

Oral English

Book II

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ture, is not obscured by any attempt to deal with sentences which offer difficulties in thought. No matter how simple words and structure may be, if the thought is beyond the pupil's experience he will deal with words as lifeless things.

This little book is not supposed to take the place of those already in use, but to supplement any other with exercises specially designed to develop a dynamic sentence concept.

The method allows the use of the same sentence for different purposes at different times. As the sentence concept develops, the construction which at first was treated merely as a group of words attached to the subject or verb is seen as a phrase or a clause. Pupils realize in time that modifiers may be attached to modifiers, but, at the same time, they are held fast to the fundamental relationship, that between subject and verb.

The fundamental idea of both books is the *appeal to the ear*. In much which is presented as "Oral English," both the eye and the ear are appealed to at the same time. In these books the first appeal is to the ear alone.

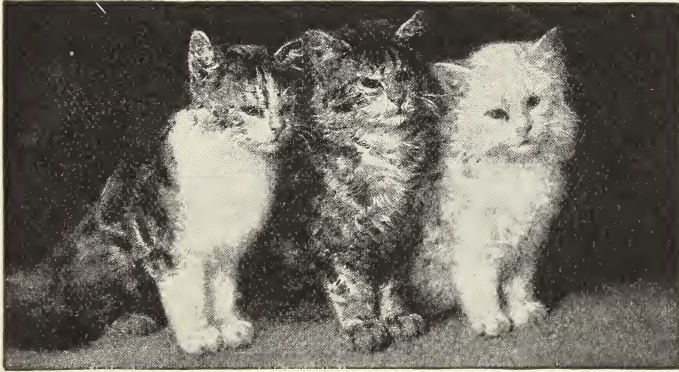
ENGLISH

LESSON I

TO FIFTH GRADE PUPILS

One day a teacher said to her class, "You may each write *one* sentence telling of something you saw or heard on your way to school this morning."

After the pupils had written their sentences they read them to each other.



One girl wrote this sentence:

"As I was hurrying to school this morning I noticed a small white kitten huddled on a window sill like a great fluffy ball of snow.

This is a good sentence because it gives us a clear picture. The girl did not try to tell too much.

Here is another:

“As I was coming down Broad Street this morning up stairs of a tailor shop was a beautiful dog of tan with long white ears looking out of a broken window.”

You feel that “up stairs of a tailor shop” is not quite right. We might change it in this way:

“As I was coming down Broad Street this morning, I saw a beautiful tan colored dog with long white ears looking out of a broken window over a tailor shop.”

The teacher also wrote a sentence and her pupils enjoyed having her read it to them. Hers was as follows:

“As I was passing a corner grocery this morning, I saw, lying on the sidewalk, a mass of broken eggs and an empty paper bag.”

All sorts of interesting things are to be seen and heard every day.

Now, *you* may each write one sentence telling of something you *saw*, or *did*, or *heard* on your way home yesterday or on your way to school today.

LESSON II

BROAD ANALYSIS

1. On the evening of the fourth day, as we were finishing our supper, an old man in a great coat came in.

2. In the midst of their joy the door flew open.
3. During the winter the dykes which are built to keep the sea back are guarded day and night.
4. Jack sat down on one of the stones.
5. When evening came, the tin soldiers were placed in the box.
6. The boys made snow men.
7. The tin soldiers wore splendid red and blue uniforms.
8. Timothy was the best skater in the school.
9. One day a wolf saw a goat on a high rock.

LESSON III

Fill each blank with a single word :

1. The men ————— their scythes.
2. The wolf ————— the sheep.
3. The shepherd ————— his flock.
4. The crow ————— the pebbles into the water.
5. A crow ————— a cheese.
6. She ————— it to the top of a high tree.
7. The lion ————— into his den.
8. The hunters ————— the lion.
9. The eagle ————— the tortoise in his claws.

LESSON IV

SYNTHESIS

Here are the parts of a sentence. Put them together and then read your sentence, *listening* for the sound. Sometimes it sounds well to have the subject come first. In other sentences the subject may be at the end or somewhere between the beginning and the end. All other parts of the sentence belong either to the subject or to the verb.

1. Subject: a poor woman
Verb: was living
Other Parts: in the days of King Alfred
in a country village in England

2. Subject: a mouse
Verb: ran
Other Parts: by chance
as a lion lay asleep
into his mouth

3. Subject: the mouse
Verb: had
Other Parts: a chance
to repay the lion
not long after

4. Subject: Robin Hood
Verb: rose
Other Parts: up
one merry morn
when all the birds were singing
blithely among the trees.
5. Subject: Cinderella
Verb: sat
Other Parts: when her work was done
in the chimney corner
amongst the cinders

LESSON V

(Use Blackboard.)

Study the following lesson until you can write it in class from *memory*. Notice the name, the number of sentences, and the punctuation:

THE DOG IN THE MANGER

A dog once made his bed in a manger. He did not eat the grain there, and he would not let the ox eat it, who could.

LESSON VI

SENTENCE STRUCTURE

One day the teacher and pupils talked about adventures:



NAME THIS PICTURE.

Teacher—"Have you ever met with an adventure? Has anything ever happened to you?"

John—"I broke my arm playing Rugby."

The other pupils thought this a rather short sentence and they helped John to make it longer by asking him questions.

"When did this happen?"

"About two months ago."

Teacher—"Now, John, put the two statements together."

John—"About two months ago I broke my arm playing Rugby."

The class thought that the sentence might be still longer.

Pupil—"Where did this happen?"

John—"In the field on Mack Avenue."

Pupil—"How did it happen?"

John—"Somebody tripped me."

Teacher—"Try to tell all of these things in one sentence. Tell how and when you broke your arm, and where you were at the time."

John—"About two months ago, when I was playing Rugby in the field on Mack Avenue, somebody tripped me and I fell and broke my arm."

CLASS EXERCISE

Sentences need not always be long, but it is well to know how to tell a good deal in one sentence.

Now you may each try to tell in one sentence about something which has *actually* happened to you. It is not necessary that you should have broken your arm or been run over by an automobile. Perhaps you have found something, or lost something.

Do not make the sentence too long.

(To the Teacher—The omission of unnecessary words is often the only correction needed. Write sentences from these exercises on the board occasionally, and let pupils strike out useless words.)

LESSON VII

BROAD ANALYSIS

(Pupils take verb as one word or more than one.)

1. With his two silver groschen Albert had bought bread and sausage.
2. Not far from the poor man's house was the king's palace.
3. The very next day the cat and the dog met in the woods.
4. Where his father went, Frank would go.
5. Over the bank rolled the wolf.
6. A little pine tree stood in the forest.

7. By and by a robber came along.
8. Up jumped the elves to the shoemaker's bench.
9. As they were crossing a brook, the donkey fell into the water.
10. One hot day a fox walked through an orchard.

LESSON VIII

ADJECTIVES

Supply adjectives:

1. ——— Cinderella sat by the kitchen fire.
2. The ——— godmother came.
3. The ——— sisters had gone to the ball.
4. Cinderella brought the ——— pumpkin she could find.
5. The ——— mice were changed into fine black horses.
6. Cinderella's ——— frock was changed into a beautiful dress.
7. She looked like a ——— princess.
8. The ——— coachman cracked his whip.
9. The footmen wore ——— coats.
10. The ——— prince was very kind to her.
11. He picked up her ——— slipper.

To pupils—Find the story of Cinderella, read it and notice what adjectives the author uses.

4. Subject: clock
 Verb: sounded
 Other Parts: the
 great
 the midnight stroke
5. Subject: Cinderella
 Verb: sprang
 Other Parts: up
 like a startled fawn

LESSON X

COMBINING SENTENCES

- (a) A rich man was once taking a walk on his broad lands.
- (b) He happened to fall into a deep stream near a mill.

Some words are used for joining together sentences which seem to belong to each other.

One of these words is *and*. Another is *when*.

“A rich man was once taking a walk on his broad lands *and* he happened to fall into a deep stream near a mill.”

This does not sound well. Let us try again with *when*.

“A rich man was once taking a walk on his broad lands *when* he happened to fall into a deep stream near a mill.”

Here are two more sentences about the rich man:

- (a) A peasant lad saw the man's danger.
- (b) He boldly jumped into the water after him.

We may combine these by using *and*: "A peasant lad saw his danger *and* boldly jumped into the water after him."

Who is another word which is very often used as a connective: "A peasant lad *who* saw the man's danger, boldly jumped into the water after him."

Try to connect these two sentences with *which*.

- 1. (a) They came to a little wood.
- (b) One must go through this wood in order to get to the great meadow where the shepherd's cot stands.

Combine:

- 2. (a) One day the merchant received a letter.
- (b) *It* brought the news that his ship had come home.
- 3. (a) A thirsty crow flew to a pitcher.
- (b) The pitcher had a little water in it.
- 4. (a) The dog opened his mouth.
- (b) Down fell his meat into the water.
- 5. (a) George Washington was born in 1732.
- (b) He died in 1799.
- 6. (a) Napoleon Bonaparte was born in 1769.
- (b) He died in 1821.

LESSON XI

Study these paragraphs until you can write them in class from *memory*.

THE BOYS AND THE FROGS

Some idle boys were standing by a pond pelting the frogs with stones.

“Boys,” said one of the frogs, “you forget that, though this may be fun for you, it is death to us.”

LESSON XII

WORDS WHICH BELONG TO EACH OTHER

You all know the story of Circe’s Palace, and you remember that a little bird tried to keep Ulysses and his men from entering it.

Read the following sentence, omitting everything between *bird* and *whose*:

“It was the same pretty little bird, with the purple wings and body, the yellow legs, the golden collar round its neck, and the crown-like tuft upon its head, whose behavior had so much surprised Ulysses.”

You find that, although there are so many words between them, *bird* and *whose* belong to each other. If you remember this, you will read the long sentence well. (Read entire sentence.)

NAME THIS PICTURE.



Read the following sentence so that anyone listening will know *who went*:

“When Cinderella arrived it was in such state that the king’s son, hearing that some princess, unknown at court, had just appeared, went to hand her out of her carriage.”

With what other words in the following sentence does *when* belong?

“Midas took one of the smoking-hot cakes, and had scarcely broken it, when, to his cruel mortification, though, a moment before, it had been of the whitest wheat, it assumed the yellow hue of Indian meal.”

LESSON XIII

BROAD ANALYSIS

1. In one corner stood a huge bag of wool.
2. In front of the windows grew a large oak tree.
3. Now and then the king stooped to pluck a violet.
4. For many months the whole land lies wrapped in snow.
5. On the table stood a neat castle of cardboard.
6. Into the water he fell.
7. Long ago King Midas lived in Greece.



NAME THE PICTURE

8. The moment the crow opened her mouth the piece of cheese fell out.
9. Cold blows the winter wind.
10. Within the little garret lived a poor woman who went out to clean stoves.

LESSON XIV

COMBINING SENTENCES

1. I knew how to swim very well.
2. The waves were so strong that I could do nothing.

Let us try joining these sentences with *and*:

I knew how to swim very well *and* the waves were so strong that I could do nothing.

We feel that this is not right. When we read, "I knew how to swim very well *and*," we expect to learn that the person *did* swim.

Let us try other connecting words:

Although I knew how to swim very well, the waves were so strong that I could do nothing.

I knew how to swim very well *but* the waves were so strong that I could do nothing.

Both of these ways are good. In the first, the connecting word comes at the beginning of the sentence, but it is, nevertheless, a connecting word. A good way to make sure of this is to read the sentence without it.

Supply the right connecting words:

1. I came to the top ——— a wave carried me under again.
2. Another wave brought me again to the top ——— this time I could see land very near.
3. ——— evening came, the tin soldiers were placed in the box.
4. ——— it grew dark the lost travelers climbed up into a tree to sleep.
5. Do not open the door ——— I am away.

LESSON XV

OPENING SENTENCES

When we wish to find an interesting book we look at the first page and read a sentence or two. Writers

of books know this and they usually try to begin in an interesting way.

Here are the opening sentences of some famous stories:

“In one of the large and rich cities of China, there once lived a tailor named Mustapha.” *Story of Aladdin.*

“Reynard the Fox had long been playing tricks on Isegrim the Wolf.” *Reynard the Fox.*

“A hedgehog stood by his door with his arms akimbo one Sunday morning.” *The Hare and the Hedgehog.*

“Hard by a great forest dwelt a poor wood-cutter with his wife and two children.” *Hansel and Gretel.*

When we read such sentences we feel that we would like to go on with the stories.

CLASS WORK

You have all heard the story of Jack and the Beanstalk. Imagine that you want to tell this story to your little brother or sister. You would want to begin in an interesting way. Write good opening sentences. Read your sentences aloud to each other.



FEUDAL CASTLE

LESSON XVI

SENTENCE SYNTHESIS

1. Subject: a king
Verb: lived
Other Parts: 1. there
2. in old times
3. when wishes were horses and
beggars could ride
4. who had three beautiful
daughters
2. Subject: wood
Verb: was

Other Parts: 1. a

2. great

3. dark

4. close by the king's castle

3. Subject: a king

Verb: was hunting

1. in a great wood

2. once upon a time

4. Subject: trace

Verb: was gone

1. every

2. of sorrow

3. from the brow of Hiawatha

5. Subject: Paul Revere

Verb: rode

1. so

2. through the night

Additional sentences may be selected from readers.

LESSON XVII

BROAD ANALYSIS

1. Taking the giant's keys, and unlocking the rooms, Jack found three fair ladies.
2. "Sweet ladies," said Jack, "I have destroyed this monster."
4. Putting on the coat of darkness, Jack went up close to the giant.

5. Down came the squirrel eager for his fare.
6. One night the troll left a crooked, high-heeled shoe in the pantry.
7. A tiger was once caught in a trap.



NAME THE PICTURE

8. One Christmas Day the king of Norway sat in the great hall of his palace.
9. After four years, at the time agreed upon, the four brothers met at the cross roads.
10. In the deserted house they found a baby.

LESSON XVIII

VERBS

(Use Board.)

When you hear the word *subject*, you think of *predicate* or *verb*, and when you hear the word *verb*, you think of *subject*. Subject and verb belong together.

In the following sentences, the *verbs* are printed in italics. Read each sentence carefully and then find the *subject*.

1. Now Jack, about four months afterwards, walking near this wood in his journey to Wales, being weary, *seated* himself near a pleasant fountain.
(Who seated himself?)
2. As they passed through a thicket the rustling of the boughs *awakened* Jack who was surprised to find himself in the clutches of the giant.
3. After waiting sometime, Jack on going to the window, *beheld* afar off the two giants coming towards the castle. (Who beheld?)
4. The giant *roared* like claps of thunder.
5. On the top of this mountain *is* an enchanted castle.
6. Then the people in the forts *fired* their last shots.

7. The ten knights who should have been watching the sword *had gone* to the tournament.
8. With Sir Ector *was* his son.
9. There in the open space before the church *stood* a great stone.
10. Down the narrow stairway of the tower *came* a tall bearded soldier.

LESSON XIX

COMBINING SENTENCES

These two sentences may be combined by using another word for *It*:

- (a) Late at night, Jack found a lonesome house and knocked at the door.
- (b) *It* was opened by an aged man with a head as white as snow.

Combine these sentences by changing the first word in the second sentence:

- a. After several days' travel, the prince came to a market town in Wales.
- b. Here he beheld a vast crowd of people gathered together.

Combine these by inserting a word between *day* and *Robinson*:

- a. One day Robinson Crusoe was looking over things he had brought from the ship.
- b. He found pens, ink, and paper.

What word seems best for connecting these two sentences?

A dog was lying asleep in front of a stable
—— a wolf suddenly came upon him.

Supply the right word:

5. The wolves wanted to get into a sheep-fold
—— the dogs kept them out.
6. Mr. Stewart came home early ——
the breasts of his horses were already
sheathed in snow.
7. I write you only a few words —— I
am very tired.

LESSON XX

Study the following fable until you can write it in class from memory:

THE FOX AND THE GRAPES

A fox, who was hungry, found some bunches of grapes upon a vine high up a tree. He longed to get at them, but could not. So he left them hanging there and went off, saying to himself:

“They are sour grapes.”



FOXES AT HOME

LESSON XXI

SENTENCE SYNTHESIS

1. Subject: Grace Darling
Verb: had listened
Other Parts: 1. to the storm
2. all through the stormy night
2. Subject: answer
Verb: was
Other Parts: 1. Tell's
2. proud
3. "Tyrant! this arrow was for your heart if I had hurt my child."
3. Subject: father
Verb: gave
Other Parts: 1. his
2. him
3. a hatchet
4. when George Washington was quite a little boy
4. Subject: Pocahontas
Verb: was
Other Parts: 1. the friend of the white men
2. after that
3. as long as she lived

5. Subject: servant
 Verb: came
 Other Parts: 1. his
 2. into the room
 3. one day
 4. as Sir Walter Raleigh was
 sitting in his chair and
 smoking.
6. Subject: Sir Ector
 Verb: was
 Other Parts: 1. in the crowd that came to
 the tournament
 2. surnamed the trustworthy
 knight

LESSON XXII

VERBS

When the verb is omitted it is easy to find the subject.

“As the cup was handed to him, a dying soldier who lay nearby ——— upon it a look of great longing.”

We feel at once that *soldier* is the subject which needs a verb.

Supply what you think a good verb for the sentence.

Supply verbs in the following sentences:

2. Ah, how these jewels ——— the eyes of the wondering boys!
3. Horatius ——— into the deep swift stream.
4. The wind ——— hard; the waves ——— high; the lightning ———; the thunder ———.
5. Then Robin Hood ——— his horn to his lips, and ——— a blast that went echoing sweetly down the forest paths.

LESSON XXIII

THE SHORTEST STORY

The shortest story has at least *two* parts:. If you see the word "hopped," you think of somebody or something that hopped.

"John hopped" is a complete statement. The word "hopped" is a verb. Look about the school room and select *subjects* for the following verbs:

| | | |
|---------|--------|---------|
| ticks | reads | writes |
| listens | spells | recites |

How do the words which you have chosen as subjects differ from the verbs? What is a *name* word called?

Try to think of other *verbs* which may be used in connection with your work in school. Try them with subjects.

LESSON XXIV

ORAL COMPOSITION

STORY REPRODUCTION

When you try to tell a story which you have heard or read, you are apt to use *and* a great many times as the first word of a sentence. This spoils the story. Notice how the following sentences begin :

HANS IN LUCK

Hans had served his master seven years, and at last said to him, "Master, my time is up, I should like to go home and see my mother ; so give me my wages." And the master said, "You have been a faithful and good servant, so your pay shall be handsome." Then he gave him a piece of silver that was as big as his head.

Hans took out his pocket-handkerchief, put the piece of silver into it, threw it over his shoulder, and jogged off homewards. As he went lazily on, dragging one foot after another, a man came in sight, trotting along gaily on a capital horse.

And has been used as the opening word of the sentence only once, so far.

Close the book and tell the story as far as it goes.

A GIRL'S STORY

A little girl in the fifth grade told the following story in class:

“My mother once woke me up at night and told me that the house next to ours was on fire and I got up and looked out of the dining room window and I saw Agnes Brown running to our house with her big doll in her arms and my father opened the door and Mrs. Brown and Agnes came in and Mrs. Brown said that Mr. Brown had just carried out a pot of chicken and some of their clothes.”

This true story amused the class but they thought it too long to be told in one sentence. They broke it up into several sentences by omitting *and* after *fire*, *arms*, and *in*. Then they changed *to* for *toward*.

Tell the story, making these changes. Does it sound better?

A BOY'S STORY

A boy in the fifth grade told this true story:

“I was waked up by a screech. I crept to the window and looked out only to see two cats fighting on top of the shed in back of our house.”

The class asked the following questions:

“Was it at night?”

“Yes.”

“When did it happen?”

“A long time ago.”

The teacher did not like the expression *in back of*.

When they had finished talking it over, the story was told again as follows:

“I was once awakened in the middle of the night by a terrific screech. I crept softly to the window and looked out, only to see two cats fighting on the roof of the shed at the back of our house.”



LESSON I

TO SIXTH GRADE PUPILS

Some sixth grade pupils were asked to write sentences about things which they had recently seen or heard. Each was to write just one sentence. Here are some of them:

1. "One day last week when I was driving with my mother, I saw a small kitten on the roof of a house taking a sun bath."
2. "Looking out of my bedroom window, which faces Grant Avenue, I saw a large baby carriage lying in the ditch while a small boy stood near it crying 'Mamma! Mamma!'"

When the second sentence was read aloud some members of the class said that it should be broken into two sentences, the second to begin with "A small boy _____." The girl who wrote the sentence said that the small boy's cry was what had made her look out of the window. The class then decided that the sentence should be written in this way:

"This morning I heard a loud cry, and looking out of my bedroom window, which faces on Grant Avenue, I saw a large baby carriage lying in the ditch while a small boy stood near it crying, 'Mamma! Mamma!'"

The first sentence was very good but the class liked the second one better because it told how the girl happened to look out of the window.

A boy wrote as follows:

3. "As I was walking on Brewster Avenue this morning I saw a boy's hat blow off, at which he dropped his books and chased after it while the other boy stood laughing heartily."

The class liked this sentence but thought that "*the* other boy, should be changed to "another boy."

4. "One night a large black dog came up on our front porch and tried to open the front door with his paws."

The class asked the boy who wrote this sentence whether he was out on the porch when the dog came up. He said, "No, I heard a noise and looked out of the window." The sentence was changed:

- "One night we heard a strange noise on the porch, and, on looking out of the window, saw a large black dog trying to open the front door with his paws."

Try writing it as two sentences.

A girl wrote:

5. "When I was visiting White Lake last summer, a large black cow used to chase me every time I went by her, though it was comical to see her chase because she was so big."

The class decided that this must be broken into two sentences:

"When I was visiting White Lake last summer, a large black cow used to chase me every time I went by her. It was comical to see her run, she was so big and clumsy." (Discuss.)

(Let class write sentences—Discuss some of them—Read all or have them read quickly.)

LESSON II

BROAD ANALYSIS

1. Six times the spider tried to throw her frail thread from one beam to another.
2. In the wars with the English, the Black Douglas did many brave deeds.
3. At length, being now a tall and athletic youth, Jason resolved to seek his fortune in the world.
4. The very next minute, four and twenty men, all dressed in green, and carrying long bows in their hands, came running across the fields.

5. His mother begged Jack not to climb the bean-stalk again.
6. At a marble table in the center of the hall sat Frederick Barbarossa.
7. Soon the old man made signs to them.
8. When it grew dark the lost travelers climbed up into a tree to sleep.
9. Just as the clock struck twelve, a slight noise wakened the huntsman.
10. With a "One—two—three," the fox jumped again.
11. When winter came, the grasshopper nearly died with hunger.
12. All around the fields and meadows were great forests.
13. In the midst of these forests lay deep lakes.
14. From the wall down to the water grew great burdocks.

LESSON III

SENTENCE SYNTHESIS

1. Subject: I
- Verb: fell
 1. finally
 2. full length
 3. as I let go my hold
 4. upon the deck

2. Subject: he
Verb: rowed
1. silently
2. with muffled oar
3. to the Charlestown shore
3. Subject: Jack
Verb: climbed
1. the beanstalk
2. one bright summer morning
3. once more
4. very early in the day
4. Subject: arrow-maker
Verb: sat
1. the
2. ancient
3. making arrow-heads of jasper
4. at the doorway of his wig-
wam
5. in the land of the Dacotahs
5. Subject: the abbot
Verb: placed
1. a bell
2. on the top of the buoy

LESSON IV

Study the following fable until you can write it from memory. Note the number of paragraphs, and the punctuation:

A gnat once lit on a bull's horn, and stayed there a long while.

When he was about to fly away he asked the bull if he would like to have him go away now.

"Why," said the bull, "I did not know you were there."

LESSON V

PARTIAL ANALYSIS

In the following sentences the verbs are printed in italics. Read the sentences carefully and name the subjects:

1. A traveler, who had just returned from the East, in relating his adventures, *told* how he and his servant had made fifty Arabians run.
2. A tortoise, seeing an eagle in flight, *wanted* much to fly like him.
3. In Scotland, in the time of King Robert Bruce, there *lived* a brave man whose name was Douglas.
4. The young larks, in great fear, *told* their mother what the farmer had said.

5. "Somewhat back from the village street
stands the old-fashioned country seat."

LESSON VI

1. Johnny whistled *softly*.
2. The bird sang *sweetly*.
3. The ship sailed *fast*.
4. The men came *early*.
5. The oak tree grew *slowly*.
6. The wasps stung them *badly*.
7. The children played *quietly*.
8. The Indians ran *swiftly*.
9. The dogs barked *madly*.
10. The cat leaped *nimbly* to the ground.

Look at the italicized word in the first sentence.
What does it do? What question does it answer?

Ask yourselves the same questions about each
italicized word in the lesson.

Do you think *adverb* a good name for these words?

Which of the italicized words answers the ques-
tion *When*?

LESSON VII

Fill each vacant space with a *noun*. How is each
noun used?

1. The _____ saw the ant at work and laugh-
ed at him.
2. The _____ said nothing.

3. When winter came, the ———— was nearly dead with hunger.
4. A ———— once walked behind a flock of sheep.
5. ———— would not bow to Gessler's hat.
6. The ———— made Tell shoot an apple from his son's head.
7. ———— was a heroic girl.
8. ———— saved the life of Captain John Smith.
9. ———— cast upon the cup a look of great longing.
10. ———— saw a spider over his head, making ready to weave her web.

LESSON VIII

COMBINING SENTENCES

A strong wind arose, and the ship rocked fearfully from side to side.

I became dizzy.

If we try to combine these sentences by using *and*, *but*, *when* or *while*, we find that we do not like the result, and yet we feel that the two sentences belong together.

Some times it takes more than one word to connect two sentences. Let us try *so-that*.

"A strong wind arose, and the ship rocked *so* fearfully from side to side *that* I became dizzy.

Combine the following:

I began to feel faint.

I had to hold on to something to keep from falling down.

You have probably heard or read the story of the country maid who was walking along with a pail of milk on her head, thinking of the eggs she would buy when she had sold the milk, and of the money she would make afterwards by selling chickens. Just then a *catastrophe* happened.

- (a) She tossed her head proudly.
- (b) Over went the pail.
- (c) She had entirely forgotten it.
- (d) All the milk was spilled on the ground.

Combine these four sentences into one by means of *single* connecting words.

LESSON IX

(Use Board.)

Write the following sentences with the entire subject coming first:

1. In the public square towered a grand old Gothic church.

2. Close to the edges of its paved streets stood queer little shops, whose doors and latticed windows were iron-grated.
3. In Hall, the winters are long and very cold.



GOTHIC CATHEDRAL

4. On a fine morning in June the king went out alone to walk in the green woods.
5. After a good many beasts had been caught in this way, the fox, who guessed the trick, came along.

6. When the two horsemen stopped at the door, the woman who had hidden the spy was churning in the kitchen.
7. By Sir Ector's side merrily rode Arthur, the young prince.

LESSON X

SENTENCE SYNTHESIS

COMPOUND SUBJECTS AND PREDICATES

1. Through all the long October day, the clash and din *resounded* in the air.

The verb in this sentence is *resounded*. When we look for the subject we find that there are two, *clash* and *din*. We call this a compound subject.

2. Then *Robin Hood* clapped his horn to his lips and winded a blast that went echoing sweetly down the forest paths.

In this sentence, the subject, Robin Hood, takes two verbs, *clapped* and *winded*.

Combine:

- | | |
|-------------|-------------------|
| 1. Subject: | birds and animals |
| Verb: | behave |

1. all
 2. in a peculiar manner
 3. toward a snake

2. Subject: woman (the)
Verbs: put, went
 1. the candle
 2. upon the table
 3. and
 4. out

3. Subject: the prince and his beautiful wife
Verb: reigned
 1. wisely
 2. for many a long and happy year

4. Subject: Hansel and Gretel
Verbs: sat, ate
 1. by the fire
 2. the bread
 3. and

5. Subject: I
Verbs: buckled (on), hurried
 1. knapsack (my)
 2. out
 3. and

6. Subject: pancakes, apples, nuts
Verb: were set
1. before the children
 2. and
 3. and



NAME THIS PICTURE

LESSON XI

SUPPLYING VERBS

Study the following lines very carefully. Read them several times and then supply the verbs which have been omitted. Think what words will fit best with the others:

"Then, upon one knee uprising,
 Hiawatha ————— an arrow.
 Scarce a twig moved with his motion,
 Scarce a leaf was stirred or rustled,
 But the wary roebuck —————,
 ————— with all his hoofs together,
 ————— with one foot uplifted,
 ————— as if to meet the arrow;
 Ah! the singing, fatal arrow,
 Like a wasp it ——— and ——— him!
 Dead he lay there in the forest,
 By the ford across the river;
 ————— his timid heart no longer,
 But the heart of Hiawatha
 Throbbled and shouted and exulted,
 As he bore the red deer homeward."

LESSON XII

THE OBJECT OF THE VERB

When you think of a *verb*, you think of a *subject*.
 A verb is a word which tells something about a subject.
 We cannot think of the one without thinking of the
 other. If you hear the word *hopped*, you wonder who
 or what hopped.

A great many verbs take what are called objects.
 If you hear the words "John helped," you know that
 the sentence is not complete. "John helped Henry" is a

complete sentence. *John* is the subject of the verb, and *Henry* is its object.

“Washington was a *hero*.” *Hero* is not an *object* in this sentence, because it is another name for Washington. The *object* of the verb names something which is acted upon by the subject.

Supply object nouns:

1. Washington crossed _____
2. Aladdin found _____
3. Cinderella lost her _____
4. Jack climbed _____
5. He killed the _____
6. The Pilgrims planted _____
7. The hunters shot _____
8. Benjamin Franklin's father made _____
9. Benjamin had to cut the _____
10. He filled the _____
11. Achilles slew _____
12. Pocahontas saved _____

LESSON XIII

PREDICATE NOUNS

In the sentence “Washington is a *hero*,” *hero* is called a predicate noun. It is a name applied to the subject, *Washington*. It does not name another person or thing.

Study the following sentences and tell which contain objects of the verb. Name the predicate nouns. Give your reason in each case.

1. Daniel Webster was a great orator.
2. Louisa Alcott wrote "Little Women."
3. Robert Fulton built the first steamboat.
4. Thomas Jefferson was a Virginian.
5. Sir Geraint was a brave knight.
6. He entered the ruined courtyard.
7. Enid prepared the meal.
8. A herald blew a trumpet.
9. Sir Accalon was a traitor.
10. He deserved death.
11. "I am your *uncle*," said the magician.*
12. The magician lifted the stone.
13. Aladdin helped *him*.*
14. John was a bad king.

*Free discussion.

What can you say about *him* in sentence 13?

LESSON XIV

PREDICATE ADJECTIVES

1. This strong and hearty man is lazy.
2. This man is strong and hearty, but lazy.

You know that the subject does not always come before the verb. Just as the subject sometimes follows the verb, adjectives sometimes follow the nouns they

modify. In the first sentence given above, two of the adjectives come before the noun *man*, and one follows the verb. When an adjective which modifies the subject is placed after the verb, so that it forms part of the predicate, it is called a *predicate adjective*.

In the second sentence the three adjectives follow the verb.

Classify the italicized words in the following sentences as predicate nouns, predicate adjectives, or objects of verbs:

1. Julius Caesar was the *commander* of the Roman armies.
2. The king's name was *Alfred*.
3. Alfred attacked the *Danes*.
4. The buffalo's head is *shaggy*.
5. Offerus was *tired* and *sleepy*.
6. The voice was *plaintive* and *touching*.

LESSON XV

CLASSIFY THE ITALICIZED WORDS

1. Little John was the *lieutenant* of Robin Hood's band.
2. You are a fine *fellow*.
3. The stranger gave Robin Hood a *crack* on the crown.
4. The spearmen heard the *sound* of the bugle.
5. The cunning Jackal played a thousand *tricks*.

6. My name is *John Little*.
7. "The days are *cold*, the nights are *long*."
8. Firefly hunting was an aristocratic *amusement* in Japan.
9. Hercules was a strong *man*.

LESSON XVI

REVIEW OF ADJECTIVES AND ADVERBS

1. The jolly miller sang cheerily.
2. The tired man walked slowly.
3. The hungry king ate heartily.
4. He slept soundly.
5. He arose early.
6. King Alfred ruled wisely.
7. The soldiers went out bravely to battle.
8. King Canute was a sensible man.
9. Foolish men flattered him.

LESSON XVII

PHRASES

An adjective *modifies* a noun or a pronoun. An adverb, as its name shows, modifies a verb. Sometimes an adjective or an adverb consists of more than one word. Some of these longer modifiers are called phrases. A phrase which modifies a noun is called an adjective phrase. A phrase which modifies a verb is called an adverbial phrase.

Change the italicized phrases in the following sentences to single word modifiers. Tell whether they are adjectives or adverbs:

1. A soldier *of the Danes* had been slightly wounded.
2. John was a lad *of courage*.
3. He ran *with haste* to the fortress.
4. Sir Walter Raleigh wore a cloak *of scarlet*.
5. King Canute was a man *of sense*.
6. King Alfred ruled *with wisdom*.

Select phrases and tell whether they are adjective or adverbial:

1. A little pine tree stood in the forest.
2. King Midas ran to the river.
3. King Midas lived in Greece.
4. The women of Holland love hard work.
5. The soldiers in armor were unharmed.

LESSON XVIII

It is not always possible to change phrases to single words.

Select the phrases in the following sentences and tell whether they are adjective or adverbial:

1. Hansel and Gretel sat by the fire.
2. The merchant sold the beads of amber.
3. The men of Switzerland fought for their homes.
4. The dog lay under the table.

5. The men looked at John.
6. The sound of a bell was heard.
7. Come with me.
8. King Richard rode to Nottingham town.
9. Into the street the Piper stept.

LESSON XIX

PREPOSITIONS

Let us make a list of the phrases in the sentences just given:

1. by the fire
2. of amber
3. of Switzerland
4. for their home
5. under the table
6. at John
7. of a bell
8. with me
9. to Nottingham town
10. into the street

In all of these phrases the last word is a noun or a pronoun. The first word in each of the phrases is a *preposition*. The word preposition means *placed before*. A preposition is *always* followed by a noun or a pronoun.

Supply prepositions: Tell whether the phrases are *adjective* or *adverbial*.

1. The knight was sheathed ——— armor.
2. A cloth —— crimson cover the table.
3. Arthur hurried ——— the castle.
4. The armor ——— the knight was carried
—— his squire.
5. Sir Hector stood ——— the drawbridge.
6. The smithy stood ——— a spreading chest-
nut tree.
7. The thunder ——— the cannon was loud
and *incessant*.
8. My friend laughed ——— me.

LESSON XX

SENTENCE SYNTHESIS

When you have put the parts together, tell the use of the starred words and groups of words.

1. Subject: the ships
Verb: came
 1. of the merchants*
 2. in autumn*
 3. with kindred and friends
 4. with cattle and corn for the Pilgrims
2. Subject: Sir Ivaine
Verb: reached
 1. a valley*
 2. at daybreak*

3. Subject: the knight
Verb: ran
1. into the castle*
and
2. up the stairs*
4. Subject: the people
Verb: liked
1. of the castle*
2. Sir Ivaine*
5. Subject: a party
Verb: rode
1. of knights
2. into the courtyard
3. one day

LESSON XXI

PRESENT TIME — PAST TIME

(a) Change the following selections to show *past time*. Afterwards make a list of all words you have been obliged to change. How are they used in the sentences?

(b) Opposite the first list write on the board the forms which indicate *past time*.

(c) Find the *subjects* of the verbs.

THE SLEEPING BEAUTY

And the horses in the yard get up and shake themselves; the hounds spring up and wag their tails; the pigeons on the roof draw their heads from under their wings, look around, and fly into the field; the flies on the wall creep on a little farther; the kitchen fire leaps up and blazes and cooks the meat; the joint on the spit begins to roast; the cook gives the scullion such a box on the ear that he roars out, and the maid goes on plucking the fowl

THE TRAVELER

He is dressed in rather an odd way, with a sort of cap on his head, the brim of which sticks out over both ears. Though it is a summer evening, he wears a cloak, which he keeps wrapt closely about him, perhaps because his under garments are shabby. Philemon perceives, too, that he has on a singular pair of shoes; but he cannot tell in what the strangeness consists.

LESSON XXII

REVIEW

Let pupils discuss constructions, giving reasons for their opinions. Tell the part of speech of each word.

1. The prisoner hid the knife.
2. The warriors and chiefs sat in a circle.
3. Shouts from the sentinels awakened the soldiers.
4. In autumn, apples fall from the trees.
5. The bird flew away.
6. The man is ill.
7. The messengers came and went.
8. Midas was a great king.
9. Timothy was a good skater.
10. The boys made snow men.
11. Robert Bruce was brave and strong.
12. The tailor and the blacksmith stood still and looked at the fairies.
13. King John was angry.
14. Gessler was a proud and cruel man.
15. Tell was a famous hunter.
16. The arrow hit the mark.
17. The fairy waved her wand.
18. We follow our leader.

LESSON XXIII

SENTENCE SYNTHESIS

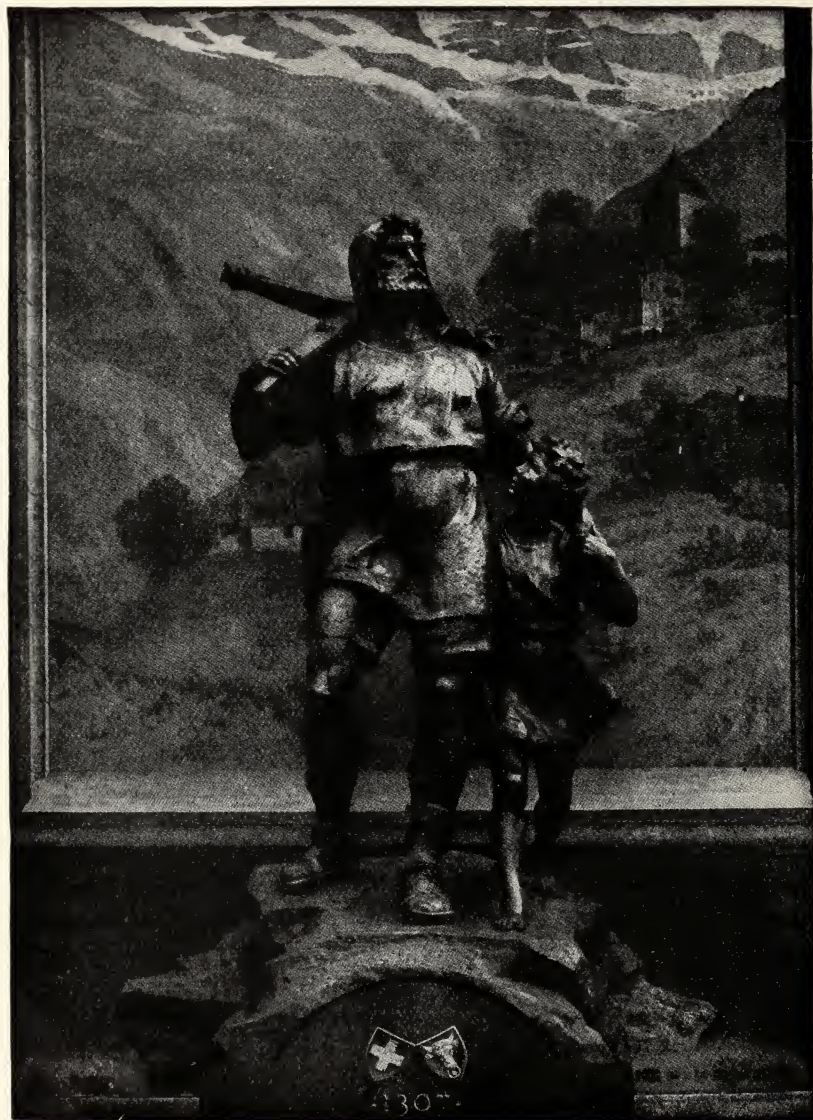
INTERROGATIVE SENTENCES

1. Subject: you
Verb: have heard
 the story

2. Subject: you
Verb: will ring
Noun in
address: Hawkins
that bell
3. Subject: he
Verb: did come
why
4. Subject: he
Verb: had money
5. Subject: (that) treasure
Verb: will amount
to much

EXCLAMATORY SENTENCES

1. Subject: time
Verb: does fly
how
2. Subject: honey
Verb: had
Other Parts: fragrance
delicious
a
what
the

*WILLIAM TELL*

SEVENTH GRADE

LESSON I

ORAL ANALYSIS

1. As the Englishman walked through the streets and bazaars, a dead silence prevailed.
2. When we were only a little way from the sinking vessel, a great wave that looked like a mountain came rolling toward our little bark.
3. All through the stormy night, Grace Darling had listened to the storm.
4. At length, being now a tall and athletic youth, Jason resolved to seek his fortune in the world.
5. Refusing the cup, Sidney ordered that it should be given to the dying soldier.
6. Gessler was a proud and cruel man.
7. Then Tell looked up, knowing that his boy was safe.
8. The crow took a pebble and dropped it into the pitcher.
9. On the donkey's back were two heavy bags of salt.
10. Ranged along the wall sat a thousand mail-clad warriors.

Name *subjects* and *verbs*.

LESSON II

SENTENCE SYNTHESIS

1. Subject: an old clock
Verb: stopped
With Subject: that had stood for fifty years in
a farmer's kitchen without giving
its owner any cause of complaint
With Verb:
 1. early one summer's morning
 2. before the family was stirring
 3. suddenly

2. Subject: the bell
Verb: rang out
With Verb:
 1. from the belfry
 2. the hour of nine

3. Subject: the vessel
Verb: swept
With Verb:
 1. fast
 2. through the midnight dark
and drear
 3. through the whistling sleet
and snow
 4. like a sheeted ghost
 5. tow'rd's the reef of Norman's
woe

4. Subject: they
Verb: began
With Verb: 1. then
2. in their native tongue
3. to parley with Standish
5. Subject: the sky
Verb: grew
With Verb: 1. suddenly
2. dark

LESSON III

Supply words which have been omitted. Give part of speech and use in the sentence of each word supplied. Supply words which you think fitting.

1. "By the shining Big Sea Water
———— the wigwam of Nokomis.
Dark behind it ————— the forest,
Bright before it ————— the water."
2. When her work was done, ————— used to sit in the chimney corner amongst the cinders.
3. "You wish that you could go to the ball," said her —————, who was a fairy.
4. ————— flew to gather the finest ————— she could find.
5. Her grandmother was a —————.

LESSON IV

Study the following sentences until you can write them from memory:

“Sometime afterward, when Massasoit had fallen sick and lay at death’s door, his life was saved by Edward Winslow, who came to his wigwam and skilfully nursed him. Henceforth the Wampanoag thought well of the Pilgrim.”
—*J. Fiske.*

LESSON V

RELATIVE PRONOUNS

- (a) The widow had an only son named Jack.
- (b) He was a good-natured, idle boy.

We may combine these sentences by changing the subject of the second sentence. *Who* may be used in place of *he*:

The widow had an only son named Jack, who was a good-natured, idle boy.

The second sentence has become a *clause*. It has a subject and predicate, but, instead of being an independent sentence, it now *depends* upon a word in the first sentence. The first sentence has also become a clause but it is *independent*.

A *clause* is a group of words containing a subject and predicate and forming a part of a larger sentence.

In place of *he*, the subject of the second sentence, we used *who*, which is also a pronoun, referring to *Jack*. It is called a *relative* or *conjunctive* pronoun, because it joins sentences.

“Who was a good-natured, idle boy” belongs with *Jack*. It is called an *adjective* clause. *Jack* is the *antecedent* of the relative pronoun.

As *he* was the subject of the second sentence, and *who* took its place, *who* is the subject of the relative clause. The relative pronoun is not always the subject of the relative clause.

LESSON VI

- (a) This is the boy.
- (b) His hat was lost.

Let us change *his* for *whose*:

This is the boy *whose* hat was lost.

The relative clause, “whose hat was lost,” has the same subject it had as an independent sentence. *Hat* is the subject, and *whose* modifies hat, just as *His* modified it.

Sometimes the relative pronoun is the object of a verb or a preposition:

- (a) This is the boy.
- (b) You helped him.

In the second sentence, *him* is the object of the verb *helped*. Let us combine the two sentences:

This is the boy *whom* you helped.

We have changed *him* for *whom* and placed *whom* immediately after its antecedent, *boy*. But *whom* is the object of the verb *helped*, just as *him* was the object. The relative clause, *whom you have helped*, modifies *boy*.

LESSON VII

Make two sentences out of each of the following by changing the italicized word:

1. Japan has a law *which* prohibits smoking by minors under twenty years of age.
2. A dog found a piece of meat *which* he carried home in his mouth.
3. Within the little garret lived a poor woman *who* went out to clean stoves.

Give the *use* of each word you have supplied. (Note whether the italicized words have the same use.)

LESSON VIII

Sometimes the relative pronoun is the object of a preposition:

They came to a thick wood.

Through this one must go to reach the great meadows.

The subject of the second sentence is *one*, the verb, *must go*; *through this* is a phrase modifying the verb *must go*.

Let us combine by changing the phrase:

They came to a thick wood through *which*
one must go, etc.

Combine each pair of sentences by changing the italicized word to a relative pronoun.

1. The Indian wore a tattered old buffalo robe.
It hung over his shoulders.
2. Turning their backs upon the stream, they
plunged into the forest. Through *this*
they traced their steps until they reached the
spot where they dwelt in the depths of the
woodland.
3. The cow came to a fence. On the other side
of *it* was a field of clover.
4. Ferdinand followed in amazement the sound
of Ariel's voice, till it led him to Prospero
and Miranda. *They* were sitting under the
shade of a large tree.
5. On board the vessel I found many things. *They*
were not at all injured by the salt sea water.

A relative clause is always an adjective clause.

Why?

LESSON IX

ORAL ANALYSIS

(Do not make the analysis too minute.)

1. After a voyage of seven weeks, the ship rode into the harbor from which I had set sail many years before.
2. A rich man who was once taking a walk on his broad lands happened to fall into a deep stream near a mill.
3. A traveler, who had just returned from the East, in relating his adventures, told how he and his servant had made fifty Arabians run.
4. The first thing that Pandora saw was a great box.
5. The stranger wore a cloak which he kept wrapped closely about him.
6. On the head of each fairy glimmered a star like that which the glow-worm carries.

Select the relative clauses and tell what they modify.

LESSON X

ARRANGEMENT

1. Repeat the following sentence, beginning with the adverbial phrase and ending with the subject:

A burning candle stood at a distance, which rendered it scarcely distinguishable.

2. Repeat, beginning with the adverbial phrase:
The sentry walked on his slow round.

Try a third arrangement.

Which arrangement do you prefer?

3. Repeat, beginning with the first adverb:
The crossbar twanged again, and the bear snarled and came nearer.

4. Repeat, with italicized expression following the word it modifies:

At length August, smiling, turned to the beautiful picture.

5. Repeat, beginning with the adverbial phrase:
I induced him with some difficulty to go with me.

6. Place the subject last:
Frederick Barbarossa sat at a marble table in the center of the hall.

7. Change so as to have a divided quotation:
The king said, "Sleep on, comrades; the hour has not yet come."

8. Place the verb last (adverbial phrase first):
The moon arose at midnight.

9. Place the adjective first:
The breath of morn is sweet.

10. Begin with the predicate adjectives; let the verb precede the subject:

Thou art gloomy and dark O chief of the
mighty Omahas!

LESSON XI

COMBINATION

A country maid was walking slowly along with a pail of milk upon her head, and thinking thus: "The money for which I shall sell this milk will buy me three hundred eggs. These eggs, allowing for what may prove addled, will produce at least two hundred and fifty chickens. The chickens will be fit to carry to market about Christmas, when poultry always brings a good price, so that by May-day I shall have money enough to buy a new gown. Let me see—green suits me; yes, it shall be green. In this dress I will go to the fair, where all the young fellows will want me for a partner, but I shall refuse every one of them." By this time she was so full of her fancy that —

Complete the last sentence by a combination of the following expressions:

She tossed her head proudly

Over went the pail

She had entirely forgotten it

All the milk was spilled on the ground

Remember that these four sentences are to be combined so as to form part of the sentence beginning "By this time, ——."

What proverb is suggested by this story?

LESSON XII

CONNECTING WORDS

1. Combine by using another word in place of the first word in the second sentence:

(a) Hercules journeyed on until he came to the brink of the river.

(b) *Here* some beautiful young women sat twining wreaths of flowers.

2. Combine by using other words in place of those in italics:

(a) So Philemon and Baucis took up their residence in the marble palace and spent their time with vast satisfaction to themselves.

(b) *They made* everybody jolly and comfortable who happened to pass that way.

3. Repeat the following sentence, placing the italicized expression after the word it modifies:

Napoleon was sitting in his tent and *before him* lay the map of Italy.

4. Combine by changing italicized words to relative pronouns:

- (a) Often and often had Sunny Hair watched this hill.
- (b) The sun sank behind *it* day after day.
- 5. (a) One fine morning two young men were strolling together through the fields when they perceived, at a great distance, a very high hill.
- (b) On the top of *it* stood a beautiful castle.
- 6. (a) They came through the fields and across a creaking plank bridge.
- (b) Beneath *it* a little stream ran.
- 7. (a) Lizzie knew that they were the fairies.
- (b) She had seen *their* rings on the grass of the meadow.

(Give construction of relative pronouns.)

LESSON XIII

ARRANGEMENT

Rewrite the following sentences so that the relative clauses will come immediately after the antecedents:

1. When the blaze was brightest the magician threw a powder into it, which made a great cloud of smoke.
2. There was a Greek at Limesol, who hoisted his flag as an English vice-consul.

3. I found many things on board the vessel which were not at all injured by the salt sea water.
4. The pigmy beheld something a long way off which made him rub the bright specks of his eyes and look sharper than before.
5. Thus refreshed, I walked again up the street, which by this time had many clean-dressed people in it, who were all walking the same way.

LESSON XIV

Add to each sentence a prepositional phrase modifying the verb :

1. The warrior blew the smoke from his pipe

2. The baron followed the stranger _____
3. A boy playing in the fields was stung _____
4. There was a sly cat _____
5. A pot of honey was upset _____
6. This wonderful tree stood _____

LESSON XV

ADVERBIAL CLAUSES

1. He walked to his home.
2. He walked until he reached his home.

In the first sentence, the verb *walked* is modified by the adverbial phrase *to his home*. In the second sentence, the verb is modified by an adverbial clause.

(An adverb may be either a word, a phrase, or a clause.)

1. Change the italicized phrase to a clause:
At the first stroke of midnight, Cinderella fled.
2. Change the italicized clause to a phrase:
When supper was over, the giant told his wife to bring his harp.

Supply connecting words:

3. The son of the king was hunting one day
———— he discovered the towers of the castle.
4. His steps resounded ————— he passed over the marble pavement.
5. The boys were standing ————— a new house was to be built.

The words supplied introduce adverbial clauses. What are these connecting words called?

LESSON XVI

SUPPLYING VERBS

Supply the verbs which seem most fitting. Study the entire sentence first:

1. As they looked, a faint ray of sunshine——
the summit of the distant mountains.
2. The boy was not in the least afraid of the
spiders, though their fine fantastic webs

———— in his face sometimes as he ran along.

3. When noon came he found a green bank out of which ——— a little rivulet. (Choose a verb which is like the sound of the water.)
4. When the shadows (supply one word) in the forest, Sunny Hair began to think of turning homeward.
5. In his sleep there ——— to him a strange and beautiful dream.

Name the subjects of the verbs which have been supplied.

LESSON XVII

APPROPRIATE WORDS

In "Snow-Bound," the poet Whittier describes a New England snow storm. The farmer's boys have cut a path through the drifts to the barn in order to feed the farm animals.

Fill the blank spaces with verbs which seem to you expressive. Afterwards ask your teacher to read the poet's lines:

"We reached the barn with merry din
And roused the prisoned brutes within.
The old horse ——— his long head out
And grave with wonder ——— about;
The oxen ——— their tails and hooked,
And mild reproach of hunger looked."



From a Painting by Rosa Bonheur.

LESSON XVIII

PROSE FOR MEMORIZING

WOLFE AND MONTCALM

Study the following sentences until you can repeat them and write them from memory:

“The sun rose, and, from the ramparts of Quebec, the astonished people saw the Plains of Abraham glittering with arms, and the dark-red lines of the English forming in array of battle. Breathless messengers had borne the evil tidings to Montcalm, and far and near, his wide-extended camp resounded with the rolling of alarm drums and the din of startled preparation.”—*Parkman*.

TRUE COURTESY

Jonathan Swift, the author of *Gulliver's Travels*, wrote what follows about a lady of his acquaintance. Study the sentence until you can write it from memory:

“She never interrupted any person who spoke; she laughed at no mistakes they made, but helped them out with modesty; and if a good thing were spoken, but neglected, she would not let it fall, but set it in the best light to those who were present.”

LESSON XIX

SENTENCE SYNTHESIS

1. Subject Indians
 Verb: attacked
 With subject: 1. the
 2. from that and other neighboring pueblos
 3. hoping to complete his destruction
 With Verb: 1. Cortes
 2. in a few days*
 3. in the valley of the Otumba
2. Subject: Cortes
 Verb: evacuated
 With subject: fearing lest his army should be blockaded and starved
 With Verb: 1. (the) city*
 2. on the evening of the next day
3. Subject: guns
 Verb: pealed
 With subject: 1. her
 2. signal
 With Verb: 1. out
 2. over the awful ocean*

4. Subject: minstrel
 Verb: fared
 With subject: the
 With Verb: 1. fortunately (how)
 2. in days of yore
 (exclamatory sentence)
5. Subject: Lizzie
 Verb: learned
 With Verb: 1. to spin flax
 2. in the winter time
 3. when the snow covered up
 the green grass*

*Give construction of expressions which are starred.

LESSON XX.

THE SUBJECT

Name the subjects of the underlined verbs:

1. The appearance of Rip with his long grizzled beard, his rusty fowling piece, his uncouth dress, and the army of women and children that had gathered at his heels, soon *attracted* the attention of the tavern politicians.
2. King Lear, delighted to hear from her own mouth this assurance of her love, and thinking truly that her heart went with it, in a



NAPOLEON AS EMPEROR

- fit of fatherly fondness *bestowed* upon her and her husband one-third of his ample kingdom.
3. During the time of Augustus Caesar, Emperor of Rome, there *reigned* in England, which was then called Britain, a king whose name was Cymbeline.
 4. The summer in which, for the first time, a party of white men enjoyed the brilliancy of

nature in the valley of the Elkhorn, *passed* away in the occupations of exploring parties and the chase.

5. But the most striking figure among those captains, who for twenty years had made Europe tremble, *was* Napoleon himself, with his old hat and gray overcoat.

LESSON XXI

THE VERB

Name verbs of underlined subjects:

1. The *sun* that had poured his downward rays upon the rich forest of the Odenwald, now just gleamed along the summits of the mountains.
2. The first *thing* which Midas did was to sprinkle the water over the golden figure of little Marygold.
3. An old *clock*, that had stood for fifty years in a farmer's kitchen without giving its owner any cause of complaint, early one summer's morning, before the family was stirring, suddenly stopped.
4. At this moment a large, comfortable white *house*, that had been heretofore hidden by great trees, came into view.
5. Just as Gluck spoke there came a double *knock* at the house door.

LESSON XXII

CLAUSES AS MODIFIERS

1. Cato learned Greek *at eighty*.
2. Cato learned Greek *when he was eighty years old*.

The first sentence is *simple*. It contains only *one* statement, that is, one subject and one verb. The verb is modified by the phrase, "at eighty."

In the second sentence the verb is modified by the *clause*, "when he was eighty years old." This clause is an adverb, but it is a many-worded adverb and contains a subject, *he*, and a verb, *was*. A sentence containing a clause used in this way is called *complex*.

1. The tired man fell asleep.
2. The man, who was very tired, fell asleep.

The first sentence is *simple*. It contains one statement, that is, one subject and one verb.

In the second sentence, the adjective, "who was very tired," is a clause. It contains a subject and verb of its own. A sentence of this kind, containing a clause modifier, is a *complex* sentence.

Tell which of the following sentences are *simple*, and which are *complex*. Remember that the complex sentence contains at least one clause used as a modifier.

1. In the middle of the table was the remnant of a brown loaf.

2. As the stranger listened, a smile beamed over his countenance.
3. An earthen pitcher nearly full of milk stood at a corner of the board.
4. Philemon and Baucis took up their residence in the marble palace.
5. My heart leaps up when I behold
A rainbow in the sky.
6. Three Kings came riding from far away.
7. Roushan's tasselled cap of red
Trembled not upon his head.
8. The Three Kings travelled by night.

LESSON XXIII

SIMPLE AND COMPLEX SENTENCES

1. When Midas lifted his head, the lustrous stranger had vanished.
2. As Pandora raised the lid, the cottage grew very dark and dismal.
3. The curse of the Golden Touch had been removed.
4. Late in the day, the king came to the hut of a wood-cutter.
5. Master Peter mashed the potatoes with incredible vigor.

LESSON XXIV

Study the following sentence until you can repeat it and write it from memory:

“There was no help for it; and on the 19th of October, Cornwallis’ army, 7,247 in number, with 840 seamen, marched out with colors furled and cased, while the band played a quaint old English melody, of which the significant title was, ‘The World Turned Upside Down!’ ”—
J. Fiske.

LESSON XXV

SENTENCES FOR REVIEW

1. The Indian wore a tattered old buffalo robe which hung over his shoulders.
2. “Oft to his frozen lair
Tracked I the grizzly bear.”
3. By this time Philemon and his two guests had reached the cottage door.
4. When Baucis had filled two bowls, only a little milk remained in the bottom of the pitcher.
5. The old people talked about their grapevines, which clambered over the cottage wall.
6. The thunder of the cannon was loud and incessant.
7. I leaped to my feet and hailed the riders.
8. Clytie was tall and slender.

9. The colonists worked diligently.
10. The Magician's offer pleased Aladdin.
11. The horse wandered away till he came to a wood.
12. The savages, who were numerous, attacked the settlers.
13. The clattering of hoofs was heard.
14. A peasant lad, who was passing by, rescued the man.
15. Suddenly the sky grew dark.
16. Hansel and Gretel sat by the fire.
17. The fairy chose a rat that had a tremendous pair of whiskers.
18. John was a bad king.
19. The king of the Danes sent for the soldier.
20. Soon they had a bright fire.

LESSON XXVI

VOICE

A verb which takes an object is called *transitive*.

The object of a verb may become the subject:

- i. The maid opened the door.

In this sentence, *door* is the object of the verb opened.

The door was opened by the maid.

The object, *door*, has now become the *subject*.

In the first sentence the verb is in the *active voice*.

When the object becomes the subject, the verb is

changed to the *passive* form and is said to be in the *passive voice*.

2. Mr. Dance dismounted and someone admitted him into the house.

This is an awkward sentence. It may be improved by a change in the form of the second verb:

Mr. Dance dismounted and *was admitted* into the house.

Change verbs from *passive* to *active* form:

1. The success of the daring action was announced by a joyful cry from the stranger.
2. As I sat dozing over the paper, my ear was now and then struck with bursts of laughter which seemed to proceed from the kitchen.
3. The curse of the Golden Touch had been removed.
4. The boom of a cannon was heard above the shouts of the sailors and the creaking of the sails.
5. At this moment a hunter, with four hounds, was seen approaching. (Supply subject.)

Change verbs from *active* to *passive* form:

1. The Saracens had captured Jerusalem.
2. Marble columns upheld the roof of the hall.
3. Soldiers guarded the gates.
4. They have taken her away.
5. They brought him home.

LESSON XXVII

APPOSITIVES

1. Robert Bruce was the greatest king who ever wore the Scottish crown.
2. He died in 1329.

We can combine these two sentences by making use of what is called the *appositive*:

Robert Bruce, the greatest king who ever wore the Scottish crown, died in 1329.

The appositive may be used with a noun or pronoun of any construction. It is not an adjective. It is more independent.

Combine the following pairs of sentences by making use of the appositive:

1. King Robert went boldly into the house, where he found the mistress.
2. She was an old true-hearted Scottish woman.
1. I have two stout sons.
2. They are gallant and trusty men.

LESSON XXVIII

APPOSITIVES

Combine:

1. The Circus Maximus was a vast building of stone.
2. It was capable of accommodating over 150,000 spectators.

Change the relative clause in the following sentence to an appositive:

The King left his youngest brother, whose name was Nigel Bruce, to defend the castle against the English.

Select appositives:

1. The castle was taken by the English, and Nigel Bruce, a beautiful and brave youth, was cruelly put to death by the victors.
2. There lived at no great distance from this stronghold, a farmer, a bold and stout man, whose name was Binnock.
3. It is said that Caesar spent his leisure hours in reading about Alexander, the famous king of Macedon.

Change the following sentence by placing the appositive at the end; separate it from the first part by a dash:

4. This quarrel was the saving of us; for while it was still raging, another sound, the tramp of horses galloping, came from the top of the hill on the side of the hamlet.

LESSON XXIX

TRACING CONNECTIONS

No matter how long a simple or a complex sentence may be, everything in it belongs, directly or indirectly, either to the subject or to the predicate:

One day Ali Baba saw in the distance a cloud of dust *which* seemed to approach towards him.

The relative pronoun *which* refers to *cloud*: *cloud* is the object of the verb *saw*: *saw* is the predicate verb of the sentence.

Begin with italicized words and trace connections until you reach the subject or verb of the sentence:

1. The captain of the thieves returned to the forest in a transport of *rage* and *despair*.
2. Now, the chief of the strangers who had taken the *castle*, was James Douglas.
3. In 1760, Major Robert Rogers, a provincial officer, was sent to take possession of the western *posts*.
4. There once lived a king who was very *cruel*.
5. Among Arthur's Knights of the Round Table was one who *was* a mixture of good and bad.
6. In a few moments Lizzie was surrounded by a whole troop of dapper little *elves*.

LESSON XXX

TENSE

Change verbs to past *tense* or time:

1. I shall never see them again.
2. The wind shakes the fruit from the trees.
3. It is useless for us to fight longer.
4. The warriors and chiefs sit in a circle.

5. Apples lie ungathered on the ground.
6. He hears the thunder.
7. The pitcher throws the ball.
8. He sits beside the dying embers.



From Painting by Landseer.

9. She wears a wreath of roses.
10. The stars shine.
11. He gives his bridle rein a shake.
12. The sailor boy lies in his hammock.

13. They steal silently away.
14. He says that he will go.
15. Soldiers guard the gates.
16. I bring her flowers every day.
17. The Turk lies dreaming in his tent.
18. The crowd cheers the hero.
19. The boy goes to school.
20. The stag drinks his fill.



EIGHTH GRADE

GRAMMAR AND READING

We cannot read intelligently unless we know that certain words in the sentence belong to each other.

Read the following sentence carefully:

“But my father, in the meantime, from a view of the expense of a college education, which, having so large a family, he could not well afford, and the mean living many so educated were afterwards able to obtain,—reasons that he gave to his friends in my hearing,—*altered* his first intention, took me from the grammar school, and sent me to a school for writing and arithmetic kept by a then famous man, Mr. George Brownell, very successful in his profession generally, and that by mild, encouraging methods.”

The word in italics, *altered*, is, as you see, a verb. A verb *predicates*, or asserts, something about a subject. Reading the sentence through carefully, you discover that *father* is the subject. Knowing this, you will be able to read the sentence intelligently.

LITERARY STYLE

One purpose of our study of sentences is to enable us to understand and appreciate good authors. All

great writers are distinguished by what is called "style." They have a way of telling things which delights us. We like Irving's "Rip Van Winkle," not only for the story itself, but for the way in which it is told. We like Hawthorne's "Wonder Book" although we may have read the stories before. He *retells* them in such a way that we are charmed by them.

For ten years Hawthorne lived like a hermit in order that he might practice writing stories until he felt that he could write them well. He said that "style" in story telling was "the mint mark which alone gives currency." He meant that no matter how good the story itself may be, it must be well told or people will not continue to read it.

Washington Irving lived one hundred years ago, but people still read and love his stories. The author of Robinson Crusoe lived two hundred years ago but you do not think of that when you read the book. It never grows old.

Sometimes sentences from famous books are difficult to understand. They may be very long and the verb and subject may be far removed from each other, but a little thought will help us to understand them. We may not wish to use such long sentences ourselves, but we do wish to be able to read and enjoy the great masters of English, and as they often used long sentences we must know enough about the relations of words in sentences to understand what we read.

LESSON I

PARTIAL ANALYSIS

Name subjects of the verbs in italics:

1. In that same village, and in one of these very houses (which, to tell the precise truth, was sadly time worn and weather beaten), there *lived* many years since, while the country was yet a province of Great Britain, a simple, good-natured fellow of the name of Rip Van Winkle.
2. All these tales told in that drowsy undertone with which men talk in the dark, the countenances of the listeners only now and then receiving a casual gleam from the glare of a pipe, *sank* deep in the mind of Ichabod.
3. The battalion drew up and presented arms; and a few moments after, the mounted grenadiers of the guard—veritable giants, with their great boots, their immense bear-skin hats descending to their shoulders and allowing only their mustaches, noses, and eyes to remain visible—*passed* at a gallop.
4. But others, who had seen more of the world, had watched and waited till they were weary, and had beheld no man with such a face, nor any man that proved to be much

greater or nobler than his neighbors, *concluded* it to be nothing but an idle tale.

5. So preposterous a disposal of his kingdom, so little guided by reason, and so much by passion, *filled* all Lear's courtiers with astonishment and sorrow.

LESSON II

THERE AS AN EXPLETIVE

"There once lived in Greece a very wise man whose name was Socrates."

Let us repeat this sentence, beginning with the subject:

"A very wise man whose name was Socrates once lived in Greece."

You notice that the word *there* is not needed when the subject comes first.

The word *there* is often used in this way merely to introduce the sentence or to make it more agreeable to the ear.

Tell which sentences contain *there* used in this way:

1. There was a circus in town.
2. There on the flowers of the meadow the warriors lay.
3. In the same land there lived a poor man whose name was Schacabac.

4. Not far from the edge of a pleasant wood there once lived three bears.
5. During the Civil War there was in the Union army a young boy named William Scott.
6. On the other side of the room there were three chairs.
7. In the year 1777 there came to America a young Frenchman named LaFayette.

Read the sentences again, omitting *there* and note how they sound. You will find that the expletive may be omitted without changing the meaning of the sentence.

The adverb indicates direction. *Pointing* would be an appropriate gesture to accompany it. Is *there* an adverb in any of the sentences given?

LESSON III

SENTENCE SYNTHESIS

- I. Subject: a famous outlaw
 Verb: lived
 there (as an expletive)
 whose named was Robin Hood*
 in merry England
 in the time of old
 when good King Henry the Second ruled the land*
 within the green glades of Sherwood Forest
 near Nottingham town

2. Subject: the guns
 Verb: announced
 Object: the coming
 Modifier of
 Subject: of the arsenal
 Modifiers of
 Verb: at last
 on the tenth of May
 in the year 1812
 Modifier of
 Object: of the master of all

3. Subject: Hobomok
 Verb: stood
 friend of the white man
 silent
 with folded arms
 above them

Judge for yourselves where the modifiers belong.

4. Subject: form
 Verb: appeared
 clad in armor of steel
 a somber and sorrowful figure
 on the threshold
 when the service was ended*
 Lo!

5. Subject: a great king
 Verb: lived
 who had no work to do*
 in the Far East*
 there (as an expletive)
6. Subject: trumpet
 Verb: sounded
 Other Parts: (a) a
 (b) one morning
 (c) in the camp of the enemy
 (d) as the rising sun was beginning to gild with its rays the highest towers of the city
7. Subject: Bozzaris
 Verb: ranged
 Other Parts: at midnight
 his Suliote band
 in the forest shades

LESSON IV

NOUN CLAUSES

"The traveler told a *story*."

You know that *story* is the object of the verb *told*.

"The traveler told *how he had found his way*."

The part in italics has a subject and verb of its own

and is, therefore, a *clause*. It is the object of the verb *told*. A clause used in this way is called a *noun clause*.

Supply clauses as objects of verbs:

1. I told my friend _____
2. I thought every minute _____
3. The young larks, in great fear, told _____
4. You will hardly believe _____
5. Ralph the Rover wished _____
6. The children did not know _____

"What he said is of no consequence."

The subject of this sentence is the clause "what he said."

"The gun was what he wanted."

In this sentence, *what he wanted* is a predicate noun, or predicate nominative. The same meaning would be conveyed if we said, "What he wanted, was the gun."

LESSON V

CONSTRUCTION OF CLAUSES

Select clauses and give construction:

1. I told my friend that I was very much afraid.
2. What the signal meant, we did not know
3. The truth is that I am tired of working.
4. I thought I heard the roar of breakers.
5. It has appeared to me that the house should adopt this resolution.

6. I wish that we could hear the good abbot's bell.
7. That he hath wronged me doth appear in this.
8. This is what the fairy did.
9. "What are you doing?" said the princess.

LESSON VI

SENTENCES FOR MEMORIZING

Study the following passage until you can repeat it and write it from memory:

"Caesar was an athlete in early life, admirable in all manly exercises, and especially in riding. In Gaul he rode a remarkable horse, which he had bred himself, and which would let no one but Caesar mount him. From his boyhood it was observed of him that he was the truest of friends, that he avoided quarrels, and was most easily appeased when offended. In manner he was quiet and gentlemanlike with the natural courtesy of high breeding."—*Froude*.

LESSON VII

CLAUSES

Repeat the following sentences, *omitting all clause modifiers*:

1. The five beans which Jack's mother had thrown out had sprouted.
2. While Jack was eating bread and cheese in the kitchen, the giant came home.

3. A Lion, who had grown too old and feeble to go out and hunt for prey, could hardly find enough food to keep him from starving.
4. There was once a dog who lay all day long in a manger where there was plenty of hay.
5. When the other animals heard of the Lion's distress, they came, one by one, to look at him.
6. The part of the castle where Charles I. was imprisoned is now in ruins.
7. The window from which he attempted his escape is still to be seen.
8. When the tide is low, remains of old oak trees are to be seen beneath the water.
9. High up on a hillside overlooking the river, which ripples softly at its base, stands the quaint old town of Durham.

The part of the sentence left after all clause modifiers have been omitted, is the *principal*, or *independent* clause.

LESSON VIII

CLAUSES

Give the construction of each clause modifier in the following sentences:

1. As the dog looked into the water, he saw his shadow there.

2. The fish was caught by a fisherman who sold it to the servants of King Arthur.
3. The wind blew a blast which sent the leaves flying through the air.
4. A farmer had seven sons who could never agree among themselves.
5. A wolf who was watching a goat from the foot of a rock, wanted to catch him.

LESSON IX

THE COMPOUND SENTENCE

“The Emperor Charles the Fifth sate in sore straits in the Tyrol, encompassed by his enemies. All his knights and courtiers had forsaken him; not one came to his help.

“Then suddenly his door opened, and there came in a man in disguise, and as he threw back his cloak, the Kaiser recognized in him his faithful Conrad von der Rosen, the court jester. This man brought him comfort and counsel, and he was the court jester.”

The last sentence in the first paragraph contains two statements: “All his knights and courtiers had forsaken him; not one came to his help.”

If we omit the second statement, “not one came to his help,” we feel that the sentence loses strength. The two statements have about the same meaning but the

repetition of the same thought in different words makes us feel the Emperor's situation more keenly.

If the semi-colon after *him* were changed to a period we should have two sentences. As it is, we have what is called a *compound* sentence. It contains two independent statements or clauses.

You know that a relative pronoun always belongs in an *adjective* clause, and you know that some clauses are *adverbial*, but the compound sentence always contains at least two *independent* clauses. These independent clauses are not used as adjectives or adverbs or objects of verbs:

“This man brought him comfort and counsel, and he was the court jester.”

This might be written as two sentences:

This man brought him comfort and counsel.

He was the court jester.

But the two sentences do not make us feel the author's meaning. He wanted us to feel that the jester had done for his master what the nobles of the court had not dared to do. The men from whom the Emperor might have expected help and counsel had deserted him, but the poor jester had braved every danger to reach him and to give him help and comfort. We feel this when we find the two statements joined:

“This man brought him comfort and counsel, and he was the court jester.”

Read the following sentences twice, once with the italicized word and once without. Give your opinion as to why the authors of the sentences combined the statements:

1. The sun went down, *and* from the wooded hill where he stood, Sunny Hair beheld the twilight steal over his native village.
2. A tiny column of smoke went up here and there from amid the clustered huts; *but* there was scarcely a moving creature to be seen.
3. From time to time I had seen savages land their canoes on my island, *but* so far my habitation had not been discovered.
4. Peter stepped aside to let the carriage pass, *and* just then the young lady looked out.
5. We came to Abou Simbel on the night of the 31st of January, *and* we left at sunset on the 18th of February.
6. All night long Little Moccasin was thinking and planning, *but* when daylight came, he had reached no conclusion.

LESSON X

CONJUNCTIONS

Give the use of *and* in each of the following sentences:

1. Over fell the bean-stalk *and* down came the Giant upon the ground.
 2. Before sunset I came up with an encampment of Arabs *and* my tent was pitched with theirs.
 3. Log houses were built *and* trees were cut down for firewood.
 4. Women are apt to be quick in recognizing the true hero, *and* from the outset all the women in New Orleans had faith in Jackson.
 5. When a gallant action was performed, Caesar knew by whom it had been done, *and* every soldier, however humble, might feel assured that if he deserved praise he would have it.
 6. In the Indian gazettes a wigwam was the symbol of a day's march, *and* a row of them cut or painted on the bark of a tree signified that so many times they had camped.
-
1. Use *and* to connect two adjectives modifying the subject of a sentence.
 2. Use *and* to connect two adjectives modifying a predicate nominative.
 3. Use *but* to connect two predicate adjectives.
 4. Use *or* between two verbs.
 5. Use *and* to connect two adverbial phrases.

LESSON XI
INFINITIVES

“*To turn the key* was the work of an instant.”

The subject of this sentence is the expression *To turn the key*. You see that it is made up of two parts, *to turn* and *the key*. The first, *to turn*, is called an *infinitive*. It does not assert anything about a subject, but it does take an object. At the same time, it is used as a *subject* and so resembles a noun.

An infinitive, then, is a *verb form*, but it is used like a noun. In the sentence, “I like *to play*,” *to play* is an infinitive used as *object* of the verb *like*.

Very often, when an infinitive is used as a subject, it is placed at the end of the sentence and *it* is used as an introductory word:

It was the work of an instant to turn the key.

Tell how the infinitives are used in the following sentences:

1. I began to love the excitement.
2. To reach the wreck was impossible.
3. “Surrender!” answered Paul Jones, “we have not begun to fight yet!”
4. The English tried hard to capture Paul Jones.
5. When Cornwallis reached Yorktown, he determined to go into quarters.

LESSON XII

CONSTRUCTION OF INFINITIVES

1. "It is safer to ride," answered the sergeant.
2. The Puritans wanted to worship in their own way.
3. Rip would never refuse to assist a neighbor.
4. To tell the truth is not always easy.
5. It is pleasant to behold the sun.
6. Suddenly, changing their tone, they began to boast and to bluster.

In the examples given above it is easy to select the infinitives. They are used either as subjects or objects.

He told me to leave the door wide open.

He bade me leave the door wide open.

In these sentences the infinitive is preceded by a word in the objective case. This a very common use.

The word *leave* in the second sentence is an infinitive although the word *to* is not used with it.

Select infinitives. Give the construction of the word preceding the infinitive.

1. Mr. Dance told me to jump down.
2. Through the night I saw a hundred dragoons enter at a gallop under the French gate.
3. I hear the churchbells ring.
4. The men made Andre dismount.
5. The French wanted us to succeed.
6. People urged Lincoln to free the slaves at once.

LESSON XIII

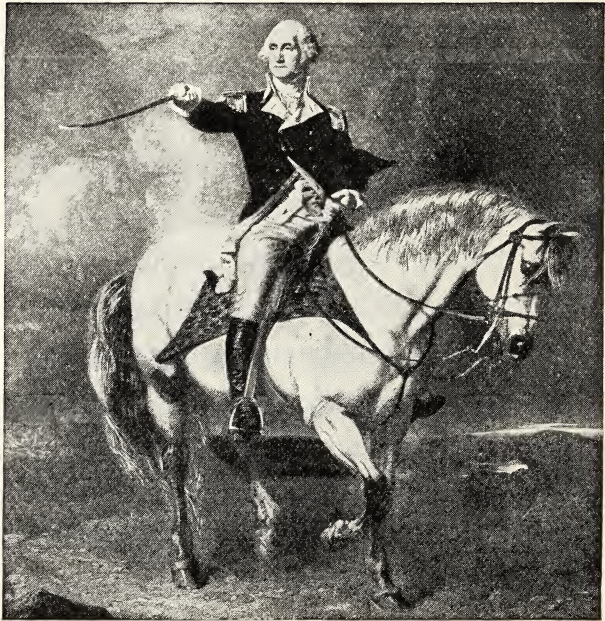
GEORGE WASHINGTON

“Perhaps the strongest feature in his character was prudence; never acting until every circumstance, every consideration, was maturely weighed; refraining if he saw a doubt, but, when once decided, going through with his purpose whatever obstacles opposed. His integrity was most pure, his justice the most inflexible I have ever known; no motives of interest or consanguinity, of friendship or hatred, being able to bias his decision. He was, indeed, in every sense of the word, a wise, a good, and a great man. His temper was naturally irritable and high-toned; but reflection and resolution had obtained a firm and habitual ascendancy over it. If ever, however, it broke its bounds, he was most tremendous in his wrath.

“In his expenses he was honorable, but exact; liberal in contributions to whatever promised utility, but frowning and unyielding on all visionary projects and all unworthy calls on his charity. His heart was not warm in its affections, but he exactly calculated every man’s value, and gave him a solid esteem proportioned to it. His person was fine; stature

exactly what one would wish; his deportment easy, erect and noble; the best horseman of his age, and the most graceful figure that could be seen on horseback.

“————— In public, when called on for a sudden opinion, he was unready, short, and em-



barrassed; yet he wrote readily, rather diffusely, in an easy and correct style. This he had acquired by conversation with the world; for his education was merely reading, writing, and common arithmetic, to which he added surveying at a later day.”—*Thomas Jefferson*.

Read these paragraphs until you understand them. Can you refer to any acts of Washington's life in support of any of Jefferson's statements.

Select a passage of not less than three consecutive sentences and study it until you can repeat it and write it from memory.

LESSON XIV

SENTENCE SYNTHESIS

Subject: sands

Verb: stretch

Modifiers of

Subject: (a) the

(b) lone and level

(c) boundless and bare

Modifiers of

Predicate: (a) far away

(b) round the decay of that colossal wreck

These parts of a sentence may be combined in several ways. Here are some ways in which pupils have combined them:

1. The sands stretch lone and level, boundless and bare, far away round the decay of that colossal wreck.
2. The lone and level boundless and bare sands stretch far away round the decay of that colossal wreck.

3. The sands, lone and level, boundless and bare, stretch far away round the decay of that colossal wreck.
4. Boundless and bare, the lone and level sands stretch far away round the decay of that colossal wreck.
5. Lone and level, boundless and bare, the sands stretch far away round, etc.
6. Round the decay of that colossal wreck, the sands, lone and level, boundless and bare, stretch far away.

Here are six different combinations of the same groups of words, and yet the author of the original sentence used none of them. He wrote:

“Round the decay
Of that colossal wreck, boundless and bare,
The lone and level sands stretch far away.”

The author was a poet. Out of the same words which other men use, he made wonderful songs and poems. Beautiful forms of speech came to him, just as beautiful melodies and harmonies come to the great musicians. We cannot all write great poetry, but we may listen to the poets, and feel the music of beautiful speech.

The lines in the sentence we have been reading are from Shelley's "Ozymandias." Shelley was an English poet who lived during the nineteenth century.

OZYMANDIAS

I met a traveller from an antique land
 Who said: "Two vast and trunkless legs of stone
 Stand in the desert. Near them on the sand,
 Half sunk, a shattered visage lies,

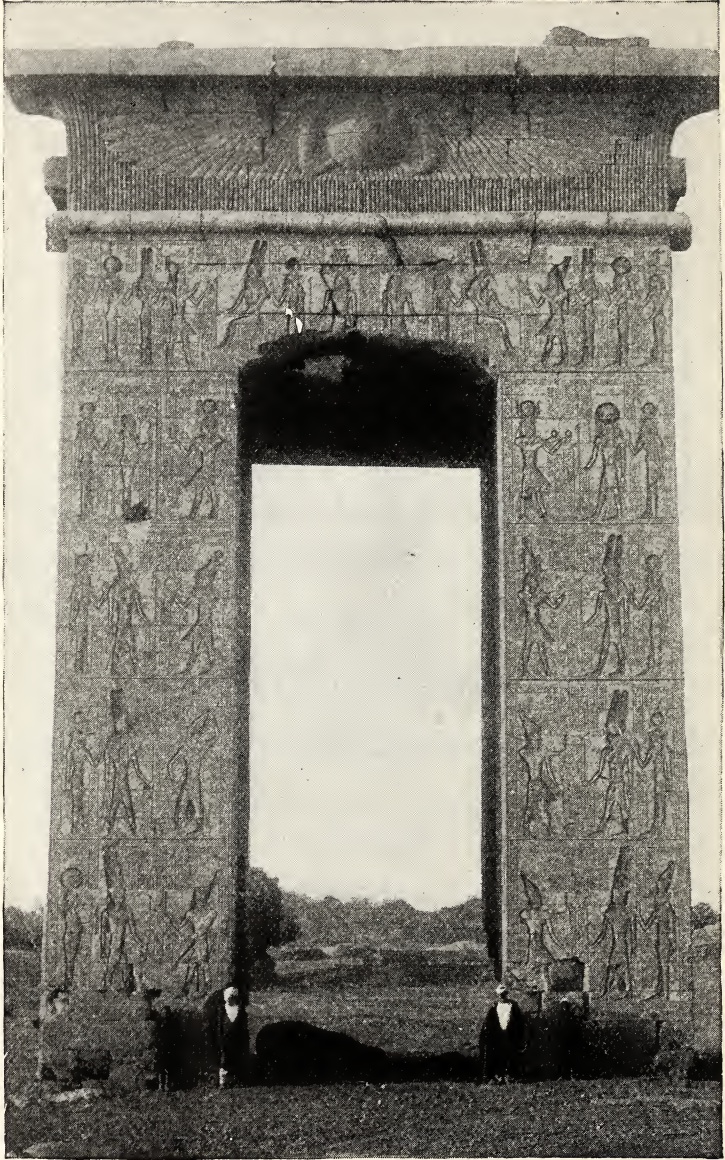
 And on the pedestal these words appear:
 'My name is Ozymandias, king of kings:
 Look on my works, ye Mighty, and despair!
 Nothing beside remains. Round the decay
 Of that colossal wreck, boundless and bare,
 The lone and level sands stretch far away.'

LESSON XV

SENTENCE SYNTHESIS

Combine in more than one way and state the one
 you prefer:

1. Subject: banners
 Verb: were seen
 Other Parts: all in a moment
 through the gloom
 ten thousand
2. Subject: seasons
 Verb: return
 thus
 with the year



EGYPTIAN ARCH

3. Subject: wind
 Verb: blows
 cold
 winter
 the
 over hill and heather
4. Subject: breath
 Verb: is
 sweet
 the
 of morn
5. Subject: shades
 Verb: fled
 with him
 the
 of night
 and
6. Subject: Childe Rowland
 Verb: came
 to the dark tower

LESSON XVI

CLAUSE AS SUBJECT

1. That Washington disapproved of this action was evident.

The subject of this sentence is the clause, *That Washington disapproved of this action.*

2. It was evident that Washington disapproved of this action.

By the use of *it* as an introductory word, the clause is thrown to the end of the sentence. It is really, however, the subject.

Repeat the following sentences, omitting the word *it* and placing the subject first. Check the sentences which seem unfinished and awkward without the introductory word:

1. It soon became clear that the fight would be a hard one.
2. It was moved that Congress should adjourn.
3. It was not believed that the king had seriously thought of returning to Holland.
4. It was at length resolved that the king should be released.
5. It was known that his camp furniture was making. (being made)
6. It was rumored all over London that he had determined to take command of the army in Ireland.
7. It was impossible to bring a chief before a court martial.
8. It had been feared that the town would be stormed and plundered.
9. "It is my faith that every flower
Enjoys the air it breathes."

LESSON XVII

ALEXANDER HAMILTON

Study the following paragraph until you can repeat it and write it from memory:

1804

“When Alexander Hamilton’s life was thus cut short, he was only in his eight-and-fortieth year. Could he have attained such a great age as his rival, John Adams, he might have witnessed the Mexican War and the Wilmot Proviso. Without reaching extreme old age he might have listened to Webster’s reply to Hayne, and felt his heart warm at Jackson’s autocratic and decisive announcement that the federal Union must be preserved.”—*J. Fiske.*

LESSON XVIII

PARTICIPLES

“Jumping up, Fafner grasped the magic helmet.”

Fafner, the subject of this sentence, has added to it the expression, “jumping up.” *Jumping* does not assert: *Fafner jumping* is not a sentence, and yet *jumping* is a verb form. With a helping word, or auxiliary, it may be part of the predicate verb. *Fafner is jumping* is a complete sentence.

In the first sentence, *jumping* is what is called a participle. It is like an adjective since it is attached

to a noun, *Fafner*, and it is like a verb since it is modified by an adverb, *up*. We see that it is *derived* from the word *jump* by adding *ing*.

“The horse, frightened at the noise, dashed madly away.”

The word *frightened* in this sentence is a participle, modifying horse. It is itself modified by the adverbial phrase, *at the noise*.

Rewrite, placing participles as near as possible to the words they modify:

1. The sound of horns came floating from the valley, *prolonged* by the mountain echoes.
2. A number of horsemen were seen far below, slowly advancing along the road.

The participle with its modifiers is called a *participial phrase*.

LESSON XIX

CONSTRUCTION AND ARRANGEMENT

The following sentence contains two relative clauses. Change these clauses to participial phrases:

1. It was a fertile and lovely plain, with great trees which flung their sun-speckled shadows over it, and hills which fenced it in from the rough weather.

Rewrite with entire subject coming first:

2. Each warrior sat on the ground by the decaying embers of his fire, unmoved amid the confusion.
3. We placed our last piece of antelope before a scanty fire, mournfully reflecting on our exhausted stock of provisions.

Combine each group of sentences by changing the italicized verbs to participles. What other change does this make necessary?

4. The lark went abroad the next day, and the owner of the field *came* as before and *found* the grain falling to the ground. He said to his sons, "We must wait no longer for our neighbors and friends."
5. Collecting their baggage at once, the soldiers set forward, through the deep snow. They *took* with them several guides.

LESSON XX

PARTICIPLES

Change participle to predicate verb:

1. Seizing their skates, the boys leaped from the deck of the ice-boat.

Select participles and give construction:

2. Meantime the kitchen boy, listening outside at the crack of the door, doubled himself with silent laughter.

3. Believing there was nothing the Dutch would not dare to do, the Spaniards concluded to offer terms.
4. Ascending the grand staircase, the boys soon found themselves in a rather gloomy apartment.
5. Down the streets of London one morning trotted a big Newfoundland dog, carrying a basket of bright flowers.
6. The skylark, mounting higher and higher, came so close that Prince Dolor could distinguish its wings and body.

Change participial phrase to relative clause:

7. The lark suddenly closed its wings, meaning to drop to the ground.
8. The deck of the ice-boat was filled with children *muffled up to their chins*.

Change the italicized verbs to participles:

9. He *looked* downward and saw a shepherd boy.
10. The cloak hung high in the air and never *attempted* to descend.

LESSON XXI

VOICE

1. The *house* was sold.
They sold the *house*.

What is the construction of *house* in the first sentence? What is its construction in the second? How

does the verb in the first sentence differ from the verb in the second?

Study the following selection and tell which verbs are in the active and which are in the passive voice:

GRACE DARLING



SHIP AT SEA

“The waves lashed the little boat, and tossed it to and fro. The sea hissed and seethed, the storm birds screamed above. Peril was on every side; but the two were brave and strong; the wreck was reached, and the nine unhappy sailors, fainting and half-dead, were drawn into the boat and rowed to the island.

“The brave deed was soon known all over the world; and Grace Darling became the heroine of the hour. A large public subscription was raised for her; and when a few years later she died, she was followed to the grave by a great throng of people, among whom were many leading men of England. A monument was raised to her memory, and her name will stand forever among those of the noblest heroes and heroines in England’s history.”

LESSON XXII

APPOSITIVES

1. George Washington was the first president of the United States.
2. He was born in 1732.

We can combine these two statements by means of what is called an *appositive*:

3. George Washington, *the first president of the United States*, was born in 1732.

An appositive is something added to a noun or pronoun to explain or define its meaning. The appositive is really just another term for the word with which it is in apposition. In the third sentence above, the appositive may change places with the subject without altering the meaning of the sentence.

The appositive may consist of a single noun, or it may consist of a noun with modifiers. It may be compound, as,

“Thomas Jefferson, patriot and philosopher, wrote the Declaration of Independence.”

Read the sentences about George Washington aloud. Do you like the first arrangement as well as you like the second?

How does an appositive differ from an adjective?

Make two sentences out of the one about Thomas Jefferson.

Do you like such an arrangement?

LESSON XXIII

APPOSITIVES

Analyze the following sentences:

1. Near him was seated John Alden, his friend and household companion.
2. Suddenly breaking the silence, the diligent scribe interrupting,
Spake, in the pride of his heart, Miles Standish the Captain of Plymouth.
3. In a town in Persia there lived two brothers, Cassim and Ali Baba.

Combine the following sentences into one by changing one to an appositive expression and another to a relative clause:

- (a) By the roadside there chanced to be an old beggar woman and two little beggar children.
- (b) They were stragglers from some far off region.
- (c) As the carriage rolled onward, they held out their hands and lifted up their doleful voices, most piteously beseeching charity.

Combine:

- (a) The night had been warm and showery.
- (b) The morning opened in an undecided way.



NAME THE PICTURE

LESSON XXIV

Select appositives:

1. Boadicea, the warrior queen of the Britons, was captured by the Romans.
2. Lear, King of Britain, had three daughters.

3. Hawthorne, an American author wrote "The Great Stone Face."
4. Selim, the owner of the camels, was the only Bedouin who remained with us until we reached Gaza.

Combine the following sentences into one by means of appositives:

- (a) Selim was the chief of the party.
- (b) He was the man to whom all our camels belonged.
- (c) He was a fine, savage, stately fellow.

LESSON XXV

SENTENCE SYNTHESIS

1. Subject: castle
 Verb: stood
 Other Parts: the, of the Baron von Landshort
 With Verb:
 1. on the summit of one of the heights of the Odenwald
 2. Many, many years since *there* as an expletive
 3. a wild and romantic tract of upper Germany (appositive with Odenwald)
2. Subject: Philemon and his wife Baucis
 Verb: sat
 Other Parts: 1. enjoying the calm and beautiful sunset

2. one evening
 3. in times long ago
 4. at their cottage door*
3. Subject: a stream
 Verb: runs
 Other Parts: of water*
 through this oasis*
 during the greater part of the year
there as an expletive

*Give construction.

APPOSITIVES

Read the following sentences, changing the predicate nouns to appositives:

Socrates, who was condemned to die, was the wisest man in Greece.

Washington, who was born in 1732, was the first president of the United States.

LESSON XXVI

ANALYSIS

Analyze the following sentences:

1. It had been feared that the town would be stormed and plundered.
2. Their demand was that a heavy tribute should be paid to them.

3. The messenger was arrested and searched and the letters were found.
4. To bring a chief before a court martial was impossible.
5. The fiery crosses were sent again in all haste through Appin and along Loch Leven.
6. The besieging army melted rapidly away.
7. The skipper, puffing away at his pipe, let out the sail, lifted the brake, and sat in the stern with folded arms.
8. The castle, which commanded the whole city, was still held by the Duke of Gordon.
9. Early in January, 1429, Joan turned her back on Domremy, which she was never to see again.
- 10-14. "Lochiel was tall and strongly built. In agility and skill at his weapons he had few equals among the inhabitants of the hills. He had repeatedly been victorious in single combat. He was a hunter of great fame. He made vigorous war on the wolves which, down to his time, preyed on the red deer of the Grampians; and by his hand perished the last of the ferocious breed which is known to have wandered at large in our island."

LESSON XXVII

Read the following selection and study the second and third paragraphs until you can repeat them and write them from memory:

“The great bugaboo of the birds is the owl. The owl snatches them from off their roosts at night, and gobbles up their eggs and young in their nests. He is a veritable ogre to them, and his presence fills them with consternation and alarm.

“One season, to protect my early cherries, I placed a large stuffed owl amid the branches of the tree.

“The news instantly spread in every direction, and apparently every bird in town came to see that owl in the cherry tree and every bird took a cherry, so that I lost more fruit than if I had left the owl in doors. With craning necks and horrified looks the birds alighted upon the branches, and between their screams would snatch off a cherry, as if the act was some relief to their outraged feelings.”—*J. Burroughs*.

LESSON XXVIII

PARTIAL ANALYSIS

Give construction of italicized words. If the italicized word is a *verb*, name its *subject*; if it is a *conjunc-*

tion, name the *parts connected* and give their construction:

1. Robert of Sicily, brother of Pope Urbane
And Valmond, Emperor of Allemaine,
Apparelled in magnificent attire,
With retinue of many a knight and squire,
On St. John's eve, at vespers, proudly *sat*
And heard the priests chant the Magnificat.
2. At length the sexton, hearing from without
The tumult of the knocking and the shout,
And thinking thieves were in the house of
prayer,
Came with his lantern, asking, "Who is there?"

Complete the following sentences and then classify them as simple, complex or compound:

1. On stormy nights, when the wind shook the four corners of the house, and the surf roared along the cove and up the cliffs —————
2. The sound of footsteps running came to our ears, and, as we looked back, —————
3. The window of the captain's room was thrown open and a man leaned out into the moonlight, —————
4. Just then the same whistle that had alarmed my mother —————

Add to this sentence an expression in apposition with *sound*:

5. This quarrel was the saving of us; for while it was still raging, another sound came from the top of the hill on the side of the hamlet
-

LESSON XXIX

ANALYSIS

Read the following sentence, changing it so that the italicized expression will follow what it modifies:

1. I thought every minute that the ship would sink and made up my mind that *if I ever reached land* I would go back to my home.

Analyze:

2. He was borne along by the rushing torrent.
3. The truth is that I am tired of working.
4. The coming of the shepherd had disturbed the king.
5. Dismay filled the hearts of the Saracens.
6. The roof of the hall was upheld by marble columns.
7. The Saracens had captured Jerusalem.
8. It is useless to fight longer.
9. He gave his bridle rein a shake.
10. The Greeks saw a strange object on the shore.

LESSON XXX

TENSE

Change to Future Tense:

1. He built his house near the sea.
2. I told my mother to come.
3. We follow our leader.
4. The sun rose yesterday.
5. I am twelve years old.
6. The birds will fly south.

Change to Present Perfect:

1. You speak truly.
2. The soldier stood on guard for an hour.
3. He told me all about it.
4. How time does fly!
5. I never see him.
6. Where was he?
7. The pitcher threw the ball.
8. They brought him home.
9. He chose his part.
10. Will he catch the ball?
11. I never think of that.
12. I fought a good fight.
13. The bird flew away.
14. The king defeated his enemies.

LESSON XXXI

TENSE

Change to Past Perfect:

1. Will he go?
2. The man is ill.
3. She grew very tall.
4. They awoke with the dawn.
5. The bird forsook its nest.
6. They gave up hope.
7. Lear gave his kingdom to his daughters.
8. He had his chance.
9. The stag drank his fill.
10. He ate his dinner in silence.
11. He fell from his high estate.

Change to Progressive Form. Do not change the *tense*:

1. One day Loki walked by the palace of Thor, the god of thunder.
2. The goat ate the grass.
3. Mr. Blackbird and his wife once sat on a high tree top.
4. A man and his donkey once traveled toward a town.
5. Have you eaten the fruit?
6. The king had thought of his gold.
7. I shall think of you.

LESSON XXXII

(Optional)

Begin with the underlined word or expression and give constructions until you reach the subject or verb of the entire sentence:

1. When he heard what *William Tell* had done, Gessler was very angry.
2. Tell chose an arrow and put it carefully on the string of his *bow*.
3. Then he drew back the string, took slow and careful aim, and let the arrow *fly*.
4. He dared not look to see what he *had done*.
5. The arrow had gone through the middle of the apple.
6. There was one man who was not *afraid*.
7. The king knew *that* the people did not like him.
8. This is the house *that* Jack built.
9. From the middle of the huge beam *bisecting* the ceiling hung the mistletoe.
10. Throughout the country the captains and trainers of the best football, baseball, and basketball *teams* are united against the use of tobacco by their men.

Ex.: *William Tell* is the subject of the clause *what William Tell had done*. This clause is object of the verb *heard*, which is predicate verb of the adverbial

clause *When he heard what William Tell had done*. The adverbial clause modifies the predicate of the principal clause.

LESSON XXXIII

SENTENCES FOR ANALYSIS

1. The two chief families in Verona were the rich Capulets and the Montagues.
2. At the feast of Capulets, Rosaline, beloved of Romeo, son to the old lord Montague, was present.
3. The shining gates were opened, and great Circe with hospitable cheer invited in her guest.
4. Ulysses raised his mast and hoisted his white sails, and sat in his ship in peace.
5. The eye of the hunter was small, quick, keen, and restless.
6. The army of which Washington took command was a motley crowd, clad in every variety of rustic attire.
7. With the failure of this desperate attack passed away the golden opportunity for taking the citadel of Canada.
8. In New Jersey there was a sharp dispute.
9. On the 16th of June, the governor was arrested and sent to Connecticut for safe-keeping.

10. As Franklin passed along the streets of Paris, the shopkeepers rushed to their doors to catch a glimpse of him, while curious idlers crowded the sidewalk.

Complete each sentence and give the construction of the part supplied:

11. It soon became clear ———.
12. It was moved ———.

LESSON XXXIV

SUBJECT—VERB

Name subject and verb:

1. In the midst of the din sat the poor school-master, vainly trying to fix his mind upon the duties of the day, and to forget his little sick friend.
2. The boys, led on and headed by the tall boy, raised a great shout.
3. The hum of distant voices, borne upon the soft summer breeze, came floating through the open window.
4. At the top of the first form—the post of honor in the school—was the vacant place of the little sick scholar.
5. It was plain that his thoughts were wandering from his pupils.
6. At that time there was stationed in the bay of Naples a Roman admiral, called Pliny.

Rearrange the sentences so that they will begin as follows:

1. The poor schoolmaster
2. Led on
3. Floating
4. The vacant place
5. That his thoughts
6. A Roman admiral

Name the prepositions in the first sentence.

What is meant by "*the first form*" in sentence 4?

LESSON XXXV

REVIEW

Complete each sentence by adding another predicate verb. The verb may have an object or modifiers:

1. A fisherman cast his net and _____
2. Ulysses loosened his sword in the scabbard and _____
3. Ulysses resumed his seat in his skiff and _____

Add what will make the sentence compound:

4. A strong wind arose and _____
5. The clock struck twelve, but _____

Give the construction of the underlined expressions:

6. Old Mother Hubbard went to the cupboard
To get her poor dog a bone.
7. A thirsty stag came to a spring to drink.

Supply a relative clause modifying the subject:

8. Ichabod jerked the reins on the other side.
9. There once lived in Greece a very wise man.
10. Jason dwelt in the cave with Chiron.

Supply an adverbial clause of time:

11. One day I went to the woods.

To sentence 11, add, also, an infinitive phrase showing purpose.

LESSON XXXVI

USING THE DICTIONARY

CLASS EXERCISE

Study the following sentences. Write on the board what you think are correct definitions of the italicized words. Then consult the dictionary.

1. The *tyrannicides*, as the murderers of Caesar called themselves, had expected that the Roman mob would be caught by the cry of Liberty, and would *hail* them as the deliverers of their country.
2. They found that the people did not *respond* as they had *anticipated*. The city was stunned. The Forum was empty. A dead and *ominous* silence prevailed everywhere.
3. At length a few citizens collected in *knots*. Brutus spoke, and Cassius spoke. They *extolled* their old constitution. They said that Caesar had overthrown it.

4. The citizens could not forget that these men who spoke so fairly had a few days before *fawned* on Caesar as the Saviour of the empire.
5. Then Cordelia, with weeping eyes, took leave of her sisters, and *besought* them to love their father well, and make good their *professions*: and they sullenly told her not to *prescribe* to them, for they knew their duty.
6. Don Quixote offered his services to guard the castle lest some giant or other *miscreant errant* should *presume* to make an attack upon it.

Repeat the sentences, using other words of the same meaning in place of those which are italicized.

LESSON XXXVII

AN INCIDENT

Note how interest is aroused by the first sentence in the following anecdote. Observe how rapidly the little story moves.

INDIAN ACUTENESS

“A striking example of Indian acuteness once came under my observation. Traveling in company with a Canadian named Raymond, and an Ogillallah Indian, we came at nightfall to a small stream called Chugwater, a

branch of Laramie Creek. As we prepared to encamp, we observed the ashes of a fire, the footprints of men and horses, and other indications that a party had been upon the spot not many days before. Having secured our horses for the night, Raymond and I sat down and lighted our pipes, my companion, who had spent his whole life in the Indian country, hazarding various conjectures as to the numbers and character of our predecessors. Soon after, we were joined by the Indian, who, meantime, had been prowling about the place. Raymond asked what discovery he had made. He answered that the party were friendly, and that they consisted of eight men, both whites and Indians, several of whom he named, affirming that he knew them well. To an inquiry how he gained his information, he would make no intelligible reply. On the next day, reaching Fort Laramie, a post of the American Fur Company, we found that he was correct in every particular—a circumstance the more remarkable, as he had been with us for three weeks, and could have had no other means of knowledge than we ourselves.”—*Parkman*.

Relate an anecdote based on your own experience.

LESSON XXXVIII

Boxer is a very delightful character in Dickens' story, *The Cricket on the Hearth*. Are all dogs alike in character?

BOXER

“Boxer, feeling that his attentions were due to the family in general, and must be impartially distributed, dashed in and out with bewildering inconstancy; now describing a circle of short barks round the horse where he was being rubbed down at the stable door; now feigning to make savage rushes at his mistress, and facetiously bringing himself to sudden stops; now eliciting a shriek from Tilly Slow-boy in the low nursing chair by the fire, by the unexpected application of his moist nose to her countenance; now exhibiting an obtrusive interest in the baby; now going round and round upon the hearth, and lying down as if he had established himself for the night; now getting up again and taking that fag end of a tail of his out into the weather, as if he had just remembered an appointment and was off at a round trot to keep it.”—*Charles Dickens*.

Have you even seen a dog act in this way? Do you think Dickens knew how to enter into Boxer's feelings?



Tell about your own dog, first observing his actions on some particular occasion. Try to enter into his feelings.

LESSON XXXIX

CONJUNCTIONS

What do the underlined conjunctions connect? Give construction of parts connected. (Discussion.)

1. The white-headed boy then put an open book, much thumb-worn, upon his knees, and, pushing his hands into his pockets, began counting the marbles with which they were filled.
2. In the midst of the din sat the poor school-master, vainly trying to fix his mind upon

the duties of the day, *and* to forget his little sick friend.

3. The puzzled dunce looked no longer at the ceiling for forgotten words, *but* drew closer to the master's elbow *and* boldly cast his eyes upon the page.
4. Thou comest not when violets lean
O'er mossy brooks *and* springs unseen.
5. The schoolmaster walked slowly across the fields, *and* stopped before a little cottage which stood half-hidden beneath the spreading branches of two old apple-trees.
6. The Indians did not awake; *and* after a little while the boys crept out of the wigwam.

Remember that coördinating conjunctions connect like constructions.

LESSON XL

In days of old there were no printed books, and stories and poems were told or sung by minstrels.

As your teacher reads the following lines, picture to yourself the life of the minstrel. Can you follow him from place to place as the lines are read? As they are read again, note the different classes of people with whom the minstrel mingled as he traveled through the land:

THE MINSTREL

“In days of yore how fortunately fared
The minstrel! wandering on from hall to hall,
Baronial court or royal; cheered with gifts
Munificent, and love, and ladies’ praise;
Now meeting on his road an armed knight,
Now resting with a pilgrim by the side
Of a clear brook;—beneath an abbey’s roof
One evening sumptuously lodged; the next
Humbly in a religious hospital;
Or, with some merry outlaws of the wood;
Or haply shrouded in a hermit’s cell.
Him, sleeping or awake, the robber spared;
He walked—protected from the sword of war
By virtue of that sacred instrument
His harp, suspended at the traveller’s side;
His dear companion wheresoe’er he went
Opening from land to land an easy way
By melody, and by the charm of verse.”

—*Wordsworth.*

INDEX

- Adjectives.....15, 56, 58
- Adverbs.....47, 58
- Adverbial Clauses.....81-82, 90
- Analysis:
- Broad Analysis.....8, 14, 22, 27, 43, 69, 76
 - Complete Analysis.....131, 134-135, 138, 142
 - Partial Analysis.....46, 103, 136-137
- Anecdote.....146-147
- Appositives.....95, 130-133, 134
- Appropriate Words.....53, 71, 83
- Arrangement.....49, 76, 80, 144
- Boxer.....148
- Clauses:
- Adverbial.....81-82, 90
 - Noun.....107, 123
 - Principal Clause.....109-111
 - Relative—(See Relative Pronoun).
- Combining Sentences.....18, 23, 30, 48, 78-80
- Completing the Sentence.....137
- Complex Sentence.....90-91, 92, 96
- Compound Sentence.....111-113
- Composition, Original.....37
- Conjunctions.....113-114, 149-150
- Connecting Words.....79
- Construction and Arrangement.....126
- Construction of Clauses.....108
- Dickens, Charles.....148
- Expletives.....104
- Fables.....20, 31, 46
- Grammar and Reading.....101
- Hamilton, Alexander.....125

| | |
|---------------------------------------|---|
| Indian Acuteness..... | 146-147 |
| Infinitives | 115-116, 144 |
| Literary Style | 101 |
| Memorizing (Selections)..... | 11, 20, 31, 85, 92, 109, 117, 125 |
| Minstrel, The (Wordsworth)..... | 151 |
| Nouns: Predicate, 55, 57; Object..... | 54, 56, 57 |
| Opening Sentences..... | 24 |
| Partial Analysis..... | 46, 103, 136-137 |
| Participles | 125, 127-128 |
| Parts of Speech (Review)..... | 63-64, 71 |
| Phrases | 58, 59, 81 |
| Pictures in Poetry | 150-151 |
| Prepositions | 60 |
| Prose—Poetry..... | 119-121 |
| Relative Pronouns..... | 72-75 |
| Sentence Structure..... | 11 |
| Simple Sentence..... | 90-91 |
| Story in One Sentence..... | 7, 11, 41 |
| Story Reproduction..... | 36 |
| Story, The Shortest..... | 35 |
| Subject | 29-30, 87 |
| Subject—Verb | 89, 143 |
| Synthesis..... | 10, 17, 26, 33, 44, 51, 61, 64, 70, 86, 105, 121, 133 |
| Tense | 97-99, 139-140 |
| Time | 62-63 |
| Tracing Connections..... | 96, 141 |
| Transitive Verb..... | 93 |
| Use of Dictionary..... | 145 |
| Verb | 9, 29, 34, 35, 53, 82, 89 |
| Voice | 93, 128, 130 |
| Washington, George..... | 117 |
| Words Which Belong Together..... | 20 |





