The book cover features a dark blue background with a light-colored, intricate Art Nouveau-style border. The border is composed of vertical panels on the sides and a large, arched frame at the bottom, all filled with stylized floral and geometric motifs. The text is centered within this decorative frame.

BETTER
ENGLISH
GRADE
EIGHT

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Grade 8

Two Freight Trains Passing on a Single Track

Two freight trains meet on a single-track railway. Each consists of an engine and twenty-five cars. How can they pass?

Where the engines face each other there is a sidetrack. It can be entered only from one side and will hold only one car at a time without the engine. The two trains can and do pass, but how?



GIVING AN EXPLANATION



BETTER ENGLISH

GRADE EIGHT

BY

HARRY JEWETT JESCHKE, M.A.

AUTHOR OF "BEGINNERS' BOOK IN LANGUAGE"
"BETTER ENGLISH FOR BEGINNERS," ETC.

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MAY 10 1929

JULY

GINN AND COMPANY

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PREFACE

The purpose of this language and grammar book for the eighth grade is to improve the pupil's English. Such improvement means not one achievement but many. It resolves itself in practice into numerous detailed aims and individual lines of instruction, of effort, of exercise, and of progress. In terms of major objectives it includes the attainment of an acceptable measure of

- (1) grammatical correctness in the pupil's speaking and writing,
- (2) skill in his use of sentences,
- (3) accuracy in his pronunciation,
- (4) adequacy and agreeableness in his vocal utterance,
- (5) clearness and effectiveness in his statements,
- (6) fullness and readiness in his vocabulary, and
- (7) proficiency in his punctuation, paragraphing, and letter form.

It is evident that the objectives enumerated are of a practical kind. Accordingly the book is a practical book. It is a practice book — a laboratory manual in the *art* of speaking and writing correct and effective English rather than a textbook in the *science* of grammar. Grammar is presented, of course, but in its applications to the pupil's language needs rather than in its theoretical aspects; and composition concerns itself directly with the art of everyday communication.

Furthermore, since communication presumes a hearer or reader as well as a speaker or writer, oral and written composi-

tion are given practice in audience situations. These are so presented that the pupil's response, instead of being lifeless and perfunctory, becomes real and willing. The endeavor has been to transform language improvement into a challenging problem.

The organization of the book is readily understood from the table of contents, which discloses the three aspects of the English problem as here treated, as well as the separation of the minimum essentials of grammar from those grammar topics that have a remoter practical bearing. There, also, may be seen the distribution of the various projects, tests, and reviews, the systematic drills in punctuation, in pronunciation, in the use of the dictionary, and in vocal utterance, together with the exercises in sentence study, word study, and letter writing, as well as the drills in correct use and the tests in applied grammar. All these are variously and, it is believed, always genuinely motivated.

Two of the features are selected for special comment: (1) the drill in correct use and (2) the test in applied grammar.

1. The significant fact is now generally recognized that speech improvement is dependent on the formation of correct speech habits. The problem is how to bring about such habit formation. It has been found, for instance, that drills in correct use miss their aim if they consist only of the repetition of correct words or word forms. They fail to hold the pupil's alert attention and lose themselves in monotony. Equally unsatisfactory have been the exercises that consist only of the choice of correct forms. One or two correct choices do not create a habit, particularly if a wrong habit already occupies the field. Neither kind of exercise — the mere choosing of the correct form or the mere repeating of it — has proved efficacious. What to do? It is believed that the present book is so fortunate as to be able to offer the first and the only solution of this basic problem. It offers a new drill in correct use. This combines choice and repe-

tion in one stimulating exercise. Thus, repetition becomes alert because it constantly needs to choose, and choice becomes habit-forming because it constantly needs to be made again. The device is as simple as it is novel and effectual.

2. The test in applied grammar seems equally original and important, though also extremely simple when once discovered. At first sight it appears to be nothing but the old correction exercise. Like that exercise it puts the pupil's knowledge of grammar to the test. It gives him practical repair work to do, which involves the technicalities he has studied. Does he recognize faulty English when he sees it? If not, then clearly his grammar acquirements do not yet function. Recognizing an error, can he correct it? If not, then evidently his rules and definitions do not yet serve him. He needs to study further, for the law of language study is indubitable: unless he becomes master of the common errors, the common errors will become master of him. That mastery, however, means more than knowledge of grammar. The knowledge of the correct form, the recognition of the incorrect one, and the instant substitution of the former for the latter must become habits. Thus, the test in applied grammar transforms the old correction exercise and merges imperceptibly into the drill in correct use; in fact, it is seen to be another form of that improved drill.

So, in conclusion, it may be said that throughout the book the endeavor has been to bring an improved educational technique to bear on the problems involved in the improvement of the pupil's English. The authors have prepared a manual to accompany the book, in order that busy teachers may be assisted in their use of these lessons to achieve the best results. The lessons are addressed to the pupil; the manual, to the teacher.

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trolled by them : to Houghton Mifflin Company for the extracts from Nathaniel Hawthorne's "Twice-Told Tales" and "The House of the Seven Gables," Henry D. Thoreau's "Walden," and Ella Lyman Cabot's "Ethics for Children"; to Matthew Page Andrews for "The American's Creed," by William Tyler Page; to the estate of Phillips Brooks and to E. P. Dutton & Company for two letters from Phillips Brooks's "Letters of Travel"; to Ella M. Boyce for a number of drill sentences from "Enunciation and Articulation"; to William J. Long for the selection from "Northern Trails"; to John T. Faris for the extract from "Real Stories from Our History"; to G. P. Putnam's Sons for the extracts from Washington Irving's "Sketch Book" and "The Life and Voyages of Columbus"; to Dr. Henry van Dyke for "The Footpath to Peace" from "The Friendly Year"; to J. H. Robinson and C. A. Beard for the extract from "Outlines of European History"; to Harper & Brothers for the letter from Sydney Smith to Charles Fox; to Roy Davis and Clarence H. Lingham for the selections from "Business English and Correspondence"; to D. Appleton and Company for William Cullen Bryant's "The Planting of the Apple Tree"; to *The Youth's Companion* for the train problem; and to Meredith Nicholson for the letter to the principal of the Brooks School for Boys, Indianapolis.

THE AUTHORS

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BETTER ENGLISH

GRADE EIGHT

LOOKING BACKWARD AND FORWARD IN GRAMMAR

1. Test: Do You Know Enough Grammar to Speak Correctly?

Each parenthesis in the numbered sentences below contains two words. One of these is the correct word for the sentence in which you see it; the other is the incorrect word often used instead. The parentheses in group A below contain words that you have been studying for a number of years; those in group B are last year's words; and group C looks forward to words you will study during the year now beginning.

A

Test.¹ On a sheet of paper write the correct words for the sentences below. With each word write the number of its sentence.

1. Have you (saw, seen) my book anywhere?
2. I don't remember what I (did, done) with it.
3. Tom (came, come) to my house yesterday.
4. I have (went, gone) to school many years.
5. Where (was, were) you yesterday?

¹ NOTE TO TEACHER. Before giving this and the following tests the teacher is asked to consult the Teacher's Manual, which outlines the procedure, offers numerous suggestions, and presents a key, answers, additional tests, and supplementary material.

6. Please (learn, teach) me that trick.
7. (May, Can) I ask you a question?
8. She (isn't, ain't) going our way.
9. (Them, Those) are my rubbers.
10. You haven't (any, no) rubbers.
11. The book is (laying, lying) on the chair.
12. He (doesn't, don't) know any better.
13. Have you (ate, eaten) your lunch?
14. Have you (written, wrote) your letter?
15. The dog (run, ran) barking to the gate.
16. The janitor has (rung, rang) the bell.
17. The class (sung, sang) a pretty song.
18. I (drank, drunk) a glass of milk.
19. Who (thrown, threw) that paper at me?
20. A good singer sings (good, well).
21. Set your basket on the floor and (set, sit) here.
22. Have you (froze, frozen) your ear?
23. Fred has (broken, broke) his pencil.
24. Have you (spoken, spoke) with Fred today?
25. I have (tore, torn) my coat.

B

Test. On a sheet of paper write the correct word for each of the following sentences, together with the number of its sentence :

1. I am sorry you feel (bad, badly) today.
2. I feel well; I think I am the (healthiest, most healthiest) person in the room.
3. I think I am healthier than (any, any other) player on the whole team.
4. I don't have to take any of that medicine which tastes so (bitter, bitterly).
5. How (sweetly, sweet) the singer's voice sounds!
6. How (sweet, sweetly) she sings!
7. Was it (she, her) that won the singing prize?

8. If you are careless you will do this work (badly, bad).
9. How (beautiful, beautifully) she plays the violin!
10. The music sounds (beautiful, beautifully) in this large room!
11. The collie's thick, silky coat felt (softly, soft) to her fingers.
12. I looked from my window and saw that it was (him, he) who had called me.
13. He is taller than I, but I am the (stronger, strongest).
14. Please talk (pleasant, pleasantly) when you speak to anyone.
15. The song of the birds sounded (pleasant, pleasantly) as we sat under the trees.

C

Test. This test contains many of the words you will study during the coming year. From how many of the parentheses can you choose the correct words? Write these in a column and with each the number of its sentence.

1. If I don't hurry, I'm afraid I (shall, will) be late.
2. Give this letter to (whomever, whoever) opens the door.
3. (Who, Whom) do you think will win tomorrow's race?
4. Every boy and girl in that large class carefully put on (his, their) rubbers.
5. The captain, as well as half a dozen soldiers, (are, is) watching behind the shelter.
6. (Should, Would) you like to go with me?
7. This color is neither blue (nor, or) green.
8. He is heavier than (me, I).
9. There (were, was) several pennies in the purse.
10. (Whom, Who) did you see in the library?
11. Just between you and (I, me), what do you think of his car?
12. We are proud of ourselves, you are proud of yourselves, and they are proud of (theirselves, themselves).
13. (Shall, Will) we ever be as old as ninety years?
14. There is only one thing to be said for your plan, but there (is, are) many things against it.
15. He couldn't go, but he would have liked to (have gone, go).

2. Test: Do You Remember the Eight Parts of Speech?

SILK

1 Silk is a fiber which silkworms spin to make their cocoons.
 2 The silkworms live on mulberry trees, and the climate of the
 3 United States is favorable for the growth of these trees and the
 4 rearing of the worms. But a great deal of hand labor is necessary
 5 in getting the silk from the cocoons, and the high cost of labor
 6 in this country prevents us from producing raw silk as profitably
 7 as it can be done in such countries as Japan. Consequently the
 8 raw material is often produced thousands of miles away from
 9 our mills.

10 Yet the United States is one of the leading countries in the
 11 world in the manufacture of silk goods. In the regions where
 12 silk is produced, the people have generally been unable to manu-
 13 facture it with anything like the success shown by Americans.
 14 Formerly we made only the coarser varieties of silk, but since
 15 1890 we have used machinery to better and better advantage.

16 KELLER AND BISHOP, "Commercial and Industrial Geography"

Test. How far can you go down this page, answering the questions and carrying out the directions without error?

1. Give several words that are nouns. Why do you call them nouns?

2. Give several words that are verbs. Why do you call them verbs?

3. What name do we give to a word that adds something to the meaning of a noun? Give several such words.

4. What name do we give to a word that adds something to the meaning of a verb? Give several such words.

5. How many pronouns can you give? How many prepositions? How many interjections?

6. Give two nouns connected by a conjunction; two adjectives so connected; two verbs; two adverbs; two pronouns.

7. In the selection above point out 12 nouns; 5 pronouns; 7 adjectives; 5 verbs; 5 adverbs; 6 prepositions; and 2 conjunctions.

It is easy to say that *silkworm* is a noun, *favorable* an adjective, and *prevents* a verb; but what do you make of *producing* in line 6 in the selection? That word *producing* has an object, *silk*, and an adverb modifier, *profitably*, as if it were a verb; and yet the word *producing* is the object of a preposition, *from*, as if it were a noun. This, and other puzzling words, you will study during the coming year.

3. Test: Groups of Words, and Sentences

Test. 1. Which groups of words below are sentences?

1. Are you ready?
2. Many years ago in a country near the ends of the earth.
3. Who is there?
4. We went to the store.
5. We bought a loaf of bread.
6. What kind of bread was it?
7. The jolly baker, stout, pink, and smiling, with flour on his hands and face and a white cap on his head.
8. The baker spoke to us.
9. What did he say?
10. He talked about his hot oven.
11. Oh, how hot it was!
12. Bread, which has been called the staff of life.
13. When did you ever eat better bread than this?
14. Bread has been called the staff of life.
15. A baker who understands his trade, who knows how to bake bread as it should be baked, and who can make cake and cookies too.

2. Which of the groups of words above are not sentences? Change each such group into a sentence.

3. Write a sentence that makes a statement; change it into a question and write this. Do both sentences end with a period?

4. Write a declarative sentence; an interrogative sentence.

4. Test: Subject and Predicate

Test. 1. Can you point out the subject and the predicate of each of the following sentences? How far down the list can you go without an error?

1. The list began with an easy sentence.
2. Gradually the sentences grew harder.
3. The hardest ones came last.
4. Can you point out the subject of this sentence?
5. Where, O where, is the predicate of this sentence?
6. John and James went to town and bought some candy.
7. John, who was twelve, and James, who was thirteen, went to town together.
8. When they went to town, they saw a parade.
9. Tell me about it.
10. Was it very long?
11. How long was it?
12. The parade, which John and James saw, passed through the main street of the city in which they lived.
13. Through the main street of the city in which John and James lived passed the parade that these boys saw.

2. Point out the principal word of the subject in each of the sentences above.

3. Point out the principal word of the predicate — the verb — in each of the thirteen sentences above.

5. Test: Predicate Word and Object

Test. 1. Point out the predicate word in each of the sentences below that has a predicate word, and tell whether it is a noun, an adjective, or a pronoun :

1. The little rabbit looked very pretty.
2. It had pretty pink eyes.
3. Its ears moved.

4. Can you move your ears?
5. Your ears seem motionless.
6. They do not move at all.
7. Can you not move them at all?
8. Watch them closely.
9. Did you notice any motion?
10. That humming is very noisy.
11. It is an airplane.
12. Is that it? Is that the airplane?
13. That man in the cabin is the pilot.
14. Do you feel well today?
15. The weather continued most pleasant all week.

2. Point out the object of the verb in each sentence that has a verb with an object. Tell whether the object is a noun or a pronoun.

6. Test: Adjective Phrases and Clauses

Notice in italics the adjective phrases in sentences 1 and 2 below and the adjective clauses in sentences 3 and 4. Notice that, like adjectives, adjective phrases and clauses modify nouns.

1. A bar *of iron* lay on the ground.
2. He was a man *of wealth*, a citizen *of great influence*.
3. A bar, *which was iron*, lay on the ground.
4. He was a man *who possessed both wealth and influence*.

Test. 1. In the following sentences point out each adjective and tell what noun it modifies :

1. An able boy will succeed in this difficult position.
2. A boy of real ability will succeed here.
3. A boy who has ability will succeed at this work.
4. The man was an experienced mechanic.
5. The man was a mechanic of experience.
6. The man was a mechanic who had had experience.
7. Some influential citizens talked with the king.

8. Some citizens of influence talked with the king.
 9. Some citizens who had influence talked with the king.
 10. A thing that has beauty gives pleasure.
 11. A thing of beauty is a joy forever.
 12. A beautiful thing gives pleasure.
 13. He wore a leathern apron.
 14. He wore an apron that had been made of leather.
 15. He wore an apron of leather.
 16. A statue of bronze stood on the public square.
 17. A bronze statue stood on the public square.
 18. A statue that was cast in bronze stood on the square.
 19. They gave a cup of solid silver to the noted engineer, who was a man of great learning, a business man of prominence, and a builder of distinction.
 20. The cabinet of walnut contained an instrument of rare value.
2. Point out each adjective phrase and adjective clause and name the noun each modifies.

7. Test: Adverbial Phrases and Clauses

Notice in italics the adverbial phrases in sentences 1 and 2 below and the adverbial clauses in sentences 3 and 4. Notice that, like adverbs, adverbial phrases and clauses add to the meaning of a verb by answering such questions as *when*, *where*, *how*, or *how much*.

1. The animal darted *into the forest*.
2. *With great swiftness* the animal darted *into the forest*.
3. The animal darted away *when it heard our steps*.
4. The animal hid *where we could not follow it*.

Test. Point out the adverbs, the adverbial phrases, and the adverbial clauses in the sentences below, and tell what verb each modifies:

1. Immediately the rabbit dashed swiftly away.
2. The rabbit dashed into the brush.

3. When the rabbit saw the hunter, it hid in the bushes.
4. Cautiously, noiselessly, the hunter tiptoed through the long grass.
5. He stopped and looked about when he was near the bushes.
6. While we were in the city we visited the zoo.
7. He is fourteen, although he looks younger.
8. She goes to school where I go to school.
9. After we saw the airplane, we walked about in the park while we waited for our friends.
10. When they failed to arrive, we started for home after we had waited and looked for them everywhere.

8. Test: Kinds of Sentences — Simple, Compound, and Complex

Notice these examples of the three kinds of sentences :

1. Mary is a studious girl. (SIMPLE)
2. Mary is a studious girl, but Jane is jollier. (COMPOUND)
3. Mary, who is studious, is fond of Jane. (COMPLEX)
4. Mary is fond of Jane, who is jolly. (COMPLEX)
5. Although Jane is jolly, she is studious too. (COMPLEX)
6. The sun was shining brightly, and the weather was warm. (COMPOUND)
7. Seven of us started off in the car for a day's fun in the woods on the bank of the Kennebec River. (SIMPLE)

Test. Tell which of the following sentences are simple, which compound, and which complex :

1. It was raining hard.
2. Although it was raining hard, we started for school.
3. It was raining hard, but it was not cold.
4. He is a fast runner.
5. He is a fast runner, and he can play tennis well too.
6. Although he is a fast runner, he cannot play baseball very well.
7. She was an excellent talker.

8. Since she was an excellent talker, everybody listened to her conversation with pleasure.

9. She was an excellent talker, and she was also an industrious worker.

10. She was an excellent talker and an industrious worker.

11. The radio was not working well.

12. Although the radio was not working well, we managed to hear the President's speech.

13. Since the radio was not working well, we telephoned for the repair man.

14. The repair man arrived and soon had the radio in order.

15. The repair man arrived, the radio was repaired, and the fun began.

16. Have you ever tried to build a radio set?

17. Have you, who are so skillful with tools, ever tried to build a radio set?

18. When you begin, will you let me watch you?

9. Better English — the Year's Aims ¹

The tests you have been taking show one thing — do they not? — that you need to study more grammar in order to improve your English. English, however, is more than grammar. Other tests ¹ could be given at this time to show that you need also to have practice in speaking, in story-telling, explaining, choosing words, pronouncing, writing, letter writing, punctuation, spelling, and other branches of this important subject. The present book will give you this practice, as well as lessons in grammar, in order that you may learn to speak and write better and better English.

¹ NOTE TO TEACHER. See Teacher's Manual for table of objectives, additional diagnostic tests, numerous suggestions, and supplementary material, as well as answers and key.

CHAPTER ONE

NOUNS

1. Introduction

Test. Without preparation write the following sentences from dictation :

1. The men from Spain drove the horses, ponies, cows, and calves to Tom Carrolton's ranch.

2. Do you know how to spell such nouns as *turkeys*, *chimneys*, *ladies*, *berries*, *pianos*, *potatoes*, *heroes*?

3. That horse's hoofs left clear marks in the soft ground.

4. Those horses' hoofs are larger than this horse's hoofs.

5. The Japanese bought candles at Jones's Five and Ten Cent Store.

6. Ladies' hats, as well as children's dresses, were for sale at that store.

7. The man's coat hung in the men's room.

8. Those Englishmen visited many cities in America.

Correction Exercise. 1. Compare your sentences with those above and correct your mistakes. Are there many? 2. Did you begin the words *Spain* and *Japanese* with capital letters? Do you know why they should begin with capitals? 3. *Turkey* and *berry* both end with the letter *y*; but *turkeys* ends with *eys*, and *berries* with *ies*. Do you know why? 4. Do you know why one of the two apostrophes in the fourth sentence precedes the letter *s* and why the other follows the letter *s*?

If you have made mistakes in writing the nouns in the sentences above, and if you cannot answer correctly these questions.

about some of them, you will be interested in this chapter. It will tell you much about nouns that you need to know in order to write without mistakes.

2. Common and Proper Nouns

1. The *continent* of which she spoke is *Africa*.
2. The *city* in which I live is *Chicago*.

Exercise. 1. In the preceding sentences read the words in italics and tell which are nouns.

2. Give the names of several cities. As you know, there are thousands of cities in the world. *Chicago* is a special name given to one of these to distinguish it from all the others.

3. Which of the two nouns, *continent* or *Africa*, is the name of a particular body of land? Which may apply equally well to any one of half a dozen bodies of land?

We see, then, that there are two kinds of nouns: (1) those, like *city*, *continent*, *month*, *man*, that apply to any one of a whole class of objects; and (2) those, like *Chicago*, *Africa*, *January*, *Lincoln*, that are the special names of particular objects — persons, places, or things.

Exercise. Separate the following nouns into two groups: (1) the one group containing those that are special names of particular objects; and (2) the other group containing those that are held in common by all persons, places, or things of a class:

dog	river	October	Italy	conductor
Rover	Hudson	month	messenger	Jenkins
boy	Millet	general	teacher	ship
Martin	painter	Napoleon	pupil	war
America	Missouri	state	country	Mayflower
inventor	Edison	spy	Harvey Birch	South Dakota

A proper noun is the name of a particular person, place, or thing.

The following are examples of proper nouns. Observe that every proper noun begins with a capital letter.

Tom	Boston	Canada
Frank	Seattle	Germany
Nellie	Grant	France
Harriet	Washington	Peru
Columbus	Cortes	Pizarro

The following *groups* of words are examples of proper nouns :

Benjamin Franklin	New York Times	Pine Street
North America	La Salle Hotel	Lake Michigan
Robinson Crusoe	Brooklyn Bridge	Panama Canal
Fort Sumter	Princess Theater	Grant Square
Union Pacific	Garfield School	Harvard University
Central Park	Union Station	The Daily News

Exercise. For each proper noun in the lists above give another noun that names the whole class to which the particular person, place, or thing belongs. Thus :

Tom is a proper noun ; but *boy* is a noun that applies not only to Tom but also to all other persons of that class.

Peru is a proper noun ; but *country* is a noun that includes not only Peru but also any and all other places of that kind or class.

A common noun is a general name that may be applied to any one of a class of persons, places, or things.

The following are examples of common nouns :

grocer	queen	carpenter	railroad	mountain
newspaper	cow	river	street	church
day	horse	state	book	school
holiday	girl	continent	magazine	building
month	woman	ocean	desert	poem

The following are examples of words or groups of words which we may call compound nouns. Notice that the parts of a compound noun are in some instances joined, with the hyphen or without, and in others written separately. Consult the dictionary when you are in doubt about the writing of a compound noun.

brother-in-law	book agent	flagpole
man-of-war	singing teacher	bookseller
jack-in-the-pulpit	insurance company	eggshell
time-table	commander in chief	schoolhouse
school-teacher	editor in chief	tablecloth
witch-hazel	key ring	steamboat
safe-conduct	watch glass	washerwoman

Exercise. For each common noun above give several proper nouns. Thus :

The word *newspaper* is a common noun ; but *New York Tribune*, *Louisville Courier-Journal*, *Seattle Intelligencer*, are the special names of particular newspapers. These names are proper nouns.

A proper noun should begin with a capital letter.

3. Selecting Suitable Proper Nouns

Exercise. 1. If you had bought a moving-picture theater and wanted to give it a name, would any of the following suit you?

1. Liberty Theater
2. American Theater
3. Palace Theater
4. Palace of Pleasure
5. Picture Palace
6. House of Many Sights
7. Idle-Hour Theater
8. Bluebird Theater
9. Frolic Theater

2. Why should a theater be called "Liberty" or "American"? Is your theater large and fine enough to have the word "Palace" in its name?

3. Having considered and perhaps rejected the proper nouns listed at the foot of the preceding page, you may be ready with a suggestion of your own. Write a number of suitable ideas on a piece of paper; then select from these the name or proper noun that you like best, giving the reason for your choice. The following questions may guide you in your search for a suitable name:

1. Does the proper noun that is being considered name your theater with accuracy, or might the same name be used for a candy store or for an art gallery?

2. Is it a proper noun that has not been used by some one else?

3. Is it a pleasing proper noun; that is, one that will catch people's attention and remain in their memory?

4. In the same careful way select a proper noun to name your new candy store. First consider the following, that have been used, and decide which one you like best:

1. Palace of Sweets
2. The Sugar Bowl
3. Jones's Sweet Shop

5. In the same way select a proper noun to name (1) a shoe store, (2) a laundry, (3) a bakery, (4) a hotel, (5) a newspaper, (6) a farm, (7) a summer cottage, (8) a roadside stand, (9) a camp site for motor tourists, and (10) a city home.

6. Select a suitable proper noun to name each of the following:

1. A new make of ink
2. A new brand of mucilage
3. A new soda biscuit
4. A new pocketknife
5. A new bicycle
6. A new electric waffle iron

Project. Let the schoolroom be a city, the aisles streets, and each pupil's desk a store, where he is in business. What is your business? No one will know unless you put up a sign.

Think of a suitable name for your store, but first decide what your business shall be. Tell no one, but quietly work on your sign. When you have hit upon a successful name, print it in large capitals on a card. Will you add anything to the name? Perhaps, with cardboard and glue, you can invent a way of making the sign stand upright on your desk. You might do this work at home.

It will be interesting to take a walk in the streets of the schoolroom city when the signs are all finished and up, particularly if the signs are clever.

A dealer in shirts in a certain city calls his store :

AT THE SIGN OF THE 100,000 SHIRTS

A dressmaker near him hung this card in her window :

AT THE SIGN OF THE GOLDEN SCISSORS

4. Number

Exercise. Which of the following nouns mean only one? Which mean more than one?

boy	house	man	child
boys	houses	men	children

We see that nouns have one form when they mean only one, and another form when they denote more than one.

The **singular number** of a noun is the form that denotes only one; as *boy, girl, man, woman*.

The **plural number** of a noun is the form that denotes more than one; as *boys, girls, men, women*.

A. THE PLURAL NUMBER OF MOST NOUNS

Exercise. 1. Give the number of each of the following nouns :

door	turkey	pen	soldiers	book	box
doors	turkeys	pens	pupils	books	boxes
horse	pencil	roofs	sailors	hat	store
horses	pencils	lamps	carpenters	hats	stores

2. Do you see how the plural number of most of these nouns is formed?

Most nouns form their plural by adding *s* to the singular.

Thus :

teacher	house	apple	desk	shoe	monkey
teachers	houses	apples	desks	shoes	monkeys

B. NOUNS ENDING WITH THE SOUNDS *s*, *sh*, *ch*, OR *x*

Exercise. 1. Give the plural of the following nouns :

stitch	church	birch	grass	lass	tax
box	latch	batch	dish	wish	compass

2. What did you add to the singular to make the plural? Can you tell why you added *es* instead of the usual *s*? Add *s* to some of the words and see whether you can pronounce them easily.

Some nouns end in the singular with some such sound as *s*, *sh*, *ch*, *x*, that will not unite easily with *s*. These form their plural by adding *es* to the singular. Thus :

guess	mattress	radish	peach	watch	ax
guesses	mattresses	radishes	peaches	watches	axes

C. NOUNS ENDING IN *y*

Some nouns ending in *y* are a little irregular in forming the plural.

Nouns ending in *y*, preceded by a vowel, form their plural like most nouns by adding *s* to the singular. Thus :

donkey	key	play	attorney	toy	essay
donkeys	keys	plays	attorneys	toys	essays

But nouns ending in *y*, preceded by a consonant, form their plural by changing the *y* to *i* and adding *es*. Thus :

remedy	baby	story	army	reply	pony
remedies	babies	stories	armies	replies	ponies

D. NOUNS ENDING WITH THE SOUND OF *f*

Most nouns ending with the sound of *f* are regular. Thus :

hoof	roof	cliff	scarf	chief	safe
hoofs	roofs	cliffs	scarfs	chiefs	safes

But some form their plural by changing the *f* or *fe* to *v* and adding *es*. Thus :

calf	life	leaf	half	knife	wife
calves	lives	leaves	halves	knives	wives
loaf	thief	sheaf	wolf	shelf	self
loaves	thieves	sheaves	wolves	shelves	selves

E. NOUNS ENDING IN *o*

Most nouns ending in *o* are regular, adding only *s* to form the plural. Thus :

piano	solo	portfolio	alto	dynamo	lasso
pianos	solos	portfolios	altos	dynamos	lassos

But some form their plural by adding *es*. Thus :

hero	potato	tomato	echo	negro	veto
heroes	potatoes	tomatoes	echoes	negroes	vetoes

Since there is no rule for the irregular plurals noted above, it is necessary to memorize them and to consult the dictionary when in doubt, in order to avoid mistakes.

F. SOME IRREGULAR PLURALS

A few common words form their plural without *s*. Thus :

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

Some nouns have the same form in the plural as in the singular. The most common among these are the following :

deer	sheep	trout	swine	salmon
corps	Chinese	Japanese	Portuguese	Iroquois

Some nouns are used only in the plural. Among these the most common are the following :

ashes	measles	mumps	scissors	shears
trousers	spectacles	victuals	vitals	oats
goods	athletics	billiards	riches	tidings

The nouns *news*, *politics*, *mathematics*, *physics*, *athletics*, are always plural in form, but they are singular in meaning.

The singular form of some nouns often has a plural meaning. These are nouns that denote collections of individuals, such as the following words :

group	crowd	swarm	herd	troop	tribe
pack	squad	regiment	sheaf	family	crew
club	flock	multitude	jury	gang	band
horde	pair	couple	mob	society	fleet

Most proper nouns form their plurals after the manner of common nouns. When a title precedes the proper name, either the title or the name may be made plural. But the title *Mrs.* cannot be made plural. Thus :

Mr. Brown : the Mr. Browns or the Messrs. Brown, or Messrs. Brown.

Mrs. Brown : the Mrs. Browns ; the Mrs. Brown, Jones, and Smith.

Miss Brown : the Miss Browns or the Misses Brown.

Dr. Kellogg : the Dr. Kelloggs or the Drs. Kellogg.

General Lee, General Grant : Generals Lee and Grant.

Compound nouns usually form their plurals by making the last part of the compound plural, but sometimes the first part and sometimes both parts are made plural. Thus :

apple trees	forget-me-nots	Englishmen	men servants
grapevines	mothers-in-law	candlesticks	women servants
men-of-war	commanders in chief	hangers-on	Knights Templars

Exercise. Write the plural of each of the following nouns. Consult the dictionary if necessary.

lesson	fly	piano	looker-on
week	toy	salmon	lily
day	boy	sheep	attorney
loss	wolf	dish pan	attorney at law
blush	chief	house cat	brother-in-law

5. Selecting Suitable Common Nouns

The brilliantly uniformed general rode down the line on a richly bridled and saddled — what?

Should you say *nag*? Or *pony*? Or *horse*?

Probably you would select either *steed* or *charger* as the more appropriate name. On the other hand, for the blank in the sentence

The grey-haired darky ambled lazily down the deserted road on his faithful old —,

you would hardly use either *steed* or *charger* as the most suitable noun.

Nouns naming the same kind of thing differ in exact meaning. We must study these differences, in order to use nouns with the best success.

Exercise. 1. Explain briefly how the nouns in each of the following groups differ in meaning :

1	2	3	4	5
dog	person	house	friend	furnace
hound	man	residence	acquaintance	heater
pup	stranger	hut	partner	stove
cur	visitor	roost	companion	oven
poodle	character	shack	comrade	fireplace
terrier	fellow	den	neighbor	radiator
collie	individual	cottage	ally	register

2. Make sentences, using some of these words to show that you understand their meaning. Make interesting sentences. It is a good rule in English always to try to make one's sentences interesting. Thus, to show the meaning of the nouns *house* and *residence*, you could easily give a number of different sentences. You could say :

A *residence* is a large and showy dwelling, and a *house* is a modest one.

This sentence, however, is prosy. Instead, you should try for a sentence like the following :

The hard-working dressmaker walked with rapid steps from the fashionable *residence* of her wealthy customer, the proud mother of the governor of the state, to her own modest *house* on a narrow side street.

3. In the same way study the nouns in each of the following groups :

1	2	3	4	5
industry	field	farmer	work	property
perseverance	pasture	gardener	labor	income
energy	garden	florist	exertion	capital
determination	park	forester	struggle	money
pugnacity	yard	plowman	ambition	legacy

6	7	8	9	10
paper	peddler	enemy	sound	pain
booklet	dealer	opponent	noise	trouble
periodical	trader	rival	explosion	worry
prospectus	merchant	competitor	thud	ache
magazine	agent	antagonist	hiss	discomfort
publication	clerk	foe	buzz	grief
book	salesman	challenger	cry	misery

6. Gender

Exercise. Arrange the following nouns in two lists: the one containing the nouns that denote males, the other containing the nouns that denote females:

Joseph, Josephine, king, queen, father, uncle, mare, cow, gander, goose, lioness, heir, prince, heiress, princess, mother, brother, tree, house, tigress, heroine, daughter, hero, wagon, tiger, bachelor.

Some nouns denote males, some denote females, and others (like *tree*, *house*, *wagon*) indicate no sex at all.

A noun which denotes a male is of the **masculine gender**.

Thus, the words *boy*, *man*, *lad*, *grandfather*, *monk*, *tiger*, *horse*, are of the masculine gender.

A noun which denotes a female is of the **feminine gender**.

Thus, the words *girl*, *woman*, *lass*, *grandmother*, *nun*, *tigress*, *mare*, are of the feminine gender.

A noun denoting a thing without sex is of the **neuter gender**.

Thus, the words *tree*, *wagon*, *wheel*, *railway*, *fence*, *money*, are of the neuter gender.

NOTE. The word *neuter* means "neither"; hence neuter gender means *neither* masculine nor feminine.

Sometimes it is not possible to tell whether a word denotes a male or a female. It may denote either, and only its use in a sentence can make clear what its gender is. Thus:

My *playmate* is coming to-day. (Gender of *playmate* is either masculine or feminine in this sentence.)

He is my *playmate*. (Here *playmate* is clearly of the masculine gender.)

She is my *playmate*. (Here *playmate* is feminine.)

Some examples of such nouns are the following: *child, baby, puppy, parent, physician, clerk, teacher, writer, helper.*

7. The Possessive Form

Exercise. 1. Read the following two sentences:

Frank's little brother was riding *Mary's* pony.

The *boy's* rowboat was far out from shore.

2. What is the name of the boy in the first sentence? In the sentence the name *Frank* is changed a little. What is added to it? Read the first sentence, but omit the 's from the name of the boy and also from the name of the girl. Does the 's add anything to the meaning of the sentence? What does it tell?

3. Whose rowboat is mentioned in the second sentence? Read the sentence without the 's that is added to the noun *boy*. Can you still tell that the rowboat belongs to the boy?

When we wish to make a noun express ownership, we need to change its form a little. The form we use to denote ownership or possession is called the **possessive form**.

The possessive form of most nouns has the ending 's. Thus:

Frank's book, boy's kite, man's hat, girl's muff, dog's dinner, Mr. Brown's offices, James's father, Thomas's automobile, children's clothing, men's hats, women's waiting room.

The possessive form of those plural nouns that end in s is made by adding an apostrophe after the s. Thus:

the horses' hoofs

ladies' coats and gowns

Exercise. Write the possessive form of each of the following nouns, and use that form in a sentence :

lad	James	teacher	ox
lads	child	teachers	oxen
girl	children	Indian	lady
girls	eagle	Indians	ladies
bird	carpenter	brother	fox
birds	carpenters	brothers	foxes
man	angel	woman	Mr. Jones
men	angels	women	thieves

The possessive form of compound nouns in the singular number, and of phrases used as nouns, is made by adding the ending 's. Thus :

His brother-in-law's car is waiting for us.

The commander in chief's horse was pawing the ground.

I have the insurance company's letter.

William the Conqueror's reign began in 1066.

Mrs. George H. Brown's automobile stood in the garage.

The boys saw the Knights Templars' parade.

Exercise. Write sentences containing the following possessives :

lady's	widow's	gentlemen's	sister-in-law's
ladies'	countess's	gentleman's	major general's
men's	countesses'	cousin's	soldiers'
city's	pupils'	cousins'	enemies'

8. Business Letters

Project. Let the class be divided into two groups, and let the pupils of one of these groups write one or more of the letters suggested on the following page, the pupils of the other group writing the answers. A class post office and postmaster would be of use in this exchange of letters.

1. You have left your umbrella on a street car. Write to the main office of the street-car company, describe your umbrella, tell as nearly as you can at what time you were on the car, and ask the company to let you know if it is found.

2. Write an order to a poultry farm for a setting of eggs.

3. Write to a mail-order house, asking whether you can buy of them the materials for a canoe that you wish to make.

4. Write to a dealer in stamps. You wish to buy some and you wish to sell your duplicates. Besides, you are interested in buying a new stamp album.

5. Write to a railroad, asking whether there will soon be a special excursion rate to Yellowstone Park. After having looked it up in your geography, explain to the company through what cities you would like to pass in going and returning.

6. Write for your mother to a hardware dealer, inquiring about prices of oil stoves.

7. Write for your father to the publishers of a magazine which he takes. Explain that you are moving, and ask that the magazine be sent to the new address. Be sure to mention the old address too. Why is this necessary?

8. Write to a tentmaker, describing the kind of tent you would like to buy. Ask whether that kind is kept on hand or has to be made to order. Ask about prices.

9. You have seen a new alarm clock or a new wrist watch advertised, but you cannot find it at the watchmaker's in your city. Write directly to the manufacturer and ask him for complete information.

10. Order a book from the publishers. Give its name and the author's and tell what edition you wish. Inclose enough money to cover the cost of the book and the postage.

Correction. Perhaps the class postmaster will refuse to accept or deliver letters that are in poor form, are unreadable, and contain errors. Perhaps he will engage a number of assistants to point out errors to writers, in order that they may correct these before remailing. Mistakes in the use of nouns should be treated particularly severely at this time. Why?

9. The Uses of Nouns in Sentences

Exercise. 1. In the following sentences pick out the nouns that are used as subjects :

1. Lincoln was President during that terrible war.
2. The soldiers shot the spy.
3. Grant stood on the hill before his tent.
4. The boy was a brave lad.
5. General Lee's message lay on the table.

2. Pick out the nouns that are used as predicate words ; those that are objects of verbs ; those that are objects of prepositions ; the noun that is used as a possessive.

Exercise. In what way is the noun *apple* used in each of the following sentences ?

1. The apple was placed on the little boy's head.
2. The target was an apple placed on the little boy's head.
3. William Tell's arrow hit the apple.
4. The arrow went right through the apple.
5. Tell's arrow went straight through the apple's center.

We see in the sentences above that a noun may be used (1) as the subject of a verb ; (2) as the predicate word ; (3) as the object of a verb ; (4) as the object of a preposition ; and (5) as a possessive.

NOTE. For the formal presentation of case see page 200. See also the "Time-Table and Teacher's Manual."

Exercise. Write sentences illustrating these five uses of nouns, three sentences for each use.

There are other uses of nouns in sentences, and one of these we now proceed to study.

10. The Indirect Object

Exercise. 1. Read the following sentences carefully and in each one point out the object of the verb :

1. He gave the teacher the book.
2. He gave the book to the teacher.
3. She sent a present to her brother.
4. She sent her brother a present.
5. The mother wrote her son a letter.
6. The mother wrote a letter to her son.

2. Read the first sentence without the noun *teacher*. Does *He gave the book* seem complete? Does it at once suggest the question *To whom* did he give the book?

Some verbs require a second object to help them to make a complete sentence. Thus, when we *give*, we must not only give *something* (this, as we already know, is the object of the verb), but we must also give that something *to somebody*. When we *tell* or *send* or *sell* or *pay*, we not only tell, send, sell, or pay something (this is the object of the verb), but we also tell, send, sell, or pay that something *to somebody*. This somebody — that is, the noun that names this somebody — is called the indirect object of the verb.

The indirect object of a verb is the word that denotes the person or thing *to* or *for* whom something is done.

It is always possible to insert the preposition *to* or the preposition *for* before the indirect object without changing the meaning of the sentence.

Exercise. 1. Read again the six sentences at the beginning of this section. Point out the six objects, the three indirect objects, and the three prepositional phrases that take the places of the indirect objects.

2. Point out the objects and the indirect objects in the sentences that follow :

1. He should have told the men this story.
2. My father brought my brother some books from England.
3. I handed the letter carrier the parcel.
4. Show the boy the lesson.
5. Did you write your sister a letter yesterday?
6. He will teach those children arithmetic.
7. The farmer might sell those strangers some potatoes.
8. Lend your brother your pencil.
9. The company paid the men and the women five thousand dollars.
10. The catcher threw the pitcher a brand-new ball.

11. Speaking from Outlines

Have you ever noticed that it is easy to pay attention as some pupils speak but hard to listen to others? Of course there are several reasons for this. Some pupils have interesting things to say; some speak in a clear and pleasant voice, pronouncing their words distinctly. But there is still another reason. Some pupils arrange their ideas in good order before they try to tell them.

Oral Exercise. Think a few minutes about one of the subjects in the list that follows. Then explain to the class into how many parts your talk about the subject would be divided and what each of these parts would be about. Do the same with other subjects in the list.

1. How to Spend a Rainy Saturday
2. What "Safety First" Means
3. My First Day at School
4. My First View of Mountains
5. My First Visit to the Ocean
6. The Indian's Life Contrasted with the White Man's Life

7. My First Railway Journey
8. Two Old Men I Know
9. Summer and Winter in Florida (or any place about which you wish to speak)
10. Going to New York by Water and Returning by Land
11. Making a Butterfly Collection
12. The Adventures of a Ten-Cent Piece

Group Exercise. The teacher will write your outline on the board; other pupils will criticize it and give outlines of their own.

It is possible to speak about the same subject in different ways. Thus, the following are two outlines for a talk about the first subject in the list on page 28. You can probably make another that will fit your own ideas better than either of these.

HOW TO SPEND A RAINY SATURDAY

OUTLINE FOR TALK

1. What one could do in the morning.
2. What one could do in the afternoon.

OUTLINE FOR TALK

1. What my brother proposed that we do.
2. What my mother advised.
3. What we actually did after talking plans over.

Oral Exercise. Choose a subject about which you think you can give your classmates useful and entertaining information. Plan what you wish to say about it. Write your outline on the board. Then, turning your back to the outline, give your talk. If it is a good outline you will have no difficulty in remembering it. As you speak, your classmates will watch to see whether you stick to your outline.

Perhaps the following list will suggest a good subject to you :

1. How to Put Shoe Laces in Shoes
2. How to Make Oatmeal Porridge
3. Why It Is Necessary to Put Stamps on Letters
4. How a Burglar Alarm Works
5. How My Caterpillar Turned into a Butterfly
6. What It Means to Be a Boy Scout
7. What It Means to Be a Camp-Fire Girl
8. A Game That Trains Me to Be Quick
9. A Suitable Graduation Dress for a Grammar-School Girl
10. How I Felt When I First Wore a New Suit to School

Group Exercise. When you have given your talk, the class will tell you what they liked about it and in what respects it could be improved. The following questions indicate some of the main points to be kept in mind by the class as they listen to each talk and criticize it :

1. Was the talk interesting? How might it have been made more so?
2. Was it clear? Did the speaker always say exactly what was in his mind to say?
3. Was the outline clear and well arranged? In what respect could it have been better?
4. Did the speaker use too many such words as *and*, *and then*, *and so*? Did he fail to drop his voice at the end of each sentence? Did he begin any sentences with such words as *when*, *since*, *although*?
5. Can you suggest better nouns for any used by the speaker?

12. Drill in Correct Use

Oral Exercise. Read the following sentences repeatedly, selecting the correct word for each. If necessary, refer to pages earlier in the book on which the correct uses are explained. Increase the speed of your reading as you become surer of these correct uses.

1. I (seen, saw) your brother, but I haven't (saw, seen) you.
2. I (did, done) what anybody would have (did, done).
3. Hasn't she (went, gone) to school? I haven't (seen, saw) her.
4. What is that (lying, laying) on the table?
5. There (is, are) many books in the case.
6. (Lay, Lie) in the hammock or (sit, set) in the armchair.
7. His manners are (awful, disagreeable).
8. His English is (incorrect, terrible).
9. The acting was (rotten, poor).
10. The dinner was (good, delicious, appetizing).
11. The violets smelled (sweet, sweetly).
12. Can you see him and (I, me)? That is (he, him).
13. That is (him, he), there is (she, her), and this is (me, I).
14. The child smiled (sweet, sweetly), at its mother.
15. Her voice sounded (sweetly, sweet).
16. Speak (modest, modestly), and fight (boldly, bold).
17. Speak (quiet, quietly), and close the window (softly, soft).
18. The grapes tasted (sour, sourly).
19. (This, These) kind of grapes never tastes (sweetly, sweet).
20. He has never (did, done) (that, those) sort of things.
21. She has never (sung, sang) (them, those) songs.
22. They are both bright, but she is the (brighter, brightest).
23. She is brighter than (any other, any) girl in the class.
24. Is Paris more (beautiful, beautifuller) than New York?
25. (These, This) kind of things makes me feel (sadly, sad).
26. I couldn't see (no, any) bird (anywhere, nowhere) in the park.
27. Has he never (saw, seen) (any, no) sea lions before?
28. I have not (done, did) (nothing, anything) to regret.

13. Vocal Drill

Exercise. 1. Stand erect, hands at sides. Inhale slowly through eight counts, raising the arms until they are vertical. Hold the breath through four counts. Exhale explosively. Repeat several times.

2. Stand as above. Inhale quickly, without raising the shoulders. Hold through four counts. Exhale slowly through eight counts. Repeat.

3. Inhale quickly and quietly. Exhale slowly and steadily, making a soft, buzzing sound.

4. The same as above, but sound *n-n-n* as long as the breath lasts; *oo*; *oh*; *ah*; *ee*.

5. Repeat the following nonsense rime, slowly at first, then rapidly, but always distinctly :

Peter Piper picked a peck of pickled peppers ;
 A peck of pickled peppers did Peter Piper pick.
 If Peter Piper picked a peck of pickled peppers,
 Where is the peck of pickled peppers Peter Piper picked?

14. Words Sometimes Mispronounced

Oral Exercise. The teacher will pronounce the following words for you. Listen carefully and pronounce each one the same way. Then read the entire list aloud several times.

giant	eleven	alms	tune
buoy	yeast	balmy	picture
avenue	perhaps	heir	hoof
partner	length	herb	roof
forehead	strength	salve	deaf

Dictionary Work. Look up several of the words above to see how the correct pronunciation is indicated in the dictionary. If you do not understand the meaning of the marks there, ask the teacher to explain them. Ask about other doubtful points. Can you find on each page the key to the different sounds? Do you know and see the accent (') added to each word? What does that mean?

15. Review: Sentences and Nouns

Exercise. 1. What kind of sentence is each of the following?

1. At noon our party assembled in the forest, through the depths of which ran a little brook.

2. We were two men, two women, and five children.

3. Our shady nook was now the sunniest place in the neighborhood.

4. Each of us told the children a story.

5. Grandfather talked about Roger Williams and told the children several interesting particulars.

6. One incident must be related because it will give the reader an idea of the opinions and feeling of the first settlers of New England.

7. He did not keep possession of the chair long.

8. The wise men of those days opposed this brave reformer ; therefore he left the colony.

9. The wilderness was wide ; so Roger Williams took his staff and traveled into the forest and made treaties with the Indians and began a plantation.

10. Here he founded the city of Providence.'

2. In the simple sentences point out the subject and the verb of each and their modifiers.

3. In the compound and complex sentences point out the subject and the verb of each clause and their modifiers.

4. Explain the use of every noun in its sentence.

5. Study the following sentences as you did the foregoing :

1. At last the great day of the festival arrived, and many thousands of warriors and monarchs and pilgrims thronged to the amphitheater where the contest was to be held.

2. Here platforms received the vast crowds, that roared like the sea.

3. The windows were covered with a network of gold, and the walls were set with diamonds and precious stones.

4. The stairs were easy of ascent, and the floors were covered with costly carpets.

5. The rooms were adorned with wreaths and garlands of flowers, and made fragrant with spices.

6. We took a trip on the longest railway in the world.

7. It stretches eastward from Moscow over the Ural Mountains and thence entirely across the largest country of Asia to the Pacific Ocean.

8. This ribbon of steel would reach from San Francisco across the United States and nearly to Liverpool.

9. If on a map of Siberia you placed a map of the United States, so wide a margin would be left around it that you would have nearly room enough for all the countries of Europe except Russia.

10. Most of Russia is a vast plain which, though very useful for agriculture, is almost entirely lacking in mineral wealth.

11. Can you imagine a prison larger than the whole United States?

12. There was once a time when thieves and murderers, people whom the Russian government feared, drunkards and vagabonds who were a nuisance in their communities, were sentenced to Siberia.

13. Hundreds of thousands of respectable Russian peasants once settled in Siberia, and the government helped them in many ways.

14. These peasants went to the most fertile parts of the country; large areas of land were given them; and they were furnished, at very low prices and with long terms of credit, with seeds and tools, cattle and horses.

15. Some went by railroad, some by water, and some overland by the great post road which stretches entirely across Siberia.

6. Explain the use of each noun in the preceding sentences.

16. Practice: Capitals and Punctuation Marks

Exercise. 1. Read the following rules in the Appendix (pages 279-281 of this book): 2, 4, 5, 6, 7, 8, 9, 10, 11, and 18. On which sections of this chapter are these rules based? Write an example for each rule.

2. Are there any other rules in the Appendix which are applied in the present chapter? Prove your answer.

Test. As a test of your ability to punctuate correctly, write a passage from dictation. This is the same passage you wrote from dictation a year ago.

Correction Exercise. 1. When you have written the passage, it will be read to you a second time, but now each capital letter and punctuation mark will be indicated, as well as the spelling of troublesome words, in order that you may correct mistakes. Are there many? Compare the number with your record one year ago, if you or the teacher has that record.

2. Read your corrected passage aloud to the class, indicating capital letters and punctuation marks and explaining the reason for each.

17. Test in Applied Grammar

Exercise. 1. The sentences below contain thirteen common errors of the kind you have recently been studying. Can you find every one on the first reading? How long will it take you to write a list of the thirteen corrected words?

1. Several despicable portuguese bandits examined the travelers baggage.

2. Ladies hats and mens' caps filled one small american trunk.

3. The bandits donkies stood quietly in the oak trees shade.

4. The travelers guide and servants were no heros. .

5. Suddenly the two lady's screamed: "We hear horse's hooves."

2. Read the following sentences repeatedly, selecting the correct word or words for each, as you read, and trying to increase the smoothness and speed of your reading:

1. There (lays, lies) the car in the ditch.

2. (Sit, Set) here and look at it (laying, lying) there.

3. There (are, is) many accidents these days.

4. I (seen, saw) more last year than you have ever (saw, seen).

5. I have never (saw, seen) an accident.

6. Wherever I have (gone, went) I have (saw, seen) some.

7. There (is, are) a crowd of cars on the road.
8. There (is, are) many cars on every road.
9. It was (me, I) who (saw, seen) it (laying, lying) there.
10. It looks (terribly, badly) smashed, (don't, doesn't) it?
11. See (them, those) people (setting, sitting) by the roadside.
12. That 's (them, they). (Those, Them, They) own the car.
13. (Doesn't, Don't) this sky look (beautiful, beautifully)?
14. (Don't, Doesn't) this rose smell (sweetly, sweet)?
15. There (lies, lays) another one on the ground.
16. This is more (beautifuler, beautiful) than that.
17. This is a (worse, worser) road than (them, those) roads.
18. Have you ever (saw, seen) a (worser, worse) road?
19. Who (done, did) this? I (saw, seen) him do it.
20. It was (he, him) that (did, done) it.
21. It was not (I, me). It was not (her, she). It was (he, him).
22. Can you see him and (I, me) (sitting, setting) here?
23. I can see the cat (lying, laying) there.
24. I cannot see you and (him, he) (setting, sitting) there.
25. Your sister's voice is (sweet, sweetly).

18. Grammar Examination

1. Write simple interrogative sentences containing the following nouns in the plural possessive form: *lily, ox, box, attorney, mouse*.
2. Write the plural of the following nouns: *berry, potato, flunkey, piano, reply, echo, portfolio, tooth, news, athletics, salmon, Japanese, deer, Miss Brown, couple, pair, pear, scissors, monkey, ax*.
3. Explain the rule for forming the singular and the plural possessive form of nouns.
4. What is the difference between a common noun and a proper noun? Illustrate.
5. Show several uses of nouns in sentences. How many can you show?

19. What You Have Studied in This Chapter (One)

The following summary gives a bird's-eye view of the chapter :

I. GRAMMAR

- Proper nouns (13)
- Common nouns (13)
- Number of nouns (16)
- Gender of nouns (22)
- Forming the possessive of nouns (23)
- The uses of nouns in sentences (26)
 - As the subject of a verb (26)
 - As the predicate word (26)
 - As the object of a verb (26)
 - As the object of a preposition (26)
 - As a possessive (26)
- The indirect object (27)

II. COMPOSITION

- Selecting suitable proper nouns (14)
 - PROJECT: *The City of Signs* (16)
- Selecting suitable common nouns (20)
- Business letters (24)
 - PROJECT (24)
- Speaking from outlines (28)

III. REVIEW AND DRILL

- Introductory test (11)
- Drill in correct use (30, 35)
- Vocal drill (31)
- Words sometimes mispronounced (32)
 - Dictionary work (32)
- Review: sentences and nouns (33)
- Practice: capitals and punctuation marks (34)
 - Test: dictation exercise (35)
- Test in applied grammar (35)
 - Drill in correct use (35)
- Grammar examination (36)

NOTE. The numbers in parenthesis refer to pages.

CHAPTER TWO

PRONOUNS: PERSONAL AND INTERROGATIVE

1. Introduction

A pronoun is a word used instead of a noun.

Thus, in “*I* am the man *whom* you want,” the pronoun *I* is used instead of the speaker’s name, the pronoun *whom* is used instead of the noun *man*, and the pronoun *you* is used instead of the name (a proper noun) of the person addressed.

You already know what a pronoun is. Do you also use pronouns correctly in your speaking and writing? In order to be sure of this it is necessary that you study the following sections.

2. Personal Pronouns

A. PERSON

1. *I* have *my* book with *me*.
2. Have *you your* magazine with *you*?
3. Has *he his* drawing with *him*, or has *he* lost *it*?
4. Look at *us*! *We* shall celebrate at *our* school to-day.
5. Why do not *she* and *her* sister come to see *it*?
6. *I* don’t know *their* reason. *I* haven’t seen *them* lately.

Exercise. Make three lists of the pronouns in the sentences above: in the first put the pronouns that refer to the *person speaking*; in the second, the pronouns that refer to the *person spoken to*; in the third, the pronouns that refer to the *person or thing spoken of*.

Some pronouns always stand for the person speaking. They are: *I, my, mine, me; we, our, ours, us*. They are called pronouns of the *first person*.

Some pronouns always stand for the person spoken to. These are: *you, your, yours*. They are called pronouns of the *second person*.

Some pronouns represent the person or thing spoken of. They are: *he, his, him; she, her, hers; it, its; they, their, theirs, them*. They are called pronouns of the *third person*.

All these pronouns — of the first person, of the second person, and of the third person — are called **personal pronouns**.

Exercise. 1. The following sentences contain thirty-two personal pronouns. Make a list of them, and after each write whether it is of the first, of the second, or of the third person.

1. They invited us to the game between our boys and your boys.
2. We went — he, she, and I — to see it.
3. I took my raincoat with me.
4. You took yours, and she took hers.
5. But he forgot to take his.
6. The park was not far away; but when we reached it, our boys were already there, and so were yours.
7. We saw them getting ready to play.
8. They were determined to do their best.
9. Frank was in the field; he looked at us with his pleasant smile.
10. But we saw him later without it.

2. Give a sentence containing several pronouns of the first person; another sentence containing pronouns of the second person; another containing pronouns of the third person.

The personal pronouns are those pronouns that distinguish the speaker (the *first person*) from the person spoken to (the *second person*) and the person, place, or thing spoken of (the *third person*).

B. NUMBER AND GENDER

Exercise. Write after each pronoun found in the exercise on the preceding page (1) whether it is singular or plural, (2) whether it is masculine, feminine, or neuter. Many personal pronouns are either masculine or feminine; after such write the words *Either masculine or feminine.*

The pronouns of the second person, *you, your, yours, you,* are used both for the singular and for the plural. Thus :

I shall write *you*, Frank. (SINGULAR)

I shall write *you*, boys. (PLURAL)

Is this *your* book, Frank? (SINGULAR)

Are these *your* books, children? (PLURAL)

The pronouns of the first person (*I* and its various forms: *my mine, me, we, our, ours, us*) and of the second person (*you, your, yours*) are either masculine or feminine.

These pronouns of the third person are masculine: *he, his, him*; these are feminine: *she, her, hers*; these are neuter: *it, its*. In the plural the pronouns *they, their, theirs, them,* are used for all three genders.

C. USES IN SENTENCES

Exercise. Tell whether each pronoun in the following sentences is the subject of a verb, the object of a verb, the object of a preposition, or a possessive :

1. *He* hopes that *his* mother will see *him*.
2. *I* had *my* overcoat with *me*.
3. *They* took *their* rifles with *them*.
4. *We* saw *our* friend and *our* friend saw *us*.

We may call the pronouns that are used as subjects **subject pronouns**, those used as possessives **possessive pronouns**, and those used as objects **object pronouns**.

D. A TABLE OF THE PERSONAL PRONOUNS¹

Exercise. 1. In the following sentences there are eight personal pronouns used as subjects. Write these subject pronouns in a line across the top of a sheet of paper.

1. I went to the circus; my father took me.
2. Are you going with your mother? Who will take you?
3. People liked the clown; he had his best jokes with him.
4. A man cried: "Madam Sidney! See her! She will ride her trick horse!"
5. It was a fine circus; thousands saw it and enjoyed its many attractions.
6. We enjoyed everything; our friends envied us.
7. Parents all! You ought to go and take your children with you.
8. They will tell their friends what pleased them most.

2. There are eight personal pronouns used as possessives in the preceding sentences. Point them out, and write these possessive pronouns under the subject pronouns that you have already put down. Put each possessive pronoun under the subject pronoun that has the same person, the same number, and the same gender. Thus:

I	they
my	their

3. There are eight personal pronouns used as objects in the preceding sentences. Point them out, and write these object pronouns where they belong under the subject pronouns and the possessive pronouns that you have already put down. Thus:

I	they
my	their
me	them

¹For the formal presentation of case see pages 200, 203, and 210. See also the "Time-Table and Teacher's Manual."

4. Compare your table of pronouns with the following and discover whether you have made mistakes :

THE PERSONAL PRONOUNS CLASSIFIED

SINGULAR

	FIRST PERSON	SECOND PERSON	THIRD PERSON		
	<i>Masculine or Feminine</i>	<i>Masculine or Feminine</i>	<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>
<i>Subject Pronouns</i>	I	you	he	she	it
<i>Possessive Pronouns</i>	my	your	his	her	its
		(or mine) (or yours)		(or hers)	
<i>Object Pronouns</i>	me	you	him	her	it

PLURAL

<i>Subject Pronouns</i>	we	you	they
<i>Possessive Pronouns</i>	our	your	their
	(or ours)	(or yours)	(or theirs)
<i>Object Pronouns</i>	us	you	them

Exercise. 1. Tell regarding each of the following pronouns (1) whether it is of the first, second, or third person ; (2) whether it is singular or plural ; (3) what its gender is ; (4) whether it is a subject pronoun, a possessive pronoun, or an object pronoun. Practice this until you can do it quickly.

Me, your, he, her, it, they, you, us, him, its, their, our, them, she, we, I, his.

2. Use each of the pronouns above in a sentence.

3. Courtesy, Pleasant Manners, and Good Form

Oral Exercise. 1. Give as many words as you can to describe a boy who is usually seen with coat collar turned up, hands in pockets, and hat over one eye or ear. The teacher will write these words on the board as you give them.

2. Give words to mark or label a boy who spits on the sidewalk or in a street car ; a girl who yawns or coughs without covering her mouth with hand or handkerchief ; a girl who picks her teeth in public ; a boy who keeps his seat in the street car while an old woman or an old man is compelled to stand ; a boy who does not tip his hat when he is greeted by his teacher on the street.

3. Which of the following words are in your list on the board : *gentlemanly, polite, ladylike, well-bred, well-mannered, well-behaved, mannerly, refined, winning, gentle, gracious, affable, courteous*? For each of the foregoing words give one or more of the opposite meaning.

4. Use in a sentence each of the words in the two lists. Make sentences that will show that you understand the words used. Thus :

George is a *well-spoken* young man, for he always answers promptly and politely when he is asked a question.

Oral Dramatization. 1. Together with one or more classmates, as if it were in a little play, show the class how you would politely greet a friend you met on the street. Show the proper way of shaking hands and of raising your hat and of nodding ; show how you would part with your friend after a few polite remarks. Make up as interesting a conversation as you can to fit in with what you and the other players do.

2. In the same way present one or more of the following scenes. Remember that the purpose of each little play is to make clear *the proper thing to do and say*.

1. Offering and accepting a seat in a street car
2. Introducing two persons to each other
3. Calling Central and asking for the long-distance operator
4. Ordering groceries over the telephone
5. Making a complaint over the telephone
6. Giving and accepting an invitation

7. Asking for the bread, the butter, the salt, at table

8. Asking to be directed to a certain street or house or business place

3. The class will criticize each play in regard to matters of good form and courtesy. There are right and wrong ways of bowing, greeting, lifting the hat, making a request, and saying "How do you do?" "Thank you," "Excuse me."

Project. Go hunting for polite deeds; that is, before and after school keep your eyes open to see some one being polite. Bring the captured polite deed to school; that is, write on the board what you have seen or heard. Thus, you might write:

I saw a boy run into an old woman who was carrying several bundles. One of the bundles fell to the ground. The boy picked it up, gave it to the woman, and asked her to excuse his awkwardness.

I saw a girl in a grocery store step on another girl's foot. "Oh, please excuse me," she said. "I hope I have not hurt you."

Project. You and your classmates may now make a list of rules of courtesy and good form. Let each pupil make a rule and read it to the class. After the class has criticized it, and it has been improved, it may be written on the board by the pupil. When all the rules have been arranged in the best order, they may be copied on paper. Perhaps there will be rules enough to make a little book of four or six pages. If so, make this little book to take home with you. On the cover you might print:

THE PROPER THING TO DO

RULES OF ETIQUETTE

BY

THE PUPILS

OF MISS SMITH'S ROOM

4. Correct Use of Personal Pronouns

I. Pronouns that are used as subjects of sentences must be subject pronouns. Thus :

1. *She* and *I* went to the store together. (NOT: *Her* and *me* went to the store together.)

2. *He* and *she* live on my street. (NOT: *Him* and *her* live on my street.)

3. She is brighter than *he*. (THAT IS: She is brighter *than he is*.)

4. They are better players than *we*. (THAT IS: They are better players *than we are*. The pronoun *we* is the subject of the second verb *are*.)

II. Since a predicate word always defines, describes, explains, the subject of the sentence, pronouns that are used as predicate words must be subject pronouns. Thus :

1. This is *he*. That is *she*. (NOT: This is *him*. That is *her*.)

2. It is *I*. That was *I*. (NOT: It is *me*. That was *me*.)

3. Who was it? It was *we*. It wasn't *they*. (NOT: It was *us*. It wasn't *them*.)

Exercise. 1. Explain the use of each of the italicized pronouns in the correct sentences under the two preceding rules.

2. Select the correct pronoun for each of the following sentences and give the reason for your choice :

1. You and (he, him) may read the book next.

2. It was he and (me, I) who went down to the river.

3. He said that you and (me, I) might go together.

4. What were you and (him, he) reading?

5. I should not do it if I were (she, her).

6. He did it ; but if I had been (him, he), I would not have done it.

7. Neither (she, her) nor (him, he) will be able to go.

8. I cannot tell whether (he and she, him and her) will go.

9. Is John taller than (I, me)?

10. You said it was (him, he) that wanted to see me.

Drill in Correct Use. Read the preceding ten sentences aloud repeatedly, selecting the correct pronouns as you read. Go slowly at first, in order to avoid errors. Gradually increase your speed, but always speak distinctly. Perhaps the teacher or you yourself will take your time for various readings.

III. Pronouns that are used as objects of verbs or prepositions must be object pronouns. Thus :

1. The package is addressed to *you* and *me*. (NOT: The package is addressed to *you* and *I*.)
2. The teacher saw *him* and *me*. (NOT: The teacher saw *he* and *I*.)
3. The man gave *him* and *me* some apples. (NOT: The man gave *he* and *I* some apples.)

Exercise. 1. Explain each of the italicized pronouns in the preceding correct sentences.

2. Select the correct pronoun for each of the following sentences and give the reason for your choice :

1. Remember, this is strictly between you and (I, me).
2. Yes, there was trouble between him and (me, I).
3. I should go to the game if I were (him, he).
4. I should go to the party if I were (she, her).
5. I should go with you and (he, him).
6. You and he and she and (I, me) ought to go to the game together.
7. Between us, that is, between you and (me, I), what do you think of that game?
8. Is this letter addressed to (me, I)?
9. Is it addressed to you and (I, me)?
10. Are you speaking to (he, him) or to (I, me)?
11. Are you laughing at him and (me, I)?
12. (He, Him) and (me, I) are planning a fishing trip.
13. This is (I, me).
14. This is (him, he).
15. That's (her, she).

Drill in Correct Use. When you can name the correct pronoun form for each of the preceding sentences, read these sentences aloud repeatedly, choosing the correct form as you read. What is your time for the first of such readings? What is your time after practice?

IV. The contraction *it's* must not be confused with the possessive *its*. *It's* is the short form for *it is*. The possessive *its*, like *his*, *ours*, *theirs*, has no apostrophe. Thus :

1. The cat was licking *its* paw.
2. *Its* paw was hurt.
3. *It's* a long time since I saw you. (THAT IS: *It is* a long time since I saw you.)

V. In a series of nouns and pronouns the pronoun of the first person should stand last and the pronoun of the second person should stand first. Thus :

1. George and *I* bought the ball. (NOT: *I* and George bought the ball.)
2. *You*, he, and *I* can go together. (NOT: *I*, *you*, and he.)
3. May Henry and *I* go? (NOT: May *I* and Henry go?)

VI. The pronoun of the first person singular should always be written as a capital letter. Thus :

- I* am your friend. (NOT: *i* am your friend.)
He is taller than *I*. (NOT: He is taller than *i*.)

5. Compound Personal Pronouns

The words *myself*, *yourself*, *himself*, *herself*, *itself*, and their plurals, *ourselves*, *yourselves*, *themselves*, are compound personal pronouns. Their use is illustrated in the following sentences :

1. I *myself* shall go to see him.
2. I hurt *myself* badly.
3. They *themselves* laughed at the sight.

4. They did *themselves* more harm than good.
5. You *yourselves* would not have ventured farther.
6. You looked in the mirror and saw *yourself*.

Exercise. Use each of the compound personal pronouns in the list above in two sentences, illustrating the two different uses shown.

CORRECT USE

I. The pronouns *myself*, *yourself*, *himself*, etc. must not be used as objects of verbs or of prepositions unless they name the same person or thing as the subject of the sentence. Thus :

1. I hurt *myself*. (*Myself* names the same person as *I*.)
2. The letter was addressed to *me*. (NOT: to *myself*.)
3. She saw herself in the long mirror. (*Herself* names the same person as the subject *she*.)
4. The present was for *her*. (NOT: for *herself*.)

II. A compound personal pronoun must not be used as the subject of a sentence. It may be used with a subject for emphasis. Thus :

1. *You* are invited to attend a dance. (NOT: *Yourselves* is (or are) invited to attend a dance.)
2. You *yourself* must do this part of the work. (The word *yourself* emphasizes the word *you*.)
3. *You* and a friend are requested to be present. (NOT: *Yourselves* and friend are requested to be present.)

III. Observe the following correct uses of pronouns :

1. He took good care of *himself*. (NOT: of *hissself*. There is no such word as *hissself*.)
2. They were proud of *themselves*. (NOT: of *theirselves*. There is no such word as *theirselves*.)
3. Look at *those* boys. (NOT: *them* boys. The pronoun *them* should never be used as an adjective.)

Exercise. Select a suitable pronoun for each of the following sentences and give your reason for each selection :

1. The book was for (me, myself).
2. I hurt (me, myself).
3. I have a letter addressed to (you, yourself).
4. (You, Yourself) are asked to take part in the exercises.
5. The girls were sorry for (themselves, theirselves).
6. The little boy was proud of (hissself, himself).
7. Your telegram to (myself, me) is received.
8. In the looking-glass they saw (theirselves, themselves).
9. Look at all (those, them) cars going by.
10. The daring acrobat had injured (hissself, himself).
11. (Yourself, You) and a friend are cordially invited.
12. Mr. Hill and (myself, I) went to the game.
13. Is that (them, they) looking at (theirselves, themselves)?

Drill in Correct Use. Selecting the correct pronoun forms promptly, read the preceding thirteen sentences aloud repeatedly, increasing your speed as you grow in skill.

6. Study of a Poem

A little over one hundred years ago Napoleon was Emperor of France. In those times that meant emperor of half of Europe; for, at the head of his armies, he had conquered Italy, Germany, Austria, and several other countries. At last, however, he was defeated at the battle of Waterloo. He was taken prisoner, sent to Saint Helena (an island that belonged to England), and there he died and was buried.

The contrast between his proud career and the humble, melancholy close of his life — a prisoner, on foreign soil, with no marching armies or military salutes to do him honor, no gold epaulets, no rattling swords, no roaring cannon — leads to thoughts like those expressed in the following poem. When the poet thinks of Napoleon's selfish and foolish ambition, his heartless and bloody record, he wonders whether this Emperor of France can be called a truly great man.

THE DEAD NAPOLEON

Tell me what we find to admire
 In epaulets and scarlet coats,
 In men because they load and fire,
 And know the art of cutting throats?

And what care we for war and wrack,
 How kings and heroes rise and fall?
 Look yonder, in his coffin black
 There lies the greatest of them all.

He captured many thousand guns ;
 He wrote "The Great" before his name ;
 And dying, only left his sons
 The recollection of his shame.

Though more than half the world was his,
 He died without a rood his own ;
 And borrowed from his enemies
 Six foot of ground to lie upon.

He fought a thousand glorious wars,
 And more than half the world was his,
 And somewhere now, in yonder stars,
 Can tell, mayhap, what greatness is.

WILLIAM MAKEPEACE THACKERAY

Oral Exercise. 1. What is the meaning of the phrase one often hears, "to meet one's Waterloo"? How can you make sure of its meaning? Will the dictionary give it? Use the phrase in several sentences of your own.

2. Do you admire epaulets and scarlet coats? Why does Thackeray seem to think that, in one sense, we ought not to admire them? What do they stand for? What does war stand for? What is the difference between might and right? Tell how

a Napoleon is different from a strong boy on the playground who uses his greater strength to force everybody to obey him.

3. Tell your classmates your own views about war. Talk the subject over at home before you make the outline of your speech in class.

4. Did you have a relative in the recent great war? Can you entertain the class by telling some interesting experience which your relative had in the war? What does he think about war?

Group Exercise. After each pupil has spoken, the class will criticize his talk. Of course these criticisms, telling both what is liked and what is not liked, are made and are received in the friendliest spirit.

In addition to the questions usually asked in exercises of this kind, the following question should receive attention, since pronouns have just been studied: Did the speaker make any mistakes in the use of pronouns?

7. Interrogative Pronouns

Exercise. 1. What kind of sentences are the following?

1. *Who* goes there? (ANSWER: A human being.)
2. *What* do you want? (ANSWER: Long life and happiness.)
3. *Which* do you want more? (ANSWER: Happiness; for without it long life is nothing.)

2. What word does the word *who* stand for? Name the noun or nouns for which the word *what* is used. What noun does the word *which* stand for? What do we call a word that is used instead of a noun? Could we call *who*, *which*, and *what* pronouns? Could we call them interrogative pronouns? Why?

An interrogative pronoun is a pronoun that is used in asking questions.

Exercise. 1. In the following sentences pick out the interrogative pronouns :

1. Who saw the elephant?
2. Whose child are you?
3. Whom do you see?

2. What is the subject of the first sentence? Could we call *who* a subject pronoun? Why? Does the verb *do see*, in the third sentence, have an object? Could we call *whom* an object pronoun? Why? Could we call *whose*, in the second sentence, a possessive pronoun?

The word for which an interrogative pronoun stands is found in the answer. (The word for which any pronoun stands is sometimes called the *antecedent* of the pronoun.)

The interrogative pronouns *who*, *whose*, *whom*, are used in speaking of persons.

The interrogative pronoun *which* is used in speaking of either persons or things.

The interrogative pronoun *what* is used in speaking of things.

CORRECT USE

I. If we remember that *who* is correctly used as the subject of a sentence, and *whom* as the object of a verb or a preposition, we shall not make many errors in interrogative pronouns. Observe the following correct forms :

Whom do the men wish to see? (*Whom* is the object of *see*.)

Whom are they looking for? (THAT IS: For *whom* are they looking?
Whom is the object of the preposition *for*.)

Whom shall I tell the news? (*Whom* is the indirect object of the verb *shall tell*.)

Whom are you dancing with? (THAT IS: With *whom* are you dancing? *Whom* is the object of the preposition *with*.)

Completion Test. Fill the blanks in the following sentences with *who* or *whom*, and explain each insertion :

1. — is that old gentleman on the park bench?
2. — does he resemble?
3. To — are you sending those flowers?
4. — are you sending those flowers to?
5. With — shall you go to the party?
6. — shall you go to the party with?
7. — resembles you?
8. For — are you making that pretty apron?
9. — are you making that pretty apron for?
10. — will help you upstairs?
11. — tagged us?
12. — shall I tag?
13. — took the prize?
14. — did they choose for captain?
15. — is this telegram for?
16. — is the sender?
17. To — is it addressed?

Drill in Correct Use. When you are able to fill each blank above without delay, read the preceding sentences aloud repeatedly, filling the blanks as you read. As soon as you can do it without making errors, increase your speed.

II. Sometimes pupils confuse *whose* and *who's*. *Who's* is a contraction for *who is*. The possessive pronoun is *whose*. Like *its*, *his*, *hers*, *ours*, *theirs*, the pronoun *whose* has no apostrophe.

Observe the following correct uses :

- Who's there? Who's knocking at the door?
Whose hat is this? Whose voice do I hear?

Group Exercise. Let several pupils write on the board sentences containing *who's* and *whose*, the entire class watching in order to detect all mistakes.

8. Vocal Drill

Exercise. 1. Stand erect, hands at sides. Take a deep breath. Hold it through four counts. Exhale slowly through four counts, pause, exhale slowly through four more counts, pause; then continue in this way as long as there is breath left in the lungs. Repeat and repeat.

2. Inhale quickly, taking a full breath. Exhale slowly, sounding *oo* softly in the middle of the vocal range, and go up one full tone and back. Then go down one full tone and back. Combine the two, continuing the latter exercise without straining as long as the breath lasts. Repeat and repeat.

3. Do the same with *oh*, *ah*, and *ee*.

4. Speaking as distinctly as you can, repeat slowly at first, then rapidly, the following sentences:

1. The birds were building their nests by the bubbling brook.
2. Will you pass the glass to me?
3. Hunters' horns were heard from hill to hill.
4. We caught a glimpse of the caps and wraps on the steps.
5. He shakes the sticks and strikes them on the bricks.

9. Words Sometimes Mispronounced

Oral Exercise. Pronounce each of the following words after the teacher. Then read the entire list aloud more than once.

lettuce	granary	florist	colonel
gratis	church	geyser	lion
bury	mail	station	yokel
burial	daily	benzine	yolk
Pharaoh	train	asphalt	lever

Dictionary Work. If you should ever forget any of the pronunciations you have just learned, how should you go about it to relearn them? Open the dictionary and explain in detail.

10. Memory Selection

THE FOOTPATH TO PEACE

To be glad of life, because it gives you the chance to love and to work and to play and to look up at the stars ; to be satisfied with your possessions, but not contented with yourself until you have made the best of them ; to despise nothing in the world except falsehood and meanness, and to fear nothing except cowardice ; to be governed by your admirations rather than by your disgusts ; to covet nothing that is your neighbor's except his kindness of heart and gentleness of manners ; to think seldom of your enemies, often of your friends, and every day of Christ ; and to spend as much time as you can with body and with spirit, in God's out-of-doors — these are little guide-posts on the footpath to peace. — HENRY VAN DYKE

11. Letter Writing

A LETTER FROM PHILLIPS BROOKS TO HIS NIECE¹

Palace Hotel

Santa Fe, New Mexico

May 9, 1886

Dear Gertie :

It is very hot here, and the sun is shining down upon my window dreadfully. But the things one sees out of the window are very queer and interesting. The houses are built of mud, and almost all of them are only one story high. Indians and Mexicans, in bright red-and-white blankets, walk down the street. Funny little donkeys are wandering about, with small children riding on their backs and kicking them with their small heels. There are some barracks across the street with a flag flying, and a few soldiers lounging in the shade. Up the street there is a great cathedral, whose bells are ringing for some service. We are over seven thousand feet above the sea.

Give my best love to everybody, and be sure I am your

Affectionate uncle,
Phillips

¹ From "Letters of Travel," by Phillips Brooks. Copyright by E. P. Dutton & Company, 1913.

Written Exercise. When you return home, look out of the window of your room. Look first to the right and note all there is to tell about there; then look to the left. The view on the left is different from the view on the right; notice the differences. Finally, look up at the sky and the tree tops and the neighboring roofs and chimneys. Make an outline for three paragraphs. Why for three? Write as novel a letter as you can about looking out of your own window with open eyes. Address it to your classmates and read it to them in school; or send it to one of them through the class post office. He will read it to the class.

Oral Exercise. Walk from your house to the grocer's and back again. As you go, notice what there is to be seen and heard — the people, the dogs, the horses, the cars. Now look about you on your way back. Is everything the same? Not if you have sharp eyes and ears. Give a short talk to your classmates on this subject: "What I Saw and Heard on My Way to and from the Grocer's."

If you have two paragraphs, what will each one tell?

Written Exercise. Write the class a short account on the same subject. But take the walk again before you write, and go a different way, so that you may have a different account to read to the class. Think of yourself as being a newspaper reporter who wishes to report every little thing of interest that he can discover.

Correction Exercise. 1. Exchange finished reports with one of your classmates. What good points do you see in his account that it would be well for you to imitate? What mistakes has he made? Is every pronoun used correctly?

2. It might be a good plan before examining these compositions, in order to see whether the pronouns are used correctly, to review the correct-use sections in the present grammar chapter.

12. Practice: Capitals and Punctuation Marks

Exercise. In the Appendix (pages 279-285) do you find any rules besides 12, 13, 44, and 45 that are emphasized in the present chapter? Read those just referred to, read the examples, and write an example of your own for each rule. Read your example to the class and give the reason for the punctuation marks and capital letters you have used. If your example is a good one, it may be copied on the board.

Test. As a test of your ability to punctuate correctly, write a passage from dictation. Then proceed to correct it as you were directed on page 35.

13. Grammar Review

A. THE PARTS OF SPEECH

THE DEFEATED NAPOLEON

The fugitive emperor Napoleon, defeated at Waterloo, hastened to the coast, but found it so carefully guarded by English ships that he decided to throw himself upon the generosity of the English nation. The British government treated him, however, as a dangerous prisoner of war rather than as a retired foreign general and statesman of distinction who desired, as he claimed, to finish his days in peaceful seclusion. He was banished with a few companions and guards to the remote island of Saint Helena. Here he spent the six years until his death on May 5, 1821, brooding over his past glories and dictating his memoirs, in which he strove to justify his career and explain his motives. — ROBINSON and BEARD, "Outlines of European History"

Oral Exercise. Of course you know what a noun is. But how many nouns can you point out in the preceding passage? Tell why you call each of these words a noun. In the same way point out as many pronouns, adjectives, adverbs, verbs, prepositions, and conjunctions as you can.

B. PERSONAL AND INTERROGATIVE PRONOUNS

Oral Exercise. 1. What is the difference between a noun and a pronoun?

2. What is the difference between a personal pronoun and an interrogative pronoun?

3. Give a sentence containing two personal pronouns and one interrogative pronoun.

4. Give an interrogative sentence that does not contain an interrogative pronoun.

5. Give an interrogative sentence containing two interrogative pronouns.

Written Exercise. 1. Write a sentence containing three personal pronouns in the plural.

2. Write a sentence containing an interrogative pronoun in the plural.

3. Write a sentence containing a possessive personal pronoun in the singular and another possessive personal pronoun in the plural.

4. Write a sentence containing one personal pronoun used as the subject and another used as the predicate word.

5. Write a sentence containing three personal pronouns used as the object of the verb.

6. Write a sentence containing an interrogative pronoun used as the object of a preposition.

Exercise. 1. In the following sentences (1) pick out the pronouns, (2) tell what kind of pronoun each is, and (3) explain its use in the sentence :

1. Who's there?

2. It is I.

3. Whose book is on the table?

4. It is mine.

5. With whom was he talking when we met him?

6. The furious animal hurt itself against the bars of its cage.
7. It's true that I saw it myself.
8. You, she, and I saw them in their new car.
9. Some trouble arose between you and me.
10. The package is for him and me.
11. Whom is this letter for?
12. Who's going with me when I go home?
13. Who's in the other room?
14. It's barely possible that the kitten hurt its foot.
15. They themselves will protect themselves, if there should be danger.

2. Tell about each of the preceding sentences: (1) what kind it is and (2) what its essential parts are (subject, verb, predicate word, object).

14. Test in Applied Grammar

Exercise. The following sentences contain eleven common errors in the use of pronouns. You have recently studied these. How long will it take you to find and correct them?

1. Her mother and her live on our street.
2. That's him over there, and that's her, too.
3. They did not know it was us until after we passed them.
4. There ought to be no hard feelings between you and I.
5. The tiger in the cage was licking it's paw.
6. Yourself and a friend will be admitted free.
7. Who's hat is that?
8. Whose are those shoes in the corner of the closet?
9. Its strange how careless some people are with there English.
10. Whose in the apple orchard?

Drill in Correct Use. When you are sure of each correction needed in the preceding sentences and can give it promptly, read the sentences aloud several times, making corrections as you go. How long does it take you to read the ten sentences in this way?

15. What You Have Studied in This Chapter (Two)

The following summary gives you a bird's-eye view of the chapter. Notice that the subjects are grouped under three headings: (I) Grammar; (II) Composition; (III) Review and Drill.

I. GRAMMAR

- The pronoun (38)
- Personal pronouns (38)
 - Person (38)
 - Number and gender (40)
 - Uses in sentences (40)
 - Subject, object, and possessive pronouns (40)
 - A table of personal pronouns (declension) (42)
- Correct use of personal pronouns (45)
- Compound personal pronouns (47)
 - Correct use (48)
- Interrogative pronouns (51)
 - Correct use (52)

II. COMPOSITION

- Courtesy, pleasant manners, and good form (42)
 - PROJECT: *Hunting for Polite Deeds* (44)
 - PROJECT: *Making a Book of Etiquette* (44)
- Poem study: Thackeray, "The Dead Napoleon" (49)
- Memory selection: "The Footpath to Peace" (55)
- Letter writing (55)
 - A Phillips Brooks letter (55)

III. REVIEW AND DRILL

- Drill in correct use (46, 47, 49, 53)
- Vocal drill (54)
- Words sometimes mispronounced (54)
 - Dictionary work (54)
- Practice: capitals and punctuation marks (57)
- Grammar review (57)
- Test in applied grammar (59)
 - Drill in Correct Use (59)

NOTE. The numbers in parenthesis refer to pages.

CHAPTER THREE

PRONOUNS: RELATIVE AND ADJECTIVE

1. Relative Pronouns

Exercise. 1. What kind of sentence is the following?

This is a friend who helped me in my trouble.

2. Name the principal clause of this sentence; the dependent clause.

3. Read the sentence carefully and point out the subject of the dependent clause. To what noun in the principal clause does *who* refer?

We may rewrite the sentence above so that it will read as follows:

This is a friend *and he* helped me in my trouble.

We see at once that in this sentence two words — the conjunction *and* and the pronoun *he* — do the work of the one word *who*.

Such words as *who* in the first sentence, which do double duty, — namely, that of conjunctions and of pronouns, — are called relative pronouns.

A relative pronoun is a pronoun that connects a dependent clause with a principal clause.

The relative pronouns are *who*, *which*, *that*, *as*, and *what*, and the compounds formed by adding *ever* (or *soever*) to *who*, *which*, and *what*, — namely, *whoever*, *whichever*, *whatever*, *whosoever*, *whicheversoever*, *whatsoever*.

A dependent clause containing a relative pronoun is sometimes called a relative clause.

Exercise. 1. Pick out the relative pronouns in the following sentences and tell about each: (1) what noun or pronoun it represents, (2) what clauses it connects, and (3) what its use is in the relative clause.

1. Longfellow, who wrote "Hiawatha," was born in Maine.
2. This poem, which was written in 1855, is one of his best.
3. It is a poem that any child can enjoy.
4. Children, who were the poet's welcome guests, visited him often.
5. His wife, whom he dearly loved, was burned to death.
6. You are welcome to such things as I have.

2. Write five sentences containing relative pronouns.

2. Variety in Expression

It is often possible to substitute a relative clause for an adjective. Observe this fact in the following sentences:

1. Even *brave* men shrank from an *unknown* danger.
2. Even men *whose bravery no one doubted* shrank from a danger *that filled them with a strange fear*.
3. Even men *to whom danger was an old experience* shrank from a danger *with which they were unacquainted*.
4. Even men *who had often proved their courage* shrank from a danger *that cowed them by its very strangeness*.

Exercise. In place of the italicized adjectives in the following sentences use relative clauses. In the manner shown above, express each sentence in three different ways, that is, with three different sets of relative clauses.

1. *Sensible* boys avoided the *dangerous* swamp.
2. Those *tactful* young ladies did not refer to the *painful* subject.
3. The *maddened* beast glared at his *cruel* pursuers.

4. The *extravagant* landlord invited his *timid* enemies to a *dazzling* banquet.

5. The *astonished* soldiers hardly knew what to do with the *odd* weapon.

6. The *golden-backed* insect disappeared among the *red* flowers.

7. A *most readable* book lay on the grass near the *empty* hammock.

8. The *sticky* mucilage flowed like a broad river of honey over the *embroidered* tablecloth.

9. *Unknown* hands had planted those *wide-branching* shade trees.

10. One *healthy* potato bug was still clinging to the *sprayed* plant.

11. On the *unswept* sidewalk lay a child's *painted* toy.

12. The *cosy* theater presented only *educational* plays.

13. His *unreadable* handwriting prevented John's obtaining a *very desirable* position.

14. The *oddly painted* automobile passed again at *breakneck* speed.

15. Over the radio came the *exciting* story from the *mysterious* regions of the Arctic.

3. Who, Whose, Whom

Exercise. 1. In the following sentences name the relative pronouns that are used as subjects. Name those used as objects of verbs or prepositions. Name those used as possessives.

1. The boy *who* studies will learn.

2. The girl *whose* book was lost is here.

3. The man *whom* we saw yesterday is waiting in the hall.

4. John is a young man *whom* I trust.

5. John is a young man *who* can be trusted.

6. John is a young man *whose* honesty is well known.

2. Which one of the three — *who*, *whose*, or *whom* — may we call a subject pronoun? Why? Which one may we call an object pronoun? Why? What shall we call *whose*?

We see that *who* is a subject pronoun, *whom* an object pronoun, and *whose* a possessive pronoun. The subject pronoun is

used for subjects of sentences; the object pronoun is used for objects of verbs and prepositions. Thus:

1. I *whom* you see made this machine. (NOT: I, *who* you see, made this machine. The relative pronoun *whom* is the *object* of the verb *see* in its own clause, *whom you see*.)

2. I *who* made this machine am your friend. (The relative pronoun *who* is the subject of the verb *made* in its own clause, *who made this machine*.)

3. He asked *whoever* came. (Here *whoever* is the subject of *came*; *whoever* is a subject pronoun.)

4. He asked *whomever* he saw. (Here *whomever* is the object of *saw*; *whomever* is an object pronoun.)

Whose is sometimes used as the possessive of *which*, but usually the phrase *of which* is preferable.

CORRECT USE

You would make few if any mistakes in the use of the relative pronouns *who* and *whom* if you always had two facts in mind: namely,

1. That *who* is a subject pronoun and *whom* an object pronoun.

2. That when the relative pronoun is the subject of the clause to which it belongs, the subject pronoun is used, and when the relative pronoun is an object in the clause to which it belongs, the object pronoun is used. Thus:

1. This old fellow, *whom* I knew well, had lived in the country forty years.

2. This old fellow, *who* knew me well, had lived here forty years.

3. Men *who* are lazy will not succeed. (NOT: Men *whom* are lazy will not succeed. The pronoun *who* is the subject of the verb *are*.)

4. Give the message to *whoever* is in the office. (The pronoun *whoever* is the subject of the verb *is*.)

5. Tell that to *whoever* will listen. (NOT: Tell that to *whomever* will listen. The pronoun *whoever* is the subject of the verb *will listen*.)

Exercise. What is the dependent clause of each of the following sentences? What is its subject? Is the relative pronoun in the clause *who* or *whom*? Is it *whoever* or *whomever*? Explain why you think the correct pronoun has been used.

1. The captain, who was hurt, kept on playing.
2. The captain, whom somebody had hurt, kept on playing.
3. These girls, whom the policeman warned off the ice, were good skaters.
4. These girls, who did not trust the thin ice, were good skaters.
5. I saw the rascals who were throwing snowballs at us.
6. I saw the rascals at whom we were throwing snowballs.
7. The girl who wrote this letter is twelve years old.
8. The girl, whom your sister knows, lives in the country.
9. We asked whoever happened along.
10. We asked whomever we met.
11. We greeted whomever we saw.
12. We greeted whoever looked pleasant.

Exercise. Point out the dependent clauses in the following sentences. Tell in regard to each relative pronoun (1) whether it is used as a subject, an object, or a possessive; (2) what word it represents. (This word is sometimes called the *antecedent* of the pronoun.)

1. This is the house in which Dickens wrote the "Pickwick Papers."
2. The author, who later wrote many famous novels, was then a very young man.
3. Irving, whose books I have read, is a charming writer.
4. Have you read "The Alhambra," which is a book of Spanish stories?
5. This young man, whom I had never seen before, was my cousin from South America.
6. This man, whom I did not see at that time, came to call on me later.

7. I called the boy whose father wanted to see him.
8. This is the boy in whom we believe.
9. I am ready for the hard work that is ahead.
10. Cooper, who wrote "The Spy," was an American.
11. Yokohama, which is one of the chief commercial ports, lay before us.
12. We shall enjoy these people, who are so polite.

4. Story-Telling

Oral Exercise. Bring to school an interesting story that you can tell in three or four minutes — something that you know will entertain your classmates. As you tell it, bear in mind that if you begin a number of your sentences with such words as *when*, *while*, *since*, and *although*, you will find yourself using complex sentences, which will probably improve your speaking.

Group Exercise. With the following questions in mind let the whole class criticize each story told :

1. Was the story interesting?
2. Did the speaker use too many simple sentences made into poor compound sentences by such words as *and*, *and then*, and *so*?
3. Did the speaker begin any sentence with an unnecessary *say*, *listen*, *now*, *well*, or *why*?
4. Did the speaker use *who* for *whom* or make any other mistake in the use of relative pronouns?

5. Completion Test

Exercise. In the sentences below (1) fill each blank with a relative pronoun ; (2) give the reason for your choice of pronoun ; and (3) name the word that it represents (the antecedent) :

1. George is the best pupil — I have ever had.
2. The pony — belongs to Mary is a gentle animal.
3. A soldier, — passed down the street, helped the frightened children.

4. The sailor, — ship had left the harbor, returned to his friend's house.
5. I, — am a good runner for my age, could not run so fast as he.
6. The barn, — stands behind the house, burned.
7. Is it my mother — you wish to see?
8. Is it the sugar — you wish?
9. Is it Frank — will go to Chicago next week?
10. The storm — destroyed the fruit came in May.
11. The man — courage is only in talk will not fight long.
12. All the men and horses — crossed this field were on their way to St. Joseph.
13. The man — dares cross this line will be in serious danger.
14. Nobody knows the boy — did it.
15. I told John the strange question — the boy had asked me.

Drill in Correct Use. Read the fifteen sentences aloud several times, filling the blanks as you go.

6. Explaining Things; Single Paragraphs

Oral Exercise. Explain briefly what one of the following things is :

- | | | |
|-----------------|--------------------|----------------|
| 1. umbrella | 8. buttonhook | 15. oil stove |
| 2. fountain pen | 9. grindstone | 16. locomotive |
| 3. motor truck | 10. sewing machine | 17. flashlight |
| 4. thimble | 11. bread mixer | 18. radio set |
| 5. safety pin | 12. rolling pin | 19. phonograph |
| 6. clock | 13. egg beater | 20. microscope |
| 7. bicycle | 14. sling shot | 21. telescope |

Group Exercise. The two principal questions that will be kept in mind by your classmates as they listen to your explanation are :

1. Was the explanation satisfactory, or were important items omitted?
2. Was the explanation made in good English?

Project. Select another article named in the list above, and in a single paragraph write an explanation of it. Write as if you were the manufacturer or a dealer and were preparing a short one-paragraph advertisement.

The advertisements may all be pinned to the wall of the school-room, where possible buyers can read them.

7. *This, That, These, Those, Each, Some, Any, Both, and Similar Words Called Adjective Pronouns*

Exercise. 1. A pronoun, as we know, is a word used instead of a noun. Can you find any words used instead of nouns in the following sentences?

1. Each boy is asked to bring a flag to school.
2. Each is asked to march in the boys' parade.
3. Some girls will read poems on the day of celebration.
4. Some will sing songs.
5. Any and all children may take part.
6. Any and all may make suggestions for the day.
7. Both parents of the children are invited.
8. Both will observe the day.
9. This is the story the pupil read to the class.
10. This story is exciting.
11. That building is the highest in the city.
12. That is the building owned by the company.

2. Point out adjectives, that is, words used to modify nouns.

There are about twenty-five common words, like *this, that, each, some, any, all, both*, that are used either as adjectives or as pronouns. They are called **adjective pronouns**. When these are used in sentences as adjectives, we call them adjectives; when their use is that of pronouns, we call them pronouns.

An adjective pronoun is a word used either as an adjective or as a pronoun.

Exercise. 1. The following list contains most of the words that are used either as adjectives or as pronouns. Try to decide whether each one is singular or plural in meaning. Make a list of those that are always singular; of those that are always plural.

This, these, that, those, each, both, some, any, such, all, several, few, many, much, more, most, either, neither, another, one, former, latter, same.

2. Give sentences containing words from this list used as adjectives; give sentences containing the same words used as pronouns.

The words *this*, *that*, *one*, and *other* (when it is used as a pronoun) are singular; their plurals are *these*, *those*, *ones*, *others*.

Each, *either*, *neither*, *another*, *much* are always singular in meaning.

Both, *several*, *many*, *few* are always plural in meaning.

All other words in the list, while having but one form, have both a singular and a plural meaning.

CORRECT USE

The pronoun *them* must not be used as an adjective.

These or *those* may be either pronouns or adjectives, but *them* is always a pronoun.

The visitors looked at *those* flowers. (NOT: The visitors looked at *them* flowers.)

See *those* sheep in the orchard. (NOT: See *them* sheep in the orchard.)

Exercise. In which of the following sentences could you substitute *them* for *these* or *those* without using *them* incorrectly? Explain why.

1. The pupils looked at *these* flowers.
2. They picked some of *these*.

3. They picked some of *these* roses.
4. They examined *those* books.
5. They began to read some of *those*.
6. Did you ever meet *those* people?
7. Do you know any of *those*?
8. Do you like *those*?

8. Speaking from Outlines; Vocational Problems

Oral Exercise. 1. Is there a large factory near your school or home? Is there, not too far away, a large department store that you can visit? A brick yard? A printing press? A bakery? A newspaper office? A laundry? A mine? A fruit farm? A grain farm? Is a long bridge or a high building being put up in your city? Go to see the work and the workers. If there are boys or girls employed, find out what they are doing and how much they are being paid for it.

When you return home, think over what you have seen and heard, and arrange your thoughts in order. Next day give the class a three-minute talk on "Different Kinds of Work I Have Seen, and What I Think of Them." But before you speak, write your outline on the board, so that the other pupils can see whether you are following it. The class will tell what it liked and did not like in your talk.

2. Choose a subject from the following list or, better still, select one of your own; plan your outline for a short talk, and give the talk:

1. How I Help My Mother with the Housework
2. What a Boy Can Do to Help at Home
3. Should Eighth-Grade Pupils Earn Their Spending Money?
4. Do Any Eighth-Grade Studies Fail to Prepare Pupils for Making a Living?
5. My Favorite Study and How It Will Help Me after I Leave School

6. Why Are School Children More Fortunate than Those Who Leave School to Earn Money?
7. "Blind-Alley" Positions
8. The Purpose of Studies That Do Not Prepare One to Make a Living
9. What a Boy Learned in a Boys' Corn Club
10. What a Girl Learned in a Girls' Canning Club

9. The Uses of Pronouns in Sentences

Exercise. 1. Pick out the pronouns in the following sentences and tell how each is used. Make a list of these different uses.

1. He who was a plain man of the people became their leader.
2. Is there any one who has had a finer career?
3. Historians tell of no president whose sense of humor was keener.
4. All, from the North and from the South, now admire him.
5. It was he who spent his boyhood in the woods of Kentucky and Indiana.
6. Whom shall they thank if not him?
7. He gave all of them their freedom.
8. This great proclamation was made for them, who had long waited for it.
9. For whom, if not for them, did he make it?

2. Compare your list of the different uses with the following: A pronoun may be used (1) as the subject of a verb; (2) as the predicate word after a verb like *is*; (3) as the object of a verb; (4) as the indirect object of a verb; (5) as the object of a preposition; (6) as a possessive.

Exercise. 1. Write six sentences, each illustrating one of the six uses of pronouns.

2. Point out the pronouns in each of the following sentences and tell how each is used:

1. I am the boy whose bicycle was stolen.
2. I am he whom you want.

3. I suspect him whom I have always mistrusted.
4. This is he who did the brave deed.
5. This tramp is he whom I saw on it.
6. Will you tell me whom you are going to see?
7. Tell me all that he said.
8. Whom was she talking with who could have told her?
9. We asked every one who came down the street.
10. We questioned everybody who might tell us something about his accident.

10. Drill in Correct Use

Oral Exercise. As you read the following sentences aloud, select the correct pronoun for each from the two in parentheses. When you can do this with certainty, increase the speed at which you read, but always speak distinctly.

1. (Who, Whom) do I see? You see him (who, whom) you want to see.
2. With (whom, who) are you studying? I am studying with my friend (whom, who) is interested in this subject.
3. (Who, Whom) do you expect to see (whom, who) I know?
4. Is this (him, he) in (whom, who) you have confidence?
5. This telegram is for (whomever, whoever) answers to the name on it.
6. (Who, Whom) is this letter for? It is for him to (whom, who) it is addressed.
7. Give a poster to (whomever, whoever) wants one.
8. Give a ticket to (whoever, whomever) asks for it.
9. I know the man (who, whom) you mean.
10. Each of us Americans should visit the capital of (his, their) country.
11. (Those, Them) are frisky goats. See (them, those) sheep.
12. Each of us has (their, his) faults.
13. (This, Them) is the kind of apples I like.
14. The boy (who, whom) won the prize is the boy (whom, who) we saw yesterday.

11. Vocal Drill

Exercise. 1. Stand erect, hands at sides, and take a full breath quietly, without raising the shoulders. Exhale slowly and steadily, making a soft *m-m-m* sound. Repeat several times.

2. Inhale as above. Exhale, softly sounding *oh-ah-ee* and going up one full tone and back and down one full tone and back, as long as the breath lasts.

3. The same as 2, except that two notes up and down are to be sounded.

4. Read the following sentences aloud distinctly, slowly at first, then rapidly :

1. Why do you whistle, whisper, and whine?
2. The prickly prangly pear tree bears prickly prangly pears.
3. The fitness of the fabric depended on its fineness.
4. Sixty-six thick thistle sticks stick in the sticky muck.

12. Words Sometimes Mispronounced

Oral Exercise. Pronounce the following words as the teacher pronounces them to you. Then read them aloud several times.

wrestle	threshing	guardian	problem
wrestler	window	recipe	quite
wrestling	drowned	receipt	quiet
fellow	toward	usually	father
thresh	donkey	probably	farther

Dictionary Work. To impress on your mind the correct pronunciations you have just learned, look them up in the dictionary. At the same time learn the meaning of the words you do not know well. Then use some of these words in sentences that you try to make interesting, to entertain your classmates.

13. Speaking and Writing about Subjects of Public Interest

Oral Exercise. Does a policeman sometimes pass your house? Why is he paid to do that? Who pays him? What are the duties of policemen? Talk the question over with your parents. Perhaps you or some of your classmates know a policeman who will explain his work. Perhaps he will tell some interesting stories about a policeman's life. Does a policeman need to be brave and honest and dependable? Find out all you can about the police department of your city. Then tell your classmates what you have learned. First arrange in good order what you have to say. If you live in the country, find out and tell who does the police work for the country people.

Group Exercise. After each pupil has spoken, the class will tell what it liked and what it did not like in his talk.

Oral Exercise. Choose that one of the following subjects about which you think you can tell your classmates something of interest and value. Read about your subject in books that your teacher or your parents will give you. But do not fail to put into your talk what you know from your own experience about your subject. For instance, if your subject is the fire department, tell about fires you have seen, about how the firemen worked, about what they accomplished. Before speaking, decide what to tell first, what next, what last, in order that your classmates may enjoy listening to your talk.

1. The Fire Department
2. The Board of Health
3. The Street Department
4. The School Department
5. Overseers of the Poor
6. The Park Commission
7. How Children Can Help to Make the City Better
8. What Our Town Needs Most of All

Written Exercise. Find out all you can about one of the following questions. Then write two or three paragraphs telling the class what you have learned. Your composition will be more likely to interest the other pupils if it speaks of what you yourself have seen or done.

1. Is a policeman always a policeman? That is, when off duty can he act as a policeman and arrest a person who is breaking a law?

2. What should you do if your neighbor's house were on fire?

3. How can people who live in the country protect themselves against fire?

4. Do you know of any fireman who has shown himself to be a hero?

5. What is done with all the refuse and rubbish in your town or city?

6. Who pays for the state roads? Who cares for them?

7. How does your city or town deal with tramps?

8. What is done with the orphan children in your town or city?

9. About how much does it cost to educate each pupil in the public schools? Who pays this?

10. Name certain parts of your city where playgrounds are needed. Why do you think that they are needed in these parts?

11. Where would it be well to establish a public park in or near your town or city? Why? (Can you lay out a beautiful park to fill this need, making a drawing on the board and explaining it?)

12. Would it pay your town or city to maintain a permanent public exhibit of the products of its industries? In what ways?

Group Exercise. 1. As the papers are read aloud the class will point out what is particularly good in each one and in what respect each can be improved.

2. Then several of these papers should be copied on the board, or reread aloud slowly, for criticism of the separate sentences.

a. Are there any mistakes in the use of pronouns?

b. Are there any other mistakes in grammar?

14. Project: *Speaking at a Public Meeting*

Are the streets in your town or city as clean as they should be? Ought the fire department or the police department to be enlarged? Are there parks and playgrounds enough? Should there be a new schoolhouse, with a gymnasium and a swimming-pool for the pupils? What could be done to make your town or city a better place to live in?

Oral Exercise. 1. Think about the last question. Discuss it with your father and mother. Prepare to tell your classmates in a short talk what you believe could be done. You will be interested in what *they* have to say, and they will want to know what *your* ideas are. Explain them clearly, fully, briefly.

2. If you and your teacher think it would be a good plan to discuss this important question in public, so that older people may hear what schoolboys and schoolgirls believe about the management of public affairs, plan a public meeting with your classmates. The following are some of the questions to be considered:

1. Who shall speak at the public meeting?
2. What part of the subject shall each speaker talk about, and how much time shall he have?
3. Will next Friday afternoon be a good time for the meeting? In what room of the schoolhouse shall it be held?
4. Shall the pupils of other grades be invited, and who else besides all the pupils' parents?

Work out a clear plan in your own mind; then explain it to your classmates and defend it against objections.

Written Exercise. Send out invitations to all whom you wish to have at the meeting. These invitations may be informal — that is, simply letters, such as you ordinarily write your friends, that explain the meeting and ask each receiver to attend — or

they may be formal. If you have forgotten how to write a formal invitation, refer to the models in the Appendix.

Oral Exercise. When the day of the public meeting arrives and the visitors have taken their seats, remember the purpose of your talk as you rise to speak. You wish to tell your audience as clearly, forcibly, and satisfactorily as you can what you think could be done to make your town or city a better place to live in. Forget everything but this. Speak in such clear sentences that your hearers will be convinced that you are right. Your preceding talk on this subject will make it easier for you to speak well now. But perhaps it will be prudent for you and the other speakers to prepare yourselves still more by having several additional discussions of the subject.

Written Exercise. After the meeting is over, write a short report of it for the newspapers. Your classmates will write such reports, too, and then the class will choose the most suitable one for the newspaper.

15. Practice: Capitals and Punctuation Marks

Exercise. 1. Read in the Appendix rules 14, 25, 26, 36, 39, 40, 41, 43, and 47. Study the examples under these rules. If there is any rule that you do not understand, ask the teacher to explain it.

2. Now write an example of your own for each rule.

Test. Write a passage from dictation. Correct it as the passage is read again, this time with capital letters and punctuation marks indicated, as well as the spelling of troublesome words.

Exercise. 1. Read your corrected passage aloud, indicating capital letters and punctuation marks and giving the reason for each.

2. In the same way write, correct, and read other passages.

16. Correct Use of Pronouns

In addition to the correct uses of pronouns that you have studied on other pages of this chapter, the following need to be understood to prevent errors :

I. A pronoun must agree in person, number, and gender with the word for which it stands. Thus :

Neither one of us was in *his* best humor. (NOT: Neither one of us was in *their* best humor.)

Every person has *his* faults. (NOT: Every person has *their* faults.)

Each girl told *her* story of the incident. (NOT: Each girl told *their* story of the incident.)

Completion Test. Fill the blanks in the following sentences with suitable pronouns and give the reason for your choice :

1. Everybody should control —— temper.
2. If anybody wishes to see me, tell —— to wait.
3. Each player must keep —— own score.
4. Will one of you girls lend me —— book.
5. Each of us paid —— share of the expenses.
6. Everybody did —— duty.
7. Each of the baseball players had —— own bat.
8. Every man of them took —— medicine without flinching.
9. Anybody not wishing to contribute —— share please say so now.
10. Every pupil was asked to write down the name of —— favorite author.

Drill in Correct Use. Read the preceding ten sentences aloud repeatedly, filling each blank promptly with a suitable pronoun as you read.

II. A pronoun must be plural if it represents several words connected by *and*, unless these denote the same person or thing. Thus :

The secretary and the treasurer have resigned *their* offices. (Two PERSONS)

The secretary and treasurer has resigned *his* office. (ONE PERSON)
Frank and Tom traveled far to visit *their* mother.

III. A pronoun must be singular if it represents one of several singular words connected by *or* or *nor* or modified by such words as *each*, *no*, *many a*, *every*. Thus :

The secretary or the treasurer has resigned *his* office.

Every main road and every byroad had *its* share of marching soldiers.

Many a one of them regretted having to leave *his* home.

Exercise. Select the proper pronoun for each of the following sentences and give the reason for your choice :

1. Everybody should have a house of (their, his) own.
2. Ask each of the boys to take (his, their) own seat.
3. Every boy and every girl must take home (their, his) books.
4. The president and manager went home in (his, their) own car.
5. The president and the manager went home in (their, his) own (car, cars).
6. Frank and Fred were on (their, his) way to (his, their) homes.
7. Many a boy has lost (their, his) good record by not sticking to (his, their) work.
8. No one of all those soldiers was without some sort of home of (his, their) own.
9. No man, no woman, no boy, no girl, can keep (his, their) health without obeying the laws of health.
10. Many a boy and many a girl leaves school because (they, he) (do, does) not know how important school is to (their, his) later success in life.
11. Let every girl make a plan of (her, their) own and tell it to (their, her) classmates.
12. I should like each of the boys and girls in this class to write (their, his) (names, name) under (his, their) work.

Drill in Correct Use. Promptly choosing the correct words for the preceding twelve sentences as you read them aloud, repeat this reading a number of times until you can do it rapidly. Records of time may be kept.

IV. A pronoun must be singular if the noun for which it stands is singular in meaning, and plural in form if the noun is plural in meaning. Thus :

The regiment with *its* band is here. (The regiment is regarded as a collection.)

The regiment in *their* new uniforms are here. (The individual men of the regiment are thought of in this sentence.)

The jury brought in *its* verdict. (The jury is regarded as a body.)

The jury could not harmonize *their* views. (The individuals who form the jury are thought of.)

V. When a pronoun is needed to represent several nouns of different gender, a pronoun of the masculine gender should be used. If special exactness of statement is desired, pronouns of different genders should be used. Thus :

Every boy and every girl must make up *his* own mind.

Every man or woman may cast *his* vote on this question now.

Every man or woman may cast *his* or *her* vote now.

17. Review: Sentences and Pronouns

Exercise. What kind of sentence is each of the following? Point out the clauses in each. Point out the subject and the verb of each clause and their modifiers. Then point out all the pronouns, tell what kind each is, and explain its use in its sentence.

1. He who cannot control himself cannot control others.
2. They who do right need fear nothing here or hereafter.
3. This is he whom we visited in California.

4. Everybody who knows him knows a man that is interesting.
5. I remember the story that he told us on Thanksgiving Day.
6. What did your brother say about the remark which the soldier made?
7. Whom shall we tell about the hut which we saw in the woods?
8. The careless boy, who cut his finger yesterday, hurt himself again to-day.
9. You, she, and I went to the place near the river that the teacher had described.
10. The king who started this war must win.
11. Those who oppose him will overturn his throne.
12. Who was the man whom he introduced to each of us?
13. We are going to travel in Asia, which is the largest continent in the world.
14. It stretches from the desolate arctic shores almost to the equator.
15. Asia contains not only the highest mountains, the greatest deserts, and the most thickly peopled areas that are found anywhere in the world, but it has also some of the longest rivers.
16. Some of them wind slowly through fertile fields.
17. They are filled with boats that carry food and clothing products to crowded cities.
18. Others rush down steep slopes, overflow fields and towns, flood crops, and drown people.
19. In the future this tremendous power, which now destroys life and property, will be harnessed and will move machinery in great factories, turn mill wheels, and light crowded cities.

18. Test in Applied Grammar

Exercise. Can you find the twelve common errors in the following sentences. Most of them the present chapter has aimed to teach you to avoid. How long will it take you to find and correct them all?

1. Give this package to whomever is in the office.
2. Who are you talking to?

3. Who was it that wanted to buy a coal shovel yesterday?
4. These flowers are dahlias, but them little ones are cornflowers.
5. Every person has their good points and their weak spots.
6. Everybody should take care of theirselves and control their own temper.
7. Who's are them pretty gloves on the chair?
8. Who do you want?
9. Each caller took their place in the reception room.
10. Send the goods to whomever writes for them.

Drill in Correct Use. 1. When you are sure of every error above read the sentences aloud several times, making corrections as you go. Read slowly at first, then faster and faster. How fast can you go, still reading distinctly and making all corrections?

2. Selecting the correct words for the following sentences, read the sentences repeatedly and with increasing smoothness and speed:

1. The farmer, (who, whom) I knew well, (seen, saw) me first.
2. The farmer, (whom, who) knew me, (done, did) the kind deed.
3. I know (who, whom) you mean. I know (those, them) folks.
4. Write to (whomever, whoever) you owe a letter.
5. Either of (them, those) boys (are, is) strong enough.
6. (Them, Those) are the boys (who, whom) you (seen, saw).
7. There (is, are) some people (whom, who) you can trust.
8. Is this the boy (whom, who) you think (done, did) it?
9. Is this the boy (whom, who) you (saw, seen)?
10. (This, These) kind of boys (doesn't, don't) do (them, those, that) kind of things.
11. (Those, That) kind of boys (don't, doesn't) do (this, these) sort of things.
12. Neither of them had (his, their) lesson (did, done).
13. This is (him, he) (who, whom) we (seen, saw) in Iowa.
14. That is (she, her) (whom, who) (saw, seen) us in Missouri.
15. (Them, Those) (are, is) (they, them) (who, whom) we (seen, saw) in South Dakota.

19. What You Have Studied in This Chapter (Three)

The following summary gives you a bird's-eye view of the chapter. Notice that the subjects are grouped under three headings: (I) Grammar; (II) Composition; (III) Review and Drill.

I. GRAMMAR

Relative pronouns (61)

Who, whose, whom (63)

Correct use (63)

Adjective pronouns (68)

Correct use (69)

The uses of pronouns in sentences (including personal and interrogative pronouns) (71)

Correct use of pronouns (78)

Completion test (78)

II. COMPOSITION

Variety in expression (62)

Story-telling (66)

Explaining things; single paragraphs (67)

PROJECT: *One-Paragraph Advertisements* (68)

Speaking from outlines; vocational problems (70)

Speaking and writing about subjects of public interest (74)

PROJECT: *Speaking at a Public Meeting* (76)

III. REVIEW AND DRILL

Drill in correct use (67, 72, 78, 80, 82)

Vocal drill (73)

Words sometimes mispronounced (73)

Dictionary work (73)

Practice: capitals and punctuation marks (77)

Review: sentences and pronouns (80)

Completion test (66)

Test: writing from dictation (77)

Test in applied grammar (81)

Drill in correct use (82)

NOTE. The numbers in parenthesis refer to pages.

CHAPTER FOUR

VERBS: KINDS, PERSON AND NUMBER

1. Introduction

A verb is a word used to assert something — usually an action — about a person, place, or thing.

Test. 1. Use each of the following verb forms in a sentence. Some are correctly used with *have* or *has*, and some are not.

see	sing	saw	gone	rung	lay
seen	sang	came	goes	ring	laid
do	sung	come	does	drunk	gave
done	did	went	rang	drank	given

2. Did you make mistakes in the use of the foregoing verb forms? The study of verbs will teach you to use these and other verb forms correctly.

3. Choose the correct verb form for each of the following sentences. Why, in each instance, do you think that you have chosen correctly?

1. He (doesn't, don't) know the population of London.
2. Five 5's (is, are) twenty-five.
3. Every dog and cat in the village (was, were) killed.
4. The general, with some of his officers, (was, were) on the wall.
5. "The Three Musketeers" (was, were) written by Dumas.
6. I never (saw, seen) a more beautiful horse.
7. Some day we (shall, will) no longer be young.
8. (May, Can) I (teach, learn) you how I did the trick?
9. I have not yet (saw, seen) what they (did, done).
10. Has he (come, came)? Where has he (gone, went)?

4. Were you able to choose the correct verb for each sentence on the preceding page? Were you able in each instance to give a good reason for your choice? This exercise and the preceding ones show us that if we wish to speak and write good English and be sure that we are doing so, we need to learn more about the most important words in English grammar, the verbs.

2. The Kinds of Verbs

Exercise. Which verbs in the sentences below are followed by objects? If you omit the objects, do the sentences still make sense?

1. The stranger found a purse.
2. The purse contained money.
3. The horse galloped.
4. The heavy mist of the morning had disappeared.
5. Columbus discovered America.
6. The angry dog bit the angry man.
7. The children laughed heartily over the story.
8. The soldiers struggled bravely up the hill.
9. Farmer Reed's sons raised the best corn in the country.
10. The motor truck carried the heavy load easily.

Some verbs are followed by objects. We have seen that without the object the sentence did not make sense. The object is needed to name the person or thing that receives the action which the verb expresses. Verbs of this kind are called **transitive verbs**.

A transitive verb is one that expresses action which is received by some person or thing.

Exercise. Point out the transitive verb and its object in each of the sentences at the top of the following page. Read each sentence without the object. Does it still make sense?

1. Magellan made landings at various places on the coast of South America.
2. At one place he bought six hens for a playing card.
3. The trade delighted the natives.
4. A knife or a bell would purchase any amount of provisions.
5. Magellan discovered plans for mutiny among his followers.
6. He surprised the ringleaders.
7. He took severe measures.
8. Nevertheless, he lost one of his ships later on.
9. The men dreaded the long voyage.
10. At last they reached the Spice Islands.

All verbs that are not transitive are called **intransitive verbs**.

Exercise. Which of the verbs in the following sentences are transitive? How do you tell? Which are intransitive?

1. I saw him.
2. He walked to his office.
3. The children laughed.
4. I lost my pencil.
5. The wind blew.
6. The dry leaves rustled.
7. The day passed quickly.
8. George solved the hard problem in to-day's lesson.
9. The teacher praised George.
10. George is happy.

Sometimes the same verb is transitive in one sense and intransitive in another. Thus :

1. The mother *called* the child. (TRANSITIVE)
2. The mother *called* and *called*, but nobody answered. (INTRANSITIVE)
3. He *returned* the book promptly. (TRANSITIVE)
4. He *returned* after dark from his long walk. (INTRANSITIVE)
5. The hunter *shot* twice but hit nothing.
6. The hunter *shot* the tiger.

Some intransitive verbs are followed by a noun, a pronoun, or an adjective that defines or describes the subject of the sentence. Thus :

1. George is happy.
2. That is George.
3. The teacher looked kind.
4. It is I.

In such sentences as the preceding, the verb is little more than a link between the subject and the predicate word. Therefore, intransitive verbs of this sort have been well named **linking verbs**. We can always tell a linking verb by the fact that it is followed by a predicate word ; that is, by a noun, a pronoun, or an adjective in the predicate that defines or describes the subject of the sentence.

The most common linking verb is the verb *is*, in its various forms (*was, were, am, are, etc.*).

Other verbs that are frequently used as linking verbs are *appear, become, continue, remain, feel, seem, smell, sound, taste*. It is a good plan to memorize this list.

Usually a verb may properly be called a linking verb if some form of the verb *is* can be substituted for it without greatly changing the meaning of the sentence.

Exercise. 1. Some of the following sentences contain linking verbs. Point out each linking verb, and tell whether the predicate word following it is a noun, a pronoun, or an adjective.

1. The puppy grew. He grew rapidly.
2. He was pretty. He seemed healthy.
3. They laughed. They laughed very heartily. They laughed over the incident.
4. John was my best friend. He remained my best friend.
5. They rowed to the nearest point on the wooded shore.
6. The old settler appeared happy.

7. Finally they returned through the woods to the shore.

8. They sailed. They sailed away. They sailed away down the bay to the fishing banks.

9. The water was smooth, and the wind proved steady and strong.

10. The day continued fine, and everybody remained happy.

2. Pick out the linking verbs in the following sentences. Name the predicate word following each. Pick out the transitive verbs. Name the object of each transitive verb.

1. Grant was a simple, direct man and had been a superb soldier.

2. The war produced some great men.

3. Gradually the South became prosperous.

4. The president laughed heartily over the joke.

5. He worked all the morning in his office.

6. The children played in the sunshine.

7. The Filipinos retreated to their swamps and jungles.

8. They were brave fighters.

9. For a long time they successfully resisted our army.

10. In due time they understood us better, and we understood them better.

11. Now we are friends.

12. Peace reigns over those picturesque islands.

13. A strange animal crept out of the bushes.

14. It appeared dangerous.

15. The boy shot it with his rifle.

16. We examined the beautiful skin.

18. Was that an explosion?

17. Bring the field glass with you.

19. Do you see it?

20. The smoke first appeared over the roof of the little back kitchen.

3. Make sentences using the following verbs. After you have made each sentence, tell whether the verb in it is a transitive

verb and give the reason for your opinion. If it is not a transitive verb, tell whether it is a linking verb and give your reason.

shoot	is	run	taste	enjoy	sing
live	seem	attack	travel	worry	fear
dwell	study	buy	make	deny	fall

CORRECT USE

Several common errors can be avoided more easily if we remember that a transitive verb is followed by an object, and that a linking verb is followed by a word which defines or describes the subject of the sentence.

I. A pronoun that is the object of a transitive verb must be an object pronoun. Thus :

Mr. Brown met *him* and *me* on the corner. (NOT : Mr. Brown met *he* and *I* on the corner.)

This is the girl *whom* you saw last week. (NOT : This is the girl *who* you saw last week.)

Whom are you watching? (NOT : *Who* are you watching?)

II. Since a pronoun that is the predicate word after a linking verb defines or describes the subject of the sentence, it must be a subject pronoun. Thus :

It is *I*. (NOT : It is *me*.)

Those two boys were *he* and *I*. (NOT : Those two boys were *him* and *me*.)

Those are *they*, and that's *he*. (NOT : Those are *them*, and that's *him*.)

III. Since the predicate word after a linking verb defines or describes the subject of the sentence, it cannot be an adverb. Thus :

This flower smells *sweet*. (NOT : This flower smells *sweetly*.)

The boy felt *uncomfortable*. (NOT : The boy felt *uncomfortably*.)

The music sounds *beautiful*. (NOT : The music sounds *beautifully*.)

Exercise. Choose the correct word for each of the sentences that follow. In each instance explain your choice.

1. (Who, Whom) do you see?
2. Is it (he, him) or (she, her)?
3. She looks (neat, neatly).
4. It was (I, me) (who, whom) called the firemen.
5. It was (me, I) (who, whom) he saw.
6. The new machine works (beautiful, beautifully).
7. The flowers look (beautiful, beautifully).
8. I saw (they, them) at my father's shop.
9. Who are (they, them)?
10. My sister is (happy, happily) to-day, but yesterday she felt (sick, badly) and looked (unhappily, unhappy).
11. The dog followed (him, he) and (I, me) to school.
12. To (who, whom) did you speak after you left her and (me, I)?
13. She appears (happy, happily), but he feels (badly, sick).
14. How (sweetly, sweet) the song sounded!
15. (Whoever, Whomever) you see, do not say anything about her and (I, me).

Drill in Correct Use. Choosing each correct word without hesitating, read the preceding fifteen sentences aloud several times as rapidly as you can without speaking indistinctly and without making mistakes.

Group Exercises. 1. Do you ever use transitive verbs in your speaking and writing? Do you ever use linking verbs? Let several compositions be copied on the board or read aloud slowly, in order that the entire class may study each sentence in them. Are there any transitive verbs? What is the object of each? Are there any linking verbs? What is the predicate word following each?

2. Are there any mistakes in the use of pronouns as objects of transitive verbs? Are there any mistakes in the predicate words after linking verbs?

3. Selecting Suitable Verbs

Notice how the following sentences differ in meaning because of the different verbs in them :

1. The old gentleman *walked* down the street.
2. The old gentleman *strutted* down the street.
3. The old gentleman *sneaked* down the street.
4. The old gentleman *raced* down the street.
5. The old gentleman *shuffled* down the street.

You see that it is necessary to select one's verbs with care in order to express one's meaning exactly.

Oral Exercise. 1. Explain how the five sentences above differ in meaning.

2. What is the difference in meaning between the verbs of each pair below?

1	7	13	19
remark	locate	howl	suffer
reply	discover	shriek	endure
2	8	14	20
row	answer	mend	spy
paddle	retort	repair	examine
3	9	15	21
deny	ride	declare	disturb
disprove	drive	respond	tease
4	10	16	22
pause	return	plan	say
stop	retreat	scheme	ask
5	11	17	23
fight	perform	shoot	act
struggle	complete	kill	do
6	12	18	24
perish	prepare	peep	sink
disappear	practice	look	drown

4. Person and Number of Verbs

As you know, nouns and pronouns have two numbers, the singular and the plural; that is, they mean either one person or thing or more than one. Besides, you have learned that you can classify some pronouns according to the person they represent, whether the person speaking, or the person spoken to, or the person spoken of. We can arrange these pronouns according to the following table, which shows at a glance the person and number of each:

	SINGULAR NUMBER	PLURAL NUMBER
<i>First Person</i>	I	we
<i>Second Person</i>	you	you
<i>Third Person</i>	he, she, it	they

Since nouns almost always name the person spoken of, they are said to be of the third person, singular or plural.

Do verbs also have person and number? Let us see. Let us use each of the pronouns in the preceding table as the subject of the same verb, the verb *is* in its various forms, and let us see whether the verb is changed as the subject is changed.

	SINGULAR NUMBER	PLURAL NUMBER
<i>First Person</i>	I <i>am</i>	We <i>are</i>
<i>Second Person</i>	You <i>are</i>	You <i>are</i>
<i>Third Person</i>	He (or she or it) <i>is</i>	They <i>are</i>

We see that the verb *is* has one form (*am*) to go with the first person, singular subject, another form (*are*) to go with the second person, singular subject, and a third form (*is*) to go with the third person, singular subject. In the plural the same form (*are*) is used to go with subjects of all three persons.

Since verbs in some instances change their form as their subjects change in person and number, a verb is said to agree with its subject in person and number. Thus:

1. This book *tells* about Spain. (The verb *tells* is third person, singular number, to agree with its subject, *book*, which is third person, singular number.)

2. These books *tell* about Mexico. (The verb *tell* is third person, plural number, to agree with its subject, *books*, which is third person, plural number.)

3. I *shall go* to Paris. (The verb *shall go* is first person, singular number, to agree with its subject, *I*.)

4. You, Mary, *will go* sometime. (The verb *will go* is second person, singular number, to agree with its subject, *you*.)

5. I *have been* in New York, but he *has been* in London. (The verb *have been* is first person, singular number, to agree with its subject, *I*; and the verb *has been* is third person, singular number, to agree with *he*.)

Verbs make comparatively few changes in form as their subjects change in person and number, but those few are important.

Exercise. 1. What changes are made in the form of the verbs *walk* and *see* as their subjects change in person and number?

	SINGULAR NUMBER	PLURAL NUMBER
<i>First Person</i>	I <i>walk</i>	We <i>walk</i>
<i>Second Person</i>	You <i>walk</i>	You <i>walk</i>
<i>Third Person</i>	He <i>walks</i>	They <i>walk</i>
<i>First Person</i>	I <i>see</i>	We <i>see</i>
<i>Second Person</i>	You <i>see</i>	You <i>see</i>
<i>Third Person</i>	He <i>sees</i>	They <i>see</i>

2. What changes in the form of the verbs *walked* and *saw* are made as their subjects change in person and number?

SINGULAR	PLURAL	SINGULAR	PLURAL
1. I <i>walked</i>	1. We <i>walked</i>	1. I <i>saw</i>	1. We <i>saw</i>
2. You <i>walked</i>	2. You <i>walked</i>	2. You <i>saw</i>	2. You <i>saw</i>
3. He <i>walked</i>	3. They <i>walked</i>	3. He <i>saw</i>	3. They <i>saw</i>

CORRECT USE

Let us see, now, what practical rules, which will help us avoid errors when we speak or write, express this fact that we have just learned.

I. A verb agrees with its subject in person and number. Thus :

This kind of vegetables *grows* rapidly. (The subject, *kind*, is singular ; the verb, *grows*, is singular.)

The fragrance of many roses *fills* the air. (The subject, *fragrance*, is singular ; the verb, *fills*, is singular.)

I *don't understand* this problem. (The subject, *I*, is first person, singular ; the verb, *do understand*, is first person singular.)

He *doesn't understand* the rule. (The subject, *he*, is third person, singular ; the verb, *does understand*, is third person singular.)

You *are* my friend. (The subject, *you*, is second person singular ; the verb, *are*, is second person singular.)

You *were* my neighbor. (NOT : You *was* my neighbor. The subject, *you*, is second person singular ; the verb, *were*, is second person singular. The verb *was* is incorrect, because *was* is NOT second person singular.)

Exercise. Choose the correct form of the verb for each sentence that follows, and give the reason for your choice :

1. Neither of them (likes, like) musical plays.
2. That kind of paper (don't, doesn't) seem good enough for letters.
3. Where (were, was) you last evening?
4. One of the girls (study, studies) drawing.
5. Neither of the two (go, goes) to college.
6. Which of the workmen (seem, seems) pleased with the plan?
7. Five 5's (are, is) twenty-five ; five 6's (is, are) thirty ; two dozen (are, is) twenty-four.
8. Some of the children (is, are) on their way to school.
9. (Don't, Doesn't) he know any better?
10. What (have, has) happened to the lad?

Drill in Correct Use. Read the sentences at the foot of the preceding page a number of times, choosing correct verb forms as you read, until you can do it rapidly.

II. Singular subjects joined by *and* usually take a plural verb. Thus :

Washington and Braddock *were marching* through the woods.

John and James *are going* swimming.

The house, the barn, and the shed *are burning*.

III. Singular subjects joined by *and*, but referring to a single person only or expressing a single idea, are followed by a singular verb. Thus :

The president and manager of the company *is* in his office. (One person.)

The purpose and intent of the law *is* clear. (The two subjects express a single idea.)

Oatmeal and cream *is* my usual breakfast. (Two singular subjects are taken together as one thing ; hence the singular verb.)

IV. Singular subjects joined by *and* but preceded by *each*, *every*, *many a*, or *no* take a singular verb. Thus :

Each boy and girl *reads* his own composition.

Every man, woman, boy, and girl *attends* this service.

No white man and no colored man *believes* this.

Many a hunter and fisherman *visits* this valley every year.

Exercise. Choose the correct verb form for each of the following sentences, and justify your selection :

1. The man, his wife, and his little girl (is, are) running to see the fire.

2. (Is, Are) your father and mother at home?

3. The secretary and the treasurer (was, were) in conversation with each other.

4. Every dog and cat (was, were) ordered to be killed.
5. A great hue and cry (were, was) raised.
6. Crackers and milk (was, were) his entire supper.
7. Every boy and girl in that school (dress, dresses) neatly.
8. Many a boy and girl (has, have) regretted doing poor work in school.
9. Each of us and each of them (are, is) going to try for the prize.
10. (Is, Are) your brother and sister in school now?
11. No horse, no cow, and no sheep (were, was) allowed to leave that country.
12. The founder and supporter of the movement (are, is) coming on a tour of inspection.

Drill in Correct Use. Read the preceding sentences aloud repeatedly and distinctly, choosing the correct verbs, until you can do it rapidly.

V. Singular subjects joined by *or* or *nor* take the verb in the singular. Thus :

Harriet or Sarah *is going*.

Neither the father nor the mother *is* in good health.

Neither ammunition nor food *is* left.

VI. A singular subject followed by words that are joined to it by *with*, *together with*, *as well as*, *in addition to*, takes a singular verb. Thus :

The captain, with some of his officers, *is* on the bridge.

Tom, as well as half a dozen other boys, *is skating*.

The entire train, with all its passengers, *was destroyed*.

VII. A singular subject takes a singular verb, even if one or more plural words come between the subject and its verb. Thus :

No one except the members *is admitted*.

Every one of us *is* anxious to succeed.

The story of his many adventures *makes* good reading.

The famous library with its thousands of books *was* destroyed.

VIII. In a sentence beginning with the introductory word *there* the verb is singular if the subject is singular, and plural if the subject is plural. Thus :

There *are* many kinds of people in the world. (NOT: There *is* many kinds of people in the world.)

There *is* a great quantity of cotton on board that ship.

There *are* all sorts of tools in that hardware store.

Exercise. In the sentences that follow choose the verb that seems to you correct, and give the reason for your choice:

1. The lighted tree, as well as the excited children, (was, were) pleasant to see.

2. The mother hen with her ten chicks (are, is) in the garden.

3. Tom or Ted (are, is) playing in the big game this afternoon.

4. Every little movement and every little smile of the baby (was, were) interesting to its father.

5. No thoughtful man and no ambitious boy (do, does) what will injure his health.

6. Cotton, as well as blotting paper, (absorb, absorbs) ink.

7. The porch with its lighted Japanese lanterns (were, was) a pretty sight.

8. Neither of the two children (was, were) injured.

9. The locomotive with its long train of cars (is, are) in the river.

Drill in Correct Use. Read the preceding sentences aloud repeatedly and distinctly, choosing the correct verbs.

IX. The meaning rather than the form of the subject controls the number of the verb. Thus :

"The Three Musketeers" *was written* by Dumas.

Twelve dollars *is* too much for that gun.

The committee *is* ready to report. (The committee consist of several persons, but it is here thought of as one group.)

The committee *are* in the room, laughing and chatting. (The individuals that make the group are thought of in this sentence.)

My family *is* with me.

My family *are* all well.

The news from abroad *was* most discouraging.

Mathematics *is* my principal study this year.

Politics *is* his chief interest.

There *is* plenty for all. (*Plenty* considered as quantity, as of bread or soup.)

There *are* plenty for all. (*Plenty* considered as number, as of apples.)

X. When a relative pronoun is the subject of a verb, its verb takes the person and number of the word for which the pronoun stands. Thus :

I who *am going* shall meet you there.

You who *are going* ought to stay at home.

He who *is going* may not return.

They who *are going* know the way.

Exercise. Choose the verb that you think most suitable for each of the following sentences, and give your reason for choosing it. In some instances both forms are correct.

1. The public (is, are) cordially invited.
2. A part of the apples that remained (were, was) spoiled.
3. Who of you (sees, see) the point of this paragraph?
4. Neither she nor he (were, was) present.
5. Neither of her two brothers (was, were) present.
6. Neither of her brothers (is, are) likely to hear of this.
7. The pupils as well as the teacher (suffer, suffers) from the negligence of the janitor.
8. Are you going with him who (am, are, is) going back home, or with me who (am, are, is) going right on to the schoolhouse?
9. One hundred dollars (is, are) too much for that little pony.
10. A jury of twelve pupils (were, was) carefully selected.
11. The scissors (lie, lies) on the table.
12. The ashes (is, are) in the ash box.

Exercise. Choose the correct verb form for each of the following sentences, and give a good reason for your choice :

1. Neither the clock nor my watch (were, was) going.
2. Every hour and every minute (are, is) important in this all-day race.
3. Every hour and every half hour (count, counts).
4. I who (am, are, is) here know more about it than he who (am, are, is) away.
5. It is one of the finest pictures that (was, were) painted in this country in that period.
6. His trousers (is, are) torn.
7. Her scissors (lie, lies) on the floor.
8. The whole class (was, were) studying the arithmetic lesson.
9. Gentlemen, the nation (is, are) thinking about your votes on this question.
10. He, as well as his cousins, (are, is) going.
11. The captain of the team, with some of the better players, (is, are) on the way to the game.
12. They, as well as my brother, (was, were) anxious to win.
13. Neither of us (is, are) going to the gymnasium.
14. Each of you (are, is) expected to do this.
15. Neither food nor shelter (were, was) theirs.
16. Many a soldier and many a civilian (is, are) lying awake these exciting nights.
17. Many a bee and many a butterfly (visit, visits) that flower.
18. Each trunk and box in the attic (were, was) eagerly searched by the children.
19. The airplane and the gull (is, are) side by side in the air.
20. (Don't, Doesn't) it seem high up!
21. The aviator (don't, doesn't) seem to be afraid, does he?
22. Each of the boys (do, does) his very best.

Drill in Correct Use. Read these twenty-two sentences, as well as the twelve that precede them, aloud repeatedly, selecting the correct verb form for each. Can you do this rapidly?

What is the time of your first reading? How much was that time lessened by practice?

Group Exercise. 1. It will now be well to examine your own writing in the light of what you have learned about the agreement of a verb with its subject in person and number. Several pupils' compositions should be slowly read aloud, so that the class may tell whether the verbs are correctly used.

2. If anywhere in these compositions a pronoun is used as the object of a transitive verb, the class will decide whether the correct pronoun form has been employed. Are there any mistakes in the predicate words following linking verbs?

5. Speaking and Writing from Outlines

Oral Exercises. 1. Let us suppose that you are soon to start on a trip from where you live to Calcutta, India. On a map of the world or on a globe, trace this trip. To what city should you have to go first? What railroad or boat line would take you there? Is there anything of special interest to be seen on the way? What would be your next stop? The next after that? When you have planned the entire trip, tell your classmates about it as if you had just returned from Calcutta. You may have to do some reading in a book on geography before you give your talk. Do not try to tell everything. If you do, your talk will be like a long, dry list of facts. Spend most of your time on one or two interesting points.

2. Plan one of the following trips. Consult your teacher, your parents, books, and maps. Then make an outline and tell the story of the journey.

1. A Trip from Where I Live to Chile
2. A Trip to Panama
3. A Trip to the Suez Canal
4. A Trip to London

5. A Trip to Japan
6. A Trip to Alaska
7. Around the World

3. Did you ever see cotton growing? Did you ever see a copper mine? Did you ever see a lumber camp? What have you seen that your classmates would like to hear you talk about? Did you ever visit a coal mine, or a gold or silver or iron mine? A large wheat, corn, fruit, potato, tobacco, or peppermint farm? Perhaps the following list of subjects, in addition to the preceding questions, will suggest to you a subject about which you would like to give your classmates interesting information. If you cannot speak from your own experience, talk with your parents and consult books until you have something to say that others will surely be glad to learn. Make an outline before you speak.

1. The Story of Steel
2. The Story of Cotton
3. The Story of Cotton Cloth
4. The Story of a Pair of Shoes
5. The Story of a Box of Chocolate Creams
6. The Story of a Diamond
7. The Story of a Railroad Tie
8. The Story of Coffee
9. The Story of Tea
10. Rice Farming in Japan and in Louisiana
11. Where My Breakfast Came from
12. The Story of Gunpowder
13. The Story of Glass
14. Tunnels I Have Seen or Read about
15. Bridges I Have Seen or Read about
16. My Favorite Book
17. The Lincoln Highway
18. The Old Roman Roads

Group Exercise. The class will criticize each talk, telling what it likes as well as pointing out possible improvements. The following questions should be kept in mind as the class listens to each speaker :

1. Was it an interesting talk? Why?
2. Did the speaker seem to have a clear outline in mind?
3. Did the speaker use any verbs incorrectly?
4. Were any other mistakes in grammar made?

6. Avoiding Common Errors in the Meaning of Verbs

A number of verbs are frequently used incorrectly, chiefly because their meanings are not kept clearly in mind.

A. LEARN AND TEACH

Learn means "acquire knowledge," and *teach* means "impart knowledge." Thus :

I *learned* many tricks, and I *taught* my brother these.
Will you *teach* me how to do that?

Completion Test. Fill the blanks in the following sentences with the proper forms of *learn* or *teach*, and explain your choice of verb :

1. Perhaps I shall — some tricks at the circus.
2. Then I'll — them to my friends.
3. Please — me how to run this automobile.
4. If you will — this to-day, I will — you something new to-morrow.
5. My father is — me how to ride a horse.

B. LAY AND LIE

Lay (*laid, laid*) means "place," "put," "put down in a place." *Lay* is a transitive verb. Observe that it is followed by an object. Thus :

Lay it on the table.

He *laid* it on the shelf.

They *have laid* the invalid on some straw in the wagon.

Lie (*lay*, *lain*) means "remain," "recline," "rest," "be in a place." *Lie* is an intransitive verb. It is never followed by an object. Thus :

It *lies* on the table.

It *lay* there all the week.

There the old stump *has lain* for years.

Completion Test. Fill the blanks in the sentences below with the proper forms of *lay* or *lie*, and give the reason for your selection :

1. Please —— that book on my desk.
2. Have you —— it there yet?
3. George —— it on the chair yesterday.
4. The dog —— the ball at my feet.
5. She —— in the hammock and reads.
6. She —— there all day yesterday.
7. It is a long time since I —— in a hammock.
8. —— my shawl in the hammock so that I may —— on it.
9. There is the tree we felled last fall ; it has —— there all winter.
10. —— down, Tige, you good dog!
11. Do you like to —— in bed mornings?
12. —— your head on the pillow and go to sleep.
13. There he —— now, and there he will —— to-morrow.
14. The cat is —— under the chair.
15. What is that —— there? Is it a hen or a cat?

Drill in Correct Use. When you have become so sure of *lay* and *lie* that you can insert the correct word in each blank above without hesitation, read the fifteen sentences aloud repeatedly, distinctly, and rapidly, filling the blanks as you read.

C. SET AND SIT

Set (*set, set*) means "place," "put." *Set* is a transitive verb. Observe that it is followed by an object. Thus:

I *set* the basket on the bench.

I *set* the hen on the eggs yesterday; there she sits.

I *had set* her there last night, but she would not stay.

Sit (*sat, sat*) means "have a seat." *Sit* is an intransitive verb and is not followed by an object. Thus:

There she *sits* in the rocking-chair.

There her mother *sat* in years gone by.

I *had sat* on the beach all that morning.

Completion Test. Fill the blanks below with the proper forms of *set* or *sit*, and explain each insertion:

1. Every day I gather the eggs and —— the basket of them in the cellar.
2. —— down and tell me all about it.
3. There he —— smoking his old pipe.
4. Have you —— the kettle on the stove?
5. Then —— down and take a rest.
6. The hen is —— on the eggs; I set her there.
7. One day he —— in the old armchair.
8. —— your pail on the kitchen table and —— down and talk awhile.
9. John, you —— here, and Mary, you —— over there.
10. Lie down or —— down, but get a rest.

Drill in Correct Use. Read the ten sentences aloud repeatedly, filling the blanks as you go.

D. MISCELLANEOUS CORRECT FORMS

1. The officers *hanged* the pirate. (NOT: The officers *hung* the pirate.)
2. They *hung* the deer on a tree to skin it.

3. I *think* I shall read awhile. (NOT: I *guess* I shall read awhile.)
4. *Guess* what I saw down town. That's not it; *guess* again.
5. I was *brought up* here. (NOT: I was *raised* here.)
6. He *raised* a fine horse on his farm.
7. The bread *rises*. (NOT: The bread *raises*.)
8. I *suppose* you were puzzled. (NOT: I *expect* you were puzzled.)
9. He *ought to have gone*. (NOT: He *had ought to go* or He *had ought to have gone*.)
10. He *ought not to go*. (NOT: He *hadn't ought to go*.)
11. He *ought not to have gone*. (NOT: He *hadn't ought to have gone*.)
12. He should *have* told. (NOT: He should *of* told.)

7. Vocal Drill

Exercise. 1. Stand erect but at ease, hands at sides. Take a deep breath. Exhale slowly, sounding *oo* softly about the middle of the vocal range. Do the same with *oh*, *ah*, and *ee*.

2. Do the same, but go up one full tone and back.
3. Do the same, but go down one full tone and back.
4. Combine 2 and 3.
5. Combine 2 and 3, but go up and down two full tones and back.
6. Read a paragraph in a whisper, speaking so distinctly that the class will understand you.

8. Words Sometimes Mispronounced

Oral Exercise. As the teacher pronounces the following words to you, listen carefully and pronounce them in the same way. Read the entire list aloud several times.

mucilage	premier	magazine	connoisseur
architect	courtier	telephone	amateur
archangel	consul	telegram	chauffeur
hammock	tortoise	journal	masseur
conduit	status	diary	masseuse

Dictionary Work. In order to clinch the pronunciations you have just learned, look the words up in the dictionary. Note the pronunciations there. Note the meaning of each word. Then use them in sentences — interesting sentences, which your classmates will enjoy hearing.

9. Explanation

SAYINGS OF POOR RICHARD

1. A word to the wise is enough.
2. God helps them that help themselves.
3. The used key is always bright.
4. Dost thou love life? Then do not squander time, for that is the stuff life is made of.
5. The sleeping fox catches no poultry.
6. Laziness travels so slowly that Poverty soon overtakes him.
7. Early to bed and early to rise makes a man healthy, wealthy, and wise.
8. Keep thy shop, and thy shop will keep thee.
9. If you would have your business done, go yourself; if not, send someone else.
10. A little neglect may breed great mischief: for want of a nail the shoe was lost; for want of a shoe the horse was lost; and for want of a horse the rider was lost, being overtaken and slain by the enemy; all for want of a little care about a horseshoe nail.
11. A small leak will sink a great ship.
12. If you would know the value of money, go and try to borrow some: for he that goes a-borrowing goes a-sorrowing.
13. Experience keeps a dear school, but fools will learn in no other. — BENJAMIN FRANKLIN, "Poor Richard's Almanac"

Class Conversation. 1. Do any of the numbered sentences at the top of page 107 give the meaning of the first of Poor Richard's sayings? Talk these sentences over with your classmates and decide which sentence gives the meaning best.

1. A dull person needs a long explanation ; a person with sense can understand a short one.
2. Those who know do not need long explanations.
3. The more your hearer knows, the more quickly he grasps your meaning.
4. A mere hint tells much to the wide-awake.
5. Where much is known, little needs to be said.

2. In a short sentence give the meaning of the second of Poor Richard's sayings. Your classmates will do the same. Sentences that are both clear and short may be written on the board.

3. In the same way express in your own words the meaning of each of the other sayings of Poor Richard.

EXPLAINING BY TELLING A STORY

Some of the sayings, or proverbs, in the list suggest stories. Such are the fifth, seventh, and eleventh. Stories can be invented for the others. This way of explaining is often used effectively by speakers and writers.

Silently read and answer the following questions as you prepare to explain a proverb by means of a story :

1. Which one of the proverbs do you choose for explanation?
2. Can you make up a story about, say, two boys, one of whom follows the advice that the proverb gives while the other rejects that advice? What are the consequences for each?
3. How will you begin your story? Can you begin better than with the words *Once upon a time there lived*? Perhaps you can think of a beginning sentence that will arouse your hearers' curiosity and interest?
4. How will you bring your story to a close? By repeating the proverb?

Story-Telling. Make up and tell the class a short story to explain the meaning of one of Poor Richard's sayings.

Speaking. Turn to the picture at the front of this book. Read the problem on the blackboard in that schoolroom. It is not an easy problem, but those two freight trains do pass on that single-track railway. When you have worked out the solution, explain it to the class. To explain means to make clear. Remember that as you speak.

10. Explanations in Business Letters

Oral Exercise. 1. Read the first of the following two letters¹ carefully. Then close your book and explain to the class exactly what Mr. Powers's complaint is. The class will tell you if you omit anything of importance. Observe the courtesy of the letter. What sentences show this?

2. Now read the reply to Mr. Powers's complaint. Explain it to the class. Again your classmates will tell you if you omit anything of importance. Observe the clearness and the courtesy of the letter. Point out sentences that express this courtesy.

San Diego, Calif.

Dec. 28, 1929

Mr. C. S. Selden

Grand Rapids, Mich.

My dear Mr. Selden:

Usually the furniture which I buy of your house comes in good order. Not so the last lot. The chiffonier was scratched and the mirror broken. A leg on one of the chairs was cracked and the leather on the couch was scratched, while the finish on the whole shipment was not up to the standard. A part of this furniture I had sold to one of my best customers on the coast from the description given in your catalogue, and he is impatiently awaiting its arrival. You can therefore imagine that I am not in a happy frame of mind. Perhaps the railroad company is responsible for the breaks and

¹ From Davis and Lingham's "Business English and Correspondence" (Adapted).

scratches, but it looks to me as if your packers were partly at fault, while the poor finish is inexcusable.

I am writing to you personally, for I know that you will give this matter your immediate attention. Please telegraph, letting me know what you are going to do to help me.

Yours truly,
Henry Powers

Grand Rapids, Mich.
January 2, 1930

Mr. Henry Powers
San Diego, Cal.

My dear Mr. Powers:

Your letter of December 28 was received this morning. You have just cause for complaint, and I should not have blamed you if you had shipped back the goods and canceled the order. Let me thank you, however, for the opportunity to give this matter my personal attention.

As I telegraphed you this morning, we are shipping by fast freight a duplicate of your last order, transportation charges prepaid. Please ship to us by slow freight the lot about which you complain, freight charges to be paid by us. We will also credit on your bill the charges which you paid upon its receipt.

I have asked a trustworthy foreman to examine each piece of furniture which we are now sending to you and to supervise its packing. It is a source of much chagrin to this house and to me personally that you should have received a shipment from us in the condition you describe. I think you are sufficiently well acquainted with us to know that an occurrence of this sort is unusual. Indeed, nothing like it has come to my attention during my twenty years' connection with this house. We shall endeavor to locate the blame, and you may be certain that nothing similar will happen in the future.

Cordially yours,
C. S. Selden

PROJECT: *THE CLASS IN BUSINESS*

1. Since all the situations that are outlined in the following paragraphs call for two letters, a complaint or an inquiry and the reply to it, the class may be divided equally, and the pupils of one division may answer the letters which have been sent them by the other, through the class post office.

Several complaints or inquiries and the replies to them should be copied on the board or read aloud slowly for class criticism. The usual questions should be asked, and, since verbs have recently been studied, special attention should be given to every verb in the letters.

1. (a) You have just received a camera which you recently ordered, and you find that it has been injured in the mail. Write to the Cheeseman Camera Company, 212 Chestnut Street, Philadelphia, Pennsylvania, explaining the injury and asking them to send you another camera in place of this one. (b) One of your classmates will reply to your letter.

2. (a) You have been advertising in the newspaper that you wish to sell your bicycle. You receive an inquiry for particulars, written by one of your classmates. (b) Answer this inquiry with a full description of the bicycle and a statement of other facts that have to do with your wish to sell it.

3. (a) A package of books has arrived in bad condition. Apparently the package has been exposed to the rain. Letters should be written by pupils in the first division explaining to the bookseller that the damaged books are not acceptable. (b) Pupils in the second division may write replies, each one answering the letter that he receives.

4. (a) Your father has subscribed to an expensive magazine. It reaches him every month badly wrinkled and creased — thus spoiling the pictures — and sometimes is even torn and soiled. He asks you to explain to the publishers his dissatisfaction and his desire to discontinue his subscription. (b) Each pupil in the second division should write the reply of the publishers, but not before reading the particular letter of complaint that he received through the class post

office. After writing the reply, the letter of complaint should be re-read to make sure that no point has been overlooked in answering it.

2. In the same way letters of complaint, inquiry, or protest, and the replies to them, may be written for one or more of the situations suggested below :

1. (a) The street on which you live is not kept clean by the city. You complain to the street-cleaning department or send a letter of protest to the newspaper. (b) The head of the street-cleaning department replies.

2. (a) A street-car conductor has been rude to your invalid mother, who has difficulty in getting on and off cars without help. Write him or the street-car company a letter of protest. (b) The conductor writes a letter defending himself.

3. (a) There is an unguarded railroad crossing near the school. Write either to the railroad company or to the city council or to the police department, and call their attention to it. (b) The company or council or department replies.

4. (a) Careless driving by automobilists calls for a protest in the form of a letter to the newspaper. (b) An automobile club replies in a letter to the newspaper, charging pedestrians with being careless.

5. (a) Owners of airplanes fly over the city and thus endanger the lives of citizens. Write a letter of protest. (b) An owner of an airplane replies.

11. Practice: Capitals and Punctuation Marks

Exercise. 1. Read rule 27 in the Appendix. Study the examples. Read the three example sentences without the comma. Do you see the necessity of the comma?

2. For the entertainment of the class, make up one or two sentences like the example sentences under rule 27. Write them on the board without the comma. Do they mislead the reader? Omitting the comma is very nearly the same as playing a joke on the reader.

3. Place commas where they are needed in the following sentences :

1. The bear was comfortably seated on his hind legs and a lady near by was making a sketch of him.

2. When he had batted the catcher with all his might ran swiftly to first base.

3. As the two heavy cars bumped the two policemen in the front and in the rear hurried to the spot.

4. When the cold water ran over the screaming maid pulled up the waste plug.

5. When the big man put his large hat on the curly little French poodle began to bark.

6. As he carelessly put his vest on the pretty young lady with a smile said: "Look out. Your watch may drop out."

7. When they had finished putting the roof on his uncle came to look at the new garage.

8. As he was cautiously fastening an enormous sign on the angry policeman ordered him to take it down.

9. The hungry horse greedily ate his oats and his owner greedily ate his lunch and his dog greedily gnawed his bone.

10. When he had buttoned his heavy overcoat on his own dog hardly knew him.

12. Test in Applied Grammar

Exercise. The following sentences contain seventeen common errors. How long will it take you to find and correct them?

1. Was it Mr. Brown who offered you and I the position?

2. The poorly dressed boy walked to and fro restlessly and felt uncomfortably.

3. That's him, and that's her.

4. This kind of flowers grow rapidly.

5. He don't understand the error in this sentence.

6. Neither of those two children are ever late at school.

7. The house, the barn, and the shed is burning.

8. No white man and no colored man believe this statement.
9. The captain, as well as nearly a dozen other officers, were in the airship's control cabin.
10. There is many kinds of boys looking for jobs.
11. Some speaks correct English, and some does not.
12. The driver of the wrecked car was severely punished.
13. He don't think that the news is true.
14. Politeness, as well as ability, are important in business.
15. This sort of apples are sweeter than all the others.
16. Was you ever in a balloon?

Drill in Correct Use. 1. Read the preceding sentences aloud repeatedly, correcting them as you read, until you can do this without hesitation and rapidly.

2. Read the following sentences aloud repeatedly, choosing the correct word or words until you can do it rapidly :

1. Two 2's (is, are) four.
2. There (are, is) many words in the English language.
3. The captain, as well as his men, (were, was) in the tent.
4. The teacher praised (him, he) and (me, I).
5. She praised (he, him) and (her, she) and (I, me).
6. The boys you (seen, saw) are (he, him) and (me, I).
7. One of (we, us) boys felt (uncomfortably, uncomfortable).
8. (Whom, Who) do you see? Is it (I, me)?
9. Is it (he, him) or (her, she)?
10. How (neat, neatly) she looks!
11. Who are (they, them)?
12. (Is, Are) (them, they) the ones we (seen, saw) before?
13. He (doesn't, don't) understand the rules.
14. You (was, were) there, (weren't, wasn't) you?
15. One of (these, them) girls (study, studies) dancing.
16. I've (saw, seen) her dancing.
17. She dances (good, well), (don't, doesn't) she?
18. Neither of (them, those) two (go, goes) to school.
19. Some of (these, them) children (goes, go) to school.

20. Crackers and milk (were, was) his supper.
21. His purpose and aim (was, were) to win.
22. (Sit, Set) there and (learn, teach) me the trick.
23. There (is, are) some books (lying, laying) on the desk.
24. I (guess, think) that this picture is interesting.

13. Grammar Examination

PART ONE

1. Explain what a transitive verb is, and give a sentence to illustrate your explanation.
2. In the same way, tell what a linking verb is.
3. Give two sentences to show that some verbs are transitive in one sense and intransitive in another.
4. Can a linking verb be modified by an adverb? Give a sentence to prove your answer.
5. Give a sentence to show that a verb agrees with its subject in person and number.

PART TWO

1. How does a compound sentence differ from a complex sentence? Illustrate.
2. Can a simple sentence have a compound subject and a compound predicate? Illustrate.
3. Write a complex imperative sentence that contains an adjective clause.
4. Write a complex interrogative sentence that contains an adverbial clause.
5. In the following sentence point out the essential parts and the modifiers of each :

Although the boy had exceptional ability, he lost an excellent position that called for neat personal appearance and polite manners, in addition to ability.

14. What You Have Studied in This Chapter (Four)

The following summary gives you a bird's-eye view of the chapter. Notice that the subjects are grouped under three headings: (I) Grammar; (II) Composition; (III) Review and Drill.

I. GRAMMAR

- Kinds of verbs (85)
 - Transitive verbs (85)
 - Intransitive verbs (86)
 - Linking verbs (87)
 - Correct use (89)
 - Person and number of verbs (92)
 - Correct use (94)

II. COMPOSITION

- Selecting suitable verbs (91)
- Speaking and writing from outlines (100)
- Avoiding common errors in the meaning of verbs (102)
- Explanation: Franklin, *Sayings of Poor Richard* (106)
- Explanation in business letters (108)
 - PROJECT: *The Class in Business* (110)

III. REVIEW AND DRILL

- Introductory test (86)
- Drill in correct use (90, 95, 99, 103, 104, 113)
- Vocal drill (105)
- Words sometimes mispronounced (105)
 - Dictionary work (106)
- Completion test (102, 103)
- Practice: capitals and punctuation marks (111)
- Test in applied grammar (112)
 - Drill in correct use (113)
- Grammar examination (114)
 - Verbs (114)
 - Sentences (114)

NOTE. The numbers in parenthesis refer to pages.

CHAPTER FIVE

VERBS: TENSE, THE PRINCIPAL PARTS, VOICE

1. Introduction

You now know what a verb is, what kinds of verbs there are, and what person and number mean as applied to verbs. This, however, is not all that can be learned about verbs. The most interesting facts have not yet been explained. They will be taken up in the present chapter.

As a preparation for the work of this chapter, you are asked to study the following exercise. It is a test of what you already know.

Test. 1. To show that you really know what a verb is, tell how it differs from a noun. Illustrate your meaning by giving one or more sentences.

2. Explain how a linking verb differs from a transitive verb. Illustrate by means of sentences.

3. Give sentences to show the same verb (*a*) in the singular number and (*b*) in the plural number.

4. Give two sentences containing the same verb. In the first, give the verb in the first person singular; in the second, in the third person singular. What is the small difference between the two verb forms?

5. How many of the leading linking verbs can you name?

6. Give sentences to show the same word used (*a*) as a noun and (*b*) as a verb; the same verb used (*a*) as a linking verb followed by a predicate word and (*b*) as a transitive verb.

2. Tense

A. PRESENT, PAST, FUTURE

- | | |
|---------------------------------|---------------------------------|
| 1. I <i>see</i> the flag. | 6. I <i>am</i> a lawyer. |
| 2. I <i>saw</i> the flag. | 7. I <i>shall walk</i> to town. |
| 3. I <i>shall see</i> the flag. | 8. I <i>walked</i> to town. |
| 4. I <i>shall be</i> a lawyer. | 9. I <i>walk</i> to town. |
| 5. I <i>was</i> a lawyer. | 10. I <i>stayed</i> at home. |

Exercise. Which of the verbs in the preceding sentences refer to the present time? Which of them refer to past time? To what time does the verb in the sixth sentence refer? Which verbs refer to future time?

Verbs have different forms to indicate different times. Each of these time forms is called a *tense* of the verb.

The **present tense** of a verb is that form of it which denotes present time. Thus :

I *see*. I *walk*. I *am*. I *laugh*.

The **past tense** of a verb is that form of it which denotes past time. Thus :

I *saw*. I *walked*. I *was*. I *laughed*.

The **future tense** of a verb is that form of it which denotes future time. Thus :

I *shall see*. I *shall walk*. I *shall be*. I *shall laugh*.
 We *shall talk*. We *shall obey*. We *shall go*. We *shall see*.
 You *will be* there. He *will be* there. They *will be* there.
 The hunters *will capture* the deer. The boy *will run* after them.

Observe that when *I* or *we* is the subject of a verb in the future tense, the word *shall* is used to form the future; when, however, the future verb has any other subject, the word *will* is used to form the future.

Exercise. 1. What is the tense of the verb in each of the following sentences?

1. I *graduated* at the Longfellow School last June.
2. I *shall go* to high school.
3. A boy *wants* a position in a grocery store.
4. He *will go* to school again next fall.
5. I *am* in the city, and you *are* in the country.
6. I *was* in the country, and you *were* in the city.
7. The leader *awakens* the cowboys at a very early hour.
8. They *eat* their breakfast, *feed* their ponies, and by four o'clock *are* in the saddle for a long day's work.
9. The rider, with skillful hand, *threw* his lasso over the animal.
10. No one *will know* the fate of the fisherman who never *returned*.

2. Use each of the verbs below in two sentences: (a) in the past tense, (b) in the future tense. Thus :

1. California *manufactured* sixteen thousand barrels of olive oil last year.
2. California *will manufacture* little, if any, more next year.

manufacture	see	visit	use	make
exercise	do	work	find	escape
develop	go	sing	sell	change

B. THE PERFECT TENSES

Every action must of course take place in present time, in past time, or in future time.

But if we wish to express the fact that an action is finished or completed in the present, we cannot use the present tense and say,

I *write* the letter,

because that means that the writing is going on now. Nor can we use the past tense of the verb and say,

I *wrote* the letter.

because that could mean that the writing was completed a month ago, or years ago. But if, as we lay down the pen, and the letter lies completed or perfected before us, we say,

I have written the letter,

this verb tells that the writing is complete or perfect at the present time.

The verb *have written* is not in the present tense (for *write* is present), nor is it in the past tense (for *wrote* is past): it is in the **present perfect tense**.

Exercise. 1. Give the present perfect tense, with the subject *I*, of the following verbs: *work, play, obey, return, jump, laugh, is*. Thus (using the verbs *start, sail, smile*):

I have started.

I have sailed.

I have smiled.

2. Give the present perfect tense of these same verbs, with the subject *you*; with the subject *he*; with *we*; with *they*.

The part of the verb that is used with *have* (and *has*) to form the present perfect tense is called the **perfect participle**. Thus, in *I have written*, *written* is the perfect participle; in *he has started*, *started* is the perfect participle; in *he has gone*, *gone* is the perfect participle used with *has* to form the present perfect tense of the verb *go*. We can always tell the present perfect tense of a verb: it always consists of *have* (or *has*) together with the perfect participle of the verb.

Exercise. Make sentences containing the following verbs in the present perfect tense. Make two sentences for each verb. Thus:

The old trapper *has walked* ten miles to-day.

I have often *walked* with him through the woods.

see	smile	sail	play	go
walk	talk	make	work	tell
is	write	tease	do	buy

The **past perfect tense** of a verb is that form of it which denotes that the action was complete or perfect at some point in past time. It is formed by prefixing the verb *had* to the perfect participle of the verb. Thus :

I *had written* the telegram yesterday when his letter came.

Before he arrived, I *had made* up my mind what to do.

He *had started* for the game when I met him.

The girls *had finished* their sewing when their mother returned.

The **future perfect tense** is the form of a verb which denotes that the action of the verb will be complete or perfect at some future time. It is formed by prefixing *shall have* (and *will have*) to the perfect participle of the verb. Thus :

I *shall have seen* your brother before you return.

You *will have graduated* before we see you again.

I *shall have written* him before the first of next month.

He *will have reached* Japan before winter.

We *shall have finished* our breakfast when you arrive.

C. REVIEW OF THE SIX TENSES

Let us arrange in a column the six tenses of a verb, writing opposite each the name of the tense :

<i>Present Tense</i>	(I) see
<i>Past Tense</i>	(I) saw
<i>Future Tense</i>	(I) shall see
<i>Present Perfect Tense</i>	(I) have seen
<i>Past Perfect Tense</i>	(I) had seen
<i>Future Perfect Tense</i>	(I) shall have seen

Exercise. 1. Arrange in columns like the preceding column the six tenses of each of the following verbs. Write opposite each verb form the name of the tense.

jump

do

work

write

2. Tell the tense of each verb in the following sentences :

1. Some boys are ambitious.
2. The work of the world now lies before you.
3. We see idlers and loafers and despise them.
4. Men no longer do *things*, but they do *one thing*, and in many cases only *part* of one thing.
5. Every boy is good for something.
6. "I shall succeed if I learn what kind of work I can do best," said Edward to his sister.
7. Where have you been all these years?
8. Nothing will help you more than your own hard work.
9. Many girls had tried the difficult task, and had given it up, when Mary appeared at the office.
10. Have you read a book for boys and girls about choosing one's life work?
11. When shall we three meet again?
12. We shall have eaten it all by this evening.
13. Have you a pair of skates? Had you a pair last year?
14. I have made this mistake, but I shall never make it again.
15. Where were you yesterday? You will see me later.

Group Exercise. 1. Several compositions should be read aloud slowly, in order that the class may tell the tense of each verb.

2. Are there any mistakes in the use of any of the verbs or of the words — objects or predicate words — that belong with the verbs?

3. Choosing Suitable Verbs

COMPLETION TEST

It 1 on Friday morning, the 12th of October, that Columbus first 2 the new world. As the day 3 he 4 before him a level island, several leagues in extent, and covered with trees like a continual orchard. The inhabitants were seen coming from all parts of the woods and running to the shore. As they 5 gazing at the ships, they 6 by their attitudes and gestures to be lost in astonishment.

Columbus 7 signal for the ships to 8 anchor, and the boats to be manned and armed. He 9 one of the boats, richly attired in scarlet, and holding the royal standard. On landing, he 10 himself on his knees, kissed the earth, and 11 thanks to God with tears of joy. The natives of the island 12 in timid admiration at the complexion, the shining armor, and splendid dress of the Spaniards. The admiral particularly 13 their attention, from his commanding height, his air of authority, his dress of scarlet, and the deference which 14 him by his companions; all which 15 him to be the commander.—WASHINGTON IRVING, "The Life and Voyages of Columbus" (Adapted)

Oral Exercise. There are fifteen numbered blanks in the selection above. These correspond with the numbered word lists below. That is, list 1 contains verbs for blank 1, and so on.

For each blank in the selection choose the verb that you think most suitable. When all the blanks have been filled, the teacher will tell you the verbs that Irving used. These are among the verbs offered in the word lists below.

1. chanced, was, happened, occurred, came about, came off
2. noticed, beheld, saw, looked upon, observed
3. set in, dawned, broke, began, commenced, started
4. made out, saw, noticed, discovered, perceived, distinguished
5. paused, stood, remained, stayed, rested
6. admitted, appeared, seemed, confessed, betrayed
7. expressed, made, gave, ordered, voiced, called
8. let fly, cast, drop, lower, pitch, hurl, discharge
9. set foot on, entered, climbed into, took possession of, found his way into
10. lowered, threw, cast, dropped, humiliated, humbled
11. worded, returned, gave, expressed, voiced
12. stared, gazed, looked, glared, contemplated, examined
13. fascinated, attracted, held, drew, gripped
14. was paid, was given, was accorded, was yielded, was shown
15. pointed out, indicated, showed, suggested, declared, proved

4. The Principal Parts of Regular and Irregular Verbs

Exercise. 1. In the three columns below are the six tenses of the verbs *see*, *go*, and *do*. Read and name each tense.

2. Which tenses contain the perfect participle of the verb?

3. Compare the present tense and the past tense of each verb. Are they alike?

4. In what respect are the present and the future tense alike? In what respect are they different?

do	see	go
did	saw	went
shall do	shall see	shall go
have done	have seen	have gone
had done	had seen	had gone
shall have done	shall have seen	shall have gone

Three parts of the verb are so important that they are called the **principal parts**. These are

- (1) the present tense first person singular ;
- (2) the past tense first person singular ;
- (3) the perfect participle.

These three parts of a verb we must know in order to form its six tenses.

Most verbs (of the thousands of verbs in the language) form their past tense by adding *ed* (or *d*) to the present tense first person singular. Thus: I walk, I *walked*; I enjoy, I *enjoyed*; I hope, I *hoped*; I fear, I *feared*; I like, I *liked*; I jump, I *jumped*; I call, I *called*.

Most verbs form their perfect participle by adding *ed* (or *d*) to the present tense first person singular. That is, with most verbs the perfect participle is the same in form as the past tense. Thus: (present tense) I *walk*, (past tense) I *walked*, (perfect participle) I have *walked*; I *call*, I *called*, I have *called*.

Verbs that form the past tense and the perfect participle by adding *ed* (or *d*) to the present tense are called **regular verbs**.

The following columns contain the principal parts (in italics) of some common regular verbs :

PRESENT TENSE	PAST TENSE	PERFECT PARTICIPLE
<i>I laugh</i>	<i>I laughed</i>	<i>I have laughed</i>
<i>I work</i>	<i>I worked</i>	<i>I have worked</i>
<i>I bake</i>	<i>I baked</i>	<i>I shall have baked</i>
<i>I live</i>	<i>I lived</i>	<i>I had lived</i>
<i>I learn</i>	<i>I learned</i>	<i>I have learned</i>

Some verbs, about one hundred of which are in common use, form their past tense and their perfect participle without adding *ed* (or *d*), but usually by changes in the vowels of the present form. Thus :

<i>I sing</i>	<i>I sang</i>	<i>I have sung</i>
<i>I drink</i>	<i>I drank</i>	<i>I have drunk</i>
<i>I give</i>	<i>I gave</i>	<i>I have given</i>
<i>I see</i>	<i>I saw</i>	<i>I have seen</i>
<i>I am</i>	<i>I was</i>	<i>I have been</i>

Verbs of this sort are said to form their past tense and their perfect participle irregularly ; they are called **irregular verbs**.

A list of irregular verbs with their principal parts is given in the Appendix. When you are in doubt about the principal parts of a verb consult either the Appendix or the dictionary.

In giving the principal parts of verbs it is usual to give only the verb forms without subjects or helping verbs. As: *write, wrote, written* (instead of *I write, I wrote, I have written*); *drink, drank, drunk*; *eat, ate, eaten*; *smile, smiled, smiled*.

Exercise. Give the principal parts of these verbs :

start	point	wash	is	sweep
delay	hail	smile	spin	cut
arrive	sail	write	speak	obey

offer	leave	sit	show	sleep
hope	catch	ring	shake	hit
run	keep	forget	ride	tell
eat	bring	laugh	buy	drink
go	make	cough	sell	change
take	dress	work	bite	see
know	trim	walk	begin	come
jump	talk	have	feel	sing

Completion Test. Using those verbs that the teacher selects from the preceding list, fill the blanks in the following sentences with the proper forms of each. Supply objects or predicate words for those verbs that need them. Read the sentences rapidly when you are able to fill the blanks promptly and correctly.

1. I — now. He — now. We — now.
2. I — yesterday. They — yesterday.
3. I shall — to-morrow. You — — to-morrow.
4. I have — to-day. You — — to-day. He — — to-day.
5. I had — yesterday. We had — yesterday.
6. I shall have — to-morrow. You will have — to-morrow.
7. The man — to-day. The men — to-day.
8. The boys have — to-day. John has — to-day.

Exercise. Pick out the verb in each of the following sentences and tell its tense. Then give its principal parts.

1. The party of Indians had crossed the river.
2. We passed the islands.
3. The officers of each boat lived with their crew, ate the same food, and slept in the same tent with them.
4. A small and delicately shaped fox probably derives its entire support from these small animals.
5. Everywhere we shall see the same birds and insects.
6. Patagonia can boast of a greater stock of small mice than perhaps any other country in the world.

7. The puma had followed and preyed upon certain animals.
8. We examined and watched for the most trivial sign of a change.
9. This day I shot a condor.
10. It measured from tip to tip of the wings eight and one-half feet.
11. In December the condor lays two large white eggs on a shelf of the bare rock.
12. The old birds generally live in pairs.
13. Those condors will have attacked the young goats and lambs before noon.
14. Among these savages the men fought, hunted, took care of the horses, and made the riding gear.
15. The women will load and unload the horses to-morrow.

5. Word Study

A verb is the life of its sentence. Our speaking and writing will gain in clearness and force if we choose our verbs with care.

Oral Exercise. Explain the difference in meaning between the two verbs in each of the following pairs, and use them in sentences to illustrate this difference. Thus :

Look means "gaze toward an object for the purpose of seeing it."

See means "have actual sight of something."

"We *looked* through the telescope, but did not *see* the star."

"We *looked* out of the window, but it was so dark we could *see* nothing."

- | | | |
|-----------------------|-----------------------|-------------------------|
| 1. look, see | 11. is, appear | 21. announce, pronounce |
| 2. glance, look | 12. request, command | 22. raise, rear |
| 3. find, discover | 13. persuade, entreat | 23. protect, defend |
| 4. discover, invent | 14. hope, fear | 24. describe, explain |
| 5. guess, think | 15. laugh, smile | 25. follow, succeed |
| 6. expect, suspect | 16. learn, teach | 26. correct, improve |
| 7. inquire, inspect | 17. ride, drive | 27. respect, admire |
| 8. expect, suppose | 18. bring, fetch | 28. speak, discuss |
| 9. know, believe | 19. love, like | 29. rent, lease |
| 10. convince, convict | 20. question, ask | 30. help, assist |

Group Exercise. Several compositions should now be copied on the board. The class will try to substitute better verbs for those used by the writers. Each writer may defend his verb if he thinks it better than the substitute.

6. Correct Use of the Perfect Participle

The forms for the past tense and the perfect participle of verbs are often confused. Observe the following correct forms. The perfect participle is the form that is properly used with *have*, *has*, and *had*.

I *saw* the horse in the field. (NOT: I *seen* the horse in the field.)

I *had seen* him before. (NOT: I *had saw* him before.)

He *did* it. (NOT: He *done* it.)

Who *has done* this before? (NOT: Who *has did* this before?)

Has John *come* home yet? (NOT: Has John *came* home yet?)

The riders *came* at a fast gallop. (NOT: The riders *come* at a fast gallop.)

They *drank* the milk. (NOT: They *drunk* the milk.)

They *have drunk* the milk. (NOT: They *have drank* the milk.)

He *has gone* to the office. (NOT: He *has went* to the office.)

Completion Test. Give the principal parts of each verb in parentheses in the sentences that follow. Then select the form suitable for the sentence, and state the reason for your selection.

1. (*swim*) The athletic boy ——— across the small lake.
2. (*swim*) Have you ever ——— a mile?
3. (*break*) The wheel of the wagon has ———.
4. (*burst*) The tire of his motor cycle had ———.
5. (*catch*) How many fish have you ———?
6. (*come*) My friends ——— yesterday.
7. (*come*) They have never ——— to see me before.
8. (*do*) What have you ———?
9. (*do*) Or was it Frank who ——— it?

10. (*draw*) He — a fine picture of it yesterday, but he has — finer ones.

11. (*drink*) Have you ever — distilled water?

12. (*drink*) We — apple juice the other day.

13. (*drink*) Have you ever — that?

14. I (*see*) the accident, but I have not (*see*) or heard from the farmer since.

15. What have you (*eat*)? Never in my life have I (*eat*) what you say you (*eat*) yesterday.

16. After it grew dark we all (*go*) to the fire where the old folks had (*go*) before.

17. But I (*write*) you all about it in my last letter. Don't you remember what I (*write*)?

18. Have you (*see*) all the letters I have (*write*)?

19. I'm afraid that you have not (*take*) time to read carefully what I (*write*).

20. See where he has (*go*) and what he has (*do*) and what he has (*bring*) home with him.

Drill in Correct Use. When you are able to select promptly the correct verb form for each sentence above, read the sentences repeatedly and as rapidly as you can, supplying the correct verbs as you read. Your time will be slow at first, perhaps very slow, but practice will increase your speed. It will be interesting to see how great an improvement you make, always reading so distinctly that you can easily be understood.

7. Letter Writing

PROJECT: *THE CLASS POST OFFICE*

Written Exercise. Write one or more of the letters called for by the following paragraphs. You and some of your classmates may write the letters indicated, and others may write replies. Letters and replies may be mailed through the class post office.

1. On the way to school you quarreled with a friend and behaved very rudely. Now you are sorry. Write a short letter in which you express your regret.

2. While you and some friends were attempting one evening to play a prank, you broke a windowpane in the house of a neighbor. You ran away, but on thinking it over you now decide to explain the matter to the owner of the house and inclose enough money to pay for the damage. Write this letter of explanation and apology.

3. Your teacher was compelled by the illness of her mother to give up teaching. You were sorry to have her go, and the more you think of the pleasant time you had in her schoolroom the sorrier you are. Write her a letter in which you tell why you miss her.

4. The owner of the book-and-candy store near the school has failed in business. You often bought at his store and talked with him. Write him a letter that will make him feel your sympathy.

5. Your father's house has been entered by burglars. A policeman, who drove them away, was badly wounded by a pistol shot. Write him a letter, expressing both your appreciation and your regret.

Group Exercise. Several of these letters should now be copied on the board. The class will answer each of the following questions about them :

1. Is the thought of the letter clearly and completely expressed?
2. Are heading, greeting, and ending correctly written?
3. Is the letter properly paragraphed?
4. Are there any mistakes in the use of verbs?

8. Voice

An interesting fact about any transitive verb is that it has two forms or two ways of speaking. It has two different ways of saying the same thing, as if it had two voices.

Exercise. 1. Examine the following two sentences. Do they express the same thought in two different ways?

1. The boy *caught* the fish.
2. The fish *was caught* by the boy.

2. What is the object of the verb in the first sentence? What is the subject of the second sentence?

A transitive verb always has these two ways of saying the same thing, these two voices, which are called the active voice and the passive voice. We can always change the verb from one of its voices to the other. The following sentences show this fact:

1. The hunter *shot* the rabbit. (ACTIVE VOICE)
2. The rabbit *was shot* by the hunter. (PASSIVE VOICE)
3. The boys *made* a canoe. (ACTIVE VOICE)
4. A canoe *was made* by the boys. (PASSIVE VOICE)
5. The studious girl *will win* the prize. (ACTIVE VOICE)
6. The prize *will be won* by the studious girl. (PASSIVE VOICE)

Exercise. In the first of the preceding sentences the verb tells us that the subject is doing something to an object. Read that sentence. What is the voice of the verb? In the second sentence is the subject doing something to an object? In the third? In the fourth? In the fifth?

When a transitive verb tells that the subject is doing something to an object, that verb is said to be in the **active voice**; but when a transitive verb tells that the subject is having something *done to itself*, that verb is said to be in the **passive voice**.

A transitive verb is in the **active voice** when it tells that its subject is the doer of an act. Its object is the receiver, the result, or the product of that act.

A transitive verb is in the **passive voice** when it tells that its subject is the receiver or the result of an act.

Exercise. 1. Tell whether the verb in each of the following sentences is in the active or the passive voice:

1. The Indian boy shot a buffalo.
2. A buffalo was shot by the Indian boy.

3. The careless girl spilled the red ink.
4. The red ink was spilled by the careless girl.
5. The storm destroyed the long pier.
6. The long pier was destroyed by the storm.
7. The child saw the comet.
8. She will take music lessons this winter.
9. The stranger was hurt by our dog.
10. The heavy motor truck nearly struck the girl.
11. The river reflects the green trees.
12. The green trees are clearly reflected in the river.
13. The noise of the big city tired the stranger.
14. The stranger was tired by the noise of the big city.
15. He will tell me to-morrow ; he will send a letter.
16. The letter will be sent to-morrow.
17. My brother and I have played that game often.
18. That game has often been played in this house.
19. The squirrel had already seen the hunter.
20. The hunter had already seen the squirrel.

2. Change each verb in the following sentences to the passive voice without changing the meaning of the sentence. Thus :

Our boys *won* the game. (The verb *won* is in the active voice.)

The game *was won* by our boys. (The verb *was won* is in the passive voice.)

1. I never saw a more beautiful country.
2. We fastened our anchor in the ground.
3. Elizabeth released Raleigh a month before this event.
4. He fitted out two expeditions for the colonization of Virginia.
5. The Spaniards found a strange tribe in that country.
6. We felled some great trees and shall fell a good number more.
7. If I break my ax I shall do no more work to-day.
8. We reached the island safely, and successfully landed our stores and provisions.
9. I cannot tell the whole story now.
10. These savages will understand our signs and gestures.

11. My friend that evening brought me welcome news.
12. We made a camp in the bend of the creek.
13. An old guide conducted us to the place.
14. I caught a large trout in ten minutes.

CORRECT USE

The passive voice of a verb is expressed by a verb phrase consisting of some form of the verb *is* and the perfect participle of the verb. Thus :

1. All the water *is drunk*. (NOT: All the water *is drank*. The perfect participle of *drink* is *drunk*. The past tense of *drink* is *drank*.)
2. That song *will be sung* to-night. (The perfect participle of *sing* is *sung*.)
3. The work *has been done* well. (NOT: *has been did*. The perfect participle of *do* is *done*. The past tense of *do* is *did*.)
4. The glass *is broken*. (NOT: The glass *is broke*.)
5. The window *has been broken*. (NOT: The window *has been broke*.)
6. The bell *has been rung*. (NOT: The bell *has been rang*.)
7. All the water *has been drunk*. (NOT: All the water *has been drank*.)

Completion Test. In the following sentences use the correct form of the verb given in parentheses :

1. (*forget*) The old name of that street has been —.
2. (*drive*) That horse has been — too fast.
3. (*run*) Many a race has been — on this good track.
4. (*write*) Have all your letters to me been — at this desk?
5. (*throw*) The wrestler was — in five minutes.
6. (*take*) My book has been — again.
7. (*froze*) The water on the pond was — early this morning.
8. (*choose*) When I arrived, the players had all been —.
9. (*grow*) Some fine trees have been — by that careful farmer.
10. (*ride*) This bicycle has never been —.

Drill in Correct Use. When you have become sure of the correct verb forms for the blanks on the preceding page, read the ten sentences aloud repeatedly, filling the blanks as you read. Let your reading be smooth, rapid, and distinct.

9. Variety in Expression

The surprising fact that transitive verbs have two ways of saying the same thing — two voices, we called them — can often be made use of in speaking and writing. It gives us two arrows or shots, instead of one, with which to hit our target.

Oral Exercise. In the sentences below change the verbs that are in the active voice to the passive voice, and those that are in the passive voice to the active voice.

1. The angry elephant frightened the keeper.
2. The reckless trainer was injured by the animal.
3. The hut was soon built by the happy campers.
4. The boy scout shot the snake.
5. The boy scout was hurt by a falling tree.
6. The boy scout was bitten by a snake.
7. The snake was shot by the leader of the boy scouts.
8. Have they read this book?
9. Have these pupils ever heard a great orchestra?
10. Every book on this shelf has been read by me.
11. I have studied my lesson, and I have finished my letter to Mary.
12. Have your shoes been repaired by the shoemaker?
13. Our soldiers were transported to the scene of war.
14. I spent one dollar for this little book.
15. John batted the ball toward third base.

Written Exercise. 1. For the entertainment of the class write three interesting sentences, each containing a transitive verb followed by its object. Rewrite these, changing the verbs from the active to the passive voice.

2. Similarly, write and rewrite three sentences containing verbs in the passive voice.

10. Special Verb Phrases

As you know, a verb phrase is a group of words used as a single verb. As:

I *shall go* there.

You *may go* with me.

The hunter *was wounded*.

The dogs *were barking* with all their might.

A verb phrase consists of a **principal verb** and a verb or verbs that help the principal verb make its assertion about the subject. The verbs that are used as helpers in verb phrases are called **helping verbs**.

The helping verbs are *is* (in all its forms), *have*, *has*, *had*, *shall*, *will*, *may*, *can*, *must*, *might*, *could*, *would*, *should*, *do*, *did*.

There are a number of important verb phrases that are formed by combining the simple verb with the helping verbs that have just been enumerated.

SHALL AND WILL

1. *Shall* is used with *I* and *we*, *will* with all other subjects, to express future time. Thus:

FUTURE TENSE

SINGULAR	PLURAL
1. I shall go	1. We shall go
2. You will go	2. You will go
3. He will go	3. They will go

2. *Will* is used with *I* and *we*, *shall* with all other subjects, to express will, willingness, purpose, promise, determination, command, or threat. Thus:

PROMISE, THREAT, PURPOSE, ETC.

SINGULAR

PLURAL

- | | |
|-----------------|------------------|
| 1. I will go | 1. We will go |
| 2. You shall go | 2. You shall go |
| 3. He shall go | 3. They shall go |

Observe the following sentences :

We shall go if the weather is fair. (FUTURE TIME)

We will go whether it rains or shines. (WILL, DETERMINATION)

You will discover that I was right. (FUTURE TIME)

You shall have a chance to show what you can do. (PROMISE)

He or they will learn the truth of this some day. (FUTURE TIME)

He or they shall suffer for this. (PROMISE, THREAT)

3. In questions the word *is* is used, either *shall* or *will*, that is expected in the answer. Thus :

Shall you have time to-morrow to see me? (ANSWER : I shall have time.)

Will you see me to-morrow? (ANSWER : I will.)

Completion Test. 1. Choose for each of the blanks below the correct helping verb to express future time, and explain your selection :

1. We — go to-morrow if we still feel like it.
2. He — be a man some day and — have a vote.
3. I — read the book evenings.
4. You — never know how you looked as a baby.
5. In due time we — grow old.
6. If you are so careless you — hurt yourself.
7. We — be glad to have you visit us.
8. We — have forgotten all about this by then.
9. — you be feeling better to-morrow, do you think?
10. What — be your age next Christmas?
11. At that rate how much — he have saved in two years?
12. I — grow wiser, I hope. I know I — grow older.

2. Insert in the blanks in the following sentences the proper helping verb (*shall* or *will*) to express will, willingness, purpose, promise, determination, and explain your choice :

1. I —— not go to that school while the ventilation is so bad.
2. You —— not go either.
3. He —— accompany us whether he feels like it or not.
4. We —— do all we can to help you out of this difficulty.
5. You —— not interfere with our plans.
6. I —— oppose this scheme as long as I am strong enough to work and speak.
7. They —— be ordered out of that dangerous place if I have to do it myself.
8. If you continue to do this, you —— be punished for it.
9. —— he be permitted to trouble us?
10. —— you do what I say or —— you not do it?

Drill in Correct Use. Filling the blanks in the two groups of sentences above as you read those sentences rapidly aloud, repeat this reading a number of times, speaking the words distinctly.

11. Writing Telegrams and Night Letters

It is sometimes necessary to send a message more quickly than is possible by mail. The telegram and the night letter meet this need. They are charged for by the word, however, and hence writers usually make them very brief.

The telegram is the fastest means of sending a written message. It is telegraphed immediately on receipt. The night letter, on the other hand, is telegraphed at the convenience of the telegraph companies some time during the night and delivered in the morning of the following day. A fifty-word night letter may therefore be sent at the same cost as a ten-word day telegram. Nothing is charged for the names and addresses of the sender and the receiver.

POSTAL TELEGRAPH - COMMERCIAL CABLES

RECEIVED AT
STEVENS POINT
WISCONSIN

CLARENCE H. MACKAY, President

DELIVERY No.

TELEGRAM

45

The Postal Telegraph Cable Company (Incorporated) transmits and delivers this message subject to the terms and conditions printed on the back of this blank.

DESIGN, PATENT APPLIED FOR

X52MN 10 1203p

Minneapolis Minn Aug 20 1930

Mr Tom Brown
Boy-Scout Camp
Stevens Point Wis

Your letter worries us Send night letter describing
accident fully

Mother

Form 1207

CLASS OF SERVICE DESIRED	
Fast Day Message	<input type="checkbox"/>
Day Letter	<input type="checkbox"/>
Night Message	<input type="checkbox"/>
Night Letter	<input checked="" type="checkbox"/>

Patrons should mark an X opposite the class of service desired; OTHERWISE THE TELEGRAM WILL BE TRANSMITTED AS A FAST DAY MESSAGE.

WESTERN UNION

TELEGRAM

NEWCOMB CARLTON, President

Patron's No.
Check
Date Paid

Read the following telegram, subject to the terms on both hereof, which are hereby agreed to

Aug. 20. 1930

Mrs. George A. Brown

1916 Territorial Av., Minneapolis, Minn

Accident not serious. Fell off old-fashioned rail fence. Scratched left leg, tore skin, twisted ankle slightly. Also bumped head on a log. Unfortunately fell on poison-ivy vines. Puffed on face. Have several itchy blotches there and on neck. Eyes all right. Doctor says up in another day. Tom

Oral Exercise. Name all the ways in which the telegram and the night letter on page 137 differ from ordinary letters.

Practice. Condense each of the following groups of sentences into a telegram. Thus, the sentence "It is my plan to take the evening train and arrive in Cleveland at the Union Depot at eight o'clock on Wednesday" can be condensed into the following form suitable for a telegram :

WILL ARRIVE UNION DEPOT CLEVELAND AT EIGHT
WEDNESDAY EVENING

1. I am delayed by a train accident and cannot reach Jefferson City before Thursday morning. If it is agreeable to you, I will meet you at my hotel there at nine in the morning of that day.

2. We send you hearty congratulations on your victory. Now you are in line for immediate promotion. Please write us the whole story, since your telegram tells only the main fact.

3. Our basket-ball team won this afternoon. The game stood even until within ten minutes or so of the end. Then some brilliant play by Collins, Webber, and Jones saved the day for us and carried us to victory.

4. Baby was born at a little after four o'clock this morning, and mother and child are both doing well. Is it a boy or a girl? Well, I will give you just two guesses. Perhaps the following information will help you — we have decided to name the little fellow George.

5. I am willing to buy the farm that you have kindly been showing me the last few days if you will give me a ten-year mortgage at 5 per cent for the balance due after my first payment of \$2400.

6. John is feeling much better this morning. You need not come, for he seems to be on the road to permanent improvement. The doctor says he is out of danger. I will write you from day to day and report progress.

7. Will you kindly make a reservation of two seats for me for the performance of Wednesday evening? I will call for the tickets at the box office late in the afternoon. I want the best seats you can give me.

8. I should like to buy the railroad stock mentioned in your letter, but I am not willing to pay more than 90 for it. At that price, however, I would take twenty shares.

9. I shall arrive in Des Moines late the coming Thursday evening, and I want to be sure to have a room with bath reserved for me. Please make the necessary reservation. I want a moderately priced room, but it must be light, quiet, and airy.

10. Please meet my train, if you can, at the Union Depot, Omaha. I shall arrive, if it is on time, at 1.35 Monday afternoon. Send me a telegram to-night if you find it impossible to carry out this plan.

PROJECT: *THE CLASS TELEGRAPH OFFICE*

Exercise. Write one or more of the telegrams and night letters required in the following paragraphs. Half the class might write the telegrams asked for; the other half, the replies. A class telegraph office and class messengers could supply blanks and deliver telegrams.

1. You have been asked to spend a few days with an uncle living in another city and to telegraph when you can come, when you will arrive, how long you can stay. Write the telegram.

2. Your mother is suddenly taken ill and compelled to stay in bed. Telegraph the bad news to your father, who is away on a business trip.

3. You are spending two weeks in a Boy-Scout Camp or a Camp-Fire Girls' Camp. At the end of your two weeks' stay you are unexpectedly invited to go with some friends to a private camp a hundred miles further north. Send a night letter to your parents asking permission to go. Explain, as fully as you can in fifty words, who is going, where the camp is, what older person is in charge of it, and anything else your parents need to know to feel sure that you may safely go.

4. Rewrite as a night letter each of the two business letters on pages 108-109.

5. An uncle in a distant city who has often spoken of starting you in business wishes to have you telegraph him when you expect to

graduate from grammar school, what kind of position you would like, what kind of work interests you most, whether you can start work at once. Write this message.

12. Review of Correct Use of Verbs

Exercise. Choose the correct verb for each of the following sentences and justify your choice :

1. I was studying at that time. (Was, Were) you?
2. (Don't, Doesn't) she know enough to keep away from that dog?
3. The house and the barn (is, are) on fire.
4. The end and aim of his journey (is, are) to find his brother.
5. No white man and no colored man (are, is) ever seen in that place.
6. Each pen and each pencil (is, are) specially marked with its name.
7. (Is, Are) your father or your mother at home to-day?
8. Neither a turtle nor a water snake (was, were) to be seen.
9. Sarah, as well as her little neighbor, (were, was) expecting presents.
10. The crew (intend, intends) to leave the vessel on the rocks.
11. Where did you (lay, lie) my scissors? Oh, here they (lay, lie)!
12. He who (am, are, is) without fault may speak the first word.
13. I who (am, are, is) your friend do not approve of your conduct.
14. They, as well as my father, (wonders, wonder) who is to blame.
15. (*eat*) Have you — your breakfast? (*eat*) I — mine an hour ago.
16. (*do*) What have you — to-day? (*see*) I have not — you at work.
17. (*see*) I — the steamer, but I have not — the captain.
18. (*write*) I — you a letter last week, but you have not — me.
19. (*go*) They — to the fair two years ago, but they have not — since.
20. We (shall, will) be glad to have you drop in any evening.
21. We (shall, will) do all that can be done to lessen his suffering.

22. No one (may, can) enter this building without a permit, if I can help it.

23. He (shall, will) be older some day; then we (shall, will) teach him.

24. (May, Can) you come over after supper? You (may, can) not lose the way.

25. Whatever I learn of father, I try to (learn, teach) brother.

26. If he (was, were) not so angry, I would speak to him about this.

27. If I (was, were) stronger, I should thrash him.

28. I expect my father on this train. I (suppose, expect) you are expecting yours.

29. See that dog (laying, lying) before the fire! (Don't, Doesn't) he like it!

30. An ambitious young man who has (saw, seen) good work usually wants to become a good worker.

31. I (saw, seen) him doing the work that his father often (did, done).

32. These boys have (went, gone) to a trade school nearly a year.

33. They (came, come) here to learn to do one thing well.

34. Is the window (broke, broken)? Who (saw, seen) him do it?

Drill in Correct Use. When you understand the reason for each correct choice in the sentences above, try to read these sentences aloud, once through without an error. Perhaps the time of this first reading will be taken. Now, still choosing the correct words without fail, reread the list several times and try to increase your speed. After a certain number of such readings, let your time be taken again.

13. Vocal Drill

Exercise. 1. Stand erect, arms extended at the sides and on a level with the shoulders. Inhale slowly through eight counts. Hold the breath through four counts, at each count bringing the hands sharply together in front and on a level with the

shoulders, then back promptly to the first position. Exhale explosively. Repeat several times.

2. Stand erect, arms hanging easily at sides. Take a full breath. Exhale very slowly. Blow a narrow strip of tissue paper, fastened to the tip of a pencil, into a horizontal position and keep it there, without much fluttering, as long as the breath lasts. Do not strain.

3. Read quietly at the ordinary rate. Try to see how many words can easily be read with one breath. Try repeatedly, in order to improve your score.

14. Words Sometimes Mispronounced

Oral Exercise. Pronounce the following words after the teacher. Then pronounce them correctly, unassisted.

handkerchief	photographer	council	museum
literature	subtraction	tremendous	drama
temperature	hundred	mischievous	melodrama
genuine	genealogy	grievous	theater
illustrate	breeches	lustrous	juvenile

Dictionary Work. Look up a number of the preceding words. How quickly can you find them? How is the pronunciation shown? What else does the dictionary tell about each word? Select one of the words and use it in a very interesting sentence.

15. Project: *A School Garden*

A. DECIDING TO HAVE A SCHOOL GARDEN

Oral Exercise. 1. Have you ever had a garden of your own, or worked in your father's garden? What did you raise, flowers or vegetables? What was your success? Do you like to work with spade, hoe, and rake?

2. Having answered the preceding questions, think over the question of having a school garden. Would it not be a good plan for you and your classmates to work in such a garden several hours each week? How could this plan be carried out? What are your ideas on the subject? Talk them over with your parents. Then explain the plan to your classmates so clearly and persuasively that they will agree with you.

3. Each pupil will explain his plan, as you did yours. The class may vote which of the various plans to accept.

B. SECURING THE LAND

Oral Exercise. Where and how shall you secure the necessary land for this school garden? How much land shall you need? May you have the use of an empty lot near the school? Think these questions over, look around and see what can be done, perhaps talk the matter over with some landowners. When you have a workable plan, propose it to your classmates in a three-minute talk.

Written Exercise. 1. Did it occur to you or the other pupils that you might successfully advertise for the land in the *Wanted* columns of the newspaper? If the class decides that this would be the best way of securing what is needed, let each pupil write a suitable advertisement. These may then be read to the class and the best one selected for printing.

2. Perhaps it would be advisable also to have a short news article in the paper telling what the class is planning to do. It may be that some public-spirited citizen will become interested in your plan and will help to carry it out. Let each pupil write a short account, to be printed, of the hopes and plans of the class. The class will choose the best account and send it to the newspaper.

3. Perhaps a class letter to the superintendent of schools would be of help. Let the class plan and write such a letter.

C. EXPLAINING WHAT YOU WILL DO WITH YOUR OWN PLOT OF GROUND

Oral Exercise. Suppose that each pupil is allowed a plot of ground ten feet wide and twenty feet long for his own garden. Each may plant anything he pleases. Before the work begins, let the plans be made. What will you do with your plot of ground? Shall it be used for a vegetable garden or for a flower garden? What kinds of vegetables or what kinds of flowers will you raise? Will you lay out your garden in parallel rows, or in beds according to a design? Think all these questions over, arrange your ideas in good order, and give a talk to your classmates about the kind of garden you intend to have.

D. ORDERING THE SEED; SENDING A MONEY ORDER

Written Exercise. You can easily find on the advertising pages of the magazines the names of dealers in seeds. Write to several for their catalogues. A brief, courteous request will secure these for you without delay. Take pains to make the short business letters that you mail to these dealers neat and without mistake in form, spelling, and punctuation. If you are in doubt about any point, ask your teacher to explain it to you rather than send away an imperfect letter. The teacher will select the best letter to be sent to each dealer.

Written Exercise. When you have looked the seed catalogues through and have decided on your order, make it out neatly on the order blank that usually comes with the catalogue, or on a sheet of paper. Inclose a money order for the total amount, address the envelope properly, and mail the letter.

Do you know how to send a money order? Where does one go for the application blank? How does one fill that application blank out? Obtain one or more blanks and fill them out. What does one do next? How much do money orders cost?

16. Practice: Capitals and Punctuation Marks

Exercise. Read again the rules for the use of capital letters. You know where they are given in the Appendix. By this time you should be able to write without difficulty an example of your own for each of these rules. The teacher will tell you which rules to illustrate in this way.

Test. Write a passage from dictation. When it is read again, this time with capital letters and punctuation marks indicated, as well as the spelling of troublesome words, correct your mistakes.

Exercise. Now read the passage aloud, indicating and explaining each capital letter and punctuation mark.

17. Review: Sentences and Verbs

Exercise. 1. Point out the subject of each of the following sentences. Point out the verb and, if there is one, the object or predicate word. Name the modifiers of each. Name the essentials and their modifiers in each clause that is itself a modifier.

1. A certain merchant who had great wealth traded extensively with surrounding countries.

2. One day he mounted his horse and journeyed to a neighboring province.

3. The stranger struck him with his sword.

4. It was the first day of the new year.

5. I shall tell you something that you will be glad to hear.

6. We were traveling through that delightful valley.

7. I had never been pursued by a lion, and I was afraid.

8. I divided the money into three equal portions, and when it was all divided each of us went his own way.

9. The physician came, and in a short time he restored me to perfect health.

10. They were astonished at the sight.

2. Point out the verbs in the preceding sentences. Tell what kind of verb or verb phrase each is, whether it is in the active or the passive voice, what its principal parts are, what its tense is, and what its subject is. Thus :

The verb *struck*, in the third sentence on the preceding page, is a transitive verb, its object being the pronoun *him*. It is in the active voice. The principal parts are *strike, struck, struck*. It is the past tense, and its subject is the noun *stranger*.

3. In each of the following sentences point out the essentials (the subject, the verb, and, if there is one, the object or the predicate word) and their modifiers. In clause modifiers point out the essentials and their modifiers.

4. Study the verbs as you did those in the preceding sentences.

1. I remained alone in the palace, and at the approach of evening I opened the first door and found a mansionlike paradise, with a garden which contained green trees that were loaded with ripe fruits.

2. It abounded with singing birds, and was watered by copious streams.

3. I saw a black horse, which was saddled and bridled and whose saddle was of red gold.

4. I found a brilliant jewel, of the size of an ostrich's egg, which was placed upon a small stool and diffused a light like that of a candle.

5. Here also I found an open door, and when I opened it I saw a flight of seven steps, by which I ascended to an apartment which was furnished with gold-embroidered carpets.

6. These people had a little window at the back of their house from which a pretty garden could be seen, which was full of flowers and herbs.

7. There was once a fisherman who lived with his wife in a miserable hovel close by the sea, and every day he went out in his boat.

8. One day the man's heart grew heavy, and he would not go.

9. They made a map of the city which showed where the parks and playgrounds were.

10. Every man who dies in our army must fall not of disease but on the field of battle.

11. When Mr. Barber visited China, he took notes of every interesting thing that he saw.

12. Pasteur, who discovered the secret of epidemic microbes, lived in Paris.

13. There was nothing, from the most delicate instruments down to wooden shoes and ax handles, that could not be made on board the *Fram*.

14. It is this rare precious quality of truthfulness that I like in many Dutch paintings which some lofty-minded people despise.

15. When we talk about silk, we are speaking of a very old product, for it was known and used many hundred years ago.

16. Three thousand years before Christ the industry was carried on in China, and the empress who discovered the wonderful power of the silkworm is worshiped by the Chinese to-day.

18. Test in Applied Grammar

Exercise. You have recently studied a number of common errors in the use of verbs. The following sentences contain seventeen such errors. Can you find them quickly and surely?

1. What was you doing when I seen you Saturday?
2. Whatever has been said, is said ; whatever has been did, is did.
3. We will be glad of the chance to go there.
4. I writ you a letter last week, but you have not wrote to me.
5. The house and the garage is on fire.
6. Is the window broke? Who seen him do it?
7. The Indians had never came to this place. They was superstitious about it.
8. Don't he know who done it? Don't you know?
9. Perhaps my big brother will learn me the trick.
10. Set over here, my dear, or lay on that comfortable lounge.

Drill. Select the correct verb forms for the preceding and following sentences as you read them repeatedly :

1. When was that letter (wrote, written)?
2. The presents are (gave, giv, given) Christmas morning.
3. (Was, Were) you (spoken, spoke) to on the way to school?
4. The man's clothes (were, was) badly (wore, worn) and (torn, tore).
5. The old lady was (shook, shaken) up a bit.
6. (Is, Are) all the apples (ate, eaten, et) yet?
7. The window panes (was, were) (broke, broken).
8. (Have, Has) the telegrams been (brought, brung) to you?
9. Has this wide river ever been (swam, swum)?
10. The birds have (flew, flown), the flowers (is, are) (went, gone).
11. I was (thrown, threw) out of the car.
12. There I (laid, lay), and there he (sat, set).
13. When was the car (stolen, stole)?
14. I have often (swang, swung) in that swing.
15. Are the pipes (froze, frozen)? Have they (burst, bursted)?
16. Has their leader been (saw, seen) to-day?

19. Grammar Examination

1. Give sentences to show that you know the correct use of each of the following verbs :

seen	rang	set	did
done	sung	learn	can
come	drank	lay	will
gone	went	saw	shall

2. Explain and show by means of sentences how the passive voice differs from the active voice.

3. Give an interrogative sentence containing the verb *see* in the active voice, future tense, second person singular.

4. Give a complex declarative sentence containing the verb *make* in the passive voice, present perfect tense.

5. What is meant by the principal parts of a verb? Illustrate with the verbs *see, do, come, go, ring, sing, drink*.

20. What You Have Studied in This Chapter (Five)

The following summary gives a bird's-eye view of the chapter. Notice that the subjects are grouped under three headings:

I. GRAMMAR

- Tense (117)
- Principal parts (123)
- Correct use of the perfect participle (127)
- Voice (129)
 - Correct use (132)
- Special verb phrases (134)
 - Helping or auxiliary verbs (134)
 - Shall* and *will* (134)

II. COMPOSITION

- Choosing suitable verbs (121)
- Word study (126)
- Letter writing (128)
 - PROJECT: *The Class Post Office* (128)
- Variety in expression (133)
- Writing telegrams and night letters (136)
 - PROJECT: *The Class Telegraph Office* (139)
 - PROJECT: *A School Garden* (142)

III. REVIEW AND DRILL

- Introductory test (116)
- Completion test (121, 125, 127, 132, 135)
- Review of correct use of verbs (140)
- Vocal drill (141)
- Words sometimes mispronounced (142)
 - Dictionary work (142)
- Practice: capitals and punctuation marks (145)
- Review: sentences and verbs (145)
- Test in applied grammar (147)
 - Drill in Correct Use (147)
- Grammar examination (148)

NOTE. The numbers in parenthesis refer to pages.

CHAPTER SIX

ADVANCED GRAMMAR AND REVIEW¹

1. Review and Test: The Sentence and Kinds of Sentences

Exercise. Read the first of the following definitions. Show that you understand it by giving a group of words that is a sentence and another group that is not a sentence. Then read the second definition and illustrate it by giving a declarative sentence. And so on, to the last definition.

A sentence is a group of words that expresses a complete thought.

A declarative sentence is a sentence that tells something.

An interrogative sentence is a sentence that asks something.

An imperative sentence is a sentence that expresses a command, a direction or instruction, or a request.

Can you explain the difference between a command and a request? Give a sentence that is a command; another that is a request. How does a command differ from an instruction? Give two sentences to show this difference.

2. Review and Test: The Main Parts of Every Sentence

Exercise. 1. Every sentence, however long or short, consists of two large divisions. What are these called? Give a sentence

¹ The starred sections in this chapter and the following ones contain advanced technical grammar. See the "Time-Table and Teacher's Manual," written to accompany the present book.

and divide it into its two main parts. Can you give a sentence with a subject of only one word and a predicate of only one word? Give a long sentence and divide it into its subject and predicate.

2. Explain the meaning of each of the following definitions :

The subject of a sentence is that part of it which tells what the sentence is about.

The predicate of a sentence is that part of it which tells what is said about the subject.

3. What is meant by the principal word of the subject of a sentence? What are those words in the entire subject called that go with the principal word of the subject? What is the principal word of the predicate called? In each of the following sentences point out (1) the principal word of the subject and (2) the verb :

1. The crowd of small colored children looked curiously after the capering goat.

2. The freshly painted house was surrounded by a freshly painted fence.

3. His little finger was blackened with ink.

4. Where are the clouds of smoke from the locomotive?

5. There is no smoke from an electric locomotive.

3. Review and Test: The Parts of the Predicate

1. The red-cheeked apple was very sour.

2. A joking farmer gave him the apple.

Exercise. 1. What is the verb in the first sentence? What part of the predicate is *sour*? In the second sentence point out the verb. What part of the predicate is *apple*? What part of the predicate is *him*?

2. Give several sentences each containing one of these verbs : *seem, appear, look, sound, taste, smell, feel, become.*

3. Give a sentence containing a verb that is followed by an object; a sentence containing the indirect object of a verb.

The predicate word of a sentence is the noun, pronoun, or adjective standing in the predicate but describing or explaining the subject.

The object of a verb is the noun or pronoun standing in the predicate and naming the receiver or the result of the action expressed by the verb.

The indirect object of a verb is the word in the predicate that denotes *to* or *for* whom or which something is done.

Exercise. Point out the essentials of each of the following sentences; that is, (1) the simple subject; (2) the verb; (3) the predicate word, if there is one; (4) the object, if there is one; and (5) the indirect object, if there is one.

1. Shall you take John with you to town to-morrow?
2. Give me that magazine on the table.
3. Everywhere in her friend's beautiful flower garden on that fine June day Mary could smell the roses.
4. Those roses, red, yellow, and white, smelled exceedingly sweet.
5. The queen on the throne appeared tall and majestic.

4. Test: Sentence Structure

You should be able to answer every question and carry out every direction in the following exercise easily and correctly. Can you?

Exercise. 1. Give an interrogative sentence containing a transitive verb followed by an object and an indirect object.

2. Give a declarative sentence containing a linking verb followed by a predicate noun.

3. What is a predicate noun? What is a predicate adjective?

4. Is the verb *appeared* a linking verb in both sentences below? How can you tell?

1. He appeared very clever.
2. He appeared toward evening.

5. Point out the essentials and the modifiers of the essentials in the following sentences :

1. The young lady then told us a long story of fairies and goblins.
2. The brave hero seemed always unafraid and victorious.
3. The beautiful princess daily grew more and more impatient and unhappy in the great dull palace of her ancestors.

5. Debating

Let the class be divided into two parties, or sides, on one of the following questions. Half the class takes the view that the question is to be answered with a *Yes*. This half, as you already know, is called the *affirmative* side. The other half, which favors the opposite view and answers the question with a *No*, is called the *negative* side.

A question for debate is usually put in the form of resolution, as follows :

1. *Resolved*, That all girls should be taught to make the common automobile repairs.
2. *Resolved*, That the United States should join the League of Nations.
3. *Resolved*, That oral and written composition is more important than any other study in school.
4. *Resolved*, That the long summer vacation should be abolished.
5. *Resolved*, That Woodrow Wilson was a greater man than Theodore Roosevelt.

Written Exercise. Let each pupil make an outline of what he has to say about the question. These outlines may then be read

aloud to the class, and some of them put on the board. The class will decide which are the best two outlines for the affirmative side and which the best two for the negative.

Oral Exercise. The pupil who wrote the best outline for the affirmative side begins the debate in a three-minute or four-minute talk in which he presents his side of the question. He is followed by the speaker for the negative. Then the second speaker on the affirmative side presents that side of the argument again, and he is followed in turn by the second speaker on the negative side.

Group Exercise. After the debate the teacher, or a committee of pupils, will decide which side won, giving the reasons for the decision. Then the class may discuss the debate, keeping the following questions in mind :

1. Was any good argument for either side omitted by the debaters?
2. Did any of the speakers use incorrect English?

* 6. The Objective Complement

Some transitive verbs may be followed by a second object that describes or explains the first. Thus :

The boys chose Harold *captain*.

In this sentence the object of the verb *chose* is *Harold*. The word *captain* is also an object of the verb *chose*; in addition it describes the object *Harold*. It is called the **objective complement** of the verb.

In the following sentences each noun that is used as an objective complement is in italics :

The umpire declared John the *winner*.

The parents named the child *Harriet*.

The boy pronounced the statement a *falsehood*.

Exercise. Point out the transitive verb in each of the following sentences. Name its object. Name its objective complement.

1. I appoint you my representative.
2. His ambition made him a hard worker.
3. The people elected Wilson president.
4. The children named the dog Tige.
5. I will make you my partner.

An adjective also may be used as the objective complement of a transitive verb. In the sentence

The rain made the roads muddy

the adjective *muddy* completes the thought started by the verb *made*. Besides, *muddy* describes or explains the word *roads*, which is the object of the verb. The adjective *muddy* is called the objective complement of the verb.

Exercise. In the following sentences point out each adjective that is used as an objective complement :

1. Astonishment struck him dumb.
2. The girls swept the room clean.
3. Mother dyed her dress brown.
4. The careless boy made his father very unhappy.
5. He shot the rat dead.
6. Exercise makes us healthy.
7. They painted the house gray.
8. The orator declared the statement entirely false.
9. The truth shall make you free.
10. I call him reliable.
11. We found the man ready for us.
12. Did you find her happy?
13. Leave the window open.
14. Leave the door shut.
15. The policeman held the reckless driver responsible.

The objective complement of a verb is the word standing in the predicate of a sentence, completing the sense of the verb, and describing or explaining the object of the verb.

7. Review and Test: The Modifiers in the Sentence

Exercise. 1. As a preliminary test of what you remember of modifiers, try to name the different kinds of modifiers that you have studied. Think of each essential part of a sentence; then think of modifiers it could have.

2. What kinds of one-word modifiers can you think of?

3. What kinds of phrase modifiers do you remember?

4. Are clauses ever used as modifiers? Prove your answer by means of a sentence.

We have learned that a noun can be modified by adjectives, adjective phrases, and adjective clauses.

Besides, we have learned that a verb can be modified by adverbs, adverbial phrases, and adverbial clauses.

Exercise. 1. The following sentences contain the various kinds of modifiers mentioned above. Point them out, telling what kind each is and why you think so.

1. The wise men of that far-off time certainly could not have guessed the wonders of our modern day.

2. John, who had studied his grammar lesson, answered with accuracy and promptness when the superintendent's questions reached him.

3. Could you, who know the speed laws, defend with sincerity a driver who violates those laws?

2. As you read each of the following definitions, use the preceding three sentences, or parts of them, to explain its meaning:

A phrase is a group of connected words which does not contain a subject and a predicate.

An adjective phrase is a phrase that is used like an adjective.

An adverbial phrase is a phrase that is used like an adverb.

A clause is a group of words that is used as a part of a sentence and yet contains a subject and predicate of its own.

An adjective clause is a clause that is used like an adjective.

An adverbial clause is a clause that is used like an adverb.

Exercise. Use in a sentence of your own each kind of phrase and clause defined above.

8. Project: A Public Debate

Oral Exercise. Think out a sensible plan for a public debate. Explain that plan to your classmates in a three-minute or four-minute talk. The following questions may suggest points that you have not considered :

1. Would it add interest to the debate if you invited some other class in English, perhaps in another school, to debate with you?

2. Since you are to graduate from the grammar school soon, can you think of a better question for the debate than this one: *Does it pay the average graduate of a grammar school to attend high school for several years instead of beginning work at once?*

3. How many speakers shall there be on each side, and how much time shall be given each one for his talk?

Group Exercise. Let suggestions be made, as the teacher stands ready to write them briefly on the board, for a letter challenging the English class in another school to debate. When these have been talked over, an outline for the letter should be made.

Written Exercise. Write this challenge, using the outline that all the pupils, working together, made in the preceding exercise. The best letter will be mailed to the other school.

Group Exercise. Heretofore, when your class has planned public exercises, either formal or informal invitations have been sent to all whose presence was wanted. If that plan is to be followed this time also, you will know how to carry it out. But it may be that you would prefer to send out announcements in the form of an advertisement. In that case let the class plan this advertisement as cleverly as it can. Let every pupil make suggestions, which the teacher will write briefly on the board. Using these, let several suitable advertisements be written in full on the board by the teacher at the direction of the pupils. The best one may then be copied neatly on sheets of paper for distribution among those who are expected to attend the debate.

Oral Exercise. 1. Several preliminary debates should be held by the class in order that the best speakers may be selected and in order that these may receive practice in discussing the question.

2. The public debate will differ from these preliminary debates only in that each speaker, with a larger audience before him and more at stake, needs to present his arguments with greater clearness than before.

Written Exercise. Write an account of the debate and send it to the newspapers.

* 9. The Modifiers in the Sentence: Appositives

Washington, the *surveyor*, roamed the woods of Virginia.

Washington, the *general*, kept up the courage of his soldiers.

Exercise. What part of speech is *surveyor*? What word in the sentence does *surveyor* describe or explain? What part of

speech is *general*? Does *general* describe or explain any word in the sentence? Which one?

A noun is sometimes placed beside another noun or pronoun to describe or explain it. Such a noun modifier is called an **appositive**. It is inclosed in commas.

Exercise. Point out the appositives in the following sentences and tell what noun or pronoun each modifies :

1. He, Jones, refused to go.
2. Smith, the actor, is in town.
3. I, John Jones, protest against this action.
4. Washington, the state, is in the northwestern part of our country.
5. Washington, the city, is near Baltimore.
6. Brown, the physician, hurried to his patient.
7. Mrs. Dawson, the dressmaker, took a trip to Chicago.
8. Mr. Frederick, the editor, sat in his office.
9. I, Frank Smith, am thirteen years old.
10. Mary, my sister, is only ten.
11. I am five years older than John, my little brother.
12. New York, the city, is in the southeastern corner of New York, the state.
13. New York, the Empire State, boasts much beautiful scenery.
14. The traveler, an Englishman, was on his way to Niagara Falls.
15. The traveler, a famous and learned Englishman, was on his way to that wonder of the world, Niagara Falls.
16. Louisa M. Alcott's famous story, "Little Women," should be read by every boy and girl.
17. Geronimo, the Indian chief, was captured by United States regulars.
18. The fugitive Indian chief, Geronimo, was at last captured in the mountains by United States regulars under Miles, their commanding officer.
19. *Can*, the noun, has a very different meaning from *can*, the verb.
20. Lion hunting, a dangerous occupation, was his chief pleasure.

21. From the car window he viewed that picturesque river, the Hudson.

22. For a month he lived in those beautiful mountains, the Adirondacks.

Exercise. Write five sentences of your own, containing appositives.

An appositive is a noun placed after another noun or pronoun to describe it or explain it.

* 10. Appositive Phrases and Clauses

1. Mansfield, the wrestler, accepted the challenge.

2. Mansfield, *the wrestler of many successful bouts*, accepted the challenge.

3. Garfield, *the President of the United States*, was in our city.

4. Blaine, *the Secretary of State*, made an eloquent speech in Boston.

We see in the last three sentences above that a whole phrase may be used as an appositive. Such a phrase is called an **appositive phrase**. Like an appositive word, an appositive phrase is inclosed in commas.

Exercise. Point out the appositive phrases :

1. Longfellow, the author of "Hiawatha," lived in Cambridge.

2. Stanley, the rescuer of Livingstone, was an American.

3. New York, the metropolis of America, is the largest city in the world.

4. There we met Martin Van Buren, the leader of the party.

5. The *Mayflower*, the ship of the Pilgrims, had a long and stormy voyage.

6. Irving, the author of "The Sketch Book," lived on the Hudson.

7. Paxton, the driver of the car, was badly hurt.

8. We talked with Mr. Smith, the owner of the automobile.

9. Alaska, the land of opportunity, was his destination.

10. They started for Switzerland, the playground of Europe.

When a clause is used as an appositive we have what is called an **appositive clause**.

Exercise. In the following sentences pick out the clauses that are used as appositives and tell what word each modifies.

Thus (in the first sentence): *that prices may go up* is a clause used as an appositive to explain the noun *fact*.

1. The fact *that prices may go up* ought to make us careful.
2. We remembered the prophecy *that prices would go up*.
3. The hope that he would soon arrive gave us courage.
4. The thought that I might never see him again suddenly entered my mind.
5. The fear that they might lose made the boys train hard.
6. The rumor that their rivals were doing their best did not dishearten the players.
7. The order that everybody was to appear at headquarters at once aroused great curiosity.
8. The fact that Columbus discovered America was not yet known to this small boy.
9. The question whether he would arrive on time bothered his friends.
10. The rumor that the Russians had been defeated reached us early.
11. The rumor reached us early that the Russians had been defeated.
12. It is true *that we did not believe this story*. (Explaining the subject *It*.)
13. It sometimes happens that the stronger side loses.
14. It is still said of him that he never told an untruth.

An **appositive phrase** is a phrase that is used like an appositive.

An **appositive clause** is a clause that is used like an appositive.

Appositives, appositive phrases, and appositive clauses are modifiers.

* 11. Noun Clauses

A noun clause is a clause that is used like a noun.

Since a noun may be used (1) as an appositive, (2) as the subject of a sentence, (3) as the object of a verb, (4) as the predicate word after a linking verb, and (5) as the object of a preposition, a noun clause may be so used also.

1. A noun clause may be used, like a noun, as an appositive.
Thus :

The news *that the armistice had been signed* reached us in the early morning.

The fact *that he was only a boy* did not excuse him.

NOTE. A noun clause that is used as an appositive is called an appositive clause.

2. A noun clause may be used, like a noun, as the subject of a sentence. Thus :

That John had won the prize was soon known to everybody.

That the car had skidded was not his fault.

3. A noun clause may be used, like a noun, as the object of a transitive verb. Thus :

I knew *that he had studied hard*.

They saw *that he was coming toward them*.

4. A noun clause may be used, like a noun, as the predicate word after a linking verb. Thus :

The fact is *that George had not paid attention to business*.

The truth is *that business is business*.

5. A noun clause may be used, like a noun, as the object of a preposition. Thus :

The sailors threw the rope from *where they stood*.

The boy threw a snowball to *where the girls stood in a ring*.

Exercise. In the following sentences point out each noun clause and explain its use :

1. He declared that he had not crossed the boundary line.
2. But the prisoner insisted that he had.
3. What we should do about it was a difficult question.
4. The opinion of the lawyers was that the whole matter should be dropped.
5. It could not be denied that Charles had always told the truth.
6. It was equally true that the prisoner's reputation was excellent.
7. That she had read five long books during her summer vacation filled the girl with pride.
8. The thought that they might spend the summer in the Adirondacks gave the whole family a thrill of pleasure.
9. His conclusion was that he had never had a pleasanter time than on the boat trip up the Hudson.
10. That a fast train leaves Buffalo for New York City every midnight was news to the traveler.
11. The hunter climbed to where only eagles dare to go.
12. The lawyer proved to the jury that the driver had been reckless.
13. Tell me whether you are going.
14. Do you think that our debaters will win?
15. From where I stood I could see the whole procession.

12. Writing to the Newspapers

Written Exercise. 1. Write a letter to your local newspaper in which you advocate the laying out of a public park or playground in a certain place that seems to you to need it.

2. Write a letter to your newspaper in which you protest against the condition of the streets in your city or town. Appeal to the citizens to take measures to insure clean streets.

Correction Exercise. Exchange letters with your classmates. (1) Look for the good features in these letters, excellences that

you might well imitate; (2) observe where mistakes have been made, and make sure that you have not made these yourself.

* 13. Sentence Essentials Again

As you know, the essentials of a sentence are the following parts of it :

1. The principal word of the subject.
2. The verb.
3. The predicate word, if the verb is a linking verb.
4. The object, if the verb is a transitive verb.

Then, with certain verbs, we have the following additional essentials :

5. The indirect object.
6. The objective complement.

Exercise. 1. Write sentences to illustrate the six sentence essentials listed above.

2. With your six sentences before you, give answers to the following questions :

- a. Which of the eight parts of speech may be used as subjects?
- b. Which parts of speech may be used as predicate words?
- c. Which parts of speech may be used as direct or indirect objects?
- d. Which parts of speech may be used as objective complements?

Not only single words may be used as sentence essentials, but in some cases even phrases and clauses may be so used. Notice the following illustrations of this fact :

1. An adjective phrase may be used as the predicate word of a sentence. Thus :

This story is *about Africa*.
Our house is *of stone*.

The building appeared *in good condition*.
The woman seemed *in good health*.

2. A noun clause may be used as the subject, as the predicate word, or as the object of a verb in a sentence. Thus :

1. *That Frank was at college* was news to me. (SUBJECT)
2. The report is *that he was a good student*. (PREDICATE WORD)
3. He confessed *that he had done it*. (OBJECT)
4. His reply was *that well begun is half done*. (PREDICATE WORD)
5. The soldiers claimed *that they had been attacked first*. (OBJECT)
6. *That he is honest* cannot be denied. (SUBJECT)

Exercise. Point out the essentials in each sentence below. Some of these essentials are single words; others are phrases or clauses.

1. We know that you can be trusted.
2. The fact is that he was fast asleep.
3. Where he hid nobody knows.
4. When you will go is unknown even to you.
5. The forester's cabin was of heavy logs.
6. The mourning dove's nest is of the poorest construction.
7. The hunter was of great strength and endurance.
8. I am from America.
9. He said that he had never seen me.
10. The truth is that he was telling the truth.
11. The forest of our story was of vast extent.
12. The hut in the woods was apparently owned by nobody.
13. The stranger appeared friendly.
14. He was really of hostile intentions.
15. He was of most unpromising ancestry.
16. Whether you will go to the circus depends upon how well you do your work.
17. Tell me where you are and when you will come home.
18. I am telephoning you from where I am.
19. They declared the charge altogether false.

14. Building Sentences; Breaking Up Sentences

- | | |
|------------------------------|-------------------------------|
| 1. Words astonished teacher. | 11. Explorers showed courage. |
| 2. Child took piece. | 12. Indians seemed friendly. |
| 3. Father tried plan. | 13. Posters were ugly. |
| 4. Accident hurt friend. | 14. Heat was excessive. |
| 5. Pupil found answer. | 15. Knives cut way. |
| 6. Woman called girls. | 16. Natives knew trails. |
| 7. House seemed newer. | 17. Insects made trouble. |
| 8. Man was healthy. | 18. Scout discovered tents. |
| 9. People expected much. | 19. Squaws wove blankets. |
| 10. Scissors proved dull. | 20. Boys tied horses. |

Exercise. 1. Let one of the preceding groups of words be written on the board. It consists, of course, of a bare subject, an unmodified verb, and either an unmodified object or predicate word, and is the mere skeleton of a sentence. To each of these sentence essentials modifiers are to be added — adjectives, adjective phrases, adjective clauses, and adverbs, adverbial phrases, adverbial clauses. Thus, the group of sentence essentials

ACROBAT PERFORMED TRICKS

may have modifiers added until it becomes the following sentence :

Under the wide-spreading tent, in which were ten thousand astonished and delighted spectators, the famous **ACROBAT**, Alfonso of Old Mexico, dressed from head to foot in red silk, which was trimmed with black braid and gold tassels, **PERFORMED** daring and interesting **TRICKS** on a high trapeze while the circus band, that consisted of fifty trained musicians, played a lively tune.

2. Divide each long sentence you have built, into as many short sentences as you can. Read these, dropping the voice and making a short pause at the end of each. Thus, the long sentence above may be divided and read as follows (the heavy

periods are inserted to warn you to drop the voice and to make a clear-cut pause at the end of each short sentence) :

There was a wide-spreading tent● In it were ten thousand spectators● They were astonished● They were delighted● Alfonso of Old Mexico was on the trapeze● The famous acrobat was dressed from head to foot in red silk● It was trimmed with black braid and gold tassels● He performed daring and interesting tricks● All the while the circus band, that consisted of fifty trained musicians, played a lively tune●

15. Review and Test: Principal Clauses and Dependent Clauses

Exercise. The following sentences are complex sentences; that is, each consists of a principal clause and of one or more dependent clauses. Pick out the main clause of each, and tell whether the dependent clauses are adjective clauses (4), adverbial clauses (7), appositive clauses (7), or noun clauses (that are not appositive clauses) (9). The numbers in parentheses indicate the number of clauses of each kind. Does your count agree with these numbers?

1. I drove carefully where fast cars were driving by.
2. On the ground lay a bird which could not fly.
3. The boy who threw the stone apologized to the farmer who scolded him.
4. While he was reading the book, he forgot where he was.
5. Make hay while the sun shines.
6. Where many bees are flying you will probably find many flowers.
7. If you lend me the money, I shall never forget your kindness.
8. I know that you are my friend.

NOTE. In a sentence like the preceding the dependent noun clause is *that you are my friend*; and the principal clause is not merely the words *I know*, but the whole sentence, since the noun clause *that you are my friend* is the object of the verb *know* and, therefore, one of the essential parts of the sentence.

9. I believe that you are speaking the whole truth.
 10. I saw that he was healthy and strong.
 11. We heard that our friends were on the way.
 12. I read in the newspaper that the President had returned to Washington.
 13. Frank, who was our fastest runner, easily defeated his opponent.
 14. The fact that Frank could beat him was no disgrace.
- NOTE. Observe that an appositive clause is a dependent clause. Like an adjective clause, it modifies some word in the principal clause.
15. I then learned that he had trained most carefully.
 16. Some one gave me the information that he was an excellent student.
 17. I knew that his father was a famous physician.
 18. That the patient had recovered was good news.
 19. Is it a fact that Columbus discovered America?
 20. It is said of Washington that he never told an untruth.
 21. It is regrettable that some politicians do not follow his example.
 22. It is rumored that the airship has been seen.
 23. It is true that I never go faster than thirty miles an hour.
 24. Where shall you go when you leave here?
 25. If you please, tell me the shortest way to the post office.

16. Study of a Poem

The poet's ramble has taken him along a winding hillside road. In the valley below he sees a young woman, sickle in hand, cutting and binding the grain. She sings as she works; and in the stillness of the morning her song seems to fill the whole valley with its sweet and plaintive music. He cannot tell what she sings. Perhaps it is about battles of long ago. Perhaps it is some simple story of to-day.

Motionless and still, the poet lingers and listens. At last, when he resumes his climb up the hill, he finds the music singing in his heart long after the strain has died away in the distance.

THE SOLITARY REAPER

Behold her, single in the field,
Yon solitary Highland lass!
Reaping and singing by herself;
Stop here, or gently pass!
Alone she cuts and binds the grain,
And sings a melancholy strain;
O listen! for the vale profound
Is overflowing with the sound.

Will no one tell me what she sings? —
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago;
Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That has been, and may be again?

Whate'er the theme, the maiden sang
As if her song could have no ending;
I saw her singing at her work,
And o'er the sickle bending: —
I listened, motionless and still;
And as I mounted up the hill
The music in my heart I bore,
Long after it was heard no more.

WORDSWORTH

Oral Exercise. 1. Do you understand the first stanza of this poem? What do the first four lines mean? The second four? What is a "melancholy strain"? "The vale profound" is a poetic way of saying "the deep valley."

2. What, in the second stanza, does the poet think the young woman is singing? "Plaintive numbers" means "sad verses."

Look up in the dictionary the adjective *plaintive* and the noun *lay*. Give the meaning of this stanza in your own words.

3. What is a sickle? What does "o'er the sickle bending" mean? Tell what the third stanza means.

4. Read the entire poem again. Do you understand it all? Now close your book and in your own words or those of the book tell the class the thought of the poem.

Correction Exercise. Listen to your classmates as they explain the meaning of the poem. Perhaps they found something in these three stanzas that escaped you.

Reading Exercise. The poem has a music of its own. Learn to read it aloud so as to show this. After a few such readings you may be able to recite it from memory.

* 17. Restrictive and Explanatory Clauses

1. The clerk who knew me sold me this watch.
2. The clerk, who knew me, sold me this watch.

There is a difference in meaning between the two sentences above.

1. The first sentence suggests that there are several clerks in the store. Which of these clerks sold me this watch? The clerk who knew me sold me this watch. The meaning is *restricted* to that one clerk; therefore, in the first sentence the adjective clause *who knew me* is called a **restrictive clause**.

2. The second sentence, however, does not imply that there are several clerks. All that the sentence says is that the clerk sold me this watch. It adds, as an explanation made in passing, that the clerk knew me. An adjective clause of this kind is like a remark made *by the way*, as an interruption of the main thought; therefore it is always set aside by means of commas. It is called an **explanatory clause**.

Exercise. Explain the meaning of each of the following sentences, and tell whether each adjective clause is restrictive or explanatory :

1. The sailor who had a huge red beard stepped forward.
2. The sailor, who had a huge red beard, stepped forward.
3. The merchant, who by the way had known my father, gave me the position.
4. The merchant who had known my father gave me the position.
5. The ship, that was decorated with flags from bow to stern, steamed slowly into the harbor.
6. The ship that was decorated with flags from bow to stern steamed slowly into the harbor.
7. The building, that had a slate roof, was not damaged by the neighboring fire.
8. The building that had a slate roof was not damaged by the neighboring fire.
9. The pencil which bore Charles's initials lay on the teacher's desk.
10. The pencil, which bore Charles's initials, lay on the teacher's desk.
11. The girl who had a pretty way of speaking persuaded the policeman to let them pass.
12. The girl, who had a pretty way of speaking, persuaded the policeman to let them pass.
13. The tiger lives exclusively on flesh, which it hunts at night.
14. The boy did nothing but read books, which he obtained at the public library.
15. They ate the sandwiches that their mother had made.

*** 18. Dependent Clauses Classified according to Their Meaning**

Dependent clauses (also called subordinate clauses) are called adjective clauses if they are used like adjectives; they are called adverbial clauses if they are used like adverbs; and they are called noun clauses if they are used like nouns.

According to their meaning, however, not their use, dependent clauses may be divided into the following chief classes :

1. Clauses of Place; as:

This is the road *where the accident occurred*. (ADJECTIVE CLAUSE)

We must look for him *wherever he may be*. (ADVERBIAL CLAUSE)

I learned *where he kept himself*. (NOUN CLAUSE)

2. Clauses of Time; as :

At the time *when he called on me* I could not see him. (ADJECTIVE CLAUSE)

Please go to meet him *when the time comes*. (ADVERBIAL CLAUSE)

I know *when he will be coming back*. (NOUN CLAUSE)

3. Clauses of Manner; as:

The soldiers charged *as if they were not afraid to die*.

He acted *as if he meant business*.

4. Clauses of Comparison; as:

Solomon was wiser *than most men of his day* (were).

Leap year has one day more *than other years* (have).

5. Clauses of Cause or Reason; as:

Since you say so, it must be so.

He cannot run fast *because he is not entirely well*.

6. Clauses of Condition; as:

If I ever see him again, I shall tell him this.

It would have been fortunate, *if he had appeared sooner*.

7. Clauses of Concession; as:

The soldiers charged, *though they knew some one had blundered*.

Although I had never seen him before, I trusted him.

8. Clauses of Purpose; as:

In order that we might succeed, we worked hard.

We lifted him into the carriage *so that he might get some fresh air*.

9. Clauses of Result ; as :

He was weak, *so that he could not walk alone.*

He spoke so loud *that no one failed to hear him.*

10. Explanatory (also called Descriptive) Clauses ; as :

The church, *which was hundreds of years old,* stood on the square.

They drove up to the courthouse, *where they found a statue.*

11. Restrictive Clauses ; as :

The woman *that has the red flower in her hair* is the one I mean.

Go to the church *that has the old bronze doors.*

Exercise. Write two sentences for each of the kinds of clauses illustrated above.

19. Review and Test: Simple, Compound, and Complex Sentences

Exercise. 1. Which of the following sentences are simple? Which are compound? Which are complex?

1. That bright star which you see almost directly overhead in the summer sky is Vega.

2. In the town where I live there is just now keen rivalry in the milk business.

3. When a person coughs he throws impurities into the air.

4. George was greatly excited when he read that advertisement in the evening paper.

5. The princess took her sisters to the place where the prince's palace stood.

6. A number that is not even is called an odd number.

7. The process of finding the number which is equal to two or more numbers taken together is called addition.

8. They went off together and walked among the parks and pleasure gardens until they were weary.

9. After they had eaten and were refreshed they walked on.

10. When the colder days began, the sky remained gray most of the time.

11. When your orders increase steadily, without a doubt your business is steadily growing.

12. Where did your daughter learn all these useful household arts in which she is so skillful?

13. My daughter learned them where your daughter did.

14. The brave sailors of the fifteenth century who turned the prows of their tiny vessels into the strange waters of the Atlantic discovered America by accident.

15. When they discovered America they were seeking a new way to "The Indies."

16. The noise of the city, which all day had been a mighty roar, became a low, steady rumble at night.

17. The game, for which the boys had been training nearly two months, was to be postponed.

18. A happy and busy group of children helped the farmer to pick his fruit during the berry season in June and July.

19. The postmaster gave me seven envelopes for fifteen cents; I gave him a quarter and received ten cents in change.

20. George was reading a book which explained the roundness of the earth.

21. The excited crowd shouted when they heard the news of Wilson's reelection.

22. One day a bright girl was reading a book explaining the different kinds of work that women can do in the world.

23. Study hard in order that you may succeed.

24. He sailed for a whole month; at last he came in sight of the islands.

25. When the long and glorious reign of Queen Elizabeth came to an end in 1603, she was succeeded on the throne of England by James Stuart, the son of Mary Queen of Scots.

2. Point out in the preceding sentences the subject and the verb of each clause and their modifiers. Tell what kind of clause each is.

Exercise. Read the following definitions and give a sentence of your own to illustrate each :

A simple sentence is a sentence that consists of one subject and predicate.

A compound sentence is a sentence that consists of two or more independent clauses, usually connected by conjunctions.

A complex sentence is a sentence that consists of a principal clause and one or more dependent clauses.

20. Variety in Expression

Oral Exercise. 1. Make two simple sentences about a book that you have read. Can you combine these to form a compound sentence? To form a complex sentence?

2. Which of the following are good compound sentences? Which are not?

1. We went to the circus, and the day was rainy.

NOTE. Compare this with the complex sentence, "We went to the circus although the day was rainy." Which is the more sensible sentence?

2. We went to the park, and the sun was not shining.

3. We went to the circus, and we saw many wild animals.

4. I was hungry, and I had eaten no breakfast.

5. He worked hard, and at last the prize was his.

6. We had school to-day, but yesterday the teacher sent us home.

3. Make complex sentences of those that are not good compound sentences. Put the principal thought in the principal clause, and the dependent thought in the dependent clause.

Clauses that do not make good sense together in a compound sentence should be combined to form a complex sentence or kept as separate simple sentences. We need all three kinds of sentences to express our thoughts.

Written Exercise. 1. Write two interesting simple sentences suggested to you by each of the following :

a pocketknife	a pair of skates	a picnic in the woods
an automobile	a Christmas tree	an apple orchard

2. Combine each pair of these simple sentences to form a compound sentence if together they make a sensible compound sentence; if they do not, make a complex sentence of them. If they do not make a good complex sentence, keep them as separate simple sentences. Some may be combined and yet remain simple sentences; that is, either the two subjects or the two predicates may be combined.

Oral Exercise. Examine the following compound sentences. Which should be changed to complex sentences? Make the complex sentences.

1. The town is called Cuyahoga Falls, and Edward Rowland Sill lived there.

2. He showed me the book, and he had found an interesting poem in it.

3. The name of the poem was "Opportunity," and Edward Rowland Sill wrote it.

4. The storm is still raging, and we cannot start.

5. The sun went down, and we reached our camp.

6. The bell is ringing, and there is a fire on the next street.

7. You will not work, and you shall not eat.

8. John was born in Massachusetts, and he has never seen Bunker Hill.

9. Tom cannot go to-morrow, and I am very much disappointed.

10. Oranges are plentiful in this country, and nobody here cares for them.

11. You do not help yourself, and nobody else helps you.

12. You are not successful, and it is your own fault.

13. The door opened, and three little children stepped out.

14. War was declared with Spain, and McKinley was president.

21. Drill in Correct Use

Oral Exercise. Read the following sentences aloud repeatedly, selecting the correct forms as you read. If in any sentence you are unable to tell which form is correct, try to find in this book the information you need. If you cannot find it, ask the teacher to help you do so. As you become more and more able to select the correct forms without hesitation, try to increase your speed in the reading, which, however, must always be distinct and easily understood.

1. Have you (saw, seen) what your little brother (did, done)?
2. He (come, came) to my house and (rang, rung) the doorbell?
3. He had (tore, torn) his coat sleeve and (broken, broke) his knife.
4. Where (was, were) you? (Was, Were) you busy?
5. What have you (done, did) to-day? Where have you (went, gone)?
6. Have you (wrote, written) to your friend? Have you (written, wrote) to John?
7. Don't write (no, any) letters until you have (did, done) your work.
8. Shall I (learn, teach) you this trick? Do it (as, like) I do it.
9. Can you describe the man (who, whom) you saw?
10. (Whoever, Whomever) is he like? Does he talk (like, as) you do?
11. The child hasn't (eaten, ate) (nothing, anything).
12. There (is, are) many things he might have (ate, eaten).
13. What (have you, have you got) in your pocket?
14. He kept the secret to (hissself, himself) and didn't say (nothing, anything).
15. The canary has (flew, flown) away, but John (brought, brung) back the cage.
16. Mary has had her picture (took, taken).
17. I have (spoken, spoke) with him.
18. I have never (rode, ridden) in his car.

22. Vocal Drill

Exercise. 1. Stand erect, hands at sides. Take a full breath. Exhale slowly and steadily, sounding *oo* softly. At a sign from the teacher, promptly cease sounding and hold the breath. At a second sign, exhale and sound again. Continue in this way without straining, while the breath lasts.

2. Do the same as in 1, but with *noo, noh, nah, nee*.

3. Read the following sentences distinctly, slowly at first, then more and more rapidly, but always easily and in a pleasant tone :

Did you say you saw the spirit sigh, or the spirit's eye, or the spirit's sigh?

I said I saw the spirit's eye ; not the spirit sigh nor the spirit's sigh.

23. Words Sometimes Mispronounced

Oral Exercise. Listen to the teacher's pronunciation of these words and then read the entire list several times :

abdomen	courteous	leisure	Milan
acumen	courtesy	leisurely	Pueblo
albumin	courtier	lenient	Yosemite
engine	courtly	laundry	Genoa
Good day!	reservoir	launder	Berlin

Dictionary Work. Clinch what you have just learned, by referring to the pronunciations of these words as given in the dictionary. At the same time look up meanings. Use some of the words in interesting sentences.

24. Practice: Capitals and Punctuation Marks

Exercise. 1. Turn to the Appendix and read rules 29 and 31, together with the examples. Where in this chapter have sentences of these kinds been explained? Write one or more sentences of your own, illustrating these two rules.

2. In the same way study rules 34, 35, 46, in the Appendix.

Test. Write from dictation one or more passages that you wrote from dictation one year ago. After writing them now, correct any mistakes you discover as they are read with capital letters and punctuation marks indicated. Compare your present record for correctness with that you made one year ago.

Exercise. Read the passages aloud from your paper. Indicate and explain each capital letter and punctuation mark. Give the correct spelling of troublesome words.

* 25. Analysis of Sentences

A. SIMPLE SENTENCES

When we analyze a sentence we separate it into its parts and show how these parts are related to each other.

Example. In the morning the old captain heard the story of Tony and Marie with a great deal of interest.

This is a simple declarative sentence.

The subject is *the old captain*.

The predicate is *In the morning heard the story of Tony and Marie with a great deal of interest*.

The principal word of the subject is the noun *captain*, modified by the adjectives *the* and *old*.

The verb is *heard*, modified by the adverbial phrases *in the morning* and *with a great deal of interest*. Its object is the noun *story*, modified by the adjective *the* and the adjective phrase *of Tony and Marie*.

The adverbial phrase *in the morning* consists of the preposition *in* and its object, the noun *morning*, modified by the adjective *the*.

The adverbial phrase *with a great deal of interest* consists of the preposition *with* and its object, the noun *deal*, modified by the adjectives *a* and *great* and the adjective phrase *of interest*.

The adjective phrase *of interest* consists of the preposition *of* and its object, the noun *interest*.

The adjective phrase of *Tony and Marie* consists of the preposition *of* and its object, the nouns *Tony* and *Marie* connected by the conjunction *and*.

B. COMPOUND SENTENCES

The analysis of a compound sentence consists of the analysis of the simple sentences of which it is composed.

Example. The boys cleaned the hall for the party, and the girls decorated it with autumn leaves.

This is a compound declarative sentence, made up of the two independent clauses, *The boys cleaned the hall for the party* and *the girls decorated it with autumn leaves*.

The subject of the first clause is the noun *boys*, modified by *the*.

The verb is *cleaned*, followed by its object *hall*. The noun *hall* is modified by *the*. The verb *cleaned* is modified by the adverbial phrase *for the party*, which consists of the preposition *for* and its object, the noun *party*, *party* being modified by *the*.

The subject of the second clause is the noun *girls*, modified by *the*.

The verb is *decorated*, modified by the adverbial phrase *with autumn leaves*, which consists of the preposition *with* and its object *leaves*, *leaves* being modified by the adjective *autumn*.

The verb *decorated* is followed by its object, the pronoun *it*.

The conjunction *and* connects the two clauses, *The boys cleaned the hall for the party* and *the girls decorated it with autumn leaves*.

C. COMPLEX SENTENCES

The analysis of a complex sentence consists of the analysis of the principal clause and of the dependent clause or clauses.

Example. He who goes with wolves learns to howl.

This is a complex declarative sentence, the principal clause being *He learns to howl*, and the dependent clause being *who goes with wolves*.

The subject of the principal clause is the personal pronoun *He*. *He* is modified by the adjective clause *who goes with wolves*.

The verb is *learns*, and its object is *to howl*.

The subject of the dependent clause is the relative pronoun *who*, unmodified.

The verb is *goes*, modified by the adverbial phrase *with wolves*, which consists of the preposition *with* and its object, the noun *wolves*.

Exercise. Analyze each of the following sentences :

1. As he walked, he kept his eyes upon the ground.
2. Kindness is the golden chain which binds society together.
3. Human life may be compared to a river, flowing ever toward the sea of Eternity.
4. The next gale that sweeps from the north will bring to our ears the clash of resounding arms.
5. When the team came upon the field in their padded suits, the visitors looked at them with great interest.
6. Sound travels so fast and light travels so fast in a second.
7. In yonder wooden steeple, which crowns the summit of that red brick statehouse, stands an old man with snow-white hair and sunburnt face.
8. Will you do this old man a kindness?
9. On the day when the girl was walking in the woods she heard a strange rattling sound.
10. Looking up, she saw a huge snake coiled on a mound in front of her.
11. A gentleman in London had a dog which was a great favorite on account of his intelligence and amusing tricks.
12. Around and around they went, here, there, and everywhere, and one could not foresee the end of the struggle.
13. Two rabbits were at the edge of the ferns, cuffing each other soundly, while they hopped slowly around and around in a circle.
14. The place still continues under the sway of some witching power, that holds a spell over the minds of the good people.
15. Presently the brook came to a spot where boys had thrown stones in the way.
16. They say that a battle was once fought here.
17. Do you think that soldiers once died here?

18. Whenever a question is asked of you, answer with courtesy.
19. Handle books with clean hands.
20. While there is life, there is hope.
21. Quarreling shows neither good manners nor good conduct.
22. Go no further if you value your life!
23. Things don't turn up in this world until somebody turns them up.
24. Stand where you are, until I give the word.
25. Happy is the man that findeth wisdom.
26. Money can do many things, but it cannot do everything.
27. Soft words are hard arguments.
28. No man can serve two masters.
29. Never put off until to-morrow what you can do to-day.
30. Temperance and labor are the two best physicians.
31. Young people think that they know everything, and therefore they make positive statements.
32. The first thing that Pandora saw when she entered the cottage was a great box, and at once her curiosity was aroused.
33. He laughs best who laughs last.
34. Perfection, sought by all, is found by none.
35. When faith is lost, when honor dies, the man is dead.
36. He is the freeman, whom the truth makes free.
37. They never fail who die in a just cause.
38. Since my country calls me, I obey.
39. If you have tears, do not shed them now.
40. The people are like the sea, and the orators are like the wind.
41. He who would search for pearls must dive below.
42. Music is Love in search of a word.
43. States fall, arts fade, but Nature does not die.
44. Times grew worse with Rip as years of matrimony rolled on.
45. Progress is movement ; but the movement must be in the right direction.
46. He who loves the sea loves also the ship's routine.
47. Every science has its undiscovered mysteries.
48. The cataracts blow their trumpets from the steep.
49. The cares of to-day are seldom the cares of to-morrow.
50. Then sing, ye birds, sing, sing a joyous song.

26. What You Have Studied in This Chapter (Six)

The following summary gives you a bird's-eye view of the chapter. Notice that the subjects are grouped under three headings: (I) Grammar; (II) Composition; (III) Review and Drill.

I. GRAMMAR

- * The objective complement (154)
- * Appositives (158)
- * Appositive phrases and clauses (160)
- * Noun clauses (162)
- * Sentence essentials again (164)
- * Restrictive and explanatory clauses (170)
- * Dependent clauses classified according to their meaning (171)
- * Analysis of sentences (179)

II. COMPOSITION

- Debating (153)
- PROJECT: *A Public Debate* (157)
- Writing to the newspapers (163)
- Building sentences; breaking up sentences (166)
- Poem study: Wordsworth, "The Solitary Reaper" (168)
- Variety in expression (175)

III. REVIEW AND DRILL

- Review and test: the sentence and kinds of sentences (150)
- Review and test: the main parts of every sentence (150)
- Review and test: the parts of the predicate (151)
- Test: sentence structure (152)
- Review and test: the modifiers in the sentence (156)
- Review and test: principal clauses and dependent clauses (167)
- Review and test: simple, compound, and complex sentences (173)
- Drill in correct use (177)
- Vocal drill (178)
- Words sometimes mispronounced (178)
 - Dictionary work (178)
- Practice: capitals and punctuation marks (178)
 - Test: dictation exercise (179)

CHAPTER SEVEN

ADVANCED GRAMMAR AND REVIEW: NOUNS AND PRONOUNS¹

1. Review and Test: Nouns, Common and Proper

Exercise. 1. Give three words to illustrate the following definition :

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

2. How many kinds of nouns do you know? Give several examples of each kind.

3. Read the following two definitions. Then, in your own words, with examples, explain the difference between a common noun and a proper noun.

A common noun is a general name that may be applied to any one of a class of persons, places, or things.

A proper noun is the name of a particular person, place, or thing.

Written Exercise. 1. For each common noun in the list below substitute a proper noun :

day	Tom	general	England	building
month	Africa	book	Mount Everest	girl
ocean	automobile	Harvard	watch	horse

2. For each proper noun in the list above substitute a common noun.

¹The starred sections in this chapter and the following ones contain advanced technical grammar. See the "Time-Table and Teacher's Manual," written to accompany the present book.

* 2. Abstract Nouns

A special class of nouns consists of the names not of things, but of qualities and general ideas.

Thus, a flower that is red and white, that smells sweet, that is beautiful, is said to have the qualities of *redness*, *whiteness*, *sweetness*, and *beauty*. A person who is honest, industrious, patient, and wise may be said to have the qualities of *honesty*, *industry*, *patience*, and *wisdom*.

The words above that are in italics are the names of qualities or general ideas. Such names are called **abstract nouns**.

Exercise. Point out the abstract nouns in the following lists and use each in a sentence :

goodness	street	softness	beggar	farmer
pencil	length	pillow	millionaire	happiness
mirror	hardness	weight	wealth	scissors
brightness	steel	poverty	hoe	speed

An abstract noun is the name of a quality or general idea.

* 3. Collective Nouns

The singular form of some nouns often has a plural meaning. These are nouns that denote collections of individuals. Such are the following words :

group	crowd	swarm	herd	troop	tribe
pack	squad	regiment	sheaf	family	crew
club	flock	multitude	jury	gang	band
horde	pair	couple	mob	society	fleet

These are often called **collective nouns**.

Exercise. Use in sentences the collective nouns above.

A collective noun is the name of a number or group or collection of individuals and not of any single person, place, or thing.

4. Letter Writing

Exercise. In the spirit of a guessing game write a letter to your classmates in which you describe a boy or girl (or an older person) whom you and they know but who is not a member of your class at school. Give a paragraph to the description. Make it so accurate and interesting that the person described will be recognized.

Group Exercise. When the letters called for in the preceding exercise have been written, reread, and improved, some of the finished copies should be put on the board for class study. Each should be examined with only one of the following questions in mind at one reading:

1. Is the letter as interesting as it might be? Is the description in it so accurate that you had no difficulty in telling who the person is?
2. Are heading, greeting, and ending correctly written and punctuated?
3. Is any noun or pronoun incorrectly used?
4. Can you substitute better nouns for any in the letter?

Project. Write one or more of the social and business letters suggested in the following paragraphs. Half of the class may write one or more of the letters indicated and the other half may write suitable replies.

1. You wish to order a rifle at a mail-order house, but you have lost the catalogue. There is no time to send for another. Describe exactly the kind of rifle you want, so that no mistake may be made when your order is filled.

2. You are planning to invite some of your schoolmates to your house for a pleasant time next Saturday afternoon. Write one of the invitations. Remember to include everything that those invited need to know, and let your letter be pleasant and courteous.

3. Order from Gibson and Company, 2301 Michigan Avenue, Chicago, a book that you know they publish but the exact title of

which you cannot recall. Describe the book so accurately that the publishers will know at once what you refer to and will send it without delay.

4. A burglar entered your house last night and escaped with your father's watch and some money. No one but you heard him. When a sound awakened you, you looked out of the window near your bed. You saw a man leaving your yard and got a good view of him under the street lamp. Your father has already notified the police by telephone, but he wishes you to write the Police Department a letter carefully describing the man.

5. Your father is planning a long vacation trip, let us say to Boston, or to Los Angeles, or to New Orleans, and he intends to take you along. He wants to know prices of tickets, whether there will be any special excursions, and what the best trains are. He would like to see time-tables and the descriptive booklets with which railroads supply persons who ask for them. Write the necessary letter to the railroad company.

6. You wish to learn when a play featuring your favorite actor will be shown at the moving-picture theater to which you go.

Correction Exercise. Before making the final copies of the foregoing letters, examine, with a classmate, every sentence in them to make sure that it is correct. Pay particular attention to your nouns and pronouns.

* 5. Special Plurals

A. PLURALS OF LETTERS, FIGURES, ETC.

Letters, figures, signs, and the like are made plural by adding 's to the singular. Thus :

My November record contains two E's and two G's.

Dot your i's and cross your t's.

Don't use too many *and's*.

Test your work by casting out g's.

Make your + 's, your - 's, and your × 's smaller.

B. PLURALS OF DIFFERENT MEANINGS

Some nouns have two plurals, usually somewhat different in meaning :

SINGULAR	PLURAL	
brother	brothers	(of the same family)
	brethren	(of the same society)
cannon	cannon	(considered collectively)
	cannons	(considered individually)
cloth	cloths	(pieces of cloth)
	clothes	(garments)
fish	fish	(considered collectively)
	fishes	(considered individually)
foot	feet	(parts of the body)
	foot	(infantry)
genius	geniuses	(men of genius)
	genii	(supernatural beings)
head	heads	(heads of persons, heads of cabbage)
	head	(cattle considered individually)
heathen	heathen	(considered collectively)
	heathens	(considered individually)
horse	horses	(animals)
	horse	(mounted soldiers)

C. PLURALS OF NOUNS FROM FOREIGN LANGUAGES

Nouns taken from foreign languages frequently keep their foreign plural form. The most common among these are the following :

SINGULAR	PLURAL	SINGULAR	PLURAL
alumna (female)	alumnæ	crisis	crises
formula	formulas	ellipsis	ellipses
	formulæ	oasis	oases
vertebra	vertebræ	parenthesis	parentheses
analysis	analyses	index	indexes
basis	bases		indices

SINGULAR	PLURAL	SINGULAR	PLURAL
appendix	appendixes appendices	datum	data
alumnus (male)	alumni	gymnasium	gymnasia gymnasiums
bacillus	bacilli	memorandum	memoranda memorandums
fungus	fungi	phenomenon	phenomena
hippopotamus	hippopotami	beau	beaux, beaus
radius	radii	tableau	tableaux
terminus	termini	trousseau	trousseaux
bacterium	bacteria		

Written Exercise. Write the plural of each of the following letters, figures, and words :

M. D.	alumnus	memorandum	brother
5	radius	heathen	alumna
t	hippopotamus	trousseau	x

6. Speaking from Outlines: Vocational Problems

Oral Exercise. Would it not be interesting if each pupil in the class gave a talk on one of the subjects in the following list? Each should choose the one about which he prefers to speak, think it over, perhaps do some reading about it, make an outline for a talk, and discuss it with his parents and others at home. Before speaking, each pupil should write his outline on the board. The class will look at this outline while he is giving his talk.

1. Applying for a Position
2. Laying the Foundation for Future Success
3. My Experience in Advertising for a Position
4. The Boyhood of a Successful Man
5. Different Kinds of Work for Women
6. Getting a Good Start
7. Reasons For and Against Going into Father's Business
8. Making Things or Selling Things — Which Do I Prefer?
9. Why Some Boys Fail

10. Health and Business Success
11. The Kind of Position I Should Like to Hold Ten Years from Now
12. Dangerous Occupations
13. Prominent Americans of To-day — What Has Each Done That Is Worth While?
14. Some Successful Women
15. Boys and Girls I Know Who Had to Leave School

Group Exercise. The entire class will discuss each talk immediately after it has been given. The following questions and suggestions may be used for these criticisms :

1. Was the talk interesting, showing that the speaker had thought about his subject, had found some new facts, and had something to tell his classmates?
2. Was the talk well given — in a clear and pleasant voice and in a dignified manner?
3. Was the outline good, and did the speaker follow it?
4. Were any mistakes in grammar made?
5. Were the nouns well chosen?

7. Review and Test: Kinds of Pronouns

A pronoun is a word used instead of a noun.

Exercise. 1. Explain the definition above. Show by means of a sentence why it is that we ever need to use some other word instead of a noun. Why not use the noun itself?

2. Write rapidly as many pronouns as you can think of. See how long a list you can make.
3. Arrange your pronouns in groups. How many kinds of pronouns have you?
4. Read the following definitions. Now refer to your groups again to see whether you have listed every kind of pronoun.

The personal pronouns are those pronouns that distinguish the speaker (the *first* person) from the person spoken to (the

second person) and the person, place, or thing spoken of (the *third* person).

I see you, and he sees them.

An interrogative pronoun is a pronoun that is used in asking questions.

Who is in that apple tree?

A relative pronoun is a pronoun that connects a dependent clause with a principal clause.

The boy *who* is in that tree had better come down quickly.

An adjective pronoun is a word that is used either as an adjective or as a pronoun.

Each of us examined *each* box and *each* trunk.

Exercise. 1. Give a sentence containing a personal pronoun; another, containing an interrogative pronoun; a third, containing a relative pronoun; and a fourth, containing an adjective pronoun. Point out your pronouns.

2. Can you give one sentence containing the four kinds of pronouns? Point out the pronouns.

3. Give two more sentences like the one asked for in the preceding question. Point out the pronouns.

4. Give a complex interrogative sentence containing the four kinds of pronouns.

8. Study of a Poem

Have you ever seen an apple orchard in the spring? Have you ever seen it white and pink with blossoms? If you have, then you know how difficult it would be to express in words your pleasure in this beautiful sight. But it can be done. Observe how the author of the following poem has done it.

AN APPLE ORCHARD IN THE SPRING

Have you seen an apple orchard in the spring?

In the spring?

An English apple orchard in the spring?

When the spreading trees are hoary

With their wealth of promised glory,

And the mavis sings its story

In the spring?

Have you plucked the apple blossoms in the spring?

In the spring?

And caught their subtle odors in the spring?

Pink buds bursting at the light,

Crumpled petals baby-white,

Just to touch them a delight —

In the spring?

Have you walked beneath the blossoms in the spring?

In the spring?

Beneath the apple blossoms in the spring?

When the pink cascades are falling,

And the silver brooklets brawling,

And the cuckoo bird soft calling,

In the spring?

If you have not, then you know not, in the spring,

In the spring,

Half the beauty, color, wonder of the spring.

No such sight can I remember

Half so precious, half so tender,

As the apple blossoms render

In the spring.

WILLIAM MARTIN

Oral Exercise. 1. Consult the dictionary and find as many synonyms as you can for each of the following words taken from the poem :

spreading	promised	caught	crumpled	brawling
hoary	story	subtle	bursting	precious
wealth	plucked	delight	cascades	render

2. Refer to the line in the poem in which each of these words occurs, and choose for it that one of your synonyms which seems to fit the thought of the line best.

3. Read each sentence of the poem, substituting your best synonym for each of the words above.

4. Are there any thoughts in the poem that you yourself have never had? What are they?

Did you ever think of the song of the mavis (that is, the thrush) as a *story*? What story can you imagine a bird singing?

Why are the odors of the apple blossoms called *subtle*? Did you ever think of the apple blossoms as forming a *cascade*? How are they like a cascade?

What makes the brook *brawl*? Why are they called "silver brooklets"? Would "foaming brooklets" be just as good?

What does *precious* mean? In what sense may a sight be called precious? In what sense are our memories a sort of treasury? What treasures do we put there?

5. Now read the poem again, and let your reading show your enjoyment. What thoughts in the poem do you enjoy particularly? What words do you enjoy specially? Which stanza pleases you most? Why?

Project. Should you not enjoy learning the stanza or stanzas you like best of this charming spring poem? It might be fun to have the whole poem recited several times by groups of four pupils, each pupil of a group reciting one stanza and each group trying to recite most clearly and musically. Each group might practice the poem after school. Here is a chance for good teamwork. Parents could be invited to hear these team recitations.

* 9. Various Facts about Pronouns

A. INTENSIVES AND REFLEXIVES

You already know that such pronouns as *myself*, *yourself*, *himself*, *herself*, *itself*, *ourselves*, *yourselves*, and *themselves* are called **compound personal pronouns**.

1. When a compound personal pronoun is used as an appositive, it emphasizes the noun or pronoun it modifies and is sometimes called an **intensive**. Thus :

John *himself* looked into the matter.
I *myself* am interested in this thing.
I shall go *myself*.
He told me *himself*.

2. When a compound personal pronoun is used as the object of a verb or of a preposition but refers to the subject, it is called a **reflexive**. Thus :

He hurt *himself*.
They were working for *themselves*.
She was thinking only *of her own self*.

3. Sometimes the adjective *own* is used to emphasize a compound personal pronoun. Thus :

my own self	his own self	our own selves
your own self	her own self	their own selves

B. THE ANTECEDENT OF A PRONOUN

The noun or pronoun for which a pronoun stands is often called its **antecedent**. Thus, in the sentence

The man who deceives others deceives himself

the noun *man* is the antecedent of the relative pronoun *who* and also of the compound personal pronoun *himself*.

In the sentence

He who loses time loses money

the pronoun *he* is the antecedent of the pronoun *who*.

The antecedent of a pronoun is the word (a noun or a pronoun) to which the pronoun refers.

NOTE. Sometimes the antecedent of a relative pronoun is not expressed.

Exercise. 1. Point out the relative pronouns in the sentences that follow :

1. I understand what you say.
2. Whoever passes here will see this white stone.
3. Whichever he selects will prove satisfactory.

2. Can you tell for what noun or pronoun each of these relative pronouns stands? Is it to be found in the sentence?

When the noun or the pronoun represented by a relative pronoun (that is, the antecedent) is not expressed, the sense of the sentence enables us to supply it. Thus supplied, the three preceding sentences become the following :

1. I understand *that which* you say.
2. Whoever passes here, *he* will see this white stone.
3. Whichever he selects, *that* will prove satisfactory.

Observe that *what* becomes *that which*, *that* being in the principal clause and *which* in the dependent clause. *That* is the object of the verb *understand* and *which* is the object of the verb *say*. The pronoun *that* is the antecedent of the pronoun *which*.

Exercise. Explain the use of the relative pronouns in the following sentences :

1. He will do what he promises.
2. He read anxiously what was in the papers.
3. Whoever runs may read this sign.
4. Consider carefully what I tell you.

5. This girl remembers what is told her.
6. Whoever wishes to see me must come to my office.
7. Whatever you do about it will suit me.

C. PERSON, NUMBER, AND GENDER OF RELATIVE PRONOUNS

A relative pronoun always agrees in person, in number, and in gender with the noun or pronoun which it represents. Thus :

I who am doing this work am old. (Here *who*, like the pronoun *I* that it represents, is first person, singular number, masculine or feminine gender.)

You who are doing this work are old. (Here *who*, like the pronoun *you* that it represents, is second person, singular or plural number, masculine or feminine gender.)

We who are doing this work are old. (Here *who*, like the pronoun *we* that it represents, is first person, plural number, masculine or feminine gender.)

The house, *which* is his brother's, is a good one. (Here *which* is third person, singular number, neuter gender.)

The houses, *which* are his brother's, are good ones. (Here *which* is third person, plural number, neuter gender.)

I gazed at the boys *that* stood there.

I gazed at the girls *that* stood there.

I gazed at the trunks *that* stood there.

(In the last three sentences above, *that* is third person, plural number, and masculine, feminine, or neuter gender, according to the word it represents.)

Such food *as* we found we ate greedily. (Here *as* is third person, singular number, neuter gender.)

Who is either masculine or feminine, according to the word it represents. *Who* always denotes a person or persons.

Which, *that*, and *as* represent words of all three genders. *Which* may denote either an animal or a thing — one or more than one. *That* and *as* may denote a person, an animal, or a thing — one or more than one.

10. Reporting Interesting and Useful Facts

BERYLLIUM

1 Although few people have ever heard of beryllium, this in-
 2 teresting metal will probably be as well known and as much
 3 used within a few years as aluminum. To the man of science be-
 4 ryllium has been familiar for more than a hundred years, but
 5 only as a museum curiosity. Now, however, a new method has
 6 been discovered of obtaining it cheaply in a pure state. This
 7 method is so inexpensive that the cost of the metal will soon
 8 be no more than that of aluminum.

9 Beryllium is very much like aluminum, but much superior to
 10 this well-known substance. For one thing, it is about a third
 11 lighter. Indeed, it is so light that a 400-horse-power airplane
 12 motor made of beryllium can be carried easily by one man.
 13 Then, it is so much harder than aluminum, that it scratches
 14 glass as easily as does hard steel. Again, it is four times as
 15 elastic as aluminum. Finally, while aluminum corrodes easily on
 16 contact with salt water, beryllium is not so affected. This mar-
 17 velous metal is light gray in color and takes a polish like that of
 18 high-grade steel.

19 Fortunately, crude, unpurified beryllium is found in large
 20 quantities in many parts of the world. For years hundreds of
 21 tons of it have been hauled out of feldspar mines in New England
 22 and dumped aside as waste. Since the cost of purifying this
 23 crude material has now been enormously reduced, the pure metal
 24 will find wide use. Probably all airship frames will be made of it.

MAKING AN OUTLINE

Class Conversation. 1. Can you give the point of the first paragraph above in one sentence? As you and your classmates try to do this, let the best sentence be written on the board opposite the number 1.

2. Do you think that the beginning sentence of the second paragraph gives the sum and substance of that paragraph?

Does every other sentence in the paragraph simply make a more definite statement of the thought of the first sentence? Write this sentence opposite the number 2, under the sentence you wrote for the first paragraph.

3. Write on the board, opposite the number 3, the best sentence you or a classmate can give for the third paragraph.

The three numbered sentences give you an outline of the report on page 197, and this outline will help you to remember the report when you give it in your own words.

WORD STUDY

With the help of the dictionary find the exact meaning of each of the following words. Try to find other words that could be used in place of these. The numbers before the words refer to the numbered lines of the report.

5 method	10 substance	21 hauled
6 discovered	15 elastic	23 crude
6 obtaining	15 corrodes	23 material
7 inexpensive	16 contact	23 enormously
9 superior	16 affected	23 reduced

Reading. Read the report aloud, substituting new words for those you have just been studying. Thus, for *method* in the fifth line say *way* or *process*.

Silently read and carry out the following directions as you prepare yourself to retell the report. To do this is to study.

1. Read the first paragraph of the report to yourself and note how each sentence helps to express the main thought of the paragraph.

2. As you reread the second paragraph fix in your mind the interesting, definite facts about beryllium which this paragraph contains. Close your book and try to recall these facts.

3. Read the third paragraph and get the gist of it.

4. Make an interesting sentence with which to begin your talk.

Speaking. 1. Tell the class the facts you have learned about beryllium. As you do so, remember that your classmates will listen, first, to make sure that your report is correct and complete and, second, to see how well you speak.

Such questions as these will be in their minds as they listen :

1. Are you standing erect and looking at your audience in a friendly way?
2. Are you speaking loud enough, distinctly, and in a pleasant voice?
3. Are you avoiding the overuse of the word *and*?
4. Are you using correct English?
5. Are you choosing your words with care?

You may have to make your report several times before you do it satisfactorily. It is by trying again and again in this way that you gradually improve your speaking.

2. As you studied and practiced retelling the report about beryllium, study and practice retelling the following :

ANTI-FREEZE MIXTURES FOR AUTOMOBILES

1 Every anti-freeze mixture for automobile radiators has both
2 advantages and disadvantages. Let us consider a number of
3 these mixtures. These three are the most important : denatured
4 ethyl alcohol, glycerin, and certain chlorides under various at-
5 tractive trade names.

6 *First*, denatured alcohol. This is the cheapest and the most
7 widely used of the anti-freeze mixtures. Forty million gallons
8 of it are sold to car-owners every year. It has, however, two
9 disadvantages. One is that even a small amount of it will ruin
10 the finish of a car if it is spilled on that finish. The greatest care
11 must be exercised in pouring this liquid into the car radiator.
12 Then, it evaporates rapidly. Consequently the radiator needs
13 constant attention, constant refilling; and, if the car is used
14 much, this rapid evaporation is a constant worry to the car-
15 owner.

16 *Second*, glycerin. Glycerin has a number of decided advan-
17 tages over denatured alcohol. It will do no harm to the car
18 finish if it is spilled on this. It does not evaporate rapidly. One
19 filling of the radiator will last an entire season. In fact, one
20 filling will last several seasons, if the glycerin is drained off in
21 the spring and stored in glass bottles until needed again in the
22 fall. Unfortunately it is very expensive. Either the colorless,
23 chemically pure glycerin or the yellow distilled commercial
24 grade can be used with safety, but the crude product contains
25 salts that damage the radiator.

26 *Third*, the chlorides sold under trade names. The objection
27 to this kind of anti-freeze solution is that, as a rule, the average
28 buyer does not and cannot know exactly what he is buying.
29 Some, though possibly not all, of these solutions contain salts
30 and other substances that will corrode and damage both the
31 engine jacket and the radiator of the car.

* 11. Case: Uses of Nouns and Pronouns in Sentences

Exercise. 1. You know of course that a noun or a pronoun can be used as the subject of a sentence. How many other uses of nouns and pronouns in sentences can you think of? Make a list.

2. Notice the uses of the nouns and the pronouns in the following sentences :

1. John and I saw you and Frank with Mary's brother on their yacht.

2. It is a fine ship, and seems fast.

3. Frank's father gave him permission to go.

4. My father told me about a trip down the river in a rowboat.

5. Tom, Mary's brother, sailed *Mercury*, his father's sailboat.

6. They elected John captain.

3. Compare the list you made in the first exercise above with another list that you make now on the basis of the uses shown in the preceding six sentences.

CASE

Another word for the use of a noun or a pronoun in a sentence is **case**. There are three cases: the **nominative case**, the **objective case**, and the **possessive case**. These are simply new names for what you already know; they will now be explained.

Exercise. After reading each numbered statement that follows, return to the six sentences on the preceding page and pick out nouns or pronouns that illustrate the case explained.

The Nominative Case

1. A noun or a pronoun used as the subject of a sentence is said to be in the **nominative case**.

2. A noun or a pronoun used as the predicate word in a sentence is said to be in the **nominative case**.

The Objective Case

3. A noun or a pronoun used as the object of a transitive verb is said to be in the **objective case**.

4. A noun or a pronoun used as the object of a preposition is said to be in the **objective case**.

5. A noun or a pronoun used as the indirect object of a verb is said to be in the **objective case**.

6. A noun used as an objective complement is said to be in the **objective case**.

In short, if a noun or a pronoun is some sort of object in a sentence, it is said to be in the **objective case**.

The Possessive Case

7. A noun or a pronoun used in its possessive form (that is, in the form that expresses possession or connection) is said to be in the **possessive case**.

The Case of an Appositive

8. A noun used as an appositive is said to be in the same case as the noun or the pronoun it modifies.

Exercise. Referring often to the preceding eight numbered statements about the three cases, give the case of each noun and each pronoun in the sentences on pages 181 and 182; that is, tell *in what case* each noun and each pronoun is said to be, and give the reason for your statement. Thus:

In the sentence *It is a fine ship*, the pronoun *It* is the subject of the sentence; therefore *It* is in the nominative case. The noun *ship* is used as a predicate noun after a linking verb; therefore *ship* is in the nominative case.

Perhaps you will find in the sentences on pages 181-182 a number of uses of nouns or of pronouns that are new to you or that are not covered by the eight numbered statements on this and the preceding page. If this happens, study the five divisions of section 14, which begins on the following page.

12. Vocal Drill

Exercise. 1. Stand erect, hands at sides. Take a full breath; then exhale slowly and steadily, sounding *oh-ee-ah*. Go up one full tone and back and then down one full tone and back, continuing while the breath lasts. At a sign from the teacher, abruptly cease exhaling and sounding and hold the breath, resuming at another sign.

2. Pronounce the following words in a whisper :

text	twelfths	gifts	months
next	sixths	priests	depths
mixed	thirteenth	lengths	blasts

3. Pronounce the preceding words aloud, first slowly, then rapidly, and always distinctly.

13. Words Sometimes Mispronounced

Oral Exercise. Pronounce the following words after the teacher. When you know them well, pronounce them alone. Read the list aloud repeatedly.

exquisite	asparagus	subtle	tune
garage	cement	tribune	society
massage	trousseau	rinse	correspondence
barrage	archway	perhaps	human
promenade	archbishop	digest	humor

Dictionary Work. Look up several of these words in the dictionary. Notice there the division into syllables, the hyphen (-) between syllables, the accent ('), and the information about each word that the dictionary offers. Select one of the words and use it in a sentence that will entertain the class.

* 14. Case: Additional Uses of Nouns and Pronouns in Sentences

A. NOUNS AS INDEPENDENT ELEMENTS IN SENTENCES

The use of a noun as an independent element in a sentence is illustrated in the following sentences:

1. *Boy*, you do not do your work well.
2. *Boy!* if he only knew what I would do for him!
3. *Mr. Arnold*, may I speak with you a moment?
4. *Mr. Arnold!* how we all loved the man!

In the first sentence the noun *Boy*, followed by a comma, shows that somebody is speaking or calling to the boy. We say that the noun *Boy* is used **independently in address**. In the third sentence the noun *Mr. Arnold* is used **independently in address**.

But in the second sentence the noun *Boy* is an exclamation. In the fourth sentence the noun *Mr. Arnold* is used **independently in exclamation**.

Exercise. In the sentences that follow pick out the nouns used as independent elements, and tell which are independent in address and which are independent in exclamation :

1. Friends, Romans, countrymen, lend me your ears.
2. Ladies and gentlemen, I have the honor to introduce Mr. Brown.
3. Oh thunder! I don't care what the difficulties are.
4. All right, Bill, I'll go with you.
5. A car! you're joking. No one would give us a car.
6. Jones, take this man in charge.
7. Great, jumping Jehoshaphat! who comes here?
8. Dr. Jekyll, can you tell us where to find Mr. Hyde?
9. Shades of Barnum and Bailey! what shall we see next!
10. Good Hamlet, cast thy nighted color off.
11. Welcome, Horatio ; — welcome, good Marcellus.
12. Kennedy, hold his hands ; and you, Baker, hold his feet.
13. George! George himself! where did you drop from, George?
14. But, my dear friend, consider the consequence.

A noun used independently in address or independently in exclamation is said to be in the **nominative case**.

B. POSSESSIVE NOUNS AND PRONOUNS NOT DENOTING POSSESSION

These sentences show that nouns or pronouns in the possessive case have other uses besides that of indicating possession :

1. The *day's* business was soon finished.
2. *Lincoln's* election was a fortunate event.
3. He lived a *stone's* throw from the river.
4. The *team's* defeat did not discourage us.
5. *His* loss of weight worried him.

This use of possessive nouns or pronouns denotes *connection* rather than *possession*. We can hardly say that the election *belonged* to Lincoln, in the second sentence, or, in the fourth, that the team *owned* the defeat.

Exercise. In the following sentences pick out the nouns that are in the possessive case. Do they all denote possession? Which denote connection?

1. When the day's work was over, we hurried to our friend's room.
2. He stood an arm's length from the desk.
3. The boy's record was surprisingly good.
4. The crowd's anger turned against the boy's father.
5. Our army's flight could be easily explained.
6. The child's bashfulness amused the class.
7. The man's health was poor.
8. The man's physician recommended a month's rest.

A noun or a pronoun used in the possessive form to denote connection is said to be in the **possessive case**.

C. JOINT AND SEPARATE POSSESSION

1. Joint possession of a thing by several persons is shown by adding the possessive sign to the last name only. Thus:

England, France, and Russia's alliance.

Royce and Russell's Arithmetic. (Royce and Russell are co-authors.)

Buck and Milliken's Drug Store. (Buck and Milliken are partners.)

2. Separate possession of like things by several persons is shown by adding the sign of possession to the name of each. Thus:

England's, Germany's, and China's interests

Webster's and Worcester's dictionaries

Do you prefer Cooper's or Hawthorne's novels?

3. Often ambiguous, awkward, or ill-sounding expressions of possession may be avoided by substituting a prepositional phrase for the possessive. Thus :

The alliance of England, France, and Russia. (BETTER THAN: England, France, and Russia's alliance.)

The dictionaries of Webster and of Worcester. (BETTER THAN: Webster's and Worcester's dictionaries.)

Do you prefer the novels of Cooper or of Hawthorne?

The speech of the senator from Iowa. (BETTER THAN: The senator from Iowa's speech.)

The name of the founder of this institution. (NOT: The founder of this institution's name.)

D. NOUNS USED LIKE ADVERBS

The italicized nouns in the following sentences illustrate the use of nouns as adverbial modifiers :

1. John sold his bicycle this *morning*.
2. He was out of school a *month*.
3. The tree is fifty *feet* high.
4. He drove *miles* further into the woods.
5. He works many *hours* daily.

It is plain that a noun may be used like an adverb to modify a verb, an adjective, or an adverb.

When nouns are used as adverbial modifiers they denote (like adverbs) place, time, manner, or degree; usually, however, they denote degree or measure.

Exercise. Point out in the following sentences the nouns used as adverbial modifiers, and tell what they modify. Tell whether they denote place, time, manner, or degree or measure.

1. The Boy Scouts marched through the woods Indian file.
2. The house was sixty feet long and thirty feet wide.
3. Please do not laugh that way.

4. He went home last night.
5. Could we not have the meeting an hour sooner?
6. He is nearly six feet tall.
7. I have waited for your reply a full week.
8. The little girl is only four years old.
9. They lowered it a degree more gradually.
10. He crawled on his hands and knees the whole distance.

A noun used as an adverbial modifier in a sentence is said to be in the **objective case**.

E. ADJECTIVE USES OF NOUNS AND PRONOUNS

A noun may be modified by another noun or by a pronoun. In the following sentences the nouns and pronouns in italics are used like adjectives :

1. The farmer built a *horse* barn.
2. The *house* boat lay at anchor.
3. The invalid rested easily in the *wheel* chair.
4. *Frank's* cap lay on the *steering* wheel.
5. *Whose* book is this? It is *her* book.

15. Project: Arbor Day Exercises

A. PLANNING THE EXERCISES

Early in May or late in April is the time for Arbor Day, a school holiday set aside in many of the states of this country for planting trees and shrubs. Would it not be a pleasant thing if your class planned special exercises for that day? Indeed, the class might very well plant a tree or vine of its own, with suitable speeches and ceremonies.

Oral Exercise. In a two-minute or three-minute speech tell your classmates how you think these class exercises should be conducted. The following questions may help you :

1. Shall the rest of the school be invited to attend? Shall your parents and all friends of the school be invited?
2. What shall be the program? How many speakers will you have, and how long is each one to speak?
3. Will you actually plant a tree or a shrub? Shall the exercises be held outdoors and shall the planting be a part of them?
4. Where shall the tree be planted?
5. What kind of tree will you plant, and where can such a tree be obtained?

B. SENDING INVITATIONS

Written Exercise. One way of getting outsiders to come to the exercises is for each pupil to write and send his own invitations. Another way is for the class to send out formal invitations, all alike. The former would be written as short friendly letters, the latter as formal notes. Perhaps both plans could be followed on this occasion. Write the invitations. Address the envelopes for these invitations.

C. THE EXERCISES

Earlier in this chapter you read a poem about an apple orchard in the spring. Remembering that poem, perhaps you would now like to plant an apple tree. What could you say if called on to give a short talk at the planting of that kind of tree? Have you ever read the poet Bryant's talk at such a planting? It is in the form of a poem and is called "The Planting of the Apple Tree."

Oral Exercise. First, decide what you wish to say. What thoughts does the planting of a tree by your class suggest to you? Next, arrange your thoughts in the best order you can. It would be well for you to give several preparatory talks, with this outline in mind, to friends of yours and to your parents. Then, when the time comes for speaking at the Arbor Day exercises, you will be likely to give a clear and satisfactory speech.

D. WRITING A REPORT FOR THE NEWSPAPERS

Written Exercise. Write a brief account of the Arbor Day exercises for the newspapers. Your account should give the name and location of the school, the name of its principal, and the names and addresses of the children who spoke. Newspapers require definite information of this sort in the news articles that they print.

Group Exercise. After the best three or four accounts have been chosen from all that are read aloud, these should be copied on the board or reread aloud slowly for class correction and improvement. After the class has discussed them, the one that seems most satisfactory should be rewritten and taken to the newspaper office. The following questions should be given particular attention in the criticisms of the accounts :

1. Are all the nouns and pronouns in the composition used correctly?
2. Can more suitable nouns be substituted for some of those used by the writer?
3. Is the composition clearly and correctly divided into paragraphs?
4. Are the words, including the proper nouns, correctly spelled?

16. Practice: Capitals and Punctuation Marks

Exercise. Reread the forty-seven rules in the Appendix. You already know these, most of them very well, but study the examples once more, in order to be prepared to explain any rule the teacher may ask for and to give examples of your own for it. This means study particularly those few rules that you do not yet know very well.

Test. Write a passage from dictation. Then, when it is read again, this time with capital letters and punctuation marks indicated, correct any errors you find in what you have written.

Exercise. 1. Now read the corrected passage aloud, indicating and giving the reason for the capital letters and punctuation marks.

2. In the same way read other passages that you are asked to write from dictation.

3. Compare your present record for errors in writing from dictation with your records of a year ago.

* 17. Case: Summary

Case is the relation of a noun or a pronoun to other words in the sentence.

That is, as we have learned (pages 201-202), case indicates the use of a noun or a pronoun in the sentence. Accordingly, summing up the preceding two sections, we may make the following condensed statement:

I. The **nominative case** of a noun or a pronoun indicates the use of that noun or pronoun as follows:

1. As the subject of a sentence. Thus:

John is happy. *He* is successful.

2. As the predicate word in a sentence. Thus:

This is *John*. This is *he*. The boy was named *John*.

3. Independently in address. Thus:

John, where are you? *John*, please come here.

4. Independently in exclamation. Thus:

Poor *John*! he never returned.

5. As an appositive modifying a word in the nominative case. Thus:

He, *John*, did not answer immediately.

II. The **possessive case** of a noun or pronoun indicates the use of that noun or pronoun as follows :

1. To denote possession. Thus :

John's pencil lay on the table. *Whose* book is that?

2. To indicate connection. Thus :

He lived a *day's* journey from the mountain.

Help me, for *goodness's* sake.

They heard the *bugle's* clear call.

John's English, alas, was not the *King's* English.

The *man's* murder excited the whole city.

III. The **objective case** of a noun or pronoun indicates the use of that noun or pronoun as follows :

1. As the object (direct) of a verb. Thus :

I saw *John*. *John* saw *me*.

2. As the object of a preposition. Thus :

This letter is for *John*. The package is for *me*.

3. As the indirect object of a verb. Thus :

They gave *John* a present. They gave *him* a dog.

4. As an objective complement. Thus :

The manager appointed *John* *cashier*.

5. As an adverbial modifier. Thus :

We tramped *miles* that *day*.

6. As an appositive modifying a word in the objective case. Thus :

I saw him, *John*, in the game, and I am sure it was *John*.

Exercise. Use nouns and pronouns in sentences of your own to illustrate fully the meaning of the three cases explained above.

* 18. Parsing Nouns and Pronouns

To parse any word is to tell what part of speech it is, what its grammatical form is, and how it is used in the sentence.

A. PARSING NOUNS

To parse a noun is to tell (1) what kind of noun it is; (2) what its form is (whether singular or plural; whether a possessive or not); and (3) what its use is in the sentence in which it is given.

Example. Lincoln told the soldier the story of the old colored man, Johnson.

Lincoln is a proper noun, in the singular number. It is the subject of the verb *told*. It is in the nominative case.

soldier is a common noun, in the singular number. It is the indirect object of the verb *told*. It is in the objective case.

story is a common noun, in the singular number. It is the direct object of the verb *told*. It is in the objective case.

man is a common noun, in the singular number. It is the object of the preposition *of*. It is in the objective case.

Johnson is a proper noun, in the singular number. It is used as an appositive, modifying the noun *man*. It is in the objective case.

Exercise. Following the model given above, parse the nouns in the sentences on pages 145-147.

B. PARSING PRONOUNS

To parse a pronoun is to tell (1) what kind of pronoun it is; (2) what word it represents (that is, its antecedent), if this word is given; (3) what its person, number, and gender are; (4) whether it is a subject, object, or possessive pronoun; (5) what its use in the sentence is.

Example. Who is the man whom he introduced to each of us?

Who is an interrogative pronoun, of the third person, singular number, masculine gender. It is used as the subject of the verb *is*. It is in the nominative case.

whom is a relative pronoun, representing the noun *man*. It is of the third person, singular number, masculine gender. It is used as the object of the verb *introduced*. It is in the objective case. It connects the dependent clause, *whom he introduced to each of us*, to the principal clause, *who is the man*.

he is a personal pronoun of the third person, singular number, masculine gender. It is used as the subject of the verb *introduced*. It is in the nominative case.

each is a word that may be used as an adjective or as a pronoun. It is here used as a pronoun. It is of the third person, singular number. It is the object of the preposition *to*. It is in the objective case.

us is a personal pronoun of the first person, plural number, masculine or feminine gender. It is an object pronoun and is used as the object of the preposition *of*. It is in the objective case.

Exercise. Parse the pronouns in the sentences on page 168.

19. Test in Applied Grammar

The following sentences contain common errors in the use of nouns and pronouns. These errors you have recently studied and reviewed. You ought to be able to pick them out and correct them without difficulty. Can you? There are thirty-seven in all.

Exercise. Point out and correct the errors in these twenty-five sentences.

1. i was in africa last year, but now i am in chicago.
2. There were two dishes in each of them boxs.
3. The attornies rode by on donkies.
4. The babys' crys attracted the mothers attention.
5. A cat has nine lifes.
6. Mens' hats for sale here ; also ladie's hats.

7. The negroes listened to the echoes.
8. Whose there? Its me.
9. Who do you see?
10. Is it he who sent the letter?
11. That book is hers.
12. He is taller than me, but I am heavier than him.
13. He said so himself.
14. Look at them boys treating themselves to sodas.
15. The dog began to wag its tail.
16. Who's book is this?
17. Give it to whomever raises his' hand.
18. Those kind of apples keep well.
19. This kind of cheese is expensive.
20. Every person has their faults.
21. Everybody should control their temper.
22. Two riders had seen Johns' signal.
23. Its a pleasant day, but its a little cool.
24. It's the last day of the month, although it's the first day of the week.
25. Are you the boy whom I saw here last year? Yes, I am he.

Drill in Correct Use. 1. Read the preceding sentences aloud several times, indicating the corrections rapidly as you read and gradually increasing your speed with practice.

2. Read the following sentences aloud repeatedly, selecting the correct word for each as you read, and trying to do this with increasing skill:

1. This is (he, him). That is (her, she). This is (me, I).
2. To (who, whom) are you writing? (Whom, Who) are you writing to?
3. Neither of us is taller than (he, him).
4. It was (I, me) (whom, who) you saw.
5. It was (him, he) (who, whom) won the prize.
6. It was (she, her) (who, whom) we met on the street.
7. (Who, Whom) is the letter for? For (who, whom) is it?

8. Between you and (I, me) there can be no quarrel.
9. We are stronger than (him, he), though he is taller than (we, us).
10. Are you more economical than (he, him)? Is he more economical than (me, I)?
11. He is older than (she, her) but younger than (I, me).
12. She nodded to you and (I, me).
13. Is that (him, he)? Or is it (she, her)?
14. (Who, Whom) are they looking at?

20. What You Have Studied in This Chapter (Seven)

The following summary gives you a bird's-eye view of the chapter. The subjects are grouped under three headings: (I) Grammar; (II) Composition; (III) Review and Drill.

I. GRAMMAR

- * Abstract nouns (185)
- * Collective nouns (185)
- * Special plurals (187)
- * Various facts about pronouns (194)
 - Intensives and reflexives (194)
 - The antecedent of a pronoun (194)
 - Person, number, and gender of relative pronouns (196)
- * Case: uses of nouns and pronouns in sentences (200)
 - Nominative case (201)
 - Objective case (201)
 - Possessive case (201)
- * Case: additional uses of nouns and pronouns in sentences (203)
 - Independently in address (203)
 - Independently in exclamation (204)
 - Possessive nouns and pronouns not denoting possession (204)
 - Joint and separate possession (205)
 - Nouns used like adverbs (206)
 - Adjective uses of nouns and pronouns (207)
- * Case: summary (210)
- * Parsing nouns and pronouns (212)

II. COMPOSITION

Letter writing (186)

PROJECT: *Playing at Business* (186)

Speaking from outlines: Vocational Problems (189)

Poem study: Martin, "An Apple Orchard in the Spring" (191)

PROJECT: *Public Recital by Teams of Pupils* (193)

Reporting Interesting and Useful Facts: *Beryllium* (197), *Anti-Freeze*

Mixtures for Automobiles (199)

PROJECT: *Public Recital by Pupil Teams* (200)

PROJECT: *Arbor Day Exercises* (207)

III. REVIEW AND DRILL

Review and test: common and proper nouns (184)

Review and test: kinds of pronouns (190)

Vocal drill (202)

Words sometimes mispronounced (203)

Dictionary work (203)

Practice: capitals and punctuation marks (209)

Test: dictation exercise (209)

Test in applied grammar (213)

Drill in correct use (214)

NOTE. The numbers in parenthesis refer to pages.

CHAPTER EIGHT

ADVANCED GRAMMAR AND REVIEW: ADJECTIVES AND ADVERBS ¹

1. Review and Test: Adjectives

An adjective is a word used with a noun or a pronoun to point it out or to describe it.

Exercise. As a test of what you remember about adjectives, carry out the following directions:

1. Name a number of adjectives. Give more than one kind.
2. Compare *tall, short, small, little, much, good, bad, economical, dead.*
3. Name an error that is frequently made in the use of adjectives. Explain by means of a correct and an incorrect sentence.
4. Is there an error in the following three sentences?
 1. She feels *bad* this morning.
 2. The weather continued *fine*.
 3. The roses smelled *sweet*.

*2. Kinds of Adjectives

There are two classes of adjectives: (1) those, like *strange, green, Japanese*, that describe the words they modify; and (2) those, like *these, two, the, a, that, many*, that merely point out or tell how much or how many.

A descriptive adjective is an adjective that describes the noun or pronoun it modifies.

¹The starred sections in this chapter and the following ones contain advanced technical grammar. See the "Time-Table and Teacher's Manual," written to accompany the present book.

A limiting adjective is an adjective that points out or tells how much or how many.

Limiting adjectives include the following kinds of words :

1. The articles *the* and *a* (or *an*).
2. Numeral adjectives; as, *three* boys, the *third* chapter, *eleven* players, the *eleventh* month, the *first* day.

Numerals are divided into two classes: (1) **cardinals**, which include all such adjectives as *one, two, three, four, ninety-nine*; and (2) **ordinals**, which include the forms *first, second, third, fourth, ninety-ninth*, and all others like them.

The cardinal numeral adjectives may be used as nouns. Thus:

1. If we have a famine, what will become of the *million*?
2. Two *twos* are four.
3. *Thousands* lost their lives in that attack.

3. **The adjective pronouns**; that is, about twenty-five words that may be used either as adjectives or as pronouns. If you have forgotten about these interesting words, turn to page 68. Among them are *this, these, that, those, each, both, some, any, all, few, many, either, neither, one, another, former, latter, more, most, same, much*.

This, these, that, those, are called **demonstratives**, because they *point out* persons, places, or things.

Any, some, other, such, and others are not so definite as the demonstratives and are therefore called **indefinites**.

4. **Interrogative and relative pronouns in certain uses**. Note the italicized pronouns in the following sentences :

1. *Which* book are you intending to read next?
2. I know *which* book you are intending to read next.
3. He sold *what* land he had and *whatever* lots he could buy.
4. The man *whose* name you speak is in the other room.
5. *Which* statement of his do you object to?

5. **Possessive adjectives**; that is, the possessive forms *my*, *your*, *his*, *her*, *its*, *our*, *their*, and *whose*, when these are used as adjectives. *My*, *your*, *our*, and *their* are always so used; but *his* and *whose* are sometimes used as adjectives, sometimes as pronouns. Observe the use of the words in italics in the following sentences:

1. I have *my* book, *your* package, *her* pocketbook, and *our* tickets.
2. *Whose* book is this? Is it *his* book? Is it *Frank's* book?
3. *Whose* is this book? This book is *his*.

Exercise. Referring if necessary to the classification above, tell what kind of adjective each one is, in the following sentences:

1. Those strange green birds are Japanese parrots.
2. A little boy touched their cage with the tip of his finger.
3. The first time, they paid no attention to him, but after two or three such approaches they chattered loudly.
4. Whose name did I hear? Whose voice was that?
5. I do not know whose book that is.
6. Three fair maidens sat on the lawn amid beds of crimson poppies.
7. They were gathering the brilliant flowers for a striking bouquet.
8. Some long poems are wearisome; some are too short.
9. I sat in dreamy peace on the quiet bank of our brown canal.

Troublesome words. The adjectives *like*, *near*, *nigh*, and *opposite* have often a prepositional use. Thus:

1. John is *like* James.
2. My house is *near* the library.
3. The bank is *opposite* the post office.

But notice their adjective quality in the following sentences:

1. Never in a *like* space of time had so many accidents happened.
2. A *near* view of the man was disappointing.
3. He is *nearer* and dearer to me than to any one else.
4. They rode rapidly away in *opposite* directions.

3. Selecting Suitable Adjectives

Poor speakers have, as a rule, a very small supply of adjectives at their command. Consequently they are compelled to use the same worn-out adjectives over and over again, which makes their speaking and writing uninteresting. Instead of live, clear, and really descriptive adjectives, slangy words are often employed which have been used so much that everybody is tired of hearing them. They are vague in meaning, dingy, and as unattractive as an alley cat.

One of these undesirable words is *some*, as used in expressions like "some story," "some car," "some dog."

Oral Exercise. 1. Suggest several suitable adjectives to take the place of the slang word *some* in the following expressions. Notice that it is usually difficult to tell exactly what *some* means in these expressions.

- | | | | |
|------------------|----------------|-------------------|----------------|
| 1. some fish | 6. some hat | 11. some old lady | 16. some knife |
| 2. some horse | 7. some house | 12. some girl | 17. some ink |
| 3. some elephant | 8. some letter | 13. some boy | 18. some cake |
| 4. some bird | 9. some gun | 14. some school | 19. some suit |
| 5. some ship | 10. some noise | 15. some team | 20. some game |

2. Name a slang word or expression that you often hear. Since you are now studying adjectives, let it be a slangy adjective, if you can think of one. Then suggest as many other words as you can that could be used in its place. Your classmates may help you to make the list a long one. Let this be written on the board and the best words in it underlined.

Drill in Correct Use. Read the twenty numbered phrases above, but instead of each "some" use a less colorless adjective. Read the twenty phrases repeatedly and rapidly, substituting the suitable adjectives with increasing skill. Try to surprise your classmates by using particularly fresh and appropriate adjectives.

Project. You and your classmates might go slang hunting every week or two. On that day be on the lookout for slang. When you hear it used, note it and bring the captured word or expression to school. There the class may make a long list of suitable words to take its place.

* 4. The Articles

There are two articles, *the* and *a* (or *an*).

Exercise. The following two sentences show the difference between *the* and *a*. Can you tell the difference in meaning between the two sentences?

1. *The* wedding occurred last week.
2. *A* wedding occurred last week.

In the first sentence it is clear that a particular wedding is spoken of. *The* makes it plain that not any wedding but this *definite* wedding is in mind. Hence *the* is sometimes called the **definite article**.

But in the second sentence there is no such definiteness. *A wedding* may be *any wedding*. We see that *a* leaves the matter very indefinite. Hence *a* may be called the **indefinite article**.

The article *a* sometimes has the form *an*.

An is used before words beginning with a vowel sound; *a* is used before words beginning with a consonant sound. Thus:

an express package	a package
an aviator	a European
an ounce	a history
an hour	a hustling fellow

Observe that *European*, in the list above, begins with the consonant sound *y*.

The word *hour* (like the word *ounce*) begins with a vowel sound. The *h* in *hour* is silent; therefore we say *an hour*. The

h in *history* is not silent; therefore we say *a history*. The *h* in *historical*, however, is not silent but nearly so: therefore we say *an historical lecture*. Notice the following correct usage:

an honorable man	a holiday
an honest fellow	a hot wave
an heir	a hotel
an herb	a halo
an heirloom	a hustler

The indefinite article had originally the numerical meaning of *one*. This fact explains why its omission from the following sentences is correct:

Do you like this sort of book? (NOT: this sort of *a* [*one*] book.)

What kind of animal is that? (NOT: What kind of *an* [*one*] animal is that?)

Oral Exercise. Use in sentences the words that are preceded by *an* in the lists above. Use similarly those preceded by *a*.

5. Explaining Things

Explanations should be (1) clear, (2) complete, and (3), if possible, brief. That is, (1) let there be no misunderstanding about what you say; (2) say all that is necessary; (3) through-out, avoid needless words, phrases, and sentences, and stop promptly when you have reached the end.

Oral Exercise. Explain the following as clearly, completely, and briefly as you can:

1. How to Sharpen a Lead Pencil
2. How to Sew On a Button
3. How to Spin a Top
4. How to Play Tag
5. How to Row a Boat
6. How to Drive a Horse

7. How to Open a New Book
8. How to Fold a Letter and Put It in the Envelope
9. How to Read the Time
10. How to Send a Telegram

Written Exercise. Write your explanation of one of the problems enumerated in the preceding exercise.

Oral Exercise. Find out how to do one or more of the following. Then explain it to the class.

1. How to Ventilate a Room
2. How to Plant and Cultivate Corn
3. How to Can Peaches
4. How to Bake Bread
5. How to Revive a Drowned Person
6. How to Play Basketball
7. How to Train a Dog
8. How to Take Care of an Automobile after a Long, Muddy Trip
9. How to Make Mother's Sewing Machine Run More Easily
10. How to Use a Milk and Cream Separator
11. How to Clean the Spark Plugs in an Automobile
12. How to Use a Corn Planter
13. How to Prime a Pump
14. How to Oil a Windmill
15. How to Grease the Axles of a Wagon
16. How to Spray Fruit Trees
17. How to Use a Chicken Incubator
18. How to Run a Furnace Successfully and Economically
19. How to Put Up a Wire Fence
20. How to Keep Apples, Potatoes, or Carrots over the Winter
21. How to Operate a Radio Receiving Set
22. How to Use Snowshoes
23. How to Lay Out a Baseball Ground
24. How to Take Care of a Rifle
25. How to Use a Thimble

* 6. Special Comparisons of Adjectives

Exercise. 1. Do you know how to compare an adjective? Give the comparative degree of *heavy, bright, dull, pretty, friendly, deep, little, much*. Give the superlative degree of the same words.

2. Compare the following :

long	thin	triumphant	many
wide	slim	beautiful	much
happy	slender	extensive	perfect
good	bad	circular	dead

The following special comparisons need be noted :

The forms *older* and *oldest* are used of either persons or things. But *elder* and *eldest* are used of persons only, and most commonly for persons of the same family. Thus :

This tree is *older* than that one.

Tommy Brown is *older* than Fred Jones.

Mary is my *elder* sister ; she is the *eldest* of us all.

The superlative form *next* means "the very nearest."

The superlative form *last* has a wider application than *latest*. *Latest* means the last in time ; *last* means coming at the end, after all others, in *any* series. *Latest* is contrasted with *oldest* ; *last* with *first*.

Less refers to quantity ; *fewer* to number.

Latter is contrasted with *former* ; *later* with *earlier*.

Further means beyond any point already reached or marked ; *farther* means beyond a *far* point already reached or marked.

A few superlatives end in *-most*. Thus :

POSITIVE	COMPARATIVE	SUPERLATIVE
—	former	foremost
—	—	utmost, uttermost
top	—	topmost
northern	more northern	northernmost

Other superlatives of this kind are : *hindmost, inmost, furthest, southernmost, easternmost, westernmost.*

Exercise. Use in sentences the following adjectives, which were discussed above :

next	oldest	northernmost	fewer
nearest	eldest	easternmost	less
last	further	latter	former
latest	farther	later	earlier

7. Comparing Things; Vocational Problems

Oral Exercise. Make a brief oral comparison between a watch and a clock ; a strawberry and a blackberry ; a road and a street ; a pudding and a pie ; work and play ; an airplane and a balloon ; a motorcycle and a bicycle ; a Scotch collie and an English bulldog ; a song sparrow and a bluebird.

In making comparisons it is usually best to state first the main particulars in which the two objects are alike, and then to call attention to the important differences.

Written Exercise. Put one or more of the foregoing comparisons in writing. Perhaps in each comparison your first paragraph will give the likenesses ; your second, the differences.

Written Exercise. Learn all you can about the work of a physician and that of a carpenter. Then write three paragraphs comparing the two vocations. In the first tell about the life of the physician, his work, his rewards in money and satisfaction ; in the second tell about the life of the carpenter, his work, his rewards in money and satisfaction ; in the third tell which of the two vocations you should prefer, as far as your present knowledge goes, if you had to choose one or the other. Remember that both physician and carpenter are engaged in important work which needs to be well done.

Oral Exercise. Make similar comparisons between other vocations. The following list may suggest to you some comparisons that you would enjoy making :

teacher	mechanic	housekeeper	saleswoman
lawyer	engineer	dressmaker	artist
merchant	newspaper man	milliner	musician
tinsmith	newspaper woman	stenographer	chauffeur
farmer	trained nurse	bookkeeper	city fireman
plumber	cook	salesman	policeman
architect	telegraph operator	truck driver	forester
printer	telephone operator	veterinary	baker
motorman	bookbinder	watchmaker	waiter
conductor	proof reader	waitress	jockey
actor	dancing teacher	actress	acrobat

Oral Dramatization. 1. Let two pupils stand before the class and engage in conversation about two vocations. Let one pretend that he is a musician, another that he is a chauffeur. Each is to speak for his own calling. It should be remembered that the two callings may be compared in two ways. Thus, if the musician is a successful musician, and the chauffeur a successful chauffeur, these two might compare the good side of the one vocation with the good side of the other. If, on the other hand, both are unsuccessful, their conversation might be very different, the unpleasant sides of the two callings being compared with each other.

2. Let other pairs of pupils compare other vocations in the same way.

Project: Written Dramatization. Write a short play. Imagine that you have overheard a farmer and an inventor, or any other two workers, engaged in a dispute as to which one's work is the more important. Do both grow angry? Or is one convinced by the other? Invent a suitable ending.

8. Review and Test: Adverbs

An adverb is a word that modifies a verb, an adjective, or another adverb.

Exercise. 1. As a test of what you know about adverbs, explain the definition above and give examples of adverbs.

2. Explain how an adverb differs from an adjective. Do you know of any mistakes that are made by using an adverb for an adjective or an adjective for an adverb? Give a sentence using *much* as an adverb; another sentence using *much* as an adjective.

3. Can adverbs be compared? If so, give an example.

4. Can you name any adverb that cannot be compared? Would *now*, *then*, and *there* be examples? Can you give others?

5. In the following five sentences are there any errors in the use of adverbs?

1. They lived very happily together ever after.
2. "Buy cheap and sell dear" was his motto.
3. Go slow, my boy, go slow.
4. Speak loud and distinctly.
5. Work hard and steadily.

* 9. Kinds of Adverbs

Adverbs may be divided into several kinds or classes, as follows:

1. **Adverbs of place** answer the question *Where?* Adverbs of this kind in common use are:

here	down	near	yonder	out
there	up	above	in	back
everywhere	far	below	behind	within

Exercise. Make short sentences containing adverbs of place.

2. **Adverbs of time** answer the question *When?* Some adverbs of time are :

now	never	again	hereafter
then	always	first	formerly
when	to-day	often	recently
soon	to-morrow	seldom	lately

Exercise. Make short sentences containing adverbs of time.

3. **Adverbs of manner** answer the question *How?* Examples of adverbs of manner are :

well	how	dear	frankly	easily	quietly
ill	thus	fast	honestly	politely	noisily
so	cheap	hard	bravely	impolitely	somehow

Many adverbs of manner can be formed by adding *ly* to adjectives. Thus :

swift	eager	pretty	punctual
swiftly	eagerly	prettily	punctually

Exercise. Form adverbs of manner by adding *ly* to adjectives, and use these adverbs in sentences.

4. **Adverbs of degree** answer the question *How much?* Adverbs of degree in common use are :

very	much	almost	enough	fully
too	little	most	scarcely	not
quite	so	more	exceedingly	nearly,

Exercise. Make sentences containing adverbs of degree.

5. **Adverbs of cause.** Such words as *accordingly*, *hence*, and *therefore* are sometimes called adverbs of cause or reason.

6. **Adverbs of number.** Such adverbs as *next*, *first*, *once*, are called adverbs of number.

Some adverbs may belong to one class in one meaning and to another class in another meaning. The adverb *first*, for in-

stance, may be regarded either as an adverb of place or as an adverb of time. Thus :

My farm comes *first*; his lies beyond mine. (ADVERB OF PLACE)

The messenger arrived *first*; the clerk came later. (ADVERB OF TIME)

Exercise. Point out the adverbs in the sentences that follow, tell what kind each is, and what verb, adjective, or adverb it modifies :

1. He stood there and looked in.
2. She replied promptly and politely.
3. Shall we ever meet here again?
4. The time passed very slowly, too slowly, unbelievably slowly.
5. He ran faster, jumped higher, and kicked more accurately than anybody else in the game.
6. I was afraid and consequently ran exceedingly fast.
7. The door was opened gently once, then quickly closed again.
8. You do your work remarkably well.
9. Are you well to-day? You do not look well.
10. Here, now, quickly, and fully give your answer once for all.
11. I called once, I called twice; not one reply was heard.
12. I did not know that you were there then.
13. He always seemed foolishly sad.
14. Luckily I had not spent too much money.
15. He walked ahead; I walked behind.
16. She came nearer and talked louder.

7. **Yes and no.** *Yes* and *no* are classed as adverbs, but mainly because in their original sense they were adverbs. *No* meant "never," and *yes* is derived from the old adverb *yea* combined with the word *so*, *yea so* being equivalent to our modern *just so*.

In addition to the classes of adverbs listed above, there are relative adverbs and interrogative adverbs. These will be explained in section 11.

10. Selecting Suitable Adverbs

COMPLETION TEST

A Brahmin devised the game of chess to please a tyrannical king. The latter was 1 pleased with the invention and 2 promised any reward, however large. The Brahmin 3 spoke thus: "My King, if you count the squares on the board 4, you will find that there are sixty-four. As you offer me a reward, I ask that you will 5 give me one gold coin for the first square, two for the second, and continue 6, always doubling the number up to the last." "If your demand is so moderate," 7 answered the king, "it will be 8 satisfied. Make your calculation now, and bring it to me 9." The Brahmin did so. The king's advisers checked the Brahmin's figures, found them correct, and 10 showed them to the king. He was 11 surprised to find that he had 12 promised more than he could 13 perform, and that he was not 14 rich enough to pay the debt which he had so 15 contracted.

Exercise. Notice the numbered blanks in the selection above. Each corresponds with a numbered list below. From each list choose the most suitable adverb or adverbial phrase for the blank to which the list refers.

Some of the adverbs, of course, are only fairly suitable for the blanks for which they are listed. These you will discard. Try each of the others in turn, until actual trial of all convinces you that you have hit upon the very best ones.

1	2	3
much	readily	cunningly
greatly	willingly	shrewdly
well	eagerly	wisely
unspeakably	effusively	artfully
beyond words	enthusiastically	sagaciously
highly	gladly	craftily
extravagantly	glibly	diplomatically

4

carefully
accurately
correctly
exactly
truly
attentively

5

graciously
kindly
generously

6

thus
at this rate
in this manner
accordingly
in the same manner
so

7

rashly
thoughtlessly
carelessly
unthinkingly
imprudently
impetuously
lightly

8

without difficulty
easily
soon
gladly
willingly

9

soon
quickly
immediately
swiftly
instantly
presently
directly

10

wonderingly
hesitatingly
timidly
reluctantly
irresolutely
uncertainly
fearfully
doubtfully

11

greatly
immeasurably
unspeakably
considerably
hugely
completely
extremely
exceedingly

12

unfortunately
foolishly
unhappily
haplessly
unluckily
in an unlucky moment
in a foolish moment
in a thoughtless moment

13

in all eternity
in a lifetime
till doomsday
in an age
soon
in years
in all time

14

nearly
by any means
approximately
anywhere nearly
even to a small extent
not in a little measure

15

incautiously
recklessly
carelessly
imprudently
rashly
giddily
indiscreetly

* 11. Relative and Interrogative Adverbs

A. RELATIVE ADVERBS

Some adverbs do more than modify.

Exercise. 1. Examine the following sentence and name the principal clause and the dependent clause :

This is the house where Dickens was born.

2. Omitting the adverb *where*, read the sentence. Does the adverb *where* seem to be a kind of connecting word? What clauses does it bring into relation with each other? Can you use the words *and there* for *where*? What, then, is the twofold use of *where* in the sentence?

Adverbs that do the work of both adverbs and conjunctions are called **relative adverbs**. Some of those in common use are: *where, when, how, why, before, after, till, until*, and, when they denote time, *while, since*, and *as*.

Exercise. Point out the relative adverbs in these sentences and tell what they modify and what clauses they connect. Tell which is the principal clause and which the dependent clause in each sentence.

1. Before I went fishing with him I really did not know him.
2. Attend to this matter after you have done your other work.
3. I saw him when he threw the ball.
4. Roger Williams founded in Rhode Island a colony where all men were welcome.
5. When he reached the camp of Massasoit, the Indian chief kindly furnished him with a wigwam for the winter.
6. Men who had been persecuted elsewhere on account of their religion were glad to go to Rhode Island, where they were allowed to worship as they pleased.
7. When La Salle sailed down the Mississippi River, he explored it in the interests of France.

8. The place where the French planted their first settlement in Canada was called Quebec.

9. When La Salle sailed for Canada with a heart ready to brave any danger he was only twenty-three years of age.

10. He pushed on to the Saint Joseph River, where he built a fort.

A relative adverb is an adverb that connects a dependent clause with a principal clause and is similar in its use to a relative pronoun.

B. INTERROGATIVE ADVERBS

Adverbs that are used to introduce questions are called **interrogative adverbs**. The most common of these are: *where*, *when*, *how*, and *why*.

These sentences illustrate the use of interrogative adverbs:

Where are you going?

When shall we start?

How did it happen?

Why does he stay away?

An interrogative adverb is an adverb that is used in asking questions.

12. Drill in Correct Use

Oral Exercise. As you read the following sentences aloud repeatedly, select the correct word for each. When you can do this with certainty, read more rapidly, but always distinctly.

1. He didn't sing (no, any) more.
2. I cannot play (any, no) longer.
3. He didn't do (nothing, anything).
4. Isn't he (never, ever) coming?
5. Isn't he coming here (no, any) more?
6. I haven't (any, no) money.
7. The bride looked (beautifully, beautiful).
8. I never saw (one, none) more beautiful.
9. Her voice sounded (sweetly, sweet).
10. Are you stronger than (he, him)?

11. He is the (strongest, stronger) of (those, them) two boys.
12. I like (that, those) kind of people.
13. He never knew (any, no) better.
14. Speak (soft, softly) and look (wisely, wise).
15. How (deliciously, delioious) that honey tastes!

13. Vocal Drill

Exercise. 1. Stand erect, take a full breath, and exhale slowly and steadily, sounding *moo*, *mah*, *mee*, and *moh* softly as long as the breath lasts. Go up and down a full tone and back.

2. Do the same as 1, except to take two full-tone steps up and back and two down and back.

3. Read the following words distinctly, first whispering them, then speaking them aloud :

hosts	shrimps	lengthened	listen
ghosts	attempts	strengthened	glisten
chasms	thousandths	clothes	christen

14. Words Sometimes Mispronounced

Oral Exercise. Pronounce the following words after the teacher. Then read the entire list aloud several times, distinctly, rapidly, and correctly.

presentiment	government	brougham	pincers
parliament	governor	recognize	licorice
margarine	mediocre	vaudeville	pumice
oleomargarine	veille	cemetery	precedence
indecorous	obligatory	brigand	apparatus

Dictionary Work. Consult the dictionary about those words above that are new to you. Review their pronunciation and learn their meaning. Use the words in sentences to give information or entertainment to your classmates.

15. Practice and Test: Capitals and Punctuation Marks

Dictation Exercise. Study the following interesting letter, which was written by a well-known writer of stories to excuse his boys' absence from school. Note the capitals and the punctuation marks; then write it from dictation.

1400 Delaware Avenue
Indianapolis, Indiana
May 20, 1916

Mr. Wendell S. Brooks
The Brooks School for Boys
Indianapolis, Indiana

Dear Sir :

It is with deep regret that I am obliged to report that my two boys, Meredith and Lionel, were taken seriously ill to-day, just after luncheon. We hurriedly summoned the doctor, who, after a brief examination, pronounced their malady well-marked and clearly defined circusitis. When I was a lad, I too suffered every spring from this painful disease. It is not uncommon, I understand, about the time the green comes back in the trees and the lilacs bloom in the dooryard.

Our physician prescribed the usual remedy in such cases — an afternoon under a large tent, close to elephants, zebras, rhinoceri, and hippopotami.

I am glad to say that this treatment proved successful and that both boys are now in prime condition.

In these circumstances I beg that you will excuse their unavoidable and regrettable absence from school.

Yours sincerely,
Meredith Nicholson

P.S. The boys had a bully good time.

Correction Exercise. Compare your letter with the letter as printed in the book and correct your mistakes.

* 16. Parsing

1. Parsing Adjectives. To parse an adjective is to tell (1) its kind, (2) its degree (if comparative or superlative), and (3) its use in the sentence.

Example. A scalded dog is afraid of cold water.

A is the indefinite article (an adjective), used to modify the noun *dog*.

scalded is a descriptive adjective, used to modify *dog*.

afraid is a descriptive adjective, used as the predicate word after the verb *is*.

cold is a descriptive adjective, used to modify the noun *water*.

2. Parsing Adverbs. To parse an adverb is to tell (1) what kind of adverb it is, (2) what it modifies, and (3) if it is not in the positive degree, whether it is in the comparative or the superlative degree.

Example. He ran faster when he saw his rival gaining steadily.

faster is an adverb of manner; it is in the comparative degree; it modifies the verb *ran*.

when is a relative adverb; it modifies the verb *saw* and connects the adverbial clause, *when he saw his rival gaining steadily*, with the principal clause, *He ran faster*.

steadily is an adverb of manner modifying the word *gaining*.

Exercise. Parse the adjectives and the adverbs in the following sentences:

1. Tom Walker, who was a graduate of the Webster School, politely asked a friendly neighbor for a position in his office, which was one of the largest in the city where Tom lived.

2. When this man heard Tom's application for a position, he made an answer that gave Tom little hope.

3. I may give you a job when you are able to write a business letter which contains no mistakes in spelling, in punctuation, in letter form.

4. Tom, who had never paid much attention to letter writing, at once re-read his old grammar, which now, strangely enough, rapidly became a very interesting book.

5. While he was studying those chapters that gave all the rules and model letters, he also spent much time in writing all sorts of letters and correcting them.

6. Besides this, he put in the newspaper an advertisement which explained his schooling and his wishes.

7. When the next day's mail arrived, Tom received a letter which was from the very man who had discouraged him.

8. In reply Tom wrote him the most careful letter that he had written in his life.

9. He studied every sentence in it and every word and mark that might possibly be incorrect.

10. When it was finished, he copied and mailed it and waited eagerly for the reply.

11. They stumble that run fast.

12. Smooth runs the water where the brook is deep.

13. I shall never forget the kindness that you showed me.

14. While they slept an enemy came.

15. He is well paid that is well satisfied.

16. The man who never makes mistakes never makes anything.

17. Test in Applied Grammar

Many errors are made in the use of adjectives and adverbs. You have studied these, and you know where to find the pages in this book on which they are pointed out and explained. The following sentences contain forty common mistakes in the use of these two parts of speech :

1. Oh, I think that japanese music sounds beautifully!

2. He drove along very careful in his new car.

3. I never knew no one who laughed so queerly.
4. Hear them dogs barking loud.
5. John and James are both strong, but John is the strongest.
6. These sort of apples taste very sweetly.
7. New York is larger than any city in the United States.
8. There is some boys who like machinery and tools.
9. There isn't nothing more to be said.
10. He sang the most loudest of them all.
11. I never told nobody what you said.
12. I told nobody not a thing that you told me.
13. The man acted strange and odd.
14. He appeared strange and odd.
15. "Go slow, buy cheap, sell dear, talk loud" was his practice.
16. He was dreadfully annoying but awfully funny.
17. It most took my breath away.
18. I only saw Mr. Brown on Tuesday.
19. I saw Mr. Brown on Tuesday only.
20. Though the road is rough, that new french car rides beautiful.
21. She sure looks good, and she sings good.
22. He arrived sudden and unexpected.
23. He sure can drive a car.
24. He did it easy, and he did it good.
25. Them people haven't no kind of business here.
26. He is sleeping sound and breathing soft.
27. Sure you can use my car, but drive careful.
28. He most fell into the water.
29. I felt badly last night, but I feel pretty good now.
30. I haven't had no practice in them new tricks.

Exercise. Point out, explain, and correct the errors in the sentences above.

Drill in Correct Use. To get the bad taste of the bad grammar out of your mouth read the preceding sentences aloud repeatedly, correcting them as you read and reading faster as you become surer of the correct forms.

18. What You Have Studied in This Chapter (Eight)

The following summary gives a comprehensive view of the contents of the chapter. The topics are grouped under three headings: (I) Grammar; (II) Composition; (III) Review and Drill.

I. GRAMMAR

- * Kinds of adjectives (217)
- * The articles (218)
- * Special comparisons of adjectives (224)
- * Kinds of adverbs (227)
- * Relative and interrogative adverbs (232)
- * Parsing (236)

II. COMPOSITION

- Selecting suitable adjectives (220)
PROJECT: *Going Slang Hunting* (221)
- Explaining things (222)
- Comparing things; vocational problems (225)
PROJECT: *Writing and Acting a Play* (226)
- Selecting suitable adverbs (230)
Completion test (230)

III. REVIEW AND DRILL

- Review and test: adjectives (217)
- Review and test: adverbs (227)
- Drill in correct use (233, 238)
- Vocal drill (234)
- Words sometimes mispronounced (234)
Dictionary work (234)
- Practice and test: letter form, capitals, and punctuation marks (235)
Meredith Nicholson, letter on circusitis (235)
- Test in applied grammar (237)
Drill in correct use (238)

NOTE. The numbers in parenthesis refer to pages.

CHAPTER NINE

ADVANCED GRAMMAR AND REVIEW: VERBS AND VERBALS ¹

1. Review and Test: Linking Verbs and Transitive Verbs

Exercise. To show that you understand the three following definitions, give three sentences and point out the verb in each. Tell how you know that it is a verb and the kind of verb you say.

A verb is a word that asserts something — usually an action — about a person, place, or thing.

A linking verb is a verb that links the subject of the sentence to a word in the predicate which describes or explains the subject.

A transitive verb is a verb that expresses action which is received by some person or thing.

Exercise. Pick out the linking verbs in the following sentences and explain why you call them linking. In the same way point out and explain the transitive verbs.

1. Where did your daughter learn these useful household arts?
2. The brave sailors of the fifteenth century discovered America by accident.
3. The noise of the city became a low, steady rumble.
4. The reign of Queen Elizabeth seems long and glorious.
5. Trouble and war seemed very near, and everybody feared the consequences of a mistake.

¹ The starred sections in this chapter and the preceding three contain advanced technical grammar. See the "Time-Table and Teacher's Manual," written to accompany the present book.

* 2. Complete Verbs

As you know, a linking verb is followed by a predicate word, and a transitive verb is followed by an object.

Now, there is a third kind of verb. This verb is followed neither by a predicate word nor by an object. It makes a complete predicate without either of these followers. Hence it is called a **complete verb**.

Observe the complete verbs in the sentences below :

1. The children *laughed*.
2. The clouds *scattered*.
3. The dog *barked*.
4. Summer *had begun*.
5. The politician *scowled*.

Complete verbs, like any other verbs, may be modified by adverbs or adverbial phrases. Thus :

1. The children laughed heartily over the story.
2. The clouds scattered rapidly that June morning.
3. The dog barked angrily at the stranger.
4. Summer had begun at last after many delays.
5. The politician scowled with annoyance when he heard the news.

A complete verb is a verb that of itself can make a complete predicate.

The verb *is* is sometimes used as a complete verb.

1. God *was, is, and ever shall be*.
2. I think ; therefore I *am*.
3. Whatever *is*, is right.
4. There *will be* much suffering.
5. There *have been* hardships.

Impersonal verbs are complete verbs.

Exercise. 1. Read the following sentences :

1. It is raining.
2. It is storming.
3. It snowed all day.

2. What is the subject of each sentence? What is the meaning of this *it*? To whom or to what does *it* refer?

It is clear that, in such sentences as those above, the subject *it* stands for no person or thing. It may be called an **impersonal subject**, and the verb that goes with it, an **impersonal verb**.

Exercise. In these sentences four of the verbs are linking, three are transitive, and six are complete verbs. Point them out.

1. The story goes on for fifty pages more.
2. It is fairly exciting, but it seems long.
3. The hunter misses the trail in the storm.
4. He is hungry.
5. A wolf lives in that cave.
6. When he awakes, he sees the wolf.
7. He shoots wildly in the morning twilight.
8. The wolf escaped into the forest.
9. A bear appeared on a rock.
10. The bear appeared sleepy, and he did not notice the hunter.

3. Review and Test: Voice

Exercise. 1. Do you remember an interesting fact about transitive verbs — that they have two voices? They say the same thing in two different ways. Give two sentences that show this two-voiced peculiarity.

2. In the sentences below point out the verbs that are in the active voice.

1. The bear was killed by the Indian.
2. The Indian killed the bear.

3. The boy varnished the walnut table.
4. The walnut table was varnished by the boy.
5. The dress was ironed by the girl.
6. The girl ironed the school dress.
7. The nurse carried the baby.
8. The baby was carried by the nurse.
9. The man was bitten by the strange dog.
10. The strange dog was shot by the man.

3. Pick out the verbs that are in the passive voice.

4. If you find that you cannot tell the voice of a verb easily, turn to the word *Voice* in the Index of this book. There you will learn the pages on which this subject was explained. Study those pages and refresh your memory about this matter.

4. Project: *Protests, Debates, Speeches*

In the early colonial days of Massachusetts, over one hundred years before the Revolutionary War, there lived a powerful Indian chief whose name was King Philip. He hated the white settlers. He saw them growing in numbers and power; he saw them gaining possession of more and more of the land; and he realized that they were slowly but surely driving his people from their homes and hunting grounds. One of the bloodiest of all Indian wars is called King Philip's War. You can find an account of it in your histories. This war was King Philip's fierce and well-planned attempt to wipe out the white settlements and to win back Massachusetts for the red man.

In the speech that follows, Edward Everett tries to give an explanation of the Indian chief's bitter and unending hatred of the settlers. In words that King Philip himself is supposed to have spoken, Edward Everett tries to help us to understand the Indian's way of looking at the struggle between the red man and the white man.

White man, there is eternal war between thee and me! I quit not the land of my fathers but with my life. In those woods, where I bent my youthful bow, I will still hunt the deer; over yonder waters I will still glide unrestrained in my bark canoe. By those dashing waterfalls I will still lay up my winter's store of food; on these fertile meadows I will still plant my corn.

Stranger, the land is mine! I understand not these paper rights. I gave not my consent when, as thou sayest, these broad regions were purchased for a few baubles of my fathers. They could sell what was theirs; they could sell no more. How could my father sell that which the Great Spirit sent me into the world to live upon? They knew not what they did. The stranger came, a timid suppliant, few and feeble, and asked to lie down on the red man's bearskin, and warm himself at the red man's fire, and have a little piece of land to raise corn for his women and children; and now he is become strong, and mighty, and bold, and spreads a parchment over the whole, and says, it is mine.

Stranger, there is not room for us both. The Great Spirit has not made us to live together. There is poison in the white man's cup; the white man's dog barks at the red man's heels. If I should leave the land of my fathers, whither shall I fly? Shall I go to the south, and dwell among the graves of the Pequots? Shall I wander to the west, the fierce Mohawk — the man-eater — is my foe. Shall I fly to the east, the great water is before me.

No, stranger; here have I lived, and here will I die; and if here thou abidest, there is eternal war between me and thee. Thou hast taught me thy arts of destruction; for that alone I thank thee; and now take heed to thy steps, — the red man is thy foe. When thou goest forth by day, my bullet shall whistle by thee; when thou liest down at night, my knife is at thy throat. Thou shalt plant in terror, and I will reap in blood; thou shalt sow the earth with corn, and I will strew it with ashes; thou shalt go forth with the sickle, and I will follow after with the scalping-knife; thou shalt build, and I will burn, till the white man or the Indian shall cease from the land. Go thy way for this time in safety; but remember, stranger, there is eternal war between thee and me.

EDWARD EVERETT

Oral Exercise. 1. What does the Indian chief say in the first paragraph? What reason does he give in the second paragraph for not being willing to leave the land that the white settlers have bought? What additional reason does he give in the third paragraph? What is the meaning of the last paragraph?

2. Which of the four paragraphs is the most thrilling? Which sentence or sentences do you like best in that paragraph? Which sentence or sentences do you like best in each of the other paragraphs?

3. Read the opening sentence of each paragraph. Does it sum up the paragraph? Does it give you the key to the paragraph?

4. Memorize this speech.

Group Exercise. 1. You and your classmates may now plan a reply to the speech of the Indian chief. First of all, the teacher standing at the board will write briefly every promising suggestion that you have to offer for the reply. Then each suggestion may be discussed by the class. Is it to the point? How can it be improved? How can it be expressed with force?

2. Using the ideas that the preceding exercise has developed, make an outline for your reply to King Philip. Compare your outline with those made by your classmates.

3. Write the first sentence for each paragraph of your reply. Make it as interesting and effective a sentence as you can.

Oral Dramatization. Make believe that you and some of your classmates are the early settlers of Massachusetts. You have asked King Philip to come to the town hall to discuss peace. He arrives with several followers. Several pupils play that they are these Indians. In reply to the settlers' proposals for peace, King Philip delivers the speech that you memorized several days ago. Then you and several other pupils who are white settlers make replies to his speech. For these replies make use of the outlines and opening sentences that you prepared in the preceding exercise.

Oral Exercise. 1. Go to the public library and by consulting reference books find interesting facts about the Indians. Report these to the class in a formal talk, or speech, of several minutes. You could describe their customs (for example, the snake dance or the sun dance), or their ideas of heaven, or their ways of dressing. Perhaps the class would be best entertained if you told the story of the life of a famous Indian chief, like Powhatan, Pontiac, Tecumseh, Black Hawk, Geronimo, Red Jacket, or Sitting Bull.

2. Take part in a debate with your classmates on the question whether it was right for the white man to drive the Indian from the land that was his when the white settlers arrived. You may have to do some outside reading to prepare for this debate.

Written Exercise. 1. Did you ever read about the conquest of Mexico by Cortes or the conquest of Peru by Pizarro? Had these adventurers any right to fight the peoples they conquered? Find out about these events in early American history. Or find out about the different ways in which the colonies dealt with the Indians. Then tell your classmates what you have learned.

2. Should you like to write a letter to the class as if you were Montezuma, or a citizen of ancient Peru, or a North American Indian, telling what Cortes or Pizarro or the colonists did that you think unfair? Before writing, make sure of your facts by consulting a good history.

* 5. Auxiliary Verbs in Special Verb Phrases

You have already learned that a verb phrase consists of a principal verb and one or more helping verbs. Thus, in the phrase *was wounded*, *wounded* is the principal verb and *was* is the helping verb. Helping verbs are also called **auxiliary verbs**, which means the same thing.

The helping, or auxiliary, verbs are *is* (in all its forms), *have*, *has*, *had*, *shall*, *will*, *may*, *can*, *must*, *might*, *could*, *would*, *should*, *do*, *did*.

Various useful verb phrases are made with the aid of these auxiliary verbs.

A. EMPHATIC VERB PHRASES

PRESENT TENSE

SINGULAR

1. I do see
2. You do see
3. He does see

PLURAL

1. We do see
2. You do see
3. They do see

PAST TENSE

SINGULAR

1. I did see
2. You did see
3. He did see

PLURAL

1. We did see
2. You did see
3. They did see

Emphatic verb phrases have only two tenses, the present and the past. They have no passive forms.

In questions and in negative statements the helping verb *do* loses its emphatic character. Thus :

Do you go there very often?

I do not believe that I have been there.

Exercise. Change the verbs in the following sentences to emphatic verb phrases, being careful to keep the tense of each verb unchanged :

1. I like this old place.
2. He enjoyed the book his father gave him.
3. He ate all those crackers.
4. I saw him yesterday.
5. He studies.
6. He studied.
7. He worked.
8. She works.
9. The boy went to the fair.

B. PROGRESSIVE VERB PHRASES

Exercise. What is the tense of each verb in the following two sentences? Do the sentences have the same meaning? Which expresses the thought that the action was still in progress in past time?

1. I studied the book.

2. I was studying the book.

In the first sentence the verb, *studied*, merely asserts a past action. But the verb phrase, *was studying*, in the second sentence, asserts this action as actually going on or in progress in past time. Such a verb phrase is called a **progressive verb phrase**.

The following progressive verb phrases are all in the present tense :

SINGULAR	PLURAL
1. I am studying	1. We are studying
2. You are studying	2. You are studying
3. He is studying	3. They are studying

The principal verb in every progressive verb phrase ends in *-ing*. This *-ing* form of the verb, which you will study more fully later, is called the **present participle**.

The other tenses of progressive verb phrases are formed like the present tense above. The present participle of the principal verb is preceded by some form of the verb *is*. Observe the verb phrases in the following sentences :

1. The motorcycle policeman *is waiting* at the corner. (PRESENT TENSE)

2. While he *was standing* there, automobiles *were passing* up and down the boulevard. (PAST TENSE)

3. *Will he be waiting* at the same corner to-morrow? (FUTURE TENSE)

4. *I have been studying* shorthand for the last two months. (PRESENT PERFECT TENSE)

Exercise. Change the verbs in the following sentences to progressive verb phrases. Thus :

The actor *studied* his part.

The actor *was studying* his part. (*Was studying* is a progressive verb phrase.)

1. One night a fox prowled about a farmer's hencoop.
2. A hen roosted high up beyond his reach.
3. The farmer's dog came toward the coop.
4. The wind and the sun disputed which was the stronger.
5. A man and his son went with their donkey to market.
6. The conductor collects the fares.
7. At that time the young man boarded the car.
8. A fox looked up at a bunch of grapes.
9. While he works, I play ; while I work, he plays.
10. Shall you go to town soon and buy Christmas presents?

C. PHRASES WITH *MAY*, *CAN*, AND *MUST*

1. Verb phrases formed with *may* (past tense, *might*) express permission or possibility. Thus :

May I go to the game? (PERMISSION)

My father *may take* me to the office. (POSSIBILITY)

It *might have been*. (POSSIBILITY)

2. Verb phrases formed with *can* (past tense, *could*) express ability. Thus :

Any studious child *can do* this.

Can you *climb* that tree?

I *could climb* it a year ago.

3. Verb phrases formed with *must* express necessity. Thus :

I *must go*

You *must go*

He *must go*

We *must go*

You *must go*

They *must go*

D. PHRASES WITH *SHOULD* AND *WOULD*

The fact that *should* is the past tense of *shall*, and *would* the past tense of *will*, will help us in our use of these two words. Observe the following correct forms :

1. I *should* be more careful of my health if I were you.
2. I *would* carry out that plan at any cost if I were you. (DETERMINATION)
3. I *would* help you, but I cannot. (THAT IS: I have the *will* to help you.)
4. I *should* like to attend that lecture.
5. *Should* you catch cold if you wore no hat? No, I should not.
6. *Would* you go to Paris if you had the chance? Yes, I would. (THAT IS: I have the *will* to go.)

In dependent clauses *shall* and *should* are used in all three persons except when the subject is thought of as willing or being willing, when *will* and *would* are correct. Thus :

1. Let us try to finish the job before he shall return.
2. If anybody shall object to our plan, we shall argue his objections away.
3. Though you *should* escape, your brother will remain our prisoner.
4. If they *should* help us, we should succeed.
5. It is not strange that John *should* study hard.
6. If he *would* only get to work, all might be forgiven.

6. Review and Test: Tense, the Principal Parts

Exercise. 1. To show that you remember what you learned about the six tenses, give six sentences, each containing the verb *see* in a different tense. If you cannot do this, review those pages earlier in this book that explain the six tenses. The numbers of those pages are given in the Index after the word *Tense*.

2. Name the tense of each of the following verbs or verb phrases :

- | | |
|-----------------------|----------------------|
| 1. I go | 7. You had done |
| 2. I went | 8. He will have done |
| 3. I have gone | 9. They will do |
| 4. You will go | 10. We did |
| 5. They had gone | 11. He has done |
| 6. We shall have gone | 12. He does |

The **principal parts** of the three verbs used above, *see*, *do*, and *go*, are :

see	saw	seen
do	did	done
go	went	gone

Exercise. 1. In what tense or tenses is the first of the three principal parts of the verbs used? The second? The third?

2. Which of the three principal parts is *always* used (1) after the helping verbs *have*, *has*, and *had*; (2) after the helping verb *is* (in all its forms), that is, in the passive voice of a verb?

There is a list of the principal parts of verbs given in the Appendix of this book, in order that you may consult it when necessary. It may be necessary in the following game.

Game. This game is played like an old-fashioned spelling match. Pupils do not spell words, however. Instead, they fill the blanks in the following sentences with the principal parts of verbs.

Before the game begins, the teacher should put at least fifty common verbs, such as *see*, *do*, *come*, *ring*, *sing*, *drink*, *go*, *lie*, *lay*, *sit*, on the front board. Then in the center of the board should be written the following incomplete sentences :

1. He — now.
2. He — yesterday.
3. He will — to-morrow.
4. He has — to-day.

The blanks in those sentences are to be filled with the proper principal parts of the verbs listed on the blackboard.

Each pupil, when his turn comes, takes the verb that follows the one which has just been used, and fills the above blanks with the correct principal parts of that verb. It is evident that all the principal parts of each verb are brought into play.

If the verb needs an object or predicate word, this too should be supplied by the pupil.

All transitive verbs should be used also in the passive voice, which means filling the additional blanks below :

5. It is ——— to-day.

6. It has been ——— to-day.

7. Drill in Correct Use

Oral Exercise. Read the following sentences repeatedly, selecting the correct form of the verb for each as you read, and trying to read without hesitation and with increasing sureness and ease :

1. I (saw, seen) you at the bank.
2. You (were, was) at the cashier's desk.
3. I have often (gone, went) to that bank.
4. (Was, Were) you ever there before?
5. Who (done, did) this? What have they (did, done)?
6. Has he (brung, brought) the mail yet?
7. Has he (rang, rung) the bell yet?
8. Have you ever (drunk, drank) this mixture?
9. Your package has (came, come) at last.
10. (Were, Was) you (to, at) home yesterday?
11. He has (sung, sang) over the radio before.
12. (Sit, Set) by the fire and tell me what you (was, were) thinking.
13. The song was (broadcasted, broadcast) from Chicago.
14. Have you ever told or (written, wrote) any one what you (did, done) on that trip?

15. They (hung, hanged) the spy who had (seen, saw) the maps and had (wrote, written) the letter of information.
16. Who (brung, brought) this package here?
17. When did you last have your picture (taken, took)?
18. They have (ate, eaten, et) up all the candy.
19. He (hadn't ought, ought not) to go there alone.
20. Tell me what you have (saw, seen) and what you have (did, done).

8. Vocal Drill

Exercise. 1. Stand erect, take a full breath, exhale slowly, and sound *oo-ah*, *oo-ee*, *oh-oo*, *oh-ee-ah* softly as long as the breath lasts. Repeat and repeat.

2. Do the same as in 1, but go up one or two tones and back and down one or two tones and back, alternating in this way while the breath lasts. Repeat several times.

3. Read aloud a stanza or two from poems you have recently studied.

9. Words Sometimes Mispronounced

Oral Exercise. Pronounce these words and polite phrases after the teacher. Then read the list aloud several times, rapidly, distinctly, and correctly.

extraordinary	clothes	secretary	envelope
orchestra	tedious	direct	dictionary
yesterday	Good evening	news	How are you?
yes	Good morning	says	Thank you
no	How do you do?	yellow	Thanksgiving Day

Dictionary Work. How long will it take you to find one column of these words in the dictionary? Select one of the words you have looked up and use it in an interesting sentence. Perhaps you can make up a comical sentence for the amusement of your classmates.

10. Vocational Problems

A. THE WORK I INTEND TO DO WHEN I AM GROWN UP!

Oral Exercise. Tell your classmates in a two-minute talk what you intend to do when you are grown up. Before beginning to speak, decide what you will speak of first, what second, what third, and so on.

Written Exercise. Write a letter to a classmate, telling what you would do when you are grown up, *if you could do anything you pleased*. Let no one know what you are writing until you read your letter aloud.

Group Exercise. Three or four of these letters should be copied on the board so that they may be criticized by the class. In these criticisms the following questions are to the point :

1. Are heading, greeting, and ending correctly written and punctuated?
2. Did the writer put down as sentences any groups of words that are not sentences?
3. Are there any errors in the use of verbs?
4. Can more suitable verbs be substituted for any in the letter?

B. APPLYING FOR A POSITION

THE BOY WHO RECOMMENDED HIMSELF

A gentleman advertised for a boy to assist him in his office, and nearly fifty applicants presented themselves to him. Out of the whole number he selected one and dismissed the rest.

"I should like to know," said a friend, "on what ground you selected that boy, who had not a single recommendation."

"You are mistaken," said the gentleman, "he had a great many. He wiped his feet when he came in and closed the door after him, showing that he was careful. He gave his seat instantly to that lame old man, showing that he was kind and thoughtful. He took off his cap when he came in and answered my questions promptly, showing

that he was polite and gentlemanly. He picked up the book, which I had purposely laid on the floor, and replaced it on the table, showing that he was orderly whereas all the rest stepped over it; and he waited quietly for his turn, instead of pushing and crowding. When I talked to him I noticed that his clothing was tidy, his hair neatly brushed, and his finger nails clean. Do you not call these things letters of recommendation? I do." — ELLA LYMAN CABOT, "Ethics for Children" (Adapted)

Oral Exercise. When you apply for a position, what does your possible employer wish to know about you? Is he interested in your age? Your health? Your father? Your record at school? Your ideas about work? Why is he interested in these matters?

Written Exercise. Suppose that you are planning to apply for a position for the summer months. You find that the man cannot give you time to talk to him. "Write me what you have to tell me," he says. Write this letter applying for the position you want. Make it brief, for he is a busy man; but omit nothing important that might induce him to employ you. Make an outline first. Remember that penmanship, spelling, and punctuation may tell him more about you than what you say.

* 11. Mood

In the following three sentences there are three forms of the verb *is*. Each may be said to indicate the mood in which the speaker uttered the sentence.

1. This statement *is* true.
2. If this statement *were* true, I should punish him.
3. *Be* sure of it before you act.

The verb *is*, in the first sentence, is used to assert a fact. In the second sentence *were* expresses a condition that is contrary to fact (the speaker is merely supposing something that he thinks is contrary to actual fact).

In the third sentence the form *be* expresses a command.

These three different ways that verbs have of making assertions are called their moods.

There are three moods :

1. The **indicative mood**, in which a verb states something as a fact (or as believed to be a fact).

2. The **subjunctive mood**, in which a verb expresses what is not actual but only thought of and doubtful, or only wished, or possibly even contrary to fact.

3. The **imperative mood**, which is the mood of command, direction or instruction, and request.

Observe the following sentences :

1. I *am going* to the theater. (*Am going* is in the INDICATIVE MOOD.)
2. If I *were going* I should take you. (*Were going* is in the SUBJUNCTIVE MOOD.)
3. *Go* to the play and *tell* me about it. (*Go* and *tell* are in the IMPERATIVE MOOD.)

A. THE SUBJUNCTIVE OF THE VERB *Is*

The subjunctive mood has very few forms that are different from the corresponding forms of the indicative mood.

The verb *is* is more commonly used in the subjunctive mood than any other verb and has the greatest variation of forms from the indicative. But the subjunctive of even this verb differs from the indicative in only a few forms.

The entire present tense subjunctive of *is* differs from the indicative. Thus :

PRESENT TENSE

SINGULAR		PLURAL	
<i>Indicative</i>	<i>Subjunctive</i>	<i>Indicative</i>	<i>Subjunctive</i>
1. I am	1. I be	1. We are	1. We be
2. You are	2. You be	2. You are	2. You be
3. He is	3. He be	3. They are	3. They be

The past tense of the subjunctive of *is* has two important points of difference in form from the indicative. Thus:

SINGULAR		PAST TENSE		PLURAL	
<i>Indicative</i>	<i>Subjunctive</i>	<i>Indicative</i>	<i>Subjunctive</i>	<i>Indicative</i>	<i>Subjunctive</i>
1. I was	1. I were	1. We were	1. We were	1. We were	1. We were
2. You were	2. You were	2. You were	2. You were	2. You were	2. You were
3. He was	3. He were	3. They were	3. They were	3. They were	3. They were

The only other difference in form between the subjunctive of *is* and the indicative of *is* appears in the present perfect tense, the third person singular form. Instead of the indicative form *he has been*, we have the subjunctive form *he have been*. Thus:

If he really *have been* here, he *has left* no trace of the fact.

In all other tenses the two moods of the verb *is* have exactly the same form.

B. THE SUBJUNCTIVE OF VERBS OTHER THAN *IS*

In other verbs the subjunctive has the same forms as the indicative, except in the third person singular of the present and of the present perfect.

1. The indicative of the third person singular, present, is:

he loves, he sees, he obeys, he goes, he walks

The subjunctive of the third person singular, present, is:

he love, he see, he obey, he go, he walk

2. The indicative of the third person singular, present perfect, is:

he has loved, he has seen, he has gone, he has walked

The corresponding subjunctive forms read:

he have loved, he have seen, he have gone, he have walked

C. VOICE AND MOOD

There are no other differences between the forms of the two moods in the active voice. In the passive voice, since the passive voice of a verb is formed with the verb *is*, we have the variations that we have already seen in present, past, and present perfect tenses of the verb *is*.

D. SUMMARY

Exercise. 1. Give two sentences containing the verb *see* in the indicative mood. Explain.

2. Give three sentences containing the verb *do* in the subjunctive mood. (SUGGESTION: Begin with the conjunction *if* the clause containing the subjunctive verb.) Explain.

3. Give three sentences containing the verb *go* in the imperative mood. Explain.

Exercise. Thirteen verbs in the following sentences are in the subjunctive mood. Point them out, tell their tense, number, and person, and try to explain the shade of thought and feeling that the subjunctive form expresses in each instance.

1. If he fail in his attempt, he will make another attempt.
2. If he be dishonest, we shall discover it.
3. If he be honest, he need have no fear.
4. If I were a millionaire, I should be no happier than now.
5. Though he were ten times as old, he should not escape punishment.
6. If he have been unfair, he will atone for it.
7. Though he walk a mile, he will not find it.
8. Though he have walked a mile, he has not found it.
9. Oh, that he were here in this time of trouble!
10. If the ghost appear to-night, we will speak to it.
11. Oh, that I be given another chance at the same difficulty!
12. If he have ever seen a ghost, why has he not spoken of it?
13. He should speak, though it kill him.

12. Making Stories from Headlines

Oral Exercise. Read the following headlines, most of which have been collected from recent newspapers. Which one interests you most? Invent a story for that one and tell your story to your classmates. It may be that several pupils will tell totally different stories for the same headline.

1. HOUSE SAVED FROM FIRE BY CHILDREN
2. LOCKED IN HIS OWN HOUSE
3. ASLEEP AS HIS TRAIN LEAVES STATION
4. STOLEN AUTOMOBILE MYSTERIOUSLY RETURNED
5. BOYS LEARN TO SEW
6. BOY ELECTROCUTED WHEN HE CLIMBS ELECTRIC-LIGHT POLE
7. BOY LOST FOUR DAYS
8. MISTAKES HER SON FOR BURGLAR
9. BELGIAN NURSE DECIDES TO BECOME UNITED STATES CITIZEN
10. OUTING FOR TWO THOUSAND "LITTLE ITALY" CHILDREN
11. STRANGE VESSEL SEEN ON THE MISSOURI
12. THREE GIRLS DROWNED
13. LOSES HIS LIBERTY BOND; FINDS FRIEND
14. MOST POPULAR PATIENT ESCAPES HOSPITAL
15. LAUNCH OVERTURNS
16. DECORATED FOR BRAVERY
17. AUTOMOBILE ACCIDENT ON COUNTRY ROAD
18. BOY LOCKED IN PUBLIC LIBRARY OVERNIGHT

Project. Let each pupil bring to class several headlines such as are suitable for use in story-making. Many can be found in newspapers. Old newspapers are preferred. Let each headline be written on a slip of paper and placed in a hat or jar. Each pupil draws one of these slips from the hat. Then, as if he were a newspaper reporter asked to have his "copy" ready in twenty minutes or half an hour, he writes at once and rapidly as enter-

taining a tale as he can invent for the headline. All the stories are to be read aloud to the class, who will pass on them as an editor might.

* 13. Participles

The following two groups of three sentences each illustrate the twofold nature of participles :

1. The *whistling* youngster moved noisily down the road.
2. We watched the *fighting* animals.
3. The *playing* children made much noise.
4. The youngster, *whistling* a tune, moved noisily down the road.
5. We watched the animals *fighting* their keeper.
6. The children, *playing* their games, made much noise.

In sentences 4, 5, and 6, above, we have words which modify nouns as if they were adjectives, and which at the same time are followed by objects as if they were verbs. They seem to be *part* adjectives and *part* verbs. Such words are called **participles** (*part-iciples*).

The chief classes of participles are present participles and perfect participles.

The **present participle** ends in *-ing* and describes an action as taking place at the same time with some other action. As :

I listened, *wondering* all the while what he wanted.

Whistling, and *humming* tunes, he worked at his bench.

The **perfect participle** denotes completed or perfected action.¹ Many perfect participles end in *d* (or *ed*).

These sentences contain perfect participles :

Beaten on their own soil, they surrendered.

Finished at last, the painting was offered for sale.

I have *finished*, you have *finished*, he has *finished*.

¹The *perfect participle* is called the *past participle* by some grammarians.

It is the perfect participle that we use in forming the perfect tenses of the verb. The perfect participle is the third of the three so-called principal parts of a verb. As :

I give, I gave, I have given. (*Given* is the perfect participle.)

Exercise. In the sentences that follow pick out the participles and tell whether each is present or perfect, and what it modifies :

1. The boy, called Shorty, delighted in the name.
2. Spoken slowly, the lines were most impressive.
3. Laughing boisterously, he left the room.
4. The smiling girl made no reply.
5. The animal, scared and cringing, uttered no sound.

There are six participles. We need not memorize these; for, knowing the present and perfect participles, we shall have little difficulty in recognizing the four others as participles, though we may not be able to give them their exact names. They are given here for reference :

THE ACTIVE FORMS

Present participle	<i>seeing</i>
Present perfect participle	<i>having seen</i>
Progressive perfect participle	<i>having been seeing</i>

THE PASSIVE FORMS

Perfect participle	<i>seen</i>
Present perfect participle	<i>having been seen</i>
Progressive perfect participle	<i>being seen</i>

A participle may be added to a noun or a pronoun as a modifier to form with it an adverbial phrase telling the time or the cause or the circumstances of the action asserted by the verb of the sentence. Thus :

1. *The time for his address arriving*, he rose from his seat.
2. *This being the last day*, we hurried to the Fair Grounds.
3. *My chance approaching*, I made ready to leap aboard.

4. *The gates opening then*, we rushed in together.

(Observe that the participle in each of these adverbial phrases modifies the noun or pronoun in the phrase, and that the whole phrase modifies the verb of the sentence.)

5. *My curiosity awaking*, I followed him into the house.

6. We gave up the trip, *our trunks not arriving*.

7. *Our work done*, we went into the street.

Exercise. Rewrite each of the preceding sentences, changing the adverbial phrase into an adverbial clause without altering the meaning of the sentence. Thus :

The time for his address arriving, he rose from his seat.

When the time arrived for his address, he rose from his seat.

A participle is a verb form that partakes of the nature of an adjective.

CORRECT USE

It should always be clear what word a participle modifies, or else the meaning of the sentence may not be clear. Thus, in the sentence

Walking to school, a furniture wagon broke down,

the participle *walking* has no word to modify. It surely does not modify *furniture wagon*. Who is it that is walking to school? The sentence does not say. We need to add a word that the participle can modify. Thus :

Walking to school, the *boy* saw the furniture wagon break down.

Now *walking* is no longer dangling in the air. It is firmly attached to *boy*, which it modifies.

Exercise. 1. Complete each of the following imperfect sentences by giving the dangling participle a noun or a pronoun to modify and by making other necessary changes :

1. Going to the grocery, the handle of my basket broke.
2. Watching the animal, the rifle went off unexpectedly.
3. Going down town to-day, an accident happened.
4. Sitting on the porch, the thunderstorm was soon over.
5. Looking up at the sky, an airplane flew by.
6. Having eaten our lunch, the train started again.
7. Using a sharp knife, my finger was cut.
8. Being careless, the library book was mislaid.
9. Listening to him, the time quickly passed.
10. Working all morning, the yard was put in order.

2. Make sentences beginning with the following groups of words, each of which contains a participle:

- | | |
|---------------------------------|-------------------------------------------------------|
| 1. Laughing aloud | 10. Having drunk the milk |
| 2. Singing merrily | 11. Eating the sandwich |
| 3. Making another effort | 12. Hoping to hear from you soon |
| 4. Trying once more | 13. Hoping for the best |
| 5. Having put on my hat | 14. Wishing you success |
| 6. Feeling bright and happy | 15. Promising to call soon |
| 7. Looking into the window | 16. Trusting that this explanation
is satisfactory |
| 8. Thanking you for past favors | 17. Looking forward to your reply |
| 9. Missing my friend | |

14. Study of a Picture

Oral Exercise. Bring to school a full-page picture that you have found in a monthly magazine or on the cover of a weekly periodical. Choose a picture about which you can make up a story. Tell this story, but not the title of it.

When you have told your story to the class, they will try to select your picture from a number that the teacher will show them.

Project. It is much fun to make a class picture book. Each pupil writes a description of himself, and this description (after the class has suggested improvements and it has been rewritten)

forms one page of the book. As the teacher reads each description aloud, the class tries to tell who wrote it. All the descriptions may be bound in a cover, on which may be printed this title:

THE CLASS PICTURE BOOK

* 15. Gerunds

Gerunds resemble present participles in that they always have the ending *-ing*.

Exercise. Observe the italicized words in the eight sentences below and tell how each is used in its sentence:

1. *Talking* is forbidden.
2. Talking *noisily* is forbidden.
3. Talking *politically* is forbidden.
4. *Noisy* talking is forbidden.
5. *Shooting* requires skill.
6. Shooting *accurately* requires skill.
7. Shooting *quail* requires skill.
8. *Accurate* shooting requires skill.

A study of the preceding eight sentences shows that *talking* and *shooting* may be used as subjects and may be modified by adjectives — as if they were nouns; they may also be modified by adverbs and may take objects — as if they were verbs; and they resemble present participles in form, that is, in ending in *-ing*.

Such many-sided words, which are part noun and part verb and have the *-ing* ending of present participles, are called **gerunds**.

Exercise. In the following sentences the words in italics are gerunds. Tell the use of each one, and if it has modifiers and is followed by an object, name these.

1. *Walking* is good exercise.
2. Rapid *walking* is good exercise.
3. *Walking* rapidly is good exercise.
4. *Seeing* the world was his occupation that year.
5. *Looking* into the matter proved no easy task.
6. *Working* at night and *sleeping* while others were at work did not suit him.
7. He enjoyed *reading* good books.
8. When it came to *doing* something difficult, James was always the boy who was wanted.
9. This was *asking* too much.
10. *Returning* cautiously to the river bank was harder than we had expected.

It is easy to distinguish between the gerund and the present participle if we remember that while they have exactly the same outward appearance, the gerund partakes of the nature of a verb and of a *noun*, and the present participle partakes of the nature of a verb and of an *adjective*.

Distinguish between the gerunds and the present participles in the following sentences :

1. Sitting in a large armchair and reading his favorite author, Smith did not care how much it stormed outdoors.
2. Sitting in a large armchair and reading his favorite author was Smith's greatest pleasure.
3. Climbing the mountain, Rip was soon beyond the sounds of the village.
4. Climbing the mountain was difficult.
5. We saw him climbing the mountain.
6. He enjoyed climbing the mountain.
7. We had heavy shoes for climbing the mountain.
8. After thinking the matter over, I gave him some money.
9. Thinking the matter over, I decided to give him some money.
10. Being poor is no disgrace.
11. Being poor, he could not afford to go.

12. This is what comes of being lazy.
13. Thinking quickly helped him out of the difficulty.
14. Thinking quickly, he leaped into the cold water.
15. Reading, writing, and arithmetic kept him studying most of the day.

CORRECT USE

Since a gerund partakes of the nature of a noun, it may be modified by a possessive noun or pronoun. Thus :

1. The *boy's* whistling annoyed the teacher. (NOT: The *boy* whistling annoyed the teacher.)
2. *Mary's* whispering annoyed the teacher. (NOT: *Mary* whispering annoyed the teacher.)
3. *My* whispering annoyed the teacher.
4. *His* and *her* whispering annoyed the teacher.

Exercise. From the two words in parentheses choose the correct one for each of the following sentences :

1. I did not know of (his, him) going.
2. Did you hear of (us, our) planning the surprise?
3. I wonder if they remember (me, my) sending the letter.
4. The (pipe, pipe's) bursting caused the damage.
5. The (man, man's) shouting warned the boys off the ice.
6. Do you remember (his, him) telling us the news?
7. Think of (their, them) forgetting us.
8. I like to remember (you, your) writing me when I could not be at school.
9. He told of the (girls, girls') whispering in the hall.
10. We were sure of the (teacher, teacher's) coming.

Drill in Correct Use. When you know well which words to choose for the sentences above, read the ten sentences aloud repeatedly, selecting the correct word for each as you read. Gradually increase your speed, but always read distinctly.

Exercise. Use these words in sentences, first as gerunds, then as present participles :

running	digging	fishing	being	writing
laughing	having	hunting	wishing	riding

The gerund has other forms besides the common one that is identical with the present participle. Some of these are rarely or never used. They are given here for reference.

THE ACTIVE FORMS

Present	<i>giving</i>
Progressive present	<i>being (out) giving</i>
Present perfect	<i>having given</i>
Progressive perfect	<i>having been giving</i>

THE PASSIVE FORMS

Present	<i>being given</i>
Present perfect	<i>having been given</i>

That these are true gerunds may be seen by using them in sentences. Thus :

Having been giving aid proved a pleasant memory.

Having been given a new master was a fact Uncle Tom could not doubt.

Being out walking with you is a great pleasure.

THE GERUND AS PART OF A COMPOUND NOUN

A gerund, like any other noun, may be used as the adjective element of a compound noun. Thus we say *horse barn*, *street car*, *house boat*, and we may say also *sewing machine*, *running track*, *writing fluid*, meaning "machine for sewing," "track for running," "fluid for writing."

In this connection the distinction between the gerund and the present participle may be made to yield much amusement. For instance, in the compound noun *eating place*, *eating* is (as in all

these compound nouns) a gerund. If *eating* were here the present participle, an *eating place* would mean a "place that is eating." Similarly, a *drinking glass* would mean a "glass that is drinking," a *milking stool* a "stool that is milking," a *hunting coat* a "coat that is hunting." Notice the difference between a *sleeping boy* and a *sleeping car*, between a *singing bird* and a *singing teacher*, and consider that a *moving van* may be standing still, and that a *riding horse* may not be riding at all but walking on its own four feet with a rider on its back.

Game. 1. Answer the following questions. Thus, the fifth question may be answered in this way: "No, a bathing cap does not bathe. It is a cap *for* bathing." Look out for one of the questions; it is a catch question.

1. Does a smoking jacket smoke? If not, why is it called a smoking jacket?

2. Does a dining room dine?

3. Does a drawing board draw? If not, why is it called a drawing board?

4. Does a reading room read?

5. Does a bathing cap bathe?

6. Does a dressing gown ever dress?

7. Does a thinking cap ever think?

8. Does a rolling stone ever roll?

9. Does a skating cap ever skate?

10. Do playing cards ever play?

2. Now make up questions of your own like those above, and ask your father or mother to answer them. Introduce an occasional catch question. Use expressions like the following:

driving gloves

camping outfit

sleeping porch

writing paper

swimming lessons

dancing teacher

laughing gas

voting booth

ironing board

A gerund is a verb form that partakes of the nature of a noun.

16. Writing a Book Review

Oral Exercise. 1. What kind of stories do you like best? Who is your favorite author?

2. If a friend of yours has read a book of which you know nothing, and tells you that he liked it very much and that you should read it, what questions should you ask him about it?

3. Should you want him to tell you the whole story? Should you want him to tell you how it ends? Should you want him to tell you how it begins?

Group Exercise. Write a list of questions to ask about a new book that you think you may want to read. Read this list to your classmates and listen to theirs. Then, together with the other pupils, make up the best list you can. Leave out all foolish and unimportant questions. As you decide on one suitable question after another, the teacher will write it on the board.

Project. The teacher will ask each pupil to read a book for the purpose of letting his classmates know whether they would care to place it on their vacation reading list.

Using the questions that were prepared in the preceding exercise, write a short account of the book you have read. Such an account is called a book review. As you write, remember that its purpose is to help your classmates to a true opinion of the book.

* 17. Infinitives

Infinitives are full of surprises for us after our study of the more staid and regular kinds of words. In fact, they are a little more many-sided even than gerunds, which they resemble.

Exercise. Is there any difference in meaning between the words in italics in sentences 1 and 2, on the following page? Between those in sentences 3 and 4? Between *to speak* (an infinitive) and *speech* (a noun)?

1. *To sleep* soundly is a good preparation for another day.
2. Sound *sleep* is a good preparation for another day.
3. *To work* hard is to succeed.
4. Hard *work* is success.
5. *To speak* plainly sometimes requires courage.
6. Plain *speech* sometimes requires courage.

We see that an infinitive, like a noun, may be the subject of a sentence. Before concluding, however, that it is simply another kind of noun let us examine it further in other sentences.

Exercise. 1. Point out the infinitives in the sentences that follow and tell what part of the sentence each is :

1. To speak the right word *at the right time* requires good judgment.
2. To read good *books* is to prepare *wisely* for life.
3. To eat good *food* is a boy's delight.

2. Explain the use of each italicized word or group of words.

It appears from these sentences that an infinitive, like a noun, may be the subject of a sentence and, like a verb, may have both an object and adverbial modifiers. An infinitive, then, like a gerund, partakes of the nature of a noun and of a verb.

But we have not yet heard the whole story of the infinitive. In addition to being sometimes used as a noun and sometimes modified like a verb, an infinitive may be used as an adjective modifier of a noun and as an adverbial modifier of a verb, adjective, or adverb.

The following sentences illustrate these uses :

This was my chance *to say* a word. (Adjective modifier of the noun *chance*)

His desire *to see* the game was strong. (Adjective modifier of the noun *desire*)

He arose *to go*. (Adverbial modifier of the verb *arose*)

The prisoner was afraid *to speak*. (Adverbial modifier of the adjective *afraid*).

He was anxious *to find* the lost book. (Adverbial modifier of the adjective *anxious*)

I am happy *to be* here. (Adverbial modifier of the adjective *happy*)

He is old enough *to know* better. (Adverbial modifier of the adverb *enough*)

The infinitive may have the following noun uses in addition to those already explained :

a. As an appositive, explaining the pronoun *it* ; as :

It is impossible *to send* you this book to-day.

It will be unwise *to trust* these strangers with our secrets.

b. As the object of a transitive verb ; as :

She wished *to study* music.

The man wanted *to eat*.

The infinitive may also be used as the verb in an infinitive clause ; as :

I expected him *to go*.

He wished me *to win*.

We see, then, that the infinitive has many and different uses.

An infinitive is a verb form that partakes of the nature of a noun, of an adjective, and of an adverb.

The preposition *to*, which for convenience is regarded as a part of the infinitive and commonly precedes it, has lost its prepositional character and is called the **sign of the infinitive**.

The infinitive has the following forms :

THE ACTIVE VOICE

Present

to give

Present perfect

to have given

THE PASSIVE VOICE

Present

to be given

Present perfect

to have been given

CORRECT USE

I. As a rule no modifier should be permitted between *to* and the infinitive. Thus :

I ask you *to do* this *quickly*. (NOT: *to quickly do* this)

He tried *to work* it out *exactly*. (NOT: *to exactly work* it out)

He hopes *to depart* *immediately*. (NOT: *to immediately depart*)

II. Avoid using *and* for *to* in such sentences as "Try to do it."

Try *to* do right. (NOT: Try *and* do right.)

Try *to* win. (NOT: Try *and* win.)

III. Avoid ending a sentence with *to* instead of with the whole infinitive. Thus :

Do as I told you *to do*. (NOT: Do as I told you *to*.)

We visited there and we intend *to visit* there again. (NOT: We visited there and we intend *to* again.)

IV. Observe the following correct forms :

I hoped *to go*. (NOT: I hoped *to have gone*.)

I meant *to do it*. (NOT: I meant *to have done it*.)

I planned *to call* on you. (NOT: I planned *to have called* on you.)

I should have liked *to go*. (NOT: I should have liked *to have gone*.)

I should like *to have gone*.

I expected *to go*.

I should have been glad *to go*.

V. Notice the italicized pronouns in the following sentences. They show the correct use of pronouns in infinitive clauses.

1. He knew it to be *me*. (NOT: He knew it to be *I*. But, "He knew that it was *I*" is correct.)

2. She thought him to be *me*. (NOT: She thought him to be *I*. But, "She thought that he was *I*" is correct.)

3. I know the lecturer to be *him*. (NOT: I know the lecturer to be *he*. But, "I know that the lecturer is *he*" is correct.)

18. Practice and Test: Capitals and Punctuation Marks

Exercise. Write the following selection from dictation, inserting capital letters and punctuation marks where you think they are needed. Then the teacher will read the selection a second time, indicating the capitals and punctuation marks, in order that you may discover your errors. Draw a line under each error, but there should be none.

1 A nearsighted old gentleman lost his hat in a sudden gale.
2 Swiftly it rolled along the ground before the wind. The old
3 gentleman started in hot pursuit, but the best he was able to do
4 was to keep it in sight. At last, however, during a lull in the
5 windstorm, he managed to gain on it. Yes, there it was, in a
6 yard behind a high fence. Scrambling over with great difficulty,
7 he started to chase it afresh; but each time he thought he had
8 caught it, it slipped away again and out of reach.

9 Then a woman's angry voice broke on his ears. "What are you
10 doing there?" she demanded shrilly.

11 He explained mildly that he was only trying to catch his hat.

12 "Your hat!" she cried. "Well, I don't know where your hat
13 is; but that's not a hat you're chasing; that's our little brown
14 hen."

* 19. Parsing

1. Parsing Verbs. To parse a verb is to tell (1) what kind of verb or verb phrase it is; (2) whether it is in the active or the passive voice; (3) what its principal parts are; (4) what its tense, person, and number are; (5) what its subject is.

Example. If I may hear the great violinist, I shall be pleased.

The transitive verb phrase *may hear* is formed with the helping verb *may*. It is in the active voice, its object being the noun *violinist*.

The principal parts are *hear, heard, heard*. It is in the present tense, first person singular, to agree with its subject *I*.

shall be pleased is a transitive verb, in the passive voice. Its principal parts are *please, pleased, pleased*. It is in the future tense, first person singular, to agree with its subject *I*.

2. Parsing Participles, Gerunds, Infinitives. To parse a participle, a gerund, or an infinitive is to tell (1) that it is a participle, a gerund, or an infinitive, and (2) what its use is in the sentence.

Example. "I wish to go; but going means to leave you here working alone."

to go is an infinitive; it is used as the object of the verb *wish*.

going is a gerund; it is used as the subject of the verb *means*.

to leave is an infinitive; it is used as the object of the transitive verb *means*.

working is a participle; it is the present participle of the verb *work* and is used as an adjective modifier of the pronoun *you*.

Exercise. Parse the verbs, the participles, the gerunds, and the infinitives in the following sentences:

1. This is a book to read and to read again.
2. It was not possible to forget that ringing speech.
3. Music is said to be the speech of the angels.
4. The tumult and the shouting died.
5. The cooking naturally preceded the eating.
6. They took a walking trip through the Ozarks.
7. I am surprised to see you doing such things.
8. I am surprised at your doing these things.
9. To speak indistinctly is to miss being understood.
10. Seen from the outside, the house looked shabby.
11. Singing and working, she passed the summer happily.
12. Walking is good exercise.
13. Do you sell writing fluid and writing paper?

14. The sleeping boy heard nothing of the accident to the sleeping car.
15. I am happy to see you looking well.
16. I saw my chance to obtain a desirable position.
17. They wanted to take a trip to Italy.
18. The boy wished to win the prize.
19. Seeing is believing.
20. There's nothing like trying except succeeding.
21. He asked me to go with him on the skating party.
22. The hope to succeed inspired her.
23. He hoped to succeed, and he feared to fail.
24. She did her ironing on the ironing board.
25. Long hoped and worked for, the prize at last was his.
26. Try to forget this annoyance.
27. Try to find a comb for me at the Racket Shop.
28. Heaven help us to escape this danger.
29. If this be a fact, what can we do?
30. If I were you, I should apologize.
31. If you were in the wrong, you should say so.
32. I expected the speaker to explain this matter.
33. I had asked him to explain it.
34. He had a chance to explain it.
35. He did not even try to explain it.
36. Clearly remembered, his voice was recognized at once.
37. The dancing bear appeared before the dancing teacher.

20. Test in Applied Grammar

Exercise. In the following fifteen sentences there are twenty-four errors in the use of verbs. These are common errors, which you have studied and should recognize without difficulty. Find them and correct them.

1. I was there, and I seen what they done.
2. Some day we will no longer be young.
3. Neither of those two foolish boys like history.
4. He don't know any better.

5. Every rat and mouse were ordered to be killed.
6. Has John came home yet and drank his medicine?
7. He has went out again.
8. I seen by the papers that the airships was seen yesterday.
9. Eating our lunch, the horse kept up a steady trot to town.
10. Help! I will drown! Shall no one help me?
11. Set here, my friend, or lay on this lounge.
12. Will you learn me how you done the trick?
13. If I was you, I should phone rather than wire.
14. This husky boy was raised on a farm.
15. If it was I, I should not have went in that rain.

Drill in Correct Use. Read the preceding sentences aloud several times, correcting them promptly as you read.

* 21. Grammar Examinations

I

1. Why should one study grammar?
2. What mistakes did you formerly make that you do not make now?
3. Write three sentences that contain correct English in place of common errors that you often hear.

II

1. Explain and illustrate how a compound sentence differs from a complex sentence.
2. Explain and illustrate how an adjective clause differs from an adverbial clause.
3. Can a noun clause be used as the subject of a sentence?

III

1. List five uses of nouns in sentences. Illustrate.
2. What is the difference between a transitive verb and a linking verb? Illustrate.

3. Give a sentence containing a verb in the active voice. Change it to the passive voice.

IV

1. Analyze the following sentence :

To err is human, but to forgive is divine.

2. Analyze the following sentence :

This is the dog that chased the cat that caught the rat that ate the malt that lay in the house that Jack built.

3. Analyze the following sentence :

Tom, give this book to whomever you see at the library desk.

V

1. Parse every word in the following sentence :

The odd little man appointed the blue-eyed boy his secretary.

2. Parse every word in the following sentence :

It seems logical, but is it right?

3. Parse every word in the following sentence :

Who was that to whom you delivered the message?

VI

1. Write a sentence containing a proper noun, two adjectives, a transitive verb, three common nouns, a pronoun used as an indirect object, and two adverbs.

2. Write a sentence containing a noun clause, an adjective clause, and an adverbial clause, in addition to the main clause. Change your sentence to an interrogative sentence.

3. Write as short a complex interrogative sentence as you can. It must not contain over seven words.

22. What You Have Studied in This Chapter (Nine)

The following summary gives a bird's-eye view of the chapter :

I. GRAMMAR

- * Complete verbs (241)
- * Auxiliary verbs in special verb phrases (246)
 - Emphatic verb phrases (247)
 - Progressive verb phrases (248)
 - Phrases with *may*, *can*, and *must*; with *should* and *would* (249, 250)
- * Mood (255)
 - Indicative (256)
 - Subjunctive (256)
 - Imperative (256)
- * Participles (260)
- * Gerunds (264)
- * Infinitives (269)
- * Parsing (273)

II. COMPOSITION

- PROJECT : *Protests, debates, speeches* (243)
- Vocational problems (254)
- Making stories from headlines (259)
- Study of a picture (263)
- PROJECT : *The Class Picture Book* (264)
- Writing a book review (269)

III. REVIEW AND DRILL

- Review and test : verbs, linking, transitive (240)
- Review and test : voice (242)
- Review and test : tense, principal parts (250)
- Drill in correct use (252, 266, 276)
- Vocal drill (253)
- Words sometimes mispronounced (253)
 - Dictionary work (253)
- Practice and test : capitals and punctuation marks (273)
- Test in applied grammar (275)
 - Drill in correct use (276)
- Little grammar examinations (276)

APPENDIX A

I. SUMMARY OF RULES FOR THE USE OF CAPITAL LETTERS AND PUNCTUATION MARKS

CAPITAL LETTERS

A capital letter should be used

1. To begin every sentence. Thus :

Well begun is half done.

When shall we three meet again?

The pen is mightier than the sword.

2. To begin every word in a person's name. Thus :

George Washington

Robert E. Lee

3. For every initial. Thus :

W. E. Gladstone

4. To begin titles and the abbreviation of titles. Thus :

Mrs. Edith Wharton

Dr. Asa Gray

Cardinal Mundelein

Father Damien

Admiral Dewey

Sir William F. Barrett

5. To begin the names of the days of the week. Thus :

Monday

Tuesday

Wednesday

6. To begin the names of the months and their abbreviations and the names of holidays. Thus :

January Jan.

February Feb.

Thanksgiving Day

Washington's Birthday

Christmas

New Year's Day

7. To begin the names of states, countries, mountains, rivers, cities. Thus :

South Dakota

United States of America

Iowa

Missouri River

Ozark Mountains

Missouri

China

Des Moines

8. To begin the first word and all other words — except articles, prepositions, and conjunctions — in the title of a book, poem, essay, story, composition. Thus :

The Charge of the Light Brigade	The Young Mechanic's Handy Book
The Vision of Sir Launfal	How I Killed a Rattlesnake

9. To begin the first and all other words — except articles, prepositions, and conjunctions — in the names of stores, churches, theaters, events, wars, political parties. Thus :

Jones's Ideal Restaurant	The Second Baptist Church
Iowa Moving Picture House	The Thirty Years War

10. To begin the words *north*, *east*, *south*, and *west* when they are names of sections of country. Thus :

The North	The South	The Great Northwest	The Near East
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11. To begin every proper noun and every abbreviation of a proper noun. Thus :

Wisconsin Wis. U. S. A. Mo. La. Columbia University

12. To begin every line of poetry. Thus :

The sexton, tolling his bell at noon,
Deems not that great Napoleon
Stops his horse, and lists with delight,
Whilst his files sweep round yon Alpine height.

13. For the words *I* and *O*. Thus :

O George, I see you there!

14. To begin the first word of a quotation. Thus :

Patrick Henry said, "Give me liberty, or give me death!"
The new boy said, "Is this Plumfield?"

15. To begin the first word and the principal word in the greeting of a letter. Thus :

My dear Sir :	My dear Mr. Brown :
My dear Friend :	Dear Doctor :

16. To begin the ending of a letter. Thus :

Very truly yours, Yours sincerely,

17. To begin every proper adjective. Thus :

American Swedish Biblical Asiatic

18. To begin every name given to God. Thus :

Father Almighty Our Father Lord Lord God Almighty

PUNCTUATION MARKS

The period (.) should be used

19. At the end of a declarative sentence and at the end of an imperative sentence. Thus :

Time must not be counted by calendars, but by sensations and thoughts.

Go. See for yourself. Report the result to me.

20. After an abbreviation. Thus :

S. Dak. Mo. Ia. Ill. Feb. Aug. Dr.

21. After an initial. Thus :

C. F. Smith W. W. Brown George O. Benton

The question mark (?) should be used

22. At the end of an interrogative sentence. Thus :

Is London or New York the largest city in the world?

The exclamation mark (!) should be used

23. After a word or sound (an interjection) or group of words that expresses surprise, sudden joy or grief, or other strong feeling. Thus :

Look! There's our train pulling out now!

Hurrah! We're winning!

Oh! What a surprise!

The comma (,) should be used

24. To separate from the rest of the sentence the name — or the words used for the name — of the person addressed. Thus :

Well, Fred, what do you think of this situation?

25. To separate *yes* and *no* in answers from the statements which follow them. Thus :

Yes, I agree with you.

No, you are wrong there.

26. To separate words or groups of words in series. Thus :

On the deck he saw nets, baskets, bundles of sailcloth, rolls of rope, and many other things.

I bought sugar, butter, bread, coffee, and canned milk.

27. To separate a sentence into parts so that its meaning may be clear to the reader. Thus :

When the lion had eaten, his attendant entered the cage.

When I shot, George jumped.

As he put his hat on, the horse suddenly began to prance.

28. To separate in a date the day of the month from the year. Thus :

March 25, 1873

January 6, 1873

December 27, 1909

29. To separate appositive words or phrases from the rest of the sentence. Thus :

Cæsar, the soldier, faced the orator, Cicero.

Ironsides, the famous war vessel, lay in Boston Harbor, a neglected and almost forgotten ship.

30. To set off words, phrases, or clauses out of their natural order. Thus :

Seated on his rocking horse, Bobby rode bravely into the battle.

Attacked on all sides, the little band still refused to surrender.

What I have written, I have written.

The dog, wet and muddy, dashed into the room.

31. To set off explanatory adjective clauses. Thus :

The student, who was rather fond of tennis, decided to go to the game.

The small archway, which was covered with roses, looked inviting.
A red-faced old gentleman, who had just dined, walked slowly by.

32. In the heading of a letter to separate the name of the city from the name of the state or country. Thus :

New Britain, Connecticut
London, England

Yankton, South Dakota
Naples, Italy

33. To separate from the rest of the sentence a parenthetical word or group of words, or an exclamation if an exclamation mark is not used. Thus :

Fanny, where, if anywhere in this house, are you hiding?
She, foolish child, had run out into the crowded street.
Poor Rover, I fear he is hurt.

34. The comma is often used to separate the dependent clause in a complex sentence from the principal clause. Thus :

If you know how to do it, I will give you permission to try.
The month of August, when we expected to see our friend, had arrived.
When the bugle blew, the boy scouts jumped to their feet.

35. The comma is generally used to separate the clauses of a compound sentence. Thus :

He did not reply, nor did he make any sign.
They told the sentinel, and the sentinel told the captain of the guard.
You may be big and strong, but you are in the wrong just the same.

36. The comma is generally used to separate a quotation from the rest of the sentence. Thus :

He said, "Come to the garden with me."
"Come to the garden with me," he said.
"Come," he said, "to the garden with me."

37. The comma is generally used in the ending of a letter after such phrases of courtesy as *Yours truly*, *Sincerely yours*, *Your old friend*, that precede the signature. Thus :

Very truly yours,	Sincerely yours,	Your old chum,
Frank Green	Martin Sinclair	Harold

The colon (:) should be used

38. After the greeting in letters. Thus :

My dear Dr. Brown : Dear Emma : Dear Madam :

39. Before a list of particulars. Thus :

This is the list: 10 cannon, 5 machine guns, 6 airplanes, and 3 balloons.
They needed the following accessories: a new tire, several spark plugs, a spotlight, and two inner tubes.

Quotation marks (" ") should be used

40. To inclose a quotation and each part of a divided quotation. Thus :

"What," she cried, "are you doing in the pantry?"
"Never," they said, "never will we surrender on those disgraceful terms."

41. To inclose titles of books, poems, stories that form parts of sentences. Thus :

He had bought Cooper's "The Spy" and London's "The Sea Wolf."
Have you ever read Louisa M. Alcott's "Little Men" and "Little Women"?

The hyphen (-) should be used

42. After a syllable at the end of a line when the remaining syllables of the word begin the next line. Thus :

Notice the hyphen conspicuously placed in this sentence.

43. To separate the words in some compound words. Thus :

time-table	looking-glass	father-in-law	school-teacher
clear-cut	steeple-climber	story-teller	man-of-war
ready-made	kill-joy	silver-gray	single-handed
man-eater	wind-up	wonder-worker	hangers-on
clean-cut	made-up	looker-on	double-barreled

The apostrophe (') should be used

44. To show where in contractions a letter or letters have been omitted. Thus :

don't doesn't wasn't isn't who's it's you're

45. To show or help to show possession or connection. Thus :

John's book France's loss Travelers' checks

The semicolon (;) is sometimes used

46. To separate the clauses of a compound sentence, particularly if one or more of them contain commas. Thus :

To make a mistake like this is bad enough ; not to correct it at once is inexcusable.

I have forgiven your carelessness ; nevertheless I cannot forget it.
He saw the acrobats, the riders, and the clowns ; but the famous tight-rope walker he did not see.

47. Before the introduction to an example. Thus :

Every sentence should begin with a capital letter ; as :

This sentence begins with a capital letter.

Who would not begin a sentence with a capital letter ?

II. CONJUGATIONS

A complete and orderly table of all the forms of a verb, in the active voice and in the passive voice, in the three moods, six tenses, three persons, and two numbers, is called the **conjugation** of a verb.

When we say, "Conjugate a verb in this tense, or in these tenses, active or passive," we mean, "Give the orderly table of forms for the specified tense or tenses, active or passive, as required."

A. CONJUGATION OF THE VERB *IS*

INDICATIVE MOOD

PRESENT TENSE

Singular

1. I am
2. You are (Thou art)
3. He is

Plural

1. We are
2. You are
3. They are

PAST TENSE

1. I was
2. You were (Thou wast)
3. He was

1. We were
2. You were
3. They were

FUTURE TENSE

1. I shall be
2. You will be (Thou wilt be)
3. He will be

1. We shall be
2. You will be
3. They will be

PRESENT PERFECT TENSE

1. I have been
2. You have been (Thou hast been)
3. He has been

1. We have been
2. You have been
3. They have been

PAST PERFECT TENSE

1. I had been
2. You had been (Thou hadst been)
3. He had been

1. We had been
2. You had been
3. They had been

FUTURE PERFECT TENSE

1. I shall have been
2. You will have been (Thou wilt have been)
3. He will have been

1. We shall have been
2. You will have been
3. They will have been

SUBJUNCTIVE MOOD

PRESENT TENSE

1. I be
2. You be (Thou be)
3. He be

1. We be
2. You be
3. They be

PAST TENSE

1. I were
2. You were (Thou wert)
3. He were

1. We were
2. You were
3. They were

PRESENT PERFECT TENSE

1. I have been
2. You have been (Thou have been)
3. He have been

1. We have been
2. You have been
3. They have been

PAST PERFECT TENSE

1. I had been
2. You had been (Thou hadst been)
3. He had been

1. We had been
2. You had been
3. They had been

IMPERATIVE MOOD, Present Tense, Singular and Plural: *Be*.

INFINITIVES, Present: *To be*; Present Perfect: *To have been*.

PARTICIPLES, Present: *Being*; Perfect: *Been*; Present Perfect: *Having been*.

B. CONJUGATION OF THE VERB *SEE*

ACTIVE VOICE

INDICATIVE MOOD

PRESENT TENSE

- Singular*
1. I see
 2. You see
 3. He sees

- Plural*
1. We see
 2. You see
 3. They see

PAST TENSE

1. I saw
2. You saw
3. He saw

1. We saw
2. You saw
3. They saw

FUTURE TENSE

1. I shall see
2. You will see
3. He will see

1. We shall see
2. You will see
3. They will see

PRESENT PERFECT TENSE

- | | |
|------------------|-------------------|
| 1. I have seen | 1. We have seen |
| 2. You have seen | 2. You have seen |
| 3. He has seen | 3. They have seen |

PAST PERFECT TENSE

- | | |
|-----------------|------------------|
| 1. I had seen | 1. We had seen |
| 2. You had seen | 2. You had seen |
| 3. He had seen | 3. They had seen |

FUTURE PERFECT TENSE

- | | |
|-----------------------|------------------------|
| 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 |

SUBJUNCTIVE MOOD

PRESENT TENSE

- | | |
|------------|-------------|
| 1. I see | 1. We see |
| 2. You see | 2. You see |
| 3. He see | 3. They see |

PAST TENSE

- | | |
|------------|-------------|
| 1. I saw | 1. We saw |
| 2. You saw | 2. You saw |
| 3. He saw | 3. They saw |

PRESENT PERFECT TENSE

- | | |
|------------------|-------------------|
| 1. I have seen | 1. We have seen |
| 2. You have seen | 2. You have seen |
| 3. He have seen | 3. They have seen |

PAST PERFECT TENSE

- | | |
|-----------------|------------------|
| 1. I had seen | 1. We had seen |
| 2. You had seen | 2. You had seen |
| 3. He had seen | 3. They had seen |

IMPERATIVE MOOD, Present Tense, Singular and Plural : *See*.
 INFINITIVES, Present : *To see* ; Present Perfect : *To have seen*.
 PARTICIPLES, Present : *Seeing* ; Present Perfect : *Having seen*.

PASSIVE VOICE

INDICATIVE MOOD

PRESENT TENSE

Singular

1. I am seen
2. You are seen
3. He is seen

Plural

1. We are seen
2. You are seen
3. They are seen

PAST TENSE

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

1. I shall be seen
2. You will be seen
3. He will be seen

1. We shall be seen
2. You will be seen
3. They will be seen

PRESENT PERFECT TENSE

1. I have been seen
2. You have been seen
3. He has been seen

1. We have been seen
2. You have been seen
3. They have been seen

PAST PERFECT TENSE

1. I had been seen
2. You had been seen
3. He had been seen

1. We had been seen
2. You had been seen
3. They had been seen

FUTURE PERFECT TENSE

1. I shall have been seen
2. You will have been seen
3. He will have been seen

1. We shall have been seen
2. You will have been seen
3. They will have been seen

SUBJUNCTIVE MOOD

PRESENT TENSE

1. I be seen
2. You be seen
3. He be seen

1. We be seen
2. You be seen
3. They be seen

APPENDIX

PAST TENSE

- | | |
|------------------|-------------------|
| 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

- | | |
|-----------------------|------------------------|
| 1. I have been seen | 1. We have been seen |
| 2. You have been seen | 2. You have been seen |
| 3. He have been seen | 3. They have been seen |

PAST PERFECT TENSE

- | | |
|----------------------|-----------------------|
| 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 |

IMPERATIVE MOOD, Present Tense, Singular and Plural: *Be seen.*

INFINITIVES, Present: *To be seen*; Present Perfect: *To have been seen.*

PARTICIPLES, Present: *Being seen*; Perfect: *Seen*; Present Perfect: *Having been seen.*

III. A LIST OF IRREGULAR VERBS

PRESENT TENSE	PAST TENSE	PERFECT PARTICIPLE	PRESENT TENSE	PAST TENSE	PERFECT PARTICIPLE
am (is, be)	was	been	burn	burned, burnt	burned, burnt
arise	arose	arisen	burst	burst	burst
awake	awoke, awaked	awaked	buy	bought	bought
beat	beat	beat, beaten	catch	caught	caught
begin	began	begun	choose	chose	chosen
bend	bent	bent	come	came	come
bet	bet	bet	cost	cost	cost
bind	bound	bound	dig	dug	dug
bite	bit	bitten	do	did	done
blow	blew	blown	draw	drew	drawn
bring	brought	brought	dream	dreamed, dreamt	dreamed, dreamt
build	built	built	dress	dressed, drest	dressed, drest

PRESENT TENSE	PAST TENSE	PERFECT PARTICIPLE	PRESENT TENSE	PAST TENSE	PERFECT PARTICIPLE
drink	drank	drunk	ring	rang	rung
drive	drove	driven	rise	rose	risen
eat	ate	eaten	run	ran	run
fall	fell	fallen	say	said	said
feel	felt	felt	see	saw	seen
fight	fought	fought	set	set	set
find	found	found	shine	shone	shone
flee	fled	fled	show	showed	shown
fly	flew	flown	sing	sang	sung
forget	forgot	forgotten	sink	sank	sunk
freeze	froze	frozen	sit	sat	sat
get	got	got, gotten	sleep	slept	slept
give	gave	given	slide	slid	slidden, slid
go	went	gone	smell	smelled, smelt	smelled, smelt
grow	grew	grown	spin	spun	spun
hang	hung, hanged	hung, hanged	stand	stood	stood
have	had	had	steal	stole	stolen
hide	hid	hidden	sting	stung	stung
hit	hit	hit	strike	struck	struck
hold	held	held	swim	swam	swum
know	knew	known	swing	swung	swung
lay	laid	laid	take	took	taken
learn	learned, learnt	learned, learnt	teach	taught	taught
leave	left	left	tear	tore	torn
let	let	let	tell	told	told
lie (recline)	lay	lain	think	thought	thought
light	lighted, lit	lighted, lit	throw	threw	thrown
lose	lost	lost	wake	woke, waked	woke, waked
make	made	made	wear	wore	worn
mean	meant	meant	weave	wove	woven
meet	met	met	win	won	won
pay	paid	paid	wind	wound	wound
put	put ¹	put	wring	wrung	wrung
ride	rode	ridden	write	wrote	written

IV. FORMAL NOTES

On occasions of special dignity and importance invitations and replies to them are expressed in formal notes rather than in ordinary letters. Examples of such formal notes are given below. It is possible to see at most stationery stores and printing offices interesting samples of formal notes engraved or printed in different styles.

FORMAL INVITATION

Miss Harriet Jordan requests the pleasure of Miss Elizabeth Gregory's company at a May Day party on Wednesday afternoon, May the first, from two to five o'clock.

225 North Shore Drive
April the twenty-fourth

FORMAL NOTE OF ACCEPTANCE

Miss Elizabeth Gregory accepts with pleasure Miss Harriet Jordan's kind invitation to her May Day party on Wednesday afternoon, May the first, from two to five o'clock.

427 Morse Avenue
April the twenty-seventh

FORMAL NOTE OF REGRET

Miss Elizabeth Gregory regrets that she cannot accept Miss Harriet Jordan's kind invitation to her May Day party on Wednesday afternoon, May the first, from two to five o'clock.

427 Morse Avenue
April the twenty-seventh

FORMAL INVITATION

The pupils of Miss Smith's class at the Webster School request the pleasure of your company at the Arbor Day exercises on Friday afternoon, April the twenty-fourth, from two to three o'clock.

Webster School
April the twentieth

APPENDIX B

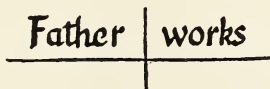
A COURSE IN SENTENCE DIAGRAMMING

The following model diagrams are intended to illustrate the difficulties that arise in showing grammatical relations. They follow the order of treatment in the Better English series by Jeschke, Potter, and Gillet, particularly Grade Seven and Grade Eight. In these diagrams the aim has been to emphasize the *use* of the various elements in a sentence, rather than their classification. For that reason, instead of treating conjunctions as such, they are covered under adjective, adverb, and noun clauses, and under compound sentences. The diagrams will be most helpful if they are studied in connection with the various points of grammar which they illustrate.

THE ESSENTIALS OF THE SENTENCE—SUBJECT AND PREDICATE

Subject and Predicate

To diagram the sentence "Father works" we draw a straight line and write the one-word subject at the left and the one-word predicate at the right.



Then we draw a short vertical line which divides the sentence into the two parts which every sentence must have.

Definition of subject and predicate, with exercises¹ (pp. 150-151).

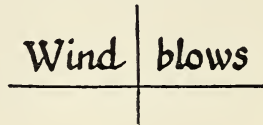
¹Many of the sentences in the exercises on earlier pages of this book may be used for diagramming.

SENTENCES FOR DIAGRAMMING

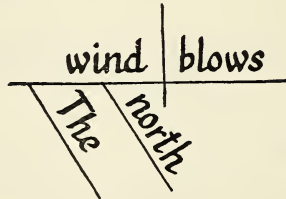
- | | |
|------------------|-----------------|
| 1. Baby sleeps. | 4. Fire burns. |
| 2. Dogs bark. | 5. Mother sews. |
| 3. Esther sings. | 6. Bees sting. |

Principal Word of the Subject and its Modifiers

The subject may consist of a number of words. No matter how long the subject is, it has one word which is the principal word. In the sentence "The north wind blows," *wind* is the principal word of the subject.



The words *the* and *north* help to tell about the word *wind*. We must fasten *the* and *north* to the principal word of the subject, *wind*, and we do so by using slanting lines.



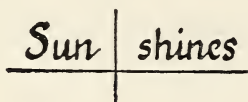
SENTENCES FOR DIAGRAMMING

1. The flowers faded.
2. My older brother fell.
3. The new chauffeur drove.
4. The big old hall burned.
5. The other ten pupils recited.
6. The careless child stumbled.
7. The happy pupils laughed.
8. The airplane roared.
9. The daring pilot smiled.
10. The entire class rose.

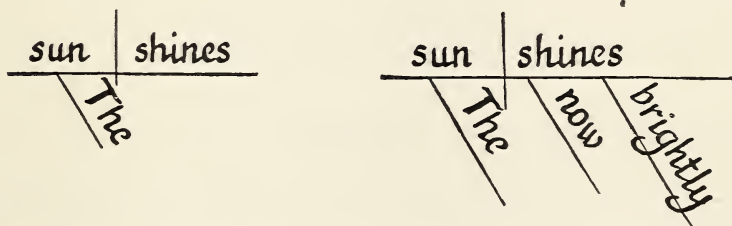
Principal Word of the Predicate and its Modifiers

Like the subject, the predicate may consist of a number of words, but it always has one word which is the principal word.

In the sentence "The sun now shines brightly," *sun* and *shines* are the principal words of the subject and predicate.



But we may add helping words to each part of this sentence:



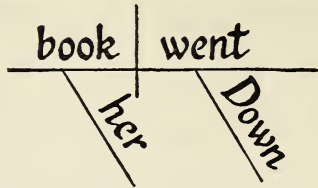
SENTENCES FOR DIAGRAMMING

1. The old soldier marched slowly.
2. My older brother ran quickly.
3. The two little children soon went home.
4. The three burglars silently crept away.
5. The grammar school closed early yesterday.
6. A dog barked angrily.
7. The sun shone brightly.
8. Several little birds sang merrily.
9. The boy promptly answered politely.

Inverted Order

The subject of a sentence does not always precede the predicate (but the order does not affect the diagram; in the diagram the subject should always appear at the left, and the predicate at the right).

"Down went her book."

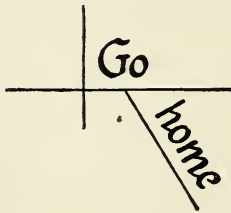


SENTENCES FOR DIAGRAMMING

1. Off blew my hat.
2. Where is your dog?
3. Away ran the girl.
4. Up went the kite.
5. How are you?
6. Where are your friends?
7. Swiftly came the answer.

The Subject in Imperative Sentences

In imperative sentences the subject, unless emphatic, is usually understood. In diagramming leave the place for the subject blank. "Go home."



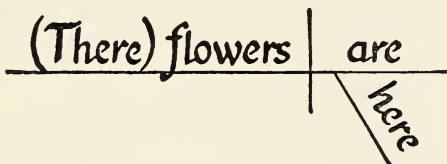
Definition of imperative sentences, with exercises (pp. 150, 256).

SENTENCES FOR DIAGRAMMING

1. Come here quickly.
2. Read louder.
3. Go tomorrow.
4. Sit down.
5. Walk straight.
6. Speak pleasantly.

Introductory Word *There* (Compare Inverted Order, pp. 295-296)

The introductory word *there* cannot be put with the predicate because it introduces the sentence, and does not modify the verb. "There are flowers here."

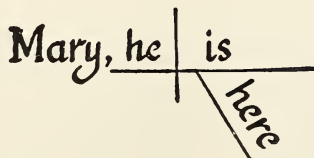


SENTENCES FOR DIAGRAMMING

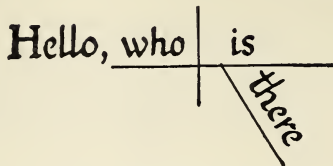
1. There are often good moving pictures.
2. There are ten children here.
3. There is still plenty.
4. There is nobody here.
5. There are many good schoolbooks now.
6. There were several prizes.
7. There was one comical prize.
8. There were many people near.

Words used Independently in Address and Exclamation

In the sentence "Here he is, Mary," *Mary* is used independently. It is not a part of the subject or of the predicate. It must, therefore, be shown in the diagram as independent of these two fundamental parts of the sentence.



Likewise, in the sentence "Hello, who is there?" *Hello* is used independently as an exclamation.



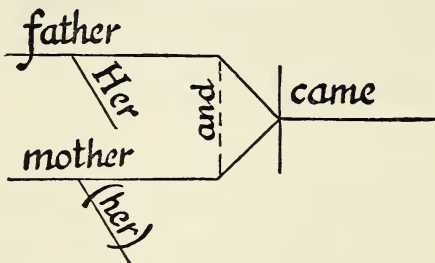
Explanation of words used independently, with exercises (pp. 203-204, 283).

SENTENCES FOR DIAGRAMMING

- | | |
|-----------------------------|----------------------------|
| 1. Why, here is Frank. | 4. I started late, father. |
| 2. Laddie, lie down. | 5. Ethel, come on. |
| 3. She went early, luckily. | 6. Tom, hurry up. |

Compound Subject

In diagramming the sentence "Her father and mother came" we write *father* and *mother* on two parallel lines to show that they are the two principal words in the compound subject of the sentence.



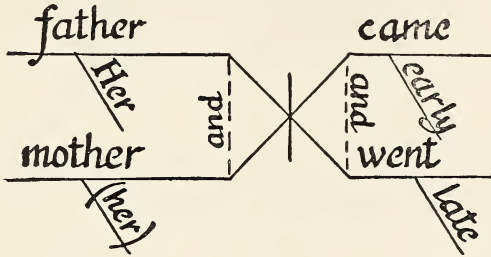
The adjective *her* modifies *mother* just as much as it does *father*. Therefore in the diagram it should be repeated in parenthesis as modifying *mother*.

SENTENCES FOR DIAGRAMMING

1. The boys and girls ran.
2. Young and old laughed heartily.
3. My uncle and aunt arrived early.
4. Cotton and melons grow here.
5. Dogs and cats fight.
6. Moon and stars were dim.

Compound Predicate

Likewise, if the sentence has a compound predicate, the two principal words of the predicate are put on parallel lines. "Her father and mother came early, and went late."



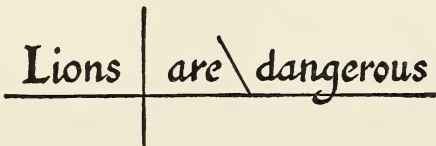
SENTENCES FOR DIAGRAMMING

1. Boys and girls work and play.
2. Our neighbors laugh and shout.
3. My mother and her aunt talked and talked.
4. The young boys swam and dived.
5. The little puppies ate and slept.
6. Men and women came and helped.
7. Human beings and animals suffered and died.
8. The horses, the cows, and the sheep ate and drank.

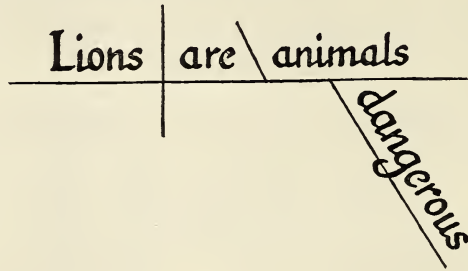
THE ESSENTIALS OF THE SENTENCE—PREDICATE WORD, OBJECT

The Predicate Word

In the sentence "Lions are dangerous" the predicate adjective *dangerous* modifies the subject, and is therefore separated from the linking verb *are* by a short oblique line, leaning toward the subject.



A noun or a pronoun may be used instead of an adjective as a predicate word. "Lions are dangerous animals."



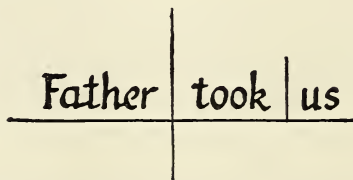
Definition of predicate word, with exercises (pp. 87-90, 151-152).

SENTENCES FOR DIAGRAMMING

1. It was she.
2. My teacher looks pleased.
3. My father and mother are Canadians.
4. The musician was a Russian.
5. The air feels warm.
6. The candy tasted delicious.

The Object of a Transitive Verb

So far we have had no objects of verbs in the sentences, for we have had no verbs used transitively. We place the direct object of a transitive verb on the same line as the verb, and separate them by a short upright that does not go through the line. We diagram the sentence "Father took us" as follows:



Definition of direct object, with exercises (pp. 46, 89, 152).

Definition of transitive verb, with exercises (pp. 85-86, 240).

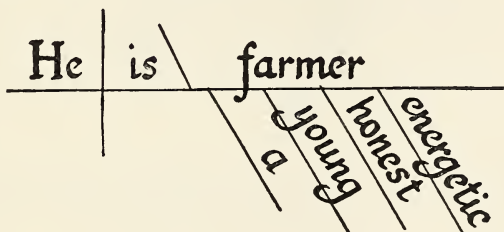
SENTENCES FOR DIAGRAMMING

1. Jane studied her lesson.
2. Mother and father bought a dog.
3. The Maine farmer raises potatoes.
4. Lucy invited Henry and me.
5. He plays the piano well.

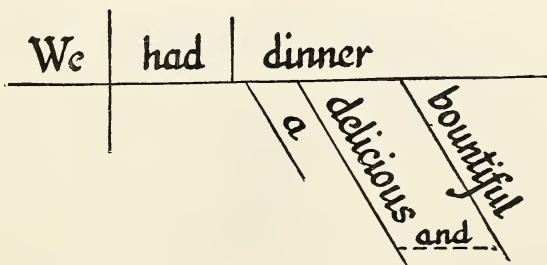
THE MODIFIERS IN THE SENTENCE—ADJECTIVES AND ADJECTIVE PHRASES

Adjective

The sentence "He is a young, honest, energetic farmer" has four adjectives modifying the predicate word *farmer*, which we arrange in a slanting group with no connecting line.



In the sentence "We had a delicious and bountiful dinner" we connect the two adjectives *delicious* and *bountiful*, which modify the object *dinner*, with a dotted line for the word *and*.



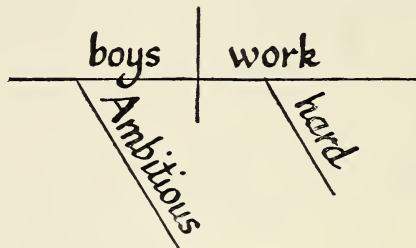
Definition and uses of adjectives, with exercises (pp. 207, 217-225, 236-238).

SENTENCES FOR DIAGRAMMING

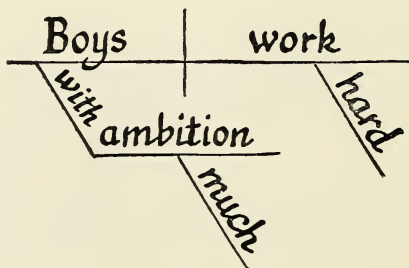
1. Those little children chased the black dog.
2. These four farmers planted apple trees.
3. The boy, hot and breathless, finally reached home.
4. My cousin is a French soldier.
5. Those roses smell sweet.

Adjective Phrases

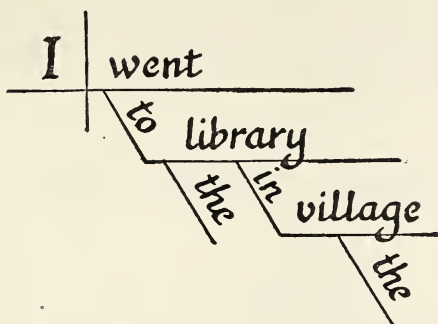
In the sentence "Ambitious boys work hard" *ambitious* is an adjective modifying *boys*.



In the sentence "Boys with much ambition work hard" *with much ambition* is an adjective phrase which modifies *boys*, just as *ambitious* does in the diagram above. In the phrase *with much ambition* we place *with* on a slanting line to show that it connects *ambition* with *boys*. The noun *ambition* is the important word in the phrase; we place all important words on horizontal lines.



A phrase may modify another phrase. "I went to the library in the village."



Definition of adjective phrases, with exercises (pp. 156-157, 164-166).

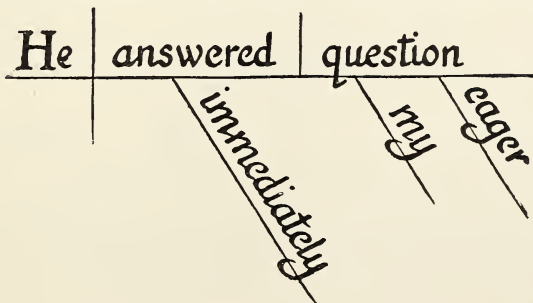
SENTENCES FOR DIAGRAMMING

1. The house at the corner burned.
2. I bought an automobile with red wheels.
3. The library is bright with autumn leaves.
4. The girl in blue is my sister.
5. She sent a book with bright pictures.

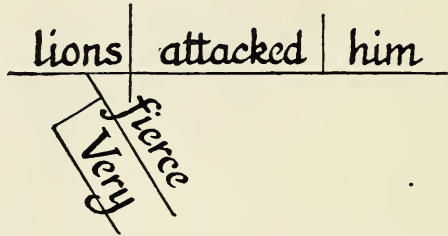
THE MODIFIERS IN THE SENTENCE—ADVERBS AND ADVERBIAL PHRASES

Adverbs

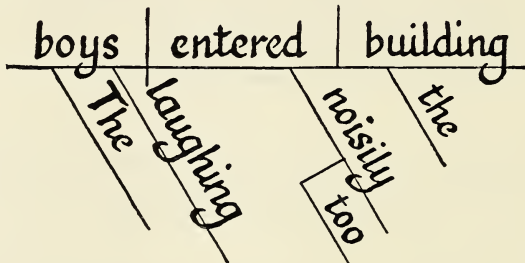
Note how the adjectives *my* and *eager* and the adverb *immediately* are diagrammed in the sentence "He immediately answered my eager question." In this sentence the adverb *immediately* modifies the verb *answered*.



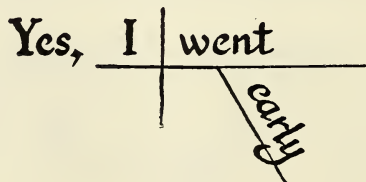
In the sentence "Very fierce lions attacked him" we have the adverb *very* modifying the adjective *fierce*. We need an extra attachment, a "hooked" parallel line, to indicate how fierce the lions were—in this case, *very* fierce.



In the sentence "The laughing boys entered the building too noisily" we have a slanting hook to show that the adverb *too* modifies another adverb, and a slanting line for the adverb *noisily* which modifies *entered*.



The adverbs *yes* and *no* are used independently.



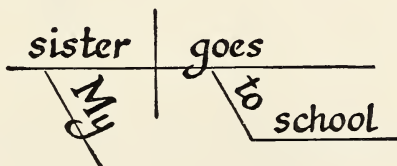
Definition and uses of adverbs, with exercises (pp. 206-207, 227-234, 236-238).

SENTENCES FOR DIAGRAMMING

1. She plays the violin most beautifully.
2. No, I want that book near the window.
3. He works quickly and skillfully.
4. The children were very tired.
5. I came home very late.

Adverbial Phrases

An adverbial phrase often takes the place of a single adverb, just as an adjective phrase may take the place of a single adjective. "My sister goes to school."



Definition of adverbial phrases, with exercises (pp. 8-9).

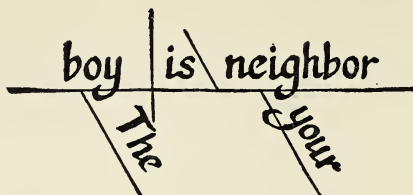
SENTENCES FOR DIAGRAMMING

1. The bird with the broken wing fell to the ground.
2. He went to her.
3. I repeated the story in the evening.
4. He works with speed and skill.
5. I found my old hat behind the chair.
6. Under the table lay Tom's books.

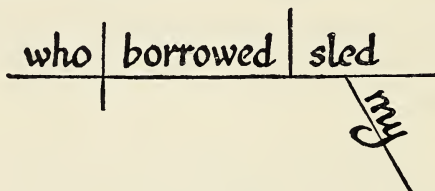
THE MODIFIERS IN THE SENTENCE—ADJECTIVE CLAUSES,
ADVERBIAL CLAUSES

Adjective Clauses

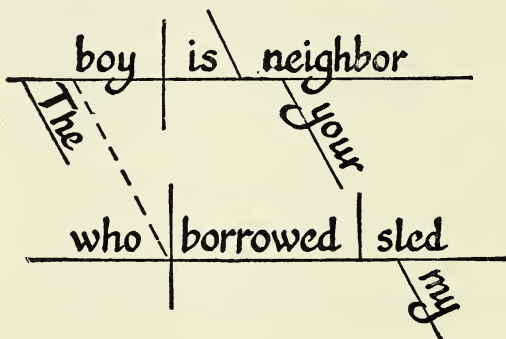
An adjective clause, like an adjective phrase, is used like a single adjective, to modify a noun or a pronoun. In the sentence "The boy who borrowed my sled is your neighbor" *who borrowed my sled* is an adjective clause. We first diagram the principal clause.



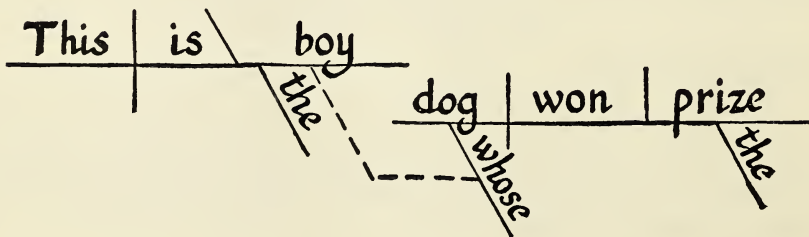
Then we diagram the dependent clause.



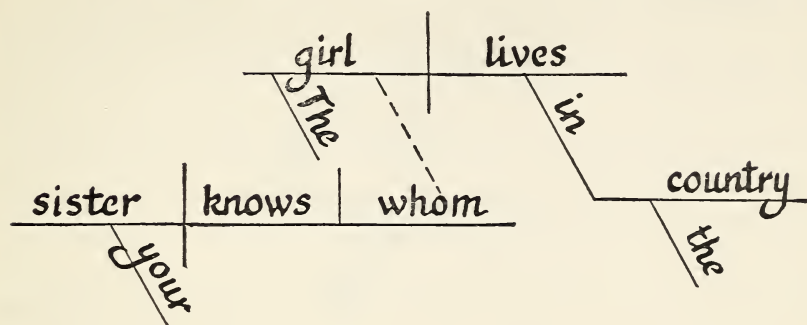
These two diagrams are then joined by a slanting dotted line in such a way that it is evident the adjective clause modifies the noun *boy*.



"This is the boy whose dog won the prize."



"The girl whom your sister knows lives in the country."



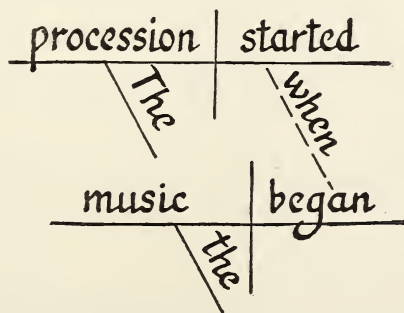
Definitions and uses of adjective clauses, with exercises (pp. 7-9, 156-157).

SENTENCES FOR DIAGRAMMING

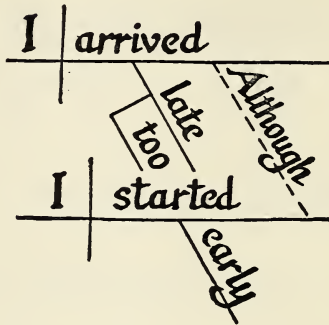
1. The girl who spoke in assembly is his sister.
2. I enjoy the new radio which mother sent.
3. The flowers which I picked on Sunday were beautiful.
4. She wore a green hat, which was most becoming to her.
5. I bought the book which you illustrated.
6. I am he whom you saw.

Adverbial Clauses

In the sentence "The procession started when the music began" we have the adverbial clause *when the music began*. We make the two diagrams, and join them.



"Although I started early, I arrived too late."



"If you go, take me."



Definition and uses of adverbial clauses, with exercises (pp. 8-9, 156-157).

SENTENCES FOR DIAGRAMMING

1. After school closed we went to the movies.
2. I studied while you practiced.
3. I waited until your train arrived.
4. It was rather late when she telephoned.
5. She is going where I am going.
6. When you go I will go.
7. Since you saw me last, I have read the book.

SENTENCE STRUCTURE — SIMPLE, COMPOUND, AND COMPLEX SENTENCES

Simple Sentence

Simple sentences have been treated adequately.

Complex Sentence

See adjective and adverbial clauses, pp. 305-308.

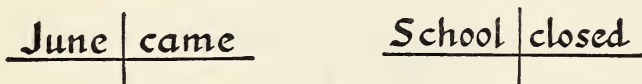
Definition of simple sentence, with exercises (pp. 8-9, 173-176).

Definition of compound sentence, with exercises (pp. 8-9, 173-176).

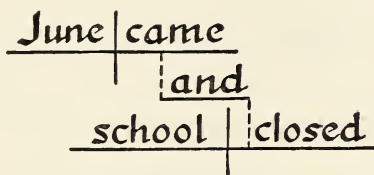
Definition of complex sentence, with exercises (pp. 8-9, 173-176).

Compound Sentence

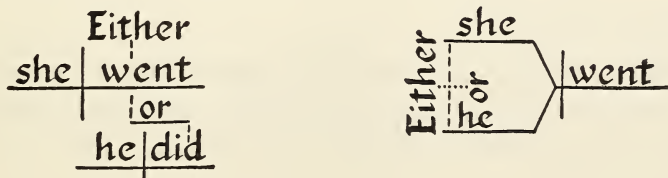
We know how to diagram the simple sentences "June came" and "School closed."



When these sentences are made into a compound sentence, connected by such words as *and* or *or*, "June came, and school closed," it is diagrammed as follows:



The sentence "Either she went or he did" is made compound by the use of correlatives; the simple sentence "Either she or he went" has a compound subject joined by correlatives.



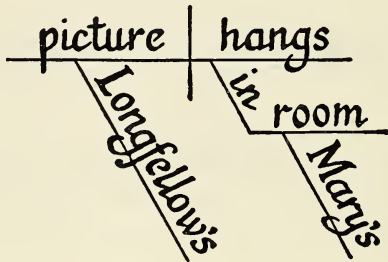
SENTENCES FOR DIAGRAMMING

1. Our teacher was out sick, but she is better now.
2. Mr. Porter arrived yesterday; Mr. James comes today.
3. She goes either on Tuesday or on Wednesday.
4. Hurry up; you are late.
5. I have an examination in Latin, and Jim has one in algebra.

NOUNS

Possessives

A noun in the possessive case is used like an adjective, to modify a noun. "Longfellow's picture hangs in Mary's room."



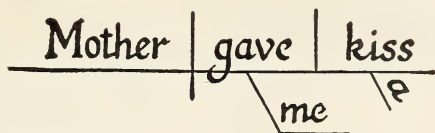
Definition of possessive, with exercises (pp. 23-24, 26, 201, 204-207).

SENTENCES FOR DIAGRAMMING

1. I borrowed Martha's pen, and lost it.
2. Emily's dog fought with my cat.
3. I found the book in mother's room.
4. The children's party began at three.
5. We use Robinson's algebra.

The Indirect Object.

"Mother gave *me* a kiss." *Me* is the indirect object. It is equivalent to *to me* (although it has no *to* in front of it), and modifies the verb *gave*, like an adverb phrase.



Definition of indirect object, with exercises (pp. 27-28, 71-72, 151-152).

SENTENCES FOR DIAGRAMMING

1. I sent Tom the letter.
2. He paid the farmer two dollars and forty cents.
3. Mr. Billings lent me the book.
4. Mr. Billings lent the book to me.
5. The teacher told the pupils a story.

PRONOUNS

Possessives

A pronoun in the possessive case is used like an adjective, to modify a noun. Compare the possessive noun, p. 310.

Definition of possessives, with exercises (pp. 40-42, 53, 63-66, 201, 205, 207, 219).

Relative Pronouns

For diagramming *who*, *whose*, *whom*, see pp. 305-307, under adjective clause.

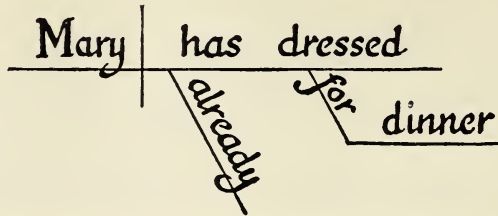
Definition and use of relatives, with exercises (pp. 61-66, 191, 195-196, 212-213).

VERBS

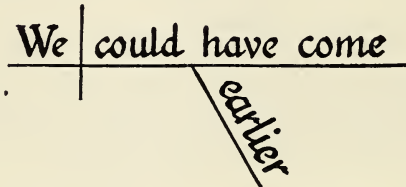
Verb Phrases

Sometimes the verb of a sentence consists of two or more words called a verb phrase. These words are never separated in diagramming because they are used as a single verb.

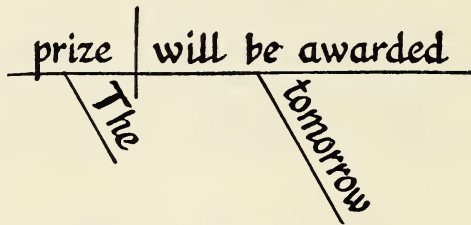
Active. "Mary has already dressed for dinner."



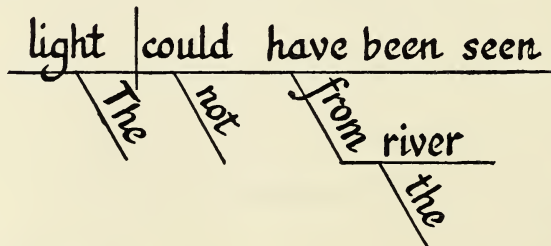
"We could have come earlier."



Passive. "The prize will be awarded tomorrow."



"The light could not have been seen from the river."



Definition of verb phrases, with exercises (pp. 134-136, 246-250).

Definition of active and passive voice, with exercises (pp. 129-134, 258).

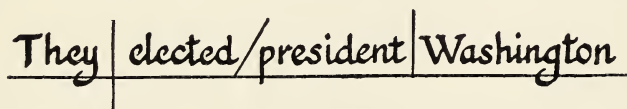
SENTENCES FOR DIAGRAMMING

1. You can meet her at the gate, or I'll stop at her house for her.
2. You might have come in time.
3. I shall have been abroad for a year.
4. The box was opened early on Christmas morning.
5. The dog was led into the room on a chain.

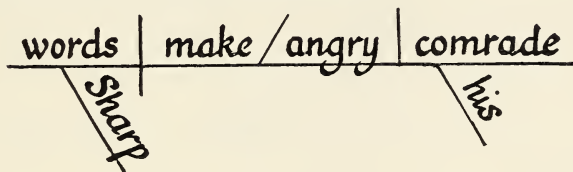
ADVANCED GRAMMAR—SENTENCE STRUCTURE

Objective Complement

"They elected Washington president." Notice that the objective complement (called also adjunct accusative) is separated from the verb by a short line slanting toward the right, that is, leaning toward the object.



"Sharp words make his comrade angry."



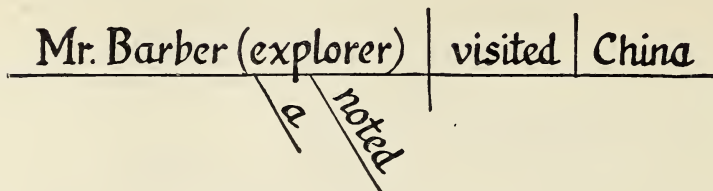
Definition of objective complement, with exercises (pp. 154-156).

SENTENCES FOR DIAGRAMMING

1. I dyed the scarf red.
2. I found her sick.
3. They called the baby Ann.
4. He caught the cub alive.
5. Grandfather made father his executor.

Appositives

An *appositive* is placed in parentheses after the word to which it refers. "Mr. Barber, a noted explorer, visited China."



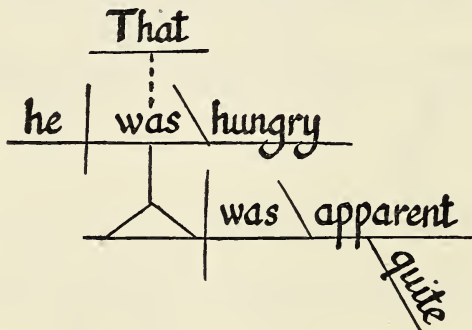
Definition of appositive, with exercises (pp. 158-161, 202).

SENTENCES FOR DIAGRAMMING

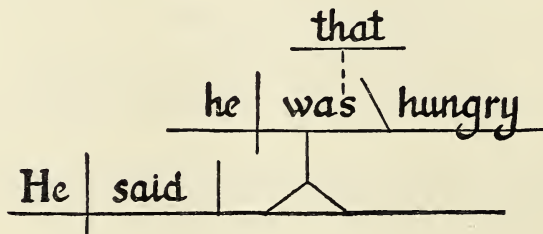
1. The secretary of the senior class, Ralph Clyde, chose his own committee.
2. We are studying two of Shakespeare's plays, *Hamlet* and *Macbeth*.
3. My sister Mary is in Baltimore.
4. Tom Slade, my cousin from New Haven, arrived early.
5. The word *Hill* is a proper noun.

Noun Clauses

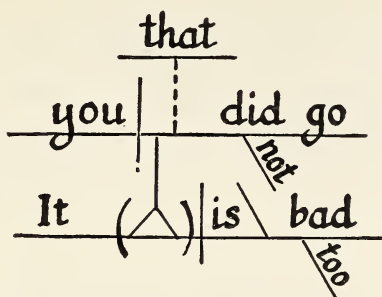
Noun Clause as Subject. "That he was hungry was quite apparent."



Noun Clause as Object. "He said that he was hungry."



Noun Clause in Apposition. "It is too bad that you did not go."



Definition of noun clauses, with exercises (pp. 162-163, 165).

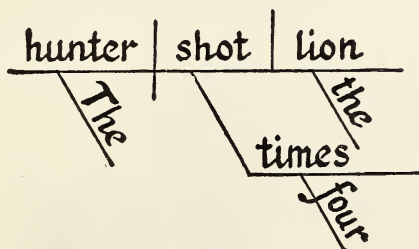
SENTENCES FOR DIAGRAMMING

1. The rumor is that he has lost his money.
2. The witness testified that he never saw the man.
3. That you are going to Alaska is a surprise to your friends.
4. We sincerely believe that he is innocent.
5. The feeling that she charged too much for board made him leave her house.

Adverbial Objective

A noun used as an adverb to modify a verb, an adjective, or an adverb is in the objective case, and is called an adverbial objective.

"The hunter shot the lion four times."



Definition of adverbial objective, with exercises (pp. 206-207).

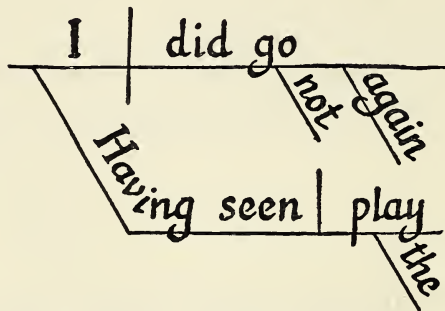
SENTENCES FOR DIAGRAMMING

1. I left home this morning.
2. She started a month earlier.
3. The house is a hundred years old.
4. I slept all day.
5. The automobile cost a thousand dollars.

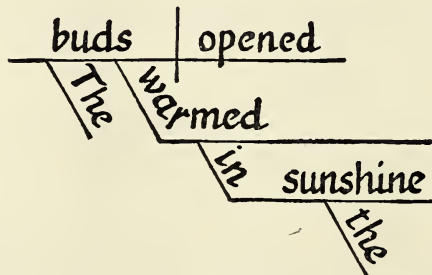
Participles

The participle is begun on the slanting line, and is finished on the horizontal. In the following example its character as a verbal adjective is shown in that, although *having seen* modifies *I*, it at the same time takes the object *play*.

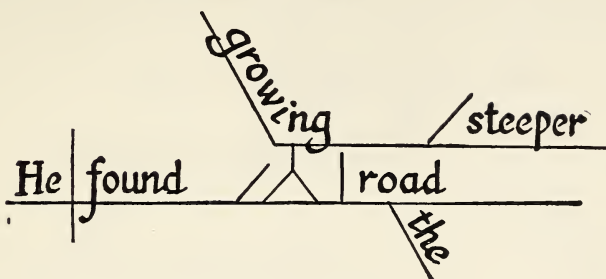
"Having seen the play, I did not go again."



"The buds warmed in the sunshine opened."



"He found the road growing steeper."



Definition of participles, with exercises (pp. 260-263, 274-275).

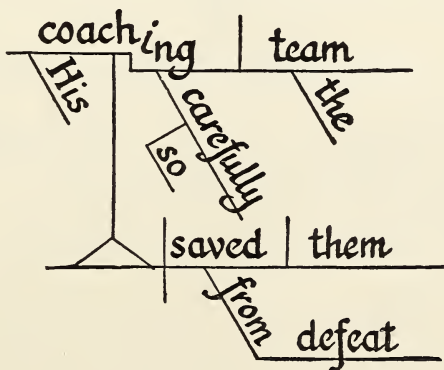
SENTENCES FOR DIAGRAMMING

1. Running up the stairs, the child stumbled.
2. Having sent you the book, I hope that you will read it.
3. I found the dog sleeping before the fire.
4. Having finished breakfast, we took the train.
5. Going to the blackboard, I wrote the sentence.

Gerunds

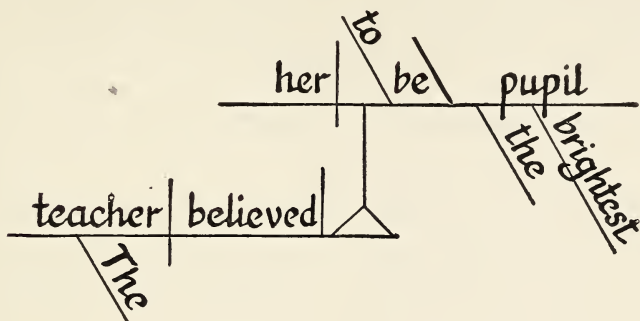
The gerund is written on a "stepped" line. In the following example notice that in its character as a noun the gerund is the subject of *saved*; in its character as a verb it takes the object *team*, and is modified by the adverb *carefully*.

"His coaching the team so carefully saved them from defeat."

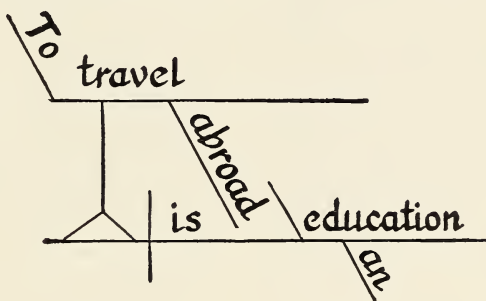


Other examples of the infinitive are given below :

“The teacher believed her to be the brightest pupil.”



“To travel abroad is an education.”



Definition of infinitive, with exercises (pp. 269-272, 274-275).

SENTENCES FOR DIAGRAMMING

1. To master the violin is his ambition.
2. I want you to go with me.
3. She likes to read good stories.
4. To train some animals is very difficult.
5. He asked me to open the door.



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