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GRAMMAR FOR BEGINNERS,

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An Introduction

TO

Allen and Cornwell's
English School Grammar.

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BY

JAMES CORNWELL, PH. D.

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PREFACE TO THE NEW EDITION.

THE **NEW EDITION** of the **GRAMMAR FOR BEGINNERS**, the 76th, is enlarged, without increase of price, by a section on **Word Building**, or the **Structure of Words**. This new part of the work is prepared on the same plan as the older portion, which has obtained so remarkable a success. The plan is simply this:—

FIRST—There are given some clear, interesting and pointed Examples.

SECONDLY—There is an Explanation of these Examples, which brings out—

THIRDLY—A Rule, Statement or Definition, which is an Inference or Induction from the Examples.

FOURTHLY—An Exercise on what has been taught, and which requires the child to take words to pieces, or to form new words by putting together the parts of which they are made up.

The series of Simple **EXERCISES** on the Formation and Derivation of words is prepared for Young Children, and forms a distinguishing and, it is hoped, useful feature in this new portion of the book.

This is, of course, but an Introduction to the study of English **Word Building**. The scope is limited to the easy words of the language, those which have sprung out of the **Old English Language**, or, as it is called, **Anglo-Saxon**. Nor is it complete even as regards these. Forms rarely made use of, or not quite easy to be understood, do not find a place in a book so elementary as this **Grammar for Beginners**. The more **Complete and Systematic** study of the structure of the **English Tongue** may be found in the larger work of the Authors, their **English School Grammar**.

PREFACE TO THE FIRST EDITION.

THIS little work is meant for young children when first beginning to learn English Grammar. The things which they first and most want to know are here taught them one by one. One thing is taught at one time. Nothing is given but what such beginners need. Every difficulty is explained as it arises. The Rules or Definitions are in all cases inductions from given examples. Whatever is taught, the pupil is exercised on afterwards.

PART I. teaches the child to distinguish the Parts of Speech accurately.

PART II. teaches some of the most important particulars respecting these parts of speech severally.

PART III. teaches some of the most important Rules of Construction or Syntax.

Questions are added for Examination on the whole.

Every subject is treated on the same plan; namely:—

FIRST:—Clear and pointed EXAMPLES.

SECONDLY:—AN EXPLANATION of these examples.

THIRDLY:—A RULE or DEFINITION, which is an *induction* from the examples.

FOURTHLY:—AN EXERCISE on what has been thus taught.

The pupil first has a number of facts given him; then he is directed to the points of resemblance in these several facts; in other words, the facts are explained: then he is led to form or verify a Rule or Definition from these resemblances: and lastly, he is practised on what he has learnt. Thus, the whole course is, strictly, one of Induction and systematic Progression.

It will be observed that, in some instances, the matter has been arranged in a different order from that which is adopted in the Authors' School Grammar. Of the Parts of Speech, for example, the Nouns have been taken first; Pronouns have been placed after Verbs and Adverbs; and so in other cases. All this has been done advisedly; as

being, practically, more simple in teaching very young children. The teacher, therefore, need not be at any trouble in *selecting* the lessons, as these are all arranged in the order in which they should be learnt.

Throughout, the object has been, not to aim at anything like completeness or minute detail, but to imprint on the child's mind a strong, clear type of the leading essentials of English Grammar.

It is recommended that the Examples and Explanations should be read over by the Pupils (in class, if there are several together), and questioned on by the Teacher, before they are set to learn the Rule or Definition which follows, or to do the Exercise. The portions which are meant to be *learnt by heart* are the paragraphs which have the numbers at the beginning, as 1, 2, 25, &c., and only these. The Exercises, it will be seen, can be done either orally or, if the pupils have learnt to write, in writing; or (better still) in both ways.

This book, it may be added, will form the simplest and best Introduction to the Authors' School Grammar.

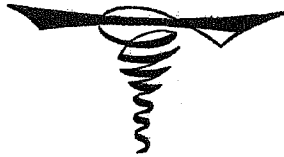


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GRAMMAR FOR BEGINNERS.

(1) PART I.

1. GRAMMAR is the science of words.

EXPLANATION.—When we speak we utter words. Grammar teaches us what words we ought to use, and how we should use them.

2. Words are of different sorts. The different sorts of words are called Parts of Speech.

3. There are nine sorts of words, or PARTS OF SPEECH: Article, Noun, Adjective, Pronoun, Verb, Adverb, Preposition, Conjunction, Interjection.

NOUNS.

EXAMPLES.—*Man, boy, servant, Charles.*

EXPLANATION.—These are names of PERSONS: all names of PERSONS are called NOUNS.

EXAMPLES.—*Dog, horse, cat, cow, antelope.*

EXPLANATION.—These are names of ANIMALS: all names of ANIMALS are called NOUNS.

EXAMPLES.—*Town, street, city, church.*

EXPLANATION.—These are names of PLACES: all names of PLACES are called NOUNS.

EXAMPLES.—*Chair, form, desk, carpet, fire.*

EXPLANATION.—These are names of THINGS: all names of THINGS are called NOUNS.

4. Nouns are the names of PERSONS, ANIMALS, PLACES, or THINGS; as, *man, cow, town, box.*

EXERCISE I.

- ☞ (a) Mention other names of Persons whom you know:—
 (b) Mention other names of Animals you have seen:—
 (c) Mention other names of Places you know:—
 (d) Mention other names of Things which you often see:—
 (e) Point out the Nouns in the following sentences:—

The bee is on the flower. The bird was in the tree. The cat will be in the kitchen. The dog was in his kennel. The horses are in the stable. The bear roared in his den. Where are the books? Henry ran up the mountain. The goat butted the child into a ditch. The oak bears acorns. The church is on the hill. There is a bridge over the river.

ARTICLES.

EXAMPLES.—AN *oak*, A *boy*; THE *oak*, THE *boy*.

EXPLANATION.—These little words, *an*, *a*, and *the*, are called ARTICLES. They are used to shew *what* oak, or *what* boy is meant; whether *any* one is meant, *an* oak or *a* boy, or whether *some particular* one is meant, *the* oak, *the* boy.

5. An Article is a word put before a Noun to mark the *extent* of its signification; as, AN *apple*; A *battledore*; THE *man*.

EXERCISE II.

- ☞ (a) Which are the Articles in the following sentences?

The boy is on the wall. The girl is in the garden. A man is on the roof. A bear was roaring. The lion devoured a man. The smoke was rising from a chimney. A fire heats the room. Put a candle in the bedroom. The ink is thick. The eagle can carry away a lamb. The wind blew an apple down. Mary is reading under an oak.

- (b) Put Articles before the following Nouns:—

() box. () man. () candles. () pen. () ink.
 () sun. () bat. () skipping-rope. () inkstand. () cat.
 () dog. () ox. () boat. () church. () bridge. ()
 eye. () stone. () bank. () watch. () thrush. () bird.

Which are the Nouns in the above sentences?


(3) ADJECTIVES.

EXAMPLES.—A GREAT *boy*, a GOOD *horse*, a LARGE *garden*, a STRONG *man*.

EXPLANATION—These three words, *great*, *good*, *large*, are called Adjectives. They shew what *sort* of a thing we mean. The word *great* shews what sort of a boy we mean; the word *good* shews what sort of a horse we mean; the word *large* shews what sort of a garden we mean.

6. An Adjective is a word which expresses the quality of a Noun; as, *great*, *good*, *large*.

EXERCISE III.

 (a) Which are the Adjectives in these phrases?—

A rich pudding. The big table. The handsome picture. Clean boys. A high mountain. A green field. An old oak. Pretty flowers. The good father. Obedient pupils. Clear water. An old tower. A surly child. White paper. A rich man. A pretty puppy. A large lion and a little mouse. A high house and a low cottage. A playful kitten.

(b) Which are the Nouns in the above phrases?

(c) Go over each phrase, telling the part of speech of each word:— thus: *a*, Article; *rich*, Adjective; *pudding*, Noun.

(d) Think of some Adjective to put with these words:—

A () towel. The () flower-pot. The () river. A () chimney. A () stick. The () tree. The () leaf. The () sun. A () star. A () boy. The () lion. A () box. A () apple. The () well. A () stone. The () ice. The () snow.

VERBS

EXAMPLES.—The boy STRIKES the dog. The dog BARKS. The child SINGS a song. The cat RUNS. The bird FLIES.

EXPLANATION—These words, *strikes*, *barks*, *sings*, *runs*, *flies*, are called Verbs. They are all words which mean *doing* something. The word *strikes* shews what the boy does; the word *barks* shews what the dog does; the word *sings* shews what the child does; the word *runs* shews what the cat does; the word *flies* shews what the bird does.

7. A Verb is a word which denotes BEING OR DOING; as, *The boy BEATS his brother; The boy IS BEATEN by his brother; The boy SLEEPS.*

EXERCISE IV.

☞ Point out the Verbs in the following sentences:—

The sun shines. The air is fresh. The wind blows. The horse neighs. The crows fly. The child walks into the garden. He cuts a twig from the tree. They eat up the pudding. Charles writes a copy. It thundered yesterday. The carpenter planed the table. The cow lows. The sheep bleats. The pig grunts. The donkey brays. The lion roars. The cat mews. The mouse squeaks. The monkey screams. The dog barks. The fire burns. The thunder roars. The lightning flashes. The wind blows and howls. The sun shines. The river flows. The ship sails. The water freezes. The snow falls.

(5)

ADVERBS.

EXAMPLES.—*The boy walks BADLY. He rides QUICKLY. The bird sings BEAUTIFULLY. She came DIRECTLY.*

EXPLANATION.—These words, *badly*, *quickly*, *beautifully*, are called Adverbs. They shew the *how* or the *when*. The word *badly* shews us *how* the boy walks; the word *quickly* shews *how* he rides; the word *beautifully* shews *how* the bird sings; the word *directly* shews *when* she came.

8. An Adverb is a word joined to a Verb, an Adjective, or an Adverb, to qualify it, or to specify some circumstance about it; as, *A MOST clever boy. He walks FAST. He runs VERY well.*

EXERCISE V.

(a) Mention the Adverbs in the following sentences:—

The wind blew terribly. The sun shines mildly. The stars are very bright. The world is very large. The snow is exceedingly deep. The grass is quite green. The boys swim badly. The eagle flies exceedingly high. The lark sings beautifully. I am rather tired. Ann writes well. James reads carelessly. The girls walk slowly. The peasant boy works cheerfully. John went willingly for his brother. The soldier was wounded dreadfully. The man eats heartily.

(b) Add some Adverbs to the following sentences:—

The snail creeps (). The ice is () slippery. The swallow flies (). The boy runs (). My brother swims (). The pen writes (). The candle burns (). The soldier fought (). Your sister eats ().

(6) PRONOUNS.


EXAMPLES.—*Mary is well, and SHE is in the country. I know Frederick, and I like HIM. I saw the boys; THEY were in the field.*

EXPLANATION.—These words, *she, him, they*, are called Pronouns. They are put instead of repeating the Nouns. The Pronoun *she* stands for the Noun *Mary*. Instead of saying, *Mary is well, and MARY is in the country*, we say, *Mary is well, and SHE is in the country*.—The Pronoun *him* stands for *Frederick*. Instead of saying, *I know Frederick, and I like FREDERICK*, we say, *I know Frederick, and I like HIM*.—The Pronoun *they* stands for *boys*. Instead of saying, *I saw the boys; THE BOYS were in the field*, we say, *I saw the boys; THEY were in the field*.

9 A Pronoun is a word used instead of a Noun; as, *James was tired, and HE sat down.*

The word Pronoun means FOR A NOUN.

EXERCISE VI.

 (a) Point out the Pronouns:—

That girl is clever, and she is industrious. This boy is clever, and he is diligent. The child had seen the cathedral, but had not been into it. Frank loves John, because he is so kind to him. Henry saw the boys: he said they were going to the forest. Papa ordered the men some refreshment, and she thanked him. Does that lady often see those persons? No, she sees them very seldom. The house is large, but it is not convenient. The dog is very happy: he is frisking about.

(7)


PREPOSITIONS.

EXAMPLES.—*The boy was NEAR the field. The deer are IN the park. The Church is ON the hill.*

EXPLANATION.—The words *near, in, on,* are called Prepositions. The word *near* shews us the place of the boy with regard to *the field*; the word *in* shews us the place of *the deer* with regard to *the park*; the word *on* shews us the place of *the church* with regard to *the hill*.

10. A Preposition is a word put before Nouns or Pronouns to shew their relation to other Nouns or Pronouns; as, *The boy is ON the wall.*

EXERCISE VII.

 (a) Point out the Prepositions:—

The gardener was in the garden. Jane is not in the house, she is in the town. We are in a great city. He lives in Edinburgh. Oxford is in England. Carisbrooke is in the Isle of Wight. Loughton is in Essex. The fruit is on the trees. The horse ran across the field. Thomas jumped over the ditch. Henry almost fell into it. The bird flew over the house. The man lives near the church. She lives with her sister. The dog hid himself among the bushes. He went from London yesterday. The coach goes through Leicester.

(b) Put in some Preposition which will make sense :—

The books are () my box. Send John () the garden. My cousin lives () George Street. The pigeon is () the house. The boat went () the bridge. The dog swam () the river. Do not walk () the mud.



CONJUNCTIONS.

EXAMPLES.—*He AND I. Not William, BUT Thomas. I hope THAT he is well. I will remain, IF you go.*

EXPLANATION.—These words, *and, but, that, it,* are called Conjunctions. They join together words which are wanted to be connected. The word *and* joins *he* and *I*; the word *but* joins *William* and *Thomas*; the word *that* joins the sentence *he is well* to the sentence *I hope*.

11. A Conjunction is a word which joins words, clauses, or sentences together; as, *James AND George. He will go, IF I remain.*

EXERCISE VIII.

☞ Point out the Conjunctions :—

John and James have gone out. Anne and Ellen are sitting on the grass. You are tired and we are not. Where are the boy and girl? He is in the garden, but she is in school. You cannot know, if you do not learn your lesson. Do it, because I wish. I do not know that person, nor do I wish to know him. The lion killed his keeper, because he took away his food. He has not heard whether your doll is brought. I will soon come to you if you will go away.

INTERJECTIONS.

EXAMPLES.—*OH no! AH! it was sad HUSH! be silent. HOY! come back.*

EXPLANATION.—These words, *Oh, ah, hush, hoy,* are called Interjections.

12. An Interjection is a word which expresses some feeling or wish; as, *Ah! it was very unfortunate.*

EXERCISE IX.

☞ Point out the Interjections :—

Fie! how could you do so? Ah me! it is all over. Heyday! what is the matter? Bravo! my boys. Hush! do not make a noise. Alas! what have you done! Heigho! I am very tired. Hurrah! we are to have a holiday

PARSING EXERCISES.

1.

The good child obeys readily, and he listens to instruction.

The	Article.	And	Conjunction.
Good	Adjective.	He	Pronoun.
Child	Noun.	Listens	Verb.
Obeys	Verb.	To	Preposition.
Readily	Adverb.	Instruction	Noun.

2.

Oh, how beautifully the little birds sang in the groves and fields!

Oh	Interject.	Sang	Verb.
How	Adverb.	In	Preposition.
Beautifully	Adverb.	The	Article.
The	Article.	Groves	Noun.
Little	Adjective.	And	Conjunction.
Birds	Noun.	Fields	Noun.

3.

She said, How very lovely the colour of the grass and the leaves is in the spring of the year!

She	Pronoun.	The	Article.
Said	Verb.	Colour	Noun.
How	Adverb.	Of	Preposition.
Very	Adverb.	The	Article.
Lovely	Adjective.	Grass	Noun.

And	Conjunction.	The	Article.
The	Article.	Spring	Noun.
Leaves	Noun.	Of	Preposition.
Is	Verb.	The	Article.
In	Preposition.	Year	Noun.

4.

A strong horse jumped fearlessly over the high hedge; but, alas! he almost broke his leg.

A	Article.	Hedge	Noun.
Strong	Adjective.	But	Conjunction.
Horse	Noun.	Alas	Interjection.
Jumped	Verb.	He	Pronoun.
Fearlessly	Adverb.	Almost	Adverb.
Over	Preposition.	Broke	Verb.
The	Article.	His	Pronoun.
High	Adjective.	Leg	Noun.

EXERCISE X.

☞ Parse the sentences in Exercises iv., v., vi., vii., viii., and ix., in the same way as the above:—



PART II.

NOUNS—PROPER AND COMMON.

EXAMPLES.—*John, London, Thames.*

EXPLANATION.—*John* is the name of some *particular* person, *John* is therefore called a PROPER Noun; *London* is the name of a *particular* city, *London* is therefore a Proper Noun

EXAMPLES.—*Boy, woman, house, river.*

EXPLANATION —*Boy* is a name belonging to *all* male children, *boy* is called a COMMON Noun; *woman* is a name given to *all* grown females, *woman* is a COMMON Noun.


13. Nouns are of two kinds, Common and Proper.

14. A Common Noun stands for the whole kind;
as, *boy, town.*

15. A Proper Noun distinguishes one individual
or thing from all the rest of the same kind; as, *John,*
London.

16. Proper Nouns begin with a capital letter.

EXERCISE XI.

 Tell the Nouns and say if Common or Proper:—

The book is on the box. The town is on the river. Manchester is a large town. James may have my bat. There is a fine tree in the park. Windsor is on the Thames. There are many ships in the river now. My hat was not bought in London. Eliza is in the garden, but her brothers are in the field. A hill covered with trees is a pretty sight.

(12) NUMBER.

EXAMPLES.—*Tree, trees; pin, pins.*

EXPLANATION.—*Tree* means *one single tree*; *tree* is a Noun in the Singular Number: *trees* means *more than one tree*; *trees* is a Noun in the Plural Number. *Pin* means one pin; *pin* is in the Singular Number: *pins* means more than one pin; *pins* is in the Plural Number.

17. There are two Numbers, Singular and Plural.

18. The Singular is used in speaking of one; as, *horse, pen.*


19. The Plural is used in speaking of more than one; as, *horses, pens.*

20. The Plural is generally formed by adding *s* to the Singular; as, Singular, *book*, Plural, *book-s*.

21. These Plurals must be learnt.

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Ox	Oxen.	Foot	Feet.
Brother	Brethren.	Tooth	Teeth.
Child	Children.	Goose	Geese
Man	Men.	Mouse	Mice.

EXERCISE XII.

 Name the Nouns, and tell what Number they are:—

That is our house. Which of the houses? That with the large garden full of flowers. Our baby has blue eyes. Where are the boxes? The glasses are on the table. John is fond of raspberries and cream: are you? I like strawberries better. My shoe pinches my foot. My shoes pinch my feet. The men drove the oxen into the meadows.

(13) GENDER.

EXAMPLES.—*Man, woman; boy, girl; horse, mare.*

EXPLANATION.—*Man* means *he*, and is of the MASCULINE Gender; *woman* means *she*, and is of the FEMININE Gender. *Boy* means *he*, and is Masculine; *girl* means *she*, and is Feminine. *Horse* means *he*, and is Masculine; *mare* means *she*, and is Feminine.

22. There are two Genders, the Masculine and the Feminine.

23. The Masculine denotes the he; the Feminine denotes the she; as, *man*, Masculine; *woman*, Feminine.

EXERCISE XIII.

☞ Tell the Gender of the following Nouns:—

A king. A queen. The master. The mistress. My sister. Your brother. His mother. Their father. Thomas went to see his aunt. The little girl's uncle called on Mary. My sister's husband spoke to his nephew. A good husband is kind to his wife. Queen Mary was the daughter of King Henry. A son should love his mother.

EXAMPLES.—*Desk, candle, glass, watch.*

EXPLANATION.—*Desk* is neither he nor she; so it is neither Masculine nor Feminine: *desk* is therefore said to be NEUTER, for Neuter means *neither*. *Candle*, too, is neither he nor she; so it is neither Masculine nor Feminine; *candle*, therefore, is NEUTER.

EXAMPLES.—*Bird, child, animal, friend.*

EXPLANATION.—The Noun *bird* stands for either a cock-bird or a hen-bird; so it is *either Masculine or Feminine*: *bird* is therefore said to be COMMON as to Gender. *Child*, too, means either a boy or a girl, and so is either Masculine or Feminine; *child* is COMMON as to Gender.

24. Names of things without life are of no Gender, and are therefore called Neuter Nouns; as, *table, pen.*

25. Some Nouns are common to both Genders, being either Masculine or Feminine; as, *parent, friend, bird.*

EXERCISE XIV.

☞ Say whether the Nouns in the following sentences are Neuter or Common as to Gender:—

My friend has a large house. Parents love their children. That garden belongs to my cousin. The bird was caught in a trap. The enemy threw down their arms and ran away. Animals know that they live; but vegetables and minerals do not. Our relations live in the country. Cattle eat grass.

EXERCISE XV.

☞ Tell whether the Nouns are Masculine or Feminine, Neuter or Common as to Gender:—

The boy loves his mother. The child was held by the nurse. My cousin is my friend. My brother has no enemy. The bird saw the snake in the grass. A parent loves his child. A mother loves her boys and girls. The son and daughter of King Henry were drowned in the sea. A ship sank near Portsmouth with a thousand men in it.

(14) CASE.

EXAMPLES.—*The boy struck the girl. The wind blew the trees. Ann drank the milk.*

EXPLANATION.—*Who struck the girl? The boy* Boy is the NOMINATIVE CASE, for it goes *before* the verb, and answers a question beginning with *who*. *What blew the trees? The wind.* Wind is the NOMINATIVE CASE, for it goes *before* the verb, and answers a question beginning with *what*. *Who drank the milk? Ann.* Ann is in the NOMINATIVE CASE, for it goes *before* the verb, and answers a question beginning with *who*.

WHOM *did the boy strike?* *The girl.* *Girl* is the OBJECTIVE CASE, for it comes *after* the verb, and answers a question beginning with *whom*. WHAT *did the wind blow?* *The tree.* *Tree* is in the OBJECTIVE CASE, for it comes *after* the verb, and answers a question beginning with *what*. WHAT *did Ann drink?* *The milk.* *Milk* is OBJECTIVE for the same reason.

EXAMPLES.—*John's hat was lost.* *The child's finger was hurt.*

EXPLANATION.—WHOSE *hat was lost?* *John's.* *John's* is in the POSSESSIVE CASE, for it answers a question beginning with *whose*. WHOSE *finger was hurt?* *The child's.* *Child's* is in the POSSESSIVE CASE, for it answers a question beginning with *whose*.

26. There are three Cases; the Nominative, the Objective, and the Possessive.

27. The Nominative generally comes before the Verb; as, *The GIRL cut the paper.*

28. The Objective generally comes after the Verb; as, *The girl cut the PAPER.*

29. The Possessive shews possession; as, *The BOY'S marble is here.*

EXPLANATION.—In the sentence, *The girl cut the paper*, *cut* is the Verb. *Girl*, therefore, which is the Noun coming before *cut*, is in the NOMINATIVE case; and the Noun *paper*, coming after *cut*, is in the OBJECTIVE case. In the sentence, *The boy's marble is here*, the word *boy's* shews to whom the marble belongs; *boy's* is therefore in the POSSESSIVE case.


30. The SINGULAR Possessive is made by adding *s* with an apostrophe (*'s*); as, NOMINATIVE, *man*; POSSESSIVE, *man's*.

31. The PLURAL Possessive is made like the Singular, by adding *s* with an apostrophe ('s); as, NOMINATIVE, *men*; POSSESSIVE, *men's*.

32. But when the Plural ends in *s*, the Possessive *s* is omitted, and only the apostrophe (') remains; as, *horses' teeth*.

EXPLANATION.—*Horses' teeth* means the teeth of many horses; *horse's teeth* means the teeth of only one horse.

EXERCISE XVI.

 Tell the Case of the following Nouns:

The Frenchman saw the dog. Charles hurt the horse. The horse's hoof is hard. The cat purrs. The dog barks. The wolf howls. The wolf killed a lamb. The man shot the wolf. The soldier's gun is loaded. The candle burnt the moth. The lion's roar is terrible. John's kindness pleased the lady. The rivers overflowed the meadow. My father's fields produce corn. The elephant's sagacity pleased my cousins. My sister's writing desk holds papers.

(15)

ARTICLES.

EXAMPLES.—Give me AN apple. She ate THE apple. A cat likes milk.

EXPLANATION.—In the first sentence, the words *an apple* mean *any* apple. It does not *define* or point out some particular apple; it means *any one* at all. AN is called an INDEFINITE Article; for Indefinite means *not defining*. But the words *the apple* do mean some *particular* apple, not any apple, but *the* (or that) apple. THE is called the DEFINITE Article.

32 a. The is called the Definite Article; an or a, the Indefinite.

(16)

ADJECTIVES.

EXAMPLES.—*The apple is SWEET, the pear is SWEETER, but the greengage is the SWEETEST. The pond is DEEP, the canal is DEEPER, but the river is DEEPEST.*

EXPLANATION.—In the first sentence, it is said that the *apple is sweet*, that is, has the quality of sweetness; *sweet* is called the POSITIVE DEGREE: the pear is said to be *sweeter*, that is, to have *more* of the quality of sweetness; *sweeter* is the COMPARATIVE DEGREE: the greengage is said to be *sweetest*, that is, to have *most* of the quality of sweetness: *sweetest* is the SUPERLATIVE DEGREE. So the *pond* has the quality of depth, *deep* is the POSITIVE DEGREE; the *canal* has more of depth, *deeper* is the COMPARATIVE DEGREE; the *river* has *most* of depth, *deepest* is the SUPERLATIVE DEGREE.

33. Adjectives have three Degrees; the Positive, the Comparative, and Superlative.

34. The Positive Degree is the Adjective in its simplest form; as, *high, low*.

35. The Comparative is formed by adding *er* to the Positive; as, *higher, lower*.

36. The Superlative is formed by adding *est* to the Positive; as, *highest, lowest*.

EXERCISE XVII.

✎ (a) Tell the Adjectives in the following sentences, and their degrees of comparison:—

The wall is high, the tree is higher, but the house is highest. The oak has a thicker trunk than the poplar. The whale is the largest of all animals. The nightingale is the sweetest songster. Give me a large apple. Larger than that? Yes, the largest of all. London is the larg-

est and richest city in the world. The stars are bright, the moon is brighter, and the sun is brightest. My watch is smaller than that large ring. A strong man can do harder work than a weak man.

(b) Tell which Articles are Definite and which Indefinite:—

(17) PRONOUNS.

37. Pronouns are of three kinds; Personal, Relative, and Adjective.

PERSONAL PRONOUNS.

EXAMPLES.—*I saw Charles; HE was in the garden, but HE did not see me. Mary is gone; SHE went an hour ago.*

EXPLANATION.—The first sentence means, *I saw Charles; Charles was in the garden, but Charles did not see me.* Saying Charles, however, over and over again, sounds disagreeable; we therefore use **HE** instead of Charles. The word *he*, standing for *Charles*, is called a PERSONAL PRONOUN. So, *she* is used for *Mary*. We say, *Mary is gone; SHE went an hour ago*: not *Mary is gone; Mary went an hour ago.* **SHE** is a PERSONAL PRONOUN.

38. A Personal Pronoun stands for the Noun itself; as, *The boy is not here; HE has gone away.*

PERSONS.


EXAMPLES.—*I tell you he is away. You must tell her to come to me.*

EXPLANATION.—In the first sentence, *I* stands for the person *speaking*; *I* is called the *first* person: *you* stands for the person *spoken to*; *you* is the *second* person: *he* stands for the person *spoken of*; *he* is the *third* person. In the second sentence, *you* stands for the person *spoken to*, and is the *second* person: *her* stands for the person *spoken of*, and is the *third* person: *me* stands for the person *speaking*, and is the *first* person.

39. Pronouns are of the first, second, or third person.
40. The person *speaking* is the *first* person.
41. The person *spoken to* is the *second*.
42. The person *spoken of* is the *third*.

Cases.	Singular					Plural.		
	1 PER.	2 PER.	3 PER.			1 PER.	2 PER.	3 PER.
			Mas.	Fem.	Neu.			
NOM.	I	Thou	He	She	It.	We	You, Ye	They.
POSS.	Mine	Thine	His	Hers	Its.	Ours	Yours	Theirs.
OBJ.	Me	Thee	Him	Her	It.	Us	You	Them.

EXERCISE XVIII.

 Point out the Personal Pronouns, and state what person they are:—

Send him to me. You told her the truth. Thou art kind to him. I told thee she would come. They cut down the trees, because they shaded the garden too much. If the parcel be too heavy, let them carry it in turns. I assure you the book is mine. He did not think it was yours. We picked some fine blackberries in the forest; they were quite ripe. Is that house yours? No, it is theirs. Shall the girl go with him to carry the book? Yes. You may let them both go with it. John has snuffed the candle out; may he light it again? The Queen is in Scotland; she seems to enjoy her visits very much. Send Henry to his mother; she wants him.

(15)

RELATIVE PRONOUNS.

EXAMPLES.—*The man WHO was here has gone away. He has lost the ball WHICH you gave him. He WHOM thou lovest is sick.*

EXPLANATION.—The word who is a Pronoun which relates to the Noun *man*; WHO is therefore called a **RELATIVE PRONOUN**. *Man* goes before the Relative who; **MAN** is therefore called its **ANTECEDENT**, for Antecedent means that which goes before. In the second sentence, the

Pronoun *which*, relates to the Noun *ball*; WHICH is therefore a RELATIVE PRONOUN, and BALL is its ANTECEDENT. In the third sentence, *whom* relates to *he*; WHOM is a RELATIVE, and HE is its ANTECEDENT.

43. A Relative Pronoun relates to some Noun or Pronoun going before it, called its Antecedent; as, *I have lost the book WHICH I bought.*

44. The Relatives are, *who*, *whose*, *whom*, *which*, and sometimes *that*.

EXERCISE XIX.

☞ Tell the Relative Pronouns and their Antecedents:—

I know the lady who visited you. The horse which my brother rides is brown. He was a brave man who stopped the horse which ran away. The friend whom thou lovest is sick. I do not know whose map it is. The house which was burnt down has been rebuilt. The gentleman whom you met gave my sister the skipping rope you broke. I do not know the gentleman whom you mean.

(19) ADJECTIVE PRONOUNS.

EXAMPLES.—*HIS hat. HER fan. THAT desk.*

EXPLANATION.—*His* stands before the Noun *hat*, and so distinguishes it from other hats; HIS is therefore called an ADJECTIVE PRONOUN. So *that* stands before the Noun *desk*, and distinguishes it from other desks. THAT is therefore an ADJECTIVE PRONOUN.

45. The principal sorts of Adjective Pronouns are the Possessive and the Demonstrative.

POSSESSIVE ADJECTIVE PRONOUNS.

EXAMPLES.—*MY doll. HIS box. THEIR spades.*

EXPLANATION.—The word *my* shews that the doll belongs to me. MY is therefore called a POSSESSIVE


ADJECTIVE PRONOUN. The word *his* shews that the box belongs to him. **HIS** is therefore a **POSSESSIVE ADJECTIVE PRONOUN**.

46. The Possessive Adjective Pronouns are:

	<i>Singular.</i>	<i>Plural.</i>
1ST PERSON	My	Our.
2ND PERSON	Thy	Your.
3RD PERSON	His, her, its	Their.

47. **OBSERVATION.**—These are Adjective Pronouns when they are followed by Nouns; when they are without Nouns they are Personal Pronouns in the Possessive Case (See 32)

EXERCISE XX.

 Point out the Possessive Adjective Pronouns, and tell what person and number they are:—

Her grammar is in *his* box. Look at my parrot; *its* wings are very beautiful. They told me that *their* house is to let. Have you seen our dog *Cæsar*? *His* name is engraved on his collar. Your paper is not so good as *mine*. Her doll cost as much as *his* bat and *my* ball put together. Our letters were brought by *your* brother. I do not like *their* house. *Your* kitten is very playful. Where is *my* cat?

(25) DEMONSTRATIVE PRONOUN.


EXAMPLES.—**THIS** *pen*. **THAT** *knife*.

EXPLANATION.—The word *this* points out one particular pen, distinguished from all others: **THIS** is therefore called a **DEMONSTRATIVE ADJECTIVE PRONOUN**, for Demonstrative means *pointing out*. So, **THAT** is a **DEMONSTRATIVE ADJECTIVE PRONOUN**, for it points out one *knife*, distinguished from all others.

48. The Demonstrative Pronouns are,—


SINGULAR, *this, that*; **PLURAL**, *these, those*.

EXERCISE XXI.

 Tell the Demonstratives and their number:—

I do not know that lady. These pens are not worth much. Give me those wafers, if you please. These pears are too ripe. Will you take this? It is not so ripe. I think that he is not strong enough to bear that gentleman.

RECAPITULATORY EXERCISE (XXII).

 Parse the sentences in Exercises xii., xv., xvi., xvii., xviii., xix., xx., and xxi., in the following way:—

SENTENCE.—*That little boy in the field held his mamma's hand.*

That.....Pronoun. Demonstrative Adjective.

Little ...Adjective. Positive Degree.

BoyNoun. Common. Masculine Gender. Singular Number. Third Person. Nominative Case; because it comes before the Verb *held*, and answers a question beginning with *who*. (27.)

InPreposition.

TheArticle.

Field ...Noun. Common. Neuter. Singular Number. Third Person.

Held ...Verb.*

HisPronoun. Possessive Adjective.

Mamma's Noun. Common. Feminine Gender. Singular Number. Third Person. Possessive Case; because it shews possession, and answers a question beginning with *whose*. (29.)

Hand ...Noun. Common. Neuter. Singular Number. Third Person. Objective Case; because it comes after the Verb *held*, and answers a question beginning with *what*. (28.)

* Particulars of the Verb should be deferred.

VERBS.

MOODS.

(21)

49. The word MOOD means MANNER.

EXAMPLES.—*The butcher SELLS meat. Henry PLAYS at marbles.* 屠夫

EXPLANATION.—The Verb *sells* in the first sentence asserts what the butcher does; *sells* is therefore said to be in the INDICATIVE MOOD, for *Indicative* means *declaring*. So the Verb *plays* just asserts what *Henry* does. *Plays* is in the INDICATIVE MOOD too.

EXAMPLES.—*I shall be angry if he SELL my box. If he PLAY fairly, I shall like him.*

EXPLANATION.—In the first sentence, the Verb *sell* with the Conjunction *if* before it expresses *doubt* as to whether he will sell my box; *SELL* is therefore in the SUBJUNCTIVE MOOD. So it is *doubtful* whether *he* will play fairly or not; *PLAY* is therefore in the SUBJUNCTIVE MOOD.

EXAMPLES.—*I CAN SELL my own box. I MAY PLAY now.*

EXPLANATION.—The Verb *can sell* shews my *power* to sell my own box; *CAN SELL* is therefore in the POTENTIAL MOOD, for *potential* means *having power*. So *I may play* shews the *power* or *permission* I have to play; *MAY PLAY* is therefore in the POTENTIAL MOOD.

50. The Indicative either asserts or denies, or is used in asking a question; as, *I praise; I do not praise; do I praise?*

51. The Subjunctive denotes a condition or supposition, and generally has some Conjunction before it; as, *If it rain.*

52. The Subjunctive Mood has generally *if* before it.
 53. The Potential denotes possibility, power, or inclination ; as, *He may come ; He can go.*
 54. The Potential Mood has one of these words before it :—*May, can, must, might, could, should, would.*

EXERCISE XXIII.

☞ Tell the Mood of the following Verbs, whether Indicative, Subjunctive, or Potential :—

A good child loves his parents. James mended his sister's doll. My brother can swim. Buonaparte was born in Corsica. I may pick that flower. If he send a letter, it may go. If a child tell tales, everybody dislikes him. I must leave soon to-night, for my father expects me. I should like that book. I told my father that he could fetch the ball for me. If we waste our time, we act foolishly. Frederick said that he might go. The fir tree grows in cold countries. I do not know whether I can visit Norway next summer. If your friend travel there, you should do so too.

EXAMPLES.—Go out of the room. PLAY with me, Henry. (22)

EXPLANATION.—The Verb *go* expresses a command ; *go* is therefore a Verb in the IMPERATIVE MOOD, for *Imperative* means *commanding*. So in the next sentence the Verb *play* is a *command* or *request* to Henry ; PLAY is therefore in the IMPERATIVE MOOD.

EXAMPLES.—To PLAY is pleasant. He wishes to GO to-morrow.

EXPLANATION.—The Verb *to play* expresses the action of *playing* in the widest possible sense. It does not say, *I play*, or *you play* ; but simply *to play*. To PLAY is therefore called the INFINITIVE MOOD, for *Infinitive* means *unlimited*. So, *to go* is taken in the widest sense ; to GO is therefore in the INFINITIVE.

EXAMPLES.—*The picture TORN by the girl was pretty. I believed the story TOLD by her.*

EXPLANATION.—The word *torn* shews what the girl did; she tore the picture: so far it is therefore a *Verb*. But it also gives a description of the picture; it was a *torn* picture; TORN is therefore called a PARTICIPLE, or Participial Mood, for *Participle* means having *part of one thing and part of another*. So, *told* partakes of the nature of a *Verb*, because it shews what she *did*; but it also partakes of the nature of an *Adjective*, for it describes the story—a *told* story. TOLD is therefore a PARTICIPLE.

55. The Imperative Mood commands or entreats; as, *Praise Thou; bless Thou us.*

56. The Infinitive expresses the meaning of the Verb in a general and indefinite way; as, *To play is pleasant.*

57. The Infinitive has the sign *to* before it.

58. The Participle, or Participial Mood, expresses the meaning of the Verb after the manner of an *Adjective*; as, *Thus the children lived, loved by each other.*

EXERCISE XXIV.

☞ Tell whether the following Verbs be of the Imperative, Infinitive, or Participial Moods:—

Go into the garden. Fetch my hat, Charles. Tell Mary to get dinner ready soon. Ask Henry to bring my gloves. Send him to fetch the inkstand bought by William. Pick up those apples fallen from the tree. Snuff the candle. Why? To give more light. Bring the picture painted by that artist. Lend me your box. Try to master the lesson appointed.

RECAPITULATORY EXERCISE (XXVa).

☞ Tell the Mood of the following Verbs:—

He lives in Sackville Street. He may go to-morrow. Send the man away. My father wished me to tell you that he would be glad to see you. If your sister come, ask her to wait for me. Henry may go out to amuse himself. Then the boys went home fairly tired out. Bring a basket to hold the fruit. The fruit is ripe. Those pears may ripen on the wall. If the postman bring a letter, take it in. I expect to hear from home. Then the children went along the road. The servant broke a window. Tell her to fetch a glazier at once.

(25) TENSES.

59. Tense means Time.

EXAMPLES.—*You write well. John wrote well. He will write well. You live at Hackney. They lived at York. I shall live in London.*

EXPLANATION.—The Verb *write* means present time; *You write well* NOW. WRITE is called the PRESENT TENSE. *Wrote* means past time; it does not say that John writes well now, but that *John wrote well* SOME TIME AGO. WROTE is called the PAST TENSE. *Will write* refers to a future time; *He will write well* at a TIME TO COME. WILL WRITE is called a FUTURE TENSE. So the Verb LIVE is PRESENT TENSE; LIVED is PAST TENSE; SHALL LIVE is FUTURE TENSE.

60. There are three main Tenses; Present, Past, and Future.

EXERCISE XXV.

☞ Tell whether the Verbs are Past, Present, or Future:—

The soldier ran away. The knife cuts well. The knife cut the boy's finger. The knife will cut the wood. My mother sent me a plum-cake. I will send you some. My mamma thinks I read better. The candle burns dim. When I went down a coal-pit the candle burnt

dim. A candle will burn dim in damp places. I shall always love my parents, because they always love me. They will go into the country soon. I see your brother every day. He saw you yesterday. We shall both see him to-morrow, I hope.

(24) PRESENT AND PRESENT COMPLETE.

EXAMPLES.—*You* WRITE *well*. *You* HAVE WRITTEN *the letters*.

EXPLANATION.—In the first sentence nothing is shewn about the Verb *write*, but that it refers to the present time. Write is therefore called simply the PRESENT TENSE. But in the sentence, *You have written the letter*, the Verb, *have written*, shews two things: (1) that the action of writing is completed; (2) that it is but just now completed. It is therefore PRESENT as regards time, and COMPLETE because the action is finished. HAVE WRITTEN is therefore called the PRESENT COMPLETE TENSE.

61. *Have* is the sign of the Present Complete Tense. PRESENT, *I write*; PRESENT COMPLETE, *I have written*.

(25) PAST AND PAST COMPLETE.

EXAMPLES.—*John* WROTE *well*. *John* HAD WRITTEN *the letter before I came*.

EXPLANATION.—Nothing is expressed about the Verb *wrote*, but that it refers to the past time. WROTE is therefore called simply the PAST TENSE. But *had written* shews two circumstances about the writing: (1) that it is completed, *John had (quite) written the letter*; (2) that it was completed at a past time, *before I came*. It is therefore PAST as referring to a past time, and COMPLETE inasmuch as the writing is quite finished. HAD WRITTEN is therefore the PAST COMPLETE TENSE.

62. *Had* is the sign of the Past Complete Tense.*

FUTURE AND FUTURE COMPLETE.

EXAMPLES.—*He will write well. He will have written the letter by dinner-time.*

EXPLANATION.—In the sentence, *He will write well*, nothing is expressed about the Verb *will write*, but that it refers to a time yet to come; a future time. *WILL WRITE* is therefore called simply the FUTURE TENSE. But in the sentence, *He will have written the letter by dinner-time*, two circumstances are stated with regard to the writing: (1) that it will be *completed*, *He will have (quite) written the letter*; (2) that it will be completed at a time yet to come, a *future time*. The Verb is therefore FUTURE as referring to a future time, and COMPLETE, as shewing that the action will then be quite finished. *WILL HAVE WRITTEN* is therefore the FUTURE COMPLETE TENSE.

63. *Shall* and *will* are the signs of the Future Tense; *shall have* and *will have* of the Future Complete. FUTURE, *I shall write*; FUTURE COMPLETE, *I shall have written*.

64. Each main Tense has a Complete form; viz., Present Complete, Past Complete, Future Complete.†

65. The PRESENT COMPLETE shews an action *finished* at the *present* time; as, *You have written the letter*.


66. The PAST COMPLETE shews an action *finished* at a *past* time; as, *John had written the letter before I came*.

67. The FUTURE COMPLETE shews an action that will be *finished* at a *future* time; as, *He will have written the letter by dinner-time*.

* This applies only to the Indicative Mood; but it is not desirable, at this stage, to puzzle the child with the whole form of the Verb.

† The other forms of the main Tenses, Incomplete, &c., should not be introduced at this stage of the child's progress.

EXERCISE XXVI.

 Tell the Tense of the following Verbs:—

The plough tears up the ground. The plough tore up the field. I have read the lesson. They will see you at Christmas. I had sent off the parcel before I heard from my sister. Your cousin will have left our house by six o'clock. The soldiers have just returned from the West Indies. The ship had sailed before she reached Liverpool. In ten minutes you will have been out two hours. The news had reached London before I left. We shall visit the rocks again, I hope. That ship sails fast. We shall sail next week. The frigate sailed last week. The vessel has sailed. The captain had sailed before he received the letter. We shall have sailed before that time.

68. THE VERB TO LOVE,

INDICATIVE MOOD.

PRESENT TENSE.

<i>Singular Number.</i>		<i>Plural Number.</i>
1ST PERSON	I love	We love
2ND PERSON	Thou lovest	You love
3RD PERSON	He loves.	They love.

PRESENT COMPLETE TENSE.

1ST PERSON	I have loved	We have loved
2ND PERSON	Thou hast loved	You have loved
3RD PERSON	He has loved.	They have loved.

PAST TENSE.

1ST PERSON	I loved	We loved
2ND PERSON	Thou lovedst	You loved
3RD PERSON	He loved.	They loved.

PAST COMPLETE TENSE.

1ST PERSON	I had loved	We had loved
2ND PERSON	Thou hadst loved	You had loved
3RD PERSON	He had loved.	They had loved.

FUTURE TENSE.

1ST PERSON	I shall love	We shall love
2ND PERSON	Thou wilt love	You will love
3RD PERSON	He will love.	They will love.

FUTURE COMPLETE TENSE.

	<i>Singular Number.</i>	<i>Plural Number.</i>
1ST PERSON	I shall have loved	We shall have loved
2ND PERSON	Thou wilt have loved	You will have loved
3RD PERSON	He will have loved.	They will have loved.

IMPERATIVE MOOD. 命合共

1ST PERSON	Let me love	Let us love
2ND PERSON	Love, or love thou	Love, or love ye
3RD PERSON	Let him love.	Let them love.

INFINITIVE MOOD. 命合共

PRESENT TENSE.	PRESENT COMPLETE TENSE
To love.	To have loved.

PARTICIPIAL MOOD.

PAST OR INDEFINITE PARTICIPLE.	Loved.
PRESENT OR INCOMPLETE PARTICIPLE.	Loving.
COMPLETE PARTICIPLE.	Having loved.

69. THE VERB TO BE.

INDICATIVE MOOD.

PRESENT TENSE.

	<i>Singular Number.</i>	<i>Plural Number.</i>
1ST PERSON	I am	We are
2ND PERSON	Thou art	You are
3RD PERSON	He is.	They are.

PRESENT COMPLETE TENSE.

1ST PERSON	I have been	We have been
2ND PERSON	Thou hast been	You have been
3RD PERSON	He has been.	They have been.

PAST TENSE.

1ST PERSON	I was	We were
2ND PERSON	Thou wast	You were
3RD PERSON	He was.	They were.

PAST COMPLETE TENSE.

1ST PERSON	I had been	We had been
2ND PERSON	Thou hadst been	You had been
3RD PERSON	He had been.	They had been.

FUTURE TENSE.

	<i>Singular Number.</i>	<i>Plural Number.</i>
1ST PERSON	I shall be	We shall be
2ND PERSON	Thou wilt be	You will be
3RD PERSON	He will be.	They will be.

FUTURE COMPLETE TENSE.

1ST PERSON	I shall have been	We shall have been
2ND PERSON	Thou wilt have been	You will have been
3RD PERSON	He will have been.	They will have been.

INFINITIVE MOOD.

PRESENT TENSE.
To be.

PRESENT COMPLETE TENSE.
To have been.

PARTICIPIAL MOOD.

PAST OR INDEFINITE PARTICIPLE.
Been.

PRESENT OR INCOMPLETE PARTICIPLE.
Being

COMPLETE PARTICIPLE.
Having been.

KINDS OF VERBS.

ACTIVE AND PASSIVE.

EXAMPLES.—*John* STRUCK *the dog*. *The dog* IS STRUCK *by John*. *She* HELD *my hand*. *My hand* WAS HELD *by her*. *Jane* SNUFFED *the candle*. *The candle* WAS SNUFFED *by Jane*.

EXPLANATION.—In the first sentence, the word *struck* is a Verb, for it means doing something (see section 7); but the action of striking *passes over* from *John* to *the dog*: STRUCK is therefore called an ACTIVE Verb. In an Active Verb the doer of the action is placed *before* the Verb, and the sufferer of it after it. In the next sentence, *dog*, which is the noun before the Verb *struck*, is not the

doer, but the *sufferer* of the action, the action is *done to* the dog. IS STRUCK is therefore called a PASSIVE Verb. In a Passive Verb the *sufferer* of the action is placed *before* the Verb, and the doer of it after it.

In the sentence, *She held my hand; she*, the doer of the action, is placed before the Verb, *he'd; held* is therefore ACTIVE. But in the sentence, *My hand was held by her; hand*, which is not the *doer* of the action, but the *endurer* of it, is put before the Verb; WAS HELD is therefore PASSIVE.

And so also in the fifth sentence, *Jane snuffed the candle; Jane*, the doer of the action, comes before the Verb; SNUFFED is therefore an ACTIVE Verb. But in the sentence, *The candle was snuffed by Jane; candle*, which comes before the Verb, is not the doer of the action, but the endurer of it; WAS SNUFFED is therefore a PASSIVE VERB.

70. An Active Verb expresses an action that must have an agent and an object; as, *I praise James.*

71. A Passive Verb expresses an action *done to* a person or thing, and must have an object and an agent; as, *James is praised by me.*

72. A Passive Verb is known by the Participle Indefinite being after any part of the Verb *to be*; as, *I am—loved.*

EXERCISE XXVII.

☞ Tell which Verbs are Active and which Passive:—

The wind blew the house down. The house was blown down by the wind. The boy broke a window. The window was broken by the boy. The doll was found by Mary. Mary found her doll. Henry saw his sister; she was dressed very neatly. I wrote the letter. That letter was written by me. Your cousin sold his horse. The grass is mown by the man, but it is turned over by the women. We are loved

by our friends. She is praised for her industry. I send a parcel every day. A parcel is sent by me twice a day. I am told that story very often. The door was burst open. They burst open the door. I was told that the ink was spilt by Harriet. I like cherries, but they sometimes hurt me. I have been injured by eating unripe fruit. The ship was tossed about by the winds. The winds dashed the waves about.

73. THE VERB TO LOVE. PASSIVE.

INDICATIVE MOOD.

PRESENT TENSE.

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

PRESENT COMPLETE TENSE.

1ST	I have been loved	We have been loved
2ND	Thou hast been loved	You have been loved
3RD	He has been loved.	They have been loved.

PAST TENSE.

1ST	I was loved	We were loved
2ND	Thou wast loved	You were loved
3RD	He was loved.	They were loved.

PAST COMPLETE TENSE.

1ST	I had been loved	We had been loved
2ND	Thou hadst been loved	You had been loved
3RD	He had been loved.	They had been loved.

FUTURE TENSE.

1ST	I shall be loved	We shall be loved
2ND	Thou wilt be loved	You will be loved
3RD	He will be loved.	They will be loved.

FUTURE COMPLETE TENSE.

1ST	I shall have been loved	We shall have been loved
2ND	Thou wilt have been loved	You will have been loved
3RD	He will have been loved.	They will have been loved.

IMPERATIVE MOOD.

1ST	Let me be loved	Let us be loved
2ND	Be loved, or be thou loved	Be loved, or be ye loved
3RD	Let him be loved.	Let them be loved.

INFINITIVE MOOD.

PRESENT TENSE.	PRESENT COMPLETE TENSE.
To be loved.	To have been loved.

PARTICIPIAL MOOD.

PAST OR INDEFINITE PARTICIPLE.	Loved.
PRESENT OR INCOMPLETE PARTICIPLE.	Being loved.
COMPLETE PARTICIPLE.	Having been loved.

ACTIVE AND NEUTER.

EXAMPLES.—James TOUCHED the chair. I often SIT on the chair. Jane RUNS into the field every day. The boy sometimes SLEEPS on the grass. The man CUTS the grass.


EXPLANATION.—In the first sentence the action of touching *passes over* from James to the chair; TOUCHED is an ACTIVE VERB.

But in the second sentence, the Verb *sit* does not pass over to any object. We cannot say, *I sit the chair*, but *I sit on the chair*. A Preposition, *on*, comes between the Verb *sit* and the Noun *chair*, which comes after the Verb. *SIT* is called a NEUTER Verb. So in the next sentence, *Jane runs into the field every day*, *RUNS* is a NEUTER Verb, for the action of running does not pass over from Jane to anything else. We cannot say, *Jane runs the field*, but must put a Preposition, *into*, between the Verb and the Noun *field* following it. So in the sentence, *The boy sometimes sleeps on the grass*, *SLEEPS* is a NEUTER Verb, for no action passes over from the boy to anything else. You cannot say, *he sleeps the grass*, but *he sleeps on the grass*.

But in the last sentence, *CUTS* is ACTIVE, for the action of cutting passes over from *the man* to *the grass*. No Preposition comes between the Verb and the Noun following it.


74. A Neuter Verb expresses the being, or state of being of something; or an action not passing over to an object; as, *I sleep, He runs*.

EXERCISE XXVIII.

 Tell whether the following Verbs are Active or Neuter :—


Run into the garden. Hold that paper. The dog will bite a stranger. That horse kicked the groom. The coachman lives over the stable. I swam over the river. The soldier fell from his horse. My little brother burst his finger. Will you step into the library? The boy stood on the wall. The cat leaped through the window. Write a letter. Thomas painted his wheelbarrow. The man bent the bow. I feed my chickens every morning. Will you come with me? Let us go into the meadow. Iron sinks in the water, but it will float in quicksilver. Tea grows in China.

EXERCISE XXIX.

 Tell whether the following Verbs are Active, Passive, or Neuter, and also their Mood and Tense :—

The bee stung the lady. She was hurt very much. The boy has driven the cow into the lane. That book was given to my brother. I had lent my bat to him before you asked me. The sun rose with great splendour. The reapers will bind the corn in sheaves. The bird will fly away. A stone has been thrown into the canal. The prisoners will be bound. The doors will be shut. The serpent had crept near the child before his father saw it. This desk has been made by a carpenter. His horse will be sold to-morrow. A good child is loved by everybody.

EXERCISE XXX.

 Parse the sentences in Exercises xxvi, xxvii, xxviii, and xxix. in the following manner :—

SENTENCE.—*The bee stung the lady.*

The.....Article.

BeeNoun. Common. Common as to Gender. Singular Number. Third Person. Nominative Case; coming before the Verb *stung*, and answering a question beginning with *what*.

StungVerb. Active. Indicative Mood. Past Tense.

The.....Article.

LadyNoun. Common. Feminine Gender. Singular Number. Third Person. Objective Case; coming after the Verb *stung*, and answering a question beginning with *whom*.

SENTENCE.—*A boy has been stung.*

AArticle.

Boy.....Noun. Common. Masculine Gender. Singular Number. Third Person. Nominative Case; as it comes before the Verb, and answers a question beginning with *who*.

Has been stung Verb. Passive. Indicative Mood. Present Complete Tense.

(21)

RULE 1.

EXAMPLES.—*He RUNS. They RUN. Thou RUNNEST. I AM loved. He IS loved. We ARE loved.*


EXPLANATION.—*Runs* is the Singular Number, Third Person, and therefore agrees with its Nominative *he*, which is Singular Number, Third Person. No other Number and Person of the Verb would be correct, as *he run* or *he runnest*; for then the Verb would not be of the same Number and Person as its Nominative. So we say *they run*; the Verb *run* being Plural Number, Third Person,

and so agreeing with its Nominative *they*, which is Plural Number and Third Person. In the same way, *runnest*, which is Singular Number and Second Person, agrees with its Nominative *thou*, which is Singular Number, Second Person.

I, being Singular Number, First Person, requires *am loved*, which is the Singular Number, First Person, of the Passive Verb: *he*, which is Third Singular, requires *is loved*, which is the Third Singular of the Verb. We could not say *I is loved*, nor *he am loved*, for then the Verb would not be of the same Person as its Nominative. We should be using with a Nominative of the First Person, the Third Person of the Verb, and with a Nominative of the Third Person the First Person of the Verb.

75. RULE.—The Verb agrees with its Nominative in Number and Person; as, *I am*; *He is*.

EXERCISE XXXI.

 (a) Point out the Verbs; tell their number and person, and say why they are in that number and person:—

We are here. They speak well. He walks badly. The bird flies fast. You learn correctly. Are you tired? We live in London. They have sent us some grapes. You write better than I; but he writes better than you. I am in a hurry. Thou sleepest soundly, friend. Rome is in Italy. The fir is an evergreen. The pineapple grows wild in America. The lion lives in hot countries. The polar bear is found only in cold countries. The monument of London was built to commemorate the great fire. Bats are called hand-winged animals. Coal is found in the north and west of England. The herring fisheries are valuable to this country. The eagle flies very high. The Queen has gone to Scotland.

(b) Supply proper Verbs:—

The book () in the box. The books () in the box. I () in the garden every morning. Thou () in the garden every morning. He () in the garden every morning. We () in the garden every

morning. He () good. They () not good. I () tall, but you () short. We () fond of fish; () thou? In hot countries the inhabitants () for an hour or two in the middle of the day. We () at Bristol; () thou visit us there? He () at five every morning, and () at ten at night. You () better than I; but I () better than he. We () not rich; but he ().


RULE 2.

EXAMPLES.—*He and I ARE friends. James and George RUN. Cæsar and Pompey WERE great generals.*

EXPLANATION.—In these sentences, the Verbs *are, run, were*, are Plural, because they refer to more than one Nominative. In the first sentence, *he AND I BOTH* are friends. In the second, *James and George* both run; James runs and George runs; but, instead of saying so, we put both together, and say, *James and George run*. So not *Cæsar* only was a great general, nor *Pompey* only; but both were: the Plural Verb, *were*, must therefore be used.

76. RULE.—Singular Nominatives, connected by *and*, require the Verb and Pronoun to be in the Plural; as, *England, Scotland, and Wales form Great Britain*.

EXERCISE XXXII.

 (a) Point out the Verbs in the following sentences, and in each say why the Verb is Plural:—

The boy and the girl laugh. Where are James and his sister? Charlotte and Mary are here. James and his friend travel together. He and I live in the same house. My father and mother have been to Ramsgate.

(b) Supply appropriate Verbs:—

My uncle and aunt () at home. Your brother and his wife () in Russell Square. The pen and the ink () not to be found. The cat and the dog () with each other. The lion and the lioness () separated. The sailor and the monkey () running up the rigging.


RULE 3.

EXAMPLES.—*He or his brother is wrong. James or his sister is there. Eliza or her cousin lives at Tipton.*

EXPLANATION.—In these sentences the Verb, *is*, is Singular, because it refers to one only. In the first sentence, *He OR his brother is wrong*; that is, ONE of the two, either he or his brother, is wrong. In the second sentence, *James OR his sister, ONE* of the two, is there; they are not both there, only one of them: therefore the Verb is Singular. So not both persons live at Tipton, but only *one*; the Verb therefore *is lives*, which is Singular.

77. RULE.—Singular Nominatives of the Third Person, separated by *or OR nor*, require the Verb and Pronoun to be in the Singular; as, *Either John or his brother has the book.*

EXERCISE XXXIII.

 (a) Point out the Verbs, and say why Singular:—

Ellen or her sister has your box. Either the dog or the cat is in the room. The house in Liverpool or the house in London has been given up. The cottage or the house is to let. The pen or the paper was bad. John or Henry lives there.

(b) Supply the proper Verbs:—

I am told that the cherry-tree or the apple-tree () to be cut down. Harry or his cousin () a boat. The yacht or the barge () to be got ready. This pen or this ink () very bad. Either the horse or the ass () into the garden sometimes. Neither the river nor the canal () frozen over.

RULE 4.

EXAMPLES.—*I struck HIM. He hurt ME. They love US.*

EXPLANATION.—In these sentences, the words *him*, *me*, *us*, are in the Objective, because they follow the Active Verbs. *Him* is Objective, governed by the Verb *struck*. *I struck*—whom? *Him*. *Him* is governed by *struck*. So, *He hurt*—whom? *Me*. *Me* is Objective, governed by *hurt*. *They love*—whom? *Us*. *Us* is Objective, governed by *love*. The Nominatives *he*, *I*, *we*, would of course be incorrect.

78. RULE.—Active Verbs govern the Objective Case; as, *He held me*.

EXERCISE XXXIV.

☞ (a) Point out the Objectives in the following sentences, and say why each one is in that Case:—

I touched him. The wheel crushed my doll. He shot a partridge. I saw your cousin. He said that I hurt you.

“How doth the little busy bee
Improve each shining hour!”

You should help her. My sister wore a beautiful dress. Yes: and I almost tore it. The horse kicked the child. Thomas has spoilt his pen and blotted his paper. You may fetch me a book.

(b) Supply Pronouns in the Objective Case:—

Our friends love (). I saw John; I saw () on the lawn. I have not heard of Jane for a long time; but I hope I shall see () at Christmas. We love () because they love (). The bee stung (). You should love your mamma. I do love () very much. Do not hurt (), for we would not hurt ().

RULE 5.

EXAMPLES.—*He came to me*. *He ran with us*.

EXPLANATION.—The words *me*, *us*, are in the Objective Case, governed by the Prepositions *to* and *with*. In the first sentence, we say, *He came to me*, not *to I*, because *me* is the Objective Case of *I*, and *to*, which is a Prepo-

sition, always has the Objective Case after it. In the second sentence, we say, *with us*, not *with we*, for *us* is the Objective Case of *we*, and *with*, which is a Preposition, always has the Objective Case after it.

79. RULE.—Prepositions govern the Objective Case; as, *I sent a book to him*.

EXERCISE XXXV.

☞ (a) Point out the Objectives in the following sentences, and say why the words are in that Case:—

Diogenes lived in a tub. Saint Simon lived on a pillar. Charles the Fifth retired into a monastery. Mahomet said that he saw his visions in a cave away from all mankind. Charles the Twelfth of Sweden fled from Russia into Turley, and was besieged in his house at Bender. York is on the Ouse, which is a river that runs into the Humber. The fir-tree grows in cold countries and on high mountains.

(b) Supply Pronouns in the Objective Case.

Give the penknife to (). My mamma told me to fetch a book for (). The book was not lost by (), but by (). You must go with () if you can. The property belongs to (), and not to ().

RULE 6.

EXAMPLES.—*I am HE. That lady is SHE. Who was the MINISTER? That gentleman was HE. The ABBEY is a fine RUIN.*

EXPLANATION.—In the first sentence, *am*, which is a part of the Verb *to be* (see), comes between the Pronouns *I* and *he*, which mean the same person. Therefore *he*, which comes after *am*, must be in the same Case as *I*, which comes before it. As *I* is in the Nominative Case, *HE* is in the Nominative Case too. In the sentence, *That lady is she*; *is*, which is a part of the Verb *to be*, comes

between *lady* and *she*. Both these words mean the same person. Therefore *SHE*, which comes after the Verb *to be*, is the same Case as *LADY*, which comes before it. Both of them are Nominative.

In the sentence, *Who was the minister?* the interrogative *who*, before *was*, which is a part of the Verb *to be*, is Nominative; and *minister*, which comes after *was*, is Nominative as well. So in the next sentence, *That gentleman is he*; *he* comes after *was*, a part of the Verb *to be*, and *gentleman* comes before it. As *gentleman* and *he* both mean the same person, they are in the same Case. In the last sentence, *abbey* and *ruin* both mean the same thing, and have *is*, which is a part of the Verb *to be*, between them. As *abbey*, which comes before *is*, is Nominative, *ruin*, coming after, is Nominative too.

80. RULE.—The Verb *to be* has the same Case after it as before it, when the Nouns or Pronouns signify the same person or thing; as, *I am he*.

EXERCISE XXXVI.

✍ (a) Point out the Nouns or Pronouns which follow the Verb *to be*, and say what Case they are:—

I am he. She *is* a good girl. You *are* the teacher of the class. No, that gentleman *is* he. Napoleon was an emperor. His father had been an officer. Cromwell *was* Protector of England. Great Britain is an island. The Queen of England is not an absolute monarch. Henry *is* a good boy. Edinburgh is a handsome city. Buonaparte said that England was a nation of shopkeepers. Louis XIV. said that the Dutch were gentlemen pellars. Babylon *is* now a waste. I know that Socrates *was* a wise man. Homer was the author of the *Iliad*. Emma has been a naughty girl. Iceland is a very cold country. Sahara is the great desert of Africa. Rome *was* once the most powerful city in the world. The oak is a noble tree. Men are animals, but all animals are not men. Gold and silver are the precious metals. The whale is the largest animal in the world. Tin is a metal; coal is only a mineral.

(b) Supply proper Pronouns:—

Is that man the carpenter? No! I am (). Indeed? I thought it had been (). Who is the artist? This lady is (). Is that gentleman with the blue coat your cousin? No, it is () who is dressed in black. Are you the porter? Yes. I am (). Which is your sister? This is (). Are you sure? I believe it to be (). Where is the gardener? The red-faced man is ().


RULE 7.

EXAMPLES.—HENRY'S *apple*. MY UNCLE'S *house*. THE BOY'S *playthings*.

EXPLANATION.—In the phrase, *Henry's apple*, the last Noun *apple* belongs to the first Noun *Henry*; HENRY'S is therefore the POSSESSIVE CASE. So in the phrase, *My uncle's house*, the last Noun *house* belongs to the first Noun *uncle*; UNCLE'S is therefore in the POSSESSIVE CASE. In the phrase, *The boy's playthings*, the last Noun *playthings* belongs to the first Noun *boy's*; BOY'S is POSSESSIVE.

81. RULE.—When two Nouns so come together that the latter is considered to belong to the former, the former is put in the Possessive Case; as, *Richard's apple*.

EXERCISE XXXVII.

 Point out the Nouns in the Possessive Case, and say whether they are Singular or Plural:—

My friend's orchard. The dog's kennel. The child's toy. Our baby's corak. The soldier's arms. Eliza's doll was in Jane's box. The children's food was on the nurse's table. I ran through my cousin's grounds. Washington's hatchet chopped his father's cherry-tree. England's navy is the largest in the world. The boy's good conduct makes his parents' happiness. Your sister's house is next my father's garden. The Queen's crown is kept at the Tower. Milton is buried in the Poet's Corner. King Alfred's bracelet was found in Somersetshire. Pompey's pillar is in Egypt. Thomas's letter was found in Charles's desk. The ship's anchor was let down at the captain's command. The ship's provisions are spoilt.


RULE 8.

EXAMPLES.—*The sailor is hurt: HE fell down. I know that lady: SHE lives near us.*

EXPLANATION.—In the first sentence, the Noun *sailor* is Masculine Gender, Singular Number, and Third Person; *he*, therefore, is the only Pronoun that can be used for it, for *he* is Masculine Gender, Singular Number, and Third Person. **HE** therefore agrees with the Noun which it represents (SAILOR) in Gender, Number, and Person. In the next sentence, the Noun *lady* is Feminine Gender, Singular Number, and Third Person; the Pronoun which stands for **LADY** is **SHE**, which is Feminine Gender, Singular Number, and Third Person.

82. RULE.—Pronouns must agree with the Nouns they represent, in Gender, Number, and Person; as, *Your sister has been here, but SHE is now gone.*

EXERCISE XXXVIII.

 Supply proper Pronouns:—

The gardener rolled the paths; () did it by himself. Tell Emma () is wanted. The boys will play at cricket till () tire themselves. Did you send the parcel? Yes, () went by railway. Your sisters have gone to () own room. The boys were looking about for () bats, but () could not find (). A man loves () own children better than () loves another's. The Duke of Marlborough was a great English general: () fought () great battles in the reign of Queen Anne; but towards the end of () reign () was offended with ()


RULE 9.

EXAMPLES.—*The baby loves to LOOK at the light. It is pleasant TO SEE one's friends. It is our duty TO HELP the unfortunate.*

EXPLANATION.—In the first sentence, *to look* is in the Infinitive Mood and it is put in the INFINITIVE MOOD by the Verb **LOVES**: *loves to look*. This is an instance of one Verb being put in the Infinitive by another **VERB**.—In the second sentence, *to see* is in the INFINITIVE MOOD, governed by the Adjective **PLEASANT**: *pleasant to see*. Here is an instance of a Verb being put in the Infinitive by an **ADJECTIVE**.—In the third sentence, *to help* is Infinitive; and it is put in the INFINITIVE by the Noun **DUTY**: *duty to help*. Here is an instance of a Verb put in the Infinitive by a Noun.

83. **RULE.**—A Verb is governed in the Infinitive by a Verb, a Noun, or an Adjective: as, *He delights to please you; It is delightful to please you; It is his delight to please you.*

EXERCISE XXXIX.

 Tell the Infinitives, and the words governing them:—

The boys try to please their teacher. We love to be in your company. Buonaparte tried to conquer England. We eat to support life. It is my friend's intention to come to-morrow. Do you intend to see him? Oh, yes! I am anxious to make his acquaintance. The cat is afraid to come too near, for she has been trying to steal some meat. Let us strive to assist the wretched. He will make an effort to succeed. Try to overcome difficulties. You will be better able to go than I.

CAUTION 1.

EXAMPLES.—*The boy writes CAREFULLY. That letter is folded PROPERLY. The child speaks DISTINCTLY.*

EXPLANATION.—In the first sentence, the word *carefully* shews how the boy writes: he writes carefully. *Careful* would be wrong, for *careful* is an Adjective, and can only qualify a Noun, and we want an Adverb, *carefully*, to qua-

lify the Verb, WRITES.—So, in the second sentence, the word *properly* shows *how* the letter is *folded*. *Proper* would be wrong, for *proper* is an Adjective, and cannot qualify a Verb, but only a Noun.—In the third sentence, the Adverb, *distinctly*, shews how *the child speaks*: *distinct* would be wrong, for *distinct* is an Adjective, and cannot be used with Verbs, but only with Nouns.

84. CAUTION.—Never use Adjectives as Adverbs: say, *The girl speaks distinctly*; not *distinct*.

EXERCISE XL.

✍ Supply proper Adverbs ending in *ly*:—

The nightingale sings (). Try to speak (). Do not write (). The soldiers fought (). Do you love me ()? He () promised to come. He has conducted his business (). Does she not act very ()? He sees () now. The ploughboy whistles (). We live () together. An industrious man works (). Our old horse travels ().

CAUTION 2.

EXAMPLES.—*The horse has FALLEN into the ditch. He has BROKEN his leg. He is TAKEN out now.*

EXPLANATION.—In the first sentence, the word *fallen*, which comes after *has*, is the Past Participle of the Verb *to fall*. It would be improper to use the Past Tense after *has*, and say, *has fell*.—So, in the next sentence, *broken*, the Past Participle, comes after *has*; the Past Tense, *broke*, would be improper. We must then use the Past Participle after the Verb *have*.—In the third sentence, *taken*, which is the Past Participle, comes after *is*: *took*, the Past Tense, would be wrong. But *is* is a part of the Verb *to be*; therefore the Past Participle must be used after the Verb *to be*.

85. CAUTION.—Never use the Past Tense instead of the Past Participle. The Participle is used after *be* and *have*. Say, *The river is FROZEN over*; not *froze*.

86.	PRESENT TENSE.	PAST TENSE.	PAST PARTICIPLE.
	Break	Broke	Broken.
	Shake	Shook	Shaken.
	Take	Took	Taken.
	Tear	Tore	Torn.
	Wear	Wore	Worn.
	Fall	Fell	Fallen.
	Beat	Beat	Beaten.
	Eat	Eat or Ate	Eaten.
	Freeze	Froze	Frozen.
	Speak	Spoke or Spake	Spoken.
	Steal	Stole	Stolen.
	See	Saw	Seen.
	Begin	Began	Begun.
	Drink	Drank	Drunk.
	Ring	Rang	Rung.
	Sing	Sang	Sung.
	Drive	Drove or Drave	Driven.
	Give	Gave	Given.
	Lie	Lay	Lain.
	Ride	Rode	Ridden.
	Rise	Rose	Risen.
	Write	Wrote	Written.
	Fly	Flew	Flown.
	Know	Knew	Known.
	Throw	Threw	Thrown.
	Choose	Chose	Chosen.
	Run	Ran	Run.
	Come	Came	Come.

EXERCISE XLI.

☞ Supply the appropriate words:—

The basin was (). The child was (). The stone has been (). He () his lesson, but he did not finish it. The lesson was (). The bird has () over the house. I have () ten miles on my brother's horse. He () away. He has () away. The lady () that song sweetly. He () me a letter; but I have not () to him. The wind has () the fruit from the trees. Some of the apples are (), but I did not steal them. My dress has not been () for several weeks.

PARSING EXERCISES.

EXERCISE XLII.

☞ Parse the sentences in Exercises xxxi. to xli. in the following manner:—

SENTENCE 1.—*That gentleman's gardener was ordered to fell the tree, because it had been loosened by the wind.*

That.....Pronoun. Demonstrative.

Gentleman's...Noun. Common. Masculine Gender. Singular Number. Third Person. Possessive Case, by Rule 7.*

Gardener.....Noun. Common. Masculine Gender. Singular Number. Third Person. Nominative Case; as it comes before the Verb *was ordered*, and answers a question beginning with *who*.

Was ordered...Verb. Passive. Indicative Mood. Past Tense. Singular Number. Third Person, by Rule 1.*

To fellVerb. Active. Infinitive Mood; governed by the Verb *was ordered*, according to Rule 9.* Present Tense.

* The Rule should be repeated by the pupil.

TheArticle. Definite.

TreeNoun. Common. Neuter. Singular Number.
Third Person. Objective Case, by Rule 4.*

Because...Conjunction.

It.....Pronoun. Personal. Neuter. Singular Number.
Third Person, by Rule 8.* Nominative Case ;
as it comes before the Verb *had been loosened*,
and answers a question beginning with *who*.

Had been loosened	}	Verb. Passive. Indicative Mood. Past Complete Tense. Singular Number. Third Person, by Rule 1.
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ByPreposition.

TheArticle. Definite.

Wind ...Noun. Common. Neuter. Singular Number.
Third Person. Objective Case, by Rule 5.*

SENTENCE 2.—*John or his sister has opened the door of the library.*

John ...Noun. Proper. Masculine Gender. Singular
Number. Third Person Nominative Case ;
coming before the Verb *has opened*, and an-
swering a question beginning with *who*.

OrConjunction.

HisPronoun. Possessive Adjective. Masculine Gen-
der. Singular Number. Third Person, by
Rule 8.*

Sister ...Noun. Common. Feminine Gender. Singular
Number. Third Person. Nominative Case ;
coming before the Verb *has opened*, and
answering a question beginning with *who*.

Has } Verb. Active. Indicative Mood. Present
 opened ... } Complete Tense. Singular Number. Third
 Person, by Rule 3.*

TheArticle. Definite.

DoorNoun. Common. Neuter. Singular Num-
 ber. Third Person. Objective Case, by
 Rule 4.*

OfPreposition.

TheArticle.

Library. Noun. Common. Neuter. Singular Number.
 Third Person. Objective Case, by Rule 5.*

SENTENCE 3.—*Our grape-vine is trained against the
 cottage: it bears the finest grapes.*

OurPronoun. Possessive Adjective.

Grape-vine.Noun. Common. Neuter. Singular Num-
 ber. Third Person. Nominative Case;
 coming before the Verb *bears*, and answer-
 ing a question beginning with *who*.

Is trained ... Verb. Passive. Indicative Mood. Present
 Tense. Singular Number. Third Person.
 Agreeing with its Nominative *grape-vine* by
 Rule 1.

Against ...Preposition.

TheArticle.

Cottage ...Noun. Common. Neuter. Singular Num-
 ber. Third Person. Objective Case; gov-
 erned by the Preposition *against*, by Rule 5.

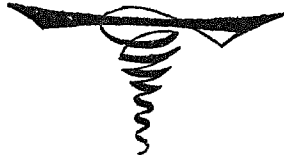
It.....Pronoun. Personal. Neuter. Singular Num-
 ber. Third Person. Agreeing with the
 Noun *grape-vine*, by Rule 8.

BearsVerb. Active. Indicative Mood. Present Tense. Singular Number. Third Person. Agreeing with its Nominative *it*, by Rule 1.

TheArticle.

FinestAdjective. Superlative Degree.

GrapesNoun. Common. Neuter. Plural Number. Third Person. Objective Case ; governed by the Active Verb *bears*, by Rule 4.



QUESTIONS ON PART I.

1. What is Grammar? (1.)*
2. How many sorts of words are there? Name them. (3.)
3. What is a Noun? (4.)
4. What part of speech is John? And why?
5. What part of speech is cat? And why?
6. What part of speech is village? And why?
7. What part of speech is table? And why?
8. What is an Article? (5.)
9. How many Articles are there? Name them.
10. What is an Adjective? (6.)
11. Which is the Adjective in the phrase, *A tall man?*
12. What is a Verb? (7.)
13. Which is the Verb in the sentence, *The boy rides well?* And why?
14. What is an Adverb? (8.)
15. Which is the Adverb in the sentence, *He learns quickly?* And why?
16. What is a Pronoun? (9.)
17. Which is the Pronoun in the sentence, *The workmen are not here; they have gone to dinner?* And why?
18. What is a Preposition? (10.)
19. Which is the Preposition in the sentence, *Our house is on a hill?* And why?
20. What is a Conjunction? (11.)
21. Which is the Conjunction in the sentence, *John does not know much, and he will not try?* And why?
22. What is an Interjection? (12.)
23. Which is the Interjection in the sentence, *Oh! I am so sorry for you?* And why?

QUESTIONS ON PART II.

24. What is a Common Noun? (14.)
25. What is a Proper Noun? (15.)
26. Are *John, James*, Common or Proper? And why?
27. Are *horse, child*, Common or Proper? And why?

* These numbers refer to the sections in which the answer to the questions may be found.

28. How many Numæbers have Nouns? Tell them. (17.)
29. What is the common way of making the Plural? (20.)
30. How many Genders are there? (22)
31. What does the Masculine Gender denote? What does the Feminine? (23.)
32. What is the term used for a Noun of no Gender? (24.)
33. What is the term used for a Noun that stands for both Genders? (25.)
34. What Gender are *boy, girl, horse, mare*? And why?
35. What would you call *friend, bird, horse, wafer*, as to Gender? And why?
36. How many Cases have Nouns and Pronouns? (26.)
37. Where is the Nominative in a sentence? (27.)
38. What question is put to find out the Nominative?
39. Where is the Objective in a sentence? (28.)
40. What question is put to find out the Objective?
41. What does the Possessive Case shew? (29.)
42. What question is put to find out the Possessive?
43. In what Case are the Nouns in the sentence, *William fetched his sister's doll*? And why?
44. How many Degrees of Comparison have Adjectives? Name them. (33.)
45. What does the Positive mean? (34.)
46. What does the Comparative mean? (35.)
47. What does the Superlative mean? (36.)
48. Name the Articles, Definite and Indefinite.
49. How many kinds of Pronouns are there? (37.)
50. What is a Personal Pronoun? (38.)
51. How many Persons have Pronouns? (39.)
52. What does the First Person stand for? (40.)
53. What does the Second Person stand for? (41.)
54. What does the Third Person stand for? (42.)
55. What are the Persons of the Pronouns in the sentence, *I fear he tells you a falsehood*?
56. What is a Relative Pronoun? (43.)
57. Name the Relative Pronouns? (44.)
58. In the sentence, *The man, who was here, is gone*, what is *man* to *who*?
59. What is an Adjective Pronoun?

60. What are the two chief kinds of Adjective Pronouns?
61. Name the Possessive Adjective Pronouns. (46.)
62. How is a Possessive Adjective Pronoun known from a Personal Pronoun in the Possessive Case? (47.)
63. In the sentence, *Is that your glove? No; it is yours*, which is the Adjective Pronoun, and which the Personal? And why?
64. Tell the Demonstrative Adjective Pronouns. (48.)
65. How many Moods have Verbs? (50, 51, 53, 55, 56, 58.)
66. What does the word Mood mean? (49.)
67. What is the Indicative Mood? (50.)
68. What is the Subjunctive Mood? (51.)
69. What word often goes before the Subjunctive? (52.)
70. What is the Potential Mood? (53.)
71. What does the word Potential mean?
72. What words always go before the Potential? (54.)
73. What is the Imperative Mood? (55.)
74. What is the Infinitive Mood? (56.)
75. What is the sign of the Infinitive Mood? (57.)
76. What is the Participle Mood? (58.)
77. What does the word Participle mean?
78. What is the Mood of the Verbs in the sentence, *My father said, "You may go if your cousin come"?* And why?
79. What is the Mood of the Verbs in the sentence, *Tell the man to drive away the cattle, now almost scorched by the heat of the sun?* And why?
80. How many main Tenses are there? Tell them. (60.)
81. What important form has each of the main Tenses? Name the form for each of the Tenses. (64.)
82. What sign has the Present Complete Tense? (61.)
83. What sign has the Past Complete Tense? (62.)
84. What sign has the Future Complete Tense? (63.)
85. What are the Tenses of the Verbs in these sentences? And why?
He says he shall go to-morrow. I told her that I had sent to her brother. I shall have heard from our friend by that time. So you have come to town.
86. How many kinds of Verbs are there? Name them.
87. What is an Active Verb? (70.)

88. What is a Passive Verb? (71.)
89. How may a Passive Verb be known? (72.)
90. What is a Neuter Verb? (74.)
91. Tell the kind of Verbs in the sentence, *I told him that our house was burnt down, and he at once walked away.*

QUESTIONS ON PART III.

92. What must the Verb agree with, and in what points? Give an instance. (75.)
 93. If Singular Nominatives are connected by *and*, what must be the Number of the Verb? And why? Give an instance. (76.)
 94. If Singular Nominatives are connected by *or*, what must be the Number of the Verb? And why? Give an instance. (77.)
 95. What Case do Active Verbs govern? Give an instance. (78.)
 96. What Case do Prepositions govern? Give an instance. (79.)
 97. What Case does the Verb *to be* require after it? Give an instance. (80.)
 98. When is a Noun put in the Possessive Case? Give an instance. (81.)
 99. What do Pronouns agree with and in what points? Give an instance. (82.)
 100. How are Verbs put in the Infinitive Mood? Give an instance of each. (83.)
 101. What caution is to be observed in the use of the Adjective and Adverb?
 102. What caution is to be observed in the use of the Past Tense and the Past Participle? (85.)
 103. When must the Past Participle be used? (85.)
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PART IV.

WORD BUILDING, OR DERIVATION.

COMPOUND WORDS.

EXAMPLES.—Cart-load, hat-box, high-way-man eye-sight, singing-bird, horse-shoe.

EXPLANATION.—*Cart-load* is not one simple word, but is built up of two simple words, *cart* and *load*, each of which has a meaning of its own, so it is called a Compound word. In the same way *Hat-box* is a Compound word made of the two Simple words *hat* and *box*, and *High-way-man* of the three *high*, *way* and *man*.

87. Compound Words are built up of older Simple words, as *high-way*, *heart-broken*.

88. The way in which words are put together to make others is called WORD BUILDING or the DERIVATION of WORDS.

EXERCISE XLIII.

✎ (a) Separate the above Examples, and the words below into the simple words of which they are built up:—

Illustration.—Knife-blade is a Compound word, a noun, which is made up of the two simple words *knife* and *blade*; *water-pot* is a compound word, a noun, made up of the two words *water* and *pot*.

Knife-blade	Post-man	Foot-warmer
Water-pot	Errand-boy	Frying-pan
Looking-glass	Work-woman	Baby-jumper
Sun-rise	Lady-bird	School-girl
Fire-man	House-keeper	Paddle-wheel

EXERCISE XLIV.


(a) Of the following build up Compound Words, taking one part of each word from list A, and one from list B:—

NOTE.—The *first* part of some of the words may be taken from list B.

A	B	A	B
*Knife	Blade	Rose	Ground
Mouse	*Glass	Play	Cage
Door	String	Glow	Luck
Hat	Trap	*Jll	Knife
Wine	Mat	Bird	*Worm
Shoe	Brush	Paper	Bush
Honey	Fall	Bull	Times
Book	Stick	Sun	Man
Over	(Catcher	Boat	*Screw
Candle	Bees	Horse	Day
Wind	Seller	*Some	Fight
Rat	*Flow	Cork	Cart
No	Stone	Corn	Jug
*Eye	Thing	Paper	Spinner
Day	Fast	Tax	Gatherer
Gun	*Brow	Cotton	Cloud
Break	Powder	Thunder	Maker
*Tomb	Light	Cream	Bin
Ink	Garden	Star	Cellar
Mustard	Lily	Rose	Pull
News	Drop	*Coal	Line
Snow	Stand	Bell	Light
Water	Paper	Bed	Water
Kitchen	Pot	Clothes	Post
Silver	*Wright	Room	Bed
Ship	Beater	Fire	Trough
Gold	*Builder	Water	Irons
Boat	Break	Shop	Work
Day	Smith	Rabbit	Hutch
Man	Sea	Nail	Thumb

Note the spelling of the words with * before them.

EXERCISE XLV.

 (a) Use each of the words below in making Compound Words.
Illustration.—With the word *fire* can be made fire-light, fire-works, fire-place, fire-arms and others.

Note i.—Only one part of the Compound Word need be from this list; the other part the scholar may find for himself elsewhere if he likes.

Note ii.—Of these words some should form the first part and some the last part of the Compound Word made.

Sun	Eye	Bed	Road	Church
Moon	Storm	Fire	Horse	Apple
Star	Lark	Water	Dog	Corn
Night	House	Well	Shoe	Light

(b) Make twelve Compound Words, not using any word found in the preceding list.


COMPOUND WORDS. PERSONS.

EXAMPLES.—Shopman, milkman, ploughboy, shopwoman, milkmaid, housemaid.

EXPLANATION.—The three first words end in *man* or *boy*, and make Masculine Nouns; the three last end in *woman* or *maid*, and make Feminine Nouns. Shopman means a man and shopwoman a woman who serves in a shop.

89. Compound Words for Persons are made of the Nouns *man*, *boy*, *woman*, *maid*.

EXERCISE XLVI.

 (a) Take the words to pieces; explain each part:

Workwoman	Ploughman	Washerwoman	Parlourmaid
Foreman	Gentlewoman	Chambermaid	Shopboy

(b) Make Masculine or Feminine Nouns of the word below, and say what each word means:—

Coach	House	Water	Chair	Tin
Horse	Work	Fore	Dairy	Milk
Needle	Gentle	Plough	Shop	Fire

AFFIXES.

EXAMPLES.—Read, reader; boy, boyish; hard, harden; neat, neatly.

EXPLANATION.—To the root read we add *er* and make or build up a new word *reader*. This means *one who reads*. So *ish* is joined to the Noun boy and makes the Adjective *boyish*; *en* is added to the Adjective hard and makes the Verb *harden*; while *ly* joined to the Adjective neat makes the Adverb *neatly*. The syllables *er*, *ish*, *en* and *ly* are fixed to the end of a word, and are called **AFFIXES**.

90. An **AFFIX** is a syllable added at the end of a word to make another word: jump, jumper; fear, fearful; sweet, sweetly.

AFFIXES Making NOUNS, Persons, er.

EXAMPLES.—Singer, speaker, thinker, fighter.

EXPLANATION.—Add *er* to sing and we have a Noun *singer*, which stands for a person who does what the Verb means; that is, a *singer* means *one who sings*. So *speaker* means *one who speaks*; *thinker*, *one who thinks*.

91. The Affix *er* added to a Verb changes it into a Noun, which is an Agent or Doer of what the Verb means; as *eater*, *one who eats*.

EXERCISE XLVII.

☞ Point out the words meaning a Doer of what the fore part of the word means; take each word to pieces and explain each part:—

Thus in the first sentence *talker* means a Doer, or *one who talks*, and is built up of the Verb talk, and the ending or Affix *er*, meaning *one who* (talks).

A fast talker is seldom a good listener. A great eater is often not a good sleeper. The owner was not the seller of the sheep. Your

cousin is a better sitter than walker. Our baker has a son who is a painter. Is not your housekeeper a good singer? You are the preacher, I am only the hearer. Our shoemaker is also our shoemender. A sailor ought to be a good swimmer.

EXERCISE XLVIII.

✎ Out of the following words make Agents or Doers of what the Verb means:—

Drink	Play	Mend	Seek
Break	Fit	Roam	Learn
Climb	Print	Overlook	Search
Gain	Talk	Buy	Hunt

92. CAUTION.—Take care when the Verb *ends in e* to add, not *er*, but *only r*; the verb *make* ending in *e* with *only r* added becomes *maker*. *Makeer*, with two *es* would be wrong.

93. CAUTION ii.—When the Verb *ends in a single consonant with a single vowel before it*, the last consonant *is doubled* before the *er* is added. Thus *spin* is a Verb ending in a single consonant *n*, which has a single vowel *i*. before it; so to form the word meaning the *one who spins*, we *double n* and then add *er*, and so get *spin-n-er*; as, too, from *rob* we get *rob-b-er*.

EXERCISE XLIX.

✎ (a) Take the following words to pieces and explain each part:—*e.g.*, *writer*.

The first part is the Verb *write*, which has been changed into a Noun meaning a *person who writes* by adding *r*. The *r* is used instead of *er* because *write* ends in *e*.

Bather	Lover	Cleaver	Forcer
Driver	Rider	Loser	Mover
Weaver	Borer	Chooser	Improver

(b) Take the following words to pieces and explain each part:—*e.g.*, *rob-b-er*.

The first part of the word, *rob*, ends in a single consonant *b*, with a single vowel *o* before it, so this *b* is repeated, making *robb* before the *er*; which when added makes *robber*. If the last consonant had not been doubled the word would have been pronounced *ro-ber* not *rôb-ber*.

Robber	Winner	Rubber	Shutter
Sitter	Sinner	Scrubber	Bookseller
Hatter	Blotter	Setter	Whipper
Tanner	Runner	Chopper	Digger

EXERCISE L.

☞ Make Nouns meaning Doers or Agents by adding to the words below *r* or *er* as is right, and doubling the last consonant where needed:—

Thus *sleep* has *er* added, *wake* only *r*; in *winner*, before the added *er* the last consonant *n* has been repeated.

Pack	Call	Board	Make	Creep
Weave	Ride	Bore	*Watch	Grow
Thatch	Walk	Bid	Murder	Rove
Tell	Stab	Skip	Boil	Blow
Lisp	Make	Dive	Bake	*Steal
Taste	Love	Sin	Drive	Lose
Overlook	Plod	Sit	Win	Saddle

WORDS MEANING STATE OR CONDITION.

Ending *ness*.


EXAMPLES.—Red-ness, good-ness, dul-ness.

EXPLANATION.—Redness means *the state* of being *red*; dullness *the state* of being *dull*; goodness the state or condition of being *good*. *Ness* then is a termination which, added to an Adjective, makes a Noun that expresses the state or condition of that Adjective. Such Nouns are called
ABSTRACT NOUNS.

94. Nouns that mean state or condition are called Abstract Nouns.

95. *Ness* is an Affix that, added to an Adjective, makes an ABSTRACT NOUN.

EXERCISE LI.

 (a) Take these words to pieces; explain each part:

Whiteness	Idleness	Cheapness	Coldness
Blackness	Lameness	Brightness	Thickness
Shortness	Dearness	Briskness	Sickness

(b) Make Nouns with the termination *ness*:—

Short	Tame	Dry	Small	*Deaf
Dark	Hard	Kind	Round	Rich
Pale	Soft	Unkind	Fat	Sour
*Fierce	Wet	Large	Blind	Sweet

(c) Make twelve *other* Nouns with the Affix *ness*, and explain each word:—Bluntness, the state of being blunt.

Ending *th*.


EXAMPLES.—Length, warmth, mirth.

EXPLANATION.—All the above end in *th*, length, being from *long*, breadth from *broad*, mirth from *merry*.

96. *Note*.—Besides the Affix, a change takes place *within* the word sometimes; so *long* does not make *length*, but changes *o* to *e*, and becomes *length*; so strength from strong, width from wide.

97. *th* is an ending that, added to Adjectives, makes Abstract Nouns.

EXERCISE LII.

 (a) Take these words to pieces, and explain each part:—Thus width is an Abstract Noun made by adding *th* to the Adjective *wide*.

Width	Strength	*Death
Truth	Health	Filth
Breadth	*Stealth	Sloth

(b) Make Nouns with the termination *th*, and give their meaning:—

Wide	Deep	Strong	*Warm	Hale (<i>Strong</i>)
Grow	True	Gird	*Young	Dear

Ending *ing*.

EXAMPLES.—Seeing, hearing, riding, feeling.

EXPLANATION.—To the verbs see, hear, ride, feel, has been added the ending of the Present Participle, *ing*, which changes them into Nouns. These are called **VERBAL NOUNS**.

98. The Present Participle may be used as a Verbal Noun.

EXERCISE LIII.

(a) Separate the ending from the words below, and explain each part:—

Thus, Reading is a Verbal Noun made up of the Verb *to read* and the ending or affix *ing*.

Reading	Preaching	Playing
*Writing	*Laughing	Fishing
Digging	*Talking	Walking
Working	*Rowing	Working

(b) Make Verbal Nouns from the following Verbs, and use each in making a sentence:—

For example, swimming: this is a Verbal Noun consisting of the Verb *to swim* and the ending *ing*. Swimming is a healthy exercise.

Ride	Drive	Skate	Set
Skip	Sail	Dance	Fall
Play	Sit	Rise	End

99. The Chief Pure English Affixes making Nouns are for Persons or Doers, *er*; and for Abstract Nouns which mark State or Condition, *ness*, *th*, *ing*.

ADJECTIVES.


Endings *ful* and *less*.

EXAMPLES.—Care-ful, care-less; fear-ful, fear-less; tear-ful, tearless.

EXPLANATION.—To the Noun *care* has been added the ending *ful* (not full), which makes the whole word mean *full of care*; in the second word *less* has been added, making *careless*, which means *without care*. So *fearful* means *full of fear*, *fearless* means *without fear*.

100. The endings *ful* and *less* added to Nouns make Adjectives. *Ful* means *full of* or *having much*, and *less* means *without*: thus, *painful*, having *much* pain; *painless* having *no* pain.

EXERCISE LIV.

 (a) Take the following Adjectives to pieces, explaining each word:—

Joyful	Graceful	Stainless
Artful	Wilful	Youthful
Peaceful	Heedless	Childless
Lifeless	Watchful	Heartless
Thankful	*Thoughtless	Brainless

(b) Make Adjectives of the following words by adding one or both of the above endings: as, *tearful*, having *many tears*; *tearless*, having *no tears*; *restless*, without *rest*:—

Peace	Sleep	Noise	Use
Shame	Heart	Watch	Youth
Sin	Price	Taste	Spite
Change	Cheer	*Will	Spot
Hope	Sorrow	*Woe	Ground
Sight	*Mercy	Joy	*Plenty

Endings *like* and *ly*.

EXAMPLES.—Manlike, manly; girl-like, slovenly.

EXPLANATION.—Both *like* and *ly* mean *likeness* or *resemblance*: *ly* is only an altered form of *like*. But they have not always quite the same shade of meaning. *Manlike* is like what a man is; *manly* is like what a man ought to be. We might say, *To make mistakes is manlike*; but it is not *manly* to do so. But in the two other examples the endings seem to have no difference. *Girl-like* is *like a girl*, *slovenly* is *like a sloven*.

One or both of these endings have been added to the Nouns *man*, *girl*, *sloven*, and so have formed the words *manly*, *manlike*, *girl-like*, *slovenly*, which are Adjectives.

101. The Affixes *like* and *ly* added to Nouns make Adjectives, and express likeness or resemblance to such Nouns.

EXERCISE LV.

✎ (a) Take these words to pieces, and explain the parts:—

Godlike	Godly	Earthy
Woman-like	Soldierly	Cowardly
Heavenly	Hero-like	Yearly

(b) Add *like* or *ly* to the following:—

Lord	Child	Cat	Home
*Day	Winter	Lady	Gentleman
King	War	Year	Month
Boy	Quarter	Dastard	Dog
Night	Friend	Father	Sister

Ending *y*.

EXAMPLES.—Earthy, clayey, hairy.

EXPLANATION.—Of the Nouns *earth*, *clay* and *hair*, we have made the Adjectives *earthy*, *clayey* and *hairy*,

affixing the ending to each Noun, which then means *composed of* or *consists of* earth, clay or hair.

Note.—To prevent two *ys* coming together the ending is *ey* in clayey.

102. *Y* is an ending which makes Adjectives and means *made of* or *composed of*.

EXERCISE LVI.

(a) Take these words to pieces and explain each part:—

Dirty	*Juicy	Soapy
Silvery	Lumpy	*Sunny
*Clayey†	Misty	*Starry
Horny	*Noisy	Oily

(b) Make Adjectives with the ending *y* from the following:—

Dust	Hill	*Knot
*Mud	Rust	*Bone
Blood	Naught	*Sauce
Hand	Wood	*Rose
Air	Room	Worth
Heart	Bush	*Wit
Gust	*Clay	Heart
*Chat	*Sky	*Wave

Ending *ed*.

EXAMPLES.—Winged, feathered, four-footed, one-eyed, kind-hearted.

EXPLANATION.—To the Nouns wing, feather, foot, eye and heart, the ending *ed* has been added, changing them all into Adjectives. *Ed* has the meaning of *having*: and so feathered means having feathers; winged, possessing wings; four-footed, having four feet; one-eyed, having only one eye; and kind-hearted, having a kind heart.

† The spelling of words with the * before them needs care on the part of the scholar.

103. *Ed* is an Affix meaning having, and is added to Nouns, which it changes into Adjectives; as soft-handed, having soft hands.

Note.—This Affix is for the most part added to nouns which have an Adjective before them. We cannot use *eyed* and *headed* as Adjectives, though we can so use *blue-eyed* and *many-headed*.

EXERCISE LVII.

(a) Take these words to pieces, and explain each part:—

Long-eared	High-souled
Short-sighted	*Many-acred
Clear-headed	Sweet-toned
Light-fingered	Long-legged
Heavy-footed	Wide-mouthed
Ruddy-lipped	Warm-tempered
Cherry-cheeked	

(b) Make Adjectives of the following nouns, using the Affix *ed*:—

Heart	Back	Head	Eye
Blood	Hair	Tail	Neck
Cheek	Beard	Room	Mind
Hand	Mouth	Back	Arm

104. The chief Pure English Affixes making Adjectives are *ful* and *less*; *like* and *ly*; *y* and *ed*.

ADVERBS.

Ending *ly*.

EXAMPLES.—Sweetly, boldly, cheerfully.

EXPLANATION.—*Ly* added to the Adjectives sweet, bold, cheerful, and loving, makes them into the Adverbs sweetly, boldly, cheerfully, lovingly. It means *like*. The same Affix, as we have seen (101), added to a Noun, changed it into an Adjective.

105. *Ly* is an Affix which makes Adverbs when added to Adjectives, and means like.

EXERCISE LVIII.

✎ (a) Take these words to pieces and explain each part:—

Badly	Bluntly	*Thoroughly
Cunningly	Unwisely	Manfully
Carefully	Hastily	Clumsily
Strongly	Wrongfully	Thoughtlessly
*Roughly	*Heartily	Wearily
Sharply	Merrily	Playfully
Wonderfully	Heartlessly	Tearfully

(b) Make Adverbs with the ending *ly* from the following words:—

Glad	Brave	Wise
Sorrowful	*Full	*True
Mournful	*Silly	*Noisy
*Heartly	*Pretty	Artful
Bright	Merry	*Saucy
Mild	Joyful	*Angry
Scornful	Unhappy	Unlucky

VERBS.


Ending *en*.

EXAMPLES.—Harden, soften; lengthen, strengthen.

EXPLANATION.—All the above are Verbs, and all have the ending *en*. But in the first two *en* is added to Adjectives, *hard*, *soft*; and the Verbs *harden*, to *make* hard, and *soften*, to *make* soft, are built up. In the last two the *en* is added to Nouns, *length*, *strength*; and the Verbs *lengthen* and *strengthen* are built up. But *en* in these last cases means *give*; *lengthen* to *give* length, *strengthen* to *give* strength.

106. The ending *en* forms Verbs; when added to an Adjective it means *make*, when added to a Noun it means *give*; as shorten, lengthen.

EXERCISE LIX.

 (a) Take to pieces the following words, and explain each part:—

Weaken	*Fatten	Freshen
Brighten	*Whiten	Deafen
Darken	*Widen	Deaden
Shorten	*Thicken	*Gladden
Lengthen	Redden	Tighten
Stiffen	Frighten	

(b) Make Verbs of the following words by the ending *en*, and explain each word:—

Black	Sweet	Slack
*Sad	Deep	*Flat
Sick	*Height	Thick
Strength	*Loose	Sharp
*Straight	Fast	Light
Moist	Fright	*Mad

PREFIXES.

EXPLANATION.—The foregoing lessons on Word-Building refer to the *endings* of words, called also **AFFIXES** or **SUFFIXES**. But a word or syllable may be put at the **BEGINNING** as well as at the end. Thus the word *side* may be made *a-side*, *be-side*, *in-side*, *out-side*, *up-side*, *down-side*, *under-side*. This has been done by *putting before* the word *side* the particles or syllables *a*, *be*, *in*, *out*, *up*, *down*, *under*, and these are called **PREFIXES**, which means fixed or fastened before.

107. A Prefix is a syllable or letter added at the beginning of a word, as *un-do*, *mis-take*. *Un* and *mis* are **PREFIXES** to *do* and *take*.

UN.

EXAMPLES.—**Un**-likely, **un**-true, **un**-bolt.

EXPLANATION.—The first two words are adjectives with *un* at the beginning: that is, *un* is a Prefix which means simply *not*. Thus *unlikely* means *not likely*, *untrue* *not true*. But *unbolt* is a verb, and does not mean *not to bolt*, but that the act of unbolting *destroys* the *effect* of the act of *bolting*. So to *unwind* is to do just the reverse of *winding*.

108. *Un* is a negative Prefix; as *unkind*, *undo*.

EXERCISE LX.

(a) Take the words to pieces; explain each part:—

Unfair	Untrue	Unsteady	Unholy
Unlucky	Unselfish	Unknown	Unfelt
Unheeded	Unwilling	Unforgiving	Undress
Unfasten	Unlock	Unmask	Unsay

(b) Make six Adjectives beginning with *un*: *unwell* may be one and six Verbs, of which *undo* may be one:—

IN, OUT.

EXAMPLES.—Indoors, outward, out-live.

EXPLANATION.—*Indoors* means *within* the house; *outward*, *on* the *outside* or *towards* the *outside*; *out-live* means *to live longer than*; as, The mother outlived her child.

EXERCISE LXI.

(a) To the words below fasten the suitable prefix *in*, or *out*, and then explain each word:—

Come	Deed	To	*Break	Cast
Side	Law	Cry	*Weigh	Fit
Land	Bid	Sight	Twine	Fall

(b) Make or find four words having the prefix *in* or *out*.

109. *In* and *out* are Prefixes with their usual meaning, but *out* also means *beyond* or *in excess*; as, *outsail*.

FORE.

EXAMPLES.—Forehead, foresight, forethought.

EXPLANATION.—The *forehead* is the front or *forepart* of the head. Foresight is *seeing beforehand*, as forethought is *thinking beforehand*.

110. *Fore* is a Prefix meaning *before*, either in place or time.

EXERCISE LXII.

☞ (a) Take the words below to pieces and explain each part:—

Fore-arm	Fore-land	*For-ward
Fore-noon	Fore-runner	Fore-going
Fore-sail	Fore-taste	Fore-knowledge

Forego meaning to give up, as in the expression to *forego the pleasure*, is not made from this prefix.

(b) Use the right Prefix with the words below:—

-tell	-father	*-wardness	-taste
-see	-wards	-man	-mast

(c) Make or find three words with fore as the Prefix:—

A.

EXAMPLES.—Abed, asleep, ashore, aground.

EXPLANATION.—*Abed* means *on* or *in bed*, *asleep* in the state of sleeping, *ashore on the shore*.

111. The Prefix *a* means *on*, *at*, *in*, *by*.

EXERCISE LXIII.

☞ (a) Take the words below to pieces and explain each word:—

Aboard	Ahead	Aloft*	Adrift	Aground
Afloat	Abreast	Aside	Astera	Awake

* In Old English is the word *lyft*, meaning the *air*.

MIS.

EXAMPLES.—Mistake, miscarry, misdeed.

EXPLANATION.—Mistake is to *take* a *wrong* view; *miscarry* to *convey* something to a wrong place, or to *fail*; *misdeed* is *wrong-doing*.

112. Mis means wrong, or *amiss*.

EXERCISE LXIV.

☞ (a) Take these words to pieces and explain each part:—

Mis-call	Mis-timed	Mis-fortune
Mis-hap	Mis-belief	Mis-rule
Mis-spent	Mis-chance	Mis-inform
Mi -shapen	Mis-behave	Mis-manage

(b) Use the proper Prefix, either *a* or *mis*, with the following words:—

Note.—Explain each word, say what part of speech it is, and give a word of another part of speech, if you can. Thus, of *govern* we can make *misgovern*, which is a Verb, and also *misgovernment*, which is a noun.

Midst	Foot	State	Wake	Far
Give	Govern	Broad	Round	Long
Stray	Trust	Judge	Cross	State
Lay	Mongst	Slant	Lead	Drift
Stride	Way	*Guide	Give	Chance

OVER.

EXAMPLES.—Overhang, overthrow, overhasty.

EXPLANATION.—*Overhang* means to *hang over*, and *overthrow* to *throw over*, and so to conquer. Both are Verbs. *Overhasty* is an Adjective.

113. Over means above, beyond, or too much.

EXERCISE LXV.

✎ (a) Take these words to pieces and explain them; say what part of speech each word is:—

Over-balance	Overhaul	Overcharge
Over-bearing	Overload	Overwork
Over-burden	Over-rate	Overall

(b) Give twelve words having the Prefix *over*, and explain the parts:—

UNDER.

EXAMPLES.—Underprop (v), undergrowth (n).

EXPLANATION.—*Underprop* is to put *under* a building some *prop* to make it secure; *undergrowth* is the *growth* of low plants *under* trees.

114. The Prefix *under* is used to make Nouns, Verbs, Adjectives, and Prepositions, as underweight, undersell, underhand, underneath.

115. The most common Prefixes are un, in, out, fore, a, mis, over, under.

EXERCISE LXVI.

✎ (a) Take these words to pieces, explain the parts, and give the part of speech of each word:—

Underlie	Underpin	Underhanded
Undermine	Undersell	Undertaking
Underneath	Underling	Underwood

(b) Make eight words having *under* as prefix; explain them, and their part of speech:—

RECAPITULATORY EXERCISE.

EXERCISE LXVII.

✎ Take the following words to pieces and explain each part:—

ILLUSTRATION.—*Sorrow-ful*. An Adjective made by adding the Adjective Affix *ful* to the Noun *sorrow*.

Man-li-ness. To the Noun *man* is added the Affix *li*, used for *ly* because not ending the word. This makes an Adjective, to which is added the Affix *ness*, which makes a Noun, meaning *the state of being manly*.

*Knife-grinder	Highwayman
Hair-cutting	Bloodthirsty
Sheep-shearer	Unfriendliness
Breakwater	Unwillingly
*Youthfulness	Unworkmanlike
Unworthiness	Unthinkingly
Iron-clad	Tax-gatherer
Cheerfully	Brightening
Quicksilver	Wooden-legged
Ilkilyfully	Low-browed
Unmanly	Weather-beaten
Overspread	Open-handed
Schoolboy-like	Underhanded
Strengthening	Misunderstanding
Forgetfulness	Rainbow
Glove-maker	Overtime
Foolhardiness	Crack-brained
Watery	Kindheartedness
Hopeful	Blood-guiltiness
Sightless	Rowing-match
Unwelcome	Rosy-checked
Breathless	Light-fingered
Coldness	Holiday-making
Heartiness	Wrong-headedness
Full-length	Featherheaded
Inwardly	Timber-toed
Misleading	Never-ending
Unhappily	Untrustworthy

EXERCISE LXVIII.

☞ Use the following words in making as many COMPOUND WORDS as you can:—

Note:—Mere Prefixes or Affixes are not to be used.

EXAMPLES.—From *light* (1) (meaning not dark or darkness) we get the compound words—light-house, light-coloured, daylight, sunlight, moonlight, starlight, firelight, candle-light, lamplight, skylight, twilight.

From *light* (2) (meaning not heavy) we get—light-horse, light-infantry, light-weight, light-footed, light-hearted.

Tea	Horse	Silver	Hold	Mill
Water	Candle	Ship	Setter	Bell
Fish	Letter	House	Breaker	Bird
Time	Gold	*Boat	Works	Eye
Book	Rose	Fire	*Irons	*Door
Down	Head	Man	Foot	Pan
Hay	Snow	Stone	*Plough	Keep

EXERCISE LXIX.

☞ Make Derivatives from the words below by adding a Prefix, an Affix, or both:—

EXAMPLES.—(1) From *light* (meaning *not dark*).
Lighten, lightning, alight (on fire).

(2) From *light* (meaning *not heavy*). Lighten (a ship in a storm by flinging the cargo overboard), lightness, lightly, lights, the lungs of animals, so called from their little weight, being spongy.

Dark	Right	Ripe	Carry
Long	Short	Health	Cast
Broad	Speak	*All	Cheap
Bright	Smoke	Body	Cheer
Read	Leg	Believe	Tame
Write	Come	Do	Ease
Think	Fair	Fiend	Self
Ball	Time	Sleep	Soft
Cloth	Wing	Breathe	Stead
High	Worth	Call	Hard
Deep	*Neighbour	Care	Hold
Good	Bad	Kind	Sweet

EXERCISE LXX.

✎ With the following words make as many other words as you can, not more than twelve, either Compound Words or Derivatives formed by Affixes or Prefixes.

EXAMPLE.—From the Noun *man* we can make

Mankind	Chairman	Manliness	
Manslaughter	Horseman	Manlike	
Man-hater	Fireman	Manfully	
Foreman	Shopman	Manhood †	
Workman	Waterman	Unman	
Break	Coal	Bed	*Key
Ground	Corn	Tell	Glass
Bone	Luak	Butter	Heart
After	Sleep	Dry	Mad
Ever	Sweet	Drink	*Sugar
*Fought	*Body	*Busy	Time

† The affix *-hood* is not found in this little book as it is little used compared with those that are given. The more complete list of Affixes and Prefixes and all relating to WORD-BUILDING will be found in the larger work, ALLEN AND CORNWELL'S SCHOOL GRAMMAR.

PURE ENGLISH DERIVATIVES.

EXAMPLES.—Shears, sheep-shearing; tow, tug; fare-well, *welfare.

EXPLANATION.—The notion in *shears* and *sheep-shearing* is that of *cutting*; in *tow* and *tug* it is that of *pulling*; in *fare-well* and *wel-fare* the notion is that of *going*.

The connection between these words and meanings will be seen from a study of the words in 117, 118, 119, on p. 80.

116. Pure English words have come down from the Old English Tongue, and make the bulk of the English language, especially as spoken. The Old Language is often called ANGIO-SAXON.

ANGLO-SAXON ROOTS AND ENGLISH DERIVATIVES.

117. SCERAN, or SCĪRAN,
to cut off, to divide.
Shēar,
Shears,
Sheep-shearing.
Share,
Ploughshare.
Shire
Score, scar.
- Shear*, as in *sheep-shearing*, means to cut off the wool from the sheep; *shears* are cutting instruments; a *plough-share* cuts up the ground; a *share* is a part divided from the rest; to *score* pork is to cut the skin; while, before writing was much practised, the number *twenty* would be marked by some special *cut* which was called a *score*; and the number, in a game called *scoring*, was marked, too, by the notches or *cuts*; a *scar* is the mark left by a *cut* or wound; and a *shire*, as *Yorkshire*, means a division.
118. TEON, or TEOGAN,
to pull or draw.
Tow,
Tow-rope,
Tow-path,
Tow-boat
Tug, steamtug.
Team, teamster.
- To *tow* is to draw some floating body, as a barge. The barge is fastened by a *tow-rope* to a horse, which plods along on the *tow-path*. Instead of a horse, a *tow-boat*, a *tug*, or a steam-tug, is sometimes made use of. Many horses or oxen drawing one object, as a tree or a plough, form a *team*, and he who has the charge of them is a *teamster*.
119. FARAN, to go.
Fare.
Coachfare.
Farewell.
*Welfare.
Thoroughfare
Wayfaring.
- To a friend, who has just paid his railway *fare*, that is, the price for his *going*, I say *fare well*, which means, May it *go* well with you; and if sincerely said, shows that I am interested in his **welfare*.
- To the tired *wayfarer*, who has been plodding along the hot, dusty road, a *thoroughfare*, which means a way of *going through*, by the cool green fields, is a pleasant change.

120. **Cwic**, active, living, moving.
Quick.
Quickness.
Quicken.
Quick-lime.
Quick-match.
Quick-sand.
Quick-silver.
Quick-set.

The common meaning of *quick* is fast, or the reverse of slow; but it also means the living, as is seen in the Creed, "He shall come to judge the *quick* (i.e., the living) and the dead." It is also well seen in the *quick-set* hedge, which is a hedge made of *living* bushes, chiefly the *hawthorn*, as distinguished from a dead wall or fence.

Quickness is an Abstract Noun, formed with the ending *ness* (95); and *en* added to *quick* makes the verb *quicken* (106), to make alive, or to move faster. A *quick-match* is a match which burns slowly and so remains alight a long time; *quicklime* is lime in the state that great heat, hissing and steaming are produced when water is thrown upon it; *quick-sand* is shifting sand, and dangerous sometimes on the seashore; *quick-silver*, so called from its resembling real silver, and from the ease with which it moves about.

121. **Cwac-ian**, to shake or tremble.
Quake.
Earth-quake.
Quagmire.

The *ian* at the end of this word makes it look difficult, but it is only the sign of the Infinitive Mood. A thousand years ago this sign was at the end of the word. We put it at the beginning, using the little

word *to*. But *cwac-ian* and *to quake* mean just the same.

A child shivers with cold, but *quakes* with fear. An *earthquake* means *earth-shaking*, or earth-trembling. It sometimes topples down buildings or swallows them up in a great crack or chasm. In 1755 Lisbon was destroyed, with many thousands of its inhabitants; and at the present moment (1885) an earthquake in Spain causes the people to leave the towns and villages and camp out in the open country to avoid the falling buildings. *Quagmire* is *moving mire* or *moor*, and is sometimes dangerous.

122. **TWA** or **TWEGEN**, two. **NYTHER**, down.
SNICAN, to creep. **THRI**, **THREO**, three.
THIRLIAN, to pierce.

The words in the Exercise are all derived from one or other of the Roots above.

EXERCISE LXXI.

Put each of the above Roots at the head of a column, and then place each of the Derivatives below under its own Root.

Thus, under *tua* would come *twofold*; under *nyther*, *nethermost*; under *snican*, *snake*; under *thri*, *three*; and under *tharlican*, *drill*.

Two Nether Twice Snake Twofold Thrice Third Drill Twin
Nethermost Threecfold *Thrall Between Beneath Trice Twenty
Snail Thirty Twin Nostril Thirteen Thrill Twain Sneak Betwixt
Underneath Thraldom Twilight

* *Thrall* is an old word for a slave, and the word was used because it was the custom to bore or *drill* a hole in the ear, as a sign of his servitude.

123. BUGAN, to bend; BRECAN, to break;
 BAERNAN, to be BINDAN, to bind.
 on fire;

EXERCISE LXXII.

Put each of the above roots at the top of a column, then place each Derivative below, under its own root.

Bow (pr. bou) Bow (pr. bō) Burn Breaker Bound Band Bow-
window Bay-window Breakfast Bough Bowsprit Binder Bow-
string Firebrand Burning-glass Daybreak Breach Breakwater
Bowyer Sunburnt Bay Brinestone Bond Bundle Rainbow Elbow
Outbreak Woodbine (old form Woodbind) Hop-bine.

124. AN or ANE, one.

EXERCISE LXXIII.

Give Derivatives from the above:— (1.) With the *endings* ce, ly, y:— (2.) With the *beginnings* al; at; n:— (3.) Name the Indefinite Articles and a Compound Word with *an* as one of its parts:—

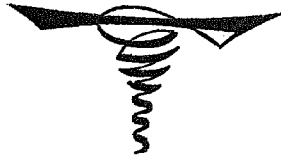
GENERAL RECAPITULATORY EXERCISE.

EXERCISE LXXIV.

Take to pieces the words in italics, and explain the parts; give the roots of the words in capitals.

A good *workman* is known by his *workmanship*. *Sliding* and *skating* are *healthy* exercises. The *doings* of a chatterbox are *mostly worthless*. *Strength* and *health* are better than *wealth*. For *nothing*, for *nobody*, do a mean thing. *Never*, *nowhere*, *noways* tell an *untruth*. That I shall be the *winner* at chess is *unlikely*. A *shipwreck* is a *fearful* thing. How *careless* you are! you have upset the *inkstand*. An *unskilful rider* must not ride *carelessly*. The *youthfulness* of the *speaker* gave him the *heartly* encouragement of his *hearers*. The father ought to be the *bread-winner*, not the *drink-consumer* in the family. They welcomed the *wayfarer* home with friendly looks and *heartly* grasps of the hand. We *lengthen* our life by the time we save from *needless* sleep. ONE, TWO, THREE, are Adjectives of Number, and ONCE, TWICE, THRICE, are Adverbs. QUICK-SILVER is a fluid in our climate, and after platinum and gold is the heaviest metal. John and Mary are twins. The mother's heart THRILLED with UNUTTERABLE *gladness* on *learning* the restoration to HEALTH of her son after a dangerous ILLNESS.

I have ONLY been ONCE to Norway. I did not go ALONE. *Hardly* ANY country of Europe is more *worthy* of a visit. Not ANYWHERE is to be found a more polite people than the Swedes. There is as much *heartiness* as *gracefulness* in their *politeness*. In Norway some *roughness* has to be put up with; but this is *easy*, as ANYBODY in the country will do ANYTHING for AN *Englishman*. This more than ATONES for a little *coarseness* in the food, and the household belongings. ANOTHER drive of a few hundred miles in a cariole will please NONE more than myself,



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