

ADVANCED
GRAMMAR AND COMPOSITION

DAVID GIBBS

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INSULAR LANGUAGE SERIES

ADVANCED ENGLISH GRAMMAR

AND

COMPOSITION

BY

DAVID GIBBS



NEW YORK ·· CINCINNATI ·· CHICAGO
AMERICAN BOOK COMPANY

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ADV. ENG. GRAM.
W. P. 8

PREFACE

THIS book has been prepared especially for use in the intermediate and higher schools in the Philippine Islands. It presents a thorough study of the essentials of English Grammar and the elements of English Composition.

The book is characterized by its use of the inductive method, the large number of illustrations, the extent and variety of application of each grammatical fact developed, the emphasis placed upon the verb and upon other features of special difficulty to the foreign learner of the language, and the development of the elements of composition with, and based upon, the topics in grammar. Exercises in word formation, also, are a valuable feature of the book, showing the relation of the more important parts of speech and the formation of important groups of words, and greatly aiding the pupil in learning and correctly using an extensive vocabulary.

The book consists of three parts: Part I contains a brief review of the parts of speech and the elements of the sentence, with a variety of exercises in composition.

Part II considers the parts of speech, their inflections and uses. Much attention is given to the verb and to many points of special value to the foreign student. Each part of speech in its treatment in detail receives application at once in exercises in composition. This close connection of grammar and use is a most important feature of the book. Besides exercises in direct application of the lessons in grammar, the composition work in this part includes, also, exercises in the construction, expansion, contraction and combining of sentences, the development of paragraphs, letter writing and the various forms of composition.

Part III gives a thorough review of the parts of speech and of the sentence, and includes the more difficult topics not treated in Part II. The composition emphasizes the sentence, the paragraph, and the whole composition in various forms of narration, description and exposition, with some attention to argumentation, debating and versification. Synonyms, derivations and the formation of words are valuable features of this part.

Throughout the book the main effort has been to secure simplicity, thoroughness and special treatment of difficult topics. The definition of the participle, for instance, as having the functions both of the noun and the verb, and of the adjective and the verb, greatly simplifies this subject and has the sanction of good authority. The omission of the potential mode, also, is in accord with present usage among the best grammarians, and simplifies this subject. The minute analyses of verb phrases have little value for the student of elementary English, and besides being unnecessary for correct usage, they emphasize points upon which grammarians themselves are not agreed.

For valuable aid in the preparation of the book, the author wishes to acknowledge his indebtedness to Mr. Luther B. Parker, a teacher in Pampanga; Mr. J. M. Gambill, Superintendent of Bataan; Mr. William A. Preuit, formerly Division Superintendent of Pampanga and Bataan; Miss M. Lois Stewart, teacher of English in the Pampanga High School; Miss Mary B. Crans, teacher of English in the Pasig High School; Miss Charlotte Neale and Mr. G. M. Egan, teachers of English in the Manila High School, who have read the proof of the book and offered many helpful suggestions; Miss Stewart and Miss Neale, who have contributed outlines of composition; and to his wife, whose assistance in both grammar and composition has added greatly to the worth of the volume.

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ADVANCED ENGLISH GRAMMAR AND COMPOSITION

PART I

THE SENTENCE

1. *Read these groups of words:—*

1. Coal is a very valuable product.
2. Farming is an important industry.
3. What valuable minerals are found in Luzón?
4. How is indigo made?
5. Write your name with your left hand.
6. Tell me the names of three plants.

Which of these groups of words tell or state something? Which ask questions? Which express commands or requests?

The first two groups of words tell or state something. They are **Statements**.

The third and fourth groups ask questions. They are **Questions**.

The fifth and sixth groups are **Commands**.

2. *Write:—*

1. Ten statements about bamboo.
2. Five questions about China.
3. Five commands.

3. Statements, questions and commands or requests are called **Sentences**.

Read these groups of words:—

1. The typhoon destroyed many houses.
2. The chair was made of bamboo and rattan.
3. Across the river in a banca.
4. Went to the mountains to gather honey.

Which of these groups of words express thoughts? Which do not completely express thoughts? Which are statements? Which are not statements, questions, or commands? Which are sentences? Which are not sentences?

What words may be added to the third group to make the expression of the thought complete? To the fourth group?

A Sentence is a complete expression of a thought in words.

4. Tell which of these groups of words are sentences:—

- | | |
|-------------------------------|----------------------------|
| 1. Along the river. | 6. The mountains of Luzón. |
| 2. We walked along the river. | 7. On the Pasig River. |
| 3. Give me a mango. | 8. Caught a large turtle. |
| 4. Is your father well? | 9. The sky was clear. |
| 5. Found in the ocean. | 10. The clouds in the sky. |
| | 11. Draw a house. |

5. Add words to these groups to make them sentences. Write each sentence.

- | | |
|---------------------------|---------------------------|
| 1. The nuts in the tree. | 6. Tell me. |
| 2. Is made of iron. | 7. What are. |
| 3. On the island of Jolo. | 8. Going to Manila. |
| 4. Are made in Iloilo. | 9. A product of Romblon. |
| 5. Has six legs. | 10. Received from Saigon. |

KINDS OF SENTENCES

6. *Read these sentences:—*

1. The Papuans live in New Guinea.
2. Where do the Fijis live?
3. Tell about the Samoans.
4. White ants are destructive.
5. Read about Legaspi.
6. How beautiful is the sky!

Which of these sentences are statements? Which are questions? Which are commands? Which express feeling?

Sentences that state or declare something are *Declarative Sentences*.

Sentences that ask questions are *Interrogative Sentences*.

Sentences that request or command something are *Imperative Sentences*.

Sentences that express sudden thought or feeling are *Exclamatory Sentences*.

With what kind of letter should the first word of a sentence begin? What mark should be placed at the end of statements and commands? At the end of a question? At the end of an exclamation?

The first word of a sentence should begin with a capital letter.

A period should be placed at the end of a statement or a command.

A question mark should be placed at the end of an interrogative sentence.

An exclamation mark should be placed at the end of an exclamatory sentence.

7. *Write declarative sentences about:—*

herons	copper	silk	Olongapo
cocoa palms	Igorots	England	Singapore

8. *Write interrogative sentences about:—*

thunder	delta	tea	Suez Canal
monsoons	cotton	Formosa	Havana

9. *Write five imperative sentences.*10. *Write five exclamatory sentences.*11. *Write sentences, telling some story that you have read or learned.*

1. How many statements have you written? How many questions? How many sentences?
2. Does each sentence begin with a capital letter?
3. What mark have you placed at the end of each sentence? Why?

THE NOUN

12. *Write the names of:—*

- | | | |
|----------------|---------------------|--------------------|
| 1. Five boys. | 3. Three provinces. | 5. Five countries. |
| 2. Five girls. | 4. Three cities. | 6. Ten things. |

The names of persons, places and things are called **Nouns**.

Nouns are words used as names.

The names of persons and places should begin with capital letters.

13. *Tell the nouns in these sentences:—*

1. Corn is a valuable plant.
2. It is a good food for men and for carabaos, horses, pigs and chickens.
3. This

plant grows well in the Philippines. 4. Corn is nearly as valuable to us as rice. 5. A rich sandy loam produces the largest crops of corn. 6. The land is plowed and harrowed, and the surface is made fine and loose. 7. The field must now be marked into parallel rows. 8. The seed should be selected from stalks that have two or three large ears. 9. The grains of corn are dropped in the furrows and covered with fine soil. 10. The weeds should be killed by frequent use of the harrow and the plow. 11. The roots of the corn plant should be covered with rich soil.

COMPOSITION

14. *Write sentences about Abaca. Tell:—*

1. Where it grows.
2. What the plant looks like.
3. How it is cultivated.
4. When and how the hemp is secured.
5. The uses of hemp.
6. The importance of this product.

Tell the nouns in your sentences.

15. **Capital Letters.**

Begin with capital letter:—

1. The first word of a sentence.
2. The first word of a line of poetry:—

*Little drop of dew,
Little gem you are;
I believe that you
Must have been a star.*

3. Names of persons, places, countries and peoples:—
*William H. Taft, American, Hongkong, Spanish,
India.*

4. Names of days of the week and the months of the year.
5. Names of God.
6. Important words in the titles of books, stories and compositions :—

The Mountain and the Squirrel.

The Elephant and the Blind Man.

The History of the United States.

Give a reason for the use of each capital letter in these sentences :—

1. What sea is south of Mindanao ?
2. East of the Philippine Islands is the Pacific Ocean.
3. The title of Leon Roco's composition was "The Battle of Manila Bay."
4. Mr. Andrew Smith will arrive from America on Tuesday, June 16.
5. Father, we thank thee for the night
And for the pleasant morning light.
6. My Saturday with a Bird Class.
7. Lessons in English Grammar.
8. Why I Wish to Become a Doctor.

THE PRONOUN

16. *Read these sentences :—*

1. Ramon saw Maria. She gave him her fan.
2. The boys are playing ball. Their hats are on the ground.
3. That bat cannot fly. It has a broken wing.

In these sentences, what words are used instead of the name *Maria* ? Instead of the noun *Ramon* ? Instead of the noun *boys* ? Instead of the noun *bat* ?

These words that are used instead of names or nouns are called Pronouns.

Pronouns are words used instead of nouns.

17. *Copy and learn these pronouns:—*

I	he	she	you	we	they	who	which
my	his	her	your	our	their	whose	what
me	him	it	its	us	them	whom	that

The pronoun *I* should always be written with a capital letter.

18. *Tell the pronouns in these sentences. Tell for what noun each pronoun is used.*

1. Pedro and I went to the forests. We saw a deer. It was a buck. Its horns were short. It saw us and ran away. He ran after it. I could not find him. I called his name, but he did not answer me.
2. The Negritos are the aborigines of the Philippines. They once lived everywhere on the islands. The Malays drove them to the mountains. The people whom we saw in Mexico were not Negritos. They were Negroes, whose homes once were in Africa.

19. *Copy these sentences, using pronouns instead of the nouns underlined:—*

1. My father sold my father's house to my father's brother.
2. Sixto wrote Sixto's composition before Sixto came to school.
3. When Pedro and I were coming to school, Pedro and I saw a bat. The bat was on the ground. The bat's wing was broken.

4. Pedro took the bat in Pedro's hand. The bat bit Pedro.
5. I put the bat in Pedro's and my basket. Pedro and I carried the basket to Pedro's house, and gave it to Pedro's sister.
6. Pedro's sister put the bat in a cage in Pedro's sister's room.
7. The girls are going to visit the girls' aunt Ana. The girls will wear the girls' veils and carry the girls' parasols. The girls' teacher is going with the girls.

20. *Write sentences about:—*

1. Yourself, using the pronouns *I, my* and *me*.
2. Your father and yourself, using the pronouns *I, we, our* and *us*.
3. A man or a boy, using the pronouns *he, his* and *him*.
4. A woman or a girl, using the pronouns *she* and *her*.
5. About a parrot, using the pronouns *it* and *its*.
6. About your parents, using the pronouns *they, their* and *them*.

COMPOSITION

21. **Form of a Composition.**

Copy the following story after reading the directions below:—

THE WISE ELEPHANT

A small wooden bridge had been built across a river in India. It was on one of the roads which led into the town of Delhi. Almost every day an elephant, belonging to a

country house, had to cross this bridge on his way to the town.

One day, as he came to the bridge, he stopped short and refused to cross. His keeper tried with shouts and blows to make him go on, but for a long time in vain. At last the elephant put one foot cautiously on the bridge, and, after a good deal of hesitation, started to cross.

When he was about halfway, the bridge broke down, and elephant and driver were thrown into the river. The keeper was killed, and the elephant badly hurt.

Directions for writing a composition:—

1. **Title.** Write the title of the story or composition in the middle of the paper, about one and one half inches from the top. Leave a line below the title, or subject, before beginning the composition.

2. **Margin.** Leave a margin of one and one half inches at the left side of the paper, and a margin of one inch at the right side and at the bottom.

3. **Paragraphs.** Begin the first word of a **paragraph**, or part of the story or composition, about two inches from the edge of the paper, or about one inch nearer the center of the paper than the other lines. This **indents** the paragraphs, showing where each paragraph begins.

4. Leave more space between sentences than between words in sentences.

5. Keep your margins straight. Write neatly. Spell your words correctly.

6. Write your name on the line below the end of the composition, near the right-hand edge.

7. Write the name of the place, or school, and the date on the left-hand side, one line below your signature.

8. Fold your paper through the middle, lengthwise.

9. After folding, write your name on the back about one inch from the top. Below the name, write the subject and the date.

22. *Write a composition containing three paragraphs about Bamboo. Tell:—*

1. Where it grows.
2. Its height, size, stem, leaves.
3. Its uses.

Tell the nouns and pronouns used in this composition.

THE ADJECTIVE

23. *Read these sentences:—*

1. The old man has rich sons.
2. I have a small white horse. It has one black ear.
3. Have you blue eyes? No, I have brown eyes.
4. She has two small books and a broken slate.
5. A large blue heron was catching small frogs in his long sharp bill.

In the first sentence, what word tells the kind of *man* that is spoken of? What word tells the kind of *sons*?

In the second sentence, what words describe or tell the kind of *horse*? What word describes *ear*?

In the other sentences, what words describe *books*? *Slate*? *Frogs*? What words describe *heron*? *Bill*?

These words—*old, rich, small, black, blue, etc.*—

are used to describe persons, places and things. They are called **Adjectives**.

6. A girl has a fan.
7. A little girl has a blue fan.
8. This girl has six fans.
9. Those girls have no fans.

In the sixth sentence, the nouns *girl* and *fan* do not mean any particular girl or fan. The girl may be any kind of girl and the fan any kind of fan.

In the seventh sentence, what kind of girl is spoken of? The meaning of the noun *girl* is now changed or modified by the adjective *little*. The adjective *blue* modifies the meaning of the noun *fan*, by describing the fan that is spoken of.

In the eighth sentence, what *girl* and how many *fans* are spoken of? In the ninth sentence, what words tell what *girls* and how many *fans* are spoken of? These adjectives—*this*, *those*, *six* and *no*—do not describe, they modify the meaning of nouns by telling which or what or how many persons, places, or things are spoken of. The words *a*, *an* and *the* also are adjectives.

Adjectives are used to describe, or to tell the number or quantity of, the persons, places or things named by the nouns that they modify.

10. Many large yellow mangoes were on the tree.
11. Two dirty little black pigs were under the house.

Often two or more adjectives are used to modify the meaning of one noun.

What adjectives modify the noun *mangoes*? The noun *pigs*?

24. Tell the words used as adjectives in these sentences:—

1. Has that boy a large slate? No, he has a small slate.
2. Have you a green parrot? No, I have a red and white parrot.
3. Ramon has two ripe mangoes and three bananas.
4. That rich man has much money, many carabaos and several large farms.
5. An old casco loaded with brown jars moved across the broad smooth river.
6. Several pretty red butterflies were on the fragrant white flowers.
7. A happy little girl smiled at me as I passed the open door of her nipa home.
8. A cool breeze blew down the narrow valley.
9. A small stream of clear water flowed over the mossy rocks.
10. True insects have six legs and three parts to their bodies.

25. The pronouns *my*, *his*, *her*, *its*, *your*, *our* and *their* are used to show possession. They are not used as adjectives:— *my hat*, *his dog*, *her fan*, *its wings*, *your brother*, *our house*, *their school*.

Some nouns show possession also. They must be distinguished from adjectives:— *Juan's horse*, *bat's wings*, *bird's feathers*, *my father's house*, *brother's hat*, *Marta's doll*.

The adjectives *this*, *that*, *these* and *those* are often used as pronouns:—

AS ADJECTIVES.

This hat is red.
That man is the governor.
These books are new.
Those boys are my brothers.

AS PRONOUNS.

This is my hat.
That is our house.
These are your books.
Those are his pens.

Tell the adjectives and the pronouns in these groups of words:—

1. My yellow kite.
2. His mother's horse.
3. The large carabao.
4. The carabao's horn.
5. This large blue flower.
6. Sixto's large hat.
7. Their best clothes.
8. Our teacher's umbrella.
9. The tall man struck his head on entering the low carriage.
10. Our old cat caught seven mice and gave them to her kittens.
11. Large ripe oranges are growing on the young trees in his uncle's orchard.

26. Adjectives are often used after *am, is, are, was, were, look, feel, seem, taste, smell* and a few other verbs. These words come between the adjective and the word that it modifies:—

My hat is new.
The man was sick.
The boys look happy.

The board feels smooth.
The mango tastes sour.
The flower smells sweet.

Adjectives are commonly used after these verbs to modify pronouns used as subjects:—

<i>I am sick.</i>	<i>It is dead.</i>	<i>It tastes sweet.</i>
<i>He is well.</i>	<i>We were poor.</i>	<i>It smells sour.</i>
<i>She feels sad.</i>	<i>You look tired.</i>	<i>It feels rough.</i>

Adjectives are words used to modify the meaning of nouns and pronouns.

Copy these sentences, writing an adjective in place of each blank:—

1. The man was and He wore
 coat and hat, and carried
 cane.
2. The river was and The water was
 and the current was
3. The island is It contains moun-
 tain and plains near the seashore.
4. orange tastes , but
 orange tastes
5. sun is , sky is
6. box is , box is
7. Near walls of the city we saw
 monument.

27. Write sentences, using these words as adjectives:—

- | | | | |
|-----------|----------------|---------------|--------------|
| 1. happy | 5. first | 9. wealthy | 13. longest |
| 2. famous | 6. tall | 10. earnest | 14. worst |
| 3. good | 7. generous | 11. expensive | 15. stronger |
| 4. ten | 8. industrious | 12. cheap | 16. black |

28. Many words are used both as adjectives and as nouns.

AS ADJECTIVES

The pig was fat.
I have a brass box.
My knife has an iron handle.
Lena has a silk dress.

AS NOUNS

Eskimos eat fat.
The box is made of brass.
Iron is a useful metal.
Silk is made by worms.

Tell which of the underlined words in these sentences are used as adjectives and which are used as nouns:—

1. Steel is made of iron. I write with a steel pen.
2. The savage was a cannibal. The tiger is a savage animal.
3. The sun gives light. Cork is light, but lead is heavy.
4. He wore a straw hat. It was made of rice straw.
5. The oil was in a tin can. The lantern is made of tin.
6. We are going to church. The church bells are ringing.
7. Ana has a jusi dress. Jusi is a valuable cloth.
8. Nipa is a kind of palm. The house has a nipa roof.
9. Tall bamboos grew beside the small bamboo house.
10. He bought a bale of hemp. Hemp rope is much used on ships.

COMPOSITION

29. *Write adjectives that may be used to describe:—*

1. book ; as, *large, red, old, new, heavy, clean, soiled, useful, costly, cheap.*
2. horse 4. hat 6. chair 8. river 10. pencil
3. house 5. lesson 7. city 9. tree 11. orange

30. *Write sentences, in five paragraphs, describing the kind of home you would like. Describe:—*

1. Where you would like it to be.
2. What should be its surroundings.
3. Its outside appearance.
4. The arrangement of rooms.
5. What use you would make of such a home.

Before writing, read the rules in Section 21.

Tell the adjectives that you have used in your sentences, and what word each adjective modifies.

THE VERB

31. *Read these sentences:—*

1. Sixto writes.
2. Marta laughed.
3. Birds and bats fly.
4. The boy will learn his lesson.

What does *Sixto* do? What did *Marta* do? What word tells what *birds* and *bats* do? What words tell what *the boy* will do?

These words—*writes, laughed, fly* and *will learn*—are used to express some action. They tell what persons or things do, did, or will do. They are called **Verbs**.

We use a verb when we make a statement, ask a question, or give a command. In every sentence there must be a verb. What are the verbs in these sentences?

5. Ramon caught some frogs.
6. Show me the frogs, Ramon.
7. Frogs jump and swim.
8. Ramon will eat the frogs.

The words *am, is, are, was, were, have, has, had, will be, shall be, seems, appears, feels* do not express action, but they are called **Verbs**, because they are used to state, ask or command something.

Verbs are words used to state, ask, request or command something.

32. *After each of the following nouns write a verb that tells what each person or thing does:—*

- | | | |
|----------|--------------|-------------|
| 1. horse | 4. farmers | 7. ships |
| 2. bees | 5. carpenter | 8. sailor |
| 3. fish | 6. fisherman | 9. soldiers |

33. *Write sentences, using these verbs:—*

- | | | | | |
|----------|---------|-----------|---------|----------|
| 1. threw | 3. saw | 5. bought | 7. read | 9. made |
| 2. wrote | 4. told | 6. ate | 8. sang | 10. took |

34. Some verbs consist of more than one word:—

I have written a composition.

Mother is making a new dress.

The boys have been playing ball.

To-morrow we shall go to the city.

Tell the verbs in these sentences:—

1. A steamship is crossing the ocean. It moves very rapidly. Many people are on it. They are going to many countries.
2. Bamboo is a giant grass. Some bamboos have seeds. The people of India eat bamboo seed. I have seen a bamboo seed.
3. The children are planting their gardens. They have prepared the land. They will plant many kinds of seeds.
4. The girls are making a large flag. They have learned their lessons. The boys have woven many hats.

35. Sometimes other words separate the words of the verb:—

Have you ever seen a blue fish?

Are your sisters going to school?

Can you tell me the name of this plant?

I do not know the name of the plant.

I have never seen a blue fish.

Tell which of the words in these sentences form verbs:—

1. Did you see the praying mantis? It had caught a fly. It was eating the fly.
2. No, I have never seen a praying mantis. Is it an insect?
3. I have drawn a map of Europe. The colors show the different countries. Will you find England?
4. Have you ever been to Manila? No, I have never been there. I shall go next year.
5. How much did you pay for this box? I paid two pesos. At what price will you sell it?
6. The axle of the carromata is broken. Can the blacksmith mend it? We will ask him.

36. Many words are used both as nouns and as verbs:—

AS VERBS

A dog can bark.

Monkeys do not walk well.

I can sail a ship.

We will plant rice to-day.

AS NOUNS

The tree has green bark.

We will take a walk.

The ship has a sail.

Rice is a plant.

Tell which of the underlined words in these sentences are nouns and which are verbs:—

1. The boy had a bad fall. Where did he fall?
2. He hurt his hand. Please hand me the bandage.
3. The fly did not fly. It was on my shoe.
4. Did the dam break? Yes, and the break is a hundred meters wide.
5. All people must work. Do you like your work?
6. We shall ride to the barrio. I hope you will have a pleasant ride.

7. The miller ground the corn into feed. Did you feed the chickens?
 8. I can shoe a horse and make an iron ring.
 9. Did you ring the bell? Answer. Repeat your answer.
 10. We shall pass through a deep pass in the mountains.
 11. He shot a deer near the spring. He is a good shot.
 12. The spring of the carromata broke. We just escaped being thrown out upon the ground.
 13. How much did your new banca cost? The total cost was sixty pesos.
 14. The boy made a long jump. I cannot jump so far.
 15. The woman will iron the clothes with a hot iron.
 16. Did your dream come true? What did you dream?
37. Many words are used both as adjectives and as verbs:—

AS ADJECTIVES

The board is smooth.

You are an idle boy.

The ground is wet.

AS VERBS

Carpenters smooth boards with planes.

Do not idle away your time.

The woman wet the cloth in the jar of water.

Tell which of the words in these sentences are used as adjectives and which are used as verbs:—

1. The door is open. Please open the door.
2. He raised his left hand. I left my books at home.

3. Light the lamp. Feathers are light.
 4. We are free people. The robber could not free himself.

38. Some words formed from verbs are used as adjectives :—

I have a broken pen.

I like baked potatoes.

The setting sun was red.

I know my reading lesson.

The walls were made of woven bamboo.

The jar is full of boiling water.

Tell the words used as adjectives in these sentences :—

1. The large butterfly has a broken wing.
2. The tired horse was being driven by a discouraged man.
3. We saw the broken masts of the sunken ship.
4. The rising sun was large and red.
5. The wounded deer was easily caught.
6. My writing lesson comes before my spelling lesson.
7. The lost penny was never found.
8. I like to sit in a rocking chair.
9. A sleeping man should not be wakened suddenly.
10. A crowd of laughing boys stood near the school-house.

COMPOSITION

39. *Write a list of verbs that tell all you did yesterday; as, I ran, I walked, etc.*

40. *Write verbs that tell all you will do to-morrow; as, I shall go, I shall see, I shall read, etc.*

41. *Write sentences telling about some game that you like to play. Tell :—*

1. The name of the game. Where you play it. How many may play.
2. How you play this game.
3. Why you like to play it.

Tell the verbs that you have used in your sentences.

42. *Write sentences, in six paragraphs, about Java.*

Tell:—

1. Where it is.
2. About its surface and climate.
3. About the people — Javanese ; Dutch.
4. The occupations of the people.
5. Its products.
6. Its government.

Tell the verb that you have used in each sentence.

THE ADVERB

43. *Read these sentences:—*

- | | |
|--------------------------------------|-----------------------------------|
| 1. The bird flew <u>swiftly</u> . | 4. The moon rose <u>slowly</u> . |
| 2. The light shone <u>brightly</u> . | 5. The dove coos <u>softly</u> . |
| 3. The boy spoke <u>loudly</u> . | 6. The girl sang <u>sweetly</u> . |

In these sentences, which words are verbs? What word tells how the bird flew? How did the light shine? How did the boy speak? What does the word *slowly* tell? *Softly*? *Sweetly*?

These words — *swiftly*, *brightly*, *loudly*, *slowly*, *softly*, *sweetly* — modify the meaning of verbs by telling how the action is done. They are called adverbs.

44. Most adverbs are formed from adjectives by adding *ly* to the adjective.

Use each of these adjectives and adverbs in a sentence:—

ADJECTIVE	ADVERB	ADJECTIVE	ADVERB	ADJECTIVE	ADVERB
bright	brightly	light	lightly	correct	correctly
slow	slowly	soft	softly	sweet	sweetly
easy	easily	neat	neatly	loud	loudly
gentle	gently	kind	kindly	safe	safely
wise	wisely	loose	loosely	careful	carefully
silent	silently	honest	honestly	careless	carelessly

45. *Read these sentences:—*

- | | |
|--|--|
| 1. Anda came <u>here</u> . | 6. He <u>always</u> comes <u>early</u> . |
| 2. He did not go <u>there</u> . | 7. He <u>never</u> comes <u>late</u> . |
| 3. He <u>often</u> comes <u>here</u> . | 8. He comes <u>late</u> <u>sometimes</u> . |
| 4. He came <u>yesterday</u> . | 9. He will come <u>again</u> <u>soon</u> . |
| 5. He is coming <u>to-morrow</u> . | 10. He is coming <u>now</u> . |

Tell the verb in each of these sentences. What words answer these questions with the verbs — *Came* where? *Did not go* where? *Comes* when? *Comes* where? *Came* when? *Is coming* when? Ask similar questions with the verbs in sentences 6, 7, 8, 9, and 10.

These words — *here, there, often, yesterday, to-morrow* — modify the meaning of verbs by telling *where* or *when* the action is done. They are **adverbs**.

What are the adverbs in the following sentences?

What does each adverb tell?

11. Who is there? An old man is there.
12. Did he go to-day? No, he went early yesterday.
13. Is he here now? No, he will be here late to-morrow.
14. My brother studies diligently now.
15. Come immediately. Why did you not come before?
16. She came once or twice. She never returned.

46. *Read these sentences:—*

1. This is a very easy lesson.
2. You must not write so rapidly.
3. You should study more thoughtfully.
4. He ran too fast.
5. This flower is most beautiful.

In the first sentence, what adjective modifies *lesson*? What word tells how *easy* the lesson is? The word *very* is an adverb. It modifies the adjective *easy*.

What is the verb in the second sentence? What kind of word is *rapidly*? What word tells how *rapidly*? The word *so* is an adverb. It modifies the adverb *rapidly*.

In the other sentences what kind of words are *thoughtfully* and *fast*? *Beautiful*? What word tells how *thoughtfully*? How *fast*? How *beautiful*?

These words—*very*, *so*, *too*, *more*, *most*—are adverbs. They are used to modify the meaning of adjectives and adverbs.

Adverbs are words used to modify the meaning of verbs, adjectives and adverbs.

Most adverbs tell how, when, or where:—

<i>I went slowly.</i>	<i>I went how?</i>	<i>Slowly.</i>
<i>We came yesterday.</i>	<i>We came when?</i>	<i>Yesterday.</i>
<i>They came here.</i>	<i>They came where?</i>	<i>Here.</i>
<i>He walks very slowly.</i>	<i>He walks how slowly?</i>	<i>Very.</i>
<i>She is too tall.</i>	<i>She is how tall?</i>	<i>Too.</i>

47. *Tell the adverbs in these sentences. Tell what verb, adjective, or adverb each adverb modifies.*

1. She walked quickly. She did not turn back.
2. The lesson is very difficult. I cannot learn it to-night.
3. The cloud soon passed. The sun shone brightly.
4. The moon is very bright to-night. It will set late.
5. We went early to the forests. We saw locusts everywhere.
6. The boy waited patiently. His hair was neatly brushed.
7. The lazy boy soon forgot his lesson. He may always be very poor.
8. The old woman's jar was too heavy. We gladly aided her.
9. She smiled pleasantly and thanked us kindly.
10. A very large flower grew there. It was very fragrant.
11. The wind blew strongly. Our boat sailed rapidly and smoothly. We soon arrived there.
12. He wrote the letter carefully, folded it neatly, and put it away.

COMPOSITION

48. *Write adverbs telling how, when and where these actions may be done:—*

1. run — **how**: *slowly, carefully, rapidly, etc.*
when: *now, to-morrow, soon, never, etc.*
where: *here, there.*
2. speak 3. work 4. learn

49. We must distinguish adjectives from adverbs. Adjectives modify nouns or pronouns, by telling **how many, what kind, or which.** Adverbs modify verbs, adjectives, or adverbs. They tell **how, when, or where.**

Copy these sentences, writing in place of each blank one of the words in parenthesis. Give a reason for your choice.

1. Write (careful, carefully).
2. How (sweet, sweetly) these flowers are !
3. He spoke very (kind, kindly) to me.
4. She wrote (slow, slowly).
5. She is a very (careful, carefully) writer.
6. The wind is very (cold, coldly) to-day.

50. *Copy these sentences and write an adjective or an adverb in place of each blank:—*

1. The grass was slowly waving in the breeze.
2. The boy sold the roses.
3. My brother is He cannot walk
 We shall arrive at school.
4. A brook ran down the valley.
5. He was to go to school.
6. She was but her grandfather was
7. Please give me bread. I wish
 sugar.

8. books are
9. Leon comes often.
10. Sixto is always

51. The word *There*.

1. There were many bananas on the tree.
2. There was no one there.

In the first sentence, what word is placed first? Read the sentence without the word *there*. Did you change the order of the other words in the sentence? In this sentence, the word *there* is used only to introduce the sentence.

In the second sentence, how is the first *there* used? The second *there*? Omit the first *there*, and read the sentence.

Write these sentences, omitting the word there.

1. There were many fishing boats on the bay.
2. There will be no school next week.
3. There are many storms during the year.
4. There is a strong fort at Corregidor.
5. There came a crowd out of the city.

Write ten sentences, using there to introduce each sentence.

SUBJECT AND PREDICATE

THE SUBJECT OF THE SENTENCE

52. Read these sentences:—

- | | |
|---------------------|------------------------|
| 1. Ramon swims. | 4. Men work. |
| 2. The rain falls. | 5. Children play. |
| 3. The river flows. | 6. The earth revolves. |

In the first sentence, who is spoken of? What is spoken of in the second sentence? In each of the other sentences, who or what is spoken of?

Ramon names the person about whom something is said. It is the **Subject** of the sentence. In the second sentence, *rain* is the subject, because it names the thing about which something is said. What is the subject in each of the other sentences?

The **Subject** of a sentence is the person or thing about which something is said.

What is the verb in each of the above sentences? We can find the *subject* of a sentence by using *who* or *what* with the verb to ask a question: —

<i>Ramon swims.</i>	Who swims?	<i>Ramon.</i>
<i>The rain falls.</i>	What falls?	<i>The rain.</i>
<i>The old man died.</i>	Who died?	<i>The old man.</i>

The subject of a sentence often contains many words: —

His large green umbrella was broken.

Many tall trees in the forest were blown down.

The most important product of the Philippine Islands is hemp.

53. Copy these sentences. Draw a line under each subject.

1. The winters in the Frigid Zones are several months long.
2. The natives of Greenland are called Eskimos.
3. The tallest and largest bamboos grow in India.
4. Many buildings in New York are made of steel.

5. The best woolen cloth is made in England.
6. Very fine hats of bamboo are made in this city.
7. Large groves of cocoanut grow on the shore of Sámar.
8. The most useful metal in the world is iron.
9. My little lame cousin is ten years old.
10. The largest city in Japan is Tokio.

54. *Write sentences, using these words as subjects:—*

- | | |
|------------------------|---|
| 1. Java. | 6. The diameter of the earth. |
| 2. The best coffee. | 7. The tallest trees in the forest. |
| 3. A valuable study. | 8. The top of Mayón Volcano. |
| 4. The polar star. | 9. The subject of a sentence. |
| 5. The wings of a bat. | 10. The largest plains in the
Philippines. |

THE PREDICATE OF THE SENTENCE

55. *Read these sentences:—*

- | | |
|---------------------------|----------------------------|
| 1. My teacher is writing. | 4. The pencil is broken. |
| 2. The girls sew. | 5. Fruit bats eat bananas. |
| 3. The boys make kites. | 6. Mariano found a key. |

What is the subject of each of these sentences? What is said about *my teacher*? About *the girls*? About *the boys*? What is said about the subjects of the other sentences?

The part of the sentence that tells what is said of the subject is called the **Predicate**. What is the subject and the predicate of each of the above sentences?

What is the verb in each of these sentences? In which part of the sentence is the verb? The predicate always contains a verb.

The *Predicate* of a sentence tells what is said of the person or thing named by the subject.

56. *Tell the subject and the predicate of each sentence in Section 53.*

57. *Tell the subject and the predicate of each sentence in Section 34.*

58. *Complete each of these sentences by using a predicate in place of each blank. Write each sentence.*

1. My oldest sister
2. The circumference of the earth
3. The height of Mayón
4. The Dyaks of Borneo
5. The products of China
6. The English language
7. The smoking of opium
8. Many excellent fibers
9. The Hawaiians
10. My best wish

SUBJECT AND PREDICATE OF QUESTIONS

(Review Sections 34 and 35.)

59. *Read these sentences:—*

1. Has José studied his lessons?
2. When does the moon rise to-night?
3. Where is the highest mountain in the world?
4. Does Paz wish to go with us?
5. Are the boys playing ball this afternoon?

In the first sentence, who is spoken of? What is said of him? What is the subject and what is the predicate of this sentence?

What is spoken of in the second sentence? In the third sentence? The fourth? The fifth? What is the subject and the predicate of each of these sentences?

By changing a question to a statement, we can easily find its subject and predicate:—

José | has studied his lessons.

The moon | does rise to-night when

The highest mountain in the world | is where

Pas | does wish to go with us.

In these sentences, a line is drawn under the whole sentence, and another line separates the subject and the predicate.

60. *Change each of these questions to a statement. Then write the statement, using lines as above to show the subject and the predicate.*

1. How are jars made?
2. Why does a potter bake the jars?
3. How much does a picul of rice cost?
4. In what province does most sugar cane grow?
5. In what months is rice harvested?
6. Why does the farmer plant rice in the rainy season?
7. Does your father live in the country?
8. Has your school a pretty garden?
9. Where are the finest fiber cloths made?
10. Where are the fibers of the pineapple plant?
11. Is your town on a large river near the sea?
12. Of what is copra made?

SUBJECT AND PREDICATE OF COMMANDS

61. *Read these sentences:—*

- | | |
|---------------------|----------------------|
| 1. Write carefully. | 3. Show me the book. |
| 2. Get your pen. | 4. Never tell a lie. |

What is the verb in each of these sentences? In every sentence there must be a predicate. In commands and requests, the subject is not usually given. Commands and requests are spoken to persons and animals. The subject is always the pronoun *You*. We may say *You write carefully*, but we usually omit the word *you*, and say, *Write carefully*.

Sometimes we say—*Digno, be still; Maria, stop whispering, etc.* In these sentences, the words *Digno* and *Maria* are only the names of the persons spoken to. They are not the subjects of the sentences.

(You) | Write carefully Leon (you) | be still

(You) | Get your pen Maria (you) | stop whispering

By drawing these lines, or **Diagrams**, we can easily show the subject and predicate of each sentence. The diagrams show that *you* is the subject of each sentence. The parentheses about the word show that *you* is not given in the sentence. We say, "The subject of the sentence is understood to be the pronoun *you*." The diagrams also show that the words *Leon* and *Maria* are independent of the remainder of the sentence.

62. *Write each of these sentences on a diagram so as to show its subject and predicate:—*

1. Go to your seat.
2. Study this lesson.
3. Tell me a long story.
4. Do not forget to buy a hat.
5. Always do your best.
6. Pedro, bring me your book.
7. Copy each of these sentences.
8. Children, do not talk so loudly.

. COMPOSITION

63. *Comma in address.*

Use a comma to separate the name of the person addressed from the remainder of the sentence.

Copy these sentences:—

1. Father, may I go with you to-day?
2. Pardo, will you kindly carry this book for me?
3. When you go home, Matilda, please give your mother this letter.

Write sentences, addressing these persons:—

your teacher	a brother	some boys
your father	a friend	some children

64. *1. Copy the declarative sentences in Section 47, changing each to an interrogative sentence.*

2. Write the interrogative sentences in Section 60, changing them to declarative sentences.

3. Write the imperative sentences in Section 62, changing them, first, to interrogative sentences; second, to declarative sentences.

65. *Write sentences, telling:—*

1. A story about a dog, or
2. The uses of dogs, or
3. About your dog.

Tell the subject and predicate of each sentence in your composition.

THE SIMPLE SUBJECT AND ITS MODIFIERS

66. *Read these sentences:—*

1. Dogs are barking.
2. Three large yellow dogs are barking.
3. Bats are flying.
4. Many large fruit bats are flying.

What is spoken of in the first sentence? In the second sentence? What adjectives are used to describe *dogs*?

Three large yellow dogs is the **Whole Subject** of the second sentence; *dogs* is the **Simple Subject**; *Three*, *large* and *yellow* are modifiers of the simple subject.

What is the whole subject of the fourth sentence? What is the simple subject? What are the modifiers of the simple subject?

The simple subject of a sentence is usually some noun or pronoun. When we speak of the *subject* of a sentence, we usually mean the simple subject.

The modifiers of a subject are adjectives or some words used as adjectives.

(Review Section 23.)

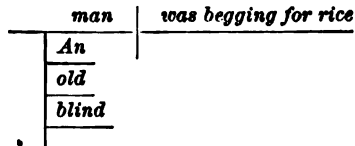
67. When we separate a sentence into its parts, we analyze the sentence : —

EXAMPLE. — *An old blind man was begging for rice.*

ANALYSIS. — The whole subject of this sentence is *An old blind man*. The predicate is *was begging for rice*.

The simple subject is *man*, which is modified by the adjectives *an*, *old* and *blind*.

We may show the subject, predicate and the modifiers of a sentence also by writing the sentence on a plan, or **Diagram**. The diagram is a kind of written analysis.



Write each of these sentences on a diagram. Analyze each sentence.

1. Many little blue flowers grew by the roadside.
2. Five large empty cascos floated down the river.
3. A large rusty pocket knife lay in the road.
4. Twenty-seven earnest boys hurried to school.
5. Ten little unripe mangoes were found.

COMPOSITION

68. *Copy these sentences, writing a modified subject in place of each blank :—*

1. was found.
2. was seen on the shore.
3. were planted in the garden.
4. were purchased for me.
5. was blown down.

THE SIMPLE PREDICATE AND ITS MODIFIERS

69. *Read these sentences :—*

1. The mad carabao ran rapidly away.
2. The full moon shone brightly.

In the first sentence, *ran rapidly away* is the **Whole Predicate**; *ran* is the **Simple Predicate**; *rapidly* and *away* are modifiers of the simple predicate.

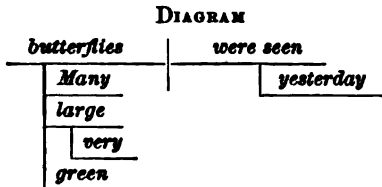
In the second sentence, what is the whole predicate? The simple predicate? The modifiers of the simple predicate?

The simple predicate of a sentence is a verb. The modifiers of the simple predicate are adverbs or some words used as adverbs.

(Review Sections 45, 46 and 47.)

70. *Analyze each of these sentences. Write each sentence on a diagram.*

1. Many very large green butterflies were seen yesterday.



ANALYSIS

This is a declarative sentence. The whole subject is *Many very large green butterflies*, and the whole predicate is *were seen yesterday*. The simple subject is *butterflies*,

which is modified by the adjectives *many*, *large* and *green*. *Large* is modified by the adverb *very*.

The simple predicate is *were seen*, which is modified by the adverb *yesterday*.

2. The little boy fell down.
3. My oldest brother will surely come early to-morrow.
4. Do not talk so loudly.
5. This red ball bounces well.
6. The stars were shining brightly then.
7. The largest deer was soon caught.
8. My little cousin is coming here to-night.
9. The tired traveler slept soundly.
10. The old soldier fought bravely.
11. Go there immediately.
12. Will your ship sail early to-morrow ?

COMPOSITION

71. *Copy these sentences, writing a modified predicate in place of each blank:—*

- | | |
|---------------------------|------------------------|
| 1. The boy | 4. The sun |
| 2. A large turtle | 5. The bamboos |
| 3. Some children | 6. A banca |

72. **Abbreviations.**

Some words, for convenience, are shortened in writing.

- Mr. White, instead of Mister White.*
Gen. Green, instead of General Green.
ft. and m., instead of foot and meter.
P.I., instead of Philippine Islands.

Such shortened words are called **Abbreviations**. In reading an abbreviated word, we pronounce the whole word. Thus: *Supt. Miller and Dr. Coon* we should read, *Superintendent Miller and Doctor Coon*.

Abbreviations of names of persons, places, countries and titles, which begin with capital letters, also begin with capital letters: —

<i>U.S., United States</i>	<i>Wed., Wednesday</i>
<i>Sec., Secretary</i>	<i>Jan., January</i>
<i>P.I., Philippine Islands</i>	

Every abbreviation should be followed by a period.

Copy and learn these abbreviations:—

<i>Mr., Mister</i>	<i>Maj., Major</i>
<i>Messrs., Gentlemen</i>	<i>Capt., Captain</i>
<i>Mrs., Mistress (pronounced Misses)</i>	<i>Lt. or Lieut., Lieutenant</i>
<i>Mme., Madame</i>	<i>Att., or Atty., Attorney</i>
<i>Sr., Senior</i>	<i>P.M., Postmaster</i>
<i>Jr., Junior</i>	<i>Supt., Superintendent</i>
<i>Esq., Esquire</i>	<i>D.D., Doctor of Divinity</i>
<i>Hon., Honorable</i>	<i>LL.D., Doctor of Laws</i>
<i>Rev., Reverend</i>	<i>B.L., Bachelor of Laws</i>
<i>Prof., Professor</i>	<i>M.D., Doctor of Medicine</i>
<i>Dr., Doctor</i>	<i>D.D.S., Doctor of Dental Surgery</i>
<i>Abp., Archbishop</i>	<i>Ph.D., Doctor of Philosophy.</i>
<i>Bp., Bishop</i>	<i>M.A., or A.M., Master of Arts</i>
<i>Pres., President</i>	<i>B.A., or A.B., Bachelor of Arts.</i>
<i>Gov., Governor</i>	
<i>Gen., General</i>	
<i>Col., Colonel</i>	

CHRISTIAN NAMES

<i>Benj., Benjamin</i>	<i>Geo., George</i>	<i>Jos., Joseph</i>
<i>Chas., Charles</i>	<i>Jas., James</i>	<i>Thos., Thomas</i>
<i>Edw., Edward</i>	<i>Jno., John</i>	<i>Wm., William</i>

TIME

<i>Hr.</i> , or <i>hr.</i> , hour	<i>Mar.</i> , March
<i>Min.</i> , or <i>min.</i> , minute	<i>Apr.</i> , April
<i>Sec.</i> , or <i>sec.</i> , second	<i>Jun.</i> , June
<i>A.M.</i> , forenoon	<i>Jul.</i> , July
<i>P.M.</i> , afternoon	<i>Aug.</i> , August
<i>M.</i> , noon	<i>Sept.</i> , September
<i>D.</i> , or <i>d.</i> , day	<i>Oct.</i> , October
<i>Sun.</i> , Sunday	<i>Nov.</i> , November
<i>Mon.</i> , Monday	<i>Dec.</i> , December
<i>Tues.</i> , Tuesday	<i>Mo.</i> , or <i>mo.</i> , month
<i>Wed.</i> , Wednesday	<i>Ult.</i> , or <i>ult.</i> , ultimo
<i>Thurs.</i> , Thursday	<i>Inst.</i> , present month
<i>Fri.</i> , Friday	<i>Prox.</i> , or <i>prox.</i> , next month
<i>Sat.</i> , Saturday	<i>Yr.</i> , or <i>yr.</i> , year
<i>Jan.</i> , January	<i>B. C.</i> , Before Christ
<i>Feb.</i> , February	<i>A. D.</i> , In the Year of Our Lord

MISCELLANEOUS ABBREVIATIONS

<i>Acc.</i> , or <i>acct.</i> , account	<i>Prov.</i> , province
<i>Amt.</i> , amount	<i>Ex.</i> , example
<i>Ans.</i> , or <i>ans.</i> , answer	<i>Pro tem.</i> , or <i>pro tem.</i> (Pro tempore), for the time being
<i>Bal.</i> , balance	<i>Ms.</i> , manuscript
<i>Co.</i> , Company, County	<i>Mss.</i> , manuscripts
<i>C. O. D.</i> , cash on delivery	<i>Mt.</i> , mount or mountain
<i>Cr.</i> , creditor, credit	<i>P.</i> , or <i>p.</i> , page; <i>pp.</i> , pages
<i>Dr.</i> , debtor, debit	<i>R. R.</i> , railroad
<i>Doz.</i> , or <i>doz.</i> , dozen	<i>Rt. Rev.</i> , Right Reverend
<i>Ea.</i> , each	@, at
<i>Rec'd</i> , received	<i>Av.</i> , or <i>Ave.</i> , avenue
<i>Anon.</i> , anonymous	

<i>Per cent</i> , or <i>per cent</i> (Per Centum), by the hundred	<i>Yd.</i> , or <i>yd.</i> , yard
<i>St.</i> , street, or Saint	<i>In.</i> , or <i>in.</i> , inch
<i>Is.</i> , <i>Isl.</i> , or <i>isl.</i> , island	<i>m.</i> , meter
<i>Do.</i> , or <i>do.</i> (Ditto), the same	<i>Etc.</i> , or <i>etc.</i> , and others
	<i>L.</i> , <i>Lb.</i> , or <i>lb.</i> , pound

73. Dates.

What day of the week is this? What month?

What day of the month? What year? Write sentences telling these things.

We may write the time, or date, in a much shorter way: *Monday, June 12, 1909.*

Usually the date contains the month, the day of the month and the year.

Copy these dates:—

July 3, 1908.

Sept. 6, 1905.

August 5, 1910.

Jan. 4, 1882.

October 11, 1492.

Nov. 3, 1458.

Which words begin with capitals? Why?

Which mark is used after the day of the month? After the year? After the abbreviation?

Write:—

1. The date of the beginning of school.
2. The date of each holiday during the year.
3. The date of your birth.
4. The date of Christmas.
5. The date of the Battle of Manila.

PHRASES

74. *Read these sentences:—*

1. The light of the moon shone on the water.

In this sentence, what group of words tells the kind of *light*? What group of words tells where the light *shone*? Which of these groups of words is used like an adjective to modify a noun? Which is used like an adverb to modify a verb?

These groups of words — *of the moon* and *on the water* — are called **Phrases**.

2. The cover of my book fell upon the floor.
3. The peoples of Europe belong to the white race.
4. Groves of cocoa palms grow along the seashore.
5. A raft of bamboos floated down the river.

In the second sentence, what phrase modifies *cover*? What phrase tells where it *fell*? What phrase modifies the subject in each of the other sentences? What phrases modify the verbs?

Phrases that are used, like adjectives, to modify the meaning of nouns are called **Adjective Phrases**.

Phrases that are used, like adverbs, to modify the meaning of verbs are called **Adverbial Phrases**.

Some phrases are used like nouns.

A *Phrase* is a group of words used as an adjective, an adverb, or a noun. It does not contain a subject or a predicate.

75. Tell the phrase in each of these groups of words. Tell what word each phrase modifies, and whether it is an adjective or an adverbial phrase.

1. A house in the country.
2. Walked to school.
3. Went with his brother.
4. The height of the tree.
5. Jumped into the river.
6. Flew over the rice fields.
7. Fell out of the tree.
8. The price of this hat.
9. The length of the board.
10. Floated down the river.

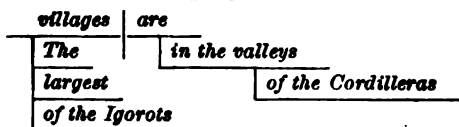
76. Write sentences, using these phrases. Tell what each phrase modifies, and whether it is an adjective or an adverbial modifier.

1. Of wood
2. On the hillsides.
3. With my sister.
4. Near the river
5. From the market.
6. Over the river.
7. For you.
8. Of Borneo.
9. To him.

77. Analyze each of these sentences. Write it on a diagram.

1. The largest villages of the Igorots are in the valleys of the Cordilleras.

DIAGRAM



ANALYSIS

The whole subject is *The largest villages of the Igorots*. The whole predicate is *are in the valleys of the Cordilleras*.

The simple subject is *villages*, which is modified by the adjectives *The* and *largest*, and the adjective phrase *of the Igorots*.

The simple predicate is *are*, which is modified by the adverbial phrase *in the valleys*. *Valleys* is modified by the adjective phrase *in the Cordilleras*.

2. The shark swam swiftly through the water.
3. The roof of the house was covered with cogon grass.
4. The backs of my books were eaten by the roaches.
5. Will you jump into the water ?
6. Come into the house with me.
7. The capital of the United States is on the Potomac River.
8. The sap of the nipa palm is made into alcohol.
9. A dark cloud of smoke rose slowly from the crater of the volcano.

COMPOSITION

78. Adjective word modifiers precede the noun, and the phrase modifiers follow it.

ADJECTIVE WORD		ADJECTIVE PHRASE
<i>an old</i>	}	<i>house</i>
<i>a white</i>		
<i>the little</i>		
<i>a nipa</i>		
		{
		<i>by the river</i>
		<i>with an iron roof</i>
		<i>near the bridge</i>
		<i>on the hill</i>

Write several adjective word and phrase modifiers with each of these nouns:—

- | | | | |
|-----------|---------|---------|---------|
| 1. knife | 3. jar | 5. boat | 7. bird |
| 2. pencil | 4. book | 6. box | 8. cart |

79. Adverbial word modifiers follow the verb immediately; the phrase modifiers follow the word modifiers.

ADVERBIAL WORD		ADVERBIAL PHRASE
<i>sang</i>	{	<i>in school</i>
<i>loudly</i>		
<i>sweetly</i>		
<i>softly</i>		
		{
		<i>on the way home</i>
		<i>with all his might</i>
		<i>from the book</i>

Write adverbial word and phrase modifiers with each of these verbs:—

- | | | | |
|-----------|-----------|-----------|----------|
| 1. drove | 3. played | 5. worked | 7. spoke |
| 2. walked | 4. sailed | 6. wrote | 8. sat |

80. Letter Writing.

1. *Copy the following outline of a letter. Learn the names of the parts.*

1. HEADING
2. ADDRESS
3. SALUTATION
4. BODY OF THE LETTER
5. COMPLIMENTARY ENDING
6. SIGNATURE

(2) *Copy the following letter, using the form on page 51:—*

64 Palacio St.,
Manila, P.I.,
July 7, 1908.

Mr. Macario Calderon,
82 Rosario St.,
Manila, P.I.

Dear Mr. Calderon:—

I have just received a letter from our old schoolmate, Felipe Ortega. He will arrive in Manila to-morrow evening, and will remain in the city for several days.

Not having your address, he has asked me to inform you of his coming. Will you let me know by return mail, when and where it will be convenient for you to meet him?

Sincerely yours,
Manuel Andrada.

(3) *Write upon envelopes the addresses of these people:—*

1. Harper & Brothers, Franklin Square, New York, U.S.A.
2. To the Honorable Benito Legarda, House of Representatives, Washington, D.C., U.S.A.
3. Miss Fernanda Galang, Cottabato, Mindanao, Philippines.
4. Mr. Esteban Reyes, Editor of Filipino Industries, Iloilo, P.I.

(4) *Write a letter, telling a friend about the occupations in your town. Tell:—*

1. What the occupations are.
2. Where the materials come from.

3. What the products are and how they are made.
4. Where the products are sold and their value.

Draw a line under each phrase you have used. Tell whether it modifies a noun or a verb.

81. Write;—

1. A letter to a schoolmate who is absent from school this year. Tell about some school entertainment.
2. A letter to a friend in Sarawak, Borneo, whom you wish to visit. Ask about the route, steamers, the country, climate, people, and other facts which you may wish to know.
3. A letter to a little cousin. Tell some interesting story.

THE PREPOSITION

82. Tell the phrases in these groups of words, and what word each phrase modifies:—

- | | |
|---------------------------------------|------------------------------------|
| 1. Looked <u>into</u> the box. | 8. Tops <u>of</u> the trees. |
| 2. Walked <u>to</u> the town. | 9. Wrote <u>with</u> a pencil. |
| 3. Jumped <u>over</u> the brook. | 10. Went <u>behind</u> the house. |
| 4. Sat <u>beside</u> me. | 11. Lost <u>among</u> the leaves. |
| 5. Rolled <u>under</u> the table. | 12. A gift <u>for</u> you. |
| 6. Lived <u>near</u> the volcano. | 13. Worked <u>before</u> breakfast |
| 7. Talked <u>about</u> his neighbors. | 14. Slept <u>after</u> lunch. |
| | 15. Ran <u>through</u> the house. |

What words begin these phrases? These words are called **Prepositions**.

The ball was on the box.

In this sentence, *on the box* is a phrase modifying *was*. *On* is a preposition. It introduces the phrase and tells where the *box* was in relation to the *ball*.

We may use other prepositions to show other positions or relations of the *ball* to the *box*:—

The ball was in the box.

The ball was under the box.

The ball was near the box.

83. *Take a bell and a hat. Put them in various positions. Write a sentence, stating each position. Tell what prepositions you use to show these positions or relations.*

84. The noun or pronoun used with a preposition to form a phrase is called the **Object** of the preposition.

The leaves of the book.

A fan for her.

The nuts in the basket.

Played with them.

In these phrases, *book* is the object of the preposition *of*; *basket* is the object of the preposition *in*. Of what preposition is *her* the object? What is the object of the preposition *with*?

We can find the object of a preposition by using **what** or **whom** with the preposition to ask a question:—

The ship sailed through the straits. Through what?

The straits.

I carried the jar for her. For whom? Her.

Tell the object of each preposition in the phrases in Section 82.

A *Preposition* is a word used with a noun or a pronoun to form a phrase, and to show the relation of the noun or pronoun to some word that the phrase modifies.

85. Read again the sentences in Section 77.

Tell the prepositions and the object of each preposition.

86. Make sentences, using these prepositions:—

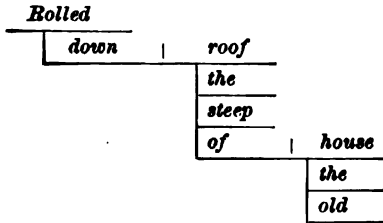
at	up	upon	above	about	beyond
by	down	into	below	after	across
on	with	under	beside	against	between
of	over	near	until	before	through

87. The object of a preposition often has many modifiers.

Diagram and analyze the following groups of words:—

1. Rolled down the steep roof of the old house.

DIAGRAM



ANALYSIS

Rolled is modified by the phrase *down the steep roof*. *Down* is a preposition which introduces the phrase and shows the relation of *rolled* to *roof*. *Roof* is the object of the preposition *down*. It is modified by the adjectives *the* and *steep* and by the adjective phrase *of the old house*. *Of* introduces the phrase and shows the relation of *house* to *roof*. *House* is the object of the preposition *of*, and is modified by the adjectives *the* and *old*.

2. Were surrounded by a large band of ladrones.
3. Came from the highest mountains on the plateau.
4. Walked slowly through miles of forests.
5. Started late in the afternoon of the first day.
6. A tribe of people in the mountains of Mindanao.
7. Live in a narrow valley on the plateau of Benguet.
8. Came to school with a basket of mangoes on his head.

88. *Analyze each of these sentences. Write it on a diagram.*

1. A bamboo band was playing under the trees on the banks of the river.
2. In what year did Legaspi come to Manila?
3. With whom did you go to the city yesterday?
4. The road to the city was on the left bank of the Agno River.
5. The roots of the taro plant are used for food by the people of the Hawaiian Islands.
6. Go quickly to the market for some rice.
7. The roof of the church in my town is made of large sheets of corrugated iron.

89. Some words may be used either as adverbs or as prepositions: —

AS ADVERBS

Jack fell down.
Please walk in.
We walked on.
The smoke went up.

AS PREPOSITIONS

Jack went down the hill.
He was in the house.
The boat is on the shore.
We walked up the hill.

Read these sentences. Tell whether the words underlined are used as adverbs or as prepositions: —

1. Stand up.
2. Jump down.
3. Put your hat on.
4. Take your slippers off.
5. The man jumped off the horse.
6. The boat floated down the river.
7. We walked up and down.
8. The horse ran up the street.
9. Three ships went sailing by.
10. They sailed rapidly along.
11. I was walking along the river.
12. Some little mice sat in a barn to spin.
Pussy came by, and she popped her head in.

COMPOSITION

90. 1. *Write sentences, using these phrases of time: —*

1. At one o'clock.
2. Before sunrise.
3. Since yesterday.
4. After dinner.
5. On Wednesday.
6. In five hours.

2. *Write sentences, using these phrases expressing place: —*

1. In the church tower.
2. On horseback.
3. Beside me.
4. From San Francisco.
5. Near Mayón Volcano.
6. Under the table.
7. Between Formosa and China.

3. *Write sentences, using these phrases to express manner: —*

1. With all his might.
2. Without money.
3. Like a soldier.
4. Like an old man.

91. Addresses.

In writing addresses, the following titles may be used: —

Mr. in addressing a man.

Mrs. in addressing a married woman.

Messrs. in addressing two or more men.

Miss in addressing an unmarried woman or girl.

Rev. or *The Rev.* in addressing a clergyman.

Hon. or *The Hon.* in addressing a member of the Commission, Assembly, or other high official of the government.

Gen., Col., Supt., Dr., and *Prof.,* in addressing persons to whom these titles properly belong.

Esq. (Esquire) is often used after the names of lawyers and other gentlemen.

Cut paper the size of the envelope represented below. Copy the address. Note the position of the stamp.

<div data-bbox="732 945 829 1059" style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">STAMP</div>
<p>Dr. Sixto P. Baluyut 64 Real St. Dumaguete Negros Oriental, P.I.</p>

The address of the writer is often placed in small letters in the upper left hand corner of the envelope.

<p>S. M. Roco 16 San Miguel St. Tagbilaran Bobol, P.I.</p>	<p>STAMP</p>
<p>Miss Mariana K. Alba 27 Magellan St. Catbalogan Samar, P.I.</p>	

92. Mr. Edward D. Hudson, Chicago University, Chicago, U.S.A., has written to your teacher requesting a description of the cocoanut palm.

Reply to this letter, telling:—

1. Where the cocoanut palm grows in the Philippines.
2. The appearance of the tree: (a) The stem; (b) The leaves; (c) The nuts.
3. The uses of the tree: (a) The stem; (b) The leaves; (c) The nuts; (d) The sap.
4. How the palms are raised: (a) The nuts sprouted; (b) The seedlings planted in groves; (c) Cultivation and time to bearing of nuts; (d) The gathering of the nuts.
5. The value of the products.

Tell the phrases and prepositions used in your letter.

COMPLEMENTS

93. *Read these sentences:—*

1. Pedro struck.
2. Pedro struck the desk.

In the first sentence, *struck* is not a complete predicate. In the second sentence, the predicate is completed by the word *desk*.

Desk tells what was *struck*. It is called the **Complement** of the verb *struck*.

3. I wrote a letter.
5. Paz ate a cake.
4. Marta sang a song.
6. Mother is cooking rice.

What is the verb in each of these sentences? What did I write? What did Marta sing? What is the complement of *wrote*? Of *sang*? Of *ate*? Of *is cooking*?

Some verbs do not require complements:—

- | | |
|------------------------------|-------------------------------------|
| <i>I walked to the city.</i> | <i>She is laughing.</i> |
| <i>He ran away.</i> | <i>They are standing.</i> |
| <i>Birds fly.</i> | <i>We sailed around the island.</i> |

We can find the complement of a verb by using **what** with the verb to ask a question:—

- | | | |
|--------------------------------|----------------------------|-------------------|
| <i>Father found a peso.</i> | <i>Father found what?</i> | <i>A peso.</i> |
| <i>Mother baked the bread.</i> | <i>Mother baked what?</i> | <i>The bread.</i> |
| <i>The banana is ripe.</i> | <i>The banana is what?</i> | <i>Ripe.</i> |
| <i>Iron is a metal.</i> | <i>Iron is what?</i> | <i>A metal.</i> |

94. *Tell the verb and the word used as complement in each of these sentences :—*

- | | |
|-------------------------------|-----------------------------------|
| 1. We bought a farm. | 9. The monkey climbed a tree. |
| 2. They are threshing rice. | 10. He threw a nut at me. |
| 3. She gave a fan to him. | 11. We have a school garden. |
| 4. I have learned my lessons. | 12. The boys are planting onions. |
| 5. The bird was a parrot. | 13. My teacher is very kind. |
| 6. He saw her. | 14. Dragon flies eat mosquitoes. |
| 7. It is I. | |
| 8. The books are heavy. | |

95. **Kinds of complements—Object Complements and Attribute Complements.**

An Object Complement completes the predicate and names the person or thing that receives the action expressed by the verb :—

- | | |
|--------------------------------|-----------------------------------|
| 1. <i>He broke the pencil.</i> | 3. <i>They bought the horse.</i> |
| 2. <i>I caught a turtle.</i> | 4. <i>She wrote the sentence.</i> |

What was broken? What was caught? What is the object complement in the first sentence? In the second sentence? What is the object complement in the third sentence? In the fourth sentence?

Tell the verbs and the object complements in these sentences :—

1. They dug an artesian well.
2. We built a house of bamboo.
3. The Chinese have many stores in Manila.
4. His father owns a large farm.

5. We saw him yesterday.
6. The people fortified the city.
7. The pirates burned the town.
8. Get the slate.
9. Write a long letter to me.
10. Did you find the peso?

96. *Write sentences, using these words as object complements:—*

- | | | | |
|-------------|----------|----------|--------|
| 1. pen | 3. banjo | 5. dress | 7. her |
| 2. cocoanut | 4. tree | 6. rice | 8. me |

97. *An Attribute Complement completes the predicate, and names or describes the subject of the sentence:—*

- | | |
|-----------------------------------|-----------------------------|
| 1. <i>This boy is my brother.</i> | 4. <i>This girl is she.</i> |
| 2. <i>My brother is tall.</i> | 5. <i>No, it was I.</i> |
| 3. <i>The river was deep.</i> | 6. <i>I am a boy.</i> |

In the first sentence, the word *brother* is an attribute complement. It completes the verb *is* and names the subject. In the second and third sentences, *tall* and *deep* are the attribute complements. They complete the predicates and describe the subjects. What are the attribute complements in the other sentences?

98. *Tell the attribute complements in the sentences in Section 28.*

What kind of words are these attribute complements?

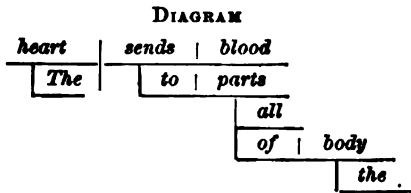
99. *Write sentences, using these words as attribute complements:—*

- | | | | |
|-------|---------|--------------|-----------|
| 1. he | 3. man | 5. continent | 7. people |
| 2. I | 4. José | 6. products | 8. animal |

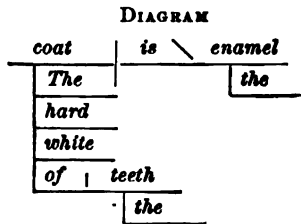
100. *Tell the verbs and the kind of complement in each of the sentences in Section 94.*

101. *Analyze and diagram each of these sentences:—*

1. The heart sends blood to all parts of the body.



2. The hard white coat of the teeth is the enamel.



3. We have four kinds of teeth.
4. Each person has two sets of teeth.
5. The teeth prepare the food for digestion.
6. My class is now studying physiology.
7. The carpenter is building a house for my uncle.
8. They will cover the sides of the house with suauli.
9. The doors will be high.
10. We shall have a large piazza on one side of the house.
11. Tell the names of the things in a blacksmith's shop.

COMPOSITION

102. Copy these sentences, writing in the place of each blank several words which may be used to complete the sentence:—

- | | | | | | |
|------------------|---|---|--------------------|---|---|
| 1. The pencil is | { | long.
broken.
mine.
large.
heavy. | 2. The stone feels | { | heavy.
cold.
rough.
smooth.
warm. |
|------------------|---|---|--------------------|---|---|
3. The orange tastes . . . 8. The jar smells . . .
 4. The man looks . . . 9. I eat . . .
 5. The box seemed . . . 10. We love . . .
 6. The blacksmith makes . . . 11. The carpenter made . . .
 7. The farmer raises . . . 12. The grocer sells . . .

THE CONJUNCTION

103. Read these sentences:—

1. Gregorio and Francisco are brothers.
2. They have no carts nor carromatas.
3. They will buy a carriage or a calesa.

What word connects the names of the brothers? What words are connected by *nor*? What word connects *carriage* and *calesa*?

These words — *and*, *nor* and *or* — are used to connect words or the parts of a sentence. They are called **Conjunctions**.

4. Many fine hats are made in Bulacan and in Pangasinan.

5. The people of Pampanga and of Negros raise much sugar cane.

In these sentences, what phrases are connected by the conjunction *and* ?

6. Coal is found on Batán Island, and petroleum is found in Cebu.
7. I was late to school, but I did not miss my lesson.

In these sentences, what two short sentences are connected by *and* and by *but* ?

A Conjunction is a word used to connect words, phrases and sentences.

The following are some of the words used as conjunctions: —

and	nor	because	before	either — or
but	if	while	than	neither — nor
or	that	after	as — as	whether — or

Some conjunctions are used in pairs: —

both — and	<i>Both Leon and I saw the wild cat.</i>
so — as	<i>He is not so strong as I.</i>
as — as	<i>He is as tall as I.</i>
either — or	<i>I will have either a mango or an orange.</i>
neither — nor	<i>He can neither read nor write.</i>
whether — or	<i>We didn't know whether she had gone to the church or to the market.</i>

104. *Tell the words used as conjunctions in these sentences. Tell what each conjunction connects.*

1. The blood flows through the arteries and through the veins.

2. I had studied my lesson, and I spelled all the words.
3. Many small animals have no bones, but all large animals have skeletons.
4. The ships sailed as soon as we reached the wharf.
5. We should eat three or four kinds of food at each meal.
6. The climate of Sámar is cooler than the climate of Bulacan.
7. We have a rainy season when the southwest monsoon blows.
8. Both the southwest and the northeast monsoons bring rain to some of the islands.
9. We have learned something about prepositions and conjunctions.

THE COMPOUND SUBJECT

105. *Read these sentences:—*

1. Arithmetic and geography are very useful studies.
2. North America and South America are on the western hemisphere.
3. Corn, sugar cane, rice and bamboo are kinds of grass.

What is the predicate in the first sentence? What are spoken of? How many simple subjects has this sentence? What are the simple subjects in the second sentence? In the third sentence, what is the whole subject? Of how many simple subjects is the whole subject composed? By what conjunction are the simple subjects connected?

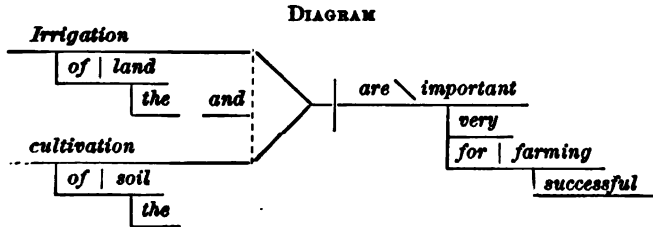
Two or more connected subjects that have the same predicate form a *Compound Subject*.

4. Borneo, Tawi-Tawi and Jolo were once the homes of many pirates.
5. Corn, rice, fish, alcohol, jusi and hats are the most important products of Bulacan.
6. Athens, Rome and Constantinople were once the greatest cities in the world.
7. Cotton, hemp, flax, wool and silk are the most important fibers.

In each of these sentences, what words form the compound subject? What mark is used after each subject except the last two? Several words written together form a *Series*.

106. *Analyze each of these sentences. Write it on a diagram.*

1. Irrigation of the land and cultivation of the soil are very important for successful farming.



ANALYSIS

The whole subject of this sentence is *Irrigation of the land and cultivation of the soil*. The whole predicate is *are very important for successful farming*.

The subject is compound. The simple subjects are *irrigation* and *cultivation*. *Irrigation* is modified by the adjective phrase *of the land*.

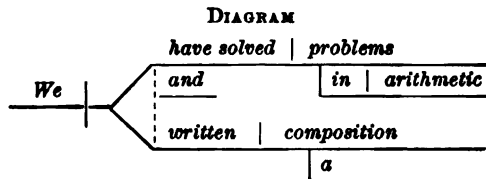
Cultivation is modified by the adjective phrase *of the soil*. The subjects are connected by *and*. The simple predicate is *are*, which is completed by the attribute complement *important*. *Important* is modified by the adverb *very* and by the adverbial phrase *for successful farming*.

2. The brain, the spinal cord and the nerves from them are the principal parts of the nervous system.
3. The nerve cells and the nerve fibers do the work of the nervous system.
4. The cerebrum, the cerebellum, the medulla oblongata and the spinal cord are the parts of the brain.
5. Breathing, the beating of the heart and the digestion of food depend upon the sympathetic nervous system.
6. Food, sleep, work, rest, anger or happiness affect the nervous system.

THE COMPOUND PREDICATE

107. The Predicate of a sentence also may be Compound.

We have solved the problems in arithmetic and written a composition.



ANALYSIS

We is the subject of the sentence. The predicate is compound.

Have solved is the first simple predicate. It is completed by the object complement *problems*, which is modified by the phrase *in arithmetic*.

Written is the second simple predicate. It is completed by the object complement *composition*, which is modified by the adjective *a*.

The simple predicates are connected by the conjunction *and*.

Two or more connected predicates that have the same subject form a *Compound Predicate*.

Analyze each of these sentences. Write each sentence on a diagram.

1. The farmer plowed the ground, sowed the seed and harvested the grain.
2. They cut the tobacco plants and hung them in the sunshine.
3. The best tobacco is raised in the valley of the Cagayán River, sent to Manila in bundles and there prepared for smoking.
4. Eat no food except good food and drink no water except boiled water.
5. Wear a flannel cloth around the body at night, and do not sleep on the floor.
6. Industrious, happy people usually live longest and enjoy life most.
7. The Spanish, the Italian and the Portuguese live in southern Europe and belong to the Latin race.

THE COMPOUND COMPLEMENT

106. The Complement of a sentence may be Compound.

The chief exports from Manila are hemp, sugar, copra, indigo and tobacco.

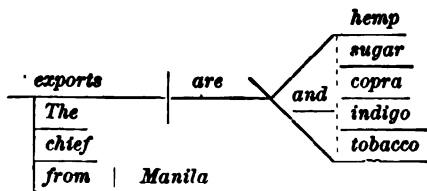


Diagram and analyze each of these sentences:—

1. The sun gives light and heat to the earth.
2. On our way to school we saw neither Pablo nor Felix.
3. I studied and recited my arithmetic and geography.
4. The Anglo-Saxons have straight, sharp noses, white, ruddy skin, yellow hair and blue eyes.
5. My books, pencils, and papers fell into the river and were washed away.
6. The Tinguianes and the Ilocanos weave and sell much pretty cloth and many useful blankets.

COMPOUND MODIFIERS.

109. Adjective and adverbial Modifiers are often Compound.

A large black and white ball rolled across the room and out of the door.

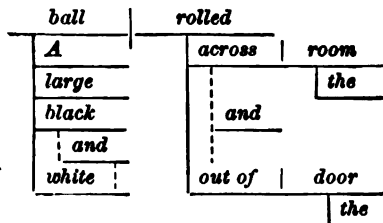


Diagram and analyze these sentences:—

1. The blood flows through the arteries and through the veins.
2. The blood absorbs oxygen in the lungs and through the skin.
3. The dearest and gentlest little girl in the world is my sister.

4. The boat glided swiftly but almost noiselessly through the water.
5. We walked by the river, through the woods and across the fields.

110. Comma in a series.

Copy these sentences:—

1. Bananas, oranges, chicos and mangoes are fruits.
2. The boys walked over the bridge, through the village and up the hill.

In the first sentence, what words are used as subject? What mark is placed after each word except between the last two? In the second sentence, what phrases modify *walked*? What mark is placed after each phrase except between the last two?

In a series of words or phrases used in the same way, as in compound subjects, predicates, complements or modifiers, a comma is placed between the words or phrases except between the last two.

In a series, the conjunction *and* is used generally only between the last words or phrases of the series, and a comma is placed between the other members of the series. If the conjunction is used between all the members of a series, the commas are omitted:—

Plants, animals and men must have air to breathe.

Plants and animals and men must have air to breathe.

Place a comma between the members of a series unless the conjunction is expressed.

Copy and complete the following sentences:—

1. are animals.
2. I study
3. We drove through by
. along
4. A grocer sells
5. The furniture in my house consists of
.

Combine these sentences. Tell what part of each sentence is compound.

1. The moon shines at night. The stars shine at night. The moon and the stars shine at night.
2. A hat was sent to the chief. A bag of rice was sent to the chief. A roll of cloth was sent to the chief.
3. Indians have brown skin. Indians have black eyes. Indians have straight, black hair.
4. We saw Negritos in the forest. We saw Negritos on the mountain. We saw Negritos in a banca near the shore.
5. The people of Romblon make petates. The people of Romblon raise cattle. They quarry marble.

Write sentences, telling:—

1. What are the chief products of Mindanao.
2. What peoples belong to the brown race.
3. What are the oldest civilized countries.
4. What are six important minerals.
5. Three things you did yesterday.
6. Who the chief officers of your province are.

Analyze each of the sentences you have written.

7. Much hemp is raised in Albay. Much hemp is raised in Sorsogon. Much hemp is on Marinduque.

111. *Complete the following statements by writing a compound subject in place of each blank:—*

1. are cities in America. 2. are the most important cereals. 3. are the largest animals in the world. 4. are in the Torrid Zone. 5. are made of wood. 6. are the chief industries of China.

112. *Complete the following statements by writing a compound predicate in place of each blank:—*

1. The carpenter 2. The fisherman caught
3. The Pampanga river 4. The farmers
5. Ceylon produces 6. My teacher wrote
. . . .

113. *Copy these sentences, using compound word or phrase modifiers in place of each blank:—*

1. The dog chased the deer 2. The deer ran
. . . . 3. My father is 4. The soldiers fought
. . . . 5. After the battle they marched

114. *Write a composition about The Uses of Cocoanuts. Tell:—*

1. Parts of the nut.
2. Uses of the husk : the outside fiber.
3. Uses of the nut : the shell, the meat.
4. What copra is, how it is made, its uses.
5. How oil is made; its uses.
6. Value of these products to the people.

Tell the conjunctions that you have used and what each connects.

THE INTERJECTION

115. *Read these sentences:—*

1. Halloo! Where are you going?
2. Stop! stop! I am falling!
3. Help! help! I am drowning!
4. Pshaw! I don't believe it.
5. Pooh! Who's afraid of a dog?
6. Hurrah! We won the game.

In these sentences, various words are used to express sudden feeling. *Halloo* in the first sentence expresses surprise or familiarity. *Stop* and *Help* express sudden commands or appeals for assistance. *Pshaw* expresses disbelief. *Pooh* expresses contempt.

These words—*Halloo*, *Stop*, *Help*, *Pshaw*, *Pooh* and *Hurrah*—are added to these sentences to express sudden feeling. They are called **Interjections**.

An **Exclamation Mark** (!) is placed after each interjection.

Sentences like *I am drowning!* *I am falling!* are often called **Exclamatory Sentences**.

An Interjection is a word used to express sudden feeling.

The interjection is not related to the other words in the sentence.

<u>Halloo!</u>		
you		are going
		Where

116. *Make sentences, using the following words as interjections:—*

- | | | | |
|------------|-------------|-------------|--------------|
| 1. Hush! | 6. Beware! | 11. Look! | 16. Now! |
| 2. Listen! | 7. Good! | 12. Pshaw! | 17. What! |
| 3. Well! | 8. Pooh! | 13. Indeed! | 15. Oh dear! |
| 4. Ah! | 9. Help! | 14. Bosh! | 19. Halt! |
| 5. Ha! ha! | 10. Hurrah! | 15. See! | 20. Dear me! |

117. *Copy these sentences, writing an interjection in place of each blank:—*

1. . . . Did you hear that? What was it?
2. . . . The moon is rising.
3. . . . That isn't worth two cents.
4. . . . That was a funny experience.
5. . . . There comes the train.
6. . . . Please don't bother me.
7. I didn't think you would do that.
8. For the flag!

COMPOSITION

118. Arrangement. — Usual Order.

In a simple declarative sentence the parts of the sentence usually are arranged in a definite order.

1. The verb follows the subject and the complement follows the verb:—

Drake circumnavigated the globe.

Write five sentences, each containing a complement.

2. An adjective or a possessive modifier precedes the noun it modifies:—

a black dress father's hat his book her fan

Write sentences, using these words to modify nouns:--

1. fragrant 2. unselfish 3. their 4. our country's

3. Adjectives and possessive nouns and pronouns also may be used as attribute complements:—

*The earth is large and round. This pencil is Gil's.
That bicycle is mine.*

Write sentences, using these words as attribute complements:—

1. beautiful 2. happy 3. sister's 4. his 5. yours

4. If several adjectives of the same rank modify the same noun, they are arranged usually in the order of their length, the shortest first:—

A sober and industrious man.

The banks were high and precipitous.

If the adjectives are of unequal rank, the one most closely modifying the noun stands nearest to it:—

A little old man.

Large green oranges.

Write five sentences, in each of which two or more adjectives shall modify a noun.

5. An adverb usually precedes the adjective or adverb that it modifies:—

A very long story.

Came very soon.

The most useful animal.

Sank almost immediately.

Write sentences, using these adverbs to modify adjectives or adverbs:—

1. too 2. very 3. more 4. most 5. less 6. least

6. An adverb precedes or follows the simple verb, or the verb and its complement.

I soon found him. He spoke the word clearly. We returned immediately. He wrote the letter carefully.

Write five sentences in which adverbs precede the verb.

Write five sentences in which the adverb follows the verb.

Write five sentences in which the adverb follows the verb and the complement.

7. When the verb consists of more than one word, the adverb is sometimes used after the first word of the verb:—

*He was frequently seen there or, was seen there frequently.
She had already written the letter or, had written the letter already.*

Write sentences, using these adverbs to modify verbs consisting of more than one word:—

1. very 3. not 5. never 7. often
2. recently 4. always 6. almost 8. occasionally

8. Phrases follow the words they modify:—

*The roof of the house. Sailed into the bay.
The bell in the tower. Written with pen and ink.*

Write five sentences in which phrases are used to modify nouns and verbs.

THE PARTS OF SPEECH

119. All the words in the English language may be arranged in eight classes. These classes we have now learned. They are nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions and interjections. They are called the **Parts of Speech**.

English Grammar teaches the classes, the right use and the relations of words in sentences.

Write the definition of each of the parts of speech.

120. *Tell the part of speech of each word in these sentences:—*

Rip Van Winkle was not wanting in perseverance. He would sit for hours on a wet rock, and fish all day. He would carry a fowling piece on his shoulders for hours, trudge through woods and swamps, and shoot only a few squirrels or wild pigeons. He always helped a neighbor with the roughest work. He was the first man at all the country frolics. He would attend to anybody's business except his own.

121. *Analyze each of these sentences. Tell the part of speech of each word. Give a reason for each statement.*

1. The old man had very little money.

ANALYSIS

This is a declarative sentence. Why? The subject is Why? The predicate is Why?

The is an adjective. Why? *Old* is an adjective. Why? *Man* is a noun. Why? Etc.

2. We have just heard the sad news of his death.

3. The child and his mother are happier now.
4. Is Tomás an industrious boy?
5. Go to your desk immediately.
6. The poor mother asked for food for her sick child.
7. The owner of the mill was standing in the open door with an empty bag in his hand.

122. *Diagram and analyze each of these sentences.*

Also tell the parts of speech of the words by writing them in a diagram similar to the following:—

1. Two large suspension bridges have been built across the East River at New York.

	NOUNS	PRONS.	VERBS	ADJS.	ADVS.	PREPS.	CONJS.	INTERJS.
(1)	bridges East River New York		have been built	Two large suspension the		across at		
(2)								

2. Every intelligent and eligible Filipino citizen should vote.
3. A furious typhoon had just swept over the city and destroyed many houses.
4. The old man could neither read nor write.
5. The flowers were soon cut, made into a pretty bouquet and then sold to the people.
6. Bravo! that was well done.
7. A kind of gunpowder was used at an early date in China and in other parts of Asia.
8. Along the rivers of Siam many people live on boats.

9. In New Zealand the tops of some of the mountains are covered with snow and the climate is mild and healthful.

10. The Papuans of the Solomon Islands are tall and strong.

COMPOSITION

123. Parts of a Letter.

Write headings, introductions and conclusions of letters to the following persons. Address an envelope for each letter.

(Review Sections 80 and 91.)

1. A friend, Miss Marcelina del Rosario, living at Lucena, Tayabas, P.I.
2. Your father, visiting at 64 Fifty-third St., Philadelphia, Penn., U.S.A.
3. Mr. Luis M. Oliveros, President, Oriental Manufacturing Co., 29 Sta. Monica St., Tondo, Manila.

124. A Friendly Letter.

Baguio, Benguet, P.I.,
April 23, 1908.

My dear Pablo : —

After spending many hours on the train, we rode from Camp One to Twin Peaks, where we spent the night. Our way lay through Bued Canyon. The mountains were beautiful, and the cool breeze was very refreshing after the heat of the plains.

Early the next morning we began our ride over the famous Benguet road. It was a long, hard climb, but a very interesting one, with wonderful rocks, streams and waterfalls on every side.

Our camp is situated in a delightful spot surrounded by pine-covered hills. Their form and sweet fragrance remind me of the trees in my home land.

This short letter is only to let you know of our safe arrival. In my next letter I shall have many things to describe to you. I wish you could be here with us.

Give my best wishes to your parents, and believe me, always

Your sincere friend,

James F. Mead.

Mr. Pablo V. Paterno,
Malolos,
P.I.

1. *Copy the above letter. Tell the part of speech of each word.*
2. *Supposing that you are Mr. Paterno, write a reply to Mr. Mead. Address the envelope.*
3. *Write a letter to a cousin, telling about some journey that you have made.*
4. *Write a letter to a friend, requesting him or her to secure a book for you. Describe the book.*

THE INFINITIVE

125. *Read these sentences:—*

1. We intend to return soon.
2. My desire now is to own a pony.
3. To tell a lie is wrong.

What do *we intend*? What is *my desire*? What is *wrong*?

The words *to return home* form a phrase containing the verb *return*. What is the phrase in each of the

other sentences? What is the verb in each phrase? What word introduces each of these phrases?

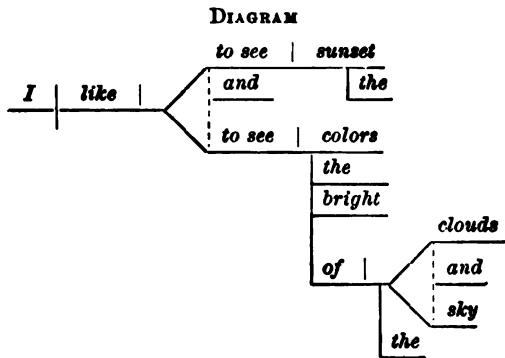
These phrases are called **Infinitive Phrases**. The verbs *to return*, *to own*, *to tell*, are called **Infinitives**. The infinitive with the words depending upon it form an **Infinitive Phrase**. *To own* is an infinitive; *to own a pony* is an infinitive phrase.

In the infinitive phrase *to return soon*, *to return* is the infinitive which is modified by the adverb *soon*. In the infinitive phrase *to tell a lie*, *to tell* is the infinitive, *lie* is the object of the infinitive *to tell*.

In the first sentence, how is the infinitive phrase used? How is it used in each of the other sentences? An infinitive may be used as a noun, an adverb or an adjective.

126. *Analyze each of these sentences. Write it on a diagram:—*

- I like to see the sunset and to see the bright colors of the clouds and sky.



ANALYSIS

The subject of this sentence is *I*. The predicate is *like*, which is completed by the object complements consisting of two infinitive phrases. The first infinitive phrase is *to see the sunset*. *To see* is the infinitive. *Sunset*, which is modified by the adjective *the*, is the object of the infinitive. The second infinitive phrase is *to see the bright colors of the clouds and sky*. *To see* is the infinitive. *Colors* is the object of the infinitive and is modified by the adjectives *the* and *bright* and by the phrase *of the clouds and sky*. *Of* introduces the phrase. The objects of *of* are *clouds* and *sky*, connected by *and* and modified by *the*.

2. The farmers are now beginning to plant rice.
3. My little brother wishes to come to school.
4. I hope to become a famous doctor.
5. My sister's ambition is to be a great singer.
6. To become rich and to travel in all the countries in the world are my dearest wishes.
7. The way to prevent cholera is to drink only boiled water, to eat only cooked food, to wash the dishes in boiling water, and to keep the flies away from the dishes and food.
8. The work of the red corpuscles of the blood is to carry oxygen to the cells of the body and to carry carbon dioxide away from the cells of the body.
9. The work of the heart is to pump the blood through arteries and capillaries to all parts of the body.
10. Does your brother greatly desire to study medicine?

127. Write sentences, using these infinitive phrases:—

- | | |
|--------------------------|--------------------------|
| 1. To go home. | 6. To ride in a banca. |
| 2. To tell the truth. | 7. To buy some eggs. |
| 3. To go to catch frogs. | 8. To see Niagara Falls. |
| 4. To play ball to-day. | 9. To travel in India. |
| 5. To study painting. | 10. To build a house. |

THE PARTICIPLE

128. *Read these sentences:—*

1. That man, riding the black pony, is my father.
2. We saw a turtle swimming rapidly in the water.
3. The boy was punished for telling a lie.

In the first sentence, what man is spoken of?

In the next sentence, what group of words describes *turtle* by telling what it was doing?

In the third sentence, for what was the boy punished?

These groups of words—*riding the black pony*, *swimming in the water* and *telling a lie*—are called **Participial Phrases**. The words *riding*, *swimming* and *telling*—are called **Participles**. They are formed from the verbs *ride*, *swim* and *tell* by adding *ing* to each.

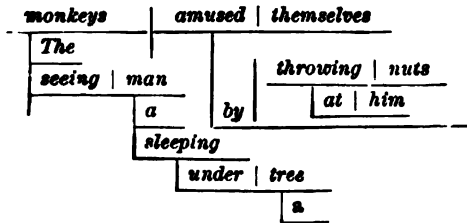
In the first sentence, the participial phrase is used as an adjective. It modifies the noun *man*. In the third sentence, the participial phrase is used as a noun. It is the object of the preposition *for*.

Like a verb, the participle may have an object and adverbial modifiers. In the participial phrase *riding the black pony*, the participle *riding* has the object *pony*. In the participial phrase *swimming in the water*, the participle *swimming* is modified by the adverb *rapidly* and by the adverbial phrase *in the water*.

129. *Analyze each of these sentences. Write it on a diagram.*

1. The monkeys, seeing a man sleeping under a tree, amused themselves by throwing nuts at him.

DIAGRAM



ANALYSIS

The subject of the sentence is *monkeys*, which is modified by *The* and by the participial phrase *seeing a man*. *Man* is the object of the participle *seeing*, and is modified by *a* and by the participial phrase *sleeping under a tree*. *Sleeping* is the participle. It is modified by the adverbial phrase *under a tree*.

The simple predicate is *amused*. It is modified by the phrase *by throwing nuts at him*. The preposition *by* introduces the phrase. The object of the preposition *by* is the participial phrase *throwing nuts at him*. The participle *throwing* is completed by the object *nuts* and is modified by the adverbial phrase *at him*.

2. That old man, smoking a pipe, is the oldest fisherman living in the town.
3. We sailed by an island covered with trees.
4. The boys, seated on the ground near the soldier, were listening to his stories.
5. We spent a pleasant evening by singing songs and playing games.
6. In the forests we saw a large eagle trying to catch a monkey.
7. The dog, watching his master closely, sat quietly at his feet.
8. Looking out of the window, I saw my sister coming along the road.
9. The man was punished for stealing a carabao by being put into prison for five years.

10. The people celebrated the day by going to church, by listening to the music of the bands, by parading through the streets and by illuminating their houses.

130. *Write sentences, using these participial phrases:—*

1. By falling out of a tree.
2. Hearing of the death of his father.
3. For riding to Manila.
4. For not knowing his lessons.
5. By being idle.
6. From being drowned.
7. Wearing a blue dress.
8. After leaving your house.

COMPOSITION

131. Quotations.

Read this story:—

WHAT THE BEAR WHISPERED

Two men were traveling along a road through a forest. They were talking of what they would do, if they were attacked by robbers or by wild beasts. One man was tall and nimble, and the other was short and heavy.

The tall man said: "Do not fear, I will fight with you. There will be no danger."

Just then a large bear ran out of the bushes. The tall man quickly climbed a tree and left the short man to fight the bear alone. The short man fell upon the ground and pretended to be dead. The bear came up, smelled him and went away.

Then the boastful man came down from the tree. He

laughed and said, "What did the bear whisper in your ear?"

"Oh," said the other man, "he told me never to trust the word of a coward."

Copy the sentences that tell what the tall man said, and what the short man said.

When we say or write the exact words that some one has said or written, we make a **Quotation**.

What words form the quotations in the above story? The marks (" ") placed at the beginning and end of each quotation are **Quotation Marks**. They show that the words between them are the exact words that were spoken or written.

Sometimes the name of the person speaking is placed between the parts of the quotation:—

"My wish now is," said she, "to have a palace."

"Oh," said the other man, "he told me never to trust the word of a coward."

"The people will pay my debts," said a king.

"But who will pay the people?" said the man.

In all of these sentences, where is the comma used? With what kind of letter does each quotation begin?

A quotation is separated from the remainder of the sentence by a comma, or by commas.

The first word of a quotation should begin with a capital letter.

Give reasons for the use of the commas, capital letters and quotation marks in the following sentences:—

1. My uncle said, "That is a large pearl."

2. I answered, "Yes, I paid fifty pesos for it."
3. "It is a very fine one," said he, "and I should like to buy it."
4. The blacksmith called out, "Bring me a hammer."
5. "Digno, lend me your knife," said Maximo.
6. "In the country where I live," said the stranger, "the men never cut their hair."

132. 1. *Reproduce the story in Section 131.*

2. *Write stories, containing quotations, from two of the following subjects:—*

1. The Lion and the Mouse. 4. The Fox and the Stork.
2. The Fox in the Well. 5. The Frog and the Ox.
3. The Farmer and his Sons. 6. The Turtle and the Deer.

133. *Write sentences in the form of a conversation:—*

1. Between yourself and father, about going with some friends on a boating party.
2. Between yourself and a merchant, in purchasing some cloth and a fan.
3. Between two boys, about a ball game.

ADJECTIVE CLAUSES

134. *Read these sentences:—*

1. The man who is in the garden is my uncle.
2. The books that are on the table are dictionaries.
3. We walked to the church, which was not far from our home.

What is the subject and the predicate of each of these sentences? What *man* is spoken of? What

group of words tells what *books* are spoken of? What group of words modifies the noun *church*? Are these groups of words phrases? They are called **Clauses**.

Every clause contains a subject and a predicate. In the clause in the first sentence, *who* is the subject, *is in the garden* is the predicate. What is the subject and the predicate in each of the other clauses?

A Clause is a group of words that contains a subject and a predicate and is used as a part of a sentence.

What noun does the clause in each sentence modify? They are called **Adjective Clauses**.

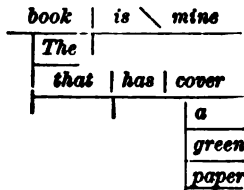
Adjective clauses usually begin with the pronouns *who, whose, whom, which* and *that*. These words are used as pronouns. They also connect the clause with the word it modifies.

An Adjective Clause is a group of words that contains a subject and a predicate and is used as an adjective modifier.

135. *Diagram and analyze each of these sentences:—*

1. The book that has a green paper cover is mine.

DIAGRAM



ANALYSIS

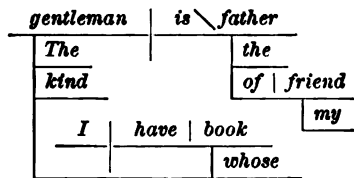
The subject of the sentence is *book*. It is modified by the adjective *The* and by the adjective clause *that has a green cover*.

The simple predicate is *is*, which is completed by the attribute complement *mine*.

The subject of the clause is *that*; the simple predicate is *has*, which is completed by the object complement *cover*. *Cover* is modified by the adjectives *a*, *green*, and *paper*.

2. The kind gentleman whose book I have is the father of my friend.

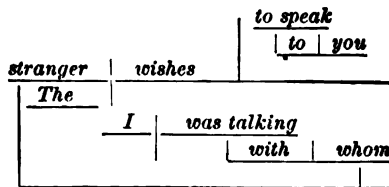
DIAGRAM



Write the analysis. *Whose* modifies *book* and connects the adjective clause with the noun *gentleman*, which the clause modifies.

3. The stranger with whom I was talking wishes to speak to you.

DIAGRAM



Whom is the object of the preposition *with*. It connects the adjective clause with the noun *stranger*, which the clause modifies.

4. I do not know the name of the man who has forgotten his hat.
5. Those soldiers whose coats are red are Englishmen.

6. The most important minerals that are found in the Philippines are coal and iron.
7. The countries to which we export hemp are China, Japan, England and the United States.
8. The person from whom I received this gift lives in America.
9. The photographer has the largest camera that I ever saw.
10. The man who daily follows an honest occupation is a man whom we can trust.
11. A boy who will steal a knife will become a man who will steal his neighbor's money.
12. Our country needs men who work unselfishly for its good.
13. The only flag that a nation can love is a flag that has always stood for freedom, truth, and honor.

136. *Copy these sentences, writing an adjective clause in place of each blank:—*

1. The boy has your book.
2. The woman is our washwoman.
3. The man with is my uncle.
4. The river rises in the mountain.
5. The large city has an excellent harbor
6. Is this the book ?
7. Is this the horse on ?
8. The trepang is used for food.

137. *Write sentences containing adjective clauses beginning with these words:—*

- | | | |
|----------|---------------|------------|
| 1. who | 4. in which | 7. whom |
| 2. whose | 5. for which | 8. to whom |
| 3. which | 6. with which | 9. by whom |

COMPOSITION

138. *Combine these sentences, using adjective clauses :—*

1. Those friends have our best interests at heart.
They will advise us wisely.
2. Have you seen the almaciga tree? It yields a gum called copal.
3. The Igorots have chiefs among them. The chiefs have the most property.
4. The poor Igorot is often in debt to the chief. The chief controls his freedom.
5. Household servants live in the home of the chief. They are called "okob."
6. The gold mines of Benguet are one of the oldest sources of income to the Igorots. They were being worked at the time of the coming of the Spaniards.
7. Cattle are another source of income to the Igorot chiefs. At times they have been very numerous.
8. A man may clear and cultivate new land. He then becomes its owner.

139. **Story Telling.**

1. *Read this story :—*

THE FAITHFUL SON

The Chinese tell a story of Nang, who was the son of a poor rice farmer.

When Nang was twelve years old, he wanted to be a soldier, and asked his father's permission to enter the army. But his father said, "Who then will till the rice

fields if you go? For I am a cripple, and you have six brothers and sisters younger than yourself." So the boy stayed at home and tilled the rice fields.

One summer a famine came, and his brothers and sisters died. The years went on. When he was twenty-four years old, Nang again asked his father for permission to go away and learn to be a soldier. "There is yet time for me to serve the Emperor," said Nang, "and to do mighty deeds." "Thy mother is bedridden," said his father. "Who, then, will cook her rice, or watch by her at night?" So the young man stayed at home, and cheerfully took care of his mother for ten years.

When she died he still remained, for then his father needed his care. Each morning Nang carried his aged father on his back to the rice fields, and brought him home at night, in order that the poor old man might not be alone at any time.

When Nang, the humble rice farmer, was a gray-haired man, there came one day to him a messenger from the palace. The Emperor had awarded to Nang, the faithful son, the golden medal that was given to the officers who had been bravest in war. And this proclamation was made to the nation, "No soldier has served me more faithfully than he who has taught filial piety to my people."

— *From Brooks' Fifth Reader.*

How many paragraphs in this story? What does each paragraph tell?

1. How does the story begin? Every story should have a beginning, or introduction, which tells whom the story is about, and where and when it happened.

2. How old is Nang when the story begins? When the story ends? A story should be told in the order in which the events happened.

3. How does the story end? Is the story complete? A story should end right. It should be complete.

4. Does the story tell anything that does not refer to Nang? Does it tell more than is necessary? Is it interesting? A story should be interesting. It should tell only what is necessary to the story.

2. *Reproduce the story, using this outline:—*

I. Introduction.

1. Who Nang was.

II. The story.

1. Nang's first request. Result.

2. Nang's second request. Result.

3. Care of his father.

III. Conclusion.

1. Remains a farmer.

2. His reward.

3. *Make a similar outline of the story in Section 131
Reproduce the story by your outline.*

4. *Make an outline of a story that you have learned
Reproduce the story according to your outline.*

ADVERBIAL CLAUSES

140. *Read these sentences :—*

1. We saw the ship when it sailed away.
2. We could not go to the town because the bridges were washed away.
3. I will go if you will go with me.

In these sentences, what groups of words answer these questions — *Saw the ship* at what time? *Could not go* why? *Will go* on what condition? Do these groups of words modify nouns or verbs? Do they contain subjects and predicates? What is the subject and predicate of each? These groups of words are called **Adverbial Clauses**.

Adverbial clauses are used to tell the **time, place, manner, cause, purpose or condition** of the action asserted by the verb.

An **Adverbial Clause** is a group of words that contains a subject and a predicate and is used as an adverbial modifier.

Adverbial clauses denoting —

1. **Time** are introduced by *after, before, since, till, when, while* :—

We came before the bell rang.

I have not seen him since he was here.

2. **Place** are introduced by *where, wherever, whence, whither* :—

Your book is where you left it.

I will go wherever you wish.

3. **Manner** are introduced by *as* :—

You should do as I do.

Little boys should do as they are told.

4. **Degree** are introduced by *than* and *as* :—

Your sister is taller than you are.

I am as strong as Leon (is strong).

5. **Cause or Purpose** are introduced by *because*, *for*, *since*, *as*, *that*, *so that*, *in order that* :—

The soldiers surrendered because their ammunition was gone.

Sugar cane is planted in rows so that it may be easily cultivated.

We brought our umbrellas for we thought it would rain.

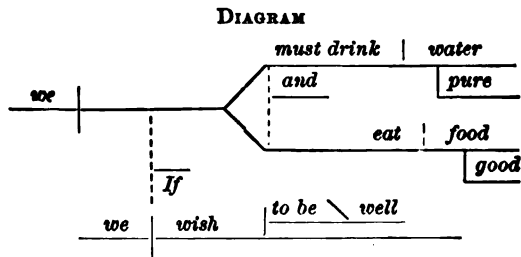
6. **Condition** are introduced by *if*, *unless*, *except*, *but* :—

I will go if it does not rain.

The house will be sold unless the taxes are paid.

141. *Diagram and analyze each of these sentences* :—

1. If we wish to be well, we must drink pure water and eat good food.



ANALYSIS

The subject of the sentence is *we*. It has no modifiers.

The predicate is compound. The first simple predicate is *must drink*, which is completed by the object complement *water*. *Water* is modified by the adjective *pure*. The second simple predicate is *eat*, which is completed by the object complement *food*. *Food* is modified by the adjective *good*. The simple predicates are connected by *and*.

The whole predicate is modified by the adverbial clause *if we wish to be well*. *We* is the subject of the clause, *wish* is the simple predicate, which is completed by the infinite phrase *to be well* used as an object complement. The infinitive *to be* is completed by the attribute complement *well*. The word *if* connects the adverbial clause with the compound predicate, which the clause modifies.

2. We should be healthy and happy while we are young.
3. His punishment was greater than he could bear.
4. Make hay while the sun shines.
5. I shall be ready when my country calls me.
6. We slept in our blankets wherever night overtook us.
7. Love not sleep too well unless you love poverty.
8. Forgive your enemies as God forgives you.
9. The people are indolent because nature provides them with the necessities of life.
10. The sea is as deep as the mountains are high.
11. The results of my examinations are better than I expected.
12. The men who succeed are the men who toil while others sleep.

142. Write sentences, using these words to introduce adverbial clauses:—

- | | | | |
|-----------|-------|------------|------------|
| 1. before | 3. as | 5. where | 7. while |
| 2. when | 4. if | 6. because | 8. so that |

COMPOSITION

143. *Combine these sentences, using adverbial clauses:—*

1. On the slopes of the mountains much rain falls.
Dense forests grow there.
2. Abaca grows on the mountain sides in Albay. The soil there is deep, moist and fertile.
3. The Spanish came to these islands. They found the Igorots already engaged in gold mining.
4. An Igorot leaves his land uncultivated for a long time. It may become the property of another.
5. An Igorot is dying. He calls a council of men. He expresses his wishes for the distribution of his property.
6. An Igorot is dead. His wishes are declared at the funeral feast.

NOUN CLAUSES

144. *Read these sentences:—*

1. I know what zinc is.
2. Anda wished that he were a mayor.
3. They said you were ill.

What is the complement of *know*? What did *Anda* wish? What did *they say*? Do these groups of words contain subjects and predicates? Are they clauses? These clauses are used like nouns as object complements. They are **Noun Clauses**.

4. That the stars are suns is true.
5. Where I lost my pencil is a mystery to me.

In these sentences, the noun clause is used as subject.

In the above sentences, what words are used to introduce the noun clauses? The conjunction is sometimes omitted, as in the third sentence.

He said he would go.

I am told you were diligent.

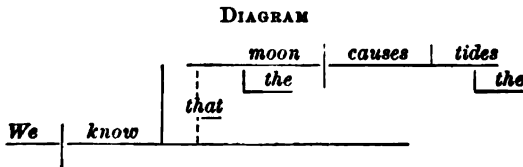
We saw the ship sail away.

I fear we shall be late.

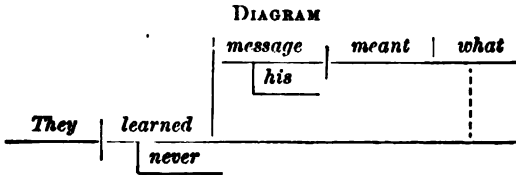
A Noun Clause is a group of words that contains a subject and a predicate and is used as a noun.

145. *Diagram and analyze each of these sentences:—*

1. We know that the moon causes the tides.



2. They never learned what his message meant.



3. That his work was well done was much in his favor.
4. Magellan proved that the earth is round by sailing around it.

5. We could not understand very well what the man said.
6. As we approached the house, we saw that the dancing had begun.
7. The old woman said, " God bless you for your kindness."
8. I learned to-day that coal is the remains of plants that lived many thousand years ago.
9. My grandfather, whose eightieth birthday is to-day, says, " Never be too old to learn."
10. It is often said that the truly great are the most humble.

COMPOSITION

146. *Copy these sentences, writing a noun clause in place of each blank:—*

1. has been proved.
2. I believe
3. It is known
4. The question is
5. Rizal said
6. No one can tell
7. The fact that is well known.
8. He expressed a hope

147. *Make an outline of the following story:—*

KING CANUTE ON THE SEASHORE

Several hundred years ago Canute was king of England. His great men and officers were always praising him. One day, when he was by the seashore with his officers, he grew very tired of hearing such foolish speeches. He

thought that now he would teach them a lesson. So he bade them set his chair on the beach, close by the edge of the water.

"Am I the greatest man in the world?" he asked.

"O King!" they cried, "there is no one so mighty as you."

"Do all things obey me?" he asked.

"There is nothing that dares to disobey you," they said. "The world bows before you and gives you honor."

"Does the sea obey me?" he asked.

The officers were puzzled, but one replied, "Command it, O King, and it will obey you."

"Sea," said Canute, "I command you to come no farther. Waves, stop your rolling. Do not dare to touch my feet."

But the tide came in as it always did. The water rose higher and higher. It came around the king's chair and wet his feet and robe.

Then Canute took off his crown and threw it down upon the sand. He said, "I shall never wear it again. And you, my men, learn a lesson from what you have seen. There is only one King who is all powerful. It is He who rules the sea and holds the ocean in the hollow of his hand. It is He whom you ought to praise above all others."

— Adapted from Baldwin, *Fifty Famous Stories*.

Reproduce this story according to your outline.

148. *Make an outline of some story that you have read. Reproduce the story according to your outline.*

Tell the clauses that you have used in your story. Tell what kind each clause is and what it modifies.

THE SENTENCE

SIMPLE SENTENCES

149. *Read these sentences:—*

1. The water of the ocean is salty.
2. The cotton plant, abaca and pineapple produce valuable fibers.
3. The waves overturned the banca and dashed it upon the shore.

What is the subject and the predicate of each of these sentences? In which sentence is the subject compound? In which is the predicate compound? These sentences contain only one complete subject and one complete predicate. They have only one part or clause. They contain no modifying or noun clauses. They are **Simple Sentences**.

A Simple Sentence is a sentence that contains only one clause.

150. *Write simple sentences about:—*

- | | | | |
|--------------|------------|------------|----------|
| 1. the ocean | 3. Celebes | 5. Formosa | 7. Guam |
| 2. pearls | 4. rubber | 6. camphor | 8. coral |
| | 9. history | 10. tin | |

COMPLEX SENTENCES

151. *Read these sentences:—*

1. Chinese laws require that the son shall always obey his parents.
2. China, which is the oldest nation in the world, progresses slowly.

3. The Chinese now wear their hair in a long plait because it is a national custom.

Which of these sentences contains a noun clause? Which contains an adverbial clause? Which an adjective clause?

Each of these sentences has two parts or clauses. Each part contains a subject and a predicate. The part containing the simple subject and the simple predicate of the whole sentence is the **Principal Part or Clause**, and the part containing the adjective, adverbial, or the noun clause is the **Subordinate Clause**. A sentence containing a principal clause and a subordinate clause is called a **Complex Sentence**.

Chinese laws require is the principal clause of the first sentence; *that the son always obey his parents* is the subordinate clause. What is the principal clause and the subordinate clause in each of the other sentences?

A Complex Sentence is a sentence that contains a principal clause and one or more subordinate clauses.

152. *Analyze each of these sentences:—*

1. We have rain when the southwest monsoon blows.

ANALYSIS

This is a complex declarative sentence. It consists of the principal clause, *We have rain*, and the subordinate adverbial clause, *when the southwest monsoon blows*.

The subject of the principal clause is *We*. Finish the analysis.

2. We never knew what became of the ship and its crew.

3. The eastern coast of Luzón has no large cities, because it is mountainous and has no good harbors.
4. Sulphur, which is exported from Leyte, is a volcanic product.
5. Toads are very useful, for they eat grasshoppers and other injurious insects.
6. In the mountain where we camped for the night, we saw many monkeys.
7. The steamer, on which we sailed, was wrecked.
8. We must be kind to others if we wish them to be kind to us.

153. *Write complex sentences :—*

1. Five sentences containing noun clauses.
2. Five sentences containing adjective clauses.
3. Five sentences containing adverbial clauses.

COMPOUND SENTENCES

154. *Read these sentences :—*

1. The wind blew and the rain fell.
2. I was in the city, but I did not see him while I was there.

Each of these sentences contains two principal parts or clauses. In the first sentence, the principal parts are simple sentences. In the second sentence, one of the principal parts is a simple sentence and the other is a complex sentence. Sentences composed of two or more principal clauses are called **Compound Sentences**. Any one of the principal clauses may contain a subordinate clause.

A Compound Sentence is a sentence that has two or more principal clauses.

The principal parts of a compound sentence are usually connected by the conjunctions *and*, *but*, *or*, *nor*.

155. *Analyze each of these sentences, telling the kind of sentence and the clauses. Tell the part of speech of each word.*

1. The walls of the fort were high and the moat was broad and deep.
2. The pirates captured the town, burned the houses, murdered the old men and women and carried away many captives, before the people in the other towns could come to rescue them.
3. Every day is a little life, and our whole life is only the sum of our days.
4. The soil is very fertile, the harvests are good and the people are prosperous and happy.
5. These men had played together when they were children, they had worked together in manhood, they sat together and talked of their youth and now they are being buried together in the churchyard.

COMPOSITION

156. *Copy the following story, combining sentences where possible.*

THE KING AND THE WOMAN

George III was king of England. One day he visited a small town. The town was in the south of England. He wanted to see the country. He took a walk alone.

He came to a hay field. In the field only one woman was at work. The king said, "Where are all the other workers?"

She replied, "They are all gone to town to see the king."

"Why did you not go, too?" said George.

"Pooh!" she answered, "I would not walk three yards to see him. They have lost a day's work by going. I am too poor to do that. I have five children to feed."

The king slipped a gold piece into her hand. He said, "The other workers will come back. Tell them that while they were gone to see the king, the king came to see you. He left you his portrait in gold as a remembrance."

157. *Make an outline of the above story. Write a letter to a friend, telling him the story.*

PART II

THE NOUN

158. A Noun is a word used as a name : —

José Rizal, Germany, Spain, book, horse, man.

(Review Section 12.)

CLASSES OF NOUNS

159. *Read these sentences. Tell which of these words are nouns:—*

Joseph lived in a place called Hebron. The name of his father was Jacob. Joseph had eleven brothers. His older brothers took him to Egypt and sold him to some merchants. In this country he was at first a slave, but afterward he became the ruler of all the land. He was kind to the people and to his wicked brothers.

The nouns *Joseph, Hebron, Jacob* and *Egypt* are the names of certain persons and places. They are called **Proper Nouns**.

The other nouns in the sentences—*place, name, father, brothers, merchants, etc.*,—are only general names for persons, places or things. They are called **Common Nouns**.

A *Proper Noun* is the special name given to some particular person, place or thing.

A Common Noun is the name given to all persons, places or things of the same kind or class.

160. *Tell to which class each of the nouns in the following sentences belongs:—*

When Magellan came to the Philippine Islands in 1521, some of the Filipinos could read and write. They had never heard of America or Europe, nor had they ever seen a white man. Chinese and Japanese came to trade with the people of the Islands. Cebu and Manila were the chief ports. The Chinese brought cloth made of silk and cotton, and many useful things made of iron. They took back to China coconuts, hemp, turtles, birds' nests, trepang and spices.

With what kind of letter does each proper noun in these sentences begin?

Every proper noun should begin with a capital letter.

161. *Write:—*

1. The names of five persons.
2. The names of five cities.
3. The names of five provinces.
4. The names of five countries.
5. The names of five islands.
6. The names of five rivers.
7. The names of five animals.
8. The names of five divisions of land.
9. The names of five things made of wood.
10. The names of five divisions of water.
11. The names of ten things in your home.
12. The names of five things to eat.

162. Write two or more proper nouns, naming things belonging to the class named by each of these common nouns:—

1. ocean (*Atlantic, Pacific, Indian, Arctic, Antarctic*)
2. boy 4. man 6. street 8. lake 10. mountain
3. girl 5. horse 7. city 9. river 11. book

163. Many common nouns and adjectives are derived from verbs.

Use each of these words in a sentence:—

VERBS	ADJECTIVES	NOUNS
relate	relative	relation
oppose	opposite	opposition
infect	infectious	infection
rotate	rotary	rotation
digest	digestive	digestion
compare	comparative	comparison
produce	productive	production
agree	agreeable	agreement
declare	declarative	declaration
deceive	deceptive	deception
possess	possessive	possession
elect	elective	election
extend	extensive	extension
confuse	confusing	confusion
destroy	destructive	destruction
laugh	laughable	laughter

164. Some common nouns and verbs are derived from adjectives.

Use each of these words in a sentence:—

ADJECTIVES	VERBS	NOUNS
thick	thicken	thickness
quick	quicken	quickness
equal	equalize	equality
fertile	fertilize	fertility

COMPOSITION

165. Parts of a Letter.

A letter is divided usually into four parts:—

1. The Heading.
2. The Introduction.
3. The Body of the Letter.
4. The Conclusion.

166. The Heading tells the address of the writer, and the date on which the letter was written:—

82 Rosarto St., Manila, P.I.,
Dec. 1, 1908.

When the address is very short, the heading may be written on one line:— *Iloilo, P.I., Nov, 6, 1908.*

Sometimes the address is placed at the close of the letter at the left of the page below the signature.

Yours sincerely,
Vicente Dison.

San Fernando,
Pampanga, P.I.

In business letters, the address is given usually at the beginning of the letter.

Write the following as headings of letters:—

1. Oct. 27, 1896. Saratoga, N.Y.
2. India, July 4, 1909, Calcutta, 170 Nelson Avenue.
3. Sept. 24, 1905, 63 Moto Machi, Yokohama, Japan.

167. The Introduction gives the address of the person to whom the letter is written, and the salutation.

(Review Section 91.)

The address consists of the name, the title and the residence of the person addressed:—

*Dr. Francisco Elizalde,
San Luis,
Pampanga, P.I.*

*Rev. Paul H. Martin,
124 Fourth Ave.,
New York, U.S.A.*

In friendly letters, the address is usually omitted.

In business letters, the address is sometimes placed at the end of the letter at the left of the signature, in this form:—

*To Mr. Frank H. Green,
75 Walnut St.,
Kansas City, Mo.*

The salutation is a courteous or affectionate greeting which introduces the letter.

In business or formal letters, we may use:—

Sir:—

Madam:—

Dear Sir:—

Dear Madam:—

Sirs:—

Ladies:—

Dear Sirs:—

Mesdames:—

My dear Sirs:—

Dear Miss Brown:—

Gentlemen:—

My dear Miss Brown:—

In friendly or familiar letters, we may use many forms, such as:—

My dear Brother:—

Cousin Robert:—

Dearest Luisa :—

My dear Tom's :—

Dear Father :—

My dear Friend :—

*Write the introduction to five business letters.
Write the introduction to five letters to friends and relatives.*

168. The **Body of the Letter** contains what the writer wishes to say. This should be divided into paragraphs. All the sentences should be complete and easily understood, and well written.

169. The **Conclusion** consists of the **complimentary ending** and the **signature** of the writer.

In business and formal letters, the **complimentary endings** commonly used are :—

Yours truly,

Very truly yours,

Yours respectfully,

Respectfully yours,

In friendly and familiar letters, many forms may be used, such as :—

Faithfully yours,

Your loving sister,

Your devoted son,

Most gratefully yours,

Yours affectionately,

Yours cordially,

The **signature** should be written distinctly. If the writer is an official, his title should be written below his name. If the writer signs for another person, both names should be given, or the initials, at least, of the person signing.

Yours sincerely.

Very truly,

Wm. K. Reynolds,

Andrew H. Day,

Chief Clerk.

per W. P. Smith (or per W. P. S.).

170. Write the heading, introduction and conclusion of a letter to each of the following persons. Indicate the body of letter by means of lines.

1. Dr. Charles R. Bishop, Superintendent of Schools, New Bedford, Mass.
2. Bausch, Lomb & Co., Rochester, New York, U.S.A.
3. Mr. Simon R. Emmons, 176 Dorchester St., London, England.
4. Macario Arnedo, Governor of Pampanga, San Fernando, P.I.
5. Antonio F. Gomez, 260 Sta. Cruz, Manila, P.I.
6. Your father.
7. A schoolmate.

GENDER

171. Copy these nouns:—

Juan	father	uncle	man	gander
Juanita	mother	aunt	woman	goose
boy	sister	king	rooster	son
girl	brother	queen	hen	daughter

Which of these nouns are the names of males?
Which are the names of females?

Most living things are of either the male sex or the female sex.

Nouns that are the names of males are of the *Masculine Gender*.

Nouns that are the names of females are of the *Feminine Gender*.

Many nouns are the names of things without life. Such things have no sex. They are neither male nor

female. Such nouns, as *pencil, pen, hair, book, country, house, river, mountain, chair*, are in the **Neuter (or no) Gender**.

Nouns that denote neither males nor females are in the Neuter Gender.

Some nouns may be used in either the masculine or the feminine gender.

*My cousin Fred and your cousin Ada went home.
Marta's teacher is a woman, and my teacher is a man.*

We can often tell the gender of such nouns by the way they are used in the sentence. In the first sentence, the noun *cousin* is in the masculine gender when used with *Fred*, and in the feminine gender when used with *Ada*.

Some of the nouns that may be used in either the masculine or the feminine gender are :—

parent	teacher	author	friend	person
child	cousin	relative	writer	poet
bird	fish	monkey	dog	deer

These nouns are said to be in the **Common Gender**.

172. *Use in sentences* :—

1. Five masculine nouns.
2. Five feminine nouns.
3. Five neuter nouns.
4. These nouns : *cousin, child, friend, teacher, parent*, —first in the masculine, and then in the feminine gender.

173. Copy and learn the following lists of masculine and feminine nouns.

1. Some nouns show gender by the use of different words for the masculine and for the feminine gender.

MASCULINE	FEMININE	MASCULINE	FEMININE
boy	girl	king	queen
man	woman	earl	countess
brother	sister	lord	lady
nephew	niece	monk	nun
uncle	aunt	ram, or buck	ewe
rooster, or cock	hen	sir	madam
drake	duck	son	daughter
bull	cow	wizard	witch
horse	mare	hart	roe
father	mother	boar	sow
husband	wife	gentleman	lady
lad	lass	bachelor	maid
buck	doe	friar	sister
sire	dam	beau	belle
gander	goose	bridegroom	bride

2. Some nouns show gender by adding *ine*, *ess* or *a* to the masculine noun to form the feminine.

MASCULINE	FEMININE	MASCULINE	FEMININE
lion	lioness	heir	heiress
host	hostess	duke	duchess
actor	actress	count	countess
abbott	abbess	master	mistress
Joseph	Josephine	governor	governess
José	Josefa	hero	heroine
Juan	Juana	Señor	Señora
sultan	sultana	Don	Doña
infante	infanta	czar	czarina

3. Some nouns show gender by adding words that tell the sex : —

MASCULINE	FEMININE	MASCULINE	FEMININE
manservant	maidservant	Mr. Lyon	Mrs. Lyon
he-goat	she-goat	billy-goat	nanny-goat
cock-sparrow	hen-sparrow	he-bear	she-bear

174. *Tell the gender of each of these nouns :—*

mango	coffee	tobacco	Spain
teacher	brother	father	man
weaver	mouse	shepherdess	poem
Dr. White	Mr. Colon	Señora Villes	ship
ocean	ant	aunt	fly
box	mountain	tailor	mare

175. *Write the opposite gender of each of these nouns :—*

Juana	hero	lady	aunt
Mr. Ocampo	madam	prince	nephew
master	husband	maidservant	monk
roe	queen	heir	sultan

COMPOSITION

176. *Copy these sentences, changing the gender of the nouns :—*

1. A stupid boy was sent to the market by his mother to sell some eggs.
2. The lord requested the gentleman to introduce him to the heiress.
3. The hostess did not place the abbot beside the friar.
4. The manservant gave Joseph, the son of Mr. Valdez, a large black horse.

5. On the way to her aunt's home, the man's wife met the sultan, accompanied by his brother, his nephew, the duchess and two maidservants.

177. Letter Writing.

1. *Write a letter to a friend describing your school and your work in school. Notice the form and parts of your letter.*

(See Sections 80, 166, 167, 168, 169.)

2. Suppose you have gone to Tokio to visit a friend. *Write a letter to your father. Tell about:—*

1. The voyage to Japan. — your arrival.
2. The sights about Tokio.
3. How you enjoy your visit. — When you will return.

3. *Write to a relative who lives in Aparri, Cagayan, P.I. Tell him what you did during your vacation.*

178. 1. An American friend writes to you from Irvington-on-Hudson, New York. He wishes to know how to make a bird kite. *Write a letter to him explaining how to make it.*

2. *Write to a friend in Shanghai, China, asking for information about the raising of silkworms and the making of silk cloth.*

179. Write a letter about A Holiday. Tell:—

1. When the holiday was.
2. What you did.
3. Where you went.
4. What you saw.
5. Who was with you.
6. How you enjoyed the day.

Tell the class and the gender of each noun in the sentences that you have written.

NUMBER

180. Copy these nouns:—

boy	girl	man	bird	house
boys	girls	men	birds	houses

The words *boy, girl, man, bird* and *house* mean only one person or thing. They are in the **Singular Number**. The words *boys, girls, men, birds* and *houses* mean more than one person or thing. They are in the **Plural Number**.

A noun is in the **Singular Number** when it represents only one person or thing.

A noun is in the **Plural Number** when it represents more than one person or thing.

The plural number of nouns is usually formed by adding *s* to the singular: *boy, boys; hat, hats*.

Make a list of fifteen plural nouns used on page 108 that form their plurals by adding s to the singular.

181. Copy the following nouns, adding *es* to each to form the plural number:—

gas	mesh	inch	kiss	tax
wish	brush	ditch	dress	box
bush	arch	watch	grass	topaz

Es is added to the singular to form the plural when the sound of *s* does not unite well with the last syllable of the word.

Singular nouns ending in *s, ss, sh, ch, x* and *z* add *es* to form the plural. The plural form is pronounced in two syllables, — *bench'-es, ax'-es, gas'-es*.

182. Some nouns ending in o form their plurals regularly by adding s to the singular. Others form their plural by adding es to the singular.

Copy and learn the singular and plural forms of these nouns:—

Filipino	Filipinos	buffalo	buffaloes
piano	pianos	cargo	cargoes
soprano	sopranos	potato	potatoes
lasso	lassos	volcano	volcanoes
solo	solos	calico	calicoes
zero	zeros	mosquito	mosquitoes
proviso	provisos	tomato	tomatoes

183. Some nouns ending in f or fe change the f or fe into v and add es to form the plural.

Copy the following nouns and form their plurals in this way:—

leaf (<i>leaves</i>)	half	beef	shelf	wolf
life (<i>lives</i>)	calf	knife	wharf	wife
self (<i>selves</i>)	thief	elf	sheaf	loaf

Some nouns ending in f or fe form their plurals regularly by adding s:—

Belief, chief, dwarf, fife, gulf, handkerchief, hoof, reef, roof, strife, waif, grief, cliff, scarf.

184. *Copy and learn the singular and plural forms of these nouns:—*

SINGULAR	PLURAL	SINGULAR	PLURAL	SINGULAR	PLURAL
man	men	tooth	teeth	louse	lice
woman	women	foot	feet	mouse	mice
child	children	goose	geese	ox	oxen

185. Nouns ending in *y* preceded by a consonant, change *y* into *i* and add *es*.

Write the plural form of each of these nouns:—

city	story	berry	ally	glory
(<i>cities</i>)	sky	baby	fancy	lady
fairy	fly	pony	daisy	lily
ruby	cherry	spy	liberty	twenty
body	puppy	penny	copy	reply

When the *y* is preceded by a vowel, only *s* is added to form the plural; as,

*monkey, monkeys; valley, valleys; turkey, turkeys;
boy, boys; key, keys; abbey, abbeys; alley, alleys.*

PLURALS OF PROPER NOUNS

186. *Copy these words and sentences:—*

SINGULAR	PLURAL
Maria	Marias
Juan	Juans
Pedro Santos	Pedro Santoses
Mrs. Henson	Mrs. Hensons
Aunt Ana	Aunt Anas
Uncle Tomás	Uncle Tomáses
Mr. Legarda	Messrs. Legarda or Mr. Legardas
Miss Tison	Misses Tison or Miss Tisons
Dr. Alba	Doctors Alba or Dr. Albas

There are two Marias, three Pedros and two Leon Disons in my school.

I have two Aunt Anas and three Uncle Filipes.

I met two Mr. Legardas, Mr. Legarda, Senior, and Mr. Legarda, Junior.

There are two Doctor Reyeses in our town.

187. *Write the singular and the plural number of each of these words:—*

shoe	carromata	foot	Ines	lilies
man	buffalo	ox	Marta	match
children	carabao	ax	ditch	ant
horses	potato	hand	wish	stories
schoolhouse	tomato	leaf	hero	women
church	shelf	fly	circle	brushes
monkey	thief	half	twenty	knives
city	chief	pony	tooth	selves

COMPOSITION

188. *Copy these sentences, changing the number of the nouns:—*

1. The basket contained a chico, a mango, a knife and two loaves.
2. A thief stole a calf and a pony.
3. A negro played a banjo and a piano.
4. The spies told stories about some women and children who were in oxcarts.
5. The mice ate the leaves which farmers had put in the boxes.
6. My copy of the history fell off the wharf with the cargo.

189. **The Paragraph.**

In the story in Section 139, what are the main topics of the story? How are these topics indicated?

How many paragraphs are there? What is the main topic in each paragraph?

What are the topics of the letter in Section 124? Into how many paragraphs is it divided? What topic is spoken of in each paragraph?

Compositions are divided into parts called **Paragraphs**. A composition or a letter should have as many paragraphs as there are separate topics spoken of. Each topic should have a separate paragraph.

A Paragraph is a series of sentences relating to only one topic.

Tell the main topic in each of the following paragraphs:—

1. COCOA

Cocoa is made from the seeds of a tropical plant called cacao. The cacao plant is raised chiefly in South America and in Venezuela, but it grows to some extent in the East Indies. It can grow where there is a tropical climate, a rich soil and moist air.

Cocoa is made from the seeds of the plant. They are called cocoa beans. The plant produces a pulpy fruit of a light yellow color, about six to eight inches long. Each fruit contains about twenty beans.

When ripe, the fruit is picked and laid upon the ground for a day or two. It is then cut open and the beans are taken out. The pulp is useless. The beans are left in heaps for a few days until they ferment slightly, in order to give the proper color and flavor. They are then put into bags and are ready to be sent away.

2. CAPTAIN JOHN SMITH

Captain John Smith was one of the first governors of Virginia. He was very industrious. He sailed up and down the rivers and bays of Virginia, exploring and mapping the country and getting acquainted with the Indians.

On one of these trips, he was captured by the Indians. He was taken into the chief's tent and his head was placed on a large flat stone. A large Indian was about to kill him with a big club, when Pocahontas, the chief's daughter, ran in and put her arms around Captain Smith's neck. He was released and went back to Jamestown.

Write short compositions, each consisting of two or three paragraphs, using the following outlines:—

1. Carpenters: (a) Their tools. (b) What they make.
2. An Accident: (a) Time and circumstances. (b) What happened. (c) The result.
3. How to spin a Top: (a) How to wind the string. (b) How to hold it. (c) How to throw it.

Write one paragraph about each of these topics:—

- | | |
|----------------------|----------------------------|
| 1. Sugar. | 4. The position of Manila. |
| 2. Iron. | 5. The parts of a cart. |
| 3. The uses of salt. | 6. Benguet. |

190. *Write a composition about Birds, in six paragraphs, using the following outline:—*

1. Their covering and the different colors and uses of feathers.
2. How their feet and legs differ. Uses of webbed feet, long legs and long sharp claws.

3. Differently shaped bills. How they are used.
4. What different birds eat.
5. The nests and how they are made.
6. The uses of birds.

Tell the number of each of the nouns that you have used in your sentences about Birds.

NOUNS AS COMPLEMENTS

ATTRIBUTE COMPLEMENTS

(Review Section 97.)

191. *Read these sentences:—*

1. The Igorots are small men.
2. Legaspi was the first governor of the Philippines.
3. The first president of the United States was Washington.

What is the verb and the complement in each of these sentences? What kind of complement is *men*? *Governor*? *Washington*?

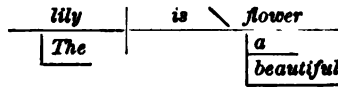
The words *men*, *governor* and *Washington* are used as attribute complements. They are used to name, or tell, who the subjects are.

Attribute complements are used after these verbs:—

am, is, are, was, were, has been, have been, may be, can be, shall be, will be, might have been, etc., appear, seem, smell, taste, feel, look and become.

192. *Write each of the following sentences on a diagram. Tell what noun is used as attribute complement in each sentence.*

1. The lily is a beautiful flower.



2. That man was not a gentleman.
3. His name was Mateo Magalang.
4. The earth is a large ball.
5. The largest country in South America is Brazil.
6. The most important product of Albay is hemp.
7. The chief exports of Negros are sugar, cacao and rice.
8. Mangoes are a delicious fruit.
9. Baguio may become a large and beautiful city.
10. My brother should have been a brave boy.
11. Are you the boy who took my pen?
12. Be a good boy and you will become a good man.
13. My father is a councilman and a member of the Board of Education.
14. Legaspi was the grandfather of Salcedo.

COMPOSITION

193. After such verbs as *feel, taste, smell, look, seem* and *turn*, we should use an adjective if we wish to describe the subject. If the adjective is used, the verb has nearly the same meaning as *is, are, was* or *were*.

I feel cold.
(*I am cold.*)

He looks big.
(*He is big.*)

Copy these sentences, writing one of the words in parentheses in each blank. Give a reason for your choice.

1. Velvet feels (smooth, smoothly).
2. The boat moved . . . (slow, slowly) through the water.

3. The moon shone (bright, brightly).
4. He has grown (immense, immensely).
5. The lady walks (graceful, gracefully).
6. Honey tastes (sweet, sweetly).
7. I feel (bad, badly).
8. Your work looks (neat, neatly).
9. He turned (slow, slowly).

194. *Write sentences, using attribute complements after these verbs:—*

- | | | | |
|--------|----------|------------|--------------|
| 1. am | 4. were | 7. seems | 10. looks |
| 2. is | 5. smell | 8. feels | 11. will be |
| 3. was | 6. taste | 9. appears | 12. has been |

195. *Write sentences, using these words as attribute complements:—*

- | | | |
|------------|-------------|-----------------|
| 1. mineral | 5. queen | 9. solid |
| 2. animal | 6. American | 10. gas |
| 3. cloth | 7. fruit | 11. industrious |
| 4. metal | 8. liquid | 12. food |

196. *Write sentences, telling the parts of the following objects:—*

(Review Section 110.)

The parts of a chair are

- | | | |
|----------------|-------------|---------------|
| 1. A chair | 4. A house | 7. A sailboat |
| 2. A carromata | 5. A book | 8. A hand |
| 3. A table | 6. A flower | 9. A tree |

197. *Write sentences, telling the materials of which the following things are made:—*

- | | | |
|----------------|-------------|-------------------|
| 1. A bolo | 4. A bed | 7. A shoe |
| 2. A hat | 5. A lamp | 8. A pocket-knife |
| 3. A carromata | 6. A candle | 9. A book |

198. Description.*Copy this paragraph:—***THE SAMOANS**

The Samoans are an interesting island people. They are noted for their bravery and for their good nature. They are almost always smiling and are friendly to strangers. The boys are big, strong and muscular, and the girls are plump and well formed. Their skins are as brown as a cocoanut. They have beautiful eyes and wavy black hair. The girls have skirts of wide strips of calico, which are wound about the waist, falling almost to their feet. They wear sashes or jackets about the upper parts of their bodies, but their arms are frequently bare. Nearly every girl has flowers about her neck and in her hair, and even the boys wear garlands of flowers.

In this description, what facts about the Samoans are mentioned? What adjectives are used?

1. *Write the description of the Samoans from memory.*
2. *Write a paragraph about The Negritos, describing:—*
 - (a) Their size. (b) Strength. (c) Color. (d) Eyes.
 - (e) Hair. (f) Clothing. (g) Nature and disposition.

199. Copy these descriptions of persons:—

Margaret, the eldest of the four, was sixteen, and very pretty, being plump and fair, with large eyes, plenty of soft, brown hair, a sweet mouth and white hands, of which she was rather vain.

Fifteen-year-old Jo was very tall, thin and brown. She had a decided mouth, a comical nose and sharp gray eyes, which appeared to see everything and were by turns

fierce, funny or thoughtful. Her long, thick hair was her one beauty. Round shoulders had Jo, big hands and feet, and a fly-away look to her clothes.

— *Adapted from Louisa M. Alcott.*

What points are selected for description of *Margaret*? Of *Jo*? What adjectives are used in describing each?

1. *Write a description of Margaret and of Jo from memory.*
2. *Write in a paragraph a description of a girl friend.*
3. *Write a similar description of a boy.*

OBJECT COMPLEMENTS

(Review Section 95.)

200. *Read these sentences:—*

1. I struck the table.
2. Juan struck Leon.
3. The boy broke his pencil.
4. Maria tore her book.

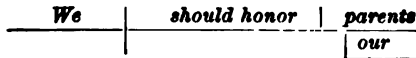
What is the verb in the first sentence? What does it express? What received the action — what was *struck*? What is the action expressed in the second sentence? What word names the person who received the act? In the third and fourth sentences, what actions are expressed? What words name the things that received the action?

Words used like *table*, *Leon*, *pencil* and *book* to name the persons or things that receive the action expressed by the verb, are called **Object Complements**.

An *Object Complement* is a complement that names the person or thing that receives the action expressed by the verb.

201. Write each of these sentences on a diagram. Tell the complement in each sentence.

1. We should honor our parents.



2. Our teacher wrote the poem on the blackboard.
3. The silkworm spins a cocoon of fine silk.
4. The farmer plants the sugar cane in rows.
5. The kind old man gave a new penny to the ragged beggar.
6. The women in Panay make many beautiful, delicate cloths of silk and of the fibers of pineapple leaves.
7. Magellan discovered Magellan Strait and the Ladrone Islands.
8. The Moro pirates captured the coast towns in the Visayas.
9. They burned the houses, destroyed the crops and murdered the people.
10. The people built strong forts and churches for their protection.
11. Mindoro was once the home of many Moros.
12. The Moros sometimes captured large trading ships from Europe or America.
13. The Moros are now Filipinos.
14. Java is the richest and most populous island in the East Indies.
15. The people raise much coffee, sugar, spice and tobacco.

202. *Tell the kind of complements in the sentences in Sections 94, 106 and 107.*

COMPOSITION

203. *Write sentences, telling what each of the following workers does:—*

- | | | |
|----------------|----------------|-----------------|
| 1. A carpenter | 4. A fisherman | 7. A blacksmith |
| 2. A tailor | 5. A weaver | 8. A mason |
| 3. A potter | 6. A tinsmith | 9. A farmer |

204. Paragraph.

1. *Copy this paragraph:—*

A CART

We rode to the village in a cart, pulled by two carabaos. The wheels of the cart were made of boards of hard wood, securely fastened together. They were about two inches thick and thirty inches high. They were firmly attached to a large, round, wooden axle, which turned with the wheels, and made a constant screeching sound. On the axle rested the body of the cart. It was supported by two pieces of wood, which extended forward and made the shafts. Strips of bamboo closely woven together formed the floor and the sides of the body. Over it, protecting us from the direct rays of the sun, there was a curved cover made of bamboo matting.

2. *Reproduce the above paragraph, using this outline:—*

- (1.) The wheels — materials of which they are made, thickness and height.
- (2.) The axle — size, kind, how attached, sound when turning.

(3.) The body — how supported, the shafts, the floor and sides.

(4.) The cover — position, of what made.

Tell the adjectives that you have used.

3. *Write a description of a cart, or a carromata, in which you have ridden.*

Tell the adjectives that you have used.

4. *Make a list of the adjectives that you might use in describing each of these objects:—*

broom	dish	hat	jar
box	hammer	basket	cart

5. *Write a description in a paragraph of each of the above objects.*

206. *Write a composition about The Igorots. First make your outline. Tell the attribute complements and the object complements that you have used.*

OBJECTIVE COMPLEMENTS

206. *Read these sentences:—*

1. We named the dog Jap.
2. Magellan called the islands Los Pintados.
3. The carpenter made our house larger.

In the second sentence, what was called? What is the object complement? What word helps complete the predicate and refers to *islands*?

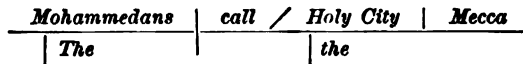
In the third sentence, what is made? Is *larger* an adjective or an adverb? What does it describe? *Larger* helps to complete the predicate and describes the object complement *house*.

Words used like *Jap*, *Los Pintados* and *larger* to help complete the predicate, and to name or describe the person or thing spoken of by the object complement, are called **Objective Complements**.

An *Objective Complement* is a complement that names or describes the object complement.

207. Write each of these sentences on a diagram. Tell the object and the objective complement in each sentence.

1. The Mohammedans call Mecca the Holy City.



2. The president proclaimed November 17 a holiday.
3. We named the baby Juana.
4. The people thought the man a true patriot.
5. The Spaniard named the islands Las Filipinas in honor of King Philip of Spain.
6. The carabaos made the water muddy.
7. He called the man friend.
8. They elected him president.
9. The people thought him a gentleman.
10. Exercise makes us strong.

208. Write five sentences, each containing an objective complement.

COMPOSITION

209. Paragraphs. — The Topic Sentence.

1. Study these paragraphs:—

1. THE BALTIMORE ORIOLE

The Baltimore oriole is a very showy bird, in his bright orange and black plumage. He has a fine, though short,

song. His mate is yellow and brown instead of orange and black, and she, too, has a sweet song of her own. Both of them can scold as well as any birds I know.

The nest of the Baltimore oriole is one of the prettiest of bird homes. It is usually hung high up in a tall elm or willow tree, near the end of a branch, where it swings in the wind. It is a deep bag woven of plant fibers, bits of string, and other things. The nest has a gray tint and a silky look, which makes it very attractive.

— *Olive Thorne Miller.*

What is the main topic of the first paragraph? Of the second paragraph? In which sentence is the topic stated in the first paragraph? In the second paragraph?

Each of these sentences tells briefly what the paragraph contains. They are called the **Topic Sentences** of paragraphs.

The topic sentence is usually the first sentence in the paragraph. Sometimes it follows one or more introductory sentences.

2. OATS

Oats is one of the most important foods in the world. It is raised to the amount of millions of bushels. It is used as a food for man, generally in the form of oatmeal, or in the modern form of rolled oats; but the chief use of oats in the world is as a food for horses and other domestic animals. It is one of the most nutritious of all the cereals, although it will not make white bread, and the persons using it are very strong, hardy, healthy people. After corn, oats is the next largest crop in the United States.

The people of Scotland use it as their principal food, and the people of the rest of the world are learning to use it more and more every year.

An anecdote has been told many times of an Englishman and a Scotchman who were speaking about oats. The Scotchman said that in his country the people ate a great many oats. The Englishman replied, "In my country that is what we feed the horses." The Scotchman answered, "Yes, and that is the reason why you have such good horses in England and we have such good men in Scotland."

2. *Write the topic sentence of each of the above paragraphs.*

3. *Write three paragraphs about Coffee, using the following topic sentences:—*

- (a) The coffee tree grows in several provinces in the Philippines.
- (b) The coffee berry is produced from a fragrant white flower, which grows at the base of the leaves.
- (c) To prepare coffee for market, the berries are first picked and spread in the sun to dry.

4. *Write paragraphs, using these sentences as topic sentences:—*

- (a) Yesterday we saw a wild carabao.
- (b) On Christmas Eve last year I was at my uncle's house.
- (c) Much tobacco is raised in Cagayan.
- (d) Wine is made from the sap of the cocoanut palm.
- (e) I will tell you how I earned my first peso.
- (f) Football is more dangerous than baseball.

(g) Every boy ought to have an education.

210. Write a letter to your teacher in reply to an inquiry about the uses of hemp, using this outline:—

1. General statement of uses.
2. Making rope—method, value of hemp rope.
3. Making cloth—kinds and uses of cloth.
4. Paper—method, value.
5. Some other uses.

What is the topic sentence in each of your paragraphs?

THE INDIRECT OBJECT

211. Read these sentences:—

1. I gave Serapio a book.
2. Mother made Rita a new dress.
3. Robert wrote his mother a long letter.
4. Father bought Ramona a new fan.

What was given? What was made? What was bought? What was written? What is the object complement in each of these sentences?

Serapio does not name or describe the object complement *book*. It names the person to whom the book was given.

For whom was the *dress* made? For whom was the *letter* written? For whom was the *fan* bought?

The words *Serapio*, *Rita*, *mother* and *Ramona* tell to whom or for whom the action is performed. They are called **Indirect Objects**. The object complements are called the **Direct Objects**.

The *Indirect Object* tells to whom, or for whom or what, the action is performed.

The following are some of the verbs after which an indirect object may be used :—

allow	deny	guarantee	offer	show
assign	forgive	leave	refuse	spare
bequeath	furnish	lend	sell	teach
bring	give	pay	tell	write
built	get	make	send	fetch
buy	hand	owe	promise	

212. The indirect object is placed usually before the object complement. It immediately follows the verb :—

The carpenter made me a kite.

Father bought Luisa a hat.

The meaning of the indirect object may be expressed by an adverbial phrase, which usually follows the object complement :—

The carpenter made a kite for me.

Father bought a hat for Luisa.

Leon gave his ball to Sixto.

The indirect object is an adverbial phrase modifier. The preposition is omitted.

Write these sentences, changing the phrases underlined into direct objects :—

1. I shall tell a story to you.
2. The evening gave little pleasure to us.
3. The bank will not loan money to them.

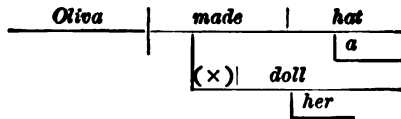
4. Pedro bought a parasol for Ana.
5. The king gave some gold to the merchant.

213. *Tell the direct object and the indirect object in each of these sentences:—*

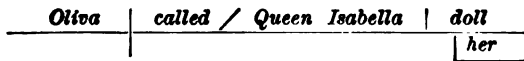
1. The teacher promised him a prize.
2. Francisco gave the little girl an orange.
3. The farmer loaned his neighbor a horse.
4. The child offered the beggar a penny.
5. I owe you five pesos.
6. The girl showed the teacher her doll.
7. Tell us the story of Cinderella.
8. Mother brought me a new hat.
9. She paid the hatter two pesos for it.
10. The tailor sold father a coat.

214. *Study these sentences. Write each sentence on a diagram. Tell the object complements, the objective complements, and the nouns used as indirect objects.*

1. Oliva made her doll a hat.



2. Oliva called her doll Queen Isabella.



3. Will you kindly give Pastor a drink of water?
4. My mother teaches my sister reading and writing.
5. My parents gave me a birthday party.
6. We have sent Cousin Manuel an invitation.

7. The superintendent appointed Miss Lucia Sandico teacher in our school.
8. The officer gave the old man a pair of white shoes.
9. The shoemaker sold him a new pair of shoes.
10. Isaac promised Isidoro a ride in his boat.
11. The general made the brave soldier the captain of his company.
12. Uncle David gave mother a new comb.

215. *Rewrite the sentences in Sections 213 and 214, changing the indirect object to a phrase.*

216. *Write each of these sentences on a diagram. Tell the kind of complement or complements in each sentence.*

1. Charles V was king of Spain.
2. He was the grandson of Ferdinand and Isabella.
3. His mother was a Spanish princess.
4. The name of his father was Philip of Burgundy.
5. Charles was resolute, energetic and persistent.
6. He fought the French, the Turks and the German princes.
7. He sent Magellan on his voyage to the Philippines.
8. Magellan was a Portuguese.
9. He discovered the westward passage around America.
10. The geographers called this passage the Strait of Magellan.
11. Magellan reached the Pacific Ocean in November in 1521.
12. The inhabitants of the Ladrone Islands brought Magellan camotes, rice and cocoanuts.
13. He called these islands Los Ladrones.
14. On March 16, 1521, he saw the coasts and mountains of Sámar.

15. These Spaniards were the first white men in the Philippine Islands.
16. The Filipinos then had bamboo houses, pigs, chickens and fields of rice.

COMPOSITION

217. *Write a composition about the island on which you live, using the following topics for paragraphs:—*

1. Its name.
2. Where it is.
3. Its size.
4. Its mountains and rivers.
5. Population and kinds of people.
6. Their occupations.
7. The products.

Copy each of your topic sentences.

Analyze each of your sentences. Tell how each noun is used.

218. *Read again the story in Section 147. Into how many paragraphs is it divided? The story consists mostly of a conversation. In writing a conversation, what each person said is placed in a separate paragraph.*

1. *Copy again the story in Section 156. Note the use of comma, capital letters and quotation marks.*

(Review Section 139.)

2. *In the market you wish to exchange two dozen of eggs for some cloth. Write the conversation that you might have with the merchant.*

3. *You have met a friend who has just returned from Australia. Write the conversation that you might have with him.*

4. *You are looking for a position. Write the conversation you might have with a person to whom you applied for a position.*

CASES OF NOUNS

219. *Read these sentences:—*

1. Emilio writes well.
2. This boy is Emilio.
3. My brother knows Emilio.
4. We call the boy Emilio.
5. Our teacher gave Emilio a slate.
6. He walked to school with Emilio.

How is *Emilio* used in the first sentence? What kind of complement is *Emilio* in the second sentence? In the third sentence? The fourth sentence? How is *Emilio* used in the fifth and sixth sentences? In all of these sentences, in what ways is the noun *Emilio* used?

7. Emilio's pencil is broken.

In this sentence, the noun *Emilio's* is used as a modifier of *pencil*. It shows whose pencil is broken. What is added to the noun *Emilio* so that it may show possession, or be used as a possessive modifier? Notice the following nouns used as possessive modifiers: *a bird's nest, boys' kites, a girl's fan, Luis's knife, Ana's dress*. An apostrophe ('), or an apostrophe and *s* (*'s*), are added to nouns when they are used to show possession.

These changes in the form and use of nouns are called **Case**.

The **Case** of a noun is a change in its form or use to show its relation to the other words in the sentence.

All the different forms and uses of nouns are arranged in three classes, or cases: the **Nominative Case**, the **Objective Case** and the **Possessive Case**.

THE NOMINATIVE CASE

220. *Read these sentences:—*

1. The carabao is bathing in the river.
2. My name is Victor.
3. Teodoro, please find a pen for me.

In these sentences, how are the nouns *carabao*, *name*, *Victor* and *Teodoro* used?

The nouns *carabao* and *name* are in the **Nominative Case** because they are the subjects of sentences.

The noun *Victor* is in the **Nominative Case** because it is used as an attribute complement.

The noun *Teodoro* is in the **Nominative Case** because it is the name of a person spoken to or addressed.

When are nouns in the nominative case?

221. *Tell which of the nouns in Section 216, and in Sections 95, 101, are in the nominative case.*

THE OBJECTIVE CASE

222. *Read these sentences:—*

1. Mother saw the baby.
2. She called the child Alberto.
3. The teacher played with the children.
4. The woman gave the child a pretty doll.

Analyze each of these sentences. How is the noun *baby* used in the first sentence? What kind of complement is *Alberto*? In what phrase is *children*? Of what preposition is it the object? What kind of object is *child*?

The noun *baby* is in the **Objective Case** because it is used as an object complement.

The noun *Alberto* is in the **Objective Case** because it is used as an objective complement.

The noun *children* is in the **Objective Case** because it is used as the object of a preposition.

The noun *child* is in the **Objective Case** because it is used as an indirect object.

When are nouns in the objective case?

223. *Tell which of the nouns in Sections 213 and 214 are in the objective case. Tell why each noun is in this case.*

224. *Read again the sentences in Section 152. Tell of each noun whether it is in the nominative case or the objective case, and give a reason for your statement.*

225. *Write sentences, using each of these words in the nominative and in the objective case:—*

- | | | | | |
|------------|---------|----------|-----------|-------------|
| 1. hand | 3. oil | 5. flour | 7. police | 9. seed |
| 2. grammar | 4. salt | 6. taxes | 8. game | 10. corolla |

THE POSSESSIVE CASE

226. *Read these sentences:—*

1. Felipe's book is on the floor.
2. Luis's horse has two white feet.

3. The boy was riding on the carabao's back.
4. The girls' teacher is a woman. .

What nouns in these sentences are used to show possession? Whose *book*? Whose *horse*? Whose *back*? Whose *teacher*?

These nouns — *Felipe's*, *Luis's*, *carabao's* and *girls'* — show possession and are used as possessive modifiers. They are in the Possessive Case.

The apostrophe (') or the apostrophe and *s* ('s) must always be used with a noun in the possessive case.

227. Copy the nouns that are in the possessive case in the following sentences. Tell what noun each possessive modifies.

1. Adelina's doll is in her mother's basket.
2. Dogs' feet are paws, birds' feet are claws and horses' feet are hoofs.
3. Dragon flies' wings are very thin and beautiful.
4. The fisherman's boat was wrecked near my uncle's house.
5. Men's hands are more useful than birds' wings.
6. The children's slippers were on the stairs.
7. The farmer's house stood by the river.
8. My father's horse is at his brother's house.
9. The governor's office is in the palace in Manila.
10. Emilia's husband is a merchant.

POSSESSIVE FORM OF SINGULAR NOUNS

228. Copy these words:—

- | | |
|----------------------|-----------------------|
| 1. The boy's mother. | 3. My father's house. |
| 2. The girl's fan. | 4. The baby's hand. |

- | | |
|--------------------|-------------------------|
| 5. The fish's fin. | 8. My uncle's farm. |
| 6. Luisa's doll . | 9. Your sister's dress. |
| 7. Ramon's hat | 10. His brother's book. |

Which of these words are in the possessive case? Are these possessive nouns in the singular or in the plural number? What is added to each possessive noun to show possession?

An apostrophe and *s* ('*s*) are added to singular nouns to show possession.

Write each of these nouns in the possessive form, modifying other nouns:—

- | | | | | |
|----------|------------|----------|------------|-----------|
| 1. monk | 4. teacher | 7. woman | 10. friend | 13. Leon |
| 2. horse | 5. cousin | 8. dog | 11. niece | 14. Luis |
| 3. bird | 6. man | 9. child | 12. nephew | 15. Elena |

POSSESSIVE FORM OF PLURAL NOUNS

229. *Copy these words:—*

- | | |
|---------------------|------------------------|
| 1. The boys' kites. | 6. Crabs' legs. |
| 2. The girls' fans. | 7. My uncles' farms. |
| 3. The birds' eggs. | 8. My sisters' dolls. |
| 4. Dogs' feet. | 9. Herons' nests. |
| 5. Horses' hoofs. | 10. The pupils' books. |

Which of these words are possessive nouns? Are these possessive nouns singular or plural? What is added to each to show possession? With what letter does each of these possessive nouns end?

When plural nouns end in *s*, only the apostrophe (') is added to show possession.

- | | |
|---------------------|---------------------|
| 11. Men's hats | 13. Women's dresses |
| 12. Children's toys | 14. Mice's tails. |

When the plural noun does not end in *s*, both the apostrophe and the *s* ('*s*) are added to show possession.

Write each of these nouns in the possessive form, modifying other nouns:—

- | | | | |
|----------|-------------|------------|------------|
| 1. birds | 4. teachers | 7. nieces | 10. flies |
| 2. dolls | 5. cousins | 8. sons | 11. bats |
| 3. hens | 6. dogs | 9. friends | 12. fishes |

230. *Write the possessive form of each of these nouns:—*

fly	men	carabao	mouse
flies	bats	fairies	fish
mother	frogs	child	country
Sofia	ants	children	freedom
Uncle Tomás	aunt	sisters	wife
governor	aunts	lady	babies
bird	ant	chicken	Luis
birds	girls	tailor	uncles
doctor	lizards	ladies	sons
turtles	man	calf	chief

COMPOSITION

231. *Copy these groups of words:—*

men's hats	ladies' dresses
the hats of men	the dresses of ladies
the baby's feet	my aunt's comb
the feet of the baby	the comb of my aunt

Into what phrase may the possessive noun *men's* be changed? The possessive noun *ladies'*? *Baby's*? *Aunt's*? What preposition introduces these phrases?

A possessive noun may be changed to a phrase introduced by the preposition *of*.

Change these possessive nouns to phrases, and then use each in a sentence:—

- | | |
|---------------------------|----------------------------|
| 1. The tailor's home. | 5. Mr. Sandico's calesa. |
| 2. The doctor's office. | 6. The son's perseverance. |
| 3. Your teacher's books. | 7. The daughter's love. |
| 4. His parents' industry. | 8. Eagles' claws. |
| 9. The fishermen's boats. | |

232. *Change the phrases in these groups of words to possessive nouns; then use each in a sentence:—*

- | | |
|------------------------------|-------------------------------|
| 1. The pens of the girls. | 5. The bodies of fishes. |
| 2. The rooms of the boys. | 6. The nests of ants. |
| 3. The tail of a monkey. | 7. The tools of a carpenter. |
| 4. The wings of butterflies. | 8. The letters of the lawyer. |

Only animals or persons can really possess anything. We cannot say *the roof's top*, because the roof has no life. We should use the phrase to denote possession when speaking of plants and of things without life.

- | | |
|---------------------------|-----------------------------|
| The leaves of the tree. | The climate of the country. |
| The petals of the flower. | The fibers of the abaca. |
| The points of the pen. | The rooms of our house. |
| The leaves of the book. | The tail of the kite. |
| The end of the pencil. | The cover of the ball. |

233. The Paragraph.

1. What is the main topic of the following paragraph? What is said of Ichabod Crane?

ICHABOD CRANE

In a remote period of American history, there lived in Sleepy Hollow a worthy man whose name was Ichabod Crane. He sojourned, or, as he expressed it, "tarried," in that quiet little valley for the purpose of instructing the children of the vicinity. He was a native of Connecticut. He was tall, but very lank, with narrow shoulders, long arms and legs, hands that dangled a mile out of his sleeves, and feet that might have served as shovels. His head was small, with huge ears, large glassy eyes, and a long snipe nose. To see him striding along the crest of a hill on a windy day, with his ill-fitting clothes fluttering about him, one might have mistaken him for some scarecrow escaped from a cornfield.

— *Washington Irving.*

The main topic of the paragraph is stated in the first sentence. The other facts are subtopics, given to make the main topic clear.

Reproduce the paragraph by this outline:—

I. (Main topic) There was a worthy man named Ichabod Crane.

(Subtopics) (1) Residence, occupation, native state.

(2) His figure.

(3) His appearance walking.

All the thoughts expressed in a paragraph must be about the main topic. There must be only *one* topic to each paragraph.

2. *Read again the paragraphs in Section 209. Write the main topic and the subtopics of each paragraph.*

3. Write the main topics and the subtopics of the groups of sentences in Section 189, and of the paragraphs in Sections 198, 199, and 204.

4. Write a paragraph about *Trepang*, using this outline:—

I. A costly sea food much prized by the Chinese.

(1) What it is. Where found.

(2) Size. Appearance.

(3) How secured and prepared for market.

5. Write paragraphs about each of the following subjects. First write the topic sentence and then make an outline:—

- | | | |
|-------------------|------------|----------------------------|
| 1. Pearls | 3. Lizards | 5. Uses of Coconut Oil |
| 2. Tortoise Shell | 4. Rice | 6. Evil Effects of Smoking |

SPECIAL CASE RELATIONS OF NOUNS

234. Read these sentences:—

1. Sotero, write your sentences carefully.
2. Teacher, may I write on the blackboard?
3. Father, may I go with you to the post office?

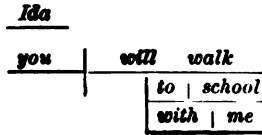
What is the name of the person spoken to or addressed in each of these sentences? What is the subject and the predicate of each sentence?

The names of the persons addressed — *Sotero*, *teacher* and *father* — are independent of the other words in the sentence. They are in the **Nominative Case**.

The name of a person called or addressed is in the *nominative case*.

Diagram these sentences. Tell the case of each noun.

1. Ida, will you walk
to school with me ?
2. Mother, I found ten eggs in
the old jar.
3. Father, did you buy a carriage
when you were in the city ?
4. Come to me, O ye children.
5. Tell me, Leon, where Baguio is.



235. *Read these sentences:—*

1. Four years having passed, he returned.
2. Darkness coming on, we lighted the lamps.
3. The general being killed, the soldiers retreated.

What is the subject and the predicate of each of these sentences? What is the participial phrase in each sentence? What noun is used with each of these phrases?

A noun used in this way is said to be used “*absolutely*.” Such a noun is a “**Nominative Absolute**,” or “*Nominative Independent*.”

Tell the nouns that are nominative absolutes in these sentences:—

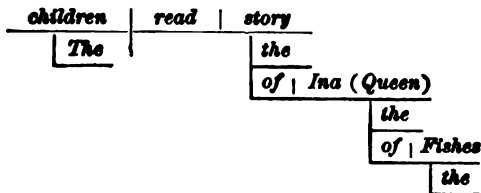
1. The river being frozen over, they made the journey by land.
2. The supplies having been exhausted, the garrison surrendered.
3. The rain being over, the stars came out.
4. His money being lost, the man could not purchase a ticket.

236. Read these sentences. Copy the diagrams.

1. My brother, Fernando, has a toad.
 has a pet toad.

brother (Fernando)		has		toad
My				a
				pet

2. The children read the story of Ina, the Queen of the Fishes.



3. My sister, Lucia, is sick.
4. I saw your friend, Mr. Gonzales, in Manila.
5. His dog, his only friend, was blind.

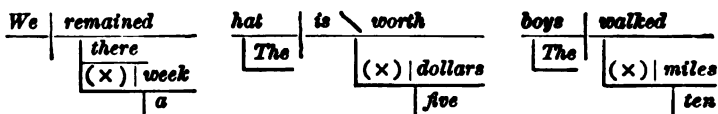
In the first sentence, what noun tells what *brother* is spoken of? What word tells or explains what *Ina* is spoken of? What word tells which *sister* is sick? What word explains what *friend* was met? What word explains what the *dog* was to his master?

These words—*Fernando*, *Queen*, *Lucia*, *Mr. Gonzales* and *friend*—are used to modify other nouns by explaining who or what is spoken of. Nouns used in this way are said to be in **apposition** with the words that they modify. They are **appositive modifiers**. *Fernando* is in apposition with the noun *brother*. It explains or tells what brother is spoken of.

What word is in apposition with *Ina*? What word is an appositive modifier of *sister*? What word is in apposition with *friend*? With *dog*?

238. *Read these sentences :—*

1. We remained there a week.
2. The hat is worth five dollars.
3. The boys walked ten miles.



In these sentences, the words *week*, *dollars* and *miles* are parts of adverbial phrase modifiers, from which the introductory words are omitted. They are in the **Objective Case**. They are often called **Adverbial Objectives**. Nouns are used in this way to express time, distance, space, weight, value and place.

4. He came fifty minutes late.
5. The people perished years ago.
6. We have crossed the ocean five times.
7. My brother was twelve years old last Friday.

239. *Write each of these sentences on a diagram. Tell what nouns are used in address, as appositive modifiers, or as adverbial modifiers. Tell the case of each noun and give a reason.*

1. We saw St. Augustine, the oldest cathedral in Manila.
2. Mother, may I play with my cousin Tomás?
3. The Manguianes, the inhabitants of the mountains of Mindoro, are uncivilized.
4. The Lord, Our Father in Heaven, watches over us.
5. Mt. Halçon, an extinct volcano, rises above the clouds.

6. Carlos, please bring father a drink of water.
7. The boys hunted an hour for their ball.
8. Mohammed, the great Teacher of the Mohammedans, lived in Arabia.
9. Jerusalem, the Holy City of the Christians, is in Palestine in Asia Minor.
10. Magellan came to the Philippines nearly five hundred years ago.
11. Gracio went home ten minutes ago.
12. I gave the merchant two dollars for my shoes.
13. They are not worth one dollar.

COMPOSITION

240. Separate independent words or phrases from the remainder of the sentence by a comma or commas:—

1. The name of the person or thing addressed:—

Ye crags and peaks, I'm with you once again.

(Review Section 63.)

2. A noun in apposition:—

The conqueror of Mexico, Cortez, was cruel to the people.

(Review Section 236.)

Compose sentences, using these expressions as explanatory modifiers:—

- | | |
|------------------------------------|----------------------|
| 1. The capital of the Philippines. | 4. An American port. |
| 2. Our most important product. | 5. The governor. |
| 3. The captain of our team. | 6. Our teacher. |

3. A phrase containing a nominative absolute:—

The moon having risen, we resumed our journey.

(Review Section 235.)

Write sentences, using these phrases containing the nominative absolute :—

1. The school having become quiet.
2. The time having arrived.
3. The train having started.
4. The gate being open.
5. The ladrones having been captured.

4. Introductory words or phrases :—

However, I decided not to go.

Nevertheless, he did as we wished.

In the first place, he was too old.

By the way, I met your brother yesterday.

Now, that is strange.

5. Parenthetical words or phrases :—

My brother was, of course, only joking.

He reached the river, it seems, too late for the ferry.

Write sentences, using these words independently :—

- | | | |
|---------|---------------------|-----------------------|
| 1. well | 3. to be sure | 5. to tell the truth |
| 2. why | 4. to speak plainly | 6. generally speaking |

241. *Write a paragraph about Limahong. Tell the case of each noun that you have used :—*

242. **Whole Composition.** Every sentence is a composition. It contains a subject and what is said about the subject. A paragraph also is a composition, composed of a number of sentences about one topic. The topic sentence states the subject, or general topic, of the paragraph. The remaining sentences state what is to be said about this subject.

A composition may consist of several paragraphs.

The subject of the composition is given in the title. The paragraphs contain what is said about this subject, each paragraph stating only one general topic.

The paragraphs should be arranged in an orderly way. In most cases the composition should begin with an **Introduction**, which explains the circumstances, the meaning of the title, etc. Next should come **The Body of the Composition**, which should be a statement of the facts or events in their order. This should be followed by a **Conclusion**, or statement of the results, uses of the whole, etc. (Review Section 21.)

In the story in Section 131, the first paragraph is the introduction. What is stated in this paragraph? In the story in Section 139, what is stated in the first paragraph, which is the introduction to the story? What is the introduction to the story in Section 156?

The introduction should state only enough to make the story or description clearly understood.

In the last paragraph, the results, or conclusions of the story, should be stated. What is the conclusion in each of the stories in Sections 131, 147 and 156?

We should put into the story only the most important and most interesting details.

Write a short composition, telling a story that you learned when a child, and using this outline:—

I. Introduction.

1. Who told the story to you?
2. Your age.
3. Time and place.

II. The events or facts of the story.

III. Conclusion of the story.

243. Write a composition about *Magellan's Voyage*.
Use this outline:—

- I. Introduction.
 1. Who Magellan was.
 2. Why he wished to make the voyage.
 3. His equipment.
- II. The Voyage.
 1. Incidents on the way to the Philippines.
 2. What he did in the Philippines. — His death.
- III. The Result.
 1. The value of the voyage.

Tell the case of twenty nouns that you have used.

244. Write the outline, giving paragraph topics and subtopics, of a short composition on one of these subjects:—

1. Description of a prao.
2. How jars are made.

WORDS, PHRASES AND CLAUSES USED AS NOUNS

245. Pronouns may be used instead of nouns.

Socorro bought a knife for his father and gave it to him.

In this sentence, what pronoun is used instead of the noun *Socorro*? Instead of the noun *knife*? Instead of the noun *father*?

Read the sentences in Section 135. Tell for what noun each pronoun is used.

246. Words that are usually adjectives may be used as nouns.

The poor and the sick are always with us.

Poor and *sick* are usually adjectives. They are here used as nouns. The nouns which they would modify as adjectives are omitted : —

The poor people and the sick people.

Tell which of the adjectives in these sentences are used as nouns.

1. The rich should help the poor.
2. We should pity the blind and the lame.
3. The strong must protect the weak.
4. The foolish often imitate the wise.

247. Phrases may be used as nouns.

(Review Sections 125 and 126.)

1. *We like to eat bananas.*
2. *To eat mangoes is pleasant.*
3. *To see is to believe.*

In the first sentence, what phrase tells what we like? *To eat bananas* is a phrase used as a noun. It is the object complement of the verb *like*.

What *is pleasant*? How is the phrase *to eat mangoes* used in the second sentence? In the third sentence, the phrase *to see* is the subject, and the phrase *to believe* is the attribute complement of the verb *is*.

Tell what phrases are used as nouns in these sentences, and how each phrase is used in the sentence.

1. The father desired to see his son.
2. We wished to buy a large horse.
3. To buy a large horse was our desire.

4. To become a good and useful man is my ambition.
5. My teacher told me to write this lesson.
6. To be patient is often difficult.
7. The boys tried to fly their kites.
8. An old man's advice is to be respected.
9. To hesitate is often to lose all.
10. We must learn to make good use of our time.
11. To waste time is to waste life.
12. These boys are learning to speak English.

248. Clauses may be used as nouns.

We know that the earth is round.

That many stars are larger than our sun is now believed.

In these sentences, what clause tells what we know? What clause tells what is now believed? How is the first clause used in the sentence? How is the second clause used?

The clause *that the earth is round* is used as a noun and is called a **Noun Clause**. It is used as the object complement of the verb *know*. The clause *That many stars are larger than our sun* also is a **Noun Clause**, for it is used as the subject of the verb *is believed*.

(Review Section 144.)

Read these sentences. Tell the noun clauses and how each noun clause is used in the sentence.

1. Father said that he would surely come.
2. That lightning is electricity was discovered by Benjamin Franklin, at Philadelphia.

3. We know that Leon was at home last night.
4. We inquired who was there.
5. We were informed that a stranger wished to see us.
6. The farmer said, "Who will break this bundle of sticks?"
7. The eldest son said, "I will."
8. That the horse was stolen is evident.

COMPOSITION

249. Copy these sentences, writing an infinitive phrase in place of each blank:—

- | | |
|---|------------------------------|
| 1. is disgraceful. | 5. He wishes |
| 2. is a crime. | 6. It is easy |
| 3. Mateo asked | 7. The men began |
| 4. I like | 8. It is difficult |
| 9. Magellan tried | |
| 10. His wish was not granted. | |

250. Read the story in Section 156. Tell the noun clauses used. Analyze each of the sentences containing a quotation.

Where is the comma used in the quotations?

(Review Sections 131 and 132.)

Write a short conversation. Tell the noun clauses that you have used.

251. Write five sentences containing noun clauses introduced by *what*.

I do not know what he said.

Write five sentences containing noun clauses introduced by *that*.

That the world grows better is true.

252. Direct and Indirect Quotations.

Read these sentences:—

The Indians said, "We shall live in love with William Penn and his children."

The Indians said that they would live in love with William Penn and his children.

Do these sentences express the same thought? What is the difference in the sentences?

In the first sentence, the exact words of the Indians are quoted. They form a **Direct Quotation**.

In the second sentence, the thought of the Indians, but not their exact words, is given. This is an **Indirect Quotation**.

Direct:— Father said, "Were you in school to-day?"

Indirect:— Father asked if I were in school to-day.

Notice that the indirect quotation

1. Is not inclosed in quotation marks.
2. Does not begin with a capital letter.
3. Is not separated from the remainder of the sentence by a comma, and
4. Is not followed by a question mark when the meaning indicates a question.

The use of direct quotations, as in the story in Section 139, is called **Direct Discourse**.

The use of indirect quotations is called **Indirect Discourse**.

Both direct and indirect quotations are used as noun clauses. The indirect quotation is usually introduced by **that**.

253. *Change these direct quotations into indirect quotations;—*

1. Many people said, "The earth is flat."
2. "We shall see land in the evening," said Columbus.
3. Queen Elizabeth said, "The country shall be named Virginia in honor of me."
4. The colonists said, "We did not come here to work."
5. Captain John Smith replied, "Then you shall not eat."

254. *Change these sentences containing direct questions to indirect discourse.*

1. The people asked, "Is there any shorter way to India?"

The people asked whether there is any shorter way to India.

2. "Which road leads home?"
He requested to know which road leads home.
3. We asked, "John, where are you going?"
4. I said to Grace, "Will you please lend me your pencil?"
5. "Grandfather," said Roseta, "will you tell me another story?"

255. *Copy the story in Section 131.*

Change it from direct to indirect discourse.

256. *Change these sentences from indirect to direct discourse:—*

1. The colonists said that they would not consent to taxation without representation.
2. At the Boston Tea Party some one asked how tea would mix with salt water.

3. Samuel Adams said that the meeting could do nothing more for the country.
4. General Warren said that the contest would be severe but the end would be glorious.
5. Washington asked if the men stood fire.
6. When I told him that the assembly had acted wisely, he was pleased to hear it.

REVIEW

1. What is a noun? What are the classes of nouns?
Write ten proper nouns and ten common nouns.
2. When is a noun in the masculine gender? When in the neuter gender? Write ten nouns that are in the masculine gender, ten in the feminine gender, and ten in the neuter gender.
3. Write the feminine form of each of these nouns:—
husband, son, Mr. Lyon, king, nephew, rooster, José, sultan, monk, sir, uncle, Juan, manservant.
4. When is a noun in the plural number? How is the plural number of nouns usually formed?
Write the plural form of each of these nouns:—

horse	man	self	negro	school
valley	city	wife	fish	hero
dish	ox	child	leaf	shelf
box	father	story	life	Mr. Dixon
buffalo	ax	knife	mouse	horseman
calf	wish	Ana	pony	foot

5. What is an attribute complement? After what verbs are attribute complements used? Write sentences, using these words as attribute complements: volcano, plant, animal, island.

6. What is an object complement? An objective complement?

Tell the kinds of complements in the sentences in Section 204.

7. When is a noun in the nominative case? When in the objective case?

Write sentences, using these words, first in the nominative case and then in the objective case:—

- | | | |
|------------|-------------|--------------|
| 1. book | 3. province | 5. Manila |
| 2. tobacco | 4. Igorot | 6. cocoanuts |

Tell why you think they are in the nominative or the objective case in your sentences.

8. Write the possessive singular and the possessive plural of each of these nouns:—

man	pony	king	sister	chief
ant	boy	baby	Tomás	carabao
fairy	fly	cousin	wife	calf

9. Write sentences, using these words as indirect objects:—

- | | | |
|----------|-----------|--------|
| 1. Pedro | 3. sister | 5. Ana |
| 2. him | 4. baby | 6. us |

10. Tell the number, gender and case of each noun in the sentences in Section 139.

THE PRONOUN

257. A *Pronoun* is a word used instead of a noun:—

<i>The boys were flying their kites.</i>	<i>I helped him make it.</i>
<i>Juan has his new kite.</i>	<i>We brought it to my home.</i>
<i>It has a long tail.</i>	<i>Mother gave us a new string.</i>
<i>He is proud of his kite.</i>	<i>She was very kind.</i>

(Review Section 16.)

THE ANTECEDENT

258. *Read these sentences:—*

1. Martin asked his mother to loan her umbrella to him, but she could not find it.

What are the pronouns in this sentence? For what noun is *his* used? *Her? Him? She? It?*

The word for which a pronoun is used is called the *Antecedent* of the pronoun.

2. Serapio gave a book to his teacher. She thanked him kindly for it.

What are the pronouns in this sentence? What is the antecedent of *his*? Of *she*? Of *it*?

3. A pronoun is a word that is used in place of a noun.
4. Mt. Apo, which is a large volcano, is in Mindanao.
5. The name of my oldest brother, who is now in the city, is Silvestro.

In these sentences, *that*, *which* and *who* are pronouns. The antecedent of *that* is *word*. What is the antecedent of *which*? Of *who*?

In sentences where the antecedent is not given, as, *I am going with you*, *He went to see her*, the antecedent of the pronoun is considered to be the name of the person speaking, or thought of, by the speaker.

259. *Read this story. Tell the antecedent of each pronoun.*

Roberto and Rufo were comrades in their school and at

their homes. After school they worked for their fathers, who paid them well. With the money which they saved, they bought a horse.

Then little Rufo said to his older friend, "What shall we do now? Our horse is small. We cannot both ride it at the same time."

Roberto laughed, and said, "I know what we can do. I will ride when you walk, and you shall walk when I ride." "Good," said Rufo, "I am satisfied."

Now who made the best bargain?

COMPOSITION

260. *Write a short story about yourself and a friend. Tell the antecedent of each pronoun that you have used in your story.*

261. *Write a short story containing conversation, beginning the story with one of these sentences:—*

1. One day father and I were going fishing.
2. On our way to school on Friday, we saw a cart break through a bridge.
3. On our trip around the island, we found a beautiful coral reef.
4. The typhoon began in the morning while we were in school.

CLASSES OF PRONOUNS

262. There are about sixty words in the English language that may be used as pronouns. Pronouns are used to show the person speaking, or spoken to, or spoken of; to ask questions; to connect clauses, or as adjectives.

According as pronouns are used in these ways, they are divided into four classes: **Personal Pronouns, Interrogative Pronouns, Relative Pronouns and Adjective Pronouns.**

PERSONAL PRONOUNS—FIRST PERSON

263. *Read these sentences:—*

1. I, Jaime Sandico, am speaking. My brother and I have sailboats. My brother's boat is larger than mine. My mother gave my boat to me.
2. I am Marcelina Reyes. I am older than my sister. My sister's parasol is larger than mine.

In the first group of sentences, who is speaking? What pronouns are used instead of his name? In the second group of sentences, who is speaking? What pronouns are used instead of her name?

A Noun or a Pronoun, when it represents the person speaking, is in the *First Person*.

What is the number and gender of the noun *Jaime Sandico*? The number and gender of the noun *Marcelina Reyes*?

The pronouns *I*, *my*, *me* and *mine* are used instead of the name of the person speaking. They are in the singular number, and are of either masculine or feminine gender.

Write sentences, using the pronouns I, my, me and mine instead of your own name.

264. *Read these sentences:—*

1. Priscilla and Marta said, "We shall visit our cousin Olivia to-morrow. We shall take our dolls with us. Olivia's dolls are larger than ours."
2. Rafael and I are brothers. We shall ride in our new bancas this evening. Our uncle made the bancas for us.

In the first group of sentences, two girls are speaking. What pronouns do they use instead of their names? In the second group, two boys are speaking. What pronouns do they use instead of their names?

The pronouns *we*, *our*, *ours* and *us* are used instead of the names of two or more persons speaking. They are in the plural number and first person. They may represent nouns of either the masculine or the feminine gender.

Nouns in the first person are used only with pronouns of the first person:—*I*, *Jaime Sandico*; *I*, *Luis Morga*; *We*, *the people*.

Write sentences, using the pronouns we, our and us in speaking of:—

1. Your father and yourself.
2. A friend and yourself.

PERSONAL PRONOUNS — SECOND PERSON

265. *Read these sentences:—*

1. Pablo, why do you not know your lesson?
2. Have you lost your pencil? Is this pencil yours?

3. Boys, where are you going? Where are your hats?
4. Alberta, please bring your book. You may read your lesson now.
5. Susana and Trinidad, you should not talk in school. Study your lessons well.

What are the pronouns in these sentences? Which of the pronouns represent only one person? Which represent more than one person? Who is spoken to in the first group of sentences? In the second group of sentences? In the third? In the fourth and fifth? In which sentences are boys spoken to? In which sentences are girls spoken to?

A Noun or a Pronoun, when it represents the person or thing spoken to, is in the *Second Person*.

The pronouns *you*, *your* and *yours* may be used instead of nouns in the singular or the plural number, or of the masculine or the feminine gender.

A comma, or commas, are used to separate the name of the person or thing spoken to from the remainder of the sentence:—

Marta, please find my thimble.

Have you learned your lesson, Pablo?

Will you, Tomás, get me a drink of water?

Write sentences, using the pronouns *you* and *your* in speaking to:—

- | | | |
|-----------------|----------------|---------|
| 1. your father | 3. two friends | 5. Leon |
| 2. your teacher | 4. some boys | 6. Ana |

PERSONAL PRONOUNS — THIRD PERSON

266. *Read these sentences:—*

1. Salvador lives in the country. His father gave a pony to him. He is kind to his pony.
2. Olivia took her sister with her to the market. She is ten years older than her sister.
3. Both eyes of the fish called the sole are on one side of its body. It lives near the shore. It swims on its side.

Who is spoken of in the first group of sentences? In the second group? What is spoken of in the third group? What pronouns are used instead of the noun *Salvador*? Instead of *Olivia*? Instead of the noun *fish*?

A Noun or a Pronoun, when it represents the person or the thing spoken of, is in the *Third Person*.

What is the Number and Gender of the noun *Salvador*? Of *Olivia*? Of *fish*?

The pronouns *he*, *his* and *him* are used instead of nouns of the masculine gender. They are in the singular number and third person.

The pronouns *she*, *her* and *hers* are used instead of nouns of the feminine gender. They are in the singular number and third person.

The pronouns *it* and *its* are used instead of nouns of the neuter gender, singular number, and third person.

Write sentences, using the pronouns:—

1. *he, his and him in speaking of:—*

your father	a man	a horse	Carlos
a boy	a brother	a farmer	José

2. *she and her in speaking of:—*

your mother	a woman	an aunt	a teacher
a sister	a girl	Luisa	Clara

3. *it and its in speaking of:—*

a book	an island	a bird	a river
a kite	a boat	a turtle	an orange

267. *Read these sentences:—*

1. Charles and William live in Manila. Their home is in Malate. I saw them yesterday. They are brothers.
2. Leona and Donata went to visit their cousin. They rode in a carriage. Their mother went with them.
3. The books are on the desk. Their covers are green. They contain many pictures. Pascual put them on the desk.

What is the antecedent of each pronoun in these sentences? Do the pronouns represent more than one person or thing? Are they singular or plural? What is the gender of the antecedents in the first group of sentences? In the second group? In the third group?

Pronouns are in the same number, person and gender as their antecedents.

The pronouns *they*, *their* and *them* are used to represent nouns in the third person and plural number. They may represent nouns of the masculine, the feminine, the common or the neuter gender.

Write sentences, using the pronouns they, their and them in speaking of:—

- | | |
|---------------------------|----------------|
| 1. two boys | 4. two friends |
| 2. Negritos | 5. herons |
| 3. your father and mother | 6. your books |

268. The person, number and gender of the personal pronouns are shown below. Learn them.

First Person : *Singular Number.* I, my, mine, me.
Plural Number. we, our, ours, us.

Second Person : *Singular Number.* you, your, yours.
Plural Number. you, your, yours.

Third Person : *Singular Number.*
Masculine. he, his, him.
Feminine. she, her, hers.
Neuter. it, its.
Plural Number. they, their, theirs, them.

These pronouns are called *Personal Pronouns* because by their form they show the *person* of the antecedent, — whether it represents the person speaking, the person spoken to, or the person spoken of.

Read these sentences. Tell the gender, person and number of each pronoun.

The Duke of Wellington was a great English general. He was a very kind man. One day he was walking in his garden. He saw his gardener's son sitting in a path.

He said to the boy, "What are you doing?" "I am feeding my toad. My parents wish to send me away to school. They will not feed my toad. My sister is sick. She cannot feed it. I am afraid it will die." "Go to school," said the duke. "I will take care of it." Afterwards he wrote a letter to the boy to tell him that his toad was very well. We can never be too great to be kind.

COMPOSITION

269. *Copy these sentences, writing a pronoun in place of each blank. Does each pronoun agree with its antecedent in person, number and gender?*

1. Juan has a new watch. . . . often looks at it.
 Aunt Ana gave to is . .
 only nephew. . . . loves
2. Victoria picked a red rose and gave to the
 girls. . . were . . . cousins. . . . home is Cebu.
3. The reapers did not eat rice. . . . said that
 was not well cooked.
4. Fred read the stories because found
 interesting.
5. The house of a snail is shell; the home of a
 bird is nest.

270. A short story of some interesting event is called an Anecdote.

1. *Copy this anecdote, changing the direct quotations to indirect:—*

KEEPING OUT OF DANGER

A naval officer said to a landsman, "My father, grandfather and great-grandfather all died at sea."

"Then," said the landsman, "if I were you, I would never go to sea again. You might die in the same way."

"Well," said the officer, "where did your father and grandfather die?"

The landsman replied, "They died in their beds, of course."

"If I were you, then," said the officer, "I would never go to bed again. You might die there."

2. *Copy this anecdote, changing the indirect quotations to direct:—*

HOW A KING EARNED SOME MONEY

Victor Emmanuel, king of Italy, was fond of hunting. One day, while out alone with his gun, he met a peasant, who thought he was a gamekeeper. The peasant said that a fox was stealing his hens. The king said that he would come the next day and try to kill it.

The next morning the king killed the fox. He carried it to the peasant and said that he was glad to be of some service to him. The peasant said that he was very grateful and asked him to have breakfast at his cottage.

After breakfast he told the king that he wished to pay him for his trouble and gave him two francs. The king was delighted. He put the money into his pocket and said that it was the first money he had ever earned in all his life.

A few days after, an officer from the king's court came to the cottage in a carriage. He told the peasant that his friend was the king, and brought many presents for all the family.

271. *Write from memory some story that you have read. Tell the person, number and gender of each personal pronoun in the sentences you have used.*

CASES OF PRONOUNS

THE NOMINATIVE CASE

272. *Read these sentences:—*

- | | |
|-------------------|----------------------------|
| 1. I am a boy. | 5. You are Luis's brother. |
| 2. We are boys. | 6. It is a bat. |
| 3. He is a man. | 7. They are women. |
| 4. She is a girl. | 8. You are little boys. |

What is the pronoun in each of these sentences? What part of the sentence is each pronoun? In what case are nouns when used as subjects of sentences? Pronouns used as subjects of sentences are in the Nominative Case.

(Review Section 220.)

- | | |
|-----------------------|---------------------------|
| 9. The boy was I. | 12. That book is it. |
| 10. That man is he. | 13. These boys are they. |
| 11. This girl is she. | 14. That bad boy was you. |

What is the pronoun in each of these sentences? How is each pronoun used in the sentence? In what case are nouns when used as attribute complements? Pronouns used as attribute complements are in the Nominative Case.

The pronouns *I*, *we*, *he*, *she* and *they* are used only in the Nominative Case. The pronouns *it* and *you* are used both in the nominative and the objective case.

273. *Copy the following sentences, writing a pronoun in the nominative case in place of each blank:—*

- | | |
|-----------------------------|--------------------------------|
| 1. like to study. | 8. may read my book. |
| 2. found our books. | 9. That boy is |
| 3. is my brother. | 10. I am |
| 4. is my sister. | 11. That woman is |
| 5. are my parents. | 12. is my teacher. |
| 6. was a heron. | 13. My sister is |
| 7. were at home. | 14. Is your brother? |

THE POSSESSIVE CASE

274. *Read these sentences :—*

1. The boy took my pen.
2. The boy lost his pen.
3. Marcelina knows her lesson.
4. The bird has broken its wing.
5. Where is your book ?
6. The boys have lost their hats.
7. We have written our names.

In the first sentence, what pronoun tells whose pen was taken? Whose pen was lost? What other pronouns in these sentences show possession?

The pronouns *my, his, her, its, your, their* and *our* are used in the possessive case.

275. *Copy these sentences, writing a possessive pronoun in place of each blank :—*

1. I love country. I love mountains, valleys, rivers and people.
2. The Gaddanes sometimes build houses in trees.
3. pen is made of steel. point is very sharp.
4. Kingfishers have nests in holes in the banks of streams.

5. . . . teacher lent fan to me.
6. Marcia gave pencil to brother.
7. He sharpened it with knife.
8. Do you know where hat is?

276. Personal Pronouns have two uses, or forms, in the possessive case: —

<i>my</i>	<i>your</i>	<i>his</i>	<i>her</i>	<i>its</i>	<i>our</i>	<i>their</i>
<i>mine</i>	<i>yours</i>	<i>his</i>	<i>hers</i>	<i>its</i>	<i>ours</i>	<i>theirs</i>

Read these sentences: —

1. The boy took my pen.
2. The pen was mine.
3. Mine is a new pen.
4. That pen of mine was new.
5. It was not your pen.
6. The pen was not yours.
7. It was not his, nor hers, nor ours, nor theirs.

In the first sentence, *my* is used as a possessive modifier. It is placed just before the noun that it modifies.

In the second, third and fourth sentences, the pronoun *mine* is possessive, but it is not used as a modifier like *my*. It does not stand near the object possessed. In the second sentence, *mine* is an attribute complement; in the third, *mine* is the subject, and in the fourth, *mine* is the object of a preposition. The second form of the other possessive pronouns — *yours*, *hers*, *ours*, *theirs* — is used in the same way.

The possessives *his* and *its* are used both as possessive modifiers and as separate possessive pronouns:

This horse is his.

This is his calesa.

277. *Read these sentences. Tell how each possessive pronoun is used.*

1. Miguel, is this your pencil?
2. No, it is not mine.
3. I have my geography. Where is yours?
4. Juan says that he has lost his penholder.
5. My mother's dress and mine are made of silk.
6. The color of hers is blue, but mine is brown.
7. Our cousins live near us.
8. Their house is not so large as ours.
9. Our house has ten rooms, but theirs has only three.
10. Is their house larger than yours.

278. *Copy these sentences, writing a possessive pronoun in place of each blank:—*

1. What is father's name?
2. I do not know where cousin lives.
3. Marta has fan in hand.
4. Have you found knife?
5. Is this?
6. We should respect parents.
7. . . . hat is larger than
8. The girls have slippers.
9. The boys cannot find

THE OBJECTIVE CASE

279. *Read these sentences:—*

1. Mother loves me.
2. She is always kind to me.
3. Who struck you?
4. Who gave you the ball?

In the first sentence, what kind of complement is the pronoun *me*? How is the pronoun *me* used in the second sentence? Tell in what ways the pronoun *you* is used in the third and fourth sentences. In what case is a noun when used as an object complement, as the object of a preposition or as an indirect object?

(Review Section 222.)

5. We saw him, but we did not give him anything.
6. Ema is my sister. I taught her to read. I like to walk with her.
7. This is my boat. Father made it. We will ride in it.
8. The soldiers are coming. I saw them. Mother, may I march with them?

Which of the pronouns in these sentences are used as object complements? Which are used as objects of prepositions? Which as indirect objects?

The pronouns *me*, *us*, *you*, *him*, *her*, *it* and *them* are used in the Objective Case.

280. Copy these sentences, writing in place of each blank a pronoun in the objective case:—

1. That book belongs to He sold to
2. Pastor was not industrious. Teacher punished for his laziness by detaining after school to learn his lessons.
3. These are heron's eggs. We bought for ten cents. Mother will cook for

4. Where did you get your new shoes? Did the shoemaker make for? How much did you pay for?
5. My uncle invited to come to his house on Saturday. I thanked He is very kind to He gives many presents.

281. The arrangement of a pronoun so as to show its person, number and case is called the **Declension** of the pronoun.

Copy and learn the following declensions of the personal pronouns:—

PRONOUNS OF THE FIRST PERSON

	SINGULAR	PLURAL
<i>Nominative.</i>	I	we
<i>Possessive.</i>	my or mine	our or ours
<i>Objective.</i>	me	us

PRONOUNS OF THE SECOND PERSON

SINGULAR AND PLURAL

<i>Nominative.</i>	your
<i>Possessive.</i>	your or yours
<i>Objective.</i>	you

The following pronouns in the second person are used also in poetry, in sacred writings such as the Bible, and in books written many years ago:—

Singular Number.—Nominative, *thou*; Possessive, *thy* or *thine*; Objective, *thee*.

Plural Number. — Nominative, *ye*; Possessive, *your* or *yours*; Objective, *you*.

PRONOUNS OF THE THIRD PERSON

	SINGULAR			PLURAL
	MAS.	FEM.	NEU.	MAS., FEM., AND NEU.
<i>Nominative.</i>	he	she	it	they
<i>Possessive.</i>	his	her or hers	its	their or theirs
<i>Objective.</i>	him	her	it	them

282. *Copy these sentences, writing a personal pronoun in place of each blank. Tell the person, number and case of each pronoun that you use:—*

1. Shall go with?
2. . . . shall be pleased to accompany
3. Juana and will carry books for
. . . .
4. Did see Maria and?
5. The girls were Lucia and
6. . . . sister gave a picture.
7. Did buy a necklace for?
8. . . . soldiers were fighting for country.
9. . . . father asked to get some water for
. . . .
10. . . . did not drink much of
11. . . . did not see get the water.
12. . . . carried in a jar.
13. . . . invited Ester and to come to see
. . . .
14. . . . told to buy a doll for cousin.

COMPOSITION

283. Write five sentences, with each of these verbs; after each verb using a pronoun as an attribute complement:—

1. is 2. are 3. was 4. were

That boy is he.

I thought it was not he.

284. Write the objective form of each of the personal pronouns, and write sentences, using these forms:—

1. As object complements.
2. As objects of prepositions.
3. As indirect objects.

We saw them in the city.

We gave the book to them.

We gave them the book.

285. Use each of the following forms of the possessive pronoun in a sentence:—

- | | | | |
|----------|--------------|-----------------------|------------|
| 1. your | 5. of yours | 9. belonging to you | 13. yours |
| 2. my | 6. of mine | 10. belonging to her | 14. hers |
| 3. his | 7. of his | 11. belonging to him | 15. his |
| 4. their | 8. of theirs | 12. belonging to them | 16. theirs |

Your hat is large.

That hat of yours is large.

This large hat belonging to you is torn.

That large hat is yours.

286. Make a detailed outline of the anecdotes told in Section 270.

287. *Reproduce the anecdotes from memory with the aid of your outline.*

288. *Make similar outlines of two anecdotes that you have heard or have read.*

289. *Write a story about some journey that you have made. Tell:—*

1. Where you went. 2. When. 3. Who went with you. 4. What you did. 5. What you saw. 6. What was said.

If you have never made a journey, tell about some journey that you would like to make.

Tell the person, number, gender and case of each personal pronoun that you have used in your sentences.

COMPOUND PERSONAL PRONOUNS

290. The following pronouns are called *Compound Personal Pronouns*. What word is added to each to make it a compound ?

	FIRST PERSON	SECOND PERSON	THIRD PERSON
<i>Singular.</i>	myself	yourself, thyself	himself, herself itself
<i>Plural.</i>	ourselves	yourselves	themselves

These pronouns are used only in the nominative and objective cases, and they have the same form for both cases.

Read the following sentences:—

1. I hurt myself.

2. I myself will go.

3. He is ashamed of himself.

4. Now he himself is sick.

<i>I</i>		<i>hurt</i>		<i>myself</i>

<i>I (myself)</i>		<i>will go</i>
-------------------	--	----------------

In the first sentence, *myself* is the object complement. It refers to the pronoun *I*, which is the subject of the sentence. In the second sentence, *myself* is an appositive modifier of the pronoun *I*. It is used for emphasis, to make the statement stronger.

(Review Section 236.)

In the third sentence, how is *himself* used? How is *himself* used in the fourth sentence?

Tell how the compound personal pronoun is used in each of the following sentences:—

1. The boy drew a picture of himself.
2. The woman killed herself.
3. You must help yourself.
4. We could not help ourselves.
5. He gave me a picture of himself.
6. We saw the governor himself.
7. The boys themselves did the work.
8. We will do the work for ourselves.

THE PRONOUN IT

291. *Read these sentences:—*

1. That bird is a parrot. It is eating a nut.
2. My hat is on the table. It is black.

The pronoun *it* is used instead of any neuter noun. What are the antecedents of *it* in these sentences? What is the gender of these antecedents?

3. It is wrong to tell a lie.
4. It is true that lost time is never found again.

It (to tell a lie) | is \ wrong

It (that lost time is never found again) | is \ true

What is wrong? What is true? In the third sentence, the pronoun *it* represents a phrase; in the fourth sentence, *it* represents a clause. The phrase and the clause are appositive modifiers of *it*.

(Read again Section 236.)

5. It is I.
6. It is she.
7. Who is it? It is he.
8. Was it you? No, it was they.

In these sentences, the pronoun *it* is used without reference to number or sex. It is used to represent the person or persons speaking, spoken to, or spoken of. In what case is each of the pronouns that follows the verb in these sentences? What kind of complement are they?

9. It is raining. It is blowing.
10. It is hot and dry to-day. It is cold.

In these sentences, *it* is used indefinitely. It refers to the general conditions of climate.

292. Write each of these sentences on a diagram. Tell how the pronoun *it* is used in each sentence.

1. It is good to be honest and true.
2. It is cowardly to be unkind to animals.
3. They said that it was I.
4. It was not he who broke your pencil.
5. It was she who did it.
6. It is said that lazy boys become lazy men.
7. It is right to love your country.
8. It was father's wish that I should go.
9. See how it is raining on the mountains.
10. It is well known that sponges are animals.

293. PARSING OF NOUNS AND PRONOUNS

When we tell the *Class, Number, Person, Gender* and *Case* of a noun or a pronoun, we *parse* the noun or pronoun.

A pronoun should be of the same number, person and gender as its antecedent.

ORAL PARSING

We went to Tawi-Tawi, an island of the Sulu Archipelago.

We is a personal pronoun, plural number, first person, masculine or feminine gender, and nominative case because it is the subject of the sentence.

Tawi-Tawi is a proper noun, singular number, third person, neuter gender, and objective case because it is the object of the preposition *to*.

Island is a common noun, singular number, third person, neuter gender, and objective case because it is an appositive modifier of *Tawi-Tawi*, which is in the objective case. (See Section 238.)

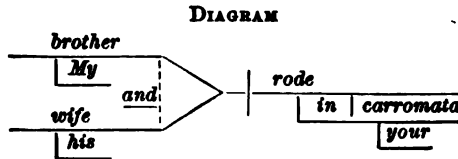
Sulu Archipelago is a proper noun, singular number, third person, neuter gender, and objective case because it is the object of the preposition *of*.

In the same way parse all the nouns and personal pronouns in the sentences in Section 239.

294. *Parse the nouns in the sentences in Section 192. Give reasons for each statement.*

295. *According to the following model, diagram each of these sentences and write the parsing of each noun and personal pronoun.*

1. My brother and his wife rode in your carromata.



WRITTEN PARSING

WORD	CLASS	PERSON	NUMBER	GENDER	CASE	USE
<i>My</i>	Per. Pron.	First	Sing.	Mas. or Fem.	Poss.	Mod. of <i>brother</i>
<i>brother</i>	Com. N.	Third	Sing.	Mas.	Nom.	Subject
<i>his</i>	Per. Pron.	Third	Sing.	Mas.	Poss.	Mod. of <i>wife</i>
<i>wife</i>	Com. N.	Third	Sing.	Fem.	Nom.	Subject
<i>your</i>	Per. Pron.	Second	Sing. or Plu.	Mas. or Fem.	Poss.	Mod. of <i>carromata</i>
<i>carromata</i>	Com. N.	Third	Sing.	Neuter	Obj.	Obj. of <i>in</i>

2. Leon went with his sister to San Francisco.
3. Their father and mother did not go with them.
4. Our teacher is very kind to us.
5. Grammar teaches the forms and uses of words.
6. The boys themselves built the schoolhouse.

7. Rafael, you may get your book and read the story to us.
8. Rice is the most important product of Java.
9. It is a large and fertile island.
10. The Javanese have feasts and holidays in honor of their goddess of the harvest.

COMPOSITION

296. *Copy these sentences, writing a compound personal pronoun in place of each blank :—*

1. I will go He will not go She will go
2. He told me He hurt I saw him.
3. I walked by He sat by She stood by They play by The baby helped
4. We want all the oranges for He wants them for She wishes them for
5. She bought a fan. He took a pencil for
6. The ladies fanned They talked among
7. The children enjoyed I enjoyed Marion enjoyed
8. I wrote the composition We are going
9. Did you do that? Did Juan say so?
10. We heard it. You must help I will help You must come.

297. *Write five sentences, using the pronoun **it** in each of the following ways :—*

(Review Section 291.)

1. Instead of five neuter nouns.
2. To introduce the sentence :—

It is difficult to be good.

It is reported that the governor is dead.

3. To represent a person or persons speaking, spoken to, or spoken of :—

It is I. Who is it?

4. Indefinitely :—

It is cold to-day. We had a hard time of it.

298. *Write a letter to a friend, telling about some party, school entertainment, or fiesta that you have attended. Tell :—*

1. When it was. What it celebrated. The persons with you.
2. The most important events. What you saw, did, or said.

Tell the personal pronouns that you have used in your letter.

299. A **Fable** is a short story or anecdote, which is untrue in fact, but which was invented to amuse or to instruct.

1. *Copy this fable :—*

THE GOOSE THAT LAID THE GOLDEN EGG

Once there was a man who had a goose that laid a golden egg every day in the year.

So he thought there must be much gold inside of the goose. He killed her and cut her open, but he found

her exactly like other geese. He wanted all the gold at once, and lost what he might have had.

This fable teaches us that we should not be greedy, but should be contented with what we have.

2. *Write from memory one of these fables;—*

The Lion and the Mouse.

The Ant and the Grasshopper.

The Town Mouse and the Country Mouse.

The Deer and the Crane.

The Dog in the Manger.

The Fox and the Grapes.

The Arab and his Camel.

INTERROGATIVE PRONOUNS

300. The Interrogative Pronouns are *who*, *what* and *which*.

An Interrogative Pronoun is a pronoun that is used to ask a question.

Only the interrogative pronoun *who* changes its form to show the different cases:—

	SINGULAR	PLURAL
<i>Nominative.</i>	who	who
<i>Possessive.</i>	whose	whose
<i>Objective.</i>	whom	whom

The interrogative pronouns *what* and *which* do not change their form to show case or number.

1. The interrogative pronouns *who*, *whose* and *whom* are used only when asking questions about persons:—

Who was Limahong?
 Who are the Manguianes?
 Who is governor of your province?
 Whose book have you?
 Whose horse is that?
 With whom did you go?
 Whom did you see?
 To whom did you give the mango?

2. The interrogative pronoun **what** is used when asking about animals and things:—

What have you in your hand? What is your name?

3. The interrogative pronoun **which** is used when asking about some particular person or thing:—

Which of these books is yours? Which is your box?

301. *Copy these sentences, writing an interrogative pronoun in place of each blank. Give a reason for the use of each pronoun.*

1. . . . are Fijis?
2. . . . house was burned last night?
3. With . . . do you like to play?
4. . . . of your horses is sick?
5. . . . caused its sickness?
6. From . . . did he receive a letter?
7. . . . wrote the letter?
8. . . . letter is it?
9. . . . did you see this morning?
10. . . . saw the boys in the banca?
11. With . . . were the boys?
12. . . . banca had they?
13. . . . was paddling?

14. . . . of your brothers is the oldest?
15. . . . have you in your basket?
16. To . . . will you give it?

302. *Read these sentences:—*

1. What is that?
2. What hat is that?
3. Which is your left hand?
4. Which hand is your left hand?

In the first sentence, *what* is an interrogative pronoun; but in the second sentence, *what* is an adjective, modifying *hat*, and used to ask a question.

In the third sentence, *which* is a pronoun; but in the fourth sentence, it is an adjective, modifying *hand*, and used to ask a question.

303. *Tell whether what or which is used as an interrogative pronoun or as an adjective in each of these sentences:—*

1. What did he say to you?
2. What book are you reading?
3. Which boy is your cousin?
4. Which of these oranges do you choose?
5. What is the name of your street?
6. On what street do you live?
7. From what town do you come?
8. Of what is your slate made?
9. What kind of fruit do you like best?
10. From which tree did you get the oranges?
11. Which is the largest town in your province?
12. Tell which of these words are adjectives.

COMPOSITION

304. Business Letters.

A business letter should be brief and clear, and refer only to the main topic of the letter.

In replying to a business letter, acknowledge its receipt, give its date and refer to its contents:—

I have received your letter of July 23, stating that
or referring to or in regard to or in which you
state

1. *Copy the following letters:—*

1. ORDER FOR GOODS

27 San Roque St., Bacolod,
 Occidental Negros, P.I.,
 June 15, 1909.

J. P. Rogers & Co.,
 100 Franklin St.,
 Philadelphia, Pa.,
 U.S.A.

Gentlemen:—

Inclosed you will find a post-office order for five dollars, for which please send me by mail one copy of each of the following books:—

Milne's Elements of Arithmetic (Metric edition).
 Halleck's History of English Literature.
 Guerber's Story of the Thirteen Colonies.
 Carpenter's How the World is Fed.

Respectfully yours,
 Camilo Pastrana.

2. BUSINESS REPLY

100 Franklin St.,
Philadelphia, Pa.,
Aug. 5, 1909.

Mr. Camilo Pastrana,
27 San Roque St., Bacolod,
Occidental Negros, P.I.

Dear Sir: —

In accordance with your favor of June 15, last, we have this day forwarded to you by mail the following books: —

- 1 Milne's Elements of Arithmetic (Metric edition).
- 1 Halleck's History of English Literature.
- 1 Guerber's Story of the Thirteen Colonies.
- 1 Carpenter's How the World is Fed.

We inclose a statement of the account, showing a small balance in your favor, which we will place to your credit.

Thanking you for your order, and hoping that we may continue to serve you, we remain

Respectfully yours,

J. P. Rogers & Co.
Per R. W. S.

2. *Rewrite the introduction and salutation of the first letter, arranging the heading and introduction in two other ways.*

3. *Rewrite the conclusion of the second letter in three other ways.*

305. Write:—

1. A letter to Smith, Bell & Co., Manila, P.I., requesting them to send you the dates of sailings of steamers for Hongkong, and the price of tickets. Ask them how far ahead it will be necessary to engage a stateroom.

2. A letter acknowledging a letter from Smith, Bell & Co., containing the above information, and also ordering them to reserve for you a stateroom on the steamer sailing on a certain day.

3. Write a letter to Squires, Bingham & Co., Manila, P.I., inclosing two pesos in a money order, and requesting them to send you certain supplies for your camera. Ask them to advise you when and how the supplies will be sent.

4. Write the letter of Squires, Bingham & Co., acknowledging the receipt of your order, and stating that the supplies were shipped by mail.

5. Write a letter to the Regal Shoe Company, 407 Summer St., Boston, Mass., U.S.A., inclosing \$3.50 in a money order, and requesting them to send you a pair of shoes, giving the measurement of your foot, and stating the kind of shoe wanted.

6. Write the reply of the Regal Shoe Company, stating that they have received your letter and that they are sending you the shoes by mail.

7. Your father has rice, chickens and pigs to sell. Write to a friend in a large city, requesting him to inform you about the prices that these will bring where he lives.

8. Mr. Leon Lopez wishes to sell his horse. You wish to buy a horse. Write to him, requesting him to inform you about the price, its size, age, color, etc. Inquire whether the horse is safe for a lady to ride.

RELATIVE PRONOUNS

(Review Section 134.)

306. *Read these sentences:—*

1. Felipe knows the man who came.
2. The boy with whom I walked to school is my cousin.
3. We do not know the name of the man whose horse ran away.
4. This is the house that Juan built.
5. The house in which grandfather lives is made of stone.
6. The boys forgot what the teacher had said.

What is the clause in each of these sentences? What is the pronoun in the first sentence? In what clause is it? What kind of clause? What does the clause modify? What is the antecedent of *who*?

In the first sentence the pronoun *who* introduces the adjective clause and connects it with the word that it modifies, or its antecedent, *man*.

In the second sentence, what clause modifies *boy*? What pronoun introduces this clause and connects it with its antecedent?

In the third sentence, what clause is introduced by *whose*, and what does this clause modify? In each of the other sentences, what pronoun introduces the clause, and what is the antecedent of each pronoun?

In the sixth sentence, *what* introduces a noun clause that is the object complement of *forgot*.

These pronouns — *who*, *whom*, *whose*, *that*, *which*,

5. Birds and bats are the only animals that have wings.
6. My brother lost the book that Ana gave him.
7. A boy who is honest and industrious will succeed.
8. We want men whom we can trust.
9. He who will not work should not eat.
10. Longfellow is the poet whom I like best.
11. Grammar, which I am studying now, teaches the correct forms and uses of words.
12. Please tell me what you learned in school to-day.
13. Emilia, whose peso I found, lives in a house that is built of stone and wood.
14. Elisa, from whom I received a letter this morning, is now in Tondo.
15. It is an ill wind that does not blow some good to some one.

COMPOSITION

USES OF RELATIVE PRONOUNS

309. The relative pronouns **who**, **whose** and **whom** are generally used when speaking of persons:—

The Igorots who live in Benguet excel in the cultivation of rice.

The man who labors honestly should be respected.

The relative pronoun **which** should be used when speaking of animals and things, but not of persons:—

The banca in which we are riding was made in Bataan.

The building in which are the offices of the governor is in the walled city.

The relative pronoun **that** may be used in speaking either of persons or things. It is used also when the antecedent includes both persons and things.

He spends all the money that he earns.

The soldiers and arms that were captured are in the municipal building.

The relative pronoun **what** is generally used to introduce a noun clause. It is the same as, or equivalent to, *that which*, or *the thing which*.

He received what he wanted.


He received that which he wanted.

Copy these sentences, writing a relative pronoun in each sentence. Give a reason for your choice of pronoun in each sentence.

1. I know copra is.
2. Copra, is the dried meat of the cocoanut, is exported to America and Europe.
3. Hemp, is a valuable product of Leyte, is used for making rope, cloth and paper.
4. He does all he can do well.
5. The horse on I rode could go no farther.
6. Man is the only animal can talk.
7. This is the rat ate the rice lay in the house Juan built.
8. Tennyson, was a great poet, died in England in 1892.
9. The Spanish galleons, sailed between Manila and Mexico, often carried rich cargoes of silk.
10. This is the history in you will find an account of the battles at Mariveles.

11. It was neither José nor I made the noise.
12. Ester could not find the gold watch her grandmother gave her.
13. She would not tell she had learned.
14. Do you see I have in my hand?
15. The governor, home is in Manila, has his offices in the Ayuntamiento.

310. *Combine the sentences in each of the following groups into one sentence having a clause. Tell what relative pronoun you use in each sentence. Analyze each sentence.*

1. Francisca has a gold pen.
I gave it to her on her birthday.
(Francisca has a gold pen which I gave to her on her birthday.)
 2. Elias will buy an umbrella for me.
He is going to the city to-day.
 3. The island of Java is very fertile and populous.
The island of Java belongs to Holland.
 4. Many fine hats are made in Baliuag in Bulacan.
These hats are made of the leaves of the buri palm.
 5. This is the dear little girl.
I gave the pretty box to her.
 6. Once there lived a very rich man.
His name was King Midas.
 7. He had a beautiful daughter.
He loved her more than his gold.
- 

8. The lady sings beautifully.
You see the lady.
9. The gentleman is very rich.
His house was burned.

311. *Write the following sentences, combining as many sentences as you can by using the relative pronouns who, which and that:—*

On the Fiji Islands

Everywhere we go we see little farms. They are cultivated by the natives. Many of the fields are in terraces. The terraces are irrigated from streams by pipes of bamboo. The people bring us delicious pineapples. They invite us into their houses. The houses are large and beautifully made. The ordinary house has only one room. An opening in the front of the room serves as a door. The opening is covered by a mat. The family and friends lie around on mats. The mats are spread on a layer of soft grass.

USE OF INTERROGATIVE PRONOUNS

312. Remember that **who** is in the nominative case, and **whom** in the objective case.

Who is that? Whom did you see? Of whom did you speak?

Why is *who* or *whom* used in each of these sentences?

Copy these sentences, writing who or whom in place of each blank:—

1. . . . will you invite?
2. . . . are these people?
3. To . . . did he give it?

4. has my pen ? .
5. From did you get it ?
6. are you going to see ?
7. Did the man know to send ?
8. Do you know to ask for ?
9. do you think will be elected ?
10. was elected ?
11. Is he the person you thought would be elected ?
12. do you expect to see ?
13. Do you know he is to marry ?
14. Yes, do you think ?

313. *Write a letter to The Manila Times, Manila, P. I., inclosing ten pesos for subscription for the paper for one year. State when the subscription is to begin and give the name of the person to whom it is to be sent.*

314. *Copy this request for payment of an account :—*

26 Plaza Moraga,
Manila, P. I.,

June 16, 1908.

Mr. Vasco de Reyes,
Balanga,
Bataan, P. I.

Dear Sir :—

We inclose a statement of your account, amounting to ₱68.35.

This amount has been due for some time, and we shall be greatly obliged if you will give it your prompt attention.

Yours very truly,

Gonzales & Co.

per H. Alba,
Secretary.

Requests for the payment of bills should not be written on postal cards or on the outside of envelopes.

315. Tomás Z. Roxas, Capiz, Capiz, P.I., has long owed you seventy pesos.

Write him a letter, requesting immediate payment of all or a part of it, stating your need of the money.

ADJECTIVE PRONOUNS

316. *Read these sentences:—*

1. This book is mine, that book is yours.
2. This is my book, that is yours.
3. One of the men carried a large basket.
4. How much must I pay for this?

In the first sentence, what part of speech are *this* and *that*? What words do they modify? In the second sentence, instead of what noun are *this* and *that* used?

In the first sentence, *this* and *that* are adjectives, but in the second sentence, they are pronouns. Adjectives that may be used in this way as pronouns are called **Adjective Pronouns**.

In the third sentence, *one* is an adjective pronoun. It is used instead of the noun *man*, which is omitted. What are the adjective pronouns in the fourth sentence?

An Adjective Pronoun is an adjective that is used as a pronoun.

Most adjective pronouns are limiting adjectives that do not modify any expressed noun.

The words most commonly used as adjective pronouns are:—

each	those	first	any	much
either	none	last	such	more
neither	one	half	both	several
this	other	same	enough	each other
these	former	all	many	one another
that	latter	some	most	little

The words *this*, *that*, *these* and *those* are often called **Demonstrative Pronouns**, because they are used to point out the persons or things to which they refer.

(Review Section 25.)

317 Tell the adjective pronouns in these sentences and how each pronoun is used in the sentence:—

1. Is this your handkerchief?
2. Have you had enough to eat?
3. Will you have some rice? Yes, I thank you, I will have some. Give me only a little. I do not wish so much. That is enough, thank you.
4. Do you like mangosteens? Yes, but I do not wish any now. I ate one before breakfast.
5. Will you have some eggs or some fish? I will take some of each, please.
6. All of the boys were late to school this morning.
7. None of them knew his lesson in geography.
8. Many had studied the wrong lesson.
9. A few had not studied any lesson.
10. Love one another, wrong no one, be kind to all.

318. *Parse each of the adjective pronouns in the sentences in Section 317.*

MODEL

Is this your handkerchief?

This is an adjective pronoun. It is in the neuter gender, third person, and singular number to agree with its antecedent *handkerchief*. It is in the nominative case, for it is the subject of the verb *is*.

319. *Copy these sentences, writing an adjective pronoun in place of each blank:—*

1. . . . of my brothers is in America.
2. On Christmas . . . of us send him a present.
3. He received . . . of them.
4. We found some honey in the forest. I ate . . .
Juan ate too . . . We gave . . . to Luis.
5. I have a blue pencil and a red . . . Which . . .
will you have? . . . contains a red lead. . . .
is sharpened. You may . . . of them if you wish.

COMPOSITION

320. *Copy these sentences, using some, some one, somebody or something, in place of each blank:—*

1. Will you have . . . rice? No, thank you, I have
. . . .
2. What is the matter? Is . . . injured?
3. Yes, a carromata ran over
4. Leon is carrying . . . in his hand.
5. Hurry, Pedro, . . . is calling us.

Write ten sentences, using some, some one, somebody and something.

321. *Copy these sentences, using any, any one, anybody or anything, in place of each blank:—*

1. Have you any money? No, I have not
2. Has seen my fan?
3. The teacher said, “. . . . may come to the picnic and bring he wishes.”
4. Have you to sell to-day?
5. Does this book belong to here?

Write ten other sentences, using any, any one, anybody and anything.

322. *Copy these sentences, writing no, no one, nobody or nothing in place of each blank:—*

1. . . . was in the house. . . . saw the thief.
He took valuable. He found money.
2. When I arrived, was at home. There was to eat. . . . knew where the family was.
3. Marcos arrived in America with money. He had but his clothes. He knew took any notice of him.

Compose sentences, using the above words.

323. *Fill the blanks in these sentences by using one of these words:—every, everyone, everybody and everything.*

1. . . . in the house was destroyed and was killed.
2. . . . man in the village owns his house.
3. Have a place for and put in its place.
4. . . . of the boys carried a flag.
5. . . . ran out into the street.

324. Copy these sentences, writing one of the pronouns used in Sections 320, 321, 322 and 323 in place of each blank:—

- 1 looked, but saw
2. Did find on the floor ?
3. . . . sat down at the table, but there was
to eat.
4. Did see in my room has taken
. . . . out of my box ?
5. No. . . . took from your box.

325. Use each of these words in conversation:—

no	some	any	every
no one	some one	any one	every one
nobody	somebody	anybody	everybody
nothing	something	anything	everything

326. Not any, no one and none.

Write ten sentences, using these words.

I haven't any money. Leon has none. No one here has any.

327. Either, neither, each, all and both.

Either refers to one of two persons or things.

Neither refers to no one of the two persons or things mentioned.

Each refers to all the persons or things taken separately.

All refers to the whole number of persons or things.

Both refers to two persons or things taken together.

Copy these sentences, writing one of the above pronouns in place of each blank:—

1. must take his turn.
2. may pass without a ticket.
3. of the girls carried a fan, but the boys carried flags.
4. I have two oranges, but you may have
5. No, thank you, I will take
6. Here come Manuel and Martin, of them will help you. of the boys were tired, and would go.
7. The man asked of the boys to go with him, but of them would go.

328. For the purpose of emphasis words, phrases or clauses are often used out of their usual position. They are then in the transposed order.

(Review Section 118.)

1. The complement and the verb may be placed before the subject : —

A changed country have we now.
 A mighty man is he.
 Very cordially did I greet you.
 A giant was he among men.
 The Filipino patriot is José Rizal.

Change each of these sentences to the natural order.

2. *Write each of these sentences, changing them to the natural order :—*

1. Most cautiously did he approach.
2. More precious than gold is wisdom.
3. Dark were the clouds, bright was the lightning and deafening was the thunder.

4. Open wide stood the doors.
5. Blood-red sank the sun and dimly shone the moon.
3. *Change these sentences to the transposed order by placing the adverb first:—*

1. I never shall go.

Never shall I go.

2. The army approached rapidly and noisily.
3. He spoke kindly to the beggar.
4. The moon shines very brightly.
5. The city was captured soon after.

Write sentences in the transposed order, beginning with these adverbs:—

- | | | | |
|----------|---------------|----------|------------|
| 1. now | 3. frequently | 5. here | 7. soon. |
| 2. never | 4. yesterday | 6. there | 8. nowhere |

329. *Copy these sentences, putting the phrases in their usual positions:—*

1. To Virginia in 1619 twenty slaves were brought.
2. In the tree was a hornbill's nest.
3. Up the hill came a crowd of children.
4. Down from the clouds poured the rain.
5. In purple and gold the king was dressed.
6. On the throne like a statue he sat.

Copy these sentences, writing the phrase and the verb before the subject:—

1. His only friend, his dog, watched by his side.
2. The old man had been president for ten years.
3. The Declaration of Independence of the United States was signed on July 4, 1776.
4. The officer fell from his horse.
5. A large cathedral stood at the end of the street.

330. *Copy these sentences, writing the adverbial clause first. Place a comma after each adverbial clause.*

1. A shower came while we were in school.
While we were in school, a shower came.
2. The Arabs wear turbans because the sun in Arabia is very hot.
3. We shall be pleased to see you whenever you wish to come.
4. We had a fever when we reached the mountains.
5. You must go wherever duty calls.
6. Fools rush in where angels fear to tread.
7. The crops failed because there was little rain.
8. We shall be glad to assist you, if you wish it.
9. You must obey the laws even if you do not like them.

Write ten sentences, containing adverbial clauses, placing the clauses first.

REVIEW

1. What is a pronoun? What is the antecedent of a pronoun? In what should a pronoun agree with its antecedent? Into what classes are pronouns divided?
2. What is a personal pronoun? Tell the personal pronouns. Write the declension of each of these pronouns, *I, you, he, she* and *it*. When is a pronoun in the nominative case? Which of the personal pronouns may be used in the nominative case? When is a pronoun in the possessive case? Which of the personal pronouns may be used in the possessive case? When is a pronoun in the objective case? Which of the personal pronouns may be used in the objective case? Which of the personal pronouns may represent the person or persons speaking?

Which represent those spoken to? Which persons or things spoken of?

Which of the personal pronouns are used only to represent the masculine gender? Which only the feminine gender? Which the neuter gender? Which both masculine and feminine genders?

3. What is an interrogative pronoun? Write the interrogative pronouns. Tell when each should be used. Write sentences, showing how each should be used.
4. What is a relative pronoun? In what two ways is a relative pronoun used? Write the relative pronouns. Write sentences, showing how each relative pronoun is used. What kinds of clauses do relative pronouns connect? Which of the relative pronouns is used to introduce a noun clause?
5. What is an adjective pronoun? Write the most important words used as adjective pronouns. Write sentences, using these words first as adjectives and then as pronouns: *any, much, more, all, enough, one, each, these, this, that, those*.
6. Write a letter to a friend, describing the celebration in your school or your town of *Rizal Day*, telling (1) where the celebration was, (2) what was done, (3) who took part, (4) the music and the parade, flags, lights, (5) what you and your friends did. Parse each pronoun used in your letter.

THE VERB

331. A *Verb* is a word used to state, ask, request or command something:—

The eagle flies. Its nest is made of sticks. It has sharp claws. What does it catch? It catches birds and animals.

(Review Section 31.)

PRINCIPAL AND AUXILIARY VERBS

332. *Read these sentences:—*

1. The boy rides on a horse.
2. The boy will ride on his horse.
3. The boy can ride on his horse.
4. The boy might ride on his horse.
5. The boy should ride on his horse.

What verb is used in all these sentences? Do the sentences express the same thought? What words in the sentences are changed so as to express the different thoughts?

In these sentences, *ride* is the main or the **Principal Verb**. It expresses the action.

The words *will*, *can*, *might* and *should* are used with the principal verb *ride* to help it to express the different meanings. They are called **Auxiliary Verbs**. The word *auxiliary* means *helping*.

An Auxiliary Verb is a verb used to help another verb express its meaning.

6. I wrote my lesson.
7. I shall write my lesson.
8. I might have written my lesson.

In these sentences, what is the principal verb? What verbs are used as auxiliaries?

Shall and **will** are used to express *future time* or *determination*:—

Future time— *We shall go to school to-morrow.*

They will learn their lessons on Monday.

Determination— *I will not go to school to-day.*

He shall work or starve.

- **May and might** are used to express *permission* or *possibility* : —

Permission— *Ana may go with you. Teacher, please may I go, too? Yes, you may go.*

Possibility— *We may go to-morrow if it does not rain.*

We might have gone yesterday.

Can and could are used to express *power* or *ability* : —

I can lift two hundred kilos.

Martin could not jump over the brook.

Vicente could have jumped over it.

Must is used to express *necessity* : —

We must work if we wish to eat.

The people must obey the laws.

We must eat that we may live.

Should is used to express *obligation* or *duty* : —

Children should obey their parents.

We should be industrious.

The people should respect and obey their rulers.

You should learn your lessons well.

Would is used to express *willingness* or *determination* : —

I would go with you if I could.

Luisa would not speak to me.

The people would not be quiet.

The balky horse would not pull the cart.

333. The words used as auxiliary verbs are :—

do, does, did ; have, has, had ; am, be, was, were ; shall, should ; will, would ; may, might ; can, could ; must.

Write sentences, using these words as auxiliary verbs.

334. *Read a page in your history or in your reader. Tell the auxiliary verbs.*

TENSE

335. *Read these sentences :—*

1. I write now.
2. I wrote yesterday.
3. I shall write to-morrow.

What is the verb in each sentence? These verbs express the same action as taking place at different times. *Write* expresses action at the present time, *wrote* expresses past time, and *shall write* expresses future time. This change in the form of a verb to show the time of the action is called Tense. The word *tense* means *time*.

Tense is a change in the form of a verb to show the time of action.

THE SIMPLE TENSES

336. A verb is in the *Present Tense* when it expresses action in the present time.

We sing. We are singing. We do sing. The boy walks. He is walking now. He does walk. I read. I am reading now. They are reading.

In these sentences, what words are used as auxiliary verbs?

Are, do, am, is and *does* are used as auxiliary verbs in the present tense.

Write sentences, using these verbs to express action in the present time:—

- | | | | |
|----------|---------|---------------|----------------|
| 1. write | 4. plow | 7. is plowing | 10. are going |
| 2. look | 5. make | 8. are making | 11. is looking |
| 3. swim | 6. hear | 9. am writing | 12. am making |

337. A verb is in the *Past Tense* when it expresses action as taking place in some past time:—

We sang. We did sing yesterday.

The boy walked. He did walk last week.

The man was here. He was talking to me.

The boys were in school yesterday. They were studying their lesson.

What are the principal verbs and the auxiliary verbs in these sentences?

Did, was and *were* are used as auxiliary verbs in the past tense.

Write sentences, using these verbs to express action in the past time:—

- | | | | |
|--------------|----------|------------------|-----------|
| 1. saw | 5. went | 9. was making | 13. told |
| 2. did see | 6. found | 10. did write | 14. spoke |
| 3. was seen | 7. heard | 11. was writing | 15. asked |
| 4. were seen | 8. made | 12. were writing | 16. gave |

338. A verb is in the *Future Tense* when it expresses action to be done in some future time:—

We shall sing to-morrow. We shall be singing to-morrow.

The boys will fly their kites in the morning.

The rice will be gathered in November.

What are the auxiliary verbs used in these sentences ?

Shall and *will* are used as auxiliary verbs in the future tense.

Write sentences, using these verbs to express future actions.

- | | | |
|----------------|---------------|---------------|
| 1. shall make | 4. will tell | 7. shall walk |
| 2. shall write | 5. will go | 8. will catch |
| 3. shall find | 6. shall wash | 9. will get |

339. *Copy and study the following verbs in the different tenses: —*

PRESENT TENSE	PAST TENSE	FUTURE TENSE
I sing.	I sang.	I shall sing.
I hear.	I heard.	I shall hear.
I draw.	I drew.	I shall draw.
I see.	I saw.	I shall see.
We know.	We knew.	We shall know.
We run.	We ran.	We shall run.
We have.	We had.	We shall have.
We are.	We were.	We shall be.
He is.	He was.	He will be.
I am.	I was.	I shall be.
You speak.	You spoke.	You will speak.
You ride.	You rode.	You will ride.
She goes.	She went.	She will go.
It flies.	It flew.	It will fly.
They walk.	They walked.	They will walk.
They eat.	They ate.	They will eat.

The Present Tense, the Past Tense and the Future Tense are called the **Simple Tenses**.

340. *Tell the tense of each of the verbs in these sentences:—*

1. Industry will bring success.
2. Maguay grows in many provinces.
3. This plant was brought from Mexico.
4. It produces a strong fiber like abaca.
5. The cultivation of maguay will become a profitable industry.
6. Sugar and salt dissolve in water.
7. Sulphur will not dissolve in water. It is insoluble.
8. Sugar cane grows rapidly. We shall cultivate it more extensively.
9. The farmers have no machines for threshing rice.
10. Abaca grows best on damp hillsides, where the soil is deep and fertile.

341. *Change each of these sentences, first to express past time, and then to express future time.*

1. Flora writes in her book.

Past tense: *Flora wrote in her book this morning.*

Future tense: *Flora will write in her book to-morrow.*

- | | |
|-----------------------------------|------------------------------|
| 2. My brother rides on his horse. | 6. We love our country. |
| 3. The man catches frogs. | 7. We eat rice. |
| 4. The woman sells fish. | 8. The girl plays the piano. |
| 5. The ground is wet. | 9. I study grammar. |
| | 10. He is writing letters. |

COMPOSITION

342. *Copy these sentences, writing a verb in place of each blank. Tell the tense of each verb.*

Erasmus and Gerónimo were studying in their American history about William Penn.

Erasmus said, "The books . . . that William Penn . . . a Quaker. What . . . a Quaker?"

Gerónimo . . . , "The Quakers . . . first called the Society of Friends. They . . . in England, and . . . a kind or sect of religious people. They . . . big hats and very plain clothes."

"Why did they . . . to America?" . . . Erasmus.

"The other people persecuted them," said Gerónimo. "They . . . to go where they could worship God as they . . . So they . . . to America."

"What did William Penn . . . ?" . . . Erasmus.

Gerónimo replied, "The king . . . in debt to him. He took a large tract of land instead of the money. This land was . . . Pennsylvania. It . . . now one of the United States. Pennsylvania became a home for the Quakers. Many live in this State to-day."

Write a similar conversation between two persons about George Washington. Use all the verbs in the present and past tense.

343. *Use each of these verbs in a sentence:—*

<i>Present</i>	stand	helps	go	writes
<i>Past</i>	stood	helped	went	wrote
<i>Future</i>	will stand	shall help	shall go	shall write
<i>Present</i>	tell	says	hears	feed
<i>Past</i>	told	said	heard	fed
<i>Future</i>	will tell	shall say	shall hear	will feed

344. *Copy the following paragraph, changing each verb to the past tense:—*

A little child, as he sits on his mother's lap, holds a sea-shell to his ear. "Mamma, what is that I hear?" he asks. His mother tells him that when a little shell is lying on

the beach, the waves rock it gently. It listens to their song and learns it well. Now the little shell still murmurs the ocean's melody. The child puts the shell to his ear again and again. When he is weary of his play-things, he returns to the shell to listen to its music.

345. *Copy these sentences, changing each verb to the past tense and making any other changes necessary.*

To-morrow will be the Fourth of July. We shall blow horns and make a big noise. We shall set a bamboo in the ground for a flagpole, and we shall put a large flag at the top of the pole. Then we shall dress like soldiers, carry wooden guns and swords and march around the flag. The boys will beat the drums and all will sing.

Rewrite your sentences, changing the verbs from the past tense to the present tense. Make other changes if necessary.

346. *Write a composition on one of the following subjects:—*

1. The Puritans

1. Who they were. Why they went to America.
2. The voyage—the *Mayflower*, date, events.
3. Landing and settlement—date, place, nature of the country, their houses.
4. Their life—customs, the first Thanksgiving.

2. The American Indians

1. Who they are. Where they lived. Why so called.
2. How they lived—the tribes, chiefs, warriors, how they moved, their hunting and fishing.
3. Their homes—wigwams, houses.
4. Clothing, size, strength, disposition.

5. Wars with white man.
6. Present condition — increasing in numbers, many are farmers, some are wealthy, their schools.

Tell the verbs and the tense of each verb.

THE PERFECT TENSES

347. *Read these sentences: —*

1. I write to-day.
2. I have written three letters to-day.
3. I wrote a composition yesterday.
4. I had written the composition before the teacher asked for it.
5. I shall write a composition to-morrow.
6. When I shall have written my composition to-morrow, I shall go home.

Which of the verbs in these sentences express action in the present time? Which in past time? Which in future time?

Have written expresses action as completed in the present time, *had written* expresses action as completed in past time, and *shall have written* expresses an action as completed in some future time. These forms of the verb, expressing *completed action*, are in the Perfect Tenses.

348. A verb is in the *Present Perfect Tense* when it expresses action as completed in the present: —

I have been to Manila.

We have ridden on the railroad.

They have gone to the mountains.

The people have gathered the rice.

The carabao has eaten the grass.

The farmer has plowed the field.

He has sown the rice.

What is the principal verb and the auxiliary verb in each of these sentences ?

The auxiliary verbs *has* and *have* are always used with the principal verb to form the present perfect tense.

Write sentences, using these verbs to express action as completed in the present:—

- | | | |
|---------------|-----------------|----------------|
| 1. have seen | 4. have read | 7. has bought |
| 2. have told | 5. have written | 8. has gone |
| 3. have found | 6. has sold | 9. has learned |

349. A verb is in the *Past Perfect Tense* when it expresses action completed in the past:—

Before I had written my sentences, the bell rang.

The train had gone when we reached the station.

The man had caught many fishes in his net.

The boy had lost his pocket knife.

Marta had made a new dress for her doll.

Her mother had given the doll to her.

The storm had passed. The wind had been very strong.

It had blown the roofs from many of the houses. The river had overflowed its banks, and had destroyed much rice and sugar cane.

What is the principal verb and the auxiliary verb in each of these sentences ?

The auxiliary verb *had* is always used with the principal verb to form the past perfect tense.

Write sentences, using these verbs to express action as completed in past time:—

- | | | |
|--------------|----------------|--------------|
| 1. had told | 4. had brought | 7. had sewed |
| 2. had gone | 5. had walked | 8. had made |
| 3. had found | 6. had worked | 9. had read |

350. A verb is in the *Future Perfect Tense* when it expresses action as completed at some future time:—

After Tomás will have studied three years in America, he will return to this country.

I shall have visited many friends before I return.

In December it will have been three months since I was at home.

Before to-morrow night Ramona will have received my letter.

By six o'clock the boys will have finished the ball game and we shall know who won.

What is the principal verb and the auxiliary verb in each of these sentences?

The auxiliary verbs *shall have* and *will have* are used with the principal verb to form the future perfect tense.

351. *Copy and learn the following sentences, expressed in the different tenses:—*

<i>Present.</i>	We sing.	They see.
<i>Past.</i>	We sang.	They saw.
<i>Future.</i>	We shall sing.	They will see.

<i>Present perfect.</i>	We have sung.	They have seen.
<i>Past perfect.</i>	We had sung.	They had seen.
<i>Future perfect.</i>	We shall have sung.	They will have seen.
<i>Present.</i>	Lucas loves.	Ana and I run.
<i>Past.</i>	Lucas loved.	Ana and I ran.
<i>Future.</i>	Lucas will love.	Ana and I shall run.
<i>Present perfect.</i>	Lucas has loved.	Ana and I have run.
<i>Past perfect.</i>	Lucas had loved.	Ana and I had run.
<i>Future perfect.</i>	Lucas will have loved.	Ana and I shall have run.

352. *As in Section 351, write each of these sentences in the different tenses:—*

1. I love.
2. We hear.
3. Juana sang a song.
4. The boys play.
5. The boy laughs.

353. *Tell the tense of each of the verbs in these sentences:—*

1. Goar rides to school in his banca. He was sick on Wednesday. He says that he will come to school on Monday.
2. I have written to my father. We received a letter from him. He was in Vigan. He had been there three days. He will go to Laoag next week.
3. We have been in Japan. We have ridden in the jinrikishas. We have seen Fujiyama, the beautiful mountain of Japan.
4. The Chinese had a great teacher. His name was Confucius. He lived several thousand years ago. During all these years the Chinese have learned his sayings. He was a wise and great man. He taught the Chinese to be honest and just.

5. Next year we shall go to India. We shall visit Calcutta and Bombay. After we shall have seen these cities, we shall visit the Taj Mahal, which is the most beautiful building in the world.

COMPOSITION

354. *Copy these groups of sentences, writing a verb in place of each blank. Then rewrite each group, changing the tense of the verbs:—*

1. The rice and into stacks. After it , the palay will be sold. We cannot eat the palay until after it

2. After the sugar cane , it to the crusher. After the sap by the crusher, it into large vats. There it and until it becomes a sirup or sugar.

3. The boys ball. They to the school-house. The bell , but they their rooms.

355. *Copy this paragraph, changing the present perfect tense of the verbs to the past perfect tense:—*

In our histories we have read of many strange punishments used in early days. We have learned how scolding women have been tied to chairs and have been dipped under water, and how wrongdoers have been placed in stocks; how men who had beaten their wives have been tied to posts and whipped, and many persons who had stolen have been hanged.

356. *Copy these paragraphs, changing the time from the future perfect to the future:—*

Before the first of January, the farmers will have finished harvesting the rice. Many will have threshed

it. In many places nearly all the rice will have been eaten.

Before the end of the year we shall have studied American history. We shall have written many compositions. The study of geography will have been finished, and we shall have learned much about English grammar.

Rewrite the paragraphs, changing the time to past time.

357. May and Can.

(Review Section 332.)

May is used as an auxiliary to express permission:—

May I go home? Yes, you may go.

May is used also to express *possibility*:—

It may rain. I am not sure, but I may go.

Can is used to express power:—

I can lift a hundred pounds.

Can should not be used instead of **may** in asking or giving permission.

Might and **could** are used like **may** and **can**.

Copy these sentences, writing may or can, might or could, in place of each blank:—

1. Father, Gil and I go fishing to-day?
2. No. You not go to-day, but you go on Tuesday.
3. You go to the concert, but I think you not get a seat.
4. Please I have some more lemonade?

5. Mother says that I have a party on Saturday
and that I invite my friends.
6. Do you think you come ?
7. Leon not solve the problem yesterday, but he
says that he solve it to-day.
8. The pupils asked whether they have a holiday.

SHALL AND WILL

358. *Read these sentences:—*

FIRST PERSON

I shall go.
We shall go.
I shall have gone.
We shall have gone.
Shall I go?
Shall we go?
I shall write a letter.
We shall see you soon.
Shall we come in ?

SECOND AND THIRD PERSONS

You will go.
He will go.
Will he go?
She will go.
It will go.
The man will go.
Will you write ?
You will see us soon.
They will come in.

In what tenses are the verbs in these sentences? What auxiliary verbs are used? With what pronouns is *shall* used? In what person are these pronouns? With what pronouns and nouns is *will* used? In what persons are these nouns and pronouns? The verbs in these sentences express only future time. We *shall go* simply expresses our expectation to go at some future time.

Use *shall* with subjects of the first person to express simply future time or expectation.

Use *will* with subjects of the second and third person to express simply future action or expectation.

1. I will help you.
2. We will try to do right.
3. I will go without your permission.
4. We will go to the governor and tell him of this wrong.

In the first and the second of these sentences, *will* is used to express a promise as well as to express future time. In the third and the fourth sentence, *will* expresses determination.

In what person are the subjects of these sentences?

Use *will* with subjects of the first person to express determination or a promise.

5. You shall go with me.
6. Lucio is a bad boy and he shall be punished.
7. The people shall obey the laws of their country.
8. I am determined that you shall work, and obey me.

In the fifth sentence, *shall* expresses necessity. It shows that the speaker has the power to make some person go. In the sixth sentence, *shall* is used to express the authority of the speaker and his determination to punish Lucio. *Shall* in the seventh sentence also expresses authority and determination on the part of the speaker and necessity on the part of the subject.

Use *shall* with subjects of the second and third persons to express authority and determination on the part of the speaker and necessity on the part of the subject.

Should and *would* are used in the same ways and follow the same rules as *shall* and *will*.

359. *Tell why shall or will is used in each of these sentences:—*

1. Mother, I will get the water for you.
2. Thank you. I am sick to-day. I shall be better to-morrow.
3. When I shall be twelve years old, then you will be twenty-five.
4. Paterno said, "I will meet you at the church at four o'clock."
5. We shall go to the fiesta. Hermas's father says that Hermas shall not go.
6. I do not like Félix. I will never speak to him again. He shall never come to my house.
7. Flavio and his brother said, "We will not go to school to-day"; but their mother said, "You shall go, or I will punish you."

360. *Copy these sentences, writing shall or will in place of each blank:—*

1. . . . you dine with me to-morrow? Yes, I be pleased to do so.
2. My father not be at home to-night, but my mother be glad to see you.
3. To-morrow we have a holiday. . . . you play ball with us? No, I not. My father is going to the forest. I go with him.
4. We never play with him again. We not be seen with such a lazy boy.
5. Our teacher said, "You remain after school."
6. Help me, or I be drowned.
7. When I see you again?
8. . . . he help you carry the basket?
9. To-morrow be Sunday. We all go to

the church. Early in the morning the bells ring. The people put on their best clothes. Some walk to the church, and others ride in carriages and carromatas. They listen to the good words of the pastor.

361. *Write in a paragraph sentences telling what you did yesterday.*

In what tense should most of the verbs be ?

362. *Write a paragraph telling what you will do to-morrow.*

In what tense should most of the verbs be ?

363. *Write a paragraph telling what you have done to-day.*

In what tense should most of the verbs be ?

364. *Write a paragraph telling what you will have studied or will have done in school when you are graduated.*

What tense will you use for most of the verbs ?
Why ?

365. *Write a short composition about The Moro Pirates. Tell:—*

1. Where they lived. Why called Moros.
2. About their homes—praos—weapons—government.
3. How they sailed in fleets—captured towns—made prisoners.
4. How the Spanish fought them. How they were finally conquered.
5. About the Moros at the present time.

Write each verb in your sentences in the past or past perfect tense.

PERSON AND NUMBER OF VERBS

366. *Read these sentences:—*

PRESENT TENSE

I walk.	He walks.
We walk.	She walks.
You walk.	It walks.
They walk.	The girl walks.
The girls walk.	The man walks.

What is the number and the person of the subjects in the first column? In the second column? How does the verb in the second column differ from the verb in the first column?

Verbs in the present tense, having subjects in the third person and singular number, end in *s*.

He walks, rides, studies, sings and plays.

She laughs, sews, reads, writes and works.

The bird flies, sings, eats, swims and sleeps.

367. *Write sentences, using each of these verbs with subjects in the third person and singular number:—*

1. grow (*The cocoanut palm grows very tall.*)
2. flow 6. run 10. sit 14. float 18. burn
3. pound 7. throw 11. lay 15. call 19. blow
4. sew 8. love 12. give 16. take 20. shake
5. roll 9. plant 13. learn 17. buy 21. swim

368. To some verbs *es* is added when the subject is in the third person, singular number.

Add es to each of these verbs, and then use the verb in a sentence with a subject in the third person, singular number:—

wash (*The girl washes the clothes.*)

march	go	kiss	miss	teach	vex
catch	do	hiss	fish	reach	wish

Verbs ending in *ss*, *sh*, *ch*, and *x* add *es* in the third person, singular number. Some verbs ending in *o* also add *es*.

369. Some verbs ending in *y* preceded by a consonant, change the *y* to *i* and add *es* when the subject is in the third person singular: *try*, *tries*; *fly*, *flies*.

Change y to i and add es to each of these verbs, and then use it in a sentence:—

copy (*The boy copies the sentences.*)

occupy	reply	try	cry	notify
supply	spy	study	dry	apply
multiply	fly	defy	deny	pry

Why should we not change the *y* to *i* and add *es* with these verbs: *stay*, *play* and *pay*?

370. *Read these sentences:—*

PRESENT PERFECT TENSE

I have walked.

We have walked.

You have walked.

They have walked.

The boys have walked.

He has walked.

She has walked.

It has walked.

The boy has walked.

The man has walked.

In the first column, what is the number and the person of each subject? What verb and auxiliary are used with each subject?

In the second column, what is the person and the number of each subject? What auxiliary and verb are used with each subject? How does the auxiliary in the second column differ from that in the first column?

In the present perfect tense the auxiliary verb *has* is used with subjects of the singular number and third person.

371. Copy these sentences having verbs in the present and the present perfect tenses and subjects in the first, second and third persons:—

1. The verb be.

PRESENT TENSE

	SINGULAR NUMBER	PLURAL NUMBER
<i>First person.</i>	I am.	We are.
<i>Second person.</i>	You are.	You are.
<i>Third person.</i>	He, she, or it is.	They are.

PRESENT PERFECT TENSE

<i>First person.</i>	I have been.	We have been.
<i>Second person.</i>	You have been.	You have been.
<i>Third person.</i>	He, she, or it has been.	They have been.

2. The verb write.

PRESENT TENSE

<i>First person.</i>	I write.	We write.
<i>Second person.</i>	You write.	You write.
<i>Third person.</i>	He writes.	They write.

PRESENT PERFECT TENSE

<i>First person.</i>	I have written.	We have written.
<i>Second person.</i>	You have written.	You have written.
<i>Third person.</i>	He has written.	They have written.

In these sentences with what person and number is *am* used? *Is*? With what persons and numbers is *are* used? With what person and number is *has* used? How is the verb *write* changed to show the person and number of its subject?

These changes in the form of a verb to agree with the person and number of its subject show the **Person** and **Number** of the verb.

A verb should have the same number and person as its subject.

372. *As in Section 371, use these verbs in the present and present perfect tenses, singular and plural numbers, and the three persons:—*

love teach hear study

COMPOSITION

373. When a verb has two or more subjects connected by *and*, the verb should have the plural form:—

Juan and I have horses.

The boy and the girl are cousins.

The bamboo and the rice are very useful plants.

Father and mother are going away.

When a verb has two or more singular subjects connected by *or*, by *neither—nor*, or by *either—or*, the verb agrees with the subject nearest it:—

My sister or my brother is at home.

Either Jonds or Leon has done this.

Neither Juan nor I am going.

Neither the children nor the mother was at home.

Copy each of these sentences, writing in place of each blank a verb which agrees with its subject in number and person:—

1. Cocoanut palms near the shores of the islands.
2. A cocoanut palm very tall.
3. My father a grove of cocoa palms.
4. He sold many tons of copra.
5. Copra made from the meat of the cocoanut.
6. My sister not like the milk of the cocoanut.
7. She the cocoa wine, which father from sap of the palm.
8. Lorenzo, when you in the city?
9. One of my pens lost.
10. There a parrot in the tree.
11. There five boys in my class.
12. My oldest brother been sick.
13. Each of my brothers a gold watch.
14. The name of these islands Hawaiian Islands.
15. Each of the vowels several sounds.
16. What sounds each vowel?
17. How many pesos she?
18. There my sister.
19. A black and white horse sold to-day.

20. A black horse and a white horse sold to-day.
 21. Neither the letters nor the postal card received.
 22. Either the postmaster or the letter carrier lost them.
 23. This class of words called verbs.

374. *Copy these paragraphs, changing the pronoun I to the pronoun we.*

Tell what other changes you make. Why?

There were six young colts in the meadow besides me ; they were older than I was ; some were nearly as large as grown-up horses. I used to run about with them, and have great fun ; we used to gallop all together round and round the field as hard as we could go. Sometimes we had rather rough play, for they would frequently bite and kick as well as gallop.

I was now beginning to grow handsome ; my coat had become fine and soft, and was a bright black. I had one white foot, and a pretty white star on my forehead. I was thought very handsome. My master would not sell me until I was four years old ; he said lads ought not to work like horses till they were quite grown up.

— *From Black Beauty.*

375. *Copy this paragraph, changing the subject from singular to plural, from "The king" to "The kings."*

Tell what other changes you make in pronouns and in verbs. Why?

The king made just laws that his people might live more happily and freely. He dismissed all partial judges that no injustice might be done. He punished robbers very severely. He founded schools. He patiently heard

complaints in his own court. His great desire was to do right to all his people and to leave them happier, wiser, and better than he found them.

376. Story Telling.

1. *Read this story* :—

A King and Three Kingdoms

Many years ago, King Frederick of Prussia was traveling through his kingdom. He came to a pretty village, where he was to stay an hour or two.

The people of the village were greatly pleased to have a visit from their king. They did many things to make his stay pleasant and agreeable. The school children sang songs of welcome and threw flowers in his pathway.

The king visited the school and was pleased to see how well the children knew their lessons. After a time he said to the teacher that he would like to ask the children a few questions.

On the table near by stood a large dish of oranges. The king took up one of the oranges, and said, "Children, to what kingdom does this belong?"

"To the vegetable kingdom," replied one of the little girls.

"And to what kingdom does this belong?" said he, as he took from his pocket a piece of gold money.

"To the mineral kingdom," she answered,

"And to what kingdom, then, do I belong, my child?" he asked, thinking, of course, she would answer, "To the animal kingdom."

The little girl did not know what answer to make. She feared it would not be right to say to a king that he be-

longed to the animal kingdom. She was puzzled how to reply.

“Well,” said the good king, “can you not answer that question, my little lady?”

The kind words and gentle look gave the little girl courage to speak the thoughts that were in her mind. Looking up into his face, she replied, “To the kingdom of Heaven, sire.”

The king placed his hand upon her head. A tear stood in his eye, when he said, “God grant that I may be found worthy of that kingdom !”

About whom is this story? When and where did the event take place? How was the king received by the people and children? At the school what did he do first? Then what was his first question and the girl’s reply? The second question and the reply? What did he finally do and say?

2. *Tell the story from memory.*

(Review Section 139.)

In telling a story:—

1. Know beforehand what you want to tell.
2. Begin by telling who the persons were, and where and when the events happened.
3. Tell the events in the order in which they happened.
4. Use simple language and short sentences.
5. Make the story interesting.
6. Leave out unnecessary details.
7. Do not repeat.
8. Stop when the main point of the story is told.

3. *Write the story from memory, using the following outline:—*

I. Introduction.

1. The time.
2. Who the king was.
3. Where he was traveling.
4. Arrival at a village.

II. Body of the story.

1. His welcome by the people and children.
2. His visit to the school.
 - a. Observes how well the children know their lessons.
 - b. Requests to ask questions.
3. The questions. About—
 - a. The orange.
 - (1) The question.
 - (2) The reply.
 - b. The piece of gold.
 - (1) The question.
 - (2) The reply.
 - c. About himself.
 - (1) The question.
 - (2) The fear of the little girl.
 - (3) His question.
 - (4) His kind manner.
 - (5) Her reply.

III. Conclusion.

1. What the king did.
2. His feelings.
3. What he said.

377. *Write a detailed outline of this story:—*

Washington and the Corporal

During the Revolutionary War in America, a corporal and a few soldiers were building a fort of logs. The soldiers were trying to lift a heavy log to the top of the wall. The corporal shouted, "Up it goes! Now, up it goes!" But the men could not raise the log.

An officer who was not dressed in his uniform was riding by. He stopped and said to the corporal, "Why do you not help the men a little?"

The corporal stood up very proudly and said, "Sir, I am a corporal."

"I beg your pardon, Mr. Corporal," said the stranger. He then dismounted, and helped the soldiers raise the log. Before mounting his horse again, he said, "Mr. Corporal, when your men need more assistance, send for your commander-in-chief." The corporal was surprised and ashamed. The stranger was Washington.

Reproduce the story from memory, using your outline.

REGULAR AND IRREGULAR VERBS

378. *Read these sentences:—*

- | | | |
|-----------------|-------------------|-----------------|
| 1. We walk. | 3. They talk. | 5. I sing. |
| We walked. | They talked. | I sang. |
| We have walked. | They have talked. | I have sung. |
| 2. He loves. | 4. It flies. | 6. I write. |
| He loved. | It flew. | I wrote. |
| He has loved. | It has flown. | I have written. |

Which of the verbs in these sentences are in the past tense? Which are in the present perfect tense?

Verbs like *love*, *walk* and *talk*, that end in *d* or *ed* in the past and perfect tenses, are called **Regular Verbs**.

Verbs like *fly*, *sing* and *wrote*, that do not end in *d* or *ed* in the past and perfect tenses, are called **Irregular Verbs**.

379. Copy and learn the tense forms of these regular verbs:—

PRESENT TENSE	PAST TENSE	PRESENT PERFECT TENSE	PAST PERFECT TENSE
laugh	laughed	have laughed	had laughed
study	studied	have studied	had studied
learn	learned	have learned	had learned
bake	baked	have baked	had baked

380. Copy and learn the tense forms of these irregular verbs:—

PRESENT TENSE	PAST TENSE	PRESENT PERFECT TENSE	PAST PERFECT TENSE
go	went	have gone	had gone
see	saw	have seen	had seen
bring	brought	have brought	had brought
eat	ate	have eaten	had eaten
ride	rode	have ridden	had ridden
break	broke	have broken	had broken
write	wrote	have written	had written

381. Write each of these sentences in all the tenses as in Section 351:—

1. I go away.

I go away.

I went away.

I shall go away.

I have gone away.

I had gone away.

I shall have gone away.

- | | |
|---------------------------|------------------------|
| 2. The girl studies. | 5. We see him. |
| 3. We eat mangoes. | 6. They write letters. |
| 4. He rides on his horse. | 7. She cooks rice. |

PRINCIPAL PARTS OF VERBS

382. Copy and learn the forms of these verbs:—

PRESENT TENSE	PAST TENSE	PERFECT TENSES
go	went	have gone
do	did	had done
eat	ate	has eaten
walk	walked	will have walked
ride	rode	shall have ridden

In the perfect tenses of these verbs, what words are the principal verbs? What auxiliaries are used?

The words *gone*, *done*, *eaten*, *walked* and *ridden*, which form the principal part of the verbs in the perfect tenses, are called the **Past Participles** of these verbs.

The auxiliary verbs *have*, *has* and *had*, *shall have* and *will have* are used with the past participle of a verb to form its perfect tenses.

The simple form of the *present tense* of a verb, its *past tense* and its *past participle* are called the **Principal Parts** of the verb.

The simple form of the present tense is the form used with the pronoun I; as, *I go*, *I see*, *I write*. The principal parts of a verb are important because from them all the other forms of the verb may be made. By knowing them, we are aided in using all forms of the verb correctly.

383. *Copy and learn the principal parts of these verbs:—*

PRESENT	PAST	PAST PARTICIPLE
play	played	played
wish	wished	wished
guide	guided	guided
love	loved	loved
cry	cried	cried
wait	waited	waited

To which of these verbs is *d* added to the present to form the past tense and the perfect participle? To which is *ed* added?

A *Regular Verb* is a verb that forms its past tense and past participle by adding *d* or *ed* to the simple form of the present tense.

An *Irregular Verb* is a verb that does not form its past tense and past participle by adding *d* or *ed* to the simple form of the present tense: *go, went, gone; eat, ate, eaten; see, saw, seen.*

384. *Write the principal parts of these regular verbs:—*

work	thank	plow	live
look	pull	call	wash

Verbs ending in *y* change *y* to *i* before adding *ed*: *cry, cried; try, tried.*

Write the principal parts of these verbs:—

copy	study	deny	notify	multiply
fly	try	apply	reply	defy

(See Section 369.)

385. *Copy and learn the principal parts of these irregular verbs:—*

PRESENT TENSE	PAST TENSE	PAST PARTICIPLE	PRESENT TENSE	PAST TENSE	PAST PARTICIPLE
am	was	been	hold	held	held
become	became	become	keep	kept	kept
begin	began	begun	know	knew	known
bite	bit	bitten	lead	led	led
blow	blew	blown	leave	left	left
catch	caught	caught	meet	met	met
come	came	come	read	read	read
draw	drew	drawn	rise	rose	risen
drink	drank	drunk	lay	laid	laid
fall	fell	fallen	lie	lay	lain
feel	felt	felt	sit	sat	sat
fly	flew	flown	set	set	set
get	got	got	speak	spoke	spoken
give	gave	given	steal	stole	stolen
grind	ground	ground	swim	swam	swum

(For a complete list of irregular verbs, see Section 964.)

386. *Tell the person, number and tense of each verb in these sentences, and whether it is regular or irregular.*

1. Lucio called to see you. He has been gone about five minutes.

Called is a regular verb, in the past tense, third person and singular number to agree with the subject *Lucio*.

Has been gone is an irregular verb, in the past perfect tense, third person and singular number to agree with its subject *He*.

2. I have studied my lesson in history.
3. Our lesson in geography to-morrow will be about the countries of Europe.
4. We have learned much about the United States.
5. "Will you walk into my parlor?"
Said the spider to the fly.

6. The man had driven away before we came.
7. My book lies on the floor. Who laid it there?
8. The boy had swum across the river.
9. In a few minutes I shall have finished this lesson.
10. The sun sank behind the mountains and the moon rose slowly above the sea.
11. The sun has set; the moon has risen; the world is still.
12. We have seen the north star and the "dipper."

COMPOSITION

387. Copy these sentences, writing in place of each blank the proper form of the verb given in parenthesis. Give the principal parts of each verb.

1. My father has (teach) me how to make a net.

EXAMPLE:—*My father taught me how to make a net.*
Principal Parts: Present, teach; Past, taught; Past Participle, taught.

2. Have you (have) your breakfast?
3. You have (eat) two bananas.
4. The boy has (draw) a picture of himself.
5. He has (throw) the picture on the floor.
6. He has (break) his pencil.
7. The merchant has (buy) many cavanes of rice.
8. My cousin (sell) the rice to him.
9. The cat has (catch) a rat.
10. My sister has (give) her fan to me.
11. The swallows have (fly) away.
12. I (do) the work without any help.
13. Some bad boy has (do) this mischief.
14. The boy was (bite) by a cross dog.

15. The leaves of the tree have (fall) to the ground.
16. Last night I (pound) some pálay.
17. Have you (write) the letter ?
18. Miguel (take) his books home yesterday.
19. He will (bring) them back to school to-morrow.
20. We have (find) a large beetle.
21. The boys had (begin) to play.
22. I (catch) the ball in my left hand, and (throw) it with my right hand.
23. English is (speak) in all parts of the world.
24. Some one has (take) my knife.
25. We (drink) some water. After we had (drink) the water, we ate a rice cake.
26. The boys (sing) "La Sampaguita." They had never (sing) it so well before.
27. I saw the sun (rise) this morning. Soon after it had (rise) we started for the sea-shore.
28. I (lay) your pen on your desk, but it does not (lie) there now.

338. Copy these sentences, writing in place of each blank the proper form of the verb given in parenthesis.

1. I (be) studying grammar. It (be) a useful study.

EXAMPLE:—*I am studying grammar.*

It is a useful study.

2. The composition (be) written and the problems in arithmetic (be) solved yesterday.
3. My brother has (go) to the city. He (go) yesterday. Mother will (go) to-morrow.

4. Have you (eat) your breakfast? At what hour did you (eat) it?

5. Sixto has (break) his arm. How did he (break) it? He (break) it by falling off his horse.

6. Did you (do) this? Tell me when you (do) it. Why have you not (do) it before?

7. The farmers have (begin) to thresh the rice. When did they (begin)? They (begin) yesterday.

8. Do you (know) this man? How long have you (know) him? I have (know) him for five years.

9. I can (swim). I (swim) across the river yesterday. My brother has (swim) across it many times.

10. Who (give) you the flowers? My uncle (give) them to me. He has (give) me many things.

399. Letter Writing.

1. *Copy this letter:—*

42 Real St.,
Manila, P.I.,
Jan. 8, 1909.

My dear Honoria,

To-day I received by mail the beautiful handkerchief you sent to me. It must have cost you many hours of work. I fully appreciate your effort to please me and the kind thoughts you must have had of me when you made it. I shall keep it as a remembrance.

Your friend,

Maxima Ramirez.

Miss Honoria Yangco.

2. Write a letter, thanking a friend for the gift of a book.

3. You wish to give a watch to a friend as a birthday gift. Write a letter to him, to be sent with the watch, stating that you give it, and why.

390. Write a story that you have heard your parents, or some older person, tell.

First make the outline. Then write the story. Read the rules in Section 376.

Tell the kind, and tense, of each verb used.

391. Write a paragraph, using this topic sentence:—

The banana is one of our most important fruits.

392. Write a composition about *The Post Office*. Tell:—

1. Where the post office is in your town. 2. Who is the postmaster and what he does. 3. When mails come and go; where they go. 4. How the mail is carried. 5. What can go through the mail. 6. Cost of sending letters, papers, books, etc. 7. How a letter goes to Manila; to America; to Europe. 8. Value of post offices. 9. Why postmasters and carriers should be careful and honest.

Tell the principal parts of each verb used in your composition.

TRANSITIVE AND INTRANSITIVE VERBS

393. Read these sentences:—

1. The boy struck the desk.
2. The girls helped Juanita.

What action is expressed by the verb in each of these sentences? What was *struck*? Who was *helped*? How are *desk* and *Juanita* used in the

sentences? The object complement *desk* names what received the action, or what was *struck*. The object complement *Juanita* tells who received the action named by the verb, or who was *helped*.

The verbs *struck* and *helped* express actions that were received by some person or thing. They are called **Transitive Verbs**. *Transitive* means *passing over*. The action passes over from the subject or the actor to the object complement or the receiver of the action. A transitive verb may have an object complement.

A Transitive Verb is a verb that expresses an action received by some person or thing:—

Juan struck Martin.

My mother wrote the letter.

John Gutenberg invented the printing press.

Some verbs do not have object complements. The action that they express is not received by any person or thing. They are called **Intransitive Verbs**. All verbs that are *not* transitive are intransitive.

An Intransitive Verb is a verb that expresses an action not received by some person or thing:

The baby sleeps.

The sun shines.

The whale is the largest animal.

A verb may sometimes be transitive and sometimes intransitive:—

INTRANSITIVE

TRANSITIVE

- | | |
|---------------------------------|---------------------------------|
| 1. The pupils were singing. | They were singing "My Country." |
| 2. The teacher spoke to me. | She spoke English. |
| 3. We cannot see into the cave. | We cannot see the cave. |
| 4. Father cannot hear well. | Father cannot hear the music. |
| 5. I write with my left hand. | I write my name. |

394. *Read the sentences in Sections 95, 201 and 207. Tell which of the verbs are transitive, which are intransitive.*

395. *Write sentences, using these verbs. Tell whether the verb in each of the sentences is transitive or intransitive.*

- | | | | |
|-----------|---------------|------------------|----------------|
| 1. write | 6. climbed | 11. may go | 16. have read |
| 2. threw | 7. broke | 12. did make | 17. will play |
| 3. saw | 8. took | 13. has found | 18. is shining |
| 4. walked | 9. bought | 14. were | 19. has fallen |
| 5. was | 10. have sold | 15. have written | 20. has eaten |

396. A few verbs are always transitive and a few are always intransitive. Of these *lie*, *lay*, *sit* and *set* are most often misused.

Lie (*lay*, *lying*, *lain*) is intransitive.

Lay (*laid*, *laying*, *laid*) is transitive.

Sit (*sat*, *sitting*, *sat*) is intransitive.

Set (*set*, *setting*, *set*) is transitive.

Lay, the past tense of the intransitive verb *lie*, means *to rest*, or *at rest*:—

We lay on the ground to sleep.

The book lay on the floor last night.

Lay, the present tense of the transitive verb *lay*, means *to place something* : —

The boy lays his hat on the floor.

I lay the book on the table now.

Set, a transitive verb, is used intransitively in these sentences : —

The sun has set (gone below the horizon).

The moon is setting.

We will set out on our journey at five o'clock.

Copy these sentences, writing in place of each blank the proper form of lie or lay :—

1. At night we down to rest.
2. It is not best to on the floor.
3. Leonardo his books on the table and then down on his bed.
4. . . . the slate where I tell you to it.
5. Many mangoes on the ground.
6. Marta, your pencil on your slate.
7. The sick horse by the side of the road. It had there all night.
8. This morning father in bed until nine o'clock.
9. The boy has his wet umbrella on my paper.
10. . . . the stones in a row.
11. Let the stone where it is.
12. The stone in the middle of the road.

Copy these sentences, writing in place of each blank the proper form of sit or set :—

1. I at my desk alone yesterday.
2. The sun has behind the mountains.

3. Please still until I return.
4. The old man was in a large chair.
5. He had there all the morning.
6. Please down and talk with me.
7. Where did you the jar?
8. I it under the house.
9. The hen on her eggs.
10. My cousin and I together.
11. My sister the lamp on the table and then
down by me.
12. In which chair did she?
13. The children on the grass.

COMPOSITION

397. *Write sentences, using each of these verbs; first, as a transitive verb, and second, as an intransitive verb.*

eat

He eats sugar on his rice.

He is eating with a spoon.

- | | | | |
|----------|----------|-----------|-----------|
| 1. write | 4. elect | 7. break | 10. taste |
| 2. sing | 5. fly | 8. turn | 11. run |
| 3. sew | 6. speak | 9. spread | 12. smell |

398. *Copy the following introduction to a story and complete the story :—*

The Birds, the Beasts and the Bat

Once there was a great battle between the birds and the beasts. The Bat was afraid to fight on either side. He waited to see who would win the battle.

After many days he thought that the beasts were going to win. So he went to the beasts, pretended to be their friend, and said, "I am a beast and a friend of the beasts, I want to fight on your side."

(See *Insular Third Reader*, p. 107.)

399. *Write an account of a trip that you have taken to Manila or some other city. Use the following outline:—*

I. Introduction.

1. Why, when, and with whom you went.
2. Preparation for the trip.
3. What you took with you.

II. Body of the Narrative.

1. On the way to the city.
 - a. How you traveled.
 - b. Length of the journey.
 - c. Country and towns passed through.
 - d. Incidents and observations on the way.
2. In the city.
 - a. Where you went.
 - b. What you did, saw, or purchased.
 - c. Persons whom you met.
3. Return.
 - a. Time of starting.
 - b. How you traveled.
 - c. Incidents of the way home.

III Conclusion.

1. How you liked the trip.
2. Its value or use to you.

VOICE OF TRANSITIVE VERBS

400. *Read these sentences:—*

Leon hit the ball. The ball was hit by Leon.

In the first sentence, *Leon* is the name of the actor, and *ball* is the name of the thing acted upon. It tells what was *hit*. *Hit* is a transitive verb.

In the second sentence, the name of the thing acted upon, *ball*, is the subject. The name of the actor, *Leon*, is the object of the preposition *by*. The verb *hit* shows that the actor is the subject. The verb *was hit* shows that the thing acted upon is the subject. This change in the form of a transitive verb to show whether the subject names the actor, or the receiver of the act, is called Voice.

A transitive verb is in the *Active Voice* when the subject names the doer of the action:—

Leon hit the ball.

The farmer sows the rice.

The boys made a net.

The man caught a turtle.

I wrote a sentence.

The woman carries a jar.

In each of these sentences, what is the name of the actor? What receives the action?

A transitive verb is in the *Passive Voice* when the subject is the name of the person or thing that receives the action:—

The ball was hit by Leon.

A net was made by the boys.

A sentence was written by me.

The rice was sown by the farmer.

A turtle was caught by the man.

A jar was carried by the woman.

In each of these sentences, what is the name of the actor? What is the name of the receiver of the action?

401. *Write each of these sentences on a diagram. Tell whether the verb in each sentence is in the active voice or in the passive voice. Name the doer and the receiver of the action expressed in each sentence.*

1. The pupils have written the sentences.
2. Marta solved the problems.
3. A poor old horse pulled the cart.
4. The horse was ridden by a boy.
5. The baker baked many loaves of bread.
6. He sold the loaves to the people.
7. A loaf of bread was eaten by the hungry boy.
8. Who found my pencil?
9. The clouds covered the mountains.
10. Pásig River is crossed by several bridges.
11. The locusts destroyed the crop of rice.
12. Many carabaos were killed by the rinderpest.
13. The people make hats and mats of the leaves of the buri palm.

402. In the passive voice, the name of the doer is in a phrase introduced by the preposition *by*.

The ball was hit by Leon.

The field was plowed by the farmer.

The wood was cut by me.

Sometimes, however, the name of the doer is omitted:—

The horse was sold.

America was discovered in 1492.

Many beautiful birds and flowers were seen.

Copy and complete the following sentences by writing in place of each blank the name of a doer introduced by the preposition by:—

1. The letter was found
2. The house was built
3. All the rice was destroyed
4. The bell was rung
5. Much tobacco is cultivated
6. This book was printed
7. Bows and arrows are used
8. "The Children's Hour" was written
9. The carts were pulled

403. *Rewrite the sentences you have written in Section 402, and change the verbs from the passive to the active voice.*

404. *Rewrite the sentences in Section 401 and change the verbs from the active to the passive voice.*

COMPOSITION

405. *Tell which of the verbs in the following sentences are in the active voice:—*

Cotton

The pods, in which cotton grows, we call the bolls. When the cotton is ripe, men and women pick it from the bolls. They put it into bags. They next take it to

the cotton gin. This machine separates the cotton from the cotton seed. Men now carry the clean cotton to the presses, where they make it into bales. They also crush and press the cotton seeds, and make cotton-seed oil.

Copy the sentences about Cotton, changing the verbs to the passive voice.

406. *Write an outline of a story about one of the following topics:—*

- | | |
|----------------------------|----------------------------|
| 1. A Typhoon. | 7. A Visit to a Rice Mill. |
| 2. A Saturday. | 8. A Ride on a Steamer. |
| 3. A Trip to the Forests. | 9. How I Learned to Swim. |
| 4. A Ball Game. | 10. What I Do at Home. |
| 5. Preparing for a Fiesta. | 11. An Accident. |
| 6. An Excursion. | 12. Flying Kites. |

407. *Write a composition about one of the following topics:—*

1. How to Catch Frogs.
2. How to Write a Composition.
3. How to Write a Letter.
4. How to Swim.
6. How to Cook Rice.

MODE

408. *Read these sentences:—*

1. Mateo wrote a composition.
2. Mateo, write a letter to your brother.
3. If Mateo were writing now, we could assist him.

In the first statement, *wrote* is used to make a statement, to assert, or to tell a fact.

In the second sentence, *write* is used to express a command.

In the third sentence, *were writing* is used in a clause not to assert a fact, but to state a condition which is contrary to the truth. Is Mateo really writing now? He is only *thought of* as writing. The verb asserts a supposition. The full meaning of the sentence is: *Mateo is not writing, but if he were writing, we could assist him.*

In these sentences the different ways, or manners, of expressing thought require changes in the form and uses of the verbs. This change in the verb to express thought in different ways is called *Mode*. The word *mode* means *manner*.

Mode is the form or use of a verb that shows the manner in which the thought is expressed.

In the sentences above, how does the verb *wrote* express the thought? *Write?* *Were writing?* Corresponding to these three ways of expressing thought, verbs have three modes:—

1. **The Indicative Mode**, which is used to assert a fact.
2. **The Imperative Mode**, which is used to express a command.
3. **The Subjunctive Mode**, which is used to express something only thought of, or contrary to fact.

THE INDICATIVE MODE

409. *Read these sentences:—*

1. The Eskimos live in Greenland and northern North America. The winters there are very long. The climate is very cold. They dress in the skins of bears and seals. Sometimes they live in houses made of ice and snow. They eat fish and the fat and meat of animals.

2. Where do the Eskimos live? Where is Greenland? Would you like to live in Greenland? What do the Eskimos eat? Why do they not eat rice and bananas? Do you eat fat? Would you like to go to Greenland?

Which of these groups of sentences is composed of statements? Which of questions? Which state facts? Which inquire about facts? The verbs in these sentences are in the *Indicative Mode*.

A verb is in the *Indicative Mode* when it is used to state a fact or to ask a question.

410. A verb in the indicative mode may be in any of the tenses:—

Present: *We go to the city.*

Past: *We went to the city.*

Future: *We shall go to the city.*

Present Perfect: *We have gone to the city.*

Past Perfect: *We had gone to the city.*

Future Perfect: *We shall have gone to the city.*

Write each of the following sentences in all the tenses of the indicative mode:—

- | | |
|--------------------|--------------------------|
| 1. I am reading. | 4. They are singing. |
| 2. The boy writes. | 5. She is drawing a box. |
| 3. You are happy. | 6. Ana was tired. |

411. Copy and learn these forms of the verb *be* in all the tenses of the indicative mode:—

PRESENT TENSE

SINGULAR NUMBER	PLURAL NUMBER
(Person)	(Person)
1. I am.	1. We are.
2. You are.	2. You are.
3. He, she, or it is.	3. They are.

PAST TENSE

1. I was.	1. We were.
2. You were.	2. You were.
3. He, she, or it was.	3. They were.

FUTURE TENSE

1. I shall be.	1. We shall be.
2. You will be.	2. You will be.
3. He, she, or it will be.	3. They will be.

PRESENT PERFECT TENSE

1. I have been.	1. We have been.
2. You have been.	2. You have been.
3. He, she, or it has been.	3. They have been.

PAST PERFECT TENSE

1. I had been.	1. We had been.
2. You had been.	2. You had been.
3. He, she, or it had been.	3. They had been.

FUTURE PERFECT TENSE

1. I shall have been.	1. We shall have been.
2. You will have been.	2. You will have been.
3. He, she, or it will have been.	3. They will have been.

412. *Copy and learn these forms of the verb go in all the tenses of the indicative mode:—*

PRESENT TENSE**SINGULAR NUMBER***(Person)*

1. I go.
2. You go.
3. He, she, or it goes.

PLURAL NUMBER*(Person)*

1. We go.
2. You go.
3. They go.

PAST TENSE

- | | |
|-------------------------|---------------|
| 1. I went. | 1. We went. |
| 2. You went. | 2. You went. |
| 3. He, she, or it went. | 3. They went. |

FUTURE TENSE

- | | |
|----------------------------|------------------|
| 1. I shall go. | 1. We shall go. |
| 2. You will go. | 2. You will go. |
| 3. He, she, or it will go. | 3. They will go. |

PRESENT PERFECT TENSE

- | | |
|-----------------------------|--------------------|
| 1. I have gone. | 1. We have gone. |
| 2. You have gone. | 2. You have gone. |
| 3. He, she, or it has gone. | 3. They have gone. |

PAST PERFECT TENSE

- | | |
|-----------------------------|-------------------|
| 1. I had gone. | 1. We had gone. |
| 2. You had gone. | 2. You had gone. |
| 3. He, she, or it had gone. | 3. They had gone. |

FUTURE PERFECT TENSE

- | | |
|-----------------------------------|-------------------------|
| 1. I shall have gone. | 1. We shall have gone. |
| 2. You will have gone. | 2. You will have gone. |
| 3. He, she, or it will have gone. | 3. They will have gone. |

413. *As in Section 410 above, write each of the following verbs in all the tenses of the indicative mode:—*

walk see write sing

COMPOSITION

414. *Copy the following introduction to a story, and then complete the story:—*

The Camel and his Master

One night a camel looked into the tent where his master was lying, and said, "Kind Master, will you let me put my head inside of the tent? A cold wind is blowing to-night."

"Oh, yes," said the man, "there is plenty of room."

Tell the tense, person and number of each verb you have used.

415. *Make an outline of a composition about How Salt is Made.*

416. *Write a letter to a boy friend, telling him how to make a paper lantern.*

THE IMPERATIVE MODE

417. *Read these sentences:—*

Come here. Bring your geography. Find the map of Asia. Find Anam. Find Saigon. Tell me what we receive from Saigon. Tell how the people live there.

What kind of sentences are these? Why? In what mode is each of the verbs? What is the subject of each sentence?

A verb is in the *Imperative Mode* when it is used to express a command or a request.

(Review Sections 6 and 61.)

418. Write sentences, using these verbs in the *imperative mode* :—

- | | | | | |
|----------|---------|----------|-----------|-----------|
| 1. lend | 4. find | 7. study | 10. help | 13. draw |
| 2. write | 5. tell | 8. bring | 11. come | 14. make |
| 3. give | 6. go | 9. sing | 12. spell | 15. carry |

THE SUBJUNCTIVE MODE

419. Read these sentences :—

1. If I were a sailor, I would go around the world.
2. If wishes were horses, beggars might ride.
3. If you were rich, what would you do?
4. If Leon were a man, he would be a good general.
5. If I were in Greenland, I would make a house of ice.

What is the clause in each of these sentences? Do these clauses express facts? Do they state what is true? What is the verb in each clause? These verbs are in the **Subjunctive Mode**.

The subjunctive mode was once more generally used than at the present time. It is used now most frequently to express—

1. A wish :—

Oh! that my father were here!

Oh! If he could come!

Long may you be happy.

I wish I were a general.

2. A condition: —

If this were true, I should be sorry.

If he had gone, he would have been killed.

Were my brother here, he would protect us.

Had my brother been here, he would have protected us.

3. A supposition, or a concession: —

Though he were here, he could not help us.

Although you were a doctor, I should not invite you to my house.

Though you should be a king, you would not be happy.

Be the matter what it may, always speak the truth.

A verb is in the *Subjunctive Mode* when it is used to express a supposition, or something only thought of, or contrary to fact.

420. Verbs in the subjunctive mode are usually in clauses introduced by the conjunctions *if, though, unless, except, that, lest* and *whether*. The conjunction *if* is most commonly used.

If I were a man, I would be a doctor.

Though his slate were made of iron, I think he would break it.

I wish that our country were rich.

Whether or not it should rain, we must go.

What is the verb in each of these subordinate clauses? What are the verbs in the principal clauses? The verbs in the subordinate clauses are in the subjunctive mode. The verbs in the principal clauses are in the indicative mode.

The verbs in clauses introduced by *if, though, unless, except, that, lest* and *whether*, may be in the indicative mode.

Subjunctive Mode. — *If father were here, we should be happy.*

Indicative Mode. — *If father is in the house, we can soon find him.*

In the first sentence, the father's being here is only a supposition, not a fact; but in the second sentence, the father's being in the house is assumed to be a fact.

Subjunctive Mode. — *Though I were rich, I would not give him a cent.* (I am not rich.)

Indicative Mode. — *Though I am rich, I will not give him a cent.* (I am rich.)

Though I were rich is a supposition. *Though I am rich* is a fact.

The conjunction is often omitted: —

Were I you, I would write more carefully.

I wish I were a boy again.

Were he I, he would not do this.

Were the people more industrious, they would be happier.

421. A verb in the subjunctive mode may be in any of the tenses: —

Present.	<i>If he be.</i>
Past.	<i>If he were.</i>
Future.	<i>If he should be.</i>
Present Perfect.	<i>If he have been.</i>
Past Perfect.	<i>If he had been.</i>
Future Perfect.	<i>If he should have been.</i>

422. Copy and learn these forms of the verb *be* in all the tenses of the subjunctive mode:—

PRESENT TENSE

SINGULAR NUMBER	PLURAL NUMBER
(Person)	(Person)
1. If I be.	1. If we be.
2. If you be.	2. If you be.
3. If he be.	3. If they be.

PAST TENSE

1. If I were.	1. If we were.
2. If you were.	2. If you were.
3. If he were.	3. If they were.

FUTURE TENSE

1. If I should be.	1. If we should be.
2. If you should be.	2. If you should be.
3. If he should be.	3. If they should be.

PRESENT PERFECT TENSE

1. If I have been.	1. If we have been.
2. If you have been.	2. If you have been.
3. If he have been.	3. If they have been.

PAST PERFECT TENSE

1. If I had been.	1. If we had been.
2. If you had been.	2. If you had been.
3. If he had been.	3. If they had been.

FUTURE PERFECT TENSE

1. If I should have been.	1. If we should have been.
2. If you should have been.	2. If you should have been.
3. If he should have been.	3. If they should have been.

How does the form of the verb in the subjunctive mode differ from that in the indicative mode ; —

1. In the present tense? 2. In the past tense?
3. In the present perfect tense? 4. In the future perfect tense?

(See Section 411.)

In each tense in the subjunctive mode, the form of the verb is the same in both numbers and in all the persons. The verb in the third person, singular number does not end in s.

(Review Section 366.)

The form of the verb most commonly in use in the subjunctive mode is the past tense of the verb *be* :—

If I were.	If the boy were.	If they were.
If you were.	If teacher were.	If the stones were.
If he were.	If it were.	If the sea were.

With other verbs and tenses, the indicative form of the verb should generally be used.

423. *Tell the verbs in the subjunctive mode and in the indicative mode in these sentences :—*

1. If you were more studious, you would succeed.
2. I wish that I were rich.
3. If it had rained, I should have been sorry.
4. If the man should fall, he would be killed.
5. If every day were a playing holiday, we should all be tired of play.
6. Take care lest you be carried away by your feelings.
7. Though he deceive me, yet will I trust him.
8. If the carriage should break, how could we get home?
9. If I could speak English, I could secure the position.
10. If he would try, he might succeed.

In these sentences, what auxiliary verbs are used with verbs in the subjunctive mode?

424. In the subjunctive mode, the auxiliaries *may*, *might*, *do*, *did*, *should*, *had* and *have* are used. Of these *should* is most frequently used:—

If you should go, please inform me.

If he should do that, he would be punished.

Though you should try a thousand times, you could not do that.

These auxiliaries are used in the indicative mode also.

(Review Section 332.)

The use of the subjunctive mode depends upon the thought which is to be expressed. If we wish to state something as true or assumed to be true, we use verbs in the indicative mode. If we wish to express a supposition, or something thought of as untrue, we use verbs in the subjunctive mode. Where the verb forms and the auxiliaries are the same for both modes, we should study the meaning of the sentence to determine the mode of the verbs.

425. *Tell the mode and the tense of each of the verbs in these sentences:—*

1. The man is a scholar, although he is not a gentleman.
2. If he were a gentleman, he would keep his promises.
3. Even if you were my brother, I could not help you.
4. Unless Robert passes his examinations, he cannot be promoted.

5. When the queen of the white ants is full grown, she lays many thousand eggs each day.
6. After the eggs have been laid, they are put into small, dry rooms.
7. I may go to Manila when you go.
8. You might have known your lesson if you had studied it.
9. If Francisco were a kind boy, he would not willingly hurt his little dog.
10. If Digno could help us, I am sure he would.
11. The girl wished she might be a fairy.
12. May he be happy all his years.
13. If the law be too severe, it must be changed.
14. He talks as if he were the governor.
15. Though he had deceived me, yet would I trust him.
16. Be kind to him even if he should be unkind to you.

426. *Write the following forms of the verb write and find:—*

1. First person, plural, present tense, indicative mode.
2. Third person, singular, past tense, subjunctive mode.
3. Third person, plural, past tense, subjunctive mode.
4. Second person, plural, present tense, imperative mode.
5. First person, plural, future tense, indicative mode.
6. Second person, singular, present tense, subjunctive mode.

427. *Write each of these groups of words in all the tenses of the indicative and subjunctive modes:—*

- | | |
|-----------|--------------------|
| 1. He is. | 3. They are going. |
| 2. I go. | 4. We write. |

(Review Sections 381 and 411.)

PARSING OF VERBS

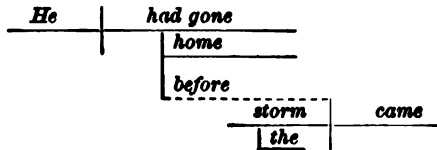
428. In parsing a verb, tell : —

1. The *class* as to form — regular or irregular. As to use — transitive or intransitive ; and the voice, active or passive, if the verb is transitive.
2. The *principal parts*.
3. The *mode* — indicative, imperative, or subjunctive.
4. The *tense* — present, past, future, present perfect, past perfect, or future perfect.
5. The *person* and *number* to agree with the person and number of its subject.

Write each of these sentences on a diagram. Parse in writing each verb : —

1. He had gone home before the storm came.

DIAGRAM

*Had gone :*

Irreg. Intran. V.
go, went, gone
 Indicative Mode
 Past Perfect Tense
 Sing. No., 3d Per.,
 to agree with its
 subject *He*.

Came :

Irreg. Intran. V.
come, came, come
 Indicative Mode
 Past Tense
 Sing. No., 3d Per.,
 to agree with its
 subject *storm*.

2. The prisoner was shot at sunrise.
3. I know my duty and I shall do it

4. Before to-morrow evening, we shall have finished this work.
5. Had we finished the work to-day, we should have a holiday to-morrow.
6. Should father come, please give him this book.
7. A true patriot obeys the laws of his country.
8. If he were a patriot, he would obey the laws.
9. I wish I were a fairy.
10. Although he is my enemy, I shall be kind to him.

COMPOSITION

429. Diary. A diary is a brief record from day to day of events that are of interest and that are to be remembered.

A diary should be written in simple language. It should be truthful. Each day's record should be named and dated.

1. *Copy this record of two days from*

A Schoolboy's Diary

Wednesday, June 3. — Raining all day. Studied history before going to school. Teacher was ill to-day and school was dismissed early. Received a letter from Juan. Bought an umbrella for three pesos.

Thursday, June 4. — Cloudy. Cooler. Wrote my composition before school. Knew all my lessons. After school drove with father to market. Cousin Felipe called. Played games in the evening.

2. *Write in a book, or on folded sheets of paper, a diary for ten days, beginning to-day.*

3. *Write an imaginary diary for five days, beginning to-day, recording the events as you wish they might be.*

430. Write a composition about *White Ants*, using this outline :—

- | | |
|--|--|
| <p>I. Other names for white ants.</p> <p>II. Their nests :—</p> <ol style="list-style-type: none"> 1. Where they are found, 2. How they are made. 3. Size. 4. Arrangement of rooms. 5. Roads from the nest. | <p>III. Kinds of ants in the nest :—</p> <ol style="list-style-type: none"> 1. The queen : <ol style="list-style-type: none"> a. Where she lives. b. What she does. c. How fed and cleaned. 2. The kings. 3. The workers. 4. The soldiers. <p>IV. What they eat.</p> <p>V. The good and damage that they do.</p> |
|--|--|

Tell the principal parts, the tense and the mode of each verb used in your composition.

REVIEW

1. What is a verb? Write ten verbs that express action. Write five verbs that do not express action.
2. What is an auxiliary verb? In the indicative mode, what auxiliary verbs are used in the present tense? In the past tense? In the future tense? In the present perfect tense? In the past perfect tense? In the future perfect tense? What auxiliaries are used in the potential mode?
3. Write these sentences in all the tenses in the indicative mode :—

The bird builds its nest. The people are happy.
4. When should *shall* and when should *will* be used? Write sentences to illustrate.
5. How should a verb agree with its subject?

Write sentences, using each of these verbs with a subject in the third person and singular number:—

*walk, sing, hear, learn, see, find, swim, study,
go, do, teach, wash, cry, try, fly.*

6. Write sentences, using these words as subjects:—

<i>Maria and Juan.</i>	<i>Luzón and Mindanao.</i>
<i>Father and mother.</i>	<i>Birds and bats.</i>
<i>My book and my pencil.</i>	<i>Boys and girls.</i>
<i>My hat and my slippers.</i>	<i>Sugar and molasses.</i>

Should the verb in each of these sentences be singular or plural in form?

7. Write sentences, using these words as subjects:—

Either you or I.
Either mangoes or bananas.
Neither rice nor corn.
Either my book or my pencil.
Neither he nor she.
Neither Leyte nor Sámar.
Either father or mother.
Either Leon or Martin.

8. What is a regular verb? Write five regular verbs. Write the verb *talk* in all tenses and persons in the indicative mode.

What is an irregular verb? Write the principal parts of these verbs: *hold, lie, steal, know, get, grind, catch, begin, saw, be, keep.*

Write the verb *take* in all the tenses and persons in the indicative mode.

9. What is a transitive verb? An intransitive verb? Write five sentences containing transitive verbs. Write five sentences containing intransitive verbs.

10. Write sentences, using these verbs: —
*lie, lay, is lying, lies, lays, has laid,
 sit, sat, is sitting, has set, has sat.*
11. When is a transitive verb in the active voice?
 Write five sentences containing verbs in the active voice.
 Rewrite these sentences, changing the verbs to the passive voice.
12. What is meant by the mode of a verb? What are the kinds of mode?
 When is a verb in the indicative mode?
 Write five statements in the indicative mode and the present perfect tense.
 Write five questions in the indicative mode, in the future tense.
13. When is a verb in the imperative mode? In the subjunctive mode?
 Write five sentences containing verbs in the imperative mode. Write five sentences containing verbs in the subjunctive mode.
14. When is a verb in the subjunctive mode? What tenses has this mode? What auxiliaries are used in this mode? Write five sentences, each having a verb in the subjunctive mode.

THE PROGRESSIVE FORM OF THE VERB

431. *Read these sentences:—*

1. We are writing.
2. The boys were fishing for crabs.
3. The boys had been flying their kites.
4. The farmers will be plowing the fields.
5. In five minutes I shall have been writing two hours.

These sentences express action as continuing or progressing at the present time, in past time, and in future time. With what syllable does each of the verbs end?

The form of the verb ending in *ing* — *writing*, *fishing*, *flying* and *plowing* — is called the **Present Participle**.

The verbs *are writing*, *were fishing*, *had been flying*, *will be plowing*, *shall have been writing*, etc., are in the **Progressive Form**, because they express action as continuing, or progressing. The progressive form is made by adding the present participle of any verb to the different forms of the verb *be* in the various modes and tenses.

432. Copy the following sentences, written in the indicative mode and the progressive form:—

TENSE	
<i>Present.</i>	I am calling him.
<i>Past.</i>	I was calling him.
<i>Future.</i>	I shall be calling him.
<i>Present Perfect.</i>	I have been calling him.
<i>Past Perfect.</i>	I had been calling him.
<i>Future Perfect.</i>	I shall have been calling him.
<i>Present.</i>	He is looking at me.
<i>Past.</i>	He was looking at me.
<i>Future.</i>	He will be looking at me.
<i>Present Perfect.</i>	He has been looking at me.
<i>Past Perfect.</i>	He had been looking at me.
<i>Future Perfect.</i>	He will have been looking at me.

433. Write each of the following sentences in the indicative mode and progressive form in all the tenses:—

1. Father is coming home.
2. The boys are making a boat.
3. We are studying English.
4. You are eating an orange.

COMPOSITION

434. Dialogue.

Copy this conversation:—

Mr. Andres. What are you going to do with that field near the schoolhouse, Mr. Bautista?

Mr. B. I am thinking of planting some banana trees there. The land has been lying idle for three years.

Mr. A. Yesterday I was talking with Mr. Perez, the new schoolmaster.

Mr. B. Is he one of the young men who were studying in the States?

Mr. A. Yes, and he is making some very good plans to interest the pupils after school hours. He is thinking of starting a baseball club for the boys and a tennis club for the girls. He was wishing that he might have the use of your field for his pupils.

Mr. B. I shall be very willing to give the school the use of the field. When the pupils are playing healthful games, they are being well employed.

In this conversation, the persons speaking are named at the beginning of each paragraph. A period is placed after each name, and no quotation marks are used. Conversation written in this form is often called a Dialogue.

Tell the tense and the form of each verb in this dialogue.

435. Read the following:—

As Mr. Bautista was standing in the doorway of his house one morning, Mr. Andres stopped on his way by and asked, "What are you going to do with that field near the schoolhouse, Mr. Bautista?"

Mr. Bautista, a large, cheerful-looking man, glanced over at the field in question, and after a moment's reflection, answered, "I am thinking of planting some banana trees there. The land has been idle for three years."

"Yesterday," ventured Mr. Andres, "I was talking with Mr. Perez, the new schoolmaster."

"Is he one of the young men who were studying in the States?" inquired Mr. Bautista.

"Yes," replied Mr. Andres, encouraged by his friend's eager attention, "and he is making some very good plans to interest the pupils after school hours. He is thinking of starting a baseball club for the boys and a tennis club for the girls. He was wishing that he might have the use of your field for his pupils."

Mr. Bautista smiled genially. An appeal to his generosity was never known to have been made in vain.

"I shall be very willing to give the school the use of the field," he said heartily. "When the pupils are playing healthful games, they are being well employed."

Mr. Andres thanked his friend and assured him that both Mr. Perez and the pupils would appreciate his kindness.

How does the above differ from the dialogue given in Section 434? Conversation written in this form, containing description and narration, is usually called a short story.

436. *Write one of the following conversations in the form of a dialogue, as in Section 434:—*

1. Conversation between Miss Dison, who has just been to Manila to buy cloth for some new dresses, and Miss Torres.
2. Conversation between Mr. Gomez, who has a rice mill, and Mr. Ocampo, who wishes to have two hundred cavares of palay hulled.
3. Conversation between a teacher and a boy who has often been tardy at school and is careless in his work.

Rewrite the conversation in the form of a short story, introducing description and narration.

437. *Write ten questions, using the progressive form of the verb.*

Write an answer to each of your questions, using the progressive form of the verb.

Ask questions of another pupil, and require him to reply, using the progressive form of the verb.

THE INTERROGATIVE FORM OF THE VERB

438. *Read these sentences:—*

1. Has Lucrecio found his slipper?
2. Do you know where it is?
3. Has your father sold any carabaos?
4. Did you write the letter?
5. Have you seen Mayón Volcano?

What is the verb in each of these sentences?
What part of the verb is placed before the subject?

In interrogative sentences, the auxiliary verb is placed before the subject.

When more than one auxiliary verb is used, only the first is placed before the subject:—

Will you be writing when I return? Has father been fishing to-day? Would he have told me?

Write each of these sentences in the interrogative form:—

1. Pearls are found near the island of Jolo.
2. The people should plant palms along the sides of the streets.
3. Pekin is the capital of China.
4. Much rice is raised in the southern part of the United States.
5. New York has many large schools and colleges.
6. The home of the President is in Washington.
7. The white ants had been eating my book.
8. The white ants would have been eating the book.

439. When, in the declarative form, the verb consists of only one word, as in the simple present and past tenses, the words *do* and *did* are used to ask questions.

Notice the change in the verb in the interrogative form:—

You **saw** a house.

Did you **see** a house?

PRESENT TENSE

PAST TENSE

He **sings**. Does he **sing**?

She **read**. Did she **read**?

We **run**. Do we **run**?

We **ran**. Did we **run**?

They **play**. Do they **play**?

They **wrote**. Did they **write**?

It **flies**. Does it **fly**?

She **spoke**. Did she **speak**?

Write each of these sentences in the interrogative form:—

1. We study grammar.
2. They like to work.
3. She rides to school.
4. You write carefully.
5. My sister sews.
6. The baby laughed.
7. Sixto learns.
8. He studied hard.
9. Justo lives on the island of Cuyo.
10. The eagle caught the monkeys.
11. The Chinese make much cloth of silk.
12. A Chinaman wears his hair in a long queue (*tu*).
13. My father plows the fields and sows the rice.
14. The teacher wrote the sentence on the blackboard.
15. The white ants ate my book.
16. The train went slowly over the bridge.
17. We saw five Hindus in a store.
18. The Brazilians raise much coffee.

440. *Copy these sentences:—*

DECLARATIVE FORM	INTERROGATIVE FORM
I read well.	Do I read well?
I read well.	Did I read well?
I shall read well.	Shall I read well?
I have read well.	Have I read well?
I had read well.	Had I read well?
I shall have read well.	Shall I have read well?

441. *Write each of these sentences in both the declarative and the interrogative form in all the tenses in the indicative mode, as in Section 440.*

1. The man works.
2. She carries a jar.
3. He saw a blue heron.
4. We drink coffee.

COMPOSITION

442. The adverbial word, phrase or clause modifier is sometimes placed first.

To-morrow, *will you go?*

To what place *did he go?*

On what kind of paper *was it written?*

Before you return, *will you come to see me?*

Copy these sentences, changing them to the interrogative form. Place the adverbial modifiers first. Ask the questions so that the answers will fill the blanks.

1. . . . we shall go.
When shall we go?
2. Your lesson is on page.
On what page is your lesson?
3. He will arrive on day.
4. Magellan sailed from
5. He first landed on
6. He was killed on
7. The largest city in the world is in
8. Many ships were wrecked during
9. The American fleet was at Cavite
10. All nature is clothed in beauty
11. He did not start to go

443. *Write ten questions about:—*

1. George Washington, or
2. China, or
3. India, or
4. The life of Magellan.

444. *Make an outline of a composition, describing the Samoan Islands.*

Write a set of questions about the topics in your outline.

445. *A man wishes to sell you a house. Write a letter of inquiry about it, requesting information about its location, surroundings, size, material of which it is made, the arrangement and size of the rooms, the price and the conditions of payment.*

Write a reply to your letter.

THE NEGATIVE FORM OF THE VERB

446. *Read these sentences:—*

1. The teacher did not punish the boy.
2. We do not have any rice.
3. We have never pounded rice.

Each of these sentences denies a fact. They are negative. What adverbs are used with the verbs to make the meaning negative? Are these adverbs placed before or after the auxiliary verbs? Are they placed before or after the verb?

In negative sentences, the adverbs *not* and *never* are placed after the auxiliary verb.

The adverb *never* is placed before the single verb:—

4. I never smoke cigarettes.
5. He never sings.

In the present and past tenses, *do*, *does* and *did* are used with verbs in the negative form. We do not say: *I sing not*, *He rides not*, *She wrote not*.

- | | |
|----------------------|--------------------------|
| 6. I do not sing. | 8. She did not write. |
| 7. He does not ride. | 9. The bird did not fly. |

447. *Copy the following sentences, changing each to the negative form:—*

1. The papaya is a delicious fruit.
2. The areca palm is very useful.
3. The cocoa palm is the emblem of the tropics.
4. A large flag floated over the schoolhouse.
5. If you do your work well, you will prosper.
6. The man who labors, rests well.
7. The wind blows and it rains.
8. We know our lessons and want a recess.
9. I saw a casco coming up the river.
10. It had two large sails.
11. Some animals lay eggs.
12. If we work thoughtfully and earnestly, we shall succeed.

448. *Read these sentences:—*

- | | |
|---------------------------|--------------------------|
| 1. Do I not sing well? | 4. Have I not sung well? |
| 2. Did I not sing well? | 5. Had I not sung well? |
| 3. Shall I not sing well? | 6. Do I never sing well? |

In these sentences, where are *not* and *never* placed? In the negative interrogative form, the word *not* or *never* is placed after the subject.

449. *Copy the following sentence, written in the negative declarative and the negative interrogative form in the indicative mode:—*

- | | |
|-------------------------|-------------------------|
| The boy does not work. | Does the boy not work? |
| The boy did not work. | Did the boy not work? |
| The boy will not work. | Will the boy not work? |
| The boy has not worked. | Has the boy not worked? |

The boy had not worked. Had the boy not worked?
 The boy will not have worked. Will the boy not have worked?

450. *As in Section 449, write each of the following sentences in the declarative negative and the interrogative negative form in the tenses of the indicative mode:—*

1. The girl likes to sew.
2. We have seen the ocean.
3. You are a good boy.
4. Gold is found in the mountains.

451. The contraction *n't*, the abbreviation for *not*, is written with the verb: *Isn't he? Wasn't she? Aren't you?*

Copy and learn the following forms:—

1. He is not. He isn't. Isn't he? Is he not?
2. He was not. He wasn't. Wasn't he? Was he not?
3. He has not. He hasn't. Hasn't he? Has he not?
4. He does not cry. He doesn't cry? Doesn't he cry? Does he not cry?
5. You are not. You aren't. Aren't you? Are you not?
6. You do not. You don't. Don't you? Do you not?
7. They are not. They aren't. Aren't they? Are they not?
8. They were not. They weren't. Weren't they? Were they not?
9. I am not. Am I not? [No contraction used.]

COMPOSITION

452. *Converse with another pupil. Ask questions in the negative form and require him to reply in the negative form, and in the progressive form.*

453. *Write ten questions in simple interrogative form. After each question write the reply in negative form.*

EXAMPLE : *Have you ever seen a flying lemur ?*
No. I have never seen one.

454. *Write ten interrogative sentences in negative form and write the answer to each in the progressive form.*

EXAMPLE : *Why are you not studying your geography now ?*

I am not studying my geography now because I am writing a composition.

455. Stories from History.

1. Read this story:—

The Boston Boys and General Gage

After the passage of the Stamp Act, the king sent troops to Boston to force the people to submit. The citizens of Boston were ordered to furnish food and lodging for the soldiers. The soldiers were often insulting in manner to the people, and even to the children.

During the winter the boys built snow slides on the hills of Boston Common. On their sleds, they used to slide down the hills and across the frozen frog pond. The soldiers destroyed the slides just to tease the boys. The

boys complained about it. They rebuilt the slides, but found them ruined when they returned from school.

They called upon one of the under officers to protest, but he would have nothing to say to them. After that the soldiers were more unkind than ever.

At last the boys had a meeting, and sent a committee to General Gage. He asked why so many boys had called upon him.

"We came," said the tallest, "to demand satisfaction."

"What! Have your fathers been teaching you rebellion and sent you here to show it?" said the general.

"Nobody sent us, sir," replied the boy. "We have never injured your troops, but they have spoiled our snow slides and broken the ice on the pond. We complained and they called us 'young rebels,' and told us to help ourselves if we could. We told one of your officers and he laughed at us. Yesterday our slides were destroyed for the third time, and, sir, we will bear it no longer."

General Gage was a kind-hearted man. He turned to an officer and said, "The very children draw in a love of liberty with the air they breathe." "You may go, my brave boys," said he. "If the soldiers annoy you again, they shall be punished."

2. *Reproduce the story according to the following outline:—*

I. **Introduction.**

1. British troops sent to Boston to enforce the Stamp Act.
2. Citizens ordered to provide food and lodging. Insulting manner of the soldiers.

II. The boys and the soldiers.

1. The boys build snow slides and slide down hill on the Common.
2. Destruction of the slides by the soldiers.
3. Complaint of the boys and repairing of the slides.
4. Continued unkindness of the soldiers. Complaint to the under officer.

III. The boys decide to complain to General Gage.

1. They hold a meeting and appoint a committee.
2. The committee calls on the general.

IV. The conversation of the boys with the general.

1. The boys' demand.
2. The General's question.
3. The boys' reply.
4. The boys' refusal to submit.

V. Conclusion.

1. General Gage's kindness.
2. His remark to the officer.
3. His reply to the boys.

3. *Write the story from memory, using the outline.*
4. *Make an outline of the story of the life of EU Whitney as given in your history.*
5. *Make an outline of the life of Robert Fulton as given in your history.*
Write the story of his life according to your outline.

INFINITIVES

456. *Read these sentences: —*

1. I like to study.
2. To steal is wrong.
3. We should eat to live.
4. I went there to get a drink.

(Review Section 126.)

Analyze each of these sentences. What do *I like*? What *is wrong*? Why *should we eat*? Why *did I go there*? What sentences *are short*?

These words—*to study, to steal, to live* and *to get*,—are forms of verbs called **Infinitives**.

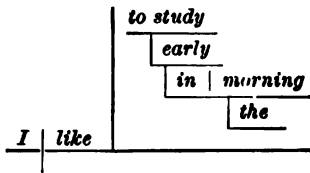
What is the verb in each of these infinitives? What word is used with each infinitive?

An infinitive is generally introduced or preceded by the word *to*. The word *to* is often called the *sign of the infinitive*.

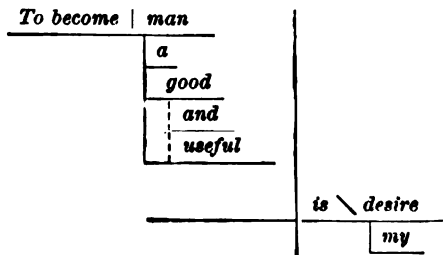
An *Infinitive* is a form of the verb generally preceded by the word *to* and used to name the action without stating or asserting it.

(Review Section 247.)

5. I like to study early in the morning.



6. To become a good and useful man is my desire.



What is the infinitive in the fifth sentence? What adverb and adverbial phrase modify the infinitive *to study*?

In the sixth sentence, what is the infinitive? *To become* what? *Man* is the object of the infinitive *to become*. What adjectives modify *man*? An infinitive may have an object.

An infinitive with its modifiers and other words belonging to it form an **Infinitive Phrase**.

457. The infinitive, or the infinitive phrase, may be used as a noun, an adjective or an adverb.

1. As a noun—

Subject of the sentence:—

To be deceitful is unmanly.

<i>To be \ deceitful</i>		<i>is \ unmanly</i>
--------------------------	--	---------------------

To be healthy, happy and useful is our first duty.

Object complement:—

We do not like to see a lazy man.

The boy wishes to become a doctor.

I have tried to learn my lessons well.

We desire to learn about the great peoples of the world.

Attribute complement:—

My wish is to do right.

His work was to carry water for his mother.

Appositive modifier : —

It is easy to criticise.

<i>It</i>	<i>(to criticise)</i>	<i>is</i>	<i>\ easy</i>
-----------	-----------------------	-----------	---------------

It was necessary to build a new house.

It is wise to consider both sides of a question.

With a noun or a pronoun in a phrase used as the object complement : —

He wanted me to go.

<i>He</i>	<i>wanted</i>	<i>me</i>	<i>to go</i>
-----------	---------------	-----------	--------------

We asked Juan to come.

<i>We</i>	<i>asked</i>	<i>Juan</i>	<i>to come</i>
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Teacher told Marta to study her lesson.

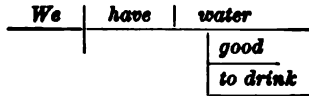
I wished my sister to give the mango to me.

In the above sentences, *me* names the person who is *to go*. *Me to go* is the whole object complement. *Juan* is asked to do the action named by the infinitive *to come*. *To study her lesson* names the action which *Marta* is told to do. *To give the mango to me* names the action which *my sister* is desired to do.

The infinitive phrases in these sentences do not modify the words *me*, *Juan*, *Marta* and *my sister*, but only name the action which they are to do.

2. As an adjective: —

We have good water to drink.

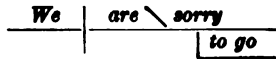


All the sentences to be analyzed are short.

My attempt to write a poem was not successful.

3. As an adverb: —

We are sorry to go.



I am too tired to study now.

Lucia went to visit her cousin.

I went to the market to buy a new hat.

458. Write sentences, using infinitive phrases as:—

subject	adjective
attribute complement	adverb
appositive modifier	object complement

Diagram and analyze each of these sentences. Tell how each infinitive, or infinitive phrase, is used.

1. Tomás expects to be promoted.
2. I came here to learn English.
3. I am very glad to hear of your marriage.
4. The old woman has mangoes to sell.

5. I asked teacher to visit us next week.
6. Father told you to go at once.
7. Mother wanted me to buy a fan for her.
8. It is a sin to be deceitful.
9. The pupils have a long lesson to be learned.
10. Come to see me.
11. Try to come early.
12. We wished to stop at Hongkong.
13. The captain would not allow us to go ashore.
14. The ship was to be built of steel.
15. My sister went to the market to buy some fish.
16. I should like to see the flying lemur.
17. It was very difficult to catch the ball.
18. I expect to go to America.
19. Mother does not wish me to go to America.
20. I am very anxious to go to America.
21. Father favors my wish to go to America.
22. It is my desire to go to America.
23. To be doing something useful is my delight.
24. To do your best is to do well.

459. The word *to* is usually omitted after the following verbs:—

let, dare, bid, make, see, hear, feel, need, help.

We dared not *go*.
Let him *come*.

You need not *hurry*.
Hear him *whistle*.

We	dared	(x) go
	not	

(you)	Hear	him	(x) whistle

Analyze and diagram each of these sentences. Tell how each infinitive is used.

1. Kindly help me find my handkerchief.
2. I could feel the rain fall on my head.
3. We heard Ana play on her piano.
4. I did not see the man jump into the water.
5. He dared not jump.
6. I felt my hands tremble.
7. You need not look for the penny.
8. Teacher let him go home.
9. Did you hear me sing?
10. Did you see the bird fly?
11. Did you feel the house shake?
12. The officer made the lazy man work.

460. *Copy these sentences, writing an infinitive, or an infinitive phrase, in place of each blank. Tell how each infinitive is used.*

1. Teacher promised
2. We heard him
3. The boys like
4. is healthful.
5. is right.
6. It is wise
7. It is wrong
8. You need not
9. The boys dared not
10. I was too tired
11. The woman went to the market
12. The man was trying
13. The ground was too dry
14. My wish was
15. Father told my brother
16. I ought
17. I should like

18. It is not easy
 19. They paid him five dollars
 20. I wish to ask him

COMPOSITION

461. Write sentences in which these verbs shall be followed by infinitives without the *to* :—

I saw you get the pencil.

- | | | | |
|---------|---------|---------|---------|
| 1. bid | 3. feel | 6. let | 7. need |
| 2. dare | 4. hear | 5. make | 8. see |

462. Write five sentences, in each of which an infinitive phrase shall be used as a noun.

463. Write five sentences, in each of which an infinitive phrase shall be used as an adjective.

464. Write five sentences, in each of which an infinitive phrase shall be used as an adverb.

465. Copy these sentences, changing the participial phrases into infinitive phrases :—

- Being poor is inconvenient.
To be poor is inconvenient.
- I like reading history.
- We began spending money.
- Telling lies is wrong.
- Teaching the young may become a delightful occupation.
- Being proud of one's learning shows the greatest ignorance.

466. No word should be inserted between *to* and the infinitive.

I will try to write the sentence clearly, or I will try clearly to write the sentence.

Not, I will try to clearly write the sentence.

Copy the sentences, inserting an adverb to modify each verb :—

1. I wish to return home.
2. Our teacher requested us to be honest.
3. He tried to assist you.
4. To write is a difficult task.
5. To walk is excellent exercise.
6. He promised to do better.
7. We wish our purses to be empty.

467. Biography. The story of a person's life, when written by another person, is called a **Biography**.

1. *Copy the following biography :—*

Benjamin Franklin

Benjamin Franklin was born in Boston in 1706. His father was a poor soap and candle maker. Benjamin was the youngest of seventeen children.

Benjamin went to school only two years. He was very fond of study and by going without meat saved enough money to buy a few books.

He did not like making candles, so his father put him in a printing office to assist his brother James. But his brother treated him meanly, and when he was seventeen years of age, he decided that he would go to Philadelphia.

He had saved enough money to pay his passage from Boston to New York on a sailing vessel. From New York he walked across New Jersey to Philadelphia, where he hoped to find profitable work.

He arrived in Philadelphia with only a silver dollar and a small copper coin. He walked down the main street with his pockets stuffed with his extra shirts and stockings. He was eating a roll of bread and carrying two other rolls under his arm. A young lady, who afterwards became his wife, stood at her father's door and laughed as he passed. He soon obtained work as a printer and was very successful.

Later, led by promises of help from a false friend, he went to London. Here he soon found himself without money in a strange land. He went bravely to work and made a living and new friends.

He afterwards returned to Philadelphia and started a newspaper. In 1782, he published "Poor Richard's Almanac," which for twenty years was widely read in America and Europe. The good advice and wise sayings of Poor Richard are familiar to this day.

When he had made a fortune, Franklin retired from business and devoted himself to scientific studies. He discovered that lightning is a form of electricity. He invented lightning rods to protect buildings from lightning.

Franklin was a loyal and fearless patriot. In England he ably defended the rights of his countrymen. He helped prepare the Declaration of Independence, and was one of its signers.

When he went to France as American ambassador, he was honored for his wit, dignity, genius and charming conversation. He won for his country the respect and recognition of Europeans.

For three years he was governor of the State of Pennsylvania. He gave his salary of thirty thousand dollars to found libraries, to encourage education and to make public improvements.

In his eighty-second year he was a member of the convention which prepared the Constitution of the United States. When he died, in 1790, twenty thousand persons gathered to honor his memory.

2. *Make an outline of this biography.*
3. *Reproduce the biography from memory.*
4. *Write the biography, using your outline.*

468. *Write a biography, using this outline:—*

Christopher Columbus

I. Birth.

1. Genoa, Italy, 1486.
2. Father, a poor wool-comber.

II. Early life.

1. At school, studied arithmetic, geography, astronomy and Latin.
2. Assisted his father at home in preparing wool for the weavers.
3. Looked at ships from the wharf. Wanted to be a sailor.
4. Became a sailor at fourteen. Experiences. Returned to Lisbon. Married. Drew maps.

III. Plans of reaching India.

1. Columbus learns about the world.
2. Small part of world then known.
3. Riches that came from the East.
4. Desire to reach the East by water.
5. Columbus's plan of sailing west.

IV. Attempts to get help to carry out his plans.

1. Asks the King of Portugal.
2. Goes to Spain. Tries to persuade the king, but fails. Assisted at a convent. His reception. How Queen Isabel assisted him.

V. His first voyage.

1. Date of sailing. Ships and crew.
2. Events of the voyage. The stop at the Canary Islands. Fears of the sailors. The signs of land.
3. The discovery of land. A light at night. Land, Oct. 12, 1492.
4. The landing. Giving thanks. The people or Indians.
5. He discovers other islands.
6. Return voyage.
7. Reception at Palos and Barcelona.

VI. The last voyages.

1. Three other voyages.
2. His belief about the new lands.
3. Arrest. Return in chains.

VII. Old age.

1. Poor. Discouraged. Death.
2. Burial in San Domingo.

Before writing, study the story of the life of Columbus in your history.

PARTICIPLES

469. *Read these sentences:—*

1. A word used as a name is called a noun.
2. We saw a girl playing with a kitten.

What is the subject and the predicate of each of these sentences? What are the modifiers of *word*? Of *girl*? What phrase modifies *used*? *Playing*?

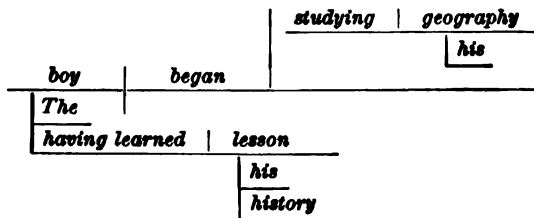
The words *used* and *playing* are forms of verbs. Each modifies a noun like an adjective. Each is modified by an adverbial phrase like a verb. *Used* and *playing* are used both as adjectives and as verbs. They are called **Participles**.

3. Flying kites is fun.

4. He was punished for disobeying his father.

What is the subject of the third sentence? The participle *flying* is a part of the subject. It also has the object *kites*. *Flying* is used partly as a noun and partly as a verb. What is the object of *for*? What is the object of *disobeying*? The participle *disobeying* as a noun is the object of the preposition *for*, and as a verb has the object *father*. **Participles** are sometimes used both as nouns and as verbs.

5. The boy, having learned his history lesson, began studying his geography.



In this sentence, *having learned* is a participle. Like a transitive verb, it has an object, *lesson*, and like an

adjective, it modifies the noun *boy*. *Studying* also is a participle, because it is used as a noun and a verb; as a noun, it is the object complement of *began*, and as a verb, it has an object, *geography*.

(Review Section 128.)

A *Participle* is a form of the verb used generally as a noun, or as a verb and an adjective.¹

Groups of words, like *having learned his history lesson*, that contain a participle and its modifiers or words related to it, are called *Participial Phrases*.

470. The participle, or the participial phrase, may be used in various ways—

1. As an adjective:—

The hat worn by the man was black.

Being tired, I sat down on the river bank.

He found me sitting there.

2. As an adverb:—

He came into the village riding on a carabao.

The mountain streams went babbling by.

The little farm was seen stretching back over the lowlands.

3. As the subject of a sentence:—

Reading good books is a good occupation.

My going to college next year is very uncertain.

¹ Some authors confine the term *Participle* to those forms of the verb used as a verb and an adjective, like *having learned*, *used* and *playing* in the above sentences. They prefer to call those forms used as nouns and verbs, like *studying*, *flying* and *disobeying* in the above sentences *verbal nouns* or *gerunds*. The subject is simplified and made more easily comprehensible by including both uses of the verb under the term *participle*. This classification has the sanction of good authority.

4. As an object complement:—

We must avoid speaking English carelessly.

We tried catching frogs at night by torchlight

5. As an attribute complement:—

My work now is studying grammar.

His occupation was picking coffee.

6. As object of a preposition:

Mr. Sandico is fond of hunting deer.

I came away after hearing the news.

7. With a nominative absolute:—

Everything being nearly ready, we started.

Anda being absent, Leon rang the bell.

471. *Diagram and analyze each of these sentences. Tell whether each participle is used as an adjective and a verb, or as a noun and a verb.*

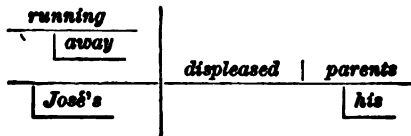
1. Studying grammar is my present occupation.
2. Paddling a banca is good exercise.
3. The Agno River, by overflowing its banks, has made a large flood plain.
4. The boy was punished for telling a lie.
5. Words asserting action are called verbs.
6. Trying to do right is doing right.
7. We can often injure a person by praising him too much.
8. The carpenter was paid for building the house.
9. We succeeded in catching five large fish.

10. The man, smoking a cigarette, walked slowly along the road.
11. Cigarettes are made by rolling finely cut tobacco in small pieces of paper.
12. We saw the carabaos swimming in the water.

472. A possessive noun or pronoun sometimes modifies the participial phrase.

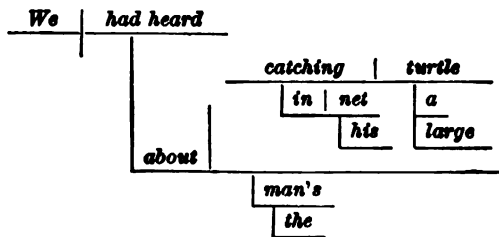
Diagram and analyze each of these sentences. Tell the possessive nouns or pronouns used to modify the participial phrases.

1. José's running away displeased his parents.



José's is a possessive noun, modifying the participial phrase used as subject.

2. We had heard about the man's catching a large turtle in his net.



Man's is a possessive noun, modifying a participial phrase used as object of the preposition *about*.

3. Your writing the letter so carefully secured the position.
4. Marta's reciting the lesson so well pleased her teacher.
5. Justo was praised for his having done his work so neatly.
6. Your losing the peso will prevent your buying a new pair of slippers.

473. Some words formed from verbs are used only as nouns or adjectives.

A slate, broken into pieces, lay on the floor.
On the floor lay a broken slate.

In the first sentence, *broken* is a participle used as an adjective to modify *slate* and as a verb it is modified by the adverbial phrase *into pieces*. In the second sentence, *broken* is an adjective, telling the kind of *slate*.

Singing is good exercise.
The singing lesson was difficult.
Singing a song, the man floated down the river.

In the first of these sentences, *singing* is a noun. It is the name of an action. In the next sentence, *singing* is an adjective, and in the last sentence, it is a participle used to modify *man* and having the object *song*.

In these sentences, tell which of the words underlined are participles, and which are nouns or adjectives:—

1. The smoking of tobacco is injurious to many people.
2. I see Carlos running with all his might.
3. Running is good exercise for young people.
4. It is easy to fall from a running horse.
5. Rapid eating is unhealthful.
6. Working without thinking does not often win success.
7. By working carefully and thinking hard, we shall surely progress.
8. A rolling stone gathers no moss.
9. A little girl, crying for her mother, wandered about the market.
10. Lost time can never be found again.
11. Making promises is not so good as keeping them.
12. I saw a smiling face at the window.
13. I enjoy reading your letters.
14. Reading and writing are important exercises.
15. She has two reading books and one writing book.

474. The participle has three forms, as follows:—

PRESENT PARTICIPLE	PAST PARTICIPLE	PERFECT PARTICIPLE
seeing	seen	having seen
hearing	heard	having heard
learning	learned	having learned
fighting	fought	having fought
breaking	broken	having broken

singing	sung	having sung
earning	earned	having earned

The present participle denotes action as continuing. It is used in the progressive form of the verb.

(See Section 431.)

The past participle expresses completed action : —

The lesson is learned.

I have a pencil sharpened at both ends.

The perfect participle represents the action as just completed at the time : —

The boys, having learned their lessons, went out to play.

Having written the letter, I put it in the envelope.

475. The Present Participle is always formed by adding *ing* to the verb: *work, work-ing; play, play-ing; read, read-ing.*

Rules of spelling when adding *ing* : —

1. When a verb ends in *e* after a consonant, the *e* is omitted : — *love, lov-ing; make, mak-ing; write, writ-ing.*

2. A verb ending in *e* not after a consonant does not omit the *e* : — *see, see-ing; hoe, hoe-ing; dye, dye-ing.*

3. When a word of one syllable ends in a consonant with a single vowel before it, the consonant is doubled : — *rob, robb-ing; bud, budd-ing; run, runn-ing.*

4. If the last syllable of a verb of more than one syllable is accented, and the syllable ends in a consonant with

a single vowel before it, the consonant is doubled:—*rebel, rebell-ing; commit, committ-ing.*

But if the last syllable is not accented, the final consonant is not doubled:—*trav'el, trav'el-ing; of'fer, of'fer-ing; pros'per, pros'per-ing.*

Write the present participles of the following verbs:—

break	steal	swear	fly	buy
speak	grow	slide	rise	hang
weave	give	shake	flee	strike
drive	agree	shoe	put	hie
spin	cut	knit	swim	shed
begin	admit	compel	equip	dispel
model	travel	lie	differ	tie

476. *Tell the present participles in Sections 471 and 472, and how each is used.*

477. The Perfect Participle is formed by prefixing **having** to the past participle.

Write the perfect participles of the following verbs and use them in sentences:—

plow	go	dye	sow	fall	lay
drive	fly	play	catch	hang	ring

(Review Regular and Irregular Verbs, Sections 378 to 384.)

COMPOSITION

478. *Copy these sentences, expanding the participial phrases to adjective clauses:—*

1. The flowers blooming in the garden smell sweet.

The flowers that are blooming in the garden smell sweet.

2. The girl playing on the piano is my sister.
3. The fire burning on the mountain was lighted by the Negritos.
4. The dog barks at some children passing the house.
5. We saw a drove of carabaos bathing in a stream.

479. *Copy these sentences, changing the participial phrases to adverbial clauses: —*

1. We must make complete statements when writing answers to examination questions.
2. After studying our history, we worked in the school garden.
3. I have been very busy since receiving your letter.
4. We went to the market before going to school.
5. While crossing the river, my hat fell into the water.

480. Autobiography. The story of a person's life when written by himself is called an **Autobiography**.

1. *Write a story of your life, using the following outline.*

I. Birth. 1. Date. 2. Place. 3. Your parents and their circumstances.

II. Your childhood. 1. Who cared for you. 2. Interesting incidents that you remember; such as, (a) Sickness; (b) Accidents; (c) Movings; (d) Companions; (e) Games, etc.

III. School life. 1. When you began. 2. What you studied. 3. Describe the school; (a) The building; (b) The teacher and his or her methods; (c) The pupils;

(d) The games; (e) Their effects on you. 4. Interesting events in your school life.

IV. Your present life. 1. Your present occupations.
2. Your home conditions. 3. Your hopes for the future.

2. *Suppose that you were General Andrew Jackson. Write an outline of an autobiography of your life. Then write the autobiography. Read the story of his life in your history.*

REVIEW

1. Change each of these sentences to the interrogative form: —

Horses eat zacate. Rice grows in wet soil.
The house was not built of sticks and straw.

2. Write each of these sentences in the negative form: —

My mother pounds the rice.
He sings. He rides on a horse.
The man who labors, rests well.

Write each of these sentences also in the interrogative negative form.

3. What is an infinitive? In what ways may infinitive phrases be used in the sentence? What word is usually placed before a verb in the infinitive form? After what words is the word *to* usually omitted?
4. What is a participle? How are participles used?
5. Write a short composition, telling what you would do with one thousand dollars, if it were given to you. Tell what infinitives or participles you have used. Parse each verb.

THE ADJECTIVE

481. An Adjective is a word used to modify the meaning of a noun or a pronoun :—

the red *ball*, an old lame *man*, this open *book*.

(Read again Section 23.)

CLASSES OF ADJECTIVES

DESCRIPTIVE ADJECTIVES

482. *Read these sentences:—*

1. The air was fresh and cool.
2. The old brown hat was lost.
3. The high mountain was hidden by the dark clouds.

What are the adjectives in these sentences? The adjectives *fresh*, *cool*, *old*, *brown*, *high* and *dark* are used to describe persons or things. They are called **Descriptive Adjectives**.

4. The Japanese army defeated the Russian army.
5. A Filipino band and an American band were playing.

The words *Japanese*, *Russian*, *Filipino* and *American* are descriptive adjectives. They are derived from the proper nouns *Japan*, *Russia*, *America* and *Filipino*. They are called **Proper Adjectives**. Proper adjectives begin with capital letters :—

Chinese <i>flag</i>	Moro <i>spear</i>	French <i>silk</i>
Igorot <i>woman</i>	German <i>ship</i>	Tinguian <i>blanket</i>

A **Descriptive Adjective** is an adjective that tells some quality of the person or thing represented by the noun or pronoun that it modifies.

483. Use the adjectives in these lists to describe:—

1. book	2. jar	3. flower	4. river
thick	smooth	fragrant	shallow
interesting	round	wild	muddy
long	brown	variegated	sparkling
heavy	brittle	cultivated	winding
torn	broken	odorless	swift

484. Some descriptive adjectives are used also as nouns.

The good shall prosper, but the wicked shall perish.

The poor often become slaves to the rich.

The wise shall govern, and the ignorant shall serve.

Use each of these words in sentences, first as a descriptive adjective, and second as a noun:—

- | | | | |
|-----------|------------|------------|--------------|
| 1. pure | 3. upright | 5. curious | 7. cultured |
| 2. strong | 4. noble | 6. young | 8. beautiful |

LIMITING ADJECTIVES

485. Read these sentences:—

- I ate two mangoes and one orange.
- The first boy was Tomás, the second boy was Frank.
- This flag is made of silk, that flag is made of cotton.
- I will have some rice, another chico, and more cocoa.

In these sentences, the words *one*, *two*, *the*, *first*, *second*, *this*, *that*, *some*, *another* and *more* are adjectives, because they modify the meaning of nouns. They do not describe. *One* and *two* modify by telling the number of things spoken of. *First*, *second*, *this* and *that* show or point out the person or thing

spoken of. *Some, more and another* tell how many, or the quantity of the thing spoken of. These adjectives are called **Limiting Adjectives**.

A Limiting Adjective is an adjective that tells or limits the quantity or number of the persons or things represented by the noun or pronoun that it modifies.

486. The following words are the most important limiting adjectives.

Use each of these adjectives in a sentence:—

one	a	this	other	many
two	an	that	any	few
three	the	these	such	much
four, etc.	each	those	both	most
first	every	either	same	enough
second	all	neither	another	what
third, etc.	some	more	no	which

487. Most of the adjective pronouns are used also as limiting adjectives.

(Review Adjective Pronouns, Section 316.)

Use each of these words in sentences, first as a limiting adjective, and second as a pronoun:—

each **Each girl held out her hand.**
 I gave a rose to each.

- | | | | | |
|---------|---------|------------|---------|-----------|
| 1. some | 3. this | 5. little | 7. any | 9. these |
| 2. more | 4. that | 6. another | 8. many | 10. other |

488. The limiting adjectives **this, that, these and those** are used to point out the person or thing named by the nouns that they modify. They are called **Demonstrative Adjectives**.

This pen in my hand is mine, but that pen over there on the desk is yours.

These books are mine, but those on the desk are yours.

This and that are used to modify singular nouns.

These and those are used to modify plural nouns.

This slate and these books in my hand are mine.

That book and those pencils on the table are yours.

This and these are used when speaking of persons or things nearer to the speaker.

That and those are used when speaking of persons or things farther from the speaker.

1. *Use this, that, these and those in sentences about the persons and things now around you.*

2. *Copy these sentences, writing this, that, these or those in place of each blank:—*

1. Please come and look at picture.
2. ships are a mile away. ship without sails is a steamship.
3. For how much will you sell fishes?
4. How much do you want for those in basket?
5. I want twenty cents for one, and five cents each for black fishes in basket.
6. boys in the boat go to my school.
7. boy with the paddle in his hand is Martin.
8. little clouds look like feathers.

489. Which and what may be used as limiting adjectives. They are used to ask questions:—

What lesson are you studying?

On what page is the lesson?

In which hand do you hold the pen?

Which boy is your brother?

Which and *what* are used also as interrogative pronouns and as relative pronouns.

(Read Sections 300 and 309.)

Write sentences, using which and what:—

1. As adjectives.
2. As interrogative pronouns.
3. As relative pronouns.

490. The limiting adjectives **much**, **little**, **a little**, **more**, **enough** are used to tell *quantity*, or *how much*:—

The farmers raised much rice this year.

They cultivated more land this year than last year.

I have enough money to buy a hat.

The farmer has little money but much rice.

Have you any money? I have a little money.

A little has the same meaning as *some*:—

There is a little (or some) water in the jar.

Use each of the above adjectives in five sentences.

491. The limiting adjectives **many**, **few**, **a few** refer to the *number*, or *how many*.

Few means a *small* number, or *hardly any*.

A few means *some*.

But few men always do their best.

I have a few good books.

Many people never try to improve.

Many oranges are on the tree.

Use each of the above adjectives in five sentences.

The limiting adjectives **one**, **two**, **three**, etc., and **first**, **second**, **third**, etc., also refer to *number* and are called **Numeral Adjectives**.

COMPOSITION

492. Opposites. The following adjectives are called **Opposites**. In each group, the first adjective has a meaning opposite to the meaning of the second adjective.

Use each group in a sentence:—

EXAMPLE.—large—small.

My brother wears a very large hat, but I wear a small one.

bad — good	light — dark	wide — narrow
beautiful — ugly	left — right	happy — unhappy
black — white	little — much	pleasant — unpleas-
clean — dirty	light — heavy	ant
clever — stupid	cold — warm	kind — unkind
diligent — lazy	coarse — fine	true — untrue
dull — sharp	full — empty	ripe — unripe
few — many	well — ill	sweet — sour
foolish — wise	hard — soft	learned — ignorant
high — low	rough — smooth	thick — thin
large — small	deep — shallow	solid — hollow

493. Description.

1. *Copy this description and life history of*

The Dragon Fly

The dragon fly is a beautiful insect. It can be seen almost any day, flying about moist places. The body and wings are often brilliantly colored. During the day the dragon fly is very active.

The dragon fly has a large head, on which are two large compound eyes, and a pair of short antennæ. Its strong jaws are covered by upper and lower lips. Its jaws may be extended so as easily to catch flies or mosquitoes, which are its chief food.

On the middle part of its body, which is called the thorax, there are six legs and two pairs of wings. The wings are large, thin and lacelike, but they are very strong. They are long and nearly equal in length. They enable the dragon fly to move very rapidly. When the insect is at rest, the wings are not folded up like those of a beetle or a butterfly, but they remain extended and ready for use.

The third part of the body is called the abdomen. It is long and slender. Because it is so long, the dragon fly has been called "The Devil's Darning Needle." It does not contain a sting, as some people think. When laying its eggs, it curves its abdomen and puts the end under the surface of the water.

The egg hatches in the water. From it comes a small water insect, with six legs, strong jaws and a long body. It is called the nymph of the dragon fly. The nymph is always very hungry. It eats many mosquitoes and other insects, living in the water. As it grows larger, its skin becomes too tight, and soon splits open down the back. The nymph then comes out in a new coat.

When the nymph has been in the water a few months, it crawls up a stem or leaf out of the water. Then its skin or coat splits open the last time, and the adult dragon fly comes out, dries its wings and flies away.

The dragon fly is a very useful insect. During its life, both in the air and in the water, it is a large eater, and it eats mainly mosquitoes, flies and other injurious insects.

2. *Make a list of the adjectives used in the above description.*

3. *Make an outline of the description of the Dragon Fly.*

494. *Copy the following lists of adjectives that may be used to describe an insect:—*

Body—three-parted, long, short, segmented, smooth, hairy, colored.

Head—large, flat, round, colored, long.

Antennæ—long, short, feathered, jointed, straight, curved.

Eyes—large, simple, compound, colored, protruding.

Wings—large, long, short, triangular, oblong, gauzy, lacelike, double, single, folded, flying, delicate, hard, transparent, colored.

Legs—long, short, jointed, large, smooth, hairy.

Abdomen—long, short, round, oval, pointed, flat, segmented.

495. *Write a description of a Grasshopper, using the following outline:—*

I. **General appearance**—size, color, form.

II. **The head.**

1. General shape.

2. Antennæ—number, shape, length.

3. Eyes—kind, position.

4. Mouth—position, lips, jaws.

5. Neck—short. Head not freely movable.

III. **Thorax.**

1. Thick cover, called the saddle.

2. Legs—three pairs; jointed, differences in size. Uses of larger and smaller legs.

3. Wings—two pairs; the cover wings, color, length, use; the flying wings, color, length, folded under cover wings, extended in flying.

IV. The Abdomen.

1. Length.
2. Number of segments.
3. The breathing pores or spiracles.
4. The egg depositor at the end.

Before writing this description, examine a grasshopper in reference to all the topics mentioned in the outline. Use drawings to illustrate your composition.

THE ARTICLES

496. The limiting adjectives **a**, **an** and **the** are sometimes called **Articles**. *A*, or *an*, is called the *Indefinite Article*, for it does not limit the meaning of a noun to any particular person or thing:—

A man means *any one man*.

An orange means *any orange*.

A red ball means *any red ball*.

A is used before words beginning with a consonant sound:—

a hat

a nipa swamp

a man

a bamboo chair

a large eagle

a little old man

An is used before words beginning with a vowel, or a vowel sound:—

an ox

an old man

an orange

an easy lesson

an hour

an object

Copy these words, writing *an* or *a* in place of each blank:—

. . . . small woman honest (<i>honest</i>) man
. . . . young man useful (<i>useful</i>) thing
. . . . wise father excellent lesson
. . . . white owl jar of water
. . . . open door empty jar
. . . . banca and oar edible bird's nest

497. **The** is called the *Definite Article*, because it limits the meaning of the noun to some particular person or thing:—

The man on the white horse is my father.

In this sentence, the speaker refers not to a *man*, but to a particular man whom he points out as being on a particular horse, *the white horse*.

The house that I live in is large.

A house that I live in is large.

The first sentence means that the particular house in which I live is large, but the second sentence means that one of the houses in which I live is large, while the other, or others, may be small.

The is used before nouns that are the names of peoples:—

the <i>Americans</i>	the <i>Spanish</i>	the <i>Negritos</i>
the <i>Filipinos</i>	the <i>French</i>	the <i>Moros</i>
the <i>Chinese</i>	the <i>Hindus</i>	the <i>Visayans</i>

The is used before some adjectives used as nouns:—

the <i>young</i>	the <i>old</i>	the <i>sick</i>
the <i>true</i>	the <i>good</i>	the <i>wounded</i>
the <i>rich</i>	the <i>poor</i>	the <i>strong</i>

498. *A, an or the* is omitted before nouns used in a very general meaning, and before titles : —

Time *is* money. Goodness *is better than* riches. Health *is* wealth. Arithmetic *is a useful study*. *He was made* captain *and then elected* president.

499. *Read these sentences* :—

1. I have a red, a white and a blue flag (*three flags*).
2. I have a red, white and blue flag (*one flag*).
3. The blind and lame man asked for a drink (*one man*).
4. The blind and the lame man asked for a drink (*two men*).

The first sentence means that I have three flags, a red flag, a white flag and a blue flag. To show that three flags are spoken of, the article *a* is used before each adjective, *a* red, *a* white and *a* blue. In the second sentence, only one flag, having three colors, is spoken of.

In the third sentence, only one man, who is both blind and lame, is spoken of; but in the fourth sentence, the use of *the* before *lame* shows that two men are spoken of. One man is blind and the other is lame.

A, an or the is used only before the first of a number of adjectives when these adjectives describe the same object, or objects : —

a red, white and blue flag

an old lame man

A, an or the is used before each of a number of adjectives when each adjective refers to a different person or thing:—

the red, the white and the blue flag
a lame and a blind man

A or an is omitted before nouns denoting the whole class:—

what kind of horse (not of a horse)
what sort of cloth
what style of hat
what kind of food

Write sentences, using a, an and the with these adjectives with reference, first, to only one person or thing, and second, to separate persons or things:—

red and blue

A red and blue pencil is on the floor.

I have two pencils, a red and a blue pencil.

yellow and sweet

young and strong

black and white

wooden and stone

500. *Copy these sentences, writing a, an or the in place of each blank:—*

1. I have aunt, uncle and cousin living in the city.
2. . . . Pampanga River flows through wide fertile valley.
3. . . . mountain is higher than hill.
4. . . . lady spoke to me. Was she American or English lady?
5. . . . Chinese and Japanese belong to yellow race.
6. . . . rich must aid poor.

COMPOSITION

501. Description

1. *Make an outline of this description:—*

A Merchant's House

The merchant's house is in a large garden on the level of the street. The entrance is through a gate about three meters wide, and along a pathway about twenty meters long, which is covered with a roof of straw. On each side of the walk there are seats. They are shaded by the broad leaves of banana trees, which grow on each side and keep the garden quite cool.

At the end of the walk, a broad stone stairway leads to a large hall, with two little bedrooms on one side, and a dining room and a kitchen at the end. The large hall is the living room of the house. It is on the north side, and its wide windows admit the cool, fragrant air from the garden. On the walls hang a number of large mirrors and a few paintings. In a corner stands a large clock, and on one side near a window are two rows of chairs, arranged for a social hour or the reception of a guest. The chairs are large and easy, and seem to invite repose.

The dining room is entered through a wide, open door, across which is hung a portière, made of bamboo and seeds of a grass growing on the mountains. The furniture of this room consists of a long table, spread with a cloth and set for the evening meal, and a number of chairs made of bamboo and rattan.

In the kitchen the floor is made of bamboo. On one side there is a wide wall of bricks, on which fires are built. Upon the fires are jars, in which the family dinner is cooking. The first jar contains rice, the second has a

fish stew, the third is full of boiled beans, and in the fourth there is a hash made of vegetables and pork.

2. *Make a list of the adjectives used in describing this house. Add to the list other adjectives that might be used.*

3. *Write, in a paragraph, a description of the room in which you are now.*

4. *Write, in a paragraph, a description of the room in which you sleep.*

5. *Write the names of the parts of a house. Write with each part five adjectives that may be used to describe it.*

(See Section 494.)

502. *Write a composition entitled Our Schoolhouse. Describe:—*

Its position, size, height, kind of materials of which it is made, the rooms and their size and contents, the windows, doors, stairs, roof, floors and yard.

Tell each adjective in your sentences, and what word each adjective modifies. Are the articles used correctly?

COMPARISON OF ADJECTIVES

503. *Read these sentences:—*

1. Fabian is a tall boy.

Marcos is an inch taller than Fabian.

Lucio is half an inch taller than Marcos.

Lucio is the tallest of the three boys.

2. Mercedes is twenty-five years old.

She is older than her sister and her brother.

She is the oldest of the three.

3. Bananas are good, oranges are better, but mangoes are best of all.

How is the word *tall* changed to express the difference in the height, or degree of tallness, of *Fabian*, *Marcos* and *Lucio*? By what quality is *Mercedes* compared with her sister and her brother? How is the word *old* changed to express the differences, or degrees, of comparison? What fruits are compared? Are all these fruits good? Which has this quality in the highest degree? Which possess it in a less degree? What words are used to express these differences, or degrees, of comparison?

This change in the form or use of adjectives,—*tall, taller, tallest*; *old, older, oldest*; *good, better, best*,—in order to show how much of a quality a person or thing possesses when compared with other persons or things, is called **Comparison**.

Comparison is a change in the form or use of an adjective by which it shows that persons and things possess different degrees of a quality.

There are three degrees of comparison:—

the **Positive**—*young, old, tall, good*;

the **Comparative**—*younger, taller, older, better*; and

the **Superlative**—*youngest, tallest, oldest, best*.

The **Positive Degree** is the simplest form of the adjective. It does not compare, but only expresses a quality:—

good, bad, old, new, sick, well, careless, selfish.

The **Comparative Degree** is used to show that one of two persons or things has more or less of a quality than the other:—

better, worse, newer, older, more beautiful, less studious, hotter, more careless.

The **Superlative Degree** is used to show that one of three or more persons or things has more or less of a quality than any of the others:—

best, worst, most studious, least useful, most careless, happiest, prettiest, highest.

THE COMPARATIVE DEGREE

504. *Read these sentences:—*

1. Juan is taller than Leon.
2. Luzón is larger than Mindanao.
3. Negritos are smaller than Tagalogs.

In what degree is the adjective in each of these sentences? How many persons or things are compared in each sentence? With what syllable, or letters, does each adjective end? What word follows each adjective?

Adjectives in the comparative degree generally end in *er*. *R* or *er* is added to the positive degree to form the comparative degree: *wise, wiser; wide, wider; tall, taller; sweet, sweeter; strong, stronger.*

The word **than** is used after most adjectives in the comparative degree: *higher than, wider than, lower than, slower than, happier than.*

4. Leon is more studious than Martin.
5. The sampaguita is more beautiful than the ilang-ilang.
6. The ilang-ilang is less beautiful than the sampaguita.
7. The ilang-ilang is not so beautiful as the sampaguita.

In the fourth, fifth and sixth sentences, the adjectives *studious* and *beautiful* are used to compare persons, or things, although they do not end in *r* or *er*. The forms *studiouser* and *beautifuler* do not sound well, and so the comparative degree is formed by using the words *more — than*, *less — than*. The adjectives are used in their simplest forms, but are in the comparative degree.

The seventh sentence expresses the same thought as the sixth sentence. Here the comparative degree is formed by the words *so — as*. The adjective is used in its simplest form, but is in the comparative degree. The words *so — as* are used in negative sentences: —

A hill is not so high as a mountain.

Negritos are not so large as Tagalogs.

8. I am as old as you.
9. The jar is as heavy as the basket.
10. He is as poor as I am.

In the above sentences, the words *as — as* are used to express the equal possession of a quality, or equality. The adjectives *old*, *heavy* and *poor* are used in their simplest, or positive, form, and are in the posi-

tive degree. In the negative form, however, when the words *so*—*as* are used, the adjectives are in the comparative degree:—

I am not so old as you.

The jar is not so heavy as the basket.

He is not so poor as I am.

11. Luis is larger than any other boy in my school.

12. Luzón is larger than any other island in the Philippines.

13. China is more populous than any other country of the world.

14. The whale is larger than any other animal.

With whom is Luis compared? He is compared not with *all* the boys together, but with *each* boy separately. *Luzón* is compared with each of the *other* islands, *China* with each of the *other* countries, the *whale* with each of the *other* animals.

The word *other* is used to show that the person or thing is compared with each individual in a group and not with the group as a whole.

We cannot say

Luis is larger than the boys in his class,

for Luis is a member of his class, and he cannot be larger than himself. He must be larger than the *other* boys.

505. *Write sentences, using these words to compare persons or things:—*

- | | |
|------------------|---------------------|
| 1. deeper than | 4. sweeter than |
| 2. prettier than | 5. better than |
| 3. happier than | 6. less useful than |

- | | |
|-----------------|--------------------|
| 7. so bright as | 10. as large as |
| 8. so heavy as | 11. so sharp as |
| 9. so strong as | 12. so diligent as |

COMPOSITION

506. *Write sentences, or paragraphs, comparing:—*

- | | |
|--|---------------------------------------|
| 1. A mountain and a hill. | 6. A cocoanut palm and a banana tree. |
| 2. A pond and a lake. | 7. A carabao and a horse. |
| 3. A boy and a man. | 8. Stone and wood. |
| 4. Your mother and yourself. | 9. Your house and the schoolhouse. |
| 5. Your pencil and your book. | 10. Two birds. |
| 11. One boy with the other boys in your school. | |
| 12. The carabao with the other animals in the Philippines. | |

507. *Write a composition about The Nipa Palm. Describe:—*

1. Its appearance.
2. Where it grows.
3. Uses of the leaves: how obtained, how prepared for roofing of houses, for sails, for mats, for bags.
4. How a nipa roof is made.
5. Use of the sap: how obtained, how made into alcohol, uses of the alcohol.
6. How nipa may be planted and cultivated.
7. The profits of raising nipa.

Tell the tense of each verb used in your composition.

THE SUPERLATIVE DEGREE

508. *Read these sentences:—*

1. The largest city in the world is London.
2. The most important product of Albay is hemp.
3. The least happy boy in my school is Jaime.

The descriptive adjectives in these sentences are in the superlative degree. The superlative degree is formed by adding *st* or *est* to the positive: *large, largest*; *long, longest*; or by using the words *most* or *least* before the adjectives compared: *important, most important*; *happy, least happy*.

4. The largest land animal is the elephant.

5. The highest mountains in the world are the Himalayas.

The *elephant* is an *animal*, and it is compared with the animals on the land. The *Himalayas* are *mountains*, and they are compared with all the mountains in the world. In the superlative degree, one thing is compared with all the other things of the same kind.

509. Write sentences, using these adjectives:—

- | | | | |
|--------------|-------------|-------------|------------------|
| 1. longest | 4. tallest | 7. heaviest | 10. most fragile |
| 2. widest | 5. youngest | 8. bravest | 11. most useful |
| 3. strongest | 6. smallest | 9. slowest | 12. least polite |

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

POSITIVE	COMPARATIVE	SUPERLATIVE
<i>cold</i>	<i>colder</i>	<i>coldest</i>
<i>wise</i>	<i>wiser</i>	<i>wisest</i>

Write the comparative and the superlative degree of each of these adjectives:—

bright	high	clear	sweet	wise
long	low	deep	thick	bright
fine	sad	smooth	thin	brave
dear	sharp	rough	noble	kind

511. Some adjectives of two syllables ending in *y*, change the *y* to *i* before adding *er* or *est* :—

POSITIVE	COMPARATIVE	SUPERLATIVE
<i>happy</i>	<i>happier</i>	<i>happiest</i>
<i>funny</i>	<i>funnier</i>	<i>funniest</i>

Write the comparative and the superlative degree of each of these adjectives :—

silly	angry	ugly	easy
pretty	muddy	lazy	heavy

512. Adjectives of more than one syllable are generally compared by the use of the adverbs *more* or *less* to form the comparative degree, and *most* or *least* to form the superlative degree :—

POSITIVE	COMPARATIVE	SUPERLATIVE
<i>solid</i>	<i>more solid</i>	<i>most solid</i>
<i>solid</i>	<i>less solid</i>	<i>least solid</i>
<i>ugly</i>	<i>more ugly</i>	<i>most ugly</i>

Copy these adjectives. Write the comparative and the superlative degree of each :—

beautiful	studious	pleasant	difficult
industrious	foolish	sorry	careful
useful	unkind	polite	forgetful
comfortable	unwise	obedient	cheerful
precious	valuable	fertile	healthful

513. A few adjectives are irregular in their comparison. A list of the most important follows.

Copy, and learn to compare, these adjectives:—

POSITIVE	COMPARATIVE	SUPERLATIVE
good	better	best
bad	worse	worst
ill	worse	worst
little	less	least
much	more	most
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

514. Some adjectives express a quality that cannot exist in different degrees: *an empty jar cannot be more or most, less or least empty.* The most important of these adjectives are the following:—

chief	naked	empty	right
circular	perfect	equal	first
square	straight	extreme	full
dead	second	principal	golden

515. *Copy these sentences, writing an adjective in place of each blank. Tell the degree of each adjective that you use.*

- Mindanao is a island, but Luzón is
- Gold is the of metals, but iron is the
- A pound of iron is as as a pound of feathers, but not so
- I never tasted a mango than this.

5. From Manila to Zamboanga is than from Manila to Hongkong.
6. The product of Occidental Negroes is sugar.
7. The people are not always the
8. The months of December and January are than June and July.
9. My teacher lives in a house that stands in a grove of palms.
10. My sister is two years than I am.

516. *Write the degrees of comparison of each of these adjectives, if it can be compared:—*

noble	full	successful	rough
studious	plentiful	gentle	distant
tough	oily	idle	sick
joyful	hot	heavy	dry

COMPOSITION

517. *Write a composition, telling which is the more useful, the carabao or the horse. Give reasons.*

1. The carabao—strength—endurance—gentleness—work—milk—calves—leather—meat.
2. The horse—speed—intelligence—care—work.

Tell the comparative and the superlative degree of each adjective used in your sentences.

518. *Write sentences, stating how:—*

1. A spider differs from an ant.
2. A cocoanut palm differs from a banana tree.
3. Silk cloth differs from cotton cloth.

Write other sentences, telling in what respects these things are alike.

519. *Write a composition, using the following outline to describe A Carabao:—*

I. General appearance — size, color, skin, hair.

II. Parts of the body.

1. Head — horns, eyes.

2. Neck — short, thick.

3. Body — wide, strong shoulders and hips.

4. Legs — short, strong.

5. Tail.

III. Behavior — liking for water, when long from water, gentleness, when mad, when wild.

IV. Uses — work, milk, meat, hide, horns.

520. *Tell a story that you have learned about a carabao.*

521. *Write a description of a horse, using an outline similar to that for the carabao in Section 519.*

WORDS, PHRASES AND CLAUSES USED AS ADJECTIVES

522. Some words, commonly used as nouns, may be used also as adjectives:—

a gold ring

a paper hat

velvet slippers

cotton cloth

a bamboo comb

a stone house

an iron box

canvas shoes

a leather belt

Write sentences, using these words first as nouns and then as adjectives:—

1. straw

3. mango

5. jusi

7. iron

9. silver

2. bamboo

4. rice

6. abaca

8. steel

10. copper

523. A prepositional phrase may be used as an adjective :—

The people of the barrio were gathering rice.

The streets of the city were clean.

(Review Section 74.)

Write sentences, using these phrases as adjectives :—

- | | |
|----------------------------|-----------------|
| 1. Of the boat. | 5. Of wood. |
| 2. With a jar on her head. | 6. Of a friend. |
| 3. On my desk. | 7. In the tree. |
| 4. Of Pampanga. | 8. Of China. |

524. An infinitive phrase may be used as an adjective :—

Bread to eat and water to drink could not be found.

The lesson to be learned is short.

The mangoes to be sold are in the jar.

My attempt to make a balloon was not successful.

(Read again Section 457.)

525. A participial phrase may be used as an adjective :—

Boys desiring to succeed should persevere.

Copy the words printed in italics.

Cloth made of hemp is called sinamay.

Words used as names are nouns.

(Read again Section 470.)

Write sentences, using each of these participial phrases as an adjective :—

- | | |
|--------------------------|-------------------------|
| 1. Wearing a red shirt. | 4. Made of buri palm. |
| 2. Carrying a basket. | 5. Growing on the tree. |
| 3. Bathing in the water. | 6. Filled with sugar. |

526. Clauses may be used as adjectives:—

The house that Miguel built was burned.

The mountains over which we passed were covered with forests.

The boy whose father was killed lives on this street.

A man who is honest and industrious will be respected.

1. *Read the sentences in Section 135. Tell the clauses used as adjectives and what noun or pronoun each modifies.*

2. *Write ten sentences, each containing an adjective clause.*

527. *Diagram these sentences. Tell what words, phrases and clauses are used as adjective-modifiers. Tell what each modifies.*

1. The word *Luzón* is from the Tagalog word *lusong*, which means the mortar in which rice is pounded.
2. The Sierra Madre Mountains, which extend along the eastern coast of Luzón, rise steeply from the sea.
3. Central Luzón, which consists mainly of a large, nearly level plain, is the most thickly populated part of the Philippines.
4. The Bagobos, who live in the mountains in Mindanao, weave excellent cloth.
5. A nation that is composed of many peoples who speak different languages, cannot be a strong nation.
6. The Mohammedans, who worship Mohammed instead of Christ, have a sultan, whose home is at Jolo.

7. The first people who lived in these islands were the Negritos.
8. All attempts to civilize the Negritos have failed.
9. Some Gaddanes, living in a forest near my town, build their houses in trees.
10. The people, driven from their homes by the pirates, built their towns farther from the shore.

COMPOSITION

528. *Write a composition about Frogs. Describe:—*

1. Size — color — head — legs — feet — eyes — mouth — tongue. 2. Why the hind legs are stronger — why the feet are webbed. 3. Where frogs live — in the rainy season — in the dry season. 4. The eggs — where they are found — size — appearance. 5. The tadpoles — where they live — their appearance — how they grow — what they eat. 6. What frogs eat. 7. The uses of frogs.

1. *Tell the descriptive and the limiting adjectives that you have used in your composition.*

2. *Parse ten verbs that you have used in your composition. Have you used any infinitives or any participles? How?*

529. 1. *Copy this description:—*

The Mango

The fruit of the mango is about as large as your fist. It is shaped like a somewhat flattened lemon, extended a little at one end. When ripe, it is a golden color. It has a thick, smooth, tough skin, and a delicious, juicy pulp, clinging closely to a large stone.

2. *Write a description of an orange, a banana or a cocconut.*

530. Letter Writing.

Write a letter to the principal of your school, explaining why you were absent from an examination. Express your regret, and request to be allowed to take the examination at another time.

531. Your father wishes to sell his carromata, and Mr. Lorianò Roverto wishes to buy one.

Write to Mr. Roverto, describing your father's carromata, stating the price, and requesting him to come to see it.

REVIEW

1. What is an adjective? What are the classes of adjectives? Write ten descriptive adjectives. Write ten limiting adjectives.
2. Name some of the limiting adjectives that may be used as pronouns. Write sentences, using these words first as adjectives and then as pronouns: —
each all every some other many this
3. Of these adjectives, *this, that, these* and *those*, which are used with nouns of the singular number? Which with plural nouns? What are these adjectives called?

When should we use *this* and *these*? *That* and *those*?

4. What words are called the Articles? Before what words is *a* used? *An*?

Use the article *a* in this sentence so as to show that only one flag is spoken of:—

I have red, white and blue flag.

Use the article *the* in this sentence so as to show that three flags are spoken of:—

I have white, red and blue flag.

5. What are the degrees of comparison of adjectives? How many persons or things are spoken of when the comparative degree is used? Write sentences, using these adjectives in the comparative degree: —
sweet beautiful kind unkind careless
6. Write sentences, using these words: —
more — than not so — as
less — than as — as
7. In the superlative degree, with how many persons or things is each person or thing compared? Write sentences, using each of these adjectives in the superlative form: —
rough bright lazy mischievous
8. Write sentences, using as an adjective: —
 1. A prepositional phrase. 2. An infinitive phrase. 3. A participial phrase. 4. A clause.

THE ADVERB

532. An *Adverb* is a word used to modify the meaning of a verb, an adjective or an adverb: —

The boy ran rapidly.

Iron is the most useful metal.

The boat moves very slowly.

(Review Section 43.)

CLASSES OF ADVERBS

SIMPLE ADVERBS

533. *Read these sentences:—*

1. The ship sailed away.
2. We always go early.

3. I will never come again.
4. Father sometimes arrives late.
5. The lily is very beautiful.
6. Write more slowly and more carefully.

Which of the adverbs in these sentences modify verbs? Which modifies an adjective? Which modify adverbs? Which of these adverbs modify by telling *how*? Which by telling *where*? Which by telling *when*?

The adverbs in these sentences are used simply to modify verbs, adjectives or adverbs, and are called **Simple Adverbs**.

534. *Copy these sentences, writing an adverb in place of each blank:—*

1. The carabao walks , but it can run
2. The air is warm
3. Please write
4. Tomás comes to school.
5. I do not write so
6. The stars shine brightly
7. Speak and
8. Do not read too
9. Study thoughtfully.

INTERROGATIVE ADVERBS

535. *Read these sentences:—*

1. Where is Mount Apo? Where is Singapore?
2. How are you? How do you feel?
How far can you jump? How rapidly can you run?

3. When are you going? When does school begin?
When was Dr. Rizal born?
4. Why did you go? Why did he return? Why
should we be industrious?

In these sentences, *where*, *how* and *when* are adverbs used to ask questions. They are called **Interrogative Adverbs**.

5. Tell me why you are late.
6. I do not know where my pen is.
7. He has forgotten how he did it.
8. We have not learned when the governor is coming.

What is the subordinate clause in each of these sentences? What kind of clause is it? What words are used to introduce these clauses?

In these sentences, the clauses are indirect questions, and the words *why*, *where*, *how* and *when* are used as interrogative adverbs. The indirect questions are noun clauses.

536. *Tell the interrogative adverbs in these sentences, and how each is used:—*

1. Mother asked, "Why are you not working, Sixto?"
2. Marta, where are you going?
3. Oh, Marta, please tell me where you are going?
4. Show me how to make a net.
5. When did Columbus discover America?
6. Do you know why smoke rises?
7. He did not say when it happened.
8. How much did you pay him?

537 Write sentences, using each of these words in a direct question and in an indirect question.

1. where. 2. when 3. how 4. why

CONJUNCTIVE ADVERBS

538. Read these sentences:—

1. We must sit where our teacher tells us.
2. I will come when I have finished my lessons.
3. Frogs do not breathe while they are under water.
4. I am ready whenever you are.
5. He followed me wherever I went.

Tell the clauses in each of these sentences. What does each clause modify? What words are used to introduce, or connect, these clauses?

These words — *where, when, while, whenever* and *wherever* — are adverbs. They are used to modify verbs and to connect adverbial clauses. They are called **Conjunctive Adverbs**.

The principal **Conjunctive Adverbs** are: *when, while, where, as, whence, wherein, whereby, whenever, wherever, wherefore* and *whereon*.

539. Tell the adverbial clauses in these sentences and what each clause modifies. Tell what conjunctive adverb introduces each clause. Diagram each sentence.

1. I will go when my country calls me.
2. The soldier must go wherever the general commands.
3. Do to others as you would have others do to you.
4. We met the mayor as we were crossing the plaza.

5. Wherever Martin went, we followed.
6. We go to the city whenever there is a fiesta.
7. This is the place where our hero died.
8. Forgive us as we forgive our enemies.
9. They returned to the mountains whence they came.
10. Be useful wherever you live.
11. A poor old horse came to the market place while the people were asleep.
12. They ran to the market place when they heard the bell of justice ringing.

COMPOSITION

540. *Write sentences, using each of these words as a conjunctive adverb:—*

1. when 2. while 3. as 4. whenever 5. wherever

541. *How to do things.*

1. *Using this outline, make a paper wind wheel.*

How to Make a Paper Wind Wheel

1. Know just how large the wheel is to be.
2. Get the materials—stiff paper, scissors, a pin, a ruler, a pencil and a stick on which to fasten the wheel.
3. Cut a square of paper of the required size.
4. Draw diagonals across the paper from the corners. Measure off one inch from the center on each diagonal.
5. Cut the paper on the diagonals to the mark one inch from the center.
6. Fold the right side of each of the cut corners in to the center.
7. Put the pin through the corners and through the center.

8. Shave the end of the stick down to about one half an inch in diameter.
9. Drive the pin into the center of the end of the stick.
10. Place the wheel where the wind will cause it to turn, or run, holding the wheel in front of you.

542. *Write an outline similar to that in Section 541, telling how to do one of the following:—*

1. How to Make a Rice Sack.
2. How to Make a Bamboo Ring.
3. How to Make a Jar.
4. How to Make bread.

543. *Write a composition about Raising Chickens.*

1. Kinds of chickens.
2. Care of chickens—food, shelter, cleanliness.
3. The setting hen—number of eggs, time and length of setting, the hatching of the eggs.
4. Little chickens—appearance, food, care.
5. Value of chickens—for eggs and the uses of eggs—for meat.
6. How to make the raising of chickens profitable.
7. Reasons why this is good work for young people.

Tell the subject and the person and number of each verb used in your composition. Tell the adverbial modifiers.

USES OF SIMPLE ADVERBS

ADVERBS OF PLACE

544. *Read these sentences:—*

1. I am here. He is there. She ran away.
2. The boy stayed there. He did not go anywhere.
3. Father is not here. He went somewhere.
4. Smoke goes up, rain comes down.
5. Mother went there yesterday. She will come back to-day.

What words are adverbs in these sentences?
Where am I? Where is he? Where did she run?

Where did the boy stay? Where did he not go? Where did Father go? What question do all these adverbs answer?

These adverbs — *here, there, away, anywhere, somewhere, up, down, back* — tell where actions take place. They are called **Adverbs of Place**.

545. *Make other sentences, using these adverbs of place:—*

- | | | | |
|----------|---------|-------------|--------------|
| 1. here | 3. away | 5. above | 7. somewhere |
| 2. there | 4. up | 6. anywhere | 8. back |

ADVERBS OF TIME

546. *Read these sentences:—*

1. We shall go to-morrow. We did not go yesterday.
We could not go to-day.
2. Will you come now? No, but I will come soon.
3. Have you seen Pedro yet? He is not often at home. He went early to-day. He goes to the market daily.
4. Simón always knows his lesson. He is never late.
He is seldom absent.
5. I shall see you again. I will come by and by.
6. I do not often see him. I seldom see him. I frequently see him. I see him now and then.

In these sentences, what words are adverbs? The words *by and by* and *now and then* are used as one word. What question does each adverb answer?

The adverbs *to-morrow, yesterday, to-day, now, soon, often, etc.*, are used to tell the time of the action. They are called **Adverbs of Time**.

547. *Write sentences, using these adverbs of time:—*

- | | | | | |
|-----------|-----------|-----------|-----------|----------------|
| 1. early | 4. yearly | 7. now | 10. never | 13. monthly |
| 2. to-day | 5. seldom | 8. before | 11. ever | 14. frequently |
| 3. soon | 6. often | 9. again | 12. daily | 15. sometimes |

ADVERBS OF MANNER

548. *Read these sentences:—*

- The lady spoke kindly. She smiled pleasantly. She walked slowly. She dressed well.
- The banca moved smoothly and rapidly through the water. The man used the paddle skillfully.
- The girls sang sweetly. The boys listened attentively. They sat quietly.
- The baby slept soundly. The mother swung the hammock gently. The boy closed the windows quietly. The mother sang softly.
- The boys sat together. They were talking aloud. I sit alone. I whisper softly.

What are the adverbs in these sentences? How did the lady speak? How did she smile? How was she dressed? What question do all these adverbs answer?

These adverbs—*kindly, pleasantly, slowly, well, smoothly, rapidly* and *skillfully*—tell how the action was done. They tell the manner of the action, and are called **Adverbs of Manner**.

With what syllable or letters do most of the adverbs in these sentences end? Most adverbs of manner end in *ly*.

(Read Section 43.)

549. Copy these adjectives, adding to each *ly* to form adverbs; use each adverb in a sentence.

- | | | | | |
|-----------|------------|-----------|-------------|-----------|
| 1. kind | 4. willing | 7. quick | 10. earnest | 13. loose |
| 2. wise | 5. careful | 8. close | 11. slow | 14. proud |
| 3. unwise | 6. smooth | 9. silent | 12. firm | 15. noble |

ADVERBS OF DEGREE

550. Read these sentences:—

1. Asia is much larger than Europe.
2. Toads are more useful than snakes.
3. Dogs are less valuable than carabaos.
4. He ran very rapidly. He ran too rapidly. He almost fell. He was quite small.

What does each adverb in these sentences modify? Which adverbs modify adverbs? Which modify adjectives?

The adverbs *much*, *more* and *less* modify the adjectives *larger*, *useful* and *valuable*. They are used to express degrees of comparison and are called **Adverbs of Degree**.

The adverbs *very*, *too*, *almost* and *quite* are also **Adverbs of Degree**.

Most adverbs of degree modify adjectives and adverbs.

551. Write sentences, using these adverbs of degree:—

- | | | | | |
|-----------|-----------|---------|-----------|-----------|
| 1. little | 3. almost | 5. much | 7. nearly | 9. too |
| 2. very | 4. wholly | 6. more | 8. less | 10. least |

552. Copy these sentences, writing an adverb in place of each blank:—

1. The ship sailed into the bay. The wind was blowing A storm was approaching. The sailors lowered the sails, and prepared the ship for the storm.
2. The wind began to blow The lightning flashed and the thunder roared The waves became high. The ship was anchored The storm passed. The sun shone A beautiful rainbow appeared.
3. Try, try be discouraged do your best. Work and
4. The vaca travels than the carabao.
5. The fiesta will be You should be awake The bells will ring We shall have a pleasant day.

COMPOSITION

553. Anywhere, nowhere, somewhere, everywhere.

1. *Study the use of the above words in these sentences:—*

1. Where did you go? I did not go anywhere.
2. My knife is lost. I have looked everywhere for it. I cannot find it anywhere, but I know that it must be somewhere.
3. Those people live nowhere more than a month. They should have a home somewhere.
4. Everywhere we went the people were kind to us. Nowhere did we have trouble in securing food and lodging.

2. *Copy the above sentences, changing the words anywhere, nowhere, somewhere and everywhere into phrases.*

anywhere = in any place somewhere = in some place
 nowhere = in no place everywhere = in every place

3. *Write ten sentences, using the above adverbs.*

554. **Not, nothing, never, none.**

Not and never are adverbs. **Never** means at no time.

I did not go to the city.

I have never been on a steamship.

Nothing is a noun, meaning *not any thing*. **None** is an adjective pronoun, meaning *not one, not any or no one*.

*What have you in your hand? I have nothing in it.
 There is nothing in the basket. The basket is empty.*

Have you some water? No, I have none.

1. *Study the use of the above words in these sentences:—*

1. None of the boys went.
2. Juan knew nothing about his lessons to-day.
3. You cannot get something for nothing.
4. I have ten pesos, but Gil has none.
5. I never spend money thoughtlessly.
6. We looked for beetles, but found none.
7. The fisherman raised the net, but there was nothing in it.
8. I never go fishing. I do not like it.

2. *Copy the following sentences. Rewrite each sentence, expressing the thought in other words, using the adverb not:—*

I found nothing.

I did not find anything.

He ate nothing.

He did not eat anything.

I ate none.

I did not eat any.

- | | |
|---|--------------------------|
| 1. He lost nothing. | 5. I saw nothing. |
| 2. They learned nothing. | 6. I gave nothing away. |
| 3. I said nothing. | 7. He will harm nothing. |
| 4. You heard nothing. | 8. We wrote nothing. |
| 9. None of the mangoes are ripe. We picked none.
They ate none. I sold none, and none were lost. | |

3. *Copy the sentences given in Exercise 1 above, changing never, none and nothing into equivalent phrases.*

555. *Compose sentences, using the following adverbs to modify adjectives:—*

- | | | | |
|----------|---------|-------------|--------------|
| 1. quite | 3. much | 5. more | 7. unusually |
| 2. very | 4. too | 6. somewhat | 8. generally |

556. *Compose sentences, using these adverbs to modify other adverbs:—*

- | | | | |
|---------|-----------|---------|-----------|
| 1. far | 3. almost | 5. more | 7. rather |
| 2. very | 4. too | 6. less | 8. quite |

557. An adverb should be placed near the word it modifies.

Only one person was left there.
One person only was left there.
One person was only left there.
One person was left only there.

What word does only modify in each of these sentences?

In the first sentence, only shows that *one, not two or more*, is spoken of.

In the second sentence, only shows that *one person, not two or more persons*, is spoken of.

In the third sentence, only shows that the person was *just left, not helped, or injured*.

In the fourth sentence, only shows that the person was left at only *one place, and not anywhere else*.

1. *Copy these sentences, changing the position of only. Explain each sentence.*

1. Only the boy laughed at his teacher's mistake.
2. The fisherman caught only five fish.
3. The washwoman uses only soap and cold water.
4. Only Lydia wrote a long composition on ruled paper.

2. *Copy these sentences, changing the position of the adverbs. Notice the change in sound and meaning.*

1. You will certainly be cordially welcomed.
2. Soon the hunters quickly entered a thick forest.
3. The storm was now very rapidly approaching us.

558. When the verb has an object, the adverb is usually placed before the principal verb, or after the object.

The boy nearly lost his life.

I like Pedro very much.

We saw them yesterday.

They often catch wild fowl.

Write ten sentences, each containing an object complement, using these adverbs:—

- | | | | | |
|----------|---------------|----------|------------|------------|
| 1. early | 3. very much | 5. later | 7. already | 9. quietly |
| 2. soon | 4. frequently | 6. only | 8. greatly | 10. away |

559. Do not use adjectives for adverbs, or adverbs for adjectives :—

The cloth feels smooth (not smoothly).

The river flows rapidly (not rapid).

(Review Section 49.)

Write sentences, using these words :—

- | | | | |
|-----------|------------|-------------|----------------|
| 1. calm | 6. softly | 11. warm | 16. badly |
| 2. calmly | 7. rapid | 12. warmly | 17. pleasant |
| 3. kind | 8. rapidly | 13. sweet | 18. pleasantly |
| 4. kindly | 9. most | 14. sweetly | 19. peaceful |
| 5. soft | 10. almost | 15. bad | 20. peacefully |

560. **Their and there.**

Their is a possessive pronoun.

There is an adverb.

The boys were there. Their sisters were there also.

Use each of these words in ten sentences.

561. **Description.**

1. *Write a short composition describing **The Deer**, using this outline.*

1. Where they live. 2. Size. 3. Color, spots. 4. Horns, size, variations with age, male and female. 5. Ears. 6. Eyes. 7. Legs. 8. Body. 9. Fleetness, timidity, gentleness. 10. Food. 11. Use.

2. *Write a description of **Wild Pigs**, or of **A Lizard**.*

3. *Write a short composition, telling :—*

1. How deer are caught, or
2. How wild pigs are hunted, or
3. How wild fowl are caught.

4. *Write a story that you may have read or heard about Deer, or Wild Pigs, or some other wild animal.*

562. Letter Writing.

1. *Copy this informal letter of invitation:—*

12 Legaspi Street.

My dear Miss Tison:—

We should very much like to have you at dinner with us next Thursday evening at seven o'clock. Mrs. Flores and her son and daughter are visiting us. We are inviting a few friends to meet them.

With kindest regards,

Cordially yours,

June eighth, 1908.

Juana de Leon.

2. *Copy this reply:—*

47 Rizal Street.

My dear Mrs. de Leon:—

It will give me much pleasure to dine with you next Thursday evening, and to meet your friends.

Sincerely yours,

Ramona Tison.

June ninth, 1908.

563. *Write the story of some adventure that you have had, or that you have read about.*

Tell the adverbs in your sentences and how each is used.

First make an outline, then write the story.

COMPARISON OF ADVERBS

564. Adverbs, like adjectives, may have different degrees of comparison.

Some adverbs form the comparative degree by adding *er* to the simple form, and the superlative degree by adding *est* to the simple form:—

We arrived early.

The boys arrived earlier than we did.

The girls arrived the earliest of all.

Copy these adverbs, adding er to each to form the comparative degree, and est to form the superlative degree:—

fast	often	soon
rough	early	late

565. Most adverbs ending in *ly* add to the positive form *more* or *less* to form the comparative, and *most* or *least* to form the superlative:—

slowly; more slowly, less slowly; most slowly, least slowly.

Copy these adverbs, writing the comparative and the superlative form of each:—

wisely	loudly	carefully	rapidly
kindly	joyfully	pleasantly	quickly

566. Some adverbs are compared irregularly.

Copy and learn these adverbs:—

POSITIVE	COMPARATIVE	SUPERLATIVE
well	better	best
ill	worse	worst
much	more	most
badly	worse	worst
little	less	least
far	farther	farthest
forth	further	furthest
late	later	latest or last

These words, excepting *badly* and *forth*, are used also as adjectives.

(See Section 559.)

ADVERBIAL PHRASES

567. Prepositional phrases may be used as adverbs.

Analyze each of these sentences. Tell the adverbial phrases.

1. We started in the morning before sunrise.
(Review Section 74.)
2. I gave mother a tortoise shell comb on her birthday.
(Review Section 257.)
3. In America we traveled seventy miles in an hour on the railway.
(Review Section 238.)
4. I gave him a dollar for his trouble.
5. In the steamship we went from Manila to Hongkong in two days.

568. Infinitive phrases may be used as adverbs.

Copy these sentences. Draw a line under each infinitive phrase. Tell what each phrase modifies.

(Review Exercise 3, Section 457.)

1. We are going to the city to buy a horse. (Why?)
2. We are sorry to hear that you were ill.
3. We are glad to learn that you are better.
4. The horse was too tired to pull the cart.
5. The man was too old to run. (How old?)
6. The jar was too heavy to be carried. (How heavy?)
7. The boy is too young to go to school.

8. The boy ran away to hide.
9. We went to the mountain to catch a monkey.
10. I stayed at home to help my mother.
11. I bought the hat to give to my father.

569. *Copy these sentences, writing an infinitive phrase in place of each blank:—*

1. The governor was pleased
2. Father was glad
3. My cousin went to America
4. The banca was too small
5. This basket was made
6. The water was too hot
7. Palay is pounded
8. The man was too weak
9. Adverbs are used

ADVERBIAL CLAUSES

570. Some adverbial clauses tell the time of the action.

(Review Section 140.)

Diagram each of these sentences. Tell the adverbial clause in each sentence, and the conjunction.

1. I studied my spelling lesson while I was coming to school.
2. I learned it before I reached the schoolhouse.
3. The bell rang after I had entered the schoolroom.
4. I went to my seat as soon as the bell rang.
5. We have not seen Leon since his father died.
6. The fishermen did not start until the moon was high in the sky.
7. They continued to fish until their baskets were full.

Make other sentences, using these conjunctions:—

- | | | |
|-----------|---------------|----------|
| 1. while | 3. after | 5. since |
| 2. before | 4. as soon as | 6. until |

571. Some adverbial clauses are used to tell the cause, reason or purpose of the action.

Analyze each of these sentences. Copy each of the clauses. Tell what words are used as conjunctions.

1. The ship was wrecked because the captain was careless.
2. The man is poor because he is lazy and thoughtless.
3. I know that this man is the thief, for I saw him take the money.
4. Save your minutes, for years are made of minutes.
5. Study now in order that you may be more useful and happy later.
6. Strive now so that you may have more leisure when you are old.

Write sentences, using these conjunctions:—

1. because 2. for 3. in order that 4. that 5. so that

572. Some adverbial clauses express the condition, or supposition, upon which the act depends.

Analyze each of these sentences. Tell what words are used as conjunctions.

1. Rice will not grow unless the ground is wet.
2. Even if it rains, this work must be finished.
3. We should like to go to the market if father would allow us to go.

4. Supposing we should go, would you come?
5. If the crops are good, father will build a new house.

COMPOSITION.

573. The conjunction *if* may sometimes be omitted:—

Were I you, I would try to be less selfish.

Had he not been careless, he would not have failed.

Should he not go, he will lose much.

Had we been there, we might have rescued him.

Had it not rained, we should have come.

1. Copy the above sentences, beginning each subordinate clause with *if*.

2. Copy the following sentences, changing them so as to omit the conjunction *if*:—

1. If the rains should not come, would the crops fail?
2. If it had rained, we could not have gone.
3. If the taxes should not be paid, we could have no government, no schools and no peace.
4. If you had been more careful, you might have succeeded.
5. If the people were more industrious, it would not be necessary to import rice.

574. 1. *Than*, *as*—*as*, *so*—*as*. The adverbial clause introduced by the conjunctions *than*, *so*—*as* or *as*—*as* is often partly omitted.

Copy these sentences. Notice what words are omitted.

1. My brother is taller than I (*am tall*).
2. The Igorots are more intelligent than the Negritos (*are intelligent*).

3. The Negritos came to the Islands earlier than the Malays (*came to the Islands*).
4. Mother is as old as father (*is old*).
5. She is not as strong as he (*is strong*).
6. She is gentler than he (*is gentle*).

In which of these sentences is a pronoun used after *than*? After *as*? Why should these pronouns be in the nominative case?

2. As—*as* is used in stating that things are alike.
So—*as* is used in stating that things are not alike. **Not**, or **never**, is used before **so**.

My pencil is as long as my finger.

My finger is not so long as my pencil.

Luis can never run so rapidly as his horse.

1. *Write sentences, using these groups of words:—*

- | | | |
|----------------|----------------|-------------------|
| 1. as long as | 4. so early as | 7. so bright as |
| 2. as white as | 5. so often as | 8. so useful as |
| 3. as clear as | 6. as soon as | 9. so valuable as |

2. *Write sentences stating how the following things are alike. Then write other sentences stating how they are unlike. Use the conjunctions **than**, **as—as** and **so—as**:—*

- | | |
|---------------------|-------------------------|
| 1. bats — birds | 5. slipper — shoe |
| 2. an eel — a fish | 6. cogon grass — bamboo |
| 3. a pen — a pencil | 7. rose — sumpaguita |
| 4. cart — carromata | 8. silk — muslin |

Bats can see better at night than birds.

Bats are not so useful as most birds.

Bats can fly as high as birds.

575. As if and as though are used in making comparisons : —

*The bird acted as if its wings were broken.
The man walked as though he were sick.
You look as if you were happy.*

Copy and complete these sentences, writing in place of each blank a clause introduced by as if or as though :—

- | | |
|---------------------------|-------------------------------|
| 1. You are eating | 5. You came in |
| 2. The man looked | 6. The soldier walked |
| 3. He speaks | 7. I feel |
| 4. Let us act | 8. You use a saw |

576. *Copy these sentences, changing the position of the adverbial phrase :—*

1. At noon we reached the village.
2. A large, fierce dog lay on the threshold.
3. I went for the doctor in great haste.
4. Without doubt you will be promoted.
5. Upon the rocks the waves break with a loud roar.
6. On next Thursday our examinations begin.
7. With great patience the farmer again planted the corn.
8. Up the street he rode with a number of soldiers.

577. 1. *Write an outline of a composition on How Hats are Made.*

2. *Write the composition.*

578. **Biography.**

1. *Make an outline from your history of a biography of Abraham Lincoln.*

2. Write the biography from memory, using your outline.

3. Tell how many paragraphs you have written. Tell the topic of each paragraph.

4. Tell the clauses you have used (the kind of clause) and what each clause modifies.

REVIEW

1. What is an adverb? What adverbs are used for asking questions? What adverbs are used as conjunctions?

Write five adverbs that tell the place of action, five that tell manner, five that tell time, five that tell degree.

Write the degrees of comparison of *wisely, rapidly, much, far, little, early, late*.

Write five sentences having prepositional phrases used as adverbial modifiers. Write five sentences having infinitive phrases used as adverbs. Write five sentences, each containing an adverbial clause.

THE PREPOSITION

579. A *Preposition* is a word used with a noun or a pronoun to form a phrase, and to show the relation of the noun or pronoun to some word that the phrase modifies.

diameter of a circle
a letter to my cousin
friends in America
sprang into the water
passed by our house

played with him
walked with her
loaned to me
sent for us
borrowed from them

(Read Section 82.)

What is the object of each preposition in these phrases? Which of these phrases are used as adjective modifiers? Which are used as adverbial modifiers?

580. The object of a preposition may be a noun, a pronoun or a group of words used as a noun.

1. A noun: —

<i>went to the city</i>	<i>passed through the door</i>
<i>looked at the picture</i>	<i>walked along the road</i>

Write sentences, using these nouns as objects of prepositions:—

- | | | | |
|---------------|--------------|--------------|------------|
| 1. home | 4. president | 7. treasurer | 10. tailor |
| 2. country | 5. governor | 8. river | 11. weaver |
| 3. government | 6. secretary | 9. lake | 12. farmer |

2. A pronoun: —

<i>spoke to me</i>	<i>ran toward us</i>
<i>asked about him</i>	<i>went with them</i>
<i>walked with her</i>	<i>wrote to him</i>
<i>man to whom</i>	<i>the house in which</i>
<i>the boy with whom</i>	<i>the city from which</i>

In what case is each of the pronouns in these phrases? In what case must the object of a preposition be?

(Read Section 279.)

Make sentences, using the objective forms of the personal and relative pronouns as objects of prepositions

3. A phrase or a clause —**A Participial Phrase : —**

We have heard about your winning the prize.

The boy by studying hard secured a good position.

We are tired of hearing people complain.

An Infinitive Phrase : —

He was about to go home.

He had no choice except to go on.

A Clause : —

I think from what I heard him say that he will surely come.

A man shows what he is by what he does.

COMPOSITION

581. *Tell the object of each preposition in these sentences, and what the phrase modifies.*

1. He stood at the door of the house.
2. There is no use in my trying to study to-day.
3. He knew nothing about his losing the knife.
4. We concluded from what the people said that their mayor was a good man.
5. After fishing three hours and catching nothing, the boy went home.
6. I do not remember to whom I gave the coin.
7. The ship in which we sailed to Hongkong was wrecked on a coral reef on the coast of Zambales.

USES OF PREPOSITIONS

582. A Preposition introduces or connects a phrase with the word that the phrase modifies, and shows the

relation of its object to the word modified. The relations of persons and things are varied and numerous, and prepositions should be carefully used to express these relations accurately.

Place a book in as many different positions as possible in relation to your desk, yourself, and other things about you. Write all the phrases that you use to express these different relations. Notice what preposition is used to express each relation

583. *Write prepositions to show different relations between these groups of objects:—*

1. book the desk.
2. pen book.
3. tree house.
4. pencil box.
5. letter father.
6. went city.

EXAMPLE

book	}	<div style="border-left: 1px solid black; border-right: 1px solid black; padding: 5px; display: inline-block;"> on in under above beside </div>	the desk
------	---	---	----------

584. **Between and among.**

I sit between my brother and Leon.

My geography fell down between the desk and the table.

The war between the Russians and the Japanese has been very expensive.

In each of the phrases in these sentences, how many persons or things are spoken of? How many objects has the preposition *between*?

Use the preposition **between** when referring to two persons or things.

There was a rose among the flowers in the bouquet.

My pen fell among the many leaves.

I have only a few friends among these people.

What is the object of the preposition *among* in each of these sentences? How many *leaves, boys, people,* are spoken of?

Use the preposition *among* when referring to more than two persons or things.

Copy these sentences, writing between or among in place of each blank:—

1. Friendship exists Americans and Filipinos.
2. The soldiers were quarreling themselves.
3. There was a quarrel the two soldiers.
4. San Bernardino Strait is Samàr and Luzón.
5. The distance Manila and Hongkong is six hundred miles.
6. The money was divided the six heirs.
7. The bird flew the leaves of the tree.
8. Luzón lies the Pacific Ocean and the China Sea.
9. The scenery the islands of the Philippines is very beautiful.
10. Before the Spanish came, war the tribes was frequent.
11. No one my friends is so happy as Flora.

585. In and into.

Mother is in the house.

Will you come into the house.

Tadpoles live in the water.

The frogs jumped into the water.

In is used to tell where persons or things *are, stay* or *remain*. *Into* is used to tell to what place persons or things are *moving, or being moved*.

Copy these sentences, writing in or into in place of each blank:—

1. The governor's palace is Manila.
2. The carabao lies . . . the water.
3. Please walk my house.
4. Throw the wood the fire.
5. Pour the water the jar.
6. Carry the basket the kitchen.
7. Is there a picture of Washington the book?
8. My brother is studying a college America.

586. Beside and besides.

My brother sits beside me.

Three boys besides us sit at our desk.

Our house stands beside the church.

There are five large buildings besides the church near the public square.

Beside means by the side of :—

sits beside me = sits by my side.

beside the church = by the side of the church.

Besides means in addition to:—

boys besides us = boys in addition to us.

besides the church = in addition to the church.

Copy these sentences, writing beside or besides in place of each blank:—

1. My sister stood my mother.
2. Please, may I sit you?
3. I do not wish to sit any one except you.
4. I wish to see no one you and Frank.

5. . . . abaca, sulphur, cattle and rice are important products of Leyte.
6. . . . its many schools and colleges, Manila will soon have an Insular University.

587. By and with.

The sentence was written by me with a pen.

I was struck by him.

He struck me with his cane.

By is followed by the name of the actor.

(See Section 402.)

With is followed by the name of the thing by which the action was performed.

Copy these sentences, writing by or with in place of each blank:—

1. The letter was written me red ink.
2. Was this word done you? what did you do it?
3. My coat was made the tailor. He sewed the cloth a needle.
4. The sentences were written on the blackboard me a colored crayon.
5. . . . whom were the fish caught? what were they caught?

588. At and In.

Copy these sentences. Notice how at and in are used.

1. We arrived at Hongkong at twelve o'clock, and spent two hours in the city.

2. I was at Manila last year, but I did not remain in the city long.
3. Father is at home. He will remain at home all day. He is in the house now.

Write ten sentences, using the words at and in.

589. A preposition, when its object is omitted, may be used as another part of speech: —

Please come in.

The valley below was deep.

The boy went out.

The boy fell down.

The clouds are above.

The smoke went up.

How are these prepositions used?

Tell the prepositions, and the adverbs in these sentences:—

1. Stand by me.
2. A child peeped in.
3. Tomás walked behind.
4. The ship sailed along.
5. A horse galloped by.
6. Fish live in the water.
7. Please come in.
8. Darkness came on.
9. The army marched along the river and across the bridge.
10. Please row me across. Don't fall in.
11. We went up and down. The mast fell over.
12. The stars were above and the water below.
13. We walked up the hill, and looked down upon the village.

590. Sometimes the preposition is omitted:—

He gave (to) me the book.

The tailor made (for) Felipe a new suit.

I left (from) Manila.

The horse ran (to) home.

(Read again the sentences in Sections 237 and 238.)

Write five sentences, each containing an indirect object.

Write five sentences, containing these nouns used as adverbial modifiers:—

1. home 2. last week 3. a kilometer 4. a pair
5. two meters

591. *Write these groups of words, changing the underlined words into phrases:—*

- | | |
|----------------------------------|---------------------------------|
| 1. <u>Carefully</u> written. | 9. <u>Fell earthward</u> . |
| Written with care. | 10. <u>Worked cautiously</u> . |
| 2. A <u>brazen</u> statue. | 11. Spoke <u>kindly</u> . |
| A statue of brass. | 12. <u>Homeless</u> children. |
| 3. A <u>Swiss</u> watch. | 13. A <u>grammatical</u> error. |
| 4. A <u>European</u> city. | 14. The <u>national</u> flag. |
| 5. An <u>American</u> citizen. | 15. Come <u>immediately</u> . |
| 6. Saw him <u>here</u> . | 16. Come <u>soon</u> . |
| 7. Was <u>nowhere</u> . | 17. Arrived <u>early</u> . |
| 8. A <u>northerly</u> direction. | 18. Went <u>hastily</u> . |

592. *Write a description of China or of Spain, using the following outline:—*

I. **Position.** — 1. On the continent. 2. In reference to other states or countries.

II. **Size.** — Area, compare with some other countries. Population.

III. **Physical Features.** — 1. The coast. 2. Surface — mountains, valleys, plains. 3. The character of the soil. 4. The climate.

IV. **Products.** — 1. The vegetable—grains, fruits, etc. 2. Animal—horses, cattle, wool, etc. 3. Mineral—iron, copper, gold, etc.

V. Cities and Towns. — The most important ones — location, size, for what especially noted.

VI. Manufactures and Trade. — 1. What the most important articles manufactured are. 2. The important imports and exports.

VII. The People. — 1. Race. 2. Characteristics — features, dress. 3. Customs. 4. Occupations. 5. Religion. 6. Government. 7. Other interesting facts about the people.

Study the description of these countries in your geography. Then write the description from memory.

Tell the phrases and prepositions that you have used in your composition.

THE CONJUNCTION

593. A Conjunction is a word used to connect words, phrases, clauses and sentences.

Grammar and arithmetic are valuable studies.

We passed over the mountains and through the forests.

We arrived at home sooner than we expected.

The houses were decorated with flags and lights shone in every window.

In these sentences, what words are connected?
What phrases are connected? What clauses?
What sentences?

(Read the exercises on Conjunctions, Section 103, and on Adverbial Clauses, Sections 538, 570, 571 and 572.)

CLASSES OF CONJUNCTIONS

COÖRDINATE CONJUNCTIONS

594. *Read these sentences :—*

1. New Zealand and Australia belong to Great Britain.
2. In Europe we went from London to Berlin, and from Berlin to Paris.
3. The sea was calm and the air was still.

The words *New Zealand* and *Australia* are independent of each other. They are both used in the same way. They are of equal rank. What conjunction connects them ?

What phrases in the next sentence are connected by *and* ? What word does each of these phrases modify ? They are of the same rank.

In the last sentence, what sentences are connected ? These sentences do not modify each other. They are used independently and are of equal rank. They are the principal parts or the Independent Clauses of the sentence.

4. Riches as well as poverty often prevent happiness.
5. Mercury is a metal, but it is not a solid.

What is the subject of the fourth sentence ? *Riches* and *poverty* are of equal rank, and together form the subject of the sentence. What words are used to connect them ?

In the fifth sentence, *but* connects the independent clauses.

Conjunctions used like *and*, *but* and *as well as* to connect words, phrases and clauses of equal rank are called **Coördinate Conjunctions**.

A Coördinate Conjunction is a conjunction used to connect words, phrases and clauses of equal rank.

The words most frequently used as coördinate conjunctions are:—

and	yet	however	either — or
but	or	as well as	neither — nor
therefore	while	whether — or	not only — but also

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

(Review Section 103.)

Both Longfellow and Whittier were American poets.

Either sing a song or tell a story.

An orphan is a child that has neither father nor mother.

I have not only diagrammed the sentences but have also parsed all the words.

Gregorio did not know whether Auckland is in New Zealand or in Australia.

595. Analyze these sentences. Tell what words are used as conjunctions and what each conjunction connects.

1. Cigarettes and cigars are made in Manila.
2. The Ilocanos as well as the Tinguianes make beautiful blankets.
3. The boys walked through the town and across the rice fields.

4. They saw some beautiful butterflies, but they could not catch any of them.
5. A valley or a low plain is called a lowland.
6. He was not a gentleman, but he had the appearance of a gentleman.
7. He is a gentleman not only in his manner but also in his appearance.
8. Neither his manner nor his appearance indicates that he is a gentleman.
9. Both his manners and his appearance are excellent.
10. Either he is a gentleman or he is a rascal.
11. He is either a gentleman or a rascal.
12. The soldiers were sick and starving, yet they would not surrender.
13. My head aches badly; however, I must finish this work.
14. My father is dead, therefore I must help my mother.
15. Pedro did not prepare for the examination, therefore he failed to pass.
16. Americans believe that education is necessary for liberty, therefore they have excellent schools.
17. I will pay you with either pesos or paper money.
18. They had neither locks to their doors nor bars to their windows.

SUBORDINATE CONJUNCTIONS

596. *Analyze these sentences:—*

1. The ships did not leave the harbor because a typhoon was approaching.
2. Before we can eat rice, it must be hulled by pounding, washed and cooked. .

3. If you should sail directly east from the Philippines, you would come to Mexico and Central America.
4. I knew that Manila was captured by the English in 1762.
5. We shall have dinner as soon as father comes.

Which of these sentences contain adverbial clauses? Which contain noun clauses? The modifying clause or the noun clause in a sentence is called the dependent, or **Subordinate Clause**.

(Review Section 151.)

What conjunctions introduce the noun clauses? What conjunctions introduce the adverbial clauses?

These conjunctions — *because, before, if, that* and *as soon as* — used to connect clauses with the principal part of the sentence, are called **Subordinate Conjunctions**.

A **Subordinate Conjunction** is a conjunction that is used to connect a clause with the principal part of the sentence.

The words most commonly used as subordinate conjunctions are: —

that	than	until	though
if	for	whereas	as — as
because	since	after	unless
before	while	although	so — as

Two or more words taken together are often used as a single conjunction: —

as if	in case that	on condition that
even if	as soon as	provided that
as though	in order that	except that

597. *Diagram and analyze these sentences. Tell what words are conjunctions. Tell the kind of clause introduced by each conjunction, and the use of this clause in the sentence.*

1. He was discouraged when I last saw him.
2. Please come to see us as soon as you can.
3. The buri palm does not grow so tall as the cocoa palm.
4. Three hundred eighty-five years have passed since the Spaniards came to our country.
5. I shall be glad to assist you whenever you need assistance.
6. You may go wherever you please.
7. You should not study while you are sick.
8. Though you should give me a kingdom, I would not deceive a friend.
9. Frank will not go unless I go with him.
10. Although my neighbor despises me, yet I will work for his good.
11. We do not know why volcanoes exist.
12. Please hold the book so that I can see the pictures.
13. I will loan you the book on condition that you return it soon.
14. Even if he were my brother, I could not be kinder to him.
15. The mice will play when the cat is away.
16. Where there is a will, there is a way.
17. While there is life, there is hope.
18. I am as busy as I can be.
19. When you are in Rome, do as the Romans do.
20. Do not count your chickens before they are hatched.

COMPOSITION

598. In writing, we should generally use short sentences and avoid the use of too many conjunctions.

Shorten each of the following sentences:—

1. I have a small dog and he can stand on his hind legs.
2. When was Washington born and where was he born?
3. We went to the city the other day and bought a bicycle and brought it home with us.
4. Sixto tried to ride it, fell off and hurt his hand.
5. The bicycle has pneumatic tires, and it has a bell and a lamp.

599. *Write short compositions about:—*

1. How Jars are Made.

Rewrite, making the sentences shorter.

2. The Uses of Bamboo.

Rewrite, changing the simple sentences to complex sentences and the complex sentences to simple sentences.

600. *Write a composition about the government of your town, using this outline:—*

1. Who the officers are — how they are elected — their duties — salaries — the mayor — the councilors — the treasurer — the secretary — the justice of the peace — the police — the board of health — the school board.
2. Who may vote — how voting is done.
3. Why public officers should be honest and just.

Tell the conjunctions in your sentences, the kind of conjunction and what each connects.

PART III

THE SENTENCE

601. A *Sentence* is a complete expression of a thought in words.

(Review Sections 6, 149, 151 and 154.)

Rice is imported from Saigon.

Why do we need to import rice?

Be industrious and thoughtful, and you will prosper.

602. The parts of a sentence are: —

- | | |
|---------------------|------------------------------|
| 1. The subject. | 4. The adjective modifiers. |
| 2. The predicate. | 5. The adverbial modifiers. |
| 3. The complements. | 6. The independent elements. |

THE SUBJECT

603. The *Subject* of a sentence names that about which something is said.

604. The subject may be a noun: —

Rivers flow toward the sea. *Juan Luna was an artist.*

(Read Sections 52 and 66.)

Write sentences, using these nouns as subjects:—

- | | | | |
|----------------|---------|------------|--------------|
| 1. India | 4. Jolo | 7. teacher | 10. capital |
| 2. Mohammedans | 5. Cebu | 8. America | 11. products |
| 3. grammar | 6. Amoy | 9. Tarlac | 12. Salcedo |

605. The subject of a sentence may be a pronoun: —

*We can read, speak and write English.
They are industrious and peaceful men.*

What pronouns may be used as the subjects of sentences ?

Write ten sentences, using pronouns as subjects.

606. The subject of a sentence may be an infinitive phrase : —

To write well requires much practice.

To be kind and helpful to others is one of our most important duties.

(Read Section 457.)

Write sentences, using these infinitive phrases as subjects : —

- | | |
|-------------------------|----------------------------------|
| 1. To do good. | 4. To obey the laws. |
| 2. To criticise others. | 5. To laugh at another's sorrow. |
| 3. To love our country. | 6. To spend all that is earned. |

607. The subject of a sentence may be a participial phrase : —

Your finding a fortune is not probable.

Catching trepang and drying them is the chief occupation of the people.

Gathering edible birds' nests is a dangerous occupation.

(Read Section 470.)

Write sentences, using these participial phrases as subjects : —

- | | |
|------------------|----------------------------------|
| 1. Playing ball. | 4. Gathering cocoanuts. |
| 2. Making copra. | 5. Your reading so well. |
| 3. Weaving piña. | 6. Making alcohol from molasses. |

608. The subject of a sentence may be a **clause** :—

Where Magellan was buried is not known.

That he was killed on Mactan Island is certain.

(Review Sections 144 and 248.)

Write sentences, using these noun clauses as subjects:—

1. Why volcanoes send out smoke and lava.
2. That education is valuable.
3. That the earth is round.

609. The subject of a sentence may sometimes be omitted :—

Bring me your book. Please shut the door.

Teacher, please tell me the name of this flower.

(Read Sections 61 and 234.)

Write ten sentences in each of which the subject shall be omitted.

610. *Analyze each of these sentences. Tell what is used as the subject of each sentence.*

1. The monsoon blows from the sea.
2. This is the rainy season.
3. Hunting wild animals is a pleasure to some men.
4. To be successful requires constant work and thought.
5. That he was a brave man needs no proof.
6. Who committed the crime is still unknown.
7. Raising rice and coffee is the most important occupation.
8. To become a wise and useful citizen should be the desire of every boy.

9. Good laws are necessary to a good government.
10. The people of a republic must be industrious, educated and peaceful.
11. That a republic is a good form of government for an ignorant people is generally believed.

COMPOSITION

611. Position of the Subject. — *In Declarative Sentences* :—

1. The usual position of the subject is before the predicate.

Write a statement about each of five kinds of fruit. Tell the subject of each statement.

(Review Section 118.)

2. In the transposed order of the declarative sentence, the subject may be placed after the verb and the complement.

Tell the subject of each of these sentences;—

1. Steadily blew the monsoon.
2. Westward for days and weeks sailed the ships.
3. Away went Gil, and after him ran Ramon.
4. Bang went the gun and away ran the deer.
5. Here are five pesos for your expenses.
6. There is an iron mine near Angat in Bulacan.

Write these sentences, changing them to the usual order.

Write ten sentences in which the subject shall be placed after the verb.

612. In Interrogative Sentences :—

(Review Sections 59, 438 and 442.)

1. When the interrogative pronouns **who**, **which** and **what** are used, the subject follows the verb:—

*Who is that man? Which is your hat?
What is the lesson to-day?*

*Write sentences, using who, which, what to ask questions.
Draw a line under the subject of each sentence.*

2. The subject is placed after the auxiliary:—

Has mother gone? Is the spider eating the insect?

Write questions about ten plants, introducing each question by an auxiliary verb.

3. When the verb in the declarative sentence consists of only one word, the words **do**, **does** and **did** are used in the interrogative form and placed before the subject:—

*The boy ate a chico. Did the boy eat a chico?
He likes to swim. Does he like to swim?
The boys play tennis. Do the boys play tennis?*

(Review Section 439.)

Write ten questions using the words do, does and did to introduce the question.

613. For emphasis, the complement may be placed first in the sentence.

Tell the subject, verb and complement in each of these sentences:—

1. Clear was the sky. Sweet was the morning air.
2. A large white hat he wore, and a sword he carried in his hand.

3. Beautiful eyes, indeed, you have.
4. "How are pearls made?" he asked.

Copy these sentences, changing them to the usual order. Write ten sentences in which the complements shall be placed before the subject.

In the following sentences, an adverbial phrase and an adverbial clause are placed before the subject for emphasis.

*In the forests the cicadas were singing.
When we were in the forests we heard the cicadas singing.*

614. *Copy this paragraph, transposing each sentence by placing the subject after the verb or complement:—*

One day a great storm came down on the sea. The waves roared loudly. They rose as high as the hills. Their white tops foamed with rage. Night was at hand. A great ship was in the midst of this tempest. Her sails were torn and her helm was gone. She carried many people, but not a soul could be saved.

615. Brevity.—It is generally better to use short sentences than long sentences.

Copy the following sentences, separating each into two or more shorter sentences.

1. Between them and the gate there was a river, but there was no bridge over it, and the river was very deep.
2. My father went to the city and bought a bicycle, and he told them to send it to him, but they did not send it, and my father had to go to the city again to get it.
3. The Negritos are among the smallest people in the

world, and they have dark-brown skins, and their hair is very kinky, and it forms thick mats on their heads.

616. *Copy these complex sentences, changing each sentence into two or more shorter sentences:—*

1. The American Indians had poor weapons, which consisted of a bow and some arrows that had heads made of stone.

2. They also carried a hatchet which they called a tomahawk and which was made of stone.

3. On one occasion, several ants that belonged to one colony, were feeding on some honey that was spread on a piece of glass.

617. *Make short sentences of the following sentences, by changing each participial phrase into a sentence;—*

1. One ant, neglecting her work and devoting herself entirely to eating honey, fell into the jar.

2. The ancestors of the Filipino people, originating in Southern Asia, migrating down the Malay Peninsula and scattering over the fertile islands, finally reached the Philippines.

3. Having boats and praos and being skillful sailors, they easily passed from island to island.

618. *Write a composition about your vacation, using short sentences. Tell:—*

1. Its length, when it began and ended.

2. What you did, where you went.

3. How you enjoyed the vacation. Feelings about its close.

Rewrite the composition, changing the position of the subjects in as many sentences as possible.

THE PREDICATE

619. The *Predicate* of a sentence is that which is said about the subject.

(Review Sections 55 and 69.)

620. The predicate of a sentence always consists of, or contains, a verb: —

The boy ran. The girl had been singing.

621. Position of the Predicate. — The predicate of a sentence usually follows the subject: —

*The steamship sailed rapidly across the bay.
The cicadas were singing in the forests.*

(See Section 118.)

622. Sometimes a part of the verb is placed before the subject in order to ask a question.

(Read again Sections 59 and 438, and 612, 2 and 3.)

In poetry, the verb is sometimes placed before the subject: —

*And like music on the waters
Is thy sweet voice to me.
Gently blows the breeze from the southern seas.*

623. *Analyze these sentences. Tell the complete predicate of each sentence.*

1. In the forests of Mindanao rubber is gathered by the Moros.
2. On the tops of the hills and in the trees we may often see the houses of Subanos.

3. When we were going up the Pásig River, we saw many rafts.
4. Have you ever been in Manila on the Fourth of July?
5. At sunrise, while we were sailing into San Bernardino Strait, we saw the top of Mayón Volcano.

COMPOSITION

624. *Write sentences, telling:—*

1. How sugar cane is prepared for planting.
2. How it is planted.
3. The kind of soil in which it grows best.

(1) *Draw a line under the predicate of each of your sentences.*

(2) *Copy five of the longest sentences you have written. Rewrite each, making it shorter, if possible.*

625. In order to emphasize the action expressed by the verb and to give variety to the sentences in a composition, the verb is often placed before the subject.

(See Sections 59, 291 and 610.)

Copy these sentences, writing the verbs before the subjects:—

1. Felipe fell down, the banca turned over and the valuable collection and all our labor were lost.
2. The cart was on the railroad. It broke down. The train came on.
3. He said, "I'll be king." The other birds cried, "Cheat! cheat!"
4. The lion roared loudly and struggled fiercely, yet he could not escape from the net.

626. The adverbial phrase is often placed first in the sentence : —

In heaven great shall be your reward.
Down into the sea slowly sank the galleon.

Copy these sentences, placing the adverbial phrases first:—

1. The Negritos wear long bamboo combs in their hair.
2. They have curious dances and ceremonies for marriage and death.
3. They have continued for centuries in this wild state of life.
4. Many other large tribes live in the northern part of the Cordillera.
5. The Tagbanúa live on the island of Palawan.
6. Many sharks are swimming in the water about the ship.

Write sentences beginning with these phrases:—

- | | |
|---------------------------------|---------------------------|
| 1. On Mactan Island. | 3. On their landing. |
| 2. By the "blood compact." | 4. With Magellan in Cebu. |
| 5. In order to assist the dato. | |
| 6. After the death of Magellan. | |

Write the sentences in Sections 567 and 568, placing the adverbial phrases before the subject and the verb.

THE COMPLEMENT

627. A *Complement* is a word, phrase or clause used to complete the meaning of a verb.

Complements are of three kinds: **Attribute, Object and Objective Complements.**

628. An *Attribute Complement* is a complement that is used to name or to describe the subject of the sentence.

Toads are very useful. Russia is a large country.
My desire is to become a useful man.
The truth is that many people care little for education.

(Read again Sections 97 and 191.)

In the first sentence, what kind of word is used as the attribute complement? What does it describe? In the next sentence, what noun is the attribute complement? What does it name? What kind of phrase is the attribute complement in the third sentence? What kind of clause is the attribute complement in the fifth sentence? After what verbs are these attribute complements used?

Analyze these sentences. Tell what word, phrase or clause is used as attribute complement in each.

1. The moon is a satellite. The earth is a planet.
2. Many stars are suns. Some stars are large and bright.
3. The south wind is warm. The north wind is cool.
The air feels damp.
4. My hope is to go to college next year.
5. You may sometime be a governor.
6. The people will be glad to see you.
7. Their belief is that the sun is a person.
8. My statement was that every man should understand his government.
9. I feel cold. The hat became old. Your hat looks new. The orange smells sweet.

629. The attribute complement may be —

1. A noun : —

Our patriot is José Rizal.

2. A pronoun : —

It is I. You are she.

3. An adjective : —

Our country is poor. The Pásig River is short.

4. An infinitive phrase : —

My wish is to be wise and useful.

5. A clause : —

My belief is that the Assembly will be very useful to our country.

The question is, What are the conditions necessary for raising hemp?

6. A prepositional phrase : —

My composition is about Magellan.

7. A participial phrase : —

My occupation now is studying English grammar.

630. Write sentences, using the following words, phrases and clauses as attribute complements:—

- | | | |
|-------------------------|------------------------------|------------|
| 1. dishonest | 4. fruit | 7. metal |
| 2. unsuccessful | 5. product | 8. mineral |
| 3. English grammar | 6. province | 9. wealthy |
| 10. To tell the truth. | 12. That the sun is a star. | |
| 11. To do my work well. | 13. That we raise more hemp. | |

631. Write sentences, using the following adjectives as attribute complements and the adverbs to modify verbs:—

(Review Sections 49 and 193.)

- | | | | |
|-------------|-----------|------------|-------------|
| 1. smooth | 5. neat | 9. badly | 13. slowly |
| 2. smoothly | 6. neatly | 10. wise | 14. quick |
| 3. kind | 7. well | 11. wisely | 15. quickly |
| 4. kindly | 8. bad | 12. slow | 16. heavy |

632. Variety in Sentences. A composition would be very uninteresting if all the sentences were of the same length and kind. A *Variety in Sentences* makes the composition interesting. The following are some of the ways of varying the form of a sentence without changing its meaning —

1. The verb may be changed from the active voice to the passive voice:—

All of us make mistakes. Mistakes are made by all of us.

(Review Sections 400 and 402.)

Write ten sentences, using verbs in the active voice. Rewrite the sentences, changing the verbs to the passive voice.

2. The words *It* and *There* may be used to introduce some sentences.

(Review Sections 51 and 291.)

Use it or there to introduce each of these sentences:—

1. To live in a swampy place is unhealthful.
It is unhealthful to live in a swampy place.
2. Copper mines are in Benguet.
There are copper mines in Benguet.
3. A man was calling for you.
4. That he is sick now is unfortunate.

5. Seven doves were in the tree.
6. No sound of men or dogs was heard.
7. To work late at night is not good for your health.
8. To speak and write English correctly is not easy.
9. His ambition is to become a lawyer.
10. Many mangoes were on the ground.

3. Simple sentences may be combined to form complex and compound sentences.

Copy these sentences, combining those in each group into one sentence. Analyze each sentence that you write

1. The Sierra Madre mountains are high. They intercept the rain clouds.
2. A shark was seen. It was swimming after our boat. It was three meters long.
3. We threw a strong hook and line overboard. The hook was baited. It was baited with a piece of pork.
4. The shark saw the meat. He quickly swallowed it.
5. He immediately dashed away. He pulled the boat rapidly after him. He soon became tired.
6. We slowly pulled in the line. The shark was near the boat. Then we struck him with a spear.

4. The order of the words in a sentence may be changed by writing the verb or the complement before the subject, and by other transpositions.

(Review Sections 611, 612, 613, 622 and 625.)

Write five sentences in which the subject is placed after the verb or the auxiliary.

Never shall I do that again.

Fierce was his eye and steady was his aim.

Write five sentences in which the complement is placed before the subject.

The fish we sold, and the money we lost.

5. Short sentences may be used, but not all the sentences should be short.

Write a composition about A Fish, using many short sentences. Use this outline:—

1. Description of the fish — size, shape, color, scaly or smooth, fins, tail, mouth, eyes.
2. Where it lives. Its food.
3. How it is caught. Its value for food.

633. *Write each of these sentences in different ways, changing the form, but not the meaning, by combining and transposing:—*

1. To become a good mechanic requires skill and patience.

*It requires skill and patience to become a good mechanic.
Skill and patience are required to become a good mechanic.*

2. Martin packed his bundle. He did it last night.
The next morning he left home. He started early.
3. London is the largest city in the world. It is also the richest. It contains nearly five millions of people.
4. A storm hung over the mountains. The lightning flashed and the thunder roared constantly.
5. My opinion is that mosquitoes transmit cholera.
6. A dove was on the nest. There were two eggs in the nest.

634. Write a paragraph beginning with one of these sentences:—

1. While I was coming to school this morning, I met a beggar.
2. The Tagbanúa of Palawan have some interesting customs.
3. Camotes are an important food.

Rewrite your paragraph, changing the sentences so as to secure a greater variety.

635. An *Object Complement* is a complement that names the person or thing that receives the action expressed by the verb.

*The hunter killed the deer. I saw him. He shot it.
We know that he killed it. He tried to find a wild
boar.*

(Review Sections 95 and 200.)

636. The object complement may be —

1. A noun:—

Columbus discovered America in 1492.

2. A pronoun:—

We saw you. They caught us. He heard me.

(Review Section 279.)

3. An infinitive phrase:—

We tried to find him. The baby learned to walk.

(Review Section 457.)

4. A participial phrase:—

We should avoid injuring the feelings of others.

5. A noun clause:—

- The teacher asked, "How many pupils are ready?"*
The pupils replied, "We all are ready."

(Review Sections 144 and 248.)

637. *Analyze these sentences. Tell the object complement in each sentence.*

1. The Chinese make much silk cloth.
2. We export copra, oil, perfumes, hemp and sugar.
3. The people wish to be peaceful and prosperous.
4. The governor requests that the streets in all the towns be kept clean.
5. He commands that all shall obey and respect the laws.
6. He wishes to be just to all the people.
7. He tries to secure their full rights and liberties according to the laws.

638. *Write sentences, using these words, phrases and clauses as object complements:—*

- | | | |
|----------|---------------|-----------------------------|
| 1. him | 4. Vigan | 7. Whom to ask. |
| 2. them | 5. vinegar | 8. To write my composition. |
| 3. fleet | 6. sugar cane | 9. How many eyes a fly has. |

639. The object complement should be distinguished from an indirect object.

(Review Section 211.)

The tailor made a coat. The tailor made the boy a coat.

What did the tailor make? What does *boy* tell?
 The word *boy* tells for whom the coat was made.
Boy is an indirect object. It tells for whom the

object complement is intended. It is part of a phrase, having the preposition *for* omitted.

Write these sentences on diagrams. Tell the object complement and the indirect object in each sentence.

1. My sister made her doll a dress.
2. The little boy bravely told him the truth.
3. The superintendent gave us new pens.
4. The doctor gave the sick man a drink.
5. The governor sent his secretary a letter.
6. Mr. Ross taught the girls singing.
7. I wish you good health.
8. Bring me three bananas.
9. The woman sold mother some pearl buttons.
10. We gave the beggar three centavos.

640. *Write sentences, using these words first as object complements and then as indirect objects:—*

- | | | | |
|---------|-----------|-------------|-----------|
| 1. him | 3. Helena | 5. merchant | 7. uncle |
| 2. them | 4. father | 6. captain | 8. doctor |

641. *An Objective Complement is a complement that describes or names the object complement.*

I made the sentence longer.

We consider Leonardo an honest man.

(Review Section 206.)

Notice the difference between these sentences:—

I made a long sentence.

I made the sentence long.

In the first sentence, *long* is used only as an adjective to describe *sentence*, but in the next sentence,

long describes *sentence* and also helps to complete the predicate. It is an objective complement.

Analyze these sentences. Tell the object and the objective complements in each sentence.

1. I cut the hole round.
2. We made the ball very large.
3. We call him captain.
4. The boy painted his hand red.
5. The people elected him governor.
6. The storm made the water muddy.
7. We elected Pedro captain of our baseball team.
8. We named the baby Benito.

642. *Write sentences, using these words as objective complements:—*

- | | | |
|-----------|---------|------------|
| 1. green | 3. hard | 5. square |
| 2. smooth | 4. Leo | 6. captive |

643. **The Paragraph.**

1. *Read this paragraph:—*

The most productive lands in the world are flood plains. During every rainy season, the streams bring down particles of rock from the higher grounds, and deposit them as a layer of fine sediment over their flood plains. A soil thus frequently enriched and renewed is inexhaustible. In a rough, hilly or mountainous country, the best farms and the densest population are found in these lowlands along the streams. The flood plain of the Nile in Egypt is the most famous in history. For a distance of fifteen hundred miles above its mouth, the Nile flows through a rainless desert. The heavy rains which fall upon the highlands about its source cause it to overflow its valley.

Its rich flood plains were one of the first homes of civilization. They have supported a dense population for thousands of years. The flood plains of the Tigris and Euphrates rivers also were once the seat of a powerful civilized people. The plains of the Ganges in India and of the Hoang in China are the largest and most populous in the world.

(Review Sections 21, 189, 233 and 242.)

What is this paragraph about? With what particular fact about flood plains is it concerned? Why are flood plains so productive? How do they aid man? What examples of productive flood plains are given? What other examples can you think of?

The subject or topic of this paragraph is expressed in the first sentence. It is the productiveness of flood plains.

The sentence that tells what the paragraph is about is called the **Topic Sentence**. All the other sentences in the paragraph refer to the topic mentioned in this sentence. They state the **subtopics** of the paragraph.

The following outline shows the topic sentence and the subtopics of the paragraph above: —

(Topic sentence.) The most productive lands in the world are flood plains.

(Subtopics.) 1. Streams deposit layers of sediment on the flood plains.

2. This renewal of soil makes them inexhaustible.

3. In a hilly country, people live on the low plains.

4. Examples of fertility of flood plains: Nile, Tigris, Euphrates, Ganges and Hoang. *

2. *Reproduce the paragraph from memory by aid of the outline.*

3. *Make an outline containing the topic sentence and the subtopics of the following paragraphs:—*

1.

The paragraph is very important. Our ability to express our thoughts clearly depends largely upon our skill in forming paragraphs. The writing of correct sentences is not sufficient. The sentences should be grouped about the topics to which they refer. Each paragraph or group should make some one topic clear. A series of paragraphs may state our thoughts about any subject, but if one of these paragraphs is not clear, the whole subject also is not understood.

2.

Streams are the easiest routes of travel and commerce. In uncivilized countries they are almost the only routes. Explorers and settlers follow them into the interior from the sea. For some distance up from its mouth, a river usually furnishes a smooth waterway, upon which cargoes may be easily transported. In new countries, the first homes, towns and cities are built along the streams. In hilly and mountainous regions, the main routes follow the streams, whether the routes are mere paths, or roads or railroads.

4. *Reproduce each paragraph from memory, using your outline.*

5. *Write a paragraph, using the following topic sentence and subtopics:—*

When the Spaniards arrived in the Philippines, the Filipinos were using systems of writing.

1. The systems were borrowed from the Hindus.
2. Many could read and write.
3. They wrote upon bamboo or upon palm leaves.
4. They wrote poems and songs.
5. The Tagbanúa still use a similar writing.

644. *Write a paragraph, using the following outline:—*

The datos had a curious custom of sealing their agreements by a "blood compact."

1. A wound was made in the breast of each chief.
2. Each sucked or drank the other's blood.
3. Magellan formed such a compact with the dato of Cebu.
4. Legaspi observed this custom.

Rewrite your paragraph, changing the sentences so as to secure a greater variety.

(See Section 632.)

ADJECTIVE MODIFIERS

645. Adjective Modifiers are words, phrases or clauses that are used to modify nouns or pronouns. They are the modifiers of the subject of the sentence. They are adjectives, or some word or words used as equivalents of adjectives.

(Review Sections 23, 78, 134, 482 and 485.)

646. Adjectives:—

The only vessel in the narrow harbor was a small steamer flying the Spanish flag.

What words in this sentence are adjectives? What noun does each adjective modify?

Write sentences, using these adjectives. Tell what noun each modifies.

- | | | | |
|----------------|--------------|------------|------------|
| 1. obedient | 3. excellent | 5. useful | 7. selfish |
| 2. industrious | 4. healthful | 6. fertile | 8. wise. |

647. A possessive noun or pronoun :—

The farmer's house is large.

My ship is on the sea.

What words in these sentences show possession? These words modify the nouns by telling whose *ship* and whose *house*. They are equivalent to the adjective phrase — *of mine, of the farmer*.

(Review Sections 231 and 235.)

Write ten sentences, each of which shall contain a possessive modifier.

Rewrite these sentences, changing each possessive modifier into an equivalent phrase.

648. A noun in apposition :—

Juan Luna, the artist, painted this picture.

The volcano Mayón is a national symbol.

These words, *artist* and *Mayón*, modify by explaining or telling what *Juan Luna* and what *volcano* are spoken of, and in this way are equivalent to adjectives.

(Review Section 236.)

Write ten sentences, each containing an appositive modifier. Tell what word each modifies.

649. A prepositional phrase :—

The surface of the island of Bohol is hilly.

What are the phrases in this sentence? What noun does each phrase modify?

(Review Sections 74 and 523.)

Write sentences, using these phrases as adjective modifiers:—

- | | |
|-------------------|--------------------------|
| 1. Of the ocean. | 4. With four white feet. |
| 2. To the forest. | 5. Of the plain. |
| 3. In the sky. | 6. On the hillsides. |

650. An infinitive phrase:—

Your desire to assist me is appreciated.

Our plan to build a new house must be abandoned.

What are the infinitive phrases in these sentences? What does each phrase tell? What word does each modify?

(Review Sections 487 and 524.)

Copy these sentences, writing an infinitive phrase in place of each blank. Tell what each phrase modifies.

1. My desire may sometime be satisfied.
2. The boy's efforts were successful.
3. We did not know of his wish
4. The best time is in June.
5. One way is to pound it with mallets.

651. A participial phrase:—

The vessel, having struck a rock, sank.

We saw the governor, riding on his horse.

What is the participial phrase in each of these sentences? What noun does each modify?

(Review Sections 470 and 525.)

Write sentences, using these participial phrases as adjective modifiers:—

1. Wearing a long coat.
2. Carrying a cane.
3. Having a long nose.
4. Playing in the water.
5. Having been gathered.
6. Standing under the mango tree.

652. An adjective clause:—

He who criticises himself may criticise others.

Hemp, which grows in Abay, is a valuable product.

The things that are most valuable to us are health, happiness and prosperity.

We must learn what will be most useful to us.

What is the clause in each of these sentences? What pronoun introduces each clause? What noun or pronoun does each clause modify?

(Review Section 526.)

Write ten sentences, each containing an adjective clause.

COMPOSITION

653. An adjective modifier should be placed as near as possible to the word that it modifies.

1. Adjective word modifiers precede the nouns that they modify:—

Many beautiful, fragrant flowers were blooming.

Write sentences, using two or more adjectives to modify these nouns:—

- | | | | | |
|-------------|----------|----------|----------|-----------|
| 1. river | 3. cloud | 5. smoke | 7. road | 9. town |
| 2. mountain | 4. sky | 6. fire | 8. fence | 10. plain |

2. In poetry, the adjective is often placed after the noun: —

*All things bright and beautiful,
All creatures great and small.*

Find other cases in poems in your readers or other books.

3. When the adjective has modifiers, it usually follows the noun: —

A man wise in his own judgment is unwise in the judgment of others.

A tree very useful to man is the cocoanut palm.

His voice so strong and clear could be easily heard.

4. The ordinal numbers, *first, second, third, fourth, fifth*, etc., and the cardinal numbers, *one, two, three, four, five*, etc., are used as limiting adjectives.

When both an ordinal and a cardinal adjective are used to modify a noun, the ordinal adjective is placed first: —

The last five pages of the book.

The first three boys in the line.

Use these words in sentences: —

1. first two

3. second one

5. tenth one

2. last six

4. last half

6. third three

5. A phrase or a clause used as an adjective should be placed immediately after the word it modifies: —

The bridge over the river was carried away.

Your attempt to finish did not succeed well.

The composition, having been written, was given to the teacher.

A city which is on a hill cannot be hid.

Write sentences, using these phrases and clauses as adjectives:—

- | | |
|---------------------------|-------------------------------|
| 1. Of the mountain. | 5. Who lived in Manila. |
| 2. Wearing a turban. | 6. Which is a valuable dye. |
| 3. To catch the scorpion. | 7. That was broken. |
| 4. Rising from his seat. | 8. To whom he gave the money. |

6. The participial phrase used as an adjective may be placed first. However, there should be no doubt as to which noun it modifies:—

Having finished his composition, Leon studied history.

Wearing a large helmet and carrying a white umbrella, the man walked through the barrio.

654. Variety in Sentences. Variety in the form of sentences may be secured by changing the form of adjective modifiers:—

Write these sentences, changing the underlined words to adjective phrases:—

1. A white-haired man sat at the table.
2. Childish griefs are soon forgotten.
3. The explorer discovered a very valuable mine.
4. A West Indian woman is visiting in our barrio.
5. He wore a pair of brown leather shoes.

655. *Write these sentences, changing the infinitive phrases into adjective clauses:—*

1. This is a trap to catch wild fowl.

This is a trap which is used to catch wild fowl.

2. He had nothing to say.
3. The people gathered roots to burn.
4. There are many things to tell you.
5. Bananas to be eaten should be ripe and clean.
6. Water to be drunk should be boiled.
7. Every man should have a trade to follow.
8. The farmer has seed to be planted.

656. *Write these sentences, changing the adjective phrases to clauses:—*

1. A man without courage is a weak man.
2. The speaker said nothing of interest to me.
3. The lake in the crater is very deep.
4. We stopped at a house near the shore.
5. The valley between the Zambales and the Caraballo mountains is wide and fertile.

657. *Combine these sentences, forming one of the sentences into an adjective modifier:—*

1. The Tartars are Mongols. They live in Northern China.
2. Marco Polo lived many years in China. His home was in Italy.
3. The Mohammedans worship Mohammed. Mohammed lived in Arabia.
4. Vasco da Gama was a Portuguese. He sailed around Africa to India.
5. Columbus was an Italian sailor. He had spent many years as a sailor and map maker.
6. Columbus sailed from Palos, August 3, 1492. Palos is one of the small seaports of Spain.
7. He called the tall, straight-haired, copper-colored

natives "Indians." He found them on the islands.

658. *Write these sentences, changing each adjective clause to a participial phrase:—*

1. Name five objects that are made of iron.
2. William Penn was a man whom the Indians always respected.
3. We live in a house that is made of bamboo.
4. The waves that were dashing over the ship soon tore it to pieces.
5. Iron, lead and other minerals that are dug out of rocks are called ores.
6. South Africa, which was first settled by the Dutch, now belongs to the English.
7. In the Pacific Ocean are the Hawaiian Islands, which belong to the United States.
8. Our chief product is hemp, which is used largely for making rope and paper.

659. *Copy these sentences, changing the adjective clauses to equivalent adjectives:—*

1. I like the air which is clear and cool.
2. We all like a man who is courageous.
3. A man who has energy is needed in this position.
4. We visited the place in which you were born.
5. Mr. Lopez is a man who has much influence.

660. **The Paragraph.**—The Topic Sentence.

1. *Tell the main topic and the subtopics of these paragraphs:—*

If Rondaine had been famed for anything at all, it would have been for the number of its clocks. It had

many churches, and in the steeple of each of these churches there was a clock. There were town buildings which stood upon the great central square. Each of these had a tower, and in each tower was a clock. Then there were clocks at street corners and in the market place; clocks over shop doors, and a clock at each end of the bridge.

Many of these clocks were fashioned in some quaint and curious way. In one of the largest, a stone man came out and struck the hours with a stone hammer, while a stone woman struck half hours with a stone broom. In another, an iron donkey kicked the hours on a bell behind him. It would be impossible to tell all the odd ways in which the clocks of Rondaine struck.

It was very interesting to lie awake in the night and hear the clocks strike. First would come a faint striking from one of the churches in the by-streets, a modest sound; then from another quarter would be heard a more confident clock, striking the hour clearly and distinctly. When they were quite ready, but not a moment before, the seven bells of the large church on the square would chime out the hour. The sound of these bells seemed to wake up the stone man in the tower of the town building, and he struck the hour with his hammer. And when every sound had died away, the iron donkey would kick out the hour on his bell.

2. *Write the topic sentence and the subtopics of each of the above paragraphs.*

3. *Write the paragraphs from memory, using your outline.*

4. *Copy the first paragraph, changing the length of the sentences.*

5. *Copy the second paragraph, making the sentences shorter. Change the position of the words in some of the sentences.*

6. *Write a paragraph, using the following outline:—*

Before the Spanish came, there were, under the datos, three classes of Filipinos.

1. The free people, who paid no tribute to the dato.
2. A partly free people, a large class, who were in debt for service.
3. The slaves, a very numerous class, who had been captured, purchased or enslaved for debt.

Tell the adjective modifiers that you have used. Rewrite the paragraph, changing the length of these modifiers, where possible.

661. *Study the thought of the following sentences. Tell the main topics to which they relate. Divide the sentences into paragraphs. Write an outline of each paragraph.*

In this place in Egypt, the houses are made of mud, which was formed into bricks and dried in the sun. Most of them have only one story and two rooms. The roofs are flat and are covered with straw and palm leaves. In the mud walls, near the roof, there are little square holes, which admit the air and serve as windows. The furniture of one of these houses consists mainly of a few mats, a copper kettle and some jars. The bed is a ledge, built in the side of the room. Fires are not needed for heating, and the cooking is done out of doors on little stoves of baked clay. The ordinary food of the people is a coarse bread of corn, wheat or millet made in flat, round cakes. They eat vegetables, cheese, eggs and

dates, but they seldom have meat. They sit about on the ground at their meals and every one eats with his fingers.

662. In *Conversations*, the introduction and what each person says (or said) are usually in separate paragraphs.

1. *Read again the story in Section 376. Into how many paragraphs is it divided? Copy the conversation.*

2. *Write the rules for the use of the comma, capital letters and quotation marks with direct quotations.*

(Review Sections 147 and 270.)

3. *Copy the following story, dividing it into paragraphs:—*

A slim bamboo and a large bamboo grew in the forest. One day some woodmen came into the forest to gather bamboo. They saw the big bamboo and said, "Here is a tall, straight bamboo. It will do for a mast. We will cut it first." "Good-by," said the tall bamboo to the little one; "I am going to see the world and do great things. Good-by, child; I hope you will not be used to make rain coats. When I am on the bright and beautiful sea, I shall remember and pity you!" "Good-by," sighed his little comrade. "Good fortune go with you."

4. *Suppose that you have found a knife, and Pedro claims it. Write a short conversation about the knife.*

5. *Reproduce a short story, or an anecdote, that contains conversation.*

663. *Write a short composition about Japan.*

Tell what adjective modifiers you have used, and what each modifies.

ADVERBIAL MODIFIERS

664. Adverbial Modifiers are words, phrases and clauses that are used to modify the meaning of verbs, adjectives or adverbs.

Adverbial modifiers are adverbs, or some word or words used as equivalents of adverbs.

665. Adverbs : —

The girl writes carefully.

The sentence was very carefully written.

Iron is the most useful metal.

(Review Section 43.)

Write sentences, using these adverbs : —

- | | | | |
|---------|------------|----------------|----------|
| 1. too | 3. more | 5. more slowly | 7. there |
| 2. very | 4. quickly | 6. carefully | 8. never |

666. Nouns or pronouns in the objective case : —

We gave him an orange. We paid the boys five dollars.

The president sent the people a message.

(Review Section 237.)

We walked five miles. The book cost two dollars.

(Review Section 238.)

Write sentences, using these words as indirect objects or as adverbial phrase modifiers : —

- | | | | |
|---------|-----------|-------------|------------|
| 1. her | 4. hour | 7. merchant | 10. friend |
| 2. them | 5. cents | 8. Pedro | 11. doll |
| 3. you | 6. meters | 9. brother | 12. me. |

667. A prepositional phrase : —

We went to the city. The man rides on an old horse.

(Review Sections 74 and 567.)

Write ten sentences, each containing an adverbial phrase.

668. An infinitive phrase : —

We went to the river to catch crabs.

We came to school to learn, not to play.

Why did we go to the river ? Why do we go to school ?

(Review Sections 125 and 568.)

Copy these sentences, writing in place of each blank an infinitive phrase used as an adverbial modifier : —

1. The men went to the forest
2. We wished to go to Manila
3. The santol was too green
4. We pound the rice
5. The monkeys came to the fields
6. He climbed the palm

669. An adverbial clause : —

The boys planted the palms after school had closed.

When the palms are large, they will make the school yard cool and shady.

(Review Sections 140 and 570.)

Copy these sentences, completing the adverbial clauses. Tell what verb each clause modifies.

1. I went because
2. I bought this book when
3. The boy waited patiently while
4. I shall not loan him the book, for
5. You must wait here until
6. He will not go if

7. He continued on his journey, although
 8. I shall not speak to him unless

COMPOSITION

670. Position of adverbial modifiers. The adverbial modifier is generally placed as near as possible to the word it modifies.

(Review Sections 557 and 558.)

1. The adverbial modifier usually follows an intransitive verb : —

We walked rapidly. He walked down the hill.

He walked while the others rode.

The kingfisher flew away to its nest because it saw me.

Write five sentences, using intransitive verbs modified by adverbs.

Rewrite the sentences, using phrases and then clauses.

2. An adverb, modifying a transitive verb, generally precedes the verb consisting of only one word : —

I frequently speak English.

The farmers usually thresh rice in January.

If the verb consists of more than one word, the adverb frequently follows the auxiliary : —

He will soon finish the letter or, He will finish the letter soon.

They have already threshed the rice or, The farmers have threshed the rice already.

Write sentences, using the following verbs modified by adverbs :—

- | | | |
|--------------|---------------|-------------|
| 1. saw | 3. learned | 5. tell |
| 2. have seen | 4. will learn | 6. had told |

3. An adverbial phrase often follows the object complements :—

I speak English with great difficulty.

They killed pigs on feast days.

The adverbial phrase is also often placed before the verb :—

The Filipinos on the arrival of the Spaniards worshiped fetiches or idols.

Pigafetta in his book describes some of those idols.

Write sentences containing transitive verbs modified by these phrases :—

- | | |
|--------------------|---------------------|
| 1. On blue paper. | 4. From his pocket. |
| 2. With a rattan. | 5. Out of the jar. |
| 3. Under his seat. | 6. Upon the ground. |

4. Adverbial clauses may be placed before or after the principal clause :—

When the iron is hot, then it is the time to strike.

That you may write well, you must write often and carefully.

Write ten sentences containing adverbial clauses. Rewrite the sentences, placing adverbial clauses first.

5. When an adverbial word, phrase and clause modify a verb, the adverb is placed first and the clause last :—

He often recited the poem in a loud voice while he was alone in the fields.

The hunter walked rapidly through the forest because he wished to reach home before dark.

6. *Write a paragraph about the following topic, using several adverbs, adverbial clauses and phrases:—*

The Care of the Teeth

1. Importance of keeping them clean and sound.
2. How to care for them.

671. Variety in Sentences. By changing the position and the form of adverbial modifiers, greater variety of sentences may be secured.

The adverbial word, phrase or clause may be placed first in the sentence:—

Frequently, we have reviews.

In sailing to Manila, we must pass through San Bernardino Strait.

When the Spanish came, the population of the Islands was about 500,000.

When the adverbial phrase or clause is placed out of its usual order, it is generally separated from the remainder of the sentence by a comma.

Copy this paragraph, changing the position of the adverbial phrases and clauses:—

The Negritos, on the other hand, seem to have been more numerous. They were noticed on the Island of Negros. This island was called Negros because many Negritos were seen there. The Negritos were numerous

in the vicinity of Manila and Batangas. They mingled freely with the Tagalog population.

672. A prepositional phrase may be changed into an adverbial clause : —

The boys played ball before coming to school.

The boys played ball before they came to school.

Copy these sentences, expanding the adverbial phrases into clauses :—

1. We started before sunrise.
2. Several men died in the ship.
3. She waited for my return.
4. On the voyage we met many friends.
5. Upon my return, I read the letter.

673. A participial phrase may be changed to an adverbial clause : —

Coral animals, dying, form large islands with their bodies.

Coral animals, when they die, form large islands with their bodies.

Copy these sentences, changing the participial phrases to adverbial clauses :—

1. Hearing my footsteps, the deer ran away.
2. The thief was caught leaving the house.
3. Hearing of your accident, I came at once to see you.
4. Wishing an early start, we arose at four o'clock.
5. Having lost his money, he returned.

674. An adverbial clause may be changed to a prepositional, an infinitive or a participial phrase : —

We go to school in order that we may learn.

We go to school to learn.

Copy these sentences, changing each adverbial clause into a phrase:—

1. They gathered nuts and fruits before they left the island.
2. Before they planted the rice, they dug up the ground with sticks.
3. If you save your centavos, you may soon have pesos to spend.
4. If we use short words, we shall be more easily understood.
5. He purchased the hemp because he wished to make some rope.
6. Before he sailed for America, he sent a telegram to his father.
7. When school closed, the boys played ball.
8. He went to America because he wished to study medicine.
9. Before you begin to write a composition, be sure that you know what you wish to say.

675. An absolute phrase, which is a participial phrase containing a nominative absolute, may be expanded into an adverbial clause of time or cause:—

The city having been captured, the garrison surrendered.

Because the city had been captured, the garrison surrendered.

Copy these sentences, changing the absolute phrases into adverbial clauses:—

1. The dry season having come, the water in the wells was becoming low.

2. We could not go, the typhoon having flooded the country.
3. The rain being over, the stars came out.
4. The mangoes being picked, they were put into large baskets.

676. The adverbial clause may be changed to an absolute phrase:—

We hastened to return because night was approaching.
Night approaching, we hastened to return.

Copy these sentences, changing the adverbial clauses into absolute phrases:—

1. When the service ended, the people returned to their homes.
2. After the coffee has been picked, it is spread in the sun to dry.
3. The night was very dark, for there was no moon.
4. After the signal was given, the game began.
5. Because he was dissatisfied, he resigned his position.

677. *Write these sentences in two or more ways, changing the position and the form of the adverbial modifiers:—*

1. I bought this fan while in Manila.
2. Swiftly down from the branch darted the kingfisher.
3. Seeing a fish, the kingfisher darted from the tree.
4. When I was leaving, a man touched me on the arm.
5. The ship soon broke into pieces after striking the rock.

678. *Write a paragraph, using the following outline:—*

At Manila there are two seasons.

1. The wet season — begins, ends, cloudiness, winds, rainfall, temperature.
2. The dry season — begins, sunshine, cloudiness, winds, temperature.

Tell the adverbial modifiers that you have used. Rewrite the paragraph, changing the position or length of the adverbial modifiers.

INDEPENDENT ELEMENTS

679. The *Independent Elements* of a sentence are the words that have no close connection with any of the other words in the sentence.

680. The independent elements are —

1. The names of persons addressed : —

Leonardo, write your sentences on the blackboard.

When your father comes, Leon, tell him that I wish to see him.

How is the comma used in these sentences ?

(Read Sections 63 and 234.)

Write five other sentences, each containing words that are independent by address.

2. The absolute phrase : —

The country being flooded, we traveled by banca.

The rainy season having begun, the farmers began to plow the paddies.

The paddies having been prepared, the people began planting the rice.

(Review Sections 235 and 470.)

Write five sentences, each containing an absolute phrase.

3. Interjections : —

Look out! *The horse is coming.*

Nonsense! *It cannot be true.*

Hush! *Do not awake the baby.*

(Read Section 115.)

4. Some phrases: —

To be sure, *I will assist you.*

In fact, *the truth is, that he tried to deceive me.*

To say the least, *he was not honest.*

On the contrary, *he was very dishonest.*

COMPOSITION

681. Independent words and phrases, except interjections, are separated from the remainder of the sentence by a comma or commas.

I knew, of course, that you would come.

On the other hand, he did not do his work well.

The horse, however, would not pull.

682. The Paragraph. There are various ways of filling out a paragraph. We may write the details of facts that refer to the topic of the paragraph. We may give examples that illustrate the topic, or we may explain the topic or give reasons for it.

1. *Read again the paragraphs in Section 660 about "The Clocks of Roullaine." What is the main topic in each paragraph? What are the details in each paragraph which make the main topic clear?*

2. *Copy this paragraph:—*

The Negroes of the Kongo valley are fond of jewelry. In some tribes the jewelry is valuable. Many of the men, women and children wear bracelets, anklets, or earrings of gold. In other regions, the men have bracelets of ivory. Along the lower Niger, the women have heavy ivory anklets, through which their feet were thrust when they were little girls, and which cannot be taken off. In some tribes the women wear brass rods wound about their legs from the ankles to the knees. Such rods are often welded about the leg when the woman is married, and kept there for the rest of her life. Many natives wear necklaces of glass beads. Others have shells, either strung or sewed upon cloth, as head ornaments.

What is the main topic of this paragraph? What are the details given to tell the kinds of jewelry that are worn?

683. *Write a paragraph describing the furniture in an ordinary nipa house. Write the topic sentence and arrange the details for the paragraph before writing.*

684. *Write a paragraph describing Cogon Grass, using these details:—*

1. Tall, coarse grass.
2. Grows on hill and plains. Grows densely.
3. Height. Large white plume. Beautiful in sunlight

685. *Copy this paragraph:—*

Africa has the largest and the most dangerous animals. In the forests and on the plains lives the elephant, which is the largest animal on the land. Elephants live in herds and are hunted for their tusks of ivory. The hippopota-

mus lives in the swamps and along the lakes and rivers. It is the color of a carabao, but is several times larger and heavier. It eats plants and grasses that grow in or near the water. The rhinoceros is almost as large as the hippopotamus. It has one or two large horns growing out of its nose. It is a very dangerous animal. The skin on its back is as thick as this book, so that the animal is very hard to kill. The lion lives near the grassy pastures, where it may catch deer and other animals. It is about as large as a pony but not so tall. It can kill a horse with a single blow of its paw. The tallest animal in the world also lives here. It is the giraffe. Its front legs and neck are very long so as to reach the leaves on the trees, which it eats. In the forests also lives the gorilla, which is nearly as tall as a man, but is stronger than several men.

What is the topic of this paragraph? What are the beasts mentioned to illustrate this topic?

Write an outline of the paragraph.

686. *Write a paragraph, using this topic sentence and outline:—*

Several important grasses grow in the Philippines.

1. Bamboo — where it grows, size, appearance.
2. Corn — appearance and value.
3. Rice — where grown, value.
4. Sugar cane — where grown, value.

687. *Write a paragraph, giving several examples to illustrate the following topic sentence:—*

Several excellent fruits grow in the Philippines.

688. *Study this paragraph. What is its topic sentence? What do the other sentences tell about the main topic?*

Cocoanut oil is made from the meat of the cocoanut. First the nuts are opened. The meat is then scraped out, and placed in shallow wooden tubs. The tubs are placed in the sunlight. The heat of the sun causes the oil to come out of the meat and flow through a hole in the tub into a jar. Sometimes the meat is placed in metal pans, heated over a fire and pressed. By this method much more oil is secured.

In this paragraph, the sentences following the topic sentence explain how cocoanut oil is made.

689. *Write a paragraph, explaining this topic sentence:—*

The earth has two motions.

690. *Write a paragraph, explaining one of these topic sentences:—*

1. Starch may be made from rice.
2. Bread is often made of rice flour.
3. Bolos are made of iron and wood.
4. The roofs of the houses are covered with nipa.
5. Rice bags are made of the leaves of a palm.
6. There are no large cities on the eastern coast of the Philippines.

691. *Write a paragraph, giving reasons to prove this statement:—*

The earth is round.

692. *Write a paragraph, giving reasons to show that the assertion made in one of these topic sentences is true:—*

1. The carabao is more useful than the horse.
2. Rice should be planted during the rainy season.
3. A nipa roof should be made steep and without gables.
4. Every boy should learn how to use tools.
5. Every girl should learn to sew and to cook.

CLASSES OF SENTENCES

693. Sentences are arranged into classes according to —

1. Their use, as Declarative, Interrogative and Imperative, and
2. Their structure, as Simple, Complex and Compound.

694. A *Declarative Sentence* is a sentence that is used to make a statement.

Paris is the capital of France. Mariveles is not a large town.

(Read Section 6.)

Write a declarative sentence about each of these things:—

- | | | | |
|-----------|-----------|-----------|------------|
| 1. abaca | 4. cogon | 7. lead | 10. clouds |
| 2. China | 5. geckos | 8. cotton | 11. paper |
| 3. indigo | 6. jusi | 9. wood | 12. iron |

695. An *Interrogative Sentence* is a sentence that is used to ask a question.

Is Bohol as large as Mindoro?

Write a question about each of these persons, places and things:—

- | | | |
|-----------------------|--------------|--------------|
| 1. Theodore Roosevelt | 4. trepang | 7. Bagobos |
| 2. William H. Taft | 5. buri palm | 8. pearls |
| 3. governor | 6. Shanghai | 9. Babuyanes |

(Review Sections 6, 438 and 448.)

696. An *Imperative Sentence* is a sentence used to express a command or a request.

Live for the good that you can do.
Oh, Father, keep me through the night.

Write ten imperative sentences.

(Review Sections 6 and 417.)

697. An *Exclamatory Sentence* is a sentence used to express sudden thought or strong feeling.

What a noise you make! *See those beautiful flowers!*

698. A *Simple Sentence* is a sentence that contains only one subject and one predicate, either or both of which may be compound.

1. Simple subject and simple predicate:—

The **kingfisher** *does not sing.* *Always be kind to the old.*
What time is it? *How fast the horse runs!*

(Review Section 149.)

Write ten simple sentences about The Earth, each having a simple subject and a simple predicate.

2. Compound subject:—

The **rose and the sampaguita** *are my favorite flowers.*
Camphor and india rubber *are made from the sap of trees*

(Review Section 106.)

Write sentences, using these groups of words as subjects:—

- | | |
|--|--------------------------|
| 1. Bamboo and cogon. | 4. Jars and pilones. |
| 2. Rice and corn. | 5. Bags, hats and mats. |
| 3. Fishing and hunting. | 6. Chinese and Japanese. |
| 7. The Igorots and the Tinguianes. | |
| 8. To study my geography and to read my history. | |

3. Compound predicate:—

I studied my geography, read my history and wrote the sentences.

The governor rode about the province and talked with the people.

(Review Section 107.)

Write ten sentences, each having a compound predicate.

4. Compound subject and compound predicate:—

The fisherman and his son caught crabs and sold them.

Negritos and Manguianes build poor houses and live by hunting and fishing.

Write five simple sentences having compound subjects and predicates.

5. Compound complements:—

On our way to Jolo, we visited Romblon, Iloilo and Cebu.

The man was old, poor, blind and lame.

(Review Section 108.)

Write five sentences, each having a compound object complement.

Write five sentences, each having a compound attribute complement.

COMPOSITION

699. Narration. Narration is story-telling. Something must *have happened*, or something must have

been *done*, or there could not be a story. The narration tells what was done, or what happened. It is the most common form of composition. In our conversations, we tell what was done or said. We like to tell or hear "the news." In our books we like best to read stories.

Narration has many forms. What happened may be told in a letter, a dialogue, a long or a short story. Histories tell the events in the life of a nation, and biography relates the important happenings in the life of a person.

1. *Name four events that have happened in your school, about which you could tell a story.*
2. *Write the names of five stories that you like.*
3. *Write the titles of four important events in the history of the Philippines, that you have studied.*
4. *Name three or four strange events that you have heard of.*
5. *From your books select five narratives.*
6. *Write the names of five men, whose biographies you have read.*

700. *Read this narrative:—*

Damon and Pythias

A young man, whose name was Pythias, had done something which the Greek tyrant Dionysius did not like. For this offense he was dragged to prison, and a day was set when he should be put to death. His home was far away, and he wanted very much to see his father and mother and friends before he died.

"Only give me leave to go home and say good-by to

those whom I love," he said, "and then I will come back and give up my life."

The tyrant laughed at him, and said, "How can I know that you will keep your promise? You only want to cheat me and save yourself."

Then a young man, whose name was Damon, said, "O king! put me in prison in place of my friend Pythias, and let him go to his country to put his affairs in order, and to bid his friends farewell. I know that he will come back as he promised, for he is a man who has never broken his word. But if he is not here on the day which you have set, then I will die in his stead."

The tyrant was surprised that anybody should make such an offer. He at last agreed to let Pythias go, and gave orders that the young man Damon should be shut up in prison.

Time passed, and by and by the day drew near which had been set for Pythias to die; and he had not come back. But Damon still had faith in the truth and honor of his friend. He said: "If Pythias does not come back in time, it will not be his fault. It will be because he is hindered against his will."

At last the day came, and then the very hour. Damon was ready to die. His trust in his friend was as firm as ever; and he said he did not grieve at having to suffer for one whom he loved so much.

Then the jailer came to lead him to his death; but at the same moment Pythias stood in the door. He had been delayed by storms and shipwreck, and he had feared that he was too late. He greeted Damon kindly, and then gave himself into the hands of the jailer. He was happy because he had come in time, even though it was at the last moment.

The tyrant was not so bad that he could not see good in others. He felt that men who loved and trusted each other, as did Damon and Pythias, ought not to suffer unjustly. So he set them both free, and said, "I would give all my wealth to have one such friend."

— *From Baldwin, Fifty Famous Stories.*

Into how many paragraphs is this story divided? What does each of the paragraphs tell? What was the result of the events?

1. How and where did the events of the story occur? Who was Pythias? Dionysius? It is necessary to know these facts in order to understand the story.

In most narratives, the first paragraph should tell whatever about the **time, place, circumstances and persons** it may be necessary to know in order to understand the story. This paragraph is called the **Introduction**.

(Review the stories and outlines in Sections 139 and 376.)

2. After the introduction, the story itself is told. This part is called **The Body of the Narrative**. What events are given in the body of the above narrative? This part of the story should be told in the order in which the events happened.

In the above story, what was said first? Second? Third? Then what did the persons do? How did the time pass? When did Pythias return? What did he do? What did the king then do? Could you tell this story in any other order?

Can you think of some things that might have been put into this story? Should the story not tell what Pythias did at home, how he found his parents, how he traveled, and the events of his journey? Should it not describe what Damon had to eat in prison? Why not?

A story should contain only the most important events, and leave out all unnecessary details. It should contain nothing that does not belong to the story.

3. What is the important thing, or point, in the above story? What does it show? What result of the events is given in the story? What effect did the friendship of Damon and Pythias have upon the king? How did he show this?

Every narrative should have some point, some purpose or reason for being told. It should tell the result of the events. Usually the purpose of a story, or the result of the events, is told in the last paragraph. This paragraph is called **The Conclusion**. What is the conclusion in the above story?

4. *Write the story about Damon and Pythias from memory, using this outline:—*

I. Introduction.

1. Pythias had done wrong.
2. Dionysius, the Greek tyrant, did not like it.
3. Pythias was dragged to prison and condemned to die.
4. His wish to see his parents and friends.

II. The Body of the Narrative.

1. Pythias' request to go home.
2. Dioynsius' reply.
3. Damon's request.
4. The king's surprise, consent.
 - (a) Damon is imprisoned.
 - (b) Pythias goes.
5. Pythias does not return.
 - (a) Damon's faith in his friend.
6. The last day. Damon's trust in his friend.
7. Pythias returns, pleased to take Damon's place.

III. Conclusion.

1. The tyrant could see good in others.
2. Thought such good friends should not suffer unjustly. Set the friends free.
3. His wish.

701. *Write an outline of the following story:—*

Alexander and Bucephalus

One day King Philip bought a fine horse called Bucephalus. He was a noble animal, and the king paid a very high price for him. But he was wild and savage, and no man could mount him, or do anything at all with him.

They tried to whip him, but that only made him worse. At last the king bade his servants take him away.

"It is a pity to ruin so fine a horse as that," said Alexander, the king's young son. "Those men do not know how to treat him."

"Perhaps you can do better than they," said his father scornfully.

"I know," said Alexander, "that if you would only give me leave to try, I could manage this horse better than any one else."

"And if you fail to do so, what then?" asked Philip.

"I will pay you the price of the horse," said the lad.

While everybody was laughing, Alexander ran up to Bucephalus, and turned his head toward the sun. He had noticed that the horse was afraid of his own shadow.

He spoke gently to the horse, and patted him with his hand. When he had quieted him a little, he made a quick spring, and leaped upon the horse's back.

Everybody expected to see the boy killed outright. But he kept his place, and let the horse run as fast as he would. When Bucephalus had become tired, Alexander reined him in, and rode back to the place where his father was standing.

All the men who were there shouted, when they saw that the boy was the master of the horse.

He leaped to the ground, and his father ran and kissed him.

"My son," said the king, "Macedon is too small a place for you. You must seek a larger kingdom that will be worthy of you."

After that, Alexander and Bucephalus were the best of friends. They were said to be always together, for when one of them was seen, the other was sure to be not far away. But the horse would never allow any one to mount him except his master.

Alexander became the most famous king and warrior that was ever known. For that reason he is always called Alexander the Great. Bucephalus carried him through many countries and in many fierce battles, and more than once he saved his master's life.

— *From Baldwin, Fifty Famous Stories.*

1. Reproduce the story, using your outline.

(Read Rules for Punctuation, Section 985.)

702. Write an outline of the story of *King Midas*, of *Little Red Riding Hood*, or of some other story that you have learned.

Write the story, using your outline.

Rewrite your story, making the sentences shorter.

703. Make an outline of this fable:—

The Frog and the Ox

An ox, drinking in a pond, put his foot upon a young frog and crushed him to death.

The brothers and sisters of the frog, who were swimming about in the water, went quickly to their mother to tell her what had happened.

“Oh, mother,” they cried, “an enormous black beast came into the pond and crushed our brother to death with one of his great feet.”

The old mother frog was very proud of her size, for she was the largest frog in the pond. “How large was the cruel beast?” she asked. “Was he as big as this?” and she began to puff herself out.

“Oh, bigger, bigger, a hundred times bigger,” said all the little frogs together.

“Was he as big as this?” gasped the mother frog, blowing herself out even larger than before.

“Oh, very, very much larger,” they answered, “a thousand times larger, a thousand times larger!”

Once more the silly old frog tried to swell her body to a larger size. In her effort to become bigger than she was made to be, she puffed and blew until at last she burst.

Write the fable from memory, using your outline.

(Review Section 299.)

Write an outline of, and reproduce from memory, some other fable that you have learned.

THE COMPLEX SENTENCE

704. A *Complex Sentence* is a sentence that contains a principal clause and one or more subordinate clauses.

The strait that separates Mindoro from Luzón is called Verde Island Passage.

The flowers bloom soon after the rainy season begins.

José thought that the sun moves around the earth.

What is the principal member in each of these sentences? What is the subordinate clause in each sentence? What kind of clause is each subordinate clause? How is each subordinate clause used?

(Review Sections 134, 140 and 144.)

The clause in the first sentence is an **Adjective Clause**.

The clause in the second sentence is an **Adverbial Clause**.

The clause in the third sentence is a **Noun Clause**.

705. An *Adjective Clause* is a subordinate clause that is used to modify the meaning of a noun or a pronoun.

The frogs that asked for a king were eaten by a heron.

I know a girl who has blue eyes.

The moon that was once so round and full is now a silver bow.

What is the principal member and the adjective clause in each of these sentences? Tell what noun each adjective clause modifies.

(Review Sections 134, 306, 309 and 526.)

706. Adjective clauses may be introduced by the relative pronouns *who*, *whose*, *whom*, *which*, *that*, and by the subordinate conjunctions *when*, *where*, *why* and *as*.

People that come late must take the back seats.

We called at a time when the president was very busy.

I remember the place where I found the turtle's eggs.

Can you tell the reasons why a man should always try to improve?

A man such as he is should be despised.

Write sentences, using these relative pronouns and subordinate conjunctions to introduce adjective clauses. Tell the principal member of each sentence and what each adjective clause modifies.

- | | | |
|-------------|--------------|---------------|
| 1. in which | 5. from whom | 9. who |
| 2. to whom | 6. when | 10. whose |
| 3. as | 7. which | 11. why |
| 4. that | 8. where | 12. for which |

707. The relative pronoun may sometimes be omitted:—

This is the pencil (that) I found.

I think (that) you are not looking well to-day.

708. *Analyze these sentences. Tell the adjective clause in each sentence, what it modifies, and what word is used to introduce it.*

1. He who speaks little is a wise man.
2. He that always complains is seldom pitied.
3. It is a good horse that never stumbles.
4. A book is a friend whose face never changes.
5. This is the time when roses bloom.
6. We trust not him who has once broken faith.
7. People who live in glass houses should never throw stones.
8. A city that is set on a hill cannot be hidden.
9. Beautiful eyes are those that show
Beautiful thoughts that burn below.
10. Beautiful hands are those that do
Work that is earnest and brave and true.
11. All that's great and good is done
Just by patient trying.
12. Those who bring sunshine to the lives of others
cannot keep it from themselves.
13. He lives most who thinks most.
14. Smiles, which are the sunshine of the soul, cost
little or nothing.
15. We saw the house where Washington lived.
16. God helps those who help themselves.
17. It is a long road that has no turning.
18. He that will steal an egg will steal a horse.
19. Youth is the time in which we should prepare for
manhood.
20. Man is the only animal that can talk.
21. He laughs best who laughs last.
22. The mercy I to others show,
That mercy show to me.
23. Count that day lost whose low descending sun
Views from thy hand no worthy action done.
24. Any life that is worth living must be full of effort.

COMPOSITION

709. *Combine these sentences, forming complex sentences containing adjective clauses:—*

(See Section 653.)

1. The people worshiped the spirits of their ancestors. Their ancestors were represented by small images called "Anitos."
2. Fetiches were common among the people. Fetiches are any objects believed to possess miraculous power.
3. They revered also a mythical bird of blue and yellow. This bird was called "Bathala."
4. Each man worshiped his own anitos. He kept these anitos in his house.
5. The slaves were owned by their master. He could sell them if he wished.
6. Most of them became slaves for debt. The debt sometimes was not more than five or six pesos.

710. Narration.

Learn this poem:—

ABOU BEN ADHEM AND THE ANGEL

Abou Ben Adhem (may his tribe increase !)
Awoke one night from a sweet dream of peace,
And saw, within the moonlight in his room,
Making it rich, and like a lily in bloom,
An angel, writing in a book of gold.
Exceeding peace had made Ben Adhem bold,
And to the Presence in the room he said,
"What writest thou?" The vision raised its head,

And, with a look made all of sweet accord,
 Answered, "The names of those who love the Lord."
 "And is mine one?" said Abou. "Nay, not so,"
 Replied the angel. Abou spoke more low,
 But cheerily still, and said, "I pray thee, then,
 Write me as one that loves his fellow-men."
 The angel wrote and vanished. The next night
 It came again, with a great wakening light,
 And showed the names whom love of God had blessed;
 And lo! Ben Adhem's name led all the rest.

— *Leigh Hunt.*

What is the meaning of these words:—

"Making it rich," "Exceeding peace," "of sweet accord" and "cheerily still"?

Write the poem in your own words, using this outline:—

1. Abou Ben Adhem awakes from a dream.
2. The time. The moonlight.
3. The angel in his room.
4. Abou Ben Adhem's question.
5. The angel's reply.
6. His second question.
7. The angel's reply.
8. His final request.
9. The angel's return.
10. The position of Ben Adhem's name.

711. *Study one of the following poems. Learn the meaning of the difficult words. Make an outline of the story in the poem. Write the story in your own words.*

"Paul Revere's Ride," by Henry W. Longfellow.

"The Nose and the Eyes," by William Cowper.

“The Pied Piper of Hamelin,” by Robert Browning.

“An Incident in the French Camp,” by Robert Browning.

“Horatius at the Bridge,” by Thomas B. Macaulay.

“The Wreck of the Hesperus,” by Henry W. Longfellow.

712. Historical Narrative. A narrative that tells the story of an event in history is called **Historical Narrative**.

1. *Make an outline of the following historical narrative:—*

The First Expedition against the Moro Pirates

In 1568 the Spaniards found many fleets of Moro pirates in the Straits of San Bernardino and in Mindoro Sea. They came from Borneo and the Sulu Archipelago. Some of these pirates had settled on the coasts of Mindoro. Their fleets preyed especially upon the towns on the northern coast of Panay.

In January, 1570, Legaspi sent his grandson, Juan de Salcedo, to punish these pirates. He had a force of only forty Spaniards and a number of Visayans. He first landed on the western shore of the island and captured the town of Mamburao. The pirates' stronghold was on Lubang, an island northwest of Mindoro. Here they had three forts, on which brass cannon were mounted. Two of the forts were surrounded by moats. After several days' fighting, the forts were captured.

2. *With the aid of your histories, make an outline of each of these events:—*

1. The Capture of Manila by Salcedo.
2. The Founding of the Spanish city of Manila.

3. The Conquest and Exploration of Luzón by Salcedo.
4. The Attempt of the Chinese under Limahong to capture Manila.
5. Moro Piracy.

3. *With the use of the outlines, write one of these stories.*

713. *Write the story of a fire, using this outline. Use many adverbial modifiers.*

(See Sections 671 to 676.)

1. The alarm — dark night, wind blowing, the shouts, the bell, the people running.

2. The scene — flames from roof of a house, light on the faces of the people, trees and houses, smoke, sparks flying in the wind. People carrying water. Wetting roof of the house.

3. The rescue — baby left in the house. Screams of mother; father enters burning house, jumps from window with child.

4. Final scene — roof falls, showers of sparks; fears of spread of fire; efforts to prevent. Fire finally put out.

714. *Make an outline of a paragraph about the Tiniguianes. Write the paragraph, using many adjective modifiers.*

(See Sections 654 to 657.)

715. **An Adverbial Clause** is a subordinate clause that is used to modify the meaning of a verb, an adjective or an adverb.

He succeeds because he is industrious.

He is so industrious that he succeeds.

He ran more rapidly than I did.

What is the adverbial clause in each of these sentences? What verb does the clause modify in the first sentence? What adjective is modified by the clause in the next sentence? What clause modifies the adverb *rapidly*?

(Review Sections 140, 588, 570, 571 and 572.)

716. Adverbial clauses, like adverbs, may modify by telling *time, place, manner, cause, degree, purpose, condition.*

1. Time : —

I will go whenever you wish.

Do not talk while another is reading.

Clauses expressing time are introduced by these subordinate conjunctions—*when, while, whenever, as soon as, before, after, till, until and since.*

2. Place : —

He is welcome wherever he goes.

He returned whence he came.

Where, wherever, whence are used to introduce clauses expressing place.

3. Cause or Evidence : —

He did not come because he was sick.

Jacinto must be in the house, for here are his hat and his shoes.

Such clauses are introduced by the conjunctions *because, for, since, as.*

4. Purpose :—

Work to-day so that you may rest to-morrow.

We study grammar in order that we may speak and write correctly.

Clauses of purpose are introduced by the conjunctions *that, so that, in order that, lest, so—as*.

5. Condition :—

My advice is of no value unless you will follow it.

If you are always prepared, you may grasp every opportunity as soon as it appears.

For such clauses, *if, unless, except, although—yet, even if, provided that, on condition that, etc.*, are used as conjunctions.

6. Manner :—

We wrote the sentences as you told us to write them.

You should walk as I do.

The conjunction *as* is used to introduce clauses expressing manner of action.

7. Degree :—

He can run as fast as I can.

He cannot run so fast as I can.

I can run more rapidly than he.

He runs less rapidly than I.

Such clauses are introduced by the conjunctions *as—as, so—as, and than*.

(Read Section 574.)

717. *Analyze each of these sentences. Tell the adverbial clauses, what each clause modifies, and whether it expresses time, place, manner, etc.*

1. There is beauty in the forest
When the leaves are green and fair.
2. There is beauty in the meadow,
When the flowers scent the air.
3. The world is full of beauty,
When the heart is full of love.
4. Forgive us our debts as we forgive our debtors.
5. The wise man is happy when he gains his own
esteem.
6. Ridicule is of no importance unless it is heeded.
7. I wish for a thousand hands so that I could do
more good work for my country.
8. I promise to assist you whenever you shall ask
assistance of me.
9. Do to others as you would have them do to you.
10. Twenty years have passed since I saw my father's
house.
11. This new peso is so bright that I should like to
keep it.
12. You shall reap as you have sown.
13. Climb not too high lest you fall.
14. When you are in Rome, do as the Romans do.
15. False friends are worse than open enemies.
16. If Fortune should knock at your door, be prepared
to invite her in.
17. If you would enjoy the fruit, take not the flower.
18. If you cannot control yourself, how can you govern
others?
19. Whene'er a noble deed is wrought,
Whene'er is spoken a noble thought,
Our hearts in glad surprise
To higher levels rise.

— Longfellow.

COMPOSITION

718. *Copy these sentences, combining them so as to form complex sentences, each of which shall contain an adverbial clause:—*

1. Abaca will not grow. The soil is not moist, low and fertile.
2. Money is a good thing. Character is better.
3. The Malays came to these islands. Before this, the Negritos lived on the coasts.
4. The carabaos died. The people were unable to plant much rice.
5. The vote was taken. The assembly adjourned.
6. He was dissatisfied. I advised him to resign.
7. I must refuse to grant your request. I believe it is unreasonable.
8. Please keep quiet. All wish to hear the speaker.
9. The tree is old. It does not bear fruit now.
10. He is strong. You are not so strong.
11. I wrote again. I had received no reply.
12. He succeeded. He was ambitious and industrious.

719. *Read several stories found in your readers or other books. Tell the introduction and the conclusion of each story.*

Make an outline of a story. Then write the story. Give much attention to adjective and adverbial modifiers.

Rewrite the story, changing the position and the form of some of the modifiers.

720. *Reproduce orally some story that your teacher may read to you. Write an outline of the story. Write the introduction and the conclusion.*

721. *Write a paragraph, giving reasons for the assertion made in this topic sentence:—*

People should not chew betel nut.

Rewrite the paragraph, using more adverbial modifiers.

722. *Write a paragraph telling How Rope is Made, using many adverbial modifiers.*

Rewrite the paragraph, shortening the sentences and changing the position of adverbial modifiers.

723. *Write a composition about The Philippines before the Arrival of the Spanish, using this outline:—*

1. Described by Pigafetta, by Magellan, by other early visitors and by Chinese.
2. Lived in barrios. Were divided into small communities called barrios or barangays. Each barrio ruled by a dato. Barrios often grouped under a sultan.
3. Classes of people — the free persons, the partly free, and the slaves.
4. Houses of nipa and bamboo, as now.
5. Dress — cotton cloth, the sarong, many tattooed, painted in war.
6. Trade — much trade with Moros and Chinese. Articles of trade.
7. Religion — worshiped ancestors, idols and animals. Made sacrifices and feasts.

724. *A Noun Clause is a subordinate clause that is used as a noun.*

(Review Sections 144 and 248.)

A noun clause may be used in the sentence as —

1. Subject:—

That José Rizal was a patriot *is now believed*.

Why the earth rotates on its axis *is unknown*.

Write five sentences, using a noun clause as subject of each sentence.

2. Object Complement:—

We learned that Confucius was a great Chinese teacher.

The president said that every man shall have a "square deal."

Write sentences, using these noun clauses as object complements:—

1. That there will be no school on Monday.
2. "Where is the largest city in the world?"
3. That he could go to America.
4. That every citizen should be an intelligent voter.

3. Attribute complement:—

His statement was, "The American people came from Europe to America."

My thought is that every man should be a citizen and that every citizen should be educated.

Write five sentences, each containing a noun clause used as an attribute complement.

4. Object of an infinitive or a participle:—

You ought to have known that unboiled water is not good to drink.

I wish to say that education does not always secure happiness and prosperity.

The man, having heard that his son was returning, hastened to meet him.

The Japanese general, seeing that he should be captured, killed himself.

Copy these sentences, writing a noun clause in place of each blank.

1. You ought to know
2. I wish to learn
3. We wanted to say
4. It was easy to see
5. The boy, having learned, began to make hats for sale.
6. The general, seeing, orders his men to retreat.

5. Object of a preposition:—

He is earnest and careful in whatever he undertakes.

Do not wish for what you cannot have.

Leonardo will not go unless you go with him.

I have no knowledge of where orchids bloom.

The good is the road to what is true.

Diagram and analyze each of these sentences.

6. In apposition:—

The command, Be to others kind and true, should be remembered.

It was forgotten that horses as well as men like kindness and care.

(Read Sections 291 and 297.)

In the first statement, the clause is an appositive or explanatory modifier of *command*. In the second sentence, the noun clause is an appositive or explanatory modifier of *It*.

725. *Analyze these sentences. Tell the noun clauses and how each noun clause is used.*

1. We should try to learn from books what are the best, the wisest and most useful thoughts.
2. From books we may learn what kind of men lived in ancient times and what they thought and did.
3. The important question is, What shall I choose for my life work?
4. We have been taught that "If a man will not work, neither shall he eat."
5. A man should never be ashamed to say that he is wrong.
6. Cherish what is good.
7. The good is always the straightest road to what is true.
8. Having learned that a typhoon was approaching, the captain ordered that the ship should remain in the harbor.
9. Science tells us that no particle of matter can be destroyed.
10. Remember that care for little things makes perfection.
11. He who buys what he does not need, will often need what he cannot buy.
12. His last words were, "Don't give up the ship."
13. Youth is the time for learning what will be needed in the serious work of manhood.
14. We are glad to know that you did your work so well.
15. Come to me, O ye children,
And whisper in my ear,
What the birds and winds are singing,
In your sunny atmosphere.

— *Longfellow.*

COMPOSITION

726. Write these sentences, changing the words and phrases underlined to noun clauses:—

1. He predicted a change in the weather.
2. I promised to return early.
3. The judge believed him to be guilty.
4. We expect an improvement in your studies.
5. Leon's happiness is evident.
6. Father acknowledged the receipt of the letter.
7. The industry of the Igorots is well known.
8. The police demanded an increase in their wages.

727. Write these sentences, changing each noun clause to a participial phrase:—

1. That he was brave cannot be doubted.
2. That the caterpillar changes into a butterfly is a curious fact.
3. That he succeeded was due to his determined effort.
4. That the ship was wrecked was due to the carelessness of the captain.
5. He was right in that he obeyed orders.
6. The cause of our delay was that one of the cart wheels broke.

728. Write these sentences, changing the noun clauses to infinitive phrases:—

1. That he should vote is the duty of every qualified citizen.
2. It is expected of every man that he shall pay his taxes.
3. Every one desires that he may live long and happily.

4. We are all anxious that we may serve our country well.
5. He does not know whom he should send.
6. He desired that we should go.
7. Why did the government decide that some young men and women should be educated in the United States?

729. Direct and Indirect Discourse.

(Review Sections 252, 253, 254 and 256.)

In changing a direct quotation to an indirect quotation, the tense of the verb is often changed:—

Direct: *The king said, "I have lost the confidence of my people."*

Indirect: *The king said that he had lost the confidence of his people.*

In the first sentence, *have lost* is used because the king is speaking. In the second sentence, *had lost* is used because the verb in the principal clause is in the past tense.

The pronouns also are changed. Why?

Copy these sentences, changing the direct to indirect quotations:—

1. My uncle said, "I gave you a peso."
2. The father said to his son, "You bring me the ax."
3. Juan asked, "Felix, will you lend me your knife?"
4. Esteban said, "There is gold in this river."
5. The man said, "Thank you, I will stay here."
6. Pedro remarked, "When I go to Egypt, I shall visit the pyramids."
7. "Will you take me with you?" asked Enrico.

730. The name of the speaker and the principal verb are often placed between parts of the quotation : —

“ The Philippine Islands,” said Marco, “ were discovered about twenty-nine years after Columbus went to America.”

“ All Europe,” he said, “ was then excited by the stories of the New World.”

Such quotations are called **Divided Quotations**.

Copy these sentences, changing them to divided quotations :—

1. “ Magellan commanded a fleet which was equipped by Charles V of Spain,” said father.
2. “ By going eastward around Africa, Magellan had already reached India,” said the teacher.
3. The man said, “ The Spaniards had their title to the Philippines by right of discovery.”

731. *Copy these sentences, placing the name of the speaker in various positions, and changing each to indirect discourse :—*

1. “ Do you believe that coral reefs are formed by animals ? ” asked Magno.
Magno asked, “ Do you believe that coral reefs are formed by animals ? ”
“ Do you believe,” asked Magno, “ that coral reefs are formed by animals ? ”
Magno asked whether I believed that coral reefs were formed by animals.
2. The lady said, “ The road goes along the beach through groves of cocoanut palms.”
3. “ At one place we stopped,” said she, “ and got a drink of cocoanut milk.”

4. "Do you not like the seashore and the cocoanut palms?" she asked.

732. Copy the story in Section 701, changing the direct quotations into indirect.

Tell the noun clauses that you have used.

733. Listen to the conversation of two children.

Write the conversation.

734. Write from dictation by your teacher, a short story containing conversation.

735. Write a story, containing conversation, of some event of your childhood.

736. Write a story, using this title, "My First Day in School."

Tell what you said and did and how you felt.

THE COMPOUND SENTENCE

737. A *Compound Sentence* is a sentence that contains two or more principal or independent sentences.

The principal parts of a compound sentence are connected by coördinate conjunctions, because they are of equal rank. The conjunctions most commonly used are *and, but, therefore, hence, further, moreover, or, nor* and *so*.

The night was dark and the moon was not shining.

The city is not far away, but the road to it is difficult.

Do your work well or you will be required to do it again.

I did not know him nor did he know me.

You have broken the law, therefore you shall be punished.

(Review Section 154.)

Write each of the above sentences on a diagram.

738. The principal parts of a compound sentence may be complex sentences : —

The people were asleep when the army entered the gates, and the soldiers were at their doors before they could defend themselves.

Capital is not what a man has, but what a man is.

I liked that book when I first read it, but it does not please me now.

Legaspi went to Mexico when he was a young man, and the governor made him secretary of the council of Mexico.

Write each of these sentences on a diagram. Tell the principal parts and the clauses in each.

739. In imperative sentences, each verb usually represents a sentence; and if there are two or more verbs, the sentence is compound : —

Compound. *Come and see my new dress.*

Complex. *Come as soon as you can.*

Simple. *Come to-morrow.*

(Review Sections 61 and 417.)

740. *Analyze each of these sentences. Tell the kind of sentence, the principal and the subordinate clauses.*

1. Lead us not into temptation, but deliver us from evil.
2. Young men look far into the future and their fancy paints pictures with brilliant colors.
3. The valleys near the coasts of Mindoro once contained large fields of rice, but to-day they are overgrown by forests and jungle.

4. Charcoal and diamonds are very unlike, yet they are composed of exactly the same material.
5. Energy knows of nothing except success, and it never yields its purpose.
6. No two watches go exactly alike, yet each man believes his own.
7. Beautiful thoughts make a beautiful soul, and a beautiful soul makes a beautiful face.
8. The queen of the fairies rode in a golden carriage, which was drawn by six white mice, and a band of fireflies lighted the way.
9. 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.
10. The heights by great men reached and kept
Were not attained by sudden flight,
But they, while their companions slept,
Were toiling upward in the night.

— *Longfellow.*
11. Keep truth as your companion, and honor as your guide.
12. The American Republic must live. Persecution shall not shake it, fanaticism disturb it, nor revolutions change it.
13. True liberty can exist only when justice is given to all.
14. "I Can't" is a sluggard who is too lazy to work, but "I Can" is a worker who tills the fields, builds the cities and supplies our needs.
15. The steps of freedom are slow, but they never turn backwards.

16. The noblest men that live on earth
Are men whose hands are brown with toil.

COMPOSITION

741. *Combine these groups of sentences to form compound sentences :—*

1. The right ventricle of the heart forces the blood through the lungs. The left ventricle of the heart forces the blood through the other parts of the body.
2. The arteries carry the blood from the ventricles to all parts of the body. The veins conduct the blood from all parts of the body back to the heart.
3. The right ventricle sends the blood through the pulmonary artery. The left ventricle forces the blood through the aorta.
4. The veins are often near the surface of the body. The arteries run deep.
5. In the lungs, the blood exchanges carbon dioxide for oxygen. The carbon dioxide is expired with the breath.

742. *Rewrite the compound sentences that you have written for Section 741, making them shorter.*

743. **Biography.** The story of a person's life usually begins with an introductory statement of who the person was, and of the date and place of birth and of the nationality, occupation and circumstances of the parents. The main events of the life are then taken in the order in which they occurred. The final

paragraphs may tell of the results of the life, and of service to others or to the country.

(Review Sections 467 and 468.)

The following may be used as a general outline for biographies:—

- I. **Introduction**—name. How best known. For what especially noted.
- II. **Birth**—time, place, circumstances, parents and ancestors.
- III. **Childhood and Youth**—education, schools and studies; preparation for life work; early occupations; habits, or disposition.
- IV. **Chief Events of Life**—in their order in public and in private life. Occupation. Marriage. Services.
- V. **Death**—Time, place, circumstances.
- VI. **Characteristics**—personal appearance, likes and dislikes, character, habits of work, manners, treatment of others at home and in public.
- VII. **Results of Life**—service to his neighbors, to his community, to his country, appreciation of his work.

1. *Write an outline similar to the above of the life of José Rizal.*

2. *Write the biography of José Rizal.*

744. *With the aid of your history, make an outline of the life of Legaspi, especially of his work in the Philippines.*

745. *Write an account of The Spanish Galleons, using the following outline:—*

1. What a galleon was.
2. Trade with Mexico. Route of the galleons.
3. Their cargoes — To Mexico. On the return. The profits.
4. Capture of the galleons—By the English, by Cavendish, by Drake. Cease to sail.

746. *Write an outline of the events in the history of the Philippines during Governor Bustamante's administration.*

Write the account.

THE SENTENCE REVIEW

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THE PARTS OF SPEECH

THE NOUN

CLASSES OF NOUNS

747. A *Proper Noun* is the name of some particular person, place or thing.

748. A *Common Noun* is the name given to all persons, places or things of the same kind or class.

(Review Section 159.)

Write ten proper nouns and ten common nouns.

749. Some common nouns are the names of groups. They are called **Collective Nouns**: *a pair of shoes, a dozen of eggs, a crowd of people, my school, my family.*

A *Collective Noun* is a common noun that is the name of a group of persons or things.

Use each of these collective nouns in a sentence:—

- | | | |
|----------|------------|----------------|
| 1. flock | 9. score | 17. nation |
| 2. herd | 10. choir | 18. swarm |
| 3. class | 11. dozen | 19. family |
| 4. army | 12. brood | 20. hundred |
| 5. tribe | 13. group | 21. audience |
| 6. mob | 14. bunch | 22. committee |
| 7. row | 15. crowd | 23. commission |
| 8. fleet | 16. people | 24. regiment |

750. Some common nouns are the names of (1) **qualities** — *goodness, kindness, beauty*; (2) **conditions** — *sickness, manhood, childhood*; or (3) **actions** — *writing, choice, service*. These nouns are called **Abstract Nouns**.

An *Abstract Noun* is a common noun that is the name of a quality, a condition or an action.

1. Some abstract nouns are derived from adjectives; as:—

ADJECTIVE	NOUN	ADJECTIVE	NOUN
beautiful	beauty	dense	density
black	blackness	cruel	cruelty
happy	happiness	wise	wisdom
true	truth	wide	width
free	freedom	just	justice
patient	patience	deep	depth
excellent	excellence	curious	curiosity

2. Some abstract nouns are derived from verbs ;
as : —

VERB	NOUN	VERB	NOUN
serve	service	evade	evasion
choose	choice	judge	judgment
try	trial	believe	belief
please	pleasure	defend	defense
prove	proof	know	knowledge
speak	speech	move	motion
strive	strife	expand	expansion

3. Some abstract nouns are formed from other
nouns ; as : —

NOUNS	ABSTRACT NOUNS	NOUNS	ABSTRACT NOUNS
hero	heroism	child	childhood
friend	friendship	thief	theft
rascal	rascality	master	mastery
bond	bondage	knave	knavery
martyr	martyrdom	slave	slavery
king	kingdom	girl	girlhood
comrade	comradeship	leader	leadership
fellow	fellowship	infant	infancy
man	manhood	president	presidency

751. We should distinguish proper nouns from common nouns in order to use capital letters correctly.

All proper names, including the names of the Deity, begin with capital letters.

Nearly all common nouns begin with small letters.

Tell why the nouns in italics in these sentences do or do not begin with capital letters.

1. The *Lord* is *God*. He is *King* of all *gods*.
2. *Alfonso* is *king* of *Spain*.
3. We saw *President Roosevelt*. He is *president* of the *United States*.
4. *Aunt Maria* and *Cousin Lena* and some other *aunts* and *cousins* came to the wedding.
5. The *Chinese*, *Japanese* and *Filipinos* live in the *East*.
6. *Formosa* is *east* of *China*.
7. I know what a *gulf*, a *bay* and a *strait* is.
8. The *Gulf of Lingayén*, *San Bernardino Strait* and *Manila Bay* are important bodies of water.
9. In America *spring* and *summer* are warmer than *autumn* and *winter*.
10. A boy was absent on every *Monday* and *Wednesday* in *June* and *October*.
11. *Presbyterians*, *Baptists*, *Methodists*, *Episcopalians* and *Unitarians* are called *Protestants*.
12. The *Canadian Pacific Railway Company* owns many large steamships.
13. Other large *railway companies* have their offices in *Manila*.

COMPOSITION

752. Synonyms. Different words are often used to represent the same idea. Such words are called **Synonyms** :—

center, middle scholar, student, pupil

The *center* is a point, a very definite spot. The *middle* is less definite. The *center* of a room is a spot where lines connecting the corners cross. Leon stands in the *middle* of the room, if he is near the *center*.

A *scholar* is a person having great knowledge. A *student* is one who is studying, but he may not be a *scholar*. A boy or a girl who is studying under a teacher is a *pupil*.

By use of the dictionary, study the meaning of these words. Write each word in a sentence, explaining its meaning, as in the above sentences.

- | | |
|--|-----------------------|
| 1. custom, habit | 4. excuse, pretext |
| 2. majority, plurality | 5. relation, relative |
| 3. invention, discovery | 6. amount, quantity |
| 7. answer, reply, response | |
| 8. balance, rest, remainder | |
| 9. alliance, compact, treaty, union | |
| 10. accomplice, helper, ally, partner | |
| 11. ability, capacity, efficiency, power | |

753. Formation of Nouns. Many words in the English language are formed from other words. Thus from the adjective *kind*, the noun *kindness* is formed by adding the syllable *ness*, the noun *misfortune* is formed from the noun *fortune* by the use of the syllable *mis*.

A letter, syllable or word placed at the beginning of a word to form a new word is called a *prefix*.

A letter, syllable or word placed at the end of a word to form a new word is called a *suffix*.

In unskillful, un is the prefix, and full is the suffix.

Tell from what word each of the following words is derived. Use each in a sentence.

1. Some nouns are formed by joining two or more words : —

hilltop	shoemaker	carving knife	quicksilver
walking stick	rose tree	blacksmith	peacemaker
blackbird	moonlight	freeman	churchyard
telltale	windmill	dining room	scarecrow

2. Many nouns are formed from other nouns —

(a) by use of the prefix : —

mis, meaning *wrong*. **misdeed** — *a wrong deed*

mistrust	misfit	miscalculation
misunderstanding	misuse	mismanagement
misconduct	misdirection	misconstruction
misdeemeanor	mischance	misbehavior

un, meaning the *opposite of*. **unrest** — *not rest*.

untruth	unholiness	unbelief	unhappiness
----------------	-------------------	-----------------	--------------------

(b) by use of the suffix : —

dom, meaning *place, quality, or judgment*.

kingdom	freedom	wisdom	christendom
----------------	----------------	---------------	--------------------

hood and ship, meaning *condition of, or state of*.

childhood	womanhood	friendship	fellowship
boyhood	statehood	authorship	horsemanship
girlhood	fatherhood	directorship	comradeship
manhood	widowhood	clerkship	governorship

en, ing, kin, let, meaning *little or a little*.

maiden	lambkin	wavelet	goaling
kitten	cloudlet	leaflet	darling
chicken	rivulet	islet	duckling

ist, meaning *one who*.

novelist	journalist	scientist	pianist
chemist	violinist	geologist	druggist

3. Many nouns are derived from adjectives or verbs by using the suffixes : —

ness, meaning a *quality* or a *condition*.

boldness	carelessness	brightness	idleness
kindness	fondness	gladness	worthiness
weakness	weariness	willingness	happiness

ity, ty, meaning *having the quality of*.

sincerity	absurdity	purity	simplicity
adversity	intensity	neutrality	uniformity
ferocity	docility	publicity	formality

ance, ence, meaning *condition, state, or act of*.

vigilance	appliance	resistance	evidence
assistance	annoyance	indulgence	experience
elegance	endurance	excellence	confidence
remembrance	guidance	innocence	negligence

4. Many nouns are formed from verbs by use of these suffixes :—

**ion, tion, forming abstract nouns, naming
the act, condition, or result of.**

adoption	progression	addition	promotion
action	diversion	revolution	procession
affliction	union	rotation	assertion
affection	opinion	production	translation
confession	accusation	graduation	attention

ment, meaning the means of or the action of.

government	development	settlement
statement	punishment	encouragement
management	treatment	attainment
equipment	commandment	abolishment
movement	improvement	establishment

al, meaning act of.

approval	arrival	refusal	acquittal
dismissal	removal	proposal	denial

or, ar, er, ant, meaning one who.

sailor	minor	producer	finder
visitor	lender	gainer	applicant
collector	buyer	beggar	assistant
possessor	engraver	liar	descendant
conductor	scholar	farmer	occupant

**754. Some adjectives may be used as abstract nouns.
Make sentences, using each of these adjectives as nouns :—**

good *The evil that men do lives after them;*
evil *The good is oft interred with their bones.*

- | | | | |
|-----------|-----------|---------------|---------------|
| 1. great | 7. weak | 13. rich | 19. ungodly |
| 2. small | 8. free | 14. poor | 20. wicked |
| 3. sick | 9. false | 15. pure | 21. young |
| 4. true | 10. fair | 16. faithful | 22. old |
| 5. feeble | 11. brave | 17. righteous | 23. imperfect |
| 6. strong | 12. dead | 18. common | 24. wise |

Copy each of these sentences. Tell the adjectives used as nouns. Rewrite the sentences, using with each adjective a noun that it may modify.

1. The wicked flee when no man pursueth, but the righteous are bold as a lion.
2. He appreciates the beautiful.
3. He did his best.
4. None but the brave deserve the fair.
5. He was always kind to the old and feeble.
6. The good alone deserve to be happy.
7. The strong should aid the weak.
8. Blessed are the pure in heart.

755. Some words have opposite meanings. They are called **Antonyms**.

(Review Section 492.)

Write sentences, using these nouns:—

- | | |
|---------------------|-------------------------|
| 1. plenty, want | 9. silence, noise |
| 2. calm, storm | 10. light, darkness |
| 3. beauty, ugliness | 11. highlands, lowlands |
| 4. night, morning | 12. cruelty, kindness |
| 5. winner, loser | 13. friend, enemy |
| 6. riches, poverty | 14. buyer, seller |
| 7. freeman, slave | 15. peace, war |
| 8. top, bottom | 16. heat, cold |

756. *Make lists of nouns that are the names of:—*

- | | | | |
|------------|---------------|------------|-----------------|
| 1. plants | 4. substances | 7. liquids | 10. governments |
| 2. animals | 5. metals | 8. gases | 11. ships |
| 3. foods | 6. minerals | 9. peoples | 12. trees |

757. Diary. *Write in the form of a diary a very brief account of the important things that you did, or wish to remember, during the past week.*

(Review Section 429.)

Suppose that you could spend two weeks traveling as you wish. Write a diary for those two weeks.

758. Autobiography. *Write three paragraphs about your childhood, using these phrases to introduce the paragraphs:—*

1. Among the first things that I remember was
2. My first disobedience (or my first punishment) was
3. One of the things I liked to do was

(See Section 480.)

759. *Suppose that you were a soldier in the Spanish army that went with Governor Corcuera to Zamboanga in 1636 to fight the Moros.*

Write an account of your experiences, telling what you did and saw, using this outline:—

1. The preparation and the sail to Zamboanga—the boats, the Spanish soldiers, the Filipino soldiers, the Jesuit Fathers.
2. Arrival at Zamboanga, February 22, 1637.
3. Expedition to Lamitan—fight with the Moros. Capture of the fort and arms. Destruction of the Moro fleet.

4. Expedition to Jolo — siege and capture.
5. Return to Manila, May, 1638.

760. *Suppose that you are an ant. Write the story of your life.*

GENDER

761. *Gender* is the form or use of a noun or a pronoun by which it shows the **sex** of the person or thing that it represents.

762. Nouns show whether they represent the *Masculine Gender* or the *Feminine Gender*, (1) by some change in the form of the word, or (2) by the use of different words.

1. Change of form — by adding *ess*, *ine* or *a* to the masculine : —

<i>lion</i> — <i>lioness</i>	<i>Joseph</i> — <i>Josephine</i>
<i>host</i> — <i>hostess</i>	<i>Juan</i> — <i>Juana</i>

2. Use of different words : —

<i>man</i> — <i>woman</i>	<i>son</i> — <i>daughter</i>
<i>he-goat</i> — <i>she-goat</i>	<i>nephew</i> — <i>niece</i>
<i>man servant</i> — <i>woman servant</i>	<i>king</i> — <i>queen</i>

(Review Sections 171 and 173.)

3. *What is the gender of each of these nouns? Rewrite them so that each represents the opposite gender.*

- | | | | |
|------------|------------|------------|-----------|
| 1. czarina | 4. aunt | 7. hero | 10. duke |
| 2. infanta | 5. bride | 8. negress | 11. ram |
| 3. empress | 6. goddess | 9. stepson | 12. drake |

763. Some nouns that are used to represent either the masculine or the feminine gender, are said to be in the Common Gender:—

teacher, writer, pupil, scholar, worker, baby, parent, friend, person, poet, relative, author, traveler.

Some of these nouns are collective nouns:

family, church, society, people, congregation, committee, school, crowd, drove, herd.

764. The names of small children and of some animals are often spoken of without regard to their sex:

*a baby — It is very sick. We do not expect it to live.
a horse — It is Leon's horse. Its head is white.
a carabao — We saw it. Its body is covered with mud.*

765. We sometimes speak of things, groups, or of ideas represented by abstract nouns, as if they really had life, and could act as a person. This is called **Personification**.

1. When we speak of things without life as acting, that is, when we **personify** them, we may refer to them as being in the masculine or the feminine gender.

*The Sun now rose upon the right:
Out of the sea came he.*

*Truth, crushed to earth, shall rise again,
The eternal years of God are hers;
But Error, wounded, writhes with pain,
And dies among his worshipers.*

I Can't is a sluggard, too lazy to work.

The ship spread her sails before the wind.

Death conquers all. His shadow is over all.

The Moon is on her throne.

2. Objects noted for their size, strength or superiority, when personified, are often spoken of as being in the *masculine gender* : —

Anger, Wickedness, Sun, Wind, War.

Objects noted for beauty, grace, gentleness or productiveness, when personified, are spoken of as being in the *feminine gender* : —

Beauty, Virtue, Freedom, Country, Flowers, Moon.

3. *Tell the gender of each of the nouns in these sentences:—*

1. My teacher said, "Please sing 'My country, 'tis of thee!'"
2. "Sweet Flower! Thine eye is full of tears."
3. The fairest gem that graces youth
Is Love's companion, fearless Truth.
4. Dear Moon! Have you done some wrong
That God has hidden your face?
5. Freedom loves a true patriot.
6. Virtue is her own reward.

COMPOSITION

766. Letter Writing.

1. *Copy this Letter of Introduction:—*

46 Cabildo Street,
Intramuros, Manila, P.I.

July 18, 1908.

My dear Mr. Delgado :—

It gives me pleasure to introduce to you Mr. Adolfo Espinola, who presents this letter.

Mr. Espinola has studied the raising of cotton and the manufacture of cotton goods in America. He has conducted experiments in the raising of cotton in this country. I trust that you will find a conference with him both pleasant and profitable.

Very sincerely yours,

Marcos Reyna.

Mr. Castor Delgado,
Lipa, Batangas, P.I.

2. *Write a letter to your teacher, introducing a friend.*

3. Besides the address, on the envelope of Mr. Reyna's letter, the words "*Introducing Mr. Adolfo Espinola*" should be written on the left-hand side, near the bottom.

Address the envelope for Mr. Reyna's letter.

Address the envelope for your own letter.

767. *Get the name and address of the publishers of one of your text-books that you like best. Write a letter to the publishers, inclosing a money order for an amount sufficient to pay for the book, and requesting them to send it to you.*

(Review Sections 304 and 305.)

768. *Write to the publishers of some magazine that you would like, subscribing for one year and inclosing a money order for the amount of subscription.*

769. *Suppose that you are in Washington, the capital of the United States. Write a letter to a friend, telling about the interesting things you have seen or have done.*

770. *Suppose that you have been appointed a teacher in a barrio school. Write a letter to a friend, telling about the first day of school.*

771. *Copy the following formal notes:—*

1. Invitation

Mr. and Mrs. Carlos H. Alde request the pleasure of Miss Lazerno's company, at dinner, on Wednesday evening, May first, at eight o'clock.

April twenty-fifth,
14 Burgos Street.

2. Acceptance

Miss Lazerno accepts with pleasure Mr. and Mrs. Alde's kind invitation to dinner on Wednesday evening, May first, at eight o'clock.

April twenty-seventh,
26 Calle San Miguel.

3. Note Declining

Miss Lazerno regrets that a previous engagement prevents her acceptance of Mr. and Mrs. Alde's kind invitation to dinner on Wednesday evening, May first, at eight o'clock.

April twenty-seventh,
26 Calle San Miguel.

4. *Write a formal note, inviting a friend to a party at your house.*

5. *Write his or her acceptance.*

6. *Write his or her note declining with regrets.*

NUMBER

772. *Number* is that form or use of a noun or a pronoun which shows whether it represents one or more than one.

773. Most nouns form the plural number by adding *s* to the singular: as, *hat*—*hats*, *tree*—*trees*.

Write twenty nouns that form their plural by adding s to the singular.

774. Some nouns add *es* to the singular to form the plural—

1. When the sound of *s* does not unite well with the last sound in the word: as, *box*—*boxes*, *dish*—*dishes*.

(Review Section 182.)

2. Words ending in *y* preceded by a consonant, change the *y* to *i* and then add *es*: as, *lady*—*ladies*.

(Review Section 185.)

3. Most words ending in *o* preceded by a consonant, add *es*:—

<i>hero</i> — <i>heroes</i>	<i>mosquito</i> — <i>mosquitoes</i>
<i>buffalo</i> — <i>buffaloes</i>	<i>grotto</i> — <i>grottoes</i>
<i>potato</i> — <i>potatoes</i>	<i>calico</i> — <i>calicoes</i>
<i>negro</i> — <i>negroes</i>	<i>cargo</i> — <i>cargoes</i>
<i>motto</i> — <i>mottoes</i>	<i>tomato</i> — <i>tomatoes</i>
<i>echo</i> — <i>echoes</i>	<i>volcano</i> — <i>volcanoes</i>

(Review Section 182.)

These words add only the *s*:—

<i>solo</i> — <i>solos</i>	<i>octavo</i> — <i>octavos</i>
<i>folio</i> — <i>folios</i>	<i>canto</i> — <i>cantos</i>
<i>piano</i> — <i>pianos</i>	<i>quarto</i> — <i>quartos</i>
<i>oratorio</i> — <i>oratorios</i>	<i>palmetto</i> — <i>palmettos</i>

4. Most nouns ending in *f* or *fe* change *f* or *fe* to *v* before adding *es*: as, *leaf*—*leaves*, *calf*—*calves*.

Some nouns ending in *f* or *fe* add only the *s* without change in spelling.

(Review Section 183.)

775. A few nouns form their plurals irregularly.

Of these nouns the most common are:—

man, woman, child, tooth, foot, mouse, louse and *ox*.

(Review Section 184.)

776. Many nouns in the English language are borrowed from other languages. Many of these form their plurals irregularly:—

SINGULAR	PLURAL	SINGULAR	PLURAL
alumnus	alumni	vertex	vertices
radius	radii	series	series
focus	foci	species	species
terminus	termini	phenomenon	phenomena
stimulus	stimuli	genus	genera
cactus	cacti	ganglion	ganglia
formula	formulae	thesis	theses
nebula	nebulae	oasis	oases
antenna	antennae	axis	axes
vertebra	vertebrae	hypothesis	hypotheses
larva	larvae	analysis	analyses
datum	data	crisis	crises
stratum	strata	ellipsis	ellipses
memorandum	memoranda	basis	bases
medium	media	parenthesis	parentheses
bacterium	bacteria	beau	beaux
bandit	banditti	madam	mesdames
appendix	appendices	cherub	cherubim

777. Some nouns have two plural forms, each having a different meaning: —

SINGULAR	PLURAL	PLURAL
brother	brothers (of a family)	brethren (of a church)
cloth	cloths (kind of cloth)	clothes (garments)
die	dies (stamps for making money)	dice (cubes for gaming)
fish	fishes (taken separately)	fish (taken collectively)
genius	geniuses (men of genius)	genii (spirits)
index	indexes (to books)	indices (in algebra)
shot	shots (discharges of a gun)	shot (balls for shooting)
penny	pennies (taken separately)	pence (taken collectively)

778. Some nouns are usually singular, as: —

1. Abstract nouns: *beauty, courage, skill, pride.*
2. Names of materials: *rice, sugar, iron, silver, gold, tin, alcohol, tobacco, wine.*
3. Others: *measles, politics, chemistry, news.*

779. Some nouns are always or chiefly plural: —

ashes	shears	cattle	trousers
eaves	scissors	victuals	antipodes
scales	bellows	alms	tongs
premises	gallows	dregs	billiards
oats	shanks	vespers	spectacles

780. Some nouns have the same form in both the singular and the plural number: *sheep, brace, deer.*

There were two sheep in the field, and one sheep in the garden.

Leon caught one brace of ducks, and his father caught three brace of wild fowl.

781. The plurals of figures, letters and signs are made by adding 's : —

Cross your t's. Dot your i's. Cancel the 2's. Don't forget the +'s and -'s. You use too many I's, my's and me's when you are talking.

782. Compound Nouns form their plural —

1. By adding s to the last word : —

<i>major generals</i>	<i>car loads</i>	<i>ox loads</i>
<i>lieutenant colonels</i>	<i>attorney-generals,</i>	<i>ox carts</i>
<i>forget-me-nots</i>	<i>spoonfuls</i>	<i>runaways</i>

2. By adding s to the principal word : —

<i>brothers-in-law</i>	<i>lookers-on</i>
<i>sisters-in-law</i>	<i>passers-by</i>

3. By making both parts plural : —

man servant — *men servants*
woman servant — *women servants*

The words *German, talisman, Brahman, Ottoman, Mussulman*, add s to form their plurals.

783. Proper names having titles form the plural by making the title plural : —

Mr. Brown — *Messrs. Brown* *Miss White* — *Misses White*
Doctors White and Black
Professors Sandico and Ocampo

784. Write the plurals of the following : —

arch	cargo	lily	deer	Mr. Alba
beau	buffalo	leaf	Mary	countryman

beef	fairy	piano	oasis	son-in-law
belief	monkey	mosquito	pulley	commander
charity	fife	child	puppy	Dr. D
chief	calf	negro	stamen	=
ax	handkerchief	larva	tooth	x
ox	attorney	bandit	zero	penny
chimney	echo	basis	6	die
poppy	half	axis	W	brother

COMPOSITION

785. Description. In order to describe an object, it is necessary first to **know** how it appears. We must know exactly what things look like. We must see clearly the face, figure, clothing and movements of a person, and observe his habits, before we can describe him clearly and accurately. Every tree, flower, animal, country, person or people has something different from every other of the same class. We should observe what these differences are.

1. *Without looking at the clock in your room, write down all the facts that you can to describe it.*

2. *Examine the clock closely and note down the facts concerning:—*

Its position, shape, size, color, appearance of the face, color of the hands, presence or absence of the second hand, position of the second hand, arrangement and kind of numbers, its legs, how it ticks, whether it strikes or not, frequency of winding.

Compare this description with the previous description.

3. *In the same way describe at first without looking, and then after close observation, a book that you have at home. Tell:—*

Its size, length, width, thickness, weight, color of cover, paper or leather cover, number of pages, the size of the print, margins of pages, exact title, where published and when, number and quality of the pictures, the contents of the book.

4. *Make a list of the things you saw on the way to school to-day.*

5. *On the way home to-night look again. Notice:—*

The trees, plants, flowers, fences, houses, the street, the people and animals.

Make a new list.

6. *Describe a room in your house. Tell the objects in the room and just where each is. Then visit the room and observe it more closely.*

786. *Study the common Gecko. Observe the following:—*

1. **Size**—length, thickness.
2. **Color**—on the back, on the under side, how the color varies, why?
3. **Legs**—length, shape, position on the body, for walking, jumping or running.
4. **Feet**—size, number of toes on each; how they hold to the wall.
5. **Head**—size, shape; mouth, size, shape; tongue, position in the mouth, how it is attached, how used to catch insects. Eyes, color, size, position, covering. How well they can see.

6. **Tail** — length, habit of dropping when caught, use of this habit. Observe new tail growing.
7. **Movements** — slow or swift. Tell how it pursues and catches insects. Try experiments with it.
8. **Voice** — the sound it makes.
9. **Reproduction** — eggs, size, color, where they are laid, how long required to hatch. Get eggs and see them hatch.
10. **Use** — what it eats, harmful insects.

Write a description of the gecko in ten paragraphs. Use drawings to illustrate your composition.

(Review Sections 493 and 519.)

787. *Make similar observations and write a description of (1) a butterfly, (2) a mosquito.*

(See Section 494.)

788. *Make a similar study of some animal and write a description of it.*

789. *Get a leaf from a common plant. Observe carefully all its parts. Then write a description of the leaf, using this outline:—*

1. **The parts** — blade, petiole, stipules.
2. **Blade** — shape, edges, thickness, length, midrib, the veins, color of surfaces.
3. **Petiole** — present or absent, length, shape, clasping or free.
4. **Stipules** — present or absent, size, color, arrangement.

790. Besides observing things for ourselves before writing a description, we should gather all the in-

formation we can by questioning others and by reading books.

Study the Papaya Tree. Gather information about the following topics. Make notes of your observations and the information that you can get.

1. **Where it grows** — in the Philippines. Other parts of the world.
2. **Stem** — height, color, straight, crooked, or tapering, with or without branches, markings, and what they represent.
3. **Leaves** — where they grow, shape, size, petioles, markings on the stems. Resemblance to a palm.
4. **Flowers** — two kinds: male and female. Male tree, white flowers, fragrant, contain stamens, produce the pollen, color of the pollen. How the pollen is carried. Female contains the pistils, bears the fruit.
5. **Fruit** — like a small squash, length, shape, ribbed, arranged, taste, how eaten, how prepared to eat. Seeds, color, shape, taste, use. When it produces fruit. Quantity of fruit.
6. **Uses** — fruit, leaves, sap of the stem, juice of the fruit.

Write a description of the tree in six paragraphs.

791. *Make a similar study and write the outline and a description of the banana tree, mango tree, cocoanut palm, coffee tree, rubber tree, bijuco vine.*

CASE

792. *The Case* of a noun or pronoun is its change in form or use to show its relation to the other words in the sentence.

There are three cases :—

The Nominative Case, the Objective Case and the Possessive Case. Nouns change their form only in the Possessive Case.

793. A noun is in the Nominative Case when used as :—

1. Subject of a sentence : *Oscar has a book.*
2. Attribute complement : *This boy is Oscar.*
3. Name of a person addressed : *Oscar, read slowly.*
4. Appositive modifier of the subject : *This boy, Oscar, is my brother.*
5. Appositive modifier of the attribute complement : *This boy is my brother Oscar.*
6. Nominative absolute : *Oscar being absent, Juan rang the bell.*

(Review Sections 220, 234, 235, and 236.)

794. A noun is in the Objective Case when used as :—

1. Object complement : *We saw Oscar.*
2. Objective complement : *We called the boy Oscar.*
3. Adverbial phrase modifier, or indirect object : *He walked ten miles. I gave Oscar a pen.*
4. Appositive modifier of a noun in the objective case : *I gave the pen to my brother Oscar.*

(Review Sections 222, 237 and 238.)

795. A noun is in the Possessive Case when used as a possessive modifier :—

Oscar's pen is lost.

(Review Sections 226, 228 and 229.)

796. *Tell the case of each of the nouns in these sentences. Give reasons.*

1. Time brings students many opportunities.
2. My brother Felipe came home on Wednesday.
3. Our neighbor saved our house, the home of my grandfather, from being burned.
4. Pedro, did you give Sixto an orange?
5. Everything being ready, we started.
6. The war lasted seven years.
7. We were happy that afternoon on my uncle's ship.
8. American people love Whittier, the Quaker poet.
9. My sister Murta named the new boat *Leona*.

COMPOSITION

THE POSSESSIVE CASE

797. A possessive noun may be changed to a phrase introduced by the preposition of:—

<i>a boy's hat</i>	<i>father's house</i>	<i>horses' heads</i>
<i>a hat of a boy</i>	<i>house of my father</i>	<i>heads of horses</i>

(Review Sections 231 and 232.)

Change the possessive nouns in these groups of words to phrases:—

- | | |
|----------------------------|--------------------------|
| 1. Magellan's voyage. | 5. The people's rights. |
| 2. Trinidad & Co.'s store. | 6. My wife's carriage. |
| 3. The governor's family. | 7. The Jesuits' school. |
| 4. The general's house. | 8. The children's games. |

798. *Change the phrases in these groups to possessive nouns:—*

- | | |
|--------------------------|----------------------------|
| 1. Writings of Rizal. | 5. The wife of Mr. Tonco |
| 2. A horse owned by Gil. | 6. The death of Gen. Luna. |
| 3. Clothing for men. | 7. Family of Gov. Ocampo. |
| 4. Dresses for ladies. | 8. Wishes of my mother. |

799. To show that two or more persons possess the same thing, or things, in common, the possessive sign is added only to the name of the last person mentioned — *Leon and Pablo's kite*. Only one kite is spoken of; the boys together own it. *The kite of Leon and Pablo*. When we say *Leon and Pablo's kites*, more than one kite is spoken of; the boys together own them, or own them in common. *The kites of Leon and Pablo*.

To show that each of two or more persons possesses the same thing, or things, but not in common, an apostrophe is added to the name of each person — *Leon's and Pablo's kite*. Two kites are spoken of; one is owned by *Leon* and the other by *Pablo*. *The kite of Leon and the kite of Pablo*. When we say *Leon's and Pablo's kites*, several kites are spoken of; some are owned by *Leon* and some by *Pablo*. *The kites of Leon and the kites of Pablo*.

Change each of the possessives in these groups to phrases. Tell how many objects are possessed in each group.

1. José and Martin's boat.
2. The boy's and the girl's books.
3. My uncle and aunt's home.
4. The boys' and the girls' school.

800. *The boys' and the girls' school* means two schools, but *The boys' and girls' school* means one school for both boys and girls.

The words *the* or *a* are used before each possessive (unless the possessive is a proper noun) when separate things are possessed :—

A man's and a woman's slippers.

The boy's and the girl's fan.

Ramon's and Lena's fan.

Change the phrases in these groups to possessives. Give reasons for your use of the possessive sign.

1. The boat of Leon and Alba.
2. The boat of Leon and the boat of Alba.
3. The house of my brother and my uncle.
4. The house of my brother and the house of my uncle.
5. The farm belonging to the man and the woman.

Change the possessive nouns in these groups of words to phrases:—

1. Men's and boys' clothing.
2. Grant's army and Lee's army.
3. Infants' and children's dresses.
4. A and B's money.
5. Leon's and Sotero's hat.

801. *Copy these groups of words. Use the apostrophe where it is needed. Tell why you use it.*

- | | |
|-------------------------|-------------------------|
| 1. Those girls fans. | 5. These ladies combs. |
| 2. A childs playthings. | 6. That pupils slate. |
| 3. His brothers sister. | 7. These pupils slates. |
| 4. That ladys shoes. | 8. An honest mans work. |

9. The peoples foes. 12. This babies toys.
 10. Ana and Inas book. 13. These babies toys.
 11. The boys and the girls 14. The house of the boys
 schools. father.

802. When nouns are in apposition, the possessive sign is added to only one of the nouns: —

Felipe our brother's death.

John the king of England's tyranny.

Generally the word nearest the name of the thing possessed takes the possessive sign.

803. We should avoid the use of too many possessives: —

Juan's sister's husband's mother is sick.

Filipinos', Americans' and Chinese's interests differ greatly.

In such cases, it is better to use phrases: —

The mother of the husband of Juan's sister is sick.

The interests of Filipinos, Americans and Chinese differ greatly.

804. The noun in the possessive case is sometimes used without the noun it modifies, when this noun is easily supplied: —

This book is José's. This umbrella is Ana's.

My mind is the world's, my soul is God's.

We stayed at Flora's all night.

Write sentences, using these possessives without the nouns that they modify:—

- | | | |
|----------------|----------------|--------------|
| 1. my cousin's | 3. Luisa's | 5. sister's |
| 2. at Marcos's | 4. if father's | 6. teacher's |

805. Write a letter to some person in America telling about a *Fiesta*. Use this outline:—

1. When it was.
2. What it celebrated.
3. What the people did — ringing the bells — church — parade — band — lanterns — etc.
4. What you did.

Tell the number, gender and case of each noun that you have used.

806. Study these descriptions:—

We land, and make our way about through the city. The sidewalks are crowded. All sorts of work go on in the open air. Here a cobbler is mending boots right out on the street. A little farther on a tailor is sewing, while down in that alley you may see a girl washing clothes. There are many peddlers showing their wares, rosy-cheeked children play about in the dirt, and donkeys, dogs and goats wind their way in and out through the crowd. The people are dark faced, with rosy cheeks. Both men and women wear bright colors, and altogether the scene is a gay one.

In what is the writer most interested? What are the things of which he speaks? What is the main topic of the paragraph? Where is the author? In what tense are the verbs?

Walk through the streets of your town. Write a similar description of what you see, selecting only the most important and the most interesting topics. Use verbs in the present tense.

807. *Study this description of a market.*

The Manila market is divided up into streets, each having its own kind of business. Here is a section selling nothing but cloth. It is divided into many small parts, each owned by a woman merchant. Each woman has a money box beside her, and all are keen at a bargain.

In another place shoes are being sold. Most of them have wooden soles with only a strip of leather over the toes. Some merchants are selling pans and kettles made of tin and iron, jars of red clay, and clay stoves with knobs inside to hold the jars above the fire.

Not far away is the fish market, where all kinds of fish, fresh and dried, are sold. Many are alive and kept in bamboo baskets. Each customer feels the fish to be sure that it is alive. Live chickens and pigs are kept in baskets until wanted.

In another part we see the most delicious fruits. There are bananas, large and small, with skins red, yellow and green. There are lemons, oranges, chicos and breadfruit. We taste a slice of papaya, like it, and buy some. We are delighted with the mango, the queen of fruits. A few cents pay for all the fruit we can eat, and we walk on.

In this description where is the writer supposed to be? How do you know this? What are the things that he mentions? In what is he most interested?

Go to the market in your town. Pass through the different sections. Observe the things sold, the arrangement of the market. Write a description of what you saw, using verbs in the past tense.

Rewrite the description as though you were actually in the market, looking about and telling what you see, using verbs in the present tense.

806. *Study these descriptions:—*

A Street in Porto Rico

How noisy it is! From the second-story windows come the drum of piano and twang of guitar. Goats run in and out of the houses, carriages drawn by ponies dash by. All kinds of peddlers are crying their wares. Here is one selling chickens. He has three dozen fowls, tied together by their legs and slung on each side of his shoulder. As he walks along, he calls out the prices and the chickens squawk. Behind him comes a man, carrying bundles of palm bark under his arm. As he turns about, calling his goods, we see that each bundle contains a live turkey. Farther on, there are men selling eggs, ice peddlers and candy peddlers, and a boy carrying a very large basket of bread on his head.

In this paragraph, with what is the writer mostly concerned? How are the noises made?

Visit the market again on a busy day. Observe the noises of voices, animals and carts. Write a description as though you were in the market when writing.

809. *Visit the market again. This time notice especially its buildings, its surroundings and location in the town.*

Write a description of these.

Combine this description with the descriptions written in Sections 807 and 808 into a general description of the market.

810. *Go to the church on Sunday morning or during a festa. Observe:—*

1. The people.
2. The scene in the church during the service.

Write down all the interesting things that you observe.

Write a description of the people and the scene in the church.

NOUN REVIEW

- | | | |
|---|---|--|
| I. Classes | { | <ol style="list-style-type: none"> 1. Common, 159, 748.
 Abstract, 750.
 Collective, 749. 2. Proper, 159, 160, 747. |
| II. Number | { | <ol style="list-style-type: none"> 1. Singular, 180, 778, 780. 2. Plural, 180, 773-777, 779, 780, 782. |
| III. Gender | { | <ol style="list-style-type: none"> 1. Masculine, 171, 762. 2. Feminine, 171, 762. 3. Neuter, 171, 763. |
| IV. Person | { | <ol style="list-style-type: none"> 1. First, 263. 2. Second, 265. 3. Third, 266. |
| V. Case | { | <ol style="list-style-type: none"> 1. Nominative, 220, 793. 2. Possessive, 226, 795. 3. Objective, 222, 794. |
| VI. Uses | { | <ol style="list-style-type: none"> 1. Subject, 603, 604. 2. Object complement, 200, 636. 3. Attribute complement, 191, 629. 4. Objective complement, 206. 5. Adjective modifier, 25, 647. 6. Adverbial modifier, 238, 666. 7. Appositive modifier, 236, 648. 8. Object of a preposition, 84, 580. 9. Indirect object, 211, 237. |
| VII. Synonyms, 752. | | |
| VIII. Derivation, 163, 164, 753. | | |
| IX. Words used as, 245, 246, 247, 248. | | |

THE PRONOUN

CLASSES OF PRONOUNS

811. A *Personal Pronoun* is a pronoun which by its form shows whether it represents the person speaking, the person spoken to or the person spoken of.

(Review Sections 262, 263, 264, 265, 266, 267 and 268.)

812. A *Relative Pronoun* is a pronoun that is used to connect clauses and to refer to an antecedent.

(Review Sections 134, 306 and 309.)

813. An *Interrogative Pronoun* is a pronoun that is used to ask a question.

(Review Sections 300 and 302.)

814. An *Adjective Pronoun* is an adjective that is used as a pronoun.

(Review Sections 316, 318, 320, 321, 322, 323, 326 and 327.)

THE ANTECEDENT

815. A pronoun agrees with its antecedent in gender, number and person.

(Review Sections 258 and 266.)

Tell the antecedent, and the gender, number and person of each pronoun in Sections 135, 308 and 708.

816. I. When a pronoun represents a noun modified by *no, any, each, every, either, neither, nobody, anybody, everybody*, the pronoun should be in the singular number: —

*Each boy did his best. Every girl carried her books.
Neither of the boys knew his lesson. Everybody took off
his hat.*

II. We have in English no pronoun to represent common gender. In sentences like

Every boy and girl knew — lesson,

we have no pronoun in the singular number to represent both boy and girl. We may say,

Every boy and girl knew his or her lesson,

but it is better to change the sentence so as to make the use of the two pronouns unnecessary:—

All the boys and girls knew their lessons.

COMPOSITION

817. *Copy these sentences, writing a personal pronoun in place of each blank:—*

1. If anybody calls, ask to wait.
2. Somebody was here, but would not wait.
3. Everybody had gone to home.
4. Any one can do this if tries.
5. No person who is rude in table manners, is desirable company at dinner.
6. No man in right mind would do that.
7. If any one knows, let hold up hand.
8. Every man should own home.
9. Neither Leon nor Cecil could find cap.
10. Either Pedro or Carlos has lost pen.
11. Either Flora or Lydia will lend you fan.
12. Nobody should praise self.
13. Everybody goes to bed when pleases.
14. All the pupils were in seats.

818. When a collective noun refers to the collection as a whole, it is represented by a singular pronoun.

Our family is large. It contains fourteen persons.

If it refers to the individuals of the group, the pronouns representing it should be in the plural number.

The family are eating their dinner.

(Each member of the family is eating dinner.)

Copy these sentences, writing a pronoun in place of each blank:—

1. The committee has handed in report.
2. The people stood on feet for three hours.
3. The class were requested to leave seats.
4. The nation should honor ruler.
5. The commission cast votes for this law.

819. *Describe the house in which you live, taking each part separately.*

1. **Its location** — street and part of barrio, town or city.
2. **Its surrounding** — trees, river, garden, walls, fences, other buildings.
3. **General appearance** — size, shape, color, new, old.
4. **Outside** — roof, kind, slope; piazza — location, size; walls — stone, posts; distance above the ground; lower part inclosed by; what made of; windows — size, how closed.
5. **Interior** — entrance, location; stairs; rooms, number, arrangement, size; furniture, pictures, mirrors, floors, doors, walls.

(Review Section 501.)

820. *Describe your house again as though you were a visitor, mentioning only the important things that you*

see as you approach the house, and pass through it without stopping to examine everything.

821. *Go to some hill or place where you can get a distant view of the church or some other large building in your town. Notice what you can see and what you cannot see.*

1. *Write a description of it as you see it from this distance. Describe only what you can see.*

2. *Go to the church or building. What can you now see that you could not see before.*

Write another description of the church from this point of view.

In writing a description, do not change the *point of view*. If you begin to describe something at a distance, you should finish the description there, unless you tell the reader that you have come nearer to the object or in some other way changed the *point of view*.

We may describe a scene as in Sections 806, 807 or 808, as though we were actually in the place, or we may describe it as something we have seen. When we have begun a description in one way, we should finish it from this point of view.

822. *Describe a street scene during a fiesta.*

1. *As though you were in the street and seeing the persons and things that you describe.*

2. *As something that you saw.*

3. *As a general scene, without reference to yourself.*

823. *Copy these sentences, writing in place of each blank one of the pronouns given in parenthesis. Give a reason for your choice.*

1. Who will go with (I or me)?
2. She is taller than (I or me).
3. He is not so old as (she or her).
4. Wait for Helena and (I or me) (she or her).
5. She knew that it was (he or him).
6. You and (he or him) will go together.
7. There is no quarrel between you and (she or her) (I or me).
8. It was (we or us) whom you saw.
9. Everybody was late except (we or us).
10. The boys as well as (we or us) are going.
11. Was it (she or her) that you saw?
12. If I were (he or him), I would go.
13. What can you expect from such as (they or them)?
14. It was (they or them).
15. We never saw Gil and (they or them) together.
16. It could not have been (they or them), for (they or them) were at home.
17. We are much stronger than (they or them)

CASE

824. The pronouns *I, thou, he, she, it, they* and *who* are used only in the nominative case.

(Review Sections 272, 281 and 283.)

825. The pronouns *my, thy, your, their* and *whose* are used only in the possessive case.

(Review Sections 28, 281 and 285.)

826. The pronouns *me, thee, him, them* and *whom* are used only in the objective case.

(Review Sections 274, 276, 281 and 284.)

827. The pronoun **thou** is used instead of *you* :—

1. In the Bible : “*Thou shalt not steal.*”
2. In addressing God : “*We praise Thee, O God.*”
3. In poetry : “*My country, 'tis of thee,
Sweet land of liberty,
Of thee we sing.*”

828. Write sentences, using these groups of words :—

- | | | |
|-------------|---------------|-------------|
| 1. to whom | 4. in which | 7. than I |
| 2. for whom | 5. for which | 8. than he |
| 3. by whom | 6. near which | 9. than she |

829. Write ten sentences, using pronouns in the nominative case.

830. Write ten sentences, using pronouns in the possessive case.

831. Write ten sentences, using pronouns in the objective case.

832. What pronouns are in the first person? In the second person? In the third person?

Use each of these pronouns in a sentence.

833. Copy these sentences, writing a pronoun in place of each blank. Parse each of the pronouns that you use.

1. The world has use for both and
2. Let go together. . . . will take good care of
3. . . . is there? It is It is Leon and
4. I knew it was He told me it was
5. This is the book I found. Is book?

6. Her brother is five years older than , two years younger than and one year older than
7. She is not so tall as nor so young as
8. . . . hat have you? gave it to ?
9. A boy I know received the prize.
10. I do not know it was.
11. Do you know to ask?

COMPOSITION

834. *The pronoun it is used —*

1. As an introductory word to emphasize the subject by placing the latter after the verb:—

It is wrong to steal.

It is believed by all peoples that there is a God.

(Review Sections 291 and 297.)

Write ten sentences in which it is used to introduce each sentence.

2. As a pronoun to represent things in the neuter gender, or animals, or a child spoken of without regard to sex.

3. Indefinitely:—

It rains. It will probably be there to-morrow.

Write ten sentences illustrating this use of it.

835. The possessive case of the pronoun is often used to modify a participial phrase:—

Your speaking so well won the applause.

We did not know about his winning the prize.

Their sawing the boards so carelessly spoiled them.

Write five other sentences, using possessive pronouns to modify participial phrases.

836. *Write a description of the province in which you live.*

(See Section 592.)

837. Rules for writing Descriptions.

1. Learn all you can about what you are to describe :
 - (1) By observing it. (2) By experimenting.
 - (3) By reading and studying. (4) By inquiring.
2. Observe accurately and have a clear picture in your own mind in order to make your description clear and accurate.
3. After gathering the materials, arrange them in some regular order according to an outline.
4. Think each sentence carefully through before you write it.
5. Give special attention to the use, choice and position of adjective modifiers. Test each statement to see whether it gives the right picture. Select those adjectives that accurately represent the quality of the object described.
6. Do not change the point of view nor the tense of the principal verbs.
7. Select the more important, and especially the peculiar, points for description.
8. Make the descriptions short.
9. Make frequent use of the dictionary.

838. *Write a description of Stam.*

839. *Study this description of a scene:—*

The land is everywhere green. The plains are covered with plantations of rice, sugar and hemp, and the moun-

tains are so wooded that they look blue in the distance, rolling on and on in smoky masses until lost in the low-hanging clouds. The coasts are bordered with cocoanut trees, which grow at their best. Under them are light brown villages of thatched huts, with fishing traps on the beach, and fishing inclosures fenced with bamboos, extending far out from the shore. We pass sailing boats with outriggers, manned by brown-skinned men and boys engaged in catching and trapping the fish for which the waters are noted. Some are gathering *beche de mer*, and others the pearl shells off the coral islands of the group.

In this description, what is the point of view of the writer? What is the topic of the paragraph? What are the things he mentions? What are the adjectives he uses? What does each adjective describe?

1. *Make an outline of the paragraph.*
2. *Write the paragraph, making the sentences shorter.*
3. *Rewrite the paragraph, using an entirely different list of adjectives. Notice the changes made in the scene.*

840. *Go to some place from which you can get a view of your village or town.*

1. *Note carefully the important things in the scene. Arrange these in order in an outline. List the adjectives that accurately describe each feature of the scene.*

2. *After your outline has been carefully arranged, write the description. Note the point of view in each sentence and paragraph and the tense of the verbs.*

841. *Write another description of your town, taking the point of view of a stranger who rides about the streets noticing the more interesting and important things.*

842. *Study this description :—*

A Mountainous Country

The first thing that one notices in Switzerland is the high, wild and very beautiful mountain ranges. Their lower slopes are covered with vineyards, orchards, wheat fields and meadows, with pleasant villages in every valley.

Higher up we see green forests of oak and walnut, then tall dark pines and firs. After this we find low shrubs full of bright flowers, and green pastures with herds of cows and goats feeding upon them. Higher still are the tall sharp peaks covered with ice and snow, and glittering in the sunshine like diamonds.

Bright streams flow through the pleasant green valleys, leaping over steep rocks in waterfalls, some of which are so high that the water in falling changes into spray or mist. Sometimes the streams go leaping and dancing into hollows among the mountains and make beautiful lakes that smile in the sunshine and reflect the snowy peaks above them, or the green forest around them.

In this description where does the writer begin? What are the things mentioned? Make an outline of the paragraphs.

Reproduce the paragraphs from memory, using your outline.

843. *From some place near your home get a view of the mountains. Note only the most important features. Mention:—*

1. The time.
2. The condition of the atmosphere.
3. The details of the picture, beginning with those nearest and lowest, proceeding up the mountains.
4. Their outlines against the sky. The sky and the clouds.

844. *If possible, get a view of the land from the sea. Describe the scene, beginning with the things nearest and ending with the distant mountains.*

ADJECTIVE PRONOUNS

(Review Sections 316, 320 to 327 and 487.)

845. One is used in speaking of persons in general, meaning a person : —

One should never be rude. One's friends are sometimes one's worst enemies. My brother is a student and I wish to be one.

846. The one and the other are used to distinguish two persons or things already mentioned : —

You may choose virtue or vice, the one leads to happiness, the other to misery.

Daniel and Pablo are brothers, the one is a lawyer, the other is a doctor.

847. Each other refers to two persons. One another refers to more than two persons or things : —

David and Jonathan loved each other.

Brothers and sisters should love each other.

Little children, love one another.

The people aid one another.

848. This, that, these and those are called **Demonstrative Pronouns**, because they are used to point out or call attention to the persons or things that they represent.

849. *Write sentences, using these words as pronouns :—*

- | | | | |
|----------|----------------|---------|----------|
| 1. one | 3. one another | 5. this | 7. these |
| 2. other | 4. each other | 6. that | 8. those |

RELATIVE PRONOUNS

850. By adding *ever*, *so* or *soever* to the relative pronouns *who*, *which* and *what*, the **Compound Relative Pronouns** are formed : — .

who	which	what
whoever	whichever	whatever
whosoever	whichever	whatsoever
whoso	whosoever	whosoever
whomever	whomsoever	

Read these sentences. Notice how each compound relative pronoun is used.

1. Which orange may I have? You may have which-ever you wish.
2. Father says that I may do whatever I please to-day.
3. Whatever we do should be done well.
4. Whosoever will, let him come.
5. Whoever would harm a little bird must be very cruel.

851. *Copy these sentences, writing a relative pronoun in place of each blank:—*

1. I know the man we met last night.
2. I could not answer the question he asked me.
3. The horse he rode was very lame.
4. Hongkong, is an important commercial center, belongs to the British.
5. The house in we stayed was nearly new.
6. You may give it to you wish.
7. . . . orange do you wish? To will you give it?
8. A man, home is in Korea, called to see me.
9. wishes may come.

852. When several relative clauses modify the same antecedent, they should begin with the same pronoun.

Write a relative pronoun in place of each blank:—

1. An anchor, was found on a reef and
was lost by the steamer, weighed one ton.
2. They caught the thief had broken into the
bank and had killed the watchman.
3. The man, house was burned and crops
were destroyed by the ladrones, has gone to an-
other town.

853. The word *as* is used as a relative pronoun after nouns modified by *such*, *same*, *so much*, *as much*, *so great*, etc.

You never saw such a kite as I have.

He rode in the same cart as I did.

854. Write sentences, using each of these relative pronouns. Parse each relative pronoun as you have used it in your sentences.

- | | | | |
|----------|----------|--------------|---------------|
| 1. who | 4. which | 7. whoever | 10. as |
| 2. whose | 5. what | 8. whatever | 11. but |
| 3. whom | 6. that | 6. whichever | 12. whosoever |

855. The word *but* is sometimes used as a relative pronoun after a negative:—

There is not a man but has his failures.

There is not a heart but has its days of sorrow.

856. Parse the nouns and pronouns used in these sentences:—

1. Those who come first will get the best seats.
2. If any one comes, tell him to wait.

3. Who listens once, will listen twice.
4. There is no fireside but has one vacant chair.
5. We must learn by practice such things as are most useful to us.
6. Whatever is worth doing at all is worth doing well.
7. If we are honest with ourselves, we shall be honest with each other.
8. One's conduct speaks louder than one's words.
9. The fault is yours, not mine.
10. Ask for whatever you want.
11. We should care for others as well as for ourselves.
12. All that I have seen teaches me to trust the Creator for all that I have not seen.
13. The person to whom you refer is not the person whose fortune was lost.
14. What good hast thou done with thy life?

COMPOSITION

857. Who and whom.

Copy these sentences, writing who or whom in place of each blank. Give a reason for your choice.

1. did you meet? To did you speak?
2. Maximo asked, ". . . . was there?"
3. Maximo asked to go.
4. Maximo wished to know was there.
5. will go? With will you go?
6. No one was there I knew.

858. Whoever and whomever.

Whoever means no matter who, and whomever, no matter whom.

Copy these sentences, writing whoever or whomever in place of each blank. Give a reason for your choice.

1. Give the ball to you wish.
2. . . . fails in his examinations will not be promoted.
3. Ask you meet.
4. . . . comes I shall be pleased to see him.

859. The relative pronoun is sometimes omitted.

In each of these sentences, state what relative pronoun is omitted :—

1. The sounds I heard came from the market place.
2. The shoes you wear are made of leather.
3. The town I am describing lies in a valley
4. I lost the book you gave me.
5. The material we had to use was excellent.
6. I will tell you a story I have just read.

860. *Write a description of two of these subjects :—*

(See the outlines in Sections 495, 507, 528 and 790.)

- | | |
|----------------------|--------------------------|
| 1. A Cocoanut Palm. | 13. The Buri Palm. |
| 2. A Chico. | 14. The Maguey Plant. |
| 3. The Mango Tree. | 15. The Pineapple. |
| 4. The Sampaguita. | 16. The Cotton Tree. |
| 5. The Ylang-ylang. | 17. The Breadfruit Tree. |
| 6. The Coffee Tree. | 18. The Santol. |
| 7. The Banana Tree. | 19. The Nipa Palm. |
| 8. The Narra. | 20. The Snipe. |
| 9. Bamboo. | 21. The Hornbill. |
| 10. The Kingbird. | 22. The Mole Cricket. |
| 11. The White Heron. | 23. The Scorpion. |
| 12. The Fruit Bat. | 24. The Cockroach. |

PRONOUN REVIEW

- | | | |
|-------------|---|---|
| I. Uses | { | <ol style="list-style-type: none"> 1. Subject, 16, 257, 605. 2. Object complement, 93, 95, 635. 3. Attribute complement, 97, 623. 4. Indirect object, 211, 284, 639. 5. Object of a preposition, 84, 285, 560. 6. Introducing a clause, 134, 251. 7. Asking a question, 300, 813. 8. Special uses, 816, II, 818, 827, 834, 853-855. |
| II. Classes | { | <ol style="list-style-type: none"> 1. Personal, 262-268, 290, 811. 2. Relative, 306, 309, 812, 850. 3. Interrogative, 300, 813. 4. Adjective, 316 to 327, 814, 845-848. |
| III. Number | { | <ol style="list-style-type: none"> 1. Singular, 263, 265, 266, 268, 816. 2. Plural, 264, 265, 267, 268. |
| IV. Gender | { | <ol style="list-style-type: none"> 1. Masculine, 263-268. 2. Feminine, 263-268. 3. Neuter, 266, 267, 268. |
| V. Person | { | <ol style="list-style-type: none"> 1. First, 263, 264, 268. 2. Second, 265, 268. 3. Third, 266, 267, 268. |
| VI. Case | { | <ol style="list-style-type: none"> 1. Nominative, 272. 2. Possessive, 274. 3. Objective, 279. |

THE ADJECTIVE

861. An *Adjective* is a word used to describe a noun or a pronoun.

Adjectives are divided into two general classes: **Descriptive Adjectives** and **Limiting Adjectives**.

862. A *Descriptive Adjective* is an adjective that tells the kind or quality of the person or thing represented by the noun or pronoun.

(Review Sections 23 and 482.)

Write adjectives that may be used to describe:—

1. A valley.
2. A road.
3. A country.

863. Some descriptive adjectives are derived from proper nouns : *Japan, Japanese ; China, Chinese*. They are called **Proper Adjectives**.

Tell from what nouns these proper adjectives are derived:—

American	English	Mexican	Turkish
Arabian	Malayan	Canadian	Swedish
African	Indian	Persian	Russian
Japanese	Sumatran	Italian	Egyptian
Chinese	Australian	German	Moorish

864. A *Limiting Adjective* is an adjective that limits or defines the quantity or number of the persons or things represented by the noun or pronoun without describing them.

What are the most important words used as limiting adjectives ?

(See Section 485.)

865. The limiting, or numeral, adjectives *one, two, three, four, etc.*, are called **Cardinal Numerals**; *first, second, third, fourth, etc.*, are called **Ordinal Numerals**.

(Review Sections 491 and 653, 4.)

866. The words *which* and *what* are often used as adjectives in asking questions, and are then sometimes called **Interrogative Adjectives**:—

Which book have you? What lesson did you learn?

867. The limiting adjectives *a*, *an* and *the* are called the **Articles**.

(Review Sections 496, 497 and 498.)

Before what words is *a* used? **An**?

What is the difference in the meaning of these groups of words: *The house on the hill* and *A house on a hill*?

A red, white and blue flag and *a red, a white and a blue flag*. Why?

868. The word **the** is used—

(a) To refer to some particular person or thing already mentioned or described:—

I saw a horse and a man. The horse was small. The man was large.

(b) When speaking of some particular class of persons or things:—

The carabao is a useful animal.

The Filipinos belong to the brown race.

The narra is a valuable tree.

869. **The** is omitted before nouns used in a very general sense:—

History is a useful study.

Cholera is dreaded.

He was elected president.

Silk is expensive.

Water is necessary.

Rubber is flexible.

870. This, these, that, and those are called **Demonstrative Adjectives**. When should we use **this** and **these**? When **that** and **those**?

(Review Sections 25 and 488.)

Write sentences, using:—

1. this 2. that 3. these 4. those

871. **Comparison** is a change in the form or use of an adjective, which shows that certain persons or things possess different degrees of a given quality:—

Juan is tall, José is taller, Pedro is the tallest.

(Review Sections 503, 504, 508 and 510-513.)

1. The **Positive Degree** is the simplest form of the adjective. It expresses only a quality:—

good old true happy red

2. The **Comparative Degree** is used to show that one of two persons or things has more of a given quality than the other.

taller slower stronger harder wider wiser

3. The **Superlative Degree** is used to show that one of three or more persons or things has more or less of a given quality than any of the others:—

Anda is the tallest, strongest, oldest, best, most studious, least disobedient boy in school.

4. *Write the comparative and the superlative degree of each of these adjectives. Use each in a sentence:—*

- | | | | | |
|----------|------------|---------|--------------|----------|
| 1. happy | 4. smooth | 7. easy | 10. valuable | 13. hard |
| 2. wise | 5. polite | 8. late | 11. obedient | 14. soft |
| 3. ugly | 6. careful | 9. near | 12. fertile | 15. loud |

COMPOSITION

872. Adjectives that denote one, as *this, that, one, first, each, any*, are used with nouns in the singular number:—

this chico that boy the first lesson each bird

Adjectives that denote more than one, as *these, those, two, all, five, both, some, few, many*, are used with plural nouns:—

these chicos those boys two eyes some fruits

Write sentences, using these words:—

- | | | | | |
|--------|----------|----------|------------|-----------|
| 1. an | 3. every | 5. last | 7. each | 9. both |
| 2. all | 4. four | 6. first | 8. another | 10. these |

873. *Either* and *neither* refer to one of two persons or things:—

(Review Sections 327 and 816.)

Neither Juan nor his brother would tell.

He had no money in either hand.

Write ten sentences, using either and neither.

874. Adjectives should be placed near the words that they modify.

Correct these sentences:—

1. I ate a fried dish of chicken.
2. He shot a wild pair of deer.
3. He told the happy story of a life.

(Review Section 653.)

875. When several adjectives modify the same noun, the adjective modifying the noun most closely in sense is put nearest the noun.

He sold an old white chair.

We erected a new, costly, marble statue.

Copy these sentences, writing an adjective in place of each blank:—

1. mangoes were lying on the ground.
2. I had dog.
3. He was man.
4. house stood here.
5. soldier was killed.

876. *Copy these sentences, writing an adjective in place of each blank. Tell the degree of the adjective used. Tell why you use this degree.*

1. Iron is the metal.
2. Steel is than iron, but not so as diamond.
3. No other metal is so as iron.
4. Brazil is the country in South America.
5. Hemp is the product of the Philippines.
6. Mayón is one of the mountains in the world.

877. *Write sentences, using these words:—*

- | | | |
|------------|------------------|---------------------|
| 1. better | 4. so fertile as | 7. more difficult |
| 2. older | 5. as wide as | 8. most important |
| 3. heavier | 6. more useful | 9. more comfortable |

878. *Write about Japan and the Philippines.*

1. Compare the countries as to position, climate, products, people, occupations, education.
2. In what are the Philippines superior to Japan? In what is Japan superior?
3. Should or should not the Philippines ever become a part of Japan? Why or why not?

Tell the adjectives, the kind and degree of each, that you have used in your sentences.

879. A, an and the.

Explain the difference in meaning between these phrases and sentences:—

1. Give me a pen. Give me one pen.
2. A black and white cat. A black and a white cat.
3. Bring me the candle. Bring me that candle.
4. He opened a window. He opened the window.
5. There were few friends with him.
There were a few friends with him.
6. Mr. Alba called to see you.
A Mr. Alba called to see you.

(Review Sections 491, 497 and 498.)

Write sentences, using:—

- | | | | |
|-------|---------|----------|-------------|
| 1. a | 3. the | 5. few | 7. little |
| 2. an | 4. that | 6. a few | 8. a little |

880. Synonyms. Many adjectives have nearly similar meanings. To describe accurately, we must use adjectives in their exact meaning. When in doubt about the exact meaning of a word, use the dictionary.

The following are some of the adjectives most commonly misused.

Use each adjective in a sentence in its exact meaning:—

- | | |
|-----------------------------------|------------------------|
| 1. angry, mad | 9. healthy, healthful |
| 2. both, each, every | 10. human, humane |
| 3. average, ordinary | 11. latest, last |
| 4. deathly, deadly | 12. less, fewer |
| 5. decided, decisive | 13. oral, verbal |
| 6. dumb, stupid | 14. prominent, eminent |
| 7. fine, nice, splendid | 15. noted, notorious |
| 8. funny, laughable, comical, odd | 16. scared, afraid |

881. Formation of Adjectives. Many adjectives are formed from other words by the use of prefixes and suffixes.

Tell from what word each of these adjectives is derived. Use each adjective in a sentence.

(See Sections 987 and 988.)

able, meaning *capable of being, doing*.

habitable	punishable	deplorable	creditable
movable	variable	regrettable	passable

al, meaning *of, pertaining to*.

medical	economical	practical	marginal
visual	gradual	official	facial

en, meaning *belonging, relating to*.

golden	flaxen	brazen	wooden
--------	--------	--------	--------

ern, meaning *in, belonging to*.

northern	southern	eastern	western
----------	----------	---------	---------

ful, meaning *full of*.

hopeful	fearful	awful	careful
beautiful	cheerful	willful	plentiful
merciful	sinful	useful	sorrowful

ile, meaning *of, like, pertaining to*.

purile	mobile	volatile	mercantile
agile	versatile	docile	juvenile

some, meaning *full of, making*.

troublesome	lonesome	gladsome	winsome
-------------	----------	----------	---------

ic, ical, meaning *relating to*.

historical	oceanic	heroic	cubic
poetical	angelical	despotic	poetic
hygienic	political	metallic	periodical

ish, meaning *like, pertaining to*.

boyish	slavish	stylish	brutish
girlish	bluish	roguish	selfish
childish	Spanish	foolish	fiendish

like, meaning *resembling*.

childlike	ghostlike	homelike	warlike
manlike	womanlike	apelike	lifelike

less, meaning *without*.

useless	helpless	pitiless	hopeless
valueless	painless	careless	noiseless
childless	profitless	homeless	breathless

ly, meaning *like, with*.

neighborly	saintly	nobly	plainly
cowardly	sisterly	costly	brotherly
beastly	motherly	scholarly	friendly

ous, meaning *full of, having*.

glorious	piteous	joyous	envious
mysterious	curious	wondrous	industrious
vigorous	courageous	capacious	advantageous

882. Descriptions of Processes.

Sago is made from the pith of the sago palm, which grows in the Philippines and other islands of the East

Indies. In many of these islands it forms the chief article of food. When the sago palm first blooms, it is ten to fifteen years old, and twenty to sixty feet high.

The sago is found in the form of a flour between the fibers of wood in the body of the stem. After blooming, some of this flour forms on the leaves, indicating that the tree is ripe. The stem is then cut down and split open lengthwise. The pith is dug out and beaten. It is then put into a trough, through which water flows, and rubbed with the hands, until the sago is separated from the woody fibers. The sago sinks to the bottom in small white grains. It is then dried and put into baskets made of palm leaves, or into bags, and is ready for use.

1. *Reproduce this description.*

2. *Write descriptions of three of the following:—*

- | | |
|--------------------------------|--------------------------------|
| 1. The Threshing of Rice. | 11. Making a Petate. |
| 2. The Making of Indigo. | 12. Driving a Carabao. |
| 3. The Planting of Rice. | 13. Paddling a Banca. |
| 4. The Making of Jars. | 14. Making a Rice Paddy. |
| 5. The Setting of a Table. | 15. Making a Cake. |
| 6. Harnessing a Horse. | 16. Making Chocolate
Candy. |
| 7. Building a Bamboo
House. | 17. Stripping Hemp. |
| 8. Making a Nipa Roof. | 18. Making Sugar. |
| 9. Shoeing a Horse. | 19. Making a Dress. |
| 10. Weaving Hats. | 20. Ironing a Coat. |

ADJECTIVE REVIEW

I. Classes

- | | |
|---|---|
| } | 1. Descriptive, 267, 482, 862.
Proper, 482, 863. |
| | 2. Limiting, 485, 488, 491. |

- | | | |
|------------------------|---|--|
| II. Uses | { | 1. Modifying nouns, 23, 27.
2. Modifying pronouns, 27.
3. Attribute complement, 26, 97, 193.
4. Objective complement, 206.
5. Special uses, 37, 316, 484, 522-526. |
| III. Comparison | { | 1. Positive degree, 503.
2. Comparative degree, 504.
3. Superlative degree, 508. |
| IV. Composition | { | 1. Position, 78, 653.
2. Expansion, 478, 654, 656
3. Opposites, 492.
4. Synonyms, 880.
5. Derivation, 163, 164, 881. |
| V. Adjective phrases | { | 1. Prepositional, 74, 523, 649.
2. Infinitive, 524, 650.
3. Participial, 470, 525. |
| VI. Adjective clauses, | | 134, 526, 652. |

THE VERB

883. A *Verb* is a word used to state, to ask or to command something.

(Review Sections 31, 331 and 332.)

THE CLASSES OF VERBS

884. Verbs are divided into two classes according to —

1. Their *form*, as *regular* and *irregular*.
2. Their *use*, as *transitive* and *intransitive*.

REGULAR AND IRREGULAR VERBS

885. A *Regular Verb* is a verb that forms its past tense and perfect participle by adding *d* or *ed* to the simple form of the present tense.

(Review Sections 378, 379 and 380.)

Write the principal parts of ten regular verbs.

886. An *Irregular Verb* is a verb that does not form its past tense and perfect participle by adding *d* or *ed* to the simple form of the present tense.

887. *Study the list of irregular verbs given in Section 984.*

TRANSITIVE VERBS

888. A *Transitive Verb* is a verb that expresses an action which is received, by some person or thing.

(Review Sections 393 and 400.)

When the subject of a transitive verb names the actor, the verb is in the **Active Voice** :—

José bought a horse.

When the subject names the receiver of the action, the verb is in the **Passive Voice** :—

The horse was bought by José.

In the second sentence, what change is made in the verb?

This change in the use and form of a transitive verb is called **Voice**.

Voice is the change in the use and form of a transitive verb to show whether the subject names the actor or the receiver of the action.

Write these sentences, changing the verbs to the passive voice:—

1. Robert has broken his top.
2. The Americans destroyed the Spanish fleet.
3. The hunters catch deer in nets.

4. Juan Luna painted the picture called "The Blood Compact."
5. The boys speak English and Spanish.

Write five sentences containing verbs in the passive voice. Rewrite these sentences, changing the verbs to the active voice.

COMPOSITION

889. Synonyms. Among the verbs there are many synonyms. Since the meaning of the sentence depends upon the verb used, it is very important that the verb express exactly the meaning desired.

With the aid of your dictionary, learn the exact meanings of these verbs. Then use each verb correctly in a sentence so as to illustrate its meaning.

- | | |
|------------------------------|----------------------------|
| 1. accept, receive | 13. let, lease |
| 2. admire, wonder | 14. loan, lend |
| 3. affect, assume, pretend | 15. mend, repair |
| 4. allow, grant, bestow | 16. propose, purpose |
| 5. avow, own, confess | 17. recede, retire, with- |
| 6. begin, commence, start | draw |
| 7. ask, demand | 18. recline, rest |
| 8. carry, bring, fetch | 19. recount, relate |
| 9. declare, assert, state | 20. seek, search |
| 10. effect, accomplish, per- | 21. show, exhibit, display |
| form | 22. stay, remain |
| 11. expect, await | 23. think, believe |
| 12. give, grant | 24. wander, err, stray |

890. Verbs derived from Other Words. A large number of verbs are formed by the use of prefixes and suffixes.

(See Sections 986, 987 and 988 for other words.)

Study these words:—

	<i>ad, meaning to or toward.</i>		
adjoin	adjudge	admit	administer
	<i>con, meaning with, together, against.</i>		
confederate	conform	confuse	consolidate
	<i>dis, meaning not, away, apart.</i>		
disable	disappear	disarm	discredit
disagree	disappoint	disbelieve	disembark
disallow	disapprove	discourage	disengage
disentangle	disgrace	disinherit	dislodge
disfigure	dishonor	dislike	dismast
dismount	disown	displace	dispossess
	<i>de, meaning down, from, away.</i>		
debase	deface	demoralize	depress
decamp	default	dethrone	depopulate
decapitate	defraud	describe	depart
decry	degrade	deform	derange
	<i>em, en, meaning in, into.</i>		
employ	embody	embitter	enlarge
embank	embolden	empower	entangle
embed	embroider	embroil	entreat
ennoble	encircle	encounter	endanger
encamp	entwine	encourage	endear
enfeeble	enforce	engulf	enjoy
enlighten	enrich	enroll	enliven
	<i>im, in, meaning in, within, into.</i>		
imprison	infolcl	ingraft	insnare
indebt	inform	ingulf	intomb
indispose	infuriate	inlay	intrench
insure	intrust	intone	inclose
	<i>inter, meaning among, between.</i>		
interlace	interlay	interlock	intermix
intertwine	interlink	intermeddle	interview

pre, meaning *before*.

preconceive	predispose	prejudge	prefix
-------------	------------	----------	--------

re, meaning *back, against, again*.

reassert	reclaim	recommend	reconstruct
rebuild	recollect	reconquer	recount
recharge	recommence	reconsider	redoubt
reenforce	reestablish	reform	reenter
refresh	regain	reinsure	reissue
rejoin	remodel	resound	remove
renew	replace	represent	reprove
research	reunite	review	return

sub, meaning *under, beneath, below*.

subdivide	subjoin	submerge	subserve
-----------	---------	----------	----------

super, meaning *above, over, more than*.

superadd	superimpose	superintend
----------	-------------	-------------

trans, meaning *over, beyond, through*.

transact	transplant	transcribe	transform
transfix	tranship	transmigrate	transfigure

fy, meaning *to make*.

simplify	rarefy	pacify	justify	mistify
----------	--------	--------	---------	---------

ise, ize, meaning *to make, to do*.

realize	visualize	penalize	scandalize
fertilize	economize	polarize	individualize

891. Letter Writing.

Write a letter to a friend, describing Lumbering in the Philippines. Tell:—

1. Location and areas of forests.
2. The kinds of forest trees. For what the wood of each is useful.
3. How the trees are cut, prepared for hauling, conveyed to the seashore, shipped to their destination.

4. How the logs are sawed into lumber, by hand and in mills.

5. Conditions unfavorable to lumbering. How these could be improved.

892. *Copy the following:—*

1. Letter of Application.

San Fernando,
Pampanga, P.I.,
January 4, 1909.

Hernando Gonzales & Co.,
Manila, P.I.

Dear Sirs:—

Having read in a newspaper that you want a clerk, I desire to apply for the position.

I am a graduate of the primary and intermediate schools in this town and also of the Pampanga High School, where I completed a commercial course. Since my graduation two years ago, I have been employed as clerk by Mr. Pablo Dison, a well-known merchant here.

I am eighteen years old and in excellent health. I am prepared to conduct business correspondence in English, Spanish, Tagalog and Pampango, or to interpret in these languages.

I inclose letters of recommendation from the principal of the High School and the Division Superintendent. I shall be pleased to have you consult Mr. Dison concerning me.

Awaiting your consideration, I am,

Yours respectfully,
Joaquin Valderas.

2. Reply.

Manila, P.I.,
January, 6, 1909.

Mr. Joaquin Valderas,
San Fernando,
Pampanga, P.I.

Dear Sir:—

We are in receipt of your letter of January 4th, applying for a clerkship with us.

We are pleased with your record and references, and desire a personal interview with you. We wish you would call at our office on Friday, January 8th, at 11:30 A.M.

Very truly,

Hernando Gonzales.

3. The president of your town desires a secretary who can write and speak English well.

Write a letter of application for the position, stating:—

- (1) What the position is for which you apply.
- (2) Your education and other qualifications for the position.
- (3) Your age and health.
- (4) Inclose letters of recommendation and give as references the names and addresses of responsible and influential persons with or for whom you have worked.

4. *Write replies to your letter:—*

- (1) Appointing you to the position, stating salary and date of beginning of service.
- (2) Stating that the position was filled before your letter arrived.

5. *Write a letter, applying to your division superintendent of schools for an appointment to a position as teacher.*

6. A wealthy farmer wishes to secure a young man, who speaks and writes English well, to act as superintendent of his farm.

Write a letter, applying for the position.

7. A young woman who is a graduate of an intermediate school, and understands cooking and the care of a house, is wanted to act as housekeeper.

Write a letter, applying for the position.

8. A widow, having two daughters, wishes to secure a young woman who knows English and Spanish to instruct them in these languages and live in her home.

Write a letter, applying for the position.

COMPOSITION

893. Description — Persons.

1. *Make an outline of this description of Washington.*

Washington

In his person, Washington was six feet high, and rather slender. His limbs were long ; his hands were uncommonly large, his chest broad and full, his head was exactly round, and the hair brown in manhood, but gray at fifty; his forehead rather low and retreating, the nose large and massy, the mouth wide and firm, the chin square and heavy, the cheeks full and ruddy in early life. His eyes were blue and handsome, but not quick or nervous. He required spectacles to read with at fifty. He was one of

the best riders in the United States, but, like some other good riders, awkward and shambling in his walk. He was stately in his bearing, reserved, distant and apparently haughty.

Shy among women, he was not a great talker in any company, but a careful observer and listener. He seldom smiled. He did not laugh with his face, but in his body, and, while calm above, below the diaphragm his laughter was copious and earnest. Like many grave persons, he was fond of jokes, and loved humorous stories. He was not critical about his food, but fond of tea. He hated drunkenness, gaming and tobacco. He had a hearty love of farming and of private life.

There was nothing of the politician in him, and no particle of cunning. He was one of the most industrious of men.

It has been said that Washington was not a great soldier; but certainly he created an army out of the roughest materials, out-generated all that Britain could send against him, and in the midst of poverty and distress, organized victory. He was not brilliant and rapid. He was slow, defensive, victorious.

2. *Make a list of the adjectives with the nouns they modify, used in this description of Washington.*

Use each of these adjectives in sentences of your own.

3. *Reproduce the description from memory with the aid of your outline.*

4. *Write a description of the president of your town or of the governor of your province.*

5. *Make a list of the adjectives used in the following description with the nouns that they modify:—*

Ichabod Crane

The cognomen of Ichabod Crane was not inapplicable to his person. He was tall, but exceedingly lank, with narrow shoulders, long arms and legs, hands that dangled a mile out of his sleeves, feet that might have served for shovels, and his whole frame most loosely hung together. His head was small and flat at the top, with huge ears, large green glassy eyes, and a long snipe nose, so that it looked like a weathercock perched upon his spindle neck, to tell which way the wind blew. To see him striding along the profile of a hill on a windy day, with his clothes bagging and fluttering about him, one might have mistaken him for the genius of famine descending upon the earth, or some scarecrow eloped from a cornfield.

In this description, to what are Ichabod's feet compared? His nose? His head? His appearance when walking? Try to draw a picture of Ichabod according to each description. In what has the writer exaggerated? Why?

6. *Write a description of some peculiar person whom you have seen. Make the description amusing or laughable.*

894. It is easy to recognize a person, but difficult to describe a person so that others also will recognize him. He should be distinguished from others by mentioning the things that are peculiar to him.

In describing a person, the following outline will aid to secure a more exact picture:—

I. **Figure.** General appearance,—tall, short, stout,

slender, round, round-shouldered, hunch-backed, graceful, awkward, well-developed, etc.

II. **Features.** 1. Face — color, broad, round, full, agreeable, smooth, bearded, freckled, intelligent, attractive.

2. Eyes — bright, large, small, color, sharp, dull, twinkling, piercing, etc.

3. Ears — large, small, protruding.

4. Hair — color, straight, curly, frizzled, kinky, oiled, well-brushed, etc.

III. **Clothing** — plain, neat, scanty, rugged, soiled, stylish, elaborate, well-fitting, costly, etc.

IV. **Manners** — Peculiarities of appearance, action and speech.

V. **Character** — Peculiarities, disposition, habits, intelligence, source of reputation.

Manners and *characteristics* may be — gracious, genial, cordial, agreeable, approachable, affable, kind, attractive, considerate, congenial, helpful, tender, sympathetic, diffident, bashful, forward, bold, insolent, haughty, overbearing, affectionate, merciful, charitable, unselfish, conceited, forbidding, angry, selfish, generous, truthful, sincere, frank, ugly, cross.

395. *Write descriptions of one or more of the following:—*

- | | |
|---|---------------------------------|
| 1. Yourself. | 7. A Japanese. |
| 2. The oldest person whom
you have seen. | 8. A giant. |
| 3. A beggar. | 9. Your superintendent. |
| 4. A Chinaman. | 10. A police. |
| 5. A Hindu. | 11. A man riding a horse. |
| 6. A baby. | 12. A woman going to
church. |

896. Write a composition, describing:—

1. The Hindus. 2. The Americans.

PERSON AND NUMBER

(Review Sections 366-371.)

897. A verb should be in the same *person* and *number* as its subject.

Excepting the verb *be*, verbs change their form only in the third person, singular, in the present and present perfect tenses:—

PRESENT TENSE	PRESENT PERFECT TENSE
<i>He walks and runs</i>	<i>He has walked and has run.</i>
<i>She sews and sings</i>	<i>She has sewed and has sung.</i>

A verb in the present tense, having a subject in the third person, singular number, ends in *s*:—

He walks, rides, plays, writes, swims and works.

A verb in the present perfect tense, having a subject in the third person, singular number, has the auxiliary verb *has*:—

He has walked, has played, has ridden, has written, has worked.

Write sentences, using each of these verbs in the third person, singular number, first in the present tense and then in the present perfect tense.

- | | | | | |
|---------|---------|---------|----------|----------|
| 1. pay | 3. find | 5. play | 7. learn | 9. tell |
| 2. lose | 4. sing | 6. go | 8. see | 10. sold |

898. A verb having two or more subjects connected by *and* is used in the plural form.

(Review Section 373.)

899. When *each*, *every* or *no* is used to modify two or more singular subjects connected by *and*, the verb is in the singular form : —

Every day and every hour is valuable.

Each book and each paper was in its place.

No food and no water was to be found.

900. Copy these sentences, writing in place of each blank one of the verbs in the parentheses. Give reasons for your choice of verb.

1. The books (is, are) on the floor.
2. Books (is, are) a noun, but see and hear (is, are) verbs.
3. Each of the vowels (has, have) several sounds.
4. Martin, where (was, were) you yesterday?
5. There (is, are) Sotero, and there (is, are) his friends.
6. One of the houses which (was, were) recently built (has, have) fallen down.
7. The black and white horse (was, were) sold.
8. Each boy and each girl (has, have) a flag.

V. When a verb has two or more singular subjects connected by *or*, *neither*—*nor*, *either*—*or*, the verb should be in the singular form.

(Review Section 373; also Sections 816, 873.)

901. Write sentences, using these groups of words as subjects:—

- | | |
|-------------------------|--------------------------|
| 1. Juan and Leon. | 3. Either you or I. |
| 2. Either Juan or Leon. | 4. Neither father nor I. |

5. Studying at school and working at home.
6. Neither rice nor sugar cane.
7. Neither the soldiers nor their officers.
8. Father and I.

902. When the singular subjects connected by *or* or *nor* represent different persons or numbers, the verb usually agrees with the nearest subject : —

He or you are —. *She or you are* —.
You or he is —. *You or she is* —.
Neither captain nor sailors were —.
Neither sailors nor captain was —.

903. Two or more singular subjects connected by *and also*, *and too*, *and not*, *but not*, *if not* or *as well as*, require a verb in the singular number : —

Leon, and Anda also, goes. *Leon, as well as Anda, goes.*
Leon, and Marta too, goes. *Leon, if not Anda, goes.*
Leon, and not Marta, goes. *Leon, but not Anda, goes.*

904. A singular nominative, followed by *with* and an object in the plural number, should have a verb in the singular : —

The house with all my belongings was —.
The country with all its people was —.
The basket with all its contents was —.

905. Sometimes two or more nouns connected by *and* are used to express one idea and take a verb in the singular number : —

Rice and milk is good food.
Meat and potatoes is my favorite dish.

906. *Copy these sentences, writing a verb in place of each blank. Tell the person and number of each verb you use.*

1. My father and I going to the city.
2. Neither he nor I going to stay long.
3. My brother, as well as my sister, to Hongkong.
4. He there before, but she never
5. A number of boys absent this morning.
6. There several reasons for their absence.
7. Anda , , and , but you and
8. Only bread and water his food.
9. There the boys, and there Leona.
10. He like it and I care.
11. My arithmetic, but not my history, soiled.
12. Neither the pupils nor the teacher afraid.
13. . . . all the boys in school to-day?
14. . . . each boy in his seat when the bell rang?
15. . . . any of the girls late?
16. A new class of girls formed to-day.
17. There was data on which we can depend.
18. The memoranda destroyed.
19. A black and white horse killed.
20. Neither of the letters received.
21. Crackers and cheese with coffee a good luncheon.
22. My horse, as well as my carabao, stolen.
23. My brother and I going.
24. Neither her needle nor her scissors found.
25. Both his coat and his trousers soiled.
26. His coat, but not his trousers, soiled.

COMPOSITION

907. Comparisons. In writing descriptions, it is often a help to compare or contrast the person or thing with some other — showing how they agree or differ.

1. *Write sentences comparing these objects as to (a), Form, (b) Parts or Structure, and (c) Use:—*

- | | |
|-------------------------|------------------------|
| 1. A clock and a watch. | 4. A stove and a jar. |
| 2. A pin and a needle. | 5. A spoon and a fork. |
| 3. A pin and a pencil. | 6. A cup and a glass. |

2. *Compare these as to (a) Appearance, (b) Qualities and (c) Use:—*

- | | |
|---------------------|------------------------|
| 1. Cotton and silk. | 4. Leather and rubber. |
| 2. Piña and jusi. | 5. Cogon and bamboo. |
| 3. Camote and taro. | 6. Milk and water. |

3. *Compare these as to (a) Size, (b) Parts and (c) Habits:—*

- | | |
|-------------------------------------|----------------------------|
| 1. A dragon fly and
a butterfly. | 4. An ant and a fly. |
| 2. A frog and a toad. | 5. A butterfly and a moth. |
| 3. A vaca and a carabao. | 6. A turtle and a lizard. |
| | 7. A crab and a fish. |

4. *Compare these as to (a) Likeness and (b) Differences:—*

- | | |
|---------------------------------------|----------------------------------|
| 1. The schoolhouse and
the church. | 4. Wet season and dry
season. |
| 2. A river and a lake. | 5. Negritos and Igorots. |
| 3. The sun and the moon. | 6. Spaniards and Filipinos. |

MODE

908. *Mode* is the form or use of a verb showing the manner in which the thought is expressed.

There are three modes: *Indicative Mode*, *Imperative Mode*, and *Subjunctive Mode*.

909. The *Indicative Mode* is that form of the verb used to —

1. State a fact: — *It is raining.*
2. Ask a question: — *Is it raining?*
3. State a condition or a supposition as a fact: —

If it rains, we shall not go out.

(Review Sections 408-412.)

Write five sentences, each containing a verb in the indicative mode.

910. The *Imperative Mode* is that form of the verb by which it expresses a command or a request: —

Be industrious. Work, and then play.

(Review Section 417.)

Write five sentences, each containing a verb in the imperative mode.

911. The *Subjunctive Mode* is that form or use of the verb by which it expresses a supposition or a condition that is not really true.

The subjunctive expresses —

1. A wish: — *I wish I were he.*
2. A condition merely as a supposition or something not really true: —

If it were raining, I would not go.

Had Leonardo been successful, he would now be happy.

If he had followed my advice, he would now be rich.

If the condition stated in the clause is thought of as being true, the verb is in the indicative mode: —

If the earth is round, we can sail around it.

Write five sentences, each containing a verb in the subjunctive mode.

COMPOSITION

912. Clearness. The meaning of every sentence that we speak or write should be easily understood. The sentence should say exactly what it is meant to say. It should express the thought clearly.

Study these rules for securing clearness of thought in sentences and compositions:—

1. Never use a word whose meaning you do not know.
2. Get each thought clear in your mind before you try to write it.
3. Know and understand your subject before you try to tell it, or to describe or to explain it to others.
4. Choose carefully between two words of similar meaning to secure the one which represents the idea you wish to express.

(Review Sections 752, 880 and 889.)

5. Place adverbs near the words that they modify.

(Review Section 670.)

6. Place adjective and adverbial phrases and clauses where there will be no question as to the word that they modify.

(Review Sections 653 and 670.)

7. Use pronouns so that there will be no doubt as to their antecedents.

(Review Sections 258, 815 and 816.)

913. Unity. Each composition should have but one subject. All the paragraphs and all the sentences in each paragraph should refer to this subject. Each sentence should contain only those ideas that belong together. This quality of sentences, paragraphs and compositions is called **Unity**.

Learn these rules for securing unity:—

1. Make an outline of the composition, writing down the topics and the subtopics of each paragraph.

(Review Sections 233 and 643.)

2. See that all the topics in the outline refer to the subject of the composition.

3. Each paragraph should develop only one topic. All sentences in this paragraph should refer to this topic.

(Review Section 209 and 682.)

4. Each sentence should express only one thought or only related thoughts.

5. Use short complex and compound sentences.

914. Strength. A sentence may be correct. It may express only one thought, and yet not be interesting or express the thought with force. Such a sentence lacks **strength**.

To secure **strength** in compositions:—

1. Avoid the use of words that repeat the same idea.

2. Use only those words necessary to express the thought clearly.

3. Frequently make use of the inverted order in the sentence.

(Review Sections 611, 618, 625, 626 and 671.)

4. Use short sentences.
5. Use the direct discourse.
6. Close sentences with the most important words.

915. *Copy the following outline of a composition on "The Chinese in the Philippines," and write in the sub-topics in their proper place and order:—*

1. Early trade with the Philippines.
2. Attempt of Limahong to capture Manila.
3. Chinese labor and traders living in Manila and the provinces.
4. The first massacre of the Chinese, 1603.
5. Restriction of immigration and trade.
6. Uprising of the Chinese in 1639.
7. The present condition of the Chinese and of Chinese immigration.

Write the composition.

Test your composition according to the rules for securing clearness, unity and strength.

Tell the mode, person and number of each verb.

COMPOSITION

916. **Exposition.** Besides describing things or writing stories about them, we may explain them. Every day we are asked to explain something, the meaning of some word or sentence, what something is for, how or why something is done. What we say or write

for the purpose of explaining to others is called **Exposition**.

1. *Write the names or titles of several things or topics that you have recently been asked to explain.*

2. A definition is a kind of explanation by the use of synonyms.

Write definitions of:—

- | | | |
|---------------|----------------|----------------|
| 1. noun | 6. salt | 11. planet |
| 2. participle | 7. governor | 12. irrigation |
| 3. peninsula | 8. citizen | 13. threshing |
| 4. river | 9. agriculture | 14. palay |
| 5. paragraph | 10. insect | 15. molasses |

8. *Copy this exposition:—*

How to Make a Smudge Fire.

A smudge is a thick, heavy smoke. The way in which to make a fire produce a smudge is this: Begin with a little low fire. Let it burn brightly, and form a good bed of coals.

Then gather a supply of stuff that will suppress the fire, but not smother it. Half-decayed wood, or the bark of dead trees, with some partly dried grass, is good material for a smudge. Pile it over the coals and partly burned materials. Fan it with your hat, or kneel down and blow it. In a few minutes you will have a smoke that will make your eyes burn and your neighbors sneeze.

4. *Make a smudge according to these directions, write an explanation telling exactly how you did it, or tell how to build a fire.*

5. *Study these rules for writing an Exposition:—*

1. Be clear and exact in all your statements. If your explanations are not clear, they will not explain.

2. Understand the subject thoroughly yourself before trying to explain it to others. You should know the details as well as the general things connected with the subject.

3. Use simple words and short sentences.

4. Adapt the explanation to the person to whom you are explaining. We do not explain to children in the same way as to adults.

5. Be sure to give definitions of the terms you use. (In the above exposition, the writer has defined "smudge." Why? Find this word in your dictionary.) Tell what words are to mean as you use them.

6. Arrange the topics in your exposition in the order of their dependence. Start with the things on which the other topics depend. (In the above exposition, state the topics in their order. Could you arrange them in a better way?)

917. *Write an exposition of three of these subjects:*

(Review Section 541.)

- | | |
|----------------------------|-----------------------------------|
| 1. How to Patch a Dress. | 8. How to Make a Shoe. |
| 2. How to Mend a Shoe. | 9. How to Make a Coat. |
| 3. How to Shoe a Horse. | 10. How to Kill Mosquitoes. |
| 4. How to Plant Camotes. | |
| 5. How to Catch Frogs. | 11. How to Improve the Rice Crop. |
| 6. How to Set a Bird Trap. | 12. How to Train a Horse. |
| 7. How to Make a Blow-gun. | 13. How Coal is Mined. |
| | 14. How Fish are Raised. |

15. How Silk is Obtained. 18. How to Catch Crabs.
16. How Food is Digested. 19. How to Make a Ham-
mock.
17. The Course of the Blood. 20. How to Make Vinegar.

918. We may explain a subject by giving examples. The examples should be true illustrations of the thing to be explained.

(Review Sections 685, 686 and 688.)

1. *Make an outline of this exposition:—*

Each species of animal occupies a certain territory which is called its area of distribution. Of all animals, birds are the most widely distributed. The fishhawk and barn owl range over nearly the whole world. Crows, swallows, doves, grouse, hawks, owls, snipe, herons, ducks, petrels and pelicans occur in all parts of the world. Humming birds range from Cape Horn to Alaska, and from the sea level to the snow line.

Among mammals, the only family with great powers of flight, the bats have as wide a distribution as the birds. Many similar cases are found among butterflies and beetles. The Bengal tiger ranges from the hot, damp jungles of southern India over the loftiest mountains on the globe to the dry steppes of Siberia, yet he has never been able to cross the forty miles of water between India and Ceylon.

Equally remarkable examples are found of species that are restricted to a single small area. The gorilla is confined to the equatorial forests of west Africa, the aye-aye to Madagascar, and a peculiar lizard to one or two small islands off the coast of New Zealand. One species of

humming bird has been found only in the crater of Chimborazo, and a certain species of fish in a single small lake in Scotland. In the Hawaiian Islands each valley, often each side of a valley, and sometimes each ridge and peak, has its own peculiar species of snails. Fresh-water fishes and land snails generally have the smallest range.

2. *Make a similar outline, giving examples to explain these topics:—*

1. The Philippines produce many valuable fibers.
2. Several valuable dyes are secured from plants growing in the Philippines.
3. The infinitive phrase has several uses.
4. The harbor of Mariveles has been the scene of a number of battles.
5. The Spaniards made several attempts to stop Moro piracy.
6. The continual use of tobacco has several evil effects.
7. Perseverance has often brought success.
8. Perfumes are made from some of our flowers.

TENSE

919. Tense is the form of a verb that denotes the time of the action or event.

(Review Sections 336-338 and 347-350.)

Write each of these sentences in all the tenses in the indicative mode:—

(See Section 351.)

- | | |
|-------------------------|--------------------------|
| 1. I have a pen. | 3. The boy sees a deer. |
| 2. They are going home. | 4. She loves her mother. |

Write these sentences in all the tenses of the subjunctive mode:—

1. I may go.

2. He can write.

CONJUGATION

920. The orderly arrangement of a verb, so as to show all its forms in modes, tenses, persons and numbers, is called a Conjugation of the verb.

Copy and learn this conjugation of the verb be:—

	PRESENT	PAST	PAST PART.
PRINCIPAL PARTS :	am	was	been

Indicative Mode

PRESENT TENSE		PAST TENSE	
SINGULAR	PLURAL	SINGULAR	PLURAL
1. I am	1. We are.	1. I was.	1. We were.
2. You are.	2. You are.	2. You were.	2. You were.
3. He is.	3. They are.	3. He was.	3. They were.

PRESENT PERFECT TENSE

SINGULAR	PLURAL
1. I have been.	1. We have been.
2. You have been.	2. You have been.
3. He has been.	3. They have been.

PAST PERFECT TENSE

1. I had been.	1. We had been.
2. You had been.	2. You had been.
3. He had been.	3. They had been.

FUTURE TENSE

1. I shall be.	1. We shall be.
2. You will be.	2. You will be.
3. He will be.	3. They will be.

FUTURE PERFECT TENSE

SINGULAR	PLURAL
1. I shall have been.	1. We shall have been.
2. You will have been.	2. You will have been.
3. He will have been.	3. They will have been.

Subjunctive Mode

(Generally after *if, though, etc.*: *If I be, If you be.*)

PRESENT TENSE		PAST TENSE	
SINGULAR	PLURAL	SINGULAR	PLURAL
1. I be.	1. We be.	1. I were.	1. We were.
2. You be.	2. You be.	2. You were.	2. You were.
3. He be.	3. They be.	3. He were.	3. They were.

PRESENT PERFECT TENSE

SINGULAR	PLURAL
1. I have been.	1. We have been.
2. You have been.	2. You have been.
3. He has been.	3. They have been.

PAST PERFECT TENSE

(The same as in the indicative mode.)

FUTURE TENSE

1. I should be.	1. We should be.
2. You would be	2. You would be.
3. He would be.	3. They would be.

FUTURE PERFECT TENSE

1. I should have been.	1. We should have been.
2. You would have been.	2. You would have been.
3. He would have been.	3. They would have been.

Imperative Mode

PRESENT TENSE

2. Be (you).	2. Be (you).
--------------	--------------

Infinitives

PRESENT
To be.

PERFECT TENSE
To have been.

Participles**PRESENT**

Being.

PAST

Been.

PERFECT

Having been.

921. Copy and learn this conjugation of the transitive verb see in the active and passive voice:—

PRINCIPAL PARTS :	PRESENT	PAST	PAST PART.
	see	saw	seen

Indicative Mode**PRESENT TENSE***Active Voice***SINGULAR**

1. I see.
2. You see.
3. He sees.

PLURAL

1. We see.
2. You see.
3. They see.

Passive Voice

1. I am seen.
2. You are seen.
3. He is seen.

1. We are seen.
2. You are seen.
3. They are seen.

PAST TENSE*Active Voice*

1. I saw.
2. You saw.
3. He saw.

1. We saw.
2. You saw.
3. They saw.

Passive Voice

1. I was seen.
2. You were seen.
3. He was seen.

1. We were seen.
2. You were seen.
3. They were seen.

FUTURE TENSE*Active Voice*

1. I shall see.
2. You will see.
3. He will see.

1. We shall see.
2. You will see.
3. They will see.

Passive Voice

- | | |
|----------------------|-----------------------|
| 1. I shall be seen. | 1. We shall be seen. |
| 2. You will be seen. | 2. You will be seen. |
| 3. He will be seen. | 3. They will be seen. |

PRESENT PERFECT TENSE*Active Voice*

- | | |
|-------------------|--------------------|
| 1. I have seen. | 1. We have seen. |
| 2. You have seen. | 2. You have seen. |
| 3. He has seen. | 3. They have seen. |

Passive Voice

- | | |
|------------------------|-------------------------|
| 1. I have been seen. | 1. We have been seen. |
| 2. You have been seen. | 2. You have been seen. |
| 3. He has been seen. | 3. They have been seen. |

PAST PERFECT TENSE*Active Voice*

- | | |
|------------------|-------------------|
| 1. I had seen. | 1. We had seen. |
| 2. You had seen. | 2. You had seen. |
| 3. He had seen. | 3. They had seen. |

Passive Voice

- | | |
|-----------------------|------------------------|
| 1. I had been seen. | 1. We had been seen. |
| 2. You had been seen. | 2. You had been seen. |
| 3. He had been seen. | 3. They had been seen. |

FUTURE PERFECT TENSE*Active Voice*

- | | |
|------------------------|-------------------------|
| 1. I shall have seen. | 1. We shall have seen. |
| 2. You will have seen. | 2. You will have seen. |
| 3. He will have seen. | 3. They will have seen. |

Passive Voice

- | | |
|-----------------------------|------------------------------|
| 1. I shall have been seen. | 1. We shall have been seen. |
| 2. You will have been seen. | 2. You will have been seen. |
| 3. He will have been seen. | 3. They will have been seen. |

Subjunctive Mode**PRESENT TENSE***Active Voice*

SINGULAR	PLURAL
1. I see.	1. We see.
2. You see.	2. You see.
3. He sees.	3. They see.

Passive Voice

1. I be seen.	1. We be seen.
2. You be seen.	2. You be seen.
3. He be seen.	3. They be seen.

PAST TENSE*Active Voice*

1. I saw.	1. We saw.
2. You saw.	2. You saw.
3. He saw.	3. They saw.

Passive Voice

1. I were seen.	1. We were seen.
2. You were seen.	2. You were seen.
3. He were seen.	3. They were seen.

PRESENT PERFECT TENSE*Active Voice*

I, you, he have seen.	We, you, they have seen.
-----------------------	--------------------------

Passive Voice

I, you, he have been seen.	We, you they have been seen.
----------------------------	------------------------------

Imperative Mode**PRESENT TENSE***Active Voice*

2. See (you).	2. See (you).
---------------	---------------

Passive Voice

2. Be (you) seen.	2. Be (you) seen.
-------------------	-------------------

Infinitives*Active Voice**Passive Voice*

PRESENT TENSE:	To see.	To be seen.
PRS. PERF. TENSE:	To have seen.	To have been seen.

	Participles	
	<i>Active Voice</i>	<i>Passive Voice</i>
PRESENT TENSE:	Seeing.	Being seen.
PAST TENSE:	—	Seen
PERFECT TENSE:	Having seen	Having been seen.

922. Give the conjugation of the verb *talk* in the active voice.

923. Write the verb *hear* in third person, singular number, in all the modes and tenses.

924. Give the verb *break* in the active voice, in the first person, plural number, in all the modes and tenses.

925. Give the verb *write* in the passive voice, in the third person, plural number, in all the modes and tenses.

926. Write sentences containing verbs as follows:—

1. *tell*, in the third person, singular number, past tense, and indicative mode.
2. *run*, in the second person, plural number, future tense, and indicative mode.
3. *be*, in the third person, plural number, past tense, and subjunctive mode.
4. *go*, in the second person, singular number, present sense, and imperative mode.
5. *find*, in the third person, singular number, present perfect tense, and subjunctive mode.

927. Parse each of the verbs in these sentences:—

1. Give me the erect and manly foe,
That I may return blow for blow.
2. If your father comes, let me know.
3. I wish I were wealthy.
4. He hoped that she would sing.
5. You should have learned the poem yesterday.

6. The poor man has had much trouble.
7. She might have been singing, but I did not hear her.
8. By to-morrow we shall have finished this work.
9. We should have finished it two days ago, if some of our men had not been sick.
10. I shall be glad to be promoted to the high school.
11. If I were going to America, I should go by way of Suez.

COMPOSITION

928. The Present Tense is used to express —

1. Actions taking place at the present time: —

I am reading. She is writing.

2. What is always or habitually true: —

The sun rises and sets.

Magellan's voyage aided to prove that the earth is round.

He walks to school every morning.

3. What is to take place in the future: —

Leon goes to the city to-morrow.

4. In describing past or future events as taking place at the present time: —

It is dark. The fleet passes the dreaded forts on Corregidor. They move silently and steadily toward Cavite. Suddenly there is a quivering shock. A great column of water leaps into the air. The mines are there, but the ships go on. Closer they come until the distance is about five thousand yards. Then Commander Dewey says, "If you are ready, Gridley, you may fire."

5. Give a reason for the use of the present tense in each of these sentences: —

1. Where did you say Mayón volcano is ?
2. Our teacher instructs us in the English language and we speak it every day.
3. We have a long vacation in the hot season.
4. The wind stirs the trees.
5. Brooks arms and equips a steam yacht, and vows that he will destroy Malay piracy.

929. The tense of the verb in the subordinate clause should generally be the same as that of the principal clause. It changes with the tense of the principal clause :—

I know he is well.

I knew he was well.

I have written hurriedly so that I may get home early.

I had written hurriedly so that I might get home early.

The verbs of the subordinate and principal clauses may sometimes be in different tenses :—

I think he is well.

I thought he would be well.

I think he was well.

I thought he was well.

I think he has been well.

I thought he had been well.

She will be late if she does not hurry.

She would have been late, if she had not hurried.

The verbs should be in the tenses which best express the thought.

Write ten complex sentences, using these verbs in the principal clauses :—

1. is studying

6. has been seen

2. was found

7. would have sold

3. secured

8. may have been riding

4. had captured

9. were repelled

5. might have failed

10. attacked

930. Write the sentences in the description of a market in Section 807, changing the principal verbs to the past tense.

931. Copy this conversation, changing the principal verbs to the present tense.

Charles II and William Penn

King Charles. The Indians of North America treated many of our subjects barbarously.

Penn. That they treated these people badly is no proof of entire lack of moral sense. Thy subjects were the aggressors. When thy subjects first went to North America, they found these poor people the fondest and kindest creatures in the world. Every day they watched for them to come ashore. They hastened to meet them. They feasted them on the best fish, venison and corn. They gave them the best they had. In return for this hospitality of the savages, as we call them, thy subjects seized their country and rich hunting grounds for themselves. Was it strange that, burning with revenge and driven to despair, these injured and ignorant people committed some dreadful deeds?

Rewrite, changing the principal verbs to the present-perfect tense.

932. Exposition. In the following paragraphs, the subtopics give the effects of the fact stated in the topic sentence.

1. *Make an outline of this paragraph:—*

Heated air expands. Hence, hot air is lighter than cold air. The air in the torrid zones is lighter than the air in the frigid zones, and it rises to give place to the

cooler air from the northern latitudes. These differences in the air cause winds. The cool winds, blowing toward the equator, form the trade winds. At the heat equator they rise and return towards the cooler part of the earth. Thus are caused the great wind belts of the world, while differences in the temperature of the air on land and sea, or of mountain and valley, cause local winds and breezes.

2. *Write outlines of expositions, stating the effects of the following causes :—*

1. The earth rotates on its axis.
2. The earth revolves about the sun.
3. Mountains hinder the passage of the rain clouds.

933. *Write short expositions, giving reasons for the following statements :—*

(Review Sections 682 and 685.)

1. Twice during the year the sun at noon is exactly overhead.
2. The monsoons change their direction.
3. The people must pay taxes.
4. Every voter should have an education.
5. Exercise is necessary to good health.
6. Food should be well chewed.
7. In 1872 there was an important outbreak known as the Cavite Revolt.
8. Dewey easily defeated the Spanish fleet.

934. **Proverbs** briefly and forcibly express some well-known truth. For this reason they should be remembered and understood.

Learn these proverbs. Tell in your own words what each means :—

1. A rolling stone gathers no moss.
2. Haste makes waste.
3. Birds of a feather flock together.
4. Little strokes fell great oaks.
5. You cannot eat your cake and have it too.
6. Too many cooks spoil the broth.
7. A work well begun is half done.
8. Diligence is the mother of good luck.
9. One to-day is worth two to-morrows.
10. A small leak will sink a great ship.
11. Half a loaf is better than no bread.
12. Lazy people take the most pains.
13. A shoemaker should stick to his last.
14. A cat in gloves catches no mice.
15. It is hard for an empty sack to stand upright.

935. Figures of Speech.

Read these sentences:—

1. The children are singing.
2. The little stream went singing along.
3. The mango is an excellent fruit.
4. The mango is the queen of fruits.

In which of these sentences is *singing* used in its ordinary meaning? How is *singing* used in the second sentence? In which sentence is the *mango* spoken of in the ordinary way? How is it spoken of in the fourth sentence? What is a *queen*? What is the meaning of *queen* in this sentence?

5. He is like a parrot.
6. The flower hung its head.
7. The leaves clapped their hands.

In these sentences, what words might be used in ordinary speech instead of *parrot*, *head* and *clapped their hands*?

Words and phrases are often used out of their ordinary meaning to add beauty and strength to sentences. Words used in this way are called **Figures of Speech**.

A **Figure of Speech** is a deviation from the plain, ordinary method of expression. The figures of speech most commonly used are the **Simile**, **Metaphor**, **Metonymy**, **Synecdoche**, **Personification** and **Hyperbole**.

936. A Simile is a direct comparison between two objects of different kinds.

(Review Section 504.)

Pedro is as slender as Martin is not a simile, but

Pedro is as slender as a bamboo is a simile.

His muscles are as hard as iron.

His eyes were as large as moons.

He went like the wind.

In each of these sentences, what is compared? How do they resemble each other? What words introduce the simile?

Like and **as** are generally used to introduce a simile. **So**, **just as**, **similar to** and other forms are sometimes used.

1. *Study these sentences. Tell what is compared, and how they resemble each other.*

1. The child is like a fresh young flower.
2. He roared like a lion.
3. His face was as round as the full moon.

4. He works like a horse.
5. Great men stand above others like solitary towers.
6. Her voice was sweet and low like the gentle sea breeze.
7. Be not like dumb driven cattle.
8. Their lives go quickly, steadily on like great rivers.
2. *In your readers or other books find five similes.*
3. *Write five sentences containing similes.*

937. A Metaphor is an implied or suggested comparison between two objects of different kinds. The name of some action or object is used for the name of another that resembles it. A simile says that two objects are alike; a metaphor says that the one is the other:—

Simile. *The child is like a young plant.*

Metaphor. *The child is a young plant.*

Simile. *His muscles were like iron bands.*

Metaphor. *His muscles were iron bands.*

1. *Study these sentences. Tell what things are compared, and how they resemble each other.*

1. The jar boils.
2. Our to-days and yesterdays
Are the blocks with which we build.
3. The lion is the king of the forest.
4. Education is the foundation of a republic.
5. The kingfisher carries the sky on his back.
6. Necessity is the mother of invention.
7. Spare moments are the gold-dust of time.
8. Aloft on sky and mountain wall
Are God's great pictures hung.

9. Kindness is a golden chain by which society is bound together.

2. *Write the above sentences, changing the metaphors to similes, and rewrite, changing the similes to ordinary language.*

3. *Write metaphors, comparin —*

- | | |
|-------------------------|-------------------------|
| 1. Country to a mother. | 3. Truth to light. |
| 2. Moonlight to silver. | 4. Education to a lamp. |

938. A Metonymy is a figure in which one word is used for another closely associated with it in meaning:—

The pen is mightier than the sword.

Are you fond of reading Shakespeare?

A Synecdoche is a figure in which the name of a part is used to represent the whole, or the name of the whole is used to represent a part:—

Fifty sail (ships) came into the harbor.

The captain (his hair) was gray.

A Synecdoche is a form of Metonymy.

1. *Study these sentences. Tell the synecdoches. Tell why each is a synecdoche. In which sentences is a metonymy used? Why is it metonymy?*

1. He has tea at six o'clock.
2. This farmer employs one hundred hands during the rice harvest.
3. The soldier raised his glittering steel.
4. She gave her hand and heart to him.
5. She sets a good table.

939. Personification is a figure in which inanimate objects and abstract qualities are spoken of as living things:—

The hungry flames. The winds howled.
The whistling wind. The stars sang and the sea.

In these groups of words, *flames* and *wind* are personified by attributing to them the qualities of living things. *Winds* and *stars* are personified by representing them as performing the actions of living things.

(Review Section 765.)

1. *Tell the personifications in these sentences. Tell what is personified and how it is personified.*

1. Frowning walls of rock looked down upon us.
2. My years are few, but they have taught many useful lessons.
3. Pride goeth forth on horseback, grand and gay,
But cometh back on foot, and begs its way.
4. The Sun came up upon the left,
 Out of the sea came he ;
And he shone bright, and in the right
 Went down into the sea.

2. *Write sentences, speaking of the following things as if they were living:—*

- | | | | |
|----------|-------------|------------|-------------|
| 1. wind | 3. the sun | 5. flowers | 7. the palm |
| 2. brook | 4. the moon | 6. bamboos | 8. the sea |

940. A Hyperbole is an exaggeration to increase the vividness of an expression:—

The racers were swifter than eagles.
The man was stronger than a carabao.

What are the hyperboles in Exercise 5, Section 893 ?

Tell the hyperboles in these sentences:—

1. The waves were mountains high.
2. Rivers of tears flowed from his eyes.
3. I've looked all over creation for you.

941. *Write the following sentences, changing each to ordinary language.*

1. The future is a sealed book.
2. Eighty years had whitened his head.
3. He wore a diamond as large as an egg.
4. He rode a wheel.
5. Thirty head of carabaos were in the field.
6. The pen is mightier than the sword.
7. My uncle is a member of the bar.
8. Do not listen to the voice of temptation.
9. Truth will conquer ; injustice will die.

THE INFINITIVE

(Review Sections 456, 457 and 459.)

942. The infinitive has two tenses :—

1. **Present Infinitive**, *to go, to see, to hear, to feel, to tell, to find, to read, to jump.*

2. **Present Perfect Infinitive**, *to have gone, to have seen, to have felt, to have told, to have found, to have read.*

943. The infinitive may have the active or the passive form. Only transitive verbs have the passive form of the infinitive.

Active

Present: *I wish to write a letter.*

Present Progressive: *I expect to be writing my essay.*

Present Perfect: *I ought to have written it yesterday.*

Present Perfect Progressive: *I ought to have been writing this morning instead of playing.*

Passive

Present: *The essay is to be written by me.*

Present Perfect: *It ought to have been written yesterday.*

944. The Present Infinitive should be used to make known an action occurring after or at the same time as that expressed by the verb: —

The new moon ought to appear to-night.

The father desired to see his son.

He should not have tried to cross the river.

Write sentences, using these infinitives:—

- | | | |
|------------------|---------------|----------------|
| 1. to travel | 4. to be seen | 7. to be made |
| 2. to be reading | 5. to speak | 8. to be going |
| 3. to try | 6. to tell | 9. to find |

945. The Present Perfect Infinitive should be used to make known an action completed before that expressed by the verb: —

The composition ought to have been written yesterday.

The steamer ought to have arrived last night.

He appears to have lost his way.

Write sentences, using these infinitives:—

- | | |
|--------------------|-------------------------|
| 1. to have gone | 4. to be trying |
| 2. to have written | 5. to have been working |
| 3. to have told | 6. to have learned |

946. Copy these sentences, writing an infinitive phrase in place of each blank. Tell why you use the present or the present perfect infinitive.

1. She asked him
2. He should have tried
3. The boy expects . . . to-morrow.
4. The pupil ought
5. The old man seems
6. He should have told her how

THE PARTICIPLE

947. A *Participle* is a form of the verb used as a verb and a noun, or as a verb and an adjective:—

Paddling a banca is good exercise.

Leon, having learned his lessons, went out to play ball.

Did you hear the little girl singing on her way?

(Review Sections 128 and 469.)

948. Write sentences, using participles as:—

- | | |
|-----------------------------|-----------------------|
| 1. subjects | 3. object complements |
| 2. adjective modifiers | 4. absolute phrases |
| 5. objects of a preposition | |

949. Write sentences, using these words as:—

- | | | |
|----------|---------------|----------------|
| 1. nouns | 2. adjectives | 3. participles |
| studying | trying | writing |

950. Tell the use of the participles in these sentences:—

1. Hark ! the rattling roll of the musketeers,
And the ruffled drums and the rallying cheers.
2. How pleasant the life of a bird must be,
Skimming about on the breezy sea,

Cresting the billows like silvery foam,
Then wheeling away to its cliff-built home !

VERB REVIEW

- I. Uses** { 1. Predicate, 55, 59, 61, 69, 107.
2. Infinitives, 125-127, 456-466, 924-946.
3. Participles, 128-130, 469-479, 947-950.
- II. Classes** { 1. Regular, 378, 383, 384, 885.
2. Irregular, 378, 380-383, 385, 886, 984.
3. Transitive, 393, 400, 888.
4. Intransitive, 393.
5. Auxiliary, 332, 333.
- III. Voice** { 1. Active, 400, 888, 921.
2. Passive, 400-402, 888, 921.
- IV. Mode** { 1. Indicative, 400-412, 900, 921.
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3. Imperative, 417, 910, 921.
- V. Tense** { 1. Present, 336, 928.
2. Past, 337.
3. Future, 338.
4. Present Perfect, 348.
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6. Future Perfect, 350.
- VI. Number** { 1. Singular, 180.
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- VII. Person** { 1. First, 366, 371.
2. Second, 366, 371.
3. Third, 366, 368, 369, 370.
4. Agreement, 371.
- VIII. Participles**, 128-130, 469-479, 947-950.
- IX. Infinitives**, 125-127, 456-466, 924-946.
- X. Synonyms**, 889.
- XI. Derivations**, 164, 890, 986, 987, 988.
- XII. Position**, 621-626.

COMPOSITION

951. Elliptical Sentences. Often in speaking and writing, parts of sentences unnecessary to express the meaning are omitted. These omissions may be made only when the mind of the reader or hearer easily supplies the omitted words. Such sentences are called **Elliptical Sentences**.

Elliptical sentences are formed by the omission of —

1. A noun modified by a noun in the possessive case : —

This book is Leon's (book).

(Review Section 804.)

Make ten sentences illustrating this case.

2. The subject of a verb in the imperative mode : —

(You) Write five sentences in the imperative mode.

(Review Sections 61 and 417.)

3. The participle in the absolute construction : —

His money (being) spent, he was obliged to walk home.

4. A relative pronoun used as the object of a verb or preposition : —

You are the man (whom) I want to see.

This is the house (that) I live in.

5. The phrase consisting of a relative pronoun and a preposition, as, *on which*, *by which*, *from which* : —

He left the day (on which) I wrote to you.

This is the way (in which) I write.

6. A personal or demonstrative pronoun used as the antecedent of a relative pronoun :—

I shall help (him or her) whom I please.

(He) Who is insincere can have but few friends.

7. A subject pronoun :—

(I) Thank you.

8. An infinitive :—

I will help whom I please (to help).

You may stay if you wish (to 'stay).

9. A predicate verb :—

Why (is) this noise (made) ?

Do you promise? I do (promise).

10. The verb in one of the principal clauses in a compound sentence :—

The boy is not brilliant, but (he is) industrious. The Christians worship Christ, the Mohammedans (worship) Mohammed, and the Buddhists (worship) Buddha.

11. The subject or the predicate in an adverbial clause introduced by *than*, *so . . . as*, or *as . . . as* :—

You are not so tall as I (am tall).

(Review Section 574.)

He is ten pounds heavier than (he was heavy) a year ago.

12. *That*, introducing a clause :—

(Review Section 859.)

He says (that) he will come.

The truth is (that) I am tired.

13. A preposition :—

He left this morning. I gave (to) her a fan.

(Review Sections 237 and 238.)

*Study these sentences. Tell what words are omitted.
Write the completed sentences.*

1. I walk when I can.
2. She is seventeen.
3. He is as strong as ever.
4. Love your neighbor as yourself.
5. It is half past ten.
6. Are you deaf? If not, answer me.
7. If I can help you, I will.
8. The news is important if true.
9. She is more generous than prudent.
10. She has never been on a steamship, but I have.
11. Sixto was at the window, David at the door and Carlos on the stairs.
12. Who steals my purse steals trash.
13. The woman loves her pet as much as her child.
14. I always treat him as a friend.
15. He entered, hat in hand, and sat down.
16. Come what may, I will not submit.
17. He was very sick when here.
18. A boy I know studies in the agricultural school.
19. Who did it? Not I, but he.

ARGUMENT

952. Argument. In argument we try to prove that something is true. If a person does not understand what we mean, we must explain; this is **Exposition**. If, after he does understand, he does not believe, then we must prove to him the truth of our statements; this is **Argument**.

An argument should begin with an explanation of the meaning of the subject to be discussed. Then should follow the reasons or proofs, and finally the conclusion.

953. The Proposition, or the topic to be argued, may be stated —

1. As a declarative sentence: —

The tides are caused by the moon.

2. As a question: —

Are the tides caused by the moon?

3. As a resolution: —

Resolved, that the tides are caused by the moon.

State each of the following propositions in three ways, both negatively and affirmatively: —

1. Every boy should learn a trade.
2. Every girl should be taught cooking and sewing.
3. Every town and barrio should have an artesian well.
4. Every child between seven and sixteen years of age should be required to attend school.
5. Every school should have a school garden.
6. Grammar is more useful than geography.

954. *State of each proposition given in Section 953 whether you believe it true or untrue. Tell why you so believe it.*

955. Methods of Argument. An argument always presupposes two sides — a negative and an affirmative.

1. We may convince another by stating the advan-

tages and the disadvantages of a proposition. Remember that because you think something to be an advantage or a disadvantage does not prove that it is so. The purpose is not to state your opinion, but to convince your hearers or readers.

Write paragraphs, stating the advantages and disadvantages of each of the following propositions. State the advantages to a classmate and have him state the disadvantages.

1. There should be no school in the afternoon.
2. The afternoon session should begin at three o'clock.
3. The morning session should begin at seven o'clock.
4. Every pupil should be required to buy his books.
5. There should be no recess during the morning session.
6. All houses should have stone foundations.
7. The threshing of rice should be done by machinery.

2. We may give **instances or cases** to prove that a proposition is true.

One example is not enough to cause belief. Because one of your friends is dishonest, not all are dishonest. Because a person wearing a charm escaped danger, not all persons wearing charms could so escape. The argument will be weak or worthless, if we form a conclusion from too few examples.

Write a paragraph, showing that each of the following is true by giving a number of examples in which the proposition was or is true:—

1. The use of artesian wells in a town reduces the number of deaths. (Show that this has been true in a number of towns.)

2. The drinking of unboiled water has often caused the spread of cholera.
3. Examinations develop dishonesty.
4. Chewing betel nut causes the teeth to decay.
5. Constant smoking of cigarettes is injurious.

3. **By giving reasons**, we may succeed in convincing a person of the truth of a proposition. One good reason is worth more than many weak ones. Several good reasons should be given.

Write paragraphs, stating reasons for the following propositions:—

1. I wish to go to college.
2. Every town should have a building for a market.
3. Every school should have a large playground.
4. Every town should have good roads.
5. Agriculture should be taught in every intermediate school.

4. **By giving the causes and effects**, we may prove a proposition.

Write paragraphs, showing the truth of these propositions:—

1. The inclination of the earth's axis causes the changes of the season.
2. The earth is round.
3. The fire was not caused by lightning.
4. A typhoon is approaching.
5. The raising of sugar is not profitable.

5. **By using the testimony of others**, we may show a proposition to be true. The facts presented may be those of experience, the testimony of eye-witnesses

or the opinion of experts. We must distinguish between what the witness actually saw and what he thinks that he saw. Several persons may see the same thing and yet each tell a different story as true.

6. By showing how the proposition is right or wrong, and by appealing to the feelings of our hearers, we may persuade them to believe it.

Write paragraphs, arguing for the following propositions, using two or more of the above methods:—

1. Every large town should have a hospital.
2. Provision should be made for the care of the blind.
3. Every town should have a public graveyard.
4. It is never right to lie.
5. It is wrong to enslave for debt.
6. Each person has a right to his own religious beliefs.
7. Cockfighting should be abolished.

956. Arrangement. The arrangement of an argument is very important. Following the explanation, all the facts should be so arranged as to lead the reader or hearer to believe the proposition. A single false argument may prejudice the mind of the hearer. Your opponent will use this weakness to show that your other arguments also are weak and false.

Argue by using examples, by giving reasons, causes, effects, opinions of experts, testimony of others and facts of experience, by showing that the proposition is right or wrong and by appealing to the feelings.

In planning an argument, you should think also of the arguments that may be used against your propo-

sition, and give reasons to show that they are untrue. This is called refutation.

1. *Copy the following outline:—*

Proposition:— *The schools should have one long session instead of two short sessions.*

Introduction

- I. The schools have always had two sessions. The hours are
- II. Many pupils and parents favor the change to one long session.

Argument

A single session from 7.00 to 11.30, instead of a short morning and a short afternoon session, for:—

- I. The school can accomplish more by having a long session; for
 1. The pupil may give his whole attention to school work.
 2. There is less waste of time in getting to work and overcoming distractions, in beginning and ending sessions.
- II. (Refutation.) It is not true that such a session is too long for the pupils; for
 1. Most pupils are capable of studying for four or five hours.
 2. This long session is sufficiently broken to prevent fatigue, by
 - (a) Change of subjects.
 - (b) Passing of pupils from room to room.

- (c) By study periods.
 - (d) By gymnastic drill.
 - (e) By a recess.
3. Many boys and girls work in the fields and in shops daily for a much longer period.
 4. This plan has been in use in other places and found to produce no evil effects.

III. The long session is better for the pupil ; for

1. It places most of the work in the morning when he is better able to do it.
2. It gives the pupil time for continuous study in the afternoon.
3. It allows the pupil ample time for exercise and athletics.
4. It does not require the pupil to be exposed so long to the midday sun.
5. It gives ample time for a siesta.
6. It is a better preparation for business ; for
 - (a) It requires longer hours for work.
 - (b) It better develops the self-activity of the pupil.

IV. The long session is more convenient to both pupils and parents ; for

1. Pupils are required to walk to school only once a day.
2. Pupils at a distance are not required to hurry or to carry lunches or to eat them in uncomfortable places.
3. They also avoid the heat and danger of the early afternoon sun.

Conclusion

Therefore, since a single long session allows the pupil to accomplish more because his time is unbroken, since it divides the day more conveniently for him, is better for his health, and gives proper time for rest and exercise, the schools should have one session instead of two.

2. *Write out an argument according to the above plan.*
3. *Copy the following outline of the negative argument.*

Proposition: — *The schools should not have one long session instead of two short ones.*

Introduction

(As in the above outline for the affirmative.)

Argument

The school should not have a single session from 7.00 to 11.30, instead of a morning and an afternoon session, for : —

- I. The session of four and a half hours is too long for most boys and girls ; for
 1. The mind becomes too tired before the end of the session.
 2. Pupils need frequent opportunities for exercise.
- II. (Refutation.) The statement that more work can be accomplished in the long session is a mistake ; for

1. In two short sessions the minds of the children are fresher.
2. Work can be done more rapidly when the minds are fresh.
3. Things learned when the minds are fresh are longer remembered.

III. (Refutation.) The assertion that the single session is better for the pupil has little value ; for

1. The two sessions give the pupil sufficient time for exercise, games and rest.
2. This plan allows him to reach home before the hot part of the day rather than at midday.
3. It gives ample time for a siesta before the afternoon session.
4. It gives sufficient time for home lessons.
5. It prevents many pupils from carelessly wasting their time in the afternoon.
6. This plan is better also for the health of the pupils ; for
 - (a) It prevents overwork.
 - (b) It gives sufficient change.

IV. The plan of two sessions fits the pupil better for life ; for

1. It leads the pupils to regard the school work as a most important daily duty.
2. They will in after life have to divide their day according to a similar plan.

Conclusion

Therefore, since two sessions are better fitted to the health of growing boys and girls than one session, since

more work can be accomplished with less fatigue, and since this plan better fits the pupils for life, the schools should not have one session instead of two sessions.

Write the argument according to this outline.

957. *Write outlines for arguments on one of the following propositions. Take either the affirmative or the negative proposition.*

1. Monthly examinations should be abolished.
2. Every child should be required to study English.
3. Every man who is twenty-one years of age should be allowed to vote.

958. *Write the arguments that you would use:—*

1. To gain the permission of your parents to allow you to go to college.
2. To urge a friend to give up gambling.
3. To induce a beggar to live a more useful life.
4. To urge a person not to attend the cockfights.
5. To persuade children not to be cruel to animals.

THE ADVERB

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

(Review Sections 43, 44, 46, 533, 535 and 538.)

1. *Write twenty words that are used as adverbs.*
2. *Write five sentences, using adverbs to modify verbs.*
3. *Write five sentences, using adverbs to modify adjectives.*
4. *Write five sentences, using adverbs to modify adverbs.*

What adverbs are used to ask questions ?

5. *Write sentences, using these adverbs to ask questions :—*

1. how 2. when 3. where 4. whither

960. The adverbs **there** and **here** are often used to place the subject after the verb :—

There is your book. Here is my watch.

Write sentences, using these words :—

1. there is 3. there are 5. here is 7. here are
2. there was 4. there were 6. here was 8. here were

961. Adverbs are compared like adjectives.

(Review Sections 564 and 565.)

Write the comparative and the superlative degree of each of these adverbs :—

near	early	gracefully	freely
slowly	quickly	calmly	kindly
often	easy	much	soon

962. Sometimes two or more words are taken together as one adverb :—

one by one to and fro more and more
Slowly one by one the boys left the room.
The mast of the ship swung to and fro.

963. The word **the** is sometimes used as an adverb :—

The older the child, the more freedom it desires.
The more he played, the louder the dog howled.

964. *Tell the adverbs in these sentences and what each modifies:—*

1. The holiday passed quickly away, and the boys walked slowly and thoughtfully homeward.
2. We waited very patiently for an extremely slow train.
3. There was a light green parrot sitting noisily on a bamboo.
4. I have often seen him walking hastily down the street.
5. His son will most certainly come early to-morrow.
6. Henry is much older than Charles, but much smaller.
7. Work hard, and don't make so much noise.
8. Your work is often too carelessly done.
9. This boy is thoroughly reliable.
10. Always do what is right and never be discouraged.
11. The slower the current, the deeper is the water.
12. The stronger the wind, the faster the ship.

965. Phrases and clauses may be used as adverbial modifiers.

(Review Sections 79, 567, 568, 570, 664 and 670.)

1. *Write sentences, using these prepositional phrases as adverbial modifiers:—*

- | | |
|--------------------|----------------------|
| 1. In the morning. | 4. During the night. |
| 2. To the city. | 5. Over the ocean. |
| 3. Before school. | 6. Down the river. |

2. *Write sentences, using these infinitive phrases as adverbial modifiers:—*

(Review Section 568.)

- | | |
|---------------------|-------------------------|
| 1. To buy a house. | 3. To find his pencil. |
| 2. To catch a deer. | 4. To study his lesson. |

3. *Write sentences, using these conjunctions to introduce adverbial clauses:—*

- | | | | |
|------------------|------------|----------|------------|
| 1. as soon as | 4. because | 7. when | 10. until |
| 2. in order that | 5. after | 8. if | 11. unless |
| 3. so that | 6. while | 9. after | 12. than |

THE PREPOSITION

966. A *Preposition* is a word used with a noun or a pronoun to form a phrase, and to connect the phrase with some word that it modifies.

(Review Sections 82 and 579.)

967. *Write sentences, using the following words and groups of words as objects of prepositions:—*

- | | | |
|---------|-----------|------------------------|
| 1. him | 4. whom | 7. working hard |
| 2. us | 5. which | 8. studying diligently |
| 3. them | 6. church | 9. using good judgment |

968. Some words require special prepositions to be used after them.

abhorrence <i>for</i>	correspond <i>to</i> (a thing)
accord <i>with</i>	deliver <i>from, out of, to</i> (a person)
acquit <i>of</i>	deliver <i>at</i> (my house)
adapted <i>to</i> or <i>for</i>	differ <i>from</i> (in likeness)
agree <i>with</i> (a person)	differ <i>with</i> (in opinion)
agree <i>to</i> (a statement)	involve <i>in</i>
confer <i>on</i> or <i>upon</i> (to give to)	part <i>from</i> (a person)
confer <i>with</i> (to talk with)	part <i>with</i> (a thing)
confide <i>in</i> (to trust in)	profit <i>by</i>
confide <i>to</i> (to intrust to)	prohibit <i>from</i>
congratulate <i>on</i> or <i>upon</i>	reconcile <i>to</i> (a person)
convenient <i>to</i> (a person or place)	reconcile <i>with</i> (a statement)
convenient <i>for</i> (a purpose)	taste <i>of</i> (food)
correspond <i>with</i> (a person)	taste <i>for</i> (art or something desired)
	wait <i>on, upon, for, at</i>

Use each of the above groups of words in a sentence.

COMPOSITION

969. The preposition is sometimes placed after its object :—

What did you do that for? Which box is the knife in?

It is generally considered better, however, not to end a sentence with a preposition. In sentences like the above, either use different words or place the preposition in its proper place.

Why did you do that? In which box is the knife?

970. These phrases are used as single prepositions :—

by means of	instead of	for the sake of
by virtue of	in view of	in consideration of
by help of	in place of	with respect to
by force of	out of	with regard to
in spite of	on account of	in regard to
in deference of	by way of	according to

Write sentences, using the above prepositions.

971. The following phrases are used with special meaning :—

at last = *finally*

at length = *after a time*

at any rate = *in any manner, by any means, in any case*

at the worst = *at the most evil, severe or undesirable condition*

at least = *at the lowest degree, not to say more than is certainly true*

at most = *to the greatest extent, at the outside*

at first = *in the first place, at the beginning*

at random = *without direction, in an aimless way*

Write sentences, using the above phrases.

972. Some prepositions are used with verbs, adverbs or conjunctions to form compound words: —

withdraw	overlook	outstay	thereat	whereby
withstand	oversee	outnumber	thereby	wherewith
undergo	overtake	overrun	therewith	whereupon
understand	overflows	overstep	therein	therefrom
underrate	outgo	overgrow	whereat	thereon

973. Some prepositions are used as other parts of speech: —

- above** *Prep.* The flag floated **above** the schoolhouse.
Adv. Remember the directions given **above**.
Adj. Analyze the **above** sentence.
- after** *Prep.* We left **after** school.
Adv. The boy came running **after**.
Adj. The **after** effects were bad.
Conj. The ship arrived **after** the storm had passed.
- before** *Prep.* He spoke **before** the school.
Adv. I never saw him **before**.
Conj. The bell rang **before** we started.
- below** *Prep.* He stood on the steps **below** me.
Adv. Come down. You are wanted **below**.
Noun. He came up from **below**.
- but** *Prep.* Every one **but** Sixto was present.
Adv. There were **but** few people there.
Conj. He tried **but** failed.
Rel. Pro. There is no man **but** must die.

for	<i>Prep.</i>	He went for his book.
	<i>Conj.</i>	He sold the horse for he needed the money.
over	<i>Prep.</i>	The bird flew over the house.
	<i>Adv.</i>	He knocked a chair over .
round	<i>Adj.</i>	The ball is round .
	<i>Adv.</i>	The wheels go round .
	<i>Prep.</i>	The children were running round the tree.
since	<i>Prep.</i>	He has not been here since Tuesday.
	<i>Adv.</i>	No one has seen him since .
	<i>Conj.</i>	I have not seen him since he was here.

THE CONJUNCTION

974. A *Conjunction* is a word used to connect words, phrases, clauses or sentences: —

Many soldiers and officers were killed.

He stood first on one foot and then on the other.

You can win the prize if you try.

Sixto succeeded, but his brother failed.

(Review Sections 103 and 593.)

975. Conjunctions are divided into two principal classes: **Coördinate Conjunctions** and **Subordinate Conjunctions**.

A *Coördinate Conjunction* is used to connect words, phrases and clauses of equal rank.

(Review Section 594.)

A *Subordinate Conjunction* is used to connect a clause with the principal part of the sentence.

What words are commonly used as coördinate conjunctions? As subordinate conjunctions?

(Review Section 596.)

Subordinate conjunctions, according to the uses of the clauses they introduce, are divided into the following classes:—

1. **Time** : after, as, before, ere, since, until, when, while, etc.
2. **Cause or Reason** : as, because, since, whereas, etc.
3. **Condition** : if, except, unless, provided, etc.
4. **Concession** : though, although, notwithstanding, nevertheless, etc.
5. **Purpose** : that, in order that, so that, provided that, etc.
6. **Comparison** : as, as— as, so— as, than.
7. **Noun Clauses** : that, whether.

976. Some conjunctions are used in pairs. They are called **Correlative Conjunctions**. They are: *both— and, either— or, neither— nor, whether— or, as— as, so— as, not only— but also*.

1. Usually the word (or words) after the first correlative should be of the same kind or use as that following the second:—

1. *He learned both his geography and his history, not He both learned his geography and his history. (Why?)*
2. *You may take either a book or a slate, not You may either take a book or a slate. (Why?)*
3. *The pupils not only speak well but also read well, not The pupils speak not only well but also read well.*
2. **As— as** is used for equal comparison:—
 1. *I am as tall as he.*
 2. *Mindanao is nearly as large as Luzón.*

3. So — **as** is used for unequal comparison : —

1. *I am not so tall as he.*
2. *The king is not so old as the queen.*

(Review Section 505.)

Write sentences, using the correlative conjunctions.

977. *Tell the conjunctions in these sentences. Tell the kind of conjunction and what each connects.*

1. The soldier was brave and modest.
2. My brother and my sister have gone away.
3. I looked for my pencil in my desk, on the floor and on the playground, but I could not find it.
4. My sister is not in school to-day, nor will she come to-morrow.
5. You will never succeed unless you are careful.
6. We will go to school even if it is raining.
7. I do not know whether he told the truth.
8. It was so dark that I could not see the trees.
9. If you will not work, you shall not eat.
10. We gave the beggar not only food, but also some clothes.
11. We went early because we wished to see the parade.
12. The parade was not so interesting as we expected.
13. Do unto others as you would have them do unto you.

DEBATE

978. Debate. In a debate, two or more persons represent the affirmative and negative sides of a question and give the argument and refutations on each side.

In preparing an argument for debate, follow the plan outlined in Section 956.

1. In writing your argument for a debate, remember that you must interest your audience.
2. Study your sentences to secure variety. (See Sections 615, 654 and 671.)
3. Vary your arguments. Give illustrations.
4. Every word and sentence should be clearly spoken and clear in thought.
5. Do not interrupt another speaker.
6. Read, learn and recite the orations of great men.
7. Try to win the good-will of your audience.
8. Close your arguments with a brief statement or summary of the arguments you have given.

When each side is represented by two persons, each debater should take a certain number of the arguments for his side. The debate is opened by the first speaker on the affirmative side, who introduces and defines the question and presents his portion of the arguments. He is followed by the first speaker on the negative side, who defines the question as he wishes to debate it, presents his portion of the arguments for his side, and refutes the arguments given by the previous speaker. He is followed by the second speaker on the affirmative, who completes the arguments and refutes the last speaker. The fourth speaker states the arguments for the negative side. A speaker on each side may then be allowed to summarize the arguments and refutations on his side, the debate closing with the statement of the negative side. Each speech should not be longer than ten or fifteen minutes, and the closing speech not more than five minutes.

1. *Let the class choose sides on one of the propositions stated in Section 953. Each number of the class shall collect arguments for his side and refutations of arguments for the other side.*

Form the class into a debating society by electing a president and a secretary. On a chosen date debate the

question, the teacher or the principal acting as a judge.

2. *Let four persons be chosen to debate the affirmative and negative sides of one of the questions given in Exercise 6, Section 955.*

3. *Prepare the outlines of the arguments and then write the arguments for a public debate on one of these questions :—*

1. Resolved that cockfighting should be abolished.
2. Resolved that every town should have good roads.
3. Resolved that all children of school age should be compelled to attend school.
4. Resolved that agriculture should be taught in every barrio school.
5. Resolved that the land tax should be reestablished.

979. Versification.

1. *Read this stanza of a poem slowly, pronouncing each syllable distinctly :—*

The western waves of ebbing day
 Roll'd o'er the glen their level ray;
 Each purple peak, each flinty spire,
 Was bathed in floods of living fire.
 But not a setting beam could glow
 Within the dark ravines below,
 Where twined the path in shadow hid,
 Round many a rocky pyramid.

Read the stanza again, beating with your finger on the desk with each accented or strong syllable; thus :—

. . . . west waves ebb day
 o'er glen lev ray;
 pur peak flin spire,
 bathed floods liv fire.

Each line may be divided into parts called **Feet**, according to the accented syllables.

But nót | a sètt | ing béam | could glów
Withín | the dárk | ravínes | belów.

Feet in poetry have different names according to the number of syllables, and the position of the long or accented syllables.

2. *Copy the above stanza, dividing each line into feet.*

How many syllables are in each foot? In reading a line, which syllable is emphasized? Which is the long or accented syllable?

When a foot consists of two syllables, the first short and the second long, it is called an **Iambic foot**. Poetry in which most of the feet are iambic is called **Iambic Poetry**.

3. *Copy these stanzas, dividing each line into feet:—*

What flower is this that greets the morn,
 Its hues from heaven so freshly born?
 With burning star and flaming bud
 It kindles all the sunset land;
 Oh, tell us what its name may be,—
 Is this the Flower of Liberty?
 It is the banner of the free,
 The starry Flower of Liberty!

4. *Find other poems containing iambic feet.*

5. *Make a list of words that end the lines in the above stanzas. Tell which words sound alike.*

When lines of poetry end in words of similar sound, they are said to rhyme : —

*But not a setting beam could glow
Within the dark ravines below.*

6. *Write words that rhyme with these words:—*

brook	brother	tree	maid
time	year	ring	dew
spell	sky	men	you

980. *Copy this stanza. Divide each line into feet.*

Do not look for wrong and evil—
You will find them if you do ;
As you measure for your neighbor,
He will measure back to you.

How many syllables are there in each foot ?
Which of these is long or accented ? Mark the accented syllables.

Dó not | lóok for | wróng and | évil.

A foot in poetry, consisting of two syllables, the first long and the second short, is called a Trochaic foot. Poetry consisting mainly of trochaic feet is called Trochaic Poetry.

1. *Copy these stanzas, dividing each line into feet, and marking the long syllables.*

Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sands of time: —

Footprints, that perhaps another,
Sailing o'er life's solemn main,
A forlorn and shipwrecked brother,
Seeing shall take heart again.

2. *Make a list of the rhyming words in the above stanzas of trochaic poetry.*

Write other words that rhyme with these words.

3. *Write stanzas of two or four lines, using some of these rhymes.*

981. *Read this stanza. Tell the accented or long syllables, and the number of syllables in each foot.*

And there lay the steed with his nostril all wide,
But through it there rolled not the breath of his pride ;
And the foam of his gasping lay white on the turf,
And cold as the spray of the rock-beating surf.

In this stanza, most of the feet consist of three syllables. We may indicate the first line thus:—

∪ — | ∪ ∪ — | ∪ ∪ — | ∪ ∪ —

And there | lay the steed | with his nos | tril all wide.

In the same way represent the other lines.

Which feet of this stanza consist of only two syllables? What kind of feet are they?

A foot of poetry consisting of three syllables, the first two short and the last long, is called an **Anapestic** foot. Poetry consisting mostly of anapestic feet is called **Anapestic Poetry**.

1. *Copy the following stanzas. Divide each line into feet. Mark the short and the long syllables.*

1. Oh, list to the moments! though little they seem,
They are bearing your bark on a swift, silent stream;
And onward, still onward, you glide from the shore,
To that vast, boundless ocean where time is no more.

Take heed to the moments; for with them they bear
Of gems the most precious, and diamonds rare.
Take care of the moments; for life's but a span;
Then carefully hoard them, O vain, dreaming man!

2. How dear to my heart are the scenes of my childhood,
When fond recollection presents them to view!
The orchard, the meadow, the deep-tangled wildwood,
And every loved spot that my infancy knew!

982. *Copy these lines:—*

Half a league, half a league,
Half a league onward,
All in the valley of Death
Rode the six hundred.

. . . .

Cannon to right of them,
Cannon to left of them,
Cannon in front of them
Volleyed and thundered.

Into how many feet is each line divided? How many syllables in each foot? Which of these syllables is accented?

A foot of poetry consisting of three syllables, the first syllable long and the others short, is called a **Dactylic foot**. Poetry composed mainly of dactylic feet is called **Dactylic Poetry**.

1. *Copy these stanzas, dividing each line into feet and marking the accented syllables.*

“Forward, the Light Brigade !”
 Was there a man dismayed?
 Not though the soldier knew
 Some one had blundered :
 Theirs not to make reply,
 Theirs not to reason why,
 Theirs but to do and die :
 Into the valley of Death,
 Rode the six hundred.

983. *Write each of the following in the form of a stanza. Tell the kind of feet and the number of feet in each line.*

1. A bright little boy with laughing face, whose every motion was full of grace, who knew no trouble and feared no care, was the light of our household — the youngest there.

2. Are riches worth the getting? They must be bravely sought. With wishing and with fretting, the boon cannot be bought. To all the prize is open, but only he can take it who says, with Roman courage, “I’ll find a way or make it.”

Try to write in verse a fable or a short story.

LIST OF IRREGULAR VERBS

984. The following list contains the most important irregular verbs (now in use) in the English language; the verbs that are also regular are marked R.

PRESENT	PAST	PAST PART.	PRESENT	PAST	PAST PART.
abide	abode	abode	deal	dealt	dealt
am (be)	was	been	dig	dug	dug
arise	arose	arisen	do	did	done
awake	awoke R	awaked	draw	drew	draw
bear	bore	{ borne, born	dream	dreamt R	dreamt R
beat	beat	beaten	dress	drest R	drest R
begin	began	begun	drink	drank	{ drunk, drank
bend	bent	bent	drive	drove	driven
bereave	hereft R	bereft R	dwell	dwelt R	dwelt R
beseech	besought	besought	eat	ate	eaten
bet	bet	bet	fall	fell	fallen
bid	} bade	} bidden	feed	fed	fed
(to order)				feel	felt
bid	} bid	} bid	fight	fought	fought
(to offer)				find	found
bind	bound	bound	flee	fled	fled
bite	bit	bitten	fling	flung	flung
bleed	bled	bled	fly	flew	flown
blow	blew	blown	forsake	forsook	forsaken
break	broke	broken	freeze	froze	frozen
breed	bred	bred	get	got	got
bring	brought	brought	go	went	gone
build	built	built	grind	ground	ground
burn	burnt R	burnt R	grow	grew	grown
burst	burst	burst	hang	hung R	hung R
buy	bought	bought	have	had	had
cast	cast	cast	hear	heard	heard
catch	caught	caught	heave	hove R	hove R
chide	chid	chidden	hew	hewed	hewn R
choose	chose	chosen	hide	hid	hidden
cleave	} cleft	{ cleft cloven	hit	hit	hit
(to split)				hold	held
cling	clung	clung	hurt	hurt	hurt
come	came	come	keep	kept	kept
cost	cost	cost	kneel	knelt R	knelt R
creep	crept	crept	knit	knit R	knit R
cut	cut	cut	know	knew	known

PRESENT	PAST	PAST PART.	PRESENT	PAST	PAST PART.
lay	laid	laid	sink	sank	sunk
lead	led	led	sit	sat	sat
leave	left	left	slay	slew	slain
lend	lent	lent	sleep	aslept	aslept
let	let	let	slide	slid	{ alidden slid
lie (<i>to recline</i>)	} lay	lain	sling	slung	slung
lose	lost	lost	slit	slit	slit
make	made	made	smite	smote	smitten
mean	meant	meant	sow	sowed	sown R
meet	met	met	speak	spoke	spoken
mow	mowed	mown R	speed	sped	sped R
pay	paid	paid	spend	spent	spent
put	put	put	spill	spilt R	spilt R
quit	quit R	quit R	spin	spun	spun
read	read	read	spit	spit	spit
rend	rent	rent	split	split	split
rid	rid	rid	spoil	spoilt R	spoilt R
ride	rode	ridden	spread	spread	spread
ring	rang	rung	spring	{ sprang sprung	sprung
rise	rose	risen	stand	stood	stood
run	ran	run	stay	staid R	staid R
say	said	said	steal	stole	stolen
see	saw	seen	stick	stuck	stuck
seek	sought	sought	sting	stung	stung
sell	sold	sold	strew	strewed	strewn
send	sent	sent	stride	strode	stridden
set	set	set	strike	struck	struck
shake	shook	shaken	sting	stung	stung
shed	shed	shed	strive	strove	striven
shine	shone	shone	swear	swore	sworn
shoe	shod	shod	sweat	sweat R	sweat R
shoot	shot	shot	sweep	swept	swept
show	showed	shown R	swim	swam	swum
shred	shred R	shred R	swing	swung	swung
shrink	shrank	shrank	take	took	taken
shut	shut	shut	teach	taught	taught
sing	sang	sung			

PRESENT	PAST	PAST PART.	PRESENT	PAST	PAST PART.
tear	tore	torn	weave	wove	woven
tell	told	told	weep	wept	wept
think	thought	thought	wet	wet	wet
thrive	throve R	thriven R	win	won	won
throw	threw	thrown	wind	wound	wound
thrust	thrust	thrust	wring	wrung	wrung
tread	trod	trodden	write	wrote	written
wear	wore	worn			

RULES FOR PUNCTUATION

985. The meaning of sentences often depends upon the grouping of words. In speaking, we group by pauses; but in writing, we use punctuation marks to show what words are to be taken together. They help the reader get the thought. The general rule is to use such marks and only such marks as will assist the reader to get the thought.

1. **The Period.** — Use the period (1) after every declarative or imperative sentence, (2) after every abbreviation and initial letter.

2. **The Comma.** — Use the comma —

(1) To separate words or phrases of the same rank used in a series, except the last two members of the series: —

The Governor, the Judge and the Representative should be imprisoned. The country is a good place to be born in, to die in and to live in at least a part of the year.

(2) Words, phrases or clauses used in apposition: —

The native boat, the prao, has long been in use. His statement, that volcanoes are due to earthquakes, is untrue.

(3) To separate words in direct address from the remainder of the sentence: —

Mother, may I go to the market with you? I wish, Maria, that you would go with me.

(4) To separate independent words or phrases from the remainder of the sentence: —

The river is narrow and shallow and, of course, the steamer could not ascend it.

(5) To separate parts of long compound sentences: —

The manufacturers of Seville wished to preserve the colonies as markets for their wares, and in this policy they were successful.

(6) To separate the subject with many modifiers from the verb: —

The mistake often made with small children in beginning the study of birds, is in learning by sight the names of many kinds of birds at once.

(7) To separate the direct quotation from the remainder of the sentence: —

"The moon was rising," said Felipe, "and we could distinctly see the outlines of the mountains."

(8) To separate phrases or clauses out of their regular order: —

During the seventeenth century, there was very little commerce with the Philippines.

When the English fleet arrived in Manila Bay on September 22, 1762, the Spanish authorities mistook the ships for Chinese trading junks.

(9) To set off adverbial clauses that do not closely follow the words that they modify: —

I met him in Hongkong, when I was there. Paper was invented in China, if the Chinese tell the truth.

(10) To set off phrases containing nominative absolutes: —

The Fiesta being over, the people returned to their homes.

(11) After *as*, *namely* or other words introducing illustrations: —

We have many good fruits; such as, bananas, oranges, santol, etc.

3. The Semicolon.— Use the semicolon —

(1) To separate the parts of a compound sentence when they are long or not closely connected :—

We might as well decide the question now; for we shall surely be obliged to decide it soon.

(2) To separate the parts of a compound sentence when these parts themselves contain commas :—

If you can, come to-morrow; if not, come next week.

(3) To precede *as*, *namely*, *that is*, *for example* :—

There are eight parts of speech; namely, nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions and interjections.

4. The Colon.— Use the colon —

(1) To separate parts of a compound sentence when one of these parts contains a semicolon, and before very long quotations or enumerations :—

Adjectives are divided into two classes: descriptive and limiting adjectives.

5. The Interrogation Point.— The interrogation point, or question mark, should be placed after direct questions.

6. The Exclamation Mark should be placed after interjections and exclamatory phrases and sentences.

7. The Dash.— Use the dash —

(1) Where there is an omission of letters or figures :—

When Mr. B—— came to the town, no one knew him.

In place of such words as *as*, *namely*, *that is* :—

The Doctor has three sons— Salvio, Pastor and Primo.

(2) When the thought of the sentence breaks suddenly :—

Don Martinez, Don Alcedo, Don Blanco— who were they?

8. Marks of Parenthesis may be used to include words,

phrases or sentences introduced for explanation or for reference:—

In the use of commas in writing dates (see Section 72), many errors have been made.

9. **The Apostrophe.**— Use the apostrophe—

(1) To mark omission of a letter; as, *can't, didn't*.

(2) In plurals of letters and figures; as, *5's, 10's*.

(3) To indicate the possessive form of nouns; as, *the boy's hat, a man's step*.

10. **The Hyphen.**— Use the hyphen—

(1) To join parts of compound words; as, *cotton-gin, wind-mill, out-of-doors*.

(2) To mark the division of a word into syllables at the end of a line.

11. **Brackets** are used to insert words for explanation or correction:—

The Indians jumped into their boats [canoes] and paddled quickly away.

986.

LIST OF PREFIXES

A, ab, abs = <i>away from</i> — avert, absent, abscond.	Circum = <i>around</i> — circumnavigates, circuitous, circumference.
A, an = <i>not, on</i> — atheist, afoot, abed, anonymous.	Con, col, com, cor, co = <i>with, together</i> — convention, collision, combine, correspond, coworker.
Ad = <i>to, toward</i> — adjoin, admix, adapt, adverb.	Contra = <i>against</i> — contradict.
Ante = <i>before</i> — anteroom, ante-date.	De = <i>down, from</i> — depress, deliver.
Anti, ant = <i>against, opposite</i> — antidote, antarctic.	Dia = <i>through, across</i> — diagonal, diameter.
Be = <i>over</i> — bedeck, bedew.	Dis, di, dif = <i>in two, apart</i> — disband, divorce, different.
Bene = <i>well</i> — benefit, benefactor.	Duo, du = <i>two</i> — duodecimo, duet.
Bi = <i>twice, two</i> — biped, bisect.	Epi = <i>upon, to</i> — epitaph.
Cata = <i>down</i> — cataract, catastrophe.	Ex, e, ef = <i>out, off</i> — exhale, extract, erase, efface.

- Extra** = *beyond* — extravagant.
Hemi = *half* — hemisphere.
In, il, im, ir, en, em (before verbs and nouns) = *into, upon* — intrude, illumine, implant, irrigate, enlighten, embalm.
In, il, im, ir = *not* — infirm, illegal, imprudent, irregular.
Inter = *between* — interrupt.
Ob, of, op = *against* — obstruct, offend, opponent, oppress.
Pen = *almost* — peninsular.
Per = *through, thoroughly* — perforate, perfect, perceive.
Post = *after* — postscript, postpone.
Pre = *before* — predict, prescribe, prevent.
Pro = *before, for, in behalf of* — programme, pronoun, proconsul.
Re, red = *back, again* — reform, redintegrate.
Semi = *half* — semicircle, semi-annual.
Sub, suc, suf, sug, sup, sus = *under* — subscribe, succumb, suffix, suggest, support, suspend.
Super, sur = *above, over* — superintend, surpass.
Syn, syl, sym = *together, with* — synthesis, syllable, sympathy.
Trans = *across* — transport, translate.

987. LIST OF SUFFIXES

- Able, ible** = *that may be* — readable, capable, perceptible.
Aceous, acious = *containing, pertaining to* — herbaceous, loquacious.
Age = *state of* — herbage, leakage, marriage, savage, breakage.
Al, an = *relating to* — annual, brutal, Roman.
Ance, ancy, ence, ency (abstract nouns) = *act or state of being* — utterance, brilliancy, persistence, decency.
Ant, ent = *one who* — attendant, assistant, student.
Ary, ory, ry = *place that* — granary, dormitory, pantry.
Ary, ory (descriptive adjectives) = *of, pertaining to* — honorary, explanatory.
Dom = *condition* — kingdom, freedom.
En = *made of* — beaten, oaken, leaden.
En = *to make* — strengthen, widen, frighten.
Er, est (comparative and superlative adjectives) — greater, greatest, kinder, kindest.
Er, or = *one who* — teacher, actor, singer, collector.
Ern, erly = *direction* — northern, southerly.
Et, let = *small, young* — pocket, lancet, cloudlet, eaglet, leaflet.
Full = *full of* — hopeful, careful.
Fy, ize, ise = *to make* — purify, fortify, fertilize, catechize.
Ic, ical = *belonging to* — heroic, logical, grammatical.

- Ile** = *of, like, belonging to* — puerile, juvenile, agile.
- Ine** = *of, belonging to* — crystalline, feminine, marine.
- Ion** = *act, state, process* — confusion, condition, assertion.
- Ish** = *somewhat like, belonging to* — boyish, bluish, Spanish, foolish.
- Ism** = *action, result* — baptism, despotism, organism.
- Ist** = *one who* — journalist, pianist, vocalist.
- Ive** = (in nouns) *one that* — (in adjectives) *having power* — captive, fugitive, restorative, diminutive, receptive.
- Lent, ose, ous** = *full of* — fraudulent, jocose, famous, verbose.
- Less** = *without* — hopeless, careless.
- Like, ly** = *like* — godlike, godly, honestly, quickly.
- Ling** = *small, young* — duckling, gosling.
- Ment** = *process, action, condition* — payment, inducement, compliment.
- Mony** — (abstract nouns) = *state of, that which* — matrimony, testimony, ceremony.
- Ness** = *the quality of* — brightness, gladness, kindness.
- Ple, ble** = *fold* — quadruple, double, triple.
- Ship, hood** = *condition* — fellowship, manhood, comradeship.
- Some, y** = *having the quality of* — winsome, rusty, greasy.
- Ty** = *having the quality of* — cruelty, beauty, purity.
- Ward** = *direction* — seaward, northward.

STEMS

988. Many words used in the English language are derived from Latin and Greek words by means of prefixes and suffixes; thus, *activity, action, acting, inactive, active, counteract* are all derived from the word *act*. These words from which other words are so derived are called root words, or **Stems**. Many words may often be formed from one stem, all having the general meaning of the stem.

Study carefully the following list of stems and some of the words derived from them.

- alt = *high* — altar, altitude.
 anim = *life, mind* — animal, animate, unanimous, animosity.
 ann = *year* — annual, biennial, perennial.
 apt = *fit* — apt, adapt, aptitude, aptness.
 aud = *hear* — audible, audience, auditory.
 bas = *low* — basement, base, basis, bass.
 bat = *strike* — battle, battery, batter.
 brev = *short* — brevity, brief, abbreviation.
 cad, cid, cas = *fall* — cadence, deciduous, cascade.
 cant, chant = *sing* — canto, chant, incantation.
 cap, capit = *head* — cape, cap, capital, captain.
 cap, capt = *take, hold* — captive, captor, capable.
 carn = *flesh* — carnivorous, carnage, carnival.
 ced, ceed, cess = *go, yield* — accede, access, precede, recede, proceed, procession.
 cent = *hundred* — century, centennial, centipede, cent, percentage.
 clin = *lean* — incline, decline, recline, declivity.
 cor, cord = *heart* — cordial, courageous, concord.
 corp = *the body* — corpse, corps, corporation.
 cred = *trust, belief* — credit, creditable, creed.
 cycle = *circle* — cycle, bicycle.
 dent = *tooth* — dentist, indent.
 di = *day* — diary, diurnal, dial.
 dict = *say* — predict, verdict, contradict.
 domin = *lord, master* — domineer, dominate, dominion.
 dorm = *sleep* — dormant, dormitory.
 fac = *face* — surface, efface.
 fact, fect = *do, make* — benefactor, perfect, effect.
 felic = *happy* — Felix, felicity.
 fess = *acknowledge* — profess, confess.
 fid = *trust* — fidelity, confide, infidel.
 form = *shape* — conform, reform.
 grad, gress = *step* — gradual, progress, grade.
 graph, gram = *write* — geography, diagram, grammar.
 hospit = *guest* — hospital, hospitable.
 integer = *whole* — integer, integrity.
 ject = *throw* — reject, projection, eject.
 judic = *right* — judge, prejudice, judgment.
 junct = *join* — junction, conjunction, adjoin.
 leg = *law* — legal, legislate, legislator.
 liber = *free* — liberal, liberty, deliver.
 loc = *place* — locate, dislocate.
 maj = *large* — majority, majesty.
 man = *hand* — manufacture, manual, manage.
 medic = *heal* — medicine, remedy.

- mit, mis = *send* — admit, transmit, message.
- nat = *be born* — natural, native, nation.
- nav = *ship* — naval, navy, navigate.
- not = *know* — notice, notify, denote.
- par = *equal* — separate, parallel, compare.
- pass = *step* — pass, trespass, passenger.
- pend = *hang* — suspend, independence.
- pet = *seek* or *ask* — petition, appetite.
- pon, pos = *place, put* — postpone, opposite, position.
- port = *carry* — export, transport, report, port.
- prim = *first* — primary, primeval, prime.
- rect = *straight* — rectangle, direct.
- reg = *rule* — regular, regent.
- riv = *stream* — river, derive.
- rupt = *break* — interrupt, rupture.
- sacr, sanct = *sacred* — sacrifice, sanctuary.
- scrib, script = *write* — subscribe, describe, postscript.
- sec = *cut* — bisect, section, sector.
- sequ, secut = *follow* — subsequent, sequel, prosecute.
- serv = *keep* — preserve, conservatory.
- sol = *alone* — solitary, solitude.
- sum = *take* — resume, consume, presume.
- tract = *draw* — extract, subtract, retract.
- un = *one* — unit, unite, union, uniform.
- vad = *go* — invade, evade, pervade.
- val = *be strong* — valiant, valid.
- ven = *come* — convene, event, convention.
- vers, vert = *turn* — verse, invert.
- vic, vinc = *conquer* — victor, invincible.
- vid, vis = *see* — provide, vision, visit.
- voc = *call* — provoke, vocal, vocation.
- vot = *vow* — devote, vote.

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