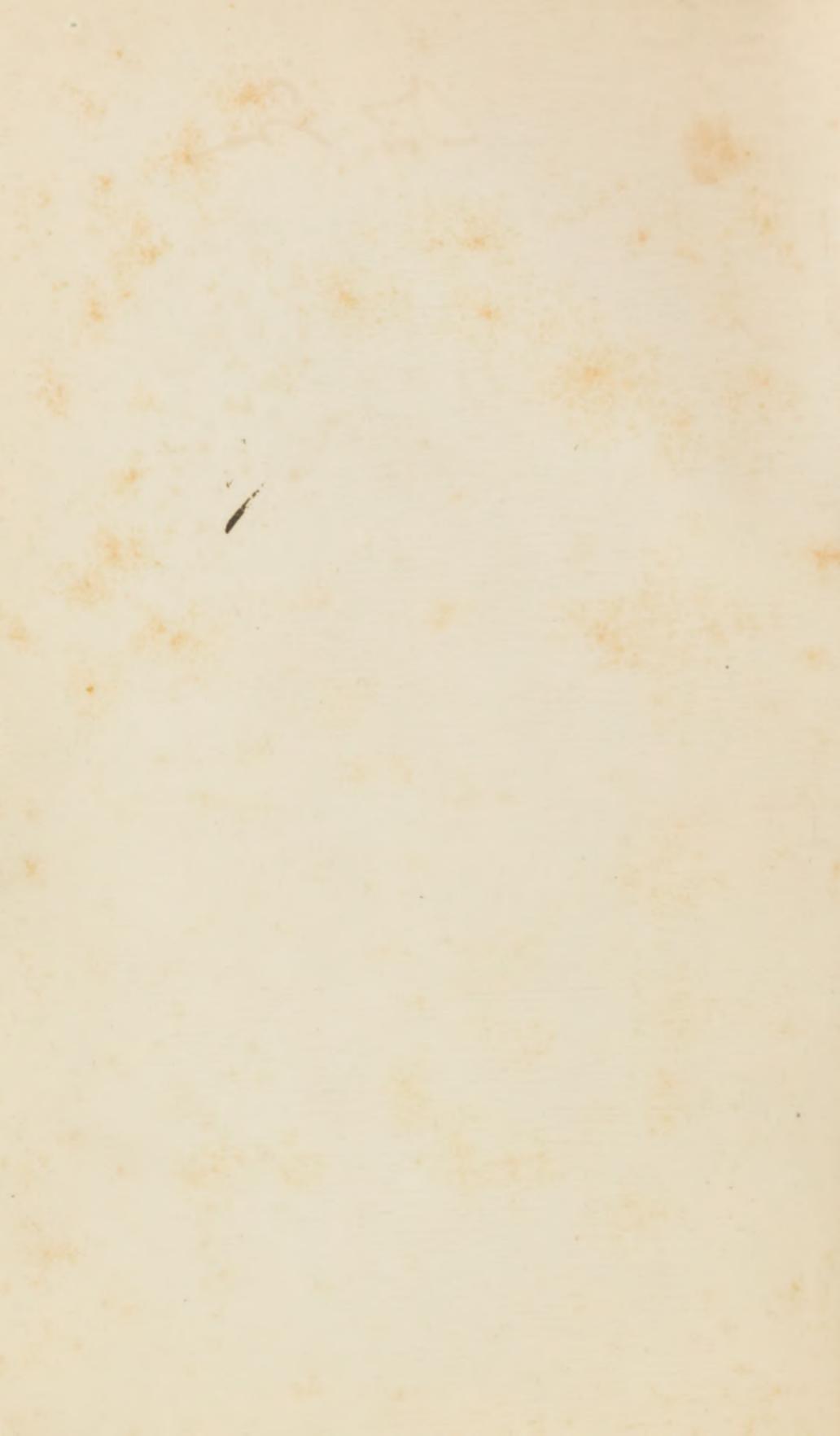


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ENGLISH GRAMMAR

AND THE

ANALYSIS OF SENTENCES

FOR

BEGINNERS

WITH NUMEROUS GRADUATED EXERCISES

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PREFACE TO THE SECOND EDITION.



THE fact that this little Grammar has been adopted in many of the best public and private schools in the Colony as the Text-Book for Junior Classes, is some evidence that the want of a Grammar which aimed at simplicity and exactness was much felt by teachers.

The Second Part, on the Analysis of Sentences, has been added, because, so far as I know, there is no work on the subject written in a style sufficiently simple to be of any practical use to young scholars. There is really not so much difficulty in teaching a child to analyze a simple sentence, as there is in teaching it to parse : yet, at the same time, the study of analysis is frequently left untouched until the pupil has almost "finished"

his work in Grammar. This omission is a mistake in teaching : and, it not only renders some of the ordinary grammatical exercises more difficult than they need be, but cases occasionally occur which, without some knowledge of analysis, must be altogether unintelligible to the child.

In the following pages on the analysis of sentences, I have introduced nothing that a boy of nine or ten years of age, with a little help from his teacher, cannot easily understand. Simple sentences only are analyzed, everything about the Indirect Object, and much respecting the more difficult forms of Extension of the Predicate, have been purposely omitted. Assuming that the book is intelligently taught, and thoroughly learned, the step to the higher work of analysis will be both short and easy.

The exercises have been selected or composed with great care, and many of them will, I think, be found to illustrate points of difficulty which not unfrequently crop up in more advanced work (see Examples 17, 22, 37, and 46, in Miscellaneous Exercises).

In the introductory chapter all technical terms have been carefully avoided, and, for reasons given in the text, the Predicate has been explained *before* the Subject.

After the First Part (on English Grammar) has been read once, the Second Part (on Analysis of Sentences) should be commenced, and the two parts may then be worked together.

The exercises at the end of the book should be taken with the chapter they are intended to illustrate at the time it is studied.

ROBERT S. BRADLEY

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February, 1876.

PART I.

ENGLISH GRAMMAR



ENGLISH GRAMMAR

FOR BEGINNERS.

I.—ENGLISH GRAMMAR.

ENGLISH GRAMMAR teaches us to speak and write the English language correctly.

II.—THE ALPHABET.

1. There are twenty-six letters in the English Alphabet, namely, *a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.*

2. Five of these letters are called *Vowels*, two are called *Semi-Vowels* or half-vowels, and the others are called *Consonants*.

The five Vowels are *a, e, i, o, u*; the two Semi-Vowels are *w* and *y*; and the Consonants are the remaining letters, namely, *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, x, z.*

3. Letters are written either as Capital or Small Letters. The Capitals are *A, B, C, &c.*; the Small, *a, b, c, &c.*

CAPITAL LETTERS ARE TO BE USED :—

- (1.) At the beginning of every Sentence.
- (2.) For every Proper Noun.
- (3.) At the beginning of every line of Poetry.
- (4.) For the Names of the Days of the Week and the Months of the Year : as Tuesday ; July.
- (5.) The Interjection *O*, and the Pronoun *I*, are written with Capitals.

4. We use the letters of the alphabet in forming words, and when we put words together so as to express what we are thinking about, we form Sentences. Thus, *The dog barks*, is a sentence ; and it is made of three words : *the—dog—barks* ; and each of these words is made of letters.

Exercise.

Make Lists of the Vowels and Consonants in the following words :—ark, bell, ink, go, tub, gave, mate, school, deep, beam, beauty, Australia, truth, plague, chair, bough, believe, hospital, useful, adieu, facetious.

III.—THE PARTS OF SPEECH.

1. Words are divided into eight classes called PARTS OF SPEECH.

THE EIGHT PARTS OF SPEECH ARE :—

- I.—NOUN.
- II.—ADJECTIVE.
- III.—PRONOUN.
- IV.—VERB.
- V.—ADVERB.
- VI.—PREPOSITION.
- VII.—CONJUNCTION.
- VIII.—INTERJECTION.

I.—THE NOUN.

1. A NOUN IS THE NAME OF ANYTHING.

The names of all things we can see, feel, taste, smell, or hear are Nouns. The names of all things we can speak about are Nouns: thus, tree, bread, scent, flower, and voice are Nouns. We can speak of goodness, sleep, charity, life, and these words are therefore Nouns.

2. There are three kinds of Nouns: 1st, PROPER NOUNS; 2nd, COMMON NOUNS; 3rd, ABSTRACT NOUNS.

A PROPER NOUN is a name which is given to any particular person, place or thing. Thus, *Henry* is a Proper Noun, because it is the name of a person; *Melbourne* is a Proper Noun, because it is the name of a place; and if we call our dog *Tiger*—then *Tiger* is a Proper Noun, because it is the name given to a particular dog. In writing a Proper Noun the first letter must be a Capital.

A COMMON NOUN is a name which is given to all things of the same kind, so that boy, town, and dog are Common Nouns; but if we call some particular boy, Henry, or some particular town Melbourne, or some particular dog Tiger,—then, Henry, Melbourne, and Tiger are Proper Nouns.

AN ABSTRACT NOUN is the name of some quality which another noun possesses, or of some action or condition. Thus, *whiteness*, *flight*, *sleep* are Abstract Nouns.

Exercise.

Arrange in Lists the Proper, Common, and Abstract Nouns in the following:—London, man, song, mouse, George, beauty, lamp, Tiny, gate, charity, Ballarat, wisdom, gold, sea, Peter, basket, life, coat, blackness, Mary. ✓

INFLEXIONS.

The word *Inflexion* means change: and some of the Parts of Speech undergo certain changes for various purposes. The Parts of Speech which are inflected (or changed) are the NOUN, ADJECTIVE, PRONOUN, VERB, and ADVERB: the Preposition, Conjunction, and Interjection are *not* inflected.

INFLEXIONS OF THE NOUN.

The Noun is inflected to show, NUMBER, GENDER, and CASE.

1.—NUMBER.

There are two numbers, the SINGULAR and the PLURAL. If a noun means *one* thing, it is said to be of the Singular Number; thus, *boy* is Singular Number because it means *one* boy. If a noun means *more than one* it is said to be of the Plural Number. Thus, *boys* is Plural Number, because it means more than *one* boy.

The Plural Number is generally formed by adding the letter *s* to the Singular Number. Thus, *pens* is Plural, and it is formed by adding the letter *s* to the Singular *pen*. In the same way, *houses*, *trees*, *balls*, are formed from

house, tree, and ball by adding *s* to each. Some nouns do not form their Plurals in this way. Thus:—

(1.) Nouns which end in *s*, *sh*, *ch*, *x*, and most in *o* form their Plural by adding *es* to the Singular. For example:—

GLASS	ends in <i>s</i> ,	and the Plural is	GLASSES.
DISH	” <i>sh</i> ,	” ”	DISHES.
CHURCH	” <i>ch</i> ,	” ”	CHURCHES.
BOX	” <i>x</i> ,	” ”	BOXES.
POTATO	” <i>o</i> ,	” ”	POTATOES.

(2.) When the last letter in a noun is *y*, and there is a consonant just before it, the Plural of that noun is formed by changing the *y* into *ies*. Thus in the noun *lady* the last letter is *y*, and the letter *d* just before it, is a consonant, so that, in forming the Plural, you write *ies* instead of *y*, and the word is *ladies*. Remember, if a *vowel* comes before the *y*, the plural is formed by adding *s*: as *day*, *days*.

(3.) Some nouns form their Plurals by changing the vowel in the Singular: thus, the plural of *man* is *men*. Here the vowel *a* in *man* is changed into *e* to form the plural *men*.

(4.) Nouns which end in *f* change the *f* into *ves*, as—Singular, *calf*, Plural, *calves*; Singular, *leaf*, Plural, *leaves*.

(5.) Some nouns are the same in both Singular and Plural, as *sheep*, *deer*.

(6.) The Plural of *ox* is *oxen*; of *child*, *children*.

2.—GENDER.

There are properly two Genders, the MASCULINE and the FEMININE. All things of the male kind are Masculine, all things of the female kind are Feminine. If we speak of a thing without life, we say that it is of the NEUTER Gender, that is, it is neither Masculine nor Feminine. Thus, *boy* is Masculine, *girl* is Feminine, and *table* is Neuter. When a Noun is used for both male and female it is said to be of the COMMON GENDER, as *cousin*, *infant*, *people*.

The Feminine is generally formed from the Masculine. There are two ways in which it is formed: *first*, by adding *ess* to the Masculine, as *lion*; Feminine, *lion-ess*: *Second*, by adding *ine* to the Masculine, as *hero*, *hero-ine*.

Several nouns have one word for the Masculine and quite a different one for the Feminine, thus:—

<i>Masculine.</i>	<i>Feminine.</i>
Boy	girl
Brother	sister
Bull	cow
King	queen
Drake	duck
Earl	countess
Gander	goose
Gentleman	lady
Man	woman
Lord	lady

3.—CASE.

There are THREE CASES: THE NOMINATIVE, THE POSSESSIVE, and THE OBJECTIVE. The Possessive Singular is formed by adding 's to

the Nominative Singular : the Possessive Plural by adding the apostrophe (') only to the Nominative Plural.

Exercise.

a. Arrange in one column the Nouns in the Singular Number, and in another those in the Plural, in the following :—

Desk, stars, porches, women, field, taxes, sheep, town, brethren, window, baby, hats, flock, dominoes, leaves, youths, paper, bank, thieves, book.

b. Arrange in separate columns the Masculine, Feminine, and Neuter nouns in the following :—

Drake, fence, duke, girl, mountain, witch, tigress, door, maiden, stewardess, city, man, lady, truth, gander, cow, merchant, basket, peacock, drum.

II.—THE ADJECTIVE.

1. AN ADJECTIVE IS A WORD WHICH TELLS US SOME QUALITY THAT A NOUN POSSESSES, OR IT POINTS OUT OR DISTINGUISHES A NOUN IN SUCH A WAY THAT WE MORE EASILY UNDERSTAND WHAT NOUN IS MEANT. Thus, *dog* is a name given to a whole class of animals of a certain kind ; but *black dog* describes *one* of the class ; and, THAT *black dog* describes it still more exactly ; therefore, *that* and *black* are Adjectives.

2. There are three principal Classes of Adjectives : first, ADJECTIVES OF QUALITY : second, ADJECTIVES OF QUANTITY : third, ADJECTIVES OF DISTINCTION, OR DISTINGUISHING ADJECTIVES.

(1.) An Adjective of Quality tells us some quality that a Noun possesses. Thus, if it is

the quality of *largeness*, we say it is *large*. Hence, when we say, A *large* house, we mean, that the house of which we speak, possesses the quality of *largeness*.

(2.) Adjectives of Quantity show *how many* things we speak of: as, ten sheep; five men; some trees.

If an Adjective of Quantity means an *exact* Number it is called a DEFINITE NUMERAL ADJECTIVE. Thus, five, ninety, one thousand and three, &c., are Definite Numeral Adjectives.

If it does *not* show an exact number it is called an INDEFINITE NUMERAL ADJECTIVE. Thus, some, many, few, &c., are Indefinite Numeral Adjectives.

(3.) Adjectives of Distinction are those which point out particularly the Noun of which we are speaking, as *This* pen, *The* book. The principal Adjectives of Distinction are---a, the, this, that.

Exercise.

Make a list of Adjectives in the following, and say to which class each belongs:—

A large tree. Twenty apples. Great men. Fine weather. These boys. Some people. Green leaves. 1,500 soldiers. Good children. An elephant. Two beautiful churches. A long and wide road. A large and magnificent present. That high green tree. These pretty red roses. Several noisy boys. Five hundred and twenty seven well-drilled soldiers. Many rich and charitable persons. A small black and white dog. The poor, lost, hungry man. All the good industrious scholars.

INFLEXIONS OF THE ADJECTIVE.

The Adjective has inflexions to show the *degree* in which any noun possesses a certain quality. These inflexions are called DEGREES OF COMPARISON. Thus, when a house has the quality of largeness, we say it is *large*; but another house may have this quality in a greater degree,—we then say, it is *larger* (that is, larger than the house first mentioned); and a third house may have more of the quality of largeness than either of these,—we then say (comparing the three, and speaking of the last), it is the *largest*. So we have three sentences:—

1. This house is LARGE.
2. This house is LARGER.
3. This house is the LARGEST.

The Adjective *large* in the first sentence is said to be in the POSITIVE DEGREE; *larger*, in the second sentence, is in the COMPARATIVE DEGREE; and *largest*, in the third sentence, is in the SUPERLATIVE DEGREE.

Most Adjectives form their Comparative Degree by adding *er* to the Positive; and their Superlative Degree by adding *est* to the Positive. Thus, Positive, small; Comparative, small-*er*; Superlative, small-*est*.

The Comparative of some Adjectives is formed by putting the word *more* before the Positive; and the Superlative is formed by putting *most* before it.

Positive—beautiful.
Comparative—*more* beautiful.
Superlative—*most* beautiful.

The following Adjectives are compared as shown :—

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Good	better	best
Little	less	least.
Much	more	most
Bad	worse	worst
Late	later or latter	latest or last.
Nigh	nigher	nighest or next.
Old	older or elder	oldest or eldest.
Far	farther	farthest
Many	more	most.

Exercise.

Write down the Positive, Comparative, and Superlative Degrees of the following Adjectives,—Wise, broad, better, bad, black, splendid, next, whiter, fresh, sweetest, less, brightest, magnificent, late, good, far, wretched, smooth, grandest, old.

III.—THE PRONOUN.

A PRONOUN IS A WORD WHICH IS USED INSTEAD OF A NOUN, as Tom gave *me* this pen ; *he* is very kind. The words *me* and *he* are pronouns, because *me* is used instead of my name, and *he* is used instead of again saying Tom.

Pronouns are divided into FIVE CLASSES, namely :

1. PERSONAL PRONOUNS
2. POSSESSIVE PRONOUNS.
3. RELATIVE PRONOUNS.
4. INTERROGATIVE PRONOUNS.
5. COMPOUND PRONOUNS.

1. PERSONAL PRONOUNS are used instead of the names of persons and things. The following

are Personal Pronouns : I, thou, he, she, it, we, you, they.

A Pronoun which is used instead of the name of the person or persons *speaking* is of the *first* person; one used instead of the name of the person or persons *spoken to* is of the *second* person; and one used instead of the name of the persons or things *spoken of* is of the *third* person.

Therefore, *I* is of the first person, because it is used instead of the name of the person speaking.

You is of the second person, because it is used instead of the name of the person spoken to.

They is of the third person, because it is used instead of the names of the persons or things spoken of.

2. POSSESSIVE PRONOUNS are joined to nouns in the same way as adjectives, and are used instead of the possessive cases of nouns.

The chief possessive pronouns are my, thy, his, her, its, our, your, their.

3. RELATIVE PRONOUNS are used instead of the names of persons and things in the same way as Personal pronouns, but, besides this, they also join one sentence to another. Thus, That is the boy *who* broke the window. Here *who* is called a Relative Pronoun, and is the same in meaning as the words *and he*, for we might say, That is the boy *and he* (the boy) broke the window. *That is the boy* is called a sentence: *he broke the window*, is another sentence: and they are joined together by the word *and*. But *he* is used instead of the noun

boy, so that the Relative Pronoun *who* is not only used instead of the noun *boy*, but joins the two sentences together.

The Relative Pronouns are *who*, *which*, and *that*.

4. INTERROGATIVE PRONOUNS are used in asking questions.

They are—who? which? what? as, *Who* asked you? *Which* did you see? *What* have you there?

The first of these sentences means, What *person* asked you?

The second means, Which *person* or *thing* did you see?

The third means, What *thing* have you there? And, whenever you expect the answer to be a person, you must use *who* (or *whom*) in asking the question; whenever you expect the answer to be either a *person* or a *thing*, use *which*; and when you expect the answer to be a *thing*, use *what*.

5. THE COMPOUND PRONOUNS are myself, himself, themselves, my own, whoever, whatever, and similar ones.

Exercise.

State to which class of Pronouns each of the following belongs:—He, her, who, what? his own, your, it, they, my, which? that, whoever, yourself, his.

INFLEXIONS OF THE PRONOUN.

The Pronoun has changes to show NUMBER, GENDER, and CASE.

1. NUMBER.—The Plural Number is not formed from the singular, but each Pronoun has

a distinct word for the plural. Thus, the plural of I is WE; the plural of HE is THEY.

2. GENDER.—The third person singular of the Personal Pronoun, and the Relative only have any change to show Gender. Thus, in the Personal Pronoun the Masculine is HE; the Feminine SHE: and the Neuter IT.

In the Relative Pronoun the Masculine and Feminine is WHO: and the Neuter WHICH.

The following Table shows all the Inflexions of the Personal Pronouns:—

SINGULAR NUMBER.			
	NOMINATIVE.	POSSESSIVE.	OBJECTIVE.
1st Person	I	my or mine	me
2nd Person.....	Thou	thy or thine	thee
3rd Person Mas- culine.....	He	his	him
3rd Person Fe- minine	She	her or hers	her
3rd Person Neu- ter	It	its	it
3rd Person Com- mon Gender. }	One	one's	one
PLURAL NUMBER.			
1st Person	We	our or ours	us
2nd Person.....	Ye or you	your or yours	you
3rd Person.....	They	their or theirs	them

The inflexions of the Relative Pronoun are these:—

SINGULAR AND PLURAL.

Masculine and Feminine: Nominative, *who*; Possessive, *whose*; Objective, *whom*.

The Nominative and Objective Neuter, Singular and Plural, is *which*.

Exercise.

State the Number, Gender, Person, and Case of each Pronoun in the following sentences:—

1. He is my brother.
2. These pictures are mine, and those are his.
3. They went to see him at our house.
4. Which of your dogs will you give me?
5. The men whom we saw in that street are friends of mine.
6. Those flowers, which you see in the window, belong to them.
7. If her letter is sent to us, we shall return it to her.
8. The personal pronoun *you* is commonly used instead of *thou* and *thee*: *your* and *yours* instead of *thy* and *thine*.
9. Give it me, if you please.
10. We ought to forgive them.

IV.—THE VERB.

A VERB IS A WORD WHICH TELLS US WHAT ANYTHING DOES OR WHAT IS DONE TO IT.

Thus, in the sentence, *The child cries*, the word *cries*, is a verb, because it tells us what the child does: and, in the sentence, *The birds were shot*, the words *were shot*, are verbs, because they tell us what was done to the birds.

There are two classes of Verbs, namely, TRANSITIVE and INTRANSITIVE.

The person or thing which does the action is called the *Subject*: the person or thing to whom or to which the action is done is called the *Object*. In some verbs the sense is not complete unless the object is stated. Such verbs are called TRANSITIVE. Thus, if I say, *Tom struck*, the sense is not complete unless I say *what* he struck. But if I say, *Tom struck* the

table, then the sense is complete. *Table* is the Object, and *struck* is a *Transitive Verb*.

Those verbs in which the sense is complete and which, therefore, do not require any object are called **INTRANSITIVE**. Thus in the sentence, *The dog barks*, the sense is complete, and *barks* is called an *Intransitive Verb*.

Exercise.

Point out the Verbs in the following sentences, and say whether each is Transitive or Intransitive:—

1. The boy caught a bird.
2. The ship sailed on the sea.
3. Ten men crossed the river.
4. Every good boy works hard.
5. Columbus discovered America.
6. He often read the Papers.
7. The birds begin to build their nests.
8. Tom broke his slate.
9. The fire is burning brightly.
10. How many books have you bought?

INFLEXIONS OF THE VERB.

The Verb, in the English language, has very few inflexions. Instead of the Verb itself being changed, the various ideas we may have to express are represented by the addition of other words to the principal verb. The words thus added are called **AUXILIARY VERBS**. Chiefly by means of these auxiliaries, or *helping verbs*, we show the **VOICE**, **TENSE**, and **MOOD** of Verbs. Verbs are also inflected to show **NUMBER** and **PERSON**.

1. **VOICE**. If a verb shows the doing of an action by a person or thing, it is said to be in the **ACTIVE VOICE**, as *The boy whipped the*

dog. Here the verb *whipped* shows what action the boy did: and it is, therefore, said to be in the Active Voice. When a verb shows the suffering of an action by some person or thing, it is said to be in the PASSIVE VOICE. Thus, in the sentence, *The dog was whipped by the boy*, the verb *was whipped* shows what action the dog suffered, and is therefore said to be in the Passive Voice.

2. NUMBER AND PERSON.—The verb must always be of the same number and person as its subject. Thus, in the sentence *They walk*, the verb *walk* is of the third person, plural number, because the pronoun *they* is of the third person, plural number. In the sentence *I walk*, the verb *walk* is of the first person, singular number, because the pronoun *I* is of the first person, singular number.

3. TENSE.—Tense means *time*.

There are three tenses, the PAST, the PRESENT, and the FUTURE.

If a Verb shows the doing of an action at some time gone by, it is in the *Past Tense*.

If it shows that the action is being done *now*—at the *present* time—it is in the *Present Tense*.

If it shows that the action will be done at some time to come, it is in the *Future Tense*.

Thus:—

The horse *kicked* is Past Tense.

” ” *kicks* is Present Tense

” ” *will kick* is Future Tense.

4. MOOD is the change which takes place in a verb to show whether a fact or a condition is

stated, or whether a command is given. When a Verb is used merely as *the name of an action* it is in the Infinitive Mood.

There are *four Moods*, namely, the INDICATIVE, the SUBJUNCTIVE, the IMPERATIVE, the INFINITIVE.

When a verb simply states a fact, it is in the Indicative Mood, as *He sings*. *Sings* is in the Indicative Mood.

When a condition is expressed, the verb is in the Subjunctive Mood, as *If I sing*. *Sing* is in the Subjunctive Mood.

When a command is expressed by the Verb, it is in the Imperative Mood, as *Sing*.

When a verb does not express any particulars of *Time*, *Number*, or *Person*, but simply shows the doing of an action, it is in the Infinitive Mood, as *Tom tries to sing*. *Sing* is in the Infinitive Mood. The preposition *to* often comes before the Infinitive Mood, but not always.

PARTICIPLES.

A PARTICIPLE is really an Adjective formed from a Verb.

There are *two* participles, namely, the PRESENT and the PAST.

The present participle always ends in *ing*; as *walking*, *speaking*, *flying*.

The Past Participle is formed by adding *d* or *ed* to the Infinitive Mood of most Verbs, as:—

Infinitive Mood.

walk
talk
march

Past Participle.

walked
talked
marched

Other Verbs form the Past Participle in a different way, as :—

<i>Infinitive Mood.</i>	<i>Past Participle.</i>
speak	spoken
fly	flown
sing	sung

REGULAR AND IRREGULAR VERBS.

Verbs are either REGULAR or IRREGULAR.

If the Past Tense and Past Participle of a Verb are formed by adding *d* or *ed* to the Infinitive Mood, the Verb is called *Regular*. If the Past Tense and Past Participle are formed in any other way, the Verb is *Irregular*. Thus, TALK is the Infinitive Mood; TALKED is the Past Tense : and TALKED is the Past Participle. The Past Tense and Past Participle are formed by adding *ed* to the Infinitive Mood : therefore, *talk* is a *Regular* verb.

Again, SING is the Infinitive Mood : but SANG is the Past Tense, and SUNG is the Past Participle. Now these words *sang* and *sung* are not formed by adding *d* or *ed* to the Infinitive Mood, therefore *sing* is an *Irregular Verb*.

Some Irregular Verbs are the same in the Present Tense, the Past Tense, and the Past Participle ; others are the same in *two* of these ; others have a different word for each. The following lists contain a few examples of each class :—

1.—ALL ALIKE.

<i>Present Tense</i>	<i>Past Tense</i>	<i>Past Participle.</i>
burst	burst	burst
cast	cast	cast
cost	cost	cost
hit	hit	hit
let	let	let
put	put	put

II.—TWO ALIKE.

<i>Present Tense.</i>	<i>Past Tense.</i>	<i>Past Participle.</i>
catch	caught	caught
come	came	come
creep	crept	crept
fight	fought	fought
find	found	found
hear	heard	heard
keep	kept	kept
run	ran	run
sell	sold	sold
sleep	slept	slept

III.—THE THREE DIFFERENT.

break	broke	broken
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
freeze	froze	frozen
know	knew	known
slay	slew	slain
spring	sprang	sprung
thrive	throve	thriven
write	wrote	written

The various numbers, persons, tenses, and moods of a *Regular Verb*, Active Voice, are shown in the following CONJUGATION :—

INFINITIVE MOOD.

To work.

INDICATIVE MOOD.

PRESENT TENSE.

*Singular.**Plural.*

1st Person. I work

1st Person. We work

2nd Person. Thou workest

2nd Person. Ye or you work

3rd Person. He works

3rd Person. They work

PAST TENSE.

*Singular.**Plural.*

1. I worked

1. We worked

2. Thou workedst

2. Ye or you worked

3. He worked

3. They worked

FUTURE TENSE.

*Singular.**Plural.*

- | | |
|----------------------------|---------------------------------|
| 1. I shall or will work | 1. We shall or will work |
| 2. Thou shalt or wilt work | 2. Ye or you shall or will work |
| 3. He shall or will work | 3. They shall or will work |

SUBJUNCTIVE MOOD.

PRESENT TENSE.

*Singular.**Plural.*

- | | |
|-----------------|----------------------|
| 1. If I work | 1. If we work |
| 2. If thou work | 2. If ye or you work |
| 3. If he work | 3. If they work |

(*Note.*—The Mood which follows *if, though, unless,* and similar words is called the Subjunctive.)

IMPERATIVE MOOD.

*Singular.**Plural.*

- | | |
|----------------|---------------|
| 2. Work (thou) | 2. Work (you) |
|----------------|---------------|

PARTICIPLES.

*Present.**Past.*

Working

Worked

(In the 2nd Person Plural the Pronoun *you* is commonly used instead of *ye*.)

The following shows the conjugation of an *Irregular Verb* :—

INFINITIVE MOOD.

To break.

INDICATIVE MOOD.

PRESENT TENSE.

*Singular.**Plural.*

- | | |
|------------------|---------------|
| 1. I break | 1. We break |
| 2. Thou breakest | 2. You break |
| 3. He breaks | 3. They break |

PAST TENSE.

*Singular.**Plural.*

- | | |
|-----------------|---------------|
| 1. I broke | 1. We broke |
| 2. Thou brokest | 2. You broke |
| 3. He broke. | 3. They broke |

FUTURE TENSE.

*Singular.**Plural.*

- | | |
|-----------------------------|-----------------------------|
| 1. I shall or will break | 1. We shall or will break |
| 2. Thou shalt or wilt break | 2. You shall or will break |
| 3. He shall or will break | 3. They shall or will break |

SUBJUNCTIVE MOOD.

PRESENT TENSE.

*Singular.**Plural.*

- | | |
|------------------|------------------|
| 1. If I break | 1. If we break |
| 2. If thou break | 2. If you break |
| 3. If he break | 3. If they break |

IMPERATIVE MOOD.

*Singular.**Plural.*

- | | |
|-----------------|----------------|
| 2. Break (thou) | 2. Break (you) |
|-----------------|----------------|

PARTICIPLES.

*Present.**Past.*

Breaking

Broken

CONJUGATION OF THE VERB *To be.*

INFINITIVE MOOD.

To be.

INDICATIVE MOOD.

PRESENT TENSE.

*Singular.**Plural.*

- | | |
|-------------|-------------|
| 1. I am | 1. We are |
| 2. Thou art | 2. You are |
| 3. He is | 3. They are |

PAST TENSE.

*Singular.**Plural.*

- | | |
|--------------|--------------|
| 1. I was | 1. We were |
| 2. Thou wast | 2. You were |
| 3. He was | 3. They were |

FUTURE TENSE.

*Singular.**Plural.*

- | | |
|--------------------------|--------------------------|
| 1. I shall or will be | 1. We shall or will be |
| 2. Thou shalt or wilt be | 2. You shall or will be |
| 3. He shall or will be | 3. They shall or will be |

SUBJUNCTIVE MOOD.

PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. If I be	1. If we be
2. If thou be	2. If you be
3. If he be	3. If they be

PAST TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. If I were	1. If we were
2. If thou wert	2. If you were
3. If he were	3. If they were

IMPERATIVE MOOD.

<i>Singular.</i>	<i>Plural.</i>
2. Be (thou)	2. Be (you)

PARTICIPLES.

<i>Present.</i>	<i>Past.</i>
Being	Been

CONJUGATION OF THE VERB *To Have.*

INFINITIVE MOOD.

To Have.

INDICATIVE MOOD.

PRESENT TENSE.

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

PAST TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I had	1. We had
2. Thou hadst	2. You had
3. He had	3. They had

FUTURE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I shall or will have	1. We shall or will have
2. Thou shalt or wilt have	2. You shall or will have
3. He shall or will have	3. They shall or will have

SUBJUNCTIVE MOOD.

PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. If I have	1. If we have
2. If thou have	2. If you have
3. If he have	3. If they have

IMPERATIVE MOOD.

<i>Singular.</i>	<i>Plural.</i>
Have (thou)	Have (you)

PARTICIPLES.

<i>Present.</i>	<i>Past.</i>
Having	Had

CONJUGATION OF A VERB IN THE *PASSIVE VOICE*.

To conjugate a Verb in the passive voice, take the Past Participle of an active Verb and put before it the various parts of the Verb *to be*.

PASSIVE CONJUGATION OF THE VERB *to Love*.

INFINITIVE MOOD.

To be loved

INDICATIVE MOOD.

PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I am loved	1. We are loved
2. Thou art loved	2. You are loved
3. He is loved	3. They are loved

PAST TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I was loved	1. We were loved
2. Thou wast loved	2. You were loved
3. He was loved	3. They were loved

FUTURE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I shall or will be loved	1. We shall or will be loved
2. Thou shalt or wilt be loved	2. You shall or will be loved
3. He shall or will be loved	3. They shall or will be loved

SUBJUNCTIVE MOOD.

PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. If I be loved	1. If we be loved
2. If thou be loved	2. If you be loved
3. If he be loved	3. If they be loved

PAST TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. If I were loved	1. If we were loved
2. If thou wert loved	2. If you were loved
3. If he were loved	3. If they were loved

IMPERATIVE MOOD.

<i>Singular.</i>	<i>Plural.</i>
2. Be thou loved	2. Be you loved

PARTICIPLES.

<i>Present</i>	<i>Past.</i>
Being loved	Been loved

Exercise 1.

Conjugate in the Active and Passive Voices the following Verbs—learn, prepare, instruct, praise, amuse.

Exercise 2.

Point out every Verb in the following sentences, and say of what Voice, Mood, Tense, Number, and Person each is : say, also, whether each is Regular or Irregular.

1. I went to town.
2. The horse broke his harness.
3. I shall go to see the mountain.
4. The house will be built in two months.
5. The castle was destroyed by fire.
6. You shall ride to church.
7. He can lift that large stone.
8. Go to the Post-office, and inquire for my letters.
9. If you receive the book, take care of it.
10. He determined to make the best use of his time.
11. The ship was wrecked ; but the captain will be rewarded for his bravery.
12. If the Sergeant says, Present, Make ready, Fire ! I shall be prepared to obey him.

V.—THE ADVERB.

AN ADVERB IS A WORD WHICH IS ADDED TO A VERB to show—

1. The TIME when an action is done.
2. The PLACE where it is done.
3. The MANNER in which it is done.

Thus, in the sentence, The horse was bought *yesterday*, the word *yesterday* is an Adverb, because it tells us the time when the horse was bought. In the sentence, We were playing *here*, the word *here* is an Adverb, because it tells us the place where we were playing. In the sentence, That dog barks *loudly*, the word *loudly* is an Adverb, because it tells us in what manner the dog barks.

An Adverb is also joined to an *adjective* or *another Adverb*. Thus, when we say, That flower is *exceedingly* pretty, the word *exceedingly* is an Adverb, and it is joined to the adjective pretty. In the sentence, The black horse runs *very* swiftly, the word *very* is an Adverb, and it is joined to another Adverb, *swiftly*.

Adverbs may be divided into THREE CLASSES.

1. Those which show TIME.
2. " " " PLACE.
3. " " " MANNER.

There are other classes, but these are the principal.

Now, then, when, to-day, &c., are Adverbs of Time.

Here, there, where, yonder, &c., are Adverbs of Place.

Brightly, well, smoothly, truly, bravely, &c., are Adverbs of Manner.

Yes, no, not, perhaps, certainly, very, &c., are also Adverbs.

INFLEXIONS OF THE ADVERB.

Adverbs are inflected to show *degrees of Comparison*. Thus :—

Positive.—Soon.

Comparative.—Soon-er.

Superlative.—Soon-est.

The Adverb *soon* is compared in the same manner as an Adjective. Some Adverbs are, like Adjectives, also compared by putting *more* before the Positive to form the Comparative, and *most* before the Positive to form the Superlative. Thus :—

Positive.—Wisely.

Comparative.—*More* wisely.

Superlative.—*Most* wisely.

The Adverbs *much* and *well* are thus compared :—

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
much	more	most
well	better	best

Exercise.

Write down the Adverbs in the following sentences, and state to what part of speech each is joined :—

1. The moon shone brightly.
2. The horse kicked violently.
3. We then suddenly turned the corner.
4. They were completely flooded yesterday.
5. There are the fields, and yonder are the mountains.

6. Will you come now? No, I cannot.
7. Then came the Queen very beautifully dressed.
8. The poor man felt his loss deeply.
9. He returned immediately, but he was very tired.
10. At last our horse, nearly exhausted, went slowly up the hill.

VI.—THE PREPOSITION.

A PREPOSITION IS A WORD WHICH SHOWS THE RELATION OF A NOUN OR PRONOUN TO SOME OTHER WORD IN THE SENTENCE, as, The horse is *in* the stable. In this sentence the word *in* is a preposition.

Generally, a Preposition shows the *place* which one noun occupies with respect to another. Thus, in the sentence, The book is *on* the table, the word *on* is a Preposition, and it shows the place the noun *book* occupies with respect to the noun *table*.

Prepositions may be divided into *two classes*, namely—

1. Those showing relations of PLACE.
2. Those showing relations of TIME.

The Prepositions showing relations of PLACE—the most numerous class—are: *in, on, at, from, up, near, above, beyond, into, to, &c.*

The Prepositions showing relations of TIME are,—*During, pending, since, till, until.*

Many Prepositions of *place* are used also to show relations of *time*. Thus we say, The church is *on* the hill, where *on* is a preposition showing *place*: and we also say, He came *on* Monday, where the preposition *on* shows a relation of time.

Exercise.

Write out the Prepositions in the following sentences:

1. There were many people at the pic-nic.
2. The men returned by the coach.
3. The fruit is in the basket.
4. The opossum ran up the tree.
5. Tom fell against the fence.
6. I shall remain here until Thursday.
7. The horse was taken to the stable.
8. Three boys slipped into the pond.
9. The chair is before the fire.
10. Hang the picture over the door.

VII.—THE CONJUNCTION.

A CONJUNCTION IS A WORD WHICH JOINS WORDS AND SENTENCES TOGETHER. Thus in the sentence, Three and two are five, the words *three* and *two* are joined together by the word *and*, which is, therefore, called a Conjunction. And, in the sentences, The man rode, but the boy walked—the first sentence, *The man rode*, is joined to the second sentence, *The boy walked*, by the word *but*, which is, therefore, called a Conjunction.

The following are the most common Conjunctions:—and, but, also, either, or, neither, nor, yet, as, however, therefore.

Exercise.

Point out the Conjunctions in the following sentences, and say whether they join words or sentences:—

1. Mary has gone to school and Tom is going.
2. The black and white dog stole the beef.
3. The ship was wrecked, but the passengers and crew were saved.
4. He will be here in half-an-hour, or I shall send for him.

5. He is good, therefore he is happy.
6. The women and children were sent out of the town, but the men were not allowed to leave.
7. He will either find the book or pay the value of it.
8. They returned the basket and also the fruit.
9. Though he was there, yet he did not see them.
10. She will neither go herself, nor let any one else.

VIII.—THE INTERJECTION.

AN INTERJECTION IS A WORD BY WHICH WE EXPRESS THE SUDDEN FEELING OF PLEASURE, PAIN, SURPRISE, &C.

The following are the chief Interjections:—

1. *Sudden Joy*.—Hurrah!
2. *Sudden Sorrow or Pain*.—Oh! Ah! Alas!
3. *Sudden Surprise*.—Ha! Heigh!
4. *Sudden Displeasure*.—Pooh! Fie!

PARSING.

In parsing, give the particulars of each Part of Speech as shown in the following Table:—

1. NOUN.—State (1)—Whether it is Proper, Common or Abstract.
 State (2)—Whether it is Singular or Plural Number.
 State (3)—Whether it is Masculine, Feminine, or Neuter Gender.
2. ADJECTIVE.—State (1)—Whether of Quality, Quantity, or Distinction.
 State (2)—The Degree of Comparison (Positive, Comparative, or Superlative).
 State (3)—The Noun to which it belongs.

3. **PRONOUN.**—State (1)—Whether it is a Personal, Possessive, Relative, Interrogative, or Compound Pronoun.
 State (2)—Whether it is of the First, Second, or Third Person.
 State (3)—Whether it is Singular or Plural Number.
 State (4)—Whether it is Masculine, Feminine, or Neuter Gender.
4. **VERB.**—State (1)—Whether it is Regular or Irregular.
 State (2)—Whether it is Transitive or Intransitive.
 State (3)—Whether it is Indicative, Subjunctive, Imperative, or Infinitive Mood.
 State (4)—Whether it is Past, Present, or Future Tense.
 State (5)—Whether it is Active or Passive Voice.
 State (6)—Whether it is first, second, or third person.
 State (7)—Whether it is Singular or Plural. } And why.
5. **ADVERB.**—State (1)—Whether it shows Time, Place, or Manner.
 State (2)—Whether it is joined to a Verb, Adjective, or Adverb.
6. **PREPOSITION.**—Between what words it shows a relation.
7. **CONJUNCTION.**—What words or sentences it joins together.
8. **INTERJECTION.**—What kind.

EXAMPLE OF PARSING.

PARSE:—“*This boy is lazy, and, alas! he is often punished for his idleness.*”

This.....An Adjective of Distinction, distinguishing the Noun *boy*.

boyNoun, Common, Singular Number, Masculine Gender.

isVerb. Irregular, Neuter, Indicative Mood, Present Tense, 3rd person, Singular Number, agreeing with its subject *boy*.

lazyAdjective of Quality, Positive degree, qualifying the noun *boy*.

andA Conjunction, joining the sentence “*This boy is lazy,*” to the sentence “*he is often punished for his idleness.*”

alas!.....An Interjection expressing sorrow.

heA Personal Pronoun, 3rd person, Singular Number, Masculine Gender.

is An Auxiliary Verb showing Passive Voice.

often.....An Adverb of Time, joined to the verb “*is punished.*”

punished Past Participle of the verb “*to punish*”

*is pun-
ished* } Verb. Regular, Transitive, Passive Voice,
Indicative Mood, Present Tense, 3rd Person
Singular Number, agreeing with its subject
he.

forA Preposition governing *idleness* in the Objective Case.

hisPronoun, Possessive. 3rd Person, Singular Number, Masculine Gender, attributive to *idleness*.

idleness...Noun, Abstract, Singular Number, Neuter Gender.

EXERCISES.

EXERCISES ON THE NOUN.

EXERCISE 1.

Arrange in separate lists the *Proper*, *Common*, and *Abstract* Nouns in the following :—

Heir, air, Stawell, stall, Ayr, time, thyme, Cork, cork, joy, celerity, Sydney, Yarra, play, hall, awl, Mount Elephant, elephant, sleep, industry, Victoria, arrow, sorrow, roe, Tasmania, solidity, Ellen, length, Mount William, horse.

EXERCISE 2.

Arrange in separate lists those Nouns which are in the *singular*, and those which are in the *plural*, in the following :—

Day, bellows, hairs, hare's, pence, ox, potatoes, boy's, John, loss, churches, day's, eyes, arms, alms, news, cavalry, trees, lees, studies.

EXERCISE 3.

Arrange in separate lists those Nouns which are *masculine*, and those which are *feminine*, in the following ; also arrange in separate lists those which are *common* and those which are *neuter* :—

Book, William, abbess, sovereign, Horse, fear, cow, servant, cart, cousin, dog, Edward, Jane, child, spade, sea, lord, maid, love, king, gander, baby, mountain, hen, niece, uncle, author, plant, copy, heroine, boy, queen, lioness, bird, parent, infant, pier, deer, steer, vixen.

EXERCISE 4.

Write down in separate lists ten proper, ten common, and ten abstract Nouns.

EXERCISE 5.

Write down in separate lists ten Nouns in the singular number, and ten in the plural.

EXERCISE 6.

Write down in separate lists ten Nouns of the masculine gender, ten of the feminine gender, ten of common gender, and ten of the neuter.

EXERCISES ON THE ADJECTIVE.

EXERCISE 7.

Arrange in separate lists those Adjectives which denote Quality, those which denote Quantity, and those which denote Distinction, in the following :—

A, black, nine, an, opaque, fifty, hard, eighth, many, thick, this, deep, some, each, sharp, these, another, none, green, all, first, hot, wise, those, every, arduous, magnificent, that, far, evil.

EXERCISE 8.

State whether the following adjectives are in the positive, comparative, or superlative degree :—

Pretty, biggest, farther, slow, holy, richest, bad, stupid, most wicked, last, much, happiest, whiter, most, respectful, superior, tall, fresher, excellent, grandest.

EXERCISE 9.

In the following sentences point out the Adjectives and say to what Noun each is added :—

1. The carpenter mended the broken chair.
2. This morning those beautiful mountains were covered with a thick mist.
3. Great talkers are very often not great thinkers.
4. The bravest generals were at the head of that immense army.
5. It is said the Persian Xerxes led the largest army ever collected together.
6. Our best friends are not those who always praise us.
7. Hot winds are often disagreeable.
8. At the great battle of Agincourt, between the English and French, in the reign of Henry the Fifth, the loss on the side of the English is said to have been only 40.
9. The rich do not suffer so much as the poor, but the richest people are not always the happiest.
10. That man brought these twelve oranges for my little brothers.
11. Columbus discovered America in the year 1492.
12. Much mischief is often done by thoughtless boys.
13. The lovely girl descended the steep bank, and crossed the broad river by the narrow bridge.

14. I met a little cottage girl,
 She was eight years old, she said :
 Her hair was thick, with many a curl,
 That clustered round her head.

EXERCISES ON THE PRONOUN.

EXERCISE 10.

Write down five Personal, five Possessive, three Interrogative, two Relative, and five Compound Pronouns.

EXERCISE 11.

Point out the Personal and Relative Pronouns in the following sentences, and state the number and gender of each :—

1. Can you tell me how he came ?
2. William gave me half your money.
3. The man of whom you speak has returned.
4. Will she lead them to her father's house ?
5. The boy who came yesterday is gone.
6. "Them that honour me I will honour."
7. My uncle has written to me.
8. He who is diligent is wise.
9. The letters which you brought me are here.
10. Did your brother buy the horse that he saw at the fair ?
11. They will return it to-morrow.
12. How often have I told him not to associate with wicked companions !

EXERCISE 12.

In the following sentences say which are the Interrogative Pronouns :—

1. What o'clock is it ?
2. Who killed the cat ?
3. Which horse won ?
4. What do you say ?
5. Who spoke ?
6. Which do you mean ?
7. What answer did you give ?

EXERCISE 13.

Of what person and case is each of the following Pronouns :—We, it, ye, you, he, they, I, she, them, hers, my, her, its, their, thou, your, thee, our, him, us, mine, one's, thy, thine.

EXERCISES ON THE VERB.

EXERCISE 14.

Write down ten Regular and ten Irregular Verbs, and say which are Transitive and which are Intransitive.

EXERCISE 15.

Point out the Verbs in the following sentences, and say whether the action is Past, Present, or Future :—

1. The dog barks.
2. The ship sailed.
3. He will come.
4. I am writing a letter.
5. I stood on the bridge at midnight.
6. He will leave town early on Monday.
7. We are told that Cæsar was killed by Brutus.
8. The birds build their nests in spring.
9. Little Bo-Peep has lost her sheep,
And doesn't know where to find them ;
Leave 'em alone, and they'll come home,
And bring their tails behind them.
10. When I was in town I saw the ship that will sail for London next week.
11. The house was destroyed by fire.
12. " Will you walk into my parlour ? " said the Spider to the Fly,
" 'Tis the prettiest little parlour that ever you did spy."

EXERCISE 16.

The Verbs in the following sentences are in the Present Tense : write out the sentences, and put each Verb in the Past and Future Tenses :—

1. The moon shines brightly.
2. We are walking home.
3. Tom receives a birthday present every year from his aunt.
4. He is good, and every one respects him.
5. We are often amused with his stories.
6. Is your brother at home ?
7. That dog growls and snarls, but he does not bite.

8. These girls waste their time and therefore they make no progress.

9. Many foolish boys think lessons are very stupid things.

10. The servant opens the door, sweeps the room and returns to the garden.

11. The dog kills the rat.

12. Have you any marbles? No; I have not.

EXERCISE 17.

Rule your slate or Exercise Book in this manner :—

Verb.	Regular or Irreg'lar	Trans. or Intrans.	Mood.	Tense.	Voice.	Person.	Number

Write down (one by one) the Verbs in the following sentences, in the first column of the above form, and give the other particulars required :—

- The messenger who came, brought a letter for me.
- Harry will play, when he has finished his lesson.
- How doth the little busy bee
Improve each shining hour!
And gather honey all the day,
From every opening flower.
- We expect to see you in a few days.
- Take care that you act honestly always.
- The shades of night were falling fast,
As through an Alpine village passed
A youth,
- When I see your father, I will tell him you intend to return next week.
- Some people are never satisfied.
- If I go to town, I will buy some toys for the children.
- Bring me the newspaper which is on the table, and show me the account of which you were speaking.
- Unless you are industrious you cannot succeed.

12. The Sun stepped down from his golden throne,
 And lay in the silent sea,
 And the Lily had folded her satin leaves,
 For a sleepy thing is she ;
 What is the Lily dreaming of ?
 Why crisp the waters blue ?
 See, see, she is lifting her varnished lid !
 Her white leaves are glistening through !

EXERCISE 18.

Make lists of ten Verbs in the Past Tense, ten in the Present Tense, and ten in the Future Tense.

EXERCISE 19.

Write down the Past Tense and Past Participle of each of the following Verbs :—

Catch, cast, write, sleep, hit, creep, drive, run, put, cost, draw, come, find, spring, hear, know, let, thrive, freeze, sell.

EXERCISES ON THE ADVERB.

EXERCISE 20.

Write down in separate columns the Adverbs of *Time*, *Place*, and *Manner* in the following :—

Now, here, brightly, well, frequently, yes, quickly, often, thence, early, better, where, wisely, when, yesterday, carefully, soon, seldom, properly, then.

EXERCISE 21.

Supply Adverbs in the following Exercise and say to what part of Speech each is joined :—

1. Does not that bird sing — ?
2. These apples are — sour.
3. These maps are — drawn.
4. He returned home — .
5. He brought me ten — beautiful photographs.
6. His brother is — esteemed by all who know him.
7. — few horses can run — — as this one.
8. He asked me — I managed to lift such a heavy weight ?
9. Tom is the — industrious boy in the school.
10. Can you tell me — these — beautiful puzzles are made ?

EXERCISE 22.

Distinguish between Adverbs and Adjectives in the following sentences:—

1. He worked very hard all his life.
2. The lesson was harder than usual.
3. Arthur's brother is the least boy in the school ; and he is the least diligent.
4. This is the worst time of the year for walking.
5. He writes worse than any boy in his class.
6. We are not much surprised at his conduct.
7. He has not much money.
8. It was a just decision, but after all, it was just what we expected.
9. He can write much better than that if he chooses.
10. This picture is better than that.

EXERCISE 23.

Point out the adverbs in Exercises 16 and 17, and state of each whether it is an Adverb of Time, Place, or Manner.

EXERCISES ON THE PREPOSITION.

EXERCISE 24.

Write down fifteen Prepositions, which show a relation of Place, and five which show a relation of Time.

EXERCISE 25.

Write down the Prepositions in the following sentences:—

1. The bird is in the cage.
2. The cage is on the table.
3. The table is in the room.
4. That picture used to hang over the door, but now it is upon the sideboard.
5. He came with a guard of ten men on each side of him.
6. The boy fell into the pond on Tuesday last.
7. So, turning to his horse, he said :
 "I am in haste to dine ;
 'Twas for your pleasure you came here,
 You shall go back for mine."

8. The book, which was on the chair behind the door, is under the table.

9. That puzzle is beyond my comprehension.

10. The Straits of Dover are between France and England.

11. Do not stand before me.

12. The house upon the hill was blown down on Monday by a sudden gust of wind.

EXERCISE 26.

Supply Prepositions to show a relation between the following words :—

1. Harry came — the fence.
2. He put the book — the shelf.
3. The door was opened — the servant.
4. My uncle returned — Tasmania — Tuesday.
5. He rode — the path — the mountains.
6. Go — your business.
7. Ships sail — the ocean.
8. You can go to play — school.
9. No one could say anything — it.
10. Open that box — this key.
11. His honour is — suspicion.
12. When Israel, — the Lord beloved,
 Out — the land — bondage came.
 Her father's God — her moved,
 An awful guide, — smoke and flame.
 — day, — the astonished lands
 The cloudy pillar glided slow.

EXERCISES ON THE CONJUNCTION.

EXERCISE 27.

Point out the Conjunctions in the following Sentences, and say whether they join words or sentences :—

1. John and James are brothers.
2. He is clever, but he is idle.
3. Blue and yellow make green.
4. He must either do it or be punished.
5. A, B, and C, form a triangle.
6. Two and two are four.
7. Tom is not so clever as his sister.

PART II.
THE
ANALYSIS OF SENTENCES

ANALYSIS OF SENTENCES.

WHEN we say or write what we think about anything, that which we say or write is called a SENTENCE. So that before there can be a sentence we must first think about something, and then we must express (either by speaking or writing) what we think. For instance, we may think of *the sun*, and we may think that it *shines*; but these *thoughts* do not form a sentence. They become a sentence only when we put the two together and either say or write *The sun shines*.

This is the way sentences are formed, but in analysis we have not to form sentences ourselves. The sentences are formed for us, and we have to take them to pieces, as it were, and to say what thing was thought about, and what was thought respecting it. The breaking up of sentences in this way is called ANALYSIS OF SENTENCES. Here are three sentences:—

- (1.) Birds fly.
- (2.) The boy was playing.
- (3.) The pig has been killed.

(1.) In the first sentence the things spoken of are *birds*, and what is said about them is that they *fly*.

(2.) In the second sentence the thing spoken of is *the boy*, and what is said about him is that he *was playing*.

(3.) In the third sentence the thing spoken of is *the pig*, and what is said about it is that it *has been killed*.

Exercise 1.

In the following sentences say (1) what is spoken of, and (2) what is said about it :—

1. The child cries.
2. The dog barks.
3. The water is cold.
4. The man runs.
5. Pigs grunt.
6. The clock strikes.
7. Men work.
8. The money is lost.
9. George returned.
10. The box is open.

The following are the principal terms used in the Analysis of Sentences :—

- I.—PREDICATE
- II.—SUBJECT
- III.—ATTRIBUTE TO THE SUBJECT
- IV.—OBJECT
- V.—ATTRIBUTE TO THE OBJECT
- VI.—EXTENSION OF THE PREDICATE.

Each of these terms will now be explained.

I.—OF THE PREDICATE.

The Predicate is taken first, because in a sentence it is more easily found than the other parts.

THAT WHICH WE SAY OR WRITE ABOUT ANYTHING IS CALLED THE PREDICATE.

It is that part of a sentence which tells us what anything does or what is done to it. It may consist of *one* word, or of several, but there must always be a Verb in it. If the Predicate consists of one word only, then that word will be a verb: if it consists of several words there *must* be a verb amongst them. So that when you want to find the Predicate in a sentence always look for a verb. In the sentences to be analyzed in this book, what are called Simple Sentences are given. Each sentence contains only *one* verb, and it may be always picked out, and set down as the Predicate.

In the three sentences following, the Predicate consists of *one* word:—

- (1.) My uncle *gave* me a watch.
- (2.) The dog *killed* the cat.
- (3.) Little Jack Horner *sat* in a corner.

In the next three sentences the Predicate consists of several words.

- (4.) The house *will be finished* to-morrow.
- (5.) Australia *is a large island*.
- (6.) All his property *has been destroyed*.

On pages 29 and 30 in the Grammar, there is the conjugation of the verb “to be.” Remember that the verb “to be”—that is, any part of the conjugation shown on these pages—*cannot*, as a rule, form a predicate by itself. Some other word or words must be joined to it. For example:—In sentence (4) above, *will be* is

part of the verb "to be" (p. 29), and it is joined to the word "finished," the past participle of the verb to finish.

In sentence (5) part of the verb "to be"—*is*—is followed by the expression "a large island," that is, by an adjective of distinction (a), an adjective of quality (large), and a common noun (island), and all this is the predicate.

Of what does the predicate consist in sentence (6)?

Most commonly the word or words which follow the verb "to be" are nouns, adjectives, present participles, or past participles.

Remember this very carefully.

Exercise 2.

Find out the predicate in each of the following sentences, and say whether it consists of one word or more :—

1. Tom is tall.
2. Some birds' nests are eaten.
3. The ship was wrecked.
4. The powder exploded.
5. This apple is sweet.
6. The children were playing.
7. The wind blows.
8. Snow is white.
9. Henry has been punished.
10. The house will be painted.

II.—OF THE SUBJECT.

THE PERSON OF WHOM THE PREDICATE TELLS US SOMETHING IS CALLED THE SUBJECT: AND THE THING OF WHICH THE PREDICATE TELLS US SOMETHING IS CALLED THE SUBJECT.

The way to find the subject is this :—

First. Find the predicate.

Second. Having found the predicate, put the interrogative pronoun *who?* or *what?* before it, so as to form a question. The word in the sentence which gives the answer to this question will be the subject. For example, in the sentence *The girl sings*, the verb is *sings*, and this is the predicate. Now put *Who?* before the predicate *sings*, and ask yourself, “Who sings?” The answer is “the girl;” and this is the subject, and it is the subject because it is the person of whom the predicate tells us something.

Again in the sentence, *The bird was shot*,—the verb is *was shot*, and this is the predicate. Ask yourself, “What was shot?” The answer is “The bird :” and this is the subject, and it is the subject because it is the thing of which the predicate tells us something.

Ex.: Find out the subject in each of the following sentences in the same manner as above :—

- (1.) The book was torn.
- (2.) Fishes swim.
- (3.) The bridge will be repaired.
- (4.) We were walking.
- (5.) The leaves are falling.

(This exercise will be the more useful if the pupil writes out (instead of giving *viva voce*) the particulars required of each sentence as above.)

The subject of a sentence may be a single word, or it may consist of several words. If it is a single word it will most likely be a noun, or a pronoun, or an adjective. Thus, in the sentence, *The horse ran away*, the subject *horse* is a noun. In the sentence, *It was stopped by a boy*, the subject *it* is a pronoun. And in the sentence, *The good are happy*, the subject *good* is an adjective.

Exercise 3.

Point out the subject in each of the following sentences :—

1. Henry VIII. was married six times.
2. The rain came down in torrents.
3. He went home last week.
4. The wise are not always happy.
5. Books are very useful.
6. The ship will sail to-morrow.
7. It is late.
8. His uncle died yesterday.
9. They sent us a present.
10. Melbourne is the capital of Victoria.

III.—OF THE ATTRIBUTE TO THE SUBJECT.

BY AN ATTRIBUTE TO THE SUBJECT IS MEANT ANY EXPRESSION WHICH IS ADDED TO THE SUBJECT TO QUALIFY IT.

So long as it tells us any quality the subject possesses, or describes it in any way, it is an attribute. The attribute may consist of one word or of several words. For example, if we say, *A house was burnt*, the subject is *house*, and there is no expression added to describe what kind of a house it was. But, if we say, *The large house was burnt*, then the word

large describes the house, and it is called an attribute to the subject. In the same way, if we say, *The house on the hill was burnt*, the words *on the hill* tell us what house was burnt, and these words, therefore, form an attribute to the subject *house*.

Very often the attribute is an adjective; but it may be a noun, a present participle, a past participle, a noun or pronoun in the possessive case, or any number of words together which describe the subject.

Ex.: Study the following examples carefully:—

(1.) The wide river overflowed its banks: the attribute to the subject *river* is the adjective *wide*.

(2.) John, the coachman, drove us home: the attribute to the subject *John* is the noun *coachman*.

(3.) The sleeping child looks happy: the attribute to the subject *child* is the present participle *sleeping*.

(4.) The broken chair must be mended: the attribute to the subject *chair* is the past participle *broken*.

(5.) Henry's watch is a good one: the attribute to the subject *watch* is the noun in the possessive case *Henry's*.

(6.) His brother is a doctor: the attribute to the subject *brother* is the pronoun in the possessive case *His*.

(7.) The horse with the short tail and long mane kicked the boy: all the words—"with

the short tail and long mane"—form the attribute to the subject *horse*, because they describe what horse it was that kicked the boy.

(8.) So, in the sentence The officer with the sword killed the soldier, the attribute to the subject *officer* is the expression *with the sword*, because it describes what officer it was that killed the soldier.

Exercise 4.

In the following sentences point out the attributes to the subject, and say what part of speech each is :—

1. William the Conqueror died in 1087.
2. The melting snow swells the rivers.
3. Her mother sent her to school.
4. The frightened horse galloped away.
5. The beautiful scenery attracted our attention.
6. Many brave soldiers perished in the war.
7. That black dog with the white spot on his head is mine.
8. The brave officer killed his enemy with his sword.
9. There are many large and beautiful pictures in the Exhibition.
10. The old sailor, well protected from the winter's cold, and having a brave heart within him, did not fear to face the dangers before him.

IV.—OF THE OBJECT.

If the verb which forms the predicate is transitive the full meaning of the sentence will not be expressed unless the person to whom, or the thing to which the action is done, is stated. For example, if some one tells us *the cat killed*, we naturally expect something more to be said—we expect to be told *what* it killed. If we were told nothing more than *the cat killed*, we should wait, as it were, for the sentence to

be completed. Whatever word or words are added to make the sentence complete, *i.e.*, to finish it, these words are called the Object. Thus, if we say, *the cat killed the mouse*, we make the meaning of the sentence complete, and the word *mouse* is called the object or completion of the Predicate *killed*. (See "Grammar," pp. 18, 19.)

The way to find the Object is this—

First—Find the Predicate.

Second—Find the Subject.

Third—With the interrogative pronoun whom? or what? form a question with the subject and predicate. The answer to this question will be the object. For example, take the sentence: *The robber wounded the man*. The predicate is *wounded*, the subject is *robber*. Now, form a question by saying, "Whom did the robber wound?" the answer is "the man," and therefore *man* is the object. Again, in the sentence, *The boy ate the pie*, the verb *ate* is the predicate, and *boy* is the subject. Ask, "What did the boy eat?" the answer is "the pie," and therefore *pie* is the Object.

Exercise 5.

In the manner shown above, find the Object in each of the following sentences:—

1. Brutus killed Cæsar.
2. The man shot the bird.
3. He was carrying the basket.
4. His friends blamed him.
5. John received a book from his uncle.

The parts of speech which may form the object are the same as those which may form the subject (see page 56), viz. : Noun, pronoun, and adjective.

V.—OF THE ATTRIBUTE TO THE OBJECT.

What has been said of the attribute to the subject may be said of the attribute to the object. (See page 57.) As the object may consist of the same parts of speech as the subject, it may be qualified or described in a similar manner. Hence, you will find the attributes to the object by the same means which are used to find the attributes to the subject. After having found the object, set down any word or words which describe it as attributes to it.

Exercise 6.

Find attributes to the objects in the following sentences :—

1. Tom bought a beautiful picture.
2. The miner discovered a rich gold mine.
3. He built a large, handsome house, with two fine towers, near the side of the river.
4. The cat scratched the poor little child.
5. They purchased six large gilt edged books, bound in morocco.
6. The soldiers destroyed the greater part of the town.
7. Henry the Fifth gained a most complete victory over the French.
8. The grocer sold five pounds of tea, six pounds of sugar, and three bags of flour.
9. My father reads all the news of interest every day.
10. Henry always writes long and interesting letters to his mother.

VI.—OF THE EXTENSION OF THE PREDICATE.

An intransitive verb does not require any object,—a transitive verb does: but, whether an object is stated or not, certain particulars respecting the TIME when the action is done, the PLACE where it is done, the MANNER in which it is done, or the thing (INSTRUMENT) with which it is done may be given. These particulars form the extension of the predicate. There are other kinds of extensions, but these four—Time, Place, Manner, and Instrument—are the most common. The extensions will generally consist of adverbs, or of expressions which are equivalent to adverbs. For example, if we say, *The horse goes slowly*, the word *slowly* tells us the *manner* in which the horse goes, and it is an adverb. And, if we say, *The horse goes at a very slow pace*, the expression *at a very slow pace* also tells us the *manner* in which the horse goes, and is equivalent to an adverb. Hence the word *slowly* in the first sentence, and the expression *at a very slow pace* in the second, are called extensions of the predicate; and they are called extensions of the predicate because they show in what manner the action was done.

Notice the following examples carefully:—

(1.) The ship will sail on Monday. Here the predicate is *will sail*, and the expression *on Monday* shows the time when the ship will sail. It is, therefore, called an extension of the predicate, showing Time.

(2.) The child is sleeping in its cot. The predicate is *is sleeping*, and the expression *in its cot* shows where the child is sleeping. It is, therefore, called an extension of the predicate, showing Place.

(3.) The boy stood on one leg. The expression *on one leg* shows the manner in which the boy was standing, and it is therefore an extension of the predicate, showing Manner.

(4.) He caught the fish with a hook. Here the expression *with a hook* shows the instrument with which the fish was caught. It is, therefore, an extension of the predicate, showing Instrument.

Care must in some cases be taken to find out whether an expression forms an attribute to the subject or object, or whether it is an extension of the predicate. There is no difficulty with extensions of *Time* and *Place*; but there is a difficulty occasionally with those of *Manner* and *Instrument*.

For example:—

“Robed in the sable garb of woe,
With haggard eyes, the poet stood.”

The predicate is *stood*, and the expression “Robed . . . eyes,” does not describe the manner in which the poet stood, but it describes the appearance of the poet himself. It is, therefore, not an extension of the predicate, but an attribute to the subject *poet*.

Again, when we say, The boy with the stick stole the apples: the expression *with the stick*

points out which particular boy we mean, and does not tell us the thing or instrument with which he did the action of stealing. It is, therefore, an attribute to the subject *boy*. But if we say, The boy killed the snake with the stick, then the same expression *with the stick* does not describe the subject *boy*, but it tells us the instrument with which the boy did the action of killing. It is, therefore, an extension of the predicate, showing Instrument. Some examples of this kind must be thoughtfully analyzed.

Exercise 7.

Point out the extension of the predicate in each of the following sentences, and say whether it shows Time, Place, Manner, or Instrument.

1. The girl took down the cobweb with a long broom. *Inst*
2. The prince arrived at 4 o'clock in the afternoon. *Time*
3. The servant put the parcel on the dining-room table. *Place*
4. Over the Alban mountains the light of morning broke. *Place*
5. The poor man was very kindly treated. *Manner*
6. And blithely young Virginia came smiling from her home. *Manner*
7. And past those dreaded axes she innocently ran. *Manner*
8. The princess received them in the evening with all the honours due to their position. *Time & Manner*
9. And plainly and more plainly
Above that glimmering line, *Manner & Place*
Now might ye see the banners
Of twelve fair cities shine.
10. I can see the pigeon with the fan-shaped tail. *Inst*

If the preceding pages have been thoroughly mastered, the learner will have no difficulty in analyzing sentences fully according to the following plan. Let the exercise book or slate be ruled thus :—

No.	Sent'nce	Subject	Attrib'te to Subject.	Pr'dic'te	Object.	Attrib'te to Object.	Extension of Predicate.

Then, beginning with the predicate, fill in particulars of each column as they occur in the sentence to be analyzed. Of course, in every sentence there may not be particulars to set down in every column. There *must* always be a subject and a predicate: there *may* not be anything more.

The way to analyze a simple sentence is this :—

1. Find the predicate.
2. Find the subject.
3. Find any words which describe the subject, and set them down as attributes to the subject.
4. Find the object.
5. Find attributes to the object.
6. Find any words which show the time, place, or manner in which the action was done, or any showing the instrument with which it was done, and set them down as extensions of the predicate.

Let the pupil study the following examples carefully, and let him give the reason why each word or phrase occupies the position it does in the analysis. Each sentence, as well as those given at the end of the book, should be analyzed in the manner shown in the appendix.

Ex. 1. "The wind blows."

Subject—The wind.

Predicate—blows.

N.B.—The attribute *the* (as also *a* or *an*) may be always taken with the subject or object.

Ex. 2. "The fat boy was pinched on the leg."

Subject—The boy.

Attribute to Subject—fat.

Predicate—was pinched.

Extension of Predicate—on the leg (place).

Ex. 3. "With weeping and with laughter, still is the story told."

Subject—The story.

Predicate—is told.

Extensions of Predicate—with weeping and with laughter (manner), still (time).

Ex. 4. "Mount Lebanon consists of a double range, Lebanon and Anti-Lebanon."

Subject—Mount Lebanon.

Predicate—consists of.

Object—a range.

Attribute to Object—double, Lebanon and Anti-Lebanon.

Ex. 5. "The officer with the sword had the command."

Subject—The officer.

Attribute to subject—with the sword.

Predicate—had.

Object—the command.

Ex. 6. "The brave officer killed the terrified soldier with his sword."

Subject—The officer.

Attribute to subject—brave.

Predicate—killed.

Object—the soldier.

Attribute to object—terrified.

Extension of predicate—with his sword
(instrument).

INTERROGATIVE SENTENCES and those in which an IMPERATIVE MOOD occurs have been, so far, purposely omitted. With a little practice they may be as easily analyzed as a simple affirmative sentence. When the sentence is put in the form of a question, the order of the words must be altered so as to make it read like an affirmative sentence: and then it may be analyzed as such. For example, in the interrogative sentence, "Do you hear him?" first change the order of the words so as to make it read "You do hear him," then the analysis will be this:—

Subject—You.

Predicate—do hear.

Object—him.

Again—

“Wherefore ride ye in such guise
Before the ranks of Rome?”

Put it into this form—Ye ride in such guise
before the ranks of Rome (wherefore?)

Subject—ye.

Predicate—ride.

Extensions of predicate—in such guise
(manner), before the ranks of Rome
(place)—Wherefore?

Exercise.

Analyze :—

1. Dost thou see the bird with the straw in his bill?
2. Did he understand me?
3. How can such a lazy boy make progress?
4. What through yonder storm of dust comes from
the Latian right?
5. Has he been missing since last Monday?

In a sentence containing a verb in the Imperative Mood, the difficulty arises from the fact that the subject is not expressed. The subject understood will be either the personal pronoun *thou*, or else *ye* or *you*. If the predicate refers to *one* person the subject will be *thou*; if to more than one it will be *ye*. For instance, in the sentence “Listen!” the subject is understood. It may be *thou* or *ye*; there is nothing to indicate which. In such cases suppose *thou* understood, and analyze the sentence as if it were “Listen thou!”—*i.e.*, “Thou listen!” where the *subject* is *thou*, and the *predicate* *listen*.

Again—"Now, boys, pull together": *ye* is understood.

Subject—*ye*.

Attribute to subject—boys.

Predicate—pull.

Extension of predicate—together.

Exercise.

Analyze the following :—

1. Send him here.
2. Now bear me well, Black Auster, into yon thick array.
3. Arrange the books in proper order.
4. Bring the newspaper from the table in the library.
5. Consider the lilies of the field.

EXERCISES.

Exercises on the Subject.

EXERCISE 1.

Point out the subject in each of the following sentences :—

1. The dog barks.
2. Henry shall go to town.
3. The birds build their nests.
4. The poor are often miserable.
5. The cold was very great.
6. Wellington commanded at Waterloo.
7. Walking is good exercise.
8. They were pleased to see us.
9. The canary sings sweetly.
10. She expected her friend on Tuesday.

EXERCISE 2.

In Exercise 1, state of what part of speech each subject is.

EXERCISE 3.

1. This ink is black. *Ink* is the subject. Why is it?
2. Sea-water is salt. *Sea-water* is the subject. Why?
3. Peter bought a rabbit. *Peter* is the subject. Why?
4. Riding on horseback is pleasant. *Riding* is the subject. Why?

EXERCISE 4.

On the Attribute to the Subject.

A.—Pick out the attributes to the subjects in the following sentences.

B.—Say of what part of speech (if it is one word) each consists.

1. The beautiful flower is drooping.
2. Charles the First, King of England, was beheaded.
3. The singing birds enliven the woods.
4. His faithful Newfoundland dog tried to rescue the drowning boy.
5. Twenty-five working-men returned by the coach.
6. The church with the high spire is ten miles from here.
7. The doctor's little boy fell down stairs.
8. Her little sick sister is very good.
9. That useful book with the green cover has been torn.
10. Now the rich stream of music winds along,
Deep, majestic, smooth, and strong.

EXERCISE 5.

On the Predicate.

Copy out the following sentences, and underline the words forming the predicate in each. (Remember what was said about the verb "to be.")

1. Snails travel very slowly.
2. He has been trying to learn his lessons.
3. Books are very useful.
4. He has been entertained by the duke.
5. The flowers in the garden are beginning to bloom.
6. They came home last night.
7. Trial by jury was not introduced by Alfred the Great.
8. Patient industry must lead to success.
9. The boys are forgetting their books.
10. Your brother will have been informed of the matter before next week.

EXERCISE 6.

Underline the predicates in Exercises 1 and 4.

EXERCISE 7.

State of what parts of speech each predicate in Ex. 5 is formed.

EXERCISE 8.

On the Object or Completion of the Predicate.

DON'T FORGET—(1) That the object must be a noun, or something equivalent to it, governed in the objective case by the transitive verb which forms the predicate.

(2) That one transitive verb may have several objects.

(3) The verb "to be" cannot have an object.

Point out the words forming the completion of the predicate in the following sentences:—

1. The hunter shot the bear.
2. Tom caught some black fish in the creek.
3. He has been home. (*Be careful.*)
4. The furious horse kicked the buggy to pieces in a few minutes.
5. We brought home seaweed, shells, stones, and sponges from the beach.
6. The butcher rang the bell very loudly.
7. Burke and Wills explored a great part of Australia.
8. The beauty of the landscape attracted our attention.
9. There are a great many volcanoes in South America. (*Be careful.*)
10. Pat Flanagan stole widow Mahoney's pig on Saturday night.

EXERCISE 9.

On the Attribute to the Object.

Write down the attributes to the objects in sentences 2, 7, 8, 9, 10, in Ex. 8.

EXERCISE 10.

Say of what parts of speech the attribute to the object is formed in the following sentences :—

1. My father has purchased 27 fat merino sheep in South Australia.

2. George has lost that valuable gold watch belonging to his aunt.

3. the Lord of War
Has curbed the fury of his car.

4. My brother is studying the 1st and 2nd Books of Euclid.

5. We have had very cold and showery weather lately.

EXERCISE 11.

On the Extension of the Predicate.

Find out all the extensions of the predicate in Exercises 8 and 9.

EXERCISE 12.

Write down the extensions of the Predicate in each of the following sentences, and say whether they show *Time, Place, Manner* or *Instrument* :—

1. The boy stood on the burning deck.

2. We received the parcel from the carrier at 3 o'clock in the afternoon.

3. The woodman cut down the tree with his axe.

4. The lady in black silk walked very leisurely along the beach for more than three hours.

5. Far from the sun and summer-gale
In thy green lap was Nature's darling laid.

6. Deep in the roaring tide he plunged to endless night.

7. By a sudden lurch of the ship the little child was thrown out of his nurse's arms into the sea.

8. The spider very kindly invited the fly into his parlour.

9. He has not yet returned from his dangerous journey.

10. The church on the hill was pulled down by the bricklayers in a few days.

(Why is "on the hill" NOT an extension?)

SIMPLE SENTENCES FOR ANALYSIS.

MISCELLANEOUS EXAMPLES.

1. The horse kicked the boy.
2. The large steamer was wrecked on the reef.
3. There are numerous islands in the Pacific.
4. The soldiers destroyed all the works of art.
5. The poor boy was drowned in the river.
6. Lord Nelson died in 1805.
7. At last he discovered the road to his house.
8. Sir Richard Arkwright was once a barber.
9. On the western coast of the county of Devon, on a very pleasant evening, a group had assembled around one of the fishermen's cottages.
10. I climbed the dark brow of the mighty Helvellyn.
11. Early in the year 1588 the invader had completed his preparations.
12. And now all was joy and happiness in the cottage.
13. The fresh'ning breeze of eve unfurled that banner's massy fold.
14. The parting beams of sunshine kissed that haughty scroll of gold.
15. Call me early, mother dear.
16. Some years ago there was a remarkable earthquake in South America.
17. Can you see the horse with a broken leg?
18. England's arms of conquest are
The trophies of her bloodless war.
19. The sea-gulls skim upon the surface of the water.

20. His keen vision and strength of wing render the eagle an object of terror.
21. Scatter flowers, fair maids.
22. We saw the soldier with a stick in his hand.
23. He killed the snake with a short stick.
24. Hail, thou goddess, sage and holy.
25. The English, cold, hungry, worn by fatigue, and wasted by severe sickness, spent a weary and anxious night.
26. The French princes, barons, and knights, planted their banners around the royal banner.
27. Other Romans shall arise,
Heedless of a soldier's name.
28. But can such wisdom and virtue be really taught at all?
29. Plato was buried among the olive trees in his own garden.
30. Thus, with the year seasons return.
31. But who can paint like Nature?
32. Within that awful volume lies
The mystery of mysteries.
33. Music's golden tongue
Flatter'd to tears this aged man and poor.
34. Lovely in death the beauteous ruin lay.
35. Who comes so fast in silence of the night?
36. The valiant knight spurred his horse over the plain.
37. He showed the man with the white hat the way to the mill.
38. The past never returns.
39. A generous friendship no cold medium knows.
40. The husbandmen are now gathering in their crops.
41. He caught the butterfly with his hat.
42. The lowing herd winds slowly o'er the lea.
43. Very often on the long winter evenings the old soldier would recount to his grandchildren the exploits of his youth.
44. The paths of glory lead but to the grave.
45. He struck down his enemy with one blow of his battle-axe.
46. The executioner, with his axe over his shoulder, then led the way to the scaffold.

47. Some mute inglorious Milton here may rest.
 48. From Helicon's harmonious springs,
 A thousand rills their mazy progress take.
 49. At all her work the village maiden sings.
 50. In the dusk of a November morning the British
 sentinels saw the gray-coated Russians close upon them
 in overwhelming numbers, bent upon forcing the lines.

REMEMBER—the Direct Object *must* be governed in the Objective Case by the Transitive Verb forming the Predicate.

Before beginning to parse or to analyze a sentence, always arrange the words in their *natural order*. Words are in their natural order when the Subject comes first, the Predicate next, and the Object next. Any qualifying expressions should be placed near the words they qualify.

In prose the words are usually arranged in natural order, but in poetry they frequently are not. For example take this line—

“She was eight years old, she said.”

When put in the natural order, this reads—

“She said she was eight years old.”

Similarly—

“Sweet to the morning traveller
 The skylark's earliest song.”

That is—

“The skylark's earliest song (is)
 Sweet to the morning traveller.”

Many of the exercises given must be first arranged in this way before they are analyzed.

NOTE.—Another kind of extension of the predicate will be found in sentence 2. In that sentence the expression, “to carry him from Athens to Megara,” is called an Extension of PURPOSE or REASON. Others will be met with in the additional Exercises.

1. John Smeaton, a great engineer, in 1759 replaced Eddystone Lighthouse by a fine tower of stone, after the destruction of the former one by fire.

2. A youth, on a hot summer's day, hired an ass to carry him from Athens to Megara.

3. Fools take to themselves the respect given to their office.
4. The modest daisy, by the shadow that it casts,
Protects the lingering dew-drop from the sun.
5. At the conclusion of weighty sentences, the preacher gave time, by a short pause, for the proper impression.
6. Did you hear the violinist with the long hair at the Town Hall last night?
7. Envy's censure, Flattery's praise
With unmoved indifference view.
8. Learn to tread life's dangerous maze,
With unerring Virtue's clue.
9. Throughout the eighteenth century Great Britain was constantly mixed up with Continental wars.
10. Twelve years ago I was a boy,
A happy boy, at Drury's.
11. They waddle in their walk like ducks.
12. Gaily the troubadour
Touched his guitar.
13. Honest labour bears a lovely face.
14. On each side they saw a harbour, with a narrow mouth, but wide within, and black ships without number high and dry upon the shore.
15. With fingers weary and worn,
With eyelids heavy and red,
A woman sat in unwomanly rags
Plying her needle and thread.
16. The passions and triumphs, hopes and fears of that period have passed away.
17. James Thomson, the poet, the son of a minister well-esteemed for his piety and diligence, was born September 7, 1700, at Ednam, in the shire of Roxburgh.
18. Noble lord and lady bright,
I have brought ye new delight.
19. Will you water the geraniums on the veranda before 5 o'clock this afternoon?
20. Goddess dear,
We implore thy powerful hand
To undo the charmed band
Of true virgin here distrest,

Through the force and through the wile
Of unblest enchanter vile.

21. Aristides, the Athenian, surnamed the "Just," was banished in the year B.C. 483.

22. In 1875 two vessels, the *Alert* and the *Discovery*, were sent out on an expedition of Arctic exploration—the object being to reach the North Pole.

23. Ruin seize thee, ruthless king !

24. With many a weary step and many a groan,
Up a high hill he heaves a huge round stone.

25. I see a hundred ships, like a flock of white swans,
far in the East.

26. Only 3,000 copies of Milton's "Paradise Lost" were sold in eleven years.

27. Along the crisped shades and bowers
Revels the spruce and jocund spring.

28. I am to have a new jacket and a white waist-coat, a pair of blue trousers and scarlet braces.

29. Sweet Auburn ! parent of the blissful hour,
Thy glades forlorn confess the tyrant's power.

30. During the reign of George III. England had to undergo the revolt of the American colonies.

31. A mother is a mother still,
The holiest thing alive.

32. In his chair
Sat a farmer, ruddy, fat, and fair.

33. Meanwhile a new claimant to the throne had appeared, styling himself Richard Plantagenet, Duke of York.

34. Do you hear the rain, Mr. Caudle ?

35. In the summer of 1066, William, Duke of Normandy, with 60,000 brave followers, set sail to invade England.

36. Through the far-resounding forest,
Through the forest vast and vacant,
Rang that cry of desolation.

37. By and by a boy stood before him, scantily attired
in the skin of a wild beast.

38. In 1840 the scheme proposed by Mr. (after Sir Rowland) Hill for the carriage of letters throughout the United Kingdom at uniform rates—now well-known as the *penny postage*—was put in practice.

39. Take heart again, brave sailors !
40. Must I leave my home and my people to wander with strangers across the sea ?
41. Dryden died May 1st, 1701, some days before Pope was twelve.
42. I know each lane and every alley green,
Dingle, and bushy dell, of this wild wood.
43. Phocion, one of the most singular and original characters in Grecian history, received the anger of the multitude with indifference, and their praises with contempt.
44. And in a hoarse, changed voice he spake, " Farewell, sweet child ! farewell."
45. The ostentatious simplicity of their dress, their sour aspect, their nasal twang, their stiff posture, their long graces, their Hebrew names, their contempt of human learning, their detestation of polite amusements, were indeed fair game for the laughers.
46. The mechanic cannot handle his hammer and his file at all times with equal dexterity.
47. The first " Union Jack," formed by blending the crosses of the patron saints of England and Scotland—St. George and St. Andrew—was made in the reign of James the first.
48. At Waterloo, the Imperial Guard, the flower of Bonaparte's army, was driven back.
49. But with the morning cool reflection came.
50. For his sake the Almighty had proclaimed His will by the pen of the evangelist and the harp of the prophet.

Remember :—

1. NEVER use a past participle instead of a past tense. Don't say, " I *done* this exercise yesterday," but " I *did* this exercise yesterday."
2. NEVER use two negatives in the same sentence. Don't say, " He hasn't *no* money," but " He hasn't *any* money."
3. NEVER use a noun and pronoun as subjects of the same verb. Don't say, " The book *it* is torn," but " The book is torn."

4. NEVER use "for" before an infinitive mood. Don't say, "He made up his mind *for* to go," but "He made up his mind to go."
5. NEVER use an intransitive verb transitively. Don't say, "He *stood* the umbrella in the hall," but "He *put* the umbrella in the hall."
6. NEVER use an adjective for an adverb. Don't say, "She sings *beautiful*," but "She sings *beautifully*."
7. NEVER use the relative pronoun "which" when "who" ought to be used. Don't say, "This is the girl *which* was so kind," but "This is the girl *who* was so kind."
8. NEVER use a past tense instead of a past participle. Don't say, "Mary has *drank* her tea," but "Mary has *drunk* her tea."
9. NEVER use "shall" when "will" ought to be used, nor "will" when "shall" ought to be used. Don't say, "It is very likely I *will* go to town to-day," but "It is very likely I *shall* go to town to-day."
10. NEVER follow "neither" by "or," but by "nor," and let the verb be singular. Don't say, "Neither he *or* his brother *were* present," but "Neither he *nor* his brother *was* present."
11. NEVER follow "different" by the word "to," but by "from." Don't say, "This is quite different *to* that," but "This is quite different *from* that."
12. NEVER follow a noun (or subject) in the singular number by a verb in the plural. Don't say, "The committee *were* unanimous," but "The committee *was* unanimous."

SENTENCES FOR CORRECTION.

LET the slate or exercise book be ruled in this way :—

No.	Sentence.	Mistakes.	Reason why each is a mistake.	Sentence written correctly.
1.	When I seen him yesterday, he said this book was different to that.	1. seen. 2. to.	1. Past tense used instead of past participle. 2. "Different" should be followed by "from," not by "to."	When I saw him yesterday, he said this book was different from that.

1. He is more wiser than his older brother.
2. I see him yesterday when he had came from the Exhibition.
3. He hasn't had no dinner, poor boy.
4. The River Nile overflows its banks on either side.
5. The steamer, it sailed right into the pier.
6. This is the reason why he done it, because he knew I didn't like it.
7. The boys went on to the Yarra for to have a row in a boat.
8. I seen it with my eyes.
9. He was waked up as he was laying on the sofa.
10. There must be a great quantity of sheep slaughtered every week.
11. After the men had drank their beer, they went home.
12. When the tailor tumbled into the water, he called out, "I will be drowned, and no man shall save me!"
Quest. : What did he mean to say?
13. After my father had gone to town, I stood his stick in the corner.
14. Did they act unconstitutional and improper in not calling Parliament together sooner?
15. Him and me went with his sister to St. Kilda.
16. If I was him, I should go to Sydney by steamer.

17. What a happy colony this would be if there wasn't no grammar to learn !

18. Was it him or her that lost the book ?

19. He's like a cat, who always falls on her feet.

20. The man which drove the coach had forgot to put on the brake.

21. Will you divide them marbles between Tom and I ?

22. I dare say he sleeps sound enough, but he certainly snores dreadful loud.

23. There are an immense number of stars in the sky.

24. When Christmas comes, we will have our holidays.

25. Only one of the boys were present when he done it.

26. Who were you speaking to when your brother went to lay down ?

27. Neither Tom or his brother were brave enough to speak the truth.

28. Either the man, the woman, or the boy must have escaped.

29. These are the people which are chosen to fill such important positions.

30. Each boy shall have a prize if they deserve it.

31. Can I go out for a walk this afternoon ?

32. His father often told him not to learn his dog to worry the cat.

33. Who was there ? There was Fred. and Jack and me, and a lot of others.

34. When will I have to go to Melbourne ?

35. He told me to take that there book away with me, and to leave this here one on the table.

36. The Board of Management meet every Thursday morning.

37. Neither King John or Richard III. were good kings.

38. Each of the pictures were said to be worth 100 guineas.

39. Who did you say you met at the railway station ?

40. That boy as plays football so well has went to a station up by the Murray.

A P P E

EXAMPLES SHOWING THE ANA

No.	Sentence.	Subject.	Attribute to Subject.
1	The frog jumps.	The frog	
2	The weather is now cold.	The weather	
3	Eternal summer gilds them yet.	Summer	eternal
4	Ring out, ye crystal spheres.	Ye	crystal spheres
5	Beside yon straggling fence the village master taught his little school.	The master	village
6	The cloud-capp'd towers, the gorgeous palaces, the solemn temples, the great globe itself, shall dissolve.	1. The towers 2. ,, palaces 3. ,, temples 4. ,, globe	1. cloud-capp'd 2. gorgeous 3. solemn 4. great itself

NDIX.

LYSIS OF SIMPLE SENTENCES.

Predicate.	Object.	Attribute to Object.	Extension of Predicate.
jumps			
is cold			now (Time)
gilds	them		yet (Time)
ring out			
taught	school	1. his 2. little	beside yon straggling fence (Place)
shall dissolve			

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6 Round Hand	14 Large, Text, Round, and Small Hand
7 Introduction to Small Hand	15 Text, Round, and Angular Hand
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