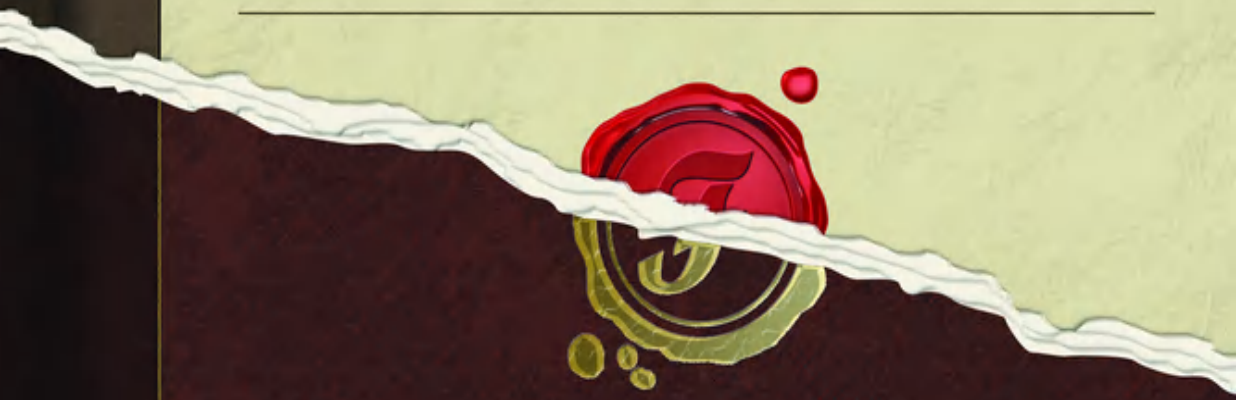
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LONGMANS ENGLISH GRAMMAR



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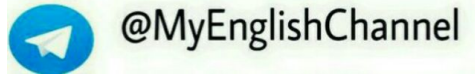
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Longmans English Grammar

By

David Salmon

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LONGMANS' ENGLISH GRAMMAR

EDITED AND REVISED BY

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MEMBER OF THE BOARD OF EXAMINERS, DEPARTMENT OF EDUCATION, THE CITY OF NEW YORK

REVISED EDITION

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EDITOR'S PREFACE

Of the merits of "Longmans' School Grammar," upon which the present book is based, little need now be said, for it has from its first appearance held an assured position as a most acceptable text-book for the effective teaching of a difficult subject. It was written by David Salmon—one of the best equipped teachers of England, not only with respect to scholarship and mastery of educational theory, but with respect to the practical sense which is even more requisite in the making of a good text-book. His work is characterized by a notably clear and inductive development, by wealth of illustration, and by simplicity of statement. Without pretending to be a "complete" Grammar, it yet goes well beyond the bare essentials, and it treats its subject with such directness and reasonableness that teachers using intelligent methods have recognized it as eminently a *teaching* book.

In "Longmans' English Grammar," now presented, while every effort has of course been made to preserve all the excellences just mentioned, there has been excluded whatever may properly be regarded as too difficult for an elementary Grammar, and at the same time there have been introduced such improvements as appeared to be called for. These improvements may be noted under the heads of changes in arrangement, addition of new material, and general revision of the text.

John Stuart Mill says that the things we study in Grammar, "the distinctions between the various parts of speech,

between the cases of nouns, the moods and tenses of verbs, the functions of participles, are distinctions in *thought*, not merely in words." It ought to be plain, therefore, that Grammar should not be taught formally or dogmatically, or as an enforced exercise of the memory applied to "distinctions in words." It should be, rather, the study of language as the living expression of thought, the teacher continually harking back from forms to underlying meanings, and thus making Grammar a study of "distinctions in thought." So taught, this study becomes a preeminent training not only in the understanding of the written or spoken utterances of others, but in the pupil's own powers of clean-cut classification, of clear reasoning, and of accurate and correct expression.

The reign of the notion that Grammar should be set aside for loose and untechnical "language lessons" has been short-lived. The newer and sounder doctrine is that a pretty thorough-going course in Grammar is, after all, indispensable to an elementary education. High school teachers insist that the pupils they receive from the elementary schools ought to know at least the rudiments of technical grammar; while, as for the boys and girls who do not continue into the high school, the usefulness to them of this study, properly taught, is, for the reasons already mentioned, becoming less and less a matter for question. The teacher's aim must be, therefore, to make the subject as readily comprehensible, and even attractive, as possible. The avoidance of needless particularity and of technical puzzles, and the constant approach to the grammatical point of view by way of concrete examples, make this text-book, it is confidently believed, an effective aid to the teacher who desires to impart the essentials of Grammar intelligently and successfully.

G. J. S.

PREFACE TO THE REVISED EDITION

In this edition, aside from a reclassification of adjectives, a more complete treatment of several topics, and the addition of some exercises, the principal changes have been along the line of making the terminology used in the book agree (wherever any modification was necessary) with that which has been officially adopted for the schools of the City of New York. As this has involved no alteration of the plan or method of the book, and as the revised terminology is simple and in general acceptation, there seems to be no reason why this book should not meet satisfactorily, as heretofore, the needs of American schools at large, as well as those of New York.

In making these changes of nomenclature I have also had in view the recommendations of the Report of the Committee on Grammatical Nomenclature of the National Educational Association (July, 1913).

In this edition, the sentences in the several exercises have been numbered, for the convenience of teachers.

G. J. S.

New York, August, 1915.


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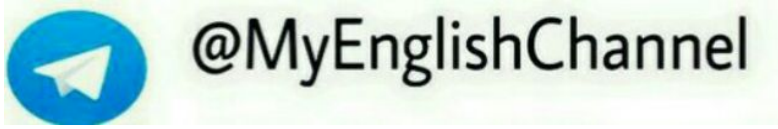
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EXPLANATORY NOTE

THE attention of those who use this book as a basis for class work is called to the fact that the sizes of type employed are intended to indicate, to some extent, the relative importance of the matters treated. The type will therefore guide those who wish to omit portions of the book, in order to pursue only a shorter course. The plan is explained in Note 21, page 323. It will suffice here to point out that paragraphs printed in the smaller type, and especially those preceded by an asterisk, may, at the teacher's discretion, be omitted. The essentials of the subject are contained in the paragraphs printed in large type, and these will be found to provide a continuous exposition of English grammar.



LONGMANS' ENGLISH GRAMMAR

PART I

PARTS OF SPEECH

NOUNS

Exercise 1.—*a. In the following sentences pick out*[1] *all names of persons.*

1. Jack[2] is playing with Tom and Alfred. 2. Mary and Edith are writing. 3. Howard and Kate are coming to-morrow. 4. Mr. Jones is talking to Miss Brown. 5. Miss Percy and Mrs. Griffiths have just called. 6. King James reigned after Queen Elizabeth. 7. Captain Green waited for Major Owen. 8. Can you tell me where Mayor Carrington lives? 9. We met Governor Knox yesterday. 10. Wellington defeated Napoleon.

b. Give the names of

1. Ten boys.
2. Ten girls.
3. Ten persons whom you know.
4. Ten persons about whom you have read.

Exercise 2.—*a. In the following sentences pick out all names*

1. *Of persons.*
2. *Of places.*

[1] See "Notes for Teachers," p. 323, Note 19.

[2] See "Notes for Teachers," p. 323, Note 20.

1. Victor lives at Richmond. 2. King Solomon reigned in Jerusalem. 3. Mr. Bosworth has sailed for Germany. 4. Washington crossed the Delaware. 5. General Wolfe was killed outside Quebec. 6. India belongs to the English. 7. Moses led the Jews from Egypt to Canaan. 8. Mrs. Jones took Minnie along Regent Street and Oxford Street to Hyde Park. 9. There they met Miss Latham. 10. The Dutch live in Holland.

b. Give the names of

1. Ten countries.
2. Ten places in your own country.
3. Ten places in which you have been.
4. Ten streets.

1. When I say *Captain Kidd* I use the name of one particular sailor, not of every sailor; but when I say *sailor* I may mean Captain Kidd or any other sailor. In the same way, *Miss Scott* is the name of some lady, but *lady* means any lady. *Sailor* and *lady* are as truly names as *Captain Kidd* and *Miss Scott* are, but instead of being names of particular persons they are names of kinds of persons.

Exercise 3.—*a. In the following sentences pick out all names of kinds of persons.*

1. The master is kind to his servants. 2. The boy hurt his sister. 3. I met my uncle, aunt, and three cousins to-day. 4. The king sent for his wise men. 5. The princess was walking with her maids. 6. The girl is nursing the baby. 7. The scholars love their teacher. 8. The huntsman passed by. 9. That child's father is a grocer. 10. The general ordered his soldiers to charge.

b. Give the names of

1. Ten kinds of shopkeepers; as, *grocer, butcher.*
2. Ten kinds of relatives; as, *father.*
3. Ten kinds of workmen; as, *carpenter.*

Exercise 4.—*In the following sentences pick out all names*

1. *Of kinds of persons.*
2. *Of kinds of places.*

1. The shepherd is in the field; his sister is in the cottage. 2. The queen was in the parlor; the king was in his counting house. 3. The lad has gone to his home. 4. The citizens fled into the country. 5. The fisherman is at sea. 6. A policeman was walking up the street. 7. The workman was digging in his garden. 8. The girls were sent to school. 9. The old man was waiting at the station for his son. 10. The child fell over the cliff.

Exercise 5.—*a. In the following sentences pick out all names of kinds of animals.*

1. The dog ran after the sheep and lambs. 2. The hawk killed three chickens. 3. The cat is playing with her kittens. 4. The cows are grazing. 5. Puss caught a mouse. 6. The thrushes and blackbirds were singing. 7. The bird was picking up worms. 8. An elephant is larger than a lion. 9. Some parrots can talk. 10. Ducks, geese, and swans can swim, but hens cannot.

b. Give the names of

1. Ten kinds of animals that live on land.
2. Ten kinds of birds.
3. Ten kinds of fishes.

Exercise 6.—*a. In the following sentences pick out all names of things.*

1. The book is on the table. 2. A stone was thrown at the window. 3. The bottle is full of water. 4. The plow is made of iron. 5. Put some coal on the fire. 6. The roof is covered with snow. 7. The tree has shed its leaves. 8. The milk stood in a pan. 9. Acorns grow on oaks. 10. The picture hangs on the wall.

b. Give the names of

1. Ten things which are used in school.
2. Ten things which are used at home.
3. Ten flowers.
4. Ten vegetables.
5. Ten articles of dress.
6. Ten things which are sold by a grocer.

2. In grammar all words used as names are called **nouns.**[1]

3. Snow is white or has the *quality* of *whiteness;* a stone has the quality of *hardness;* a just man shows the quality of *justice,* and an honest man shows the quality of *honesty. Whiteness, hardness, justice, honesty* are the names of certain qualities, and are therefore nouns.

Exercise 7.—*a. In the following sentences pick out all names of qualities.*

1. The brightness of the sun dazzles the eyes. 2. The fire gives out warmth. 3. The smoothness of the ice made the child slip. 4. The rose is admired for its beauty and sweetness. 5. The driver was punished for his cruelty. 6. Solomon chose wisdom. 7. Will you have the goodness to help me? 8. His friendship must be kept. 9. You can trust to their honor. 10. The tiger is noted for courage, strength, and ferocity.

b. Give the names of ten qualities not named in the sentences just given.

4. *Walking, riding,* and *shooting* are the names of *actions. Seizure, capture, nod, wink, burglary,* and *motion* are also names of actions.

[1] The word *noun* comes from the Latin *nomen,* a name, through the old French *noun* or *non* (modern French *nom*).

Exercise 8.—*a. In the following sentences pick out all names of actions.*

1. Tom is fond of walking. 2. That man teaches writing. 3. Next summer we shall learn swimming. 4. My brother will teach me rowing. 5. Sailing is not always safe. 6. Reading is interesting. 7. Forgetting is easier than learning. 8. Hearing and obeying are different.

9. We took a brisk walk. 10. I am sorry for the loss of the knife. 11. He was found guilty of murder. 12. You have done me a great service. 13. His accusation caused her much uneasiness.

b. Give ten other names of actions.

5. We have now seen that nouns may be
(1) The names of particular persons or places.
(2) The names of kinds of persons, places, or things.
(3) The names of qualities.
(4) The names of actions.

Learn[1]

6. A noun is a word used as the name of something.

NOTE.—It is the *name* of the thing (or person, place, quality, or action) and not the *thing itself* that is a noun. Thus a desk is not a noun, but the word *desk* is.

Exercise 9.—*Pick out all the nouns in the following sentences.*

1. Little Tom Tucker
Sings for his supper.
What shall he have to eat?
White bread and butter.

2. The lion and the unicorn
Were fighting for the crown.

[1] See "Notes for Teachers," p. 323, Note 21.

3. The dew was falling fast; the stars began to blink;
I heard a voice; it said, "Drink, pretty creature, drink."

4. Then all through merry Islington
These gambols he did play,
Until he came unto the Wash
Of Edmonton so gay.

5. There was a little man,
And he had a little gun,
And his bullets were made of lead, lead, lead;
He went to the brook,
And he saw a little duck,
And he shot it right through the head, head, head.

6. The singing of the bird is sweet. 7. The grief of the parents at the loss of their children was without bounds. 8. Painting can be mastered only by long study. 9. Art is long, but life is short. 10. Pride goeth before destruction. 11. He always told the truth. 12. A little weeping would ease my heart. 13. The quality of mercy is not strained. 14. A thing of beauty is a joy forever. 15. Silence is golden. 16. His speech at the dinner was a great success. 17. The thickness of this ink makes writing very difficult. 18. The fellow supposed his theft was too clever for detection.

19. There was a sound of revelry by night,
And Belgium's capital had gathered then
Her beauty and her chivalry.

20. John Gilpin was a citizen
Of credit and renown.

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VERBS

Exercise 10.—*In the following sentences pick out first the noun and then the word that tells what the person or thing named* [1] *does.*

1. Fire burns. 2. Horses neigh. 3. Sheep bleat. 4. Birds fly. 5. Fishes swim. 6. Dogs bark. 7. Lions roar. 8. Children play. 9. Babies cry. 10. Tom works. 11. Fred learns. 12. Cats mew. 13. Stars shine. 14. Mary reads. 15. Mother watches. 16. Owls hoot. 17. Day dawns. 18. Rain falls. 19. Monkeys chatter.

Exercise 11.—*After each of the following nouns place a word that tells what the person or thing named does.*

1. Baby. 2. Lightning. 3. Flowers. 4. William. 5. Swallows. 6. Soldiers. 7. Percy. 8. Bees. 9. Rivers. 10. Gas. 11. Clerks. 12. Singers. 13. The [2] sun. 14. The wind. 15. The eagle. 16. The ship. 17. The master. 18. The scholars. 19. The bell. 20. The dog. 21. The moon. 22. The mouse. 23. The baker. 24. The tailor. 25. The thief. 26. The carpenter. 27. The mower. 28. The sower. 29. The plowman. 30. The parrot.

Exercise 12.—*The following words may be used to say what persons or things do; place a noun* [3] *before each.*

Blows. Howls. Walks. Plays. Fell. Low. Whistled. Shrieked. Sings. Sing. Sang. Sleeps. Slept. Rang. Flow. Fight. Sail. Grows. Bark. Barks. Cried. Bloom. Runs. Mews. Laughed. Soar. Swim. Shines. Dawns. Sew. Scratch. Boils. Gallops. Flashed. Cackle. Came.

7. Some words that tell what persons or things do may make complete sense when joined to nouns; as, "The fire

[1] See "Notes for Teachers," p. 317, Note 1.

[2] The word *the* is no part of the Noun.

[3] The noun may have *the* before it.

burns;" "The wind *roars.*" (See Exercise 10.) Other words that tell of doing do not make complete sense when joined to nouns. Thus, if some one says, "Arthur *loves,*" "Walter *threw,*" we ask, "Loves whom?" "Threw what?"

Exercise 13.—*a. In the following sentences pick out the words that tell of doing.*

1. Arthur loves his sister. 2. Walter threw a stone. 3. Tom broke a window. 4. The servant sweeps the room. 5. Masons build walls. 6. The girl milks the cow. 7. Artists paint pictures. 8. A poet writes poems. 9. The smith hammered the iron. 10. Horses draw carts. 11. Cows eat grass. 12. Cats catch mice. 13. The sexton tolled the bell. 14. The horse kicked the groom. 15. The grocer sells sugar. 16. The baby heard the parrot. 17. The hounds caught the fox. 18. The bird forsook the nest. 19. The gardener watered the flowers. 20. Miss Wilson sang a ballad.

b. Fill in each blank in the following incomplete sentences with a word that tells of doing.

1. Horses . . . . hay. 2. The dog . . . . the thief. 3. The banker . . . . a purse. 4. Edgar . . . . the ball. 5. The boy . . . . the lesson. 6. Masters . . . scholars. 7. Tailors . . . . coats. 8. The lady . . . . a song. 9. The bricklayer . . . . a wall. 10. The girl . . . a rose. 11. The servant . . . . a dish. 12. The cook . . . . the meat. 13. The hunter . . . . a tiger. 14. The farmer . . . . the ground. 15. Cats . . . . mice.

Learn

8. A verb[1] is a word used to say something to or about a person or thing.

[1] *Verb* from the Latin *verbum,* a word. The verb gets its name from being the most important word—*the* word—in a sentence.

9. Some verbs do not tell of *doing* or *acting*. In the sentences "Be quiet," "Grass is green," *be* and *is* do not express doing; but they are verbs, for they are used to say something to or about a person or thing.

10. The different forms belonging to a verb are called its "parts." These are some [1] parts of the verb *be: is, are, was, were, been.* Thus we say, "The soldiers *are* ready;" "The children *were* absent."

11. In Exercise 13 examples were given of verbs that did not make complete sense when joined to nouns. The parts of the verb *be* rarely make complete sense when so joined. If I say, "The boy *is*," "Jennie *was*," "The strangers *are*," you naturally ask, "Is, was, are, what?" The sense is complete if I say, "The boy *is* happy;" "Jennie *was* afraid;" "The strangers *are* sailors."

NOTE.—When, however, the verb *be* is used with the meaning *exist* it makes complete sense after a noun. Thus when we hear the words "God is" (meaning "God exists"), we do not expect any word to be added to finish the sentence. In the same way we say, "Can such things *be*?" "Time *was* and *is* and shall *be*."

Exercise 14.—*a. In the following sentences pick out the parts of the verb* **be**.

1. The prisoners are guilty. 2. The man was a soldier. 3. Those birds were starlings. 4. Sugar is sweet. 5. Homer was a poet. 6. The horse is dead. 7. The sun was bright. 8. The stars are beautiful. 9. Paris is a city. 10. Washington was a general. 11. The horses were too old to enter the race.

12. There was a man in our town
And he was wondrous wise.

[1] See Note 2, p. 317.

b. Fill in each of the following blanks with a part of the verb **be.**

1. The flower . . . . pretty. 2. Jackson . . . . our gardener. 3. The boys . . . . at school yesterday. 4. Ethel . . . . here last week. 5. Shakspere . . . . a great poet. 6. Stratford-on-Avon . . . . in England. 7. Manitoba . . . . in Canada. 8. Julius Cæsar . . . . a Roman general. 9. Old King Cole . . . . a merry old soul. 10. The Alps . . . . high.

12. Some part of the verb *be* is often used to help another word to tell of doing. The two words together form one verb.

Verb consisting of one word	*Verb consisting of two words*
1. The bird *sings.*	The bird *is singing.*
2. The dew *fell* fast.	The dew *was falling* fast.
3. The stars *shone.*	The stars *were shining.*
4. Flowers *grow* in the garden.	Flowers *are growing* in the garden.

Exercise 15.—*Pick out the verbs in the following sentences.*

1. The dog carried a basket.	The dog was carrying a basket.
2. The soldier thinks of his home.	The soldier is thinking of his home.
3. The masons build a wall.	The masons are building a wall.
4. Tom studied his lesson.	Tom was studying his lesson.
5. The fishermen ate their dinner.	The fishermen were eating their dinner.
6. The lecturer spoke of his adventures.	The lecturer was speaking of his adventures.
7. The girls expect their aunt.	The girls are expecting their aunt.

13. These are some of the parts of the verb *have: have, has, had.*

Exercise 16.—*a. In the following sentences pick out the verbs.*

1. The baby has a rattle. 2. Each scholar has a pen. 3. The girls have necklaces. 4. The farmer had nine horses. 5. Those houses have large windows. 6. Each wife had seven sacks. 7. Many men have many minds. 8. Frank had a pony. 9. Little Johnny Pringle had a little pig.

b. Fill the following blanks with parts of the verb **have.**

1. Each hand . . . . five fingers. 2. The farmers . . . . too much rain last year. 3. September . . . . thirty days. 4. The little man . . . . a little gun. 5. The king . . . . a great army. 6. The men . . . . poor food. 7. Mary . . . . a new frock. 8. The books . . . . pretty covers. 9. The dog . . . . a bushy tail.

14. The verb *have* is often used like the verb *be* in helping another verb.

Verb consisting of one word	*Verb consisting of two words*
1. The farmer *sold* his pigs.	The farmer *has sold* his pigs.
2. The masters *spoke* to their men.	The masters *have spoken* to their men.
3. The traveler *lost* his way.	The traveler *had lost* his way.

15. The verb *have* is used with the verb *be.*

Verb consisting of one word	*Verb consisting of two words*
1. The merchant *was* in London.	The merchant *has been* in London.
2. The servants *were* in the field.	The servants *have been* in the field.
3. The captain *was* hungry.	The captain *has been* hungry.

Exercise 17.—*Pick out the verbs in the following sentences.*

(*a*)	1.	The soldier did his duty.	The soldier has done his duty.
	2.	The tailor altered the coat.	The tailor has altered the coat.
	3.	The dogs chased a fox.	The dogs have chased a fox.
	4.	The lady saw her uncle.	The lady had seen her uncle.
	5.	The stranger walked to Boston.	The stranger had walked to Boston.
	6.	The sailors lost their ship.	The sailors have lost their ship.
(*b*)	7.	My father was in Paris.	My father has been in Paris.
	8.	Our cousins were here.	Our cousins have been here.
	9.	The horse was in the stable.	The horse had been in the stable.
	10.	The girls were ill.	The girls had been ill.
	11.	The river is very full.	The river has been very full.
	12.	The baby was in the cradle.	The baby had been in the cradle.

16. The verb *have* and the verb *be* are sometimes used together in helping another verb; as, "Mary *has been reading;*" "The mowers *have been cutting* the hay;" "The butcher *had been buying* sheep."

Exercise 18.—*Pick out the verbs in the following sentences.*

1. The wind has been blowing. 2. The farmer has been looking at his corn. 3. The boys have been playing marbles. 4. The horse had been standing under a hedge. 5. The baby has been screaming. 6. Your father has been talking about you. 7. The mole-catchers have been setting traps.

8. The men had been working on the railway. 9. The sailor has been visiting his friends. 10. The young men had been swimming.

17. The verb *be* is often used in helping another verb to tell *what is done to* some person or thing; as, "The groom *was kicked* by a horse;" "The glass *was cracked* with a stone;" "The poor fellow's arm *is broken;*" "The good scholars *were praised* by their teacher."

In these, as in other cases, the verb *have* may be used with the verb *be;* thus, "The thief *has been caught;*" "The houses *have been sold;*" "The officer *had been blamed;*" " The schools *have been closed* for the day."

Exercise 19.—*Pick out the verbs in the following sentences.*

a. 1. The lawn is watered by the gardener. 2. The letter was written by Tom. 3. The lion was shot by the hunters. 4. The girl was stung by a wasp. 5. The ink was spilled by the baby. 6. Two foxes were caught yesterday. 7. The boards were sawed by the carpenter. 8. My brothers are blamed by the master. 9. The books were brought by William. 10. Those pictures were painted by Turner.

b. 11. The lawn has been watered by the gardener. 12. The letter has been written by Tom. 13. The bear has been killed. 14. Five of the boys have been stung by bees. 15. The trees had been blown down. 16. The thief has been forgiven. 17. The books have been brought by William. 18. The fire had been put out. 19. The horses had been shod the day before. 20. Three games have been pitched by Tompkins.

18. The same thought may often be stated in two ways; thus,

With a verb telling what a person or thing does	*With a verb telling what is done to a person or thing*
1. Bolton, the tailor, *made* this coat.	This coat *was made* by Bolton, the tailor.
2. Mr. Jones *invites* Jack to dinner.	Jack *is invited* to dinner by Mr. Jones.
3. The expressman *brought* the trunks.	The trunks *were brought* by the expressman.
4. The grooms *are exercising* the horses.	The horses *are being exercised* by the grooms.

Exercise 20.—*Change the form of statement in the following sentences.*

a. 1. John broke the window. 2. The mowers are cutting hay. 3. The masons have built a wall. 4. The cat has scratched the little girl. 5. The dog worried the cat. 6. The rat has eaten the malt. 7. The cow tossed the dog. 8. Edgar has given a ball to his brother. 9. The gardeners have pruned the trees. 10. The horses have eaten their corn.

b. 11. The boat was broken by the waves. 12. Light is given by the sun. 13. The pavements have been washed by the rain. 14. Silk and cloth are sold by merchants. 15. America was discovered by Columbus. 16. The medicine was prepared by the doctor. 17. Four sheep were killed by the tiger. 18. Honey is made by bees.

19. Verbs used in helping other verbs are called **auxiliary**[1] verbs. Remember that auxiliaries together with the principal verb are regarded as one verb.

[1] From the Latin *auxilium*, aid or help.

20. *Shall, should, will,* and *would* are used in helping other verbs; as, "I[1] *shall see* my father to-morrow;" "We[1] *shall return* next week;" "The postman *will come* soon;" "I *should stay* at home if it rained;" "The flowers *would wither* in the sun."[2]

21. With these, *be* and *have* (either as auxiliary verbs or as principal verbs) may also be used; thus,

Be *and* have *as auxiliary verbs*	Be *and* have *as principal verbs*
1. I *shall be working* to-morrow.	I *shall be* in New York.
2. The horse *will be sold* at the fair.	We *should be* late.
3. We *shall have left* London to-night.	We *shall have* a treat then.
4. The girl *will have found* her doll by that time.	The boy *would have* a prize.

Exercise 21.—*Pick out the verbs in the following sentences.*

a. 1. Betty will write a letter. 2. We shall read that book. 3. I should eat the apple. 4. The sun will rise at five. 5. We shall begin French next week. 6. The landlord will sell two farms. 7. The mowers should finish by sunset. 8. The messenger will bring the parcel. 9. Fred would like this book. 10. The glass would break.

b. 11. We shall have been to Paris. 12. The mother will have been with her daughter. 13. The children would have been early. 14. We should have been late. 15. I shall have a prize. 16. The girls will have some skipping-ropes. 17. This gardener will have some cherries. 18. I should be glad if you would be there. 19. She would be happy then. 20. We shall have fine days now.

[1] *I* and *we* and other words of the same kind will be dealt with later. They are used like nouns with verbs.

[2] See "Notes for Teachers," p. 317, Note 3.

22. It often happens that when a verb consists of two or more words the words do not follow one another immediately. Thus,

Sentence	*Verb*
1. The bird is not singing.	is singing.
2. The dew was already falling.	was falling.
3. The soldier is sadly thinking of his home.	is thinking.
4. The fisherman has lately broken his leg.	has broken.
5. The merchants have just returned.	have returned.
6. The boys have this morning been playing foot-ball.	have been playing.
7. The horses had in vain been sought.	had been sought.

Exercise 22.[1]—*Pick out the verbs in the following sentences.*

1. We shall soon meet again. 2. Our name is no more heard there. 3. The foe was sullenly firing. 4. The man will certainly come again. 5. John has often written to us. 6. The girls were then playing indoors. 7. The porter was seriously injured. 8. The rider has very quickly returned. 9. Every jolly Jack will soon be coming back. 10. The sea is clearly seen from here. 11. The story was not believed. 12. Her friend has of late been much from home. 13. The birds were merrily singing. 14. The work was nearly finished. 15. The wind was softly sighing. 16. The storm is fiercely raging. 17. The captain is greatly loved by his men. 18. The prisoner was cruelly treated. 19. The truant will not be punished. 20. The sun was brightly shining. 21. The boots were not stolen. 22. I have only just heard the news. 23. The pupils are now saying their lessons. 24. The sailors have been joyously dancing. 25. The servant would certainly lose her place.

[1] See "Notes for Teachers," p. 323, Note 22.

26. We shall probably sail on Wednesday. 27. Brown has hardly ever called here. 28. The mother was very much pleased with the news. 29. The lad will ere long go home. 30. The weather has lately been wet.

23. When a question is asked, the words forming a verb are often separated. Thus,

Question	*Verb*
1. Has John found his knife?	has found.
2. Is William doing his lessons?	is doing.
3. Have the cows been milked?	have been milked.

Exercise 23.—*Pick out the verbs.*

1. Is the gardener pruning the trees? 2. Has the baker been here? 3. Were the pigs sold? 4. Have the men been digging potatoes? 5. Shall those roses be cut to-day? 6. Had the gentleman lost his hat? 7. Was the thief caught? 8. Is the water boiling? 9. Have the girls learned their poetry? 10. Has the window been broken? 11. Would the ship be wrecked? 12. Has the crew been saved? 13. Should the servant hear? 14. Did the dog bark? 15. Will the friends call to-day?

Infinitives

24. In the sentences, "I like *to skate*" "They wished *to be paid* at once," the expressions *to skate* and *to be paid* are not verbs,[1] for *they do not tell or assert anything.* They do not say anyone skated or anyone was paid. They *express* or show action or doing *without stating or asserting* it. Such verbal expressions are called **infinitives.**[2] In each of the

[1] Read again paragraph 8.

[2] From the Latin *in*, meaning *not*, and *finitum*, *bounded* or *limited*; the infinitive is not limited, as verbs are, to definite assertion, but it expresses action in a general way.

following sentences there is only one assertion, and that is expressed by the verb, not by the infinitive.

Verb	*Infinitive*
Annie *is going*	*to play* a tune.
The teacher *intends*	*to give* a lesson.
The boy *hoped*	*to meet* his sister.
The child *seemed*	*to be lost.*

25. All the infinitives in the sentences just given are preceded by *to*. But after *make, see, hear, let, dare,* and some other verbs, the infinitive is rarely preceded by *to*. Thus,

Verb	*Infinitive*
The teacher *helped* me	*climb* the tree.
Edward *made* the dog	*come* in at once.
The colonel *will let* the soldier	*go* home.
The lady *bade* the boy	*open* the door.

Exercise 24.—*Pick out the verbs and the infinitives in the following sentences.*

a. 1. The mother promised to return. 2. The huntsman is trying to catch the horse. 3. The father told his sons to listen. 4. The clerk is going to write a letter. 5. The traveler meant to return that way. 6. A sower went forth to sow. 7. The mowers have begun to cut the hay. 8. Robert intends to walk home. 9. Mary had hoped to receive a prize. 10. The knight studied to please the king. 11. The horse wanted to get out. 12. Several boys wished to try. 13. Did the chairman ask Mr. Jones to speak? 14. Professor Johnson invited Mr. Evans to visit the museum. 15. Were the girls pleased to see them?

b. 16. Tom let his cousin see the nest. 17. Jack made his dog bark. 18. The people felt the house shake. 19. I heard the thunder roar. 20. The sick man bade them send

for a doctor. 21. Nobody dared leap across the wild river. 22. His father made Richard keep the promise. 23. No one need fear this dog. 24. The king watched the knight attack his enemy. 25. The horse helped us stand against the current. 26. Will you let the baby try to walk?

26. We have seen that, whether it tells of doing or of being, the verb is always the word that makes the assertion or says something to or about a person or thing. A verb of doing may say

(1) What a person or thing does. (See Exercises 10 and 13.)
(2) What is done to a person or thing. (See paragraph 17 and Exercise 19.)

The verb *be* may

(1) *Help* [1] to say something about a person or thing. (See paragraphs 11, 12, 17.)
(2) Say that a person or things exists. (See paragraph 11, *note.*)

Exercise 25.—*In the following sentences pick out the verbs and the infinitives.*

1. The dog barks. 2. The horse gallops. 3. The bird chirps. 4. The clock ticks. 5. The knife cuts. 6. The cat mews. 7. The teacher writes. 8. The pigs feed. 9. The tailor sews. 10. The sea moans. 11. The river runs. 12. The tree waves. 13. The butterfly rests. 14. The lion roars.

15. Violets bloom in spring. 16. The gas burns brightly. 17. That fellow struck James. 18. Mary rang the bell. 19. Annie arrived from Rome. 20. William conquered England. 21. The miller ground the corn. 22. The little girl ran to her father. 23. Horses draw the plow.

[1] See "Notes for Teachers," p. 317, Note 4.

24. Ash is tough. 25. Oak is hard. 26. Walking is healthful. 27. Sleep is refreshing. 28. The Cambrian Mountains are in Wales. 29. The Romans were good road-makers. 30. The sailors are in a boat. 31. The butter was quite fresh. 32. The church was very old.

33. There is a cat in the garden. 34. There was a dish on the table. 35. There were twenty people present. 36. There are sheep on the hill.

37. The fisherman has a new net. 38. The woman has had a letter from her son. 39. Cows have cloven hoofs. 40. Jack is having his dinner. 41. The farmer had forty pigs. 42. The king had three sons.

43. The old man was sitting under a tree. 44. The house was burning. 45. The roses were being scattered by the wind. 46. The carpet was beaten this morning. 47. The mower was bitten by a snake. 48. England was conquered by William. 49. The corn was ground by the miller. 50. The cows have been called home. 51. The cheeses were eaten by mice. 52. That fish is caught with a hook. 53. The flowers were gathered by Ellen.

54. That carving is much admired. 55. The lady was nearly stunned. 56. Snow had newly fallen. 57. The sun has just risen. 58. The moon was almost setting. 59. Amelia is nearly always reading. 60. Nelly had often driven the horse. 61. The week has quickly gone. 62. The bells were merrily ringing. 63. Has Bob heard the news? 64. Have the goods been sent home?

65. Fred told his brother to keep the knife. 66. The people were going to hear a lecture. 67. Ethel has been learning to play the violin. 68. The messenger was told to return at once. 69. The hunter wants to find a fox. 70. This lesson has to be learned. 71. The boy dared not meet his father. 72. The mother let the girl go home.

73. The lion and the unicorn
Were fighting for the crown;
The lion beat the unicorn
All round about the town.

74. Jack and Jill went up the hill
To fetch a pail of water.

75. Three wise men of Gotham
Went to sea in a bowl;
If the bowl had been stronger
My story would have been longer.

Words Used Both As Nouns and As Verbs

27. Some words may be both nouns and verbs. To decide what one of these words is in any given case consider how it is used.

(1) If it is the name of anything it is a noun.
(2) If it says something about or to any person or thing it is a verb.

Nouns	*Verbs*
1. The driver gave the horse a hard *blow.*	The winds *blow.*
2. *Waste* makes *want.*	Some men *waste* and then *want.*
3. The gardeners are bringing *water.*	The gardeners *water* the flowers.

Exercise 26.—*Say whether each of the words printed in italics is a noun or a verb, and give the reason.*

1. There was some *talk* about the business. 2. Some people *talk* too much. 3. Dogs *bite.* 4. The *bark* of some dogs is worse than their *bite.* 5. Dogs *bark.* 6. The girls had a pleasant *ride.* 7. The girls *ride* well. 8. The *walk*

was very enjoyable. 9. Old men *walk* slowly. 10. The laundress *irons* the shirt. 11. The sailor was put in *irons*. 12. Mr. Wills has too many *irons* in the fire. 13. Birds *fly*. 14. A *fly* is on the window. 15. We like *work*. 16. Good boys *work* hard. 17. *Names* are nouns. 18. Harry *names* the nouns. 19. Cruel drivers *whip* horses. 20. The driver has a new *whip*. 21. Tom *rose* early. 22. Tom plucked a *rose*. 23. The teacher *set* the exercises. 24. The pupil worked a *set* of exercises. 25. They *scale* high cliffs in search of eggs. 26. Put the butter in the *scale*.

Exercise 27.—*Put each of the following words into two sentences, using it as a noun in the first sentence and as a verb in the second.*

Harm. Right. Salt. Blind. Steel. Steep. Hit. Pinch. Run. Love. Milk. Crowd. Shoe. Cover. Drink. Sleep. Guide. Call. Judge. Beat. Doubt. Dream. End. Report. Part. Stroke. Hate. Guard. Change. Stone. Act. Tread. Retreat. Look. Sup. Murder. Mark. Place. Plant. Hurt. Wish. Fear. Hope. Spy. Dance. Fire. Ruin. Sail. Paper. Butter. Prey. Blame. Pardon. Cheat. Watch. Lean. Pain. Welcome. Praise.

Subject and Predicate

28. A *sentence* is the statement of a thought in words.

29. The sentence "Mary writes" consists of two parts:

(1) The name of the person of whom we are speaking —*Mary*, and

(2) What we say about Mary—*writes*.

30. Every sentence, however long, has two such parts.

The part denoting the person or thing spoken about is called the **subject**.

What we say about the person or thing denoted by the subject is called the **predicate**.

31. As the verb is the part of speech by means of which we can say something about a person or thing, it follows that there must always be a verb in the predicate. In many sentences the predicate is a verb alone; but usually there are other words in the predicate besides the verb.

32. When you wish to find the subject of a sentence, always look first for the verb; that will be the whole or a part of the predicate. Then ask, "Who?" or "What?" before the verb; the answer will be the subject. Thus,

John runs.

Which is the verb?—*Runs.*
The predicate is *runs.*
Who runs?—*John.*
Therefore the subject is ***John.***

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Fire burns.

Which is the verb?—*Burns.*
The predicate is *burns.*
What burns?—*Fire.*
Therefore the subject is *fire.*

Exercise 28.—*a. Pick out thus the subjects and the predicates of the sentences given in Exercise* 10.

Sentence	*Subject*	*Predicate*
1. William sings.	William	sings.
2. Birds fly.	Birds	fly.
3. Sheep bleat.	Sheep	bleat.
4. Henry is reading.	Henry	is reading.

b. Treat similarly the following sentences.

1. Rain is falling. 2. Rain has fallen. 3. Stars are shining. 4. The letters have been posted. 5. The lions were killed. 6. Cattle are grazing. 7. Soldiers were watching. 8. School is closed. 9. Traps were set.

Exercise 29.—*Place subjects before the following predicates.*

1. Mew. 2. Chatter. 3. Grunt. 4. Ran. 5. Hum. 6. Fly. 7. Crow. 8. Was writing. 9. Has been digging. 10. Are bleating. 11. Is falling. 12. Is coming.

Additional predicates:—Exercise 12.

Exercise 30.—*Pick out thus the subjects and the predicates of the sentences given in Exercises* 13, 14, 19, *and* 20.

Sentence	*Subject*	*Predicate*
1. Arthur loves his sister.	Arthur	loves his sister.
2. John broke the window.	John	broke the window.
3. The lawn is watered by the gardener.	The lawn	is watered by the gardener.

33. A sentence that makes a statement or assertion is called a **declarative** sentence. The sentence "John is coming," makes a statement.

34. The sentence "Is John coming?" asks a question. It is called, therefore, a questioning or **interrogative**[1] sentence.

Notice the difference between the two sentences in each of the following pairs.

Stating or Declarative Sentence	*Questioning or Interrogative Sentence*
1. Bees are humming.	Are bees humming?
2. Charles has spoken.	Has Charles spoken?
3. Fred will write.	Will Fred write?
4. Mary should wait.	Should Mary wait?
5. Baby fell.	Did baby fall?
6. Birds sing.	Do birds sing?

[1] From the Latin *inter*, and *rogare*, to ask.

Exercise 31.—*a. Turn into interrogative sentences the declarative sentences given in Exercise* 28, *b, and the following.*

1. Baby woke. 2. Uncle has come. 3. School has begun. 4: Monkeys climb. 5. Cocks crow. 6. The cats fought. 7. Charlie grows. 8. Fishes swim. 9. Adders sting. 10. Richard came.

b. Turn the following interrogative sentences into declarative sentences.

11. Is Harry sliding? 12. Has aunt called? 13. Did Mrs. Brown send? 14. Will father wait? 15. Is day breaking? 16. Did snow fall? 17. Do horses neigh? 18. Did Jane hear? 19. Should scholars learn?

35. In order to find the subject and the predicate of an interrogative sentence, turn it into a declarative sentence; thus,

Question—Is Fred expected?
Statement—Fred is expected.
Verb—*is expected.* *Who* is expected?—*Fred.*
Subject—*Fred.*

Exercise 32.—*Pick out the subjects and the predicates of the sentences in Exercise* 31, *b, and the following.*

1. Are you attending? 2. Did you hear? 3. Was he sleeping? 4. Shall I be pleased? 5. Had night begun? 6. Has spring come? 7. Is mother returning? 8. Was Susan knitting? 9. Will Mr. Robinson sing? 10. Has Frank started?

36. In telling or asking a person to do a thing, we do not often mention his name; we say, for instance, "Come," or "Do come." We mean, "You come," "Do you come," but the *you* is left out, or *understood.*

Sometimes in poetry and in old English the understood word is *thou* or *ye*.

A sentence expressing a command or a request is called an **imperative** [1] sentence. We state the subject and the predicate of an imperative sentence thus,

Sentence	*Subject*	*Predicate*
Come.	[You]	come.

You is put in brackets to show that it is understood.

Exercise 33.—*State the subjects and the predicates of the following imperative sentences.*

1. Go. 2. Listen. 3. Obey me. 4. Run quickly. 5. Halt at once. 6. Remember this. 7. Be ready. 8. Do help. 9. Come ye to the waters. 10. Do thou likewise. 11. Come all. 12. Come thou Fount of every blessing.

37. If we say, "What a tall man he is!" we really make a statement, but it is an emphatic statement, or an exclamation. A sentence uttered with strong feeling or emphasis is called an *exclamatory* sentence. But an exclamatory sentence is in fact declarative or interrogative or imperative. Thus, the exclamatory sentence "How red this rose is!" is really declarative; "Hurry up!" is imperative; and "Are you crazy!" is interrogative. Exclamatory sentences end with an exclamation mark.

Exercise 34.—*Write out the subjects and the predicates of the sentences found in Exercises* 23, 25, *and* 26.

[1] From the Latin *imperare* (p.p. *imperatus*), to command.

PERSONAL PRONOUNS

38. It would be tiresome to repeat a noun again and again when speaking of any person or thing. It would not sound well, for instance, to say "Edward bought a book; Edward gave the book to Edward's sister; when Edward gave the book to Edward's sister, the sister thanked Edward." It would sound much better to say "Edward bought a book; *he* gave *it* to *his* sister; when *he* gave *it* to *her*, *she* thanked *him*."

Similarly,

Instead of saying	*We say*
1. Maggie has learned Maggie's lesson.	Maggie has learned *her* lesson.
2. John saw the horse; the horse was in the horse's stable.	John saw the horse; *it* was in *its* stable.
3. Mrs. Evans saw the children. The children were in the garden; the children's father had promised the children some fireworks.	Mrs. Evans saw the children. *They* were in the garden; *their* father had promised *them* some fireworks.

Exercise 35.—*Pick out the words which are used instead of nouns, and say for what noun each is used.*

1. Jack has a new watch; he often looks at it. 2. Ethel has seen Tom; she met him in the park. 3. Those dogs are well trained; they obey their master when he speaks to them. 4. Mr. Smith spoke to the boys as they were returning from their playground with their bats. 5. The children said that the pony was theirs, but Edward said that it was his, while Jenny said that it was hers. 6. The lads may play when they have done their work. 7. The

servant has gone for bread; she will be back with it soon. 8. The reapers did not like their dinner; they complained that it was badly cooked. 9. Fred read the stories because he found them interesting.

Exercise 36.—*Put other words for the nouns where possible.*

1. William has broken William's slate. 2. The boys have lost the boy's ball. 3. Jane has dressed Jane's doll; the doll looks pretty now. 4. Francis has gone home because Francis heard that Francis's father wanted Francis. 5. The watchmaker mended the watch; the watchmaker found that the watch needed a new spring. 6. James has three pencils in James's hand; the pencils are James's. 7. The mother will let the mother's children play in the garden for a time; when the children's bed is ready the mother will call the children. 8. When the jug fell the jug's handle was broken. 9. Mr. Freeman's brother is like Mr. Freeman.

39. If Mr. Wells were speaking to Mr. Brown he would not say, "Mr. Wells is looking for Mr. Wells's overcoat and Mr. Brown is looking for Mr. Brown's umbrella; Mr. Wells hopes that Mr. Wells and Mr. Brown will soon find Mr. Wells's and Mr. Brown's things." He would say "*I* am looking for *my* overcoat, and *you* are looking for *your* umbrella; *I* hope that *we* shall soon find *our* things."

Similarly,

Instead of saying	*Mr. Wells would say*
1. There is Mr. Wells's; will Mr. Brown hand it to Mr. Wells?	[1] There is *mine;* will *you* hand it to *me?*
2. And here is Mr. Brown's; now let Mr. Wells and Mr. Brown go.	And here is *yours;* now let *us* go.

[1] See "Notes for Teachers," p. 323, Note 23.

40. The person speaking does not use his own name, but says *I, my, mine, me.* When speaking of himself and others, he says *we, our, ours, us.*

Instead of the name of the person *to whom* he is speaking, he says *you, your, yours.* Formerly *ye* was also used. Formerly, too, the person speaking used sometimes to say (as certain people sometimes say now) *thou, thy, thine, thee,* to the person spoken to.

Exercise 37.—*Pick out the words used instead of the names of the persons speaking or of the persons spoken to.*

1. I am going to school. 2. Have you seen your brother to-day? 3. I met my sister in the town. 4. I like my new book; do you like yours? 5. My mother gave me a bat; ask yours to give you a ball. 6. The apple is mine. 7. We shall see our parents soon. 8. We had a letter from our uncle. 9. Our aunt is going to send us a pony. 10. Tom lives near us. 11. When do your holidays begin? 12. Ours begin next week. 13. Nathan said unto David, "Thou art the man." 14. Except ye repent, ye shall all likewise perish. 15. How long, ye simple ones, will ye love simplicity? 16. Why shouldst thou die before thy time? 17. The book is thine. 18. I saw thee there.

41. In speaking of James, Mary, or the dog, we do not say "James hurt James;" "Mary hurt Mary;" "The dog hurt the dog." We say instead "James hurt *himself;*" "Mary hurt *herself;*" "The dog hurt *itself.*"

Similarly, we use instead of names or nouns the words *myself, thyself, ourselves, yourself, yourselves, themselves.*[1]

Exercise 38.—*Pick out the words used instead of names or nouns.*

1. The boy got himself ready for school. 2. The girl bought herself a new dress. 3. The children made them-

[1] See "Notes for Teachers," p. 317, Note 5.

selves late. 4. We enjoyed ourselves. 5. I gave myself a treat. 6. The monkey saw itself in the glass. 7. The plate did not break itself. 8. The ladies dressed themselves in their best clothes. 9. You should have more faith in yourself. 10. A selfish person loves himself.

42. The words we have been picking out in these exercises are called personal pronouns. There are other kinds of pronouns, which we shall learn about later.

Learn

43. A pronoun [1] is a word used instead of a noun.[2]

Exercise 39.—*Pick out the pronouns.*

1. Mr. Trask called and he brought you a letter from your cousin. 2. Yesterday was Griffith's birthday, so I sent him a present. 3. The teacher has heard our spelling and set us some algebra. 4. Ellen has mended her apron. 5. The horse fell and grazed its knee. 6. Our parents love us. 7. We deceive ourselves. 8. Have you warmed yourself? 9. If you prick us, do we not bleed? 10. Philip talked about himself. 11. Henry said that he could not help being late. 12. Mary says that she has finished her sewing. 13. The children had their dinner in the garden. 14. My son, if sinners entice thee, consent thou not.

15. Suppose, my little lady,
Your doll should break her head,
Could you make it whole by crying
Till your eyes and nose are red?

16. I a child, and thou a lamb,
We are called by his name;
Little lamb, God bless thee.

[1] Latin *pro*, meaning *for, instead of*.
[2] See "Notes for Teachers," p. 317, Note 6.

17. "I wish, my old Aunt Dorking,"
He began to her one day,
"That you wouldn't sit all summer
In your nest upon the hay."

18. And so Tom awoke and we rose in the dark
And got with our bags and our brushes to work;
Though the morning was cold, Tom was happy and warm;
So if all do their duty they need not fear harm.

19. If you have tears, prepare to shed them now.
You all do know this mantle; I remember
The first time ever Cæsar put it on;
'Twas on a summer's evening in his tent,
That day he overcame the Nervii.

20. Kind souls, what, weep you, when you but behold
Our Cæsar's vesture wounded? Look ye here,
Here is himself, marr'd, as you see, with traitors.

Exercise 40.—*Put pronouns instead of nouns where possible.*

a. 1. The man cut the man's finger. 2. The lady missed the lady's watch; the lady had left the watch on the lady's table. 3. Mr. Jones invited the poor men that Mr. Jones might give the poor men a dinner. 4. The coachman heard the coachman called. 5. The thief hid the thief behind a tree. 6. The gentleman mounted the gentleman's horse. 7. When the Normans got to the top of the hill the Normans halted. 8. The general placed the general at the head of the general's men. 9. Harold had commanded that Harold's men should not quit the men's ranks, but when the men saw the men's enemies flying down the hill, the men forgot Harold's command and rushed after the enemies.

b. 10. Alfred[1] met Alfred's mother with Edward's just now. 11. Alfred and Edward will see Alfred's and

[1] Alfred is speaking to Edward in all the sentences of this group.

Edward's fathers in the park. 12. Alfred heard that Edward had cut Edward's finger. 13. Edward must be very tired after Edward's long walk. 14. Alfred's new knife is very sharp. 15. Will Edward lend Alfred Edward's grammar? 16. Alfred hit Alfred with Alfred's bat. 17. Did Edward hurt Edward when Edward fell?

Exercise 41.—*Pick out the pronouns and the verbs in the following sentences.*

NOTE.—The following are some more parts (see par. 10) of the verb "be": *am, wilt be, art, wast, wert.* The following are some more parts of the verb "have": *hast, hadst, wilt have* (see par. 13). These parts of "have" and the last four parts given of "be" are rarely used in modern English, except in poetry and in addressing God in prayers.

1. I am thy father's ghost. 2. Thou wast the man. 3. If thou wilt be here in time I shall be ready. 4. If thou wert in the town I should be there also. 5. Whence hadst thou the book? 6. I had it from London. 7. Thou art a foolish fellow. 8. I am sorry for thee. 9. I shall be early, but thou wilt be late. 10. I had a letter from home to-day. 11. Thou wast young then. 12. I shall have a scolding, and thou wilt have a prize.

ADJECTIVES

44. In the sentence "John is a good boy," *good* shows the *kind* or *sort* of boy.

Exercise 42.—*a. Pick out the words which show* **the kind** *of person or thing.*

1. The tall man struck his head in entering the low carriage. 2. Tom has a large slate. 3. The friends went for a long walk. 4. The black cow was in a large field. 5. Little Edwin loves sweet flowers. 6. Ripe apples grew in the old garden. 7. The green corn is waving in the gentle breeze. 8. The kind father bought some new clothes for the good children. 9. The hot sun will ripen the sour

fruit. 10. Fred made big blots on the clean page. 11. The oaken bucket fell into the deep well. 12. The foolish man would not follow wise advice.

b. Put before each of the following nouns a word showing the kind of person or thing, that is, showing size, color, shape, or other quality.

Boy. Man. Road. Toy. Knife. Pig. Slate. Cat. Bird. Grass. Clouds. Rose. Hands. Fire. Point. Girl. Soldier. Writer. Pen. Ink. Butter. Father. Merchant. Shilling. Bull. Walk. Scene. Lake. Sea. Cliff. Tree.

Exercise 43.—*Pick out the words which show* **how many** *persons or things are spoken of.*

a. 1. A man has one mouth, two eyes, and thirty-two teeth. 2. The landlord owns six houses, and each house has ten rooms. 3. James bought nine apples. 4. The cat caught seven mice. 5. Thirty days hath September. 6. The grocer sells fourteen pounds of sugar for one dollar and ten cents. 7. Elizabeth reigned forty-five years. 8. Forty rods make one furlong.

b. 9. There were few cherries on the tree. 10. Have you any apples? 11. I have no apples. 12. The soldier was wounded in both legs. 13. Most dogs like the water. 14. In the city are many mansions. 15. There are several ships in the harbor. 16. Some men were digging. 17. All roads lead to Rome. 18. Few men ventured out. 19. There are no horses in the stable. 20. Both doors are closed. 21. Most boys like baseball; some boys can play it well. 22. Several balls were lost.

Exercise 44.— *Pick out the words which show* **how much.**

1. The man had little sense. 2. There was much corn in Egypt. 3. Give me some bread. 4. Mr. Jones has more money than Mr. Brown, but less learning. 5. The

thief made no noise. 6. The mason could not find any mortar. 7. There was little water in the well. 8. I have lost some paper. 9. More haste, less speed.

Exercise 45.—*Pick out the words which show* **of what rank, order,** *or* **place in a series.**

1. Edward is the sixth boy in the fifth class; his sister is the first girl in the second class. 2. Our father returned on the twenty-fifth day of January. 3. December is the twelfth month of the year. 4. The preacher's text was the ninth verse of the eighth chapter of the first Epistle to the Corinthians. 5. The general ordered every tenth man to be shot. 6. This is the last time I shall ask you.

45. Some words are used with nouns to point out what person or thing is meant, as "*This* man," "*That* woman," "*These* books," "*Those* slates," "*Yonder* house."

Exercise 46.—*Pick out the words which say* **what** *person or thing.*

1. Will you give me that hoop for this knife? 2. Those hats were hanging on these pegs. 3. The old man lives in yonder cottage. 4. That dog bit this little girl. 5. These apples grew on those trees. 6. Yonder horse belongs to this man. 7. These hens and those ducks will be sold.

46. A word which shows what kind of person or thing is meant is called an **adjective.**[1]

47. A word which shows how many persons or things are meant is called an adjective.

48. A word which shows how much of anything we are speaking of is called an adjective.

[1] From the Latin *adjectus*, put near or added to [*adjectus* is the p.p. of *adjicere*, which comes from *ad*, near, and *jacere*, to throw, put]. The adjective gets its name from being put near or added to the noun.

49. A word which points out what particular person or thing we are speaking of is called an adjective.

Exercise 47.—*Pick out the adjectives and say to what noun each belongs.*

1. Two legs sat upon three legs
   With one leg in his lap.

2. Old Mother Hubbard went to the cupboard
   To get her poor dog a bone.

3. Little Polly Flinders
   Sat among the cinders,
   Warming her pretty little toes.
   Her mother came and caught her
   And spanked her little daughter
   For spoiling her nice new clothes.

4. She gave them some broth
   Without any bread.

5. There was a fat man of Bombay
   Who was smoking, one sunshiny day.

6. All work and no play
   Makes Jack a dull boy.

7. Down in a green and shady bed
   A modest violet grew.

8. Two little kittens one stormy night,
   Began to quarrel and then to fight.

9. "I *will* have that mouse," said the elder son;
   "You *won't* have that mouse," said the little one.

10. No mate, no comrade Lucy knew;
    She dwelt on a wide moor.

11. Mark yon old mansion frowning through the trees.

50. The adjectives *an* or *a* and *the* are often called **articles.**[1]

An or *a* is used when we do not speak of any particular one; *the* is used when we are speaking of a particular one. Thus, "I have *an* apple" (*some* apple); "I have *a* box" (*some* box); "I have *the* apple which Tom gave me;" "I have *the* box which I bought."

51. An adjective does not always come *before* the noun to which it belongs.

(*a*) The adjective is sometimes separated from the noun by a part of the verb *be;* as, "Grass IS *green;*" "Violets ARE *blue;*" "The child WAS *happy;*" "The day WILL BE *fine;*" "The weather HAS BEEN *wet*" (Read again par. 11.)

(*b*) The adjective sometimes comes after the noun, especially in poetry, even when the sentence contains no part of the verb *be;* as,

My father, *weary* with watching, fell fast asleep.

An iceberg *tall* as a steeple came floating by.

Gave thee clothing of delight,
Softest clothing, *woolly, bright.*

Who that e'er could understand
The rare structure of a hand
With its branching fingers *fine* . . . .

Exercise 48.—*Pick out the adjectives and say to which noun each belongs.*

a. 1. The river was broad and deep. 2. The sun was bright. 3. Roses are red or white. 4. The day is cold and dark and dreary. 5. The oranges were dear. 6. The

[1] See "Notes for Teachers," p. 317, Note 7.

doll has been pretty. 7. The sea is rough. 8. Your mother will be glad. 9. The noise was loud. 10. The birds were young.

b. 11. We sat within the farmhouse old,
Whose windows looking o'er the bay
Gave to the sea-breeze, damp and cold,
An easy entrance, night and day.

12. Shining eyes, very blue,
Opened very wide;
Yellow curls, very stiff,
Hanging side by side;
Chubby cheeks, very pink,
Lips red as holly;
No ears and only thumbs,
That's Polly's Dolly.

13. Merry eyes, very round;
Hair crimped and long;
Two little cherry lips
Sending forth a song;
Very plump and rather short,
Grand ways to Dolly;
Fond of games, full of fun,
That's Dolly's Polly.

14. There dwelt a miller, hale and bold,
Beside the River Dee.

15. The way was long, the wind was cold,
The minstrel was infirm and old;
His withered cheek and tresses gray
Seemed to have a known a better day.

16. The days are cold, the nights are long,
The north wind sings a doleful song.

17. Little bird with bosom red,
Welcome to my humble shed.

18. O, green was the corn as I rode on my way,
And bright were the dews on the blossoms of May.

52. An adjective may belong to a pronoun, since a pronoun is used instead of a noun; as, "I am *happy;*" "Thou art *young;*" "He is *unwise;*" "We are *glad;*" "You are *late;*" "They will be *kind;*" "*Unhappy* me!"

Exercise 49.—*Pick out the adjectives and say to what pronoun each belongs.*

1. He was clever. 2. We shall be late. 3. You are greedy. 4. Thou wast unkind. 5. He will be rich. 6. It is wild. 7. She was pretty. 8. She once was blooming and young and fair. 9. When my mother died I was very young. 10. And so he was quiet. 11. It left me all dripping and chill. 12. You find me ill. 13. They think us strange. 14. We believe them to be honest. 15. The news made her strong. 16. Firm and calm, he watched the flames spread.

53. A word which is generally a noun may sometimes be used as an adjective; as, "The *morning* sun;" "A *silver* cup;" "The *church* spire."

Exercise 50.—*Pick out the adjectives and say to what noun each belongs.*

1. The village grocer was named Jones. 2. We sleep on a feather bed. 3. The herring fishery is carried on at Yarmouth. 4. The wedding guest he beat his breast. 5. The clergyman preached a funeral sermon. 6. Three wives sat up in the lighthouse tower. 7. Close the street door.

8. The moon that once was round and full
Is now a silver boat.

Exercise 51.—*a. Say whether the words printed in italics are nouns or adjectives.*

1. He was a *base* man. 2. Show me the second *base.* 3. The cook melted the *fat.* 4. The cook was *fat.* 5. The *savage* was a cannibal. 6. The tiger is a *savage* beast.

7. The mistress will be *cross.* 8. There was a *cross* on the grave. 9. Iron is *common.* 10. The sheep was grazing on the *common.* 11. A *last* is used by a shoemaker. 12. Tom is the *last* boy in the class. 13. I like a *quill* pen. 14. The *quill* was from a goose's wing. 15. *Steel* is made from iron. 16. That is a *steel* chain.

b. Put each of the following words into two sentences, using it as a noun in the first sentence and as an adjective in the second.

Fast. Spring. Cotton. Fat. Brass. Copper. Silver. Zinc. Tin. Stone. Oak. Mahogany. Straw. Bread. Good. Deep. Plain. Slate. Dinner. Blind. Hollow. Light. Plane. Sage. Salt. Silk. Linen. Cloth. Sound.

Exercise 52.—*a. Say whether the words printed in italics are adjectives or verbs.*

1. Pharaoh dreamt of seven *lean* kine. 2. Lazy men *lean* against posts. 3. The top of the table is *smooth.* 4. Laundresses *smooth* shirts with an iron. 5. The farmer is going to *thin* his turnips. 6. The farmer is not *thin.* 7. The silver is not *clean;* tell Jane to *clean* it. 8. You are idle; it is wrong to *idle* your time away. 9. The travelers *long* for a drink. 10. The way seemed *long.* 11. The hearers were *weary;* the lecturer was likely to *weary* them.

b. Put each of the following words into two sentences, using it as a verb in the first sentence and as an adjective in the second.

Warm. Blind. Dry. Wet. Secure. Steel. Salt Right. Better. Lame. Smart. Steep. Clear. Hollow. Humble. Left. Level. Lower. Light. Loose. Mimic. Open. Shut. Roast. Second. Separate. Sham. Slow. Sober. Sound. Sour. Steady. Free.

54. When we say "Henry is tall," the word "tall" *describes* Henry; and when we speak of "brick houses" the adjective "brick" describes the houses we are thinking of; but when we say "these men," or "two men," the words *these* and *two* do not picture or describe, but they *limit* the noun *men;* that is, they do not tell us any quality of the men, but simply tell what particular men are spoken of.

Adjectives tell, as we have seen, the kind, or the number, or the quantity of the persons or things which the nouns (or pronouns) represent; or else they point out what particular persons or things are meant.

Learn

55. An adjective is a word used with a noun (or a pronoun) to describe or to limit that which the noun denotes.

NAMING THE PARTS OF SPEECH FOUND IN SENTENCES

56. The classes into which words are divided are called *parts of speech.* Nouns, verbs, pronouns, and adjectives are four of these classes. In order to make up our minds which class a word belongs to we must notice what idea it expresses and what work it does in a sentence. Thus, in the sentence

John broke his new slate.[1]

		Therefore it is
John	is a word used as a name.	a noun.
broke	asserts something about John (or tells what John did).	a verb.
his	stands instead of *John's.*	a pronoun.
new	describes the slate.	an adjective.
slate	is a word used as the name of something.	a noun.

[1] See "Notes for Teachers," p. 323, Note 24.

That window has a blind.

		Therefore it is
That	says which window.	an adjective.
window	is a word used as the name of something.	a noun.
has	asserts something about the window.	a verb.
a	is used with the noun *blind.*	an adjective.
blind	is the name of what the window has.	a noun.

Is this poor man blind?

		Therefore it is
Is	helps to ask something about the man.	a verb.
this	says which man.	an adjective.
poor	says what kind of a man.	an adjective.
man	is a word used as a name.	a noun.
blind	says what sort of man.	an adjective.

Some savages blind their prisoners.

		Therefore it is
Some	says how many savages.	an adjective.
savages	is a word used as a name.	a noun.
blind	asserts something about the savages (or tells what they do).	a verb.
their	stands instead of the noun *savages.*	a pronoun.
prisoners	is a word used as a name.	a noun.

Exercise 53.—*Say what part of speech each word is in the following sentences.*

1. The fat cook sold the fat. 2. Our walks were pleasant. 3. The baby walks. 4. My new pen has been broken. 5. Job had great patience. 6. The thin farmer is going to thin his turnips. 7. Mary has been visiting her uncle. 8. Father bought me a fine doll. 9. The pretty bird is singing a sweet song. 10. Our aunt gave us a black pony. 11. Frank hit his finger; he hurt it. 12. That lamb has lost its mother.

Participles

57. In paragraph 24 (page 17) we learned that infinitives, though derived from verbs, are not verbs, because they do not assert or state anything. Let us now consider verbal expressions of another kind, which also are not verbs, though they are derived from verbs.

In the sentence

The man was wearing a black hat,

was wearing is, as we know, a verb. But in the sentence

A man wearing a black hat passed by,

the verb is *passed*. *Wearing* belongs to *man* like an adjective, but it also does something of the work of a verb because it shows us what the man is doing to the hat.

Similarly, in the sentence

The hat worn by the man was black,

hat is the subject and *was* the verb, while *worn* belongs to *hat* like an adjective and also does something of the work of a verb.

In each of the two sentences there is *only one statement or assertion, and only one verb*. Such words as *wearing* and *worn* cannot serve as verbs.

As the words *wearing* and *worn* thus *partake* of the nature of an adjective and of a verb, they are called **participles.**[1]

58. Infinitives and participles, since they are derived from verbs, are called **verbals.**

Exercise 54.—*Pick out the participles in the following sentences, and tell from what verb each participle is derived.*

[1] From the Latin *particip-are*, to share or partake. Participles come from verbs, but they belong to nouns or pronouns, like adjectives.

1. I saw an old man working in his garden. 2. The waves dashing on the shore make a ceaseless roar. 3. I, being weary, sat down to rest. 4. Feeling ill, he left early. 5. Wishing you a pleasant summer, I am your friend Tom. 6. The back of the book, being broken, was torn off. 7. Built of stone, the house has stood for centuries. 8. A house built upon the sands cannot stand. 9. The old man, bent with years, slowly hobbled away. 10. He found us fishing. 11. One fish, caught an hour before, was still alive.

59. Participles are often used as simple adjectives, showing the kind of person or thing; as, "A *loving* friend," "A *printed* book."

When so used they stand *directly before their nouns*, and are used to describe. They differ from other adjectives only in the fact that they come from verbs and have meanings derived from those of verbs.

Exercise 55.—*Pick out the participles used as adjectives, and tell from what verbs they are derived.*

1. This paper is white as the driven snow. 2. That is now a forgotten story. 3. We could not face the freezing wind. 4. The speaker was received with ringing cheers. 5. The sick child has sunken eyes. 6. The spun silk is very fine. 7. Have you seen the picture of the reading girl? 8. What a striking likeness! 9. This is the sworn testimony of the witness. 10. The first boat passed the winning post two seconds before the next. 11. The Jews were forbidden to make graven images. 12. God tempers the wind to the shorn lamb. 13. It is of no use crying over spilt milk. 14. These chairs are made of bent wood.

Exercise 56.—*In the following sentences pick out the adjectives, the participles, and the participles used as adjectives, and tell to what noun or pronoun each belongs.*

1. The poor butterfly had a broken wing. 2. The setting sun was now behind the distant hill. 3. The water,

bubbling from beneath the rock, was a welcome sight to us tired travelers. 4. Rising rapidly into the air, the balloon was soon out of sight. 5. Discouraged and ashamed of himself, he tried to hide from those who knew him. 6. It is a well situated house, standing, as it does, on a small hill. 7. This is a most annoying occurrence. 8. At last, thoroughly disgusted, I rose to go. 9. My dog, watching my every movement, followed me with his limping trot. 10. The bat came flapping right into the sleeping-room, waking all of us up.

ADVERBS

60. In the sentence "William arrived yesterday," the verb is *arrived*, and *yesterday* shows **when** William arrived.

Exercise 57.—*Pick out the words used with verbs to show* **when.**

1. The agent called again. 2. We lived in the country then. 3. Mr. Brown was formerly our neighbor. 4. My sister will come presently. 5. The children went to school immediately. 6. The fire was extinguished afterwards. 7. Day will break soon. 8. The carriage has come already. 9. The ship sailed yesterday. 10. That friend was always faithful. 11. The soldier never returned. 12. I often saw him formerly, but he seldom comes now. 13. Mr. Watts sometimes visits us; he is coming to-morrow.

61. In the sentence "The boy stood here," *stood* is the verb, and *here* shows **where** the boy stood.

Exercise 58.—*Pick out the words used with verbs to show* **where.**

1. My cousin lodged there. 2. They looked everywhere for the little girl but found her nowhere. 3. The horse is yonder. 4. The policeman looked behind. 5. The regiment marched forth. 6. We look before and after. 7. The sailor went below. 8. There he was safe. 9. Dun-

can comes here to-night. 10. Ye shall not go hence except your youngest brother come hither.

62. In the sentence "The river was running swiftly," *was running* is the verb, and *swiftly* shows **how** the river was running.

Exercise 59.—*Pick out the words used with verbs to show* **how.**

1. The dog barks loudly. 2. The birds are flying rapidly. 3. The soldier was badly wounded. 4. The fire is burning brightly. 5. The boy held his hand thus. 6. The child can write well. 7. Rain fell heavily. 8. The storm was raging furiously. 9. Mary sings beautifully. 10. The tired traveler slept soundly. 11. The soldiers fought gallantly. 12. The doctor dressed the hurt carefully. 13. Our uncle treated us kindly. 14. We heard the noise distinctly. 15. The wanderer was sadly thinking of home. 16. Tom was industriously studying his lessons. 17. My brother was blamed unjustly.

63. Some few words are used with verbs to show **why**; as, "He called there *purposely;*" "*Wherefore* the king ordered his death;" "He shall be rewarded *therefor;*" "I ask you *why* you said it."

64. In the sentence "Your teacher was *greatly* pleased," *was pleased* is the verb, and *greatly* shows **how much** the teacher was pleased.

65. In the sentence "I thrice presented him a kingly crown," *presented* is the verb, and *thrice* shows **how many times** I presented.

Exercise 60.—*Pick out the words used with verbs to show* **how much** *or* **how many times.**

1. This child was little hurt, that child was hurt much. 2. The sick man has almost recovered. 3. We

can scarcely see in this twilight. 4. The merchant was exceedingly annoyed. 5. The boys enjoyed themselves thoroughly. 6. The customer was less pleased with the cloth than with the silk; she was least pleased with the calico. 7. The dress is quite finished and the hat is nearly finished. 8. I met him twice in High Street. 9. Our kindness was repaid fourfold.

66. Sometimes a word is used with a verb to show how fully the speaker believes what the verb tells; thus,

1. John will *certainly* come.	The speaker believes firmly.
2. John will *not* come.	The speaker disbelieves.
3. John will *perhaps* come.	The speaker is doubtful.

Exercise 61.—*Pick out the words used with the verbs to show* **how fully the speaker believes the statement.**

1. She must surely know the truth. 2. Her story was indeed strange, but it is undoubtedly true. 3. I say that I am unquestionably correct. 4. Truly he knows. 5. Truly he knows not. 6. Thou shalt surely die. 7. Probably your uncle can tell you. 8. He certainly will not be able to tell me. 9. The boy is undeniably clever. 10. I will correct it, assuredly.

67. A word which is used with a verb to show when, where, how, why, how much, or how many times, is called an **adverb**.[1]

68. A word which is used with a verb or with a statement to show how fully the speaker believes the statement is called an adverb.

69. Adverbs which show *how much* or *how many times*, are used with adjectives and with other adverbs as well as with

[1] Latin *ad*, to. *Ad-verb* therefore equals *to-verb*. The relation between the ad-verb and the verb is much like that between the ad-jective and the noun.

verbs; indeed, some of them, as "very," are used only with adjectives or adverbs; thus,

	Adverb	*Adjective*
1. Tom is a brave boy.		brave
2. Tom is a very brave boy.	very	brave
3. Tom is a thoroughly brave boy.	thoroughly	brave
4. The story is quite true.	quite	true
5. The story is hardly true.	hardly	true

	Adverb	*Adverb*
7. Mary speaks loudly.		loudly
8. Mary speaks too loudly.	too	loudly
9. Mary speaks very loudly.	very	loudly
10. Mary speaks loudly enough.	enough	loudly

70. Adverbs showing *when, where, how,* or *how certainly,* are also sometimes used with adjectives; thus,

1. *Once* strong, I am now *decidedly* weak.
2. After my fall I am sore *everywhere.*
3. Her face is *sweetly* calm.
4. I saw *perhaps* six men.

Exercise 62.—*Pick out the adverbs used*
(*a*) *with adjectives.*
(*b*) *with other adverbs.*

a. 1. Jane is a very clever girl. 2. I felt sadly weary. 3. Tom has an exceedingly large dog. 4. He seemed fully attentive to his work. 5. The friends went for a rather long walk. 6. The sun was terribly hot. 7. Nearly all dogs like the water. 8. Lead is much heavier than cork. 9. Too many cooks spoil the broth. 10. Are you so glad? 11. The man had very little sense. 12. The corn is quite ripe. 13. How beautiful it is! 14. The fellow must be utterly bad. 15. You are not sufficiently careful.

b. 18. I know him very slightly. 19. James left rather late. 20. The child is much more happy now. 21. I am too much pleased to be able to express my pleasure quite clearly. 22. We felt very much obliged. 23. You write too quickly; you should write much more slowly. 24. The class should not sing so loudly. 25. We have only just now heard the news. 26. The boy is far too lazy to work, and much too conceited to take advice. 27. You have waked me too soon. 28. How loudly you talk!

71. *Yes, yea, ay, no,* and *nay,* though never used with expressed verbs, adjectives or adverbs, are generally called adverbs.[1]

72. Some adverbs are used to ask questions. These are called *interrogative* adverbs.

Examples of Interrogative Adverbs

1. *When* will you return?
2. *Where* did you go?
3. *How* did you travel?
4. *How* sick is the child?
5. *Why* did he stay at home?
6. *Wherein* have I done wrong?
7. *Wherewith* shall it be salted?

73. Since adverbs change or *modify* the meanings of the words or statements they are used with, we may make the following definition.

Learn

74. An adverb is a word used to modify a verb (or a verbal [2]), an adjective, another adverb, or a statement.

[1] See "Notes for Teachers," p. 318, Note 8.

[2] We have already learned to include under this term participles and infinitives. (See par. 58.)

Exercise 63.—*a. Pick out the adverbs, and state what words they modify.*

1. Up rose old Barbara Frietchie then. 2. Slowly and sadly we laid him down. 3. Grieve not, my child; chase all thy fears away. 4. I will obey willingly and gladly. 5. Let us go hence. 6. The blade springs upward, and the root strikes downward. 7. He will certainly come again. 8. Hereafter you shall know more. 9. The poor ye have with you always. 10. Never despair. 11. The workmen are paid weekly. 12. The air is piercingly cold. 13. They were imprisoned unjustly. 14. Everywhere the lanes are bordered by trees. 15. The ball fell yonder. 16. I never thought of it before. 17. Your sister cannot be here yet. 18. First he consented and then he would not consent. 19. The weather was unusually cold. 20. That advice is truly wise. 21. He is probably disappointed. 22. That answer is most foolish. 23. I am now much better; I hope to be quite strong very soon. 24. The mother was terribly unhappy. 25. The day was extremely fine. 26. I was very much obliged to your father; how very kind he was. 27. You may do that once too often.

28. Rain, rain, go away.
    Come again another day.
29. The man in the moon
    Came down too soon.
30. But we steadfastly gazed on the face that was dead,
    And we bitterly thought of the morrow.
31. I do remember well where I should be,
    And there I am.

b. Make sentences containing the following adverbs.

Here. There. Hither. Lately. Often. Before. Once. Now. Soon. Seldom. Little. Scarcely. Much. Very. Not. Truly. Certainly. Thrice. Surely. Quickly. Bravely. Softly.

Exercise 64.—*Say what part of speech each word is in the following sentences; thus,*

Day will break soon.

		Therefore it is
Day	is a word used as a name.	a noun.
will break	tells what the day will do.	a verb.
soon	shows when the day will break.	an adverb.

1. My sister will come presently. 2. That friend was always faithful. 3. There he was quite safe. 4. Too many cooks spoil the broth. 5. Thou shalt surely die. 6. This child was very little hurt. 7. Tom has an exceedingly large dog. 8. Little white lily smells very sweet.

PREPOSITIONS

75. 1. I see the book *in* the desk.
2. I see the book *on* the desk.
3. I see the book *under* the desk.
4. I see the book *beside* the desk.
5. I see the book *behind* the desk.
6. I see the book *near* the desk.

Here each of the words *in, on, under, beside, behind,* and *near* shows the relation between some book and the desk.

76. 1. Mr. Brown has traveled *in* Spain.
2. Mr. Brown has traveled *through* Germany.
3. Mr. Brown has traveled *across* Europe.
4. Mr. Brown has traveled *over* India.

Here the words *in, through, across,* and *over* show the relation between the traveling and Spain, Germany, Europe, and India.

77. 1. Sheffield is famous *for* cutlery.
2. Oxford is proud *of* its university.
3. The fruit is pleasant *to* the eye.

Here the word *for* shows the relation between *famous*

and *cutlery;* *of* shows the relation between *proud* and *university;* and *to* shows the relation between *pleasant* and *eye.*

78. In the first set of examples each word showing relation stands between a noun and a noun; in the second set it stands between a verb and a noun; in the third set it stands between an adjective and a noun. Thus, whether the word before it be a noun, a verb, or an adjective, the word following it is a noun.

79. Words showing relation may also be followed by pronouns; as,

1. The man *behind* me is asleep.
2. His father arrived *with* him.
3. I was sorry *for* them.

80. Here are further examples of words standing before nouns or pronouns, and showing the relation between the things or persons named and something else (this something else being expressed by a noun, a verb, or an adjective).

1. Whittington became Lord Mayor *of* London.
2. The postman is *at* the door.
3. I shall be *with* you *at* noon.
4. The dog ran *after* the beggar.
5. The boy fell *off* the bridge.
6. The sword *of* the soldier was *by* his side.
7. John is tall *for* his age.
8. He is good *at* football.

Exercise 65.—*Pick out the words placed before nouns or pronouns to show relation as in the examples just given.*

1. Mother is in the house. 2. The children stayed at Brighton during the holidays. 3. The tree was struck by lightning. 4. The pupil was absent without leave. 5. The cow jumped over the moon. 6. The dish ran away with the spoon. 7. Look behind you. 8. The horse walked round the field. 9. The band was playing opposite the

window. 10. Germany is beyond the ocean. 11. The top of the mountain is above the clouds. 12. He will not act against my wishes. 13. I brought these flowers for you. 14. He was unsuccessful in business. 15. The owner of the mill is standing near the door with an empty sack in his hand. 16. Are you fond of oranges? 17. Over the hill to the poorhouse she went.

18. And in the churchyard cottage I
Dwell near them with my mother.

Learn

81. A preposition [1] is a word placed before a noun (or a pronoun) to show the relation between the person or thing named and what is denoted by some other word in the sentence.[2]

82. The noun or pronoun placed (usually) after a preposition is called the *object* of the preposition.

Exercise 66.—*Pick out the objects of the prepositions in Exercise* 65.

Exercise 67.—*a. Pick out the prepositions and their objects.*
b. Pick out the words to which the objects of the prepositions are related by the prepositions.[3]

1. There was an owl lived in an oak. 2. Old Mother Hubbard went to the cupboard. 3. A little cock-sparrow sat on a tree. 4. Jack and Jill went up the hill. 5. Here

[1] The word means *something placed before*, from the Latin *prae*, before, and *posit-us*, placed (p.p. of *ponere*, to place).

[2] See "Notes for Teachers," p. 318, Note 9.

[3] To find these words it is often a good way to ask a question, such as *What?* or *Does what?* before the preposition and its object; thus, in the first sentence, *in* is a preposition and *oak* is its object. Ask "*Did what* in an oak?" Answer, *lived*. *In* shows the relation between *oak* and *lived*.

we go round the mulberry bush. 6. He made them dance out of Scotland into France. 7. Tom ran crying down the street. 8. What shoes are made without leather? 9. We walked along the path toward the village. 10. The church stands among the trees. 11. We have been in Washington since Christmas, and shall stay till Easter. 12. Adown the glen rode armèd men.

13. Two legs sat upon three legs
With one leg in his lap.

14. The spirit of your fathers
Shall start from every wave.

15. The flame that lit the battle's wreck
Shone round him o'er the dead.

16. On sea, on land, we had our colors, sir,
To keep without a spot.

17. They sleep as well beneath the purple tide
As others under turf.

18. Up the airy mountain,
Down the rushy glen,
We daren't go a-hunting
For fear of little men.

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19. Old John, with white hair,
Does laugh away care,
Sitting under the oak,
Among the old folk.

83. Some words may be used either as adverbs or as prepositions; thus,

As adverbs	*As prepositions*
1. Jack fell *down*.	Jack fell *down* the hill.
2. Mary walked *in*.	Mary walked *in* the garden.
3. The servant was standing *behind*.	The servant was standing *behind* me.
4. Come *on*.	Come *on* deck.

84. Note:[1]

(1) That when such a word is used as an adverb it always modifies some verb.[2] In the examples just given

down modifies the verb *fell*;
in modifies the verb *walked*;
behind modifies the verb *was standing*;
on modifies the verb *come*.

(2) That when such a word is used as a preposition it always has a noun or a pronoun following it. In the examples just given

down is followed by the noun *hill*;
in is followed by the noun *garden*;
behind is followed by the pronoun *me*;
on is followed by the noun *deck*.

(3) That an adverb can generally be moved by itself from one part of the sentence to another, but a preposition can be moved only with its object following it. Thus we can say,

1. He *often* comes to London.
2. He comes *often* to London.
3. He comes to London *often*.
4. *Often* he comes to London.

But if we move *to* we must move *London* with it; thus,

1. He *to London* comes often.
2. *To London* he often comes.
3. He often comes *to London*.

Exercise 68.—*a. Say of each word printed in italics whether it is an adverb or a preposition.*

1. The child peeped *in*. 2. The child was *in* the field. 3. Tom lagged *behind*. 4. The garden is *behind*

[1] See "Notes for Teachers," p. 324, Note 25.

[2] The adverbs which go with adjectives or other adverbs are not used as prepositions.

the house. 5. The spire is *above* the house. 6. The spire points *above*. 7. He told me to walk *on*. 8. He told me not to walk *on* the grass. 9. We walked *up* and *down*. 10. We went *up* and *down* the street. 11. The boatman rowed *across*. 12. The boatman rowed *across* the harbor. 13. The ship glides *along*. 14. They went *along* the road.

15. Three mice went *into* a hole to spin;
Puss passed *by* and puss looked *in*.

16. Three children sliding *on* the ice
Upon a summer's day,
As it fell *out* they all fell *in;*
The rest they ran away.

17. I saw three ships come sailing *by*
On Christmas day *in* the morning.

b. Use each of the following words in a sentence first as an adverb and then as a preposition.

Behind. Off. By. Along. Before. Round. Beside. About. Through. On. Up. Since. Beyond. After. Across. Under. Beneath. Above. Near.

CONJUNCTIONS

85. Certain words are used to join

(1) Other words; as,

John *and* William.
The man *or* the woman.
Poor *but* honest.

(2) Groups of words; as,

In the house *and* in the garden.
On sea *or* on shore.

(3) Statements; as,

Pierre is French *and* Karl is German.
Annie is clever *but* her brother is a dunce.

Such words as *and*, *or*, *but*, being used to join, are called **conjunctions.**[1]

Learn

86. A conjunction is a word used to join a word or group of words to another word or group of words.

87. We have seen that conjunctions may join words to words, or a group of words to a group of words; but they may also join *a group of words* to *a word.* Thus, in the sentence, "He left because he was tired," "because" joins the group of words "he was tired" to the word "left." Or in the sentence "John said that he would go," the conjunction "that" joins the group of words "he would go" to the word "said." [2]

Examples of Conjunctions Joining Statements to Words

Word in first statement	*Conjunction*	*Second statement*
1. Edward *is liked*	because	he is kind.
2. I *spoke* aloud	that	you might hear me.
3. Walter *believes*	that	this clock is slow.
4. Fred *went* to bed	for	he was tired.
5. The girl *walked* carefully	lest	she should fall.
6. The children *will come*	if	they can.
7. We *shall be* there	unless	the train is late.
8. He *came*	though	the day was wet.
9. She *must know*	whether	she did it.
10. You *may go* for a walk	as	it is fine.

[1] Con-junction, a joining together; from the Latin *con*, together, and *junctio* (Gen. *junction-is*), a "joining" (from *junct-us*, p.p. of *jungere*, "to join").

[2] We shall find in Part II that some adverbs (see par. 417) and some pronouns (see par. 230) are likewise used to join, but those parts of speech do other work at the same time (see "Notes for Teachers," p. 322, Note 16).

Exercise 69.—*Pick out the conjunctions.*

1. The child was tired and sleepy. 2. The brother or the sister will pay you a visit. 3. The man was contented though poor. 4. Will you have tea or coffee? 5. The third boy in the class is clever but careless. 6. You will get the prize if you deserve it. 7. The story is true though you may not believe it. 8. Tom was disliked because he was bad tempered. 9. I know Mr. Jones called, for I saw him. 10. You will never succeed unless you try. 11. It is certain that you are wrong. 12. The man did not hear, as he was deaf.

Exercise 70.—*Fill the blanks with conjunctions.*

1. Here are a piece of cake . . . . a bottle of wine. 2. You would make haste . . . . you wanted to be early. 3. Tell Edward . . . . Percy . . . : their father wants them. 4. I think . . . . she must be ill . . . . she looks so pale. 5. The dog licked its master . . . he had beaten it. 6. Close the window carefully . . . . you break it. 7. You will be punished . . . . . you work harder. 8. Do you known . . . . it is seven o'clock?

88. Conjunctions sometimes go in pairs; as,

1. We expect *both* our uncle *and* our aunt.
2. The butcher has *either* beef *or* mutton.
3. He has *neither* pork *nor* veal.
4. I shall go *whether* you come *or* not.

Exercise 71.—*Pick out the conjunctions.*

1. Neither James nor his sister was at school this morning. 2. The man can neither read nor write. 3. The fellow must surely be either deaf or stupid. 4. The same shot killed both rider and horse. 5. The king was weak both in body and in mind. 6. You must either obey or go. 7. I do not care whether you like it or dislike it. 8. The soldier did his duty, whether it was pleasant or unpleasant.

89. When a statement is joined by a conjunction to a word in another statement, the statement before which the conjunction comes is, strictly speaking, the second, but it is often placed first; thus,

First Statement First

First statement	*Conjunction*	*Second statement*
1. I love him	because	he is kind.
2. He will come	since	you invite him.
3. The day was pleasant	although	it was rather cold.
4. Send for me	if	you want me.
5. I will come	unless	I hear from you.
6. It is true	that	my father was here.
7. I went home	as	I was not wanted.

Second Statement First

Conjunction	*Second statement*	*First statement*
1. Because	he is kind	I love him.
2. Since	you invite him	he will come.
3. Although	it was rather cold	the day was pleasant.
4. If	you want me	send for me.
5. Unless	I hear from you	I will come.
6. That	my father was here	is true.
7. As	I was not wanted	I went home.

Exercise 72.—*Rearrange the following sentences, placing second those statements before which the conjunction comes.*

1. As the weather was wet the children did not go out. 2. Because the horse was old its unkind master shot it. 3. Although the wind was fair the ship did not sail. 4. Since the boy is sorry we will forgive him. 5. That I have taken away this old man's daughter is most true. 6. If you do not sow you cannot expect to reap. 7. Though

he has often been told of his faults he does not reform. 8. As you are trying you deserve to succeed. 9. Unless you put coal on the fire it will go out.

Exercise 73.—*Pick out the conjunctions, and tell what they join.*

1. One man spoke and three men listened. 2. The flowers are cut but they are not yet dead. 3. The horse could not go farther because it was tired. 4. Your brother will come if you ask him. 5. We see that you are unwilling. 6. Who can tell whether Jack is coming? 7. Neither this man sinned nor his parents. 8. He ran to the station but he missed the train. 9. William or his sister will be there. 10. I forget whether it happened on Tuesday or on Friday. 11. Except ye repent ye shall all likewise perish. 12. Love not sleep lest thou come to poverty. 13. Troy was taken though Hector defended it. 14. Blessed are the merciful for they shall obtain mercy. 15. It has been neither too hot nor too cold to-day. 16. Hear counsel and receive instruction that thou mayst be wise.

17. Little Bo-Peep fell fast asleep,
And dreamt she heard them bleating,
But when she awoke she found it a joke,
For still they were a-fleeting.

18. She found them indeed, but it made her heart bleed,
For they left their tails behind them.

19. I do not know how old you are
Or whether you can speak,
But you may twinkle all night long
And play at hide and seek.

20. For I have neither wit nor words nor worth,
Action nor utterance, nor the power of speech
To stir men's blood.

Exercise 74.—*Say what part of speech each word is; thus,*

Jane cried because she fell down.

		Therefore it is
Jane	is the name of a person.	a noun.
cried	tells what she did.	a verb.
because	joins the statement, "she fell," to the verb "cried."	a conjunction.
she	stands for the noun *Jane*.	a pronoun.
fell	tells what she did.	a verb.
down	shows how she fell.	an adverb.

1. Now there came both mist and snow
   And it grew wondrous cold.

2. The trees are Indian princes,
   But soon they'll turn to ghosts.

3. The boy returned, for his father wanted him.

4. The boat came closer to the ship,
   But I nor [= neither] spoke nor stirred.

5. Two robin-redbreasts built their nest
   Within a hollow tree.

6. Then we kissed the little maiden
   And we spoke in better cheer.

INTERJECTIONS

90. Certain words which have no very clear meaning are used to show different kinds of feelings. Thus to show joy we say "Hurrah!" "Huzza!"; to show sorrow we say, "Ah!" "Alas!" "Well-a-day!"; to call attention we say, "Hey!" "Ho!" "Hello!" These and similar words really form no part of the structure of the sentences in which they occur.

Exercise 75.—*Pick out the words which show some feeling.*

1. Alas! he is already dead. 2. Tush! never tell me that. 3. Well-a-day! it is but too true. 4. Tut, tut! that is all nonsense. 5. Hey! come here. 6. O! for a falconer's voice. 7. Hurrah! our side has won. 8. Bravo! that was well done. 9. Fie! a soldier, and afraid! 10. Ah! the cowards. 11. Oh! what beautiful flowers. 12. Heigh-ho! I am tired of waiting. 13. Alas! poor Yorick!

14. Hush! hush! mee-ow! mee-ow!
We smell a rat close by.

15. Alack! and I must keep the fair!
I'll give thee money for thy mare.
Oh, ho! say you so?
Money makes the mare to go.

16. Hurrah, hurrah! a single field has turned the chance of war!
Hurrah, hurrah! for Ivry and Henry of Navarre!

Learn

91. An interjection [1] is a word thrown into a sentence to express some feeling.

REVIEW

Learn again

92. A noun is a word used as the name of something.

93. A verb is a word used to say something to or about a person or thing.

[1] From the Latin *inter-jectus* (p.p. of *inter-jicere*), from *inter*, between, and *jacere*, to throw.

94. A sentence is the statement of a thought in words.

95. Every sentence has a **subject** and a **predicate.**

96. The predicate is a verb, or a verb and other words, used in making the statement.

97. The subject is the word or words denoting the person or thing spoken about.

98. The subject is found by asking Who? or What? before the predicate.

99. A **declarative** sentence is one that makes a statement or assertion.

100. An **interrogative** sentence is one that asks a question.

101. An **imperative** sentence is one that expresses a command or an entreaty.

Any of these three kinds of sentences may, if uttered with strong feeling or emphasis, become an **exclamatory sentence.**

102. A pronoun is a word used instead of a noun.

103. An adjective is a word used with a noun (or a pronoun) to describe or to limit that which the noun denotes.

104. Infinitives and **participles** are called **verbals,** because they are derived from verbs.

105. An adverb is a word used to modify a verb (or a verbal), an adjective, another adverb, or a statement.

106. A preposition is a word placed before a noun, or a pronoun, to show the relation between the person or thing

named and what is denoted by some other word in the sentence.

107. A conjunction is a word used to join a word or group of words to another word or group of words.

108. An interjection is a word thrown into a sentence to express some feeling.

Exercise 76.—*Say what part of speech each word printed in italics is.*

1. Farmers *till* the *ground.* 2. The miller *ground* the corn. 3. Stay *till* Sunday. 4. Look in the *till.* 5. Mary lives in a beautiful *place.* 6. *Place* the candle on the table. 7. The people *pay taxes.* 8. The king *taxes* the people. 9. The laborer's *pay* is small. 10. The *weather* is fine. 11. The ship can *weather* the storm. 12. *Ring* the bell. 13. Mary has a pretty *ring.* 14. There is a *fly* on the window. 15. Swallows *fly* very far. 16. Bob is a *fast* pony. 17. Bob runs *fast.* 18. The soldiers gave three *cheers.* 19. The father *cheers* his *little* boy. 20. The boy was *little* hurt. 21. Who can *calm* the stormy sea? 22. After the storm comes a *calm.* 23. The day was *calm.* 24. No man can *still* the waves. 25. The waves are *still.* 26. The waves are *still* raging. 27. Whiskey is made in a *still.* 28. The children made a *snow* man. 29. There is *snow* on the *mountain.* 30. The *mountain* air is keen. 31. Shepherds *water* their flocks. 32. Shepherds give *water* to their flocks. 33. All the people *praise* him. 34. All the people give him *praise.* 35. John tried to *better* himself. 36. John is *better.* 37. *Shut* the door. 38. The door is *shut.* 39. Tom lagged *behind.* 40. The garden is *behind* the house. 41. He told me not to walk *on.* 42. He told me not to walk *on* the grass. 43. William came first; James came *after.* 44. William came *after* me. 45. My brother cannot stay *till* you come. 46. My brother cannot stay *till* Sunday.

Exercise 77.—*Say what part of speech each word is in the following sentences; thus,*

The wedding-guest here beat his breast,
For he heard the loud bassoon.

		Therefore it is
The	points out *wedding-guest.*	an adjective (an article; see par. 50).
wedding-guest	is used as a name.	a noun.
here	modifies the verb *beat* to show when.	an adverb.
beat	tells what the wedding-guest did.	a verb.
his	stands for the noun *wedding-guest's.*	a pronoun.
breast	is used as a name.	a noun.
For	joins the statement "he heard the loud bassoon" to the verb "beat."	a conjunction.
he	stands for the noun *wedding-guest.*	a pronoun.
heard	tells what he did.	a verb.
the	points out *bassoon.*	an adjective (article).
loud	shows the kind of bassoon.	an adjective.
bassoon	is the name of a musical instrument.	a noun.

1. I lost my poor little doll. 2. The days are cold, the nights are long. 3. The kitten sleeps upon the hearth. 4. My little white kitten now wants to go out. 5. Oh, green was the corn as I rode on my way. 6. The clouds are scudding across the moon. 7. We were crowded in the cabin. 8. Up rose old Barbara Frietchie then. 9. No useless coffin enclosed his breast. 10. Slowly and sadly we laid him down. 11. Three blind mice, see how they run.

12. The dew was falling fast, the stars began to blink.
13. Now see him mounted once again.

14. I pray thee put into yonder port,
For I fear a hurricane.

15. The warm sun is failing, the bleak wind is wailing,
The bare boughs are sighing, the pale flowers are dying.

16. Dr. Johnson pretended to despise actors and actresses, but he treated Mrs. Siddons with great politeness. 17. She called on him, and his servant could not readily find a chair for her. 18. "You see, Madam," said the doctor, "wherever you go no seats can be got."

19. A Cambridge student sent to another student to borrow a book. 20. "I never lend my books out," said he, "but if the gentleman chooses to come to my rooms he may use them there." 21. A few days after, the book-owner sent to the other student to borrow a pair of bellows. 22. "I never lend my bellows out," was the answer, "but if the gentleman chooses to come to my rooms he may use them there."

PART II

CLASSIFICATION AND INFLECTION

NOUNS

Proper Nouns

Work again Exercises 1 *and* 2.

109. A word which is the name of a *particular* person, animal, place, or thing, is called a **proper** [1] **noun.**

A proper noun when written or printed should always have a capital letter.

Exercise 78.—*Pick out the proper nouns.*

1. King Arthur's sword was called Excalibur. 2. Jupiter was the chief god of the Romans. 3. Melbourne is the largest town in Australia. 4. We get gold from California and Victoria. 5. My dog is called Spot, and Mary's cat is called Snowy. 6. The farmer has a horse called Smiler. 7. The ship was named the *Thunderer*.

8. The *Northern Star*
Sailed over the bar,
Bound to the Baltic Sea.

9. William sailed from Normandy, landed near Hastings, won a battle at Senlac, marched to London, and conquered England. 10. Captain John Smith landed at Jamestown, Virginia.

[1] From the French *propre*, from the Latin *proprius*, one's own. A proper noun is the *own* name of a thing.

Common Nouns [1]

Work again Exercises 3, 4, 5, *and* 6.

110. A word that is the name of *each* person or thing belonging to a class of persons or things of the same kind is called a **common** [2] **noun.**

Exercise 79.—*Pick out the common nouns.*

1. Once, when Rubens the famous artist was traveling in Spain, he visited a convent. 2. The monks took him all over the buildings. 3. Above the altar in the chapel he saw a beautiful picture. 4. "Who painted that masterpiece?" he asked. "A lay brother," answered the abbot. 6. "Then he is a great painter," said Rubens; "let me see him that I may tell him so." 7. Such words from such a judge were too much for the poor man; he took a few steps forward and fell dead at Rubens's feet.

8. Our buskins on our feet we drew;
With mittened hands, and caps drawn low,
To guard our necks and ears from snow,
We cut the solid whiteness through.

Collective Nouns

111. We may give names not only to persons or things but to *groups* of persons or things. Thus a group of men may be a *crowd*, an *army*, a *jury*, a *congress*. A group of animals may be a *herd*, a *troop*, a *flock*. A group of things may be a *dozen*, *a score*, a *lot*. Being the names of groups or collections, these nouns are called **collective nouns.**

Exercise 80.—*Pick out the collective nouns.*

1. Abraham had great flocks and herds. 2. When the army was defeated many regiments suffered severely,

[1] See "Notes for Teachers," p. 318, Note 10.

[2] *Common* (from the Latin *commun-is*, shared by several, common) means belonging to more than one.

and some companies were almost destroyed. 3. Congress appointed a committee to consider the matter. 4. The Jewish nation was made up of twelve tribes and each tribe was made up of a number of families. 5. The police dispersed the mob. 6. The clans were often at war. 7. The jury found the prisoner guilty. 8. The lowing herd winds slowly o'er the lea. 9. Several of the crew deserted. 10. There was a great crowd in the streets. 11. Tom is in the fifth class. 12. The shepherd is watching his flock. 13. The postmaster was a member of the council.

Abstract Nouns

Work again Exercises 7 *and* 8.

112. This paper is smooth and white; in other words it has the qualities of smoothness and whiteness. The smoothness and whiteness cannot be separated from the paper, but in our own minds we can think of them as something apart.

Again, running is an action, but the running cannot be separated from the runner. It is only in our own minds that we can think of it as something apart.

So slavery is a state or condition that cannot be separated from the slave, but that can be thought of as something apart.

This drawing away with our minds the quality from the thing which has it, the action from the thing which does it, or the condition from the thing which is in it, is called *abstracting.* [1]

113. A word used as the name of a quality, action, or state is called an **abstract noun.**

114. Thinking about the way in which abstract nouns are formed greatly helps us to know them. (But some abstract nouns, as *peace, color, joy,* are not derived from any other part of speech.)

[1] Latin *abs,* away from, and *tract-us,* drawn (p.p. of *trah-ere,* to draw).

(1) An adjective is the part of speech which shows quality, therefore many abstract nouns are formed from adjectives; as,

Adjective	*Abstract Noun*	*Adjective*	*Abstract Noun*
good	good-ness	bold	bold-ness
black	black-ness	dark	dark-ness
noble	nobility	prudent	prudence
honest	honesty	innocent	innocence
stupid	stupidity	temperate	temperance
wide	width	just	justice
true	truth	distant	distance
wise	wisdom	silent	silence

(2) A verb is the part of speech which tells of action, therefore many abstract nouns are formed from verbs; as,

Verb	*Abstract Noun*	*Verb*	*Abstract Noun*
serve	service	believe	belief
choose	choice	deceive	deceit
relieve	relief	advise	advice
elect	election	defend	defence
invent	invention	conceal	concealment
move	motion	judge	judgment
reflect	reflection	please	pleasure
learn	learning	seize	seizure

(3) Abstract nouns are also formed from common nouns; as,

Common Noun	*Abstract Noun*	*Common Noun*	*Abstract Noun*
friend	friendship	rascal	rascality
leader	leadership	man	manhood
captain	captaincy	child	childhood
bond	bondage	martyr	martyrdom
peer	peerage	hero	heroism
mayor	mayoralty	thief	theft

Exercise 81.—*a. Form abstract nouns from*

1. *The following adjectives.*

Long. Round. Regular. Bright. Righteous. Foolish. Bold. True. Wide. Strong. Dear. Curious. Rapid. Stupid. Prudent. Just. Simple. Pure. Blue.

2. *The following verbs.*

Occupy. Relieve. Believe. Deceive. Elect. Prove. Revise. Please. Invert. Conceal. Sing. Erase.

3. *The following nouns.*

Knave. Rogue. Slave. Boy. Man. Friend. Child. Agent. Regent. Duke. Master. Infant. Primate.

b. From what parts of speech are the abstract nouns given in Exercise 7 derived?

Exercise 82.—*Pick out the abstract nouns.*

1. The room is twenty feet in length. 2. Lazy people take most trouble. 3. The prisoner was accused of a serious crime, but as there was no proof of his guilt, he was set at liberty. 4. The driver behaved with cruelty. 5. The beauty of the scene gave us much pleasure. 6. A little learning is a dangerous thing. 7. A little weeping would ease my heart. 8. The quality of mercy is not strained. 9. There was darkness over all. 10. Honesty is the best policy. 11. The sun gives warmth. 12. Virtue is its own reward. 13. Charity covers a multitude of sins. 14. Wisdom is better than strength.

15. A thing of beauty is a joy for ever;
Its loveliness increases; it will never
Pass into nothingness.

Exercise 83.—*Pick out the nouns in the following sentences, say of each whether it is proper, common, collective, or abstract, and give the reason for your opinion.*

1. The jury brought in a verdict of guilty, much to the surprise of Judge Blake. 2. And I say to this assembly, war is a crime; the Crimean War had no justification. 3. Gentlemen may cry "Peace, peace!" but there is no peace. 4. Mr. President, I shall enter upon no encomium upon Massachusetts.

5. Yes, honor calls. With strength like steel,
He puts the vision by;
Let dusky Indians whine and kneel:
An English lad must die.

6. And the widows of Asshur are loud in their wail,
And the idols are broke in the temple of Baal;
And the might of the Gentile, unsmote by the sword,
Hath melted like snow in the glance of the Lord.

7. Over Barbara Frietchie's grave
Flag of freedom and union wave.

Additional sentences.—Exercise 9.

Number

115. Notice the difference in form between each noun in the first column and the corresponding noun in the second column.

one boy	*two* boys	*one* topaz	*two* topazes
one girl	*two* girls		
one dog	*two* dogs	*one* valley	*two* valleys
one hare	*two* hares	*one* lady	*two* ladies
one gas	*two* gases	*one* knife	*two* knives
one glass	*two* glasses		
one brush	*two* brushes	*one* ox	*two* oxen
one peach	*two* peaches		
one fox	*two* foxes	*one* man	*two* men

It will be seen that the forms of these nouns change with the *number* of things spoken of. The form used when we

are speaking of one thing—a *single* thing—is called the **singular** [1] **number**; the form used when we are speaking of more than one is called the **plural** [2] **number.**

116. The plural number is now most commonly formed by adding *s* to the singular; as,

Singular	*Plural*	*Singular*	*Plural*
table	tables	book	books
chair	chairs	log	logs
street	streets	top	tops

Exercise 84.—*a. Give the plural of*

Cat. Desk. Bottle. Picture. Board. Fire. Rug. Poker. Wall. House. Garden. Tree. Horse. Gate. Door. Window. Flower. Rose. Grocer. Letter. Basket. Rock. Bud. Eye. Egg. Crow. Bird. Beast. Fig. Marble. Ring. Hoop. Friend. Servant. Frame. Metal. Hand.

b. Give twenty other nouns which form their plurals by the addition of s *to the singular.*

117. The plural number was once most commonly formed by adding *es* to the singular. *Es* is still added to nouns ending in *s*, *x*, *z*, *ch*, and *sh*; as,

Singular	*Plural*	*Singular*	*Plural*
gas	gas-es	rush	rush-es
grass	grass-es	box	box-es
ditch	ditch-es	topaz	topaz-es

Exercise 85.—*Give the plural of*

Moss. Mass. Pass. Guess. Miss. Glass. Class. Omnibus. Patch. Peach. Batch. Latch. Leech. Breach.

[1] *Singular* from the Latin *singular-is*, single, from *singuli*, one by one.

[2] *Plural* from the Latin *plural-is*, more than one, from *plus* (genitive *plur-is*), more.

Witch. Hitch. Watch. Hutch. Brooch. Coach. Bench. Bush. Wish. Dish. Mesh. Blush. Tax. Buzz.

*118.[1] When the singular number ends in *y* following a vowel,[2] the plural is formed by adding *s*; if the *y* does not follow a vowel the plural is formed by changing the *y* into *i* and adding *es*; as,

Y *following a vowel*		Y *not following a vowel*	
Singular	*Plural*	*Singular*	*Plural*
valley	valleys	lady	ladies
key	keys	army	armies
boy	boys	daisy	daisies

Exercise 86.—*Give the plural of*

Ally. Alley. Abbey. Baby. Berry. Beauty. Chimney. Body. Donkey. Copy. Essay. Dairy. Jockey Bay. Day. Toy. Journey. Eddy. Kidney. Ferry. Turkey. Jury. Gipsy. Monkey. Lily. Pulley. Puppy. Penny. Pony. Poppy. Reply. Ruby. Gallery. Joy.

*119. *Some* nouns ending in *f* or *fe* change the *f* into *v*, and the plural ends in *ves*, as *half, halves; knife, knives;* but a great many simply add *s* to the singular, as *reef, reefs.*

Exercise 87.—*Give the plural of*

Calf. Wife. Shelf. Elf. Leaf. Loaf. Thief. Staff. Fife. Proof. Scarf. Chief. Hoof. Roof. Dwarf. Wharf. Cliff.

*120. Some nouns ending in *o* add *s* in the plural and some add *es*. In most cases custom alone decides which shall be added.

[1] See "Notes for Teachers," p. 323, Note 21 (last sentence).

[2] That is, *a, e, i, o,* or *u.*

The following add **es**: Bravo. Buffalo. Calico. Cargo. Echo. Flamingo. Hero. Motto. Negro. Potato. Tomato. Volcano.

The following add **s**: Canto. Rondo. Solo. Domino. Octavo. Quarto. Grotto. Tyro. Oratorio. Folio. Portfolio.

121. A few nouns form their plural numbers, not by adding *es* or *s*, but in other ways once more common than now:

(1) By change of vowel; as,

Singular	*Plural*
man	men
woman	women
foot	feet
goose	geese
tooth	teeth
mouse	mice

(2) By adding *en;* as,

Singular	*Plural*
ox	oxen
brother	brethren[1]
child	children.

122. Collective nouns (see Exercise 80) may be
Singular; as, *army, crew, score, group.*
Plural; as, *armies, crews, scores, groups.*

***123.** Some nouns have the same form for singular and plural; as, *deer, sheep, swine, fish,*[2] *grouse;* and, after numerals, *score, dozen, pair;* as, "ten dozen eggs."

***124.** Some nouns have no singular; as, *alms, banns, bellows, riches, scissors, shears, snuffers, spectacles, trousers, oats, odds, wages, premises, vespers, victuals.*

[1] *Brothers* is now the regular plural for *brother* (in a family).
[2] When the word *fishes* is used it signifies individuals or kinds.

***125.** Some words, though plural in form, are generally or always used as singulars; as, *news*, *summons*, *molasses*, *means*, *politics*, *mathematics*, *billiards*, etc.

***126.** Some nouns have two plurals, with different meanings; as, *brothers*, *brethren*; *peas*, *pease* (collective); *dies*, *dice* (for gaming); *indexes*, *indices*; *shots*, *shot* (collective).

Exercise 88.—*a. Say what is the number of each noun.*

1. The hatter sold nine caps. 2. There are thirty days in the month of September. 3. Quick believers need broad shoulders. 4. Foxes have holes, and the birds of the air have nests.

5. The days are cold, the nights are long,
The north wind sings a doleful song.

6. The clouds are scudding across the moon,
A misty light is on the sea;
The wind in the shrouds has a wintry tune,
And the foam is flying free.

b. Give the plural of

Board. Horse. German. Gas. Grass. Ditch. Hiss. Patch. Bush. Tax. Valley. Lady. Army. Daisy. Baby. Donkey. Chimney. Leaf. Half. Wife. Hoof. Cliff. Echo. Hero. Motto. Canto. Grotto. Englishman. Foot. Ox. Deer. Sheep.

c. Give the singular of

Cups. Spoons. Mats. Meadows. Gates. Boxes. Rushes. Topazes. Foxes. Brooches. Watches. Alleys. Allies. Journeys. Gipsies. Shelves. Elves. Loaves. Roofs. Dwarfs. Buffaloes. Cargoes. Oratorios. Mosquitos. Geese. Teeth. Mice. Brethren. Children. Swine. Fish. Shears. Bellows. Trousers. Oats.

***127.** When [1] a noun is taken without change from a foreign language, it generally keeps its foreign plural for

[1] See "Notes for Teachers," p. 323, Note 21, and p. 324, Note 26.

a time, but after the word comes to be looked upon as thoroughly English it often forms its plural in the English way. Examples of the latter are *cherubs, geniuses, dogmas, enigmas, encomiums.* Examples of nouns that still have foreign plurals are: *larva* (pl. *larvæ*), *radius,* (pl. *radii*), *stimulus* (pl. *stimuli*), *memorandum* (pl. *memoranda*), *phenomenon* (pl. *phenomena*), *axis* (pl. *axes*), *basis* (pl. *bases*), *crisis* (pl. *crises*), *genus* (pl. *genera*), *beau* (pl. *beaux*), *cherub* (pl. *cherubim*).

Monsieur, the singular of *Messieurs* (usually written *Messrs.* in English), is not used in English. *Mr.* is used in the singular. So *Mrs.* or *Miss* is generally used in the singular, while *Mesdames* is used in the plural.

Gender

128. All beings may be divided into three classes:

(1) Creatures of the male sex.
(2) Creatures of the female sex.
(3) Things without animal life.

Exercise 89.—*Say of each of the beings named here whether it is of the male sex, of the female sex, or without animal life.*

Man. Woman. Pen. Boy. Girl. Book. Father. Window. Mother. Brother. Sister. Tree. Uncle. Aunt. Corn. Horse. Mare. Meadow. Bull. Cow. Milk. He-goat. She-goat. Man-servant. Maid-servant. Stable. Drake. Duck. Pond. Gander. Goose. Table. Iron. Stone. Lion. Lioness. Den. Desert.

129. All nouns may be divided into three classes corresponding to the three classes into which all beings may be divided. They are

(1) Names of beings of the male sex.
(2) Names of beings of the female sex.
(3) Names of things without animal life.

130. In the English of the present time each of these classes of names forms a *gender*.[1]

Names of beings of the male sex are nouns of the **masculine**[2] **gender.**

Names of beings of the female sex are nouns of the **feminine**[3] **gender.**

Names of things without animal life are nouns of the **neuter**[4] **gender.**

131. There are some nouns which do not tell us whether the being named is male or female; as, *parent, relative, friend, cousin, bird.* Such nouns are said to be of **common gender.**

Exercise 90.—*a. Give the gender of each noun.*

1. The man left father, mother, brothers, sisters, and all other relatives, to travel in a far land. 2. Boys and girls come out to play.

3. As the husband is, the wife is; thou art mated with a clown,
And the grossness of his nature shall have weight to drag thee down.

4. So we made the women with their children go;
The oars ply back again, and yet again,
Whilst, inch by inch, the drowning ship sank low,
Still under steadfast men.

[1] See "Notes for Teachers," p. 324, Note 27.

[2] *Masculine* from the Latin *masculinus*, lengthened from *masculus*, male.

[3] *Feminine* from the Latin *femininus*, womanly, from *femina*, a woman.

[4] *Neuter* is a pure Latin word, meaning *neither*. Neuter gender means *neither* masculine nor feminine. In origin the word *female* has no connection with the word *male*.

5. O woman! lovely woman! Nature made you
To temper man; we had been brutes without you.
There's in you all that we believe of heaven,
Amazing brightness, purity, and truth,
Eternal joy, and everlasting love.

Eye. Doctor. Master. Mistress. House. Animal. Nephew. Niece. Farm. Fowl. Carpenter. Guardian. Sugar. Spice. Nurse. Servant. Attendant. Teacher. Baby. Root. Plant. Mustard. Colt. Ox. Songstress. Seamstress. Hand. Arm. Heart.

Additional nouns:—Exercise 89.

b. Give the genders of the following pronouns.

I. Thou. We. She. It. Her. Thee. Me. Thy. Thine. My. His. Them. Hers. Its. He. Our. You. They. Him. Theirs.

132. Notice carefully the following masculines and the corresponding feminines: [1]

Masculine	*Feminine*
(1) father	mother
gentleman	lady
son	daughter
(2) lion	lion-ess
hero	hero-ine
executor	execu-trix
(3) man-servant	maid-servant
he-goat	she-goat

[1] It should be remarked that where the two words are from different roots the feminine noun is not the feminine of the masculine noun. *Mother*, for instance, is not the feminine of *father; father* is the name of a male, and *mother* is the name of the corresponding female. On the other hand, the noun *lioness* is the feminine of the noun *lion*.

133. It will be seen

(1) That the name of the female is sometimes an entirely different word from the name of the male.

(2) That the feminine noun is sometimes formed from the masculine by a termination.

(3) That a noun of common gender is sometimes made masculine or feminine by having a masculine or feminine word placed before it.

134. *I. Examples of different words for masculine and feminine.*

Masculine	*Feminine*	*Masculine*	*Feminine*
bachelor	maid *or* spinster	boy	girl
		brother	sister
boar	sow	buck	doe
bull	cow	husband	wife
bullock, ox, *or* steer	heifer	king	queen
		lord	lady
colt *or* foal	filly	man	woman
drake	duck	nephew	niece
earl	countess	ram	ewe
friar *or* monk	nun	sire	dam
hart	roe *or* hind	uncle	aunt
horse	mare	wizard	witch

***135.** *II. Examples of feminines formed by terminations.*

The only *living* way of forming the feminine from the masculine (that is, the only way which would be used with new words) is by the addition of *-ess*; as,

Masculine	*Feminine*	*Masculine*	*Feminine*
baron	baron-ess	prophet	prophet-ess
heir	heir-ess	shepherd	shepherd-ess
lion	lion-ess	giant	giant-ess
priest	priest-ess	host	host-ess

Sometimes the feminine noun is made by the addition of *-ess* to a somewhat altered form of the masculine noun; as,

Masculine	*Feminine*
actor	actr-ess
benefactor	benefactr-ess
hunter	huntr-ess
tiger	tigr-ess
tempter	temptr-ess
traitor	traitr-ess
master	mistr-ess
abbot	abb-ess
negro	negr-ess
duke	duch-ess
marquis	marchion-ess

***136.** Some nouns have the termination *-er* or *-or* in the masculine, and *-ess* in the feminine; as,

Masculine	*Feminine*
cater-er	cater-ess
murder-er	murder-ess
sorcer-er	sorcer-ess
emper-or	empr-ess
govern-or	govern-ess

***137.** A few masculines are formed from the feminine; as,

Feminine	*Masculine*
bride	bride-groom
widow	widow-er

*138. Foreign or old English terminations are found in a few words; as,

Masculine	*Feminine*
hero	hero-ine
czar	czar-ina
administrator	administra-trix
executor	execu-trix
sultan	sultana

*139. *III. Examples of masculine or feminine word placed before common noun.*

Masculine	*Feminine*
he-bear	she-bear
he-goat	she-goat
man-servant	woman-servant *or* maid-servant

Exercise 91.—*Give the feminines corresponding to*

Bachelor. Buck. Steer. Earl. Duke. Marquis. Friar. Hart. Sire. Wizard. Count. Elector. Hunter. Emperor. Bridegroom. Widower. Executor. Sultan.

Nominative Case

Read again pars. 28, 30, *and* 32.

140. Case means the use of a noun or pronoun with respect to other words in the sentence.

141. The **subject** of a verb, when a noun or a pronoun, is said to be in the **nominative case.**[1]

[1] From the Latin *nominatus*, p.p. of *nominare*, to name. The nominative case is the case of the subject, and the subject *names* that about which the predicate tells.

Exercise 92.—*What nouns or pronouns in the following sentences are in the nominative case?*

a. 1. The day is warm. 2. I broke the chair. 3. The sea is blue to-day. 4. We shall be there. 5. You may take the book. 6. The house was burned. 7. Winds are sometimes destructive. 8. They blow down houses. 9. She has brought the milk. 10. John has been ill. 11. He was trying to learn Latin.

b. 12. Is the book new? 13. Is this flower fragrant? 14. Are you going? 15. How strong is he? 16. May I go too? 17. Are they for me? 18. Are these apples sweet? 19. Do figs grow on trees? 20. Is she walking now?

142. Adjectives are used with nouns, and as the *subject* of a verb is a noun (or some word which does the work of a noun), adjectives (or words which do the work of adjectives) may be used with the subject noun. Thus, the sentence "Boys work" may, by additions to the subject noun *boys*, become

These boys work.
Good boys work.
My boys work.
The good boys *of the village* work.

143. Adverbs are used with verbs, and as the predicate always is (or contains) a verb, adverbs (or words which do the work of adverbs) may be made a part of the predicate. Thus, the sentence "Boys work" may, by additions to the verb, become

Boys work *diligently.*
Boys work *in school.*
Boys work *to please their teacher.*
Boys work *diligently in school to please their teacher.*

144. As the words used with the subject noun or pronoun, though doing the work of adjectives, are not always

adjectives, it is convenient to call them **modifiers**; and as the words used with the verb, though doing the work of adverbs, are not always adverbs, it is convenient to call them also modifiers.

145. The subject noun (or pronoun) with its modifiers is called the *complete subject*, or simply the *subject* of the sentence.

146. The verb with the parts of the sentence going with the verb is called the *complete predicate*, or simply the *predicate* of the sentence.

Exercise 93.—*In the following sentences pick out the* **subject noun** (*or pronoun*) *and its modifiers, and the verb and its modifiers; thus,*

Sentence	*Subject noun*	*Modifiers of the subject noun*	*Verb*	*Modifiers of the verb*
1. My sister arrived yesterday.	sister	My	arrived	yesterday.
2. The book is lying on the table.	book	The	is lying	on the table.
3. The soldiers of London went to Brentford.	soldiers	The of London	went	to Brentford.

a. 4. Tom's brother will come to-morrow. 5. The careless girl was looking off her book. 6. She was at once scolded. 7. Pretty flowers grow in my garden. 8. The golden corn was waving in the sun. 9. The great bell is tolling slowly. 10. The tall trees are shaking in the wind. 11. I am going to Chicago next week.

b. 12. Is the little child sleeping? 13. Did your father write to you yesterday? 14. Was the garden gate closed just now? 15. Have you been waiting long? 16. Have

those new houses been let already? 17. Has your garden been thoroughly weeded?

c. 18. Listen carefully. 19. Attend to your teacher. 20. Wait for me down-stairs. 21. Go to bed at once. 22. Speak softly. 23. Run to school.

147. Parsing means telling the facts about the form and class of a word, and its relation to the other words in the sentence.

In parsing a noun that is in the nominative case, say what *kind* of noun it is, of what *number* and *gender* it is, and *why* it is in the nominative case. Thus the noun *brother* in sentence 4 of Exercise 93 would be parsed: *Brother,* a common noun, singular number, masculine gender, nominative case, subject of the verb *will come.*

The *case* of a noun (or pronoun) depends upon its relation to other words—usually to a verb or to a verbal or to a preposition. Stating this relation is called giving the **syntax** of the noun. The syntax of any part of speech is the relation of the word to the other words in the sentence.

Exercise 94.—*Parse the nouns and the pronouns in Exercise* 93 *that are in the nominative case.*

Repeat the parts of the verb **be.**

148. The verb **be** has the same case after it as before it.

Thus, in the sentence, "I am the man," *I* is in the nominative case, subject of *am; man* is therefore also in the nominative case.

Parse "man" as the **predicate nominative** after *am.*

Exercise 95.—*Give the case of the words printed in italics.*

1. Nathan said unto David, "Thou art the *man*" 2. Old ing Cole was a merry old *soul.* 3. The Hudson is a be: iful *river.* 4. I'm to be *queen* of the May. 5. The

box will be a useful *present*. 6. We have been *friends* for many years. 7. I hope that I shall be a *scholar* some day. 8. Art thou that traitor *angel?* 9. Art thou *he* that should come? 10. A *man* severe he was.

149. Sometimes a noun is placed after another noun or after a pronoun to show more clearly who or what is meant; as, "William the *Conqueror*" "Brown the *grocer*" "I your *father*" The noun so placed is said to be in **apposition** to the other noun or to the pronoun.

150. Nouns or pronouns in apposition have the same case as the noun or pronoun they modify; as, "Hob the *plowman* is returning;" "I, *George Washington, President* of the United States, issue this proclamation."

In the first sentence *Hob* is in the nominative case, subject of *is returning*, and *plowman* is therefore in the nominative case also.

In the second sentence *I* is in the nominative case, subject of the verb *issue*, and *George Washington* and *President* are, by apposition with *I*, both in the nominative case also.

Exercise 96.—*Parse the nouns in apposition.*

1. Napoleon the Emperor was sent to St. Helena. 2. William the Conqueror came from Normandy. 3. It was the lark, the herald of the morn. 4. Tom, Tom, the piper's son, stole a pig. 5. The hunters killed Bruin, the bear. 6. Highest queen of state, great Juno comes. 7. Frank, the jockey, broke his leg.

8. This gentleman, the prince's near ally,
My very friend, hath got his mortal hurt.

9. But He, our gracious Master, kind as just,
Knowing our frame, remembers we are dust.

151. When a person (or thing) is spoken to or addressed, the noun or pronoun used is said to be in the **nominative of address**;[1] as, "Come to me, O ye *children;*" "O *death,* where is thy sting?"

Exercise 97.—*Parse the nouns and pronouns which are in the nominative of address.*

1. O Romeo, wherefore art thou Romeo? 2. In truth, fair Montague, I am too fond. 3. O grave, where is thy victory? 4. I pray you, sire, to let me have the honor. 5. O night and darkness, ye are wondrous strong. 6. Exult, ye proud patricians. 7. Put on thy strength, O Zion!

152. A noun (or pronoun) is said to be in the **nominative absolute** when, being followed by a participle expressed or understood, its case is not affected by any other word in the sentence; as, "The *sea* being calm, we went for a sail;" "*He* being tired, we sat down;" "The mountains rose, *peak* above peak" (that is, peak being above peak).

Exercise 98.—*Pick out the nominative absolute.*

1. Everything being ready, we started. 2. Napoleon having been defeated, there was peace. 3. The storm having abated, the ships ventured to sail. 4. James leaving the country, William was made king. 5. The baby being asleep, the children were very quiet. 6. Bruce lay down, his heart heavy with sorrow. 7. The man listened, his face red with anger. 8. The king returning victorious, the citizens went forth to meet him.

153. A noun may be used merely as an exclamation, as, "*Goodness!* how tired I am;" "*William!* what does he know about it?" Such a noun is called a **nominative of exclamation**. Other examples: "Hartlepool! I never heard of the place!" "Mercy! what shall I do?" "Ink! what do I want with ink?"

[1] The nominative of address in English corresponds to the vocative in Greek or Latin.

Objective Case

Read again par. 7, *and work again Exercise* 13.

154. When the verb in a sentence tells what a person or thing does, the sentence often shows *to* what person or thing the action is done. Thus, in the sentence "Mary obeys her mother," *obeys* tells what Mary does, and *mother* shows *whom* she obeys; and in the sentence, "Tom lost his slate," *lost* tells what Tom did and *slate* shows *what* he lost.

155. In such a sentence, the name of the person or thing that an action is done to is called the **object** of the verb that expresses the action.

Examples of Objects

Sentence	*Subject*	*Verb*	*Object*
1. Parents love children.	Parents	love	children
2. Children obey parents.	Children	obey	parents
3. Cats catch mice.	Cats	catch	mice
4. Mice fear cats.	Mice	fear	cats

By noticing these sentences it will be seen that the object can always be found by asking "Whom?" or "What?" *after* the verb.

Exercise 99.—*Take apart or analyze the following sentences as in par.* 155.

1. Soldiers fight battles. 2. Tom missed Fred. 3. Mary is minding the baby. 4. Job showed patience. 5. Abraham had faith. 6. Moses possessed meekness. 7. Ravens fed Elijah. 8. Solomon obtained wisdom. 9. Romulus founded Rome. 10. Cæsar invaded Britain.

156. As the object, like the subject, is a noun (or some word which does the work of a noun), adjectives (or words

which do the work of adjectives) may be used with it just as with the subject. Thus the sentence "Boys learn lessons" may, by additions to the object, become

1. Boys learn *their* lessons.
2. Boys learn *home* lessons.
3. Boys learn *difficult* lessons.
4. Boys learn lessons *about verbs.*
5. Boys learn *their difficult home* lessons *about verbs.*

157. The object noun (or pronoun) with its modifiers is called the *complete object.*

Exercise 100.—*Take apart or analyze the following sentences; thus,*

Sentence	*Subject noun*	*Modifiers of subject noun*	*Verb*	*Object noun*	*Modifiers of the object noun*	*Modifiers of the verb*
The horse is drawing a heavy load of bricks now.	horse	The	is drawing	load	a heavy of bricks	now
Manybirds build beautiful nests.	birds	Many	build	nests	beautiful	
A big dog bit my sister's little boy yesterday.	dog	A big	bit	boy	my sister's little	yesterday

1. The servant dusted every room carefully. 2. The firemen threw tons of water on the fire. 3. Tom's parrot whistles several tunes correctly. 4. Nellie met her young cousin at the station. 5. We saw our neighbor's three children in the park. 6. Some thief stole the farmer's best horse. 7. A clever policeman caught the artful thief. 8. The heavy rains beat the ripe barley down. 9. The gardener grows fine crops of potatoes. 10. The tall poppies lifted their gay heads proudly.

Exercise 101.—*In the following sentences supply objects with or without modifiers.*

1. We have lost our . . . . 2. The dog has killed . . . . 3. The woodman felled . . . . 4. The old gardener is watering . . . . 5. The cook is making . . . . 6. William is expecting . . . . 7. James dislikes . . . . 8. The brave sailor saved . . . . 9. The sun gives . . . . 10. The children took . . . .

158. Every predicate has a subject, but it is not every predicate that contains an object. If the question "Whom?" or "What?" asked after the verb gives no answer the verb has no object.

Exercise 102.—*Pick out the verbs which have objects.*

1. William is reading a story. 2. The window has been broken. 3. The child was sleeping. 4. The cook made a nice pudding. 5. The fire is burning brightly. 6. The soldier was wounded in the arm. 7. The girl has found her father. 8. I am looking for my cap. 9. She met her friend at the fair. 10. Mr. Jones lives in Lenox. 11. Jane's new dress had been torn. 12. The carpenter made a wheelbarrow. 13. The wind is blowing fiercely. 14. We should love our enemies. 15. I have no writing paper. 16. No writing paper is in my possession. 17. No land is owned by Mr. Elkins. 18. Mr. Elkins possesses no land.

159. The same verb may have an object in one sentence and no object in another; thus,

James is writing.

Is writing what? No answer; therefore no object.

James is writing a letter.

Is writing what? A letter; therefore an object, *letter*.

Exercise 103.—*Pick out the sentences which contain objects.*

1. Tom is reading "Robinson Crusoe." Tom is reading.
2. The rain was beating against the window. The driver was beating his horse.
3. The waves broke on the shore. The poor man broke his arm.
4. Wasps sting some people. Wasps sting.
5. Doctors formerly bled their patients. The wound bled freely.
6. Mary is playing with her doll. Mary is playing the piano.
7. The wet ground is drying. The sun is drying the wet ground.
8. The fire was burning brightly. The fire was burning the carpet.
9. That clock strikes the hours. That clock strikes loudly.
10. The workmen are digging. The workmen are digging a ditch.

160. The object noun or pronoun is said to be in the **objective case.**[1]

In parsing say that the noun or the pronoun is in the objective case, object of the verb.

Exercise 104.—*Parse the nouns in the objective case in Exercises* 99, 13, *and* 103.

[1] See "Notes for Teachers," p. 319, Note 11.

Read again pars. 79 *to* 82.

161. Prepositions as well as verbs govern the objective case. The objective case is found by asking "Whom?" or "What?" after the preposition; thus,

Ellen is with her father.

Preposition, *with*. With whom? Her *father*. *Father* is in the objective case, object of the preposition *with*.

162. Every preposition must always have a noun or pronoun in the objective case going with it, such word being called the **object of the preposition**. (When we speak simply of "the object," we mean the object of the verb.)

The object of a preposition may have modifiers of its own; as, "This is the shoe of *a large* man."

163. A preposition with its object (and the modifiers, if any) forms what is called a **prepositional phrase**.

In Exercises 65 *and* 67 *pick out the prepositional phrases.*

164. Many verbs express an action which, besides the object acted on directly, concerns another person or thing that may be said to be acted on indirectly; as, "Alfred lent Fred a knife."

Here the action of lending bears directly on the knife and indirectly on Fred.

165. The name of the person or thing acted on directly is, as we have learned, called the **object** (or the direct object), and the name of the person or thing acted on indirectly is called the **indirect object.**[1]

[1] Those who are learning Latin will see that the object in English corresponds to the direct object put in the *accusative* case, and the indirect object corresponds to the indirect object put in the *dative* case; as, "Pater *librum* [Acc.] *filio* [Dat.] dat."

Examples of Indirect Objects

Sentence	*Direct Object*	*Indirect Object*
The teacher promised him a prize.	a prize	him
Frank gave his sister an apple.	an apple	his sister
She asked Mr. Low a question.	a question	Mr. Low

166. Each of these sentences can be written with a preposition before the indirect object; thus,

The teacher promised him a prize.	The teacher promised a prize [to] him.
Frank gave his sister an apple.	Frank gave an apple [to] his sister.
She asked Mr. Low a question.	She asked a question [of] Mr. Low.

It will thus be seen that the "indirect object" (with the preposition which can be placed before it) is practically a prepositional phrase and a modifier of the verb. In parsing, say that the indirect object is in the objective case governed by the understood preposition; and in analyzing, call the indirect object and its preposition a modifier of the verb.[1]

Exercise 105.—*a. Pick out the (direct) objects.*

b. Pick out the indirect objects and supply the prepositions understood.

1. His uncle left him a thousand dollars. 2. Offer him the money 3. The master lent his man a horse. 4. My mother sent me a letter. 5. The teacher gave his boys a lesson· he taught them French. 6. They did so well that he promised them a holiday. 7. The girl showed the doctor her crushed finger.· 8. The child brought the beggar a penny. 9. I had bought myself a pair of boots. 10. The child told us the truth. 11. The gardener sold me some beautiful roses. 12. That man owes his grocer

[1]See "Notes for Teachers," p. 322, Note 17.

seven dollars; he has just paid him one dollar. 13. The gentleman offered us his carriage. 14. I will show you how to parse. 15. Get me that book.

167. A noun in apposition with a noun or pronoun that is in the objective case is also in the objective case. (See par. 150.) Thus, "I met Hob the *plowman;*" "I live in London, the *capital* of England;" "The children love their uncle, *Mr. Holmes*"

168. Nouns of time, space, and measurement are often used in the objective case, without being governed by any verb or expressed preposition; as, "We lived ten *years* in France;" "Tom walked twenty *miles;*" "The cloth measures six *yards.*" Such nouns answer *adverbial* questions, as, How far? How long? How much? How often? and are therefore called **adverbial objectives.**

Exercise 106.—*Pick out the adverbial objectives (nouns of time, space, or measurement, in the objective case).*

1. The hare was caught after running a mile. 2. My friend stayed two weeks. 3. The old man lived ninety years. 4. The field measures fifty acres. 5. The snail crawled a yard an hour. 6. The lawyers smiled that afternoon. 7. We waited a whole day. 8. Seven days, seven nights I saw the curse. 9. The potatoes weigh a ton. 10. The soldier went away a week ago. 11. The man sprang back two or three paces. 12. The horse is worth a hundred dollars; the cow is worth thirty dollars.

169. Since the verb **be** takes the same case after as before it (see par. 148), the nouns *friend* and *king* in the following sentences are in the objective case.

I knew him to be my *friend.*
They wanted Canute to be their *king.*

NOTE.—Other uses of the objective case will be considered in Part III; see Index.

Exercise 107.—*In the following sentences pick out the nouns that are in the objective case, and give the reason.*

1. That night you took me to be my brother. 2. That is strange conduct for you, a man forty years old. 3. I have been reading of Louis, King of France, the victim of the Revolution. 4. The chair was broken by Judge Thomson, a man who weighs at least two hundred pounds. 5. Why do you advise him, a fellow who never has studied much, to be a lawyer? 6. Do you take him to be a better scholar than I? 7. Have you seen my son John, Mrs. Brown? 8. Do you want him to be your errand boy?

Possessive Case

170. In the sentence "William lost John's knife," *John* is the name of the *possessor* (or owner), and *knife* is the name of the thing possessed (or owned).

Notice how the name of the possessor is written in the following examples.

Singular	*Plural*
1. A *bird's* wings.	The *birds'* wings.
2. The *man's* hat.	The *men's* hats.
3. *Moses'* life.	
4. For *goodness'* sake.	

171. A noun (or pronoun) which is used so as to show by its form that something belongs to the person or thing denoted by it is said to be in the **possessive case.**[1]

172. The possessive case of a noun in the singular number is formed by adding an apostrophe (') and *s*; as, "The *bird's* wing," "The *man's* hat."

a. If the noun in the singular number already ends in a hissing sound the *s* of the possessive is sometimes left

[1] See "Notes for Teachers," p. 319, Note 11.

out: as in "*Moses'* law," "*Euripides'* plays," "*Socrates'* questions," "For *goodness'* sake," "For *conscience'* sake," "In *justice'* cause," "For *Jesus'* love."

b. The putting in or the leaving out of the *s* in such cases is to some extent a matter of taste. But as a rule, it is better to add both the apostrophe and the *s*, even when the noun already ends in *s*; as, "*James's* book," "the *mistress's* orders." "Moses's law" would sound disagreeable to most people, because the name *Moses* already has two hissing sounds; perhaps "The law of Moses," The plays of Euripides," "The questions of Socrates" would be the better forms.

173. When the noun in the plural ends in *s* the possessive is shown by adding an apostrophe only; as, "*Birds'* wings," "*Boys'* games." When the noun does not end in *s* an apostrophe and *s* are added; as, "*Men's* gloves," "*Children's* books."

174. The names of things not living (unless they are personified or thought of as living) are rarely put in the possessive case, the objective case with *of* being used. We say "A man's leg," "A horse's leg," but "The leg of a table," not "A table's leg." We may say "The moon's face," "The city's pride."

175. The noun which the possessive case modifies is sometimes "understood." Thus, "I am going to stay at Brown's for a week," means "I am going to stay at Brown's house." "St. Peter's" usually means "St. Peter's Church."

176. In the same way, after a pronoun in the possessive case there is often no noun; as, "This is my book; where is *yours?*"

Note that the possessive pronouns *ours*, *yours*, *hers*, *its*, and *theirs*, have no apostrophe.

Exercise 108.—*a. Pick out the nouns in the possessive case and say what noun each goes with or modifies.*

1. The singer's voice is sweet. 2. We watched the eagle's flight. 3. The children's clothes are clean. 4. The police found the thieves' plunder hidden in the cellar. 5. The butchers' shops were all closed. 6. Samson tied foxes' tails together. 7. The farmer bought hay for his oxen's food. 8. Mrs. Williams's dog is lost. 9. Moses' grave is unknown. 10. The ladies' dresses were beautiful. 11. Hercules' strength was wonderful. 12. We buy sugar at a grocer's and paper at a stationer's. 13. Thomas More disobeyed Henry for conscience' sake. 14. The vault was full of men's bones. 15. The people whisper of good Polonius' death. 16. In this place ran Cassius' dagger through. 17. Peter's wife's mother lay sick of a fever. 18. Swift was Dean of St. Patrick's. 19. William stayed at his brother's. 20. This dog is a collie, while Charles's is a setter.

b. Pick out the pronouns in the possessive case and say what noun each modifies.

21. I have found my cap. 22. Hast thou seen thy friend? 23. Tom has learned his lessons, but Jane has not learned hers. 24. The bird is in its nest. 25. We have found our mittens. 26. The children were crying because they had lost their father. 27. That bat is mine; where is yours?

c. Write the possessive case singular of

Moses. Aristides. Francis. Æneas. Ulysses. Mr. Richards. Goodness. Justice. Dickens. Charles.

d. Write the possessive case singular and plural of

Boy. Lady. Baby. Jockey. Gypsy. Monkey. Wife. Thief. Chief. Negro. Hero. Man. Goose. Month. Brother. Child. Woman. Mistress. Horse.

e. Change the following so as to use the possessive case.

28. The spirit of your fathers. 29. The life of man. 30. The minds of your daughters. 31. The voice of the duke. 32. The customs of the Turks. 33. For the sake of conscience. 34. The dagger of Cassius. 35. The plays of Shakspere. 36. The books of the boys. 37. The fleetness of the horse. 38. The wife of Othello. 39. The brightness of the sun. 40. The new dwelling of Mr. Jones.

177. In such expressions as "*Stafford* and *Brown's* sauce," "*Booth, Bandy* and *Long's* law office," it is plain that all the nouns in italics are in the possessive case, though the *'s* is attached only to the last in each series. But in the sentence, "Here are *Worcester's, Webster's* and *Stormonth's* dictionaries," each of the nouns must have the *'s*, because the possession is separate; we speak of three different dictionaries, not, as in the second example above, of one law office.

178. The possessive case is frequently used in expressions like this, "Where is that book *of Mr. Brown's?*" Here a noun in the possessive form seems to be the object of a preposition. In parsing, say *Mr. Brown's* is in the possessive case, forming with *of* a phrase modifying *book.*

Other examples of this idiom:

That hat *of Harry's* is too old to wear.
That baby *of Mrs. Wilkinson's* is sick again.
I heard those lectures *of Emerson's* with much pleasure.

179. A noun may be in the possessive case by apposition, as, "Have you seen my boy *Harry's* hat?" Here *hat* is the object of the verb, and is modified by *boy,* which is in the possessive case, though the *'s* is attached only to the noun *Harry. Harry's* is in the possessive case by apposition with *boy.*

Place of Subject and Object

180. In a stating or declarative sentence the subject is generally placed before the verb and the object after the verb, but words are often put out of their usual places when stress has to be laid on them. Thus when Carlyle says, "Two men I honor and no third," he draws more attention to the object *men* than if he said, "I honor two men and no third."

181. In poetry the subject and the object are often put out of their usual places; as, "Now fades the glimmering landscape on the sight;" "Your glorious standard launch again."

Exercise 109.—*a. Pick out the verb and the subject noun or pronoun.*

1. Up rose old Barbara Frietchie then. 2. Steadily blows the northeast wind. 3. There stood proud forms around the throne. 4. Up flew the windows all. 5. Down ran the wine into the road. 6. There came a burst of thunder sound. 7. Then up arose her seven brethren. 8. Out spoke the hardy Highland wight. 9. Adown the glen rode armèd men. 10. And there lay the steed with his nostril all wide.

11. Within a windowed niche of that high hall
Sate Brunswick's fated chieftain.

12. But on the British heart were lost
The terrors of the charging host.

b. Pick out verb, complete subject, and complete object.

13. His warm blood the wolf shall làp. 14. The morning feast with joy they brought. 15. A kingly crown he wore. 16. No comfort could I find. 17. The ant its labors has begun. 18. Thou thy worldly task hast done. 19. In her attic window the staff she set. 20. His corse to the ram-

parts we hurried. 21. And there a little girl I found. 22. Patient eyes, indeed, you have. 23. "Hearts of oak," our captains cried. 24. Ten spears he swept within his grasp. 25. One new-made mound I saw close by. 26. The hoary Alpine hills it warmed. 27. His irons you still from the road may espy. 28. Thee haughty tyrants ne'er shall tame.

29. A little boy with crumbs of bread
Many a hungry sparrow fed.

30. And to the hilt his vengeful sword
He plunged in Gelert's side.

31. The pavement damp and cold
No smiling courtiers tread.

Review of Nouns

Learn again

182. A noun is a word used as the name of something.

183. A proper noun is the name of some particular person, animal, place, or thing.

184. A common noun is a word that is the name of each person or thing belonging to a class of persons or things of the same kind.

185. A collective noun is one that is used as the name of a collection or group of persons, animals, or things.

186. An abstract noun is a word used as the name of a quality, an action, or a state.

187. Nouns have two numbers—the singular and the plural; the singular number is used when we are speaking of one, the plural when we are speaking of more than one.

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188. Nouns have three genders—the masculine, the feminine, and the neuter.

A noun in the masculine gender is the name of a creature of the male sex.

A noun in the feminine gender is the name of a creature of the female sex.

A noun in the neuter gender is the name of something that has no life.

A noun which may be the name of a creature of the male sex or of the female sex is said to be of common gender.

189. Nouns (and pronouns) have three cases—the nominative, the objective, and the possessive.

190. In every sentence the noun (or pronoun) used as the subject of the verb is in the nominative case.

191. A noun (or pronoun) denoting a person or thing spoken to or addressed is in the nominative case and is called a nominative of address.

192. A noun (or pronoun) used independently with a participle is in the nominative absolute.

193. A noun used merely as an exclamation is called a nominative of exclamation.

194. The noun (or pronoun) which is used as the object of a verb is in the objective case.

195. The noun (or pronoun) which is the object of a preposition is in the objective case.

196. Some verbs have an indirect object as well as a direct object. The indirect object is really the object of some understood preposition, usually *to*, *for*, or *of*.

197. Nouns of time, space, and measurement are in the objective case, though not governed by any verb or expressed preposition. They are called adverbial objectives.

198. A noun (or pronoun) used to show by its form that something belongs to or is modified by the person or thing denoted by it, is in the possessive case.

199. A noun (or pronoun) placed after another noun (or pronoun) to show more clearly what is meant is said to be in apposition with the noun (or pronoun) preceding, and is in the same case with it.

200. The verb **be** takes the same case after it as before it.

Exercise 110.—*Parse all the nouns and prepositions in Exercise* 108 *and in the following sentences fully; thus,*

James found his sister's gloves in the stable.

James | Noun, proper, singular number, masculine gender, nominative case, subject of *found.*

sister's | Noun, common, singular number, feminine gender, possessive case, modifying *gloves.*

gloves | Noun, common, plural number, neuter gender, objective case, object of the verb *found.*

in | Preposition, showing the relation between its object *stable* and the verb *found.*[1]

stable | Noun, common, singular number, neuter gender, objective case, object of the preposition *in.*

1. Now the hungry lion roars. 2. Merrily rose the lark. 3. Shepherds are watching their flocks. 4. No mate, no comrade Lucy knew. 5. Old Betty's joints are on the rack. 6. That hat of my sister's was of silk. 7. Those apples of neighbor Thompson's are excellent. 8. Where is sister Anne? 9. My brother Alfred and I have walked three miles this morning. 10. Farmer Jones's crops are being cared for by his hired man Henry. 11. This is my oldest son, Harry, Mrs. Phelps. 12. Bring me that fishing rod, Tom. 13. George, you rascal, what have you done with my knife? 14. The truth! why do you speak of the

[1] See Exercise 67, *b*, and footnote.

truth? 15. That chair cost ten dollars. 16. From the neighboring school come the boys.

17. When the rock was hid by the surge's swell
The mariners heard the warning bell.

PRONOUNS

Personal Pronouns

Work again Exercises 35 *and* 37.

Exercise 111.—*Pick out the pronouns; write those in the nominative case in one column, those in the possessive case in another column, and those in the objective case in another.*

1. I like my new book. 2. Your brother lent his knife to me. 3. We left our hats in the cloak room. 4. Will you go with us to the park? 5. Jack is waiting in the playground; he wants you to go to him quickly. 6. Mary says that her sister is ill; she caught cold on Friday. 7. The doctor saw her this morning. 8. The dog has hurt its foot; a wheel passed over it. 9. The travelers tried to cross the river, but the swollen waters carried them away, and they lost their lives. 10. That book is interesting; it is full of stories of adventure. 11. If sinners entice thee, consent thou not.

201. A noun in the possessive case is almost always followed by another noun, expressed or understood,[1] but a pronoun in the possessive case is not always followed by a noun.

Exercise 112.—*Pick out the pronouns in the possessive case.*

1. This book is mine; where is yours? 2. There is a porch to Mr. Hake's house, but there is no porch to ours. 3. The thief said that the purse was his, but the

[1] See the exception treated in par. 178.

lady knew that it was hers. 4. The brothers thought that James's prize was better than theirs. 5. Give me that heart, Castara, for 'tis thine.

NOTE 1.—In the first sentence of Exercise 112 *yours* is equivalent in meaning to *your book;* in the second, *ours* is equivalent to *our house.* Parse *yours* as possessive in form, but used as a nominative, subject of *is;* parse *ours* as possessive in form, but used as an objective, object of the preposition *to* (see par. 162).

NOTE 2.—Pronouns like those given in Exercise 112 are used after the preposition *of,* just as nouns in the possessive case are; thus, "That uncle *of mine* has been at his jokes again;" "Here is a letter *of yours.*" Parse these phrases the same way as the similar noun phrases (see par. 178).

202. The pronouns which are used when a person is speaking of himself, or of himself and others, are said to be of the **first person**; as, "*I* went with *my* brother to London; *our* father met *us* at the station and *we* went with him to the Tower."

203. The pronouns which are used to designate the person or persons spoken to are said to be of the **second person**; as, "Are *you* taking *your* camera?"

"Hail to *thee,*[1] blithe spirit,
Bird *thou* never wert."

204. The pronouns used to designate persons or things spoken about, but not spoken to, are said to be of the **third person**; as, "I met Tom and Mary; *he* was taking *his* father's horse to *its* stable; *she* was calling *their* fowls together to give *them* the food which *she* had in *her* apron."

[1] The skylark.

NOTE.—Nearly every noun, being the name of something spoken *about*, is in the third person. Sometimes, however, nouns are in the first or in the second person; as, "I, *Henry Wilson, fisherman*, saw all these things;" "*Scoundrel*, what are you doing on my premises?" "O *King*, I am thy slave." In parsing nouns, we need not usually mention person, but with pronouns we must.

Exercise 113.—*Say of what person each pronoun in Exercises* 111 *and* 112 *is.*

205. The results obtained from working Exercises 111, 112, and 113 may be shown in a table; thus,

	First Person	*Second Person*	*Third Person*		
	All Genders	*All Genders*	*Masculine Gender*	*Feminine Gender*	*Neuter Gender*
			Singular Number		
Nominative case	I	you (older usage thou)	he	she	it
Possessive case[1]	my, mine	your, yours (older usage thy, thine)	his	her, hers	its
Objective case	me	you (older usage thee)	him	her	it
			Plural Number (all Genders)		
Nominative case	we	you (older usage ye)	they		
Possessive case[1]	our, ours	your, yours	their, theirs		
Objective case	us	you	them		

[1] See "Notes for Teachers," p. 319, Note 12.

206. These pronouns are called **personal pronouns** because they are different for the three persons, and therefore show of themselves whether they are of the first, the second, or the third person.

Read again par. 40.

207. The pronoun of the second person singular (*thou*, with *thy*, *thine*, and *thee*), was formerly used

(1) When close friends were speaking to each other; as,

Falstaff.—*Thou* wilt be horribly chid to-morrow when *thou* comest to *thy* father; if *thou* love me practise an answer.

Prince Henry.—Do *thou* stand for my father.

SHAKSPERE: *First Part of King Henry IV.*, ii., 4.

(2) When a person was speaking to his servant or to some one else beneath him; as,

King Lear.—Follow me; *thou* shalt serve me; if I like *thee* no worse after dinner I will not part from *thee* yet.

SHAKSPERE: *King Lear*, i., 4.

(3) When a person wished to be rude.

Thus, during the trial of Sir Walter Raleigh, Coke said to him, "*Thou* art a monster; *thou* hast an English face but a Spanish heart . . . . for I *thou thee*, *thou* traitor."

208. The pronoun of the second person singular is now used

(1) In poetry; as,

Little lamb, who made *thee?*
Dost *thou* know who made *thee?*—*Blake.*

(2) In speaking to God; as,

O Lord, our Lord and spoiler of our foes;
There is no light but *Thine;* with *Thee* all beauty glows.
—*Keble.*

***209.** The pronoun *you* (with *your* and *yours*) was formerly always plural.[1]

***210.** *Ye* is now used in poetry only; as,

Can your spirits fear
The God *ye* never could offend?—*Sprague.*

***211.** The translators of the authorized version of the Bible, and careful writers of their time, used *ye* for the nominative and *you* for the objective; as, "*Ye* shall be named the Priests of the Lord; men shall call *you* the Ministers of our God."—*Isaiah* lxi., 6.

Careless writers did not observe this distinction. In Shakspere's "Julius Cæsar" (iii.), for instance, we find

"I do beseech *ye* if *you* bear me hard . . ."

***212.** The pronoun *you* is sometimes used indefinitely, not referring to any particular person or persons; as, "On those mountain tops you often feel chilly" (that is, "one often feels chilly"); "The peasants take off their hats as you pass;" "He is one of your lazy good-for-nothings."

***213.** *They* is sometimes used indefinitely, meaning people in general; as, "They say the earth was feverous and did shake;" "What do they call this village?"

[1] In modern languages generally the second person singular seems to be avoided in polite speech. In German, French, and Italian, for example, the second person singular is still used as it formerly was in English, but in speaking to equals or superiors Germans use the third person plural, French people use the second person plural, as we do, and the Italians use the feminine gender of the third person singular; thus,

GERMAN.—*Haben Sie das Pferd?* Have you [*literally* they] the horse?

FRENCH.—*Avez-vous le cheval?* Have you [plural] the horse?

ITALIAN.—*Ha ella il cavallo?* Have you [*literally* has she] the horse?

This *ella* is really the pronoun standing for the feminine noun *eccellenza*, excellency, and the sentence means, "Has it [*that is*, your excellency] the horse?"

214. The pronoun *it* is often used indefinitely; as, "There was nothing for it but to swim;" "We were hard put to it;" "We had to foot it home."

215. The pronoun *it* is likewise used in certain expressions, mostly relating to the weather; as, "It is raining;" "It grew cold toward morning;" "When it dawned we still had a good breeze." In such examples as those given in this paragraph and in par. 214, *it* is said to be used *impersonally*.

216. *It* is used to introduce sentences in which the real or logical subject follows the predicate; as,

It is sad business, this *caring* for the wounded.
It is now *time* to go.
It is hard *to live rightly*.
It is true *that I met him*.

This is called the preparatory or **expletive** use of *it*. In the sentences given *it* really stands for the words printed in italics. These words are the *real* or *logical subjects*, as we see if we ask "*What* is sad business?" "*What* is hard?" etc. *It* may in such sentences be called the *grammatical subject*, standing for the real or logical subject and used to introduce the verb.

217. Pronouns may be in apposition (see pars. 149, 150); thus, "Here is that beggar again, *he* that I told you of;" "I am going to the home of my aunt, *her* that used to give me the cookies."

218. The noun for which a personal pronoun stands may appear in the same sentence with the pronoun, or in some near sentence. This noun is called the **antecedent** [1]

[1] From the Latin *ante*, before, and *cedent*, from p. of *cedere*, to go; that which goes before.

of the pronoun. Sometimes the antecedent is another pronoun.

Examples of Antecedents and Pronouns

Your *mother* said *she* could not go.
Uncle George, how soon will *you* be ready?
I want *my* dinner.
Milton wrote *his* greatest poem after *he* became blind.

The *sun* was shining on the sea,
Shining with all *his* might.

219. A pronoun *agrees with its antecedent* in person, number, and gender. A pronoun *may or may not have the same case* as its antecedent.

220. In parsing a personal pronoun, say first what it is, then give its person, number, and gender, name its antecedent if any is expressed, finally give the case of the pronoun and the reason for its case (that is, its relation to other words in the sentence, or, as it is called, the *syntax* of the pronoun. See par. 147.

Thus, in the sentence, "My brother says the dog followed him home," we parse *him*:

Him, pronoun, personal; third person, singular number, masculine gender, agreeing with its antecedent *brother*;[1] objective case, object of the verb *followed.*

Exercise 114.—*Parse the personal pronouns in Exercise* 111 *and in the quotations in paragraphs* 203, 207, *and* 208.

[1] See par. 219. Note that in this sentence the pronoun does not have the same case as its antecedent. The case of a pronoun and that of its antecedent must be determined from their relation to the other words—usually verbs or prepositions.

Reflexive and Emphatic Personal Pronouns

Work again Exercise 38.

221. A pronoun is called reflexive [1] when, being a part of the predicate in a sentence, it stands for the noun or pronoun which is the subject.

Examples of Reflexive Pronouns

1. I have hurt *myself.*
2. Thou lovest *thyself.*
3. John has confidence in *himself.*
4. Kate does nothing for *herself.*
5. The sick dog is *itself* again.
6. We praise *ourselves.*
7. You deceive *yourselves.*
8. George and John are ready to help *themselves.*

222. It will be seen that these pronouns are formed by adding *self* (singular) or *selves* (plural) to some case of the personal pronouns. But the personal pronoun alone is sometimes used reflexively. This was more common formerly, especially in poetry.

Examples

1. I thought *me* richer than the Persian king.—*Ben Jonson.*
2. I do repent *me.*—*Shakspere* ("Merchant of Venice").
3. Come, lay *thee* down.—*Lodge.*
4. The poor contents *him* with the care of heaven.—*Pope*
5. Moses gat [=got] *him* up into the mount.—*Bible.*
6. They were commanded to make *them* ready.—*J. Fox.*

[1] From the Latin *re,* back, and *flexus,* p.p. of *flectere,* to bend. A reflexive pronoun is used when the action is, so to speak, bent back upon the subject, that is when the subject and the object denote the same person or thing.

Exercise 115.—*a. Pick out the reflexive personal pronouns.*

1. I struck myself with the hammer and hurt myself very much. 2. Richard is himself again. 3. The soldier held himself upright. 4. The cat gave itself a scratch. 5. She almost loses faith in herself. 6. Help yourself and others will help you. 7. The travelers found themselves in the middle of a deep wood. 8. An adder does not sting itself. 9. The jug did not break of itself. 10. The giant raised himself slowly. 11. We can see for ourselves.

b. Supply reflexive pronouns.

12. Little Mary burnt . . . . 13. Frank threw . . . . on the ground. 14. I did all this work by . . . . 15. The children put . . . . to bed. 16. He rid . . . . of all his enemies. 17. The hunters lost . . . . in the forest. 18. Hide . . . . from the dogs. 19. We laid . . . . down on the grass. 20. You admitted that the ghost was . . . . 21. Let them try for . . . . 22. Why don't you speak for . . . , John?

223. The pronouns compounded with *self* (or *selves*), besides being used reflexively, are used with nouns or personal pronouns to give greater force to a statement. Thus, "I *myself* saw it" is a more emphatic sentence than "I saw it." Such a pronoun is parsed as being in apposition with its antecedent. It is said to be an emphatic or intensive pronoun.

224. The pronoun thus used for emphasis may be separated from the word with which it goes. We can, for example, say "John said so himself" or "John himself said so."

***225.** The compound personal pronouns, especially those of the first person, are sometimes used as simple personal pronouns; as, "John and *myself* were both there;" "These

flowers were sent to the Clarks and *ourselves*." In poetry the compound pronouns are sometimes, for emphasis, used alone as the subject; as, "*Myself* have seen it;" "Even at the sound *himself* had made."

***226.** The pronoun *ourself* is occasionally found, generally in the speeches of rulers; as, "We give *ourself* no little concern respecting our troops in Asia Minor."

Exercise 116.—*a. Pick out the pronouns used with other words for emphasis.*

1. I myself shot the rabbit. 2. Tom himself brought the news. 3. We ourselves have seen the wreck. 4. You yourself must come. 5. You yourselves must come. 6. The dog itself rang the bell. 7. The thieves themselves fell.

8. I bought the book myself. 9. You were asleep yourself. 10. You were asleep yourselves. 11. The men were going themselves. 12. The boy who complained was at fault himself. 13. Mary made the dress herself. 14. You ought to do all this work yourself.

b. Say whether the compounds of self *or* selves *are used reflexively, emphatically, or as simple personal pronouns.*

15. I cut myself. 16. I cut the twig myself. 17. I found the way by myself. 18. I myself did that. 19. Tom raised himself from the ground. 20. Tom raised the heavy weight himself. 21. Jack struck the first blow himself. 22. Jack struck out for himself. 23. The little girl lost herself in the crowded streets. 24. The little girl found the thimble herself. 25. We heard ourselves called. 26. We ourselves heard the rumbling of the earthquake. 27. And I myself sometimes despise myself. 28. John and myself have eaten it. 29. This is the fault of yourself alone. 30. Our neighbors and ourselves will care for you. 31. Did you yourself select that? 32. Did you bring it for my sister and myself?

Relative Pronouns

227. Here are five pairs of sentences.[1]

1. That is the boy. The *boy* broke the window.
2. That is the man. The *man's* window was broken.
3. Mary is the girl. You want *Mary*.
4. This is the house. Jack built the *house*.
5. The knife was lost. The *knife* cost a dollar.

228. The noun printed in italics in the second sentence can be replaced by a personal pronoun; thus,

1. That is the boy. *He* broke the window.
2. That is the man. *His* window was broken.
3. Mary is the girl. You want *her*.
4. This is the house. Jack built *it*.
5. The knife was lost. *It* cost a dollar.

229. By using a different kind of pronoun we can combine the two sentences; thus,

1. That is the boy *who* broke the window.
2. That is the man *whose* window was broken.
3. Mary is the girl *whom* you want.
4. This is the house *that* Jack built.
5. The knife *which* was lost cost a dollar.

Exercise 117.—*Combine, as in the examples just given, the following pairs of sentences.*

1. The man is better now. The *man* was hurt.
2. The grocer has sent for the police. The *grocer's* goods were stolen.
3. The child was very naughty. His father punished the *child*.
4. My uncle gave me the book. The *book* is on the table.
5. The horse goes well. I bought the *horse*.
6. The lady sings beautifully. You see the *lady*.

[1] See "Notes for Teachers," p. 324, Note 28.

7. They did not hear the preacher. They went to hear the *preacher*.

8. The gentleman is very kind to the poor. You see the *gentleman's* house.

9. I have just bought an overcoat. The *overcoat* is waterproof.

10. The tree was a chestnut. The wind blew the *tree* down.

230. Personal pronouns stand for nouns. The words that we have now been considering also stand for nouns (or pronouns), but they do more—*they join statements, so as to form one sentence, instead of two.* As the noun (or pronoun) for which one of these words stands is never to be found in the same statement or member of the sentence with itself, they carry the mind back and are therefore called **relative** [1] **pronouns.**

231. The noun (or pronoun) for which a relative pronoun stands is called its **antecedent.**

Exercise 118.—*Pick out the relative pronouns and their antecedents.*

a. 1. The boy drove away the birds which were eating the corn. 2. People love those who are kind to them. 3. The man who came last night left this morning. 4. The machine which was broken has been mended. 5. Blessed is he who has found his work. 6. I know the man that must hear me.

b. 7. The girl whose brother you met is very clever. 8. The child whose parents were killed has been placed in a home.

c. 9. The dog fetched the birds which its master had shot. 10. The cousin whom you met is a doctor. 11. Is this a dagger which I see before me? 12. Where is the book

[1] From the Latin *re*, back, and *latus*, p.p. of *ferre*, to carry.

that you borrowed? 13. The gardener whom we employed was honest. 14. The sheep that was lost has been found.

d. 15. He loved the bird who loved the man
That shot him with his bow.

16. He singeth loud his godly hymns
That he makes in the wood.

17. This hermit good lives in that wood
Which slopes down to the sea.

18. I feel like one
Who treads alone
Some banquet hall deserted,
Whose lights are fled,
Whose garlands [are] dead.

232. A relative pronoun(like nouns and personal pronouns) may be the object of a preposition; as, "John is the friend *on* WHOM I depended," or "John is the friend THAT I depended *on*" [1]

233. The case of a relative pronoun is found in the same way as the case of a noun or of a personal pronoun. No kind of pronoun *agrees* in case with the antecedent.

Take the sentence "The friend who called has gone." *Called* is a verb. Who called? The friend. What word stands for friend? *Who*. *Who*, therefore, is in the nominative case, subject of *called*. (*Friend* is the subject of *has gone*.)

Take the sentence, "Mr. Evans is the man whose house you see." Whose house? Mr. Evans's. What

[1] Good writers usually try to avoid finishing a sentence with a preposition, especially when the preposition has two or more syllables. But when the relative pronoun *that* is the object of a preposition, the latter always goes to the end of the statement.

word stands for *Mr. Evans's? Whose. Whose,* therefore, is in the possessive case, modifying *house.*

Take the sentence, "This is the man whom I mean." *Mean* is a verb. Mean whom? The man. What word stands for *man? Whom. Whom* is therefore in the objective case, object of the verb *mean.* (*Man* is the predicate nominative, after *is.*)

Take the sentence, "This is the boy that I gave the book to." *To* is a preposition. *To* whom? The boy. What word stands for boy? *That. That* is therefore in the objective case, object of the preposition *to.*

Exercise 119.—*a. Give the case of each relative pronoun in Exercise* 118.

b. Give the case of each relative pronoun in the following.

1. This is the field of which I spoke. 2. Mr. Brown is the teacher to whom we sent our boy. 3. He is a man on whom we can depend. 4. The girl brought the tea for which she was sent.

5. It was my brother's carriage which you saw me in. 6. It was Mrs. West whom they heard the story from. 7. Here is the hole that the mouse went into. 8. This is the book which I told you of.

234. The relative pronoun in the objective case is often left out. Instead of saying "John is the man *whom* we expected," people often say "John is the man we expected."

Exercise 120.—*Supply the relative pronouns which are omitted* (*or "understood"*).

1. This is the horse Jack bought. 2. William owned the book I found. 3. That is the very thing I was looking for. 4. You are the man we expected. 5. The boy got only the punishment he deserved. 6. Mr. Brown is the gentleman we are waiting for. 7. You should not believe

every story you hear. 5. Have you seen the house we live in now? 9. I am monarch of all I survey. 10. Few and short were the prayers we said.

235. We have now taken the relative pronouns *who, which,* and *that,* and concerning **who** we can say

	Masculine, Feminine, and Neuter *Singular and Plural*
Nominative	**who**
Possessive	**whose**
Objective	**whom**

236. That undergoes no change. It is either nominative or objective.

237. Which may take *whose* in the possessive case; as, "A book *whose* leaves were torn," but it is also common to say *of which;* as, "A book the leaves *of which* were torn."

238. Examine the sentences in Exercise 118.

You will then see that

Who (with *whose* and *whom*) is used when we are speaking of persons;

Which, when we are speaking of animals or things;

That may be used when we are speaking of persons, animals, or things.

239. The relative pronoun **what.** Formerly *what* was used just as we now use *which.* Thus Shakspere wrote, "That what we have we prize not to the worth." But in modern English, though *what* is frequently a relative pronoun, its antecedent *is never expressed;* thus, "Give me *what* I have earned." Here the antecedent of *what* is some such noun as *pay,* understood; but *if we supply* this noun we must then use *which* or *that,* instead of *what;* as "Give me

the pay *which* I have earned." *What* is generally used only when we are speaking of one thing. It is therefore almost always singular and neuter.[1] Its unexpressed antecedent may in most cases, therefore, be supplied by the words "the thing," or "that"; as, "This is [the thing] what you told me to get." *What* is a relative pronoun *only when* (as in the foregoing examples) *this or a similar antecedent may be supplied* without changing the meaning of the sentence.

Thus, in the sentence "He asked me what I wanted," if we supply an antecedent, as *that* or *the thing*, before *what* the result is nonsense. So in that sentence *what* is not a relative pronoun, but, as we shall see, an interrogative pronoun.

240. Great care must be taken in deciding the case of *what*. In the sentence "He found what he was looking for," *what* is in the objective case because it is the object of the preposition *for*. Its unexpressed antecedent is the object of *found*.

Exercise 121.—*Determine the case of each* **what.**

1. The man means what he says. 2. I know what you received. 3. What they ask is reasonable. 4. No one understood what he said. 5. Show me what you brought. 6. The Hotel Belmont is what you were telling me of. 7. That is just what he is. 8. That is what is the matter with him. 9. I believe what you say. 10. This piece is what belongs there. 11. That is what an auxiliary verb is. 12. This book is what I was looking for. 13. Dyspepsia is what ails him. 14. Rheumatism is what his brother has. 15. This is what you need to do.

[1] We have, however, such sentences as, "Are not these two books *what* you wanted?" in which *what* is plural, with the antecedent "the things" understood. Other examples, "I thought these patterns were *what* you preferred;" "This phaeton and the dog-cart are *what* we came in."

241. *So, ever,* and *soever* may be added to the relative pronouns *who, which,* and *what;* as,

1. *Whoso* eats thereof forthwith attains wisdom.—*Milton.*
2. I think myself beholden to *whoever* shows me my mistakes.
3. *Whosoever* hath Christ for his friend shall be sure of counsel.—*South.*
4. *Whose-soever* sins ye remit they are remitted unto them.—*John* xx., 23.
5. With *whomsoever* thou findest thy gods, let him not live.—*Genesis* xxxi., 32.
6. Take *whichever* you like.
7. I will do *whatsoever* thou sayest unto me.—*Bible.*

It will be seen that these compound relatives are used indefinitely [1] and generally without expressed antecedents. In the fourth and fifth of the above quotations, however, the antecedents are found in the latter parts of the sentences (*them* and *him*).

241. The simple relatives *who, which,* and *what* may be used indefinitely, with the same meaning as *whoever,* etc.; as,

1. Let him be *who* he may be.
2. Give me *what* you please [to give me].
3. Take *which* of these apples you prefer.

When simple relatives are thus used they, like the compound relatives, have no expressed antecedent. The antecedent, if supplied, would be "anyone," or "anything."

243. The relative pronoun **as.** Shakspere has such sentences as

> These arts they have *as* I could put into them,

where *as* is clearly used for *which* or some other relative. In the English of the present day *as* also seems to take the place

[1] That is, the antecedent, if supplied, would be *anyone,* or *anything.*

of a relative after *such* and sometimes after *many* and *same;* as, "The story is not such *as* I like;" "It is just such a pebble *as* is found by any roadside;" "He has not so many books in all, *as* are found upon one of your shelves;" "This is the same kind of knife *as* yours [is]."

***244.** If we examine such a sentence as "There is no person but is sometimes discouraged," we see that *but* is apparently the subject of the verb *is discouraged.* The sentence means, "There is no person *who* is *not* sometimes discouraged." In such cases **but** has the force of a relative pronoun, and may be parsed as such. Other examples:

There is no one but thinks him guilty.

There are no roads but lead to Rome.

245. A relative pronoun agrees with its antecedent in number, gender, and person. Thus,

The men who were here have gone away.

ANTECEDENT: *men,* plur. numb., mas. gen., 3rd person.
RELATIVE: *who,* " " " " " "

The woman whom you invited has gone away.

ANTECEDENT: *woman,* sing. numb., fem. gen., 3rd person.
RELATIVE: *whom,* " " " " " "

We, who speak to you, are Germans.

ANTECEDENT: *we,* plur. numb., com. gen., 1st person.
RELATIVE: *who,* " " " " " "

What, when a relative pronoun, is usually singular number, neuter gender, 3rd person. (See par. 239.)

246. A relative or other pronoun may or may not have the same case as its antecedent; its *case, like that of any noun or pronoun, is determined by its relation to some verb or some preposition* in the sentence. (See pars. 233 and 240.)

Exercise 122.—*Parse fully each relative pronoun in Exercises* 118, *c, d, and* 119, *b, and* 121, *and in par.* 241.

Also in the following.

1. I, who am thy friend, will not desert thee. 2. They that are afraid are worthy of death. 3. Eat what you like. 4. This paper is the same as you bought. 5. Whatsoever thy hand findeth to do, do it with thy might. 6. Let him take whatever he asks for. 7. Give the money to whomever you may choose. 8. Give it to whoever needs it. 9. Here are as many as we want. 10. It was such a diamond as is found once in a lifetime. 11. There's no fruit here but is ripe.

Interrogative Pronouns

247. Before *who* (with *whose* and *whom*), *which*, and *what* came to be used as relative pronouns they were used, as they still are, in asking questions.

Examples

1. *Who* hath woe? *who* hath redness of eyes?
2. *Whom* do you want?
3. *Which* of the scholars is to have the prize?
4. *What* did they say?

248. When thus used they are called **interrogative pronouns.**

249. *Who?* (with *whose?* and *whom?*) is used when we expect the answer to be the name of a person; *what?* when we expect the answer to be the name of a thing.

250. *Which?* is used when we are asking about a particular person or thing, as "Which is the newest book?"

Exercise 123.—*Pick out the interrogative pronouns and say in what case each is.*

1. To whom are you writing? 2. Who hath measured the waters? 3. Which are the best of the apples? 4. What

do you want? 5. For what are they looking? 6. Whom do the people expect? 7. Whose house is that? 8. By whom was the man employed? 9. Which of the examples have you worked? 10. Whose is the field which was sold? 11. What are you thinking about? 12. Whom should I trust? 13. What makes that ship drive on so fast? 14. Which is my hat? 15. What is the ocean doing?

251. *Who, which,* and *what* are frequently interrogative pronouns, even when the sentence appears to be (and is) declarative. If I say, "What has he done?" *what* is of course an interrogative pronoun; and if I say, "Father asked 'What has he done?'" *what* is also an interrogative pronoun. It is clear then that in the sentence, "I do not know what he has done," *what* is an interrogative pronoun, introducing the indirect question "what he has done." In such a sentence, *what* is not a relative pronoun (read again par. 239), for the sentence does not mean "I do not know the thing which he has done," but the *whole of the inverted question* "what he has done" is the object of the verb *know*. *What* by itself is the object of *has done*. Similarly in the following sentences *who, which,* and *what* are interrogative, not relative pronouns.

1. He is not certain as to *who* you are.
2. I do not know *which* I want.
3. Do not ask me *what* I shall do.

Exercise 124.—*In the following sentences tell whether* who, which, *and* what *are used as interrogative or as relative pronouns.*

1. Who are you? 2. He asked me who I was. 3. Tell me what you are doing. 4. This dictionary is just what I want. 5. He inquired which of the boys I was, and where I lived. 6. We told Mr. Walker what we had heard. 7. He wanted to know to whom he should give the prize. 8. The teacher was doubtful as to who had locked the door. 9. That

is the plan which you had better follow. 10. Where is the tree into which the squirrel ran? 11. To whom will you offer it? 12. Kindly inform me which is the road to Exeter. 13. I wonder who did this. 14. I am surprised at what you say. 15. What is it you said? 16. Here is the person who asked the question; let him learn to whom he was speaking.

***252.** *Whether?* meaning "which of two?" was formerly used as an interrogative pronoun; as, "*Whether* is greater, the gold or the temple?"—*Matthew* xxiii., 17.

Adjective Pronouns

253. We come now to a class of words concerning which we must exercise care, because these words may be used in two ways. They may be used as adjectives, and they may be used as pronouns. These words are

(1) *this* (pl. *these*), *that* (pl. *those*).

(2) *one, any, anyone, someone, no one, each, other, another, several, divers, few, many, some, little, much, more, most, certain, none, all, either, neither.*

When these words modify a noun, they are to be called adjectives; as, "*This* pencil," "*Every* word," "*Most* persons." But when they are not followed by a noun, they are used as pronouns, and to distinguish them from personal, relative, and interrogative pronouns they are called **adjective pronouns.**

254. We thus have

(1) **Demonstrative**[1] **pronouns,** as in

1. *This* is my book; *that* is yours.
2. *These* are my books; *those* are yours.
3. I am tired; *this* makes me cross.

[1] From the Latin *de,* fully, and *monstratus,* p.p. of *monstrare,* to show. These pronouns show or point out *which one or ones* the speaker refers to.

4. The day was wet; *that* was why I did not come.
5. John's conduct is better than *that* of Frank.

(2) **Indefinite Pronouns,** as in

1. *One* does not know what to think.
2. Nor was there *any* that did escape.
3. *Someone* is at the door.
4. In lowliness of mind let *each* esteem *other* better than himself.
5. Do not judge for *another.*
6. *Some* to the shores do fly, *some* to the woods.
7. Jehoram slew *divers* of the princes of Israel.
8. *Few, few* shall part where *many* meet.
9. *Certain* of them with us went to the sepulchre.
10. *Several* of my friends have been to India.
11. Ye shall flee when *none* pursueth you.
12. *All* was in vain.
13. *Most* had slunk away without a word.
14. He decided to say no *more.*
15. I do not believe *either* of them.
16. I believe *neither* of them.

NOTE.—Some grammarians regard *aught, naught; anything, something, nothing; anybody, somebody, etc.,* as indefinite pronouns. They may be so regarded, or they may be parsed as nouns.

255. The pronouns *one, anyone, other, another, either, neither,* have a possessive form; as, "The question was, what one should do with *one's* feet;" "I want neither your cane nor *anyone's;*" "One man's food is *another's* poison."

The pronouns *one* and *other* have plurals; as, "I choose the yellow *ones;*" "*Others* may praise what they like." The pronoun *none,* though originally a singular, may be used as a plural.

The pronoun *one* has a reflexive form; as, "How can one teach *oneself* how to swim?"

*256. *What* is occasionally used as an indefinite pronoun, equivalent to *something* or *one thing*; as in the common expression, "I tell you *what*, we were tired!"

What is also used as an interjection; as, "What, you villain! would you strike me?" "What! warder, ho! let the portcullis fall."

Exercise 125.—*Pick out the adjective pronouns, and give the case of each.*

1. This is the new hat and that is the old one. 2. These are thy works, Parent of good. 3. Those are our friends, the Johnsons. 4. One hears so many different stories that one feels inclined to doubt all of them. 5. Many are called but few [are] chosen. 6. Has anyone heard of the travelers? 7. We have heard no one's opinion. 8. I do not want any of you boys. 9. The master wants James or John; either will do. 10. Neither is present this morning. 11. Then he must have another. 12. The poor man asked for help but got none. 13. I bought five apples; will you have some of them? 14. Of animals some creep, and others walk. 15. There's one did laugh. 16. Each to other hath strongly sworn. 17. Then either's love was either's life. 18. Several of my books are lost. 19. Love all, trust few, wrong none. 20. I smote certain of them. 21. I am afraid none are left. 22. One must consider oneself. 23. Be generous with thine own and not another's.

Review of Pronouns

Learn again

257. A pronoun is a word used instead of a noun.

258. Pronouns have three persons, the first, the second, and the third.

The first person is used when a person is speaking of himself or of himself and others.

The second person is used to designate the person or persons spoken to.

The third person is used to designate a person or persons spoken of, but not spoken to.

259. Pronouns are

Personal	*I, thou, he, she, it,* etc; also the reflexive and emphatic compound forms, *myself, thyself, himself,* etc.
Relative	*who, which, what, that,* and sometimes *as* and *but*; also the compound relatives, *whoso, whoever, whatsoever,* etc.
Interrogative	*who, which, what.*
Adjective, including	
a. Demonstrative	*this, that,* with their plurals.
b. Indefinite	*one, any, anyone, someone, no one, each, other, another, some, little, much, more, most, several, divers, few, many, certain, none, all, either, neither.*

Read again par. 220.

260. Parse relative and interrogative pronouns thus,

The woman who called this morning asked which of us father had selected.

Who	Relative pronoun; singular number, feminine gender, third person, agreeing with its antecedent *woman*; nominative case, subject of *called.*
Which	Interrogative pronoun, singular number, common gender, first person, objective case, object of the verb *had selected.*

Exercise 126.—*Parse the pronouns in Exercises* 124 *and* 125, *and in the following.*

1. "What is truth?" said jesting Pilate. 2. He that dies in an earnest pursuit is like one that is wounded in hot blood. 3. I do not care who he is. 4. Let me tell you what I think. 5. Some weary themselves in seeking what they call amusement. 6. Let me know which you decide to take. 7. These are the persons that we are indebted to for our flowers. 8. Write me what you are doing for your health.

9. If thou wouldst view fair Melrose aright,
Go visit it by the pale moonlight.

10. Thy secret keep; I urge thee not;
Yet, ere again ye sought this spot,
Say, heard ye nought of Lowland war?

11. That, father, I will gladly do. 12. Certain there were who swore to the truth of this. 13. Signor Antonio commends him to you. 14. With whomsoever thou findest thy gods let him not live. 15. And all was done; let others judge how well. 16. It sat upon each of them.

ADJECTIVES

Kinds

Work again Exercise 42.

261. An adjective that tells *what kind* of person or thing is meant is called a **descriptive adjective**, because it pictures or describes; as, "The *red* house," "The *old* mill." Such descriptive adjectives are called *common*.

Read again par. 59.

262. A participle used as an adjective is called a *participial adjective*; as, "The *babbling* brook," "A *lost* boy." Other examples in Exercises 55 and 56.

263. An adjective derived from a proper noun is called a *proper adjective*; as, "The *English* army," "The *European* nations."

264. Descriptive adjectives are thus classified as *common, proper,* or *participial.*

Repeat the definition of an adjective (par. 55), and read again par. 54.

265. Adjectives that are not descriptive are called **limiting adjectives.**

Limiting adjectives are of several classes. First there are the **articles,** *a, an,* and *the,* which we shall take up again in pars. 275–279. Here we shall take the other classes of limiting adjectives.

Work again Exercise 46.

266. An adjective that tells *which one* or *ones* is called a **demonstrative adjective.** (Compare pars. 254 and 253). The demonstratives are *this* and *that,* with their plurals; also *yon* and *yonder.*

267. The two words *which* and *what* are much used as **interrogative adjectives**; as, "In *which* books are they?" "At *what* time shall we start?" They may be so used with either singular or plural nouns.

We have seen, in par. 251, that interrogative pronouns are used not only in *direct* questions, but in sentences containing an implied or *indirect* question. The interrogative adjectives are similarly used in indirect questions; as, "I have not asked *which* plan I should follow;" "I know *which* book you want;" "I see *what* kind of man you are."

***268.** The adjective *which* is not always an interrogative. It is used sometimes to *refer back* to something already mentioned or described; as, "In *which* case, I shall hold to my original plan;" "For *which* offense the wretch was punished;" "In *which* predicament I say thou

standest." When so used, *which* may be called a **relative adjective.**

NOTE.—The adjective *what* is not always an interrogative. It is used, with or without the article *a* or *an*, to introduce exclamations; as, "*What* good times we had!" "*What* a piece of work is man!" When so used, *what* may be regarded as a demonstrative adjective.

269. The words treated as indefinite pronouns in par. 254 (page 123) are, when used as adjectives, called **indefinite adjectives**; as "*Some* men," "*Another* time."

See other examples in Exercise 44 and Exercise 43, *b*.

270. Finally, there are the adjectives consisting of or derived from numbers, as, "*Fifteen* men on the dead man's chest," "The *third* day." Such are called **numeral adjectives.** They are of two sorts; first, those which are merely cardinal numbers, as six, twenty, etc. These are called *cardinal numerals.* (See examples in Exercise 43, *a*.)

Secondly, there are those which show rank, order, or place in a series. These are called *ordinal numerals.* (See examples in Exercise 45.)

271. Thus we have adjectives as follows.

(1) Descriptive:
Common, proper, or participial.

(2) Limiting:
Articles, demonstratives, interrogatives, relatives, indefinites, numerals (cardinals, and ordinals).

Exercise 127.—*Classify the adjectives in Exercise* 47.

Work again Exercises 48 *and* 49.

272. Adjectives are sometimes used without nouns.

In some cases the mind at once supplies the noun that is understood. Thus, if I say "John is a tall man, but William is a *taller*" the hearer at once adds *man* to *taller.*

273. In other cases we do not seem to feel any need for adding the noun. If I say "The *rich* do not know how the *poor* live," the sentence sounds complete; indeed, if we add the noun we must leave out the *the* and say, "Rich people do not know how poor people live."

In parsing it is best to call these words "adjectives used as nouns."

274. There are some adjectives which are so far used as nouns that it is perhaps well to call them simply nouns. These are adjectives which may have other adjectives joined to them, and which may form plurals and possessives. *Savage*, *Italian*, and *Christian* are adjectives in *a savage country*, *an Italian city*, *a Christian act*, but they should be treated simply as nouns in *a noble savage*, *the Italian's home*, *true Christians*.

Exercise 128.—*Pick out the adjectives used as nouns.*

1. Blessed are the merciful. 2. None but the brave deserve the fair. 3. The good alone deserve to be happy. 4. We should honor the wise and great. 5. Mr. Scott was always kind to the old and feeble. 6. The blind and the deaf should have our pity and our help. 7. The strong should aid the weak. 8. How are the mighty fallen! 9. The simple believeth every word. 10. The evil bow before the good, and the wicked at the gates of the righteous. 11. Toll for the brave, the brave that are no more.

Read again par. 253.

Exercise 129.—*Pick out the adjectives, tell what kind each is, and what noun each modifies.*

1. This apple is to be given to that little girl. 2. Those oranges are riper than these lemons. 3. Please bring me one piece of paper; any piece will do. 4. What time will you leave to-morrow? 5. Which picture do you like best? 6. Other noble Romans will arise. 7. The workman has

found another place. 8. Several large birds were killed by eating some poisoned corn. 9. The truth of that second Indian story is certain. 10. We have heard certain strange rumors. 11. The Greek poet speaks thus in a certain place. 12. All men are mortal. 13. There was no snow on the frozen ground. 14. Give the two recovered books to either sister.

15. And the good south wind still blew behind,
But no sweet bird did follow.

Articles

Read again par. 50.

275. The article *a* or *an* is called the *indefinite article*, since it does not point out any particular member of the class designated by its noun; thus, "a man" means any man, not some particular man.

The article *the* is called the *definite article.* It may precede either singular or plural nouns.

276. *An* is used

(1) Before a vowel; as, "*an* acorn," "*an* umpire."

(2) Before a silent *h*; as, "*an* hour," "*an* honest man."

A, the shortened form of *an*, is used

(1) Before a consonant; as, "*a* tree," "*a* wood," "*a* yelling crowd."

(2) Before any word beginning with a *u* SOUND; as "a European country," "*a* university."

Exercise 130.—*Put* a *or* an *before the following words.*

Apple. Orange. Pear. Union. European. Universal. Useful. Hand. Hour. Honest. Heir. Humble. Ax. Home. University. Umpire. Uniform. Umbrella. Yew. Hue. Cry. Hope. Unit. Unjust. Upas tree. Usurper. Book. Ewer. Ewe. Eve. Invalid. Irishman. Ox. Donkey. Ear. Year. Oak. Yoke. Awl. Yawl.

***277.** The following special uses of *an* and *a* may be noted.

(1) In such expressions as "Twenty cents *a* pound," "Allowing ten acres to *a* man," *a* has the force of *each* or *every*.

(2) The expressions *many a*, *such a*, *what a*, may be parsed as adjectives; as in "*Many a* man keeps young as he advances in years." (See par. 268, Note.)

(3) *A few* and *a little* mean *some*; *few* without the *a* means *not many*, *little* without the *a* means *not much*. Compare:

1. I got *a few* pears.
2. There are *few* peaches this year.
3. There was *a little* rain last night.
4. We have had *little* rain this summer.

***278.** Either *the* or *a* may be placed before a verbal word to show that it is used as a noun; as, "Of *the* making of many books there is no end." "It is not *the* catching, but *the* curing of the fish, that takes the time." "We heard *a* laughing."

279. Both the definite and the indefinite article are used to show that nouns or adjectives are to be taken separately. The proper repetition of the article for this purpose it is very important to learn. Thus, "We saw a black and white horse" should not be said when we mean, "We saw a black and *a* white horse" (two horses). "I lost a grammar and composition book" (meaning *one* book). "I lost a grammar and a composition book" (*two* books). So with the definite article: "The secretary and treasurer" means one officer; "the secretary and the treasurer" means two.

NOTE.—What is said here of the repeating of the article applies also to other words, as adjectives, pronouns, and prepositions; thus I should not say, "I found my camp-chair and easel." I mean "I found my camp-chair and my easel" (two pieces of furniture). "I will fasten it with

mucilage or paste," should be "I will fasten it with mucilage or *with* paste."

CAUTION.—The word *the* is not always an article, but is sometimes an adverb, limiting an adjective or an adverb; as in the sentences, "*The* more time *the* better;" "You will be *the* stronger for having exercised;" "We walked *the* faster." (See pars. 412, and 416, 417.)

280. *Positions of adjectives.*—Adjectives may stand before the noun they modify, or they may be linked to their noun by some part of the verb *be*, or they may come after the noun, even when they are not linked to it by the verb *be*.

Read again par. 51.

These three positions are named as follows:

(1) *Adherent*; as, "The *fresh* flowers."

(2) *Predicate*; as, "The ink was *purple*."

(3) *Appositive*; as, "The river, *deep* as night, flowed on."

COMPARISON OF ADJECTIVES

281. If we were comparing three little girls, Emily, Alice, and Mary, we might say that Emily was *young*, Alice was *young-er*, and Mary was the *young-est*; or that Emily was *fair*, Alice was *fair-er*, and Mary was the *fair-est*; or Emily was *short*, Alice was *short-er*, and Mary was the *short-est*.

282. The three forms which adjectives thus take when we are comparing are called the three **degrees of comparison**.

283. The simple form of the adjective is called the **positive degree**.

The **comparative degree** is used when we are speaking of two persons or things.

It is contrary to this to say "The *bravest* boy of the two," or "The *bravest* regiment" when we are speaking of only two regiments.

284. The **superlative degree** is used when we are speaking of three or more than three.

Examples

Positive	*Comparative*	*Superlative*
strong	strong-er	strong-est
hard	hard-er	hard-est
fine	fine-er	fin-est
coarse	coars-er	coars-est
pretty	pretti-er	pretti-est
healthy	healthi-er	healthi-est
big	bigg-er	bigg-est
fat.	fatt-er	fatt-est

Exercise 131.—*Compare the following adjectives.*

a. Cold. Warm. High. Grand. Bold. Brief.

b. Large. White. Nice. Blue. Wise. Hoarse.

c. Holy. Merry. Busy. Giddy. Greedy. Lovely. Stately. Lonely. Deadly. Brawny. Silly. Sprightly.

285. An examination of the exercise just worked will show

(1) That the comparative degree is formed by adding *-er* and the superlative degree by adding *-est* to the positive.

(2) That sometimes the spelling of the adjective is changed

(*a*) When the adjective ends in *e*, the *e* is dropped; as, *fine, fin-er, fin-est.*

(*b*) When the adjective ends in *y after a consonant* the *y* is changed into *i*; as, *pretty, pretti-er, pretti-est.*

(*c*) When the adjective ends in a single consonant after a single vowel the consonant is doubled; as, *big, bigg-er, bigg-est.*

286. The rule given for the comparison of adjectives is true concerning words of one syllable and some words of two syllables. In other cases the idea of comparison is expressed

by putting the adverb *more* before the adjective for the comparative, and *most* for the superlative. Thus we do not say

earnest	earnest-er	earnest-est
beautiful	beautifull-er	beautifull-est

but

earnest	more earnest	most earnest
beautiful	more beautiful	most beautiful

287. Some adjectives are compared irregularly; as,

Positive	*Comparative*	*Superlative*
good, *or* well	better	best
bad, *or* ill	worse	worst
little	less,[1] lesser	least
many, *or* several much, *or* some	more	most
late	later	latest
	latter	last
old	older	oldest
	elder	eldest
far	farther	farthest
	further	furthest
nigh	nigher	nighest
		next
hind	hinder	hindmost
		hindermost
No positive adjective corresponding	former	foremost
		first
	inner	inmost
		innermost
	outer (utter)	outmost
		outermost
		utmost
		uttermost
	upper	upmost
		uppermost

[1] Note that *less* is the comparative of *little*, not of *few*. We should say "There were *fewer* than ten persons present," rather than "*less* than ten." Use *little* for quantity, *few* for number.

NOTE 1.—The meaning of some adjectives is such that they cannot be compared. We cannot, for example, compare

Numeral adjectives; as, *one, eight, first, tenth.*

Demonstratives, and most indefinites; as, *this, that, all, either, other.*

Some descriptive adjectives;[1] as, *chief, principal, dead, living, supreme, universal, Greek, Roman.*

NOTE 2.—The superlative degree is sometimes used as in these sentences, "He was a *most obliging* person," "The weather has been *most sultry*," in which the meaning is "very obliging," "very sultry."

Exercise 132.—*Compare the following adjectives.*

Lazy. Ugly. Witty. Red. Slim. Thin. Sad. Hot. Mad. Snug. Frail. Deep. Green. Black. Great. Proud. Clean. Vain. Small. Rude. Tame. True. Remote. Able. Happy. Balmy. Coy. Gay. Cruel. Prudent. Sensible. Dangerous. Ancient. Ungrateful. Learned. Famous. Tender. Polite. Pleasant. Narrow. Noble. Expensive. Heavy. Busy. Lucky.

REVIEW OF ADJECTIVES

Learn again

288. An adjective is a word used with a noun (or a pronoun) to describe or to limit that which the noun denotes.

289. Descriptive adjectives show what kind of person or thing is meant.

[1] When descriptive adjectives are compared that properly admit of no comparison, the meaning is, having more (or most) *nearly* the quality. Thus, while if a thing is perfect it cannot be more perfect, yet we say "This writing is even *more perfect* than that," meaning "more nearly perfect." Similarly we may say, "That man is the *most universal* favorite I ever met."

290. Common, proper, and participial adjectives are the kinds of descriptive adjectives.

291. Adjectives not descriptive are called limiting adjectives, and include articles, demonstratives, interrogatives, relative adjectives, indefinites, and numerals (cardinals and ordinals).

292. Adjectives have three degrees of comparison, the positive, the comparative, and the superlative.

The comparative of adjectives is formed either by adding *-er* or by prefixing the adverb *more* to the positive, and the superlative by adding *-est* or prefixing *most* to the positive.

293. Parse adjectives thus.

That tall man gave my youngest sister five oranges.

That	Adjective, demonstrative, singular number, modifying the noun *man*. [Only when parsing *this* and *that*, with their plurals *these* and *those*, need the number be stated.]
tall	Adjective, descriptive, positive degree, modifying the noun *man*.
youngest	Adjective, descriptive, superlative degree, modifying the noun *sister*.
five	Adjective, numeral, modifying the noun *oranges*.

The Arabs are more courageous than the Egyptians.

Arabs Egyptians	Parse as nouns. (See par. 274.)
more courageous	Adjective, descriptive, comparative degree, predicate adjective, modifying the noun *Arabs*.

The good deserve to be loved.

good	Descriptive adjective used as a noun, plural number, common gender, nominative case, subject of the verb *deserve*.

Exercise 133.—*Parse all adjectives (except the articles).*

1. And the dying baron slowly
   Turned his weary head to hear.

2. In that hour of deep contrition
   He beheld with clearer vision . . . .

3. Every vassal of his banner,
   Every serf born to his manor,
   All those wronged and wretched creatures
   By his hand were freed again.

4. It [the sun] glanced on flowing flag and rippling pennon
   And the white sails of ships,
   And, from the frowning rampart, the black cannon
   Hailed it with feverish lips.

5. There fell upon the house a sudden gloom,
   A shadow on those features fair and thin,
   And softly from the hushed and darkened room,
   Two angels issued where but one went in.

6. Like the river, swift and clear,
   Flows his song.

7. The tidal wave of deeper souls
   Into our inmost being rolls.

8. The evil bow before the good, and the wicked at the gates of the righteous.

VERBS

Active Voice

Work again Exercise 13.
Read again paragraphs 154–155.
Work again Exercise 99.

294. A verb when it has an object is said to be in the **active voice.**[1]

Exercise 134.—*Give the voice of each verb in Exercise* 100, *and state the reason.*

Passive Voice

Read again paragraph 17.
Work again Exercise 19.

295. If Tom broke a window there was an ACTION (breaking), Tom was the *doer* of the action, and a window was the *object* of it; in other words, it was to a window that the action was done.

In the sentence "Tom broke a window," the noun *Tom* is the *subject* of the verb *broke*, and the noun *window* is the *object* of it.

In the sentence "A window was broken by Tom," the same fact is stated as before, but now the name of that which was the *object* of the action has become the *subject* of the verb, and the verb is said to be in the **passive**[2] **voice.**

[1] The active voice receives its name because the verb shows that the person or thing named by the subject is *acting* or doing.

[2] From the Latin *passivus*, suffering, from *passus*, p.p. of *pati*, to suffer. The passive voice was supposed to be the form of the verb which denoted that the person or thing named by the subject *suffered* (or received) an action.

Exercise 135.—*Give the voice of each verb.*

1. The purse was stolen yesterday. 2. All the wood was burned. 3. The road will be mended next week. 4. The watch has just been cleaned. 5. The room has been dusted carefully. 6. The curtain was torn by the kitten. 7. That house was built by my father; it will be sold next Monday. 8. The top of the table has been planed. 9. Fred has been called by his mother.

Additional sentences:—Exercise 20, *b*.

Transitive Verbs

296. Verbs that express an action received by some person or thing are called **transitive** [1] verbs.

If the verb is in the active voice the receiver of the action is the object of the verb; but if the verb is in the passive voice the subject is the receiver of the action.

Only transitive verbs have voice.

Exercise 136.—*Pick out the transitive verbs and give the voice of each.*

1. The town was destroyed by an earthquake. 2. Marlborough gained many victories. 3. The docks were opened by the mayor. 4. We expect a good harvest. 5. The picture has been torn by the baby. 6. The storm frightened the passengers. 7. The first class is taught by Mr. Vincent. 8. The mother carried her child upstairs. 9. The prisoner has been caught. 10. The baker has sold all his loaves. 11. The general was welcomed on his return. 12. The joint will be cooked to-morrow. 13. The baby tore my sister's book. 14. By whom was the ink spilled? 15. The artist has painted a fine picture. 16. The window

[1] "Transitive" comes from the Latin *transire*, to pass over. The action is thought of as passing over from the doer of it to the person or thing acted upon.

was broken by a stone. 17. Who broke the window? 18. I bought an atlas this morning. 19. The child was knocked down by a cart. 20. The mice ate all the cheese.

Exercise 137.—*In Exercises* 20 *and* 136 *change the form of the sentences so that the verbs in the active voice are made passive, and the verbs in the passive voice are made active.*

Intransitive Verbs

297. Verbs which are not transitive are called **intransitive.** An intransitive verb shows a state of being or an action which is not directed to an object.

Read Exercise 10. All the verbs in it are intransitive.

Exercise 138.—*Pick out the intransitive verbs.*

1. The roses are blooming brightly. 2. The swallows twitter underneath the eaves. 3. The boy was bathing in the river. 4. My father came home yesterday. 5. The waves were dashing on the rocks. 6. The baby is sleeping soundly. 7. The dog ran after a rabbit. 8. Bats live in dark places. 9. The owl flies at night. 10. The sun is shining brightly. 11. We traveled through Spain last spring. 12. The cat is lying in the sun. 14. The children are going to school. 14. The hens are cackling in the yard.

Exercise 139.—*Say of each verb whether it is transitive or intransitive, and give the voice of each transitive verb.*

1. The farmer is sowing oats. 2. The grass was cut yesterday. 3. The cat is sleeping in the sun. 4. Mary darned six pairs of stockings. 5. The roof has been repaired. 6. The little girl runs quickly. 7. The ship will sail to-morrow. 8. The map was drawn by Arthur. 9. The boy is drawing an old man. 10. This dinner was badly cooked. 11. The butcher killed three bullocks. 12. The fire was blazing brightly. 13. The moon rose at six o'clock.

14. The cows are feeding in the meadow. 15. The smith is shoeing the bay mare. 16. The milk was spilled by the servant. 17. Scott wrote "Marmion." 18. The letter has just been mailed. 19. The room was papered last spring. 20. A mist was driving down the British Channel.

298. A verb may be transitive in one sentence, and intransitive in another; as,

Transitive. The child *is blowing* bubbles.
Intransitive. The wind *is blowing.*

Exercise 140.—*a. Say whether the verbs are transitive or intransitive.*

1. King Cole called for his fiddlers. 2. Mary called the cattle home. 3. The bell is ringing. 4. The sexton is ringing the bell. 5. The snow is melting. 6. The sun is melting the snow. 7. Who will answer for his behavior? 8. Kate will answer the question. 9. The man is beating carpets. 10. The rain is beating against the window. 11. The fire is burning brightly. 12. The gardener is burning weeds. 13. Our mother read to us. 14. She read "Robinson Crusoe." 15. The clock is striking. 16. The smith is striking the iron. 17. James and his sister are playing in the field; Mary is playing the piano.

Additional sentences:—Exercise 103.

b. Put each verb into two sentences, using it transitively in the first, and intransitively in the second.

1. Is preaching. 2. Will return. 3. Turns. 4. Is milking. 5. Are whistling. 6. Are fighting. 7. Grows. 8. Are working. 9. Can hear. 10. Can see. 11. Has finished. 12. Are beating.

299. A verb may be made transitive by the addition of a preposition. Thus, *look* is intransitive in the sentence "We *looked* at the person," but if we say, "You *are being*

looked at" we can do nothing with *at* but regard it as part of the verb, which is in the passive voice. Similarly,

We *are trifled with* by this fellow.
The girl *was* sharply *spoken to*.
The prince *is looked upon* with contempt.

Prepositions thus made a part of verbs should not be confounded with adverbs, which are sometimes used similarly; thus,

These were carefully picked *out* from the whole lot.
You will be taken *in* by that man.

If, in these sentences, *out* and *in* were prepositions they would each have an *object* when the sentences are changed so as to make the verbs active.

Copulative Verbs

Read again the explanation of the word predicate, given in pars. 30 *and* 31.

300. We have seen, as in Exercise 10, that an intransitive verb may by itself be the predicate of a sentence. But a transitive verb in the active voice, since it requires an object to complete its meaning, cannot alone be the predicate of a sentence.[1] We must have the transitive active verb and its object to make a complete predication. Thus, the predicate in the sentence, "I use ink," is not "use" alone, but "use ink."

301. While some intransitive verbs likewise convey a complete idea, others do not, and therefore cannot be predicates by themselves. If you read again par. 11, you will see that the verb *be* generally requires some word to be added to complete the predicate. Thus in the sentence "We were afraid," the word "afraid" is necessary to com-

[1] A transitive verb in the passive voice may of course be a complete predicate, as in the sentence, "His arm *was broken*"

plete the sense, and "were" serves to link or join the adjective "afraid" to the subject *we*. In such a sentence *were* is called a **copulative**[1] **verb**, and *afraid* is called the **predicate adjective**. Or a copulative verb may take a **predicate noun**.

Examples of Copulative Verbs

Subject	*Predicate*	
	Copulative verb	Predicate noun or adjective
London	is	a city.
Sherman	was	a general.
The man	became	rich.
The day	grew	dark.
Roses	smell	sweet.
John	remained	silent.
She	seemed	kind.
Sambo	appeared	grateful.
We	feel	happy.

302. It should be noted, from these examples, that the predicate noun or adjective is identical with the subject, or it describes the subject; and it is linked to the subject by a copulative verb.

We may also have a predicate pronoun; for example, "The caller was *yourself;*" "The guilty person has been *I*."

303. Great care must be taken to distinguish between a predicate adjective and an adverb modifying a verb. Thus,

The child smiles sweetly.
The child smells sweet.

In the first sentence *sweetly* is an adverb, because it shows *how* the child smiles; in the second sentence *sweet* does

[1] Latin *copulatum*, p. p. of *copulare*, to couple. Sweet calls these verbs "link verbs."

not tell the way in which the child *does* anything, but describes the subject *child*, and is therefore a predicate adjective.

Similarly,

The dog went [= became] mad.
The dog went madly down the street.

In the first sentence, *mad* does not tell how the dog did anything; in the second, *madly* does. *Mad* is therefore a predicate adjective and *madly* an adverb.

Again, it sometimes requires care to distinguish between a predicate noun and an object. *Make* is used in an entirely different way in the two sentences,

Bakers make bread.
Sweet buds make pretty flowers.

Bread is an object; and *flowers* a predicate noun.

Similarly, in

That dress became her,
He became an artist,

her is an object, and *artist* is a predicate noun.

304. The verb *be* is always a copulative verb except when it means *exist*,[1] as it does in the following sentences.

1. Nothing *is* but what *is* not.
2. Whatever *is* is right.
3. But the hour cometh and now *is*.
4. Grace be unto you from Him which *is*, and *was*, and is to come.

305. Besides the verb *be* the most common copulative verbs are *become, grow, seem, appear, look, feel, smell, keep, remain, stay.*

Read again par. 148.

306. Remember that *all* copulative verbs take the same case after as before them.

[1] Read again par. 11, *Note*, page 9.

Exercise 141.—*Pick out the copulative verbs and say what is the predicate noun, pronoun or adjective; if a noun or a pronoun say what is its case.*

a. 1. Jackson is our gardener. 2. That is he. 3. These buds will be pretty flowers. 4. John Gilpin was a citizen. 5. The boys are Americans. 6. Our cousins are fishermen. 7. Old King Cole was a merry old soul. 8. I'm the chief of Ulva's isle. 9. I wanted to be a carpenter. 10. I found it to be only a stone. 11. We understood the town to be a seaport.

Additional sentences:—Exercise 14, *a.*

b. 12. The child grows pretty. 13. The girls seem happy. 14. The flowers appear dead. 15. Good boys make good men. 16. The paint looks fresh. 17. We feel tired. 18. The flowers smell sweet. 19. The water tastes warm. 20. The very houses seem asleep. 21. Man became a living soul. 22. The temptation proved irresistible. 23. He remained a poor man all his life. 24. You keep quiet. 25. The child seems no fool. 26. Trust me to become master of the subject. 27. I feel a regular invalid to-day. 28. The captain told John to be pilot an hour longer. 29. My father wished me to become a doctor. 30. Miss Low stayed single.

307. Some transitive verbs in the passive voice may be regarded as copulative verbs.

Examples of Passive Copulative Verbs

Subject	*Predicate*	
	Passive copulative verb	Predicate noun or adjective
David	was made	king.
The child	is named	Edward.
The man	is thought	honest.
He	is considered	a miser.

Exercise 142.—*Pick out the passive copulative verbs and say what are the predicate nouns or adjectives.*

1. This town is called Kingston. 2. Harrison was elected President. 3. Henry of Navarre was chosen their leader. 4. Solomon was deemed the wisest of men. 5. The baby has been named Maud. 6. Louis was styled the father of his people. 7. The general was made emperor. 8. Some men are born great.

Moods

308. Different forms of the verb are used according to the way or mode or **mood** in which a thought is conceived and a statement made. Thus,

(1) We may say

(*a*) What we know; as, "Jack *has* a new hat."

(*b*) What we think; as, "I *believe* that Jack *has* a new hat."

(*c*) What we assume to be true; as, "If the moon *is* smaller than the planets she must be nearer to us."

Or we may ask a question: as, "*Has* Jack a new hat?"

(2) We may command; as, "*Have* your books ready," or we may request; as, "*Have* pity on me."

(3) We may speak of a thing not as a fact, but as

(*a*) A thing thought of, but known not to be a fact; as "If I *were* you, I should go."

(*b*) A thing of which we are in doubt; as, "If the soldier *have* leave he will visit his home."

(*c*) A wish; as, "Oh that it *were* with me as in the days that are past!" "Peace *be* unto you."

(*d*) A possible happening or result; as, "Give him some food, lest he *perish*."

Indicative Mood

309. The form of the verb which is used in making a simple statement or in asking a question is called the **indicative** [1] **mood.**

Examples of the Indicative Mood

(1) Simple statement.

Fred *went* to school.
The girl *is loved* by all who *know* her.
My brother *has been living* in Florence.

(2) Statement of something which is assumed to be true.

If there *is* snow upon the ground you must wear thick boots.
[We *assume* that there is snow upon the ground.]
Though he *is* bad-tempered his parents love him.
[We assume that he is bad-tempered.]
If you *saw* me, what was I doing?

(3) Question.

Are you *pleased* with your new book?
Has Henry *found* his ball?
Have you *been waiting* for me long?

Exercise 143.—*Pick out the verbs in the indicative mood.*

a. In Exercise 140, *a.*
b. In Exercise 31, *b.*
c. In the following.

1. Croker had a very good opinion of himself. 2. Once, when he was in the company of the Duke of Wellington, the talk turned upon the battle of Waterloo, and Croker actually contradicted several of the statements made by the Duke.

[1] From the Latin *indicare* (p.p. *indicatus*), to point out, indicate. The indicative mood is that which points out or indicates.

3. Afterwards some one spoke about the copper caps which were used for firing muskets, and again Croker put the Duke right. 4. This upset the patience of the great soldier, and he exclaimed, "Perhaps I know little about Waterloo, but I certainly know something about copper caps."

5. An ignorant countryman visited Paris. 6. One day after he had returned he was talking to some of his friends about the wonders which he had seen. 7. "I was most surprised," he said, "with the cleverness of the children. 8. Boys and girls of seven or eight spoke French quite as well as the children in this part of the world speak English."

Imperative Mood

310. The form of the verb which is used in commanding or requesting is called the **imperative**[1] **mood.**

Examples of the Imperative Mood

(1) Commanding.

Come to me, O ye children.
Unhand me, gentlemen.

(2) Requesting or entreating.

Have mercy upon us.
Help me over this difficulty, please.

311. The imperative mood is of course used almost always in addressing some person or persons. But occasionally it is used with a plural subject of the first person or with a singular or a plural subject of the third person; as,

Break *we* our watch up.—Shakspere.
Come *one*, come *all*.
Everyone rise.

Usually *let* is employed to express the imperative with the first or the third person; as, "Let us go;" "Let every-

[1] From the Latin *imperare* (p. p. *imperatus*), to command.

one shout at once." In such cases, *go* and *shout* are infinitives. (Read again par. 25, p. 18.)

Exercise 144.—*Pick out the verbs*

1. *In the indicative mood.*
2. *In the imperative mood.*

1. Friends, Romans, countrymen, lend me your ears. 2. Look, in this place ran Cassius' dagger through. 3. Judge, O ye gods, how dearly Cæsar loved him.

4. Love thyself last; cherish those hearts that hate thee. . .
Still in thy right hand carry gentle peace. . . .
Be just and fear not.

5. Wake from thy nest, Robin Red-breast,
Sing, birds, in every furrow.

6. Break his bands of sleep asunder
And rouse him.

7. Grieve not, my child; chase all thy fears away.

8. But see! look up! on Flodden bent,
The Scottish foe has fired his tent.

9. The Assyrian came down like the wolf on the fold,
And his cohorts were gleaming in purple and gold,
And the sheen of their spears was like stars on the sea,
Where the blue wave rolls nightly on deep Galilee.

Subjunctive Mood

312. The form of the verb which is used when we are asserting something not viewed as a fact, but merely thought of, is called the **subjunctive**[1] **mood**.

[1] From the Latin *sub*, under, and *jungere* (p. p. *junctus*), to join. The name should not be understood to imply that verbs in the subjunctive mood must be in *subjoined* statements, or that verbs in such statements are always in the subjunctive mood.

Examples of the Subjunctive Mood

(1) Idea contrary to fact.

Unless you *were* mayor, you could not do it.

(2) Doubt or uncertainty.

If Tom *return* in time he shall go to the party.

Here *return* is subjunctive, because Tom's returning is thought of, not as a fact, but as a *condition*[1] of his going.

(3) Wish.

If only father *were* here!

Here *were* is subjunctive, because we speak of father's being here, not as a fact (for he is not here), but as a *wish*.

(4) Possible result.

Give them food lest they *perish* with hunger.

Here we speak of their perishing, not as a fact, but as something possible, which we *purpose* shall not happen.

313. The subjunctive mood, being the mood of doubt,[2] naturally comes after such conjunctions as *if*, *though*, *unless*, *except*, *lest*, *whether*, and *that*. It does not follow, however, that the verb coming after these words is certain to be in the subjunctive mood; it may be in the indicative mood.

Subjunctive Mood.—If my brother *were* at the door I would not open it.

Indicative Mood.—If my brother *is* at the door I will open it.

[1] That is, if he does not return he cannot go to the party.

[2] The doubt must be expressed *by the verb*, not by any other word in the sentence. Compare

If he *be chosen* . . . [subjunctive] and
Perhaps he *is chosen* [indicative].

In the first of the preceding sentences my brother's being at the door is a matter of doubt, or is even believed to be contrary to the fact; in the second it is assumed that he is there.

Subjunctive Mood.—*Though* the vase *were made* of brass, the careless servant would break it.

Indicative Mood.—*Though* the vase *was made* of brass, the careless servant broke it.

In the first sentence we speak of a vase that *might* be, in the second we speak of one that *was*, made of brass.

Subjunctive Mood.—Whether the prisoner *be* innocent is uncertain.

Indicative Mood.—Whether the prisoner *is* innocent or guilty he deserves pity.

314. It should be observed that when the verb introduced by *if*, *though*, etc., is in the subjunctive mood, the other verb in the sentence is usually in the indicative mood; as,

1. If he *come* (subjunctive) back in time, I *shall feel* happy (indicative).

2. Though He *slay* me (subjunctive), yet *will* I *trust* Him (indicative).

3. Lest the boy *lose* his way (subjunctive), I *am going* with him to the corner (indicative).

However, the other verb is sometimes imperative, and sometimes subjunctive.

Exercise 145.—*Pick out the verbs in the subjunctive mood.*

a. 1. So [=if] thou be happy I am content. 2. If it were so, it was a grievous fault. 3. He is gracious if he be observed. 4. Though hand join in hand, the wicked shall not go unpunished. 5. Except ye repent, ye shall all likewise perish. 6. Unless he behave better he will be punished. 7. You must obey the laws, however you dislike them.

8. The tear-drop who can blame,
Though it dim the veteran's aim?

9. If she love me (this believe),
I will die ere she shall grieve.

b. 10. Oh that it were with me as in the days that are past. 11. See that my room be got ready for me at once. 12. I would [=wish] I were a bird. 13. Were he to deny me, I should not forgive him.

c. 14. Beware lest ye fall. 15. Strive that you fail not. 16. Eat lest you faint. 17. Drink that you thirst not.

Exercise 146.—*Say whether the verbs printed in italics are in the indicative or in the subjunctive mood.*

1. Though you *took* his life, bury him as a prince. 2. Though gods they *were*, as men they died. 3. My master said that even if I *was* not clever I was not lazy. 4. If I *were* clever, I should gain prizes. 5. Though Tom *is* young, he is tall. 6. Though Tom *were* younger, he would still be too old for an infant school. 7. If at the close of the holiday everybody *was* tired, everybody was happy. 8. If it *be* true that war is about to break out, there is much misery before us. 9. Though the law *is* severe, we must obey it. 10. If the law *be* severe, we must try to get it changed.

315. The subjunctive mood is often expressed by the help of an *auxiliary* verb. (See par. 19, p. 14.)

Simple subjunctive	*Subjunctive with auxiliary*
If Tom *return* in time, he shall go to the party.	If Tom *should return* in time, he shall go to the party.
Thy kingdom *come.*	*May* Thy kingdom *come.*
Judge not, that ye *be* not *judged.*	They judged not, that they *might* not *be judged.*

316. The most-used auxiliary of the subjunctive mood is *should* [1]; as,

I cannot do so, unless my father *should consent.*

If the bridge *should be washed* away, how may we get home?

If I *should say* that, I might be to blame.

You could not break it, though you *should try* your best.

Other auxiliaries, as *can, could, do, did, must, may, might, would,* are also used; as,

If I *could write* shorthand, the work would be easy.

If you *would call* later, I might be able to tell you about it.

Unless you *can go,* I shall not go.

If I *do come,* you will know me by my hat.

317. It must not, however, be supposed that verbs containing these auxiliaries are always in the subjunctive mood. In the following examples they are in the indicative mood.

1. Boys *should* not tease little girls.
   That is, "It is the duty of boys not to tease little girls"—a statement of a fact.

2. Mary *may* go home now.
   Here, too, we have a simple statement of fact, "Mary is permitted to go home now."

3. The roar of the sea *might* be heard five miles away.
   Here, again, we have the simple statement of fact, "It was possible to hear the roar of the sea."

4. The farmer *would* not lend his horse.
   That is, the farmer was not willing to lend his horse.

5. I *could* not work that example.
   The fact was, I was unable to work that example.

[1] See "Notes for Teachers," p. 320, Note 13.

318. *If*, before the subjunctive, is left out when the subject is placed after the verb; thus,

With if. If he were in your place . . . .
Without if. Were he in your place . . . .

When *if* is omitted before a compound verb the subject is placed next after the auxiliary; thus,

With if. If he were taught, he would learn.
Without if. Were he taught, he would learn.

Exercise 147.—*Pick out the verbs in the subjunctive mood.*

a. 1. Be good, that you may be happy. 2. If Frank were a kind boy, he would not tease his sister. 3. If the story were true, we should have heard it; we would not believe it without better proof. 4. Dick would help us if he could. 5. May you be happy all your days. 6. Lazy men would not work if they could live without working. 7. Mr. Jones, fearing that we might fail to find the way, came to meet us. 8. Everybody hopes that Jack may win the prize. 9. The girl wished she might be a fairy. 10. If we had known you were in town we should have called on you. 11. Beware lest you should fall into temptation.

12. Little flower, but if I could understand
What you are, root and all, and all in all,
I should know what God and man is.

b. 13. Had I your chance I should seize it. 14. Were Mrs. Howe here she would support you. 15. Should the messenger arrive, make him wait. 16. Be he young or old, he must come.

17. Go not my horse the better
I must be late to town.

18. Were you but riding out to air yourself
Such parting were [=would be] too petty.

19. Had she lived a twelvemonth more
She had [=would have] not died to-day.

Exercise 148.—*Give the mood of each verb.*[1]

1. Fear no more the heat of the sun. 2. Fortune brings in some boats that are not steered. 3. Oh that it were with me as in the days that are past! 4. If it be thou, bid me come.

5. Ah! what would the world be to us
If the children were no more?

6. "Hadst thou stayed I must have fled!"
This is what the vision said.

7. Suddenly, as if it lightened,
An unwonted splendor brightened
All within him and without him.

8. Do thy duty; that is best;
Leave unto thy Lord the rest.

9. We are but minutes; use us well
For how we are used you must one day tell.

10. If 'twere done when 'tis done then 'twere [=it would be] well
It were done quickly.

11. I had [=should have] fainted unless I had believed.

12. I were [=should be] a fool . . . . if she escape me.

13. Should he be roused out of his sleep to-night . . . .
It were [=would be] not well.

14. If he had killed me
He had [=would have] done a kinder deed.

15. Hadst thou been killed when first thou didst presume,
Thou hadst not lived to kill a son of mine.

16. In Scotland they have narrow open ditches which they call sheep-drains. 17. A man was one day riding a

[1] Disregard the infinitives; see par. 24.

donkey across a sheep-pasture. 18. When the animal came to a sheep-drain he would not go over it. 19. So the man rode him back a short distance, turned him round and began to use the whip sharply. 20. He thought the donkey when going at full speed would jump the drain before he knew it; but when the creature came to the drain he stopped all at once, and the rider was thrown over his head right across the drain. 21. The man got up quickly and called out to the beast, "That was very well pitched, but how are *you* going to get over?"

Verbals

319. It is necessary at this point again to notice certain words which are derived from verbs and are called verbals. (Read again pars. 57 and 58.) Verbals express action or being in a general way, but without asserting it. There are three kinds of verbals, two of which we have already learned to know.

Infinitives

Read again par. 24, *and work again Exercise* 24, *a.*

320. Besides the simple infinitive, as *to make*, there are others, some active and some passive. The complete list is as follows.

Active Voice:

Present [1] infinitive, *to make* (*to be making*).
Past [2] infinitive, *to have made* (*to have been making*).

[1] The word present, in grammar, means "showing action as going on now, at the present time." In the case of verbals, nowever, the term present is, as we shall learn (see page 172, par. 347), not strictly accurate.

[2] The word past, in grammar, means "showing finished or completed action," action done in past time.

Passive Voice: [1]

Present infinitive, *to be made.*
Past infinitive, *to have been made.*

321. An infinitive may be used as subject, predicate noun, or object in a sentence, or as the object of a preposition; thus,

As subject. *To read* is interesting.
To obey is better than sacrifice.

As object. That man means *to succeed.*
I am learning *to ride.*

As predicate noun. To die is but *to sleep.*
To see him was *to believe* in him.

As object of a preposition.
We are about *to go.*
There is no way to get there except *to walk.*

(These are all *noun* uses of infinitives; other uses will be taken in par. 323.)

Exercise 149.—*Pick out the infinitives and say how they are used.*

1. The traveler promised to return. 2. I mean to write home. 3. The girl intends to call. 4. Do you know how to hold a pen? 5. The vessel is about to sail. 6. The father hopes to meet his son. 7. To err is human, to forgive [is] divine. 8. It is sometimes better to remain silent.[2] 9. To move is to stir, and to be valiant is to stand. 10. Harry is beginning to learn Greek. 11. Mrs. Brown is teaching her girls to sew. 12. If you wish to master a language you ought to work hard. 13. The poor mother refused to be comforted. 14. The general tried to take the

[1] Only transitive verbs have passive infinitives. An intransitive verb, as *look*, has only *to look* (*to be looking*), *to have looked* (*to have been looking*).

[2] See par. 216.

town. 15. It is good to confess a fault.[1] 16. To travel is to know the world. 17. Nothing could be done for the animal but to kill him.

Read again par. 25, *and work again Exercise* 24, *b.*

322. Some verbs are followed by the infinitive without *to*. The most common of these verbs are

(*a*) Auxiliary verbs: *do, shall, will, may, can, must,* and their past forms, *did, should, would, might, could* (see pars. 12, 14, 19, 20, and 315).

(*b*) Other verbs, of which the following are the most common: *bid, dare, help, let, make, need, please, see, watch, feel, hear.*

Examples

		Verb	*Infinitive*
(*a*)	1. We cannot see you.	can [2]	see
	2. Thou shalt not steal.	shalt [2]	steal
(*b*)	3. I hear thee speak of a better land.	hear	speak
	4. I dare do all that may become a man.	dare	do
		may [2]	become
	5. The story made me feel sad.	made	feel

Exercise 150.—*Pick out the infinitives.*

1. Who saw him die? 2. I heard Mary sing. 3. Let us haste away. 4. The keeper makes the lion obey. 5. You need not fear that. 6. The messenger need not wait. 7. You watch me write this. 8. That man dared swim a mile from the shore. 9. Few men dare face a furious bull.

[1] See par. 216.

[2] An auxiliary joined to the infinitive of a principal verb is regarded as making with it simply one verb. The auxiliaries *be* and *have* are not used with the infinitive of the principal verb, but with participles.

10. Bid the servant come here. 11. I saw the merchant fall on the pavement. 12. We felt the wind blow on our cheeks. 13. Let us go home at once. 14. They bid me fetch aid. 15. Let the long, long procession go.

323. Besides taking the places of nouns (as subjects, objects, etc.) infinitives are frequently used as adjectives, modifying nouns; or as adverbs.

Infinitives used as adjectives.

(*a*) Modifiers:

It is time *to go* (i.e. *going* or *leaving* time).

He is a man *to honor* (i.e. *honorable* man, or man *worthy* of honor).

We have the intention *to succeed* ("to succeed" tells what kind of intention).

(*b*) Predicate adjective:

You are *to be praised* for that ("to be praised" is used as a predicate adjective).

Infinitives used as adverbs.

(*a*) Modifying *verbs:*

He called *to see* you (called *why?*).

The minister came, only *to find* you had gone away (came with what result?).

I was going *to repeat* my remarks (going or moving toward what action, or whither?).

(*b*) Modifying *adjectives:*

It is late *to return.*

We were sorry *to part.*

(*c*) Modifying *adverbs:*

You are not tall enough *to reach* that (*to reach* modifies the adverb *enough*—enough for what?).

I am too tired *to talk* (*to talk* modifies the adverb *too*—*too* tired for what?).

(*d*) Modifying a *statement:*

He is, *to be* sure, a skillful oarsman. (*To be sure* modifies the whole statement.)

324. A subject of an infinitive is sometimes expressed; as,

They want *me* to carry the basket.
It is high time for *us* to be going.

In the first of these sentences *me* is not the object of the verb *want* (they do not want "me"); what they want is the carrying of the basket by me. So in the second sentence, it is not time for *us*, but for our *going*. "Me to carry" is the object of "want," and "us to be going" is the object of the preposition "for."

325. The subject of an infinitive is in the *objective case.*

326. An infinitive may, like a verb, take an object or a predicate noun or adjective after it, or be modified by an adverb.

Examples

It is too warm to read a *book* (object).
The boy tries to be *good* (predicate adjective).
The child is pretending to be a *horse* (predicate noun).
You must learn to run *more swiftly* (adverb).

327. An infinitive with its subject (if expressed), its modifiers (if any), and its object or its predicate noun or adjective (if any) forms an *infinitive phrase.*

Exercise 151.—*Pick out the infinitives in the following sentences, and tell how each is used.*

1. He is a man to swear by. 2. We are apt to be mistaken. 3. The dog is to be shot. 4. I am going to swim. 5. They drove over to call on us. 6. Charles wants to leave now. 7. Why do you ask me to read? 8. Do you wish to have me

with you? 9. When are we to have dinner? 10. I hope to be there. 11. I wonder to see you here. 12. What is to be done about it? 13. They were glad to see us. 14. The Davises are about to leave for the summer. 15. It is time to be dismissed. 16. To go a-fishing is my favorite sport. 17. You are to be congratulated on your speech. 18. That is too good to be true. 19. How soon shall you be old enough to vote? 20. I did not know whether to go or not. 21. I do not understand how to parse that word. 22. The picture is certainly to be admired. 23. Let me show you. 24. That is a strange remark to have been made by such a man. 25. He seems to be following us.

PARTICIPLES

Read again par. 57, *and work again Exercise* 54.

328. Every verb has two chief participles, the **present** and the **past.**[1]

329. The present participle is always formed by adding *-ing* to the verb; as, *work, work-ing; play, play-ing; read, read-ing.*

The spelling of the verb is sometimes changed a little before the *-ing* is added.

(1) When a verb ends in *e* after a consonant, the *e* is dropped; as, *love, lov-ing; convince, convinc-ing; make; mak-ing.*

A verb ending in *e* not after a consonant does not change; *hie, hie-ing; hoe, hoe-ing; see, see-ing.*

Note, however, *die, dy-ing; lie, ly-ing.*

[1] See notes to par. 320. The present participle is called by some grammarians the imperfect, and by some the active; the past participle is also called the perfect and the passive. But of course participles can be active or passive only when the verb is transitive. The actual *time* of the action expressed by a participle or an infinitive depends, as we shall see (par. 347), not only upon its own form, but upon the time of the principal verb.

(2) When a verb of one syllable ends in a single consonant with a single vowel before it the consonant is doubled; as, *rob, robb-ing; sin, sinn-ing; bud, budding.*

This rule also applies to verbs of more than one syllable when the accent falls on the last syllable; as, *rebel, rebell-ing; commit, committ-ing; begin, beginn-ing.*

Exercise 152.—*Write the present participles of*

a. Beat. Speak. Drink. Sing. Tread. Ring. Spring. Blow. Grow. Know. Throw. Slay. Fly. Buy. Sow.

b. Weave. Choose. Strike. Drive. Give. Rise. Smite. Shake. Stride. Thrive. Write. Take. Bite. Chide. Hide. Slide.

c. See. Flee. Shoe. Hoe. Hie. Eye. Agree. Dye.

d. Bid. Spin. Get. Win. Run. Cut. Hit. Knit. Put. Shed. Shut. Split. Beg. Bet. Blot. Brag. Swim.

e. Begin. Abet. Abhor. Acquit. Admit. Annul. Appal. Aver. Bedim. Commit. Compel. Concur. Defer. Dispel. Equip.

f. Model. Travel. Offer. Purchase. Annoy. Scatter. Revel. Tremble. Gather. Prefer. Collect. Fasten. Release. Untie. Allege. Defeat. Confer. Collate. Differ.

Exercise 153.—*Pick out the present participles and say what nouns or pronouns they belong to or modify.*

1. We saw a boy beating his donkey. 2. The boy speaking to my sister is Jack Adams. 3. The master caught his servant stealing hay. 4. The grass growing by the river is long and juicy. 5. The arrow, glancing off a tree, hit the king. 6. A hunter, shooting in the wood, found a badger.

7. And children coming home from school
   Look in at the open door.

8. He hears his daughter's voice
   Singing in the village choir.

9. Toiling, rejoicing, sorrowing,
Onward through life he goes.

10. Then down a green plain, leaping, laughing, they run.

330. The present participle of a transitive verb takes an object; as, "The boy *painting* [pres. part.] a *picture* [obj.] is my brother."

This is why the present is sometimes called the active participle. But since the participle of an intransitive verb, as *being, remaining,* takes no object, the term "present" participle, as applying to all verbs, is to be preferred.

Exercise 154.—*Pick out the present participles and the words which they govern in the objective.*

1. My friends, expecting me, did not go out. 2. Do you see that little girl blowing bubbles? 3. The boys throwing snowballs hurt an old man. 4. The horses drawing the cart are thin. 5. The men mowing the hay are Mr. White's workmen. 6. The lady riding a horse is Miss Johnson.

7. Little Jack Horner sat in a corner
Eating a Christmas pie.

331. The past participle is formed in several ways. It may always be found by remembering it is that part of the verb used after "have"; thus,

Verb		*Past Participle*
walk	I have	walk-ed
mount	" "	mount-ed
pray	" "	pray-ed
beg	" "	begg-ed
speak	" "	spok-en
write	" "	writt-en
grow	" "	grow-n
swear	" "	swor-n
begin	" "	beg-un
buy	" "	bought

Remember that the "*I have*" is no part of the participle.

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Exercise 155.—*Write down the past participles of*

Bloom. Star. Sail. Arrive. Open. Play. Call. Look. Climb. Talk. Act. Plow. Live. Owe. Gaze. Dye. Lie. Lay. Flee. Fly. Forget. Cling. Make. Go. Strike. Mow. Sow. Fall. Drive. Swear. Beat.

Exercise 156.—*Pick out the past participles and say what nouns or pronouns they belong to or modify.*

1. The task begun on Monday was very hard. 2. The prisoner found guilty escaped. 3. The trench dug across the street is full of water. 4. Seed dropped by the roadside sprang up. 5. The fire fanned by the wind grew very fierce. 6. The army hemmed in on all sides surrendered. 7. The fox hidden behind some bushes hoped to escape the farmer's notice. 8. The signal flashed along the coast roused the sailors.

9. Up rose old Barbara Frietchie then,
Bowed with her four score years and ten.

10. The wretch, concentred all in self,
Living shall forfeit fair renown,
And doubly dying shall go down
To the vile dust from whence he sprung,
Unwept, unhonored, and unsung.

Read again pars. 59 *and* 262, *and look again at Exercise* 55.

332. Both the present and the past participle may be used as a participial adjective; as, "*blotting* paper," "a *withered* branch."

Exercise 157.—*Pick out the participles in the following sentences and say whether they are*

a. Present.
b. Past.
c. Present used as adjectives.
d. Past used as adjectives.

1. His withered cheek and tresses gray
Seemed to have known a better day.
The harp, his sole remaining joy,
Was carried by an orphan boy. . . .

2. The hawthorn bush with seats beneath the shade,
For talking age and whispering lovers made.

3. His tuneful brethren all were dead,
And he, neglected and oppressed,
Wished to be with them, and at rest.

4. There has not been a sound to-day
To break the calm of nature,
Nor motion, I might almost say,
Of life, or living creature,
Of waving bough or warbling bird,
Or cattle faintly lowing;
I could have half believed I heard
The leaves and blossoms growing.

5. In an attitude imploring,
Hands upon his bosom crossed,
Wondering, worshiping, adoring,
Knelt the monk in rapture lost.

6. Sweet Auburn, loveliest village of the plain,
Where health and plenty cheered the laboring swain.
Where smiling spring its earliest visit paid,
And parting summer's lingering blooms delayed.

7. With upraised eyes, as one inspired,
Pale Melancholy sat retired.

8. Something attempted, something done,
Has earned a night's repose.

333. The present or the past participle of a copulative verb is followed by a predicate noun or adjective; as,

Being *ill* at the time, I had to stay at home.
Seeming already a *man*, this fellow is only a boy.

Grown *timid* now, the creature never leaves his hiding place.

Having been a true *soldier* during all his service, he died like one when his hour came.

334. As is seen in the sentences just given, a participle may, like a verb, have adverbial modifiers.

335. A participle, when beginning a sentence, belongs to or modifies the subject.

Thus in the sentence, "Walking on High Street yesterday I met Harry Williams," *walking* goes with *I*, not with *Harry Williams*. So in the sentence, "Much burned they at last made their way to the window," *burned* is a modifier of the subject *they*.

336. A participle may be used as an adverb. If we say, "He has gone a-fishing," the prefix *a-* is a worn-down preposition and "a-fishing" is equivalent to a prepositional phrase and is adverbial. But we may say simply "He has gone *fishing*," with the same meaning.

Other Examples

The boy came *skipping*. (How?)
They have gone *berrying*. (Where?)

337. Besides the two participles already studied there are others belonging to transitive verbs. The complete list is as follows.

Active voice:

Present, *making*.
Past, *having made* (*having been making*).

Passive voice:

Present, *being made*.
Past, *having been made*, or *made*.

Intransitive verbs, since they have no voice, have only the following participles.

Present, *sitting*.

Past, *having sat* (*having been sitting*), *sat*.[1]

Exercise 158.—*Tell the kinds of participles in the following sentences, and tell what nouns or pronouns they belong to or modify.*

1. Having been elected he now proceeded to Washington. 2. Trying to break down the door the robber hurt his hand. 3. Being injured he had to retreat. 4. Having walked so far I will not turn back now. 5. The thief, having been detected, confessed to many misdoings. 6. We feel that, having studied this lesson two hours, we ought to rest. 7. Become now six feet tall, I am no more to be called a boy. 8. Being caused some uneasiness by the noise, I left my accustomed quarters. 9. Being now much sought after, he lost his head, as we say.

GERUNDS[2]

Read again pars. 58 *and* 319.

338. Besides participles and infinitives, there are verbals of a third kind, which are called **gerunds**. Participles might be called adjective verbals; and gerunds might be called noun verbals. (Infinitives, as we have seen, may be used as nouns, adjectives, or adverbs.)

[1] It should be noted that though *sat* is called the past participle of *sit* it is never used by itself as other participles are, modifying a noun or a pronoun, but always in combination with an auxiliary to form some verbal or some part of the verb. This is true of the corresponding form of almost all intransitive verbs. A few intransitive verbs, however, may employ this participle without *having*; as, "At length, *grown* to be a man, Hans set out to seek his fortune." "The *risen* Lord."

[2] See "Notes for Teachers," p. 324, Note 29.

339. Like the present participle, the present gerund ends in *-ing*, but the two are entirely different in origin and in use.

340. In the sentence.

He is ill from working too steadily.

working, though it is the object of the preposition *from*, cannot be called a noun, because it is modified by the adverb *steadily*.

In the sentence,

Reading history is one of my greatest pleasures.

reading, though it is the subject of the verb *is*, cannot be called a noun, because it governs an object, *history*. In those sentences, *working* and *reading* are not participles, for participles are like adjectives in their use and do not have case.

341. *Working* and *reading*, in the sentences given, are gerunds. A gerund has case like a noun (and is thus distinguished from a participle). But a gerund also governs case like a verb, or has adverbial modifiers (and is thus distinguished from a noun).

Examples of Gerund as Subject

Reading books about animals is interesting.
Writing ten pages daily is not easy.
His *being* stupid is no excuse.

Examples of Gerund as Object

I like *riding* a horse better than *riding* a bicycle.
I prefer *exercising* here rather than indoors.

Examples of Gerund in the Objective Case after a Preposition

Mr. Sidney is fond of *hunting* bears.
We gained admission by *seeming* to be the owners.
Men who believe in *working* faithfully are apt to succeed.

Examples of Gerund used as Predicate Noun

John's fault was his *telling* a lie.
Our job was *making* fence posts.

342. Sometimes it may seem a little hard to decide whether a word is a noun or a gerund. In par. 4, and Exercise 8, *a*, we saw that nouns may be the names of actions, as in "*Swimming* is great sport;" "I am fond of *driving*." In these sentences *swimming* and *driving* are simply nouns; they may be called verbal nouns, since they share to some extent the ideas of the verbs from which they are derived. Also, when the verbal word has an article before it (see par. 278), it had better be called a noun (as, "After the *passing* of the Act"); but when it has an object or a predicate noun or adjective or an adverbial modifier, as in the examples given above, it must be called a gerund. In the sentence "Writing is a useful art," *writing* is a noun. But in the sentences "Writing poetry is difficult" and "Writing correctly is learned by long practice," *writing* is a gerund; having, in one sentence, an object, *poetry*, and in the other an adverbial modifier, *correctly*.

A gerund is frequently preceded by a noun or pronoun in the possessive case; as, "I am tired of his *coming* here;" "John's *saying* what he did annoyed them."

In parsing a gerund say from what verb it is formed, in what case it is, and why, and what case (if any) it governs.

Exercise 159.—*Pick out: a. the present participles, b. the gerunds, and parse the gerunds.*

1. In keeping Thy commandments there is great reward. 2. After hearing the news I came away. 3. Stanley,

traveling across Africa, found Livingstone. 4. Whipping a dead horse is foolish. 5. The boy whipping a top is Richard Dolan. 6. After receiving the letter the woman went out. 7. Sowing the seed comes before reaping the grain. 8. I failed through taking no pains. 9. The soldier was promoted for doing his duty. 10. His being wounded so badly prevented his going away. 11. Our being monitors keeps us busy. 12. I was deceived by his appearing so innocent. 13. The boy had a passion for wandering in strange lands and seeking adventures.

343. Each verb has as many gerunds as it has participles containing the syllable *-ing* (see par. 337). That is, the gerunds of the verb *make* are the same in form as its participles, except that the past participle *made* is not a gerund.

344. We should by this time have learned to distinguish between the following classes of *words ending in* **-ing.**

1. *Nouns* (see pars. 4, 112); as, "*Walking* is my favorite exercise;" "The *shearing* of the sheep takes place to-day;" "The culprit received several *thwackings*."

2. *Nouns used as adjectives* (see par. 53); as, "A *hunting* knife," "A *walking* tour."

3. *Participles* (see par. 337); as, "The wind gently *blowing* from the sea cooled her brow;" "The trouble *having been forgotten*, our friendship was renewed."

4. *Participles used as adverbs* (see par. 336); as, "I rushed *stumbling* into the room."

5. *Participial adjectives* (see pars. 59, 262, 332); as, "*Whistling* girls and *crowing* hens," "An *interesting* book," "The vine lies *withering* on the ground."

6. *Gerunds* (read again pars. 339, 341); as, "The man is sad from *having lost* his son;" "The prophet wore a veil to keep his face from *being seen*."

7. *Part* of many forms of the *verb* (see pars. 12, 16); as, "We *have been reading* a good story;" "The horse *is being curried*."

Exercise 160.—*Pick out the words ending in* -ing, *and tell to which of these classes they belong.*

1. We are having too much of this trifling. 2. The jolting of this wagon is very trying. 3. From running so hard we were having trouble in getting our breath. 4. A moment after mounting the horse the boy was fast being lost to sight. 5. I enjoyed the walking of that last mile. 6. I enjoy brisk walking. 7. I enjoyed walking that last mile. 8. I enjoy walking briskly. 9. I stood watching a boy chasing a cat. 10. The soldier was observing some smoke which he saw rising, a mile or more away, from a burning building. 11. The receiving of this encouraging letter was what kept us from losing all hope. 12. Seeing is believing [nom. case]. 13. Traveling is interesting. 14. I am fond of traveling. 15. Giving is more blessed than receiving [nom. case]. 16. Ready writing makes not good writing, but good writing brings on ready writing.

17. Going down the road this morning I found my friend Frank fishing in the brook. 18. Showing pleasure at the sight of me, he asked me to join in the fishing. 19. So cutting a branch for a fishing rod I was soon beside him on the bank.

20. Good writing is not often met with. 21. The typewriter is a writing machine. 22. Writing as rapidly as I could, I finished the letter in time for the mail.

23. Your being annoyed by his persistency was no excuse for being rude to him. 24. By cultivating cheerfulness we are making many another a happier being. 25. After having been scolded he was dismissed. 26. Once saving is twice earning. 27. Henry, having written a fine essay, was being complimented.

TENSES

345. Notice the following sets of sentences.

(1) Mr. Marshall *lives* in Boston.
Mr. Marshall *lived* in New York.
Mr. Marshall *will live* in Cleveland.

(2) Jack *is* in the playground now.
Jack *was* in school this morning.
Jack *will be* on the river this evening.

Each verb gives us some notion of the time.

Is and *lives* speak of *present* time.
Was and *lived* speak of *past* time.
Will be and *will live* speak of *future* time.

346. A verb may thus have *three* times or **tenses** [1]—the **present**, the **past**, and the **future**.

347. The terms present and past have already been used, as names for certain of the infinitives, participles, and gerunds (see pars. 320 and 328). As applied to verbals, however, the term present is inaccurate, as the time or tense belonging to a present infinitive, for example, depends upon the tense of a verb in the sentence. Thus in the sentence, "The last time you called you had *to leave* early," the present infinitive *to leave* denotes an action now past, since it depends upon the verb *had*, which is in the past tense. So with the present participle and the present gerund in these sentences: "*Going* down the street one day recently, I met old Mr. Crothers;" "I was then in the habit of *walking* to my office." In the same way, if a present verbal depends upon a verb which is in the future tense, the verbal becomes future in meaning; as, "In case of my *finding* him at home, what shall I do?" "If you will be there, *waiting* for him, he says he will not disappoint you;" "We shall soon be ready *to start*" In other words, the "present" verbals have present time *with respect to the time or tense of the principal verb.*

In a similar way, a past verbal has past time with respect to the tense of the principal verb. Thus, "*Having been petted* so long, the boy is very selfish." Here a past participle, used with a present verb, *is*, has a past time.

[1] From the French *temps*, time; from the Latin *tempus*, time.

"His *having lied* about it led to his arrest." Here a past gerund has past time with respect to a past-tense verb—the lying was past at the time referred to in the past verb *led.*

"By the time you arrive, I shall be sure *to have finished* the work." Here a past infinitive used with a future verb shows action past or completed at the time of the verb.

Thus the actual *time* of verbals is determined from the form of the verbal and the tense of the verb in the sentence. But for convenience we call verbals simply present or past.

348. The future tense is formed by means of the auxiliaries *shall* and *will.*

In expressing simple futurity *shall* is used with subjects of the first person, and *will* with subjects of the second and third persons; as,

We shall, *They will* } go to school this afternoon.

In expressing strong emphasis or determination on the part of the speaker, *will* is used with the first person, and *shall* with the second and third; as,

I WILL go to school this afternoon; *nothing* SHALL hinder me. *You* SHALL do this work to-day.

The man who fell into deep water was therefore doubly wrong when he called out, "I *will* drown and no one *shall* save me."

In asking questions we use *shall* or *will* according as we expect *shall* or *will* in the answer. Thus we say

Shall you go to-morrow as you intended? (Answer expected, I shall.)

Will you go with me? (Answer expected, I will.)

Will George be there? (Answer, he will.)

Shall George carry the basket? (Answer, he shall.)

Exercise 161.—*a. Give the tense of each verb.*

1. The wind blows hard. 2. The wind blew hard. 3. The wind will blow. 4. The cock crows loudly. 5. The

cock crew at sunrise. 6. The cock will crow to-morrow morning. 7. Baby sleeps in the cradle. 8. Baby will sleep in the cot. 9. I had a new top. 10. I shall have a new top. 11. Ethel has a rose. 12. Ethel had a rose. 13. Ethel will have a rose. 14. Cromwell won many victories. 15. The sun rises in the east. 16. The little dog laughed. 17. Our teacher will read us a story. 18. I shall leave school next week. 19. Jack sold his mother's cow. 20. The green field sleeps in the sun.

b. Fill the blank in each sentence with each tense of the verb given in the margin.

play	The children . . . . in the grass.
ripen	The sun . . . . the corn.
mend	Nellie . . . . her torn frock.
come	The brothers . . . . to school.
bloom	Flowers . . . . in spring.
ebb, flow	The tide . . . . and . . . .
bathe	We . . . . every morning.
give	The moon . . . . light.
shine	The stars . . . . brightly.
bark	The dog . . . . at the thief.

349. With the help of *be* and *have*[1] we can give more definite notions of time than would be possible without auxiliaries.

Compare the four sentences,

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I *learn.*
I *am learning.*
I *have learned.*
I *have been learning.*

(1) I *learn* shows that the action is in the present time. *Learn* is therefore in the **present tense.**

(2) I *am learning* shows that the action is going on or is in progress at the present time—in other words, that it is

[1] See "Notes for Teachers," p. 320, Note 14.

not finished. *Am learning*, therefore, is also in the **present tense**, but it is in the **progressive form** of that tense.

(3) The third sentence shows that at the present time the action is finished. *Have learned* is therefore in the **present perfect**[1] **tense**.

Be careful not to say that *have learned* is in the past tense. It is true that the action is finished, but we *speak* of it as being finished only at the present time. The act of learning is said to be completed (perfect) *now*. Note the difference between "I *lost* my gloves" (they may not be lost now) and "I *have lost* my gloves" (they are lost now).

(4) The fourth sentence shows that the action has been going on and is now finished. *Have been learning* is therefore also in the **present perfect tense**, but in the *progressive form*.

350. The past tense and the future tense are divided in the same way as the present, so that we have the following table (progressive forms are put in parentheses).

PRESENT.	I *learn* (am learning).
PRESENT PERFECT.	I *have learned* (have been learning).
PAST.	I *learned* (was learning).
PAST PERFECT.	I *had learned* (had been learning).
FUTURE.	I *shall learn* (shall be learning).
FUTURE PERFECT.	I *shall have learned* (shall have been learning).

351. Note that

(1) In the progressive forms we have a part of the verb *be* and the present participle.

(2) In all the perfect tenses we have a part of the verb *have*.

(3) In the progressive forms of the perfect tenses we have

[1] Perfect means done or completed. The present perfect tense shows action as *completed* at the present time.

a part of the verb *have*, the participle *been*, and the present participle of the principal verb.

352. As the present perfect tense expresses action completed at the present time, so the *past perfect tense* expresses action *completed* at some past time, and the *future perfect, completed* at some future time; as, (past tense) "I *went*," (past perfect tense) "I *had gone*" that is, the going had been done or completed at some past time, mentioned or understood. Note the difference between "I went to bed at ten" and "I had gone to bed at ten."

Exercise 162.—*Give the tense of each verb.*

1. Our dog howls in the night. 2. Our dog is howling. 3. Our dog has howled for an hour. 4. Our dog has been howling. 5. The snow fell thick. 6. The snow was falling fast. 7. Snow has fallen in the night. 8. Snow has been falling for some time. 9. We shall shoot hares and rabbits. 10. We shall be shooting to-morrow. 11. Perhaps by noon we shall have shot five rabbits. 12. Cats sometimes fight. 13. Two cats are fighting in the garden. 14. They have been fighting for five minutes. 15. They have fought before. 16. The oarsmen bathed in the river. 17. They were bathing at eight o'clock. 18. They had been bathing for ten minutes. 19. They had bathed in the sea the day before. 20. By three o'clock the auctioneer will have been selling goods for two hours. 21. He will have finished at four. 22. He will have sold a hundred lots. 23. He will sell ten more.

24. The warm sun is failing, the bleak winds are wailing,
The bare boughs are sighing, the pale flowers are dying.

25. So we shuddered there in silence,
For the stoutest held his breath,
While the hungry sea was roaring,
And the breakers threatened death.

353. The following table shows forms of the verb *teach* in the passive voice.[1] Progressive forms are given in paren-

[1] Indicative mood.

theses. The perfect tenses and the future tense in the passive voice have no progressive forms.

PRESENT.	He *is taught* (is being taught).
PRESENT PERFECT.	He *has been taught.*
PAST.	He *was taught* (was being taught).
PAST PERFECT.	He *had been taught.*
FUTURE.	He *will be taught.*
FUTURE PERFECT.	He *will have been taught.*

Exercise 163.—*Give the tense of each verb.*

1. Bread is made by bakers. 2. The cake is being made by the cook. 3. The pie has been made since this morning. 4. The horse had been sold. 5. The pony was sold this morning. 6. The farm was being sold that day. 7. The servant will be called at seven. 8. Perhaps your name will have been called.

Additional sentences:—Exercises 20, *b*, and 135.

354. Hitherto we have been dealing with the tenses of the indicative mood. The following table shows forms of the tenses of the subjunctive mood. (Progressive forms, where they exist, are given in parentheses.)

ACTIVE VOICE

PRESENT.	[Though] he *strike* (be striking).
PRESENT PERFECT.[1]	[Though] he *have struck* (have been striking).
PAST.	[Though] he *struck* (were striking).
PAST PERFECT.	[Though] he *had struck* (had been striking).
FUTURE.	[Though] he *should*[2] *strike* (should be striking).
FUTURE PERFECT.	[Though] he *should have struck* (should have been striking).

[1] The present perfect subjunctive is very seldom used.

[2] See par. 316, and footnote.

PASSIVE VOICE

PRESENT.	[Though] he *be struck.*
PRESENT PERFECT.[1]	[Though] he *have been struck.*
PAST.	[Though] he *were struck* (were being struck).
PAST PERFECT	[Though] he *had been struck.*
FUTURE.	[Though] he *should*[2] *be struck.*
FUTURE PERFECT.	[Though] he *should have been struck.*

355. The imperative mood is either present or future, according to the meaning, but the form is the same for both; as,

PRESENT or FUTURE.	[Thou or you] *strike* [now, or next week].

Exercise 164.—*Give the tense of each verb in Exercises* 145, 146, 147, *and* 157

REGULAR AND IRREGULAR VERBS

356. With respect to their mode of forming the past tense and the past participle, verbs are either **regular** or **irregular.**

357. Regular verbs are those which form the past tense and the past participle by the addition of *d*, *ed*, or *t*; as,

Present	*Past*	*Past Part.*
love	love-d	love-d
allow	allow-ed	allow-ed
pat	patt-ed	patt-ed
yield	yield-ed	yield-ed
bless	bless-ed blest	bless-ed blest

The changes of spelling which are made before *-ing* (see paragraph 329) are also made before *-ed.*

[1] See footnote, p. 177. [2] See par. 316, and footnote.

358. There is a growing tendency to shorten the spelling of the past and the past participle of verbs ending in an unvoiced consonant, such as *p*, or *s*, by using *t* instead of *ed*; as, *dipt, dropt, drest, tost, reacht,* etc. This practice has always been common in poetry, and it has been recommended for prose by the Simplified Spelling Board.

359. Irregular verbs form the past tense and the past participle in other ways than by adding *d, ed,* or *t*. The most important class of irregular verbs are those which form the past and the past participle generally by a change of vowel sound; as, *ring, rang, rung; throw, threw, thrown.*

Such verbs are called **strong verbs.**

360. IRREGULAR VERBS [1]

Class I—Strong Verbs

Alphabetically arranged

(Regular forms are printed in italics; forms not now used are placed in square brackets.)

Present	*Past*	*Past Part.*	*Present*	*Past*	*Past Part.*
abide	abode	abode	bind	bound	bound [bounden]
am, be	was	been			
arise	arose	arisen	bite	bit	bitten, bit
awake	awoke *[awaked]*	awoke *awaked*	blow	blew	blown
			break	broke [brake]	broken
bear (bring forth)	bore [bare]	born	burst	burst	burst [bursten]
bear(carry)	bore [bare]	borne			
beat	beat	beaten [beat]	chide	chid[chode]	chidden chid
begin	began	begun	choose	chose	chosen
behold	beheld	beheld [beholden]	cleave (split)	[clove, clave]	cloven
bid	bade, bid	bidden, bid		*cleft, cleaved*	*cleft, cleaved*

[1] See "Notes for Teachers," p. 324, Note 30.

CLASS I—STRONG VERBS—*continued*

Present	*Past*	*Past Part.*	*Present*	*Past*	*Past Part.*
climb	[clomb]		hew		hewn
	climbed	*climbed*		*hewed*	*hewed*
cling	clung	clung	hold	held	held
come	came	come			[holden]
crow	crew	[crown]	know	knew	known
	crowed	*crowed*	lade		laden
do	did	done		*laded*	*laded*
draw	drew	drawn	lie	lay	lain
drink	drank	drunk	melt		molten
		drunken		*melted*	*melted*
drive	drove	driven	mow		mown
	[drave]			*mowed*	*mowed*
eat	ate, eat	eaten [eat]	ride	rode [rid]	ridden
fall	fell	fallen			[rid]
fight	fought	fought	ring	rang	rung
		[foughten]	rise	rose	risen
find	found	found	rive		riven
fling	flung	flung		*rived*	*rived*
fly	flew	flown	run	ran	run
forbear	forbore	forborne	see	saw	seen
forget	forgot	forgotten	seethe	[sod]	sodden
	[forgat]	forgot		*seethed*	*seethed*
forsake	forsook	forsaken	shake	shook	shaken
freeze	froze	frozen	shear	*sheared*	shorn
get	got [gat]	got, gotten			*sheared*
give	gave	given	shine	shone	shone
go	went [1]	gone		*shined*	*shined*
grave	*graved*	graven	shoot	shot	shot
grind	ground	ground	shrink	shrank	shrunk
grow	grew	grown			shrunken
hang	hung	hung	sing	sang	sung
	hanged	*hanged*	sink	sank	sunk
heave	hove	hove			sunken
	heaved	*heaved*	sit	sat	sat

[1] *Went* is really the past of *wend*, to go.

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CLASS I—STRONG VERBS—*continued*

Present	*Past*	*Past Part.*	*Present*	*Past*	*Past Part.*
slay	slew	slain	strive	strove	striven
slide	slid	slid [slidden]	swear	swore [sware]	sworn
sling	slung	slung	swell		swollen
slink	slunk	slunk		*swelled*	*swelled*
smite	smote [smit]	smitten [smit]	swim	swam	swum
			swing	swung	swung
sow		sown	take	took	taken
	sowed	*sowed*	tear	tore [tare]	torn
speak	spoke [spake]	spoken	thrive	throve	thriven
				thrived	*thrived*
spin	spun [span]	spun	throw	threw	thrown
			tread	trod	trodden
spring	sprung	sprung			trod
	sprang		wake	woke	
stand	stood	stood		*waked*	*waked*
steal	stole	stolen	weave	wove	woven
sting	stung	stung	win	won	won
stink	stank	stunk	wind	wound	wound
	stunk		wring	wrung	wrung
stride	strode	stridden	write	wrote [writ]	written
	strid	strid	wear	wore	worn
strike	struck	struck [stricken]			

361. There are two other classes of irregular verbs. Both these classes have the past and the past participle ending in *t* or *d*. The two classes are distinguished as follows:

Class II consists of verbs which do not end in *t* or *d* in the present, and which form the past tense and the past participle by adding *t* or *d*, usually with a change of vowel sound.

Class III consists of verbs which end in the present in *t* or *d*.[1]

The verbs of Classes II and III, as well as all the regular verbs, are called **weak verbs.**

362. Irregular Verbs

Class II

Alphabetically arranged

Present	*Past*	*Past Part.*	*Present*	*Past*	*Past Part.*
bereave	bereft	bereft,	leave	left	left
	bereaved	*bereaved*	lose	lost	lost
beseech	besought	besought			[lorn]
bring	brought	brought	make	made	made
buy	bought	bought	may	might	———
can	could	———	mean	meant	meant
catch	caught	caught	pay	paid	paid
creep	crept	crept	say	said	said
deal	dealt	dealt	seek	sought	sought
dream	dreamt	dreamt	sell	sold	sold
	dreamed	*dreamed*	shall	should	———
feel	felt	felt	shoe	shod	shod
flee	fled	fled	sleep	slept	slept
have	had	had	stay	staid	staid
hear	heard	heard		*stayed*	*stayed*
hide	hid	hid, hidden	sweep	swept	swept
keep	kept	kept	teach	taught	taught
kneel	knelt	knelt	tell	told	told
lay	laid	laid	think	thought	thought
lean	leant	leant	weep	wept	wept
	leaned	*leaned*	will	would	———
leap	leapt	leapt	work	wrought	wrought
	leaped	*leaped*		*worked*	*worked*

[1] These verbs formerly added *de* or *te* to form the past tense, but in course of time the past tense and the past participle were shortened; so that *fed-de* became *fed*, *sende* became *sent*, *set-te* became *set*, etc.

363. Irregular Verbs

Class III

@MyEnglishChannel

Alphabetically arranged

Present	*Past*	*Past Part.*	*Present*	*Past*	*Past Part.*
bend	bent	bent	put	put	put
		bended	read	read	read
bleed	bled	bled	rend	rent	rent
breed	bred	bred	rid	rid	rid
build	built	built	send	sent	sent
cast	cast	cast	set	set	set
cost	cost	cost	shed	shed	shed
cut	cut	cut	shred	shred	shred
feed	fed	fed	shut	shut	shut
gild	gilt	gilt	slit	slit	slit
	gilded	*gilded*	speed	sped	sped
gird	girt	girt	spend	spent	spent
	girded	*girded*	spit	spit, spat	spit
hit	hit	hit	split	split	split
hurt	hurt	hurt	spread	spread	spread
knit	knit	knit	sweat	sweat	sweat
lead	led	led	thrust	thrust	thrust
let	let	let	wet	wet	wet
light	lit	lit		*wetted*	*wetted*
	lighted	*lighted*	whet	whet	whet
meet	met	met		*whetted*	*whetted*

Exercise 165.—*a. Divide the following verbs into regular and irregular.*

Beat. Freeze. Spell. Tear. Have. Rap. Write. Keep. Pen. Bleed. Cast. Cut. Clothe. Try. Fly. Flee. Agree. Mark. Grow. Pay. Dwell. Let. Set. Shed. Burn. Get. Lie. Lay. Sleep. Split. Thrust. Engage. Break. Run. Ride. Learn. Wash. Incline. Repose. Pray. Sing. Think. Spill. Catch. Nail.

b. Make from the tables a list of irregular verbs which have also regular forms.

c. Pick out other irregular verbs which form their past tense and past participle like

Blow. Sing. Speak. Give. Shake. Thrive. Freeze.

Person and Number

364. The person and number of a verb are the same as the person and number of its subject.

In the sentence

I am writing.

the subject *I* is of the first person and singular number; therefore the verb *am writing* is also of the first person and singular number.

In the sentence

We write.

we is of the first person and plural number; therefore *write* is also of the first person and plural number.

In the sentence

They were writing.

they is of the third person and plural number; therefore *were writing* is also of the third person and plural number.

Exercise 166.—*Give the person and number of each verb.*

1. I call. 2. Thou callest. 3. He calls. 4. She calls. 5. We call. 6. You call. 7. They call. 8. James [1] loves

[1] Remember that all nouns which are the names of persons spoken of are of the third person. See par. 204, *Note.*

his mother. 9. The cat is playing with her kittens. 10. The boys are playing cricket. 11. He hath his reward. 12. The horse fell. 13. Fred will return. 14. They have learned their lessons. 15. Ye are idle. 16. Have we bread? 17. I ran. 18. He ran. 19. You ran. 20. It will rain.

21. I who am speaking to you have seen it. 22. Those who go too far out may be lost in the fog. 23. You who are for some sport come along with me. 24. They that have redness of eyes have tarried long at the wine. 25. We, who have lived there, can tell you who he is. 26. It is I that say so now. 27. There is no doubt that they will find it. 28. I that speak to you am he.

CONJUGATION

365. When we show the forms which a verb can take in all its moods, tenses, persons, and numbers, we are said to **conjugate** [1] it.

366. It will be seen that the endings of person and number now remaining in English are very few.[2]

367. Conjugation [3] of the verb **HAVE.**

INFINITIVES

Present, to have
Past, to have had

PARTICIPLES

Present, having
Past, having had

GERUNDS

Present, having
Past, having had

[1] Latin *conjug-are,* to join together.
[2] See par. 386.
[3] See "Notes for Teachers," p. 324, Note. 31.

INDICATIVE MOOD (Common forms) [1]

PRESENT

Singular	*Plural*
1. [I] have	1. [We] have
2. [You] have,[2] [Thou] hast	2. [You] have
3. [He] has (*or* hath)	3. [They] have

PRESENT PERFECT

Singular	*Plural*
1. [I] have had	1. [We] have had
2. [Thou] hast had	2. [You] have had
3. [He] has had	3. [They] have had

PAST

Singular	*Plural*
1. [I] had	1. [We] had
2. [Thou] hadst	2. [You] had
3. [He] had	3. [They] had

[1] As was noted in par. 317, various auxiliary verbs (see list in par. 322) may help to form verbs in the indicative mood; so that besides the simple forms given in the conjugation there are such forms as "I may have," "I do have," "I can have," "I must have," etc., each of which expresses its own shade of meaning. The forms containing auxiliaries are also used in asking questions: as, "Do I have?" "Should I have?" etc. These are in the indicative mood (see par. 309). Progressive forms, as "I am having," etc., are also omitted in the above conjugation.

[2] Since this, the ordinary form of the second person singular, is identical with that of the second person plural for each tense, the old forms with *thou* are the only forms that will be given in this and the following conjugations, for the second person singular. These so-called old forms are frequently encountered not only in the Bible and in writers of Shakspere's time; they are still used in poetry and in prayers. Hence, as a conjugation is given merely for reference, not to be committed to memory, it seems best to include these forms and not to print for the singular as well as for the plural the forms used with *you*.

PAST PERFECT

Singular	*Plural*
1. [I] had had	1. [We] had had
2. [Thou] hadst had	2. [You] had had
3. [He] had had	3. [They] had had

FUTURE

Singular	*Plural*
1. [I] shall have	1. [We] shall have
2. [Thou] wilt have	2. [You] will have
3. [He] will have	3. [They] will have

FUTURE PERFECT

Singular	*Plural*
1. [I] shall have had	1. [We] shall have had
2. [Thou] wilt have had	2. [You] will have had
3. [He] will have had	3. [They] will have had

IMPERATIVE MOOD

Singular	*Plural*
2. Have [thou *or* you]	2. Have [ye *or* you]

SUBJUNCTIVE MOOD[1] (Common forms)[2]

PRESENT[3]

Singular	*Plural*
1. [I] have	1. [We] have
2. [You] have,[4] [Thou] have	2. [You] have
3. [He] have	3. [They] have

[1] Some conjunction (such as *if*, *though*, *that*, *unless*) should be placed before the verb, but the conjunction is no part of the mood.

[2] Various auxiliary verbs (see par. 316) may help to make subjunctive forms of a verb; as, "He is not ready to undertake it, unless he *may have* more time." In the conjugations it is impossible to give all the forms made by the use of auxiliaries. In the conjugation of *have*, the progressive forms "[I] be having" etc., are also not given.

[3] See "Notes for Teachers," p. 321, Note 15.

[4] See footnote 2, p. 186.

PRESENT PERFECT

Singular	*Plural*
1. [I] have had	1. [We] have had
2. [Thou] have had	2. [You] have had
3. [He] have had	3. [They] have had

PAST [1]

Singular	*Plural*
1. [I] had	1. [We] had
2. [Thou] hadst	2. [You] had
3. [He] had	3. [They] had

PAST PERFECT

Singular	*Plural*
1. [I] had had	1. [We] had had
2. [Thou] hadst had	2. [You] had had
3. [He] had had	3. [They] had had

FUTURE [2]

Singular	*Plural*
1. [I] should [3] have	1. [We] should have
2. [Thou] shouldst have	2. [You] should have
3. [He] should have	3. [They] should have

FUTURE PERFECT

Singular	*Plural*
1. [I] should have had	1. [We] should have had
2. [Thou] shouldst have had	2. [You] should have had
3. [He] should have had	3. [They] should have had

368. Conjugation of the Verb **BE.**

INFINITIVES

Present, to be
Past, to have been

[1] See "Notes for Teachers," p. 321, Note 15, par. (*a*).
[2] See "Notes for Teachers," p. 321, Note 15, par. (*b*).
[3] "Notes for Teachers," p. 320, Note 13.

PARTICIPLES

Present, being
Past, having been, been [the latter never used alone as a participle: see par. 337, footnote]

GERUNDS

Present, being
Past, having been

INDICATIVE MOOD [1]

PRESENT

Singular	*Plural*
1. [I] am	1. [We] are
2. [You] are,[2] [Thou] art	2. [You] are
3. [He] is	3. [They] are

PRESENT PERFECT

Singular	*Plural*
1. [I] have been	1. [We] have been
2. [Thou] hast been	2. [You] have been
3. [He] has been	3. [They] have been

PAST

Singular	*Plural*
1. [I] was	1. [We] were
2. [Thou] wast	2. [You] were
3. [He] was	3. [They] were

PAST PERFECT

Singular	*Plural*
1. [I] had been	1. [We] had been
2. [Thou] hadst been	2. [You] had been
3. [He] had been	3. [They] had been

[1] See footnote 1, p. 186. When *be* is a principal verb it has no progressive forms.

[2] See footnote 2, p. 186.

Future

Singular	*Plural*
1. [I] shall be	1. [We] shall be
2. [Thou] wilt be	2. [You] will be
3. [He] will be	3. [They] will be

Future Perfect

Singular	*Plural*
1. [I] shall have been	1. [We] shall have been
2. [Thou] wilt have been	2. [You] will have been
3. [He] will have been	3. [They] will have been

IMPERATIVE MOOD

Singular	*Plural*
2. Be [thou *or* you]	2. Be [ye *or* you]

SUBJUNCTIVE MOOD[1]

Present

Singular	*Plural*
1. [I] be	1. [We] be
2. [You] be,[2] [Thou] be	2. [You] be
3. [He] be	3. [They] be

Present Perfect

Singular	*Plural*
1. [I] have been	1. [We] have been
2. [Thou] have been	2. [You] have been
3. [He] have been	3. [They] have been

Past

Singular	*Plural*
1. [I] were	1. [We] were
2. [Thou] wert	2. [You] were
3. [He] were	3. [They] were

[1] See footnotes, p. 187.

[2] See footnote 2, p. 186.

PAST PERFECT

Singular	*Plural*
1. [I] had been	1. [We] had been
2. [Thou] hadst been	2. [You] had been
3. [He] had been	3. [They] had been

FUTURE

Singular	*Plural*
1. [I] should be	1. [We] should be
2. [Thou] shouldst be	2. [You] should be
3. [He] should be	3. [They] should be

FUTURE PERFECT

Singular	*Plural*
1. [I] should have been	1. [We] should have been
2. [Thou] shouldst have been	2. [You] should have been
3. [He] should have been	3. [They] should have been

369. Conjugation of the Verb **CALL.**

ACTIVE VOICE

INFINITIVES

Present,[1] to call
to be calling (progressive form)
Past, to have called
to have been calling (progressive form)

PARTICIPLES

Present,[1] calling
Past, having called,
having been calling (progressive form)

GERUNDS

Present,[1] calling
Past, having called
having been calling (progressive form)

[1] See par. 347.

INDICATIVE MOOD[1]

Present

Singular	*Plural*
1. [I] call	1. [We] call
2. [You] call,[2] [Thou] call**est**	2. [You] call
3. [He] call**s** (*or* call**eth**)	3. [They] call

[Progressive form, (I) am calling, (thou) art calling, etc.]

Present Perfect

Singular	*Plural*
1. [I] have called	1. [We] have called
2. [Thou] hast called	2. [You] have called
3. [He] has called	3. [They] have called

[Progressive form, (I) have been calling, (thou) hast, etc.]

Past

Singular	*Plural*
1. [I] called	1. [We] called
2. [Thou] called**st**	2. [You] called
3. [He] called	3. [They] called

[Progressive form, (I) was calling, (thou) wast calling, etc.]

Past Perfect

Singular	*Plural*
1. [I] had called	1. [We] had called
2. [Thou] hadst called	2. [You] had called
3. [He] had called	3. [They] had called

[Progressive form, (I) had been calling, etc.]

Future

Singular	*Plural*
1. [I] shall call	1. [We] shall call
2. [Thou] wilt call	2. [You] will call
3. [He] will call	3. [They] will call

[Progressive form, (I) shall be calling, (thou) wilt be calling, etc.]

[1] See footnote 1, p. 186. [2] See footnote 2, p. 186.

FUTURE PERFECT

Singular	*Plural*
1. [I] shall have called	1. [We] shall have called
2. [Thou] wilt have called	2. [You] will have called
3. [He] will have called	3. [They] will have called

[Progressive form, (I) shall have been calling, etc.]

IMPERATIVE MOOD

Singular	*Plural*
2. Call [thou *or* you]	2. Call [ye *or* you]

SUBJUNCTIVE MOOD[1]

PRESENT

Singular	*Plural*
1. [I] call	1. [We] call
2. [You] call,[2] [Thou] call	2. [You] call
3. [He] call	3. [They] call

[Progressive form, (I) be calling, (thou) be calling, etc.]

PRESENT PERFECT

Singular	*Plural*
1. [I] have called	1. [We] have called
2. [Thou] have called	2. [You] have called
3. [He] have called	3. [They] have called

[Progressive form, (I) have been calling, etc.]

PAST

Singular	*Plural*
1. [I] called	1. [We] called
2. [Thou] calledst	2. [You] called
3. [He] called	3. [They] called

[Progressive form, (I) were calling, (thou) wert calling, etc.]

[1] See footnotes 1 and 2, p. 187, and "Notes for Teachers," p. 321, Note 15.

[2] See footnote 2, p. 186.

PAST PERFECT

Singular	*Plural*
1. [I] had called	1. [We] had called
2. [Thou] hadst called	2. [You] had called
3. [He] had called	3. [They] had called

[Progressive form, (I) had been calling, etc.]

FUTURE

Singular	*Plural*
1. [I] should[1] call	1. [We] should call
2. [Thou] shouldst call	2. [You] should call
3. [He] should call	3. [They] should call

[Progressive form, (I) should be calling, etc.]

FUTURE PERFECT

Singular	*Plural*
1. [I] should have called	1. [We] should have called
2. [Thou] shouldst have called	2. [You] should have called
3. [He] should have called	3. [They] should have called

[Progressive form, (I) should have been calling, etc.]

370. PASSIVE VOICE

INFINITIVES

Present, to be called
Past, to have been called

PARTICIPLES

Present, being called
Past, called, *or* having been called

GERUNDS

Present, being called
Past, having been called

[1] See "Notes for Teachers," p. 320, Note 13.

INDICATIVE MOOD

Present

Singular	*Plural*
1. [I] am called	1. [We] are called
2. [You] are called,[1] [Thou] art called	2. [You] are called
3. [He] is called	3. [They] are called

[Progressive form, (I) am being called, etc.]

Present Perfect

Singular	*Plural*
1. [I] have been called	1. [We] have been called
2. [Thou] hast been called	2. [You] have been called
3. [He] has been called	3.]They] have been called

Past

Singular	*Plural*
1. [I] was called	1. [We] were called
2. [Thou] wast called	2. [You] were called
3. [He] was called	3. [They] were called

[Progressive form, (I) was being called, (thou) wast, etc.]

Past Perfect

Singular	*Plural*
1. [I] had been called	1. [We] had been called
2. [Thou] hadst been called	2. [You] had been called
3. [He] had been called	3. [They] had been called

Future

Singular	*Plural*
1. [I] shall be called	1. [We] shall be called
2. [Thou] wilt be called	2. [You] will be called
3. [He] will be called	3. [They] will be called

[1] See footnote 2, p. 186.

Future Perfect

Singular	*Plural*
1. [I] shall have been called	1. [We] shall have been called
2. [Thou] wilt have been called	2. [You] will have been called
3. [He] will have been called	3. [They] will have been called

IMPERATIVE MOOD

Singular	*Plural*
2. Be [thou *or* you] called	2. Be [ye *or* you] called

SUBJUNCTIVE MOOD

Present

Singular	*Plural*
1. [I] be called	1. [We] be called
2. [You] be called,[1] [Thou] be called	2. [You] be called
3. [He] be called	3. [They] be called

Present Perfect

Singular	*Plural*
1. [I] have been called	1. [We] have been called
2. [Thou] have been called	2. [You] have been called
3. [He] have been called	3. [They] have been called

Past

Singular	*Plural*
1. [I] were called	1. [We] were called
2. [Thou] wert called	2. [You] were called
3. [He] were called	3. [They] were called

[Progressive form, (I) were being called, etc.]

[1] See footnote 2, p. 186.

PAST PERFECT

Singular	*Plural*
1. [I] had been called	1. [We] had been called
2. [Thou] hadst been called	2. [You] had been called
3. [He] had been called	3. [They] had been called

FUTURE

Singular	*Plural*
1. [I] should be called	1. [We] should be called
2. [Thou] shouldst be called	2. [You] should be called
3. [He] should be called	3. [They] should be called

FUTURE PERFECT

Singular	*Plural*
1. [I] should have been called	1. [We] should have been called
2. [Thou] shouldst have been called	2. [You] should have been called
3. [He] should have been called	3. [They] should have been called.

Exercise 167.—1. What verb is used as the auxiliary of the progressive forms?

2. What verb is used as the auxiliary of the perfect tenses?

3. What part of the principal verb is used in the progressive forms of the active voice and of intransitive verbs?

4. What part of the principal verb is used in the perfect tenses of the active voice and of intransitive verbs?

5. What is the auxiliary of the passive voice?

6. What part of the principal verb is used in the passive voice?

7. What are the endings of the second and third persons singular of the present tense of the indicative mood?

8. What is the ending of the second person singular of the past tense of the indicative mood?

371. The verbs *shall, will, may, must, can, ought, dare,* and *do* (as an auxiliary) lack some of the usual forms, or are otherwise irregular.

Verbs that lack some of the usual forms are called **defective.** Most of them are auxiliary verbs.

372. Forms of the Verb **SHALL.**

ORIGINALLY PRESENT FORMS

Singular	*Plural*
1. [I] shall	1. [We] shall
2. [Thou] shalt	2. [You] shall
3. [He] shall	3. [They] shall

ORIGINALLY PAST FORMS

Singular	*Plural*
1. [I] should	1. [We] should
2. [Thou] shouldst	2. [You] should
3. [He] should	3. [They] should

373. Forms of the verb **WILL.**

ORIGINALLY PRESENT FORMS

Singular	*Plural*
1. [I] will	1. [We] will
2. [Thou] wilt	2. [You] will
3. [He] will	3. [They] will

ORIGINALLY PAST FORMS

Singular	*Plural*
1. [I] would	1. [We] would
2. [Thou] wouldst	2. [You] would
3. [He] would	3. [They] would

NOTE.—Besides the uses of *shall* and *will* mentioned in

pars. 316, 317, 348, and seen in the conjugations, it may be noted that

(1) *Should* expresses, particularly when in the indicative mood, duty or obligation; as,

You should go to him at once.

(2) *Will* and *would* are used, with all three persons, to express habitual or customary action; as,

He will do that over and over, all day long.
How we would go off in our boat, day after day!

(3) *Will* and *would* are used to express a wish; as,

I would that I were dead.
Do what thou wilt with me.

374. Forms of the verb **MAY**.

ORIGINALLY PRESENT FORMS[1]

Singular	*Plural*
1. [I] may	1. [We] may
2. [Thou] mayest *or* mayst	2. [You] may
3. [He] may	3. [They] may

ORIGINALLY PAST FORMS[2]

Singular	*Plural*
1. [I] might	1. [We] might
2. [Thou] mightest *or* mightst	2. [You] might
3. [He] might	3. [They] might

375. *May* and *might* express permission or possibility. They help to form verbs in either the indicative or the subjunctive mood (see pars. 316, 317).

[1] These may be not only present but future; as, "I will see if I *may be excused.*" So with *can:* "He will go if he *can catch* the train."

[2] These forms may be past, present, or future in use; as, "They told me yesterday he *might die* before noon." Here we might supply *yesterday, to-day* or *to-morrow* after the word "noon," according to what is meant. So with *could.* For use of these forms in the subjunctive, see "Notes for Teachers," p. 320, Note 13 and p. 321, Note 15.

376. Must has now no change of form. It may help form verbs in either the indicative or the subjunctive mood, and in present, past or future tenses.

377. Forms of the verb **CAN**.

ORIGINALLY PRESENT FORMS [1]

Singular	*Plural*
1. [I] can	1. [We] can
2. [Thou] canst	2. [You] can
3. [He] can	3. [They] can

ORIGINALLY PAST FORMS [1]

Singular		*Plural*
1. [I] could		1. [We] could
2. [Thou] couldest	*or*	3. [You] could
couldst		
3. [He] could		3. [They] could

378. *Can* and *could* express ability or power. They may be either indicative or subjunctive (see pars. 316, 317), but when *could* is indicative it is in the past tense; as,

We could just see the lighthouse.

379. *Ought* has but one change; it adds *-est* for second person singular (old style). Its tense is determined from the rest of the sentence.

380. *Dare* in the present has *darest* and *dares* (though "he *dare* not" is as often used as "he *dares* not"). The past is *durst* or *dared*.

381. Do as a principal verb is conjugated regularly.

382. *Do* as an auxiliary has only the present forms (*do, dost, does*) and the past (*did, didst*). No part of the verb

[1] See footnotes, p. 199.

do containing *done* or *doing* is employed as an auxiliary. The uses of the auxiliary *do* are

(1) To make the sentence sound better; as,

Thou *dost* prefer above all temples the upright heart and pure.

It has been greatly used for this purpose in poetry; as,

Horses did neigh and dying men did groan
And ghosts did shriek and squeal about the streets.

(2) To mark emphasis; as,

You cannot mean what you say.—I *do* mean it.

(3) With *not* or *never*; as,

He *does* not want you.
They never *do* know their own minds.
Tom *did* not intend to hurt you.

(4) In asking a question; as,

Do you live in Brighton now?
Did she hear from her father last week?
Does Mary learn French?

383. The verb after *do* is often understood; as,

I cannot write as well as you *do* [write].
Does Tom like drawing? He *does* [like it].
Did the doctor call this morning? He *did* [call].

384. When *shall, will, may, can, must* and *do*, and their past forms, are used as auxiliaries, parse them and the principal verb together as one verb. (See par. 322, footnote.)

Exercise 168.—*a. Say whether the verb* **do** *in each of the following sentences is an auxiliary or a principal verb.*

1. I do think of you daily. 2. My sister did expect you. 3. Can the children do their tasks? 4. Alfred does not feel well. 5. The gardener is doing his work. 6. Mr. Howard hopes to do well in Australia. 7. How do you do that? 8. How did his father hear the news? 9. I may see him this evening; I will give him your message if I do. 10. Flee evil and do good. 11. This thing was not done in a corner.

b. Say in which of the four ways named in par. 382 **do** *is used in each of the following sentences.*

12. Never did any man work harder. 13. We do not know whom you mean. 14. Some answered and some did not. 15. He really does feel sorry. 15. Did this train come from Brighton? 17. When they do agree their unanimity is wonderful. 18. The doctor does not think there is any danger; nor do I think there is any. 19. Do you confess the bond? I do. 20. I did love him but I scorn him now. 21. Expletives their feeble aid do join. 22. When the sweet wind did gently kiss the trees, and they did make no noise.

Agreement of Verbs

385. Since the number of a verb is the same as that of its subject (read again par. 364) we must take care not to use a verb that is singular in form with a plural subject, or the reverse. Also, since a verb agrees with its subject in person, we must select the proper form when the verb has different forms for the three persons, as *am, art, is.*

386. The verb *be* has more forms than any other verb.

Most of the irregular verbs have only five forms, as *arise, arises, arose, arising, arisen* (with the old forms, *arisest* and *ariseth*). Most of the regular verbs have only four, as *talk, talks, talked, talking* (with the old forms *talkest* and *talketh*).

387. When the subject of a sentence consists of two or more nouns or pronouns joined by *and,* the verb must be

plural; as, "John and James *are* coming;" "She and her brother *are* coming;" "He and she *were* late."

388. The pronouns and adjectives *each*, *one*, *either*, *neither*, *every*, are followed by singular verbs; as, "Each of them *likes* him;" "No one of all these persons *was* able to speak; every one *was* dumb;" "Either of these apples *is* good enough for me;" "Every schoolboy *knows* it."

389. When the subject consists of two or more singular nouns joined by *or*, *either—or*, or *neither—nor*, the verb must be singular; as, "Either the master or the servant *was* present;" "Neither the master nor the servant *has* returned." This rule applies also when one or more singular pronouns are used as subjects; but the verb in such cases agrees in person with the nearest subject noun or pronoun; thus, "Mother says that either Harry or I *am* to go;" "Neither you, nor I, nor John *is* able to do that."

If one of the subjects is plural the verb is plural; as, "Neither the ropes nor the hammock *are* to be found."

390. Collective nouns even when singular may take a plural verb if the speaker is thinking of the *separate persons or things* rather than of the multitude; as, "The nobility of Rome *are* his."

In the case of some collective nouns custom is not settled. Thus we may say "The board *has* met," "The committee *has* resolved," or "The board *have* met," "The committee *have* resolved."

Exercise 169.—*a. Give the number and the person of the verbs printed in italics.*

1. Gold and silver *are reckoned* precious. 2. The mistress and the maid *have returned.* 3. Frank and Harry *are going.* 4. Mary, Ethel, and Nellie *are* the best girls in the

class. 5. The lark and the nightingale *sing* at different times. 6. Sword and helmet *are laid* aside. 7. Copper and tin *are found* in England. 8. He and his cousin *learn* French. 9. He and I *are* both hungry. 10. The meeting *is* disorderly. 11. Some boys *go* barefooted. 12. Congress *has* just *adjourned.* 13. The mob *was dispersed.* 14. The cattle on a thousand hills *are* his. 15. Then ye *are* only five. 16. Talking and eloquence *are* not the same; to talk and to talk well *are* two things.

17. John or William *is coming.* 18. Either the coachman or the footman *is waiting.* 19. Neither the boy nor the girl *has returned.* 20. Neither horse nor hound *is* weary. 21. Neither he nor I *have been chosen.* 22. Either Mary or I *am* to keep watch. 23. You or he *must stay.* 24. Neither of the books *is* of much value. 25. Each of the speakers *has lost* his temper.

b. Read again par 245, *and give the number and person of the verbs printed in italics.*

26. The man who *was* here is gone. 27. The men who *were* here are gone. 28. He that *gives* thee a bone would not have thee die. 29. The roses soon withered that *hung* o'er the wave. 30. It is I who *am speaking.* 31. It was you who *spoke.*

Review of Verbs

391. A verb is a word used to say something to or about a person or thing.

392. Verbs are either **transitive** or **intransitive.**

A **transitive verb** expresses an action received by some person or thing.

An **intransitive verb** shows a state or condition, or an action which is not directed to an object.

393. Transitive verbs have two **voices**, the **active** and the **passive**.

When the name of the *doer of the action* is the *subject* of the verb, the verb is in the **active voice**.

A verb in the active voice always has an object.

When the name of the *object of the action* is the *subject of the verb*, the verb is in the **passive voice**.

394. Some intransitive verbs and a few verbs in the passive voice are used to link or relate the subject and some adjective or noun. These verbs are called **copulative verbs**, and they are followed by a **predicate adjective** or a **predicate noun** (or pronoun).

The predicate adjective or noun always describes or identifies the person or thing denoted by the subject.

395. Verbs have three **moods**, the **indicative**, the **imperative**, and the **subjunctive**.

The **indicative mood** is used in making a simple statement, or in asking a question.

The **imperative mood** is used in commanding or requesting.

The **subjunctive mood** is used when we are asserting something not viewed as a fact, but merely thought of. It thus expresses wish, doubt, possibility or supposition (par. 312).

396. Verbals are words that are derived from verbs and express action or being without asserting it. They are of three kinds: **infinitives**, **participles** and **gerunds**.

397. Infinitives are present or past, and, if transitive, are active or passive.

An infinitive may be used as a subject, an object, a predicate noun or adjective, an object of a preposition (par. 321), or as an adjective modifier, or an adverbial modifier (par. 323); and it may have a subject, an object, or a predicate noun or adjective, and have adverbial modifiers, (par. 326).

398. Participles may be present or past.

Present participles end with the syllable *-ing*.

Past participles generally end in *n*, *t*, or *d*.

399. Participles may have adverbial modifiers. Transitive verbs have both active and passive participles, the former of which take an object. A participle of a copulative verb takes a predicate noun or adjective.

400. Gerunds are the same in form as the participles ending in *-ing*. They may take an object, or a predicate noun or adjective, or have an adverbial modifier; and at the same time they have case like a noun.

401. Verbs have six tenses, the **present**, the **present perfect**, the **past**, the **past perfect**, the **future**, and the **future perfect**.

Besides the common forms, verbs may have progressive forms, negative forms, emphatic forms and interrogative forms.

402. Verbs are **regular** or **irregular**.

Regular verbs form the past tense and the past participle by the addition of *d*, *ed* or *t*.

Irregular verbs form their past tense and their past participle in other ways, generally with change of vowel sound.

403. Verbs agree with their subjects in person and number.

Examples of the Parsing of Verbs and Verbals

404. NOTE.—In parsing verbs we should give, as one point, the three *principal parts* of the verb. For irregular verbs these are given in the tables on pages 179–183. The three principal parts are the present, the past, and the past participle; as, *go, went, gone; walk, walked, walked; set, set, set; sit, sat, sat; lay, laid, laid; lie, lay, lain.*

The child is going to school.

Is going	Verb; irregular; principal parts, go, went, gone; intransitive; indicative mood; present tense, progressive form; third person, singular number, agreeing with its subject noun *child.*

The hunters killed a lion.

Killed	Verb; regular; principal parts, kill, killed, killed; transitive; active voice; indicative mood; past tense; third person, plural number, agreeing with its subject noun *hunters.*

I can hear you.

Can hear	Verb; irregular; principal parts, hear, heard, heard; transitive; active voice; indicative mood; present tense; first person, singular number, agreeing with its subject pronoun *I.*

The corn ripened by the smiling sun was cut down.

Ripened	Past participle of the transitive verb *ripen;* passive voice; modifier of the noun *corn.*
Smiling	Present participle of the intransitive verb *smile,* used as an adjective, modifier of the noun *sun.*
Was cut	Verb; irregular; principal parts, cut, cut, cut; transitive; passive voice; indicative mood; past tense; third person, singular number, agreeing with its subject noun *corn.*

Have you been trying to swim the river?

Have been trying	Verb; regular; principal parts, try, tried, tried; transitive; active voice; indicative mood; present perfect tense; progressive form; second person, singular (or plural) number, agreeing with its subject pronoun *you.*
To swim	Present infinitive of the irregular verb *swim;* principal parts, swim, swam, swum; transitive; active; it is the object of the verb *have been trying.*

After reading the book I was ready for him.

Reading	Present gerund of the irregular verb *read;* principal parts, read, read, read; transitive; active; it is the object of the preposition *after.*
Was	Verb; irregular; principal parts, am, was, been; copulative; first person, singular number, agreeing with its subject pronoun *I.*

Exercise 170.—*Parse each verb and verbal.*

1. I could not love you, dear, so much,
   Loved I not honor more.

2. Fair daffodils, we weep to see
   You haste away so soon.

3. Avenge, O Lord, Thy slaughtered saints, whose bones
   Lie scattered on the Alpine mountains cold.

4. A farmer had several sons who used to quarrel with one another. 5. He tried to cure them of this bad habit by pointing out how foolish and wicked it was, but he found that he did no good by talking to them. 6. So one day he laid a bundle of sticks before them and he bade them break it. 7. The eldest put forth all his strength, but in vain. 8. The other sons tried in turn, but they all failed. 9. Then the father, untying the bundle, gave his sons the separate sticks to break, and they broke them easily. 10. "Remem-

ber," he said, "the lesson which this bundle teaches. 11. While you help each other none can harm you; when you quarrel you are easily hurt."

[Additional sentences for parsing may be found in other Exercises in this chapter.]

ADVERBS

KINDS

405. Adverbs are generally classified, not according to the way in which they are used in sentences, but according to the meaning of the words.

Read again par. 60.

Adverbs that show **when** are called **adverbs of time.**

Exercise 171.—*Pick out the adverbs of time in Exercise* 57.

406. Adverbs that show **where** are called **adverbs of place.**

Exercise 172.—*Pick out the adverbs of place in Exercise* 58.

407. The adverb *there* is used before the verb *be*, so that the subject may come after the verb; as, "There is a God" [= A God is]; "There was a man" [= A man was].

408. *There* is similarly used with some other verbs, such as *come, appear, seem, live, dwell, exist;* as, "There came a messenger unto the king;" "There appears to be no truth in the story;" "There seemed to be a whole army;" "Once upon a time there lived three brothers. . . ."

409. *There* so used is not now an adverb of place. "There lived a man" is quite different in meaning from "A man lived there." In the second sentence *there* is an adverb of place; in the first it is a preparatory or *expletive adverb.*

There is the same difference between the two *theres* in the following lines.

There is in the wide lone sea
A spot unmarked but holy,
For *there* the gallant and the free
In his ocean bed lies lowly.

Exercise 173.—*Rearrange the following sentences, omitting the expletive adverb* **there.**

1. There was once a good king. 2. There came a voice from heaven. 3. There was not a tree to be seen. 4. There seems no end to his tricks. 5. There came a lion and a bear. 6. Behold there appeared a chariot of fire. 7. There stood proud forms around his throne. 8. There's a merry brown thrush sitting up in a tree.

9. There was an old woman tossed up in a basket
Ninety times as high as the moon.

10. Woe to the realms which he wasted, for there
There was shedding of blood and rending of hair.

410. Adverbs that show **how** are called **adverbs of manner.**

Exercise 174.—*Pick out the adverbs of manner in Exercise* 59.

Read par. 63.

411. Adverbs that show **why** are called **adverbs of cause.**

412. Adverbs that show **how much** or **how many times** are called **adverbs of degree.**

The (as in "We worked *the* harder") belongs to this class. *The* in such cases means "by so much" or "by that much," and is used only before adverbs or adjectives in the comparative degree.

Whatever, as in "no time whatever," is an adverb of degree, modifying "no" and meaning "absolutely."

How, in "How dark it is!" is an adverb of degree, modifying "dark." This is the regular use of the word in exclamations. In questions *how* is an adverb of manner.

Exercise 175.—*Pick out the adverbs of degree in Exercise* 60.

413. Adverbs that show how fully the speaker believes the statement made are called **adverbs of assertion** (par. 66).

Read again par. 71.

Yes, yea, and *ay*, are generally called *adverbs of affirmation; no* and *nay* are generally called *adverbs of negation.*

Exercise 176.—*Pick out the adverbs of assertion in Exercise* 61.

414. Adverbs may limit not only words (as, "The apples are *nearly* ripe"), but phrases (as, "The apples are *nearly* of a size;" where "nearly" limits the phrase *of a size*).

Adverbs of assertion usually modify whole statements, but they may modify any part of a statement, as a word or a phrase; as,

There stood the tree, certainly fifty feet high (*certainly* modifies *fifty*).

I shall see him soon, probably within an hour (*probably* modifies the phrase *within an hour*).

Exercise 177.—*Tell what the italicized adverbs modify in the following sentences.*

1. I am *much* of the same opinion. 2. We watched the bird, *now* in the tree, *now* near its little one, fluttering *feebly* on the ground. 3. I lay *there* two days, *doubtless* out of my head most of the time. 4. My antagonist was a large man, *probably* of twice my weight. 5. We shall *probably* see them *to-day surely* before Thursday. 6. The man is *undoubtedly* crazy. 7. He is *easily* at the head of the list.

415. As we learned in par. 72, some adverbs are used to ask questions, and are called **interrogative adverbs.**

In the sentence, "Why has he come?" *why* is an interrogative adverb of cause; so is it in the sentence, "Mother asks, 'Why has he come?'" But if, instead of using the *direct* question, we say, "Mother asks why he has come," *why* is still an interrogative adverb, though the sentence is declarative. In such sentences the interrogative adverb is used to introduce an *indirect* or inverted question, and no conjunction is necessary[1] to join the two members, "Mother asks—why he has come." The indirect question introduced by the interrogative adverb is the *object of the main verb.*

Exercise 178.—*Pick out the interrogative adverbs in the following sentences, and tell what they modify.*

1. Where did you find it? 2. Why did you run away? 3. I want to know how this is put together. 4. How much did you pay him? 5. Tell me where you are going now. 6. Father asked why I had bought it. 7. I wonder how the bear was caught. 8. The stranger inquired wherein the difference lay. 9. Why do you want to know how ink is made? 10. Wherewith shall it be salted? 11. Did you say when it happened? 12. Whence came you, and whither are you going?

Conjunctive Adverbs

416. There are a few words which are called conjunctive adverbs. The most common of these words are

Where and its compounds (as, *where-in, where-by, wherefore,* etc.), *wherever, wheresoever, when, whenever, whence, why, whither, while, however, as, the.*[2]

[1] The same holds true, as we have seen, for interrogative pronouns (see par. 251), and for interrogative adjectives (see par. 267), in indirect questions.

[2] Note that many of these words may be used as interrogative

417. If I say "This is the place where he lives," we have two statements, "This is the place" and "He lives." *Where* joins "he lives" to "place," and therefore does the work of a conjunction. But it also modifies the verb *lives.* Since it thus does the work of an adverb as well as of a conjunction, it is properly termed a **conjunctive adverb.**

If the other words in the list be examined in the same way, it will be seen that they, too, are conjunctive adverbs,[1] and that they modify the verbs which follow them.

Examples of Conjunctive Adverbs

1. I will go *where* you go.
2. I am ready *whenever* you are.
3. I shall remain here *while* you search.
4. The thief was caught *as* he climbed from the window.
5. I will try the harder, *the*[1] more you encourage me.
6. *The*[2] farther he ran, the louder became the uproar.
7. And *wheresoever* Mary went, the lamb was sure to go.
8. What is the cause *wherefore* ye are come?
9. The boy was reading *when* his master came up.
10. The prisoner was sent back to the place *whence* he came.
11. I will act *however* I please to act.

418. The following words are not conjunctive adverbs, though at first sight they may seem to be (since they introduce adverbial modifiers): *after, before, ere, until, till,* and *since.*

If I say "William came after James had left," we have two statements, "William came" and "James had left."

adverbs (see pars. 72 and 415), not only in direct questions but in indirect questions. The last sentence in par. 415 will help much in distinguishing when the words are interrogative adverbs.

[1] See "Notes for Teachers," p. 322, Note 16.

[2] *The* in such a sentence is about equivalent to the conjunctive adverb *while* (see par. 515 and footnote). The other *the* in the sentence is an adverb of degree (see par. 412).

After joins them and therefore does the work of a conjunction. But *after* does not modify the following verb, for James did not leave after William came. Hence, as *after* does not modify any verb, adjective, or adverb, we simply call it a conjunction. The fact is, that all the six words mentioned may also be used as *prepositions.* Thus we say, "I have eaten nothing *since* morning;" "I remained there *till* noon." And taking the sentence, "William came after James had left," we may supply a noun so as to make *after* a preposition; as, "William came after [the time when] James had left." But instead of regarding the statement "James had left" as the object of the preposition *after*, we had better regard *after* simply as a conjunction joining the two parts of the sentence.

Examples of conjunctions which, at first sight, look like adverbs

The moon rose *after* the sun had set.

The traveler set out *before* his friends had come up.

It is now three months *since* we heard from our cousin in India.

Do not go out *till* the storm has abated.

419. The word *as* requires care.

In the sentence "John is *as* tall *as* his brother is," the first *as* is an adverb of degree limiting the adjective *tall;* the second *as* is a conjunctive adverb (of degree).

In the sentence "We met the boys *as* we were coming home," *as* [= when] is a conjunctive adverb (of time).

In the sentence "I do not trust him, *as* he has deceived me," *as* [= because] is a conjunction.

We have seen that *as* may also be a relative pronoun (see par. 243).

Exercise 179.—*Pick out the conjunctive adverbs, and tell what they join, and what verbs they modify.*

1. I know a bank whereon the wild thyme blows. 2. That is the field where the money was found. 3. The

reason why he came is not known. 4. The place whither you are traveling is far away. 5. The workman did not hear when he was called. 6. The tree is still lying where it fell. 7. I will look for it wherever I go. 8. He goes out riding whenever he can find time. 9. The Lord preserved David whithersoever he went. 10. Whithersoever it turneth it prospereth. 11. Look to the rock whence ye are hewn. 12. Ye know not the place whence I come. 13. What is the cause wherefore ye are come? 14. Wherever I went was my poor dog Tray.

Exercise 180.—*a. Say what part of speech each word printed in italics is.*

1. William came first; James came *after*. 2. William came *after* me. 3. William came *after* I had gone. 4. Jill came tumbling *after*.

5. The mother knew that *before*. 6. The mother knew that *before* Saturday. 7. The mother knew that *before* you told her.

8. My brother cannot stay *till* Sunday. 9. My brother cannot stay *till* you come for him.

10. We ought to have heard *ere* this. 11. We shall hear *ere* many days are gone.

12. The merchant has been here *since*. 13. The merchant has been here *since* Monday. 14. The merchant has been here *since* you left.

15. *As* the boy was hard-working he got on. 16. We met the boy *as* he was going to work. 17. The boy was *as* honest *as* he was industrious.

18. He said *the* men seemed to work *the* less faithfully, *the* more they were paid.

19. If the salt have lost his savor, *wherewith* shall it be salted? 20. Such was the instrument *wherewith* I had to work.

b. Classify the adverbs in Exercise 62.

Comparison of Adverbs

Read again pars. 281–284.

420. Some adverbs admit of comparison; thus,

Positive degree.	We expect Fred to arrive *soon.*
Comparative degree.	We expect Tom to arrive *sooner.*
Superlative degree.	We expect Edward to arrive *soonest.*

421. Adverbs are compared like adjectives (pars. 285, 286).

Many adverbs are formed from adjectives, as *kindly* from *kind*, *gently* from *gentle*. Such adverbs are, of course, longer than the adjectives from which they were formed, and adverbs are therefore compared oftener by *more* and *most* than adjectives are.

422. Some adverbs are compared irregularly; as,

Positive	*Comparative*	*Superlative*
well	better	best
badly, ill	worse	worst
little	less	least
much, some, somewhat	more	most
late	later	latest, last
far	farther, further	farthest, furthest
nigh	nigher	next
near	nearer	nearest

423. Some adverbs, such as *twice*, *there*, *quite*, *entirely*, *completely*, cannot, because of their meanings, be compared. (See, however, par. 287, Note 1, and footnote, p. 135.)

The adverb *rather* has no corresponding positive and superlative, but its meaning is often merely "somewhat," as in the expression, "rather tired."

Exercise 181.—*Compare the following adverbs.*

Lazily. Sadly. Snugly. Proudly. Truly. Luckily. Often. Seldom. Little. Far. Fast. Slowly. Hard. Early. Soon.

Read again par. 303.

424. Though adverbs may modify copulative verbs,[1] like *seem*, *look*, *feel*, etc., we should be careful not to use with such verbs an adverb where an adjective is required. In the sentences, "He looks bad," "He feels sick," the predicate adjectives express or describe a condition or state of being. But in the sentences,

He is looking for the ball very *stupidly*.
The blind man feels *cautiously* along the pavement.

the italicized words are adverbs of manner, and the verbs *is looking* and *feels* are not copulative verbs, but intransitive verbs showing action.

425. The fact that a word ends in *-ly* does not make it an adverb. Thus, kingly, leisurely, lively, jolly, courtly, lovely, kindly, and other words in *-ly* are used as adjectives. *Leisurely* and *kindly* may be adverbs. The adverb from *jolly* is *jollily*.

426. Frequently in poetry an adjective may be used for an adverb; as, "How *sweet* the moonlight sleeps upon this bank."

427. In parsing an adverb, say what kind it is; compare it, if it may be compared; and tell what it modifies. If it is a conjunctive adverb, tell also what it connects.

Sentences for parsing may be taken from the several Exercises given or referred to in this chapter.

[1] Thus in the sentence, "He still seems weak," *still* is an adverb of time, modifying the copulative verb *seems*, and *weak* is a predicate adjective. So with *rapidly* in the sentence, "He is rapidly growing tall."

PREPOSITIONS

Learn again

428. A preposition is a word placed before a noun (or a pronoun) to show the relation between the person or thing named and what is denoted by some other word in the sentence.

429. Prepositions show relations of place, time, cause, means, and many other relations. The following are the most important prepositions:

about — above — according to — across — after — against — along — alongside — amid (amidst) — among (amongst) — around — as (as in the expression, "Mrs. Siddons *as* Lady Macbeth") — as for — as to — at — athwart — away from

because of — before — behind — below — beneath — beside — besides — between — betwixt — beyond — but (meaning "except") — by

concerning
down—down from—during
except
for—from—from off—from out
in—into
like
notwithstanding
of—off—on—over—out—out of—out from
pending
regarding—respecting—round
save (meaning "except")
through—throughout—till—to—toward—towards
under—underneath—unto—until—up—upon
with—within—without

430. Many words in English are properly to be followed by certain prepositions; as, "This is different *from* (not *to*

or *than*) that;". "I differ *with* you on that subject;" "I am indifferent *to* the man."

Proper nicety in the choice of prepositions, as in the choice of other English words, can come only from care, practice, and much reading of good books and hearing of good spoken English.

431. A preposition does not always precede its object; it frequently comes after an interrogative adjective or pronoun or after a relative pronoun; as "What did you do that *for?*" "Which box is the knife *in?*" "This is the man that you sent me *for.*"

NOTE.—Since relative pronouns are often omitted or understood (see par. 234) a preposition governing an understood pronoun is often found apparently without any object; as, "There goes the carriage we came home *in*" (*in* governs *which* or *that* understood); "The next place we came *to* was Chester."

432. The object of a preposition may be

(1) A noun or a pronoun; as, "This belongs *to* John and that *to* you."

(2) A gerund; as, "There is no use *in* my attempting that feat."

(3) An infinitive; as, "There was nothing to do *but* to go home."

(4) A prepositional phrase; as, "The noise came *from* within doors" (in a case like this a noun such as "the place" may be supplied).

(5) A whole statement; as, "You did well *in* that you refused to talk about it."

433. A preposition is sometimes used to help in forming a transitive verb; as, "The burglar *broke into* the house;" or, in the passive voice, "The house *was broken into* by the burglar." In such cases *into* is not properly a preposition, but a part of the verb. This occurs much more frequently in the passive voice than in the active. (See par. 299.)

Sometimes this usage leads to the transforming of a whole group of words into a verb; as, "This practice *must be put a stop to.*"

434. In parsing a preposition we simply mention its object and the word denoting what the prepositional phrase modifies; thus,

He stood a long time at the door of the house.

at Preposition; it shows the relation between its object | *door* and the verb *stood.*

of Preposition; it shows the relation between its object | *house* and the noun *door.*

Sentences for parsing may be found in Exercise 67.

CONJUNCTIONS

Read again pars. 85–88.

Learn again

435. A conjunction is a word used to join a word or group of words to another word or group of words.

436. Conjunctions are classified according to their uses. Conjunctions that join words or word-groups of equal or coordinate rank or kind are called **coordinating conjunctions.**

437. Conjunctions that introduce subordinate word-groups or modifiers (usually statements containing a subject and a predicate) are called **subordinating conjunctions.**

438. Coordinating conjunctions[1] are:

(*a*) Additive, joining similars: *and, also, likewise, moreover, as well as, besides, furthermore.*

[1] The classified lists in this paragraph and in par. 440 are not given to be memorized, only to be read and referred to when necessary.

(*b*) Adversative, joining opposites: *but, yet, still, however, while, whereas, only, nevertheless.*

(*c*) Disjunctive, joining alternatives: *or, either, nor, neither, else, or else, or whether, otherwise.*

(*d*) Illative, joining a result or consequence to its reason: *therefore, hence, so, then, accordingly, so that, and so.*

439. Conjunctions that go in couples are called *correlative conjunctions;* as, *both . . . and; not only . . . but* (*but also*); *either . . . or; neither . . . nor; whether . . . or* (*or whether*).

Care must be taken in using correlative conjunctions to place them before similar and corresponding words (generally of the same parts of speech, or, if word-groups, of the same rank and nature); as, "I hardly knew *whether* to go ahead *or* to turn back;" "I did not know *whether* I should walk to the village *or whether* I should wait for Tom;" "*Neither* my father *nor* I could swim;" "He called John *both* a fool *and* a coward;" "*Either* I was much excited *or* the fish was a very large one."

440. Subordinating conjunctions [1] are:

(*a*) Introductory; *that, whether, if.* (These usually introduce statements used as the subject or the object of a verb; as, "I doubt *if* that be true;" "*That* we were stopped at all was outrageous."

All the remaining conjunctions in this list introduce adverbial modifiers, containing a subject and a predicate.

(*b*) Of cause: *because, since, as, whereas, seeing that, now that.*

(*c*) Of result: *so, so that, that* (after the adverb *so* or the adjective *such*).

(*d*) Of purpose: *in order that, so that, that, so, lest.*

(*e*) Of condition: *if, provided, supposing, in case, on condition that, so, unless, except* (in older English).

[1] See "Notes for Teachers," p. 322, Note 16.

(*f*) Of concession: *though, even though, although, if, even if, however.*

(*g*) Of time: *after, before, ere, since, till, until.*

(*h*) Of comparison or degree: *than.*

441. The conjunction *than* is used to join two members of a sentence, but the greater part of the second member is often left out. Thus,

1. You like Mr. Jones better than I.
2. You like Mr. Jones better than me.
3. Fred is taller than Edward.

First Member	*Conjunction*	*Second Member*
1. You like Mr. Jones better	than	I [like him].
2. You like Mr. Jones better	than	[you like] me.
3. Fred is taller	than	Edward [is tall].

Exercise 182.—*Supply the words omitted.*

1. The gardener is lazier than the plowman. 2. You have known James longer than I. 3. You have known James longer than me. 4. We love the work more than he. 5. We love our teacher more than him. 6. A greyhound runs faster than a hare. 7. Jack returned sooner than his brother. 8. Iron is more useful than gold. 9. He is more rich than clever.

Exercise 183.—*Pick out the conjunctions in the following sentences, and say whether they are coördinating or subordinating.*

1. We read in order that we may learn. 2. I believe it since you tell me it is so. 3. He stayed so long that he missed his train. 4. I shall be here long after you have gone. 5. I closed the door, as it was getting late. 6. We had no sooner turned away than he started to run, but he was soon caught. 7. Unless you learn this you will never master the subject. 8. He is now on his way home, while

we must stay an hour longer. 9. Judge not, that ye be not judged. 10. I would try it, only I am afraid; besides it is not my turn yet. 11. You came empty-handed, so you may go away empty-handed. 12. Take it if you please. 13. Hear this before you go, for it is your last chance. 14. Stay if you wish. 15. I think that John is right. 16. Be careful lest you slip. 17. Study the lesson now, else you may have to stay after school.

SUGGESTIONS FOR MISCELLANEOUS PARSING

Words "Understood"

442. Before parsing a sentence it is necessary to put in all words which are omitted (or "understood").

As a rule there is no need to parse words which are understood, but unless they are inserted the construction of the sentence cannot be seen.

Read again pars. 36, 175, 234, 383, and 441.

443. Compare the sentences in the first column with those in the second.

Sentences with words understood	*Sentences in full*
1. He is a person I dislike.	He is a person [whom] I dislike.
2. This is the horse I rode on.	This is the horse [that *or* which] I rode on.
3. We go Monday.	We go [on] Monday.
4. I wonder what I shall do.	I wonder [as to *or* concerning] what I shall do.
5. Tell me what to do.	[You] tell me what [I am *or* I ought] to do.
6. We know he is truthful.	We know [that] he is truthful.

Sentences with words understood	*Sentences in full*
7. John arrived, but Tom did not.	John arrived, but Tom did not [arrive].
8. I will pull down my barns and build larger.	I will pull down my barns and build larger [barns].
9. This house is my uncle's.	This house is my uncle's [house].
10. This is St. Peter's.	This is St. Peter's [church].
11. The boy is as old as the girl.	The boy is as old as the girl [is old].
12. The teacher is as clever as kind.	The teacher is as clever as [she is] kind.
13. James is better than John.	James is better than John [is good].
14. Be so good as to write it for me.	[You] be so good as to write it for me [would be good].

Exercise 184.—*Supply the words understood.*

1. Awake, arise, or be forever fallen. 2. Obey your parents. 3. I know what to do. 4. Who is the woman you spoke to? 5. This is a book I like very much. 6. Have you been at your uncle's? 7. I think he likes you better than me. 8. You understand arithmetic much more thoroughly than I. 9. Give me the apple I picked out. 10. You will call there, I know you will. 11. This is the book you lost. 12. Where is the house you mean?

13. He guided her trembling feet along,
Proud that his own were firm and strong.

14. Be still a dream throughout the day,
A blessing through the night.

15. But all I hear is the north wind drear,
And all I see are the waves.

16. All seemeth as calm as an infant's dream.

17. Not a drum was heard, not a funeral note.

Order

444. Before parsing or analyzing a sentence see that the words are in the usual order.

Read again par. 51, *b, and in Exercise* 48, *b, pick out the adjectives which are placed after nouns.*

Read again pars. 180 *and* 181, *and work again Exercise* 109.

445. Compare the sentences in the first column with those in the second.

Inverted order	*Usual order*
1. Great is the Lord and of great power.	The Lord is great and [He is] of great power.
2. In the beginning was the Word.	The Word was in the beginning.
3. So persecuted they the prophets.	They persecuted the prophets so.
4. Comes a vapor from the margin blackening over heath and holt.	A vapor, blackening over heath and holt, comes from the margin.
5. Whom ye ignorantly worship, Him declare I unto you.	I declare unto you Him whom ye worship ignorantly.
6. Mine head with oil thou didst not anoint.	Thou didst not anoint mine head with oil.
7. From peak to peak, the rattling crags among, Leaps the live thunder.	The live thunder leaps from peak to peak among the rattling crags.

Exercise 185.—*Arrange in the usual order the words of the following sentences.*

a. 1. Great is your reward in Heaven. 2. Justice and truth are Thy ways. 3. Great and marvelous are Thy works. 4. Of his early life few particulars have reached us.

5. Oft did the harvest to their sickle yield. 6. In my Father's house are many mansions. 7. Into the valley of death rode the six hundred. 8. Up rose the King of men with speed. 9. Flashed all their sabres bare. 10. Some pious drops the closing eye requires.

11. Down the street with laughter and shout,
Glad in the freedom of school let out
Come the boys.

12. And the heavy night hung dark
The hills and waters o'er.

b. 13. Wide is the gate and broad is the way. 14. Whatever wisdom and energy could do William did. 15. Then shrieked the timid and stood still the brave. 16. Not as the world giveth give I unto you. 17. Me he restored unto mine office and him he hanged. 18. For this did Servius give us laws? for this did Lucrece bleed?

19. Gone are all the barons bold,
Gone are the knights and squires,
Gone the abbot stern and cold,
And the brotherhood of friars.

Words and Phrases Doubled or Compounded

446. One subject may have two or more verbs; as, "We shouted and waved our arms."

447. One verb may have

(*a*) Two or more subjects [1]; as, "Henry and James will go."

(*b*) Two or more objects; as, "I saw William and his sister."

(*c*) Two or more predicate nouns or adjectives; as, "I am neither tall nor short;" "The boys were Evan and Joe."

[1] See pars. 387 and 389.

448. Two or more subjects may have in common two or more verbs; as, "John and Fred and I will go and see."

449. One preposition may have two or more objects; as, "I walked through woods and fields."

Words Used as Different Parts of Speech

WHAT

450. *What* may be:

(1) A relative pronoun; as,

I see *what* you see [the thing which you see].

(2) An interrogative pronoun; as,

What do you see?

Or, in an indirect question,

Tell me *what* this is.

(3) An adjective; as,

Give me *what* money [that] I have earned.

(4) An interrogative adjective; as,

What dog is this?

Or, in an indirect question,

I must learn *what* horse he was looking at.

(5) An exclamatory adjective; as,

What horses, and *what* a man!

(6) An interjection; as,

What! dinner not ready!

(7) An adverb of degree; as,

What beautiful flowers these are!

What [i.e., partly] with crawling, and *what* with limping, I at last got to the door.

Exercise 186.—*Parse each* **what.**

1. I tell you that is what he said. 2. What sort of ink is that? 3. What are you going to do with it? 4. What a piece of work is man! 5. What tall soldiers these are! 6. Tell me what this is. 7. What is he looking for? 8. Give me what I came for. 9. What is this? 10. What did this? 11. What do vou take this to be? 12. Let me have what time there is left. 13. What flowers are these? 14. Mr. Miller asked me what I was doing on his windmill. 15. What I said in reply was what you told me to say.

AS

451. *As* may be (read again pars. 419, 429, 438, 440):

(1) An adverb (of degree); as,

You seem to be *as* agile as your brother.
It is just *as* well.

(2) A conjunctive adverb

(*a*) of manner; as,

The man eyed me *as* a wild beast watches a man.

(*b*) of degree; as,

You are as strong *as* he is.

(*c*) of time; as,

I talked to him *as* we walked home from school.

(3) A conjunction of cause; as,

I took a cab, *as* I could walk no longer.

(4) A relative pronoun; as,

We are such stuff *as* dreams are made of.
As many *as* came believed in him.

(5) A preposition; as,

Did you ever see Booth *as* Hamlet?

As is also a part of the prepositions *as to* and *as for* and of the conjunctions *as well as, as if, as though, inasmuch as.*

Exercise 187.—*Parse each* **as.**

1. As a play it is not so bad. 2. Do just as I do. 3. It must be true, as my father said it. 4. It must be done as I say it should. 5. Here are as many as I want. 6. You are hardly so tall as he is. 7. Would you eat such candy as that is? 8. That is what he said as we passed the house. 9. Is this as dark as that one? 10. Take this as well as that. 11. Let it stay as I put it. 12. As that is your game, I will bid you good-morning. 13. I would as lief take the blue as the red. 14. How do you like this as a beginning? 15. As for that, I will have none of it. 16. There are left as many apples as I ate.

LIKE

452. The word *like* may be:

(*a*) A noun; as,

I shall not look upon his *like* again.
You do not consider my *likes* or dislikes.

(*b*) A verb; as,

I *like* apples.

(*c*) An adjective; as,

The twins were *like* as two peas.
The *like* angles of two similar triangles.
With her eyes, *like* an angel's.

NOTE.—The noun after the adjective *like*, in such a sentence as "She was like her sister," is governed by the preposition *to* or *unto*, understood.

(*d*) A preposition; as,

Walk *like* me.

NOTE.—The preposition *like* is never followed by a statement with the *verb expressed;* thus, in the sentence, "He staggered *like* a drunken man," if a verb is expressed after *man* the preposition *like* must be replaced by the conjunction *as* or *as if*.

Compare

He talks *like* an idiot.	He talks *as* an idiot *would talk*.
He can write *like* Ruskin.	He can write *as* Ruskin *wrote*.

Some grammarians prefer to call *like* in such cases an adverb, meaning "similarly." It then becomes necessary to supply the preposition *to* (or *unto*), to govern the following noun or pronoun.

BUT

453. The word *but*[1] may be:

(1) A coordinating conjunction; as,

The horse is sold, *but* the cow is not. (Adversative conjunction.)

I want not only oranges *but* lemons. (Additive conjunction.)

(2) A preposition; as,

All went *but* [=except] me.

We want none *but* [=except] him.

(3) An adverb; as,

Man wants *but* [=only] little here below.

The story is *but* [=only] too true.

(4) A relative pronoun[2]; as,

There is no one *but* errs now and then.

[1] See "Notes for Teachers," p. 322, Note 18. [2] See par. 244.

Exercise 188.—*Parse each* **but.**

1. All the boys but Tom were early. 2. We are but children of a larger growth. 3. One shall be taken, but the other left. 4. It is but too true. 5. They were poor but honest. 6. You have come but to mock me. 7. He is rich, but not happy. 8. There are none but were wet by the shower.

9. So the loud whirlwind and the torrent's roar
But bind him to his native mountains more.

THAT

454. *That* may be:

(1) A demonstrative adjective; as,

Give me *that* book.

(2) A demonstrative pronoun; as,

This gives me joy, *that* gives me sorrow.

(3) Adverb of degree; as,

I have walked *that* far myself.

(4) A relative pronoun; as,

This is the house *that* Jack built.

(5) A conjunction; as,

I know *that* you are unhappy. (Introductory.)
It is so late *that* I am tired. (Result.)
I will stay, *that* you may go. (Purpose.)

Exercise 189.—*Parse each* **that.**

1. Work that you may succeed. 2. Have you seen the house that I bought? 3. It is true that our sister came yesterday. 4. Do you know that child? 5. Is that that you told me true? 6. Do you believe that story? 7. I believe that the story that you heard is false. 8. Nay, that's

certain; we are blest that Rome is rid of him. 9. Do you eat that you may live? 10. The boy was only that high. 11. It is so rainy that I must stay indoors.

Miscellaneous Sentences for Parsing

When we are parsing in writing, time may be saved by contracting the longer grammatical terms; thus,

Nouns. Prop. / Com. / Abst. / Coll. } Sing. / Pl. } Masc. / Fem. / Neut. / Com. } Nom. / Poss. / Obj. / Abs. } Case. Subj. / Obj. / Pred. N. / Appos. } Constructions.

Adjectives (Adj.) Desc. / Dem. / Int. / R / Indef. / Num. } Pos. / Comp. / Sup. } Deg. Def. / Indef. } Art.

Pronouns (Pron.) Pers. / Rel. / Int. / Dem. / Indef. } Ant. (=antecedent.)

Verbs. Trans. / Int. / Cop. } Act. / Pass } Voice. Ind. / Imp. / Subj. } Mood. Pres. / Fut. / Perf. / (Prog.) } Tense.

Reg. / g. } P.P.(=Principal Parts). Inf. (=Infinitive) / Ptc. (=Participle).

Adverbs (Adv.) Deg. / Int. / Conj. }

Prepositions (Prep.)

Conjunctions (Conj.) Coor. / Sub. / Corr. }

Interjections (Intj.)

Never contract a word of one syllable.

Show that a word is contracted by putting a period; punctuate in other respects as if there were no contractions.

1. England expects every man to do his duty. 2. Time writes no wrinkles on thine azure brow. 3. His house was known to all the vagrant train. 4. No useless coffin enclosed his breast. 6. On some fond breast the parting soul relies. 7. The mild southern breeze brought a shower from the hill. 8. The poor live pleasantly without our help.

9. Three wives sat up in the lighthouse tower.

10. The spirit of your fathers
Shall start from every wave.

11. Two robin redbreasts built their nest
Within a hollow tree.

12. Here to the houseless child of want
My door is open still.

13. Down in a green and shady bed
A modest violet grew.

14. The freshening breeze of eve unfurled that banner's massive fold. 15. Night sank upon the dusky beach and on the purple sea. 16. I climbed the dark brow of the mignty Helvellyn. 17. Some years ago, a friend into my care some jewels gave. 18. I saw a little streamlet flow along a peaceful vale. 19. For the rights of fair England that broad sword he draws.

20. I see the lights of the village
Gleam through the rain and the mist.

21. The turban folded about his head
Was daintily wrought of the palm-leaf braid.

22. A barge across Loch Katrine flew,
High stood the henchman on the prow.

23. And lo! from the assembled crowd
There rose a shout, prolonged and loud.

24. The stranger came with iron hand
And from our fathers reft the land.

25. And at the sound it sunk in haste away
And vanished from our sight.

26. Then my heart with pleasure fills
And dances with the daffodils.

27. My father lived beside the Tyne,
A wealthy lord was he.

28. I am sorry for thee; thou art come
To answer a stony adversary.

29. And by came an angel who had a bright key.

30. Though your duty may be hard,
Look not on it as an ill;
If it be an honest task,
Do it with an honest will.

31. The tall pink foxglove bowed his head;
The violets curtsied and went to bed.

32. When the ground is white with snow,
At the door some crumbs I'll throw.

33. With a merry face and a merry song
Through the snow he paddles along.

34. And to the hilt his vengeful sword
He plunged in Gelert's side.

35. Past the woman so old and gray,
Hurry the children on their way.

36. Lightly and brightly breaks away
The morning from her mantle gray.

37. Beneath the crimson arching dome,
Went up the roar of mortal foes.

38. Happy must be the state
Whose ruler heedeth more
The murmurs of the poor
Than flatteries of the great.

39. Sing the glorious day's renown,
When to battle fierce came forth
All the might of Denmark's crown.

40. The foolish and the dead alone never change their opinions.

41. No peace, no comfort could I find,
No ease within doors or without.

42. Underneath this sable hearse
Lies the subject of all verse.

43. And by him sported on the green,
His little grandchild, Wilhelmine.

44. Honor thy father and thy mother . . . that it [call *it* an impersonal pronoun; see par. 215] may be well with thee, and that thou mayest live long on the earth.

45. "O! haste thee, haste!" the lady cries;
"Though tempests round us gather,
I'll meet the raging of the skies,
But not an angry father."

46. Were half the power that fills the world with terror,
Were half the wealth bestowed on camps and courts
Given to redeem the human mind from error,
There were no need of arsenals or forts.

PART III

ANALYSIS OF SENTENCES

ELEMENTS

455. When a chemist takes a mixture and separates each part from the rest he is said to *analyze* it; so when we separate a sentence into its different parts we are said to analyze that.

The units or parts that make up sentences are called **elements.** Elements are of three kinds according to their form: **word** elements, **phrase** elements, and **clause** elements.

Since clause elements are never found in simple sentences —the kind we are to analyze first—we shall study here only word elements and phrase elements.

456. Any of the eight parts of speech, *except a preposition,* may be a word element. Conjunctions are called *connective elements.* Interjections, not being connected or related to the other words in the sentence, are *independent elements.*

457. We have already learned about two important kinds of phrases,

prepositional phrases (see par. 163), and
infinitive phrases (see par. 327).

SIMPLE SENTENCES

The Subject Substantive

458. We have already learned (see pars. 30 and 145) that when we speak of the subject of a sentence, we mean

the complete subject, including what modifiers there may be. The *base* or core of the subject, which is left when we put aside the modifiers, is usually a noun or a pronoun, but not always.

Exercise 190.—*Analyze the following sentences.*

1. John is working. 2. He is working. 3. To work tires. 4. Working too long tires. 5. Birds fly. 6. They fly. 7. To read is interesting. 8. Reading good books interests me. 9. The blind should be helped. 10. The good are loved. 11. Here is where I live.

459. If the sentences given in Exercise 190 be examined, it will be seen that the **subject** may be

(1) A noun[1]; as, "*John* is working," "*Racing* is fun."

(2) A pronoun; as, "*He* is working."

(3) An adjective used as a noun; as, "*The blind* should be helped."

(4) An infinitive; as, "*To work* tires."

(5) A gerund; as, "*Working* too long tires."

(6) An adverb used as a noun; as, "*Now* is the time, *here* is the place."

460. Since, therefore, we do not always have a subject noun, we need some word to indicate *whatever may do the work of a noun.* For this we use the word **substantive.**[2] We may not always have in a sentence a subject noun, or a subject pronoun, but we must always have a subject substantive, for this term will include any of the six kinds of subject words named in par. 459.

[1] It will be seen when complex sentences are taken that the subject may also consist of a *noun clause.*

[2] From Latin *sub*, under, and *stans, stantis*, standing: that which stands under, that is, the base or foundation. Compare "substance," "substantial."

The subject substantive may of course have modifiers, and it, together with its modifiers, forms the subject of the sentence.

Exercise 191.—*Say of what the subject substantive consists.*

1. *John* is going to Scotland; *he* will stay there a month. 2. *Traveling* in Europe is interesting. 3. *To read* is easy; *to think* is not so easy. 4. Blessed are *the meek*. 5. Blessed are *the merciful*. 6. *Writing* good books is useful. 7. *We* are expecting our aunt; *she* is coming from France. 8. *France* is a large country. 9. *Reading* maketh a full man. 10. *To wait* is tiresome.

The Predicate Base

461. Many intransitive verbs may by themselves form a predicate; as, "Birds *fly*." So with verbs in the passive voice; as, "The thief *was caught*." Transitive verbs in the active voice, however, require an object to complete their predication or assertion; and copulative verbs (see pars. 301–307) require a predicate substantive or adjective to complete their predication.

462. The **predicate base** may therefore be

(1) An intransitive verb; as, "We *were talking*."

(2) A transitive verb in the passive voice; as, "The man *was arrested*"

(3) A transitive active verb with its object; as, "Horses *eat hay*."

(4) A copulative verb and the predicate substantive or adjective; as, "Men *are animals*" "Oaks *grow tall*"

463. The **object substantive** may be

(1) A noun [1]; as, "Bakers make *bread*"

[1] It will be seen when complex sentences are taken that the object substantive may also consist of a *noun clause*.

(2) A pronoun; as, "We love *him.*"

(3) An adjective used as a noun; as, "You should pity *the poor.*"

(4) A gerund; as, "I like *reading* history."

(5) An infinitive; as, "I like *to read.*"

Exercise 192.—*Pick out the object and say of what it consists.*

1. The cook made a pie. 2. Tom broke the window. 3. The gardener sowed seeds. 4. Some one stole the horse. 5. The sailor lost his ship. 6. Authors write books. 7. Farmers grow corn. 8. Birds build nests. 9. I heard her. 10. We have just met him. 11. Mr. Olds will meet us. 12. We like them. 13. I hurt myself. 14. She cut herself. 15. They are dressing themselves. 16. The child is learning to read. 17. He tries to succeed. 18. We hope to pass. 19. She enjoys making candy. 20. Tom prefers going alone. 21. We had begun to dance. 22. They intend to write. 23. She helps the poor. 24. We love the meek. 25. Comfort the miserable.

464. The element used to complete the predication of a copulative verb may be either a substantive or an adjective element and may take various forms. We therefore need some convenient term, to include them all. We shall employ the term **predicate complement** [1]; or, in case of a copulative *verbal*, simply **complement.**

The **predicate complement** may be

(1) A noun [2]; as, "Thou art *the man* "

(2) A pronoun; as, "I am *he.*"

[1] From a Latin word meaning to fill out or complete. The predicate noun, predicate adjective, etc., complete the predication of a copulative verb. Another commonly used term for predicate complement is attribute.

[2] Also, in complex sentences, as we shall see, a *noun clause.*

(3) An adjective; as, "It is *good.*"

(4) An adjective used as a noun; as, "These are *the merciful*"

(5) A gerund; as, "His weakness is his *believing* too readily."

(6) An infinitive used substantively; as, "To die is *to triumph*"

(7) An infinitive used adjectively; as, "The house is *to be sold*"

(8) A prepositional phrase; as, "The horse is *for sale.*" "The gun seems *out of order*"

Exercise 193.—*In Exercise* 141 *pick out each predicate complement and say of what it consists.*

Also in the following.

1. John's fault seems being too slow. 2. His purpose was to make money. 3. We appear to get on quickly. 4. Henry became of age. 5. To yield is to be shamed. 6. The box is to be mended. 7. The hour is at hand. 8. Will was considered of no account. 9. They are the elect. 10. Our difficulty has been trying to do too much.

Subject Containing Enlargements

Read again pars. 142, 145.

465. The subject substantive, when it is a noun or a pronoun, **may be modified by**

(1) An adjective[1]; as,

Timid birds built a nest.
Those birds built nests.
Twenty birds built nests.

(2) A noun or pronoun in the possessive case; as,

My father is a farmer.
William's brother is a captain.

[1] Also in complex sentences, as we shall see, by an *adjective clause.*

(3) A noun in apposition; as, "George *the gamekeeper* shot a hare."

(4) A participle; as,

The king *being defeated* desired peace.

(5) A prepositional phrase; as, "The Tower *of London* is ancient."

(6) An infinitive phrase; as, "A wish *to please* is the root of politeness."

466. Since the above modifiers describe or limit nouns or pronouns, they are either adjectives or words which do the work of adjectives; and they are therefore all called **adjective elements.**

467. When the subject substantive is an adjective used as a noun, or a gerund or an infinitive, it may be modified by

(1) An adverb; as,

The *truly* good are the happiest.
Walking *briskly* is a good exercise.
To eat *rapidly* is unwise.

(2) A prepositional or other phrase; as,

The young *in the faith* are most ardent.
Eating *to live* is better than living *to eat.*
To read *in a bad light* is foolish.

468. When the subject substantive is an infinitive or a gerund, it may have

(1) An object; as,

To read *good books* is instructive.
Loving *our friends* is easy.
To try (*or* trying) *to study* is bad for a sick man.

(2) A complement; as,

To be *wise* is the last thing we learn.
Being thought *a wit* flatters him.

Since we cannot call such an object or complement a modifier, we use the term *enlargement* to include both modifiers and subordinate objects or complements.

469. The modifiers, objects or complements mentioned in pars. 465–468 may in their turn have appropriate modifiers, objects or complements of their own. For example, an adjective may have an adverbial modifier; as, "This *exceedingly* kind action was her own idea;" a noun in apposition may have an adjective modifier; etc.

470. A participle or an infinitive modifier may have an object or complement (as well as adverbial modifiers); as,

The hope to be always *friendly* with everybody is absurd.

The victor, having now brought *his enemies* to submit, ended the war.

Just as, in the first of these sentences, "to be always friendly with everybody" constitutes an infinitive phrase (see par. 327), so, in the second, "having now brought his enemies to submit" constitutes a **participial phrase**. Not only the participle but its modifiers and its object (if any) or complement (if any) are included in the participial phrase. The base of such a phrase is always a participle; hence a participial phrase is to be regarded, strictly speaking, as a word element.

Exercise 194.—*Pick out the modifiers, objects or complements of the subject substantive and say what they are.*

1. The old man is tired. 2. My name is Norval. 3. A little ship was on the sea. 4. Peters the baker makes bread. 5. Robinson the tailor sells cloths. 6. Tom's father was Dick's son. 7. Her uncle is in India. 8. The ship being strong withstood the storm. 9. The woman being in great trouble was weeping. 10. The house on the hill is Mr. Bosworth's. 11. The lady on horseback is Mrs. Bosworth. 12. Teaching lazy children is hard work.

13. Learning to row is pleasant. 14. Fearing the storm, we returned. 15. The path of duty is the way to glory. 16. Every turf beneath their feet shall be a soldier's sepulchre. 17. The really good are few. 18. Seeming learned is his one accomplishment. 19. To be good is to be happy. 20. To play the piano was his delight. 21. The man to see is Robinson. 22. To be thought original was his chief aim. 23. Her being considered beautiful has been her pride. 24. Reading in bed is bad for the eyes.

Predicate Containing Enlargements

471. The predicate base, since it always contains a verb, and since it may contain an object or a predicate complement, may have

(1) Modifiers of the verb.
(2) Enlargements of the object.
(3) Enlargements of the complement.

Read again pars. 143, 144, 146.

Modifiers of the Verb

472. Modifiers of the verb may be

(1) An adverb [1]; as, "He writes *badly*."

(2) A prepositional phrase; as, "He writes *on paper*"

(3) An adverbial objective (nouns of time, space, or measurement [2]); as, "We rode *ten miles*."

(4) An indirect object (see par. 166); as, "Will you do [for] *me* a favor?"

(5) An infinitive phrase; as, "I stepped near, *to hear* his reply."

(6) A participial phrase; as, "He came *limping* into the room;" "John has gone *hunting* for rabbits." (See par. 336.)

[1] Also, in complex sentences, as we shall see, an adverbial clause.

[2] See par. 168.

(7) A phrase with a nominative absolute [1]; as, "*Winter being over*, the swallows returned;" "*The day being rainy*, we stayed at home."

NOTE.—This kind of phrase is called an **absolute participial phrase**. It generally states a reason or cause for the action denoted by the main verb, and is therefore adverbial in use. Observe that the noun in an absolute participial phrase is not the subject, but stands apart, with the participle.

Exercise 195.—*Pick out the modifiers of the verb and say what they are.*

1. The battle being won, the victors rapidly pitched their tents upon the field. 2. The gate having been left open, the cattle strayed. 3. We lived at Hastings ten months. 4. The soldiers marched thirty miles in one day to reach Dover. 5. The book is well written, some parts being excellent. 6. The boys have now gone walking.

Additional sentences:—Exercise 93.

473. As the modifiers of the verb are either adverbs or words which do the work of adverbs, they can be divided into classes as adverbs can, and they are called **adverbial elements**.

474. The modifiers of the verb may show

(1) Time; as,

He will return *soon*.
The child was born *in the year* 1880.

(2) Place; as,

The man fell *here*.
We bought these books *in Paris*.

(3) Degree or quantity; as,

I like it *much*.
I have read the book *several times*.

[1] See par. 152.

(4) Manner; as,

You acted *wisely.*
The boy ran *like the wind.*
He lit the candle *with a match.*

(5) Purpose, cause, or reason; as,

I went to the station *to meet my sister.*
The child cried *with fatigue.*
The carriage having broken down, they were late to the wedding.

(6) Condition, or circumstance; as,

I left home *on the supposition* of your being ill.
You shall remain, *in case* of accident.

(7) Affirmation or negation; as,

Without doubt I have seen and *perhaps* I have read the book.

475. In analyzing a sentence which contains modifiers of the verb say, as far as possible, of what kind they are; thus,

Far from the madding crowd's ignoble strife,
Their sober wishes never learned to stray.

Subject	*Modifiers of the subject*	*Verb*	*Object*	*Modifiers of the verb*
wishes	Their sober	learned	to stray	Far from the madding crowd's ignoble strife (absolute participial phrase of *cause* = [they being] far from, etc.) never (*time*)

Exercise 196.—*Classify the modifiers of the verb.*

1. The swallows returned this week. 2. We were up before sunrise. 3. His mercy endureth forever. 4. We took him our dog one afternoon last month. 5. The storm being over, we ventured out.

6. They met their friends in Edinburgh. 7. We shall wait for them here at the garden gate. 8. We rowed from Kingston to Oxford. 9. This umbrella was bought in Troy.

10. The boy read carefully. 11. You acted like a baby. 12. The Assyrian came down like a wolf on the fold. 13. We sent you the letter by a special messenger. 14. The regiment charged with the bayonet.

15. We study to learn. 16. We eat to live. 17. We do not live to eat. 18. The poor man could not speak for joy. 19. His father being dead, he returned to England. 20. He worked hard to win the prize.

21. All day long through Frederick street
Sounded the tread of marching feet.

22. Bright the lamps shone o'er fair women and brave men.

23. Through the window-panes on floor and panel
Streamed the red autumn sun.

24. Under the walls of Monterey
At daybreak the bugles began to play.

25. Meanwhile, from street and lane, a noisy crowd
Had rolled together, like a summer cloud.

476. As was said in par. 471, the predicate may contain not only adverbial modifiers (to the verb) but also enlargements of the object or of the predicate complement.

OBJECT WITH ENLARGEMENTS

Read again pars. 156 *and* 465–469.

477. Whatever may be an enlargement of the subject substantive may also be an enlargement of the object substantive.

Exercise 197.—*Pick out the enlargements of the object substantive and say what they are.*

1. We have sold the horse. 2. I bought twenty sheep. 3. The girl lost her gloves. 4. Who found Thomas's top? 5. The curfew tolls the knell of parting day. 6. I wield the flail of the lashing hail. 7. I bring fresh showers for thirsty flowers. 8. I widen the rent in my wind-built tent. 9. We met our cousin the architect. 10. We admire Hereward the Wake. 11. I climbed the dark brow of the mighty Helvellyn. 12. We learn to paint pictures. 13. I like reading interesting books. 14. The midnight brought the signal-sound of strife. 15. Have you a friend to swear by? 16. I wish to be alone for a while.

Predicate Complement with Enlargements

478. The predicate complement, when a noun (see par. 464), may be modified by whatever adjective elements may be modifiers of the subject substantive or of the object. When the complement is an adjective, an infinitive, a gerund, or a prepositional phrase, it may have adverbial modifiers, of time, place, etc. (see par. 474), and the object of the preposition may have adjective modifiers. When the complement is an infinitive or a gerund it may have an object or a complement.

Exercise 198.—*Say what the predicate complement is in each sentence, and pick out and describe the enlargements of it.*

1. He is a man of great ability. 2. We are sure to be pleased by the view. 3. They are American citizens. 4. They seem unusually pleasant neighbors. 5. He is generally thought an industrious man, of some property. 6. Mr. Williams is considered fairly good as a judge. The mushroom season is at hand. 8. This fruit tastes very sweet. 9. Are you already of age? 10. Did he look ill at ease? 11. His fault is to keep too quiet. 12. The sick man is growing much worse. 13. All John cares for is

playing those pranks. 14. One of my greatest pleasures has been the reading of history. 15. One of the woman's peculiarities is to appear so old and feeble. 16. One of the arts of life is to grow old gracefully. 17. A bad habit of yours is this looking disagreeable. 18. You would be wise to overcome it. 19. Let your aim be to seem pleasant.

479. The same verb may have an object in one sentence and a predicate complement in another; thus,

Object	*Complement*
The coat became (=suited) *him.*	The wool became *a coat.*
The lady smells the *flower.*	The flower smells *sweet.*

Read again par. 303.

Exercise 199.—*a. Say whether the words printed in italics are objects or predicate complements.*

1. The man felt *hurt.* 2. The man felt his *head.* 3. The gardener grows *apples.* 4. The gardener grows *old.* 5. The preacher continued his *sermon.* 6. The preacher continued *popular.* 7. The host tasted the *wine.* 8. The wine tasted *sour.* 9. Tailors make *clothes.* 10. It is sometimes said that clothes make the *man.*

b. Say whether the words printed in italics are predicate adjectives or modifiers of the verb.

11. The child looked *tired.* 12. The child looked *behind the door.* 13. We feel *warmly* on the matter. 14. We feel *warm.* 15. The dog went *mad.* 16. The dog went *madly* down the street. 17. The lady appeared *faint.* 18. The sun appears *in the morning.* 19. The cloak was made *costly* by adding much embroidery. 20. The cloak, in my opinion, was made *badly.*

Read again par. 307.

480. Verbs that may be copulative when in the passive

voice (as "He *is considered* clever") are transitive verbs when in the active voice; thus,

Passive copulative verb	*Transitive active verb*
He *is deemed* truthful by us.	We *deem* him truthful.
Charles *was made* angry.	They *made* Charles angry.

It is plain that in these latter sentences the predicate adjectives *truthful* and *angry* have become complements belonging to the objects *him* and *Charles*. They are joined to the objects by the copulative infinitive *to be*, understood, which should be supplied in analyzing the sentences.

Thus in the sentence

We think him [to be] honest,

him alone is not the object of *think*. We cannot think a person. The object of *think* is the infinitive phrase "him to be honest." *Him* is the subject of the infinitive.

Instead of adjectives we may, in such cases, have noun complements. Thus,

Passive copulative verb	*Transitive active verb*
Hayes *was elected* President.	They *elected* Hayes President.
Tom *was* by me *believed* a thief.	I *believed* Tom a thief.

Here the nouns *President* and *thief* are made complements of the objects, *Hayes* and *Tom*. Just as before, the infinitive *to be* should be supplied. In such cases, the nouns *President* and *thief* are called **objective complements**. They are in the objective case (see par. 169). The entire phrase "Tom [to be] a thief" is the object of the verb *believed*.

Exercise 200.—*In the following sentences supply "to be" where necessary, tell what is the object of each verb, and point out the objective complements.*

1. Many people thought Arthur the rightful king. 2. I do not think him clever. 3. The jury found the prisoner

guilty. 4. Her beauty made me glad. 5. Everybody deemed him an impostor. 6. The tenants considered Mr. Sidney their landlord. 7. His wife believed him innocent. 8. They proclaimed William emperor.

481. We saw, in par. 295, how the object of a verb may be made the subject, by putting the verb into the passive voice.

Jack Horner ate the *pie*.
The *pie* was eaten by Jack Horner.

In a similar way the *indirect object* is sometimes made the subject; thus,

My mother gave *me* a glass of milk.
I was given a glass of milk by my mother.

The verb, as before, is put into the passive voice, and the subject is thrown into the predicate, with the preposition *by* to indicate the *agent*, or person acting.

482. But in such a case the object, "glass of milk," is still retained in the predicate, and it is therefore called a **retained object**. It cannot be parsed as the object of "was given," because verbs in the passive voice cannot govern an object. The retained object must therefore be regarded as an adverbial modifier of the verb, and may be explained as the object of some preposition understood.

Compound Elements

Read again pars. 446–449.

483. When a subject, a verb, an object, or a complement consists of two or more equal and similar parts connected by coordinating conjunctions, it is said to be **compound**; as,

Compound subject, "Henry and I will go."

Compound verb, "I rose and ran to meet him."

Compound object, "I ate apples and pears."
Compound complement, "The leaves are red and yellow."

484. When the verb is compound there is said to be a *compound predicate.*

485. A simple sentence *is a sentence containing but one subject and one predicate.* The subject or the predicate, or both, may be compound, and one or both may have enlargements consisting of word or phrase elements.

Analysis of Simple Sentences [1]

486. In analyzing a simple sentence we should name in a regular order the several elements.

First the subject (complete).
Secondly the predicate (complete).
Then the word elements and the phrase elements belonging to the subject.
The word elements and the phrase elements modifying the verb.
The elements belonging to the predicate complement (if any).
And those belonging to the object (if any).

487. The modifiers of any noun or pronoun are adjective elements; and the modifiers of any verb, verbal, adjective, or adverb are adverbial elements.

488. *Model for analysis.*

> Something attempted, something done,
> Has earned a night's repose.

Analysis: This is a simple declarative sentence, with the compound subject "Something attempted, something done" and the predicate "Has earned a night's repose." *Subject:* The first subject noun *something* is modified by the parti-

[1] See "Notes for Teachers," p. 325, Note 32.

ciple *attempted*, an adjective word element; and the second subject noun *something* is likewise modified by the participle *done*. *Predicate:* The predicate base is *Has earned repose*, in which *Has earned* is the transitive verb and *repose* the object noun. *Repose* is modified by the adjective word element *night's*, to which is attached the article *a*.

Exercise 201.—*Analyze the following simple sentences.*

1. I tried to find the way out. 2. We are tired of seeing that ugly sign. 3. The water of the ocean is very blue to-day. 4. There are three ships sailing near the island. 5. That hammock is considered a good one. 6. I see the lighthouse at Cape May distinctly. 7. We walked a mile very slowly. 8. That wall will topple over some day. 9. This invalid's chair is comfortable for a tired person. 10. He has exalted them of low degree. 11. None but the brave deserve the fair. 12. I was allowed an hour (=retained object) for finishing the lesson. 13. The people wished to crown Caesar king. 14. John was considered too proud. 15. His enemies declared him a traitor.

16. The breaking waves dashed high
On a stern and rock-bound coast.

17. An unwonted splendor brightened
All within him and without him.

18. Full many a gem of purest ray serene
The dark unfathomed caves of ocean bear.

19. The modest wants of every day
The toil of every day supplied.

Simple Interrogative Sentences

Read again pars. 34 *and* 35, *and work again Exercises* 31 *and* 32.

Exercise 202.—*Analyze the following interrogative sentences.*

1. What's an egg to me or you? 2. What way does the wind come? 3. Must he then watch it rise no more?

4. Why preach ye here? 5. The tear-drop who can blame? 6. Know ye not Agincourt? 7. Now wherefore stopp'st thou me? 8. Why look'st thou so? 9. Where are those lights so many and fair? 10. Whom do you seek?

11. Shall these vile creatures dare
Murmur against thee?

12. How could they rest within their graves?

13. Whither . . . dost thou pursue thy solitary way?

14. Can storied urn or animated bust
Back to its mansion call the fleeting breath?

15. Can honor's voice provoke the silent dust?

Simple Imperative Sentences

Read again par. 36 *and* 37, *and work again Exercise* 33.

Exercise 203.—*Analyze the following imperative sentences.*

a. 1. Never from my side depart. 2. Lend me your ears. 3. Neglect him not. 4. Provide for thine own future safety. 5. Love thyself last. 6. Still in thy right hand carry gentle peace to silence envious tongues. 7. Break his bonds of sleep asunder. 8. Chase all thy fears away. 9. Let us take a walk.

b. 10. Heaven defend the right. 11. Thy kingdom come. 12. Thy will be done. 13. Soft sigh the winds of heaven o'er their grave.

Long Simple Sentences

489. A simple sentence may, through having enlargements of the subject, or of the predicate, be long. In analyzing long sentences it would be tiresome and useless to mention separately *all* the enlargements,[1] as is done in the

[1] In diagramming, however, it is best (since it is scarcely any more trouble) to place all elements precisely where they belong. See pars. 547-551.

model given in par. 488. It is sufficient if we mark out the main structure of the sentence and show the relations of the chief modifiers, objects and complements.

Analysis of Long Simple Sentences

NOTE.—In analyzing, the following elements, being essential, must be italicized: subject substantive, the verb, the object (if any), the predicate complement (if any).

1. No more, surveying with an eye impartial
The long line of the coast,
Shall the gaunt figure of the old Field-Marshal
Be seen upon his post.

Simple declarative sentence.
Subject:
The gaunt *figure* of the old Field-Marshal,
surveying [participle modifying "figure"]
with an impartial eye [adverbial phrase, manner],
The long line of the coast [object of surveying].

Predicate:
Shall Be seen
upon his post [place]
no more [time]

2. [For] in the night, unseen, a single warrior,
In sombre harness mailed,
Dreaded of man, and surnamed the Destroyer,
The rampart wall has scaled.

Simple declarative sentence.
Subject:
a single *warrior*,
mailed In sombre harness,
Dreaded of man, and
surnamed the Destroyer ["Destroyer" being the complement after participle of copulative verb "surnamed"].

Predicate:

has scaled The rampart *wall* [object]
unseen [participle used as adverb, modifying "has scaled"].

3. Slowly and sadly we laid him down
From the field of his fame fresh and gory.

Simple declarative sentence.
Subject: *we*
Predicate:

laid him
fresh and gory From the field of his fame [modifiers of the object]
Slowly [manner] and sadly [manner] down [place] [modifiers of the verb].

Exercise 204.—*Analyze the following sentences.*

1. [But] knowledge to their eyes her ample page,
Rich with the spoils of time, did ne'er unroll.

2. Him shall no sunshine from the fields of azure,
No drum-beat from the wall,
No morning's gun from the fort's black embrasure,
Awaken with its call.

3. Up and down the dreary camp
In great boots of Spanish leather,
Striding with a measured tramp,
These Hidalgos, dull and damp,
Cursed the Frenchmen.

4. Hearing the Imperial name
Coupled with these words of malice,
Half in anger, half in shame,
Forth the great campaigner came
Slowly from his canvas palace.

5. From the alehouse and the inn,
Opening on the narrow street,
Came the loud convivial din,
Singing, and applause of feet.

6. In my study I see in the lamplight
Descending the broad hall-stair
Grave Alice and laughing Allegra
And Edith with golden hair.

7. Out of the bosom of the air,
Out of the cloud-fold of her garments shaken,
Over the woodlands brown and bare,
Over the harvest fields forsaken,
Silent and soft and slow
Descends the snow.

Miscellaneous Simple Sentences for Analysis

[Analyze according to the models given in par. 489.]

1. Evil communications corrupt good manners. 2. Man wants but little here below. 3. May never pity soothe thee with a sigh. 4. My day or night myself I make. 5. Prove thou thy words. 6. The earth to thee her incense yields. 7. Oft did the harvest to their sickle yield.

8. Onward, onward, may we press
Through the path of duty.

9. My story being done,
She gave me for my pains a world of sighs.

10. A fair maid sat at her bower-door
Wringing her lily hands.

11. Your glorious standard launch again
To match another foe.

12. With thunders from her native oak
She quells the floods below.

13. Weigh the vessel up
Once dreaded by the foes.

14. [And] she may float again
Full charged with England's thunder.

15. [And] he and his eight hundred
Shall plow the wave no more.

16. No stores beneath its humble thatch
Required a master's care.

17. The wicket, opening with a latch,
Received the harmless pair.

18. His rising cares the hermit spied,
With answering care oppressed.

19. To win me from his tender arms
Unnumbered suitors came.

20. Her wing shall the eagle flap
O'er the false-hearted.

21. To seek thee did I often rove
Through woods and on the green.

22. Vainly the fowler's eye
Might mark thy distant flight to do thee wrong.

23. There is in the wide lone sea
A spot unmarked but holy.

24. How oft the sight of means to do ill deeds
Makes ill deeds done.

25. He finds his fellow guilty of a skin
Not colored like his own.

26. Silently one by one in the infinite meadows of heaven
Blossomed the lovely stars, the forget-me-nots of the angels.

27. In the courtyard of the castle, bound with many an iron band,
Stands the mighty linden planted by Queen Kunigunde's hand.

28. In that hour of deep contrition
He beheld, with clearer vision,
Through all outward show and fashion
Justice the avenger rise.

29. The blossom opening to the day,
The dews of heaven refined,
Could nought of purity display
To emulate his mind.

30. Hence in silence and in sorrow, toiling still with busy hand,
Like an emigrant he wandered, seeking for the Better Land.

Additional sentences:—Exercise 185, *a.*

COMPLEX SENTENCES

Clauses

490. Compare the sentences:

(1) I desire an early *departure.*

(2) I desire *to depart early.*

(3) I desire *that we depart early.*

We see that in the second sentence the work of the noun *departure* and its modifiers (the object of *desire*) is done by the infinitive phrase *to depart early;* and that in the third sentence, whose meaning is the same as that of the other two, the work of a noun is done by the words *that we depart early,* which contain a subject, *we,* and a verb, *depart.* "We depart early" would, if standing alone, be a complete sentence, but here it is only one element of the whole sentence, namely, the object, and taken altogether does the work of a noun.

491. Elements (or members of a sentence) containing a subject and a predicate are called **clauses.** We shall see later that clauses may do the work, not only of nouns, but of adjectives or of adverbs.

492. A complex sentence[1] is one which, besides *one principal* subject and predicate (both being either simple or

[1] It will obviate much confusion if the term "sentence" be restricted to a combination of words forming *a complete whole,* "clause" to a subordinate member *containing a finite verb.—Mason.*

compound), contains one or more subordinate clauses with subjects and predicates of their own.

493. A subordinate clause is introduced by
(1) A subordinating conjunction.
(2) A relative pronoun.
(3) A conjunctive adverb.
(4) An interrogative adverb, adjective, or pronoun.

Noun Clauses

494. In a simple sentence a noun may be the subject, the object, the predicate complement, the object of a preposition, or an appositive to some other noun. Similarly in a complex sentence **a noun clause may be** the subject, the predicate complement, the object, the object of a preposition, or an appositive to a noun; thus,

Simple Sentences	
Noun as subject	The *truth* is clear.
Noun as predicate complement	These are *facts*.
Noun as object	I believe *James*.
Noun as object of a preposition	I believe in *exercise*.
Noun in apposition with subject	Tom, the piper's *son*, stole a pig.
Noun in apposition with object	They caught Tom, the piper's *son*.
Complex Sentences	
Noun clause as subject	*That you have been deceived* is clear.
Noun clause as predicate complement	The fact is *he is ignorant*.
Noun clause as object	I believe *James is honest*.
Noun clause as object of a preposition	He was wrong in *that he got angry*.
Noun clause in apposition with subject	The fact *that he was beaten* could not be denied.
Noun clause in apposition with object	We had a hope *that you might be safe*.

495. Noun clauses are called, according to their uses, subject clauses, object clauses, predicate clauses, clauses in apposition, and clauses objective to a preposition.

496. In analyzing a complex sentence first find the principal predicate. Then proceed as though the sentence were simple. Afterwards analyze the clauses: you will recognize them by their containing verbs.

497. A noun clause is most often joined to the rest of the sentence by the conjunction *that;* as,

Noun clause as subject. *That* you have wronged me doth appear in this.

Noun clause as object. He hath heard *that* men of few words are the best men.

Noun clause as predicate complement. The truth is *that* I am tired.

Noun clause in apposition. (See examples in par. 494).

498. The conjunction *that* (when it introduces a noun clause used as object or predicate complement) is often omitted; as,

He hath heard men of few words are the best.
The truth is I am tired.

499. Other conjunctions which introduce noun clauses are *whether* and *if* [=whether]; as,

I doubt *whether* he can come.
I wonder *if* he can come.

500. If you look at the table of subordinating conjunctions on page 221, you will see that these three conjunctions (*that, whether,* and *if*) are called introductory conjunctions.

In questions (direct or indirect) clauses are introduced by interrogative adverbs, interrogative adjectives, or interrogative pronouns.

Exercise 205.—*a. Pick out the noun clauses used as* **subjects.**

1. That the ship was lost is certain. 2. That our brother may be saved is our hope. 3. Where the money was hidden was never found out. 4. Why the clerk went away was not known. 5. That the groom was the thief is firmly believed. 6. Whether I can come is doubtful.

b. Pick out the noun clauses used as **predicate complements.**

7. His wish was that he might die in battle. 8. Our desire was that our father might return. 9. The question is whether I ought to go. 10. Her hope was he told the truth. 11. My belief is that you will prosper.

c. Pick out the noun clauses used as **objects,** *or as objects of prepositions.*

12. I asked what you said. 13. We know that you are coming. 14. The man believed that he was right. 15. Everybody thought that Mr. Robins was a rich man. 16. We hear that he is much liked. 17. Who can say where the garden is? 18. Tell me [indirect object] how you work this sum. 19. I will explain how you should do it. 20. He was right in that he was obeying orders. 21. He asked me what I wanted. 22. He inquired if you were ill. 23. It is a question of whether you can afford it.

Read again par. 216.

501. We often find a noun clause coming after the predicate, and used in apposition with the expletive or preparatory pronoun *it* coming before the predicate; as, "*It* is likely *that we shall have rain soon*"

Looking at the *grammar* of such a sentence the subject is *it*, and the noun clause is in apposition with *it*, but looking at the sense or *logic* of the sentence the subject is the noun clause; *it* is therefore sometimes called the *grammatical subject* and the noun clause the *logical subject* (see par. 216).

The *it* is used to bring the verb before the logical subject. [Compare with the expletive use of *there*, pars. 407–409.]

Expletive **It** *with noun clause after the verb*	*Noun clause as grammatical subject* (with no **It**)
1. It is said that he was guilty.	That he was guilty is said.
2. It is reported that the prince is dead.	That the prince is dead is reported.
3. It is doubtful whether you will be in time.	Whether you will be in time is doubtful.

Exercise 206.—*Pick out the noun clauses in apposition* (*see par.* 494), *or used as logical subjects.*

1. It is doubtful whether he will come. 2. It was told the King of Egypt that the people fled. 3. 'Tis said with sorrow time can cope. 4. It mattered little to him what happened. 5. It is strange that you did not hear the news. 6. The fact that we believed in him made him work. 7. Who can explain the fact that the sun has spots? 8. I depended on this, that you had promised to come.

502. A noun or a phrase element may often be expanded into a noun clause, and a noun clause may be shortened into a noun or a phrase element; thus,

	Noun or phrase element expanded into a noun clause
1. The burial place of Moses is not known.	Where Moses was buried is not known.
2. The reasons for peace are uncertain.	It is uncertain why peace was made.
3. They demanded the punishment of the thief.	They demanded that the thief should be punished.
4. He can prove his innocence.	He can prove that he is innocent.
5. The result was the discovery of lead.	The result was that lead was discovered.
6. To study is our reason for being here.	That we should study is our reason for being here.
7. He desires us to go.	He desires that we should go.
8. I trust in his honesty.	I trust that he is honest.

	Noun clause shortened into a noun or phrase element	
9.	That exercise is healthful cannot be denied.	The healthfulness of exercise cannot be denied.
10.	How the man returned remains to be learned.	The manner of the man's return remains to be learned.
11.	We saw that it was wise to give in.	We saw the wisdom of giving in, *or*, We saw it to be wise to give in.
12.	Everybody knows who wrote "Robinson Crusoe."	Everybody knows the author of "Robinson Crusoe."
13.	We believe that John can do the work.	We believe in John's ability to do the work.
14.	The punishment is that you be dismissed.	The punishment is your dismissal, *or*, The punishment is for[1] you to be dismissed.

Exercise 207.—*a. Change into noun clauses the words printed in italics.*

1. He remembers *our coming into the town.* 2. Everybody thinks *the man very kind.* 3. I cannot understand *the reason of his failure.* 4. Tell me *your age.* 5. They never learned *the fate of their friends.* 6. Decide *the date of the next meeting.* 7. *His success* was owing to me. 8. John's hope is *to be there to-morrow.* 9. He wishes *you to call upon him.* 10. I believe *in his honesty.*

b. Change into noun or phrase elements the noun clauses printed in italics.

11. *How the prisoner escaped* was never found out. 12. We believe *that he was innocent.* 13. I cannot understand *why he failed.* 14. Tell me *how old you are.* 15. We could not hear *what became of our friends.* 16. Decide *when we shall meet again.* 17. It was owing to me *that he succeeded.* 18. That is *why we failed.*

[1] *For*, in such a sentence as this, is not used as a preposition, but is a merely introductory word to the infinitive phrase. It is therefore only an expletive.

503. Models for analyzing sentences containing noun clauses.[1]

(*a*) Lives of great men all remind us
We can make our lives sublime.

Complex declarative sentence.
Subject: all *Lives* of great men
Predicate:
remind
[to] us (indirect object)
We can make our lives [to be] sublime (object clause)

(*b*) That you have not succeeded is your own fault.

Complex declarative sentence.
Subject (clause): That you have not succeeded
Predicate: *is* your own *fault*

(*c*) It is a fact that he saw you.

Complex declarative sentence.
Subject (clause): that he saw you
It (expletive)
Predicate: *is* a *fact*.

Exercise 208.—*Analyze the following sentences.*

1. That the groom was the thief is firmly believed. 2. Why the clerk went away is not known. 3. Who can say where the garden is? 4. Think how Bacon shined. 5. The village all declared how much he knew. 6. Dost thou know who made thee? 7. Do you ask what the birds say? 8. What it says I don't know. 9. He told her what they said. 10. 'Twas true he was monarch.

11. Then thou wouldst at last discover,
'Twas not well to spurn me so.

12. Our merchants will employ us
To fetch them wealth, we know.

[1] Models of diagrams of complex sentences are given in par. 550.

13. That you have wronged me doth appear in this. 14. I doubt not through the ages one increasing purpose runs.

15. They say the tongues of dying men
Enforce attention like deep harmony.

Adjective Clauses

504. The place of an adjective may often be taken by a clause; as,

Sentence with adjective	*Sentence with clause in place of adjective*
1. That is a *tall* boy.	That is a boy *who is tall.*
2. The *youngest* girl lost her doll.	The girl *who was youngest* lost her doll.
3. The *best* child will be rewarded.	The child *that is best* will be rewarded.

505. The clause which thus takes the place of an adjective is called an **adjective clause.**

Exercise 209.—*a. Change into adjective clauses the adjective elements printed in italics.*

1. The *sick* child is getting better. 2. That is a *false* report. 3. *Hard-working* people deserve to get on. 4. Everybody liked *their* offer. 5. *His broad, clear* brow in sunlight glowed.

b. Change into adjective word elements the adjective clauses printed in italics.

6. Most of the novels *which Scott wrote* are very interesting. 7. The task *which you have to do* is easy. 8. I shall long remember the fright *which I had.* 9. Uneasy lies the head *that wears a crown.* 10. Let me have men about me *that are fat.* 11. Men *who talk too much* seldom accomplish great things. 12. Persons *whom others can flatter easily* are hardly worth flattering.

506. Adjective clauses cannot always be changed into

adjective word elements. The adjective clauses in the following sentences, for example, cannot be.

There was never yet philosopher
That could endure the toothache patiently.

There is a tide in the affairs of men
Which, taken at the flood, leads on to fortune.

507. An adjective clause may be easily recognized from the fact that it is always used with some noun (or pronoun) and tells something about the person or thing named.

A noun clause in apposition (see par. 494) is really an adjective element, since it explains or modifies a noun.

508. As a relative clause relates to the antecedent, it follows that every relative pronoun introduces an adjective clause describing or determining the antecedent.

NOTE.—The relative pronoun *what* must be carefully distinguished from the interrogative pronoun *what*, and from the adjective *what*. (See pars. 239 and 450.)

509. Just as adjectives may either describe, or point out (or limit) without describing, so adjective clauses are of two sorts, **descriptive** and **determinative**. For example,

Descriptive Adjective Clauses

He is a boy *who works faithfully.*
Birds *that are alike* flock together.

Determinative Adjective Clauses

This is the ring *that I bought.*
Those books *which you wanted* have been sold.

Clauses of the former sort do the work of descriptive adjectives; of the latter sort, the work of demonstrative adjectives.

Exercise 210.—*In Exercises* 118 *and* 119 *pick out the adjective clauses and say what each clause modifies.*

Read again par. 234 *and work again Exercise* 120.

Exercise 211.—*Pick out the adjective clauses in Exercise 120 and say what each modifies.*

510. Adjective clauses may also be introduced by most of the conjunctive adverbs (see pars. 416, 417); as,

1. This is the factory *where my brother works* (where = in which).
2. It shall prosper in the thing *whereto I sent it.*
3. The prisoner was sent back to the place *whence he came.*
4. This was the reason *why I came.*
5. That was the day *when I first saw you.*

Exercise 212.—*Pick out the adjective clauses and say what each modifies.*

1. I remember the house where I was born. 2. I know a bank whereon the wild thyme blows. 3. The reason why he did it is not known. 4. The place whither you are traveling is far away. 5. Look to the rock whence ye are hewn. 6. What is the cause wherefore ye are come?

511. Analysis of sentences containing adjective clauses.[1]

(*a*) Know ye the land where the cypress and myrtle
Are emblems of deeds that are done in their clime?

Complex interrogative sentence.
Subject: *ye*
Predicate:

Know the *land* (object noun)
- where (conj. adv., modifying "Are" and introducing the following clause)
- the cypress and myrtle Are emblems of deeds (complex[2] clause modifier of object noun *land*)
- that are done in their clime (clause modifier of "deeds")

[1] Models of diagrams of complex sentences are given in par. 550.

[2] Complex because it has a subordinate clause (following) of its own.

(*b*) The long-remembered beggar was his guest
Whose beard descending swept his aged breast.

Complex declarative sentence.
Subject:
The long-remembered *beggar*
Whose beard descending swept his aged breast
(clause modifier of "beggar")
Predicate: *was* his *guest* (predicate noun).

Exercise 213.—*Analyze the following sentences.*

1. He is rich enough that wants nothing.
2. The flame that lit the battle's wreck
Shone round him o'er the dead.
3. He is the freeman whom the truth makes free.
4. The thirst that from the soul doth rise
Doth ask a drink divine.
5. Thrice is he armed that hath his quarrel just.
6. The roses soon withered that hung o'er the wave.
7. By ceaseless action all that is subsists.
8. Within the hollow crown
That rounds the mortal temples of a king
Keeps death his court.
9. Nature never did betray
The heart that loved her.
10. The moon, that once was round and full,
Is now a silver boat.
11. It is the hour when from the boughs
The nightingale's high note is heard.
12. The spirits I have raised abandon me.
13. A Turkey carpet was the lawn
Whereon he loved to bound.

14. Bright be the flowery sod
Where first the child's glad spirit loves
Its country and its God.

15. The true old times are dead
When every morning brought a noble chance.

16. Infected be the air whereon they ride.

17. I had a mighty cause
Why I should wish him dead.

18. There came
Two blighting seasons when the fields were left
With half a harvest.

19. [But oh![1]] of all delightful sounds
Of evening or of morn
The sweetest is the voice of love
That welcomes his return.

20. [And] ever like base cowards who leave their ranks
In danger's hour before the rush of steel,
Drifted away, disorderly, the planks
From underneath her,[2] keel.

Adverbial Clauses

512. The work of an adverb may be done by an adverbial clause; thus,

	Adverb	*Adverbial clause*
Time.	My sister will come *presently.*	My sister will come *when she has finished her lessons.*
Place.	Go *hence.*	Go *where glory waits thee.*
Manner.	They came *quickly.*	Not *as the conqueror comes,* they, the true-hearted, came.
Degree.	I am *much* stronger.	I am stronger *than my sister* [*is strong*].
Purpose.	I go *intentionally.*	I go *that I may see justice done.*

[1] Omit. [2] The wrecked ship *Birkenhead.*

Other adverbial clauses express ideas, such as those of cause, purpose, result, condition and concession, that cannot be expressed by mere adverbs.

513. An adverbial clause, like an adverb, modifies a verb, an adjective, or an adverb.

In the examples just given the adverbial clause of time modifies the verb *will come;* the adverbial clause of place and that of purpose modify the verb *go;* the adverbial clause of manner modifies the verb *came;* the adverbial clause of degree modifies the adjective *stronger.* In the sentence "I am so tired *that I can go no farther,*" the adverbial clause modifies the adverb *so.*

Read again par. 440.

Exercise 214.—*Pick out the adverbial clauses of time and say what each modifies.*

1. My cousin called while I was out. 2. She stayed till I came back. 3. We saw some beautiful pictures when we were in London. 4. Jim has worked hard since he was promoted. 5. We shall be pleased to see you whenever you arrive. 6. The train had gone before the boy reached the station. 7. The little girl was tired after she had walked a mile. 8. Make hay while the sun shines. 9. He had a fever when he was in Spain. 10. Green was the corn as I rode on my way.

11. Before the bright sun rises over the hill
In the cornfield poor Mary is seen.

12. The king himself has followed her
When she has walked before.

13. Life has passed
With me but roughly since I saw thee last.

14. [And] the heavy night hung dark
The hills and waters o'er,
When a band of exiles moored their bark
On the wild New England shore.

15. Could you make it whole by crying
Till your eyes and nose are red?

16. Daily near my table steal
While I pick my scanty meal.

17. Three wives sat up in the lighthouse tower
And trimmed the lamps as the sun went down.

Exercise 215.—*Pick out the adverbial clauses of place and say what each modifies.*

1. The man has returned whence he came. 2. Go whither I sent you. 3. Go where glory waits thee. 4. The servant must go wherever he is told. 5. Smooth runs the water where the brook is deep. 6. Fools rush in where angels fear to tread. 7. Where thou dwellest I will dwell. 8. Where the carcass is, there will the eagles be gathered together. 9. Where ignorance is bliss 'tis folly to be wise. 10. Wherever I went was my poor dog Tray.

11. There, where a few torn shrubs the place disclose,
The village preacher's modest mansion rose.

Exercise 216.—*Pick out the adverbial clauses of manner and say what each modifies.*

1. As heroes think, so thought the Bruce. 2. As the hart panteth after the waterbrooks, so panteth my soul after Thee. 3. An honest man speaks as he thinks. 4. As the tree falls, so must it lie.

5. As the sun breaks through the darkest clouds,
So honor peereth in the meanest habit.

6. Let the world go how it will.

7. Not as the conqueror comes
They, the true-hearted, came.

8. My muse doth not delight
Me as she did before;
My hand and pen are not in plight
As they have been of yore.

514. All but one of the adverbial clauses of manner given in the last Exercise are introduced by the word *as*. This word also introduces adverbial clauses of degree; as, "The house is not so big *as I expected*"

Here, "as I expected" is an adverbial clause of degree modifying the adverb *so*.

515. Adverbial clauses of degree are also introduced by the conjunction *than* and the conjunctive adverb *the* (see pars. 416, 417, and footnote); as,

Half a loaf is better *than no bread*.
The higher you aim the higher you will reach.

"Than no bread [is good]" is an adverbial clause of degree modifying *better*. "The higher you aim" is an adverbial clause of degree modifying the second *the*. It means, "You will reach higher *as* (or *while*) you aim higher."[1]

516. Adverbial clauses of degree generally have several words "understood"; thus,

Sentence with words "understood"	*Sentence in full*
1. The boy is as old *as the girl*.	The boy is as old *as the girl is old*.
2. Wisdom is better *than riches*.	Wisdom is better than *riches are good*.
3. *The more* the merrier.	*The more we are* the merrier (we shall be).

Exercise 217.—*Pick out the adverbial clauses of degree, in the following sentences, say what each modifies, and fill in the words understood.*

[Remember that adverbial clauses of degree always modify adjectives or adverbs.]

[1] Or, more accurately, "You will reach higher *in the proportion or degree in which* you aim higher."

1. The child's hands are as cold as ice. 2. What is stronger than the lion? 3. What is sweeter than honey? 4. A man on a bicycle goes faster than a man on a horse. 5. I am a man more sinned against than sinning. 6. The general was as lucky as he was clever. 7. The harder you study the more you will learn. 8. The fellow is lazier than ever. 9. The more some men have the more they want.

Exercise 218.—*Pick out the adverbial clauses of cause and say what each modifies.*

1. I came because you called me. 2. I came, for you wanted me. 3. I came, as you sent for me. 4. I will stay, since you wish it. 5. The dog could not enter, because the hole was too small. 6. Corruption was necessary to the Tudors, for their Parliaments were feeble. 7. The sailors would not go to sea, for the ship was rotten. 8. As you are tired, you may rest. 9. We love him because he first loved us. 10. Since my country calls me, I obey. 11. Freely we serve, because we freely love.

Exercise 219.—*Pick out the adverbial clauses of purpose and say what each modifies.*

1. A temperate man eats that he may live. 2. A glutton lives that he may eat. 3. Beware lest you fall. 4. She went on tiptoe, lest she should wake the baby. 5. Judge not, that ye be not judged. 6. The boy is studying so that he may win the prize. 7. Let my people go, that they may serve me. 8. I went to the window, in order that I might see more clearly. 9. Be silent, so you may hear. 10. Have respect to mine honor, that you may believe. 11. Awake your senses, that you may the better judge.

Exercise 220.—*Pick out the adverbial clauses of result and say what each modifies.*

1. The mountain is so high that you cannot see the top of it. 2. That man is so dishonest that no one trusts him.

3. The king was such a tyrant that his subjects at last rebelled. 4. Tom was such a kind fellow that all his companions loved him. 5. The people were so tired of James's rule that they would not fight for him. 6. My coat is so thick that I do not fear the cold. 7. Your letter is such a scrawl that I cannot read it.

Exercise 221.—*Pick out the adverbial clauses of condition and of concession* (*see par.* 440) *and say what each modifies.*

1. I will come with you if you wish it. 2. You will be punished unless you do better. 3. Except ye repent ye shall all likewise perish. 4. Though he slay me, yet will I trust him. 5. Had your brother been here I should have told him. 6. You must obey the laws however you may dislike them. 7. Help will be welcome whoever brings it. 8. If we had known you were in town, we should have called on you. 9. Though you took his life, bury him as a prince. 10. Though hand join in hand the wicked shall not go unpunished. 11. If you have tears, prepare to shed them now. 12. If thy right eye offend thee, pluck it out. 13. However full of book-knowledge he may be, he is not wise.

14. Had she lived a twelvemonth more,
She had [= would have] not died to-day.

15. Above the crowd
On upward wings could I but fly,
I'd bathe in yon bright cloud.

16. Though the coast seemed near,
Sharks hovered thick along that white sea-brink.

517. Analysis of sentences containing adverbial clauses.

(*a*) I am in blood
Stepp'd in so far that, should I wade no more,
Returning were as tedious as go o'er.

Complex declarative sentence.

Subject: *I*

Predicate:

am Stepp'd in blood so far

{ that (connective)
Returning were as tedious (adverbial clause showing result, modifier of adverb *so*)

1 { as (conj. adverb)
[to] go o'er [is tedious] (adverbial clause showing degree, modifier of adverb *as* preceding *tedious*)

2 { [though] (connective understood)
I should wade no more (adverbial clause showing concession, modifier of verb *were*)

(*b*) Teach me half the gladness
That thy brain must know,
Such harmonious madness
From my lips would flow,
The world should listen then as I am listening now.

Complex declarative sentence.[1]

Subject:

Such harmonious *madness*

{ [that] (connective understood)
the world should listen then (adverbial clause showing result, modifier of adj. *such*)

{ as (conj. adv.)
I am listening now (clause modifier, showing manner, of verb *should listen.*)

[1] See the diagram of this sentence in par. 551.

Predicate:

would flow From my lips

{ [if] (connective understood)
[thou] Teach [to] me half (object) [of] the gladness (adverbial clause showing condition, modifier of verb *would flow*)

{ That (pronoun, object of *know*) thy brain must know (adjective clause, modifier of noun *gladness*)

Exercise 222.—*Analyze the following sentences.*

1. They trimmed the lamps as the sun went down. 2. What is stronger than the lion? 3. I am a man more sinned against than sinning. 4. The more some men have the more they want. 5. Freely we serve, because we freely love. 6. Since my country calls me I obey. 7. The sailors would not go to sea, for the ship was rotten. 8. Judge not, that ye be not judged. 9. Awake your senses, that you may the better judge. 10. The king was such a tyrant that his subjects rebelled. 11. Laziness travels so slowly that Poverty soon overtakes him. 12. I will come if you wish it. 13. Except ye repent, ye shall likewise perish. 14. Though he slay me, yet will I trust him. 15. As a man lives, so must he die.

16. Could you make it whole by crying
Till your eyes and nose are red?

17. There, where a few torn shrubs the place disclose,
The village preacher's modest mansion rose.

18. As the sun breaks through the darkest clouds,
So honor peereth in the meanest habit.

19. The teardrop who can blame,
Though it dim the warrior's aim?

20. One impulse from a vernal wood
May teach you more of man,
Of moral evil and of good,
Than all the sages can.

21. Next morning as I passed.
I found her lying dead.

22. Shut your eyes, for now the day
And the light are gone away.

23. Could I but see a traitor,
How bravely I should fight.

24. So faint I am, these tottering feet
No more my palsied frame can bear.

25. In the blue air no smoky cloud
Hung over wood and lea,
When the old church with the fretted tower
Had a hamlet round its knee.

26. As through the drifting snow she pressed,
The babe was sleeping on her breast.

27. We walked along, while bright and red
Up rose the morning sun.

28. She was a phantom of delight,
When first she gleamed upon my sight.

518. Examine a subordinate clause well before making up your mind what to call it. The same clause may do different work in different sentences; thus,

I know *when he arrived.*
I know the hour *when he arrived.*
I was out *when he arrived.*

"When he arrived" is in the first sentence the object of *know*, and therefore a noun clause; in the second sentence

it modifies the noun *hour*, and is therefore an adjective clause; in the third sentence it modifies the verb *was*, and is therefore an adverbial clause.

Exercise 223.—*Say of what kind each subordinate clause is.*

1. Do you know where he lives? 2. I live where he lives. 3. I live in the village where he lives.

4. I cannot tell how he can write. 5. He writes how he can.

6. As the bell tinkleth so the fool thinketh. 7. I reached the door as the bells were ringing. 8. As the bells were ringing, the children could not sleep.

7. I bless the day when I first saw you. 10. I remember when I first saw you. 11. My sister was abroad when I first saw you.

12. I see whom you are expecting. 13. I see the person whom you are expecting.

14. We asked whence he came. 15. Oxford is the city whence he came. 16. He must return whence he came.

17. This is the hour when all are asleep. 18. The thief comes when all are asleep. 19. Do you know when all are asleep?

20. I know where roses grow. 21. This is the garden where roses grow. 22. Bees hum where roses grow.

Classification of Elements

519. We are able now to complete the *classification of elements* begun in par. 455.

I. *Word elements* may be

(*a*) the subject.
(*b*) the object.
(*c*) the predicate complement.
(*d*) the verb (always regarded as a word element).
(*e*) the subject, object, or complement of a verbal.

(*f*) an adjective modifier, including
adjectives,
participles,
nouns or pronouns in apposition,
nouns or pronouns in the possessive case.
(*g*) an adverbial modifier.
(*h*) a connective element (conjunctions).
(*i*) an independent element (expletives and interjections).

II. *Phrase elements* may be
(*a*) subject (an infinitive).
(*b*) object (an infinitive).
(*c*) object of a preposition (an infinitive).
(*d*) predicate complement (an infinitive or a prepositional phrase).
(*e*) object or complement of a verbal.
(*f*) an adjective modifier } (an infinitive or a prepo-
(*g*) an adverbial modifier } sitional phrase).

III. *Clause elements* may be
(*a*) subject.
(*b*) object.
(*c*) predicate complement.
(*d*) object or complement of a verbal.
(*e*) object of a preposition.
(*f*) adjective modifier, being either
a relative clause,
a clause introduced by a conjunctive adverb,
a clause in apposition.
(*g*) adverbial modifier (introduced by a conjunctive adverb or by a subordinating conjunction).

520. From an examination of this table, it is seen that the subject, the object, the predicate complement, an object or complement of a verbal, an adjective modifier, and an

adverbial modifier may each be either a word element, a phrase element, or a clause element.

Exercise 224.—*Bring in original sentences illustrating each of the kinds of elements mentioned in the table in par.* 519.

Miscellaneous Complex Sentences for Analysis

1. He that loseth his conscience has nothing left that is worth keeping.

2. My advice is that you endeavor to be honestly rich or contentedly poor.

3. The most convenient habit you can acquire is that of letting your habits sit loose upon you.

4. Satire is a sort of glass wherein beholders generally discover everybody's face but their own.

5. He that is giddy thinks the world turns round.

6. Blessed is he that expecteth nothing, for he shall never be disappointed.

7. This is the cat that caught the rat that ate the malt that lay in the house that Jack built.

8. It is not growing like a tree
In bulk doth make man better be.

9. When the infant begins to walk, it thinks it lives in strange times.

10. This morning, like the spirit of a youth
That means to be of note, begins betimes.

11. It's easy finding reasons why other folks should be patient.

12. I knew 'twas I, for many do call me fool.

13. The truth you speak doth lack some gentleness,
And time to speak it in.

14. Soon as the evening shades prevail
The moon takes up the wondrous tale.

15. Lowliness is young ambition's ladder
Whereto the climber upwards turns his face.

16. To me the meanest flower that blows can give
Thoughts that do often lie too deep for tears.

17. Truth is as impossible to be soiled by any outward touch as the sunbeam.

18. Laziness travels so slowly that Poverty soon overtakes him.

19. I stood on the bridge at midnight,
As the clocks were striking the hour.

20. The boy stood on the burning deck
Whence all but him had fled.

21. A time there was, ere England's griefs began,
When every rood of ground maintained its man.

22. That which is a competency for one man is not enough for another.

23. They that govern most make least noise.

24. He who ascends to mountain-tops shall find
The loftiest peaks most wrapped in clouds and snow.

25. Had I but died an hour before this chance
I had lived a blessed time.

26. I love my pretty home,
My little garden gay,
Where all things look so bright
This gladsome first of May.

27. In peace there's nothing so becomes a man
As modest stillness and humility.

28. I feared to view my native spot
Where one who loved it now was not.

29. Clouds that love through air to hasten,
Ere the storm its fury stills,
Helmet-like themselves will fasten
On the heads of towering hills.

30. 'Tis strange the miser should his cares employ
To gain those riches he can ne'er enjoy.

31. Half the ill we do was done
By Mr. Nobody.

32. Regions Cæsar never knew
Thy posterity shall sway.

33. With patience I can bear
A loss I ne'er can know.

34. They set, as sets the morning star, which goes
Not down behind the darkened west.

35. Now 'tis little joy
To know I'm further off from heaven
Than when I was a boy.

36. Go search it there where to be born and die
Of rich and poor make all the history.

37. Hadst thou sprung
In deserts where no men abide
Thou must have uncommended died.

38. Do whate'er you have to do
With a true and earnest will.

COMPOUND SENTENCES

521. Sentences made up of two or more simple or complex sentences connected by coordinating conjunctions are called **compound sentences.**

522. The members of a compound sentence sometimes follow one another without expressed conjunctions; as,

The way was long, the wind was cold,
The minstrel was infirm and old.

In the preceding sentence we have three coördinate clauses:

1. The way was long.
2. The wind was cold.
3. The minstrel was infirm and old.

523. The clauses of a compound sentence are usually joined by expressed conjunctions; as,

They had been friends in youth,
But whispering tongues can poison truth,
And constancy lives in realms above,
And life is thorny and youth is vain.

Here we have five coördinate clauses joined by conjunctions.

A *subordinate* clause is dependent upon some other part of a complex sentence; *coordinate* clauses are quite *independent* of each other.

524. In analyzing compound sentences treat each coordinate clause as though it stood alone.

525. In analyzing a compound sentence which contains *nor* or *neither* and *nor*, it may be necessary to put in an adverb of negation.

The compound sentence "The boy was not clever, nor was he good" may be separated into

1. The boy was not clever.
2. He was [*not*] good.

Exercise 225.—*Analyze the following sentences.*

1. Ye shall not eat of it, neither shall ye touch it.

2. The stream will not flow and the hill will not rise
And the colors have all passed away from her eyes.

3. We lay beneath a spreading oak,
Beside a mossy seat,
And from the turf a fountain broke
And gurgled at our feet.

4. The waves beside them danced, but they
Outdid the sparkling waves in glee.

5. The rainbow comes and goes,
And lovely is the rose,

6. The good south wind still blew behind
But no sweet bird did follow,
Nor any day for food or play
Came to the mariner's hollo.

526. A compound sentence may be made up not only of coordinate simple clauses, but of coordinate complex clauses; as, "I love my brother because he is kind, and I admire him because he is clever;" or of a simple and a complex clause; as, "I speak what I do know, and I lie not."

527. Note that subordinate clauses may also be compounded; as, "We saw your sister when we were going and when we were coming back."

We have here two subordinate clauses which are coordinate; together they may be regarded as a compound subordinate clause. The whole sentence is a complex sentence having but one principal assertion, *we saw*.

Exercise 226.—*Analyze the following sentences.*

1. Charity creates much of the misery it relieves, but does not relieve all the misery it creates.

2. He says what he means and he means what he says.

3. You cannot have what you like, but you can like what you have.

4. The laugher will be for those that have most wit, and the serious for those that have most reason.

5. He that observeth the wind shall not sow, and he that regardeth the clouds shall not reap.

6. If thou be wise, thou shalt be wise for thyself; but if thou scornest, thou alone shalt bear it.

7. We thought as we hollowed his narrow bed
And smoothed down his lonely pillow,
How the foe and the stranger would tread o'er his head.

8. I do not know how old you are
Or whether you can speak.

9. When the rose reigns and locks with ointment shine
Let rigid Cato read these lines of mine.

Review of Analysis

Learn again

528. Separating a sentence into its unit-parts or **elements** is called **analyzing** the sentence.

529. Every sentence must have two parts, the **subject** and the **predicate**.

The **subject** is the word or words denoting the person or thing spoken about (or spoken to).

The **predicate** is what is said about or to the person or thing denoted by the subject.

530. The **subject substantive** may be

(1) A noun.
(2) A pronoun.
(3) An adjective used as a noun.[1]
(4) An infinitive used as a noun.
(5) A gerund.
(6) A noun clause.

531. The **object substantive** may be

(1) A noun.
(2) A pronoun, etc. [like the subject (par. 530)].

[1] Sometimes an adverb used as a noun (see par. 459) may be the subject substantive.

532. The **predicate complement base** may be

(1–6) A noun, etc. [like the subject (par. 530)].

Also,

(7) An adjective.
(8) An infinitive phrase used adjectively.
(9) A prepositional phrase.

533. A noun or pronoun, whether used as the subject substantive, the object substantive, the predicate complement substantive, or the object of a preposition, **may be modified** by

(1) An adjective.
(2) A noun or pronoun in the possessive case.
(3) A noun or pronoun in apposition.
(4) A participle or a participial phrase.
(5) A prepositional phrase.
(6) An infinitive phrase.
(7) An adjective clause.

534. An infinitive or a gerund, whether used as the subject or the object substantive, the predicate complement base, or the object of a preposition, **may be enlarged** by

(1) An object.
(2) A complement.
(3) An adverbial element (word, phrase, or clause).

535. The **predicate base** consists of

(1) An intransitive verb.
(2) A transitive verb in the passive voice.
(3) A transitive active verb with its object.
(4) A copulative verb with the predicate complement.

536. The **predicate base** may have

(1) Modifiers of the verb (adverbial word, phrase, or clause elements).

(2) Enlargements of the object substantive (see pars. 533 and 534).

(3) Enlargements of the predicate complement base (see pars. 532–534). When the predicate complement is an adjective, an infinitive, a gerund, or a prepositional phrase, it may be modified by adverbial elements (word, phrase, or clause).

537. An adjective modifier or an adverbial modifier, as well as a verb, may have adverbial modifiers, expressing time, place, degree, manner, cause, result, purpose, condition, or concession.

538. Any modifier of a noun or a pronoun is an adjective element (word, phrase, or clause).

539. Sentences are simple, complex, or compound.

540. A simple sentence is one which has only one subject and one predicate; but either the subject or the predicate, or both, may be compound.

541. A complex sentence is one which, besides only one principal subject and predicate (simple or compound), contains one or more subordinate clauses with subjects and predicates of their own.

542. Subordinate clauses are divided into

(1) Noun clauses.

(2) Adjective clauses.

(3) Adverbial clauses.

543. A noun clause may be in a complex sentence

(1) The subject.
(2) The predicate complement.
(3) The object.
(4) The object of a preposition.
(5) The object or complement of a verbal.
(6) In apposition.

544. An adjective clause always modifies some noun or pronoun. Adjective clauses are either descriptive or determinative (see par. 509).

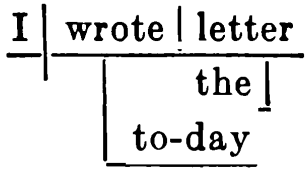
545. An adverbial clause may modify a verb, or a verbal, an adjective element, or an adverbial element, and may be of the sorts mentioned in par. 537.

546. A compound sentence is one which consists of two or more sentences, simple or complex, joined by coordinating conjunctions.

SUPPLEMENT TO PART III

I. Analysis by Diagrams [1]

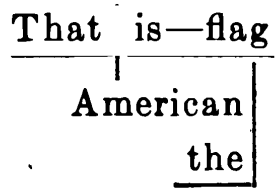
547. To **diagram** a sentence is to write it in such a way as to show the grammatical relations of its parts. Thus the sentence "I wrote the letter to-day" may be diagrammed:



548. In making a diagram, always draw first a horizontal line, and above this write the subject substantive and the predicate base, separating them by a vertical line *crossing* the horizontal line. The predicate base (read again par. 535) may be merely an intransitive verb; or, as in the example above given, a transitive verb and its object substantive; or a copulative verb and the predicate complement base.

The object substantive is to be separated from the transitive verb by a light vertical line, *not* crossing the horizontal line. A predicate complement base is separated from the copulative verb by a dash; thus,

That is the American flag.



[1] See "Notes for Teachers," p. 325, Note 33.

549. (*a*) Modifiers are always to be placed *below* what they modify, and either to the right or the left, at pleasure, as in the two diagrams already given.

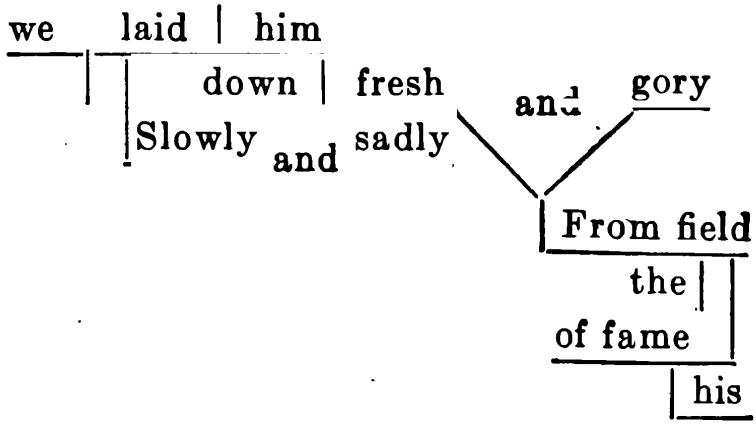
(*b*) Words supplied are to be put in brackets.

(*c*) Connectives must show, by their position in the diagram, what they join.

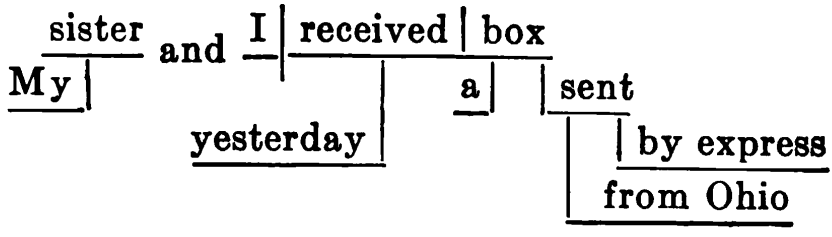
(*d*) Since phrases are simple elements, the two or more words forming the base of an infinitive or a prepositional phrase must never be separated in a diagram.

Exercise 227.—*Examine the following diagrams and tell what they show.*

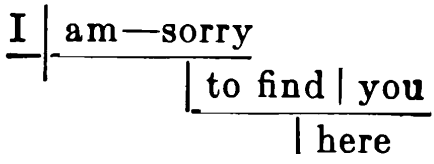
1. Slowly and sadly we laid him down
From the field of his fame fresh and gory.



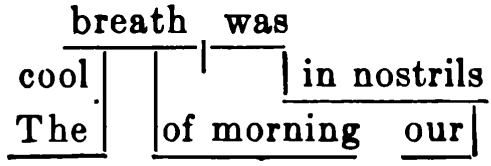
2. My sister and I received a box yesterday, sent by express from Ohio.



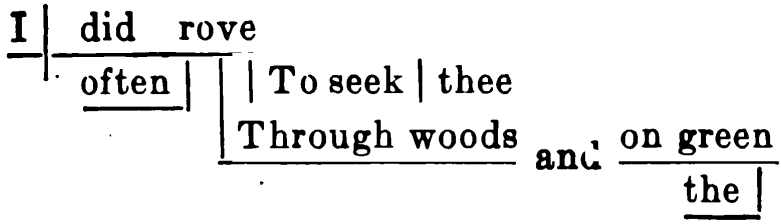
3. I am sorry to find you here.



4. The cool breath of morning was in our nostrils.



5. To seek thee did I often rove
Through woods and on the green.

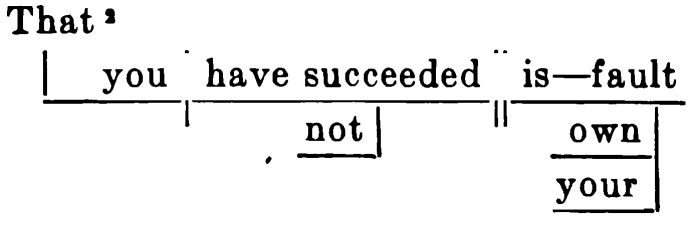


Exercise 228.—*Diagram the sentences found on pages* 255–258.

550. In the **diagrams of complex sentences**, we place a clause element just where we should place a word or phrase element having the same use or office in the sentence.[1] Thus,

1. *Subject clause.*

That you have not succeeded is your own fault.

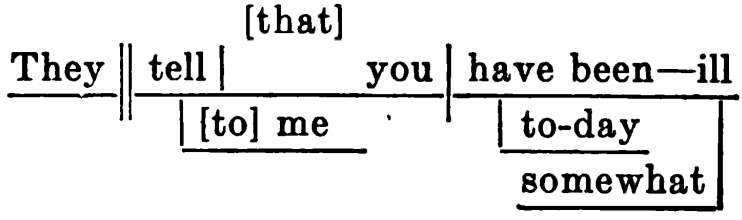


[1] Note that in the diagrams of complex sentences we use a *double* vertical line to separate the *principal* verb from its subject substantive.

[2] *That*, in sentence No. 1, is an introductory conjunction.

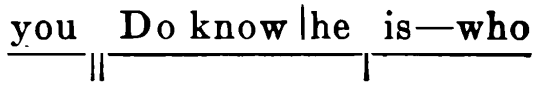
2. *Object clause.*

They tell me you have been somewhat ill to-day.



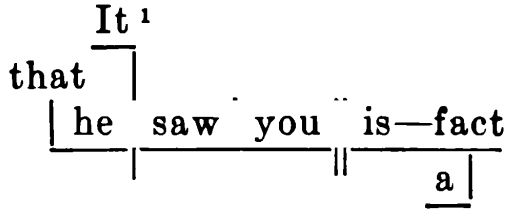
3. *Object clause.*

Do you know who he is?



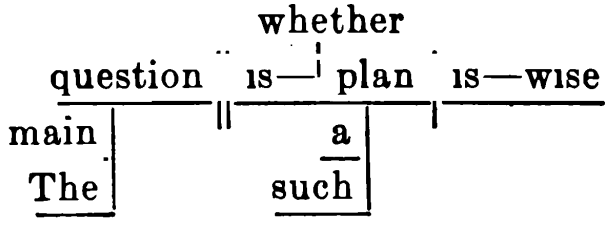
4. *Subject clause.*

It is a fact that he saw you.



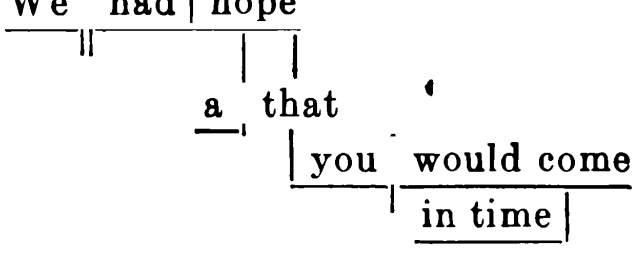
5. *Predicate clause.*

The main question is whether such a plan is wise.



6. *Clause in apposition.*[2]

We had a hope that you would come in time.

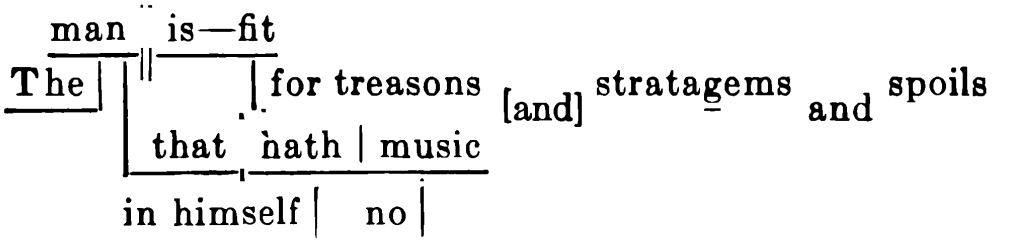


[1] *It*, in such a sentence as No. 4, is an expletive or attendant element.

[2] Such a clause is an adjective element. (See par. 507).

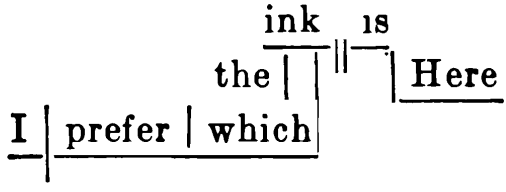
7. *Adjective clause.*

The man that hath no music in himself is fit for treasons, stratagems, and spoils.



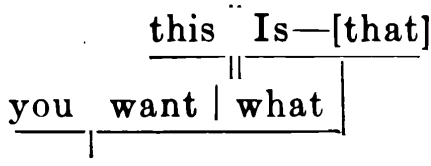
8. *Adjective clause.*[1]

Here is the ink which I prefer.



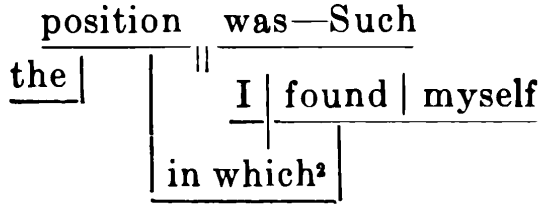
9. *Adjective clause.*

Is this what you want?



10. *Adjective clause.*

Such was the position in which I found myself.

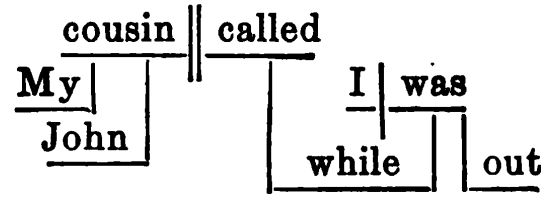


[1] Note that *which*, in this diagram, must be placed as the object of *prefer*, and yet like all relative pronouns, it serves as a connective and must be placed next the joining stem from *ink*.

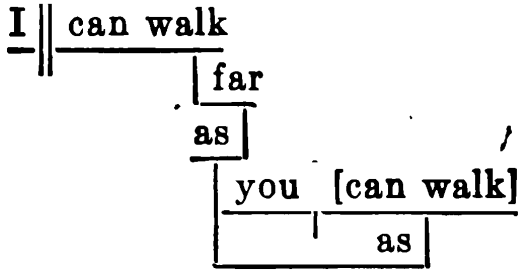
[2] Note that the phrase *in which* is an adverbial modifier of *found* (I found myself *where*?), and that the whole clause modifies the noun *position*. Both these facts the diagram shows. In the same way in sentence 11, next page, the conjunctive adverb *while* is an adverbial modifier of *was*, and also a connective.

11. *Adverbial clause.*

My cousin John called while I was out.



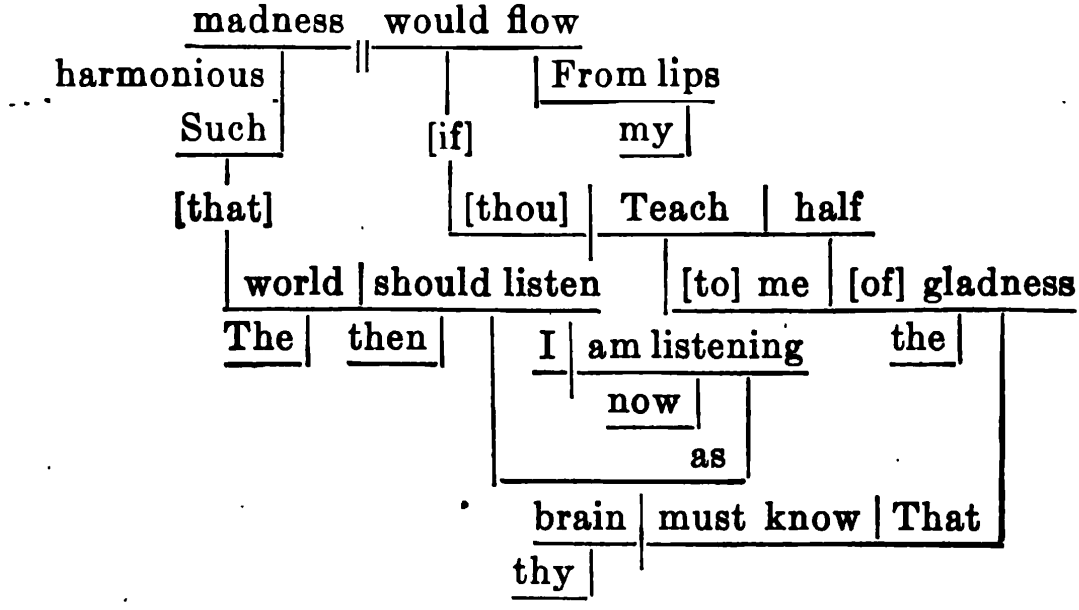
12. *Adverbial clause.* I can walk as far as [1] you.



Exercise 229.—*Diagram the sentences found on pages* 264, 268, 269, 276, 277, *and* 280–282.

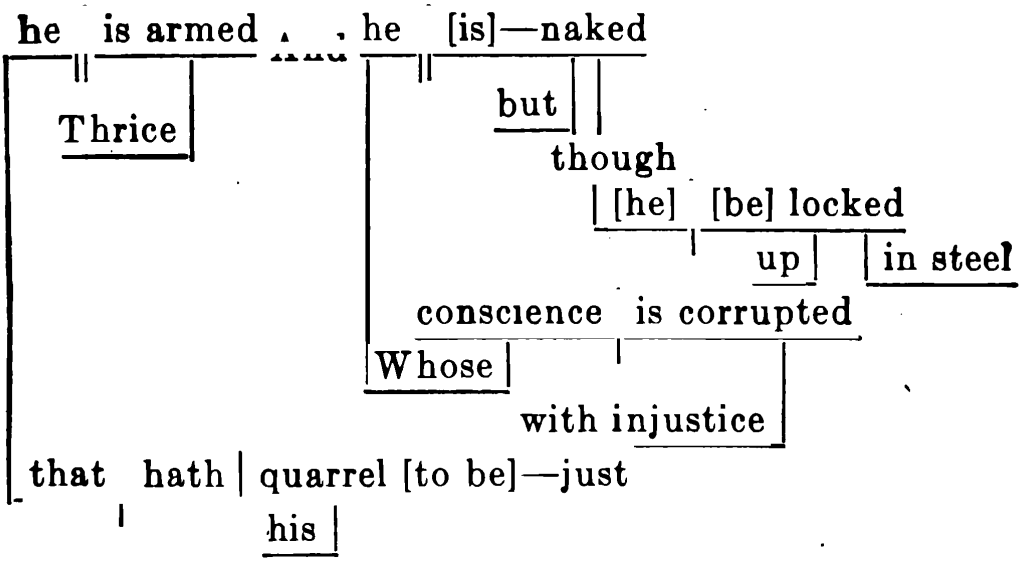
551. Study the following diagrams of (*a*) a long complex sentence, and (*b*) a compound sentence.

(*a*) Teach me half the gladness
That thy brain must know,
Such harmonious madness
From my lips would flow,
The world should listen then as I am listening now.



[1] See pars. 419 and 514.

(*b*) Thrice is he armed that hath his quarrel just,
And he but naked though locked up in steel
Whose conscience with injustice is corrupted.



II. Miscellaneous Simple, Complex, and Compound Sentences for Analysis and Diagramming

1. Opinion in good men is but knowledge in the making.

2. Give me the liberty to know, to utter, and to argue freely according to conscience, above all liberties.

3. A good book is the precious life-blood of a master-spirit, embalmed and treasured up on purpose to a life beyond life.

4. Absence makes the heart grow fonder.

5. All men think all men mortal but themselves.

6. Soothed with the sound the king grew vain.

7. Through the long night watches
May Thine angels spread
Their white wings above me,
Watching round my bed.

8. Our birth is but a sleep and a forgetting.

9. E'en from the tomb the voice of nature cries.

10. I knew a very wise man that believed that if a man were permitted to make all the ballads he need not care who should make the laws of a nation.

11. I know a bank whereon the wild thyme blows,
Where ox-lips and the nodding violet grows.

12. Learning hath gained most by those books by which the printers have lost.

13. The street was wet with the falling snow,
And the woman's feet were weary and slow.

14. The breaking waves dashed high
On a stern and rock-bound coast,
And the woods against a stormy sky
Their giant branches tossed.

15. Many flocks were on the hill, but thou wert owned by none,
And thy mother from thy side for evermore was gone.

16. He was the loved of all, yet none
O'er his low bed may weep.

17. The well-springs that supply
The streams are seldom spent,
For clouds of rain come by
To pay them what they lent.

18. She was afraid to speak,
Lest she might waken one she loved
Far better than her life.

19. Tell father when he comes from work
I said "Good night" to him.

20. They say it was a shocking sight
After the field was won.

21. What peaceful hours I once enjoyed!
How sweet[1] their memory still!
But they have left an aching void
No world can ever fill.

22. Stay then at home and do not go
Or fly abroad to seek for woe.

23. If thou dislik'st the piece thou light'st on first,
Think that, of all that I have writ, the worst.

24. The more I look the more I prove
There's still more cause why I should love.

25. When one is past another care we have;
Thus woe succeeds a woe as wave a wave.

26. Think you mid all the mighty sum
Of things forever speaking,
That nothing of itself will come
But we must still be seeking?

27. When in from school I run
He toddles to the door,
And screams and shouts with fun
Till he tumbles on the floor.

28. He stood alone by the window within,
For he felt that his soul was stained with sin,
And his mother could hear him sob and cry
Because he had told her that wicked lie.

29. The first that died was little Jane;
In bed she moaning lay
Till God relieved her of her pain,
And then she went away.

30. The spider turned him [=himself] round about,
And went into his den,
For well he knew the silly fly
Would soon come back again.

[1] Supply *is*.

31. And parted thus they rest who played
Beneath the same green tree,
Whose voices mingled as they prayed
Around one parent knee.

32. Books are not absolutely dead things, but do contain a potency of life in them to be as active as the soul was whose progeny they are.

33. Who kills a man kills a reasonable creature, God's image; but he who destroys a good book kills reason itself.

34. We boast our light, but if we look not wisely on the sun itself, it smites us into darkness.

35. The sun above the mountain's head,
A freshening lustre mellow
Through all the long green fields has spread,
His first sweet evening yellow.

36. One impulse from a vernal wood
May teach you more of man,
Of moral evil and of good
Than all the sages can.

37. Live while you live, the epicure would say,
And seize the pleasures of the present day.

38. He lives long that lives well, and the time misspent is not lived but lost.

39. To thine own self be true,
And it must follow as the night the day
Thou canst not then be false to any man.

40. Sound the loud timbrel o'er Egypt's dark sea!
Jehovah has triumphed, His people are free.

41. The best notion we can conceive of God may be that He is to the creation what the soul is to the body.

42. Waking or asleep,
Thou of death must deem
Things more true and deep
Than we mortals dream.

43. Whether a measure of government be right or wrong is no matter of fact, but a mere affair of opinion on which men may, as they do, dispute and wrangle without end.

44. Trust men and they will be true to you; treat them greatly and they will show themselves great.

45. To speak agreeably to him with whom we deal is more than to speak in good words, or in good order.

46. The common Lord of all that move,
From whom thy being flowed,
A portion of His boundless love
On that poor worm bestowed.

47. Our doubts are traitors
And make us lose the good we oft might win
By fearing to attempt.

48. Glory is like a circle in the water
Which never ceaseth to enlarge itself
Till, by broad spreading, it disperse to naught.

49. I dare do all that may become a man;
Who dares do more is none.

50. Providence seems impartial in the dispensation which bestows riches upon one and a contempt of riches upon another.

III. Rules of Syntax and Exercises for Correction.[1]

552. Syntax treats of the construction of sentences according to grammatical rules, based upon the use of the language by careful writers and speakers.

[1] See "Notes for Teachers," p. 325, Note 34.

553. The rules of syntax relate to (1) the *case* of nouns and pronouns; (2) the *agreement* of certain kinds of words with others in the sentence; and (3) the correct *use* of certain kinds of words.[1]

554. Rules governing case (of nouns and pronouns).

1. The subject noun or pronoun is in the nominative case (par. 141).

2. The subject of an infinitive is in the objective case (324, 325).

3. The complement of a copulative verb (or infinitive) is in the same case as the subject of it (148, 169, 306).

4. The object of a transitive verb or verbal is in the objective case (154, 160, 326, 330, 342).

5. The object of a preposition is in the objective case (161, 162).

6. The indirect object of a verb is in the objective case without a preposition expressed.

7. Nouns of time, space, and measurement are used in the objective case without any governing verb or preposition expressed (168). (Adverbial objective.)

8. A noun or a pronoun in apposition with another noun or pronoun is in the same case with it (149, 150, 167, 179).

9. A noun or pronoun directly limiting a noun or a gerund denoting a different person or thing is in the possessive case (171).

10. Nouns or pronouns used exclamatorily are in the nominative of exclamation.[2] (153).

[1] Some grammarians include also rules of order or arrangement of words in sentences (as, for example, the caution given in par. 439 respecting the placing of correlative conjunctions), but this subject seems rather to belong to composition and rhetoric than to grammar, except as regards mere correctness of order. See "order" in the Index.

[2] Sometimes the objective case of pronouns is thus used; as, "Ah *me!*" "What, *him!*"

11. Nouns or pronouns used in addressing a person are in the nominative of address (151).

12. Nouns or pronouns used with a participle, but not governed according to any of the above rules, are in the nominative absolute case (152).

555. Rules of Agreement.

13. The form of a verb should agree with its subject substantive in respect to person and number (364, 385). [Two or more singular subjects connected by *and* take a verb in the plural; and two or more singular subjects connected by *or* take a verb in the singular (387, 389)].

14. Verbs in subordinate clauses, and verbals, must be of a form, as respects tense or mood, not conflicting with the tense or the mood of the principal verb.

15. A pronoun agrees with its antecedent in gender, person, and number (218, 219, 245).

16. The adjectives *this* and *that* agree with their nouns in number (253).

556. Rules of Use.

17. An infinitive may be used as a noun, except as a noun in the possessive case (321).

18. An infinitive may be used as an adjective modifier or as an adverbial modifier (323).

19. Adjective elements may be used as predicate complements, or as modifiers of nouns, pronouns, or gerunds (54, 142, 302).

20. Adverbial elements modify verbs, verbals, adjectives, adverbs, phrases, or whole statements (414).

21. A prepositional phrase may be used as a predicate complement, as an adjective modifier, or as an adverbial modifier (464, 465, 472).

22. Coordinating conjunctions join similar elements (436).

23. Subordinating conjunctions join subordinate clauses to the words they modify (87, 437, 440).

24. Subordinate clauses may be used as nouns, adjectives, or adverbs (542).

Exercises on the Rules of Syntax and on Correctness in Inflections

Exercise 230.—*Correct the case-forms of the pronouns in the following sentences, according to Rules* 1 *to* 12 (par. 554).

1. Who did you buy that from? 2. Did you think John was me? 3. Who did you take me to be? 4. Whom would you like to be? 5. This is a matter for you and I to decide at once. 6. We depend upon father, as he who is alone able to provide for us. 7. Now suppose that person were me, what should I have done? 8. Who do you think I saw? 9. Whom do you think he was? 10. With respect to you and he, I think Mr. Flint's behavior was proper enough. 11. I should like to know who is the taller, you or me. 12. Call Dr. Jacobs, he who was at our neighbor's last week. 13. Let you and I go before the others. 14. I will report whomsoever is responsible for this delay. 15. I spoke to several persons standing near Mr. Patterson, but not he. 16. A person whom I think was Mr. Thompson came. 17. I never saw such another untidy girl as her. 18. It is not me who you ought to blame for it. 19. I believe my cousin is as tall as me. 20. You could never be thought him by anyone who knows him. 21. I should like to meet whoever this letter came from. 22. Whom do you suppose is the author of that book? 23. I proved it to be she who we ought to blame. 24. John and me were given tickets for the show. 25. He asked me whom it was. 26. I am not sure who I should ask for. 27. To give me the pony, the most beautiful pony ever seen—I who had never thought of such a thing—that was my uncle's plan. 28. They who are industrious time will duly reward. 29. There is small likeness between the poor Chinaman in a laundry and Prince

Sheng, he who rules a whole province. 30. Who are you determined to send?

Exercise 231.—*Correct the writing of the nouns in the possessive case in the following sentences.*

[Read again pars. 172, 173 and 177.]

1. We have one of Hall's and Martin's safes. 2. Mr. Perkins' house is afire. 3. Is this Brown or Murray's Grammar? 4. These are girl's hats. 5. I want either John or William's book. 6. Mr. Williams' store is the best in town. 7. Oliver Twist is one of Dickens' works. 8. Where is Harrington's and White's law office. 9. I wish to find Mr. Stafford and Mr. Rugg's houses. 10. We are visiting at the Jones's cottage. 11. Mrs. Moss' daughter is living at the Davises's this summer. 12. Here they sell childrens' clothing. 13. I said either Coffin or Wood's carriage would do. 14. I called at the Boardman's on the way home. 15. It is time we heard from the Robinsons's doctor.

Exercise 232.—*In the following sentences use possessives before the gerunds, and tell from the meaning why the sentences as given are incorrect.*

[Read again par. 324, and compare par. 342.]

1. I heard of you having met with an accident. 2. I believe they left on account of him coming there. 3. I have confidence in them doing all that is necessary. 4. Because of the wind blowing so hard we could not go sailing. 5. We were disappointed at your two sisters not having been there. 6. I do not like Miss Carter having spoken as she did. 7. Do not be afraid of me saying anything about it. 8. On account of the sea being rough we postponed our starting. 9. You not having been more prompt was what caused all the trouble. 10. They having been so cordially received is the reason for Mrs. Weatherby being so good-tempered.

Exercise 233.—*In the following sentences select from the words given in parentheses, and give the reason for your selection.*

[Read again pars. 348 and 373.]

a. (Assertions.) 1. I (will, shall) have to go now. 2. I (will, shall) do as I please about this matter. 3. He told me he (should, would) see about it. 4. He said, "I (shall, will) see about it." 5. There (shall, will) not be one stone of it left upon another. 6. William said, "I (shall, will) come to dinner in a few minutes." 7. William said he (would, should) come to dinner soon. 8. He asked me if I (should, would) do him the favor he mentioned, and I said I (should, would) not be able. 9. If you (would, should) be there, I hope you (shall, will) win the prize. 10. They (will, shall) do as I say, you may depend upon it.

b. (Questions.) 1. (Shall, will) you, as you wish, be at the church tonight? 2. (Shall, will) you go with me? 3. (Will, shall) I ever see this place again, I wonder? 4. (Shall, will) John and you be on hand for the ball-game? 5. (Shall, will) he come now, as you desire, or (shall, will) I have to bring him? 6. (Shall, will) you and I go for the spring-water now? 7. (Will, shall) not Helen and Maud do as you asked them to do? 8. Since he wishes it, why (would, should) you not do it? 9. Do you insist that he (shall, will) pay the money?

Exercise 234.—*In the following sentences make the verbs agree in number with their subjects.*

[Read again pars. 385–390.]

1. Each of them say this is no time for it. 2. I wonder which one of the girls do this finer work. 3. Whether the dog or the cat were domesticated by this people are not known. 4. Neither of these stores have any hammocks. 5. Both the man and his son earns a living by fishing. 6. Either you or I are to go. 7. Mr. Marvin does not know

whether you or he have been chosen. 8. Do you think Mary or I is the best one to make it? 9. Every one of the rocks are covered with sea-weed. 10. It is said that almost everybody, while reading that book, are unable to keep from crying. 11. There are a kind of purple shell found here, which are considered beautiful. 12. Each of these boxes that are made of cherry wood contain rose-leaves. 13. A few days by the sea are all we want. 14. I am informed that this jury is all married men.

Exercise 235.—*In the following sentences correct the forms used for the past tense and the past participle.*

1. Jack has beat his brother. 2. The children had began to learn French. 3. The man had broke his leg. 4. My father has just came back from France. 5. The dog has ate its dinner. 6. The dog laid on the mat. 7. Mary had a headache and was laying down. 8. She has already sang two songs. 9. Who rung the bell? 10. The child has drank the medicine. 11. I had fell and hurt my leg. 12. The fight begun at nine o'clock. 13. I had scarcely set down before the rector come in. 14. They have swam across the river. 15. They drunk some lemonade after they had drank the milk. 16. When I saw him I run away as fast as I could. 17. They said he had stole it and eat it. 18. The lion has laid down in the corner of his cage.

Exercise 236.—*Correct the tense-forms used in the following sentences.*

[Note (1) that *have* forms a perfect tense, and therefore helps to denote completed action. There is a difference in meaning between "I hope *to read* the book this morning" and "I hope *to have read* the book this morning." (Par. 347).

(2) Statements of permanent facts are put in the present, as, "He told me where the Yosemite Valley *is*."

(3) The tenses in subordinate clauses must bear a reasonable relation to the tenses of the principal verbs.]

1. He wished me to have gone with her. 2. He said he has not seen his brother for years. 3. The' invalid has appeared to have improved in health. 4. Mr. Davis wished us to have dined with him, but we were obliged to have declined. 5. When I got there I found that he went the day before. 6. I wrote with ink that I supposed to be black at one time, but that was now yellowish. 7. I journeyed all that distance only to have found that the horse was sold the week before. 8. The professor proved that sodium was a metal. 9. We learned that the fir-tree was a cone-bearing tree. 10. He argued that Shakspere's works were superior to Milton's. 11. I have always supposed that the horizon was defined as the line in which the earth and the sky seem to meet. 12. I was surprised to have seen that the Connecticut was so large a river. 13. On reaching the villa Reginald found that Hartleigh is gone. 14. I ascend the hill and see that the herds were moving south. 15. He told me a year ago that he is of the same opinion still.

Exercise 237.—*In the following sentences use the indicative or the subjunctive mood, according to the meanings intended.*

[Read again pars. 312, 313, 317.]

1. If it (rain, rains) to-night I (shall, will) not go. 2. And what if I (was, were) to do it? 3. If the water (rise rises) much higher the dam may break. 4. He wondered whether I (shall, should) be of the same opinion to-morrow. 5. Supposing the wind (was, were) to change, we might have our sail to-day. 6. I do not doubt that he (be, is) the very same man. 7. If I (was, were) you, I (should, would) not care to go there again. 8. If I (was, were) ever there, I do not remember the place now. 9. If that man (be, is) Mr. Edmunds he has certainly changed a great deal. 10. Though he (be, is) ill, he is in no great danger. 11. Though he (slay, slays) me, yet (will, shall) I trust him.

12. Lest you (are, be) captured, you had better remain with the soldiers. 13. I doubt whether I (was, should have been) so patient. 14. If this rock (was, were, had been) softer, it could not have been used to make hammers and axes.

Exercise 238.—*Make the pronouns in the following sentences agree with their antecedents.*

1. No person should leave their money in their room. 2. Each one of us takes their exercise at ten o'clock. 3. Both of those men think too much of his own interest. 4. Either of these tables will do by themselves. 5. If you want any one of these trunks, you had better take them now. 6. If anyone has lost their handkerchief they may find it here at the close of the meeting. 7. Whichever drew the longest splint had to take off their shoes, wade ashore, and tow the boat to the bridge. 8. Each of the members still owing for their materials must pay their bills to-day or to-morrow. 9. No one should lose his or her temper so easily.[1] 10. Any of those houses will be large enough of themselves for all our needs. 11. Any purchaser of our goods who are not satisfied with them may return them within a week.

Exercise 239.—*Correct the following sentences so as to use adjectives and adverbs as they should be used.*

[Read again pars. 303, 424, 425.]

1. Don't strike so hardly. 2. The moon looks beautifully to-night. 3. He did that trick very good. 4. This dinner tastes very nicely. 5. Mr. Booth walked very slow, leaning on his cane. 6. The waves dash highly on that rocky coast. 7. At length the flags, at a sudden signal, all fluttered wild in

[1] In this sentence the antecedent *no one* is of common gender, but as English has no personal pronoun of the common gender, third person, the masculine *he, his, him,* is used. It is not necessary to say *or her,* nor is it good usage.

the breeze. 8. She is considered handsomely by her admirers. 9. I never before saw the sun shining so mild, as it was that day. 10. See how swift that boat is sailing.

Exercise 240.—*In the following sentences correct the choice or the improper omission or insertion of the articles.*

[Read again pars. 275, 276, 279.]

1. Bulgaria is an European country. 2. There were the house and barn close together. 3. He is a gentleman and scholar. 4. Here come the President and Secretary of State. 5. Both the milk and water are bad. 6. He is the equal or superior of any of his companions. 7. At the light-house they have a fog-bell and fog-horn. 8. Father bought us a hammock and croquet set. 9. The table and chair are new. 10. The movement of waves and gliding of snakes are very similar. 11. Do you like the red and the blue rug better? 12. The French and English troops fought side by side.

Exercise 241.—*Correct the following sentences so as to make the arrangement show to what nouns or pronouns the participles, gerunds, or adjectives refer or belong.*

[Read again pars. 335, 341.]

1. On returning to the city, it was found that the whole family had gone. 2. Turning the corner suddenly a strange scene was before us. 3. Tired of the country, it was decided that we return home. 4. This pronoun is used when speaking of more than one. 5. When all ready to go an accident occurred that delayed us an hour. 6. After washing anything in flamine the article cannot be set on fire. 7. After bathing the foot in hot water the pain diminished. 8. Blotted and smeared with ink, we had to send the letter without waiting to copy it. 9. Approving of this idea the wounded horse was killed at once, and we resumed the march.

Exercise 242.—*Correct the use of conjunctions in the following sentences.*

[(*a*) Read again par. 452.

(*b*) According to Rule 22, par. 556, the use of *and* before a relative pronoun is incorrect unless it connects two relative clauses having the same antecedent.

(*c*) After a negative prefer *so* to *as*.]

1. Do like I do. 2. He talks like he knew how to sail a boat. 3. He is a man of some ability and who has held several offices in this country. 4. He spoke of his oration like he had studied it thoroughly. 5. He is not as well as he thinks he is. 6. He can do the work just so well as I. 7. No man unable to read and who cannot write his name ought to be allowed to vote. 8. The child is not sleeping as well as usual. 9. I bought a chair of solid mahogany and which had inlaid work on it.

APPENDIX

RULES FOR SPELLING, CAPITALIZATION, AND PUNCTUATION

Read again paragraphs 118, 285, *and* 329.

557. (*a*) A word of one syllable (such as bid, or run), or a word accented on its last syllable (as begin′, compel′) *doubles* the final consonant before an added syllable beginning with a vowel; as, put, putt-ing; befit′, befitt-ing; confer′, conferr-ing. But

(*b*) If the last syllable contains two vowels (as eat, retain′), or if the word is accented on some other than the last syllable (as trav′el, dif′fer), the final consonant is *not doubled.* Thus, boat′ed, complain′ing, conceal′ing, wor′shiper, rap′idest.

(*c*) Final *e* (not sounded, as in slice, plate) is usually dropped when a syllable beginning with a vowel is added; as, change, changing; write, writing; contrive, contrivance. (But words ending in *ge* or *ce* keep the *e* if the added syllable begins with *a*, *o*, or *u;* as chargeable, advantageous, serviceable.)

(*d*) If the added syllable begins with a consonant, the final *e* silent is generally retained; as, rude, rudeness; care, careful. (Exceptions are *judgment, acknowledgment.*)

(*e*) If a word ends in a double consonant (as, call) it usually adds a syllable without change; as tall, tallness; ebb, ebbing; will, willful. (Exceptions: welfare, fulfill, altogether, almost.)

(*f*) The added syllable may *precede* the word that ends with a double consonant; as in re-tell, fare-well, down-fall. (Exceptions: until, and adjectives ending in -ful, as care-ful.)

(*g*) Final *y*, if preceded by a consonant, usually changes to *i* before added syllables (except *-ing*) beginning with a vowel; as, rely, reliable; comply, compliance; pretty, prettiest.

(*h*) Final *y*, if preceded by a vowel, or followed by *-ing*, is kept; as donkey, donkeys; volley, volleying; cry, crying.

558. A capital should begin

(*a*) The first word of every sentence.

(*b*) The first word in every line of verse.

(*c*) Every proper noun or proper adjective (as English, Latin).

(*d*) The names of the days of the week and the months of the year.

(*e*) Titles of honor (as His Excellency, the Governor).

(*f*) Names or titles of God (as Providence, the Lord).

(*g*) The main words in a heading, or in a title of a book (as, "The Man with the Iron Mask").

(*h*) Words meant to be regarded as important (as, "during the Civil War," etc.).

(*i*) The first word of a formal quotation (as, Pope says, "The proper study of mankind is man").

(*k*) The pronoun I, and the interjection O.

559. The points used to mark the end of the sentence are the period (.), the question mark (?) and the exclamation (!).

(*a*) The exclamation mark is used after exclamatory sentences, and frequently after interjections, or names spoken as exclamations.

(*b*) The question mark is used after interrogative sentences, or after direct questions.

(*c*) The period is used at the end of declarative and imperative sentences. But after a short emphatic command the exclamation mark may be used (as, "Go away!").

(*d*) The period is used also to mark abbreviations; as, Rev. Mr. J. E. Brown, D.D.

560. The marks used within a sentence are the comma (,), the semicolon (;), the colon (:), the quotation marks (" "), the dash (—), and the parentheses, ( ).

561. The *comma* is used

(*a*) After a nominative of address; as, "John, come here."

(*b*) Just before a quotation; "He said, 'I wish to speak.'"

(*c*) To separate words in a series, or pairs of words in a series; as, "I bought pen, ink, paper, and blotters;" "Young and old, rich and poor, sick and well, all heard him gladly."

(*d*) To separate explanatory or thrown-in words or expressions from the rest of the sentence; as,

Word in apposition

The old blacksmith, Perkins, has moved.

Inserted phrases and statements

I think, in fact, you were mistaken.

The old man, now reduced to poverty, was ready to die.

I saw, when the battle was over, that no advantage had been won.

Mr. Fish, who painted this picture, is here to-day.

562. The *semicolon* is used to separate coordinate members, or the main parts of sentences when each part

contains commas; as, "After the spring rains the grass begins to be green; under the warmth of the sun, now more and more noticeable, the buds swell and open." (Find other illustrations in this book.)

563. The *colon* is used chiefly to indicate that a list or a statement (sometimes an emphatic quotation) is to follow; as, "I bought the following articles: a pound of tea, a quantity of sugar," etc. Or, "He then spoke these words: 'You have gone far enough.'"

564. The *quotation marks* are used to inclose direct quotations, and sometimes to indicate nicknames, slang expressions, and titles of books.

If a quotation occurs within a quotation, single quotation marks are used as well as the double ones; as "John said, 'I heard father cry, "Don't enter this house again."'"

565. The *dash* is used to mark a breaking off in the sentence; as, "As I was going along Pearl Street—were you ever there?" If, after such an interruption, the sentence is resumed again, another dash must be used.

566. The *parentheses* inclose words that might be omitted and still leave a complete sentence; as, "When I reached home (it had been raining all the evening) I was tired and miserable."

567. Other marks used in writing are as follows.

(*a*) The *apostrophe* (') is used to mark the omission of a letter, as in can't, ne'er, o'clock; and it is a part of all *nouns* in the possessive case (see paragraphs 172, 173).

(*b*) The *hyphen* (-) is used to separate the syllables of a word, chiefly at the end of a line when a part of the word must go on the next line; as, sepa-rate, pronun-ciation,

chatter-ing. The hyphen is also used to separate the parts of a compound word; as, a piece of rose-quartz, capitol-dome.

(*c*) Such marks as * † ‡ § ^{a} ^{b} ^{1} ^{2}, etc., are used to call attention to notes at the foot of the page, or elsewhere.

(*d*) The *caret* (∧) calls attention to a word or words omitted, and supplied above or in the margin.

(*e*) Underscoring a word once means that it should be printed in italics or read with emphasis; twice, that it should be printed in small capital letters; three times, that it is to be printed in large capitals, as in a heading or title of a chapter or of a book.

EDITOR'S NOTES FOR TEACHERS

I. On Some Points of Grammar

1. Teachers may be found who are careful to tell their pupils that a noun is the name of a thing and not the thing itself, and who yet will say that a verb tells what a noun does. A very little thought will show that a verb (if it speaks at all of doing) tells of the action of some person or thing, and not of the action of some noun.

2. Only the third person of the verb *be* is given in pars. 10 and 11; the first and second persons will be given after pronouns.

3. The other auxiliary verbs, *can, could, may, might, must, do,* and *did,* will be dealt with in Part II.

4. Young teachers should avoid the common error of saying that the verb *be* tells what a thing is. In the sentence "Sugar is sweet," *is* certainly does not say what sugar is. In logic, *sweet* is the predicate and *is* the copula.

5. The emphatic use of these words is dealt with in pars. 223, 224.

6. The definition of a pronoun given in par. 43 would not satisfy a logician, but a definition which would satisfy a logician would not satisfy a teacher of young children, for it would be unintelligible to them.

7. The word *article* is from the Latin *articulus,* a small joint.

Dr. Abbott ["How to Parse," p. xix.] defines *article* as "A name

(*a*) Correctly given by the Greeks to their article, because it served as a *joint* uniting several words together.

(*b*) Then loosely applied by the Latins (as was natural, seeing they had no article) to any short word, whether verb, conjunction, or pronoun.

(*c*) Foolishly introduced into English and once used to denote *the* and *a*."

8. "The words *yes*, *yea*, *ay*, *no*, are called adverbs and seem to have an adverbial force, but, as Mr. C. P. Mason remarks, they are never used to qualify verbs, adjectives, or other adverbs, and therefore appear scarcely entitled to the appellation. He proposes to call them interjections, but this, too, seems objectionable, as they are not outbursts of emotion, like *Alas! Hurrah!* and the like. They are rather a species of relative words which express a speaker's assent or denial to a particular statement, not by repeating the statement, but by referring to it as just having been enounced. Many [other adverbs] may be detached in the same way from the sentence that they qualify; for example, *certainly*, *surely*, *indeed*, etc. The adverb then stands alone by an obvious ellipsis."—BAIN: *A Higher English Grammar*, p. 73.

9. Mr. Mason defines a preposition as "a word which when placed before a noun or pronoun denotes some relation in which a thing, or some action or attribute of a thing, stands to something else." As a logical definition this is perhaps better than the one given in the text, but I do not think that children could understand it. Teachers must decide for themselves what their pupils should learn.

Dr. Morell defines a preposition as "a word which shows the relation of a noun or pronoun to some other word in the sentence," and many other writers give substantially the same definition. That, however, is open to very serious objection; it confounds *names* and *things*. In the sentence "I see the book on the table," *on* does not show the relation between the noun *table* and the noun *book*, but between the *things*.

10. The classification of nouns given in the text, into proper, common, collective, and abstract, is a practical

rather than a logical division. All nouns are to be divided into proper and common, and the latter should therefore include class nouns, collective, and abstract nouns. A collective noun is a sort of common noun, because it is the name of all groups of its kind. This is plain when we consider the plurals of collective nouns, as *armies, flocks.* When abstract nouns are pluralized, as *fears, pleasures, arts,* etc., they assume, to some extent, the nature of class nouns.

A complete classification would add another class of common nouns, viz., material nouns—the names of kinds of material; as, *gold, iron, metal, liquid, dirt, glass.* When such nouns are pluralized, as *oils, calicoes, clays, soils,* etc., they obviously become class nouns.

11. The Report of the Committee on Grammatical Nomenclature, of the National Educational Association (July, 1913), recommended substituting for the familiar case-names objective and possessive the terms accusative (or accusative-dative) and genitive. Two arguments are offered: (1) that the possessive case does not always show possession, (2) that if the Latin case-names are used, the pupil will pass more easily from English grammar to Latin grammar. The first reason would apply to any case-name; the genitive does not always show genesis; the nominative is not always the case of the name-word or subject; etc. As for the second reason, the proportion of American children who ever study Latin is very small; and, for those who do, the transition from the English possessive and objective to the Latin genitive, dative, accusative, and ablative, is a matter of very slight difficulty.

12. The Report mentioned in Note 11 recommends a totally different handling of words like *my, mine, our, ours,* etc. According to this Report *my, our,* etc., should be called "possessive adjectives," not pronouns at all; and *mine, ours,* etc., should be called "possessive pronouns," and not classified as personal pronouns. There are very sound reasons for rejecting these views. In the first place, all these words are, as is clearly seen in pars. 38-40, pronouns;

furthermore, they are personal pronouns for the reason stated in par. 206. There is no more reason for calling *her* an adjective than for calling *ship's* an adjective when we speak of "a ship's keel;" or than for calling *cujus* and *ejus* adjectives, in Latin. Both the noun and the pronoun in the possessive case modify a noun, to be sure, and are adjective elements, but a noun may be put in the possessive case without ceasing to be called a noun, and so may its equivalent pronoun.

As for calling *mine, ours, hers,* etc., not personal but "possessive" pronouns, there is nothing to be said for it except that it adds a refinement of classification; and in general we need rather to simplify than to extend grammatical classifications. These words, besides, are personal pronouns for the plain reason given in par. 206.

13. *Should,* in the sentences given in par. 316, has no trace of its primary meaning of duty or oughtness. "If he should see me," means merely "If he were to see me"; it expresses a mere supposition. But if *could* were used, the verb would contain more than a supposition of his seeing me; the sentence would mean "If he were *able* to see me." Also, " If he *would* see me" means " If he were *willing* to see me"; " If he *might* see me" means " If he were *allowed* to see me" or " If it were *possible*"; " If he *may* see me" means " If it be now possible for him to see me." Thus it is clear that *should* is the only pure or colorless auxiliary of the subjunctive mood. The others express shades of meanings belonging to themselves; *should* expresses a mere supposition of the act indicated by the main verb.

When used in the indicative mood, however, *should,* like the other auxiliaries, retains its primary signification. (See pars. 317, 373.)

14. As a matter of grammar the study of the sub-tenses and of the forms of the verb is not specially important, but with a view to composition it is very useful, because it calls attention to the shades of meaning which may be conveyed by auxiliaries.

Teachers who look upon the sub-tenses as a needless

refinement or one beyond their pupils must take pains to show that the present perfect is present and not past.

15. (*a*) The forms given for the subjunctive present in this and the other conjugations are of course used; as, "He robs, lest he *have* less than his due;" " I will go now, for fear that he *call* me." But it should be noted that the forms put down as subjunctive past are frequently used also as a subjunctive present; as, "*Had* I the wings of a dove" [meaning if I had wings *now*]; " I wish I *had* my microscope here" [meaning *now*]. So with past subjunctives made with auxiliaries (see par. 316), " I wished she *could read* it " (or "might read," or "would read "); these also may be used as present subjunctives; as, " If my mother *could* but *know* that" [now]; " If he *would have* this, he might take it now."

(*b*) Further, not only may any past subjunctive form be used as a present subjunctive; but any form used as a present subjunctive of a verb, may be used as a future subjunctive; as, " I hope we *have* good weather to-morrow;" " I doubt whether you *may succeed*;" " I am afraid she *might* not *find* me here to-morrow;" " If you *would bring* your banjo to-night we could have singing;" " We shall have to give up the plan, unless you *could manage* to get away next week;" " If, at the end of a year from now, I *had* a thousand dollars, I should travel."

(*c*) It might similarly be shown that a past perfect subjunctive form may be used as a present perfect subjunctive; as,

If I *had finished* this work [now] I could go with you.
I wish I *could have had* my boat here by this time.

and (*d*) that a present perfect subjunctive form may be used as a future perfect subjunctive; as,

I doubt whether I *could have had* the work done by next Thursday, if I had undertaken it.

Since the subjunctive forms are thus largely interchangeable (though the distinctly present forms cannot be used as

past tense), the conjugations are given as in the text for the sake of simplicity. Older pupils may be taught to find the tense of any verb by thinking of the *meaning* of it—the time thought of by the writer or speaker.

16. It must be borne in mind that conjunctive adverbs (see pars. 416, 417) and relative pronouns (see par. 230) also join subordinate or modifying statements to the word they modify or limit. They do the work, therefore, of subordinating conjunctions, but they are called adverbs and pronouns because they seem to belong rather under those parts of speech than under conjunctions. Conjunctive adverbs may join a statement to a noun or to a verb; relative pronouns always join statements to nouns or pronouns, their antecedents. A relative pronoun, therefore, always introduces an adjective clause, while a conjunctive adverb may introduce an adjective or an adverbial clause (see par. 510).

17. "Indirect object" is a perfectly legitimate term when legitimately used, but it is often strangely misapplied. The words printed in italics in the following sentences are by some grammarians called indirect objects:

> The people made Edward *king.*
> We saw the ship *sink in the waves.*
> I am ready *to start.*

It is difficult to see how the last sentence can have an object of any kind when it has no transitive verb.

18. *But* is in some cases a very difficult word to deal with, especially as good writers do not agree in the use of it. Some, for example, say "but I," and some "but me." In such an expression as "Whence all *but he* had fled," *but* must be regarded as an adversative conjunction; the meaning being, "Whence all had fled, but he had not fled." This, however, is rather absurd, and the use of *but* as a preposition is to be preferred.

II. On the Teaching of Grammar

19. Nothing is said here or elsewhere to indicate whether the exercises are to be worked orally or in writing; the decision is left in every case to the teacher. Now and then, however, an exercise is so long that children could hardly be expected to work the whole of it in writing.

20. Proper nouns are taken first, because young children, knowing nothing of grammar, will recognize instantly that *Jack*, for example, is a name, while they might fail to see at once that *boy* is also a name.

21. The teacher will, of course, note that several kinds of type are used in this book, and may be guided by the following explanation. Terms or statements of great importance are printed in black-face type. Of the plain type, the larger size is used for such of the numbered paragraphs as contain the essentials of grammar. Paragraphs printed in smaller type contain explanations or other matter of secondary importance. Such of these paragraphs as are preceded by an asterisk (*) may, at the discretion of the teacher, be omitted.

22. Exercise 22 should be worked again and again, and when similar sentences occur in the reading lesson the children should be asked to pick out the verbs. Some sentences of the kind will be found in Exercise 60.

23. These sentences may prove rather confusing to children, but they will become quite clear if the teacher will make two pupils stand out and let one personate Mr. Wells and the other Mr. Brown.

24. The method of elementary parsing shown in the text is taken (with a slight alteration) from "How to tell the Parts of Speech." Dr. Abbott strongly (and, as I think, rightly) maintains that a child should first be taught to see what a word *does* and thence infer what it *is*. The keynote to any profitable system of teaching grammar is *therefore*, not *because*. "Giving reasons *after* the answer is not the same mental process as giving *first* the facts and then deducing the

answer from the facts. A boy that has given a bad answer will generally find little difficulty in supporting it with a bad reason. But if you fix his attention *first* on what the word does, *before he has committed himself to an error*, and while his mind is open to receive the truth, he is more likely to reason in an unbiased and honest way; and, besides, he will attach importance to that which is really important—I mean the function and not the name of the word."—*Preface to "How to tell the Parts of Speech."*

25. Children should not be taught to trust to mechanical rules for determining what part of speech a word is, but the peculiarities mentioned in the text are worth noting.

26. If the children are studying foreign languages, they may take par. 127; if they are not, it should be omitted.

27. If the children are studying Latin or German or French, teachers should show them that English is now devoid of *grammatical* gender.

28. The method of dealing with relative pronouns adopted in the text was suggested by Dr. Abbott's "How to tell the Parts of Speech."

29. If the pupils are young, they need not study gerunds till they come to the minute analysis of sentences.

30. This list and those following it have been taken, with very little change, from Dr. Morris. They are given in order that they may be referred to when necessary. It is not intended that they should be learned by rote, for the pupils *being English-speaking* know the past and the participles of most common verbs before they begin to study grammar. Teachers should ask questions on the lists and then set those verbs to be learned with which the children are not quite familiar.

31. Children should not be set to *learn* the conjugations by rote. They know how to *use* a verb before they have begun to study grammar. When, therefore, they have thoroughly mastered the meaning of voices, moods, tenses, persons, and numbers, they ought to be able, with a little guidance, *to make up* a conjugation. They would thus be

engaged in an interesting exercise of the intelligence, while learning by rote would be only a tedious exercise of the memory.

32. Analysis is a valuable exercise, since it calls for clear thinking and for much practice in the use of English. Diagramming (see pars. 547-551) may be employed more or less as a substitute for oral or written analysis, or for illustration (as a drawing) of a difficult sentence.

33. The system of diagramming here given has the advantages of accuracy and clearness. A diagram is a graphic representation of the relations of the parts of a sentence, and it should show unmistakably the nature and use of every element. Such graphic representation is economical of time and space, and for advanced pupils it is, if not overdone, an excellent means of showing complete grammatical grasp of a sentence. It conduces to the better understanding, and therefore to the better use, of written English.

34. "The author is utterly at a loss to conceive on what principle the introduction of faulty sentences for correction can be objected to. Specimens of bad spelling for correction are injurious, because, in English, spelling is not reducible to fixed rules, but is for the most part a matter of simple recollection, and if the eye gets accustomed to the look of ill-spelt words, it is often difficult to recollect the correct mode of spelling them. Syntactical errors are of a totally different kind. They admit of being corrected on fixed principles; and as the learner is pretty sure to meet with numerous examples of faulty sentences, both in conversation and in reading, it seems desirable that he should have some practice in the correction of those mistakes which are of most frequent occurrence. Those who object to exercises of this kind should, to be consistent, exclude from books on logic all specimens of fallacies given for the purpose of correction. Yet those who have studied and taught logic are aware that few exercises are more beneficial."—MASON: *English Grammar*, ed. 1861, p. 173.

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