

**OUTLINES OF ENGLISH
GRAMMAR AND ANALYSIS
FOR ELEMENTARY
SCHOOLS. WITH EXERCISES**

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OUTLINES OF ENGLISH GRAMMAR AND ANALYSIS for elementary schools. With exercises by Walter Scott Dalglish

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WALTER SCOTT DALGLEISH

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FOR ELEMENTARY
SCHOOLS. WITH EXERCISES**

OUTLINES
OF
ENGLISH GRAMMAR AND ANALYSIS,
FOR
ELEMENTARY SCHOOLS.
WITH EXERCISES.

BY
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"THE PROGRESSIVE ENGLISH GRAMMAR," ETC.



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PREFACE.

THE present work is based upon the Author's "Progressive English Grammar" and "Grammatical Analysis." It is not, however, intended merely to serve as an introduction to these more elaborate works. It differs from them rather in the class of schools, than in the grade of pupils, for which it is designed. It aims at providing a COMMON-SCHOOL GRAMMAR which shall be fully abreast of the latest developments of the science, and at the same time thoroughly practical and simple in its mode of treating the subject. While these "Outlines" are sufficient for the wants of the pupil, the teacher will find it advantageous to consult the fuller explanations given in the corresponding chapters of the larger works.

W. S. D.

DREGHORN COLLEGE,
April 1867.

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ENGLISH GRAMMAR.

1. **Grammar** is the science of **Speech**; and **Speech** is thought expressed in words.

(a) The system of words used by a particular nation to express thought constitutes the **Language** of that nation.

2. **English Grammar** treats of the words in the English Language, as they are combined in expressing thought. Words so arranged as to express a complete thought form a **Sentence**. Grammar therefore deals with words as they are arranged in sentences.

3. If in the sentence "Mammon led them on," we select the word *them*, there are three things which Grammar tells us about it: *first*, what *kind* of word it is: *second*, what *form* it is in: *third*, *why* it is in that form.

4. Hence arise the *three* great divisions of Grammar:—

- I. **Classification**; or the arrangement of words in classes, according to their kinds:
- II. **Inflection**; or the changes which words undergo, to express different relations:
- III. **Syntax**; or the laws which determine what forms of words are required in certain relations.

PART I.—CLASSIFICATION.

5. Words are arranged in classes, according to *the work they do* in sentences.

(a) Thus all words used to *assert* are put in one class; all words used to *name* things, in another; all words used to *describe* things, in a third, etc., etc.; and as the same word may be used to do different kinds of work in different sentences, it may at one time belong to one class, at another time to another.

6. There are eight separate classes, or kinds of words. And as every word must belong to one or other of these classes, they are called **The Parts of Speech**.

CHAPTER I.—THE PARTS OF SPEECH.

7. The Parts of Speech are:—

- | | |
|-------------------|----------------------|
| 1. THE VERB. | 5. THE ADVERB. |
| 2. THE NOUN. | 6. THE PREPOSITION. |
| 3. THE PRONOUN. | 7. THE CONJUNCTION. |
| 4. THE ADJECTIVE. | 8. THE INTERJECTION. |

8. DEFINITION I. Verbs make statements; as, Horses *run*. Sugar *is* (sweet).

(a) The word *Verb* means "word" (Latin, *verbum*); and this part of speech is so called because it is *the* word, the most important word in every sentence. There can be no sentence without a *verb*. The verb always *asserts* that something *does* (so and so), or that something *is* (so and so). Hence we may extend the definition and say that "Verbs make statements about doing and being."

Exercise 1.

Add verbs, telling what the following things do.

- | | | |
|---------------|----------------|--------------|
| 1. The boy — | 2. The girl — | 3. Birds — |
| 4. Fish — | 5. The smith — | 6. Fire — |
| 7. Dogs — | 8. The clock — | 9. The gun — |
| 10. The sun — | 11. The wind — | 12. Kings — |

Exercise 2.

*Add verbs, telling about the following things *auxo* (something).*

- | | | | | | | | |
|----------------|-------|-----------------|-------|----------------|-----------------|---------------|-------|
| 1. The apple — | sour. | 2. The grapes — | ripe. | 3. James — | here yesterday. | 4. The king — | glad. |
| 5. Soldiers — | | 6. The castle — | | 7. London — | | | |
| 8. Pain — | | 9. The oak — | | 10. Victoria — | | | |
| 11. Health — | | 12. The lion — | | | | | |

Exercise 3.

*Pick out the *Vzuna*.*

1. Tom cut his finger. 2. The wound bleeds freely. 3. The knife is red with blood. 4. The gardener fell from a high tree. 5. He lay on the ground for an hour. 6. They took him to the house. 7. He slept for three hours. 8. When he awoke, he was in great pain. 9. The coachman struck the horse, and it kicked him. 10. The sky became clear, and the moon was bright. 11. The flowers were beautiful. 12. He prayeth best who loveth best all things both great and small.

9. DEFINITION II. Nouns name things; as,
The *gardener* shot a *hare* in the *garden*.

(a) The word *Noun* means "name" (Latin, *nomen*). Everything we think or speak about—whether it be a person, a place, an animal, a substance, or a thought—must have a name. The words used to indicate the things we are speaking about, are called Nouns, or names.