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M.
T.
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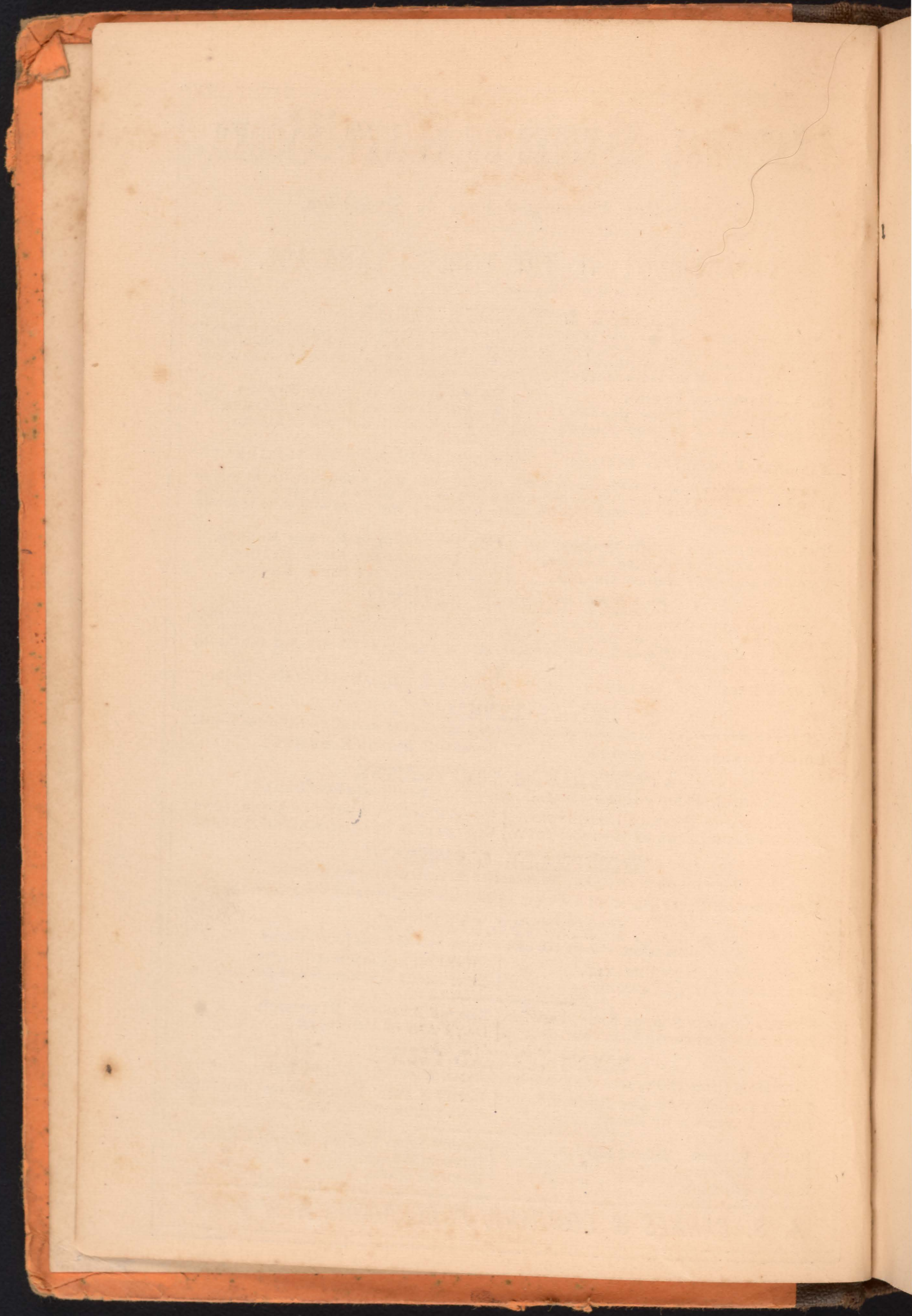
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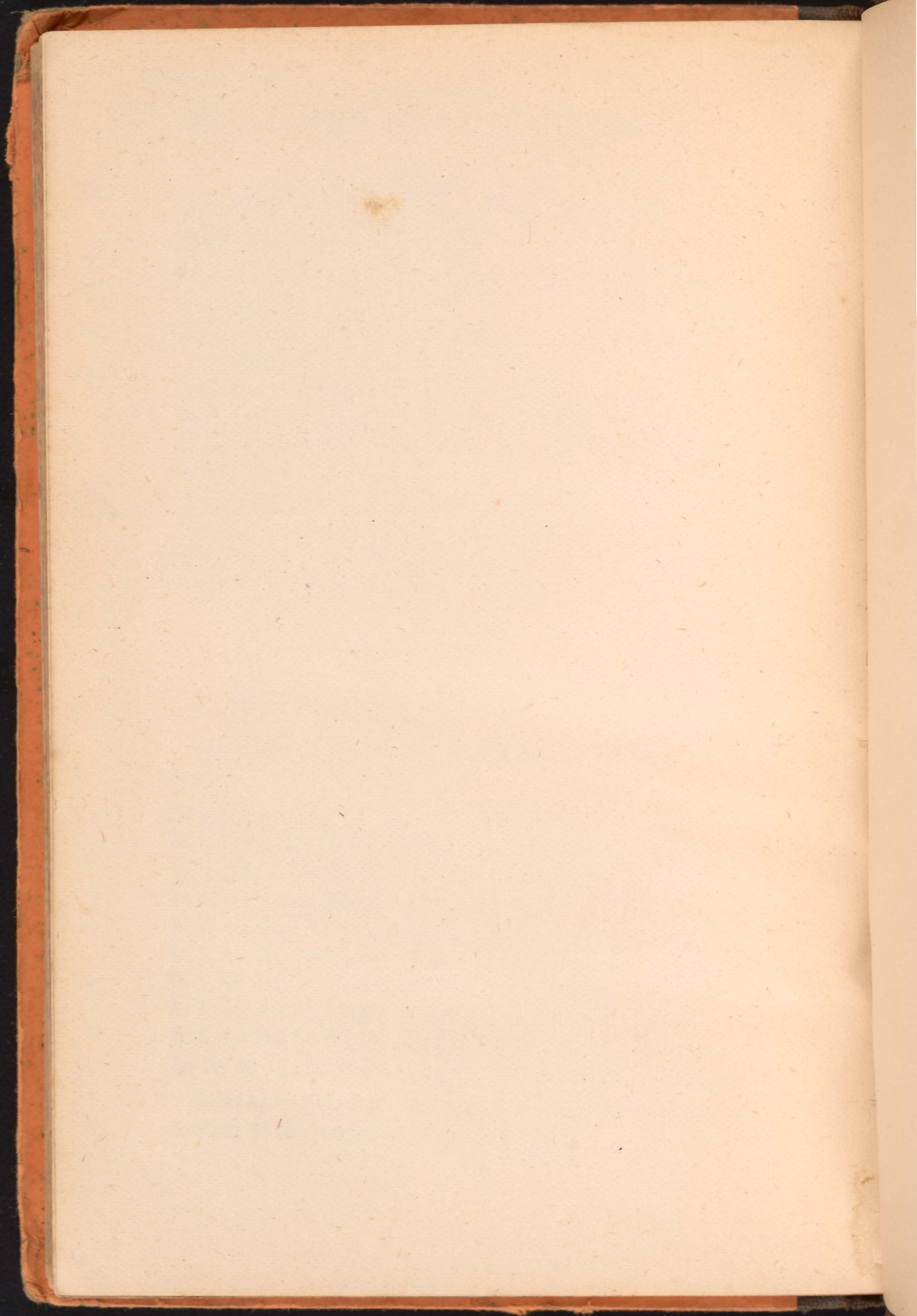
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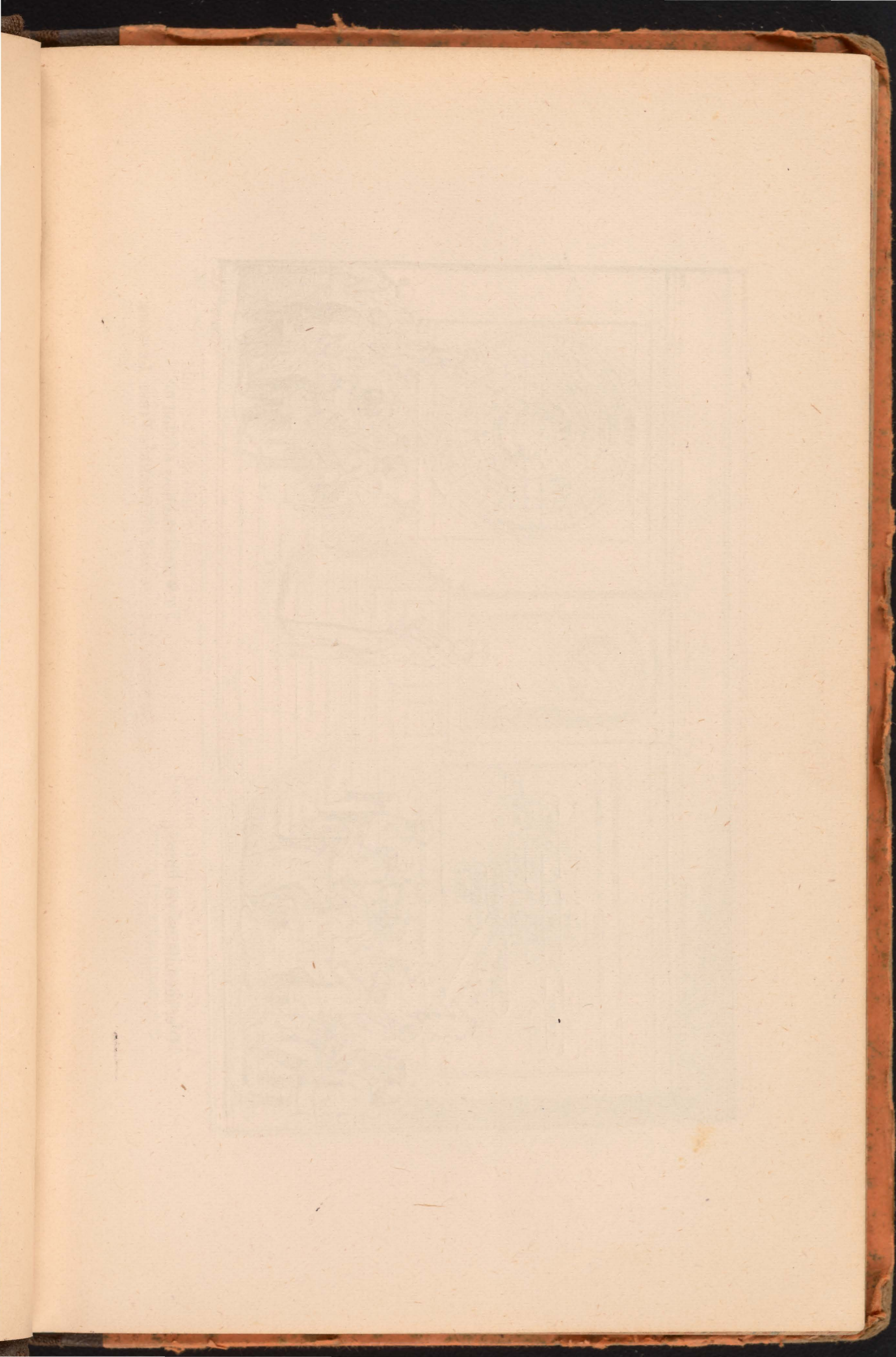
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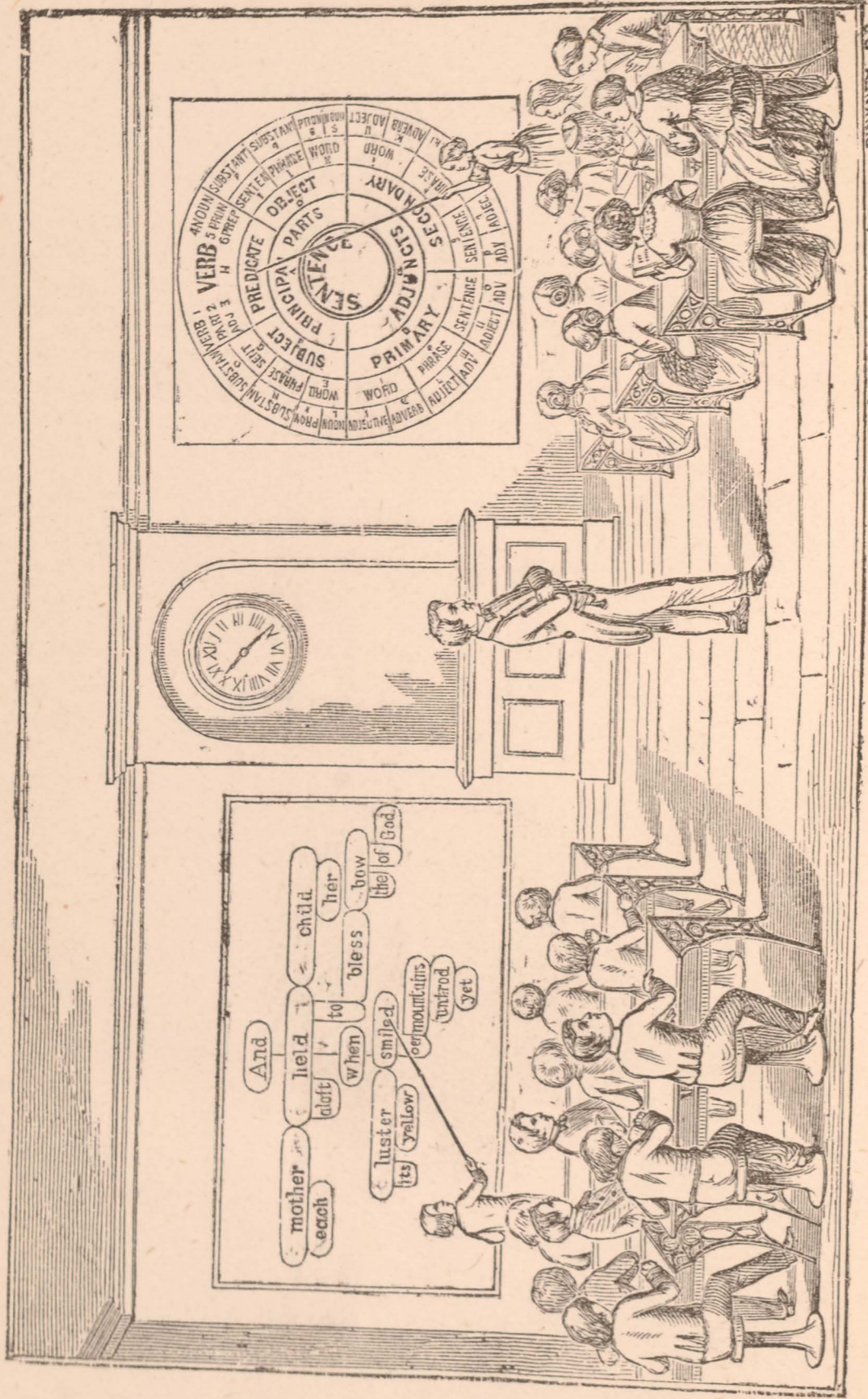


Florence Bennett
Canisteo
N. Y.

Florence Bennett
Canisteo
N. York







“ And, when its yellow luster smiled
 O'er mountains yet untrod,

Each mother held aloft her child
 To bless the bow of God.”

See pages 54, 55, 56 and 57, CLARK'S FIRST LESSONS.

NATIONAL SERIES.

SCIENCE OF THE ENGLISH LANGUAGE.

FIRST LESSONS
IN
ENGLISH GRAMMAR.

BY

S. W. CLARK, A. M.

AUTHOR OF "NORMAL GRAMMAR," "ANALYSIS OF THE ENGLISH LANGUAGE,"
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P R E F A C E.

LANGUAGE as an Art, has its foundation in Science. While the *Science* of Language in its higher and more abstruse developments, has much in common with the Science of Mind, and taxes the energies of minds matured, yet its more practical features may be clearly exhibited to children. And, while they are taught the right use of Language from the lips of their Parents or their Teachers, they should be permitted to learn the Elements of the Science. And this they may do if it is properly presented to them.

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The Teacher will notice, as peculiarities of this little book, that it opens with ANALYSES and closes with SYNTHESSES—that Analyses and Syntheses run hand in hand throughout the entire course of the work.

1. A well-constructed Sentence is analyzed and similar

Sentences given, to be similarly analyzed by the pupil;—after which he is required to make original Sentences similar in construction.

2. Diagrams, exhibiting the different forms of Sentences, are made, and a few specimen sentences, adapted to them, are given;—after which the pupil is required to furnish original sentences adapted to the same Diagrams. These Exercises commence with the simplest Sentences—additional Elements being gradually added until every variety of Sentence in the language is exhibited, analyzed, and imitated.

3. The different CLASSES of Words, with their various MODIFICATIONS, are presented in connection with familiar Exercises, illustrating their several offices in the structure of Sentences and of Phrases.

The pupil is thus made familiar with the various sorts of Sentences, and is enabled to *analyze* and to *make* any Sentence to order, and to use properly any given word, of a required Modification, in the structure of Original Sentences.

COBTLAND ACADEMY,
Homer, N. Y., Dec. 4th, 1856.

CONTENTS.

PART I.

	PAGE
INTRODUCTORY EXERCISES,	7
LANGUAGE— <i>Natural</i> ,	12
“ <i>Spoken</i> ,	13
“ <i>Written</i> ,	13
“ Elements of— <i>Letters</i> ,	13
“ “ <i>Words</i> ,	14
“ “ <i>Phrases</i> ,	14
“ “ <i>Sentences</i> ,	14
WORDS—Their Offices,	19
“ Classes— <i>Nouns</i> ,	19
“ “ <i>Pronouns</i> ,	20
“ “ <i>Adjectives</i> ,	21
“ “ <i>Verbs</i> ,	22
“ “ <i>Adverbs</i> ,	23
“ “ <i>Prepositions</i> ,	24
“ “ <i>Conjunctions</i> ,	26
“ “ <i>Exclamations</i> ,	27
“ “ <i>Words of Euphony</i> ,	27
SENTENCES—Elements— <i>Subject</i> ,	28
“ “ <i>Predicate</i> ,	29
“ “ <i>Object</i> ,	32
“ “ <i>Adjuncts</i> ,	37
PHRASES—Elements— <i>Leader</i> ,	45
“ “ <i>Subsequent</i> ,	43
“ “ <i>Adjuncts</i> ,	45
“ Classes— <i>Substantive</i> ,	46
“ “ <i>Adjective</i> ,	46
“ “ <i>Adverbial</i> ,	46
AUXILIARY SENTENCES,	50
“ Offices— <i>Substantive</i> ,	51
“ “ <i>Adjective</i> ,	52
“ “ <i>Adverbial</i> ,	53
DIAGRAMS—Rules,	54
ANALYSIS—Exercises,	58

PART II.

	PAGE
NOUNS AND PRONOUNS,	
“ “ Modifications— <i>Gender</i> ,	73
“ “ “ <i>Person</i> ,	76
“ “ “ <i>Number</i> ,	77
“ “ “ <i>Case</i> ,	78
PRONOUNS—Classes— <i>Personal</i> ,	84
“ “ <i>Relative</i> ,	86
“ “ <i>Interrogative</i> ,	87
“ “ <i>Adjective</i> ,	88
VERBS—Classes— <i>Transitive</i> ,	91
“ “ <i>Intransitive</i> ,	91
“ Modification— <i>Voice</i> ,	92
“ “ <i>Mode</i> ,	93
“ “ <i>Tense</i> ,	95
PARTICIPLES—Classes— <i>Simple</i> ,	104
“ “ <i>Compound</i> ,	104
CONJUGATION—Regular,	106
“ Irregular,	106
“ Auxiliary Verbs— <i>Classes</i> ,	107
“ “ <i>Offices</i> ,	109
ADJECTIVES—Classes,	124
“ “ <i>Qualifying</i> ,	125
“ “ <i>Specifying</i> ,	126
“ “ <i>Verbal</i> ,	130
“ “ in Predicate,”	131
ADVERBS,	134
“ Classes—of <i>Manner</i> ,	135
“ “ of <i>Time</i> ,	135
“ “ of <i>Place</i> ,	136
“ Modifications,	137
PREPOSITIONS,	139
CONJUNCTIONS,	142
EXCLAMATIONS,	144
WORDS OF EUPHONY,	144
QUESTIONS IN REVIEW,	144
EXERCISES IN SYNTHESIS,	151

FIRST LESSONS
IN
ENGLISH GRAMMAR.

PART I.

INTRODUCTORY EXERCISES.

“Columbus discovered America.”

(a)

Who discovered America?

Ans. “Columbus.”

What *did* Columbus?

Ans. He *discovered* America.

What did he discover?

Ans. He discovered *America*.

(b)

What word tells *who* discovered America?

Ans. The word “Columbus.”

What word tells what Columbus *did*?

Ans. The word “discovered.”

What word tells *what* Columbus discovered?

Ans. The word "America."

(c)

What, then, is the *use* of the word "Columbus?"

Ans. To tell *who* discovered America.

What is the use of the word "discovered?"

Ans. To tell what "Columbus" *did*?

What is the use of the word "America?"

Ans. To tell *what* Columbus "discovered."

EXERCISE II.

1. "Birds sing."

(a)

What sing?

Ans. "Birds."

What *do* birds?

Ans. Birds "sing."

(b)

What word tells what "sing?"

Ans. "Birds."

What word tells what "birds" *do*?

Ans. "Sing."

(c)

What is the *use* or *office* of the word "birds?"

Ans. To tell *what* "sing."

What is the *use* of the word "sing?"

Ans. To tell what the "birds" *do*.

Let the class reply—in concert—to similar questions by the Teacher, in the following

ADDITIONAL EXERCISES.

Children play.
Horses run.
People talk.
Lucy sings.

Fishes swim.
Boys study.
John walks.
William recites.

EXERCISE III.

“Birds build nests.”

(a)

What “build nests?”

Ans. “Birds.”

Birds *do* what?

Ans. Birds “*build*.”

What do the birds build?

Ans. Birds build “*nests*.”

(b)

Which word tells *what* build nests?

Ans. “Birds.”

Which word tells what the birds *do*?

Ans. “Build.”

Which word tells *what* the birds build?

Ans. “Nests.”

(c)

What is the use or office of the word “birds?”

Ans. To tell *what* build nests.

What is the use of the word "build?"

Ans. To tell what the birds *do*.

What is the use of the word "nests?"

Ans. To tell *what* the birds build.

ADDITIONAL EXERCISES.

Columbus discovered America.

Fulton invented steamboats.

Howard alleviated suffering.

Science promotes happiness.

Sin produces misery.

Conscience demands obedience.

EXERCISE IV

Good pupils recite their lessons well.

(a)

Of whom is something here asserted?

Ans. Something is said of "*pupils*."

What is *said* of pupils?

Ans. Pupils "*recite*."

What do pupils recite?

Ans. Pupils recite "*lessons*."

What pupils recite lessons?

Ans. "*Good*" pupils.

What lessons do good pupils recite?

Ans. "*Their*" lessons.

How do good pupils recite their lessons?

Ans. "*Well*."

(b)

What is the use or office of the word "good?"

Ans. To tell *what* pupils recite their lessons well.

What is the use of the word "pupils?"

Ans. To tell *who* recite lessons.

What is the use of the word "recite?"

Ans. To tell what good pupils *do*.

What is the use of the word "their?"

Ans. To tell *what* or *whose* lessons pupils recite.

What is the use of the word "lessons?"

Ans. To tell *what* good pupils recite.

What is the use of the word "well?"

Ans. To tell *how* good pupils recite lessons.

ADDITIONAL EXERCISES.

2. Many people often visit the school.
 3. Some teachers never punish their pupils.
 4. Young children sometimes study English Grammar.
 5. Small streams often produce great rivers.
 6. Good people always secure our esteem.
 7. Truant boys seldom recite good lessons.
 8. Vicious people generally corrupt their associates.
 9. Benevolent people commonly pity the needy.
 10. Good example never injures any one.
-
11. "The village master taught his little school."
 12. "The dark mountains showed their blackened cliffs."
 13. "Belgium's capital had gathered then her beauty."
 14. "Thy hand hath reared these venerable columns."
 15. "Thou didst weave this verdant roof."
 16. "They shook their green leaves."

- 17 "Each mother held aloft her child."
 18. "The essayists occupy a conspicuous place."
 19. "His praise the sweet musician sung."
 20. "Else would a maiden blush bepaint my cheek."

The teacher may find it profitable to his class to extend these Exercises in the use of additional sentences, selected elsewhere, or made for use.

REMEMBER—The above exercises are given to show—

1. That our THOUGHTS can be communicated to other persons—in written characters or in sounds.
2. That WORDS—written or spoken—may convey to us the thoughts of other people.

The means of this communication of thoughts, is called LANGUAGE.

What is *Language*.

Def. *Language* is any means of communicating thought, feeling, or purpose.

How do we express our thoughts and feelings?

Ans. By our *actions* and by our *words*.

How many sorts of *Language* do we use?

Ans. Two—*Natural Language* and *Artificial Language*.

What is *Natural Language*?

Ans. *Natural Language* consists in actions and in signs—such as all beings understand without previous instruction

What is *Artificial Language*?

Ans. *Artificial Language* is invented by man—in which sounds are made to indicate thoughts by mutual or common consent.

How do we use Artificial Language ?

Ans. We *speak* it and we *write* it.

What is *spoken* Language ?

Ans. *Spoken Language* consists in vocal sounds which give us ideas.

What is *written* Language ?

Ans. *Written Language* consists in artificial characters, called *Letters*, so arranged as to represent thought or emotion.

What name do people give to the science which treats of Language ?

Ans. People call the science which treats of Language, *Grammar*.

What is *Grammar* ?

Ans. *Grammar* is the science of Language.

What is *English Grammar* ?

Ans. *English Grammar* is the science of the English language.

What people use the English Language ?

Ans. The people of England and her colonies, and the people of the United States.

What do we mean by the term Articulate Sound ?

Ans. By Articulate Sound we mean a sound of the human voice.

How are Articulate Sounds indicated ?

Ans. Articulate Sounds are indicated by letters.

Letters combined form what ?

Ans. Letters form Words.

LETTERS.*

What is a Letter?

Ans. A Letter is a character or mark used to indicate a sound, or to modify the sound of another Letter.

How many Letters have we in the English Language?

Ans. The English Language has twenty-six Letters.

How many distinct *sounds* are made in speaking the English Language?

Ans. More than forty distinct sounds may be used in speaking the English Language. Hence—

REMEMBER—1. Some Letters represent more sounds than one.

EXAMPLES.

A, a, represents different sounds in the following words:—*Hate—hart—hall—hat.*

REMEMBER—2. Some sounds are indicated by more Letters than one. Thus, the same sound is represented by the two Letters *c* and *k* in the word *cork*.

REMEMBER—3. A Letter does not always indicate a sound.

EXAMPLES.

E in *hate—love—believe.*

W in *wright—wring.*

REMEMBER—1. When a Letter does not indicate a sound, it is said to be *silent*.

* NOTE.—That branch of the Science of Language which treats of LETTERS is called ORTHOGRAPHY. This is best learned from the *Speller* or from distinct works on Orthography. Hence, only a synopsis of that branch is here given.

For what are Silent Letters used?

Ans. 1. Silent Letters are used to *modify the sounds of other Letters.*

EXAMPLES.

Hat, hate—fat, fate—rat, rate.

Fir, fire.

Ans. 2. Silent Letters are sometimes used to determine the *signification* of a word, without varying the sound.

EXAMPLES.

Rite, write—right, wright.

REMEMBER—1. Written Language consists in *Letters* combined into *words*, which represent *ideas*.

REMEMBER—2. Spoken Language consists in *sounds* which are also the signs of *ideas*.

REMEMBER—3. *Written or printed Letters* and *Words* may be transformed into *sounds*, and again, *sounds* may be transformed into *shape*, and made permanent in a book.

REMEMBER.—4. Letters have different *forms*, and perform different *offices*.

What are the various *forms* of Letters?

Ans. The Letters used in the English Language, are—

1. Roman Letters.

2. *Italic Letters.*

3. Old English Letters.

REMEMBER—These different forms have, each, two varieties—called Capital Letters and small letters.

When do we use CAPITAL LETTERS?

- Ans.* 1. The first letter in a distinct Sentence should be a Capital Letter.
- Ans.* 2. The first letter in every Proper name, and in a word derived from a Proper name, should be a Capital Letter.
- Ans.* 3. The first letter in a name of the Supreme Being, should be a Capital Letter.
- Ans.* 4. The first letter in a line in poetry, should be a Capital Letter.
- Ans.* 5. The first letter in principal word in the title of a book or office, should be a Capital Letter.
- Ans.* 6. All the letters of words which constitute the captions of distinct articles or chapters in a book, should be Capital Letters.
- Ans.* 7. The Pronoun *I*, and the Exclamation *O*, should be Capital Letters.

When do we use the Small Letters?

- Ans.* The Small Letters are used in forming most words in printed books, except as stated in the above RULES for the use of Capitals.

THE OFFICES OF LETTERS.

What are the various *offices* of Letters?

- Ans.* Letters constituting the Elements of Words, are distinguished as—

*Principal Elements and
Adjunct Elements.*

Which Letters constitute the Principal Elements of a Word?

Ans. The Principal Elements of a Word are those Letters that indicate the principal sound.

EXAMPLES.

A in *mate*, *mat*—*e* in *me*, *met*—*i* in *fine*, *fin*.

What are the *Adjunct Letters* in a Word?

Ans. The Adjunct Elements of a Word are those Letters that indicate subordinate sounds.

EXAMPLES.

M in *mate*, *mat*, *hymn*.

REMEMBER—Those Letters which indicate the *Principal Sounds* in a Word, are called VOWELS.

Which Letters are Vowels?

Ans. 1. The letters *a*, *e*, and *o*, are always Vowels.

Ans. 2. The Letters *i*, *u*, *w*, and *y*, are sometimes, but not always, used as Vowels.

REMEMBER—Those Letters which indicate subordinate or helping sounds, are called CONSONANTS.

Which Letters are Consonants?

Ans. All the Letters not used as Vowels are called Consonants.

SYLLABLES.

REMEMBER—For convenience in articulation, most words are divided into parts, called *Syllables*?

What is a Syllable?

Ans. A Syllable is a word, or such part of a word, as is uttered by one impulse of the voice.

EXAMPLES.

Man—man-ly—man-li-ness—un-man-ly.

REMEMBER—Some words consist of one Syllable—others of two—others of three—others of more.

What is a *Word*?

Ans. A *Word* is a Letter, or a combination of Letters, used as the sign of an idea.

EXAMPLES.—Birds, beautiful, run, soon, in, man, good, work, now, with.

How many words have we in the English Language?

Ans. The English Language contains nearly 70,000 words.

How are words distinguished?

Ans. Words are distinguished by their *forms** and by their *uses*.

THE OFFICES OF WORDS.

Some words make us think of *things* or of *persons*—as, *Boys, birds, water, ships*.

Other words make us think of *acts*—as, *Boys play, birds sing, water flows, ships sail*.

Other words make us think of *qualities*—as, *Good boys, beautiful birds, pure water, large ships*.

For how many distinct purposes are words used?

Ans. Words are used for nine distinct purposes, and are therefore divided into nine separate classes.

What are the several *offices* which words perform?

Ans. Words are used

1. As *names* of beings, places, or things—such are called *Nouns*.

* The *forms* of words—see CLARK'S PRACTICAL GRAMMAR.

2. As *substitutes* for nouns—such are called *Pro-nouns*.
3. To *declare* an *act*, *being*, or *state*—such are called *Verbs*.
4. To *qualify* or describe beings or things—such are called *Adjectives*.
5. To *modify* actions or qualities—such are called *Adverbs*.
6. To *show a relation* of other words to each other—such are called *Prepositions*.
7. To *connect* words, or introduce sentences—such are called *Conjunctions*.
8. To express a *sudden emotion*—such are called *Exclamations*.
9. To make sentences *sound more agreeable*—such are called *Words of Euphony*.

NOUNS.

What words are called *Nouns*?

Ans. Words used as *names* of beings, places, or things, are called *Nouns*.

EXAMPLES.

1. Animals.. All animals breathe.
2. Boy.....The boy stood on the burning deck
3. Cloud....A cloud obscures the sun.
4. Dog.....His faithful dog shall bear him company.
5. Envy.....Envy resteth in the bosom of fools.

What are the Nouns in the following sentences?

- 1 *Rhode Island* is the smallest *state* in the *Union*.

2. God created the heaven and the earth.
3. Romulus built the city of Rome.
4. *Education gives activity and strength to the mind*
5. The richest treasure mortal times afford is spotless reputation.

☞ The teacher will add such other examples as he may deem appropriate.

PRONOUNS.

REMEMBER—Some words, which are not names, perform similar offices in the structure of Sentences. Such words are called *Pronouns*.

1. John studies when *John* can.
2. John studies when *he* can.

Do these two Sentences declare the same thing?

1. The *Book* was beautiful when the *book* was new.
2. The *Book* was beautiful when *it* was new.

Which is the more elegant expression?

Ans. The latter;—because a frequent repetition of the same word in a sentence is not elegant.

What words are called Pronouns?

Ans. Words used instead of Nouns, are called *Pronouns*.

What words are commonly used as Pronouns?

Ans. I, thou, he, she, it—we, they, me, thee, you, him, her—us, them, who, whom, which, what, that.

Many other words are sometimes used as Pronouns.

What words are Pronouns in the following Sentences ?

1. Mary picked a rose and gave it to me.
2. "Who will show us any good?"
3. "Him, from my childhood, I have known."
4. "Thou art gone to the grave, but we will not deplore thee."
5. I returned the book to him who presented it to me.

ADJECTIVES.

What words are called Adjectives ?

Ans. Words used to qualify, or otherwise describe things, are called *Adjectives*.

EXAMPLES.

1. *New* . . . New books.
2. *Good* . . . Good boys.
3. *Sweet* . . . Sweet apples.
4. *This* . . . This large, sweet apple.
5. *Five* . . . This boy has five new books

What words are Adjectives in the following Sentences ?

1. *Bright* boys will have *good* lessons.
2. Those three little girls are always happy.
3. This world is quite a pleasant world.
4. An amiable young lady may be a poor scholar
5. The beautiful stars shine in the blue sky.
6. "At *the* door in *summer* evening,
Sat *the* little Hiawatha."
7. "The breaking waves dashed high
On a stern and rock-bound coast."
8. "The richest treasure mortal times afford is spot-
less reputation."

Let the pupil supply appropriate Adjectives to the following Nouns :—

— Apple.	— Book.	— Continent.	— Desert.
— Eagle.	— Farm.	— Garden.	— Horse.
— Iron.	— Kingdom.	— Liberty.	— Man.
— Nation.	— Orange.	— Patriot.	— Queen.

Let the pupil attach appropriate Nouns to the following Adjectives :—

Able —.	Better —.	Cold —.	Doubtful —.
Easy —.	Fair —.	Good —.	Hard —.
Injured —.	Jealous —.	Kind —.	Late —.
Many —.	New —.	Old —.	Pure —.
Quiet —.	Round —.	Sweet —.	Tall —.
Useful —.	Vile —.	Wrong —.	Young —.

VERBS.

What words are called *Verbs* ?

Ans. A word used to assert an *act, being, or state* of a being or thing, is called a *Verb*.

EXAMPLES.

1. *Love* . . . Parents love their children.
2. *Study* . . We love to study grammar.
3. *Is* The book is on the table.
4. *Sleeps* . . John sleeps in his chair.
5. *Blows* . . The wind blows from the west.

What words are Verbs in the following Sentences ?

- 1 John saws wood.
- 2 The village master taught his little school.
- 3 The young lambs play upon the hill-side.

4. James *will become* a good scholar if he *studies* well.
5. Teach me to feel another's woe.

Let the pupil place appropriate *Verbs* to the following *Nouns*:—

Albert —.	Birds —.	Clouds —.	Ducks —.
Ellen —.	Farmers —.	Grapes —.	Horses —.
Irene —.	Kings —.	Ladies —.	Men —.
Newton —.	Owls —.	Parrots —.	Quails —.

Let the pupil prefix appropriate *Nouns* to the following *Verbs*:—

— studies.	— sing.	— float.	— swim.
— teaches.	— mow.	— hang.	— run.
— loves.	— rule.	— talk.	— work.
— discovered.	— hoot.	— imitate.	— fly.

The Teacher will extend these exercises at pleasure.

ADVERBS.

What words are called *Adverbs*?

Ans. A word used to modify the signification of a Verb, an Adjective, or another modifier, is called an *Adverb*.

EXAMPLES.

1. *Always* . . . Boys should always speak the truth.
2. *Carefully* . . We should study our lessons carefully.
3. *Soon* William will return soon.
4. *Very* Warner is a very good boy.
5. *Well* Sarah recites very well.

Which are the Adverbs in the following Sentences ?

1. Now swiftly glides the bonny boat.
2. I do not perfectly understand you.
3. How merrily sings the farmer's boy
4. Morning breaks serenely bright.
5. The day will pass more pleasantly.

Let the pupil place appropriate Adverbs in the following sentences :—

1. John has come to school ———.
2. We shall ——— recite.
3. ——— we come to improve our minds.
4. The teacher will ——— excuse a poor recitation.
5. ——— one of those idle boys will ——— become a scholar.

PREPOSITIONS.

What words are called *Prepositions* ?

Ans. A word used to express a relation of things or of thoughts to each other, is called a *Preposition*.

EXAMPLES.

1. *At* . . . John called at the book-store.
2. *By* The procession will pass by our house.
3. *In* My book is in my desk.
4. *Near* . . We live near the school-house.
5. *With* . . William lives with his uncle.

What words are Prepositions in the following Sentences ?

1. The boy stood *on* the burning deck.
2. I see them leap *from* wave *to* wave.

3. *Into* these glass eyes put light.
4. *Than* whom none higher sat.
5. Dian's crest floats through the azure air.
6. "At midnight, in his guarded tent,
The Turk was dreaming of the hour."
7. "There came to the beach a poor exile of Erin."
8. "On a bed of green sea-flowers thy limbs shall be
laid."
9. "In dreams, through camp and court he bore
The trophies of a conqueror."
10. "She glides into his darker musings
With a mild and gentle sympathy."

Supply appropriate Prepositions in the following Sentences.

1. William did not come — school — the forenoon.
2. Mary went — stairs — breakfast.
3. Warner sits — the floor — Clara.
4. The cars ran — the track — Homer.
5. The book is published — New York, — A. S. Barnes and Co.
6. We came — cars, — Canandaigua — Syracuse, — Monday morning, and arrived — Homer — four o'clock — the afternoon.
7. A flood — glory bursts — all the skies.
8. — every grove, the voice — pleasure warbles.
9. We steadfastly gazed — the face — the dead.
10. Eternity's vast ocean lies — thee.
11. Then comes the father — the tempest forth.
12. A mist rose slowly — the lake.
13. Oft the shepherd called thee — his flock.

CONJUNCTIONS.

What words are called Conjunctions ?

Ans Words used to connect other words, or to introduce sentences, are called *Conjunctions*.

EXAMPLES.

1. *And* John and James came to school.
2. *But* Warner can read, but he cannot write.
3. *If* If sinners entice thee, consent thou not.
4. *Though* . . I will not fear though the earth be removed.
5. *That* And I am glad that he has lived thus long.

What words are Conjunctions in the following Sentences ?

6. William or Robert will go.
7. Love not sleep, lest thou come to poverty.
8. I cannot go unless you accompany me.
9. As ye journey, sweetly sing.
10. *And when* its yellow luster smiled,
Each mother held aloft her child.

Supply appropriate Conjunctions in the following Sentences.

1. John — James will assist you, — you request it.
2. Boys — girls recite in the same class.
3. I cannot walk — I can ride.
4. He is afflicted — he is happy.
5. Go not near the cars — you get injured.
6. "In dread, in danger, — alone ;
Famished — chilled, through ways unknown,
'Tangled — steep, he journeyed on."

EXCLAMATIONS.

What words are called Exclamations?

Ans. A word used to express a sudden or an intense emotion, is called an *Exclamation*

EXAMPLES

Ah! *Ah*, the treasure!

O! *O* Scotia! my dear, my native land!

Alas! *Alas!* alas! that great city.

WORDS OF EUPHONY.

What words are called Words of Euphony?

Ans. A word used chiefly for the sake of sound, or to change the position, accent, or emphasis, of other words, is called a *Word of Euphony*.

EXAMPLES.

1. *Then* *Now*, then, let us proceed.
2. *Herself* . . . The moon herself is lost in heaven.
3. *There* . . . There are no idlers here.
4. *Even* *Even* in our ashes live their wonted fires.
5. *Me* I sit me down, a pensive hour to spend.

For what is the word "me" commonly used?

Ans. As a *Pronoun*.

For what is it here used?

Ans. To complete the *measure*—to preserve the *rhythm*.

For what is the word "even" used?

Ans. Commonly it is used as an adjective; but here it is used to make the phrase "in our ashes," *emphatic*.

SENTENCES.

REMEMBER—Words may be put together so as to declare acts or events.

When such a combination of words makes complete sense, it is called a *Sentence*?

What is a Sentence?

Ans. A Sentence is an assemblage of words so combined as to assert an entire proposition.

EXAMPLES.

1. Birds fly.
2. Fishes swim.
3. Horses run.
4. Children play.

Why are these called Sentences?

What “fly?”

What is said of “birds?”

What “swim?”

What is said of “fishes?”

ELEMENTS OF SENTENCES.

REMEMBER—When an assertion is made, it is made of some person or thing; and the word which gives name to that person or thing, is called the *Subject* of the Sentence.

What is the *Subject* of a Sentence?

Ans. The Subject of a Sentence is that of which something is asserted.

EXAMPLES.

1. People talk.

People

talk

Who talk?

Why do you call “people” the Subject?

2. Birds sing.
3. Lambs bleat.
4. Winds blow.
5. John studies.
6. We study.

What are the Subjects of these Sentences ?

What "Part of Speech" do we employ as the Subjects of Sentences ?

Ans. A word which is the Subject of a Sentence must be a *Noun* or a *Pronoun*.

When we write Sentences, what element do we write first ?

Ans. We commonly place the Subject first.*

REMEMBER—In all Sentences something is declared of the Subject ; and to declare, means to *predicate*. Then

What is the *Predicate* of a Sentence ?

Ans. The Predicate of a Sentence is the word or words that make the assertion.

EXAMPLES.

1. People talk.



What is said of "people?"

What, then, is the Predicate of this Sentence ?

Why do you call that word the Predicate ?

2. Birds sing.
3. Children play.
4. John studies.
5. We study.

For exceptions, see CLARK'S PRACTICAL GRAMMAR, pp. 188, 189.

What are the Predicates of these Sentences?

What "Parts of Speech" do we use in Predicate?

Ans. 1. Every Predicate must have a *Verb*.

1. Boys *play*.

Boys play

2. We study.

3. Clara sings.

Ans. 2. A Predicate may have *two Verbs*.

4. Boys *can play*.

Boys can play

5. We *do study*.

6. She *should sing*.

Ans. 3. A Predicate may consist of a *Verb* and a *Participle*.

7. Boys *are playing*.

Boys are playing

8. We *were studying*.

9. She *is singing*.

Ans. 4. A Predicate may consist of a *Verb* and an *Adjective*.

10. Boys *are playful*.

Boys are playful

11. We *were studious*.

12. She *is musical*.

Ans. 5. A Predicate may consist of a *Verb* and a *Noun*.

13 Boys *are players*.



14. We *were students*.

15. She *is a singer*.

[For other forms of the Predicate, see the PRACTICAL GRAMMAR, p. 27.]

When we write sentences, where do we place the Predicate?

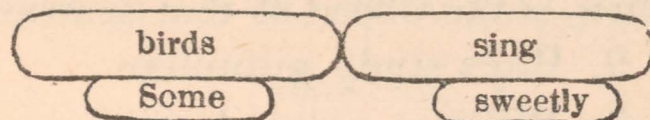
Ans. We commonly place the Predicate after the Subject.

☞ Let each pupil in the class make a Sentence, and tell which is the *Subject*, and which is the *Predicate*.

REMEMBER—Every sentence *must* have a *Subject* and a *Predicate*. It *may*, also, have *other parts*.

EXAMPLES.

1. Birds sing.



2. Some birds sing sweetly.

3. John studies.

4. John studies grammar.

NOTE TO THE TEACHER.—Should you think it best that your pupils learn the use of Diagrams, in this stage of their progress, you will direct them to the RULES *for the use of Diagrams*, commencing on page 54.

SENTENCES—*Transitive.*

If I say, "John saws wood," do I make a Sentence?

Why?

What is the Subject of that Sentence?

Why?

What is the Predicate?

Why?

On what does the act, expressed by the word "saws," terminate?

Ans. The act terminates on "wood."

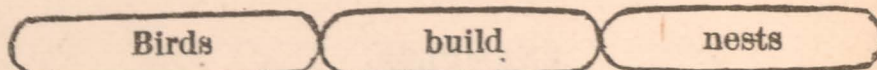
REMEMBER—Some acts pass over to Objects. Then,

What is the Object of a Sentence?

Ans. The Object of a Sentence is that on which the *act* expressed by the Predicate, terminates.

EXAMPLES.

1. Birds build nests.



What do birds build?

What, then, is the Object of that Sentence?

2. Boys study grammar.

3. William writes letters.

4. Arthur picks berries.

5. Cora makes bread.

What are the Objects of these Sentences?

What "Part of Speech" do we use as the Object of a Sentence?

Ans. A word which is the Object of a Sentence must be a *Noun* or a *Pronoun*.

EXAMPLES.

- The Object a *Noun*.....
1. Virtue secures *happiness*.
 2. Wisdom elevates *man*.
 3. Cæsar conquered *Gaul*.
- The Object a *Pronoun*..
4. William assisted *me*.
 5. I thanked *him*.
 6. Brother benefited *them*.
 7. Teachers instruct *us*.
 8. Mary invited *her*.
 9. We requested *it*.

When we make Sentences, where do we place the Objects ?

Ans. We place the Object after the Predicate.*

Let each pupil in the class make a Sentence, and tell which word is the *Object*.

CLASSIFICATION OF SENTENCES.

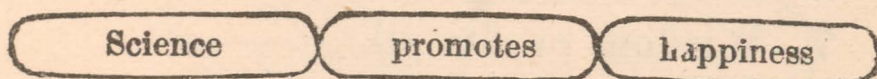
REMEMBER—Grammarians call Sentences that have Objects, *Transitive Sentences*; and Sentences that have no Objects, they call *Intransitive Sentences*.

What is a *Transitive Sentence* ?

Ans. A *Transitive Sentence* is a sentence that asserts an act which terminates on an Object

EXAMPLES.

1. John saws wood.



2. Science promotes happiness.
3. Wisdom procures esteem.

* FOR EXCEPTIONS, SEE PRACTICAL GRAMMAR, p. 209.

4. Charlotte visited Mary.
5. Thee we adore.

Why are these *Transitive Sentences*?

What is an *Intransitive Sentence*?

Ans. An *Intransitive Sentence* is a sentence that asserts *being* or *state*, or an *act* which does not terminate on an Object.

EXAMPLES.

1. *Being* God exists.



2. *State* Clara is cheerful.
3. *Act* Fishes swim.

EXERCISES.

Let the pupil distinguish the *Transitive* from the *Intransitive Sentences*, in the following Examples.

1. Fanny sings.
2. Harriet is playing.
3. William makes sentences.
4. Warner has been running.
5. Cora was feeding rabbits.
6. Mary visited Albany.
7. Wisdom profits all.
8. That should have been remembered.
9. Clara might have studied grammar.
10. Sentences could have been written.
11. Columbus discovered America.
12. Hamilton should have been protected.

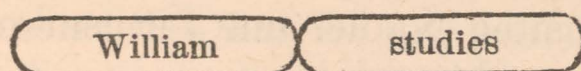
REMEMBER—Sentences that have but one Subject, one Predicate, and one Object, are called *Simple Sentences*.

What is a *Simple Sentence*?

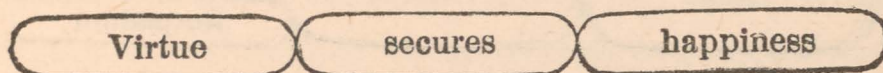
Ans. A *Simple Sentence* is a sentence that asserts but one proposition.

EXAMPLES.

1. William studies.



2. Virtue secures happiness.



3. Wisdom is desirable.

4. Knowledge is power.

5. Columbus discovered America.

REMEMBER—Sentences often have more than one Subject, —or more than one Predicate,—or more than one Object

Such Sentences are called

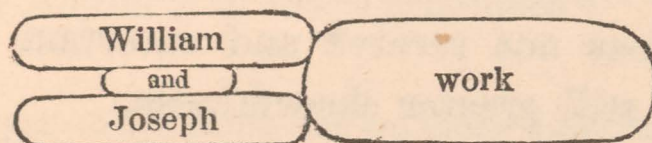
COMPOUND SENTENCES.

What is a *Compound Sentence*?

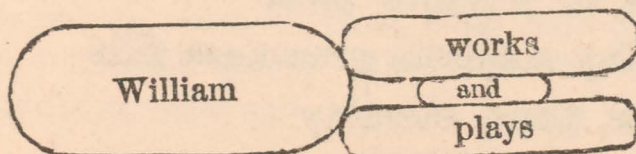
Ans. A *Compound Sentence* is a sentence that asserts more than one proposition.

EXAMPLES.

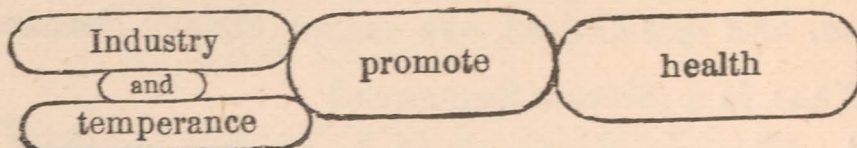
1. William and Joseph work.



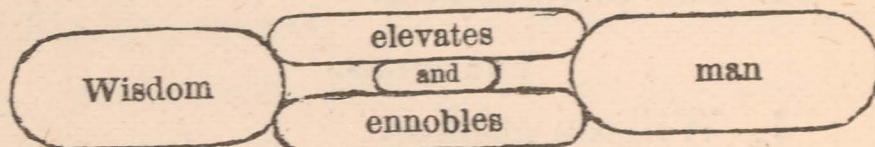
2. William works and plays.



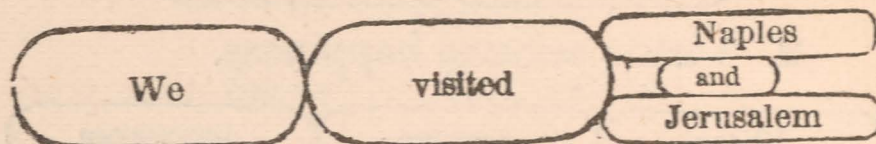
3. Industry and temperance promote health.



4. Wisdom elevates and ennobles man.



5. We visited Naples and Jerusalem.



EXERCISES.

Let the pupil distinguish the *Simple* from the *Compound* Sentences in the following Examples—pointing out the *Subject*, the *Predicate*, and the *Object* of each.

1. Revelry and riot hold orgies.
2. Science illustrates facts.
3. God has displayed wisdom and power.
4. Rocks were shivered.
5. Art and commerce promote happiness.
6. Age is dark and unlovely.
7. We cherish and improve science.
8. For cold, and stiff, and still are they.
9. Lessons should have been studied.
10. Who does not receive and entertain a polite man
with still greater cheerfulness.
11. Unnumbered systems, suns, and worlds,
Unite to worship thee.
12. While thy majestic greatness fills
Space, time, eternity.

ELEMENTS OF SENTENCES- *Adjuncts.*

If I say, "Boys recite," do I make a sentence?

If I say, "Diligent boys recite well," do I make more than a sentence?

What is the *Subject*?

What is the *Predicate*?

Has this sentence an *Object* expressed?

What is the office* of the word "diligent?"

What is the office of the word "well?"

REMEMBER—Words that are *joined to* other words in a sentence to limit or modify their offices, are called *Adjuncts*.

What is an *Adjunct*?

Ans. A word used to qualify, to limit, or to modify other words, is called an *Adjunct*.

EXAMPLES.

1. All fishes swim.
2. Most birds fly.
3. Some birds sing sweetly.
4. Diligent boys generally have good lessons.
5. Many parents properly educate their children.

Why is "some" an *Adjunct*?

Why is "sweetly" an *Adjunct*?

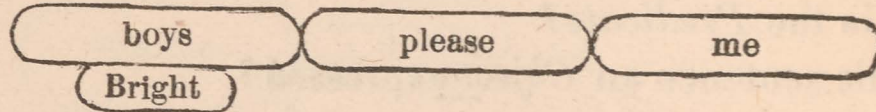
What other *Adjuncts* in those Sentences?

* TO THE TEACHER.—Some pupils may not clearly understand the import of such questions. The *office* of any word in a sentence can be best exhibited to such students by your asking *such a question as will require the use of that word as the proper answer*. Thus, *What* boys recite well? The obvious answer is, "*diligent*" [boys]. Hence the office of the word "*diligent*" is to tell *what* boys recite well. *How* do diligent boys recite? *Ans.* *Well.*"

REMEMBER—Different Adjuncts may limit the *Subject*, the *Predicate*, or the *Object* of a sentence.

EXAMPLES.

The Subject.....1. Bright boys please me.



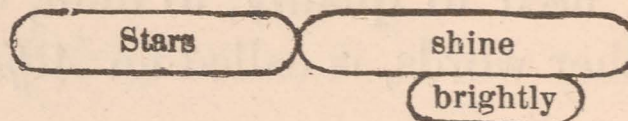
What boys please me ?

What is the Adjunct in this sentence ?

Why do you call "bright" an Adjunct ?

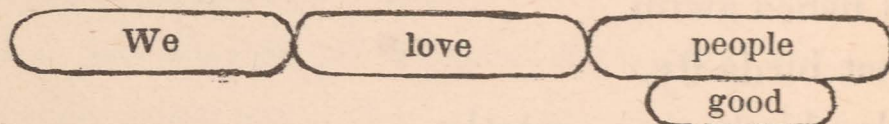
2. Indolent boys displease me.

The Predicate.....3. Stars shine brightly.



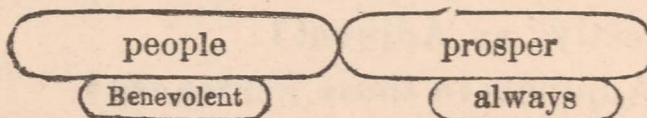
4. William rises early.

The Object.....5. We love good people.



6. Warner has found my knife.

Subject and Predicate..7. Benevolent people always prosper.

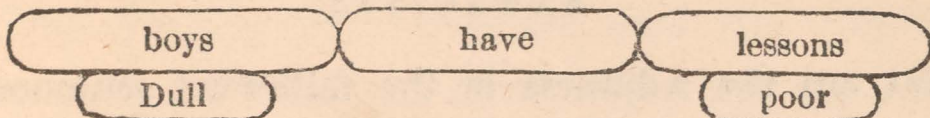


8. Little children sometimes study.

9. Our teacher will return soon.

10. That boy does not study

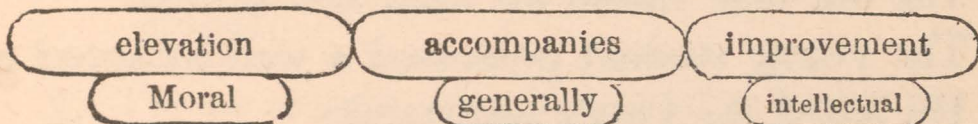
Subject and Object 9. Dull boys have poor lessons



10. Early showers bring early flowers.

Subject, Predicate and Object—

11. Moral elevation generally accompanies intellectual improvement.

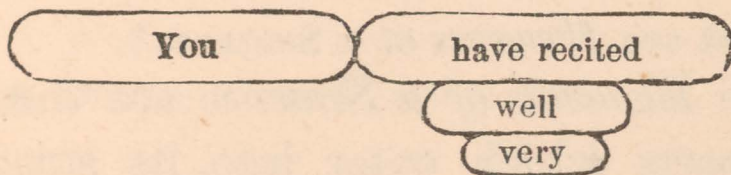


12. No ordinary ambition will thus control good men.

REMEMBER—Adjuncts are sometimes attached to other Adjuncts.

EXAMPLES.

1. You have recited very well.



How did you recite !

Why do you call "well" an Adjunct of "recited" ?

"You have recited well." *How* well ?

What is the office of the word "very" ?

2. John came too late.

Came *when* ? *How* late ?

3. Jane has been remarkably diligent.

4. Mr. B. has accumulated two hundred thousand dollars.

EXERCISES.

Point out the Adjuncts in the following sentences, and distinguish Adjuncts of the *Predicates* from those of the *Subjects* and the *Objects*.

1. That amiable young lady attended the lecture.
2. The mountains showed their gray heads.
3. A golden staff his steps supported. *Steps.*
4. David was a brave, martial, enterprising prince.
5. The old man raised his head and smiled.
6. The young student possessed a well-balanced mind.
7. He heard the king's command ;
8. He saw that writing's truth.
9. No ordinary ambition will thus control good men.
10. Then shall man's pride and dullness comprehend
His action's, passion's, being's use and end.

RECAPITULATION.

What are *Elements* of a Sentence ?

Ans. The *Elements* of a *Sentence* are those distinct parts which enter into its structure, and which, together, form the *Sentence*.

How many sorts of *Elements* are there in a *Sentence* ?

Ans. A *Sentence* must have *Principal Elements*, and it may have *Adjunct Elements*.

What are the *Principal Elements* of a *Sentence* ?

Ans. The *Principal Elements* of a *Sentence* are those words which make the unqualified assertion.

The Principal Elements consist of what ?

Ans. The *Subject*, the *Predicate*, and the *Object* are called *Principal Elements*.

What are *Adjunct Elements* ?

Ans. The *Adjunct Elements* of a Sentence are such as describe or modify other Elements.

The Adjunct Elements consist of what ?

Ans. 1. Those words which limit or qualify *Nouns* and *Pronouns* are called *Adjective Adjuncts*.

2. Those words which modify *Verbs* or *Adjuncts* are called *Adverbial Adjuncts*.

EXERCISES.

Let the Pupils point out the *Principal Elements* in the following Sentences ; and tell,

1. Which is the Subject, and why ?
2. Which is the Predicate, “
3. Which is the Object, “

1. The anchor holds the ship.
2. Virtue bestows tranquillity.
3. Hope cheers the husbandman.
4. The bee loves flowers.
5. The wind drives the clouds.
6. The young man must acquire fortune.
7. The old man must enjoy it.
8. A great multitude had assembled there.
9. Poor men generally have little credit.
10. Good men always secure much esteem.

11. The value *of an army* depends upon the general.
12. The excellence *of a school* depends upon the teacher.
13. No man can serve two masters.
14. Brutus abrogated the authority *of his colleague*.
15. The minister loves little children.
16. The new academy is built well.
17. The garden now contains many flowers.
18. The ship sailed very swiftly.
19. Charlotte plays the piano finely.
20. The student contributed twenty dollars.

Now point out

1. The Adjective Adjuncts.
2. The Adverbial Adjuncts.

PHRASES.

REMEMBER—We often put words together, which do not make a Sentence, but which may be used collectively as an Element in the structure of a Sentence.

ILLUSTRATION—I sit *in the chair*.

Where do I sit?

Does "in" tell where I sit?

Does "the" tell where I sit?

Does "chair" tell where I sit?

What, then, does tell where I sit?

How many Elements has that Sentence?

What is the first Element?

"I." The *Subject*.

What is the second Element?

"Sit." The *Predicate*.

What is the third Element?

"In the chair." *Adjunct*.

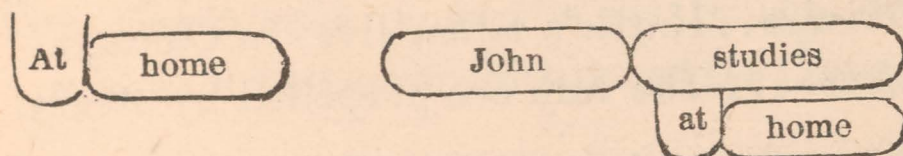
REMEMBER—A combination of words which do not constitute a Sentence, is called a *Phrase*.

What is a *Phrase*?

Ans. A *Phrase* is a combination of words not constituting an entire proposition, but performing a distinct office in the structure of a Sentence or of another *Phrase*.

EXAMPLES.

1. *At home* John studies at home.




2. *In school* We study in school.
3. *On foot* William traveled on foot.
4. *Under ground* . . . Rabbits burrow under ground.

EXERCISES.

Point out the Phrases in the following examples :—

1. John came to school.
2. William walked across the floor.
3. Charles sits upon the bench.
4. Sarah sits in a chair.
5. Mary plays for the company.
6. Cora sang at the concert.

 Tell the *office* of each *Phrase*?

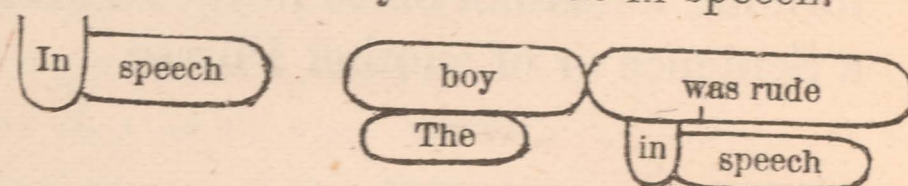
REMEMBER—Phrases, like Sentences, have *Principal Elements* and *Adjunct Elements*.

What are the Principal Elements of a Phrase ?

Ans. The Principal Elements of a Phrase are the words necessary to its structure.

EXAMPLES.

1. *In speech* The boy was rude in speech.



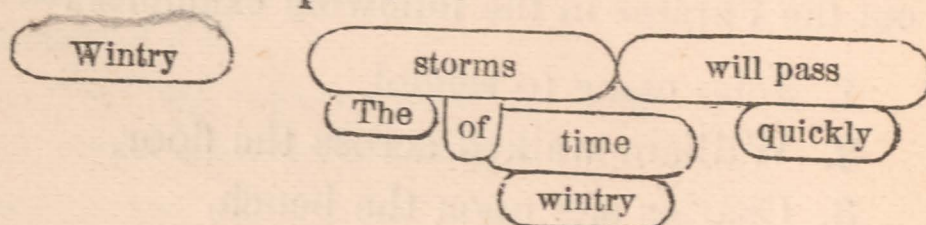
2. *To Naples* . . . Our Willie has gone to Naples.
 3. *On deck* The boy stood on deck.
 4. *In Chicago* . . Hattie's father lives in Chicago.
 5. *By steam* . . . The cars are propelled by steam.

What are the Adjuncts of a Phrase ?

Ans. The Adjuncts of a Phrase are the words used to modify or limit the offices of other words in the Phrase.

EXAMPLES.

6. *Wintry* The storms of wintry time will quickly pass.



7. *This* The students of this class will now recite.
 8. *Our* Our love for our parents should never diminish.

The *Principal Elements* of a Phrase consist of what ?

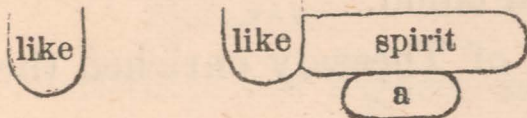
Ans. The *Principal Elements* of a Phrase are the *Leader* and the *Subsequent*.

What is the *Leader* of a Phrase?

Ans. The *Leader* of a *Phrase* is the word used to introduce the *Phrase*.

EXAMPLES.

Like . . . Like a spirit [it came].



In In the van.

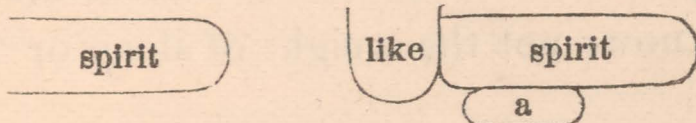
Of Of a storm.

What is the *Subsequent* of a *Phrase*?

Ans. The *Subsequent* of a *Phrase* is the element which follows the *Leader* as its *Object*.

EXAMPLES.

Spirit Like a spirit [it came].



Van In the van.

Storm Of a storm.

EXERCISES.

Point out the *Phrases* in the following *Sentences*, and tell the *Leader*, the *Subsequent*, and the *Adjuncts* of each:—

1. Scipio routed the forces of Hannibal.
2. He received the fruit of his virtues.
3. The course of life is short.
4. The love of country prevailed.
5. Piso brought assistance to his brother.
6. Vulcan made arms for Achilles.
7. They favored the undertakings of Cataline.

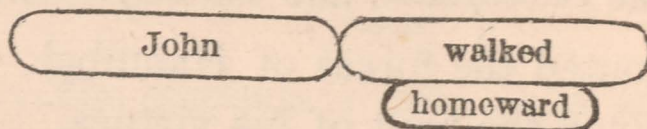
8. The sacred mount is beyond the river.
9. A faithful friend is known in adversity
10. No artist can, by imitation, attain to the skill of nature.
- 11. At break of day, the top of the mountain was covered with cloud.
- 12. The states of Thessaly enriched the children of Pelopidas.
13. By the people of this generation, the question is *to be decided*.
14. I came not here to talk.
- 15. You know too well the story of our thralldom.
- 16. We are slaves to a horde of petty tyrants.
- 17. On some fond breast, the parting soul relies.
- 18. Speak kindly to the little child.
- 19. The injuries of fortune do not affect the mind.
20. Time knows not the weight of sleep or weariness.

THE OFFICES OF PHRASES.

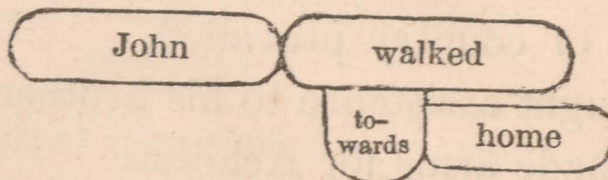
REMEMBER—Phrases, like words, may constitute Elements in Sentences.

EXAMPLES.

1. John walked *homeward*.



2. John walked *towards home*.



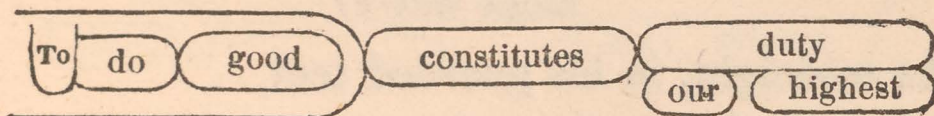
Walked—*whither*?

- 3. Will you go *now*?
- 4. Will you go *at this time*?
Will go—*when*?

1. A Phrase may be the Subject of a Sentence.

EXAMPLES.

5. *To do good*, constitutes our highest duty.



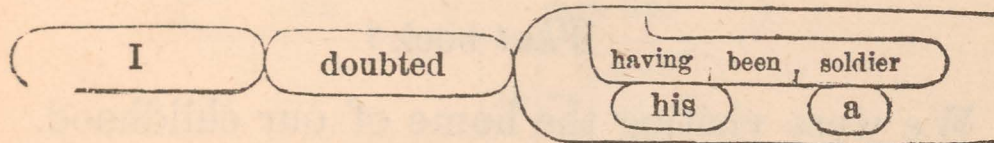
What constitutes our highest duty?

6. His being a minister, prevented his rising to civil power.

2. A Phrase may be the Object of a Sentence.

EXAMPLES.

7. I doubted *his having been a soldier*.



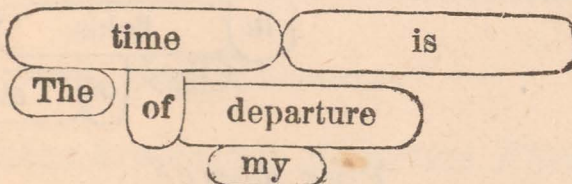
Doubted *what*?

8. Will your father forbid your studying grammar?

3. A Phrase may be an Adjunct of the Subject.

EXAMPLES.

9. The *time of my departure* is [at hand].



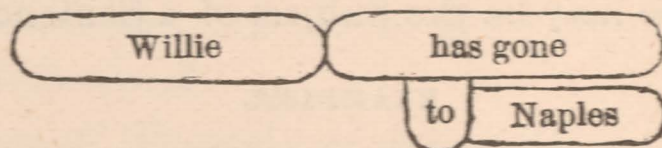
What time?

10 The storms of wintry time will pass.

4. A Phrase may be Adjunct to a Verb in Predicate.

EXAMPLES.

11. Willie HAS GONE *to Naples*.



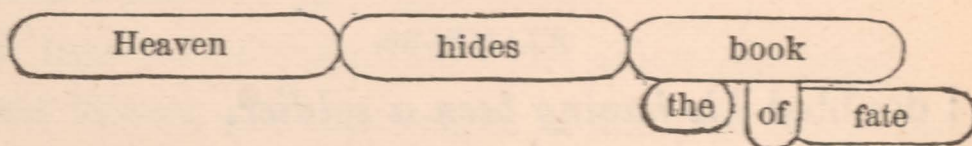
Gone *where?*

12. At midnight, in his guarded tent,
The Turk was dreaming.

5. A Phrase may be Adjunct of the Object.

EXAMPLES.

13. Heaven [from all creatures], hides the book *of fate*



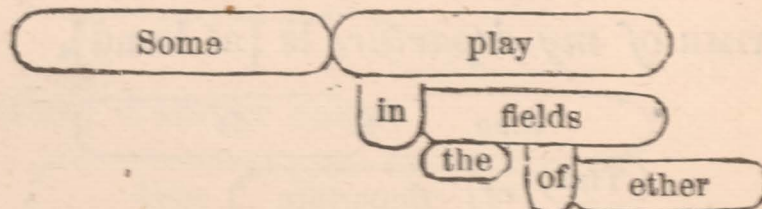
What book?

14. We were visiting the home of our childhood.

6. A Phrase may be Adjunct to the Object of another Phrase.

EXAMPLES.

15. Some IN THE FIELDS *of ether* play



Play *where?*

What fields?

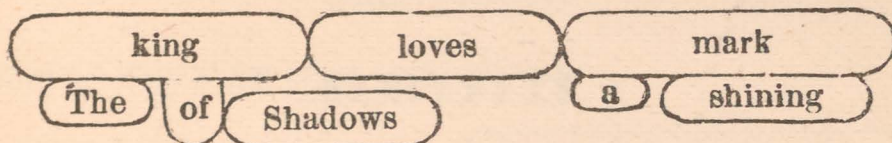
16. They bask and whiten in the blaze of day.

What is a *Simple Phrase* ?

Ans. A Phrase that has but one Leader and one Subsequent is called a *Simple Phrase*.

EXAMPLES.

17 The King of *Shadows* loves a shining mark.



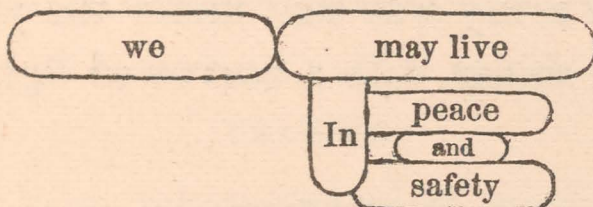
18. Thou didst look down upon the naked earth.

What is a *Compound Phrase* ?

Ans. A Phrase that has more than one Leader or Subsequent is called a *Compound Phrase*.

EXAMPLES.

19. In peace and safety may we live.



20. Habits formed in childhood and youth are most enduring.

RECAPITULATION.

What Phrases are called *Substantive Phrases* ?

Ans. A Phrase which is the *Subject* or the *Object* of a Sentence, is called a *Substantive Phrase*.

Make an appropriate EXAMPLE.


What Phrases are called *Adjective Phrases* ?

Ans. A Phrase that is *Adjunct* to a *Noun* or a *Pronoun*, is called an *Adjective Phrase*.

Make an EXAMPLE.

What Phrases are called *Adverbial Phrases*?

Ans. A Phrase that is Adjunct to a *Verb*, to an *Adjective*, or to an *Adverb*, is called an *Adverbial Phrase*.

 Make an EXAMPLE.

EXERCISES.

Point out the Phrases in the following Sentences, and tell the offices of each :—

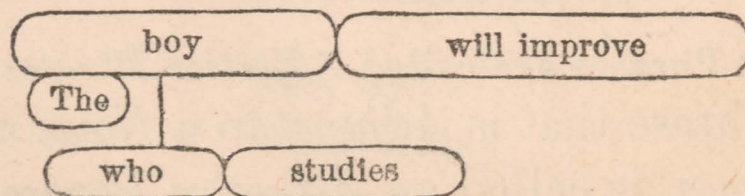
1. The memory of past evils disturbs us.
2. The love of his country influenced him.
3. The desire for money controls the miser.
4. The infirmities of nature are common to all.
5. The soldiers divided the spoils of war.
6. The whole army was sent under the yoke.
7. The moon shines with a borrowed light.

AUXILIARY SENTENCES.

REMEMBER—We often use one Sentence as an Element in the structure of another Sentence.

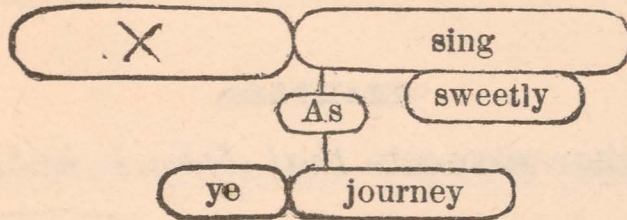
ILLUSTRATION

1. The boy *who studies* will improve.



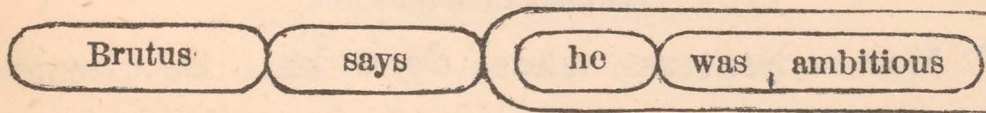
What boy will improve?

2. As ye journey sweetly sing.



Sing—*when?*

3. Brutus says *he was ambitious.*



Says *what?*

What is the Object of the word "says?"

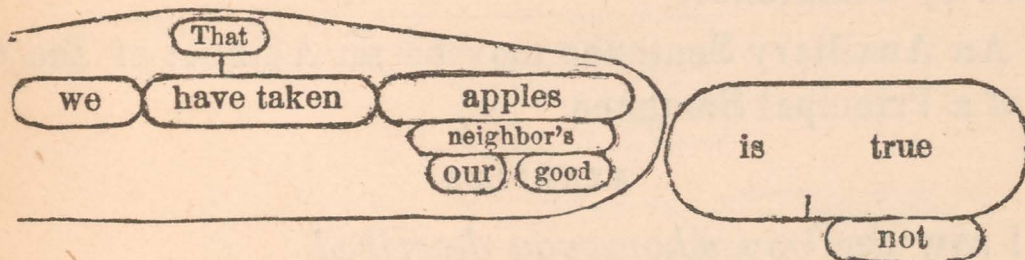
Is it a *Word* Object, or a *Sentence* Object?

THE OFFICES OF AUXILIARY SENTENCES.*

1. An Auxiliary Sentence may be the *Subject* of a Principal Sentence.

EXAMPLES.

4. That we have taken our good neighbor's apples, is not true.



5. *That all men are created equal* is a self-evident truth

What is a self-evident truth?

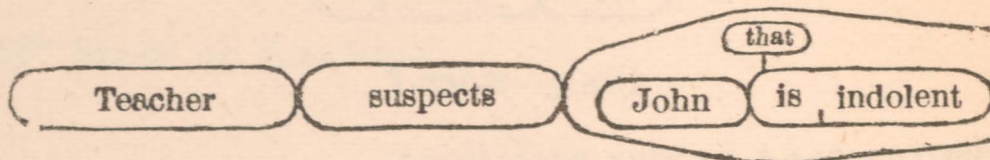
☞ Make a Sentence whose *Subject* shall be a *Sentence*.

* NOTE TO THE TEACHER.—If this is deemed too difficult for your pupils at this stage of their progress, you will omit it until they review.

2. An Auxiliary Sentence may be the *Object* of a Principal Sentence.

EXAMPLES.

5 The Teacher suspects *that John is indolent*.



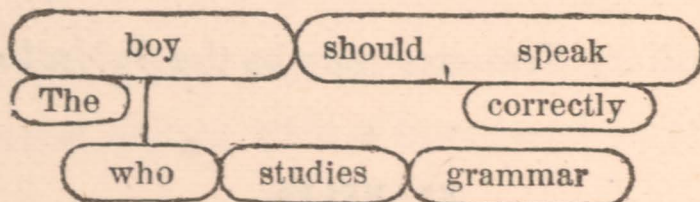
Suspects *what*?

☞ Make a Sentence whose *Object* shall be a Sentence.

3. An Auxiliary Sentence may be an *Adjunct* of the *Subject* of a Principal Sentence.

EXAMPLES.

6. The boy *who studies grammar* should speak correctly.



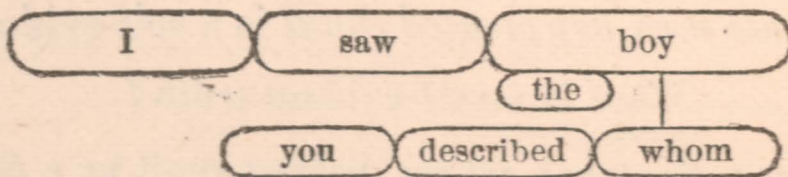
What boy should speak correctly?

☞ Make a Sentence whose *Subject* shall be qualified or limited by a Sentence.

4. An Auxiliary Sentence may be an *Adjunct* of the *Object* of a Principal Sentence.

EXAMPLES.

7. I saw the boy *whom you described*.



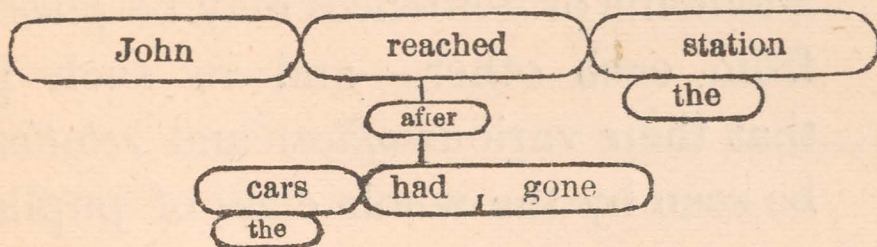
What "boy"?

☞ Make a Sentence whose *Object* shall be qualified by a Sentence.

5. An Auxiliary Sentence may be an Adjunct of the *Predicate* of a Principal Sentence.

EXAMPLES.

8 John reached the station *after the cars had gone.*



“Reached” the station—*when?*

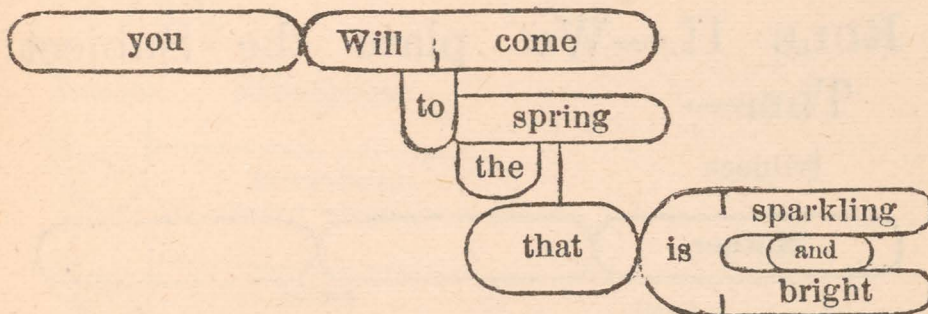
Why do we call the Sentence “*after the cars had gone,*” an *Adverbial Sentence*? [See p.].

☞ Make a Sentence whose Predicate shall be modified by a Sentence.

6. An Auxiliary Sentence may be an Adjunct of the *Object* of a *Phrase*.

EXAMPLES.

9. Will you come to the spring *that is sparkling and bright.*



To *what* “spring?”

Why do we call the Sentence “*that is sparkling and bright,*” an *Adjective Sentence*? [See p.]

☞ Make a Phrase whose Object shall be limited by a Sentence.

DIAGRAMS.

For what purpose do we use Diagrams in studying Grammar?

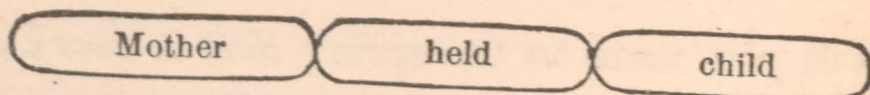
Ans. *Diagrams* are figures so arranged that the Elements of Sentences may be placed apart from each other,—and in such position that their various *offices* and *relations* may be seen by the whole class of pupils.

What determines the *position* of a word in the Diagram?

Ans. The *office* of a word determines its place in the Diagram.

Where do we place the *Principal Elements* of a Sentence?

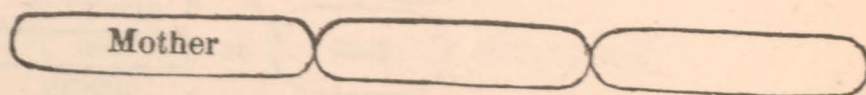
Ans. RULE I.—We place the Principal Elements of a Sentence *uppermost*, and *on the same horizontal line*. Thus—



Where do we place the *Subject* of a Sentence?

Ans. RULE II.—We place the Subject first. Thus—

Subject.

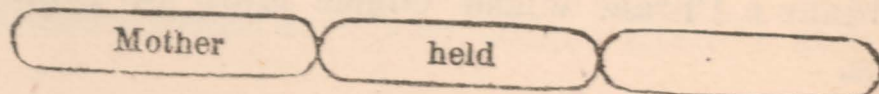


Where do we place the *Predicate* of a Sentence?

Ans. RULE III.—We place the Predicate *to the right of the Subject*—attached. Thus—

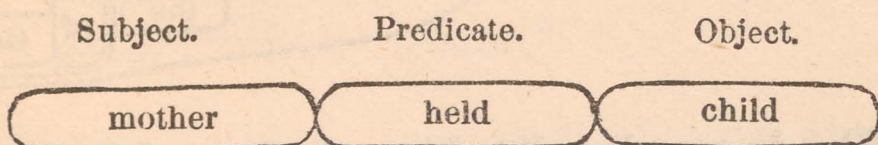
Subject.

Predicate.



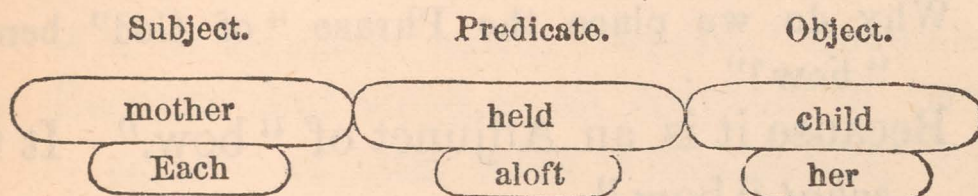
Where do we place the *Object* of a Sentence?

Ans. RULE IV.—We place the *Object to the right of the Predicate*, attached. Thus—



Where do we place an *Adjunct*?

Ans. RULE V.—We place an *Adjunct beneath the word which it limits or modifies*.



Why do we place “each” beneath “mother?”

Why do we place “aloft” beneath “held?”

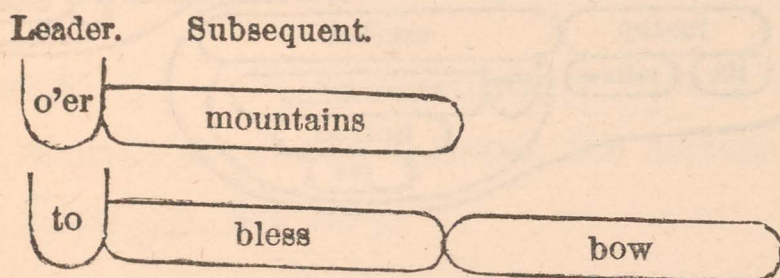
Why do we place “her” beneath “child?”

What is the proper form of Diagrams for *Phrases*?

Ans. 1. RULE VI.—The *Leader* of a Phrase is placed *first*.

2. RULE VII.—The *Subsequent* of a Phrase is placed *to the right of its Leader*, attached.

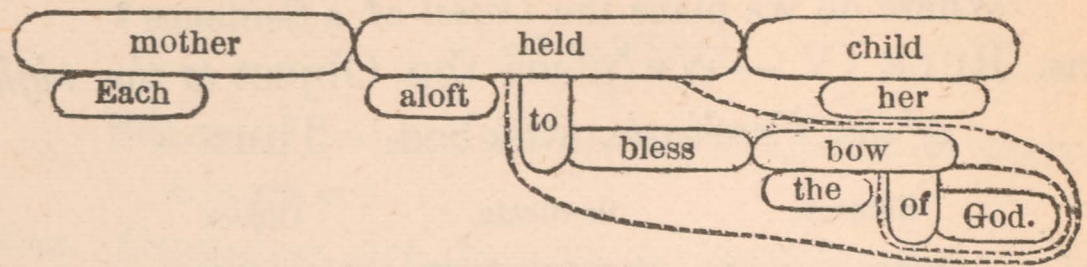
Thus—



Why do we place “mountains” to the right of “o'er?”

Where do we place *Phrase Adjuncts*?

Ans. RULE VIII.—An *Adjunct Phrase* is placed *beneath the word which it limits*.



Why do we place "to bless the bow of God" beneath "held?"

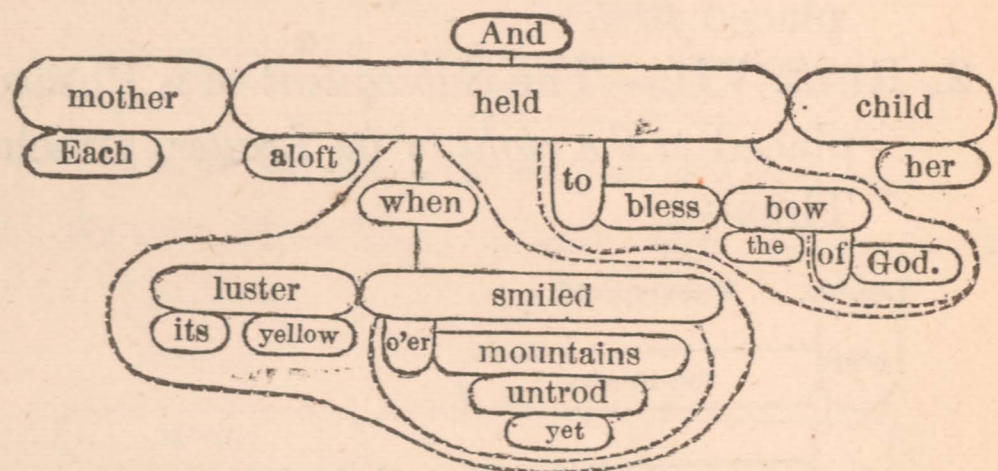
Ans. Because that Phrase is an Adjunct of "held." It tells *why* mother *held* aloft her child.

Why do we place the Phrase "of God" beneath "bow?"

Ans. Because it is an Adjunct of "bow." It tells *what* "bow."

Where do we place an *Adjunct Sentence*?

Ans. RULE IX.—An Adjunct Sentence is placed *beneath the word which it limits*,—attached by a line. Thus—



Why do we place "when its yellow luster smiled o'er mountains yet untrod," beneath "held?"

Ans. Because that Sentence is an Adjunct of "held"—*i. e.*—it tells *when* "each mother *held* aloft her child"

Why do we place "its" and "yellow" beneath "luster?"

Ans. Because they are Adjuncts of "luster." "Its" tells *whose* "luster," and "yellow" tells *what kind* of "luster."

Why do we place "o'er mountains yet untrod," beneath "smiled."

Ans. Because that Phrase is an Adjunct of "smiled"—it tells *where* "luster *smiled*."

Why do we place "untrod" beneath "mountains?"

Ans. Because that word is an Adjunct of "mountains"—it tells *what* "mountains," by denoting their *condition*.

Why do we place "yet" beneath "untrod?"

Ans. Because it is an Adjunct of "untrod;"—it tells *when* "untrod."

Where do we place *Conjunctions*?

Ans. RULE X.—A Conjunction used to introduce a Sentence is placed *above the Sentence*—attached to its Predicate by a line. [See "and" and "when" in the Diagram above.]

RULE XI.—A Conjunction used to connect words is placed *between the words connected*. [See pp. 36, 37].

Where do we place *Exclamations*?

Ans. RULE XII.—An Exclamation is placed by itself. It is not attached to any other word

Where do we place *Words of Euphony*?

Ans. *Words of Euphony* are not properly placed in Diagram, for they perform no grammatical office.

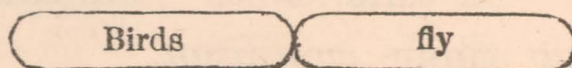
EXERCISES IN ANALYSIS, WITH THE USE OF
DIAGRAMS.

I.

SIMPLE SENTENCES — *Without Adjuncts.*

The Predicate one Verb

Birds fly.



Of what is something here said?

Ans. Something is said of "*birds.*"

What *is said* of birds?

Ans. They *fly.*

In that Sentence, what is the *use* of the word "birds"?

Ans. To tell *what* "fly."

What is the *use* of the word "fly."

Ans. To tell what the birds *do.*

Why do we place the word "birds" thus in the Diagram? [See Rule II., p. 54.]

Why do we place the word "fly" to the right of "birds" in Diagram? [See Rule III., p. 54.]

Why do you call "birds" the *Subject* of the Sentence? [See *Subject*, p. 28.]

Why do you call "fly" the *Predicate*? [See *Predicate*, p. 29]

Let the class analyze the following Sentences by answering similar questions.

- | | |
|---------------------|----------------------|
| 2. William studies. | 3. Fishes swim. |
| 4. Sarah smiles | 5. Horses run. |
| 6. Clara creeps. | 7. Lightnings flash. |
| 8. Winter comes. | 9. Boys play. |

II.

The Predicate two Verbs, or a Verb and a Participle.

10. Winter has come.



Wha^t has come?

What *is said* of winter?

Why is "winter" placed first in Diagram?

Why do we place the *two words* "has" and "come" in the same Diagram?

Ans. Because both words are required to make the assertion. Both, together form the Predicate.

Why do you call "winter" the *Subject*?

Why do you call "has come" the Predicate?

ADDITIONAL EXAMPLES.

11. Mary is reading.
12. Boys are playing.
13. William does study.
14. Lightnings are flashing.
15. Sarah was smiling.

16. Horses did run.
 17. Ellen is teaching.
 18. Fishes do swim.
-

The Predicate, a Verb and two Participles.

19. Mary has been reading.
 20. Horses have been running.
 21. Clara has been creeping.
 22. Boys had been playing.
-

The Predicate, two Verbs and a Participle.


23. Robert will be studying.
 24. Students should be studying.
 25. We might have studied.
 26. Girls should have studied.
-

The Predicate, two Verbs and two Participles

27. John might have been reading.
28. Children will have been told.
29. Frank might have been respected.
30. Diagrams could have been written.
31. I shall have been benefited.
32. Lessons should have been learned.

In the last Sentence, why do you place the *four words* "should have been learned," in the *same Diagram*?

Why do you call these words the Predicate?

 Let each pupil make a Sentence for the *same Diagram*?

III.

The Predicate a Verb and an Adjective.

33. John is sleepy.

*Who* is sleepy?What *is said* of John?What is the *Subject* of that Sentence? Why?What is the *Predicate*? Why?Why do we place the two words, "is" and "sleepy,"
in Predicate?*Ans.* Because it requires those two words to make
the assertion.

ADDITIONAL EXAMPLES.

34. William is diligent.

35. Flowers are beautiful.

36. Warner was wrong.

37. Trees were tall.

38. James became poor.

39. Boys felt sad.

40. Velvet feels smooth.

41. Soldiers waxed valiant.

42. We shall be lonely.


43. They will become uneasy.

44. Earth will grow bright.

45. Children should be cheerful.

46. George has waxed bold.

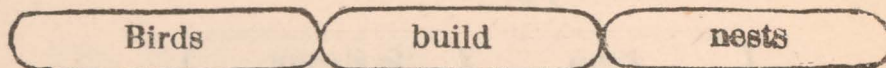
47. Teachers may be patient.

 Let each pupil *make* a Sentence adapted to the *same*
Diagram.

IV.

TRANSITIVE SENTENCES.

1. Birds build nests.



What build nests?

Birds *do* what?

What do birds build?


Which word is the *Subject*? *Why*?

Which word is the *Predicate*? *Why*?

Which word is the *Object*? *Why*?

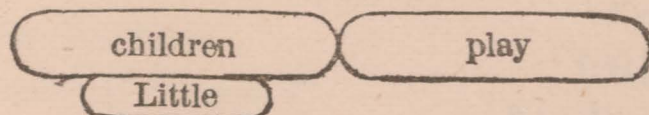
ADDITIONAL EXAMPLES.

2. John saws wood.
 3. Columbus discovered America.
 4. Cæsar conquered Gaul.
 5. Science promotes happiness.
 6. Sin produces misery.
 7. Students need instruction.
-
8. James has studied grammar.
 9. People have secured renown.
 10. Clara is learning French.
 11. Misfortunes will attend us.
 12. Commerce has benefited us.
 13. Accidents might befall them.
-
14. We might have seen them.
 15. They should have assisted us.
 16. John should have been studying grammar.
 17. Boys may have been assisting us.

 Let each pupil *make* a Sentence adapted to the *same* Diagram.

V.

SENTENCES WITH ADJUNCTS.

(a) *Adjunct Words.*1. *Little* children play.

Who play?

Children *do* what?

What children play?

Why do you place "little" beneath "children?"

Why do you call "little" an Adjunct of "children?"

What *sort* of a word is "children?"

Why do you call it a *Noun*? See Definition, p. 19.

What sort of a word is "little?"

Why do you call it an *Adjective*? See Definition, p. 21.

Let each pupil place in the *same Diagram*, and analyze one of the following

ADDITIONAL EXAMPLES.

- | | | |
|----------------------------|--|--------------------------|
| 2. Good boys study. | \| | 4. Vicious boys quarrel. |
| 3. Cheerful children play. | \| | 5. Some birds sing. |

6. Some children *are happy*.

7. Our parents are kind.

8. John's book is new.

9. Children's shoes are small.

10. Pure patriotism should be rewarded.

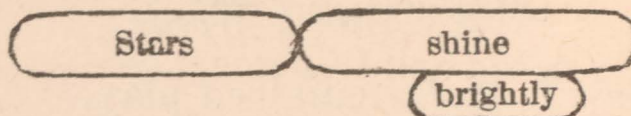
11. Honest intentions should be respected.

12. Benevolent people will be honored.

13. Seven men *were called wise*.

☞ Let each pupil *make* a Sentence adapted to the same Diagram.

VI.

14. Stars shine *brightly*.

What shine?

Stars *do* what?

Stars shine—*how*?

Why do you call "stars" the *Subject*?

Why do you call "shine" the *Predicate*?

Why do you call "brightly" an *Adjunct*?

Why is the word "brightly" placed beneath "shine"?

What *sort* of word is "shine"?

Why do you call it a *Verb*? See p. 22.

What *sort* of word is "*brightly*"?

Why do you call it an *Adverb*? See Definition, p. 23.

☞ Let the class place in *the same Diagram*, and thus analyze the following

ADDITIONAL EXAMPLES.

15. Horses run swiftly.

16. Birds sing sweetly.

17. John studies well.

18. Cora plays often.

19. We recite daily.

20. Grandmother knits constantly.

21. John will come here.

22. We shall recite soon.

23. People should live temperately.

24. Where did William go?

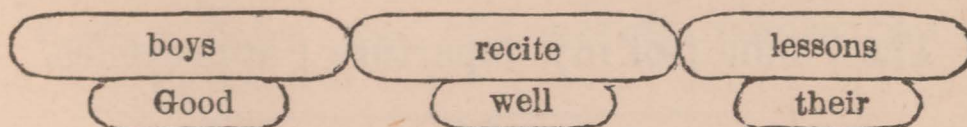
25. When do we recite?

26. Whither shall I flee?

☞ Let each pupil *make* a Sentence adapted to the *same Diagram*

VII.

27. Good boys recite their lessons well.



Who recite lessons?

What *is said* of "boys?"

Boys recite *what*?

What boys recite their lessons well?

Good boys recite—*whose* lessons?

Good boys recite their lessons—*how*?

Why do you call "good" an Adjunct of "boys?"

Why do you call "well" an Adjunct of "recite?"

Why do you call "their" an Adjunct of "lessons?"

Place in the *same Diagram* and analyze the following

ADDITIONAL EXAMPLES.

28. Dull boys seldom have good lessons.
29. Evil communications always corrupt good manners
30. Idle habits never produce good results.
31. Good examples generally secure correct habits.
32. Little people have sometimes studied English Grammar.
33. Ignorant men *can not command* extensive influence.
34. Earthly fame does not secure immortal joys.
35. Ambitious men should properly direct their ambition.

Why do we call "ambitious" an *Adjective*?

Why do you call "properly" an *Adverb*?

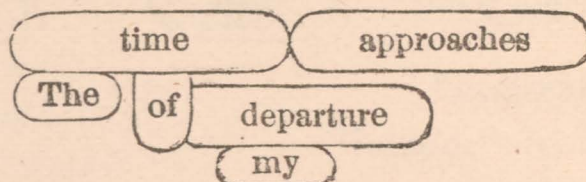
Why do you call "their" an *Adjective*?

☞ Let each pupil *make* a Sentence adapted to the *same Diagram*.

VIII.

SENTENCES WITH PHRASE ADJUNCTS.

1. The | time | of my departure | approaches.



What approaches?

What is said of time?

What time approaches?

Of whose departure?

How many Adjuncts has "time?"

Ans. Two. 1. "The" is a Word Adjunct.

2. "Of my departure"—a Phrase Adjunct.

What is the *Leader* of that Phrase?

What is its *Subsequent*?

What is its *Adjunct*?

Why do you call "my" an Adjunct of "departure?"

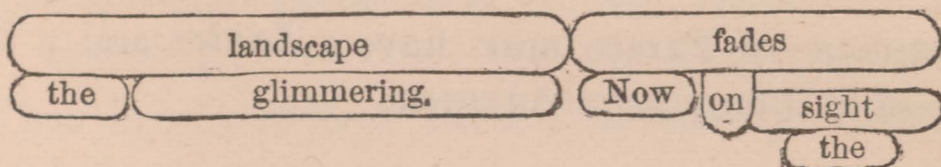
Place in the same Diagram and analyze the following

ADDITIONAL EXAMPLES.

2. The hour for our recitation has come.
 3. Our application to the lesson is evident.
 4. The teacher of this class was present.
 5. The difficulties of the journey were surmounted.
-
6. No apology for your absence has been given.
 7. The assistance of my classmate will be solicited.
 8. One member of our class is absent.
 9. The trustees of the school should have been present

EXERCISES IN ANALYSIS AND ETYMOLOGY
COMBINED.

10. "Now fades the glimmering landscape on the sight."



REMEMBER—Every Sentence *must* have *Principal Elements*, and it *may* have *Adjunct Elements*.

What are the *Principal Elements* of this Sentence?

Why are they called *Principal Elements*? [See p. 40.]

REMEMBER—Every Sentence must have a *Subject* and a *Predicate*.

What is the *Subject* of this Sentence? Why?

What is the *Predicate*? Why? [See p. 29.]

What are the *Adjuncts* of the *Subject*?

What are the *Adjuncts* of the *Predicate*?

The *Subject* of a Sentence must consist of what *Sorts of Words*? [See p. 29.]

Then, what "Part of Speech" is "landscape?"

The *Predicate* of a Sentence must consist of what *Part of Speech*? [See p. 30.]

Then, what *Part of Speech* is "fades?"

The *Adjuncts of Nouns* and of *Pronouns* must consist of what *Part of Speech*? [See p. 41.]

Then, what *Part of Speech* is "the?"

What *Part of Speech* is "glimmering?"

The *Adjuncts of Verbs* must consist of what *Part of Speech*? [See p. 41.]

Then, what Part of Speech is "now?"

What part of the Sentence is the Phrase, "On the sight?"

Ans. It is an *Adverbial Phrase*, because it is used to tell *where* "landscape fades." [See p. 46.]

REMEMBER—A Phrase must have a *Leader* and a *Subsequent*,—and it may have *Adjuncts*.

What is the *Leader* of the Phrase "on the sight?"

Why? [See p. 45.]

What is the *Subsequent*? Why? [See p. 45.]

What is the *Adjunct*? Why? [See p. 44.]

REMEMBER—1. The *Leader* of a Prepositional Phrase is a *Preposition*.

2. The *Subsequent* of a Prepositional Phrase is a *Noun* or a *Pronoun*.

What Part of Speech is "on?"

What Part of Speech is "sight?"

What Part of Speech is "the?"

☞ Let the pupils place in the *same Diagram* and analyze in the same manner,* the following additional Sentences:—

* TO THE TEACHER.—It is important that the young pupils clearly see that *words are classified according to the offices* they perform in the structure of Sentences—that each Element in a Sentence must consist of its appropriate class of words. I have found the method of Analyses here given, best adapted to this end. Teachers will find it profitable to use, in part or entire, the questions inserted above. The following are the *essential* questions—applicable to nearly all Sentences:—

1. What is the *Subject*?
2. What is the *Predicate*?
3. What is the *Object*?
4. What are the *Adjuncts of the Subject*?
5. What are the *Adjuncts of the Predicate*?
6. What are the *Adjuncts of the Object*?

ADDITIONAL SENTENCES.

11. The studious pupil seldom fails in his recitations.
12. Our brightest students *are* generally *foremost* in their sports.
13. The arrogant pedant was quickly banished from the company.
14. That bright meteor flashed brilliantly athwart the heavens.
15. Such bright examples seldom fail, ultimately, to please.
16. The young aspirant never succeeded in his efforts.
17. A Transitive Sentence is not adapted to this Diagram.
18. Our virtuous youth are not addicted to intemperate habits.

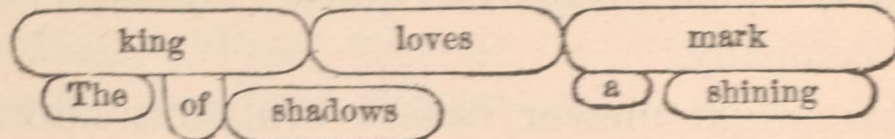
☞ Let each pupil make a Sentence for the same Diagram.

The same Diagram with Additional Adjuncts.

19. The purest pleasures *of life* generally spring from virtuous habits.
20. The highest degree of intelligence can not avail against depravity of morals.
21. The favored sons of pride and power.
Were thereby ruined in an hour.
22. The County Fair was yesterday attended by a large number of people.
23. The beautiful apple orchards are bending low with the weight of rich fruit.
24. Our silent harps hung sadly on the willows.
25. The tall mountain is always crowned with snow.

26. The many-colored autumn leaves are falling silently to the earth.

1. "The king of shadows loves a shining mark."



Is this a *Transitive* or an *Intransitive Sentence*? [See p. 33.]

What is the *Subject*? Why?

What is the *Predicate*? Why?

What is the *Object*? Why?

What Adjuncts has the Subject?

Has the Predicate an Adjunct?

What Adjuncts has the Object?

What is the *Leader* of the Adjunct Phrase?

What is its *Subsequent*?

What are the various *Sorts of Elements* comprising this Sentence—as determined by their *offices*?

Ans. "The" is an Adjunct of the Subject—hence an *Adjective*.

"King" is the Subject of the Sentence—hence a *Substantive*.

"King" is a Name of a being—hence a *Noun*.

"Of shadows" is a Phrase Adjunct of "King"—hence an *Adjective*.

"Loves" is the Predicate of the Sentence—hence a *Verb*.

"A" is an Adjunct of "mark"—hence an *Adjective*.

“Shining” is an Adjunct of “mark”—hence an *Adjective*.

“Mark” is the Object of the Sentence—hence a *Substantive*.

“Mark” is a name—hence a *Noun*.

“Of” is the Leader of the Phrase—hence a *Preposition*.

“Shadows” is the Subsequent of the Phrase—hence a *Substantive*.

“Shadows” is a Name of a thing—hence a *Noun*.

ADDITIONAL SENTENCES ADAPTED TO THE SAME DIAGRAM.

2. The science of geology illustrates many astonishing facts.
3. A love for study secures our intellectual improvement.
4. The habit of intemperance produces much lasting misery.
5. A house on fire presents a melancholy spectacle.
6. The use of tobacco degrades many good men.
7. A man of refinement will adopt no disgusting habits.
8. The benevolence of God secures our highest good.
9. The love of fame pervades the human heart.
10. Our systems of education elevate the human character.

The same Diagram with Additional Adjuncts.

11. The queen of *the* Spring left her green robe *on the* trees.
12. Yon *bright glittering* star of even,
Proclaims the dread magnificence *of* heaven.

- 13 The proud Condor of the Andes, furls his broad wings at nightfall.
14. The summits of the Andes rear to heaven their bald and blackened cliffs.
15. "Full many a gem, of purest ray serene,
The dark unfathomed caves of ocean bear.'
16. "A Grecian youth, of talents rare,
Would often boast his matchless skill,
To curb the steed and guide the wheel.'

PART II.

MODIFICATIONS OF WORDS.

REMEMBER—Words are said to be *modified*, when they are varied in their *forms*, or in their *positions*, to indicate their *relations to other words*.

I.—MODIFICATIONS OF NOUNS.

What words are called Nouns? [See p. 19.]

For what purposes are *Nouns* modified?

Ans. Nouns are modified to indicate *Gender*, *Person*, *Number*, and *Case*.

GENDER.

What is *Gender*?

Ans. Gender is that variation of certain Nouns and Pronouns which *indicates the sex*.

REMEMBER—Nouns and Pronouns may denote animals of the *male kind*, or of the *female kind*,—or they may indicate beings or things *without regard to sex*. Then,

How many Genders have Nouns and Pronouns?

Ans. Nouns and Pronouns may be
Of the *Masculine Gender*,
Of the *Feminine Gender*, or
Of the *Neuter Gender*.

What Nouns and Pronouns are of the *Masculine Gender*?

Ans. Nouns and Pronouns that denote *Males*, are of the Masculine Gender.

EXAMPLES.

Man, Lion, Father, Prince, King.

What Nouns and Pronouns are of the *Feminine Gender*?

Ans. Nouns and Pronouns that denote *Females*, are of the Feminine Gender.

EXAMPLES.

Woman, Lioness, Mother, Princess, Queen.

What Nouns and Pronouns are of the *Neuter Gender*?

Ans. Nouns and Pronouns that *do not indicate sex*, are said to be of the Neuter Gender.

EXAMPLES.

Book, Pen, Table, Star, Planet, Time.

Are all Nouns distinguished by Gender?

Ans. Some Nouns are not distinguished by Gender.

EXAMPLES.

Parent, Cousin, Friend, Neighbor, Teacher.

How are the Genders of Nouns and Pronouns indicated?

Ans. Some Nouns and Pronouns have different *forms* to indicate the different Genders. Sometimes different *words* are used.

EXAMPLES.

1.—By different Words.

<i>Masculine.</i>	<i>Feminine.</i>		<i>Masculine.</i>	<i>Feminine.</i>
Bachelor.	Maid.	|	King.	Queen.
Boy.	Girl.	|	Lad.	Lass.
Brother.	Sister.	|	Lord.	Lady.
Drake.	Duck.	|	Man.	Woman.
Father.	Mother.	|	Nephew.	Niece.
Husband.	Wife.	|	Uncle.	Aunt.

2.—By Letters added to the same Word.

<i>Masculine.</i>	<i>Feminine.</i>		<i>Masculine.</i>	<i>Feminine.</i>
Actor.	Actress.	|	Patron.	Patroness.
Author.	Authoress.	|	Prince.	Princess.
Governor.	Governess.	|	Protector.	Protectress.
Heir.	Heiress.	|	Shepherd.	Shepherdess.
Jew.	Jewess.	|	Songster.	Songstress.
Lion.	Lioness.	|	Tailor.	Tailoress.

<i>Masculine.</i>	<i>Feminine.</i>
Administrator.	Administratrix.
Hero.	Heroine.
Testator.	Testatrix.
Widower.	Widow.

3.—By prefixing or adding other Words.

<i>Masculine.</i>	<i>Feminine.</i>
Cock-sparrow.	Hen-sparrow.
Gentleman.	Gentlewoman.
He-goat.	She-goat.
Landlord.	Landlady.
Man-servant.	Maid-servant.

PERSON.

REMEMBER—All Nouns and Pronouns represent—

1. The Person *speaking*.
2. The Person or Thing *spoken to*; or
3. The Person or Thing *spoken of*.

Then how many distinctions of Persons have Nouns and Pronouns?

Ans. Nouns and Pronouns are of
The *First Person*.
The *Second Person*; or
The *Third Person*.

First Person.

What Nouns and Pronouns are of the *First Person*?

Ans. Nouns and Pronouns that denote the *speakers*, are of the *First Person*.

EXAMPLES.

I.... "I, John, saw these things."

We.... "We, Athenians, are at fault."

☞ Let each pupil make a Sentence containing a Noun or a Pronoun of the *First Person*.

Second Person.

What Nouns and Pronouns are of the *Second Person*?

Ans. Nouns and Pronouns denoting Persons or Things *spoken to*, are of the *Second Person*.

EXAMPLES.

Thou... "Thou sun, said I, fair light!"

You... "I write to you, young men."

Ye.... "Ye crags and peaks, I'm with you once again."

☞ Let each pupil make a Sentence, containing a Noun or a Pronoun of the *Second Person*.

Third Person.

What Nouns and Pronouns are of the *Third Person*?

Ans Nouns and Pronouns denoting Persons or Things *spoken of*, are of the *Third Person*.

EXAMPLES.

He "He stood on an eminence, and glory covered him."

Hero . . "The hero hath departed."

She "She gave a look of melting tenderness."

It "It came and faded like a wreath of mist."

☞ Let each pupil make a Sentence containing a Noun or a Pronoun of the *Third Person*.

NUMBER.

Book.	Books.
Box.	Boxes.
Man.	Men.
Knife.	Knives.

REMEMBER—Some Nouns and Pronouns denote a *single thing*;—others denote *more than one*.

How are Nouns and Pronouns varied to denote the *Number* of things which they indicate?

Ans. Most Nouns and Pronouns have two forms;—one to denote one Person or Thing, and is then of the *Singular Number*;—another to denote more than one, and is of the *Plural Number*.

Singular Number.

When is a Noun or a Pronoun said to be of the *Singular Number*?

Ans. A Noun or a Pronoun denoting *a single thing*, is of the Singular Number.


EXAMPLES.

Book.. "Mary gave me a book."

I..... "I hold the pen of a ready writer."

Man .. "Man needs but little here below."

Ox "The ox knoweth his owner."

 Let each pupil make a Sentence containing a Noun or a Pronoun of the *Singular Number*?

Plural Number.

When is a Noun or a Pronoun said to be of the *Plural Number*?

Ans. A Noun or a Pronoun denoting *more than one*, is of the Plural Number.


EXAMPLES.

Books.. "Of making many books there is no end."

We "We have come from the mountains."

Men.... "Most men seek renown."

Oxen ... "I have bought five yoke of oxen."

 Let each pupil make a Sentence containing a Noun or a Pronoun of the *Plural Number*.

CASE.

1. *John* studies grammar.
2. William assists *John*, and is assisted by *John*
3. *John's* book is new.
4. *John* having gone, William went also.

REMEMBER—All Nouns and Pronouns are used—

1. As *Subjects* of Sentences.
2. As *Objects* of Sentences.
3. As *Objects* of Phrases.
4. As *Adjuncts* of other Nouns.
5. As *Independent* of other Words.

REMEMBER—The *Condition* of a Noun or a Pronoun, in its relation to other words, is called its *Case*.

How many Cases are there?

Ans. There are four Cases.

The *Nominative* or *Subjective Case*.

The *Objective Case*.

The *Possessive Case*, and

The *Independent Case*.

Nominative Case

When is a Noun or a Pronoun in the *Nominative Case*?

Ans. A Noun or a Pronoun which is the *Subject* of a Sentence is in the *Nominative Case*.

EXAMPLES.

John .. John studies grammar.

Birds .. Birds build nests.

I .. I come not here to talk.

He .. He stood on an eminence.

She .. Will she return again?

How do we know when a Noun is in the *Nominative Case*?

Ans. We know by its being the *Subject* of a Sentence?

How do we know which word in a Sentence is the *Subject*?

Ans. The Subject of a Sentence may be known by its properly answering the question *Who?* or *What?* placed *before* the Predicate.


EXAMPLES.

1. John studies grammar.

Who studies grammar?

2. Virtue secures happiness.

What secures happiness?

 Let each pupil make a Sentence which shall have the word *John* in the *Nominative Case*.

Objective Case.

When is a Noun or a Pronoun in the *Objective Case*?

Ans. A Noun or a Pronoun which is the *Object* of a Sentence or of a Phrase, is in the *Objective Case*.

EXAMPLES.

John . . William assists *John*, and is assisted by *John*.

Birds . . We saw some birds chasing other *birds*.

Me Attempting to injure *me* he benefited *me*.

Him . . . *Him* from my childhood I have known.

Her . . . We saw *her* and spoke to *her*.

How do we know when a Noun or a Pronoun is in the *Objective Case*?

Ans. We know it by its being the *Object* of a Sentence or of a Phrase.

How may we know which word in a Sentence is the *Object*?

Ans. The Object of a Sentence may be known by its properly answering the question, *Whom?* or *What?* placed *after* the Predicate.

EXAMPLES.

1. William assisted John.
Assisted *whom?*
2. Virtue secures happiness.
Secures *what?*


How may we know the *Object* of a *Phrase*?

Ans. We may know the Object of a Phrase by its properly answering the questions *Whom?* or *What?* placed *after the Leader* of the Phrase.

EXAMPLES.

- William was assisted by John.
By *whom?*
- We saw some birds chasing other birds.
Chasing *what?*

Let each Pupil make a Sentence which shall contain the word *John* as its *Object*.

 Let each pupil make a Phrase which shall contain the word *John* as its *Object*.

Possessive Case.

When is a Noun or a Pronoun changed into an Adjective?

Ans. A Noun or a Pronoun becomes an Adjective *whenever it is used to modify or limit the signification of another Noun or Pronoun.*

EXAMPLES.

Nouns.—Iron, gold, straw, Webster.

These become Adjectives in the following positions:—

An iron fence; a gold pen; a straw hat; Webster's dictionary.

Do such words *change their forms* on becoming Adjectives?

Ans. Some Nouns and Pronouns are changed in form on becoming Adjectives, and some are not.

EXAMPLES.

- | | | |
|------------------------------|----------------|-----------------------------------|
| 1. <i>Without change</i> ... | 1. Gold..... | A <i>gold</i> pen. |
| | 2. Wool..... | A <i>wool</i> hat. |
| | 3. Brick..... | A <i>brick</i> house. |
| 2. <i>With change</i> | 4. Gold..... | A <i>golden</i> harvest. |
| | 5. Wool..... | A <i>woolly</i> animal. |
| | 6. Children... | He sells <i>children's</i> shoes. |

REMEMBER—When an apostrophe ['] with (and sometimes without) the letter *s*, is added to a Noun, it is generally said to be in the *Possessive Case*.

When is a Noun or a Pronoun in the *Possessive Case*?

Ans. A Noun or a Pronoun, varied in its orthography, so that it *may* indicate possession, is said to be in the *Possessive Case*.

EXAMPLES.


John..Jane is using *John's* book.

He....Did he give *his* consent?

You...Send me *your* book.
Boys..George sells *boys'* caps.

Do words in the Possessive form always indicate possession or ownership?

Ans. The "Possessive Case" is a term used to indicate a particular *form* of Words. Words in that form sometimes *do*, and sometimes *do not*, indicate possession. [See the **EXAMPLES** above.]

 Let each pupil make a Sentence that shall contain a Noun or a Pronoun in the *Possessive form*, and let him give the *office* of the Word in the Sentence.

Independent Case.

When is a Noun or a Pronoun said to be in the *Independent Case*?

Ans. A Noun or a Pronoun, *not dependent on any other word* in construction is in the Independent Case.

EXAMPLES.

John *John* having gone, William went also.
Hour The *hour* having arrived, we went to school.
Hand . . . Thus talking, *hand* in hand, alone they passed.

REMEMBER—A Noun or a Pronoun in the Independent Case does not form an Element in the structure of a Sentence. It is the *Leader* of an *Independent Phrase*, or it *stands by itself*.

PRONOUNS.

1. Henry says *he* studies grammar.
2. Henry says *Henry* studies grammar.

Which of these two Sentences is the more elegant ?

REMEMBER—A word used to supply the place of a Noun is called a *Pronoun* ?

REMEMBER—The word for which a Pronoun is substituted is called its *Antecedent*.

What is the Antecedent of the word “he,” in the first Sentence above ?

CLASSIFICATION OF PRONOUNS.

“*He that* getteth wisdom, loveth his own soul.”

“*Who* will show *us* any good ?”

REMEMBER—1. Some Pronouns denote, by their forms, their modification of *Gender*, *Person*, *Number*, and *Case*.

2. Others *relate* directly to the Nouns for which they are substituted.

3. Others are used—in addition to their ordinary office—in asking questions.

4. Others describe or qualify the names for which they are substituted. Then—

How many classes of Pronouns have we ?

Ans. There are four classes of Pronouns :—

1. *Personal Pronouns.*
2. *Relative Pronouns.*
3. *Interrogative Pronouns.*
4. *Adjective Pronouns.*

PERSONAL PRONOUNS.

What is a *Personal Pronoun*?

Ans. A Pronoun whose *form* determines its Person and Number is a Personal Pronoun.

How many Personal Pronouns have we?

Ans. The English Language has *six* Simple Personal Pronouns.

EXAMPLES.

I,	used to represent a person speaking.
Thou,	“ “ spoken to.
You,	“ “ “
He,	“ “ spoken of.
She,	“ “ “
It,	“ “ “

REMEMBER—These Pronouns are varied in form, to denote different *Numbers* and *Cases*. This variation in form is called

Declension of Pronouns.

FIRST PERSON.

	<i>Nominative.</i>	<i>Objective.</i>	<i>Possessive.</i>	<i>Independent.</i>
<i>Singular..</i>	I,	Me,	My,	I or Me.
<i>Plural....</i>	We,	Us,	Our,	We or Us.

SECOND PERSON.

<i>Singular</i>	{ Thou or You,	Thee or You,	Thy or Your,	Thou, Thee, or You.
<i>Plural..</i>	{ Ye or You,	You,	Your,	Ye or You.

THIRD PERSON.—*Masculine.*

<i>Singular..</i>	He,	Him,	His,	He or Him.
<i>Plural..</i>	{ They	Them,	Their,	They or Them.

THIRD PERSON.—*Feminine.*

	<i>Nominative.</i>	<i>Objective.</i>	<i>Possessive.</i>	<i>Independent.</i>
<i>Singular..</i>	She,	Her,	Her,	She or Her
<i>Plural..</i>	{ They,	Them,	Their,	They or Them.

THIRD PERSON.—*Neuter.*

<i>Singular..</i>	It,	It,	Its,	It.
<i>Plural..</i>	{ They,	Them,	Their,	They or Them.

Let each pupil make a Sentence which shall contain one or more of the *Personal Pronouns*.

RELATIVE PRONOUNS.

What is a *Relative Pronoun*?

Ans. A Pronoun used to introduce an Auxiliary *Adjective Sentence*, is called a *Relative Pronoun*.

EXAMPLES.

1. The boy *who studies* will improve.

What boy will improve?

The two words "*who studies*," constitute what?

Why do you call that a Sentence?

What is its *Subject*? Why?

What is its *Predicate*? Why?

What word *introduces* the Sentence? Then,

What sort of a word is "*who*?"

What is its *Antecedent*? Then

What word does the Sentence "*who studies*," limit?

2. Warner has read the book *which I gave to him*.

3. The boy that studies best, will be most honored.

4. The book that I lost, has been found.

What words are commonly used as Relative Pronouns?

Ans. These four words are commonly used as Relative Pronouns:—

1. *Who*—used to represent *persons* only.
2. *That* “ “ *persons* or *things*.
3. *Which* “ “ *things* only.
4. *What* “ “ “

As and *than* are also sometimes used as Relative Pronouns. [See CLARK'S PRACTICAL GRAMMAR, p. 91.]

REMEMBER—*Who* is changed to *whom*, when put in the *Objective Case*.

EXAMPLES.

1. The boy *who* studies, will improve.
2. The boy *whom* I saw, has returned.

Why do we not say, “The boy *who* I saw, has returned?”

☞ Let each pupil make a Sentence which shall contain a Relative Pronoun.

INTERROGATIVE PRONOUNS.

What is an *Interrogative Pronoun*?

Ans. A Pronoun used to ask a question is called an *Interrogative Pronoun*.

EXAMPLES.

1. *Who* will show us any good?

In this Sentence, what Word asks the question? Then—
What sort of a Pronoun is “*Who?*” Why?

What is the *Antecedent* of “*Who?*”

Ans. The *Antecedent* of an *Interrogative Pronoun* is the word which *answers* the question.

What words are used as Interrogative Pronouns?


Ans. These three Words may be used as Interrogative Pronouns:—

1. *Who*, denoting *Persons*.
2. *What*, “ *Things*.
3. *Which*, “ “

EXAMPLES.

1. *Who* says that? *John*.
2. *Whom* did you call? *William*.
3. *Which* do you prefer? *The best*.
4. *What* can compensate for loss of character?
5. *What* sought they thus afar?

Name the proper *Antecedents* of these Interrogative Pronouns.

 Let each pupil make a Sentence which shall contain an *Interrogative Pronoun*.

ADJECTIVE PRONOUNS.

What words are called *Adjective Pronouns*?

Ans. Those Adjectives that are *substituted* for the Nouns which they limit, are called *Adjective Pronouns*.

EXAMPLES.

1. *Some* [] said one thing, and some [] another [].

Who said one thing?

Ans. *Some People*.

In the Sentence, "Some people said one thing," what is the *office* of "some?"

Ans. It is an *Adjective*, because it limits or specifies "people"—telling *what* people.

In the Sentence, "Some said one thing," what is the *office* of "some?"

Ans. It is the Subject of the Sentence; and is, therefore, a *Pronoun*.

Why do you call "some" an *Adjective Pronoun*?

Ans. Because it describes "people," and is *substituted* for the word "people," in being made the *Subject* of the Sentence.

2. *All* join to guard.
3. What *each* desires to gain.
4. The good alone are great.
5. The poor help the rich.

What words are commonly used as *Adjective Pronouns*?

Ans. 1. All, any, other, some, such—few, many, none—this, that, these, those, are often used as *Adjective Pronouns*.

2. Almost any *Adjective* may be used as a *Substantive*;—and when it is so used, it becomes an *Adjective Pronoun*.

What are the *Adjective Pronouns* in the following

EXAMPLES.

1. I pity all who cannot see.
2. I will give all or any of these to you.
3. One who loves must often weep.

4. Another came and said, she is dead.
5. Many will attempt, few will succeed.
6. Those that seek me early shall find me.
7. Such find no comforter on earth.
8. He shares with none that glorious name.
9. Now some would climb the highest hill, and others
walk along the vale.
10. God calls every moment his own.

VERBS.

1. Birds *sing*.
2. William *studies*.
3. John *saws* wood.

For what is the word "*sing*" used?

Ans. To tell what the "birds" do.

What is the use of the word "*studies*?"

What is the use of the word "*saws*?"

REMEMBER—Words used to make an assertion are called *Verbs*.

What is a *Verb*?

Ans. A word that *asserts* an *act*, *being*, or *state* of a person or thing, is called a *Verb*.

CLASSIFICATION.

REMEMBER—1. Some Verbs assert *action*, others assert *being* or *state*.

EXAMPLES.

1. *Action*.. Clara *creeps*.
William *studies* grammar.

2. *Being*.. God *exists*.
People *live*.
3. *State*.... Warner *sleeps*.
I *am satisfied*.

REMEMBER—2. Some Verbs that assert action have *Ob-jects* expressed,—others have no *Objects*.

EXAMPLES.

1. *With Objects* William *studies grammar*.
Birds *build nests*.
2. *Without Objects* . . . Clara *creeps*.
Children *play*.

Then, how many classes of Verbs have we ?

Ans. There are two sorts of Verbs—

Transitive Verbs and
Intransitive Verbs.

What is a *Transitive Verb* ?

Ans. A Verb that asserts an act which *passes over* to an *Object*, is called a *Transitive Verb*.

EXAMPLES.

1. Clara *studies grammar*.
2. The king of shadows *loves* a shining *mark*.
3. *Him* from my childhood I *have known*.

What is an *Intransitive Verb* ?

Ans. A Verb that has *no Object* is called an *Intransitive Verb*.

EXAMPLES.

1. William *studies*.
2. We *have come* from the mountains.
3. Now *fades* the glimmering landscape on the sight.

MODIFICATIONS.

REMEMBER—Transitive Verbs that denote Action have two methods of representing the Action—

1. As done *by* its Subject ;
2. As done *to* its Subject.

EXAMPLES.

- 1 *By its Subject.* .1. Columbus discovered America.
2. Birds build nests.
2. *To its Subject.* .3. America was discovered.
4. Nests are built.

Then, how are Transitive Verbs *modified* ?

Ans. Transitive Verbs have two Voices—

The *Active Voice*, and
The *Passive Voice*.

When is a Verb said to be in the *Active Voice* ?

Ans. A Verb that asserts an act done *by its Subject*, is in the *Active Voice*.

EXAMPLES.

1. William *assists* Warner.
2. Columbus discovered America.

When is a Verb said to be in the *Passive Voice* ?

Ans. A Verb that asserts an act *done to its Subject*, is in the *Passive Voice*.

EXAMPLES.

1. Warner *is assisted*.
2. America was discovered.

M O D E .

- REMEMBER—1. A Verb may simply *declare* an act or state.
 2. It may declare the *possibility* of an act.
 3. It may declare an act *conditionally*.
 4. It may *command* an act ; or,
 5. It may constitute the *name* of an act.

E X A M P L E S .

1. *Assert absolutely* We study grammar.
2. “ *Possibility* We *may* study grammar.
3. “ *Conditionally* If we study grammar.
4. “ *Command* Study grammar.
5. *Unlimited by a Subject* To study grammar.

Then how many *Methods* or *Modes* have we of as-
 serting an act?

Ans. There are *five Modes* :

1. The *Indicative Mode*.
2. The *Potential Mode*.
3. The *Subjunctive Mode*.
4. The *Imperative Mode* ; and
5. The *Infinitive Mode*.

When is a Verb in the *Indicative Mode*?

Ans. A Verb that simply *declares* an act, or state,
 or *asks a question*, is in the *Indicative*
 Mode.

E X A M P L E S .

- Declare* . . . 1. Birds *fly*.
 2. Cæsar *conquered* Gaul.
Ask 3. *Do* birds *fly*?
 4. *Did* Cæsar *conquer* Gaul?

When is a Verb in the *Potential Mode*?

Ans. A Verb indicating *power, probability, will, or obligation*, is in the Potential Mode.

EXAMPLES.

1. *Obligation*... Mary *should* study.
2. *Power*..... Cora *can* learn.
3. *Probability*.. Willie *may* go.
4. *Will*..... Clara *shall* read.

When is a Verb in the *Subjunctive Mode*?

Ans. A Verb asserting a *conditional fact or event* is in the Subjunctive Mode.

EXAMPLES.

1. *Were* I known.
2. If we believed.

When is a Verb in the *Imperative Mode*?

Ans. A Verb used to *command* or to *entreat*, is in the Imperative Mode.

EXAMPLES.

1. "Go thou into all the world."
2. "Come to the bridal chamber."

When is a Verb in the *Infinitive Mode*?

Ans. A Verb used as the Object of the Preposition *to*, is in the Infinitive Mode.

EXAMPLES.

1. To *study*.
2. I love to *study*.

TENSE.

REMEMBER—The different *times* in which acts are per-

formed are indicated—sometimes by *Adverbs* of time, and sometimes by changes in the *form* of the Verb ; and often *both* methods are employed.

EXAMPLES.

1. *By Adverbs*.....Study *now*—Study *to-morrow*.
2. *By change of Verb* ..I study—I studied.
I *shall* study—I *have* studied.
3. *By both Methods*.....I write *now*.—
I *shall* write *to-morrow*.
I *have* written *often*.

REMEMBER—Changes in the form of Verbs to denote distinctions of *time* are called Modifications of *Tense*.

What is *Tense*?

Ans. Tense is a Modification of Verbs to denote *distinctions of time*.

EXAMPLES.

I	write.	John	studies.
I	have written.	John	has studied.
I	wrote.	John	studied.
I	had written.	John	had studied.
I shall	write.	John will	study.
I shall	have written.	John will	have studied.

How many Tenses have Verbs?

Ans. Verbs in the Indicative Mode, have *Six Tenses*:

- The *Prior Past Tense*.
- The *Past Tense*.
- The *Prior Present Tense*.
- The *Present Tense*.
- The *Prior Future Tense*, and
- The *Future Tense*.

When is a Verb said to be in the *Prior Past Tense*?

Ans. The *Prior Past Tense* denotes time *past before some other past time.*

EXAMPLES


1. I *had gone.*
2. You *had seen.*
3. John *had loved.*

How can you tell, *by its form*, when a Verb is in the *Prior Past Tense*?

Ans. In the *Prior Past Tense*—Indicative—the the Auxiliary Verb *had* is placed *before a Participle* in Predicate.

EXAMPLES.

1. I *had studied.*
2. You *had loved.*
3. Mary *had visited.*

 Let each pupil *make* a Sentence, whose Verb shall be in the *Prior Past Tense.*

When is a Verb said to be in the *Past Tense*?

Ans. The *Past Tense* denotes time absolutely past, without reference to any other time.

EXAMPLES.

1. I *went.*
2. You *saw*
3. John *loved.*

How can you tell, *by its form*, when a Verb is in the *Past Tense*?

Ans. In Verbs called *Regular*, the suffix "*d,*" or "*ed,*" is added to the Verb to indicate *Past Tense.*

EXAMPLES.

1. I studied.
2. You loved.
3. Mary visited.

✎ Let each pupil *make* a Sentence whose Verb shall be in the *Past Tense*.

When is a Verb in the *Prior Present Tense*?

Ans. The *Prior Present Tense* denotes time *past*, but in a period *reaching to the present*.

EXAMPLES.

1. I *have gone*.
2. You *have seen*.
3. John *has loved*.

How can you tell, *by its form*, when a Verb is in the *Prior Present Tense*?

Ans. In the *Prior Present Tense* the Auxiliary Verb *has*, or *have*, is placed *before a Participle* in Predicate.

EXAMPLES.

1. I *have studied*.
2. You *have loved*.
3. Mary *has visited*.

Let each pupil *make* a Sentence whose Verb shall be in the *Prior Present Tense*.

When is a Verb in the *Present Tense*?

Ans. The *Present Tense* denotes *present time*.

EXAMPLES.


1. I go.
2. You see.
3. John loves.

How can you tell, *by its form*, when a Verb is in the *Present Tense*?

Ans. The *simplest form* of the Verb is used in the *Present Tense*.

EXAMPLES.

1. I study.
2. You love.
3. Mary visits.

 Let each pupil make a Sentence whose Verb shall be in the *Present Tense*.

When is a Verb in the *Prior Future Tense*?

Ans. The *Prior Future Tense* denotes time that will be *past at a future time*.

EXAMPLES.

1. I *shall have gone*.
2. You *will have seen*.
3. John *will have loved*.

How can you tell, *by its form*, when a Verb is in the *Prior Future Tense*?

Ans. In the *Prior Future Tense*, the *Auxiliary Verbs shall or will*, and *have*, are placed before a *Participle in Predicate*.

EXAMPLES.

1. I *shall have studied*.
2. You *will have loved*.
3. Mary *will have visited*.

Let each pupil *make a Sentence* whose Verb shall be in the *Prior Future Tense*?

When is a Verb in the *Future Tense*?

Ans. The Future Tense denotes time *future*, with reference only to the present.

EXAMPLES.


1. I shall go.
2. You will see.
3. John will love.

How can you tell, *by its form*, when a Verb is in the *Future Tense*?

Ans. To form the Future Tense, we place the Auxiliary Verbs *shall* or *will*, before another Verb in *Predicate*.

EXAMPLES.

1. I *shall* study.
2. You *will* love.
3. Mary *will* visit.

 Let each pupil *make* a Sentence whose Verb shall be in the *Future Tense*.

POTENTIAL MODE.

How many Tenses has the *Potential Mode*?

Ans. The Potential Mode has *four* Tenses:

The *Prior Past Tense*.

The *Past Tense*.

The *Prior Present Tense*, and

The *Present Tense*.

What are the *Signs* of the *Prior Past Tense*?

Ans. The Signs of the *Prior Past Tense* are—

Might have ———,

Could have ———,


Should have ———,

Would have ———,

placed before a *Participle in Predicate*.

EXAMPLES.

1. I *might have* gone.
2. You *could have* seen.
3. John *should have* loved.
4. We *would have* studied.

 Let each pupil *make* a Sentence whose Verb shall be in the *Prior Past Tense*, Potential Mode.

What are the *Signs* of the *Past Tense*, Potential?

Ans. The Signs of the *Past Tense* are—

Might ———,

Could ———,

Would ———,

Should ———,

placed before another Verb in Predicate.

EXAMPLES.

1. I *might* go.
2. You *could* see.
3. John *would* love.
4. Pupils *should* study.

What are the *Signs* of the *Prior Present Tense*, Potential?

Ans. The *Signs* of the *Prior Present Tense* are—

May have ———,

Can have ———,

Will have ———,


Shall have ———,

Must have ———,

placed before a *Participle in Predicate*.

EXAMPLES.

1. John *may have* gone.
2. You *can have* seen.
3. I *will have* loved.
4. Pupils *shall have* studied.
5. We *must have* visited.

 Let each pupil *make* a Sentence whose Verb shall be in the *Prior Present Tense*, Potential Mode?

What are the *Signs* of the *Present Tense*, Potential?

Ans. The *Signs* of the *Present Tense*, Potential, are—

May ———,

Can ———,

Will ——— (First Person),

Shall ——— (Second and Third Persons),

Must ———,

placed before another Verb in Predicate.

EXAMPLES.

1. I *may* go.
2. You *can* see.

3. "I *will* drown :—
4. No one *shall* help me."
5. We *must* study.

☞ Let each pupil *make* a Sentence whose Verb shall be in the *Present Tense*, Potential Mode.

How many Tenses has the *Subjunctive Mode*?

Ans. The Subjunctive Mode has *two* Tenses—
The *Past* and
The *Present*.

EXAMPLES.

- | | |
|-----------------------|------------------------|
| 1. <i>Past</i> | 1. If I went. |
| | 2. Though John saw. |
| 2. <i>Present</i> ... | 3. If you visit. |
| | 4. Unless thou repent. |

What are the *Tense Signs* of the Subjunctive Mode?

Ans. There are *no Signs* of the Tenses of the *Subjunctive Mode*; but the Conjunctions *if*, *though*, *unless*, are commonly placed before Verbs in the Subjunctive Examples. [See above.]

EXAMPLES.

☞ Let each pupil *make* a Sentence whose Verb shall be in the *Subjunctive Mode*.

How many Tenses has the *Imperative Mode*?

Ans. The Imperative Mode has but one Tense—
The Present.

EXAMPLES.

Go thou. Be loved.

What is the *Tense Sign* of the *Imperative Mode*?

Ans. The Imperative Mode has *no Tense Sign*.

How many sorts of Participles have we?

Ans. Participles are *Simple* and *Compound*.

EXAMPLES.

Simple Writing, written.

Compound . . Having written, being written.

Simple Seeing, seen.

Compound . . Having seen, being seen.

What is a *Simple Participle*?

Ans. A single word derived from a Verb, is called a *Simple Participle*.

EXAMPLES.

Surging "The surging billows, and the *gamboling*

Crouching . . Storms came, crouching, to his feet."

Crushed "Truth, crushed to earth, shall rise again."

What is a *Compound Participle*?

Ans. A *Compound Participle* consists of a Simple Participle, added to the Auxiliary Participles "being," or "having," or "having been."

EXAMPLES.

Simple . . .	{	Loving.	{	Seeing.
		Loved.		Seen.
Compound	{	Being loved.	|	Being seen.
		Having loved.		Having seen.
		Having been loved.		Having been seen.
		Having been loving.		Having been seeing.

How are Simple Participles distinguished?

Ans. There are two sorts of Simple Participles—
The *Present Participle*, and
The *Past Participle*.

EXAMPLES.

Present..Being, seeing, loving, turning.

Past....Been, seen, loved, turned.

What is a *Present Participle*?

Ans. A Participle which ends in *ing* is called a
Present Participle.

EXAMPLES.

VerbSleep sing, read, laugh.

Present Participle..Sleeping, singing, reading, laughing.

What is a *Past Participle*?

Ans. A Participle that ends in *d*, or *ed*, is called a
Past Participle.

EXAMPLES.

Verb.....Love, visit, turn, study.

Past Participle..Loved, visited, turned, studied.

OBSERVE—1. The Past Participle of *Irregular Verbs* is variously formed. [See List.]

OBSERVE—2. The Participle does not always indicate the *time* expressed by it. [See CLARK'S PRACTICAL GRAMMAR, p. 113.]

OBSERVE—3. Participles have no distinct Etymological character. They find a place in all the "parts of speech"—being used as

- | | |
|---|--------------------------|
| 1. <i>Nouns</i> , | 4. <i>Prepositions</i> , |
| 2. <i>Adjectives</i> , | 5. <i>Conjunctions</i> , |
| 3. <i>Adverbs</i> , | 6. <i>Exclamations</i> . |
| 7. In <i>Predicate</i> with Auxiliary Verbs | |

[See PRACTICAL GRAMMAR, p. 114.]

CONJUGATION OF VERBS.

REMEMBER—To Conjugate a Verb, is to give its various forms, as used in the different *Voices, Modes, Tenses, Numbers, and Persons.*

How are Verbs varied to denote these various modifications?

Ans. Some Verbs are varied by *adding letters or syllables* to the Radical;* others, by the use of *different Radicals.*

EXAMPLES.

*By same Radical*Love, loved. Turn, turned.

*By different Radicals . . .*See, saw. Be, was.

Then how many Conjugations have Verbs?

Ans. Verbs have two Conjugations—

*Regular Conjugation and
Irregular Conjugation.*

What Verbs are *Regular* in their Conjugations?

Ans. Verbs are called Regular, whose *Past Tense* is formed by the addition of *d* or *ed* to the Radical.

EXAMPLES.

*Present . .*Love, hate, wish, saw, turn,

*Past*Loved, hated, wished, sawed, turned.

What Verbs are *Irregular* in their Conjugations?

Ans. A Verb is called Irregular, whose *Past Tense* is *not* formed by the addition of *d* or *ed*.

EXAMPLES.

*Present . .*Be, see, feel, go, do, set, sit,

*Past*Was, saw, felt, went, did, set, sat.

* By the term "*Radical*" is meant the simplest form of the Verb—from which other forms are made by the use of *Suffixes.*

REMEMBER—Some Verbs are not used in all the Modes and Tenses, and are therefore *Defective* in Conjugation.

What is a *Defective* Verb?

Ans. A Verb that is *not used in all the Modes and Tenses*, is called a Defective Verb.

Which are the *Defective Verbs*?

Ans. The following Verbs are called Defective:—

Pres-ent.	}	Can, may, must, ought, —, shall, will,
Past	..	Could, might, —, ought, quoth, should, would.

REMEMBER—Some Verbs are placed before other Verbs or Participles, to determine the *Voice, Mode, or Tense*. Such Verbs are called *Auxiliary*.

What is an *Auxiliary Verb*?

Ans. A Verb *prefixed to another Verb, or to a Participle*, to distinguish its *Voice, Mode, or Tense*, is an *Auxiliary Verb*.

Which are the *Auxiliary Verbs*?

Ans. 1. The following Verbs are *always Auxiliary* —and are generally used to denote the *Mode*:—

Present	..	Can,	may,	must,	shall,
Past	....	Could,	might,	—,	should.

Ans. 2. And these are sometimes *Auxiliary*, and sometimes *Principal* Verbs. They generally denote the *Voice*, or the *Tense*, or both:—

Present	..	Am,	be,	do,	have,	will,
Past	....	Was,	was,	did,	had,	would.

REMEMBER—The following Auxiliaries are followed by a *Verb in Predicate* :—

Present.. Can, do, may, must, shall, will,
Past Could, did, might, —, should, would.

REMEMBER—The following Auxiliaries are followed by a *Participle in Predicate* :—

Present.. Am, be, have,
Past Was, was, had.

What is a *Principal Verb* ?

Ans. The Verb in Predicate that makes the *principal assertion* is called a *Principal Verb*.

REMEMBER—*Participles*, like Verbs, may be *Principal* or *Auxiliary*.

REMEMBER—The *last Word* in Predicate—*Verb* or *Participle*—makes the *principal assertion*, and is the *Principal Word*.

EXAMPLES.

1. I love.

Here the single Verb in Predicate simply asserts an act.

2. I loved.

Here the same act is asserted, with the additional idea of *Past Time*, indicated by the termination “d.”

3. I *have* loved.

Here the same act is asserted, with the additional idea that the *past* act was *in a period of time reaching to the present*—indicated by the Auxiliary Verb “have.”

4. I *may have* loved.

Here “loved” remains the principal word in Predicate modified by “have,” an Auxiliary indicating *time*, and the

Auxiliary "may," indicating *Mode*;—by which we assert *not an act* denoted by the word "loved," but the *possibility* of the act.

The following TABLES exhibit the various offices of the Auxiliary Verbs. Any Principal Verb may be inserted to fill the blank line.

FORM FOR THE ACTIVE VOICE.

<i>Subject</i>	<i>Auxiliary Words.</i>	<i>Principal.</i>
I, Ye, We, They (<i>First Person Singular, and First, Second and Third Persons Plural.</i>)		do —.
		have —d.
		did —.
		had —d.
		shall* —.
		shall* have —d.
		—
		may —.
		may have —d.
		might —.
	might have —d.	
He, She, It, John. (<i>Third Person Singular.</i>)		does —.
		has —d.
		did —.
		had —d.
		will —.
		will have —d.
		—
		may —.
		may have —d.
		might —.
	might have —d.	

* "Will" takes the place of "shall" when the Subject is in the *Second* or the *Third* Person.

FORM FOR THE PASSIVE VOICE.

<i>Subject.</i>	<i>Auxiliary Words.</i>			<i>Principal.*</i>	
	Mode.	Tense.	Voice.		
I			am	} loved.	
			have been		
			was		
			had been		
		shall			be
		shall	have		been
		may			be
		may	have		been
		might			be
		might	have		been
We			are	} loved.	
			have been		
			were		
			had been		
		shall			be
		shall	have		been
		may			be
		may	have		been
		might			be
		might	have		been
John			is	} loved.	
			has been		
			was		
			had been		
		will			be
		will	have		been
		may			be
		may	have		been
		might			be
		might	have		been

* The Principal word when followed by the verb "be," in Predicate, must be a *Participle*. [See p. 103.]

☞ Let this Exercise be repeated, using *other Participles* in the place of the word "loved."

REMEMBER—1. If the *Past Participle* is used after the Verb "be," the *Voice* is *Passive*.

2. If the *Present Participle* is used, the *Voice* is *Active*.

REGULAR CONJUGATION OF VERBS.

REMEMBER—Verbs that are REGULAR in their CONJUGATION, are all varied in the *same manner*, i. e., by the same changes of form. Hence, if we can conjugate one Regular Verb properly, we have learned how to conjugate all of them.

The following are some of the Regular Verbs in common use :—

<i>Verb.</i>		<i>Participle.</i>	
<i>Present.</i>	<i>Past.</i>	<i>Present.</i>	<i>Past.</i>
Aid,	aided,	aiding,	aided.
Believe,	believed,	believing,	believed.
Climb,	climbed,	climbing,	climbed.
Dart,	darted,	darting,	darted.
End,	ended,	ending,	ended.
Fold,	folded,	folding,	folded.
Grant,	granted,	granting,	granted.
Hunt,	hunted,	hunting,	hunted.
Injure,	injured,	injuring,	injured.
Judge,	judged,	judging,	judged.
Kill,	killed,	killing,	killed.
Love,	loved,	loving,	loved.
Mourn,	mourned,	mourning,	mourned.
Nourish,	nourished,	nourishing,	nourished.
Open,	opened,	opening,	opened.

The following TABLES exhibit the Regular Variations of form or of *Auxiliaries* for the different *Modes* and *Tenses* to correspond with the different *Persons* and *Numbers* of their Subjects.

REMEMBER—1. A Verb is said to be in the *Singular* Number when its Subject is Singular.

2. A Verb is said to be in the *Plural* Number when its Subject is Plural. But the terms “Singular” and “Plural,” as applied to Verbs, mean *only that its form is made to correspond to the Number of its Subject.*

3. The *simplest form* of the Verb is adapted to the *Active Voice, Indicative Mode, Present Tense, First Person, Singular Number.*

For other Modifications, the Verbs are regularly varied according to the following method:—

PARADIGM OF THE VERB LOVE.

ACTIVE VOICE.

When is a Verb in the *Active Voice*? [See p. 92.]

INDICATIVE MODE.

When is a Verb in the *Indicative Mode*? [See p. 93.]

PRESENT TENSE.

When is a Verb in the *Present Tense*? [See p. 97.]

	<i>Singular Number.</i>	<i>Plural Number.</i>
<i>First Person</i>	I love.	We love.
<i>Second Person</i> ..	{ Thou lovest.	Ye love.
	{ You love.	You love.
<i>Third Person</i>	He loves.	They love.

REMEMBER—The Auxiliary Verb *do*, may be placed before the Principal Verb when we wish to make the assertion *emphatic*.

☞ New repeat the above,—inserting the word *do* before the Verb.

PRIOR PRESENT TENSE.

When is a Verb in the *Prior Present Tense*? [See p 97.]

	<i>Singular Number.</i>	<i>Plural Number</i>
1.	I have loved.	We have loved.
2.	{ Thou hast loved.	Ye have loved.
	{ You have loved.	You have loved.
3.	He has loved.	They have loved.

REMEMBER—"Have" is the sign of the *Prior Present Tense*, [see p. 97,] and the Auxiliary "*have*," precedes a *Participles* in Predicate, [see p. 108.]

PAST TENSE.

When is a Verb in the *Past Tense*? [See p. 96.]

REMEMBER—The *Past Tense* is formed from the *Present*, by the addition of *d* or *ed*. [See p. 96.]

	<i>Singular Number.</i>	<i>Plural Number.</i>
1.	I loved.	We loved.
2.	{ Thou lovedst.	Ye loved.
	{ You loved.	You loved.
3.	He loved.	They loved.

☞ Repeat the above, inserting the Auxiliary Verb *did* before the Principal Verb.

PRIOR PAST TENSE.

When is a Verb in the *Prior Past Tense*? [See p. 96.]

REMEMBER—The Auxiliary Verb *had*, placed before the Past Participle of a Principal Verb forms the *Prior Past Tense*. [See p. 96.] Thus :

*Singular Number.**Plural Number.*

- | | | | | |
|----|----|-------------------|------|------------|
| 1. | I | had loved. | We | had loved. |
| 2. | { | Thou hadst loved. | Ye | had loved. |
| | { | You had loved. | You | had loved. |
| 3. | He | had loved. | They | had loved. |

FUTURE TENSE.

When is a Verb in the *Future Tense*? [See p. 99.]

*Singular Number.**Plural Number.*

- | | | | | |
|----|----|-----------------|------|-------------|
| 1. | I | shall love. | We | shall love. |
| 2. | { | Thou wilt love. | Ye | will love. |
| | { | You will love. | You | will love. |
| 3. | He | will love. | They | will love. |

PRIOR FUTURE TENSE.

When is a Verb in the *Prior Future Tense*? [See p. 98.]

*Singular Number.**Plural Number.*

- | | | | | |
|----|----|-----------------------|------|-------------------|
| 1. | I | shall have loved. | We | shall have loved. |
| 2. | { | Thou wilt have loved. | Ye | will have loved. |
| | { | You will have loved. | You | will have loved. |
| 3. | He | will have loved. | They | will have loved. |

NOTE TO THE TEACHER.—Classes of small scholars will learn the Conjugations most easily by repeating the lessons *in concert*

POTENTIAL MODE.

When is a Verb in the *Potential Mode*? [See p. 94.]

What *Auxiliary Verbs* constitute *signs* of the *Potential Mode*? [See p. 100, 101.]

PRESENT TENSE

Singular Number.

Plural Number

Person.	Mode Sign.	Tense Sign.	Principal Verb.	Person.	Mode Sign.	Tense Sign.	Principal Verb.
I	may		love.	We	may		love.
Thou	mayst		love.	Ye	may		love.
You	may		love.	You	may		love.
He	may		love.	They	may		love.

PRIOR PRESENT TENSE.

I	may	have loved.	We	may	have loved.
Thou	mayst	have loved.	Ye	may	have loved.
You	may	have loved.	You	may	have loved.
He	may	have loved.	They	may	have loved.

PAST TENSE.

I	might	love.	We	might	love.
Thou	mightst	love.	Ye	might	love.
You	might	love.	You	might	love.
He	might	love.	They	might	love.

PRIOR PAST TENSE.

I	might	have loved.	We	might	have loved.
Thou	mightst	have loved.	Ye	might	have loved.
You	might	have loved.	You	might	have loved.
He	might	have loved.	They	might	have loved.

REMEMBER—The Potential Mode has but four Tenses.

SUBJUNCTIVE MODE.

When is a Verb in the *Subjunctive Mode*? [See p. 94.]

PRESENT TENSE.

Singular Number.

If I love.

If Thou love.

If You love.

If He love.

Plural Number.

If We love

If Ye love.

If You love.

If They love.

PAST TENSE.

If I loved.

If Thou loved.

If You loved.

If He loved.

If We loved.

If Ye loved.

If You loved.

If They loved.

REMEMBER—The Subjunctive Mode has but two Tenses

IMPERATIVE MODE.

When is a Verb in the *Imperative Mode*? [See p. 94.]

PRESENT TENSE.

1. _____

2. { Love Thou,
or
Do Thou love.

3. _____

Love Ye or You,
or
Do Ye or You love.

REMEMBER—The Imperative Mode has but one Tense.

INFINITIVE MODE.

When is a Verb in the *Infinitive Mode*? [See p. 94.]

Present Tense.....To love.

Prior Present Tense.....To have loved.

REMEMBER—A Verb in the Infinitive Mode is never used in Predicate. [See CLARK'S PRACTICAL GRAMMAR, p. 111.]

PARTICIPLES.

What is a *Participle*? [See p. 103.]

Present.....*Loving*.
Past.....*Loved*.
Compound.....*Having Loved*.

☞ Let the same Verb be conjugated with the addition of an *object*, repeated after each form of the Predicate. Thus, I love *wisdom*—Thou lovest *wisdom*, etc.

☞ Thus conjugate other Verbs, from the Examples of Regular Verbs given on p. 111,—using the word *John* or some other name for the Third Person Singular, instead of “He,” and *people*, or some other Plural name, instead of “They.”

To the Transitive Verbs, appropriate objects may be added.

A lively *concert exercise* will soon render the class familiar with a correct REGULAR CONJUGATION.

IRREGULAR CONJUGATION.

PARADIGM OF THE VERB BE

REMEMBER—The Verb “BE” is called a “*Neuter Verb*,” when used as a Principal Verb. When used as an Auxiliary and followed by a Past Participle of any Verb, it is the *sign* of the *Passive voice* of that Verb.

1. Conjugated as a *Principal Verb*.

	<i>Present Form.</i>	<i>Past Form.</i>
<i>The Verb</i>	Be —.	Was —.
<i>The Participle</i> ..	Being —.	Been —.

INDICATIVE MODE.

PRESENT TENSE.

I	am	_____.	We	are	_____.
Thou	art	_____.	Ye	are	_____.
You	are	_____.	You	are	_____.
He	is	_____.	They	are	_____.

PRIOR PRESENT TENSE.

I	have been	_____.	We	have been	_____.
Thou	hast been	_____.	Ye	have been	_____.
You	have been	_____.	You	have been	_____.
He	has been	_____.	They	have been	_____.

PAST TENSE.

I	was	_____.	We	were	_____.
Thou	wast	_____.	Ye	were	_____.
You	was	_____.	You	were	_____.
He	was	_____.	They	were	_____.

PRIOR PAST TENSE.

I	had been	_____.	We	had been	_____.
Thou	hadst been	_____.	Ye	had been	_____.
You	had been	_____.	You	had been	_____.
He	had been	_____.	They	had been	_____.

FUTURE TENSE.

I	shall be	_____.	We	shall be	_____.
Thou	wilt be	_____.	Ye	will be	_____.
You	will be	_____.	You	will be	_____.
He	will be	_____.	They	will be	_____.

PRIOR FUTURE TENSE.

I	shall have been	_____.	We	shall have been	_____.
Thou	wilt have been	_____.	Ye	will have been	_____.
You	will have been	_____.	You	will have been	_____.
He	will have been	_____.	They	will have been	_____.

POTENTIAL MODE.

<i>Singular Number.</i>				PRESENT TENSE.		<i>Plural Number.</i>			
2*	3	4	5	6	2	3	4	5	6
I	may		be	—.	We	may		be	—.
Thou	mayst		be	—.	Ye	may		be	—.
You	may		be	—.	You	may		be	—.
He	may		be	—.	They	may		be	—.

PRIOR PRESENT TENSE.

I	may	have been	—.	We	may	have been	—.
Thou	mayst	have been	—.	Ye	may	have been	—.
You	may	have been	—.	You	may	have been	—.
He	may	have been	—.	They	may	have been	—.

PAST TENSE.

I	might	be	—.	We	might	be	—.
Thou	mightst	be	—.	Ye	might	be	—.
You	might	be	—.	You	might	be	—.
He	might	be	—.	They	might	be	—.

PRIOR PAST TENSE.

I	might	have been	—.	We	might	have been	—.
Thou	mightst	have been	—.	Ye	might	have been	—.
You	might	have been	—.	You	might	have been	—.
He	might	have been	—.	They	might	have been	—.

SUBJUNCTIVE MODE.

PRESENT TENSE.

If I	be	—.	If We	be	—.
If Thou	be	—.	If Ye	be	—.
If You	be	—.	If You	be	—.
If He	be	—.	If They	be	—.

* 2. The *Person* of the Subject.

3. The *Mode Sign*.

4. The *Tense Sign*.

5. The *Voice Sign*.

6. The place for the Participle of *any Verb*.

PAST TENSE

If I were ——. If We were ——.
 If Thou wert ——. If Ye were ——.
 If You were ——. If You were ——.
 If He were ——. If They were ——.

IMPERATIVE MODE.

PRESENT TENSE.

Be Thou ——. Be Ye or You ——.
 Do Thou be ——. Do Ye or You be — —.

INFINITIVE MODE.

PRESENT TENSE.

To be ——.

PRIOR PRESENT TENSE.

To have been ——.

PARTICIPLES.

Present Being ——.

Past Been ——.

Compound . . . Having been ——.

Now Conjugate the Passive Voice of *any* Verb, using the *same* words as Auxiliaries, before the *Past Participle* of a given Verb.

REMEMBER—The Compound form of the Active Voice of any Verb is made by adding the Present Participle to the same Auxiliaries.

About one hundred and seventy Verbs in the English language are IRREGULARLY conjugated:—for a List of which see CLARK'S PRACTICAL GRAMMAR, pp. 141-146.

SYNOPSIS OF THE IRREGULAR VERB, COME.

INDICATIVE MODE.

Present.....I come.
Prior Present.....I have come.
Past.....I came.
Prior Past.....I had come.
Future.....I shall come.
Prior Future.....I shall have come.

POTENTIAL MODE.

Present.....I may come.
Prior Present.....I may have come.
Past.....I might come.
Prior Past.....I might have come.

SUBJUNCTIVE MODE.

Present.....If I come.
Past.....If I came.

IMPERATIVE MODE.

(*Second Person only.*)

Present.... Come Thou, or Do Thou come.

INFINITIVE MODE.

(*Without Person and Number.*)

Present.....To come.
Prior Present.....To have come.

PARTICIPLES.

Present.....coming.
Past.....come.
Compound.... Having come.

SYNOPSIS OF THE VERB DO.

INDICATIVE MODE.

Second Person.

<i>Present</i>	You	do	——.*
<i>Prior Present</i>	You	have done	——.
<i>Past</i>	You	did	——.*
<i>Prior Past</i>	You	had done	——.
<i>Future</i>	You will	do	——.*
<i>Prior Future</i> . . .	You will	have done	——.

POTENTIAL MODE.

<i>Present</i>	You can	do	——.*
<i>Prior Present</i>	You can	have done	——.
<i>Past</i>	You could	do	——.*
<i>Prior Past</i>	You could	have done	——.

SUBJUNCTIVE MODE.

<i>Present</i>	If You do	——.*
<i>Past</i>	If You did	——.*

IMPERATIVE MODE.

<i>Present</i> ...	Do You ——, or Do You do ——.
--------------------	-----------------------------

INFINITIVE MODE.

<i>Present</i>	To do	——.
<i>Prior Present</i>	To have done	——.

PARTICIPLES.

<i>Present</i>	Doing	——.
<i>Past</i>	Done	——, (<i>not used Transitively.</i>)
<i>Compound</i>	Having Done	——.

* Supply any Verb as Principal Word in Predicate.

SYNOPSIS OF THE VERB GO.

INDICATIVE MODE.

Third Person Singular.

<i>Present</i>	John		goes.
<i>Prior Present</i>	John	has	gone.
<i>Past</i>	John		went.
<i>Prior Past</i>	John	had	gone.
<i>Future</i>	John	will	go.
<i>Prior Future</i>	John	will have	gone.

(Repeat the other Modes.)

SYNOPSIS OF THE VERB EAT.

INDICATIVE MODE.

Third Person Plural.

<i>Present</i>	People	eat	——.
<i>Prior Present</i>	People	have eaten	——.
<i>Past</i>	People	ate	——.
<i>Prior Past</i>	People	had eaten	——.
<i>Future</i>	People	will eat	——.
<i>Prior Future</i>	People	will have eaten	——.

(Repeat the other Modes.)

REMEMBER—A few Verbs—mostly derived from Nouns—are used only in the form of the Third Person Singular, having the Pronoun “it” as their Subject.

Such Verbs are called

UNIPERSONAL VERBS.

EXAMPLES.

- It becomes.
- It behooves.
- It hails.
- It rains.
- It snows.
- It seems.

ADJECTIVES.

Things differ.

Sweet apples.

Sour apples.

Green apples.

Red apples.

What are the *uses* of the words "sweet," "sour," "green" and "red?"

Ans. To indicate *different sorts* of apples.

REMEMBER—Words that describe things, by telling *what* things, or *what kind* of things are mentioned, are called *Adjectives*.

What words are called Adjectives?

Ans. A word used to *qualify*, or *otherwise describe* a Noun or a Pronoun, is called an *Adjective*.
[See p. 21.]

CLASSIFICATION OF ADJECTIVES.

REMEMBER—1. Some Adjectives tell us *what kind* of things are spoken of.

2. Others tell us *what* things,—without denoting the quality.

3. Others tell us the *condition* or *state* of the things. Then—

How many *sorts* of Adjectives have we?

Ans. There are three sorts of Adjectives:—

1. *Qualifying Adjectives.*

2. *Specifying Adjectives.*

3. *Verbal Adjectives.*

QUALIFYING ADJECTIVES.

What is a *Qualifying Adjective*?

Ans. An Adjective which denotes the *quality* or *kind* of things mentioned, is called a *Qualifying Adjective*.


EXAMPLES.

1. *Amiable*.. Emma has an amiable disposition.
2. *Better*.... Wisdom is better than rubies.
3. *Cold*..... Cold is thy brow, my son.
4. *Light*.... Our light afflictions are but blessings.
5. *Safe*..... Education is a safe investment.

-
6. Little children weep. [See Diagram page 63.]
 7. Larger children sing.
 8. Good students improve.
 9. Wise men think.
 10. Foolish men talk.

Why do we call "little" a *Qualifying Adjective*?

How does "foolish" describe "men?"

 Let each pupil make a Sentence adapted to the same Diagram—[p. 63]—containing *one* or more of the following words :—

Amiable.	Bold.	Calm.	Dear.
Enviably.	Frail.	Good.	Hard.
Indolent.	Jealous.	Kind.	Loud.
Meek.	New.	Old.	Pure.
Quiet.	Ripe.	Sweet.	Tall.
Unruly.	Vile.	Wild.	Young.

For Modification of Adjectives, see PRACTICAL GRAMMAR,
p. 101.

SPECIFYING ADJECTIVES.

What is a *Specifying Adjective*?

Ans. An Adjective that *limits* or *specifies* the things mentioned, without denoting a quality, is called a *Specifying Adjective*.

EXAMPLES.

A "Not a drum was heard, nor a funeral note."

An "An old man found a rude boy."

The "Thou art the man."

One "One example is better than two precepts."

Your "Ye knew your duty, but ye did it not."

In what different methods may an Adjective specify?

- Ans.* 1. By simply *pointing out* things; as *This* book.
2. By denoting relation of *ownership, adaptation, or origin*: as *my* book, *boy's* caps, *Sanders' Speller*.
3. By denoting *number, definite or indefinite*: as *one* book.

Then how many sorts of Specifying Adjectives have we?

Ans. We have three classes of Specifying Adjectives:—

1. *Pure Specifying Adjectives.*
2. *Numeral Specifying Adjectives.*
3. *Possessive Specifying Adjectives.*

PURE SPECIFYING ADJECTIVES.

What is a *Pure Specifying Adjective*?

Ans. An Adjective used only to point out, or designate things, is called a *Pure Specifying Adjective*.

EXAMPLES.

*The...*The boy drives the hoop. [See Diagram, p. 39.]

*That ..*That book is mine.

*Next...*The next class will soon recite.

*Such...*Such shames are common.

*Same..*You may repeat the same exercise.

REMEMBER—Nouns used in a general sense should not be limited by Specifying Adjectives.

EXAMPLES.

1. The virtue is commendable.

[Corrected.] Virtue is commendable.

Why should "the" be omitted?

Correct the following errors:—

2. A confidence is a plant of slow growth.

3. The Jackson was a skillful general.

4. The Webster was a great statesman.

5. An Academy is the name given to high school.

6. The Syracuse is a central city.

☞ Let each pupil make a sentence which shall contain one of the following Pure Specifying Adjectives—and place it in Diagram:—

A ——. The ——. This ——. That ——. These
—-. Those —-. Next —-.

NUMERAL ADJECTIVES.

1. *One* man drives *two* horses. [See Diagram, p. 39.]
2. The *third* boy answered the *first* question.
3. A *few* bright boys are better than *many* dull ones.

Why do we call "*one*" an Adjective?

How does it describe "man?"

How does "*third*" describe "boy?"

How does "*few*" describe "boys?"

REMEMBER—Adjectives that tell *how many* things are spoken of, are called *Numeral Adjectives*.

What is a *Numeral Adjective*?

Ans. A Numerical Adjective is a word used to denote number.

EXAMPLES.

1. One boy has solved *ten* problems. [See Diagram, p. 39.]
2. And the *fourth* angel sounded.
3. A *threefold* cord is not quickly broken.
4. *Many* men have *many* minds.

☞ Let each pupil make a sentence which shall contain one or more of the following Numerical Adjectives, and place each sentence in Diagram:—

One,	four,	seven,	ten,	one hundred,
Second,	fifth,	tenth,	twentieth,	thousandth,
Several,	many,	some,	few,	ten-fold.

For a Classification of Numerical Adjectives, see CLARK'S PRACTICAL GRAMMAR, p. 99.

POSSESSIVE SPECIFYING ADJECTIVES.

1. *My* father has sold *his* farm. [See Diagram, p. 39.]
2. *John's* father bought a *Webster's* Dictionary.
3. Chollar and Jones make and sell *children's* shoes.

Why do we call "my" a Possessive Adjective?

Ans. Because it describes "*Father*"—by telling *whose* Father.

How does "*John's*" describe "father?"

How does "*Webster's*" describe "Dictionary?"

Why do we call such words *Possessive* Adjectives?

Ans. Because they have the *Possessive Form*, and generally describe by denoting possession.

Do they always denote possession or ownership?

Ans. Possessive Adjectives do not always denote possession or ownership.

What is a *Possessive Specifying Adjective*?

Ans. An Adjective that specifies by indicating a relation of *ownership*, *origin*, or *fitness*, is called a *Possessive Specifying Adjective*.

EXAMPLES.

1. *Ownership*...I write this with William's pen.
2. *Origin*.....We have purchased a Webster's Dictionary.
3. *Fitness*.....Mr. Cook has some elegant boys' caps.

Let each pupil make a Sentence that shall contain one or more *Possessive Adjectives*.

VERBAL ADJECTIVES.

1. *Running* streams afford pure water.
2. That boy *walking* across the fields is a truant.

Why do we call "*running*" an Adjective?

How does it describe "streams?"

How does "*walking*" describe "boy?"

REMEMBER—All Adjectives derived from Verbs, are called *Verbal Adjectives*.

What is a *Verbal Adjective*?

Ans. An Adjective used to express a *condition, state, or act* of a being or thing, is called a *Verbal Adjective*.

EXAMPLES.

4. Lightly tread the echoing floor.
5. Lightly shut the slamming door.
6. The throbbing heart lies still.
7. By the babbling brook he dines, from the glowing noontide heat,
8. Sheltered by the branching pines hanging o'er the grassy seat.

☞ Let each pupil make and place in Diagram, a Sentence that shall contain one or more *Verbal Adjectives*.

ADJECTIVES IN PREDICATE.

REMEMBER—Adjectives describe things in two distinct methods:

1. They are attached to Nouns and Pronouns to denote a *quality assumed*.
2. They are used with certain Verbs to *assert a quality or condition*.

EXAMPLES.

1. The *joyous* girl grew *sad*.

What quality of "girl" is *assumed*?

What " " " " *asserted*?

REMEMBER—1. When a *quality* is *asserted* of a being or thing, the assertion is made by a Verb and an Adjective.

2. When an Adjective is used with a Verb to make an assertion, it is said to be *in Predicate*.

EXAMPLES.

2. His palsied hand waxed strong.

“Palsied” is *assumed* of “hand.”

“Strong” is *asserted* of “hand,”

3. Those little girls are happy.

4. The *wakeful* owl sometimes becomes *sleepy*.

5. *Black-berries* are *green* when they are *red*.

6. Some ignorant people appear wise for a time.

REMEMBER—An Adjective in Predicate does not *modify* the Verb; but it, with the Verb, describes the Subject or the Object. Hence,

REMEMBER—2. We should not give the Adjectives in Predicate the Adverbial form.

<i>Incorrect.</i>	{	7. John feels <i>badly</i> to-night.
		8. And that makes me feel <i>sadly</i> .
		9. Clara, are you <i>happily</i> ?
<i>Corrected.</i>	{	10. John feels <i>bad</i> to-night.
		11. And that makes me feel <i>sad</i> .
		12. Clara, are you <i>happy</i> ?

☞ Let each pupil make a Sentence having an Adjective in Predicate, and place it in the Diagram.

ADJECTIVE PHRASES.

1. The *recitation* HOUR has arrived.

What hour?

2. The HOUR *for recitation* has arrived.

What hour?

REMEMBER—1 Phrases often perform the same offices as Words.

REMEMBER—2. When a Phrase performs an *Adjective office*, i. e., when it qualifies or otherwise describes a Noun or a Pronoun, it is called an *Adjective Phrase*.

EXAMPLES.

3. "The storms *of wintry time* will quickly pass."

What storms?

4. "Heaven hides the book *of fate*."

What book?

Why do we call "*of wintry time*," a *Phrase*?

Ans. Because those three words, thus combined, tell *what* "storms" will quickly pass.

REMEMBER—Adjective Phrases are classified, like Adjective Words, according to their offices.

EXAMPLES.

Qualifying..5. A man *of integrity* will always be respected. [See Diagram, p. 44.]

Specifying....*Pure*.....6. The YEAR *of jubilee* has come.

Numeral..7. The LAST sentence *but one*, was analyzed.

Possessive..8. He sang the LAY *of the last Minstrel*.

Verbal. ...9. *Scaling yonder peak*, I saw an EAGLE *Wheeling near its brow*. [See Diagram in PRACTICAL GRAMMAR, p. 265.]

Why do we call "*scaling yonder peak,*" an *Adjective Phrase*?

What word does that Phrase describe?

What word does the Phrase "*wheeling near its brow,*" describe?

☞ Let each pupil make a Sentence that shall contain an Adjective Phrase?

ADJECTIVE SENTENCES.

1. *Educated* PEOPLE should be polite.

What people?

2. PEOPLE *who are educated,* should be polite.

What people?

REMEMBER—When a Sentence performs an Adjective Office—i. e.,—when it "qualifies or otherwise describes a Noun or a Pronoun," it is called an *Adjective Sentence*.

EXAMPLES.

3. A MAN *who possesses integrity,* will always be honored.

4. I saw the BOY *whom you described.* [See p. 52.]

5. Will you come to the spring *that is sparkling and bright?* [See p. 53.]

Why do we call "*who possesses integrity,*" a Sentence?

Ans. Because that combination of words, standing apart from the others, would "assert an entire proposition." [See p. 28.]

Why do we call that an *Adjective Sentence*?

Ans. Because it is used to describe "MAN"—it tells *what* man will be honored.

☞ Let each pupil make a Sentence that shall contain an Adjective Sentence.

☞ Let the class point out the Adjectives, Words, Phrases, and Sentences, on pp. 11, 21, 40, 45, 50, 69, and 70.

ADVERBS.

1. Birds sing *sweetly*.
2. Sarah studies *now*.
3. Damon does *not* remember his lesson.

What is the office of the word "sweetly?"

When does Sarah study?

Does Damon remember his lesson?

REMEMBER—The word that tells us *when, where, how, or why*, a thing is done, is called an *Adverb*.

What words are called *Adverbs*?

Ans. A word used to *modify* the signification of a *Verb*, an *Adjective*, or another *Adverb*, is an *Adverb*.

EXAMPLES.

- Adjuncts of Verbs* 4. Birds SING *sweetly*. [See Diagram, p. 46.]
5. People ARE *often* DECEIVED.
[See Diagram, p. 46.]
6. *Yonder* COMES William.
- Adjuncts of Adjectives* . . . 7. *Very* LITTLE children sing.
8. *Too* MANY eyes are gazing.
- Adjuncts of Adverbs* . . . 9. William studies *very* WELL.
[See Diagram, p. 39.]
10. Warner plays *too* LITTLE.
[See Diagram, p. 39.]

"Often" is used to tell *when* people are deceived. Hence, it is an *Adverb*.

“Too” is used to tell *how* “many” eyes are gazing. Hence, it is an *Adverb*.

“Very” is used to tell *how* “well” William studies. Hence, it is an *Adverb*.

CLASSIFICATION OF ADVERBS.

1. John studies diligently.

How does John study?

REMEMBER—All words used to *ask* or to *answer* the question “*How*,” are called *Adverbs of Manner*.


EXAMPLES.

2. The book is *elegantly* bound. [See p. 38.]

2. The boys have recited their lessons *well*. [See p. 39.]

4. Stars shine *brightly*. [See p. 38.]

5. *Thus* saith the Lord. [See p. 38.]

 Let each pupil make a Sentence containing an *Adverb of Manner*.

6. William studies now.

When does William study?

REMEMBER—All words used to *ask* or to *answer* the question *when?* or *How often?* are called *Adverbs of Time*.


EXAMPLES.

7. We shall *soon* see him.

8. *Oft* have I met him.

9. *To-morrow* shalt thou be with me.

10. “Gentlemen *never* smoke.”

 Let each pupil make a Sentence that shall contain an *Adverb of Time*.

11. "Where shall wisdom be found?"
 12. "Come *hither* all ye weary souls."

Come *whither*?

REMEMBER—All words used to ask or to answer the questions *Where?* *Whence?* and *Whither?* are called *Adverbs of Place*.

EXAMPLES.

13. *Whence* come wars?
 14. *Here* sleeps he now.
 15. *Yonder* comes the powerful king of day.

☞ Let each pupil make a Sentence that shall contain an *Adverb of Place*.

REMEMBER—Words used to *ask* or to *answer* the questions *How much?* *How far?* *To what extent?* etc., are called *Adverbs of Degree*.

EXAMPLES.

16. You have recited *very* well.
 17. We were perfectly satisfied.
 18. *Too* low they build, who build beneath the stars.

☞ Let each pupil make a Sentence that shall contain an *Adverb of Degree*.

REMEMBER—Words used to *ask* or to *answer* the questions *Why?* *Wherefore?* etc., are called *Adverbs of Cause*.

EXAMPLES.

19. *Wherefore* didst thou doubt?
 20. *Therefore* came I unto thee.

☞ Let each pupil make a Sentence that shall contain an *Adverb of Cause*.

How many classes of Adverbs have we?

Ans. Adverbs may modify in regard to *Manner, Time, Place, Degree, and Cause.*

MODIFICATION OF ADVERBS.

REMEMBER—Adverbs are modified like Adjectives, by *Comparison*.

EXAMPLES.

1. William rises *early*, and will come *soon*.
2. Mary rises *earlier*, and will come *sooner*.
3. Warner rises *earliest*, and will be here *soonest*.

ADVERBIAL PHRASES.

1. John will come *soon*.
Will come—*when?*
2. John will come *in a short time*.
Will come—*when?*

REMEMBER—1. *Phrases* often perform the same office as *Words*.

REMEMBER—2. When a *Phrase* performs an *Adverbial Office*, it is called an *Adverbial Phrase*. [See p. 46.]

EXAMPLES.

3. William was walking *homeward*.
Walking *whither?*
4. William was walking *towards home*.
Walking *whither?*

REMEMBER—Adverbial Phrases are *classified*—like Adverbial Words—according to their various offices.

EXAMPLES.

Adverb of Manner . . . 5. *On foot* I take my way.

Take my way—*how*?

Adverb of Time 6. *At midnight* . . . the Turk was dreaming.

Turk was dreaming—*when*?

Adverb of Place 7. *In his guarded tent*, the Turk was dreaming.

Turk was dreaming—*where*?

Adverb of Degree 8. *Sweeter by far*, is the heart's adoration.

Sweeter—*to what extent*?

Adverb of Cause 9. I came *to bury* Cæsar.

Came—*wherefore*?

Adverb of Negation . . 10. Ye shall *in no wise* enter therein.

Shall ye enter?

☞ Let each pupil make a Sentence that shall contain an *Adverbial Phrase*.

ADVERBIAL SENTENCES.

William rises *early*.

Rises *when*?

William rises *before the day dawns*.

Rises *when*?

REMEMBER—When a Sentence performs an Adverbial office in the structure of another Sentence, it is called an *Adverbial Sentence*.

EXAMPLES.

How? Speak the piece *as I pronounce it to you.*

When? And, *when its yellow luster smiled,*

Each mother held aloft her child.

Where? . . . *Where Wealth and Freedom reign, contentment fails.*

Why? I came *because you called me.*

Why do we call "*as I pronounced it to you,*" a Sentence?

Is it a *Principal* Sentence, or an *Auxiliary* Sentence?

Why do we call it an *Adverbial Sentence*?

☞ Let each pupil make a Sentence that shall contain an *Adverbial Sentence*.

☞ Now let the class Point out the *Adverbial Words, Phrases, and Sentences*, on pages 11, 12, 24, 42, and 50, and tell the *class* of each.

PREPOSITIONS.

1. The boys *of this class* recite *in this room.*

What boys?

Recite—*where*?

Why do you call "*of this class*" a Phrase?

Why do you call "*in this room*" a Phrase?

What is the *office* of the Phrase "*of this class*?"

Ans. To tell *what* boys. Hence it is an *Adjunct* of "boys," and *Adjective* in its office.

What is the *office* of the word "of?"

Ans. To *introduce* the Phrase "*of this class*;" and to *show a relation* of "boys" to "class."

[See p. 45.]

What is the *office* of the Phrase "in this room?"

Ans. To tell *where* boys "recite." Hence it is an Adjunct of "recite;" and *Adverbial* in its office.

What is the *office* of the word "in?"

Ans. To *introduce* the Phrase "in this room," and to *show a relation* of "recite" and "room."
[See p. 45.]

REMEMBER—Words used to *introduce* Phrases, and to show a relation of other moods to each other, are called *Prepositions*.

What is a Preposition?

Ans. A Preposition is a word used to introduce a Phrase, showing a relation of its Object to the word which the Phrase qualifies.

EXAMPLES.

- About "We *walked* about town."
- Across . . . "Across the *ocean*, came a pilgrim bark."
- After "He that *cometh* after me, is preferred."
- Before "He *stood* before the people."
- But "All the good singers but *Cora*, were there."
- By "By *torch* and *trumpet* fast arrayed."
- For "For *me* your tributary stores *combine*."
- In "In his guarded *tent* the Turk *was dreaming*."
- Of "Some in the *fields* of purest *ether* play."
- On "On a *bed* of green sea-flowers thy limbs
shall be laid."
- Through . . "Dian's crest *floats* through the azure *air*."
- To "Will you *come* to the *spring*."
- Under "They all *passed* under the *yoke*."

Up.....“The whole fleet was *sailing up the river.*”
 With.....“He *moves with cautious steps and slow.*”
 Within...“Peace *be within these walls.*”
 Without..“He would not go without his father’s *word.*”

For other Examples of Prepositions, see PRACTICAL GRAMMAR, pp. 156-8.

REMEMBER—The Word which a Prepositional Phrase qualifies is called the *Antecedent term of Relation.*

☞ Point out the Antecedent of each Preposition in the above LIST.

REMEMBER—The Antecedent may be a *Noun*, a *Pronoun*, an *Adjective*, a *Verb*, a *Participle*, or an *Adverb*

EXAMPLES.

- A *Noun*1. The STORMS *of wintry time* will quickly pass.
 A *Pronoun*....2. WHO *of us* shall go?
 An *Adjective*..3. The boy was RUDE *in speech.*
 A *Verb*4. *Like a spirit* it CAME.
 A *Participle*...5. “If a body meet a body, COMING *through the rye.*”
 An *Adverb* ...6. The hat is too small *for Willie*, and too large *for me.*

REMEMBER—The *Object* of a Preposition is called its *Consequent term of relation.*

REMEMBER—The *Object* of a Preposition may be a *Word*, a *Phrase*, or a *Sentence.* [See PRACTICAL GRAMMAR, p. 272.]

☞ Point out the *Consequent* or *Object* of each Preposition in the above LIST.

REMEMBER—The word Object of a Preposition is a *Noun* or a *Pronoun*, in the *Objective Case*; or it is a *Substantive Phrase*, [see p. 46,] or a *Substantive Sentence*. [See p. 52]

EXCEPTION.—The Preposition “to” often has a *Verb* in the *Infinitive Mode* as its Object.

EXAMPLES.

7. William is requested to *study*.
8. William is requested to study grammar.

REMEMBER—A Phrase having a Verb as the Object of the Preposition “to,” is called an *Infinitive Phrase*. [See CLARK’S PRACTICAL GRAMMAR, pp. 20 and 270.]

CONJUNCTIONS.

John studies. }
 James studies. } John and James study.
 Who study?

REMEMBER—Two or more words may be *joined in construction*, when they perform similar offices in Sentences or in Phrases.

The Words which denote this conjoining of other words are called *Conjunctions*.

What is a *Conjunction*?

Ans. A *Conjunction* is a word used to join Words or Phrases, or to introduce Sentences.

EXAMPLES.

- To join Words.....
1. WILLIAM *and* JOSEPH work.
[See p. 35.]
 2. William WORKS *and* PLAYS.
[See p. 35.]

3. In PEACE *and* SAFETY may we dwell. [See p. 49.]
- To join Phrases.....* 4. Education is important TO THE RICH *and* TO THE POOR.
5. "TO DO GOOD *and* TO BE BENEVOLENT are often very different things."
- To introduce Sentences.....* } 6. "When SPEAKS the signal TRUMPET-TONE.
And the long LINE COMES gleaming on,
 Each soldier's eye shall brightly turn.

LIST.

The words most frequently used as Conjunctions are—

And	After	As
But	Because	Before
Nor	Except	For
Or	If	Lest
Still	Since	Unless
Yet		When

A few other words are sometimes used as Conjunctions. [See CLARK'S PRACTICAL GRAMMAR, p. 162.]

REMEMBER—Auxiliary *Adjective* Sentences are introduced by *Relative Pronouns* or by *Possessive Adjectives* derived from them. [See PRACTICAL GRAMMAR, p. 276.]

REMEMBER—Auxiliary *Adverbial* Sentences are introduced by *Adverbial Conjunctions*, which also suggest the distinct offices of the Sentences which they introduce. [See PRACTICAL GRAMMAR, p. 163.]

EXCLAMATIONS.

What is an Exclamation?

Ans. A word used to express a sudden or an intense emotion, is called an *Exclamation*.

EXAMPLES.

Alas!..Alas! alas! that great city.

O.....O Scotia!

Wo!...Wo! wo! to the riders.

WORDS OF EUPHONY.

REMEMBER—Some words are used that have no *grammatical office*:—being used chiefly for *Rhetorical effect*. Such words are called *Words of Euphony*. [See p. 27—see also CLARK'S PRACTICAL GRAMMAR, p. 166.]

QUESTIONS IN REVIEW.

1. What is Language?	See page 12
2. What is Natural Language?	"
3. What is Artificial Language?	"
4. What is Spoken Language?	" 13
5. What is Written Language?	"
6. What is Grammar?	"
7. What is English Grammar?	"
8. What is a Letter?	" 14
9. What is a Syllable?	"
10. What is a Word?	" 18
11. What is a Noun?	" 19
12. What is a Pronoun?	" 20
13. What is an Adjective?	" 21
14. What is a Verb?	" 22

- | | |
|--------------------------------|-------------|
| 15. What is an Adverb? | See page 23 |
| 16. What is a Preposition? | " 24 |
| 17. What is a Conjunction? | " 26 |
| 13. What is an Exclamation? | " 27 |
| 19. What is a Word of Euphony? | " " |

SENTENCES.

- | | |
|---|------|
| 20. What is a Sentence? | " 28 |
| 21. What are the Elements of Sentences? | " 40 |
| 22. What are the Principal Elements of a Sentence? | " 40 |
| The Principal Elements consist of what? | " 41 |
| 23. What are the Adjunct Elements of a Sentence? | " 41 |
| The Adjunct Elements consist of what? | " 41 |
| 24. What is the Subject of a Sentence? | " 28 |
| 25. What "parts of speech" may be used as the Subject? | " 29 |
| 26. What is the Predicate of a Sentence? | " |
| 27. What "parts of speech" must we use in Predicate? | " 30 |
| 28. What other parts <i>may</i> we use in Predicate? | " |
| 29. What is the <i>Object</i> of a Sentence? | " 32 |
| 30. What parts of speech do we use as the Object? | " |
| — | |
| 31. What is a Transitive Sentence? | " 33 |
| 32. What is an Intransitive Sentence? | " 34 |
| 33. What is a Simple Sentence? | " 35 |
| 34. What is a Compound Sentence? | " |
| 35. What is an Adjunct? | " 37 |
| 36. Adjuncts of the Subject must be what parts of speech? | " |
| 37. Adjuncts of the Predicate must be what parts of speech? | " |
| 38. Adjuncts of the Object must be what parts of speech? | " |

PHRASES.

- | | |
|--|-------------|
| 39. What is a Phrase ? | See page 43 |
| 40. What are the Elements of a Phrase ? | " |
| 41. What are the Principal Elements of a Phrase ? | " |
| 42. The Principal Elements of a Phrase consist of what ? | " 44 |
| 43. What are the Adjuncts of a Phrase ? | " |
| 44. The Adjuncts may consist of what ? | |
| 45. What is the Leader of a Phrase ? | " |
| 46. What is the Subsequent of a Phrase ? | " |
| 47. What is a Substantive Phrase ? | " 49 |
| 48. What is an Adjective Phrase ? | " |
| 49. What is an Adverbial Phrase ? | " 50 |
| 50. What is a Simple Phrase ? | " 49 |
| 51. What is a Compound Phrase ? | " |
| ————— | |
| 52. What is an Auxiliary Sentence ? | " 50 |
| 53. What is a Substantive Sentence ? | " 51 |
| 54. What is an Adjective Sentence ? | " 52 |
| 55. What is an Adverbial Sentence ? | " 53 |

PART II

MODIFICATIONS OF WORDS.

NOUNS.

- | | |
|--|-------------|
| 56. What Modifications have Nouns ? | See page 73 |
| 57. What is Gender ? | " |
| 58. How many Genders have Nouns ? | " |
| 59. What Nouns are of the Masculine Gender ? | " 74 |
| 60. What Nouns are of the Feminine Gender ? | " |
| 61. What Nouns are of the Neuter Gender ? | " |
| 62. What are the distinctions of Person ? | " 76 |

- | | |
|--|-------------|
| 63. What Nouns and Pronouns are of the First Person? | See page 76 |
| 64. What Nouns and Pronouns are of the Second Person? | " |
| 65. What Nouns and Pronouns are of the Third Person? | " 77 |
| 66. What are the distinctions of Number? | " |
| 67. When is a Noun or a Pronoun of the Singular Number? | " 78 - |
| 68. When is a Noun or a Pronoun of the Plural Number? | " |
| 69. What is meant by the term Case, as used in Grammar? | " 79 |
| 70. How many Cases are there? | " |
| 71. When is a Noun or a Pronoun in the Nominative Case? | " |
| 72. When is a Noun or a Pronoun in the Objective Case? | " 80 |
| 73. When is a Noun or a Pronoun in the Possessive case? | " 82 |
| 74. When is a Noun or a Pronoun in the Independent Case? | " 83 |

PRONOUNS.

- | | |
|--|------|
| 75. How many classes of Pronouns have we? | " 84 |
| 76. What is a Personal Pronoun? | " 85 |
| 77. How many Personal Pronouns have we? | " |
| 78. Name them. | " |
| 79. Give their Declension. | " |
| 80. What is a Relative Pronoun? | " 86 |
| 81. How many Relative Pronouns have we? | " 87 |
| 82. Name them. | " |
| 83. What is an Interrogative Pronoun? | " |
| 84. How many Interrogative Pronouns have we? | " 88 |

- | | |
|---|-------------|
| 85. Name them. | See page 88 |
| 86. What is an Adjective Pronoun? | " |
| 87. What words are commonly used as Adjective Pronouns? | " 89 |

VERBS.

- | | |
|---|------|
| 88. What is a Verb? | " 90 |
| 89. What is a Transitive Verb? | " 91 |
| 90. What is an Intransitive Verb? | " |
| 91. How are Transitive Verbs Modified? | " 92 |
| 92. When is a Verb in the Active Voice? | " " |
| 93. When is a Verb in the Passive Voice? | " |
| 94. How many Modes have Verbs? | " 93 |
| 95. When is a Verb in the Indicative Mode? | " |
| 96. When is a Verb in the Potential Mode? | " 94 |
| 97. When is a Verb in the Subjunctive Mode? | " |
| 98. When is a Verb in the Imperative Mode? | " |
| 99. When is a Verb in the Infinitive Mode? | " |
| 100. What is a Tense? | " 95 |
| 101. How many Tenses have Verbs—in the Indicative Mode? | " |
| 102. Name them. | |
| 103. When is a Verb in the Prior Past Tense? | " 96 |
| 104. What Auxiliary Verb is used as the Sign of the Prior Past Tense? | " |
| 105. When is a Verb in the Past Tense? | " |
| 106. When is a Verb in the Prior Present Tense? | " |
| 107. What Auxiliary Verb is used in the Prior Present Tense? | " 97 |
| 108. When is a Verb in the Present Tense? | " |
| 109. When is a Verb in the Prior Future Tense? | " 98 |
| 110. What Auxiliary Verbs are used in the Prior Future Tense? | " |
| 111. When is a Verb in the Future Tense? | " 99 |

112. What Auxiliary Verb is used in the Future Tense? See page 98
113. How many Tenses has the Potential Mode? " 100
114. Name them.
115. What Auxiliary Verbs are used in the Prior Past Tense? "
116. What Auxiliary Verbs are used in the Past Tense? "
117. What Auxiliary Verbs are used in the Prior Present Tense? " 101
118. What Auxiliary Verbs are used in the Present Tense? "
119. How many Tenses has the Subjunctive Mode? " 102
120. Name them.
121. How many Tenses has the Imperative Mode? "
122. How many Tenses has the Infinitive mode? " 103
123. Name them.
124. What is a Participle? " 103
125. How many sorts of Participles have we? " 104
126. What is a Simple Participle? "
127. What is a Compound Participle? "
128. What is a Present Participle? " 105
129. What is a Past Participle? "
130. Conjugation of Verbs implies what? " 106
131. In how many ways are Verbs varied? "
132. What Verbs are Regular in their Conjugation? "
133. What Verbs are Irregular in their Conjugation? "
134. What is a Defective Verb? " 107
135. What is an Auxiliary Verb? "
136. Which Auxiliary Verbs are followed by a Verb in Predicate? 108

137. Which Auxiliary Verbs are followed by a
Participle in Predicate? See page 100
138. What is a Principal Verb in Predicate? "
139. What is a Principal Participle in Predicate? "
140. What are the various Offices of Auxiliary
Verbs and Participles? " 109

ADJECTIVES.

141. What is an Adjective? " 124
142. How many sorts of Adjectives have we? "
143. What is a Qualifying Adjective? " 125
144. What is a Specifying Adjective? " 126
145. What are the classes of Specifying Ad-
jectives? "
146. What is a Pure Specifying Adjective? " 127
147. What is a Numeral Adjective? " 128
148. What is a Possessive Adjective? " 129
149. What is a Verbal Adjective? " 130
150. When is an Adjective said to be "in Pre-
dicate?" "
151. What is an Adjective Phrase? " 132
152. What is an Adjective *Sentence*? " 133
153. What is an Adverb? " 134
154. What is an Adverb of *Manner*? " 135
155. What is an Adverb of *Time*? " "
156. What is an Adverb of *Degree*? " 136
157. What is an Adverb of *Cause*? " "
158. What is an Adverbial *Phrase*? " 137
159. What is an Adverbial *Sentence*? " 138
160. What is a Preposition? " 140
161. What is the *Antecedent* to a Preposition? " 141
162. The Antecedent may consist of what? " "
163. What is the *Consequent* to a Preposition? " "

164. The Object of a Preposition may consist of what? See page 141
165. What is a Conjunction? " 142
166. By what are Auxiliary *Adjective* Sentences introduced? " 143
167. By what are *Adverbial* Sentences introduced? " "
168. What is an Exclamation? " 143
169. What is a Word of Euphony? " 144

—◆—
PRACTICAL EXERCISES.

TO THE TEACHER.—Let each Pupil procure a small Blank Book in which to write *Original Sentences* to order.

Let the Diagram for each Exercise be *accurately* and *elegantly* drawn.

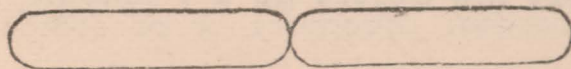
Let one *Original Sentence* be inserted in the Diagram, and as many others,—*adapted to the same Diagram*,—be written as will fill down the page,—regard being had to *elegance of expression*, as well as to *grammatical accuracy*.

Let these books be exhibited at each class (review) Exercise; and the errors in the Orthography, the Etymology, and the Syntax, of each Sentence be corrected.

Let one Diagram be given for each day's Exercise.

Let a portion, or all of the pupils, place a copy of the given Diagram on the blackboard for criticism by the class.

EXERCISE I.



Draw the above Diagram, and make ten appropriate *Original Sentences*.

In Sentence 1, let the Subject be a Noun in the *Singular Number*. [See p. 78.]

In Sentence 2, let the Subject be a Noun in the *Plural Number*. [See p. 78.]

In Sentence 3, let the Subject be a *Personal Pronoun*. [See p. 85.]

In Sentence 4, let the Subject be an *Interrogative Pronoun*. [See p. 87.]

In Sentence 5, let the Subject be an *Adjective Pronoun*. [See p. 88.]

In Sentence 6, let the Predicate be one Verb. [See p. 30.]

In Sentence 7, let the Predicate be two Verbs. [See p. 30.]

In Sentence 8, let the Predicate be one Verb and one Participle. [See p. 30.]

In Sentence 9, let the Predicate be a Verb and an Adjective. [See p. 30.]

In Sentence 10, let the Predicate be a Verb and a Noun. [See p. 30.]

EXERCISE II.

Use the second Diagram on page 35, and write in the Blank Book nine Original Sentences.

In Sentence 1, let the Subject be a *Noun*. [See p. 79.]

In Sentence 2, let the Subject be a *Pronoun*. [See p. 84.]

In Sentence 3, let the Predicate be a *Verb*. [See p. 30.]

In Sentence 4, let the Predicate be a *Verb and a Participle*. [See p. 30.]

In Sentence 5, let the Predicate be *two Verbs*. [See p. 30.]

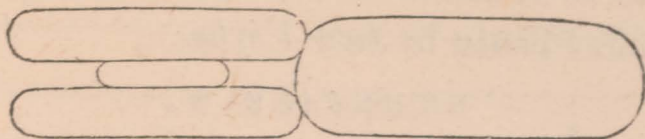
In Sentence 6, let the Object be a *Noun*. [See p. 80.]

In Sentence 7, let the Object be a *Pronoun, Personal*. [See p. 85.]

In Sentence 8, let the Object be a *Pronoun, Interrogative*. [See page 85.]

In Sentence 9, let the Object be a *Pronoun-Adjective*. [See p. 88.]

EXERCISE III.



Draw the above Diagram, and write in the Blank Book nine original Sentences, adapted to it.

In Sentence 1, let the first Subject be a *Noun*, and the second Subject be a *Noun*.

In Sentence 2, let the first Subject be a *Pronoun*, and the second Subject be a *Pronoun*.

In Sentence 3, let the first Subject be a *Noun*, and the second Subject be a *Pronoun*.

In Sentence 4, let the first Subject be a *Pronoun*, and the second Subject be a *Noun*.

In Sentence 5, let the Predicate be a *Verb*.

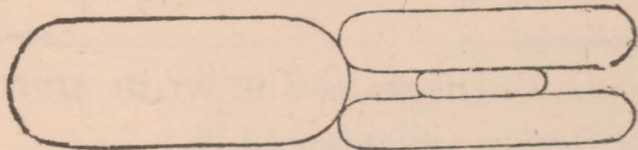
In Sentence 6, let the Predicate be a *Verb* and a *Participle*.

In Sentence 7, let the Predicate be a *Verb* and an *Adjective*.

In Sentence 8, let the Predicate be a *Verb* and a *Noun*.

In Sentence 9, let the Predicate be *two Verbs*.

EXERCISE IV.



Draw the above Diagram, and write in the Blank Book eight Original Sentences.

In 1, let the Subject be a *Noun*.

In 2, let the Subject be a *Pronoun, First Person*. [See p. 85.]

In 3, let the Subject be a *Pronoun, Second Person*. [See p. 85.]

In 4, let the Subject be a *Pronoun, Third Person*. [See p. 85.]

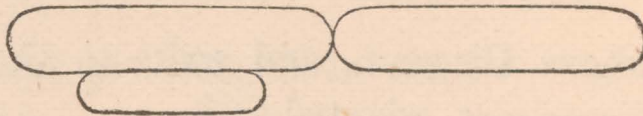
In 5, let each Predicate be a *Verb*.

In 6, let each Predicate be a *Verb* and a *Participle*.

In 7, let each Predicate be a *Verb* and an *Adjective*.

In 8, let each Predicate be *two Verbs*.

EXERCISE V.



Use the above Diagram, and write in the Blank Book seven Original Sentences, adapted to it.

In 1, let the Subject be an *Adjective Pronoun*.

In 2, let the Subject be an *Interrogative Pronoun*.

In 3, let the Predicate be a *Verb, Active Voice*.

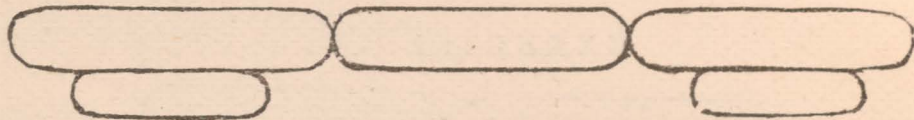
In 4, let the Predicate be a *Verb* and a *Participle, Passive Voice*.

In 5, let the Adjunct be an *Adjective, Qualifying*. [See p. 125.]

In 6, let the Adjunct be an *Adjective, Specifying*. [See p. 126.]

In 7, let the Adjunct be an *Adjective, Verbal*. [See p. 130.]

EXERCISE VI.



Use the above Diagram, and write in your Blank Books ten Original Sentences, adapted to it.

In 1, let Subject be a *Noun—3d Person, Singular*. [See p. 77.]

In 2, let Subject be a *Pronoun—3d Person Singular*. [See p. 85.]

In 3, let Predicate be a *Verb—Indicative Mode*. [See p. 93.]

In 4, let Predicate be a *Verb—Potential Mode*. [See p. 94.]

In 5, let Predicate be a *Verb—Subjunctive Mode*. [See p. 94.]

In 6, let Predicate be a *Verb—Imperative Mode*. [See p. 94.]

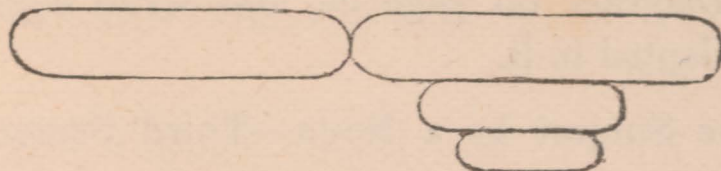
In 7, let Object be a *Noun*. [See p. 80.]

In 8, let Object be a *Pronoun*. [See p. 84.]

In 9, let Adjuncts be *Qualifying Adjectives*. [See p. 125.]

In 10, let Adjuncts be *Specifying Adjectives*. [See p. 126.]

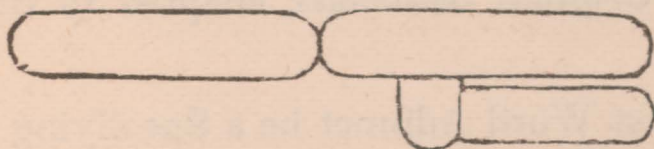
EXERCISE VII.



Use the above Diagram, and write in your Blank Books five *Original Sentences*, adapted to it.

- In 1, let the Predicate be a Verb—*Indicative Mode, Present Tense*. [See p. 97.]
 In 2, let the Predicate be a Verb—*Indicative Mode, Prior Present Tense*. [See p. 97.]
 In 3, let the Predicate be a Verb—*Indicative Mode, Past Tense*. [See p. 96.]
 In 4, let the Predicate be a Verb—*Indicative Mode, Prior Past Tense*. [See p. 96.]
 In 4, let the Predicate be a Verb—*Indicative Mode, Future Tense*. [See p. 98.]
 In 5, let the Predicate be a Verb—*Indicative Mode, Prior Future Tense*. [See p. 98.]

EXERCISE VIII.



Use the above Diagram, and write seven *Original Sentences*, adapted to it.

- In 1, let the Predicate be *two Verbs—Potential Mode, Present*.
 In 2, let the Predicate be *two Verbs—Potential Mode, Past*.
 In 3, let the Predicate be *two Verbs and a Participle—Potential Mode, Prior Present*.
 In 4, let the Predicate be *two Verbs and a Participle—Potential Mode, Prior Past*.
 In 5, let the Phrase Adjunct be an Adverb of *place*.
 In 6, let the Phrase Adjunct be an Adverb of *time*.
 In 7, let the Phrase Adjunct be an Adverb of *manner*.

EXERCISE IX.

Use the Diagram on page 66, and write eight *Original Sentences*, adapted to it.

In 1, let the Subject be a Noun—Third Person, *Singular Number*.

In 2, let the Subject be a Noun—Third Person, *Plural Number*.

In 3, let the Subject be a Noun—*Masculine Gender*.

In 4, let the Subject be a Noun—*Feminine Gender*.

In 5, let the Subject be a Noun—*Neuter Gender*.

In 6, let the Word Adjunct be a *Qualifying Adjective*.

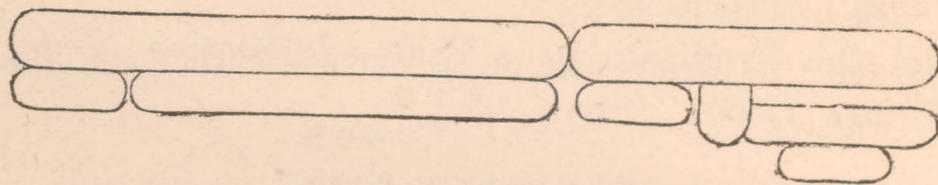
In 7, let the Word Adjunct be a *Pure Specifying Adjective*.

In 8, let the Word Adjunct be a *Possessive Adjective*.

In 9, let the Word Adjunct be a *Numeral Adjective*.

In 10, let the Word Adjunct be a *Verbal Adjective*.

EXERCISE X.



Write ten *Original Sentences*, adapted to the above Diagram.

In 1, let the 1st Word Adjunct be a Specifying Adjective.

In 2, let the 2d Word Adjunct be a Qualifying Adjective.

In 3, let the 2d Word Adjunct be a Verbal Adjective.

In 4, let the 3d Word Adjunct be an Adverb *of time*.

In 5, let the 3d Word Adjunct be an Adverb *of place*.

In 6, let the 3d Word Adjunct be an Adverb *of negation*.

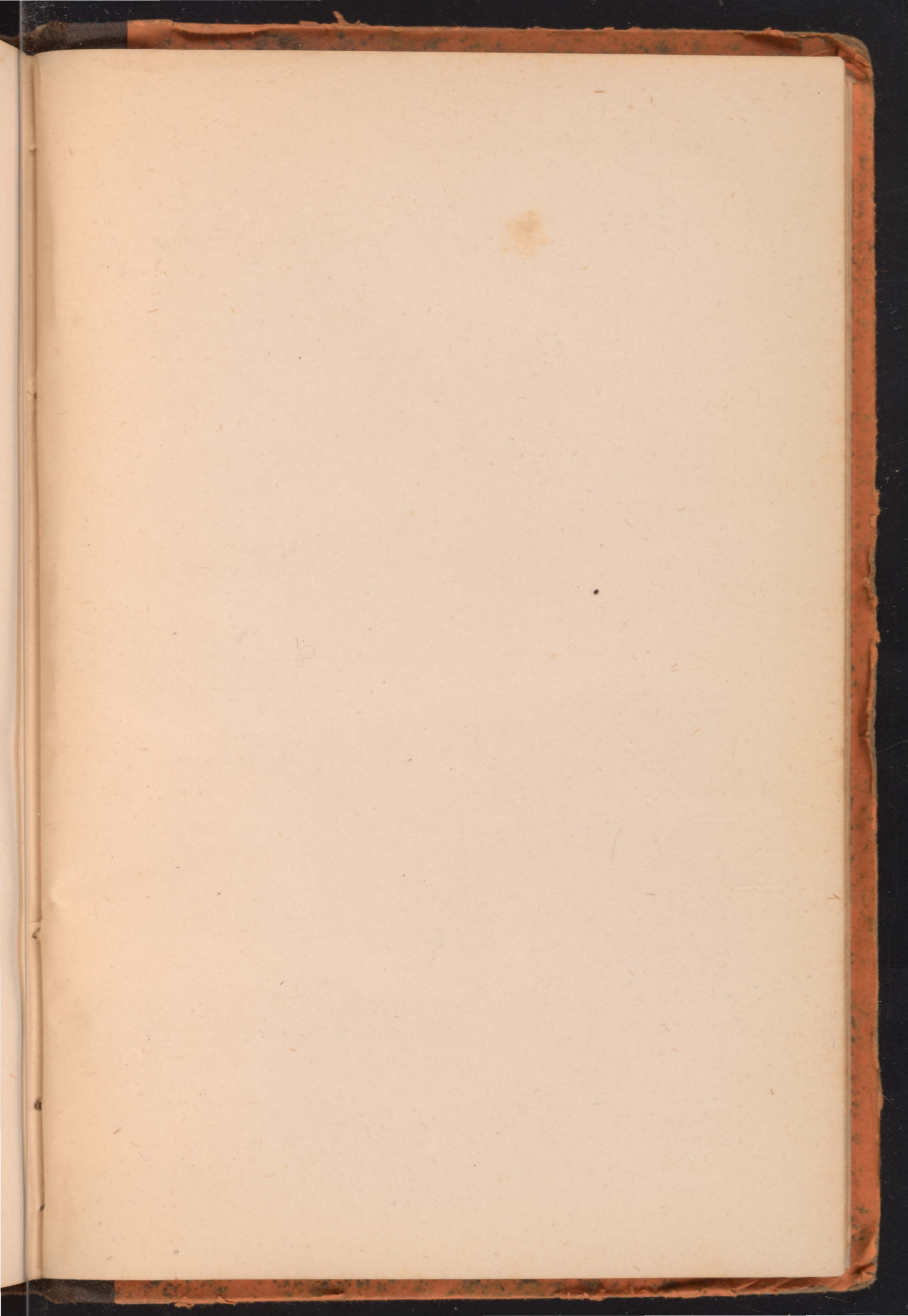
In 7, let the 3d Phrase Adjunct be an Adverb *of time*.

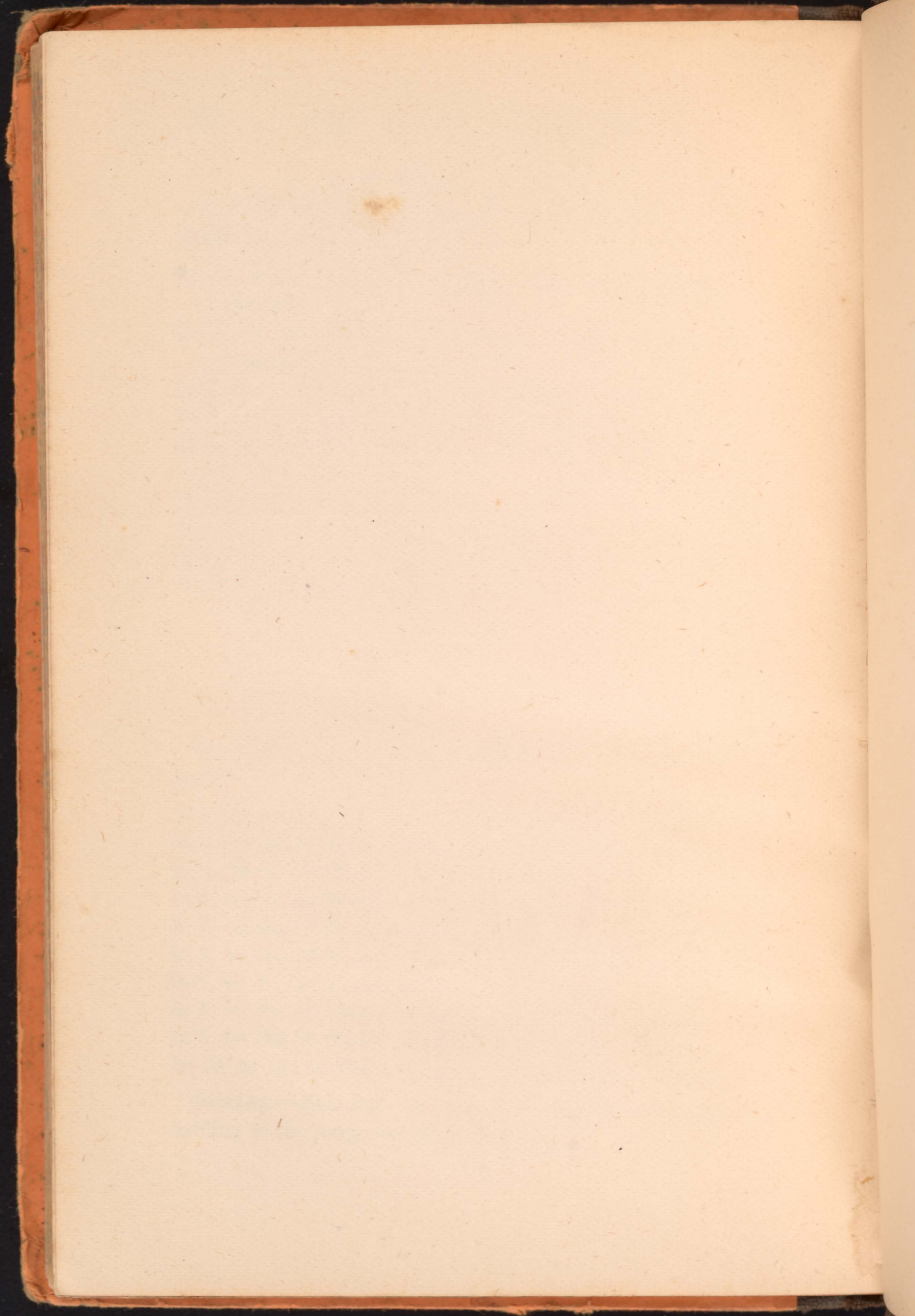
In 8, let the 3d Phrase Adjunct be an Adverb *of place*.

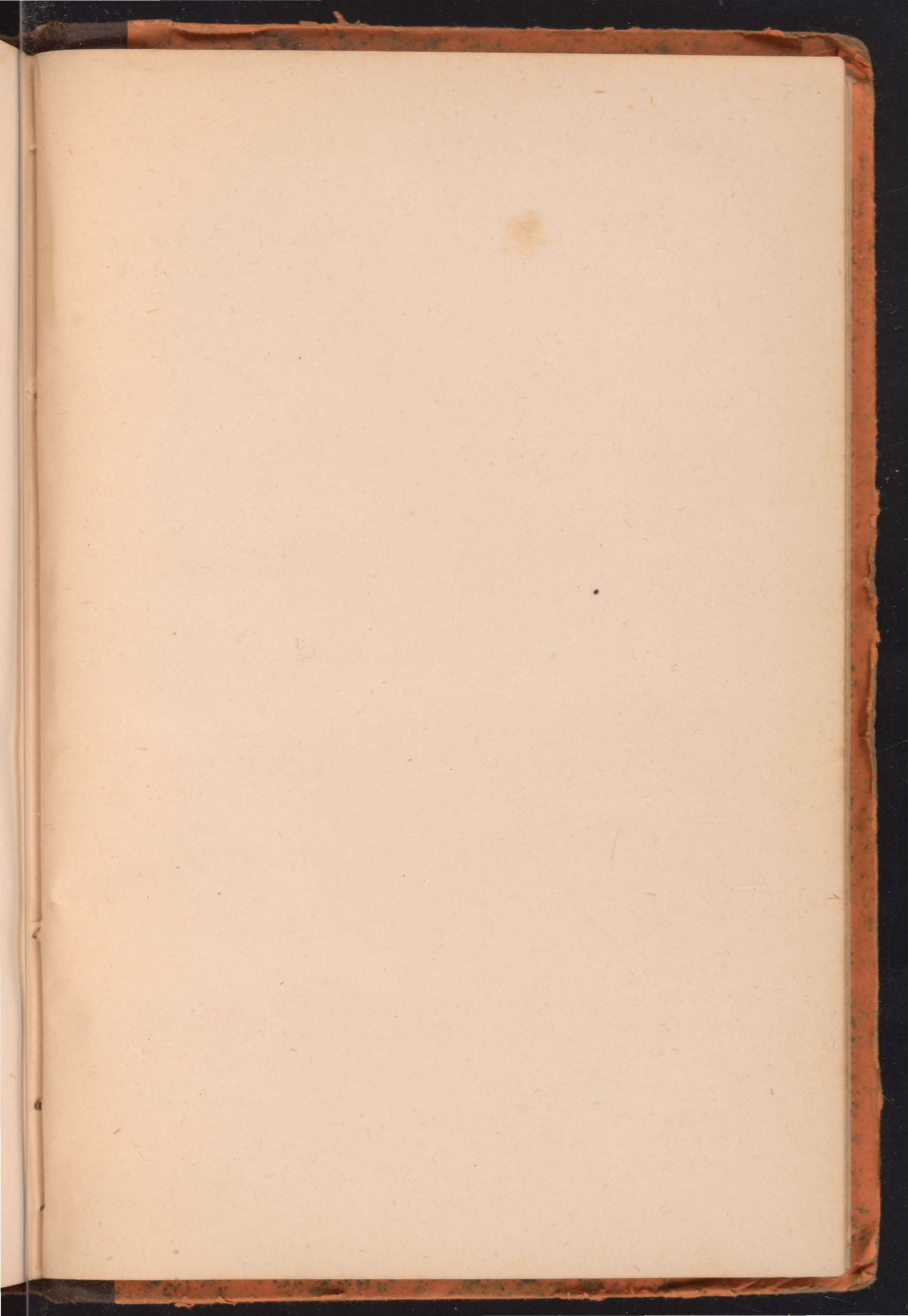
In 9, let the 3d Phrase Adjunct be an Adverb *of cause*.

In 10, let the 3d Phrase Adjunct be an Adverb *of manner*.

REMARK.—Exercises like the above may be extended according to the judgment of the teacher.







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