

# LIVE LANGUAGE LESSONS

HOWARD R. DRIGGS

EIGHTH GRADE

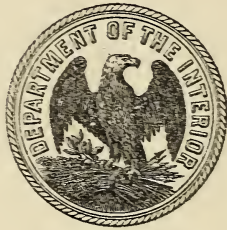


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# LIVE LANGUAGE LESSONS

EIGHTH GRADE

HOWARD R. DRIGGS <sup>oscoe</sup> ✓

PROFESSOR OF EDUCATION IN ENGLISH AND PRINCIPAL OF THE SECONDARY  
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## PREFACE

This book offers a brief course in live, practical grammar. It is intended primarily for use in the grammar grades or junior high school. The subject is divided into three main parts as follows:

1. Studies in Sentence Structure, applied through exercises in sentence building.
2. The Parts of Speech studied from the use viewpoint.
3. A Practical Study of Inflections with drills to fix the right habits of speech.

The aim of the author has been: 1. To reduce grammar to its lowest terms by eliminating the non-essentials; 2. To vitalize the subject by applying the essentials in daily life language. In other words, the central purpose of the course is to give the learner a clear working knowledge of the fundamental principles underlying effective speech.

Attention is directed towards the following features of the book:

1. The exercises are positive and constructive.
2. The drill work is increased, without overloading the book, by turning the various lessons to double service.
3. The drill is focused on the type trouble-makers of speech.
4. Special emphasis is given to teaching the verb.
5. The explanations are clear; the definitions



are accurate; the illustrations are concrete.

6. The sentences used in the exercises and drills are taken from choice living language.

7. The nomenclature used is that adopted by the National Education Association, the American Philological Association, and the Modern Language Association of America. To make easier the transition to the few new forms given in this uniform terminology, the old forms are given in footnotes.

8. A progressive program of inviting and teachable lessons is provided.

The course offered comes from actual school-room practice. It was developed first to meet a special need for a brief series of lessons in practical grammar to fit into a crowded curriculum. That need now is general. Teachers and superintendents everywhere are calling for such a brief course in live, practical grammar as will be found in this book.

To all of those who have encouraged and assisted the author in performing this service, grateful acknowledgments and appreciation are extended.

HOWARD R. DRIGGS.

# CONTENTS

	PAGE
GRAMMAR . . . . .	1
OUR ENGLISH TONGUE . . . . .	1
SENTENCE BUILDING . . . . .	2
WORDS AND GROUPS OF WORDS . . . . .	4
PHRASES AND CLAUSES . . . . .	6
IDIOMS AS WORD GROUPS . . . . .	8
IDIOMS AND SLANG . . . . .	10
IDIOMS IN USE . . . . .	11
SENTENCES AND OTHER WORD GROUPS . . . . .	12
KINDS OF SENTENCES ACCORDING TO USE . . . . .	14
PARTS OF THE SENTENCE . . . . .	16
THE BASE OF THE SENTENCE . . . . .	17
SUBJECT SUBSTANTIVE AND PREDICATIVE VERB . . . . .	18
THE PREDICATIVE VERB . . . . .	21
KINDS OF PREDICATIVE VERBS . . . . .	23
LINKING VERBS . . . . .	24
COMPLETE VERBS . . . . .	26
"BE" AS A COMPLETE VERB . . . . .	27
PREDICATE ADJECTIVES OR ADVERBS . . . . .	28
TRANSITIVE VERBS . . . . .	31
ACTIVE AND PASSIVE VERBS . . . . .	33
TRANSITIVE VERB FORMS . . . . .	35
ACTIVE AND PASSIVE VERBS IN USE . . . . .	35
THE ADJUNCT ACCUSATIVE . . . . .	39
THE INDIRECT OBJECT . . . . .	41
SENTENCE VARIETY . . . . .	42
QUOTATIONS AS DIRECT OBJECTS . . . . .	44
SENTENCE VARIETY AND STRENGTH . . . . .	45
THE BASE OF THE COMPOUND SENTENCE . . . . .	47
SENTENCES WITH COMPOUND ELEMENTS . . . . .	48
BASE OF THE COMPLEX SENTENCE . . . . .	50
SENTENCE UNITY . . . . .	51
BUSINESS LETTERS . . . . .	52
DESCRIPTIVE PARAGRAPHS . . . . .	53
THE PARTS OF SPEECH . . . . .	55
THE PARTS OF SPEECH IN USE . . . . .	57
THE PARTS OF SPEECH GROUPED . . . . .	57
NOUNS AND PRONOUNS . . . . .	58
PROPER NOUNS . . . . .	59
RULES FOR CAPITALIZATION . . . . .	60

COLLECTIVE NOUNS . . . . .	61
USES OF THE NOUN . . . . .	63
NOMINATIVE USES . . . . .	63
ACCUSATIVE USES . . . . .	63
DATIVE USE . . . . .	63
GENITIVE USES . . . . .	64
GENITIVE CASE FORMS OF THE NOUN . . . . .	65
RULES FOR MAKING THE GENITIVE FORMS . . . . .	66
THE "OF" PHRASE . . . . .	67
SUBSTANTIVE PHRASES AND CLAUSES . . . . .	69
USES OF SUBSTANTIVE PHRASES AND CLAUSES . . . . .	69
THE PRONOUN . . . . .	71
KEEPING THE MEANING OF PRONOUNS CLEAR . . . . .	73
PERSONAL PRONOUNS . . . . .	74
DECLENSION . . . . .	75
POSSESSIVE PRONOUNS AND POSSESSIVE ADJECTIVES . . . . .	76
USES OF THE PERSONAL PRONOUN . . . . .	78
NOMINATIVE USES . . . . .	78
ACCUSATIVE USES . . . . .	78
DATIVE USE . . . . .	79
CASE OF PRONOUNS IN APPPOSITION . . . . .	79
REFLEXIVE AND INTENSIVE PRONOUNS . . . . .	81
THE INTERROGATIVE PRONOUNS . . . . .	83
INDEFINITE PRONOUNS . . . . .	84
DEMONSTRATIVE PRONOUNS . . . . .	85
RELATIVE PRONOUNS . . . . .	87
DESCRIPTIVE AND DETERMINATIVE CLAUSES . . . . .	89
VERBS . . . . .	93
PREDICATIVE AND NON-PREDICATIVE VERBS . . . . .	95
PREDICATIVE AND NON-PREDICATIVE VERBS COMPARED . . . . .	96
CLASSIFICATION OF VERBS . . . . .	98
NON-PREDICATIVE VERB FORMS . . . . .	100
THE PARTICIPLE . . . . .	100
PARTICIPLES AS PURE ADJECTIVES . . . . .	102
THE GERUND . . . . .	103
GENITIVE FORMS USED WITH GERUNDS . . . . .	104
THE INFINITIVE . . . . .	105
PARTICIPLES AND INFINITIVES IN USE . . . . .	107
SENTENCE CONCISENESS . . . . .	107
SUBORDINATING PARTS OF THE SENTENCE . . . . .	109
DRILL IN SENTENCE EFFECTIVENESS . . . . .	110
SENTENCE CLEARNESS . . . . .	111
ADJECTIVES . . . . .	113
DESCRIPTIVE ADJECTIVES . . . . .	114
KINDS OF DESCRIPTIVE ADJECTIVES . . . . .	116
LIMITING ADJECTIVES . . . . .	116
THE ADJECTIVE IN SENTENCE BUILDING . . . . .	118



# CONTENTS

vii

SENTENCE VARIETY . . . . .	119
ADJECTIVES AND SENTENCE CLEARNESS . . . . .	120
ADJECTIVAL PHRASES AND CLAUSES . . . . .	121
SENTENCE CONCISENESS . . . . .	122
ARTICLES . . . . .	125
ADVERBS . . . . .	127
KINDS OF ADVERBS . . . . .	128
ADVERBIAL FORMS . . . . .	130
NEGATIVES . . . . .	131
THE ADVERBIAL ACCUSATIVE . . . . .	132
ADVERBIAL PHRASES AND CLAUSES . . . . .	132
IDIOMATIC ADVERBIAL PHRASES . . . . .	133
PREPOSITIONS . . . . .	134
IDIOMATIC PHRASES WITH PREPOSITIONS . . . . .	134
TROUBLESOME PREPOSITIONS . . . . .	135
CONJUNCTIONS . . . . .	138
KINDS OF CONJUNCTIONS . . . . .	139
OTHER CONNECTIVES . . . . .	139
CORRELATIVES . . . . .	141
INTERJECTIONS . . . . .	143
PARTS OF SPEECH: SUMMARY AND REVIEW . . . . .	144
SENTENCE BUILDING: SUMMARY AND REVIEW . . . . .	146
INFLECTION OF THE PARTS OF SPEECH . . . . .	147
TABLE OF INFLECTIONS . . . . .	148
COMPARISON . . . . .	149
COMPARISON EXPLAINED . . . . .	149
FORMS OF COMPARISON . . . . .	150
IRREGULAR COMPARISON . . . . .	151
SENTENCE CLEARNESS AND COMPARISON . . . . .	152
NUMBER . . . . .	155
RULES OF AGREEMENT . . . . .	155
ADJECTIVES AND PRONOUNS THAT SHOW NUMBER . . . . .	155
NUMBER OF NOUNS . . . . .	157
OTHER RULES FOR FORMING PLURALS . . . . .	158
NUMBER AS APPLIED TO THE VERB . . . . .	160
GENDER . . . . .	163
GENDER EXPLAINED . . . . .	163
CASE . . . . .	164
CASE EXPLAINED . . . . .	164
CASE FORMS OF THE NOUN . . . . .	165
CASE FORMS OF THE PRONOUN . . . . .	165
PERSON . . . . .	168

VOICE . . . . .	166
TENSE . . . . .	171
TENSE EXPLAINED . . . . .	171
TENSE FORMS IN USE . . . . .	173
THE PRESENT AND THE PERFECT INFINITIVE . . . . .	175
AUXILIARY VERBS . . . . .	176
SHALL AND WILL . . . . .	178
SHOULD AND WOULD . . . . .	183
THE PRINCIPAL PARTS OF THE VERB . . . . .	184
REGULAR AND IRREGULAR VERBS . . . . .	185
REDUNDANT VERBS . . . . .	185
TROUBLESOME PRINCIPAL PARTS . . . . .	186
THE PRINCIPAL PARTS IN USE . . . . .	188
MOOD . . . . .	189
MOOD EXPLAINED . . . . .	189
THE INDICATIVE MOOD . . . . .	189
THE IMPERATIVE MOOD . . . . .	189
THE SUBJUNCTIVE MOOD . . . . .	190
CONJUGATION . . . . .	192
CONJUGATION OF THE VERB "BE" . . . . .	192
THE PASSIVE FORM . . . . .	194
THE PROGRESSIVE FORM . . . . .	194
THE EMPHATIC CONJUGATION . . . . .	194
VERB SYNOPSIS . . . . .	194
USING GRAMMAR . . . . .	196
INDEX . . . . .	197

# EIGHTH GRADE

## GRAMMAR

The study of the laws of language is called **grammar**. Grammar is not language; it is merely the science of language, just as botany is the science of plant life.

We have built up the science of botany by observing plants. For example, we discover that the blossoms of the apple, the peach, the pear, and other fruits closely resemble the wild rose. For this reason, these trees are said to belong to the rose family, or the family **rosaceæ**. The dandelion, the thistle, the sunflower, and other plants have a composite blossom, made of many flowers in one. Such plants are therefore classified as belonging to the family **compositæ**. These, with many other interesting facts and principles relating to plants, constitute **botany**, the science of plant life.

In a similar way has grammar, the science of language, been developed. By observing how words are used, by studying the language of the most effective speakers and writers, we have discovered certain facts and principles and rules underlying good usage. On the basis of similarity in use, words may be grouped in various families known as the parts of speech. These facts and principles discovered about language constitute grammar.

To be effective in speech, we must follow the laws



of language. If we would express our thoughts clearly and correctly, we must construct our sentences properly; we must choose the word forms that accord with good usage; we must know and apply the rules that govern our mother tongue.

### OUR ENGLISH TONGUE

Our English language has a structure peculiar to itself. It does not follow all the ways of other tongues. It has fewer word forms, or inflections,<sup>1</sup> than have other modern languages. It differs from them, too, in sentence structure. For example, the French people have the language habit of placing the adjective after the noun; as, **the horse white**; we say, **the white horse**. One little foreign girl told her teacher, "I never can my English learn." She was following her foreign way with her English speech. Foreigners often make such mistakes. Some of these mistakes seem very funny to us. Our mistakes, when we try their language, are just as funny to them.

Our manner of speech, the order of the words in our sentences, the word forms in common use, the peculiar word combinations, by which we express our thoughts — all constitute our mother tongue. To study these things is to study the grammar of our language.

### SENTENCE BUILDING

#### 1

#### REVIEW

**The sentence is the unit of language.**

In all our speaking and writing, we express our thoughts one after another in the form of sentences.

<sup>1</sup> See Section 90

Our stories and other forms of composition are moved forward step by step, by means of sentences. Observe how this story is so developed:

On the morning of Waterloo, Napoleon was satisfied. The plan of battle which he had conceived was admirable. At the moment when Wellington drew back, Napoleon started up. He saw the plateau of Mont St. Jean laid bare, and the front of the English army disappear. It rallied, but kept concealed. The Emperor half rose in his stirrups. The flash of victory passed into his eyes.

Along the crest of the plateau of Mont St. Jean ran a deep ditch, which could not be seen from a distance. On the day of the battle this sunken road was invisible, not to say terrible. The Emperor swept his glass over every point of the battlefield. He was reflecting. He seemed to count every bush. Suddenly he bent over and spoke in an undertone to the guide Lacoste. The guide made a negative sign, probably treacherous.

The Emperor rose up and reflected. Wellington had fallen back. It remained only to complete this repulse by a crushing charge. Napoleon, turning abruptly, sent off a courier at full speed to Paris to announce that the battle was won. Napoleon was one of those geniuses that rule the thunder. He had found his thunderbolt. He ordered Milhaud's cuirassiers to carry the plateau of Mont St. Jean.— *From "Les Miserables," by Victor Hugo.*

1. How many sentences are there in this selection?
2. How do you know whether any group of words is a sentence or not?
3. What punctuation denotes the close of each of these sentences?
4. According to use, what kinds of sentences are they?

## EXERCISE

(a) Write a brief account of some historical incident you know well; as, Pocahontas Saves Captain Smith, Braddock's Defeat, Wolfe at Quebec, Paul Revere's Ride, Washington Crosses the Delaware, Perry at Lake Erie, Sheridan's Ride, The Death of Custer.

Be careful to make each sentence clear, and see to it that each sentence carries your story forward.

(b) Bring to class a paragraph made up of clearly constructed sentences.

## 2

## WORDS AND GROUPS OF WORDS

**The sentence is made up of separate words and groups of words.**

(On the morning) (of Waterloo) Napoleon (was satisfied).

(The plan) (of battle) (which he had conceived) (was admirable).

(At the moment) (when Wellington drew back) Napoleon (started up).

**A group of words used as a part of the sentence is used essentially as a single word.** It performs just one office in the sentence; it may be used as a noun, or substantive,<sup>1</sup> as a verb, as a modifier, as a connective, or independently. But, whatever its use, the group is, like the single word, a unit within the larger sentence unit.

Observe that each group of words, and each independent word, seems to answer some question that

<sup>1</sup> See Section 10.



naturally arises in the mind of the reader as the sentence develops:

(On the morning) What morning? (of Waterloo) What happened? (Napoleon) What of him? (was satisfied).

(The plan) What plan? (of battle) Whose plan? (which he had conceived) What of it? (was admirable).

To understand the sentence, one must learn to recognize these single words and unit groups of words that are used in the building of it.

#### EXERCISE

Inclose in marks of parenthesis each group of words used in building the following sentences, and underline the words used separately; as,

Mother (had left) Mary (in the kitchen) (for a moment).

1. Harry worked briskly all the morning to be ready on time.
2. Indians were sighted on the hills to the south.
3. The soldiers made ready to charge.
4. Everybody prepared for a long march.
5. Before the sun rose, we started to climb the hill.
6. The child's heart beat high with hope.
7. Hannah had left a pan of bread to rise.
8. When the sun was sinking, the child went home.
9. We make holiday to see Caesar.
10. On the opposite shore walked Paul Revere.
11. Isabella is one of the most beautiful characters in history.
12. When the word of command rang out, a crash of infantry answered along the whole line.

## 3

STUDY OF WORD GROUPS  
PHRASES AND CLAUSES

Read the following sentences observing carefully the word groups used in them:

1. Mowgli stretched himself (in some long clean grass) (at the edge) (of the field).

2. Old Fezziwig, (clapping his hands), stopped the dance.

3. The forts (which guard the harbor) boomed a general's salute.

4. (While the guns still echoed), the whistles (of merchant vessels) from seven seas joined (in the discordant salutation).

What difference do you observe between the following groups of words—(in some long clean grass) (at the edge) (of the field)—and these groups of words?—(which guard the harbor) (while the guns still echoed).

A group of related words like "of the field," which contains neither subject nor predicate, is called a phrase.

A group of related words which contains a subject and a predicate, and which is used as part of the sentence, is called a clause.

How many phrases are in the four sentences given above? How many clauses are in these sentences?

## EXERCISES

## I

Read again carefully the twelve sentences on page five. Find in them **three clauses**; **five phrases**.

## II

Copy from the following sentences, in one column, the phrases; in another, the clauses:

1. The glass slipper of fair Cinderella was picked up by the King's son.
2. The tiny dog lay behind a box which was in one corner of the room.
3. The voice in my dreaming ear melted away.
4. Old Tubal Cain was a man of might in the days when the earth was young.
5. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us.
6. There, on her little bed, she lay at rest.
7. Full many a gem of purest ray serene  
The dark unfathomed caves of ocean bear.
8. As Rip and his companion approached them, they suddenly desisted from their play.

## III

Shorten the following sentences by condensing the clauses in them to phrases:

1. The boy, who was running down the street, fell.
2. Before the war began, the colonel was a corporal.
3. I went because I wanted to see the parade.
4. He always carried a book while he was on these trips.
5. The sight, which we had of the wreck, brought up dismal tales.
6. The rock, which had been dislodged by the Indians, came crashing down the mountain side.

## IV

Compose ten sentences, each of which contains a phrase and a clause; as, This place, **where the baby bears were found**, was first owned by **three men**.

Underline the clauses and doubly underline the phrases used in your sentences.

## 4

## IDIOMS AS WORD GROUPS

Some word groups used in the building of sentences are called **idioms**. The following are examples: **laid bare, started up, had to be, used to, makes for, rang out**.

The **idiom** is a group of words of peculiar construction. It seems to obey no language law, but is combined in a way of its own. The idiom stubbornly refuses to be translated with exactness from one language to another; and it can seldom be definitely analyzed.

Idioms are frequently used, especially in conversation and informal writings. They serve a very good purpose, too, affording us short cuts in speech and giving a certain vigor and life to our language. We should learn to recognize our common idioms and to use them properly. They occur rather frequently in the language of our most effective writers. The following sentences, taken from standard authors, illustrate this point.

EXERCISES

I

Copy from these sentences the idioms you find in them:

1. I could never get used to his queer ways.
2. The dinner she served up became a standing joke.
3. The old colonel would not put up with any nonsense.
4. Here; I'll keep you company; come along.
5. "You had better lead him till we come to the turn-pike," replied Pickwick.
6. And now the two small Cratchits came tearing in.
7. How do you suppose he came to be so well off?
8. Rikki-tikki scuttled to the veranda as fast as he could put foot to the ground.

II

Find and copy from good writers five other sentences that contain idioms.

III

Use properly the following idioms in sentences:

- |                   |                     |
|-------------------|---------------------|
| 1. took time.     | 11. brought about.  |
| 2. a good deal.   | 12. had as lief.    |
| 3. all at once.   | 13. if you please.  |
| 4. to be sure.    | 14. must needs.     |
| 5. made light of. | 15. nothing at all. |
| 6. instead of.    | 16. good enough.    |
| 7. well-to-do.    | 17. so to speak.    |
| 8. well being.    | 18. on foot.        |
| 9. break up.      | 19. carry through.  |
| 10. had rather.   | 20. put up with.    |



## IV

Give ten other common idioms in good use.

## V

Many of our idiomatic expressions are made by combining certain common words in various ways with other words; for example, **handmade, hand-to-hand, sleight of hand, handbills.**

Give three or more idiomatic expressions that have been made by combining the following words with others. Make each list as long as you can. Consult the dictionary if necessary: well, heart, foot, made, work, weather.

## IDIOMS AND SLANG

The idiom, as you observe, often has something of a suggestion of slang in it. This shows a common source of the idiom. Many of our idioms were probably first colloquial or slang expressions. Many of our slang expressions are idiomatic in their structure; for example, **cut it out, up against it, made good.** The chief difference between such slang expressions and idioms like **a good deal, put up with, carry through,** lies in this: these idioms have made their way into the society of good usage; the slang expressions have not. Some slang expressions of today may persist till they are received and used by careful writers and speakers. When they do, then they, too, will be given a place in good language. Until they do, we must be careful to use them very

sparingly, if at all. Certainly we should avoid all slang of the coarse and slovenly type.

Slang, as already said, is one source of language growth. This is no excuse, however, for us to leap to slang constantly as an outlet for our thoughts and feelings. It is much better that we learn the good strong idioms already approved, and use them to freshen and strengthen our speech.

## 5

## IDIOMS IN USE

In dealing with idioms, it is generally best to treat them as units within the sentence, as if they were single words used as some part of speech.

For illustration, the idiom may be used as a **verb**; as,

1. He **took care of** horses.
2. I will **attend to** that matter myself.

It may be used as an **adjective**; as,

1. The man was **well-to-do**.
2. We were all **tired out**.

The idiom may also be used as a **noun**, or **substantive**; as, **A good deal** depends on his answer.

It may be used as an **adverb**; as, It came upon us **all at once**.

The idiom is also sometimes used as a connective; as, We went early **in order that** we might get a good seat.

And it is sometimes an independent expression; as, The boy, **to be sure**, was hardly himself on that day.

### EXERCISES

#### I

Tell what is the use of each idiom in the sentences in the exercises in Section 4.'

#### II

Copy from the following sentences the idioms they contain, and write by each idiom the use that it performs in the sentence:

1. I could make out nothing distinctly.
2. The feeling grew upon me as I listened.
3. Rip's heart died away at hearing of these sad changes in his home and friends.
4. He was, without doubt, a much abused man.
5. We were going at a great rate through the water.
6. The heart of Ernest kindled up, and he likewise threw up his hat.
7. At all events, the great man of prophecy had not yet appeared.
8. "Never fear, he will come by and by," said she.

### 6

## SENTENCES AND OTHER WORD GROUPS

### REVIEW

Each sentence has two essential parts. What are these parts called? Define each of them.

The sentence, as you have observed, gives a sense

of completeness, of something said. With the group of words not a sentence, the mind is not satisfied; it expects more; the group seems unfinished; for example, these groups of words — **while we were waiting, whatever he did** — are not sentences. They do not express complete thoughts; the mind expects more. But if we say, **While we were waiting, the fire department dashed by, or Whatever he did, he always did well**, then we have complete sentences; the mind is satisfied.

## EXERCISE

## I

Examine closely the following groups of words and decide which groups are sentences, and which are not. Give a reason for your decision in each case:

1. One of the best things in the world is to be a boy.
2. The well made, tight built, dapper little fellow with a ruddy face.
3. A robin, perching on the top of a mountain ash.
4. Drive thy business; do not let it drive thee.
5. Down by the river the old log hut.
6. O gentle sleep, how have I frightened thee?
7. As we sat listening intently.
8. When the clock struck eleven, this domestic ball broke up.
9. Birds make nests out of everything.
10. The next day, no one to greet him.
11. I sprang out of bed and asked, "What wreck?"
12. But a great cry, which was audible even above the wind and water.

## KINDS OF SENTENCES ACCORDING TO USE

## A RACE ON SKATES

Cheers spring up along the line of spectators. Huzza! five girls are ahead. Who comes flying back from the boundary mark? We cannot tell. Spectators at the goal strain their eyes. Now we can see. Katrinka is ahead. Hilda shoots past Katrinka. Two others are close now, whizzing like arrows. What is that flash of red and gray? Hurrah! it is Gretel! The crowd is cheering, but she hears only her father's voice: "Well done, little Gretel!"—*From "Hans Brinker" by Mary Mapes Dodge.*

How many of the sentences in this story tell something? How many of the sentences ask questions? Which of the sentences express strong feeling?

**A sentence that tells something is called a declarative sentence.**

**A sentence that asks a question is called an interrogative sentence.**

**All sentences may be classed as declarative or interrogative.**

Sentences that express strong feeling; as, "Hurrah! it is Gretel!" are called **exclamatory sentences**.

Other sentences in which the feeling is not so marked; as, "Now we can see," are called **non-exclamatory sentences**.

The declarative sentence may be either exclamatory or non-exclamatory; as, The ivy green is a dainty plant. A dainty plant is the ivy green!

The interrogative sentence likewise may be either exclamatory or non-exclamatory; as, Did he tell you



the secret? Do you mean to tell me that he told you the secret?

**Any sentence becomes an exclamatory sentence when it is spoken with strong feeling.**

## EXERCISES

## I

Tell whether each of these sentences is (1) declarative or interrogative, (2) exclamatory or non-exclamatory.

1. When the cat's away the mice will play.
2. Ichabod Crane's pupils certainly were not spoiled.
3. Dare you speak to me so impudently?
4. A bow too tensely strung is easily broken.
5. Not enjoyment and not sorrow is our destined way.
6. The bluebird carries the sky on its back.
7. Why will she not tell me what to do?
8. This is my own, my native land!

How is the **declarative-exclamatory** sentence closed?  
the **declarative-non-exclamatory** sentence?

What mark follows both kinds of **interrogative** sentences?

## II

Copy the following paragraph, punctuating it properly. Give reasons:

It was a splendid sight The clouds, breaking, let through a sunburst which flooded the new washed valley with golden light Then the miracle of miracles happened Two rainbows, arching over the eastern view, framed the majestic mountain there in a halo of glorious color Whose heart would not leap up at such a thrilling scene

## 8

## PARTS OF THE SENTENCE

## REVIEW

About sunset a man came riding through the place. His horse was covered with foam. He asked the nearest way to Ground-Squirrel Bridge. "The Yankees are coming," he said. It was a raid. They had set fire to Green Bay depot. With this ill news he rode on, leaving much excitement behind him.

1. How many sentences are used to make this paragraph?
2. About whom is the first sentence?
3. What is the subject of the second sentence? What is said of this subject?
4. Give the subject of each of the other sentences, and tell what is said of each subject.

**The sentence to be complete must have both a subject and a predicate.**

**The subject names that of which something is said. The predicate asserts something of the subject.**

## EXERCISES

## I

Copy in a column the subjects of each of the following sayings:

1. Every cloud has a silver lining.
2. Slow and steady wins the race.
3. Shallow water makes the most noise.
4. Birds of a feather flock together.
5. A good name is better than great riches.
6. A stitch in time saves nine.
7. God helps them that help themselves.
8. Many words wont fill a bushel

Why is each of these sayings a sentence? Give the complete predicate of each sentence.

## II

Supply appropriate predicates for the following subjects:

- |                    |                     |
|--------------------|---------------------|
| 1. Rip Van Winkle  | 6. Little Women     |
| 2. The Alps        | 7. The Yosemite     |
| 3. Columbus        | 8. President Wilson |
| 4. General Houston | 9. The World War    |
| 5. Daniel Boone    | 10. Pike's Peak     |

## 9

## THE BASE OF THE SENTENCE

Every clear sentence has a well-defined center of thought. This central thought is given by certain essential words, which constitute the **base of the sentence**. For illustration:

1. The frightened savages fled through the woods.

Here the two words, **savages fled**, give the central thought, or gist, of the whole sentence.

2. The fireflies, too, which sparkled most vividly in the darkest places, startled him.

In this sentence, **fireflies startled**, is the base.

3. A large bounty was offered for the wolf.

What is the base of this sentence?

To find the base, reduce the sentence to the fewest words possible, yet keep the main thought the sentence is made to carry

## EXERCISES

## I

Make a sketch of the following paragraph by writing the base of each sentence:

The coyote is sly and swift. One may occasionally catch a glimpse of him slinking through the sagebrush. He always keeps a lookout for his enemies. If they get too near he slinks away. A gunshot will set him running like the wind. It is hard to hit him with a bullet. He keeps clear of traps also. Only the swiftest dogs can catch him. For these reasons he continues to thrive.

## II

Expand the following story synopsis into the complete fable. Make any changes that will give your story smoothness:

Lion lies asleep. Mouse runs over paw. Lion catches mouse. Mouse begs freedom. Lion frees mouse. Lion is caught. Mouse gnaws rope. Lion is freed.

**In writing the story, keep the central thought of each sentence clear.**

### SENTENCE CONCISENESS

In writing night letters, telegrams and advertisements the sentence is reduced to the fewest words possible to carry the meaning. In business, to save words is usually to save money.

### EXERCISE

Reduce these messages to the fewest words you can, yet keep the meaning clear. Try to make a ten-word telegram of each of them:

1. Our party will leave for Alaska July fourteenth on the steamer Yukon. Shall we have berths reserved for you and your family? How many will you need? Answer by telegram.

2. The cattle herd will reach Evanston, Wyoming, on Saturday, August twelfth. Twenty cars will be needed to carry them. Order the cars at once that there may be no delay.

Divide the class and have an exchange of night letters or telegrams. Say all you can in fifty words, in ten words, on some business matter similar to the telegrams just given.

## 10

SUBJECT SUBSTANTIVE AND PREDICATIVE  
VERB

Give the base of each of these sentences:

1. Then came the captain with the mighty heart.
2. Edna stopped to watch the rising moon.

The base in each sentence, as you observe, consists of but two words; a noun, which names the thing spoken of; and a verb, which asserts something about the noun.

Captain came. Edna stopped.

The nouns **captain** and **Edna** are called **subject substantives**.<sup>1</sup>

The verbs **came** and **stopped** are called **predicative verbs**.

The **subject substantive** is that part of the sentence which names what is spoken of. It is usually a noun or a pronoun.

The **predicative verb** is that part of the sentence which asserts something about the subject. It may be but a single verb, or it may be a verb phrase.

(<sup>1</sup>)Also called simple subject.



The subject substantive with its modifiers is called the complete subject.

The predicative verb with its modifiers and other words used to complete the predication, is called the complete predicate.

To illustrate: In the following sentence, the complete subject and the complete predicate are separated by a vertical line; the subject substantive and the predicative verb are in italics:

A soft white *light*, like the moon's | *was breaking* round him.

#### EXERCISE

Copy from the following sentences in one column the subject substantives, in another the predicative verbs. Afterwards, read the **complete subjects**, then the **complete predicates**:

1. Rip Van Winkle was a happy mortal.
2. The sheeted sprays drenched the decks like rain.
3. Their cottage stood on the rising ground.
4. The deep cave among the rocks was a good hiding place.
5. The bitter north wind wailed round our cabin.
6. These old people had to work hard for a living.
7. A half-starved dog that looked like Wolf was stalking about.
8. Ali Baba, fearful of being caught, remained in the tree.
9. Every autumn wind is a sower of seeds.
10. Young Lochinvar is come out of the West.

## NATURAL AND TRANSPOSED ORDER

Give the subject substantives and the predicative verbs in each sentence of the following paragraph:

He hastened to his old resort, the village inn. A large rickety building stood in its place. Over the door was painted "The Union Hotel." He recognized on the sign, however, the ruby face of King George. This was also changed. A sword was held in the hand instead of a scepter. Underneath was painted in large letters, "General Washington."—*Adapted From "Rip Van Winkle."*

1. In most of the above sentences, which comes first, the subject substantive or the predicative verb?

2. In which of the sentences is this usual order changed?

**Generally in our language the subject is placed before the predicate. This is the natural order of the English sentence.** Sometimes, however, the parts of the sentence are placed out of the natural order, or are **transposed**.

For what reason, do you think, is this done?

Read these sentences:

1. The captain with the mighty heart came then.

2. Then came the captain with the mighty heart.

Which sentence is the stronger, the more convincing?

## SENTENCE STRENGTH

Change the order of the subject and the predicate in the following sentences and note the effect. For illustration:

- a. The bell sounded forth from its tower. b. Forth from its tower, sounded the bell.
1. Saint Nicholas came down the chimney.
  2. The dogs sprang up barking fiercely.
  3. The peace-makers are blessed.

## 12

## THE PREDICATIVE VERB

The essential element in every complete predicate is the **predicative verb**, the asserting element.

The predicate may be made up of but one word, or of many words; but it must contain this **asserting element**, which says or predicates something of the subject. The **black-type** words in the following sentences are examples of the **predicative verb**:

1. A bullet **whizzed** just over the scout's head.
2. The lady **gave** the ragged boy a dollar.
3. He **seemed** to be very grateful.

The **predicative verb**, as in the above sentences, may be but one word, or it may be a **verb phrase**; as,

1. He **has been** on a camping trip.
2. I **might have been** well if I **had been** more careful.

The idiom is also often used as a verb phrase; as,

1. The sailors soon **got used** to the ways of the natives.
2. His plan **was carried out** very well indeed.

## KINDS OF PREDICATIVE VERBS

Predicative verbs are either transitive or intransitive.

## TRANSITIVE VERBS

First perform, or think of performing, the action suggested by each of the following verbs: **take, make, bring, carry, drop, raise, throw, catch, lift, measure, call, see, eat.**

What is necessary, before the different actions suggested by these verbs can be performed? What question naturally rises in one's mind also when the following verbs are said?—**was brought, was carried, has been dropped, is raised, was thrown, was caught, has been lifted, was measured, was called, was seen, was eaten, was taken.**

It is plain that the action expressed by these, and other verbs like them, cannot be performed unless there is a person or thing to receive the act. Such verbs as these are called **transitive verbs.**

The **transitive verb** asserts an action which is received, or seems to be received, by some person or thing.

## INTRANSITIVE VERBS

Perform, or think of performing, the action suggested by each of the following verbs: **stand, sit, rise, walk, jump, hop, run, laugh.**

What difference do you observe between the action suggested by these verbs and that suggested by the transitive verbs already described?

What name naturally would be given to verbs that express **action which is not received, or does not seem to be received by any person or thing?**

## EXERCISE

1. Write a definition of the **intransitive verb.**

2. Illustrate your definition by giving five short sentences containing intransitive verbs.

3. Find on page 20 five intransitive verbs.

Some verbs, as you observe, express no action at all; for example, Rip Van Winkle **was** a happy mortal. The autumn wind **is** a sower of seeds.

Verbs of this kind are classed with intransitive verbs. They are forms of the verb "to be."

Intransitive verbs, then, are of two kinds: **those that assert action which is not received**, and **those that assert no action at all**. The intransitive verbs that assert action are called complete verbs. The intransitive verbs that do not assert action are called linking verbs.<sup>1</sup>

## 13

## LINKING VERBS

The linking verb, as its name indicates, is used to link, or connect, the subject with some substantive or adjective, which explains or describes the subject.

The black-type verbs in the following sentences illustrate this kind of verb:

1. The rose **is** queen of flowers.
2. Mary **will be** ten years old in June.
3. We **were** fatigued by the long climb.
4. They **had been** asleep, but the thunder woke them.

Various forms of the verb "be" (see Section 117) are most commonly used as linking verbs. Other verbs, however, may be so used; for example:

1. The boy **seemed** brave enough.
2. On his rude cot, the old trapper **lay** asleep.

<sup>1</sup>Also called copulas.



3. It **looks** stormy; I think we had better not go.
4. The soldier **appeared** to be suffering.

**Linking verbs are often called incomplete verbs**, because they alone will not make predicates. For instance, if we said, **The rose is; Mary will be; The boy seemed**, the hearer would ask, **is what? will be what? seemed how?** Such verbs lead one to expect something else to be said.

The substantive used to complete the predication of a linking verb is called the predicate nominative;<sup>1</sup> as, (1) Gladstone was an eminent **scholar**; (2) It is **I**.

Sometimes an adjective is used to complete the predication of a linking verb; as, (1) The deer was **graceful**; (2) He appears **honest**.

#### EXERCISE

What substantive or adjective is used with each linking verb in the following sentences to complete the predication?

Which of the sentences have no **linking verbs**?

In which of the sentences are groups of words used with the linking verbs to complete the predication?

1. This sunken road was invisible.
2. A very good fire was flickering on the hearth.
3. In this bed Cosette lay sleeping.
4. To describe the confusion would be impossible.
5. Our cottage was a sort of rough camp.

<sup>1</sup> Also called subjective complement because it completes the verb and at the same time explains or gives another name for the subject.

6. At the sound every soldier was alert.
7. The wind is harsh to-night.
8. The problem was how to escape.
9. The man seemed to be ill.
10. The castle wall was battered down.

## 14

## COMPLETE VERBS

Some verbs do not require a substantive or an adjective to make the predication complete. Such verbs alone can make a predicate. The black-type words in the following are examples:

1. It **rains**.
2. The Indians **fled**.

Such verbs as these are called **complete verbs**.

Complete verbs may be followed by adverbs or by adverbial phrases and clauses. These adverbs and adverbial word groups, however, modify the predicative verb, not the subject; the following sentences illustrate the complete verb so modified:

1. The wind blows **wildly**.
2. The savages fled **to the forest when the cannon was fired**.

In the sentence just given which is the adverbial phrase? Which the adverbial clause?

## EXERCISE

Which of the verbs in the following sentences are complete? Which are linking verbs? Give reasons:

1. The wind rose suddenly.
2. My story is not a very long one.
3. The tramp seemed to be a Jack-of-all-trades.
4. It was an interesting sight.
5. The children sang and danced.
6. It looked stormy, but the clouds soon vanished.
7. Modest and shy as a nun is she.
8. White was his hair as a snowdrift.
9. She stepped very softly out of the room.
10. They sat and dreamed together of the days gone by.

15

“BE” AS A COMPLETE VERB

The verb **be** sometimes means **exists**. In this case it is a **complete verb**. Sentence 15, just given, illustrates the use of “be” both as a **complete** and as a **linking verb**. Which is **complete**? Why?

In certain other sentences, the verb “be” is a complete verb; for example:

1. There **was** once a boy whose name was Harry.
2. There **were** other reasons for his going.

The introductory word “there” used in such sentences is called an **expletive**; it is not the real subject. To find the subject, transpose the sentences, thus:

A boy, whose name was Harry, once was [existed, lived].  
Other reasons for his going were [existed].

Sometimes mistakes are made in sentences introduced by the expletive **there**. Be watchful that the predicative verb in such sentences agrees with the real subject.

### EXERCISE

Choose the predicative verbs you think proper for these sentences, giving reasons:

1. There (were, was) four deer in the park.
2. There (has, have) been many mistakes made in sentences containing expletives.
3. There (go, goes) a company of soldiers.
4. There (are, is) the notes that I lost.
5. There (were, was) a hundred singers in the choir.
6. There (come, comes) the boys with their noise.
7. There (was, were) good reasons for his going.
8. There (seem, seems) too many people to find seats.

### 16

### PREDICATE ADJECTIVES OR ADVERBS

In certain sentences it is somewhat difficult to decide whether the word following a verb should be an adverb ending in **ly**<sup>1</sup> or a predicate adjective used to modify the subject.

Read with care the following sentences. Choose the form you think proper and tell why you choose it:

1. The rose smells (sweet, sweetly).
2. I feel (strong, strongly) on this subject.

<sup>1</sup>Most adverbs end in **ly**. Some do not; as, He ran **fast**. He does **well**. A few adjectives end in **ly**; as, **friendly, lovely, ugly, homely**.

3. Velvet feels (smooth, smoothly).
4. The snow melts (rapid, rapidly) to-day.
5. We found the trail (easy, easily).

Note that when the word describes the subject an adjective is required; but when the purpose is to tell how the action was performed, then an adverb is needed.

A helpful method to test the correctness of the word chosen is to use some other form of the verb "be" or "seem" in place of the verb in the sentence. If the meaning is practically the same, then the adjective is correct. For example:

1. This rose looks beautiful. This rose is beautiful.
2. The cream tasted sour. The cream seemed sour.

In such a sentence as number 5 in the second preceding group, either the adjective or the adverb may be correct according to the meaning:

We found the trail (easy, easily). If **easy** is used, it means **the trail was easy**. If **easily** is chosen, then it means **we had no difficulty in finding the trail**.

### EXERCISES

#### I

With the foregoing suggestions in mind, choose between the following words in each group, giving reasons in every case:

1. The children played (happy, happily).
2. The judge spoke (stern, sternly).
3. The stranger looked (shabby, shabbily).
4. Our camp fire was blazing (cheery, cheerily).



5. The officer appeared (proud, proudly).
6. My face felt (rough, roughly).
7. Fires sometimes burn very (fierce, fiercely).
8. The corn grew (rapid, rapidly).
9. People were dashing about (wild, wildly).
10. Annette laughed (merry, merrily).
11. These peaches taste (delicious, deliciously).
12. The mouse acted (strange, strangely).
13. The chestnuts on the fire sputtered and cracked (noisy, noisily).
14. These flowers smell (fragrant, fragrantly).
15. Those nuts taste (bitter, bitterly).
16. He appeared (calm, calmly).
17. Ethel looks (pretty, prettily) in her new dress.
18. Our friends seemed (anxious, anxiously).
19. The prunes were boiling (soft, softly).

## II

1. Use the following adjectives correctly to complete the predication of linking verbs: **tame, brisk, angry, merry, gloomy, mysterious, calm, noisy, rapid, right.**

2. Change these words to the adverbial forms and use them as modifiers of complete verbs.

3. Compose five sentences using different groups of words to complete the predication of linking verbs; as,  
He seemed to be ill.

4. Use the verbs **grows, tastes, smells, seems, appears, lies, sits, looks, feels, blooms,** with substantives or adjectives following them; as,

She grows fairer day by day.

## TRANSITIVE VERBS

The transitive verb, as already explained, asserts action which is received, or seems to be received, by some person or thing.

The receiver of the act may be either the **direct object**, which usually follows the verb; as, I make the **kite**. He told a **story**; or the **subject**; as, The **kite** was made by me; A **story** was told by him.

In either case the verb is transitive. The essential thing is that the action, actually or seemingly, must pass over from an actor to something which is influenced by the act.

The verbs **has**, **have**, **had**, when used alone as predicative verbs, express only possession. They are, however, called transitive verbs when so used, being followed by a direct object which names the thing possessed; as, 1. I **have** a knife. 2. John **has** a pony. 3. **Have** you a pencil? 4. **Have** you a ruler?

What error is frequently made in using the verbs **has** and **have** to express possession?

## EXERCISES

Compose twenty sentences using **have** or **has** to express mere possession. Practice reading such sentences aloud, if necessary, to rid your tongue of the "have got" habit. **Have got** is permissible only in the sense of **have obtained**.

1. Use the following verbs in sentences: **stood**, **walked**, **rose**, **lain**, **sat**, **fell**, **cried**, **talked**.

2. Use these verbs also in sentences with direct objects: **break**, **tear**, **raise**, **bring**, **lay**, **send**, **take**, **ask**, **say**.

The verbs in group 1 are practically always used as intransitive verbs; those in group 2 are generally transitive verbs.

The word **transitive** implies a passing over. **Transitive verbs** are so called because the action passes, or seems to pass, from the actor to the thing that receives, or seems to receive, the act.

**The direct object is a substantive that generally follows the verb and stands for whatever receives, or seems to receive, the act; as, The tired workmen ate their lunch in silence.**

#### EXERCISE

Copy from the following sentences the **direct objects** in one column, the **transitive verbs** in another:

1. The general ordered the charge.
2. The guide made a negative sign, probably treacherous.
3. He had found his thunderbolt.
4. He crossed the ranges last night.
5. The keepers took care of the horses.
6. A tree branch may turn an avalanche.
7. Does nobody here know poor Rip Van Winkle?
8. They told wonderful tales about the campfire.
9. Teddy carried him off to bed.
10. Our fathers punished us for doing the mischief.

Generally the direct object is a different thing entirely from that of the subject; but sometimes the subject acts upon itself.

In sentences of this kind, mistakes are sometimes made in the form of the pronoun chosen as the direct object. The following sentences illustrate correct usage. Read them aloud several times:

1. I hurt myself.
2. He struck himself.
3. You will help yourself by serving humanity well.
4. She will worry herself ill.
5. We can comfort ourselves; no one else will.
6. They only injure themselves who deal in slander.

## 18

## ACTIVE AND PASSIVE VERBS

**Transitive verbs are either active or passive; that is, the subject of the sentence may be either the actor or the receiver of the act; for example:**

1. He **raised** the heavy log. **Active.**
2. The heavy log **was raised** by him. **Passive.**
3. Henry **broke** the window. **Active.**
4. The window **was broken** by Henry. **Passive.**

When the subject acts, the verb is called an **active verb**.

When the subject receives or seems to receive the act, the verb is called a **passive verb**.

One of the best tests to tell whether a verb is transitive is this: **Can it be changed from active to passive or from passive to active?** If it can be so changed, then we may be certain that the verb is transitive.

## EXERCISES

## I

Prove that the verbs in the sentences in Exercise I, Section 17, are transitive by changing them as just suggested.

Which of the verbs in those sentences are now active? Which are passive?

## II

Examine the verbs in each of the following sentences. Change those that are active to the passive form, and those that are passive make active:

1. Narrow paths were shoveled through the drifts by the men.
2. The old trapper told us a thrilling story.
3. The hawk caught the fish.
4. All these experiences added new terms to my vocabulary.
5. Our food and clothing had been washed away by a flood.
6. Boats were torn from their moorings by the angry waves.
7. The Savior healed the sick, comforted the poor and lowly.
8. An old settler guided the soldiers along the trail.
9. The strangers were given food and lodging by the natives.
10. The lone wolf had led them for a year.
11. The hunter kindled a fire and cooked supper.
12. Mowgli drove the buffaloes to the edge of the plain.
13. All our fears were swept away by the cheering news.



14. The way that leads into the future is cleared by men of action.

15. The man was offered a good position by his employer.

## 19

## TRANSITIVE VERB FORMS

## REVIEW

Some verbs are almost always transitive. The verbs **lay** and **set**,<sup>1</sup> are notable examples. The verb **raise** is never correctly used intransitively. Care should be taken to use these verbs in their various forms properly.

What are the four forms of **lay**? of **set**? of **raise**?

Use each of these twelve forms in sentences, first as active, then as passive; for illustration:

Will you **lay** your book on the table?

The book **has been laid** on the table.

He **laid** the baby in its cradle.

The baby **was laid** in the cradle by him.

## 20

## ACTIVE AND PASSIVE VERBS IN USE

Sentence variety is very desirable. The fact that transitive verbs can be changed from the active to the passive form, and again from the passive to the active form, helps the writer to vary his construction to advantage.

<sup>1</sup> "Set" is used as an intransitive verb in these sentences: The sun sets. We set out.

Besides this, the active and the passive forms enable one to throw the emphasis on either the actor or the thing acted upon. Observe how Patrick Henry most effectively changes the emphasis from actor to receiver in these sentences from his famous address:

Sir, we have done everything that could be done to avert the storm which is now coming on. We have petitioned, we have remonstrated, we have supplicated, we have prostrated ourselves before the throne, and have implored its interposition to arrest the tyrannical hands of the Ministry and Parliament.

Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne. In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope.—*From "A Call to Arms."*

Which verbs in the foregoing selection are active? Which are passive? Why do the sentences thus vary?

#### EXERCISE

Read the following quotations. Which part in each now receives the emphasis? Change the form of each verb from active to passive, or from passive to active, and tell what the effect is on the sentence:

1. I heard a soft tap at my door.
2. Dame Van Winkle had always kept her house in neat order.
3. My very dog has forgotten me!

4. Brightly the sunset lighted the village street.
5. You are convened this day by his Majesty's orders.
6. The curfew tolls the knell of parting day.
7. He whirled his lasso with an easy turn of the wrist.
8. Reports of the value of his invention were rapidly circulated by the people.
9. These stones are still called by the people of the valley, "The Black Brothers."
10. Mowgli rounded up the buffalo herd at the head of the ravine.
11. Shere Khan heard the thunder of their hoofs.

## 21

## REVIEW

**Most of the verbs we use are active verbs.** This is notably the case in stories. What reason can you give for this?

Read the following selection:

## A STAGECOACH HERO

It was a race for life. The Indians gave their yell and dashed after them in pursuit. The driver laid the lash on the horses' backs and the stage flew over the road. The passengers sprang to their feet, wild with fright. "Keep your seats or we are lost!" commanded the driver, and they obeyed. Arrows flew thick. Some stuck in the stagecoach, one grazed the driver's cheek, and one cut the rosette from the bridle of a wheel horse.

The driver kept a cool head. There were two sharp turns in the road. As he neared them he pulled up the horses, made the turns carefully, and then whipped ahead

again. The passengers held their breath in terror at these turns as they watched the Indians gain on them, but the splendid speed and mettle of the stage horses carried them on.

Three miles the race lasted. Far ahead a swaying line in the road showed an ox train of twenty-five wagons coming west. A mile away the master of the train saw the Indians and the stagecoach. He quickly made a corral of his wagons with an opening toward the west. Into this gap Emery drove his stage while the rifles of the wagon train began to bark at the Indians. The passengers were saved. They could hardly express their joy. They hugged and kissed the driver, and threw their arms about the necks of the noble horses that had brought them through in safety.—*From "History and Stories of Nebraska," by A. E. Sheldon.*

How many passive verbs are in the above selection? Why are most of the verbs active?

#### REVIEW EXERCISES

1. How many sentences are there in the selection, *A Stagecoach Hero*?
2. According to use, what kind of sentences are they?
3. Find in the selection twenty-five phrases.
4. Find in it also five clauses.
5. How many **linking** and how many **complete** verbs are used in the selection?
6. How many **direct objects** are used in the story?
7. What **idioms** are used in the story?
8. Compose five sentences using transitive verbs.
9. Compose five sentences using intransitive verbs.

10. Bring to class a news story or a story paragraph of about one hundred words. Be ready to point out all of the verbs in it that are active; all that are passive.

#### EXERCISE—SENTENCE BUILDING

1. Write a story telling in a vivid manner some exciting incident of your life. Take some subject suggested by the following titles:

A Narrow Escape. A Bad Blaze. An Amusing Blunder. Frightened Children. The Storm. A Pioneer Story.

2. Make a list of the active verbs you use in telling the story. Make a list of the passive verbs also. Compare the two lists of verbs.

#### 22

#### THE ADJUNCT ACCUSATIVE<sup>1</sup>

Some transitive verbs are followed by a **direct object** and another word that describes or explains the direct object; for example:

1. They chose him president.
2. He painted the box white.

These sentences would be complete if only the object complements **him** and **box** were used. Observe:

1. They chose him.
2. He painted the box.

The words **president** and **white**, however, add another completing idea to the verb and at the same time describe or give another name for the object. Such

<sup>1</sup>Called also the **objective complement**, because it is used to complete the verb and explain or describe the object.



a word is called an **adjunct accusative**. (See Section 38.)

The **adjunct accusative** is a **substantive** or an **adjective** used to complete the verb and to explain or describe further the direct object.

It takes both the verb and the adjunct accusative to express what was done to the object. Observe: They "chose-president" him. He "painted-white" the wall. We might say, He **whitened** the wall; but **whitened** hardly expresses the idea. If there were such a term, we might also say, They "**presided**" him.

#### EXERCISES

##### I

Copy in one column the direct objects, in another the adjunct accusatives, in the following sentences:

1. They named the child John.
2. Ye call me chief!
3. The pirates elected Red Rover commander.
4. They made Tom the leader.
5. He plowed the furrow straight.
6. The painter stained the door a golden brown.
7. The football boys chose Ted captain.
8. People instinctively acknowledged Lincoln their leader.
9. We thought the man honest.
10. Sweep the floor clean.

Change the verbs in the foregoing sentences from the active to the passive voice; as,

**The box was painted white by him.**

Observe that the word **white** still completes the verb, and still describes the box; but since **box** has become subject, the word **white** now describes the subject instead of describing the direct object, as before the change was made.

See whether or not the same changes take place in the other sentences as they are changed from active to passive voice.

## II

Find five sentences containing adjunct accusatives. Copy them, underlining the adjunct accusatives. Change them from active to passive voice.

## 23

## THE INDIRECT OBJECT

Another kind of object often found following certain transitive verbs is the **indirect object**, or dative. The words in black type in these sentences are examples of the **indirect object**:

1. He gave **me** a basket of apples.
2. The Lord showed **Moses** the Promised Land.
3. Give the **children** a good supper.

These sentences, as you observe, have a kind of double object. The direct object names the thing given; the indirect object names the one who receives the gift.

## EXERCISE

Copy from the following sentences, in one column, the **direct objects**; in another, the **indirect objects**.

1. He did me an injury.
2. Pay the man his dues.
3. He told me a funny story.
4. Please bring me my hat.

5. Give the poor thy goods.
6. Did you buy the child some candy?
7. Did he tell you his address?
8. Aunt Belle made me a dress for my doll.
9. The woman handed the soldier a cup of water.
10. Send the man this letter.
11. Has he given you an examination yet?

## 24

## SENTENCE VARIETY

In changing sentences like these from the active to the passive, either the indirect object or the direct object may be used as the subject; for example:

1. I was given a basket of apples by him.
2. A basket of apples was given to me by him.
3. Moses was shown the Promised Land by the Lord.
4. The Promised Land was shown to Moses by the Lord.

## EXERCISE

Use the following verbs in sentences with both the indirect object and the direct object: **bought, found, offered, told, showed, purchased, left, took, gave, made.**

Change the form of the verb in the sentences you compose with the verbs just given, from the active to the passive voice, using first the indirect object as subject, then the direct.

## QUOTATIONS AS DIRECT OBJECTS

Sentences containing quotations, like sentences 17 and 18 just given, are generally made up of some expression like **he said** and the quoted part used substantively as the direct object.

The quotation may be direct; as, Longfellow says, **"Behind the clouds is the sun still shining."**

Or it may be indirect; as, Longfellow says that **the sun is still shining behind the clouds.**

What is the difference between the direct and the indirect quotation? (Review Part II, Sections 12, 13, 14.)

Sentences containing quotations are very frequently used, especially in stories. We should learn to construct such sentences most effectively.

The quotation may follow the main predicative verb; as, Then spake Sir Richard Grenville, **"I know you are no coward."**

The quotation may precede the main predicative verb; as, **"A Merry Christmas, Uncle!"** cried a cheerful voice.

The quotation may be divided by the main base of the sentence; as, **"Bah!"** said Scrooge; **"Humbug!"**

## EXERCISE

## I

Find elsewhere three sentences containing quotations each of which follows the main verb; three in

each of which the quotation precedes the main verb; three in each of which the quotation is divided by the main base of the sentence.

Copy the sentences carefully, observing the punctuation.

## 26

## SENTENCE VARIETY AND STRENGTH

The fact that we can introduce quotations into our sentences in the different ways illustrated enables us to give variety to our composition and to throw the emphasis on different parts of the sentence as we desire.

## EXERCISES

## I

Read the following sentences aloud. Which part in each now receives the emphasis?

Change the position of the quotation and read again. What effect does the change have on the sentence?

Which is the more effective arrangement of the quotation? Why?

1. "Long live Michael!" they cried, "our brave Acadian minstrel!"

2. Wildly he shouted, "Down with these tyrants of England!"

3. "The very image of the Great Stone Face!" shouted the people.

4. "We're all right, anyhow," said Phil Adams.

5. "Here," cried he, in raptures, to himself, "here it is!"



6. "This lamp gives a very bad light," said the bishop.
7. The bishop looked at him and said, "You have suffered much?"
8. "Yes," resumed the bishop, "you have come from a very sad place."
9. Rip bethought himself a moment, and inquired, "Where's Nicholas Vedder?"
10. "God knows," exclaimed he at his wit's end; "I'm not myself — I'm somebody else!"

## II

Arrange the parts of each of the following sentences in such a way as to bring out most effectively the spirit and meaning. Be careful of the punctuation:

1. He whispered, "Please, Brown, may I wash my hands?"
2. He roared, stamping with pain, "Confound you, Brown, what's that for?"
3. Replied the bishop, "No, keep your money. How much have you?"
4. The bishop sighed deeply, "Nineteen years!"
5. The father said to his servants, "Bring forth the best robe, and put it on him."

## III

## EXERCISE IN SENTENCE BUILDING

Write some lively incident of your experience, using conversation freely. Picture, if you wish, some scene at a picnic, a quilting bee, around the camp-fire, or tell some good, funny story from real life.

KINDS OF SENTENCES ACCORDING TO  
STRUCTURE

Read carefully these sentences, observing how each is constructed.

1. A great roofless palace crowned the hill.
2. Serve yourself if you would be well served.
3. I said that he would be chosen captain.
4. He rode all unarmed and he rode all alone.

What differences do you observe in the various sentences? Which sentences contain **clauses**? What is the essential difference between the clauses found in sentences 2 and 3 and those found in 4?

These four examples illustrate the three kinds of sentences, classified according to structure—**simple, complex, and compound**.

Sentence 1 is a **simple sentence**. It has but one subject and one predicate.

Sentence 2 is a **complex sentence**, because it contains a **subordinate clause**.

**That he would be chosen captain** is a subordinate clause, because by itself it will make a sentence. The first of these clauses is used as an **adverb**, the second is used as a **substantive**, the direct object of **said**.

Sentence 4 is a **compound sentence**; it is made up of two principal clauses, either of which alone would make a sentence.

## EXERCISE

After studying the foregoing explanation carefully, write definitions for **simple, complex, and compound**

sentences. Illustrate your definitions with examples taken from "The Stagecoach Hero," pages 37 and 38.

28

THE BASE OF THE COMPOUND SENTENCE

The compound sentence has a base made up of as many parts as there are principal clauses in the sentence; for example:

A tart temper never mellows with age, and a sharp tongue is the only edge tool that grows keener with constant use.

The base of this sentence is, **Temper mellows; tongue is tool.**

EXERCISES

I

Copy the base of each of the following compound sentences:

1. The bushes rustled a little in the thicket, and Father Wolf dropped with his haunches under him ready for his leap.

2. He kicked the fire with his foot, and the sparks flew up.

3. Cosette had dropped her knitting, but she had not left her seat.

4. She dared not touch the money, but she spent five minutes gazing at it.

5. He rubbed his eyes — it was a bright sunny morning.

6. 'Tis always morning somewhere, and above  
The awakening continents, from shore to shore  
Somewhere the birds are singing evermore.

7. The summer came, and all the birds were dead;  
 The days were like hot coals; the very ground  
 Was burned to ashes; in the orchards fed  
 Myriads of caterpillars, and around  
 The cultivated fields and garden beds  
 Hosts of devouring insects crawled.

8. His spots are the joy of the leopard; his horns are  
 the buffalo's pride.

9. I was dirty from my journey; my pockets were  
 stuffed out with shirts and stockings; and I knew no soul  
 nor where to look for lodging.

## II

Find elsewhere in this book five compound sentences; copy them, underlining the base of each.

Give the base of each of the compound sentences in Part II, Section 39.

## 29

### SENTENCES WITH COMPOUND ELEMENTS

Some sentences contain compound elements. For example, the subject of the sentence may be compound; as,

The **museums** and the **art stores** were full of interest to me.

The predicate may be compound; as,

We **reached** home and **found** the cottage empty.

Other parts of the sentence may likewise be compound; as,

1. She is both **wise** and **good**.
2. He gave to **Will** and **John** a dollar.

3. They made him **secretary** and **treasurer**.
4. We ran **down the lane** and **across the fields**.
5. **What is your name?** and **Where is your home?** he asked.

## EXERCISES

## I

Compose sentences:

1. Containing both a compound subject and a compound predicate.
2. Containing a compound direct object.
3. Containing a compound indirect object.
4. Containing a compound predicate adjective.
5. Containing a compound adjunct accusative.
6. Containing a compound prepositional phrase.

## II

Copy from the following sentences the compound elements and tell the part each element plays in the sentence:

1. Fifteen-year-old Jo was very tall, thin, and brown.
2. Here stand the lord and the lady of the May Day.
3. It was morning on hill and stream and tree.
4. The little brook heard it and built a roof.
5. One had a large head, broad face, and small, pig-gish eyes.
6. Hearty and hale was he, an oak that is covered with snowflakes.
7. He shut his book, rose from the table, and entered the dining room.
8. On seeing me, the cow turned and ran like a horse.



9. Men groaned and clasped their hands; women shrieked, and turned away their faces.

10. The horse paused, stared, shook his head, turned round, and quietly trotted off to Rochester.

## 30

## BASE OF THE COMPLEX SENTENCE

The complex sentence contains both a principal clause and one or more subordinate clauses.

To find the base of such a sentence one must decide which is the principal clause, and give the subject substantive and the predicative verb of it, with such other words as complete the predication of the verb; for example:

The beauty of the night is hardly felt, when day comes leaping up.

The base here of the principal clause is: **beauty is felt.**

## EXERCISES

## I

Copy the base of the principal clause in each of the following complex sentences:

1. The journey, which I remember well, was very pleasant.

2. The rays of the sun fell upon the trees so that the twigs sparkled like diamonds.

3. She had a chubby child in her arms, which, frightened at his looks, began to cry.

4. The animal he bestrode was a broken-down plough-horse that had outlived everything but his viciousness.

5. He that wrestles with us strengthens our nerves and sharpens our skill.

6. The stranger took his bundle that he had bought, and untied it.

7. The great god Brahm put his mark upon all our people when the first cobra spread his hood to keep the sun off Brahm as he slept.

## II

Find elsewhere in this book or compose ten complex sentences.

## 31

### SENTENCE UNITY

**To be clear and effective, each sentence must have unity. Tell one thing at a time and tell it clearly.** The simple or the complex sentence will have one main thought to express. The compound sentence, however, may carry two or even more coordinate thoughts; but these, too, should be closely related even though the clauses are grammatically independent of one another.

Make sure of the main base of the sentence, and see that each other part of the sentence is closely connected with it.

### EXERCISE

If the following sentences lack unity, correct the fault by rearranging them or by making two or more sentences of each:

1. His hair was brown and curly, and his grandmother sat near the fireplace talking to him.

2. Four horses, splendidly caparisoned, which belonged to the governor, came next.

3. This is a picture I much admire; but the man who painted it was a German.

4. The lion lay crouching ready to spring on the hunter, who was loading the magazine of his rifle, which was a Winchester.

5. The horse pranced away across the meadow, which stretched to the river; where we used to fish and enjoy the shady groves where the nuts grew in autumn.

6. Cinderella reached home tired and cold; and her sisters came and talked about the wonderful princess.

7. A sound of music was heard from a band which was made up of boys, and they had been trained for this occasion.

#### REVIEW EXERCISES IN SENTENCE BUILDING

##### I

#### BUSINESS LETTERS

A business letter should be **clear, correct, concise, courteous**. To write a good business letter requires skill and care in sentence structure. Examine the following letter, then follow the directions given after it:

Cheyenne, Wyoming, June 14, 1914.

Messrs. H. B. Johnson & Co.,  
Chicago, Ill.

Gentlemen:

I am returning by mail the copy of Longfellow's poems you sent me recently. It is, I regret to say, not of the

edition I ordered. If you will examine my letter, a copy of which is before me, you will find that I asked for the Riverside, not for the Cambridge, edition. I am sure you will gladly correct the mistake.

Yours very truly,

James Jackson.

1. Write a letter ordering several articles from a business firm. Speak of a money inclosure. State clearly how the goods are to be shipped.

2. Write a letter calling courteous attention to some error made by a business firm.

3. Write to some classmate offering him a position in some bank, school, or other place. State clearly the salary and other terms under which the position is offered. Exchange letters with the classmate and reply to the letter he gives to you.

4. Review carefully the letters you have written. Be sure every sentence in each letter is correct.

## II

### DESCRIPTIVE PARAGRAPHS

Take any two of the following suggestive beginnings, or two of your own, and build up clear descriptive paragraphs from them:

1. The stream lashed itself to foamy fury.

2. Oh, the quiet, meadowy stretches of the prairie land!

3. What a sweet, motherly face, thought I, when I first saw Aunt Melinda.

4. There is a queenly beauty about the rose.

5. It was one of those cozy cottages.
6. Thick smoke was pouring out of every window.
7. The runners stood ready to leap into the race.
8. The great engine swung round the curve.

## SUGGESTIONS FOR REVIEW

### THE SENTENCE

1. Main unit of language. (Explain and illustrate.)
2. Made up of words and groups of words. (Explain.)
3. Misuse of word groups as sentences. (Examples.)
4. Kinds of sentences according to use. (Explain.)
5. Essential parts of sentence. (Define and illustrate.)
6. Base of Sentence. (Explain and illustrate.)
7. Kinds of Predicative verbs. (Explain transitive.)
  - (a) Intransitive Verbs: Linking and Complete.  
(Use of adjectives and adverbs after these verbs.)
  - (b) Transitive verbs: active and passive.  
(Use of active and passive verbs.)
8. Forms following transitive verbs:
  - (a) Direct object; (b) Indirect object; (c) Ad-junct accusative.
9. Quotations as direct objects.  
(Effect of changing the place of the quotation.)
10. Sentence structure: Simple, Complex, and Com-pound.



# THE PARTS OF SPEECH

32

## REVIEW

Words are classified according to their use into eight parts of speech, known as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections.

A noun is the name of a person, a place, or a thing; as, John, city, pencil.

A pronoun is a word used instead of a noun; it designates a person, a place, or a thing without naming it; as, he, they, it.

A verb is a word used to assert something, usually action, about a person, a place, or a thing; as, I go. Henry ran. Apples grow in temperate climates.

An adjective is a word used to describe or limit a substantive; as, I am weary; the black horse; this hat.

An adverb is a word which modifies a verb, an adjective, or another adverb; as, He works hard; The deer runs very swiftly; The man was well satisfied.

A preposition is a word placed before a substantive to show its relation to another word in the sentence; as, We ran through the meadow; It is in the cupboard.

A conjunction is a word used to connect words or groups of words; as, The boy and the man; Through

the field **and** over the river; I shall go **unless** something happens to prevent me.

**An interjection is an exclamatory word used to express emotion or feeling; as, oh, hurrah.**

## EXERCISES

## I

Make in your notebook a form like the following and classify properly as parts of speech the words in the selection, *A Stagecoach Hero*.

For illustration, observe how the words in the following paragraph are so classified:

“Alas! gentlemen,” cried Rip, somewhat dismayed, “I am a poor, quiet man, a native of the place, and a loyal subject of the King, God bless him!”

Nouns	Pro-nouns	Verbs	Adjectives	Ad-verbs	Prepo-sitions	Con-junctions	Inter-jections
gentlemen	I	cried	dismayed	some-what	of	and	alas
Rip	him	am	a		of		
man		bless	poor				
native			quiet				
place			a				
subject			the				
King			a				
God			loyal				
			the				

Follow the foregoing model in dealing with the words in *A Stagecoach Hero*.

## II

Compose three sentences each of which contains all the parts of speech; as,

“Oh, oh!” cried little Molly in rapture, “here come Grandma and Grandpa to see us!”

## 33

## THE PARTS OF SPEECH IN USE

It is not the form of a word but its use that determines to what part of speech it belongs.

The same word may perform the office of several parts of speech. For example:

1. The ship **sails** at once; its **sails** are set.
2. The soldiers were in a **sound** sleep, when the **sound** of the trumpet woke them. "**Sound** the charge!" commanded the captain.

To what part of speech does each of the words in black type belong? Why?

## EXERCISE

Use each of the following words as two or three different parts of speech:

**fast, last, match, stone, still, base, wrong, second, study, right, shout, strike, well, drive, fight.**

## 34

## THE PARTS OF SPEECH GROUPED

According to the work they perform in sentences, the parts of speech may be grouped as follows:

1. Substantives, **nouns** and **pronouns**.
2. Asserting elements, **verbs**.
3. Modifying elements, **adjectives** and **adverbs**.
4. Connecting elements, **conjunctions**.
5. Independent elements, **interjections**.

The preposition is used not separately, but as a part of a phrase. Such a phrase, taken as a unit, may be used as a substantive; as, **Over the fence** is out; or an adjective; as, **The boys of our school** won; or an adverb; as, **We walked down the lane.**

## 35

## NOUNS AND PRONOUNS

## REVIEW

Copy from the following selection fifty different nouns and ten different pronouns:

## THE NEW SOUTH

The New South is enamored of her new work. Her soul is stirred with the breath of a new life. The light of a grander day is falling fair on her face. She is thrilling with the consciousness of growing power and prosperity. As she stands upright, full-statured and equal among the people of the earth, breathing the keen air and looking out upon the expanding horizon, she understands that her emancipation came because in the inscrutable wisdom of God her honest purpose was crossed and her brave armies were beaten.

This is said in no spirit of time-serving or apology. The South has nothing for which to apologize. She believes the late struggle between the States was war and not rebellion, revolution and not conspiracy, and that her convictions were as honest as yours. I should be unjust to the dauntless spirit of the South and to my own convictions if I did not make this plain in this presence. The South has nothing to take back. In my native

town of Athens is a monument that crowns its central hills — a plain, white shaft. Deep cut into its shining side is a name dear to me above the names of men, that of a brave and simple man who died in a brave and simple faith. Not for all the glories of New England — from Plymouth Rock all the way — would I exchange the heritage he left me in his soldier's death. To the foot of that shaft I shall send my children's children to reverence him who ennobled their name with his heroic blood. But, sir, speaking from the shadow of that memory, which I honor as I do nothing else on earth, I say that the cause in which he suffered and for which he gave his life was adjudged by higher and fuller wisdom than his or mine, and I am glad that the omniscient God held the balance of battle in His Almighty hand, and that human slavery was swept forever from American soil — the American Union saved from the wreck of war.— *From "The New South," by Henry W. Grady.*

## 36

## PROPER NOUNS

**A noun that names some particular person, place, or thing is called a proper noun.**

How many proper nouns are in the selection just given from *The New South*?

**Nouns that apply in common to all members of a class of persons, places, or things are called common nouns.**

Give ten common nouns from the selection from *The New South*.

What difference do you observe in the writing of the proper and the common nouns?



## GENERAL RULE

**All proper nouns should be capitalized.**

A. **Titles, and words denoting relationship, when used with proper nouns, should be capitalized; as, Colonel Johnson, President Wilson, Uncle Henry.**

Such words should also be capitalized when used alone if they are used as proper names to denote a particular person; for example:

1. The crowd surged about the carriage to see the Queen.
2. "Four score and seven years ago," began the President.

B. **A proper noun may consist of several words; as, Strait of Magellan; *Tales of the White Hills*; Louisa May Alcott.** The important words in such names are capitalized.

C. **Sometimes we speak of animals, plants, and even inanimate things as if they were persons.** This is called personification. If the personification is very marked, the noun denoting it should be capitalized; for example:

Haste thee, nymph, and bring with thee,  
Jest and youthful Jollity,

. . . . .  
Sport that wrinkled Care derides,  
And Laughter holding both his sides.

Examples of personification are found mostly in poetry.

## EXERCISES

## I

Justify the capitalization of the nouns in the following sentences:

1. Up leaped the Captain of Plymouth.
2. Slowly but steadily onward journeyed this Puritan youth to the Holy Land of his longings.
3. The weaver Winter its shroud had spun.
4. Prosperously sailed the ship *Good Fortune*.
5. Westward the Oregon flows and the Walleway and Owyhee.
6. Red Cloud was a noted chief of the Sioux Indians.
7. We sailed up the Rio de la Plata and the Parana to Rosario.
8. Thou, too, sail on, O Ship of State!
9. Have you read *Lives of the Hunted*?
10. The President's large figure stood before them.

## II

Find and copy five expressions containing examples of personification where the noun denoting such personification is capitalized.

Find and copy five other expressions containing other kinds of proper nouns written with capitals.

## 37

## COLLECTIVE NOUNS

Certain common nouns name collections of persons, animals, or things; as, **audience**, **herd**. Nouns of this kind are called **collective nouns**.

Collective nouns are usually regarded as singular in number, especially when the group is thought of as essentially one in action; for example:

1. The audience **was** very responsive.
2. The flock of sheep **has been** driven to the hills.

## EXERCISES

## I

In the following sentences choose the form of the verb you think proper, and give reasons:

1. A herd of horses (was, were) seen on the desert.
2. The committee (has, have) decided to report favorably.
3. The regiment (was, were) on parade to-day.
4. Our football team (is, are) practicing hard to win.
5. The flock of geese (was, were) flying northward.
6. (Has, have) the orchestra begun to play yet?
7. A crowd of jolly boys (was, were) sporting on the green.

Sometimes the individuals of the group are thought of, rather than the group as one thing. In such a case the plural may be used; for example:

1. The committee were unable to agree.
2. The party of surveyors were eating supper when we found them.

## II

Use the following collective nouns properly with singular verb forms: congress, council, party, band, gang, company, army, troop.

## III

1. Read carefully a good newspaper news story or a leading magazine article.
2. Make a list of the collective nouns with the verb following each.

3. In each case explain why the singular or the plural form of the verb is used.

## 38

## USES OF THE NOUN

The noun is the principal substantive used in sentence building. Its chief offices are as follows:

## (a) Nominative Uses of the Noun

1. Subject; as, That **house** is well built.
2. Predicate nominative;<sup>1</sup> as, Chicago is a busy **city**.
3. Nominative of address; as, **Mary**, please bring me a drink.
4. Nominative absolute; as, The **battle** having ceased, the troops lay down to rest.

(b) Accusative<sup>2</sup> Uses of the Noun

1. Direct object; as, We saw the **bear**.
2. Adjunct accusative;<sup>3</sup> as, The class elected Tom **president**.
3. Adverbial accusative;<sup>4</sup> as, I walked three **miles**.
4. Accusative with a preposition;<sup>5</sup> as, We met him at the **hotel**.

## (c) Dative Use of the Noun

1. Indirect object; as, He gave **Henry** a position.

<sup>1</sup> Called also **subjective complement**.

<sup>2</sup> Called also **objective**.

<sup>3</sup> Called also **objective complement**.

<sup>4</sup> Called also **adverbial object**.

<sup>5</sup> Called also **object of a preposition**.

(d) Genitive<sup>1</sup> Uses of the Noun

1. Genitive of possession; as, **Kate's** hat is very becoming.

2. Genitive of connection; as, The **crowd's** wild fury soon passes. We accepted gladly the **man's** offer.

Observe that in the genitive of connection, there is no actual possession, even though the possessive sign is used. The genitive of possession, on the other hand, implies actual ownership.

**Nouns may be used in apposition;** as, Paul, the apostle, went to Rome.

These nouns are nominative, accusative, dative, or genitive, agreeing in case with the noun with which they are in apposition.

**For the nominative, the accusative, and the dative uses, the common form of the noun is used.**

**For the genitive uses the noun is changed to the possessive form.**

**EXERCISE**

Compose twelve sentences illustrating each of the twelve different uses of the noun given here.

Copy the nouns in the following sentences and give the use of each noun:

1. So came the captain with the mighty heart.
2. The Lord is my shepherd.
3. Ye call me chief.
4. One of the boys, Ben Rogers, came by with a hop-skip-and-jump.

<sup>1</sup> Called also possessive.



5. Father, thy hand hath reared these venerable columns.
6. Out of Abraham's tent young Ishmael wandered with Hagar.
7. 'Tis midnight's holy hour.
8. It was the day before Thanksgiving.
9. The fortune of war, General Gates, has made me your prisoner.
10. Our supplies being exhausted, we had to return.
11. The sentinels having been posted, we felt safer.
12. The panther measured nine feet from nose to tail tip.
13. The hunter's gun was found a mile from camp.
14. President Lincoln gave the soldier a reprieve.
15. Our year's work was done.
16. John Maynard was pilot of the steamer *Ocean Queen*.
17. The heavens declare the glory of God.
18. The braves chose Black Eagle chief.
19. Little Elsie was rocked to sleep every night on her mother's lap.
20. God gives us many blessings.

39

GENITIVE CASE FORMS OF THE NOUN<sup>1</sup>

The noun changes its form only when it is used in the genitive case; for example:

1. **Kate** called on us. (Nominative.)
2. We invited **Kate** to our party. (Accusative.)
3. Mother gave **Kate** a present. (Dative.)
4. **Kate's** mother has gone to Boston. (Genitive.)

<sup>1</sup> Called also **possessive case forms**.

## GENERAL RULES FOR MAKING THE GENITIVE FORMS

1. The singular form of the genitive noun is made by adding the apostrophe (') and "s" to the common form of the noun; as, **boy, boy's; cow, cow's.**

2. If the common plural ends in "s," the genitive plural is made by adding the apostrophe (') only; as, **boys, boys'; cows, cows'.**

If the common plural form does not end in "s," the genitive plural is made by adding the apostrophe (') and "s"; as, **men, men's; children, children's.**

## EXERCISE

a. Give five illustrations of each of the foregoing rules.

b. Change the following nouns to the genitive forms and use them in sentences, first as singular, then as plural: friend, woman, Henry, king, deer, statesman, horse, father, calf, hero, judge, merchant, lady, wife.

## SPECIAL RULES FOR MAKING GENITIVE CASE FORMS

1. In a few common expressions, as, **for goodness' sake, for conscience' sake,** the singular possessive is formed by adding the apostrophe (') only. This is to avoid too many hissing sounds coming together.

2. When two persons have a joint ownership in one thing, the possessive is formed by adding the apostrophe to the last name only; as, **Taylor and Cutler's store.** If separate ownership is meant, the genitive sign should be added to each word; as, **Longfellow's and Lowell's poems.**

3. The genitive form of compound nouns is made by adding the sign of possession to the last word; as, singular, **brother-in-law's**; plural, **brothers-in-law's**.

4. Where nouns in apposition are used in the genitive case, the genitive sign is added to the last word only; as, Tom, the baker's, wagon was broken down. Henry, the carpenter's, hammer was lost.

## 40

## THE "OF" PHRASE

The prepositional phrase introduced by "of" is often used to express the genitive relationship; for example:

1. The people **of the city**.
2. The bank **of the river**.
3. The orders **of the commander-in-chief**.
4. The sayings **of Jesus**.

It is especially preferable to use the "of" phrase —

a. When it sounds better; as, **The houses of my brothers-in-law**, instead of **my brothers-in-laws' houses**.

b. With nouns that name inanimate objects. We should say, for example: **The top of the chair**, not **the chair's top**; **the depth of the well**, not **the well's depth**.

## EXERCISES

## I

Find five sentences wherein the "of" phrase is used to express the genitive relationship.

## II

Use the following nouns in sentences in such a way as to express in the best way the genitive relationship between them and some other noun.

commander-in-chief	day
William Allen & Company	city
Hawthorne and Irving	thief
Colonel Wood	desk
sons-in-law	witch
German	hour
Frenchmen	buffalo
geese	ladies
Jesus	Dickens
bluebirds	trapper

## III

Copy from the following sentences (1) the singular nouns in the genitive case; (2) the plural nouns in the genitive case; (3) the "of" phrases used to express the genitive relationship:

1. The camel's load was very bulky.
2. The years shall come and pass, but we  
Shall hear no longer, where we lie,  
The summer's songs, the autumn's sigh,  
In the boughs of the apple tree.
3. It swung at the side of Jim Milliken's store.
4. He heard the crowing of the cock,  
And the barking of the farmer's dog,  
And felt the damp of the river fog.
5. Aladdin's mother went to the Sultan's palace to present the dowry of the Princess.

## IV

Tell the difference in meaning in these expressions:

1. The King's picture; The picture of the King.
2. The secretary's and the treasurer's report; The secretary and treasurer's report.
3. Miller's and Johnson's stores; Miller and Johnson's stores.
4. Irving's story; A story of Irving.
5. Harold's and Tom's guns; Harold and Tom's guns.

## 41

## SUBSTANTIVE PHRASES AND CLAUSES

Phrases and clauses are often used substantively; as,

1. **To be fair** was always his aim.
2. **My going East** will cause a change of plans.
3. **Whatever he undertakes** is done well.

## USES OF SUBSTANTIVE PHRASES AND CLAUSES

There are five common uses of the substantive phrase and the substantive clause; the following sentences illustrate these uses:

1. **Subject** —  
**That he will go** seems certain.  
**Our being there** may help keep peace.
2. **Predicate nominative** —  
 My duty is **whatever he commands**.  
 This seems **to be worth while**.



3. **Direct object** —

I told him **that we would be there on time.**

We tried to **do the work well.**

4. **Appositive** —

My wish **that he go to school** should be heeded.

His desire **to go to school** is a good one.

5. **With a preposition** —

He talked about **whom he pleased.**

I am thinking of **going next week.**

## EXERCISES

## I

(a) Write five sentences using substantive phrases in the five different ways just illustrated: as subject, as predicate nominative, as direct object, in apposition, and with a preposition.

(b) Write five other sentences using substantive clauses in the five different ways just named.

## II

Because of the variety of ways substantive phrases and clauses can be used, one may often vary the structure of sentences to advantage; for example:

- a. **That coal comes from plants** is believed.
- b. It is believed **that coal comes from plants.**
- c. We believe **that coal comes from plants.**
- d. Our belief is **that coal comes from plants.**

Without changing the meaning, but by changing the construction, express the thought of each of the following sentences in another way. If possible, give several different constructions for each sentence.

1. He will give you whichever you choose.
2. Its being he should make no difference.
3. Singing too loudly strains the vocal organs.
4. That the earth is round has been proved.
5. For us to go would be impossible.
6. Nobody believed him to be killed.
7. His advice was that I should go.
8. My object is to help you to succeed.
9. Spending money foolishly is buying bad habits.
10. Who wrote the book is not certainly known.

## 42

## THE PRONOUN

## REVIEW

Copy from the following selection the pronouns that it contains. How many pronouns are used in it?

**AN INCIDENT FROM "THE MAN WITHOUT A COUNTRY"**

One day we overhauled a schooner which had slaves on board, and Nolan was called upon to interpret for the captain.

"Tell them they are free," said Vaughan.

Nolan explained this message. Then there was a yell of delight, clinching of fists, leaping, dancing, and kissing of Nolan's feet.

"Tell them," said Vaughan, "that I will take them all to Cape Palmas."

This did not answer so well. Cape Palmas was practically as far from the homes of most of them as New Orleans or Rio Janeiro was. Vaughan asked Nolan what

they said. The drops stood on poor Nolan's white forehead, as he hushed the men down, and said:

"They say, 'Not Palmas.' They say, 'Take us home; take us to our own country; take us to our own house; take us to our own pickaninnies and our own women.'"

"Tell them yes, yes, yes; tell them they shall go to the Mountains of the Moon, if they will. If I sail the schooner through the Great White Desert, they shall go home."

And after some fashion Nolan said so. But he could stand it no longer, and getting Vaughan to say he might go back, he beckoned me down into our boat and said:

"Youngster, let that show you what it is to be without a family, without a home, without a country. And if you are ever tempted to do a thing that shall put a bar between you and your family, your home, and your country, pray God in His mercy to take you that instant to His own heaven. And for your country, boy," and the words rattled in his throat, "and for that flag," and he pointed to the ship, "never dream but of serving her as she bids you. No matter what happens to you, no matter who flatters you or abuses you, never let a night pass but you ask God to bless that flag. Remember, boy, that behind officers and governments, and people, even, there is the country herself, your country, and that you belong to her as you belong to your own mother. Stand by her, boy, as you would stand by your own mother." — *Adapted from Edward Everett Hale.*

1. What is a pronoun?
2. In what way does the pronoun help greatly in sentence building?
3. Take the part from "Vaughan asked" to "our own women"; substitute the right noun for each pronoun that this part contains, and read the portion aloud with the nouns. What is the effect?

## KEEPING THE MEANING OF PRONOUNS CLEAR

The noun for which the pronoun stands is called the **antecedent** of the pronoun.

Usually the antecedent is expressed in the sentence; sometimes it is understood. But whether expressed or merely understood, there should be no mistaking of the antecedent. The reference of the pronoun should be clear. Much mischief to sentence clearness comes from careless use of pronouns.

## EXERCISES

## I

Bring to class five sentences you have overheard or read in which the pronoun is not clearly used.

## II

Read the following sentences. Correct their faults by recasting them or rearranging the pronouns so that their reference to the antecedent is clear:

1. We saw the bear just as we came to the cliff; it was close to us.
2. The captain spoke to the sergeant; he said he would caution the men to move quietly.
3. The boys saw the coyotes stealing toward the sheep and tried to drive them away.
4. The rancher told his neighbor that his cattle were in his field.
5. Kate and Ruth asked their mothers to invite their cousins to the country to spend their vacation.

6. Tom's father told him that he might go to town during the holidays.

7. The Indians were gaining on the soldiers rapidly; we could see them coming.

8. The horse leaped down the bank carrying his rider out of sight; then he came up on the other side.

9. I told Tom to ask father to let us go with him to see the circus.

10. The horse seemed to be very fond of his master; he was very kind to him.

11. Mary's mother told the teacher that she had lost the note she had sent.

12. He told the man that he might go the next day.

13. The girls tried to play a joke on the boys but they saw them.

14. Harry wrote to his father that he would be better off at home.

15. The dog followed the boy everywhere; he seemed to like him very much.

### III

Find and copy five other sentences in which the pronoun has been so used as not to be clear in its reference to the antecedent. Correct the sentences.

### 44

## PERSONAL PRONOUNS

Certain pronouns show by their forms that they refer to the person speaking, the one spoken to, or the one spoken of.

Such pronouns are called **personal pronouns**. Pronouns denoting the speaker, as, **I, me**, are said



to be of the **first person**; those that denote the person spoken to, as, **you, thou**, are of the **second person**; those denoting the person spoken of are said to be of the **third person**; as, **he, she, it, they**.

The noun has no changes in form to show person.

The pronoun has different forms to show person, as well as forms to denote **number, gender, and case**.

## DECLENSION

To give the various inflections of a noun or pronoun for person, number, gender, and case, is to **decline** it.

## Declension of the Personal Pronouns

	FIRST PERSON		SECOND PERSON	
	Singular	Plural	Singular	Plural
Nom.	I	we	you (thou) <sup>1</sup>	you (ye)
Gen.	my, mine	our, ours	your, yours (thy, thine)	your, yours
Dative and				
Accus.	me	us	you (thee)	you
		THIRD PERSON		
		Singular	Plural	
	Masculine	Feminine	Neuter	All Genders
Nom.	he	she	it	they
Gen.	his	her, hers	its	their, theirs
Dative and				
Accus.	h <sup>m</sup>	her	it	them

<sup>1</sup> The forms **thou, thy, thine, thee**, and **ye** are sometimes called the **sacred forms** of the pronoun. They are used in writings of formal or solemn style, as in poetry and the Bible; but not in conversation.

## POSSESSIVE PRONOUNS AND POSSESSIVE ADJECTIVES

Except **it** and **he**, all the personal pronouns, as shown in the declension, have two forms for the possessive use. These two forms are used differently.

The words **my**, **our**, **thy**, **your**, **her**, **their**, **his** and **its** are used with nouns which they limit in a possessive sense; as, **my hat**, **his honor**, **their mother**.

**Such words are called possessive adjectives.**

The other possessive forms — **mine**, **ours**, **thine**, **yours**, **hers**, and **theirs** — are used alone, or without the noun that names the thing possessed. For example: **Their hats are black; ours are brown. That book is yours; this is mine. His** may also be used in this way; as, **The house is his.**

**Such words are called possessive pronouns.**

Certain of these possessive forms may be used either with or without the noun; as,

My book is like **his book**. My book is like **his**.

**Mine** eyes have seen **His** glory.\*

This house is **mine**.

Let **thine** eyes look right on.

Pleasant thoughts be **thine**.

\* **Thine** and **mine** are used sometimes, in poetry and sacred writings, to modify those nouns which begin with a vowel sound.

## CAUTION

Sometimes wrong forms of the possessive pronoun are made. A common mistake is illustrated by these expressions: **That is his-n. These are our-n.**

## EXERCISES

## I

Read the following sentences aloud several times:

1. Do your work well; we will do ours the same.
2. These books are hers; those are yours.
3. That hat looks like his.
4. Time hath his work to do, and we have ours.
5. Are these pencils yours? No, they are his.

Compose four sentences in which the words, **his, hers, ours, and yours** are correctly used.

## II

Copy from the following sentences in one column the **possessive adjectives**; in another the **possessive pronouns**:

1. I pledge thee faith, my liege, my lord!
2. If ye forgive men their trespasses, your Heavenly Father will also forgive you.
3. Stand, the ground's your own, my braves!
4. Do your duty, that is best.
5. England expects every man to do his duty.
6. He spoke as if all the world were his.
7. This country is ours; we should be ever ready to fight for its flag.
8. He claimed that the horse was his.

9. "Peace be thine," shall ever be my prayer.
10. Is that book yours or mine?

## 46

## USES OF THE PERSONAL PRONOUN

The personal pronoun has almost all the uses of the noun. As with the noun, these uses are classified as **nominative**, **accusative**, and **dative**.

The common uses of the possessive pronouns have already been discussed. (See Section 61 for the genitive form used with the gerund.)

The nominative forms differ from the accusative and dative forms of the personal pronouns as follows:

Nominative: **I**; **we**; **she**; **he**; **they**; **thou**.

Accusative or Dative: **me**; **us**; **her**; **him**; **them**; **thee**.

## NOMINATIVE USES

It is proper to choose the nominative form when the pronoun is used as

1. Subject substantive: **I** saw the play.
2. Predicate nominative: It was **I** that he saw.
3. Nominative of address: Roll on, **thou** deep and dark blue ocean.
4. Nominative absolute: **They** having come, we felt at home.

## ACCUSATIVE USES

It is proper to choose the accusative form when the pronoun is used,

1. As direct object: The horse followed **him**.
2. With a preposition: The trapper came towards **us**.

#### DATIVE USE

It is proper to choose the dative form when the pronoun is used.

As indirect object: He gave **me** a hearty welcome.

The same forms are used for the dative as for the accusative.

#### CASE OF PRONOUNS IN APPOSITION

Sometimes the pronoun is used appositively. A pronoun used appositively should agree in case with the word it explains; as,

1. Henry, **he** that spoke to us, is my cousin. (Nominative.)
2. Do you remember Henry, **him** that spoke to us? (Accusative.)
3. I gave the book to Henry, **him** that is sitting by the window. (Dative.)

#### EXERCISES

Choose the form of the pronoun you think proper for each blank in the following exercises, giving a reason for your choice:

1

I — ME

1. Lo, it is —; be not afraid.
2. It is (he, him) who should stop, not —.
3. Tom and — dashed down the road.



4. Let there be peace between (thee, thou) and ——
5. He is no stronger than ——.

#### WE — US

1. Where do you think they found —— boys?
2. It was not —— that did it.
3. —— girls have planned a valentine party.
4. They gave —— girls a basket of flowers.
5. —— having come, they could go on with the game.
6. The President spoke kindly to —— boys.

#### HE — HIM

1. —— and (I, me) will do it for you.
2. This is —— of whom I spoke.
3. There were Harry and Henry and —— in the crowd.
4. Wayne, —— that captured Stony Point, was a daring leader.
5. Did you call for —— and (she, her)?

#### SHE — HER

1. —— and (I, me) are going to college.
2. It is ——; I am sure it is.
3. Between —— and (I, me) is a lasting friendship.
4. The couple that went in just before —— and me are from New York.
5. He came to see —— and you.

#### THEY — THEM

1. It was —— that called; did you not see ——?
2. —— having come, we can go.

3. I did not intend to hurt——.
4. ——also serve who only stand and wait.
5. ——that love the Lord shall find him.

## II

## TYPE SENTENCES FOR DRILL

Read sentences like these frequently till their proper use becomes a matter of habit:

1. Whom did you see? (tell? ask? call?)
2. Who is there? It is I. It is he. It is she.
3. Mary and I did it. They saw John and me.<sup>1</sup>
4. We boys went. He spoke to us boys.<sup>1</sup>
5. He is no better than I. They did as well as we.

## III

Compose five sentences, one similar to each of those in the foregoing group, and read the sentences aloud. Exchange your sentences for others composed by your classmates, and read theirs aloud.

## 47

## REFLEXIVE AND INTENSIVE PRONOUNS

The words **myself**, **ourselves**, **yourself**, **yourselves**, **himself**, **herself**, **themselves**, and **itself** are used in two ways:

<sup>1</sup>An easy way to tell the right pronoun to use in sentences of this kind is to leave out the noun; as, I did it. They saw me. We went. He spoke to us.

1. **Reflexively:** I hurt myself.

Here the actor is also the receiver of the act.

2. **Intensively:** He himself shall do it.

Sometimes errors are made in the use of these reflexive and intensive pronouns. There is a tendency on the part of those who know no better, to choose **hissself** and **theirselves**. Some people also use expressions like **I hurt me**, instead of **I hurt myself**. Practice using the correct forms till they are a matter of habit with you.

## EXERCISES

## I

Supply the right reflexive and intensive forms for the following blanks:

1. She — did all the work.
2. He struck — with the ax.
3. I will attend to it —.
4. The boys are trying to outdo —.
5. They wrong —, not us.
6. We promised to bring — to the party.
7. No one but a dunce would so disgrace —.
8. She thought — very clever.
9. You, —, are chosen; now congratulate —.
10. Could you imagine — doing such a thing?

## II

Use each of the eight reflexive and intensive forms given above: 1. Reflexively. 2. Intensively. For example: I struck **myself**. I **myself** will do it.

## THE INTERROGATIVE PRONOUN

Certain pronouns are used to ask questions:

1. **Who** was it that called?
2. **Whom** did you see?
3. **Whose** hat is this?
4. **What** did he give you?
5. **Which** was it?

The pronoun **who**, as you observe, has different forms for the **nominative**, **accusative** and **dative**, and **genitive** cases. These forms need watching, especially the accusative and dative form **whom**.

## EXERCISES

## I

Choose the form you think proper for each of the following blanks, and give your reasons:

## WHO — WHOM

1. — do you want, oh, lonely night?
2. — were they that came yesterday.
3. For — did you send?
4. — are you that seem so haughty?
5. — did they choose?
6. — do you think they will choose?
7. — is at the door?
8. — are the girls going to visit?
9. — do you think will be chosen?
10. — do you think they will elect?

11. — did you suppose called you?
12. — did you call?
13. — did you see at the game?
14. Before — did he appear?
15. To — did you give the message?

To help determine more quickly the proper words for the above sentences, change them to the declarative form; as; You do want —, oh, lonely night?

## II

Write ten sentences containing **whom** properly used as an interrogative pronoun.

## 49

### INDEFINITE PRONOUNS

Certain pronominal words used to refer indefinitely to objects are called **indefinite pronouns**; the words in black type are common examples:

1. **Several** went to the party.
2. **Each** carried an umbrella.
3. **Some** seem to be born lucky.
4. **Much** depends on self-control.
5. **Neither** would consent.

Why are the black-type words in these sentences pronouns? How do they differ from nouns?

### EXERCISE

Use the following words as indefinite pronouns:

**all, every one, none, another, neither, many, few, little.**



## 50

## DEMONSTRATIVE PRONOUNS

The words **this**, **that**, **these**, and **those**<sup>1</sup> when used substantively are called **demonstrative pronouns**.

1. **This** is my hat; **that** is yours.
2. **Those** are sweet apples; **these** are sour.

## 51

## REVIEW

## I

Copy from the following sentences in separate columns —

1. The personal pronouns; 2. The interrogative pronouns; 3. The indefinite pronouns; 4. The demonstrative pronouns:

1. One was a corporal, the other a private.
2. Who saw the man thrown from his horse?
3. Some were carrying buckets; some had baskets.
4. All were satisfied; none complained.
5. To whom did they give the prize?
6. Many are called, but few are chosen.
7. A little should be done for the sake of his friends.
8. Each carried a musket and a knapsack, and each followed another of the party along the steep trail.
9. Several were nominated, but none would accept the position.
10. None but the brave deserves the fair.

<sup>1</sup> These and most other pronominal words are used also as adjectives, in which case they are called **pronominal adjectives**. (See Section 69.)

11. What was asked of him?
12. Every one tried his best to win.
13. Another would have done it, if you had not.
14. These belong to Mary; those to Jane.
15. Either will do it for you, I am sure.
16. That is a trait of his that I much admire.
17. Much was done to relieve his pain, but all was in vain.

## II

The words **each** and **every** are singular in number, and singular forms should be used to agree with them; as,

1. **Each** boy has **his** lessons.
2. **Every one** did **his** duty.

The words **neither** and **either** are likewise singular in effect. They, too, should be used with singular forms; as,

1. **Neither** was right.
2. **Either** is able to do it.

Such expressions as **many a, man after man**, should also be followed by singular forms; as,

1. **Many a man** has given **his** life for **his** country.
2. **Man after man** was seen carrying **his** heavy burden.

## III

Choose the proper forms of verbs and pronouns to fill the following blanks, and give reasons:

1. Neither of the men (was, were) anxious to risk (his, their) life.

2. Nothing (was, were) left of all the splendor.
3. Every day (is, are) a good beginning.
4. Each human being (create, creates) a world of (his, their) own.
5. Several (was, were) hurt in the accident.
6. Many a good resolve (is, are) never followed by good actions.
7. If each one (does, do) (his, their) best, all will do well.
8. None (was, were) excused from the examination.
9. Some there (is, are) whose lives are always radiant with good cheer.
10. Let each give to the world the best (he, they) (has, have).

## 52

## RELATIVE PRONOUNS

Certain pronouns are used to introduce adjectival clauses; for example:

1. This is the house **that** Jack built.
2. The diamond, **which** is pure carbon, is a brilliant gem.
3. Here is a boy **who** can be trusted.
4. Here is a boy **whom** we can trust.
5. Here is a boy **whose** word has never been broken.

Explain why **whom** and **whose** are chosen in the last two sentences.

These pronouns have a kind of double use: they perform the office both of a substantive and of a conjunction. Such pronouns are called **relative pronouns**.

The relative pronouns most commonly used are **who**, **which**, and **that**.<sup>1</sup>

**Who** is properly used when referring to persons. So also are **whom** and **whose**, the accusative and the genitive form of **who**.

**Which** is properly used when one is speaking of beings of a lower order or inanimate things.

**That** is used to refer to **animals**, **persons**, or **things**; as,

1. The only time **that I saw him** was during the convention.
2. This is the horse **that won the race**.
3. He **that dares to follow truth** may be misunderstood.

## EXERCISES

### I

Find elsewhere in this book or in other books five sentences in which the relative pronouns, **which**, **that**, **who**, **whom**, **whose**, are used. Tell what word each relative clause modifies.

### II

Choose the proper form of **who** for the following blanks, giving a reason for your choice in each case:

<sup>1</sup> **As** is sometimes a relative pronoun; for example, **Ye stand here now like giants as ye are**. **What** also is sometimes used to introduce a relative clause; as, **That is what I heard**. **What** has no antecedent. In the sentence given, it equals: **the thing which**. Sometimes the adjective clause is introduced by a conjunctive adverb; as, **This is the place where I found the arrow-head**. (See Section 76.) **Where** in such a sentence equals the phrase **at which**.

1. They also serve — only stand and wait.
2. — the gods destroy, they first make mad.
3. She was a quiet child, — took good care of her clothes, and kept out of people's way.
4. Tennyson, — poems are so harmoniously beautiful, was England's poet-laureate.
5. There was once a man — had a goose that laid golden eggs.
6. Balder the good, — both gods and men loved, was dead.
7. There are many people — have never seen anything at all worth seeing.
8. Once a gentleman, — name I have forgotten, sent me a collection of fossils.
9. Next morning it was I — waked the whole family with my first "Merry Christmas"
10. Bright Eyes was an Omaha Indian girl, — became widely known through her efforts to help her people.
11. He — hunts for flowers will find flowers.
12. Washington was a hero — was in turn a conqueror and a liberator, and — crowned Glory with Peace.

## 53

DESCRIPTIVE AND DETERMINATIVE  
CLAUSES <sup>1</sup>

Some adjectival clauses are used to add an explanatory thought, or describe the substantive they modify. Such are called **descriptive clauses**. The following are examples:

1. The diamond, **which is pure carbon**, is a brilliant gem.

<sup>1</sup> Determinative clauses are called also **restrictive clauses**.



2. As we were coming home, we saw a tramp, **who seemed to be ill.**

The descriptive clause, being but an added thought, may be omitted from the sentence, and yet the sentence will seem complete; as, **The diamond is a brilliant gem. As we were coming home, we saw a tramp.**

Other adjectival clauses are used to limit, or restrict, the word modified to a certain object or group of objects; for example:

1. This is the horse **that won the race.**
2. An animal **that has four feet** is called a quadruped.

Clauses of this kind are called **determinative clauses.**

To leave such a clause out of the sentence would leave the thought incomplete. For instance, we might say, **This is the horse;** but the question would come, **What horse?** The determinative clause, **that won the race,** anticipates and answers the question. To say, **An animal is a quadruped,** would be to make a mis-statement. The clause, **that has four feet,** is absolutely necessary to determine the meaning of this sentence.

## EXERCISES

### I

Copy from the following sentences, in one column, the **descriptive clauses;** in another, the **determinative clauses:**

1. The hill, which was very steep, was covered with brush.
2. The boy, whose name was Jack, was unwilling to work.

3. This is the man of whom I spoke.
4. Colonel Edgehood, whose regiment was ordered to Cuba, fought in the Civil War.
5. The house that he built last year was burned yesterday.
6. Our horses were stolen by Indians who had followed us for days.
7. I asked for the book that is lying on the table.
8. His eyes, which had been all but blinded by the smoke, gave him great pain.
9. The burglar stole in through the window, which we had carelessly left open.
10. The hunters, who had been away from camp for hours, returned with plenty of game.

## II

Which of the clauses in Exercise I are descriptive? Which are determinative?

**Which** and **who** are generally preferred in descriptive clauses; **that** is generally preferred in determinative clauses. What do you observe as to the punctuation of these two kinds of clauses?

## III

Fill the following blanks with the relative pronoun, **that** or **which**, as you think proper, giving reasons for your choice:

1. The evil —— men do lives after them.
2. Lightning, —— is one form of electricity, often does great damage.
3. He gave me a letter, —— he wished me to deliver.

4. It is a long road — has no turning.
5. It was a yawning hole, — at a glance I knew belonged to a buzzard.
6. Heaven helps them — help themselves.
7. He — hath ears, let him hear.
8. It was action — made them what they were.
9. The great guns, — shone like silver, seemed harmless enough.
10. The Indians had not before seen a rifle — shot twice without being reloaded.
11. Forsyth cut the bullet from his leg, — he banded with his own hands.
12. The breeze, — had been blowing strongly for several hours, suddenly died down.

#### SENTENCE CONCISENESS

The sentence may frequently be shortened by reducing the adjectival clause to an appositive; as, California, which is the second state in size in the Union, lies along the Pacific coast. California, the second state in size in the Union, lies along the Pacific coast.

In a similar way, shorten the following sentences:

1. Persephone, who was the daughter of Ceres, was the goddess of spring.
2. Eggleston's story, which is called "The Hoosier Schoolboy," gives interesting pictures of early schooldays.
3. The lecturer was Dr. Holmes, who was the author of many delightful poems.
4. Fulton's steamboat, which was named the "Clermont," first sailed on the Hudson.

**The main use of the appositive is to make the sentence more concise.**

## VERBS

54

### REVIEW

The verb is the part of speech that gives life to language. It is the active element of our speech. Not all verbs express action,<sup>1</sup> but practically all the action expressed in the sentence is given by the various verb forms. For example:

He was chubby and plump, a right jolly old elf,  
And I laughed when I saw him, in spite of myself;  
A wink of his eye and a twist of his head  
Soon gave me to know I had nothing to dread;  
He spoke not a word, but went straight to his work,  
And filled all the stockings; then turned with a jerk,  
And laying his finger aside of his nose,  
And giving a nod, up the chimney he rose;  
He sprang to his sleigh, to his team gave a whistle,  
And away they all flew like the down of a thistle.  
But I heard him exclaim, ere he drove out of sight,  
“*Happy Christmas to all, and to all a good-night!*”

— *From “A Visit from St. Nicholas,” by Clement C. Moore.*

Which words make this selection a “moving picture”?

To what part of speech do most of these life-giving words belong?

<sup>1</sup> Linking verbs are not action verbs.

Not all the words that express action assert the action directly: some of them merely assume it; as, "**laying** his finger aside of his nose," "**giving** a nod." **Giving** and **laying** are verb forms; but they are not **predicate verbs** as are these: "He **sprang** to his sleigh"; "I **laughed** when I saw him."

Observe also that some of the nouns used suggest action; as, **wink**, **twist**, **jerk**.

Such words are verb forms used substantively.

It is the action in the sentence, either mental or physical, that generally attracts our attention and holds us interested. **The verb is the element of first importance in sentence building.** To be effective in our speech we must learn how to use this element correctly and effectively.

## EXERCISES

### I

Find some paragraph or stanza that is full of life — a "moving picture" in words. Copy it, underlining the words that make the picture move, or in any way suggest action. Determine how many of these words are verb forms.

### II

Write a paragraph that is full of action. Tell of a race, a runaway, a fierce wind, a hunting experience, catching a horse or another animal, a sudden shower, or some similar "moving picture." Try to



see and feel the thing pictured. Make every sentence carry your story forward. Use your verbs to make things move.

55

PREDICATIVE AND NON-PREDICATIVE VERBS

The action or being expressed by the verb may be asserted; as,

1. The boys **ran** down the street.
2. She **plays** merrily.

Or the action may be merely **assumed**; as,

1. **Seeing** the bear, he fired.
2. We tried **to do** our work well.

**Verbs that assert are called predicative verbs.**

**Verbs that assume are called non-predicative verbs.**<sup>1</sup> They will not make the base of a predicate.

EXERCISES

I

Copy from the following selection, (1) The **predicative verbs**; (2) The **non-predicative verbs**:

José took the hint. He dug cruel spurs into his horse. The mustang leaped forward. The black gave a tearing bound, and quickened his pace, but still waited the will of his pursuer. They were just upon us, chased and chaser, thundering down the slope, when the herdsman, checking his wrist at the turn, flung his lasso straight as an arrow for the black's head.

<sup>1</sup> Also called **verbals**.

I could hear the hide rope sing through the summer air, for a moment breezeless. Will he be taken? Will horse or man be the victor? The loop of the lasso opened like a hoop. It hung poised for one instant a few feet before the horse's head, vibrating in the air, keeping the circle perfect, waiting for the herdsman's pull to tighten about that proud neck and those swelling shoulders.

Hurrah! Through it went the black! With one brave bound he dashed through the open loop. He touched only to spurn its vain assault, with his hindmost hoof. "Hurrah!" I cried. "Hurrah 't is!" shouted Gerrian. José dragged in his spurned lasso. The black, with elated head, and tail waving like a banner, sprang forward, closed in with the herd; they parted for his passage, he took his leadership, and presently was lost with his suite over the swell of the prairie.—*From "Don Fulano," by Theodore Winthrop.*

## 56

### PREDICATIVE AND NON-PREDICATIVE VERBS COMPARED

The non-predicative verb differs from the predicative verb in only one essential: **it does not assert anything.** In other respects the two are alike. For illustration:

a. **Non-predicative verbs may be modified by adverbs or adverb phrases and clauses; as,**

1. Turning **quickly**, he saw his danger.
2. The boy tried to walk **along the narrow plank**.
3. We planned to leave **as soon as they arrived**.

b. **Non-predicative verbs take the same completing words as predicative verbs; for example:**

1. He asked to see **me**.
2. Its being **I** should make no difference.
3. Tom objected to their calling him **captain**.
4. He wanted to give **me** a better position.

c. **Non-predicative verbs are either intransitive or transitive; for example:**

1. He always tried **to be** considerate. (Intransitive, linking.)

2. **Being** a man of honor, he could not stoop to so base a deed. (Intransitive, linking.)

3. The children were allowed to **run and play**. (Intransitive, complete.)

4. We saw them **playing** merrily. (Intransitive, complete.)

5. **Having finished** our task, we went home. (Transitive, active.)

6. Our task **having been finished**, we went home. (Transitive, passive.)

7. He would permit no one **to see** him. (Transitive, active.)

8. He would permit himself **to be seen** by no one. (Transitive, passive.)

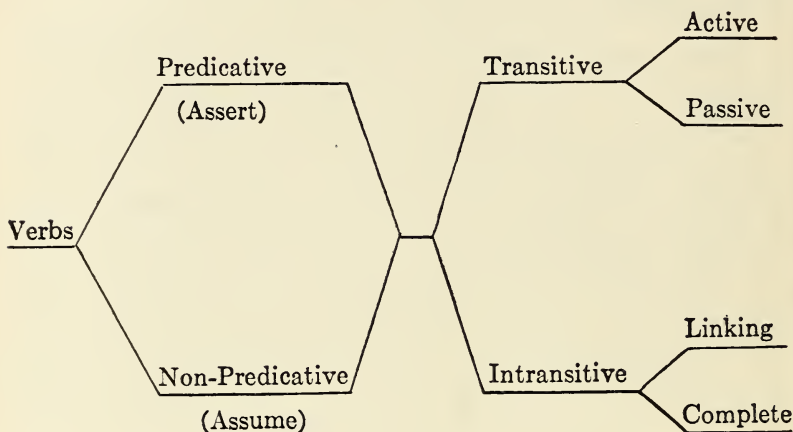
#### EXERCISE

Find in the selection just given from *Don Fulano*:

1. Three intransitive, linking, predicative verbs.
2. Three intransitive, complete, predicative verbs.
3. Five transitive, active, predicative verbs.
4. One transitive, passive, predicative verb.
5. Five intransitive, complete, non-predicative verbs.
6. Three transitive, active, non-predicative verbs.

## CLASSIFICATION OF VERBS

According to their use in predicate building, verb forms may be classified as shown in this diagram:



## EXERCISE

Copy the verbs from the following sentences and classify them according to the model here given:

Now she swirled in the billows, now she sprang upward on a gigantic wave, only to be driven down with angry howl and hiss. We were all frightened, but everybody kept calm.

**Swirled** — predicative, intransitive, complete.

**Sprang** — predicative, intransitive, complete.

**To be driven** — non-predicative, transitive, passive.

**Were** — predicative, intransitive, linking.

**Kept** — predicative, intransitive, linking.

1. The wind rose higher and higher, cutting long slits through the tent through which the rain poured incessantly.

2. The pony rider found two men holding a fresh, impatient steed that was to bear him farther on.

3. Ichabod gave his horse half a score of kicks in the ribs and attempted to dash briskly across the bridge.

4. Unsaddling my horse in the little hollow, I unslung the long reata from the saddle bow, and tethering him to a young sapling, turned toward the cabin.

5. The clocks were striking midnight, and the rooms were very still, as a figure glided quietly from bed to bed, smoothing a coverlid here, settling a pillow there, and pausing to look long and tenderly at each unconscious face, to kiss each with lips that mutely blessed, and to pray the fervent prayers that only mothers utter.

#### EXERCISE

Compose sentences using the following verbs: first transitively, then intransitively:

ran	grew	struck	led
rang	met	fought	whistled
began	called	turned	talked

#### I

Give the four forms of each of the following verbs: lie; lay; sit; set; rise; raise.

Which of these verbs are almost always used transitively?

Which are always used intransitively?



## II

Choose the forms you think proper in the following sentences, and give your reasons:

1. The pine, felled by the woodmen, (lay, laid) like a fallen giant.

2. (Laying, lying) his coat over the chair he (sat, set) down.

3. There was the mountain, (rising, raising) into the clouds.

4. (Set, sit) down and make yourself comfortable.

5. A heavy task is (laid, lain) upon me.

6. He has (sat, set) there an hour.

7. The hoe is (lying, laying) on the walk.

8. (Raising, rising) from his chair, he stepped forward and tried to (raise, rise) the sack of gold from the floor, but it was too heavy for him, so he (sat, set) down again.

9. The pen was (lying, laying) just where you had (laid, lain) it.

10. (Set, sit) the bucket on the bench and (sit, set) down.

## 58

## NON-PREDICATIVE VERB FORMS

There are three kinds of non-predicative verb forms — the **participle**, the **gerund**, and the **infinitive**.

## THE PARTICIPLE

The **participle** is sometimes called a **verbal adjective**. It is a word so used as to partake of the nature of both the adjective and the verb; for example:

The soldiers, striving hard to beat back the enemy, ran great risks.

Observe that the word striving describes the soldiers; yet, at the same time, like a verb it suggests action, and is modified by an adverb.

**A phrase introduced by a participle is called a participial phrase; as,**

Being fatigued, we were glad to rest.

The deer, pausing a moment to listen, bounded away to safety.

### EXERCISES

#### I

Copy from the following sentences the participles and participial phrases:

1. The hens, cackling in the hayloft, reminded us of spring.

2. The boys, struggling up the slope, soon reached the top.

3. There is a crop of tender reminiscences, dating from childhood.

4. Having broken his arm, he had to give up the fight.

5. Lifting the lid of the box, the miser found his money stolen.

6. Our horses, exhausted by the long climb, were glad enough to rest.

7. Stained by the sun, and varnished by the rains, the apple is a glistening, painted globe.

8. The wind having died down, we returned home.

9. I found the nest rifled and deranged.
10. Uncle Tom was in his armchair, rocking slowly.
11. Looking more closely, I saw the black snake, gliding away.
12. The tiger, crouching in the tall grass, was snarling defiance.

## II

Find five other sentences containing participial phrases; copy them, underlining the phrases.

## 59

## PARTICIPLES AS PURE ADJECTIVES

Some participles are pure adjectives, resembling the verb only in the fact that they suggest action; as, a **whistling** noise; the **wounded** soldier; the **fallen** tree.

The participle thus used may precede the substantive it modifies or it may follow the linking verb as a predicative adjective; for example:

1. The soldiers were **exhausted**.
2. River and lake were **frozen**.
3. The pitcher is **broken**.

Care should be taken in using these forms to choose the past participial form of the verb. Many mistakes are made on this point. (See Section 114, Troublesome Principal Parts.)

## EXERCISE

Choose the form you think proper, giving reasons:

1. The home team is (beat, beaten).
2. Will is (chose, chosen).

3. His clothes were badly (tore, torn).
4. The horses have been (drove, driven) to the field.
5. The letter is (wrote, written).
6. Our food was (eat, eaten).
7. How soon are we (forgot, forgotten).
8. The birds have (flown, flew) away.
9. The trappers' feet were severely frost (bit, bitten).
10. These shoes are almost (wore, worn) out.

## 60

## THE GERUND

A phrase containing the same form as that of the participle, is often used substantively; as, **Seeing clearly** is the first step towards **thinking clearly**.

The verb form used in such a substantive phrase is called a gerund.

**Seeing** and **thinking** in the foregoing sentence are gerunds; so also are the black-type words in the following sentences:

1. Our **coming** home was hailed with delight.
2. I did not dream of **going** to college.
3. **Weaving** blankets and **making** pottery are interesting occupations of some Indians.

Copy from the following the participial phrases used substantively, and underline the gerunds in them:

1. There was no guessing his kith and kin.
2. Let me not be afraid of over-praising the strawberry.

3. We were too happy to think about being tired.
4. Their chirping and chattering in the apple tree suddenly ceased.
5. Where did you get your plan for building your cottage?
6. Who would ever have thought of his winning the prize?
7. Fishing in the mountain streams was his delight.
8. He is very fond of hunting ducks.
9. Children never tire of hearing good stories.
10. My going to the city is not yet decided.

## 61

## GENITIVE FORMS USED WITH GERUNDS

Sometimes a noun or pronoun is used to modify the gerund; for example, **His** worrying about it will do no good.

When the gerund is so modified the genitive, or possessive form should be chosen.

Accustom yourself to this correct usage by reading aloud several times the following sentences:

1. He objected to our fishing in the stream.
2. Its being I should make no difference.
3. The man's breaking jail is evidence of his guilt.
4. Her going alone will give her a good experience.
5. We were delighted with their singing that song.
6. Our playing the game so noisily disturbed the guests greatly.
7. Did he speak of my calling on him?
8. Had you ever thought of his being chosen for the place?



9. Her sympathizing with the lad made him cry.
10. My memorizing the selection so well helped me to win.

## EXERCISE

a. Find and copy five sentences which contain a gerund used with some genitive form, as in the foregoing sentences.

b. Compose five such sentences, using genitive forms with the gerund; as,

**John's** doing the work so well, won for him the position.

## 62

## THE INFINITIVE

The infinitive is a form of the verb commonly used as a substantive;<sup>1</sup> as,

1. **To be** effective was his aim in whatever he undertook.
2. **To walk** in the woods is a pleasant pastime.
3. I wished **to go**, but I could not get away from my work.

Generally the infinitive is preceded by the word **to**, which is called the sign of the infinitive. After some verbs, as **let, dare, bid, need, hear**, and a few others, the sign is omitted; for example:

**Let them come on**, equals, **Let them (to) come on**.

**Dare they do it?** equals, **Dare they (to) do it**.

<sup>1</sup>The infinitive is used also as an **adjective** and as an **adverb**. (See Sections 72 and 80.)

## EXERCISES

## I

Copy the infinitives from the following sentences:

1. On his way out of town he had to pass the prison.

2. It bounds away to seek its bed or to hide under a tuft of grass.

3. He had been compelled to abandon his basket of food.

4. I came to see him, but he was not to be seen.

5. He was quite determined not to be laughed down.

6. He bade me go.

7. 'T is better to have sweet content than riches.

8. You ought to go to school.

9. He went to the city to find employment.

10. We did our best to make them happy.

## II

Change the following sentences so that the thought expressed by the gerund will be expressed by the infinitive; for illustration: **Thinking** of the old times made him happy. **To think** of the old times made him happy.

1. Being a boy is a rare experience.

2. His delight was traveling through strange lands.

3. Thinking clearly makes for clear expression.

4. Just seeing him was a pleasure.

5. Telling stories was his delight.

6. Giving him money would be adding to his temptations.

7. He tried working on the farm, but gave it up.

8. Launching the boat in such a storm was impossible.

9. Talking with the Indians was difficult, because we knew so little of their language, and they did not understand a word of ours.

10. Climbing the tree was of no use with so good a climber as a bear in the rear.

Some gerunds, but not all, can be thus changed to the infinitive form, and practically the same meaning be kept.

### III

Compose three sentences containing participles, three containing infinitives, three containing gerunds.

### 63

## PARTICIPLES AND INFINITIVES IN USE

### SENTENCE CONCISENESS

By means of participial and infinitive phrases we can often make our sentences more concise; for illustration, observe the changes in the following sentences:

1. The man has a house which he will rent.
2. The man has a house to rent.

### EXERCISE

Reduce the length of the following sentences by the use of participles and infinitives:

1. We went in order that we might see the circus.

2. Our men, who had been climbing the hill all day, were almost exhausted.

3. The boys, who were frightened by the thunder, scampered into the house.

4. He was selected for the purpose of bringing the members of the party into harmony again.

5. The fire which was blazing on the hearth made the room look cheerful.

6. The hunter, who was coming through a grove of pines, was attacked by a panther.

7. Captain Bonneville made his trip into the West that he might open up a fur-trading business.

8. On the bench sat an old negro who was smoking a cob pipe.

9. They hung lanterns in the trees that the trail might be lighted.

10. Our boys charged through the brush in order that they might drive out the hidden savages.

11. A strange man, who was dressed in oriental costume, appeared at the door.

12. The deer, which was running over the hill, escaped us.

13. He asked them whether they would admit him.

14. I resolved that I would find the man who had done the mischief.

15. He lost the watch which had been presented to him by his students.

16. The peddler had choice fruit that he wished to sell.

17. It gave me a horrible fright when I saw the wolves that were pursuing me.

## SUBORDINATING PARTS OF THE SENTENCE

A sentence may carry several thoughts, or ideas. These thoughts, however, are not always of equal importance in the sentence. To give the chief thought of the sentence the proper emphasis, we must often subordinate other thoughts that go with it. For example, one might say:

**Night came on, and we had a hard time to find camp.**

The chief thought here is, **we had a hard time to find camp**; but, as the sentence is constructed, the other thought, **night came on**, is made quite as important. Change the sentence thus:

**Night coming on, we had a hard time to find camp.**

By the use of the participial phrase, the first thought is subordinated to the main thought.

Participles and infinitives may often be used thus to throw the emphasis where it should be thrown.

## EXERCISES

## I

By using participial phrases or infinitives, subordinate certain parts of the following compound sentences:

1. The trapper laid his gun on the ground and sat down in the doorway of his cabin.
2. They were tired from their long trip, and they overslept and missed the train.



3. He had been out all night, and he was all but dead from cold and hunger.

4. The bridge had been weakened by the flood, and it went down with the heavy train.

5. The kitchen fire was blazing merrily, and it made the room very cozy.

6. He seated himself by the hearth, and began to tell his story.

7. The table was spread, and the company sat down and partook of the tempting meal.

8. This war-worn veteran — he was now infirm with age and wounds — decided that he would retire from active service.

9. We heard the tramp of horses' hoofs, and the sound was coming from the woods to the left of us.

10. John came running home in great glee, and he exclaimed, "I've found a fine fishing hole at last!"

11. Then came the stern captain in full uniform, and his sword rattled as he climbed the steps.

12. Ted rubbed his sleepy eyes, and sat up and asked, "What's the matter?"

13. The man stopped and he lifted the child from the hearth.

14. The moon had risen and we could find our way, so we set out and very soon we found the cabin.

## II

### DRILL IN SENTENCE EFFECTIVENESS

Select a half-column newspaper news story. Revise each sentence, making it as concise as possible and carefully subordinating the parts that should

be subordinated. Be careful that you do not omit important thoughts or divisions of thought.

How have you changed the story as to length? as to effectiveness?

## 65

## SENTENCE CLEARNESS

Care should be taken to place the participial phrase in the sentence so that there can be no doubt as to what it modifies. Such phrases carelessly used, often becloud the meaning of the sentence.

Make sure that there is a substantive to which the participle may belong.

## EXERCISE

Point out the fault in each of the following sentences, and correct it by recasting the sentence:

1. On coming down the stairs, the dining room was found open.

2. Captain Willis arrested the tramp, suspecting him of being a deserter.

3. We enlisted several Indians as guides, having procured our supplies for the journey.

4. I heard Henry call coming up the street.

5. They were too excited to think of the boy Tom, running out to see the parade.

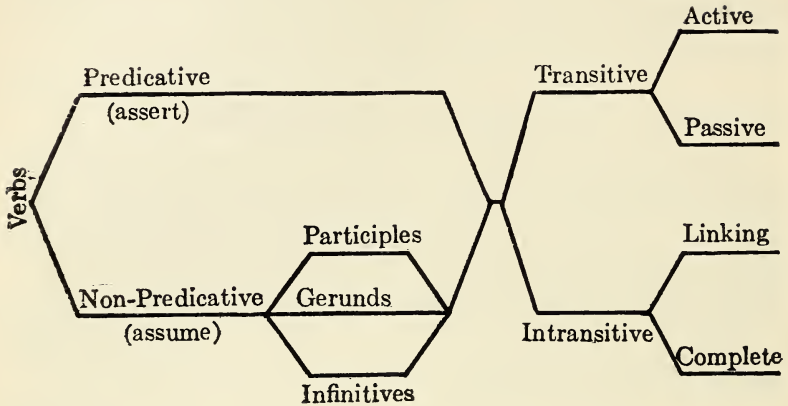
6. The trapper found the otter, searching under the overhanging bank.

7. Walking along the seashore, a peculiar crab was seen by the boys.

8. The fleet returned to Spain, shattered and disabled.

## REVIEW AND SUMMARY

Make sure of this classification of verbs:



**Points to remember :**

a. When participial forms of the verb are used to make a predicate, they must be used with auxiliary verbs; as, **He is lying** on the walk. **They have gone**. **Have you seen him?**

b. Genitive forms should be used with the gerund; as, **His saying** so does not make it true.

c. The verbs **lie, sit and rise** with their various forms, should be used intransitively.

## ADJECTIVES

66

### REVIEW

Read carefully the following selection, and copy from it all the words used as adjectives:

Let me picture to you the footsore Confederate soldier, as, buttoning up in his faded gray jacket the parole which was to bear testimony to his children of his fidelity and faith, he turned his face southward from Appomattox in April, 1865. Think of him as ragged, half-starved, heavy-hearted, enfeebled by want and wounds; having fought to exhaustion, he surrenders his gun, wrings the hands of his comrades in silence, and, lifting his tear-stained and pallid face for the last time to the graves that dot the old Virginia hills, pulls his gray cap over his brow and begins the slow and painful journey. What does he find — let me ask you who went to your homes eager to find, in the welcome you had justly earned, full payment for the four years' sacrifice — what does he find when, having followed the battle-stained cross against overwhelming odds, dreading death not half so much as surrender, he reaches the home he left so prosperous and beautiful? He finds his house in ruins, his farm devastated, his slaves free, his stock killed, his barn empty, his trade destroyed, his money worthless; his social system, feudal in its magnificence, swept away; his people without law or legal status; his comrades slain, and the burdens of others heavy on his shoulders. Crushed by defeat, his very

traditions gone; without money, credit, employment, material, or training; and besides all this, confronted with the gravest problem that ever met human intelligence — the establishment of a status for the vast body of his liberated slaves.— *From "The New South," by Henry W. Grady.*

## 67

## DESCRIPTIVE ADJECTIVES

The adjective may be called the picturing element of the sentence. Most adjectives, as illustrated by the majority of those in the selection just given, are descriptive adjectives.

The descriptive adjective, with its noun, suggests to the mind a picture; as, *footsore soldier; faded, gray jacket.*

The descriptive adjective to the writer is much what color is to the artist. To be a skillful word-painter, one must know how to choose and to use effectively descriptive adjectives. Observe how well chosen are the adjectives in this selection:

The delicate tremble of a butterfly's wings in my hand; the soft petals of violets curling in the cool folds of their leaves, or lifting sweetly out of the meadow-grass; the clear, firm outline of face and limb; the smooth arch of a horse's neck and the velvety touch of his nose,— all these, and a thousand resultant combinations, which take shape in my mind, constitute my world.— *From "The Story of My Life," by Helen Keller.*



## EXERCISES

## I

Choose fitting descriptive adjectives for these blanks:

1. It was a —, — crowd of children.
2. Polly was a — child, with — eyes, — mouth, — cheeks, and — hair.
3. The dog's —, — eyes and — mouth showed — spirit.
4. — clouds began to darken the sky; a — streak of lightning leaped out of their — folds; a — clap-of-thunder followed, and down came the — rain.
5. All the world is glad to honor Lincoln, our —, —, —, — president.

## II

Create a paragraph picture of about fifty words describing some scene, animal, or person. Omit the descriptive words, as in the foregoing exercise, and give your classmates a chance to fill them in. Then read your picture in full for them.

## III

Find a picturesque sentence in the writings of some noted author. Omit the words that describe, and let the class try to find them. For illustration:

The tang of the **untainted, fresh, and free** sea air was like a **cool, quieting** thought.— *From "The Story of My Life," by Helen Keller.*

The words like those in black type should be omitted as your sentence is written on the board or otherwise given to the class. When your classmates have tried to fill in the blanks the best they can, read the sentence as the author wrote it.

68

### PROPER ADJECTIVES

Adjectives, like nouns, may be common; as, **good, dainty, red**; or they may be proper; as, **American, French, Russian**.

**The proper adjective is begun with a capital.**

Find in this book five sentences containing proper adjectives.

69

### LETTER WRITING

Read the following letter:

Somewhere in France, Oct. 16, 1918.

Dearest Mother,

We are just now in a German trench, which we took after some stubborn fighting yesterday. The American boys are driving ahead every day. We are not with the French and English troops now, but are fighting in our own units. We are anxious to end this bloody business, and we are going to do it very soon.

Tell everybody that I'm all right.

With love,

HARRY.

How many adjectives are used in this letter? Which of these are proper adjectives?

Write a real letter to some friend telling some bit of news. Make it interesting. Watch your capitals and punctuation. When your letter is ready, mail it.

## LIMITING ADJECTIVES

Some adjectives do not describe, but they limit nouns to certain objects or groups of objects. For example: **That** horse; **those** horses; **several** men; **Sixth** avenue.

Adjectives of this kind are called **limiting adjectives**.

Since most limiting adjectives imply number, one must be watchful to choose the right number forms of other parts of speech to agree with them. This is particularly true of **each, every, either, neither, these, those**. The following exercise will prove helpful here:

## EXERCISE

Choose the forms you think proper for the following sentences, and give reasons. Watch closely to see just what noun the adjective modifies:

1. (That, those) sort of potato ripens early.
2. Either he or she (is, are) to blame.
3. Neither John nor Harry (know, knows) anything about it.
4. I am very fond of (that, those) kind of apple.
5. (This, these) breed of horses will give good service.
6. (This, these) news (is, are) rather startling.
7. I never could do (that, those) kind of example easily.
8. Each man (carry, carries) (his, their) gun.
9. Every soldier stood (his, their) ground.
10. Do you admire (this, these) style of hat?
11. It weighs five (pound, pounds).
12. He walked three (miles, mile).

13. It was two (feet, foot) in length.
14. They bought three (ton, tons) of hay.
15. Several deer (was, were) seen among the pines.

## 70

## THE ADJECTIVE IN SENTENCE BUILDING

In its relation to the substantive it modifies, the adjective has three constructions: **adherent**, **predicate**, **appositive**.

1. The **adherent adjective** immediately precedes the substantive modified; as,

A **black** horse; a **fitting**, **kindly** word.

2. The **predicate adjective** follows the linking verb, completing its predication; as,

His speech was **courteous**. These melons seem **ripe**.

3. The **appositive adjective**, like the appositive noun, follows immediately the substantive modified; as,

The soldier, **sunburnt** and **weary**, rested on the porch.

## EXERCISE

Copy from the following sentences the adjectives, classifying them according to their use as **adherent**, **predicate**, or **appositive**:

1. The skies look stormy.
2. Fair in sooth was the maiden.
3. Sail on, O Union, strong and great!
4. I am a plain, blunt man.
5. A soft answer turneth away wrath.

6. A stately squadron of snowy geese was riding on the pond.
7. The brave men, living and dead, have consecrated it far beyond our power to add or to detract.
8. Every morn is a world made new.
9. Winter, sullen and sad, comes with all his stormy train.
10. June is bright with roses gay.

## 71

## SENTENCE VARIETY

The various relationships of the adjective just discussed enable us to give greater variety to our sentence structure and to throw emphasis at times on certain parts we would bring out. For illustration:

1. The gaunt and savage dog challenged us at the gate.
2. The dog, gaunt and savage, challenged us at the gate.
3. The dog which challenged us at the gate, was gaunt and savage.

## EXERCISES

## I

By changing the relationship of the adjectives as in the foregoing illustration, vary the form of the following sentences:

1. The noisy, jolly band of boys chased across the meadow.
2. A stretch of prairie, green and gently rolling, lay before us.



3. Autumn, rich and full of color, had come again.
4. The children were tired but happy, and soon fell asleep.
5. He had small, dull eyes.
6. The sea, angry and foaming, threatened death to all who dared it.
7. A neat and thrifty village nestled in the valley.
8. The ride was so dusty and sultry that we were glad to have done with it.
9. A castle, old and picturesque, crowned the hill.
10. Three sailors, half-tipsy and impudent, came up the street.

## II

Find or compose: three sentences containing adherent adjectives; three containing predicate adjectives; three containing adjectives used appositively.

## III

## ADJECTIVES AND SENTENCE CLEARNESS

Care should be taken so to place the adjective that there can be no mistake as to what it modifies. Mistakes are frequently made in this matter. For example:

1. He bought a **fresh** box of strawberries.

What meaning is evidently intended here? How can the meaning be made clear?

Bring to class five sentences from your reading, the meaning of which is made obscure by misplacement of the adjective, and give the correct form of each sentence.

## ADJECTIVAL PHRASES AND CLAUSES

## REVIEW

Phrases and clauses used to modify substantives are called adjectival phrases and clauses.

The adjectival phrase may be:

1. **Prepositional**; as, A walk **in the woods** is full of interest.

2. **Infinitive**; as, The house **to be sold** once belonged to my father.

3. **Participial**; as, **Returning home**, we met Uncle Dick.

The **adjectival clause** is generally introduced by a relative pronoun (see Section 52); or by a conjunctive adverb (see Section 76). For illustration:

1. It was I **who called** you.

2. This is the house **where my mother was born**.

## EXERCISES

## I

Copy from the following sentences the adjectival phrases and clauses. Indicate which are clauses, which are prepositional phrases, which participial phrases, which infinitive phrases:

1. Without the assistance of that Divine Being who ever attended him, I cannot succeed.

2. There is a time to work, and there is a time to play.

3. I have but one lamp by which my feet are guided, and that is the lamp of experience.

4. The quality of mercy is not strained.
5. Each of these was a wolf of renown.
6. Here comes his body, mourned by Mark Antony.
7. At the least flourish of the broomstick, Wolf, yelping for fear, would fly to the door.
8. The glories of night dissolved into the glories of the dawn.
9. His desire to win fame kept him working incessantly.
10. Wide-branched oaks, which had witnessed, perhaps, the stately march of the Roman soldiery, flung their gnarled arms over the carpet of the greensward.

## II

Find five adjectival phrases and five adjectival clauses in the following selections in this book: *Les Miserables*, Section 1; *A Stagecoach Hero*, Section 21; and *The New South*, Section 35.

Write sentences as follows:

1. Five containing **whom** used as the direct object in an adjective clause; as, The man **whom** he saw was I.
2. Five containing **whom** used as an accusative with a preposition in an adjective clause; as, This is he of **whom** I spoke.
3. Five containing **who** used to introduce an adjective clause; as, Henry, **who** was here yesterday, has gone.

## 73

### SENTENCE CONCISENESS

The adjective, though a very useful part of speech, is often over-used. Care should be taken not to use adjectives needlessly.

## EXERCISES

## I

By omitting the unnecessary adjectives in the following sentences, make the sentences more concise. Tell why the adjectives you omit are unnecessary:

1. It was a great huge elephant, the largest I had ever seen.
2. The tinted, gorgeous leaves looked very splendid and beautiful in their new autumn colors.
3. The Indians stole upon the sleeping emigrants with a stealthy, panther-like tread.
4. On all sides were high, towering, stupendous cliffs, that seemed ready to tumble down.
5. The captain was a calm, cool, self-possessed man who never lost control of himself.
6. Oh, it was a lovely party! we had the merriest, jolliest, most splendid time.
7. The screaming, shouting, yelling, noisy crowd surged and pushed about him.

## II

Sometimes the adjectival phrase can to advantage be reduced to an adjective, or the adjectival clause to a phrase; for example:

1. A chest made of wood stood in the corner. A wooden chest stood in the corner.
2. The balloon, which rose higher and higher, finally disappeared. The balloon, rising higher and higher, finally disappeared.

Make the following sentences more concise by condensing the adjectival phrases and clauses used in them:

1. The firemen, who were exhausted by the long struggle, had to give up the building to the flames which were still fierce.

2. The bells, which were chiming in the tower of the church, sounded harsh to him that day.

3. He gave us some oranges which were only half-ripened.

4. The lecture which he gave was full of interesting suggestions.

5. She married a man who was unlearned and poor.

6. Her cheeks, which were sunken and pale, had once been touched with rosy tints.

7. The crow, feeling thirsty, flew to the pitcher in hopes of getting a drink which would cool his throat.

8. On both sides the cliffs, which were craggy, towered high above us.

#### SENTENCE CLEARNESS

**Adjectives, and adjectival phrases and clauses should be so placed in the sentence that there can be no doubt as to what they modify.**

Many mistakes, some of which are very funny, result from failure to observe this rule. The following are examples of such blunders:

1. Wanted: a boy to do chores, of steady habits.

2. Lost: a watch by Mrs. Smith, 223 Allen Avenue, with a diamond in the back.

3. The dog was led by Tom Jones with a collar on.



## EXERCISES

## I

Let each pupil find in the newspaper among the advertisements an illustration of misplaced adjective modifiers. Bring to class, and have the advertisement reconstructed for clearness.

## II

Make the following sentences clear:

1. The prunes were in a box, which we ate.
2. The herdboyc was driving ten cows on horseback.
3. The tramp was driven off by the policeman, who seemed tired and hungry.
4. I bought three fresh boxes of strawberries.
5. The hills were much admired by the tourists being covered with flowers.
6. People were lined along both sides of the street waving flags.
7. There were camels and elephants in the parade, which walked along slowly.
8. The hunter shot the cougar, seeing him ready to spring.

## 74

## ARTICLES

The articles **a**, **an**, **the**, are the most commonly used of all adjectives.

**A** and **an** are called the indefinite articles.

**The** is the definite article.

These little words ordinarily do not give trouble, but sometimes mistakes are made in using them.

We should remember that —

1. **A** is proper before words beginning with a consonant sound; as, **a tree**, **a boy**, **a pickle**, **a horse**.

2. **An** should be used before words beginning with a vowel sound; as, **an egg, an apple, an hour.**

3. When two separate things are meant, the article should be repeated; as,

The secretary and the treasurer came.

The secretary and treasurer came.

What is the difference in meaning in these two sentences?

4. After the expressions **kind of** and **sort of**, the article should not be used.

Read these sentences aloud several times:

1. That kind of boy is always successful.
2. This sort of goods will wear well.
3. She described the kind of cloth to buy.
4. This kind of cherry is not sweet.
5. Don't you enjoy this kind of day?

Make three other sentences using **kind of** and three using **sort of** rightly.

### DRILL EXERCISES

#### I

Speak these and other like expressions clearly and distinctly:

an apple	an egg	an overcoat
an orange	an hour	an exercise
an apricot	an owl	an experiment
an apron	an ear	an elephant
an item	an eye	an icicle

#### II

Drill on the following expressions:

Those apples	Those horses	Those boys
Those bananas	Those squirrels	Those girls

## ADVERBS

75

### REVIEW

The adverb is used mainly to modify verbs; some adverbs, however, modify adjectives or other adverbs. The following sentences illustrate these various uses:

1. The wind blows **gently**. **Gently** here modifies the verb **blows**.
2. "**Very** well done," said the foreman. **Very** is here an adverb modifying another adverb, **well**.
3. She looked **more** beautiful than ever in her dainty dress. **More** here modifies the adjective **beautiful**.

### EXERCISE

Copy the adverbs used in the following sentences and tell what part of speech each adverb modifies:

1. Prince Malcolm mounted the throne of Scotland and reigned long and prosperously.
2. Homeward they bore the wounded hero.
3. Early in the morning the council assembled.
4. John went at his task very unwillingly that morning.
5. I listened very nervously to their conversation.
6. A most provoking child she was.
7. Don't give too much money for your whistle.

8. They were altogether too friendly for my comfort.
9. Laziness travels so slowly that Poverty soon overtakes him.
10. I might have known that he would never do it.
11. And with the morn those angel faces smile  
Which I have loved long since and lost awhile.
12. 'T is always morning somewhere.
13. Deeply has sunk the lesson thou hast given  
And shall not soon depart.
14. It was but a blast sweeping sharply through the dry branches.
15. No signs of life occurred near him, but occasionally the melancholy chirp of a cricket, or perhaps the guttural twang of a bullfrog, from a neighboring thicket, as if sleeping uncomfortably and turning suddenly in its bed.

## 76

## KINDS OF ADVERBS

There are four kinds of adverbs:

1. **Simple adverbs of place, time, manner, and degree**; for example:

- a. The watch was found **here**.
- b. We rose **early**.
- c. He did the work **skillfully**.
- d. It was an **extremely** warm afternoon.

2. **Conjunctive adverbs** used to introduce adverbial clauses;<sup>1</sup> for example:

<sup>1</sup> Occasionally the conjunctive adverb introduces a substantive clause or an adjectival clause; as,

1. I told him **where he might find you**. (Noun clause.)
2. This is the place **where Lincoln was born**. (Adjectival clause.)

- a. I saw you **when** you entered.
- b. He went **where** we told him to go.

3. **Interrogative adverbs** used in asking questions;

as,

- a. **When** are you going?
- b. **How** did it happen?

4. **Adverbs used independently.** These seem to modify the whole sentence; as,

- a. **Perhaps** I shall go.
- b. **Surely** he did not do that.
- c. **Probably** I can get it for you.

#### EXERCISE

What are the adverbs in the following sentences? Copy and classify them as **simple, conjunctive, interrogative, or independent**, according to their use:

1. He was resting very comfortably in his old arm-chair.
2. The cattle were moving along quietly enough when the thunder scared them.
3. Surely you are not going to leave the city so soon.
4. A wild clanging of fire bells, then came the engine, whirled madly along the street by the great horses.
5. The lad looked round more nervously than ever.
6. Truly this is a pleasant place; I should like to live here always.
7. My horse was jogging along quietly, when suddenly he stumbled.



## ADVERBIAL FORMS

## REVIEW

The adverb, in most cases, is made by adding to some adjective the suffix "ly." Because of their likeness in form and in use, adjectival and adverbial forms are often wrongly interchanged.

Adjectives modify nouns and pronouns.

What do adverbs modify?

## EXERCISES

## I

Choose the form you think proper for each of the following sentences, giving reasons:

1. You did that work (exceeding, exceedingly) well.
2. How do you feel to-day? Very (good, well) sir.
3. The man stood (firm, firmly) in spite of abuse.
4. It was a (terrible, terribly) cold day.
5. He doesn't speak very (plain, plainly).
6. This ice cream tastes (delicious, deliciously).
7. The boy does not study so (earnest, earnestly) as he should.
8. Tom was so angry that he behaved (rude, rudely).
9. The affair was planned very (careful, carefully).
10. She dressed (neat, neatly) and seemed (intelligent, intelligently).

## II

Use the following words in sentences as adjectives; then, changing the forms if necessary, use them as adverbs:

true	jolly	sensible	easy	angry
saucy	remarkable	noble	sober	awkward
merry	able	happy	thorough	sincere
more	well	much	little	sad
smooth	soft	stern	silent	bright

## 78

## NEGATIVES

Certain adverbs are used to make a denial; as, **no**, **not**, **never**. These are called **negatives**. The adverbs **hardly** and **scarcely** are similar in effect to negatives.

Such adverbs should not be used with other negatives. Two negatives make an affirmative. For example: **I did not do nothing** means **I did do something**.

## EXERCISE

The following are type sentences in which mistakes in using the negative often are made. Read them aloud several times to accustom yourself to the correct usage:

1. I can hardly remember the exact words he used.
2. It seems scarcely a week ago.
3. I did nothing to stop him.
4. You never have said anything rash, I am sure.
5. He has none to offer.
6. There never was a better man than he.
7. There was no better man than he.
8. The soldiers were hardly responsible for what was done.
9. We could scarcely climb the steep hill.
10. They did nothing wrong.

THE ADVERBIAL ACCUSATIVE<sup>1</sup>

Certain nouns are used much like the adverb. The following are common examples:

1. He walked **a mile**.
2. It weighs **two pounds**.
3. They left **yesterday**.
4. The fish was **ten inches** long.

This use of the substantive is called the **adverbial accusative**.

## ADVERBIAL PHRASES AND CLAUSES

Phrases and clauses are often used as adverbs; for example:

1. I will attend to it **in the morning**.
2. He came **to see us**.
3. They did it **that we might not suspect them**.
4. **If wishes were horses**, all beggars might ride.
5. Little seals can no more swim **than little children can swim**; but they are unhappy **till they learn**.

## EXERCISES

## I

Copy from the following sentences the adverbial phrases and clauses:

1. Next morn we wakened with a shout.
2. The pavement stones resound,  
As he totters o'er the ground,  
With his cane.

<sup>1</sup> Also called **adverbial object**.

3. Two days after this interview, the young soldier came to the White House with his sister.

4. My ancestors came from old Sparta, and settled among the vine-clad rocks and citron groves of Cyrasella.

5. I went into the fields intending to sleep in the open air beneath the stars.

6. Rikki-tikki scuttled to the veranda as hard as he could put foot to the ground.

7. The elephants were chained by their hind legs to the big stumps.

8. When I die, put near me something that has loved the light and had the sky above it always.

## II

Find in the selections from *Les Miserables* (Section 1), *The New South* (Section 35), and *A Stagecoach Hero* (Section 21) five sentences containing adverbial phrases and five containing clauses used as adverbs.

### IDIOMATIC ADVERBIAL PHRASES

Many idiomatic phrases are used adverbially; as, she will come **at last**; **Now and then** he seems to understand what we are talking about.

The following idiomatic expressions are commonly used as adverbial phrases:

**One by one, by and by, at length, year after year, in short, after while, to be sure, by all means, hit or miss, full tilt, more or less, upside down, sink or swim, inside out, cash down.**

Use each of the foregoing expressions correctly in sentences.

Give five other idiomatic phrases, used adverbially.

## PREPOSITIONS

81

### REVIEW

The preposition is used to show relation between the substantive that follows it and some other word in the sentence. It is always used as part of a phrase; for example:

**Up** the hillside; **over** the meadow; **down** the stream.

The prepositional phrase may be used —

1. **Substantively:** **Under** the old apple tree is a jolly place to play.

2. **As an adjective:** The house **in the woods** was burned.

3. **As an adverb:** He ran **up the street**.

### EXERCISE

Compose three sentences using prepositional phrases substantively; five using prepositional phrases as adjectives; five using prepositional phrases as adverbs.

### IDIOMATIC PHRASES WITH PREPOSITIONS

Many idiomatic verb phrases contain prepositions; as,

1. He **took care of** horses.
2. Our wants were well **attended to**.



## EXERCISE

Give five other idiomatic verb phrases in each of which a preposition is used as part of the phrase.

82

## TROUBLESOME PREPOSITIONS

## REVIEW

## I

Discuss the correct use of each of the following prepositions in black type.

1. He drove his team **into** the stream.
2. I found the cap **in** his pocket.
3. The two bandits divided the spoils **between** them.
4. **Among** the trees is a cool spring.
5. The city is different **from** what I thought.
6. He lives **in** a brick house **at** 99 West Madison Street.
7. I sat **beside** him.
8. There was no one in the car **besides** me.
9. I agree **with** you that we should not agree **to** the proposition.
10. I could not ask the favor **of** him.
11. Did you ask **for** my mail?
12. They waited **on** us at dinner.
13. Will you wait **for** me?
14. We walked **from** the bridge **to** the house.
15. Will you please change seats **with** John?
16. He has exchanged his home **for** a larger one.

## II

Write other sentences using correctly each of the prepositions used in the foregoing sentences.

## III

Mistakes are frequently made in choosing the form of a pronoun to follow a preposition. In what case is such a pronoun? Choose the form you think proper for each of the following sentences, giving your reason:

1. For (who, whom) did you buy the hat?
2. To (who, whom) have you applied for a position?
3. The apples were divided among (us, we) boys?
4. Of (whom, who) did you speak?
5. He spoke crossly to (us, we) girls.
6. Will you go with (he, him) or with (I, me)?
7. I will give it to Henry and (he, him).
8. Have you given an invitation to Jane or (she, her) yet?
9. Besides (we, us), no one came to the party.
10. No one but<sup>1</sup> (he, him) would come.

## IV

## SENTENCE CLEARNESS

An accurate choice of prepositions is often necessary to keep the meaning of the sentence clear. Explain how the meaning of these sentences would change with a change of preposition:

1. I waited (on, for, with) the man.
2. He is standing (by, in, on) the house.
3. They came (for, with, near, by) the girl.
4. I cannot speak (of, for, with) him.
5. She was disappointed (of, in) her guests.
6. The automobile is stopping (at, in) the garage.

<sup>1</sup> In the sense of **except**, the word **but** is a preposition.

## V

## SENTENCE CONCISENESS

Needless prepositions are frequently used. **Off of, off from** are particularly troublesome. Often too, **up, down** and other prepositions are slipped into sentences unnecessarily; as, The bear stood on the stump, instead of, The bear stood **upon** the stump.

Practice reading sentences like the following to overcome this fault.

1. He fell off the scaffold.
2. I purchased it from a peddler.
3. It dropped off the house.
4. He threw it off the ship.
5. The boy stood on the burning deck.
6. Stand. Sit. Rise. Jump off the springboard.

## VI

## SENTENCE STRENGTH

Observe these sentences:

1. What city are you going to?
2. To what city are you going?

Which seems the stronger way of putting this question? Why?

**As a rule the preposition should not be used to close a sentence.** Observe this rule in recasting the following sentences:

1. The preposition is a weak word to close a sentence with.
2. Which corner shall we meet you at?
3. He is a man I should rather not ask a favor of.
4. Whom are you going with?

## CONJUNCTIONS

83

### REVIEW

The conjunction is the main connecting element in the sentence. Its use is to join words, phrases, and clauses together. For example:

1. Is it bird **or** flower **or** beast that brings your spring?
2. Not enjoyment, **and** not sorrow,  
Is our destined end **or** way,  
But to act, **that** each to-morrow  
Find us farther **than** to-day.
3. Shere Khan has gone away to hunt far off **till** his coat grows again, **for** he is badly singed.
4. **If** Teddy doesn't pick him up by the tail, **or** try to put him in a cage, he'll run in **and** out of the house all day long.

There are not many conjunctions, but they are a very important part of speech, since they enable us to keep our thoughts properly tied together.

Conjunctions also help us to express our thoughts in the right relation. By means of these useful little words we may not only join the parts of a sentence, but may also place them in contrast, or may subordinate one part to another.

## KINDS OF CONJUNCTIONS

There are two main classes of conjunctions, **coördinating** and **subordinating**.

**Coördinating** conjunctions are used to connect words, phrases, and clauses of equal rank. The principal coördinating conjunctions are **and**, **but**, **or**, **nor**, **as well as**, **yet**, **however**, **hence**, **therefore**.

**Subordinating** conjunctions are those used to connect dependent clauses to the rest of the sentence. The following are among the commonest: **until**, **till**, **before**, **after**, **if**, **that**, **as**, **since**, **because**, **for**, **unless**, **lest**, **than**, **though**, **although**, **whether**, **while**.

## EXERCISES

## I

Use in sentences all the **coördinating** and all the **subordinating** conjunctions just given.

## II

Find elsewhere in this book five sentences containing **subordinating** conjunctions.

## OTHER CONNECTIVES

Relative pronouns and conjunctive adverbs may also be classed with **subordinating** conjunctions; they differ from the conjunction proper in that



they perform a kind of double office in the sentence, being pronouns or adverbs as well as conjunctions.

### EXERCISES

#### I

Make three sentences containing relative pronouns.

Make three sentences containing conjunctive adverbs.

#### II

There are a few idiomatic phrases used as conjunctions, among them these: **inasmuch as**, **no sooner than**, **so far as**, **so that**, **in order that**, **as far as**, **as good as**, **as soon as**, **as if**, **as though**, **in case**, **provided that**.

Use in sentences all the idiomatic connectives just given.

#### III

Fill the following blanks with conjunctions or other connectives, as you think proper:

1. Our band is few, — true and tried.
2. People gathered at the corners, — they whispered each to each.
3. I am not afraid of bullets, — shot from the mouth of a cannon.
4. Gluck sat down quite close to the fire, — it was raining.
5. Next morning he got up — the sun rose.
6. It was a great objection, — not an insurmountable one.

7. Ye stand here now like giants — ye are!
8. The evil — men do lives after them.
9. It may cost treasure, — it may cost blood, — it will stand, — it will richly compensate for both.
10. — he approached the village, he met a number of people — none whom he knew, — somewhat surprised him, — he had thought himself acquainted with every one in the country round.

## IV

1. Write the story of the most exciting five minutes of your life. Do the work carefully.
2. Underscore all connectives in the story. How many connectives have you used?
3. What connectives used may well be omitted?
4. What connectives used may be replaced by more effective ones?

## 86

## CORRELATIVES

**Conjunctions** that go in pairs are called **correlatives**. They are frequently used to tie the different parts of a sentence together, especially if the sentence is long; as

**When** the crops have been gathered, and the wood has been hauled and cut, and the other preparations for winter are made, **then** the farmer can feel at ease.

These are the principal correlatives:

although — yet  
 either — or  
 both — and  
 when — then

where — there  
 neither — nor  
 not only — but *or* but also  
 as — so

## EXERCISES

## I

Compose sentences in which each pair given is correctly used.

Be careful to use the right forms together.

For the sake of clearness, the correlatives are generally used before the same parts of speech; as,

It was **not only with pleasure but with profit** that we made the journey.

**Either the father or the son** will go.

## II

Reconstruct the following sentences in such a way as to place the correlative conjunctions before like constructions; for example:

a. The children **not only were bright, but they were good.**    b. The children were **not only bright, but good.**

1. He was both generous, and he was kind.
2. Either you may take the boat or the train.
3. Neither is your decision just, nor wise.
4. The boy was **not only discouraged, but he was ill.**
5. I have **not decided whether I shall go or to remain.**
6. **Not only were the men present, but also the women came.**

## INTERJECTIONS

87

An **interjection** is a word, expressive of emotion, thrown into the sentence independently of the other parts. The effect of the interjection is to suggest more clearly the feeling of the speaker; for example:

1. **Pshaw!** would you cry over that?
2. The boy — **oh**, where was he?
3. **Hip, hooray!** mother has promised us a picnic.

It is not well to over-use interjections; but occasionally a well-chosen word of this kind helps to inspirit our speech.

### EXERCISE

Tell which words are interjections in the following sentences. Read the sentences aloud to show what feeling you think they are intended to express:

1. "Bah!" said Scrooge, "Humbug!"
2. "Yoho! my boys," said Fezziwig. "No more work to-night. Christmas Eve, Dick. Christmas, Ebenezer."
3. "Hilli-ho!" cried old Fezziwig, skipping down from the high desk with wonderful agility.
4. "Here's Martha, mother!" cried the two young Cratchits. "Hurrah! There's *such* a goose, Martha."
5. Hallo! A great deal of steam! The pudding was out of the copper.

Copy from other writings five other sentences containing interjections effectively used. Be ready to read these sentences expressively.

## THE PARTS OF SPEECH

## SUMMARY AND REVIEW

## A. Parts of Speech Classified

1. Nouns { Common  
(Collective)  
Proper
2. Pronouns { Personal  
Interrogative  
Relative
3. Verbs { Predicative { Transitive { Active  
Passive  
Non-Predicative { Intransitive { Linking  
Complete
4. Adjectives { Descriptive { Demonstrative  
Pronominal  
Limiting { Numeral  
Articles
5. Adverbs—Conjunctive
6. Conjunctions { Coördinating  
Subordinating  
Correlatives
7. Prepositions
8. Interjections



**B. Practical Points to Remember**

## 1. Nouns:

- a. Proper nouns should be capitalized.
- b. Collective nouns are usually treated as singular in number.
- c. Be careful to follow the rules for making plural forms and genitive forms of the noun.

## 2. Pronouns:

- a. Make sure that the antecedent of the pronoun is clear.
- b. Be careful to choose the right case forms of the pronoun.

## 3. Verbs:

- a. Use an auxiliary with the participle to make a predicative verb.
- b. See that the verb agrees with its subject in number.
- c. Use the genitive form to modify the gerund.

## 4. Adjectives and Adverbs:

- a. Do not use the adjectival form for an adverb.
- b. Watch carefully that the singular form of the verb and pronoun is used with *each*, *every*, *either* and *neither*.

## 5. Prepositions:

Choose carefully your prepositions. Watch especially *into*, *among*, *at*, *off*, and others.

## 6. Conjunctions:

- a. Avoid the over-use of *and* by substituting other connectives, or by reconstructing the sentence.
- b. Place correlative conjunctions before like parts of speech.

## 7. Interjections:

Do not over-use interjections.

## SENTENCE BUILDING

## REVIEW AND SUMMARY

The sentence, to be most effective, must be at once **clear, correct, concise, and convincing.**

**1. To make a sentence clear:**

1. Say one thing at a time.
2. Avoid misty modifiers.
3. Keep antecedents of pronouns clear.
4. Leave no participles dangling.
5. Use connectives with care.
6. Make clear comparisons.

**2. To make a sentence correct:**

1. Choose correct forms of the pronoun.
2. Follow the rule of agreement.
3. Use rightly the parts of the verb.
4. Use all forms of lie, sit and rise intransitively.
5. Master auxiliary verbs, ought, may, should and shall.
6. Practice other type forms likely to be misused.

**3. To make a sentence concise:**

1. Omit unnecessary words; avoid redundancies.
2. Reduce adjectival clauses to appositives and participial phrases.
3. Work the infinitive rightly.
4. Use choice idioms.

**4. To make a sentence convincing, or forceful:**

1. Subordinate elements of minor importance.
2. Transpose parts to be emphasized.
3. Change the voice of the verb.
4. Use direct discourse where desirable.
5. Close the sentence with an important word.

## INFLECTION OF THE PARTS OF SPEECH

90

Five of the eight parts of speech have different forms to show changes in meaning and construction. For example:

That boy writes his lessons neatly; but those boys write their lessons more neatly.

In this sentence the following changes occur:

1. The adjective *that* is changed to *those*.
2. The noun *boy* is changed to *boys*.
3. The verb *writes* is changed to *write*.
4. The pronominal form *his* is changed to *their*.
5. The adverb *neatly* is changed to *more neatly*.

Changes of this kind are called **inflections**. An **inflection** is a change in the form of a word to show a difference in meaning or in construction.

The summary on the following page, gives the various matters for which the five different parts of speech are inflected.

Observe that five parts of speech are inflected. The adverb is inflected for **one thing**; the adjective for **two things**; the noun for **three**; the pronoun for **four**; the verb for **five**.

How many parts of speech are inflected for **number**? for **comparison**? for **case**? for **gender**? for **person**?

## TABLE OF INFLECTIONS

Adverb	Comparison			
Adjective	Comparison	number		
Noun	Gender	number	case	
Pronoun	Gender	number	case	person
Verb	Voice	number	tense	person mood

## RULE OF AGREEMENT

The Adjective should agree with its noun in number

The Verb should agree with its subject in number person

The Pronoun should agree with its antecedent in number person gender

## COMPARISON

91

### COMPARISON EXPLAINED

Comparison is a change in the form of the adjective or the adverb to show degree. For illustration: **sweet, sweeter, sweetest; much, more, most; cheerfully, more cheerfully, most cheerfully.**

These forms of the adjective and of the adverb which show comparison are called respectively the **positive**, the **comparative**, and the **superlative** degree.

The **positive degree** is the simple adjective or adverb form; as, A **happy** child. He came **early**.

The **comparative degree** implies a comparison of two things; as, Mary seems **happier** than Jane. They came **earlier** than you.

The comparative is often followed by a clause introduced by the subordinate conjunction **than**; as, He is no better than I (am better). They did their work better than we (did our work).

The **superlative degree** implies a comparison of more than two things; as, It is the **largest** apple I have ever seen. This is the **most marvelous** panorama of mountain scenery in America.



## FORMS OF COMPARISON

The comparative and the superlative degrees are regularly formed by adding the suffixes **er** and **est** to the positive. The suffixes **er** and **est**, however, would often make the word too long and too difficult to pronounce; so degree is sometimes expressed by the use of **more** and **most** or of **less** and **least**.

Generally speaking, "more" and "most" or "less" and "least" are used with words of two or more syllables; as, beautiful, more beautiful, most beautiful. Some words of two syllables, especially those ending in "y" and "ble," are compared by adding **er** and **est**; as, merry, merrier, merriest; noble, nobler, noblest.

The sound of the word to a great extent determines its form of comparison.

## EXERCISE

Give the three degrees of comparison of the following adjectives; then change the adjectives to adverbs and compare the adverbs also:

happy	bright	prim	hopeful
stupid	earnest	bold	delicate
careless	kind	quaint	impatient
merry	firm	heavy	rapid
dainty	awkward	graceful	pretty

## IRREGULAR COMPARISON

Some adjectives and adverbs are compared irregularly. The most commonly used of those so compared, are given below:

POSITIVE	COMPARATIVE	SUPERLATIVE
bad, evil, ill	worse	worst
far	farther	farthest
————	further	furthest
much, many	more	most
————	former	first
good, well	better	best
late	later, latter	latest, last
little (quantity)	less	least
near	nearer	nearest, next
old	older, elder	oldest, eldest

## EXERCISES

## I

Learn the foregoing forms. Make sentences using any ten of the various forms correctly.

## II

Choose the form you think proper for each of the following sentences, and give your reason:

1. You should speak (gentler, more gently).
2. Will and Ned are brothers; Will is the (taller, tallest).
3. Whose poems do you like (best, better), Longfellow's or Lowell's?

4. No (less, fewer) than twenty mistakes were made in your lesson.
5. He is the (faithfulest, most faithful) boy that I know.
6. (Neither, None) of the three men could swim.
7. This is the (easiest, most easy) way.
8. Which was the (greater, greatest) man, Napoleon or Cæsar?
9. How (many, much) apples are in the box?
10. The (oldest, older) of the three boys was sent to college.
11. She looks (more beautiful, beautifuler) than ever to-night.
12. A duck flies (swiftlier, more swiftly) than a goose.

## 94

## SENTENCE CLEARNESS AND COMPARISON

In constructing sentences that express comparison, one should be careful that the sentence gives the thought intended. The following type sentences show some common mistakes made in comparison:

1. He was the best of all his classmates.

As the sentence is constructed, it would seem that he were one of his classmates. It should read, **He is the best of all his class**; or, **He is the best of all the classmates**.

2. Solomon was wiser than all men.

Here Solomon is compared with all men taken together. The intention of the sentence is rather to

say, **Solomon was wiser than any other man; or, Solomon was the wisest of men.**

## EXERCISES

## I

Write sentences using the following words, first in the comparative, then in the superlative, degree:

jolly	elegant	swiftly	lovely
good	deep	easily	cheap
handsome	queer	sharply	well
soft	strong	perilous	dull
disagreeable	thin	wisely	cold

## II

Read the following sentences aloud; then change the words that are in the comparative degree to the superlative degree, and those that are in the superlative to the comparative degree. For example:

a. He was the oldest of the playmates.    b. He was older than any of his playmates.

1. Cinderella was fairer than any other lady in the ballroom.

2. Tom runs the fastest of all the team.

3. I like the horse better than any other animal.

4. He is the richest of all the brothers.

5. This is the most luscious fruit I have ever eaten.

6. It was the coldest day I have ever known.

7. He is the oldest of all the boys in the team.

8. Of all the cities in America, New York is the largest.

9. It was the most terrible storm the sailors had ever known.

10. John is the most trustworthy boy in the class.

### III

After the conjunctions **than** and **as**, the predicate is generally omitted in sentences expressing comparison. This being the case, one is likely to choose the wrong form of the pronoun to follow these conjunctions. Read the following sentences aloud. Why are nominative forms of the pronoun used in them?

1. She is no better than I.
2. Henry has as much right here as we.
3. We shall succeed as well as they.
4. I wish I were as good as he.
5. Do you think Mary is a better seamstress than she?

Compose five other sentences using **than** and **as** with pronouns following.

6. John cannot run so fast as I.
7. I do not know a better girl than she.
8. Dorothy is not so old as I.
9. They are no better than we.
10. I am not so skillful at sewing as she.
11. You can win as well as he.
12. John is a swifter runner, but he cannot jump so far as I.

Compose five other sentences with the pronouns **I**, **we**, **she**, **he**, **they** following **than**, **as**, or **so**. **So** is generally used with **not** or some other negative.



## NUMBER

95

### REVIEW

What four parts of speech are inflected to show number? Prove it by changing the following sentence so that the forms will be plural:

**This apple is good ; I like it.**

Compose five sentences similar to this one, in which the four parts of speech that show number are singular; then change them to the plural forms.

### RULES OF AGREEMENT

1. The adjective should agree in number with the word it modifies.
2. The verb should agree in number with its subject.
3. The pronoun should agree in number with its antecedent.

96

### ADJECTIVES AND PRONOUNS THAT SHOW NUMBER

Not many adjectives show number. The only ones that have both singular and plural forms are **this** and **that**. What are their plural forms?

155

**Numeral adjectives**—one, two, three, first, second, third, etc.—show number by their meaning; as, one boy, two boys, three boys, etc.

The words **each, every, several,** and many other **limiting adjectives** also imply number; for example:

Each boy was in his place. (**Each** is singular.)

Every man stands true to his word of honor. (**Every** is singular.)

Several persons have arrived. (**Several** is plural.)

### EXERCISES

#### I

Read the following sentences. What singular forms of the pronouns occur in them? Change the sentences so that these forms will be changed to plural:

1. I thought I could catch my horse, but he would not let me get up to him.

2. His face looked sad; he seemed to have something on his mind that worried him.

3. Thou man of God, why dost thou not reprove the sinners?

4. As soon as it showed its head again, I fired.

5. He hurt himself trying to make his way up the cliff.

6. She acted as if the child were hers.

7. The mouse tried to lift itself out of the hole by clinging to the grass roots with its teeth.

8. It was mine, not his; I had won it all myself.

9. Did you see me with him to-day?

10. There he stood, proud and defiant, facing his foes.

## II

Write ten sentences each containing one or more singular forms of a pronoun; then rewrite the sentences, using the plural forms of the same pronouns.

## III

1. Underscore the pronouns in a column on the first page of a good newspaper.
2. Be prepared to tell whether each pronoun agrees with its antecedent in number, and whether it is used in the correct case form.

## NUMBER OF NOUNS

1. The **general rule** for forming the plurals of nouns is to add **s** to the singular form; as, **girl, girls; book, books.**

Give twenty other nouns that follow this general rule.

2. **Exceptions to the general rule:**

a. Nouns ending in **s, sh, ch, z, and x** form their plurals by adding **es** to the singular form; as, **grass, grasses; bush, bushes; church, churches; adz, adzes; fox, foxes.**

Give fifteen other examples of such words, three with each ending.

b. Nouns ending in **y** preceded by a vowel, follow the general rule; as, **day, days.**

Nouns ending in **y** preceded by a consonant, form

their plurals by changing **y** to **i** and adding **es**; as, **lady, ladies**; **lily, lilies**.

Give ten examples of each kind of noun ending in **y**, twenty examples in all.

c. Some nouns ending in **f** form their plurals according to the general rule; as, **cliff, cliffs**; **muff, muffs**.

Other nouns ending in **f** or **fe** form their plurals by changing **f** or **fe** to **v** and adding **es**; as, **calf, calves**; **wife, wives**.

Give ten examples of each kind.

d. The plurals of some nouns are formed irregularly; as, **man, men**. Give five examples of such nouns.

e. Some nouns have the same form both for singular and for plural; as, **deer**. Give five such nouns.

#### EXERCISE

Write the plurals of the following nouns:

fairly	knife	Frenchman	enemy	eyelash
wolf	brush	Norman	fife	tooth
salmon	church	wharf	half	lily
grouse	monkey	pony	loaf	ox
cupful	hoof	sheep	swine	prairie

Consult the dictionary when you are in doubt.

#### OTHER RULES FOR FORMING PLURALS

1. Most nouns ending in **o**, as, **piano, solo**, follow the general rule in forming their plurals. Some nouns ending in **o** add **es**. The following are among

the most commonly used of the latter class: negroes, potatoes, tomatoes, volcanoes,<sup>1</sup> buffaloes,<sup>1</sup> mosquitoes, echoes, heroes.

2. **Compound nouns** form their plurals in three different ways:

a. By adding **s** to the last word: **major-generals**, **forget-me-nots**.

b. By adding **s** to the most important word: **brothers-in-law**, **lilies-of-the-valley**.

c. By making plural all the words of the compound: **men-servants**.

3. **Names with titles** may be made plural by pluralizing either the name or the title; as, **The Misses Benton**, or **The Miss Bentons**.

4. **Letters, signs, and figures** form their plurals by adding an apostrophe and **s**; as, **7's**, **t's**, **i's**, **+'s**.

5. Some nouns have two plurals with somewhat different meanings; as, **penny** (**pennies**, **pence**); **brother** (**brothers**, **brethren**); **die** (**dies**, **dice**); **cloth** (**cloths**, **clothes**); **fish** (**fish**, **fishes**).

Learn from the dictionary the meanings of these plurals, and use them correctly in sentences.

6. **Foreign Nouns**, in some instances, have kept their foreign plurals. Among the common ones are these:

stratum	strata	phenomenon	phenomena	axis	axes
datum	data	vertebra	vertebræ	oasis	oases
beau	beaux <sup>1</sup>	alumnus	alumni	radius	radii

<sup>1</sup> Also formed regularly.



7. Certain nouns, though plural in form, are used only as singular nouns. Among them are these: **news, physics, mathematics, athletics.**

Use each of the foregoing nouns in a sentence with a singular verb.

8. Certain nouns are used only in the plural. The following list gives the most common of these:

ashes	pincers	scales	obsequies	trousers
bellows	scissors	shears	victuals	tongs

Use the foregoing nouns in sentences with plural verbs or pronouns.

#### EXERCISE

By consulting the dictionary if necessary, prepare to spell both the singular and the plural forms of the following:

turkey	journey	tornado	thesis
lunch	attorney	hero	parenthesis
army	sheaf	calico	a
tax	beef	cargo	5
woman	valley	trout	child
flock	banjo	cannon	shot
chair	contralto	nebula	staff
genius	lasso	tableau	echo
daisy	dynamo	analysis	cloth
buoy	chromo	memorandum	louse

#### NUMBER AS APPLIED TO THE VERB

The present form of the verb generally has both a singular and a plural form; for example: **goes, go; runs, run; is, are; help, helps.**

In forming the plural of the verb, the general rule is to drop the **s** or the **es**. This rule is just the opposite of that for forming the plural of nouns.

**The verb should agree with its subject in number.**

### EXERCISES

#### I

Many mistakes are made by choosing the wrong number form of the verb. Examine the subjects of the following sentences carefully, and when you have decided whether they are plural or singular, choose the right forms to agree with them:

1. *Little Women* (was, were) written by Louisa M. Alcott.

2. The news (was, were) as unwelcome as startling.

3. Ten dollars (seem, seems) a big price for that hat.

4. Everybody (has, have) some trouble.

5. *Helen's Babies* (is, are) full of funny pranks of childhood.

6. It (doesn't, don't) take much effort to do that sum.

7. Either Tom or Harry (is, are) to blame.

8. Neither of the girls (has, have) returned yet.

9. The army (is, are) being sent to the fort.

10. The music of the meadow larks (is, are) a sign of spring.

11. Patience and perseverance (is, are) necessary to success.

12. Every one of the boys (play, plays) some musical instrument.

13. A number of trains (was, were) delayed by the storm.

14. Each of the boys (is, are) expected to do (his, their) work promptly.

15. Mathematics (is, are) a good study.
16. Politics (claim, claims) the attention of many men.
17. The oats (are, is) ripening.
18. (Are, is) the scissors sharp?
19. The memoranda (was, were) lost.
20. There (is, are) forty sheep in the pasture.
21. Here (come, comes) the firemen.
22. The vertebræ (has, have) been injured.
23. Measles (are, is) common to childhood.
24. The bellows (were, was) burned.
25. Oases (are, is) found in deserts.

## II

Contractions also give much trouble. Practice on these sentences and others like them:

1. Aren't you going?
2. Doesn't she sing well?
3. Isn't he a happy boy?
4. Weren't you pleased with the play?
5. Haven't you your lessons yet?
6. It doesn't seem possible.
7. Aren't they a jolly couple?
8. Hasn't he come home?
9. Isn't this a dainty dress?

## III

Use the following subjects in sentences with correct verb forms:

- |                   |                 |
|-------------------|-----------------|
| 1. Many a man.    | 6. Congress.    |
| 2. The vertebræ.  | 7. The crowd.   |
| 3. Harry and Ned. | 8. The class.   |
| 4. The ashes.     | 9. The jury.    |
| 5. Man after man. | 10. The strata. |

# GENDER

100

## GENDER EXPLAINED

**Gender is that property of the noun or pronoun which denotes sex.**

Nouns or pronouns denoting objects of the male sex are said to be of the **masculine gender**; those denoting objects of the female sex are said to be of the **feminine gender**; those denoting objects without sex are said to be of the **neuter gender**.

Gender is shown in two main ways:

1. By inflection;<sup>1</sup> as, **lion, lioness; he, she.**
2. By the use of different words; as, **boy, girl; king, queen.**

### EXERCISE

Tell the gender of the following words. Give the **masculine** or the **feminine** form corresponding to each word in the list:

baron	host	duchess	stag	widow
lord	gander	count	sir	governess
lad	heroine	him	man-servant	heiress
czar	sultana	monk	niece	witch
prince	mistress	duke	bridegroom	bachelor

<sup>1</sup> Many nouns once inflected for gender are now used to denote either sex. For example, **author, poet, doctor, editor**, are now commonly used to denote either men or women.

# CASE

101

## CASE EXPLAINED

One of the most important inflections is that called **case**. It is a property of both nouns and pronouns.

Case denotes a difference in the construction of the noun or pronoun, to show its relation to the other words in the sentence.

There are four cases: **nominative**, **accusative**, **dative**, and **genitive**.

The **nominative case** form is used as subject, as predicate nominative, and in other constructions. (Review Section 38.)

The **accusative case** form is used as direct object, as accusative with a preposition, and in other constructions. (Review Section 38.)

The **dative case** form is the same as the accusative; it is used as indirect object.

The **genitive case** form is used in two ways: (1) to denote a possessive relationship, and (2) as a genitive of connection. (Review Sections 39, 40, and 45.)



## 102

## CASE FORMS OF THE NOUN

## REVIEW

The noun has no separate forms to show the nominative and the accusative case; but it does have separate genitive forms.

Give the rules for forming the genitive, or possessive, case forms, both plural and singular, of the noun. Illustrate the rules fully. (Review Section 39).

## EXERCISE

Justify the use of the possessive sign in each of the following sentences:

1. Our school has Webster's and Worcester's dictionaries.
2. Montgomery Ward and Co.'s store is in Chicago.
3. We studied Irving's and Hawthorne's sketches.
4. The boys enjoyed their sail in Fred and Harry's launch.
5. I saw the bluebirds' nest in the apple tree.

## 103

## CASE FORMS OF THE PRONOUN

## REVIEW

What seven pronouns have different nominative and accusative forms? When is it proper to use the accusative form? When the nominative? (Review Section 46.)

## EXERCISES

## I

Choose the pronoun you think proper for each of the following sentences, and give reasons:

1. John and (I, me) took a walk over the hills.
2. Who is the faster runner, you or (he, him)?
3. (Who, whom) do you think I saw yesterday?
4. No one came except (her, she).
5. (She, her) and her sister visited us.
6. They are no better than (we, us).
7. I think it was (he, him) that we saw.
8. (We, us) girls have planned a picnic.
9. (They, them) were the people we saw at the circus.
10. Can you jump as high as (he, him)?
11. (Who, whom) did you say won the prize?
12. (Who, whom) do you think will be elected?
13. (Who, whom) do you think they will choose?
14. (Who, whom) do you suppose called to see us?
15. (They, them) being there, it will not be so hard.
16. (We, us) having come, they returned home.
17. (He, him) being ill, the meeting was adjourned.
18. (She, her) having been chosen, the school can grow.
19. (He! him!) why surely he did not do that!
20. (They! them!) I cannot believe it!
21. (Whoever, whomever) could it be?
22. (Whoever, whomever) wishes it may have it.
23. It was Mary, (she, her) that called to see us.
24. I spoke to John, (he, him) who brought the message.
25. Henry, (he, him) who went to Chicago, was chosen.

## II

## TYPE SENTENCES FOR PRACTICE

1. Did you think it was he? Could it have been she?  
If I were he, I should go. Would you do it if you were I?

2. May and I are studying French. Harold and she  
have left for California. Wallace and he were at the play.

3. They did not see Tom and me. He spoke to Jennie  
and me.

4. Will you bring some books for us girls? He will do  
it for us children.

5. She is taller than I. I am older than he. We are  
not so rich as they. I feel just as proud as he over the  
victory.

6. Whom did you find? Whom will he invite? Whom  
did they choose? Whom can we trust? Whom will  
they select?

7. Who do you think will be elected? Who do you  
suppose called yesterday? Who do you remember made  
that remark? Who did you say will come?\*

8. She being away, we postponed the party. They  
having arrived, the program was begun. He being at  
the helm, we could make more rapid progress. We  
knowing the trail, they chose us as guides.

9. I did not count on his going so soon. The boy's  
running away from home worried his mother greatly.  
Our attending to that matter quickly will bring success.  
This is no trouble of my making.

10. He! Surely he has not come. They! why, I can-  
not believe it of them. She! I cannot think of her doing  
such a thing. I! It is simply impossible.

\* In sentences of this kind, the expressions, **do you think, did you say, separate who** from its verb.

## PERSON

104

Person is that property of the substantive which denotes the speaker, the one spoken to, or the one spoken of.

Nouns are not inflected to show person. For example, we say: I, **John**, agree to the proposition. **John**, come here. **John** will do it for you.

No change is made in the noun to denote change in person.

The **pronoun** and the **verb**\* have some special personal forms; for example: First person: I am. Second person: You are. Third person: He is.

Few errors can be made in person. The following however, are type sentences which should be watched:

1. **I**, who **am** to blame, acknowledge my error.
2. **You**, who **are** to blame, should acknowledge it.
3. **He** who **is** to blame should acknowledge his error.

The verb should agree in person with its subject. The pronoun agrees in person with its antecedent. In sentence 1 the relative pronoun **who** agrees with its antecedent **I**. The verb **am**, which is a first-person form, is therefore used. Account for the changes in sentences 2 and 3.

\* Only the verb "be" has separate forms for each of the three persons: **am**, **art**, **is**. (See conjugation of the verb "be," section 117.)

## VOICE

105

### REVIEW

What does the inflection of the verb for voice denote? Illustrate the two voices.

### EXERCISES

#### I

In the following selection study the verbs, both **predicative** and **non-predicative**. Copy those that are in the active voice in one column, those that are in the passive voice in another:

#### THE WAR DANCE

A painted post is driven into the ground, and the crowd form a wide circle around it. The chief leaps into the vacant space, brandishing his hatchet as if rushing upon an enemy, and in a loud, vehement tone chants his own exploits and those of his ancestors, enacting the deeds which he describes, yelling the war whoop, throwing himself into all the postures of actual fight, striking the post as if it were an enemy, and tearing the scalp from the head of the imaginary victim.

Warrior after warrior follows his example, until the whole assembly, as if fired with sudden frenzy, rush together into the ring, leaping, stamping, and whooping, brandishing knives and hatchets in the firelight, hacking



and stabbing the air, and working themselves into a fury of battle, while at intervals they all break forth into a burst of ferocious yells which sounds for miles away over the lonely, midnight forest.—*Francis Parkman*.

Why are so few passive verbs used in the foregoing selection? Why is the voice of the verb sometimes changed?

Examine the verbs in the following sentences, and tell which are active, which passive:

1. Pearls, pure and rich, had been dissolved into this precious draught.

2. The cloth being removed, the general's health had been drunk amid shouts of applause, and he now stood upon his feet to thank the company.

3. Generations of monkeys had been scared into good behavior by the stories their elders told them of Kaa, the night thief, who could slip along the branches as quietly as the moss grows, and steal away the strongest monkey that ever lived.

## II

Use the four forms of **lay**, **set**, and **raise**, first in the active voice, then express the same thoughts using the passive forms of these verbs. For example: **Lay** the book on the table. The book **is laid** on the table. He **laid** the book on the table. The book **was laid** on the table. He **is laying** the book on the table. The book **is being laid** on the table. He **has laid** the book on the table. The book **has been laid** on the table.

Observe that the passive form of the predicative verb is made with some form of the verb **be** and the participial form of the verb.

# TENSE

106

## TENSE EXPLAINED

**Tense is that inflection of the verb which indicates time; for example:**

1. The men **work** hard.
2. The men **worked** hard.
3. The men **will work** hard.

These sentences illustrate the three **primary tenses: present, past, and future.** The names of these tenses indicate their use. Following are other illustrative sentences:

### PRESENT

I am happy.  
You sleep soundly.  
He speaks well.

### PAST

I was happy.  
You slept soundly.  
He spoke well.

### FUTURE<sup>1</sup>

I shall be happy.  
You will sleep soundly.  
He will speak well.

There are also three **secondary tenses: the present perfect, the past perfect, and the future perfect.**

The **present perfect** is used to assert something as **completed, or perfected, at the present time; as,**

<sup>1</sup> See Section 110 for explanation of the use of the auxiliaries **shall** and **will.**

I have seen the Yellowstone Park. I have eaten my dinner.

The **past perfect** is used to assert something as **having been completed** at or before a certain past time; as, He **had gone** before I arrived. I **had learned** the poem by six o'clock.

The **future perfect** is used to assert something that **will be completed** at or before some definite future time; as, I **shall have** taken all the required studies by next June.

#### EXERCISE

Copy the predicative verbs from the following sentences, and tell the tense of each:

1. The tumult and the shouting dies —  
The captains and the kings depart—  
Still stands Thine ancient sacrifice,  
An humble and a contrite heart.

2. They sailed. They sailed. Then spake the mate:  
"This mad sea shows his teeth to-night;  
He curls his lip, he lies in wait  
With lifted teeth as if to bite."

3. I have traveled a dozen leagues to-day on foot. This evening, when I arrived in these parts, I went to an inn, and they turned me out because of my yellow passport which I had shown at the town hall, as was necessary.

4. I have always thought of Christmas time, when it has come round, as a good time, a kind, forgiving, charitable, pleasant time.

5. My heart goes out to the man who does his work when the "boss" is away as well as when he is at home.

## 107

## TENSE FORMS IN USE

## EXERCISES

## I

Using the subject **I**, form the six tenses of the following verbs: **come, drive, take, sing, see.**

Using the subject **he**, form the six tenses of the following verbs: **lay, lie, sit, set, rise, raise.**

Using the subject **you**, form the six tenses of the following verbs: **go, give, know, ride, run.**

## II

Mistakes are frequently made in using the **present perfect** for the **past tense**. The following sentences illustrate the proper use of these tenses. Read them aloud several times to accustom yourself to the correct usage:

1. I was at the play last evening.
2. I have been there a number of times since Christmas.
3. I saw the airship fly over the city yesterday.
4. This makes three airships I have seen fly.
5. He came to the city on Wednesday.
6. He has come several times this month.
7. We spoke to the superintendent yesterday.
8. Have you ever spoken to him?
9. I sent a message home last week.
10. I have sent four messages now without receiving any reply.

## III

The tense of the verb in the subordinate clause should harmonize with that in the principal clause. Read the following sentences. Observe how the verb in the subordinate clause is changed as the principal verb is changed. Read the sentences aloud several times to accustom yourself to the tense harmony:

1. Father says that we may go.
2. Father said that we might go.
3. The man asked, "Where are you going"?
4. The man asked me where I was going.
5. We are determined that no freshman shall take part.
6. We were determined that no freshman should take part.
7. I will do it if I can.
8. I would do it if I could.
9. Christ said, "Love your enemies."
10. Christ said that we should love our enemies.

## IV

Choose the form you think proper in each of the following sentences; give a reason for your choice:

1. I thought that I (shall, should) go.
2. I will ask mother whether we (may, might) go.
3. I asked her yesterday whether we (might, may) go.
4. They are trying to open the door, but they (could, can) not.
5. They tried to open the door, but they (could, can) not.



6. He told me that he (would, will) come to-day.
7. He tells me that he (will, would) come to-day.
8. We said that we (were, are) going to the play.
9. "We (are, were) going to the play," said we.
10. I think that he (will, would) do it.

## THE PRESENT AND THE PERFECT INFINITIVE

The infinitive has both present and perfect forms; for example:

1. I ought to go.
2. I ought to have gone.

In using these two forms of the infinitive, mistakes are made frequently. The present infinitive often conveys a very different meaning from that conveyed by the corresponding perfect infinitive; for example:

- a. The man is supposed to be there.
- b. The man is supposed to have been there.

Sentence a implies that the man is there now. Sentence b implies that he was there in the past.

Discuss the meaning of each of the following sentences:

1. The train is reported to be on time.
2. The train is reported to have been on time.
3. I am sorry to disturb you.
4. I am sorry to have disturbed you.

After the verbs **desire**, **expect**, **hope**, **wish**, **intend**, **want**, and like verbs, the present infinitive should ordinarily be used; for example:

1. I desired to go.
2. I wanted to be there.
3. I expected to see him.
4. I hoped to be ready.
5. I wished to be prompt.
6. I intended to depart.

### EXERCISE

Choose the infinitive you think proper to each of the following sentences, and give a reason for your choice:

1. When I came, I desired (to buy, to have bought) the whole city.
2. He is said (to be born, to have been born) in this log cabin.
3. We intended (to go, to have gone), but the storm prevented us.
4. Homer is said (to write, to have written) the Iliad.
5. John wished with all his heart (to go, to have gone).
6. The general planned (to surprise, to have surprised) the enemy, but failed.
7. Jerry was always wishing (to be rich, to have been rich), but he never became so.

### AUXILIARY VERBS

#### 109

To make the various tenses and other forms of the verb, it is necessary to use helping verbs, or **auxiliaries**; for example: **shall go, has gone, will have gone.**

The future tense is made by the auxiliaries **shall** and **will**, used with the principal verb.

The perfect tenses are made by using the verb

**have** in its various forms as an auxiliary to some principal verb.

**Have** is used also as a principal verb to express ownership, etc.; as, **I have** a black hat. **I have had** my lunch. In this last sentence **have** is an auxiliary, **had** a principal verb.

Various forms of the verb **be** are also used both as principal and as auxiliary verbs. For example:

(Principal) He **is** a good student. (Auxiliary) He **is going**. He **was chosen**.

Following are the other auxiliary verbs:

PRESENT	PAST	PRESENT	PAST
shall	should	can	could
will	would	may	might
ought	_____	must	_____

Observe that these verbs lack some of their principal parts. (See Section 113.) Such verbs are called **defective verbs**.

## EXERCISES

### I

#### REVIEW

**Can, could; may, might.**

Fill the following blanks with the auxiliary you think proper, giving your reasons:

1. The teacher says that we — go.
2. The teacher said that we — go.
3. I think that I — lift the box.
4. I thought that I — lift the box.
5. Ask mother whether we — go to the play.
6. I did ask her and she said that we — go.
7. He believes that he — build an airship.

## II

## OUGHT

The word **ought** has only a present form. It is incorrect to use **ought** with **had**, because **had** is used as an auxiliary only with the past participle of the verb to make the perfect tenses. (See Section 115.)

Use **should not** or **ought not** instead of **hadn't ought**. Practice on such sentences as the following till the correct forms become a habit with you:

1. I ought not to do it.
  2. You shouldn't waste your time so.
  3. He should not have gone.
  4. They ought not to miss school.
  5. You boys should not spend your money so recklessly.
- Compose ten sentences similar to the foregoing.

## 110

## SHALL AND WILL

**Shall** and **will** are used as auxiliaries in making the future tense. The following table shows the form of the simple **future** tense for each of the three persons (1) in assertions and (2) in questions.

## FUTURE TENSE

## Assertions (Declarative)

SINGULAR	PLURAL
1. I shall go.	1. We shall go.
2. You will (thou wilt) go.	2. You (ye) will go.
3. He will go.	3. They will go.

## Questions (Interrogative)

## SINGULAR

1. Shall I go?
2. Shall you (shalt thou) go?
3. Will he go?

## PLURAL

1. Shall we go?
2. Shall you (ye) go?
3. Will they go?

The verb phrases containing **shall** with the first person express merely future action. They do not indicate **willingness** or **desire** or **determination** on the part of the speaker. The following sentences illustrate the correct use of **shall** with the **first person**:

1. Oh, I **shall** fall!
2. I **shall** not succeed; I am sure of it.
3. We **shall** go, if he comes.
4. **Shall** I carry your valise?
5. **Shall** we go?

Compare with the foregoing sentences, using **shall**, the following in which **will** is used with the first person:

1. Yes, I **will** give it to you.
2. I **will** not endure it.
3. We **will** not permit such injustice.
4. We **will** have the truth.

In these sentences the speaker expresses his will, or volition. He may be strongly determined, as in sentences 2, 3, and 4; or he may give a promise, as in sentence 1.

Errors in the use of **shall** and **will** with the first person are common. Learn the following rules:

1. In the first person *shall*, not *will*, denotes simple futurity; it is not used to express volition,



or the will of the speaker. This rule applies to both assertions and questions.

2. *Will* in the first person is used to give a promise, to consent to or to express a resolution. In the first person, it never denotes simple futurity.

*Will* is seldom, if ever, correctly used with the first person in questions.

#### EXERCISE

Choose the auxiliary you think proper and give reasons:

1. I (shall, will) be twenty years old in August.
2. We (shall, will) be happy to entertain her.
3. Hurry, or we (shall, will) be too late.
4. (Shall, will) we try to go to-morrow?
5. I (will, shall) lend you the money.
6. We (will, shall) do our best.
7. I (will, shall) get this problem, if it takes all night.
8. We (will, shall) do it, whatever comes.
9. If we do wrong, we (will, shall) be punished.
10. (Shall, will) I assist you?

The contractions **I'll** and **we'll** stand for **I will** and **we will**. They are not proper as substitutes for **I shall** and **we shall**.

The following sentences illustrate the correct use of these contractions:

1. **I'll** be there on time; you may depend on it.
2. **I'll** never sign my name to such a petition.
3. **We'll** get even with him some day; mark my word.

## ANOTHER HELPFUL RULE

In questions in the second person, the auxiliary used is the same as that expected in the answer.

The following sentences illustrate the correct application of this rule:

1. **Shall** you be glad when vacation comes?

The answer, **I shall** or **I shall not**, expresses no determination.

2. **Will** you accept the position if it is offered you?

The answer, **I will** or **I will not**, expresses the willingness of the speaker to accept or to reject.

3. **Shall** you be in Chicago this summer?

The question is asking for information, not for the will of the speaker.

4. **Will** you have ice cream or sherbet?

This question is a courteous request for the desire of the second person.

## EXERCISE

Write three sentences illustrating the correct use of **shall** in the second person in questions; three using **will** in the second person in questions.

## SHALL AND WILL IN THE THIRD PERSON

The auxiliary **will** in the third person expresses simple futurity; as,

1. He **will** go to-morrow.
2. Do you think it **will** rain?
3. They **will** arrive on the next boat.

**Shall** is used in the third person to denote volition, or the will of the speaker; as,

1. He **shall** have a sled; I shall get one in the city for him.
2. They **shall** do it; I will listen to nothing else.

### REVIEW

111

### EXERCISES

#### I

Choose the auxiliaries you think proper; give your reasons:

1. I (will, shall) go; nobody (shall, will) stop me.
2. (Shall, will) you be glad when spring comes?
3. (Will, shall) you write me a letter soon?
4. He (shall, will) go to school; I (will, shall) open the way.
5. You (shall, will) get hurt if you ride that vicious horse.
6. If we do wrong, we (will, shall) be punished.
7. When (will, shall) we three meet again?
8. (Shall, will) we accompany you, or (will, shall) you go alone?
9. I suppose that you (will, shall) return next week.
10. If I (will, shall), I can do the problem.

#### II

Find five sentences in the writings of reputable authors in which **shall** is used; five in which **will** is used.

## III

Read aloud several times the following correct sentences:

1. I shall be glad to help you.
2. I shall not be in time unless I leave at once.
3. Will the President be in Washington this summer?
4. Shall you be at home to-morrow?
5. Shall I assist you?
6. Shall we go to see the play?
7. We will help him in every way we can.
8. Will you speak to him, or shall I?
9. If you will favor me, I shall be grateful.
10. I fear that you will catch cold.

## 112

## SHOULD AND WOULD

## I

Read aloud several times the following sentences. They illustrate the correct use of **would** and of **should**:

1. They should go; it would benefit them greatly.
2. Though we pleaded with him an hour, he would not make any promise.
3. Children should obey their parents.
4. If you were more determined to succeed, you would win.
5. I would not go even if you should ask it.
6. He would come if he could.
7. You ought to have known that I should be disappointed.

8. I should not find him at home, if I should call.
9. I wish that you would do us that favor.

## II

Find in reputable writings five sentences in which **should** is used; five in which **would** is used.

## III

1. Bring to class a copy of a business letter or of a letter of friendship.
2. In the letter, underscore **shall**, **will**, **should**, **would**.
3. Point out the instances in which the writer has followed the rules for the proper use of these words and those in which he has departed from the rules.

## 113

## THE PRINCIPAL PARTS OF THE VERB

All verbs except **defective verbs** (see Section 109) have three main forms. These forms are called the principal parts. Following are examples:

PRESENT	PAST	PAST PARTICIPLE
go	went	gone
fly	flew	flown
flow	flowed	flowed
see	saw	seen
sleep	slept	slept
walk	walked	walked



## REGULAR AND IRREGULAR VERBS

According to the way in which their principal parts are formed, verbs are classed as **regular** or **irregular**.

**Regular verbs** are those that form the past and the past participle by adding **ed** or **d** to the present; as, **work, worked, worked; clothe, clothed, clothed.**

**Irregular verbs** form their past tense and past participle irregularly; as, **see, saw, seen; go, went, gone; fly, flew, flown.**

## EXERCISE

a. Give the principal parts of the following verbs; tell which are regular, which irregular:

**lie, raise, sit, set,<sup>1</sup> blow, know, drag, jump, ring.**

b. Give ten other regular verbs, ten others that are irregular.

**Redundant Verbs.** Some verbs have two forms for the past or the past participle or both. Such are called **redundant verbs**; for example:

PRESENT	PAST	PAST PARTICIPLE
learn	learnt (learned)	learnt (learned)
spell	spelt (spelled)	spelt (spelled)
burn	burnt (burned)	burnt (burned)
dream	dreamt (dreamed)	dreamt (dreamed)
smell	smelt (smelled)	smelt (smelled)
kneel	knelt (kneeled)	knelt (kneeled)
spill	spilt (spilled)	spilt (spilled)
spoil	spoilt (spoiled)	spoilt (spoiled)

<sup>1</sup> Some verbs like **set, burst, hit**, use the same form for present, past, and past participle.

## 114

## TROUBLESOME PRINCIPAL PARTS

It is difficult to use correctly the principal parts of some verbs. The tendency generally is to use the past form for the past participle; or to use the past participle without an auxiliary.

Master the following verb forms:

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
arise	arose	arisen
awake	awoke, awaked	awaked
bear (forbear)	bore (forbore)	borne (forborne)
beat	beat	beaten
become	became	become
begin	began	begun
bid (forbid)	bade (forbade)	bidden (forbidden)
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
burst	burst	burst
choose	chose	chosen
climb	climbed	climbed
come	came	come
dare	durst, dared	dared
do	did	done
drag	dragged	dragged
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
flee	fled	fled
fly	flew	flown

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
forget	forgot	forgotten
forsake	forsook	forsaken
freeze	froze	frozen
give	gave	given
go	went	gone
grow	grew	grown
hang	hung, hanged	hung, hanged
hide	hid	hidden
know	knew	known
lay	laid	laid
lend	lent	lent
lie	lay	lain
ride	rode	ridden
ring	rang	rung
rise	rose	risen
see	saw	seen
shrink	shrank	shrunk
sit	sat	sat
spring	sprang	sprung
steal	stole	stolen
stride	strode	stridden
strive	strove	striven
swear	swore	sworn
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
throw	threw	thrown
tread	trod	trodden
wear	wore	worn
weave	wove	woven
write	wrote	written

## THE PRINCIPAL PARTS IN USE

1. **Flee** is used of persons and animals; **flow** of liquids, **fly** of winged creatures.

2. **Hung** is used of things; as, I hung my hat in the hall. **Hanged** is proper in speaking of executions; as, The man was hanged as a spy.

3. **Loan** is a noun not a verb. Say, Money to **lend**. He **lent** me his ax.

In drilling on the troublesome principal parts it is well to group those of similar forms together; thus,—

1. Begin, sing, ring, drink, swim, run, shrink, spring.

2. Blow, fly, draw, know, grow.

3. Bear, forbear, tear, swear, wear.

4. Arise, sat, bid, bite, break, choose, drive, eat, fall, forbid, forget, forsake, freeze, give, hide, ride, steal, stride, strive, take, tread, weave, write.

5. (Miscellaneous trouble makers) burst, come, climb, do, go.

6. Lay, lie, raise, rise, set, sit.

## EXERCISE

Compose oral sentences using the past and past participle of each of the verbs in the foregoing groups.

For variety of practice, let the class be numbered and have those getting the odd numbers ask questions, those getting even numbers answer in turn, thus:

1. Have you begun your work? I began it yesterday.

## RULE TO REMEMBER

The past participle is used with some form of **have** to make the perfect tenses; as, He **has** gone.

## MOOD

116

### MOOD EXPLAINED

Mood is that inflection of the verb which denotes the manner of assertion.

#### THE INDICATIVE MOOD

We may assert something as a fact, or certainty; as,

The Northmen **were** daring sea-rovers.

I **have been** home. **Have you been** home?

Verbs that assert in this manner are said to be in the **indicative mood**.

**The indicative mood is used in asserting facts.**

The verbs in interrogative sentences that question as to facts are included in this mood.

#### THE IMPERATIVE MOOD

We may wish to command or entreat. To do this we use the **imperative mood**; as, 1. Forward, **march**. 2. John, **come** here. 3. Please **give** me an apple.

**The imperative mood is used to express a command or an entreaty.**

The subject of a sentence in the imperative mood is generally **you** or **thou** understood.

## THE SUBJUNCTIVE MOOD

Sometimes we wish to express an imaginary condition or a wish or an uncertainty. To do this we use the **subjunctive mood**.

The subjunctive mood is so named because it is generally found in subordinate clauses.

Following are the common uses of this mood:<sup>1</sup>

1. To express a wish:

- a. I wish I **were** there now.
- b. Don't you wish you **were** he?

2. To give a condition, contrary to fact:

- a. If I **were** you, I should go.
- b. If he **were** in my place, would he consent?

The verb **were** may be used in the subjunctive mood, as illustrated here, with a singular subject.

Another subjunctive form that differs from the indicative is illustrated in the following sentence:

If a man **be** found guilty, he shall be punished.

The use of the verb **be**, as just illustrated, is still retained in the language of law and in poetic and formal language; but in ordinary speech it is generally displaced by the indicative form; as,

1. If he **is** here to-morrow, we can attend to the business.
2. If you **are** chosen, it will be a great honor.

<sup>1</sup> The subjunctive mood has various other uses, found especially in legal and in literary language, but for our practical purposes, the types illustrated are all that need be considered here.



Subjunctive forms differing from those of the indicative were once more commonly used than they are now. The only subjunctive form that will give much trouble in ordinary speech is **were**.

## EXERCISES

## I

Read aloud the following sentences, which illustrate this form correctly used:

1. I wish I were in California now.
2. If he were you, he would not be so kind.
3. If wishes were horses, beggars might ride.
4. I would I were in his place.
5. If ice were not lighter than water, it would sink to the bottom of the stream.

## II

Compose ten sentences using **were** in the subjunctive mood. Find and copy five other such sentences.

## III

Examine the verbs in the following sentences, and tell the mood of each verb:

1. If the gem be found, thy fortune is assured.
2. All hands on deck! Hoist the sails!
3. What brings you here to-night, my boy?
4. If he had told the truth, we might have forgiven him.
5. The twilight hours like birds flew by.
6. Acquit yourselves like men, my friends.
7. Oh! if he were here, how happy we should be.

8. I will go though all the world resolve against it.
9. Please hand me a knife, boy.
10. We rise in glory as we sink in pride.

## IV

Choose the forms you think proper, and give your reasons:

1. I wish I (was, were) in his place.
2. Would I (was, were) with thee, every day and hour.
3. I think I (was, were) there, when you called.
4. If a man (be, is) found guilty of theft, he should be punished.
5. If he (is, be) in town when I arrive, I can attend to the business with him.

## 117

## CONJUGATION

To give all the forms of the verb in their various moods, tenses, persons, and numbers is to **conjugate** it.

Following is the conjugation of the verb **be**, the most important **linking** verb in the language:

## CONJUGATION OF THE VERB BE

## Indicative Mood

SINGULAR	PLURAL	SINGULAR	PLURAL
I am	we are	I was	we were
you are (thou art)	you (ye) are	you are (thou wert)	you (ye) were
he is	they are	he was	they were

FUTURE

I shall be  
 you will  
 (thou wilt) be  
 he will be

we shall be  
 you (ye) will  
 be  
 they will be

PRESENT PERFECT

I have been  
 you have  
 (thou hast) been  
 he has been  
 they have been

PAST PERFECT

I had been  
 you had (thou hadst) been  
 he had been

we had been  
 you (ye) had been  
 they had been

FUTURE PERFECT

I shall have been  
 you will (thou wilt) have been  
 he will have been

we shall have been  
 ye will have been  
 they will have been

Subjunctive Mood

PRESENT

I be  
 you (thou) be  
 he be

we be  
 you (ye) be  
 they be

PAST

I were  
 you were  
 he were

we were  
 you (ye)  
 (thou wert) were  
 they were

PRESENT PERFECT

I have been  
 you (thou) have been  
 he have been

we have been  
 you (ye) have been  
 they have been

PAST PERFECT

I had been  
 you had (thou hadst) been  
 he had been

we had been  
 you (ye) had been  
 they had been

How do the subjunctive forms differ from the indicative forms?

**Imperative Mood**

Used only in the second person.

**SINGULAR**

[you, thou] be

**PLURAL**

[you, ye] be

**THE PASSIVE FORM**

Forms of **be** are used with the past participle to make the passive forms of the verb; as, **was killed, has been hurt, is broken.**

**THE PROGRESSIVE FORM**

Forms of **be** are also used with the present participle to make the progressive forms; as, **is going, was running, has been working, will be studying, were coming.**

**THE EMPHATIC CONJUGATION**

The verbs **do** and **did** are used to make what is called the **emphatic conjugation**; observe:

**Indicative Mood****PRESENT****PAST**

I do try	we do try	I did try	we did try
you do (thou dost) try	you (ye) do try	you did (thou didst) try	you (ye) did try
he does try	they do try	he did try	they did try

**Imperative Mood**

[thou, you, ye] do try

**VERB SYNOPSIS**

In giving a **synopsis** only one form of each tense is presented:

**Synopsis** of the first person singular, progressive conjugation, of the verb **work**:

**Indicative Mood**

Present	I am working
Past	I was working
Future	I shall be working
Present perfect	I have been working
Past perfect	I had been working
Future perfect	I shall have been working.

**Subjunctive Mood**

Present	I be working
Past	I were working
Present perfect	I have been working
Past perfect	I had been working

**Imperative Mood**

[you, thou, ye] be working

**EXERCISES**

I

Conjugate any one of the following verbs:

go, see, play, ride, raise, sit, freeze.

II

Give a synopsis of the passive voice of **write** in the first person singular.

III

Give a synopsis of the third person singular of the progressive conjugation of the verb **sing**.

## USING GRAMMAR

To speak and write effectively and to understand clearly what other people say and write, are the chief purposes of studying grammar. In constructing sentences of our own, we have been learning to speak and write effectively. In analyzing sentences, we have endeavored to understand clearly what others have written.

If we do not continue to apply our knowledge of grammar, our study of the subject has been useless. We may continue to use our knowledge of grammar —

1. In daily conversations.
2. In reciting our lessons.
3. In making talks before the school or other audiences.
4. In understanding clearly the conversations, recitations, and talks of others.
5. In getting clearly the meaning of everything we read.
6. In writing letters and other messages.
7. In writing examination papers, compositions, and news stories.
8. In contributing to the boys and girls' departments of newspapers and magazines.
9. In preparing recipes or directions for doing or making particular things.
10. In writing papers to be read before literary or other societies.

In applying our knowledge of grammar in these and in many other ways, we are better fitted to do work for ourselves and to perform service for others.



# INDEX

*Numerals Refer to Pages*

- Absolute constructions, 63  
Accusative with a preposition, 63, 164  
Adjective, Review of, 28-30, 55-57, 113 ff., 147-148; predicate, 28-30, 118-119; pronominal, 85, 117; infinitives, as, 105; descriptive, 114-116; common, 116; proper, 116; limiting, 116-118; articles, 116, 125, 126; numerals, 117; in sentence building, 118-119; adherent, 118-119; appositive, 118-119; in giving variety, 119-120; in giving clearness, 120; over use of, 122-123; comparison of, 144-154  
Adjunct accusative, 39-41, 63  
Adverb, Review of, 55-57, 127 ff., 147-148; infinitives as, 105; kinds of, 128-129; adverbial forms, 130-131; negatives, 131; adverbial accusative, 132; adverbial phrases and clauses, 132-133; comparison of adverbs, 147-154  
Adverbial accusative, 63, 132  
Adverbial object, *see* Adverbial accusative  
Agreement, rules of, 155  
Apposition, nouns in, 64; 71; phrases and clauses in, 70-71; pronouns in, 79  
Articles, 116, 125-126  
Author study, *see* Literature study  
Base of the sentence, The, 17-20; of the compound sentence, 47-48; of the complex sentence, 50-51  
Be, as a complete verb, 27-28; as a linking verb, 27-28; conjugation of, 192-194; as an auxiliary verb, 194  
Books and stories suggested, titles of, *see* Titles of books and stories  
Business correspondence, 52-53  
*Call to Arms*, A, quotation from, 36  
Capitalization, 60  
Case, 65-69, 75, 78-79, 147-148, 164-167  
Clauses, 6; subordinate, 6; principal, 6; substantive, 20, 69-71, 128; determinative, 89-92; descriptive, 89-92; adjectival, 121-125, 128; adverbial, 132-133  
Clearness in composition, clear sentences, 73-74, 111, 120, 124-125, 152-154  
Comparisons, picturesque, 147, 148; forms of, 150; irregular, 151; sentence clearness and comparison, 152-154  
Conciseness in sentences, 107-108, 122-124  
Conjugation, 192-195; of the verb *be*, 192-195; the passive form, 194; the progressive form, 194; the emphatic conjunction, 194; synopsis, 194-195  
Conjunctions, 55-57; 138 ff.; co-ordinating and subordinating, 139; relative pronouns and conjunctive

- adverbs, 139-141; correlatives, 141-142
- Connection, genitive of, 64, 164
- Copulas, *see* Verbs, linking
- Correlatives, 141-142
- Declension, 75
- Degree, *see* Comparison
- Descriptive paragraphs, 53-54; *see also* Word Pictures and Sketch Book
- Direct object, 33, 63, 164; quotation as, 44-45; phrase or clause as, 70-71
- Elements, compound, 48-49; asserting, modifying, connecting, independent, 57
- English language, structure of the, 2
- Expletive, The, 27-28
- Gender, 75, 147-148, 163
- Genitive forms used with gerunds, 104-105
- Genitive of connection, 64, 164; of possession, 64, 164
- Gerund, The, 103-105, 109-110
- Grady, Henry W., quoted, 58-59, 113-114
- Grammar, using, 196
- Hale, E. E., quoted, 71, 72
- Henry, Patrick, quoted, 36
- History and Stories of Nebraska*, quotation from, 37-38
- Hugo, Victor, quoted, 3
- Idioms, 8 ff.; formation of, 10; idioms and slang, 10; idioms in use, 11; as verb phrases, 22-23; idiomatic adverbial phrases, 133; idiomatic phrases with prepositions, 134-135
- Incomplete verbs, *see* Verbs, linking
- Indirect object, 41-42, 63
- Infinitive, The, 100, 105-111, 175-176
- Inflection, 147-148
- Interjection, The, definition of and exercises in, 56-57, 143, 144, 145
- Keller, Helen, quoted, 114, 115
- Les Miserables*, quotation from, 3
- Letter writing, 52-53
- Literature study, 3, 36, 37-38, 58-59, 71-72, 93, 95-96, 113-114, 115, 169-170
- Man Without a Country, The*, quotation from, 71-72
- Mood, 189 ff.; indicative, 189; imperative, 189; subjunctive, 190-192; conjugation, 192-195
- Negatives, 131
- New South, The*, quotations from, 58-59, 113-114
- Nominative, absolute, 63
- Nominative of address, 63
- Non-predicative verbs, 95 ff.; *see also* Gerund, Infinitive, Participle
- Nouns, 55-57, 58 ff.; 157-160; proper, 59-61; collective, 61-63; nominative uses of, 63; accusative uses of, 63; dative use of, 63; genitive uses of, 64; in apposition, 64; genitive case, form of, 65-69; infinitives as, 105; number of, 157-160; forming plurals of, 158-160; case of, 145, 148, 164-165
- Number, 147, 148, 155-162; agreement in, 155; shown by adjectives and pronouns, 155-157; of nouns, 157-160; rules for forming plurals, 157-160; number as applied to the verb, 160-162
- Numerals, 117

- Object, direct, *see* Direct object
- Object, indirect, *see* Indirect object
- Object of preposition, *see* Accusative with a preposition
- Object complement, *see* Ad-junct accusative
- Participle, The, 100-103, 107-111
- Parts of speech, The, 155 ff.: inflection of, 147-148; *see also* the names of the parts of speech, as Noun, Verb
- Person, 74-75, 168
- Personification, 60
- Phrases, 6 ff.; substantive, 19, 69-71, 134; idiomatic, 22-23, 133, 134-135; prepositional, 58, 134-136; adjectival, 121-125, 134; adverbial, 132-133, 134
- Plurals, rules for forming, 155-160
- Poem study, *see* Literature study
- Possession, genitive of, 64
- Possessive adjectives, 76-78
- Possessive pronouns, 76-78
- Predicate adjectives, 28-30, 118-119
- Predicate, complete, 20
- Predicate nominative, 63, 64: phrase or clause as, 69-71
- Prepositions, 55-58, 134-136
- Pronouns, The, 55-59, 71 ff., 144, 145, 148; personal, 74 ff.; declension of, 75; possessive, 76-78; use of personal, 78-79; reflexive and intensive, 81-82; interrogative, 83-84; indefinite, 84; demonstrative, 85; relative, 87-89, 139-140; number of, 144, 145, 148, 155-157; case of, 145, 148, 164, 165-167; person of, 147, 148, 168
- Quotations as direct objects, 44-45
- Review, 12-13, 37-38, 55-56, 85-87, 93-95, 113-114, 121-122, 127-128, 130, 134-135, 136, 138, 155, 165-166, 169, 182-183
- Sentence, The, clearness of, 111; sentence building, 2 ff.; the compound sentence, 47-48; the complex sentence, 50-51; variety, 35-37, 42-43, 45-47, 119-120; conciseness, 107-108; sentences and other word groups, 12-13; base of, 17-19, 47-48, 50-51; sentence strength, 45-47; unity, 51-52; effectiveness, 110-111
- Shall and will*, 178-183
- Sheldon, A. E., quoted, 37-38
- Should and would*, 183-184
- Stagecoach Hero, A.*, 37-38
- Story Study, *see* Literature study
- Story of My Life, The*, quotations from, 114-115
- Strength, 45-47
- Subject, 16, 20, 63, 69-70
- Subject, substantive, 19, 20-22
- Subjective complement, *see*, Predicate nominative
- Subjects for composition: *see* Topics for composition
- Substantives, 57; *see also* Nouns, Pronouns
- Synopsis of the verb, 194-195
- Tense, 148, 171 ff.; primary tenses, 171; secondary tenses, 171-172; forms in use, 173-175; present and perfect infinitive, 175-176; auxiliary verbs, 176-184; *shall and will*, 178-180, 183; *should and would*, 183-184; the principal parts of the verb, 184-188; regular and irregular

- v e r b s, 185; troublesome  
 principal parts, 186-187;  
 the principal parts in use,  
 188  
*There* as expletive, 27-28  
 Topics for composition, 4, 18,  
 39, 53-54  
 Unity in the paragraph, 51-52  
 Using grammar, 196  
 Variety in sentences, 35-36, 42-  
 43, 45-46, 119-120  
 Verbals, *see* Non-predicative  
 verbs  
 Verbs, 22 ff.; 55-57, 93 ff.;  
 144-145, 169 ff.; predica-  
 tive, 19, 22-24, 95 ff.;  
 phrases, 22, 134-135; com-  
 plete, 23-24, 26-28, 97-98;  
 transitive, 23, 31 ff.; 98,  
 99-100; intransitive, 23 ff.,  
 92, 99-100; linking, 24-26,  
 27-28, 97, 99; non-predic-  
 ative, 95, ff.; voice of,  
 33 ff.; 97, 144, 148, 169-  
 170; tense of, 171 ff.;  
 auxiliary, 176-181; princi-  
 pal parts of, 184; trouble-  
 some principal parts, 186-  
 187; regular and irregu-  
 lar, 185; mood of, 189 ff.;  
 conjugation of, 192-195;  
 synopsis of, 194-195  
 Voice, 147, 169-170  
*War Dance, The*, quotation  
 from, 169-170  
 Winthrop, Theodore, quoted,  
 95-96









