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FIRST LESSONS

IN

ENGLISH GRAMMAR,

WITH A

NEW AND COMPREHENSIVE

ARRANGEMENT OF THE VERB.

BY CHARLES W. BRADBURY.

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FIRST LESSONS

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ARRANGEMENT OF THE VERB.

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## PREFACE.

LANGUAGE is a development of human nature. It is as various, and yet as uniform; as variable, and yet as fixed. It cannot be stereotyped, but its changes should be improvements. Usage is the law of language in the same sense that it is the law of human nature. It is not sufficient that we have usage for our rule, nor is even good usage sufficient; but we may require the best usage. This intimates that there is a law by which usage, in every instance, may be tested. It is the law of language, based upon its analysis and upon analogy. Exceptions and

Accuracy in language is necessary to progress in science; beauty of language is an elegant accomplishment. Grammar is the science of language.

Many years' experience in the business of teaching has led the author of this manual to adopt the system which it contains. He is convinced that our language has claims to a fuller consideration than it has hitherto received; and that it should be constructed upon the basis of its own principles.

The arrangement of the verb in this work is the result of observation and reflection. It is believed to be essentially correct; comprehending nearly all the verbal forms of the language, assigning a place to certain new and unusual modes of expression, and pointing out its capacity for improvement.

The definition of the verb is comprehensive. There are two Conjugations. The Potential Mood is excluded by the Second Conjugation, which develops fully the nature of its auxiliaries, and exhibits all its Moods. The Interrogative Mood is adopted, showing a manner of speaking as really as does any other Mood. The Tenses are in their natural divisions of present, past, and future; and

Indeed the first auxiliary may and perhaps should be regarded as *The verb*, and the other forms as qualifiers. The Progressive Tenses are adopted without question in the Active Voice, and, with some qualifications, in the Passive. They are given in full, however, in the Synopses, in order to exhibit the theory of the verb. The Passive has not yet been perfectly incorporated into the language. The three Predicates are also peculiar to this work, though many of their forms are in constant use. Infinitives and Participles are called Impersonal verbs, or forms; all others are called Personal verbs, or forms. (Art. 101.)

Nouns and Pronouns are treated *before* the properties which belong to both are considered. Many of these properties are indicated in the forms of the pronouns only, and are assumed to belong to nouns. Hence the impropriety of treating of the properties of nouns before treating of pronouns.

The Reflex pronouns are made a distinct class of personal pronouns. There are but two genders. There are three classes of adjectives.

The plan of the work is as follows:—

A definition, principle, or rule is first given. This must be committed to memory. The questions and exercises follow, and are adapted to fix the principle clearly in the mind, and to show its application. Proper attention will render the answers evident, even to young learners. The questions are varied in such a manner that they cannot all be answered unless the subject is understood. This will guide the teacher, exercise the judgment of the learner, and furnish occasion for oral instruction. The whole is arranged consecutively.

It is not supposed that a complete system of grammar is embraced in this little book; but that it may, by fixing in the mind clear definitions, serve as an introduction to

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BRADBURY'S FIRST LESSONS.

CHAPTER I.  
THE NOUN.

ART. 1. In Grammar every name is called a *noun*.

What is a noun? Is the word Moses a noun? *Ans.* Yes. Why? *Ans.* Because it is a name. Is the word Washington a noun? Why? Is the word house a noun? Why? Is the word water-pail a noun? Why? Is the word boy a noun? Why? Is the word girls a noun? Why? Is the word writing-book a noun? Why? Is the word farmer a noun? Why? Is the word person a noun? Why? Is the word thought a noun? *Ans.* Yes. Why? Because it is the name of an act of the mind. Is the word Europe a noun? Why? Is the word nation a noun? Why? Is the word Monday a noun? Why? Is the word journey a noun? Why? Is the word Andes a noun? Of what is it the name? Is the word river a noun? Why? Are the words Hudson River a noun? Why? Can you mention any other nouns?

truth, good-will, and devotion? Obedience is the first practical lesson.

ART. 3. There are two classes of nouns; *proper nouns* and *common nouns*.

A *proper noun* is a name belonging particularly to a person, place, or thing. It specifies an individual, or a class regarded as one. It is a specific or particular name.

How many and what classes of nouns are there? What is a proper noun? What does it specify? Is the name George Washington a proper noun? Why is it a noun? Why is it a proper noun? Is the name John Adams a proper noun? Why a noun? Why a proper noun? Is the name Boston a proper noun? Why a noun? and why a proper noun? Is the name New York a proper noun? Why? What kind of a noun, and why, is the

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THE NOUN.

live at the work the business of the mason? By the smith a metal  
 sorge at the is wrought into articles of use.  
 e names of

ART. 8. What are the names of the days of the week?  
 The names of the months of the year? The names of the  
 States of the United States? Can you mention any other  
 names?

REVIEW.

ART. 9. What is a noun? How many and what kinds  
 of nouns are there? What is a proper noun? Give ex-  
 amples. What is a common noun? Give examples.

ART. 10. (1) Can a proper noun become a common  
 noun? How? *Ans.* Yes; by applying the name to sev-  
 eral individuals in common: as, the three Charleses; the  
 twelve Cæsars; there are many John Smiths; there are  
 several Charlestons. (2) Can a common noun become a  
 proper noun? How? *Ans.* Yes; by its being appro-  
 priated specially to an individual: as, the Hill; the Ferry;  
 Congress; Mr. Carpenter.

THE SUBJECT OF A NOUN.

ART. 11. The *subject* of a noun is the per-  
 son, place, or thing, of which the noun is the  
 name; as, (1) The subject of the noun George  
 Washington is the person, of whom the noun  
 George Washington is the name. (2) The  
 subject of the noun Boston is the place of  
 which the noun Boston is the name. (3) The  
 subject of the noun thought is that act of  
 the mind of which the noun thought is the  
 name. (4) The subject of the noun good-  
 ness is that quality of which the noun good-  
 ness is the name.

What is the subject of a noun? Explain example (1).

THE NOUN.

love. Pride is the never-failing vice of fools. A Deity  
 believed is joy begun.

DIFFERENT KINDS OF COMMON NOUNS.

ART. 12. (a) When two or more words are  
 united and form a descriptive name, this is a  
*compound* noun.

What is a compound noun? Is the word milk-pail a  
 compound noun? Why? *Ans.* Milk-pail is a compound  
 noun because it is composed of two words, milk and pail,  
 and it is descriptive of its subject. Can you form other  
 compounds with the word pail? With the word milk?  
 Is the word rocking-chair a compound noun? Why?  
 Can you form other compounds with the word chair? Is  
 the word sea-water a compound noun? Why? Can you  
 form any other compounds with the word water? With  
 the word sea? Is the word horse-cart a compound noun?  
 Why? Can you form other compound nouns with the  
 word horse? With the word cart?

Analyze, that is, separate into their compo-  
 nent parts, the following compound nouns;  
 and then form other compound nouns of their  
 several parts:—

Farm-house; bread-stuff; book-case; hand-sled; head-  
 ache; penny-weight; watch-word; mouth-piece; lime-  
 stone; school-boy; Lockport; Rockland; Valley Forge;  
 Newtown; Springvale.

(b) An *abstract* noun is the name of a qual-  
 ity distinct from its substance: as, extension,  
 increase, greatness, whiteness; or it is the  
 name of a generalization, and is the opposite  
 of the concrete: as, membership, for members.

(c) Many adjectives become *descriptive*  
 nouns and at the same time abstract nouns

(d) *Verbal* nouns are those derived from  
 or constituting parts of a verb, retaining the  
 verbal form, or in part the verbal character:  
 as, (1) To speak is to act. Here *to speak*  
 and *to act* are both verbs in the Infinitive  
 Mood, yet are used as nouns. (2) Lying is  
 speaking, or acting, with the intention to de-  
 ceive. Here the three participles, *lying*, *speak-*  
*ing*, and *acting*, are verbal nouns.

(e) *Massive* nouns. The peculiarity of mas-  
 sive nouns is, that they have no number, but  
 relate to the substance or material. (See Art.  
 33.)

(f) *Collective* nouns. The peculiarity of  
 collective nouns is, that they may have either  
 number. (See Art. 38.)

ART. 13. (g) Some nouns have correspond-  
 ing *diminutives*; that is, they have forms indi-  
 cating smaller subjects of the same kind, and  
 often the young of the same kind of animals:  
 thus, goose, gosling; eagle, eaglets; animal,  
 animalcule; young, youngling; stream, stream-  
 let; hill, hillock; circle, circlet; flower, flowret;  
 village, hamlet; and perhaps ball, bullet; cata-  
 ract, cascade.

Though diminution is generally expressed  
 by *little*, or *small*, yet a distinction of form  
 in the noun is evidently agreeable to the genius  
 of the language: thus, a lamb, a little lamb,  
 or a lambkin.

What is an abstract noun? Give examples. What of  
 many adjectives? Give examples. What are verbal  
 nouns? Give and explain example (1) (2). What of

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CHAPTER II.

THE PRONOUN.

often has the nature of a relative. (See Art. 91, 7.) *What* is called a compound relative pronoun, because it includes in itself both the antecedent and the relative, and is equivalent to *that which*, or *those which*, *the thing* or *things which*.

several antecedents in the following examples:—

It was John who wrote the letter. The house which you see is ours. It was on the day that followed. I know what I said, and what I did.

*Who* is also sometimes used as a compound pronoun, and is equivalent to *the person who*, or *the persons who*: as, I know whom I have believed; here *whom* stands for *him whom*, or *the person whom*.

*Who*, *which*, and *what*, when used in asking questions, are called *interrogatives*, and are said to refer to the subject contained in the answer; and the word denoting this subject is called the *subsequent*, rather than the antecedent: thus, (1) Who was there? *Ans.* John was there; here, *who* is said to refer to the subsequent, *John*. (2) What have you? *Ans.* I have a book; here, *what* is said to refer to *book* as its subsequent.

Example (1). The man is happy who lives virtuously; here are two simple sentences connected by the relative *who*; *who* refers to man, and *man* is called the antecedent of *who*. (2) The construction would be essentially the same, even if the words were differently arranged: thus, the man who lives virtuously is happy; *who* here refers to man for its antecedent, and *man* belongs to another sentence, although the parts of this sentence are separated by the sentence, Who lives virtuously.

Interrogatives, however, may be used as adjectives, or hypothetically: as, (1) What book is that? (2) Which way did he go? (3) Who is wise? (See Art. 25.) Here *what* is an interrogative adjective belonging to *book*; *which* is an adjective belonging to *way*; and *who* is used hypothetically.

In like manner analyze the following:  
 (3) That house which you see is my father's.  
 (4) It was the grammar which I desired.  
 (a) To such as are of an honest heart; that is, to persons who are of an honest heart. (5) I know not what I shall do; here, *what* is equivalent to *that which*, or *the thing which*. I know not the thing which I shall do. I know not the thing, is one sentence; Which I shall do, is another sentence; *which*, by referring to

To what are interrogatives said to refer? Explain examples (1), (2). What of their use? Give and explain examples (1), (2), (3).

2. THE PERSONAL PRONOUNS.

ART. 20. The *personal* pronouns are so called because they show in themselves of what person they are. (See Art. 48.) They include all the pronouns except the relative

word for or person or, instead John, I ast word saw him.

word you a pronoun? Why? Is the word they a pronoun? Why? *Ans.* Because it denotes the persons or things without giving their names. Is the word who a pronoun? Why?

Which are the pronouns in the following examples? and why?

I have studied my lessons. Give me your book. We will recite our lessons. Will you hear us? Thou hast thy book with thee. He has not his slate before him. She may go, and her sister may go with her. They have with them all their toys. I know who it is. Who is it? Where is the book which I use? Which is it? I know what I shall do. What is it? It is I that spoke. Shall I do it myself? Do this work thyself. I use my own book.

CLASSES OF PRONOUNS.

ART. 16. There are two classes of pronouns, the *relative* pronouns, and the *personal* pronouns.

1. THE RELATIVE PRONOUNS.

ART. 17. A *relative* pronoun is a word which refers to the subject of a noun or pronoun in a preceding sentence, so as to connect the two sentences without any other connective word: as, (1) I saw the man who spoke;

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and of whom we declare, He is happy. (2) Who is there? here *who* is equivalent to *what person*, and though it assumes the existence of a real person, it designates none. Pronouns are often thus used hypothetically.

How are pronouns often used? Explain. Give and explain examples (1), (2).

Which of the pronouns in the following examples are used hypothetically?

He that hateth suretyship is sure. Who is a wise man? They who seek wisdom shall find it. Whosoever will, let him come. I know whom I have chosen. They who seek me early shall find me. I know what I said. For who goes up your winding stairs will ne'er go down again.

THE PROPERTIES OF NOUNS AND PRONOUNS.

ART. 26. Nouns and pronouns have *number, gender, person, and case*.

§ 1. *Number.*

ART. 27. *Number* relates to the question whether one, or more than one, is meant. There are two numbers, the *singular* and the *plural*.

(1) Those nouns and pronouns are of the singular number which indicate that *but one* person, place, or thing is meant: as, *a man, a town, an animal, the iron*.

(2) Those nouns and pronouns are of the plural number which indicate that *more than*

THE PRONOUN.

word our of the plural number? Why? Is the word ours? us? ye? you? yours? they? their? theirs? them?

ART. 29. Is the word man of the singular number? Why? Of what number is the word men? Why? Woman? why? Women? why? Child? why? Children? why? Boy? why? Girl? box? houses? trees? books?

ART. 30. What is the plural of the word man? woman? child? boy? girl? box? house? tree? stone? dog? ox? church? mouse? clock? inkstand? chair?

What is the singular number of boys? girls? children? boxes? foxes? oxen? houses? trees? dogs? stones? windows? glasses?

ART. 31. (1) The plural number of nouns is generally formed by adding *s* to the singular: as, singular, boy; plural, boys; so, house, houses; hoe, hoes; cuff, cuffs.

(2) If the singular ends with *x*, *ch* soft, *sh*, or *ss*, we add *es* to form the plural: as, box, boxes; church, churches; lash, lashes; kindness, kindnesses; and to some words which end with *o* we add *es*; as, echo, echoes; but not to all; as, folio, folios.

What is the general rule for forming the plural of nouns? Give examples. When do we add *es*? Give an example of each. What of words ending with *o*? Give examples of each.

How is formed the plural of boy? house? hoe? ball? dog? horse? clock? monarch? box? gulch? sash? kiss? hero? echo? folio? key? cuff?

(3) If the noun in the singular ends with *y*, without a vowel (*a, e, i, o, u*) before the *y*, the *y* is changed in the plural into *ies*: as, fly, flies; beauty, beauties; but if the *y* has a vowel before it, the general rule of adding *s* to

Nouns ending in double *f* (*ff*) have generally the regular plural by adding *s*. But staff formerly had for its plural, staves. (Art. 63: Ex. 15, 16, 17.)

(5) There are nouns whose plural is formed irregularly: as, man, men; woman, women; goose, geese; foot, feet; mouse, mice; die, dice or dies; penny, pence or pennies; cupful, cupfuls; court-martial, courts-martial.

If the singular ends with *y*, how is the plural formed? Give examples. With a vowel before the *y*, how? Give examples. If the singular ends with *f* or *fe*, how? Examples. What exceptions? Are there nouns whose plural is formed irregularly? What is the plural of man? woman? goose? foot? mouse? die? penny? cupful? court-martial?

ART. 32. In the following examples tell the number of each noun and pronoun, and how the plural of the nouns is formed:—

I love my father. Your book has lost its cover. Give me her bonnet. We will obey our teacher. Come with us, Susan. How do you do, Jane? Thou art a happy boy. Thy cheeks are red. I love thee. Are these apples thine? We can make ourselves happy by doing good to others. Did you see that mouse? How many feet has a dog? Geese are webfooted. He was tried by a court-martial. Here comes the instructress. What is a church? The tree is ash.

ART. 33. Massive nouns are those which do not refer to number at all, but to the substance, matter, or mass which constitutes their subject, and are of neither number, or neuter in regard to number: as, money, granite, pride,

lesson. town. Each State has its own capital. The town's location is pleasant. Where is Mr. Brown's place of business?  
 Father's boots.  
 Hens'

3. *The Objective Case.*

ART. 55. (a) Objective means *belonging to the object*. A noun or pronoun *may be known* to be in the objective case by its following and depending upon a transitive verb or a preposition; and generally, if it be a pronoun, by the *form* of the pronoun: thus, (1) I saw John; here, *John*, placed after the transitive verb *saw*, is in the objective case. (2) I saw him; here *him* placed after *saw* is in the objective case; but (3) *him* shows by its *form* also that it is in the objective case, for by its form it is distinct from he and his. (4) They go to school; here *school* is in the objective, placed after the preposition *to*.

(b) The noun or pronoun which denotes that in which a state or an action *ends*, or in which the relation denoted by a preposition *is complete*, is in the objective case: as, (1) You need a book; here *book* is in the objective case after *need*, because the state denoted by *need* ends, or is complete, by the word *book*. (2) He sold the house; here *house* is in the objective, because it shows the object in which the action *sold* ends. (3) They are at home; here *home* completes the relation denoted by *at*.

What is the meaning of objective? How may the objective case of a noun be known? And how besides, of a pronoun? Explain examples (1), (2), (3), (4). What is in the objective case? Give and explain examples (1),

to be in *apposition* with the preceding, and is in the same case: as, Webster the *statesman*; The River Ohio; I saw Mr. Jones the speaker; I call the good the wise.

When are nouns, pronouns, or phrases in apposition? What of their case? Give examples.

Tell the case of each noun and pronoun in the following examples, and how you know:—

John's book is on his desk. He can read his lesson. I have your pen. Thou art discreet. Give me that slate. This hat is mine.

We'll attend, every one, to his own,  
 And let other folks' business alone.

Prescott, the author of Ferdinand and Isabella, is also author of Philip II.

REVIEW.

What is case? How indicated 1st? 2d? How by the form of the pronoun? How by the form of the noun? (2) How besides by the form? Explain (a). Explain (b). Explain (c). How many and what cases are there? What are of the nominative case? How may it be known? What of titles, &c.? What are of the possessive case? How is the possessive case of nouns generally formed in the singular? In the plural? If the plural does not end with *s*, how is the possessive plural formed? What of some nouns in the singular? What of a double possessive? Does the form of the noun indicate its case? What if there are several words, &c.? What is the rule for the possessive? (e) What of the latter noun? (aa)? (bb)? What is the meaning of *objective*? (a) How may the objective case of a noun or pronoun be known? Explain examples (1), (2), (3), (4).

Define the objective case. (b). Illustrate it by examples (1), (2), (3). What is said of apposition? What of the case of words in apposition?

§ 5. *Declension.*

ART. 56. *Declension* is such an arrangement and variation of words as is adapted to show their *number, gender, person, and case*.

Nouns and pronouns are declined, although in regard to nouns these properties are but partially exhibited by their forms.

The declension of verbs shows their number and person.

*The Declension of Pronouns.*

ART. 57. (a) The relative pronouns *who, which, that, and what*, are imperfectly declined. The declension of *who* shows its cases, but does not show its *gender, number, or person*. *Which, that, and what* are invariable, except that they have the same *possessive* as *who*. They are declined as follows:—

*Singular and Plural are alike.*

<i>Nominative Case,</i>	Who	Which	That	What
<i>Possessive Case,</i>	Whose	Whose	Whose	
<i>Objective Case,</i>	Whom	Which	That	What

The *compounds* of *who, which, and what*, with *so, ever, and soever*, are declined in the same manner, so far as declined at all: as, *whosoever, whosesoever, whomsoever, &c.*

What is declension? What of nouns and pronouns? What of verbs? What of the relatives? Of *who*? Of *which, that, and what*? Decline *who, which, that, what*. What of the compounds of *who, which, and what*? Example.

*The Declension of Personal Pronouns.*

THIRD PERSON.

	THIRD PERSON.			
	Singular.		Plural.	
(3)	Masculine.	Feminine.	Neuter.	Common or Neuter.
Nom. Case,	Himself	Herself	Itself	Themselves
Poss. Case,	His own	Her own	Its own	Their own
Obj. Case,	Himself	Herself	Itself	Themselves

ART. 59. (a) It will be observed that to form the Reflex pronouns, the emphatic pronouns *own* and *self* are affixed to, or placed after, the *possessive* cases of the Simple pronouns, except *him*, *them*, and perhaps *it*, which are in the *objective*.

(b) We often find the forms *ourself* and *yourself* used for the singular, although *our* and *your* are properly plural.

(x) *Your'n*, *her'n*, *his'n*, *their'n*, though contractions of *your own*, *her own*, *his own*, *their own*, are considered low and improper.

(c) *Nouns* are also rendered emphatic by *own* and *self*: as, the boy's own book; the man's self. Nouns and pronouns sometimes have both *own* and *self*: as, his own self, the man's own self; thus, *self* is used as a noun. *Self* is also used to give emphasis to an adjective: as, the self-same day.

Decline the Reflex pronouns in the first person. In the second person. In the third person masculine, feminine, and neuter. Which person has a distinction of gender? How are the Reflex pronouns formed? What do we often find? What is said of *your'n*, *her'n*, &c.? How are *nouns* made emphatic? Give examples. What of the use of both emphatic pronouns? For what else is *self* used? Give example.

(a) Proper nouns in the Singular.

Nom.	(1) George	(2) George Washington	(3) Boston.
Poss.	George's	George Washington's	Boston's
Obj.	George	George Washington	Boston

(b) Proper nouns in the Plural.

Nom.	(1) The Mills	(2) The Andes
Poss.	The Mills' (Village)	The Andes' (sides)
Obj.	The Mills	The Andes.

Nom.	The United States
Poss.	The United States' (troops)
Obj.	The United States

What is said of the declension of nouns? Of their nominative and objective? Their person? Of the number of a proper noun? Decline the three examples of proper nouns in the *singular*. Decline the three examples of proper nouns in the *plural*.

The Declension of Common Nouns.

ART. 62. (a) Common nouns which have but one numeral form, both for the singular and the plural, and those which have but *one number in their meaning*, are declined like proper nouns; as follows:—

(x) Nouns with only the Singular form.

Nom.	(1) Deer	(2) People	(3) Moose
Poss.	Deer's	People's	Moose's
Obj.	Deer	People	Moose

(y) Nouns with only the Plural form.

Nom.	(4) Bellows	(5) Tongs	(6) Means
Poss.	Bellows'	Tongs'	Means'
Obj.	Bellows	Tongs	Means

Like *deer*, decline also sheep, swine, cattle, wheat, sloth, pride, whiteness, wisdom, iron, vinegar, and all massive nouns, and nouns and pronouns of only the forms of the singular number. In regard to the pronouns *who*, *which*, and *what*, and their compounds, see Art. 57.

Like *bellows*, decline also scissors, lights, (meaning the

Sing.

Plural.

Nom.	(11) Shepherdess	Shepherdesses
Poss.	Shepherdess's	Shepherdesses'
Obj.	Shepherdess	Shepherdesses

Like *boy*, decline most words: as, tree, flower, apple, hour, garden, rainbow, valley, key, pie, virtue, ornament, ewe, eye, moon, science, octavo, hoe, woe, (and sometimes) water, iron, lung.

Like *fox*, decline also church, ditch, kiss, sash, box, glass, &c.

Like *beauty*, decline also fly, fancy, tory, jury, lady, story, copy, &c.

Like *shepherdess*, decline words ending with *ss*: as, witness, righteousness, goodness.

ART. 63. In general, the possessive singular and the possessive plural are pronounced alike; that is, they have the same sounds: as, boy's, boys'; fox's, foxes'; beauty's, beauties'.

There are, however, exceptions to this rule; as, (1) In the word *house*, the sharp sound of *s* is changed in the plural to the sound of *z*, and this makes a different sound in the possessive: as, house's, houses', pronounced houzes'.

(2) Some words ending with *th* change the sharp *th* into the flat *rh*; as in the word *truth*: Possessive singular, truth's; Possessive plural, truths'. So also the sound of *th* is changed in the plural of bath, hearth, sheath, path, lath, moth. But not in the words youth, length, breadth, depth, heath, girth, broth, zenith, plinth. (3) Except also all words which do not form their plurals regularly, that is, by adding *s* or *es*: as, man's, men's; foot's, feet's; mouse's, mice's, &c. (4) Except some words ending with *f* or *fe*: as, wife's, wives'; elf's, elves'; wolf's, wolves'; self's, selves'. But not

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THE PRONOUN.

*Plural.* other words are declined like deer? What like bellows? TRUTHS What is said of most common nouns? Decline boy in TRUTHS both numbers. Decline fox. What others are declined like fox? Decline beauty. How is the plural of beauty formed? *Ans.* By changing *y* into *ies*. By what rule? (*Art. 31, 3.*) What other words are declined like beauty? *Plural.* Decline shepherdess. What others are declined Wives like shepherdess? Decline die. What is generally true Wives of the sounds of the possessive singular and the possessive Wives plural? (*Art. 63.*) Give the examples. What is the first exception mentioned? and explain it. Decline *house*. *Plural.* What is the second exception? Explain. Decline *truth*. Staves What other words have the same change in the plural? Staves Do all words ending with *th* have the same change? What Staves words do not? Decline *youth*. What is the third exception? *Plural.* Decline *wife*. Decline *wolf*. Decline, regularly, Geese *strife*, and *cough*. What of words ending with *ff*? What Geese's apparent exception? Decline *staff*. Decline *stave*. Geese Decline *muff* (*reg.*) Decline *goose*. Decline *ox*. Decline *Plural.* *hero*. Decline *heroine*. Decline *brother*. Decline *cup- Heroes* *full*. Decline *court-martial*. Decline, with the emphatic Heroes pronouns, *George*; *The Four Corners*; *The Boy*. Decline also, by the examples already given, man, woman, foot, echo, folio, pailful, spoonful, brother-in-law, cousin-german, *Plural.* knife, elf, dozen, unit, gross, quire, octavo. bers, brethren's, brethren's, brethren's, brethren's

GENERAL REVIEW OF NOUNS AND PRONOUNS.

*Plural.* *ART. 65. (1) Nouns.* What is a noun? What are the two general divisions of nouns? What is a proper noun? Are there any proper nouns in the plural number? Has any proper noun both numbers? Has any proper noun a signification in itself? What proper nouns require the Article (the) before them. *Ans.* Plurals and significant appellations. Do proper nouns generally require or do they generally reject, the descriptive idea? *Ans.* They generally reject it. What is meant by the subject of a noun? *Ans.* That of which the noun is the name. What is a *common* noun? Can you mention any classes of common nouns? What is a compound noun? What is an abstract noun? What is a collective noun?

THE PRONOUN.

Properties of Nouns and Pronouns.

*ART. 66.* What four properties have nouns and pronouns? To what does Number relate? How many and what numbers have nouns and pronouns? What nouns and pronouns are of the singular number? Give examples. What nouns and pronouns are of the plural number? Give examples. Are any nouns and pronouns common in regard to number? Give examples. Are there any nouns whose meaning does not allow the distinction of number? Give examples. What apparent exception? What are common in regard to number? Give examples (*35*). Mention some nouns which have the form of the plural and yet the meaning of the singular (*36 qu.*). Others which have the form of the singular and the meaning of the plural (*37*). What is a collective noun? Give examples.

What is the *general rule* for the formation of the plural number of nouns? (*31*) Give examples. When do we add *es*? Give examples. How if the singular ends with *y*? Give examples. How if the singular ends with *f* or *fe*? Give examples. How do nouns ending with *ff* form their plural? Mention nouns whose plurals are formed *irregularly*. How are formed the plural of man? woman? goose? foot? mouse? die? penny? cupful? court-martial? brother-in-law?

(2) What is *gender*? How many and what genders are there? What nouns and pronouns are of the masculine gender? Give examples. What are of the feminine gender? Give examples. What are of either gender or common in regard to gender? Give examples. What are of neither gender or neuter in regard to gender? Give examples.

(3) What is *person*? How many and what persons have nouns and pronouns? What do words of the first person denote? Give examples. What do words of the second person denote? Give examples. What do words of the third person denote? Give examples. Of what person are words which denote the speaker? Of what person are words which denote the one addressed? Of

and what cases have nouns and pronouns? What do words in the nominative case denote? How may the nominative case of a noun or pronoun be known? Give examples. What of titles and terms of address? What of exclamations? What do words in the possessive case denote? Give examples. How is the possessive case of nouns generally formed in the singular? Give examples. How in the plural? Give examples. What exceptions in the plural? What of some nouns in the singular? If the name include several words, &c. what? What is the *rule* for the possessive? (*Art. 54, e, aa, bb.*) What case of nouns has generally the same sounds in both numbers? What is the meaning of *objective*? What do words in the objective case denote? Do nouns have different forms for the nominative and objective cases? How then can we know their case? (*Arts. 53 and 55.*) Do pronouns generally indicate their case by their form? What two ways then have we for determining the *case* of pronouns? (*Art. 51.*)

*ART. 67.* In the following examples, of each noun and each pronoun, tell its kind, its number, its gender, its person, its case, and the reasons or rules for each:—

Washington was the father of his country. A rainbow appeared upon the dark cloud. A word fitly spoken how good is it? The hand of the diligent maketh rich. A good name is better than wealth. What is a ringlet? For who goes up your winding stairs will not come down again. I was there myself. The book is your own. She can choose for herself. Thy own friend and thy father's friend forsake not. Leaves have their time to fall. We speak for ourself. Gentleness will win, but pride repels. I, Wisdom, dwell with prudence. Mother! Oh what a name! Is your father at home? This house is J. E. Smith, Esqr's. I know not what others may think. Every one must act for himself or for herself. He was a member of the United States' senate. The jury were detained four hours hearing the witnesses' testimony. To what

ER IX.

exception in regard to the subject? What besides the simple subject and predicate? How many and what kinds of sentences are there? What is a Simple sentence? Give examples. In the example, *John is happy*, which is the subject? Which is the predicate? In the example, *The boys write*, which is the subject, and which the predicate? What one word contains the copulate and the attributive elements of the predicate? In the example, *The letter has been written*, how many and what words contain the copulative and the attributive? Give the examples of simple sentences in which the simple subject and simple predicate are limited, and show by what words.

ART. 236. A *compound sentence* consists of one or more simple sentences, connected by one or more connective words: as,

(1) John and Charles write; this is a compound sentence, for it has two subjects and two predicates; though but one predicate is expressed, yet another may be supplied after the other subject: thus, *John writes* and *Charles writes*; supplying the verb requires the change of the plural into a singular verb.

(2) John reads and writes; this, too, is a compound sentence; though there is but one subject, yet this subject is *implied* before each predicate: thus, *John reads* and *John writes*.

What is a compound sentence? Give and explain the 1st example. Give and explain the 2d example.

ART. 237. When either the subject or the predicate is limited or qualified by another *entire sentence*, the whole is a *complex sentence*: thus, *John, when he was young, learned*, as all in early life should, to improve his precious time; here, *when he was young*, though it is itself a simple sentence, is also a descriptive, and limits or qualifies the subject *John*. So the simple sentence, *as all in early life should*, and the clause, *to improve his precious time*, are adverbial phrases, and limit the verb *learned*; thus making the whole a complex sentence, each simple sentence of which may be analyzed separately.

*John* is the *grammatical*, the simple, the leading subject; and *John, when he was young*, is the *logical*, the complex, the complete subject; *learned* is the *grammatical*, the simple, the leading predicate; and *learned as all in early life should, to improve his precious time*, is the *logical*, the complex, the complete predicate; *as all in early life should*, taken together, is an adverbial phrase, limiting the meaning of *learned*; but if we supply, after the auxiliary *should*, the implied principal verb, thus, as all in early life should *learn*, it becomes itself a simple sentence.

ART. 238. Analyze the following sentences; that is, show each grammatical subject and each logical subject with all its parts; the grammatical predicate and the logical predicate with all its parts; analyze each distinct part, both of the logical subject and the logical

mood, tense, and conjugation, and whether they are regular, transitive, active, or predicates; show how the sentences and parts of sentences are connected.

ART. 239. How delightful, how useful, how important is language! It makes our friends dearer; it awakens joy and love; it makes the distant seem near; it records the actions of mankind in all ages, and in all countries; it is the repository of science; science, indeed, could not have a name without language. But language is often misused. By it the false deceive, the wicked profane sacred things, and many talk foolishly, or trifle with the feelings, the character, the rights of others. Words, fitly spoken, are like apples of gold in baskets of silver. Tricks, by which the unguarded are betrayed, tend to produce constant and universal distrust. The soldier who executes his captain's orders does no less than the captain himself who gives him the orders. These are what are termed adventures. Her hair is gold, her forehead the Elysian fields, her eyebrows rainbows, her eyes suns, her cheeks roses, her lips coral, her teeth pearls, her neck alabaster, her bosom marble, her hands ivory, her whiteness snow. Words in their primary or immediate signification stand for nothing but the ideas in the mind of him that useth them. A child having taken notice of nothing in the metal which he hears called gold but the bright shining yellow color, he applies the word gold only to his idea of that color, and nothing else; and therefore he calls the same color in any other thing, gold. Another, that hath better observed, adds to shining yellow, great weight; and then the sound *gold*, when he uses it, stands for a complex idea of a shining yellow and a very weighty substance. Another adds to these qualities fusibility; and then the word *gold* signifies to him a body, bright, yellow, fusible, and very heavy. Another adds malleability. Each of these uses equally the word *gold* when he has occasion to express the idea which he has applied to it. But it is evident that each can apply it only to *his own* idea; nor can he use it as a sign of such a complex idea as he has not. —