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ENGLISH GRAMMAR.

SECTION 1.

THE PARTS OF SPEECH.

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

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

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

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

I. THE NOUN.

*What does the word noun mean?*

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

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

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

PARSING.

*What is the first thing to be done in parsing?*

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

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## 1. The horse trots.

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

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

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

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

### Proper and Common Nouns.

What does the word *proper* mean?

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

What is a *proper noun*?

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

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

How do *proper nouns* always commence?

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

What does the word *common* mean?

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

What is a *common noun*?

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

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

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

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

### II. THE PRONOUN.

What does the word *pronoun* mean?

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

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

Answer. *He*.

What shall we call *he*?

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

What is a *pronoun*?

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

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

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

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

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

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

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

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

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



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

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

*Will you now repeat the pronouns you have learned?*

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

*which*

### III. THE ADJECTIVE.

*What dose the word adjective mean?*

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

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

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

*What, then, is an adjective?*

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

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

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

*How may adjectives be distinguished from other parts of speech?*

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

*An, A, and The.*

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

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

*From what is the word an derived?*

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

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

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

*From what is the word the derived?*

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

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

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

*When is An used, and when A?*

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

### IV. THE VERB.

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



*What does the word verb mean?*

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

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

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

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

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

### Transitive and Intransitive Verbs.

*What does the word transitive mean?*

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

*What is a transitive verb?*

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

*What does the word intransitive mean?*

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

*What is an intransitive verb?*

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

## V. THE ADVERB.

*What does the word adverb mean?*

ART. 34. The word *adverb* means *to a verb*.

*What is an adverb?*

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

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

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

*What is the distinction between an adjective and an adverb?*

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

*How are many adverbs formed?*

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

## VI. THE PREPOSITION.

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



What does the word preposition mean?

ART. 40. The word *preposition* means *placed before*.  
Why is the name preposition given to this part of speech?

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

Will you give a list of the principal prepositions?

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

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

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

## VII. THE CONJUNCTION.

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

'You must go and I must go,' or 'You and I must go.' Which word joins them? Answer. And.

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

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

Which is the connecting word? Answer. But.

What does the word conjunction mean?

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

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

Conjunctions.

What is a conjunction?

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

Will you give a list of the principal conjunctions?

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

## VIII. THE INTERJECTION.

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

What does the word interjection mean?

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

Why is this part of speech so called?

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

Will you give a list of the principal interjections?

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

Are other words ever used as interjections?



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

## SECTION II.

### THE PARTS OF SPEECH, THEIR PROPERTIES AND RELATIONS.

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

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

Eight, viz.

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

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

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

## I. THE NOUN.

### ITS PROPERTIES AND RELATIONS.

*What is a collective noun?*

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

*What is a sentence?*

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

*What properties belong to nouns?*

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

### PERSON.

*What is person as applied to nouns?*

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

*How many and what persons do nouns have?*

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

*When is a noun in the first person?*

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

*When is a noun in the second person?*

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



*When is a noun in the third person?*

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

#### PARSING.

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

*What is the second step in parsing?*

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

1. I, John, heard a great voice.

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

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

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

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

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

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

#### GENDER.

*What does the word gender mean?*

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

*What is gender, as applied to nouns?*

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

*How many and what genders have nouns?*

ART. 63. Nouns have *four* genders, viz., *masculine,*

*feminine, neuter, and common.*

*What does the word masculine mean?*

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

*What nouns are of the masculine gender?*

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

*What does the word feminine mean?*

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

*What nouns are of the feminine gender?*

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

*What does the word neuter mean?*

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

*What nouns are of the neuter gender?*

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

*What nouns are of the common gender?*

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

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

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

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

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

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Boy,	Girl:	Uncle,	Aunt:
Man,	Woman:	Nephew,	Niece:



King,	Queen :	Master,	Mistress :
Lad,	Lass :	Lord,	Lady :
Son,	Daughter :	Sir,	Madam :
Father,	Mother :	Friar,	Nun :
Husband,	Wife :	Gander,	Goose :
Brother,	Sister :	Wizard,	Witch.

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

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

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

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

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

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

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

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

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

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

## NUMBER.

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

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

*What is number as applied to nouns?*

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

*How many and what numbers have nouns?*

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

*What does the word singular mean?*

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

*What does the singular number denote?*

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

*What does the word plural mean?*

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

*What does the plural number denote?*

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

*How is the plural of nouns generally formed?*

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

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

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



*What is the second exception to the general rule?*

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

*What is the third exception to the general rule?*

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

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

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

*What is the fourth exception to the general rule?*

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

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

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

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

*Will you mention some other irregularities with regard to number?*

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

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

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

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

### C A S E.

*What does the word case mean?*

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

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

He is represented as *doing* something.

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

He is represented as having something done to him.

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

He is represented merely as the owner of the book.

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

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

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

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



*How many and what cases do nouns have?*

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

*Nominative Case.*

*What does the word nominative mean?*

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

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

Fulton.

*Why is he thus conspicuously named?*

Because he is the actor, or agent.

*In what case is the word Fulton?*

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

*What does the nominative case denote?*

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

*What is meant by the agent?*

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

*With what is the nominative case always connected?*

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

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

*Possessive Case.*

*What does the word possessive mean?*

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

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

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

*What does the possessive case denote?*

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

*How is the possessive case formed?*

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

*Which is the apostrophe in 'Mary's?'*

The comma before *s*.

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

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

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

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

*What is the rule for the possessive case?*

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

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

That a word *must be* in the *possessive* case in order to show its relation of *possession* to something else; as,



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

### Objective Case.

*What does the word objective mean?*

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

*What does the objective case denote?*

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

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

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

*What is a transitive verb? (See Art 31)*

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

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

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

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

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

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

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

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

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

### Independent Case.

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

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

*Why is this case called independent?*

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

### DECLENSION OF NOUNS.

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

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

*What is meant by the declension of a noun?*

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

*Decline the words man and fly.*

	Sing.	Plu.	Sing.	Plu.
Nom.	Man, Nom.	Men, Nom.	Fly, Nom.	Flies, Nom.
Poss.	Man's, Poss.	Men's, Poss.	Fly's, Poss.	Flies', Poss.
Obj.	Man, Obj.	Men, Obj.	Fly, Obj.	Flies, Obj.
Ind.	Man: Ind.	Men. Ind.	Fly: Ind.	Flies. Ind.

## II. THE PRONOUN.

### ITS PROPERTIES AND RELATIONS.

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

ART. 113. The noun for which a pronoun stands, is



called its *antecedent*.

*Why is it so called?*

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

*What properties have pronouns?*

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

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

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

*Number.* Singular and plural numbers;

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

*How many kinds of pronouns are there?*

ART. 116. Pronouns are of three kinds:

1. PERSONAL PRONOUNS.

2. RELATIVE PRONOUNS.

3. INTERROGATIVE PRONOUNS.

#### Personal Pronouns.

*What are personal pronouns?*

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

*Which are the personal pronouns?*

ART. 118. The *personal pronouns* are,

*I* for the first person;

*You* or *Thou* for the second person; and

*He*, *She*, and *It* for the third person; with their different numbers and cases.

*Why are they called personal pronouns?*

ART. 119. Because they represent the different persons by different words;

*I* representing the person speaking;

*You* or *Thou* the person spoken to, and

*He*, *She*, and *It*, the person spoken of.

*Decline I, the personal pronoun of the first person.*

ART. 120.

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

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

ART. 121.

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

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

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

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

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

ART. 123.

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



*How are the possessive and objective cases of pronouns parsed?*

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

*What other rule is there for pronouns?*

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

### Compound Personal Pronouns.

*What is a Compound Personal Pronoun?*

ART. 126. When the word *self*, or its plural *selves*, is added to a personal pronoun, it is called a *Compound Personal Pronoun*, because then it is composed, or *compounded* of two words; as, *my-self*, *her-self*, &c.

*Which are the Compound Personal Pronouns?*

ART. 127. They are *myself*, *ourselves*: *thymself*, *yourself*, *yourselves*: *himself*, *herself*, *itself*, *themselves*.

### Relative Pronouns.

*What is a relative pronoun?*

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

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

*Which are the relative pronouns?*

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

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

*Decline who and which and whoever.*

ART. 130.

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

*How is what used?*

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

*Which of the relatives is used for persons?*

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

*How are which and that used?*

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

The horse *which* I rode;

for things without life; as,

The tree *which* fell;

and for children; as,

The child *which* was sick.

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

The man *that* came,

The horse *that* I rode,

The tree *that* fell,

The child *that* was sick.

*Is that ever any other part of speech?*

ART. 134. *That* is sometimes an adjective; as, 'That man,' 'That house,' and sometimes a conjunction; as, 'I know *that* you are honest.'

### Interrogative Pronouns.



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

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

*Why are they so called?*

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

### III. THE ADJECTIVE,

#### ITS PROPERTIES AND RELATIONS.

*Why are adjectives varied?*

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

*What does the word degree mean?*

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

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

*Ans.* Three.

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

*How many and what degrees of comparison do adjectives have?*

ART. 139. Three: *positive*, as, *sweet*; *comparative*, as, *sweeter*; and *superlative*, as, *sweetest*.

*What does the word positive mean?*

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

*What does the positive degree denote?*

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

*What does the comparative degree do?*

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

*Why is it called the comparative degree?*

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

*What does the word superlative mean?*

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

*What does the superlative degree do?*

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

*How are adjectives of one syllable compared?*

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

*How are adjectives of more than one syllable compared?*

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

*Is there any other mode of comparing adjectives?*

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

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



fore 前)  
far farther furthest 遠+隔+此

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

Are all adjectives compared?

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

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

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

Which of the adjectives are sometimes called articles?

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

What is *The* called?

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

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

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

What words are called numeral adjectives?

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

What is the rule for the adjective?

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

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

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

In what other way may it be parsed?

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

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

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

#### IV. THE VERB,

##### ITS PROPERTIES AND RELATIONS.

What properties do verbs have?

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

##### PERSON AND NUMBER.

Do person and number properly belong to verbs?

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

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

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



In what person and number is the verb in the sentences:  
I love? *Ans.* Love is 1st per. sing. num., because its  
nom. *I* is.

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

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

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

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

### TENSE.

*What does the word tense mean?*

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

*What do the tenses of verbs denote?*

ART. 164. The *Tenses* of verbs denote the *time* in  
which an action or state of being is represented; as,  
'I study,' (now):

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

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

*How many and what are the principal divisions of time?*

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

*What tenses represent these divisions?*

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

The *Past Tenses*, denoting time past: and

The *Future Tenses*, denoting time to come.

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

ART. 167.

*Present.* I love.

*Pres.* I study.

*Past.* I loved.

*Past.* I studied.

*Future.* I shall or will love. *Fut.* I shall or will study.

### Present Tense.

*What does the Present Tense denote?*

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

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

ART. 169. *Sing.*

*Plu.*

1st *Person.* I love.

1. We love.

2d *Person.* You love, or thou lovest.

2. You love.

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

3. They love.

### The Past Tenses.

*What portion of time do the Past Tenses include?*

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

*How many Past Tenses may there be?*

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

*How many Past Tenses are there?*

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

#### FIRST PAST TENSE.

*What does the First Past Tense denote?*

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



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

ART. 174. *Sing.*

1st *Per.* I loved.

2d " You loved, or thou lovedst.

3d " He, she, or it loved.

*Plu.*

1. We loved.

2. You loved.

3. They loved.

#### SECOND PAST TENSE.

What does the Second Past Tense denote?

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

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

ART. 176. *Sing.*

1st *Per.* I have loved.

2d " You have loved, or thou hast loved.

3d " He, she, or it has loved.

*Plu.*

1. we have loved.

2. You have loved.

3. They have loved.

#### THIRD PAST TENSE.

What does the Third Past Tense denote?

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

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

ART. 178. *Sing.*

1st *Per.* I had loved.

2d " You had loved, or thou hadst loved.

3d " He, she, or it had loved.

*Plu.*

1. we had loved.

2. You had loved.

3. They had loved.

#### Future Tenses.

What portion of time do the Future Tenses include?

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

How many Future Tenses may there be?

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

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

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

#### FIRST FUTURE TENSE.

What does the First Future Tense denote?

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

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

ART. 183. *Sing.*

1st *Per.* I shall love.

2d " You will love, or thou wilt love.

3d " He, she, or it will love.

*Plu.*

1. We shall love.

2. You will love.

3. They will love.

#### SECOND FUTURE TENSE.

What does the Second Future Tense denote?

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

Give the 2d Future Tense of 'to love'

ART. 185. *Sing.*

1st *Per.* I shall have loved.

2d " { You will have loved, or } 2. You will have loved.

3d " { Thou wilt have loved. } 3. They will have loved.

*Plu.*

1. We shall have loved.

2. You will have loved.

3. They will have loved.

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

#### Present Tense.

*Singular.*

1st *Person.* I learn.

*Plural.*

1. We learn.



- |    |   |                                   |    |                              |
|----|---|-----------------------------------|----|------------------------------|
| 2d | " | { You learn, or<br>Thou learnest. | 2. | { You learn, or<br>Ye learn. |
| 3d | " | He learns.                        | 3. | They learn.                  |

## 1st Past Tense.

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

## 2d Past Tense.

- |    |  |    |  |
|----|--|----|--|
|    | <i>Singular.</i>                             |    | <i>Plural.</i>                             |
| 1. | I have learn'd.                              | 1. | We have learned.                           |
| 2. | { You have learn'd, or<br>Thou hast learned. | 2. | { You have learned, or<br>Ye have learned. |
| 3. | He has learned.                              | 3. | They have learned.                         |

## 3d Past Tense.

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

## 1st Future Tense.

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

## 2d Future Tense.

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

*Plural.*

1. We shall or will have learned.
2. { You shall or will have learned, or  
Ye shall or will have learned.
3. They shall or will have learned.

*MODE.*

*What does the word mode mean?*

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

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

ART. 187. The *Modes* of verbs denote the *manner* in which an action or state of being is represented; as, when we say, 'He loves,' we speak of loving in a *direct* manner; and when we say, 'If he loves,' we speak of it in a *doubtful* manner.

*How many and what modes do verbs have?*

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

*Indicative Mode.*

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

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

*What does the word indicative mean?*

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

*For what is the indicative mode used?*

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

*What is the leading idea of this mode?*

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



*Potential Mode.*

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

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

*What does the word potential mean?*

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

*What does the potential mode denote?*

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

*What is the leading idea of this mode?*

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

*Subjunctive Mode.*

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

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

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

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

*What does the word subjunctive mean?*

ART. 195. The word *subjunctive* means *subjoined to*.

*What does the subjunctive mode denote?*

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

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

ART. 198. By placing before them a conjunction

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

*Imperative Mode.*

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

It is used to convey a *command*.

*What does the word imperative mean?*

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

*For what is the imperative mode used?*

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

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

ART. 201. That of *command*.

*Infinitive Mode.*

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

It is represented in a *general* manner, without any nominative, and therefore without any *limitation* of person or number.

*What does the word infinitive mean?*

ART. 202. The word *infinitive* means *without limitation*.

*For what is the infinitive mode used?*

ART. 203. The *Infinitive Mode* is used to express an action or state of being, in a general and unlimited manner; as, 'To live,' 'To learn,' 'To study.' It never has a *nominative*.

*What other part of speech does the infinitive mode*



generally follow?

ART. 204. The infinitive generally follows a verb, noun, or adjective, and is therefore said to be governed by them; as, 'He loves to play,' 'I am in haste to go,' 'She is slow to learn.'

What, then, is the rule for the infinitive?

ART. 205. RULE. . . The infinitive mode is generally governed by a verb, noun, or adjective; as, 'He tries to learn.' 'He is in haste to go.' 'I am ready to die.'

#### Participial Mode, or Participle.

In the sentence, 'The boy is studying,' in what manner is the word studying used?

It is used as a verb, as it expresses action, and also as an adjective qualifying the noun boy.

What does the word participle mean?

ART. 206. The word participle means partaking of. What, then, is the participle, or participial mode?

ART. 207. The participle, or participial Mode is that form of the verb, which partakes of the nature both of a verb and of an adjective; as, 'The birds flying, disappeared,' 'The house, being destroyed, was a total loss.'

How is a participle parsed?

ART. 208. It is parsed like an adjective, as qualifying the noun to which it refers: in the sentence, 'The birds flying, disappeared,' the participle flying qualifies birds. (See Rule XI.)

#### ACTIVE AND PASSIVE VOICES.

What is meant by the active voice of a verb?

ART. 209. The Active Voice is that form of a verb

in which the nominative denotes the actor, as 'John struck James,' where struck is in the active voice.

What is meant by the passive voice?

ART. 210. The Passive Voice is that form of a verb in which the nominative represents the sufferer, or receiver of the action; as, 'James was struck by John,' where was struck is in the passive voice.

Why is this form called passive?

ART. 211. Because the word passive means suffering, and this voice denotes a suffering or receiving of an action, as in the following examples.

#### Active Voice.

To love.

To call.

To kill.

John loves.

Ann called.

#### Passive Voice.

To be loved.

To be called.

To be killed.

John is loved.

Ann was called.

To what class of verbs does the distinction of active and passive voice apply?

ART. 212. To transitive verbs alone, with two or three exceptions.

#### REGULAR AND IRREGULAR VERBS.

When is a verb said to be regular?

ART. 213. When it forms its 1st Past Tense Indicative mode, and its 1st Past Participle by adding *d* or *ed* to the Present, as follows:

Present.	1st Past Ind.	1st Past Participle.
Love,	loved,	loved.
Learn,	learned,	learned.
Talk,	talked,	talked.
Kill,	killed,	killed.

When is a verb said to be irregular?



ART. 214. When it does *not* form its 1st Past Indicative and its 1st Past Participle by adding *d* or *ed*; as in the following words:

<i>Present.</i>	<i>1st Past Ind.</i>	<i>1st Past Participle.</i>
Am,	was,	been.
See,	saw,	seen.
Teach,	taught,	taught.
Go,	went,	gone.

#### AUXILIARY VERBS.

*What does the word auxiliary mean?*

ART. 215. The word *auxiliary* means *helping*.

*What are auxiliary verbs?*

ART. 216. *Auxiliary verbs* are those by the help of which the different modes and tenses are formed.

*Which are they?*

ART. 217. They are *have, shall, will, may, can, do, and be*, with their variations *has, had, should, &c.*, and *must*, which has no variation.

#### CONJUGATION OF VERBS.

*What does the word conjugate mean?*

ART. 218. The word *conjugate* means to *unite*.

*What is meant by the conjugation of a verb?*

ART. 219. It is uniting, in one connected view, its various parts, as modes, tenses, numbers, and persons.

*What short method of conjugating a verb is used in parsing?*

ART. 220. Giving its principal parts; as 'Love, loved, loved;' 'Go, went, gone.'

#### CONJUGATION OF THE IRREGULAR VERB

TO BE.

*Will you conjugate the irregular verb to be?*

ART. 221.

Pres. Am. 1st Past Ind. Was. 1st Past Part. Been.

#### Indicative Mode.

##### Present Tense.

<i>Sing.</i>	<i>Plu.</i>
1st Per. I am.	1. We are.
2. { You are, or Thou art.	2. { You are, or Ye are.
3. He is.	3. They are.

##### 1st Past Tense.

<i>Sing.</i>	<i>Plu.</i>
1. I was.	1. We were.
2. { You were, or you was, or Thou wast.	2. { You were, or Ye were.
3. He was.	3. They were.

##### 2d Past Tense.

<i>Sing.</i>	<i>Plu.</i>
1. I have been.	1. We have been.
2. { You have been, or Thou hast been.	2. { You have been, or Ye have been.
3. He has been.	3. They have been.

##### 3d Past Tense.

<i>Sing.</i>	<i>Plu.</i>
1. I had been.	1. We had been.
2. { You had been, or Thou hadst been.	2. { You had been, or Ye had been.
3. He had been.	3. They had been.

##### 1st Future Tense.

<i>Sing.</i>	<i>Plu.</i>
1. I shall or will be.	1. We shall or will be.
2. { You shall or will be, or Thou shalt or wilt be.	2. { You shall or will be, or Ye shall or will be.
3. He shall or will be.	3. They shall or will be.

##### 2d Future Tense.



ART. 214. When it does *not* form its 1st Past Indicative and its 1st Past Participle by adding *d* or *ed*; as in the following words:

<i>Present.</i>	<i>1st Past Ind.</i>	<i>1st Past Participle.</i>
Am,	was,	been.
See,	saw,	seen.
Teach,	taught,	taught.
Go,	went,	gone.

#### AUXILIARY VERBS.

*What does the word auxiliary mean?*

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#### CONJUGATION OF VERBS.

*What does the word conjugate mean?*

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ART. 219. It is uniting, in one connected view, its various parts, as modes, tenses, numbers, and persons.

*What short method of conjugating a verb is used in parsing?*

ART. 220. Giving its principal parts; as 'Love, loved, loved;' 'Go, went, gone.'

#### CONJUGATION OF THE IRREGULAR VERB TO BE.

*Will you conjugate the irregular verb to be?*

ART. 221.

Pres. Am.      1st Past Ind. Was.      1st Past Part. Been.

#### *Indicative Mode.*

##### *Present Tense.*

	<i>Sing.</i>		<i>Plu.</i>
1st Per.	I am.	1.	We are.
2.	{ You are, or { Thou art.	2.	{ You are, or { Ye are.
3.	He is.	3.	They are.

##### *1st Past Tense.*

	<i>Sing.</i>		<i>Plu.</i>
1.	I was.	1.	We were.
2.	{ You were, or you was, or { Thou wast.	2.	{ You were, or { Ye were.
3.	He was.	3.	They were.

##### *2d Past Tense.*

	<i>Sing.</i>		<i>Plu.</i>
1.	I have been.	1.	We have been.
2.	{ You have been, or { Thou hast been.	2.	{ You have been, or { Ye have been.
3.	He has been.	3.	They have been.

##### *3d Past Tense.*

	<i>Sing.</i>		<i>Plu.</i>
1.	I had been.	1.	We had been.
2.	{ You had been, or { Thou hadst been.	2.	{ You had been, or { Ye had been.
3.	He had been.	3.	They had been.

##### *1st Future Tense.*

	<i>Sing.</i>		<i>Plu.</i>
1.	I shall or will be.	1.	We shall or will be.
2.	{ You shall or will be, or { Thou shalt or wilt be.	2.	{ You shall or will be, or { Ye shall or will be.
3.	He shall or will be.	3.	They shall or will be.

##### *2d Future Tense.*



*Sing.*

1. I shall *or* will have been.
2. { You shall *or* will have been, *or*  
{ Thou shalt *or* wilt have been.
3. He shall *or* will have been.

*Plu.*

1. We shall *or* will have been.
2. { You shall *or* will have been, *or*  
{ Ye shall *or* will have been.
3. They shall *or* will have been.

*Potential Mode.*

*Present or Future Tense.*

*Sing.*

1. I can, may, *or* must be.
2. { You can be, *or*  
{ Thou canst be.
3. He can be.

*Plu.*

1. We can be.
2. { You can be, *or*  
{ Ye can be.
3. They can be.

(OBSERVE, that in whatever tense *can* is used, *may* or *must* may also be used.

(OBSERVE, also, that when *will* or *shall* is used in the sense of *determination*, it places the verb in the *Future Tense*, *Potential Mode*; as,

I will be.	We will be.
You shall be.	You shall be.
He shall be.	They shall be.

*1st Past Tense.*

*Sing.*

1. I could be.
2. { You could be, *or*  
{ Thou couldst be.
3. He could be.

*Plu.*

1. We could be.
2. { You could be, *or*  
{ Ye could be.
3. They could be.

(OBSERVE, that in whatever tense *could* is used, *might*, *should*, and *would* may also be used.

*2d Past Tense.*

*Sing.*

1. I can have been.
2. { You can have been, *or*  
{ Thou canst have been.
3. He can have been.

*Plu.*

1. We can have been.
2. { You can have been,  
{ Ye can have been.
3. They can have been.

*2d Past Tense.*

*Sing.*

1. I could have been.
2. { You could have been, *or*  
{ Thou couldst have been.
3. He could have been.

*Plu.*

1. We could have been.
2. { You could have been, *or*  
{ Ye could have been.
3. They could have been.

*Subjunctive Mode.*

All the tenses of the indicative and potential modes become the tenses of the subjunctive mode, by placing before them a conjunction denoting doubt or condition; as,

If I am, If I was, If I have been, If I had been, If I shall be, If I shall have been, If I may be, If I can be, If I should be, &c., &c.

In the *future tense*, however, the auxiliary *shall* or *will* is often omitted; thus, 'If I be,' for 'If I shall be,' or 'If you be,' for 'If you will be,' as follows;

*Future Tense.*

*Sing.*

1. If I be.
2. { If you be, *or*  
{ If thou be.
3. If he be.

*Plu.*

1. If we be.
2. { If you be, *or*  
{ If ye be.
3. If they be.

To denote *supposition*, there is also a *Suppositional Tense*, as follows:

*Suppositional Tense.*

*Singular.*

- |  |        |                     |
|--|--------|---------------------|
| 1. If I were.                                  | } or { | Were I.             |
| 2. { If you were, <i>or</i><br>{ If thou wert. |        | Were you, <i>or</i> |
| 3. If he were.                                 |        | Wert thou.          |
|  |        | Were he.            |



	<i>Plural.</i>	
1. If we were.	} or {	Were we.
2. { If you were, or If ye were.		Were you, or Were ye.
3. If they were.		Were they.

*Imperative Mode.*

<i>Sing.</i>	<i>Plu.</i>
2. Be, or be you, or be thou.	Be, or be you, or be ye.

*Infinitive Mode.*

*Present.* To be. *Past.* To have been.

*Participial Mode, or Participle.*

*Present.* Being. *1st Past.* Been. *2d Past.* Having been.  
Will you conjugate the verb 'to love,' in all its modes and tenses?

CONJUGATION OF THE REGULAR VERB  
TO LOVE.

ART. 222. *Active Voice.*  
*Pres.* Love. *1st Past Ind.*, Loved. *1st Past Participle*, Loved.

*Indicative Mode.**Present Tense.*

	<i>Sing.</i>		<i>Plur.</i>
<i>1st Per.</i>	I love.	1.	We love.
<i>2d</i> "	{ You love, or Thou lovest.	2.	{ You love, or Ye love.
<i>3d</i> "	He, she, or it loves.	3.	They love.

*1st Past Tense.*

	<i>Sing.</i>		<i>Plur.</i>
1.	I loved.	1.	We loved.
2.	{ You loved, or Thou lovedst.	2.	{ You loved, or Ye loved.
3.	He loved.	3.	They loved.

*2d Past Tense.*

<i>Sing.</i>	<i>Plur.</i>
1. I have loved.	1. We have loved.
2. { You have loved, or Thou hast loved.	2. { You have loved, or Ye have loved.
3. He has loved.	3. They have loved.

*3d Past Tense.*

<i>Sing.</i>	<i>Plur.</i>
1. I had loved.	1. We had loved.
2. { You had loved, or Thou hadst loved.	2. { You had loved, or Ye had loved.
3. He had loved.	3. They had loved.

*1st Future Tense.*

<i>Sing.</i>	<i>Plur.</i>
1. I shall or will love.	1. We shall or will love.
2. { You shall or will love, or Thou shalt or wilt love.	2. { You shall or will love, or Ye shall or will love.
3. He shall or will love.	3. They shall or will love.

*2d Future Tense.*

<i>Sing.</i>	<i>Plur.</i>
1. I shall or will have loved.	1. We shall or will have loved.
2. { You shall or will have loved, Thou shalt or wilt have loved.	2. { You shall or will have loved, Ye shall or will have loved.
3. He shall or will have loved.	3. They shall or will have loved.

*Potential Mode.**Present or Future Tense.*

<i>Sing.</i>	<i>Plur.</i>
1. I may, can, or must love.	1. We can love.
2. { You can love, or Thou canst love.	2. { You can love, or Ye can love.
3. He can love.	3. They can love.

When *will* and *shall* denote *determination*, they form the *Future Tense* of this mode: as,



1. I will love.
2. { You shall love, or  
Thou shalt love.
3. He shall love, &c. (See page 42.)

## 1st Past Tense.

- |  |   |              |
|--|---|--------------|
| <i>Sing.</i>                                     |   | <i>plur.</i> |
| 1. { I might, could, }<br>{ would, should } love | 1. { We might, could, }<br>{ would, should } love |              |
| 2. { You could love, or<br>Thou couldst love.    | 2. { You could love, or<br>Ye could love.         |              |
| 3. He could love.                                | 3. They could love.                               |              |

## 2d Past Tense.

- |   |   |              |
|---|---|--------------|
| <i>Sing.</i>  |   | <i>Plur.</i> |
| 1. I can have loved.                                  | 1. We can have loved.                             |              |
| 2. { You can have loved, or<br>Thou canst have loved. | 2. { You can have loved, or<br>Ye can have loved. |              |
| 3. He can have loved.                                 | 3. They can have loved.                           |              |

## 3d Past Tense.

- |   |   |              |
|---|---|--------------|
| <i>Sing.</i>  |   | <i>Plur.</i> |
| 1. I could have loved.                                    | 1. We could have loved.                               |              |
| 2. { You could have loved, or<br>Thou couldst have loved. | 2. { You could have loved, or<br>Ye could have loved. |              |
| 3. He could have loved.                                   | 3. They could have loved.                             |              |

## Subjunctive Mode.

The tenses of this mode are the same as those of the Indicative and Potential Modes, except that a conjunction, denoting doubt or condition, is placed before them, as *if*, *lest*, &c., as follows:

- Present*, If I love, or If I can love.  
*1st Past*., If I loved, or If I could love, &c., &c.

The *auxiliary* of the *future* is sometimes omitted; as follows:

## Future Tense.

- |                                       |                                     |             |
|---------------------------------------|-------------------------------------|-------------|
| <i>Sing.</i>                          |                                     | <i>Plu.</i> |
| 1. If I love.                         | 1. If we love.                      |             |
| 2. { If you love, or<br>If thou love. | 2. { If you love, or<br>If ye love. |             |
| 3. If he love.                        | 3. If they love.                    |             |

## Imperative Mode.

- |                                     |                              |              |
|-------------------------------------|------------------------------|--------------|
| <i>Sing.</i>                        |                              | <i>plur.</i> |
| 2. Love, or love you, or love thou. | 2. Love, or love you, or ye. |              |

## Infinitive Mode.

- |                         |                              |
|-------------------------|------------------------------|
| <i>Pres.</i> , To love. | <i>Past</i> , To have loved. |
|-------------------------|------------------------------|

## Participial Mode, or Participles.

- |                        |                          |                                |
|------------------------|--------------------------|--------------------------------|
| <i>Pres.</i> , Loving. | <i>1st Past</i> , Loved. | <i>2d Past</i> , Having loved. |
|------------------------|--------------------------|--------------------------------|

REMARK 1.—*Do* and *did* are sometimes used in the *present* and *1st past tense* of the *indicative mode*; as 'I *do* love,' 'I *did* love,' &c., and in the *imperative*; as, 'Do you love,' 'Do thou love.'

REMARK 2.—When a question is asked, the order of the words is changed; as, 'Do I love?' 'Did I love?' 'Can I love?' 'Have I loved?' 'Shall I love?' &c., &c.

REMARK 3.—The verb *to be* is sometimes used with the *present participle* of a verb to form its tenses, as follows:

- |  |                                    |
|--|------------------------------------|
| <i>Indicative.</i>                           | <i>Potential.</i>                  |
| <i>Pres.</i> , I am loving.                  | I can be loving.                   |
| <i>1st Past</i> , I was loving.              | I could be loving.                 |
| <i>2d Past</i> , I have been loving.         | I can have been loving.            |
| <i>3d Past</i> , I had been loving.          | I could have been loving.          |
| <i>1st Future</i> , I shall be loving.       | <i>Subjunctive.</i>                |
| <i>2d Future</i> , I shall have been loving. | <i>Pres.</i> , If I am loving; &c. |

How many and what tenses has the *indicative mode*?

How many and what tenses has the *potential mode*?

How many and what tenses has the *subjunctive mode*?

What person has the *imperative mode*?

Why has it only the *second person*?

ART. 223. Because command, exhortation, &c., must be addressed to some one.

How many and what tenses has the *infinitive mode*?

How many and what tenses has the *participial mode*?

Will you now conjugate 'to love,' in the *passive voice*?

ART. 224 TO BE LOVED.



*Indicative Mode.**Present Tense.*

	<i>Sing.</i>	<i>Plu.</i>
1st Per.	I am loved.	1. We are loved.
2.	{ You are loved, or { Thou art loved	2. { You are loved. { Ye are loved.
3.	He is loved.	3. They are loved.

*1st Past Tense.*

	<i>Sing.</i>	<i>Plu.</i>
1.	I was loved.	1. We were loved.
2.	{ You were or was loved, or { Thou wast loved.	2. { You were loved, or { Ye were loved.
3.	He was loved.	3. They were loved.

*2d Past Tense.*

	<i>Sing.</i>	<i>Plur.</i>
1.	I have been loved.	1. We have been loved.
2.	{ You have been loved, or { Thou hast been loved.	2. { You have been loved, or { Ye have been loved.
3.	He has been loved.	3. They have been loved.

*3d Past Tense.*

	<i>Sing.</i>	<i>Plur.</i>
1.	I had been loved.	1. We had been loved.
2.	{ You had been loved, or { Thou hadst been loved.	2. { You had been loved, or { Ye had been loved.
3.	He had been loved.	3. They had been loved.

*1st Future Tense.*

	<i>Sing.</i>	<i>Plur.</i>
1.	I shall or will be loved.	1. We shall or will be loved.
2.	{ You shall or will be loved, or { Thou shalt or wilt be loved.	2. { You shall or will be loved, or { Ye shall or will be loved.
3.	He shall or will be loved.	3. They shall or will be loved.

*2d Future Tense.*

	<i>Sing.</i>	<i>Plur.</i>
1.	{ I shall or will have been loved.	1. { We shall or will have been loved.

2.	{ You shall or will have been loved, or { Thou shalt or wilt have been loved.	2.	{ You shall or will have been loved, or { Ye shall or will have been loved.
3.	{ He shall or will have been loved.	3.	{ They shall or will have been loved.

*Potential Mode.**Present or Future Tense.*

	<i>Sing.</i>	<i>Plur.</i>
1.	I may, can, or must be loved.	1. We can, &c., be loved.
2.	{ You may, can, or must be loved, or { Thou mayst, canst, or must be loved.	2. { You can be loved, or { Ye can be loved.
3.	He may, can, or must be loved.	3. They can be loved.

OBSERVE, that where *can* is used, *may* or *must* is proper.

OBSERVE, also, that when *will* and *shall* are used in the sense of *determination*, they place the verb in the *Potential Mode* and *Future Tense*; as,

I will be loved. You shall be loved. We shall be loved, &c.

*1st Past Tense.*

	<i>Sing.</i>	<i>Plur.</i>
1.	{ I might, could, would, should be loved.	1. { We might, could, would, should be loved.
2.	{ You could be loved, or { Thou couldst be loved.	2. { You could be loved, or { Ye could be loved.
3.	He could be loved.	3. They could be loved.

OBSERVE, that *might*, *would*, and *should* may be used in the same tenses as *could*.

*2d. Past Tense.*

	<i>Sing.</i>
1.	I can have been loved.
2.	{ You can have been loved, or { Thou canst have been loved.
3.	He can have been loved.



*Plur.*

1. We can have been loved.
2. { You can have been loved, or  
{ Ye can have been loved.
3. They can have been loved.

*3d Past Tense.**Sing.*

1. I could have been loved.
2. { You could have been loved, or  
{ Thou couldst have been loved.
3. He could have been loved.

*Plur.*

1. We could have been loved.
2. { You could have been loved, or  
{ Ye could have been loved.
3. They could have been loved.

*Subjunctive Mode.*

The Tenses of this mode are the same as those of the Indicative and Potential Modes, except that a *conjunction* denoting *doubt* or *condition* is placed before them; as,

*Present.* If I am loved. If I can love, &c.

*1st Past.* If I was loved. If I could be loved, &c., &c.

OBSERVE, that the auxiliary *shall* or *will* is sometimes omitted in the

*Future Tense.**Sing.*

1. If I be loved.
2. If you be loved.
3. If he be loved.

*Plur.*

1. If we be loved.
2. If you be loved.
3. If they be loved.

A supposition is denoted in the Passive Voice by the

*Suppositional Tense.**Sing.*

1. { If I were loved, or  
{ Were I loved.

2. { If you were loved, or  
{ Were you loved; or  
{ If thou wert loved, or  
{ Wert thou loved.

*Plur.*

1. { If we were loved, or  
{ Were we loved.

2. { If you were loved, or  
{ Were you loved; or  
{ If ye were loved, or  
{ Were ye loved.

3. { If he were loved, or  
{ Were he loved.
3. { If they were loved, or  
{ Were they loved.

*Imperative Mode.**Sing.*

2. { Be you loved, or  
{ Be thou loved.

*Plur.*

2. { Be you loved, or  
{ Be ye loved.

*Infinitive Mode.*

*Present, To be loved.*

*Past, To have been loved.*

*Participial Mode, or Participle.*

*Present, Being loved.*

*1st Past, Loved.*

*2d Past, Having been loved.*

*What are defective verbs?*

ART. 226. DEFECTIVE VERBS are those which are not used in all the modes and tenses. The defective verbs are *can, could; may, might; shall, should; will, would; ought, must, quoth, and beware.*

*What are unipersonal verbs?*

ART. 227. UNIPERSONAL VERBS (sometimes called *impersonal*), are those which are used only in the third person with the pronoun *it* for a nominative; as *it behooves, it seems, it hails, it rains, &c.*

*What is a compound verb?*

ART. 228. A COMPOUND VERB is formed by the union of a verb with a preposition or adverb; as, He *took off* his coat. The subject was *passed over*. He was *smiled on* by fortune.



## V. THE ADVERB,

### ITS PROPERTIES AND RELATIONS.

#### *How are adverbs compared?*

ART. 229. Adverbs are compared like adjectives; as, soon, sooner, soonest; wisely, more wisely, most wisely; well, better, best. Many are not compared at all; as, here, there, now, then, &c.

RULE. . . *Adverbs qualify verbs, adjectives, and other adverbs*; as, 'He acts wisely;' 'He is very wise;' 'He acts very wisely.'

## VI. THE SAME WORDS

### USED AS DIFFERENT PARTS OF SPEECH.

ART. 230. The same word is sometimes one part of speech, and sometimes another, according to its meaning. The following are examples of this class.

- AFTER is, 1. An *adverb*; as, 'After I return.'  
 " 2. A *preposition*; as, 'He will come after me.'
- AS is, 1. An *adverb*; as, 'She is as tall as her brother.'  
 " 2. A *conjunction*; as, 'As it is settled, we will go.'  
 " 3. A *relative pronoun*; as, 'Such as draw back.'
- BUT is, 1. A *conjunction*; as, 'I will go, but you must stay.'  
 " 2. A *preposition*; as, 'All is lost but honor.'  
 " 3. An *adverb*; as, 'Life is but a vapor.'
- FOR is, 1. A *preposition*; as, 'He died for his country'.  
 " 2. A *conjunction*; as, 'I will go, for he calls me'
- MUCH is, 1. A *noun*; as, 'Much is given.'  
 " 2. An *adjective*; as, 'Has he much money?'  
 " 3. An *adverb*; as, 'He was much grieved.'
- SINCE is, 1. A *conjunction*; as, 'I will go since you desire it.'  
 " 2. A *preposition*; as, 'He has been seen since that time.'  
 " 3. An *adverb*; as, 'He died long since.'

- THAT is, 1. An *adjective*; as, 'That man is my brother.'  
 " 2. A *relative pronoun*; as, 'He that hath ears to hear.'  
 " 3. A *conjunction*; as, 'I hope that you are well.'

NOTWITHSTANDING, though a participle, is sometimes used as a *preposition*, as, 'Notwithstanding his guilt, he escaped;' and sometimes as a *conjunction*; as, 'Notwithstanding he desires it, I must refuse.'

## SECTION III.

### THE RELATIONS OF WORDS AND THE CONSTRUCTION OF SENTENCES.

What is a sentence? (See ART. 53,)

*What is a simple sentence?*

ART. 231. A *simple sentence* contains but one nominative, and the verb to which it is nominative, and whatever may be immediately connected with these; as, The sun shines.

The rising sun shines with surpassing splendor.

*What is a compound sentence?*

ART. 232. A *compound sentence* is composed of two or more simple sentences; as,

The sun shines, and the trees wave.

The sun, that shines above us, is the work of God.

*What is a phrase?*

ART. 233. A *phrase* is a short expression; as, in general.

## RULES

FOR THE RELATIONS OF WORDS AND THE CONSTRUCTION OF  
SENTENCES.



## I. NOUNS.

*What does the word apposition mean?*

ART. 234. The word *apposition* means *addition*.

Repeat Rule I.

RULE I.—A noun or pronoun, *added* to another noun or pronoun to explain it, is in the *same case* with it by *apposition*; as,

*Cowper the poet*, lived in England.

The residence of *Cowper the poet*, was in England.

*Cowper's* fame as a *poet* is universal.

*In the first example, what word is in apposition?*

*Poet* in the nominative, is in apposition with *Cowper*.

*—What in the second example?*

*Poet* in the objective, is in apposition with *Cowper*.

*What in the third example?*

*Poet* in the possessive, is in apposition with *Cowper*.

*Will you give the Rule for the possessive case?*

RULE II.—The possessive case is governed by the noun denoting the thing possessed; as,

*Mary's* book.      *Peter's* hat.      *His* house.

What word is in the possessive, and by what is it governed in the first example? In the second? In the third?

*Is the governing word ever understood?*

REMARK 1.—The governing word is sometimes understood; as,

I went to *Mr. Martin's*. (*store, or house, or office.*)

My hopes are greater than *his*. (*his hopes.*)

*After what words is the governing word always omitted?*

REM. 2.—After *hers, ours, yours, and theirs*, the governing word is always omitted; as,

Their labor is greater than *ours*. (*our labor.*)

Our reward is better than *theirs*. (*their reward.*)

OBSERVE, that the apostrophe is never used with *pronouns*.

*What is the sign of the possessive?* (ART. 100.)

*When is the apostrophe omitted?*

REM. 3.—*First*, when a noun in the possessive is in apposition with another noun, the apostrophe is omitted, sometimes in the *former* and sometimes in the *latter* noun; as,

*Paul the Apostle's* epistle. *Cowper's* excellence as a *poet*.

*Secondly*, when two or more nouns refer *unitedly* to the thing possessed, the apostrophe is omitted in the *first*; as,

*David and Jonathan's* friendship.

But when they refer *separately* to the thing possessed, the sign must be used in *both*; as,

*James's* and *George's* hats were lost.

## ERRORS TO BE AVOIDED.

*What errors are to be avoided in the use of the possessive?*

ERROR 1.—Avoid the *use* of an apostrophe where it is not proper; as,

*Her's, it's, our's, their's, &c.*, for *hers, its, ours, theirs, &c.*

*David's and Jonathan's* friendship, for *David and Jonathan's* friendship.

ERROR 2.—Avoid the *omission* of the apostrophe where it is proper; as,

*James and George's* books, for *James's and George's* books

*Will you repeat the Rule for transitive verbs with an*



objective?

**RULE III.**—Transitive verbs in the active voice govern the objective case; as,

James reads the Bible. Ann bought a book.

Which is the transitive verb and which the objective case in the first example? Which, in the second example?

Do transitive verbs ever govern more than one objective?

**REM. 1**—Some transitive verbs, like *name, choose, call, make, elect, appoint, declare* &c., may govern two objectives; as,

They named *him John*. They chose *Washington president*.

Which are the objective cases in the first example? Which in the second?

Does a verb in the passive voice ever govern an objective?

**REM. 2.**—A verb in the passive voice sometimes governs the objective; as,

I was taught grammar. He was denied admittance.

Does an intransitive verb ever govern an objective?

**REM. 3.**—An intransitive verb may govern the objective of a noun having a meaning similar to its own; as,

He sleeps his last sleep. I dreamed a dream.

Can any thing but a noun or pronoun be used as an objective after a transitive verb?

**REM. 4.**—An infinitive, a phrase, or a sentence, may be used as a noun in the objective after a transitive verb; as,

He loves *to play*. He knows *how to make money*.

Here, *to play*, and *how to make money*, may be considered as nouns in the objective, and governed, the former by *loves*, and the latter by *knows*.

**ERROR TO BE AVOIDED.**

What is the principal error to be avoided with regard to the transitive verb and objective case?

**ERROR.**—Avoid the use of the *nominative* for the objective; as,  
*Who did he call?* for '*whom did he call?*'

Will you repeat the Rule for prepositions and the objective?

**RULE IV.**—Prepositions govern the objective case; as,

He lives *in England*. They have gone *from home*.

Which is the preposition and which the objective case in the first example? Which in the second?

Is the preposition ever understood?

**REM.**—The preposition is often understood; as,

I walked many miles. (*through many miles.*)

He went home. (*to home.*)

I conversed with him and her. (*with her.*)

God gives us rich blessings. (*to us.*)

I can deny him nothing. (*to him.*)

He is like his father. (*to his father.*)

We live near the river. (*to the river.*)

**ERRORS TO BE AVOIDED.**

What are the chief errors to be avoided in the use of the preposition?

**ERROR 1.**—Its use with the *nominative*; as,

*Who did you speak to?* for *whom did you speak to?* or '*to whom did you speak?*'

**ERROR 2.**—The use of the wrong preposition; as,

The land consists *in* plains. (*of* plains.)

He died *for* thirst. (*of* thirst.)

Repeat the Rule for the independent case.



RULE V.—A noun used by way of address or exclamation, is in the independent case; as,

*George, give me your book.*

*The fathers! where are they?*

Which word is in the independent case in the first example? Which in the second?

*How are words composing the titles of books, heads of chapters, &c., parsed?*

REM.—In the titles of books, heads of chapters, &c., words must be supplied to make the sentence complete, which is then to be parsed like other sentences; as,  
'The New Testament,' stands for 'This is the New Testament'  
'Rule 5th,' stands for 'This is Rule 5th.'

## II. PRONOUNS.

*Will you repeat the Rule for pronouns?*

RULE VI.—Pronouns must agree with their antecedents in person, gender, and number; as,

*The man left, his country.*

*An hour, that is lost, is lost forever.*

Which is the pronoun in the first example, and in what person, gender, and number is it, and why? In the second example?

*When a pronoun refers conjointly to two or more antecedents in the singular, in what number must it be?*

REM. I.—When a pronoun refers conjointly to two or more antecedents in the singular, it must be in the plural; as,

*James and William support their mother. (not his mother)*

OBSERVE. however, that if the antecedents in the singular refer to the same person or thing the pronoun must be in the singular, as,

*A kind husband and father has left his place vacant.*

*When a pronoun refers separately to two or more antecedents in the singular, in what number must it be?*

REM. 2.—When a pronoun refers *separately* to two or more antecedents in the singular, it must be in the singular; as,

*Neither James nor William likes his books. (not their books.)*

*The father and not the son lost his life. (not their life.)*

*What is a collective noun? (See Art. 52.)*

*When the antecedent is a collective noun, what must be the number of the pronoun?*

REM. 3.—When the antecedent is a collective noun, the pronoun may be in the singular or plural according as reference is made to the collection as a whole, or to the individuals forming it; as,

*The assembly closed its session.*

*The assembly were divided in their opinion.*

*What is the person of the pronoun when its antecedents are of different persons?*

REM. 4. When the antecedents are of different persons, the pronoun must agree with the *second* person in preference to the *third*, and with the *first* in preference to *either* of the *others*; as,

*You and he may go your way.*

*You, he, and I are deprived of our rights.*

*Can a pronoun have any thing but a noun for its antecedent?*

REM. 5.—A pronoun may have a sentence for its antecedent; as,

*He is in danger, and he sees it not.*

*He can control himself, which is his only security.*

*Is a pronoun ever used without an antecedent?*

REM. 6.—A pronoun is sometimes used without any antecedent; as,

*It rains. They say the king is dead.*

*He, who is virtuous, will be happy.*



ERRORS TO BE AVOIDED.

*What errors are to be avoided in the use of pronouns?*

ERROR 1.—Avoid the use of a *plural* for a *singular* pronoun; as,

Each *one* must answer for *themselves*. (*himself*.)

ERROR 2.—Avoid the use of a *singular* for a *plural* pronoun; as,

*Vanity* and *pride* will soon reveal *itself*. (*themselves*.)

ERROR 3.—Avoid the use of the wrong *person*; as,

You and he may go to *his* home. (*your* home.)

III. ADJECTIVES.

*Will you give the Rule for Adjectives?*

RULE VII.—Adjectives qualify nouns and pronouns; as,

A *sweet* apple. He is *good*.

Which is the adjective in the first example; and what does it qualify? In the second?

*When adjectives are used without nouns, how are they parsed?*

REM. 1.—An adjective sometimes qualifies a noun understood; as,

The *good* are happy. (*good persons*.)

Or, it is used as a noun, as *good* in the last example.

*Is an adjective ever used without reference to a noun?*

REM. 2.—An adjective is sometimes used *abstractly*, that is, without reference to a noun; as,

To be *good*, is to be *happy*.

Here, *good* and *happy* are used *abstractly*.

ERRORS TO BE AVOIDED.

*What errors are to be avoided in the use of adjectives?*

ERROR 1.—Avoid the use of *adverbs* for *adjectives*; as,

They arrived *safely*. (*safe*.)

ERROR 2.—Avoid using the pronoun *them* for the adjective *those*; as,

Give me *them* apples. (*those* apples.)

ERROR 3.—Avoid the use of the vulgarisms *this here* and *that there*; as,

*This here* house. (*this* house.)

*That there* or *that are* book. (*that* book.)

ERROR 4.—Avoid the use of double superlatives; as, *Most noblest*, for *most noble*, or *noblest*.

ERROR 5.—Avoid comparing adjectives which do not admit it; as,

*Chiefest*, *supremest*, for *chief*, *supreme*, &c.

IV. VERBS.

*Will you repeat the Rule for a verb and its nominative?*

RULE VIII.—A verb must agree with its nominative case in number and person; as,

I love.

He loves.

*What besides a noun or pronoun may be nominative to a verb?*

REM. 1.—Any word or words used as a noun may be nominative to a verb; as,

*To suffer* is the lot of man:

Where the infinitive, *to suffer*, is nominative to *is*:

*To do good*, is a duty:

Where the phrase, *to do good*, is nominative to *is*:

*That he is guilty*, has been proved:

Where the sentence, *that he is guilty*, is nominative to *has been proved*.



*When may a plural verb have singular nominatives?*

REM. 2.—When two or more nouns or pronouns in the singular are *conjointly* nominative to the same verb, the verb must be in the *plural*; as,

*Mary and George go to school. (not goes.)*

OBSERVE, however, that when the nominatives in the singular refer to the *same* person or thing, the verb must be singular; as,

*A kind husband and father has departed. (not have departed.)*

*When must a verb having two or more nominatives be in the singular?*

REM. 3.—If the nominatives in the singular refer *separately* to a verb, the verb must be *singular*; as,

*Neither Mary nor George goes to school. (not go.)*

*If the nominatives requiring a singular verb are of different persons, in what person must the verb be?*

REM. 4.—If the nominatives requiring a singular verb are of different persons, the verb must agree with that which is nearest to it; as,

*Neither Ann nor I have heard of it.*

*Neither you nor Ann has heard of it.*

*What is a collective noun? (See Art. 52.)*

*When the nominative is a collective noun, in what number must the verb be?*

REM. 5.—When the nominative is a *collective* noun, the verb may be in the *singular* or *plural* according to the sense; as,

*The assembly was large.*

*The assembly were divided in their opinion.*

In the first example, *assembly* has a *singular* verb, because it is used in the collective sense, and in the second example, it has a *plural* verb, because it refers to the several persons composing it.

*When is a noun in the nominative absolute?*

REM. 6.—*Nominative Absolute*.—When a noun or pronoun and participle are used together without dependence on the rest of the sentence, they are said to be in the *nominative absolute*; as,

*The sun rising, the clouds dispersed.*

Here, *sun* is in the nominative absolute with *rising*, and *rising* is a participle, qualifying, as an adjective, the noun *sun*, according to Rule VII.

#### ERRORS TO BE AVOIDED.

*What errors are to be avoided with reference to a verb and its nominative?*

ERROR 1.—Avoid using the *objective* for the *nominative*; as,

*Him and me were there. (He and I.)*

ERROR 2.—Avoid using a *plural* for a *singular* verb; as,

*James with his brothers have gone. (has gone.)*

*Each of them have consented. (has consented.)*

ERROR 3.—Avoid leaving a nominative without a verb; as,

*This rule, if it were observed, much trouble would be saved (If this rule were observed.)*

*Repeat the Rule for a noun of the same case after a verb as one before it.*

RULE IX.—An intransitive verb or a verb in the passive voice, may have the same case *after* it as *before* it, when both words refer to the same thing; as,  
*I am the light of the world. James was made assistant.*

*He expects to be a merchant. We wish him to be a merchant.*

In the 1st example, *light* is nominative *after am*, and *I* nominative *to* it. In the 2d example, *assistant* is nominative *after was made*, and *James* nominative *to* it. In the 3d example, *merchant* is nominative *after expects*, and *he* nom. *to* it.



In the 4th example, *merchant* is in the objective after *to be* and *him* in the objective before it. (See Rule X, Rem. 2.)

#### ERROR TO BE AVOIDED.

*What error is to be avoided with regard to the nominative after a verb?*

ERROR.—Avoid using the *objective* for the *nominative* after a *verb*; as,

*It was not me, for, It was not I.*

*Will you repeat the Rule for the infinitive?*

RULE X.—The infinitive mode is generally governed by a verb, noun, or adjective; as,

*She tries to learn.*

*He is in haste to go.*

*I am ready to die.*

Which is the infinitive, and how governed in the first example? In the second? In the third?

*In what other way may the infinitive be used?*

REM. 1.—In a few instances, the infinitive may follow a preposition; as,

*He is about to go.*

Or, a conjunction; as,

*He can do better than to stay.*

Or, it may be used independently; as,

*To confess the truth, I was wrong.*

Or, it may be used as a noun; as,

*To play is pleasant.* (See Rule VIII, Rem. 1.)

*When is a noun or pronoun said to be in the objective before an infinitive?*

REM. 2.—When the infinitive is governed by a noun or pronoun, the latter is said to be in the objective case before the former; as,

*We wish him to be a merchant.*

Here, *him* is in the objective before *to be*.

*Is to, the sign of the infinitive, ever omitted?*

REM. 3. The sign of the infinitive is generally omitted after the active voice of the verbs *see, hear, feel, dare, make, let,* and some others; as,

*I saw him do it. Let me go.*

#### ERRORS TO BE AVOIDED.

*What errors are to be avoided in the use of the infinitive?*

ERROR 1.—Avoid using the wrong tense of the infinitive; as,

*I expected to have seen him. (to see.)*

ERROR 2.—Avoid the improper use or omission of *to*; as,

*He need not to go. (He need not go.)*

#### PARTICIPLES.

*What is the participle, or participial mode? (See Art. 207.)* *How are participles parsed?*

RULE XI.—Participles are parsed:

1. As *adjectives* and *verbs*; as,

*The ship, entering the rapids, was wrecked.*

Here, *entering*, as an *adjective*, agrees with *ship*, according to Rule VII, and as a *verb*, governs the objective *rapids*, according to Rule III.

2. They may be parsed as *nouns* and *verbs*; as,

*The ship, upon entering the rapids, sunk, or*

*Upon the ship's entering the rapids, it sunk.*

Here, *entering* becomes a *noun* in the objective, governed by *upon*, according to Rule IV, and is also a *verb*, governing the objective *rapids*, according to Rule III.

3. They may be used as *adjectives alone*, when they are called *participial adjectives*; as,

*The rising and the setting sun.*

Here, *rising* and *setting* are *participial adjectives*.

4. They may be used as *nouns alone*, when they are called *participial nouns*; as,



The *rising* and *setting* of the sun.

Here, *rising* and *setting* are *participial nouns*.

When a participle becomes a noun, and is preceded by an adjective, by what must it be followed?

REM.—When a participle becomes a noun, and is preceded by an adjective, it must be followed by a preposition; as,

By *the* observing of proper rules, or,  
By observing proper rules.

Here, *the* and *of* must *both* be used or *both* omitted.

#### ERRORS TO BE AVOIDED.

What errors are to be avoided in the use of the participle?

ERROR 1.—Avoid using the *past indicative* for the *past participle*; as,

'I have *began*,' for 'I have *begun*.'

'It was *stole*,' for 'It was *stolen*.'

ERROR 2.—Avoid the use of the *participle* for the *past indicative*; as,

'I *seen* him,' for 'I *saw* him,' 'I *done* it,' for 'I *did* it.'

#### GENERAL ERRORS.

What general errors with regard to the use of the verb may be here specified?

ERROR 1.—In stating a general truth avoid using a past tense; as,

His reasoning proved that there *was* a God. (*is*.)

ERROR 2.—Avoid the improper omission of words in tenses connected with each other; as,  
He has hitherto and doubtless will be faithful. [*has been* hitherto.]

ERROR 3.—Avoid the use of *had* for *would*; as,  
'He *had* better not do it,' for, 'He *would* better not do it.'

## V. ADVERBS.

Will you give the Rule for adverbs?

RULE XII.—Adverbs qualify verbs, adjectives, and other adverbs; as,

He acts *wisely*. He is *very* wise. He acts *very* wisely.

Which is the adverb, and what does it qualify in the first example? In the second? In the third?

What are adverbial phrases and how should they be parsed?

REM. 1.—Adverbial phrases are such expressions as, *at length*, *the more*, *in vain*, *in the mean time*, and they may be parsed as adverbs.

Are there any adverbs which qualify a whole sentence?

REM. 2.—The adverbs *yes*, *no*, and *amen*, may be considered as qualifying the whole sentence to which they refer.

#### ERROR TO BE AVOIDED.

What error is to be avoided in the use of adverbs?

ERROR—Avoid the use of *adjectives* for *adverbs*; as,

He says *express*, that he was not there. (*expressly*.)

It is uncertain whether he will go or *no* (*not*.)

## VI. CONJUNCTIONS.

What is the Rule for conjunctions?

RULE XIII.—Conjunctions connect words or sentences; as,

John *and* Mary will go.

Time is brief, *but* eternity is long.

Which is the conjunction, and what does it connect in the first example? In the second?

Are conjunctions ever used in pairs?

REM.—Sometimes conjunctions, or a conjunction



and an adverb are used in pairs ; as,

*Both John and Mary will go.*

*Either John or Mary will go.*

*Though lost, he is still loved.*

The conjunctions, or conjunctions and adverbs, most commonly used in pairs, are the following:

- |                  |                       |              |
|------------------|-----------------------|--------------|
| 1. Both—and:     | 7. If—then:           | 13. Not—but: |
| 2. Either—or:    | 8. Because—therefore: | 14. Not—nor: |
| 3. Neither—nor:  | 9. More—than:         | 15. As—so:   |
| 4. Though—yet:   | 10. Other—than:       | 16. As—as:   |
| 5. Though—still: | 11. Else—than:        | 17. So—as:   |
| 6. Whether—or:   | 12. Else—but:         | 18. So—that. |

#### ERROR TO BE AVOIDED.

*What error is to be avoided in the use of conjunctions?*

ERROR.—Avoid the improper use of corresponding conjunctions ; as,

*It was neither James or his brother. (nor.)*

### PUNCTUATION.

Punctuation is the art of using properly the several points employed in composition. The principal of these are the comma (,), the semicolon (;), the colon (:), and the period (.). These all denote pauses of different lengths.

In simple sentences which are short there is generally no pause ; as,

*Life is short. We daily receive blessings from God.*

Simple sentences, however, when long, and most compound sentences, require the use of points.

RULE 1. When the nominative has several words connected with it, there is generally a comma next before the verb ; as,

*A man of undoubted honesty, will command respect.*

RULE 2. Adverbs and adverbial phrases are often separated by commas ; as,

*They are, however, in circumstances of great danger.*

*We ought not, in any case, to lose our temper.*

REMARK.—Where the adverb is closely connected with some word, or when the sentence is short, the comma is not used ;  
*He is always there.* (as,

RULE 3. A noun in apposition, when it has several words connected with it, is separated from the principal noun by a comma ; as,

*Mary, queen of Scotland, was beheaded by her cousin Elizabeth, queen of England.*

RULE 4. Adjectives, following the nouns they qualify, together with the words depending on them, are separated from the rest of the sentence by commas ; as,

*God, full of love, looks compassionately upon his creatures.*

*The vessel, freighted with life, sunk in the deep water.*

RULE 5. Where a verb is understood, a comma is used ; as,

*A comma denotes a short pause ; a colon, a longer one.*

RULE 6. The nominative absolute with its participle, the infinitive independent, and the case independent, are separated from the rest of the sentence by commas, as,

*The sun rising, the clouds dispersed.*

*To be candid, I desire not to see him.*

*Brutus, the fault is in ourselves.*

RULE 7. The simple sentences which form a compound sentence, are generally separated by commas ; as,  
*Art is long, and time is fleeting.*

*Love enlarges the heart, while selfishness contracts it.*

*But, though I saw his pain, I could not relieve it.*

RULE 8. When more than two words are connected in the same construction, they are separated by commas ; as,

*He was a wise, virtuous, and benevolent man.*

*Mary, or John, or William will be here.*

*We may advise, exhort, and comfort him.*



REMARK.—When *two* words only are thus connected, there is no comma; as,

*Honor* and *virtue* belong to him.

Unless the conjunction is omitted; as,

*Honor, virtue* belong to him.

Or unless both words refer to the same thing; as,

*An*, or *A* is the indefinite article.

The *semicolon* is used for a pause longer than a comma, and the *colon* for one still longer. The *period* is used at the close of a sentence. It is also used for abbreviation; as, Dr., Capt., Oct., A., B.

Besides the preceding points, several marks are used in composition as follows:

The note of *interrogation* (?) denotes a question. (sentence.)

“ “ *exclamation* (!) “ an exclamatory word or

The *dash* (—) “ an uncertain pause.

The *parenthesis* ( ) includes words not necessary to the grammatical construction.

The *apostrophe* ( ' ) shows that something is left out, as *'tis* for *it is*, or it denotes the possessive case. (pot.)

The *hyphen* ( - ) is used in compound words; as, *tea-*

The *dieresis* ( “ ) shows that both vowels are sounded; as, *aërial*.

The *section* ( § ) is used for small divisions of a book.

The *ellipsis* ( — ) shows that letters are omitted; as, *C—s* for *Charles*.

The *paragraph* ( ¶ ) denotes a new subject.

Quotation marks ( “ ” ) denotes a quotation.

The *index* ( ☞ ) is used to direct attention to the subject.

various marks, as, \* † ‡ ||, or figures, or letters, are used to refer to notes on the margin.

THE END.

## ERRATA.

Page	2	partieuliar	instead	of	particular.
“	“	<i>Always</i>	“	“	<i>always</i> .
“	5	<i>adjective</i>	“	“	<i>adjective</i> .
“	“	<i>ane apple</i>	“	“	<i>one apple</i> .
“	8	the m	“	“	them.
“	9	Conjucitons	“	“	Conjunctions.
“	21	cars	“	“	ears.
“	“	<i>Why. is</i>	“	“	<i>Why is</i> .
“	26	<i>Inter. rogative</i>	“	“	<i>Inter-rogative</i> .
“	“	degrees	“	“	degrees.
“	27	moy	“	“	may.
“	28	do, not	“	“	do not.
“	“	<i>'The', house',</i>	“	“	<i>'The house',</i> .
“	“	becanse	“	“	because.
“	31	sa	“	“	as.
“	32	hastlo ved	“	“	hast loved.
“	“	loud	“	“	loved.
“	33	befare	“	“	before.
“	34	learnd	“	“	learned.
“	35	<i>Wha. does</i>	“	“	<i>What does</i> .
“	38	adjecitve	“	“	adjective.
“	58	ccse	“	“	case.
“	“	mot	“	“	not.



明治三庚午年九月

官許

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