

PUBLIC SCHOOL
GRAMMAR

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THE
PUBLIC SCHOOL
GRAMMAR.

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PREFACE.

IN preparing this book the author has tried to keep four objects in view:—

1. To make it full enough to meet all the requirements of the Public School course.
2. To keep it in line with the High School grammar so that pupils entering the High Schools and Collegiate Institutes will have nothing to unlearn.
3. To improve the teaching of grammar in the Public Schools, and to ensure, on the part of the pupils, an intelligent and definite knowledge of the subject as far as they go in their study of it.
4. To make the study of grammar promote as directly and efficiently as possible the art of speaking and writing the English language correctly.

How far he has succeeded in these objects remains to be seen, but the favorable opinions expressed by several experienced Inspectors and Principals of Public Schools, who were kind enough to read the proofs, and to give him the benefit of their criticisms and suggestions, encourage him to hope that the book will be found to be an improvement on any hitherto used in the Public Schools.

In order to allow sufficient space for Syntax and Analysis, and for carefully prepared Review Exercises, it has been necessary to make the explanations as brief as is consistent with clearness. A definite mode of treating each part of the subject is given, and it is left with the teacher to furnish such further explanations and illustrations as may be necessary.

Only a few formal definitions have been given. It is difficult to frame grammatical definitions which are at once simple and accurate. It is much more important that pupils should be trained to recognize and distinguish the different classes and uses of words, etc., than that they should be able to repeat formal definitions of the terms employed. Young teachers will do well to remember that in grammar, of all subjects, the ability to repeat numerous definitions correctly furnishes little, if any, evidence that a pupil has a real grasp of the subject.

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ENGLISH GRAMMAR.

PART I.

THE SENTENCE AND ITS PARTS.

1. When a child begins to speak it uses at first only single words, which are generally the names of persons or things that it sees or wants; as *mamma, papa, sugar, drink*. From hearing these words often used by its parents or others around it, it has learned to connect the word with the person or thing, and the word, therefore, stands for a notion or idea in its mind. As it grows older it gradually learns to put words together in groups to express its wishes, feelings, and thoughts.

2. Language, whether spoken or written, is made up of such groups, of different kinds and lengths. These groups are called **Sentences**, and, when properly written, each begins with a capital and ends with a period or other full stop.

3. Grammar is the study of words as parts of sentences, and deals with their uses, forms, and relations.

4. Language existed before grammar, and does not depend on it. Grammar, therefore, does not make the facts and laws of language; it merely seeks to find out these from the usage of the best writers and speakers, and to state them in a clear and orderly way.

Although a person may learn to speak and to write English correctly without studying grammar, yet a knowledge of it will help him to understand the nature and structure of language, and to correct or avoid wrong forms of expression that he may have learned, or that he may hear or meet with.

SUBJECT AND PREDICATE.

It is plain, therefore, that every Assertive sentence can be divided into two parts. Of these the one names or represents the person or thing spoken of, and is called the **Subject**; the other tells what is asserted of that person or thing, and is called the **Predicate**.

EXERCISE II.

I. Divide each of the following sentences into subject and predicate:
 1. A soft answer turneth away wrath. 2. He left the book on the table. 3. The children had gone to bed. 4. One of the prisoners escaped. 5. Several of the trees were blown down by the storm. 6. Longfellow wrote many beautiful poems. 7. The moon was shining through the trees. 8. These early apples will soon be ripe. 9. I haven't time to finish it. 10. Nearly all the boys in the class passed.

II. Write five assertive sentences, and then divide each into subject and predicate.

9. In the examples of assertive sentences that have been used so far, the subject comes before the predicate. It often happens, however, that a part of the predicate is placed before the subject, and sometimes, the whole predicate comes first.

Thus, if we take the following sentences:

1. In the morning his father sent for the doctor. 2. Down came the rain in a perfect torrent. 3. At the foot of the hill stands a little cottage.

we see that to divide them into subject and predicate we shall have to arrange them as follows:

His father		sent for the doctor in the morning.
The rain		came down in a perfect torrent.
A little cottage		stands at the foot of the hill.

10. Before attempting to divide a sentence, therefore, into subject and predicate we must make sure that we understand the meaning of it, and we must, if necessary, rearrange the parts. The best way to do this is to select the word that has most to do with making the assertion and place it in the predicate; then by putting *who* or *what* before it and asking a question we shall find that the answer gives us the subject or the chief word in it. Having now the foundation of the sentence we can soon arrange the rest of the words in their proper places in the subject or the predicate, as the sense requires.

SUBJECT AND PREDICATE.

9

Thus, if we take the sentence,

All day long through Frederick Street
 Sounded the tread of marching feet;

and ask such questions as,

1. What word in these two lines makes an assertion? 2. What sounded? 3. What tread? 4. Sounded when? 5. Sounded where?

we shall see that the sentence, when divided into subject and predicate, will stand thus,

The tread of marching feet		sounded all day long through Frederick Street.
----------------------------	--	--

EXERCISE III.

Divide each of the following sentences into subject and predicate:

1. Next day his employer spoke to him about it. 2. In front of the house is a fine orchard. 3. Here comes the master. 4. In that gloomy cavern a pious hermit once lived. 5. Never shall I forget that sad scene. 6. After a short delay they resumed their journey. 7. To every man upon this earth death cometh soon or late.

8. At the door, one summer evening,
 Sat the little Hiawatha.

9. For us the raftsmen down the stream
 Their island barges steer.

10. Then to battle fierce came forth
 All the might of Denmark's crown.

11. We shall find on examination, that Interrogative and Imperative sentences may also be divided into subject and predicate, although in order to do so it will generally be necessary to re-arrange the words somewhat.

Thus, if we take the following sentences,

(a). How many boys have read the story? Was your brother at school to-day? Which house do they live in?

(b). Don't you touch that ball. Lead thou me on. Long may our good queen reign over us.

we shall see that if we arrange them thus,

How many boys		have read the story?
Your brother		was at school to-day.
They		live in which house?
You		don't touch that ball.
Thou		lead me on.
Our good queen		may long reign over us.

the part to the left, as before, represents the person or thing spoken of or spoken to, and is, therefore, the subject,

while the part to the right contains the words used to express the question, command, request, or wish, and is, therefore, the predicate.

12. In imperative sentences expressing a command or a request the person, being directly addressed, does not require to be mentioned, and, therefore, the subject is commonly omitted; as,

Make known thy will unto us. Bring me your books.

In such cases, therefore, it will be necessary to supply *thou* or *you* as the subject in order to make the usual division of the sentence into subject and predicate.

EXERCISE IV.

I. Divide each of the following interrogative and imperative sentences into subject and predicate:

1. How many fish did you catch? 2. Draw your chair nearer the fire. 3. Is your father at home? 4. What were these little boys quarrelling about? 5. Don't forget to shut the gate. 6. Where did he find it? 7. Have any of you seen my cap? 8. Do keep quiet. 9. Which of these boys broke the window? 10. Be careful to do so.

II. Write three interrogative and three imperative sentences, and then divide each into subject and predicate.

13. We have been speaking so far as if a sentence always consisted of a group of words which can be divided into subject and predicate. We shall find, however, that thoughts are sometimes expressed, especially in conversation, by single words, or by groups which cannot, as they stand, be divided into subject and predicate. Thus, we hear or read questions, answers, commands, requests, and exclamations such as the following:

1. When? 2. To whom? 3. Certainly. 4. This morning. 5. This way! 6. Silence! 7. How stupid! 8. What a pity!

In nearly all such cases, however, it is easy to supply suitable words so that when the thought is fully expressed the sentence can, as in other cases, be divided into subject and predicate; as

1. When did it happen? 2. To whom did you give it? 3. I will certainly do so. 4. He died this morning. 5. Keep you silence. 6. Come you this way. 7. How stupid that was. 8. What a pity it is!

Therefore, we still say that a sentence, in the sense in which the word is used in grammar, is a thought fully

expressed in words, and that every sentence can be divided into a subject and a predicate; and if we are asked to analyze a sentence, that is, to break it up into the parts of which the thought is composed, we may supply, if necessary, suitable words to express the thought fully.

EXERCISE V.

I. Supply whatever words are necessary to express the thought fully in each of the following examples; then divide each sentence into subject and predicate.

1. In a few minutes. 2. At what time? 3. Not at all. 4. Hands off! 5. How soon? 6. Perhaps. 7. Attention! 8. Why so? 9. Non-sense. 10. Not for the world. 11. Louder! 12. Blessings on his head!

II. Classify each sentence as assertive, interrogative or imperative.

THE PARTS OF SPEECH.

14. So far we have been dealing with sentences and the two parts into which each may be divided. If now we turn our attention to the words of which these sentences are composed we shall find that they, like sentences, are of different kinds, and that they may be divided into classes according to the use that we make of them in sentences.

Now, as language, or speech, is made up of sentences, and as sentences are made up of words connected in thought, words may be regarded as parts of speech; and, accordingly, the different classes into which they are divided are commonly spoken of in grammar as the different parts of speech.

When, therefore, we speak of a word as being a certain Part of Speech, we mean nothing more than that it belongs to a class of words which get a certain name from the way in which we use them in sentences.

NOUNS.

15. We stated at the outset that the first words that a child learns are usually the names of persons and things that it sees or wants. We have seen, too, that in the sentences which we have taken as examples since we began, there are many names of persons, places and things; as *Mary*, *Longfellow*, *Quebec*, *father*, *moon*, *rain*, *cottage*.

Such words are in grammar called **Nouns**, a word that

means names, and we shall, therefore, take nouns for the first Part of Speech.

16. Sometimes a name consists of two or three words; as *Oliver Cromwell*, *Sir Isaac Brock*, *New York*, *Prince Edward Island*, *governor-general*, *son-in-law*. In such cases we regard the whole name as one noun.

It must be understood that under the head of *things* we include actions, qualities, conditions and feelings, so that words which are used as names of these are also classed as nouns; as *skating*, *wisdom*, *poverty*, *anxiety*.

We may, therefore, define a noun as follows:

A noun is a word used as the name of anything about which we can express a thought.

EXERCISE VI.

I. Write the names of the months and of the days of the week, and give a proper contraction for each.

II. Write two names each of boys, girls, countries, cities, authors, books, poems.

III. Write two names each of actions, qualities, conditions, feelings.

IV. Write two names each of trees, flowers, fruits, vegetables, and minerals.

V. Select all the nouns in the following sentences:

1. My sister spent her vacation in Toronto with her cousins. 2. At the last meeting of the society the following officers were elected for next term. 3. Several towns on the Grand River suffered severe losses. 4. The bursting of the dam caused great damage to my uncle's property. 5. Pay attention to the advice of your parents. 6. A group of weary pilgrims had gathered under the shade of its branches. 7. The fate of the prisoners depended on his decision. 8. The city stands on the slope of a lofty eminence on the left bank of the St. Lawrence. 9. A company of Highlanders, under Captain McDonald, were the first soldiers that reached the shore. 10. Without a moment's hesitation they began to scramble up the face of the cliff.

VERBS.

17. We have already seen (8) that the predicate in the assertive sentence may consist of a single word, as "*Ice melts*"; and that where it consists of a number of words there is always one that has more to do with making the assertion than the rest have, one without which there would, in fact, be no assertion; as

*The teacher soon learned the names of the pupils;
In the evening they often go for a row on the river.*

In the same way we should find, if we were to examine the other classes of sentences, that in each of them there is always one word in the predicate which is of more importance than the rest, and without which there would be no complete thought expressed.

We shall take, therefore, for the second Part of Speech a class of words which are used to make assertions, or which are used alone or along with other words to form the predicate of sentences. Such words are known in grammar as **Verbs**, the name *Verb*, which means "the word," having been given to them because the verb is the most important word in the sentence, since there can be no sentence in the grammatical sense without a verb in it.

A verb may be defined, then, as follows:

A verb is a word by means of which we make an assertion, and hence which stands alone or with other words as a predicate.

18. We saw that two or three words are sometimes taken together to form one noun. In the same way, but more frequently, we take two, three, or even more words together and regard them as forming one verb. Thus, in the following sentences:

1. She *has been* ill for a long time. 2. The boys *had taken* it without them. 3. One of us *will call* for you. 4. The glass *was broken* by the blow. 5. The judges *would have given* him another trial.

the italicized parts are usually taken together and regarded as the verbs of their sentences.

It will be found, too, that these parts are sometimes separated by words coming between; as

1. He *has often done* that. 2. The teacher *had never seen* the boy before. 3. *Will this room be* large enough? 4. The dog *would easily have caught* it. *Was anyone hurt* by it?

EXERCISE VII.

I. Select the verbs and then the nouns from the following sentences:

1. In the afternoon all the pupils were in their usual places. 2. Jane's mother had sent her to the office with a letter. 3. These people have lived in the house all winter. 4. A liberal reward will be given to the finder. 5. The secretary will write the names of the candidates on the blackboard. 6. Nova Scotia is one of the Provinces of the Dominion. 7. A heavy mist hung over the valley. 8. Two

DIFFERENT USES OF THE SAME WORDS.

steamboats were seen in the distance. 9. The owner of the mill was not at home. 10. No new books have been put in the library for some time.

II. Divide each sentence in I. into subject and predicate.

III. Write ten sentences, using the following as the verbs:

Are, gives, went, will see, have written, learn, had played, was made, would have gone, said.

DIFFERENT USES OF THE SAME WORDS.

19. We stated (14) that the classification of words as parts of speech depends on the use that is made of them in sentences. Many words, however, do not always perform the same duty in sentences, and, therefore, are not always the same part of speech. Thus in the sentence,

The driver dropped his *whip*,

the word *whip* is plainly the name of something, and is, therefore, a noun. On the other hand in the sentence,

These men *whip* their horses cruelly,

it is equally plain that *whip* is the word that makes the assertion, and is, therefore, a verb.

It is evident, then, that the only safe rule to follow in classifying words as parts of speech is to observe carefully in each case how the word is used, and to place it in one class or another accordingly.

EXERCISE VIII.

I. Tell whether the italicized words are nouns or verbs, and give your reason in each case:

1. He usually *plants* them in a shady place. 2. We *place* our plants in the window. 3. The men *work* very hard. 4. They do their *work* well. 5. He made three *runs* in that game. 6. These plants *flower* in the spring. 7. *Iron* these clothes carefully. 8. We had a very pleasant *ride*. 9. The house *faces* the lake. 10. *Light* the lamps.

II. Write sentences using the following words first as nouns, then as verbs: *milk, watch, mark, bite, drink, knock, play, row, cover, judge*.

PRONOUNS.

20. We have now learned the uses and the names of two parts of speech, namely, nouns and verbs, and we have seen that we can make sentences consisting merely of these two; as,

Birds fly. Accidents have happened.
Prizes were offered. Cats will catch mice.

PRONOUNS.

Most sentences, however, contain other kinds of words, also, and we shall, therefore, go on to consider these.

When we are speaking of some person or thing we do not keep repeating the name, but we use certain little words in place of it.

Thus, instead of writing,

John's mother gave John a new knife, but John lost the knife on John's way to school, and when John found the knife again, the knife's blade was broken.

we prefer to say

John's mother gave him a new knife, but he lost it on his way to school, and when he found it again its blade was broken.

21. Often, too, when we do not know the names of persons or things, or for some reason do not wish to use them, we employ in place of them certain words which, without naming, show who or what is meant.

Thus I may stop a man on the street, and, pointing to some object, I may say,

Can you tell me what that is?

using the italicized words as substitutes for names, to show who or what is meant.

These little words, then, *he, his, him, it, its, you, me, what, that*, and others, which are used either to prevent the repetition of nouns already mentioned, or to show who or what is meant without giving the name, form another part of speech, and are known in grammar as **Pronouns**, that is, words used "for nouns."

A pronoun may be defined, then, as follows:

A pronoun is a word which represents a thing without naming it.

EXERCISE IX.

I. Substitute pronouns for nouns wherever you can in the following sentences:

1. When Mary saw that the little girl had no lunch Mary offered the girl the half of Mary's. 2. Harry said to Harry's mother "May Harry take Jack's cap, for somebody has taken Harry's?" 3. The boys caught a squirrel, but when the boys got home the boys' mother persuaded the boys to let the squirrel go. 4. Tom said to Will, "Will and Tom are ready, let Will and Tom go." 5. George fell from the ladder and hurt George.

II. Select from the following sentences any words that seem to you to be pronouns, either because they stand for nouns already used in the sentence, or because they show without naming who or what is meant:

1. If these candidates fail they have only themselves to blame.
2. Gather these up and put them on the table.
3. The girl was admiring herself.
4. I will not agree to that unless you give me first choice.
5. This is cracked, hand me another.
6. Some were absent.
7. Each got a different answer.
8. Who said so?
9. Which do the girls like best?
10. What does the man want?

III. Make as far as you can three lists of pronouns:

1. Those used in speaking of ourselves.
2. Those used in speaking to others.
3. Those used in speaking of other persons and things.

22. From what we have already learned about pronouns we see that they are really a sort of general names, which may represent a great variety of objects and which depend for their particular meaning on the connection in which they are used. Thus, while each of the following: *dog, bird, fish, tree, house, bread*, brings before the mind a more or less definite notion or mental picture, the word *it*, which of itself has no meaning and calls up no picture whatever, can be used as a substitute for any of these six nouns, or for hundreds of others. Accordingly, while there is no limit to the number of nouns that we may have, a very small number of pronouns serves our purpose. These, however, are in constant use, so that, although pronouns are spoken of as substitutes for nouns, we could not really get on without them.

EXERCISE X.

Select and arrange in separate lists all the nouns, verbs, and pronouns you can find in the following:

A farmer set a trap in the field for the cranes which were stealing his corn. Next day he found in it several cranes and a stork. "Spare me," cried the stork, "I am not a crane, I have not eaten any of your corn." "That may be true," replied the farmer, "but this I know, I caught you in my field with thieves, and you must suffer with them."

THE BARE SUBJECT.

23. We have seen that we can easily form sentences consisting merely of nouns and verbs. Now, as pronouns are used in place of nouns we can with equal ease form sentences of pronouns and verbs; as

They run. He has fallen. She will return. You might have been killed. I met them. It had seen us.

If, now, we look at a number of sentences in which the subject consists of a group of words, we shall see that there is nearly always one which particularly expresses the person or thing spoken of.

Thus in the sentences:

The father of these little girls lives in Buffalo. The scholars in the front row have the best chance. Those with cracks in them are of no use. Each of the pupils got a different answer.

we see that if we put *who* or *what* before each verb in turn and ask a question, as "Who lives?" the italicized word gives the particular answer in each case, and is, therefore, the most important word in the subject.

Such words then are spoken of in analysis as forming the **Bare Subject**, as distinguished from the whole or **Complete Subject**.

EXERCISE XI.

I. Divide each of the following sentences into subject and predicate, and underline the bare subject and the verb.

II. Make out separate lists of the nouns and pronouns in these sentences:

1. The poor creature hid itself in a corner.
2. Our visit to the city passed very quickly.
3. Several of his friends gave him the same advice.
4. Another case of fever was reported to us.
5. Some of the boxes had been left at the station.
6. That little girl offered him hers.
7. The rules of the society do not allow that.
8. The whole family have gone to the seaside.
9. Do any of them live in the village?
10. Another of the members made the same mistake.

ADJECTIVES.

24. Although we can make numerous sentences consisting merely of nouns or pronouns and verbs, most of the sentences that we meet with contain other words also.

For instance, if we select all the nouns, pronouns, and verbs from the following sentences:

1. He has curly hair.
2. Boys like ripe apples.
3. Give her this book.
4. Who owns your house?
5. John answered five questions.
6. She made many mistakes.

we see that the italicized words are left.

If now, following our rule, we ask what these words do, we see that they are all used with nouns, and that they limit the application of these nouns in some way. Thus in

the first two sentences the italicized words describe the kind or quality of the things spoken of; in the third and fourth they point out particular objects, and in the last two they tell the number of things spoken of.

We shall take, therefore, for our next Part of Speech words whose special function or use is to limit the application of nouns by describing or distinguishing in some other way the thing named. Such words are in grammar called **Adjectives**, a word meaning "added to" or "placed beside"; and from the way in which they are used with nouns they are said to **modify** nouns.

The word *modify*, as commonly used, means to make some change in a thing. As used in grammar it means to change the meaning or application of a word by adding to it some other descriptive or limiting word. Thus, if we take the sentence, "Boys like apples," and write it, "Boys like ripe apples," or "These boys like apples," we see that we change the meaning by restricting the statement in the one case to certain apples, and in the other to certain boys; and that this change is made in each case by adding an adjective to a noun. The adjective really, therefore, *modifies the statement*, but, as it does this by limiting in some way the application of the noun, it is said to *modify the noun*.

The use of adjectives, which will be found to be a very numerous class of words, is due to the fact that things of the same name may differ from one another in so many respects, that we find it necessary to use with the noun words that will distinguish in some way the particular objects that we are speaking of.

An adjective may therefore be defined as follows:

An adjective is a word which modifies a noun by describing or distinguishing in some other way the thing spoken of.

EXERCISE XII.

I. Select the adjectives in the following sentences, and tell what noun each modifies:

1. That careless boy made a big blot on the clean page.
2. In yonder cottage lives a poor, blind man.
3. The old sailor told us a long story of wonderful adventures.
4. These boys have lost another good chance.
5. Read the tenth verse of the last chapter.
6. Few men have shown such perseverance.
7. The British fleet anchored in a Chinese port.
8. She gathered some fresh flowers.
9. Each pupil will have another trial.
10. Several new houses have been built on that street.

1. Word - the
 2. Class - adjective
 3. Relation - modifies "sailor"
- ADJECTIVES.

1. old
2. adjective

II. Write sentences using the following words as adjectives:
Tall, sour, strange, all, pretty, warm, both, Canadian, no, every.

III. Write sentences using the following nouns, with an adjective limiting each:
Bird, grass, clouds, river, dog, soldier, clothes, fire, water, box.

IV. Divide the sentences in I. into subject and predicate, and underline the bare subject and the verb.

25. In all the examples that we have taken so far the adjectives come before the nouns which they modify, in whatever part of the sentence the latter are found. Adjectives used in this way are said to be used **attributively**, or are called **Attributive Adjectives**.

If, however, we take sentences like the following:

The milk is *sour*. The children looked *happy*. The apples will soon get *ripe*. The weather grew *cold*.

we see that while the italicized words form part of the predicate in each case they are used to describe the things represented by the Bare Subjects, and are, therefore, adjectives, modifying these subjects. Adjectives used in this way are said to be used **predicatively**, or are called **Predicate Adjectives**.

The same adjective may, of course, be used either attributively or predicatively. Thus these four adjectives which we have just used predicatively are attributive in the following examples:

She uses *sour* milk. They are *happy* children. *Ripe* apples will not hurt you. *Cold* weather keeps them back.

26. Observe that adjectives may be used predicatively but not attributively with pronouns. Thus, we say

She was *angry*. They grew *anxious*. That is *unfair*.

though we cannot speak of "angry she," "anxious they."

27. The same verbs, such as *is, are, was, seem, prove, become*, that are followed by predicate adjectives modifying the subject may also be followed by **predicate nouns**, meaning *the same person or thing as the subject*; as,

He is *secretary*. They are *farmers*. He seems a nice *fellow*. The pond became a *lake*.

28. As verbs of this sort cannot ordinarily be used alone to form predicates, but require a noun or an adjective to

complete the assertion, they are often called **Verbs of Incomplete Predication**.

EXERCISE XIII.

I. Which of the adjectives in the following sentences are used attributively and which predicatively?

The water in these deep pools is always cold. 2. The poor mother turned pale at the dreadful news. 3. The old man was blind. 4. The blind man was old. 5. The weather had been damp all week. 6. On the wide lawn the snow lay white and deep. 7. We all felt sorry.

II. Write sentences using the following adjectives attributively, then predicatively:

Tall, pretty, strong, clear, different, comfortable.

III. Write sentences using the following as predicate nouns meaning the same person or thing as the subject:

Scholar, river, doctor, answer, city, island.

29. A few words, such as *this, these, that, those, each, another, all, some, both, either*, are used sometimes as adjectives, with nouns, and sometimes as pronouns, for nouns. Thus we have,

Adjectives: *This* answer is wrong. *Some* snow had fallen. *Either* road will take you there.

Pronouns: *This* belongs to me. *Some* were absent. *Either* will do.

30. A few other words, such as *my, our, his, their*, seem to be both pronouns and adjectives at the same time. Thus in the sentence,

Tom has lost *his* knife,

his is a pronoun in so far as it stands for *Tom*, and an adjective in the sense that it modifies the noun *knife* by distinguishing the thing named.

Hence, while it is proper enough to consider these words as pronouns, they are usually classed as **Pronominal Adjectives**.

31. We shall also see that many words may be readily used either as adjectives or as nouns, and some as adjectives, nouns, or verbs. Thus we have,

Adjectives: It was a *wet* day. That was a *wrong* step.

Nouns: Keep out of the *wet*. He did me a *wrong*.

Verbs: He *wet* the cloth. You *wrong* the others.

EXERCISE XIV.

I. What part of speech is each italicized word?

1. This plate is not *clean*, take it away and *clean* it. 2. He built a *stone* house. 3. Boys *stone* squirrels. 4. We *warm* ourselves at the

fire. 5. It stands on a *level* with the rest of the table. 7. You have no *right* to it. 8. *Clear* these papers off the table. 9. They *idle* their time away. 10. He was shivering with cold.

II. Write sentences using the following first as adjectives, then as pronouns: *Those, any, each, both, another*.

III. Write sentences using the following as adjectives, and then as nouns: *Hollow, plain, fat, dark, silver*.

IV. Write sentences using the following as adjectives, and then as verbs: *Open, sound, separate, dry, free*.

ADVERBS.

32. If now we examine the following sentences:

(a). He spoke *distinctly*. The girls have done it *carefully*.

(b). The cars stop *here*. We looked *everywhere*.

(c). They will return *soon*. That happened *lately*.

we see that the predicate in each sentence contains a word that cannot be classed under any of the four parts of speech yet mentioned.

If then, as usual, we ask how these words are used, we see that just as adjectives modify nouns, so these words *modify verbs*, that is, they limit in some way the statement which the verbs make.

Thus, in (a) they modify the statement by telling *how*, in (b) by telling *where*, and in (c) by telling *when*.

Words used in this way, then, form another part of speech, and are known as **Adverbs**, from their being used with verbs.

33. Adverbs, however, do not always follow the verbs which they modify. Thus, if we take the sentences:

He *often* does that. I have *never* seen the house. *Lately* another instance of it occurred. *Presently* he walked *quietly* away.

we see that adverbs may stand before the verb, between the parts of a verb, and at the beginning of the sentence; and also that several adverbs may modify the same verb.

EXERCISE XV.

I. Select the adverbs, and tell what each modifies:

1. He answered all the questions *correctly*. 2. The family live in Toronto *now*. 3. Have you ever been in Montreal? 4. We called there *recently*. 5. That *frequently* happens. 6. The sun was sinking *slowly* in the west. 7. She walked *quietly* forward. 8. Well do I remember that day. 9. Speak *kindly* to the children. 10. Lay the parcel down *gently*. 11. Hereafter the rules will be strictly enforced.

II. Write sentences using the following as adverbs:
Always, quickly, then, easily, back, sometimes.

34. We have seen that adverbs modify verbs by adding to the statement some limitation as to manner, place, or time. A few, however, are used for other purposes. Thus in the sentences:

(a). He *just* touched me. They *almost* succeeded.

(b). He *certainly* thought so. You will *likely* meet them. The boys had *not* finished the game.

the italicized words are used to tell in (a) how far something was true, in (b) how far we believe a thing to be true, and, therefore, as they modify the statements made by the verbs, we class them as adverbs.

35. If now we examine the sentences of the following groups:

(a). He was *very* careful. The meaning is *quite* plain.

(b). He did it *very* carefully. She spoke *quite* plainly.

we see that the italicized words are used in (a) with adjectives, and in (b) with adverbs, to limit or modify their meaning by telling *how* or *how far*. It is plain, therefore, that some adverbs may modify adjectives and adverbs. The number of such adverbs is, however, small.

An adverb may be defined, therefore, as follows:

An adverb is a word which modifies a verb, an adjective, or another adverb.

36. We may notice here, too, that some words may be readily used either as adjectives or as adverbs; as,

Adjectives: He owns a *fast* horse. That is *hard* work.

Adverbs: The time passes *fast*. They work *hard*.

EXERCISE XVI.

I. Write sentences using the following first as adverbs and then as adjectives: *Daily, better, straight, first, only.*

II. Select the adverbs, and tell what each modifies:

1. The river rose very rapidly.
2. He walked too fast.
3. It was an exceedingly warm day.
4. She bore it patiently.
5. The cistern was nearly full.
6. We never saw it again.
7. He has probably forgotten.
8. I sent it back twice.
9. The cord is not strong enough.
10. She feels less anxious now.
11. How soon will you start?

37. We have seen that two, or three, or even more words are sometimes taken together, treated as one part of speech, and spoken of as a noun or a verb.

Now, having learned the chief uses of adjectives and adverbs, we may notice that there are very many groups of connected words which, though not treated as one part of speech, have really the value of adjectives or adverbs.

Thus, if we examine the following sentences:

(a). No men of *wealth* were present. That was an answer without thought. Resistance *by force* is not allowed.

(b). He bore it *with patience*. We thought so *at that time*. I left it *in this place*.

we see that the italicized groups might be replaced in (a) by adjectives; as, *wealthy, thoughtless, forcible*; and in (b) by adverbs; as, *patiently, then, here*.

38. Even where we cannot put a single word in place of the groups we can, in most cases, readily see that if we could do so the word so substituted would be an adjective or an adverb.

Thus, if we take the following sentences:

(a). He showed me a letter *from his brother*. The boy *behind you* is talking. The prize *for good conduct* was not awarded.

(b). They were sitting *under the tree*. We shall start *after dinner*. He went there *against my wish*.

we see that the groups in (a) serve to describe or distinguish the things spoken of, and are, therefore, **equivalent**, that is, *equal in value*, to adjectives; while those in (b) modify or limit the statements made by the verbs, and are, therefore, equal in value to adverbs.

Such groups, then, are spoken of as **Adjective or Adverb Phrases**, and they are said to *modify* the nouns or verbs with which they are used.

39. Examples such as the following:

(a). Those *in the back seats* can't hear. Some *of the children* began to cry.

(b). They were glad *of an excuse*. He was careful *of the papers*.

show us that adjective phrases may be used with some pronouns, and adverb phrases with some adjectives.

We find also, as we might expect, that the same phrase may sometimes have the value of an adjective, and sometimes that of an adverb, according to the use that is made of it.

Thus in the sentence,

The flowers in the garden were frozen,

it is plain that the italicized phrase modifies *flowers*, and is, therefore, adjectival, while in

The men were working in the garden,

it is equally plain that the phrase modifies *were working*, and is, therefore, adverbial.

EXERCISE XVII.

Select the adjective and the adverb phrases in the following, classify them, and tell what word each modifies:

1. He gave us an account of the match. 2. He waited for an hour.
3. She was at the head of the class. 4. He stood between the two posts. 5. Do you know the road to the wharf? 6. This road leads to the wharf. 7. Hang it over the door. 8. It rained heavily before breakfast. 9. Which of these books is yours? 10. We shall wait at the corner.

II. Write sentences, using the following phrases, first as adjectives, then as adverbs:

In the house. On the table. To the city. From home. During the night.

PREPOSITIONS.

40. So far we have been dealing with each phrase as a whole. Let us now observe what kinds of words these phrases are composed of.

For instance, if we take the following sentences:

They started on Monday. We stood at the corner. John came for us. She sits with me. The winner of the prize was absent. This is the road to the wharf.

we find that the six italicized words which begin the phrases cannot be classed with any of the Parts of Speech that we have yet considered.

If, then, we ask our usual question, "What do these words do?" we see that they are used to join a noun or a pronoun to some other word in the sentence, and to show some relation between the notions expressed by the words that they join.

To make clearer what we mean by *showing a relation*, let us take an illustration. Suppose that we wish to connect the notions expressed by the words *put* and *desk*, in

He put it — the desk,

we may fill the blank with any one of the following words: *on, in, above, under, before, behind, beside*, which will serve to connect the two words, *put* and *desk*, and to show a relation of place between the notions they express.

So in the following case:

She told me that — recess,

we may use *at, before, or after* to connect the words *told* and *recess*, and to show a relation of time between the two notions.

Words used in this way, to connect other words and to show a relation between the notions which they express, are known in grammar as **Prepositions**, and they are usually placed before a noun or a pronoun.

41. The noun or pronoun that follows the preposition is spoken of as its **Object**, and is said to be governed by it. It is usual, too, to say that the preposition shows the relation between its object and the word with which it connects it, although, as we have seen, the relation is really between the notions expressed by the words.

A preposition may be defined as follows:

A preposition is a word which joins a noun or pronoun, called its object, to some other word, thus forming with its object an adjective or adverb phrase, modifying that other word.

EXERCISE XVIII.

I. Select the prepositions in the following sentences, tell the object of each, and what it connects it with:

1. The dog jumped over the fence. 2. Their mother will be anxious about them. 3. She hid it among the flowers. 4. The entrance to the park was closed. 5. The boys swam across the river. 6. The ground beneath our feet was trembling. 7. The travellers gazed upon the scene. 8. We shall wait for a few minutes. 9. The papers in the desk belong to me. 10. They fell on their faces.

II. Classify the phrases as adjectival or adverbial.

42. An examination of such sentences as the following:

He will call *at* the office *for* the parcel *in* the morning. *After* prayers they all went to their rooms. What were you thinking *of*? Whom were you talking *to*? Show me the house which they live *in*.

will show us that there may be several prepositions connecting different objects with the same verb; and that while the preposition usually comes between the words which it connects, it may begin the sentence, and may even, especially with some pronouns, come at the end of the sentence.

In every such case, however, we see that if we place the preposition before its object and next to the verb or other word with which it connects it, we shall have the proper sense; as,

Call for the parcel. Call in the morning. Went after prayers. Thinking of what? Talking to whom?

We must be very careful, therefore, when we are asked to classify phrases and to give their relation, that is to tell what word they modify or are connected with, not to be misled by their position, but to be guided entirely by the sense.

Thus in the line,

Now fades the glimmering landscape on the sight,
although the phrase "on the sight" stands beside the noun "landscape," the sense of the line is plainly this:

The glimmering landscape now fades on the sight,
and, therefore, the phrase is adverbial, modifying *fades*.

EXERCISE XIX.

I. Select the prepositions in the following, tell what words each connects, and classify the phrases as adjectival or adverbial:

1. I left two letters on the table for your mother. 2. The streets were crowded with people from the country. 3. One of them attracted the attention of the boys by its antics. 4. During the winter he worked in the mill. 5. Part of the track was swept away by the torrent. 6. He sent a boy to the shop for a saw. 7. I saw a notice of the accident in the paper. 8. For several years they received no letters from him. 9. Look on the floor under your desk. 10. Whom did you get it from?

II. Write sentences, using the following words as prepositions:
With, through, across, along, towards, around, by, among.

43. A few words, such as *off, on, up, down*, require careful notice, as they are used with equal freedom as prepositions or as adverbs, and it is only by the sense that we can tell which they are. For instance, if we take the sentences,

He jumped off the sleigh. He took off his coat.

the word *off* may seem at first sight to be used in the same way in each sentence. Bearing in mind, however, that adverbs merely modify, while prepositions connect, have an object dependent on them, and with that object form an adjective or adverb phrase, we see that in the first sentence *off* is a preposition, and in the second an adverb.

It will be noticed, too, that when an adverb modifies a verb we can usually drop it out of the sentence, or change its place without affecting the relation of the other words; while, as a rule, a preposition cannot be left out or moved from its place unless we take its object with it. Thus we cannot change the place of the *off* in the first sentence, while the second sentence may equally well be written "He took his coat off."

EXERCISE XX.

I. Say whether the italicized words are adverbs or prepositions. If adverbs, tell what they modify; if prepositions, tell what they connect:

1. Pick up these papers and lay them *on* the table. 2. Put *on* your cap and bring *in* some wood. 3. He threw *down* the paper and walked *off* the platform. 4. Time has brought *about* great changes. 5. I told the teacher *about* it. 6. He ran *down* the street and turned *round* the corner. 7. He nearly fell *over* the bridge. 8. She has turned *over* a new leaf. 9. Take *away* the dishes and draw *back* the curtains. 10. The snail drew *in* his horns. 11. Call *out* the names of those who are *behind* you. 12. *Within* the camp were traitors, *without* were armed foes. 13. Hold *up* your heads while we are marching *up* the street. 14. She was sitting *by* the window.

II. Write sentences, using the following words, first as prepositions, then as adverbs: *Before, round, across, since, along.*

PARTICIPLE AND INFINITIVE PHRASES.

44. Before going farther it may be well to notice that there are other phrases, which do not begin with prepositions, but which resemble the phrases with which we have been dealing, in this respect, that they are equal in value to a single part of speech.

When we come to Part II. we shall learn all the different forms of verbs, but in the meantime we may notice certain forms which are easily recognized, and which, though they cannot be used to form predicates, are very often used to begin phrases.

Thus, from the verbs *see* and *write* we have such forms as:

Seeing, having seen; writing, having written;

which are called **Participles**, and

To see, to have seen; to write, to have written;

which are called **Infinitives**.

What these names mean, and why they were given to these forms, will be explained hereafter. In the meantime we merely notice the fact that phrases beginning with participles and infinitives are very common, and that they are usually called **Participle and Infinitive Phrases**.

45. If, however, we look at the use of these phrases, as in the following sentences:

(a). The boys, *seeing the dog*, ran away. The clerk, *having written the letter*, handed it to me. I left them *writing their exercises*.

(b). He gave them a chance *to see it*. I had no time *to write a letter*.

(c). They all stood up *to see it*. He was anxious *to write a letter*.

we see that participial phrases are used, as in (a), with nouns or pronouns to describe some person or thing, and are, therefore, equivalent to adjectives; while infinitive phrases are used with nouns as adjectives, as in (b); or else, as in (c), to modify or limit verbs or adjectives, in which case they are equivalent to adverbs.

An examination of sentences like the following:

To see it would do you good. He offered *to write a letter*.

will show that infinitive phrases may also be used in the same way as a noun, since we might substitute the word *something* for either of the phrases.

EXERCISE XXI.

1. Select all the participial and infinitive phrases in the following, and tell whether they have the value of nouns, or of adjectives, or of adverbs:

1. They worked hard to finish it.
2. The men, having finished the work, went home.
3. The boys were eager to hear the news.
4. They all wanted to go home.
5. Fearing an attack, the soldiers remained in the camp.
6. To have done that would have kept us too long.
7. We shall be sorry to lose you.
8. His object was to deceive them.
9. He likes to watch them.
10. Are you ready to begin the game?
11. We watched the children gathering the flowers.
12. I came here to study my lessons.

ANALYSIS OF SIMPLE SENTENCES.

MODIFIERS OF THE SUBJECT.

46. We have now considered all the parts of speech that are usually found in **Simple Sentences**, that is, *sentences that have only one subject and one predicate*, and we have seen that the bare subject and the verb form the foundation of the sentence. We may now, before taking up the remaining parts of speech, carry our analysis of simple sentences a little further, and see what parts the subject and the predicate may be divided into, what relation these parts bear in the sentences, and what names are usually given to them.

Beginning again, then, with the subject, if we examine a number of sentences: as,

Several boys saw it. *Mary's mother called to see her.* *Smith, the carpenter, bought it.* *Toys of all kinds were lying on the counter.* *Chances to do that seldom occur.* *Persons picking these flowers will be fined.* *Our neighbor's little boy, Willie, hearing the band, ran into the street.*

we see that the bare subject may be modified by an adjective, a noun, or an adjective phrase, or by two or more of these combined. Such modifying words and phrases may be called **Modifiers of the Bare Subject**, and the analysis of a simple sentence may at this stage be set down thus,

"The chairman's closing appeal to the audience will probably have some effect."

Bare Subject,	appeal.
Modifiers of B.S.,	{ (1) The chairman's, (2) closing,
Predicate,	{ (3) to the audience.
	will probably have some effect.

EXERCISE XXII.

1. Analyze the following sentences according to the plan just given.

1. These books on the desk belong to her.
2. Your friend, the doctor, evidently thinks so.
3. The best time to plant them is in the spring.
4. All the boys in our room study Latin.
5. His mother, hearing the noise, opened the door.
6. The King's youngest brother was plotting against him.
7. The people living in the house became