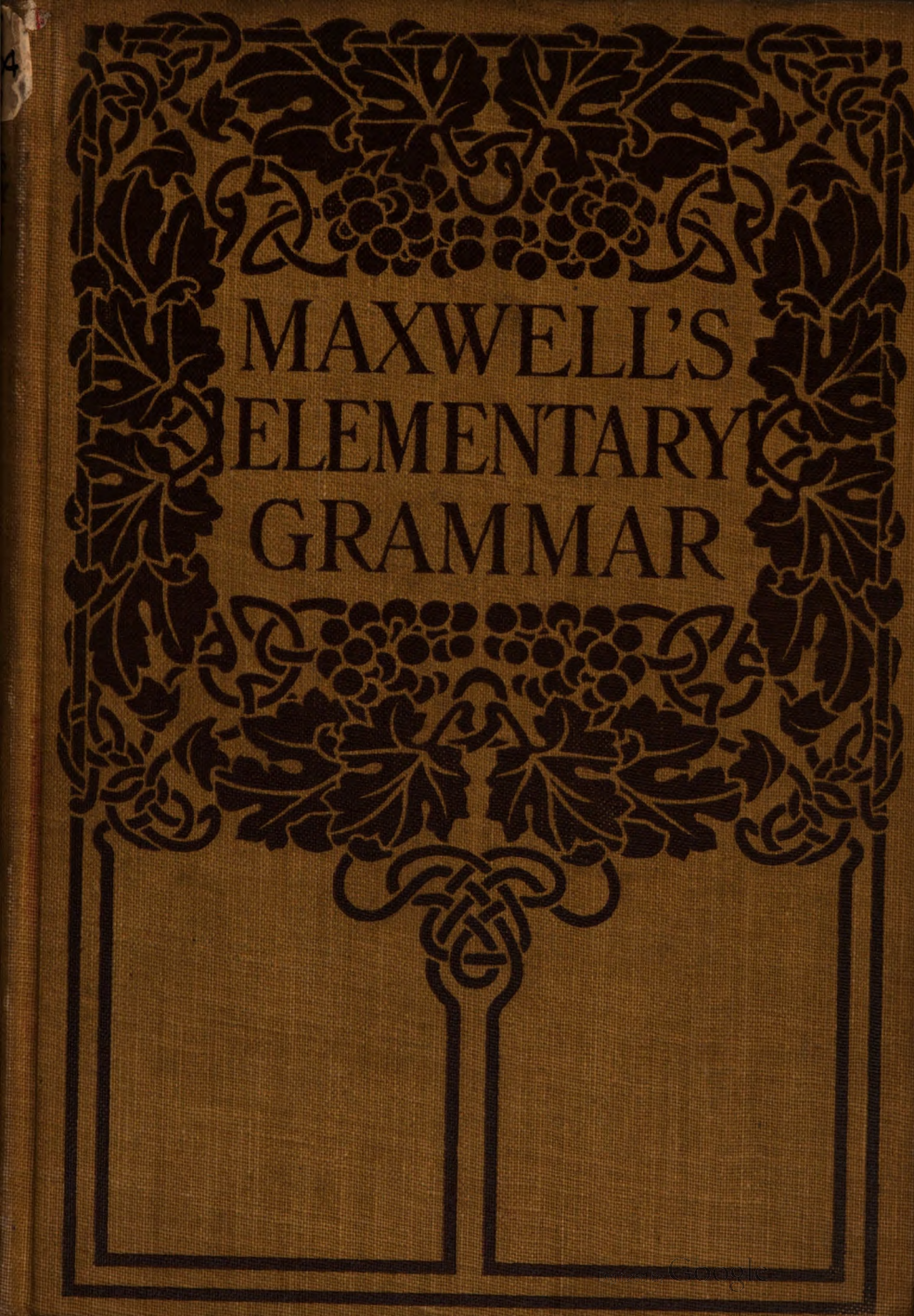

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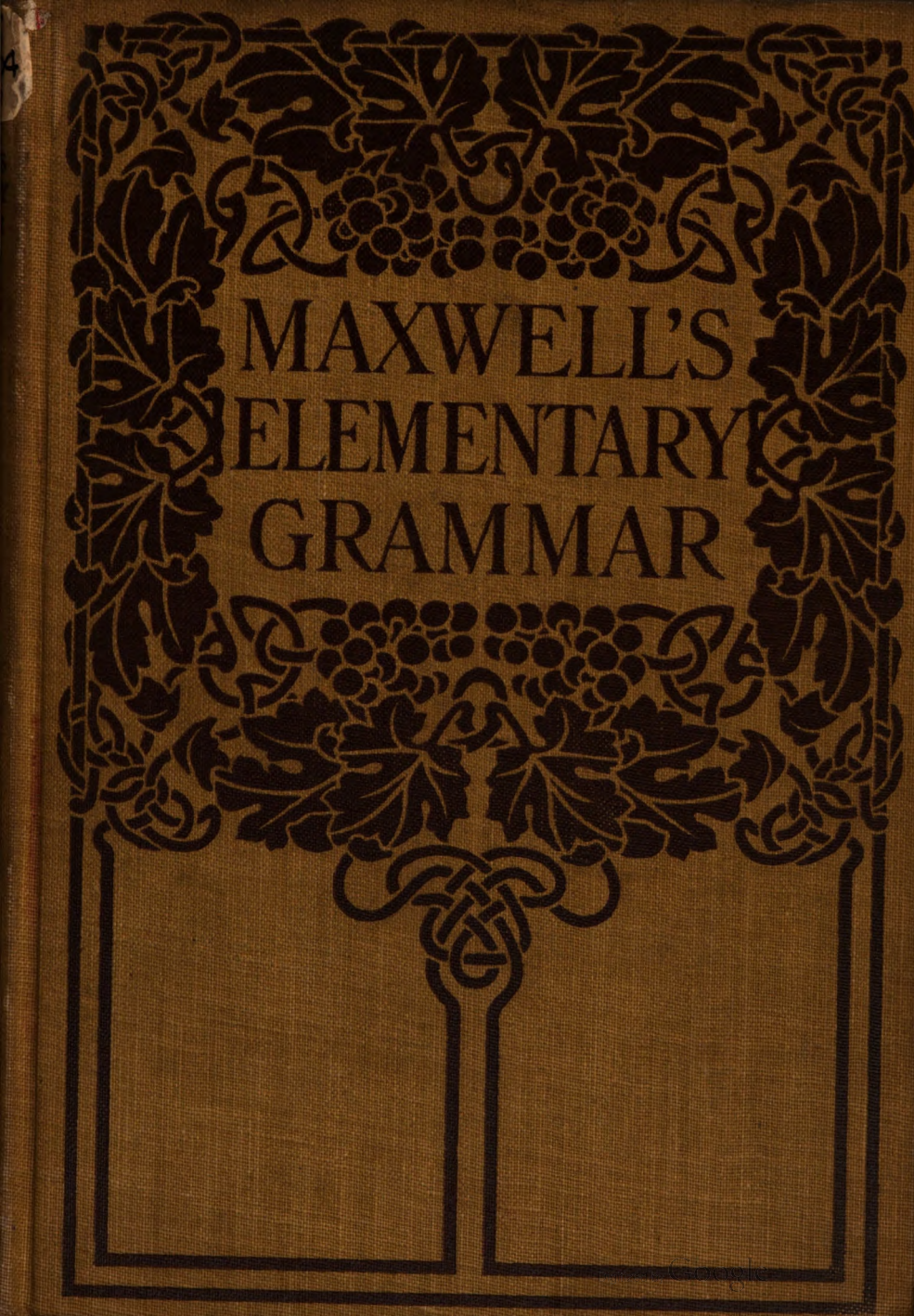
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MAXWELL'S
ELEMENTARY
GRAMMAR



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ELEMENTARY GRAMMAR

BY

WILLIAM H. MAXWELL, M.A., LL.D.

CITY SUPERINTENDENT OF SCHOOLS, CITY OF NEW YORK



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PREFACE

THE very cordial reception given to the author's works on grammar has induced him to prepare a book which will fully cover, in one small volume, the work in that subject as it is usually taught in elementary (primary and grammar) schools.

Much of the matter presented in the "Introductory Lessons" has been retained, but the text has been re-arranged to accord with prevalent ideas of teaching grammar, while many additional topics have been introduced and the exercises have been greatly enriched. Special attention is invited to the method of combining analysis and parsing.

The author's gratitude is due to teachers in all parts of the United States for criticisms and suggestions. He is particularly indebted, for advice in the preparation of this edition, to Miss Emma L. Johnston, Principal of Brooklyn Training School for Teachers, New York, N.Y.; to Mr. Henry Snyder, Superintendent of Schools, Jersey City, N.J.; and to Mr. Joseph H. Brensinger, Principal of the Training School, Jersey City, N.J.

W. H. M.

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ELEMENTARY GRAMMAR

I. THE SENTENCE

WHAT THE SENTENCE IS

When we wish to make known our thoughts we use language.

We may make **motions** that express our thoughts. This is the **language of gesture**. Persons who are deaf and dumb use the language of gesture.

With our mouths we may make **sounds** that express our thoughts. The sounds are united to make *words*, and the words are put together to form **spoken language**.

Again, certain **marks** called *letters* may stand for the sounds used in spoken language, and these letters may be arranged to form words. These words, when properly joined, form **written language**.

In making known our thoughts, words, whether spoken or written, are put together in connected groups called **sentences**.

The sentences of spoken and written language are used for only three purposes.

1. To state or tell something.
2. To ask about something.
3. To express a command or an entreaty.

DEFINITION. — A **sentence** is a group of words used as a statement, a question, or a command or an entreaty.

The earth revolves.
Is it far to the city?
Do not tease the dog.

Words may be arranged in groups and used as parts of sentences, and yet these groups may not, by themselves, make known our thoughts.

On the hill.
Over the ocean wave.
Covered with snow.

RULE. — *Begin with a capital letter the first word of every sentence.*

EXERCISE 1. — *Which of the following are sentences ?*

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Fire burns. 2. Full of apples. 3. On the floor. 4. Take your books. 5. Is he well ? 6. Bitten by a dog. 7. Eating a red apple. 8. In the rain. | <ol style="list-style-type: none"> 9. The earth is round. 10. May I go with you ? 11. On a square piece of velvet. 12. Why did you fail ? 13. In the running water. 14. The rose is red. 15. Helping his mother. 16. Sugar is sweet. |
|--|--|

- | | |
|----------------------------|------------------------|
| 17. Go home at once. | 20. Dare to be true. |
| 18. At my home by the sea. | 21. Writing a letter. |
| 19. During the storm. | 22. When did you come? |

EXERCISE 2. — *Introduce the following groups of words into sentences :*

- | | |
|----------------------------|---------------------------------|
| 1. Nearly finished. | 11. By studying too much. |
| 2. Very frequently. | 12. In the poems of Whittier. |
| 3. In John's hands. | 13. Almost at home. |
| 4. In the sea. | 14. For his sake. |
| 5. Over the mountain. | 15. On the top of the house. |
| 6. As soon as possible. | 16. From New York to London. |
| 7. Running along the road. | 17. At the bottom of the sea. |
| 8. Around Cape Horn. | 18. Near the Statue of Liberty. |
| 9. On the roll of honor. | 19. On the playground. |
| 10. Without his books. | 20. At a difficult task. |

KINDS OF SENTENCES

As you have learned, we use spoken and written language for several purposes :

1. We may know something that we wish to tell. To tell it, we must use a kind of sentence called the *declarative sentence*. It is so called because it is used to *state* or *declare*.

DECLARATIVE SENTENCES	}	I go to school. The rose is beautiful. He is not well. John did not go.
--------------------------	---	--

2. Another person may know something that we should ourselves like to know. In order to learn

about it we ask questions, and in so doing use the *interrogative sentence*.

INTERROGATIVE SENTENCES	}	Do you live here ?
		Were you at school yesterday ?
		Is he not well ?
		Where are you going ?

3. We may wish to order, to command, or to entreat another to do something or not to do it. Our language in this case takes the form of the *imperative sentence*. The word *imperative* means *commanding*.

IMPERATIVE SENTENCES	}	Study your lesson.
		Woodman, spare that tree.
		Do not kill the poor bird.
		Let us go for wild flowers.

DEFINITION. — A **declarative sentence** is a sentence used to state or declare something.

DEFINITION. — An **interrogative sentence** is a sentence used to ask a question.

DEFINITION. — An **imperative sentence** is a sentence that expresses a command or an entreaty.

EXERCISE 3. — *Tell of each sentence in the following paragraphs what kind it is :*

1. Send your fly in under those cedar branches, where the water swirls around by that old log. Now draw it up toward the foam. There is a sudden gleam of dull gold in the white water. You strike too soon. Your line comes back to you. In a current like this, a fish will almost always hook himself.

Try again. This time he takes the fly fairly. Now you have him.

2. Who are you? What do you want? Do not try to deceive me. I know who you are. You are spies. You have come to find out all you can about us, so that you may tell it to our enemies.

3. Carry a little present down to the man. Have we anything that will please him? Take him a little balm, a little honey, and some spices and nuts. Carry back the money that you found in your sacks. There must have been some mistake about it. When he sees your little brother, it may be that the great man will deal kindly with you.

4. Say not so, my lord. Did we not bring the money back that we found in our sacks? How could we steal silver or gold from your master? Search us. You will not find anything that is his.

5. Do you not know me? I am your brother, whom you sold to the merchants. Hasten back to the old home in Hebron. Say to our father that his son Joseph is alive. Bid him come down to me at once. He shall live near me with his children, and his children's children, and his flocks and his herds. I will provide for you all.

The three kinds of sentences that you have just learned about are the only ones used. We may, however, utter a declaration, a question, or a command with so much earnestness, anger, sorrow, surprise, or other strong feeling, that the sentence becomes an **exclamation**. But the exclamation is still a statement, a question, or a command.

How happy I am!

What shall I do! What shall I do!

Look at that beautiful rainbow!

In writing such sentences, the feeling, if very strong, is shown by placing an exclamation point at the end. The pupil should remember, however, that it is better, as far as possible, to avoid using the exclamation point; and that an exclamatory question should be followed by a question mark.

RULE I. — *At the end of every declarative and every imperative sentence, expressing very strong feeling, place an exclamation point.*

RULE II. — *At the end of every declarative and every imperative sentence, not expressing very strong feeling, place a period.*

RULE III. — *At the end of every interrogative sentence place an interrogation point.*

EXERCISE 4. — *Punctuate the following sentences, and give your reason in each case. Tell which are declarative and which imperative.*

1. O, send my brother back to me
2. What have you done, my poor, misguided boy
3. Dare to do right Dare to be true
4. Am I a dog that you treat me thus
5. Would that I were a boy again
6. How shameful your conduct has been
7. What a disgraceful, cowardly act it was
8. Jump for your life, my boy
9. Why, Jane, he'll set his clothes on fire
10. Where in the world have you been so long
11. Touch him at your peril, sir

12. You have deceived me most shamefully
13. What a beautiful night it is
14. How glad I am that Christmas is coming
15. Yonder is my dear, dear old home
16. How could you behave so rudely

EXERCISE 5. — *Tell of each of the following sentences what kind it is, and give the reason for the use of each terminal mark :*

The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God!

SUBJECT AND PREDICATE

Every sentence has two parts. One part denotes that about which something is said; it is called the *subject* of the sentence. The other part is that which is said of the subject; this is called the *predicate* of the sentence.

In the declarative sentence something is *stated* about the person or thing denoted by the subject.

The bird sings. A child sleeps. The cow eats grass.

In the interrogative sentence something is *asked* about the person or thing denoted by the subject.

Does the bird sing? Does a child sleep? Can a cow eat grass?

In the imperative sentence the person denoted by the subject is *commanded* or *entreated*. The subject (*you*) of the imperative sentence is usually not expressed.

(*You*) *Obey your parents.* (*You*) *Run off to school.*

In each of the sentences given above, the part in italics is the subject of the sentence; the other part is the predicate of the sentence.

The kind of sentence most commonly used is the declarative; and, therefore, the definitions given hereafter will relate to the declarative sentence, unless otherwise stated.

DEFINITION.—The **subject** of a sentence denotes that about which something is said.

DEFINITION.—The **predicate** of a sentence is that which is said of the thing denoted by the subject.

The subject of a sentence does not always come before the predicate. In some sentences all the words that make up the predicate stand before the subject.

Down came the storm.

Into the jaws of death rode the six hundred.

Blue were her eyes.

In some sentences the predicate is divided into two parts by the subject.

Under a spreading chestnut tree the village smithy stands.

Still sits the schoolhouse by the road.

EXERCISE 6. — *Supply suitable subjects to the following predicates, using for the subjects as many words as you please:*

1. — made the gravy hissing hot. — mashed the potatoes with incredible vigor. — sweetened up the apple-sauce. — dusted the hot plates. — took Tiny Tim beside him in a tiny corner, at the table. — set chairs for everybody.

2. — were enjoying the sunshine on the roof of the barn. — were grunting in the repose and abundance of their pens. — were riding in an adjoining pond. — were gobbling through the farmyard. — strutted before the barn-door.

3. — entered the best parlor. — shone like mirrors. — decorated the mantelpiece. — were suspended above it. — was hung from the center of the room. — displayed immense treasures of old silver and well-mended china.

4. — are called continental islands. — are called oceanic islands. — are usually much larger than oceanic islands. — are mere rocks inhabited only by birds.

5. — wrote "Barbara Frietchie" and "The Barefoot Boy." — was the author of "The Wonder-Book" and "Tanglewood Tales." — was the greatest of American poets. — is beloved by children.

6. — spied some grapes. — were hanging from a vine. — tried to reach the grapes. — were too high. — said that they were sour.

7. Into the valley of death rode —. On either side of the river lie —. How beautiful is —. From the neighboring school come —. Down in a green and shady dell — grew. Up rose —. Beside her cot at close of day knelt —. Over in the meadow lives —. Behind the clouds — is still shining. Swift of foot was —. All night long in the dark and wet, — goes riding by.

EXERCISE 7. — *Supply suitable predicates to the following subjects:*

1. Robinson Crusoe's man Friday ——. His hair ——. The color of his skin ——. His face ——. His lips ——. His teeth ——.

2. My school desk ——. Its height ——. The top of it ——. Its legs ——.

3. Our schoolroom ——. Its length ——. Its width ——. Its walls ——. Its furniture ——. The occupants of the room ——.

4. The village blacksmith ——. His hands ——. The muscles of his brawny arms ——. His hair ——. His face ——. His brow ——.

5. Little Hiawatha ——. His grandmother's name ——. Their home ——. The Big-Sea-Water ——. The dark forest ——.

EXERCISE 8. — *Change each of these sentences so that its complete subject shall come before its complete predicate.*

1. Over in the meadow,
In a sly little den,
Lived a gray mother-spider
And her little spiders ten.
2. By the shores of Gitchee Gumee,
By the shining Big-Sea-Water,
Stood the wigwam of Nokomis.
3. Many things Nokomis taught him
Of the stars that shine in heaven.
4. Over the river and through the wood,
To grandfather's house we go.

5. Now fades the glimmering landscape on the sight.
6. Slowly and sadly we laid him down.
7. His father's sword he has girded on.
8. No mate, no comrade Lucy knew.
9. Snug and safe is this nest of ours.
10. Over yonder waters I will still glide in my bark canoe.
11. By those dashing waterfalls I will still lay up my
winter's store of food.
12. On these fertile meadows I will still plant my corn.
13. O'er the dark wave I flew
 With the marauders.
14. There for my lady's bower
 Built I this lofty tower.
15. In their ragged regimentals
 Stood the old Continentals.

ANALYSIS AND SYNTHESIS

As you have already learned, every sentence must contain two parts, — a *subject* and a *predicate*. To separate a sentence into its parts by pointing out its subject and its predicate is called *analysis*. The word *analysis* means *a separation into parts*. As we learn about classes of words, it will be necessary, in order to analyze a sentence, to do much more than merely to point out its subject and predicate.

To put together parts of sentences such as subjects and predicates so as to form correct sentences, is called *synthesis*. The word *synthesis* means *a putting together*.

DEFINITION. — **Analysis** in grammar is the process of separating a sentence into parts according to their use.

DEFINITION. — **Synthesis** in grammar is the process of constructing sentences whose parts are given, their use being known or stated.

EXERCISE 9. — *Form sentences by joining each subject given below to a suitable predicate selected from the list of predicates.*

<i>Subjects</i>	<i>Predicates</i>
1. The door	was long and difficult.
2. A letter	is nearly finished.
3. John's mother	was not followed.
4. February	was brought from the spring.
5. The blacksmith	was made of walnut.
6. The baker's bread	was filled with hay.
7. My day's work	came from my uncle.
8. The lesson	is larger than Philadelphia.
9. The doctor's advice	ascended the mountain.
10. The water in the pitcher	slipped a dollar into my hand.
11. The cottage by the sea	is cold and stormy.
12. The farmer's barn	made the shoe.
13. New York	was stale and sour.
14. The traveler	was blown down.
15. The gentleman	wrote to the teacher.

EXERCISE 10. — *Form interrogative sentences by joining each of the following subjects to a suitable predicate. Be careful to punctuate and capitalize properly.*

*Subjects**Predicates*

1. Thomas	was occupied by Jack.
2. The boys	did fall yesterday.
3. The poor girl	did punish the idle pupils.
4. My sister's teacher	has fallen during the week.
5. The grocer's wagon	did receive a reward.
6. The red schoolhouse	does grow in your garden.
7. This beautiful tree	did upset in the street.
8. That piece of bread	will be punished by her mother.
9. The price of flour	can not solve the problem.
10. The lily-of-the-valley	is still standing.
11. The City of New York	did return from the city.
12. The Statue of Liberty	is the metropolis of America.
13. The idle scholar	will not satisfy his hunger.
14. The House that Jack built	is not lighted by electricity.

EXERCISE 11. — *Analyze the following sentences by pointing out the subject and the predicate of each :*

1. The little girl smiled.
2. The earth is round.
3. Time flies very swiftly.
4. George Washington was the father of his country.
5. The royal family rode to church in a beautiful carriage.
6. A beautiful vase fell with a crash to the floor.
7. The flag of the United States waved proudly aloft.
8. Very early in the morning begin the songs of the birds.
9. After breakfast the traveler started on his journey.
10. Behind the clouds the sun is still shining.
11. At the close of the day the weary toilers rested from their labors.
12. In slumbers of midnight the sailor boy lay.
13. Backward and forward before the gate walked a watchful sentinel.

14. Three score and ten years pass away very quickly.
15. Old Mother Hubbard went to the cupboard.
16. Does the moon give warmth to the earth?
17. Does the tiger belong to the cat-family?

EXERCISE 12. — *Analyze each sentence in the following paragraphs :*

1. This hole is a nest. At the bottom, on some fine chips, are five pure white eggs. Here the young are hatched. In a day or two they climb up the sides of the hole. Then they take a peep at the outside world.

2. Parrots hang themselves up at night by their beaks. Woodpeckers and chimney swifts hold themselves up by their feet and their stiff tail feathers. Hawks and owls stand upright in their sleep. Hens and turkeys stand with their breasts resting against the perch.

3. A kingbird's nest looks warm and comfortable. The outside is sometimes ornamented with clusters of withered flowers of certain plants. Inside, the eggs and the young rest on horsehair.

4. The humming bird has a tiny nest. It is a little cup saddled on a twig. Gray lichens cover the outside. At a distance it looks like a little gray knot on a knotty bough.

THE SUBJECT WORD AND THE VERB

In some sentences the subject consists of but one word.

Flowers grow in the woods.

They scent the air.

In other sentences the subject is made up of several words. Of these words one is more important than

the others because it may be used alone to name or to stand for the person or thing talked about. This word is called the *subject word*. Observe that in each of the following sentences, *flowers* is the word that names the thing spoken of. It is, therefore, the subject word.

Fragrant flowers grow in the woods.

Flowers of different colors grow in the woods.

Beautiful flowers of many kinds grow in the woods.

Like the subject, the predicate of a sentence may consist of one word.

Birds **sing**.

The wind **blows**.

The predicate may consist of several words, one of which is more important than the others in asserting something of the subject. This word is called the *predicate word*, or the *verb*. The name *verb* is a shortened form of the word *verbum*, which signifies *a word*. The name indicates that the verb is the all-important word in a sentence.

Birds **sing** sweetly.

Birds **sing** best in the open air.

In some sentences the important part of the predicate, or the verb, consists of two or more words.

The birds **are singing** now.

They **have been singing** all morning.

They **have sung** their best songs.

They **will sing** to-morrow.

It is sometimes hard for young students to find the verb of a sentence, but it is a very important thing to learn to do. When a sentence is of the kind that tells *what things do*, its verb expresses action, and may consist of one word or more than one.

*Boys **skate** on the pond.*

*They **are skating** now.*

*They **have been skating** all day.*

*They **will skate** to-morrow.*

When a sentence is of the kind that tells *what is done to things* its verb consists of two words at least.

*The mouse **was caught** by the cat.*

*The mouse **will be caught** by the cat.*

*The mouse **has been caught** by the cat.*

There are sentences that tell not what things do nor what is done to things, but *what the qualities of things are* or *what things are*. In these sentences the verb expresses mere state of being.

*This bud **is** beautiful.*

*The bud **has been** beautiful.*

*The bud **will be** beautiful.*

*This man **is** a soldier.*

*This man **has been** a soldier.*

*This man **will be** a soldier.*

EXERCISE 13. — *Point out the subject word and the verb of each of the following sentences. Observe that all the sentences are of the kind that tells what things do.*

1. For two months after the Battle of Long Island, the armies confronted each other.
2. Washington retreated slowly through New Jersey.
3. Many of the soldiers marched with bare, bleeding feet along the frozen roads.
4. Washington had made a series of masterly retreats. Now he revived the spirits of his countrymen by a brilliant advance.
5. On Christmas night he surprised the enemy in camp at Trenton.
6. Steuben made a well-disciplined army of the ragged regiments at Valley Forge.
7. On October 19, 1781, Cornwallis surrendered his whole army to Washington.
8. On that day Clinton left New York to join Cornwallis. He had not heard of the surrender.

EXERCISE 14. — *Point out the subject word and the verb of each of the following sentences. Observe that all the sentences are of the kind that tells what is done to things.*

1. Many battles were fought during the Revolutionary War.
2. Both men and guns were captured by the enemy.
3. Nathan Hale was hanged as a spy by the British.
4. Benedict Arnold was transferred to West Point, on the Hudson, a post of great importance.
5. Negotiations were carried on between Arnold and the British for the betrayal of West Point.
6. On his way back to the British camp, Major André was stopped by some Americans.
7. Arnold's treasonable papers were found in André's stockings.
8. The treaty of peace between England and the United States was signed in Paris, September 3, 1783.

EXERCISE 15. — *Point out the subject word and the verb of each of the following sentences :*

1. Benedict Arnold, a general in the American army, was a man of great courage. He was selfish, cruel, and covetous.

2. King George III had become narrow-minded and stubborn.

3. The Marquis de la Fayette, a young French nobleman, appeared brave and cheerful.

4. Many battles are disastrous for both sides.

5. Washington was the first President of the United States.

6. There have been many presidents since Washington's time.

7. Several generals have become presidents.

8. The thirteen colonies became the thirteen original states of the Union.

9. St. Louis was once a little frontier village. It is now a city of great importance.

EXERCISE 16. — *Point out the subject word and the verb of each sentence in the following paragraphs :*

1. Franklin was a hard-working, clear-headed man. He took the liveliest interest in the affairs of the people. He persuaded the Philadelphians to keep their city clean, to light it with lamps, to protect it from fire, and to give it a good police. Through his influence, largely, the city was the most orderly and the most flourishing in the country.

2. All through the 19th of April and the following night, the tramp of men and horses was heard on the roads. They came from every quarter. On the morning of the 20th, a great company had gathered at Cambridge, upon the outskirts of Charlestown, and at Roxbury. Boston was surrounded by camps of patriots. Every day their numbers were swelled by newcomers,

COMPLEMENTS

In some sentences of the kind that tells what things do, the verb expresses action that has nothing to do with anything but the person or thing denoted by the subject.

The horse runs.

The teacher speaks.

The dog barks.

In other sentences of this kind the verb expresses action that is received by some person or thing. Unless this person or thing is mentioned the sense is incomplete. Thus the sense is not complete when we say, *The dog bit* —; *John struck* —. The verb in each of these expressions requires a *complement*.

The dog bit Charles.

John struck the ball.

This kind of complement of a verb is called its *object*. The action denoted by the verb passes over from the *subject* to the *object*.

EXERCISE 17. — *Put an object after each verb.*

- | | |
|-----------------------|----------------------------|
| 1. Mary loved —. | 11. The boy throws —. |
| 2. John saw —. | 12. The cat caught — —. |
| 3. Harry pushed —. | 13. Mice like —. |
| 4. Horses eat —. | 14. The lion devoured — —. |
| 5. Kate broke — —. | 15. The horse kicked —. |
| 6. The boy lost — —. | 16. The child spilled — —. |
| 7. Squirrels climb —. | 17. Frank soiled — —. |
| 8. Water quenches —. | 18. Horses draw —. |
| 9. Grocers sell —. | 19. Bessie swept — —. |
| 10. Boys like —. | 20. A cobbler mends —. |

EXERCISE 18. — *Point out the verb of each of the sentences in the following paragraph, and tell whether or not it is completed by an object. Observe that all the sentences are of the kind that tells what things do.*

The English government had already withdrawn its troops from Savannah and Charleston in 1782. On the 25th of November, 1783, the British army evacuated New York. Washington marched into the town with a few companies of soldiers. He had made a farewell address to his army at Newburgh, on the Hudson. Now he parted, with deep feeling, from his officers. Then he went back, a private citizen, to his estate at Mount Vernon, in Virginia.

When a verb expresses mere state of being it usually requires a complement. Thus the sense is not complete when we say, *Sugar is* ——. *Mary has been* ——. *John was* ——. The verb in each of these expressions requires a complement.

Sugar is **sweet**.

Mary has been **sick**.

John was **a soldier**.

This kind of complement has a special name, which we shall learn later. (See Chapter III.)

It ought not to be difficult to distinguish between this kind of complement and the object. The object of a verb always completes a verb that expresses action, which is done to some person or thing.

EXERCISE 19. — *In the following sentences, mention the verbs and the complements :*

1. The knife was sharp.
2. The winter winds are cold.
3. John had been ill.
4. To-morrow we shall be happy.
5. The people of New England are industrious.
6. Our baby is roguish.
7. The prince was young.
8. The poor beggar's footstep is weary.
9. The day is long.
10. Fred's boat is large.
11. Bessie's eyes are blue.
12. At Niagara Falls the view is magnificent.
13. The little girl was nervous.
14. A battle in these times is a fearful scene.
15. Little folks are sincere believers in Santa Claus.
16. The beautiful silver moon is a dead world.
17. Kings and queens are generally unhappy people.
18. My pet donkey can be a very stubborn animal.
19. This beautiful country was once an unbroken wilderness.
20. A good general must be a brave and earnest man.
21. A sly fox from the neighboring forest must have been the destroyer of our chickens.

EXERCISE 20. — *All the verbs in the following sentences have complements. Point out the complements, and tell which are objects and which are not.*

1. Mowgli is the hero of the "Jungle Book."
2. His foster mother is a wolf.
3. Bagheera, the black panther, is his best friend.
4. He learns the laws of the jungle from a great bear called Baloo.
5. Monkeys carry Mowgli off to a deserted city.
6. This place is the home of many snakes.
7. Kaa, the great python, saves Mowgli's life.

EXERCISE 21.—*Analyze the following sentences by pointing out the subject, the predicate, the subject word, the verb, and, where there is any, the complement:*

1. A rolling stone gathers no moss.
2. A stitch in time saves nine.
3. April showers bring forth May flowers.
4. The early bird catches the worm.
5. One swallow does not make a summer.
6. Procrastination is the thief of time.
7. A watched kettle never boils.
8. Fine feathers make fine birds.
9. Birds of a feather flock together.
10. Willful waste makes woeful want.
11. Do not spur a free horse.
12. Lost time is never found again.
13. Many hands make light work.
14. A cat may look at a king.
15. Constant dropping wears away a stone.

REVIEW OF DEFINITIONS

A sentence is a group of words used as a statement, a question, or a command or an entreaty.

A declarative sentence is a sentence used to state or declare something.

An interrogative sentence is a sentence used to ask a question.

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

The subject of a sentence denotes that about which something is said.

The predicate of a sentence is that which is said of the thing denoted by the subject.

Analysis in grammar is the process of separating a sentence into parts according to their use.

Synthesis in grammar is the process of constructing sentences whose parts are given, their use being known or stated.

II. THE PARTS OF SPEECH

THE NOUN

In the study of grammar, all the many thousand words employed in speaking and writing are arranged in a very few classes, called **parts of speech**. This arrangement is made by observing the different uses of words in sentences and classifying them according to these uses.

One of these classes is made up of words used as the *names* of things that we talk and write about. The words of this class are called *nouns*, because the word *noun* means *a name*.

James gave me a sweet orange.

In this sentence, *James* and *orange* are nouns because they are names.

DEFINITION. — A **noun** is a word used as the name of something.

EXERCISE 22. — *Write the names of:*

1. Ten things that you see in the room.
2. Ten things that are good to eat.
3. Ten birds or fishes.
4. Ten four-footed animals.
5. Ten kinds of trees.

6. Ten articles of clothing.
7. Ten kinds of tools used by men.
8. Ten kinds of materials used in building houses.
9. Ten parts of the human body.
10. Ten things that can be seen along the street.

EXERCISE 23.— *Write sentences in which the following words are used as nouns :*

house	milk	window	toys	blot	clock
bird	rain	button	step	watch	river
stand	snow	paws	walk	slate	chain
steam	wrist	train	fish	coast	lock
mice	hand	elbow	lesson	sail	skate

EXERCISE 24.— *Fill the blanks with nouns :*

1. We found the nest with some — in it, but the — had flown away.
2. Because of the storm, I took an — with me and wore a thick —.
3. The — went to the — and gathered more than a — of nuts.
4. He spent all his — for —, —, and —.
5. When the — are late at — the — always requires their parents to send an —.
6. Hoping to find a shorter —, the — left their companions at the — and were lost in the —.
7. The farmer warned the — not to take any of his — or —.
8. The — fell into the — and shouted for his — and — in a very loud —.
9. A hungry — once saw some — on a high —. After several — to get the —, the disappointed animal consoled himself by saying, "Well, it's no matter, I'm sure; for — are a sour — of —."

THE VERB

Another class of words, or part of speech, is called the *verb*. In preceding lessons we learned the following:

1. The most important part of the predicate of a sentence is the verb.

*Mary **received** a long letter from her friend.*

2. Some verbs consist of one word.

*Birds **sing** sweetly.*

3. Some verbs consist of more than one word.

*The birds **have sung** their best songs.*

*The birds **had been singing** all morning.*

4. Some verbs tell what things do.

*Boys **skate** on the pond.*

*They **will skate** to-morrow.*

5. Some verbs tell what is done to things. Such verbs always consist of two words at least.

*The mouse **was caught** by the cat.*

*The mouse **will be caught** by the cat.*

6. Some verbs express mere state of being.

*The bud **is** beautiful.*

*The bud **has been** beautiful.*

*The bud **will be** beautiful.*

Whether a verb tells what something *does* or *what is done to* something, or expresses mere *state of being*,

it is always a word used to say something about some person or thing.

DEFINITION. — A **verb** is a word used to say something about some person or thing.

EXERCISE 25. — *Use each of the following words as a verb by joining a noun to it so as to form a statement, a question, or a command:*

sail	howls	fall	cried	roar
fight	play	sew	scratch	ring
swim	study	sing	bite	kicks
sink	fly	work	blow	shouted
shine	squeal	twinkle	run	danced
dawns	grow	burns	squeak	chirp

EXERCISE 26. — *Copy the following selection, underscore the nouns, and doubly underscore the verbs:*

By the shores of Gitche Gumee,
 By the shining Big-Sea-Water,
 Stood the wigwam of Nokomis,
 Daughter of the Moon, Nokomis.
 Dark behind it rose the forest,
 Rose the black and gloomy pine-trees,
 Rose the firs with cones upon them;
 Bright before it beat the water,
 Beat the clear and sunny water,
 Beat the shining Big-Sea-Water.

There the wrinkled, old Nokomis
 Nursed the little Hiawatha,
 Rocked him in his linden cradle.

RULE. — *Begin with a capital the first word of every line of poetry.*

EXERCISE 27. — *Point out the subject and the predicate of each of the following sentences. Tell of each italicized word whether it is a noun or a verb :*

1. This *soil* is good for *plants*.
2. Little girls *soil* their *dresses* quickly.
3. The gardener *plants* the *seeds*.
4. Mary *dresses* her doll every day.
5. Fannie *seeds* the raisins for the cake.
6. There is *dust* on the chair.
7. Kate, *dust* the chair and the table.
8. This is bad *weather* for sailing.
9. Skippers *weather* many a gale.
10. The cook *ground* the coffee.
11. Some seed fell on good *ground*.

THE PRONOUN

When a child first learns to talk, in speaking about himself he uses his own name. Thus, when Louis is sleepy he will say, "*Louis is sleepy.*" Little Katy, when hungry, will say, "*Katy wants Katy's dinner.*"

But the child soon learns a better way of speaking. He finds out how to use certain little words called *pronouns*. By means of these words, he is able to talk about himself without mentioning his own name; and he can talk to other persons or things, or about them, even when he does not know their names.

*I am sleepy. I want my dinner.
Will you give him that apple?*

DEFINITION. — A **pronoun** is a word that denotes persons or things without naming them.

The **antecedent** of a pronoun is the name of the person or thing denoted by the pronoun.

Antecedent means "going before," and the word is used because the name of the person or thing denoted by a pronoun generally occurs in the sentence before the pronoun. *The baby lost its rattle.*

RULE.— *Write the pronoun I with a capital letter.*

EXERCISE 28.— *Improve the following sentences by using pronouns instead of nouns wherever it seems best to do so. Select the pronouns from the following list :*

I	we	he	she	you	they
my	our	his	her	your	their
me	us	him	it	its	them

1. Frank learned Frank's lesson before Frank went to school.

2. The kitten ate the kitten's breakfast.

3. Robert and George took Robert's and George's skates and went to the lake.

4. The girls ate the girls' lunch under a large tree.

5. Jennie and Bertie are happy because Jennie and Bertie are good.

6. The little dog ate the little dog's meat and drank the little dog's milk.

7. The children were frightened at the elephant because the elephant was so large.

8. My brother was cutting wood, and my brother cut my brother's foot.

9. Mary said that Mary had finished Mary's work, but Mary was mistaken.

10. John's father told John that John must study.

EXERCISE 29. — *Mention the pronouns, and the antecedent of each.*

1. Frank's kite flew so high that he could scarcely see it.
2. "Children," said Aunt Sue, "you must be quiet at your play, or I shall send you to bed."
3. King Midas valued his royal crown because it was made of gold.

4. The sun was shining on the sea,
 Shining with all his might ;
 He did his very best to make
 The billows smooth and bright.

5. The wind blew with all his strength a cold blast; but the fiercer he blew, the tighter did the man clasp his cloak around him.

6. The herald bade Cinderella sit down on a stool in the kitchen, and then he put the glass slipper on her pretty little foot.

7. "Oho!" said the pot to the kettle;
 " You are dirty and ugly and black!
 Sure no one would think you were metal,
 Except when you're given a crack."

 "Not so! not so!" kettle said to the pot;
 " 'Tis your own dirty image you see;
 For I am so clean — without blemish or blot —
 That your blackness is mirrored in me."

EXERCISE 30. — *Analyze each sentence in the following paragraphs, and point out the nouns, the verbs, and the pronouns :*

1. Ernest's mother told him a story. Her own mother had told it to her. It was a very, very old story. The Indians had heard it from their forefathers. It had been murmured by the mountain streams. It had been whispered by the winds.

2. Pussy, listen to me. I have seen some of your cousins this afternoon. They are not little cats like you. They are the very biggest cats in the world. Have you ever been introduced to your distinguished relatives? Their names are Lion and Lioness.

THE ADJECTIVE

When we use a noun, as *apple*, we may mean any apple whatever. But we generally wish to talk about *a particular kind* of apple, as *red apples*, *sweet apples*; or about a *number* or *quantity* of apples, as *two apples*, *many apples*; or about *some particular* apple, as *the apple*, *this apple*, *the fourth apple*. -By using with a noun such a word as *red*, *sweet*, *many*, etc., we limit or confine the application of the noun so that it includes only the thing or things we mean, and not the whole class of things denoted by the noun. Words used in this manner are called *adjectives* and are said to modify the meanings of the nouns to which they are joined. In the same way an adjective may be used with a pronoun, as in the exclamation, *Me miserable!*

DEFINITION. — An **adjective** is a word used with a noun to describe or limit its meaning.

Often two or more adjectives modify (*describe* or *limit*) the meaning of the same noun; as, **A broad, majestic river**; **A long, wide, and gloomy aisle**. Notice that, when two or more adjectives are used with one noun, they are usually separated by commas.

EXERCISE 31.— *Supply two or more suitable adjectives for each of the following words according to the models :*

A beautiful spring day. Large, ripe, luscious peaches.

hat	house	morning	faces	mountain
man	ladies	battle	dream	elephant
tree	lions	steeple	fairy	palaces
lake	scholar	ocean	beggar	summer
fish	paper	picture	eagle	winter

EXERCISE 32.— *Supply adjectives in the following blanks :*

1. I saw — — — girl crying in — street.
2. — boys played with — — — balls.
3. — — flowers grow in — garden.
4. — child bought — — — drum.
5. Lucy has — ribbons, — books, and — toys.
6. — — — squirrel stores away nuts to eat in winter.
7. — — Santa Claus visits — — children.
8. — Bessie filled — — — pail with sand.
9. — — — soldiers wore — uniforms.
10. — — ship was caught in — — storm.
11. — baby has — eyes, — cheeks, and — hair.
12. — — butterfly alighted on — — — flower.
13. — — — kitten lay asleep in — — sunshine.
14. — — waves dashed against — — boat.
15. — — merchant bought — — presents for —
— daughter.

EXERCISE 33.— *Point out the adjectives, and tell the noun to which each belongs :*

1. In place of the ugly caterpillar was a beautiful butterfly with delicate wings.

2. Once upon a time there lived, in a fine palace at the bottom of the bright blue sea, a gentle little fairy named Peace.
3. A fairy workman hides in every little finger.
4. I know a melancholy, lonesome, little boy, who lives beside the restless sea.
5. Young people should take much vigorous exercise in the open air.
6. The light warm breeze kissed the pale cheek of the sick boy.
7. A wily old fox caught the sleepy goose, and carried it off to the dark woods.
8. A merry linnet trilled a sweet song to his little mate.
9. Poor simple Patty boiled yellow buttercups to get gold out of them for her beloved mother.
10. In early spring the shy crocus lifts up her golden head.
11. The snowflakes covered the naked hedges, festooned the ragged stone walls, and built great drifts on the king's highway.

EXERCISE 34. — *Point out the subject and the predicate of each of the following sentences. Tell of each italicized word whether it is a noun, a verb, or an adjective :*

1. *Cross* the bridge carefully.
2. Mary wears a gold *cross*.
3. Rover, you are a very *cross* dog.
4. A shoemaker uses a *last*.
5. How long will this pencil *last* ?
6. What were Nathan Hale's *last* words ?
7. In a *calm* sea this boat goes easily.
8. The sails were useless in the great *calm*.
9. Can you *calm* the waves ?
10. The courts *fine* persons for certain misdeeds.
11. Did the man pay the *fine* ?
12. This pencil has a *fine* point.

THE ADVERB

A word may be joined to a verb to denote *how*, *when*, or *where* the action is performed.

<i>John skates</i>	{	<i>gracefully.</i> <i>rapidly.</i> <i>here.</i>	<i>The ship sailed</i>	{	<i>away.</i> <i>slowly.</i> <i>yesterday.</i>
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Words used with verbs in this manner are called *adverbs*.

Instead of saying that an adverb is *joined to* a verb, we may say that it *modifies* the verb.

A modifier adds something to the meaning of the word to which it belongs. When we say *John skates slowly*, the modifier *slowly* enlarges the idea expressed by the verb *skates*.

Since the word *adverb* means *to the verb*, it might be supposed that adverbs are used to modify verbs only. Adjectives, however, are often modified by adverbs.

*He is an **extremely** bad boy. That is a **very** beautiful flower*
*John is **too** sick to go.*

In like manner, adverbs themselves may be modified by other adverbs.

*It was done **very** gracefully. Do not move **so** slowly. **Not** there, but **exactly** here the treasure was found.*

DEFINITION. — An **adverb** is a word used to modify the meaning of a verb, an adjective, or another adverb.

EXERCISE 35. — *Mention the adverbs, and tell which words they modify.*

1. He fell heavily from a load of hay yesterday.
2. Slowly and painfully we climbed the mountain.
3. Why did you leave the city so suddenly ?
4. "Your work has been done neatly and carefully," said the teacher very pleasantly.
5. "I placed the book here, not there," said John.
6. We started very early, and walked rapidly.
7. I never saw a more beautiful sight.
8. "The hare ran much faster than I did," said the tortoise, "but I gained the race quite easily."
9. How many persons went there, and where did they go afterward ?
10. If you do not speak quite so fast, you will be able to speak much more distinctly.
11. We sometimes visit the city, but soon tire of its noises.
12. I made the effort just once, but was not entirely successful.
13. You will never see him again, I am quite sure.
14. I went there twice lately, but shall probably not go again.
15. The ancients were entirely wrong in their belief that the earth is flat.

EXERCISE 36. — *Make sentences in which the following words shall be used as adverbs :*

now	always	somehow	once	soon	greatly
here	probably	thus	seldom	back	less
so	almost	out	often	truly	least
rather	least	hence	rarely	well	perhaps
not	otherwise	yonder	early	enough	afterward
certainly	everywhere	nowhere	ever	where	when

EXERCISE 37. — *Tell of each of the italicized words in the following sentences whether it is an adjective or an adverb :*

1. Tom drives a *fast* horse.
2. Does it go *fast* ?
3. The horse has not a *hard* mouth.
4. Do not pull the reins *hard*.
5. What was that *loud* noise ?
6. Do not speak so *loud*.
7. I was *much* pleased to see you.
8. The sight gave me *much* pleasure.
9. *Only* books are sold here.
10. Books are *only* sold here.

THE CONJUNCTION

There is a very important class of words called *conjunctions*. The principal use of these words is to connect parts of sentences.

Fannie is in the sixth grade, and Mary is in the seventh.

He lies on the sofa because he is tired.

The clock is slow, or I am mistaken.

He is not here now but I expect him.

Columbus believed that the earth is round.

By the use of conjunctions two or more sentences may be united. They may often be very much shortened by being thus united into one sentence.

*John goes to school }
Henry goes to school } = John **and** Henry go to school.*

*May went across the street }
May went into the house } May went across the street **and** into the house.*

Sentences may be so united as to express various meanings.

- { *He understood the example.*
 { *He solved the example.*
*He understood **and** solved the example.*
*He understood the example **after** he solved it.*
*He understood the example **because** he solved it.*
*He understood the example **if** he solved it.*

Conjunctions are sometimes used in pairs. The pairs most frequently used are *both* — *and*, *either* — *or*, *neither* — *nor*, *whether* — *or*, and *not only* — *but also*.

When conjunctions are used in pairs, care must be taken to place each member of the pair before the same part of speech.

- He was **both** a gentleman **and** a scholar.*
*You must **either** recite your lesson **or** lose your marks.*
*We **neither** spoke **nor** laughed.*
*I do not care **whether** you go **or** stay.*
*We saw **not only** bluebirds, **but** robins **also**.*

DEFINITION. — A **conjunction** is a word used to connect parts of sentences.

EXERCISE 38. — *Fill the blanks with suitable conjunctions, selecting the words from the following list :*

and	yet	both — and	until
but	although	either — or	so that
for	or	neither — nor	nevertheless
because	while	whether — or	if
therefore	nor	so	than

1. He should have done the work — he promised to do it.
2. Do not stay away from school — you are sick.
3. He is a good boy — he is a poor scholar.
4. He waited for me — I finished my breakfast.
5. I shall never again believe you — you deceive me.
6. — butter — eggs could be found in the market.
7. — he is guilty — he is much abused.
8. I have not learned — he was there — not.
9. He found my watch — returned it, — he is honest.
10. You should try again — you failed in your first attempt.
11. The poor man struggled for his life — his strength was exhausted.
12. The bee lays up honey — it may have food in winter.
13. You must be attentive — you will forget.
14. Ralph is — industrious — bright.
15. Midas was very rich — he was not happy.
16. The snail won the race — he traveled very slowly.
17. The snail traveled very slowly — he won the race.
18. You cannot learn — you do not study.
19. The patient has — eaten — slept for two days.
20. The grasshopper sang — the ants toiled.
21. The industrious pupil is getting on slowly — surely.
22. Make hay — the sun shines.
23. The rain descended — the floods came.
24. Everybody liked her — she must have been amiable.
25. Is Australia larger — the United States ?
26. Grammar is not a difficult subject — it requires study. It is well worth studying — it treats of a wonderful thing. Nothing man has made is more wonderful — his language. — splendid buildings — lovely statues can compare in beauty with the speech which human beings have fashioned for themselves. In — speaking — writing we should treat our beautiful language with respect.

THE PREPOSITION

When the meaning of one word is affected in any way by another word, the words are said *to be related* to each other. Thus, an adjective or an adverb is related to the word it modifies; the subject or object of a verb is related to the verb, etc.

Words that have no relation to each other may often be brought into relation by putting another word between them.

ran — *school*.

sat — *the house*.

my home — *the sea*.

weary — *labor*.

By filling the blanks above with such words as *to*, *in*, *from*, *at*, *by*, *toward*, etc., the unrelated words are connected and brought into relation.

ran { *to*
from
into } *school*.

sat { *by*
in
upon } *the house*.

my home { *beyond*
near } *the sea*.

weary { *of*
from } *labor*.

Words used like *to*, *from*, etc., are called *prepositions*. The noun or pronoun that follows the preposition, as *school*, *sea*, etc., is called the **object** of the preposition.

with me, *for him*, *against them*.

DEFINITION. — A **preposition** is a word used to show the relation between a noun or a pronoun and some other word — a verb, an adjective, another noun, or a pronoun.

EXERCISE 39. — *From this list of words select such as will properly supply the missing prepositions in the following sentences :*

without	of	past	below	behind	down
from	opposite	above	concerning	along	through
into	aboard	among	during	beside	at
under	across	around	except	against	for
toward	near	beneath	over	beyond	to
about	before	on	until	between	up

1. A boy — a hat ran — the street — a wagon.
2. A swarm — bees — the house gathered honey — the flowers — the spring and summer.
3. We went — the train — Philadelphia, and arrived — that city two hours — the time.
4. The snow — the street — our house lay — drifts — the middle — April.
5. The note — the teacher contained a complaint — the lessons — all my children — my oldest son.
6. We went — the ship and sailed — the bay and — the ocean.
7. A pleasant path lies — the grove — the meadows.
8. A missionary who had lived — Indians talked — us — their habits.
9. They walked — the river bank and talked — many things.
10. As the travelers drew — the city, many beggars swarmed — them, asking — alms.
11. — the dinner, an impolite boy left the table — permission.
12. The picnic was held — a grove — pines, — the lake.
13. We rowed our boat — the stream, — the tide.
14. Jumping — the train, he went — the city.

15. The ancient prophets looked — the present — the future.

16. Strong evidence was given — the court — the prisoner.

17. Æsop wrote a fable — a fox and some grapes.

18. We waited — sunset — starting — our journey.

19. The boat drifted — the falls, and struck — the rocks — the rapids.

20. A fine painting hung — the wall — the piano.

21. The horse ran — the ring — a monkey — his back.

EXERCISE 40. — *Fill the following blanks with prepositions that will bring the words into relation :*

- | | |
|--------------------------------|------------------------------|
| 1. letter — home. | 20. went — the street. |
| 2. house — the lake. | 21. slept — his dinner. |
| 3. tree — the park. | 22. was carried — the train. |
| 4. a race — the meadow. | 23. children — blue eyes. |
| 5. ran — his playmate. | 24. leaned — the house. |
| 6. walked — her mother. | 25. flew — the mountain. |
| 7. crushed — the cars. | 26. looked — the south. |
| 8. stooped — my burden. | 27. sunk — the horizon. |
| 9. waited — my arrival. | 28. swam — the river. |
| 10. a man — friends. | 29. forest — the barn. |
| 11. an animal — fur. | 30. played — dinner. |
| 12. a sermon — brotherly love. | 31. dreamed — his home. |
| 13. advice — your conduct. | 32. people — the sea. |
| 14. awoke — sunrise. | 33. a tunnel — the mountain. |
| 15. hurried — the forest. | 34. climbed — the fence. |
| 16. scattered — the room. | 35. sailed — the bridge. |
| 17. a basket — his arm. | 36. strolled — the lane. |
| 18. a rose — the house. | 37. chased — the room. |
| 19. a trip — the ocean. | |

THE INTERJECTION

Thus far we have studied *seven* classes of words, called *parts of speech* — the *noun*, *adjective*, *pronoun*, *verb*, *adverb*, *preposition*, and *conjunction*. To tell the class to which any word in a sentence belongs, we must find out its *office* or *use* in the sentence. It is only when a word is related to other words in a sentence that it can assist in expressing *thought*. The use of the same word in different sentences may be different; hence, it may belong to different parts of speech. Thus, the word *near* may be,

AN ADJECTIVE: *It was a **near** approach to death.*

AN ADVERB: *Do not go **near**; stay away.*

A VERB: *When we **near** the ocean, it grows cooler.*

A PREPOSITION: *He lives **near** the mill.*

A NOUN: *We talked about the **near** and the distant.*

There is a class of words, however, that we sometimes use without any kind of relation to other words in the sentence. They are used to show that we are very angry, or sorry, or glad, etc. In other words, they denote *emotion* or *strong feeling*. They serve to color with *feeling* the *thought* of the sentence.

Oh! how you hurt me!

Alas! the poor man is dead.

Pshaw! I am not afraid of the darkness.

Words used as *oh*, *alas*, and *pshaw* as in the preceding sentences are called *interjections*, and are followed by the *exclamation* (!) *point*.

DEFINITION. — An **interjection** is a word expressing strong feeling, and not related to other words in the sentence.

RULE. — Write the interjection **O** with a capital letter.

Such interjections as *oh, ah, ha, hem*, etc., have no *meaning*. But we often use as interjections words that have meaning.

Beware! *you may not escape the next time.*

Hist! *did you hear that noise?*

Hush! *you'll wake the baby.*

Well! *what will you do about it?*

Words so used often stand for whole sentences, and although they convey a meaning as well as express feeling, it is better to treat them as interjections.

EXERCISE 41. — *Fill the blanks with appropriate interjections selected from the following list :*

Oh!	Help!	Hem!	Good-by!
Ah!	Hark!	What!	Pshaw!
Lo!	Look!	Behold!	Pooh-pooh!
Fie!	Bang!	Huzza!	Indeed!
How!	Hello!	Hey!	Ha, ha!
Why!	Hurrah!	Run!	Come!
See!	Well!	There!	Eh!
Stop!	Pop!	Dear me!	Bosh!
Alas!	Mum!	O dear!	Shame!

1. —! what a noise you make!

2. —! —! the procession is coming.

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3. —! how did you get here ?
4. —! you can not frighten me.
5. —! come again.
6. —! aren't you ashamed of yourself ?
7. —! did you hear that ?
8. —! —! went the pistol.
9. —! I am so tired.
10. —! to-morrow is a holiday.
11. —! what has happened now ?
12. —! —! the watchdogs bark.
13. —! —! the house is afire !
14. —! you are hurting me !
15. —! what a funny boy you are.
16. —! —! are these all the berries you picked ?
17. Where is my mamma ? —! I'm lost !
18. —! it's time to get up.
19. Where, —! where is that mischievous boy ?
20. —! I knew you could not do it.

EXERCISES IN REVIEW

EXERCISE 42. — *What part of speech is each word of the following paragraphs ?*

1. Children enjoy Longfellow's poetry. "Hiawatha" is not too difficult for young readers. It contains many long Indian names, but they are easily pronounced. The story is very entertaining. Hiawatha learns the secrets and the language of the birds and the beasts of the forest. He fishes, he hunts, he fights; but he does nothing for himself: everything is done for his people.

2. The Pied Piper was a wonderful fellow. He was called the Pied Piper because his coat was red and yellow, and because he played on a pipe. His music charmed the rats of Hamelin. They followed the piper until they fell into the river.

EXERCISE 43.— Study the following models, and then analyze the following sentences by diagrams, and explain the analysis :

Did the careless boy break Ann's beautiful doll ?

Subject	Predicate	
S. N. boy	V. Did break	O. N. doll ?
the careless		Ann's beautiful

EXPLANATION.— The sentence is *interrogative*.

The **subject** is *the careless boy*.

The **predicate** is *did break Ann's beautiful doll*.

The **subject noun** (s. n.) is *boy*.

The **verb** (v.) is *did break*.

The **object noun** (o. n.) is *doll*.

The **modifiers** of the subject noun are *the* and *careless*.

The **modifiers** of the object noun are *Ann's* and *beautiful*.

Draw the heavy load along.

Subject	Predicate	
S. P. (you)	V. Draw	O. N. load
	along	the heavy

EXPLANATION.— The sentence is *imperative*.

The **subject** is *you (understood)*.

The **predicate** is *draw the heavy load along*.

The **subject pronoun** is *you (understood)*.

The **verb** is *draw*.

The **object noun** is *load*.

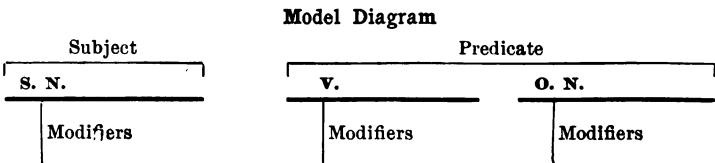
The **modifier** of the predicate verb is *along*.

The **modifiers** of the object noun are *the* and *heavy*.

1. That small boy won the prize.
2. Mary often visited her sick playmate.

3. The old ferryman rowed the little boat rapidly.
4. The red fire paints the empty room.
5. Crusoe's companions were all quickly drowned.
6. Did you see that beautiful bird?
7. Do your whole duty bravely.
8. The children attended school regularly.
9. The poor fellow will soon forget all his troubles.
10. All the birds took their flight southward.
11. The brave sailor managed his boat skillfully.
12. The faithful girl studied her lesson thoroughly.
13. John's father purchased a fine gold watch.
14. That dreary, old stone house has no tenants.
15. Always obey your parents cheerfully.
16. Did you ever hear a skylark's song?
17. Examine your teacher's solution carefully.
18. The blue book tells some pretty stories.
19. Once Longfellow accidentally shot a little robin. Never again would he use a gun.
20. Daniel Webster's brother had caught a woodchuck. He had imprisoned the poor little thing. The animal's sufferings touched Daniel's tender heart. He made an eloquent speech. This speech freed the woodchuck.
21. How did little Benjamin West paint his remarkable portraits? He had no paints. He had no brush. He had never seen a picture.

EXERCISE 44. — *Supply modifiers of the nouns and verbs given on page 53 so that each sentence will exactly fill the model diagram.*



	<i>Subject Noun.</i>	<i>Predicate Verb.</i>	<i>Object Noun.</i>
1.	cat	caught	mice
2.	boy	solved	examples
3.	leaves	adorn	tree
4.	farmer	has gathered	apples
5.	Alice	was chasing	butterfly
6.	fox	killed	chickens
7.	children	are picking	flowers
8.	manners	make	impression
9.	labor	accomplishes	results
10.	sailors	rowed	boat
11.	baker	makes	bread
12.	maid	swept	room
13.	jeweler	repaired	bracelet
14.	ocean	floats	ships
15.	lightning	shattered	tree
16.	teacher	punishes	pupils
17.	wind	scattered	leaves

REVIEW OF DEFINITIONS

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

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

A pronoun is a word that denotes persons or things without naming them.

An adjective is a word used with a noun to describe or limit its meaning.

An adverb is a word used to modify the meaning of a verb, an adjective, or another adverb.

A conjunction is a word used to connect parts of sentences.

A preposition is a word used to show the relation between a noun or a pronoun and some other word—a verb, an adjective, another noun, or a pronoun.

An interjection is a word expressing strong feeling, and not related to other words in the sentence.

III. THE PREDICATE ADJECTIVE AND THE PREDICATE NOUN

THE PREDICATE ADJECTIVE

Heretofore we have spoken about the adjective only when it is joined directly to the noun. But it is often separated from the noun it modifies by one of the forms of the verb *be*. These forms are *am, is, are, was, were, has been, have been, had been, will be, may be, might be, may have been*, etc.

When so separated from the noun, the adjective is called the *predicate adjective*, and it expresses some quality that belongs to the person or thing denoted by the subject.

In a preceding lesson on complements we learned (see p. 26) that when a verb expresses mere state of being it usually requires a complement. We learned also that this kind of complement has a special name, and in this lesson we learn that when such a complement is an adjective it is called the *predicate adjective*.

The boys *were* **sorry**.

Mary *is* **tired** and **sick**.

The cherries *will be* **ripe**.

Henry *had been* **angry**.

The baby *was* **pretty**.

He *might have been* **hungry**.

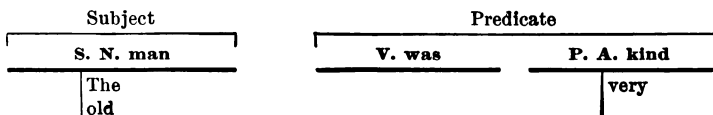
In these sentences the verbs are printed in *italics* and the predicate adjectives in **heavy type**.

EXERCISE 45. — *In the following sentences, mention the predicate adjectives and the form of the verb **be** that separates the adjectives from the nouns they modify. Observe that the sentences are all of the kind that tells what the qualities of things are.*

1. The knife was sharp and keen.
2. The winter winds are cold and fierce.
3. John had been faint and ill.
4. To-morrow we shall be gay and happy.
5. The people of New England are frugal and industrious.
6. Our baby is roguish, winsome, and pretty.
7. The prince was young and charming.
8. The poor beggar's footstep is lagging and weary.
9. The day is cold and dark and dreary.
10. Fred's boat is large and strong, but Walter's is frail.
11. If Tom had not been careless and neglectful, he might be happy and successful.
12. Bessie's eyes are bright and blue, and her smile is kind and sweet.
13. At Niagara Falls the view is magnificent.
14. The little maiden was nervous and frightened, but her brother was brave and hopeful.
15. The way was long, the wind was cold,
 The minstrel was infirm and old.

EXERCISE 46. — *Analyze by diagram the following sentences, and explain the analysis :*

1. The old man was very kind.



EXPLANATION. — *The old man was very kind.*

It is a **declarative sentence**.

The **subject** is *the old man*.

The **subject noun** is *man*.

The **predicate** is *was very kind*.

The **verb** is *was*.

The **predicate adjective** is *kind*; it is modified by the adverb *very*.

2. The queen's jewels are costly.
3. The poor little fellow is tired.
4. Our sleep should be dreamless.
5. The earth is nearly round.
6. The great clumsy elephant is very teachable.
7. Have you been industrious to-day?
8. Be punctual.
9. The weather has been pleasant to-day.
10. Always be polite.

THE PREDICATE NOUN

We have learned that a verb expressing mere state of being is sometimes completed by an adjective.

In very much the same way, some form of *be* may be completed by a *noun denoting the same person or thing as the subject*.

Homer was a poet. The lily is a flower. He may have been a gentleman. Arthur will be the victor.

A noun used in this manner after the verb *be* is called the *predicate noun*, and *it always denotes the same person or thing as the subject*.

A pronoun used in this manner is called the *predicate pronoun*.

It is I. It was you who came.

EXERCISE 47. — *Complete the predicates by supplying suitable predicate nouns. Observe that the sentences are all of the kind that tells what things are. Mention the verb in each sentence.*

1. The hero of the story should be a brave, good —.
2. Frank will some time be a famous —.
3. The giraffe is a harmless, gentle —.
4. England is a snug little —.
5. The elephant is a huge, clumsy —.
6. My doll's name must be —.
7. Some holes in a board were the — to the bees' home.
8. Poor Robert has long been a very sick —.
9. Should the best pupil be — of the class?
10. Easter in Germany is a great —.
11. "You must be a very good — to-day," said Lucy's mother.
12. Is the earth really a large —?
13. Maggie might have been the — if she had not been a —.
14. Philip may some time be the — if he is always a studious —.
15. The visit to the park was a delightful —.
16. A little brown dwarf had been poor Tim's best — in his loneliness.

EXERCISE 48. — *Analyze by diagram the following sentences and explain the analysis :*

1. My mother is my kindest friend.

Subject	Predicate	
S. N. mother	V. is	P. N. friend
My		my kindest

It is a **declarative sentence**.

The **subject** is *my mother*.

The **subject noun** is *mother*; it is modified by *my*.

The **predicate** is *is my kindest friend*.

The **verb** is *is*.

The **predicate noun** is *friend*; its modifiers are *my* and *kindest*.

2. The present was a genuine surprise.
3. A battle is a fearful scene.
4. Apples are a delicious fruit.
5. The beautiful silver moon is a dead world.
6. My pet donkey can be a very stubborn animal.
7. This beautiful country was once an unbroken wilderness.
8. Was not our vacation a happy time?
9. A good general must be a brave man.
10. A deer is a beautiful creature.

PREDICATE NOUN AND ADJECTIVE

There are some verbs besides the verb *be* in its various forms, that are used to connect a subject with a predicate noun or adjective. In meaning these verbs differ but little from the verb *be*. The most common are *appear, become, feel, grow, keep, look, remain, smell, seem, sound, taste*.

She looks pale. The boy became a man. The witness remained silent. The rose smells sweet.

EXERCISE 49.—*Mention the verbs, the predicate adjectives, and the predicate nouns in the following sentences:*

1. The pupils were very tired and listless boys.
2. The poor child soon got very sick indeed.

3. The berries tasted sour, and seemed worthless fruit.
4. William became sad because his teacher looked ill.
5. The birds grew tamer as they got familiar with us.
6. Under the hot sun of summer, apples grow large and mellow.
7. A child should keep quiet when older persons are present.
8. The weather stays warm and sultry.
9. Her remark sounded harsh and impolite.
10. Rip Van Winkle remained a poor man.
11. You should sit straight and walk erect.
12. You should look pleasant when a visitor calls.
13. He seems wiser as he grows older.

EXERCISE 50. — *Fill the blank in each of the following sentences with one of the pair of words given, and tell what part of speech you use, and why :*

1. *glad, gladly.* He looked — when the teacher praised him.
2. *high, highly.* The river rose — and did great damage.
3. *sad, sadly.* Annie felt very — when her canary died.
4. *bad, badly.* Bessie felt — because she missed her lesson.
5. *splendid, splendidly.* The jeweler's window looked —.
6. *safe, safely.* The ship reached port —.
7. *safe, safely.* We passed — through the rapids.
8. *sweet, sweetly.* Those evening bells sound — and low.
9. *soft, softly.* Eggs should be boiled —.
10. *idle, idly.* The tired hands wandered — over the keys.
11. *comfortable, comfortably.* His coat fitted him — and felt —.
12. *strong, strongly.* The rope was made — enough to support a heavy weight.
13. *helpless, helplessly.* The man was found — in a snow-drift.

14. *smooth, smoothly.* The river flowed — to the sea.
15. *quick, quickly.* Run — for the doctor. Be —.
16. *sound, soundly.* These apples seem to be —.
17. *wretched, wretchedly.* The forlorn old man looked —.
18. *pitiful, pitifully.* The lost child cried most —.
19. *cold, coldly.* The winter moon looks — down upon us.
20. *harsh, harshly.* The prisoners were treated most —.
21. *stern, sternly.* The teacher looked — at the boy.

EXERCISE 51. — *Make a list of the nouns that are complements of verbs in the following sentences; and, with regard to each complement, tell whether it is an object (See page 25) or a predicate noun:*

1. Two larks built their nests in a field of corn.
2. I beheld a rainbow in the sky.
3. The snow on his coat soon seemed a heavy burden.
4. The evergreens provide a shelter for the birds against the storm.
5. On a bright summer evening the clouds in the west become golden castles to the dreamer.
6. John Gilpin at his horse's side seized fast the flowing mane.
7. John Gilpin was not an experienced rider.
8. A great actress always looks her part.
9. The old woman swept the two kittens out of the room.
10. While still young Napoleon became Emperor of the French.

IV. ANALYSIS AND SYNTHESIS

COMPOUND SUBJECTS, PREDICATES, COMPLEMENTS, AND MODIFIERS

By means of conjunctions, two or more sentences may be united so that,

1. The **subject** may be compound.

{ *Paul can read.*
{ *Samuel can read.*
*Paul **and** Samuel can read.*

2. The **predicate** may be compound.

{ *Kittie did not study her lesson.*
{ *Kittie did not recite her lesson.*
*Kittie **neither** studied **nor** recited her lesson.*

3. The **complement** of the predicate may be compound.

{ *Nellie gathered flowers every morning.*
{ *Nellie gathered berries every morning.*
*Nellie gathered **either** flowers **or** berries every morning.*
{ *Nellie is cheerful.*
{ *Nellie is industrious.*
*Nellie is **both** cheerful **and** industrious.*
{ *Nellie is a housekeeper.*
{ *Nellie is a gardener.*
*Nellie is a housekeeper **and** a gardener.*

4. Any two or all three of these parts may be compound.

*Paul and Samuel can **not only** read **but also** write.*

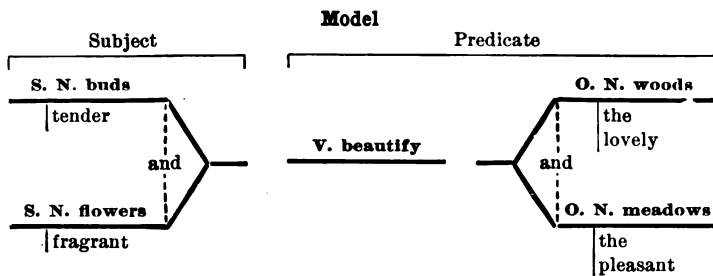
*Frank studied **and** recited **both** his geography **and** his history.*

*Ellen **or** Bessie lost the books **and** pictures.*

*A fox **or** an owl caught **and** killed our geese **and** chickens.*

EXERCISE 52. — *As in the model, analyze the following sentences :*

1. Tender buds and fragrant flowers beautify the lovely woods and the pleasant meadows.



2. The careless boy lost his coat and his cap.
3. The sun, the moon, and the stars light the earth.
4. My mother cooks and sweeps and sews.
5. The blacksmith heated and hammered the iron.
6. Harry threw and caught his rubber ball.
7. Shall you and I go ?
8. Will the sick man live or die ?
9. The clever boys built and sailed a pretty boat.
10. Cinderella embraced and forgave her cruel sisters.
11. The horse or the cow must be sold.
12. Mary's father bought a house and lot.
13. The merry boys gathered nuts and apples.
14. The wind and the rain delayed our journey.
15. The circus astonished and delighted the children.

16. The noble hound loved and faithfully served his master.
 17. He or she broke the beautiful vase and the valuable mirror.
 18. Do Jennie and Amy study diligently?
 19. Will he visit your cousin or your friend?
 20. The walk became dull and tiresome.
 21. Dusty and dim are the miller's eyes.

Sentences may be united by conjunctions so that modifiers are compound.

RULE.— *Words in a series should be separated from one another by commas unless all the conjunctions are expressed.*

} *Fred skates rapidly.*
 } *Fred skates gracefully.*
 Fred skates rapidly and gracefully.

Mary, Kate, and Susan gathered roses, lilies, carnations, and violets.

EXERCISE 53.— *Analyze the following sentences as in the model:*

1. A small but thoughtful child tenderly watched her sick and helpless brother.

Subject	Model	
S. N. child	V. watched	O. N. brother
A small but thoughtful	tenderly	her sick and helpless

2. The tired and hungry children gladly ate their supper.
 3. The queen's attendants wear beautiful and costly dresses.
 4. The sailors gayly and cheerfully plied their oars.

5. The band played a slow and solemn march.
6. Come quickly and quietly.
7. The sly fox quickly caught the foolish and unsuspecting goose.
8. Little Marygold slowly and disconsolately opened the door.
9. A famous king built a vast and grand temple.
10. Busily and noisily, the mill grinds the wheat.
11. The bold and merry urchin astonished his teacher.
12. The soldiers gladly and proudly marched away.
13. The mother's low and gentle voice soothed the fretful child.
14. Did the man speak poorly or well?
15. The brook flowed swiftly, but noisily.
16. Was the work done cheerfully or unwillingly?

EXERCISE 54. — *Combine the sentences of each of the following sets into one sentence having one or more of its parts compound:*

1. Will you have coffee for breakfast? Will you have tea for breakfast?
2. Some bread is heavy. It is dark. It is pasty.
3. The sick child could not eat. She could not sleep.
4. A house without children is quiet. It is dreary.
5. Ichabod's head was small. It was flat at the top.
6. His head had huge ears. It had large green glassy eyes. It had a long snipe nose.
7. Brom Bones was broad-shouldered. He was double-jointed.
8. The frogs leaped upon the log. They treated it with the greatest contempt.
9. Geese are not silly. They are steady. They are sensible.
10. Write quickly. Write legibly.

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V. THE PHRASE

THE ADJECTIVE PHRASE

We have learned that words are arranged, according to their use, in classes called parts of speech. We are now to learn that sometimes a group of words taken together has the use of a single part of speech. For instance, in the sentence, *The girl with bright eyes spied the cherries*, the group of words *with bright eyes* has the same use that the single word *bright-eyed* would have in this sentence. Such a group of words is called a *phrase*.

DEFINITION. — A **phrase** is a group of words not containing a subject and a predicate, which performs the office of a single part of speech in a sentence.

When a phrase is used, like the adjective, to modify a *noun* or a *pronoun*, it is called an *adjective phrase*.

NOUN MODIFIED BY PHRASE.	{	<i>The box</i>	{	<i>on the table</i> <i>with the cover</i> <i>from the store</i> <i>across the room</i> <i>beyond the chair</i>	}	<i>is mine.</i>
PRONOUN MODIFIED BY PHRASE.	{	<i>He</i>	{	<i>in the carriage</i> <i>under the umbrella</i> <i>opposite the speaker</i> <i>near the door</i> <i>by the fountain</i>	}	<i>is the general.</i>

The adjective phrase may often be shortened into an adjective.

<i>Acts of kindness</i>	} =	<i>Kind acts.</i>
<i>Clouds of gold</i>		<i>Golden clouds.</i>
<i>Words of cheer</i>		<i>Cheering words.</i>
<i>Emigrants from Italy</i>		<i>Italian emigrants.</i>

EXERCISE 55.— *Fill the blanks with adjective phrase modifiers, and tell what words they modify:*

1. An acre — — — should produce twenty bushels — — —.
2. The kettle — — — began to sing cheerily.
3. A baby — — — was eating a piece — — —.
4. I love to hear the patter — — —.
5. The showers — — — bring May flowers.
6. The bells — — — began to ring.
7. A nest — — — was found in the meadow.
8. The leader — — — was killed in battle.
9. A child — — — ran down the street.
10. Do not steal the eggs — — —.
11. The bird — — — sang to his mate — — —.
12. The captain — — — punished a disobedient sailor.
13. The love — — — is a grievous fault.
14. The water — — — turned the wheel — — —.

EXERCISE 56.— *As in the example given below, change the italicized words into phrases:*

1. *Golden* curls and *blue* eyes served to render her a *beautiful* creature.

Curls of *gold* and eyes of *blue* served to render her a creature of *beauty*.

2. The *daily* tasks are all ended.
3. Our *country* cousins paid us a *hasty* visit.
4. *Good-tempered* boys make pleasant playmates.
5. Singing and dancing were the *evening's* amusement.
6. The lark sang its *joyous* and *blissful* songs.
7. The *bee's* legs were covered with *pollen* grains.
8. *Yellow-fever* patients are not allowed to enter *New York* harbor.
9. The *public-school* teachers enjoyed their *vacation* trip.
10. During my *morning* walk I bought some *flower* pots.
11. The *boys'* teacher received a *gold-headed* cane.
12. The *city* people spent their summer in a *sea-side* cottage.
13. The *Newfoundland* fogs hide many a *northern* iceberg.
14. *Artists'* materials are sold at a *Broadway* store.
15. A *knotty* tree stood in the *sheep* pasture.
16. *Picture* books entertain the children during many *idle* moments.

THE ADVERBIAL PHRASE

A phrase used like an adverb to modify a *verb*, an *adjective*, or an *adverb*, is called an *adverbial phrase*.

VERB MODIFIED BY PHRASE.	}	<i>He ran</i>	{	<i>along the street.</i> <i>against the wall.</i> <i>after the boys.</i> <i>behind the house.</i> <i>among the thorns.</i>
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ADJECTIVE MODI- FIED BY PHRASE.	}	<i>The soldier was brave</i>	{	<i>by nature.</i> <i>from experience.</i> <i>in battle.</i> <i>at Gettysburg.</i> <i>throughout the war.</i>
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A phrase is itself often modified by an adverb.

PHRASE MODIFIED BY ADVERB.	}	<i>We were almost</i>	{	<i>at the summit. over the mountain. through the pass. opposite the city. under the tree.</i>
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An adverb is sometimes modified by a phrase.

ADVERB MODIFIED BY PHRASE.	}	<i>She sings well</i>	{	<i>for her age. in a chorus. among her friends. on some occasions. with a little practice.</i>
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RULE I. — *An adverbial phrase preceding the verb and its subject, is usually followed by a comma.*

Under a spreading chestnut tree, the village smithy stands.

RULE II. — *An adverbial phrase coming between the subject and the verb or between the parts of the predicate, is set off by commas.*

This boy, by making a great effort, has won the race.

EXERCISE 57. — *In the following sentences, tell which are adjective, and which adverbial, phrases. Tell also what each phrase modifies.*

1. A very fine hotel near the sea safely sheltered the visitors from the city.

2. Without hesitation, I gladly accepted my uncle's invitation to the party.

3. During the morning, we heard a snatch of a merry little song.

4. The ship of the admiral sailed away to the other side of the world.
5. The jewels of the princess were much admired at the ball.
6. Katy's bright eyes soon discovered, on a projecting limb, the nest of the robin.
7. Poor frightened Cinderella ran quickly away to her cheerless home.
8. The prince loved dearly the wearer of the little glass slipper.
9. Our cabin in the forest has a chimney of stone.
10. During the storm, the force of the torrent uprooted the trees along the river's bank.
11. The shadow on the dial marks quite correctly the hour of the day.
12. The sun sends through my window his morning rays of light and heat.
13. On the bright May mornings, groups of merry children were seen in the park.
14. The judge rode slowly down the lane.
15. She filled for him her small tin cup.
16. The students of the college often rowed on the lake.

EXERCISE 58. — *Analyze the following sentences as in the model, and explain the analysis :*

1. Fruits from the orchards of California may be bought in the markets of London.

Subject	Predicate
S. N. Fruits	V. may be bought
from orchards the of California	in markets the of London

2. In the spring, the snow of the mountain swells the streams of the valley.

3. At the door, on summer evenings, sat the little Hiawatha.
4. Ants know the state of the weather very accurately.
5. Lonesome little Paul waited patiently for his sister.
6. The floor of the cave was covered with heaps of gold.
7. The fatal shot was fired before the dawn of day.
8. Bees in the clover are crooning drowsily.
9. The prince was superbly dressed in a robe of blue velvet.
10. The blue-jay in the maple tree sang gleefully to his mate.
11. In the spring a fuller crimson comes upon the robin's breast.
12. All day long through Frederick street,
Sounded the tread of marching feet.
13. Gentle Tina held the bird lightly in one hand.
14. The bricklayers had left, by accident, a very small hole near the top of the granary.
15. The children found a most wonderful tree with leaves of silver.

THE NOUN PHRASE

In some sentences a phrase performs the office of a noun and is called a *noun phrase*. For instance, in the sentence, *To read well requires much practice*, the subject *to read well* is a noun phrase.

NOUN PHRASE	}	<i>To read poetry well</i>	} <i>is not easy.</i>
USED AS A		<i>To climb steep hills</i>	
SUBJECT.		<i>To be good</i>	

NOUN PHRASE	}	<i>I like</i>	}	<i>to play ball.</i>
USED AS AN				<i>to climb trees.</i>
OBJECT OR A				<i>to run very fast.</i>
PREDICATE NOUN.	}	<i>The command was</i>	}	<i>to halt.</i>
				<i>to march forward.</i>
				<i>to shoulder arms.</i>

EXERCISE 59. — *Tell whether the noun phrases italicized in the following sentences are used as subjects, objects, or predicate nouns:*

1. You must learn *to control your temper*.
2. *To shoot a bird* is a base deed.
3. The general's command was *to keep on fighting*.
4. *To play in the open air* is good for young people.
5. He enjoyed *walking ten miles a day*.
6. *Shooting deer* is not a noble sport.
7. John's work is *to build the fire in the morning*.
8. Do you still like *to read fairy tales*?
9. *To make mistakes* is easy.
10. *Shoeing horses* is the blacksmith's trade.

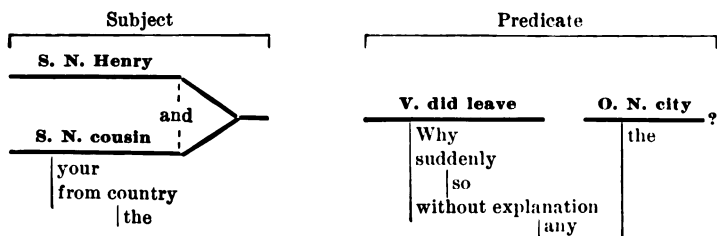
EXERCISE 60. — *In the following sentences point out the noun phrases, and tell whether they are used as subjects, objects, or predicate nouns:*

1. The bird wants to fly away.
2. Frank has learned to skate well.
3. Hunting the bear is dangerous sport.
4. The pupils enjoy reading aloud.
5. To build Rome was not the work of a day.
6. To make promises is very easy.
7. To see is to believe.
8. To be blind is to be deprived of many pleasures.

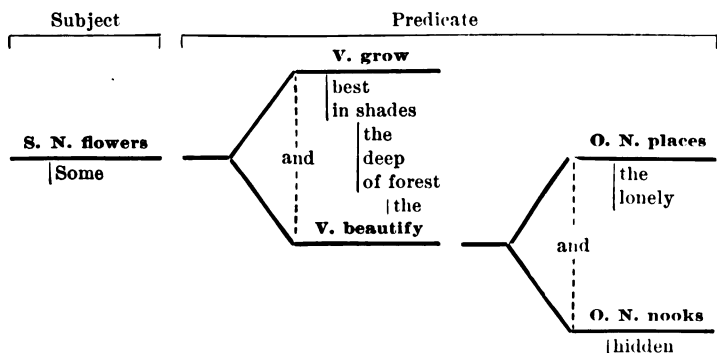
EXERCISES IN REVIEW

EXERCISE 61. — *Analyze the following sentences and explain the analysis:*

1. Why did Henry and your cousin from the country leave the city so suddenly without any explanation?



2. Some flowers grow best in the deep shades of the forest and beautify the lonely places and hidden nooks.



3. A great yellow cat sat on the sill of our kitchen window.
4. The terrified passengers dressed hastily and came on deck.
5. A tiny yellow warbler built a nest in a little bush in our front yard.
6. The lovely mermaids once sat on the rocks by the ocean and braided their curious sea-green hair.
7. Tina fed with crumbs and warmed the starving sparrow.
8. Many great ships, during the last year, sailed away over the ocean to foreign lands.
9. Visitors from many different countries attend the receptions at the White House.

10. Maud Muller stooped, and filled from the spring her small tin cup.

11. In a loving way, the dog put his great paw into Annie's little hand.

12. My cousin and I played at the edge of the lake.

13. Hiawatha heard the whispering of the pine trees and the lapping of the water.

14. Hawthorne wrote many short but beautiful sketches for children.

15. The sun suddenly shone through the pane, and lighted the baby's sweet face.

16. The weathercock on the steeple told, in all kinds of weather, the direction of the wind.

17. The young travelers visited nearly all the ports of the world.

18. Santa Claus comes silently in the night and fills the stockings of the good boys and girls.

19. We saw light, graceful sloops and slow, clumsy barges in the busy harbor.

20. Did you practice your lesson on the violin faithfully to-day?

REVIEW OF DEFINITIONS

A phrase is a group of words not containing a subject and a predicate, which performs the office of a single part of speech in a sentence.

An adjective phrase is a phrase used like an adjective to modify a noun or a pronoun.

An adverbial phrase is a phrase used like an adverb to modify a verb, an adjective, or another adverb.

A noun phrase is a phrase that performs the office of a noun.

VI. THE NOUN

COMMON AND PROPER NOUNS

We have learned what nouns are, but we have yet to learn into what classes they may be divided.

If every object in the world had a different name, we should need millions of words. But although the number of objects is very great, all that have any interest or importance have been named. This has been done by calling things that resemble each other by the same name. This plan has given us such words as *stone*, *fruit*, *leaf*, *man*. These are *class names*. Many of these classes have been separated into smaller classes. Thus, the class of things called *plants* has been divided into *trees*, *shrubs*, and *herbs*. Each of these classes has been further divided: *trees* into *pine*, *oak*, *maple*, etc.; *shrubs* into *rose*, *currant*, *gooseberry*, etc.; *herbs* into *clover*, *pink*, *geranium*, etc. When several objects have the same name they are said to have a *common* or *general* name. Hence, such nouns as those given above are called *common nouns*.

Many common nouns are composed of two or more words; as, *skate-strap*, *lily-of-the-valley*.

Some nouns are the names of qualities; as, *sweetness*, *leistyth*.

Some nouns are the names of actions; as, *The singing was good*.

DEFINITION. — A **common noun** is a noun that is used as the name of a class of things.

cat, forest, hill, fishhook.

Again, there are some things of so much importance that they must have names that are not class names. Thus, suppose your brother is far away in another city. You wish to write to him. If you put on the envelope only class names, such as *brother*, *city*, he will never get your letter. But if the city is *Boston*, and his name is *Henry G. Brown*, there need be no trouble about it. Such names are *particular* or *personal* names, and they are called *proper nouns*.

Proper nouns, like common nouns, are often composed of more than one word; as, *John Smith*, *The City of New York*.

You will notice that most things that have individual names have also general names. For example, *Henry G. Brown* may be spoken of by the general names, *man*, *person*, *individual*, and perhaps by *merchant*, *voter*, *citizen*, etc.

DEFINITION. — A **proper noun** is a name that belongs only to some particular person, place, or thing.

Henry, Boston, Monday, April.

RULE.— *Begin every proper noun with a capital letter.*

EXERCISE 62.— *For each of the following class names mention two or more individual names of things belonging to the class :*

king	city	ocean	country	citizen	discoverer
mountain	girl	man	person	cape	house
river	author	woman	general	sea	book
boy	teacher	sailor	carpenter	merchant	president
poem	railroad	street	clerk	father	governor
village	lake	ship	pupil	mother	capital

EXERCISE 63.— *Mention two or more words that denote smaller classes of the things denoted by the following names :*

EXAMPLE.— *fish : trout, perch, shad, salmon.*

fish	animal	tool	dish	stream	quadruped
cattle	road	feeling	insect	vehicle	flower
fruit	workman	timepiece	officer	building	mineral
bird	person	book	document	disease	science

EXERCISE 64.— *Analyze the following sentences, and tell of each noun whether it is common or proper :*

1. On Christmas, Mary received from her mother a beautiful doll.
2. William caught three rabbits in a hollow tree by the meadow.
3. Sicily is an island in the Mediterranean Sea.
4. The people of Russia must endure great cold in winter.
5. Rover and Tabby belong to Albert.

6. A gentleman from Baltimore left the train at Philadelphia.

7. Columbus sailed in three ships from Palos on the third day of August.

8. Napoleon was defeated at the battle of Waterloo, and was sent to the island of St. Helena.

9. The Mississippi rises in the state of Minnesota, and empties into the Gulf of Mexico.

10. Alexander Hamilton was killed in a duel by Aaron Burr.

11. The cackling of geese saved Rome.

12. Sorrow for a fault should always go before forgiveness.

13. Honesty is the best policy.

14. Good writing requires a careful attention to the proper slant of the letters.

NUMBER

If you examine the sentences in the preceding exercises, you will notice that many words change their forms when there is a change in their use. Most nouns do this. For example, when we use the words *hat*, *fox*, *knife*, *mouse*, *piano*, we mean one of the things named ; but if we mean more than one, we use the forms *hats*, *foxes*, *knives*, *mice*, *pianos*.

This change in the form of a word, which comes from its being differently used, is called *inflection*.

DEFINITION. — **Number** is that form or use of a word which denotes one or more than one.

DEFINITION. — The **singular number** of a noun is that form or use of it which denotes *one*.

DEFINITION. — The **plural number** of a noun is that form or use of it which denotes *more than one*.

RULE I. — *Most nouns add s to the singular to form the plural.*

books, rats, lions, inkstands.

RULE II. — *When the singular ends in a hissing sound, such as s, z, sh, ch (sounded as in the word church), and x, the plural is formed by adding es to the singular.*

hisses, adzes, sashes, latches.

RULE III. — *When the singular ends in y preceded by a vowel, the plural is formed by adding s to the singular.*

fays, keys, volleys, toys, guys.

RULE IV. — *When the singular ends in y preceded by a consonant, the y is changed to i and es is added to form the plural.*

spy—spies, sky—skies, belfry—belfries.

RULE V. — *Most nouns ending in f or fe form their plurals by adding s to the singular; some by changing f or fe into v and adding es.*

fifes, skiffs, cliffs, strifes, half—halves, shelf—shelves.

EXERCISE 65. — *Write the plural of each of the following, and give the rule:*

sailor	apple	circus	river	window	loaf
horse	knife	rose	lake	lamp	dwarf
donkey	valley	tree	wolf	piece	beef
star	lash	camp	kiss	thief	sheaf

watch	church	witness	glove	strife	brush
pony	watch	turkey	dove	eye	boss
lady	mass	life	muff	fly	index
chief	tiger	calf	rush	sigh	suffix
wife	fox	half	grass	bench	prefix
monkey	story	cow	glass	leaf	coach

Many nouns form their plurals not in accordance with the rules just given. There is no better way to learn these forms than to study them one by one. A few of them are given below.

Study the following words, so that you may be able to give the plural when you hear the singular, or the reverse :

<i>Sing.</i>	<i>Plural.</i>	<i>Sing.</i>	<i>Plural.</i>
ox	oxen	foot	feet
mouse	mice	penny	pennies or pence
goose	geese	cow	cows or kine
man	men	brother	brothers or brethren
woman	women	die	dies or dice
child	children	cherub	cherubs or cherubim
tooth	teeth	seraph	seraphs or seraphim

Some nouns are the names of *groups* of things. When the group is regarded as a unit, the noun is of the singular number.

*This **choir** is the best in the city.*

*The **committee** has given you a vote of thanks.*

GENDER

Persons and animals are divided into two classes. Males form one class or sex, and females form the

other. The name of any male is said to be a noun of the *masculine gender*; the name of any female is said to be a noun of the *feminine gender*. The name of anything whose sex is not taken into account, or the name of anything without life, is said to be a noun of the *neuter gender*.

Some nouns are used either for males or for females; such as *child, parent, sheep*. Such nouns are said to be of the *common gender*, but we may generally know their gender from something that is said about them.

The gender of nouns may be shown :

1. By different words, as *boy, girl; man, woman*.
2. By different endings, as *governor, governess; actor, actress*.
3. By putting before a noun of the common gender a word whose gender we know, as *he-goat, she-goat; man-servant, maid-servant*.

DEFINITION. — **Gender** is that form or use of a word which denotes sex.

DEFINITION. — The **masculine gender** is that form or use of a word which denotes the male sex.

DEFINITION. — The **feminine gender** is that form or use of a word which denotes the female sex.

DEFINITION. — The **neuter gender** is that form or use of a word which denotes the absence of sex.

DEFINITION. — The common gender is that form or use of a word which denotes something whose sex may be either male or female.

EXERCISE 66. — *Make lists of the following words according to their gender :*

boy	nut	governess	emperor	nephew	lady	widow
girl	coat	king	duke	aunt	whale	maid
man	bull	prince	book	uncle	John	bird
woman	tigress	queen	duck	father	ship	fowl
slate	cat	princess	drake	sister	nun	flower
fish	city	teacher	niece	son	monk	hen
lioness	hat	author	cousin	daughter	lad	gander

CASE

A long time ago the form of a noun used as the subject of a verb was different from that of a noun used as the object of a verb, but this is no longer so.

The dog bit the cat. The boy struck the dog.

The word *dog* is used, in the first sentence, as *subject*, and in the second, as *object*; but the *form* of the word is unchanged. The *use* of the word, however, or its *relation to other words* in the sentences, is different. The word *dog*, in the first sentence, denotes that about which the statement is made; hence it bears to the verb *bit* the *relation of subject*. In the second sentence, *dog* bears the *relation of object* to the verb *struck*.

A word denoting that about which a statement is

made is in the **nominative case**. The word *nominative* means *naming*.

A word that bears the relation of object to a verb is in the **objective case**.

There is, however, another way in which nouns are used, and then a slight change is made in their forms. If you wish to speak of the hat that belongs to John, you do not say *John hat*, but *John's hat*. So likewise you say, *My father's house*, *The soldiers' muskets*, meaning the house belonging to your father, and the muskets belonging to the soldiers. This relation of ownership is shown by adding an apostrophe (') and *s* to *father*, and an apostrophe to *soldiers*. A noun used in this manner is said to be in the *possessive case*.

DEFINITION. — The **case** of a noun is that form or use of the noun which denotes its relation to other words in a sentence.

EXERCISE 67.— *Analyze the following sentences, and tell the case of each noun:*

1. John tore Henry's book and broke Jane's slate.
2. The poor boy's leg was crushed.
3. Industry and perseverance overcome many obstacles.
4. Most birds' eggs are colored.
5. The dog's ears were closely cropped.
6. The teachers and pupils heard the girl's song.
7. The admiral's vessel was wrecked.
8. All our hopes and fears are ended.
9. The Mayflowers open their soft, tearful eyes.

10. A beautiful girl watched the shadows and heard the honeybees' hum.
11. The robin's song reached the sick man's darkened room.
12. Were John's clothes well made?
13. The bees' sharp stings penetrated the boy's flesh.
14. The boy's flesh was pierced.
15. The graceful maple tree has shed its beautiful scarlet leaves.
16. The audience admired the lawyer's speech.

The Nominative Case

In a preceding lesson (p. 57) we learned that when a verb is completed by a predicate noun, this noun denotes the same person or thing as the subject.

*Grant was a **soldier**.*

In this sentence *soldier*, the predicate noun, denotes the same person as the subject, and it is said to be in the nominative case.

The predicate noun is always in the same case as the subject.

Sometimes a noun is used to name a person or thing addressed.

*I am glad, **John**, that you can go.*

In this sentence the noun *John* is said to be in the nominative case. *A noun denoting a person or thing addressed is always in the nominative case.*

RULE. — *The name of a person or thing addressed is set off by the comma.*

EXERCISE 68. — *In the following sentences all the nouns are in the nominative case. Tell of each noun whether it is used as a subject, a predicate noun, or as the name of a person or thing addressed.*

1. Listen, my children.
2. Up, up, up went little Water-drop.
3. Mother, let me fly away.
4. Birdie, rest a little longer,
Till the little wings are stronger.
5. Lady Moon, Lady Moon, where are you roving?
6. Sleep, baby, sleep.
7. Cheerily, then, my little man,
Live and laugh as boyhood can!
8. Here's the very finest song I know, little Bell.
9. O velvet bee, you're a dusty fellow.
10. O river, you shine clear and bright,
To tempt me to look in you;
O water lilies, pure and white,
You hope that I shall win you.

The Objective Case

We have learned that a preposition is used to show the relation between a noun or a pronoun and some other word. This noun or pronoun is called the object of the preposition. Like the object of a verb it is in the objective case.

*I went with **John**. We spoke to **Henry**.*

EXERCISE 69. — *Analyze the following sentences; point out the nouns that are in the objective case, and*

tell whether they are objects of verbs or objects of prepositions :

1. Little Annie pulls me onward by the hand.
2. Suddenly we pause at the most wondrous shop in all the town.
3. Here we may review a whole army of horse and foot, in red and blue uniforms, with drums, fifes, trumpets, and all kinds of noiseless music.
4. They have halted on the shelf of this window, after their weary march from Lilliput.
5. Little Annie does not like soldiers.
6. She looks wishfully at a proud lady in the window.
7. Her whole heart is set upon that doll.

EXERCISE 70. — *Tell of each italicized noun in the following paragraph, why it is in the nominative or the objective case :*

From every *part* the *knights* flocked to *Camelot*, and the *town* was full to overflowing of armed *men* and their *horses*. And when they were all assembled, there rode in a *damsel*, who said she had come with a *message* from the great *Lady Lile* of *Avelion*, and begged that they would bring her before King Arthur. When she was led into his *presence* she let her mantle of *fur* slip off her shoulders, and they saw that by her *side* a richly wrought sword was buckled. The *king* was silent with *wonder* at the strange *sight*, but at last he said, "*Damsel*, why do you wear this *sword* ? for *swords* are not the *ornaments* of *women*." "Oh, my *lord*," answered she, "I would I could find some knight to rid me of this *sword*, which weighs me down and causes me much sorrow. But the *man* who will deliver me of it must be one who is mighty of his *hands*, and pure in his *deeds*, without *villainy* or *treason*. If I find a knight such as this, he will draw this *sword* out of its *sheath*, and he only."

The Possessive Case

In writing the possessive case of a noun one must be careful to put the apostrophe in the proper place. When we write *the boy's ball*, we mean the ball belonging to one boy; but when we write *the boys' ball*, we mean the ball belonging to more than one boy.

Following are the rules for forming the possessive case of nouns:

RULE I.— *To form the possessive case of a noun in the singular number, add an apostrophe and s to it; as, the lark's song, James's hat.*

RULE II.— *To form the possessive case of a plural noun ending in s, add an apostrophe to it; as, boys' voices, butterflies' wings.*

RULE III.— *To form the possessive case of a plural noun not ending in s, add an apostrophe and s to it; as, children's voices, sheep's tails.*

EXERCISE 71.— *Write sentences, using the following words as nouns in the possessive case:*

Charles	Oliver Wendell Holmes	mouse
Francis	Charles Dickens	women
woman	Henry W. Longfellow	mice
man	Roger Williams	salmon
ox	Christopher Columbus	deer
turkeys	Robert Fulton	geese
girls	General Cornwallis	boys
horses	Peter Stuyvesant	ladies

APPOSITION

Some nouns are used to explain a preceding noun or pronoun.

Washington, the hero. Her brother, the soldier. He, the speaker, is very eloquent.

A noun used as *hero, soldier, and speaker* are used above, is said to be *in apposition*. This word means *placed beside*, and it is chosen because the *appositive* generally stands immediately after the word it explains.

An appositive is always in the same case as the word it explains. When, however, a noun in the possessive case is used with an appositive, only the appositive has the sign of the possessive case (' or 's).

Grant, the general's, grave is by the Hudson.

DEFINITION. — An **appositive** is a noun or pronoun used to explain another noun or pronoun.

RULE.—*A noun in apposition, unless it is closely connected with the word it modifies, should be set off by the comma.*

EXERCISE 72. — *Mention the appositives, give their cases, and tell with what word each is in apposition :*

1. Herod, the Roman governor, beheaded John the Baptist.
2. Arnold, the traitor, died wretched and forsaken, in London, the metropolis of the world.

3. The children were delighted with the story of Jack the Giant-killer.

4. The head of the family, Mr. Brown, was a grave, sedate man.

5. We were guided by our old acquaintance, the trapper.

6. My dog, my dear dumb friend, lies at my feet.

7. Do you know the story of Brian, the brave king of Ireland?

8. My son Louis and my daughter Lilian are both at school.

9. Lafayette, the friend of our fathers, is gratefully remembered by us.

10. Behold her, yon solitary Highland lass.

11. Shakspeare the poet and Bacon the philosopher lived during the reign of Elizabeth, Queen of England.

12. Jessie, the bewitching little fairy, dances her way into all our hearts.

13. Old Shep, an intelligent collie dog, takes care of the sheep in the park.

14. The mother tearfully parted from her boy, the brave soldier.

15. Daniel Boone, the pioneer of Kentucky, endured many hardships.

16. The moon, that lovely lantern of the night, outshone the firefly's light.

17. Mary, Queen of Scots, was the cousin of Elizabeth of England.

Sometimes a noun or a pronoun is explained by a noun phrase.

It is a sin to speak deceitfully.

Here the noun phrase *to speak deceitfully* explains the word *it* and is said to be in apposition with *it*.

EXERCISE 73. — *Complete each sentence by adding a noun phrase in apposition with the word it :*

1. It is good —.
2. It is hard —.
3. It is not easy —.
4. It is a trouble —.
5. It is a mistake —.
6. It is not always best —.
7. It is a virtue —.
8. It is pleasant —.
9. It is not safe —.
10. It is not possible —.

PARSING

To give an account of a word in a sentence, by mentioning the class to which it belongs, giving its inflections, and telling its relations to other words in the sentence, is to **parse** it.

To explain the relation of a word to some other word or words in a sentence is to give its **syntax**.

EXERCISE 74. — *Parse the nouns in the following sentences, in accordance with the model. Analyze the sentences in the paragraph numbered 2.*

1. John tore Kate's books.

MODEL. — **John** is a noun; proper; singular number; masculine gender; nominative case, because it is the subject of the verb *tore*. **Kate's** is a noun; proper; singular number; feminine gender; possessive case, because it denotes ownership.

Books is a noun; common; plural number; neuter gender; objective case, because it is the object of the verb *tore*.

2. They all drew towards the fire. Mother sat in the big chair, with Beth at her feet. Meg and Amy perched on either arm of the chair. Jo leaned on the back. In this letter little was said of hardships, dangers, or homesickness. It was a cheerful, hopeful letter, full of lively descriptions of camp life, marches, and military news. Only at the end did the writer's heart overflow with fatherly love and longing for his little girls at home.

3. Give me of your bark, O Birch-Tree!
Of your yellow bark, O Birch-Tree!
Growing by the rushing river,
Tall and stately in the valley!
I a light canoe will build me,
Build a swift Cheemaun for sailing.

4. Hiawatha's two friends were Chibiabos, the musician, and Kwasind, the very strong man.

REVIEW OF DEFINITIONS

A common noun is a noun that is used as the name of a class of things.

A proper noun is a name that belongs only to some particular person, place, or thing.

Number is that form or use of a word which denotes one or more than one.

The singular number of a noun is that form or use of it which denotes one.

The plural number of a noun is that form or use of it which denotes more than one.

Gender is that form or use of a word which denotes sex.

The masculine gender is that form or use of a word which denotes the male sex.

The feminine gender is that form or use of a word which denotes the female sex.

The neuter gender is that form or use of a word which denotes the absence of sex.

The common gender is that form or use of a word which denotes something whose sex may be either male or female.

The case of a noun is that form or use of the noun which denotes its relation to other words in the sentence.

The nominative case of a noun is the use of the noun as subject of a verb, as predicate noun, or as the name of a person or thing addressed.

The objective case of a noun is the use of the noun as object of a verb or of a preposition.

The possessive case of a noun is that form of the noun which denotes ownership.

An appositive is a noun or pronoun used to explain another noun or pronoun.

VII. THE PRONOUN

NUMBER, GENDER, AND CASE

The pronoun, like the noun, is used in two numbers, the singular and the plural.

The boy has a ball, and he has a bat.

The boys have balls, and they have bats.

The pronoun, like the noun, has gender. In the sentence, *Mary asked John to lend her his knife, but he could not spare it*, the pronouns *his* and *he* are of the masculine gender, *her* is feminine, and *it* is neuter.

The pronoun, like the noun, is used in three cases. In the sentence, *I saw him and his daughter*, the pronoun *I* is in the nominative case, *his* is in the possessive case, and *him* is in the objective. In the sentence, *It was I*, *I* is called the *predicate pronoun* and is in the nominative case.

EXERCISE 75. — *Tell the number, gender, and case of each of the italicized pronouns :*

He spake ; aloud *they* called, and forth *she* came
And threw at once the shining doors apart,
And bade *my* comrades enter. Without thought
They followed *her*. Eurylochus alone
Remained without, for *he* suspected guile.

*She led them in and seated them on thrones.
 Then mingling for them Pramnian wine with cheese,
 Meal, and fresh honey, and infusing drugs
 Into the mixture, — drugs which made them lose
 The memory of their home, — she handed them
 The beverage and they drank. Then instantly
 She touched them with a wand, and shut them up
 In sties, transformed to swine in head and voice,
 Bristles and shape, though still the human mind
 Remained to them.*

EXERCISE 76. — *Mention the predicate pronouns and the verbs completed by them :*

1. Was it she who broke the window?
2. It was not I.
3. It must have been he.
4. Who was it that lost her glove? I.
5. I did not know that it was he.
6. Was it the neighbors' children who picked the flowers?
 No, it was not they.

EXERCISE 77. — *Fill the blanks with pronouns, tell the case of each, and give a reason for its use :*

1. Give the book to John and —.
2. John and — own the book.
3. It is you and — who will be rewarded.
4. Did Mary ring the bell? No, it was not —.
5. This is the place for Billy and —.
6. He and — are brother and sister.
7. Did these boys break the window? No, it was not —
 who broke —.
8. Who wants to go with —? —.
9. Did you see Alice and — this morning?

PERSON

There is a property of nouns and pronouns which we have not yet studied. A noun or pronoun may denote *the speaker, the person or thing spoken to, or the person or thing spoken about*. When it denotes the speaker, it is said to be a noun or pronoun of the *first person*; when it denotes the person or thing spoken to, it is said to be of the *second person*; and when it denotes the person or thing spoken about, it is said to be of the *third person*.

In the sentence, *I told you about it*, *I* is a pronoun of the first person; *you* is a pronoun of the second person; and *it* a pronoun of the third person.

DEFINITION. — A noun or a pronoun is of the **first person** when it denotes the *speaker*.

DEFINITION. — A noun or a pronoun is of the **second person** when it denotes the person or thing *spoken to*.

DEFINITION. — A noun or a pronoun is of the **third person** when it denotes the person or thing *spoken about*.

As nouns have the same form in all three persons, we shall not mention the person of the noun in parsing it.

I, Paul, have written it. You, Paul, have written it. Paul has written it.

EXERCISE 78. — *Tell the person of each italicized pronoun in the following selections:*

1. *I* stood on the bridge as *you* sailed under *it*.
2. Let *us* tread lightly and take *our* places without saying a word.
3. O what are *you* doing, *my* baby,
O what are *you* doing, *I* pray?
4. When *my* ship comes in from over the sea,
Such wonderful things *it* will bring to *me*!
5. *They* climb up into *my* turret,
O'er the arms and back of *my* chair;
If *I* try to escape, *they* surround *me*;
They seem to be everywhere.
6. Lives of great men all remind *us*
We can make *our* lives sublime.
7. Whatsoe'er *you* find to do,
Do *it*, boys, with all *your* might.
8. Which is *your* lot, *my* girl and boy?
Is *it* a life of ease and joy?
9. Little Rosy Red-cheek said unto a clover:
"Flower, why were *you* made?
I was made for mother,
She hasn't any other;
But *you* were made for no one, *I'm* afraid."
10. The storm! The storm! *I* hear *it* coming!
Run, or *you* will be lost!

THE PERSONAL PRONOUN

There is a kind of pronoun that shows by its *form* whether it denotes the speaker, the person or thing spoken to, or the person or thing spoken about. Thus

the pronoun *I*, no matter how it is used in a sentence, always denotes the speaker; the pronoun *you* always denotes the person or thing spoken to; and the pronoun *it* always denotes the thing spoken about. This kind of pronoun is called a *personal pronoun*.

DEFINITION. — A **personal pronoun** is a pronoun that shows by its form whether it denotes the speaker, the person or thing spoken to, or the person or thing spoken about.

If the personal pronouns be arranged so as to show in an orderly way the forms that denote gender, person, number, and case, we have:

THE DECLENSION OF PERSONAL PRONOUNS

	FIRST PERSON		SECOND PERSON	
	SINGULAR	PLURAL	SINGULAR	PLURAL
NOMINATIVE:	<i>I</i>	<i>we</i>	<i>you</i>	<i>you</i>
POSSESSIVE:	<i>my, mine</i>	<i>our, ours</i>	<i>your, yours</i>	<i>your, yours</i>
OBJECTIVE:	<i>me</i>	<i>us</i>	<i>you</i>	<i>you</i>
	THIRD PERSON			
	SINGULAR		PLURAL	
NOMINATIVE:	<i>he, she, it</i>		<i>they</i>	
POSSESSIVE:	<i>his, her, hers, its</i>		<i>their, theirs</i>	
OBJECTIVE:	<i>him, her, it</i>		<i>them</i>	

There is a form of the personal pronoun of the second person which is no longer in common use. It is still used in poetry. Its declension is as follows:

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	SINGULAR	PLURAL
NOMINATIVE:	<i>thou</i>	<i>ye, you</i>
POSSESSIVE:	<i>thy, thine</i>	<i>your, yours</i>
OBJECTIVE:	<i>thee</i>	<i>you</i>

DEFINITION. — The declension of a pronoun is an orderly arrangement showing its changes to denote gender, person, number, and case.

EXERCISE 79. — Write sentences containing the pronouns of the second and third persons arranged as the pronouns of the first person are arranged in the following models:

I have a ball.
It is *my* ball.
The ball is *mine*.
Give *me* the ball.
Have *we* the ball?
It is *our* ball.
The ball is *ours*.
Give it to *us*.

EXERCISE 80. — Fill the blanks with pronouns, and tell the person, number, and case of each.

1. Bessie recited — lessons well, because — had studied — well.
2. — wish — would come with — into the garden.
3. The boy played with — top and the girl with — doll.
4. Next week — shall go with — cousins to Boston.
5. "Give — the book," — cried.
6. Listen, — children, and — will tell — a few things about — life.
7. The shepherd and — companion did all that was in — power to recover — lost sheep.

8. Then the little Hiawatha
 Learned of every bird — language,
 Learned — names and all — secrets,
 How — built — nests in summer,
 Where — hid themselves in winter.

9. The man took the little girl in — arms and kissed —,
 and said, “— owe — life to —, — brave little maid.”

10. Tom went at — lesson with a will, and soon struggled
 out of — difficulties, for Polly helped — here and there.

To the pronouns *my*, *our*, *thy*, *your*, *him*, *her*, *it*,
 and *them* is added the word *self* or *selves* to form a
 class of words called

COMPOUND PERSONAL PRONOUNS

	<i>First Person</i>	<i>Second Person</i>	<i>Third Person</i>
SINGULAR:	myself	{ thyself yourself	{ himself herself itself
PLURAL:	ourselves	yourselves	themselves

The compound personal pronoun is used,

1. Somewhat in the way of an appositive; not,
 however, to explain, but for the sake of *emphasis*.

I, myself, did the work. You, yourselves, are to blame.

2. As the object of a verb. In this case, it
 denotes the same person or thing as the subject.

I hurt myself. They dressed themselves.

3. As the object of a preposition.

*They thought only of themselves. He worked by himself in
 a corner.*

ANALYSIS AND PARSING

EXERCISE 81. — *Analyze the following sentences, and parse the principal nouns and pronouns, in accordance with the model. Observe that in this scheme of analysis the words composing the subject have one line underneath, while the words composing the predicate have two lines underneath.*

Did your little brother find the robin's nest on the ground?

(An interrogative sentence.)

SUBJECT WORD	. <i>brother</i> . .	common noun, singular, masculine, nominative.
VERB <i>did find</i>	
OBJECT WORD . .	. <i>nest</i> . . .	common noun, singular, neuter, objective.
MODIFIERS OF SUBJECT WORD	{ <i>your</i> . . .	personal pronoun, possessive.
	{ <i>little</i> . . .	adjective.
MODIFIER OF VERB	<i>on the ground</i>	adverbial phrase.
MODIFIERS OF OBJECT WORD	{ <i>the</i>	
	{ <i>robin's</i> . .	common noun, singular, common, possessive.

1. Every pine, fir, and hemlock wore a white mantle of snow.

2. A big, buzzing bumblebee flew to the top of the tulip tree.

3. A great iceberg moved uneasily, and then plunged its high crowned head beneath the waves.

4. A lively young turtle suns himself on a mossy log in that pond.

5. Can you not soothe the frightened child with tender, loving words?

6. The broken clouds sailed off in crowds across a sea of glory.
7. A million little diamonds twinkled on the trees on that spring morning.
8. The sun rose above the hills, and sent its rays down on the old farmhouse.
9. A good voice has a charm in speech and in song.
10. The fern seeks the shade and shuns the sunshine.
11. Cotopaxi is the highest and most terrible volcano in the world.
12. Sir Ralph the Rover tore his hair
And beat his breast in his despair.
13. Fierce winds often sweep over the desert.
14. Marie, a sweet-faced French girl, is our children's nurse.
15. The strong and stalwart oak tree catches the dew in its many dainty cups.
16. Cluck-a-luck sat on a high fence, and crowed, and tumbled backward, and broke his neck.
17. Strains from a distant guitar floated languidly and dreamily to my ear.
18. The patient squaw lifted her droll papoose to her back and started on her weary march.
19. The microscope reveals to us many wonderful and beautiful creatures.
20. A wreath of evergreen, a Christmas token, hangs in my window.
21. On a sunny hillside grew a little colony of Mayflowers.

THE INTERROGATIVE PRONOUN

The words *who*, *which*, and *what* are used to ask questions.

Who killed the bird ?

Which will you have ?

What did he say ?

In the foregoing sentences *who*, *which*, and *what* denote the person or thing inquired about. When they are so used they are called *interrogative pronouns*.

DEFINITION.—An *interrogative pronoun* is a pronoun used in asking questions.

Which and *what*, when used as interrogative pronouns, do not change their forms; but *who* has *whose* in the *possessive case*, and *whom* in the *objective case*.

Whose did he take? *Joseph's.*

Whom did you see? *Alice.*

EXERCISE 82.—*Analyze the following sentences, and parse the interrogative pronouns:*

1. Who will recite his grammar lesson well to-morrow?
2. Whom did the fierce dog attack yesterday?
3. Which performed the difficult task best?
4. Who cruelly robbed the bird's nest?
5. Who would believe that foolish tale?
6. Which of these three men owns the horse?
7. Whom are you seeking?
8. What will he probably do next?
9. Whose is this?

THE ADJECTIVE PRONOUN

There are certain words that sometimes modify the meaning of nouns and sometimes take the place of nouns. In the sentence, *This book is mine*, *this* is an adjective modifying the noun *book*. In the sen-

tence, *This is mine*, the word *this* stands for both the adjective and the noun, and it is therefore called an *adjective pronoun*.

Some of the words that are frequently used as adjective pronouns are: *all, another, any, both, each, either, enough, few, many, neither, none, one, some, several, that, these, this, those*.

EXERCISE 83. — *Fill the blanks with adjective pronouns:*

1. Love —, trust —, wrong —.
2. — is my hat; — is his.
3. The two examples are difficult, I can not work — of them, but John can work —.
4. — are called, but — chosen.
5. — join to guard what — desires to gain.
6. — who bring sunshine to the lives of others cannot keep it from themselves.
7. — is as good as a feast.
8. Will you use this pencil? I have —.
9. This little pig had a piece of roast beef, and this little pig had —.
10. Said the pieman to Simple Simon,
 "Show me first your penny."
 Said Simple Simon to the pieman,
 "Indeed, I have not —."

THE RELATIVE PRONOUN

We can unite the first two of the sentences given below by using the word *who* instead of repeating the name *Washington*. Since the word *who* denotes

a person without naming him, it is a pronoun. Its antecedent is the noun *Washington*.

You have read of Washington.

Washington was our first President.

*You have read of Washington, **who** was our first President.*

In the third sentence the words *who was our first President* do not make a complete sentence, although they consist of the subject *who* and the predicate *was our first President*. This group of words is called a *clause*, which is connected with the word *Washington* by the pronoun *who*. We shall study clauses in Chapter XII. In this lesson we shall merely try to see that a pronoun like *who* has two uses:

1. It has the office of a pronoun.
2. It has the office of a connective.

The other pronouns that are used to connect are *which*, *that*, *what*, *whose*, and *whom*. They are called *relative pronouns*.

DEFINITION. — A **relative pronoun** is a pronoun that serves to connect the clause of which it is a part with the antecedent of the pronoun.

A pronoun has the same person, number, and gender as its antecedent; but it does not always have the same case.

*I gave it to John, **who** was glad to get it.*

In the sentence the pronoun *who* has the same person, number, and gender as its antecedent *John*;

but *John* is the object of the preposition *to* while *who* is the subject of the verb *was*.

A pronoun is said to *agree* with its antecedent in person, number, and gender.

Who is always in the nominative case; *whose*, in the possessive; and *whom*, in the objective.

The antecedent of *what* is never expressed. In meaning, *what* is equivalent to *that which* or *the thing which*; as, **What** is one man's meat is another man's poison.

The compounds *whoever*, *whichever*, *whate'er*, *whoso*, *whosoever*, *whichsoever*, and *whatsoever*, are generally used like *what*, without an antecedent; as, **Whosoever** exalteth himself shall be abased.

EXERCISE 84.—*Parse the relative pronouns in accordance with the model.*

1. This is the boy of whom you spoke.

MODEL.—*Whom* is a relative pronoun, because it relates to its antecedent *boy* and connects the clause *of whom you spoke* with its antecedent. It agrees with its antecedent in third person, singular number, and masculine gender. It is in the objective case, because it is the object of the preposition *of*.

2. I like a boy who is manly.

3. He drew out his handkerchief, which little Marygold had hemmed for him.

4. Daffydowndilly had a very strict schoolmaster, who went by the name of Mr. Toil.

5. Now came a rap over the shoulders of a little boy whom Mr. Toil had caught at play.

6. Have you not everything that your heart desires?

Who and *whom* are used only for persons; *which* only for animals, plants, and things without life. *That* and *whose* may be used for persons, animals, plants, and things without life.

EXERCISE 85. — *Fill the blanks with suitable pronouns:*

1. Those — toil bravely are strongest.
2. Here's a little laddie — will not fall asleep.
3. We want a boy — we can trust.
4. Here is a girl — work is neat.
5. Mr. Toil was the man — school Daffydowndilly attended.
6. 'Tis the prettiest little parlor — ever you did spy.
7. He — goes up your stairs can never come down again.
8. Tom Thumb was a bright little fellow, — always knew what he was about.
9. The small wallet, — hung about his neck, grew large enough to contain Medusa's head.
10. "Was it you — broke my nap?" roared the giant.
11. Did Pandora's box hold all the trouble — has come into the world?
12. Once there lived a very rich man — name was Midas.
13. Midas had a little daughter — nobody but myself ever heard of.

EXERCISE 86. — *To the following expressions add clauses introduced by relative pronouns. Tell the antecedent of each relative pronoun.*

1. Æsop was a Greek
2. Longfellow wrote many poems
3. Shakspeare was the greatest poet
4. "A Wonder Book" is a collection of stories
5. Have you read your new book

6. Have you heard of the poet Whittier
7. "David Copperfield" is a novel
8. A fable is a story
9. Longfellow, Whittier, and Lowell were men
10. Arithmetic is a study
11. Grammar is a study

REVIEW OF DEFINITIONS

Person is that form or use of a noun or pronoun that indicates whether it denotes the speaker, the person or thing spoken to, or the person or thing spoken about.

A noun or a pronoun is of the first person when it denotes the speaker.

A noun or a pronoun is of the second person when it denotes the person or thing spoken to.

A noun or a pronoun is of the third person when it denotes the person or thing spoken about.

A personal pronoun is a pronoun that shows by its form whether it denotes the speaker, the person or thing spoken to, or the person or thing spoken about.

An interrogative pronoun is a pronoun used in asking questions.

An adjective pronoun is a pronoun used in place of an adjective and a noun.

A relative pronoun is a pronoun that serves to connect the clause of which it is a part with the antecedent of the pronoun.

The declension of a pronoun is an orderly arrangement showing its changes to denote gender, person, number, and case.

VIII. THE ADJECTIVE

CLASSES OF ADJECTIVES

Adjectives are divided into three classes. These classes are :

1. Adjectives of *quality*, such as *fresh air*, *blue sky*, *English goods*. These are called *descriptive adjectives*. Some descriptive adjectives, such as *American cities*, *French people*, are derived from proper nouns. These are called *proper adjectives*.

2. Adjectives of *quantity*, such as *two apples*, *some pears*. These adjectives denote number.

3. *Demonstrative adjectives*, such as *that man*, *the third desk*, *yonder cloud*. These adjectives *point out* in nearly the same way that we point things out with the finger.

There is one kind of demonstrative adjective that has a name of its own. It is called the *article*. There are two articles: *an* or *a* and *the*.

A or *an* means *one*. It is called the *indefinite article*, because it is used in speaking of any one of the things for which the noun to which it is joined, stands. *A man* means any one man. *An orange* means any one orange.

The form *an* is used before words beginning with a vowel sound ; as, *an apple*, *an heir*.

The form **a** is used before words beginning with a consonant sound; 'as, *a bird*, *a one-dollar bill* (*w* sound), *a unit* (*y* sound).

The is called the **definite article**, and is used to point out some particular object, or class of objects; as, *The river runs past the town*; *The French*; *Give me the book with the red binding*.

RULE.— *Begin with a capital every proper adjective.*
*Do you study the **German** language?*

EXERCISE 87.— *Underscore the adjectives of quantity, and doubly underscore the descriptive adjectives.*

1. Some food was given to the hungry beggar.
2. Most rivers find their way to the sea.
3. Every cloud has a silver lining.
4. After much persuasion the two children were induced to go home.
5. There were few boys in the schools, but many girls.
6. Not many men will work all day for one dollar.
7. John ate a whole pie for his dinner.
8. Much clothing and abundant food were sent to the distressed families.
9. Great wisdom is better than great riches.
10. A little money can often be made to do much good.
11. The mining of coal is an immense industry.
12. A poor workman is entitled to small pay.
13. Any boy in good health should be able to walk several miles every day.
14. The searchers followed many clues, but could find no trace of the lost child.
15. The farmer's extensive grounds cost many, many dollars.
16. The surface of the entire pond was dotted with fragrant lilies.

Adjectives sometimes follow the nouns they modify ; as,

The boy, *worn* and *weary*, slept by the roadside.

COMPARISON OF ADJECTIVES

We express quality by the use of descriptive adjectives. Different objects may have the same quality, but in varying degrees. For example, all the apples may be sweet, but some may be sweeter than others, and one may be the sweetest of them all.

If we wish to state that the thing of which we are speaking possesses a certain quality, we use a form of the adjective called *the positive degree*. When we say, a *bright* light, a *sad* story, a *short* lesson, a *kind* voice, we employ adjectives in the positive degree. We do not try to convey any idea of how *bright*, *sad*, *short*, or *kind* these things may be as compared with other *lights*, *stories*, *lessons*, or *voices*.

Again, we may wish to compare with each other *two* things, or *two* groups of things, that have different amounts of the same quality.

*This apple is **sweeter** than that apple.*

*Rats are **larger** than mice.*

In these sentences the adjectives *sweeter* and *larger* are said to be of the *comparative degree*.

A comparison of *three or more* things, or groups of things, may show that one of the things or one of the groups excels all the rest in some quality

*He is the **tallest** policeman in the city.*

*Lilies are the **most beautiful** of flowers.*

The adjectives *tallest* and *most beautiful* are said to be of the *superlative degree*.

There are, therefore, three *degrees of comparison*,—the *positive*, the *comparative*, and the *superlative*. Nearly all the adjectives that can be compared are *descriptive*.

DEFINITION. — The **positive degree** is the simplest form of an adjective, and expresses merely the possession of a quality to some extent not specified.

DEFINITION. — The **comparative degree** of an adjective is that form of it which is used to denote that one thing or class of things has more or less of a certain quality than another thing or class of things.

*John is **stronger** than James. Oranges are **less sour** than apples.*

DEFINITION. — The **superlative degree** of an adjective is that form of it which is used to denote that one of three or more things or classes of things has the highest or the lowest degree of a certain quality.

*Jupiter is the **largest** of the planets. Diamonds are the **least perishable** of precious stones.*

RULE. — *Adjectives of **one** syllable usually add **r** or **er** to the **positive** to form the **comparative**, and **st** or **est** to form the **superlative**.*

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
<i>brave</i>	<i>braver</i>	<i>bravest</i>
<i>bright</i>	<i>brighter</i>	<i>brightest</i>

RULE. — *When adjectives consist of two or more syllables, different degrees of the quality they denote are usually indicated by prefixing **more** and **most**, or **less** and **least**, to the simple form of the adjective.*

<i>silent</i>	<i>more silent</i>	<i>most silent</i>
<i>noisy</i>	<i>less noisy</i>	<i>least noisy</i>

EXERCISE 88. — *Write sentences using the comparative degree of each of the following :*

black	coarse	grand	rough	clear
long	sweet	weak	smooth	near
fine	rich	deep	bright	dear
sad	poor	high	light	short

EXERCISE 89. — *Compare, with the aid of **more** and **most**, and **less** and **least**, the following :*

studious	particular	negligent	ladylike
careful	sensible	persevering	comfortable
beautiful	fanciful	diligent	unfortunate
cunning	forgetful	emphatic	obedient

Many adjectives of two syllables are compared

1. By change of termination ; as, *pretty*, *prettier*, *prettiest*.

RULE. — *Adjectives ending in **y** may be compared by changing **y** into **i** and adding **er** to form the comparative and **est** to form the superlative.*

silly, sillier, silliest.
happy, happier, happiest.

2. By change of termination, or by prefixing *more* and *most*, or *less* and *least*; as, *stupid*, *stupider*, *stupidest*; or *stupid*, $\left. \begin{array}{l} \text{more} \\ \text{less} \end{array} \right\} \textit{stupid}$, $\left. \begin{array}{l} \text{most} \\ \text{least} \end{array} \right\} \textit{stupid}$.

There is, however, no general rule for comparing such adjectives. The ear is the best guide.

EXERCISE 90.—*From their sound, determine the comparison of the following:*

lovely	simple	narrow	sorry
nimble	holy	crazy	stolid
severe	pleasant	useful	polite
dirty	angry	gentle	infirm
able	afraid	frightful	idle
ugly	mellow	remote	subtle
serene	solid	unkind	ample
foolish	tender	easy	yellow
jolly	cruel	hollow	deadly

Certain adjectives are irregular in their comparison. The most important of these are given below, and should be committed to memory.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
good	better	best
bad, ill, or evil	worse	worst
little	less	least
much, or many	more	most
late	later, or latter	latest, or last
far	farther, or further	farthest, or furthest
near	nearer	nearest, or next
old	older, or elder	oldest, or eldest

EXERCISE 91. — *Fill the blanks with suitable adjectives, give the comparison, and tell the degree of each.*

1. My doll is —, but Mary's is —.
2. Gold is the — — of metals, but iron is the — —.
3. The diamond is the — — as well as the — —
of gems.
4. Bessie is — than Katy, but not so — nor so —.
5. I never saw a — face or a — smile.
6. The flowers of May are — — than those of any other
month.
7. It is — from New York to Chicago than it is to Boston.
8. To be — is — than to be —.
9. He is now the — man in the city, but he was once —
than I am.
10. Empty vessels always make the — noise.
11. By united effort the — task becomes — to accom-
plish.

REVIEW OF DEFINITIONS

An adjective of quality, or a descriptive adjective, is an adjective that denotes kind or quality.

A proper adjective is a descriptive adjective derived from a proper noun.

An adjective of quantity is an adjective denoting number.

A demonstrative adjective is an adjective that points out.

The positive degree is the simplest form of an adjective, and expresses merely the possession of a quality to some extent not specified.

The comparative degree of an adjective is that form of it which is used to denote that one thing or class of things has more or less of a certain quality than another thing or class of things.

The superlative degree of an adjective is that form of it which is used to denote that one of three or more things or classes of things has the highest or the lowest degree of a certain quality.

IX. THE ADVERB

CLASSES OF ADVERBS

Adverbs may be classified according to their meanings. The principal classes are :

1. Adverbs of *place*.

*Do not come **here**, go **there**.*

2. Adverbs of *time*.

*He feels better **now** than he felt **yesterday**.*

3. Adverbs of *manner*.

***Slowly** and **sadly** they departed.*

4. Adverbs of *degree*.

*This is **much** better than that.*

Many adverbs of manner have been formed by adding *ly* to adjectives; as, *slow*, ***slowly***; *quick*, ***quickly***; *sad*, ***sadly***.

The words *yes*, *no*, and *not* are generally used as adverbs.

***Yes**, I received the invitation. **No**, I shall **not** go.*

In the following sentences, adverbs are used to ask questions :

***Where** are you going?*

***How** are you going?*

***When** shall we see you?*

***Why** are you going?*

An adverb used to ask a question is called an *interrogative adverb*.

EXERCISE 92. — *Fill the blanks in the first group of sentences with adverbs of place; in the second group with adverbs of time; in the third group with adverbs of manner; and in the fourth group with adverbs of degree.*

1. The children searched — and — for wild flowers.
 2. They could find them —. 3. How do you like to go — in a swing? 4. I called to see the doctor, but he was —. 5. His servant asked me to come —. 6. Since I could not get treatment —, I went —.

1. Do not put off till — what you can do —. 2. Do your work —. 3. Fannie recited, and — Mary sang.
 4. Were you not told — not to do this?

1. Pronounce your words — and —. 2. The snow fell — and —. 3. Can you skate —? 4. The horse goes — up the hill, but he comes down —.

1. The man has become — blind. 2. He is — unfortunate than the deaf man. 3. Are you not — glad that you can see — well? 4. Her eyesight is — impaired.

COMPARISON OF ADVERBS

Most adverbs that admit of comparison have the adverbs *more* and *most*, *less* and *least*, joined to them to denote degrees of comparison.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
<i>rapidly</i>	<i>more</i> } <i>rapidly</i> <i>less</i> }	<i>most</i> } <i>rapidly</i> <i>least</i> }
<i>keenly</i>	<i>more</i> } <i>keenly</i> <i>less</i> }	<i>most</i> } <i>keenly</i> <i>least</i> }
<i>joyfully</i>	<i>more</i> } <i>joyfully</i> <i>less</i> }	<i>most</i> } <i>joyfully</i> <i>least</i> }

Some adverbs are compared by adding the suffixes *er* and *est*. Some words that are used as adjectives are also used as adverbs, the comparison being the same.

<i>Adjectives</i>	<i>Adverbs</i>
<i>He owns a fast horse.</i>	<i>His horse travels fast.</i>
<i>I shall go on a faster train.</i>	<i>Light moves faster than sound.</i>
<i>The longest road ends at last.</i>	<i>He spoke longest.</i>

A few adverbs are compared irregularly.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
much	more	most
little	less	least
far	{ farther { further	{ farthest { furthest
well	better	best
badly } ill }	worse	worst

Many adverbs do not admit of comparison; most of those that may be compared are adverbs of manner.

EXERCISE 93.— *In accordance with the model, analyze the following sentences, and parse the principal nouns, adjectives, and adverbs. (The classifications of adjectives and adverbs given on pages 108 and 116 are useful in helping us to recognize adjectives and adverbs in sentences, but it is not necessary in parsing adjectives and adverbs to mention the kinds.)*

The bare rocks of the shore did not look very inviting.

(A declarative sentence.)

SUBJECT WORD . . .	<i>rocks</i> . . .	common noun, plural, neuter, nominative.
VERB	<i>did look</i> . . .	
PREDICATE COMPLE- MENT	<i>inviting</i> . . .	adjective, positive, modifies subject noun.
MODIFIERS OF SUB- JECT WORD . . .	{ <i>the</i> . . . <i>bare</i> . . . <i>of the shore</i>	adjective. adjective, positive. adjective phrase.
MODIFIER OF VERB .	<i>not</i>	adverb.
MODIFIER OF COM- PLEMENT	<i>very</i>	adverb.

1. Round the golden fleece extends a very high wall with lofty towers and buttresses, and mighty gates. Over these gates the arched wall has golden battlements. Here sits Brimo, the wild witch huntress of the wood. Fiercely she brandishes a pine torch in her hand. Her mad hounds howl continually. Only I, her priestess, can meet her or look on her.

2. Orpheus plays softly on his magic harp. Now the heavy ship is rising from the deep sand. The music grows louder and sweeter. Suddenly, up leaps the boat and plunges onward into the sea.

3. Aladdin's wonderful lamp was small, dull, and old. Why was it so highly prized? Not every lamp owns a slave. Not every slave can build and furnish a magnificent castle in a single night.

X. THE CONJUNCTION

COÖRDINATING AND SUBORDINATING CONJUNCTIONS

We have learned that the office of a conjunction is to connect parts of sentences. These connected parts may be single words or they may be phrases or clauses. (For explanation of term *clause*, see page 170.)

Letters should be easy and natural. The pencil is in the desk or on the table. You may go, but you must not stay long.

In the first sentence, the conjunction *and* connects two words, *easy* and *natural*, neither of which is dependent upon the other. The two words are of equal rank.

In the second sentence, the conjunction *or* connects two phrases which are of equal rank. In the third sentence the conjunction *but* connects two clauses of equal rank. Because the conjunctions in these three sentences connect coördinate parts of sentences, or parts of equal rank, they are called *coördinating conjunctions*.

DEFINITION.— A **coördinating conjunction** is a conjunction used to connect words, phrases, or clauses of equal rank.

We have learned (pages 66–71) that a phrase may be used as an adjective, an adverb, and a noun. A clause also may be used in these three ways. When a clause is so used, it is called a *subordinate clause*, and it is connected with the word it modifies by means of a relative pronoun or a conjunction. A conjunction used to connect a subordinate clause with the part of the sentence it modifies, is called a *subordinating conjunction* (clauses are treated in Chapter XII).

*I remember the house **where** I was born.*

*The boy was rewarded **because** he was industrious.*

*He said **that** he would go.*

In the first sentence, the adjective clause is connected with the noun *house* by means of the subordinating conjunction *where*. In the second sentence, the adverbial clause is connected with the verb *was rewarded* by means of the subordinating conjunction *because*. In the third sentence, the noun clause *that he would go* is the object of the verb *said*, with which it is connected by means of the subordinating conjunction *that*.

DEFINITION. — A **subordinating conjunction** is a conjunction used to connect a subordinate clause with the part of the sentence upon which the clause depends.

The words most frequently used as conjunctions are :

Coördinating: *and, but, yet, or, nor, both . . . and, either . . . or, neither . . . nor, not only . . . but also, therefore, while, hence, consequently, otherwise, as well as.*

Subordinating: *that, if, because, since, for, in order that, so that, lest, although, though, unless, until, when, how, where, why, while, than.*

EXERCISE 94. — *Unite the following pairs of sentences by coördinating conjunctions selected from the list given above:*

1. The doctor can not cure the poor woman. He may prolong her life.
2. Give me liberty. Give me death.
3. Art is long. Time is fleeting.
4. The rain descended. The floods came.
5. Cræsus was very wealthy. He was not happy.
6. The boy gave his seat to the lady. He was regarded as a gentleman.
7. Ralph is industrious. He is bright.
8. You must be attentive. You will forget.
9. Do not give me poverty. Do not give me riches.
10. I am glad to hear it. I am sorry to hear it.
11. Shoe the gray horse, and shoe the gray mare. Let the little colt go bare.

EXERCISE 95. — *Fill the blanks in the following sentences with subordinating conjunctions selected from the list given above:*

1. You never miss the water — the well runs dry.
2. The earth is known to be a sphere — men have sailed around it.
3. He was not a gentleman — he had the appearance of a gentleman.

4. Be careful to do your work — your teacher may praise it.
5. — it rains before seven, it will clear before eleven.
6. Half a loaf is better — no bread.
7. Speak — you are spoken to.
8. — you want a thing well done, you must do it yourself.
9. Cows come shivering up the lane — the East begins to blow.
10. This is the place — General Grant is buried.
11. — they slumbered, the bridegroom came.
12. Did you know — stars are suns?
13. — I try to escape, they surround me.

COPULATIVE AND DISJUNCTIVE CONJUNCTIONS

There are two classes of coördinating conjunctions that deserve special study.

John has the book.

James has the book.

Of these two sentences we may make the following: *John **and** James have the book.* We have, in a way, added the two statements together. The conjunction *and* denoting *addition* is called a *copulative conjunction*.

If we make of the two sentences *John **or** James has the book*, we do not add them, we separate them or make a choice between them. The conjunction *or* denoting *choice* or *separation* is called a *disjunctive conjunction*.

DEFINITION. — A **copulative conjunction** is a coördinating conjunction that denotes addition.

DEFINITION. — A **disjunctive conjunction** is a coördinating conjunction that denotes choice or separation.

Copulative conjunctions: *and, both . . . and, not only . . . but also, as well as.*

Disjunctive conjunctions: *but, yet, or, nor, either . . . or, neither . . . nor, while, otherwise.*

EXERCISE 96. — *Fill the blanks in the following sentences with conjunctions, and tell whether they are copulative or disjunctive. Observe the positions in the sentences of the conjunctions that are used in pairs.*

1. Time — tide wait for no man.
2. — time — tide waits for any man.
3. Sometimes justice seems blind — asleep.
4. May is a cheery little person — her sister is a fretful child.
5. Flattery corrupts — the receiver — the giver.
6. A boy has duties — rights.
7. The boy was not industrious; — he might have succeeded.
8. — Longfellow — Bryant wrote "The Barefoot Boy."
9. — Longfellow — Bryant were celebrated American poets.
10. Do you know that Longfellow wrote prose — poetry?
11. — poems of war — poems of peace were written by Whittier.
12. Irving's "Sketch Book" is not a real story, — it is very interesting.

ANALYSIS AND PARSING

EXERCISE 97. — *In accordance with the model, analyze the following sentences, and parse all the words except the verbs :*

Neither the young man nor his companion would linger at the inn.

(A declarative sentence.)

SUBJECT WORDS	{	<i>man</i>	common noun, singular, masculine, nominative.
	{	<i>companion</i>	common noun, singular, common, nominative.
VERB	{	<i>would linger</i>	
MODIFIERS OF SUBJECT WORDS	{	<i>the</i>	adjective.
	{	<i>young</i>	adjective, positive.
	{	<i>his</i>	personal pronoun, third, singular, masculine, possessive.
MODIFIER OF VERB	{	<i>at the inn</i>	phrase, adverbial.
CONNECTIVE	{	<i>neither .. nor</i>	disjunctive conjunctions connecting subject words.

(Adverbial phrase.)

PRINCIPAL WORD		<i>inn</i>	common noun, singular, neuter, objective after <i>at</i> .
MODIFIER OF PRINCIPAL WORD		<i>the</i>	adjective.
CONNECTIVE		<i>at</i>	preposition, shows relation between <i>inn</i> and <i>would linger</i> .

1. The porter's bell resounded through the still and frosty air. It was answered by the distant barking of dogs. An old woman immediately appeared at the gate. In the moonlight I had a full view of the little dame. Her dress was old-fashioned, but extremely neat. She came forth with many expressions of simple joy at the sight of her young master.

2. Common glass preserve jars make excellent receptacles for living specimens. These jars may be carried easily and safely in a wooden box with slats across the top.

3. The Temple School was a two-story brick building. It stood in the center of a great square piece of land. It was surrounded by a high picket fence. Within the inclosure were three or four sickly trees, but no grass. I noticed here and there small holes in the ground. It must have been the season for marbles. A better playground for base-ball could not have been devised.

REVIEW OF DEFINITIONS

A coördinating conjunction is a conjunction used to connect words, phrases, or clauses of equal rank.

A subordinating conjunction is a conjunction used to connect a subordinate clause with the part of the sentence upon which the clause depends.

A copulative conjunction is a coördinating conjunction that denotes addition.

A disjunctive conjunction is a coördinating conjunction that denotes choice or separation.

XI. THE VERB

TRANSITIVE AND INTRANSITIVE VERBS

Whenever the action expressed by a verb is represented as passing over to something that receives the action, the verb is said to be *transitive*. Transitive verbs are so called because *transitive* means *passing over*; that is, the action passes over from the actor to the person or thing that receives the action. Verbs which are not transitive are said to be *intransitive*.

Whether a verb is transitive or intransitive depends altogether upon the way in which it is used. Many verbs may be used either transitively or intransitively. Some examples follow :

Transitive

*The boy **flies** a kite.*

*He **runs** the coach.*

*The conductor **started** the train.*

*The rain **stopped** the play.*

Intransitive

*The bird **flies** swiftly.*

*The horse **runs** along the road.*

*The train **started** from the station.*

*The rain **stopped** at noon.*

Either the object or the subject of a transitive verb may denote the receiver of the action.

*The sunset brightened the **hills**.*

*The **hills** were brightened by the sunset.*

In both of these sentences the word *hills* denotes the receiver of the action. Again,

*Our gardener plants the **seeds** early.*

*The **seeds** are planted early by our gardener.*

The receiver of the action is denoted by the *object* in the first sentence, and by the *subject* in the second.

The object of a transitive verb may denote the same person or thing as the subject. When this is the case, the verb is said to be *reflexive*.

*We guided **ourselves** by the sound of the school-bell.*

Some verbs are followed by two objects — a *direct* object and an *indirect* object.

*I told **him** the **news**.*

*She asked **me** a **question**.*

In these sentences the direct objects are *news* and *question*, and the indirect objects are *him* and *me*.

Some objects are incomplete in themselves. They are completed by a word which is called the *supplement*.

*We made **him** **chairman**.*

*He painted the door **green**.*

DEFINITION. — A **transitive verb** is a verb expressing action that is received by some person or thing.

DEFINITION. — An **intransitive verb** is a verb expressing being or state, or action not received by any person or thing.

EXERCISE 98. — *Tell which verbs are transitive, and which intransitive. Mention the object when the verb is transitive.*

1. "Wherever you lead, general, we soldiers will follow."
2. John leads his little brother, and they follow the cows.

3. The idle boy skipped stones along the surface of the water.
4. Some persons swing their arms too much in walking.
5. The girls swing in the grove from morning till night.
6. "I shall not freeze to death during the long walk, but I may freeze my ears."
7. In the afternoon we read and spell, and draw pictures on our slates.
8. He read a poem very well, and spelled a difficult word.
9. He is a very good reader.
10. The eye can not see itself.

THE ACTIVE AND THE PASSIVE VOICE

There are two very different ways of using a transitive verb.

1. The *object* of the verb may denote the receiver of the action.

John sawed the wood. William struck Henry.

In this case the person denoted by the subject, *acts*, and the verb is said to be in the *active voice*.

2. The *subject* of the verb may denote the receiver of the action.

The wood was sawed by John. Henry was struck by William.

In each of these sentences the subject of the verb denotes the receiver of the action, and the verb is said to be in the *passive voice*. The word *passive* is used because the person or thing that receives the action often *suffers* by doing so, and *passive* means *suffering*.

The name of the actor preceded by the preposition

by generally follows a verb in the passive voice. But we may often wish to express an action as received by some person or thing, and yet not mention the name of the person or thing that performed the action. This is done by omitting the phrase consisting of *by* and the actor's name.

The wood was sawed. Henry was struck.

Any sentence containing a verb in the *active* voice may be changed so that the verb shall be *passive*.

ACTIVE VOICE.	{	<i>The winter's cold destroyed many birds.</i>
	{	<i>The sun's rays light and warm the earth.</i>
	{	<i>The farmer will plow and harrow the field.</i>
PASSIVE VOICE.	{	<i>Many birds were destroyed by the winter's cold.</i>
	{	<i>The earth is lighted and warmed by the sun.</i>
	{	<i>The field will be plowed and harrowed by the farmer.</i>

The intransitive verb can not be varied in this manner, and it has, therefore, no voice.

DEFINITION.—**Voice** is that form of a transitive verb which shows whether the subject denotes the actor or the receiver of the action.

DEFINITION.—A transitive verb is in the **active voice** when its *subject* denotes the doer of the action.

*The mice **ate** the cheese. The teacher **loves** her pupils.*

DEFINITION.—A transitive verb is in the **passive voice** when its *subject* denotes the receiver of the action.

*The cheese **was eaten**. The pupils **are loved** by their teacher.*

EXERCISE 99.— *Tell which verbs are in the active voice, and which are in the passive voice.*

1. Bread is sold by bakers.
2. A tree was struck by lightning.
3. The merchant had been robbed.
4. The teacher will solve the example.
5. The boys will be detained.
6. His duty had been neglected.
7. The damage can be repaired.
8. John had torn his book.
9. The lightning struck the steeple.
10. The horses were fed this morning.
11. My task has just been finished.
12. The children were throwing stones.
13. A noise was heard in the street.
14. The garden has been dug.
15. Meat is sold by butchers.
16. The cakes were eaten by the boys.
17. The letter will be finished in an hour.
18. The purse will be found somewhere in the house.
19. The house might have been entered by burglars.
20. The children were frightened by the dog.
21. The teacher will be pleased by the exercise.
22. During my walk I found a beautiful wild flower.
23. The life of Socrates was destroyed by poison.
24. At his return he was welcomed by the Emperor.

EXERCISE 100.— *Change the following sentences so that verbs in the active voice shall be in the passive voice, and the reverse :*

1. Food sustains life.
2. The letter was written by John.
3. Americans visit Paris.

4. "Evangeline" was written by Longfellow.
5. Ethan Allen captured Ticonderoga.
6. The doctor saved the child's life.
7. Electricity was drawn from the clouds by Benjamin Franklin.
8. Demosthenes delivered many very eloquent orations.
9. Cicero defeated the conspiracy of Catiline and his friends.
10. The Czar of Russia was assassinated by nihilists.
11. America was discovered by Christopher Columbus.
12. Great Britain was invaded by the Romans under Julius Cæsar.
13. Fast steamers cross the Atlantic Ocean in less than seven days.
14. Milton composed one of the most beautiful of all poems.
15. The boy has been told of his duty many times by the teacher.
16. The ark was built by Noah.
17. Shylock demanded a pound of flesh from Antonio's body.
18. Food was brought to Elijah by ravens every morning and evening.
19. Admiral Dewey completely destroyed the Spanish fleet in Manila Bay in 1898.

Some transitive verbs in the passive voice are completed by adjectives that modify the subject or by nouns or pronouns that denote the same person or thing as the subject.

John is considered honest. The child was called Henry.

In the first sentence *honest* is a predicate adjective. In the second sentence *Henry* is a predicate noun.

EXERCISE 101. — *Complete the following by supplying predicate adjectives or predicate nouns :*

1. Edward was made —.
2. Grant was elected —.
3. The girl was named —.
4. The prisoner was pronounced —.
5. Washington was considered —.
6. The answer was declared —.

THE COPULATIVE VERB

Some intransitive verbs may by themselves form predicates of sentences.

Jane can sew. Dogs bark. Owls hoot. The clock has stopped.

There are other intransitive verbs that need adjectives or nouns to complete them.

Philadelphia is a city. Sugar tastes sweet. The boy became a soldier.

We have already learned that adjectives which complete such verbs are called *predicate adjectives*, and that nouns or pronouns which complete such verbs are called *predicate nouns* or *pronouns*. We have now to learn that the verbs themselves have a special name. Because they serve to *couple* the predicate adjective or the predicate noun or pronoun with the subject, they are called *copulative verbs*.

DEFINITION. — A **copulative verb** is an intransitive verb that is used to unite a subject with a predicate adjective or with a predicate noun or pronoun.

EXERCISE 102. — *Point out the copulative verbs in the following sentences. Observe that all the verbs are completed by either objects or predicate nouns or pronouns.*

1. Edward became king.
2. The people respect their king.
3. James has been chairman of the committee three times.
4. The committee elected a chairman at once.
5. He remained a poor man all his life.
6. He appears master of the subject.
7. I should be a doctor if I could choose my profession.
8. John might have been a scholar if he had not wasted his time.
9. John Gilpin was a citizen of credit and renown.
10. It is the prettiest parlor that ever you did spy.

EXERCISE 103. — *Analyze the following sentences, and tell of each verb what kind it is :*

1. I brought away several useful things from the ship. In the carpenter's stores, I found nails, spikes, a screw jack, some hatchets, and a grindstone. These I secured, and also some of the gunner's stores.

2. I blocked up the door of the tent with boards and an empty chest. Then I went to bed for the first time. I was very weary. I had slept little the night before, and had labored hard all day.

3. My habitation was a tent under the side of a rock. It was surrounded with a strong pale of posts and cables. This might be called a wall. After some time, I raised rafters from it, and thatched or covered it with boughs of trees.

INDICATIVE AND IMPERATIVE MODES

No sentences are used so much as the *declarative* and the *interrogative*. The declarative sentence simply *states* or *asserts* something as a fact; the interrogative sentence expresses an *inquiry*.

ASSERTION.— *Snow is white. The sun shone. The man has not come. The lily will soon bloom. The bird had flown away.*

INQUIRY.— *Is she pretty? Has the letter been written? Does the cat resemble a tiger? Have they not gone?*

In sentences like the foregoing, the verb that asserts or that expresses the question, is in the **indicative mode**.

The word *mode* means *manner*, and the word *indicative* means *declaring, making known, or indicating*.

Less frequently the verb is used for the purpose of expressing a *command*. A verb so used is said to be in the **imperative mode**.

Since it is only the person or thing addressed that can be directly commanded, the subject of a verb in the imperative mode is always a pronoun of the second person, — *thou, you, or ye*, — and it is generally omitted. The subject is then said to be *understood*.

(You) **Come** here. (You) **Open** your eyes, and (you) **look** around you. (You) **Look** out for the lamp! **Turn** not thou away. **See** you to your own affairs.

The imperative mode is sometimes weakened in meaning so as to express an *entreaty* or a mere *request*.

Excuse the poor child. Visit us again.

DEFINITION. — **Mode** is a form or use of a verb that indicates the manner in which the action or state is to be regarded.

DEFINITION. — The **indicative mode** is that form or use of a verb by which it expresses a statement or a supposition as a fact, or asks a question.

He was not gone. Will you solve the example?

If he is wealthy, he is not a gentleman.

DEFINITION. — The **imperative mode** is that form or use of a verb by which it expresses a command, a request, or an exhortation.

Go thou and do likewise. Take off your hat.

EXERCISE 104. — *In the following selections, point out the verbs, and tell the mode of each verb :*

1. My little one came, and brought me a flower,
Never a sweeter one grew ;
But it faded and faded in one short hour,
And lost all its pretty blue.
2. The boys camped for two days, until the tired animals became rested.
3. Oh ! do not look so sad, my dear,
And cease that dismal frown.

4. What is the lullaby she sings
As back and forth she swings and swings ?
5. When night came, and the yellow moon flooded the plain
with light, the sight was very strange.
6. There! sweep these foolish leaves away !
I will not crush my brains to-day.
Look ! are the southern curtains drawn ?
Fetch me a fan, and so begone !
7. She swept the hearth up clean,
And then the table spread ;
And next she fed the dog and bird,
And then she made the bed.
8. I pray thee, where do you go to-day ?
The strong wind is blowing, the heavens are gray.
Do you go to the Northland, far, far away ?
9. The fairies whisper, " Come and play,
The sun is shining bright,"
And when I fling my book away,
They flutter with delight.

SUBJUNCTIVE MODE

Another form of the verb is employed in a statement or supposition about an event or state of things that is only *thought of*, and is not regarded by the speaker as *certain* or *true*.

Were he a giant, he could not do it.

Be he wise or ignorant, he has made a mistake.

Should it rain, I shall not come.

In the preceding sentences, the verbs in **black-faced type** are said to be in the **subjunctive mode**.

The other verbs in the sentences are in the indicative mode.

The clause containing a verb in the subjunctive mode is frequently introduced by a conjunction expressing *doubt, uncertainty, or a mere supposition*, such as *if, though, unless, except, lest, that*, etc.

*Though he **lose** his life, he will not lose his honor.*

*Unless the sky **fall**, we shall catch no larks.*

*Let him take heed lest he **fall**.*

It is not true, however, that these conjunctions are always followed by verbs in the subjunctive mode. When the supposition is thought of by the speaker as a fact, or is treated as such, the verb is in the *indicative mode*.

*If the earth **is** round (and it is), men will sail around it.*

*If he **comes** (as I believe he will), he shall have a pleasant time.*

Though he fails frequently, he keeps on trying.

In some sentences, the verbs in both clauses are in the subjunctive mode.

***Were** I he, I should go.*

***Were** he alive, he **would** now **be** a man.*

A wish or a prayer may be expressed by the use of the subjunctive mode.

*Hallowed **be** Thy name.*

*Heaven **bless** the children.*

*Success **attend** your efforts.*

DEFINITION. — The **subjunctive mode** is that form or use of a verb by which it expresses a statement or a supposition, not as a fact, but merely as thought of.

*Thy kingdom **come**, Thy will **be done**.*
*If I **were** you, I **should do** it.*

EXERCISE 105. — *Tell why the verbs printed in italics are in the subjunctive mode and the other verbs are in the indicative.*

1. If he is a scholar, he is not a gentleman.
2. Provided he *work*, I shall pay him.
3. Though man dies, he will live hereafter.
4. Unless he *die*, he will certainly return to his home.
5. Whether a man is good or bad, depends much on his early training.
6. Whether he *be* poor or rich, he shall be punished for his crime.
7. *Be* he guilty or innocent, he deserves our pity.
8. *Were* he my own brother, I *should* not excuse his fault.
9. Although he *be* my enemy, he shall not suffer.
10. Though honesty is the best policy, dishonesty often, for a long time, escapes detection and punishment.
11. Although he is an excellent swimmer, he can not swim so far as to the wreck.
12. If he *be* a good swimmer, he will reach the shore.
13. Unless the farmer *sow*, he must not expect to reap.
14. If a man works hard during the day, he rests all the better at night.
15. We will start at once, lest we *be* late for the train.
16. The man will not be admitted to the hospital, unless he is sick.
17. Take care that your youth *be* well spent, lest you *be* shamed in old age.

TENSE

The verb, as we have learned, has something in its form or its use to denote the *mode* of the action or state. But this is not all. The *time*, also, of the action or state expressed by a verb may be indicated. Thus, the forms *see, go, am, run, walk*, express action or state in the *present*; while *past* action or state is denoted by *saw, went, was, ran, walked*.

This peculiarity about the verb, by which it shows the time of the action or state, is called *tense*,—a word meaning *time*.

Time is divided into *present, past, and future*; hence, there are *three principal tenses*,—the *present tense*, the *past tense*, and the *future tense*.

<i>Present Tense</i>	<i>Past Tense</i>	<i>Future Tense</i>
<i>I am.</i>	<i>I was.</i>	<i>I shall be.</i>
<i>I walk.</i>	<i>I walked.</i>	<i>I shall walk.</i>

Tense is denoted in two ways:

1. By the form of the verb itself. This happens only in the simplest form of the present and past tenses.

PRESENT TENSE.—*I sit, swim, laugh, carry, cry.*

PAST TENSE.—*I sat, swam, laughed, carried, cried.*

2. By the aid of certain forms of other verbs called *auxiliary verbs*. The phrases thus made are called *verb phrases*. The following are some examples of verb phrases:

PRESENT TENSE. — *I am walking, may run, do succeed; do I succeed?*

PAST TENSE. — *I was riding, had been riding, had succeeded.*

FUTURE TENSE. — *I shall see, shall be walking, shall have run.*

By means of some peculiarity, either in the form of the verb itself, or in the verb phrase, action, either in the present, past, or future, may be denoted:

1. As **indefinite** or **simple**. These forms denote the action as belonging somewhere in the indefinite present, past, or future.

<i>Present Tense</i>	<i>Past Tense</i>	<i>Future Tense</i>
<i>I write,</i> or <i>I do write.</i>	<i>I wrote,</i> or <i>did write.</i>	<i>I shall write.</i>

Action in the present, past, or future may be represented as *going on*, or *in progress*. Thus we have the *progressive form* of the indefinite or simple tenses:

<i>Present Tense</i>	<i>Past Tense</i>	<i>Future Tense</i>
<i>I am writing.</i>	<i>I was writing.</i>	<i>I shall be writing.</i>

2. As **perfect** or **complete**. These forms denote action that is *perfect* or *finished* at some definite point of time in the present, the past, or the future. The *tenses of completed action* are

<i>Present Perfect Tense</i>	<i>Past Perfect Tense</i>	<i>Future Perfect Tense</i>
<i>I have written.</i>	<i>I had written.</i>	<i>I shall have written.</i>

The tenses of completed action have a form to denote that the action before completion is *contin-*

ous, and not *momentary*. The tense names, however, remain the same.

Present Perfect Tense
I have been writing.

Past Perfect Tense
I had been writing.

Future Perfect Tense
I shall have been writing.

We have, therefore, six tenses in all: the *present* and the *present perfect*; the *past* and the *past perfect*; the *future* and the *future perfect*. Each may have a progressive form.

All the foregoing tense forms may be made *interrogative*, generally by putting the subject after the first auxiliary, or after the verb.

Does he sing? Did you go? Was she there?

They are made negative by introducing the adverb *not* after the first auxiliary.

I shall not go. He may not have seen you.

EXERCISE 106. — *Tell the tense of each verb in the following exercise:*

1. I write. He is walking. Are you going? I am sorry.
2. Was he sick? I went away. The bird flew. The wind whistled.
3. Will you go? We shall be late. He will run. You shall not go. Mary will be sewing.
4. We have been working. Has the messenger returned? Have the pupils recited? Has school been dismissed?
5. Had he finished his work? The boy had fallen from a tree. Had they been excused? They had not been detained.
6. His task will have been performed before you return.
7. Did he come? The time has passed. The bird chirps.

8. The horse ran away. Do you see the crowd? Are they here?
9. Had he arrived when you left? The boy has been skating.
10. They will have heard the news before you leave.
11. I was eating my dinner when he called.
12. He had finished his work and had gone home.
13. Have you read that book more than once?
14. We shall have traveled twenty miles before night.
15. If you will call, I shall be pleased.
16. Where shall we spend our vacation? I do not know.
17. One night last summer we sat and watched the meteors.
18. We had been working hard and were very hungry.
19. "I'll take a kiss," said little Hal;
His loving mother said, "You shall."
20. The poor boy had been hurt when he was very young.
21. Every student of history has learned that the battle of Bunker Hill was lost to the Americans because they had not enough powder.

The auxiliary verbs *shall* and *will* help to form the future tenses in the indicative mode.

In using *shall* and *will*, we should observe the following:

1. *Shall* is used with subjects of the first person to express simple futurity.

I shall be glad to see you to-morrow. We shall be sorry to have you go.

2. *Will* is used with subjects of the second and third persons to express simple futurity.

You will be in time if you start at once. They will be glad to see you.

3. *Will* is used with subjects of the first person to express determination or a promise.

I will do this thing or die in the attempt. We will follow your directions to the letter.

4. *Shall* is used with subjects of the second and third persons to express determination on the part of the *speaker*.

You shall not go with me; I want to go alone. My dog has been so obedient he shall have a bone.

5. In asking a question we use *shall* or *will* with subjects of the second and third persons according as we expect *shall* or *will* in the answer.

Shall you be glad to see me? I shall. Will you do this for me? I will with pleasure.

6. In asking a question we use *shall* with a subject of the first person.

Shall I take this to Miss Brown? Shall we see you at the party?

EXERCISE 107. — *Justify the use of shall and will in the following sentences :*

1. I will go to school this afternoon; nothing shall hinder me.
2. I shall drown, for no one will save me.
3. Some day I shall be a man.
4. Shall I close the door?
5. Please tell us a story. We will keep wide awake.
6. I shall be sure to remember what you say, and I will follow your directions exactly.
7. Shall you be sorry when you leave school?
8. Will you please show me how to work this example?
9. How much shall you charge for the box you are making?

AGREEMENT OF THE VERB WITH ITS SUBJECT

The verb undergoes certain changes of form corresponding to changes in the person and number of its subject.

	<i>Singular</i>	<i>Plural</i>
1st PERSON.	<i>I see.</i>	<i>We see.</i>
2d PERSON.	<i>Thou seest.</i>	<i>You see.</i>
3d PERSON.	<i>He sees.</i>	<i>They see.</i>

In the above we observe that three different forms of the verb are used in the singular to correspond with the three persons of the subjects. In the plural the same form of the verb is used with the subjects of all three persons.

To form the second person singular, *est*, *st*, or *t* is added; as, *walkest*, *seest*, *spakest*, *calledst*, *wast*.

To form the third person singular, *es* or *s* is added, as *searches*, *does*, *calls*. A form of the third person singular, now little used, ends in *eth* or *th*; as, *calleth*, *doth*.

These changes produce what is called *agreement between a verb and its subject*. They can be studied best from the conjugations on pages 147-153.

There are but few of these changes, yet one of the commonest errors in the use of words results from inattention to the following rules concerning the agreement of the verb with its subject:

RULE I. — *A verb agrees with its subject in person and number.*

The boy runs. The boys run. I am here. You are there.

RULE II. — *When a verb has two or more subjects connected by **and**, the verb has the plural form.*

*Frank and James **are** scholars.*

RULE III. — *When the parts of a compound subject are in the singular number and refer to the same thing, the verb also has the singular form.*

*My guide and friend **is** here.*

RULE IV. — *When the parts of a compound subject are in the singular number and are connected by **or**, **either . . . or**, or **neither . . . nor**, the verb has the singular form.*

*Mary or Jane **is** the monitor. Either Mary or Jane **is** the monitor. Neither Mary nor Jane **is** the monitor.*

RULE V. — *A collective noun denoting a group of objects regarded as **one** whole, takes a verb in the singular; but when the noun denotes a group regarded as individuals, it takes a verb in the plural.*

*The audience **was** large. The whole audience **were** glad to go.*

EXERCISE 108. — *Fill the blanks in the following sentences with verbs in the present tense:*

1. Every one of the pupils — to blame.
2. The committee — to agree.
3. Where — the scissors.
4. Neither he nor she — right.
5. Every tree in the woods — lost its leaves.
6. Five months' rent — due.
7. Here — the boys.
8. Each of us — his faults.

9. Mathematics — — in this school.
10. The traitor, with all his confederates, — in prison.
11. The traitor and all his confederates — in prison.
12. John, as well as his brothers, — to come.

CONJUGATION

By arranging in an orderly way the verb forms that in the various modes and tenses correspond to the different persons and numbers of subject nouns and pronouns, we have what is called *conjugation*.

It is not intended that the following conjugations be memorized. They should be used for purposes of study and reference.

CONJUGATION OF THE VERB *BE*

INDICATIVE MODE

PRESENT TENSE

<i>Singular</i>		<i>Plural</i>
1. I am.		1. We are.
2. Thou art.		2. You are.
3. He is.		3. They are.

PAST TENSE

<i>Singular</i>		<i>Plural</i>
1. I was.		1. We were.
2. Thou wast.		2. You were.
3. He was.		3. They were.

FUTURE TENSE

<i>Singular</i>		<i>Plural</i>
1. I shall be.		1. We shall be.
2. Thou wilt be.		2. You will be.
3. He will be.		3. They will be.

PRESENT PERFECT TENSE

<i>Singular</i>	<i>Plural</i>
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 PERFECT TENSE

<i>Singular</i>	<i>Plural</i>
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 PERFECT TENSE

<i>Singular</i>	<i>Plural</i>
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.

SUBJUNCTIVE MODE

(Generally used after *if, though, etc.*)

PRESENT TENSE

<i>Singular</i>	<i>Plural</i>
1. I be.	1. We be.
2. Thou be.	2. You be.
3. He be.	3. They be.

PAST TENSE

<i>Singular</i>	<i>Plural</i>
1. I were.	1. We were.
2. Thou wert.	2. You were.
3. He were.	3. They were.

FUTURE TENSE

<i>Singular</i>	<i>Plural</i>
1. I should be.	1. We should be.
2. Thou wouldst be.	2. You would be.
3. He would be.	3. He would be.

PRESENT PERFECT TENSE

<i>Singular</i>	<i>Plural</i>
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 PERFECT TENSE

The same in form as in the indicative mode.

FUTURE PERFECT TENSE

<i>Singular</i>	<i>Plural</i>
1. I should have been.	1. We should have been.
2. Thou wouldst have been.	2. You would have been.
3. He would have been.	3. They would have been.

IMPERATIVE MODE

PRESENT TENSE

<i>Singular</i>	<i>Plural</i>
2. Be (thou).	2. Be (you or ye).

CONJUGATION OF THE TRANSITIVE VERB *SEE*

INDICATIVE MODE

PRESENT TENSE

ACTIVE VOICE

<i>Singular</i>	<i>Plural</i>
1. I see.	1. We see.
2. Thou seest.	2. You see.
3. He sees.	3. They see.

PASSIVE VOICE

<i>Singular</i>	<i>Plural</i>
1. I am seen.	1. We are seen.
2. Thou art seen.	2. You are seen.
3. He is seen.	3. They are seen.

THE VERB

PAST TENSE

ACTIVE VOICE

Singular

1. I saw.
2. Thou sawest.
3. He saw.

Plural

1. We saw.
2. You saw.
3. They saw.

PASSIVE VOICE

Singular

1. I was seen.
2. Thou wast seen.
3. He was seen.

Plural

1. We were seen.
2. You were seen.
3. They were seen.

FUTURE TENSE

ACTIVE VOICE

Singular

1. I shall see.
2. Thou wilt see.
3. He will see.

Plural

1. We shall see.
2. You will see.
3. They will see.

PASSIVE VOICE

Singular

1. I shall be seen.
2. Thou wilt be seen.
3. He will be seen.

Plural

1. We shall be seen.
2. You will be seen.
3. They will be seen.

PRESENT PERFECT TENSE

ACTIVE VOICE

Singular

1. I have seen.
2. Thou hast seen.
3. He has seen.

Plural

1. We have seen.
2. You have seen.
3. They have seen.

PASSIVE VOICE

Singular

1. I have been seen.
2. Thou hast been seen.
3. He has been seen.

Plural

1. We have been seen.
2. You have been seen.
3. They have been seen.

PAST PERFECT TENSE

ACTIVE VOICE

<i>Singular</i>	<i>Plural</i>
1. I had seen.	1. We had seen.
2. Thou hadst seen.	2. You had seen.
3. He had seen.	3. They had seen.

PASSIVE VOICE

<i>Singular</i>	<i>Plural</i>
1. I had been seen.	1. We had been seen.
2. Thou hadst been seen.	2. You had been seen.
3. He had been seen.	3. They had been seen.

FUTURE PERFECT TENSE

ACTIVE VOICE

<i>Singular</i>	<i>Plural</i>
1. I shall have seen.	1. We shall have seen.
2. Thou wilt have seen.	2. You will have seen.
3. He will have seen.	3. They will have seen.

PASSIVE VOICE

<i>Singular</i>	<i>Plural</i>
1. I shall have been seen.	1. We shall have been seen.
2. Thou wilt have been seen.	2. You will have been seen.
3. He will have been seen.	3. They will have been seen.

SUBJUNCTIVE MODE

(Generally used after *if, though, etc.*)

PRESENT TENSE

ACTIVE VOICE

<i>Singular</i>	<i>Plural</i>
1. I see.	1. We see.
2. Thou see.	2. You see.
3. He see.	3. They see.

THE VERB

PASSIVE VOICE

<i>Singular</i>	<i>Plural</i>
1. I be seen.	1. We be seen.
2. Thou be seen.	2. You be seen.
3. He be seen.	3. They be seen.

PAST TENSE

ACTIVE VOICE

<i>Singular</i>	<i>Plural</i>
1. I saw.	1. We saw.
2. Thou saw.	2. You saw.
3. He saw.	3. They saw.

PASSIVE VOICE

<i>Singular</i>	<i>Plural</i>
1. I were seen.	1. We were seen.
2. Thou wert seen.	2. You were seen.
3. He were seen.	3. They were seen.

FUTURE TENSE

ACTIVE VOICE

<i>Singular</i>	<i>Plural</i>
1. I should see.	1. We should see.
2. Thou wouldst see.	2. You would see.
3. He would see.	3. They would see.

PASSIVE VOICE

<i>Singular</i>	<i>Plural</i>
1. I should be seen.	1. We should be seen.
2. Thou wouldst be seen.	2. You would be seen.
3. He would be seen.	3. They would be seen.

PRESENT PERFECT TENSE

ACTIVE VOICE

<i>Singular</i>	<i>Plural</i>
1. I have seen.	1. We have seen.
2. Thou have seen.	2. You have seen.
3. He have seen.	3. They have seen.

PASSIVE VOICE

<i>Singular</i>	<i>Plural</i>
1. I have been seen.	1. We have been seen.
2. Thou have been seen.	2. You have been seen.
3. He have been seen.	3. They have been seen.

PAST PERFECT TENSE

ACTIVE AND PASSIVE VOICE

The same in form as the indicative mode.

FUTURE PERFECT TENSE

ACTIVE VOICE

<i>Singular</i>	<i>Plural</i>
1. I should have seen.	1. We should have seen.
2. Thou wouldst have seen.	2. You would have seen.
3. He would have seen.	3. They would have seen.

PASSIVE VOICE

<i>Singular</i>	<i>Plural</i>
1. I should have been seen.	1. We should have been seen.
2. Thou wouldst have been seen.	2. You would have been seen.
3. He would have been seen.	3. They would have been seen.

IMPERATIVE MODE

PRESENT TENSE

ACTIVE VOICE

<i>Singular</i>	<i>Plural</i>
2. See (thou).	2. See (ye or you).

PASSIVE VOICE

<i>Singular</i>	<i>Plural</i>
2. Be (thou) seen.	2. Be (ye or you) seen.

INFINITIVES

There is a class of words formed from verbs called *infinitives*. An infinitive is usually preceded by the preposition *to*.

To live is all he asks. This horse likes to be driven.

Infinitives are not verbs, for they do not assert anything. But they have the appearance of verbs, and their modifiers and complements are similar to those of verbs.

To govern justly is a king's duty.

To serve his country is a patriot's duty.

To be good is not easy.

In the first sentence the adverb *justly* modifies the infinitive *to govern*. In the second sentence the word *country* is the object noun of the infinitive *to serve*. In the third sentence the adjective *good* completes the infinitive *to be*.

The infinitive with its modifiers and complements is called an *infinitive phrase*.

Infinitives or infinitive phrases are used

1. As nouns.

To see is to believe. She likes to dance and to sing.

2. As adverbs.

He rose to speak. We were sorry to go. I was too hungry to wait.

3. As adjectives.

*The work **to be done** is easy.*

4. Independently.

***To tell the truth**, I was discouraged.*

In some sentences the subject (the doer of the action) of the infinitive is expressed.

*He wanted **me to go**. I asked **him to come**. I told **her to stand**.*

The subject of *to go* is *me*; the subject of *to come* is *him*; the subject of *to stand* is *her*. The subject of an infinitive is in the objective case.

Infinitives are in the present or the present perfect tense; those derived from transitive verbs are of the active or the passive voice.

PRESENT TENSE.	{	ACTIVE VOICE.	} <i>To see.</i>
		PASSIVE VOICE.	} <i>To be seen.</i>
PRESENT PERFECT TENSE.	{	ACTIVE VOICE.	} <i>To have seen.</i>
		PASSIVE VOICE.	} <i>To have been seen.</i>

The preposition *to* is called *the sign of the infinitive*, but it is often omitted, especially after the verbs *bid, dare, feel, hear, see, let, make, need*, etc.

***Bid him come**. We **dared not go**. I **saw him die**. You **need not hurry**. We **felt the earth tremble**.*

EXERCISE 109.— *In accordance with the model, analyze the following sentences, and parse the infinitives:*

1. The Greeks learned from the Phœnicians how to build ships.

(A declarative sentence.)

SUBJECT WORD . . .	<i>Greeks</i>
VERB	<i>learned</i>
OBJECT PHRASE . . .	<i>how to build ships</i>
MODIFIER OF SUBJECT WORD	<i>the</i>
MODIFIER OF VERB .	<i>from the Phœnicians</i>

(Noun phrase.)

PRINCIPAL PART . .	<i>to build</i>	infinitive, transitive, active, present.
OBJECT	<i>ships</i>	
MODIFIER OF PRINCIPAL PART	<i>how</i>	

- To do good and to distribute, forget not.
- It is good to be here.
- I am sorry to hear it.
- This horse likes to go fast.
- It is easy to find errors in another's work.
- The ship seems to sail very fast.
- Perseus promised to procure the Gorgon's head.
- The stranger did not appear to be a friend.
- To be candid, I was not just in my dealings with him.
- Do you know how to parse infinitives?
- The child is large enough to travel alone.
- The hill to be climbed is both high and steep.

PARTICIPLES

There is another class of words formed from verbs. They are called *participles*. Both infinitives and participles are called *verbals*.

*We saw a girl **studying** diligently. **Playing** tennis is good sport.*

Participles, like infinitives, are not verbs, for they do not assert anything. But they have the appearance of verbs, and their modifiers and complements are similar to those of verbs.

***Smiling** pleasantly, the child opened the gate. **Chopping** wood is good exercise. **Feeling** tired, I sat down to rest.*

In the first sentence, the adverb *pleasantly* modifies the participle *smiling*. In the second sentence, the noun *wood* is the object of the participle *chopping*. In the third sentence the adjective *tired* completes the participle *feeling*.

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

Participles or participial phrases are used

1. As nouns.

*He was arrested for **stealing**. I was charged with **having written** the letter. **Playing** ball is fine sport. I regretted **being** late. He apologized for **having spoken** angrily. He complained of **having been treated** badly.*

2. As adjectives.

Hearing a noise, I went to the window. *Having worked* all day, we were tired. The prisoner, *having been censured*, was set at liberty.

A participle used as a noun is called a *noun participle*. A participle used as an adjective is called an *adjective participle*.

Participles are present, past, or perfect. Those formed from transitive verbs are in the active or the passive voice.

PRESENT.	{	ACTIVE VOICE.	}	<i>seeing.</i>	PERFECT.	{	ACTIVE VOICE.	}	<i>having seen.</i>
	{	PASSIVE VOICE.	}	<i>being seen.</i>		{	PASSIVE VOICE.	}	<i>having been seen.</i>
PAST. <i>seen.</i>									

There are some words formed from verbs which are easily mistaken for participles. They are mere nouns or adjectives. Unlike participles, they are neither modified by adverbs nor completed by nouns, pronouns, or adjectives.

Running water is not so easily frozen as *standing* water.
 A *rolling* stone gathers no moss.
 The bird had a *broken* wing.
 The *building* of Rome occupied more than a day.
Singing is good exercise.

EXERCISE 110. — *In accordance with the model, analyze the following sentences, and parse the italicized words :*

1. We, being very weary, rested ourselves by lying in the shade.

(A declarative sentence.)

SUBJECT WORD	<i>we</i>		
VERB	<i>rested</i>		
OBJECT	<i>ourselves</i>		
MODIFIER OF SUBJECT WORD	<i>being very weary</i>		
MODIFIER OF VERB . . .	<i>by lying in the shade . . .</i>		adverbial phrase.

(Adjective phrase.)

PRINCIPAL PART	<i>being</i>		adjective participle, copulative, present.
COMPLEMENT	<i>weary</i>		
MODIFIER OF PRINCIPAL PART	<i>very</i>		

(Adverbial phrase.)

PRINCIPAL PART	<i>lying</i> . . .		noun participle, intransitive, present, object of <i>by</i> .
MODIFIER OF PRINCIPAL PART	<i>in the shade</i>		
CONNECTIVE	<i>by</i> . . .		preposition.

2. Quickly *advancing*, he gave the signal by *clapping* his hands.

3. *Hoarding* money is the only business of his life.

4. *Having climbed* a tree, the monkey amused himself by *throwing* cocoanuts at his pursuers.

5. *Having overcome* the difficulties of his lessons, he is fond of *being praised*.

6. The *rising* of the sun aroused all the *sleeping* caravan.

7. Sword on my left side *gleaming*,
What means thy bright eye's *beaming* ?

8. The stars are tiny daisies high,
Opening and *shutting* in the sky.

VERB PHRASES

In addition to the forms of the verb already given, the English language, by means of auxiliary verbs, employs many other forms to express different shades of meaning. The more important of these are the following:

1. The **progressive form**; as, *I am writing, I was writing, I have been writing*. This form is used to express action continuing in present, past, and future time. It is composed of the various tenses of the verb *to be* followed by the present participle of the principal verb.

EXERCISE 110.—*Conjugate the verb see, progressive form, all the tenses indicative mode. The verb write. The verb eat.*

2. The **emphatic form**; as, *I do write, I did write*. This form is composed of the present and past tenses of the auxiliary *do* and the infinitive of the principal verb.

Present tense, *I do, thou dost or doest, he does or doeth or doth; we do, you do, they do*.

Past tense, *I did, thou didst, he did; we did, you did, they did*.

3. The **interrogative form**. A verb is made interrogative (a) by placing the subject after it; as, *Was he there? Breathes there a man?* (b) By placing the subject after the first auxiliary; as, *Will you*

come with me? (c) By the use of **do**; as, **Do** you water the garden? **Did** the baby cry?

4. The **negative form**. A verb is made **negative** (a) by putting **not** after the verb; as, *He comes not*. (b) By the use of the auxiliary **do** followed by **not** in the present and past tenses; as, *I do not say so*, *Did you not go?* (c) By placing **not** after the first auxiliary in the other tenses; as, *He has not come*, *I had not gone*, *We shall not arrive in time*.

Other verb phrases are formed by the use of *may*, *can*, and *must*; as, *He may see*, *he can write*, *he must go*. As it is difficult to analyze these expressions, the pupil may, for the present, in parsing or analysis, call them simply *verb phrases*.

The expression *I may* means *I am allowed to*. It is used only in the present and past tenses, as follows:

Present, *I may, thou mayest, he may; we, you, they may*.

Past, *I might, thou mightest, he might; we, you, they might*.

The expression *I can* means *I am able*. It is used only in the present and past tenses, as follows:

Present, *I can, thou canst, he can; we, you, they can*.

Past, *I could, thou couldst, he could; we, you, they could*.

The auxiliaries *may*, *might*, are used to express permission, and the auxiliaries *can*, *could*, to express ability, with all the tenses of the principal verb; as,

I may go, I might have gone; he can walk, he could have walked, he could write.

The verb *must* means *to be obliged or forced*. It has no inflections and is generally used in the present tense; as, *He must get up*. To express past tense it takes after it the perfect infinitive; as, *He must have gone home*.

REGULAR AND IRREGULAR VERBS

The verbs in our language have been divided into two great classes, *regular verbs* and *irregular verbs*. These classes are known by the kind of change that must be made in the simplest form of the verb in order to get the simple form of the *past tense* and of the *past participle*. The simplest form is the present infinitive or the first person of the indicative present, and when to this simplest form the addition of *d* or *ed* will give both the past tense and the past participle, the verb is said to be *regular*. When these two parts are formed otherwise, the verb is *irregular*.

	PRESENT INDICATIVE.	PAST INDICATIVE.	PAST PARTICIPLE.
REGULAR VERBS.	{ <i>walk</i> <i>love</i>	{ <i>walked</i> <i>loved</i>	{ <i>walked</i> <i>loved</i>
IRREGULAR VERBS.	{ <i>sing</i> <i>go</i> <i>see</i>	{ <i>sang</i> <i>went</i> <i>saw</i>	{ <i>sung</i> <i>gone</i> <i>seen</i>

These three forms, together with the present participle, are called the *principal parts* of the verb.

They are very important, since, by knowing them for any verb, we are greatly aided in using correctly, not only every verb phrase, but also every simple tense form, for that verb.

A verb that lacks any of these principal parts is called a *defective verb*.

The most important of the defective verbs are those which are used as auxiliary or helping verbs in verb phrases.

Following are the principal parts of the most commonly used defective verbs:

<i>Present</i>	<i>Past</i>	<i>Participle</i>
may	might	—
can	could	—
must	—	—
ought	—	—
shall	should	—
will	would	—

Following is a list of the most important irregular verbs:

IRREGULAR VERBS

Verbs marked R. have also regular forms.

<i>Pres.</i>	<i>Past</i>	<i>Past Part.</i>	<i>Pres.</i>	<i>Past</i>	<i>Past Part.</i>
Am or be,	was,	been.	Beseech,	besought,	besought.
Arise,	arose,	arisen.	Bid,	bade,	bidden,
Bear	bore,	borne.		bid,	bid.
(carry),			Bind,	bound,	bound.
Become,	became,	become.	Bite,	bit,	bitten.
Begin,	began,	begun.	Bleed,	bled,	bled. ~
Behold,	beheld,	beheld.	Blow,	blew,	blown.

<i>Pres.</i>	<i>Past</i>	<i>Past Part.</i>	<i>Pres.</i>	<i>Past</i>	<i>Past Part.</i>
Break,	broke,	broken.	Hide,	hid,	{ hidden, hid.
Bring,	brought,	brought.	Hold,	held,	held.
Burn,	burnt, R.,	burnt, R.	Hurt,	hurt,	hurt.
Buy,	bought,	bought.	Keep,	kept,	kept.
Catch,	caught,	caught.	Know,	knew,	known.
Choose,	chose,	chosen.	Lay,	laid,	laid.
Come,	came,	come.	Lead,	led,	led.
Dig,	dug, R.,	dug, R.	Leave,	left,	left.
Do,	did,	done.	Lie	lay,	lain.
Draw,	drew,	drawn.	(recline),		
Drink,	drank,	drunk.	Lose,	lost,	lost.
Drive,	drove,	driven.	Make,	made,	made.
Dwell,	dwelt, R.,	dwelt, R.	Mean,	meant,	meant.
Eat,	ate,	eaten.	Meet,	met,	met.
Fall,	fell,	fallen.	Pay,	paid,	paid.
Feed,	fed,	fed.	Read,	read,	read.
Feel,	felt,	felt.	Ride,	rode,	ridden.
Fight,	fought,	fought.	Ring,	{ rang, rung,	{ rung.
Find,	found,	found.	Rise,	rose,	risen.
Flee,	fled,	fled.	Run,	ran,	run.
Fling,	flung,	flung.	Say,	said,	said.
Fly,	flew,	flown.	See,	saw,	seen.
Forget,	forgot,	{ forgotten, forgot.	Seek,	sought,	sought.
Forsake,	forsook,	forsaken.	Sell,	sold,	sold.
Freeze,	froze,	frozen.	Send,	sent,	sent.
Get,	got,	{ got, gotten.	Set,	set,	set.
Give,	gave,	given.	Shake,	shook,	shaken.
Go,	went,	gone.	Shine,	shone, R.,	shone, R.
Grind,	ground,	ground.	Shoot,	shot,	shot.
Grow,	grew,	grown.	Show,	showed,	shown, R.
Have,	had,	had.	Shrink,	{ shrank, shrank,	shrunken. shrunken.
Hear,	heard,	heard.			

<i>Pres.</i>	<i>Past</i>	<i>Past Part.</i>	<i>Pres.</i>	<i>Past</i>	<i>Past Part.</i>
Sing,	sang,	sung.	Swear,	swore,	sworn.
Sink,	sank,	sunk.	Sweep,	swept,	swept.
Sit,	sat,	sat.	Swim,	swam,	swum.
Slay,	slew,	slain.	Swing,	swung,	swung.
Sleep,	slept,	slept.	Take,	took,	taken.
Slide,	slid,	{ slid, slidden.	Teach,	taught,	taught.
Speak,	spoke,	spoken.	Tear,	tore,	torn.
Spin,	spun,	spun.	Tell,	told,	told.
Spring,	sprang,	sprung.	Think,	thought,	thought.
Stay	staid,	staid.	Throw,	threw,	thrown.
(remain),			Tread,	trod,	trodden.
Steal,	stole,	stolen.	Wear,	wore,	worn.
Stick,	stuck,	stuck.	Weave,	wove,	woven.
Sting,	stung,	stung.	Weep,	wept,	wept.
Strike,	struck,	{ struck, stricken.	Win,	won,	won.
String,	strung,	strung.	Wind,	wound,	wound.
Strive,	strove,	striven.	Wring,	wrung,	wrung.
			Write,	wrote,	written.

EXERCISE 111. — *Fill the blanks in the following sentences with the proper forms of the words given in parentheses :*

1. Who has — you to draw so well? (teach)
2. Had you — lessons when you did this? (take)
3. Have you ever — the head of a horse? (draw)
4. How long has this picture — here? (lie)
5. The crayon is — on the floor. (lie)
6. Do not let it — there any longer. (lie)
7. The teacher has not — of it. (speak)
8. Who has — the bird's eggs? (steal)
9. The little bird — at his door in the sun. (sit)

10. The hen was — on her eggs. (sit)
11. Has the horse — enough? (drink)
12. Who — this work? (do)
13. The cat has — a mouse. (catch)
14. Has the invalid — the jelly? (eat)
15. The boy was — by a dog. (bite)
16. Many leaves have — from the trees. (fall)
17. The pond is — over. (freeze)
18. The swallows have — away. (fly)
19. The orioles also have —. (go)
20. The dandelions have — gray. (grow)
21. Have you — a letter to-day? (write)
22. How often have you — this dress? (wear)
23. Mary — her book home yesterday. (take)
24. She — it to school this morning. (bring)
25. Have you — pains with this exercise? (take)
26. Have you ever — an elephant? (see)
27. Last night I — a shooting star. (see)
28. How long have you — this person? (know)
29. I — that I should fail to-day. (know)
30. The fairies have — a magic spell. (weave)
31. Hasten! the bell has —. (ring)

PARSING THE VERB

To **parse** a verb is to give its principal parts; to state whether it is regular or irregular, transitive or intransitive, and, if transitive, whether it is in the active or the passive voice; to give its mode and tense; and to state its person and number, as determined by the person and number of its subject.

EXERCISE 112. — *In accordance with the model, parse all the verbs and the verbals in the following sentences :*

1. I come not to steal away your hearts.

MODEL. — *Come* is a verb; principal parts, *come, came, coming, come*; irregular, intransitive, indicative mode, present tense, and, to agree with its subject *I*, it is in the first person singular.

To steal is an infinitive, transitive, active voice, present tense. It is the principal part of the adverbial phrase *to steal away your hearts*, which modifies the meaning of the verb *come*.

2. Come unto these yellow sands.
3. Three wives sat up in the lighthouse tower.
4. I stood in Venice, on the Bridge of Sighs.
5. I could lie down like a tired child.
6. To every man upon this earth
Death cometh soon or late.
7. The sun himself looks feeble through the morning
mist.
8. A suppressed resolve will betray itself in the eyes.
9. My dear friend, make yourself at home.
10. No mate, no comrade, Lucy knew.
11. Where have the pretty violets gone ?
12. You should not whisper in school.
13. In a very few minutes I shall have finished my task.
14. May I carry your basket ?
15. I have called to see you.
16. Strolling along the beach, we found shells.
17. Picking berries is pleasant work.
18. The bear, badly wounded, fled to the woods.
19. He was detained for having missed his lesson.
20. Having been reprimanded, he was discharged.

REVIEW OF DEFINITIONS

A transitive verb is a verb expressing action that is received by some person or thing.

An intransitive verb is a verb expressing being or state, or action not received by any person or thing.

A copulative verb is an intransitive verb that is used to unite a subject with a predicate adjective or with a predicate noun or pronoun.

Voice is that form of a transitive verb which shows whether the subject denotes the actor or the receiver of the action.

A transitive verb is in the active voice when its subject denotes the doer of the action.

A transitive verb is in the passive voice when its subject denotes the receiver of the action.

Mode is a form or use of a verb that indicates the manner in which the action or state is to be regarded.

The indicative mode is that form or use of a verb by which it expresses a statement or a supposition as a fact, or asks a question.

The imperative mode is that form or use of a verb by which it expresses a command, a request, or an exhortation.

The subjunctive mode is that form or use of a verb by which it expresses a statement or a supposition, not as a fact, but merely as thought of.

Tense is a form or use of the verb that indicates the time to which the action or state is referred, and

also the completeness or incompleteness of the action or state at that time.

The principal parts of a verb are the present infinitive, the past indicative, the present participle, and the past participle.

A regular verb is a verb which forms its past tense and its perfect participle by adding *d* or *ed* to its present infinitive or its present indicative of the first person.

An irregular verb is a verb that does not form its past tense and its perfect participle by adding *d* or *ed* to its present infinitive or its present indicative.

A defective verb is a verb that lacks one or more of the principal parts.

In the sentence *The box that is on the table, is mine*, the word *that* which connects the clause with the word *box* is a relative pronoun.

Some adjective clauses are connected by subordinate conjunctions with the words they modify.

*This is the place **where** the battle was fought.*

Relative pronouns and subordinate conjunctions serve to connect adjective clauses with the words they modify.

EXERCISE 113. — *Mention the noun or pronoun modified by each of the italicized clauses ; and, when possible, change the clause to a phrase.*

1. They stood on a hill *that overlooked the moor.*
2. "It was the English," Kasper cried, "*who put the French to rout.*"
3. Not a soldier discharged his farewell shot
O'er the grave *where our hero we buried.*
4. Her feet disperse the powdery snow *that rises up like smoke.*
5. A book is a friend *whose face never changes.*
6. We trust not him *who has once broken faith.*
7. Sweet are the little brooks *that run*
O'er pebbles *glancing in the sun.*
8. It was the schooner Hesperus *that sailed the wintry sea.*
9. He prayeth best *who loveth best*
All things both great and small.
10. It was the time *when lilies blow.*
11. A city *that is set on a hill* can not be hid.
12. Spring is the time *when the swallows come.*
13. Uneasy lies the head *that wears a crown.*

EXERCISE 114.—*Point out the adjective clauses in the following sentences, and tell what each modifies:*

1. This is the house that Jack built.
2. I know a bank whereon the wild thyme grows.
3. He jests at scars, that never felt a wound.
4. I remember the house where I was born.
5. Books are the legacies that genius leaves to mankind.
6. The bird that sings on highest wing,
Builds on the ground her lowly nest.
7. No flocks that range the valley, free,
To slaughter I condemn.
8. No tears dim the sweet look that Nature wears.
9. Those who live in glass houses should not throw stones.
10. The frogs that asked for a king were eaten by a stork.

THE ADVERBIAL CLAUSE

A clause used like an adverb, to modify a verb, an adjective, or another adverb, is called an *adverbial clause*.

The adverbial clause differs from the adverbial phrase in having a subject and a predicate.

VERB MODIFIED BY A PHRASE. }	He went	}	<i>in the morning.</i> <i>across the river.</i> <i>with great speed.</i>
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VERB MODIFIED BY A CLAUSE. }	He went	}	<i>when he was called.</i> <i>where duty called him.</i> <i>as heroes go.</i>
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A clause may modify an adjective.

*Boys are stronger **than girls**.*

Here the adverbial clause is *than girls (are strong)*, and it modifies the adjective *stronger*.

*He is not so tall **as I am**.*

Here the adverbial clause, *as I am*, modifies the adverb *so*.

Adverbial clauses are connected by subordinate conjunctions with the words they modify.

*He went **when** he was called.*

EXERCISE 115. — *Mention the word modified by each of the italicized clauses.*

1. *After Robinson had eaten*, he tried to walk.
2. *As Pandora raised the lid of the box*, the house grew dark and dismal.
3. Robert of Lincoln's Quaker wife broods in the grass *while her husband sings*.
4. *Wherever he went*, he was welcome.
5. *Whene'er a noble deed is wrought,*
Whene'er is spoken a noble thought,
Our hearts in glad surprise
To higher levels rise.
6. Philadelphia stands *where the Schuylkill joins the Delaware*.
7. Come *when you are ready*.
8. *When I breathe upon the landscape*, hard as stone becomes the water!
9. Hiawatha waited *till the birch canoe grated on the shining pebbles*.

EXERCISE 116.—*Point out the adverbial clauses in the following sentences, and tell what each modifies :*

1. Cows come shivering up the lane when the east begins to blow.
2. The vessel struck where the white and fleecy waves looked soft as carded wool.
3. The bells rang cheerily while a boy listened alone.
4. Do as I bid you.
5. Aladdin was rich while he owned the wonderful lamp.
6. The brown thrush sings as he sits in the tree.

EXERCISE 117.—*In the following sentences, tell which are adjective, and which adverbial, clauses. Tell also what each clause modifies.*

1. Peaches will redden for you to eat when the south begins to blow.
2. Build me a goodly vessel that shall laugh at all disaster.
3. When the bough breaks, the cradle will fall.
4. I can weather the roughest gale that ever wind did blow.
5. Do your work well while I am gone.
6. It was a time when everything was stirring.
7. This is the place where Lincoln is buried.
8. Stand where I can see you.
9. This is the land where our fathers died.
10. Boys that may be trusted are easily found.
11. Help those who are weak.
12. The little glowworm lights the ground,
 While the beetle goes his round.

THE NOUN CLAUSE

We have seen that a clause may perform the office of an adjective or an adverb. It may also be used

as a noun. For instance, in the sentence, *That stars are suns is well known*, the subject is the clause *That stars are suns*. It is called a *noun clause*.

The noun clause differs from the noun phrase in having a subject and a predicate.

NOUN CLAUSE
USED AS A
SUBJECT. } *That the earth is round is believed by all.*
Where a hero is buried is hallowed ground.

NOUN CLAUSE
USED AS AN
OBJECT OR A
PREDICATE
NOUN. } *I knew that he would be brave.*
Did he say that he would come?
His command was that the cannon should be fired.
His last words were, "Don't give up the ship."

A noun clause is usually introduced by a subordinate conjunction.

I hear that the vessel is about to sail.

EXERCISE 118. — *To each of the following add a noun clause, and tell whether it is used as a subject, an object, or a predicate noun :*

1. — is not believed.
2. The judge's words were —.
3. Do you know — ?
4. — has been said again and again.
5. A familiar maxim is —.
6. — is the question.
7. The question is —.
8. The teacher asked —.
9. The pupil replied —.
10. The spider said to the fly —.

EXERCISE 119. — *Use each of the following as a noun clause, and tell whether it is used as a subject, an object, or a predicate noun :*

1. Give me liberty or give me death.
2. That this country is prosperous.
3. Who are you ?
4. Where your treasure is.
5. Go away !
6. Will you walk into my parlor ?

SUBORDINATE CLAUSES

We have learned that the adjective clause and the adverbial clause are used like adjectives and adverbs to modify other parts of the sentence. Because these clauses modify or depend upon other parts of the sentence, they are called *dependent* or *subordinate clauses*. Since the noun clause merely performs the office of a noun, it also is called a subordinate clause. The *independent clause* will be treated in the next chapter.

DEFINITION. — A **subordinate clause** is a clause that performs the office of an adjective, an adverb, or a noun.

EXERCISE 120. — *To each of the following add a subordinate clause, and tell whether it is adjective, adverbial, or noun :*

1. Longfellow is the poet
2. Have you heard
3. Where once the tree stood

4. I remember the house
5. Sheep will scamper into the fold
6. The book has not been returned
7. The swan sings
8. Make hay
9. You never miss the water
10. All is not gold

EXERCISE 121. — *Tell how each italicized clause in the following sentences is used :*

1. I dreamed *that life was Beauty*.
2. I found *that life was Duty*.
3. *When the ostrich gets tired*, it runs from side to side or in a curve.
4. There was once a king *who had three brave and handsome sons*.
5. We shuddered there in silence, *while the hungry sea was roaring*.
6. We anchored safe in harbor *when the morn was shining clear*.
7. I was only playing *that I was ninety-nine*.
8. Our homestead had an ample hearth *where at night we loved to meet*.
9. Prospero told them *that their ship was safe in harbor*.
10. *Where he is buried* has never been discovered.
11. I hope to see my Pilot face to face *when I have crost the bar*.
12. "Clicket—clicket" sings the row of sharp knives, nick-named the sickle, *as it flies back and forth*. It spares nothing *that comes in its way*. The tall timothy, the stragglng blue grass, the blossoming clover, fall prostrate *as it passes*.
13. There was quite a group round the fire *when they reached it*. An old gypsy woman was seated on the ground nursing her knees, and now and then poking a skewer into the round kettle

that sent forth an odorous stream; two small, shock-headed children were lying prone and resting on their elbows, something like small sphinxes; and a placid donkey was bending his head over a tall girl, who, lying on her back, was scratching his nose and indulging him with a bite of sweet, stolen hay. The slanting sunlight fell kindly upon them, and the scene was very pretty and comfortable, Maggie thought, only she hoped that they would soon set out the teacups. Everything would be quite charming when she had taught the gypsies to use a washing basin, and to feel an interest in books.

14. Bose, Tabitha, and Polly lived in a house where they were well treated. Bose was a fine dog who was a useful member of the family. Tabby was as good as cats usually are. She would rub against you if you had a dainty in your hand, or fly at you with her sharp claws if you chanced to tread on her tail. Although Tabby was not angelic, she and Bose lived comfortably together. But Polly had tricks that were not always agreeable.

REVIEW OF DEFINITIONS

A clause is a member of a sentence containing a subject and a predicate.

An adjective clause is a clause that is used like an adjective to modify a noun or a pronoun.

An adverbial clause is a clause that is used like an adverb to modify a verb, an adjective, or another adverb.

A noun clause is a clause that performs the office of a noun.

A subordinate clause is a clause that performs the office of an adjective, an adverb, or a noun.

XIII. FORMS OF SENTENCES

THE SIMPLE SENTENCE

The simplest form a sentence can have, is that in which a subject noun or pronoun is joined to a suitable verb, or to a verb and its complement, so as to form a statement, a question, or a command; as, *Birds fly. Mary ate the apples.*

Such sentences may be lengthened by the addition of modifiers; but so long as these modifiers are words or phrases, and not clauses, the sentences are still simple. Thus, *Did the wolf in the fable eat the gentle little lamb?*

Any element of a simple sentence may be compound; as, *Mary and Lily gathered and pressed violets and buttercups.*

DEFINITION. — A **simple sentence** is a sentence containing one subject and one predicate, either of which may be compound.

EXERCISE 122. — *Analyze the following sentences :*

1. Daffydowndilly loved to do only beautiful and agreeable things.
2. To be shut up in a dismal schoolroom is not agreeable.
3. It is pleasant to make hay in the sunshine and to listen to the birds singing sweetly in the neighboring trees and bushes.

4. Mr. Toil's ways and customs seemed very disagreeable to Daffydowndilly.

5. This schoolmaster sat at his desk or stalked about the schoolroom with a certain awful birch rod in his hand.

6. The whole of Daffydowndilly's life had hitherto been passed with his indulgent mother.

7. "Is there nobody but Mr. Toil in the world? Who could have thought of his playing on a fiddle!"

EXERCISE 123. — *Combine each of the following sets of sentences into one simple sentence :*

1. I rode for a long distance in a public coach. I did this in the course of a December tour in England.

2. There were three fine boys among my fellow-passengers. They had rosy cheeks.

3. They were returning to their home. They were returning for the holidays.

4. One morning there appeared among the scholars a strange little fellow. He had a large head. His hair was long. It was straight. He had an emaciated body.

5. There was once a great battle. It was between the birds and the beasts.

6. The dog had long, silky ears. It had a smooth, bright skin.

7. The oak tree stood with its roots firm in the ground. It stood with its head high in the air.

8. The terrible unseen wind came. It struck the proud oak.

9. A heavy wagon was being dragged along a country lane. It was being dragged by a team of oxen.

THE COMPLEX SENTENCE

You have learned that a simple sentence is a sentence containing but one subject and one predicate.

A sentence containing a subordinate clause — whether adjective, adverbial, or noun — can not be a simple sentence, for the subordinate clause must contain a subject and a predicate.

A subordinate clause always forms a part of another clause.

When the birds were grown, they flew away.

In this sentence, *they flew away* is the principal clause, and *When the birds were grown* is the subordinate clause. The subordinate clause is an adverbial modifier of the verb *flew*. The sentence is said to be *complex*.

Where he went interested nobody.

Here the principal clause is the whole sentence, and the subordinate clause is its subject, *Where he went*. The sentence is *complex*.

Sometimes a complex sentence consists of a principal clause and two or more subordinate clauses.

While we were in school yesterday, we learned that the moon causes the tides.

In this sentence, the principal clause is, *we learned that the moon causes the tides*. The subordinate clause, *that the moon causes the tides*, is used as a noun. The subordinate clause, *While we were in school yesterday*, is used as an adverb.

DEFINITION. — A **complex sentence** is a sentence containing one principal clause and one or more subordinate clauses.

RULE I. — *A very long subject is usually separated from the predicate by a comma.*

That you cannot gain success in this way, is certain.

RULE II. — *When an adverbial clause precedes the principal clause, the former is followed by a comma.*

If you will bring your book to me, I shall be glad to help you.

RULE III. — *When an adverbial clause is introduced within another clause, it is preceded and followed by commas.*

Would you, if you were I, do a thing like that ?

EXERCISE 124. — *Analyze the following sentences in accordance with the model :*

1. That he came, is certain.

Complex declarative sentence.

SUBJECT,	<i>That he came</i>
VERB,	<i>is</i>
PREDICATE COMPLEMENT,	<i>certain</i>

Noun clause.

SUBJECT WORD,	<i>he</i>
VERB,	<i>came</i>
CONNECTIVE,	<i>that</i>

2. The evil that men do, lives after them.
3. We rowed on a pretty lake where water lilies grow.
4. When the travelers resumed their journey, the rain fell in torrents.
5. The weary invalid begged that we would stay with him.

6. None return from those quiet shores,
Who cross with the boatman pale and cold.
7. Each heart has its haunted chamber,
Where the silent moonlight falls.
8. This world is but the rugged road that leads us to a fairer realm.
9. Every one who has looked at the map of Norway has noticed the singular character of its coast.
10. The pale moonlight fell upon the fisher's boat where it lay far out on the lonely sea.
11. The big trees that grow in the Yosemite Valley are the largest in the world.
12. The miller that lived by the Dee, worked and sang from morning till night.
13. Books give to all who faithfully use them the society of the best and greatest of our race.
14. The Sabbath is the golden clasp that binds together the volume of the week.
15. The flower that is called the dogtooth violet is really a lily.
16. "Wherever you go," said the maiden, "I shall follow."
17. Many famous men and women followed Hawthorne when he was carried to his grave.
18. The strong man plodded through the deep snow until his strength forsook him.
19. A deer that had been wounded by the hunters darted across my path.

EXERCISE 125. — *Combine each of the following sets of sentences into one complex sentence. Use the subordinating conjunctions **because, if, as, that, and where.***

1. The ingredients of bread should be of the very best quality. It is important to remember this.

2. Salt is always used in bread-making. It destroys the insipid, raw taste of the flour.

3. We use poor flour. We must expect to have poor bread.

4. Bakers sometimes store their flour in damp cellars. Here fermentation takes place in the flour.

5. The dough has been standing in a warm place for several hours. It is now ready to be shaped into loaves.

THE COMPOUND SENTENCE

Two or more simple sentences may be so connected by conjunctions as to form a sentence the clauses of which shall be *independent*.

Men may come.

Men may go.

I go on forever.

Men may come, and men may go, but I go on forever.

In this sentence no clause is used as a single word — noun, adjective, or adverb — in one of the other clauses. The three clauses are independent, and the sentence is said to be **compound**.

Sometimes an independent clause in a compound sentence is itself compound or complex.

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

The second independent clause in this sentence is complex.

DEFINITION. — A **compound sentence** is a sentence containing two or more independent clauses.

RULE I.— *Independent clauses, when they are not themselves subdivided by commas, and are related in meaning, are separated by commas.*

Art is long, and time is fleeting.

RULE II.— *The clauses of a compound sentence, when they are themselves subdivided by commas, are separated by semicolons.*

A single streak of dark billows, not half a cable's length in width, could be discerned running into this chaos of water; but it was soon lost to the eye amid the confusion of the disturbed element.

RULE III.— *The clauses of a compound sentence, when they are themselves subdivided by semicolons, are separated by colons.*

*He sank to repose where the red heaths are blended;
One dream of his childhood his fancy passed o'er:
But his battles are fought, and his march it is ended;
The sound of the bagpipes shall wake him no more.*

EXERCISE 126.— *Tell which of the following sentences are compound and which complex; also which clauses are independent and which subordinate:*

1. He promised that he would come.
2. He was punished, and she was shut up in a dark room.
3. The moon is bright because the sun lights its face.
4. The teacher asked why I inverted the divisor.
5. Lincoln was the President who set free the slaves of this country.
6. The foreigner explained in broken English whence he came and whither he was going.

7. More than two thousand six hundred years have passed away since Rome was founded.

8. My father advises that we make hay while the sun shines.

9. I love the man who sings at his work.

10. One is scarcely sensible of fatigue while he marches to music.

11. Laziness travels so slowly that Poverty soon overtakes him.

12. The ornaments of a home are the friends that frequent it.

13. Beware of him who flatters you.

14. Careless people often speak before they think.

15. Jason snatched off his helmet, and hurled it into the thickest of the throng. Then blind madness came upon them, suspicion, hate, and fear. One cried to his fellow, "Thou didst strike me!" Another cried, "Thou art Jason; thou shalt die!" Fury seized these earth-born phantoms, and each turned his hand against the rest. They fought till all lay dead upon the ground. Then the magic furrows opened, and the kind earth took them home into her breast; and the grass grew up all green again above them, and Jason's work was done.

EXERCISE 127. — *Analyze the following compound sentences :*

1. The snow lay in great drifts in the deep ravines, and chilly winds whistled and moaned through the naked tree tops.

Independent clauses.

(a) The snow lay in great drifts in the deep ravines.

(b) Chilly winds whistled and moaned through the naked tree tops.

Proceed with the analysis of each clause as in preceding models.

2. The eyes of the young man looked far into the future, and his fancy painted everything with brilliant hues.

3. Flax has a pretty blue flower, while hemp has a sad-colored blossom.

4. During the hot days of summer, cool breezes from the sea blow over the heated land, but warm land breezes often blow seaward at night.

5. Elephants are big and clumsy, but they can run very fast.

6. Our barn is low and dim, and swallows sweep in and out through the doors.

7. One wren sang among the dark green leaves, but the other was feeding two little open mouths.

8. The queen of the fairies rides in a pea-pod carriage, and a band of fireflies light her way.

9. The old town of Salem was once a famous seaport, and ships sailed from its harbor to the ends of the world.

10. Charcoal and the diamond are very unlike, yet they are composed of exactly the same substance.

11. The army of the enemy swept over the face of that fair land, and in its path followed famine and desolation.

12. He was not driven from his purpose by danger, neither was he discouraged by repeated failures.

13. No two watches go just alike, yet each man believes his own.

14. The way was long, the wind was cold,
The minstrel was infirm and old.

15. The violets wept in the shade, but the sun came and kissed their tears away.

16. The shadows grew long, and the blue skies were gray,
And the bees and the butterflies all flew away,
And the dew on the grasses was falling.

17. Beautiful thoughts make a beautiful soul, and a beautiful soul makes a beautiful face.

18. He maketh me to lie down in green pastures; he leadeth me beside the still waters.

EXERCISE 128.—*Combine each of the following sets of sentences into one compound sentence. Use coördinating conjunctions.*

1. The pale gold of the looestrife had faded. The deeper yellow of the golden-rod had taken its place.

2. The mignonette is not very beautiful. It has many admirers.

3. The sunflower is tall and proud. The violet is small and modest.

4. The emblem of Ireland is the shamrock. That of Scotland is the thistle.

5. For no trees do Americans feel more pride than for our American elms. The American tulip tree is scarcely less popular.

REVIEW OF DEFINITIONS

A simple sentence is a sentence containing one subject and one predicate, either of which may be compound.

A complex sentence is a sentence containing one principal clause and one or more subordinate clauses.

A compound sentence is a sentence containing two or more independent clauses.

XIV. INDEPENDENT ELEMENTS.

Part of a sentence may be grammatically independent of the rest of the sentence. Independent elements may be :

1. Words

Hurrah! *the field is won.*

Well, *this is the forest of Arden.*

His words, however, *were not believed.*

Friends, Romans, countrymen, *lend me your ears.*

Recess being over, *we must now return to our class rooms*

2. Phrases

To speak plainly, *you have failed.*

3. Clauses

The window was the frame, as it were, *of the picture.*

In the sentence *Recess being over, we must now return to our class rooms*, the phrase *Recess being over* contains an independent noun modified by an adjective participle. The noun is said to be independent because it is not the subject or the complement of a verb, nor the object of a preposition. It is called the *nominative absolute*. The phrase, *Recess being over*, is adverbial. It can be converted into an adverbial clause without alteration in the

meaning of the sentence. Thus: *As recess is over, we must now return to our class rooms.* The adjective participle modifying a noun or pronoun in the nominative absolute is sometimes not expressed; for example, *Next Anger rushed, his eyes on fire.* In this sentence the adjective participle *being* must be supplied after the noun *eyes*. As a rule, the use of the nominative absolute should be avoided by young writers.

EXERCISE 129.— *In the following sentences change the phrases containing nouns or pronouns in the nominative absolute to adverbial clauses:*

1. She being so fleet of foot, he had to resort to a trick to win the race.

2. My story being done,
She gave me for my pains a world of sighs.

3. The river Belen having the greatest depth, two of the caravels entered it.

4. The weather being perfectly calm, Columbus was borne away by the currents, until he found himself in the vicinity of some little islands near Jamaica.

5. The calm continuing, he was swept away to the group of small islands to which he had given the name of The Gardens.

6. The necessary arrangements having been made for the colony, and a number of the houses having been roofed and sufficiently finished for occupation, the admiral prepared for his departure.

7. She earns a scanty pittance, and at night
Lies down secure, her heart and pocket light.

XV. GENERAL REVIEW

I. THE SENTENCE

1. *Classification*

Use (pp. 9-13)

Form (pp. 179-188)

2. *Analysis*

Subject and predicate
(pp. 13-20, 62-65)

Subject

Word (pp. 20-24)

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(pp. 174-178, 180-183)

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(pp. 25-28, 55-65, 93, 128)

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Words (pp. 37-42, 62-65, 83, 87-89)

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II. WORD ELEMENTS

(pp. 30-53, 73-168)

1. *Classification*

2. *Inflection*

3. *Syntax*

III. PHRASE ELEMENTS

(pp. 66-74)

1. *Classification*

2. *Syntax*

IV. CLAUSE ELEMENTS

(pp. 170-178)

1. *Classification*

2. *Syntax*

The outline given above may be used for topical recitations or for a systematic review of the whole

subject of English grammar. The pupil should recite without the help of questions from the teacher, and he should illustrate his statements with words, phrases, and sentences selected from the paragraphs given below.

The recitation should proceed as follows ·

MODEL. — Sentences are classified according to use and according to form. The kinds of sentences classified according to use are: declarative, interrogative, and imperative. A declarative sentence is a sentence used to state or declare something. *To form good sentences in oral or in written speech is not easy* is a declarative sentence. An interrogative sentence is a sentence, etc.

1. Let us study the structure of compound sentences. To do this is to study thought as well as language. How do we make compound sentences, and how do we use them? To form good sentences in oral or in written speech is not easy. Alas! How often we have tried to construct them, and have failed to express the meaning we had in mind! We have begun to understand some of the rules of construction. We know that these rules are followed by great writers. That we can not make compound sentences by merely throwing sentences together, is one rule. Another is that sentences should be brought to an end when the thought is complete.

2. It was glorious in the country; it was summer; the cornfields were yellow, the oats were green, the hay had been put up in stacks in the green meadows; and the stork went about on his long legs, and chattered Egyptian, for this was the language he had learned from his mother. All around the fields and meadows were great woods, and in the midst of

these woods deep lakes. Yes, it was right glorious in the country. — *Hans Christian Andersen.*

3. The Emperor's horse was shod with gold; a golden shoe on each of his feet. How did he come by golden shoes? He was the most lovely creature, with thin legs, eyes as wise as a man's, and a mane that hung down his neck like a silk veil. He had carried his master through the fire and smoke of battle, and heard the bullets whistling around him. He had kicked, bitten, and taken part in the fight when the enemy advanced. He had sprung, with his master on his back, over the fallen foe, and had saved the crown of red gold, and the life of the Emperor, which was more valuable than the red gold. This is why the Emperor's horse had golden shoes, a golden shoe on each foot. — *Hans Christian Andersen.*

4. In all climates, Spring is beautiful. In the South it is intoxicating, and sets a poet beside himself. The birds begin to sing; they utter a few rapturous notes, and then wait for an answer in the silent woods. Those green-coated musicians, the frogs, make holiday in the neighboring marshes. They, too, belong to the orchestra of Nature, whose vast theater is again opened, though the doors have been so long bolted with icicles, and the scenery hung with snow and frost like cobwebs. This is the prelude which announces the opening of the scene. Already the grass shoots forth. The waters leap with thrilling pulse through the veins of the earth, the sap through the veins of the plants and trees, and the blood through the veins of man. — *Henry Wadsworth Longfellow.*

5. Night is coming on, spreading its gray wings over the brown earth. The sower walks with a rhythmic step, casting the grain into the furrow. He is followed by a cloud of picking birds. Dark rags cover him. He is bony, swarthy, and spare under the livery of poverty; yet it is life itself which he dispenses with his large hand and his superb gesture. He who has nothing plants in the earth what shall one day be bread.

6. In a year the wings were finished, and on a morning appointed the maker appeared, furnished for flight, on a little promontory. He waved his pinions a while to gather air, then leaped from his stand, and in an instant dropped into the lake. His wings, which were of no use in the air, sustained him in the water, and the prince drew him to land, half dead with terror and vexation. — *Samuel Johnson*.

7. We come, as Americans, to mark a spot which must forever be dear to us and our posterity. We wish that whosoever, in all coming time, shall turn his eye hither, may behold that the place is not undistinguished where the first great battle of the Revolution was fought. We wish that this structure may proclaim the magnitude and importance of that event to every class and every age. — *Daniel Webster*.

8. We shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave.

Two peculiar uses of the objective case have not yet been mentioned. One of these uses is illustrated in the following sentences :

We stayed an hour. We walked three miles. The fish weighs four pounds. It cost a dollar.

The nouns printed in heavy type complete verbs and express *time, space, weight*, etc. They are called *adverbial objectives*.

Another peculiar use of the objective case is illustrated in the second of the following sentences :

*The lawyer asked him questions.
He was asked **questions** by the lawyer.*

The indirect object (*him*) of the verb in the first sentence has become the subject (*he*) of the verb in the second sentence. The direct object (*questions*) of the verb in the active voice has been retained after the verb in the passive voice. Hence the noun *questions* in the second sentence is called the *retained* object.

Two other uses of the objective case, the indirect object and the supplement, although mentioned on page 128, have not yet been used in exercises. (The supplement is sometimes an adjective.)

EXERCISE 130. — *Give the syntax of each of the italicized words.*

1. In the name of God and Saint Andrew I dub *thee* knight.
2. One touch of nature makes the whole *world* kin.
3. Hawthorne calls the king's little *daughter* *Marygold*.
4. Build *thee* more stately *mansions*, O my *soul*.
5. We hear *life* murmur, or see *it* glisten.
6. But he that filches from me my good name
Robs me of that which not enriches him,
And makes *me* poor indeed.
7. Though patriots flatter, still shall wisdom find
An equal *portion* dealt to all mankind;
As different good, by Art or Nature given
To different nations makes their *blessings* even.
8. Keep your *books* clean and your *desks* neat.
9. The faded blue dress was dyed *black*.
10. The president of the club appointed a *committee* to *con-*
sider the matter.
11. Many persons call the *camel* "the *ship* of the desert."
12. The shuddering tenant of the frigid zone
Boldly proclaims that happiest *spot* his *own*.

XVI. RULES OF SYNTAX

To give the syntax of a word is to explain its relation to some other word or words in a sentence.

Concord is the agreement in case, gender, number, person, mode, or tense of two connected words.

1. A verb agrees with its subject in number and person; and the subject of a verb, when a noun or a pronoun, is always in the nominative case; as, *A man walks. All men walk. I am to blame. They are to blame.*

Notice the following variations of this rule:¹

(a) When a subject consists of two or more nouns or pronouns connected by *and*, the verb must be in the plural; as, *John and Mary were here.*

(b) Sometimes the connected nouns refer to the same thing. In that case, if the nouns are in the singular number, the verb also must be in the singular; as, *My friend and teacher is here.*

(c) When the parts of a compound subject are in the singular number and are connected by *or*, *either—or*, or *neither—nor*, the verb must be singular; as, *John or Mary was here. Either John or Mary was here. Neither John nor Mary was here.*

(d) A noun denoting a group of objects regarded as *one* whole, takes a verb in the singular; but when the noun denotes a group regarded as individuals, it takes a verb in the plural;

¹ For further variations of the rule see the author's "Advanced Lessons in English Grammar."

as, *The class **was** large. The whole class **were** delighted with the lesson.*

CAUTION 1. — Do not use a plural verb after a singular subject modified by an adjective phrase that is introduced by *with*. We should say, *The rebel chief, with all his attendants, **was** (not *were*) captured.*

CAUTION 2. — When two subject nouns are connected by the conjunction *as well as*, the verb agrees in person and number with the first; as, *The boys, as well as their sister, **deserve** commendation.*

CAUTION 3. — Never use a singular verb after *you* or *they*. Do not say *you was there*, or *was you there?*

CAUTION 4. — Do not mistake a noun in a modifying phrase for the subject of a verb; as, *The eating of apples **promotes** (not *promote*) health.*

CAUTION 5. — When the subject is a relative pronoun, be sure that the number and person of the verb are the same as the number and person of the antecedent of the relative. We say, *This is the only one of the books that **is** worth reading*, because the antecedent of *that* is *one*; but *This is one of the best books that **have** appeared this year*, because the antecedent of *that* is *books*.

CAUTION 6. — Beware of incorrect contractions of verbs with the adverb *not*. Do not use *He don't*, *It don't*, for *He does not*, *It does not*. Do not use *You da'sn't*, *He da'sn't*, for *You dare not*, etc.

2. An adjective modifies the meaning of a noun or pronoun.

CAUTION. — *This*, *that*, *each*, *every*, *either*, and *neither*, when used as adjectives, are joined to singular nouns; *these* and *those* are joined to plural nouns.

3. A pronoun agrees with its antecedent in gender, number, and person.

4. The subject and the predicate noun or pronoun of a copulative verb, or of a verb in the passive voice, agree in case; as, *We thought it was he. Whom did you think him to be? He was elected President.*

5. When a noun or a pronoun explains the meaning of another noun or pronoun, the explaining noun or pronoun agrees in case, or is in apposition, with the noun explained.

6. Verbs in subordinate clauses, as well as infinitives and participles, must take the form required by the tense of the principal verb.

CAUTION 1. — When an infinitive refers to a time coincident with, or after, that of the principal verb, the *present infinitive* should be used; as, *I intended to go.*

CAUTION 2. — When an infinitive refers to a time prior to that indicated by the principal verb, the perfect infinitive should be used; as, *He is reported to have sailed yesterday.*

CAUTION 3. — See that the tense of a verb in a subordinate clause does not conflict with the tense of the verb in the principal clause; as, *If I have the book, I will send it. If I had the book, I would send it. If I had had the book, I would have sent it.*

CAUTION 4. — Verbs joined by coördinating conjunctions should be in the same mode and tense; as, *I am sure that he has been there and has done (not did) what was required of him.*

Government is the power that a word has to determine the case of a noun or a pronoun.

7. Transitive verbs and their infinitives and participles govern the objective cases of nouns and pronouns. Prepositions also govern the objective case.

CAUTION 1.—When the object is separated by a clause from the governing word, be careful that the object is used in the objective case; as, *Him* (not *he*) *that is suspicious of others, we are apt to suspect.*

CAUTION 2.—In interrogative sentences, be careful to distinguish between a pronoun used as the object of a transitive verb or a preposition, and a pronoun used as a predicate complement; as, *Whom* (not *who*) *did you meet?* *Whom* (not *who*) *were you walking with?* *Who* (not *whom*) *do you think he is?*

CAUTION 3.—Be careful to use the objective cases of the personal pronouns after a preposition; as, *Between you and me* (not *I*) *there should be no difference.*

CAUTION 4.—When the object of a transitive verb is an *infinitive phrase*, consisting of an infinitive preceded by a subject, be sure that the subject is in the objective case; as, *Let him and me* (not *I*) *go.*

The order of words in a sentence is often very important in determining the sense.

8. In the usual order of words in a sentence, the subject (including modifiers) precedes the predicate (including modifiers).

CAUTION.—The usual order is sometimes reversed for the purpose of laying emphasis on some word or thought; as, *Great is Diana of the Ephesians.*

9. Adjective and adverbial modifiers should be placed as near as possible to the words whose meanings they modify.

CAUTION 1.—When an adverb modifies the meaning of a verb in a compound tense, the adverb comes after the first auxiliary if the verb is in the active voice, and before the principal verb if it is in the passive voice; as, *Education will*

always elicit respect. *He will **certainly** have finished before you arrive. The problem can be **easily** solved.*

CAUTION 2. — As a general rule, adverbial clauses of time, place, or condition precede the principal clause; as, ***When summer comes, the days are longer. If you wish it, I will accompany you.***

CAUTION 3. — Two phrases or clauses modifying the meaning of the same verb may be placed one before, the other after, the verb; as, ***After a little practice, he will speak with greater ease. If you will allow me, I shall assist you when I have finished my lesson.***

CAUTION 4. — Be careful to place the adverbs *only, solely, equally, at least*, immediately before the words whose meanings they modify; as, *I **only** spoke a few words* (meaning that I did nothing else). *I spoke **only** a few words* (that is, my speech was brief).

10. When two words are used correlatively, each member of the pair should come before the same part of speech.

*The child was happy, **not** because she won the prize, **but** because she pleased her mother;* it would be wrong to place *not* before *happy*. *They chose him **not only** secretary, **but also** president;* it would be wrong to place *not only* before *chose*. *The clergyman spoke **both** eloquently **and** sincerely;* it would be wrong to place *both* before *spoke*. *The chair is good for **neither** ornament **nor** use;* it would be wrong to place *neither* before *good*. The last sentence might also be written, *The chair is not good for **either** ornament **or** use.*

11. The article (the definite article *the*, and the indefinite article *a* used before a consonant sound, or *an* used before a vowel sound) is repeated before connected nouns when the objects denoted are to be

considered separately ; as, *A noun or a pronoun may be the subject of a sentence.*

12. The article is repeated before connected adjectives when they modify different nouns ; as, *The black and the white horse are in the stable.* The word *horse* is understood after *black*.

CAUTION.—In the expression, *a black and white dress*, we speak of only one dress which combines both colors. In *a black and a white dress*, we refer to two dresses.

XVII. RULES FOR CAPITALS AND PUNCTUATION

RULES FOR CAPITALS

1. Begin with a capital the first word of every sentence.
2. Begin with a capital the first word of every line of poetry.
3. Begin with a capital every proper noun and every proper adjective.
4. Begin with a capital every name or title of the Deity, and every pronoun standing for the Deity.
5. Write the pronoun *I* and the interjection *O* with capitals.
6. Begin with capitals the names of the days of the week and the months of the year.
7. Begin with capitals the important words in the title of a book, or in the subject of any other composition.
8. Begin with a capital every title of honor or respect.
9. Begin with capitals the names of points of the compass when they denote sections of a country.
Gold is found in the great Northwest.
10. Begin with a capital every word that denotes an important epoch or event of history.
The Civil War lasted four years.
11. Begin with a capital the name of anything personified.
Then Peace shall smile upon us, and Plenty abide among us.
12. Begin with a capital the name of every religious denomination.
13. Begin with a capital every *direct* quotation, when the quotation is a complete sentence. The first word of an *indirect* quotation should begin with a small letter, unless it requires a capital by the operation of some other rule.

Direct. — He quoted the maxim, "Honesty is the best policy."

Indirect. — He reminded us that honesty is the best policy.

RULES FOR PUNCTUATION

I. THE COMMA

1. A very long subject is usually separated from the predicate by a comma.

That gymnastic training is good for boys, is clear.

2. Words in a series should be separated from one another by commas, unless all the conjunctions are expressed.

Poetry, music, and painting are fine arts.

3. When words connected by a conjunction follow in successive pairs, a comma should be inserted after each pair.

Sink or swim, live or die, survive or perish, I am for the Declaration.

4. A noun, a phrase, or a clause in apposition, unless it is closely connected with the word it modifies, should be set off by commas.

Paul, the Apostle of the Gentiles, preached at Athens.

5. An adverbial phrase preceding the verb and its subject, is usually followed by a comma.

Beyond the shadow of the ship, I watched the water snakes.

6. An adverbial phrase coming between the subject and the verb, or between the parts of the predicate, is set off by commas.

The soldier, from force of habit, obeys.

7. The following adverbs, particularly when they begin a sentence, are usually set off by commas :

again	first	lastly	moreover	now
besides	secondly	finally	namely	indeed
however	thirdly, etc.	hence	nay	thus

8. The name of a person or thing addressed is set off by the comma.

9. When the same object follows two or more prepositions, a comma is inserted after each preposition.

He was sent by, and he acted for, the people of the village.

- 10. When an adverbial clause precedes the principal clause, the former is followed by a comma.**

If he come soon, I shall be glad.

- 11. When an adverbial clause is introduced within a principal clause, or within a subordinate clause, it is preceded and followed by commas.**

The man is, as I suppose, your friend.

- 12. A quotation is set off from the rest of the sentence by a comma or commas, unless it is formally introduced.**

Beware of the man who says, "I am on the eve of a discovery." "Art is long," says Longfellow, "and time is fleeting."

- 13. The omission of a predicate verb is indicated by a comma.**

To err is human; to forgive, divine.

- 14. Independent clauses, when they are not themselves subdivided by commas, and are related in meaning, are separated by commas.**

On they go, and still more springs come, and the rivers grow larger and larger.

II. THE SEMICOLON

- 1. The clauses of a compound sentence, when they are themselves subdivided by commas, are separated by semicolons.**

Having detained you so long already, I shall not trespass longer upon your patience; but, before concluding, I wish you to observe this truth.

- 2. When a quotation or an illustration is introduced by *as* or *namely*, a semicolon should be placed before the introductory word, and a comma after it.**

An island is a portion of land surrounded by water; as, Australia, Iceland.

III. THE COLON

1. **The clauses of a compound sentence, when they are themselves subdivided by semicolons, are separated by colons.**

The quality of mercy is not strained; it droppeth as the gentle rain from heaven upon the place beneath: it is twice blessed; it blesseth him that gives and him that takes.

2. **A quotation or an enumeration of particulars, when formally introduced, is preceded by a colon.**

Emerson says this: "The plague of society is egotists."

The following metals are found in California: gold, silver, etc.

IV. THE PERIOD

1. **A period should be placed after every declarative and every imperative sentence.**
2. **A period should be placed after every abbreviation.**

Mr. Hon. Penn. LL.D. A.M.

V. THE INTERROGATION POINT

An interrogative word, phrase, or sentence should be followed by an interrogation point.

Where did you see him? In the house? When?

VI. THE EXCLAMATION POINT

An exclamation point should be placed after every exclamatory word, phrase, or sentence.

Stand! The ground's your own, my braves!

VII. OTHER MARKS

The *Dash* is used

1. **When a sentence breaks off abruptly.**

I don't believe that the train—but I'm mistaken; it is coming now.

2. When there is a sudden change in the subject.

He did not understand — he was very dull — the teacher's explanation.

3. Sometimes before words used to explain the meaning of preceding words.

We were abundantly provided with all kinds of good things — pies, cake, fruits, etc.

The *Parentheses* are used

To inclose a remark that might be omitted without destroying the sense of the sentence.

Washington (he was the first President) died in the year 1799.

The *Apostrophe* is used**1. To denote the omission of a letter or of letters.**

I'll come before you've gone.

2. To denote the possessive case.

The sailor's last resting-place was beneath the ocean's waves.

The *Hyphen* is used**1. To join the parts of compound words and expressions.****2. To indicate that one or more syllables of a word will be found at the beginning of the next line below.*****Quotation Marks* are used**

To show that a passage was written or spoken by some other person exactly as given.

“Come in,” he said, “and tell us all about your journey.”

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