

FUNDAMENTAL ENGLISH

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Fundamental English by John P. McNichols

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JOHN P. MCNICHOLS

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ENGLISH**

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PREFACE

As the end of this work is to lay the foundations of success in English Composition, its purpose is expressed fairly well by its very title, "Fundamental English." This purpose and the method to be followed in attaining it are explained at length in the Preface to the "Teachers' Handbook" which is intended to accompany the present volume, and which will be issued to teachers *only*. Here, it is perhaps enough to say that we will attempt to attain our object by proposing a systematic course in sentence-building, a sane method of reproduction, and a simple scheme for teaching original composition.

We realize that sentence-building should not be begun before sentence-analysis has been studied. Accordingly, we have prefaced the exercises in sentence-building with a simple explanation of analysis, as well as with numerous examples of the various kinds of sentences required for its study.

The selections to be used in reproduction, and an explanation of their use, appear in the "Teachers' Handbook," while in the Fourth Part of the present volume are given synopses of these selections, intended for the use of *pupils*.

The scheme for original composition, together with selections necessary for it, will be found in the Second Part of the "Teachers' Handbook."

At the suggestion of several teachers we have inserted as an appendix to this, the pupils' book, a collection of what we consider the essential rules of Syntax, our object being to make it possible to eliminate any formal work on grammar in classes where "Fundamental English" is used.

"Fundamental English" is not an experiment. In its manuscript form it has been used in the class-room, and has been found practical. With the exception of the Second Part of the "Teachers' Handbook" (which is from the notes of a Jesuit Father, and which is something new in this line), the work lays no claim to originality; if it has any merit, it is only this—it is systematic.

The author wishes to acknowledge the help he has received in the preparation of "Fundamental English" from many among his Jesuit fellow-teachers. He is also indebted for assistance to many among his pupils, both past and present, notably to Mr. William L. Reenan, A.B., Mr. John L. Bunker, A.B., Mr. Charles E. Kiely, A.B., and Mr. Charles O. Bridwell, A.B.

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FUNDAMENTAL ENGLISH

PART I

PRECEPTS OF ANALYSIS

A Sentence is a collection of words making complete sense.

Sentences are divided into **four** kinds;—simple, complex, compound, compound-complex.

A Simple sentence is one in which there is only **one** finite verb, i. e. only one verb in the Indicative, Subjunctive, Potential, or Imperative mood. This **one** verb may have one or several subjects, and one or several objects, or no object.

A Phrase is a group of words not containing a finite verb, and serving the purpose of a noun, an adjective, or an adverb in a sentence.

Phrases are called substantive or noun phrases, adjective phrases, and adverbial phrases, according as they serve the purpose of a noun, an adjective, or an adverb.

Noun phrases are either subject phrases, or object phrases, or agent phrases, according as they supply the place of a subject, an object, or an agent.

Adjective phrases are subdivided into;—

Simple adjective phrases, i. e. phrases introduced by an adjective.

Participial adjective phrases, i. e. phrases introduced by a participle.

Prepositional adjective phrases, i. e. phrases introduced by a preposition.

Appositional adjective phrases, i. e. phrases introduced by a noun with or without its article.

Adverbial phrases are variously introduced, and are used to mark the time, place, manner, means, cause, purpose, instrument, etc., of the idea expressed by a verb, an adjective, or another adverb.

Complex and Compound sentences have at least **two** finite verbs. Each of these verbs has a subject expressed or understood. They may have the same object, or different objects, or no object at all, or one may have an object, and the other have none. It follows, then, that since in every complex or compound sentence there are two verbs with their subjects, there are in every complex or compound sentence at least two groups of words each containing a verb, either with or without an object, but with a subject expressed or understood. Each of these groups of words is called a clause.

A Clause, therefore, is any group of words in a sentence containing a finite verb and its subject, the latter either expressed or understood.

Clauses are of **two** kinds: **dependent**, and **independent**.

* **A Dependent clause** is one that, with regard to **another**

*In actual use it has been found that this definition of a dependent clause possesses peculiar virtues. *It can be understood, and applied by the pupils quite easily.* It has one difficulty. Pupils using this definition sometimes fall into the error of mistaking a principal clause introduced by an adverb of time or place for a dependent temporal or local clause. Thus in a sentence such as, "Then the conqueror burnt his ships, and retired into the interior of the country", pupils mistake the