

**ADVANCED ENGLISH
GRAMMAR THROUGH
COMPOSITION**

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Advanced English grammar through composition by John D. Rose

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JOHN D. ROSE

**ADVANCED ENGLISH
GRAMMAR THROUGH
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ADVANCED ENGLISH GRAMMAR
THROUGH COMPOSITION

Crown 8vo. Fourth Edition, Revised. 1s.

ELEMENTARY
ENGLISH GRAMMAR
THROUGH COMPOSITION

By JOHN D. ROSE, M.A.

THIS book is a systematic attempt to apply to the study of English what is called the "New Method" in foreign language teaching, and is on the lines of the latest suggestions of the English and Scottish Education Departments.

"The author of this book is no stranger to the writing of such books, and he here lays down a course of instruction upon an ascending scale, which makes his title 'English Grammar through Composition' the best description of the book itself that could be given, and we commend it to the notice of teachers."—*The Teacher*.

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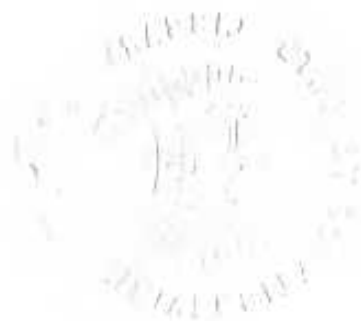
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PREFACE.

THE present book completes a course of English Grammar for schools according to the methods laid down in the *Elementary English Grammar Through Composition*, by the same author. The title explains the object in view. It is to treat Grammar, not as an end in itself, divorced from immediate utility, but as arising out of everyday forms of speech, and as giving practical help in their mastery and in the completeness of their study. In the *Elementary Book*, designed for pupils from 9 to 13 years old, the method of teaching through practice in oral composition was emphasised; in this *Advanced Course* chief stress is laid on completeness in the presentation of the subject. A preliminary Grammar Course, such as that in the *Elementary Book* of this series, is assumed to have been gone through already by those using the present book; and therefore the author has not hesitated, for the sake of brevity and completeness, to refer by anticipation to such well known points as the Plural when dealing with Abstract Nouns in Chapter II., or the Active Voice when dealing with the Tenses. Most of the Notes should be omitted in a first reading.

A great step in advance towards efficiency in Grammar teaching has recently been taken by the laying down of a uniform grammatical terminology for all school languages by a Committee representing all the chief Associations interested in language teaching in schools. This should lead to a great saving of time, and to the prevention of much confusion of thought in grammar teaching; and this authorised terminology has therefore

been adopted in this book, except in one or two minor points where the difference has been indicated.

The fact that most of those who will use this book will probably be studying one or more foreign languages, has caused more than usual attention to be paid to the points of most importance for that work, such as the Prepositions, the Cases, the Subjunctive Mood, and Clause constructions and their equivalents. The subject of Prosody has also been treated in considerable detail, as the author has found by experience that practically all pupils can attain considerable facility in versifying, and that such exercises are most useful for gaining command over language and for training the taste of the pupils at an age when paraphrasing, etc., are beginning to be outgrown. For this, however, something much more thorough than the usual treatment of Prosody in Grammars is necessary, and this the author has endeavoured to supply. The Historical Sketch of the English Language contains sufficient Anglo-Saxon and Chaucerian grammar to serve as reference for the explanations of grammatical forms throughout the book; and the account of the Vocabulary and of Word Building will, it is hoped, be found sufficient and self-contained. A chapter on Figures of Speech has also been added, so that information and practice on all the subjects usually included under English Grammar may be found in a single text-book.

A suggested scheme of study for this book is as follows. In a first year, with pupils about 13, Chapters I.-XIX. (omitting V. and XII.), XXV., the principal Figures of Speech in Chapter XXVIII, and Appendix I, might be covered, along with some simple exercises in versification. This would be thoroughly revised, and extended a little, in the second year. In the third year Chapter V. most of XXIII.-XXIV., and XXVII.-XXVIII, might be added and former work revised. In a fourth year Chapters XII., XX.-XXII., and XXVI., could be completed along with general revisal of the whole book, after which occasional revisals and exercises should be all that is necessary. None of the Exercises should

be completely worked through at one time. The first half of an Exercise, or even less, may be done in one year and the second half next year, and so on. Further Exercises in Analysis and Parsing are added in Appendix II.

I have to acknowledge special indebtedness to the *Report on Grammatical Terminology* mentioned above, to Mr. Onions' *Advanced English Syntax* in the 'Parallel Grammar Series,' to Morris's and Mason's *English Grammars*, and to Bain's *English Rhetoric and Composition*. I have also thankfully to acknowledge kind suggestions and criticism received from Mr. Thomson, Rector of Hutcheson's Girls' School, Glasgow, to whose valuable pamphlet on the *Basis of English Rhythm* the chapters on Prosody in this book are under a heavy debt.

J. D. R.

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