

**A MANUAL OF ENGLISH
GRAMMAR AND
ANALYSIS OF SENTENCES**

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A Manual of English Grammar and Analysis of Sentences by A. M. Trotter

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A. M. TROTTER

**A MANUAL OF ENGLISH
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ANALYSIS OF SENTENCES**

Collins' School Series.

A MANUAL
OF
ENGLISH GRAMMAR,
AND
ANALYSIS OF SENTENCES.

BY
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EDINBURGH.



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302. 7. 288.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part outlines the various methods and tools used to collect and analyze data. This includes both traditional manual processes and modern digital technologies, highlighting the benefits of automation and data integration.

3. The third part focuses on the challenges faced in data management, such as data quality, security, and privacy. It provides strategies to address these challenges and ensure that the data remains reliable and secure.

4. The fourth part discusses the role of data in decision-making and strategic planning. It explains how data-driven insights can help organizations identify trends, opportunities, and risks, leading to more informed and effective decisions.

5. The fifth part covers the importance of data governance and compliance. It outlines the necessary policies and procedures to ensure that data is handled in accordance with relevant laws and regulations, such as GDPR and CCPA.

6. The sixth part addresses the future of data management, including emerging trends like artificial intelligence, machine learning, and cloud computing. It discusses how these technologies will shape the way data is collected, stored, and analyzed in the coming years.

7. The seventh part provides a summary of the key points discussed throughout the document. It reiterates the importance of data as a strategic asset and the need for a robust data management framework.

8. The final part offers concluding remarks and a call to action, encouraging organizations to embrace data-driven approaches and invest in the necessary infrastructure and talent to succeed in the digital age.

PREFACE.

THE following work consists of three parts—Accidence, Syntax, and Analysis of Sentences.

Part I. contains three sections :—1st. Classification of Words ; 2nd. Definition and Subdivision of the Parts of Speech ; and 3d., Inflection.

In Part II. the Rules of Syntax are given in detail, with numerous Exercises, consisting of sentences some of which are correct and others faulty, the pupil being left to discover for himself those which violate the rule, and to make the necessary correction. The Parsing Exercises appended to the rules are so constructed as still further to test the pupil's intelligence of the principle involved. To this division of the work are added a few pages explaining and illustrating the more common Figures of Speech.

In Part III. the Analysis of Sentences—a department of Grammar now regarded as of great and growing importance—is treated at considerable length. It has been the aim of the author to meet the special difficulties of the subject by systematic arrangement of principles, clear and precise definitions, and copious illustrative examples and exercises ; and it is hoped that the method adopted will tend greatly to lighten the labour both of the teacher and of the pupil.

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ENGLISH GRAMMAR.

PART I.—ACCIDENCE.

1. English Grammar is divided into three parts ;—

- (1.) Orthography, which treats of sounds and letters;
- (2.) Etymology, which treats of the classification, inflection, and derivation of words; and
- (3.) Syntax, which treats of the right arrangement of words in a sentence, and the relation that sentences or parts of sentences bear to each other.

ORTHOGRAPHY.

2. Language is made up of words.

A primitive word is one which is not derived from any other word; as, *Good, run.*

A derivative word is one which is derived from another word; as, *Goodness, runner.*

A compound word is one which is made up of two or more words; as, *Town-clerk, bookseller.*

3. A word consists of one or more syllables or distinct sounds.

A word of one syllable is called a monosyllable; as, *Just.*

A word of two syllables is called a dissyllable; as, *Justice.*

A word of three syllables is called a trisyllable; as, *Justify.*

A word of four or more syllables is called a polysyllable; as, *Justification.*

4. There are twenty-six letters in English, and these, taken as a whole, are called the Alphabet.

5. Letters are divided into Vowels and Consonants.

A Vowel makes a full and complete sound by itself.

The Vowels are *a, e, i, o, u*; also *w* and *y* when they do not begin a word or syllable.

The rest of the letters are called Consonants, because, to make a distinct syllable, they must be sounded along with a vowel.

6. Two vowels coming together in one syllable make a diphthong.

When the two vowels are equally sounded the diphthong is called proper; as, *ou* in *found*.

When only one of the two vowels is sounded, the diphthong is called improper; as, *oa* in *moan*.

7. Three vowels coming together in one syllable make a triphthong; as, *eau* in *beauty*.

8. Consonants are divided into Liquids and Mutes.

The Liquids are *l, m, n, r*. The Mutes are *p, b, v, f, d, t, s, z, c, g, k, q, h, j, x*, and are subdivided into—

- (1.) Labials, or lip-sounds; *b, p, v, f*.
- (2.) Dentals, or teeth-sounds; *d, j, t, e, z*.
- (3.) Gutturals, or throat-sounds; *c, g, h, k, q, x*.

CAPITAL LETTERS.

9. A Capital Letter should begin—

- (1.) The first word of a sentence.
- (2.) The first word of a line of poetry.
- (3.) The first word of a quotation; as, God said, *Let there be light*.
- (4.) The name of an individual person, place, or thing; as, *James, Dundee, The Exchange*.
- (5.) The name of a thing personified; as, *Come, gentle Spring*.
- (6.) Words derived from names of places; as, *An English ship*.
- (7.) The names of terms, days, and months; as, *Whituesday, Monday, August*.
- (8.) The name of any very important event; as, *The Reformation*.
- (9.) The titles of books, poems, newspapers, &c.; as, *The Bible; Paradise Lost; The Times*.
- (10.) The words *I, O! Oh!*

ETYMOLOGY.

CLASSIFICATION OF WORDS: PARTS OF SPEECH.

10. The name of any *person, animal, place, or thing* is called a NOUN; as, *John, dog, London, map*.

EXERCISES.

(1.) Write down six names of persons; six, of animals; six, of places; and six, of things.

(2.) Point out the nouns in the following sentences:—

A stranger entered my friend's house during the night, and stole his watch from the dressing-table. The thief escaped by the window; but, as he was crossing the yard, the watch-dog sprang from its kennel, seized him by the wrist, and, after a struggle, pulled him to the ground. The magistrate sent the rogue to prison for seven days. The trees in William's garden are nailed to the walls. The ship in which my cousin sailed from America did not reach the coast of France till the end of autumn. The Thames is a river in England. The church is built of blocks of stone. Dick, a little boy who was herding cows in a park not far from a wood, laid down his bread and cheese on the grass, and ran after a butterfly with shining wings. Do your sisters intend to visit Switzerland in October? The battle of Bannockburn was fought on the 24th day of June, 1314. Our streets are lighted with gas. Tigers and lions are fierce animals. Europe and Africa are separated by the Mediterranean Sea. In 1666 a great fire broke out in London.

11. A word used instead of a noun is called a **PRONOUN**; as, John is a good boy; *he* learns *his* lessons.

EXERCISES.

(1.) Exchange each noun for a suitable pronoun in the following sentences:—

John plays. Mary sings. The girl learns. The boy speaks. The men work. The women dance. Where is Charles? Andrew brought the pears. Are the apples ripe? Go to Jane. Run to William. Eliza is here. The work is done. This is Jane's, and that is Robert's. Write to John. The stars twinkle. Do not harm the birds. Do not strike the dog. Ask Peter. James knows. The master spoke to the woman. Why did the farmer strike the horse? Tell the woman to wait. The woman has gone away. Bid the servant come here. Is this the boy's or the girl's? Are the trees high? The travellers admired the trees. Look at Agnes. What is Agnes doing?

(2.) Point out the pronouns in the following sentences, and name the noun for which each pronoun is used:—

Mary sat down beside her brother, and he explained her lesson to her. William is a good boy; he has prepared his lesson. Has David written his exercise? Anne brought home her copy, which