

**WELD'S ENGLISH GRAMMAR:
ILLUSTRATED BY
EXERCISES IN COMPOSITION,
ANALYZING AND PARSING**

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Weld's English Grammar: Illustrated by Exercises in Composition, Analyzing and Parsing by
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ALLEN H. WELD

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WELD'S NEW ENGLISH GRAMMAR.

WELD'S

ENGLISH GRAMMAR,

ILLUSTRATED BY EXERCISES IN

COMPOSITION, ANALYZING, AND PARSING

BY ALLEN H. WELD, A. M.

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PREFACE.

As the plates from which the previous editions of this Work were printed were unfit for further use, and on that account it became necessary to stereotype a new set, the opportunity thus presented for a revision has been improved. In rewriting the book, full advantage has been taken of the unfriendly as well as the friendly strictures on former editions. From the past success of the Work, the Author has been much encouraged in this new labor, and has earnestly endeavored to make it more useful, and more acceptable to the hundreds of excellent teachers who have shown it continued favor and indulgence. He hopes his efforts will not be found to have been in vain.

No material alteration is made from the original plan; but the execution of it, in almost every part, is considerably modified. Much is added to the analytical, and also to the grammatical part of the Work; and, although its size is not enlarged, yet, by a more economical management of the type, it actually contains about one third more than any former edition.

The plan pursued necessarily requires some repetition; but this is avoided as much as is consistent with practical convenience. It is the design of the Part following Orthography, to explain and combine the elements of a simple sentence; but in doing this, the principles of Syntax are

developed at every step. But these could not be fully illustrated in this Part, without diverting the mind of the learner from the chief end to be attained. It therefore seemed necessary to state principles as they were developed, and afterwards to illustrate them more fully in the Part devoted exclusively to Syntax. For a similar reason a separate Part was appropriated to Etymology. In this are contained tables, inflections and details, which must necessarily have a place in a Grammar for the purpose of reference. Had these been introduced in connection with the analytical process, they would have separated too widely from one another the explanations of the elementary parts of the sentence. It is confidently believed that in practice the arrangement adopted will be found convenient, and that the occasional repetitions and recapitulations will not be considered by the experienced teacher as a defect in the work.

While preparing the present edition, the author has had access to most of the principal works on Grammar, such as those of HARRIS, LOWTH, WARD, MURREY, CROMBIE, DE SACY, CRAMP, and WEBSTER; and also to the articles on Grammar in the Edinburgh, Britannica, and Metropolitan Encyclopaedias. In the analytical part much assistance has been derived from the Greek Grammars of BUTTMAN and KUNER, from the Latin Grammars of ZUMPT, and ANDREWS and STODDARD, and from the work of DE SACY on General Grammar.

The general plan and peculiar features of the Work, which distinguish it from others on the same subject, may be inferred from the "Synopsis of Grammatical Relations," found on pages 230 and 231.

BOSTON, *July*, 1843.

FAMILIAR INSTRUCTION FOR YOUNG BEGINNERS.

The following introductory pages are prefixed to the work, mainly for the purpose of suggesting to the teacher a familiar and intelligible method of explaining to the learner the formation of words and sentences; the terms employed in Grammar; and the classification of words into what is called Parts of Speech.

Each lesson presents a subject for a familiar lecture, with a few illustrations which can be varied or extended at the discretion of the teacher.

LESSON I (*Letters.*)

Note.—Let the class stand at the Blackboard, or be furnished with slates while practising these lessons; or the teacher can do the writing on the Board for the class.

Write the marks or letters *a, e, i, o, u*. Sound or utter each separately.*

Write the letters *b, c, d, f, g, j, k, l, m, n, p, q, r, s, t, v*. Endeavor to sound each by itself, not using *a, e, or u* before or after them. Try to sound *b* and *d* in the word *bird*, *c* in the word *cat*, *f* in *faith*, *g* in *go*, *k* in *kind*, *s* in *sail*, *j* in *judge*, *t* in *toil*.

Sound *a* in the words *base, bat, bar, ball*.

Sound *e* in *mate, met*.

Sound *i* in *pine, pin*.

Sound *o* in *note, not, move*.

Sound *u* in *tube, tub, full*.

What is the difference between the letters *a, e, i, o, u*, and the letters *b, c, d, f, g, h, &c.*?

Ans. The letters *a, e, i, o, u*, can be sounded easily alone, and are called *vowels* or *vocals*. The other letters are not easily sounded without the aid of vowels, and are called *consonants*.

* Let the class practise simultaneously, on the different sounds of these letters, with a full and distinct utterance.

LESSON II. (*Words.*)

Put the letters *b, d, r, i*, together in such a way that they will call to mind something which you have seen. In like manner place the letters *h, s, r, e, o*; *d, g, o*; *w, i, d, n*; *r, n, i, a*.

When letters are put together so as to mean something, they form *words*. Before letters were invented, certain pictures or signs were used in writing instead of words.

REMARK. — The whole number of words, consisting of about 40,000, is divided into *eight different classes or sorts*.

LESSON III. (*Classification of words.*) NOUNS, PRONOUNS.

One class of words consists of the *names* of things which we can see or think of.

Write or mention the names of the objects which you can see or think of. Does every object have a name? *Ans.* A large number of objects of the same kind has a *common name*. For example; there is a great number of horses, and but one common name for all, *viz.*: *horse*.

Do any objects have a *particular name* which is applicable to no other object? *Ans.* Some objects are so important, that we wish to speak of them separately, and for convenience, we give them a particular name; as, Washington, Boston, Amazon, James, Charles, &c.

Will you give particular names to some mountains? cities? rivers? towns? persons?

Do trees, birds, fish, and stones, have particular names? Why not?

Words which denote the names of objects and things are called **NOUNS**.

Write the words *I, thou, he, she, it, we, you, they, him, he, them, who, which*.

Are these words names of things? *Ans.* They are not names or nouns, but they stand in place of nouns, and are called *pronouns*.

EXAMPLE. — I heard from my brother yesterday; *he* was well. The word *he* is used to avoid repeating *brother*.

LESSON IV. (*Classification of words.*) VERBS.

Write the words *sings, runs, neighs*.

Are these words the names of objects? What do they denote? *Ans.* They denote what something does. *What sings? What runs? What neighs?*

Write other words which will denote what a man, a horse, a lion or a dog, does.

How does the word *bird* differ from the word *sings*? *Ans.* The first is the name of a certain animal, the last denotes what the bird does.

What is the difference between the words *fox* and *runs*? *horse* and *weighs*? *dog* and *barks*? *sun* and *shines*? *wind* and *blows*?

Words which denote what any thing does, has done, or will do, are called **VERBS**.*

REMARK. — The two classes of words explained, viz.: *the noun* and *the verb*, comprise a large part of all the words in the English language.

LESSON V. (Classification of words.) ADJECTIVES.

Write the words *good, great, wise, prudent*.

Are these words nouns? Why not? Write each before the noun *man*. What do these words denote, when used before *man*? *Ans.* They denote *what kind of a man*, or the *quality of a man*.

Write words which will show what kind of a house you live in — what kind of a book you hold in your hand — what kind of a day it is.

These words which denote *what kind* or quality, are called **ADJECTIVES**.

NOTE. — The words *an* or *a*, and *the* are generally called *articles*, but as they resemble in their office the words *one, this, that, &c.*, they are sometimes classed with adjectives which limit or restrict the meaning of nouns, and are called *Definitive adjectives*.

What is the difference between the words *horse* and *gray*? *Ans.* The word *horse* is the name of an animal, the word *gray* denotes the kind, or quality of something. What is the difference between the words *light* and *pleasant*? *boy* and *good*? *tree* and *high*? *house* and *large*?

Apply three adjectives to *man*; three to *child*; three to *day*; three to *nights*; four to *horse*; five to *tree*; three to *man*.

LESSON VI. (Classification of words.) ADVERBS.

Write the words *pleasantly, sweetly, cheerfully*.

Can these words be joined to nouns? In the expression, *the sun shines*, to which word can *pleasantly* be joined to make sense? What kind of a word is *shines*? "The bird sings *sweetly*." Which word shows *how* the bird sings? "The night was very dark." Which word shows *how* dark the night was? What kind of a word is *dark*? "He came *yesterday*." Which word denotes the time? With which word is *yesterday* connected?

* This is not designed as a complete definition of the verb. Oral explanation from the teacher, will be necessary to make the office of the verb intelligible to the learner.