THE COMPREHENSIVE

ENGLISH GRAMMAR,

THEORETICAL & PRACTICAL.

BY

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PREFACE.

A somewhat lengthened experience in practical tuition has led me to believe that it is possible to present the facts and principles of English Grammar in a more logical and orderly manner than yet given in any book with which I am acquainted.

A rage has recently sprung up for explaining minutely in books the principles of English Grammar; hence, a host of Explanatory English Grammars has lately appeared. With all deference to the abilities of the writers of such books, I humbly submit that those who expect to make grammar explain itself to youthful minds by means of books, attempt the impossible. Grammar can only be explained to youth by the living voice of the teacher, and the man who relies on any other method had better change his occupation at once. Besides, such books are usually such a huddled-up store of grammatical confusion, that to attempt to find any fact or principle in them in answer to a given question, would be almost a hopeless task.

What is wanted in a school grammar is a complete, orderly, and logical arrangement of its various parts, equally adapted to class study and reference.

The treatment of the different parts of speech follows the natural order of definition, classification, inflection, where these severally exist; and notwithstanding the deviation from the practice of some recent and distinguished writers on the subject, I have, after the most careful consideration, given these under a single heading, rather than treated
inflection by itself. Little is gained, and much lost, in my opinion, by such an arrangement.

The arrangement of the verb has been adopted after much thought, and a careful comparison of the most approved modern treatises. There are properly three times or tenses—present, past, and future, all others being subsidiary, and in a manner explanatory of them. These may therefore properly be considered as primary, the others as secondary, and should therefore be classed together. I leave out of sight altogether the weighty argument that Latin grammarians have adopted this course for an entirely different reason—the formation of the word.*

As to the definition of a verb here given, I may add that twenty years' experience has demonstrated that by no other can the character of the verb be so clearly explained to youthful minds. We have not improved upon the older grammarians in every particular.

Although, as Archbishop Trench says,† "It would be

* It is perhaps too much to expect that mankind will ever think or write alike on any particular whatever connected with this subject. The "glorious liberty" that exists in this country, where there is no Academy or other court possessing an appellate jurisdiction on the matter, has introduced the most "glorious" confusion, and even contradiction, into school grammars. This is a great evil, for it not only perplexes the pupil's mind by causing him to learn and unlearn afresh on every change of school, but leads him to question whether there is such a thing at all as grammatical truth. There is a gleam of hope, however, at least in one direction. The Public School Latin Primer, Smith's Principia Latina, and Bryce's First Latin Reader—works whose circulation is greater perhaps than all similar ones together—exhibit the Latin verb in the same order, and, as I have said, from the formation of the word. This may be said to decide the question as far as Latin is concerned; and as we have here two strong reasons for such an arrangement—common sense and verbal formation—it is to be hoped we are not far from unanimity on at least one point of grammatical arrangement.

† "English, Past and Present," p. 11.
curious to know how many have had their attention drawn
to the fact that the subjunctive mood is at this very moment
perishing in English," I have deemed it premature yet to
omit it altogether.

The "Analysis of Sentences" will be found, it is believed,
amply sufficient for the great majority of English students.
Without going into minor details, I may finally express
my conviction that there are few questions put at the
Matriculation or Middle-Class Examinations which will not
be found answered in this book.

D. C.

ALBION HOUSE SCHOOL,
BRIEPLY HILL, 1871.
ERRATA.

From the change of page the Perfect Tense in page should have been in the place of the Past Tense, page and vice versa.
INTRODUCTION.

Mankind communicate their thoughts by means of language.
Language is either spoken or written.
Grammar is that science which treats of the principles and rules of language.
It is divided into four parts—Orthography, Etymology, Syntax, and Prosody.

CHAPTER I.

ORTHOGRAPHY.

LETTERS.

Orthography treats of letters, their sounds, and combinations into syllables and words.
Letters are divided into vowels and consonants.
A vowel has a full and complete sound of itself.
The vowels are a, e, i, o, u; and w and y when they do not begin a syllable.
The consonant cannot be distinctly sounded without the help of a vowel.

The consonants have been classed into:
Aspirate, or breathing, as h.
Guttural, or throat " k, g.
Labial, or lip " p, b, f, v, m.
Lingual, or tongue " t, d, s, z, l, r, n.
Redundant " c, g, j, x.
L, m, n, r are sometimes called liquid, from their readiness to combine with others.

A diphthong is the union of two vowels in one sound, as aa, ae, ai, au, ea, ei, ee, ey, oe, oi, ou.
A triphthong is the union of three vowels in one sound, as eau in beauty, beau; ieu in view; uoy in buoy; way in quay.
Exercise 1.

Point out diphthongs and triphthongs where they exist:—

Much, Baal, truth, land, care, beauty, laid, aged, buoy, large, again, merry, leaf, flambeaux, heir, hard, quay, hurt, interview, voice, away, from, sound, teach, fetch, Torquay, they, now, income, difficulties, honour, saviour.

SYLLABLES AND WORDS.

A syllable is a single utterance of the voice, and may consist of one or more letters. In every syllable there must be at least one vowel.

A word of one syllable is called a monosyllable, as just; a word of two syllables, a disyllable, as justice; a word of three syllables, a trisyllable, as justify; a word of four or more syllables, a polysyllable, as justifying, justification.

The general rule for dividing words into syllables is to begin each syllable with a consonant where possible, and where two consonants come together to separate them.

A word is formed of one or more syllables, and is either primitive or derivative.

A primitive word is derived from no other word, as love, give.

A derivative word is one derived from some other word, as loving, giver.

Derivatives are called compound when they are composed of two or more primitive or derivative words, as mankind, foolhardy, cabinet-maker.

Exercise 2.

Distinguish the following, (1) as to syllables, (2) as to primitive, derivative, and compound:—

Man, iniquity, rudeness, truth, constancy, manly, teach, breakfast, consternation, mankind, alliteration, but, truly, teapot, house, injury, help, household, son, beauty, landlord, indicate, helpful, general, great, battle-field, deadly, death-bed, employment, smoke-room.

CHAPTER III.

ETYMOLOGY.

Etymology treats of words, their classification, inflection, and derivation.
There are nine classes of words, or parts of speech—Article, Noun, Adjective, Pronoun, Verb, Adverb, Preposition, Conjunction, and Interjection.

An article is a word placed before a noun to limit its signification, as a man, an apple, the garden.

A noun is the name of any living being, place, thing, or quality, as John, angel, London, desk, truth.

An adjective is a word used to qualify a noun, as “a good boy,” “ten men,” “a white house.”

A pronoun is a word used instead of a noun to prevent the too frequent repetition of the noun, as “John reads because he delights in study.”

A verb is a word which signifies “to be,” “to do,” or “to suffer,” and is used to affirm or ask questions, as “John speaks,” “Are you ready?”

An adverb is a word which qualifies a verb, adjective, or other adverb, as “He reads well,” “James is a very good boy,” “Robert speaks very correctly.”

A preposition connects words, and shows the relation between them, as “The dog is under the table,” “My hat is on my head.”

A conjunction connects words and sentences together, as “Call my brother and sister,” “The pupils improve because they are studious.”

An interjection is used to express some emotion of the mind in an emphatic or impressive manner, as “Ah me!” “Oh that men were wise!”

Exercise 3.

Distinguish the different parts of speech:—*

Man, a, good, I, give, soon, on, and, oh! the, sun, while, him, break, where, about, because, alas! therefore, under, finely, teach, them, goodness, beautiful, army, an, hers, virtue, London, why, but, ten, adorn, beneath, by, indeed! truly, mankind, angelic, scratch, brush, paint, there, coming.

The man who reads the holy Bible learns from it to think and act aright; but, alas! many forget its teachings. .

* The first column of the Parsing Table, Appendix B., may be used at this stage.
THE ARTICLE.

An article is a word placed before a noun to limit its signification, as a man, an apple, the garden.

There are two articles, a or an, and the.

A or an is called the indefinite article, because it does not point out any particular object.

The is called the definite article, because it does point out some particular object.

A is used before a consonant, and before vowels having the power of a consonant, as a man, a union.

An is used before a vowel, silent h, and h aspirate when the accent falls on the second syllable of the word, as an eagle, an heir, an historical drama.

Exercise 4.

Supply suitable articles:—

Man, — ass, — house, — article, — desk, — turkey, — heir, — hospital, — pot, — book, — historical poem, — leaves, — romance, — apple, — pear, — unit, — hereditary, — pump, — eunuch, — ear, — treaties, — peaches, — accident.

THE NOUN.

A noun is the name of any living being, place, thing, or quality, as John, angel, London, desk, truth.

CLASSIFICATION.

Nouns are classed into proper, common, and abstract.

A proper noun is the name of a particular individual of a class or species, as James, Dublin, Snowdon.

When the proper noun is used as the type of a species it becomes common, as "He is the Newton of the age."

A common noun is the name applied to a whole class or species, as man, city, mountain.

Common nouns are sub-divided into class, collective, concrete, and quantitative, as boy, crowd, silver, score.

Abstract nouns express some quality, attribute, or state of an object.

They are subdivided into those of quality, action, state; and verbal nouns, as sweetness, walk, sleep, talking.*

* For a first course the primary classification may be deemed sufficient.
Exercise 5.

Classify the following nouns:—

Robert, son, blackness, truth, woman, Charles, dog, holiness, Trusty, Thames, mountain, height, river, Snowdon, beauty, London, tree, stream, city, size, Paris, town, mob, gold, dozen, whiteness, walk, rest, hearing, village, army, Dudley, grass, race, iron, gross, grace, sleep, speaking, committee.

Inflection.

Inflection is a change in the form of a word, to express a difference of meaning, or relation to other words in the sentence.

Five parts of speech are inflected, the noun, adjective, pronoun, verb, and adverb.

Nouns are inflected to express gender, number, and case.

Gender.

Gender is that inflection of the noun which indicates the sex of the object.

There are three genders, the masculine, feminine, and neuter.

The masculine gender of nouns denotes the male sex of animals, as man, horse, bull.

The feminine gender of nouns denotes the female sex of animals, as woman, mare, cow.

Nouns of the neuter gender denote that the things they represent are without life. The word neuter signifies neither, that is, neither male nor female.

When a noun may be applied to either sex it is said to be of the common gender, that is, common to both, as child, parent, pupil, teacher, &c.

Personification means the employment of words of the masculine or feminine gender to denote objects without life. For example, we sometimes speak of the sun as he, of the moon as she, &c.

Objects indicative of magnitude, strength, and courage are represented as masculine, as the sun, death, winter time, anger, war, &c.; those indicative of beauty, grace, gentleness, and fruitfulness are represented as feminine, as the moon, ship, spring, hope, peace, &c.

The gender of nouns is distinguished in three different ways:—
1. By a different word; as,

<table>
<thead>
<tr>
<th>Bachelor</th>
<th>maid</th>
<th>Hound</th>
<th>brach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bean</td>
<td>belle</td>
<td>Husband</td>
<td>wife</td>
</tr>
<tr>
<td>Boar</td>
<td>sow</td>
<td>King</td>
<td>queen</td>
</tr>
<tr>
<td>Boy</td>
<td>girl</td>
<td>Lord</td>
<td>lady</td>
</tr>
<tr>
<td>Brother</td>
<td>sister</td>
<td>Man</td>
<td>woman</td>
</tr>
<tr>
<td>Buck</td>
<td>doe</td>
<td>Master</td>
<td>mistress</td>
</tr>
<tr>
<td>Bull</td>
<td>cow</td>
<td>Milter</td>
<td>spawner</td>
</tr>
<tr>
<td>Bullock, ox, or steer</td>
<td>heifer</td>
<td>Monk</td>
<td>nun</td>
</tr>
<tr>
<td>Cock</td>
<td>hen</td>
<td>Nephew</td>
<td>niece</td>
</tr>
<tr>
<td>Colt</td>
<td>filly</td>
<td>Papa</td>
<td>mamma</td>
</tr>
<tr>
<td>Dog</td>
<td>bitch</td>
<td>Ram</td>
<td>ewe</td>
</tr>
<tr>
<td>Drake</td>
<td>duck</td>
<td>Sir</td>
<td>madam</td>
</tr>
<tr>
<td>Earl</td>
<td>countess</td>
<td>Sloven</td>
<td>slut</td>
</tr>
<tr>
<td>Father</td>
<td>mother</td>
<td>Son</td>
<td>daughter</td>
</tr>
<tr>
<td>Friar</td>
<td>nun</td>
<td>Stag</td>
<td>hint</td>
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<tr>
<td>Gander</td>
<td>goose</td>
<td>Stallion</td>
<td>mare</td>
</tr>
<tr>
<td>Gentleman</td>
<td>lady</td>
<td>Swain</td>
<td>nymph</td>
</tr>
<tr>
<td>Governor</td>
<td>matron</td>
<td>Tutor</td>
<td>governess</td>
</tr>
<tr>
<td>Hart</td>
<td>roe</td>
<td>Uncle</td>
<td>aunt</td>
</tr>
<tr>
<td>Horse</td>
<td>mare</td>
<td>Wizard</td>
<td>witch</td>
</tr>
</tbody>
</table>

2. By a different termination; as,

<table>
<thead>
<tr>
<th>Abbot</th>
<th>abbess</th>
<th>Jew</th>
<th>Jewess</th>
</tr>
</thead>
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<tr>
<td>Actor</td>
<td>actress</td>
<td>Lad</td>
<td>lass</td>
</tr>
<tr>
<td>Administrator</td>
<td>administratrix</td>
<td>Landgrave</td>
<td>landgravine</td>
</tr>
<tr>
<td>Adulterer</td>
<td>adulteress</td>
<td>Lion</td>
<td>lioness</td>
</tr>
<tr>
<td>Ambassador</td>
<td>embassadress</td>
<td>Marquis</td>
<td>marchioness</td>
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<tr>
<td>Arbitrator</td>
<td>arbitress</td>
<td>Mayor</td>
<td>mayoress</td>
</tr>
<tr>
<td>Author</td>
<td>authoress</td>
<td>Murderer</td>
<td>murdereress</td>
</tr>
<tr>
<td>Baron</td>
<td>baroness</td>
<td>Negro</td>
<td>negress</td>
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<tr>
<td>Benefactor</td>
<td>benefactress</td>
<td>Ogre</td>
<td>ogress</td>
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<tr>
<td>Bridegroom</td>
<td>bride</td>
<td>Patron</td>
<td>patroness</td>
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<tr>
<td>Caterer</td>
<td>cateress</td>
<td>Peer</td>
<td>peeress</td>
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<td>Chanter</td>
<td>chantress</td>
<td>Poet</td>
<td>poetess</td>
</tr>
<tr>
<td>Conductor</td>
<td>conductress</td>
<td>Porter</td>
<td>portress</td>
</tr>
<tr>
<td>Count</td>
<td>countess</td>
<td>Priest</td>
<td>priestess</td>
</tr>
<tr>
<td>Czar</td>
<td>czarina</td>
<td>Prince</td>
<td>princess</td>
</tr>
<tr>
<td>Deacon</td>
<td>deaconess</td>
<td>Prior</td>
<td>prioress</td>
</tr>
<tr>
<td>Director</td>
<td>directress</td>
<td>Prophet</td>
<td>prophetess</td>
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<tr>
<td>Don</td>
<td>donna</td>
<td>Protector</td>
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<td>Shepherd</td>
<td>shepherdess</td>
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<td>editress</td>
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<td>Emperor</td>
<td>empress</td>
<td>Songster</td>
<td>songstress</td>
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<tr>
<td>Enchanter</td>
<td>enchantress</td>
<td>Sorcerer</td>
<td>sorceress</td>
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<tr>
<td>Executor</td>
<td>executrix</td>
<td>Sultan, or Sultaness, or Sultana</td>
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<tr>
<td>Founder</td>
<td>foundress</td>
<td>Testator</td>
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<td>Giant</td>
<td>giantess</td>
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<td>Governor</td>
<td>governess</td>
<td>Traitor</td>
<td>traitress</td>
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<td>Heir</td>
<td>heiress</td>
<td>Tyrant</td>
<td>tyranness</td>
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<td>Hero</td>
<td>heroine</td>
<td>Viscount</td>
<td>viscountess</td>
</tr>
<tr>
<td>Hunter</td>
<td>huntress</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ENGLISH GRAMMAR.

Host hostess | Votary votaress
Idolator idolatress | Victor victress
Infante infanta | Widower widow
Inventor inventress

3. By joining masculine and feminine terms; as,

Man-servant maid-servant | Cock-sparrow hen-sparrow
Male child female child | Billy-goat nanny-goat
He-ass she-ass | Peacock pes-hen *
Bull-calf cow-calf

NUMBER.

Number is that inflection which shows whether one or more than one is meant.

There are two numbers, the singular and plural.

The singular denotes one, as pen; the plural more than one, as pens.

The plural is generally formed by adding s to the singular, as book, books; tree, trees.

Exceptions.

1. Nouns ending in s, z, sh, ch soft, or in o preceded by a consonant form the plural by adding es, as glass, glasses; fox, foxes; fish, fishes; church, churches; hero, heroes.

   Junto, cento, grotto, tyro, portico, solo and quarto, together with those ending in o preceded by a vowel, add s only, as junto, juntos; folio, folios.

2. Nouns ending in f or fe, change f or fe into ves, as loaf, loaves; life, lives.

   Chief, grief, dwarf, scarf, hoof, proof, gulf, turf, muff, stuff, sheriff, strife and a few others, add s only.

3. Nouns ending in y, preceded by a consonant, change y into ies, as city, cities.

   Those ending in y, preceded by a vowel, add s only, boy, boys.

4. The following form the plural irregularly:—

   Man men | Ox oxen | Foot feet
   Woman women | Mouse mice | Tooth teeth
   Child children | Louse lice | Goose geese

5. Some have two plurals:—

   Brother brothers, brethren | Fowl fowl, fowls
   Cannon cannon, cannons | Genius geniuses, genii
   Cloth clothes, clothes | Herring herring, herrings
   Cow cows, kine | Index indexes, indices
   Die dies, dice | Pea peas, pease
   Fish fish, fishes | Penny pennies, pence

6. Some nouns have the singular and plural alike, as—brace, deer, dozen, grouse, salmon, series, sheep, swine, trout.

* See Exercise 6, page 9.
ENGLISH GRAMMAR.

7. The following have no plural:—
   a. Proper nouns, as John, London, Thames.
   b. Abstract nouns, generally, as gentleness, truth, peace.
   c. Names of metals, as gold, iron, zinc.
   d. Names of things weighed and measured, as wheat, sugar, calico, tea, wine. When different qualities or kinds are mentioned, these admit of a plural.
   e. Names of some arts and sciences, as poetry, music, arithmetic.

8. The following have no singular:—ashes, annals, bellows, dress, entrails, leses, morals, nuptials, riches, scissors, snuffers, tidings, tongs, thanks, vitals, wages.

9. Some are employed as singular or plural, as amends, mathematics, means, odds, optics, &c.

10. Alms, gallows, news, are generally singular.

11. Nouns adopted from foreign languages generally retain their original plurals.

<table>
<thead>
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<th>addenda</th>
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<td>Magus</td>
<td>magi</td>
</tr>
<tr>
<td>Medium</td>
<td>media</td>
</tr>
<tr>
<td>Memorandum</td>
<td>memoranda</td>
</tr>
<tr>
<td>Metamorphosis</td>
<td>metamorphoses</td>
</tr>
<tr>
<td>Miasma</td>
<td>miasmata</td>
</tr>
<tr>
<td>Monsieur</td>
<td>messieurs</td>
</tr>
<tr>
<td>Nebula</td>
<td>nebulæ</td>
</tr>
<tr>
<td>Oasis</td>
<td>cases</td>
</tr>
<tr>
<td>Parenthesis</td>
<td>parentheses</td>
</tr>
<tr>
<td>Phase</td>
<td>phases</td>
</tr>
<tr>
<td>Phenomenon</td>
<td>phenomena</td>
</tr>
<tr>
<td>Polyphemus</td>
<td>polypi</td>
</tr>
<tr>
<td>Radius</td>
<td>radii</td>
</tr>
<tr>
<td>Seraph</td>
<td>seraphe</td>
</tr>
<tr>
<td>Stimulus</td>
<td>stimuli</td>
</tr>
<tr>
<td>Stratum</td>
<td>strata</td>
</tr>
<tr>
<td>Stamen</td>
<td>stamina</td>
</tr>
<tr>
<td>Terminus</td>
<td>termini</td>
</tr>
<tr>
<td>Thesis</td>
<td>these</td>
</tr>
<tr>
<td>Vertex</td>
<td>vertices</td>
</tr>
<tr>
<td>Vortex</td>
<td>vortices</td>
</tr>
<tr>
<td>Virtuoso</td>
<td>virtuosi</td>
</tr>
</tbody>
</table>

12. The following compound nouns, and others like them, form the plural as under:
   - Aid-de-camp
   - Court-martial
   - Cousin-german
   - Father-in-law

   - aids-de-camp
   - courts-martial
   - cousins-german
   - fathers-in-law.*

* See exercise 6, p. 9.
CASE.

Case is that inflection of the noun or pronoun which shows its relation to other words in the sentence.

There are three cases, the nominative, possessive, and objective, of which the nominative and objective of nouns are alike.

The nominative is the subject of the verb or affirmation, and is found in the sentence by asking the question "who?" "which?" or "what?" as, "James sent the letter." "Who sent it?" "James." James, therefore, is the nominative.

The possessive case implies ownership or possession. It is formed by adding an apostrophe and s to the nominative, as brother, brother's. It may be found by asking the question, "whose?" as, "This is John's book." "Whose book?" "John's." John's is therefore in the possessive.

The objective case expresses the object of the action, or some relation expressed by means of a preposition. It may be found by asking the question, "whom?" "which?" or "what?" as, "Robert loves his brother." "Whom does he love?" "His brother;" which words are therefore in the objective case.

Sometimes the objective with of takes the place of the possessive, as, "William's desk." "The desk of William."

When two possessives come together, one is expressed by means of a preposition, as, "John's brother's friend." "The friend of John's brother."

Plural nouns ending in s, and certain others, form the possessive by adding an apostrophe only, as, "The pupils' caps," "Moses' rod."

The noun is thus declined:—

|-------|-------|---------|-------|---------|

Exercise 6.

Tell the gender, number, and case of the following nouns:—

Man, sister, book's, kings, lady, slate, gander, life, ows, vix's, church, earls, seraph, drakes, deer, widow, fancy, barta, oxen, cows, goose, Czarina, folios, flock, drakes, signore, odda, kind, brother, mesieurs, village, gander, nymphs, pot, news, heroine
The—barks,—talk, the—acres,—
crows, the—is large, my—is small, the—
disposes,—chirp, a good,— a tall,—n
rushing,— gladsome,— grand,— sublir
plows the,—peals the,—'s—is lam
of,—leans his—like a good,—a —
of the just is as the shining,— hear r
—, — and — I cry unto thee.

For — and — to thee
The helpless are th
And for the — of thy
Thou hearst an —'

The Song of St
Harness me down with you:
Be sure of your — and —
For I scorn the — of your
As the — scorn a —.
How I laughed as I lay co
For many a countless —
At the childish — of hur
And the — of human —

THE ADJECTIVE

An adjective is a word use
The positive is the simple form of the adjective, and attributes some quality or circumstance to the noun without respect to any other, as "John is a tall boy."

The comparative expresses a higher degree of the quality expressed by the positive, as "John is taller than James."

The superlative expresses the highest degree of the quality expressed by the positive, as "John is the tallest boy in school."

The comparative is formed by adding \( r \) or \( e r \) to the positive as \( large, larger; great, greater. \)

The superlative is formed by adding \( st \) or \( est \) to the positive as \( large, largest; great, greatest. \)

Adjectives of two or more syllables are generally compared by prefixing \( more, most; less, least, \) as "more useful," "less useful," "most useful," "least useful."

Obs. Strictly speaking the positive also expresses comparison, for we cannot say, "John is a tall boy" without indicating that he is tall as compared with others.

The following are irregularly compared:

<table>
<thead>
<tr>
<th>Pos.</th>
<th>Comp.</th>
<th>Sup.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bad, evil, ill</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>(Beneath)</td>
<td>under</td>
<td>undermost</td>
</tr>
<tr>
<td>Down</td>
<td>farther</td>
<td>farthest</td>
</tr>
<tr>
<td>Fore</td>
<td>former</td>
<td>foremost, first</td>
</tr>
<tr>
<td>(Forth)</td>
<td>further</td>
<td>farthest</td>
</tr>
<tr>
<td>Good</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>Head</td>
<td>hinder</td>
<td>hindmost, hindermost</td>
</tr>
<tr>
<td>Hind</td>
<td>inner</td>
<td>innmost, innermost</td>
</tr>
<tr>
<td>(In)</td>
<td>later, latter</td>
<td>latest, last</td>
</tr>
<tr>
<td>Little</td>
<td>less</td>
<td>least</td>
</tr>
<tr>
<td>Low</td>
<td>lower</td>
<td>lowest, lowermost</td>
</tr>
<tr>
<td>Middle</td>
<td></td>
<td>middlemost</td>
</tr>
<tr>
<td>Much, many</td>
<td>more</td>
<td>most</td>
</tr>
<tr>
<td>(Nest)</td>
<td>nether</td>
<td>nethermost</td>
</tr>
<tr>
<td>Near, nigh</td>
<td>nearer</td>
<td>nearest, next</td>
</tr>
<tr>
<td>Old</td>
<td>older, elder</td>
<td>oldest, eldest</td>
</tr>
<tr>
<td>(Out)</td>
<td>outer</td>
<td>outmost, utmost, out-</td>
</tr>
<tr>
<td>South</td>
<td></td>
<td>southmost</td>
</tr>
<tr>
<td>Top</td>
<td></td>
<td>topmost</td>
</tr>
<tr>
<td>Up</td>
<td>upper</td>
<td>upmost, uppermost</td>
</tr>
<tr>
<td>Very</td>
<td></td>
<td>veriest</td>
</tr>
</tbody>
</table>

Adjectives ending in \( y \) preceded by a consonant, change the \( y \) into \( i \) before \( er \) and \( est \), as lovely, lovelier, loveliest.
Some double the final consonant before comparison, as hot, hotter, hottest; sad, sadder, saddest.

Some adjectives, from their signification, do not admit of comparison, as round, square, perfect, supreme, perpendicular, right, left, wrong, chief.

The cardinal and ordinal adjectives of quantity are not compared, such as four, fourth.

**Exercise 8.**

Classify and compare (where possible) the following adjectives:

Good, much, this, large, sweet, daily, supreme, excellent, green, round, truthful, tall, white, weekly, ten, that, short, low, bad, hot, right, magnanimous, near, violent, black, huge, thin, hard, slanting, crisp, luminous, haughty, rattling, triple, fourth, looming, fifty, abandoned, close, endearing, circular, rich, despised, late, up, wrong, iniquitous.

**Exercise 9.**

Supply suitable adjectives.

A—house,—men,—waistcoat,—coat,—serial,—bread,—boy,—girl, —tree,—stick,—speech,—landscape,—newspaper, the table is,—the field is,—the prospect is,—what a sight!—times—make—11.0, there are—days in the—month, and—months in a year, sugar is —but vinegar is,—I play—violin in—style; a—dog bit my—boy and made his —arm bleed in—a—manner. The—density of—water as —with —water will decrease where the water is —and increase where it becomes —than the —average.

The wind disturbs the —lake,
And bids it ripple —and —
It moves the —boughs till they make — music in their —mesh.

There is a pleasure in the —woods,
There is a rapture on the —shore;
There is society where —intrudes,
By the —sea and music in its roar.

**THE PRONOUN.**

A pronoun is a word used instead of a noun, to prevent the too frequent repetition of the noun, as "John reads because he likes study."

**CLASSIFICATION.**

Pronouns are of three kinds—personal, relative, and adjective; and may be either simple or compound.

The simple Personal pronouns are I, thou, he, she, it, with their plurals, we, you, they.

*I, the first personal pronoun, represents the speaker or actor.*
Thou, the second, represents the person addressed.
He, she, or it, the third, represents the subject of discourse.

The Relative pronouns are who, which, that, and what. They are so called because they relate to some word or clause going before, which is called the antecedent, as "I esteem the boy who speaks the truth."

Obs.—Here who is the relative, and boy the antecedent.

Who is applied to persons only, as "The man who was here."

Which is applied to the lower animals and objects without life, as "The dog which barks," "The stone which fell."

That is applied to objects of every kind, as "The man that spoke," "The cat that mews," "The desk that was broken."

What is equivalent to both relative and antecedent, as "I reported what you said;" that is, "that which you said."

As, which is sometimes treated as a relative pronoun, must be employed with caution, and is chiefly used after same, as "He did the same as we anticipated."

Who, which, and what, when used to ask questions, are called interrogative pronouns.

The Adjective pronouns are so called because they partake both of the character of an adjective and pronoun. They are of four kinds—possessive, distributive, demonstrative, and indefinite.

Possessive pronouns denote possession. They are, my, thy, his, her, its, our, your, their, own.

The Distributive denote distribution or separation; they are, each, every, either, neither.

The Demonstrative demonstrate or point out; they are, this, that, and in the plural, these, those.

The Indefinite pronouns are used in an indefinite or uncertain manner; they are some, any, one, all, such, other, another, both, none, several, certain, divers, same, whole.

INFLECTION.

The personal pronouns are inflected by gender, number, and case, as follows:

<table>
<thead>
<tr>
<th>1st. person—M. or F.</th>
<th>2nd. person—M. or F.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sing.</td>
<td>Plural</td>
</tr>
<tr>
<td>Nom.</td>
<td>I</td>
</tr>
<tr>
<td>Poss.</td>
<td>mine</td>
</tr>
<tr>
<td>Obj.</td>
<td>me</td>
</tr>
</tbody>
</table>
ENGLISH GRAMMAR.

3rd person—M. F. N.

<table>
<thead>
<tr>
<th></th>
<th>Sing.</th>
<th>Sing.</th>
<th>Sing.</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>he</td>
<td>she</td>
<td>it</td>
<td>they</td>
</tr>
<tr>
<td>Poss.</td>
<td>his</td>
<td>hers</td>
<td>its</td>
<td>theirs</td>
</tr>
<tr>
<td>Obj.</td>
<td>him</td>
<td>her</td>
<td>it</td>
<td>them</td>
</tr>
</tbody>
</table>

The relative pronouns who, which, and that, are thus declined:

Sing. and Plural Sing. and Plural Singular.

<table>
<thead>
<tr>
<th></th>
<th>Sing.</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>who</td>
<td>which</td>
</tr>
<tr>
<td>Poss.</td>
<td>whose</td>
<td>whose</td>
</tr>
<tr>
<td>Obj.</td>
<td>whom</td>
<td>which</td>
</tr>
</tbody>
</table>

The adjective pronouns one, other, another, are declined like nouns, with the exception of another, which has no plural.

COMPOUND PRONOUNS.

Compound pronouns are formed by the union of some other word with the simple pronouns.

The compound personal pronouns are, myself, thyself, himself, herself, itself; with their plurals, ourselves, yourselves, themselves. They are sometimes called the emphatic pronouns, because they add emphasis to the expression, and are the same in the nominative and objective cases, but have no possessive.

When the actor and the object of the action are the same, they are called reflective, as “He dresses himself.”

The compound relative pronouns besides what, are whoever, whichever, whatever, whosoever whomsoever, &c. They include both the relative and the antecedent, as “Whoever did that must suffer;” that is, “He who did that must suffer.”

The compound adjective pronouns are my own, thy own, &c., and each other, each the other, one another. My own, thy own, &c., are the same in the nominative and objective, but have no possessive.

Each other, one another, are thus declined:

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>each other</td>
<td>one another</td>
</tr>
<tr>
<td>Poss.</td>
<td>each other’s</td>
<td>one another’s</td>
</tr>
<tr>
<td>Obj.</td>
<td>each other</td>
<td>one another</td>
</tr>
</tbody>
</table>
Exercise 10.

Parse the following pronouns.

I, who, my, this, each, any, mine, whom, they, these, every, him, e, me, which, his, that, us, whatever, thine, either, they, all, it nom, she, such, her, those, thee, whomever, neither, hers, urs, such, itself, what, its, whichever, thou, some, those, he, rs, each other, ourselves, we, themselves.

Exercise 11.

Supply appropriate pronouns.

I love —, — hates —. He — is wicked, is not — friend. — cap fits . — one fits — brother. — must bear — own burden. — is his — ult. — one may do-. — book is —. — is —. — are gone. Bring — pens. The — bought was -. Every — must do — duty. — if have — found? My —. — intention is to excel -. — rule s— broken? -. Leave -. Take -. — do — mean? Have — 3n —? — do — mean? The man — stole — neighbour's horse. t — man deem — unworthy of — reward. — course — may take ll suit -. — have hurt — self.

Exercise 12

Supply appropriate articles, nouns, adjectives, and pronouns.

Value of Time.

Suffer — to impress upon — the — of — just — of -. Consider w much is to be performed, attained, and conquered, ere — are ted to discharge (the) — — your — may comprehend. Think of ne) brevity of —. — most aged have compared — to — in —, and — shuttle in. — Compute — bearings upon the — or — of eternity, d remember if misspent, — can never be re-called.

The Verb.

A verb is a word which signifies "to be," "to do," or so suffer," and is used to affirm or ask questions, as "John sakes," "Are you ready?"

Classification.

Verbs are of two kinds transitive and intransitive.

A transitive verb denotes that the action or emotion sees from the subject to some object, as "I strike the ble."

Obs. Here the action strike passes from the subject I to the object ie.

An intransitive verb denotes that the action or notion is confined to the subject, as "I sleep," "I run."
Obs. The intransitive is sometimes followed by an object of similar meaning; or of distance, as "He slept the sleep of death," "He ran a race," "He walked a mile."

In respect of formation, verbs are also classed into regular, irregular, and defective.

A regular verb is one whose past tense and past participle are formed by the addition of \( d \) or \( ed \) as love, loved; part, parted.

An irregular verb is one whose past tense and past participle are formed in some other way, as see, saw, seen; am, was, been.

A defective verb is one deficient in some of its parts, as may, shall, &c.

Obs. Regular verbs are sometimes called weak verbs, because they require the addition of a suffix to form their past tense and past participle. Irregular are called strong, because they do not require this addition. Verbs possessing both forms are called redundant.

When one verb is used to assist another in the formation of its voices, moods, and tenses, it is called an auxiliary verb.

The auxiliary verbs are be, have, do, shall, will, may, can, let, must, ought; and are chiefly defective. Be, have, do, will are also used as principal verbs; the others are meaningless unless used with principals.

Verbs used only in the third person singular are called impersonal, as it rains, it snows, it thunders.

Classify the following verbs, (1) into transitive and intransitive, (2) into regular, irregular, and defective.

Love, speak, hurt, talk, may, come, strike, tumble, hear, do, break, strew, fall, pity, know, attend, will, make, sail, read, reach, ride, touch, rise, proceed, shall, shine, merit, show, preserve, smite, am, bestow, ring, can, complain, think, permit, must, stand, assert, thrive, approach, play, thrust, work, establish, write, estimate, wake.

Inflection.

Verbs are inflected to express voice, mood, tense, number, and person.

Voice.

Transitive verbs have two voices, the active and passive.

The active voice denotes that the subject acts, as "James loves."

The passive voice denotes that the subject is acted
upon, or is the object of the action or emotion, as "James is loved by John."

MOOD.

Mood is that inflection of a verb which indicates the mode, or condition, of an action.

Verbs have five moods, the indicative, subjunctive, potential, imperative, and infinitive.

The indicative asserts or indicates, as "I love."

The subjunctive implies condition or contingency, and is expressed by means of a conjunction, as if, though, unless, except, till, until, lest, as "If I come," "Though he slay me."

It is used only in subordinate sentences.

The potential implies power, will, or obligation, as "I can love," "I would run," "He must go."

The imperative commands, exhorts, or entreats, as "Leave me," "Do learn your lesson."

The infinitive expresses action generally, without reference to any subject, as "To love."

A participle is so called because it partakes of the character of a verb, adjective, and noun. When used as an adjective it admits of comparison, as "A more imposing sight has seldom been witnessed."

TENSE.

The tense of a verb refers to the time of the action. There are, strictly speaking, only three tenses referring to action, present, past, or future; but, in order more clearly to define the particular time of the action the perfect, pluperfect, and future-perfect are added. These may respectively be considered as primary and secondary tenses.

Obs. The present and past tenses, indicative and subjunctive, alone are expressed by means of the inflected principal verb; the others are formed by means of auxiliaries.

NUMBER.

Verbs have two numbers the singular and plural, as "He loves," "They love."

PERSON.

Verbs have three persons, the first, second, and third, as "I speak," "Thou speakest," "He speaks."
Conjugation means the arrangement of a verb into its various voices, moods, tenses, numbers, and persons. The conjugating of a verb sometimes refers to the repetition of its three chief parts, the present, past, and past participle.

### DEFECTIVE VERBS.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Participle</th>
<th>Infinitives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beware</td>
<td></td>
<td></td>
<td>to beware</td>
</tr>
<tr>
<td>Can</td>
<td>could</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forego</td>
<td></td>
<td>foregone</td>
<td>to forego</td>
</tr>
<tr>
<td>May</td>
<td>might</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Must</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ought</td>
<td>ought</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quoth</td>
<td>quoth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shall</td>
<td>should</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wist</td>
<td>wist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wit, or wot</td>
<td>wot</td>
<td></td>
<td>to wit</td>
</tr>
</tbody>
</table>

### TO LOVE.

#### ACTIVE VOICE.

**Present Indicative.**  **Past Indicative.**  **Past Participle.**

<table>
<thead>
<tr>
<th>Love.</th>
<th>Loved.</th>
<th>Loved.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INDICATIVE MOOD.</strong></td>
<td><strong>SUBJUNCTIVE MOOD.</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### Present Tense.

**Singular—**

1. I love
2. Thou lovest
3. He loves

**Plural—**

1. We love
2. You love
3. They love

**Singular—**

1. (If) I love
2. (If) thou loveth
3. (If) he love

**Plural—**

1. (If) we love
2. (If) you love
3. (If) they love

#### Past.

**Singular—**

1. I loved
2. Thou lovedst
3. He loved

**Plural—**

1. We loved
2. You loved
3. They loved

**Singular—**

1. (If) I loved
2. (If) thou lovedest
3. (If) he loved

**Plural—**

1. (If) we loved
2. (If) you loved
3. (If) they loved
ENGLISH GRAMMAR.

**Future.**

<table>
<thead>
<tr>
<th>Singular—</th>
<th></th>
<th>Singular—</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I shall love</td>
<td>1. (If) I should love</td>
<td></td>
</tr>
<tr>
<td>2. Thou wilt love</td>
<td>2. (If) thou shouldest love</td>
<td></td>
</tr>
<tr>
<td>3. He will love</td>
<td>3. (If) he should love</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural—</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We shall love</td>
</tr>
<tr>
<td>2. You will love</td>
</tr>
<tr>
<td>3. They will love</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Singular—</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have loved</td>
</tr>
<tr>
<td>2. Thou hast loved</td>
</tr>
<tr>
<td>3. He has loved</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural—</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We have loved</td>
</tr>
<tr>
<td>2. You have loved</td>
</tr>
<tr>
<td>3. They have loved</td>
</tr>
</tbody>
</table>

**Perfect.**

<table>
<thead>
<tr>
<th>Singular—</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have loved</td>
</tr>
<tr>
<td>2. Thou hast loved</td>
</tr>
<tr>
<td>3. He has loved</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural—</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We have loved</td>
</tr>
<tr>
<td>2. You have loved</td>
</tr>
<tr>
<td>3. They have loved</td>
</tr>
</tbody>
</table>

**Pluperfect.**

<table>
<thead>
<tr>
<th>Singular—</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I had loved</td>
</tr>
<tr>
<td>2. Thou hadst loved</td>
</tr>
<tr>
<td>3. He had loved</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural—</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We had loved</td>
</tr>
<tr>
<td>2. You had loved</td>
</tr>
<tr>
<td>3. They had loved</td>
</tr>
</tbody>
</table>

**Future Perfect.**

<table>
<thead>
<tr>
<th>Singular—</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I shall have loved</td>
</tr>
<tr>
<td>2. Thou wilt have loved</td>
</tr>
<tr>
<td>3. He will have loved</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural—</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We shall have loved</td>
</tr>
<tr>
<td>2. You will have loved</td>
</tr>
<tr>
<td>3. They will have loved</td>
</tr>
</tbody>
</table>

**Present Tense.**

<table>
<thead>
<tr>
<th>Singular—</th>
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</thead>
<tbody>
<tr>
<td>1. I may, can, or must love</td>
</tr>
<tr>
<td>2. Thou mayst, canst, or must love</td>
</tr>
<tr>
<td>3. He may, can, or must love</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural—</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We may, can, or must love</td>
</tr>
<tr>
<td>2. You may, can, or must love</td>
</tr>
<tr>
<td>3. They may, can, or must love</td>
</tr>
</tbody>
</table>

**Perfect.**

<table>
<thead>
<tr>
<th>Singular—</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I may, can, or must have loved</td>
</tr>
<tr>
<td>2. Thou mayst, &amp;c., have loved</td>
</tr>
<tr>
<td>3. He may, &amp;c., have loved</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural—</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We may, &amp;c., have loved</td>
</tr>
<tr>
<td>2. You may, &amp;c., have loved</td>
</tr>
<tr>
<td>3. They may, &amp;c., have loved</td>
</tr>
<tr>
<td>PAST</td>
</tr>
<tr>
<td>------</td>
</tr>
</tbody>
</table>
| Singular—  
1. I might, could, would, or should love  
2. Though mightst, &c., love  
3. He might, &c., love  
Plural—  
1. We might, &c., love  
2. You might, &c., love  
3. They might, &c., love  |
| Pluperfect—  
Singular—  
1. I might, could, would, or should have loved  
2. Thou mightest, &c., have loved  
3. He might, &c., have loved  
Plural—  
1. We might, &c., have loved  
2. You might, &c., have loved  
3. They might, &c., have loved  |
| Present—To love  
Past—Loved  
Perfect—To have loved  
PAST | Impressive Form |
| Indicative. | SUBJUNCTIVE. | POTENTIAL. |
| Present—I am loving, &c. | (If) I be loving, &c. | I may, can, or must be loving, &c. |
| Imperative. |
| Present—Be thou loving, &c. | Future—Thou shalt be loving, &c. |
| Infinitive. |
| Present—To be loving. | Perfect—To have been loving. |
| PARTICIPLE. |
| Present—Being loving | Past—Been loving | Perfect—Having been loving |

When the auxiliary verb do is used in the present and past indicative either affirmatively or interrogatively, it is called the Emphatic Form.

**Affirmative.**
- Present—I do call, &c.  
- Past—I did call, &c.

**Interrogative.**
- Present—Do I call? &c.  
- Past—Did I call? &c.
PASSIVE VOICE.

The passive voice is formed of the verb “to be,” and the past participle of the principal verb.*

<table>
<thead>
<tr>
<th>INDICATIVE</th>
<th>SUBJUNCTIVE</th>
<th>PAST PARTICIPLE</th>
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</thead>
<tbody>
<tr>
<td><strong>Present Tense.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Singular—</strong></td>
<td>1. I am</td>
<td>1. (If) I be</td>
</tr>
<tr>
<td>2. Thou art</td>
<td>2. (If) thou be</td>
<td></td>
</tr>
<tr>
<td>3. He is</td>
<td>3. (If) he be</td>
<td></td>
</tr>
<tr>
<td><strong>Plural—</strong></td>
<td>1. We are</td>
<td>1. (If) we be</td>
</tr>
<tr>
<td>2. You are</td>
<td>2. (If) you be</td>
<td></td>
</tr>
<tr>
<td>3. They are</td>
<td>3. (If) they be</td>
<td></td>
</tr>
</tbody>
</table>

| **Past.** | | |
| **Singular—** | 1. I was | 1. (If) I were |
| 2. Thou wast | 2. (If) thou wast |
| 3. He was | 3. (If) he were |
| **Plural—** | 1. We were | 1. (If) we were |
| 2. You were | 2. (If) you were |
| 3. They were | 3. (If) they were |

| **Future.** | | |
| **Singular—** | 1. I shall be | 1. (If) I should be |
| 2. Thou wilt be | 2. (If) thou wilt be |
| 3. He will be | 3. (If) he will be |
| **Plural—** | 1. We shall be | 1. (If) we shall be |
| 2. You will be | 2. (If) you will be |
| 3. They will be | 3. (If) they will be |

| **Perfect.** | | |
| **Singular—** | 1. I have been | 1. (If) I have been |
| 2. Thou hast been | 2. (If) thou hast been |
| 3. He has been | 3. (If) he has been |
| **Plural—** | 1. We have been | 1. (If) we have been |
| 2. You have been | 2. (If) you have been |
| 3. They have been | 3. (If) they have been |

* The teacher will find it convenient to teach the verb “to be” by itself first.
### Pluperfect

**Singular**
1. I had been
2. Thou hadst been
3. He had been

**Plural**
1. We had been
2. You had been
3. They had been

**Singular**
1. (If) I had been loved
2. (If) thou hadst been
3. (If) he had been

**Plural**
1. (If) we had been
2. (If) you had been
3. (If) they had been

### Future Perfect

**Singular**
1. I shall have been
2. Thou wilt have been
3. He will have been

**Plural**
1. We shall have been
2. You will have been
3. They will have been

**Singular**
1. (If) I shall have been loved
2. (If) thou wilt have been
3. (If) he will have been

**Plural**
1. (If) we shall have been
2. (If) you will have been
3. (If) they will have been

### Potential Mood

**Present Tense**

**Singular**
1. I may, can, or must be
2. Thou mayst, &c., be
3. He may, &c., be

**Plural**
1. We may, &c., be
2. Thou may, &c., be
3. They may, &c., be

**Past**

**Singular**
1. I might, could, would, or should be
2. Thou might, &c., be
3. He might, &c., be

**Plural**
1. We might, &c., be
2. You might, &c., be
3. They might, &c., be

**Perfect**

**Singular**
1. I may, can, or must have been
2. Thou mayst, &c., have been
3. He may, &c., have been

**Plural**
1. We may, &c., have been
2. You may, &c., have been
3. They may, &c., have been

**Pluperfect**

**Singular**
1. I might, could, would, or should have been loved
2. Thou mightest &c., have been
3. He might, &c., have been

**Plural**
1. We might, &c., have been
2. You might, &c., have been
3. They might, &c., have been
ENGLISH GRAMMAR.

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IMPERATIVE MOOD.

Present.

Singular—
2. Be, or be thou

Plural—
2. Be, or be ye

loved

Future.
2. Thou shalt be
3. He shall be

""

""

INFINITIVE MOOD.

Present—To be

Perfect—To have been

PARTICIPLE.

Perfect—Being

Past—Been

Perfect—Having been loved.

been loved.

PROGRESSIVE FORM.

INDICATIVE. SUBJUNCTIVE. POTENTIAL.

Present—I am being, &c., none none loved
Past—I was being, &c., none none

The rest are wanting in the passive voice. The emphatic form
is also wanting in the passive voice.

Remarks.

The very name of the verb (verbum, a word) indicates its promi-

nence in language. It is the most important part of speech, and

the most difficult to be thoroughly learned, in any language, from

its varied uses, classifications, and inflections.

The modern tendency of the English and most other modern

languages is, to drop inflection. The form hath, loveth, &c., for the

third person singular, is now seldom used, except in poetry. The

form thou of the pronoun is used chiefly in addressing the Supreme

Being and in poetry, you being employed instead. Ye is used in the

imperative mood, and seldom elsewhere.

The past participle, and not the past tense, must be used after the

auxiliaries be and have, as "I have written," not, "I have wrote." A

good method therefore of finding the past participle of a verb is to

use either of these first; thus, "I have—spoken."

After the verbs bid, dare, need, and some others, the preposition to

is omitted before the infinitive, as "I need not (to) tell you."

Some verbs undergo change during inflection, as try, tryest, tries;

let, lettest; die, dying.

Some grammarians would abolish inflection entirely in the sub-

junctive mood. When doubt and futurity are both implied, this

mood should be used, as "If thou love," which is in fact equivalent
to "If thou shouldst love." The distinction, however, is not
always observed, even by distinguished writers.

"To express simple futurity, shall is used in the first person, and

will in the second and third; as I shall come, thou wilt come, he will
come. Will, in the first person, generally denotes determination: as I will come; and shall, in the second and third persons, generally denote authority: Thou shalt not kill: he shall come to-morrow." Morell's Grammar, p. 41.

Exercise 14.

Tell the person, number, tense, mood, and voice of the following verbs:

I am. We love. I was walking. I am struck. To speak. Love thou. I do speak. Thou hatest. He had been loving. Thou wast heard. To be struck. Be thou persuaded. Thou didst hear. You laugh. He has been paying. He sits. He has been rejected. To have seen. We had been playing. They learn. I struck. Though they call. We shall be roaming. They will pity. Thou hast cut. We had been proposed. To have been dressed. You will be seeing. Standing. You have spoiled. You will be approved. Being touched. They might have been singing. We had spoken. They will have been struck. Broken. She will teach. I may be despaired. John does good. Thou wilt prosper. I may try. Thou mightest be injured. Being dropped. Flee ye. James did tell. We might have waited. Having cast. They are loving. John might have been killed. Thou mightst fall. Having been caught. If I were seen. You have been praying. You may have failed. If I come. Thomas is teaching. The man had been working. Though thou hadst been killed. Be ye washed. To have loved. If we shall have been prevented. Having been punished.

Exercise 15.

Supply appropriate verbs.

Birds — Dogs — Horses — Serpents —. I —. Thou —. He —. Cattle —. The hen —. The wolf —. Cats —. Pigeons —. The sparrow —. We are —. Pupils — their lessons. Men — wages. The people — their rulers. He — a slave and then — it. He was — to — for the injury he had —. John has — a long letter and — it by post. He — a valuable service and was — by ingratitude. The poor — often more — than the rich. The glass was — by — on the floor. The rain has — the rivers and the country is —. We — the eloquence of Cicero and — his patriotism. Inquests on the bodies of persons — by railway accidents usually — in — us little but what — well — before. A coroner's duty — simply that of — into the cause of death. It — no part of his business to — an investigation with the view of — a system of management, or of — the recurrence of accidents.

IRREGULAR VERBS.

Irregular Verbs are divided into three classes:

1. Those which have only one form for the present tense, past tense, and past participle.

2. Those which have two forms for these parts.

3. Those which have three forms for these parts.
## Class 1

- st, hunt, cast, cost, out, hit, hurt, knit, let, put, read, rid, set, l, shred, shut, slit, split, spread, sweat, thrust, wed, wet.

## Class 2

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Present Participle</th>
<th>Past Tense</th>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
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</thead>
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<tr>
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* Those marked with an asterisk are redundant.
### Class 3

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<th>Past participle</th>
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<tr>
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ENGLISH GRAMMAR.

Exercise 16.

Give (1) the past tense and past participle of the following verbs, and (2) point out the redundant verbs:

Bet, abide, am, burst, awake, arise, cast, beat, bear, cost, bend, bid, bind, bite, bleed, blow, cut, build, blend, knit, burn, chide, cling, crow, do, dare, set, clothe, draw, shut, dig, drink, fly, thrust, dream, get, grave, split, spit, flee, grind, hew, lade, ring, see, the, wed, slink, speed, saw, shave, sing, met, hang, hide, kneel, know, leap, light, lie, lose, reave, see, shoe, spend, rive, sow, teach, swell, wake, thrive, win, wax, work, wear, wring, write.

THE ADVERB.

An adverb is a word which qualifies a verb, adjective, or other adverb, as “he reads well,” “James is a very good boy,” “Robert speaks very correctly.”

CLASSIFICATION.

Adverbs may be divided into eight classes—

1. Time,—Now, then, lately, soon, &c.
2. Place,—Here, there, where, afar, whence, &c.
3. Manner,—Well, ill, thus, badly, &c.
4. Cause and effect,—Hence, therefore, since, because, &c.
5. Number,—Once, twice, thrice, often, &c.
6. Order,—Firstly, secondly,thirdly, lastly, &c.
7. Affirmation and negation,—Yes, yea, aye, no, not, &c.
8. Quantity and degree,—Much, nearly, enough, quite, &c.

Some adverbs are used to ask questions and are then called interrogative adverbs, as where, when, how, why, whence, &c.

Adverbs derived from the relative pronouns and some others, such as while, where, whether, whence, why, how, after, &c., serve to relate the different clauses of a sentence, and are then called relative adverbs, as “we found him where we left him.” When so used they are sometimes denominated adverbial conjunctions.

When several words are used together, having the power of an adverb, they are called an adverbial phrase, as by and bye, here and there, now and then, at last, to and fro, in truth, &c.

Obs.—The same words are frequently used as adverbs, prepositions, and conjunctions, and the sense of the sentence must determine to which class of words they belong.

Some adverbs are the same as their relative adjectives, as loud, hard, fast, quick, much, ill, &c.
INFLECTION.

Some adverbs, like adjectives, admit of inflection according to the degrees of comparison, as—

Soon, sooner, soonest.

Often, oftener, oftenest.

Much, more, most.

Well, better, best.

Ill, worse, worst.

Sweetly, more sweetly, most sweetly.

Exercise 17.

Point out the adverbs and state what they qualify.

Exercise 18.

Supply appropriate adverbs.

Exercise 19.

Classify the following adverbs.

THE PREPOSITION.

A preposition connects words and shows the relation between them, as "the dog is under the table." It is so called because it is generally placed before the word it governs.

The principal relations expressed by prepositions are those of place, time, cause, and instrument, as—

I. My hat is on the table.
2. He came after me.
3. He did it through ignorance.
4. John was struck with a stone.

Prepositions may relate nouns or pronouns, (1) to other nouns or pronouns, (2) to verbs, (3) to adjectives, as—
1. To another noun
   A man of understanding.
2. To a verb
   He acts with prudence.
3. To an adjective
   It is agreeable to him.

List of Prepositions.

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Of these save, except, concerning, during, regarding, respecting, and touching, are derived from verbs, and near, next, nigh, from adjectives.

Several are also used as adverbs, the context alone distinguishing them. When prepositions, a noun or pronoun, expressed or understood, comes before or after.

When two or more words coming together have the power of a preposition, they form prepositional phrases, as according to, on account of, for the sake of, by means of, &c.

Prepositions frequently unite with verbs, forming compound verbs, as go, undergo; look, overlook, &c.

Exercise 20.

Point out, (1) the prepositions, (2) the words they govern, and (3) the words they relate.

He is of age. Put the pen on the desk. He walks round the table. He acted in haste, according to his custom. Sit beside me and keep still for an hour. John walked across the street and fell against a wall. During a cold evening in December my brother and I set off on a journey of adventure, which lasted throughout the winter, and was productive both of amusement and instruction, which, during the following season, we undertook to communicate to others. Almost up to the close of the last parliamentary session, the press duly, for the space of about two years, kept the public informed of the meetings of the Royal Commission of Inquiry into Primary Education, Ireland.
 Supply appropriate prepositions.

He lives — London. An act — Parliament. He acts — reason. Walk — the garden. Sit — your place. Read — care. He fell — the wall. Walk — with him and let the others come — you. He lives — the bounties — the land, and looks — the miseries — others — indifference. — a series — criminal enterprises, the liberties — Europe have been gradually extinguished; and we are the only people — the eastern hemisphere who are — possession — equal laws and a free constitution.

Sweet was the sound when oft — evening's close, — yonder hill the village murmur rose; There, as I passed — careless steps and slow, The mingling notes came softened — below.

THE CONJUNCTION.

The conjunction connects words and sentences, as "Call my brother and sister," "The pupils improve because they are studious."

Obs.—Although in the first example the and connects words, it in reality connects sentences, for the expression is equivalent to "call my brother and (call my) sister."

CLASSIFICATION.

Conjunctions are classed into co-ordinate and subordinate. Co-ordinate conjunctions connect sentences of equal rank or value, and which are independent of each other, as—

"William invaded England and defeated Harold."

Subordinate conjunctions connect sentences some of which are dependent on another, as—

"I will leave you, since you desire it."

Obs.—The latter clause here being dependent on the former, it is connected by a subordinate conjunction.

Co-ordinate Conjunctions.

Accordingly, else, moreover, or, and, for, nevertheless, otherwise, also, further, nor, both, hence, neither, still, but, however, nevertheless, therefore, consequently, indeed, notwithstanding, whenever, either, likewise, only, yet.
ENGLISH GRAMMAR.

Subordinate Conjunctions.

After how since whence
Although however that where
As if than wherein
Because lest though whereon
Before notwithstanding until while
Ere ing unless whither
Except provided when why
For

Some conjunctions require others after them, as—

As—so for—because not only—but though—yet
Both—and if—then so—as though—still
Either—or neither—nor so—that whether—or

Conjunctional phrases.—As well as, as soon as, in as far as, in as much as, after that, as often as, as long as, now that, so that, &c.

Exercise 22.

Point out and classify the conjunctions.

He and I. Both Tom and Robert. They left because it was late. Neither you nor your brother was there. I will stay until you come. I worked, otherwise I should have starved. He reads that he may learn. He and his brother must succeed, for they are always studying. If you disregard our request yet we will persist. Although the time is short yet you may make up for that by diligence and attention.

THE INTERJECTION.

The interjection is used to express some emotion of the mind in an abrupt or emphatic manner, as "Ah me!" "Oh that men were wise!"

The interjection may frequently be omitted without injuring the sense of the sentence, hence its name.

The interjections are—

Ah! faugh! ho! hurrah! oho!
Ay, ay! fie! hallo! O!
Bravo! heigh-ho! hist! Oh!

Other parts of speech, when used in an abrupt manner, have the power of interjections, as hush! hark! behold! hold! indeed! truly! strange! welcome! adieu! gracious! yes! no! well!

Exercise 22.

Point out the adverbs, prepositions, conjunctions, and interjections.

Look out. Sit on your seat. Come and see. "Yes, you promised well, but slack! where is the fulfilment of your promise? "How
admireably she sings! It remains for you to decide quickly as to our course of action. Oh! that I had listened sooner to your advice, and had not followed evil counsel! When do you intend to visit and console with your bereaved friend? I there and then resolved to pursue the path of duty as dictated by my own convictions, for I had already proved his advice to be worthless; and but for this timely determination should have had—too late, perhaps—to mourn over a lost opportunity.

Remarks.

Many words in English, spelt alike, are used as different parts of speech, and the only guide to the proper parsing of such is the meaning or context of the sentence. The English language, too, is so little inflected as compared with ancient and most other modern languages, that the meaning alone must determine the parts of speech to which they belong. Thus, love, talk, present, light, &c., are used as verbs and nouns, light and present being also used as adjectives. As is used as an adverb and conjunction; but as an adverb, preposition, and conjunction; for as a conjunction and preposition; no as an adjective and adverb; one, other, and another each as a noun, pronoun, and adjective; only as an adjective and adverb; save as an adverb and preposition; since as an adverb, preposition, and conjunction; that as a relative and adjective pronoun, and as a conjunction. Much, more, and most, when qualifying nouns, are adjectives—when qualifying adjectives, adverbs; while, well, till, down, round, like, and some others are also variously used.

Exercise 24.

Parse the words in italics according to columns 1, 2, 3, 4, 5, 6 of Parsing Table, Appendix B.

Love is the fulfilling of the law. Love your enemies. He is wise who talks little. The talk of the company was chiefly on politics. The master presents the successful pupils with presents, the whole school being present. One man loves what another despises. Choose this one and I will purchase another. While the grass grows. Wait a while. Wait till I come and then begin to till the garden. Well, my boy, how are you? Very well. His tears well from their fountains. Still evening approaches. Bid him still the horses. Still will I try the last. He fell down. He ran down the road. Down is very soft. Is this the down train? No, it is the up one. Look up. Walk round the table and sing a round. The wheel goes round. Where will you find their like again? Like as a father pitieth his children. I like not his dealings. Light the candle and give us light, and take that light chair away. As he was going away we gave him as good advice as possible. None but the deserving were recognised. I will go, but you must stay. There are but two here. Did no one attend? No, many attended. The only one who escaped said there were only four left. I think that you should consider that man a friend that is always ready to help you. I say that that that that man wrote is well written. Much good might be done if more would unite, as most good is done by united action. He was much improved, and therefore more capable of accomplishing what.
is really a most difficult undertaking. Let us save ourselves by flight, for none save the active can escape. Since you ask me I will do it, for it is long since I met such a friend.

CHAPTER III.

SYNTAX.

Syntax is that part of grammar which treats of the connection and arrangement of words in sentences. It consists of two parts, concord and government. Concord means the agreement of one word with another in gender, number, case, or person. Government means the ruling of one word by another in a particular case or mood.

A sentence is a complete thought expressed in language.

Sentences are either simple, complex, or compound.

A simple sentence contains but one subject or nominative, and one finite verb,* as "John speaks."

A complex sentence contains one principal clause and one or more subordinate clauses, as "John laughs because his brother cries."

A compound sentence contains two or more simple or complex sentences expressing thoughts independent of each other, as "John laughs at his brother, and causes him to be angry."

RULES OF SYNTAX.

CONCORD.

Rule I. An adjective agrees with its noun in gender, number, and case, as "A good boy," "A modest girl," "This pen," "These apples."

Note 1. This and that are the only adjectives inflected to agree with their nouns; all other adjectives, although unchanged in form, are said to agree with the nouns they qualify, in "gender, number, and case."

Note 2. In composition this and these refer to the latter; that and

* Any part of a verb is called finite which is not limited by person or number, that is, every part except the participles and infinitive.
those to the former as "Virtue and vice alike prevail, this degrades man, that ennobles him; the former leads to happiness, the latter to misery." The one, the other, are similarly applied to the former, latter, but the distinction is not always observed, even by good writers.

RULE II. Nouns signifying the same thing agree in case as "Canning the statesman."

Note 1. Such nouns are said to be in apposition and may either precede the verb or be before and after it, as "Macaulay the historian wrote essays," "Macaulay was an historian."

RULE III. A verb agrees with its nominative in number and person, as "I read," "Thou readest," "He reads."

Note 1. The infinitive mood or part of a sentence is also used as a nominative, as "To ride is pleasant," "To speak the truth is commendable."

Note 2. The nominative generally precedes the verb. The chief exceptions are in interrogatory and emphatic sentences, and in poetry, as "Have you seen him?" "Attend ye to instruction."

"Full knee-deep lies the winter snow."

RULE IV. The verb to be and some others, take the same case after as before them, as "I am he," "Thou art named John," "He acts as a statesman."

Note 1. In such cases the words are in apposition, this being in fact another form of Note 1, Rule II.

RULE V. The relative pronoun agrees with its antecedent in gender, number, and person, as "The man who speaks," "The stone which fell," "Thou who hast spoken."

Note 1. The antecedent may be a sentence or part of a sentence, "He injured his foot, which caused him much pain."

Note 2. Collective nouns when treated as singular are followed by the relative which; when plural, the relative must agree with the individuals represented by the collective noun.

"The speakers insulted their opponents who attended the meeting, which should be, "The speakers who attended the meeting insulted their opponents."

RULE VI. If no nominative come between the relative and the verb the relative shall be the nominative to the verb; but if a nominative come between them the relative shall be in the objective case, as "God who sees us," "God whom we worship."

Note 1. In the latter case the relative is frequently omitted, as "The man (whom) I spoke to."

RULE VII. When two or more singular nominatives are joined by and the verb following must be plural, as "John and James were here."
Note 1. When two or more singular nominatives are united by such expressions as together with, as well as, the verb must be singular, as "John as well as James was here."

Note 2. A collective noun is followed by a singular or plural verb according as unity or plurality of idea is implied, as "The army is large," "The public are informed."

Rule VIII. When nominatives of different persons are connected by or or nor the verb must agree with the one next to it, as "Either James or I am wrong."

Note 1. When nominatives of the same person are connected by or or nor the verb must be singular, as "Neither Robert nor his brother is industrious."

Note 2. When one nominative is plural the verb must agree with it, the plural nominative being placed next to the verb, as "Neither he nor they are to be believed."

Rule IX. When a noun or pronoun and a participle come together, their case depending on no other word in the sentence they are said to be in the nominative absolute, as "He being leader we shall be safe," "The lessons being finished we may play."

Government.

Rule X. One noun governs another signifying a different thing in the possessive case, as "God's law."

Note 1. When two nouns in the possessive are in apposition the sign of the possessive is put after the latter only, as "Johnson the barber's."

Note 2. When several nouns in the possessive come together the sign of the possessive is put after the last only, as "James, Harry, and William's pens;" but when they are separated by certain words, the sign is added to each, as "Harry's as well as William's pens."

Note 3. The objective case with of often takes the place of the possessive, as "My brother's friend," "The friend of my brother."

Rule XI. Transitive verbs and their participles govern the objective case, as "I saw her," "Hearing him was enough."

Note 1. Some sentences have an indirect object, which is sometimes formed by a noun in apposition, and sometimes governed by a preposition, as "He appointed Caesar dictator," "They accused him of theft."

Note 2. Some verbs in the passive voice are followed by an objective, "He was taught grammar."

Note 3. When the relative is preceded by than it is put in the objective case, as "Your brother than whom I never met a more intelligent man."

Rule XII. Double comparisons should never be used, as "He is more wiser than his brother," which should be, "He is wiser than his brother."
Note 1. This usage, however, was considered grammatical in the time of Shakespeare, as "That was the most unkindest cut of all."

Note 2. The comparative degree should be used when comparison is instituted between two, or between one and a number taken collectively, as "He is richer than I," "He is richer than the whole company."

Note 3. The superlative should be used when comparison is made between one and any number, as "He is the richest of the company."

Rule XIII. One verb governs another in the infinitive mood as "I desire to learn."

Note 1. Bid, need, dare, make, see, feel, observe, and some others, are followed by the infinitive without to, as "He bade me read," "You need not tell."

Rule XIV. Adverbs come after verbs, before adjectives, and between the auxiliar and the principal as "She speaks well," "He is remarkably diligent," "The pupils are well taught."

Note 1. Two negatives in the same sentence destroy each other and are equivalent to an affirmative, as "I did not say nothing," that is, "I did say something."

Note 2. Sometimes two negatives are used as an affirmative, as "He was not unmindful of his duty."

Note 3. The Anglo-Saxons used three negatives, and in modern French ne-pas is equivalent to not; ne-jamais to never; and ne-que to only.

Rule XV. Prepositions govern nouns and pronouns in the objective case, as "Come to me," "Give it to her."

Note 1. The preposition is generally put before the word it governs, as "I spoke to the servant."

Note 2. The chief exceptions are the relative pronoun, interrogative sentences, and poetry, as "The man whom I relied on," "Him did you give it to?"

Note 3. Certain words require particular prepositions after them, as liable to, worthy of, abide by, averse from, &c.

Rule XVI. Conjunctions connect like cases and moods, as "I love him and her," "They neither see nor hear."

Note 1. Co-ordinate conjunctions connect sentences which are independent, as "John came yesterday and went away to-day."

Note 2. Subordinate conjunctions connect sentences one of which is dependent on, or subordinate to, the other, as "I will go if you will accompany me."

Rule XVII. Interjections govern pronouns of the first person in the nominative, and pronouns of the second person in the objective case, as "Ah, me!" "Oh, thou unfortunate one!"
ANALYSIS OF SENTENCES.

By analysis of sentences is meant, resolving a sentence into its different elements or constituent parts.
A sentence is a complete thought expressed in language.

Sentences are either simple, complex, or compound.

THE SIMPLE SENTENCE.

The simple sentence consists of one subject or nominative and one finite verb, as "Birds sing."

Note.—Every sentence must consist of two parts. In speaking or writing there must be (1) something to discourse about, which is the subject; and (2) something to assert concerning this subject, which is called the predicate, as—

Subject.   Predicate.

Birds       sing.

These may be indefinitely enlarged or extended, as—

Subject.   Predicate.

Some birds  sing sweetly.

The Subject.

The subject may be either simple or enlarged.
The simple subject may consist of
1. A noun as Birds sing.
2. Pronoun He reads.
3. Adjective The wise are happy.
4. Infinitive To forgive is divine.
5. Participle Walking is beneficial.
6. Phrase "A Midsummer Night’s Dream" is a fine drama.

The enlarged subject may be formed by
1. An adjective Some birds sing.
3. Noun in apposition Cicero the orator was killed.
4. Prepositional phrase The time of winter is come.
5. Participial Caesar, having conquered, returned to Gaul.
6. Infinitival The desire to live is natural.
The Predicate.

The *predicate* may be either *simple* or *extended*.

The *simple* predicate is either a verb, or the verb to be followed by some word or phrase necessary to complete the sense.

1. *Intransitive verb*  
   Fishes swim.

2. *Transitive verb*  
   John tears his book.

3. "*To be* and a *noun*"  
   He is a genius.

4. "*To be* and an *adjective*"  
   They are foolish.

5. "*To be* and a *phrase*"  
   We are to be commended.

The Object.

When the predicate is a transitive verb an *object* is required to complete the sense, as—

The master taught the *pupil*.

*Note.*—Sometimes the sentence is regarded as being composed of three parts, the subject, predicate, and object. The object is now generally treated as the completion of the predicate.

The object may be enlarged in the same manner as the subject.

1. *An object in opposition*  
   They consider him a poet.

2. *An indirect object*  
   They gave money to the poor.

3. *Adjective*  
   The father loves his dear children.

4. *Prepositional phrase*  
   We honour the man of understanding.

5. *Infinitival phrase*  
   The master teaches the pupils to be honest.

The *predicate* is also enlarged by various *words and phrases*.

1. *An Adverb*  
   She sang well.

2. *An adverbial phrase*  
   He spoke indeed most eloquently.

3. *A prepositional*  
   He marched with a large army.

4. *A participial*  
   The sun rises gladdening the earth.

5. *An infinitival*  
   He desires to do good.

6. *The nominative absolute*  
   He will set out weather permitting.

*The various enlargements of the subject and extensions of the predicate are also called adjuncts.*
The adjuncts of the predicate are classed into those of time, place, manner, cause, instrument, &c.

ANALYSIS OF SIMPLE SENTENCES.

Example 1.

Now cold winter wraps his icy mantle all around.

Subject.    Predicate.
Cold winter now wraps his icy mantle all around.

Winter      simple subject.
Cold        enlargement of subject.
Wraps       simple predicate.
Mantle      object, completion of predicate.
His icy     adjective, enlargement of object.
All around  adverb, enlargement of predicate.

Example 2.

The victorious Caesar having subdued Britain, resolved to secure his conquest by exacting hostages?

Subject.          Predicate.
The victorious Caesar, resolved to secure his conquest by exacting hostages,
having subdued Britain,

1. Caesar          simple subject.
2. The victorious  adjective, enlargement of subject.
3. Having subdued Britain participial phrase, enlargement of subject.

1. Resolved        simple predicate.
2. To secure his conquest infinitival phrase, completion of predicate.
3. By exacting hostages prepositional phrase, extension of predicate.

TABULAR FORM OF ANALYSIS.

Subject with enlargement if any. Predicate.  Object with enlargement if any. Extensions of predicate.

The victorious Caesar having subdued Britain, resolved to secure his conquest by exacting hostages.
Exercise 25.

Analyze the following simple sentences.

1. John loves Robert. 2. John's father sold his horse. 3. A good man is always happy. 4. The wicked child broke the glass with a stone. 5. The studious man labours constantly to improve his mind by study. 6. The kingdom of Israel was divided into two parts in the reign of Solomon's successor. 7. The thief, having secured his prey, decamped with the booty, in hot haste. 8. The chairman, having first addressed the meeting, introduced the lecturer to the audience with a few remarks. 9. Now is the winter of our discontent made glorious summer by the sun of York.

THE COMPLEX SENTENCE.

The complex sentence is composed of two or more simple sentences some of which are dependent on another. That part containing the main assertion is called the principal sentence, and those dependent on it are called subordinate.

Subordinate sentences take the place of a noun, an adjective, or an adverb. They are therefore of three kinds, the noun sentence, the adjective sentence, and the adverb sentence.

The Noun sentence is so called because it is equal in value to a noun. It may be either the subject or object of a verb, and must begin either with the conjunction that, an interrogative pronoun, or an adverb, as—

1. That he will yield is certain.
2. What course I may take is doubtful.
3. I perceive how it happened.

The connective that may be omitted when the sentence is a direct quotation, as

"He replied (that) 'All men are mortal.'"

The Adjective sentence is so called because it is equal in value to an adjective. It may qualify either the subject or object, and must begin either with a relative pronoun, or such substitutes, as whence, wherein, when, why, &c.

1. The man who provides for the future is wise.
2. They built the house which had fallen.
3. The house wherein you stand is old.

The Adverb sentence is so called because it is equal in value to an adverb. Adverb sentences may be classified
in the same way as ordinary adverbial adjuncts, as those of time, place, manner, cause, &c.
1. Time. He looked on while his house was burning.
2. Place. Put that back where you found it.
3. Manner. I will do as you desire me.
4. Cause. I love him because he is obedient.
5. Effect. As a man sows so will he reap.
6. Condition. You ought not to live unless you work.

When subordinate sentences are of the same rank or value, they are said to be co-subordinate, as—

There was a time when you were honest, and paid your debts.

Here the last two are independent of each other, and both dependent on the first. They are therefore co-subordinate.

ANALYSIS OF COMPLEX SENTENCES.

"The very intelligence, which, in individual cases, is necessary to contentment, forbids in the case of nations, every feeling of satisfaction."

1. The very intelligence subject to principal pred. 4.
2. which is necessary to subord. adj. sentence qualifying 1.
   contentment prepos. phrase extension of 2.
3. in individual cases principal predicate
4. forbids prepos. phrase, extension of 4.
5. in the case of nations object, completion of 4.
6. every feeling of satis- 
   faction.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The very intelligence forbids in the case of nations every feeling of satisfaction.</td>
<td>principal to b.</td>
<td>The very intelligence</td>
<td>forbids</td>
<td>every feeling of satisfaction</td>
<td>in the case of nations</td>
</tr>
<tr>
<td>b. which, in individual cases is necessary to contentment</td>
<td>subord. to a.</td>
<td>which</td>
<td>is necessary</td>
<td>to contentment.</td>
<td>in individual cases.</td>
</tr>
</tbody>
</table>
Exercise 26.

Analyse the following complex sentences.

1. I believe that you are honest. 2. I honour him who speaks the truth. 3. I know not what he will do. 4. This is the place where he was born. 5. The place whereon thou standest is holy ground. 6. He looked on calmly while others stood aghast. 7. I will endeavour to act as you desire. 8. He met with much success in life because he studied to deserve it. 9. I cannot undertake such a duty unless you will assist me in its performance. 10. He was generally esteemed in the town because he laboured for the good of others and considered the wants of the poor.

THE COMPOUND SENTENCE.

A compound sentence consists of two or more principal sentences co-ordinate with each other, as—

Virtue adorns man, but vice degrades him.

Co-ordinate sentences are of four kinds, according to the relation in which they stand to each other—copulative, alternative, adversative, and causative.

1. Copulative, where two or more co-ordinate are joined in structure and meaning, as—

Robert plays, and James sings.

Copulative conjunctions:—and, also, both, indeed, further, more, likewise, moreover, neither, nor, as well as, &c.

2. Alternative (or disjunctive), where joined in structure, but disconnected in meaning, as—

They will either cure or kill him.

Alternative conjunctions:—either, or, else, otherwise.

3. Adversative, where joined in structure, but opposed or contrasted in meaning, as—

The world passeth away, but the word of God endureth for ever.

Adversative conjunctions:—but, yet, however, still, nevertheless, notwithstanding.

4. Causative (or illative), where joined in structure,
the latter expressing an effect or consequence of the former, as—

He formerly behaved dishonestly, hence the people distrusted him.

Causative conjunctions:—accordingly, because, for, consequently, hence, therefore, whence, wherefore.

Co-ordinate sentences are frequently contrasted by the omission of the subject, predicate, or object, to avoid the too frequent repetition of the same word or words, when they are called elliptical, as—

1. John reads (well), and (John) writes well.
2. Robert (struck the dog), George (struck the dog), and Peter struck the dog.

In analysing elliptical sentences, the omitted parts should be first supplied thus—

**ANALYSIS OF COMPOUND SENTENCES.**

**Example 1.**

The pupils always behaved well, and gave the master satisfaction.

A. The pupils always, &c. Principal sentence co-ordi-
                             with B.
                             The pupils
                             behaved
                             well
                             always

B. And the pupils gave, &c. Principal sentence in copi-
                             co-ordin. with A.
                             The pupils
                             gave
                             the master
                             satisfaction

**Example 2.**

The behaviour of the pupil was excellent, therefore the master was pleased.
A. The behaviour of the pupil, &c. Principal sentence co-ord. inate with B. 
the behaviour subject. 
of the pupil prepos. enlargement of subject. 
was predicate. 
excellent completion of predicate. 

B. Therefore the master, &c. Principal sentence in caus. co-ord. with A. 
The master subject. 
was predicate. 
pleased completion of predicate. 

Example 3.

"I wish, after all I have said about wit and humour, I could satisfy myself of the good effects upon the character and disposition; but I am convinced the probable tendency of both is to corrupt the understanding and the heart."

1. I wish, Principal sentence.
2. After all I have said about adverb-sentence subord. to 1. 
   wit and humour, 
3. (that) I could satisfy my- noun-sentence, completion 
   self of the good effects of 1. 
   upon the character and 
   disposition, 
4. but I am convinced principal sentence in adv. 
   co-ord. with 1. 
5. (that) the probable ten- noun-sentence subord. to, 
   dency of both is and completion of, 4. 
6. to corrupt the understand- infinit. object to 5, and com- 
   ing and the heart. pletion of 4. 

This may be much elaborated according to examples already given.
<table>
<thead>
<tr>
<th>Sentence</th>
<th>Kind</th>
<th>Subject (with enlargement if any)</th>
<th>Predicate</th>
<th>Object (with enlargement)</th>
<th>Extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I wish,</td>
<td>princip. s. co-ordinate with d. adverb-s. subord. to a.</td>
<td>I wish</td>
<td>(indirect) about wit and humour myself (indirect) of the good effects upon the character and disposition</td>
<td>after all</td>
<td></td>
</tr>
<tr>
<td>b. after all I have said about wit and humour,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. I could satisfy myself of the good effects upon the character and disposition;</td>
<td>noun-s. sub-ord. to, and comp. of, a.</td>
<td>I could satisfy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. but I am convinced,</td>
<td>princip. s. in adv. co-ord. with a. noun-s. sub-ord. to, and comp. of, d.</td>
<td>I am convinced</td>
<td>the probable tendency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. the probable tendency of both is to corrupt the understanding and the heart.</td>
<td></td>
<td></td>
<td>to corrupt the understanding and the heart.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ENGLISH GRAMMAR.

Exercise 27.

Analyse the following compound sentences.

1. John is foolish, and often commits mistakes. 2. Run to the station, or you will be too late. 3. Either you or I am mistaken. 4. James hurt his sister, but she willingly forgave him. 5. Though he fall, yet he shall not be utterly destroyed. 6. He was unable to set sail, for the wind was contrary. 7. He has been detected in the theft, hence his sudden departure has surprised no one. 8. Horsec, dogs, and sheep are swift animals, and are very useful to man. 10. Having often received an invitation from my friend Sir Roger de Coverly to pass away a month with him in the country, I last week accompanied him thither, and am settled with him for some time at his country house, where I intend to form several of my ensuing speculations.

11. From Jesse’s root behold a branch arise, Whose sacred flower with fragrance fills the skies: The Ethereal Spirit o’er its leaves shall move, And on its top descend the mystic dove.

COMPOSITION.

Elegance in composition is only to be attained by strict attention to punctuation, and the choice of words; and by the study of the best writers.

PUNCTUATION.

The various points in use are—

The comma (,), used for a short pause, as “In that special case, he acted with discretion.”

The semicolon (;), when a larger pause is necessary and the sentences are co-ordinate, as “The course is clear; the race glorious to run.”

The colon (:), where a still longer pause is necessary to make the sense apparent, as “Tis past: the iron north has spent his rage.”

The period (.), used at the close of a sentence.

The point of interrogation (?), used at the end of a question.

The point of exclamation (!), used after interjections and ejaculatory sentences, as “Sweet sounds! that oft have soothed to rest.”

The parenthesis ( ), includes an expression not directly dependent on any other, and the omission of which does not disturb the meaning of the rest, as “And who commanded (and the silence came), ‘Here let the billows stillen, and have rest.’”
The *dash* (—), indicates a pause without breaking the connection or the relation of the preceding and following parts of the sentence, as "You saw the greatest warrior of the age—conqueror of Italy—humbler of Germany."

The *quotation* (" "), indicates that the sentence has been spoken or written before.

The *diacritic* (··), shows that two vowels coming together are each sounded, as "aerial."

The *accents* are, the acute (´), the grave (´), the circumflex (¨), the long (´), the short (´).

Other marks used in composition are the asterisk (*), the obelisk or dagger (†), the section (§), the parallel (||), the paragraph (¶), the index or hand (☞), the asterismus (* *), the cedilla (¢), and the caret (^).

**CAPITAL LETTERS.**

Capital letters are used in the following positions.—

1. The first word of every sentence.
2. The first word of every line of poetry.
3. The first word of a direct quotation.
4. Names of the supreme being.
5. Proper nouns, and adjectives derived from them.
6. Names of the days, months, and terms.
7. Any very important or particular word.
8. The chief words in titles of books, &c.
9. The names of objects personified.
10. The pronoun I and interjections O! and Oh!

**Exercise 28.**

*Point the following, and rectify the mistakes in letters.*

*most persons say that the only purpose of music is to amuse But this is a profane an unholy Language to look on Music as mere amusement Cannot be justified music which has no other Aim must be considered neither of Value nor worthy of reverence. Thus spake Plato and his opinion is shared by those who are striving to spread music Among the people in the present Day. Rome for Empire far renowned tramples on a thousand States soon her Pride shall kiss the ground hark the gaul is at her Gates.*

**TAUTOLOGY.**

*Tautology* means a repetition of the same idea in different words, or a useless repetition of the same word, as—
He gained the universal esteem of all men.
They cut down entirely the whole forest.

PLEONASM.

Pleonasm is a redundancy of words in speaking or writing, or the use of more words than are actually necessary to express one’s meaning, as—
I saw it with my own eyes.
Where in the world is he?

ELLIPSIS.

Ellipsis means the leaving out of certain words not absolutely necessary to the right understanding of the sentence, as—
Where is the book (which) you bought?
He speaks more correctly than you (speak).

FIGURES OF SPEECH.

When we say what we mean in plain language, we are said to speak literally. Sometimes, however, we can speak and write with more emphasis by the presentation of one truth for the sake of enforcing another, and this is called figurative speech.

The various figures of speech are simile, metaphor, allegory, metonymy, personification, synecdoche, hyperbole, antithesis, irony, climax, and apostrophe.

A simile is a figure by which two things are compared, which, though essentially different, have points of resemblance, as—
The path of the just is as the shining light.

A metaphor is a figure expressing resemblance to another in some particular character, as—
Newton, the great luminary of science.

An allegory is a figurative sentence or discourse, in which one truth is taught by presenting another, as—
Give ear, O Shepherd of Israel! thou that leadest Joseph like a flock.
The eightieth Psalm and the Pilgrim’s Progress are allegories.

Metonymy is that figure by which the meaning of
one word is conveyed by another, each having a certain de-
pendence on, or relation to, the other, as—

The cup that cheers but not inebriates.
It is the production of an elegant pen.

Synechdoche is a figure in which the whole is put for
a part, or a part for the whole, as—

He has gained the esteem of the world.
He employs many hands.

Personification is that figure by which we ascribe to
inanimate objects the attributes of living beings, as—

The mountains shout for joy.

Hyperbole is a figure by which things are represented
as greater or less, better or worse, than they really are,
as—

He ran as quick as lightning.
They were as ignorant as the brutes.

Antithesis is a mode of expression by which the mean-
ing is rendered more impressive by comparison or contrast,
as—

On one side stands modesty, on the other impudence; on
one fidelity, on the other deceit; here piety, there sacrilege.

Irony is the expression of an opposite sense to that which
we wish to convey, and is meant to express derision or con-
tempt, as—

Napoleon was a truly humble-minded man.
Go, now, and study tuneful verse at Rome.

Horace uses this expression after graphically describing the noise
and tumult of the city.

Climax is that mode of expression by which the writer
intensifies his meaning by gradually ascending from the
less to the more significant element in the expression, as—

What a piece of work is man! how noble in reason! how
infinite in faculties! in form and motion how expressive
and admirable! in action how like an angel! in appre-
ehension how like a god!

Apostrophe is a mode of expression by which we
directly address some object living or dead, as—

O Thou that hearest prayer!
Why art thou cast down, O! my soul?

Vital spark of heavenly flame!
Quit, oh, quit this mortal frame!
Exercise 29.

Distinguish the figures of speech, and point out instances of tautology, pleonasm, and ellipsis:

3. Charles II. was a truly virtuous prince. 4. He runs like a deer.
5. O, Absalom! my son, my son! 6. The trees rejoice with the return of spring.
7. I never like to play second fiddle. 8. The eloquence of Demosthenes was like an impetuous torrent.
9. Righteousness exalteth a nation, but sin is a reproach to any people.
10. We are called upon as members of this house, as men, as Christians, to protest against this horrible barbarity.
11. She was fair as a flower in June.
12. Thy word is a light unto my feet, and a lamp unto my path.
13. Let us retire backwards.
14. The whole country was indignant.
15. He did it with his own hands.
16. Many men, many minds.
17. O, Jerusalem! Jerusalem! Thou that killest the prophets and stonest them that are sent unto thee!
18. You do nothing, you attempt nothing, you think nothing, but what I not only hear, but also see, and plainly perceive.

CHAPTER IV.

PROSODY.

Prosody is that part of grammar which treats of the different modes of speaking and reading, and of the different kinds of verse.

The art of correct speaking and reading consists in the proper use of pause, accent, emphasis, and intonation, which regulate the occurrence of metre.

Metre has been defined as "The recurrence within certain intervals of syllables similarly affected."

Pause is a short cessation of the voice to give clearness or impressiveness to the utterances of the speaker, as—

Your employment on the last night—your occupations on the preceding night—the place where you met—the persons who met—and the plot fabricated at the meeting:—of these things, I ask not who knows; I ask, who, among you all is ignorant?—Cicero against Catiline.

Accent is a particular stress laid on a part of a word, as, excel, excellent.

Emphasis is a stress laid on part of a sentence, which, when used with propriety, adds beauty and impressiveness to the significance of language. It is not confined to any particular word, but may vary according to the intended meaning. It may be illustrated in the following sentence:—
Are you going to town to-day? Are you going to town to-day? Are you going to town to-day? Are you going to town to-day? A different reply may be given to each.

**Intonation** is that modulation of the voice, suited to the sentiments of the speaker, known as the rising and falling inflections, as—

*I cannot, my lords, I will not*, join in congratulations on misfortune and disgrace.

*Note.*—In *speaking* the voice rises gradually, or slides from one tone to another; while in singing it leaps from note to note. The distinction may be illustrated by the difference between a sliding scale and a stair.

**VERSE.**

**Verse** is the arrangement of syllables in regular order or succession, according to certain laws.

*Nota.*—The distinction between the accent in poetry and prose is, that while in the former it is regular and fixed, in the latter it is irregular, uncertain, and, to a considerable extent, regulated by the speaker.

Verse is of two kinds, *rhyme* and *blank verse*.

In **Rhyme** the final syllables correspond in sound.

In **Blank Verse** the final syllables do not correspond in sound.

Every line of poetry consists of a certain number of *feet*.

A *foot* in poetry means the periodic return of a series of syllables similarly accented.

The following names, borrowed from the Greek and Latin, have been applied to English poetry:—

<table>
<thead>
<tr>
<th>A Trochee,</th>
<th>A Dactyl,</th>
</tr>
</thead>
<tbody>
<tr>
<td>An Iambus,</td>
<td>An Amphibrach,</td>
</tr>
<tr>
<td>A Spondee,</td>
<td>An Anapaest,</td>
</tr>
<tr>
<td>A Pyrrhic,</td>
<td>A Tribrach,</td>
</tr>
</tbody>
</table>

**Trochaic verse** consists of an accented and an unaccented syllable, and may be formed of various numbers of feet, as—

_Jésus, lover of my soul,_

_Let me to Thy bosom fly._
Iambic verse consists of an unaccented and an accented syllable, as—

Of man's first disobedience, and the fruit
Of that forbidden tree, whose mortal taste
Brought death into this world and all our woe.

Dactylic consists of one accented and two unaccented syllables, as—

Know ye the land where the cypress and myrtle
Are emblems of deeds that are done in their clime?

Anapaestic consists of two unaccented and one accented syllable, as—

Who are they that now bid us be slaves?
They are foes to the good and the free.

Sometimes the line pauses through the omission of one or more syllables of the foot.

The line indicating this pause is called the caesura, thus—

Begone unbelief; my Saviour is near,
And for my relief will surely appear.

This omission frequently occurs at the end of the line—

One more unfortunate
Weary of breath, |
Rashly importunate,
Gone to her death! |

The above specimens sufficiently illustrate the character of English metres. The others are of rare occurrence, and unsuited to the genius of the English language.

These may comprise various numbers of feet in each line, at the will of the author.

When a line contains one foot it is called monometer; when it contains two it is called dimeter; when three, trimeter; when four, tetrameter; when five, pentameter; when six, hexameter; when seven, heptameter; when eight, octometer.

These last are of rare occurrence, and generally written as two lines. The "common metre" and "long metre," so much used in hymnody, form heptameter and octometer when written two lines in one.

The common metre is the same as that so much used by ancient ballad writers, only in a different form.
The following hymn may be written as follows:

C. M.
There is a land of pure delight,
Where saints immortal reign;
Infinite day excludes the night,
And pleasures banish pain.

Ballad Metre.
There is a land of pure delight where saints immortal reign;
Infinite day excludes the night, and pleasures banish pain.
The ballad similarly may be changed from its original metre into the C. M. form.

Poetical Licence.
Poetical Licence is that departure from the rules of grammar rendered necessary by the difficulty of arranging the words in regular measure, according to the number of syllables in a line. The following are different kinds of it:

Drop upon Fox's grave the tear,
'Twill trickle to his rival's bier.
And sends the winter's icy power
'T invigorate th' exhausted ground.
They fall successive and successive rise.
Remote, unfriended, melancholy, slow,
Or by the lazy Scheldt or wandering Po.

CHAPTER V.

THE ENGLISH LANGUAGE.
ITS HISTORY AND CONSTITUENT ELEMENTS.

Any one acquainted with the history of our country will have a pretty accurate idea of the constituent elements of the English Language. He knows, for instance, that the original inhabitants of Britain were Celtic, and will therefore expect to find certain Celtic elements in the language. The Romans governed Britain for about four hundred years, and we may therefore infer that they left their mark on the language of the country. It was not at this time, however, that the chief Latin additions were made to English. What vestiges of Roman rule remain, in this respect, are chiefly
found in the names of towns, such as Chester, Lancaster, Doncaster, Lincoln, Pontefract, street, &c. He knows, too, that the English are chiefly descended from the Anglo-Saxons, and naturally infers that Anglo-Saxon must form the groundwork of our language as it does of our race. Next came the Danish rule, and after that the Norman.

When one race conquers another, it endeavours to impose its language on the conquered, as one means of keeping it in subjection, and of destroying the remembrance of its former freedom and independence. Norman French, thus became in England the language of the court, of parliament, and diplomacy. Anglo-Saxon, however, still continued the language of the people, and as the Saxons were by far the most numerous, their language remains the main element in our tongue.

Language has been called "fossil poetry," and appropriately so, for as an acquaintance with fossils reveals to us much of the past history of our globe with respect to its animal and vegetable life, so the study of language in its different stages of growth and development, reveals to us much of the social life of the people, their occupations, customs, manners, virtues, and vices. There is something in the very mode of address which reveals something of the life of the people. For instance, when an Egyptian asks his neighbour "How do you perspire?" we conclude that free perspiration is an essential element in healthy life of the people; and when one Chinese asks another "How is your digestion?" we naturally infer that the wants of the appetite are not overlooked by the celestials. An Italian expression is *umiliare una supplica,* "to humiliate a petition," that is, "to present a memorial." Italy has been called the battle-field of Europe. It has been long oppressed by the "hand of the stranger," till its political humiliation has entered into the social life of the people, and become impressed on their language.

The history of the English language has been divided into five periods.

The Anglo-Saxon,—1050, the chief characteristics of which are variety of gender, number, case, and inflections generally, as compared with modern English, some of which have been supplanted by prepositions. It had six declensions,
three numbers, a dual form being used in pronouns, and five cases. The sign of the genitive es has been modified into our possessive sign 's. The plural of nouns ended in en, as house, houses, a form still used sometimes by uneducated persons.

The Semi-Saxon, 1050-1250.—In this period the Anglo-Saxon becomes mixed with Norman French; inflection begins to decline; declensions are less distinct; the ablative case disappears; and the infinitive of the verb ends in e instead of en, as nemmen, nemme, "to name."

The Old English, 1250-1350.—The article "the" is now unchanged for gender, but has different case-endings. Gender, which formerly followed the termination of the word, is regulated by sex, as in modern English. The cases in nouns and adjectives; except the accusative, are expressed by prepositions.

The Middle English, 1350-1550.—"The" is now used for all cases and genders; declensions are reduced to one; the genitive es after changing into is becomes our possessive 's, the participle endings "ende," "ande" and the verbal noun ending "ung," become merged into "ing," which is used both as a present participle and verbal noun, as now.

During the middle Ages, learning and literature were chiefly cultivated by the clergy, and as their studies led them to the perusal of Latin writings, so many of the most valuable productions of this period were written in Latin. During the Middle English period, Italian and French literature flourished, and were admired and studied by English authors. Chaucer, who was a great admirer of French literature, introduced many French words into his writings, and it is during this period that the chief French additions were made to the English language.

At the revival of learning in the sixteenth century, the classical writers of antiquity became models of imitation for British authors, and from this time to that of Milton, the main Latin and Greek additions were introduced, and as science and philosophy were first cultivated by the Greeks, their language has ever been the chief source from which scientific terms have been drawn.

The Modern English, 1550.—The English language which, like other modern language, is constantly receiving accession
from all quarters, became now fixed pretty much as we find it.* Constant intercourse with other nations, new manufactures, fresh discoveries, and inventions in science and art, change of fashion, &c., are continually introducing new terms, to which no limit can be assigned.

When we remember that the two great sources of our language, the Saxon and Latin, are branches of the same Indo-Germanic family, we need not wonder that considerable difference of opinion exists as to the exact proportion which these bear in English. The general opinion, however, is, that "Modern English dictionaries contain about 38,000 words, exclusive of preterites and participles; of this number 28,000 have been found on examination to be from the Saxon; i.e., about 25-40ths (or 5-8ths) of the whole. And this fraction represents, with approximate accuracy, the proportion of Saxon words in common use."† About 2-8ths are derived from the Latin, and the remaining 1-8th from other sources. As words in common use, such as names of natural objects, terms of social intercourse and endearment, &c., are chiefly Saxon, our ordinary conversation contains a considerably larger proportion of Saxon words, and as poetry is less affected by modern discoveries than prose, it contains a larger proportion of Saxon words than prose; hence the study of poetry has been recommended as a means of cultivating a Saxon style. The greatest living poet, Tennyson, is also one of the most Saxon of writers.

Words are of two kinds, roots and derivatives.

A root is a word in the simplest or original state, or that cannot be further traced to its original sources, as son, love, go, come, strong, shake.

A primary derivative is a root slightly altered in form without the addition of prefix or suffix as drank from drink, led from lead, hung from hang, strength from strong, glaze from glass.

A secondary derivative is a word formed from the root by the addition of a prefix or suffix, or another word, as loving, sweetly, strengthen, glazier, manhood, buttercup.

* The word "its" is a prominent exception. It is not in the English Bible of 1611, "his" being used instead. Shakespeare is the first to use it. It is also found, though seldom, in Milton.
† Angus's "Handbook of the English Tongue," p. 4.
Note.—Distinction must be made between a root and a stem, the former being the original word, the latter that part to which the inflections are added.

The following are specimens of English words naturalised from foreign sources. Many more might be given.

1. Celtic.—Basket, button, kiln, darn, gown, mop.
2. Danish.—Derby, Whitby, din, doze, fling, rap.
3. French.—Beef, cry, coach, damsel, eclat, mutton.
4. Italian.—Bandit, buffet, forte, piano, tassel, gazette.
5. Spanish.—Anchovy, armada, barrack, hurricane, cigar, negro.
6. Portuguese.—Caste, coco, fetish, marmalade, palaver.
7. German.—Howl, huddle, rifle, rudder, waltz.
8. Dutch.—Blow, dog, freight, schooner, sloop, yacht.
10. Arabic.—Admiral, alchemy, algebra, chemistry, coffee, zenith.
12. Turkish.—Divan, dragoman, janissaries, scimitar, turban.
13. Chinese.—Bohea, Congou, gong, nankeen, pagoda, tea.
14. Malay.—Banham, gamboge, sago, shaddock.
15. Indian.—Calico, chintz, curry, lac, muslin, toddy.
16. Polynesian.—Taboo, tattoo.
17. West Indian.—Maize, potatoes, tobacco.
18. American.—Hammock, jerked, squaw, wigwam.

Many others might be given, derived from persons, places, occasions, &c., which have given them birth, such as damask, currants, tantalize, meurcal, herculean, philippics, &c.

PREFIXES AND SUFFIXES.

A prefix is a syllable prefixed to a word to alter its meaning.

A suffix is a syllable added to the end of a word to alter its meaning.
### I. Saxon Prefixes

| A, on, or in, | as ashore
| Be, about, | bespatter
| For, opposition, | forbid
| For, before, | foresee
| In, en, on, | enthrone
| " to make, | encircle
| Mis, error, | mistake
| Out, beyond, | as outrun
| Over, excess, | overwork
| Un, not, | undo
| Under, beneath, | understate
| Up, upwards, | upraise
| With, against, | withstand

### II. Saxon Suffixes

#### 1. The Agent or Doer

| As liar | Ar
| " drunkard | Ard
| " secretary | Ary
| " leader | Er
| " sailor | Or
| " songster | Ster
| " lawyer | Yer

#### 2. The Object

| Trustee | Be

#### 3. Act, State, Being

| Bondage | Age
| Freedom | Dom
| Manhood | Hood
| Kindness | Ness
| Slavery | By
| Hardship | Ship
| Health | Th
| Laughter | Ter
| Gallantry | Try

#### 4. Diminutives

| Satchel | El
| Pocket | Et
| Lambkin | Kin
| Thimble | Le
| Streamlet | Let
| Darling | Ling
| Hillock | Ock
| Shadow | Ow

### III. Latin Prefixes

| A, ab, abs, from, as avert | De, down, as dethrone
| Ad, to, " ashore | Dis, aunder, " discuss
| Am, round, " ambition | E, ex, out of, " eject
| Ante, before, " antecedent | Extra, beyond, " extravagant
| Circum, about, " circumference | In, im, &c., in, into, " infuse
| Cis, on this side, " cisalpine | " " (before adjectives), " not, " impossible
| Con, together, " convene | Inter, between, " intervene
| Contra, against, " contradict |
### IV. LATIN SUFFIXES.

#### Nouns.

1. Agent or Doer.
   - **Ant**, as assistant
   - **Ary**, adversary
   - **Ent**, student
   - **Eer**, engineer
   - **Ier**, cashier

2. The Object.
   - **Ary**, depositary
   - **Ite**, favourite
   - **Ive**, captive

3. Act, Condition.
   - **Ance**, assistance
   - **Ancey**, infancy
   - **Ce**, justice
   - **Cy**, efficiency
   - **Ence**, dependence
   - **Ency**, dependency
   - **Ment**, movement
   - **Mony**, patrimony
   - **Or**, honor
   - **Sion**, profession
   - **Tion**, pretention
   - **Tude**, gratitude
   - **Vor**, safety

#### Verbs.

1. Relation, N.
   - **Aceous**, as
   - **Al**, as
   - **An**, as
   - **Aue**, as
   - **Ant**, as
   - **Ar**, as
   - **Ary**, as
   - **Ate**, as
   - **Ian**, as
   - **Ic**, as
   - **Ical**, as
   - **Id**, as
   - **Ile**, as
   - **Ine**, as
   - **Ory**, as

   - **Tom**
   - **Ate**, as
   - **Fy**, as
   - **Ite**, as
   - **Adje**
ENGLISH GRAMMAR.

VI. GREEK SUFFIXES.

Nouns.
1. Agent or Doer.
   An, as politician
   Ist, " botanist

   E, " epitome
   Ism, " criticism
   Ms, " panorama
   Sis, " phase
   Sy, " poetry
   Y, " elegy

3. Doctrine or Science.
   Ic, " music

Ics, as hydrostatics
Ism, " heroism

4. Diminutives.
   Isk, " asterisk

Verbs.
   To make or become.
   Ise, as colonise
   Ize, " baptize

Adjectives.
   Relation.
   Ic, as philosophic
   Ical, " botanical

SAXON ROOTS WITH DERIVATIVES.

Ao, an oak, acorn
Aethel, noble, Ethelred
Bald, brave, Ethelbald
Beon, to be, been
Bidan, to wait, abide
Bindan, to bind, bind
Blawan, to blow, blast
Boc, a book, book
Bredan, to nourish, bread
Burne, a stream, Ashburne
Ceapian, to buy, cheap
Ceorl, a countryman, churl
Cnafan, a boy, knave
Crye, a staff, crook
Cunnan, to know, ken
Cyn, race, kin
Deman, to judge, deem
Dragan, to draw, drag
Dun, a hill, Dundee
Dwynan, to fade, dwindle
Ea, water, Anglesey
End, possession, Edwin
Eall, all, Alfred

Faran, to go, ford
Fedan, to feed, food
Fian, to hate, fiend
Fleon, to flee, fly
Fulian, to corrupt, soul
Fot, the foot, foot
Freon, to love, friend
Gabban, to skoff, gabble
Gangan, to go, gangway
Geap, wide, gap
Geard, enclosure, yard
God, good, God
Grafan, to dig, grave
Habban, to have, behave
Haelan, to heal, holy
Ham, a dwelling, home
Hofan, to lift, heaven
Hund, a dog, hound
Ing, a meadow, Reading
Laedan, to lead, ladder
Laet, late, last
Magan, to be able, may
Mengan, to mix, mingle
SAXON ROOTS WITH DERIVATIVES—continued.

Mere, a lake, Windermere
Mona, the moon, month
Næah, wight, near
Nord, north, Norwich
Oga, dread, ugly
Rænc, proud, rank
Reasfan, to rob, bereave
Sceadan, to divide, shade
Sceapan, to form, shape
Snican, to creep, snake
Sec, sick, sigh
Sian, to see, sight
Sped, success, speed
Slægan, to kill, slay
Spel, message, gospel
Spinnan, to spin, spider
Spor, a heel, spurn
Stepan, to rate, step

Styran, to steer, stern
Stock, a place, Woodstock
Tellan, to tell, tale
Tid, time, Shroveteide
Twa, two, twain
Thorpe, a village, Bishopsthorpe
Wald, a wood, weald
Wanian, to fast, wane
Weard, guard, warden
Wed, pledge, wedlock
Wenden, to go, wend
Wesan, to be, was
Wic, dwelling, Berwick
Witan, to know, wit, wise
Win, war, Godwin
Writan, to bind, writhe
Wyrt, root, liverwort

LATIN ROOTS WITH DERIVATIVES.

Acer, sharp, acrid
Acidus, sour, acid
Aequus, equal, equality
Aevum, an age, co-eval
Ager, a field, agriculture
Ago, I do, agent
Alo, I nourish, alimen
t
Altus, high, altitude
Ammo, I love, amity
Angulus, a corner, angular
Animus, the mind, animate
Annus, a year, annual
Aperio, I open, aperture
Aqua, water, aquatic
Arbor, a tree, arbour
Aro, I plough, arable
Artus, a joint, article
Asper, rough, aspirate
Audio, I hear, audience
Avis, a bird, aviary
Beatus, blessed, beatitude
Bibo, I drink, imbibe
Brevis, short, brevity
Caedo, I cut, suicide
Calor, heat, caloric
Canis, a dog, canine
Capio, I take, capture
Caput, the head, capital
Caro, flesh, carnal
Carus, dear, caress
Color, swift, celerity
Centum, a hundred, century

Charta, paper, charter
Civis, a citizen, civil
Clando, I shut, exclude
Coelum, heaven, celestial
Colo, I cultivate, colony
Cor, the heart, concord
Corpus, the body, corpse
Credo, I trust, credible
Crux, a cross, crucify
Culpa, a fault, culpable
Curro, I run, excursion
Deus, a god, deity
Dico, I say, dictate
Dies, a day, diary
Doceo, I teach, doole
Domus, a house, domestic
Duco, I lead, induce
Duo, two, dnel
Edo, I eat, edible
Eemo, I buy, redeem
Facilis, easy, facilitate
Fallo, I deceive, infallible
Felix, happy, facity
Fido, I trust, confide
Fillus, a son, filial
Finis, an end, final
Flecto, I bend, reflect
Flos, a flower, floral
Folium, a leaf, foliage
Fortis, strong, forcibly
Frater, a brother, fraternal
LATIN ROOTS WITH DERIVATIVES—continued.

Fugio, I flee, refuge
Fundo, I pour out, refund
Gens, a nation, Gentile
Gigno, I beget, progeny
Gradior, I go, gradual
Gravis, heavy, gravity
Habeo, I have, inhabit
Homo, a man, homicide
Hostis, an enemy, hostile
Ignis, fire, ignite
Imperium, power, imperial
Initium, a beginning, initiate
Insula, an island, insular
Jaceo, I lie, adjacent
Jacio, I throw, interjection
Judex, a judge, judicial
Jungo, I join, juncture
Juro, I swear, conjure
Jus, a law, justice
Latus, a side, lateral
Lex, a law, legal
Liber, a book, library.
Linquo, I leave, relinquish
Litera, a letter, literal
Locus, a place, locality
Locor, I speak, elocution
Ludo, I play, illusion
Lumen, a light, illuminate
Luna, the moon, lunar
Lux, light, lucid
Magnus, great, magnify
Mando, I bid, command
Maneo, I stay, permanent
Manus, a hand, manual
Mare, the sea, marine
Mars, the god of war, martial
Mater, a mother, maternal
Medius, the middle, mediator
Mens, the mind, mental
Migro, I remove, migratory
Miles, a soldier, military
Mirox, I gaze, mirror
Mitis, mild, mitigate
Mitto, I send, remit
Moneo, I warn, admonish
Monstro, I show, demonstrate
Mors, death, mortal
Moveo, I move, remove
Multus, many, multiply
Munus, a gift, remunerate
Muto, I change, mutable
Navis, a ship, naval
Nego, I deny, negative
Noceo, I hurt, innocent
Neuter, neither, neutral
Nomen, a name, nominate
Nox, the night, nocturnal
Numerus, a number, numerate
Nutrio, I nourish, nutriment
Oculus, the eye, ocular
Opto, I wish, adopt
Opus, a work, operate
Orbis, a circle, orbit
Orior, I rise, oriental
Ovum, an egg, oval
Pando, I spread, expand
Pasco, I feed, pastor
Pater, a father, paternal
Pauper, poor, pauperism
Pax, peace, pacify
Pecunia, money, pecuniary
Pene, almost, peninsula
Pes, a foot, pedesital
Pingo, I point, picta
Plebs, the common people, plebian
Poena, punishment, penal
Pono, I place, deposit
Porto, I carry, export
Potens, powerful, potentate
Primus, first, primary
Prosodia, prosody
Puer, a boy, puérile
Puto, I think, reputable
Quaero, I ask, question
Radius, a ray, radiate
Radix, a root, radical
Ramus, a branch, ramify
Rapio, I seize, rapacious
Rectus, straight, rectilinear
Rogo, I rule, rector
Rideo, I laugh, deride
Rodo, I gnaw, corrode
Rota, a wheel, rotate
Rumen, the throat, ruminate
Rup, the country, rural
Sal, salt, saline
Sanctus, holy, sanctify
Scando, I climb, ascend
Scio, I know, science
Scribo, I write, scriptures
Seco, I cut, dissect
Secundus, second, secondary
Semi, half, semicircle
Sequor, I follow, sequence
Sidus, a star, sidereal
LATIN ROOTS WITH DERIVATIVES—continued.

 Silva, a wood, silvan
 Socius, a companion, social
 Sol, the sun, solar
 Solvo, I pay, solvent
 Sors, a lot, assort
 Species, a form, specific
 Spiro, I breathe, conspire
 Spondeo, I promise, respond
 Stella, a star, constellation
 Sterilis, barren, sterility
 Stillo, I drop, distil
 Sto, I stand, stature
 Struo, I build, structure
 Suavis, sweet, savacity
 Sumo, I take, assume
 Tango, I touch, tangent
 Tego, I cover, protect
 Tempus, time, temporal
 Terminus, a boundary, terminate
 Terra, the earth, terrestrial
 Tertius, third, tertiary
 Testis, a witness, testify
 Tolgo, I lift up, extol
 Traho, I draw, extract
 Trudo, I thrust, intrude
 Tumeo, I swell, tumour
 Turpis, base, turpitude
 Umbra, a shadow, umbrella
 Unda, a wave, undulate
 Urbs, a city, urbanity
 Vacca, a cow, vaccination
 Velo, I am strong, prevail
 Venio, I come, advent
 Verter, the belly, ventriloquism
 Ver, the spring, vernal
 Verba, a word, verbal
 Vertex, the top, vertical
 Verto, I turn, convert
 Venus, true, verity
 Vestis, a garment, vestal
 Vetus, old, veteran
 Via, a way, deviate
 Vibro, I shake, vibrate
 Video, I see, visible
 Vigil, watchful, vigilant
 Vincor, I conquer, invincible
 Vindex, defender, vindicate
 Vita, life, vital
 Vivo, I live, survive
 Volo, I will, voluntary
 Voco, I call, revoke
 Volo, I fly, volatile
 Volvo, I roll, revolve
 Voveo, I vow, vote
 Vox, a voice, vocal
 Vulcns, the god of fire, volcano
 Vulgus, the rabble, vulgar

GREEK ROOTS WITH ENGLISH DERIVATIVES.

 Aer, the air, aërial
 Agogos, a leader, demagogue
 Akouo, I hear, acoustics
 Aner, a man, monandria
 Anthos, a flower, antholosy
 Anthropos, a man, anthropology
 Archo, I rule, anarchy
 Arctos, a bear, arctic
 Aristos, best, aristocracy
 Arithmos, number, arithmetic
 Astron, a star, astronomy
 Atmos, vapour, atmosphere
 Bapto, I dip, baptize
 Baros, weight, barometer
 Biblos, a book, Bible
 Bios, life, biography
 Botane, a herb, botany
 Cbalys, steel, chalybeate
 Chloros, green, chloride
 Christos, anointed, Christ
 Chronos, time, chronometer
 Demos, the people, epidemic
 Dendron, a tree, rhododendron
 Dora, opinion, orthodox
 Druid, an oak, Druid
 Dynamis, power, dynamics
 Ecleipo, I fail, ecliptic
 Eidos, a form, idol
 Entoma, insects, entomology
 Epos, a word, epic
 Etumos, true, etymology
 Gala, milk, galaxy
 Gamos, marriage, bigamy
 Ge, the earth, geography
 Gennao, I produce, oxygen
 Glotta, the tongue, glossary
 Glupho, I carve, hieroglyphics
 Gonias, corner, polygon
 Gramma, a letter, grammar
 Grapho, I write, autograph
GREEK ROOTS WITH ENGLISH DERIVATIVES—continued.

Gune, a woman, monogynia
Hedra, a seat, cathedral
Helios, the sun, aphelion
Hemera, a day, ephemeral
Hemisus, half, hemisphere
Heteros, different, heterodox
Hieros, holy, hierarchy
Hippos, a horse, hippopotamus
Hodos, a way, exodus
Holos, the whole, catholic
Homos, similar, homologous
Hudor, water, hydrostatics
Icos, equal, isosceles
Kakos, bad, cacophony
Kalos, handsome, kaleidoscope
Kalypto, I cover, apocryphal
Kratos, strength, aristocracy
Kreas, flesh, pancreatic
Kryptos, hidden, crypt
Kyklos, a circle, cycle
Kylindo, I roll, cylinder
Laos, the people, laity
Lithos, a stone, lithography
Logos, a word, catalogue
Lusis, a loosening, analyze
Martyr, a witness, martyr
Mathema, science, mathematics
Mechane, a machine, mechanics
Melan, black, melancholy
Melos, a song, melody
Meter, a mother, metropolis
Metron, a measure, geometry
Micros, little, microscope
Misos, hatred, misanthrope
Monos, alone, monosyllable
Morphe, shape, metamorphosis
Mythos, a fable, mythology
Naus, a ship, nautical
Nekros, dead, necromancy
Neos, new, neology
Nesos, an island, Polynesian
Nitron, nitre, nitrogen
Nomos, a law, astronomy
Octo, eight, octave
Ode, a song, prosody
Oikos, a house, economy
Oligos, few, oligarchy
Oon, an egg, oolite
Optomal, I see, optics
Organon, an instrument, organic
Ornis, a bird, ornithology

Orthos, right, orthography
Oxys, acid, oxygen
Pais, a boy, pedagogue
Pas, all, panoply
Pathos, feeling, pathetic
Petalon, a leaf, petal
Petros, a stone, petrification
Phaino, I appear, phenomenon
Phemi, I speak, blaspheme
Philos, a friend, philosophy
Phobeo, I terrify, hydrophobia
Phone, a sound, euphony
Phthongos, a sound, diphthong
Physis, nature, physical
Phytos, a plant, zoophyte
Polemos, war, polemical
Poleo, I sell, bibliopole
Polis, a city, metropolis
Polys, many, polygon
Poros, a passage, pore
Potamos, a river, hippopotamus
Pous, a foot, antipodes
Presbuteros, elder, presbyterian
Pteron, a wing, aptera
Pyr, fire, pyramid
Sarks, flesh, sarcophagus
Schizo, I divide, schism
Sceleros, hard, sclerotic
Selene, the moon, selenite
Sites, corn, parasite
Skopeo, I see, telescope
Sophos, wise, philosopher
Sphaira, a globe, sphere
Spora, a seed, spore
Stalazo, I drop, stalactite
Stollo, I send, apostle
Stereos, solid, stereotype
Sukon, a fig, syconchoid
Taphos, a tomb, epitaph
Tasso, I arrange, syntax
Technic, art, technical
Tele, distant, telescope
Temno, I cut, atom
Tereo, I keep, artery
Theoreo, I see, theory
Theos, God, atheist
Thermos, warm, thermometer
Thesis, a placing, hypothesis
Topos, a place, topography
Zoon, an animal, zoology
## ENGLISH GRAMMAR.

### APPENDIX A.

#### SYNOPSIS OF CLASSIFICATION.

<table>
<thead>
<tr>
<th>Article</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definite</td>
<td>Proper, Common, Abs</td>
</tr>
<tr>
<td>Collective</td>
<td>Quality, Action, Condition, Verb</td>
</tr>
<tr>
<td>Concrete</td>
<td>(sweetness), (walk), (sleep), (speak)</td>
</tr>
<tr>
<td>Quantitative</td>
<td></td>
</tr>
<tr>
<td>(boy)</td>
<td></td>
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<tr>
<td>(crowd)</td>
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<tr>
<td>(silver)</td>
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<td>(score)</td>
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<table>
<thead>
<tr>
<th>Adjective</th>
<th>Pronoun</th>
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<tbody>
<tr>
<td>Quantity, Distinction, Personal, Relative, Adjective</td>
<td>Possessive, Distributive, Demonstrative, Indefinite</td>
</tr>
<tr>
<td>(ten), (monthly)</td>
<td>(my), (each), (this), (any)</td>
</tr>
<tr>
<td>Part of Speech</td>
<td>Limiting what?</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Article.</td>
<td></td>
</tr>
<tr>
<td>Noun</td>
<td>Nominative to, or governed by, what?</td>
</tr>
<tr>
<td>Adjective.</td>
<td>Qualifying, and agreeing with, what?</td>
</tr>
<tr>
<td>Pronoun.</td>
<td>Nominative to, or governed by, what?</td>
</tr>
</tbody>
</table>
# APPENDIX C.

**ILLUSTRATING INFECTION.**

<table>
<thead>
<tr>
<th>Saxon</th>
<th>Latin</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Noun.</strong></td>
<td><strong>Noun.</strong></td>
</tr>
<tr>
<td><em>Tuneg, a tongue, f.</em></td>
<td><em>Lingua, a tongue, f.</em></td>
</tr>
<tr>
<td><strong>Singular.</strong></td>
<td><strong>Singular.</strong></td>
</tr>
<tr>
<td>Nom. Tuneg tungan</td>
<td>Nom. Lingua linguae</td>
</tr>
<tr>
<td>Gen. Tuneg tungena</td>
<td>Gen. Linguae linguarum</td>
</tr>
<tr>
<td>Dat. Tuneg tungum</td>
<td>Dat. Linguae linguis</td>
</tr>
<tr>
<td>Acc. Tuneg tungan</td>
<td>Acc. Linguam linguas</td>
</tr>
<tr>
<td>Ab. Tuneg tungum</td>
<td>V. Lingua linguae</td>
</tr>
<tr>
<td></td>
<td>A. Lingua linguis</td>
</tr>
<tr>
<td><strong>Adjective.</strong></td>
<td><strong>Adjective.</strong></td>
</tr>
<tr>
<td><em>God, good.</em></td>
<td><em>Bonus, good.</em></td>
</tr>
<tr>
<td><strong>Singular.</strong></td>
<td><strong>Singular.</strong></td>
</tr>
<tr>
<td>M. F.</td>
<td>M. F.</td>
</tr>
<tr>
<td>N. God</td>
<td>N. Bon-us a um</td>
</tr>
<tr>
<td>G. God-es re</td>
<td>G. Bon-i ae i</td>
</tr>
<tr>
<td>D. God-um reum</td>
<td>D. Bon-o ae o</td>
</tr>
<tr>
<td>A. God-ne e</td>
<td>A. Bon-um am um</td>
</tr>
<tr>
<td>Ab. God-e e</td>
<td>V. Bon-e a um</td>
</tr>
<tr>
<td></td>
<td>A. Bon-o a o</td>
</tr>
<tr>
<td><strong>Plural.</strong></td>
<td><strong>Plural.</strong></td>
</tr>
<tr>
<td>N. God-e god-e</td>
<td>N. Bon-i ae a</td>
</tr>
<tr>
<td>G. God-ra ra</td>
<td>G. Bon-orum arum ordum</td>
</tr>
<tr>
<td>D. God-um um</td>
<td>D. Bon-is is is</td>
</tr>
<tr>
<td>A. God-e e</td>
<td>A. Bon-os as a</td>
</tr>
<tr>
<td>Ab. God-um um</td>
<td>V. Bon-i ae a</td>
</tr>
<tr>
<td></td>
<td>A. Bon-is is is</td>
</tr>
<tr>
<td><strong>Verb.</strong></td>
<td><strong>Verb.</strong></td>
</tr>
<tr>
<td><em>Lufige, to love.</em></td>
<td><em>Amare, to love.</em></td>
</tr>
<tr>
<td>(Present Tense.)</td>
<td>(Present Tense.)</td>
</tr>
<tr>
<td><strong>Singular.</strong></td>
<td><strong>Singular.</strong></td>
</tr>
<tr>
<td></td>
<td>Am-o I love</td>
</tr>
<tr>
<td>Luf-ige I love</td>
<td>Am-as thou lovest</td>
</tr>
<tr>
<td>Luf-ast thou lovest</td>
<td>Am-at he loves</td>
</tr>
<tr>
<td>Luf-aht he loves</td>
<td><strong>Plural.</strong></td>
</tr>
<tr>
<td>We Luf-iath we love</td>
<td>Am-amus we love</td>
</tr>
<tr>
<td>Ge Luf-iath you love</td>
<td>Amatis you love</td>
</tr>
<tr>
<td>He Luf-iath they love</td>
<td>Am-ant they love</td>
</tr>
</tbody>
</table>

*THE END.*