



# ETYMOLOGY

Etymology treats of the classification, derivation, and properties of words.

## The Parts of Speech - An Introduction

The English language is made up of words which are combined into sentences in order to express thoughts. When you look at the words that make up a sentence, you must understand what each word means (its **definition**) to make sense of it. You also must understand its how each word is used within the sentence (its **part of speech**).

The **Parts of Speech** are:

- |              |                 |
|--------------|-----------------|
| 1. Noun      | 5. Adverb       |
| 2. Pronoun   | 6. Preposition  |
| 3. Verb      | 7. Conjunction  |
| 4. Adjective | 8. Interjection |

Most grammarians count only eight parts of speech; Harvey's counts nine, including verbals. We will follow the conventional wisdom and memorize eight parts of speech. We will treat verbals as a special class of verbs.

Both the definition of a word and its part of speech will be listed in a good dictionary. Some words may be used as more than one part of speech, depending on how they are used in a sentence. For example,

The Fox was the judge of the race.

The Fox will judge the race.

The word *judge* in the first sentence names a person—the position or office the Fox will hold—so it is a **noun**, but in the second it indicates the action to decide between and so is a **verb**. If you look up the word *judge* in the dictionary, you will see both parts of speech listed. If you are ever unsure if a particular word may be used as a particular part of speech, consult a reputable dictionary.

## The Noun

### 1.0 ORAL LESSON

HARVEY'S 20

#### A. What is a Noun?

Write the names of five objects in the school room. These words, as you perceive, are not the objects themselves, but their names. Now write the names of five objects not in the school-room. What are these words called? *Ans.*—Nouns. Why? *Ans.*—Because they are names. Write the names of five of your school-mates. What are these words called? *Ans.*—Nouns. Why? *Ans.*—Because they are names. Are there not other names by which your school-mates are called? *Ans.*—Yes; they may be called girls and boys. Can the name “girl” be applied to all the girls in the room? *Ans.*—Yes. Can the name “Sarah” be applied to all the girls in the room? *Ans.*—It cannot. Why? *Ans.*—All the girls are not named “Sarah.” There are Mary, and Charlotte, and Jane, and Susan, and many other names for girls.

#### B. Proper Nouns and Common Nouns

We have, then, two kinds of Nouns, or names. One kind can be applied to each one of a class, and the other kind can be applied to a particular one only. The first kind are called Common Nouns—they are names common to all the individuals of a

class; the second are called Proper Nouns—they are names of particular objects, and are used to distinguish their objects from the classes to which they belong. What kind are the names *horse, book, boy, girl, map, blackboard*? *Ans.*—Common Nouns. Why? *Ans.*—Because they can be applied to each one of a class. What kind are the names John, Charles, Wash ington, Boston, Europe? *Ans.*—Proper Nouns. Why? *Ans.*—Because they can be applied to particular persons, or particular places, only, and distinguish them from the classes to which they belong.

## 1.1 NOUN DEFINITION

HARVEY'S 19.3, 21

A **noun** names a person, place, thing, or idea.

In the sentence “The man gave the boy a hook, a sled, and a knife,” the words *man, boy, hook, sled, and knife* are names of objects. They are called Nouns, which means names. All words used as the names of objects are Nouns.

## 1.2 NOUN CLASSES

HARVEY'S 22

### A. The two **Noun Classes**

**common** - a name common to a class of persons, places, things, or ideas, as *boy, river, tree, liberty*

**proper** - name of some particular person, place, thing, or idea (proper nouns must be capitalized), as *George Washington, Potomac River, Liberty Tree, Independence Day*

### B. Remarks on the noun property of class.

REM. I.—A proper noun is used to distinguish an object from the class to which it belongs. A word not used for that purpose is not a proper noun.

REM. 2.—Whenever a proper noun is used in such a manner as to admit of its application to each individual of a class, it becomes a common noun; as, “He is the *Cicero* of our age;” “*Bolivar* was the *Washington* of South America;” “He piled *Ossa* upon *Pelion* to accomplish his purpose.”<sup>1</sup>

REM. 3.—Whenever a common noun is used to distinguish one individual from another of the same class, it becomes a. proper noun; as, *The Havana*; *The Falls*; *The Laurel Ridge*.

REM. 4.—When two or more words form but one name, they are taken together as one noun; as, *New York*; *Niagara Falls*; *John Milton*; *Lord Bacon*; *Chief Justice Chase*.

REM. 5.—Common Nouns may be divided into four classes: Class Nouns, Abstract Nouns, Collective Nouns, and Participial Nouns.

Class Nouns are names which can be applied to each individual of a class or group of objects; as, horse, apple, man.

An Abstract Noun is the name of a quality considered apart from the object in which it is found; as, *brightness*, *cohesion*.

A Collective Noun is a name singular in form, though denoting more than one; as, *herd*, *jury*, *swarm*, *school*, *assembly*.

A Participial Noun is the name of an action, or a state of being; as, *singing*, *standing*, *seeming*.<sup>2</sup>

REM. 6.—Words, phrases, and clauses used as nouns, or in the relations in which nouns occur, are called substantives, and when thus used have all the properties of nouns.

REM. 7.—Such words as *mass*, *heap*, *furniture*, names of collections of objects without life, are class nouns, not collective nouns. They are sometimes called mass nouns.

1 In Greek mythology, giants once attempted to climb to heaven by piling Mount Ossa on top of Mount Pelion and Mount Olympus. See “At Old Cheiron’s School” in *A Story of the Golden Age of Greek Heroes* by James Baldwin.

2 See Verbals in the Verb section of this chapter, and Verbals as Nouns in Chapter IV.

## 1.3 NOUN PROPERTIES

HARVEY'S 23

The **properties** of the noun are: **gender, person, number, and case.**

## 1.4 PROPERTY - NUMBER

HARVEY'S 26, 27, 28

A. The **number** of a noun (or pronoun) is either:

**singular** - only one, as *girl, road, ox, kindness*

**plural** - more than one, as *children, roads, oxen, kindnesses*

B. Formation of plural nouns:

1. Nouns whose last sound will unite<sup>3</sup> with the sound represented by *s*, form their plurals by adding *s* only to the singular; as, *book, hooks; boy, hoys; desk, desks.*
2. Nouns whose last sound will not unite<sup>4</sup> with the sound represented by *s*, form their plurals by adding *es* to the singular; as, *church, churches; box, boxes; witness, witnesses.*
3. Nouns ending in *y* preceded by a consonant, change *y* into *i*, and add *es*; as, *glory, glories; mercy, mercies.*
4. Most nouns ending in *f* change *f* to *v*, and add *es*; those ending in *fe* change *f* to *v*, and add *s*; as, *leaf, leaves; wife, wives.*<sup>5</sup>
5. Most nouns ending in *o* preceded by a consonant, add *es*; as, *cargo, cargoes.* Nouns ending in *o* preceded by a vowel, add *s*; as, *folio, folios.*
6. Some nouns form their plurals irregularly; as, *man, men; ox, oxen; tooth, teeth; mouse, mice.*

3 *Will unite* means no additional syllable is formed by formation of the plural.

4 *Will not unite* means a new syllable is formed with the plural.

5 There are some words that do not change when the plural is formed, Ex.—*cliffs, chiefs, roofs.* Pronounce the plural form aloud to see if you can hear the *v* sound. If you can, change the *f* to *v* and add *es*; if not, just add an *s*.

7. Letters, figures, marks, and signs add 's; as, "Mind your *p's* and *q's*;" the *9's* and *ll's*; the *\*s*; the *+s*.
8. In compound words, the part which is described by the rest is generally pluralized; as, *brothers-in-law*, *courts-martial*; *wagon-loads*, *ox-carts*.
9. Compound words from foreign languages form their plurals according to (1) and (2); as, *tetc-a-tetes*, *piano-fortes*, *ipse-dixits*, *scire faciases*.
10. Some compound words have both parts made plural; as, man-servant, *men-servants*; ignis-fatuus, *ignus-fatui*.
11. Compound terms composed of a proper noun and a title, may be pluralized by adding a plural termination to either the name or the title, but not to both; as, *the Miss Browns*, *the Misses Brown*; *the Messrs. Thompson*; "May there be Sir Isaac Newtons in every science."
12. When the title is preceded by a numeral, the name is always pluralized; as, the three *Miss Johnsons*; the two *Dr. Bensons*; the two *Mrs. Hendricks*.
13. Some nouns have two plurals, but with a difference in meaning; as, brother, *brothers* (of the same family), *brethren* (of the same society); die, *dies* (stamps for coining), *dice* (for gaming); fish, *fishes* (individuals), *fish* (quantity, or the species); genius, *geniuses* (men of genius), *genii* (spirits); index, *indexes* (tables of contents), *indices* (algebraic signs); penny, *pennies* (pieces of money), *pence* (how much in value); pea, *peas* (individuals), *pease* (in distinction from other vegetables).
14. Proper nouns, and words generally used as other parts of speech, are changed as little as possible, and usually add .s only in forming their plurals; as, *Mary*, *Marys*; *Sarah*, *Sarahs*; *Nero*, *Neros*; "The novel is full of *ohs*, *bys*, *whys*, *alsos*, and *nos*." There is good authority, however, for using *Maries*, *Neroes*, *whies*, *noes*.

15. Many nouns from foreign languages retain their original plurals, changing *us* to *i*; *um* and *on* to *a*; *is* to *es* or *ides*; *a* to *m* or *ata*; and *x* or *ex* to *ces* or *ices*; as, *calculus*, *caleuli*; *arcanum*, *arcana*; *criterion*, *criteria*; *thesis*, *theses*; *ephemeris*, *ephemerides*; *nebula*, *nebulae*; *calix*, *calices*; *index*, *indices*.

### C. General Remarks on Number.

1. Abstract nouns, and names of material substances, have no plural forms; as, *silver*, *vinegar*, *hemp*, *tar*, *frankness*, *darkness*. When different kinds of the same substance are referred to, a plural form may be used; as, *sugars*, *vinegars*, *wines*, *oils*.
2. Some nouns have no singular forms; as, *ashes*, *assets*, *bellows*, *billiards*, *compasses*, *clothes*, *drawers*, *lees*, *scissors*, *shears*, *tongs*. *News* and *molasses* have the plural form, but are regarded as singular. *Lungs*, *bowels*, and a few others, have a singular form denoting a part of the whole; as, "The left lung."
3. Some nouns have no singular forms, but are singular or plural in meaning; as, *alms*, *amends*, *corps*, *mumps*, *measles*, *nuptials*, *odds*, *riches*, *series*, *suds*, *tidings*, *wages*, and some others.
4. The names of some of the sciences are either singular or plural in meaning, according as they denote the science or ' the objects of which the science treats; as, *ethics*, *mechanics*, *mathematics*, *optics*, *pedagogics*, *physics*, etc.
5. Some nouns are alike in both numbers; as, *sheep*, *deer*, *vermin*, *couple*, *salmon*, *trout*, *dozen*, *gross*, *hose*, *yoke*.

## 1.5 PROPERTY - PERSON

HARVEY'S 25

A. The **person** of a noun (or pronoun) distinguishes between

**first person** - the speaker

**second person** - the person or object spoken to

**third person** - the person or object spoken of

# II

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# SYNTAX

Syntax treats of the construction of sentences.

## The Sentence

### 9.0 ORAL LESSONS

HARVEY'S 153

#### A. Sentences, Subjects, and Predicates

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. It 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 Linking Verb [Copula]<sup>1</sup>; for “The Linking Verb [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.

## B. Linking Verbs [Copulas]<sup>2</sup>

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.

1-2 We are substituting the modern term *linking verb* for Professor Harvey use of *copula*. See footnote under 3.2C, Verb Classes by Use (Chapter I).

What is the linking verb (copula)? *Ans.*—The word “are.”

### C. Verbs

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 linking verb (copula). The linking verb 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.

### D. Principal Elements

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 Linking Verb [Copula] is not an element: it is used merely to join a predicate to a subject, and to make an assertion.

### E. Objective Elements

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.

## F. Adjective Elements

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 in apposition. Nouns, then, are adjective elements when they modify nouns as appositives.

## G. Adverbial Elements

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.

## 9.1 SENTENCE DEFINITION

HARVEY’S 153, 154, 160

A. Sentences are the building blocks of writing, so Cottage Press Language Arts students devote much time to reading and writing excellent ones. With very few exceptions, an excellent sentence follows these rules:

### A sentence

- ✓ begins with capital letter
- ✓ ends with end punctuation
- ✓ expresses a complete thought
- ✓ has both

a **subject**, telling *who or what the sentence is about*

a **predicate**, telling *what the subject is or does*

### B. 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 Clause [Proposition]<sup>3</sup> 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. Clauses [Propositions] are either Principal or Subordinate.

5. A Principal Clause [Proposition] is one which makes complete sense when standing alone.

6. A Subordinate Clause [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<sup>4</sup> is the separation of a sentence into its elements.

12. Synthesis is the construction of sentences from words.

3 Professor Harvey uses the terms *clause* and *proposition* interchangeably. As *clause* is much more common in contemporary grammars, we have this term priority.

4 Both Parsing and Diagramming are included in Analysis.

## 9.2 ELEMENTS OF A SENTENCE

HARVEY'S 179, 191, 194, 197

Sentence elements may be composed of **words**, **phrases**, or **clauses**.

## A. Words as Elements

An element may consist of a single word. Ex.—“A careless boy seldom learns his lesson.” In this sentence, all the elements are single words.

## B. Phrases as Elements

An element may consist of a phrase, which may be an infinitive or a preposition and its objects.

REM.—There are two kinds of phrases: Separable and Inseparable.

A Separable Phrase is one whose words (could be)<sup>5</sup> parsed separately; as, “He rode in a wagon.” The three words composing the phrase “in a wagon,” (could) be parsed separately—“in” as a preposition; “a” as an adjective; “wagon” as a noun.

An Inseparable Phrase is one whose words (should) not be separated in parsing; as, “I will come *by and by*,” “He labors *in vain*.” The phrases “by and by” and “in vain” may be parsed as single words. All the forms of the infinitive mode are inseparable phrases.

## C. Clauses as Elements

An element may consist of a clause, or subordinate proposition. Ex.—“A man who is indolent will not prosper;” “I learn that you are out of employment.” The subordinate propositions “who is indolent” and “you are out of employment” are clauses.

5 Professor Harvey actually says *should* here, but the method of parsing we have developed does allow for parsing prepositional phrases as an entire element.

## D. Kinds of Elements

1. A Simple Element is one which is not restricted by a modifier.

Ex.—“A rich man;” “A man of wealth;” “A man who is wealthy.” The word “rich,” the phrase “of wealth,” and the clause “who is wealthy,” are simple adjective elements.

2. A Complex Element is one which contains a leading element, restricted in meaning by one or more modifiers.

3. The leading element is called the basis. Ex.—“A very rich man.” “Rich” is the basis of the adjective element, and is modified by “very,” an adverbial element. “A man faithful when others were faithless.” “Faithful” is the basis of the adjective element, and is modified by the clause “when others were faithless.”<sup>6</sup>

REM.—The basis of an element need not be pointed out or mentioned in analysis.

4. A Compound Element consists of two or more independent simple or complex elements, joined by coordinate conjunctions.

Ex.—The *moon and stars* are shining. You may *go or stay*.

REM.—All the elements of a sentence may be compound.

## 9.3 PRINCIPAL ELEMENTS

HARVEY'S 160

The Principal Elements of a (sentence) are those which are necessary to its construction. They are the Subject and the Predicate.

## 9.4 SUBJECTS

HARVEY'S 160, 191, 194

A. The **subject** of a sentence tells who or what the sentence is about.

<sup>6</sup> Professor Harvey makes these distinctions here for precision. In practice, this is an automatic distinction when diagramming. See 13.2 Adverbs Which Adjectives and 13.4 Adverbs Which Modify Other Adverbs (Chapter III) for examples.

# III



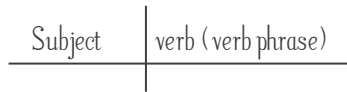
## SENTENCE DIAGRAMMING

We use a traditional method of sentence diagramming. Although the diagramming conventions which we use in Cottage Press Language Arts differ somewhat from Professor Harvey's method, the grammar concepts are the same.

### Sentence Patterns

#### 12.1 BASIC PATTERN: SUBJECT - PREDICATE

The diagram of every sentence follows this basic pattern:



To begin any sentence diagram, draw a horizontal sentence line. Write the subject (who or what the sentence is about) to the left. Leave a space and then write the main verb or verb phrase in the predicate (what the subject is or does). Next, draw a vertical line between the subject and verb. The vertical line should bisect the horizontal line, showing that the sentence has two parts, a subject and a predicate. Include all sentence punctuation on your diagram. Everything else will be added to this basic structure.

#### 12.2 PATTERN: SUBJECT - VERB

Frogs croak. Students are studying.





In each of the sentences above, the verb or verb phrase is the complete predicate, so the diagram only requires two parts. These verbs are **intransitive**. (see Terms & Definitions 4.6)

### 12.3 PATTERN: SUBJECT - VERB - DIRECT OBJECT

Frogs catch flies. Students were studying Latin.



In each of these sentences, another word is required to complete the meaning of the verb or verb phrase. *Frogs catch* what? *Students were studying* what? The direct object answers the question *what?* (or *whom?*) about the verb. Verbs that require an object are called transitive verbs (see Terms & Definitions 4.6, Verb Classes By Use).

Note on the diagram that the line between the verb and the direct object does not bisect the sentence line. This indicates that the direct object is part of the predicate.

### 12.4 PATTERN: SUBJECT-VERB-SUBJECT COMPLEMENT

Frogs are amphibians. Students should be studious.



In these sentences, the verbs *are* and *should be* are **linking verbs**. See 3.2 Verb Classes by Use (Chapter I). The word *amphibians* follows the linking verb *are*. It completes the meaning of the predicate. Notice that it also refers back to the subject *frogs* by renaming it. The word

*studious* follows the linking verb *should be*. It completes the meaning of the predicate. Notice that it also refers back to the subject *students* by describing it. Words that complete the predicate and refer back to the subject are called **subject complements**.

These words can also be classified further grammatically: *amphibian* is a **predicate nominative** because it is a noun that renames the subject; *studious* is a **predicate adjective** because it describes the subject.

Place the subject complement after a backward slanting line following the verb. The slanted line points back toward the subject, indicating the relationship between the subject and its complement.

*Nota Bene (for advanced grammar students):* In some very specific situations, a prepositional phrase may be used as a predicate adjective. See Diagramming Modifiers for details on this.

# IV



## A METHOD OF PARSING

Parsing is application of technical grammar concepts to real sentences. In Cottage Press Language Arts, parsing is an oral exercise. Practiced regularly, parsing will result in permanent mastery of grammar concepts.

### Parsing the Parts of Speech

#### 27.0 STEPS TO PARSING

There are four steps to parsing each word in a sentence. Once you have identified the part of speech for a given word in the context of a particular sentence, you then

1. **Define** it (grammatically)
2. **Classify** it
3. List its **Properties**
4. Tell it **Function** within the sentence or clause.

Each part of speech has distinct terms under these four steps, which are detailed in the charts beginning on the following pages. Begin with the basic classifications, properties, and functions for each part of speech which are taught in *Harvey's Revised Grammar*. Add new terms to the parsing routine as you advance in your grammar skills (see the gray boxes with *Poetics & Progyrn* lesson notations in each parsing chart).

The charts are a help as you learn to parse, but with enough practice, it will become second nature and you will be able to parse a complete sentence without any aid, just as Laura and Pa of *Little House* fame did so ably in the community spelling and parsing bee.

## 27.1 PARSING A NOUN

1. **Define it:** names a \_ (person, place, thing, or idea)
2. Tell its **Class:** common or proper
3. List its **Properties:**
  - ♦ person  
1st, 2nd, or 3rd
  - ♦ number  
singular or plural
  - ♦ gender  
masculine, feminine, neuter, or common
  - ♦ case *Poetics & Progym I, L6*  
nominative, objective, possessive, absolute
4. Tell its **Function:**
  - subject or direct object, predicate nominative, object of verbal, object of preposition, shows possession
  - appositive, independent element
  - indirect object, adverbial noun

## 27.2 PARSING AN ADJECTIVE

1. **Define it:** \_\_\_ is an adjective; it modifies a (noun or pronoun)
2. Tell its **Class:** descriptive or definitive
  - Poetics & Progym I, L15*  
If definitive, article, if article, definite or indefinite
  - Poetics & Progym II, L6*  
If definitive: article (definite or indefinite), pronomial, demonstrative, distributive, indefinite, numeral (cardinal, ordinal, or multiplicative)
3. List its **Properties:** *Poetics & Progym I, L15*  
positive, comparative, or superlative
4. Tell its **Function:** modifies \_\_\_ (name the noun or pronoun)

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 EXERCISES

The following exercises are selected from *Harvey's Revised Grammar* to accompany lessons in Cottage Press Language Arts books from *Bards & Poets* through *Poetics & Progyrn III*. In those lessons, you will be instructed how to complete each exercise, whether written or oral. Written exercises should be completed in your Writer's Journal.

The heading above each exercise indicates the section in *Harvey's Revised Grammar* where the exercise is found. The exercises which are assigned in Cottage Press Language Arts are noted in small caps just before the exercise instructions. The answers for these exercises are in the corresponding *Teaching Helps* lesson. If the heading does not contain a book name from the Cottage Press Language Arts series, they are not assigned, and may be used for additional practice at any time. Answers to these exercises may be found online in the *Key to Harvey's Practical Grammar* at Google Play Books.

## HARVEY'S EXERCISE 12

## BARDS &amp; POETS 1.1

*Correct the capitalization in the following sentences:*

1. it is a pleasant thing to see the sun. man is mortal. flowers bloom in summer. 2. Resolved, that the framers of the constitution, etc. 3. The town has expended, the past year: for grading streets, \$15,000. for public buildings, 15,000. 4. He said "you are too impulsive;" Remember the maxim, "a penny saved is a penny earned." 5. "The day is past and gone; the evening shades appear; 0 may we all remember well the night of death draws near." 6. James and samuel went to baltimore last august; The general assembly meets on the first monday in february. 7 The bill was vetoed by the president; John Jones, esq.; Richard the third; "The opposition was led by lord Brougham." 8. "When music, heavenly maid, was young, While yet, in early Greece, she sung, The passions, oft, to

hear her shell, Throng'd around her magic cell." 9. The central park; the Ohio river; I have read "great expectations;" the mountains of the moon are in Africa. 10. The lord shall endure forever; Remember thy creator; divine love and wisdom; "The ways of providence." 11. "I know that my redeemer liveth;" "I am the way, the truth, and the life;" "The word was made flesh." 12. Those are chinamen; the turcomans are a wandering race; the gypsies of Spain; the indians are fast disappearing. 13. The swiss family Robinson; a russian serf; "The rank is but the Guinea's stamp;" a Cashmere shawl; a Damask rose. 14. The emancipation proclamation; the art of cookery, (a title); the Missouri compromise; the whisky insurrection; "A treatise on the science of education and the art of teaching." 15. i don't like to study grammar, i write correctly enough, now. o, how i wish school was out.

## HARVEY'S EXERCISE 19.3

*Point out the nouns in the following sentences:*

1. The horses are in the pasture. 2. A needle has a sharp point. 3. The clouds rested on the summit of the mountain. 4. The boys got into the boat, and rowed into the middle of the stream. 5. The king was overtaken by a shower a short distance from the avenue that surrounded the city. 6. Henry and Oliver are living with Mr. Fields, their uncle. 7. Cease from anger, and forsake wrath.

## HARVEY'S EXERCISE 19.4

*Point out the nouns and adjectives in the following sentences:*

1. A poor widow lives in that cottage. 2. Those pupils are very studious. 3. Each soldier drew his battle blade. 4. Furious storms sweep over these lovely isles. 5. Seven vessels were wrecked in the late storm. 6. There are twenty dimes in two dollars. 7. The dry, hot air was still and oppressive.

## HARVEY'S EXERCISE 19.5

## BARDS &amp; POETS 1.1

*Point out the nouns, adjectives, and pronouns in the following sentences:*

1. I do not know where you live. 2. Who gave her that pencil? 3. She came from home an hour ago. 4. What have you there, my son? 5. Their house is much larger than our uncle's. 6. Your father is her mother's brother. 7. Whose farm is for sale in your neighborhood?