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TEACHER'S HANDBOOK TO GROUNDWORK OF ENGLISH GRAMMAR

BY

J. WELTON, D.Lit., M.A.

MACMILLAN AND CO., LIMITED
ST. MARTIN'S STREET, LONDON
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1920
PREFATORY NOTE

The course here outlined gives the plan and substance of the author’s teaching of the subject for a number of years. The results were satisfactory, both in the interest evoked and in the linguistic power acquired. It is now offered to the scholastic public in the hope that it may do something to promote the intelligent teaching of the English language in our schools.
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## PART II

### COMPLEX ANALYSIS

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INTRODUCTION

The importance of teaching English composition is now generally recognized, but for some years there has been a tendency to minimize—if not to deny—the value of English grammar as a school subject. Yet a little reflexion shows that, as grammar is an examination of the construction of sentences and so is implicit in all composition, such a study of it as will make that construction explicit should be of value in composition itself.

Further, composition is the expression of thought in language. Consequently, an examination of modes of expression involves an examination of thought itself. The study of grammar has, thus, a directly logical, as well as an instrumental linguistic, value.

Nor need such a study be uninteresting to children. To think, and to express thoughts clearly and unambiguously, are forms of skill. And no skill is acquired without carefully examined practice. It is never enough merely to practise, for if the activity, no matter what it is, be badly done, practice will simply strengthen the faults. If children are to be taught both to think clearly and to express their thoughts precisely, they must be led to consider both thought and expression—to form the habits of knowing exactly what they mean and of putting that meaning unambiguously into words. The doing this
gives a growing sense of power, and the realization of all acquisition of power is delightful. Nor is any power felt to be more personal than that of thinking and talking. Once children recognize that they are developing such a power there is no lack of interest.

Moreover, speech is communication, and that is two-sided. It involves not only expressing our own thoughts, but grasping the thoughts of others. Even the limited experience of children supplies evidence that we may fail in the latter as easily as in the former. That at times we misunderstand others, and at times are ourselves misunderstood by them, comes home to all of us early in life. In both cases the underlying defects are the same—either the thought is not clear or the expression is not adequate. Slipshod expression is so common that we all frequently disregard what is actually said, and fix our attention on what we think to be meant. But such going behind the actual expression to the supposed thought is obviously liable to error; hence the frequent misunderstandings that mar human intercourse. In any case, it is plain that it would be much better did we all say exactly what we mean. That we do not do so is partly due to a careless habit of expressing ourselves in speech, partly to our thought being frequently hazy and confused. The latter is not always avoidable, but a study of grammar should help to cure the former.

There can be no justification for publishing to the world, either in book or in newspaper, confused and nebulous thoughts. But we cannot always refrain from communicating with our fellows until our own thought is perfectly clear. Indeed, it is by talking over a matter with others that we often succeed in getting definite thoughts
about it. To help children in this way is surely the main object of oral teaching. With them confusion of thought is generally made evident by confusion of statement. With adults, unhappily, that is not so uniformly the case; at any rate the confusion frequently does not lie on the surface. The statement is often clear enough in itself, and it is only when we examine it that we feel sure that if we take it literally we reach a meaning quite other than that the speaker or writer had in mind. It would be a great gain to intercourse, and many misunderstandings would be avoided, if confusion of thought were always at once made apparent, as commonly with children, by confusion of statement. As it is, the detection of confused statement, the re-arrangement of the sentence so as to make evident what thought it is intended to express, and the consequent discovery of whether that is a clear or a confused idea, is as interesting and stimulating an exercise of mental activity as is the solution of any other riddle. And this is one of the functions of grammar.

It would be futile to deny that the teaching of grammar has often succeeded in making the subject dull. That fate grammar has shared with its companions in the curriculum. But the dullness has been in the mode of teaching, not in the subject itself. Undue emphasis has been laid on formal distinctions, marked by much strange terminology; and many of those distinctions have been borrowed from the grammar of such a synthetic language as Latin, so different in its genius from our own analytic tongue. Grammar has, in short, been confined to an examination of the forms of language, as far as practicable divorced from thought. On the contrary, the aim should be an examination of thought and expression as indissolubly
connected—to reach the thought of another through examination of the language which expresses it; to get our own thought clear, and then to find the clearest verbal expression for it. In the first, grammar preponderates; in the second, composition. But there is no rigid line of demarcation. We learn to do things by imitation of others; and this is as true of the more complex forms of activity of later years as of the embryonic attempts of the baby. But imitation is only the foundation of the development of personal power. What were at first models to be copied should gradually become suggestions to be worked out. This transition of imitation into suggestion is made by the gradual recognition of the principles of activity involved. And such recognition is most readily and surely attained by analytic examination of examples of the activity. As each principle is laid bare, we use it in our own personal forms of action. And as we use it, it tends to become automatic. This is all as true of thought and of speech as it is of skating, of playing the piano, or of learning a skilled handiwork. So, in relation both to thinking and to expressing thought in composition, the ultimate purpose of studying grammar is that correct articulation of thought and clear and precise expression in speech may become habitual.

School grammar, then, is intended to be instrumental. Its aim is so to modify habits of thought and speech that the learners think more clearly, and communicate their thoughts more exactly, than they otherwise would do.

It follows that grammar should be so taught that all analysis of the speech of others is immediately attended by application in personal speech of each principle discovered. In other words, grammar and composition
should go hand in hand. The whole method should be analysis attended by synthesis. The analysis should be inductive. By examination of examples general principles should be reached. But it will not do to stop there. As soon as a general principle is established it should be consciously applied in practice. And this application is composition. Such a method is in harmony with the general trend of modern thought.

The scheme here set forth is an attempt to work out the teaching of general school grammar on these lines. It deliberately omits all grammatical refinements which do not advance the purpose of making plain the structure of thought and its clear expression in speech. So, too, it deals with composition only in its grammatical aspect.

Other important elements in the teaching of composition—such as the selection and arrangement of matter, the use of figure and simile, the adaptation of expression to the general character and emotional tone of the subject, the writing of verse, etc., are omitted as outside this one aim. Of course, these should by no means be ignored in the complete school course in English.

As to the time taken by such a course as this, it has been found that one ostensible lesson a week is sufficient, provided that incidental practice is given in other lessons—in reading, in composition—wherever an obscurity of thought or expression presents itself. Such using the grammar to smooth away difficulties brings home to the pupils its practical value, and so stimulates their interest in it. Moreover, many of the lessons in grammar should themselves be given to practice. This is most profitably done orally, as the pupils' efforts can then be at once examined critically by themselves under the leadership
of the teacher. Reasons should always be required for all that is offered, and those reasons should be freely discussed, and any weakness in them laid bare. Written exercises—preferably done at home—should be set to develop self-reliance and to keep the teacher in touch with the progress in mastery of each individual pupil.

In selecting examples for practice the general rule should be followed that each should call for the best efforts of every pupil, but should never be beyond the power already developed. This involves that though similar written exercises should be set to all the pupils in a class, they should often differ in difficulty according to the power of each individual. The common practice of giving exactly the same exercises to all the pupils of a class ensures that the abler among them never learn to work at full pressure, for they never feel the need to do so. At the same time it usually means that the least able pupils are discouraged by finding most of their tasks beyond them. So they also never learn to do their best work, for they are never stimulated to effort by the consciousness of success. Teaching is effective in developing power in the exact proportion as it constantly calls out the best efforts of every pupil, and this involves individual adaptation of the tasks to be done independently.

It is well not to say at once all that is to be said on any part of grammar—e.g. the verb—but to deal with the various aspects as they are needed, and to ignore those that are not required. This explains the omission of the subjunctive mood. Many writers and most speakers now do not use it, and, in any case, the need for it is not likely to be felt by children, for it involves a nicety of expression which is beyond their comprehension, just because it is
outside their practice. Indeed, the scheme throughout is evolutionary, not classificatory. For example, Relative Pronouns are not treated with the other pronouns, but the consideration of them is postponed till their function is made apparent in the consideration of Adjective Clauses.

The chapters do not necessarily represent single lessons. Whether one lesson, or several lessons, be given to any one topic should depend upon the readiness with which it is grasped, and the facility with which it is applied, by the pupils. Usually also it has been found that several lessons may profitably be devoted to practice after each lesson of investigation. In this the teaching of grammar should be approximated to that of arithmetic.

Though the method of investigation is essentially analytic it is not merely what is commonly known as "grammatical analysis," but includes a further application of the analytic process to the examination of words and their relations. So it covers as much of "parsing" as is pertinent to the purpose of making clear the principles of the construction of English sentences.

The course is divided into an elementary and an advanced part. In each, sentences of all degrees of complexity are equally dealt with. This is an essential feature of the scheme. The difference made is in the point to which the analysis is pushed, not in the matter to which it is applied. Nothing more tends to make grammar unreal—and therefore dull—to children than to restrict the earlier examples to what are commonly called "simple sentences," consisting of a single noun and a single verb. Such restriction is in the highest degree artificial, for the children themselves constantly use "complex sentences," and find such sentences in everything they read and hear. The
distinction needed for teaching is that between simple and complex analysis. That only the former is applicable to certain elementary forms of speech is of no importance, and will become evident as the course advances. This involves that in the elementary course of simple analysis the distinction between word, phrase, and clause, is ignored; and the examples used should always include specimens of all three. This first course may profitably be taken with pupils of not less than twelve or thirteen years of age, and will be found sufficient for at least a year. The advanced course of complex analysis, in which the functions of phrases and clauses are investigated, is capable of indefinite extension in the complexity of the practice, both analytic and synthetic, to which it gives rise, but the relations involved can be made clear in another year, and in that most of the lessons should be given to practice.

This advanced course is of the utmost importance. The relation of clauses is the articulation of speech, and clearness of expression depends more on the correct arrangement of clauses than on any other element of expression, with the possible exception of the using of words in their proper meanings. Great care and patience are needed to make clear the distinctions of clauses, and to cultivate a critical attitude towards their arrangement. Much practice should be given, both in the analysis of examples found in books and newspapers, and in the use of the various kinds of clauses in synthetic composition. The teacher should also provide himself with many examples of badly articulated sentences, and get his pupils to examine them critically under his guidance, and so to rearrange them that they correctly express the intended meaning. *Punch* usually gives some gems of faultily constructed sentences, and a teacher may
spend a few hours with both profit and entertainment in turning over some numbers of that periodical and accumulating a good store of examples suitable for his purpose. As these are all taken from the newspapers of the day, they have a reality which must be lacking to artificially composed specimens. Nor need he fear dearth of material. He would, indeed, be an inventive genius who could deliberately construct more striking examples of "how not to say it" than he will find pilloried there.

It will be found well to take the three kinds of subordinate clauses in as close connexion as possible, for the decision as to the nature of any particular clause is often made much easier and surer by comparison. The first ten chapters of Part II should, therefore, be covered as quickly as is consistent with sound progress. Then should come a long break for practice, in which a complex subordinate clause is still treated as a whole. The further analysis developed in the last two chapters should not be undertaken till the pupils can analyse readily any ordinary sentence to the point reached in Chapter X.

Perhaps it may not be out of place to insist on the necessity of using the words "sentence" and "clause" quite strictly. It is far too common a practice to speak of a clause as a "sentence"—a practice based on confusion of terms, if not of thought, on the part of the teacher, and certain to lead to confusion both of terms and of thought on that of the pupils. It would be as justifiable to speak of a head, an arm, or a leg, as a "man"—and probably less likely to confuse counsel—as it is to call a clause, which is only a part of a sentence, a "sentence."

The teaching should be based on examination of examples. The children may in some cases be led to furnish them.
But this is a point of very small importance. The essential thing is that the examples be pertinent and suitable, and if this can best be secured by the teacher supplying them, he should do so. The vital matter is not who suggests the examples, but how they are used. Always the teacher should come to the lesson supplied with a really good stock of examples of various degrees of complexity. He should gather them from actual life: from newspapers and from the books the children read, and not mainly confine himself to artificially simplified sentences, though for these, too, a place will at times be found.

He should also be careful to make a list of the kind of grammatical errors which appear most frequently in the speech and writings of his pupils, and should see that at appropriate places in the course of lessons on grammar special attention is given to investigation of the nature of these, with a view to their gradual elimination.

Technical terms should be introduced only when need is felt to distinguish the functions they denote, but after they have been introduced they should be regularly used in connexion with those functions.

The teacher should make himself thoroughly familiar with the whole course before entering upon it with his class. Only by such preparation can it be assured that, in the answering of questions and the solving of difficulties incidentally raised by the pupils, and in the relative importance given to various topics, the way is being consistently and persistently prepared for further advance along the pre-determined road towards the pre-determined goal.

The *Groundwork of English Grammar* is the pupils' book. It contains summaries of the results reached in the examina-
tion of each topic, and should be studied after the lessons have been given. These synopses need not be learnt by heart, but their substance should be thoroughly memorized, and this should be tested by searching examination and copious application. Much of present-day teaching in all subjects is ephemeral because such thoroughness of learning has gone out of fashion on the ground that it is "uninteresting." It is forgotten that in true interest is a sense of power, and that, unless each new advance is thoroughly secured this sense does not grow. So long as children feel that they are learning to do something worth doing, thoroughness of acquisition is by no means repugnant to them. Moreover, the incidental inculcation of the importance of taking pains is in itself no despicable element in the educative value of instruction.

No exercises are added to these summaries; first, because an important feature of the scheme is that these should be largely selected from the literature current in the class; and second, because the teacher's own interest—ever an indispensable condition of interest in the pupils—is made much more real and vital by the search for suitable examples than it can be when everything is provided ready-made. Then the teacher is apt to set his pupils to work, but to omit working with them, neglecting the truth that all living and inspiring teaching is a co-operative activity of teacher and taught.

The Teachers' Handbook contains brief hints and suggestions on the teaching of each topic. These are to be regarded as only hints and suggestions; by no means as dogmatic injunctions. No teacher can rigidly follow in detail the method of another without deadening his teaching. Moreover, the life of every piece of teaching depends
on those to whom it is given as much as on him who gives it. All educative teaching is the inter-action of the minds of teacher and learner. So, each true lesson works out its own salvation. But this it will fail in doing unless the teacher, who leads in the interchange of thought, is clear as to where he wants the lesson to arrive and as to the general lines of its progress. It is on these points that suggestions are offered, but every teacher should feel at liberty to make such modifications as the trend of his own thought and his knowledge of the mental activities of his pupils may lead him to think desirable. The main lines of method—i.e. the order of topics—should be closely followed; all else should be treated freely by each teacher who uses the book. Cut and dried second-hand teaching is worse than a mere beating of the air; it is deadening to the intellectual life of all concerned, both teacher and pupils. Let no one, then, imagine that here is set forth a code of the laws of the "Medes and Persians, which altereth not."

Analytic Exercises should always precede corresponding Synthetic Exercises, but it is not generally advisable to work all the varieties of analytic exercises suggested at the end of each chapter before beginning synthetic exercises. Let each synthetic process be attempted as soon as all the elements it requires have been made explicit by analysis.
PART I

SIMPLE ANALYSIS

CHAPTER I

SENTENCES

(a) The initial necessity is to evoke interest by leading the pupils to see that there is something to be learnt even about so familiar a matter as speech, and that that something is worth learning. The first step is secured when it is brought home to them that talking may be done well or ill; the second when the essential conditions of doing it well are laid bare.

(b) The general mode of teaching may be somewhat as follows, but success will be relative to the freshness and resource with which the teacher leads the conversation. He should be provided with amusing and striking examples of badly constructed sentences, but in using them he should bear in mind the definite grammatical purpose:

1. By guided conversation lead the pupils to see that talking is not mere utterance of words, but expression of thoughts.

2. By examples lead them to see that when sentences are badly constructed we may misunderstand what is meant, or may be in doubt as to the meaning. In each lead them to discover:
(i) what is *meant*;
(ii) what is really *said*;
(iii) how the sentence may be re-arranged so as to make (ii) coincide with (i);
so it is made clear that

(i) in cases of obviously mistaken expression the order of words needs to be changed;
(ii) in ambiguous sentences each possible meaning may be expressed definitely by re-arrangement of the words.

Hence lead the pupils to make explicit to themselves that order of words is important, and should be governed by the meaning to be conveyed.

3. Call upon the pupils to develop a line of thought on a given topic; examine this, and lead them to see that it is done in steps each of which gives a separate thought, and that these steps should follow each other in an appropriate order.

Here occasion may be found to make clear the inconvenience of the common childish practice of binding sentences together by a succession of such conjunctions as "and so."

Give the term "Sentence," and secure that it is clearly understood that each sentence makes a definite statement, and that the appropriate combination of sentences gives the whole train of thought.

4. By examples lead the pupils to see that an error in any one step destroys the value of the whole sequence. Perhaps arithmetic furnishes the most easily appreciated examples, but it should be shown by illustrations that the same rule holds in all subjects of thought.

5. The result of the teaching should be that the pupils
see both that order of words is important in each sentence, and that order of sentences is important in all discourse.

(c) **Analytic Exercises (oral)**:

1. Examine a passage in a Reading Book, and divide it into sentences. Note that sentences often end with a full stop.

2. Correct faultily constructed sentences furnished by the teacher.

3. Correct the order of sentences in faultily constructed passages furnished by the teacher, or chosen by him from a Reading Book or newspaper.

(d) **Synthetic Exercises**:

1. Make single sentences expressing single thoughts on a given topic. Examine them to make sure that the words are correctly arranged.

2. Give a set of words—e.g. boy, girl, dog, river, hat, bravely—and ask the pupil to construct a short story bringing them all in. Require reasons for the order of sentences, and set the pupils to inquire whether it can be improved.

3. Give a topic, and set the pupils to compose a short passage about it. Discuss their efforts with respect to
   
   (i) order of sentences;
   
   (ii) choice and order of words.

4. Such exercises having been done orally and freely discussed, similar ones may be set to be done independently in writing.

*N.B.* The various synthetic exercises, here and elsewhere, may immediately follow the corresponding analytic exercises. But no written exercises should ever be given until a good deal of oral work has been done.
CHAPTER II

SUBJECTS AND PREDICATES

(a) This topic is closely connected with that of the preceding chapter, and should be treated very soon after it.

(b) The point to be made here is that every sentence, no matter what its length, consists of these two parts. The examples used will naturally be graded in complexity, and the teacher should be careful not to pass in this matter beyond the comprehension of his pupils.

(c) Avoid saying that the subject is "that of which we think or speak," for in such sentences as "I have a tooth-ache" it is evident that the main thing of which the speaker is thinking is his tooth-ache. But the pupils can be led to see that it is not of tooth-ache in general, but of the tooth-ache which now afflicts him, that he is talking. So they see that the statement is made of himself, and that "having tooth-ache" is what is stated of him.

(d) Guard always against identifying the predicate with the verb, which is only its effective part.

(e) The general order of teaching may be somewhat as follows:

1. Lead the pupils to see that merely to name a thing does not express any thought; that many thoughts may be expressed about any one thing; that each such expression is a sentence; and that every sentence must have the two parts—the statement made (predicate), and that about which it is made (subject). Give the terms "Predicate" and "Subject," and elicit simple definitions from the pupils.
(f) **Analytic Exercises (oral):**

1. Examine a number of single sentences, graded in complexity, and divide each into subject and predicate. See that the whole sentence is always included.

2. Divide given passages into sentences, and each sentence into subject and predicate.

(g) **Synthetic Exercises:**

1. Adding suitable predicates to given subjects.

2. Finding appropriate subjects for given predicates of increasing degrees of complexity.

3. Similar exercises to those in Chap. I (d) separating predicate from subject.

4. These having been done orally, written exercises on similar lines may be set.

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**CHAPTER III**

**NOUNS**

(a) The matter of this chapter will probably require two lessons—the first dealing with 1-4, the second with 5.

(b) The aim is to lead the pupils to see that every word, or group of words, which names an object of thought is a noun in function. Later in the course, noun phrases and noun clauses will be distinguished from simple nouns and from each other. It is important that the way be prepared for this by a thorough grasp of the truth that, despite such distinctions, they are all fundamentally nouns, as each names an object of thought. The teacher should, therefore, be careful to deal with such groups of words here, as well as with word-nouns, securing by

_w.g.t._ **A 4**
abundant examples that the pupils thoroughly grasp the noun *function*. But he should not at present use the terms "Phrase" and "Clause," nor should he draw any distinction between them. He should treat each instance as a whole under the name *Noun Group*.

(c) The pupils have learnt to distinguish between the subject and the predicate of a sentence. The remainder of the elementary course is the further analysis of these two fundamental parts. The noun is most easily approached through examination of the subject, but care should be taken that the examples used show that nouns also occur in predicates.

(d) The general mode of proceeding may be somewhat as follows:

1. By examination of examples show that we cannot make statements without naming things. All names are called *Nouns*: give and explain derivation of word.

2. By guided conversation lead the pupils to see that as the subject of a sentence is that about which the predicate makes a statement, the chief part of every subject must be a noun or a substitute for a noun, and that this may be either a single word or a group of words.

3. Similarly lead them to see that nouns and noun-groups may occur in predicates.

4. By examination of examples show that we name not only things we can apprehend by the senses, but also things we can imagine, etc.; in short, anything about which we can think and talk.

5. By examination of examples show distinction between *Proper* and *Common* (or *General*) names, making clear that the former are only marks of identification, and that the latter imply the presence of some quality.
Give and use the terms, getting simple definitions from the pupils.

(e) **Analytic Exercises**:
   1. Choose a passage containing only single-worded nouns, and require the pupils to pick them out.
   2. Proceed similarly with passages containing *also* noun groups. Secure that the pupils grasp that each such group names a single object of thought.
   3. Distinguish between Proper and Common Nouns in given passages.
   4. When these can be well done orally, set similar exercises to be done in writing.

(f) **Synthetic Exercises**:
   1. Fill the blanks in given sentences with suitable Nouns (both single words and noun-groups), and say whether each occurs in subject or in predicate.
   2. Change the Proper Nouns in given passages into suitable Common Nouns, and show what difference is made in the meaning.
   3. Compose a chain of sentences on a given topic, using both Proper and Common Nouns correctly.
   4. When these can be done orally with readiness and accuracy, set similar exercises to be written.

**CHAPTER IV**

**PRONOUNS**

(a) The matter of this chapter may well be taken in two lessons, the first dealing with 1 and 2, the second with 3 and 4.
(b) Do not deal here with distinctions of case or number. They will come later. Distinctions of gender are of no grammatical importance, and are sufficiently familiar to children; so these need not be specifically taught. Take each example simply as a pronoun, because it stands for a noun, without inquiring in what relations it is used.

(c) Avoid all mention of Relative Pronouns at this stage. They also will be dealt with later. Treat the clauses they introduce as adjective groups of words.

(d) The order of teaching may be somewhat as follows:

1. Rewrite on the black-board a suitable passage from a class Reading Book, with all Personal Pronouns replaced by nouns. Let the pupils compare this with the original passage, and so see the convenience of pronouns. Give the name "Pronoun," and get a simple definition from the pupils.

2. By examination of examples lead the pupils to make distinctions of Person. Give and explain terms First, Second, and Third Persons.

3. By examination of examples of suitable questions and answers lead the pupils to see that pronouns are used, not only to avoid too frequent repetition of nouns when they are known, but for unknown nouns.

4. By further reference to these examples lead the pupils to see that pronouns are used in questions to ask the name; bring out that "who," "which," "what" are such Interrogative Pronouns.

5. By comparison of the same examples lead the pupils to see that when pronouns stand for nouns in questions, the noun may be either known or unknown. In the latter case the pronoun directs attention to a
thing without giving its name. This pronoun is repeated in the answer to indicate exactly what is there named. Have this copiously illustrated, and let it be noted that "this," "that," "these," "those" are such Demonstrative Pronouns.

6. By further examination of the examples lead the pupils to see that "who" is used for persons, "which" for things, and "that" for both persons and things.

(e) Analytic Exercises:

1. Pick out the pronouns in selected passages, and say for what noun or noun-group each stands.
2. Among these distinguish those used for a known noun and those used for an unknown noun.
3. Distinguish in the latter those used to ask questions and those which point out the object referred to.
4. Name the kind of each pronoun picked out.
5. Choose (or compose) a passage in which personal pronouns are used with an ambiguous reference, and require such nouns to be substituted as will make the meaning clear.
6. After oral practice has given facility, set similar exercises to 5 to be done in writing.

(f) Synthetic Exercises:

1. Substitute pronouns for nouns and noun-groups in given passages where this can be done without ambiguity.
2. Substitute a pronoun for every noun and noun-group in a carefully selected passage, and show what ambiguities hence arise.
3. Turn direct statements made with nouns into questions with pronouns, and give appropriate answers.
4. Compose a chain of sentences on a given topic, using pronouns appropriately, and introducing questions and answers.

5. After copious oral practice, set similar exercises to be done in writing.

CHAPTER V

ADJECTIVES

(a) The matter in this chapter may well be spread over three lessons, the first embracing 1-3, the second 4-6, the third a revision and summary as in 7.

(b) As in the case of nouns, the way should be prepared for the later treatment of phrases and clauses by distinguishing between Adjective Words and Adjective Groups of Words, and the examples used should embrace both.

(c) Henceforward the pupils should always analyse the subjects of the sentences they deal with, by determining whether its chief word is a noun or a pronoun, and by separating from it any adjectives that may appear with it. But it must be borne in mind that the whole group is the subject, and that this step is only a sub-division of that, not a primary division of the sentence.

(d) The general order followed in teaching may be somewhat on these lines:

1. Ask the pupils to describe an object before them—it may be one of themselves—so definitely that no mistake can arise as to which is meant, and lead them on by objections to their suggestions till the desired point is reached.
2. Require them to distinguish by descriptive words or groups of words between two objects, of the same kind and having the same common name, present before them.

3. Give name "Adjective," explain origin and meaning of term, distinguish between Demonstrative Adjectives and Adjectives of Quality, and lead the pupils to sum up in a simple definition what has so far been learnt.

4. Examine sentences containing words expressing number, lead the pupils to see that these are also adjectives, as they describe another aspect of the objects named.

5. Examine difference between exact and approximate statement of number. Give and explain terms *Definite and Indefinite Adjectives of Number*.

6. By examples lead pupils to see both the difference and the connexion between *Cardinal* and *Ordinal* numbers; give and explain those terms.

7. By suitable examples compare number and quantity; *e.g.* some boys, some pudding. Lead pupils to see that these latter adjectives are appropriately termed *Adjectives of Quantity*.

8. Revise, complete the definition, and summarize in table.

*(e) Analytic Exercises :*

1. Pick out from given passages Adjectives of Quality and Demonstrative Adjectives, and the nouns to which each is attached. Distinguish between them, and examine the definiteness with which each of the former marks out the object.
2. Pick out from given passages Adjectives of Number and the nouns to which they severally refer; distinguish those that are Definite from those that are Indefinite.

3. Pick out from given passages Adjectives of Quantity and the nouns to which they severally refer, and show why they are not Adjectives of Number.

4. Select and classify all the adjectives in given passages, and refer each to its related noun.

5. After sufficient oral practice, give exercises similar to 4 to be done in writing.

(f) Synthetic Exercises:

1. So describe a given object by a number of adjectives (words and groups of words) that the description is applicable to nothing else.

2. Distinguish between two objects of the same kind by appropriate adjectives of quality.

3. Add suitable adjectives of quality to nouns in given passages.

4. Substitute for general adjectives of quality—e.g. green—others of more precise signification—e.g. olive-green, green-like-grass, pea-green, etc.

N.B. Discuss such examples carefully and illustrate copiously, thus leading the pupils to see that vividness of description depends on the precision of the descriptive adjectives used.

5. Add suitable adjectives of number and of quantity to nouns in given passages, distinguish between them, and say which of the former is definite, and which indefinite.

6. Give a description of a given thing—e.g. a sunset, a river, a well-known man, a game of cricket or hockey—
using appropriate adjectives (words and groups) of all kinds. Find which of these adjectives belong to the subject, and which to the predicate.

7. After much oral practice, set similar exercises to be written.

CHAPTER VI

VERBS

(a) The consideration of nouns, pronouns, and adjectives, completes the analysis of the subject. As those parts of speech also occur in many predicates, the analysis of the predicate has, to that extent, been incidentally begun. The next step is to undertake that analysis methodically, and to that the next ten chapters are devoted.

(b) The teacher should be careful not to limit the predicate to the verb, which is its most characteristic part, but which is the complete predicate only in the simplest form of sentence. "Objects" and "Adverb Adjuncts" are not independent parts of sentences co-ordinate with subjects and predicates, but are subordinate elements in the whole predicate, added to the verb to make the statement more complete. The first step in analysing a sentence is always to divide it into subject and predicate. All further analysis of either, or both, of these should follow this and be based on it.

(c) The first consideration of the verb should be confined to the separation of it from the rest of the predicate. No distinction should here be made between single-worded
verbs and verbs expressed by several words: further study of these will be the work of subsequent lessons.

(d) From the first it should be made evident that while some verbs can stand alone as predicates, others cannot, but the full discussion of these latter should also be left to later lessons. The general idea of a verb must be clear before any analysis of the forms of verbs can profitably be undertaken. It is to this preliminary task that the present chapter is devoted.

(e) The general line of procedure may be somewhat as follows:

1. By varied examples lead the pupils to see that a predicate may consist of one word or of several words, and that in the latter case there is a word, or inseparable group of words, which shows the kind of statement made. Give the name "Verb," and elicit from the pupils some such preliminary definition as "Verbs are words that tell."

2. By comparison of sentences, some containing verbs of complete, and others verbs of incomplete, predication, lead the pupils to see that while some verbs can do the whole telling, others require other words to be added to complete the statement; as, John talks, John bought —, John is —. The teacher must provide these examples, though the pupils should be asked to add other similar ones.

(f) Analytic Exercises (oral):

1. Pick out the verbs from given passages, connect them with their subjects, and say which are single words and which groups of words.

2. Distinguish in given passages the verbs which are
complete predicates from those that are not, and note in the latter cases how each statement is completed.

(g) Synthetic Exercises:
1. Prefix suitable subjects to given verbs (both single words and groups of words).
2. Add suitable verbs to given subjects.
3. Change verbs of one word into verbs of several words without changing the meaning; e.g. I write—I am writing, He wrote—He was writing.
4. Change verb-groups into single verbs without changing the meaning.
5. Give the pupils a number of subjects followed by verbs of incomplete predication and require those verbs to be completed.
6. Give the pupils a number of subjects and completions of predicates, leaving blanks for the verbs, and require those blanks to be filled.
7. Compose a series of four or five sentences on a given topic and point out the verb in each.
8. After oral practice has given facility in such exercises, similar ones may be set to be done in writing.

CHAPTER VII

TENSES

(a) After having learnt to recognize verbs, the next step is to deal with how distinctions of time are marked by their form, i.e. with Tenses. These distinctions the pupils are accustomed to make, so that all that is now
needed is to lead them to give explicit attention to forms they habitually use without thinking of why they use them.

(b) As time is marked by adverbs as well as by tense, the way is here prepared for a later study of adverbs. All that should be done now is to bring out that such "time words" require certain forms of the verb to be used, and that they only make the general reference to time more precise. Do not yet use the term "Adverb."

(c) The distinction between the use of "shall" and "will" may be drawn from the pupils if they are accustomed to use those words correctly in their ordinary speech. If they are not, it should be carefully explained, and illustrated by many examples drawn from their Reading Books, so as to make them realize that the distinction is one commonly accepted.

(d) It will be found advisable to relegate the matter of 6-8 to a later lesson, which should, however, be taken as soon as possible after that dealing with 1-5.

(e) The general line of teaching may be somewhat as follows:

1. By examination of such examples as "I work to-day as hard as I can," "I worked hard yesterday," "I shall work better to-morrow," draw out that in each the time referred to is broadly shown by the form of the verb, and that the other words indicating time (to-day, etc.) only make that reference more exact.

2. Lead the pupils to note that the simplest form of the verb expresses present time, and to examine the changes made to indicate past and future times.

3. Tabulate these forms under headings Past, Present, Future; give name "Tense," its meaning and origin.

4. By examination of carefully selected examples
show the shades of meaning expressed by the Simple, Progressive, and Perfect, Forms of each tense.

5. From consideration of the possibilities of time lead the pupils to see that there are only three tenses, though each can be expressed in several ways according to shades of differences in meaning.

(f) Analytic Exercises:

1. Determine the tense of each verb in selected passages.
2. Examine all the past tenses in given passages, and note how each is formed from the present.
3. Examine all cases of “shall” and “will” in given passages, and determine whether future time or present determination is expressed in each case.
4. Determine the form of the tense of each verb in given passages.
5. After sufficient oral practice, similar exercises may be set to be written.

(g) Synthetic Exercises:

1. Give the other two simple tenses of a number of selected verbs (in all tenses).
2. Change selected predications made in each tense into predications made in other tenses, and show in each case what difference is thus made in the meaning.
3. Change predications made in one form of each tense into those made with other forms.
4. Make sentences containing given forms of verbs.
5. Make sentences on set topics which express given meanings by appropriate forms of verbs.
6. Combine the results of 5 into continuous passages.
7. When facility is attained in oral practice, set similar exercises to be done in writing.
CHAPTER VIII

NUMBERS

(a) The consideration of Number is taken here instead of with the noun because it belongs to the verb as well as to the noun and pronoun. As with Tense, the distinction is practically familiar to children, and only needs to be made explicit. The main object of doing this is to make the pupils conscious of the concord of subject and verb. It follows that the matter of this and the two following chapters should be taken in as close a time connexion as is found feasible.

(b) The matter of 4 may be taken in a separate lesson if the rate of apprehension and response shows it to be advisable. In dealing with the pronouns say nothing at present about Case. Use all the forms, but simply fix attention on distinctions of Number.

(c) The teaching may proceed somewhat as follows:

1. Write on the black-board in a column to the left a series of sentences beginning with "a" or "one"; and in a column to the right corresponding sentences in which these are changed to various plural signs; in both cases leaving blanks for the nouns. Require the pupils to fill those blanks, and from the way they fill them infer that a different form is used when the reference is to any number greater than one. Give and explain the names "Singular" and "Plural."

2. From examination of these examples lead the pupils to gather the chief modes of forming plurals of nouns. Tabulate the results on the black-board with examples.
3. Write on the black-board the Personal Pronouns and ask the pupils to make a set of statements containing each; add these on the black-board, and from examination of them discover the plural forms: tabulate them.

4. From examination of examples elicit the plural forms of the demonstrative pronouns.

5. From examination of examples lead the children to find that interrogative pronouns have no distinctive plural forms.

(d) Analytic Exercises:

1. Determine the number of each noun in given passages.

2. Note the way in which each of those that are plural form the plural number. Give other examples of each.

3. Select all the pronouns in given passages, say what kind of pronoun each is and state its number.

4. After these have been sufficiently practised orally, similar exercises may be set to be done in writing.

(e) Synthetic Exercises:

1. Give the plural forms of selected singular nouns.

2. Give the singular forms of selected plural nouns.

3. These having been sufficiently practised orally, set similar exercises to be written.

4. Rewrite selected narratives given in the singular number changing each singular noun and pronoun into the corresponding plural.

5. Similarly, change narratives from the plural into the singular.

N.B. In the last two exercises the corresponding changes in the verbs should be made, but they should not be discussed at this stage.
CHAPTER IX

AGREEMENT OF SUBJECT AND VERB

(a) The amount of teaching and practice needed will depend upon the degree to which the pupils automatically observe the concord in speech and writing.

(b) The teaching may proceed on some such lines as these:

1. Use the same sentences as in the last chapter, but now to direct attention to the changes in the verbs. Give plenty of oral practice in supplying verbs to singular and plural subjects.

2. By examination of many examples work out the agreement in person.

3. Get from the pupils the summarized statement that a verb always agrees with its subject in number and person.

(c) Analytic Exercises (oral):

1. Note and account for differences in verbal forms in selected passages.

2. Detect, explain, and correct, violations of concord in given incorrect sentences.

(d) Synthetic Exercises:

1. Supply verbs to given subjects in various numbers and persons (oral).

2. Supply suitable subjects to given verbal forms, and note what different numbers and persons each of those forms may have as subject (oral).
3. Rewrite passages as in Chap. VIII (e) 4, 5, with conscious attention to the verbs.

4. Write two accounts of the same event, one referred to a singular, the other to a plural, subject.

CHAPTER X

SINGLE AND COMPOUND SUBJECTS

(a) The matter of this chapter is a special case of the concord of subject and verb, so here, as there, the amount of teaching and practice required will depend on the habits of speech of the pupils.

(b) It is well to connect the ideas now to be considered with the distinction already noted between separate nouns and one many-worded noun. If the complex of words refers to one object of thought it is one noun-group, no matter how many single nouns it may contain. From this the transition is made to the connexion of separate nouns. Such connexions may, of course, be also found in objects of the verb, but as it does not then affect the concord it need not be explicitly treated.

(c) The teaching may proceed somewhat as follows:

1. Put sentences on the black-board containing many-worded nouns as subjects: examine to show that the predication is made of the united whole. Let the pupils supply other examples.

2. Proceed similarly with conjoint subjects.

3. Contrast with these, disjoint subjects in which
the predication is understood to be made separately of each.

N.B. There is no need to use the term "conjoint" and "disjoint": "connected" and "separate" are more familiar and are sufficiently exact.

(d) Analytic Exercises:
1. Find examples of many-worded subjects in given passages.
2. Distinguish between those that are single noun-groups and those that are combinations of nouns.
3. Distinguish in the latter those in which the combination is conjoint from those in which it is disjoint. Explain each.
4. After adequate oral practice, set exercises on similar lines to be done in writing.

(e) Synthetic Exercises:
1. Supply many-worded names as single subjects to given predicates.
2. Add suitable predicates both to conjoint and to disjoint combinations of names.
3. Give suitable compound subjects (conjoint and disjoint) to given predicates, and justify each.
4. After such oral practice, set similar exercises to be written.
5. Write two brief accounts of a given event, in the first of which two boys (or girls) are the actors, and in the second there is doubt at first which was the actor, but at the end this doubt is resolved.
CHAPTER XI

STATEMENTS, QUESTIONS, AND COMMANDS

(a) All these forms of speech being in constant use by the pupils, the aim is not to teach their existence but to fix attention on their different modes of verbal expression. This is best done by comparison. So, both questions and commands should be considered in respect to their differences from statements.

(b) There is no advantage in dealing with the Infinitive Mood as a separate form of the verb. In such sentences as "I can swim" it is best to take "can swim" as one verb in the Indicative Mood. When the Infinitive stands alone, as "To swim is pleasant," "I learnt to swim," it is best regarded as a noun (=swimming).

(c) The teaching may proceed somewhat as follows:

1. Place on the black-board a statement, a question, and a command, with the same noun and verb, and lead the pupils to state explicitly the differences between them. Add the terms "Statement," "Question," "Command," after each. Lead the pupils to see how each may be changed into either of the others. Keep these on the black-board during the lesson as types to which other examples can be referred.

2. Complete the definition of the verb, as a word which tells, asks questions, expresses commands or requests.

3. Compare the order of words in statement and question; gather many illustrative examples, and lead the pupils to sum up the results.

4. Compare command or request with statement and
question; discuss form of command till pupils see the change of subject, and the nature of the Nominative of Address. Give terms "Imperative Mood," "Indicative Mood," "Nominative of Address" to crystallize ideas gathered, and get simple definitions from the pupils.

(d) **Analytic Exercises:**

1. Pick out the verbs in given passages and classify them as Statements, Questions, Commands.
2. Distinguish the Nominatives of Address from the other nouns in the passages.
3. Give the subject and predicate of each of the commands.
4. After adequate oral practice set similar exercises to be written.

(e) **Synthetic Exercises:**

1. Change given statements into questions, and given questions into statements.
2. Supply appropriate answers to given questions.
3. Supply appropriate questions to which given statements may be regarded as answers.
4. Change into commands all the statements and questions in given passages which admit of it.
5. Change given commands into (i) statements, (ii) questions.
6. After a good many such exercises have been done orally, give similar ones to be done in writing.
7. Write a story, bringing in statements, questions, and commands in suitable places, and mark them (s), (q), (c).
CHAPTER XII

VERBS WHICH CANNOT FORM PREDICATES

(a) The matter of this chapter may well be spread over two lessons, the first covering 1-4, the second 5 and 6.

(b) Passive forms should be avoided at this stage. Therefore, the examples had better be supplied by the teacher. If any are offered by the pupils—e.g. "The window is broken," they should be taken as single verbs, but not examined.

(c) The use of neuter verbs, such as "become" should be made quite clear. Unless this is done, difficulty will arise when transitive verbs are considered in 5. When this point is reached comparison between such sentences as "The people made William king," and "William became king" should be made explicitly, so as to bring out the distinction clearly.

(d) From this point onwards the pupils should be required to sub-divide such predicates into verbs and adjectives or nouns, and verbs and objects. But care should be taken that the object is not regarded as a primary division of the sentence, co-ordinate with subject and predicate, but is recognized to be part of the predicate. Adverbs should still be kept with the words they modify.

(e) The teaching may be somewhat on the following lines:

1. Write on the black-board sentences similar to those in 2, and discuss them. Illustrate by other examples supplied by the pupils.

2. Take an adjective and require the pupils to attach
it predicatively to each personal pronoun successively in all the tenses. Complete the conjugation of Be by getting the Imperative Mood and Participles from the pupils in sentences.

3. Examine such a sentence as "William became king" so as to bring out the meaning of "became." Contrast with verbs telling what William did.

4. Compare sentences containing transitive verbs with others containing intransitive verbs; draw out the distinction between them; give and explain terms "Transitive" and "Intransitive" and "Object."

5. Compare sentences containing transitive and neuter verbs respectively, so as to bring out clearly the difference between them.

N.B. There is no need to use the term "Neuter Verbs"; "Verbs which state that a thing is or becomes something" is better.

(f) Analytic Exercises:

1. In given passages distinguish between the verbs which form predicates by themselves and those which do not.

2. Divide the latter into those that say the subject is or becomes something, and transitive verbs. Give the objects of the latter.

3. Pick out all the parts of the verb Be in given passages, and say what part each is.

4. After adequate oral practice on these lines, set similar written exercises.

(g) Synthetic Exercises:

1. Give a set of subjects followed by verbs of incomplete predication, require the sentences to be completed, and the kind of completion explained.
2. Give a series of nouns preceded by adjectives, and require each to be changed into a statement with the noun as subject and the adjective in the predicate.

3. Similarly with two nouns, as "King William."

4. Take the same combinations of adjective and noun as in 2, and require them to be changed into commands.

5. After much oral practice, give similar exercises to be done in writing.

6. Compose narratives on various topics—which each pupil may select for himself—bringing in all these kinds of predicates correctly. Underline the predicates.

CHAPTER XIII

CASES

(a) The matter of this chapter should be spread over at least two lessons. The first should cover 1-3, the second may embrace 4-7. Or the latter may be taken in two steps, 7 being reserved for a third lesson. This should be determined by the readiness with which the pupils grasp the matter presented to them.

(b) The first lesson is closely connected with the matter treated in Chap. XII, and so should be taken as soon as possible after it.

(c) The use of the Possessive Case is familiar to children from habitual use, so all that is required is to draw explicit attention to the ways in which possession is expressed.

(d) Say nothing about cases after prepositions. In such phrases as "king of England" the "of England"
may be regarded as an adjective group ( = English) if it be thought desirable to split up the noun-group.

(e) The general order of teaching may be somewhat as follows:

1. Put on the black-board pairs of sentences with transitive verbs, in the second of which the subject and object of the first have changed places: compare their meanings, and lead the pupils to see that the difference is expressed by difference in the order of the words which shows their relation to the verb.

2. Put on the black-board a number of carefully selected sentences similar to those in 3, and lead the pupils to see that they are ambiguous when taken alone. Show that the ambiguity can be removed by emphasis and phrasing in reading. Then read the context of each separately, and show that it is that which shows what emphasis and phrasing should be used, so that we must go to the context to determine the meaning before we can read the passages correctly.

3. Gather from the pupils how ownership is expressed with nouns. Explain the origin and mode of use of the apostrophe.

4. By examples lead the pupils to see other ways of expressing possession, and that these are commonly used with names of things.

5. By substituting personal pronouns for the nouns in the sentences already used draw out all their case forms. Tabulate them.

6. By changing attributive into predicative possessive pronouns lead the pupils to see when each of these two forms is to be used.

7. By examples show the objective and possessive
forms of *who*, used both interrogatively and demonstratively.

(*f*) **Analytic Exercises***:

1. Find all the nominative and objective cases in given passages.
2. From examination of context determine subject and object in selected ambiguously constructed sentences.
3. Divide each sentence in given passages into subject and predicate, and when the verb is transitive make a sub-division of the predicate into verb and object.
4. Find all the possessive cases in given passages, and distinguish those that are joined directly to a noun from those that are used with a verb.
5. After oral practice, set exercises similar to 2 and 3 to be done in writing.

(*g*) **Synthetic Exercises***:

1. Give the pupils a number of transitive verbs and require them to be put into sentences, and the subjects distinguished from the objects.
2. After finding from the context the meaning of ambiguous sentences, rewrite them so as to make clear without the context which is the subject and the object.
3. Express ownership by both nouns and pronouns in sentences dealing with given topics.
4. Ask and answer questions as to ownership on set topics.
5. After much oral practice, similar exercises may be required in writing.
6. Compose a story using all the cases of nouns and pronouns, and mark each case by (*n*), (*o*), (*p*).
CHAPTER XIV

ACTIVE AND PASSIVE FORMS OF SENTENCES

(a) This subject is closely connected with that of transitive verbs, and should, therefore, be taken as soon as possible after it.

(b) It is better to speak of Active and Passive Sentences than of Active and Passive Verbs, as it lays stress on the fact that it is the whole form of statement which is in question, and that which is used depends on the mode of thought. The examples should make clear that change from the active to the passive form of thought involves change in the expression of the verb.

(c) There is no need to investigate the nature of participles: it is their function only that is of importance.

(d) It will be well to show by comparison of examples that only the past participle is used in the passive form of the verb; the present participle with Be gives the active progressive forms.

(e) The order of teaching may be somewhat as follows:

1. Revise what has been learnt as to transitive verbs and the difference between subject and object nouns. Get illustrative sentences and write them on the blackboard.

2. Ask of each how the same thought can be expressed if we begin with the object and use it as subject. Distinguish this very carefully from the entire change of meaning caused by simply transposing subject and object without changing the verb.
3. Lead the pupils to see that though the active and passive forms express the same thought they lay emphasis on different elements in it.

4. Examine the structure of the passive verbs, and give the name "Past Participle" to the part of the chief verb used with part of Be. Compare with the use of the Past Participle with have in the Perfect Forms of the Tenses.

5. Lead the pupils to see that as active and passive forms express the same fact, each may be converted into the other.

6. Make clear that all passive verbs are transitive, and that this is shown explicitly by changing them into the corresponding active forms.

7. By discussion, centred round examples, of the kind of change made when an active is turned into a passive form, lead the pupils to see that intransitive verbs can have no passive forms.

(f) Analytic Exercises:

1. Distinguish the transitive (including passive) verbs from the intransitive verbs in given passages.

2. Examine the transitive verbs thus selected and distinguish the active from the passive forms.

3. Select from given passages (i) the passive verbs, (ii) the verbs of incomplete predication followed by adjectives.

4. After adequate oral practice, similar exercises to be written.

(g) Synthetic Exercises:

1. Change a number of sentences given in the active form into corresponding sentences in the passive form.
2. Change a number of sentences given in the passive form into corresponding sentences in the active form.

3. When these can be done readily and accurately in oral work, set similar ones to be written.

4. Rewrite whole passages changing every active into a passive, and every passive into an active, form.

5. Narrate an event twice—each pupil choosing his own—so as to lay stress on (i) the actors, (ii) the persons or things affected by the actions.

CHAPTER XV

ADVERBS

(a) As in the case of nouns and adjectives, the way should be here prepared for the future study of phrases and clauses by taking care that the examples considered include adverb-groups as well as single-worded adverbs.

(b) The matter of the chapter may well be divided between three lessons, the first dealing with 1 and 2, the second with 3 and 4, the third given to revision and systematization of the former two, 5.

(c) The kinds of adverbs used with verbs are best brought out by considering the answers suitable to all the kinds of questions that may be asked about actions. It is better to call adverbs used to ask questions "Interrogative Adverbs" than to include them under Place, etc., as their primary function is to ask questions, not to specify relations.

(d) Henceforth, while the predicate is still recognized
as a whole, its sub-division should be completed by distinguishing within it any objects and adverbs it may contain from the verb.

(e) The teaching may be conducted somewhat on the following lines:

1. Refer back to the words used with tenses to make the point of time precise. Give examples to show that similar words may be used to mark other relations.

2. Put a number of questions on the black-board, each beginning with an Interrogative Adverb (word or group). Get the pupils to supply answers, and write one of each after its question. Examine the relations expressed, and write the name of each after the answer.

3. Ask the pupils to give many other similar questions and answers, and to say under which heading each should be put. Thus lead them to make sure that all the relations have been found.

4. Give and explain the term "Adverb," and draw from the pupils the substance of the first part of the definition.

5. Write on the black-board sentences containing adjectives, leaving blanks before the adjectives. Require these to be filled. Say these words are also called Adverbs, and lead the pupils to specify the kind of relation they express. If they say "Amount"—as they probably will—accept it as giving the right idea, but give the term "Degree," and show that it expresses that idea more exactly.

6. Proceed similarly with adverbs modifying adverbs of manner.

7. Lead the pupils to complete the definition.
8. Revise and systematize the results of the teaching and work out such a table as is given in 5.

(f) **Analytic Exercises**:

1. Select all the adverbs (words and groups) in given passages (containing only adverbs connected with verbs) : give the kind of each.

2. Pick out all the adverbs of degree from given passages, and say to what word each is attached, and whether that word is an adjective or an adverb.

3. Divide given sentences into subject and predicate; then sub-divide the subjects into noun or pronoun and adjective, and the predicates into verb, object, and adverbs, so far as such sub-division is applicable in each case.

4. After adequate oral practice on these lines, set written exercises similar to 3.

(g) **Synthetic Exercises**:

1. Ask and answer all possible questions about given actions. Name the kind of adverb used in each case.

2. Add as many adverbs of degree as you can to adjectives in given sentences. State the exact meaning each implies.

3. Similar exercises with adverbs of degree added to adverbs of manner.

4. Compose sentences on set topics, showing given adverbial relations.

5. When oral practice has given facility, set similar exercises to be done in writing.

6. Write a story containing adverbs suitably used, and mark each as (i), (p), (t), (m), (r), (c), (d).
CHAPTER XVI
INTERJECTIONS

(a) This topic is treated only because otherwise children will find words in their reading which they cannot explain grammatically.

(b) Interjections should be distinguished from exclamatory sentences. The community of nature is shown by each being commonly followed by a mark of exclamation, though when they come together this is often written only at the end; as, "Oh, what a fall was there, my countrymen!" But the exclamatory sentence both is capable of analysis and carries on the line of thought, which the simple interjection does not.

(c) The main point to be brought out is that each interjection is appropriate to express a certain kind of feeling.

(d) Do not attempt to classify interjections.

(e) The mode of teaching may be broadly:

1. Write on the black-board a number of sentences containing interjections. Examine them so as to bring out:

   (i) that interjections arrest attention or express emotion;
   (ii) that an interjection is part neither of the subject nor of the predicate in the sentence in which it occurs.

(f) Analytic Exercises (oral):

   Pick out the interjections from given passages, and give as exactly as possible the function of each.
(h) Synthetic Exercises:
1. Prefix suitable interjections to given sentences.
2. Compose sentences expressing different emotions—joy, sorrow, disappointment, etc.—using a suitable interjection in each.
3. After oral practice, similar exercises may be set to be done in writing.
4. Compose conversations on various topics, using suitable interjections where they appropriately emphasize an emotion or serve to fix attention.

CHAPTER XVII

ANALYSING SENTENCES

(a) This is a revision and systematization of the whole of the first course. Nothing new is taught in it except the meaning and use of the term "Analysis." Hitherto the teacher will have done well to speak of dividing sentences, not of analysing them.

(b) The common plan of drawing a framework of four columns, and heading them "Subject," "Verb," "Object," and "Adverb" or "Extension of Predicate" is open to the following serious objections:

(i) it starts with the result, and so begins at the wrong end, and suggests to the pupils that the object of analysis is to fill each space in this empty scheme.

(ii) it replaces the true analysis of the sentence by a false one, in that it sets out all four divisions as coordinate in rank; whereas there are only two funda-
mental parts in any sentence—subject and predicate—and these are found in all.

(iii) when the second division is styled the "Predicate" another serious error is added.

(iv) the common term "Extension of Predicate" is misleading, as adverbs limit the application of the verb though they add to the meaning of the whole predicate.

(c) True analysis takes what is given in the sentence and starts from that. It first divides the whole into subject and predicate, then marks any sub-divisions of each which may be contained in it, but shows by its form that they are only sub-divisions.

(d) Care should be taken that sentences of all kinds are analysed, and especially that phrases and clauses are found in many of them, though still treated as unitary groups of words. In this way, and in this way only, a sure foundation is laid for the advanced course of complex analysis, to which the elementary course of simple analysis should lead.

(e) The mode of taking the revisions may be somewhat as follows:

1. Recall in guided conversation with the class what a sentence is, what are its two main parts, and how each part may sometimes be sub-divided.

2. Give the term "Analysis"; illustrate it by any other forms of analysis with which the pupils are familiar—as, in chemistry or in botany—and with such an analysis of a common object as is involved in describing it by stating its material, size, shape, colour, scent, taste, texture, sonority, etc., and with the analysis of numbers, e.g. 8 into $4 \times 2$, $5 + 3$, etc.
3. Make clear that the purpose of all forms of analysis is to make explicit the nature and structure of the thing examined.

4. Apply this specifically to the analysis of sentences. Show by examples that such analysis often helps us to understand the meaning of a sentence by making clear how its various parts are connected in thought.

5. Discuss how such analysis should proceed, insisting that the first step is always the separation of subject and predicate. Give examples in which this completes the analysis and others in which it does not.

6. From the latter lead the pupils to see that when either subject or predicate is complex a further analysis is possible. Bring out that:

   (i) The subject may contain an adjective (word or group) as well as the noun or substitute for a noun which is its chief part.

   (ii) The predicate may contain an adverb (word or group) or an object or both as well as the verb.

But make it clear by examples that each of these sub-divisions may occur either separately or in combination with any of the others.

7. Recall that such verbs as Be or Become require an adjective, a noun, or a pronoun, or both adjective and noun or pronoun, to be added to them to form predicates. Now make it quite clear by examples that this combination cannot be sub-divided as the verb by itself states nothing.

(f) **Analytic Exercises (both oral and written):**

*N.B.* These should be continued through many lessons. They will give occasion from time to time for special revision of any parts of the previous course that are found to need it.
1. Analysis of given sentences, varied in structure and graduated in difficulty and complexity to give full scope for the developing powers of the pupils, but never such as to be beyond those powers.

Always the analysis should be in steps—first into subject and predicate; then examination of the subject with sub-analysis if needed; then examination of the predicate with any sub-analysis that may be applicable.

N.B. The greater part of the practice should be oral, for then reasons can be immediately required for the results offered, and false conceptions amended; but written exercises should be set from time to time to ensure both individual work and individual progress. These should not generally be uniform for all the pupils in a class, but should be carefully adapted to the individual capacity of each.

2. Application of grammatical analysis in reading and composition lessons to clear up obscurities of construction. This, of course, will be done orally.

(g) Synthetic Exercises (both oral and written):

N.B. Such exercises as are here suggested may profitably be given from time to time as elements in the course of composition.

1. Re-arrangement of the elements of given confused sentences, so as to bring them into correct juxta-position.

2. Construction of sentences on set topics, each to contain definite elements. These should be given in the utmost variety of combination, and graduated to meet the growing powers of the pupils.

N.B. The greater part of such exercises should be written, though where a weakness is shown to be common to a number of the members of the class it should be dealt with orally, and the weakness detected and remedied by the co-operative efforts of the pupils under the guidance of the teacher.
This advanced course should not be attempted until the pupils can readily and accurately apply simple analysis to any ordinary sentence. When they can do that, but not before, the time has come for examining in detail the constituent elements of sentences, and determining their nature and relations. This is the subject-matter of Part II. Thus, no definite time can be laid down before-hand as to when a particular class should enter upon this second section of the whole course: it depends absolutely upon the progress made and the power developed.

Whenever it takes place, there should be no break with the past. The more complex analysis should appear as a natural development of the familiar simple analysis. Indeed, the frequent occurrence of clauses in the examples treated in practice should raise a desire for a deeper examination. Hence, the analytic and synthetic exercises of the last chapter of Part I should be continued side by side with the teaching of the matter of the first three chapters of Part II, which prepare the way for such a deeper examination as is begun in Chapter IV, and these exercises should be increasingly rich in clauses.
The composition of sentences exemplifying a set structure is a valuable exercise in composition, provided that stress is laid on the necessity for writing good and sensible English in every case. It develops the constructive power of the pupils, and, by teaching them practically the variety of forms of construction available, brings home to them more fully and clearly than is otherwise possible the resources of their mother tongue as a vehicle for the expression of thought.

CHAPTER I
GROUPS OF WORDS

(a) The pupils have been made familiar with groups of words having the functions of adverbs, adjectives, and nouns. Hitherto these have been treated as unitary wholes. They are now to be examined in order to lay bare their structure, and on that basis to classify them into phrases and clauses. This distinction should be made perfectly clear, illustrated by many examples in each of the three kinds of groups, and connected with that between simple and complex sentences. At the same time, the unity of function of each group as a whole should be kept prominent. This will be made evident if the pupils are led to see that in many cases word, phrase, and clause, can be inter-changed, though the groups often give a more definite meaning than do the single words.

(b) It has been found that children have least difficulty in apprehending Adverb Clauses, and most in dealing
with Noun Clauses. Consequently, it is well to take the detailed examination of groups of words in the order—Adverb, Adjective, Noun.

(c) The matter of this chapter may well be spread over four lessons, each of the first three dealing with one class of word-groups, and the fourth devoted to revision and to distinguishing their kinds. It is important for further progress that readiness and correctness in distinguishing phrases and clauses, and in assigning each to its functional part of speech, should be secured before advance is made to the study of their relations to the principal clause in a complex sentence. Exercises in distinguishing phrases and clauses should, therefore, be continued till Chapter IV is reached.

(d) The teaching may proceed somewhat on the following lines:

1. In guided conversation lead the pupils to recall that adverbs, adjectives, and nouns, are often expressed in groups of words, and to supply examples of each, to which the teacher may add others to make the survey fairly complete.

2. Write on the black-board several sentences containing word-adverbs, so spaced as to allow corresponding phrases and clauses to be written under each. Mark them (a). Get the pupils to replace the word-adverbs by adjective groups; secure that both phrases and clauses are included in every case; write these in the spaces left on the black-board, always placing the phrases before the clauses; mark the phrases (b), and the clauses (c).

3. Lead the pupils to examine each of these groups, noting
(i) that some, in sentences marked (c), contain a verb, and others, in sentences marked (b), do not;
(ii) that each of the former, if taken out of its sentence, can be divided into subject and predicate.
Give names "Phrase" and "Clause," and lead the pupils simply to define each by this characteristic.
4. Distinguish sentences containing clauses as Complex; those that contain no clauses as Simple.
5. When these distinctions are thoroughly grasped in the case of adverbs, proceed similarly with adjectives.
6. When they are mastered both in adverbs and adjectives, deal with the noun on generally similar lines.
7. Examine a number of mixed examples—adverbs, adjectives, and nouns, both phrases and clauses—and have them classified, requiring clear reasons in each case.

(e) Analytic Exercises:
1. Select all the adverbs in given passages, and classify them as words, phrases, and clauses, giving reasons.
2. Similar exercises with adjectives.
3. Similar exercises with nouns.
4. In given passages distinguish between the simple and the complex sentences, giving reasons.
5. After adequate oral practice, set similar written exercises.

(f) Synthetic Exercises:
1. Replace word-adverbs by (i) adverb phrases, (ii) adverb clauses, saying in each case what difference, if any, is made in the meaning.
2. Substitute word-adverbs for adverb phrases and clauses in given sentences.
3-6. Similar exercises with adjectives and nouns.

7. After sufficient oral practice, set similar written exercises.

8. Rewrite given passages, changing marked adverbs, adjectives, and nouns (words) into corresponding phrases or clauses; indicate the former by (b), the latter by (c).

_N.B._ Only such words as can be appropriately changed into phrases and clauses should be marked.

9. Write narratives on set topics—given by the teacher or chosen individually by the pupils—using both phrases and clauses appropriately. Mark and classify each by writing after it (adv. _ph._), (n. _cl._), _etc._

_N.B._ Natural expression should be insisted on; no attempt should be made to introduce all the varieties of word-groups into a single piece of writing.

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**CHAPTER II**

**PREPOSITIONS**

(a) The only thing it is necessary to teach about prepositions is their relating power. All understanding of the structure of sentences depends on this being correctly apprehended. The pupils should be required always to state this as relating the governed word to another element in the sentence; the order is not, as it is with conjunctions, a matter of indifference.

(b) Classifications of prepositions—as, of time, place, etc.—should be ignored. The differences are not inherent in the prepositions, but in the phrases, and those the pupils will readily recognize as Adverb Phrases of Time, etc.,
e.g. "in the morning," and "in the room," express time and place respectively, but the simple preposition "in" expresses neither.

(c) The teaching may follow lines somewhat as follows:

1. Write on the black-board sentences containing prepositions relating nouns (or pronouns) to (i) verbs, (ii) nouns, (iii) adjectives. Examine the structure of each sentence so as to bring out the relating function of the prepositions. Insist that it is the governed word that is related to—i.e. made dependent on—some other element in the sentence.

2. Examine what that element may be, and hence lead the pupils to form a definition.

3. Examine the same sentences, and distinguish cases in which a preposition relates a phrase to an element outside it from those in which it relates the elements within the phrase.

(d) Analytic Exercises:

1. Pick out the prepositions in given passages, and state what elements each relates.

2. Examine the same prepositions, and distinguish those that bind together the elements of a phrase from those that relate a phrase to another element in the whole sentence.

3. When these can be well done orally, set similar written exercises.

(e) Synthetic Exercises:

1. Fill blanks left in given sentences with appropriate prepositions.

2. Add suitable adverb phrases beginning with prepositions to the verbs in given sentences.
3. Add suitable adverb phrases beginning with prepositions to selected adjectives in given sentences.

4. Add adjective phrases beginning with prepositions to selected nouns in given sentences.

5. After a number of such exercises have been done orally, set similar exercises to be done in writing. In these all three relations should be included. The incomplete sentences may be written on the black-board with the words to which the relation is to be made underlined.

6. Write passages on various topics—given by the teacher or selected individually by the pupils—containing prepositions making all the kinds of relations. Mark the prepositions with (p), and underline the words they relate with a single line, and those to which they relate them with a double line.

CHAPTER III

COMPOUND SENTENCES

(a) It is to be made clear that sentences—whether simple or complex—when they are closely connected in thought are linked together in Compound Sentences. Each compound sentence should be looked at as one whole, and the reason for the linking of sentences within it brought out in each case.

(b) The use of the bracket at once symbolizes to the eye both their independent character and their close connexion in thought. It, therefore, adds to the clearness with which the total structure is apprehended.
(c) Avoid at present the use of the term "Conjunction." Call such words "Links" or "Linking Words," so as to make their function familiar as a preparation for the detailed study of them which will be made later.

(d) The mode of teaching may be somewhat as follows:

Place on the black-board a number of suitable examples; discuss the meanings, so as to bring out that two independent statements are, in each case, closely connected, and that this connexion is marked by a link-word.

(e) Analytic Exercises:

1. Find the compound sentences in selected passages containing only completely stated sentences. Distinguish the sentences that are linked in each, and determine whether each element of each compound sentence is a simple or a complex sentence.

2. Do the same with other selected passages in which some of the linked sentences are incompletely stated, completing the statement of each.

3. After these have been done orally, similar exercises may be given to be done in writing. Insist always that incompletely stated sentences be set out in full. Require the structure of each compound sentence to be shown by a diagram.

(f) Synthetic Exercises:

1. Insert suitable link-words in blanks left in given compound sentences, and give a reason for the use of each.

2. Compose sentences which can be suitably joined by given link-words.

3. After these have been done orally, give similar exercises to be written.
4. Write passages on set topics—either given by the teacher or chosen individually by the pupils—using compound sentences where suitable, and then set out each with its appropriate diagram.

CHAPTER IV

COMPLEX SENTENCES

(a) The general nature of a complex sentence, as one containing an adverb, an adjective, or a noun, clause has been already learnt. The points now to be made clear are the relation of such subordinate clauses to the rest of the sentence, and the consequent distinction between subordinate and principal clauses.

(b) The use of the diagrammatic representation of this relation at once makes its nature clear to the eye and brings out the difference in structure between complex and compound sentences.

(c) Base all division of a complex sentence into clauses on simple analysis of the whole on the lines given in Part I, Ch. XVII.

(d) The general order of teaching may be somewhat as follows:

1. By guided conversation lead the pupils to recall that a complex sentence is one containing an adverb, an adjective, or a noun, clause. Get examples of sentences containing each, select suitable ones and write them on the black-board, underline the subordinate
clauses, let the pupils say of what kind each is, enter
this on the black-board.

2. Examine the rest of each sentence and bring out
that it always contains the main assertion made by
the sentence as a whole. Give name "Principal
Clause," and get the pupils to give a simple definition.
Underline the principal clauses with chalk of another
colour.

3. Mark the distinction diagrammatically, and lead
the pupils to see that the diagram expresses the fact
that the clauses related are not of equal rank. Contrast
with the bracket diagram which marks co-ordina-
tion.

4. Show by examples that clauses as well as whole
sentences may be compound. Illustrate copiously.

(e) Analytic Exercises:

1. Select from given passages the complex sentences
(each composed of a simple principal and one simple
subordinate clause); analyse them, and then distinguish
the subordinate from the principal clauses. Name the
kind of each subordinate clause.

2. Do the same with passages containing compound
as well as simple clauses, and distinguish them from
each other.

3. After adequate oral practice, set similar exercises
to be done in writing, requiring the diagram in each
case.

(f) Synthetic Exercises:

1. Add suitable simple subordinate clauses to given
principal clauses, and say of what kind each is.

2. Add suitable principal clauses to given simple
subordinate clauses of every kind.
3 and 4. Similar exercises requiring compound clauses to be added.

5-8. After sufficient oral practice, set similar exercises to be written, requiring the diagram in each case.

9. Write passages on given topics, using clauses of various kinds: mark them as s.p., cd.p., s.adv., cd. adv., etc.

10. Write sentences of the structure represented by given diagrams.

N.B. These should be graduated—(i) two simple clauses making a complex sentence, (ii) various combinations of simple and compound clauses, (iii) combinations of compound clauses. Sometimes the topics should be given, at other times left to the individual choice of the pupils.

CHAPTER V

CONJUNCTIONS

(a) The explicit examination of conjunctions, and the use of the term, are better postponed to this stage, when both their co-ordinative and their subordinative functions have become familiar.

(b) The distinctions dealt with in 3-5 should be clearly grasped and copiously illustrated, as they do much to help pupils to realize the exact relations both of their own thoughts and of the thoughts of others presented to them in speech or writing.

(c) The distinction between conjunctive and subordinative conjunctions should be made perfectly clear; otherwise the structure of many sentences must remain obscure.
It is better, however, to treat them separately at first, and then, when each is understood, to compare their functions. So the matter of 7 and 8 may well be postponed to a second lesson.

(d) The order of teaching may be somewhat as follows:

1. In guided conversation revise what has been learnt of compound sentences, and draw attention to the linking words. Give term "Conjunction," and use it henceforth throughout the lesson.

2. Similarly revise what has been learnt of single and compound subjects, and lead the pupils to examine when the latter belong to the predicate conjointly, and when they belong to it separately and so really make two predications in thought.

3. Discuss the distinction between conjunctions that simply join statements and those that contrast them. Show that these distinctions are marked by the conjunctions used.

4. By examples lead the pupils to grasp the alternative force of "either . . . or," "neither . . . nor," and to see the origin of the n in the latter words.

5. Deal with compound clauses in a similar manner: Secure that illustrations are given of all kinds of compound clauses, then fix attention on the conjunctions.

6. Similarly revise the knowledge of how adverb and noun clauses are linked to their principal clauses.

7. By guided discussion lead the pupils to give a simple definition of a conjunction, such as "A conjunction is a word, or group of words, that links together sentences, clauses, or words."
(e) **Analytic Exercises**:

1. Pick out the conjunctions in given passages (containing only coordinative conjunctions); say what each joins.

2. In the above distinguish the kinds of relations expressed, as “simply joining,” “contrast,” “alternative.”

3. Pick out all the conjunctions from given passages (containing both conjunctive and subordinative conjunctions), say what each joins, and distinguish those that join elements of equal rank from those that link a subordinate to a principal clause.

4. Such exercises will mainly be done orally, but a few similar ones may be set to be done in writing.

(f) **Synthetic Exercises**:

1. Insert suitable conjunctions in blanks left in given compound sentences and clauses. Give the function of each as “simply joining,” “contrasting,” “offering a choice” (or “alternative”).

2. Compose sentences in which conjunctions join words only, and others in which they join abbreviated sentences; and say which each does.

3. Insert suitable conjunctions in blanks left between principal and adverb clauses, and between principal and noun clauses in given complex sentences.

4. After oral practice has given facility, set similar written exercises.

5. Write passages on given topics, doubly underline each conjunction, and singly underline the elements joined in each case. Mark by (c) and (s) whether each conjunction is coordinative or subordinative.
6. Write passages on given topics containing conjunctions which (i) simply join, (ii) contrast, (iii) express a choice (or alternative), (iv) link a subordinate to a principal clause. Mark each by (j), (c), (a), (s).

CHAPTER VI

ADVERB CLAUSES

(a) The study of adverb clauses gives occasion for revising the kinds of relations expressed by adverbs. It should be kept prominently before the pupils that an adverb clause is essentially an adverb expressed in the most complete form.

(b) Attention should first be concentrated on adverb clauses attached to verbs. Only when they are mastered should adverb clauses connected with adjectives and adverbs of manner be considered. This latter point had better be postponed to a separate lesson. A third may well be given to plurality of clauses.

(c) In dealing with adverb clauses attached to adjectives and adverbs, the use of correlative such as "as . . . as," "so . . . as," should be examined, and the pupils led to see that the adverb clause introduced by the latter word is an expansion of the former. The first of the two correlative words is an adverb connected with the adjective (or adverb) in the principal clause, and this adverb is expanded by the adverb clause; e.g., in "He ran as quickly as he could" the adverb clause "as he could" expands and gives a definite meaning to the adverb "as" which
precedes "quickly." It therefore modifies "quickly," as does the "as" which it enlarges. Similarly when the word modified by the former of the correlative words is an adjective. This is, perhaps, seen most easily when the first "as" is omitted, as in "The muscles of his brawny arms are strong as iron bands." Here the adverb clause is seen at once to be attached to the adjective "strong," but the sentence would be equally well expressed "The muscles of his brawny arms are as strong as iron bands." This insertion of the first "as" of course does not affect the relation of the clause which follows "strong."

(d) It is best to regard the conjunction which links the adverb clause to the principal clause as part of the subordinate clause, which is not fully expressed without it. In this it resembles the relative pronoun.

(e) Here, as elsewhere, begin the examination of the relations of clauses in every example by having the complete sentence simply analysed on the lines laid down in Part I, Chap. XVII, and base all distinction of clauses on this analysis. Always follow the order of treatment illustrated in 5.

(f) The teaching may proceed somewhat on the following lines:

1. Place on the black-board sentences containing adverbs of each kind that modify verbs: have them changed into corresponding clauses; make clear the greater definiteness of meaning that results.

2. Bring out that every relation (time, place, etc.) that can be expressed by a simple adverb may be more fully expressed by an adverb clause.

3. Examine the words which link the adverb clauses to
the principal clauses, and show that they not only do this but are also so closely connected with the adverb clauses that these do not give their full sense without them.

4. Deal in a similar way with adverb clauses attached to adjectives.

5. Deal similarly with adverb clauses connected with adverbs of manner.

6. By examples lead the pupils to see that several adverb clauses may be linked to one principal clause.

7. In revisional conversation, illustrated by examples, make clear that in such cases the adverb clauses may either be independent of each other or linked together into a compound adverb clause when they are closely connected in meaning.

(g) Analytic Exercises:

1. Make a simple analysis of given sentences containing one adverb clause connected with the verb in the principal clause, and in the light of it distinguish the principal and adverb clauses. State the kind of each adverb clause.

2. Similar exercises with sentences each containing a single adverb clause attached to an adjective in the principal clause: in every case say to what word in the principal clause the adverb clause is related.

3. Similar exercises with sentences containing single adverb clauses connected with adverbs in the principal clauses.

4. Similar exercises with sentences containing more than one adverb clause. Relate each to the word in the principal clause which it modifies. Distinguish the compound from the independent adverb clauses.
5. Select from given passages the complex sentences containing adverb clauses. Analyse them and distinguish their clauses; relate each adverb clause to its proper word in the principal clause.

6. After facility is secured by abundant oral practice, set similar exercises to be done in writing, requiring the diagrammatic representation in every case.

(h) Synthetic Exercises:

1. Add suitable single adverb clauses of time, place, etc., to modify the verbs in given principal clauses.

2. Similar exercises with adverb clauses modifying specified adjectives and adverbs in given principal clauses.

3 and 4. Similar exercises requiring more than one adverb clause of specified kinds to be added in each case; the independent to be distinguished from the compound adverb clauses.

5. Add suitable principal clauses to given adverb clauses and combinations of clauses.

6. After sufficient oral practice on these lines, give similar written exercises.

7. Write passages on given topics, using adverb clauses of different kinds appropriately; mark them as (t), (p), (d), etc.

8. Write sentences of the structure represented by given diagrams, graduated in difficulty and complexity, both on set topics and on topics selected independently by the pupils.
(a) The chief point to which attention should be drawn is that adjective clauses may be attached to any noun (or pronoun) in the principal clause, and consequently may appear either in the subject or in the predicate of the complex sentence. There is no advantage in pushing the analysis further. Whether, when it is in the predicate, the adjective clause qualifies a complementary noun or pronoun, an object, or a noun or pronoun in an adverb or adjective clause, is of small importance.

(b) The treatment of a plurality of adjective clauses in the same complex sentence may well be postponed to a second lesson.

(c) Attention should be directed to the fact that an adjective clause is linked to the word it qualifies by its first word, but that this word is sometimes omitted; as, "The soldier [whom] I met last month has since won the Victoria Cross." The pupils should be led to insert these "understood" words when they are not explicitly stated. Make it clear that, though these introductory words link the adjective clause to the principal clause, yet they belong to the former, and cannot be separated from it. But do not examine their nature at this stage. Avoid adjective clauses introduced by "when" and "where" till the study of Relative Pronouns is undertaken.

(d) Base all examination of the relations of clauses on a preliminary simple analysis of the whole sentence.

(e) The order of teaching may be somewhat as follows:
1. Place on the black-board sentences containing adjectives qualifying nouns and pronouns in various relations in the sentence; have them changed into corresponding clauses, and make clear the greater definiteness in meaning which results.

2. Note that such clauses may be attached to nouns or pronouns either in the subject, or in any part of the predicate, of the complex sentence. Illustrate by exhaustive examples.

3. Examine the words that link adjective clauses to the words to which they are attached in the principal clause, making it clear that they belong to the adjective clause. Illustrate their omission in speech, and show that they are, nevertheless, understood in thought.

4. Lead the pupils to see that several adjective clauses may be attached to the same principal clause, and illustrate by examples, including cases in which they are all attached to the same noun or pronoun, and cases in which they are attached to different nouns or pronouns.

5. In revisional conversation lead the pupils to see that when more than one adjective clause is attached to the same noun or pronoun in the principal clause, this common reference closely connects them, so that together they form a compound adjective clause.

(f) Analytic Exercises:

1. Make a simple analysis of given sentences, each containing one adjective clause: in the light of it distinguish the adjective from the principal clause. State to what noun or pronoun in the principal clause the adjective clause is attached, and, in consequence, whether
it belongs to the subject or to the predicate of the whole sentence.

2. Similar exercises with sentences containing more than one adjective clause. Relate each to its noun or pronoun, and distinguish between independent and compound adjective clauses.

3. Select from given passages the complex sentences containing adjective clauses. Analyse them and base the distinction and relations of clauses on that analysis.

4. After adequate oral practice, set similar exercises to be done in writing, requiring the diagrammatic representation in every case.

(g) Synthetic Exercises:

1. Add suitable adjective clauses to specified nouns (or pronouns) in given sentences. These should be graduated as so to require:

   (i) one adjective clause to be added to one noun or pronoun either in the subject or in the predicate.

   (ii) one adjective clause to be added to nouns or pronouns in both subject and predicate.

   (iii) a compound adjective clause to be added to one specified noun or pronoun, and an independent adjective clause to another.

   (iv) both compound and independent adjective clauses to be added to the same noun or pronoun.

   (v) various combinations of these of growing degrees of complexity.

2. Add suitable principal clauses to given adjective clauses, so as to make those clauses (i) part of subject, (ii) part of predicate. These also should be graduated as in 1.
3. After sufficient oral practice, let similar exercises be written.

4. Write passages on set topics, using adjective clauses in various relations; underline each, and mark whether it belongs to the subject or to the predicate by (s) and (p).

5. Write sentences of the structure represented by given diagrams, both on set topics and on subjects chosen freely by the pupils individually.

N.B. These should be graduated so as to introduce single clauses before a plurality of clauses. The order suggested in 1 may be broadly followed.

CHAPTER VIII

RELATIVE PRONOUNS

(a) The relative pronoun is properly taught here, because its function has been made apparent by the work in the last chapter. Its two-fold character, as standing for its antecedent and also linking to that antecedent a qualifying adjective clause, should be carefully brought out and copiously illustrated.

(b) The matter of this chapter may well be spread over two lessons, the first dealing with 1 to 3, the second with 4 and 5.

(c) The use of where and when as equivalent to which preceded by a preposition should be carefully discussed, and the pupils led to see that those words are then pronouns, and introduce adjective, and not adverb, clauses. It must be emphasized that the distinction between these
is one of meaning, and is not to be mechanically determined by noticing the introductory word.

(d) When the relations of the relative pronoun have been grasped, they should be examined in detail. This makes explicit (i) its case, (ii) its agreement in person and number with its antecedent, (iii) the consequent determination of the form of the verb in the adjective clause when the relative pronoun is its subject.

(e) The order of teaching may be somewhat as follows:

1. In guided conversation revise what has been learnt as to how an adjective clause is linked to the noun or pronoun it qualifies. Put some suitable examples on the black-board, and underline the linking words. Examine them with the class, bringing out:

   (i) that they stand for a noun or pronoun in the principal clause, and are, therefore, pronouns. Give and explain the term "antecedent."

   (ii) that each attaches to its antecedent a qualifying adjective clause, of which it is the first word, and is, therefore, a relating word. Give name, pointing out its suitability.

2. By examination of carefully chosen examples lead the pupils to draw out a list of relative pronouns, and to determine the kind of antecedent for which each is used.

3. Discuss carefully examples in which the linking word is where or when, leading the pupils to see that in each case we can substitute which preceded by an appropriate preposition without changing the meaning. Hence draw them on to infer that the clauses thus introduced qualify nouns or pronouns, and are, therefore,
adjective, and not adverb, clauses. Compare with adverb clauses introduced by the same words, making clear that in them the clause is attached to the verb in the principal clause.

4. Write on the black-board suitable examples to bring out the determination of the case of the relative pronoun: lead the pupils to see that it depends on its relation to the rest of the adjective clause.

5. Similarly lead the pupils to discover that the person and number of the verb in the adjective clause ultimately depend on the antecedent of that pronoun.

(f) Analytic Exercises:

1. Select from given passages the complex sentences containing adjective clauses. State what relative pronoun, expressed or understood, introduces each.

2. Determine the case of each relative pronoun thus found.

3. Find the antecedent of each of those pronouns, and distinguish the cases in which this affects the form of the verb in the adjective clause from those in which it does not. Explain this difference.

4. Such exercises will mainly be done orally, but a few similar ones may be set to be written.

(g) Synthetic Exercises:

1. Fill with suitable relative pronouns blanks left in given complex sentences consisting of principal and adjective clauses.

_N.B._ These should be varied so as to bring out the use of each relative pronoun in the various cases, numbers, and persons. They had better be done orally, as then the results can be discussed immediately, and any requisite explanation given.
2. Substitute "which" with an appropriate preposition for "where" and "when" in the adjective clauses in given sentences (oral).

3. Correct errors in given sentences containing relative pronouns (oral).

   N.B. Errors of case, number, person, and agreement of verb should be included.

4. Write passages on given topics, containing adjective clauses introduced by relative pronouns; underline each relative pronoun; mark each antecedent by (a). State the case, number, and person, of each relative pronoun.

CHAPTER IX

NOUN CLAUSES

(a) Experience has shown that the use of the noun clause as object is more readily apprehended than its use as subject, especially when the latter is in apposition with "it" or a similar pronoun. This decides the order of teaching, which may well be spread over three lessons—(i) the noun clause as object, (ii) the noun clause as subject, dealing with both forms, (iii) plurality of noun clauses in the same sentence, so used as to revise (i) and (ii).

(b) The difference between direct and indirect narration should be made perfectly clear and illustrated copiously from the class reading books. Much practice, both oral and written, in changing each into the other should be given.

(c) The appositional construction will require copious
and varied illustration. The use of "It," or some equivalent pronoun, in apposition with a noun clause should be shown to be only one of several modes in which apposition is found in English. If the previous work has been thoroughly done, and apposition is now clearly understood, no confusion between this construction, in which the subject appears in two forms, and that of "subject—verb—object," should arise. If it does, the teacher should revise what was previously learnt about the nominative and objective cases, basing the revision on simple analysis, and should then lead the pupils to make an explicit comparison between the two constructions as expressive of totally different meanings.

(d) It should be made clear that when the noun clause stands in apposition with a pronoun, that pronoun is the grammatical subject of the principal clause; but when it stands alone it is itself the subject of that clause, though we may then substitute "It" or "That" for it in the principal clause without affecting the meaning.

(e) All examination of the relations of clauses should be based on a preliminary analysis of the whole complex sentence.

(f) The teaching may proceed somewhat on the following lines:

1. Place on the black-board carefully chosen sentences consisting of subject, verb, object noun (word or phrase), such that a noun clause can be readily substituted for the object: have the object nouns changed into equivalent clauses, and bring out that a noun clause can take the place of a noun or noun phrase used as object; e.g.:
(i) He showed me my mistake.
    He showed me where I was wrong.
(ii) He told me to take pains.
    He told me that I was to take pains.
(iii) I propose playing cricket this afternoon.
    I propose that we play cricket this afternoon

2. Give a number of suitable subjects and transitive verbs, and lead the pupils to add noun clauses as objects.

3. Place on the black-board a number of pairs of sentences in direct and indirect narration. Compare the two constructions, and bring out their characteristics. Require many other examples to be given.

4. Place on the black-board a number of pairs of sentences with noun clauses as subjects, in one case stated directly, in the other using the appositional form with "It." Lead the pupils to see that they are equivalent in meaning, but that the latter form gives rather greater emphasis to the noun clause. Illustrate by other modes of appositional use.

5. Examine the "that" which links the "It" to the noun clause as subject, and bring out that it means "that is to say."

6. By carefully chosen examples lead the pupils to see that more than one noun clause may be found in the same complex sentence, and that when one is subject and the other object they are independent, but when they are both in the same relation to the verb in the principal clause they form a compound noun clause.

(g) Analytic Exercises:
   1. Make simple analyses of given complex sentences,
each consisting of a principal and one object noun clause. In the light of them distinguish the principal and noun clauses, and state the relation of the latter to the verb in the former.

2. Distinguish in a number of given sentences object noun clauses in direct and in indirect narration.

3. Make simple analyses of given sentences, each containing one noun clause as subject, some stated directly, others in apposition with "It." In the light of those analyses distinguish the principal and noun clauses. Re-state the sentence when the noun clause stands alone, substituting "It" for it in the principal clause.

4. Similar exercises to 1 and 3 with sentences containing more than one noun clause. In each case say whether the noun clause is object or subject, and in the latter whether it is in apposition with a pronoun or stands alone.

5. Select from given passages the complex sentences containing noun clauses, and state the relation of each noun clause to the verb in the principal clause.

6. After much oral practice on such lines, set similar exercises to be written, requiring the relations of clauses in each case to be represented diagrammatically.

(h) Synthetic Exercises:

1. Give a number of subjects followed by transitive verbs and require the sentences to be completed by the addition of suitable object noun clauses.

2. Add suitable principal clauses to given verbs followed by object noun clauses, both in direct and in indirect narration.
3. Change a number of sentences, given some in direct, some in indirect, narration, into the other form of narration.

4. Change selected passages (i) from direct into indirect, (ii) from indirect into direct, narration.

5. After adequate oral practice, set similar exercises to be done in writing.

6. Write a story in indirect narration.

7. Re-write the same story in direct narration.

8. Change the subject nouns in given sentences into noun clauses; e.g. "My task is hard"; "What I have to do is hard."

9. Add noun clauses as subjects to incompletely stated sentences; use both forms in each case.

10. After oral practice has given facility, set similar written exercises.

11. Write passages on set topics, using noun clauses in suitable places both as subjects and as objects. Underline each noun clause and mark it as (s) or (o).

12. Write sentences of which the structure is represented by given diagrams, both on set topics and on topics chosen individually by the pupils. These should be graded:

   (i) Single noun clauses as objects.
   (ii) Compound noun clauses as objects.
   (iii) Single noun clauses as subjects.
   (iv) Compound noun clauses as subjects.
   (v) Single noun clauses both as objects and as subjects.
   (vi) Various combinations of independent and compound noun clauses.
CHAPTER X

COMBINATIONS OF CLAUSES

(a) No new matter remains to be taught. This and the following two chapters merely deal with sentences of more complicated structure, but using the same elements in the same relations as those that have been studied already. The work is, therefore, revisional in the most effective way of bringing old knowledge into fresh combinations. It follows that most of the time should be given to practice, and that a good deal of this should be done orally, especially in the analytic exercises, in order that the suggestions offered by the pupils may be critically discussed by class and teacher together.

(b) It is important to secure graduation. Complex sentences with two subordinate clauses should be taken before those with a greater number, and all possible combinations should be included.

(c) The number of lessons given to this work should be determined by the facility acquired by the pupils. A great many will in any case be advisable, as the more complex steps of analysis treated in the next chapter cannot be effectively entered upon until the pupils can readily and accurately distinguish the subordinate clauses directly connected with the principal clause in all ordinary sentences. Complex subordinate clauses will at this stage still be treated as wholes, but they should be included
in some of the exercises in order to pave the way for their more detailed study at the next stage.

(d) The teacher should aim less at the working of many exercises than at thoroughness in the examination of each. Critical discussion of suggestions offered by pupils should not be hurried, and should be made as exhaustive as possible. At the same time, care should be taken that no example is dwelt on so long that boredom is provoked.

(e) Simple analysis of each sentence as a whole should always be insisted on as a preparation for the determination of the relations of clauses.

(f) Analytic Exercises (both oral and written):

1. Apply simple analysis to given sentences, and on that basis distinguish the principal and subordinate clauses. Give the kind of each of the latter and its relation to the principal clause. Represent the relations of clauses diagrammatically.

_N.B._ Secure that the given sentences include examples of all kinds of combinations, intermixed with simple sentences, compound sentences, and sentences containing only one kind of subordinate clause.

2. Select from given passages (i) the simple sentences, (ii) the compound sentences, (iii) the complex sentences. Analyse each complex sentence, and distinguish the clauses that compose it. Represent all diagrammatically.

(g) Synthetic Exercises:

1. Add suitable subordinate clauses of stated kinds to given principal clauses so as to make complex sentences.
2. Add suitable principal clauses to given sets of subordinate clauses.

3. After these have been done orally, set similar written exercises.

4. Write passages on set topics, using subordinate clauses where they are suitable. Underline the adverb clauses by a single line, the adjective clauses by a double line, the object noun clauses by a triple line, the subject noun clauses by a quadruple line. State in each case to which word in the principal clause the subordinate clause is attached.

5. Write sentences of which the structure is represented by given diagrams, both on set topics and on subjects chosen individually by the pupils.

N.B. The diagrams given should be varied in structure and carefully graduated in difficulty.

CHAPTER XI

COMPLEX SUBORDINATE CLAUSES

(a) This completion of the analysis of complex sentences should not be attempted until the pupils have quite mastered the direct relation of subordinate clauses to the principal clause. A complex subordinate clause should be treated as a whole until its reference to the principal clause can be made both readily and surely.

(b) The advance in complication when this further stage of analysis is undertaken does not, however, bring
in any new elements, but only draws attention to complexities of structure which have hitherto been passed over in silence.

(c) The examination should always proceed in steps, and be based on simple analysis, first of the whole sentence, hence determining the main subordinate clauses and their relations to the principal clause; then of any of these subordinate clauses that is itself complex; and so on, till the process is complete, in that the whole is split up into simple clauses. In dealing with complex clauses the teacher should be very careful always to speak of them as clauses—never as sentences.

(d) The examples worked in the *Groundwork* should be carefully examined and discussed by teacher and class, and the pupils required to give fully the analyses of the subordinate clauses. When they are thoroughly understood these examples will serve as guides to the pupils' own efforts.

(e) Practice should not be confined to sentences of complicated structure. They should be interspersed with others of the simpler kinds already dealt with, so that the pupils may not be led to suspect that every complex sentence contains complex clauses.

(f) Much of the practice, especially in analytic exercises, should be oral, so that the results suggested by the pupils may be readily and immediately discussed in class.

(g) **Analytic Exercises (oral and written):**

Apply simple analysis to given complex sentences containing complex subordinate clauses; hence determine the relations of the subordinate clauses to the principal
clause. Examine each subordinate clause; if any is complex, take it apart, analyse it, and determine the relations of clauses within it. Then combine the results and represent the structure of the whole sentence diagrammatically.

N.B. The exercises should be graduated—(i) sentences containing one subordinate clause of one degree of complexity, (ii) sentences containing more than one complex subordinate clause, each of one degree of complexity, (iii) sentences containing one subordinate clause of two degrees of complexity, etc.

(h) Synthetic Exercises:

1. (Oral and written) Expand the subordinate clauses in each of a set of given complex sentences, so as to make each a complex clause. State what relations of clauses then hold in the whole sentence, and represent them diagrammatically.

2. Write passages on set topics, using suitable combinations of clauses of various degrees of complexity. Underline each complex subordinate clause, and show diagrammatically the relations of clauses within it.

3. Write sentences of which the structure is represented by given diagrams, both on set topics and on topics chosen freely by the pupils individually.

N.B. The diagrams given should be varied in construction and carefully graduated in difficulty. They should demand the exercise of the full powers of the pupils, but should never exceed those powers.
CHAPTER XII

CHAINS OF SENTENCES

(a) The course in grammar is completed by the application of analysis to continuous passages. The only new point is the division into sentences, in each of which the relations of clauses is found in the way already familiar. The further analysis of the clauses will seldom be necessary or advisable. At the same time it should be noted whether each sentence makes by itself a step in the advance of thought, or whether two or more sentences are coupled in a compound sentence so as together to form such a step.

(b) The practical value of analysis will be made evident if it is regularly applied to clear up difficulties in apprehension of meaning caused either by complexity of construction or by confusion of arrangement. The structure of a sentence, and the relations between its parts, cannot be found without a thorough examination of its meaning. To analyse the sentence ensures not only that such an examination is made, but that it is made methodically and thoroughly. But the instrument of analysis cannot be applied to complicated sentences until its use has become facile, and such facility results only from its frequent use in dealing with simpler combinations.

(c) A great deal of the analytic practice should continue to be done orally; the reasons for the suggestions offered should be called for and discussed so as either to justify or to correct them.

(d) The examples worked out in the Groundwork should
be fully discussed. The pupils may afterwards use them as suggestive guides in their own analytic work.

*(e) Analytic Exercises (mainly oral)*:

1. Division into sentences of passages of various character, but each containing some sentences of complicated structure; analysis of each of these and consequent determination of relations of clauses, continued till every relation is laid bare; gathering together of results and diagrammatic representation of the structure of the whole passages, including the noting of compound sentences.

*N.B.* Care should be taken so to graduate these exercises that the pupils feel they are increasingly acquiring the power to find the exact meaning of passages which at first seem obscure to them.

2. Application of analysis to clear up obscurities of construction found in any book read in class.

3. Appeal to analysis to make clear faults of construction leading to ambiguity or obscurity in the pupils' own compositions.

*N.B.* Such exercises as 2 and 3 are of course incidental in lessons other than those on grammar. But when a particular type of fault is common in the writings of the class it may well be fully dealt with in a grammar lesson.

*(f) Synthetic Exercises*:

1. Passages to be written on set topics bringing in the use of any kind of structure of sentences in which the pupils show themselves deficient.

*N.B.* These would not necessarily be the same for all.

2. The construction of sentences of structure represented by given diagrams.

*N.B.* This is always a valuable exercise calling for precise constructive power. It, also, can be adapted to the particular
needs of individual pupils. It should regularly form part of the exercises in English to the end of the school course. It is well not to extend it to chains of sentences, because the predetermined structure would be a hindrance to the free development of a topic. Its aim is to give facility in the construction of sentences of various forms, and so to increase the linguistic power of the pupils. But the mode of combination of those sentences should be left unfettered.