

**LONGMAN'S
BRIEFER GRAMMAR**

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Longman's Briefer Grammar by George J. Smith

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GEORGE J. SMITH

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BY

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PREFACE

“LONGMANS’ BRIEFER GRAMMAR” is intended for use in classes that are, for the first time, taking up the subject of grammar with a text-book. It not only provides an introduction to the subject, but it contains matter for at least a year’s work, and prepares the way for the use of a more complete treatise, such as “Longmans’ English Grammar.”

Briefly put, the scope of this book is the grammar of the simple sentence. However, the compound sentence with simple members is included, for the reasons that it is not difficult and that the pupil must be able to distinguish such a sentence from a simple sentence.

Necessarily, in an introductory book of this size, especially in one made not so much to “cover” the subject of grammar as to *teach* it,—to present its main contents gently, and by ample practical exercises to make the study seem satisfying as well as useful,—some of the more difficult and formal grammatical ideas are not taken up at all. For example, moods, tenses, and conjugations of verbs; the rather hard subject of gerunds; conjunctive adverbs, and, in fact, all subordinating conjunctions, as a distinct class of words; and the more difficult applications of parsing and analysis, are excluded altogether. And rightly so; for these things are not essential to the child’s obtaining a considerable body of grammatical knowledge, built up in a simple and consecu-

tive order. To attempt too much in an introduction to grammar is to make the pupil "unable to see the woods for the trees." The child who takes the work of this book deliberately will be able to form clear and accurate notions of the principal topics in grammar: he will know how to tell the parts of speech, how to sub-classify them, how to recognize their various syntactical relations, and how to analyze reasonably difficult simple or compound sentences.

It seems fitting to direct attention briefly to some of the features of this book — its plan, as a whole, and its method.

1. The general plan of the book, as may be seen by an examination of the table of contents, is marked by regard to the natural development, the continuous dependence, of the topics. The subject "builds up" by easy and well-prepared-for steps. For example, though the first lessons are on the sentence and its two fundamental parts, the subject and the predicate, systematic analysis is necessarily postponed until the pupil is well able to recognize nouns and verbs by knowing their functions. Then, after a gradual introduction to analysis, practical work in this essential of grammar is carried on and on, as fast as the knowledge of new parts of speech makes progress possible. Thus, under adjectives and adverbs, as the idea of adjuncts is developed it is applied in analysis. So when an acquaintance with prepositions and with infinitives leads to the recognition of phrases as adjuncts, and, again, when from conjunctions the pupil passes to work on compound elements and sentences, further steps are taken in analysis.

2. As further justifying the method of this book, the mode of approach to the several topics deserves attention. Take, for instance, the manner of "attacking"

nouns and verbs. A child learns to do, and to know by doing. Accordingly, his self-activity is given play by setting for him, at the very start, things to do that he can do, and can come to understand through doing. It is a characteristic of the method of the book that it aims to teach the ideas before the words. Thus, instead of being a confusing and undigested mass of technical terms, grammar may, by skillful teaching, be made the helpful, disciplinary, and useful study it ought to be.

G. J. S.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial matters.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to ensure the validity of the results.

3. The third part of the document describes the procedures for conducting experiments and gathering evidence. It stresses the importance of following established protocols and standards to minimize errors and bias in the data.

4. The fourth part of the document discusses the analysis and interpretation of the collected data. It explains how statistical methods and other analytical techniques are used to draw meaningful conclusions from the data.

5. The fifth part of the document addresses the reporting and communication of the findings. It emphasizes the need for clear, concise, and accurate reporting to ensure that the results are understood and accepted by the relevant stakeholders.

6. The sixth part of the document discusses the ethical considerations and standards that must be followed throughout the research process. It highlights the importance of honesty, integrity, and respect for the rights of all individuals involved.

7. The seventh part of the document discusses the future directions and potential applications of the research. It identifies areas where further research is needed and suggests ways in which the findings can be applied to solve real-world problems.

8. The eighth part of the document discusses the funding and resources that have supported the research. It acknowledges the contributions of all those who have helped to make the research possible.

9. The ninth part of the document discusses the conclusions and recommendations of the research. It summarizes the key findings and provides clear recommendations for future action.

10. The tenth part of the document discusses the acknowledgments and thanks to all those who have helped and supported the research.

CONTENTS

	PAGE		PAGE
SENTENCES	1	INTERJECTIONS	78
SUBJECT AND PREDICATE	2	REVIEW OF THE PARTS OF	
NOUNS	5	SPEECH	78
VERBS	11	VOICE AND KINDS OF	
OBJECT AND ATTRIBUTE	13	VERBS	82
AUXILIARY VERBS	16	ACTIVE AND PASSIVE VOICE	82
WORDS USED BOTH AS NOUNS		TRANSITIVE VERBS	83
AND AS VERBS	25	INTRANSITIVE VERBS	84
KINDS OF SENTENCES	26	COPULATIVE VERBS	86
ANALYSIS AND DIAGRAM-		VERBALS	88
ING	30	PARTICIPLES	88
REVIEW	33	Participial Adjectives	92
PERSONAL PRONOUNS	35	INFINITIVES	94
NAMING THE PARTS OF SPEECH		Uses of Infinitives	95
IN SENTENCES	40	NUMBER, GENDER, AND	
ADJECTIVES	42	CASE OF NOUNS	101
ADJUNCTS	49	NUMBER	101
COMPARISON OF ADJECTIVES	50	GENDER	104
PARSING	53	NOMINATIVE CASE	106
ADVERBS	55	OBJECTIVE CASE	108
COMPARISON OF ADVERBS	60	POSSESSIVE CASE	111
PREPOSITIONS	63	REVIEW OF VERBS, VER-	
PHRASES	67	BALS, AND NOUNS	113
CONJUNCTIONS	72	KINDS OF PRONOUNS	117
SIMPLE AND COMPOUND SEN-		PERSONAL PRONOUNS	117
TENCES	73	INTERROGATIVE PRONOUNS	122