

**HIGH SCHOOL
EXERCISES
IN GRAMMAR**

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High School Exercises in Grammar by Maude M. Frank

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MAUDE M. FRANK

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IN GRAMMAR**

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BY

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PREFACE

For a variety of reasons, the training in grammar given in the elementary school is not a final equipment for high school work. In the secondary school, therefore, some new phases of the problem must be considered. The work in foreign languages, as well as in English, requires at once greater breadth of treatment and closer discrimination in the application of the laws of grammatical relation than can be given in the elementary school stage. The study of grammar, therefore, should be continued in the high school. It should, however, be not merely a review, but a development of the earlier course, and yet, since there can be no time for extended study, it must remain a subsidiary subject, taught with great concentration and economy of energy, the question of emphasis being kept constantly in the foreground.

The aim of the present book is to provide the material needed for the rapid intensive work which is most practical and most profitable in the high school. To this end, groups of exercises, each containing a considerable number of sentences selected from standard literature, have been so prepared as to illustrate the normal forms and constructions of the language. Theory has been limited to the presentation of the points necessary for intelligent progress from exercise to exercise, and has therefore been stated as briefly as possible. The material has been arranged, primarily,

to fulfil the requirements of a high school course in grammar, covering one to two years of work, according to the amount of time allotted to the subject. However, since the method of relating the different topics by cross-references has been consistently followed throughout the book, the various divisions may without difficulty be used independently of the general plan.

Since to enumerate the books consulted in the preparation of this small volume would require an apology for "choosing so strong a prop to support so weak a burden," a general acknowledgment must take the place of detailed mention. In questions of terminology and kindred matters no attempt has been made to depart from the usage of standard works on the subject.

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CHAPTER I

INTRODUCTORY

1. For purposes of grammatical study, the units of language are classified as **Words, Phrases, Clauses, and Sentences.**

2. A **Word** is classified according to its use as one of the eight **Parts of Speech**: Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction, and Interjection.

3. A **Phrase** is a combination of related words not containing a Subject and Predicate, and itself used as the equivalent of a single word (61).

1 They hear a voice *in every wind.*

2 Loud sang the minstrels all,
Chanting his glory.

3 I have no song *to give thee.*

4. A **Clause** is a division of a sentence containing a Subject and a Predicate. Clauses are classified as (1) Principal or Independent, and (2) Subordinate. A **Principal Clause** states the leading thought of the sentence: as,

Remember him who led your host.

5. A **Subordinate Clause** is related to some word in the Principal Clause, and is equivalent to (1) a Noun, (2) an Adjective, or (3) an Adverb: as,