th?

What is said of flowers? of mice? of bears? of fish? of the fire? of ripe fruit?

With what does each sentence begin?

RULE.—Every sentence should begin with a capital letter.

NOTE.—Commit all rules and definitions to memory.

Anything you can hear, see, touch, taste, smell, or think about is called an Object.
LESSONS IN ENGLISH.

EXERCISE.

Copy the following sentences:
1. A horse can run.
2. Some cows have horns.
3. My brother can carry me in his arms.
4. George has broken his sled.
5. The air is cool this morning.
6. See how swiftly the bird flies over the river.
7. The robin sits on the bush.
8. Can we see the sheep in the pasture?

Name the objects mentioned in the foregoing sentences

Why is a horse an object?

Tell why the other names are names of objects.

EXERCISE.

Write the names of ten objects in the school-room

Thus:
map  desk  seat  bench  chair
bell  chalk  stove  boy  girl

Write the names of ten objects you can see—
1. In a school-room.
2. In a parlor.
3. On a farm.

EXERCISE.

Write a sentence about each one of the following objects:
school  a chair  blackboard  house
bell  fire  barn  road
a horse  flowers  play  ice
a cat  trees  sun  snow
a boy  a stove  a river  a bird

DEFINITION.—A Sentence is a thought expressed in words.

Snow melts. This is a sentence, because it expresses a thought.

Potatoes new. This is not a sentence, because it does not express a thought.

EXERCISES.

Tell which of the following expressions are sentences and which are not, and tell why:
2. Birds chirp.
3. Ice is hard.
4. Wet snow.
5. The sun shines.
7. Serpents creep.
8. Diamonds sparkle.
9. Ice is hard.
10. Stove iron.
11. Lamb's frisk.
12. Mice nibble.
13. Rats gnaw.
15. Ashes shovel.
17. Rams rump.
18. Flowers pretty.
20. Smoke rises.
21. Flowers are pretty.
22. Rabbits jump.
23. Ripe fruit.

Put the name of an object in place of each of the following blanks:
1. — swim.
2. — run.
3. — play.
4. — whistle.
5. — carry.
6. — trots.
7. — fly.
8. — flow.
9. — freezes.
10. — melts.

The name of an object is called a Noun.

DEFINITION.—A Noun is the name of anything.

Read the following carefully, and name all the nouns:

Every little floweret,
Which growing up you see:
LESSONS IN ENGLISH.

Every little pink shell
You've gathered from the sea;
Every little songster
That sings up in the sky;
Every little insect,
Wasp, bee, or butterfly,—
Every little thing that lives
In earth, or sea, or air,
God has made, and watches o'er
With loving, tender care.

EXERCISE.

Write the names of all the objects you see in this picture.

Write a sentence about each object.

Name the nouns in your sentences.
LESSONS IN ENGLISH.

3. Rain falls.  15. Sheep bleat.

EXERCISE.

Write predicates in place of the following blanks:


Write the subjects and the predicates of the following sentences, as in this diagram:

Model.—Water congeals.

Water — Explanation.—The subject, water, is placed above, and the predicate, congeals, below, the centre of the perpendicular line.


Write the names of a number of things that fly.

Thus:

Birds
Bees
Bugs
Chickens
Ducks
Guineas
Rats

SENTENCES.

Notice that Birds fly is a sentence. Tell why.
Write other sentences that may be made from the above.
Tell why they are sentences.
Name the subject, and tell why it is the subject.
Name the predicate, and tell why it is the predicate.

Models.

Birds fly is a sentence, because it is a thought expressed in words.
Birds is the subject, because it is that about which something is said.
Fly is the predicate, because it is that which is said of the subject.

EXERCISE.

In a similar manner write a number of subjects for the words—
run
sing
jump
whistle
stand
melt
grow
tear
play
trot
work
sit
float
shine
fall
bite

Write a number of things that horses do. Thus:

Horses
eat.
play.
race.
Horses
run.
kick.
trot.
gallop.

Name the sentences you can make from the above.
Tell why each is a sentence.
Name the subject, and tell why it is the subject.
Name the predicate, and tell why it is the predicate.
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EXERCISE.

In a similar manner write a number of predicates for each of the following words:

- boys
- bees
- lambs
- birds
- hens
- doves
- cows
- rats
- pigs
- monkeys
- persons
- fire
- ducks
- pencil
- book
- sleigh
- sleigh
- boy
- pencil
- book
- sled
- boy

When a sentence says something, we may call it a **Saying sentence** or a **Declarative sentence**.

**DEFINITION.** - A Declarative Sentence is one used to affirm or deny.

Notice that after every declarative sentence we place a dot, or period.

**RULE.** - A period should be placed after every declarative sentence.

EXERCISE.

The subject of a sentence often consists of more than one word; as, *Studious pupils learn.*

Name the entire subject in each of the following sentences:

1. The fire burns.
2. The class recites.
3. Our trees grow.
4. The river flowed.
5. Several pupils left.
7. The old horse limps.
8. One man came.
9. Good pupils obey.
10. Some substances burn.
11. The little plant blooms.
12. The dog barks.
13. Some birds swim.
14. The little child rests.
15. Our teacher explains.
16. This ink spilled.
17. The pill fell.
18. The bull rolled.
19. My hat broke.
20. The little boy ran.

The predicate of a sentence often consists of more than one word.

**EXERCISE.**

Form sentences by selecting one word from each of these three columns:

- All
- Some
- This
- My
- The
- A
- Our
- Your
- The
- His

- horse
- pitcher
- birds
- persons
- fire
- ducks
- pencil
- book
- sleigh
- boy

- wade.
- ran.
- broke.
- quack.
- rolled.
- die.
- upset.
- burns.
- tumbled.
- fell.

EXERCISE.

Name the entire predicate in each of the following sentences:

1. The wind blew fiercely.
2. Ducks eat greedily.
3. John sings well.
4. Grass is green.
5. Snow is white.
6. Gold is yellow.
7. Iron is hard.
8. He rocked steadily.
9. The fire burns briskly.
10. This yarn tears easily.
11. They came soon.
12. Some came here.
13. The boys ran rapidly.
14. The wheat looks well.
15. Rats eat cheese.
17. Pens wear out.
18. Some wood burns readily.
19. The sun shines brightly.
20. Pencils sometimes break.

EXERCISES.

Form sentences by selecting one word from each of these three columns:

- Horses
- School
- Cats

- nibble
- eat
- cried

- greedily.
- loud.
- easily.
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2. Form sentences by selecting a word or an expression from each of these four columns:

<table>
<thead>
<tr>
<th>The</th>
<th>cousin</th>
<th>breaks</th>
<th>well.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some</td>
<td>cat</td>
<td>dropped</td>
<td>in.</td>
</tr>
<tr>
<td>Six</td>
<td>girls</td>
<td>came</td>
<td>harshly.</td>
</tr>
<tr>
<td>Thus</td>
<td>mice</td>
<td>came</td>
<td>milk.</td>
</tr>
<tr>
<td>Your</td>
<td>glass</td>
<td>laps</td>
<td>green.</td>
</tr>
<tr>
<td>My</td>
<td>boys</td>
<td>ate</td>
<td>to-day.</td>
</tr>
<tr>
<td>The</td>
<td>book</td>
<td>are</td>
<td>down.</td>
</tr>
<tr>
<td>That</td>
<td>trees</td>
<td>sing</td>
<td>rapidly.</td>
</tr>
<tr>
<td>His</td>
<td>man</td>
<td>spoke</td>
<td>castly.</td>
</tr>
</tbody>
</table>

When a sentence asks a question, it is called a Question sentence, or an Interrogative sentence.

DEFINITION.—An Interrogative Sentence is one used to ask a question.

RULE.—An interrogation point (?) is placed at the end of every Interrogative sentence. Thus:

Did you throw the ball?
Will the teacher come soon?

EXERCISES.
1. Write the following sentences. Begin each with a capital letter, and put a period or interrogation point after each in its proper place:

1. Mary can read well.
2. Can Susan read?

INTERROGATIVE SENTENCE.

3. our house was built last year
4. we like to attend school
5. when was your house built?
6. we are fond of our work
7. do you like to study?
8. do you think study is pleasant?
9. of what is steel made?
10. iron is found in the earth
11. what can we make of iron?
12. shall we go out to play?

2. Make an interrogative sentence of each of the following. Thus, "Gold is yellow." Changed, "Is gold yellow?"

1. Iron is a metal.
2. It is very cold to-day.
3. School was dismissed at noon.
4. The fire burned in the grate.
5. That tree fell across the stream.
6. The brook sang merrily.
7. My ink was spilled in the desk.
8. Your book was torn yesterday.
9. Henry will come to see us soon.
10. The little girl can knit the mittens.
11. James has bought a new slate.
12. Harrisburg is the capital of Pennsylvania.

3. Change each of the following interrogative sentences to a declarative sentence:

1. Is it very pleasant to-day?
2. Did the boat float down the stream?
3. Will James come to visit the school?
4. Did the teacher dismiss school at noon?
5. Was the fire burning in the stove?
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6. Was the house built last month?
7. Will the teacher excuse us for being late?
8. Did the boy break the window?

4.

Copy each of the following sentences, and write a full sentence as an answer to each. Thus:

1. When will Henry come?
   Ans. Henry will come on Friday.
2. When will apples be ripe?
3. Where can we buy some cloth?
4. Shall we go hunting to-morrow?
5. What is the name of your teacher?
6. Who was the first President of the United States?
7. What is the name of the State in which you live?
8. What is the name of the largest town in your State?
9. Where do we get coal oil?
10. Where do we get iron and coal?

REVIEW.

Write answers to the following questions:

1. What is an object?
2. What is a noun?
3. What is a declarative sentence?
4. What is a sentence?
5. What is an interrogative sentence?
6. What should follow every declarative sentence?
7. What should follow every interrogative sentence?
8. What should be placed after every declarative sentence?
9. What should be placed after every interrogative sentence?

VERBS.

WRITE the sentence, "The dog barks."

What word tells what the dog does?
The word *barks* shows an action.
Words that express action may be called action-words, or *verbs*.

DEFINITION.—A *verb* is a word which expresses action or being.

EXERCISE.

Name the verbs in the following:

1. The light shines.
2. Boys run.
3. Pupils study.
4. Lambs frisk.
5. Streams flow.
6. Trees grow.
7. The snow falls.
8. Trouble worries.
9. The girl sews.
10. The cattle graze.
11. The children read.
12. Shall we go?
14. Lions roar.
15. Time flies rapidly.
16. The boy whistled.
17. The cat sprang.
18. The horse walked.
19. The whistle sounded.
20. Dirt soils.

Read the following carefully, and name the nouns and the verbs. Write them in two columns, the nouns in one and the verbs in another:

THANKSGIVING DAY.

Over the river and through the wood
To grandfather's house we go:
The horse knows the way
To carry the sleigh
Through the white and drifted snow.

Over the river and through the wood,
Oh, how the wind does blow!
It stings the toes,
And blows the nose,
As over the ground we go.
Over the river and through the wood,
Trot fast, my dapple gray,
Spring over the ground
Like a hunting-hound,
For this is Thanksgiving Day!

A verb often consists of more than one word; as, is playing, have been playing, might have been playing.

EXERCISE.

Write sentences by using an expression from each of the three following columns:

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>will have been</td>
<td>cultivated.</td>
</tr>
<tr>
<td>Books</td>
<td>should be</td>
<td>recited.</td>
</tr>
<tr>
<td>Laws</td>
<td>may be</td>
<td>frozen.</td>
</tr>
<tr>
<td>Farms</td>
<td>should have been</td>
<td>taught.</td>
</tr>
<tr>
<td>Water</td>
<td>have been</td>
<td>preserved.</td>
</tr>
<tr>
<td>The pupils</td>
<td>might have been</td>
<td>discharged.</td>
</tr>
<tr>
<td>The fruit</td>
<td>can be</td>
<td>torn.</td>
</tr>
<tr>
<td>The lesson</td>
<td>will be</td>
<td>obeyed.</td>
</tr>
<tr>
<td>Our sleds</td>
<td>has been</td>
<td>broken.</td>
</tr>
</tbody>
</table>

ADJECTIVES.

Sometimes the noun has a word placed before it to tell some quality; as, good boys; bad boys.

In the following expressions tell what words name some quality of apples:

1. Large apples.
2. Sweet apples.
3. Sour apples.
4. Red apples.
5. Ripe apples.
6. Round apples.
7. Small apples.
8. Good apples.
9. Tart apples.

EXERCISES.

1. Name the adjectives in the following expressions:
   1. Ripe apples.
   2. Large houses.
   3. Brick houses.
   4. Little mice.
   5. White paper.
   6. Dark night.
   7. Hot fire.
   8. Hard ice.
   11. Fragrant flowers.
   13. Bright boys.
   15. Tall trees.
   17. Wide rivers.
   20. Cloudy weather
   21. Torn dress.
   22. White wall.
   23. Small building.

2. Write adjectives instead of the following blanks:
   1. --- boys.
   2. --- men.
   3. --- girls.
   4. --- trees.
   5. --- flowers.
   6. --- wood.
   7. --- iron.
   8. --- carpets.
   9. --- words.
   10. --- school.
   11. --- ashes.
   12. --- hay.

3. Write a number of adjectives to describe each of the following nouns:

   Model.
   | White |
   | Gray |
   | Large |
   | Fast |
   | Slow |
   | Roaring |
   | Old |
   | Wooden |

   horse.

Words which name a quality may be called quality-words, or Adjectives.
LESSONS IN ENGLISH.

Copy the following expressions, and write adjectives instead of the blanks.

Remark.—The pupil may use a, an, or the with the adjectives where necessary. These words also are called adjectives.

1. — boys improve. 9. — flames flashed.
2. — bees gather honey. 10. — wind blew.
3. — fox was caught. 11. — pen writes well.
4. — hen was killed. 12. — horse trots rapidly.
5. — apple fell. 13. — pumpkin was bought.
6. — clock struck. 14. — rosebud was presented.
7. — watch ticks. 15. — medicine was unpleasant.
8. — fish was eaten. 16. — key was lost.

Some adjectives do not name a quality, but only limit the noun; as, a boy; four men; the book; some coal.

DEFINITION.—An Adjective is a word used to limit or qualify a Noun.

Remark.—When a diagram or written form is used, the adjectives may be placed to the right of the words which they modify.

Models.

1. An industrious man succeeds.
2. The pleasant summer days have come.
3. Four large houses were destroyed.
4. Some nice large peaches were bought.

MODIFIERS.

EXERCISE.

In the same manner diagram the following:

1. Many large fish were caught.
2. Several fine farms have been sold.
3. A small dog was chased.
4. Some nice oranges were gathered.
5. Two beautiful books were lost.
6. Five little kittens died.
7. A new white apron was torn.
8. A naughty boy laughed.
9. Bad boys are punished.
10. A dear little girl cried.
11. The brave boy swims.
12. A fine large tree fell.
13. The white horse trots.
14. The beautiful new book was spoiled.
15. The old scratched slate is broken.

When a word limits or qualifies another it is called a Modifier.

EXERCISES.

1.

Write two or more modifiers for each of the subjects in the following expressions:

Model.

Several studious pupils recited.

1. — leaves fall. 3. — books were torn.
2. — property was lost. 4. — pencil was broken.
LESIONS IN ENGLISH.

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5. bench was upset.
6. oranges were stolen.
7. crows flew by.
8. girls studied.
9. pupils talked.
10. floor was clean.

Diagram the sentences you have written.

2.

Write modified subjects instead of the following blanks:

1. sing.
2. fly.
3. run.
4. were carried away.
5. rowed the boat.

Diagram the sentences you have written.

REVIEW.
Write sentences in answer to the following questions:

1. What is a verb?
2. What is an adjective?
3. What is a modifier?
4. What is a subject?
5. What is a predicate?

PRONOUNS.

Sometimes, instead of using a noun, we may use another word meaning the same thing.

Thus, if I were to say, "Do you know your lesson?" you would answer, "I think I do." You would not use your own name; you would say "I" instead.

Instead of the sentence, "John knows John's lesson," what would you write?

Instead of the sentence, "The teacher asked John to give John's book to the teacher," what would you write?

The words which you use instead of nouns are called Pronouns.

DEFINITION. - A Pronoun is a word used instead of a Noun.

We use pronouns instead of nouns to avoid the unpleasant sound caused by repeating the noun.

EXERCISES.

1.

Copy the following sentences, writing pronouns wherever you think they should take the place of nouns:

1. Mary gave Mary's sister a new book.
2. Bertie took Bertie's new cap to Bertie's mother.
3. John gave John's box to Mary's teacher.
4. Gertie and May rode on Gertie's and May's sled.
5. James studies James's lesson.
6. Harry and Harry's father went to skate.
7. Walter and John asked Walter and John's father to buy for Walter and John each a new sled.
8. If Willie's father buys Willie a pair of skates, Willie will be very much pleased.

2.

Name the pronouns in the following sentences:

1. When will your father buy a new book for you?
2. My friend has brought for me a handsome present.
3. I have found some more work for you.
4. Mary and her brother have new skates, and they are much pleased with them.
5. John wishes you to bring him a new slate; he will pay you for it when you return.

3.

Write pronouns instead of the following blanks:

1. When shall —- be able to start to school?
2. Both Henry and — sister are pleased with — books.
3. — books were badly torn by — little dog.
4. — will be pleasant for — to remain with — a while.
5. Honor — father and — mother.
6. Listen to — teacher and obey —.

4. Write six sentences about the above picture, each containing one or more pronouns.

RULES.—The pronoun I is always written as a capital letter.
2.

Diagram the following sentences:

The little boy reads well.

Model.

The little boy reads well.

Explanation.—The adjective modifiers The and little are placed to the right of boy, which they modify; and the adverbial modifier well is placed to the right of reads, which it modifies.

1. The snow falls steadily.
2. The duck swims gracefully.
3. The cold wind roars terribly.
4. The storm raged fearfully.
5. The trees grew finely.
6. Some pupils write beautifully.
7. Our new broom sweeps well.
8. Some boys behaved badly.
9. Our new horse ran away.
10. That little boy can always be trusted.
11. He always studies diligently.
12. When will your friend come?

Definition.—Analysis is the separation of a sentence into the parts of which it is composed.

Analyze the foregoing sentences orally.

Model.—"The snow falls steadily" is a sentence, because it is a thought expressed in words; snow is the subject, because it is that of which something is said; falls is the predicate, because it is that which is said of the subject. Snow is modified by the, and falls is modified by steadily.

Sometimes the modifier is modified.

Thus, "The little bird sang very beautifully." Beautifully tells how the bird sang, and very tells how beautifully. We therefore say that beautifully modifies sang, and very modifies beautifully.

A word which modifies an adjective is called an Adverb.

The sentence, "The little bird sang very beautifully," may be written in diagram as follows:

The | The little bird sang beautifully.
     |    bird
     |      little
     |       sang
     |        beautifully
     |          very

Explanations.—Since beautifully modifies sang, it is placed to the right of sang; and since very modifies beautifully, we place it to the right of that word.

Exercise.

Write the analysis of the following sentences by diagram:

1. Spring has come very early.
2. You read too rapidly.
3. The time passed so quickly.
4. Our pupils study very diligently.
5. The lady sews remarkably well.
6. Some have come too soon.
7. The bay horse travels quite well.
8. The boat shot very swiftly away.
9. How soon can you come?
10. How much has he learned?

The adjective modifier is often modified.

Thus, "A perfectly innocent man suffered very greatly."

A word which modifies an adjective is called an Adverb.

The following written form may be used for words which modify modifiers:

A | The modifiers of
man | man are A and innocent, and the modifier of innocent is perfectly.
innocent | and the modifier of suffered is greatly, and the modifier of greatly is very.
perfectly | very
suffered | very

Direction.—In written analysis always place the modifier to the right of the word which it modifies.
LESSONS IN ENGLISH.

4. James and his brother have come.
5. We shall leave school at noon.
6. How beautiful the clouds are this morning!
7. Grammar is an interesting study.
8. Do you like your school?
9. The cold makes my fingers ache.
10. We should improve our time carefully.

EXERCISE.
Select words from each of the following columns, and construct sentences:

<table>
<thead>
<tr>
<th>Nouns and Pronouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>birds</td>
<td>flew</td>
<td>the</td>
<td>brightly</td>
</tr>
<tr>
<td>fire</td>
<td>study</td>
<td>those</td>
<td>beautifully</td>
</tr>
<tr>
<td>we</td>
<td>sing</td>
<td>late</td>
<td>away</td>
</tr>
<tr>
<td>men</td>
<td>burns</td>
<td>a</td>
<td>well</td>
</tr>
<tr>
<td>boys</td>
<td>came</td>
<td>some</td>
<td>yesterday</td>
</tr>
<tr>
<td>teacher</td>
<td>governs</td>
<td>some</td>
<td>well</td>
</tr>
<tr>
<td>pupils</td>
<td>came</td>
<td>many</td>
<td>too</td>
</tr>
<tr>
<td>lark</td>
<td>sings</td>
<td>six</td>
<td>now</td>
</tr>
<tr>
<td>doves</td>
<td>behave</td>
<td>this</td>
<td>badly</td>
</tr>
</tbody>
</table>

CORRECTING ERRORS.

CAUTION.—When a and an are used before nouns, a is used before nouns beginning with a consonant sound, and an before nouns beginning with a vowel sound.

Note.—The vowels are a, e, i, o, u, and sometimes e and y. The other letters of the alphabet are called consonants.

EXERCISES.
1.
Tell which of the following are correct, and why:
An orange, a apple, a cart, an horse, an fire, a coal, a house, a well, an brook, an acorn, an shovel, an paper, a picture, an man, a boy, a day, an week.

PREPOSITIONS.

2.
Put a or an in its proper place before each of the following nouns:

apple book plant town
peach bench girl city
man clock box orange
army desk schoolhouse ox
horse hero blackboard chair
holiday world road stove

CAUTION.—Be careful not to use the pronoun them instead of the adjective those.
Thus, say These books, Those papers; not Them books, them papers.

Correct the errors in the following:
1. Them goods are sold.
2. Them boys have not yet recited.
3. I do not believe them reports.
4. How many of them boys are there?
5. Let us try to correct them sentences in the Grammar.

PREPOSITIONS.

In the sentence, "The book lies on the table," on is said to show the relation between lies and table.

What word shows the relation between lies and table in the following sentences?
1. The book lies beside the table.
2. The book lies under the table.
3. The book lies upon the table.

Words which show relation may be called relation-words, or Prepositions.

DEFINITION.—A Preposition is a word which shows the relation between the Noun or the Pronoun following it, and some other word.
LESSONS IN ENGLISH.

The preposition and the noun or pronoun which follows it form a phrase which modifies some preceding word.

Thus, the phrases beside the table, under the table, and upon the table, each modifies the verb lies.

EXERCISES.

1. Name the prepositions in the following expressions:
   1. Stoves are made of iron.
   2. We live by the river.
   3. The table is made of wood.
   4. The house by the river was sold.
   5. A little bird sat on the bush.
   6. School was called in the morning.
   7. Row the boat over the river.
   8. We can learn at school.
   10. They sat before me.
   11. We went to church.
   12. We went into the church.
   13. The snow lay on the hillside.
   14. The leaves of the trees have fallen.
   15. The leaves have fallen from the trees.

Tell what the phrases modify in the preceding sentences.

2. Insert prepositions in the following sentences:
   1. We found the box — the yard.
   2. The fire burns — the stove.
   3. The church is close — the schoolhouse.
   4. The road runs — the river.
   5. The bench is made — wood.
   6. The floor — the school-room was covered — paper.
   7. The fire — the hearth is bright.
   8. Some pupils are not attentive — class.

3. Modify the following nouns by phrases:
   
   **MODEL.**
   1. Nights — Nights of winter.
   2. Doors.
   3. Rivers.
   4. People.
   5. Days.
   8. Houses.
   10. Hours.
   11. Leaves.
   12. Lilies.

4. Modify the verbs in the following expressions by phrases:
   
   **MODEL.** — They were sent —. They were sent to school.
   1. The horse was hitched —.
   2. We studied —.
   3. The tree grew —.
   4. The snow fell —.
   5. When the bell rang we ran —.
   6. The stream runs —.
   7. The dogs barked —.
   8. The doves flew —.
   9. She walked —.
   10. The rope was placed —.

5. Rewrite the following sentences, and change the italicised words to phrases:
   
   **MODEL.** — The broken hinges were broken.
   1. Iron gates protected the doors.
   2. Wooden fences enclose the garden.
   3. Marble steps lead to the door.
   4. Brick houses stand on the street.
   5. Leather hinges hold the gate.
6. A paper cover protected the book.
7. A golden clasp fastened the lids.
8. Steel springs close the door.

6. Rewrite the following sentences, and change the italicised phrases to single words:
   1. Men of wisdom will succeed.
   2. Blades of steel cut them asunder.
   3. Walls of stone ran between us.
   4. Facts of interest were related.
   5. Bindings of cloth covered the books.
   6. Thickets of thorns surrounded us.
   7. Events in history were recited.
   8. Strings of cotton tied the bundle.

7. Rearrange the following words so as to make sentences:
   1. Washington, the, of, occurred, death, 1799, in.
   2. The, feather, camel's, broke, last, back, the.
   3. Money, a, than, better, heart, merry, is.
   4. Fluent, Cicero, a, orator, was.
   5. The, Giant, Castle, called, owner, Doubting, of, was, Despair.
   6. Columbus, called, of, Galileo, was, the, the, heavens.
   7. Known, secret, the, most, act, is.
   8. Alexander's, was, of, name, home, Bucephalus, the.

8. Write the analysis of the following sentences:

   Model.
   1. Our friends from the country have returned to their homes.

   Explanation. — The phrase from country modifies friends, and the phrase to homes modifies have returned. The modifies country, and their modifies homes.

CORRECTIONS.

2. Policemen guard the town at night.
3. We cannot succeed in all things.
4. The moon looks down on many beautiful scenes.
5. My canary sings in the morning.
6. The sun gilds the gray tops of the mountains.
7. We have often skated in winter.
8. The sun sets in the west in the evening.
9. Houses with green blinds stood by the wayside.
10. The benefits of exercise must be considered.

9. Write sentences containing one or more of the following prepositions:
in at between after beside into

into on among before under upon

CORRECTIONS.

CAUTION. — Between is used when we refer to two objects and among when we refer to more than two.
Thus, we should say "between two boys" or "among three boys."

CAUTION. — When we wish to denote entrance we should use into, instead of in.
Thus, we should say "I went into the house," not "I went in the house."

Remark. — When is is not followed by a noun or a pronoun, it is an adverb.
It is right to say either "Come into the house" or "Come in," but we should never say "Come in the house" or "Come into."
Into must always be followed by a noun or a pronoun.

CAUTION. — We should never use to for at.

Correct the errors in the following:
1. Let us go in the garden.
2. Among you and me there is no quarrel.
1. Share the apples equally between the four boys.
2. When I am at home I live happy.
3. When will you come in the house?
4. Let us decide the question between us four.
5. When can I find you to home?
6. Come in; I am glad to see you.

CONJUNCTIONS.

In the sentence "John and James can go" tell what word connects the words John and James.

When I say, Mary can sing and Susan can sing, I use two sentences. But I can express the same idea by saying, Mary and Susan can sing.

What word connects the two words Mary and Susan?

Words that connect may be called connecting-words, or Conjunctions.

DEFINITION.—A Conjunction is a word used to connect words, sentences, or parts of sentences.

EXERCISE.

Name the conjunctions in the following sentences, and tell what they connect:

1. George and his brother can read.
2. I can read and write.
3. Mary can sew neatly and rapidly.
4. Either you or I can go.
5. A large and handsome house was destroyed.

Conjunctions may connect phrases or sentences.

EXERCISES.

1. Name the conjunctions in the following, and tell what they connect:

   1. I will come if you wish me to come.

2. John and Harry are happy because they are good.
3. Art is long and time is fleeting.
4. Bosie takes music-lessons, but she does not practice.
5. If necessary, I will go with you.
6. Both the day and the hour were unsuitable.
7. Whether you go or stay, you must do your duty.
8. I will call to see you, for it is my duty.
9. Reading and writing are important studies.
10. Do you like geography or arithmetic best?
LESSONS IN ENGLISH.

When a sentence is used to command or entreat, it is called an **Imperative Sentence**; as, "Come here," "Lend me your knife."

**DEFINITIONS.**—1. An **Exclamatory Sentence** is one used in exclamation.
2. An **Imperative Sentence** is one used to express a command or an entreaty.

**RULES.**—1. The interjection O is written always as a capital letter.
2. An exclamation point should be placed after every exclamation.
3. A period should be placed after every imperative sentence.

**Remark.**—The subject of an imperative sentence is not mentioned; it is said to be *thou* or *you* understood.

**CORRECTIONS.**

Make the necessary corrections in the following sentences:

1. The bell is ringing, boys, run
2. Not ready to recite yet What does it mean
3. Men women and children—all were drowned
4. Pshaw do you suppose I can be deceived
5. Hurrah hurrah Oh we will beat them yet
6. How silly it is for you to think so
7. Ha do you laugh at my mistake
8. Oh dear what will become of us
9. Welcome welcome How glad I am to see you
10. Fire, fire, fire Bring water at once

Conjunctions and interjections never modify other words, and they themselves are never modified.

Conjunctions are used only to connect, and interjections are independent of all other words.

**ANALYSIS.**

The following written form of analysis may be used for sentences containing conjunctions:

**Models.**

1. William and Mary reigned in England.
2. The rains fell, and covered the ground.

**Explanation.**—The subject of the sentence *William and Mary* is compound. Dotted lines are placed under the conjunction and to show that it does not modify any other words.

1. William and Mary reigned in England.

**Explanation.**—The predicate of the sentence *fell and covered* is compound. And is simply a connective. *Covered* is modified by *ground*, and *ground* is modified by *the*.

The following written form of analysis may be used for sentences containing interjections:

**Models.**

1. Hark! the lark sings in the meadow.
2. Oh horror! I tremble to think of the scene.

**Explanation.**—The interjection or independent part is placed above, with a dotted line, to indicate that it does not modify any other word.

1. Hark! the lark sings in the meadow. I tremble to think of the scene.
EXERCISE.
Write the analysis of the following sentences by diagram:

1. Alas! we shall not see you again.
2. The cool and courageous fireman attended to his duty.
3. Oh, how glad he was to see me!
4. The wind blows from the south or the south-west.
5. William and his brothers came on a visit to their aunt.
6. Alas! he died at a very early age.
7. Hurrah! hurrah! the battle is won.
8. Hark! do you hear the roaring of the thunder?
9. Hush! I cannot listen to such a story.
10. Bravo! that was very well done.
11. What! will he not listen to our story of disaster?
12. Good-bye! I will come to town again next week.

PARTS OF SPEECH.
The eight different classes of words which have been named—Nouns, Verbs, Adjectives, Pronouns, Adverbs, Prepositions, Conjunctions, and Interjections—are called Parts of Speech.

Every word in our language belongs to some one of these eight classes.

REVIEW.
Write answers to the following questions:
1. What is a noun?
2. What is a verb?
3. What is an adjective?
4. What is a pronoun?
5. What is an adverb?
6. What is a preposition?

7. What is a conjunction?
8. What is an interjection?
9. What is a sentence?
10. What is the subject of a sentence?
11. What is the predicate of a sentence?
12. What is a modifier?
13. What is a declarative sentence?
14. What is an interrogative sentence?
15. What is an imperative sentence?
16. What is an exclamatory sentence?

Read the following poem carefully, and put the words in their proper places, as in the following diagram:

Model.
The studious and careful little girl recited her lesson in class quite well; and oh, how glad she was when the teacher praised her for it!

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>girl</td>
<td>recited</td>
<td>the</td>
<td>her</td>
<td>quite</td>
<td>in</td>
<td>and</td>
<td>oh</td>
</tr>
<tr>
<td>lesson</td>
<td>was</td>
<td>studious</td>
<td>she</td>
<td>well</td>
<td>for</td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>class</td>
<td>praised</td>
<td>careful</td>
<td>her</td>
<td>how</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>teacher</td>
<td></td>
<td>little</td>
<td>h</td>
<td>worn</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Break, break, break,
On thy cold, gray stones, O sea!
And I would that my tongue could utter
The thoughts that arise in me.

Oh, well for the fisherman's boy
That he shouts with his sister at play!
Oh, well for the sailor lad
That he sings in his boat on the bay!

And the stately ships go on
To the haven under the hill;
PART II.

SUBDIVISIONS OF THE PARTS OF SPEECH

NOUNS.

DEFINITION.—A Noun is the name of anything.

Many objects have two names, as in the following sentences:

Philadelphia is a city.
The Delaware is a river.
Henry is a diligent boy.

One of these names is a common name, which is given to all things of that kind or class.

Thus, city is a name by which all cities are called, and river is a name which is given to all large streams of water.

Philadelphia is the name of a particular city, Delaware of a particular river, and Henry of some particular boy.

The name which belongs to all of a kind, or is common to all of a kind, is called a Common Noun, and the particular name, such as Philadelphia, Delaware, and Henry, is called a Proper Noun.

DEFINITIONS.—1. A Common Noun is a name which applies to any one of a class of objects; as, boy, girl, town.
LESSONS IN ENGLISH.

2. A Proper Noun is the name which applies to a particular one of a class, as George, Anna, Easton.

RULES. — 1. Every Proper Noun should begin with a capital letter.

Remark. — Sometimes a proper noun consists of two or more names taken together, as George Washington, Duke of Orleans, Ohio River, Green Mountain.

2. When a Proper Noun consists of two or more names, each name must begin with a capital letter.

EXERCISES.

1. Write the following sentences, and name the common and the proper nouns:
   1. Rice grows in Georgia, and coffee in Brazil.
   2. The city of Washington is farther south than the city of Philadelphia.
   3. New York is the largest city in the United States.
   4. The Mississippi and the Amazon are the largest rivers in the world.
   5. Rice is cultivated in China and India.
   6. New Jersey is east of Pennsylvania.
   7. Massachusetts is noted for its manufactures.
   9. Lumber is one of the principal products of Maine.
  10. France, Spain, and Portugal were all visited by Mr. Thompson and his brother.

2. Write proper nouns instead of the following blanks:
   1. The name of our teacher is ——.
   2. My name is ——.
   3. The capital of —— is ——.
   4. Corn is cultivated in ——.
   5. The smallest State in the Union is ——.

ABBREVIATIONS.

Sometimes, instead of writing a proper name in full, we write only one or two letters of the name.

Thus, instead of writing Benjamin Franklin Taylor, we may write B. F. Taylor.

When a word is shortened by omitting a part of it, we call the shortened form an Abbreviation.

RULES. — 1. Every abbreviation should be followed by a period.

2. Abbreviations of proper names, when single letters, are always written in capital letters.

EXERCISES.

1. Abbreviate such names as you can in the following, and write the abbreviations properly:

LESSONS IN ENGLISH.

2. William Henry Harrison was President.
3. John Quincy Adams was a native of Massachusetts.
4. My brother, Henry Clay Thompson, left for the city yesterday morning.
5. Franklin Bradshaw Pierce came to-day.

Write your own name, properly abbreviated.

2. Write the following:
   1. The name of your post-office.
   2. The name of the county in which you live.
   3. The name of the State in which you live.
   4. The names of two of the Presidents of the United States.
   5. The name of one of your schoolmates.
   6. Write your own name as if you were signing a letter, thus—
      JAMES T. CARPENTER.

Sometimes abbreviations consist of more than one letter; as, Dr. for Doctor.

EXERCISE.

Copy the following abbreviations and the words to which they are equivalent:

<table>
<thead>
<tr>
<th>Acct.</th>
<th>Account</th>
<th>Gov.</th>
<th>Governor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atty.</td>
<td>Attorney</td>
<td>Hon.</td>
<td>Honorable</td>
</tr>
<tr>
<td>Capt.</td>
<td>Captain</td>
<td>Inst.</td>
<td>Instant—this month</td>
</tr>
<tr>
<td>Clk.</td>
<td>Clerk</td>
<td>Lieut.</td>
<td>Lieutenant</td>
</tr>
<tr>
<td>Co.</td>
<td>County or Company</td>
<td>Maj.</td>
<td>Major</td>
</tr>
<tr>
<td>Col.</td>
<td>Colonel</td>
<td>Mr.</td>
<td>Mister</td>
</tr>
<tr>
<td>Cr.</td>
<td>Credit</td>
<td>Mrs.</td>
<td>Mistress</td>
</tr>
<tr>
<td>Do.</td>
<td>Ditto, the same</td>
<td>Mt.</td>
<td>Mountain</td>
</tr>
<tr>
<td>Doz.</td>
<td>Dozen</td>
<td>M.</td>
<td>Mount</td>
</tr>
<tr>
<td>Dr.</td>
<td>Doctor or Debtor</td>
<td>Pres.</td>
<td>President</td>
</tr>
<tr>
<td>Esq.</td>
<td>Esquire</td>
<td>Prof.</td>
<td>Professor</td>
</tr>
<tr>
<td>Etc.</td>
<td>Et cetera—and so forth</td>
<td>Rev.</td>
<td>Reverend</td>
</tr>
<tr>
<td>Gen.</td>
<td>General</td>
<td>St.</td>
<td>Saint or Street</td>
</tr>
</tbody>
</table>

EXERCISES.

1. Copy the following abbreviations and the words to which they are equivalent:

   A. D. = In the year of our Lord.  M. D. = Doctor of Medicine.
   A. M. = Forenoon.  P. M. = Afternoon.
   B. C. = Before Christ.  P. O. = Post-Office.
   C. E. = Court House.  P. S. = Postscript.
   M. C. = Member of Congress.  U. S. A. = United States Army.

   Sec. = Secretary.  Ult. = Ultimo, of last month.
LESSONS IN ENGLISH.

2.

Write abbreviations in the following where possible:
1. The Pennsylvania Railroad leads from Philadelphia to Pittsburg.
2. My address is Miltonville Post-office, Pennsylvania.
3. The last train is due at 6 o'clock in the afternoon.
4. School is called at 9 in the morning.
5. Alexander Stephens, Member of Congress, represented Georgia.
6. The gentleman gave his title as Major John Thompson, Doctor of Medicine, United States Army.
7. The paper was signed on the 10th day of July, in the year of our Lord, 1880.

Remark.—When A. M. is placed after the name of a person it means Master of Arts, and when P. M. is placed after the name of a person it means Postmaster.

RULE.—The names of the months, the days of the week, all important events, but not the seasons, should each begin with a capital letter.
Thus, March, July; Monday, Friday; Fourth of July, Declaration of Independence.

EXERCISE.
1. Write the names of the months.
2. Name and write the days of the week.
3. Name and write five important events.

VERBS.

DEFINITION.—A Verb is a word which expresses action or being.
In the following sentences name the verbs:
Cats can catch mice.
The boy struck his brother.
Notice that a noun follows can catch. Name it.

What noun follows struck?
If the noun mice in the first sentence were omitted, the verb would not make sense; it would read, “Cats can catch.”

When a verb does not make sense without placing a noun or a pronoun after it, it is called a Transitive Verb.
The noun or the pronoun which follows a transitive verb, and on which the action is exerted, is called an Object.
When a verb makes sense without an object, it is called an Intransitive Verb.
Thus, in the sentences, “Ice melts,” “The sun shines,” no object is needed to complete the sense; the verbs are therefore intransitive.

Remark.—The word “transitive” means passing over. Thus, in the sentence, “The boy struck his brother,” the action is said to pass from boy to brother.

DEFINITIONS.—1. A Transitive Verb is one which represents an action as passing from some object to another.
2. An Intransitive Verb is one which does not represent the action as passing from some object to another.

EXERCISES.

1.

Write transitive verbs in the following:
2. Some one — my picture.
3. The farmers — their corn.
4. We — our breakfast.
5. The teamster — the coal.
6. The carpenter — the house.
7. I — a letter for you.
8. He — all his money to his friend.
9. The cow — the hay.
10. The boys — their work promptly.

2.
Write intransitive verbs in the following:
1. John — on the chair.
2. The pen — from my hand.
3. The horse — in the field.
4. Time — rapidly.
5. The young man — for his sister.
6. The farmer — to the fire.
7. My slate — on the table.
8. — into the house.
9. The hen — over the fence.
10. The pigs — through the garden.

3.
Name the transitive and the intransitive verbs in the following:
1. Henry has fed his cow.
2. The cat sleeps under the stove.
3. Thomas has broken his skates.
4. The ice on the river is melting.
5. Washington commanded the American army.
6. Fish swim in the water.
7. The bees buzz in the hive.
8. The hunter's dog caught a rabbit.
9. My father went to town.
10. The gentlemanly boy is kind to his sister.

The object following a transitive verb modifies the verb; it is called an **Objective Modifier**.
LESSONS IN ENGLISH.

7. We may coast on the hill.
8. My sister plays on the piano.
10. This path leads to the river.

EXERCISES.

1.
Write objective modifiers after the verbs in the following expressions:
1. I have eaten ——.
2. The woodsman sawed ——.
3. The knife cut ——.
4. When will you do ——?
5. The horse kicked ——.
6. The fire burned the ——.
7. Some man painted ——.
8. The farmer sowed ——.
9. The little dog caught ——.
10. The pupil recited ——.

2.
Write modifiers after the verbs in the following blanks, and tell whether they are adverbial or objective modifiers.

Write also the analysis of these sentences:
1. The rose grew ——.
2. William obeyed ——.
3. The dog chased ——.
4. The frog leaped ——.
5. William and John played ——.
6. Emma remained ——.
7. The boy rode ——.
8. He stepped ——.
9. We own ——.
10. I have seen ——.

ADJECTIVES.

DEFINITION.—An Adjective is a word used to limit or qualify a Noun.

An adjective which denotes a quality is called a Qualifying Adjective.

EXERCISE.

Name the qualifying adjectives in the following expressions:
1. The wise teacher.
2. A good man.
3. Four nice horses.
4. A sweet apple.
5. One brick house.
6. Several new books.
7. An industrious pupil.
8. This old barn.
9. Some large fish.
10. These wooden pails.
12. Those pretty flowers.

Instead of saying, The wise teacher, we can express the same idea in a sentence, thus—

The teacher is wise.

When an adjective is placed after the verb in this way it becomes a part of the predicate. Thus, in the sentence “The teacher is wise,” the predicate of the sentence is the expression is wise.

In writing the analysis of such sentences the following forms may be used:

Models.

1. teacher The is wise.
2. apple This is round.
LESSONS IN ENGLISH.

EXERCISE.

Write the analysis of the following sentences:
1. The dress is neat. 8. The dog is black.
2. This chalk is white. 9. Some apples are red.
3. Those flowers are pretty. 10. Those boys are good.
4. Gold is heavy. 11. The singing was beautiful.
5. The apple is sweet. 12. My gloves are new.
6. This book is new. 13. These plants are green.
7. Those oranges are sour. 14. The house is white.

An adjective which does not denote a quality is called a Limiting Adjective.

EXERCISES.

1.
Name the limiting adjectives in the following:
1. This boy recited. 5. Some flowers are fragrant.
2. One rose was plucked. 6. Most roses are pretty.
3. Those men came. 7. The first boy has gone.
4. These books are new. 8. That book is soiled.

2.
Select and write the limiting and the qualifying adjectives in the following sentences:
1. A pleasant day succeeded a stormy night.
2. The young girl stood near a tall tree by the wayside.
3. Green woods and fertile fields cheered the landscape.
4. That polite gentleman assisted the lady in managing her fractious horse.
5. The river is beautiful this morning.
6. These boys are very attentive.
7. Some of the desks have broken lids.
8. Several odd-looking men stood idle.
9. The green hills and the golden harvests formed a beautiful picture.

ADJECTIVES.

The limiting adjectives the and a or an are also called Articles.

An is used before words beginning with a vowel sound.

A is used before words beginning with a consonant sound.

Some limiting adjectives denote number; as, one, twenty, fourth, fifth, etc.

Limiting adjectives which denote number are called Numeral Adjectives.

Direction.—When any of the numeral adjectives, such as first, second, third, fourth, fifth, etc., are written with figures, as 1st, 2d, 3d, 4th, 5th, no period should be placed after them, as they are not abbreviations.

A few limiting adjectives are sometimes used to represent nouns; as, "Whose hat is this?" "You may take either;" "All are welcome."

These are called Pronominal Adjectives.

CAUTIONS.—1. This and that are used when only one is meant.

2. These and those are used when more than one are spoken of.

Correct the errors in the following:
1. These sort of apples are scarce.
2. How do you like those kind of flowers?
3. Is this scissors yours?
4. Please bring me that tongs.
5. Those sort of specimens are scarce.
6. I am pleased that you like those kind of books.

CAUTION.—Use either or neither when you speak of one of two, and any or none when you speak of one of more than two.
LESSONS IN ENGLISH.

2.

Name the nouns from which the following adjectives are formed:

- manful
- heroic
- ruinous
- thankful
- quarrelsome
- perilous
- magical
- musical
- beautiful
- blamable
- mericless
- fanciful
- mysterious
- friendly
- erected

DEFINITIONS. — 1. A Qualifying Adjective is one which expresses quality.

2. A Limiting Adjective is one which does not express quality.

3. A Numerical Adjective is one which denotes number.

4. A Pronominial Adjective is one which may be used instead of a Noun.

5. A Proper Adjective is one derived from a proper name.

Write the following outline:

- Adjectives
  - Qualifying
  - Limiting
  - Numerical
  - Pronominial
  - Proper

PRONOUNS.

DEFINITION.—A Pronoun is a word used instead of a Noun.

Some pronouns show by their form the person speaking, the person spoken to, or the person or thing spoken of.

Thus, in the sentence, "I am ready to go," the word I denotes the speaker.

In the sentence, "You have recited well," the word you denotes the person spoken to.

In the sentence, "He thought we would buy the book and read it," the word he denotes the person spoken of, and the word it the thing spoken of.

Pronouns which show by their form the person speaking, the person spoken to, or the person or thing spoken of, are called Personal Pronouns.

The following are the personal pronouns:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>We</td>
</tr>
<tr>
<td>Thou</td>
<td>You</td>
</tr>
<tr>
<td>He</td>
<td>She</td>
</tr>
<tr>
<td>It</td>
<td>They</td>
</tr>
</tbody>
</table>

I and we are called the pronouns of the first person. Thou and you are called the pronouns of the second person. He, she, it, and they are called the pronouns of the third person.

RULES.—1. The personal pronoun I must always be written as a capital letter.

2. The names applied to God, as Lord, Jehovah, Almighty, etc., and the pronouns used instead of them, begin with capital letters.

EXERCISE.

In the following sentences name the personal pronouns:

1. You and I can attend the lecture.
2. Neither he nor you can be present.
3. You and your brother should have been here.
4. They have come to see the school.
5. Henry and I will come to see you.
6. It will rain to-morrow.
7. She had promised to bring the book.
8. Thou shalt not steal.

RELATIVE PRONOUNS.

Copy the following sentences:
1. This is the boy that called to us.
2. The man who spoke to us is my father.
3. The horse which you sold to me is lame.

Tell what word is used to represent boy in the first sentence.
What is used to represent man in the second?
What is used to represent horse in the third?
These words, that, who, and which, are called pronouns, because they are used to represent nouns, but they are not personal pronouns. They are called Relative Pronouns, because they relate to some noun or pronoun already named.
The relative pronouns are who, which, what, and that.
Who is used in speaking of persons;
Which is used in speaking of animals and things without life;
What is used in speaking of things;
That is used in speaking of persons, animals, or things.

EXERCISES.

1. Name the relative pronouns in the following sentences, and tell the word to which each relates:
   1. The lady who came on horseback has returned.
   2. The man whom we wished to meet is here.

2. Insert relative pronouns in the following sentences:
   1. This is the book -- I have been hunting.
   2. Here is the man -- told us.
   3. The dog -- barked at me is savage.
   4. Have you found the money -- was lost?
   5. This is not the same man -- we met before.
   6. The book -- you gave me is interesting.
   7. Can you tell me -- that man is?
   8. My friend -- was with me is sick.
   9. How do you like the knife -- I gave you?
   10. All -- heard him were pleased.

CORRECTIONS.

Correct the errors in the following:
1. This is the house who we bought.
2. The man which we saw has left the city.
3. The boys which I met in the country have come to see me.
4. This is the apple what my brother gave me.
5. Many of the men which came were strangers.
6. These are the same boys which we saw last week.
7. The lessons what you gave us are difficult.
8. All my sisters which were here have returned home.
INTERROGATIVE PRONOUNS.

Some pronouns are used to ask questions; as—
1. Who came last night?
2. What did you buy?
3. Which is the book you gave me?

When pronouns are used to ask questions, they are called Interrogative Pronouns.

There are three interrogative pronouns—who, which, and what.

EXERCISE.

Name the interrogative pronouns in the following sentences:
1. Who discovered America?
2. Who was here?
3. What shall we bring for you?
4. Which of the two do you like best?
5. Which of the horses do you prefer?
6. What is the name of the town in which you live?

EXERCISE.

In the following sentences select the personal, the relative, and the interrogative pronouns, and write them in separate columns:
1. This is the book which you thought you had lost.
2. What have you done with the book which I bought for you?
3. The man who does no good, does harm.
4. He told me that the lady who brought the present lives in the city.
5. The rain which fell last night will cause a freshet.
6. It is true that you and your brother have been appointed.
7. What shall we do with the berries we have gathered?
8. You and I may do as we please with the books which were given to us.

ADVERBS.

DEFINITIONS.—1. A Personal Pronoun is one which shows by its form the person of the noun which it represents.
2. A Relative Pronoun is one which relates to a preceding word, phrase, or clause, called its antecedent, and unites with it a subordinate clause.
3. An Interrogative Pronoun is one that is used in asking a question.

EXERCISE.

Supply proper pronouns in the following sentences, and tell the class of each:
1. Can —— ride on the horse?
2. When —— have been guilty of a fault, do not tell a lie to hide ——.
3. The bear —— the hunters caught was a very large one.
4. When shall —— have the pleasure of seeing ——?
5. —— shall —— do to be saved?
6. Happy is the man —— does —— duty.
7. —— is the man —— spoke to —— yesterday.
8. The general —— commanded the army was killed.

ADVERBS.

DEFINITION.—An Adverb is a word used to modify a Verb, an Adjective, or another Adverb.

1. Adverbs that answer the question When are called adverbs of Time.
2. Adverbs that answer the question Where are called adverbs of Place.
3. Adverbs that answer the question How much are called adverbs of Degree.
4. Adverbs that answer the question Why are called adverbs of Cause.
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LESSONS IN ENGLISH.

5. Adverbs that answer the question How? are called adverbs of Manner.

Some adverbs not only modify verbs, but also connect clauses.

Thus, in the sentence, "I will go when you come," the adverb when modifies will go and come, but it also connects the two clauses I will go and you come.

Adverbs that connect clauses are called Conjunctive Adverbs.

EXERCISES

1. Name the adverbs in the following sentences, and tell whether they are adverbs of time, place, degree, cause, or manner:

   1. We live happily.
   2. Let me study diligently.
   3. Begin immediately with your work.
   4. Our teacher speaks correctly.
   5. A bad boy sometimes studies well.
   6. The enemy did not expect us to-day.
   7. Will the summer never come?
   8. This little boy is remarkably studious.
   9. I think I know my lesson very well.
  10. The girl was thoroughly discouraged.

2. Write sentences containing the following adverbs:

   wisely, beautifully, wholly, sweetly
   well, extremely, smoothly, badly
   gladly, rapidly, swiftly, sadly
   nicely, entirely, fiercely, slowly

ADVERBS.

3.

In the following sentences name the conjunctive adverbs, and tell what they connect:

   1. I do not know when I met my brother.
   2. The poor fellow stays wherever he finds a friend.
   3. I will listen while you recite.
   4. They listened to us while we sang for them.
   5. While we were talking the boys strolled away into the garden.
   6. When your friend comes we can start at once.
   7. We shall not go until the train arrives.
   8. The pupils were talking while you read to them.
   9. The hills were covered with green until the frosts of autumn came.

The clause introduced by the conjunctive adverb usually limits the preceding verb.

Write the analysis of the foregoing sentences.

Models.

1.

\[ \text{do know} \quad \text{not} \]

\[ \text{I} \]

\[ \text{met} \quad \text{brother} \quad \text{my} \]

Explanation.—The curves are used to show that when modifies the verb in each clause. \text{I} is the subject of a modifying clause, and \text{met} is the predicate. \text{Met} is modified by \text{brother}, and \text{brother} is modified by \text{my}.

2.

\[ \text{The} \]

\[ \text{fellow} \quad \text{poor} \quad \text{he} \]

\[ \text{stays} \quad \text{wherever} \quad \text{finds} \quad \text{friend} \quad \text{a} \]

Explanation.—The curves are used to show that wherever modifies the verb in each clause. \text{He} is the subject, and \text{finds} the predicate, of the modifying clause. The modifying clause modifies the predicate \text{stays}.

DEFINITION.—A Conjunctive Adverb is one used to connect clauses or propositions, and modify a Verb in each.
LESSONS IN ENGLISH.

8. The cat ran after the rat.
9. The mouse ran away from the cat.
10. The picture hung on the wall.

Write the analysis of the above sentences.

Model.

boy | The
bird | the
caught | in barn | the

Explanation.—The phrase in barn modifies caught, and the modifies barn.

INDEPENDENT ADVERBS.

Some adverbs do not modify any other word. These are called Independent Adverbs.

Thus, in the expressions "Yes, he will come," "Well, let us start," yes and well are independent adverbs.

EXERCISE.

Name the independent adverbs in the following:
1. No, I will not answer your question.
2. Why, I hardly think that is true.
3. Now, let us begin the task.
4. Well, this is certainly queer.
5. Have you studied? Yes.

REVIEW.
What is an adverb?
Name the kinds of adverbs.
What is a conjunctive adverb?
Name two adverbs of time.
Name two adverbs of place.
Name two adverbs of degree.
Name two adverbs of cause.
Name two adverbs of manner.

CONJUNCTIONS.

CONJUNCTIONS.

DEFINITION.—A Conjunction is a word used to connect words, sentences, or parts of sentences.

Write the following sentences:
1. I will recite and James will recite.
2. I will recite if James will recite.

The first sentence contains two statements, each of which is independent. These statements are connected by and.

The second sentence contains two statements also, but the second depends upon the first. These statements are connected by if.

Independent statements or clauses are connected by Co-ordinate Conjunctions.

DEFINITION.—A Co-ordinate Conjunction is one that connects parts of equal rank; as, "You may play and I will sing."

The conjunctions which unite dependent or modifying clauses to the principal clause of a sentence are called Subordinate Conjunctions.

DEFINITION.—A Subordinate Conjunction is one that connects a modifying part to the principal or modified part.

In the sentence, "I cannot tell you, for you will not listen," the second part of the sentence, "for you will not listen," answers the question Why?

What kind of element is "for you will not listen"?
What does it modify?
LESSONS IN ENGLISH.

EXERCISES.

1. Name the conjunctions in the following expressions, write the co-ordinate and the subordinate in separate columns:
   1. John will come, but Henry will remain at home.
   2. I can prepare my lesson if I am not disturbed.
   3. Not John, but his brother, was present.
   4. Henry and his friend have gone hunting.
   5. You will be successful, but he will fail.
   6. The fire will burn, but you must give it time.
   7. The fire will burn if you give it time.
   8. I will attend to the work if you do not.
   9. I must attend to the work, for you will not.
  10. Unless you stay, I will not go.

2. Supply conjunctions in the following sentences:
   1. He is happy — he is good.
   2. I called for you, — you were not at home.
   3. — you will listen to Mary — we will sing.
   4. I believe — he will come to-morrow.
   5. The sun was shining, — it was clear.
   6. I will go — you stay.
   7. I will go, — you must stay.
   8. — he is poor, he is respected.
   9. — John — Harry was present.
  10. — John — Harry were present.

LIST OF CONJUNCTIONS.

The following are some of the principal Co-ordinate Conjunctions:

<table>
<thead>
<tr>
<th>and</th>
<th>also</th>
<th>but</th>
<th>still</th>
</tr>
</thead>
<tbody>
<tr>
<td>yet</td>
<td>either</td>
<td>or</td>
<td>nevertheless</td>
</tr>
<tr>
<td>neither</td>
<td>nor</td>
<td>else</td>
<td>as well as</td>
</tr>
</tbody>
</table>

The principal Subordinate Conjunctions are:

- if
- lest
- for
- provided
- though
- except
- since
- because
- although
- whether
- as
- whereas
- unless
- that
- than
- inasmuch as

EXERCISE.

Write five sentences containing co-ordinate conjunctions.
Write five sentences containing subordinate conjunctions.

Conjunctions always connect like parts; that is, nouns or pronouns with nouns or pronouns, verbs with verbs, adjectives with adjectives, phrases with phrases, etc.

CORRECTIONS.

Make any corrections that may be necessary in the following:

1. Playing and to sing are pleasant employments.
2. To get our feet wet and neglecting to dry them may cause sickness.
3. To eat and playing were all that he cared for.
4. He and me were not to blame.

CORRELATIVES.

Some conjunctions are used in pairs. Thus:

- Both
- Neither
- Either
- If
- Whether
- etc.

Conjunctions used in pairs are called Correlative Conjunctions.
Write five sentences, each containing one of the foregoing pairs of correlative conjunctions.

CAUTION.—Be careful to use or with either, and nor with neither.

Correct the errors in the following:
1. Neither you or I can be blamed.
2. He did not come to see either you or me.
3. Neither boys or girls are always industrious.
4. They have not asked us for either books nor pencils.
5. I have not found either my hat nor my cap.
6. Neither the wise nor the foolish are always happy.

SYNOPSIS.

Parts of Speech

<table>
<thead>
<tr>
<th>Noun</th>
<th>Proper, Common, Intransitive.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb</td>
<td>Transitive, Articles, Limiting, Numeral, Pronominal.</td>
</tr>
<tr>
<td>Adjective</td>
<td>Qualifying, Proper.</td>
</tr>
<tr>
<td>Pronoun</td>
<td>Personal, Relative, Interrogative.</td>
</tr>
<tr>
<td>Adverb</td>
<td>Simple, Conjunctive.</td>
</tr>
<tr>
<td>Conjunction</td>
<td>Co-ordinate, Subordinate, Correlative.</td>
</tr>
</tbody>
</table>

Write a definition for each of the terms in the above table.

GENERAL EXERCISE.

NAME the parts of speech in the following selections, and name the subdivisions to which each belongs:

Model.

Grandmothers are very nice folks, etc.

Grandmothers is a common noun; are is an intransitive verb; very is an adverb of degree; nice is a qualifying adjective; folks is a common noun.

1. Grandmothers are very nice folks—
   They beat all the aunts in creation:
   They let a chap do as he likes,
   And don't worry about education.

2. A little child beneath a tree,
   Sat and chanted cheerily
   A little song, a pleasant song,
   Which she sang it all day long—
   "When the wind blows the blossoms fall,
   But a good God reigns over all."

3. The night is dark, and the winter winds
   Go stabbing about with their icy spears;
   The sharp hail rattles against the panes,
   And melts on my cheeks like tears.

4. Within a thick and spreading hawthorn-bush,
   That overhung a molehill large and round,
   I heard from morn to morn a merry thrush
   Sing hymns of rapture, while I drank the sound
   With joy, and oft, an unintruding guest,
   I watched her secret toils from day to day.

5 Good sense must, in many cases, determine good breeding; but there are some general rules for it that are always true. For example, it is extremely rude not to give proper attention and a civil answer when people speak to you, or to go away or be doing something else while they are speaking.
to you, for that convinces them that you despise them, and do not think it worth your while to hear or answer what they say. It is also very rude to take the best place in a room, or to seize immediately upon what you like at table, without offering first to help others, as if you considered nobody but yourself. On the contrary, you should always endeavor to procure all the conveniences you can for the people you are with. Besides being civil, which is absolutely necessary, the perfection of good breeding is to be civil with ease and in a becoming manner.

Write all you can about this picture.
Write a story which the picture may illustrate.
Write a short description of a visit to the country.
Write a short description of life on a farm.
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Write all you can about this picture.
Write a story which the picture may illustrate.
Write a short description of a visit to the country.
Write a short description of life on a farm.

A capital letter should be placed—

1. At the beginning of every sentence;
2. At the beginning of every proper noun and every proper adjective;
3. At the beginning of abbreviations of titles;
4. At the beginning of the names of months, days of the week, holidays, and important events;
5. At the beginning of each name of God or the Deity;
6. At the beginning of each line of poetry.
7. O and I, when used as words, should be written as capitals.
8. Abbreviations, when single letters, should generally be written as capitals.

PERIOD.

1. A period should be placed after every declarative or imperative sentence.
2. A period should be placed after every abbreviation.

INTERROGATION POINT.

An interrogation point should be placed after every interrogative sentence.

EXCLAMATION POINT.

1. An exclamation point should be placed after every exclamation.
2. An exclamation point should be placed after every interjection.