

TOWER'S ELEMENTS.

FIRST

LESSONS IN LANGUAGE;

OR

ELEMENTS

OF

ENGLISH GRAMMAR.

BY

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## PREFACE.

Our aim has been, in this little treatise, instead of loading the memory with terms which it is impossible for the pupil to understand, to make grammar an intellectual exercise; to show, by the construction and analysis of easy sentences, the power of the several classes of words in modifying the sense; to show that the sense is not contained in one mass, or lump, but that one word suggests to the mind the object of which we are speaking, another describes the object, another asserts something of the object, and another qualifies the assertion in respect to time, place, and manner.

This exercise in itself is admirably calculated to impart quickness, accuracy, and intensity, of thought and expression. Professor Gibbs says, "There can be no exercise in the whole business of instruction more useful to the mind, than the analysis of sentences in the concentrated light of grammar and logic. It brings one into the sanctuary of human thought. All else is but standing in the outer court."

The sentences which we have instanced are, it is true, very simple, and the sense very obvious. It is sufficient to say that they are intended for children, whose thoughts are simple, and whose minds are untrained to any severe exercise of the powers of discrimination, classification, or abstraction. They are intended also for *illustration*, and are therefore better, even for adults, than sentences, where no new classes or relations are used, but only where these relations are less obvious. That, certainly, is the best *illustration* of a principle, which contains it in its simplest and most transparent form—a fact, it would seem, not always recognized by teachers.

Children very early recognize the general principles of language, and to an

extent sufficient to serve as a basis for a broader and more accurate knowledge of it. Thus, when they enter our primary schools, they express their ideas in sentences; they use the singular and plural numbers appropriately; they recognize the principles of gender, number, person, and even case, in the use of the personal pronouns; and a variety of other things which may be taken advantage of by the teacher. Even the errors of children, in the use of language, show how early they acquire a knowledge of its *general* structure.

The child who says that "William is *gooder* than John," has learned the *regular* formation of the comparative degree, and is ignorant only of the *exception*. When he says, "mans" for "men," and "runned" for "ran," he shows that he recognizes the regular formation of the plural of nouns, as well as that of the past tense of verbs. He has already begun to make a grammar of the language, and merely wants encouragement and guidance to accomplish his task.

Our object has been, in these pages, to *furnish such guidance*, so far as it can be done in a text book, trusting to the judgment of the teacher to carry out and exemplify more fully, principles which are necessarily but partially developed in a work of this size and character.

PARK STREET, BOSTON, June, 1833.

FIRST  
LESSONS IN LANGUAGE,

OR

ELEMENTS OF ENGLISH GRAMMAR.

---

LANGUAGE.

Do all nations use the same language? They do not.

What language do the people of France use? The French.

What language do the people of England use? The English.

What language do we use? The English.

What is the use of language? To express thought.

How is thought expressed in words? By combining them.

How many words are necessary to express an idea or thought? There must be two, at least.

If I say, "*boys John*," do I express an idea? No.

If I say, "*runs walks*," do I express an idea?  
No.

Do two words combined, then, always express an idea? They do not.

If I say, "*boys run*," do I express an idea?  
Yes.

If I say, "*John walks*," do I express an idea?  
Yes.

What do words joined so as to express an idea form? A sentence.

How many words, then, are necessary to make a sentence? Two, at least.

What are the principal parts of a sentence? There must be *one* word which is the *name* of a person or thing; and *another* which tells what *is said* or *asserted* of that person or thing.

*John walks.*

What word is here used as the name of a person or thing? "John."

What word is used to tell what is *said* or *asserted* of it? "Walks."

Is this a sentence? Yes.

Why? Because it expresses an idea.

*Birds fly.*

Do these words form a sentence? Why?

Which word is used as the name of a person or thing?

Which word tells what is said or asserted of the person or thing?

*To the Teacher.* — Ask similar questions respecting the following examples:—

- |                 |                |                    |
|-----------------|----------------|--------------------|
| 1. Horses run.  | 2. Dogs bark.  | 3. Trees grow.     |
| 4. Fishes swim. | 5. Ships sail. | 6. George studies. |

Require the pupil to say or assert something about each of the following names, so as to express an idea or make a sentence.

Charles ———. Rivers ———. Nightingales ———.  
Boys ——. Girls ——. Children ——. Pupils ——.

Require the pupil to supply the name of a person or thing in each of the following examples, so as to express an idea or make a sentence.

——— work. ——— wither. ——— sew. ——— flow. ———  
sting. ——— fight. ——— sing. ——— play. ——— talk.

## NOUNS AND VERBS.

*Boys study.*

What word is the *name* of the persons of whom we are speaking? "Boys."

What word tells what *is said* or *asserted* of the boys? "Study."

What are *words used as names* called? Nouns.

What word is a noun in this sentence? "Boys." Why? Because *it is used as a name*.

What are names of *particular* persons and places called? *Proper* nouns.

What are *general* names called? *Common* nouns.

In what respect would "young" describe men?  
In regard to *age*.

"Tall?" With regard to *height*.

"Large?" In regard to *size*.

What are the words called that *describe nouns*?  
Adjectives.

*Large streams flow from little fountains.*

What word describes "streams" in this sentence? "Large."

In what respect? In respect to *size*.

What, then, is "large" called? An adjective.

Why? Because *it describes a noun*.

What other adjective is there in this example?  
"Little."

Why? Because it describes the noun "fountains."

STATEMENT.—Adjectives describe nouns.

Remark.—The three adjectives, *a*, *an*, and *the*, are called *Articles*.

- |                                  |               |
|----------------------------------|---------------|
| 1. <i>Two horses</i> - - - -     | } <i>ran.</i> |
| 2. <i>Two large horses</i> - -   |               |
| 3. <i>Two large black horses</i> |               |

In the first sentence, what word is used as a name?

What is it called?

What word is used to affirm or assert something about the horses?

What is it called?

What word *describes* horses? "Two."

In what respect does it describe them? As to *number*; it tells how *many* horses ran.

Then what is it called? An adjective.

Why? Because it *describes a noun*.

In the second sentence, what word describes the noun *horses* as to *size*?

Then what is it called? Why?

In the third sentence, what word is used to describe the horses as to *color*?

What is it called? Why?

*To the Teacher.*—Ask similar questions respecting the following sentences; also about sentences in the reading lesson:—

1. Solomon is called a wise man.
2. Industrious men work.
3. George had four sweet apples.
4. He lived twenty years.
5. Evil communications corrupt good manners.
6. Swift instinct leaps; slow reason feebly climbs.
7. The gay summer droops into pallid autumn.
8. Ambition scoffs at useful toil and homely joys.
9. There are vacant seats in our earthly homes.
10. Lonely and lovely is the silent glen.
11. His lazy limbs in listless languor lay.
12. Soft winds murmured with low and pensive sound.

*To the Teacher.*—See that the pupil supplies adjectives describing the following nouns:—

_____ horses.	_____ cows.	_____ dogs.	_____ children.
_____ trees.	_____ birds.	_____ houses.	_____ feelings.
_____ ideas.			

*To the Teacher.*—See that the pupil supplies nouns to be described by the following adjectives:—

Great _____.	Small _____.	White _____.	Seven _____.
Young _____.	New _____.	Tall _____.	Sublime _____.
Excellent _____.	Black _____.	Sour _____.	Cold _____.
_____.	Merciful _____.		Good _____.

## ADVERB.

*The horses then ran swiftly away.*

What is the word "swiftly" used for? To tell *how* the horses *ran*.

What is "away" used for? To tell *where* they *ran*.

What is "then" used for? To tell *when* they *ran*.

What are "swiftly," "then," and "away" called? Adverbs.

What, then, are adverbs used for? To describe *verbs*.

In what respect do they describe verbs? They tell *how*, *when*, or *where* an action is performed.

*Very good boys study faithfully.*

In this sentence, what word describes "boys"? Good.

What, then, is the word "good"? An adjective.

What is "very" used for? To *increase the force* of the adjective "good."

What part of speech is "very"? An adverb.

*Some boys study less faithfully.*

What part of speech is "faithfully"? An adverb.

Why? Because it describes or qualifies the verb "study."

What is the use of the word "less"?

To *diminish* or *lessen the force* of the adverb "faithfully."

What is "less" called? An adverb.

What, then, may an adverb be used for? It may be used with a *verb* to tell *how*, *when*, or *where* an action is performed; or with an *adjective* or *adverb* to *increase* or *lessen* its force.

STATEMENT.—Adverbs describe or qualify *verbs*, *adjectives*, and other *adverbs*.

*They have always labored most successfully.*

What is the word "successfully" used for? To tell *how* they have labored.

What part of speech is it? An adverb.

What word does it describe or qualify? The verb "labored."

What is the word "most" used for? To *increase* the force of the word "successfully."

What part of speech is used to increase or lessen the force of an adverb? An adverb.

What part of speech, then, is "most"?

An adverb. Why?

What is the word "always" used for? To tell *when* they labored.

What part of speech is it? Why?

What then do adverbs qualify?

*To the Teacher.*—Ask similar questions respecting the following sentences; also in the reading lesson:—

1. Boys sometimes act rather foolishly.
2. We never shall submit.
3. He studies so diligently that he will most certainly gain the prize.
4. I have seen him there lately.
5. When, where, and how he did it, he best can tell.
6. Mountain and valley are equally agreeable.
7. The heavenly bodies are perpetually in motion.

The teacher should require the following blanks to be filled with adverbs:—

1. Time flies ———.
2. Charles studies ——— diligently.
3. Charles studies very ———.
4. The horse ran ——— fast.
5. George applied himself most ———.
6. George applied himself ——— faithfully.
7. Anna came ——— than we expected.
8. They say ———.

### PREPOSITION.

*Wealthy men should give liberally.*

*Men of wealth should give liberally.*

Is there any difference in the meaning of these sentences? No.

How are the men described in the first sentence? By the adjective "wealthy."

How are they described in the second? By the phrase "of wealth."

What is the word "wealth"? A noun.

Does it convey an idea to say, "Men—wealth should give"? No.

What word must be placed before "wealth" to connect it with "men"? "Of."

What is the word "of" called? A preposition.

Why? Because it is *placed before* a noun to connect it with another word.

*Men of wealth should give liberally.*

*Men of wealth should give with liberality.*

Do these sentences convey the same meaning? Yes.

What word tells *how* they should give, in the first sentence? The adverb "liberally."

What tells *how* they should give, in the second sentence? The phrase "with liberality."

Would it convey an idea to say, "Men of wealth should give liberality"? No.

What word must be placed before "liberality" to connect it with the verb "give"? "With."

What, then, is "with" called? A preposition.

Why? Because it is placed before a noun to connect it with another word.

What, then, is a preposition? A word *placed before* a noun to connect it with some other word.

STATEMENT.—Prepositions connect *words*.

*He lately came from college.*

What *noun* in this sentence? "College."

What word connects it with the verb "came"?  
"From."

What part of speech is "from"? Why?

What may prepositions connect?

TABLE OF PREPOSITIONS.

about,	around,	between,	from,	towards,
above,	at,	betwixt,	in,	under,
across,	athwart,	beyond,	into,	underneath,
after,	before,	by,	of,	unto,
against,	behind,	concerning,	on,	up,
amid,	below,	down,	over,	upon,
amidst,	beneath,	during,	since,	with,
among,	beside,	except,	through,	within,
amongst,	besides,	for,	to,	without.

The teacher should ask questions similar to the above respecting the following sentences:—

1. John has returned to the city.
2. You may coast on my new sled.
3. Take truth for thy creed, and God for thy Guide.
4. Speak gently to the little child.
5. There is a pleasure in the pathless woods.
6. Honor thy father with thy whole heart, and forget not the kindness of thy mother.
7. Can you be misled by such arguments?

The teacher should require the following blanks to be filled:—

1. George has gone —— Indiana.
2. Louis Napoleon usurped the throne —— France.
3. Anna rode home —— a carriage.
4. Charles was sitting —— a chair.
5. —— youth we sometimes trifle —— health.
6. The blue waves curl —— the gale.
7. I am monarch —— all I survey.
8. He leadeth me —— the still waters. He maketh me to lie down —— green pastures.

CONJUNCTION.

*John runs. William walks.*

How many assertions are here made? Two.

Does "John runs" make complete sense? Yes.

Does "William walks" make complete sense? Yes.

If you wish to make these two assertions in the same sentence, what word must you supply?  
"And."

What is "and" used for? To connect the sentences.

What are words called which connect sentences? Conjunctions.

What, then, is "and"? A conjunction.

Why? Because it connects two sentences.

*John went to Boston. James went to Boston.*

How many assertions are here made? Two.

What word may be supplied to connect these sentences? "And."

What is "and"? A conjunction.

Why? Because it connects sentences.

What parts of each sentence are alike?  
"Went to Boston."

How, then, can the same assertions be made in a shorter way? "John and James went to Boston."

What, then, is "and" used for in this sentence? To connect the sentences and shorten the expression.

How is the expression shortened by using the conjunction?

*John went to Boston. John returned.*

What word must be supplied to put these two assertions in one sentence? "And."

What part of the sentence may be omitted when "and" is supplied? "John" before "returned."

Why? Because it is the same in both sentences.

*John will go. James will go.*

What word must be supplied to connect these sentences, and assert that only *one* of the persons named will go? "Or."

Is it now asserted that John will go? No.

Is it asserted that James will go? No.

Is it asserted that one or the other will go? Yes.

Does it tell which? No.

What words are alike in each sentence? "Will go."

How may the sentences be written when connected by "or"? "John or James will go."

What part of speech is "or"? A conjunction.

*John will be pleased (if) William returns.*

What word is here used to connect the sentences? "If."

Can the expression be shortened if the sentences are connected? No.

Why? Because no part of one sentence is like the other.

What part of speech is "if"? A conjunction.

Why? Because it connects sentences.

STATEMENT.—Conjunctions connect *sentences*, and save the repetition of what is alike in each.

TABLE OF CONJUNCTIONS.

although,	but,	neither,	than,	unless,
and,	either,	nor,	that,	wherefore,
as,	for,	notwithstanding,	then,	yet.
because,	if,	or,	therefore,	
both,	lest,	since,	though,	

*George will succeed, because he is diligent.*

Is it asserted of George that he will succeed? Yes.

Is it asserted of him that he is diligent? Yes.

What word connects these two assertions?

"Because."

What, then, is "because"? A conjunction.

Why? Because it connects sentences.

Does it shorten the expression?

*I saw the man who sold a horse to you.*

What is "I" used for? Instead of the name of the speaker.

What is "you" used for? Instead of the name of the person spoken to.

What part of speech would these names be? Nouns.

What part of speech, then, are "I" and "you"? Pronouns.

What is the word "who" used for? Instead of the noun "man."

What, then, is "who" called? A pronoun.

Why? Because *it is used instead of a noun.*

*Anna found my pencil, and put it on her desk.*

What noun is "my" used to represent? The name of the speaker.

What noun is "it" used to represent? "Pencil."

What noun is "her" used to represent? "Anna."

What are words used instead of nouns called? Pronouns.

What, then, are "my," "it," and "her" called? Pronouns.

*To the Teacher.* — Ask similar questions concerning the following examples: —

1. I thank thee for the word; it nerves my arm.
2. I will use you for my mirth.
3. Weigh well thy words before thou givest them breath.

4. Here is your knife which I borrowed.

5. Before I gave the thongs to you, they were mine; after I handed them to you, they were yours.

---

### INTERJECTION.

*Alas! the remedy came too late.*

What is asserted in this sentence? That "the remedy came too late."

Is the word "alas" necessary to make the assertion? No.

Do you understand the speaker to regret that the remedy came too late? Yes.

What word conveys that idea to you? "Alas."

Does it *assert* that the speaker regrets it? No.

Does it *imply* it? Yes.

What, then, is "alas" used for? To imply the emotion of *regret*.

What are words used to imply emotion or feeling called? Interjections.

What is "alas"? An interjection.

Why? Because it implies emotion, and is not connected with the sentence.

#### TABLE OF INTERJECTIONS.

adieu,	bravo,	halloo,	ho,	poh,
ah,	fie,	hark,	hurrah,	pshaw,
aha,	ha,	hey,	hush,	pugh,
alack,	ha, ha, ha,	heyday,	huzza,	well-a-day,
alas,	hail,	hist,	lo,	what.

*To the Teacher.* — Ask similar questions about the following examples: —

1. Alas! why need you be so rough?
2. Ah! it is Pythias himself.
3. Hush! hush! thou vain dreamer.
4. Umph! I guess at it.
5. Pshaw! there's no distress in that.
6. Well! what can I do for thee?
7. O! I shall drown, I shall drown!

### PARTS OF SPEECH.

We have now seen that words may be reduced to classes, according to the purpose for which they are used; that

Words used as *names* are *nouns*.

Words used to *assert* are *verbs*.

Words used to *describe nouns* are *adjectives*.

Words used to tell *how, when, or where* an action is performed, are *adverbs*.

Words used before nouns and pronouns to *connect them with some other word* are *prepositions*.

Words used to *connect sentences*, and prevent the repetition of what is the same in each, are *conjunctions*.

Words used to *imply* emotion or feeling, without *asserting* it, are *interjections*.

Words used *instead of nouns* are *pronouns*.

These classes of words are called *parts of speech*, and include all the words in the language.

What are nouns? What are verbs?

What are adjectives? What are adverbs?

What are prepositions?

What are conjunctions?

What are interjections?

What are pronouns?

What are these classes of words called?

*To the Teacher.* — Ask the parts of speech, and *why*, in each of the following examples. If the pupil can write, let him make a list, classifying all the words in each.

1. The horse ran with the carriage, and broke it.
2. Charles looked for the book.
3. George recited his lessons well.
4. I was fond of sport when I was young.
5. I informed Charles of the arrival, and he was very glad.
6. John remains in the city, and William returns to the country.
7. The rivers are wide and deep.
8. Father bought this sled, but that knife was a present from my uncle.
9. Ha! they please me now.
10. William gave me the book, and I now cheerfully give it to you.

REMARK. — The following lines may, perhaps, be of service to the young learner in fixing the use and meaning of the parts of speech in his memory: —

A NOUN's the name of any thing;  
As, *school* or *garden*, *hoop* or *swing*.

ADJECTIVES tell the *kind* of noun;  
As, *great*, *small*, *pretty*, *white*, or *brown*.  
Three of these words we often see  
Called ARTICLES — *a*, *an*, and *the*.

Instead of nouns the PRONOUNS stand;  
John's head, *his* face, *my* arm, *your* hand.

VERBS tell of something *being done* ;  
As, *read, write, spell, sing, jump, or run.*

How things are done the ADVERBS tell ;  
As, *slowly, quickly, ill, or well.*  
They also tell us *where* and *when* ;  
As, *here, and there, and now, and then.*

A PREPOSITION stands *before*  
A noun ; as, *in, or through, a door.*

CONJUNCTIONS sentences unite ;  
As, *kittens scratch and puppies bite.*

The INTERJECTION shows surprise ;  
As, *O, how pretty ! Ah, how wise !*

---

### PERSON OF NOUNS.

A noun may be the name of the person *speaking, spoken to, or spoken of.*

If I say, "William, bring the book to me, your teacher," what noun is the name of the person *speaking* ? "Teacher."

What noun is the name of the person *spoken to* ? "William."

What noun is the name of the thing *spoken of* ? "Book."

When a noun is the name of the person *speaking*, of what person is it ? Of the *first* person.

What noun is of the first person in this example ? "Teacher."

Why ? Because it is the name of the *speaker.*

When a noun is the name of the person *spoken to*, of what person is it ? Of the *second* person.

What noun is of the *second* person in this example ? "William."

Why ? Because it is the name of the person *spoken to.*

When a noun is the name of the person or thing *spoken of*, of what person is it ? *Third* person.

What noun in this example is of the third person ? "Book."

Why ? Because it is the name of the thing *spoken of.*

*To the Teacher.* — Ask similar questions respecting the following examples : —

1. Sir, I, your brother, should not plead in vain.
2. Anna, you may recite your lesson.
3. Virtue is its own reward.
4. Thou, William, still art young, and dost not see the danger.
5. Honesty is the best policy.
6. Peace scatters blessings from her dewy wings.

---

### NUMBER.

A noun may be the name of *one* person or thing, or *more than one.*

If I say, "tree," do I mean *one* tree, or *more than one* ? One tree.

What word would express more than one?  
"Trees."

Does "child" mean *one*, or more than one?

What word must be used to express more than one? "Children."

When a word means only *one* person or thing, of what number is it? *Singular number*.

When a word means *more than one*, of what number is it? *Plural number*.

What is the plural form of the following nouns: *house, horse, ship, boat, river, school*?

What is the singular form of the following nouns: *benches, seats, boxes, windows, doors*?

What must be added to the word "horse" to make it plural? "s."

What must be added to "box" to make it plural? "es."

How is the plural number commonly formed? By adding "s" or "es" to the singular.

What is the plural of "child"?

How is it formed? By adding "ren" to the singular.

How is the plural of "man" formed? By changing "a" to "e."

Spell the plural of *goose, fool, foot, ox, woman, mouse*.

What is the plural of "lady"? "Ladies."

How is the plural formed? By changing "y" into "ies."

Is there a vowel immediately before the "y" in "lady"? No.

Then, if a noun ends in "y" without a vowel immediately before it, how is the plural formed?

Spell the plural of the following words: *fly, body, glory, story, possibility, navy, victory, fairy, beauty, cherry, duty, lady*.

What letter was removed from each?

What letters were added to each?

Why? Because "y" was not immediately preceded by a vowel.

What is the plural of "key"? "Keys."

How is it formed? By adding "s."

Is the "y" preceded by a vowel? Yes, by the vowel "e."

What, then, is added to form the plural when final "y" is directly preceded by a vowel? "s."

Spell the plural of the following words: *turkey, day, monkey, toy, ray, boy, convoy, way, valley, delay*.

What is the plural of "loaf"? "Loaves."

What is the plural of "knife"? "Knives."

Into what is "f" or "fe" in these examples changed? Into "ves."

Spell the plural of the following words: *life, wife, sheaf, leaf, wharf*.

What is the plural of "muff"? "Muffs."

*Staff* has *staves* for its plural. All others in "ff" add "s."

## GENDER.

A noun may be the name of a *male*, a *female*, or an object which is *neither* male nor female.

*The gentleman and lady are in the car.*

Does the noun "gentleman" denote a male, or female? A *male*.

What is the gender of the name of a male? *Masculine*.

Then of what gender is "gentleman"? *Masculine*.

Does "lady" denote a male, or female? A *female*.

What is the gender of the name of a female? *Feminine*.

Then of what gender is "lady"? *Feminine*.

Does "car" denote a *male*, a *female*, or *neither*? *Neither*.

What is the gender of a noun that is neither male nor female? *Neuter*.

What does "neuter" mean? It means *neither*

Of what gender is "car"? *Neuter*.

*The boy and his sister were playing at ball.*

What words are nouns in this example?

Of what *person* is each? Why?

Of what *number*? Why?

Of what *gender*? Why?

*To the Teacher.*— Ask similar questions respecting the following examples:—

1. William's cheek was wet with his mother's tears.
2. Man, the hermit, sighed, till woman smiled.
3. Not a soldier discharged his farewell shot, over the grave where our hero we buried.
4. There is no breeze upon the lake.
5. Why should gold man's feeble mind decoy?
6. The fisherman drags to the shore his laden nets.
7. The schoolboy lags with satchel in his hand.

*William walks.*

What pronoun may be used for "William" in this sentence? "He."

What number, person, and gender is "William"? Why?

*The pupils may take the pupils' seats.*

What pronoun may be used so as to avoid the the repetition of "pupils" in this sentence? "Their."

What number and person is "pupils"?

Is it necessary to determine the gender of a noun when it is of the third person plural? No.

Why? Because we use the same pronoun to represent a noun of either gender, in the plural number; as,

The *boys* may take *their* seats.

The *girls* may take *their* seats.

The *trees* have dropped *their* leaves.

Of what number are the three nouns, "boys," "girls," and "trees"?

Why?

Why? Because it has a *subject* and a *predicate*.

What is the subject? "Man."

What is the predicate? "Acts."

What part of speech is "man"? A noun.

Why?

Of what number? Why?

Of what person? Why?

Of what gender? Why?

What pronoun may be used in its place? "He."

In what case is "he"? Nominative. (*See table of pronouns.*)

Then in what case is "man"? Nominative.

In what case, then, must the *subject* be? In the nominative.

STATEMENT.—The subject of a sentence must be in the nominative case.

*Horses ran.*

What are we speaking of in this sentence?  
Horses.

Then what is the subject?

What is affirmed or predicated of "horses"?

That they ran.

Then what is the predicate?

What part of speech is "horses"? A noun.

Why?

What number? Why?

What person? Why?

Is it necessary to tell the gender when the noun is plural? No.

Why? Because the same pronoun is used instead of a masculine, feminine, or neuter noun in the plural.

In what case is "horses"? Nominative.

Why? Because it is the subject.

Repeat the fifth rule.

What pronoun may be used instead of "horses"? "They."

Why may not "them" be used instead of "horses" in this sentence? Because "them" is in the *objective* case, and the subject must be in the *nominative*.

*To the Teacher.*—Ask similar questions respecting the following examples:—

1. Trees grow.
2. Scholars study.
3. Charles jumps.
4. Virtue will be rewarded.
5. Children are taught.
6. Flowers will wither.
7. The men talked.
8. Stephen was stoned.
9. Cicero was admired.
10. Boys will talk.

Let the pupil supply subjects for the following assertions or predicates, to fill the blanks; viz., *subjects* for the following *verbs*:—

1. — studies.
2. — will grow.
3. — has come.
4. — have arrived.
5. — will be loved.
6. — run.
7. — play.
8. — fly.
9. — walks.
10. — bark.

Let the pupil fill the blanks, predicating or asserting something about each of the following subjects, viz., supplying a *verb* for each *subject*:—

1. Boys —.
2. Flowers —.
3. Birds —.
4. Men —.
5. Scholars —.
6. Children —.
7. Anna —.
8. Gnats —.
9. Fishes —.
10. Lions —.

The seventh? It declares his *obligation* to go.

In what mode are verbs, when they express *possibility, liberty, power, will, obligation, or necessity*? In the *potential* mode.

What is the meaning of "potential"? It means *powerful*.

Does the potential mode always express *power*? No.

What does it express? It expresses *possibility, liberty, power, will, obligation, or necessity*, by using *may, can, must, might, could, would, or should*.

If a verb from its *signification*, without the use of any of these words, expresses *power, obligation, &c.*, is it said to be in the potential mode? No.

If I say, "William may go if he *wishes*," how is the verb "wishes" used? To express a *condition*.

What is the *condition* under which he is permitted to go? That he wishes or desires it.

In what mode is a verb when it expresses a *condition*? In the *subjunctive* mode.

What is the meaning of "subjunctive"? It means something *joined* or *added*.

*Children, obey your parents.*

How is the verb "obey" used in this example? It is used to express a *command*.

In what mode is a verb which is used to express a command? *Imperative* mode.

What is the meaning of "imperative"? *Commanding*.

Is the imperative mode *always* used to command? No.

For what other purpose is it used? For *praying* or *entreating*; as, "Give us this day our daily bread." "*Do let me have the book.*"

1. Children *obey* their parents.
2. Children *must* obey their parents.
3. Children *should* obey their parents.
4. Children, *obey your* parents.
5. Children will be happy *if they obey* their parents.

In what mode is "obey" in the first example? *Indicative*.

Why? Because it is used for simple *declaration*.

In what mode is "must obey" in the second example? *Potential*.

Why? Because it expresses *necessity*, by the aid of "must."

In what mode is "should obey" in the third example? *Potential*.

Why? Because the verb expresses *obligation* by the aid of "should."

In what mode is "obey" in the fourth example? *Imperative*.

Why? Because it is used for *commanding*.  
In what mode is "obey" in the fifth example?  
*Subjunctive*.

Why? Because it is used to express the *condition* under which children may be happy.

*Children are commanded to obey their parents.*

What is the subject of this sentence? "Children."

What is the predicate? "Are commanded."

What part of speech is "are commanded"?  
A verb.

What other verb in this sentence? "Obey."

Why is it a verb? Because it may be used as a predicate, to *assert* or affirm.

Is it used as a predicate in this example? It is not.

In what mode is a verb when it is *not used as a predicate*? *Infinitive*.

What word generally precedes a verb in the infinitive mode? The preposition "to."

How many modes have verbs? Five.

What are they? Indicative, potential, imperative, subjunctive, and infinitive.

*William must study his lesson.*

What is *asserted* of William? That he *must study*.

What part of speech is *must study*? A verb.

Why? Because it is used to *assert* something.

What does the word "must" express? *Necessity*.

Then in what mode is "must study"? *Potential*.

Why? Because the potential mode is used to express *necessity*, by the aid of *must*.

*To the Teacher.* — Ask similar questions respecting the following examples: —

1. William studies his lessons.
2. William has learned his lessons.
3. George returned yesterday. 4. John can buy a book.
5. John may buy a book. 6. Boys, obey your teachers.
7. Pupils should obey their teachers.
8. The boys ran to see the soldiers.
9. William studied well, or he could not have improved so much.
10. Charles, bring your book to me.
11. I love to look on a scene so lovely.
12. The boy had returned when I arrived.
13. Children should try to behave well.
14. The gentleman should not have purchased the house, if he disliked it.
15. The boy will attend school if his parents consent.
16. Do give me the knife.

---

## TENSE.

What is the meaning of *tense*, as applied to verbs? It means the time when an action is done.

What is the most common division of time? Into *present*, *past*, and time to come, or *future*.

If I say, "Henry walks," when do I represent the action as taking place? Now.

In what *tense*, then, is "walks"? *Present*.

If I say, "Henry walked yesterday," when do I represent the action to have taken place? In a space of time *wholly past*.

In what tense is "walked"? *Imperfect*.

If I say, "Henry has walked to-day," when is the action represented as being done? In a space of time *which is not wholly past*.

In what tense is "has walked"? *Perfect*.

If I say, "Henry had walked before you saw him," when did the action take place? Before a *past time, mentioned*.

In what tense is "had walked"? *Pluperfect*.

If I say, "Henry will walk," when do I assert that the action will take place? In time to come, or *future time*.

In what tense is "will come"? *Future*.

If I say, "Henry will have walked before to-morrow," when is the action represented to take place? In *future time before a time mentioned*.

In what tense is "will have walked"? *Future perfect*.

How many tenses have verbs? Six.

What are they? Present, imperfect, perfect, pluperfect, future, future perfect.

When does the *present* tense represent an action as taking place? *Now*.

When does the *imperfect* tense represent an action as having taken place? In a space of time *wholly past*.

When does the *perfect* tense represent an action as having taken place? In a space of time *not wholly past*.

When does the *pluperfect* tense represent an action as having taken place? Before a *past time mentioned*.

When does the *future* tense represent that an action will take place? In *time to come, or future time*.

When does the *future perfect* tense represent that the action will have taken place? At a *future time, before a time mentioned*.

*To the Teacher.*—Let the pupil tell the tenses in the following examples:—

1. The horse runs. 2. The horses have run.
3. The birds flew.
4. The stage had left when I arrived.
5. Charles will learn his lesson.
6. James will have arrived before noon.
7. George has returned from the country.
8. George came home last week.
9. The ship sails well. 10. The girls gathered flowers.
11. The gentleman will call to-morrow.
12. William did not work yesterday, but he has worked to-day.
13. I lay down yesterday after dinner.
14. Hens lay eggs. 15. The sun sets at night.
16. William and George sit at the same desk.

## MODES AND TENSES OF THE VERB "LOVE."

## COMMON STYLE.

## INDICATIVE MODE.

<i>Present tense.</i>	{ Usual form,..... Love or do love. Form used with a subject of } Loves or does love. the third person singular, . . . }
<i>Imperfect tense.</i>	
<i>Perfect tense.</i>	{ Usual form,..... Have loved. Form used with a subject of } Has loved. the third person singular,.... }
<i>Pluperfect tense.</i>	
<i>Future tense.</i>	Shall love or will love.
<i>Future perfect tense.</i>	Shall have loved or will have loved

## POTENTIAL MODE.

<i>Present.</i>	May, can, or must love.
<i>Imperfect.</i>	Might, could, would, or should love.
<i>Perfect.</i>	May, can, or must have loved.
<i>Pluperfect.</i>	Might, could, would, or should have loved.

## SUBJUNCTIVE MODE.

Indicative and potential forms preceded by *if*, &c.

## IMPERATIVE MODE.

*Present.* Love or do love.

## INFINITIVE MODE.

*Present.* To love.  
*Perfect.* To have loved.

## FORMAL STYLE.

REMARK. — Used only with a subject of the second person and singular number.

## INDICATIVE MODE.

<i>Present.</i>	Lovest or dost love.
<i>Imperfect.</i>	Lovedst or didst love.
<i>Perfect.</i>	Hast loved.
<i>Pluperfect.</i>	Hadst loved.
<i>Future.</i>	Shalt or wilt love.
<i>Future perfect.</i>	Shalt or wilt have loved.

## POTENTIAL MODE.

<i>Present.</i>	Mayst or canst love.
<i>Imperfect.</i>	Mightst, couldst, wouldst, or shouldst love.
<i>Perfect.</i>	Mayst or canst have loved.
<i>Pluperfect.</i>	Mightst, couldst, wouldst, or shouldst have loved.

## SUBJUNCTIVE MODE.

Indicative and potential forms preceded by *if*, &c.

NOTE. — By reference to the foregoing table it will be seen that verbs are sometimes varied in form on account of the *person and number of their subjects*.

In what tenses of the indicative mode is the verb varied on account of the subject? (See table.)

What form of the verb "love" is used in the indicative mode, present tense, with a subject of the third person, singular number? "Loves," or "does love;" thus, "He *loves*." "He *does love*."

What form is used with a subject of any other person and number? "Love," or "do love;" thus, "I *love*," "you *love*," "they *love*;" or, "I *do love*," "you *do love*," "they *do love*."

What is the *usual* form of the verb "love" in the indicative mode, perfect tense? "Have loved;" thus, "I *have loved*," "we *have loved*," "they *have loved*."

What must be used instead of "have" if the subject is third person, singular number? "Has;" thus, "he *has loved*," "she *has loved*."

Are there variations in the other modes and tenses on account of the person and number of the subject? No.

Are verbs varied on account of the style?  
They are.

When? When the subject is of the *second* person, *singular* number, and *formal* style.

EXAMPLE. — In the indicative mode, present tense, second person, singular number, *common* style, we say, "You love," but in the *formal* style, "Thou lovest."

*To the Teacher.* — As *person* and *number* do not properly belong to verbs, it is recommended that, for a time at least, the pupils be required, in parsing, to tell whether the verb is varied on account of the person and number of its subject. They will then better understand what is meant by the rule, that "The verb must agree with its subject in number and person."

1. William loves his parents.
2. William loved his parents.
3. William has loved his parents.
4. William had loved his parents.
5. William will love his parents.
6. William will have loved his parents.
7. William may love his parents.
8. William might love his parents.
9. William may have loved his parents.
10. William might have loved his parents.
11. If William had loved his parents.
12. William, love your parents.
13. William, do love your parents.
14. William, try to love your parents.
15. William ought to have loved his parents.

In how many of the above examples is the verb varied because the subject is third person singular?

In what mode?

In which tenses?

Tell the mode and tense of the verb "love" in each of the above examples.

*To the Teacher.* — Let the pupil orally, or otherwise, change the verb in each of the following examples into all the modes and tenses, as above:—

1. George found a ball. 2. Horses run fast.
3. Cows give milk. 4. Charles gains a prize.
5. Good boys study well. 6. Children obey their teachers.
7. John has received a letter. 8. Girls try to learn.
9. Heaven rewards the good.
10. Father bought the horse. 11. Men worship God.

---

### PARTICIPLES.

What is the meaning of "participle"? A participator, or sharer.

What is the meaning of the term "participle" when applied to words? It means certain forms of the verb which are used as adjectives, or nouns, and yet retain something of the nature of the verb.

How many participles are derived from a verb? Three.

What are they called? The imperfect, the perfect, and compound perfect. What is the *imperfect* participle of the verb "love"? "Loving."

Why is it called imperfect? Because it represents the action as *unfinished*, or *incomplete*.

How does the imperfect participle end? In "ing."

What is the *imperfect* participle of the verb "speak"? "Speaking."

Of the verb "hear"? "Hearing."

What is the *perfect* participle of the verb "love"? "Loved."

Why is it called perfect? Because it represents the action as *complete*.

What is the *perfect* participle of the verb "speak"? "Spoken."

Of the verb "hear"? "Heard."

What is the *compound perfect* participle of the verb "love"? "Having loved."

Why is it called compound perfect? Because it is formed by prefixing "having" to the perfect participle.

What is the *compound perfect* participle of the verb "speak"? "Having spoken."

Of the verb "hear"? "Having heard."

<i>Imperfect participle.</i>	Loving.
<i>Perfect participle.</i>	Loved.
<i>Compound perfect participle.</i>	Having loved.

*To the Teacher.* — Require the pupil to give the imperfect, perfect, and compound perfect participles of the following verbs :

Walk, run, strike, write, go, try, improve, rely, rejoice, read, realize, represent, partake, form, prefix, begin, receive, give, &c.

### VERB BE OR AM.

What is the usual form of this verb, in the indicative mode, present tense? "Are."

Give examples. "You are," "we are," "they are."

What is the form when the subject is of the first person, singular number? "Am."

What is the form when the subject is of the third person singular? "Is."

What is the usual form of the imperfect tense of this verb? "Were."

What is the form when the subject is of the first or third person singular? "Was;" as, "I was," "he was."

What is the usual form of the perfect tense? "Have been;" as, "I have been," "you have been," "we have been," "they have been."

What is the form of the perfect tense when the subject is of the third person singular? "Has been;" as, "he has been."

Is the verb varied in the other three tenses of the indicative mode? It is not.

Is it varied in the potential mode? No.

## COMMON STYLE.

NOTE. — This verb, in the common style, is varied on account of the person and number of its subject, in the present, imperfect, and perfect tenses of the indicative form.

## INDICATIVE MODE

<i>Present.</i>	{	When the subject is of the first person singular.....	} Am.
		When the subject is of the third person singular.....	
		Usual form.....	} Are.
<i>Imperfect.</i>	{	When the subject is of the first or third person singular.....	} Was.
		Usual form.....	
		Usual form.....	} Were.
<i>Perfect.</i>	{	When the subject is of the third person singular.....	} Has been.
		Usual form.....	
		Usual form.....	} Have been.
<i>Pluperfect.</i>		Had been.	
<i>Future.</i>		Shall or will be.	
<i>Future perfect.</i>		Shall or will have been.	

## POTENTIAL MODE.

<i>Present.</i>	May, can, or must be.
<i>Imperfect.</i>	Might, could, would, or should be.
<i>Perfect.</i>	May, can, or must have been.
<i>Pluperfect.</i>	Might, could, would, or should have been.

## SUBJUNCTIVE MODE.

Indicative and subjunctive forms preceded by *if*.

The following forms are sometimes used in the subjunctive mode, present and imperfect tenses : —

<i>Present tense.</i>		
If I be,	If you be,	If he be;
If we be,	If they be.	
<i>Imperfect tense.</i>		
If I were,	If you were,	If he were ;
If we were,	If they were.	

## IMPERATIVE MODE.

*Present.* Be.

## INFINITIVE MODE.

*Present.* To be.  
*Perfect.* To have been.

## PARTICIPLES.

*Imperfect.* Being.  
*Perfect.* Been.  
*Compound Perfect.* Having been.

## FORMAL STYLE.

Used only with a subject of the second person and singular number.

*Present.* Art.  
*Imperfect.* Wast or wert.  
*Perfect.* Hast been.  
*Pluperfect.* Hadst been.  
*Future.* Shalt or wilt be.  
*Future perfect.* Shalt or wilt have been.

## POTENTIAL MODE.

*Present.* Mayst or canst be.  
*Imperfect.* Mightst, couldst, wouldst, or shouldst be.  
*Perfect.* Mayst or canst have been.  
*Pluperfect.* Mightst, couldst, wouldst, or shouldst have been.

## SUBJUNCTIVE MODE.

Indicative and potential forms preceded by *if*.

## ACTIVE AND PASSIVE FORMS.

A transitive verb may be used in two ways. In the *active* form, it represents the *subject* as the

*actor* or *doer*; in the *passive* form, the subject is represented as the *receiver*.

*John struck the horse. The horse was struck by John.*

Do these two sentences express the same idea, or different ones? The same.

What is the subject of the first sentence? "John."

Is "John" the *doer*, or *receiver*? The *doer*, or *actor*.

What did he do? He struck.

Is "struck," then, active or passive? Active.

Why? Because the subject is the *actor*.

What is the subject of the second sentence? "Horse."

Is "horse" the *doer*, or *receiver*? The *receiver*.

What did he receive? He received the blow which "John struck."

Is "was struck" active, or passive? Passive.

Why? Because the subject is the *receiver* of an action.

*To the Teacher.* — Require the pupil to make the following assertions in the *passive* form, and to answer questions similar to those above.

I have read the book.

The partiality of friends may have injured the boy.

The girls gathered flowers.

Charles caught a fish.

James could not find the book.

*James sees Thomas. Thomas is seen by James.*

In the first sentence, is the verb "sees" in the active or passive form?

Why?

In which form is the verb "is seen," in the second sentence?

Why?

How is the passive verb "is seen" formed? By adding the perfect participle of the verb "see" to a part of the verb "am," or "be."

What is the perfect participle of the verb "see"? "Seen."

What part of the verb "be" is the verb "is"? The indicative mode, present tense, used with a subject in the third person, singular number.

Read these sentences with the verb in the *imperfect* tense. "James saw Thomas." "Thomas was seen by James."

Put the verbs in the indicative, *perfect*. "James has seen Thomas." "Thomas has been seen by James."

*Pluperfect*. "James had seen Thomas." "Thomas had been seen by James."

*Future*. "James will see Thomas." "Thomas will be seen by James."

*Future perfect*. "James will have seen Thomas." "Thomas will have been seen by James."

NOTE. — This exercise may be extended through all the modes and tenses, till the pupil is familiar with the different forms of verbs.

*Examples for Practice.*

1. I study the lesson. 2. William learns arithmetic.
3. Horses eat hay. 4. Boys wear hats.
5. A garment of brightness illumed its dark path.
6. The Indian paddles the light canoe.

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 PROGRESSIVE FORM.

*Henry speaks. Henry is speaking.*

How does the second sentence differ from the first? It indicates that the action is *progressing*, or going forward.

What is this form of the verb called? The *progressive* form.

How is it formed from the sentence "Henry speaks"? By adding the *imperfect participle* to the verb "be."

Repeat these sentences in each tense of the indicative mode:—

*Imperfect.* Henry spoke. Henry was speaking.

*Perfect.* Henry has spoken. Henry has been speaking.

*Pluperfect.* Henry had spoken. Henry had been speaking.

*Future.* Henry will speak. Henry will be speaking.

*Future perfect.* Henry will have spoken. Henry will have been speaking.

NOTE.—The exercises may be extended through the different modes and tenses.

*Examples.*

John runs. Sarah walks. Boys study. Children play.

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 REGULAR AND IRREGULAR VERBS.

How are verbs divided with regard to their forms? Into *regular* and *irregular* verbs.

What verbs are regular? Those whose *imperfect tense* and *perfect participle* are formed by adding "ed" to the present tense, or "d" only when the verb ends in "e."

Is "love" regular, or irregular? Regular.

Why? Because its imperfect tense and perfect participle are formed by adding "d" to the present tense.

What verbs are irregular? Those whose imperfect tense and imperfect participle are not formed by adding "ed," or "d" when the present ends in "e."

What is the imperfect tense of the verb "destroy"? "Destroyed."

What is the perfect participle of this word? "Destroyed."

Is "destroy" a regular verb? Yes.

Why? Because its imperfect tense and perfect participle are formed by adding "ed" to the present.

What is the imperfect tense and perfect participle of the verb "teach"? "Taught."

Are the imperfect tense and perfect participle of this verb formed by adding "ed" to the present tense? They are not.

Is the verb "teach" regular, or irregular? Irregular.

Let the pupil give the imperfect tense and perfect participle of each of the following verbs, telling which are regular, and which irregular.

Move, hear, sell, desire, offer, occur, behave, control, delight, cry, beseech, do, sit, permit.

### ADJECTIVE PRONOUNS.

TABLE 1.

*Demonstrative.*  
This, former,  
that, latter.  
these,  
those,

TABLE 2.

*Indefinite.*  
Some, all, both,  
other, such, several,  
any, no, &c.  
one, none,

TABLE 3.

*Distributive.*  
Each,  
every,  
either,  
neither.

What are adjective pronouns? They are words which may be used either as adjectives or pronouns.

How are they divided? Into demonstrative, indefinite, and distributive.

Why are those in the first table called demonstrative? Because they show *definitely* what is meant; as, "this book," "that book."

Why are those in the second table called indefinite? Because they do not show *definitely* what is meant; as, "some book," "any book."

Why are those in the third table called distributive? Because they refer to things *separately*; as, "each book," "every book."

Repeat table of *demonstrative* pronouns.

Repeat table of *indefinite* pronouns.

Repeat table of *distributive* pronouns.

Let the pupil tell the demonstrative, indefinite, and distributive pronouns in these examples, also, whether used as adjectives or pronouns.

This book is mine. Each boy recited.

This is my book. Every girl must be studious.

Some books are good, and others are bad.

### COMPARISON OF ADJECTIVES.

*William is wise.*

What does the adjective "wise" express in this sentence? It simply describes or expresses the quality of William.

*John is wiser than William.*

What does the adjective "wiser" express in this sentence? It expresses the quality of John as compared with William.

*Henry is the wisest of the three.*

What does the adjective "wisest" express in this sentence? It expresses the quality of Henry, as compared with both of the others.

Do the adjectives "wise," "wiser," "wisest," express the same quality? They do.

Does each express the same degree of the quality? It does not.

Which word *simply expresses the quality*? "Wise."

Which *expresses a higher degree* of the same quality? "Wiser."

Which *expresses the highest degree of the quality*? "Wisest."

How many degrees of wisdom are expressed by these words? Three.

What are these degrees called in grammar? The degrees of comparison. What is that *form* of an adjective called which *simply expresses the quality*? *The positive.*

What is that form called which *expresses a higher degree* of the quality? *The comparative.*

What is that form called which *expresses the highest degree* of the quality? *The superlative.*

What degree of comparison is "wise"? Positive.

Why? Because *it simply expresses the quality.*

What degree is "wiser"? Comparative.

Why? Because *it expresses a higher degree of the quality than the positive.*

What degree is "wisest"? Superlative.

Why? Because *it expresses the highest degree of the quality.*

<i>Positive.</i>	Wise.
<i>Comparative.</i>	Wiser.
<i>Superlative.</i>	Wisest.

How are the comparative and superlative degrees of the adjective "wise" formed?

Let the pupil compare the following adjectives: *rich, young, old, poor, great, strong, weak, pure, firm, cold, warm.*

*Industrious men work.*

How may the adjective "industrious" be made to express a higher degree of the quality? By placing the adverb "more" before it.

How may it be made to express the highest degree? By prefixing "most" to the positive form.

<i>Positive.</i>	Industrious.
<i>Comparative.</i>	More industrious.
<i>Superlative.</i>	Most industrious.

How are the comparative and superlative degrees of the adjective "industrious" formed?

Compare the following adjectives in the same manner: *beautiful, dutiful, anxious, desirous, eager, consistent, ignorant, impatient.*

How are adjectives of one syllable commonly compared? By adding "r" or "er" in the comparative, and "st" or "est" in the superlative.

How are adjectives of more than one syllable commonly compared? By prefixing "more" and "most" to the positive form.

How may adjectives be made to express a lower and the lowest degree of quality? By prefixing "less" and "least" to the positive form.

<i>Positive.</i>	Industrious.
<i>Comparative.</i>	Less industrious.
<i>Superlative.</i>	Least industrious.

Compare the following adjectives in the same manner: *intense, happy, strong, general, wise, comfortable, anxious, dutiful, rich.*

Some adjectives are irregularly compared; as,

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Good,	better,	best.
Bad, ill, or evil,	worse,	worst.
Far,	farther,	farthest or furthest.
Fore,	former,	foremost or first.
Little,	less,	least.
Late,	later,	latest or last.
Much or many,	more,	most.
Near,	nearer,	nearest or next.
Old,	elder,	eldest.

*Comparative.*

Hinder,  
Inner,  
Nether,  
Upper,

*Superlative.*

hindermost or hindmost.  
innermost or inmost.  
nethermost.  
uppermost or upmost.

Adjectives of number, and those whose quality does not admit of change in degree, cannot be compared; as, *endless, absent, present, boundless, one, two, almighty, annual.*

## ARTICLES.

If I say, "Give me *a* book," do I specify *definitely* what book I want? No.

If I say, "Give me *the* book," to what do you understand me to refer? To some *particular* book.

What may "a" be called? An *indefinite article*.

What may "the" be called? A *definite article*.

Is it proper to say "a boy"? Yes.

Is it proper to say "a boys"? No.

Before what nouns may the *indefinite* article be placed? Before nouns in the *singular* number.

Is it proper to say "the boy," and "the boys"? Yes.

Before what nouns, then, may the *definite* article be placed? Before nouns of *either* number.

Is it proper to say "a apple," "a orange," "a hour"?

What must be used instead of "a" in these examples? "An."

Why? Because the following word begins with a *vowel sound*.

When must "an" be used instead of "a"?  
When it is placed before a word beginning with a vowel sound.

Let the pupil place an indefinite article before each of the following nouns, telling why "an" is used in some cases and not in others.

— woman. — army. — acorn. — youth.  
— workman. — house. — honest man. — um-  
pire.

Let the pupil place the indefinite article before those nouns which will admit of it, and the definite before the others, telling why some will not take the indefinite.

— horses. — carriage. — rivers. — dictionary.  
— hovel. — hourglass. — hourglasses. — ocean.  
— oceans.

*To the Teacher.* — Our object hitherto has been chiefly to render the pupil familiar with the various *classes* of words, and the *properties* of each, — not by *definitions* couched in terms which he cannot understand, but by a natural and easy analysis of simple forms of expression with which every child is supposed to be familiar. The *relations* of words to each other have been considered only so far as their *classification* depends on these relations. Thus the *nature* of the adjective and adverb can be shown only by the relations which they sustain to the noun, verb, &c. We now propose to illustrate the various *relations* in which words may be used, as also the *relation of clauses* in compound sentences, — deducing therefrom the most obvious principles of syntax.

## ANALYSIS, OR PARSING.

### *Boys play.*

Is this a sentence? Yes.

Why? Because the words are combined so as to convey an idea.

What is the subject? Why?

What is the predicate? Why?

What part of speech is the subject? Why?

Of what gender? Why?

Person? Why? Number? Why?

What personal pronoun may be used in its place?

In what case, then, is the subject?

What part of speech is "play"? Why?

What is the imperfect tense of the verb "play"? "Played."

What is the perfect participle? "Played."

Does this verb form its imperfect tense and perfect participle by the addition of "ed" to the present? It does.

Is it regular, or irregular? Why?

Transitive, or intransitive? Why?

What mode? Why?

Tense? Why?

Is the form of the verb varied on account of the person and number of the subject?

When is the form varied in the indicative

mode and present tense? When the *subject* is of the *third person, singular number*.

How is the fact that "a verb is sometimes varied on account of the person and number of its subject" generally expressed? By saying that "a verb agrees with its subject in number and person."

Do verbs really have *person* and *number*? They do not.

If I say, "I study," of what person and number is "study" said to be? Of the first person, singular.

"We study"? Of the first person, plural.

Why? Because its *subject* is of the first person, plural.

"They study"? Of the third person, plural.

Why?

"He studies"? Of the third person, singular.

When a noun or pronoun stands in the relation of a *subject* to a *predicate*, in what case must it be? Nominative.

Can you state the fact in general terms? *The subject of a verb must be in the nominative case.*

When a verb stands in the relation of a *predicate* to a *subject*, of what person and number is it said to be? Of the same person and number as the subject.

How may this fact be stated in general terms?

*A verb agrees with its subject in number and person.*

*To the Teacher.* — Let similar questions be asked upon each of the following examples: —

Birds fly. Men work. James studies. Water runs. We speak. They talk.

*Industrious men work.*

Is this a sentence? Why?

What is the subject? Why?

The predicate? Why?

What word describes the men, or *limits* them to a certain class?

What part of speech is the subject? Why?

What person? Why?

Number? Why? Case? Why?

What part of speech is the predicate?

Why?

Regular, or irregular? Why?

Transitive, or intransitive? Why?

Mode and tense? Why?

Person and number? Why?

What part of speech is "industrious"?

Why? Compare it.

Of what degree of comparison is it? Why?

What does it describe or limit?

What part of speech may adjectives limit?

State the fact in general terms. *Adjectives describe or limit nouns.*

NOTE.— Ask similar questions upon the following exercises :—  
Idle boys play. Little children grow. A wise man will reflect.  
The good king reigned. Bad men have lived.

*The man talked foolishly.*

What is the subject of this sentence?

Why?

The predicate? Why?

What part of speech is the subject? Why?

Gender? Person? Number? Case?

Why?

What part of speech is the predicate?

Why?

Is it regular, or irregular?

Transitive, or intransitive?

Mode? Tense? Person and number?

Why?

What part of speech is "the"?

What kind? Why?

What nouns may "the" be placed before, or  
*prefixed to*? To nouns of either number.

What is the word "foolishly" used for?

What part of speech is it?

What does it describe or *limit*?

What may adverbs limit? *Adverbs may limit  
or qualify verbs, adjectives, and adverbs.*

NOTE.— In the following exercises let the pupil observe the order  
indicated by the questioning above.

James has acted very wisely. A prudent man acts cautiously.  
Sometimes boys study well. The teacher will be here soon.

*Charles picks berries.*

What is the subject? The predicate?

What part of speech is the subject?

Gender? Person? Number? Case?

Why?

What part of speech is the predicate?

Regular, or irregular?

Transitive, or intransitive?

Mode? Tense? Person and number?

Agreement?

What part of speech is "berries"?

Person? Number?

What personal pronoun may be used instead  
of the noun "berries"?

In what case is "them"? (See table of per-  
sonal pronouns.)

In what case, then, is "berries"?

Why? Because it follows a *transitive verb*.

State this fact in general terms. *Transitive  
verbs require the objective case after them.*

*Charles picks berries for Anna.*

What part of speech is "for"? A preposition.

Why?

What does it connect? The verb "picks"  
with "Anna."

What may prepositions connect? *Preposi-  
tions connect words.*

What part of speech is "Anna"?

What gender? Person? Number?

What personal pronoun may be used instead of the noun "Anna"?

In what case is "her"?

In what case, then, is "Anna"?

Why? Because it follows a preposition.

What is the general statement or rule for this?

*Prepositions require the objective case after them.*

NOTE. — Ask similar questions upon the following exercises, unless the pupil is able to proceed in the order indicated by the questions above.

*Exercises.*

The girls gathered flowers in the garden.  
William brought the book from England.  
The boy found a knife in the street.  
A noise from the street alarmed us.

*William's dog has run away.*

What is the subject?

What is the predicate?

Parse the subject. Parse the predicate.

What part of speech is "William's"?

Gender? Person? Number?

What is it used for in this sentence? To tell the owner of the dog.

What personal pronoun may be used instead of the noun "William's"?

In what case is "his"?

Then in what case is "William's"?

What is the rule with regard to the possessive

case? *A noun or pronoun varied to denote the owner, or possessor, is in the possessive case.*

What part of speech is "away"? Why?

What does it describe or *limit*?

*Exercises.*

Warren's father will return from California.  
James had torn Edward's book.  
A friend should bear a friend's infirmities.  
The boy's parents loved him. I found a lady's bonnet.  
The milliner makes ladies' bonnets.

*I am the man.*

Parse the subject and predicate.

What part of speech is "man"?

Gender? Person? Number?

What personal pronoun may be used in its stead?

What case is "man"? Nominative.

Do the words "I" and "man" refer to the same person? They do.

When a noun follows an intransitive verb, and means the same thing as the noun or pronoun which precedes it, in what case must it be? In the same case as the word preceding the verb.

What rule, or general statement, can you make of this? *Intransitive verbs require the same case after them as before them, when both words refer to the same person or thing.*

*Exercises.*

Thou art the man. I know him to be an honest man.  
The boys are good scholars. The name of my dog is Fido.  
Anna has been a good girl. Milton was a great poet.

*My cousin William has come.*

What is the subject of this sentence?

The predicate?

Parse the subject and predicate.

What part of speech is "William"?

Of what gender, person, and number?

What personal pronoun may be used instead of "William"?

In what case, then, is "William"?

Does "William" mean the same person as "cousin" in this sentence? Yes.

How does the noun "William" affect the meaning of the sentence? It is used to explain *what* cousin is meant.

What is the rule with regard to nouns used in this relation? *A noun used to explain or limit another noun, is in the same case.*

Parse "my."

#### *Exercises.*

Paul, the apostle, wrote several epistles.

Howard, the philanthropist, visited the prisoners.

William has sold his dog, Fido.

You may come to me, your teacher.

*James, come to me.*

What is the subject of this sentence? "Thou," or "you."

What is the predicate? "Come."

Is "you" expressed? No; it is *understood* to belong here.

Parse the predicate. "Come" is a verb, irregular, intransitive, imperative mode, present tense, second person, and singular number, to agree with its subject, "you," referring to James.

What part of speech is "James"?

Person? Why? Number? Why?

In what case is a noun which is the name of the person spoken to? Nominative.

In what case, then, is "James"?

What is the rule applicable to such words?

*A noun which is the name of a person spoken to, is in the nominative case, and is used independently.*

What do you mean by its being used independently? That it is used without a predicate.

#### *Exercises.*

Friends, we have lived too long.

Sir, I must believe you.

Mr. Speaker, I rise to a point of order.

*Poor man! I pity him.*

Parse the subject and predicate.

Parse "him."

What part of speech is "man"?

Gender? Person? Number?

Would the sentence be complete without the use of the noun "man"? Yes.

Is the noun "man" connected with the other words in the sentence? 'Tis not.

In what case is a noun which has no grammat-

ical relation to other words in a sentence?  
Nominative.

In what case, then, is "man"? Nominative, and used independently, or without a subject.

What is the phrase "poor man" used for? It is used instead of an interjection, to imply the emotion of pity.

What is the rule in regard to the case of nouns not connected with other words? *A noun which has no grammatical relation to other words in the sentence, is used independently in the nominative case.*

#### *Exercises.*

Harry, he had long suspected this trespass.  
Poor Indians! where are they now?

*The school having closed, the boys went away.*

What is the subject? "Boys."

Parse it. Parse the predicate.

What part of speech is "school"?

What person? Number? Gender?

What part of speech is "having closed"? A compound perfect participle.

How is it used? As an adjective.

What does it limit? "School."

Is it *asserted* that the school had closed? 'Tis not.

Is any thing asserted of the noun "school"? There is not.

In what case is a noun joined with a participle, and having no grammatical relation to the rest of the sentence? Nominative, and used independently.

What rule may be made in reference to the case of such nouns? *A noun joined with a participle, and not connected with the rest of the sentence, is used independently in the nominative case.*

#### *Exercises.*

The war being ended, the army returned.  
The boys having recited, the teacher dismissed them.  
Daniel being tired of play, his father sent him to bed.

*Henry has gone to Boston to obtain a situation.*

Parse the subject. The predicate.

What phrase shows *where* "Henry has gone"?

What indicates his *purpose* in going?

With what word does "to" connect "Boston"?

With what does "to" connect "obtain"? It connects "obtain" with "has gone."

What part of speech is "obtain"? A verb.

Why? Because it may be used to assert or affirm.

Is it so used here? It is not.

Is "obtain" regular, or irregular?

Transitive, or intransitive?

Has it a subject? No.

What mode is it? Infinitive.

Why? Because it is used without a subject.

What tense?

How do you tell the person and number of a verb? By its subject.

Can the infinitive mode have any person and number? No.

Why? Because it has no subject.

What word is commonly placed before a verb in the infinitive mode? The preposition "to."

What is the rule with regard to the infinitive mode? *A verb following the preposition "to," and used without a subject, is in the infinitive mode.*

*Examples.*

Soldiers enlist to fight. Boys love to play.

We wish pupils to learn their lessons.

Anna wishes to please her mother.

William wrote to inform his parents of his health.

*Alas! I fear for life.*

Parse the subject and predicate.

What part of speech is "for"?

What does it connect?

Parse "life."

What part of speech is "alas"? Why?

Would it affect the construction of the sentence to omit "alas"? It would not.

What is the meaning of "interjection"? It means *thrown in*.

For what purpose are interjections used? To imply emotion or feeling.

Are interjections grammatically connected with the words of a sentence? They are not.

Make this statement or rule in general terms. *The interjection has no grammatical connection with other words.*

*Exercises.*

Lo, how impatiently the proud ship tosses!

Alas! the remedy came too late.

Humph! I guess at it.

*James can read, and John can write.*

How many complete ideas are expressed above? Two.

How many sentences, then, does it contain? Two.

What word connects the two sentences?

What part of speech is "and"? Why?

What may conjunctions connect? *Conjunctions connect sentences, and save the repetition of what is alike in each.*

*Exercises.*

*To the Teacher.*—Let the pupil correct the following sentences, omitting what is alike in each.

Washington was a great man, and Washington was a good man.

Henry has been to England, and William has been to France.

Horace will study if his father desires it.

*To the Teacher.*—Let the pupil supply what is omitted in the following sentences.

They studied steadily and faithfully.  
 Charles saw Jonas and David.  
 The gentleman or lady will be there.  
 Bonaparte was a great man, but not good.

*I have seen the man who bought our horse.*

How many assertions are made in this example? Two.

How many sentences does it contain? Two.

What word connects them? "Who."

What part of speech is "who"? A relative pronoun.

What noun does it represent? The noun "man."

Of what person, number, and gender is "man"?

What, then, is the person, number, and gender of "who"?

Is a pronoun always of the same person, number, and gender as the noun for which it stands? Yes.

Make a general statement of this fact. *Pronouns must be of the same person, number, and gender as the nouns which they represent.*

In what case is "who"? Why?

If we use the personal pronoun "he" in place of "who," what word will be required to connect the sentences? The conjunction *and*.

What purpose do relative pronouns serve, then, besides representing a noun? *Relative pronouns connect sentences.*

### *Exercises.*

Charles has the knife which was found yesterday.  
 Here is the man whom I saw at the market.  
 This is the boy whose sled I borrowed.  
 Where is the ball that you found?

*The boys received presents when the term closed.*

How many assertions are here made? Two.

How many sentences does it contain? Two.

What is the first sentence? "The boys received presents."

What is the second sentence? "The term closed."

What word connects the sentences? "When."

What other purpose is "when" used for? To show that the two events occurred at the same time.

What are adverbs called which connect sentences? *Connective adverbs.*

How are connective adverbs used? *Connective adverbs connect sentences and limit verbs.*

### *Exercises.*

James walked till he was fatigued.  
 I left the boy where I found him.  
 We met the gentleman when he arrived.  
 After Charles found his book, he soon got his lesson.  
 While the boys have their recess, the windows of the school room should be open.  
 I know not when he performed his task.  
 Can you tell me where I must put my coat?  
 Whenever you have leisure, you may go for the book.  
 Wherever we go, we should behave well.  
 When George returns from New York, he will probably go to Portland.  
 Make hay while the sun shines.

### THE RELATION OF CLAUSES IN COMPOUND SENTENCES.

*Charles went to Boston.*

What is the subject in this sentence?

What is the predicate?

Is there more than one subject and predicate in it?

What kind of a sentence is it? A *simple* sentence.

Why? Because it has *only one subject and predicate*.

*Charles went to Boston, and George returned from Salem.*

Is there more than one subject and predicate in this example?

What is the sentence called? A *compound* sentence.

Why? Because it has *more than one subject and predicate*.

What are the simple sentences which constitute a compound sentence called? *Clauses*.

What word connects the two clauses in this example?

What is a clause called which may be used alone as a simple sentence? An *independent* clause.

*I have found the boy who lost his sled.*

How many clauses are there in this sentence?

Which is the independent clause?

Why? Because it *may be used alone, as a simple sentence*.

What connects the clauses? The relative pronoun "who."

What is the clause "who lost his sled" called? A *relative* clause.

Why? Because it is connected with the other by a relative pronoun.

*I found the book where Charles left it.*

How many simple sentences or *clauses* in this example?

What word connects these clauses? The adverb "where."

What is the clause "where Charles left it" called? An *adverbial* clause.

Why? Because it is connected with the other clause by an *adverb*.

What is the independent clause in the above example?

*The boys may have the ball if they ask for it.*

How many clauses in this example?

What are they?

What is the first clause called? An *independent* clause.

Why? Because it *may be used alone*, as a simple sentence.

What word connects the two clauses? The conjunction "if."

What is the clause "if they ask for it" called? A *subjunctive* clause.

*That the boy told the truth is evident.*

*It is evident that the boy told the truth.*

Do these two sentences express the same idea? They do.

What is the subject of the verb "is" in the second sentence? It.

What is the pronoun "it" used instead of? It is used instead of the clause "the boy told the truth."

What is asserted in the first sentence *to be evident*? "That the boy told the truth."

What, then, is the subject of "is" in that sentence? The clause "that the boy told the truth."

When a clause may be represented by the pronoun "it," and is used as the subject of a verb, what is it called? A *subjective* clause.

*I know that the boy told the truth.*

*You know it.*

What is the subject of "know" in the first sentence?

What part of speech is "know"?

Is it asserted that "I know" any thing? Yes.

What? "That the boy told the truth."

What word in the second sentence is used instead of the clause, "that the boy told the truth?" The pronoun "it."

Is the verb "know" transitive, or intransitive? Transitive.

What is the object of "know" in the second clause? The pronoun "it."

What, then, is the object of "know" in the first sentence? The clause, "that the boy told the truth."

What is a clause called when it may be represented by the pronoun "it," and is the object of a transitive verb? An *objective* clause.

*I shall go when father comes.*

*I shall go where father lives.*

*I know how father speaks.*

What connects the two clauses in the first sentence? The connective adverb "when."

What purpose does it serve besides connecting the clauses? It marks *identity of time* in relation to the two events; thus, I shall go *at the time* when father comes.

What is the use of "where" in the second sentence? It marks *identity of place*; thus, I shall go *to the place* where father lives.

What is the use of "how" in the third sen-

tence? It marks *identity of manner*; thus, I know *the manner* in which father speaks.

*To the Teacher.* — Let the pupil separate the following compound sentences into clauses, tell the connective words, and the kind of clause, in each example.

I saw the man who lost his horse.  
 Wherever Hope goes, he diffuses joy.  
 Parents will be pleased if their children study.  
 That you have wronged me, doth appear in this.  
 All men know that honesty is the best policy.  
 When George came, he brought the sled.  
 Charles found the ball which George lost.  
 How he might reach the grapes was now the question.  
 The pupil says he has got the lesson.  
 I can never forget how kindly I was treated.  
 It is true that life is short.  
 If the boys come, I will ask them to remain.  
 Many are the uses to which knowledge may be applied.

### COMPOUND WORDS.

*I did it.*  
*I myself did it.*  
*I did it myself.*

Do these three sentences express the same idea? What, then, is the use of the word "myself" in the second sentence? It merely *strengthens* the *assertion*.

How is the word "myself" formed? By adding "self" to the personal pronoun "my."

What is it called? A compound personal pronoun.

*The boy injured himself.*

Parse the subject and predicate.

What part of speech is "himself"? A compound personal pronoun.

Of what gender, person, and number is it?

In what case? Objective.

Why? Because it follows the *transitive* verb "injured."

Would this sentence be complete without "himself"? It would not.

### TABLE OF COMPOUND PERSONAL PRONOUNS.

	<i>Singular.</i>	<i>Plural.</i>						
<i>First person.</i>	Myself,	Ourselves;						
<i>Second person.</i>	Thyself or yourself,	yourselves;						
<i>Third person,</i>	<table border="0" style="display: inline-table; vertical-align: middle;"> <tr> <td style="font-size: 2em; vertical-align: middle;">{</td> <td><i>masculine.</i> Himself,</td> </tr> <tr> <td style="font-size: 2em; vertical-align: middle;">{</td> <td><i>feminine.</i> Herself,</td> </tr> <tr> <td style="font-size: 2em; vertical-align: middle;">{</td> <td><i>neutir.</i> Itself,</td> </tr> </table>	{	<i>masculine.</i> Himself,	{	<i>feminine.</i> Herself,	{	<i>neutir.</i> Itself,	themselves.
{	<i>masculine.</i> Himself,							
{	<i>feminine.</i> Herself,							
{	<i>neutir.</i> Itself,							

*The man spent that which he earned.*

What *word* may be used in this sentence to supply the place of the *two* words "that which"? The word "what;" thus, "The man spent *what* he earned."

What are such words called which supply the place of two words? Compound relative pronouns.

Why? Because they are used in place of a *relative* pronoun and the word it represents.

What word does "that" represent in the above example? It represents "amount" or "money."

In how many ways may this sentence be written so as to convey the same idea?

The man spent the *amount which* he earned.

The man spent the *money which* he earned.

The man spent *that which* he earned.

The man spent *what* he earned.

What are the compound relative pronouns? Whoever, whosoever, whomsoever, what, whatever, whatsoever, whichever, whichsoever.

*Who spoke to you? William.*

What is the subject of this sentence? "Who."

For what purpose is it here used? To ask a question.

What does it represent? The name of the person concerning whom the question is asked.

What other words may be used in this manner? *Which* and *what*.

What are these pronouns called when they are used to ask questions? Interrogative pronouns.

What, then, is an interrogative pronoun? *An interrogative pronoun is a pronoun which is used to ask a question.*

What are the interrogative pronouns? Who, whose, whom, which, what.

*Nominative.* Who.  
*Possessive.* Whose.  
*Objective.* Whom.

## RULES.

The *statements of facts*, and inferences previously illustrated and deduced, are here collected as RULES for reference.

RULE I. — The subject of a verb must be in the nominative case; as, the *boy* learns.

*To see the sun is pleasant.*

*It is pleasant to see the sun.*

Do these two sentences express the same idea?

What is the subject of the second sentence?

What is said *to be pleasant* in the first sentence? "To see the sun."

By what is *the phrase* "to see the sun" represented in the second sentence? By the pronoun "it."

What, then, is the subject in the first sentence? The phrase "to see the sun."

To what does the adjective "pleasant," in the second sentence, refer? To the pronoun "it."

Then to what does the same adjective in the first sentence refer? To the phrase "to see the sun," which "it" represents.

RULE II. — Adjectives describe or limit nouns; as, a *good* man, *good* men, *one* cow, *three* cows, *this* boy, *these* boys.

RULE III. — A verb must agree with its subject in number and person; as, the boy *runs*, the boys *run*.

Thomas and William (they) *run*.

Is it asserted in this sentence that one runs, or more than one?

Of what number, then, is the verb? Plural.

The father of his country, and the first president of the United States, *was* greatly beloved.

Is this assertion made of one, or more than one?

Of what number, then, is the verb? Singular.

John or Henry *speaks*.

Is it asserted in this example that one speaks, or more than one?

Of what number, then, is the verb "speaks"? Singular.

RULE IV. — Adverbs describe or limit verbs, adjectives, and adverbs; as, John reads *correctly*.

*The boy behaves very well*, in general.

*The boy behaves very well*, generally.

Do these two sentences mean the same thing?  
How is the phrase "in general" changed in

the second sentence? Into the adverb "generally."

What, then, may the phrase "in general" be called? An *adverbial phrase*.

What other phrases are used in the same way? "In fine," "by and by," "in vain," &c.:

*Will you go to the city?* Yes.

*Will you return?* No.

What does the adverb "yes" mean in the first sentence? It means, "I will go to the city."

What does the adverb "no" mean in the second? It means, "I will not return."

Do these words describe or limit a particular word? They do not.

What is the adverb "yes" called? An adverb of *affirmation*.

What is the adverb "no" called? An adverb of *negation*.

RULE V. — Prepositions require the objective case after them; as, John gave the book *to me*.

NOTE. — The preposition is sometimes omitted, but must be supplied in parsing; as, "Give me the book;" parsed thus, "Give the book *to me*."

In what case is the personal pronoun "me"? Objective.

Why? Because it follows the preposition "to."

RULE VI. — Transitive verbs require the objective case after them; as, Charles saw the *man*, and heard *him*.

*The boy failed in reciting his lesson.*

What part of speech is "reciting"? An imperfect participle, used as a noun; in the objective case, after the preposition "of."

What verb is "reciting" derived from? "Recite."

Is "recite" transitive, or intransitive? Transitive.

What is he said to be "reciting," in the above example? "His lesson."

In what case, then, is "lesson"? Objective.

What, then, may be said of participles? *Participles derived from transitive verbs, require the objective case after them.*

RULE VII. — A noun varied to denote the owner, or possessor, is in the possessive case, and limits the word denoting the thing possessed; as, *John's* hat; *William* and *Mary's* reign; the house is *mine*; the land is *his*.

RULE VIII. — Intransitive and passive verbs require the same case after as before them, when both words refer to the same thing; as, *I* am *he*; *thou* art the *man*; I know *him* to be an honest *man*.

NOTE. — Participles derived from intransitive verbs follow the same rule; as, "*James*, being a good *scholar*, received the approbation of his teacher."

RULE IX. — A noun used to explain or limit another noun, and having the same meaning, is in the same case; as, *Webster*, the *statesman*, is dead; James, come to *me*, your *teacher*.

RULE X. — A noun which is the name of a person spoken to, is used independently, in the nominative case; as, *Friends*, I come not here to talk.

RULE XI. — A noun which has no grammatical relation to other words in the sentence, is used independently in the nominative case; as, *Poor Indians!* where are they now?

NOTE. — The pronoun "me" is sometimes used independently; as, *Ah me!*

RULE XII. — A noun joined with a participle, and not connected with the rest of the sentence, is used independently in the nominative case; as, *Henry being injured*, a surgeon was called.

RULE XIII. — The interjection has no grammatical relation to other words; as, *Alas!* I fear he is ruined.

RULE XIV. — A verb used without a subject, and following the preposition "to," is in the infinitive mode; as, the boy likes *to read*; he

bid me *do it, i. e.*, he told me *to do it*; you dare not *do it, i. e.*, you fear *to do it*; let me *do it, i. e.*, permit me *to do it*.

NOTE. — When a verb in the infinitive mode follows *bid, dare, let, hear, feel, make, see, need*, and a few other verbs, the preposition “to” is omitted.

RULE XV. — Conjunctions connect sentences, and save the repetition of what is alike in each; as, William and James went to Boston; or, William *went to Boston*, James *went to Boston*.

RULE XVI. — Prepositions connect *words*; as, George *went to London*.

RULE XVII. — Pronouns must be of the same person, number, and gender as the nouns which they represent; as, *Henry* recited to *his* teacher; *Anna* recited to *her* teacher; *Henry* and *Anna* recited to *their* teacher.

RULE XVIII. — Relative pronouns connect clauses; as, I have seen the man *who* bought our horse.

RULE XIX. — Connective adverbs connect clauses, and mark identity of time, place, or manner; as, James will go *when* William comes.

NOTE. — Pronouns, and participles used as nouns, are subject to the same rules as *nouns*.

Adjective pronouns, and participles used as adjectives, follow the same rules as *adjectives*.

## EXAMPLES OF SENTENCES

*Analyzed, or parsed, according to the preceding rules.*

Many persons mistake the true object of life in running their career.

This is a simple sentence, because it has but one subject and predicate. “Persons” is the subject, and “mistake” is the predicate.

“Persons” is a noun, of the third person, plural number, and nominative case, by Rule I.

“Mistake” is a verb, irregular, transitive, indicative mode, present tense, third person, and plural number, by Rule III.

“Many” is an adjective, of the positive degree, and describes or limits the noun “persons,” by Rule II.

“Object” is a noun, of the neuter gender, third person, singular number, and objective case after the transitive verb “mistake,” by Rule VI.

“True” is an adjective, of the positive degree, and limits the noun “object,” by Rule II.

“The” is a definite article, and limits the noun “object.”

“Of” is a preposition, and connects “life” with “object,” by Rule XVI.

“Life” is a noun, of the neuter gender, third person, singular number, and objective case, by Rule V.

“In” is a preposition, and connects “running” with “mistake,” by Rule XVI.

“Running” is an imperfect participle, used as a noun, of the third person, singular number, and objective case, by Rule V.

“Their” is a personal pronoun, of the third person and plural number, to agree with the noun “persons,” which it represents, by Rule XVII., and possessive case, by Rule VII.

“Career” is a noun, of the neuter gender, third person, singular number, and objective case. (See illustration under Rule VI.)

John and James are very good boys.

This sentence has a compound subject, “John” and “James,” and one predicate, “are.”

"John" is a noun, of the masculine gender, third person, singular number, and nominative case, by Rule I.

"James" is parsed in the same manner as "John."

"And" is a conjunction, and connects the two clauses of which the above example is a contraction, by Rule XV.

"Are" is a verb, irregular, intransitive, indicative mode, present tense, third person, and plural number. (See illustration under Rule III.)

"Boys" is a noun, of the third person, plural number, and nominative case, by Rule VIII.

"Good" is an adjective, of the positive degree, and limits the noun "boys," by Rule II.

"Very" is an adverb, and qualifies or limits the adjective "good," by Rule IV.

### Charles, you may begin to read.

This is a simple sentence. "You" is the subject, and "may begin" is the predicate.

"You" is a personal pronoun, of the second person, singular number, and nominative case, by Rule I.

"May begin" is a verb, irregular, intransitive, potential mode, present tense, second person, singular number, and agrees with "you," by Rule III.

"To" is a preposition, and connects "read" with "may begin," by Rule XVI.

"Read" is a verb, irregular, intransitive, infinitive mode, and present tense, by Rule XIV.

"Charles" is a noun, of the second person, singular number, and used independently in the nominative case, by Rule X.

### Jameson, the hatter, has failed.

This is a simple sentence. "Jameson" is the subject, and "has failed" is the predicate.

"Hatter" is a noun, of the third person, singular number, and nominative case, by Rule IX.

### Poor man! I pity him.

"I" is the subject of this sentence, and "pity" is the predicate.

"Man" is a noun, of the third person, singular number, and used independently in the nominative case, by Rule XI.

### John being sick, a physician was called.

"Physician" is the subject, and "was called" is the predicate.

"John" is a noun, of the third person, singular number, and used independently in the nominative case, by Rule XII.

### Ah, it is Pythias.

"It" is the subject of this sentence, and "is" is the predicate.

"Ah" is an interjection. Rule XIII.

### I have seen the man who called for me.

This is a compound sentence, consisting of an independent and a relative clause.

"Who" is a relative pronoun, and connects the relative clause with the independent clause by Rule XVIII; it is of the third person and singular number, because the noun "man" is, which it represents, and in the nominative case, by Rule I.

### I saw him when he came.

This is a compound sentence, consisting of the independent clause, "I saw him," and the adverbial clause, "when he came."

"When" is a connective adverb, connecting the adverbial clause with the independent clause, and marks identity of time in relation to the two events, by Rule XIX.

## EXAMPLES FOR PARSING.

1. A white horse. 2. The horse is white.
3. The apples are ripe. 4. Charles talks too much.
5. Diligence should be rewarded.
6. The air is very damp.
7. There is a medium in all things.
8. James asked me to go with him.
9. You wronged yourself. 10. Anna has gone to Hartford.
11. Charles, bring your book to me.

12. Let me see the picture.
13. Still waters are often deep.
14. Two men lived in one house.
15. Mary has brought a new slate.
16. Charles will go to London.
17. We studied that book long ago.
18. Knowledge is power.
19. George, will you lend me your sled ?
20. Frank gave me an account of his voyage.
21. The tutor heard William say his lesson.
22. O Virtue, how amiable thou art !
23. The boy was named Peter. 24. George is eager to return.
25. Homer is styled the prince of epic poetry.
26. Charles heard it rain.
27. Edward the Fifth reigned only a few months.
28. The scholars speak and write correctly.
29. The name of an object is called a noun.
30. Names of particular persons and places should begin with a capital letter.
31. Industry is a demand of nature.
32. Exercise and temperance strengthen the constitution.
33. The boy has a desire to learn.
34. Our tutor has been appointed professor in the university.
35. The Roman emperors were called Cæsars.
36. There is no man who speaks better.
37. A variety of blessings has been conferred on man.
38. Business sweetens pleasure, as labor sweetens rest.
39. A taste of a thing implies actual enjoyment of it.
40. A taste for a thing implies only a capacity for enjoyment.
41. In piety and virtue consists the happiness of man.
42. Bare assertion is nothing ; proof is every thing.
43. The man to whom I gave the letter, is now here.
44. The first word of every paragraph and the first word after every period, should begin with a capital letter.
45. When people are determined to quarrel, a straw will furnish the occasion.
46. We should do nothing that will give others pain.
47. The lesson being recited, George may go home.
48. Charles saw me catch the ball.
49. William is more industrious than Henry.
50. It is easy to resolve.

51. It is difficult to keep our resolutions.
52. God, who made the world, governs it.
53. Here is the book that Charles wanted.
54. Whenever George wishes, he can return.
55. The boys may recite now, if they have learned the lesson.
56. The rain descending in torrents, we hastened to seek shelter.
57. Let Thomas study, and then he may expect to improve.
58. I have found what you lost.
59. John went away yesterday, but he will return to-morrow.
60. He is a man whom all would respect.
61. Prosody must not be confounded with orthoëpy.
62. In a living language, prosody is versification ; orthoëpy is pronunciation.
63. Orthoëpy may be learned from reading-books, and works on elocution.
64. Orthography is taught in primers and spelling-books.
65. Washington was a man of singular prudence and moderation.
66. I have just seen my friend, the artist.
67. Whoever is idle lacks wisdom.
68. John or James will accompany me.
69. I have purchased what was necessary.
70. Contentment is the key to happiness.
71. A true and sincere friend is invaluable.
72. The talkative will often be in trouble.
73. The king being dead, his eldest son was crowned.
74. Whatever you do, do well.
75. Who gave John that new sled ?
76. Whose book was Charles reading ?
77. To be uniformly kind is true beneficence.
78. Love thy neighbor as thyself.
79. We must content ourselves with what we have.
80. He that ruleth his own spirit, is better than he that taketh a city.
81. Milton, the poet, became blind.
82. Josephine had a sweet and cheerful smile for all.
83. The good and faithful servant was rewarded.
84. It is the duty of children to obey their parents.
85. To love God is the privilege of humanity.
86. To relieve the needy is a source of joy.
87. John's books were preserved with care.
88. I shall rejoice at my friend's success.

89. The desire of gaining knowledge makes the boy study.
90. A soft answer turneth away wrath.
91. Charles, will you lend me your knife?
92. Henry's efforts were very successful.
93. Charles has been to the city and returned.
94. The boy does not write well, but he reads well.
95. Love the Lord thy God with all thy heart.
96. The Christian submits cheerfully to the will of God.
97. By their fruits ye shall know them.
98. Do good to all, even to your enemies.
99. Peter went out and wept bitterly.
100. George speaks more correctly than his brother.
101. Bonaparte, the dethroned emperor, died in exile.
102. The storm was very destructive to ships.
103. Charles asked the boys to come and play with him.
104. William ought to stay after school till he gets his lesson.
105. William should stay after school to get his lesson.
106. Language is only the medium of thought.
107. Boys are prone to anticipate pleasure.
108. John, Charles, and James went to the same school.
109. When George comes, he will find the book.
110. Believe not that clouds will always lower.
111. Consider the ways of the ant, O sluggard, and be wise.
112. Lose no moment but in purchase of its worth.
113. Henry came to the city to engage in some business.
114. The boy was injured by the indulgence of his parents.
115. His mind was a thanksgiving to the Power that made him.
116. That you have wronged me doth appear in this.
117. You have condemned and noted Lucius Pella for taking bribes of the Sardiens.
118. Speak gently to the little child.
119. The boy will attend school if his parents consent.
120. All is well that ends well.

## APPENDIX

TO

### ELEMENTS OF ENGLISH GRAMMAR.

*To the Teacher.* — Our object has been, in this little treatise, to render the pupil familiar with some of the most obvious *facts* and *principles* of language, while we have purposely avoided any reference to distinctions of etymology, syntax, &c. So much of the Appendix may be explained and made familiar to the pupil as each individual teacher may think proper.

GRAMMAR is usually considered under four general divisions.  
*Orthography* treats of the powers of letters, singly and combined in syllables and words.

*Etymology* treats of words divided into classes, and of the changes made in their forms.

*Syntax* treats of words in sentences, and of their connection.

*Prosody* treats of utterance, and of the arrangement of syllables in verse.

The powers of letters, singly and combined, are taught in spelling books, &c.

The utterance of words is practically considered in elementary and scientific works on elocution.

Neither orthography nor prosody is considered in this small treatise, which aims solely to make the pupil comprehend the construction of language, that he may read and write understandingly.

For reference, a few additional forms of nouns and verbs, as they are changed for various purposes, are here appended.

### NOUN.

Names used to represent particular persons and places, are called *proper nouns*.

Names used to represent one or all of a class, are called *common nouns*.

The name of any thing composed of several individuals is a *collective noun*, and may be of either number.

### NUMBER.

#### IRREGULAR FORMATION.

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Man,	men.	Ox,	oxen
Footman,	footmen.	Foot,	feet.
Boatman,	boatmen.	Tooth,	teeth.
Kinsman,	kinsmen.	Goose,	geese.
Woman,	women.	Mouse,	mice.
Child,	children.		
Penny.	{ pence,		
	{ pennies, ( <i>pieces of coin valued at a penny each.</i> )		
Brother,	{ brothers, ( <i>of the same family.</i> )		
	{ brethren, ( <i>of the same association.</i> )		
Die,	{ dies, ( <i>used to stamp coin.</i> )		
	{ dice, ( <i>used in games.</i> )		
Genius,	{ geniuses, ( <i>applied to human beings.</i> )		
	{ genii, ( <i>applied to spiritual beings.</i> )		

Words composed of a noun and the adjective "full" have the regular plural; as,

Handful,	handfuls,	Spoonful,	spoonfuls.
Mouthful,	mouthfuls,	Pailful,	pailfuls.

Words composed of a noun and an adjective, have the plural termination added to the noun; as,

<i>Singular.</i>	<i>Plural.</i>
Court-martial,	courts-martial.
Knight-errant,	knights-errant.

Words composed of two nouns have the regular plural; as,

Night-steed,	night-steeds.
Tide-waiter,	tide-waiters.

Words composed of two nouns, with a preposition between them, have the plural termination added to the first word; as,

Father-in-law,	fathers-in-law.
Son-in-law,	sons-in-law.
Ship-of-war,	ships-of-war.

A letter or figure is rendered plural by adding "s" and an apostrophe; as,

7 a's, 3 c's, four 9's, seven 3's.

Some nouns do not vary their form, but remain the same in both numbers; as,

Deer,	Sheep,	Swine,	Salmon,
Trout,	Series,	Species,	Means,
News,	Amends,	Apparatus,	Hiatus,
Bellows,	Odds,	Ethics,	Politics,
Mathematics,	Optics,	Metaphysics,	Pneumatics.

Some nouns are seldom used except in the singular; as,

Gold,	Pride,	Bread,
Silver,	Temperance,	Wisdom, &c.

Some nouns are seldom used except in the plural; as,

Annals,	Dregs,	Lees,	Pincers,
Ashes,	Embers,	Literati,	Scissors,
Assets,	Entrails,	Lungs,	Shears,
Billiards,	Goods,	Minutiæ,	Snuffers,
Bitters,	Hysterics,	Orgies,	Tongs;
Clothes,			

and the following articles of dress:—

Hose,	Drawers,	Pantaloons,	Trousers.
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The following nouns, from foreign languages, generally retain their original plural:—

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Formula,	{ formulæ,	Alumnus,	alumni.
	{ formulas.	Fungus,	{ fungi,
Nebula,	nebulae.		{ funguses.
Dogma,	{ dogmata,	Stimulus,	stimuli.
	{ dogmas.	Lamina,	laminæ.

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Larva,	larvæ.	Calx,	{ calces,
Miasma,	miasmata.		{ calxes.
Focus,	foci.	Index,	{ indices,
Radius,	radii.		{ indexes.
Ignis Fatuus,	ignes fatui.	Cherub,	cherubim.
Genius,	genii.	Beau,	beaux.
Arcanum,	arcana.	Monsieur,	{ Messieurs,
Datum,	data.	or Mr.,	{ Messrs.
Desideratum,	desiderata.	Effluvium,	effluvia.
Erratum,	errata.	Encomium,	{ encomia,
Gymnasium,	{ gymnasia.		{ encomiums.
	{ gymnasiums.	Medium,	{ media,
Memorandum,	{ memoranda,		{ mediums.
	{ memorandum.	Momentum,	{ momenta,
Scholium,	{ scholia,		{ momentums.
	{ scholiums.	Speculum,	specula.
Stratum,	strata,	Criterion,	{ criteria,
Automaton,	{ automata,		{ criterions.
	{ automatons.	Stamen,	{ stamina,
Phenomenon,	phenomena.		{ stamens.
Genus,	genera.	Analysis,	analyses.
Amanuensis,	amanuenses.	Axis,	axes.
Antithesis,	antitheses.	Crisis,	crises.
Basis,	bases.	Ellipsis,	ellipses.
Diaeresis,	diæreses.	Parenthesis,	parentheses.
Emphasis,	emphases.	Thesis,	theses.
Oasis,	oases.	Appendix.	{ appendices,
Phasis,	phases.		{ appendixes.
Chrysalis,	chrysalides.	Vortex,	vortices.
Apex,	{ apices,	Seraph,	seraphim.
	{ apexes.	Bandit,	banditti.
		Virtuoso,	virtuosi.

## GENDER.

The distinctions of sex are expressed, —

1st. By different words; as,

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Bachelor,	maid.	Boy,	girl.
Beau,	belle.	Brother,	sister.

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Buck,	doe.	Lad,	lass.
Bull,	cow.	Lord,	lady.
Drake,	duck.	Landlord,	landlady.
Earl,	countess.	Man,	woman.
Father,	mother.	Master,	mistress.
Friar,	nun.	Nephew,	niece.
Gander,	goose.	Papa,	mamma.
Gentleman,	lady.	Ram,	ewe.
Hart,	roe.	Son,	daughter.
Horse,	mare.	Stag,	hind.
Husband,	wife.	Uncle,	aunt.
King,	queen.	Wizard,	witch.

2d. By difference of termination; as,

Abbot,	abbess.	Dauphin,	dauphiness.
Actor,	actress.	Deacon,	deaconess.
Administrator,	administratrix.	Don,	donna.
Ambassador,	ambadressess.	Duke,	duchess.
Arbiter,	arbitress.	Electer,	electress.
Author,	authoress.	Emperor,	empress.
Baron,	baroness.	Enchanter,	enchantress.
Benefactor,	benefactress.	Executor,	executrix.
Bridegroom,	bride.	Giant,	giantess.
Conductor,	conductress.	Governor,	governess.
Count,	countess.	Heir,	heiress.
Czar,	czarina.	Hero,	heroine.
Hunter,	huntress.	Prophet,	prophetess.
Host,	hostess.	Protector,	protectress.
Instructor,	instructress.	Shepherd,	shepherdess.
Jew,	Jewess.	Songster,	songstress.
Landgrave,	landgravine.	Sorcerer,	sorceress.
Lion,	lioness.	Sultan,	{ sultana,
Marquis,	marchioness.		{ sultanness.
Margrave,	margravine.	Tailor,	tailoress.
Negro,	negress.	Testator,	testatrix.
Patron,	patroness.	Tiger,	tigress.
Peer,	peeress.	Traitor,	traitress.
Poet,	poetess.	Tutor,	tutoress.
Priest,	priestess.	Viscount,	viscountess.
Prior,	prioress.	Votary,	votaress.
Prince,	princess.	Widower,	widow.

3d. By different words prefixed ; as,

<i>Masculine.</i>	<i>Feminine.</i>
Man-servant,	maid-servant.
Male-child,	female-child.
He-goat,	she-goat.

*Parent, friend, neighbor, child, infant, &c.*, are used to denote either a male or a female.

A young child, or any animal whose sex is not known to us, may be represented by the pronoun *it*.

Sometimes, when the sex is not known, if the animal be characterized by superiority, it is represented by a pronoun of the masculine gender; if by inferiority, by a pronoun of the feminine gender.

Pronouns of the masculine or feminine gender are used to represent inanimate objects when they are personified.

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## VERB.

The following verbs are irregular in the formation of one or more of their principal parts:—

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect participle.</i>
Abide,	abode,	abode.
Am, or Be,	was,	been.
Arise,	arose,	arisen.
Bear, to bring forth,	bare or bore,	born.
Bear, to uphold,	bore, bare,	borne.
Beat,	beat,	beaten, beat.
Begin,	began,	begun.
Bend,	bent, bended,	bent.
Beseech,	besought,	besought.
Bid,	bid, bade,	bidden, bid.
Bind,	bound,	bound.
Bite,	bit,	bitten, bit.
Bleed,	bled,	bled.
Blow,	blew,	blown.

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect participle.</i>
Break,	broke, brake,	broken.
Breed,	bred,	bred.
Bring,	brought,	brought.
Burst,	burst,	burst.
Buy,	bought,	bought.
Cast,	cast,	cast.
Chide,	chid,	chidden, chid.
Choose,	chose,	chosen.
Cleave, to split,	clove, cleft,	cloven, cleft.
Cling,	clung,	clung.
Come,	came,	come.
Cost,	cost,	cost.
Creep,	crept,	crept.
Cut,	cut,	cut.
Do,	did,	done.
Draw,	drew,	drawn.
Drink,	drank,	drank, drunk.
Drive,	drove,	driven.
Eat,	ate, eat,	eaten.
Fall,	fell,	fallen.
Feed,	fed,	fed.
Feel,	felt,	felt.
Fight,	fought,	fought.
Find,	found,	found.
Flee,	fled,	fled.
Fling,	fung,	fung,
Fly,	flew,	flown.
Forget,	forgot,	forgotten, forgot.
Forsake,	forsook,	forsaken.
Freeze,	froze,	frozen.
Get,	got,	gotten or got.
Give,	gave,	given.
Go,	went,	gone.
Grind,	ground,	ground.
Hear,	heard,	heard.
Hide,	hid,	hidden, hid.
Hit,	hit,	hit.
Hold,	held,	held, holden.
Hurt,	hurt,	hurt.

<i>Present.</i>	<i>Imperfect</i>	<i>Perfect participles.</i>
Keep,	kept,	kept.
Know,	knew,	known.
Lade,	laded,	laden.
Lay,	laid,	laid.
Lead,	led,	led.
Leave,	left,	left.
Lend,	lent,	lent.
Let,	let,	let.
Lie, <i>to lie down,</i>	lay,	lain.
Lose,	lost,	lost.
Make,	made,	made.
Mean,	meant,	meant.
Meet,	met,	met.
Pay,	paid,	paid.
Put,	put,	put.
Read,	read,	read.
Rend,	rent,	rent.
Rid,	rid,	rid.
Ride,	rode,	rode, ridden.
Ring,	rang, rung,	rung.
Rise,	rose,	risen.
Rive,	rived,	riven.
Run,	ran,	run.
Say,	said,	said.
See,	saw,	seen.
Seek,	sought,	sought.
Sell,	sold,	sold.
Send,	sent,	sent.
Set,	set,	set.
Sit,	sat,	sat.
Shake,	shook,	shaken.
Shed,	shed,	shed.
Show,	showed, shew,	shown, shewn.
Shoe,	shod,	shod.
Shoot,	shot,	shot.
Shred,	shred,	shred.
Shrink,	shrunk, shrank,	shrunk.
Shut,	shut,	shut.
Sing,	sang, sung,	sung.
Sink,	sank, sunk,	sunk.

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect participle.</i>
Slay,	slew,	slain.
Sleep,	slept,	slept.
Slide,	slid,	slidden, slid.
Sling,	slung, slang,	slung.
Slink,	slunk,	slunk.
Smite,	smote,	smitten.
Speak,	spoke, spake,	spoken.
Speed,	sped,	sped.
Spend,	spent,	spent.
Spin,	spun,	spun.
Spit,	spit, spat,	spit, spitten.
Split,	split,	split.
Spread,	spread,	spread.
Spring,	sprang, sprung,	sprung.
Stand,	stood,	stood.
Steal,	stole,	stolen.
Stick,	stuck,	stuck.
Sting,	stung,	stung.
Stride,	strode, strid,	stridden, strid.
Strike,	struck,	struck, stricken.
String,	strung,	strung.
Strive,	strove,	striven.
Swear,	swore, sware,	sworn.
Sweep,	swept,	swept.
Swim,	swam, swum,	swum.
Swing,	swung,	swung.
Take,	took,	taken.
Teach,	taught,	taught.
Tear,	tore, tare,	torn.
Tell,	told,	told.
Think,	thought,	thought.
Throw,	threw,	thrown.
Thrust,	thrust,	thrust.
Tread,	trod,	trodden, trod.
Wear,	wore,	worn.
Weave,	wove,	woven, wove.
Weep,	wept,	wept.
Win,	won,	won.
Wind,	wound,	wound.
Write,	wrote,	written.

The following verbs are sometimes regular, and sometimes irregular, in the formation of their principal parts :—

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect participle.</i>
Awake,	awoke, awaked,	awaked.
Bereave,	bereft, bereaved,	bereft, bereaved.
Blend,	blended,	blended, blent.
Build,	built, builded,	built, builded.
Burn,	burned, burnt,	burned, burnt.
Catch,	caught, caught,	caught, caught.
Cleave, <i>to adhere,</i>	cleaved, clave,	cleaved.
Clothe,	clothed, clad,	clothed, clad.
Crow,	crowed, crew,	crowed.
Dare, <i>to venture,</i>	dared, durst,	dared.
Deal,	dealt, dealed,	dealt, dealed.
Dig,	dug, digged,	dug, digged.
Dream,	dreamed, dreamt,	dreamed, dreamt.
Dwell,	dwelt, dwelled,	dwelt, dwelled.
Gild,	gilded, gilt,	gilded, gilt.
Gird,	girded, girt,	girded, girt.
Grave,	graved,	graven, graved.
Hang,	hung, hanged,	hung, hanged.
Heave,	heaved, hove,	heaved.
Hew,	hewed,	hewn, hewed.
Kneel,	kneeled, knelt,	kneeled, knelt.
Knit,	knit, knitted,	knit, knitted.
Light,	lighted, lit,	lighted, lit.
Load,	loaded,	loaded, laden.
Mow,	mowed,	mowed, mown.
Pen,	penned,	penned, pent.
Quit,	quitted, quit,	quit, quitted.
Saw,	sawed,	sawed, sawn.
Seethe,	seethed,	seethed, sodden.
Shape,	shaped, shapen,	shaped, shapen.
Shave,	shaved, shaven,	shaved, shaven.
Shear,	sheared,	shorn, sheared.
Shine,	shone, shined,	shone, shined.
Slit,	slit, slitted,	slit, slitted.
Sow,	sowed,	sown, sowed.
Spell,	spelt, spelled,	spelt, spelled.
Spill,	spilt, spilled,	spilt, spilled.

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect participle.</i>
Strew,	strewed,	strown, strowed.
Strow,	strowed,	strown, strowed.
Sweat,	sweat, sweated,	sweat, sweated.
Swell,	swelled,	swollen, swelled.
Wet,	wet, wetted,	wet, wetted.
Whet,	whetted,	whetted, whet.
Work,	worked, wrought,	worked, wrought.
Wring,	wrung, wringed,	wrung, wringed.

#### CONJUGATION OF THE IRREGULAR VERB "TEACH."

##### PRINCIPAL PARTS.

<i>Present.</i>	Teach.	<i>Imperfect.</i>	Taught.
		<i>Perfect participle.</i>	Taught.

##### INDICATIVE MODE.

###### PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
I teach,	We teach,
You teach,	You or ye teach,
He teaches.	They teach.
<i>Formal style.</i>	Thou teachest.

###### IMPERFECT.

I taught,	We taught,
You taught,	You or ye taught,
He taught.	They taught.
<i>Formal style.</i>	Thou taughtest.

###### PERFECT.

I have taught,	We have taught,
You have taught,	You or ye have taught,
He has taught.	They have taught.
<i>Formal style.</i>	Thou hast taught.



## PROGRESSIVE FORM.

## INDICATIVE MODE.

## PRESENT.

I am teaching,	We are teaching,
You are teaching,	You or ye are teaching,
He is teaching.	They are teaching.

*Formal style.* Thou art teaching.

## IMPERFECT.

I was teaching,	We were teaching,
You were teaching,	You or ye were teaching,
He was teaching.	They were teaching.

*Formal style.* Thou wast teaching.

## PERFECT.

I have been teaching,	We have been teaching,
You have been teaching,	You or ye have been teaching,
He has been teaching.	They have been teaching.

*Formal style.* Thou hast been teaching.

## PLUPERFECT.

I had been teaching,	We had been teaching,
You had been teaching,	You or ye had been teaching,
He had been teaching.	They had been teaching.

*Formal style.* Thou hadst been teaching.

## FUTURE.

I shall or will be teaching,	We shall or will be teaching,
You shall or will be teaching,	You or ye shall or will be teaching,
He shall or will be teaching.	They shall or will be teaching.

*Formal style.* Thou shalt or wilt be teaching.

## FUTURE PERFECT.

I shall have been teaching,	We shall have been teaching,
You will have been teaching,	You or ye will have been teaching,
He will have been teaching.	They will have been teaching.

*Formal style.* Thou wilt have been teaching.

## POTENTIAL MODE.

## PRESENT.

I may, can, or must be teaching,	We may, can, or must be teaching,
You may, can, or must be teaching,	You or ye may, can, or must be teaching,
He may, can, or must be teaching.	They may, can, or must be teaching.

*Formal style.* Thou mayst, canst, or must be teaching.

## IMPERFECT.

I might, could, would, or should be teaching,	We might, could, would, or should be teaching,
You might, could, would, or should be teaching,	You or ye might, could, would, or should be teaching,
He might, could, would, or should be teaching.	They might, could, would, or should be teaching.

*Formal style.* Thou mightst, couldst, wouldst, or shouldst be teaching.

## PERFECT.

I may, can, or must have been teaching,	We may, can, or must have been teaching,
You may, can, or must have been teaching,	You or ye may, can, or must have been teaching,
He may, can, or must have been teaching.	They may, can, or must have been teaching.

*Formal style.* Thou mayst, canst, or must have been teaching.

## PLUPERFECT.

I might, could, would, or should have been teaching,	We might, could, would, or should have been teaching,
You might, could, would, or should have been teaching,	You or ye might, could, would, or should have been teaching,
He might, could, would, or should have been teaching.	They might, could, would, or should have been teaching.

*Formal style.* Thou mightst, couldst, wouldst, or shouldst have been teaching.

## SUBJUNCTIVE MODE.

Indicative and potential forms preceded by *if*, &c.; also the two following peculiar forms:—

## PRESENT.

If I be teaching,	If we be teaching,
If you <i>or</i> thou be teaching,	If you <i>or</i> ye be teaching,
If he be teaching.	If they be teaching.

## IMPERFECT.

If I were teaching,	If we were teaching,
If you were teaching,	If you <i>or</i> ye were teaching,
If he were teaching.	If they were teaching.

*Formal style.* If thou wert teaching.

## IMPERATIVE MODE.

## PRESENT.

Be you *or* thou teaching.      Be you *or* ye teaching.

## INFINITIVE MODE.

PRESENT. To be teaching.  
 PERFECT. To have been teaching.

## PARTICIPLE.

COMPOUND PERFECT. Having been teaching.

## PASSIVE FORM.

## INDICATIVE MODE.

## PRESENT.

I am taught,	We are taught,
You are taught,	You <i>or</i> ye are taught,
He is taught.	They are taught.

*Formal style.* Thou art taught.

## IMPERFECT.

I was taught,	We were taught,
You were taught,	You <i>or</i> ye were taught,
He was taught.	They were taught.

*Formal style.* Thou wast taught.

## PERFECT.

I have been taught,	We have been taught,
You have been taught.	You <i>or</i> ye have been taught,
He has been taught.	They have been taught.

*Formal style.* Thou hast been taught.

## PLUPERFECT.

I had been taught,	We had been taught,
You had been taught,	You <i>or</i> ye had been taught,
He had been taught.	They had been taught.

*Formal style.* Thou hadst been taught.

## FUTURE.

I shall <i>or</i> will be taught,	We shall <i>or</i> will be taught,
You shall <i>or</i> will be taught,	You <i>or</i> ye shall <i>or</i> will be taught,
He shall <i>or</i> will be taught.	They shall <i>or</i> will be taught.

*Formal style.* Thou wilt be taught.

## FUTURE PERFECT.

I shall have been taught,	We shall have been taught,
You will have been taught,	You <i>or</i> ye will have been taught,
He will have been taught.	They will have been taught.

*Formal style.* Thou wilt have been taught.

## POTENTIAL MODE.

## PRESENT.

I may, can, <i>or</i> must be taught,	We may, can, <i>or</i> must be taught,
You may, can, <i>or</i> must be taught,	You <i>or</i> ye may, can, <i>or</i> must be taught,
He may, can, <i>or</i> must be taught.	They may, can, <i>or</i> must be taught.

*Formal style.* Thou mayst, canst, *or* must be taught.

## IMPERFECT.

I might, could, would, <i>or</i> should be taught,	We might, could, would, <i>or</i> should be taught,
You might, could, would, <i>or</i> should be taught,	You <i>or</i> ye might, could, would, <i>or</i> should be taught,
He might, could, would, <i>or</i> should be taught.	They might, could, would, <i>or</i> should be taught.

*Formal style.* Thou mightst, couldst, wouldst, *or*  
shouldst be taught.

## PERFECT.

I may, can, <i>or</i> must have been taught,	We may, can, <i>or</i> must have been taught,
You may, can, <i>or</i> must have been taught,	You <i>or</i> ye may, can, <i>or</i> must have been taught.
He may, can, <i>or</i> must have been taught.	They may, can, <i>or</i> must have been taught.

*Formal style.* Thou mayst, canst, *or* must have been  
taught.

## PLUPERFECT.

I might, could, would, <i>or</i> should have been taught,	We might, could, would, <i>or</i> should have been taught,
You might, could, would, <i>or</i> should have been taught,	You <i>or</i> ye might, could, would, <i>or</i> should have been taught,
He might, could, would, <i>or</i> should have been taught.	They might, could, would, <i>or</i> should have been taught.

*Formal style.* Thou mightst, couldst, wouldst, *or*  
shouldst have been taught.

## SUBJUNCTIVE MODE.

Indicative and potential forms preceded by *if*, &c.; also the two following peculiar forms: —

## PRESENT.

If I be taught,	If we be taught,
If you <i>or</i> thou be taught,	If you <i>or</i> ye be taught,
If he be taught.	If they be taught.

## IMPERFECT.

If I were taught,	If we were taught,
If you were taught,	If you <i>or</i> ye were taught,
If he were taught.	If they were taught.

*Formal style.* If thou wert taught.

## IMPERATIVE MODE.

## PRESENT.

Be you *or* thou taught.      Be you *or* ye taught.

## INFINITIVE MODE.

PRESENT. To be taught.  
PERFECT. To have been taught.

## PARTICIPLES.

IMPERFECT. Being taught.  
PERFECT. Taught.  
COMPOUND PERFECT. Having been taught.