

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.



35881-3'

CHICAGO NEW YORK
THE WERNER COMPANY

1880
1894

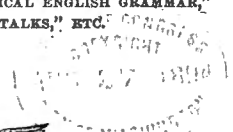
1894
A

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 READERS," "RAUB'S PRACTICAL ENGLISH GRAMMAR,"
"PLAIN EDUCATIONAL TALKS," ETC.



CHICAGO NEW YORK
THE WERNER COMPANY



35881-3'

11894
-2

TE III
R 2 '17
1294

Copyright,

ALBERT N. RAUB, A. M., PH. D
1880.

Copyright, 1894, by THE WERNER COMPANY.

a.m.p., March 4, 1911.

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

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 in-dorse 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 that 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 arousing 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.

CONTENTS.

	PAGE		PAGE
SENTENCE.....	12	Kinds of Adverbs.....	71
Noun.....	13	Conjunctive Adverbs.....	72
Subject.....	14	How Adverbs are formed.....	74
Predicate.....	14	Phrases.....	75
Declarative Sentence.....	18	Independent Adverbs.....	76
Interrogative Sentence.....	20	Co-ordinate Conjunctions.....	77
Verb.....	23	Subordinate Conjunctions.....	77
Adjective.....	26	Correlative Conjunctions.....	79
Pronoun.....	29	Rules for the Use of Capital Letters.....	83
Analysis.....	32	Rules for the Use of the Period.....	83
Adverb.....	34	Rule for the Use of the Interrogation Point.....	83
Preposition.....	37	Rules for the Use of the Exclamation Point.....	83
Conjunction.....	42	Rule for the Use of the Comma.....	83
Interjection.....	45	Number.....	85
Exclamatory Sentence.....	46	Rules for forming Plurals.....	86
Imperative Sentence.....	46	Irregular Plurals.....	88
Parts of Speech.....	48	Person.....	89
Common Nouns.....	51	Gender.....	90
Proper Nouns.....	52	Case.....	93
Abbreviations.....	53	Declension.....	95
Transitive Verbs.....	57	Parsing of Nouns.....	99
Intransitive Verbs.....	57	Properties of Pronouns.....	100
Objective Modifier.....	58	Declension of Personal Pronouns.....	101
Qualifying Adjectives.....	61	Compound Personal Pronouns.....	102
Limiting Adjectives.....	62	Compound Relative Pronouns.....	103
Articles.....	63	Parsing of Pronouns.....	106
Numeral Adjectives.....	63	Comparison of Adjectives.....	108
Pronominal Adjectives.....	63	Irregular Comparison.....	109
Proper Adjectives.....	64	Parsing of Adjectives.....	112
How Adjectives are formed.....	65	Voice.....	113
Definitions of Adjectives.....	66	Mode.....	114
Personal Pronouns.....	67		
Relative Pronouns.....	68		
Interrogative Pronouns.....	70		
Definitions of Pronouns.....	71		

	PAGE		PAGE
Tense.....	116	Logical Subject.....	140
Number and Person of Verbs..	117	Simple Predicate.....	140
Participles	120	Logical Predicate.....	140
Regular and Irregular Verbs..	121	Compound Subject.....	141
Conjugation	122	Compound Predicate.....	141
Parsing of Verbs.....	126	Simple Sentences.....	143
Comparison of Adverbs.....	127	Complex Sentences.....	144
Parsing of Adverbs.....	129	Compound Sentences.....	146
Parsing of Prepositions	130	Rules of Syntax.....	148
Parsing of Conjunctions.....	131	Letter-Writing.....	164
Parsing of Interjections.....	133	The Heading.....	164
Attribute	134	The Introduction.....	166
Nominative Case Independent.	136	The Body of the Letter.....	170
Apposition.....	137	The Conclusion.....	171
Infinitives	138	The Superscription.....	173
Analysis.....	140	Invitations and Replies.....	175
Simple Subject.....	140		

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.

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**.

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.
4. In a kitchen.
5. In a barn.
6. On the street.

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.

1.

Tell which of the following expressions are sentences and which are not, and tell why :

- | | | |
|----------------------|--------------------|-------------------------|
| 1. Girls sing. | 9. Rivers flow. | 17. Lambs frisk. |
| 2. Birds chirp. | 10. Stove iron. | 18. Cattle low. |
| 3. Ice is hard. | 11. Dogs play. | 19. Pasture feeds. |
| 4. Wet snow. | 12. Mice nibble. | 20. Smoke rises. |
| 5. The sun shines. | 13. Rats gnaw. | 21. Flowers pretty. |
| 6. Curling smoke. | 14. Birds fly. | 22. Flowers are pretty. |
| 7. Serpents creep. | 15. Ashes shovel. | 23. Ripe fruit. |
| 8. Diamonds sparkle. | 16. Water freezes. | 24. Rabbits jump. |

2.

Put the name of an object in place of each of the following blanks :

- | | | |
|---------------|-----------------|----------------|
| 1. — swim. | 11. — shines. | 21. — skate. |
| 2. — run. | 12. — glistens. | 22. — hunt. |
| 3. — play. | 13. — upset. | 23. — dawns. |
| 4. — whistle. | 14. — ran. | 24. — growl. |
| 5. — carry. | 15. — told. | 25. — roar. |
| 6. — trots. | 16. — talked. | 26. — sigh. |
| 7. — fly. | 17. — burned. | 27. — low. |
| 8. — flow. | 18. — broke. | 28. — flashes. |
| 9. — freezes. | 19. — ripples. | 29. — climb. |
| 10. — melts. | 20. — flies. | 30. — buzz. |

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 ;

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.

In a sentence that about which something is said is called the **Subject**.

DEFINITION.—The Subject of a sentence is that of which something is said or asserted.

EXERCISES.

1.

Name the subjects in the following sentences:

- | | | |
|-----------------------|------------------|----------------------|
| 1. Thunder roars. | 8. Leaves fall. | 15. Squirrels climb. |
| 2. Lightning flashes. | 9. Lambs bleat. | 16. Spiders spin. |
| 3. Zephyrs blow. | 10. Cattle low. | 17. Flowers fade. |
| 4. Fruits decay. | 11. Horses trot. | 18. Coal burns. |
| 5. Trees grow. | 12. Pigs squeal. | 19. Walls crumble. |
| 6. Boys play. | 13. Eagles soar. | 20. Shadows vanish. |
| 7. Streams flow. | 14. Frogs leap. | 21. Children run. |

2.

Write subjects in place of the following blanks:

- | | | |
|---------------|----------------|---------------|
| 1. — hide. | 6. — rattle. | 11. — knits. |
| 2. — breaks. | 7. — die. | 12. — sews. |
| 3. — sees. | 8. — learn. | 13. — builds. |
| 4. — withers. | 9. — talk. | 14. — mows. |
| 5. — rolls. | 10. — hardens. | 15. — mews. |

In a sentence that which is said or asserted of the subject is called the **Predicate**.

DEFINITION.—The Predicate of a sentence is that which is said or asserted of the subject.

EXERCISES.

1.

In the following sentences tell which is the subject and which the predicate, and why:

Model.—*Parrots scream.* *Parrots* is the subject, because it is that of which something is said; and *scream* is the predicate, because it is that which is said of the subject.

- | | | |
|----------------------|---------------------|-------------------|
| 1. Monkeys chatter. | 7. Paper tears. | 13. Dogs bark. |
| 2. Eels wriggle. | 8. Volcanoes belch. | 14. Boats upset. |
| 3. Rain falls. | 9. Wood decays. | 15. Sheep bleat. |
| 4. Metals expand. | 10. Iron rusts. | 16. Horses neigh. |
| 5. Water evaporates. | 11. Pitchers break. | 17. Ducks quack. |
| 6. Students learn | 12. Boys read. | 18. Hens cackle. |

2.

Write predicates in place of the following blanks :

- | | | |
|--------------|----------------|-----------------|
| 1. Owls —. | 7. Orators —. | 13. Powder —. |
| 2. Robins —. | 8. Bells —. | 14. Coal —. |
| 3. Snow —. | 9. Birds —. | 15. Butter —. |
| 4. Briers —. | 10. Flowers —. | 16. Painters —. |
| 5. Boys —. | 11. Food —. | 17. Teachers —. |
| 6. Kings —. | 12. Toads —. | 18. Pupils —. |

EXERCISE.

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

Model.—*Water congeals.*

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

- | | | |
|-------------------|----------------------|----------------------|
| 1. Leaves rustle. | 7. Silver tarnishes. | 13. Wasps sting. |
| 2. Breezes blow. | 8. Seeds germinate. | 14. Crows caw. |
| 3. Ravens croak. | 9. Potatoes sprout. | 15. Sugar dissolves. |
| 4. Roses fade. | 10. Lions roar. | 16. Pupils study. |
| 5. Plants droop. | 11. Kittens spring. | 17. Pulses beat. |
| 6. Buds burst. | 12. Cattle graze. | 18. Hearts throb. |

Write the names of a number of things that fly.
Thus :

Birds	}	fly.
Bees		
Bugs		
Chickens		
Ducks		
Guineas		
Bats		

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	stand	play	float
sing	melts	trot	shine
jump	grow	work	fall
whistle	tear	sit	bite

Write a number of things that horses do. Thus :

Horses	{	eat.
		play.
		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.

EXERCISE.

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

boys	birds	cows	glass
bees	hens	rats	monkeys
lambs	doves	pigs	pupils

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, *Studios pupils* learn.

Name the entire subject in each of the following sentences:

- | | |
|---------------------------|------------------------------|
| 1. The fire burns. | 11. The little plant blooms. |
| 2. The class recites. | 12. The dog barks. |
| 3. Our trees grow. | 13. Some birds swim. |
| 4. The river flowed. | 14. The little child rests. |
| 5. Several pupils left. | 15. Our teacher explains. |
| 6. Some men fought. | 16. This ink spilled. |
| 7. The old horse limps. | 17. The pail fell. |
| 8. One man came. | 18. The ball rolled. |
| 9. Good pupils obey. | 19. My bat broke. |
| 10. Some substances burn. | 20. The little boy ran. |

EXERCISE.

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

All	horse	wade.
Some	pitcher	ran.
This	birds	broke.
My	persons	quack.
The	fire	rolled.
A	ducks	die.
Our	pencil	upset.
Your	book	burns.
The	sleigh	tumbled.
His	boy	fell.

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

EXERCISE.

Name the entire predicate in each of the following sentences:

- | | |
|-----------------------------|------------------------------|
| 1. The wind blew fiercely. | 11. They came soon. |
| 2. Ducks eat greedily. | 12. Some came here. |
| 3. John sings well. | 13. The boys ran rapidly. |
| 4. Grass is green. | 14. The wheat looks well. |
| 5. Snow is white. | 15. Rats eat cheese. |
| 6. Gold is yellow. | 16. Cats chase rats. |
| 7. Iron is hard. | 17. Pens wear out. |
| 8. He rocked steadily. | 18. Some wood burns readily. |
| 9. The fire burns briakly. | 19. The sun shines brightly. |
| 10. This yarn tears easily. | 20. Pencils sometimes break. |

EXERCISES.

1.

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

Horses	nibble	greedily.
School	eat	loud.
Cats	cried	easily.

Mice	can	play.
Snow	roar	yesterday.
Lions	catch	cheese.
Glass	sings	school.
John	fell	grain.
Mary	dismissed	beautifully.
Annie	breaks	metals.
Arthur	contracts	rats.
Cold	teaches	well.

2.

Form sentences by selecting a word or an expression from each of these four columns:

The	cousin	breaks	well.
Some	cat	dropped	in.
Six	girls	came	harshly.
Thus	mice	came	milk.
Your	glass	laps	green.
My	boys	ate	to-day.
The	book	are	down.
That	trees	sing	rapidly.
His	man	spoke	easily.

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

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?

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 sentence?
4. What is a declarative sentence?
5. What is an interrogative sentence?
6. What is the subject of a sentence?
7. What is the predicate of a sentence?
8. With what should every sentence begin?
9. What should follow every declarative sentence?
10. 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. | 11. The children read. |
| 2. Boys run. | 12. Shall we go? |
| 3. Pupils study. | 13. Dogs bark. |
| 4. Lambs frisk. | 14. Lions roar. |
| 5. Streams flow. | 15. Time flies rapidly. |
| 6. Trees grow. | 16. The boy whistled. |
| 7. The snow falls. | 17. The cat sprang. |
| 8. Trouble worries. | 18. The horse walked. |
| 9. The girl sews. | 19. The whistle sounded. |
| 10. The cattle graze. | 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 bites 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:

1.	2.	3.
School	will have been	cultivated.
Books	should be	recited.
Laws	may be	frozen.
Farms	should have been	taught.
Water	have been	preserved.
The pupils	might have been	dismissed.
The fruit	can be	torn.
The lesson	will be	obeyed.
Our sleds	has been	broken.

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

Words which name a quality may be called **quality-words, or Adjectives.**

EXERCISES.

1.

Name the adjectives in the following expressions:

- | | | |
|------------------|------------------------|---------------------|
| 1. Ripe apples. | 9. Deep mud. | 17. Wide rivers. |
| 2. Large houses. | 10. Broken chairs. | 18. Soft pillows. |
| 3. Brick houses. | 11. Fragrant flowers. | 19. Black horses. |
| 4. Little mice. | 12. Beautiful ladies. | 20. Cloudy weather. |
| 5. White paper. | 13. Bright boys. | 21. Torn dress. |
| 6. Dark night. | 14. Intelligent girls. | 22. White wall. |
| 7. Hot fire. | 15. Tall trees. | 23. Small building. |
| 8. Hard ice. | 16. Pretty flowers. | 24. Cheap books. |

2.

Write adjectives instead of the following blanks:

- | | | |
|---------------|---------------|---------------|
| 1. — boys. | 7. — iron. | 13. — winter. |
| 2. — men. | 8. — carpets. | 14. — summer. |
| 3. — girls. | 9. — words. | 15. — house. |
| 4. — trees. | 10. — school. | 16. — bees. |
| 5. — flowers. | 11. — ashes. | 17. — birds. |
| 6. — wood. | 12. — hay. | 18. — leaves. |

3.

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

Model.

White	} horse.
Gray	
Large	
Fast	
Slow	
Running	
Old	
Wooden	

- | | | | |
|-----------|------------|--------------|-------------|
| 1. Cat. | 6. Boys. | 11. Hen. | 16. Snow. |
| 2. Sheep. | 7. Men. | 12. Dog. | 17. Ice. |
| 3. Clock. | 8. Apple. | 13. Weather. | 18. Metal. |
| 4. Stove. | 9. Squash. | 14. Clouds. | 19. Paint. |
| 5. House. | 10. Barn. | 15. Air. | 20. School. |

4.

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. |

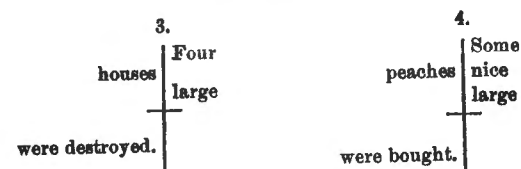
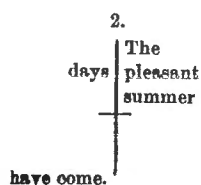
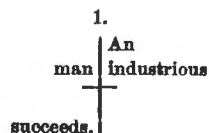
Some adjectives do not name a quality, but only limit the noun; as, *a* boy; *four* men; *this* book; *some* coal.

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.



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 soiled.
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.

— pupils recited.
Several studious pupils recited.

- | | |
|-------------------------|-------------------------|
| 1. — leaves fall. | 3. — books were torn. |
| 2. — property was lost. | 4. — pencil was broken. |

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

Diagram the sentences you have written.

2.

Write modified subjects instead of the following blanks

- | | |
|-------------------------|--------------------|
| 1. — sing. | 6. — was painted. |
| 2. — flew. | 7. — were caught. |
| 3. — ran. | 8. — was gathered. |
| 4. — were carried away. | 9. — were written. |
| 5. — rowed the boat. | 10. — was recited. |

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.

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

ADVERBS.

SOMETIMES a verb is modified; as, "The bird flies *rapidly*."

The word *rapidly* tells *how* the bird flies.

The bird flies upward.

What word tells *where* the bird flies?

The bird flies now.

What word tells *when* the bird flies?

Words which tell *how*, *when*, or *where* something is done are called **Adverbs**.

Words that tell *how* denote *manner*.

Words that tell *when* denote *time*.

Words that tell *where* denote *place*.

EXERCISES.

I.

Place a number of adverbs after each of the following expressions:

Model.

The bird flies	{	upward.
		rapidly.
		now.
		away.
		hither.
		gracefully.
		well.

1. John sings.

2. The dog runs.

3. The ship sails.

4. The girl reads.

5. Mary knits.

6. Our horse trotted.

7. The duck swims.

8. The boy walks.

9. The pupil thinks.

10. She speaks.

2.

Diagram the following sentences :

Model.

The little boy reads well.

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

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. The 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 *adverb* is called an **Adverb**.

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

bird	The	Explanation.—Since <i>beautifully</i> modifies <i>sang</i> , it is placed to the right of <i>sang</i> ; and since <i>very</i> modifies <i>beautifully</i> , we place it to the right of that word.
	little	
sang	beautifully. very	

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.

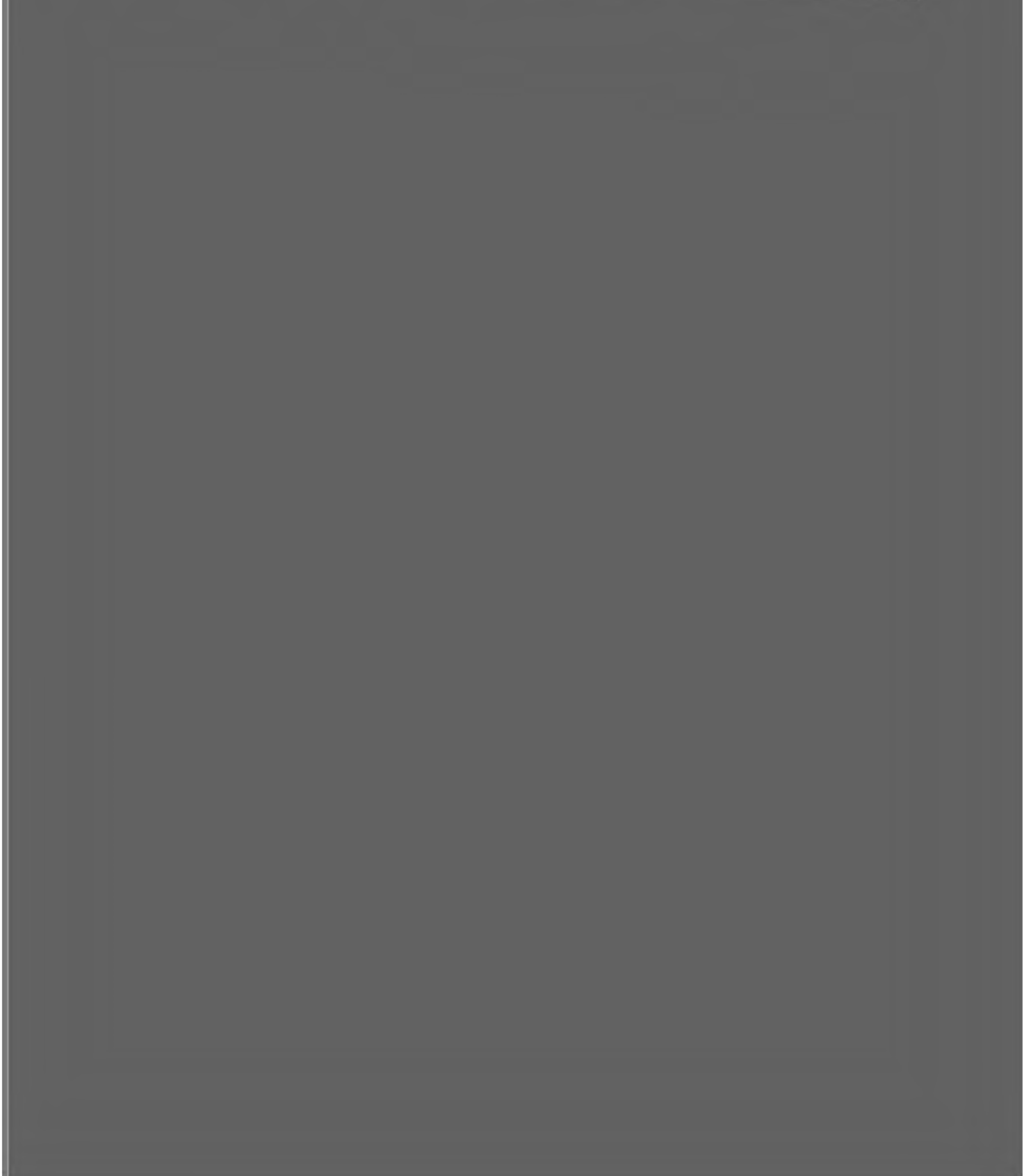
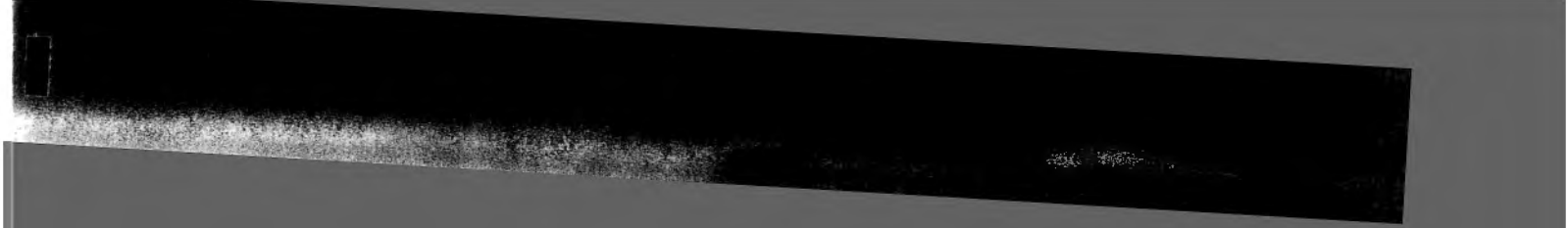
Thus, “A *perfectly* innocent man suffered very greatly.”

A word which modifies an *adjective* is called an **Adverb**.

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

man	A	Explanation.—The modifiers of <i>man</i> are <i>A</i> and <i>innocent</i> , and the modifier of <i>innocent</i> is <i>perfectly</i> . The modifier of <i>suffered</i> is <i>greatly</i> , and the modifier of <i>greatly</i> is <i>very</i> .
	innocent perfectly	
suffered	greatly. very	

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



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:

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

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 *w* 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.

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 *Those 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.

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.
9. Nature abounds in variety.
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.

9. Large streams — little fountains flow.
10. A carriage stood — the door.

3.

Modify the following nouns by phrases :

Model.—Nights —. Nights of winter.

- | | |
|------------|-------------|
| 1. Doors. | 7. Books. |
| 2. Rivers. | 8. Houses. |
| 3. People. | 9. Gates. |
| 4. Days. | 10. Hours. |
| 5. Stream. | 11. Leaves. |
| 6. Fire. | 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 *brazen* hinges were broken.
The hinges of *brass* 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 held 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, horse, Bucephalus, the.

8.

Write the analysis of the following sentences :

Model.

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

Our	friends	from country	the	have returned	to homes.	their	Explanation. — The phrase
							<i>from country</i> modifies <i>friends</i> , and
							the phrase <i>to homes</i> modifies <i>have</i>
							<i>returned</i> . <i>The</i> modifies <i>country</i> ,
							and <i>their</i> modifies <i>homes</i> .

- 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 *in* is not followed by a noun or a pronoun, it is an a lverb.

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.

3. Share the apples equally between the four boys.
4. When I am to home I live happy.
5. When will you come in the house?
6. Let us decide the question between us four.
7. When can I find you to home?
8. Come into; 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. Bessie 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?

2.

Write conjunctions instead of the following blanks:

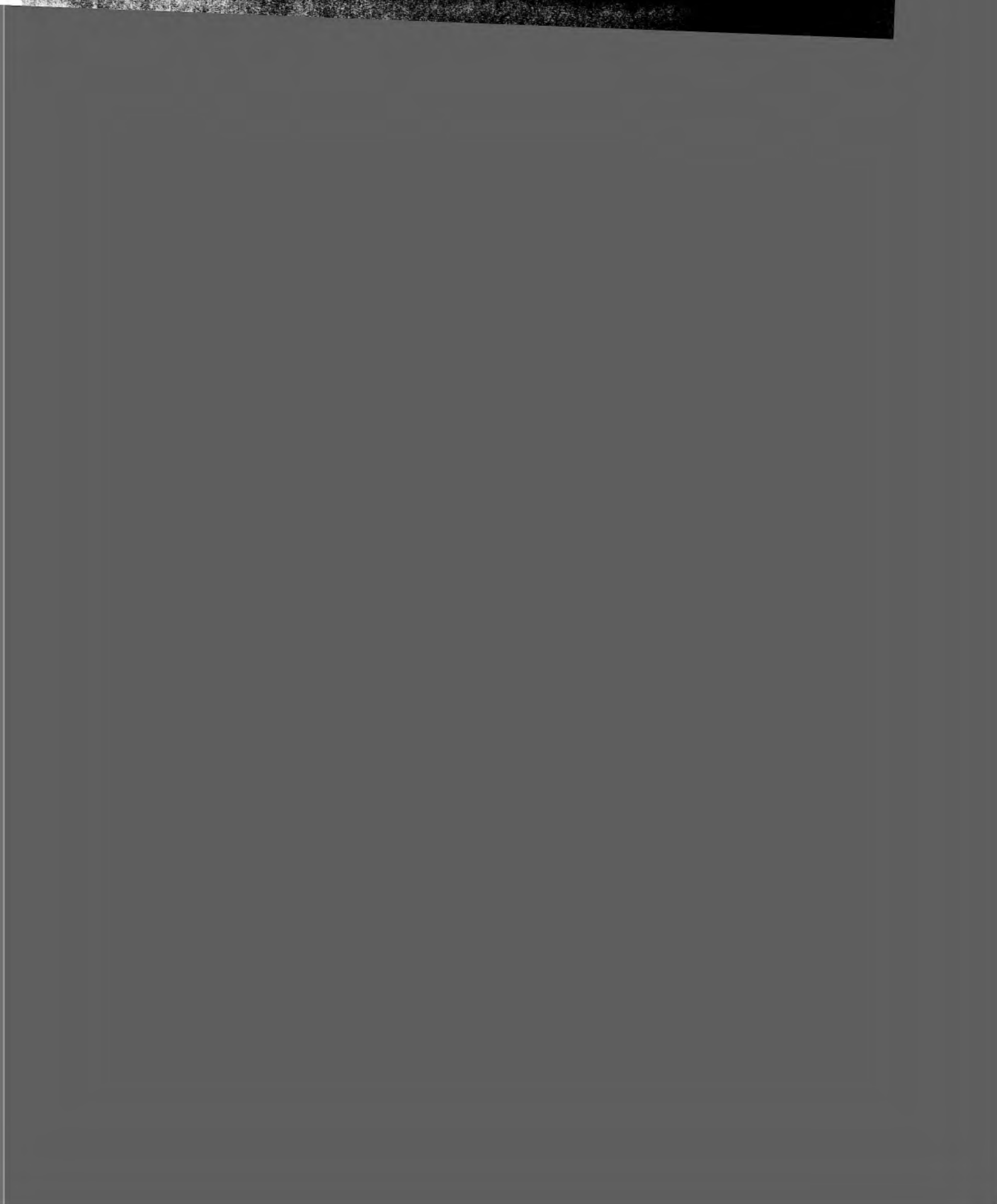
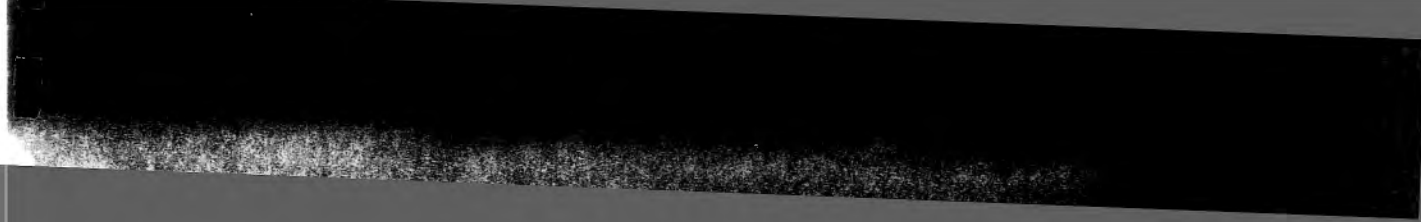
1. He was respected — loved by all.
2. Nellie came to school, — did not recite.
3. The ball struck him — me.
4. Correct me — I am wrong.
5. It was time to go, — the sleigh was not here.
6. The building is large — convenient.
7. Four — two are six.
8. Go now, — do not stay.
9. He said — he would come.
10. He was afraid — you would fall.

3.

Rewrite the following sentences, so as to have but one predicate or one subject:

Model.—Harry is well and George is well.
Harry and George are well.

2. Eddie studies well and Frank studies well.
3. The sun shines brightly and the moon shines brightly
4. Girls love winter and boys love winter.
5. Skating is pleasant and driving is pleasant.
6. I can read and I can write.
7. Many can sing and many can play.
8. Either Henry can tell or William can tell.
9. I can sing, but I cannot play.
10. You can come and your sister can come.



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

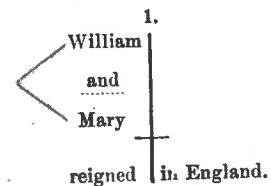
Conjunctions and interjections never modify other words, and they themselves are never modified.

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

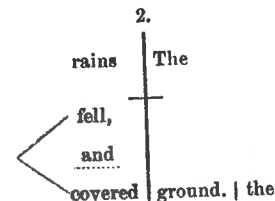
The following written form of analysis may be used for sentences containing conjunctions:

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.



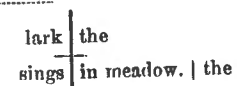
Explanation.—The predicate of the sentence *fell and covered* is compound. *And* is simply a connective. *Covered* is modified by *ground*, and *ground* is modified by *the*.

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

Models.

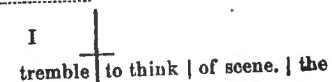
1. Hark! the lark sings in the meadow.
2. Oh horror! I tremble to think of the scene.

1. Hark!



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

2. Oh horror!



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!

<i>Nouns.</i>	<i>Verbs.</i>	<i>Adjectives.</i>	<i>Pron.</i>	<i>Adverbs.</i>	<i>Prep.</i>	<i>Conf.</i>	<i>Inter.</i>
girl lesson class teacher	recited was praised	The studious careful little glad the	her she her it	quite well how when	in for	and and	oh

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;

But oh, for the touch of a vanished hand,
And the sound of a voice that is still!



Break, break, break,
At the foot of thy crags, O sea!
But the tender grace of a day that is dead
Will never come back to me.

ALFRED TENNYSON.

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*.

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 Mountains*.

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.
8. Coal and coal-oil abound in Pennsylvania.
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 —.

6. — is south of —.
7. — joins — on the west
8. The — river flows into the —.
9. — and — are both prompt.
10. — and — are our neighbors.

3.

Write five proper names of boys.
Write five proper names of girls.
Write five proper names of rivers.
Write five proper names of cities.
Write five proper names of countries.
Write five proper names of States.
Write five proper names of mountains.
With what does each proper name begin ?

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 :

1. George Washington Parker.

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 :

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

Sec. — Secretary.
Treas. — Treasurer.

Ult. — *Ultimo*, of last month.
Vol. — Volume.

EXERCISE.

Write abbreviations where possible in the following expressions :

1. General Zachary Taylor, President of the United States.
2. Captain Johnson and his friend, Lieutenant Brooks, are the guests of John Henry Norris, Esquire.
3. Our friend, Professor Bates, is now at Mount Mitchell.
4. Mister and Mistress Walker arrived on the 10th instant.
5. Governor Crawford appointed Colonel Williams as his aid.
6. Mitchell, Smith & Company,

To Reverend Henry Carter, Debtor.

To 6 dozen eggs, 60 cents.

7. Doctor Weaver and Major Harvey appointed Honorable John Dudley Davis, Attorney, as their lawyer.

8. The following are the officers of the Society: Elmer Ellsworth Bailey, President; John Henry Carter, Secretary; and William Royer Peoples, Treasurer.

CAUTION.—*Never add Mr. and Esq. to the same name.*

When an abbreviation consists of two or more separate letters, each letter is written as a capital and followed by a period.

EXERCISES.

1.

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

A. D. — In the year of our	M. D. — Doctor of Medicine.
A. M. — Forenoon. Lord.	P. M. — Afternoon.
B. C. — Before Christ.	P. O. — Post-Office.
C. H. — Court House.	P. S. — Postscript.
C. O. D. — Collect on delivery.	R. R. — Railroad.
M. — Noon.	U. S. — United States.
M. C. — Member of Congress.	U. S. A. — United States Army

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 :

1. The boy — his book.
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.

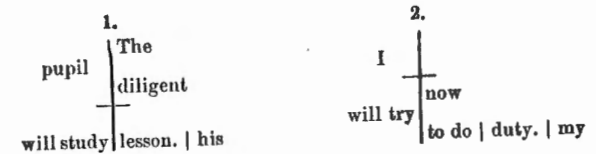
The object following a transitive verb modifies the verb; it is called an **Objective Modifier**.

ANALYSIS.

Direction.—In written analysis the *objective modifier* should be placed to the right of the verb, the same as an *adverbial modifier*.

Models.

1. The diligent pupil will study his lesson.
2. I will try now to do my duty.



EXERCISE.

Write the analysis of the following sentences :

1. The teacher wrote a letter.
2. The bird caught a bug.
3. That man lost a piece of money.
4. The thirsty boy drank some water.
5. We saw a flock of birds.
6. The horse draws the carriage.
7. Henry may build the fire.
8. The sheep will eat the grass.
9. Our pupils tell the truth.
10. God created the world.

The modifiers of intransitive verbs are always *adverbial*.

EXERCISE.

Write the analysis of the following sentences :

1. Snow falls in winter.
2. Water flows in streams.
3. The bird chirped in the thicket.
4. That bush grew on the hillside.
5. The chair stood by the window.
6. Henry will come in the morning.

7. We may coast on the hill.
8. My sister plays on the piano.
9. Briers grow in the meadow.
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 obeys —.
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. | 7. An industrious pupil. |
| 2. A good man. | 8. This old barn. |
| 3. Four nice horses. | 9. Some large fish. |
| 4. A sweet apple. | 10. These wooden pails. |
| 5. One brick house. | 11. Growing plants. |
| 6. Several new books. | 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. |

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. These 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.

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**.

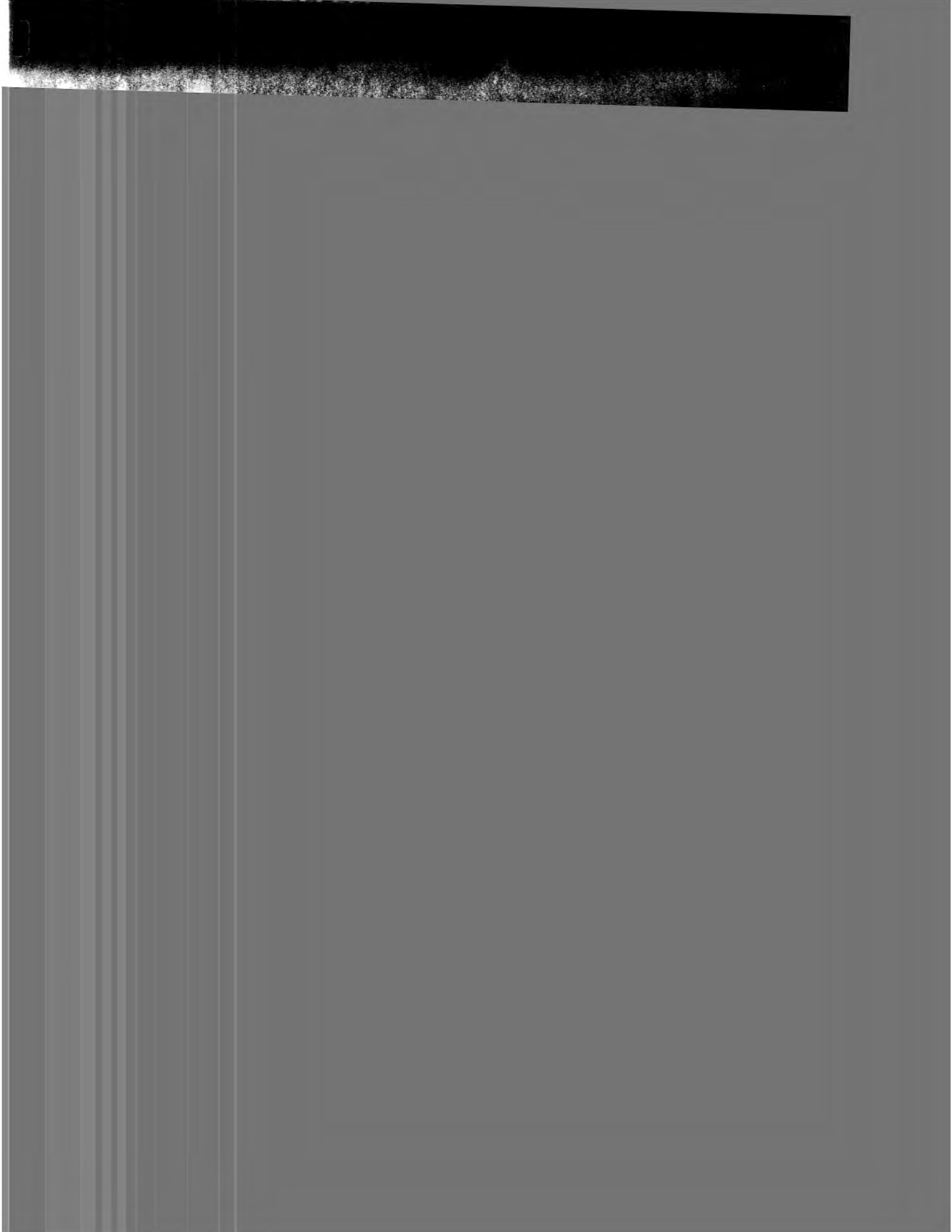
CAUTIONS.—1. *This* and *that* are used when only one is meant.

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.



2.

Name the nouns from which the following adjectives are formed :

manful	quarrelsome	beautiful	mysterious
heroic	perilous	blamable	friendly
ruinous	magical	merciless	fanciful
thankful	musical	penniless	entable

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

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

3. A Numeral Adjective is one which denotes number.

4. A Pronominal 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	{	Limiting	{ Articles, Numeral, Pronominal.
		Qualifying, 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 the thing spoken of, are called **Personal Pronouns**.

The following are the personal pronouns :

Singular.	Plural.
I,	We,
Thou,	You,
He, } She, } It, }	They.

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.

3. A ruler *who* is just makes his people respect him.
4. This is the dog *that* worried the cat *that* caught the rat *that* ate the malt *that* lay in the house *that* Jack built.
5. The books *which* I bought of you I sold again.
6. We can eat the fish *which* we have caught.
7. This is the boy *who* was sick.
8. Alexander, *who* conquered the world, sighed for more worlds to conquer.
9. Bless them *that* curse you.
10. He found the ball *for* which you sent him.
11. The gate *which* was broken is now mended.
12. Where are the cherries *that* I saw you take?

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 not 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.

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**.

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

3.

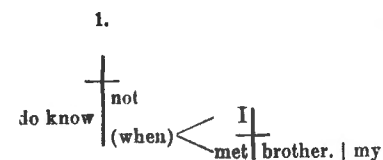
In the following sentences name the conjunctive adverbs, and tell what they connect :

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.

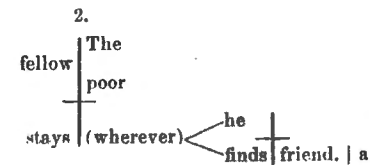
The clause introduced by the conjunctive adverb usually limits the preceding verb.

Write the analysis of the foregoing sentences.

Models.



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



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

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



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
caught	bird the
	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.

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?

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 — me, 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* :

and	also	but	still
yet	either	or	nevertheless
neither	nor	else	as well as

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	and.
Neither	nor.
Either	or.
If	then.
Whether	or.

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 nor 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 or the foolish are always happy.

SYNOPSIS.

Parts of Speech	Noun	{	Proper,	
			Common.	
	Verb	{	Transitive,	
			Intransitive.	
	Adjective	{	Limiting {	Articles,
				Numeral,
Qualifying,			Pronominal.	
	Pronoun	{	Personal,	
Relative,				
Adverb	{	Interrogative.		
		Simple,		
Conjunction	{	Conjunctive.		
		Co-ordinate,		
		Subordinate, Correlative.		

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,
Sàt and chanted cheerily
A little song, a pleasant song,
Which was—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.

REVIEW.

CAPITAL LETTERS.

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.

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.

REVIEW.

CAPITAL LETTERS.

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.

