

PART III.

SYNTAX.

153. PRELIMINARY ORAL LESSONS.

Note to teachers.—The object of these lessons is: (1) To exercise pupils in the construction of simple sentences; (2) To teach the uses and definitions of the elements of a sentence; (3) To teach the analysis of sentences containing elements of the first class.

Use Oral Lesson on page 29 as introductory to these.

LESSON I.

I hold in my hand a piece of chalk: what is its color?
Ans.—It is *white*. It breaks easily: what else can be said of it? *Ans.*—It is *brittle*. It crumbles readily: hence, we say it is *friable*. Each of the words, *white*, *brittle*, *friable*, expresses some quality belonging to chalk: what shall we call them?
Ans.—*Quality-words*. We will now unite these *quality-words* with "chalk," by the word "is," thus:

Chalk is white.
 Chalk is brittle.
 Chalk is friable.

Each of these groups of words is called a *Sentence*; for

"A **Sentence** is an assemblage of words making complete sense."

Write the definition on your slates. Now repeat it in concert. Each group is also called a *Proposition*; for

"A **Proposition** is a thought expressed in words."

Write this definition on your slates. Repeat it in concert.

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In the proposition "Chalk is white," the noun "chalk" is called the *Subject*; for

"The **Subject** of a proposition is that of which something is affirmed."

"White" is called the *Predicate*; for

"The **Predicate** of a proposition is that which is affirmed of the subject."

The word "is" is called the *Copula*; for

"The **Copula** is a word or group of words used to join a predicate to a subject, and to make an assertion."

In this sentence it affirms that the quality "white" belongs to "chalk."

Write these definitions on your slates. Repeat them in concert.

In the proposition, "Chalk is brittle," what is the subject? *Ans.*—"Chalk." Why? *Ans.*—It is that of which something is affirmed. What is the predicate? *Ans.*—"Brittle." Why? *Ans.*—It is that which is affirmed of the subject.

Affirm qualities of the following subjects:

Iron, gold, silver, lead, ink, cork, sugar, vinegar, grass, books, lessons.

Model.—Iron is *heavy*.

Affirm the following qualities of appropriate subjects:

Transparent, opaque, hard, round, square, good, bad, bitter, heavy, rough, smooth, red, yellow, green.

Model.—Glass is transparent.

LESSON II.

In the sentence "Iron is a metal," is any quality affirmed of "iron?" *Ans.*—There is not. That is right. The predicate "metal" denotes *kind* or *class*, not *quality*. It is a predicate, however, because it is affirmed of the subject "iron."

In the sentence "Horses are animals," what is the subject? *Ans.*—"Horses." Why? *Ans.*—Because it is that of which something is affirmed. What is the predicate? *Ans.*—"Animals." Why? *Ans.*—Because it is that which is affirmed of the subject. What is the copula? *Ans.*—The word "are."

Affirm class of the following subjects:

Horses, oxen, coal, wood, hay, oats, wheat, ax, hoe, locomotive, dogs, sheep, copper, gold, apples, trees, wagons, houses.

Model.—Wheat is a vegetable.

Affirm qualities of the same subjects.

LESSON III.

Write this sentence on your slates: "Horses run." You see that the predicate "run" is affirmed *directly* of the subject without the use of the copula. The copula and predicate are united in one word; for "Horses run" means the same as "Horses are running."

What is the subject in this sentence: "Boys learn"? *Ans.*—"Boys." What is the predicate? *Ans.*—"Learn." Why? *Ans.*—It is that which is affirmed of the subject. Words which affirm any thing of subjects are called Verbs. What are the words "run" and "learn"? *Ans.*—Verbs. Why? *Ans.*—Because they affirm something of their subjects.

Write sentences, using the following verbs as predicates:

Walk, sing, whistle, swim, wrestle, play, write, study, plow, reap, drive, neigh, cackle, whine, snarl, gobble, quarrel, fight.

Model.—Cattle walk.

LESSON IV.

Write on your slates, and then repeat in concert:

"An **Element** is one of the distinct parts of a sentence."

The *Subject* and *Predicate* are called *Principal Elements*, because no sentence can be formed without them.

The *Copula* is not an element: it is used merely to join a predicate to a subject, and to make an assertion.

Separating a sentence into its elements is called **Analysis**. We will now analyze some sentences according to the following

MODELS.

I. "Apples are ripe."

Apples . . is the subject; it is that of which something is affirmed: **ripe** is the predicate; it is that which is affirmed of the subject; **are** is the copula.

II. "Birds fly."

Birds . . . is the subject; (why?): **fly** is the predicate (why?).

EXERCISES.

1. Ink is black. 2. Gold is yellow. 3. Lead is a metal. 4. Birds sing. 5. Vessels sail. 6. Trees are plants. 7. Fishes swim. 8. Elihu was tardy. 9. Mary was studious. 10. Enoch may be angry. 11. Snow falls. 12. Houses stand.

LESSON V.

Write this sentence on your slates: "Horses eat." While you were writing did you not think some word should be added, representing *what* horses eat? *Ans.*—We did. What word shall we add? *Ans.*—Oats. Write "oats" after the verb. This word *completes* the meaning of the verb, and is called an *Objective Element*, or *Object*. In the sentence "Pupils study arithmetic," what word completes the meaning of the predicate or verb? *Ans.*—"Arithmetic." What element is it? *Ans.*—An objective element. Why? *Ans.*—Because it completes the meaning of the verb.

Write ten sentences, each containing an objective element.

Model.—Indians hunt buffaloes.

Analyze the sentences you have written, using this model:

"Children love play."

Children is the subject; (why?): **love**, the predicate; (why?): the predicate is modified by **play**, an objective element.

Analyze also the following sentences:

1. Heat melts lead.
2. Men love money.
3. I study botany.
4. Haste makes waste.
5. Cats catch mice.
6. Mr. Jones sells calicoes.
7. Clouds bring rain.

LESSON VI.

Write this sentence on your slates: "Apples are ripe." What is the subject of the sentence? *Ans.*—"Apples." Why? *Ans.*—It is that of which something is affirmed. What is the word "apples"? *Ans.*—It is a noun. Why? *Ans.*—It is a name. What is the predicate? *Ans.*—"Ripe." Why? *Ans.*—It is that which is affirmed of the subject. Now write these words: "Ripe apples." Is this a sentence? *Ans.*—It is not. Why? *Ans.*—There is nothing affirmed. That is correct. The word "ripe" is here used to modify the meaning of "apples," as an *attribute*, not as a *predicate*: that is, it is *assumed*, or *taken for granted*, that it belongs to "apples." All words which modify the meaning of nouns in this manner, are called *Adjective Elements*.

Write this sentence: "Ripe apples are cheap." What is "ripe?" *Ans.*—An adjective element. Why? *Ans.*—It modifies the meaning of a noun. "Samuel's hat is torn." What element is "Samuel's"? *Ans.*—An adjective element. Why? *Ans.*—It modifies the meaning of the noun "hat." "Mr. Smith, the mason, is sick." What is "mason"? *Ans.*—An adjective element. Why? *Ans.*—It modifies the meaning of "Mr. Smith," a noun. What are the words "Samuel's" and "mason"? *Ans.*—They are nouns. Nouns, then, are adjective elements when they modify nouns.

Write five sentences, limiting the subjects by adjective elements denoting quality.

Models.—Cross dogs bite. Cold winter comes.

Write five sentences, limiting their subjects by adjective elements denoting number.

Models.—Two boys fought. Three men left.

Write five sentences, limiting their subjects by words which merely point them out.

Models.—That boy is studious. This boy is lazy.

Write five sentences, limiting their subjects by nouns.

Models.—Eli's uncle is rich. Mr. Tod the lawyer is young.

Write five sentences, limiting both subjects and objects by adjective elements.

Model.—Emma's mother bought a new bonnet.

Analyze the following sentences, using these models:

I. "Milton the poet was blind."

Milton is the subject; **blind** is the predicate; "Milton" is modified by **poet**, an adjective element, and "poet" by **the**, an adjective element: **was** is the copula.

II. "Evil communications corrupt good manners."

Communications is the subject; **corrupt**, the predicate; "communications" is modified by **evil**, an adjective element; "corrupt," by **manners**, an objective element; and "manners," by **good**, an adjective element.

EXERCISES.

1. Sarah's book is lost.
2. Mrs. Elkins the milliner found Sarah's book.
3. Old people love quiet.
4. Young children love play.
5. I like ripe cherries.
6. You have found my pencil.

LESSON VII.

Write this sentence on your slates: "Birds sing sweetly." Does "sweetly" denote *what* the birds sing? *Ans.*—It does not; it tells *how* they sing. That is right. "Sweetly" does not complete the meaning of "sing," like an objective element; but it modifies its meaning in another way. All words used in such a manner are called *Adverbial Elements*. Words which modify adjectives are called adverbial elements also.

In this sentence, "The storm rages violently," what is the subject? *Ans.*—"Storm." What is the predicate? *Ans.*—"Rages." What is "violently"? *Ans.*—An adverbial element. Why? *Ans.*—It modifies a verb, but does not complete its meaning.

In the sentence, "Very large vessels were seen," what is modified by "very"? *Ans.*—"Large." What is "large"? *Ans.*—An adjective. What element, then, is "very"? *Ans.*—An adverbial element. Why? *Ans.*—It modifies an adjective. Adverbial elements also modify other adverbial elements.

Write ten sentences, modifying the verbs by adverbial elements.

Model.—The wind blows *furiously*.

Write ten sentences, containing adjective elements modified by adverbial elements.

Model.—James recited a *very* long lesson.

Analyze the following sentences, using these models:

I. "The wind blows violently."

Wind is the subject; **blows**, the predicate; "wind" is modified by **the**, an adjective element; "blows" is modified by **violently**, an adverbial element.

II. "Emma has a very severe headache."

Emma is the subject; **has**, the predicate; "has" is modified by **headache**, an objective element; "headache" by **a** and **severe**, adjective elements; and "severe" by **very**, an adverbial element.

EXERCISES.

1. A sluggard sleeps soundly. 2. The horses were much fatigued. 3. Very loud reports were heard. 4. That boy spends his money foolishly. 5. You may go now. 6. He then left the country.

7. The river rose rapidly. 8. The troops marched forward. 9. Their parents live there. 10. How far did the horses run? 11. He acted wisely. 12. Mr. Mason is a truly good man. 13. He will be heard from presently. 14. The men were very much fatigued. 15. The doctor will be here immediately.

154. DEFINITIONS.

1. **Syntax** treats of the construction of sentences.

2. A **Sentence** is an assemblage of words making complete sense.

Ex.—Birds fly. Man is mortal. "The great throat of the chimney laughed." "When the farmer came down in the morning, he declared that his watch had gained half an hour in the night."

3. A **Proposition** is a thought expressed in words.

Ex.—The weather is pleasant. The boy seems frightened.

Rem.—The term *sentence* is applied to any assemblage of words so arranged as to make complete sense; *proposition*, to the thought which those words express.

4. **Propositions** are either *Principal* or *Subordinate*.

5. A **Principal Proposition** is one which makes complete sense when standing alone.

6. A **Subordinate Proposition** is one which does not make complete sense when standing alone, but which must be connected with another proposition.

Ex.—"The man that does no good, does harm." Here "the man does harm" is the principal proposition, for it makes complete sense when standing alone; "that does no good" is a subordinate proposition, for it does not make complete sense when standing alone.

7. A **Phrase** is an assemblage of words forming a single expression, but not making complete sense.

Ex.—Till lately; in haste; since then; year by year; little by little; to see; to have seen; to be seen.

8. A **Discourse** is a series of sentences on the same subject, arranged in logical order.

9. A **Paragraph** is a series of sentences on the same branch of a subject.

10. An **Element** is one of the component parts of a sentence.

11. **Analysis** is the separation of a sentence into its elements.

12. **Synthesis** is the construction of sentences from words.

SENTENCES.

155. CLASSIFICATION WITH RESPECT TO USE.

1. With respect to *use*, sentences are divided into four classes: *Declarative*, *Interrogative*, *Imperative*, and *Exclamatory*.

2. A **Declarative Sentence** is one used to affirm or deny something.

Ex.—Fishes swim. Fishes do not walk.

Rem.—**Direct Discourse** is telling what somebody thinks or says, by using his own words; as, "Our teacher said, '*Be frank, honest, and truthful.*'"

Indirect Discourse is giving the substance of what somebody thinks or says, but not using his own words; as, "Our teacher said, *that we should be frank, honest, and truthful.*"

3. An **Interrogative Sentence** is one used to ask a question.

Ex.—Are you angry? Where does that man live?

Rem.—A **Direct Question** is one which can be answered by *yes* or *no*; as, "Has the money been paid?"

An **Indirect Question** is one which can not be answered by *yes* or *no*; as, "Who paid the money?"

4. An **Imperative Sentence** is one used to express a command or an entreaty.

Ex.—Bring me that book. Do not strike me.

5. An **Exclamatory Sentence** is one used in exclamations, or in the expression of strong emotion.

Ex.—Oh, how glad I am to see you!

156. EXERCISES.

Tell to which class each of the following sentences belongs:

Model.—"The dews bring their jewels."

This is a *declarative sentence*; it is used to affirm something.

1. The days are calm. 2. How many quarts are there in a gallon? 3. The winds bring perfumes. 4. Study diligently. 5. He waved his arm. 6. And the fellow calls himself a painter! 7. He deserved punishment rather than pity.

8. O, how careless you are! 9. What was the Rubicon? 10. How brightly the sun shines! 11. Alas for the man who has not learned to work! 12. Bring forth the prisoner now. 13. I had a dream which was not all a dream.—*Byron*. 14. A plague of all cowards, still say I.—*Shakespeare*.

15. Attend to the duties I have assigned you. 16. Many fell by thy arm: they were consumed in the flame of thy wrath. 17. When shall it be morn in the grave, to bid the slumberer awake? 18. The Commons, faithful to their system, remained in a wise and masterly inactivity.—*Mackintosh*.

157. CLASSIFICATION WITH RESPECT TO FORM.

1. With respect to *form*, sentences are divided into three classes: *Simple*, *Complex*, and *Compound*.

2. A **Simple Sentence** consists of a single proposition.

Ex.—Flowers bloom. Who is he? Tread lightly. How glad I am!

3. A **Complex Sentence** is one some element of which contains a subject and a predicate.

Ex.—Flowers bloom *when spring returns* He *who is diligent* shall be rewarded. I hear *that you have sold your farm, and that you are going to California.*

Rem.—The propositions in complex sentences are called **Clauses**. They are named and numbered according to the order of their subordination.

Ex.—"I believe that he is honest." In this sentence, "I believe" is the *principal* clause, and "that he is honest" is the *subordinate*.

4. A **Compound Sentence** consists of two or more simple or complex sentences, joined by coördinate conjunctions.

Ex.—Spring comes, *and* the flowers bloom. "I go, *but* I return." "Though Truth is fearless and absolute, *yet* she is meek and modest."

Rem. 1.—The simple or complex sentences, of which compound sentences are composed, are called **Members**. They are numbered according to their place in the sentence.

Ex.—"Every man desires to live long; but no man would be old." In this sentence, "every man desires to live long" is the *first* member, and "no man would be old" is the *second*.

Rem. 2.—The clauses of complex sentences are connected by *relative pronouns, conjunctions, and conjunctive adverbs*. The members of compound sentences are connected by conjunctions.

Rem. 3.—The connectives are sometimes omitted; as, "I thought [that] he was absent;" "Talent is power, [but] tact is skill."

Rem. 4.—A sentence whose members are complex, is a *compound-complex* sentence.

158. MODELS FOR CLASSIFICATION.

I. "The nights are tranquil."

This is a *sentence*; it is an assemblage of words making complete sense: *declarative*; it is used to affirm something: *simple*; it consists of a single proposition.

II. "Shall I return the book which you lent me?"

This is a *sentence*; *interrogative*; it is used to ask a question: *complex*; it is composed of a principal and a subordinate proposition: "*Shall I return the book*" is the principal proposition, and "*which you lent me,*" the subordinate, limiting "book." "Which" is the connective.

III. "She counseled him, that when he arose in the morning, he should beat them without mercy."—*Bunyan*.

This is a *sentence*; *declarative*; *complex*; "*She counseled him*" is the principal proposition; "*that he should beat them without mercy*" the first subordinate, modifying "counseled"; and "*when he arose in the morning,*" the second subordinate, modifying "beat." "That" and "when" are connectives.

IV. "Pope had perhaps the judgment of Dryden; but Dryden certainly wanted the diligence of Pope."—*Johnson*.

This is a *sentence*; *declarative*; *compound*; it is composed of two propositions, joined by a coördinate connective: "*Pope had perhaps the judgment of Dryden*" is the first member, and "*Dryden certainly wanted the diligence of Pope*" is the second. "But" is the connective.

159. EXERCISES.

1. Thy feet are fetterless. 2. Level spread the lake before him. 3. He waved his broad felt hat for silence. 4. A soldier of the Legion lay dying in Algiers. 5. It sank from sight before it set.—*Whittier*. 6. Ye softening dews, ye tender showers, descend! 7. None will flatter the poor. 8. Ye are the things that tower. 9. The house was wrapped in flames.

10. Hope and fear are the bane of human life. 11. The village all declared how much he knew.—*Goldsmith*. 12. He that refuseth instruction despiseth his own soul. 13. Is it for thee the lark ascends and sings? 14. How dreadful is this place, for God is here! 15. He dares not touch a hair of Catiline. 16. What can compensate for the loss of character? 17. Lead us not into temptation, but deliver us from evil.

18. Time slept on flowers, and lent his glass to Hope. 19. All were sealed with the seal which is never to be broken

till the great day! 20. O God, we are but leaves on thy stream, clouds in thy sky. 21. Talk to the point, and stop when you have reached it.

22. It was now the Sabbath-day, and a small congregation of about a hundred souls, had met for divine service, in a place more magnificent than any temple that human hands had ever built to Deity.—*Wilson*.

23. I know thou art gone where the weary are blest,
And the mourner looks up and is glad.

24. What matter how the night behaved?
What matter how the north wind raved?—*Whittier*.

25. Bird of the broad and sweeping wing,
Thy home is high in heaven,
Where the wide storms their banners fling,
And the tempest clouds are driven.—*Percival*.

ELEMENTS.

160. PRINCIPAL ELEMENTS.

1. The **Principal Elements** of a proposition are those which are necessary to its construction. They are the *Subject* and the *Predicate*.

2. The **Subject** of a proposition is that of which something is affirmed.

Ex.—“*Time* is precious.” “*Time*” is the *subject*; it is that of which “precious” is affirmed.

3. The **Predicate** of a proposition is that which is affirmed of the subject.

Ex.—“*Time* is precious.” “*Precious*” is the *predicate*; it is that which is affirmed of the subject.

Rem.—In these definitions, the term “affirm” is meant to include *say, ask for, command, entreat, or exclaim*.

4. The subject may be a *word*, a *phrase*, or a *clause*.

Ex.—*Winter* is coming. *H* is a letter. *To steal* is base. “*Pay as you go*,” is a good rule. “*Why will he persist?*” is often asked.

Rem.—The subject of a proposition may be known by its answering the question formed by using *Who?* or *What?* with the predicate.

Ex.—“*John* is careless.” *Who* is careless? **Ans.**—“*John*.” “*John*,” therefore, is the subject. “*To be sick* is disagreeable.” *What* is disagreeable? **Ans.**—“*To be sick*.” “*To be sick*,” therefore, is the subject.

5. The **Copula** is some form of the verb *to be* (*is, was, might be, etc.*), or of some other *copulative* verb. Its office is to affirm the predicate of the subject.

Ex.—“*Silence* is impressive.” “*Is*” is the *copula*, and “*impressive*” the *predicate*. “*Gold* is a metal.” “*Is*” is the *copula*, and “*metal*” the *predicate*. “*He may have been* injudicious.” “*May have been*” is the *copula*, and “*injudicious*” the *predicate*. “*The fields* look green.” “*Look*” is the *copula*, and “*green*” the *predicate*.

6. In affirming *action, being, or state*, the copula and predicate are generally united in one word, or one form, called a *verb*.

Ex.—*Pupils study. I am. The house stands. Rain is falling. Letters are written.*

7. The copula is sometimes followed by the infinitive of the verb *to be* or of some other copulative verb; as, “*The boy seems to be sick*;” “*The detective was to appear inattentive*.” The infinitive depends upon the copula, and is an adverbial element; the entire expression is called a **strengthened copula**.

8. The Predicate may be a *word*, a *phrase*, or a *clause*.

Ex.—*Horses gallop. Wheat is a vegetable. The sun was shining. To obey is to enjoy.* He seems *honest*. My desire is, *that you attend school*.