

A CONCISE ENGLISH GRAMMAR

WITH EXERCISES

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PREFACE

The favor accorded to "An Advanced English Grammar" has led the authors, in response to many requests from experienced teachers, to prepare this brief manual—of similar grade—for use in those courses of study which require a very concise textbook.

The plan will appear from the Table of Contents. Part One, which may serve either as an introduction or as a preliminary review, gives a rapid survey of the Parts of Speech in the Sentence and an explanation of their substitutes—the Phrase and the Clause. Part Two deals systematically with Inflection and Syntax, and closes with chapters on Clauses as Parts of Speech and the Meanings of Subordinate Clauses (as expressing time, place, cause, concession, purpose, result, condition, comparison, indirect discourse, and indirect question). Particular attention is paid to several matters that often give trouble to the student—such as *shall and will*, conditional sentences, and indirectness in assertions and questions. Part Three treats of Analysis. An Appendix contains Lists of Verbs and Tables of Conjugation.

The Exercises (pp. 157–208) follow the text in the same order of treatment, and references at the head of each, as well as parallel references in the Table of Contents, make it easy for the teacher to utilize them in connection with the topics which they illustrate. This arrangement obviates the necessity of interrupting the exposition of grammatical principles at every turn, and thus lends to pp. 1–156 a continuity otherwise unattainable. The passages selected for parsing, analysis, etc.,

are, without exception, taken from distinguished British and American writers. There is also a good supply of constructive exercises, many of which afford practice in avoiding common errors of speech.

The terminology already adopted by the authors in their "Advanced English Grammar" was found to agree in most respects with that recommended by the Joint Committee on Grammatical Nomenclature. In the present book the few details of divergence have been so adjusted that teachers who wish to adopt the Committee's plan in all particulars may do so without difficulty, while those who prefer certain old established terms will find them in their accustomed places. An unusually full Index facilitates this adjustment.

G. L. K.

F. E. F.

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ENGLISH GRAMMAR

PART ONE

THE PARTS OF SPEECH IN THE SENTENCE

1. Words are the signs of ideas. The meanings of these signs are settled by custom or tradition. Spoken words are signs made with the vocal organs; written words are signs made with the pen to represent the spoken words.

Language is the expression of thought by means of spoken or written words.

Most words are the signs of definite ideas: as, — *Charles, captain, cat, strike, dive, climb, triangular, careless.*

Other words, of less definite meaning, serve to connect the more definite words and to show their relations to each other in connected speech: as, — *from, in, and, but, if.*

2. The relation in which a word stands to other words in connected speech is called its **construction**, and the orderly system of constructions in language is called **syntax**.

Inflection is a change in the form of a word indicating some change in its meaning: as, — *boy, boy's; man, men; drink, drank.*

Grammar is the science which treats of the forms and the constructions of words.

The rules of grammar derive their authority from good usage, — that is, from the customs or habits followed by educated speakers and writers.

THE SENTENCE — SUBJECT AND PREDICATE

3. A sentence is a group of words which expresses a complete thought.

4. Sentences may be declarative, interrogative, imperative, or exclamatory.

1. A declarative sentence declares or asserts something as a fact.

Fire burns.

Rain is falling.

The army approached the city.

2. An interrogative sentence asks a question.

Who is that officer ?

Does Arthur Moore live here ?

3. An imperative sentence expresses a command or a request.

Open the window.

Pronounce the vowels more distinctly.

4. An exclamatory sentence expresses surprise, grief, or some other emotion in the form of an exclamation or cry.

How calm the sea is !

What a noise the engine makes !

A declarative, an interrogative, or an imperative sentence is also **exclamatory** if it is uttered in an excited tone.

NOTE. All sentences, then, are either **exclamatory** or **non-exclamatory**. Similarly, a sentence of any class may be either **affirmative** or **negative** (i. e. "denying"). Thus, — "Tom rides well" (affirmative declarative); "Tom does not ride well" (negative declarative); "Go home" (affirmative imperative); "Do not go home" (negative imperative). This distinction, however, must not be pressed too far, for a sentence that is affirmative in form may be negative in meaning and *vice versa*. Thus, "What is left us but despair?" is equivalent to "Nothing is left" etc.; and "Are you not sorry?" often means in effect, "Of course you are sorry."

5. Every sentence consists of two parts, — a subject and a predicate. The subject of a sentence designates the person, place, or thing that is spoken of; the predicate is that which is said of the subject.

Thus, in the first example in § 4, the subject is *fire* and the predicate is *burns*. In the second, the subject is *rain*; the predicate, *is falling*. In the third, the subject is *the army*; the predicate, *approached the city*.

6. In imperative sentences, the subject (*thou* or *you*) is almost always omitted, because it is **understood** by both speaker and hearer without being expressed.

Such omitted words, which are present (*in idea*) to the minds of both speaker and hearer, are said to be "understood." Thus, in "Open the window," the subject is "*you* (understood)." If expressed, the subject would be emphatic: as,—"You open the window."

7. The subject of a sentence commonly precedes the predicate, but sometimes the predicate precedes.

Here comes Tom.

Over went the carriage.

A sentence in which the whole or a part of the predicate precedes the subject is said to be in the **inverted order**. This order is especially common in interrogative sentences.

How goes the world with you?

THE PARTS OF SPEECH

8. In accordance with their use in the sentence, words are divided into eight classes called parts of speech, — namely, nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections.

I. NOUNS

9. A noun is the name of a person, place, or thing.

EXAMPLES: Lincoln, William, Elizabeth, sister, Chicago, island, star, window, happiness, anger, sidewalk, courage, loss.

II. PRONOUNS

10. A pronoun is a word used instead of a noun. It designates a person, place, or thing without naming it.

In "*I* am ready," the pronoun *I* is a convenient substitute for the speaker's name. In "*You* have forgotten *your* umbrella," the pronouns *you* and *your* designate the person to whom one is speaking.

Other pronouns are: *he, his, him; she, hers, her; it, its; this, that; who, whose, whom, which, what; myself, yourself, himself, themselves.*

11. Nouns and pronouns are called substantives.

Nouns and pronouns are very similar in their use. The difference is merely that the noun designates a person, place, or thing by **naming** it, and that the pronoun **designates**, but does not **name**. Hence the general term **substantive** is employed to include both nouns and pronouns.

12. The substantive to which a pronoun refers is called its antecedent.

Frank followed *his* father. [*Frank* is the antecedent of *his*.]

Eleanor is visiting *her* aunt.

The *book* has lost *its* cover.

The *trappers* sat round *their* camp fire.

Washington and *Franklin* served *their* country in different ways.
[*Their* has two antecedents, connected by *and*.]

III. ADJECTIVES**13. An adjective is a word which describes or limits a substantive.¹**

This it usually does by indicating some quality.

An adjective is said to belong to the substantive which it describes or limits.

Little strokes fell *great* oaks.

14. An adjective limits a substantive by restricting the range of its meaning.

The noun *box*, for example, includes a great variety of objects. If we say "wooden box," we exclude boxes of metal, of paper, etc. If we use a second adjective (*small*) and a third (*square*), we limit the size and the shape of the box.

Most adjectives (like *wooden*, *square*, and *small*) describe as well as limit. Such words are called **descriptive adjectives**.

We may, however, limit the noun *box* to a single specimen by means of the adjective *this* or *that* or *the*, which does not describe, but simply points out, or **designates**. Such words are called **definitive** or **limiting adjectives**.

¹ In the technical language of grammar an adjective is said to *describe* a substantive when it describes the object which the substantive denotes.

IV. VERBS

15. A verb is a word which can assert something (usually an action) concerning a person, place, or thing.¹

The wind *blows*.

The horses *ran*.

The fire *blazed*.

Her jewels *sparkled*.

Tom *climbed* a tree.

The dynamite *exploded*.

Some verbs express state or condition rather than action.

The treaty still *exists*.

The book *lies* on the table.

Near the church *stood* an elm.

My aunt *suffers* much from headache.

16. A group of words may be needed, instead of a single verb, to make an assertion.

A group of words that is used as a verb is called a verb-phrase.

You *will see*.

The tree *has fallen*.

We *might have invited* her.

Our driver *has been discharged*.

17. Certain verbs, when used to make verb-phrases, are called **auxiliary** (that is, "aiding") **verbs**, because they help other verbs to express action or state of some particular kind.

Thus, in "You *will see*," the auxiliary verb *will* helps *see* to express future action; in "We *might have invited* her," the auxiliaries *might* and *have* help *invited* to express action that was possible in past time.

The auxiliary verbs are *is* (*are, was, were*), *may, can, must, might, shall, will, could, would, should, have, had, do, did*.

The auxiliary verb comes first in a verb-phrase, and may be separated from the rest of it by some other word or words.

Where *was* Washington *born*?

The boat *was* slowly but steadily *approaching*.

You *must* never be *discouraged*.

18. *Is* (in its various forms) and several other verbs may be used to frame sentences in which some word or words in the predicate describe or define the subject.

¹ The usual brief definition of a verb is, "A verb is a word which asserts." But this definition in strictness applies only to verbs in declarative sentences.

1. Gold *is* a metal.
2. Charles *is* my friend's name.
3. The colors of this butterfly *are* brilliant.
4. Iron *becomes* red in the fire.
5. Our condition *seemed* desperate.
6. Bertram *proved* a good friend in this emergency.
7. My soul *grows* sad with troubles. — SHAKSPERE.

In the first sentence, the verb *is* not only **makes an assertion**, but it also **connects** the rest of the predicate (*a metal*) with the subject (*gold*) in such a way that *a metal* serves as a description or definition of *gold*. In sentences 4-7, *becomes*, *seemed*, *proved*, and *grows* are similarly used.

In such sentences *is* and other verbs that are used for the same purpose are called **copulative** or **linking verbs**.¹

The forms of the verb *is* are very irregular. Among the commonest are: *am*, *is*, *are*, *was*, *were*, and the verb-phrases *has been*, *have been*, *had been*, *shall be*, *will be*.²

V. ADVERBS

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

To **modify** a word is to change or affect its meaning in some way. Thus, in "The river fell *rapidly*," the adverb *rapidly* modifies the verb *fell* by showing *how* the falling took place. In "I am *never* late," "This is *absolutely* true," "That is *too* bad," the italicized words are adverbs modifying adjectives; in "He came *very* often," "He spoke *almost* hopefully," "The river fell *too* rapidly," they are adverbs modifying other adverbs.

Most adverbs answer the question "How?" "When?" "Where?" or "To what degree or extent?"

The officer was *severely* reprimanded.

They sailed *north*.

The wind continued to blow *hard*.

He went *out immediately* and *away* he walked. — DEFOE.

¹ *Is* in this use is often called the **copula**, that is, the "joiner" or "link."

² For full inflection, see pp. 218-219.

20. Observe that adverbs modify verbs in much the same way in which adjectives modify nouns.

ADJECTIVES

A *bright* fire burned.

A *fierce* wind blew.

ADVERBS

The fire burned *brightly*.

The wind blew *fiercely*.

A word or group of words that changes or modifies the meaning of another word is called a **modifier**.

Adjectives and adverbs, then, are both **modifiers**. Adjectives modify substantives; adverbs modify verbs, adjectives, or other adverbs.

VI. PREPOSITIONS

21. A preposition is a word placed before a substantive to show its relation to some other word in the sentence.

The substantive which follows a preposition is called its **object**.

A preposition is said to **govern** its object.

In "The surface *of* the water glistened," *of* makes it clear that *surface* belongs with *water*. In "Philip is *on* the river," *on* shows Philip's position with respect to the river. *In*, or *near*, or *beyond* would have indicated a different relation. *Water* is the object of the preposition *of*, and *river* is the object of the preposition *on*.

22. A preposition often has more than one object. Thus,—
"Over *hill* and *dale* he ran."

VII. CONJUNCTIONS

23. A conjunction connects words or groups of words.

A conjunction differs from a preposition in having no object, and in indicating a less definite relation between the words which it connects.

In "Time *and* tide wait for no man," "The parcel was small *but* heavy," "He wore a kind of doublet *or* jacket," the conjunctions *and*, *but*, or, connect single words,—*time* with *tide*, *small* with *heavy*, *doublet* with *jacket*. In "Do not go *if* you are afraid," "I came *because* you sent for me," "Take my key, *but* do not lose it," each conjunction connects the entire group of words preceding it with the entire group following it.