

**PROGRESSIVE  
EXERCISES IN ENGLISH  
GRAMMAR. PART I**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649429097

Progressive Exercises in English Grammar. Part I by R. G. Parker

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.  
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

[www.triestepublishing.com](http://www.triestepublishing.com)

**R. G. PARKER**

**PROGRESSIVE  
EXERCISES IN ENGLISH  
GRAMMAR. PART I**



---

PROGRESSIVE EXERCISES

IN

ENGLISH GRAMMAR.

PART I.

CONTAINING

THE PRINCIPLES OF ANALYSIS,

OR

ENGLISH PARSING.

BY

R. G. PARKER, A. M.

PRINCIPAL OF THE FRANKLIN GRAMMAR SCHOOL, AUTHOR OF  
"PROGRESSIVE EXERCISES IN ENGLISH COMPOSITION,"

AND

CHARLES FOX, A. M.

PRINCIPAL OF THE BOYLSTON GRAMMAR SCHOOL.

---

"Brevis est iter per exempla."

*Seventh Edition.*

BOSTON:

PUBLISHED BY CROCKER & BREWSTER,  
47 Washington Street.

1839.

EducT 758.39.640

HARVARD COLLEGE LIBRARY  
GIFT OF  
GEORGE W. SIMPSON  
JAN 27 1884

---

Entered according to Act of Congress, in the year 1834.  
By CROCKER & BREWSTER,  
in the Clerk's Office of the District Court of Massachusetts.

---

*This work is introduced into all the Public Grammar Schools of the City of Boston, by a vote of the School Committee, Dec. 16, 1834.*

---

STEREOTYPED AT THE  
BOSTON TYPE AND STEREOTYPE FOUNDRY.

## PREFACE.

---

THE object of Grammar is to furnish rules for the proper use of language. The authors of this treatise, keeping this object in mind, have rejected every thing which, in their view, is not strictly subservient to it. The formidable array of definitions and "*fine print*," which encumbers the pages of many of the treatises on the subject, perplexing the pupil, and arresting his progress in the acquisition of knowledge, forms no part of their plan. They have purposely neglected the elegances of diction, the ornaments of style, and other graces of writing, in order that, by descending to the level of the pupil, they may obtain an easy access to his understanding. For this reason, abbreviations of all kinds have been studiously avoided, repetitions have been purposely made, the colloquial style adopted, and those expressions selected which are most readily intelligible.

It will be seen, that the authors have widely departed from the usual arrangement of the different parts of the subject. The pupil is first taught to analyze words and phrases, dependent on those principles of Syntax which are most easily understood; while the Etymology, as well as the Syntax, of the more difficult parts of speech are reserved for his attention when he shall have become familiar with the construction of the simpler parts of a sentence. The difficulties in the syntax of most languages, arise from *Ellipsis*. This is peculiarly the case with the English language. In furnishing a system of rules for the construction or the analysis of language, some writers have thought proper to introduce a variety of rules that will meet the apparent anomalies occasioned by this figure. This has caused much unnecessary expenditure of time and labour, in committing the rules to memory, and practicing their application. The authors of this work have been convinced by experience, that a knowledge of the fundamental principles of construction, together with some practice in supplying the ellipses in sentences, is all that is needed to enable the pupil to analyze the most complicated and elliptical expressions. They have therefore rejected every thing unnecessary, and reduced the principles of analysis and construction to a few short rules.

In the several parts of the work, it is intended to present a comprehensive treatise on English Grammar, *progressively* adapted to the wants of teachers and pupils of every grade. The plan and the details of the work are based upon an experience of the wants of pupils pursuing the study of this important branch of education; an experience gained by the authors during several years, in their connection with two of the large institutions of this city. The course which they recommend in teaching the subject, may be plainly stated in the words of Mr. Locke:—"In learning any thing, as little should be proposed to the mind at once as is possible; and that being understood and fully mastered, to proceed to the next adjoining part."

Boston, August, 1834.

## DIRECTIONS FOR PARSING.

### A NOUN.

1. Tell the PERSON. 2. NUMBER. 3. GENDER. 4. CASE. (*If in the NOMINATIVE case, what verb does it govern, by Rule 9th? If in the POSSESSIVE case, by what noun is it governed, by Rule 4th? If in the OBJECTIVE case, tell whether it is governed by a PREPOSITION, by Rule 3d; or by an ACTIVE VERB, by Rule 12th.*) 5. Repeat the Rule.

### AN ARTICLE.

1. With what noun does it agree, by Rule 1st? 2. Repeat the Rule.

### AN ADJECTIVE.

1. *If it can be compared*, compare it. 2. Tell what degree of comparison. 3. To what noun or pronoun does it belong, by Rule 2d? 4. Repeat the Rule.

### AN ADJECTIVE PRONOUN.

1. To what noun does it belong, by Rule 2d? 2. Repeat the Rule.

### A PERSONAL PRONOUN.

Decline it, and then parse it like a noun. (*See above.*)

### A RELATIVE PRONOUN.

Tell its antecedent, or subsequent; repeat the 24th Rule; and then parse it like a noun. (*See above.*)

### A VERB.

1. Tell what kind. 2. Conjugate it. 3. Tell the Mood and Tense. 4. Decline it. 5. Tell the Person. 6. Number. 7. With what nominative case it agrees, by Rule 9th. 8. Repeat the Rule. (*If it is in the infinitive mood, instead of telling with what nominative it agrees, tell by what verb, participle, noun, or adjective, it is governed, by Rule 17th; or whether the 13th, 19th, 20th, 21st, 22d, or 23d Rules are to be used, and repeat the Rule.*)

### A PARTICIPLE.

1. Tell what tense. 2. From what verb it is derived. 3. Conjugate the verb. 4. With what noun or pronoun does it agree, by Rule 13th? 5. Repeat the Rule.

### AN ADVERB.

1. *If it can be compared*, compare it, and tell what degree of comparison. 2. What it qualifies, by Rule 16th. 3. Repeat the Rule.

### A CONJUNCTION.

1. Tell what words, or sentences, it connects, by Rule 5th. 2. Repeat the Rule.

### A PREPOSITION.

1. Tell what noun or pronoun, in the objective case, it governs, by Rule 3d. 2. Repeat the Rule.

### AN INTERJECTION.

1. Tell what case it requires, by Rule 6th. 2. Repeat the Rule.



## ENGLISH GRAMMAR.

---

- ✓ 1. GRAMMAR teaches us to speak properly, and to write correctly.
2. Grammar is divided into four parts; Orthography, Etymology, Syntax, and Prosody.

### FIRST PART.

3. Orthography teaches the use of letters, and the proper method of spelling words.

### SECOND PART.

4. Etymology teaches the origin of words, the different kinds, or *Parts of Speech*, into which they are divided, and the changes made in them to express our ideas correctly.

### THIRD PART.

5. Syntax teaches the agreement, government, and proper arrangement of words in a sentence.

### FOURTH PART.

6. Prosody teaches the right pronunciation of words, and the rules of poetry.
7. Letters are divided into vowels and consonants.
8. The letters *a, e, i, o, u,* are vowels. All other letters are consonants, except *w* and *y*; which are sometimes vowels, and sometimes consonants.

---

## PARTS OF SPEECH.

9. There are nine kinds of words; Articles, Nouns, Adjectives, Pronouns, Verbs, Adverbs, Prepositions, Conjunctions, and Interjections. These are called the *Parts of Speech*.

## ARTICLES.

10. *A*, *An*, and *The*, are ARTICLES. *A* is used before words beginning with a consonant; as, *a* top, *a* marble. *An* is used before words beginning with a vowel, or a silent *h*; as, *an* acorn, *an* hour.

*Correct the errors in the articles in the following expressions.*

A end, a army, an heart, an horn, an bed, a hour, a adder, a honour, an horse, an house, an pen, a ox, a eel, a ant, a inch, a eye.

## NOUNS.

11. The word *Noun* means a name. All words which signify any thing which we can see, hear, feel, smell, taste, or talk about, are called NOUNS; as, *a* top, *a* song, *pride*, *honour*, *John*, *America*.

12. Nouns have Person, Number, Gender, and Case.

## PERSON.

13. Nouns have three persons; the first, the second, and the third. The first person is the speaker; as, *I*, Andrew Jackson, President of the United States, &c.

The second person is the one spoken to; as, *Boys*, give your attention.

The third person is the one spoken of; as, *Washington* was the first President of the United States.

*Tell the person of the nouns in the following sentences.*

O *virtue*! how amiable thou art! *John* is an attentive scholar. *Harriet*, bring me your book. I, *James Madison*. We, the *people* of these *United States*. Lovely art thou, O *peace*! These are thy *gifts*, O *sickness*! Lo! these are what *God* has set before thee, *child* of reason, *son* of woman: unto which does thy *heart* incline?

## NUMBER.

14. Nouns have two numbers; the Singular, and the Plural.

15. The singular number expresses but one object; as, *a* boy, *a* girl, *an* hour, *the* book.

16. The plural number expresses more than one object; as, *boys, girls, hours, the books.*

17. The plural number of nouns is generally formed by adding *s* to the singular; \* as,

<i>Singular,</i>	Boy ;	<i>Plural,</i>	Boys.
<i>Singular,</i>	Girl ;	<i>Plural,</i>	Girls.
<i>Singular,</i>	Hour ;	<i>Plural,</i>	Hours.
<i>Singular,</i>	Book ;	<i>Plural,</i>	Books.

*Tell the number of the following nouns.*

Books, hours, paper, pen, ink, boy, girl, table, house, cart, horse, cow, dogs, cats, sea, rivers, mountains, chair, pencil, coat, eye, nose, mouth, chin, hairs, wood, desk, school, fathers, mothers, brother, sister.

#### GENDER.

18. *Gender* means the kind, or sex. There are four genders; the Masculine, the Feminine, the Neuter, and the Common Gender.

19. The masculine gender denotes animals of the male kind; as, *man, brother, father, son.*

20. The feminine gender denotes animals of the female kind; as, *a woman, a sister, a mother, a daughter.*

21. The word *neuter* means *neither*. The neuter gender denotes objects which are *neither* males nor females; as, *a field, a house, a garden.*

22. The common gender is applied to those words which signify both males and females; as, *parent, child, friend, person.*

*Tell the gender, number, and person, of the following nouns.*

Father, sister, brother, mother, boy, girl, book, loaf, arms, wife, hats, sisters, bottles, brush, goose, wings, echo, mouse, geese, queens, bread, rings, shoe, candle, tongs, chair, house, boots, pens, ink, paper, table, tumbler, uncle, aunt, cousin, parent, relation, neighbour, person, cat, kitten, squirrel, rabbit, deer. *John, tell Mary to bring her book to me.*

---

\* For the various irregularities in the formation of the plural number of nouns, and, in general, for other irregularities, See the Appendix.