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For Beginners.

By T. S. PINNEO, M. A., M. D.

TOKYO:

Bookselling Company.

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ECCLECTIC EDUCATIONAL SERIES.

PINNEO'S

PRIMARY

GRAMMAR

OF THE

ENGLISH LANGUAGE,

For Beginners.

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## TO TEACHERS.

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In the preparation of this work, the following objects have been kept in view.

1. We have admitted nothing but the well established principles which govern the use of the English language, carefully avoiding suggestions, general remarks, criticisms, and minute exceptions, which, though often found in works of this kind, only embarrass the learner.

2. We have endeavored to present these in a concise and *simple* manner. While all the fundamental principles which form the basis of our language are explained and amply illustrated, we have made it a leading object to simplify and condense the matter.

3. The subject of Grammar, usually so dry and tedious, we have attempted to invest with *attraction* and *interest*, by Exercises, numerous, simple, varied, and full; by simple and plain definitions; by explaining in a familiar manner all difficult terms; by frequent illustrations; and by repeated reviews. For this purpose, also, the inductive method is adopted, as far as it is applicable to Grammar, and the subject is developed in its natural rather than in its scientific order. It is here taught as the child learns to talk, learning *things* and *names* first, and scientific arrangement afterward.

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4. By the plan here adopted, the art of composition is taught in connection with the science of grammar. The pupil is learning to

put words together into sentences, while he is studying their nature, properties, and relations. Most of the exercises teach the construction of sentences together with parsing.

5. We have endeavored to secure, by a proper arrangement, an easy transition from simple to more difficult topics. Each point is taught thoroughly by question and answer, by illustration and exercises, before advance is permitted to another, and as a new one is taken up, all those which precede it are reviewed, so that the pupil may retain what he has gained, while advancing to new ground.

By these means, we are enabled to include in a *cheap*, yet neat and substantial form, a large amount of instruction on all the important principles of English Grammar.

— A more complete development of the subject, and all that is properly included in English Grammar, will be found in "PINNEO'S ANALYTICAL GRAMMAR," to which, after a thorough study of this book, the pupil is referred for further instruction.

## ENGLISH GRAMMAR.

### SECTION I.

#### THE PARTS OF SPEECH.

THERE are many words in the English language, but there are only a few different *sorts* or *kinds* of words.

**ART. 1.** The several kinds or classes of words are called by the general name of **PARTS OF SPEECH**.

The word *parts* means *divisions*, and *speech* means *language*, so that the expression, *parts of speech*, means *divisions of language*.

**QUESTIONS.**—Are there many words in the English language? Are there many different *sorts* of words? By what general name are the different classes of words called? What does the word *parts* mean? What does *speech* mean? What, then, is meant by *parts of speech*?

Let us now examine these **PARTS OF SPEECH**, or *divisions of language*.

#### I. THE NOUN.

*What does the word noun mean?*

**ART. 2.** The word *noun* means *name*.

In the sentence, 'Henry is playing,' which word is the name of a person? *Answer.* Henry.

In the sentence, 'The boy is running,' which word is the name of a person? *Answer.* Boy.

In the sentence, 'The dog barks,' which word is the name of an animal?

In the sentence, 'I live in Ohio,' which word is the name of a place?

In the sentence, 'The book is mine,' which word is the name of a thing?

In the sentence, 'Truth is lovely,' which word is the name of something we cannot see, but can think of?  
*Answer.* Truth.

Since the word noun means name, what is a noun?

**ART. 3.** A NOUN is the name of anything; as Henry, boy, Ohio, book, truth.

#### EXERCISE 1.

LET THE PUPIL write upon a slate or blackboard as many nouns of the following classes as he can think of.

- Names of persons; (as, Mary, girl, man, &c.)
- Names of animals; (as, cat, dog, horse, &c.)
- Names of places; (as, Ohio, Springfield, New England, &c.)
- Names of rivers and mountains; (as, Wabash, Alps, &c.)
- Names of things which we can see; (as, hat, sun, &c.)
- Names of things we cannot see; (as wisdom, pride, love, &c.)

**NOTE.**—This exercise should be frequently repeated, and carried as far as it can be done without wearying the learner. His store of names should be often exhausted, and his mind excited to find new ones.

#### PARSING.

What is the first thing to be done in parsing?

**ART. 4.** The first thing to be done in parsing is, to tell what *part of speech* a word is.

#### EXERCISE 2.

THE PUPIL should be called upon to point out the nouns in each of the following sentences, and should give his reason for supposing it such. The sentences may be written on a slate or blackboard, and the nouns marked by the letter *N* written over them, or by a line under, or over.

or across them, or in any way the teacher may choose. Or the examples may be read from the book, and the nouns named by the learner. This is the *first step in parsing* the noun.

#### 1. The horse trots.

(Horse is a noun, because it is a name.)

- |                         |                                 |
|-------------------------|---------------------------------|
| 2. William is playing.  | 8. The dog runs fast.           |
| 3. Mary has gone.       | 9. The cow gives milk.          |
| 4. Ann remains here.    | 10. The hens eat corn.          |
| 5. The boy is studying. | 11. A tree has leaves.          |
| 6. The girl is talking. | 12. A house has doors.          |
| 7. The child is sick.   | 13. A cartriage goes on wheels. |

How may a noun be distinguished from the other parts of speech?

**ART. 5.** By its meaning, it being always the name of something; as, apple, man, wisdom.

#### EXERCISE 3.

THE TEACHER should require the pupil to point out the nouns in the following list. He should, also, increase the number of words.

Pen, top, doll, wise, if, and, John, ink, bird, bush, slate, the, is, man, boy, truth, wisdom, knife, city, table, gentle, carriage, inkstand, saddle, river, kindness, great, greatness.

#### EXERCISE 4.

LET THE PUPIL fill each blank in the following sentences with an appropriate noun, giving his reason for supposing it such. These exercises should be written, if possible.

- |                 |                                 |
|-----------------|---------------------------------|
| 1. (Boys) play. | 8. The ( ) trots.               |
| 2. ( ) bark.    | 9. The ( ) blows.               |
| 3. ( ) talk.    | 10. The ( ) creeps.             |
| 4. ( ) sing.    | 11. The ( ) burns.              |
| 5. ( ) grow.    | 12. The ( ) shines.             |
| 6. ( ) swim.    | 13. The ( ) are in the sky.     |
| 7. ( ) gallop.  | 14. The ( ) is in the inkstand. |
- 
- |                              |                               |
|------------------------------|-------------------------------|
| 15. Adam was the first ( ).  | 19. God looks down from ( ).  |
| 16. Ohio is a great ( ).     | 20. Henry went for his ( ).   |
| 17. The Bible is a good ( ). | 21. He has a new ( ).         |
| 18. God made all ( ).        | 22. We have finished our ( ). |



### Proper and Common Nouns.

What does the word *proper* mean?

ART. 6. The word *proper* means *peculiar*, or *suitable*.

What is a *proper noun*?

ART. 7. A *Proper Noun* is a name *peculiar* to an individual; as, *George*, *New York*, *The Ohio*.

(The name *George* is peculiar to some particular person; *New York*, to a particular city; and *Ohio*, to a river or state.)

How do *proper nouns* always commence?

ART. 8. *Proper Nouns* always commence with a *capital letter*.

What does the word *common* mean?

ART. 9. The word *common* means *general*.

What is a *common noun*?

ART. 10. A *Common Noun* is a general name, or a name *common* to many individuals; as, *boy*, *man*, *river*.

(There are many boys in the world, but the name *boy* is common to them all; so there are many men and rivers, but the names *man* and *river* are common to them all.)

When do *proper nouns* become *common nouns*?

ART. 11. *Proper Nouns* become *Common Nouns* when they are used for several persons or things; as, the *Jameses*, the *Johnsons*, *Americans*, *Spaniards*.

### EXERCISE 5.

NOTE.—There is a *proper* and a *common* noun in each of the following examples. Let the pupil parse them.

1. George went over the river.

*George* . . . is a *noun*, because it is a name; *proper*, because it belongs to an individual person.

*River* . . . is a *noun*, because it is a name; *common*, because it is a general name.

- |                                |                                 |
|--------------------------------|---------------------------------|
| 2. Mary went to school.        | 6. The boat is called the Star. |
| 3. Corn grows in Indiana.      | 7. Many men live in Missouri.   |
| 4. There are houses in London. | 8. Iowa is a large state.       |
| 5. Franklin was a wise man.    | 9. Columbus is a neat city.     |

### EXERCISE 6.

LET THE PUPIL parse all the nouns in the following sentences, as far as he has learned how to do it; that is, let him tell which words are nouns, and which are *proper*, and which *common*, and let him always give a reason for his opinion.

1. The field is full of corn.

*Field* . . . is a *noun*, because it is a name; *common*, because it is a general name.

*Corn* . . . is a *noun*, because it is a name; *common*, because it is a general name.

- |   |                                 |
|---|---------------------------------|
| 2. The trees contain apples.                              | 6. Ships sail on the sea.       |
| 3. Good boys love their books.                            | 7. Horses carry heavy loads.    |
| 4. Idle children will not learn.                          | 8. The hawk is a cruel bird.    |
| 5. America contains many cities.                          | 9. In Africa are large deserts. |
| 10. No man can be happy without loving God.               |                                 |
| 11. Ohio contains rivers, and forests, and fields.        |                                 |
| 12. Ann and Thomas have read the Bible through.           |                                 |
| 13. George Washington was President of the United States. |                                 |

(Compound words, like *George Washington* and *United States*, are to be parsed, each, as one word; a *noun*, because a name.)

- |  |
|--|
| 14. Daniel Boone lived in Kentucky.      |
| 15. John Quincy Adams was a learned man. |
| 16. Virtue secures happiness.            |

(*Virtue* and *happiness* are both nouns, because they are names. They are names of things we can think of, and understand, though we can not see them, nor touch them. Some care will be necessary on the part of the teacher, to give the pupil a correct idea of this class of nouns.)

- |                                      |
|--------------------------------------|
| 17. Sin always brings misery.        |
| 18. Children should speak the truth. |

19. A soft answer turns away wrath.

20. Punishment follows crime.

THE TEACHER should increase exercises of the several classes which have been given, until the nature of the noun is clearly understood. The reading lesson of the day will generally furnish examples. Let the pupil, for instance, look over a page, daily, in one of McGuffey's Eclectic Readers, and parse all the words as far as he has learned how; at first, selecting the nouns, and, afterward, the other parts of speech, as he learns them.

### QUESTIONS FOR REVIEW.

What general name is given to the several kinds or classes of words? What does the phrase, *parts of speech*, mean? Which *part of speech* have we examined? What is a noun? Why is it so called? (See Art. 2, page 9.) Will you mention several nouns which are names of persons? Of animals? Of places? Of things which you can see? Of things you can not see, but can think of? What is a proper noun? Why is it so called? (See Art. 6, page 12.) Mention five. How do proper nouns always commence? What is a common noun? Why is it so called? Mention ten. When do proper nouns become common nouns?

## II. THE PRONOUN.

What does the word pronoun mean?

ART. 12. The word *pronoun* means *instead of a noun, or for a noun.*

If, instead of saying, 'Charles is happy, because Charles is good,' we say, 'Charles is happy, because *he* is good,' what word do we use *instead of* the noun Charles? *Answer.* He.

What shall we call *he*?

A pronoun, because it stands *for a noun.*

What is a pronoun?

ART. 13. A PRONOUN is a word that is used instead of a noun; as, 'Charles is happy, because *he* is good.'

If I say of Mary, 'She reads well,' which is the pronoun?

*She* is the pronoun, because it stands for the noun Mary.

If I say of a dog, 'It barks,' which is the pronoun?

*It* is the pronoun, because it is used for the noun dog.

If I say of some children, 'They go to school,' which is the pronoun?

*They* is the pronoun, because it stands for the noun children.

If, in speaking to George, instead of saying, 'George must go,' I say, 'You must go,' which is the pronoun?

*You* is the pronoun, because it is used for the name of the person spoken to.

If you say, 'I will go,' what pronoun do you use instead of your own name? *Answer.* I.

If, in speaking of George and yourself together, you say, 'We will go,' what pronoun do you use instead of your own names? *Answer.* We.

Will you now repeat the pronouns you have learned?

ART. 14. I, We, You, He, She, It, They.

### EXERCISE 7.

LET THE PUPIL parse the nouns and pronouns.

1. Mary's doll can not learn, though she tries to teach it.

*Mary's* . . . is a noun, because it is a name; *proper*, because it is the name of an individual.

*Doll* . . . is a noun, because it is a name; *common*, because it is a general name, (there are many dolls in the world.)

*She* . . . is a pronoun, because it stands for the noun *Mary*.

*It* . . . is a pronoun, because it stands for the noun *doll*.

19. A soft answer turns away wrath.

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If you say, 'I will go,' what pronoun do you use instead of your own name? *Answer.* I.

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*She* . . . is a pronoun, because it stands for the noun *Mary*.

*It* . . . is a pronoun, because it stands for the noun *doll*.

2. John is loved, because he is kind.
3. Susan is in trouble, because she is thoughtless.
4. The lark sings as it mounts in the air.
5. I gave you the book for Ellen.

(*I*, in the last example, is a *pronoun*, because it stands for the name of the person speaking; *you* is a *pronoun*, because it stands for the name of the person spoken to.)

6. James likes a fine horse, but he dislikes hard work.
7. The children have a bird, and they keep it in a cage.
8. Birds appear sad in a cage: they do not like it; they like the free air.
9. Ann reads well, because she reads so distinctly.
10. William, and James, and I attend school, and we like it<sup>o</sup> very much.

### EXERCISE 8.

LET THE PUPIL fill the blanks with appropriate pronouns, and then parse the nouns and pronouns.

1. If Susan neglects study †, ( *she* ) will be punished.
2. If a boy obeys his parents, (        ) will be rewarded.
3. If children are obedient, (        ) will be happy.
4. James and I can play, when (        ) have recited.
5. A bird sings, because (        ) is happy.
6. Jane and you may go when (        ) are ready.
7. When men are industrious (        ) will prosper.

### QUESTIONS FOR REVIEW.

What parts of speech have you now learned? What does the word *noun* mean? What is a noun? Mention ten nouns. What does the word *proper* mean? What is a proper noun? Mention four proper nouns. How does a proper noun always commence? What does the word *common* mean? What is a common noun? Mention ten common nouns. When does a proper noun become a common noun? What does the word *pronoun* mean? What is a pronoun? Name the pronouns you have learned.

\* *It* stands for the noun *school*.

† *Study* is a noun.

### III. THE ADJECTIVE.

In the phrases, 'A sweet apple,' 'A sour apple,' what words *qualify* the noun *apple*, by *adding* the idea of its taste? *Answer.* The words *sweet* and *sour*.

In the phrases, 'A large apple,' 'A small apple,' what words *qualify* the noun *apple*, by *adding* the idea of its size?

In the phrases, 'A white apple,' 'A red apple,' 'A yellow apple,' what words *qualify* the meaning of the word *apple*, by *adding* the idea of its color?

In the phrases, 'All men,' 'Some men,' 'Few men,' 'Two men,' what words *qualify* the noun *men*, or vary its meaning, by *adding* the idea of number? *Answer.* *All, some, few, and two.*

*What does the word adjective mean?*

ART. 15. The word *adjective* means, *that can add to.*\*

*What shall we call such words as sweet, sour, large, white, all, some, two, &c.*

ART. 16. *Adjectives*, because they *add* something to the meaning of the particular noun with which they are used, and thus *qualify* or *describe* it.

*What, then, is an adjective?*

ART. 17. AN ADJECTIVE is a word that is used to *qualify* a noun or pronoun; as, a *small* apple, a *large* man, *two* trees, he is *good*.

\* The formation and real meaning of the word *adjectives* have generally been overlooked. It is from *adjectivus*, a real Latin word, though not classical, which is derived from *adjectus*. The corresponding English word is *adjective*, from *adject*. The termination *ive* gives an *active* signification, as may be seen in the following and numerous other examples: *active, that can act*; *native, that can move*; *suggestive, that can suggest*; and, in accordance with uniform analogy, *adjective, that can add to, and not that may be added to*, as is, almost without exception, stated by grammarians. For further remarks on this subject, see the author's Analytical Grammar.

What do you understand by the word *quality*, as used in this definition?

ART. 18. It signifies to *vary the meaning*, to *limit*, or *extend*.

### EXERCISE 9.

LET THE PUPIL parse the nouns and adjectives.

#### I. Great men.

*Great* . is an *adjective*, because it qualifies the noun *men*.

*Men* . . is a *noun*, because it is a name; *common*, because it is a general name.

- |                   |                                |
|-------------------|--------------------------------|
| 2. Bad men.       | 13. Peaches are ripe.          |
| 3. Good men.      | 14. Sweet grapes.              |
| 4. Strong horses. | 15. Grapes are sweet.          |
| 5. Weak horses.   | 16. Many boys.                 |
| 6. Tall trees.    | 17. No pears.                  |
| 7. Short sticks.  | 18. Some pears.                |
| 8. This book.     | 19. God is good.               |
| 9. That book.     | 20. Winters are cold.          |
| 10. Two knives.   | 21. Summers are warm.          |
| 11. Three knives. | 22. In winter, days are short. |
| 12. Ripe peaches. | 23. Days in summer are long.   |

How may adjectives be distinguished from other parts of speech?

ART. 19. By their *qualifying* a noun; as, a *wise man*, *some trees*, *true stories*.

### EXERCISE 10.

LET THE PUPIL point out the nouns, pronouns, and adjectives, in the following list.

Wise, great, ripe, river, ice, or, and, tub, grass, bad, high, low, I, we, bush, eat, apple, red, sweet, sun, moon, night, morning, die, line, strong, he, she, cup, glass, humble, proud, truth, beauty.

### EXERCISE 11.

LET THE PUPIL fill the blanks with appropriate adjectives, and parse the nouns and adjectives.

- |                              |                 |
|------------------------------|-----------------|
| 1. ( <i>Large</i> ) gardens. | 7. ( ) grapes.  |
| 2. ( ) men.                  | 8. ( ) houses.  |
| 3. ( ) children.             | 9. ( ) horses.  |
| 4. ( ) girls.                | 10. ( ) ships.  |
| 5. ( ) boys.                 | 11. ( ) books.  |
| 6. ( ) trees.                | 12. ( ) apples. |
13. Boys are (*thoughtless*). 16. God is always ( ).  
 14. Grapes are ( ). 17. Leaves in spring are ( ).  
 15. Oranges are ( ). 18. Nights in summer are ( ).

### EXERCISE 12.

LET THE PUPIL write as many appropriate adjectives as he can think of, in connection with each of the following nouns.

Men, (*good men, bad men, large men, small men, white men, black men, ignorant men, learned men, tall men, short men, two men, some men, all men, &c.*), horses, gardens, trees, houses, fruit, books, dog, (*a white dog, a large dog, &c.*) cow, apple, room, paper, orange, boy, girl, lake, ocean, child.

NOTE.—The teacher should add to the list indefinitely.

### EXERCISE 13.

LET THE PUPIL write as many appropriate nouns as he can think of, in connection with each of the following adjectives.

Good, (*good men, good houses, good children, good horses, good boys, good girls, good trees, good gardens, &c.*) bad, large, small, high, low, great, little, fine, coarse, bright, long, short, tall, white, black, red, green, poor, rich.

NOTE.—The teacher should increase the number as far as he sees proper.

*An, A, and The.*

In the phrase '*An apple*,' which is the adjective?

ART. 20. *An* is the *Adjective*, because it qualifies the noun *apple*, by limiting its application to *one apple*.

From what is the word *an* derived?

ART. 21. *An* is derived from the old word *one* (the same as *one*), by omitting the *e*, and it is, sometimes, still further changed to *A*.

In the phrase, 'The man,' which is the adjective?

ART. 22. *The* is the adjective, because it qualifies the noun *man*, by limiting its application to some particular man.

From what is the word *the* derived?

ART. 23. *The* is derived from the word *that*. *The man* means very nearly the same as *that man*.

What other name is given to the adjectives *An*, or *A*, and *The*?

ART. 24. The adjectives *An*, or *A*, and *the*, are also called *Articles*.\*

When is *An* used, and when *A*?

ART. 25. When *An*, or *A* is the proper adjective to use, if the following word commences with the sound of either of the vowels *a*, *e*, *i*, *o*, *u*, or of the diphthongs *ou* or *oi*, *An* is used; as, *an apple*, *an egg*, *an hour*, &c.; if not, *A* is used; as, *a man*, *a house*, &c.

#### EXERCISE 14.

LET THE PUPIL parse the nouns and adjectives.

##### 1. A man.

*A* . . . is an adjective, because it qualifies the noun *man*.  
*Man* . . . is a noun, because it is a name; common, because it is a general name.

\* From the Latin word, *articulus*, a little member. They are, however, in all respects adjectives, and are, therefore, classed with them.

- |               |                  |                         |
|---------------|------------------|-------------------------|
| 2. A ball.    | 7. The boat.     | 12. A red apple.        |
| 3. An egg.    | 8. A house.      | 13. An old horse.       |
| 4. The horse. | 9. The battle.   | 14. The small inkstand. |
| 5. An apple.  | 10. A large owl. | 15. A tame animal.      |
| 6. An hour.   | 11. A small egg. | 16. The wild animals.   |

#### EXERCISE 15.

LET THE PUPIL fill all the blanks with adjectives called articles, and parse all the words.

- |                |               |                      |
|----------------|---------------|----------------------|
| 1. (A ) house. | 6. ( ) owl.   | 11. ( ) old hat.     |
| 2. ( ) man.    | 7. ( ) hour.  | 12. ( ) new hat.     |
| 3. ( ) egg.    | 8. ( ) cart.  | 13. ( ) empty house. |
| 4. ( ) apple.  | 9. ( ) ear.   | 14. ( ) full bag.    |
| 5. ( ) dog.    | 10. ( ) bowl. | 15. ( ) great fool.  |

#### EXERCISE 16.

LET THE PUPIL correct the following phrases.

##### 1. An man.

*An man* should be *A man*, because *A* is used instead of *An* before all sounds except the vowel sounds. (See Art. 25, page 20.)

- |             |               |                 |
|-------------|---------------|-----------------|
| 2. An book. | 7. An slate.  | 12. An pear.    |
| 3. A egg.   | 8. A owl.     | 13. An house.   |
| 4. A apple. | 9. An harp.   | 14. A inkstand. |
| 5. A hour.  | 10. A art.    | 15. A arbor.    |
| 6. An desk. | 11. An skate. | 16. An serpent. |

#### EXERCISE 17.

LET THE PUPIL parse the nouns, pronouns, and adjectives.

##### 1. Mary is a generous and amiable girl.

- Mary* . . . is a noun, because it is a name; proper, because it belongs to an individual.  
*A* . . . . is an adjective, because it qualifies the noun *girl*.  
*Generous* . . . is an adjective, because it qualifies the noun *girl*.  
*Amiable* . . . is an adjective, because it qualifies the noun *girl*.  
*Girl* . . . is a noun, because it is a name; common, because it is a general name.

2. Howard was a wise and good man. 6. Ripe, yellow pears.  
 3. Charles is an idle and wicked boy. 7. I have a sharp knife.  
 4. James is industrious and studious. 8. Some men are unwise.  
 5. All<sup>o</sup> men must die. 9. The lamb is white.  
 10. A wise son makes a glad father.  
 11. A kind look gladdens the heavy heart.  
 12. Faithful study<sup>†</sup> makes a wise man.  
 13. In autumn, the fruit is ripe and sweet.  
 14. In Asia are great deserts, wild beasts, and bad men.  
 15. In America are rich fields, useful animals, and good men.

### QUESTIONS FOR REVIEW.

What parts of speech have we now examined? Which of them includes names? Which is used instead of the nouns? Which is used to qualify the nouns? What does the word *adjective* mean? Which of the adjectives are also called *articles*? From what is *An*, or *A* derived? When is *An* used, and when *A*? From what is *The* derived? Name ten nouns. Five proper nouns, five common nouns. Name the pronouns which you have learned. Name ten adjectives.

### IV. THE VERB.

In the sentence, 'Henry plays,' which word shows what Henry is *doing*? *Answer.* Plays.

Which word shows what Henry is *doing* in each of the following sentences, 'Henry rides?' 'Henry walks?' 'Henry laughs?'

Will you mention some other words which express what you can do?

In the sentences, 'Henry is here,' 'Henry remains here,' what words express the idea of Henry's *being* here? *Answer.* *Is* and *remains*.

\* *All* is an adjective.

† *Study* is here a noun.

*Such words as plays, rides, talks, is, remains, &c., are called verbs; what, then, is a verb?*

**ART. 26.** A VERB is a word which signifies *action or being*; as, I *ride*, you *walk*, we *remain*.

*What does the word verb mean?*

**ART. 27.** The word *verb* means *word*.

*Why is this part of speech called the word, or verb?*

**ART. 28.** Because it is the *most important word* in the language, as there can be no complete sentence without it.

### EXERCISE 18.

Parse all the words, *always* giving a reason for each step.

#### 1. The horses run.

*The* . . . is an *adjective*, &c.

*Horses* . . . is a *noun*, &c.

*Run* . . . is a *verb*, because it signifies *action*.

2. Dogs bite.

9. The sun sets.

3. Birds fly.

10. The stars shine.

4. Men think.

11. The winds blew.

5. George wept.

12. The ocean roared.

6. Thomas fell.

13. Sarah can sing.

7. Serpents creep.

14. Mary has laughed.

8. Children laugh.

15. Ellen will return.

**NOTE.**—In each of the last three examples there is a verb, consisting of *two words*, *viz.*, *can sing*, *has laughed*, and *will return*. The pupil should be early taught to parse such an *one word*, a *verb*.

*How may a verb be distinguished from other parts of speech?*

**ART. 29.** By its signification of *doing or being*; or by its making sense with a noun or pronoun before it; as, men *eat*, George *rides*, he *sits*, I *am*, &c.

## EXERCISE 19.

LET THE PUPIL point out, among the following words, the *verbs*, *nouns*, *pronouns*, and *adjectives*.

Eat, write, man, child, small, sweet, few, tree, gallop, creep, melt, we, they, runs, boat, sour, blue, white, generous, laughs, slate, write, see, sea, slowly, into, army, courage.

## EXERCISE 20.

LET THE PUPIL fill the blanks with appropriate *verbs*, and parse all the words that have been learned.

- |                              |                 |             |
|------------------------------|-----------------|-------------|
| 1. The dog ( <i>jumps</i> ). | 8. Ann ( )      | Mary.       |
| 2. The men ( )               | 9. Sin ( )      | death.      |
| 3. The fire ( )              | 10. John ( )    | the apple.  |
| 4. The bird ( )              | 11. God ( )     | the world.  |
| 5. The girls ( )             | 12. Cats ( )    | mice.       |
| 6. The boys ( )              | 13. Horses ( )  | hay.        |
| 7. The horse ( )             | 14. William ( ) | the lesson. |
15. George ( ) to the city.      19. The sun ( ) very hot.  
 16. Julia ( ) in the city.      20. The snow ( ) the ground.  
 17. Jane ( ) in the carriage.    21. The stars ( ) in the sky.  
 18. God ( ) the Bible to man.    22. The moon ( ) light by night.

## Transitive and Intransitive Verbs.

What does the word *transitive* mean?

ART. 30. The word *transitive* means, that *can pass over*.

What is a *transitive verb*?

ART. 31. A *Transitive Verb* is one in which the action *passes over* from that which *acts* to something which is *acted upon*; as, 'Thomas *eats* the apple.' (Here the action of *eating* passes over from Thomas to the apple.)

What does the word *intransitive* mean?

ART. 32. The word *intransitive* means, *not transitive*.

What is an *intransitive verb*?

ART. 33. An *Intransitive Verb* is one which represents the action as *not* passing over, but terminating in the actor; as, 'Thomas *walks*,' where the action of *walking* affects none but Thomas, that is, it terminates in him. Or it expresses *being*; as, I *am*.

## EXERCISE 21.

LET THE PUPIL parse the *verbs*, *nouns*, and *adjectives*.

## 1. Cain killed Abel.

*Cain* . . . is a *noun*, because &c.; *proper*, because &c.

*Killed* . . . is a *verb*, because it denotes action; *transitive*, because the action passes over to Abel.

*Abel* . . . is a *noun*, &c., &c.

## 2. Cain fled from God.

*Cain* . . . is a *noun*, &c.

*Fled* . . . is a *verb*, because it denotes action; *intransitive*, because the action does *not* pass over, but terminates with Cain, the actor.

*God* . . . is a *noun*, &c.

- |                              |                               |
|------------------------------|-------------------------------|
| 3. God made the world.       | 8. Beauty will fade.          |
| 4. Men live in the world.    | 9. The child sleeps.          |
| 5. Charles struck James.     | 10. The horse gallops.        |
| 6. The bee makes honey.      | 11. The cow gives milk.       |
| 7. The sea contains animals. | 12. Exercise promotes health. |

## EXERCISE 22.

LET THE PUPIL parse the *nouns*, *pronouns*, *adjectives*, and *verbs*.

## 1. Jane wrote a long letter; she sent it to Mary.

*Jane* . . . is a *noun*, &c.; *proper*, &c.

*Wrote* . . . is a *verb*, &c.; *transitive*, &c.

*A* . . . is an *adjective*, &c.

*Long* . . . is an *adjective*, &c.

*Letter* . . . is a *noun*, &c.; *common*, &c.



*She . . .* is a pronoun, &c.

*Sent . . .* is a verb, &c.; transitive, &c.

*It . . .* is a pronoun, &c.

*Mary . . .* is a noun, &c.; proper, &c.

2. The sun rises in the morning, and it sets in the evening.

3. The industrious man labors in the day, and he rests at night.

4. The day is pleasant, and the air is fresh.

NOTE.—The verbs in the preceding examples are all *intransitive*. *Is*, in the last sentence, is a verb, because it signifies *being*.

5. Reason raises men above the brutes.

6. A good conscience makes a happy man.

7. God loves little children, if they love the truth.

8. Mary is a good girl; she obeys her mother.

9. Beauty often brings great harm to the possessor of it.

10. Robert fell from a ladder, and he died in a short time.

11. Cheerfulness gives much pleasure to the cultivator of it.

### QUESTIONS FOR REVIEW.

What parts of speech have we now examined? What is a noun? Why is it so called? What is a pronoun? Why is it so called? What is an adjective? Why is it so called? Which of the adjectives are sometimes called articles? What is a verb? Why is it so called? What is a transitive verb? What is a proper noun? What is a common noun? How can you tell the noun from other parts of speech? How can you tell the adjective? The verb? Name ten nouns. Name all the pronouns you have learned. Ten adjectives. Ten verbs.

## V. THE ADVERB.

What does the word *adverb* mean?

Ans. 3-4. The word *adverb* means *to a verb*.

In the sentence, 'He talks *wisely*,' what word adds *to the verb* a qualifying idea, or shows *how* he talks? *Answer.* Wisely.

In the sentence, 'He is *very* wise,' what word qualifies the adjective *wise*? *Answer.* Very.

In the sentence, 'He talks *very* wisely,' what word qualifies *wisely*? *Answer.* Very.

What is an *adverb*?

Ans. 35. AN ADVERB is a word which is used to qualify verbs, adjectives, or other adverbs; as, 'He talks *wisely*,' 'He is *very* wise,' 'He acts *very* wisely.'

Why is this part of speech called an *adverb*?

Ans. 36. Because its principal use is, *to add* some idea *to the verb*, thus qualifying its meaning.

Which is the adverb in each of the following sentences: 'He talks foolishly?' 'He talks rapidly?' 'He talks slowly?' 'He talks fast?'

### EXERCISE 33.

Parse the *adverbs, nouns, pronouns, adjectives, and verbs*.

1. He walks slowly.

*He . . .* is a pronoun, &c.

*Walks . . .* is a verb, &c.

*Slowly . . .* is an *adverb*, because it qualifies the verb *walks*.

- |                              |                             |
|------------------------------|-----------------------------|
| 2. Samuel walks rapidly.     | 7. John writes fast.        |
| 3. Harriet rides gracefully. | 8. He went there.           |
| 4. The men worked hard.      | 9. She walked here.         |
| 5. Jane speaks correctly.    | 10. William acted nobly.    |
| 6. Jenny sings sweetly.      | 11. The rain falls heavily. |

12. James is quite well.

*Quite . . .* is an *adverb*, because it qualifies the adjective *well*.

- |                             |                                  |
|-----------------------------|----------------------------------|
| 13. He is very studious.    | 15. She is most benevolent.      |
| 14. He is a truly good man. | 16. They are remarkably correct. |

17. He spoke very mildly.

*Very . . .* is an *adverb*, because it qualifies the adverb *mildly*.

*Mildly . . .* is an *adverb*, because it qualifies the verb *spoke*.

18. He acted most generously. 20. Bad men live very unhappily.  
19. The rain fell very fast. 21. The wind blows quite roughly.

What is the distinction between an adjective and an adverb?

**ART. 37.** An adjective qualifies nouns; an adverb qualifies verbs, adjectives, and other adverbs.

How are many adverbs formed?

**ART. 38.** Many adverbs are formed from adjectives, by adding *ly*; as, 'slow, slowly; rapid, rapidly; swift, swiftly; heavy, heavily.' Thus, a great number of adverbs end in *ly*.

#### EXERCISE 24.

Fill the blanks with appropriate adverbs, and then parse all the words as far as learned.

1. The horse runs (*fast*). 6. He is a ( ) wise man.  
2. The man talks ( ). 7. Glass is ( ) brittle.  
3. The rain falls ( ). 8. The copy is ( ) written.  
4. Peter wept ( ). 9. He is ( ) studious than she.  
5. The bell tolls ( ). 10. She is the ( ) studious of them all.

#### EXERCISE 25.

Parse the nouns, pronouns, adjectives, verbs, and adverbs, giving a full explanation of each step.

1. God made the world, and he carefully preserves it.

*God* . . . is a *noun*, because it is a name; *proper*, because it is the name of a particular Being.

*Made* . . . is a *verb*, because it signifies action; *transitive*, because the action *passes over* from the actor to the thing acted upon.

*The* . . . is an *adjective*, because it qualifies the noun *world*.

*World* . . . is a *noun*, because it is a name; *common*, because it is a general name.

*He* . . . . is a *pronoun*, because it stands for a noun, (*God*).

*Carefully* is an *adverb*, because it qualifies the verb *preserves*.

*Preserves* is a *verb*, because it signifies action; *transitive*, because the action *passes over*.

*It* . . . . is a *pronoun*, because it stands for the noun *world*.

2. Wild animals generally inhabit dark caves.  
3. Sheridan was a truly eloquent man.  
4. Carefully search<sup>o</sup> the Scriptures: they teach the truth.  
5. I expect much pleasure in the interview.<sup>†</sup>  
6. A cheerful mind makes a pleasant countenance.  
7. Cinnamon is the bark of a small tree in Ceylon.  
8. Mary is happy; she is constantly busy.  
9. Beauty soon fades; virtue lives for ever.  
10. We surely gain the esteem of our friends, if we deserve it.  
11. In America, men ride on horses; in Asia, on camels.  
12. The camel lives in the sandy deserts of Asia.

#### VI. THE PREPOSITION.

In the sentences, 'He went to John,' 'He went for John,' 'He went with John,' what little words show the relation between *went* and *John*? *Answer.* *To, for, and with.*

Such words are called prepositions; what, then, is a preposition?

**ART. 39.** A PREPOSITION is a word that is used to show the relation of nouns or pronouns to other words; as, 'He went *with* John,' 'James went *for* him.'

What does the word preposition mean?

<sup>o</sup> Search is here a verb.

<sup>†</sup> Interview is a noun.

ART. 40. The word *preposition* means *placed before*.

*Why is the name preposition given to this part of speech?*

ART. 41. Because it is generally *placed before* the noun or pronoun.

### EXERCISE 30.

Parse all the words.

1. He came to the city.

*He . . .* is a *pronoun*, &c.

*Came . .* is a *verb*, &c.

*To . . . .* is a *preposition*, because it shows the relation between *came* and *city*.

*The . . .* is an *adjective*, &c.

*City . . .* is a *noun*, &c.

- |                              |                                 |
|------------------------------|---------------------------------|
| 2. He came with Jane.        | 8. He went after John.          |
| 3. He came for Jane.         | 9. He went behind John.         |
| 4. He came from Jane.        | 10. He went without John.       |
| 5. He came near Jane.        | 11. He came at night.           |
| 6. He came toward Jane.      | 12. He sat under the window.    |
| 7. He stood before the fire. | 13. He traveled through Europe. |

*Will you give a list of the principal prepositions?*

ART. 42. PREPOSITIONS. About, above, across, after, against, along, amid, among, around, at: before, behind, below, beneath, beside, besides, between, betwixt, beyond, by: concerning: down, during: except, excepting: for, from: in, into, instead of: notwithstanding: of, off, on, over, out of: regarding, respecting, round: since: through, throughout, till, to, touching, toward: under, underneath, unto, until, up, upon: with, within, without.

*But, save, and than* are sometimes prepositions.

*Near, nigh, and like* are by some considered prepositions.

### EXERCISE 37.

Fill the blanks with *prepositions* and *parse*.

- |  |                                  |
|--|----------------------------------|
| 1. He spoke (of) John.                       | 6. The tree is full ( ) leaves.  |
| 2. He spoke ( ) John.                        | 7. The house is built ( ) brick. |
| 3. He spoke ( ) John.                        | 8. The child shivers ( ) cold.   |
| 4. He sent ( ) Henry.                        | 9. The boys slide ( ) the hill.  |
| 5. The dog runs ( ) Ann.                     | 10. The girls study ( ) school.  |
| 11. He went ( ) New York ( ) Cincinnati.     |                                  |
| 12. He sailed ( ) a ship ( ) London.         |                                  |
| 13. He went ( ) Cincinnati ( ) St. Louis.    |                                  |
| 14. He went ( ) a steamboat ( ) his brother. |                                  |

### EXERCISE 38.

LET THE PUPIL *parse* all the words.

- I wrote a long letter to Mary.
- Death comes speedily to all men.
- Samuel ran to the house near the river.
- James is a sensible boy: he is very studious.
- George reads well: he pronounces very correctly.
- We must die<sup>o</sup>: we must go to the world of spirits.
- Ellen sews neatly: she does many things for sister Ann.
- Howard went willingly from a happy home to the loathsome jails of Europe: he loved the poor prisoners.

### QUESTIONS FOR REVIEW.

What parts of speech have you now learned? Which is used for names? What kind of a noun is used for the names of individuals? What for general names? Which part of speech is used instead of the noun? Which is used for qualifying nouns? Which signifies action or being? Which qualifies the verb? Which shows the relation of nouns and pronouns to other words?

## VII. THE CONJUNCTION.

*Will you connect the two sentences, 'You must go,' 'I must go,' so as to make but one sentence?*

'You must go *and* I must go,' or 'You *and* I must go.'

Which word joins them? *Answer.* *And.*

\* *Must die* and *must go* are verbs. (See Note, Exercise 18, page 29.)

Will you unite the two sentences, 'The girls came,'  
'The boys staid away?'

'The girls came, *but* the boys staid away.'

Which is the connecting word? *Answer.* But.

What does the word conjunction mean?

ART. 43. The word *conjunction* means a  
*connecting or joining together.*

What are such words as *and* and *but* called?

Conjunctions.

What is a conjunction?

ART. 44. A CONJUNCTION is a word that is  
used to connect words or sentences; as, 'He *and*  
I must go,' 'George is tall, *but* William is taller.'

Will you give a list of the principal conjunctions?

ART. 45. CONJUNCTIONS. *And*, *although*, *also*, *as*;  
*because*, *both*, *but*; *either*, *except*; *for*; *if*; *lest*;  
*neither*, *nor*, *notwithstanding*; *or*, *provided*; *since*, *so*,  
*still*; *than*, *that*, *then*, *therefore*, *though*; *unless*;  
*wherefore*, *whether*; *yet*.

#### EXERCISE 30.

Parse all the words.

##### 1. Mary and William study.

*Mary* . . . is a *noun*, &c.

*William* . . . is a *noun*, &c.

*And* . . . is a *conjunction*, because it connects *Mary*  
and *William*.

*Study* . . . is a *verb*, &c.

2. I will go, if you will remain.

3. George studies, but Ellen plays.

4. Mary and Eliza sing very well.

5. The bird sings, though it is in a cage.

6. Susan suffers, yet she complains not.\*

\* *Not* is an *adverb*.

7. Thomas is frightened, because he is in a dark room.
8. Avoid wicked men, lest they lead you into evil habits.

#### EXERCISE 30.

Fill the blanks with *conjunctions* and *parse*.

1. Harriet has gone home, ( *but* ) Ann must wait.
2. The pupils love their teacher, (     ) he is kind.
3. Ellen is a better scholar (     ) Mary.
4. Be not a sluggard, (     ) you suffer want.
5. We shall all perish, (     ) we repent.
6. You should study, (     ) you may learn.
7. Good men love truth (     ) honesty.

#### EXERCISE 31.

LET THE PUPIL *parse* all the words.

1. The Bible teaches man's duty and the way to Heaven.
2. Butterflies are pretty things, prettier than you or I.
3. Mary had a little lamb, and the fleece was very white.
4. God loves the good and gentle child:
5. He looks from Heaven, and keeps off<sup>o</sup> all harm.
6. The man is truly wise, but seldom speaks.
7. Thompson, the author of the Seasons, is a good poet.
8. Cheerfulness is a duty, because it promotes happiness.

#### QUESTIONS FOR REVIEW.

What parts of speech have you now learned? What does the word  
*noun* mean? The word *proper*? The word *common*? The word  
*pronoun*? The word *adjective*? (See pages 9, 12, 14, 17.) The word  
*verb*? The word *transitive*? The word *intransitive*? The word  
*adverb*? The word *preposition*? Review the questions on *verbs*,  
*adverbs*, and *prepositions*.

#### VIII. THE INTERJECTION.

In the sentences, 'My child, *alas!* is lost,' 'Oh! that  
they would consider their danger!' which words more  
particularly indicate emotion? *Answer.* *Alas* and *Oh*.

\* *Oh* is here an *adverb*.

Such words are called interjections: what, then, is an interjection?

**ART. 46.** AN INTERJECTION is a word that is used as an exclamation, to express emotion; as, 'O, virtue!' 'Alas, my child!'

What does the word interjection mean?

**ART. 47.** The word *interjection* means something thrown in between.

Why is this part of speech so called?

**ART. 48.** Because it is sometimes thrown in between other parts of the sentence; as, 'My friend, *alas!* is dead.'

Will you give a list of the principal interjections?

**ART. 49.** INTERJECTIONS. Adieu, ah, aha, alack, alas, away: fy: ha, hail, halloo, hem, hey, heyday, hist, ho, hum, hush, hurra, huzza: indeed: lo, lo: O, oh: pshaw: tush.

Are other words ever used as interjections?

**ART. 50.** Other parts of speech are sometimes used as interjections; as the verbs *begone*, *behold*: the noun *mercy*: the adjective *strange*: &c.

### EXERCISE 32.

LET THE PUPIL parse all the words.

#### 1. Alas! poor Yorick!

*Alas* . . is an interjection, because it is an exclamation, and expresses emotion.

*Poor* . . is an adjective, &c.

*Yorick* . is a noun, &c.

2. Hail, happy morn!

3. Ah, how unfortunate!

4. Where<sup>o</sup> are thy<sup>†</sup> beams, oh, sun?

<sup>o</sup> Where is an adverb.

<sup>†</sup> Thy is a pronoun.

5. Hurra for the bonnets of blue!

6. Lo, where the morning dawns!

7. Oh, for a lodge in some vast wilderness!

### QUESTIONS FOR REVIEW.

How many and what are the PARTS OF SPEECH? What is a noun? A proper noun? A common noun? A pronoun? An adjective? A verb? A transitive verb? An intransitive verb? An adverb? A preposition? A conjunction? An interjection? Which of the adjectives are called articles? When is *in* used? When is *it* used? What is the difference between adjectives and adverbs? Will you mention ten nouns? Five proper nouns? Ten common nouns? All the pronouns you have learned? Ten adjectives? Ten verbs? Five adverbs? Five prepositions? Five conjunctions? Five interjections?

### EXERCISE 33.

LET THE PUPIL parse all the words.

1. Sir Humphrey Davy lived in the great city of London.

*Sir Humphrey Davy* . is a noun, &c.; proper, &c.

*Lived* . . . . . is a verb, &c.; intransitive, &c.

*In* . . . . . is a preposition, &c.

*The* . . . . . is an adjective, &c.

*Great* . . . . . is an adjective, &c.

*City* . . . . . is a noun, &c.

*Of* . . . . . is a preposition, &c.

*London* . . . . . is a noun, &c.; proper, &c.

- |  |                                      |
|--|--------------------------------------|
| 2. A stone is heavy.                           | 7. The women gave gold and jewels.   |
| 3. We stayed in Paris.                         | 8. The Apostles preached the gospel. |
| 4. James writes very well.                     | 9. Eliza and Ann are good children.  |
| 5. The men live in Iowa.                       | 10. The parents of George are poor.  |
| 6. Mary reads good books.                      | 11. The lecturer speaks very slowly. |
| 12. Jesus Christ was rich, yet he became poor. |                                      |
| 13. Ellen is happy, because she is good.       |                                      |

14. The Scriptures teach love to God and man.  
 15. Virtue elevates the mind, but vice degrades it.  
 16. Good and wise men make valuable friends.  
 17. An amiable woman secures many friends.  
 18. A wise son hears the instructions of a father.  
 19. Envy and anger cause great pain, and they shorten life.  
 20. All difficulties vanish before diligence and perseverance.
21. Anger rests in the bosom of wicked men.  
 22. He left a poor old father and mother in want.  
 23. Adams delivered an oration on the death of La Fayette.  
 24. In books we find much valuable instruction.  
 25. Susan reads and writes well, and she sings very sweetly.  
 26. A good man dismisses all unkind feelings.  
 27. Death to good men is the gate of Heaven.  
 28. Thomas Jefferson was President of the United States.  
 29. Mary and I have read several very interesting books.  
 30. A hospital is place where sick persons are received.  
 31. The Alleghany and Monongahela rivers form the Ohio.  
 32. A thoughtful mind will find instruction in all things.  
 33. God has shown love to man, though man returns it not.  
 34. We defer repentance to some future time, because we love sin.

REMARK.—Let the pupil remember, that, frequently, a verb is composed of two words, as, *have read, are received, will find, has shown*, in examples 29, 30, 32, 33. (See, also, page 23, Exercises 18, examples 13, 14, 15.) The pupil should notice, also, that the same word, *love*, is a noun in the 33d example, because it is a *name*, and a verb in the 34th, because there it signifies *doing something*. Thus, the same word is often different parts of speech in different sentences, the meaning being always the guide. *Not*, in the 33d example, is an *adverb*.

## SECTION II.

## THE PARTS OF SPEECH,

## THEIR PROPERTIES AND RELATIONS.

WE have examined the several PARTS OF SPEECH, so as to distinguish them from each other. We will now explain their *properties*, and some of their *relations* to each other.

*How many and what are the Parts of Speech in the English Language?*

Eight, viz.

- |                   |                      |
|-------------------|----------------------|
| 1. THE NOUN,      | 5. THE ADVERB,       |
| 2. THE PRONOUN,   | 6. THE PREPOSITION,  |
| 3. THE ADJECTIVE, | 7. THE CONJUNCTION,  |
| 4. THE VERB,      | 8. THE INTERJECTION. |

*What is meant by a property of a part of speech?*

ART. 51. That which belongs to it; as, *number and case to nouns; mode and tense to verbs, &c.*

## I. THE NOUN.

## ITS PROPERTIES AND RELATIONS.

What does the word *noun* mean? What is a noun? How many kinds of nouns are there, and what are they? What is a proper noun? What is a common noun? How may a noun be distinguished from other parts of speech? Will you mention ten nouns that are names of persons? Ten, that are names of animals? Ten, names of places? Five, names of rivers, or mountains? Ten, names of things you can not see, but can think of? Ten, names of things that you can eat, or wear?

*What is a collective noun?*

ART. 52. When a common noun denotes a number of persons or things considered as one body, it is called a *collective noun*; as, *nation, assembly, flock.*

*What is a sentence?*

ART. 53. A sentence is a collection of words making complete sense; as, 'Life is short.'

THE TEACHER will observe, that, with the following, (Ex 34), a new class of exercises is introduced. Perhaps, some, who study this book, may be too young to profit by them at first. In such cases, they can be omitted until the subject is reviewed. The sentences should be short, and they should be written out *in full*, and *all the words* should be parsed by the pupil, as far as he has learned how to parse them. The number of sentences under each head can be increased or diminished, at the discretion of the teacher, or the exercise may be divided into several lessons.

#### EXERCISE 34.

LET THE PUPIL write three sentences, containing nouns, under each of the following heads, and let him state what part of speech each word is, giving his reason at every step.

1. The name of some place. (*Cincinnati is a large city. &c.*)
2. The name of some person. (*Franklin is dead.*)
3. The name of something to eat. (*Apples grow on trees.*)
4. The name of something to drink. (*Water, Milk, &c.*)
5. The name of some animal that has wings. (*Robin, Duck.*)
6. The name of some animal that has four legs.
7. The name of something we can only think of. (*Truth, &c.*)

*What properties belong to nouns?*

ART. 54. *Person, gender, number, and case.*

#### PERSON.

*What is person as applied to nouns?*

ART. 55. *Person* is the distinction of nouns as to the person *speaking, spoken to, or spoken of.*

*How many and what persons do nouns have?*

ART. 56. Nouns have three persons, called the *first, second, and third.*

*When is a noun in the first person?*

ART. 57. A noun is in the first person when it denotes the person *speaking*; as, 'I, *Alexander, am emperor of Russia.*'

NOTE.—Here, *Alexander* and *emperor* are in the first person, because they denote the person *speaking.*

*When is a noun in the second person?*

ART. 58. A noun is in the second person when it denotes the person *spoken to*; as, 'Thou, *Alexander, art emperor of Russia.*'

NOTE.—Here, *Alexander* and *emperor* are in the second person, because they denote the person *spoken to.*

*When is a noun in the third person?*

ART. 59. A noun is in the third person when it denotes the person or thing *spoken of*; as, '*Alexander was emperor of Russia.*'

NOTE.—Here, *Alexander* and *emperor* are in the third person, because they denote the person *spoken of.*

#### PARSING.

*What is the first step in parsing? (See Art. 4, page 10.)*

*What is the second step in parsing?*

ART. 60. The second step in parsing is, to describe the *properties* of a word; that is, if it is a noun, to give its *person, gender, &c.*; if a verb, its *mode, tense, &c.*

#### EXERCISE 35.

LET THE PUPIL parse all the words, as far as he has learned how, giving a full explanation of each word. In the following and all future examples, he will give the *person* of the noun. This description of the *properties* of a part of speech is the *second step* in parsing.

## 1. I, John, heard a great voice.

*I* . . . . is a *pronoun*, because it stands for the name of the person speaking.

*John* . . . is a *noun*, because it is a name; *proper*, because it is the name of an individual; *first person*, because it is the name of the person speaking.

*Heard* . . is a *verb*, because it signifies action; *transitive*, because the action *passes over*.

*A* . . . . is an *adjective*, because it qualifies a noun.

*Great* . . is an *adjective*, because it qualifies a noun.

*Voice* . . is a *noun*, because it is a name; *third person* because it is spoken of.

- |                              |                                      |
|------------------------------|--------------------------------------|
| 2. Good men love God.        | 6. Fellow-citizens, I appeal to you. |
| 3. Charles, bring the book.  | 7. Wicked men hate the truth.        |
| 4. Charles brought the book. | 8. I, Paul, an apostle of Christ,    |
| 5. George recites very well. | 9. Friends, hear, though you blame.  |

## EXERCISE 36.

Fill the blanks with *nouns*, and parse all the words.

- |                          |                             |
|--------------------------|-----------------------------|
| 1. ( ), shut the door.   | 4. ( ) is queen of England. |
| 2. ( ), bring the knife. | 5. ( ) is a republic.       |
| 3. ( ) went to Iowa.     | 6. We, the ( ) of Ohio,     |

## GENDER.

What does the word *gender* mean?

ART. 61. The word *gender* means *sex*.

What is *gender*, as applied to *nouns*?

ART. 62. *Gender* denotes a distinction with regard to *sex*.

How many and what *genders* have *nouns*?

ART. 63. *Nouns* have *four genders*, viz., *masculine*, *feminine*, *neuter*, and *common*.

What does the word *masculine* mean?

ART. 64. The word *masculine* means *male*.

What *nouns* are of the *masculine gender*?

ART. 65. The names of *males* are of the *masculine gender*; as, a *man*, a *boy*, a *son*.

What does the word *feminine* mean?

ART. 66. The word *feminine* means *female*.

What *nouns* are of the *feminine gender*?

ART. 67. The names of *females* are of the *feminine gender*; as, a *girl*, a *woman*, a *hen*.

What does the word *neuter* mean?

ART. 68. The word *neuter* means *neither*.

What *nouns* are of the *neuter gender*?

ART. 69. *Nouns* which denote neither *male* nor *female* are of the *neuter gender*; as, a *tree*, a *house*, a *brick*.

What *nouns* are of the *common gender*?

ART. 70. *Nouns* which may be applied to either *male* or *female*, or which are *common* to both sexes, are of the *common gender*; as, *parent*, *child*, *bird*.

NOTE.—A *parent* may be either the *father* or the *mother*, and is therefore of the *common gender*; a *child* may be either a *son* or a *daughter*, and is therefore of the *common gender*. If the words *parent*, *child*, &c., are so used as evidently to refer to *males*, they are *masculine*; if they refer to *females*, they are *feminine*.

What are the several methods of distinguishing the *masculine* and *feminine genders*?

ART. 71. There are three methods of distinguishing the *masculine* and *feminine*, viz. 1st. By different words; as, *boy*, *girl*. 2d. By different terminations; as, *Jew*, *Jewess*. 3d. By



different words placed before the noun; as, *man-servant, maid-servant.*

*Will you give some examples of the first method?*

ART. 72. First, by different words; as,

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Boy,	Girl:	Uncle,	Aunt:
Man,	Woman:	Nephew,	Niece:
King,	Queen:	Master,	Mistress:
Lad,	Lass:	Lord,	Lady:
Son,	Daughter:	Sir,	Madam:
Father,	Mother:	Friar,	Nun:
Husband,	Wife:	Gender,	Goose:
Brother,	Sister:	Wizard,	Witch.

*Will you give some examples of the second method?*

ART. 73. Second, by different terminations, or endings; as,

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Jew,	Jewess:	Songster,	Songstress:
Heir,	Heiress:	Emperor,	Empress:
Poet,	Poetess:	Conductor,	Conductress:
Count,	Countess:	Hero,	Heroine:
Abbot,	Abbess:	Sultan,	Sultana:
Actor,	Actress:	Executor,	Executrix.

*Will you give some examples of the third method?*

ART. 74. Third, by different words placed before the noun; as,

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Man-servant,	Maid-servant:	Male child,	Female child:
He-goat,	She-goat:	Cock-sparrow,	Hen-sparrow.

*How are nouns which are the names of neither male nor female sometimes used?*

ART. 75. Nouns which are not names of either male or female are sometimes used in the *masculine* or *feminine*; as, 'The *sun* shines in his strength,' 'The *moon* rises in her beauty.'

*What gender is sometimes used for children and animals?*

ART. 76. The *neuter* gender is sometimes used for children and animals; as, of a child we may say, 'It is sick,' or of a dog, 'It runs fast.'

#### EXERCISE 37.

LET THE PUPIL give the gender of each of the following nouns.

Father, (*Masculine*, because it is the name of a male), parent, (*common*, because it is a name *common* to both male and female), mother, brothers, sister, daughter, cousin, boys, girls, chair, queen, aunts, pear, trees, kings, children, wife, gold, grass, sky, actress, man-servant.

#### EXERCISE 38.

Parse all the words.

1. A mother's brother is an uncle.
2. A father's sister is an aunt.
3. Cowper is a sweet poet.
4. Children learn from parents.
5. Mary was queen of England.
6. In America we have no king.
7. Sheep furnish wool for man.
8. Mrs. Hemans was a poetess.

#### EXERCISE 39.

Fill the blanks and parse.

1. Susan is a studious ( ).
2. George is an idle ( ).
3. Ann and John are good ( ).
4. George shot some ( ).
5. We get wool from ( ).
6. Milk we obtain from ( ).

#### EXERCISE 40.

Parse all the words.

1. Ellen will be a sensible and interesting woman.  
Ellen . . . is a *noun*, because it is a name; *proper*, because it is a particular name; *third person*, because she is *spoken of*; *feminine gender*, because it is the name of a female.  
Will be . . . is a *verb*, because it signifies being.  
A . . . . . is an *adjective*, because it qualifies the noun woman.

*Sensible* . . . is an *adjective*, because it qualifies the noun *woman*.

*And* . . . . is a *conjunction*, because it connects the words, *sensible* and *interesting*.

*Interesting* . . . is an *adjective*, because it qualifies the noun *woman*.

*Woman* . . . is a *noun*, because it is a name; *common*, because it is a general name; *third person*, because it is *spoken of*; *feminine gender*, because it is the name of a female.

2. Robert is a noisy and idle boy.
3. Mary is a kind daughter, and she is a good scholar.
4. Modesty generally indicates some merit.
5. By the waters of Babylon we sat and wept.
6. Dogs sometimes run after sweet little birds.
7. The good man has hope in death.
8. Catharine was empress of Russia.
9. Julius Cesar was the first emperor of Rome.
10. Ships often carry great numbers of men, women, and children.

#### EXERCISE 41.

Write the sentences and parse the words.

1. Form three sentences with nouns in the masculine gender. (Charles loves play.)
2. Three, with nouns in the feminine.
3. Three, with nouns in the neuter.
4. Three, with nouns of the common gender.
5. Form a sentence with the feminine of actor. Of king. Of hero. Of man-servant.
6. The masculine of girl. Of niece. Of sister. Of aunt. Of daughter.

#### NUMBER.

What difference is there between the meaning of the word *boy* and *boys*?

There is a difference as to the *number* of boys denoted; the word *boy* denotes *one* boy, and the word *boys* denotes *more than one*.

What is number as applied to nouns?

ART. 77. Number is a property of the noun by which it denotes *one*, or *more than one*.

How many and what numbers have nouns?

ART. 78. Nouns have *two* numbers, the *singular* and *plural*.

What does the word *singular* mean?

ART. 79. The word *singular* means *single*, or *one*.

What does the *singular number* denote?

ART. 80. The *singular number* denotes but *one*; as, a *tree*, a *chair*, &c.

What does the word *plural* mean?

ART. 81. The word *plural* means *more than one*.

What does the *plural number* denote?

ART. 82. The *plural number* denotes *more than one*; as, *trees*, *chairs*, &c.

How is the *plural of nouns* generally formed?

ART. 83. The plural of nouns is generally formed by adding *s* to the singular; as, *book*, *books*; *tree*, *trees*, &c.

#### EXERCISE 42.

Spell or write the plural of each of the following words.

Fear, cart, whip, top, boot, ship, cake, book, hat, rat, plum, plant, pie, mate, shoe, string, head, cow, horse, dog.

#### EXERCISE 43.

Spell or write the singular of each of the following words.

Beds, dogs, cows, girls, stairs, plums, looks, books, boots, trees, grapes, stones, lines, pans, crusts, tables, horses, pictures, bottles, ladles.

## EXERCISE 44.

Spell or write the singular and plural of each of the following words.

Street, balls, doll, kites, skate, slates, desk, pins, cup, caps, plates, houses, stick, locks, birds, door, apes, fruit, marbles, pencil, planets, candle, flowers, animal, elephants, carriages, road, swamps.

There are some exceptions to the general rule for forming the plural: what is the first?

ART. 84. *First*; nouns ending in *x*, *ch* soft, *sh*, *s*, and *z*, and words ending in *o*, preceded by a consonant, form the plural by adding *es* to the singular; as, box, boxes; church, churches; wish, wishes; kiss, kisses; topaz, topazes; hero, heroes.

NOTE.—The plural in such words is formed regularly, except that *e* is prefixed to *s*, and this is done, in most cases, to make the pronunciation easy; we can not pronounce *boxes*, *churches*, &c., and therefore we make them *boxes*, *churches*, &c.

What is the second exception to the general rule?

ART. 85. *Second*; some nouns ending in *f*, or *fe*, form their plural by changing these letters into *ves*; as, leaf, leaves; wife, wives.

NOTE.—The following are the principal words of this class; calf, half, elf, self, shell, life, wife, knife, leaf, beef, sheaf, thief, loaf, wolf, staff, (*plu.* *staves* or *stuffs*), wharf, (*plu.* *wharves* or *wharfs*). Other nouns in *f* or *fe* form their plural regularly; as, muff, muffs; brief, briefs; &c.

What is the third exception to the general rule?

ART. 86. *Third*; nouns ending in *y*, immediately after a consonant, form the plural by changing the *y* into *ies*; as, fly, flies; sky, skies.

NOTE.—Many nouns ending in *y* formerly ended in *ie*, as, *lady*, *skies*, *ladies*, &c., and their regular plurals would be *ladies*, *skies*, *ladies*, &c. While the spelling of the singular has been changed to *fly*, *sky*, &c., that of the plural has been retained; as, *flies*, *skies*, &c.

If the *y* is preceded by a vowel instead of a consonant, how is the plural formed?

ART. 87. It is then formed regularly; as, day, days; key, keys; delay, delays, &c.

## EXERCISE 45.

Spell or write the plural of the following words.

(See ART. 84, 85, 86, 87.)

Fox, sex, box, inch, coach, peach, bench, fish, dish, loss, moss, distress, volcano, potato.

Calf, half, self, loaf, elf, leaf, beef, wolf, life, wife, knife, shelf, thief, wharf, sheaf, staff.

Muff, cuff, brief, dwarf.

Fly, sky, cry, city, lady, duty, army, glory, entry, story, study, fairy, daisy, berry, cherry, beauty, day, key.

What is the fourth exception to the general rule?

ART. 88. *Fourth*; some nouns form their plurals very irregularly. The following are some of the most important.

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Man,	men:	Mouse,	mice:
Woman,	women:	Louse,	lice:
Ox,	oxen:	Penny,	{ pence:
Child,	children:		{ pennies:
Foot,	feet:	Die,	{ dice:
Goose,	geese:		{ dies:
Pea,	{ peas:	Brother,	{ brethren:
	{ pease:		{ brothers.

How do nouns introduced from other languages sometimes form their plurals?

ART. 89. *Fifth*; nouns introduced from other languages sometimes form their plurals in accordance with the rules of those languages; as, index, indices; focus, foci; stratum, strata; cherub, cherubim; beau, beaux; &c.

Will you mention some other irregularities with regard to number?

**ART. 90.** First; some nouns are the same in both numbers; as, *deer, sheep, swine, &c.*

Second; some nouns are used only in the singular; as, *flour, gold, sloth, industry, idleness, &c.*

Third; some are used only in the plural number; as, *alms, ashes, bellows, scissors, tongs, lungs, snuffers, &c.*

Fourth; letters and figures, when used as nouns, form their plurals by adding an apostrophe (') and the letter *s*; as, 'the *a's*, and *b's*;' 'the *5's* and *10's*.'

#### EXERCISE 46.

Spell or write the singular and plural of each of the following words.

Book, day, dogs, rock, men, chairs, hills, trees, mice, sheep, brooks, deer, knives, skies, room, wife, brick, box, muff, stone, flowers, armies, stove, oxen, miss, heroes, lady, window, children, watches, cherry, study, delay, horses, entry, fancy, apples, animal, savages, idleness.

#### EXERCISE 47.

LET THE PUPIL write correctly the following inaccurate phrases.

Two geeses (two *geese*): some mouses: six foot: a few mans: all the womans: eight cherrys: several knives: ten flys: the oxes: two pennys: three calfs: a few wolfs: the shelfs: many heros: broken tooths: two leafs.

#### EXERCISE 48.

LET THE PUPIL parse all the words.

##### 1. The boys learn.

*The* . . . is an *adjective*, because, &c.

*Boys* . . . is a *noun*, because it is a name; *common*, because it is a general name; *third person*,

because the boys are spoken of; *masculine gender*, because it is the name of a male; *plural number*, because it means more than one, (*sing. boy, plu. boys*).

*Learn* . . . is a *verb*, because, &c.; *intransitive*, &c.

- |                       |                                 |
|-----------------------|---------------------------------|
| 2. The girls read.    | 7. The cat catches mice.        |
| 3. The man died.      | 8. Ashes come from wood.        |
| 4. The chimneys fell. | 9. Industry promotes happiness. |
| 5. He killed a deer.  |                                 |
| 6. Oxen plow.         |                                 |

#### EXERCISE 49.

Fill the blanks with nouns in the singular number, and parse.

- |                          |                               |
|--------------------------|-------------------------------|
| 1. ( ) soon fades.       | 5. The ( ) is full of people. |
| 2. ( ) comes to all men. | 6. The ( ) is full of fishes. |
| 3. ( ) goes to school.   | 7. The ( ) contains trees.    |
| 4. ( ) stays at home.    | 8. A ( ) shelters from cold.  |

Fill the blanks with nouns in the plural number, and parse.

- |                             |                              |
|-----------------------------|------------------------------|
| 9. All ( ) must die.        | 13. ( ) plow the field.      |
| 10. The ( ) go to school.   | 14. ( ) fall from the trees. |
| 11. The ( ) stay at home.   | 15. ( ) are made for eating. |
| 12. The ( ) shine at night. | 16. ( ) carry off the smoke. |

#### EXERCISE 50.

LET THE PUPIL parse all the words.

- All bright things are not gold.
- We highly respect honest men.
- William easily caught the mice.
- God fitted the world for inhabitants.
- Large cities are full of wicked men.
- The girls and the boys study diligently.
- Mary is diligent, and has a sweet temper.
- Robert Fulton is the inventor of steamboats.
- Elizabeth was Queen of England for 45<sup>o</sup> years.
- George gave the poor child two loaves of bread.
- Lapland is a cold country in the northern part of Europe.
- Venus is a bright planet: it often appears after the sun sets.

*None*.—45 is an *adjective*, qualifying the noun *years*.

## EXERCISE 51.

WRITE the sentences and parse all the words.

1. Two, with the name of a boy. (*John grows fast.*)
2. Two, with the name of something to wear.
3. Two, with the name of a place.
4. Two, with a noun in the masculine gender.
5. Two, with a noun in the feminine.
6. Two, with a noun in the neuter.
7. Two, with a noun in the singular number.
8. Two, with a noun in the plural.
9. Form a sentence containing the plural of *ox*. Of *child*.  
Of *goose*. Of *story*. Of *man*. Of *leaf*. Of *wife*.  
Of *knife*. Of *city*.
10. Form a sentence with the singular of *mice*. Of *cherries*.  
Of *skins*. Of *buses*. Of *ladies*. Of *knives*.

For further remarks respecting number, see the author's Analytical Grammar.

## QUESTIONS FOR REVIEW.

What properties do nouns have? What is person as applied to nouns? How many persons do nouns have? What are they called? When is a noun said to be of the first person? The 2d? The 3rd? What does the word *gender* mean? What is gender, as applied to nouns? What are the genders? What does the word *masculine* mean, and what does that gender denote? Feminine? Neuter? Common? How many and what are the different methods for distinguishing the masculine and feminine genders? Give some examples of the 1st. The 2d. The 3d. How are nouns which are the names of neither males nor females, sometimes used? What gender is sometimes used for children and animals? What is number as applied to nouns? What numbers do nouns have? What does the word *singular* mean, and what does the singular number denote? What does the word *plural* mean, and what does the plural number denote? How is the plural number formed? Give examples. Give the 1st exception to this rule, with examples. The 2d. The 3d. The 4th. The 5th. Will you describe the first other irregularity mentioned, and give examples? The 2d? The 3d? The 4th?

## CASE.

What does the word *case* mean?

ART. 91. The word *case* means *condition* or *circumstances*,

In the sentence, 'John rode,' under what circumstances is *John* represented?

He is represented as *doing* something.

In the sentence, 'George struck John,' under what circumstances is *John* represented?

He is represented as having something done to him.

In the sentence, 'This is John's book,' how is he represented?

He is represented merely as the owner of the book.

In the sentence, 'John, come to me,' how is he represented?

He is represented as spoken to, without any connection with any thing else.

In these sentences, *John* is represented under various circumstances, or relations to other objects, and the word *John* is in different cases: what, then, is meant by *case*, as applied to nouns?

ART. 92. *Case* is that property of a noun which denotes its relation to other words.

How many and what cases do nouns have?

ART. 93. Nouns have four cases: the *nominative*, the *possessive*, the *objective*, and the *independent*.

*Nominative Case.*

What does the word *nominative* mean?

ART. 94. The word *nominative* means *naming*.

In the sentence, 'Fulton invented the steamboat,' who is named as the principal character?

Fulton.

Why is he thus conspicuously named?

Because he is the actor, or agent.

In what case is the word *Fulton*?

In the *naming*, or *nominative* case.

What does the *nominative* case denote?

ART. 95. The *nominative* case denotes the agent; as, '*Mary* loves her mother;' '*The earth* is round.'

What is meant by the agent?

ART. 96. The *agent* is that which *does* something, or *is* something; as, *Mary* and *earth*, in the examples given.

With what is the *nominative* case always connected?

ART. 97. The *nominative* case is always connected with a verb, to which it is generally said to be *nominative*; as, '*John* rode;' where *John* is *nominative* to *rode*: '*Mary* is here;' where *Mary* is *nominative* to *is*.

A noun is sometimes also *nominative* after a verb; as, '*James* is a merchant;' where *James* is *nominative* to the verb *is*, and *merchant* is *nominative* after it.

### EXERCISE 52.

LET THE PUPIL parse all the words.

#### 1. William loves play.

*William* . . is a noun, &c.; *proper*, &c.; *third person*, &c.; *masculine gender*, &c.; *singular number*, &c.; *nominative case*, because it denotes the agent, and *nominative* to the verb *loves*.

*Loves* . . . is a verb, &c.

*Play* . . . is a noun, &c.

#### 2. William plays ball.

*William* . . is a noun, &c., &c.; *nominative*, because it denotes the agent, and *nominative* to the verb *plays*.

*Plays* . . . is a verb, because it denotes action.

*Ball* . . . is a noun, &c.

OBSERVE, that *play*, in the 1st example, is a noun, because it is the name of something, and, in the 2d example, it is a verb, because it signifies action. Thus the same word is a noun or a verb, according to its meaning.

3. George loves study.

9. Rivers fertilize the earth.

4. Samuel writes well.

10. Corn grows in the fields.

5. The horse threw John.

11. Snow covers the ground.

6. Ships sail in the sea.

12. Riches take wings, and fly

7. Mary loves flowers.

away.

8. The sun shines brightly.

NOTE.—*Riches*, in the last sentence, is *nom.* both to *take* and to *fly*.

### Possessive Case.

What does the word *possessive* mean?

ART. 98. The word *possessive* means *relating* to possession.

In the phrase, '*Henry's* hat,' what relation is denoted by the word '*Henry's*'?

The relation of *possession* or *ownership*. *Henry* possesses or owns the hat.

What does the *possessive* case denote?

ART. 99. The *possessive* case denotes the *possessor* or *owner*; as, '*George's* slate,' '*Mary's* book.'

How is the *possessive* case formed?

ART. 100. The *possessive* is generally formed by adding an apostrophe with the letter *s*; as, *George's*, *Mary's*.

Which is the apostrophe in 'Mary's'?

The comma before *s*.

### EXERCISE 53.

WRITE the possessive case of each of the following nouns, with the word *look* after it; or if the pupil can not write, let him *spell* the possessive case.

#### 1. John. (John's book.)

(Words in the possessive may be spelled thus: J—o—h—n—apostrophe—s—John's.)

- |            |           |              |                |
|------------|-----------|--------------|----------------|
| 2. George. | 5. Jane.  | 8. The man.  | 11. My father. |
| 3. Mary.   | 6. Ellen. | 9. The men.  | 12. My mother. |
| 4. Edward. | 7. Susan. | 10. The boy. | 13. My cousin. |

In forming the possessive, is the additional *s* ever omitted?

**ART. 101.** The additional *s* is omitted in those plurals which already end in *s*; as, 'Horses' mouths,' not 'Horses's mouths'; 'Doves' feathers,' not 'Doves's feathers.'

In what other instance is the additional *s* omitted?

**ART. 102.** It is also omitted in the singular, when it would bring together several sounds of *s* or *z*, and thus occasion an unpleasant kind of hissing; as, 'Moses' law,' not 'Moses's law'; 'Conscience' sake,' not 'Conscience's sake.'

What is the rule for the possessive case?

**ART. 103. RULE.** . . . The possessive case is governed by the noun denoting the thing possessed; as, 'Mary's book,' 'Peter's hat.'

What is you understand by the possessive case's being governed?

That a word *must be* in the possessive case in order to show is relation of possession to something else; as, in the phrase, 'Peter's hat,' the

word *Peter* must be in the possessive case, to show that he *possesses* the hat.

### EXERCISE 54.

Parse the nouns in the possessive case.

#### 1. Father's house.

*Father's* is a noun, &c.; *common*, &c.; *third person*, &c.; *singular number*, &c.; *possessive case*, because it signifies possession, and is governed by *house*, in accordance with the rule, that—*The possessive case is governed by the noun denoting the thing possessed.*

- |                    |                           |
|--------------------|---------------------------|
| 2. Mary's doll.    | 8. The sun's rays.        |
| 3. Ellen's ribbon. | 9. The moon's light.      |
| 4. Jane's dress.   | 10. A nation's honor.     |
| 5. Lilly's slate.  | 11. The Jews' laws.       |
| 6. George's Bible. | 12. Eagles' wings.        |
| 7. Mother's book.  | 13. For conscience' sake. |

### PARSING.

What is the first step in parsing? (See Art. 4, page 10.)

What is the second step in parsing? (See Art. 60, page 59.)

What is the third step in parsing?

**ART. 104.** The third step in parsing is, to explain the relation of words in the same sentence to each other.

(This has been done in the preceding exercise with regard to the possessive case, and will be done still further as we proceed.)

### EXERCISE 55.

Fill the following blanks with nouns in the possessive case.

- |                    |                |                       |
|--------------------|----------------|-----------------------|
| 1. (John's) horse. | 5. ( ) bonnet. | 9. A ( ) honor.       |
| 2. (Cow's) milk.   | 6. ( ) hat.    | 10. The ( ) sails.    |
| 3. ( ) food.       | 7. ( ) slate.  | 11. The ( ) feathers. |
| 4. ( ) esp.        | 8. ( ) book.   | 12. The ( ) light.    |

### EXERCISE 56.

LET THE PUPIL write correctly the following inaccurate expressions.

James' hat (James's hat); eagles's wings; doves's feathers; Moses's law; a mans life; Ann slate; my sons wife; Davids harp; conscienc's sake; Marys book; Charles book; George's slate; a nations honor; men shoes; a peoples glory.

*Objective Case.*

What does the word *objective* mean?

**ART. 105.** The word *objective* means relating to the object.

What does the *objective case* denote?

**ART. 106.** The *objective case* denotes the object; as, 'God made the world.'

In the sentence, 'Columbus discovered America,' which is the *objective case*, and what does it follow?

America is in the *objective case*, because it is the object which Columbus discovered, and it follows the transitive verb *discovered*.

What is a transitive verb? (See Art. 31, page 24.)

In the sentence, 'Columbus went to America,' which is the *objective case*, and what does it follow?

America is in the *objective case*, as it is the object to which Columbus went, and it follows the preposition *to*.

What parts of speech does the *objective case* generally follow?

**ART. 107.** The *objective case* generally follows a transitive verb, or a preposition, which are therefore said to govern it, that is, they require it after them.

Will you now give the rules for the *objective case*?

**ART. 108. RULE.** . . . *Transitive verbs govern the objective case*; as, 'God loves man.'

Here, *man* in the *objective*, is governed by the transitive verb *loves*.

**ART. 109. RULE.** . . . *Prepositions govern the objective case*; as, 'He went to France.'

Here, *France* in the *objective*, is governed by the preposition *to*.

**EXERCISE 57.**

LET THE PUPIL parse all the words.

**I. William loves study.**

*William* . . . is a noun, &c.; proper, &c.; third person, &c.; *mas. gen.*, &c.; *sing. num.*, &c.; *nom. case*, because it is the name of the agent, and *nom.* to loves.

*Loves* . . . . is a verb, &c.; *transitive*, &c.

*Study* . . . is a noun, &c., &c., &c.; *objective case*, because it is the object of the verb *loves*, and is governed by it, in accordance with the rule, that—*Transitive verbs govern the objective case*.

Observe, that the word *study* is here a noun, because it is a name, but, in the second example, the word *studies* is a verb, because it denotes action.

- |                            |                              |
|----------------------------|------------------------------|
| 2. George studies grammar. | 6. Some dogs love the water. |
| 3. He went to London.      | 7. God created the world.    |
| 4. James whips the horse.  | 8. The man makes money.      |
| 5. Cæsar lived in Rome.    | 9. John came from New York.  |

*Independent Case.*

When is a noun said to be in the *independent case*?

**ART. 110.** A noun is in the *independent case* when it is used in the way of address or exclamation; as, 'Oh, Absalom! my son!' 'He! what has he done to deserve blame?' 'He, that hath ears to hear, let him hear.'

Why is this case called *independent*?

**ART. 111.** Because a noun in this case is not connected with other words, but is used *independently* of them.

For further remarks concerning this case, see the author's Analytical Grammar.



## EXERCISE 58.

Parse all the words.

## 1. Fellow citizens, I appeal to you.

*Fellow citizens* . is a *noun*, &c.; *common*, &c.; *second person*, &c.; *mas. gen.*, &c.; *plu. num.*, &c.; *independent case*, because it denotes the person addressed.

*I* . . . . . is a *pronoun*, &c.

*Appeal* . . . . . is a *verb*, &c.

*To* . . . . . is a *preposition*, &c.

*You* . . . . . is a *pronoun*, &c.

2. Rejoice, oh Heaven!
3. William, bring me the book.
4. Fathers, we have met in council.
5. The Pilgrim Fathers, where are they?
6. Woe,\* the great city, where all became† rich!

## DECLENSION OF NOUNS.

Will you give the several cases and numbers of the words 'boy' and 'knife'?

	<i>Sing.</i>	<i>Plu.</i>	<i>Sing.</i>	<i>Plu.</i>
<i>Nominative.</i>	Boy,	Nom. Boys,	Nom. Knife,	Nom. Knives,
<i>Possessive.</i>	Boy's,	Poss. Boys',	Poss. Knife's,	Poss. Knives',
<i>Objective.</i>	Boy,	Obj. Boys,	Obj. Knife,	Obj. Knives,
<i>Independent.</i>	Boy:	Ind. Boys.	Ind. Knife:	Ind. Knives.

What is meant by the declension of a noun?

ART. 112. The declension of a noun is giving its several cases and numbers, as has been done with the words *boy* and *knife*.

Decline the words *man* and *fly*.

	<i>Sing.</i>	<i>Plu.</i>	<i>Sing.</i>	<i>Plu.</i>
<i>Nom.</i>	Man,	Nom. Men,	Nom. Fly,	Nom. Flies,
<i>Poss.</i>	Man's,	Poss. Men's,	Poss. Fly's,	Poss. Flies',
<i>Obj.</i>	Man,	Obj. Men,	Obj. Fly,	Obj. Flies,
<i>Ind.</i>	Man:	Ind. Men,	Ind. Fly:	Ind. Flies.

\* Woe is an interjection.

† Became is a verb; it denotes being.

## EXERCISE 59.

Decline each of the following words, writing the several cases.

Dog, top, arm, doll, ox, mill, box, sky, stove, day, stone, chair, horse, house, child, delay, woman, desk, table, shoe, city, Moses, Charles, William.

NOTE.—Proper nouns, as *William*, *Moses*, &c., have no plural.

## EXERCISE 60.

Fill the blanks with nouns, in the *nominative case*.

1. (*Mary*) loves apples.
2. ( ) loves play.
3. ( ) loves study.
4. ( ) hunt foxes.
5. ( ) sings well.
6. Wicked ( ) do wicked things.
7. Wild ( ) destroy life.
8. Large ( ) swim in the sea.
9. Strong ( ) sail on the ocean.
10. Sweet ( ) sing among the trees.

Fill the blanks with nouns in the *possessive case*.

1. John found (*Jane's*) doll.
2. Mary found ( ) hall.
3. I saw ( ) father.
4. You know ( ) mother.
5. I have ( ) slate.
6. He took ( ) bonnet.
7. Bring me ( ) hat.
8. Behold the ( ) brightness.

Fill the blanks with nouns in the *objective case*.

1. James whipped the (*horse*).
2. James lost Mary's ( ).
3. He went from ( ).
4. He passed through ( ).
5. Come to the ( ).
6. The storm sank many ( ).
7. The dog caught the ( ).
8. He built a large ( ).
9. Ducks love the ( ).
10. Camels carry heavy ( ).

## EXERCISE 61.

LET THE PUPIL parse all the words.

1. Cain killed Abel.
2. Noah built an ark.
3. Moses gave the law.
4. Judas betrayed Christ.
5. The Jews crucified the Savior.
6. Mary writes a good letter.
7. George sailed in a boat.
8. William caught a lamb.
9. John plays in the yard.
10. Rivers flow to the sea.
11. John's book is dirty.
12. Susan's dress is clean.
13. Death's approach is terrible.
14. Flee the world's temptations.

15. Strive for Heaven's bliss. 18. Washington saved America.  
16. I have Pope's Homer. 19. Byron wrote many poems.  
17. Knowledge gives power. 20. George destroyed the book.

21. Robert reads the Bible, and he explains it to Ann.  
22. Youth gives time for study and for improvement.  
23. Manhood is the period for action and for usefulness.  
24. God created the world in six days.  
25. Woe! woe! the great city, Babylon, the strong city.  
26. My son, hear instruction, and understand wisdom.  
27. Prosperity frequently hardens a man's heart.  
28. Franklin brought the lightning from the clouds.

NOTE.—*Temptations*, in the 14th example, is in the objective case, and is governed by the transitive verb *see*. *Bliss* and *Homer*, in examples 15 and 16, are parsed in the same way. *Period*, in example 23, is nom. after *is*.

EXERCISES in parsing, in addition to those given in this book, may be selected from the reading lessons in McGuffey's Eclectic Readers for schools. The selections should be very simple, and adapted to the learner's stage of progress.

### EXERCISE 62.

LET THE PUPIL form short sentences, each containing one of the following nouns in the nominative, possessive, objective, or independent case, and let him parse all the words as far as he has learned how to do it.

1. Tree. (*Trees grow.*)      3. Ohio. (*George lives in Ohio.*)  
2. School. (*Mary go to school.*) 4. Jane. (*Bring Jane's bonnet.*)  
5. Pen.      9. Room.      13. Edward.      17. Carpet.  
6. Bird.      10. Knife.      14. Susan.      18. Parrot.  
7. House.      11. Cage      15. Dinner.      19. Winter.  
8. Horse.      12. Brook.      16. Basket.      20. Bonnet.

### QUESTIONS FOR REVIEW.

What properties of the noun have we now examined? What persons do nouns have? What genders? Numbers? Cases? What are the different methods of distinguishing the sexes? What is the common method of forming the plural? What is the 1st exception? The 2d? The 3d? The 4th? What is the feminine of actor? *Heir*? *Hero*? *Uncle*? *Wizard*? *Sir*? *Lord*? What is the plural of man? *On*? *Bird*? *Knife*? *Cry*? *Loaf*? *Lady*? In what number is *riches*? *Gold*? *Industry*? *Deer*? *Trout*? *Sheep*? What is meant by the declension of a noun? Decline *boy*? *Wife*? *Mother*? *Day*? *Cherry*? Repeat the rule for the possessive case. Repeat the two rules for the objective case.

## II. THE PRONOUN.

### ITS PROPERTIES AND RELATIONS.

What does the word *pronoun* mean? (See Art. 12, page 14.)

What is a pronoun? (See Art. 13, page 15.)

What is the noun called for which a pronoun is used?

ART. 113. The noun for which a pronoun stands, is called its *antecedent*.

Why is it so called?

ART. 114. Because the word *antecedent* means that which goes before, and the noun for which a pronoun stands, generally goes before it; as, 'James loves his parents,' where *his* is the pronoun, and *James* its antecedent.

What properties have pronouns?

ART. 115. As pronouns stand for nouns, they have the same properties that nouns have:

*Person.* First, second, and third persons;

*Gender.* Masculine, feminine, and neuter genders;

*Number.* Singular and plural numbers;

*Case.* Nominative, possessive, objective, and independent cases.

How many kinds of pronouns are there?

ART. 116. Pronouns are of three kinds:

1. PERSONAL PRONOUNS.

2. RELATIVE PRONOUNS.

3. INTERROGATIVE PRONOUNS.

### Personal Pronouns.

What are personal pronouns.

ART. 117. *Personal pronouns* are those in which the different persons are represented by different words.

Which are the personal pronouns?

**ART. 118.** The *Personal Pronouns* are,  
*I* for the *first* person;  
*You* or *Thou* for the *second* person; and  
*He, She, and It* for the *third* person; with their  
different numbers and cases.

Why are they called personal pronouns?

**ART. 119.** Because they represent the different persons by different words;  
*I* representing the person *speaking*,  
*You* or *Thou* the person *spoken to*, and  
*He, She, and It*, the person *spoken of*.  
Decline *I*, the personal pronoun of the *first* person.

**ART. 120.**

Sing.		Plu.	
Nom. I,		Nom. We,	
Poss. My or Mine,		Poss. Our or Ours,	
Obj. Me,		Obj. Us,	
Ind. Me or I:		Ind. We.	

Decline *You* and *Thou*, the personal pronouns of the *second* person.

**ART. 121.**

Sing.		Plu.		Sing.		Plu.	
Nom. You,		Nom. You,		Nom. Thou,		Nom. Ye,	
Poss. {Your, or Yours,		Poss. {Your, or Yours,		Poss. {Thy, or Thine,		Poss. {Your, or Yours,	
Obj. You,		Obj. You,		Obj. Thee,		Obj. You,	
Ind. You:		Ind. You.		Ind. Thou:		Ind. You.	

**NOTE.**—*Thou* and its several cases are used in solemn style, and by the Friends.

Why have *I* and *You*, the *1st* and *2nd* persons, no variation for gender?

**ART. 122.** Because the person *speaking* and the person *spoken to* are supposed to be present, and the gender, of course, known.

Decline *He, She, and It*, the personal pronouns of the *third* person.

**ART. 123.**

Sing.			Plu.	
Mas.	Fem.	Neut. or Cos.	Neut. or Cos.	
Nom. He,	She,	It,	Nom. They,	
Poss. His,	Her, or hers,	Its,	Poss. Their, or theirs,	
Obj. Him,	Her,	It,	Obj. Them,	
Ind. He:	She:	It:	Ind. They.	

How are the possessive and objective cases of pronouns parsed?

**ART. 124.** In the same way as those of nouns.

**NOTE.** See the rules for possessive and objective cases, Arts. 103, 104, 105, pages 54, 56.

What other rule is there for pronouns?

**ART. 125. RULE.** . . . *Pronouns must agree with their antecedents in person, gender, and number.*

### EXERCISE 63.

Let the pupil parse all the words.

I. I love my sister.

*I* . . . . is a *pronoun*, because it stands for a *noun*; *personal*, because it always stands for the same person, (the *1st*); *sing. num.*, because it refers to but *one*; *Nom. I, Poss. my* or *mine, Obj. me, Ind. me*: *nominative* case, because it represents the agent, and *nom.* to *love*.

*Loves* . . . is a *verb*, &c.

*My* . . . is a *pronoun*, because, &c.; *personal*, because, &c.; *sing. num.*, because it refers to *one*, *Nom. I, Poss. my*, &c.; *possessive* case and governed by *sister*, according to the rule, *The possessive case is governed*, &c.

*Sister* . . . is a *noun*, &c.; *objective*, and governed by *love*, &c.—*Transitive verbs govern*, &c.

## 2. Washington served his country.

*His* . . . is a *pronoun*, &c.; *third person, mas. gen., sing. num.*, because its antecedent *Washington* is so, according to the rule, *Pronouns must agree*, &c.

3. William rides his dog. 7. Some men forget their duty.  
4. Mary teaches her bird. 8. We must love our enemies.  
and it sings to her. 9. In war, parents bury their  
5. George obeys his father. children.  
6. I must get my lesson.

## 10. His hopes are on earth, hers are in Heaven.

*His* . . . is a *pronoun*, &c.; *poss.*, governed by *hopes*: *Possessive case is governed*, &c.

*Hers* . . . is a *pronoun*, &c., representing two words, *her* and *hopes*, (*her hopes* are in heaven), and is thus used as a *nom.* to the verb *are*.)

NOTE.—The possessive cases, *mine*, *thine*, *his*, *hers*, *ours*, *yours*, *theirs*, are sometimes used as nominatives, or objectives, representing two words. See the author's ANALYTICAL GRAMMAR.

11. Our pleasures are secure, but theirs are deceitful.  
12. He has lost his book, but I have preserved mine.

### EXERCISE 64.

LET THE PUPIL substitute *personal pronouns* for such nouns in the following sentences as will admit them, as is shown in example 1st.

- Charles loves Charles's (*his*) mother, because Charles's mother (*she*) is kind to Charles (*him*).
- Jane loves Jane's bird, because Jane's bird sings for Jane.
- Ellen and Susan have come, and Ellen and Susan study Ellen and Susan's lesson, while Ellen and Susan's brother helps Ellen and Susan.
- Edward was unkind to Edward's sister, therefore Edward's father reproved Edward.
- Mary and Lucy read by turns in Mary and Lucy's Bible to Mary and Lucy's mother, and Mary and

Lucy's mother teaches Mary and Lucy, what Mary and Lucy do not understand.

- When little boys and girls are generous, and scorn to do mean things, little boys and girls will be loved and admired by all who know little boys and girls.
- If a man is industrious, the man will be prosperous.
- When Harriet behaves well, Harriet's friends like to see Harriet.

### EXERCISE 65.

Fill the blanks with appropriate *pronouns*, and *parse*.

- John is grateful to ( ) mother.
- The boys have lost ( ) ball.
- Mary takes care of ( ) sister.
- Washington loved ( ) country.
- and spent the flower of ( ) life.
- bravely in defense of ( ).
- If ( ) indulge a bad temper ( ) will make ( ) unhappy.
- Ann loves ( ) teacher, because ( ) is so kind to ( ).

### EXERCISE 66.

Let the pupil *parse* all the words.

1. The king treated his subjects cruelly, and they rose against him.

*The* . . . is an *adjective*, &c.

*King* . . . is a *noun*, &c.; *common*, &c.; *third person*, &c.; *mas. gen.*, &c.; *sing. num.* &c.; *nom. case*, *nom. king*, *poss. king's*, *obj. king*, *ind. king*, and *nom.* to the verb *treated*.

*Treated* . . . is a *verb*, &c.

*His* . . . is a *pronoun*, because it stands for the noun *king*; *personal*, &c.; *third person, mas. gen., sing. num.*, because its antecedent, *king*, is of that person, gender, and number, according to the rule, that—*Pronouns must agree*, &c.; *poss. case*, because it denotes possession, and is governed by *subjects*, in accordance with the rule, that—*The possessive*

case is governed by the noun denoting the thing possessed.

*Subjects.* is a noun, &c.; *obj.* case, and governed by *treated*: *Transitive verbs govern the objective case.*

*Cruelly.* is an adverb, &c.; qualifying *treated*.

*And . . .* is a conjunction, connecting the two sentences.

*They . . .* is a pronoun, used instead of *subjects*; *personal*, &c.; *third person, mas. gen., plu. num.*, because its antecedent, *subjects*, is the same: *Pronouns must agree*, &c.; *nom.* to *rose*.

*Rose . . .* is a verb, &c.

*Against.* is a preposition, showing the relation between *rose* and *him*.

*Him . . .* is a pronoun, used instead of *king*; *third person, mas. gen., sing. num.*, to agree with *king*: *Pronouns must agree*, &c.; *obj.*, and governed by the preposition *against*: *Prepositions govern the objective case.*

2. Trees are beautiful, and they are useful.

3. As I returned to my house, my friend welcomed me.

4. We often lose our object, when we pursue it carelessly.

5. The birds lift their sweet voices to God, for he made them.

6. Your temper, my friend, will make you happy or miserable.

7. If you would be safe from your passions, you must control them.

NOTE.—The verbs in these examples are, *are, returned, welcomed, lose, pursue, lift, make, will make, would be, and must control*: the adverbs, *as, often, when, and carelessly*.

### Compound Personal Pronouns.

What is a Compound Personal Pronoun?

ART. 126. When the word *self*, or its plural *selves*, is added to a personal pronoun, it is called a *Compound Personal Pronoun*, because then it

is composed, or *compounded* of two words; as, *my-self, her-self, &c.*

Which are the Compound Personal Pronouns?

ART. 127. They are *myself, ourselves; thyself, yourself, yourselves; himself, herself, itself, themselves.*

### EXERCISE 67.

LET THE PUPIL form short sentences, each containing one of the following pronouns, and let him parse all the words.

1. First person, sing. num., nom. case. (*I have come.*)
2. Third per. sing. fem. nom. (*She reads well.*)
3. Third per. sing. neut. poss. (*The tree sheds its leaves.*)
4. Third per. plu. nom.
5. Third per. plu. poss.
6. Third per. plu. obj.
7. Second per. sing. nom.
8. Second per. sing. poss.
9. Second per. sing. obj.
10. First per. plu. nom.
11. First per. plu. poss.
12. First per. plu. obj.
13. Third per. sing. mas. nom.
14. Third per. sing. mas. poss.
15. Third per. sing. mas. obj.

### Relative Pronouns.

What is a relative pronoun?

ART. 128. A *Relative Pronoun* is one which *relates* to its antecedent in such a way as to connect separate sentences; as, 'The man, *who* died, left a family.' Here, 'The man died,' is one sentence; 'The man left a family,' is another; and they are united by the relative *who*. (See the author's Analytical Grammar.)

REMARK.—The antecedent of a relative may be a personal pronoun; as, 'He *who* died.'

Which are the relative pronouns?

ART. 129. The relative pronouns are *who*, *which*, *that*, and *what*, and their compounds, *whosoever*, *whichever*, *whatsoever*, or *whoever*, *whichever*, *whatever*.

REMARK.—*As* is sometimes a relative: as 'such as I love.'

Decline *who* and *which* and *whoever*.

ART. 130.

Sing. and Plu.		Sing. and Plu.		Sing. and Plu.	
Nom.	Who,	Nom.	Which,	Nom.	Whoever,
Poss.	Whose,	Poss.	Whose,	Poss.	Whose-ever,
Obj.	Whom,	Obj.	Which,	Obj.	Whomever,
Ind.	Who,	Ind.	Which,	Ind.	Whoever. &c., &c.

How is *what* used?

ART. 131. *What* is used as a kind of compound relative, including the antecedent and the relative; as, 'This is *what* (*that which* or *the thing which*) I wanted.'

Which of the relatives is used for persons?

ART. 132. *Who* and its compounds, *whoever*, &c., are used for persons; as, 'The *man who* came.'

How are *which* and *that* used?

ART. 133. *Which* is used for irrational beings; as,

The *horse which* I rode;  
for things without life; as,

The *tree which* fell;

and for children; as,

The *child which* was sick.

*That* is used either for *who* or *which*; as,

The *man that* came,  
The *horse that* I rode,  
The *tree that* fell,  
The *child that* was sick.

Is that ever any other part of speech?

ART. 134. *That* is sometimes an adjective; as, 'That *man*,' 'That *house*,' and sometimes a conjunction; as, 'I know *that* you are honest.' (See Exercise 9, p. 18, and Art. 45, p. 32.)

#### Interrogative Pronouns.

When are *who*, *which*, and *what* called interrogatives?

ART. 135. *Who*, *which*, and *what* are called *Interrogative Pronouns* when they are used for asking questions; as, *Who* is there? *Which* is the man?

Why are they so called?

ART. 136. Because the word *interrogative* means *denoting a question*.

NOTE.—The noun for which an interrogative pronoun stands, comes after it in the answer. See Examples 8, 9, and 10, in the following Exercise.

#### EXERCISE 68.

Let the pupil parse all the words.

1. The man, who was sick, is better.

*Man* . . . is a *noun*, &c.; *nom.* to *is*.

*Who* . . . is a *pronoun*, because it stands for a *noun*; *relative*, because it relates to its antecedent *man* in such a way as to unite sentences; *third per. sing. mas.*, because its antecedent *man* is so; *Nom. who*, *Poss. whose*, &c., *nom.* to the verb *was*.—Parse all the other words as before directed.

2. The girls, who read, have gone.

3. The man, whom George met, is here.

4. The bird, which sang so sweetly, has flown.

5. Children, that play, must study.

6. Washington, whose monument you saw, is dead.

Whom, in Example 3d, is *obj.*, and governed by *met*.  
That, in Ex. 5th, has *children* for its antecedent, and is *nom.*  
to the verb *play*.

Whose, in Ex. 6th, is *poss. case*, and governed by *monument*.  
Here and *secretly*, in Ex. 3d and 4th, are *adverbs*.

7. You must have what is necessary.

What is a *compound relative*; *obj. case*, and governed by the  
verb *must have*, and is also *nominative* to the verb *is*: thus the  
word *what* represents two words.

8. Who comes here? *Ans.* Joseph comes here.

9. Which came first? *Ans.* George came first.

10. What brings you? *Ans.* Good news brings me.

Who, which, and what, in these sentences, are *interrogative  
pronouns*. Who stands for Joseph, and is therefore *third per.  
sing. nom.*, and is *nom.*, to comes: which stands for George, and is  
*nom.*, to came: and what stands for news, and is *nom.*, to brings.

OBSERVE, that the noun, for which the *interrogative pronoun*  
stands, comes after it, in the answer to the question; as Joseph,  
George, and news, in examples 8, 9, and 10. First is an *adverb*.

### EXERCISE 69.

Fill the blanks with *relative pronouns*, and *parse*.

- The person, ( ) spoke to me, has gone.
- The dog, ( ) was mad, died.
- The lady, ( ) I invited, visited me.
- The ship, ( ) carried my brother, sank.
- The news, ( ) he brought, overwhelmed us.

Fill the blanks with *interrogatives*, and *parse*.

- ( ) did this?
- ( ) have we here?
- ( ) of them visited you?

### QUESTIONS FOR REVIEW.

What does the word *pronoun* mean? What is a *pronoun*? What  
kinds of *pronouns* have been mentioned? What are *personal  
pronouns*? Which are the *personal pronouns*? What properties  
belong to *personal pronouns*? Decline *I, You, She, B.* In what  
person, number, and case is *me*? *You? Us? Yours? My? Thou?*  
*Ours? Their? Mine? We? Thee? Ye?* In what person, gender,  
number, and case is *he*? *It? Her? Him? His? She? They?*  
*Them? Their?* What is a *relative pronoun*? Which are they?  
What kind of *relatives* are *what, whoever, whichever, &c.*? When  
are *who, which, and what* called *interrogative pronouns*? Why are  
they so called?

## III. THE ADJECTIVE.

ITS PROPERTIES AND RELATIONS.

What does the word *adjective* mean? (Page 17.) What is an  
*adjective*? (Page 17.) Why are *adjectives* so called? (See Art. 16,  
p. 17.) Will you mention ten *adjectives*? What is the difference  
between the *adjective* and the *adverb*?

Why are *adjectives* varied?

ART. 137. Most *adjectives* are varied to  
express *degrees of comparison*.

What does the word *degree* mean?

ART. 138. The word *degree* means *step* or  
*space*.

In comparing some apples with each other, if I say that one is  
*sweet*, another is *sweeter*, and a third is *sweetest* of all, how many  
*steps or degrees of comparison* do I imply? *Ans.* Three.

Of the three *degrees, sweet, sweeter, sweetest*, which is lowest?  
Which is the next? Which is the highest?

How many and what *degrees of comparison* do *ad-  
jectives* have?

ART. 139. Three: *positive*, as, *sweet*; *com-  
parative*, as, *sweeter*; and *superlative*, as, *sweetest*.

What does the word *positive* mean?

ART. 140. The word *positive* means *absolute*,  
*certain*.

What does the *positive degree* denote?

ART. 141. The *positive degree* denotes the  
*absolute* or *simple* quality, without special refer-  
ence to any thing else; as, 'A *sweet* apple,' 'A  
*tall* man.'

What does the *comparative degree* do?

ART. 142. The *comparative degree* increases  
or lessens the signification of the *positive*; as, 'A  
*sweeter* apple,' 'A *taller* man,' 'A *less* studious boy.'

Why is it called the comparative degree?

ART. 143. Because it implies a direct comparison with something else; if an apple is sweeter, it must be sweeter than something else.

What does the word superlative mean?

ART. 144. The word *superlative* means exceeding all.

What does the superlative degree do?

ART. 145. The *superlative degree* increases or lessens the positive to the highest or lowest degree; as, 'The *sweetest* apple,' 'The *tallest* man.' 'The *least* studious boy.'

How are adjectives of one syllable compared?

ART. 146. Adjectives of one syllable are compared by adding to the positive, *r*, or *er* for the comparative, and *st*, or *est* for the superlative; as, *Pos.* sweet, *Com.* sweeter, *Sup.* sweetest.

### EXERCISE 70.

Compare the following adjectives.

*Pos. Com. Sup.*

Wise, (wise, wiser, wisest,) tall, hot, high, low, slow, sour, black, white, great, mild, late, wide, wild, dark, light, sick, short, warm, cold, small, red, sweet, rich.

How are adjectives of more than one syllable compared?

ART. 147. Adjectives of more than one syllable, are generally compared by placing before the positive, the adverb *more* for the comparative, and *most* for the superlative; as, *Pos.* lovely, *Com.* more lovely, *Sup.* most lovely.

### EXERCISE 71.

Compare the following adjectives.

Humble, (humble, more humble, most humble,) wicked, skillful, homely, cunning, sacred, active, studious, dutiful, beautiful, generous, obedient, humane.

NOTE.—Some adjectives are compared both ways; as, humble, more humble, most humble, or, humbler, humblest: lovely, more lovely, most lovely, or, lovelier, loveliest.

Is there any other mode of comparing adjectives?

ART. 148. Most adjectives, to denote decrease, may be compared by *less* and *least*; as, 'Humble, *less* humble, *least* humble.'

A few, also, are compared *irregularly*; as the following:

<i>Pos.</i>	<i>Com.</i>	<i>Sup.</i>	<i>Pos.</i>	<i>Com.</i>	<i>Sup.</i>
Good,	better,	best:	Late,	later,	latest, or last:
Bad,	worse,	worst:	Near,	nearer,	nearest, or next:
Ill,	worse,	worst:	Little,	less,	least:
Much,	more,	most:	Old,	{ older,	oldest, }
Many,	more,	most:		{ elder,	eldest. }

Are all adjectives compared?

ART. 149. Some adjectives, from their meaning, do not admit of comparison; as, *all*, *some*, *any*, *one*, *this*, *that*, *the*, *a*, *such*, *round*, *square*, *infinite*, &c.

Are adjectives varied for any other reason than to show the different degrees of comparison?

ART. 150. Two adjectives, *this* and *that*, have plurals, *these* and *those*; as, *these* men, *those* books. Two others, *one* and *other* have plurals, when used as nouns; as, 'The *wise ones* know,' 'The *others* were left.' (See Art. 156, page 74.)

Which of the adjectives are sometimes called articles?

ART. 151. *An*, or *A*, and *The*.



What is *The* called?

ART. 152. *The* is sometimes called the *definite* article, because it points out some *definite* or *particular* object; as, '*The* man,' '*The* house,' meaning some particular man or house.

What is *An*, or *A* called?

ART. 153. *An*, or *A* sometimes is called the *indefinite* article, because it does *not* point out any *definite* or *particular* object; as, '*A* man,' '*A* house,' meaning *no* particular man or house.

When is *A* used instead of *An*? (See Art. 25, page 20.)

REMARK.—As has already been remarked, *An*, or *A*, and *The* are nothing more nor less than *adjectives*, and are classed as such in this work.

What words are called numeral adjectives?

ART. 154. Such words as *one*, *two*, *three*, *first*, *second*, *third*, &c., are sometimes called *numeral adjectives*.

What is the rule for the adjective?

ART. 155. RULE. . . *Adjectives* qualify nouns and pronouns; as, '*A* sweet apple,' '*He* is good.'

When an adjective is used without a noun, how may it be parsed?

ART. 156. It may be parsed as a noun; as, '*The* wicked perish,' where *wicked* is used as a noun, and is nom. to *perish*.

In what other way may it be parsed?

ART. 157. It may be parsed as qualifying a noun *understood*; as in the sentence, '*All* must die,' *all* may qualify *men* understood, as if it read, '*All* men must die.'

What is meant by the word *understood*, as used in parsing?

ART. 158. When a word may be supplied without altering the sense, it is said to be *understood*, as in the sentence, '*All* must die,' *men* is understood after *all*, and may be supplied, for it means, '*All* men must die.'

### EXERCISE 72.

Let the pupil parse all the words.

#### 1. A wise and most worthy man.

*A* . . . . . is an *adjective*, &c.

*Wise* . . . . . is an *adjective*, because it qualifies a noun; *Pos.* wise, *Com.* wiser, *Sup.* wisest; positive degree, and qualifies the noun man: *Adjectives* qualify, &c.

*And* . . . . . is a *conjunction*, &c.

*Most* . . . . . is an *adverb*, it qualifies the adjective *worthy*.

*Most* *worthy*. is an *adjective*, because it qualifies a noun; *Pos.* worthy, *Com.* more worthy, *Sup.* most worthy; superlative degree, and qualifies the noun man: *Adjectives* qualify nouns and pronouns.

*Man* . . . . . is a *noun*, &c.

2. Fine houses.

8. More lovely forms.

3. Finer gardens.

9. The sweetest fruit.

4. The finest lands.

10. Ripe pears and riper peaches.

5. A most beautiful day.

11. Rich soil and most fertile

6. A most benevolent man.

lands.

7. Better men.

### EXERCISE 73.

Fill the blanks with adjectives in the *comparative* degree.

- |                          |                 |                  |
|--------------------------|-----------------|------------------|
| 1. ( <i>Wiser</i> ) men. | 5. ( ) houses.  | 9. ( ) rivers.   |
| 2. ( ) children.         | 6. ( ) gardens. | 10. ( ) forests. |
| 3. ( ) pears.            | 7. ( ) fields.  | 11. ( ) hills.   |
| 4. ( ) peaches.          | 8. ( ) trees.   | 12. ( ) lakes.   |

Fill the blanks with adjectives in the superlative degree.

1. The (*wisest*) men. 5. The ( ) birds. 9. The ( ) rivers.
2. The ( ) boys. 6. The ( ) skies. 10. The ( ) forests.
3. The ( ) pears. 7. The ( ) fields. 11. The ( ) hills.
4. The ( ) nuts. 8. The ( ) trees. 12. The ( ) lakes.

#### EXERCISE 74.

Let the pupil parse all the words.

1. We have a kind brother, and a kinder sister.
2. Mary is diligent, but Susan is more diligent.
3. Taller trees grow in Ohio than in most states.
4. The wisest men of ancient times knew not God.
5. Sweet apples are more pleasant than sour apples.
6. Charles is the least amiable of all the brothers.
7. In spring the weather is warm, in summer it is warmer.
8. The winters are cold in New England, colder in Canada, and coldest in Greenland.
9. We find in the Western States, the loveliest scenery and the most verdant landscapes.
10. George is studious, Thomas is more studious, but Jane is the most studious of all the scholars.
11. The last hour of time is near to all men.
12. The cholera is the worst disease of modern times.

In Ex. 3. *Than* is a conjunction.

\* Ex. 6. *Least amiable* is an adjective. *Pos.* amiable, *Com.* less amiable, *Sup.* least amiable. See Art. 148, page 72.

\*\* Ex. 12. *Disease* is nominative after *is*. See Art. 97, page 52.

#### EXERCISE 75.

Correct the following inaccurate expressions, and then parse them.

1. She is beautiful, but her sister is beautifuler.

*Beautifuler* should be *more beautiful*, because words of more than one syllable form their comparative by prefixing *more*.

2. Mary is more neat than her sisters are.
3. I have heard the eloquentest man of our day.
4. The temperate man is more wise than the drunkard.
5. Mr. Walter has the most fine gardens in the country.
6. He is the most wise, and the benevolentest man I know.
7. We have the most ripe peaches, and the beautifulest grapes.

In Ex. 5. *Mr. Walter* is a noun.

#### EXERCISE 76.

LET THE PUPIL form short sentences, each containing one of the following adjectives.

1. Wise. (He is a *wise* man.)
2. Good. (This is a *good* apple.)
3. Com. of rich. (He is *richer* than his uncle was.)
4. Sup. of good. (John is the *best* boy in school.)
5. Great. 9. Long. 13. Comp. of Good. 17. Sup. of Bad.
6. Tall. 10. Large. 14. Comp. of Bad. 18. Sup. of Old.
7. Sour. 11. White. 15. Comp. of Wise. 19. Sup. of Near.
8. Sweet. 12. Small. 16. Comp. of Little. 20. Sup. of Much.

#### QUESTIONS FOR REVIEW.

What is the difference between an adjective and an adverb? What does the word *adjective* mean? Why is it so called? What does the word *degree* mean? What degrees of comparison do adjectives have? What does the word *positive* mean? What does the positive degree denote? The comparative? The superlative? What does the word *superlative* mean? Why is the comparative so called? What are the comparative and superlative degrees of *wise*? *Tall*? *Good*? *Great*? *Industrious*? *Beautiful*? *Generous*? *Near*? *Bad*? *Much*? What is the rule for the adjective? What persons do nouns have? What genders? Numbers? Cases? What properties do pronouns have? How is the possessive governed? The objective?

#### IV. THE VERB,

##### ITS PROPERTIES AND RELATIONS.

What is a verb? (See page 23.) What does the word *verb* mean? Why is this part of speech called a *verb*? What is a *transitive verb*? What is an *intransitive verb*? What does the word *transitive* mean? The word *intransitive*?

What properties do verbs have?

ART. 159. To verbs belong *person*, *number*, *mode*, and *tense*.

## PERSON AND NUMBER.

Do person and number properly belong to verbs?

ART. 160. They do not, because we can not say that a verb denotes the person *speaking* or *spoken to*: nor that it means *one* or *more than one*.

Why, then, are verbs said to have these properties?

ART. 161. In order to show their connection with their nominatives, verbs are said to have the same person and number that they have.

In what person and number is the verb in the sentences:

I love? *Ans.* *Loves* is 1st per. sing. num., because its nom. *I* is.

He loves? *Ans.* *Loves* is 3d per. sing. num., because its nom. *he* is.

We love? *Ans.* *Love* is 1st per. plu. num., because its nom. *we* is.

What, then, is the rule for the verb and its nominative?

ART. 162. RULE. . . A verb must agree with its nominative case in person and number; as, 'I love,' 'He loves.'

REMARK.—The verb *to be*, and a few others, may have a nominative after them as well as *to them*; as, 'He is the man,' where *he* is nom. *is* is, and *man* nom. after it. (See page 52, Art. 97.)

## EXERCISE 77.

Let the pupil parse all the words.

## 1. You love.

*You* . . . is a *pronoun*, because it is used for a noun; *personal*, always means the same person: *second person*, spoken to; *sing. num.*, &c.; *nom. case*, denotes the agent, and *nom. to love*.

*Love* . . . is a *verb*, &c.; *intransitive*, &c.; *second person*, *sing. or plu. num.*, because its nom. *you* is so: A verb must agree with its nominative case in person and number.

2. I walk.	7. Boys run.	12. We die.
3. We love.	8. Dogs bark.	13. God lives.
4. He learns.	9. She rides.	14. Rivers flow.
5. They love.	10. Mary talks.	15. Clouds move.
6. She laughs.	11. Charles plays.	16. Mountains rise.

## TENSE.

(Tense is placed before *mode*, in order to simplify the study of the verb the most difficult and the most important of the parts of speech.)

What does the word tense mean?

ART. 163. The word *tense* means *time*.

What do the tenses of verbs denote?

ART. 164. The *Tenses* of verbs denote the *time* in which an action or state of being is represented; as,

'I study,' (now):

'I studied,' (yesterday, or in some past time):

'I shall study,' (to-morrow, or at some future time).

How many and what are the principal divisions of time?

ART. 165. There are three principal divisions of time: the *present*, the *past*, and the *future*.

What tenses represent these divisions?

ART. 166. The *Present Tense*, denoting present time:

The *Past Tenses*, denoting time past: and

The *Future Tenses*, denoting time to come.

Will you give the three principal tenses, representing the three general divisions of time, in the verbs 'to love,' and 'to study.'

## ART. 167.

*Present.* I love.

*Past.* I loved.

*Future.* I shall or will love.

*Pres.* I study.

*Past.* I studied.

*Fut.* I shall or will study.

## EXERCISE 78.

LET THE PUPIL give, in the same manner, the three principal tenses of each of the following verbs.

Cry, (*Pres.* I cry, *Past.* I cried, *Fut.* I shall or will cry), row, lift, talk, pick, join, play, move, sail, stay, walk, show, start, skate, learn, crush, wake, spoil, try, shield, trust, avoid, confess, deserve, endure, report, conquer, contrive, afford, relate, return, remain, rejoice, arrive.

## EXERCISE 79.

LET THE PUPIL state in which of the three divisions of time is each of the following verbs.

I study. I studied. I shall study. I love. I loved. I shall love. I shall sail. I sailed. I sail. I went. I shall go. I am in Ohio. I was in Indiana. I shall be in Illinois.

*Present Tense.*

What does the Present Tense denote?

ART. 168. The Present Tense denotes present time; as, 'I study,' 'He writes.'

Will you give the Present Tense of the verb 'to love,' in its several persons and numbers?

ART. 169. *Sing.*

1st Person. I love.

2d Person. You love, or thou lovest.

3d Person. He, she, or it loves, or loveth.

*Plu.*

1. We love.

2. You love.

3. They love.

## EXERCISE 80.

Give, in the same way as on the last page, the Present Tense of each verb in the list in Exercise 78.

## EXERCISE 81.

Let the pupil parse all the words.

## 1. I study.

*Study* . . . is a verb, it expresses action; intransitive, (as used here), or transitive, with the object understood; present tense, it denotes present time; 1st per. sing., to agree with its nom. I: A verb must agree with its nominative case in number and person.

- |                               |                                   |                       |
|-------------------------------|-----------------------------------|-----------------------|
| 2. I hope.                    | 6. They go.                       | 10. The man walks.    |
| 3. He learns.                 | 7. We stay.                       | 11. The horse runs.   |
| 4. She writes.                | 8. It remains.                    | 12. The trees wither. |
| 5. You study.                 | 9. Ann reads.                     | 13. Flowers bloom.    |
| 14. We learn from experience. | 18. Good habits secure respect.   |                       |
| 15. George goes to England.   | 19. I desire your happiness.      |                       |
| 16. She studies diligently.   | 20. You live in a pleasant place. |                       |
| 17. William plays constantly. | 21. The music sounds well.        |                       |

*The Past Tenses.*

What portion of time do the Past Tenses include?

ART. 170. They include all that portion of time which is past.

How many Past Tenses may there be?

ART. 171. There may be a past tense for each moment of past time; but convenience requires that the number should be limited.

How many Past Tenses are there?

ART. 172. There are three Past Tenses: the First Past, the Second Past, and the Third Past.

## FIRST PAST TENSE.

What does the First Past Tense denote?

ART. 173. The First Past Tense denotes time past, without reference to any particular portion of it; as, 'He studied,' (yesterday, or last week, or many years since), or it represents an action or event as going on at a certain time past; as, 'He was studying when the bell rang.'

Give the 1st Past Tense of 'to love.'

ART. 174. *Sing.*

1st Per. I loved.

2d " You loved, or thou lovedst.

3d " He, she, or it loved.

*Plu.*

1. We loved.

2. You loved.

3. They loved.

## EXERCISE 82.

LET THE PUPIL give, in the same way as above, the 1st Past Tense of each of the verbs contained in the list under Exercise 78.

## SECOND PAST TENSE.

What does the Second Past Tense denote?

ART. 175. The *Second Past Tense* denotes a past time completed at the present time; as, 'I have studied,' (that is, at this moment, the studying is done), 'I have written,' (at this time the writing is completed).

Give the 2d Past Tense of 'to love.'

ART. 176. *Sing.*

*Plu.*

1st Per. I have loved.	1. We have loved.
2d " You have loved, or thou hast loved.	2. You have loved.
3d " He, she, or it has loved.	3. They have loved.

## EXERCISE 83.

LET THE PUPIL give, in the same manner, the 3d Past Tense of each of the verbs in Exercise 78.

## THIRD PAST TENSE.

What does the Third Past Tense denote?

ART. 177. The *Third Past Tense* denotes a past time, previous to some other past time referred to; as, 'I had studied,' (before I was called on), 'I had written,' (before I saw you).

Give the 3d Past Tense of 'to love.'

ART. 178. *Sing.*

*Plu.*

1st Per. I had loved.	1. We had loved.
2d " You had loved, or thou hadst loved.	2. You had loved.
3d " He, she, or it had loved.	3. They had loved.

## EXERCISE 84.

Give the 3d Past Tense, as above, of each verb in Exercise 78.

## EXERCISE 85.

LET THE PUPIL state the tense, person, and number, of each of the following verbs.

I studied. You have studied. We had studied. He has loved. She had loved. I loved. They learn. They learned. We have learned. You had learned. She writes. He wrote. We have written. You had written. I study. You love.

## EXERCISE 86.

Parse the words as far as learned.

1. James studied.

*Studied* . . . is a verb, &c.; *intransitive*, (Ex. 81.); 1st *past tense*, because it denotes past time, without referring to any particular part of it; 3d *per. sing.*, &c.

- George repented of the act.
- The covetous man lives for money.
- Fifty men have deserted from the army.
- He had departed before I returned.
- His conduct agreed with his principles.

In Ex. 4th, *Have deserted* is in the 2d *past tense*, because it denotes a past which is just now completed.

" Ex. 5th, *Had departed* is in the 3d *past tense*, because it denotes a past beyond another past.

- He lived on the most simple food.
- Industry generally brings prosperity.
- They had fled before he reached them.
- God governs the world, and always has governed it.
- We have erred, and we have strayed from the truth.

*Future Tenses.*

What portion of time do the Future Tenses include?

ART. 179. They include all that portion which is *to come*.

How many Future Tenses may there be?

ART. 180. There may be one for each future moment.

How many Future Tenses are there, and what are they called?

ART. 181. There are two Future Tenses, called the *First Future* and the *Second Future*.

## FIRST FUTURE TENSE.

What does the *First Future Tense* denote?

ART. 182. The *First Future Tense* denotes time to come, without reference to any particular portion of it; as, 'I shall study,' 'He will write.'

Give the 1st Future Tense of 'to love.'

ART. 183. *Sing.*

*Plu.*

1st Per. I shall love.	1. We shall love.
2d " { You will love, or Thou wilt love. }	2. You will love.
3d " He, she, or it will love.	3. They will love.

## EXERCISE 87.

Give the 1st Future Tense of each of the verbs in Exercise 78.

## SECOND FUTURE TENSE.

What does the *Second Future Tense* denote?

ART. 184. The *Second Future Tense* denotes a future time, which is before some other future time; as, 'I shall have studied my lesson,' (before or when he shall arrive).

Give the 2d Future Tense of 'to love.'

ART. 185. *Sing.*

*Plu.*

1st Per. I shall have loved.	1. We shall have loved.
2d " { You will have loved, or Thou wilt have loved. }	2. You will have loved.
3d " He, she, or it will have loved.	3. They will have loved.

## EXERCISE 88.

Give, as above, the 2d Future Tense of the verbs in Exercise 78.

Will you give the several tenses of the verb 'to learn'?

## Present Tense.

	<i>Singular.</i>		<i>Plural.</i>
1st Person. I learn.		1.	We learn.
2d " { You learn, or Thou learnest. }		2.	{ You learn, or Ye learn. }
3d " He learns.*		3.	They learn.

## 1st Past Tense.

	<i>Singular.</i>		<i>Plural.</i>
1. I learned.		1.	We learned.
2. { You learned, or Thou learnedst. }		2.	{ You learned, or Ye learned. }
3. He learned.		3.	They learned.

## 2d Past Tense.

	<i>Singular.</i>		<i>Plural.</i>
1. I have learned.		1.	We have learned.
2. { You have learned, or Thou hast learned. }		2.	{ You have learned, or Ye have learned. }
3. He has learned.		3.	They have learned.

## 3d Past Tense.

	<i>Singular.</i>		<i>Plural.</i>
1. I had learned.		1.	We had learned.
2. { You had learned, or Thou hadst learned. }		2.	{ You had learned, or Ye had learned. }
3. He had learned.		3.	They had learned.

## 1st Future Tense.

	<i>Singular.</i>		<i>Plural.</i>
1. I shall or will learn.		1.	We shall or will learn.
2. { You shall or will learn, or Thou shalt or wilt learn. }		2.	{ You shall or will learn, or Ye shall or will learn. }
3. He shall or will learn.		3.	They shall or will learn.

## 2d Future Tense.

<i>Singular.</i>	
1.	I shall or will have learned.
2.	{ You shall or will have learned, or Thou shalt or wilt have learned. }
3.	He shall or will have learned.

<i>Plural.</i>	
1.	We shall or will have learned.
2.	{ You shall or will have learned, or Ye shall or will have learned. }
3.	They shall or will have learned.

\* The pupil should understand that in the 3d person singular, either *he, she, or it*, or any noun may be used as the nominative.

## EXERCISE 89.

Give, as above, the several tenses of each verb in Exercise 78.

## EXERCISE 90.

Give the tense, number, and person, of the following verbs.

I play. I played. I have played. I had played. I shall play. I shall have played. They will have studied. You will study. I had studied. He has studied. He studied. We study.

## EXERCISE 91.

Let the pupil parse all the words.

## 1. We shall find trouble.

*Shall find* . . . is a verb, &c. : 1st *Fut.*, because it denotes time to come, &c. (1st *Per.* I shall find, 2d. We shall find, &c.), 1st *Per. Plu.*, to agree with its *nom.*, *We*. Parse the other words as usual.

- Virtue will secure respect and happiness.
- They will have arrived before he will return.
- We shall learn prudence from disappointment.
- I shall have finished my lesson before I shall see him.
- God sees us at all times, and provides for all our wants.
- The ship had sunk, before help arrived.
- God made the world, and he preserves it.
- France has established a republican government.
- George will have left, before I shall reach the city.

## EXERCISE 92.

Fill the blanks with the *present* tense.

- |                         |                  |                      |
|-------------------------|------------------|----------------------|
| 1. I ( <i>come</i> ).   | 4. We (     ).   | 7. Mary (     ).     |
| 2. You ( <i>hear</i> ). | 5. You (     ).  | 8. John (     ).     |
| 3. He (     ).          | 6. They (     ). | 9. The tree (     ). |

Fill the blanks with one of the *past* tenses.

- |                           |                   |                               |
|---------------------------|-------------------|-------------------------------|
| 10. I ( <i>learned</i> ). | 13. We (     ).   | 16. Mary ( <i>had wept</i> ). |
| 11. He (     ).           | 14. They (     ). | 17. John (     ).             |
| 12. You (     ).          | 15. She (     ).  | 18. Ann (     ).              |

Fill the blanks with one of the *future* tenses.

- |                            |                  |                       |
|----------------------------|------------------|-----------------------|
| 19. I ( <i>shall go</i> ). | 22. We (     ).  | 25. Mary (     ).     |
| 20. He (     ).            | 23. She (     ). | 26. John (     ).     |
| 21. You (     ).           | 24. It (     ).  | 27. The tree (     ). |

Fill the blanks with verbs of any tense, and parse.

- |                |  |
|----------------|--|
| 28. He (     ) | me to call upon him frequently.              |
| 29. He (     ) | the gospel to crowds around him.             |
| 30. We (     ) | at some future time, the reward of our toil. |

**NOTE.**—These exercises, and all others, should be very much extended. Abundant matter for this purpose may be found in McGuffey's Eclectic Readers for schools. Great care is necessary in selecting examples.

## EXERCISE 93.

LET THE PUPIL form sentences, each containing a verb, in such person, tense, and number, as described below.

- Pres. tense, 1st per. sing., (*I love my book*).
- 3d past, 3d per. sing., (*He had come before I left*).
- 1st future, 1st per. plu., (*We shall proceed to business*).
- Present, 2d per. plu.                      9. 2d fut., 3d per. plu.
- 1st past, 3d per. sing.                    10. 2d past, 2d per. sing.
- 2d past, 3d per. plu.                    11. 2d past, 1st per. plu.
- 3d past, 3d per. sing.                    12. 1st fut., 1st per. plu.
- 1st fut., 1st per. sing.                    13. 1st fut., 2d per. sing.

## MODE.

What does the word *mode* mean?

**ART. 186.** The word *mode* means *manner*; as, when I say, 'I like his *mode* of doing business,' or, 'I like his *mode* of living,' I mean, 'I like his *manner* of doing business,' or, 'I like his *manner* of living.'

What, then, shall we understand by the *Modes* of Verbs?

**ART. 187.** The *Modes* of verbs denote the *manner* in which an action or state of being is

represented; as, when we say, 'He loves,' we speak of loving in a *direct* manner; and when we say, 'If he loves,' we speak of it in a *doubtful* manner.

*How many and what modes do verbs have?*

ART. 188. Verbs have six modes: *indicative, potential, subjunctive, imperative, infinitive, and participial.*

#### *Indicative Mode.*

*In the sentences, 'I study,' 'I shall study,' in what manner is the action of studying represented?*

ART. 189. In a *direct* manner, simply showing or declaring the fact that 'I study,' or, 'shall study.'

*What does the word indicative mean?*

ART. 190. The word *indicative* means *showing, pointing out, indicating.*

*For what is the indicative mode used?*

ART. 191. The *Indicative Mode* is used for declaring or indicating; as, 'You love,' 'I shall go;' and for asking questions; as, 'Do you love?' 'Shall I go?'

*What is the leading idea of this mode?*

ART. 192. It is that of *declaring.*

#### *Potential Mode.*

*In the sentence, 'I can study,' in what manner is the action of studying represented?*

It is represented as being *possible*, that is, I am *able* to study.

*What does the word potential mean?*

ART. 193. It means *able, or having power.*

*What does the potential mode denote?*

ART. 194. The *Potential Mode* denotes power, possibility, liberty, obligation, duty, necessity, inclination, determination; as, 'I can study,' 'I must study,' 'I could study,' &c. It may, also, be used for asking questions; as, 'May I study?'

*What is the leading idea of this mode?*

ART. 195. It is that of *power or ability.*

#### *Subjunctive Mode.*

*In the sentence, 'He will learn, if he studies,' in what manner is the action of studying represented?*

It is represented in a *doubtful* manner; it being uncertain whether he studies or not.

*To what other verb is study, in the sentence given, added, or subjoined?*

*Study* is subjoined to the verb *learn*, and is dependent upon it.

*What does the word subjunctive mean?*

ART. 196. The word *subjunctive* means *subjoined to.*

*What does the subjunctive mode denote?*

ART. 197. The *Subjunctive Mode* denotes doubt, or a condition, and is subjoined to another verb; as, 'I will go, if you call for me.'

*How may the forms of the indicative and potential modes become the forms of the subjunctive?*

ART. 198. By placing before them a conjunction denoting uncertainty, or condition; as,



*if, though, unless, except, lest, &c.*; as, 'If I study,' 'If I should study,' &c.

### *Imperative Mode.*

*In the sentence, 'Study your lesson,' in what manner is the verb study used?*

It is used to convey a command.

*What does the word imperative mean?*

ART. 199. The word *imperative* means commanding.

*For what is the imperative mode used?*

ART. 200. The *Imperative Mode* is used for commanding, exhorting, entreating, and permitting; as, 'Come to me,' 'Turn from evil,' 'Leave me not,' 'Go in peace.'

*What is the leading idea expressed by this verb, as indicated by its name?*

ART. 201. That of command.

### *Infinitive Mode.*

*In the sentence, 'He loves to study,' in what manner is the action of studying represented?*

It is represented in a general manner, without any nominative, and therefore without any limitation of person or number.

*What does the word infinitive mean?*

ART. 202. The word *infinitive* means without limitation.

*For what is the infinitive mode used?*

ART. 203. The *Infinitive Mode* is used to express an action or state of being, in a general

and unlimited manner; as, 'To live,' 'To learn,' 'To study.' It never has a nominative.

*What other part of speech does the infinitive mode generally follow?*

ART. 204. The infinitive generally follows a verb, noun, or adjective, and is therefore said to be governed by them; as, 'He loves to play,' 'I am in haste to go,' 'She is slow to learn.'

*What, then, is the rule for the infinitive?*

ART. 205. RULE. . . The infinitive mode is generally governed by a verb, noun, or adjective; as, 'He tries to learn,' 'He is in haste to go,' 'I am ready to die.'

### *Participial Mode, or Participle.*

*In the sentence, 'The boy is studying,' in what manner is the word studying used?*

It is used as a verb, as it expresses action, and also as an adjective qualifying the noun boy.

*What does the word participle mean?*

ART. 206. The word *participle* means partaking of.

*What, then, is the participle, or participial mode?*

ART. 207. The *Participle, or Participial Mode* is that form of the verb, which partakes of the nature both of a verb and of an adjective; as, 'The birds flying, disappeared,' 'The house, being destroyed, was a total loss.'

*How is a participle parsed?*

ART. 208. It is parsed like an adjective, as qualifying the noun to which it refers: in the sentence, 'The birds flying, disappeared,' the

participle *flying* qualifies *birds*. (See Rule XI, page 144.)

#### EXERCISE 9-4.

LET THE PUPIL tell in what mode the verb is in each of the following expressions.

##### 1. I shall study.

*Shall study* . . . is in the indicative mode, because it *declares*.

- |                        |   |
|------------------------|---|
| 2. I shall go.         | 11. To learn.                           |
| 3. You love.           | 12. To study.                           |
| 4. I can study.        | 13. He loves to play.                   |
| 5. I could study.      | 14. He is slow to learn.                |
| 6. I must study.       | 15. The birds flying, disappeared.      |
| 7. If he studies.      | 16. The house taking fire, burned down. |
| 8. If he should study. |   |
| 9. If you call.        | 17. He would go, if he could.           |
| 10. To love.           |   |

#### ACTIVE AND PASSIVE VOICES.

What is meant by the active voice of a verb?

ART. 209. The *Active Voice* is that form of a verb in which the nominative denotes the actor, as 'John struck James,' where *struck* is in the active voice.

What is meant by the passive voice?

ART. 210. The *Passive Voice* is that form of a verb in which the nominative represents the sufferer, or receiver of the action; as, 'James was struck by John,' where *was struck* is in the passive voice.

Why is this form called passive?

ART. 211. Because the word *passive* means *suffering*, and this voice denotes a *suffering* or receiving of an action, as in the following examples.

#### Active Voice.

To love.  
To call.  
To kill.  
John loves.  
Ann called.

#### Passive Voice.

To be loved.  
To be called.  
To be killed.  
John is loved.  
Ann was called.

To what class of verbs does the distinction of active and passive voice apply?

ART. 212. To transitive verbs alone, with two or three exceptions.

#### REGULAR AND IRREGULAR VERBS.

When is a verb said to be regular?

ART. 213. When it forms its 1st Past Tense Indicative mode, and its 1st Past Participle by adding *d* or *ed* to the Present, as follows:

Present.	1st Past Ind.	1st Past Participle.
Love,	loved,	loved.
Learn,	learned,	learned.
Talk,	talked,	talked.
Kill,	killed,	killed.

When is a verb said to be irregular?

ART. 214. When it does not form its 1st Past Indicative and its 1st Past Participle by adding *d* or *ed*; as in the following words:

Present.	1st Past Ind.	1st Past Participle.
Am,	was,	been.
See,	saw,	seen.
Teach,	taught,	taught.
Go,	went,	gone.

For a list of Irregular verbs, see page 111.

#### AUXILIARY VERBS.

What does the word auxiliary mean?

ART. 215. The word *auxiliary* means *helping*.

What are auxiliary verbs?

ART. 216. Auxiliary verbs are those by the help of which the different modes and tenses are formed.

Which are they?

ART. 217. They are *have, shall, will, may, can, do, and be*, with their variations *has, had, should, &c.*, and *must*, which has no variation.

### CONJUGATION OF VERBS.

What does the word conjugate mean?

ART. 218. The word *conjugate* means to unite.

What is meant by the conjugation of a verb?

ART. 219. It is uniting, in one connected view, its various parts, as modes, tenses, numbers, and persons.

What short method of conjugating a verb is used in parsing?

ART. 220. Giving its principal parts; as 'Love, loved, loved;' 'Go, went, gone.'

### QUESTIONS FOR REVIEW.

What properties belong to verbs? Why are person and number said to belong to verbs? What is the rule for the verb? What is meant by a verb's agreeing with its nominative case? (See Art. 181, p. 77.) What does the word *mood* mean? What do you understand by the modes of verbs? How many and what modes have verbs? What does the word *indicative* mean? For what is the indicative mode used? What does the word *potential* mean? What does the potential mode denote? What does the word *subjunctive* mean? What does the subjunctive mode denote? Why is it called *subjunctive*? What does the word *imperative* mean? For what is the imperative mode used? What does the word *infinitive* mean? For what is the infinitive mode used? What does the word *participle* mean? What is the participle, or participial mode? What is the

leading idea of the indicative mode? For what else is it used? (See Art. 191.) What is the leading idea of the potential mode? For what else is it used? (See Art. 194.) Of the imperative? For what else is it used? (See Art. 200.) What does the word *tense* mean? What is tense? What are the three principal divisions of time? How many present tenses are there? How many past? What are they called? How many future? What are they called? What does the present tense denote? The 1st past? The 2d? The 3d? The 1st future? The 2d? What is meant by the active voice? By the *passive* voice? Why is it called *passive*? To what class of verbs does this distinction apply? Give the active and passive voices of *love, of call, of kill, of whip*. When is a verb said to be *regular*? When *irregular*? What are auxiliary verbs? What does the word *auxiliary* mean? Which are they? What does the word *conjugate* mean? What is the conjugation of a verb? What short method of conjugating is used in parsing?

For further explanation of the modes and tenses, see the author's Analytical Grammar. Additional examples for parsing may be selected from McGuffey's Eclectic Readers for schools; but the teacher should be very careful to select such only as are appropriate and simple.

### CONJUGATION OF THE IRREGULAR VERB TO BE.

Will you conjugate the irregular verb to be?

ART. 221.

Pres. Am. 1st Past Ind. Was. 1st Past Part. Been.

#### Indicative Mode.

##### Present Tense.

	Sing.	Plu.
1st Per.	I am.	1. We are.
2.	{ You are, or Thou art.	2. { You are, or Ye are.
3.	He is.	3. They are.

##### 1st Past Tense.

	Sing.	Plu.
1.	I was.	1. We were.
2.	{ You were, or you was, or Thou wast.	2. { You were, or Ye were.
3.	He was.	3. They were.

##### 2d Past Tense.

	Sing.	Plu.
1.	I have been.	1. We have been.
2.	{ You have been, or Thou hast been.	2. { You have been, or Ye have been.
3.	He has been.	3. They have been.

## 3d Past Tense.

<i>Sing.</i>		<i>Plu.</i>	
1.	I had been.	1.	We had been.
2.	{ You had been, or { Thou hadst been.	2.	{ You had been, or { Ye had been.
3.	He had been.	3.	They had been.

## 1st Future Tense.

<i>Sing.</i>		<i>Plu.</i>	
1.	I shall or will be.	1.	We shall or will be.
2.	{ You shall or will be, or { Thou shalt or wilt be.	2.	{ You shall or will be, or { Ye shall or will be.
3.	He shall or will be.	3.	They shall or will be.

## 2d Future Tense.

<i>Sing.</i>	
1.	I shall or will have been.
2.	{ You shall or will have been, or { Thou shalt or will have been.
3.	He shall or will have been.

<i>Plu.</i>	
1.	We shall or will have been.
2.	{ You shall or will have been, or { Ye shall or will have been.
3.	They shall or will have been.

## Potential Mode.

## Present or Future Tense.

<i>Sing.</i>		<i>Plu.</i>	
1.	I can, may, or must be.	1.	We can be.
2.	{ You can be, or { Thou canst be.	2.	{ You can be, or { Ye can be.
3.	He can be.	3.	They can be.

OBSERVE, that in whatever tense *can* is used, *may* or *must* may also be used.

OBSERVE, also, that when *will* or *shall* is used in the sense of *determination*, it places the verb in the *Future Tense, Potential Mode*; as,

I will be.	We will be.
You shall be.	You shall be.
He shall be.	They shall be.

## 1st Past Tense.

<i>Sing.</i>		<i>Plu.</i>	
1.	I could be.	1.	We could be.
2.	{ You could be, or { Thou couldst be.	2.	{ You could be, or { Ye could be.
3.	He could be.	3.	They could be.

OBSERVE, that in whatever tense *could* is used, *might*, *should*, and *would* may also be used.

## 2d Past Tense.

<i>Sing.</i>		<i>Plu.</i>	
1.	I can have been.	1.	We can have been.
2.	{ You can have been, or { Thou canst have been.	2.	{ You can have been, or { Ye can have been.
3.	He can have been.	3.	They can have been.

## 3d Past Tense.

<i>Sing.</i>		<i>Plu.</i>	
1.	I could have been.	1.	We could have been.
2.	{ You could have been, or { Thou couldst have been.	2.	{ You could have been, or { Ye could have been.
3.	He could have been.	3.	They could have been.

## Subjunctive Mode.

All the tenses of the *indicative* and *potential* modes become the tenses of the *subjunctive* mode, by placing before them a conjunction denoting *doubt* or *condition*; as,

If I am, If I was, If I have been, If I had been, If I shall be, If I shall have been, If I may be, If I can be, If I should be, &c., &c.

In the *future tense*, however, the auxiliary *shall* or *will* is often omitted; thus, 'If I be,' for 'If I shall be,' or 'If you be,' for 'If you will be,' as follows:

## Future Tense.

<i>Sing.</i>		<i>Plu.</i>	
1.	If I be.	1.	If we be.
2.	{ If you be, or { If thou be.	2.	{ If you be, or { If ye be.
3.	If he be.	3.	If they be.

To denote *supposition*, there is also a *Suppositional Tense*, as follows:

## Suppositional Tense.

<i>Singular.</i>		} or {	<i>Plural.</i>	
1.	If I were.		1.	Were I.
2.	{ If you were, or { If thou wert.	2.	Were you, or Wert thou.	
3.	If he were.	3.	Were he.	
<i>Plural.</i>				
1.	If we were.	1.	Were we.	
2.	{ If you were, or { If ye were.	2.	Were you, or Were ye.	
3.	If they were.	3.	Were they.	

*Imperative Mode.*

- |                                |                          |
|--------------------------------|--------------------------|
| <i>Sing.</i>                   | <i>Plu.</i>              |
| 2. Be, or be thou, or be thou. | Be, or be you, or be ye. |

*Infinitive Mode.*

- |                        |                            |
|------------------------|----------------------------|
| <i>Present.</i> To be. | <i>Past.</i> To have been. |
|------------------------|----------------------------|

*Participial Mode, or Participle.*

- |                        |                        |                              |
|------------------------|------------------------|------------------------------|
| <i>Present.</i> Being. | <i>1st Past.</i> Been. | <i>2d Past.</i> Having been. |
|------------------------|------------------------|------------------------------|

**EXERCISE 95.**

LET THE PUPIL give the mode, tense, number, and person of each of the following verbs

I am. I was. I have been. I had been. I shall be. I shall have been. They could have been. You can have been. You could be. We can be. She is. Thou art. It was. He may be. It will be. It can not be. It should be. If I am. If thou wast. If he had been. If we could be. If they would have been. If I were. She has been. You can be. If I be. To be. Being. Having been. To have been.

**EXERCISE 96.**

Let the pupil parse all the words.

## 1. George has been sick.

*Has been* . . . is a verb, signifies *being*, *ind. mode*, *2d past tense*. *1st per.*, I have been. *2d.* You have been. *3d.* He has been. *3d per. sing.*, agreeing with its nom. George, &c.

- |                          |                                    |
|--------------------------|------------------------------------|
| 2. We must be kind.      | 6. She is very intelligent.        |
| 3. They will be here.    | 7. O that we might be immortal.    |
| 4. You could be rich.    | 8. Thou wast pure and lovely.      |
| 5. If I should be there. | 9. They would have been blameless. |

Will you conjugate the verb 'to love,' in all its modes and tenses?

**CONJUGATION OF THE REGULAR VERB  
TO LOVE.**

**ART. 222. Active Voice.**

*Pres.*, Love. *1st Past Ind.*, Loved. *1st Past Participle*, Loved.

*Indicative Mode.**Present Tense.*

- |          |                                |    |                            |
|----------|--------------------------------|----|----------------------------|
|          | <i>Sing.</i>                   |    | <i>Plur.</i>               |
| 1st Per. | I love.                        | 1. | We love.                   |
| 2d "     | { You love, or<br>Thou lovest. | 2. | { You love, or<br>Ye love. |
| 3d "     | He, she, or it loves.          | 3. | They love.                 |

*1st Past Tense.*

- |    |                                  |    |                              |
|----|----------------------------------|----|------------------------------|
|    | <i>Sing.</i>                     |    | <i>Plur.</i>                 |
| 1. | I loved.                         | 1. | We loved.                    |
| 2. | { You loved, or<br>Thou lovedst. | 2. | { You loved, or<br>Ye loved. |
| 3. | He loved.                        | 3. | They loved.                  |

*2d Past Tense.*

- |    |  |    |  |
|----|--|----|--|
|    | <i>Sing.</i>                             |    | <i>Plur.</i>                           |
| 1. | I have loved.                            | 1. | We have loved.                         |
| 2. | { You have loved, or<br>Thou hast loved. | 2. | { You have loved, or<br>Ye have loved. |
| 3. | He has loved.                            | 3. | They have loved.                       |

*3d Past Tense.*

- |    |  |    |                                      |
|----|--|----|--------------------------------------|
|    | <i>Sing.</i>                             |    | <i>Plur.</i>                         |
| 1. | I had loved.                             | 1. | We had loved.                        |
| 2. | { You had loved, or<br>Thou hadst loved. | 2. | { You had loved, or<br>Ye had loved. |
| 3. | He had loved.                            | 3. | They had loved.                      |

*1st Future Tense.*

- |    |  |    |  |
|----|--|----|--|
|    | <i>Sing.</i>   |    | <i>Plur.</i>   |
| 1. | I shall or will love.                                    | 1. | We shall or will love.                                 |
| 2. | { You shall or will love, or<br>Thou shalt or wilt love. | 2. | { You shall or will love, or<br>Ye shall or will love. |
| 3. | He shall or will love.                                   | 3. | They shall or will love.                               |

*2d Future Tense.*

- |    |   |    |   |
|----|---|----|---|
|    | <i>Sing.</i>  |    | <i>Plur.</i>  |
| 1. | I shall or will have loved.                                       | 1. | We shall or will have loved.                                    |
| 2. | { You shall or will have loved,<br>Thou shalt or wilt have loved. | 2. | { You shall or will have loved,<br>Ye shall or will have loved. |
| 3. | He shall or will have loved.                                      | 3. | They shall or will have loved.                                  |

*Potential Mode.**Present or Future Tense.*

<i>Sing.</i>	<i>Plur.</i>
1. I may, can, or must love.	1. We can love.*
2. { You can love, or Thou canst love.	2. { You can love, or Ye can love.
3. He can love.	3. They can love.

When *will* and *shall* denote *determination*, they form the *Future Tense* of this mode: as,

1. I will love.	
2. { You shall love, or Thou shalt love.	
3. He shall love, &c. (See page 95.)	

*1st Past Tense.*

<i>Sing.</i>	<i>Plur.</i>
1. { I might, could, } love. { would, should }	1. { We might, could, } love. { would, should }
2. { You could love, or† Thou couldst love.	2. { You could love, or Ye could love.
3. He could love.	3. They could love.

*2d Past Tense.*

<i>Sing.</i>	<i>Plur.</i>
1. I can have loved.	1. We can have loved.
2. { You can have loved, or Thou canst have loved.	2. { You can have loved, or Ye can have loved.
3. He can have loved.	3. They can have loved.

*3d Past Tense.*

<i>Sing.</i>	<i>Plur.</i>
1. I could have loved.	1. We could have loved.
2. { You could have loved, or Thou couldst have loved.	2. { You could have loved, or Ye could have loved.
3. He could have loved.	3. They could have loved.

*Subjunctive Mode.*

The tenses of this mode are the same as those of the Indicative and Potential Modes, except that a conjunction, denoting doubt or condition, is placed before them, as *if*, *lest*, &c., as follows:

*Present*, If I love, or If I can love.  
*1st Past*, If I loved, or If I could love, &c., &c.

The auxiliary of the future is sometimes omitted; as follows:

\* *May* and *must* belong to all tenses in which *can* is used.

† In whatever tense *could* is used, *might*, *would*, and *should* are also proper.

*Future Tense.*

<i>Sing.</i>	<i>Plur.</i>
1. If I love.	1. If we love.
2. { If you love, or If thou love.	2. { If you love, or If ye love.
3. If he love.	3. If they love. (See page 95.)

*Imperative Mode.*

<i>Sing.</i>	<i>Plur.</i>
2. Love, or love you, or love thou.	2. Love, or love you, or ye.

*Infinitive Mode.*

<i>Pres.</i> , To love.	<i>Past</i> , To have loved.
-------------------------	------------------------------

*Participial Mode, or Participles.*

*Pres.*, Loving. *1st Past*, Loved. *2d Past*, Having loved.  
REMARK 1.—*Do* and *did* are sometimes used in the *present* and *1st past tenses* of the indicative mode; as,  
'I do love,' 'I did love,' &c., and in the imperative; as,  
'Do you love,' 'Do thou love.'

REMARK 2.—When a question is asked, the order of the words is changed; as,  
'Do I love?' 'Did I love?' 'Can I love?' 'Have I loved?' 'Shall I love?' &c., &c.

REMARK 3.—The verb *to be* is sometimes used with the present participle of a verb to form its tenses, as follows:

	<i>Indicative.</i>	<i>Potential.</i>
<i>Pres.</i> ,	I am loving.	I can be loving.
<i>1st Past</i> ,	I was loving.	I could be loving.
<i>2d Past</i> ,	I have been loving.	I can have been loving.
<i>3d Past</i> ,	I had been loving.	I could have been loving.
<i>1st Future</i> ,	I shall be loving.	<i>Subjunctive.</i>
<i>2d Future</i> ,	I shall have been loving.	<i>Pres.</i> , If I am loving; &c.

How many and what tenses has the indicative mode?

How many and what tenses has the potential mode?

How many and what tenses has the subjunctive mode?

What person has the imperative mode?

Why has it only the second person?

ART. 223. Because command, exhortation, &c., must be addressed to some one.

How many and what tenses has the infinitive mode?

How many and what tenses has the participial mode?

## EXERCISE 97.

LET THE PUPIL give all the tenses in each mode, of the following verbs. This exercise should be divided into several lessons.

1. *Indicative Mode.*—Turn, (I turn, I turned, I have turned, I had turned, I shall turn, I shall have turned), stop, lock, lift, help, hate, name, rule, save, ask, charm, burn, spurn, add, bless, blame, shade, shave, wake, crush, shove, pay, gain, stain, claim, treat, praise.

2. *Potential Mode.*—Turn, (I may, can, or must turn; I will turn; I might, could, would, or should turn; I may, can, or must have turned; I might, could, would, or should have turned), stop, lock, &c.

3. *Subjunctive Mode.*—Turn, (if I turn, if I turned, if I have turned, if I had turned, if I shall turn, if I shall have turned; or if I can turn, if I could turn, if I can have turned, if I could have turned), stop, lock, &c.

4. *Imperative Mode.*—Turn, (turn you, or turn thou), stop, lock, &c.

5. *Infinitive Mode.*—Turn, (to turn, to have turned), stop, lock, &c.

6. *Participial Mode.*—Turn, (turning, turned, having turned), stop, lock, &c.

NOTE.—In this exercise, the teacher can take any number of verbs for a lesson he may think appropriate to the capacity of the pupils or their stage of progress.

## EXERCISE 98.

LET THE PUPIL give the mode, tense, number, and person of each of the following verbs.

You love. You will love. He has played. He can play. I shall play. You might play. He must come. It will rain. I should laugh. You would cry. We may go. They have loved. He will have studied. If he comes. If I could play. To come. To go. To have turned. I had turned. I should turn. He had wished. I shall wish. You must have ruled. I could have lifted. We can bless. To pay. To have paid. Naming. Named. Having named. They could add. We may have added. You should have added. She will save. He will have asked. It had rained. If you hate. If I may ask. Come. Go. Turn.

## EXERCISE 99.

Let the pupil parse all the words.

## 1. He loves his friends, and should love them.

*Loves* . . . . is a verb, expresses action; *transitive*, the action passes over to the object, (*friends*); *ind. mode*, declares a thing; *present tense*, denotes present time; *3d per. sing.*, to agree with its nominative *he*: "A verb must agree," &c.

*Should love* . . . is a verb, &c., *potential mode*, denotes duty; *1st past tense*, *3d per. sing.*, to agree with its nominative *he*, &c.

- |                        |                  |                         |
|------------------------|------------------|-------------------------|
| 2. He calls them.      | 6. Adam signed.  | 10. You could run.      |
| 3. He has called them. | 7. You may see.  | 11. Alice must study.   |
| 4. They came to me.    | 8. He has seen.  | 12. She will have come. |
| 5. She will stay.      | 9. John must go. | 13. He had departed.    |

NOTE.—*May see*, *must go*, *could run*, and *must study*, are in the potential mode; *may see* expresses permission; *must go*, and *must study*, necessity; *could run*, possibility. The pupil need not give a reason for the tenses of the potential and subjunctive modes, because the distinction is not so clear as in the indicative. In the five following examples, verbs, indicated by the conjunctions *unless*, *lest*, &c., will be found in the subjunctive mode, because they express doubt or condition.

14. We shall see trouble, unless we are prudent.
15. He fears, lest evil may come upon him.
16. The man will prosper, if he perseveres.
17. I shall depart, unless he should object.
18. He will suffer, if he continue his evil habits.

NOTE.—In the following examples, those verbs which convey a command or exhortation, are in the imperative, and agree with you understood.

- |                        |                               |
|------------------------|-------------------------------|
| 19. Leave me not.      | 23. Ann recites very well.    |
| 20. Turn from sin.     | 24. Heat can melt ice.        |
| 21. Come to me.        | 25. He has turned from evil.  |
| 22. Study your lesson. | 26. Take heed, lest you fall. |

## EXERCISE 100.

Let the pupil parse all the words.

## 1. Jane loves to study.

*To study* . . is a verb, &c.; infinitive mode, present tense, and governed by the verb *loves*. The infinitive mode is generally governed by a verb, &c.

- |                       |                              |
|-----------------------|------------------------------|
| 2. Boys love to play. | 5. We must forgive injuries. |
| 3. Cease to do evil.  | 6. We learn to conquer.      |
| 4. Learn to do good.  | 7. If we learn to bear.      |

NOTE.—*Evil* and *good* are nouns, because they are used as names.

## 8. The birds flying, disappeared.

*Flying* . . is a verb, because it denotes action; intransitive, &c.; participial mode, because it partakes of the nature of the adjective; present tense; and as an adjective it qualifies the noun *birds*, according to the rule that, *Adjectives qualify nouns*, &c. Parse the other words as already directed.

9. The sun rising, dispersed the mist.
10. Time lost, can not be recalled.
11. Having finished, he sat down.
12. I saw him toiling up the hill.
13. Forget the faults of other men.
14. Men may appear wise while they know nothing.
15. Carefully cherish virtuous principles.
16. We should practice humility, and discourage pride.
17. Intemperance destroys souls; therefore avoid it.
18. George loves his sister, and she should love him.
19. Riches deliver us not from trouble or from unhappiness.
20. We may do much good, if we watch for opportunities.

NOTE.—In the 16th example, *we* is nominative to *should practice*, and to *should discourage*, both in the potential mode.

## EXERCISE 101.

Fill the blanks with verbs in different modes, and parse all the words.

*Indicative Mode.*

- |                                       |                              |
|---------------------------------------|------------------------------|
| 1. Charles ( <i>goes</i> ) to school. | 4. James ( ) yesterday.      |
| 2. William ( ) his lesson.            | 5. They ( ) the books.       |
| 3. Ann ( ) to-morrow.                 | 6. The boys ( ) their father |

*Potential Mode.*

- |   |                              |
|---|------------------------------|
| 1. Charles ( <i>would go</i> ) to school. | 4. James ( ) yesterday.      |
| 2. William ( ) his lesson.                | 5. They ( ) the books.       |
| 3. Ann ( ) to-morrow.                     | 6. The boys ( ) their father |

*Subjunctive Mode.*

1. If we ( ) God, we shall be happy.
2. If John ( ), he will be wise and learned.
3. Unless we ( ), we shall surely perish.

*Imperative Mode.*

- |                                   |                               |
|-----------------------------------|-------------------------------|
| 1. ( <i>Honor</i> ) your parents. | 4. Ann, ( ) your lesson.      |
| 2. ( ) evil habits.               | 5. James, ( ) your book to me |
| 3. ( ) good principles.           | 6. George, ( ) the window.    |

*Infinitive Mode.*

- |                         |                                     |
|-------------------------|-------------------------------------|
| 1. Learn ( ) good.      | 4. Mary tries ( ) well.             |
| 2. Cease ( ) evil.      | 5. George has learned ( ) correctly |
| 3. Strive ( ) faithful. | 6. He is in haste ( ) the city.     |

*Participial Mode.*

1. The child ( *running* ) rapidly, fell.
2. I met them ( ) in the street.
3. I saw him ( ) in deep water.
4. The ship ( ) was a total loss.

## EXERCISE 102.

LET THE PUPIL form sentences with verbs, as directed below.

1. In the ind. mode. (*Evil habits bring disgrace.*)
2. In the pot. mode. (*We should love all men.*)
3. In the sub. mode. (*If we do wrong, we shall suffer.*)
4. In the imp. mode. (*Give no place to wrath.*)



5. In the inf. mode. (We must learn *to love* our enemies.)  
 6. In the participial mode. (They, *going to the city*, lost their way.)
7. Two ind. mode.            10. Two imp. mode.  
 8. Two pot. mode.            11. Two inf. mode.  
 9. Two sub. mode.            12. Two participles.
13. Ind. mode, present tense.    16. Inf. mode, 2d past tense.  
 14. Ind. mode, 3d past tense.    17. Sub. mode, present tense.  
 15. Pot. mode, 2d past tense.    18. Imp. mode.

## EXERCISE 103.

Let the pupil parse all the words.

1. Wealth may come without effort, but we must labor for wisdom.

*Wealth* . . . is a *noun*, &c., *nom.* to *may come*.

*May come* . . . is a *verb*, &c., *potential mode*, &c., *future tense*, agreeing with *wealth*.

*Must labor* . . . is a *verb*, *potential*, *pres.* or *fut.*, &c.

(Parse the other words as usual.)

2. James preserves his health, because he rises early.
3. God alone changes times, and plants nations.
4. She reads correctly, and she writes neatly.
5. You will command respect, if you observe the truth.
6. The mason lays the foundation of a house.
7. The carpenter constructs the walls and roof.
8. The glazier fits the glass in the windows.
9. Search the scriptures; they testify of Christ.
10. Choose the path of virtue, and you will secure happiness.
11. Many are called, but few are chosen.
12. He seems to have suffered unjustly.
13. A man, laboring for the truth, will find it.
14. Remember thy Creator in the days of thy youth.
15. He did not return at the time appointed.
16. We love to receive pleasure, and we dislike to bear pain.
17. He is laboring and has been laboring for the truth.

18. The good man, having finished his course, enters into heaven.

NOTE. — *Many* and *few*, in Example 11, are adjectives, agreeing with persons understood, or they may be considered as nouns. *Did return*, in Ex. 13, is in the ind. mode, 1st past tense. See Remark 1, page 101. *Is laboring*, and *has been laboring*, in Ex. 17, are verbs, ind. mode, the one in the *pres.* the other in the 2d *past tense*. See Remark 3, page 101.

Will you now conjugate 'to love,' in the passive voice?

## ART. 224. TO BE LOVED.

NOTE. — Let the pupil add the participle, *loved*, to each tense, number, and person of the verb 'to be,' (except the 1st past participle,) and he will have the passive voice of 'to love,' as follows:

*Indicative Mode.**Present Tense.*

	<i>Sing.</i>		<i>Plur.</i>
1st Per.	I am loved.	1.	We are loved.
2. "	{ You are loved, or	2.	{ You are loved.
	{ Thou art loved.		{ Ye are loved.
3. "	He is loved.	3.	They are loved.

*1st Past Tense.*

	<i>Sing.</i>		<i>Plur.</i>
1.	I was loved.	1.	We were loved.
2.	{ You were or was loved, or	2.	{ You were loved, or
	{ Thou wast loved.		{ Ye were loved.
3.	He was loved.	3.	They were loved.

*2d Past Tense.*

	<i>Sing.</i>		<i>Plur.</i>
1.	I have been loved.	1.	We have been loved.
2.	{ You had been loved, or	2.	{ You have been loved, or
	{ Thou hast been loved.		{ Ye have been loved.
3.	He has been loved.	3.	They have been loved.

*3d Past Tense.*

	<i>Sing.</i>		<i>Plur.</i>
1.	I had been loved.	1.	We had been loved.
2.	{ You had been loved, or	2.	{ You had been loved, or
	{ Thou hadst been loved.		{ Ye had been loved.
3.	He had been loved.	3.	They had been loved.

## 1st Future Tense.

Sing.

1. I shall or will be loved.
2. { You shall or will be loved, or  
Thou shalt or wilt be loved.
3. He shall or will be loved.

Plur.

1. We shall or will be loved.
2. { You shall or will be loved, or  
Ye shall or will be loved.
3. They shall or will be loved.

## 2d Future Tense.

Sing.

1. { I shall or  
will have been loved.
2. { You shall or  
will have been loved, or  
Thou shalt or  
wilt have been loved.
3. { He shall or  
will have been loved.

Plur.

1. { We shall or  
will have been loved.
2. { You shall or  
will have been loved, or  
Ye shall or  
will have been loved.
3. { They shall or  
will have been loved.

## Potential Mode.

## Present or Future Tense.

Sing.

1. I may, can, or must be loved.
2. { You may, can, or must be loved, or  
Thou mayst, canst, or  
must be loved.
3. He may, can, or must be loved.

Plur.

1. We can, &c., be loved.
2. { You can be loved, or  
Ye can be loved.
3. They can be loved.

OBSERVE, that where can is used, may or must is proper.

OBSERVE, also, that when will and shall are used in the sense of determination, they place the verb in the Potential Mode and Future Tense; as,

I will be loved. You shall be loved. We shall be loved, &c.

## 1st Past Tense.

Sing.

1. { I might, could, would,  
should be loved.
2. { You could be loved, or  
Thou couldst be loved.
3. He could be loved.

Plur.

1. { We might, could, would,  
should be loved.
2. { You could be loved, or  
Ye could be loved.
3. They could be loved.

OBSERVE, that *might*, *would*, and *should* may be used in the same tenses as *could*.

## 2d Past Tense.

Sing.

1. I can have been loved.
2. { You can have been loved, or  
Thou canst have been loved.
3. He can have been loved.

Plur.

1. We can have been loved.
2. { You can have been loved, or  
Ye can have been loved.
3. They can have been loved.

## 3d Past Tense.

Sing.

1. I could have been loved.
2. { You could have been loved, or  
Thou couldst have been loved.
3. He could have been loved.

Plur.

1. We could have been loved.
2. { You could have been loved, or  
Ye could have been loved.
3. They could have been loved.

## Subjunctive Mode.

The Tenses of this mode are the same as those of the Indicative and Potential Modes, except that a conjunction denoting *doubt* or *condition* is placed before them; as,

Present. If I am loved. If I can love, &c.  
1st Past. If I was loved. If I could be loved, &c., &c.

OBSERVE, that the auxiliary *shall* or *will* is sometimes omitted in the

## Future Tense.

Sing.

1. If I be loved.
2. If you be loved.
3. If he be loved.

Plur.

1. If we be loved.
2. If you be loved.
3. If they be loved.

A supposition is denoted in the Passive Voice by the

*Suppositional Tense.*

<p><i>Sing.</i></p> <p>1. { If I were loved, or Were I loved.</p> <p>2. { If you were loved, or Were you loved; or If thou wert loved, or Wert thou loved.</p> <p>3. { If he were loved, or Were he loved.</p>	<p><i>Plur.</i></p> <p>1. { If we were loved, or Were we loved.</p> <p>2. { If you were loved, or Were you loved; or If ye were loved, or Were ye loved.</p> <p>3. { If they were loved, or Were they loved.</p>
--	--

*Imperative Mode.*

<p><i>Sing.</i></p> <p>2. { Be you loved, or Be thou loved.</p>	<p><i>Plur.</i></p> <p>2. { Be you loved, or Be ye loved.</p>
---	---

*Infinitive Mode.*

*Present, To be loved. Past, To have been loved.*

*Participial Mode, or Participle.*

*Present, Being loved. 1st Past, Loved.  
2d Past, Having been loved.*

**EXERCISE 104.**

LET THE PUPIL give the mode, tense, number, and person of each of the following verbs.

I am loved. I was loved. I have been loved. She had been loved. She will be loved. They will have been loved. You may be loved. I must be loved. He could have been loved. Being loved. Loved. Having been loved.

**EXERCISE 105.**

Let the pupil parse all the words.

1. Mary is loved by all.

*Is loved* . . . is a verb, &c.; *transitive*, because *love* may have an object after it; *passive voice*, because it denotes the receiving of an action, &c., &c.

*All* . . . . is an adjective, used as a noun, and governed by *by*.

2. Moses' rod was turned into a serpent.
3. We shall be loved by those whom we love.
4. Parents are honored by the virtues of their children.
5. The company of wicked men should be shunned.

**EXERCISE 106.**

Write the *passive voice, infinitive mode*, of each of the following verbs.

Call, (to be called,) turn, (to be turned,) teach, (to be taught,) take, (to be taken,) trust, keep, hunt, count, ask, charm, draw, gain, give, know, claim, chain, cheat, plow, pay, say, join, broil, carve, blame, speak, harm, hurt, bless, strike, sting, reach.

**EXERCISE 107.**

In each of the following sentences, let the pupil change the *active* into the *passive voice*, without changing the sense, and let him parse all the words.

1. George *struck* William. (William *was struck* by George.)
2. Mary *studied* the lesson. (The lesson *was studied* by Mary.)
3. Cain killed Abel.
4. Jacob blessed Joseph.
5. Saul persecuted David.
6. The man caught the lion.
7. The Jews crucified Christ.
8. Cesar ruled Rome.
9. We must love our enemies.
10. He gladly accepted the present.
11. They disapproved the plan.
12. The plague destroyed many men.

**ART. 225. LIST OF IRREGULAR VERBS.**

Those marked *r* are also regular.

<i>Pres.</i>	<i>1st P. Ind.</i>	<i>1st P. Part.</i>	<i>Pres.</i>	<i>1st P. Ind.</i>	<i>1st P. Part.</i>
Abide,	abode.	abode.	Bend, <i>r</i>	bent.	bent.
Am,	was.	been.	Bereave, <i>r</i>	bereft.	bereft.
Arise,	arose.	arisen.	Beseech,	besought.	besought.
Awake, <i>r</i>	awoke.	awaked.	Bid,	{ bid,	bidden.
Bare,	{ bare.	borne.	Bind,	{ bound.	bound.
	{ bare.	borne.		Bite,	{ bit.
Beat,	beat.	{ beaten.	Bleed,		bled.
Began,	began.	begun.			

<i>Pres.</i>	<i>1st P. Ind.</i>	<i>1st P. Part.</i>	<i>Pres.</i>	<i>1st P. Ind.</i>	<i>1st P. Part.</i>
Blow,	blew,	blown.	Got,	got,	{ gotten,
Break,	{ broke,	broken.	Gild, <i>r</i>	gilt,	got.
Breed,	bred,	bred.	Girl, <i>r</i>	girl,	girt.
Bring,	brought,	brought.	Give,	gave,	given.
Build, <i>r</i>	built,	built.	Go,	went,	gone.
Burn, <i>r</i>	burnt,	burnt.	Grave, <i>r</i>	graved,	graven.
Burnt,	burnt,	burnt.	Grind,	ground,	ground.
Buy,	bought,	bought.	Grow,	grew,	grown.
Cast,	cast,	cast.	Hang, <i>r</i>	hung,	hung.
Catch, <i>r</i>	caught,	caught.	Have,	had,	had.
Chide,	chid,	{ chidden,	Hear,	heard,	heard.
		child.	Hew, <i>r</i>	bewed,	bewn.
Choose,	chose,	{ chosen,	Hide,	hid,	{ hidden,
		chose.	Hit,	hit,	hit.
Cleave,	clave,	cleaved.	Hold,	held,	{ held,
Cleave,	clave,	cleft.			holden.
<i>to split,</i>	{ cleft,	cleaved.	Hurt,	hurt,	hurt.
Cling,	clung,	clung.	Keep,	kept,	kept.
Clothe, <i>r</i>	clad,	clad.	Kneel, <i>r</i>	knelt,	knelt.
Come,	came,	come.	Knit, <i>r</i>	knit,	knit.
Cost,	cost,	cost.	Know,	knew,	known.
Creep,	crept,	crept.	Lade, <i>r</i>	laded,	laden.
Crow, <i>r</i>	crew,	crowed.	Lay,	laid,	laid.
Cut,	cut,	cut.	Lead,	led,	led.
Dare, <i>to</i>	{ dared,	dared.	Leave,	left,	left.
<i>venture,</i>			Lend,	lent,	lent.
Dare, <i>to challenge,</i>	(regular.)		Let,	let,	let.
Deal,	dealt,	dealt.	Lose,	lost,	lost.
Dig, <i>r</i>	dug,	dug.	Lie, <i>to lie</i>	lay,	lain.
Do,	did,	done.	<i>down,</i>		
Draw,	drew,	drawn.	Make,	made,	made.
Dream, <i>r</i>	dreamt,	dreamt.	Mean,	meant,	meant.
Drink,	drank,	drank.	Meet,	met,	met.
Drive,	drove,	driven.	Mow, <i>r</i>	mowed,	mown.
Dwell, <i>r</i>	dwelt,	dwelt.	Pay,	paid,	paid.
Eat,	ate,	{ eaten,	Pen, <i>r to</i>	pent,	pent.
		eat.	<i>coop,</i>		
Fall,	fell,	fallen.	Put,	put,	put.
Feed,	fed,	fed.	Quit, <i>r</i>	quit,	quit.
Feel,	felt,	felt.	Rend,	rent,	rent.
Fight,	fought,	fought.	Rid,	rid,	rid.
Find,	found,	found.	Ride,	{ rode,	rid,
Flow,	fed,	fed.		rid,	ridden.
Fling,	flung,	flung.	Ring,	{ rung,	rung.
Fly,	flew,	flown.		rung,	
Forsoke,	forsook,	forsoaken.	Rise,	rose,	risen.
Freeze,	froze,	{ frozen.	Rive, <i>r</i>	rived,	riven.

<i>Pres.</i>	<i>1st P. Ind.</i>	<i>1st P. Part.</i>	<i>Pres.</i>	<i>1st P. Ind.</i>	<i>1st P. Part.</i>
Run,	{ ran,	run.	Spread,	spread,	spread.
	run,		Spring,	{ sprung,	sprung.
Saw, <i>r</i>	sawed,	sawn.	Stand,	stood,	stood.
Say,	said,	said.	Steal,	stole,	stolen.
See,	saw,	seen.	Stick,	stuck,	stuck.
Seek,	sought,	sought.	Sting,	stung,	stung.
Sell,	sold,	sold.	Stride,	{ strode,	strid,
Send,	sent,	sent.		strid,	stridden.
Set,	set,	set.	Strike,	struck,	{ struck,
Sit,	sat,	sat.			stricken.
Shake,	shook,	shaken.	String,	strung,	strung.
Shape, <i>r</i>	shaped,	shapen.	Strive,	strove,	striven.
Shave, <i>r</i>	shaved,	shaven.	Straw, <i>r</i>	strewed,	strewn.
Shear, <i>r</i>	sheared,	shorn.	Swear,	{ swore,	sworn.
Shed,	shed,	shed.		swore,	
Shine, <i>r</i>	shone,	shone.	Sweat, <i>r</i>	sweat,	sweat.
Show, <i>r</i>	showed,	shown.	Sweep,	swept,	swept.
Shoot,	shot,	shot.	Swell, <i>r</i>	swelled,	swollen.
Shoe,	shod,	shod.	Swim,	{ swam,	swam.
Shred,	shred,	shred.		swam,	
Shrink,	{ shrank,	shrank.	Swing,	swung,	swung.
	shrank,	shrunken.	Take,	took,	taken.
Shut,	shut,	shut.	Teach,	taught,	taught.
Sing,	{ sang,	sung.	Tear,	{ tore,	torn.
	sang,			tore,	
Sink,	{ sunk,	sunk.	Tell,	told,	told.
	sunk,		Think,	thought,	thought.
Slay,	slew,	slain.	Thrive, <i>r</i>	throve,	thriven.
Sleep,	slept,	slept.	Throw,	threw,	thrown.
Slide,	slid,	{ slidden,	Thrust,	thrust,	thrust.
		slid.			trod,
Sling,	slung,	slung.	Trod,	trod,	{ trodden.
Slink,	slunk,	slunk.			trodden.
Sit,	sat,	{ sitten,	Wax, <i>r</i>	waxed,	waxed.
		sit.	Wear,	wore,	worn.
Smite,	smote,	{ smitten,	Weave,	wove,	{ wove,
		smit.		wove,	woven.
Sow, <i>r</i>	sowed,	sown.	Weep,	wept,	wept.
Speak,	{ spoke,	spoke.	Wet, <i>r</i>	wet,	wet.
	spoke,	spoken.	What, <i>r</i>	what,	what.
Speed, <i>r</i>	sped,	sped.	Win,	won,	won.
Spell, <i>r</i>	spelt,	spelt.	Wind,	wound,	wound.
Spend,	spent,	spent.	Work, <i>r</i>	wrought,	wrought.
Spill, <i>r</i>	spilt,	spilt.	Wring, <i>r</i>	wrang,	wrang.
Spin,	spun,	spun.	Write,	wrote,	{ written,
Spit,	{ spat,	spit.		wrote,	writ.
	spat,		Stay,	staid,	staid.
Split,	split,	split.			

## EXERCISE 108.

LET THE PUPIL conjugate each of the following verbs and tell, by looking at the preceding list, whether it is regular or irregular.

Walk, (*regular*, walk, walked, walked,) go, (*irregular*, go, went, gone,) teach, (*irregular*, teach, taught, taught,) eat, pour, hope, write, take, come, wish, shoot, sleep, am, fly, jump, hide, ride, drink, dress, bless, fall, lose, make, pay, sit, set, hurt, desire, confess, forsake, know, feel, fight, do, lay, see.

What are defective verbs?

ART. 226. DEFECTIVE VERBS are those which are not used in all the modes and tenses. The defective verbs are *can, could; may, might; shall, should; will, would; ought, must, quoth, and beware.*

What are unipersonal verbs?

ART. 227. UNIPERSONAL VERBS (sometimes called *impersonal*), are those which are used only in the third person with the pronoun *it* for a nominative; as *it behooves, it seems, it hails, it rains, &c.*

What is a compound verb?

ART. 228. A COMPOUND VERB is formed by the union of a verb with a preposition or adverb; as, He *took off* his coat. The subject was *passed over*. He was *smiled on* by fortune.

## V. THE ADVERB.

## ITS PROPERTIES AND RELATIONS.

What does the word adverb mean? (Page 26). What is an adverb? What is the distinction between an adjective and an adverb? (Page 29). How are adverbs formed from adjectives? (See Art. 88, page 29). How are adjectives compared? (See pages 70, 71, and 72).

How are adverbs compared?

ART. 229. Adverbs are compared like adjectives; as, soon, sooner, soonest; wisely, more wisely, most wisely; well, better, best. Many are not compared at all; as, *here, there, now, then, &c.*

RULE. . . Adverbs qualify verbs, adjectives, and other adverbs; as, 'He acts wisely;' 'He is very wise;' 'He acts very wisely.'

## EXERCISE 109.

Let the pupil parse all the words.

1. James grows fast.

*Fast* . . . is an adverb, (*fast, faster, fastest*), positive degree, and qualifies the verb *grows*: Adverbs qualify, &c.

(Parse the other words as usual.)

2. Jane sings delightfully. 5. He discourses most eloquently.
3. The horse walks slowly. 6. She is now almost here.
4. The ship sails very fast. 7. Turn quickly from sin.

For farther exercises on the adverb, see pages 27, 28, and Rule XII.

For the Proposition, Conjunction, and Interjection, see pages 29, 30, 32, 34, and Rules IV and XIII, pages 127, 148.

## VI. THE SAME WORDS.

## USED AS DIFFERENT PARTS OF SPEECH.

ART. 230. The same word is sometimes one part of speech, and sometimes another, according to its meaning. The following are examples of this class.

AFTER is, 1. An adverb; as, 'After I return.

" 2. A preposition; as, 'He will come after me.'

AS is, 1. An adverb; as, 'She is as tall as her brother.'

" 2. A conjunction; as, 'As it is settled, we will go.'

- BUT is, 3. A *relative pronoun*; as, 'Such *as* draw back.'  
 is, 1. A *conjunction*; as, 'I will go, *but* you must stay.'  
 " 2. A *preposition*; as, 'All is lost *but* honor.'  
 " 3. An *adverb*; as, 'Life is *but* a vapor.'
- FOR is, 1. A *preposition*; as, 'He died *for* his country.'  
 " 2. A *conjunction*; as, 'I will go, *for* he calls me.'
- MUCH is, 1. A *noun*; as, '*Much* is given.'  
 " 2. An *adjective*; as, 'Has he *much* money?'  
 " 3. An *adverb*; as, 'He was *much* grieved.'
- SINCE is, 1. A *conjunction*; as, 'I will go *since* you desire it.'  
 " 2. A *preposition*; as, 'He has been seen *since* that time.'  
 " 3. An *adverb*; as, 'He died long *since*.'
- THAT is, 1. An *adjective*; as, '*That* man is my brother.'  
 " 2. A *relative pronoun*; as, 'He *that* bath ears to hear.'  
 " 3. A *conjunction*; as, 'I hope *that* you are well.'

NOTWITHSTANDING, though a participle, is sometimes used as a *preposition*, as, '*Notwithstanding* his guilt, he escaped;' and sometimes as a *conjunction*; as, '*Notwithstanding* he desires it, I must refuse.'

§50. For a more extensive list, see the author's ANALYTICAL GRAMMAR.

QUESTIONS.—Is the same word ever used as different parts of speech? Why is this? Give examples.

### QUESTIONS FOR REVIEW.

By what general name are the different classes of words called? What is meant by *parts of speech*? How many and what are the parts of speech?

#### NOUNS.

What does the word *noun* mean? What is a *noun*? Mention ten nouns. How many and what kinds of nouns are there? What does the word *proper* mean? What is a *proper noun*? What does the word *common* mean? What is a *common noun*? Mention ten proper nouns. Ten common nouns. What is meant by the *properties* of a part of speech? What properties have nouns?

*Person*.—What persons do nouns have? When is a noun of the 1st person? When of the 2d? Of the 3d?

*Gender*.—What does the word *gender* mean? What does the gender of nouns denote? What genders do nouns have? What does the word *masculine* mean? The word *feminine*? *Neuter*? *Common*? What nouns are of the masculine gender? Of the feminine? Neuter? Common? Mention the first method described of distinguishing the masculine and feminine, and give examples. The 2d. The 3d.

*Number*.—What is number as applied to nouns? What numbers have nouns? What does the word *singular* mean? The word *plural*? What does the singular number denote? The plural? How is the plural number generally formed? State the first exception to the rule, and give examples. The 2d. The 3d. The 4th. Mention the other irregularities, and give examples.

*Case*.—What does the word *case* mean? What is meant by *case* as applied to nouns? What cases do nouns have? What does the word *nominative* mean? The word *possessive*? *Objective*? What does the possessive case denote? How is it formed? Give examples. When is the additional *s* omitted? Give examples. What does the objective case denote? When is a noun in the independent case? Why is it called independent? What is meant by the declension of a noun? Decline *Boy. Knife. Man. Fly. Dog. Ox. City. Sky.*

#### PRONOUNS.

What does the word *pronoun* mean? What is a *pronoun*? What is the noun called for which it stands? Why is it so called? What properties have pronouns? What kinds of pronouns are there? Which are the personal pronouns? Why are they so called? Which is the personal pronoun of the 1st person? Decline it. Which are those of the 2d? Decline them. The 3d? Decline them. Which person has gender, and which are the different genders? Why have not the other pronouns genders? What are compound personal pronouns? Why are they so called? Which are they? What is a *relative pronoun*? Which are they? Decline *who* and *which*. Which are the compound relatives? How is *what* used? Which is used for persons? Which for animals and inanimate things? When are these called interrogatives? Why are they so called?

#### ADJECTIVES.

What does the word *adjective* mean? What is an *adjective*? Why is it so called? Mention ten adjectives.

*Degrees of Comparison*.—How are adjectives varied? What does the word *degree* mean? What degrees have adjectives? What does the word *positive* mean? What does the positive degree denote? What does the comparative degree do? Why is it so

called? What does the word *superlative* mean? What does the superlative degree do? How are adjectives of one syllable compared? Give examples. Adjectives of more than one syllable? Give examples. What other modes of comparing adjectives are there? Give examples. Compare *Good, Wise, Generous, Beautiful, Little, Much, Homely, Elips, Rich*. Compare, by *less* and *least*, the adjective, *generous, Humble, Wise, Beautiful*. Mention some adjectives which are not compared.

Which of the adjectives are also called *articles*? From what is *An* derived? To what is it sometimes changed? When is *An* used, and when *A*? What is *An*, or *A* called? Why? What is *The* derived from? What is it called? Why?

## VERBS.

What does the word *verb* mean? What is a verb? Why is it so called? What properties belong to verbs?

*Person and Number.*—Why are verbs said to have person and number?

*Modes.*—What does the word *mode* mean? What do the modes of verbs denote? Which are the modes? What does the word *indicative* mean, and for what is this mode used? Potential? What does the subjunctive mode denote? What does the word *subjunctive* mean? To what is this mode subjoined? What does the word *imperative* mean? For what is this mode used? What does the word *infinitive* mean? For what is the infinitive mode used? What does the word *participle* mean? What is a participle, or the participial mode? Why is it so called? What is the leading idea of the indicative mode? For what else is it used? Of the potential? For what else is it used? Of the imperative? For what else is it used?

*Tense.*—What does the word *tense* mean? What do the tenses of verbs denote? What are the three principal divisions of time? What tenses represent these divisions? How many present tenses are there? What does the present tense denote? How many and what past tenses are there? What portion of time do they include? How many might there be? What does the 1st past tense denote? The 2d? The 3d? What portion of time do the future tenses include? How many may there be? How many and what are they? What does the 1st future tense denote? The 2d?

*Auxiliary Verbs.*—What does the word *auxiliary* mean? What is an auxiliary verb? Which are they?

*Conjugation of Verbs.*—What does the word *conjugate* mean? What is meant by the conjugation of a verb? What short method of conjugating a verb is there? Conjugate *love* in the short way. *Go, Walk, Talk, Sigh, Play, Trust, Move, Skate*. Give all the tenses of the indicative mode of the verb *love*. *Walk, Talk, Sigh, Play, Trust, Move, Skate*. Give all the tenses of the potential mode of the verb *love*. Of the verb

*walk, Talk, Sigh, Play, Trust, Move, Skate*. Give the subjunctive mode of the same. The imperative. Infinitive. Participial. In what tenses are *do* and *did* sometimes used? When a question is asked, what is the order of the words? Give the indicative mode of *love* with the verb *to be*; as, 'I am loving'; 'I was loving.'

*Regular and Irregular Verbs.*—When is a verb said to be *regular*? Give examples. When *irregular*? Give examples. Conjugate the irregular verb *to be*, in the indicative mode. In the potential mode. Subjunctive. Imperative. Infinitive. Participial.

*Active and Passive Voices.*—What is meant by the active voice of a verb? What by the passive voice? Why is this form called passive? What is the passive voice of the verb 'to love'? Of the verb *to kill*? *To call*? *To whip*? How is the passive voice of any verb formed?

## ADVERBS.

What does the word *adverb* mean? What is an adverb? Why is it so called? What is the distinction between an adjective and an adverb? How are adverbs compared? Compare *soon, Often, Wisely*.

## PREPOSITIONS.

What does the word *preposition* mean? What is a preposition? Why is it so called? Mention ten prepositions.

## CONJUNCTIONS.

What does the word *conjunction* mean? What is a conjunction? Mention ten conjunctions.

## INTERJECTIONS.

What is an interjection? What does the word *interjection* mean? Why is it so called? Mention ten interjections.

## WORDS USED AS DIFFERENT PARTS OF SPEECH.

Is the same word ever used as different parts of speech? Why is this? Give examples.

For further instruction on all these subjects, see the author's ANALYTICAL GRAMMAR.

### SECTION III.

#### THE RELATIONS OF WORDS AND THE CONSTRUCTION OF SENTENCES.

THE principles which govern the relations of words to each other and the construction of sentences, are here recapitulated with additions, full explanations, and copious exercises.

What is a sentence? (See Art. 53, page 38.)

What is a simple sentence?

ART. 231. A simple sentence contains but one nominative, and the verb to which it is nominative, and whatever may be immediately connected with these; as,

The sun shines.

The rising sun shines with surpassing splendor.

What is a compound sentence?

ART. 232. A compound sentence is composed of two or more simple sentences; as,

The sun shines, and the trees wave.

The sun, that shines above us, is the work of God.

What is a phrase?

ART. 233. A phrase is a short expression; as, in general.

#### RULES.

FOR THE RELATIONS OF WORDS AND THE CONSTRUCTION OF SENTENCES.

##### I. NOUNS.

What does the word apposition mean?

ART. 234. The word apposition means addition. Repeat Rule I. (See next page.)

**RULE I.**—A noun or pronoun, added to another noun or pronoun to explain it, is in the same case with it by apposition; as,

Cooper the poet, lived in England.

The residence of Cooper the poet, was in England.

Cooper's fame as a poet, is universal.

In the first example, what word is in apposition?

Poet in the nominative, is in apposition with Cooper.

What in the second example?

Poet in the objective, is in apposition with Cooper.

What in the third example?

Poet in the possessive, is in apposition with Cooper.

NOTE.—For remark concerning the sign of the possessive in apposition, see Rule II, Remark 2, page 125.

#### EXERCISE 110.

Let the pupil parse each word in full.

1. The Fourth George, King of England, died in 1830.

George . . . is a noun, &c., nominative to died.

King . . . is a noun, &c., nominative, and in apposition with George, according to the Rule, "A noun or pronoun added to another noun or pronoun to explain it, is in the same case with it by apposition."

In . . . . is a preposition, &c., governing year understood.

1830 . . . is an adjective, &c., qualifying year understood.

(Parse the other words as usual.)

2. Paul the apostle lived in the first century.

3. The ignorance of the Gauls, savages by nature, and soldiers by profession, was great.

Savages and soldiers are in apposition with Gauls in the objective.

4. I myself witnessed the transaction.

Myself is in apposition with I.

5. George Washington, the first president of the United States, died in 1799.



6. The works of Homer, the most ancient poet, still survive.  
7. All men, philosophers, poets, and savages, honor integrity.

## EXERCISE 111.

Fill the blanks with *nouns* in *apposition*, and parse all the words in full.

- Mr. Williams (*the merchant*) has failed.
- Nero ( ) rejoiced at the burning of Rome.
- Howard ( ) relieved much evil.
- Mr. Porter ( ) resides in New York.
- The works of Milton ( ) will live for ever.
- The fame of Washington ( ) has spread over the earth.
- The character of Tom Paine ( ) is approved by no man.
- The shafts of death ( ) are leveled at all.

## EXERCISE 112.

LET THE PUPIL write short sentences, each containing a *noun* in *apposition*, and parse.

## 1. Mary.

(I have just parted from my sister *Mary*.)

(*Mary*, my *sister*, has just completed her education.)

George.	Printer.	Tyrant.	Poet.	Brother.
Lawyer.	Apostle.	Nero.	King.	Palater.

It is very desirable for the teacher to increase this class of exercises, by giving the pupil words with which to form sentences.

Will you give the Rule for the possessive case?

**RULE II.**—The possessive case is governed by the noun denoting the thing possessed; as,

*Mary's* book,      *Peter's* hat,      *His* house.

What word is in the possessive, and by what is it governed in the first example? In the second? In the third?

Is the governing word ever understood?

**REMARK 1.**—The governing word is sometimes understood; as,

I went to *Mr. Martin's*. (*store*, or *house*, or *office*.)  
My hopes are greater than *his*. (*his hopes*.)

After what words is the governing word always omitted?

**REM. 2.**—After *hers*, *ours*, *yours*, and *theirs*, the governing word is always omitted; as,

Their labor is greater than *ours*. (*our labor*.)  
Our reward is better than *theirs*. (*their reward*.)

**ОБЪЯВКЕ**, that the apostrophe is never used with *pronouns*,

What is the sign of the possessive? (ART. 100, page 53.)

When is the apostrophe omitted?

**REM. 3.**—First, when a noun in the possessive is in apposition with another noun, the apostrophe is omitted, sometimes in the *former* and sometimes in the *latter* noun; as,

*Paul* the *Apostle's* epistle.    *Cowper's* excellence as a poet.

Secondly, when two or more nouns refer *unitedly* to the thing possessed, the apostrophe is omitted in the *first*; as,

*David* and *Jonathan's* friendship.

But when they refer *separately* to the thing possessed, the sign must be used in *both*; as,

*James's* and *George's* hats were lost.

## EXERCISE 113.

Let the pupil parse each word in full.

## 1. He went to Mr. Brown's, the agent.

*Mr. Brown's* is a *noun*, &c., in the possessive, and governed by *house* or *office*, understood, according to the Rule, that "The possessive case is governed by the noun denoting the thing possessed," and "Remark 1, The governing word is sometimes understood."

*Agent* . . . . is a *noun*, &c., in the possessive, and in apposition with *Mr. Brown*, according to Rule I. (See Remark 3d.)

(Parse all the other words as usual.)

2. The Bible contains God's revelation.
3. Our ancestors' virtue is not ours.
4. His parents' approbation was obtained.
5. No love is like a mother's or a father's.
6. The summer's sun shone upon his desolate home.
7. Our only hope is in God's mercy.
8. The books are hers, not ours, nor yours.  
*Hers, ours, and yours, stand for her books, our books, &c.*
9. The fault is mine alone, not yours, nor theirs.

#### EXERCISE 114.

Fill the blanks with *nouns* in the *possessive*, and parse.

1. The (*camel's*) endurance is remarkable.
2. The ( ) ignorance is inexcusable.
3. ( ) stupidity is astonishing.
4. ( ) books are very select.
5. ( ) father has returned.
6. ( ) precepts should be treasured up.

#### EXERCISE 115.

Form short sentences, each containing a *possessive*, and parse each word.

Virtue. (*Virtue's* reward is sure.)  
(*His virtues* are conspicuous.)

Mother.	Book.	Nation.	Fancy.	Honor.
Father.	Conduct.	Beauty.	Nature.	Portrait.

#### ERRORS TO BE AVOIDED.

What errors are to be avoided in the use of the *possessive*?

**ERROR 1.**—Avoid the use of an apostrophe where it is not proper; as,

*Her's, it's, our's, their's, &c., for hers, its, ours, theirs, &c.*  
*David's and Jonathan's friendship, for David and Jonathan's friendship.* (Remark 3.)

**ERROR 2.**—Avoid the *omission* of the apostrophe where it is proper; as,

*James and George's books, for James's and George's books.* (Remark 3.)

#### EXERCISE 116.

Write *correctly* the following *inaccurate* phrases.

1. My brothers' house. (My brother's house.)
2. Marys' book.
3. Johns' slate.
4. The oxens food.
5. A mans manners'.
6. The pen is her's.
7. The ladies shawls.
8. A mothers love.
9. The map is our's.
10. A boys' hat.
11. The two boy's skates.
12. A fathers care.
13. John and Joel's hats.

Will you repeat the Rule for transitive verbs with an objective?

**RULE III.**—Transitive verbs in the active voice govern the objective case; as,

*James reads the Bible. Ann bought a book.*

Which is the transitive verb and which the objective case in the first example? Which, in the second example?

Do transitive verbs ever govern more than one objective?

**REM. 1.**—Some transitive verbs, like *name, choose, call, make, elect, appoint, declare, &c.*, may govern two objectives; as,

*They named him John. They chose Washington president.*

Which are the objective cases in the first example? Which in the second?

Does a verb in the passive voice ever govern an objective?

**REM. 2.**—A verb in the passive voice sometimes governs the objective; as,

*I was taught grammar. He was denied admittance.*

*Does an intransitive verb ever govern an objective?*

REM. 3.—An intransitive verb may govern the objective of a noun having a meaning similar to its own; as,

*He sleeps his last sleep. I dreamed a dream.*

*Can any thing but a noun or pronoun be used as an objective after a transitive verb?*

REM. 4.—An infinitive, a phrase, or a sentence, may be used as a noun in the objective after a transitive verb; as,

*He loves to play. He knows how to make money.*

Here, *to play*, and *how to make money*, may be considered as nouns in the objective, and governed, the former by *loves*, and the latter by *knows*.

#### EXERCISE 117.

Let the pupil parse each word.

1. God made the sun, the moon, and the stars.

*Sun . . .* is a *noun*, &c., in the objective, because it denotes the object of *made*, and is governed by it, according to the Rule, that "*Transitive verbs in the active voice govern the objective case.*"

*Moon and stars* are parsed like *sun*.

2. Money produces great evil.
3. Beauty pleases the eye.
4. Goodness charms the heart.
5. He commands universal respect and confidence.
6. We soon run life's race.
7. He was taught Geography.
8. The whole nation elected him their leader.

#### EXERCISE 118.

Fill the blanks with *objectives*, and parse all the words.

1. Death prostrates ( *pride* ).
2. Envy causes (            ).
3. Idleness will bring (            ).
4. Honesty secures (            ).

5. He has run his last (            ).
6. He was asked a (            ).
7. Conscience makes (            ) (            ).
8. They appointed (            ) (            ).

#### EXERCISE 119.

Form short sentences, each containing an *objective case* governed by a verb, and parse all the words.

#### Duty.

When duty calls us, we must obey.

Praise.	Envy.	Life.	Hope.	Nation.
Study.	Death.	Wealth.	City.	Beauty.

#### ERROR TO BE AVOIDED.

*What is the principal error to be avoided with regard to the transitive verb and objective case?*

ERROR.—Avoid the use of the *nominative* for the *objective*; as,

*Who did he call?* for '*whom did he call?*'

#### EXERCISE 120.

Correct the errors in the following sentences.

1. Who do you want?
2. He and they we have seen.
3. Trust him who made ye.
4. He who preserves us we should love.
5. They that are envious we should avoid.
6. He met my friend and I together.

*Will you repeat the Rule for prepositions and the objective?*

RULE IV.—Prepositions govern the objective case; as,

*He lives in England. They have gone from home.*

Which is the preposition and which the objective case in the first example? Which in the second?

*Is the preposition ever understood?*

REM.—The preposition is often understood; as,

I walked many miles.	(through many miles.)
He went home.	{ to home. }
I conversed with him and her.	{ with her. }
God gives us rich blessings.	{ to us. }
I can deny him nothing.	{ to him. }
He is like his father.	{ to his father. }
We live near the river.	{ to the river. }

OBSERVE, like and near or nigh are by some considered as prepositions, but it seems more correct to consider a preposition understood after them as in the two last examples.

## EXERCISE 121.

Let the pupil parse all the words.

## 1. They live at a distance from the city.

*Distance* . . . is a noun, &c., objective and governed by *at*, according to the Rule, that "*Prepositions govern the objective case.*"

*City* . . . . is a noun, &c., governed by *from* according to the Rule, "*Prepositions govern, &c.*"

2. She came with her brother to the city.
3. He went by sea from New York to New Orleans.
4. After his return home he remained there many years.
5. Give us this day our daily bread.
6. I can not deny myself the pleasure of this company.
7. The world is full of the votaries of pleasure.

## EXERCISE 122.

Fill the blanks with appropriate prepositions and objective cases, and parse.

1. He traveled	(from Rome to Paris).
2. He remained	{ }
3. Franklin lived	{ }
4. Men are often unhappy	{ }
5. He returned	{ }
6. They sailed	{ }
7. We rode	{ }
8. They were residing	{ }

## EXERCISE 123.

Form short sentences containing prepositions with objectives, and parse.

King.

(The king of France lives at Paris.)

England.	City.	France.	People.	New York.
Italy.	Nation.	Country.	Poetry.	Columbus.

## ERRORS TO BE AVOIDED.

What are the chief errors to be avoided in the use of the preposition?

ERROR 1.—Its use with the nominative; as,

Who did you speak to? for 'whom did you speak to?' or 'to whom did you speak?'

ERROR 2.—The use of the wrong preposition; as,

The land consists *to* plains. (of plains.)  
He died *for* thirst. (of thirst.)

NOTE.—The preposition which is appropriate in any particular connection, can not be determined by general rules, but to ascertain it, the meaning of the expression should be well understood, and the practice of good writers and speakers carefully noticed.

## EXERCISE 124.

Correct the errors and parse.

1. Who did you refer to?
2. It was not I who he spoke to.
3. Who did he hear from?
4. Between they and I there can be no difference.
5. We have no hope for his success.
6. His opinions are not founded on truth.
7. Politeness finds its way among every class.
8. He lives in Main Street at Columbus.
9. He was disappointed of his new acquaintances.

Repeat the Rule for the independent case.

RULE V.—A noun used by way of address or exclamation, is in the independent case; as,

*George, give me your book.*  
*The fathers! where are they?*

Which word is in the independent case in the first example? Which in the second?

*How are words composing the titles of books, heads of chapters, &c., parsed?*

REM.—In the titles of books, heads of chapters, &c., words must be supplied to make the sentence complete, which is then to be parsed like other sentences; as,

'The New Testament,' stands for 'This is the New Testament.'  
 'Rule 5th,' stands for 'This is Rule 5th.'

### EXERCISE 125.

Let the pupil parse each word.

#### 1. My son! give me thy heart.

*Son . . .* is a *noun*, &c., in the *independent case*, according to the Rule, that, "*A noun used by way of address or exclamation, is in the independent case.*"

*Me* is governed by *to understood*.

2. The foe! they come! they come!
3. My friends! bear with me.
4. William, give me your promise.
5. The clouds! the clouds! they are beautiful.
6. Death! It is the universal leveler.

For further remarks and more extensive exercises on the independent case, see the author's ANALYTICAL GRAMMAR.

### EXERCISE 126.

Form four sentences with each of the following words, each sentence containing the word in a different case, as in the model.

George.

George in the nom. (*George has studied well.*)  
 " in the poss. (*George's father has come.*)  
 " in the obj. (*I have not seen George.*)  
 " in the ind. (*George, have you finished your task?*)

Mary.	Harriet.	Trees.	Oceans.	Father.
William.	Friend.	Clouds.	Time.	Country.

## II. PRONOUNS.

*Will you repeat the Rule for pronouns?*

RULE VI.—Pronouns must agree with their antecedents in person, gender, and number; as,

*The man left his country.*  
*An hour, that is lost, is lost forever.*

Which is the pronoun in the first example, and in what person, gender, and number is it, and why? In the second example?

*When a pronoun refers conjointly to two or more antecedents in the singular, in what number must it be?*

REM. 1.—When a pronoun refers *conjointly* to two or more antecedents in the singular, it must be in the *plural*; as,

*James and William support their mother. (not his mother.)*

OBSERVE, however, that if the antecedents in the singular refer to the *same* person or thing, the pronoun must be in the *singular*; as,

*A kind husband and father has left his place vacant.*

*When a pronoun refers separately to two or more antecedents in the singular, in what number must it be?*

REM. 2.—When a pronoun refers *separately* to two or more antecedents in the singular, it must be in the *singular*; as,

*Neither James nor William likes his books. (not their books.)*  
*The father and not the son lost his life. (not their life.)*

*What is a collective noun? (See Art. 52, page 38.)*

*When the antecedent is a collective noun, what must be the number of the pronoun?*

REM. 3.—When the antecedent is a *collective* noun, the pronoun may be in the *singular* or

plural according as reference is made to the collection as a whole, or to the individuals forming it; as,

The assembly closed its session.  
The assembly were divided in their opinion.

What is the person of the pronoun when its antecedents are of different persons?

REM. 4.—When the antecedents are of different persons, the pronoun must agree with the second person in preference to the third, and with the first in preference to either of the others; as,

You and he may go your way.  
You, he, and I are deprived of our rights.

Can a pronoun have any thing but a noun for its antecedent?

REM. 5.—A pronoun may have a sentence for its antecedent; as,

He is in danger, and he sees it not.  
He can control himself, which is his only security.

Is a pronoun ever used without an antecedent?

REM. 6.—A pronoun is sometimes used without any antecedent; as,

It rains. They say the king is dead.  
He, who is virtuous, will be happy.

#### EXERCISE 137.

Let the pupil parse all the words.

1. Mrs. Hemans is among the first poets of her country.

Her . . . is a pronoun, &c., third person, feminine gender, singular number, because its antecedent Mrs. Hemans is, according to the Rule, "Pronouns must agree with their antecedents in person, gender, and number."

2. A good man loves his enemies.
3. Punishment may lose its influence on the mind.
4. Flattery injures the persons to whom it is pleasant.

5. Death often approaches its object silently.
6. Mary and George have left their home.
7. A beloved brother and son has left his friends desolate.
8. Neither Mary nor Ann remembered her promise.
9. My brother and I have exerted all our efforts.
10. He was in the car with me, and I was not aware of it.

#### EXERCISE 138.

Fill the blanks with appropriate pronouns, and parse the sentences.

1. The world with certainty approaches ( its ) end.
2. Death may be divested of ( ) terrors.
3. The men refused reward for ( ) services.
4. How many neglect ( ) duty.
5. You, and he, and I must exert all ( ) strength.
6. My father and my uncle promised ( ) influence.
7. Neither my father nor my uncle promised ( ) influence.
8. Either the one or the other will give ( ) assistance.

#### EXERCISE 139.

Form short sentences, each containing a noun and its appropriate pronoun.

City.

(The city of Sodom perished for its wickedness.)

Nation.	Beauty.	Wealth.	William.	Formosa.
Men.	Deceit.	Eternity.	Mary.	Oceans.

#### ERRORS TO BE AVOIDED.

What errors are to be avoided in the use of pronouns?

ERROR 1.—Avoid the use of a plural for a singular pronoun; as,

Each one must answer for themselves. (himself.)

ERROR 2.—Avoid the use of a singular for a plural pronoun; as,

Vanity and pride will soon reveal itself. (themselves.)

ERROR 3.—Avoid the use of the wrong person; as,

You and he may go to his home. (your home.)

## EXERCISE 130.

Correct the errors.

1. Each one of them expressed their opinion. (*his* opinion.)
2. Each one of you will give your opinion.
3. Each of us will give our opinion.
4. Jane and Mary will bring her books.
5. Jane or Mary will bring their book.
6. Every man of them declared their sentiments freely.
7. Self esteem and conceit will soon make itself odious.
8. Neither he nor his brother exerted all their efforts.
9. Neither beauty nor wealth can make their possessor happy.

## III. ADJECTIVES.

Will you give the Rule for Adjectives?

**RULE VII.**—Adjectives qualify nouns and pronouns; as,

A *sweet* apple. He is *good*.

Which is the adjective in the first example, and what does it qualify? In the second?

When adjectives are used without nouns, how are they parsed?

REM. 1.—An adjective sometimes qualifies a noun understood; as,

The *good* are happy. (*good persons*.)Or, it is used as a noun, as *good* in the last example.

Is an adjective ever used without reference to a noun?

REM. 2.—An adjective is sometimes used *abstractly*, that is, without reference to a noun; as,

To be *good*, is to be *happy*.Here, *good* and *happy* are used *abstractly*.

## EXERCISE 131.

Let the pupil parse all the words.

1. A kind and gentle heart wins all men.

*Kind* and *gentle* are adjectives, &c., and qualify *heart*, according to the Rule, that "Adjectives qualify nouns and pronouns."

*All* . . . . . is an adjective, &c., and qualifies *men*, according to the Rule, "Adjectives, &c."

2. Fresh, beautiful flowers attracted his eye.
3. The clear, deep, sparkling water reflected his image.
4. Little Harriet awoke, pale, languid, and feeble.
5. The guilty torment themselves.
6. To be good is to be happy.
7. This beautiful world is full of glorious objects.
8. A noble and generous heart desires to make all men happy.

## EXERCISE 132.

Fill the blanks with one or more adjectives, and parse.

1. The ( ) clouds lowered heavily.
2. The ( ) river flowed onward.
3. The ( ) tree was bent with fruit.
4. The ( ) orators have left few specimens of their eloquence.
5. The ( ) men are sometimes mistaken.
6. The ( ) heat of that climate is oppressive.
7. A ( ) mind is not easily perverted.

## EXERCISE 133.

Form sentences containing adjectives, and parse.

Populous.

(New York is the *most populous* city in the United States.)

London.	Wine.	Animals.	Flowers.	Age.
Men.	Great.	Forests.	Hyacinth.	Youth.

## ERRORS TO BE AVOIDED.

What errors are to be avoided in the use of adjectives?

**ERROR 1.**—Avoid the use of *adverbs* for *adjectives*; as,

They arrived *safely*. (*safe*.)

**ERROR 2.**—Avoid using the pronoun *them* for the adjective *those*; as,

Give me *them* apples. (*those* apples.)

**ERROR 3.**—Avoid the use of the vulgarisms *this here* and *that there*; as,

*This here* house. (*this* house.)

*That there* or *that are* book. (*that* book.)

**ERROR 4.**—Avoid the use of double superlatives; as,

*Most noblest*, for *most noble*, or *noblest*.

**ERROR 5.**—Avoid comparing adjectives which do not admit it; as,

*Chiefest*, *supremest*, for *chief*, *supreme*, &c.

## EXERCISE 134.

Correct the errors.

1. Give me *them* marbles.
2. The ship came *safely* to harbor.
3. *That are* is my knife.
4. *This ere* is his top.
5. He is the most *noblest* of his sex.
6. *This is* my *chiefest* trouble.
7. Activity is my most *supreme* delight.

## IV. VERBS.

Will you repeat the Rule for a verb and its nominative?

**RULE VIII.**—A verb must agree with its nominative case in number and person; as,

I love.

He loves.

In these examples which are the verbs? In what number and person are they? Why?

What besides a noun or pronoun may be nominative to a verb?

**REM. 1.**—Any word or words used as a noun may be nominative to a verb; as,

*To suffer* is the lot of man:

Where the infinitive, *to suffer*, is nominative to *is*:

*To do good*, is a duty:

Where the phrase, *to do good*, is nominative to *is*:

*That he is guilty*, has been proved:

Where the sentence, *that he is guilty*, is nominative to *has been proved*.

When may a plural verb have singular nominatives?

**REM. 2.**—When two or more nouns or pronouns in the singular are *conjunctly* nominative to the same verb, the verb must be in the *plural*; as,

*Mary and George* go to school. (*not goes*.)

**OBSERVE**, however, that when the nominatives in the singular refer to the same person or thing, the verb must be singular; as,

A kind *husband and father* has departed. (*not have departed*.)

When must a verb having two or more nominatives be in the singular?

**REM. 3.**—If the nominatives in the singular refer *separately* to a verb, the verb must be *singular*; as,

Neither *Mary nor George* goes to school. (*not go*.)

If the nominatives requiring a singular verb are of different persons, in what person must the verb be?

**REM. 4.**—If the nominatives requiring a singular verb are of different persons, the verb must agree with that which is nearest to it; as,

Neither *Ann nor I* have heard of it.

Neither *you nor Ann* has heard of it.

What is a collective noun? (See Art. 52, page 38.)



When the nominative is a collective noun, in what number must the verb be?

REM. 5.—When the nominative is a collective noun, the verb may be in the singular or plural according to the sense; as,

The assembly was large.

The assembly were divided in their opinion.

In the first example, *assembly* has a singular verb, because it is used in the collective sense, and in the second example, it has a plural verb, because it refers to the several persons composing it.

When is a noun in the nominative absolute?

REM. 6.—*Nominative Absolute*.—When a noun or pronoun and participle are used together without dependence on the rest of the sentence, they are said to be in the *nominative absolute*; as,

The sun rising, the clouds dispersed.

Here, *sun* is in the nominative absolute with *rising*, and *rising* is a participle, qualifying, as an adjective, the noun *sun*, according to Rule VII.

### EXERCISE 135.

Let the pupil parse all the words.

#### 1. Virtue lives forever.

*Lives* . . . . is a verb, &c., singular number, third person, because its nominative *virtue* is, according to the Rule, that "A verb must agree with its nominative case in number and person."

#### 2. The fever having left, he was pronounced safe.

*Fever* . . . . is a noun, in the nominative absolute with *having left*, according to the Rule, that "When a noun and participle are used together without dependence on the rest of the sentence, they are said to be in the nominative absolute."

*Having left* . . . is a verb, &c., in the participial mode, 2d past tense, and as an adjective qualifies *fever*. (Rule VII.)

- The lightning flashes and the thunder roars.
- Beauty pleases the eye, but virtue impresses the heart.
- The nation declared its independence. (Rem. 5.)
- The people were moved by the orator's eloquence. (Rem. 5.)
- To bear injury, requires meekness. (See Rem. 1.)
- That he is innocent is certain.
- Mary, and Ann, and William have recited.
- Neither Mary, nor Ann, nor William has recited.
- The news being circulated, consternation prevailed.

### EXERCISE 136.

Fill the blanks with verbs in the proper number and person, and parse.

- The people (prefer) their liberty to glory.
- The ships ( ) in deep water.
- To suffer meekly ( ) great fortitude.
- The brother and sister ( ) diligently.
- Neither he nor she ( ) diligently.
- The clouds ( ) a storm was expected.
- Many men. ( ) in that war.

### EXERCISE 137.

Form sentences illustrating the rule for a verb and its nominative.

#### Hope.

(The fondest hopes are often blasted.)

Pride.	Scene.	Mary.	Praise.	School.
Beauty.	City.	William.	Father.	Home.

### ERRORS TO BE AVOIDED.

What errors are to be avoided with reference to a verb and its nominative?

ERROR 1.—Avoid using the objective for the nominative; as,

Him and we were there. (He and I.)

ERROR 2.—Avoid using a plural for a singular verb; as,

James with his brothers have gone. (has gone.)  
Each of them have consented. (has consented.)

**ERROR 3.**—Avoid leaving a nominative without a verb; as,

This *rule*, if it were observed, much trouble would be saved. (If this *rule* were observed.)

### EXERCISE 138.

Correct the errors.

1. Neither Ann nor Mary have returned.
2. Rudeness of manners disgust us.
3. James with his parents have returned.
4. Virtue, however neglected, men will respect it in heart.
5. Duty, as well as interest, require honesty.
6. Each of the opponents have stated their objections.
7. George with his friends have come.
8. The building with all its inmates were destroyed.
9. Each of the persons interested have consented.

Repeat the Rule for a noun of the same case after a verb as one before it.

**RULE IX.**—An intransitive verb or a verb in the passive voice, may have the same case after it as before it, when both words refer to the same thing; as,

*I* am the light of the world. James was made assistant. He expects to be a merchant. We wish him to be a merchant.

In the 1st example, *light* is nominative after *am*, and *I* nominative to it. In the 2d example, *assistant* is nominative after *was made*, and *James* nominative to it. In the 3d example, *merchant* is nominative after *expects*, and *he* nom. to it. In the 4th example, *merchant* is in the objective after *to be*, and *him* in the objective before it. (See Rule X, Rem. 2, page 142.)

### EXERCISE 139.

Let the pupil parse all the words.

1. Sin is the cause of pain.

*Cause* . . . is a noun, &c., nominative after *is* according to the Rule, "An intransitive verb, &c."

2. Life is the journey of a day.
3. I am the vine, and ye are the branches.
4. Three men were appointed umpires.
5. He was called a martyr to his faith.
6. He desires them to be honest men.

### EXERCISE 140.

Fill the blanks with nominatives after the verb.

1. He was the (orator) of the occasion.
2. He is the ( ) of a large family.
3. The grave is the ( ) of all men.
4. He was appointed ( ).

### EXERCISE 141.

Form sentences with nominatives before and after a verb.

Nation.

(The whole nation became enthusiasts.)

Men.	City.	Boys.	He.	Franklin.
People.	George.	Homes.	We.	Washington.

### ERROR TO BE AVOIDED.

What error is to be avoided with regard to the nominative after a verb?

**ERROR.**—Avoid using the objective for the nominative after a verb; as,

*It* was not me, for, *It* was not I.

### EXERCISE 142.

Correct the errors.

1. It is me, it is not him.
2. I would not go, if I were him.
3. Whom could it be, if it was not him.
4. It may have been them.
5. It will prove to be them and not me, who did it.
6. It was not me, it was him who did it.

Will you repeat the Rule for the infinitive?

**RULE X.**—The infinitive mode is generally governed by a verb, noun, or adjective; as,

She *tries to learn*.  
He is in *haste to go*.  
I am *ready to die*.

Which is the infinitive, and how governed in the first example? In the second? In the third?

In what other way may the infinitive be used?

**REM. 1.**—In a few instances, the infinitive may follow a preposition; as,

He is *about to go*.

Or, a conjunction; as,

He can do better *than to stay*.

Or, it may be used independently; as,

*To confess* the truth, I was wrong.

Or, it may be used as a noun; as,

*To play* is pleasant. (See Rule VIII, Rem. 1.)

When is a noun or pronoun said to be in the objective before an infinitive?

**REM. 2.**—When the infinitive is governed by a noun or pronoun, the latter is said to be in the objective case before the former; as,

We wish *him to be* a merchant.

Here, *him* is in the objective before *to be*.

Is *to*, the sign of the infinitive, ever omitted?

**REM. 3.**—The sign of the infinitive is generally omitted after the active voice of the verbs *see, hear, feel, dare, make, let*, and some others; as,

I saw him *do it*. *Let me go*.

### EXERCISE 143.

Let the pupil parse all the words.

1. I hope to succeed.

*To succeed* is a verb, &c., in the infinitive mode, present tense, and governed by the verb *hope*, according to the Rule, "The infinitive mode is generally governed by a verb, noun, or adjective."

2. Let us go.

*Go . . . .* is a verb, &c., in the infinitive mode, present tense, and governed by *us*. *Let* is in the imp. mode, agreeing with *you* understood.

3. We love to meet our friends.
4. He permits life to pass without improvement.
5. I am anxious to finish the business.
6. We see the lightning flash, and hear the thunder roll.
7. He is in the way to secure success.
8. The miser desires to live only that he may lay up gold.
9. Let us endeavor to live without reproach.

### EXERCISE 144.

Fill the blanks with infinitives.

1. We desire (to avoid) suffering.
2. We should learn ( ) disappointment.
3. I am ready ( ) .
4. He is in great haste ( ) .
5. We have determined ( ) .
6. We wish them ( ) .
7. I have not seen them ( ) .
8. Let us endeavor ( ) .

### EXERCISE 145.

Form sentences containing infinitives.

Retirement.

(He is anxious to secure retirement.)

Safety.	Welfare.	House.	Man.	Death.
Speed.	Contentment.	Field.	George.	Eternity.

## ERRORS TO BE AVOIDED.

What errors are to be avoided in the use of the infinitive?

**ERROR 1.**—Avoid using the wrong tense of the infinitive; as,

I expected to have seen him. (to see.)

**ERROR 2.**—Avoid the improper use or omission of *to*; as,

He need not to go. (He need not go.)

**EXERCISE 146.**

Correct the errors and parse.

1. We hoped to have escaped.
2. He intended to have gone.
3. He need not to be alarmed.
4. I did not see him to pass.
5. He felt the earth to quake beneath him.
6. I desired to have seen them.

## PARTICIPLES.

What is the participle, or participial mode? (See Art. 207, page 90.) How are participles parsed?

**RULE XI.**—Participles are parsed:

1. As *adjectives* and *verbs*; as,

The ship, *entering* the rapids, was wrecked.

Here, *entering*, as an *adjective*, agrees with *ship*, according to Rule VII, and as a *verb*, governs the *objective rapids*, according to Rule III.

2. They may be parsed as *nouns* and *verbs*; as,

The ship, upon *entering* the rapids, sunk, or  
Upon the ship's *entering* the rapids, it sunk.

Here, *entering* becomes a *noun* in the *objective*, governed by *upon*, according to Rule IV, and is also a *verb*, governing the *objective rapids*, according to Rule III.

3. They may be used as *adjectives alone*, when they are called *participial adjectives*; as,

The *rising* and the *setting* sun.

Here, *rising* and *setting* are *participial adjectives*.

4. They may be used as *nouns alone*, when they are called *participial nouns*; as,

The *rising* and *setting* of the sun.

Here, *rising* and *setting* are *participial nouns*.

When a *participle* becomes a *noun*, and is preceded by an *adjective*, by what must it be followed?

**REM.**—When a *participle* becomes a *noun*, and is preceded by an *adjective*, it must be followed by a *preposition*; as,

By the *observing* of proper rules, or,

By *observing* proper rules.

Here, *the* and *of* must both be used or both omitted.

**EXERCISE 147.**

Let the pupil parse all the words.

1. By studying the works of nature we learn much.

*Studying* . . . is a *verb*, &c., in the *participial mode*, used as a *noun* in the *objective* and governed by *by* according to Rule IV.

*Works* . . . is a *noun*, &c., in the *objective*, and governed by *studying*, according to Rule III.

2. In observing times and seasons, there is little profit.

3. In the observing of times and seasons, there is little profit.

4. The party, entering a defile, lost their way.

5. The dangers assailing them on all sides, discouraged them.

6. By hearing and repeating falsehoods, we at last believe them.

7. We become wearied with often traveling the same road.

8. Peace being established, prosperity once more reigned.

9. Granting all this, he may still be innocent.

**NOTE.**—In the 8th example, *being established* is a *participle*, &c., agreeing with *peace*, according to Rule VII. *Peace* is in the *nominative absolute*, according to Rule VIII, Remark 6. In the last example, *granting* may be parsed as in the *nominative absolute* with *I*, or *you*, or *we*, understood.

## ERRORS TO BE AVOIDED.

What errors are to be avoided in the use of the participle?

**ERROR 1.**—Avoid using the *past indicative* for the *past participle*; as,

'I have begun,' for 'I have begun.'  
'It was stole,' for 'It was stolen.'

**ERROR 2.**—Avoid the use of the *participle* for the *past indicative*; as,

'I seen him,' for 'I saw him.' 'I done it,' for 'I did it.'

## GENERAL ERRORS.

What general errors with regard to the use of the verb may be here specified?

**ERROR 1.**—In stating a general truth avoid using a past tense; as,

His reasoning proved that there was a God. (*is.*)

**ERROR 2.**—Avoid the improper omission of words in tenses connected with each other; as,  
He has hitherto and doubtless will be faithful. (*has been hitherto.*)

**ERROR 3.**—Avoid the use of *had* for *would*; as,  
'He had better not do it,' for, 'He would better not do it.'

**NOTE.**—*Had* *do* can not be parsed, but *would* *do* can.

## EXERCISE 148.

Correct the errors.

1. My knife is stole. (*is stolen.*)
2. The house was broke open.
3. He had took great pains to be present.
4. I would have come, if I could.
5. I seen him do it.
6. I knew that he done it.
7. The house is began, but not finished.
8. I had rather see a man unfortunate than vicious.
9. He stated that the river was a mile wide.
10. He always has and always will be obstinate.
11. I had rather not go at present.

## V. ADVERBS.

Will you give the Rule for adverbs?

**RULE XII.**—Adverbs qualify verbs, adjectives, and other adverbs; as,

He acts *stately*. He is *very* wise. He acts *very* wisely.

Which is the adverb, and what does it qualify in the first example? In the second? In the third?

What are adverbial phrases and how should they be parsed?

**REM. 1.**—Adverbial phrases are such expressions as, *at length*, *the more*, *in vain*, *in the mean time*, and they may be parsed as adverbs.

Are there any adverbs which qualify a whole sentence?

**REM. 2.**—The adverbs *yes*, *no*, and *amen*, may be considered as qualifying the whole sentence to which they refer.

For the manner of parsing adverbs, see pages 27, 115.

## EXERCISE 149.

Fill the blanks with adverbs, and parse all the words.

- |                 |          |           |                     |                |   |
|-----------------|----------|-----------|---------------------|----------------|---|
| 1. James is     | (rather) | idle.     | 7. He writes        | (most rapidly) | . |
| 2. Ann is       | ( )      | studious. | 8. The ship sails.  | ( )            | . |
| 3. The horse is | ( )      | swift.    | 9. The house burned | ( )            | . |
| 4. She was      | ( )      | received. | 10. He discourses   | ( )            | . |
| 5. He is        | ( )      | punctual. | 11. The girls sing  | ( )            | . |
| 6. The house is | ( )      | painted.  | 12. The boys behave | ( )            | . |

## ERROR TO BE AVOIDED.

What error is to be avoided in the use of adverbs?

**ERROR.**—Avoid the use of adjectives for adverbs; as,

He says *express*, that he was not there. (*expressly.*)  
It is uncertain whether he will go or *no*. (*not.*)

## EXERCISE 150.

Correct the errors.

1. He spoke plain, distinct, and correct.
2. The task was easy finished.
3. He is like to be unfortunate in the enterprise.
4. His patience is near exhausted.
5. No one could assert the fact stronger than he did.
6. He conducted himself suitable to the occasion.

NOTE.—For the construction of propositions see Rule IV, page 147.

## VI. CONJUNCTIONS.

What is the Rule for conjunctions?

**RULE XIII.**—Conjunctions connect words or sentences; as,

John and Mary will go.  
Time is brief, but eternity is long.

Which is the conjunction, and what does it connect in the first example? In the second?

Are conjunctions ever used in pairs?

**REM.**—Sometimes conjunctions, or a conjunction and an adverb are used in pairs; as,

Both John and Mary will go.  
Either John or Mary will go.  
Though lost, he is still loved.

The conjunctions, or conjunctions and adverbs, most commonly used in pairs, are the following:

- |                   |                        |               |
|-------------------|------------------------|---------------|
| 1. Both—and :     | 7. If—then :           | 13. Not—but : |
| 2. Either—or :    | 8. Because—therefore : | 14. Not—nor : |
| 3. Neither—nor :  | 9. More—than :         | 15. As—so :   |
| 4. Though—yet :   | 10. Other—than :       | 16. As—as :   |
| 5. Though—still : | 11. Else—than :        | 17. So—as :   |
| 6. Whether—or :   | 12. Else—but :         | 18. So—that.  |

**NOTE.**—One of the words in the 1st, 2d, 4th, 5th, 7th, and 8th pairs is frequently omitted; as, 'Ann and Jane came.' 'Though Ann came, I saw her not,' &c. The 15th, 16th, and 17th pairs may be both adverbs. The comparative degree is often followed by *thus*.

## EXERCISE 151.

Let the pupil parse all the words.

## 1. Mary and James have returned.

And . . . is a conjunction, &c., connecting *Mary* and *James* according to the Rule, "Conjunctions, &c."

## 2. Either Mary or James will go.

## 3. Because Mary remains, therefore James will go.

Either and or . . . . are conjunctions connecting *Mary* and *James*, according to the Rule, "Conjunctions, &c."

Because and therefore . . . are conjunctions, &c., connecting the sentences 'Mary remains' and 'James will go.'

4. Though death is terrible, still it will come to all.
5. The wicked will perish, but the good will live forever.
6. We must neither despise nor neglect instruction.

NOTE.—For other examples, see Exercise 29, page 32.

## ERROR TO BE AVOIDED.

What error is to be avoided in the use of conjunctions?

**ERROR.**—Avoid the improper use of corresponding conjunctions; as,

It was neither James or his brother. (no .)

## EXERCISE 152.

Correct the errors.

1. Neither Ann or Jane have recited.
2. He has little more of honesty but the name. (9th pair.)
3. He was as good and even better than his word. (as good as his word, and even better.)
4. He is as tall or taller than his brother.
5. They were as fortunate, or even more so than ever.
6. He was successful as he expected.

## EXERCISE 153.

Let the pupil parse all the words.

This is an Exercise on all the preceding RULES, and should be much extended by a judicious selection from McGuffey's Reading Books, or some similar works.

1. One sinner destroyeth much good.
2. Pride in dress or in beauty, shows a weak mind.
3. Nothing is too hard for God to accomplish.
4. Keep thy foot when thou goest to the house of God.
5. Neither joy nor sorrow should tempt us to evil.
6. Joy and sorrow divide the world between them.
7. The river Ohio is eleven hundred miles long.
8. A mother's kindness will be long remembered.
9. Freedom has no security but virtue.
10. Fight the fight, Christian, Jesus is o'er thee;
11. Run the race, Christian, Heaven is before thee.
12. Be not like those who live only for the present.
13. The house cost him a thousand and fifty dollars.
14. I saw the trees fall before the terrible blast.
15. The storm having ceased, the seamen looked for the harbor.
16. The blackest darkness and most terrible clouds hung over us.

- Line 1. *Destroyeth* is used for *destroys*.
- " 7. *Ohio* is in apposition with *river*, (Rule I); *eleven hundred* is an adjective qualifying *miles*; *miles* is in the objective, governed by a preposition understood; *long* is an adjective, qualifying *river*.
- " 9. *But* is a preposition governing *virtue*.
- " 10, 11. *Fight* and *race*, obj. governed by *fight* and *run*, (Rule III, Rem. 3); *Christian* is in the case independent.
- " 12. *Those* is used as a noun, or qualifies *persons* understood, governed by the preposition *to* understood, *Like* is an adjective qualifying *you* understood.
- " 13. *Him* is governed by the preposition *to* understood; *dollars* is governed by *cost*, (Rule III, Rem. 3.)
- " 14. *Fall* is infinitive governed by *saw*. (Rule X, Rem. 3.)

17. Contentment produces, in some measure, all those effects which are usually ascribed to the philosopher's stone.

It banishes the desire of riches, and, in this way, supplies the place of wealth. It extinguishes all murmuring, repining, and ingratitude toward that Being who allots us our part in this world.

18. About fifteen years since, in the glow of one of the earlier summer months, a young stranger of pleasing countenance and person, made his appearance at Niagara. It was at first conjectured that he might be an artist, as a large portfolio, and books, and musical instruments, were observed among his baggage.

19. I will sing unto the Lord, for he has triumphed gloriously;  
The Lord is my strength and my song,  
And he has become my salvation;  
He is my God, and I will prepare for him a habitation.

20. Little Ellie sits alone,  
Amid the beeches of a meadow,  
By a stream-side, on the grass;  
And the trees are showering down  
Doubles of their leaves in shadow,  
On her shining hair and face.  
She has thrown her bonnet by,  
And her feet she has been dipping  
In the shallow water's flow;  
Now she holds them nakedly,  
In her hand, all sloop and dripping,  
While she rocketh to and fro.

21. We have been friends together, in sunshine and in shade,  
Since first beneath the chestnut trees, in infancy we played;  
But coldness dwells within thy heart, a cloud is on thy brow;  
We have been friends together; shall a light word part us now?

- Ex. 17. *Us*, obj. governed by *to* understood.
- " 18. *Since* is an adverb; *one*, an adjective used as a noun, obj. governed by the prep. *of*; *It* is nom. to *was conjectured*; the words *at first* form an adverbial phrase.
- " 19. *Salvation*, nom. after *has become*.
- " 20. *All* is an adverb qualifying *sloop and dripping*.
- " 21. *Shall part* agrees with its nominative word.

## EXERCISE 154.

LET THE PUPIL fill the blanks, and state, in each case, what Rule or Remark is illustrated.

1. Mr. Williams ( ) lives in Springfield.
2. Nero ( ) reigned in Rome.
3. Franklin ( ) was an honor to his country.
4. He went ( )
5. They lived ( )
6. The travelers ( ) the hill, were exhausted.
7. The travelers, upon ( ) the hill, were exhausted.
8. I saw them ( ) the stream.
9. The sun ( ) darkness covered the earth.
10. Ann and Jane ( ) books.
11. Neither Ann nor Jane ( ) books.
12. In May, Congress closed ( )
13. The committee ( ) unanimous.
14. I am unwilling ( )
15. Let us strive ( )
16. Some always expect ( )

17. ( ) is the lot of humanity.
18. ( ) is truly unfortunate.
19. ( ) is generally believed.
20. ( ) give me your book.
21. ( ) beware of the first false step.
22. ( ) it is terrible.

23. Europe trembled under ( ) conquests.
24. We took shelter in ( ) house.
25. Who does not admire ( ) plumage?
26. We should suffer for ( ) sake.
27. She is diligent in studying ( )
28. Bad men occasion much ( )

29. ( ) is ( )
30. ( ) is called ( )
31. ( ) expects to be ( )
32. ( ) was made ( )

33. ( ) grass waved over ( ) field.
34. ( ) adversary lurked in ( ) place.
35. ( ) man rejoices under ( ) circumstances.
36. ( ) tyrant wasted ( ) country.
37. ( ) his fate was certain, ( ) he did not repent.
38. ( ) he must return, ( ) he will be lost.
39. ( ) he knows it ( ) not, I can not tell.
40. ( ) the one advances, ( ) the other recedes.
41. He is: ( ) firm in his purpose ( ) he ever was.

42. The father and the son ( ) conspicuous for ( ) benevolence.
43. Neither the father nor the son ( ) conspicuous for ( ) benevolence.
44. The father and not the son ( ) conspicuous for ( ) benevolence.

## EXERCISE 155.

LET THE PUPIL form short sentences illustrating the several Rules and Remarks, and let him parse all the words.

SEVERAL sentences should be written under each head.

Rule I. (*Death, the King of terrors, reigns supreme in war.*)

Rule I.	Remark.	Remark 1.	Rule IX.
Rule II.	Rule V.	Remark 2.	Rule X.
Rule III.	Rule VI.	Rule VIII.	Rule XI-1.
Remark 1.	Remark 1.	Remark 1.	Rule XI-2.
Remark 2.	Remark 2.	Remark 2.	Rule XI-3.
Remark 3.	Remark 3.	Remark 3.	Rule XI-4.
Rule IV.	Rule VII.	Remark 5.	Rule XII.

## EXERCISE 156.

Correct the errors and parse all the words.

1. Who have we here?
2. He promised James and I some books.
3. That night's terrors will never be forgotten.
4. These are Mary and Harriet's shawls.



5. That is Mary's and Harriets mother.
6. They of themselves volunteered to go.
7. Each of them pronounced their judgment confidently.
8. One of the party retained their private property.
9. Jairus's son and not his daughter were healed.
10. He cast himself down at Jesus feet.
11. Let you and I remain.
12. He called for some one, I know not who.
13. The brother and not the sister were lost to sea.
14. The result was different to their expectation. (*from their, &c.*)
15. All depends upon the rule being observed.

Here, *rule's* in the possessive, is governed by *being observed*. See Rule XI-2, page 144.

16. The gentleman who I talked with, has left the room.
17. I will go after you and he.
18. His taste of reading has evidently increased.
19. I hope it is not me who he is offended with.
20. Life among every class has its trials.
21. The close of his life was different to its early promise.
22. Their safety depends upon the ship being well manned.
23. Upon the boat reaching the shore, it grounded.
24. In him, a true friend and brother are lost.
25. He with his friends have returned to the city.
26. His mind was vigorous or more so than his brothers.
27. Every one of them were repeatedly warned of their danger.
28. The store was broke open and every article took.
29. The teacher proved that such a construction was wrong.
30. Flattery and adulation will certainly leave its sting.
31. He spoke slow, distinct, and acceptable to all.
32. I had rather be a dog, than such a man.
33. The annoyance of others is his chiefest pleasure.
34. Neither one or the other have true courage.
35. They were as successful and more so than they expected.
36. Either the king or his minister were to blame.
37. Both the king and his minister was to blame.
38. Each of us must answer for ourselves.
39. Every one of our words and actions are to be weighed.
40. He expected to have secured many friends.
41. He hoped to have seen his brother, before he left.

### QUESTIONS FOR REVIEW.

What is a sentence? A simple sentence? A compound sentence? A phrase? What does the word *apposition* mean?

**RULE I.**—What is the Rule for a *noun* in *apposition*? Give examples and explain them. What is observable with regard to the sign of the possessive when in apposition?

**RULE II.**—What is the Rule for the *possessive case*? Explain the examples. Give examples in which the governing word is omitted. After what words is the governing word *always* omitted? When is the apostrophe omitted? What is the 1st error to be avoided under this Rule? What is the 2d?

**RULE III.**—What is the Rule for a *verb* and the *objective*? Explain the examples. What transitive verbs govern more than one objective? What is said of *passive verbs* and the objective? Give examples. When may intransitive verbs govern the objective? Give examples. What may be used as nouns in the objective after a transitive verb? What error is to be avoided under this Rule?

**RULE IV.**—What is the Rule for *prepositions* and the objective? Give examples. Give examples in which the preposition is understood, and explain them. What is the 1st error to be avoided under this Rule? The 2d?

**RULE V.**—What is the rule for a *noun* or *pronoun* used by way of *address* or *exclamation*? Give examples and explain them. How are the titles of books, heads of chapters, &c., to be parsed?

**RULE VI.**—What is the Rule for *pronouns*? Give examples and explain them. If there are two or more antecedents in the singular, in what number is the pronoun? When the antecedent is a *collective noun*, what must be the number of the pronoun? What is a *collective noun*? When the antecedents are of different persons, with which must the pronoun agree? Is a pronoun ever used without an antecedent? Give examples and explain them. Give examples in which a sentence is antecedent, and explain them. What is the 1st error to be avoided under this Rule? The 2d? The 3d?

**RULE VII.**—What is the Rule for *adjectives*? Give examples and explain them. Give examples and explain them, in which an

adjective is used as a noun or qualifies one understood. Give an example in which an adjective is used *abstractly*. What is the 1st error to be avoided under this Rule? The 2d? The 3d? The 4th? The 5th?

**RULE VIII.**—What is the Rule for a verb and its nominative? Give examples and explain them. What may be nominative to a verb? Give examples and explain them. When may a plural verb have nominatives in the singular? Give examples and explain them. What number does a *collective* noun require? Give examples and explain them. When is a noun in the nominative absolute with a participle? Give examples and explain them. What is the 1st error to be avoided under this Rule? The 2d? The 3d?

**RULE IX.**—What is the Rule for a noun in the same case after and before a verb? Give examples and explain them. What error is to be avoided under this Rule?

**RULE X.**—What is the Rule for the infinitive? Give examples and explain them. In what other ways may an infinitive be used? Give examples and explain them. When is *to*, the sign of the infinitive, omitted? What is the 1st error to be avoided under this Rule? What is the 2d?

**RULE XI. Participles.**—How are participles parsed 1st? Give examples and explain. What is the 2d way in which they may be parsed? Give examples and explain. What is the 3d way in which they may be parsed? Give examples and explain. What is the 4th way in which they may be parsed? Give examples and explain. When a participle, used as a noun, is preceded by an adjective, by what must it be followed? Give examples and explain. What is the 1st error to be avoided in the use of the participle? What is the 2d? What is the 1st general error to be avoided in the use of verbs? (page 146.) What is the 2d? The 3d?

**RULE XII.**—What is the Rule for adverbs? Give examples and explain them. What are adverbial phrases? What error is to be avoided under this Rule?

**RULE XIII.**—What is the Rule for conjunctions? Give examples and explain them. Mention some of the conjunctions, or conjunctions and adverbs that are used in pairs. What error is to be avoided with regard to their use?

## PUNCTUATION.

Punctuation is the art of using properly the several points employed in composition. The principal of these are the comma (,), the semicolon (;), the colon (:), and the period (.). These all denote pauses of different lengths.

In simple sentences which are short there is generally no pause; as,

Life is short. We daily receive blessings from God.

Simple sentences, however, when long, and most compound sentences, require the use of points.

**RULE I.** When the nominative has several words connected with it, there is generally a comma next before the verb; as,

A man of undoubted honesty, will command respect.

**RULE 2.** Adverbs and adverbial phrases are often separated by commas; as,

They are, however, in circumstances of great danger.  
We ought not, in any case, to lose our temper.

**REMARK.**—Where the adverb is closely connected with some word, or when the sentence is short, the comma is not used; as,

He is always there.

**RULE 3.** A noun in apposition, when it has several words connected with it, is separated from the principal noun by a comma; as,

Mary, queen of Scotland, was beheaded by her cousin Elizabeth queen of England.

**RULE 4.** Adjectives, following the nouns they qualify, together with the words depending on them, are separated from the rest of the sentence by commas; as,

God, full of love, looks compassionately upon his creatures.  
The vessel, freighted with life, sank in the deep water.

**RULE 5.** Where a verb is understood, a comma is used; as,  
A comma denotes a short pause; a colon, a longer one.

**RULE 6.** The nominative absolute with its participle, the infinitive independent, and the case independent, are separated from the rest of the sentence by commas; as,

The sun rising, the clouds dispersed.  
To be candid, I desire not to see him.  
Bentus, the fault is in ourselves.

**RULE 7.** The simple sentences which form a compound sentence, are generally separated by commas; as,

Art is long, and time is fleeting.

Love enlarges the heart, while selfishness contracts it.

But, though I saw his pain, I could not relieve it.

**RULE 8.** When more than two words are connected in the same construction, they are separated by commas; as,

He was a wise, virtuous, and benevolent man.

Mary, or John, or William will be here.

We may advise, exhort, and comfort him.

**REMARK.**—When two words only are thus connected, there is no comma; as,

Honor and virtue belong to him.

Unless the conjunction is omitted; as,

Honor, virtue belong to him.

Or unless both words refer to the same thing; as,

An, or A is the indefinite article.

The *semicolon* is used for a pause longer than a comma, and the *colon* for one still longer. The *period* is used at the close of a sentence. It is also used for abbreviation; as, Dr., Capt., Oct., A., B.

Besides the preceding points, several marks are used in composition as follows:

The note of *interrogation* (?) denotes a question.

" " *exclamation* (!) " an exclamatory word or sentence.

The *dash* (—) " an uncertain pause.

The *parenthesis* ( ) includes words not necessary to the grammatical construction.

The *apostrophe* ( ' ) shows that something is left out, as 'tis for it is, or it denotes the possessive case.

The *hyphen* ( - ) is used in compound words; as, ten-not.

The *dieresis* ( " ) shows that both vowels are sounded; as, aerial.

The *section* ( § ) is used for small divisions of a book.

The *ellipsis* ( — ) shows that letters are omitted; as, C—r for Charles.

The *paragraph* ( ¶ ) denotes a new subject.

Quotation marks ( " ) denotes a quotation.

The *index* ( [ ] ) is used to direct attention to the subject.

Various marks, as, \* † ‡ ||, or figures, or letters, as used to refer to notes on the margin.

**QUESTIONS.**—What is punctuation? What are the principal points used? Which denotes the shortest pause? What is said of simple sentences? Repeat the Rules and Remarks. When is the semicolon used? The colon? The period? Note of interrogation? Of exclamation? The dash? Parenthesis? Apostrophe? Describe the other marks.

## RECAPITULATION AND CONCLUSION.

What is the science called which you have been learning in this book?

**ART. 235.** It is called *English Grammar*.

What is English Grammar?

**ART. 236.** ENGLISH GRAMMAR is the science which teaches us to speak and to write the English language according to established usage.

What do you understand by established usage?

**ART. 237.** It is that use which is practiced by a majority of good speakers and writers.

Under what general divisions is English Grammar treated of?

**ART. 238.** Under four: *Orthography, Etymology, Syntax, and Prosody*.

### 1. ORTHOGRAPHY.

What does Orthography include?

**ART. 239.** ORTHOGRAPHY includes the spelling and the pronunciation of words.

Where is this branch taught?

**ART. 240.** It is chiefly taught in spelling books and dictionaries.

**NOTE.**—For further explanation of Orthography, see the author's ANALYTICAL GRAMMAR.

## II. ETYMOLOGY.

*What does Etymology include?*

ART. 241. ETYMOLOGY includes the classification of words, their properties, and their derivation.

NOTE.—This part of Grammar has been taught in Sections I and II of this book.

## III. SYNTAX.

*What does Syntax include?*

ART. 242. SYNTAX includes the relation of words to each other and the construction of sentences.

NOTE.—This part of Grammar has been fully taught in Section III of this book, and also to a considerable extent in Section II.

## IV. PROSODY.

*Of what does Prosody treat?*

ART. 243. PROSODY treats of the principles which govern the construction of verse.

NOTE.—For a particular explanation of the principles of Prosody, a branch which belongs only to a more advanced stage of this study, and for farther instruction upon all the topics included in this work, the student is now referred to 'PINKER'S ANALYTICAL GRAMMAR.'

THE END.

明治十三年十二月廿四日 綴刻御届

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