

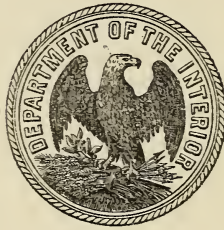
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BETTER
ENGLISH
GRADE
SEVEN

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beetle
bug
insect
fly
animal

The beetle glistened like a globe
of burnished gold.
(From "The Gold-Bug" by Poe)

glistened
gleamed
shone
glowed
flickered
glittered

1 The insect gleamed like a ball
of polished metal.

The bug ^{shone} glowed like a glowing coal.

The insect ^{glittered} flickered like a tiny
glowed lamp.



EXPRESSING A THOUGHT IN DIFFERENT WAYS

BETTER ENGLISH

GRADE SEVEN

BY

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PREFACE

The purpose of this language and grammar book for the seventh 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.

Acknowledgments are due to the following authors and publishers for permission to use copyrighted material owned or con-

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"; 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 SEVEN

WHY STUDY GRAMMAR?

1. Test: How Much Grammar Do You Know?

The ten numbered sentences below contain five mistakes in grammar. They are errors one hears every day. Do you notice them at once as you read the sentences?

Test. Point out the five errors and correct them :

1. In the sleeping car lay the sleeping boy.
2. "Doctor," said my friend, "I feel bad today."
3. "Can I help you in any way?" asked the nurse.
4. Who do you think will win the prize?
5. "I will drown," screamed the frightened girl, as she struggled against the current.
6. Having eaten our lunch at the station restaurant, the train started off again.
7. How very sweetly the flowers smell in your garden!
8. Neither he or she picked any roses.
9. Were you at home or were you in school while we were in town?
10. Every one of the pupils in the class should correct their own sentences.

When you do not know whether a word is the right one to use, what can you do if you have not studied grammar? Grammar tells what is correct, and gives the reason. Did the test show that you know enough grammar?

2. Test: Do You Need to Improve Your Pronunciation?

The following list consists of words whose pronunciation you have not yet studied. Perhaps you do not need such study? Perhaps you can pronounce all these words correctly?

Test. Read the following words distinctly. How many can you pronounce correctly?

admirable	detour	hiccough	series
American	digestion	licorice	serious
apparatus	diphtheria	menu	solder
architect	direction	mischievous	spinach
asparagus	due	newspaper	statistics
aunt	duke	overalls	studio
avenue	duty	particularly	stupid
aviator	employee	pneumonia	suspect
barrel	envelope	preferable	sword
bury	exit	probably	theater
caricature	exquisite	program	throat
cello	extraordinary	ration	toward
chauffeur	fellow	real	tune
chiropracist	fête	reservoir	vaudeville
comparable	financier	restaurant	victuals
corps	forbade	romance	worsted
cowardice	garage	sacrifice	wrestle
dahlia	gasoline	salmon	yacht
deficit	gratis	salve	yeast
detail	grievous	secretary	yolk

3. Test: Do You Know How to Use the Dictionary?

Make a list of the words you mispronounced in the test given above. Then, working alone at your desk, find out from the dictionary how to pronounce each one. When you have learned your entire list, pronounce it aloud.

4. Test: Have You Learned to Tell a Story Well?

DIGGING FOR BURIED TREASURE

1 The beetle, which the negro was lowering slowly from a high
 2 branch in the tree, was now visible at the end of the string, and
 3 glistened like a globe of burnished gold in the last rays of the
 4 setting sun. If allowed to fall, it would have fallen at our feet.
 5 Legrand immediately cleared the ground just beneath the insect
 6 and ordered the negro to let go the string.

7 Driving a peg with great nicety into the ground at the precise
 8 spot where the beetle fell, he produced from his pocket a tape
 9 measure. One end of this he fastened to the trunk of the tree ;
 10 then he unrolled the tape till it reached the peg, and from there
 11 still farther in the same direction for the distance of fifty feet.
 12 At the spot thus attained a second peg was driven, and about
 13 this as a center a rude circle, about four feet in diameter, was
 14 described.

15 Taking now a spade himself, and giving one to the negro and
 16 one to me, Legrand begged us to set about digging as quickly as
 17 possible. The night was coming on ; and the lanterns having
 18 been lit, we fell to work. As the glare fell upon our persons and
 19 implements, I could not help thinking what a picturesque group
 20 we composed. How strange and suspicious our labors must have
 21 appeared to a passer-by who, by chance, might have stumbled
 22 upon our whereabouts. — EDGAR ALLAN POE, "The Gold-Bug"
 23 (Adapted)

What must you do to prepare yourself to tell the story well?
 For one thing, you need to fix in your mind what happened
 first, what next, and what last. Let us begin by

MAKING AN OUTLINE OF THE STORY

Class Conversation. 1. How many paragraphs are there in
 the story? Does the first say anything about digging for treas-
 ure? What does it tell? Can you express this in a single sen-

tence? Talk these questions over with your classmates. Write on the board, opposite the number 1, the sentence that best gives the main thought of the paragraph.

2. In the same way study and discuss the second paragraph; the third. At the end of your discussion you will have three sentences on the board, numbered 1, 2, and 3, giving the main thought of the three paragraphs.

WORD STUDY

In further preparation for telling the story, study the words in it.

Class Conversation. Notice the list of words below. The numbers refer to the numbered lines of the story. For each word give another, or (better) several more, that could be used in its place.

1 beetle	7 precise	19 implements
2 visible	8 produced	19 picturesque
3 glistened	9 fastened	20 strange
3 globe	10 unrolled	20 suspicious
3 burnished	12 attained	20 labors
5 immediately	13 rude	21 appeared
6 ordered	14 described	21 passer-by
7 peg	16 begged	21 chance
7 nicety	18 glare	21 stumbled

VARIETY IN EXPRESSION

Do you know what the class is doing in the schoolroom scene shown in the picture at the front of this book? You can see that a sentence has been taken from Poe's story and that the pupils are trying to express the thought of that sentence in several different ways.

Class Conversation. Express in different ways the thought of each of the sentences listed on page 5. As one pupil after

another gives his sentence, the class will talk it over. Particularly excellent sentences may be written on the board. Notice that the best of your sentences only help to show how well the skillful writer of the story has expressed himself.

1. The beetle glistened like a globe of burnished gold.
2. Legrand drove a peg with great nicety into the ground at the precise spot where the beetle fell.
3. He produced from his pocket a tape measure.
4. At the spot thus attained a second peg was driven.
5. About this as a center a rude circle was described.
6. The glare of the lanterns fell upon our persons and implements.
7. I could not help thinking what a picturesque group we composed.
8. How strange and suspicious our labors must have appeared.

Study. By silently reading and carrying out the following directions, get ready to tell the story. This is studying. Have you learned to study?

1. Read the story over to yourself. For each of the words you have been studying use another of the same or nearly the same meaning. Notice how carefully the writer has chosen his words. You cannot improve on them, can you?

2. Now read the story once more and note what each paragraph is about. You must have this clearly in mind before you begin to speak.

Story-Telling. As you tell your classmates the story, remember that they know it as well as you do. They will listen to see whether you can tell it and do the following things.

1. Stand erect and look at the audience in a friendly way.
2. Speak loud enough for all to hear you, distinctly enough for all to understand your words, and in a pleasant tone of voice.
3. Use correct English.
4. Avoid using too many *and's*.
5. Choose fitting words.
6. Tell things in the right order.

5. Test: Can You Think of Interesting Things to Say?

When you speak or write, two things count: (1) what you say, and (2) how well you say it. The preceding test had to do with the second point; now let us consider the first. Do you have original ideas? When you speak, do you say things that are really worth your hearers' attention?

Test. The selection from Poe's story is, as you know, only the beginning of a story. What happens when the digging begins is not told. What do you suppose the three men found, if anything? If it was a treasure, what did they do with it? Or did someone actually pass by and interrupt them at their suspicious labors? Plan as original an ending for the story as you can. Tell it briefly, for this test aims to find out not how long you can talk but how entertaining a story you can invent.

6. Better English: the Year's Aims

What do the tests say about your English? That you know grammar enough? That you can pronounce certain troublesome words correctly? That you are a skillful story-teller? That you speak well? That you are clever at thinking of things to say? Do they say that you need to improve your English in a number of ways? It may be that the teacher will give you additional tests¹ that tell the same story. It may be that the teacher will ask you to list¹ all these possible improvements on the board and then to copy them, so that you can refer to them from time to time. Over the list you might write this heading:

BETTER ENGLISH: THE YEAR'S AIMS

¹NOTE TO TEACHER. See Teachers' Manual for complete list of objectives, for additional tests, for key to tests, for answers and numerous suggestions.

CHAPTER ONE

THE SENTENCE

1. What a Sentence Is

1. The black horse belongs to my father.
2. The black horse spent the day in the pasture.
3. The black horse galloped down the road.

Oral Exercise. 1. Each of the groups of words above expresses a thought about the black horse. Have you a thought about the black horse? What is it?

2. Express a thought about each of the following :

The good cow	John's dog	Mary
My little sister	The conductor	The sailor
This old book	The apple tree	That poor old man

When we speak or write we use words. We use words in groups that express complete thoughts. Such groups are called sentences. So we talk in sentences and write in sentences.

A sentence is a group of words expressing a complete thought.

Some groups of words are not sentences. The following three groups of words are not sentences :

1. The storm on the lake.
2. The sailor.
3. Is reading a story.

Each of these groups is unfinished. As it is, it does not make sense. We ask, "*What about* the storm on the lake? *What about* the sailor? *Who* is reading a story?"

It is very different when we say :

1. The storm on the lake *destroyed a fine ship.*
2. The sailor *swam to the shore.*
3. *The boy in the easy-chair* is reading a book.

Now we have groups of words that make sense. They express complete thoughts. They are sentences.

Oral Exercise. Read the following passage carefully and tell how many sentences it contains. With what kind of letter does each sentence begin? With what kind of mark does each sentence end?

It was glorious in the country. Cornfields were waving. Oats were green. Hay stood in great stacks in the meadows. On a sunny slope stood a pleasant old farmhouse. Near it flowed a little stream of water. Should you have liked to be there? Go with me to the country next summer.

Group Exercise. Let pupils write sentences on the board. The class will criticize these sentences. Is each a sentence? If not, what must be added to it to make it a sentence? Does each begin with a capital letter? Does each end with the proper punctuation mark?

Oral Exercise. 1. Some of the following groups of words are sentences; some are not. Point out those that are.

- | | |
|--------------------------------------|---|
| 1. Washington carried the message. | 7. A little later. |
| 2. He was a very young man. | 8. Joined by an Indian guide. |
| 3. The dense forests and deep snow. | 9. He discharged his gun at Washington. |
| 4. Washington in uniform. | 10. Narrow escape from death. |
| 5. Then he put on an Indian costume. | 11. He expected to cross on the ice. |
| 6. The rivers were swollen. | 12. There was no way of getting over. |

- | | |
|-------------------------------------|------------------------------------|
| 13. He found the ice broken. | 17. They reached an island. |
| 14. A raft on the river. | 18. The travelers suffered. |
| 15. Washington fell into the water. | 19. No one dared to kindle a fire. |
| 16. The cold water and ice. | 20. At last their journey ended. |

2. Add words to the groups above that are not complete, so as to make sentences of them.

2. Making Interesting Sentences

You have learned that when you talk or write you use sentences. One may, however, use sentences that are interesting or sentences that are uninteresting.

Oral Exercise. Give a sentence suggested by each of the topics listed below. Let it be a sentence to entertain the class. It may amuse your classmates by being odd, or it may tell them some fact they did not know. Thus, using the first topic, you might give a sentence like one of these :

1. The boy's kite caught in the telegraph *wire* and lost its tail.
2. The unlucky politician pulled a *wire* that was charged.
3. *Wire* is made of copper, steel, silver, gold, or other metals.
4. The barbed *wire* took a fancy to the boy's new trousers and kept a small sample.

- | | | |
|-----------|-----------|------------|
| 1. wire | 8. ink | 15. sugar |
| 2. rope | 9. soap | 16. clock |
| 3. pole | 10. hair | 17. nose |
| 4. stick | 11. dog | 18. rabbit |
| 5. string | 12. fence | 19. flag |
| 6. paper | 13. milk | 20. bank |
| 7. paint | 14. tree | 21. hat |

Each sentence should be spoken distinctly and loud enough to be easily heard and understood.

Written Exercise. Pupils may write sentences suggested by the words in the preceding list. Now, however, each sentence

should contain at least two of those words. Some pupils may write on the board, in order that the class may criticize their work.

Class Criticism. Each sentence on the board should be read with the following questions in mind :

1. Is it an interesting sentence?
2. Does it begin with a capital letter, as every sentence should?
3. Is it followed by the correct punctuation mark?
4. Are there any mistakes in spelling?
5. Is the penmanship such that the sentence can be easily read?

Correction Exercise. Now check your own sentence or sentences with these questions in mind, and correct errors.

3. Vocal Drill

Perhaps you noticed, during a preceding lesson, that you had difficulty in understanding some of your classmates who were giving sentences. Some pupils do not speak loud enough or distinctly enough. These are serious faults, but a few minutes of vocal drill every day will do much to cure them.

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

2. Stand erect, hands at sides. Quietly but quickly, without raising the chest or shoulders perceptibly, take a deep breath. Exhale slowly, sounding *oo* softly about the middle of the vocal range, and go up one full tone and back. Continue as long as the breath lasts. Repeat several times.

3. Repeat the following nonsense rime, slowly at first, then more and more rapidly, but always distinctly, in a pleasant tone, and without too noticeable an effort :

Amidst the mists and coldest frosts,
 With barest wrists and stoutest boasts,
 He thrusts his fists against the posts
 And still insists he sees the ghosts.

4. Words Sometimes Mispronounced

Not only do pupils often speak indistinctly and in a weak voice, but they also mispronounce words. The following list is given here both as a vocal drill and as a correct-pronunciation drill.

Oral Exercise. Pronounce each of the following words as the teacher pronounces it to you. Then, several times in succession without a mistake, pronounce the entire list rapidly, distinctly, and correctly.

catch	finger	squirrel	then	geography
can	linger	was	there	grammar
room	longer	were	therefore	arithmetic
broom	idea	this	these	reading
America	girl	that	those	writing

Dictionary Work. Look up a number of these words in the dictionary. Notice how their pronunciation is indicated there. Pronounce them as you see them before you in the dictionary.

5. Kinds of Sentences

1. Tom drove to the farm to-day.
2. Did Tom drive to the farm to-day?
3. Tom, please drive there to-morrow.
4. Tom will drive there to-morrow.

Oral Exercise. Are all four of these groups of words sentences?

What does the first sentence do — tell something or ask something? Does the second tell something or ask something? Which sentence expresses a command or request?

We see that sentences tell something, ask something, or tell some one to do something.

A declarative sentence is a sentence that tells something. As :

Benjamin Franklin was once a poor boy.

The door of Scrooge's countinghouse was open.

An interrogative sentence is a sentence that asks something.

As :

How are you this morning?

Are you going to the circus?

NOTE. The word *interrogative* means "asking a question."

An imperative sentence is a sentence that expresses a command, a direction or instruction, or a request. As :

Hand me the end of the rope, George.

Go home!

Turn to the right. Go two blocks. Then turn left and go one block, straight into the post office.

Declarative, interrogative, and imperative sentences may be used as exclamations, expressing strong feeling. Thus:

Oh, we saw a beautiful sunset!

Oh, did you miss the sunset!

Give me my freedom, O King!

Such sentences are called **exclamatory**. They are followed by an exclamation mark.

Oral Exercise. Tell about each of the sentences that follow, whether it is declarative, interrogative, or imperative. What punctuation mark ends the declarative sentences? What kind of sentence always ends with a question mark?

1. The sun shone brightly all day.

2. Did it rain here yesterday?

3. The boys were playing basketball.

4. Do you know which team won?
5. When shall we three meet again?
6. The little brown house stood at the foot of the hill.
7. Who lives there?
8. You did not reply to my letter promptly.
9. Please write your name on this card.
10. There once lived in China a boy whose name was Aladdin.
11. Halt!
12. March!
13. I am glad to see you.
14. How are you?
15. Come to see me some day.
16. Come again.
17. Class, turn, rise, march to the door.
18. Great reduction sale will begin here Monday morning!
19. Drive slowly.
20. Do not feed the animals.
21. A balloon was sailing over the housetops.
22. Did you see it?
23. There it is!
24. Let me have the field glass.
25. I see a man in the basket.
26. How blue the sky is!
27. See the sea gull.
28. The beach was dotted with colored parasols.
29. A ship rode at anchor in the bay.
30. Are all the sailors on shore?
31. Shake well before using.
32. Mix with water before drinking.
33. Watch your step.
34. Pay as you enter.

Group Exercise. Let several pupils begin to write on the board the sentences called for in this exercise. Pupils remaining in their seats are to watch for errors. A pupil who discovers another's error takes his place at the board.

1. Make declarative sentences about (1) apples, (2) a dog, (3) something that you are planning to buy, (4) the street on which you live, (5) the work you intend to do when you are grown up.

2. Make interrogative sentences about these same subjects.

3. Make declarative, interrogative, and imperative sentences as called for by the pupils in their seats, who will say what these sentences are to be about.

6. Using Interrogative Sentences

In a certain school a lesson period is set aside once a week for asking questions. During that period the pupils, not the teacher, ask questions. Whatever a pupil wishes to know he inquires about. The answer comes not from the teacher but from the inquirer's classmates. Any one in the class who can answer does so.

All sorts of questions are allowed. Is there a book that tells of hunting lions in Africa with a camera? Why are girls' feet smaller than boys'? Why are automobiles required to carry number plates? Has any one in the class ever made a butterfly collection? In which month of the year is it best to begin a flower garden? How can we be sure that the earth is round? Which is larger, the sun or the moon, and how can we be sure? Why do many churches have steeples? Are mules more intelligent than horses? Are goats more intelligent than dogs? Who is the oldest man in the school district? Are there any poisonous snakes or poisonous insects in this school district? Are the brightest stars in the sky the largest ones? When will the next circus come to town?

Group Exercise. Rise and ask a question — any question that comes into your mind. It may not be an important

question. That does not matter. One of your classmates who knows the correct answer will rise and give it to you. Other pupils will ask and answer questions.

PROJECT: *THE QUESTION BOX*

Written Exercise. Write a question on a slip of paper. Fold the paper and place it in the question box on the teacher's desk. Before doing so, make sure that it contains no mistakes.

Oral Exercise. When the teacher calls your name, go to the question box and draw out a question. Read it aloud, that the class may know what it is. Answer it if you can. If you cannot, then say, "Can any one in the class answer this question?" Probably some classmate will give a satisfactory answer.

7. Drill in Correct Use

During the question-box game did you hear any mistakes in grammar? Did you or any other pupil say "I seen" or "I done" or "I have went" or something equally wrong? Common errors in grammar will be explained in this book, but they cannot all be explained at once. It will be best, therefore, for you to get rid of some of the most common ones now, without waiting for the complete explanation that is given later in the book.

Notice the two following rules:

1. It is incorrect to use the words *saw*, *did*, *came*, *rang*, *sang*, *drank*, and *went* with such words as *have*, *has*, *had*, *is*, and *was*.

I *saw* him. (NOT: I *have saw* him.)

He *did* it. (NOT: He *has did* it.)

2. It is correct to use the words *seen*, *done*, *come*, *rung*, *sung*, *drunk*, and *gone* with such words as *have*, *has*, *had*, *is*, and *was*.

I *have seen* him often. (NOT: I *seen* him often.)

He *has done* even greater things. (NOT: He *done* even greater things.)

Oral Exercise. Referring when necessary to the two rules stated on the preceding page, read the following sentences in their correct form :

1. I (seen, saw) the man, and the man (seen, saw) me.
2. I had (saw, seen) him before. Have you ever (seen, saw) me?
3. I wonder what he (done, did) with my book. What have you (done, did) with it?
4. Along (come, came) a beautiful dog that I had never (saw, seen) before.
5. He had (come, came) out of my friend's house. He (come, came) straight for me.
6. I (rung, rang) the bell of my bicycle. When I had (rung, rang) it twice, they allowed me to pass.
7. We (sung, sang) the old songs that we have often (sung, sang).
8. The thirsty horses (drank, drunk) at the tank where they have (drank, drunk) since we came.
9. Have you ever (done, did) better work than this? Has he (did, done) better work?
10. I have often (went, gone) to the river. I (went, gone) there last week.

Drill. Read the preceding sentences repeatedly, selecting the correct words as you read, until with practice you can do so without hesitation or stumbling.

8. Using Imperative Sentences

1. Forward, march. Halt. Present arms.
2. Please tell me the best way to the nearest garage.
3. Shake before using. Mix thoroughly. Rub dry.

Oral Exercise. As you know, the sentences above are called imperative sentences. Do you know what an imperative sentence is? Turn to page 12 and see whether your statement agrees with the one in the book. Which of the preceding sentences express a command? What do the others express?

GIVING DIRECTIONS

Oral Exercise. 1. Using mainly imperative sentences, direct an inquiring stranger from the schoolhouse to the railroad station; to the post office; to the nearest moving-picture theater; to the nearest grocery; to the largest church; to your own home.

2. In the same way direct a new pupil in your class from the schoolroom to the first-grade room, if you are in a large city school; to the second-grade, third-grade, fourth-grade, fifth-grade, and eighth-grade rooms; to the hook in the cloakroom on which your hat is hanging; to the coal room.

EXPLAINING HOW TO DO OR MAKE SOMETHING

Oral Exercise. What can you make or do particularly well? Can you make a whistle? An electric bell? A sled? An apron? Fudge? Cookies? Do you know the best way of polishing silver? Of washing and drying dishes? Of making a springboard? Of hanging a picture? Of sharpening a knife? Using mainly imperative sentences, tell your classmates how to do or make something about which you know enough to speak. The following list may suggest a subject:

1. How to Find the North Star
2. How to Pitch a Tent
3. How to Handle and Take Care of a Sewing Machine
4. How to Paddle a Canoe
5. How to Swim
6. How to Learn to Swim
7. How to Get a Book at the Public Library
8. How to Make Griddlecakes
9. How to Make Lemonade
10. How to Care for a Cow
11. How to Hang a Barn Door
12. How to Wash Windows

13. How to Hang a Screen Door
14. How to Prove Addition
15. How to Make a Raft
16. How to Make a Cheese Sandwich
17. How to Make a Twine Holder
18. How to Play Checkers
19. How a Snowplow Works
20. How to Lay Shingles
21. How to Darn Stockings
22. How a Street is Paved
23. How to Operate a Radio Receiver

Group Exercise. After each explanation the class should call attention to the mistakes in English that the speaker made. Did he speak loud enough and distinctly enough? Did he stand erect and look at the class while speaking?

PROJECT: *THE LABEL EXHIBITION*

Written Exercise. Using mainly imperative sentences, write briefly directions for use such as might be printed on a box of shoe polish; on a bottle of witch-hazel; on a tube of tooth paste; on a box of cereal coffee; on an ice-cream freezer; on a tube of shaving soap; on a box of water colors; on a carpet sweeper.

Make or obtain a little box or tube and print your directions neatly on it. All these articles will be placed on a table where the class and visitors may inspect them.

Correction Exercise. Read your directions over. Does every sentence begin with a capital letter? Does every sentence end with a period?

9. Practice: Capitals and Punctuation Marks

The Appendix of this book begins on page 207. The first part of it, as you will see, gives the principal rules for the use of capital letters and punctuation marks.

Exercise. 1. Turn to the Appendix. How many rules do you see for the use of capital letters and punctuation marks? Do you see any rules that you already know?

2. Refer to rules 1, 19, 22, 23. Read these rules.

3. Write sentences to illustrate these rules. Point out what you have done to follow the rules.

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

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 sentence (7)

Kinds of sentences (11)

Declarative (12)

Interrogative (12)

Imperative (12)

Exclamatory (12)

II. COMPOSITION

Making interesting sentences (9)

Using interrogative sentences (14)

Project: *The Question Box* (15)

Using imperative sentences (16)

Giving directions (17)

Explaining things (17)

Project: *The Label Exhibition* (18)

III. REVIEW AND DRILL

Vocal drill (10)

Words sometimes mispronounced (11)

Dictionary work (11)

Drill in correct use (15)

Practice: capitals and punctuation marks (18)

NOTE. The numbers in parentheses refer to pages.

CHAPTER TWO

PARTS OF SPEECH

1. Introduction

When a man builds a house, he uses different kinds of material. When you build sentences, you also use different kinds of material. If you had only words like *boy*, *city*, *house*, *wagon*, you could not express your thoughts, you could not build sentences, you could not make yourself understood. Just as a carpenter needs not only wood but also nails and screws, so you need not only words that are the names of persons, places, or things, as *woman*, *garden*, *hat*, but also words that express action, like *runs*, *sings*, *shoots*. And there are still other kinds of words that you need.

We must now learn something about each of the different kinds of words. Then we shall know better how to use them in making sentences.

2. Nouns

In the passage that follows, the words that are names of persons, places, or things are printed in italics. These words, and all words like them, are called nouns.

On a *day* in *September*, long ago, a *ship* sailed out of the *harbor* of *Plymouth*, in *England*. On *board* were *men*, *women*, *children*, — even some *dogs* and *cats*, — and they were all starting on the long *voyage* across the *ocean* to find a *home* on the strange, wild *shores* of *America*.

Exercise. Name things that you have in or on your desk. Name things you can see in the schoolroom. Name things you

can feel with your finger tips. Name things you saw or heard on your way to school.

All these words, and thousands of others, are alike in being names of things. They are called **nouns**.

Nouns tell the names not only of things that we can see or hear or touch, but also of such things as *joy*, *sadness*, *hope*, *fear*, *companionship*.

Exercise. 1. Point out all the nouns that you can find in these sentences. There are eighteen in all.

1. Once a tailor and a goldsmith were traveling together.
2. At evening the sun sank behind the mountains.
3. The men heard the sound of far-away music.
4. The moon had risen when they came to a hill.
5. Here they saw a crowd of little men and women.
6. An old man wore a coat of many colors.
7. His gray beard hung down over his breast.

2. Write five sentences, using at least ten of the nouns you found in the sentences above.

A noun is a word used as the name of anything — a person, place, or thing.

3. Selecting Suitable Nouns

I

Oral Exercise. Make sentences, using the nouns below in such a way as to make clear that you understand the difference in meaning between those of each group :

alligator	stanza	burglar	principal
crocodile	verse	thief	principle
artery	nephew	trader	return
vein	cousin	merchant	arrival

When you do not know the exact meaning of a word you wish to use (as, one of the nouns at the foot of the preceding page), what can you do?

II

COMPLETION TEST

At 1, once in the olden 2, on the rugged 3 of one of the Crystal Hills, a 4 of 5 were refreshing themselves, after a toilsome and fruitless 6 for the Great Carbuncle. They had come thither, not as 7 nor 7 in the 8, but each, save one youthful pair, impelled by his own selfish and solitary 9 for this wondrous 10. Their feeling of 11, however, was strong enough to induce them to contribute a mutual 12 in building a rude 13 of branches, and kindling a great fire of shattered pines, that had drifted down the headlong 14 of the Amonoosuck, on the lower 15 of which they were to pass the night. — HAWTHORNE, "The Great Carbuncle"

Exercise. Insert in each numbered blank in the preceding selection the most suitable noun, from the list below, bearing the same number. It will be interesting to see who in the class will choose the same nouns as Hawthorne chose.

1	2	3	4	5
nightfall	epoch	ascent	crowd	discoverers
evening	days	slope	group	travelers
twilight	age	bank	company	explorers
night	era	edge	congregation	adventurers
sundown	time	side	party	speculators
6	7	8	9	10
lookout	friends	enterprise	hunger	valuable
search	partners	undertaking	desire	jewel
quest	shareholders	adventure	longing	prize
pursuit	companions	game	hope	discovery
investigation	cronies	search	expectation	gem

11	12	13	14	15
brotherhood	aid	hut	motion	side
friendship	assistance	shanty	stream	shore
comradeship	help	shack	flow	slope
companionship	contribution	residence	current	bank
fellowship	relief	dwelling	tide	border

When you have filled the blanks, the teacher will tell you the nouns that Hawthorne himself used.

4. Using the Dictionary

Exercise. Find in the dictionary some of the nouns in the preceding lesson. Try to find them more quickly than any classmate.

Perhaps you have never noticed in the dictionary that each word is followed by a little letter that tells whether the word is a noun, a pronoun, a verb, or another part of speech. The following list contains some of the abbreviations used in the dictionary, and their meaning:

n. = noun

pron. = pronoun

a. = adjective

adv. = adverb

v. (followed by *t.* or *i.*) = verb

conj. = conjunction

prep. = preposition

interj. = interjection

sing. = singular

pl. = plural

Oral Exercise. Think of a noun. Find it in the dictionary. Is it followed by the abbreviation for noun?

The words in the dictionary are separated into parts called syllables. Thus, the noun *crocodile* is printed *croc'o-dile*; *alligator* is printed *al'li-ga-tor*. Notice the little mark (-) that separates the syllables, except when the accent (') separates them. That mark (-) is called a **hyphen** and should be used in writing when the parts of a word need to be separated, as when

a word is begun at the end of a line and the last syllable or syllables of it begin the next line.

Exercise. 1. Find in this book words that are begun at the end of one line and whose last syllable or syllables begin the next line. Why is the hyphen used with such separated words?

2. Separate into their syllables some of the words in the list of nouns in the preceding exercise. When you are in doubt where to divide a word, consult the dictionary.

5. Pronouns

1. George is playing with George's brother. 2. The old man carried the old man's bundle on the old man's shoulder. 3. A woman saw the old man. 4. The woman called to the old man. 5. The old man turned and went toward the woman.

Exercise. Can you improve the sentences above? What did you do?

It is convenient to have words that we can use instead of nouns. It saves repeating the nouns. A number of little words, among which are *he, she, his, her, they*, perform this important work of taking the place of nouns. They are called **pronouns**, which means "for nouns."

Some of the pronouns that we use all the time are :

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

Exercise. Point out the pronouns in these sentences and tell what noun or nouns each one stands for :

1. Tom, Mary, and Fred (Fred is my name) went to the river.
2. We had a canoe there.
3. I knew exactly where we had hidden it.
4. They helped me get it into the water.
5. Tom is my brother and Mary is his sister.

6. She knows how to paddle a canoe.
7. The current of the river is strong, but still we made good headway against it.
8. Some boys on the bank watched us.
9. They shouted to us, but we paddled right on until their shouts died away.
10. We saw no more of them.

A pronoun is a word used instead of a noun.

6. Adjectives

1. The *old* tree bears *red* apples.
2. The *gray* cat caught the *ugly brown* rat.
3. The *shrill* sound of the whistle was heard.
4. The *young* woman touched the *smooth* velvet.
5. The *hungry* boy ate the *sweet* cooky.

Exercise. 1. Point out the nouns in the first sentence above. Is *old* a noun? Is it the name of something? Does it add to the meaning of a noun? Which noun? To which noun does the word *red* add a meaning?

2. Point out the nouns in the other sentences above. Nearly every one of those nouns has a word added to it. This other word describes the noun with which it goes. Point out each of these describing words and tell what noun it describes, or modifies.

Here we have come upon a new and much-needed kind of word. Its work is to add to the meaning of nouns — to describe them, to modify them. We call these describing, modifying words, that add to the meaning of nouns (or pronouns), **adjectives**.

Exercise. Name the noun which each adjective in the following sentences modifies. The adjectives that you are to consider are printed in italics.

1. I am wearing a *gray* suit.
2. My *black* hat is on my head.

3. A *red* flower is in my buttonhole.
4. This is a *beautiful* day.
5. *That* man is my *best* friend.
6. He lives in *yonder* house.
7. This *fine* field of corn belongs to him.
8. All *those tall* trees are on his *large* place.
9. *Every* animal on the farm is his property.
10. The *white* and *black* bulldog is waiting for his master.

Some of the adjectives in the preceding sentences *point out* rather than describe the nouns to which they belong. For instance, the word *that* in the fifth sentence, the word *yonder* in the sixth, the word *those* in the eighth, are modifiers that point out, and therefore are different from such modifiers as *gray*, *black*, *honest*, *energetic*. But both kinds of modifiers add to the meaning of nouns and are therefore adjectives.

Exercise. 1. Pick out the nouns in the following passage and decide regarding each whether any adjectives either describe it or point it out :

As Mr. Pickwick stood on the bridge he gave himself up to the enjoyment of the bright and pleasant sky, the balmy air, and the beautiful appearance of every object. The river reflected the clear, blue sky. The long oars of the old fishermen dipped into the water with a clear and liquid sound, as their heavy but picturesque boats glided slowly down the stream. The ancient castle, with its roofless towers and massive walls, stood near the bank. — CHARLES DICKENS (Adapted)

2. Use the following adjectives in sentences. Draw a line under the noun that each adjective modifies.

rapid	bold	gay	pleasant	those	every
sleepy	studious	yonder	yellow	thick	happy

An adjective is a word used with a noun or a pronoun to point it out or to describe it.

7. Choosing Suitable Adjectives

Oral Exercise. 1. Two ragged boys are seated together in a street car. One of them is *quiet*, the other is *silent*. What is the difference? One of them is *hungry*, the other is *nearly starved*. What is the difference? One of them is *homely*, the other is *awkward*. What is the difference?

2. The ascent up a mountain side was *gradual*. Does this mean that it was *slow*?

3. John's promotion to the next grade is *probable*. Mary's is *certain*. Tom's is *possible*. In whose place should you prefer to be?

4. Is a *noisy* boy the same as a *happy* boy? Is a *noisy* boy the same as a *lively* boy?

5. What is the difference between a *mysterious* letter and a *secret* letter?

6. Give the opposite of each of these words: *quick*, *brief*, *correct*, *excellent*, *hopeful*, *serene*, *clean*, *happy*, *honest*, *deep*, *long*, *wide*.

7. Give the opposite of each of these adjectives: *lively*, *energetic*, *industrious*, *skillful*, *conceited*, *reliable*, *trustworthy*, *private*, *grave*, *familiar*, *generous*.

Oral Exercise. Use in a sentence each of the italicized words above.

8. Verbs

Exercise. Read each of the following incomplete sentences as it stands. Does it make sense? Is it a sentence? Now supply the word that is needed.

1. Marquette — the way to the village.
2. There he — many Indians.
3. He — from wigwam to wigwam.
4. The chiefs — him not unkindly.

5. Finally Marquette — them all to a grand council.
6. The whole assembly — with marked attention.
7. They eagerly — him to stay with them.
8. But he soon — the village.
9. Many Indians — him as far as Lake Michigan.
10. In a canoe he — that lonely and savage shore.

This important word in the sentence — the word that asserts action — is called a **verb**. Without verbs we cannot make sentences.

Most verbs assert action ; that means not only action of the body, such as running, jumping, working, but also action of the mind, such as thinking, studying, deciding, working. Some verbs, however, make assertions that hardly include action of any kind. Thus :

He *is* here.

They *live* in yonder house.

She *appears* perfectly well.

The man *sat* quietly in his armchair.

Sometimes a verb consists of more than one word, two or more words being used together as a single verb. Thus :

I *shall write* that letter to-morrow.

I *shall be writing* other letters then.

He *would have gone* back to the old farm.

The room *was crowded* with children.

The gun *was loaded*.

Groups of words that do the work of a single verb are usually called **verb phrases**, but often they are called simply verbs.

Sometimes the words that make up a verb phrase are separated by other words. Thus :

I *shall* not *go*.

You *have* really *succeeded*.

They *might* easily *have hurt* him.

· **Exercise.** Point out the verbs and verb phrases in the sentences that follow :

1. I rode for a long distance in one of the public coaches.
2. The coach was crowded, both inside and out, with passengers.
3. These were going mainly to the homes of relatives and friends.
4. It was loaded also with hampers of game, and baskets and boxes of delicacies.
5. Some boys addressed a host of questions to the coachman.
6. He wore his hat a little on one side.
7. A huge roll of colored handkerchief was tied about his neck.
8. His broad, full face beamed pleasantly.
9. He enjoys great consideration along the road.
10. I saw cheerfulness in every countenance throughout the happy journey.

A **verb** is a word that asserts something — usually an action — about a person, place, or thing.

9. Variety in Expression

Deerslayer helped his companion place the different articles in the canoe, which was already afloat. This was no sooner done than the two frontiersmen embarked, and by a vigorous push sent the light bark some eight or ten rods from the shore. Hurry now took the seat in the stern, while Deerslayer placed himself forward, and by leisurely but steady strokes of the paddles, the canoe glided across the placid sheet of water. Several times the men ceased paddling and looked about them at the scene, as new glimpses opened, enabling them to see further down the lake or to get broader views of the wooded mountains. — JAMES FENIMORE COOPER, "The Deerslayer"

Exercise. 1. Find three or four nouns that could be substituted for *companion* in the first line. Could the noun *acquaintance* be used? What is the difference between an *acquaintance* and a *comrade*? If you cannot think of other nouns for *companion*, consult the dictionary.

2. In the same way make as long a list as you can of adjectives that could be used instead of *vigorous*, *light*, *steady*, *leisurely*, *placid*; of nouns that could be used for *bark*, *sheet*, *scene*, *glimpses*, *articles*; of verbs that could be used for *helped*, *sent*, *placed*, *looked*, *embarked*, *glided*; *ceased*, *get*.

10. Letter Writing

Fred Gregory is spending his vacation at a little lake in the country, where his father has rented a cottage for the summer. One day Fred wrote his friend Tom the following letter :

A LETTER FROM FRED GREGORY TO HIS FRIEND TOM

16 Woodland Road
Clearwater, Iowa
July 24, 1930

Dear Tom :

You never saw a pleasanter place than this little lake. It keeps me thinking of the Glimmerglass in "The Deerslayer." Like the Glimmerglass, it is about three miles long and half as wide and has on nearly all sides thickly wooded shores. There are some cottages here, but I suppose the lake looks very nearly as it did a hundred years ago, when only hunters and Indians visited it.

I wish you were here with us. We have a canoe and a rowboat, and almost every day go exploring along the shores of the lake. I found a kingfisher's nest in the clay bank a few weeks ago. We had been wondering where this bird lived; we saw him every day or heard his rattle as he flew by our cottage. Our exploring trips are the best fun I ever had. I could give you a list, a page long, of all the plants and animals I have learned to know. There are ten different kinds of turtles in a water-box near our little dock, all of them found by either Elizabeth or me. Think of that!

I could tell you much more, but it is bedtime, and I must stop.

Your old friend,
Fred Gregory

Exercise. 1. What part of Fred's letter interested you most? Have you read "The Deerslayer"? If so, do you remember the Glimmerglass?

2. Imagine that you are Tom, to whom this letter is addressed, and write briefly as interesting a reply as you can.

Group Exercise. Three or four of the letters that the preceding exercise called for should be copied on the board. As the following numbered paragraphs are studied, the letters on the board should be corrected and improved by the class, the teacher writing the corrections as the class makes them.

1. Can you tell from Fred Gregory's letter the place and the time of writing? Does your letter to Fred mention the place where you wrote it, and does it give the date? Do the letters on the board give this information? The place of writing and the date together are called the **heading** of a letter. Supply your letter with its proper heading, if you have not done so already. Look at Fred's letter to see where the heading belongs and how it is written.

2. In Fred's letter the words "Dear Tom" form what is called the **greeting**. What is the greeting of each letter on the board? Supply your letter to Fred with a proper greeting, if you have not done so already. Look at Fred's letter to see where the greeting belongs and what punctuation mark follows it.

3. Fred's letter ends with the words "Your old friend, Fred Gregory." Refer to the letter to see how these are written. They make what is called the **ending** of a letter. Usually such phrases as "Yours truly," "Yours sincerely," "Yours respectfully," "Yours affectionately" are written above the name of the writer. What is the ending of each letter on the board? Supply your letter with an ending, if it has none. Consult Fred's letter to see just where the ending is put, how it is punctuated, and what words in it begin with capitals.

4. The main part of the letter, which contains what we have to say to the person to whom we are writing, is called the **body** of the letter.

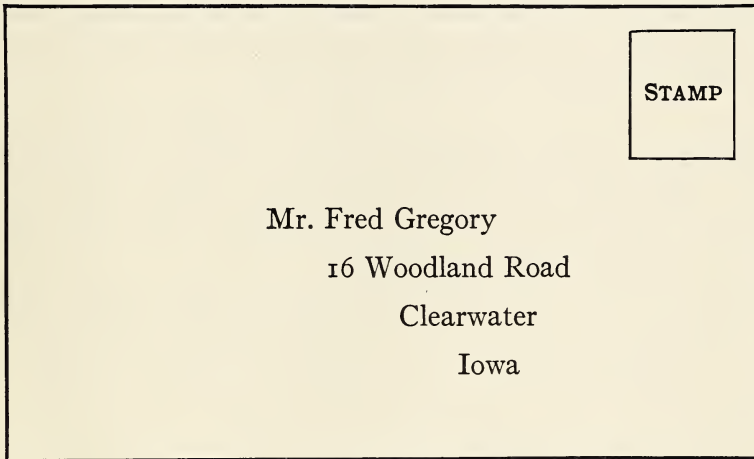
Group Exercise. Let three or four pupils write on the board, the rest of the class on paper. As each part of the exercise below is completed, the class will make criticisms, each pupil comparing his own paper with the work on the board. Several groups of pupils may take their turn at the board before the entire exercise is finished. Rectangles (see below) should be drawn to indicate the letters and the envelopes.

	HEADING 1912 Prairie Avenue Chicago, Illinois September 2, 1930
GREETING Dear Mr. Gregory :	
	----- ----- ----- -----
	BODY OF THE LETTER ----- ----- ----- -----
	ENDING Yours sincerely, Henry W. Bradley

1. Write the appropriate heading, greeting, and ending for a letter from you to your father. Arrange these parts as in a letter (see the preceding page). Indicate the body of the letter by a few lines of dots or dashes.

2. In the same way write the framework for a letter to your friend Tom, who has gone to California; to your uncle, who lives in the South; to your mother, who is visiting your uncle; to your grandfather in Vermont. Pretend in each case that you are writing from a different city and at a different time.

3. Address the envelopes for these five letters. In order that you may address them correctly, study the following addressed envelope :



Written Exercise. Let each pupil write a short letter to one of his classmates. Perhaps the teacher will group all the pupils in pairs. Let the subject of the letter be "What I Should Wish if I Could Have Anything I Wanted." All the letters may be mailed in the class post office, and the class postmaster will see that each letter reaches the person to whom it is addressed. If it is incorrectly addressed, it will be returned to the sender.

Group Exercise. Some of the letters should be copied on the board in order that they may be read by the class. The following questions should be used in studying each one :

1. Is the letter interesting?
2. Are heading, greeting, and ending written correctly?
3. Is each sentence really a sentence, or does it need to have words added to make it complete?
4. Does each sentence begin with a capital letter?
5. Does each sentence end with a period or a question mark?
6. Can the nouns, adjectives, or verbs used be replaced by more suitable ones?

11. Adverbs

The boys are studying *now*. They are studying *here*. They are studying *quietly*. *Soon* they will be playing. They will play *noisily*. They will play *happily*. They will play *there*.

Exercise. 1. Which word tells *where* the boys are studying? Which tells *where* they will be playing? *When* will they be playing? Can you tell from the sentences *how* they will be playing? *How* are they studying?

2. Make a list of the italicized words in the sentences above that answer the question *where*; another list of those that tell *when*; and still another of those that answer the question *how*.

3. Write opposite each word in your three lists the verb (or verb phrase) which it modifies.

Words such as *now*, *here*, *there*, *quietly*, *noisily*, that are added to verbs to make their meaning clearer or fuller, are called **adverbs**.

Exercise. 1. In the sentences that follow, the words in italics are adverbs. Tell what verb each modifies.

1. The man called *again*, and *now* some children appeared.
2. *Immediately* the fun began.

3. *Gayly* and *boisterously* they romped *about*.
4. *Swiftly*, *gracefully*, they darted *here* and *there*.
5. *Presently* they sat *down* and read their books.
6. *Finally* one read *aloud* to the rest.
7. The girl read *slowly*, but *clearly* and *expressively*.

2. Write short sentences containing the following adverbs, drawing a line under the verb which each adverb modifies :

rapidly	boldly	pleasantly	soon	here	faithfully
noisily	gently	impatiently	now	where	differently
sleepily	often	happily	later	there	studiously

The name **adverbs** is given not only to words that modify verbs but also to words that modify adjectives.

Exercise. In the following sentences name the nouns; the verbs; the adjectives. What words modify adjectives?

1. Fierce lions attacked him.
2. Very fierce lions attacked him.
3. Exceedingly dangerous lions were in the cage.

In the sentences above, *very* modifies the adjective *fierce*, and *exceedingly* modifies the adjective *dangerous*.

Words that modify adverbs are themselves called adverbs. Such are the italicized words in the following sentences :

They motored rapidly.
 They motored *too* rapidly.
 They returned soon.
 They returned *very* soon.

Here *rapidly*, an adverb modifying the verb *motored*, is itself modified by the adverb *too*, and the adverb *soon* is modified by the adverb *very*.

Exercise. 1. Adverbs, then, have three uses. What are they? Illustrate each in two sentences of your own.

2. Make a list of all the adverbs in the sentences that follow, and write with each adverb the verb, adjective, or adverb that it modifies :

1. He answered my eager question immediately.
2. The hunter was much too quick for the animal.
3. The laughing boys entered the building entirely too noisily.
4. Very soon a bright fire burned most cheerfully in front of our tent.
5. She smiled happily but would not say a single word.
6. Here and there we found some very pretty stones.
7. Everywhere one could see signs of the coming of spring.
8. Instantly the rider wheeled his horse about and, in the rapidly thickening fog, galloped boldly down the road.
9. His face was very pale and worn, but on it was legibly written the serene calm of his mind.
10. The runner could not have made a more serious mistake.
11. The automobile came swiftly along, chugging gently.
12. You are altogether wrong, and he is wholly right.

An adverb is a word that modifies a verb, an adjective, or another adverb.

12. Prepositions

The little words *of*, *to*, *from*, *at*, and others like them, are so important that sometimes the whole meaning of a sentence is changed by changing them. For example, if you compare the following sentences, you will find that the differences in meaning are due entirely to the words in italics :

- | | |
|---------------------------------------|---------------------------------------|
| The ball lies <i>on</i> the desk. | The ball lies <i>in</i> the desk. |
| The ball lies <i>under</i> the desk. | The ball lies <i>behind</i> the desk. |
| The ball lies <i>beside</i> the desk. | The ball lies <i>before</i> the desk. |

In each of these six sentences the word in italics makes clear and definite the relation between the noun *desk* that follows it and the verb *lies* that precedes it.

A word that shows the relation of a noun (or pronoun) to some other word in the sentence is called a **preposition**.

The following list includes most of the prepositions that are commonly used :

above	beneath	on
across	beside, besides	over
after	between	through
against	beyond	to
along	by	toward
among	during	under
around	for	until, till
at	from	upon
before	in	with
behind	into	within
below	of	without

The noun or pronoun that follows the preposition is called the object of the preposition.

Thus, in *behind the house*, *house* is the object of the preposition *behind*; and in *around the barn*, *barn* is the object of *around*.

Exercise. The italicized words in the following passage are prepositions. Point out the object of each.

The 14th *of* August was the day fixed *for* the sailing *of* the brig "Pilgrim" *on* her voyage *from* Boston, *round* Cape Horn, *to* the western coast *of* North America. As she was to get *under* way early *in* the afternoon, I made my appearance *on* board *at* noon, *in* full sea rig, *with* my chest, containing an outfit *for* the two or three years' voyage which I had undertaken *from* a determination to cure, if possible, *by* an entire change *of* life, a weakness *of* the eyes which no medical aid seemed likely to remedy. — R. H. DANA, "Two Years before the Mast"

A **preposition with its object is called a prepositional phrase**. Thus, *in the basement*, *under the tree*, and *behind your chair* are prepositional phrases.

Exercise. 1. In the following sentences point out the prepositional phrases. Tell what part of speech the object of each preposition is.

1. After school the boys, one of whom was Tom, went down the road to the river.

2. Among the bushes they had hidden their canoe.

3. They put the light craft of wood and canvas into the water and paddled across the stream.

4. Without a word of explanation to any one they started into the woods for nuts.

5. After a tramp of several miles they came to some fine trees full of walnuts.

6. The tree of largest size stood at one edge of the clump.

7. Coming to this tree, the boys were delighted.

8. When they returned to their homes, they told the story of this expedition.

9. Their account of the trip was interesting in the extreme and full of exciting events.

10. They had seen two snakes of large size and had brought back one of them.

11. They decided on another tramp to the woods in a few days.

12. In a corner of the woodshed lies the bag of walnuts that Tom brought home with him.

13. On the day before Christmas Tom opened the bag of nuts and brought some of them into the house.

2. Use the following prepositions in sentences and name the object of each :

to	for	between	of	in
from	against	among	on	with
after	by	into	under	during

A preposition is a word that shows the relation of a noun or a pronoun (usually following it) to some other word in the sentence.

13. Word Study

Oral Exercise. Use the following pairs of verbs in sentences which show that you understand the differences in meaning. Refer to the dictionary when you do not know the exact meaning of a word.

auction	scheme	advise	offend
sell	plan	caution	injure
grunt	neigh	disguise	fall
groan	bray	hide	stumble

Oral Exercise. Make sentences to show that you understand the meaning of each of the following adverbs :

entirely	possibly	presently
wholly	probably	absently
completely	wisely	thoughtlessly
quite	cleverly	thoughtfully

Oral Exercise. 1. What is the difference between talking *to* a person and talking *with* him? Between throwing a ball *to* a boy and throwing it *at* him? Between mailing a letter *to* a friend and mailing it *for* him?

2. To how many does the first *them* below refer? To how many does *them* in the second sentence refer?

There was much argument *between* them. There was much argument *among* them.

3. What is the meaning of *besides* and *beside* in these sentences?

Besides me there was only my brother in the automobile. But my brother did not sit *beside* me; he sat on the front seat and I on the rear seat.

4. What is the difference between walking *in* the house and walking *into* the house?

14. Story-Telling

LEGEND OF THE ARABIAN ASTROLOGER

1 In my younger days, when a mere Arab of the desert, I tended
 2 my father's camels. In traversing the desert of Aden, one of
 3 them strayed from the rest and was lost. I searched after it for
 4 several days, but in vain, until, wearied and faint, I laid myself
 5 down at noontide and slept under a palm tree by the side of a
 6 scanty well. When I awoke I found myself at the gate of a city.
 7 I entered, and beheld noble streets, squares, market places; but
 8 all were silent and without an inhabitant. I wandered on until
 9 I came to a sumptuous palace, with a garden adorned with
 10 fountains and fishponds, groves and flowers, and orchards laden
 11 with delicious fruit; but still no one was to be seen. Upon
 12 which, appalled at this loneliness, I hastened to depart. After
 13 issuing forth from the gate of the city, I turned for one last
 14 look at the place. Imagine my astonishment. It was no longer
 15 to be seen; nothing but the silent desert extended before my
 16 eyes. — WASHINGTON IRVING, "The Alhambra" (Adapted)

Do you know how to prepare yourself to tell a story? Refer to pages 3-5. Notice there (1) that an outline is made, (2) that the words of the story are studied, as well as (3) the writer's way of expressing his thoughts. Study the story given above as you did that earlier story.

Speaking. Retell the story that is told above. Then try to make an entertaining ending for it.

15. Vocal Drill

Exercise. 1. Inhale slowly through eight counts. Exhale slowly through eight counts, sounding *oh* softly, smoothly, and steadily.

2. Repeat the following nonsense rime, slowly at first, then more and more rapidly, but always distinctly, easily, and in a pleasant tone of voice:

To the windmills said the mill wheel,
 "As the wind wills do you still wheel?"
 "Yes, we still wheel as the wind wills,"
 To the mill wheel said the windmills.

16. Drill in Correct Use

The verbs *set* and *lay* are among those that are often used incorrectly. They will be fully explained later. The present drill aims to help you to form the habit of using them correctly.

The verb *set* does not mean *sit*. It is incorrect to say, "Set here." "Sit here" is correct. *Set* means "place," "put," NOT "have a seat." Thus:

Set the jar on the shelf.
 She *set* the basket on the table.

The verb *lay* does not mean *lie* or *recline*. It is incorrect to say, "The book *lays* on the table." "The book *lies* on the table" is correct. *Lay* means "place," "put," "put down in a place," NOT "recline," "rest," "lie in a place." Thus:

Lay your gloves on the chair.
 She always *lays* her book on the table.

Oral Exercise. Select the correct verb for each of the following sentences:

1. The package (lies, lays) on the desk.
2. Lay your bundle here, but do not disturb the (setting, sitting) hen.
3. (Lay, Lie) on the lounge if you are tired.
4. If you want a rest, (set, sit) in the armchair.
5. Set the rocker here and (sit, set) in it.
6. The cow (lays, lies) in the shade of the tree.
7. The dog (sits, sets) before his kennel.
8. Set his dish near him where he (sets, sits).
9. The girl laid her purse on the counter, but it (lies, lays) there no longer.

10. (Lie, Lay) on the sand near the water.

11. (Set, Sit) in the center of the boat.

12. Here (lays, lies) his cap, and there he (sits, sets) on the step.

Drill. Read the preceding sentences aloud repeatedly, selecting the correct verb for each as you do so.

17. Words Sometimes Mispronounced

Oral Exercise. Pronounce each of the following words as the teacher pronounces it to you. Then pronounce the entire list repeatedly.

again	chocolate	where	why
on	often	which	wheel
off	soften	when	whisper
office	listen	while	whale
orange	what	whereof	whither

Dictionary Work. Notice in the dictionary how the pronunciation of such words as *whale*, *while*, and *whisper* is indicated. Notice also at the bottom of each page in the dictionary the key to the pronunciation of each sound.

18. Conjunctions

Exercise. 1. Separate each of the sentences that follow into two statements. Thus, in the first, *school was dismissed* is a statement complete in itself; *the boys went home* also is a statement complete in itself.

1. School was dismissed and the boys went home.
2. Winter is here and Christmas is coming.
3. Autumn arrived and the pumpkins were gathered in.

2. In each of these sentences we have two distinct statements bound together by the word *and*. *And* is not the only word that is used to join statements. Observe the words in italics in the following sentences. Tell the statements that each one connects.

1. The storm ceased *but* the children remained indoors.
2. The dog barked *for* he heard a queer noise.
3. He bought a book ; *therefore* he desired no magazine.

Connecting words like *and*, *but*, *for*, *or*, *therefore* are called **conjunctions**.

When two or more complete statements are connected in a sentence by a conjunction or conjunctions such as *and*, *but*, *or*, *therefore*, we have a **compound sentence**. Thus the following sentences are compound sentences :

1. The noisy boys ran down the street *and* the laughing girls returned to school.
2. Charles likes the city *but* George prefers the country.
3. Will you go with me *or* will you stay at home?
4. We went to Mary's house *but* she was not at home.

Conjunctions are used to connect not only statements but also single words and groups of words that may be used as parts of sentences. For instance, two or more nouns may be connected in this way, or several pronouns, or two or more verbs. Thus :

1. John *and* James went to town. (Two nouns, *John* and *James*, are here connected by the conjunction *and*.)
2. John went to town *and* returned. (Two verbs connected.)
3. The tall *and* graceful elm fell in the storm. (Two adjectives connected.)
4. She did it quickly *and* gracefully. (Two adverbs connected.)
5. They strolled in the fields *and* in the woods. (Two groups of words, *in the fields* and *in the woods*, connected.)

Exercise. 1. In the following sentences the conjunctions are in italics. They do not all connect statements. Tell what words or groups of words each conjunction connects, and when single words are connected tell what part of speech each of these is.

1. Wheat *and* corn were his main crops for several years.
2. The letter from the merchant was polite *but* unyielding.

3. He ate bread *and* butter for breakfast.
4. We shall go, *but* we shall return without delay.
5. He was my friend *and* daily comrade for years.
6. The man obeyed instantly *and* gladly.
7. Longfellow *and* Lowell both lived in Cambridge many years.
8. They worked *and* wrote *and* taught there.
9. I shall not go; *therefore* you may go.
10. He works hard; *therefore* he will succeed.
11. We shall go to Florida this winter *or* we shall stay right here.
12. Frank is reading *or* studying in his own room.
13. Lie down on the lounge *or* on the bed.
14. My brother will go to Cornell *or* to Columbia.
15. Harvard *and* Yale are old universities.

2. Write sentences containing :

1. Two nouns connected by *and*; by *or*
2. Two verbs connected by *and*; by *or*
3. Two pronouns connected by *and*; by *or*
4. Two adjectives connected by *and*; by *or*
5. Two adverbs connected by *and*; by *or*
6. Two complete statements connected by *and*; by *or*

A conjunction is a word that connects sentences or parts of sentences.

19. Practice: Capitals and Punctuation Marks

Exercise. 1. Turn to pages 207-212 in the Appendix, and refer to the following rules: 2, 4, 6, 7, 11, 15, 16, 20, 28, 32, 37, 38, and 42. Each of these rules has been illustrated in the lessons of the present chapter. Read each. Then find the page in this chapter where it is applied.

2. Write an illustration of each of these rules.

Test. As a test of your present ability to capitalize and punctuate correctly, write a passage from dictation.

Correction Exercise. 1. The passage will now be read to you again, but this time each capital letter and punctuation mark will be indicated, as well as the spelling of troublesome words. Correct your mistakes. How many are there? Make a record of the number, for future use.

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

20. Interjections

1. *Oh!* I'm glad to hear it.
2. *Hurrah!* They are rounding the point now.
3. *Bah!* I am disgusted with it.

Oral Exercise. Read the sentences above, omitting the words in italics. Is anything lost by leaving out these words? What is the difference between "Oh! I'm glad to hear it" and simply "I'm glad to hear it"? Does *Bah!* add any new meaning to the third sentence?

These exclamatory words, *bah*, *oh*, *pshaw*, *hurrah*, and others like them, emphasize the feeling with which a sentence is uttered. Such words are called **interjections**.

Observe that the interjections in the sentences are followed by exclamation marks. Sometimes interjections are followed by commas.

Exercise. Use the following interjections in sentences, and name the feeling you have tried to emphasize in each sentence, as, surprise, pleasure, longing, fear, anger, pain, disgust, approval, disapproval, or contempt :

ah	alas	pshaw	whew	fudge	hurrah
ha	heigh-ho	fie	tut	oh	ouch

An interjection is an exclamatory word or sound expressing strong feeling.

21. Game: *The Same Word as Different Parts of Speech*

As you have learned, it is the use of a word in its sentence that determines what part of speech it is. If it is used as a name, it is a noun. If it is used to describe a noun, it is an adjective. If it expresses action, it is a verb. And so on. Thus :

His *smile* was pleasant. (Here *smile* is a noun.)

The children *smile* at their teacher. (Here *smile* is a verb.)

Warm your hands at the fire. (Here *warm* is a verb.)

This is a very *warm* day. (Here *warm* is an adjective.)

The teacher will put on the board a long list of words, each of which (like *smile* and *warm* in the preceding sentences) may be used as more than one part of speech. The following words may be included :

can	play	smoke	figure	warm
pin	run	whistle	store	bark
work	study	watch	cook	lock
walk	hand	paint	paste	board
light	cost	nail	well	drink

Choose sides as for a spelling match. The first pupil on side A begins the game by using in a sentence any word from the list on the board. When he has done so, the first pupil on side B tries to use the same word in another sentence, but as a different part of speech. If he cannot do this, he takes his seat, whereupon his neighbor tries to use the word as required. If, however, he succeeds, he remains standing, and his neighbor now uses in a sentence another word from the list and challenges the second pupil on side A to use the same word as a different part of speech. When all the words have been used, the side that has the greater number of pupils still in the game is declared the winner.

22. Grammar Review

I

Exercise. 1. Which of the following groups of words are sentences?

1. Have you heard the news?
2. How strange it is!
3. This shows that the unexpected often happens.
4. Do not tell me that you have not heard it.
5. Do as you would be done by.
6. Tell me the name of your favorite book.
7. Have you ever read Cooper's "Deerslayer"?

2. What kind of sentence is each of the above? Change each declarative sentence to an interrogative sentence.

3. With what kind of letter does every sentence begin?

4. Give an imperative sentence containing two nouns, two adjectives, and two verbs.

5. Give an interrogative sentence containing every one of the eight parts of speech.

6. Make several declarative sentences, each containing the eight parts of speech.

II

Exercise. A schoolboy was asked to write eight sentences. He wrote what follows. Count and correct the errors he made.

1. Once upon a time long ago.
2. Can you remember that day and year.
3. Oh how interesting that story is
4. the longest day in the year comes in June.
5. When is the longest night in the year
6. have you ever studied grammer
7. I have studied it.
8. Many of the brave discoverers and explorers in the thrilling days after the first voyage of Columbus to America.

23. 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

- Nouns (20)
- Pronouns (24)
- Adjectives (25)
- Verbs (27)
- Adverbs (34)
- Prepositions (36)
- Prepositional phrases (37)
- Conjunctions (42)
 - Compound sentence (43)
- Interjections (45)

II. COMPOSITION

- Selecting suitable nouns (21)
 - Completion test (22)
- Using the dictionary (23, 42)
- Choosing suitable adjectives (27)
- Variety in expression (29)
- Letter writing (30)
- Word study (39)
- Story-telling: Irving, "Legend of the Arabian Astrologer" (40)

III. REVIEW AND DRILL

- Vocal drill (40)
- Drill in correct use (41)
- Words sometimes mispronounced (42)
 - Dictionary work (23, 42)
- Practice: capitals and punctuation marks (44)
 - Test: dictation exercise (44)
- Game: *The Same Word as Different Parts of Speech* (46)
- Grammar review (47)

NOTE. The numbers in parentheses refer to pages.

CHAPTER THREE

THE ESSENTIALS OF THE SENTENCE: SUBJECT AND PREDICATE

1. Introduction

In order that we may understand better what a sentence is, let us study a number of sentences more carefully than heretofore and notice particularly the separate parts of which they are made.

Exercise. 1. Make three sentences about each of the following, beginning each sentence with the words as they are given in the list. Thus :

The young man bought his brother a pocketknife.

The young man swam across the lake.

The young man drove rapidly to the nearest village.

The young man	The mosquitoes	Her friends
The old horse	Mr. Brown's automobile	The Indians
The runaway elephant	The powerful engine	Snakes
The trained poodle	Many school children	Susan
His picnic lunch	Mary's new hat	Our camp

2. Add words to each of the following groups of words so as to make complete sentences. Make three different sentences for each group of words. Thus :

The soldier bought his brother a pocketknife.

The little boy bought his brother a pocketknife.

John bought his brother a pocketknife.

1. — bought his brother a pocketknife.

2. — swam across the lake.

3. — laughed at the funny sight.
4. — told us an exciting story.
5. — drove the cows into the creek.
6. — was almost run over by the street car.
7. — played hide and seek all evening.

2. The Two Necessary Parts of Every Sentence

Every sentence, whether long or short, consists of two parts.

One of these parts tells what the sentence is about. Thus, in the sentence "Horses run," the sentence is about *horses*. In the sentence "Boys play" the statement is about *boys*.

Exercise. In the following sentences tell what the statement is about :

- | | |
|------------------------------|------------------------|
| 1. Father works. | 4. Frank studies hard. |
| 2. Mother sews. | 5. Leaves rustle. |
| 3. My sister goes to school. | 6. Winter approaches. |

The word or group of words that tells what the sentence is about is called the **subject**.

Exercise. Point out the subject of each of the following sentences :

- | | |
|--------------------|-----------------------------|
| 1. Mary sings. | 4. Coal burns. |
| 2. Rover barks. | 5. Children imitate. |
| 3. The wind blows. | 6. The sun shines brightly. |

But, in addition to having a subject, the sentence must of course tell something about that subject. Else we have expressed no complete thought and have no sentence. It means nothing to say only :

The storm.

To make a sentence we must say something about the storm, about the subject. We can say :

The storm *howls*.

The storm *began with thunder and lightning*.

This added part, *howls*, or *began with thunder and lightning*, that tells something about the subject, is called the **predicate**.

Exercise. Give the predicate of each of the following sentences and tell what it makes a statement about :

- | | |
|--------------------|----------------------------------|
| 1. Soldiers march. | 5. Crowds cheer wildly. |
| 2. Bands play. | 6. Boys shout noisily. |
| 3. Drums beat. | 7. Bugles sound at every corner. |
| 4. Banners wave. | 8. Horses prance about. |

Exercise. Draw a vertical line between the subject and the predicate of each of the following sentences. Thus :

The circus | will come to town to-morrow.

- | | |
|---|---|
| 1. The elephants will be in the parade. | 6. The big tent holds many people. |
| 2. Father will take us. | 7. The camels are interesting. |
| 3. Lions are dangerous animals. | 8. The horses are beautiful. |
| 4. The dangerous animals are in cages. | 9. The Japanese walks the tight rope. |
| 5. The clowns always make fun. | 10. The skillful jugglers will perform. |

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.

Sometimes the subject consists of only one word, as in the sentence

Birds | fly.

Here the predicate too happens to be but one word. But both subject and predicate may consist of many words. Thus :

SUBJECT	PREDICATE
Beautiful <i>birds</i> with many-colored plumage	<i>fly</i> to and fro in the early morning sunshine.

Exercise. 1. Give predicates of more than one word, to make sentences in which the following words are used as subjects :

- | | | |
|-----------|--------------------|-----------------------|
| 1. Boys | 5. People | 9. The Indian's canoe |
| 2. Girls | 6. Elephants | 10. Our friends |
| 3. School | 7. The performance | 11. A conductor |
| 4. Owls | 8. The sailboat | 12. Money |

2. Give subjects of more than one word for each of the following predicates :

- | | |
|-------------------------------|---------------------------------|
| 1. — are going to school. | 6. — will play after school. |
| 2. — will visit my mother. | 7. — has apples in his basket. |
| 3. — floated down the river. | 8. — wore an old hat. |
| 4. — is an interesting story. | 9. — had a picnic in the woods. |
| 5. — cannot work to-day. | 10. — was a leader. |

3. Two-Minute Talks; Single Paragraphs

Oral Exercise. In order to entertain the class, select one of the newspaper headlines on the following page and expand or explain it in half a dozen sentences. Do not change it into a long story. Simply add enough to the bare headline to make it mean more to your listeners.

Thus, choosing the first headline, you might expand it into the following single paragraph :

CAR SKIDS AND HITS POLE

John Jones, one of the city's reckless drivers, learned a lesson yesterday, if these foolish persons can ever learn anything. He was driving at breakneck speed up Main Street during a drizzling rain. Suddenly the wheels of his car slipped. Jones lost control. Nothing he could do would stop the slipping vehicle. It glided swiftly along on the smooth pavement until a telegraph pole sharply told it to stop. It obeyed, but not until the pole had smashed its radiator. Why did the pole punish the innocent car rather than Jones himself, who escaped without a scratch?

1. CAR SKIDS AND HITS POLE
2. DOGS PLAYING IN ROAD ARE KILLED BY AUTOMOBILE
3. LITTLE GIRL LOSES DOLL, FINDS DOLLAR
4. PROMINENT CITIZEN JOINS CIRCUS
5. ELDERLY LADY CAPTURES BURGLAR
6. SEA SERPENT IS REPORTED SEEN IN MISSOURI RIVER
7. BOY SCOUTS WARN CHICKEN THIEF
8. OLDEST INHABITANT CELEBRATES ANOTHER BIRTH-DAY
9. FRANK BENTON WINS DEBATING PRIZE
10. SCHOOLS CLOSED; PUPILS KNOW TOO MUCH

Class Criticism. As you speak the class will listen with these questions in mind :

1. Do you stand erect and face your listeners with confidence?
2. Do you speak loud enough and distinctly enough?
3. Are you successful in entertaining the class?
4. Do you stick to the topic of your headline?

Written Exercise. Choose another of the newspaper headlines given above and expand it in half a dozen sentences. Only a single paragraph is wanted. Therefore write only what has direct bearing on your topic.

4. The Principal Word of the Subject

No matter how long the subject may be, there is always some word in it that is the principal word. Consider the sentence

The brave, skillful sailors | saved the ship.

The entire subject consists of four words, *the, brave, skillful,* and *sailors*. Of these we can omit *the, brave,* and *skillful* without destroying the sentence. It now reads :

Sailors | saved the ship.

We see at once that without the words *the, brave,* and *skillful* the sentence still has meaning, — still is a sentence.

But if we omitted the word *sailors*, though we kept all the other words of the entire subject, we should no longer have a sentence. Without *sailors* the sentence would read like this :

The brave, skillful | saved the ship.

This makes no sense. In fact, it is not a sentence.

We see, then, that *sailors* is the **principal word of the subject**.

We saw that we could do without the words *the*, *brave*, and *skillful*. These are mere additions to the principal word, *sailors*, to explain or describe it, to add to its meaning. They are called its **modifiers**.

Consider the sentence

The brave captain of the company | was shot.

Of this sentence *the brave captain of the company* is the entire subject; *captain* is the principal word of the subject; and the other words, *the*, *brave*, and *of the company*, are the modifiers of the principal word.

Exercise. In the following sentences name (1) the entire subject, (2) the principal word of the subject :

1. The fine old house stood on the hill.
2. Tall, graceful trees grew at the side.
3. A huge dog lay on the front porch.
4. A little girl played on the lawn.
5. The girl's doll lay in a small wagon.
6. An elderly woman walked about with a cane.
7. The high, snow-capped mountains made a beautiful picture.
8. A little, insignificant village was in the valley.
9. The studious boy won the prize.
10. Many large trainloads of soldiers crossed the country.
11. Christmas comes once in a year.
12. The old horse spent most of his days in the pasture down by the creek.

5. Project: *Planning a Picnic*

Oral Exercise. Would it not be a good plan for your class to have a picnic some fine Saturday? Where could you go? There must be many suitable places that are not too far away. Make an interesting plan for a picnic. Tell it to the class.

You could arrange your thoughts in the following order :

1. *Where to go.* (Tell of different good places and why you think that the one you have chosen is the best. The expense.)
2. *When to go.* (When to return and how long the trip should take.)
3. *What to do.* (Perhaps you have been on picnics before and know what makes them especially enjoyable. Tell this. Perhaps, too, you have thought of something that has never been done on a picnic before.)

This arrangement of your main ideas is called an outline. It is always best to have a brief outline in mind before rising to speak.

After all the plans have been proposed, the class may decide by vote where to go, when to go, and what to do to make the picnic successful. This will mean further discussion. Committees may be chosen to make arrangements. Perhaps tickets need to be bought. Perhaps the school superintendent should be consulted. Who is to explain the plan to him and ask his advice?

6. The Principal Word of the Predicate

There is always a word in the predicate that is the principal, the essential, word. Consider the sentence

The man | drove slowly over the long bridge.

The whole predicate is *drove slowly over the long bridge*. We see at once that *drove* is the important word in the predicate. The word *slowly* and the group of words *over the long bridge*, which add to the meaning of *drove*, — explain it or describe it, — are the modifiers of *drove*.

The principal word of the predicate is usually some word (like *drove, runs, shouts, sees, jumps*) that asserts action. We call it the **verb**.

Exercise. In the following sentences point out (1) the entire predicate and (2) the verb (that is, the principal word of the predicate):

1. My father drove all night in that bad storm.
2. He shouted often and loud.
3. Deep snow covered the road.
4. A cold wind blew steadily from the north.
5. The horse stumbled unexpectedly in the deep snow.
6. The horse fell near the entrance to a farm.
7. Friends appeared at last with shovels and lanterns.
8. The horse jumped to his feet at once.
9. My father ran quickly into the farmhouse.
10. The neighbors helped gladly in all sorts of ways.

7. Paragraph Study

There is one feature of Fred's letter on page 30 that may have escaped your attention.

Oral Exercise. Into how many sections is the body of that letter divided? Can you tell why? What is the first section about? How many sentences are there in that section? What is the second section, or group of sentences, about? What is the third section about? Decide whether the following outline of the letter is a good one:

OUTLINE OF FRED'S LETTER TO HIS FRIEND TOM

1. Fred describes the lake.
2. Fred tells some of the things he has been doing there.
3. Fred regrets that he must close.

We see that Fred's letter falls into three sections, or paragraphs, because it contains three main ideas or topics.

A paragraph is a group of sentences that belong together because they all tell about one idea, or topic.

The first line of a paragraph begins a little to the right of the rest of the writing or printing. Refer to Fred's letter and notice how each of the three paragraphs begins.

Oral Exercise. 1. Go into your mother's kitchen while dinner is being prepared. Close your eyes. How many different sounds can you hear? What does each sound mean? What things can you smell, and do these various pleasant odors tell you what you will have for dinner? Now open your eyes. What do you see?

2. Tell briefly about the sounds, smells, and sights in your mother's kitchen. But divide your talk into three distinct parts and use the words *first*, *second*, *third* to begin the different parts. Let each part be more than a list.

Project. You and your classmates should now plan a letter to a school in another town or city. Let it tell the pupils of that school about your own town or city. What particularly interesting matters shall the letter speak of? Let every pupil name at least one. The teacher will write all the ideas on the board, in the order in which they are given.

The entire class may now read this list with the following questions in mind :

1. How shall the letter begin? With the first suggestion in the list? Would the second or the third suggestion make a better beginning?

2. What shall the last paragraph of the letter tell about? Shall it tell about the last idea on the board?

3. Can the ideas on the board be put in better order? Which should come first? Which next? Which after that? Let this outline be put on the board.

4. Can another outline be made? Is it better than the preceding one?

Each pupil should now choose the outline he prefers and write the letter planned above. The class will decide, when the letters have been read aloud, which shall be mailed to the school.

If your teacher has been able to arrange with that school for an exchange of letters on the same subject, the letter from that school may be copied on the board and studied. An outline should be made of it. How does it differ from the outlines made above? Which is the clearer? Which is the more interesting?

Subjects about which the class might write, instead of the one given at the beginning of this exercise, are :

- | | |
|---------------------------------|-----------------------|
| 1. A Fourth-of-July Celebration | 5. An Automobile Race |
| 2. A Decoration-Day Parade | 6. A Horse Race |
| 3. A County Fair | 7. A Baseball Game |
| 4. A Circus | 8. A Spelling Match |

8. Sentence Study

Some sentences cannot be separated easily into subject and predicate by beginners. Let us examine some of these in order that we may understand and overcome the difficulties they present.

The subject of a sentence does not always precede the predicate. Thus :

PREDICATE	SUBJECT	
Into the crowded street came	the soldiers.	
PART OF THE PREDICATE	SUBJECT	PART OF THE PREDICATE
Quickly, cautiously, bravely	the soldiers	dashed forward.

Exercise. Rewrite the following sentences so that the entire subject will precede the entire predicate :

1. In the middle of the night appeared this strange and fearful shape.

2. Down by the banks of the river we go.
3. But no sign of a bear could these excited boys find.

NOTE. The verb is *could find*.

4. Long, long afterward, in an oak I found the arrow.
5. On went her old brown jacket. On went her old brown hat.

In interrogative sentences the subject usually follows the predicate or part of it. Thus :

Where are *the scouts* going? (Instead of *The scouts* are going where? Observe that *are* and *going* are separated in the sentence as first given.)

What are *you* doing? (Instead of *You* are doing what? Observe that *are* and *doing* are separated in the question.)

Exercise. Read (1) the entire subject of each of these sentences and (2) the entire predicate :

1. Will you walk into my parlor?
2. Where are the snows of winter gone?
3. What will your father say to this?
4. Why should brave men fear these enemies?
5. Will your friend arrive pretty soon?

When the entire subject of a sentence precedes the predicate, the parts of the sentence are said to be in the **natural order**. If the predicate, as a whole or in part, precedes the subject, we have the **inverted order**.

Exercise. Give sentences that show subject and predicate in the natural order. Change them to the inverted order.

9. Variety in Expression

You have learned that the subject of a sentence does not always precede the predicate. Sometimes these are given in the inverted order ; that is, the predicate or a part of the predicate precedes the subject. The reason for this inverted order is that

it expresses the meaning of the speaker better than the usual direct order. It gives the emphasis the speaker wants to give.

For example, to say

The frightened boy dashed to his father's house the moment the news arrived.

does not produce the same effect on the listener as to say

The moment the news arrived the frightened boy dashed to his father's house.

It will help you to speak and write better if you have practice in changing sentences from one order to another.

Oral Exercise. Change each of the following sentences to the inverted order; that is, place the predicate or part of it before the subject :

1. The child fell down the long steps.
2. They drove over the difficult mountain road in their high-powered car.
3. The bell pealed slowly, slowly, mournfully.
4. The excited boys hurried after the disappearing rider.
5. An odd mark was seen chalked on the front door of the new boy's home.
6. The soldiers crept cautiously and silently from one bush to another.
7. The man approached unsteadily and noisily, like a car on three cylinders.
8. The ink flowed from the overturned bottle like a little black waterfall.
9. The children scurried to the river at the unexpected sound of the boat whistle.
10. The baby crawled quietly and quickly to the open front door.

Written Exercise. Change the order of subject and predicate in each of the following sentences. Try to arrange each sentence in more than one way.

1. The magician adroitly exchanged hats before the very eyes of the unsuspecting, unseeing young man.
2. The kite was blown furiously about in the rising windstorm.
3. The frightened cat was seen at bay clinging to a tree.
4. Down, down, down he went to the bottom of the sea.
5. At the sight of the eagle, into the shrubbery leaped the rabbit.
6. With a loud crash fell the giant oak.
7. The hunter sat still for a long time at the sight of the noble stag.
8. They listened eagerly and anxiously in that crowded waiting room to learn the fate of the ocean liner.
9. The good news came at last over the radio.
10. That interesting picture of the laughing boy returned pleasantly to their delighted minds long afterwards.

10. Further Sentence Study

We have considered the sentence whose predicate, in whole or in part, precedes its subject. There are still other kinds of sentences that cannot be separated easily into subject and predicate by beginners in grammar.

A. THE SUBJECT NOT EXPRESSED

Sometimes the subject of a sentence is not expressed. This is usually the case in sentences that express commands or requests.

In such sentences the word *you*, meaning the person or the persons spoken to, is usually the subject understood. Thus :

Be brave! means (*You*) *be brave!*

Do it now! means (*You*) *do it now!*

Pass me the bread means (*You*) *pass me the bread.*

B. THE INTRODUCTORY WORD *THERE*

Frequently sentences begin with the words *There is* or *There are*. Thus :

There is a bear in the next tent.

There are several lions in the next tent.

Of course the subject of each of these sentences is not the word *There*. Neither sentence is about *There*. On the contrary, the first sentence is about a bear and the second about several lions. *There* is a word used merely to begin each sentence.

CORRECT USE

We must be careful not to begin a sentence with *There is* when it should begin with *There are*. When the subject of the sentence is plural, that is, means "more than one," *There are* (or *There were*) is correct and *There is* (or *There was*) is incorrect. Thus :

There are some boys who like machinery and tools.

There is some truth in what you say.

There are persons who like fine books better than fine clothes.

There are good arguments on your side of the question.

Exercise. Insert either *There is* or *There are* in each of the following blanks, and give the reason for your choice :

1. — many interesting animals in that menagerie.
2. — some boys who have not seen this circus.
3. — a crowd of people waiting in front of the big tent.
4. — men and boys in the crowd.
5. — girls there who have bought their tickets.
6. — more children here than at school.
7. — a carload of apples in that fruit house.

Drill. 1. Read these sentences aloud several times as rapidly as you can, inserting the correct form — *There is* or *There are* — as you read. Try to increase your speed without loss of distinctness of speech.

2. In the same way insert either *There was* or *There were*.

Exercise. Make interesting sentences of your own, beginning each with the words *There is*, *There are*, *There was*, or *There were*.

C. INDEPENDENT WORDS

In each of the following sentences the word in italics is independent of the rest of the sentence. Each sentence is complete without the independent word. Therefore that word is to be disregarded when the subject of the sentence is being named.

1. *George*, why do you not answer the question?
2. *Poor girl!* I am sorry for her.
3. *Friends*, I am glad to see you here this evening.
4. That day, *alas*, can never return.

In the first sentence the noun *George*, followed by a comma, shows that somebody is speaking or calling to the boy. We say that the noun *George* is used **independently in address**. It is not the subject of the sentence. The word *you* is the subject.

In the second sentence *Poor girl* is an exclamation. We say that the noun *girl* is used **independently in exclamation**.

The word *alas* in the fourth sentence is an independent word. Read the sentence without it; the meaning is the same as with it. The word *alas* is separated from the rest of the sentence by commas. It is used like a word or group of words in parentheses.

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. George, please hand me that book.
2. The men who fought in the Revolution! where are they now?
3. Mr. Chairman, I rise to address this meeting.
4. My country, 'tis of thee we sing!
5. Alas, poor Yorick! I knew him, Horatio!
6. Officer, are you going to arrest this man?
7. Nonsense! the rain will not hurt you.
8. O mighty Cæsar! dost thou lie so low?
9. Dear Friend, your letter reached me yesterday, and I hasten to reply.

10. Daniel Webster! what a great statesman and orator he was!
11. Rain, rain, go away; come again some other day!

D. THE COMPOUND SUBJECT AND THE COMPOUND PREDICATE

1. *John* and *James* returned to the camp.
2. *John* *laughed* and *talked* all the way.
3. *James* *grumbled* and *scolded*.
4. The *fish* and the *turtles* were in the boat.
5. The general *came* and *saw* and *conquered*.

When two nouns (or pronouns), both the subject of the same verb, are connected as in the first sentence above, we have a **compound subject**. In the second sentence above, the two verbs *laughed* and *talked*, both having the same subject, *John*, and connected by *and*, make a **compound predicate**.

Exercise. 1. Here are four sentences. Which have compound subjects? Which have compound predicates?

1. The noisy boys | ran down the street.
2. The noisy boys and the laughing girls | ran down the street.
3. The noisy boys | ran down the street and entered the bookstore.
4. The noisy boys and the laughing girls | ran down the street and entered the bookstore.

2. Make a sentence that has a compound subject. Make one that has a compound predicate.

When a sentence consists of one subject and predicate, it is called a **simple sentence**. The subject may be a compound subject, and the predicate may be a compound predicate; still the sentence would be a simple sentence. It is only when the sentence consists of more than one subject and predicate that it is not a simple sentence. Thus:

1. John laughed. (SIMPLE SENTENCE.)
2. John and Mary laughed. (SIMPLE SENTENCE. There is one subject and predicate; the subject is compound.)

3. John laughed and shouted. (SIMPLE SENTENCE. There is one subject and predicate; the predicate is compound.)

4. John and Mary laughed and shouted. (SIMPLE SENTENCE. It has only one subject and predicate: both the subject and the predicate are compound.)

5. The boy teased the girl until she cried. (This is not a simple sentence, for there are two subjects and predicates. Place a period after the word *girl* and cross off the conjunction *until*. It is now clear that we have two sentences, each with one subject and predicate.)

11. Drill in Correct Use

I

Oral Exercise. 1. Read the following sentences several times, selecting the correct word for each as you read:

1. There (is, are) many pupils studying English.
2. There (are, is) people who cannot speak correctly.
3. There (is, are) some persons who use the best English.
4. There (are, is) a strong argument on our side.
5. There (are, is) some interesting paintings in the art gallery.
6. There (was, were) dozens of boxes on the shelves.
7. There (were, was) many strangers in our city yesterday.
8. There (was, were) several things I had to do then.
9. There (is, are) a handful of marbles in his pocket.
10. There (are, is) some persons who are generous.

II

Review and Drill. Read again, on pages 15 and 41, what you have learned about certain troublesome words. Reread the drill sentences there; then, in the same way, read the following:

1. Who is that (setting, sitting) on the front seat?
2. (Sit, Set) here and tell me what you (done, did).
3. What is that (laying, lying) in your car?
4. Have you been (sitting, setting) and (laying, lying) around there all day?

5. I thought you had (went, gone) to town.
6. John (come, came) yesterday, but he has (went, gone) away.
7. They have (rang, rung) the bell, and they have (done, did) other things.
8. I (seen, saw) that they had (drank, drunk) too much coffee.
9. I have (did, done) that myself.
10. Have you ever (sang, sung) anything like that before?

12. Vocal Drill

Exercise. 1. Stand erect, hands on hips with fingers extended over the upper abdomen. Inhale slowly through eight counts. Try to feel the working of the muscles under the fingers. Hold breath through four counts. Exhale explosively. Repeat.

2. Stand erect, hands on hips. Inhale quickly. Hold through four counts. Exhale slowly through eight counts, sounding *oh-ee-ah* softly and smoothly to the end.

3. Slowly at first, then more and more rapidly, but always speaking distinctly, read the following sentences repeatedly :

1. A big black bug bit a big black bear.
2. The pedagogue in his wig will drag the wag from the gig.
3. He kept his hat on his head when he was in his hut.
4. Lucy likes light literature.
5. The tinsmith tampered tenderly with the temperature.

13. Words Sometimes Mispronounced

Oral Exercise. Pronounce each of the following words as the teacher pronounces it to you. Then, rapidly, distinctly, correctly, pronounce the whole list repeatedly.

cause	base	yesterday	thrown
because	library	almond	thorough
before	February	salmon	cow
behind	contrary	through	now
vase	surprise	throw	how

Dictionary Work. Look up in the dictionary several of the words on the preceding page. Can you find them quickly? Observe how each word is divided into syllables. Notice the hyphen, the accent mark, and how the pronunciation is indicated.

14. Game: Making Sentences

One pupil proposes a word or a group of words as the subject or the predicate of a sentence that he asks a classmate to complete. Thus, the following words or groups of words might be proposed for subjects of sentences :

John
The winding path through the meadow
Many old-fashioned buildings

The following might be proposed for predicates of sentences :

wandered aimlessly in the woods
invited us to take a walk
stood on both sides of the deserted street

If the classmate makes a sentence, using correctly the words given, he in turn may propose the subject or the predicate for a sentence to be made by another pupil, and so on until every pupil has both called for and made a sentence. Interesting and sensible suggestions and sentences should be made.

15. The " and " Habit

The habit of using too many *and*'s is due partly to the fact that speakers fail to drop the voice and make a clear-cut pause at the end of each sentence.

Oral Exercise. Read the first paragraph which follows. How can you improve it? Compare it with the second paragraph. Tell what has become of each *and*, *and so*, *and then*. Now cover the second paragraph with a sheet of paper and re-read the first

aloud, improving it as you read. Improve and read aloud in their improved form the other paragraphs. As far as possible during this exercise, use short sentences. Begin some of your sentences with such words as *when*, *while*, *as soon as*, *since*, *because*, and *although*.

One day some boys and I went into the woods and we looked everywhere for nut trees and we hoped to take home a bagful of walnuts. We could find no walnuts and so we made up our minds to go to another woods and gather hickory nuts and soon we had enough and then we decided to go home and our parents were much pleased when they saw what we had.

One day some boys and I went into the woods. We looked everywhere for nut trees, for we hoped to take home a bagful of walnuts. Since we could find no walnuts, we made up our minds to go to another woods to gather hickory nuts. As soon as we had enough, we decided to go home. When our parents saw what we had, they were much pleased.

Mary had been given permission to have a party and she invited many of her schoolmates and when the day arrived they all came and some of them brought her presents and of course Mary was very much pleased and they all had a most pleasant time and they were very glad that they had been invited.

Some little children were playing on the shore of a lake and suddenly one of them fell into the water and the others screamed for help and a man was working in a field near by and when he heard the cries he ran to where the children stood and then he waded into the water and pulled the little girl out and she was crying and the man talked with her and in a little while she stopped crying and began to laugh and soon she was back at her play.

The first day of school arrived and we knew that the long vacation was over. We strapped our books together and at half past eight George and I started off and on the street we met many other children and some were glad and some were sorry that school was beginning

again. We reached the school grounds and there we saw that a flag-pole had been put up during the summer and a beautiful new flag was flying in the breeze and I began to feel very glad that I was there with so many other children all looking up and admiring the flag and when our teacher arrived we gave three cheers for the flag.

16. Practice: Capitals and Punctuation Marks

Exercise. 1. Find the following rules in the Appendix: 8, 24, and 33. Read each and the illustrations that are given with it. Then write two illustrations of your own for each rule.

2. Point out the rules that you have learned in earlier lessons. Read each, together with the illustrations. Write an illustration of your own for each of these rules.

Test and Practice. Proceed as you were directed in the test and correction exercises on pages 44-45. Do you seem to have made any improvement since then in the correct use of capital letters and punctuation marks? Keep your record for each test.

17. Grammar Review

Exercise. 1. Which of the following groups of words are sentences? Each group that is a sentence must have a subject and predicate. What is the subject of each? What is the predicate?

1. The grizzly bear is named from the grayish-brown color of his fur.

2. The old grizzly bear in the cave in the mountains.

3. Bears sleep most of the winter.

4. The snow-white fur of the polar bear.

5. He lives in the snow fields of the North.

6. Polar bears swim and dive in the cold water.

7. The hunters in those regions.

8. Much damage was done by bears in the West.

9. The angry settlers in that Western valley.

10. The two old bears lived alone on that mountain side.

2. Separate each of the following sentences into its subject and its predicate. Then point out the principal word of the subject and the verb.

1. The old schoolhouse stood by the roadside.
2. The tall elm was admired by visitors.
3. Breakfast came at seven.
4. The mysterious matter was soon explained.
5. His manners were most agreeable to all.
6. The tired horse limped all the way home.
7. The thunderstorm frightened the child.
8. My father bought a dictionary.
9. The lazy boy failed in school.
10. The miner dug five years in one place.
11. The miner loafed five years in one place.
12. You were born in that noisy city.
13. The lawyer defended his old friend.
14. No successful career is gained by mere dreaming.
15. Once upon a time there lived in the Catskills a very old man.
16. Be brave.
17. George, where is your book?
18. Both the men and the women fought that terrible fire.
19. The happy children played and ran about and shouted all afternoon.
20. Soldiers, the enemy is back of yonder hill.
21. The poor old man walked slowly down the road.
22. The veteran soldier returned immediately to the fort.
23. The Indian guide stole noiselessly through the woods.
24. Many pleasant days passed quietly and uneventfully.
25. Here for many years the thirsty drank from the miraculous pitcher.
26. There is another day on the way.
27. Go and do thou likewise.
28. Men, women, and children stood on the ship's deck.
29. Away they sped around the dangerous curve.
30. There are, my son, more books on the subject.

18. 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

- The subject of a sentence (51)
- The predicate of a sentence (51)
- The principal word of the subject (53)
- The modifiers of the principal word of the subject (54)
- The principal word of the predicate — the verb (55)
- The modifiers of the verb (55)
- Natural and inverted order of subject and predicate (58)
 - The subject in imperative sentences (61)
 - The introductory word *there* (61)
 - Correct use (62)
 - Words used independently in address and in exclamation (63)
 - The compound subject and the compound predicate (64)
 - The simple sentence (64)

II. COMPOSITION

- Two-minute talks; single paragraphs (52)
- PROJECT: *Planning a Picnic* (55)
- Paragraph study (56)
- PROJECT: *A Letter to Another School* (57)
- Variety in expression (59)
- The "and" habit (67)

III. REVIEW AND DRILL

- Drill in correct use (65)
- Vocal drill (66)
- Words sometimes mispronounced (66)
 - Dictionary work (67)
- Game: *Making Sentences* (67)
- Practice: capitals and punctuation marks (69)
 - Test: dictation exercise (69)
- Grammar review (69)

NOTE. The numbers in parentheses refer to pages.

CHAPTER FOUR

THE ESSENTIALS OF THE SENTENCE: PREDICATE WORD, OBJECT

1. The Principal Word of the Subject

Exercise. Point out the principal word of the subject in each of the following sentences. Read each sentence without that word. Is it still a sentence?

1. The old mill stood by the roadside.
2. The tall vase was admired by visitors.
3. The bell rang promptly at nine.
4. The mysterious letter was soon explained.
5. His way of speaking was most agreeable to all.
6. The tired children had lost their way.
7. The thunderstorm cleared the air.

We see that without the principal word of the subject we cannot express complete thoughts and cannot have sentences.

The principal word of the subject is one of the essential, one of the necessary, parts of every sentence. This we learned some time ago.

2. The Verb

Exercise. Pick out the verb of each of the sentences which follow. Then read each sentence without its verb. Does it still express a complete thought? Is it still a sentence?

1. My father built a radio set.
2. The lazy boy at last finished his lesson.
3. The miner dug and dug in vain.

4. The miner became rich.
5. You spent two years in that noisy city.
6. The lawyer gave his old friend sound advice.
7. A successful career awaited the bright and energetic boy.

Without verbs we cannot make sentences. The verb is one of the essential, one of the necessary, parts of every sentence. This too we have known for some time. Now, after this brief review, let us go a step farther in the study of the essentials of sentences.

3. The Predicate Word

Exercise. Is each of the following groups of words a sentence? Does each express a complete thought? Which do not? Does each contain two of the necessary parts of every sentence — a subject and a verb? Point these out in each sentence.

- | | |
|--------------------|-----------------------|
| 1. John is. | 4. The apple tastes. |
| 2. The boy became. | 5. Our teacher seems. |
| 3. The book was. | 6. The girls were. |

We see that the groups of words above are not sentences. Yet each of them contains a subject and each contains a verb. It is clear that sometimes a subject and a verb are not enough to make a sentence. Something more is needed.

Let us add words to the foregoing incomplete sentences in order to make sentences of them.

- | | |
|--------------------------------------|--|
| 1. John is <i>happy</i> . | 4. The apple tastes <i>sour</i> . |
| 2. The boy became <i>angry</i> . | 5. Our teacher seems <i>pleasant</i> . |
| 3. The book was <i>interesting</i> . | 6. The girls were <i>studious</i> . |

Exercise. 1. What word in the first sentence above is described by the word we added, the adjective *happy*? What is the subject of that sentence? The verb *is* is little more than a link in that sentence, coupling together the subject and the word which describes the subject.

2. Study the other sentences as you have just studied the first.

We see that in some sentences there is needed, besides the subject and the verb, a third word to make the sentence complete. This third essential part is a word in the predicate but describing, explaining, or defining the subject of the sentence. It is called the **predicate word**.

Exercise. 1. Add a predicate word to each of the groups below so as to make sentences of them. Remember that your predicate word must describe or define the subject of the sentence.

- | | |
|-----------------------------|-------------------------|
| 1. The pudding tasted —. | 6. The story seemed —. |
| 2. The music sounds —. | 7. The water feels —. |
| 3. He is —. | 8. The air felt —. |
| 4. I am —. | 9. I shall be —. |
| 5. The weather continues —. | 10. This rose smells —. |

2. Add a predicate word to those groups of words below that are not sentences without it, but do not add a predicate word when the subject and the verb already make a complete sentence.

- | | |
|-------------------|--------------------------|
| 1. Water freezes. | 6. Mary is. |
| 2. Ice melts. | 7. The game was. |
| 3. Peaches taste. | 8. Games are. |
| 4. Father seemed. | 9. Her voice sounds. |
| 5. Leaves fall. | 10. Spring has returned. |

The predicate word may be an adjective, a noun, or a pronoun. Thus :

1. George is *industrious*. (ADJECTIVE)
2. George is *captain*. (NOUN)
3. George is my *brother*. (NOUN)
4. George is a tall *boy*. (NOUN)
5. It was *I*. (PRONOUN)
6. This is *he*. (PRONOUN)
7. The rain felt *cold*. (ADJECTIVE)

Exercise. Pick out the predicate word in each of the following sentences, and tell whether it is noun, pronoun, or adjective :

1. McKinley was president.
2. Summer is pleasant.
3. The fruit is ripe.
4. The street is clean.
5. The park is beautiful.
6. Mary is my sister.
7. Mary is a studious girl.
8. That is she.
9. The policeman was very brave.
10. Girls are sometimes brave.

The predicate word may be modified. Thus :

1. He is a bold *sailor*. (The predicate word *sailor* is modified by *a* and *bold*.)
2. She was a brave young *woman*.
3. The day was very *disagreeable*. (The predicate word *disagreeable* is modified by *very*.)
4. The apple tasted unusually *sweet*.

Exercise. Point out the predicate word in each of the following sentences. Name the subject which it describes or defines. Name the verb which acts as a link or a coupling between the predicate word and the subject. Make a list of these verbs as you study the sentences.

1. The day was beautiful.
2. It seemed a perfect day.
3. The flowers smelled sweet.
4. The air felt fresh and cool.
5. It was bracing.
6. Old men became younger under its influence.
7. The song of birds was most pleasant.
8. Everything was satisfactory.
9. We were completely happy.
10. Breakfast tasted delicious.
11. Our friends appeared cheerful.
12. We became enthusiastic over early morning rising.
13. The grass was still wet with the early morning dew.

The verb most commonly used as a link between the subject of a sentence and the predicate word is the verb *is* (in its various forms, *am, are, was, were, etc.*). Other verbs used as links, and therefore sometimes called **linking verbs**, are *seem, appear, look, sound, taste, smell, feel, become*. If you will remember this list, you will often find it useful in your speaking and writing.

We must distinguish between a linking verb followed by a predicate word and a verb modified by an adverb. The sentences which follow illustrate this difference :

1. John looked happy. (LINKING VERB FOLLOWED BY PREDICATE WORD. *Looked*, when a linking verb, has nearly the same meaning as *is*.)

2. John looked about. (VERB MODIFIED BY THE ADVERB *ABOUT*)

3. John looked cautiously about. (VERB MODIFIED BY TWO ADVERBS)

4. The girl grew tall. (LINKING VERB FOLLOWED BY PREDICATE WORD. The verb *is* can be used in place of *grew*.)

5. The girl grew rapidly. (VERB MODIFIED BY THE ADVERB *RAPIDLY*. The verb *is* cannot be used in place of *grew* here.)

Exercise. Examine the foregoing sentences again. In the first, what does the predicate word *happy* describe? Can we say *happy John*? In the third sentence, do *cautiously* and *about* describe the subject? What kind of *John* would a *cautiously John* be? or an *about John*? It is clear that *cautiously* and *about* modify the verb *looked* and do not describe the subject. Study the other sentences above in the same way.

Exercise. In each of the following sentences pick out the linking verb and its subject; then point out the predicate word and tell what part of speech it is :

1. The old doctor was a good man.
2. He looked kind and thoughtful.
3. He seemed a happy man.

4. His friends were all kinds of people.
5. Their song in church sounded most pleasant.
6. Their voices sounded sweet.
7. They were good voices.
8. Gradually the old man grew too old for work.
9. But he continued a helper till the end.
10. His influence became far-reaching.
11. His life was a blessing to many people.
12. The last days were the pleasantest of all.
13. His memory grew very dear.
14. Tom was the youngest of his half-dozen sons.

CORRECT USE

I. Since the predicate word describes, explains, or defines the subject of the sentence, an adverb cannot be used as a predicate word. Adverbs never modify nouns.

Notice the following correct forms :

1. Mr. Jones feels *bad* this morning. (NOT: *badly*)
2. Old Mrs. Smith looks *bad* to-day. (NOT: *badly*)
3. The music sounds *beautiful*. (NOT: *beautifully*)
4. The rose smells *sweet*. (NOT: *sweetly*)
5. This medicine tastes *bitter*. (NOT: *bitterly* or *badly*)

II. Since the predicate word describes, explains, or defines the subject of the sentence, the same pronouns that may be used as subjects may be used as predicate words. If a pronoun cannot be correctly used as the subject, it cannot be correctly used as the predicate word, of a sentence.

Notice the following correct forms :

- This is *I*. This is *he*. (NOT: This is *me*. This is *him*.)
 This is *she*. This is *we*. (NOT: This is *her*. This is *us*.)
 This is *they*. (NOT: This is *them*.)

The predicate word in a sentence is the noun, pronoun, or adjective standing in the predicate but describing or explaining the subject.

4. Selecting the Predicate Word

A. OVERWORKED WORDS

Some words have been used so much that they have a faded, worn-out, old, and dull look. It is best not to use these when you can find something fresher, shinier, more interesting, more telling.

One of these overworked words is *good*. The following sentences, that you hear every day, show this :

1. The dinner was good.
2. The color of his skin was good.
3. The child was good.
4. The father was good to his family.
5. The watchdog was very good.
6. The watch was good.
7. The steel of the knife blade was exceedingly good.
8. The ink was good.
9. The weather was good.
10. The apples were good.

Oral Exercise. 1. For the predicate word *good* in each of the preceding sentences suggest others that tell more, — are fresher and more pointed. Thus, for *good* in the third sentence above, you could use *obedient, quiet, sweet-tempered, polite, deserving*.

2. In the same way make a list of adjectives that could be used in place of the more ordinary predicate words in the following sentences :

1. The bride looked *sweet*.
2. The music sounded very *sweet*.
3. The flowers smelled *sweet*.
4. The food was *good*.
5. The play was *great*.
6. The scene looked *great*.
7. The pie tasted *fine*.

8. The water felt *fine*.
9. The singing sounded *fine*.
10. The perfume smelled *fine*.
11. The car is *wonderful*.

Drill in Correct Use. Having found suitable predicate words to replace the worn-out ones in the two groups of sentences above, read each group aloud repeatedly, substituting (as you read) fresh words for those in italics. As you become accustomed to using these more telling words, try to increase your speed in reading the improved sentences.

B. EXAGGERATED EXPRESSIONS

Some words are incorrectly used. They do not mean what the speaker intends. Thus, *awful* is used when *unpleasant* is all that is meant. In the same way *dreadful*, *terrible*, *frightful*, *horrible* are used for *disagreeable*, *painful*, *bitter*, *laughable*, *awkward*, or words of similar, milder meaning. The following sentences show predicate words that are incorrectly used :

1. His manners are simply *awful*.
2. Her new hat is *frightful*.
3. The heat at noonday was *terrible*.
4. Her walk is *awful*.
5. The car sounded *terrible*.
6. The glare of the sun was *frightful*.
7. His laugh is *awful*.
8. His batting was *terrible*.
9. Her serving was *shocking*.
10. The food tasted *awful*.
11. The music was *rotten*.
12. The acting was *rotten*.
13. The air in the theater was something *fierce*.
14. Her dress was a *scream*.
15. Her hair was a *fright*.

Oral Exercise. For each of the unsuitable, exaggerated predicate words in the preceding sentences make a list of more appropriate words. Thus, for *frightful* in the sixth sentence above you could use *blinding, uncomfortable, unpleasant, unendurable, unwelcome, disagreeable, distressing, irritating, annoying, severe, oppressive*.

Drill in Correct Use. When you are able to improve each of the sentences above without delay, read them aloud repeatedly and rapidly, making the necessary substitutions as you read.

C. SLANG

Oral Exercise. What does each of the following sentences mean? Notice how difficult it is to state these meanings in clear and respectable English. For each slang expression used make a list of more suitable predicate words.

1. They are a bunch of crooks.
2. He thinks he is the whole cheese.
3. You are not the only pebble on the beach.
4. That story is a corker.
5. The salesman was a good mixer.
6. George was a real feller.
7. Who 's the goat?
8. That is a sure bet.
9. He 's a two-spot.
10. She 's a peach.
11. He 's some guy.

Drill in Correct Use. As soon as you can substitute without hesitation an agreeable expression for each slang phrase in the preceding sentences, read the list aloud repeatedly, speaking distinctly and rapidly, making improvements as you go. Perhaps the teacher will take your time as you read, in order to see how much you can increase your speed by practice.

5. Telling Patriotic Stories

Written Exercise. What, for you, is the most thrilling event in American history? Is it the discovery of America? Is it Paul Revere's ride? Is it the signing of the Declaration of Independence? Is it Washington's crossing the Delaware? Is it the battle of Saratoga? Is it the freeing of the slaves? Is it the battle between the *Monitor* and the *Merrimac*? Is it Château-Thierry?

Think over the history of America and decide which event you like most to remember. Then write a brief account of it. When you have finished writing, read your account over to see where it can be improved. In particular, make sure that you have begun it with an interesting sentence and that it ends with a well-rounded closing sentence.

Project. Working together with your classmates, make a book of your and their written accounts of thrilling events in our country's history. Let each account be inspected by a committee of pupils and then improved in accordance with the committee's suggestions. Perhaps several designs for the cover of the book will be offered. The most suitable might be provided with the following title:

THRILLING EVENTS IN OUR COUNTRY'S HISTORY

Oral Exercise. Now that the war is over, what opportunities are there for patriotic deeds? Perhaps you can give a little talk to the class on this great question after you have thought about and answered each of the following:

1. Would the United States be a better country than it is if every citizen were a high-school graduate?
2. Could a country in which there were few schools, in which many people were sickly, dirty, rude, hungry, ragged, and even dishonest,

be changed so that all its citizens would be high-school graduates, healthy, clean, courteous, well fed, well clothed, and honest? How could this be done? How hard a fight would it mean?

3. How can you help your country in the matter of obeying its laws? Which particular laws?

4. Does your going to school and learning many things help the country? How?

5. Can you make a list of things that a good citizen would do to help his town, his school district, his neighbors?

6. Memory Selection

THE AMERICAN'S CREED

I believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign Nation of many sovereign States; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag; and to defend it against all enemies. — WILLIAM TYLER PAGE

7. Letter Writing

A LETTER FROM PHILLIPS BROOKS TO A LITTLE GIRL

Venice, Italy

August 13, 1882

Dear Gertie:

When the little children in Venice want to take a bath, they just go down to the front steps of the house and jump off and swim about in the street. Yesterday I saw a nurse standing on the front steps, holding one end of a string, and the other end was tied to a little fellow who was swimming up the street. When he went too far, she pulled in the string, and got her baby home again. Then I met another

youngster, swimming in the street, whose mother had tied him to a post by the side of the door, so that when he tried to swim away to see another boy, who was tied to another post up the street, he couldn't, and they had to sing out to one another over the water.

Is not this a queer city? You are always in danger of running over some of the people and drowning them, for you go about in a boat instead of a carriage, and use an oar instead of a horse. But it is ever so pretty, and the people, especially the children, are very bright and gay and handsome. When you are sitting in your room at night, you hear some music under your window, and look out, and there is a boat with a man with a fiddle, and a woman with a voice, and they are serenading you.

Pretty soon, now, you will go back to Boston. Do go into my house when you get there, and see if the doll and her baby are well and happy (but do not carry them off); and make the music box play a tune, and remember

Your affectionate uncle
Phillips

Project. Write a letter to a boy or girl in Venice, telling about the streets of your own city. There are many things you can say that will be interesting to some Venetian school children — about the hard pavements, the street cars, the horses, the automobiles, and the various happenings in the streets. Arrange your ideas in the best order, and when you write do not put in one paragraph what belongs in another. While you write think of the receiver of your letter and write as entertainingly as you can.

Half the class may write the letter suggested above. The other half may write replies, each pupil pretending that he is a boy or girl in Venice and answering the particular letter he has received. Letters and replies may be sent through the class post office.

Group Exercise. Several of the letters should be copied on the board or read aloud slowly, so that the entire class may

study the words used by the different writers. Can better nouns be used for some of those in the letters? Try to find a better verb for each one in the letter. When you have done that, study the adjectives and adverbs in the same way. The teacher will re-write each letter as pupils suggest improvements.

Written Exercise. Plan a letter to a boy or girl in England or France, or in Venice, that will tell him about our Fourth of July. You can make the body of the letter consist of three paragraphs. Thus :

OUTLINE

1. Why we celebrate the Fourth of July
2. How it used to be celebrated when my father was a boy
3. The modern, saner celebration

The last part could contain personal experiences, an account of things that you yourself have seen or done. Perhaps you can make a different outline. Write the letter.

Group Exercise. Let several of the foregoing letters be copied on the board. Now let the class bring to bear on them all the knowledge it has gained in its English studies. Let the following questions, one at a time, be asked in regard to each letter. As the class suggests corrections and improvements, the teacher may rewrite each letter by the side of the original.

1. Are heading, greeting, and ending written and punctuated correctly?
2. Is the letter divided into clear-cut paragraphs, showing that a careful outline was made before the writing began?
3. Are any sentences incomplete; that is, without either a subject or a predicate?
4. Does the first word of every sentence begin with a capital letter? Do all the sentences end with the proper punctuation marks?
5. Are any of the words poorly chosen? Can better nouns or better verbs be suggested for some of those of the writer?

6. Would the letter be more successful if it contained more adjectives or more adverbs? What telling adjectives can be suggested as modifiers of some of the nouns? What good adverbs can be inserted to add to the meaning of some of the verbs?

7. What mistakes in English are there? The correct form should be put in the place of each incorrect form.

8. Examine each predicate word. Is it correct? Can a better word be substituted?

8. Drill in Correct Use

Oral Exercise. Read the following sentences aloud repeatedly, selecting the correct word for each as you read and trying to increase your speed as you become surer of the correct words:

1. Who is it? It's (me, I).
2. Is it (he, him)? Is it (her, she)? Is it (me, I)?
3. Isn't it (she, her)? Isn't it (him, he)?
4. It is not (us, we), and it is not (they, them).
5. It might have been (him, he) or (she, her).
6. It could not have been (me, I).
7. The song sounded (sweet, sweetly) and (beautifully, beautiful).
8. He, poor fellow, feels (unhappily, unhappy).
9. His medicine tastes (bitter, bitterly).
10. The flowers smelled (pleasantly, pleasant).
11. He appeared (strong, strongly) and looked (brightly, bright).
12. It is (I, me) who feel (badly, sick).

Review and Drill. Review the drills on pages 15, 41, and 65. Then read aloud repeatedly the following sentences:

1. There (is, are) some boys who have never (saw, seen) a rhinoceros.
2. (Set, Sit) on this chair and I will tell you what I (done, did).
3. Where has he (went, gone), and what has he (did, done)?
4. He hasn't (came, come) yet.
5. Lay your book there, set your cane yonder, and (sit, set) here.
6. Have you (seen, saw) that strange dog (laying, lying) there?

7. They have often (sang, sung) those old songs.
8. I (seen, saw) the cat (lying, laying) on the bed.
9. He (done, did) his lesson (sitting, setting) in the car.
10. It was (me, I) that (saw, seen) him when he (done, did) it.
11. I never (seen, saw) a picture that looked more (beautiful, beautifully).
12. Here (lays, lies) a bowlder. Here I (saw, seen) it years ago.

9. Vocal Drill

Exercise. 1. Stand erect, hands at sides. Inhale quickly. Hold through four counts. Exhale slowly through four counts, pause, exhale slowly through four more counts, pause; then continue as long as there is breath in the lungs, but do not strain at the end.

2. Do the same, but exhale, sounding *oo* softly and steadily; sounding *oh*, *ah*, and *ee*.

3. Repeat several times each of the following sentences, speak distinctly and in a pleasant tone :

1. Did you say a nice house or an ice house?
2. Did you say I scream or ice cream or mice scream?
3. Take tape to tie the cape.
4. Did you cross the creek in coming?
5. Shall she sell sea shells?

10. Words Sometimes Mispronounced

Oral Exercise. Pronounce the following words as the teacher pronounces them to you. Then read the entire list aloud rapidly, distinctly, and correctly.

instead	hog	potato	flower
interest	radish	tomato	shower
interesting	raspberry	cauliflower	elm tree
interested	pumpkin	cabbage	athletic
horse	dumpling	muskmelon	athletics

Dictionary Work. Look up the pronunciation of several of the words above. You know what it is; see how the dictionary indicates it. Besides, note how much else is told about each word: its division into syllables, its meaning, and sometimes its history. See particularly *dumpling*, *cabbage*, *athletics*, *pumpkin*, and *raspberry*.

11. The Object

Exercise. 1. Each of the following groups of words contains a subject and a verb. Which of the groups are sentences? Which need a word besides subject and verb to make sentences of them?

- | | |
|-----------------------|----------------------|
| 1. The stars twinkle. | 5. The man makes. |
| 2. The owl hoots. | 6. Mary cut. |
| 3. The wind blows. | 7. My brother broke. |
| 4. Dogs bark. | 8. The boy caught. |

Let us now complete the groups above that are not sentences.

1. The man makes *brooms*.
2. Mary cut her *finger*.
3. My brother broke the *window*.
4. The boy caught *fish*.

2. Are the words that we added predicate words? Does each describe or explain the subject of the sentence? If it does not, it cannot be a predicate word.

Consider the sentences above once more.

a. The first sentence is

The man makes brooms.

The verb *makes* expresses action. The noun *brooms* names the result or the object of that action.

b. The third sentence is

My brother broke the window.

The verb *broke* expresses action. The result, the receiver, the object of that action is named by the noun *window*. We may call the noun *window* the object of the verb *broke*.

The object of a verb is the word that names the result, the receiver, the object of the action expressed by the verb.

Not all verbs are followed by objects.

Exercise. In the following sentences point out the subject of the verb, the verb itself, and the object of the verb :

1. The Indian bent the bow.
2. The trapper caught the beaver.
3. The young men built a summerhouse.
4. Then they launched the canoes.
5. The guide showed the way.
6. They killed three large deer.
7. The dogs chased a moose.
8. One boy cut his hand.
9. The physician bandaged the boy's hand.
10. That accident ended his summer outing.
11. The children tasted the grapes.
12. Do you like sour apples?

The object of a verb may, like any other noun or pronoun, have modifiers. Thus :

1. The dog caught a squirrel.
2. The dog caught a beautiful gray squirrel.
3. The train injured the man.
4. The train injured the poor careless old man.

Exercise. In each of the following sentences, pick out the object of the verb :

1. The players kicked the ball to and fro.
2. The ball smashed a large plate-glass window across the street.
3. A policeman examined Tom, Fred, and some other boys.
4. The owner of the house accepted the boys' explanation.

5. They paid one dollar for the damage done.
6. Can you make aprons and dresses without help?
7. The unfortunate child spilled ink on the tablecloth.

12. Beginning Well and Ending Well

The first sentence in a talk or letter or story should arouse the attention of the hearer or reader. It should be interesting.

Exercise. 1. Which sentence in each of the following pairs would make a better beginning for a talk or a letter or a story?

1. Yesterday I was going to school and I heard somebody crying.
2. A loud scream suddenly came from the mill pond as I was going to school yesterday.

3. I have nothing to do this morning, and I think I will write you a letter.

4. I am glad I have time to write to you this morning, for I have some interesting news to tell you.

2. Write a sentence that would make an interesting beginning for a talk or a letter or a story. Then read it to your classmates, who will tell you what they think of it.

The last sentence of a composition is as important as the opening sentence. It should end the composition in a live way, not in a weak, tired way as if you yourself had lost interest. It should be a strong sentence. Observe the difference between these two closing sentences :

1. My mother did not like it because my new suit was spoiled.
2. I will leave you to imagine what happened when I reached home.

Exercise. Write a sentence that would make a suitable closing sentence for the talk or the letter or the story of which you wrote the beginning sentence in the preceding exercise. When you have a sentence that you think is interesting and strong, read it to your classmates to see whether they agree with you.

Oral Exercise. Here is an interesting subject to think and talk about: "How I Would Spend One Hundred Dollars if It Were Given Me to Use as I Pleased." There will probably be as many different plans for spending the money as there are pupils. Your classmates will be curious about your plan.

13. Review: The Essential Parts of Sentences

Exercise. 1. Name the subject and the verb of each of the following sentences :

1. I can prove this statement.
2. The excited boy rang the famous old bell.
3. The children played circus.
4. The temptation became very great.
5. The field of wheat looked golden-yellow.
6. I am an American sailor.
7. All was quiet there.
8. The trapper held his gun under his arm.
9. His grandfather left a large sum of money.
10. Read the next paragraph.
11. The newcomers lost their way in the woods.
12. They were afraid.
13. The cavalry scattered the little band of patriots.
14. They seemed a mere handful before such an attack.
15. The general surveyed the field with satisfaction.
16. Quickly the men built a barricade.
17. These people were a peace-loving people.
18. They did not look quarrelsome.
19. Their friends remained neutral.
20. Distant fields are always green.

2. If there is also a predicate word, point it out and show that it describes the subject of the sentence.

3. Point out the object in each of the sentences whose verbs have objects.

Exercise. Name the essential parts of each of the following sentences, and write them without the other words of the sentences. Thus, the subject of sentence 16 in the preceding exercise is *men*; the verb is *built*; the object is *barricade*. The essentials written without their modifiers make this sentence:

Men built barricade.

1. Susan has brought the books from the library.
2. Somebody always borrows my new pencil.
3. The weather continued cloudy for another day.
4. Reading maketh a full man.
5. Do that work immediately.
6. The tall buildings looked spectral in that fog.
7. Then those excited boys took some photographs of streets and skyscrapers.
8. We photographed a crowd of people in front of the Tribune Tower.
9. The hero of the disaster was only a boy.
10. The children slowly drove the lazy cows up the lane.
11. This pleases all of us.
12. The water snake looked very large.
13. Its head surely seemed swollen.
14. Birds have wonderfully keen eyes.
15. Your secret will keep until the end of time.
16. We loafed about for a day.
17. The physician listened carefully to the poor man's breathing.
18. He walked rapidly to the nearest town.
19. He was a rapid walker.
20. Our trip undoubtedly was most enjoyable.
21. This young man had never seen an airplane.
22. My grandmother never saw an automobile.
23. Did you ever see a stagecoach?
24. Without metal tools he could not cut the stone.
25. These simple people had a simple language.
26. The savage could harden the tip of his wooden spear in the fire.

27. A certain apothecary discovered the bones of an elephant in a gravel pit near London.

28. These wide-awake pupils studied the history of their country with great interest.

29. He grew older and wiser together.

30. That fine field of hay is the property of a young farmer.

14. Useful and Useless Words

Careless persons often spoil much of their speaking by beginning their sentences with *say, listen, now, why, well*, and other useless words or by following many of their statements with *See?* or *Do you see?* or *You know what I mean*. These words and phrases, so employed, are useless because they add nothing to the thought or to the clearness or to the interest of the sentences to which they are attached.

There are, on the other hand, a number of words that are often very useful for beginning sentences. To have them on the tongue's end makes it easier to pass from one sentence to the next. They are convenient helpers in speaking and writing. The following list contains some of these :

Therefore	To be sure	Other things being equal
Accordingly	As a matter of fact	As a rule
Consequently	On the contrary	In the first place
As a result	Moreover	Above all
It follows that	Nevertheless	In general
Meanwhile	On the other hand	For example
For that matter	Notwithstanding	In this connection

Oral Exercise. Give two sentences, connected in thought, and begin the second with one of the words or groups of words from the list above. Make sentences for each word or group of words. Thus :

1. The earth is round.
2. *Therefore* the masts of a distant ship are seen on the horizon long before the hull is in view.
3. It was the time of my summer vacation.
4. *Nevertheless* I was studying one of my schoolbooks.
5. I will not go swimming to-day.
6. *On the contrary*, I have decided to stay in my room and write letters.

Group Exercise. Several pupils' compositions should now be copied on the board. The class may then try to improve them by inserting, at the beginning of as many sentences as possible, words from the preceding list.

15. Practice: Capitals and Punctuation Marks

Exercise. 1. Turn to the Appendix, pages 207-210. Refer to the following rules: 3, 5, 10, 18, and 20. Write an illustration for each of these rules.

2. Read rule 27 and study the illustrations; that is, read each sentence without the comma. Now, for the entertainment of your classmates, try to make up similar sentences showing the importance of the comma in them.

3. If you cannot make up the sentences called for in the preceding paragraphs, tell where a comma should be inserted in each of the following sentences:

1. The barber shaved the man and the lady very carefully looked on.
2. Did you ever see a bear eat Mary?
3. In the cage he placed the monkey and Frank quickly closed the iron door.
4. As I slowly breathed in Fred also breathed in.
5. As I was eating Charles with great pleasure brought more food.
6. When I approached the pig very suddenly arose and bounded away.

7. Lamb chops are cut from lambs and fat little girls like to eat them.
8. I saw George and the organ grinder saw him too.
9. The farmer was shooting rabbits and boys from the neighborhood looked on.
10. I was fishing quietly for pike and my neighbor's poodle dashed into the water.

16. Test in Applied Grammar

Exercise. The following sentences contain seventeen grammatical errors of the kinds that you have been studying lately. Can you find these? Can you tell why they are errors?

1. The roses in that beautiful garden smelled very sweetly indeed.
2. The girl smiled sweetly at her grandmother.
3. But she did not smile sweetly when the medicine tasted bitterly.
4. He complained bitterly of the treatment he had received.
5. I looked and saw that it was him.
6. That is he. Yes, that is he.
7. "How beautifully she sings," they exclaimed.
8. "How beautifully the music sounds," she said.
9. The child called, "He can see you and I."
10. Is that you? Yes, it's me.
11. The rich velvet felt softly to her fingers.
12. It looked beautifully when the sun shone on it.
13. The weather continued finely and satisfactorily.
14. Give the book to him and I.
15. Did you see him and I? Yes, that was us.
16. The bell is calling her and I to school.
17. The book appeared old and worn.
18. Violets smell sweetly in the spring.
19. She sings pleasantly and plays well.
20. To John and I the man appeared unreliably.

Drill in Correct Use. Read the preceding sentences aloud repeatedly, correcting errors as you read.

17. 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

The principal word of the subject (72)

The verb (72)

The predicate word (73)

Correct use (77)

The object (87)

II. COMPOSITION

Selecting the predicate word (78)

a. Overworked words (78)

b. Exaggerated expressions (79)

c. Slang (80)

Telling patriotic stories (81)

PROJECT: *Making a Book of Thrilling Historical Events* (81)

Memory selection: The American's Creed (82)

Letter writing (82)

A Phillips Brooks letter (82)

PROJECT: *A Class Correspondence* (83)

Beginning sentences (89)

Closing sentences (89)

Useful and useless words (92)

III. REVIEW AND DRILL

Drill in correct use (79, 80, 85, 94)

Vocal drill (86)

Words sometimes mispronounced (86)

Dictionary work (87)

Review: the essential parts of sentences (90)

Practice: capitals and punctuation marks (93)

Test in applied grammar (94)

Drill in correct use (94)

NOTE. The numbers in parentheses refer to pages.

CHAPTER FIVE

THE MODIFIERS IN THE SENTENCE: ADJECTIVES AND ADJECTIVE PHRASES

1. Introduction

Exercise. 1. Point out (1) the principal word of the subject in each of the following sentences; (2) the verb; (3) the predicate word, if there is one; (4) the object, if there is one. Write each group of these essentials, numbering the groups as the sentences are numbered.

1. Last week's bad storm completely destroyed two fine old trees on our lawn.
2. The foaming waves washed the level beach.
3. The bulky package was ready for the expressman.
4. A wonderful oriole sang sweetly in the blossoming apple tree.
5. The studious boy eagerly examined the interesting books.
6. Those laughing children immediately answered the old gentleman's joking question.
7. The long, hard game finally ended.
8. The defeated players seemed very tired.
9. Every boy looked exceedingly unhappy.
10. The late train from the West brought our many old friends to their destination.
11. The busy and interested workmen kept their eyes steadfastly on their great task.
12. This magnificent palace was at that time the splendid residence of a Roman emperor.

2. Read each group of these essentials. Compare these groups of essentials with the original sentences. Thus, taking the first

sentence, we see that the subject is *storm*, the verb is *destroyed*, and the object is *trees*. Putting these essentials together in a sentence, we have: *storm destroyed trees*.

Few sentences consist of only the bare subject, verb, and predicate word or object.

Observe below that words and groups of words are added to each of the essentials (*storm destroyed trees*):

SUBJECT (and words added to it)		VERB (and words added to it)		OBJECT (and words added to it)	
The sudden violent storm of last week	storm	easily completely in a short time with its twisting winds	destroyed	two fine old trees	trees
				that grandfather planted	

Observe how these added words add to and make definite the meaning of the subject, of the verb, and of the object. Thus, the word *storm*, used alone, may mean any one of a thousand storms. The added words define the particular storm that is meant. In the same way the verb *destroyed*, without added words, lacks the clearness and fullness of meaning that the words *easily*, *completely*, *in a short time*, and *with its twisting winds* give to it. Similarly, the word *trees*, alone, may denote all the trees in the world, when in fact the sentence has to do with only the *two fine old trees that grandfather planted*.

These words or groups of words that add to or change or modify the meaning of the words to which they are attached are called **modifiers**.

We have already studied the essentials of a sentence. We shall now learn about the different kinds of modifiers, in order that we may be able to use them easily, correctly, and effectively in our speaking and writing. First of all we shall study adjectives.

2. The Adjective

As we know, an adjective is a word used with a noun or a pronoun to point it out or to describe it.

Exercise. 1. Are the following three sentences complete, — are they sentences? Are there any adjectives in them?

1. Birds belong to merchants.
2. Fowl, with comb, utters cry.
3. Persons stopped to inspect animals.

These sentences read like telegrams. They are what is left of three other sentences that have been stripped of their adjectives. They show that we can express our thoughts without adjectives, but not easily or satisfactorily. Without adjectives many of our sentences would be as bare and colorless as most statements in telegrams.

2. The following are the original three sentences. Name the adjectives.

1. These strange green birds belong to those two wealthy Japanese merchants.
2. The largest fowl, with a brilliant red comb, utters that loud, unpleasant cry.
3. Many curious persons stopped to inspect these interesting, bright-colored animals.

3. Choosing Suitable Adjectives

Oral Exercise. 1. Substitute other adjectives for *fine* and *good* in the following sentences.

We had a *fine* time.

We had a *good* time.

You could use the words *enjoyable*, *pleasant*, *jolly*, *gay*, *happy*. But there are many others. Make as long a list as possible of suitable adjectives. Select the two or three that you like best.

2. For each of the adjectives in italics, in the sentences below, name several adjectives that could be put in its place. Substitute the best of these in the sentence. Has the sentence been improved in any way?

1. He is a *fine* speaker. 2. They bought a *fine* piano. 3. That is a *fine* horse. 4. See that *fine* building. 5. This is a *fine* program. 6. The book that you recommended is *fine*.

1. The old doctor is a *good* man. 2. He is a *good* physician. 3. He has a *good* practice. 4. He has a *good* wife. 5. He went to a *good* school.

1. The weather is *beautiful*. 2. Your new dress is *beautiful*. 3. That poem is *beautiful*. 4. What a *beautiful* view this is from your window! 5. Her face is *beautiful*. 6. When I was sick, she wrote me a *beautiful* letter.

1. That is a *nice* pin you have. 2. It was *nice* of you to visit me. 3. Did you have a *nice* time? 4. The speaker made a *nice* distinction between love of country and love of humanity. 5. They had a *nice* dinner at the new restaurant.

1. I think his conduct is *awful*. 2. An *awful* wind began to blow. 3. The cold was *awful*. 4. The heat was *awful*. 5. His manners were *awful*.

1. We won a *great* victory. 2. Isn't this a *great* day? 3. I feel simply *great*. 4. He is a *great* man. 5. It was a *great* performance. 6. It was a *great* treat. 7. This is a *great* book. 8. Her voice was *great*.

1. He is a *wonderful* man. 2. It was a *wonderful* speech. 3. His was *wonderful* acting. 4. Isn't this a *wonderful* day! 5. It's *wonderful* weather we're having. 6. She is a *wonderful* teacher. 7. The scene was *wonderful*.

Drill in Correct Use. When you are able to substitute quickly several better adjectives for each of the italicized ones in the seven groups of sentences above, read each group, and finally all of them, aloud rapidly and distinctly, making suitable substitutions as you read. Do this until you no longer hesitate before a single one of the italicized words. You may

wish to compare your time for the first reading with your time when you have gained skill and speed in the use of the better adjectives.

The following adjectives might be used to describe a book: *interesting, readable, absorbing, novel, entertaining, amusing, excellent, instructive, valuable, admirable, great, good*. There are many others.

Oral Exercise. 1. Give five adjectives, or more if you can, that might be used to describe a day; five to describe a face; five to describe a clock.

2. Make similar lists descriptive of the following: a dog; a tree; a watch; a load of coal; a basket of groceries; a lead pencil; a chair; a pair of mittens; a smile; a voice.

Group Exercise. 1. Let several compositions be copied on the board. The class may then study the adjectives used. Can more suitable ones be substituted for those of the writer?

2. If additional adjectives will improve the compositions, the class may suggest such.

4. Different Ways in Which Adjectives Modify Nouns and Pronouns

Most adjectives describe the words they modify; as *strange, green, Japanese*.

Some adjectives modify nouns by telling how many or how much; as *two, three, ninety-nine, many, some, all, much, more, most, both, any, each, few, one, a (an)*.

Some adjectives modify nouns by pointing out; as *this, these, that, those, the*.

Exercise. 1. In the following sentences the words in italics are adjectives. What noun does each modify?

1. The *new* boy enjoyed the *cheerful* schoolroom, the *lively* games, the *pleasant* children.

2. Exercise makes *firm* muscles; laziness makes *flabby* muscles.
3. The *fast* runner soon caught the *tired old* horse.
4. The *red* blood from the wounds stained the boy's *white* cotton shirt.
5. *This* kind of clothes is becoming to her.
6. *These* clothes belong to *some* boys who live here.
7. *All* pupils like *that* sort of book.
8. *Those* books were bought at *another* store.
9. *Four* girls were invited to a party on *the second* day of March.

2. Make sentences that contain adjectives; point out the adjectives and tell what noun each modifies.

Some adjectives are made from proper nouns. Thus, the adjective *Mexican* is derived from the noun *Mexico*, the adjective *Spanish* from the noun *Spain*, the adjective *Japanese* from the noun *Japan*. These adjectives may be called **proper adjectives**.

We know with what kind of letter a proper noun should begin. Proper adjectives too should begin with capital letters.

Group Exercise. Let several pupils write on the board sentences containing proper adjectives formed from the following proper nouns. The entire class will watch closely to detect mistakes. Then other pupils may write, and others, until every pupil has shown that he knows how to write proper adjectives.

China	Portugal	Greece	France	Egypt
Alaska	Peru	Norway	Iceland	Scotland
Brazil	Italy	Turkey	Sweden	Canada
India	Africa	Asia	Europe	Austria
America	Germany	Russia	England	Cuba
Poland	Belgium	Denmark	Chile	Wales

Exercise. Point out the adjectives in the sentences on the following page. Sometimes an adjective in the predicate of a sentence describes the subject of the sentence. Thus:

The day is *rainy*. The boy is *quick*. The girl is *polite*.

1. He is a shrewd man of business.
2. He is shrewd, but he is also a generous fellow.
3. A little learning is a dangerous thing.
4. The musician played a lively tune, and the merry children danced old-fashioned dances which they knew.
5. The French boys were astonished to see the Spanish vessel.
6. It was a rainy day in the gloomy month of November.
7. The two windows of my bedroom looked out among tiled roofs.
8. In one corner of the yard was a stagnant pool of water.
9. Near the cart was a half-dozing cow.
10. Everything was comfortless and forlorn.
11. I was lonely and listless.
12. I decided to enter into conversation with the first traveler I met.

Group Exercise. Let several pupils' compositions be read aloud slowly to the class, in order that the adjectives in them may be pointed out. Which adjectives are particularly well chosen?

5. Description

1 It was a beautiful little cottage with a thatched roof and
2 little spires at the gable ends; pieces of stained glass decorated
3 some of the windows. On one side of the house was a little
4 stable, just the size for a pony, with a little room over it, just
5 the size for a boy. White curtains were fluttering, and birds in
6 cages that looked as bright as if they were made of gold were
7 singing at the windows. Plants were arranged on either side of
8 the path and clustered about the door. The garden was bright
9 with flowers in full bloom, which shed a sweet odor all round,
10 and had a charming and elegant appearance. Everything
11 within the house and without seemed to be the perfection of
12 neatness and order. In the garden there was not a weed to be
13 seen, and to judge from some dapper gardening tools, a basket,
14 and a pair of gloves which were lying in one of the walks, the
15 owner had been at work in it that very morning. — CHARLES
16 DICKENS, "The Old Curiosity Shop"

Study. Study the description at the bottom of page 102 by silently reading the following, — answering the questions, and carrying out the directions :

1. What are the items in the description that give you special pleasure?

2. Where did you imagine yourself as standing as you looked at this cottage with its neat garden — in the house or in the garden?

3. With the help of the dictionary find one or more words that could be used in place of each of the following (the numbers refer to lines in the selection) :

1 beautiful	7 arranged	10 charming
1 thatched	8 clustered	10 elegant
2 spires	8 bright	10 appearance
2 decorated	9 bloom	11 perfection
5 fluttering	9 odor	13 dapper

4. When you give the description in your own words, what will you tell first, what after that, and what last?

Speaking. Tell your classmates what the picture is that the selection has given you. They will be interested to learn how well you can tell it. Perhaps you will need to try more than once before you tell it well.

Writing. Keep your eyes open as you go to and from school. Is there an interesting house on the way? Write a short description of it, to be read as a surprise to the class.

Class Criticism. Several of these descriptions may be copied on the board, where they may be studied with the following questions as guides :

1. Is the description interesting?
2. Are the adjectives well chosen? Could adjectives be added here and there to improve the picture?
3. Are there any mistakes in the writing?

6. Game

Oral Exercise. Choose with care four or five adjectives that describe an object you have in mind. Tell your classmates these adjectives — nothing more. If they are able to name your object without difficulty, your adjectives have probably been well chosen.

A pupil may give, for example, this list of adjectives: *long, broad, flat, smooth, black*. The class names the object described. What is the object? What do these adjectives describe: *flat, smooth, colorless, transparent*? These: *liquid, bottled, useful, black*? These: *liquid, brown, steaming, sweet, delicious, stimulating*?

The class will decide, after each object has been named, whether the best adjectives were chosen to describe it. If not, those best adjectives should be named.

7. Project: *The "Lost and Found" Column in a Blackboard Newspaper*

Written Exercise. 1. Pretend that you have lost something. Write an accurate description of the article. Give the article to the Committee on Lost Articles, who will place it on exhibition with other things that have been lost.

2. Submit to another committee of pupils the description you have written. This committee will read it and tell where it can be improved. The following questions will help in this work of judging descriptions:

1. Is the description accurate and complete?
2. Does it begin with an interesting opening sentence?
3. Can any of the adjectives be replaced by better ones?
4. Are there any errors in spelling? In punctuation? In capitalization?

3. Copy your corrected and improved description on the board in the place assigned for it in the blackboard newspaper column.

Written Exercise. 1. In the same way write a description of something you have found. Perhaps an obliging classmate will lose an odd object, that you may find it in the classroom. The odder it is, the better, for that will make fun, and fun is welcome in these exercises.

2. Perhaps you have lost a friend or a classmate and wish to advertise in the blackboard newspaper for his return. Do so. Perhaps you have lost your interest in work, and wish to have it found and returned to you. Any absurd loss will do if it leads you to insert a clever description in the column on the board.

Oral Exercise. At the proper time each object described, if it has been found, will be returned to its owner. The owner must establish his right to it by proving to the class that it fits his description.

8. Comparison of Adjectives

Exercise. Read the following three sentences and notice the adjectives in italics :

This building is *high*.

This building is *higher* than that one.

Yonder building is the *highest* of all.

How many degrees of height have we in these three sentences?
How many forms has the adjective *high*?

Most adjectives have three forms.

These forms are called **degrees of comparison**.

The **positive degree** of an adjective is its simplest form ; as *high, tall, strong, rich, happy, long, short*. The positive degree merely names the quality without suggesting comparison. Thus :

A *happy* family, a *bright* girl, a *narrow* escape, a *long* trip.

The **comparative degree** of an adjective is the form, usually ending in *er*, that denotes a higher degree of the quality in one person, place, or thing than in another. Thus :

John is *taller* than Frank. Smith is *richer* than Brown.

The **superlative degree** of an adjective is the form, usually ending in *est*, that denotes the highest degree of the quality named by the adjective. The superlative degree is used in comparing an object with two or more objects. Thus :

Of the three, Mary is the *quickest*.
The *highest* mountain in the world.

Most adjectives are compared by adding *er* and *est* to the positive degree. Thus :

POSITIVE	COMPARATIVE	SUPERLATIVE
long	longer	longest
short	shorter	shortest
poor	poorer	poorest
sweet	sweeter	sweetest

But an adjective that ends in silent *e* (as *wise, fine, handsome*) drops this *e* before adding *er* or *est*. Thus :

POSITIVE	COMPARATIVE	SUPERLATIVE
wise	wiser	wisest
fine	finer	finest
handsome	handsomer	handsomest
pure	purer	purest

Most adjectives that end in *y* change the *y* to *i* before adding *er* or *est*. Thus :

POSITIVE	COMPARATIVE	SUPERLATIVE
happy	happier	happiest
manly	manlier	manliest
sorry	sorrier	sorriest
dry	drier	driest

Adjectives that end in a consonant preceded by a short vowel double the consonant before adding *er* or *est*. Thus :

POSITIVE	COMPARATIVE	SUPERLATIVE
thin	thinner	thinnest
dim	dimmer	dimmest
wet	wetter	wettest
sad	sadder	saddest
fat	fatter	fattest

Exercise. 1. Compare the following adjectives :

bright	rude	heavy	mighty
dull	lovely	small	juicy
fat	brave	large	gentle
happy	slow	shy	noble
merry	fast	lucky	quick
worthy	pretty	hot	thick

2. Use in interesting sentences the comparative degree of each of the adjectives in the preceding exercise ; in the same way, the superlative degree of each.

Some adjectives are compared by the use of the adverbs *more* and *most*. Thus :

POSITIVE	COMPARATIVE	SUPERLATIVE
triumphant	more triumphant	most triumphant
beautiful	more beautiful	most beautiful
content	more content	most content
economical	more economical	most economical

Exercise. 1. Can you see the reason for using *more* and *most* with the adjectives above, and others like them, rather than the usual endings *er* and *est*? Try to compare *triumphant*, *economical*, and other long adjectives by adding *er* and *est*.

2. Use in sentences the comparative and superlative degrees of the long adjectives above.

A few adjectives form their degrees of comparison irregularly. Thus :

POSITIVE	COMPARATIVE	SUPERLATIVE
good	better	best
well (in good health)	better	best
bad	worse	worst
ill (in bad health)	worse	worst
many	more	most
much	more	most
little	less	least
far	{ farther	{ farthest
	{ further	{ furthest
late	{ later	{ latest
	{ latter	{ last
near	nearer	{ nearest
		{ next
old	{ older	{ oldest
	{ elder	{ eldest

Some adjectives, because of their meaning, are incapable of comparison. Such are : *double, horizontal, vertical, perpendicular, perfect, ideal, dead, infallible, supreme, circular, rectangular.*

Exercise. Make sentences, each containing one of the following adjectives (1) in the positive, (2) in the comparative, and (3) in the superlative degree :

long	lucky	fat	economical	ill	good
wide	worthy	thin	beautiful	bad	many
fine	kindly	noble	fashionable	well	much

Game. Give a sentence containing an adjective in the positive degree. Then point to a classmate. That classmate makes another sentence containing the adjective, but now in the comparative degree. Then a third classmate is called on. He uses the superlative degree of the adjective. Now, with a new adjective, a fourth pupil begins afresh.

9. Retelling a Story for Practice

MR. HIGGINBOTHAM'S CATASTROPHE

1 A young fellow, a tobacco pedlar by trade, was on his way to
2 the village of Parker's Falls. He had a neat little cart, painted
3 green, with a box of cigars depicted on each side panel, and an
4 Indian chief, holding a pipe and a golden tobacco stalk, on the
5 rear. The pedlar drove a smart little mare, and was a man of
6 excellent character, keen at a bargain, but none the worse liked
7 by the Yankees, who, as I have often heard them say, would
8 rather be shaved with a sharp razor than a dull one.

9 After an early breakfast the tobacco pedlar, whose name was
10 Dominicus, had traveled seven miles through a solitary piece of
11 woods, without speaking a word to anybody but himself and his
12 little gray mare. It being nearly seven o'clock, he was as eager to
13 hold a morning gossip as a city shopkeeper to read the morning
14 paper. An opportunity seemed at hand when, after lighting a
15 cigar with a sunglass, he looked up and perceived a man coming
16 over the brow of the hill, at the foot of which Dominicus had
17 stopped his green cart. Dominicus watched him as he descended,
18 and noticed that he carried a bundle over his shoulder on the end
19 of a stick, and traveled with a weary yet determined pace. He
20 looked as if he had footed it all night, and meant to do the same
21 all day.

22 "Good morning, Mister," said Dominicus, when within
23 speaking distance. "What's the latest news at Parker's Falls?"

24 The man — who was as ill-looking a fellow as one would desire
25 to meet in a solitary piece of woods — pulled the broad brim of
26 a gray hat over his eyes and appeared to hesitate a little, as if
27 he was either searching his memory for news or considering care-
28 fully whether he ought to tell it. At last, though he might have
29 shouted at the top of his voice and no other mortal would have
30 heard him, he mounted on the step of Dominicus's cart and,
31 leaning cautiously over, whispered something in the pedlar's
32 ear. — NATHANIEL HAWTHORNE, "Twice-Told Tales" (Adapted)

MAKING AN OUTLINE

Class Conversation. 1. What does the first paragraph of the story on page 109 tell? Does the following sentence give the main thought of the paragraph?

A pedlar was on his way to Parker's Falls.

2. Can you give a better sentence than the following for the main point of the second paragraph?

He perceived a man coming over the hill.

3. Paragraphs 3 and 4 form the third part of the story. Give the sum and substance of this part in a short sentence.

You now have the whole story in three sentences. These, written on the board opposite the numbers 1, 2, and 3, form an outline of the story. The outline helps you to remember the order in which things happened.

WORD STUDY

To tell a story well you must have not only an outline of it in your mind but also suitable words on the tip of your tongue.

Class Conversation. The numbers before the words in the list below refer to the lines in the story on page 109. For each word give at least one other that could be used in its place. Talk these over with your classmates and select the best.

2 neat	15 sunglass	24 fellow
3 depicted	15 perceived	24 desire
5 smart	17 watched	26 appeared
6 excellent	17 descended	26 hesitate
6 character	19 weary	27 searching
6 keen	19 determined	27 considering
12 eager	19 pace	29 mortal
13 gossip	20 footed	30 mounted
14 opportunity	24 ill-looking	31 cautiously

VARIETY IN EXPRESSION

Class Conversation. Express in one or more different ways the thought of each of the following sentences :

1. The pedlar was a man of excellent character, keen at a bargain.
2. The Yankees would rather be shaved with a sharp razor than a dull one.
3. He was eager to hold a morning gossip.
4. An opportunity seemed at hand when he perceived a man coming over the hill.
5. The man traveled with a weary yet determined pace.
6. He was as ill-looking a fellow as one would desire to meet in a solitary piece of woods.

Story-Telling. Retell the unfinished story of the tobacco pedlar. Then try to make up an entertaining ending for it.

10. The Uses of Adjectives in Sentences

Exercise. 1. Point out the adjectives in the following sentences and tell the use of each in its sentence :

1. The savory dinner was at length carried in.
2. The roast, fragrant and steaming, followed the soup.
3. The bread tasted sweet and nutty.

2. Make a list of the different uses of the adjectives.

3. Compare your list with the following :

a. An adjective may be used as the modifier of a noun or a pronoun. The adjective may precede the word it modifies or may follow it. Thus :

An *angry* farmer drove the boys out.

The farmer, *angry*, *determined*, *breathless*, drove the boys out.

b. An adjective may be used as the predicate word in a sentence. Thus :

The farmer was *angry* and *determined*.

The milk tasted *sour*.

Exercise. Point out the adjectives in the following sentences, and tell the use of each in its sentence :

1. Peter Stuyvesant was a straightforward man.
2. Complimentary speeches could not stir him greatly.
3. He sent a secret message to his waiting friends at Manhattan.
4. This message alarmed his timid friends.
5. They were very much afraid.
6. Suspicious and afraid, they sent him no reply.
7. The formidable enemy upset all his plans.
8. He was greatly puzzled.
9. Every day brought some new cause for alarm.
10. Nevertheless, patient waiting won for him a remarkable victory.

Group Exercise. 1. Groups of several pupils will go to the board in turn, and the members of each will write short, interesting sentences containing adjectives used as the modifiers of nouns. Let each pupil read his sentences, point out the adjectives in them, and explain their use. The class will call attention to errors.

2. Now let other groups of pupils take turns at writing sentences, each containing an adjective used as the predicate word in the sentence. The class will criticize these as it did the preceding ones.

11. Correct Use of Adjectives

I. Since the predicate word of a sentence always defines, describes, explains the subject, it cannot be an adverb. But an adjective may be used as the predicate word in a sentence. As you remember, the predicate word follows such verbs as *is*, *sound*, *look*, *seem*, *smell*, *taste*, *feel*, *appear*. Thus :

I feel *happy*. (NOT: I feel *happily*.)

That sounds *beautiful*. (NOT: That sounds *beautifully*.)

The patient feels *bad*. (NOT: The patient feels *badly*.)

How *sweet* that flower smells. (NOT: How *sweetly* that flower smells.)

The bride looked *charming*. (NOT: The bride looked *charmingly*.)

The man appeared *honest*. (NOT: The man appeared *honestly*.)

II. An adjective cannot modify a verb; hence it cannot take the place of an adverb. Thus:

Speak *boldly*. (NOT: Speak *bold*.)

Close the door *carefully*. (NOT: Close the door *careful*.)

Sit *quietly* and speak *softly*. (NOT: Sit *quiet* and speak *soft*.)

The bird sings *sweetly*. (NOT: The bird sings *sweet*.)

Exercise. Select the correct word for each of the following sentences and give the reason for your selection:

1. Your sister's voice is (sweet, sweetly).
2. Your sister's voice sounds (sweet, sweetly).
3. Your sister sings (sweet, sweetly).
4. These grapes taste (sweet, sweetly).
5. These grapes are (sweet, sweetly).
6. The grapes dried (rapid, rapidly).
7. The flowers smelled (sweet, sweetly).
8. The girl smiled (pleasant, pleasantly).
9. The girl looks (pleasant, pleasantly).
10. The girl is (pleasant, pleasantly).

III. *Them* is always used as a pronoun and never as an adjective. Thus:

Those horses. (NOT: *Them* horses)

Yonder houses. (NOT: *Them* houses)

Those children. (NOT: *Them* children)

Exercise. Select the correct word for each of the sentences that follow, and explain your selection:

1. See (those, them) frisky goats.
2. Did you ever see (them, those) before?

3. I heard (them, those) school children.
4. What are (those, them) sounds I hear?
5. Don't you hear (those, them)?
6. I ate too many of (those, them) sweet apples.
7. See (those, them) on that corner tree.

IV. *This* and *that* are singular; *these* and *those*, plural.
Hence :

I like *this* kind of clothes. (NOT: I like *these* kind of clothes. Since the noun *kind* is singular, the adjective that modifies *kind* must be singular too.)

That sort of boys can be trusted. (NOT: *Those* sort of boys can be trusted. The noun *sort* is singular.)

Exercise. Choose the correct word for each of the following sentences, and explain your choice :

1. (This, these) kind of people always succeeds.
2. (These, this) kinds of apples are my favorites.
3. (That, those) sorts of pens are not suitable for (this, these) kind of children.
4. (These, them) children need (that, those) dull kind.
5. (That, those) kind of men cannot be defeated.
6. (That, those) sort of girls usually can cook a good dinner.

V. The comparative degree is used when one person or thing is compared with another; the superlative degree, when one person or thing is compared with two or more. Thus :

John and James are both *strong*, but John is the *stronger*. (NOT: John is the *strongest*.)

Here are two books. Which is the *better*? (NOT: Which is the *best*?)

Of the two, this is the *faster* train. (NOT: Of the two, this is the *fastest* train.)

Of the three, Mary is the *brightest*. (NOT: Of the three, Mary is the *brighter*.)

Completion Test. Fill each blank below with the correct form of the adjective in parentheses, explaining why you think the form is correct :

1. (*good*) I want to buy a ——— fountain pen.
2. (*good*) Show me the ——— you have.
3. (*good*) I like this one ——— than that one.
4. (*healthy*) Are you ——— than John?
5. (*healthy*) Is Frank the ——— boy on the team?
6. (*strong*) Who is ———, you or your brother?
7. (*tall*) Which building is ———, that one or this one?
8. (*young*) Who is the ———, Fred or Tom?

VI. The adjective *other* is properly used with the comparative degree, improperly with the superlative degree. Thus :

New York is larger than any *other* city in the United States. (NOT: larger than any city in the United States)

New York is the largest of all the cities in the United States. (NOT: the largest of all the *other* cities)

VII. *More* and *most* are added to the positive degree, never to the comparative or the superlative degree. Thus :

This picture is *more beautiful* than that. (NOT: *more beautifuller*)

This pupil is the *most worthy*. (NOT: the *most worthiest*)

VIII. *Less* refers to quantity; *fewer*, to number. Thus :

I drank *less* water than you and ate *fewer* apples.

12. Test: Choosing the Correct Adjective

Completion Test. 1. Fill each blank below with the correct form of the adjective in parentheses. Explain each form as you give it.

1. (*large*) Chicago is ——— than any other city in the Middle West.
2. (*large*) Texas is the ——— state in the United States.
3. (*large*) It is ——— than (any, any other) state.

4. (*economical*) Susan is — than her sister.
5. (*economical*) In fact, Susan is the — of all the girls I know.
6. (*economical*) She is — than (any, any other) schoolgirl.
7. (*fashionable*) Mrs. Davis is the — dressmaker in the city.
8. (*fashionable*) She is — than (any, any other) dressmaker in town.

2. In the following sentences select the correct words and give the reason for each selection :

1. I like (this, these) sort of apples.
2. (That, those) kind of stories always makes me sad.
3. Both girls are pretty, but Jane is the (prettier, prettiest).
4. Boston is larger than (any, any other) city in New England.
5. London is larger than (any, any other) city in Europe.
6. Seattle is the largest of (all, all other) cities in Washington.
7. Do not bother us with (this, these) sort of fooleries.
8. Which is the (stronger, strongest), a horse or a mule?
9. Which is the (larger, largest), California, Texas, or Montana?
10. This building is more (beautiful, beautifuller) than that.
11. This building is the most impressive of (all, all other) buildings that I have ever seen.
12. It is the finest of (all, all other) buildings.
13. It is finer than (any, any other) building.

3. Select the correct words for the following sentences and in each instance give the reason for your selection :

1. How (sweet, sweetly) your mother sings.
2. Speak (quiet, quietly) so that they will not hear us.
3. Be (quiet, quietly).
4. The young man appears (honest, honestly).
5. How (beautiful, beautifully) the mountains look!
6. The poor boy is feeling very (bad, badly, ill) to-day.
7. The apple blossoms smelled (sweet, sweetly).
8. The orange tasted very (sweetly, sweet).
9. The man's voice sounded (harsh, harshly.)
10. Speak (softly, soft) and walk (quiet, quietly).

11. She looked (fashionably, fashionable) in that coat and hat.
12. She spoke (kind, kindly) and appeared (happily, happy).
13. How (sweet, sweetly) the birds sing!

Drill in Correct Use. Read aloud repeatedly the three groups of sentences on this and the preceding pages, promptly selecting the correct words. Read more rapidly, though always distinctly, as you become expert in choosing those words.

13. Vocal Drill

Exercise. 1. Stand erect, hands at sides. Inhale quickly and quietly. Do not raise chest or shoulders. Exhale slowly and steadily through a very small opening made by the lips. Blow into a horizontal position a narrow strip of tissue paper fastened to the end of a pencil, and keep it in that position without much fluttering. Repeat.

2. Repeat, but exhale making a soft, buzzing sound.
3. Read aloud, speaking distinctly and pleasantly, the following lines by Southey about the waterfall at Lodore :

Rising and leaping,
Sinking and creeping,
Swelling and sweeping,
Showering and springing,
Flying and flinging,
Writhing and wringing,
Eddying and whisking,
Spouting and frisking,
Turning and twisting,
Around and around
With endless rebound!
Smiting and fighting,
A sight to delight in ;
Confounding, astounding,

Dizzying and deafening the ear with its sound.

14. Words Sometimes Mispronounced

Oral Exercise. Pronounce the following words as your teacher pronounces them to you. Then, rapidly, distinctly, and correctly, pronounce the entire list repeatedly.

pudding	loafing	something	arctic
doing	cooking	nothing	antarctic
sowing	washing	height	architect
sewing	ironing	route	chemist
singing	shooting	root	chemistry

Dictionary Work. Look up those words that you do not know well. Notice how the pronunciation is indicated. Learn the meaning. Then use each word in an entertaining sentence.

15. Adjective Phrases

Ambitious boys work hard.

Boys *with ambition* work hard.

Exercise. 1. Is there any difference in meaning between these two sentences? What part of speech is the modifier *ambitious*?

2. We do not find the adjective *ambitious* in the second sentence. What takes its place? Could we call the group of words *with ambition* a modifier? What does it modify?

A group of words like *with ambition* is called a phrase. The words go together and are used as a single word. If a phrase is used like an adjective, it is called an adjective phrase.

The phrase *with ambition* modifies the noun *boys*. It describes *boys* just as the adjective *ambitious* does. It is an adjective phrase.

Exercise. Pick out the adjectives and the adjective phrases in the following sentences and name the noun that each modifies:

1. Wooden houses burn easily.
2. Houses of wood burn easily.

3. It was a happy day.
4. It was a day of happiness.
5. The man in the boat whistled a tune.
6. The soldier of experience was not afraid.
7. The experienced soldier was not afraid.
8. The leaves of the trees were falling.
9. A nail on the wall held up the beautiful picture.
10. Rugs from Persia covered the floor of polished oak.

A phrase is a group of connected words which does not contain a subject and predicate.

An adjective phrase is a phrase that is used like an adjective.

An adjective is used to modify only nouns or pronouns. Therefore an adjective phrase is used to modify only nouns or pronouns. These may be in the subject or in the predicate.

Exercise. 1. Pick out all the nouns in the following sentences and name the adjectives and the adjective phrases that modify them :

1. The picture in the antique frame was the portrait of an old gentleman.

2. The expression of the face made an interesting study.

3. The tones of the human voice may be either pleasant or unpleasant.

4. The aristocratic Mr. White walked into the garage across the way.

5. The wide door of the old house had bronze ornaments.

6. The stagecoach with its passengers drew up before the door of the cottage.

7. An old woman in a neat apron stood at the entrance to the garden.

8. The walk to the field was a muddy tramp.

9. The bridge across the creek was broken by the flood.

10. Several men of means decided to help the young man.

11. He was a youth of exceptional pluck.

12. The flowers in the garden were injured by the storm.

13. Are you the boy with the new skates?
 14. Is Saint Augustine the oldest city in the United States?
 15. This composition on my desk is the work of a pupil in this room.
 16. The story of Leif Ericson was read with interest by a group of boys in the school.
 17. A company of soldiers faced the crowd of people.
 18. The strength of Cooper was overcome by the experienced skill of Waller.
 19. That kind of magazine is liked by every kind of reader.
 20. The city of gayety and laughter had suddenly become a city of mourning and despair.
2. Some of the phrases in these sentences are not adjective phrases. Why not?

16. Practice: Capitals and Punctuation Marks

Exercise. 1. Look up rules 17 and 30 in the Appendix. Read them and the illustrations. When you understand the rules, write several illustrations of your own for each.

2. Review the rules for the use of capitals which you have studied in preceding lessons, and write an illustration for each.

Test and Practice. Proceed as you were directed in the test on page 44 and the correction exercises on page 45.

17. Using Reference Books ; Making Reports

The subjects in an encyclopedia are arranged like the words in the dictionary. The same alphabetical order is followed in the card catalogue of the public library. The same is to be found in the reference books that librarians use when they look up a question for you and try to find out what books or magazines you should read in order to learn something about that question.

Exercise. Go to the public library and learn from the card catalogue and from the periodical index and other reference

books what books or magazine articles deal with one of the following topics. Make a list of the titles of the books and magazine articles and read it to the class, explaining where you found each one. Besides, find out what encyclopedias the library owns and how long an article on the topic each contains, and include this information in your report to the class.

Glass	Gold	Radio	Photography
Coal	North Pole	Rice	Ink
Iron	Comet	Canal	Gasoline Engine

Oral Exercise. 1. Read about one of the topics in the preceding list or about one of the following questions. Use the encyclopedia and other books in the library. Report briefly to the class the most interesting facts that you learn.

1. What is the moon?
 2. How does the thermometer work?
 3. Where does glass come from?
 4. What made coal?
 5. Of what and how are clouds made?
 6. What makes thunderstorms?
 7. What causes rain?
 8. What makes the seasons?
 9. What are germs?
 10. What are the stars?
 11. How do cities obtain pure drinking water?
 12. How is it that the Weather Bureau is often able to predict the weather?
 13. What are insects good for?
 14. Do birds help or hurt the farmer?
 15. Are snakes of any use?
2. In the same way prepare yourself to give one of the following talks about topics chosen from your other studies :
1. Report of an imaginary meeting with Robinson Crusoe. Describe him.

2. Report of an imaginary meeting with Christopher Columbus. Describe him.

3. Report of a trip around the world in an airplane: the route you selected, the large bodies of water, mountains, countries, and strange cities you glimpsed in passing.

4. The story of a loaf of bread, of an oak table, of a pair of rubber boots, of a woolen skating cap, of a sled, or of a sheet of wrapping paper (the materials telling where they spent their early life, what they were doing there, and how they came to be what they now are).

5. Report of interesting facts about the rivers of the world.

18. Test in Applied Grammar

Exercise. There are twelve mistakes in grammar in the sentences below. How long will it take you to find and correct them? Refer to the page where each error is explained?

1. How sweet your mother's voice is. How sweet she sings.
2. London is larger than any city in Europe.
3. People say Paris is more beautifuller than London.
4. The snowy mountains look beautifully this morning.
5. People do not do those sort of things no more.
6. These kind of stories always makes me feel sadly.
7. Mary and Lucy are both bright, but Mary is the brightest.
8. Yes, this is I, and that is she.
9. Be brave, be bold, and speak bold.
10. An african deck hand stood on the portuguese steamer.

Drill in Correct Use. When you know each correction well, read the sentences aloud several times, as fast as you can, correcting the errors as you read.

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

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

- Sentence essentials (96)
- The modifiers (97)
- The adjective (98)
- Different ways in which adjectives modify nouns and pronouns (100)
- Proper adjectives (101)
- Comparison of adjectives (105)
 - Positive degree (105)
 - Comparative degree (106)
 - Superlative degree (106)
 - Irregular comparison (108)
- The uses of adjectives in sentences (111)
- Correct use of adjectives (112)
- The phrase (118)
- The adjective phrase (118)

II. COMPOSITION

- Choosing suitable adjectives (98)
- Description (102)
- PROJECT: *The "Lost and Found" Column in a Blackboard Newspaper* (104)
- Retelling a story for practice (109)
 - Hawthorne, "Mr. Higginbotham's Catastrophe" (109)
- Using reference books; making reports (120)

III. REVIEW AND DRILL

- Game: *Adjective Riddles* (104)
- Test: choosing the correct adjective (115)
 - Completion test (115)
 - Drill in correct use (99, 117, 122)
- Vocal drill (117)
- Words sometimes mispronounced (118)
 - Dictionary work (118)
- Practice: capitals and punctuation marks (120)
 - Test: dictation exercise (120)
- Test in applied grammar (122)
 - Drill in correct use (122)

NOTE. The numbers in parentheses refer to pages.

CHAPTER SIX

THE MODIFIERS IN THE SENTENCE: ADVERBS AND ADVERB PHRASES

1. Adverbs

1. Bees flew *swiftly* from flower to flower.
2. Boys sometimes foolishly tease barking dogs.
3. Dogs often angrily bite their tormentors.
4. Trains tore along noisily, at great speed, past the sleeping village.
5. The automobiles stood silently in a long line in the driveway.

Exercise. In the first sentence above notice the word in italics. What does *swiftly* modify? What kind of word is it? Are there any adverbs in the second sentence? How do you tell? In the same way point out adverbs in the remaining sentences.

An adverb is a word which modifies a verb, an adjective, or another adverb.

Exercise. 1. In the sentences that follow, arrange the adverbs in groups: those that tell *where*, those that tell *when*, those that tell *how*, and those that tell *how much*. Tell what word each modifies.

1. We looked *here, there, and everywhere* for the lost knife.
2. You are at home *now*; *soon* you will be at school.
3. The *remarkably* graceful canoe moved *swiftly* through the water.
4. It pleased us *very much* that the boy had done his work *so thoroughly*.

2. Can you add to your list of adverbs that tell *where*? Of those that tell *when*? Of those that tell *how*? Of those that tell *how much*? Perhaps the following list of adverbs will help you:

here	now	well	very
there	then	so	too
everywhere	soon	thus	quite
down	never	cheap	more
up	always	dear	enough
far	to-day	frankly	scarcely
near	again	honestly	not

3. Make sentences containing some of these adverbs and tell what verb, adjective, or adverb each modifies.

Exercise. Pick out the adverbs in the sentences that follow, and tell what word each modifies. Which tell *where*? Which tell *when*? Which tell *how*? Which tell *how much*?

1. At night I heard more distinctly the steady roar of the water.
2. Long I waited, and patiently, till I was about to turn back, when I looked up and saw a most superb fox.
3. A dog enters thoroughly into the spirit of the enterprise, is constantly sniffing adventure, knows that something important will happen farther on.
4. This remark would apply rather accurately to our own case.
5. Very soon the fox was back again, and now he escaped safely with the goose.
6. Then and there the procession started.
7. I could scarcely believe what I so plainly saw.

The word *there* has two distinct uses. One is that of an adverb telling *where*. Thus:

We saw a turtle *there*.

There we picked flowers and *there* we ate our lunch.

But *there* is used also and frequently as an introductory word in sentences. Thus:

There was once upon a time a boy who never ate potatoes.

There are few people who do not like music.

There is much to say on both sides of the question.

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*.

When *yes* and *no* are parts of answers, a comma should be used to separate these words from the statements that follow them. Thus:

Yes, I shall go to town.

No, I shall go alone.

2. Speaking and Writing; Single Paragraphs

Oral Exercise. Use one of the following sentences as the beginning of a short talk to the class. Choose the sentence that suggests to you most clearly and fully a real or imaginary happening, and tell your classmates about that.

1. I found a pocketbook on the street this morning.
2. My dog is very intelligent.
3. My dog is good-tempered, but he once frightened a stranger badly.
4. On Halloween I had an exciting experience.
5. I used to think that there was no such person as Santa Claus.
6. I shall always remember the first time I went to school.
7. Until last week I believed that fairies existed only in fairy tales.
8. I once thought I saw a ghost.
9. A loud scream came from the mill pond.
10. It was a mystery how the child had got into the church steeple.

Written Exercise. Let each pupil bring to school a headline from an old newspaper, the older the better. Let these headlines be changed to complete sentences, which should be written on

the board. Select one of the sentences as the opening sentence of a short paragraph, and write the paragraph to read to your classmates.

Write only a single paragraph. This means stick closely to your main idea or topic; for, as you know, every sentence in a paragraph must belong to the main idea or topic.

Revision. Reread your paragraph. Consider it with the following questions in mind:

1. Is it neatly placed on the paper, with ample margins?
2. Is the handwriting clear?
3. Are there any errors in spelling?
4. Can more suitable adverbs be substituted?
5. Does the paragraph make entertaining reading? If it is dull, how can you give it life and interest?

It may be best to rewrite your paragraph after making the necessary corrections, if there are many. Read the rewritten paragraph with the preceding questions in mind.

3. Adverb Phrases

Exercise. 1. Read the following sentences, observing the words in italics:

They walked *rapidly*.

They walked *with rapidity*.

2. What does *rapidly* modify? Therefore what part of speech is *rapidly*? What phrase in the second sentence is used like *rapidly*? Would it seem incorrect to call *with rapidity* an adverb phrase? Is it a phrase? Is it used like an adverb? What makes you think so? What parts of speech does an adverb modify? What does the phrase *with rapidity* modify?

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

Exercise. In the following sentences pick out the adverbs and the adverb phrases, and tell what verb, adjective, or adverb each modifies :

1. A strange bird sat on the dead branch.
2. A strange bird sat quietly on the dead branch.
3. Nimbly the gray squirrel scampered along the rail fence.
4. With an ax he carefully cut a hole in the ice.
5. An uncommonly fine morning that was.
6. The wind blew less violently in the valley.
7. He was brave beyond expectation.
8. *By and by* some children came and ran to and fro.
9. Again and again the woman ran to the beach.
10. *More or less* painfully we scaled that wall.

Most adverb phrases consist of a preposition with its object, modified or unmodified ; as, *on the dead branch, along the rail fence, with an ax, in the ice*. But such expressions as *by and by, more or less, to and fro, again and again, now and then, upside down* are also adverb phrases.

Exercise. Make sentences containing adverb phrases that have the same meaning as these adverbs: *silently, fearlessly, rapidly, cautiously, unsuccessfully, immediately, noisily*.

4. Choosing Suitable Adverb Modifiers

Oral Exercise. 1. Without greatly changing the meaning of the following sentences substitute for the adverbs in italics as many other adverbs as you can. Thus, for the adverb *pleasantly* you could substitute *cheerfully, brightly, sweetly, amiably, and gayly*.

1. The girl smiled *pleasantly*.
2. The bear walked *awkwardly*.
3. The pupil spoke *clearly*.
4. *Slowly* the old ship turned around.
5. The waves beat *heavily* against the pier.

2. Without greatly changing the meaning of the sentences in the preceding exercise substitute as many adverb phrases as you can for each of the italicized adverbs. Thus, for the adverb in the second sentence you could substitute such adverb phrases as *in a clumsy way*, *in an ungainly manner*, *with an awkward gait*.

3. The ten numbered sentences below contain few adverbs. Add adverbs to each sentence and try to vary the meaning as widely as possible. Thus :

- The game will be postponed.
- The game will *probably* be postponed.
- The game will *hardly* be postponed.
- The game will *perhaps* be postponed.
- The game will *surely* be postponed.
- The game will *not* be postponed.
- The game will *fortunately* be postponed.
- The game will *unfortunately* be postponed.

1. The birds will be returning.
2. The orator spoke.
3. The musician played.
4. Our team won.
5. It was a pleasant party.
6. The young man had studied medicine.
7. The newspaper man followed this suggestion.
8. The little girl ran and laughed and played.
9. Oliver Wendell Holmes sat down and wrote that stirring poem.
10. The artist took up his brushes and began to paint.
11. The heavy car moved out of the drive.
12. The driver sat behind the wheel.
13. Some one called.
14. Everybody listened.

4. Vary the meaning of each of the preceding sentences as widely as you can by adding adverb phrases.

5. Comparison of Adverbs

Many adverbs, like adjectives, have degrees of comparison. But most of these, especially those ending in *ly*, are compared by means of *more* and *most*. Thus :

The boys worked *carefully*. (POSITIVE DEGREE)

The girls worked *more carefully*. (COMPARATIVE DEGREE)

The men worked *most carefully*. (SUPERLATIVE DEGREE)

Some adverbs are compared by means of the endings *er* and *est*. Among these are a number of adverbs that have the same form as the corresponding adjectives : namely, *cheap, dear, quick, early, fast, near, loud, slow, long, high, hard*. Thus :

POSITIVE	COMPARATIVE	SUPERLATIVE
soon	sooner	soonest
often	oftener	oftenest
cheap	cheaper	cheapest

The adverbs *little, much, well, ill, far*, and a few others are irregular in comparison. Thus :

POSITIVE	COMPARATIVE	SUPERLATIVE
little	less	least
much	more	most
well	better	best
ill (badly)	worse	worst
far	farther	farthest

Exercise. Point out the adverbs in the sentences that follow and tell what each one modifies. You should find at least twenty-five. How many more can you find? Compare some of the adverbs.

1. They wandered through the fields slowly and aimlessly.
2. He never thought of doing it less carefully.
3. Dobbin kept steadily on until he finally reached the barn.

4. He traveled far, but he often remembered his father's farm.
5. The soldiers fought bravely, but they were badly defeated.
6. Now and then, but very seldom, they took the train to the city.
7. The fast train never moved faster than on that occasion.
8. Why do you sell this so dear and that so cheap?
9. Only yesterday he greeted me most politely right here.
10. Very recently I arrived at the station first.
11. Look carefully and you will surely see the bird.
12. I can distinctly hear it singing softly in the bush.
13. At last the message came in quite clearly over the radio.

6. Project: *Making Up a "Review of Reviews"*

Every week and month there appear in the magazines many articles that you have not time to read. Would it not be a good plan for each pupil in the class to read one of these articles and then to make a report of it to the class? These reports might be made once a month or once in two weeks.

Oral Exercise. 1. Read an article selected by you or the teacher. Make a note of those matters in it that you believe would interest your classmates. Then choose a suitable title or headline, think out a beginning sentence that will at once win the ear of the class, and tell briefly not about the entire article but only about those parts of it that will surely be listened to with attention by your classmates.

2. Try to find in the daily or weekly publications a cartoon that would interest the class. Instead of showing the cartoon, explain it. Tell what the cartoonist's purpose was and make clear to the class how he attains that purpose.

Written Exercise. Instead of talking about the articles, you and your classmates may enjoy getting up a little monthly magazine, a *Review of Reviews*, in which you will briefly report the interesting things you have learned in your reading.

7. Correct Use of Adverbs

I. The comparative degree is used in comparing the acts of two persons or things; the superlative, in comparing the acts of three or more. Thus:

John ran *faster* than James, but Frank ran *fastest* of all.

Harriet came downstairs *more quietly* than Thomas. (COMPARATIVE)

Of all those boys and girls Harriet came *most quietly*. (SUPERLATIVE)

II. It is incorrect to use *more* or *most* with adverbs that are already in the comparative or the superlative degree. Thus:

He does it *better* than I. (NOT: *more better* than I)

Of the three children she studies *hardest*. (NOT: *most hardest*)

Completion Test. Fill each blank in the following sentences with the correct form of the adverb in parentheses:

1. (*pleasantly*) The old man smiled —— than his brother.

2. (*clumsily*) Of all these animals the elephant moves ——.

3. (*suddenly*) The storm came —— than we expected.

4. (*brightly*) The sun shone —— than it did yesterday.

5. (*carefully*) Jane dusts —— than Susan; but Mary dusts —— of all.

6. (*soon*) You arrived much —— than we thought you would.

7. (*often*) It snowed —— that winter than last winter, and —— during the month of January.

III. One negative makes a denial. Thus, "I can see you" is changed to "I cannot see you" (a denial) by adding one negative word. Two negatives contradict each other and make the sentence affirmative. "I didn't do nothing" means that the speaker did something.

I could *not* see a bird anywhere. (NOT: I could *not* see a bird *nowhere*.)

I could see a bird *nowhere*.

I *never* told anybody. (NOT: I *never* told *nobody*.)

Exercise. Change each of the following sentences into a denial, that is, into a negative statement. Try to do this in several ways. Thus:

I have something to say.

I have *nothing* to say.

I haven't anything to say. } (NOT: I haven't *nothing* to say.)

1. I did give George a ball.
2. I saw something behind the barrel.
3. I was planning to go somewhere.
4. I was on the train with John.
5. I am going to the circus.

IV. Many errors result from using an adjective in place of an adverb, and an adverb in place of an adjective.

1. An adverb cannot properly be used as a predicate word. A predicate word, as we know, always describes the subject of the sentence, which is always a noun or a word or a group of words used as a noun; but an adverb modifies or describes only verbs, adjectives, or other adverbs. Thus:

He feels *unhappy*. (NOT: He feels *unhappily* or *badly*.)

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

This flower smells very *fragrant*. (NOT: This flower smells very *fragrantly*.)

It all seems *strange* to me. (NOT: It all seems *strangely* to me.)

2. When, on the other hand, the verb of the sentence is to be described or explained, an adverb is properly used; indeed, as we know, an adjective cannot modify a verb. Thus:

He throws the ball *badly*. (NOT: He throws the ball *bad*.)

She danced *beautifully*. (NOT: She danced *beautiful*.)

The teacher *carefully* smelled the strange flower.

The man acted *strangely*. (NOT: The man acted *strange*.)

He looked his mail over *hastily*. (NOT: He looked his mail over *hasty*.)

3. Notice, however, that speak *loud* and *quick*, work *hard*, run *fast*, go *slow*, buy *cheap*, sell *dear* are correct, because *loud*, *quick*, *hard*, *fast*, *slow*, *cheap*, and *dear* are used both as adverbs and as adjectives. It is correct to say both "You are slow" and "You work slow."

Exercise. Select the correct word in each of the sentences that follow and explain your selection :

1. He felt (sick, badly) and went to bed.
2. The motor worked (bad, badly), and we were delayed.
3. Mr. Brown is feeling (sick, badly) this morning.
4. She looked (beautiful, beautifully) in her new dress.
5. Though the water was rough, our boat sailed along most (beautiful, beautifully).
6. He seems very (happy, happily).
7. They lived very (happy, happily) together.
8. The interview ended most (happy, happily).
9. He can do it (easy, easily).
10. It looks (easy, easily).

Drill in Correct Use. Read these sentences rapidly several times, selecting the correct word for each without delay, as you read.

V. Some adverbs wrongly used are *most* for *almost*, *awfully* for *extremely*, *dreadfully* for *exceedingly*. Thus :

It *almost* took my breath away. (NOT: It *most* took my breath away.)

It was *extremely* funny. (NOT: It was *awfully* funny.)

It is *exceedingly* annoying. (NOT: It is *dreadfully* annoying.)

VI. Adverbs should be placed as near the words they modify as is necessary to make the thought clear. Thus, "I *never* told him that I was sick" and "I told him that I was *never* sick" have a totally different meaning, and the difference is due altogether to the position of the word *never*.

Exercise. Explain the meaning of each of the following sentences :

1. I only ate my breakfast with my little brother.
2. I ate my breakfast only with my little brother.
3. John only borrowed enough money to pay his fare.
4. John borrowed only enough money to pay his fare.
5. Nearly every boy in the room was old enough to go.
6. Every boy in the room was nearly old enough to go.
7. I only saw Mr. Brown on Tuesday.
8. I saw Mr. Brown only on Tuesday.

8. Drill in Correct Use

Read the following sentences aloud repeatedly, selecting the correct words as you read. Perhaps the teacher will take the time of your first reading and, later, the time of a reading that follows much careful practice. Then you will be able to see what progress you have made.

1. Fred and Frank both run fast, but Frank runs (fastest, faster).
2. Of the three girls Julia studies the (hardest, most hardest).
3. I couldn't see a book (nowhere, anywhere).
4. I couldn't see (any, no) book (anywhere, nowhere).
5. I never told (nothing, anything) to (nobody, anybody).
6. He threw the ball (carelessly, careless).
7. Doesn't the baby smile (sweet, sweetly)!
8. The candy tastes (sweetly, sweet).
9. The man acted (strange, strangely).
10. He was hasty; he looked the paper over (hasty, hastily).
11. It all seems (strange, strangely) and (suspiciously, suspicious).
12. Watch your step; look (carefully, careful) where you go.
13. He seems (careful, carefully); he looks not careless but (carefully, careful).
14. The girl smiled (pleasant, pleasantly).
15. She appeared kind and (pleasantly, pleasant); she looked (pleasant, pleasantly).

16. The boy spoke (clear, clearly) and (distinctly, distinct).
17. The stone (most, almost) hit him on the foot.
18. He was (awfully, very much) shocked.
19. He didn't say (nothing, anything).
20. He said nothing to (anybody, nobody).
21. We were (almost, most) asleep when we reached home.
22. Didn't you (never, ever) take the trip?
23. It's (exceedingly, dreadfully) tiresome.
24. But it isn't (nothing, anything) to the trip we took last year.
25. Jane sings well, but Fanny sings (best, better).
26. Fannie sings (more better, better) than Jane.
27. Who of those three boys receives the most praise? The (taller, tallest) one?
28. She sings (most, almost) as well as her mother.
29. I didn't see (nobody, anybody) doing (nothing, anything).
30. The violin music sounded (beautiful, beautifully) to the happy boy.

9. Vocal Drill

Exercise. 1. Stand erect, hands hanging easily at sides. Inhale quickly. Exhale slowly and steadily; sound *n-n-n*. Repeat again and again, making the sound as even and prolonged as possible.

2. Repeat with *oo*; with *oh*; with *ah*; with *oh-ee-ah*.

3. Repeat the following rime several times, speaking each word distinctly:

When Ajax strives some rock's vast weight to throw,
The line, too, labors, and the words move slow.

10. Words Sometimes Mispronounced

Oral Exercise. Notice how the teacher pronounces each of the following words. Pronounce it in the same way. Pronounce the entire list repeatedly with distinct, correct, and pleasant utterance.

address	bouquet	aisle	poem
redress	adult	burst	poet
recess	ally	sleek	poetry
resource	dessert	creek	figure
detail	finance	shall	figuring

Dictionary Work. Find out from the dictionary the meaning of each word that you do not know well. Then use it in a sentence, pronouncing it correctly. Try to make an interesting sentence.

11. Reporting Things Seen, Heard, or Done

Oral Exercise. Let each pupil be ready to tell his classmates an interesting experience that he has had in the winter time. Think over carefully what you wish to relate to the class, decide what should be told first, what next, what after that, and keep this outline in mind as you speak. Would it be a good plan to write a program on the board, the title of which might be "Winter-Time Fun"? The subject of each pupil's talk could be written under this general title.

Perhaps the following list of subjects will help you to decide what to talk about :

1. Coasting with a Bobsled
2. My First Pair of Skates
3. Games on the Ice
4. Building a Snow Fort
5. Catching Rides
6. Animal Tracks in the Snow
7. Fishing through the Ice
8. Making a Skating Rink
9. The Accident
10. The Store Windows at Christmas Time
11. A Race on the Ice

Group Exercise. Let the class consider each talk and tell what its best points are. If any incorrect English is used, this as well as too many *and's* should be called to the speaker's attention.

12. Review: Adjectives and Adverbs

Exercise. 1. Pick out the adjectives in the following sentences. Tell (1) the degree of each (if comparative or superlative) and (2) the use of each.

1. Instead of hard coins his fingers touched warm, soft curls.
2. In utter amazement Silas fell on his knees and bent his gray head.
3. Little things — twisted roots, trailing vines, dead and rotten wood — made me stumble.
4. Duncan immediately commenced, in an embarrassed voice, the half-forgotten message.
5. The whole story of the capture of Quebec is full of romantic splendor and pathos.
6. The Armenian's little white mare paced toilingly through the loose sand.
7. Don Quixote sought out one of his neighbors, a country laborer and a good honest fellow, though poor in purse and poor in brains.
8. I lay down on the grass, which was very short and soft.
9. What is necessary for true success in life?
10. Another ant carried the oval body to a steep incline of loose sand.

2. In the following sentences point out the adverbs. Tell what word each modifies.

1. The boy stood intently watching the jet of water, when suddenly he was startled by a slap on the shoulder.
2. Later, at another place where the landing could be more easily effected, Hudson went quietly ashore in the canoe of an old Indian chief.

3. The canoes were skillfully made out of the trunks of trees, each carefully hollowed trunk forming a canoe.

4. The Indians seemed very glad when the white men offered to trade with them.

5. When De Soto finally reached the banks of the Mississippi his band was in a truly pitiable condition.

6. His mother never told him to give money to strangers.

7. His mother told him never to give money to strangers.

8. Where are you going?

9. How do you do?

10. When shall we see you again?

11. The Boy Scouts camped here, the Camp-Fire Girls yonder.

12. I have seldom seen a pleasanter sight than those brown tents in the woods.

13. Regularly at eight o'clock they ate breakfast.

14. The boys plunged eagerly into the water.

15. Some swam very far from shore, — in fact, too far.

16. Now and then there were accidents.

17. Hereafter no one is permitted to swim alone beyond that rope.

18. They ran noisily up the beach.

19. Charles looked up and saw a large hawk.

20. Swiftly it plunged down into the water.

21. Soon it came up with a fish in its claw.

22. They little knew George who thought he was not a brave lad.

23. You do this well.

24. Are you well to-day?

25. Scarcely a minute passed before they saw him again, now on top of the log.

Group Exercise. A number of recent compositions should be read to the class slowly, a pause being made after each sentence to give time for questions about the adjectives and adverbs in it.

1. Is there any mistake in the use of adjectives or adverbs?

2. Are the adverbs well chosen? Can you substitute better ones? Can you add suitable adverbs and so improve some of the sentences?

13. Project: *Making a Skating Rink*

Oral Exercise. 1. Did it ever occur to you that the school playground could be made into a skating rink? Why could not this idea be carried out by you and your classmates? Present your plan to the class in a short talk.

2. Would it be a good idea to interest in the rink other classes in the school? Let three speakers be chosen to present the plan to each of the other classes. Let the first of these three speakers tell the general plan and the reasons in favor of it, let the second explain how a skating rink is made, and let the third make clear what the class can do to help to put the plan in operation. If the boys are to make the rink themselves, they will probably need the help of the boys of every class. How can the girls help? Can the janitor help? Where can the money be obtained to pay him? This should all be made clear to the hearers. Perhaps each class will vote on the matter at the end of the talks.

Written Exercise. It is now time to explain the plan to the principal of your school and perhaps to the superintendent and to the board of education. You may decide to write a letter in which the whole scheme is fully and clearly explained and permission is asked to carry it out. Let each member of the class write such a letter, each trying to write with clearness, good sense, and enthusiasm; then let the class hear the letters read, and decide which are the best three.

14. Practice : Capitals and Punctuation Marks

Exercise. Look up rules 19, 20, 21, 22, and 23 in the Appendix. Read them and the illustrations. Write examples of your own and explain how each illustrates the rule you have in mind.

Test and Practice. Proceed as you were directed in the test, dictation, and correction exercises on pages 44 and 45.

15. Test in Applied Grammar

Exercise. The following sentences contain eleven grammatical errors of the kind you have been studying lately. Can you find them, tell why they are errors, and correct them?

1. The boy said he could see no bird nowhere in those woods.
2. I never told nobody there were many birds there.
3. He studied the most hardest of all those boys.
4. The engine is a good one. It certainly runs good.
5. I saw Tom and Fred yesterday. I only saw Fred to-day.
6. We girls were scolded for only eating candy.
7. He has been a mechanic a long time, and he certainly works right skillful.
8. How beautifully she plays. How beautifully the music sounds.
9. He was selling more cheaper than his neighbors, and he was buying more cheaper.
10. He hasn't no kind of business to be here.

Drill in Correct Use. After you have made sure of each correction in the sentences above, read these sentences aloud repeatedly, making corrections rapidly as you read.

Review and Drill. Read the following sentences repeatedly, correcting the thirteen errors in them as you read:

1. I never seen a finer game.
2. He never done a harder day's work.
3. Have you ever went to the banks of the Missouri River?
4. There's folks who live near the ocean.
5. There's many boys that have never seen mountains.
6. Has George came home yet?
7. Have you saw him anywhere?
8. What has he did?
9. They have rang the bells; they have sang the first song.
10. "Who has drank my glass of milk?" asked the little bear.
11. I haven't saw no one drinking it.

16. 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

Adverbs (124)
 Adverb phrases (127)
 Comparison of adverbs (130)
 Correct use of adverbs (132)

II. COMPOSITION

Speaking and writing; single paragraphs (126)
 Choosing suitable adverb modifiers (128)
 PROJECT: *Making Up a "Review of Reviews"* (131)
 Reporting things seen, heard, or done (137)
 PROJECT: *Making a Skating Rink* (140)

III. REVIEW AND DRILL

Drill in correct use (134, 135, 141)
 Vocal drill (136)
 Words sometimes mispronounced (136)
 Dictionary work (137)
 Review: adjectives and adverbs (138)
 Practice: capitals and punctuation marks (140)
 Test: dictation exercise (140)
 Test in applied grammar (141)
 Drill in correct use (141)
 Review and drill (141)

NOTE. The numbers in parentheses refer to pages.

CHAPTER SEVEN

THE MODIFIERS IN THE SENTENCE: ADJECTIVE CLAUSES, ADVERBIAL CLAUSES

1. Introduction

1. Squirrel climbed tree.
2. The nimble gray squirrel in my friend's yard climbed the old oak tree near the porch.
3. Dog frightened rabbit.
4. Our neighbor's dog nearly frightened the little white rabbit out of its wits by his sudden dash into the garden and by his noisy, angry bark.
5. Marble rolled.
6. The red-glass marble from the school store rolled slowly out of the ring into the high grass.
7. Slippers fell.
8. Mary's satin dancing-slippers fell unexpectedly to the floor with a sharp click.
9. Lecturer made remarks.
10. Amid laughter and cheers the famous lecturer from England at once made many witty remarks about schoolboys and schoolgirls in America.

Exercise. 1. In sentence 1 above are there any adjective modifiers? Are there any adverb modifiers? What part of the sentence is *squirrel*? What part is *climbed*? What part is *tree*? Add modifiers to the subject; to the verb; to the object. Give the sentence you now have.

2. Point out the adjectives in sentence 2 above. Point out the adjective phrases. Point out the adverbs and the adverbial phrases.

3. Point out the subject, the verb, and the object in sentence 4. Tell what each adjective, adjective phrase, adverb, and adverbial phrase modifies in this sentence.

4. Explain how sentence 5, which reads like a telegram, differs from sentence 6.

5. In the same way compare sentence 7 with sentence 8; sentence 9 with sentence 10.

You have learned that certain parts of every sentence are the essential parts. These are the principal word of the subject, the verb, and, in some sentences, a predicate word, or an object.

With the essential parts of a sentence there are usually other parts. These are the modifiers. You have learned about the following modifiers: adjectives and adjective phrases, adverbs and adverbial phrases.

There are still other modifiers, which will now be explained.

2. Adjective Clauses

Exercise. 1. Point out the principal word of the subject in the first sentence below; in the second sentence; in the third sentence:

1. *Sensible* men kept still.
2. Men *of sense* kept still.
3. Men *who were sensible* kept still.

2. In each of the three sentences above point out the modifier of the principal word of the subject. Tell whether the modifier is an adjective or an adjective phrase.

3. As we know, an adjective phrase does not contain a subject and predicate. In the third sentence above does the modifier of *men* contain a subject and predicate? What is the subject? What is the predicate? Can *who were sensible* be called an adjective phrase? Why?

Here, then, we have a group of words that is used as a part of a sentence and yet contains a subject and predicate of its own. Such a group is called a **clause**.

A clause is a group of words that forms part of a sentence and contains a subject and predicate.

Exercise. In the following sentences pick out the adjectives and the clauses that are used as adjectives :

1. The falling snow covered the fields and roads.
2. The snow *that fell steadily* covered the fields and roads.
3. The flying geese were headed for the South.
4. The wild geese *which flew by* were headed for the South.
5. The experienced hunter regarded them with interest.
6. The hunter, *who was a woodman of experience*, was interested.
7. The boys hastened to the frozen river.
8. The boys ran to the river, *which was frozen over*.

A clause that is used like an adjective is called an adjective clause.

Since an adjective modifies only nouns or pronouns, an adjective clause is used to modify only nouns or pronouns.

Adjective clauses are often introduced by the words *who*, *which*, *that*, *when*, and *where*.

Exercise. Point out the adjective clauses in the following sentences and tell why each is an adjective clause :

1. The place where he fought is marked with a stone.
2. I know the time when the train leaves.
3. The school which you will attend stands on the square.
4. I saw the man who invented that engine.
5. Tell me the book that you read last.
6. Here is the story which tells of that country.
7. The day when vacation begins will be a happy day for me.
8. This is the place where the peace treaty was made.

9. Do you know the day when the Declaration of Independence was signed?

10. Tell me the name of the man who signed in large letters.

11. They took the uncomfortable train that made the fastest time.

12. The year when he was born began a new century.

13. New York is a city that has a fine harbor.

14. The book, which lay open on the table, told the story of Columbus.

15. Show me the place where it happened.

3. Adverbial Clauses

Exercise. 1. Read the following sentences :

The soldiers arrived *at the appointed hour*.

The soldiers arrived *when the appointed hour came*.

2. What kind of phrase is *at the appointed hour*? Why? In the second sentence, is the group of words in italics a phrase? Give the reason for your answer. Has it a subject and predicate? Could we call this group of words an adverbial clause? What does it modify?

A clause that is used like an adverb is called an adverbial clause.

Exercise. In the following sentences pick out the adverbial clauses and tell what verb each modifies :

1. The ship was gone when I awoke.
2. I wandered about the streets until I was tired.
3. Although I was in a strange country, I was not afraid.
4. Then we traveled many days across high mountains until we reached Persia.
5. I could not leave while he was sick.
6. I did not loiter there while our friends were away.
7. The kind ruler helped us while we were in his country.
8. As I remember that eventful journey I am filled with gratitude.

9. The merchants crowded about us after they had heard our story.

10. We joined the caravan when it started for home.

Adverbial clauses are often introduced by the words *where*, *when*, *while*, *until*, *because*, *although*.

Exercise. Point out the adverbial clauses in the following sentences and tell why each is an adverbial clause :

1. He stood where we could all see him.

2. When the clock struck twelve he arose and stepped to the front of the platform.

3. The accident happened while we were waiting for the train.

4. We waited until we grew tired of waiting.

5. Although you are my friend, I cannot do you this favor.

6. He grew angry because his brother would not open the door.

7. Come to see us when you can.

8. They anchored where the Nile flows into the Mediterranean Sea.

9. They camped where an Egyptian ruler once lived.

10. They departed when they had seen the Pyramids.

11. While they were in Africa the weather was mild.

12. Their automobile skidded when it reached the wet clay.

13. When you learn to drive your car please invite me for a short run.

14. If I have the time, I shall go with you.

15. Go when you should.

16. We shall not go while it is raining.

17. Wherever you go, carry your purse with you.

18. When the old man entered the room, everybody arose.

19. After we learned the correct form, we dropped the incorrect one altogether.

20. As he listened his smiles increased.

21. He burst into a boisterous laugh when he heard the end of the story.

22. Enter with much noise when you hear my knock.

4. Business Letters

14 Wood Street
Colonia, Michigan
April 24, 1930

The Thompson Cycle Company
632 South Wabash Avenue
Chicago, Illinois

Dear Sirs:

Please send me as soon as possible your latest catalogue of boys' and girls' bicycles. Can you ship goods immediately on receipt of order?

Very truly yours,
L. L. Scott

Mr. Scott is planning a surprise for his two children on their next birthdays, which fall only a few days apart. His plan is nothing less than to buy each of them a bicycle. The Scott family lives in the country, and since the dealer in the neighboring village has no large supply from which to choose, Mr. Scott

decides to have the two bicycles shipped from Chicago. Without a word to Tom, who is thirteen, or to Mary, who is twelve, he sends the letter which you saw on the preceding page.

The envelope he addresses as follows :

After 5 days return to - L. L. Scott - 114 Wood Street. Coloma, Michigan	STAMP
The Thompson Cycle Company 632 South Wabash Avenue Chicago, Illinois	

Dictation Exercise. Read the addressed envelope and Mr. Scott's letter, noticing the arrangement of the parts and the punctuation. Do you see that in a business letter the address as it is on the envelope precedes the greeting in the letter? Is it written in the same way in the letter as on the envelope? What punctuation mark follows the greeting? Now, from dictation, write the letter and address the envelope. Notice and copy the return address on the envelope. Compare with the book what you have written and correct any mistakes.

In a few days the catalogue arrives, and in the same mail the letter shown on the following page.

Mr. Scott chooses from the catalogue the two bicycles he wishes to buy. But before sending his order he thinks it best to examine the catalogues of two other manufacturers. He decides to write for these without delay.

THE THOMPSON CYCLE COMPANY
MANUFACTURERS OF
PEERLESS BICYCLES AND MOTORCYCLES
632 South Wabash Avenue

Chicago, April 26, 1930

Mr. L. L. Scott
14 Wood Street
Coloma, Michigan

Dear Sir:

Your letter of April 24 asking for our latest catalogue of boys' and girls' bicycles is received. We are to-day mailing you this catalogue, together with our new price list. As you will notice, we are making substantial reductions on the prices of all goods purchased from us during the present month.

Since we are the manufacturers of these bicycles, we always have a large stock on hand and can ship on the day an order reaches us.

We trust that we shall soon have the pleasure of filling your order.

Very truly yours,
The Thompson Cycle Company

Written Exercise. Write these two letters for Mr. Scott. After writing the first, try to make the second still better. Perhaps your teacher will make suggestions for improvement. Imagine that one of the manufacturers is in St. Louis, Missouri, and the other in Des Moines, Iowa. Compare letters and envelopes with those written by Mr. Scott, on pages 148 and 149.

In due time these additional catalogues arrive, but they contain nothing to make Mr. Scott change his mind. He writes at once his letter ordering the bicycles from the Thompson Cycle Company.

Written Exercise. As if you were Mr. Scott, write this letter ordering the bicycles. Their catalogue numbers are B-717 and G-248. Inclose a money order for forty dollars. They are to be shipped by freight on the Pere Marquette Railroad. Impress upon the Thompson Cycle Company that you intend these bicycles for birthday presents and must have them in a few days. No time should be lost in shipping. Address the envelope for this letter. Add the return address.

Group Exercise. Several of these letters and envelopes should be copied on the board for class criticism. The class should look for mistakes of all kinds, one kind at a time, as in preceding exercises of this sort.

5. Distinguishing between Adverbial Clauses and Adjective Clauses

It is as easy to distinguish between an adverbial clause and an adjective clause as between an adjective and an adverb.

An adjective clause, like an adjective, modifies only nouns or words used as nouns.

An adverbial clause, like an adverb, modifies only verbs, adjectives, and adverbs.

Exercise. 1. Point out the adjective clauses in the following sentences and name the noun that each modifies :

1. Whenever he went about the village, he was followed by a troop of children.

2. He would fish for a whole day without a murmur, though he did not get a single nibble.

3. Rip was a happy mortal who never worried.

4. When an old newspaper fell into their hands, they would listen eagerly to the contents while it was read aloud by the schoolmaster.

5. When anything displeased the landlord, he would send forth short, angry puffs from his pipe.

6. He threw himself on a green knoll that crowned the brow of a cliff.

7. It would be dark before he could reach the village in the valley.

8. Franklin had just arrived in Paris, where he spent several happy years.

9. He stood where Napoleon once stood.

10. Washington left on the day when Cornwallis arrived.

11. That was the time when quick action saved the day.

12. Lincoln smiled when he heard the story.

13. He pardoned the soldier who had fallen asleep at his post.

14. Remain awake while you are on duty.

15. He borrowed the book that he wanted to read.

2. Point out the adverbial clauses in the sentences above and name the verb that each modifies.

6. Essentials and Modifiers

From a cave in the rocks a huge mother wolf appeared, stealthily, as all wolves come out of their dens. A pair of green eyes glowed steadily like coals deep within the rock entrance. A massive gray head rested unseen against the gray rock. Then the whole gaunt body glided like a passing shadow into the June sunshine and was lost in a cleft in the rocks.

A moment before the hillside had appeared utterly lifeless — still and rugged and desolate. Yet now, so quietly did the old wolf appear, so perfectly did the rough gray coat blend with the rough gray rocks, the hillside seemed just as tenantless as before. A stray wind seemed to move the mosses. That was all. — WILLIAM J. LONG, "Northern Trails" (Adapted)

We have learned that we cannot express ourselves at all, in language, without sentences, that is, without the essentials of sentences. We cannot express ourselves fully without the words, phrases, and clauses that are modifiers of the essentials.

Strip the first sentence in the preceding selection of its modifiers, and what have we left? Only the short sentence "wolf appeared," that is, a subject and a verb. Compare this bare statement with the sentence in its original form; observe the added meaning and interest that result from the added modifiers.

Exercise. 1. Pick out the essentials of each sentence in the first paragraph of the preceding selection and write them. This will give you the paragraph stripped of all its modifiers. Read this bare paragraph.

2. Now add to your essentials the modifying words, phrases, and clauses of the subject. Read the paragraph in this improved form.

3. Now add the modifying words, phrases, and clauses of the predicate.

Group Exercise. 1. Several recent compositions may be copied neatly on the board, so that the whole class may study them as the foregoing selection has just been studied. The teacher, standing at the board, will write the essentials of each sentence as the pupils name them. The modifiers may be added orally.

2. Can any of these modifiers be improved? That is, can clearer and more expressive modifiers be put in their places?

3. Can new modifiers be added to any of the essentials, for the improvement of the compositions?

7. More Business Letters

The bicycles arrive and are enjoyed by the two children. But in a few days it is discovered that the hard-rubber handles were not securely fastened to the handlebars. All four have become loose. One has dropped entirely off and been lost. Mr. Scott writes at once to the manufacturers about it. Their reply is shown on the following page.

Oral Exercise. What especially interests you in the letter from the Thompson Cycle Company? What words help to make it a pleasant and courteous letter? What is the main idea or topic of the first paragraph? Of the second? Of the third?

Written Exercise. Write the outline of that letter. Then close your book and, with this outline before you, write the letter in your own words or such of the letter's words as you recall.

Correction Exercise. Compare your letter with the one in the book. Compare the headings, the addresses, the greetings, the endings. Does your letter contain three paragraphs?

8. Building Sentences

The numbered sentences below contain no modifiers. Add modifiers to each bare sentence. Add an adjective clause or an adverbial clause to each. Try to make interesting sentences.

1. Soldier saw object.
2. Horse leaped fence.
3. Car skidded.
4. Balloon appeared motionless.
5. Basket seemed empty.
6. Baby pointed.
7. Birthday came.
8. Riders halted.
9. Boys heard shot.
10. Ink was dry.

THE THOMPSON CYCLE COMPANY
MANUFACTURERS OF
PEERLESS BICYCLES AND MOTORCYCLES
632 South Wabash Avenue

Chicago, May 8, 1930

Mr. L. L. Scott
14 Wood Street
Coloma, Michigan

Dear Sir:

We learn with regret that the rubber hand-grips were not properly glued to the handlebars, and we thank you for calling our attention to the matter. We cannot explain it except as an unusual error in our finishing department.

It is not a difficult piece of work to fasten these grips. We are sending you by parcel post a tin of the kind of glue we use, and another grip to take the place of the one which was lost. Rub the glue thickly on the insides of the grips, push them over the ends of the handlebars, and allow a day for drying. We are sure that thereafter you will find the grips firmly in place. We have never known them to become loose when once properly attached.

If we can serve you further in this or any other matter we shall be glad to hear from you.

Very truly yours,
The Thompson Cycle Company

9. Review: Sentence Study; Adjective and Adverbial Clauses

Oral Exercise. Point out the essential parts of the following sentences and name the modifiers of each part. Tell what kind of modifier each is.

1. The speaker, who was standing near the open door, heard the sudden noise on the porch.
2. While she listened she mended the child's clothes.
3. The poor man who lay in bed paid no attention to them.
4. They put on the table some medicine which the doctor had left.
5. This old house, which is on Royal Street, stood there long ago.
6. My father knew this old place, which is in the very heart of old New Orleans.
7. My father, who knew this old place, sometimes visited it.
8. When my father first told me about New Orleans, I was a very small boy.
9. The coarse, cheap shirt that he wore was white and clean.
10. An expression of frankness overspread the face, which was sunburnt.
11. A big old Russian ship, which a certain man had bought, lay at anchor in the canal at Amsterdam.
12. Eva's two older brothers, who were experienced sailors, could not take their eyes off the strange vessel.
13. As these farmers passed through the village they made a funny sight.
14. I shall go to school until I graduate.
15. The dust which blew up and down the street was most unpleasant.
16. There was no wind when we began our long walk.
17. When I arrived in London, I had forgotten my friend's address.
18. Joseph, who liked the English people, rented a little house in the suburbs of London.
19. Many of the persons who are mentioned in that diary were my own acquaintances and friends.

20. While the sun shone brightly we kept our courage.
21. As I placed the parchment in your hand the Newfoundland dog entered and leaped upon your shoulders.
22. Scrooge kept his eye upon his clerk, who, in a dismal little cell, was copying letters.
23. The carriage, which was drawn by four horses, dashed round the turn of the road as the little old man appeared at the doorway.
24. The ticking of many clocks among the curious lumber of the shop, and the faint rushing of the cabs in a near thoroughfare, filled up the interval of silence.
25. The little pale, round-shouldered dealer looked at me over the top of his gold spectacles, which rested lightly on the end of his nose.
26. Suddenly a very jovial gentleman beat with a staff on the door while he shouted the dealer's name.
27. The light that filtered into the room through the small and dirty skylight was exceedingly faint.
28. Knock at my door when you are ready.
29. Shall you go to town when your brother goes?
30. Who is not brave when there is no danger?
31. Write to me whenever you have time.
32. Call again to-morrow, after you have finished your school work.
33. He who does his best does enough.
34. He does enough who does his best.
35. Read the poem aloud when you have studied it.
36. He cannot govern others who cannot govern himself.
37. Praise God, from whom all blessings flow.
38. When a man becomes obstinate in error, reason cannot always reach him.
39. Look before you leap. Think before you speak.
40. No one is free who commands not himself.
41. He who is fortunate in a son-in-law finds a son.
42. Of good fortune, as of ripe fruit, we must make the most while it lasts.

Group Exercise. Now let us apply to our own compositions what we have learned in this chapter. Several compositions

should be copied on the board or read aloud slowly, so that the class may study each sentence in them. What are the modifying words, phrases, or clauses? Can these be improved? Can any sentences be improved by the addition of suitable modifiers?

10. Vocal Drill

Exercise. 1. Read quietly at the ordinary rate. Try to see how many words can be read easily without inhaling.

2. Read to the class a paragraph from your history, but speak the words in whispers. This whispered reading will compel you to speak distinctly in order to be understood.

11. Words Sometimes Mispronounced

Oral Exercise. Pronounce the following geographical names as the teacher pronounces them to you. Read the entire list several times aloud.

American	Northerner	Missouri	Chicago
English	Southerner	Iowa	New York
Italian	Chinaman	Des Moines	Philadelphia
Portuguese	Negro	Saint Louis	Detroit
Indian	Arab	Arkansas	Seattle

Dictionary Work. At the back of the complete dictionary you will find a gazetteer. Look up the word *gazetteer*. Then, in the gazetteer itself, look up a number of the places named in the list above. What information does the gazetteer give about a place?

12. Practice: Capitals and Punctuation Marks

Exercise. In the Appendix find the rules that apply to the use of capitals and punctuation marks in the heading, the greeting, and the ending of letters. Then make up a skeleton letter like that on page 32 and point out the application of the rules above.

Test and Practice. Proceed as you were directed in the test and the correction exercise on pages 44 and 45.

13. Test in Applied Grammar

Exercise. The following sentences contain common grammatical errors that you have studied during the present school year. There are nineteen in all. Can you detect and correct them? How quickly can you read these sentences, each in its corrected form?

1. There is many boys that can repair automobiles.
2. She sings sweetly and plays beautifully.
3. The roses smelled very sweetly.
4. He hasn't no business interfering with our business.
5. It was not me who said, "The apple tastes deliciously."
6. John looked around cautiously but didn't see nothing.
7. It was him who was always talking about burglars.
8. There's millions in that invention.
9. The brake was made of swedish steel in american mills.
10. I admit that you are more taller than I am.
11. Is Kansas City the largest of all other cities in Missouri?
12. Mary was economicaller than Lucy.
13. Be quiet, close the door careful, and speak soft.
14. See them frisky goats.
15. Those kind of animals are intelligenter than cows or horses.

Drill in Correct Use. When you know well how to correct each error in the preceding sentences, read these sentences aloud several times, making the corrections as you read. Read more and more rapidly, as you gain in skill.

Review and Drill. Read again on pages 15 and 41 what you have learned about certain troublesome words. Reread the drill sentences on pages 16, 41, and 42, as well as on pages 65 (bottom) and 66. Can you now read them without making a single mistake and even without hesitation or stumbling?

14. What You Have Studied in This Chapter (Seven)

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

- Sentence essentials and modifiers (143)
- The clause (145)
- Adjective clauses (144)
- Adverbial clauses (146)
- Adjective and adverbial clauses distinguished (151)

II. COMPOSITION

- Business letters (148)
- Essentials and modifiers (152)
- More business letters (154)
- Building sentences (154)

III. REVIEW AND DRILL

- Review: sentence study; adjective and adverbial clauses (156)
- Vocal drill (158)
- Words sometimes mispronounced (158)
 - Dictionary work (158)
- Practice: capitals and punctuation marks (158)
 - Test: dictation exercise (159)
- Test in applied grammar (159)
 - Drill in correct use (159)

NOTE. The numbers in parentheses refer to pages.

CHAPTER EIGHT

SENTENCE STRUCTURE: SIMPLE, COMPOUND, AND COMPLEX SENTENCES

1. Introduction

A simple sentence is a sentence that has one subject and predicate.

That you learned some time ago. If a sentence has more than one subject and predicate, it is not a simple sentence. Thus, the first sentence below is a simple sentence, but not so the second or the third :

1. The exciting game on that eventful day lasted from early afternoon until sunset.
2. The home team, that fought hard, went down to defeat.
3. We heard the clock that strikes the hours.

Exercise. 1. Can you tell why the first sentence above is a simple sentence? Why is the second not a simple sentence? Why is the third not a simple sentence? Point out the subject and the predicate of the first sentence.

2. Most of the following sentences are simple, but two are not. Can you find these two?

1. The dogs leaped upon the woodchuck.
2. He had a fever when he was in Spain.
3. Away down the mountain side a little hut could be seen through our guide's powerful field glass.
4. Many, many little children had ridden on his knee.
5. The pirate's brother smiled grimly.

6. John saw the odd ship on the horizon.
7. The girls ran eagerly to the shore.
8. The quickness of the blow allowed no dodging.
9. The evil that men do lives after them.
10. The industrious workman often wins wealth and happiness.

3. Name the subject and the predicate of each of the preceding sentences that are simple sentences.

Exercise. 1. Name the subject and the predicate of each of the following sentences. Which of these sentences are simple sentences? Give your reasons.

1. The stove smokes.
2. The old stove smokes badly.
3. The old stove in the kitchen always smokes badly.
4. Boys fly kites.
5. Many boys eagerly flew their large and small kites in that fine, steady wind.
6. The girl became a swimmer.
7. Gradually the little girl became an expert swimmer.

2. Rewrite the sentences above, adding an adjective clause to the subject of each. Thus, the following three sentences show the first sentence rewritten with three different adjective clauses modifying the subject. Draw a line under each of your adjective clauses.

The stove, *which is a very old one*, smokes.

The stove, *which my father bought long ago*, smokes.

The stove, *which has just been repaired*, smokes.

3. Read your list of seven sentences. Does each contain *more than one* subject and predicate? Can they be called simple sentences? Why not? Read again the definition of a simple sentence.

4. Again rewrite the seven numbered sentences on the preceding page, this time adding an adverbial clause to the verb of each. The following three sentences show three different adverbial clauses added to the verb of the first sentence. Draw a line under each of your adverbial clauses.

The stove smokes *when the wind blows hard*.

The stove smokes *if you leave the drafts wide open*.

The stove smokes *although the chimney has been well cleaned*.

5. Read your list of seven sentences containing adverbial clauses. Does each contain *more than one* subject and predicate? Can they be called simple sentences? Why?

2. Principal and Dependent Clauses

which usually arrives late

Exercise. 1. Does the group of words above mean anything? Does it puzzle you? Does it make complete sense? Does it have a subject and predicate?

2. Does the group of words below make complete sense? Does it have a subject and predicate?

The train was on time to-day.

Let us put these two groups of words together. Then we have the sentence

The train *which usually arrives late* was on time to-day.

3. Which of the two parts of this sentence makes sense without the other part? Which partly depends on the other for its meaning? Which of these two parts or clauses should you call the principal clause? What might you call the other clause?

When a sentence consists of more than one clause, the clause that can stand alone and make complete sense is called the principal clause.

The other clause, whose meaning depends in part on the principal clause, is called the dependent clause.

NOTE. The principal clause is also called the independent clause or the main clause. The dependent clause is also called the subordinate clause.

Exercise. 1. Combine in sentences those groups of words below that are under the same numbers.

2. In the sentences so formed, which is the principal clause? Why?

1. after he had tasted it
the boy kept the candy
2. which I have long wanted to read
my father bought me a book
3. when he promised her good health
the girl obeyed the doctor's rules strictly
4. before I see you again
it will be a month
5. where the apple woman used to stand
this is the very corner

Exercise. Each of the following sentences consists of a principal clause and a dependent clause. Point out these clauses.

1. The Sahara, which is the largest desert in the world, is not smooth and level.

2. There are mountainous sections, which travelers cross with difficulty.

3. The hunter, who had spent several months in Africa, had seen several noble-looking lions.

4. The African elephant has large ears, which cover the whole of his shoulders.

5. When he is startled, the rhinoceros goes madly forward like a buffalo.

6. He charges through everything that is in the way.

7. When the hot day's work was done, the Arabs cooked their supper.

8. The animals in the tent were quiet and sleepy when the alarm was sounded.

9. A locomotive dashed into a freight car, which stood on the siding.

10. When we finally left the mine, we found ourselves covered with coal dust.

11. The pupils laughed heartily when their teacher told the story.

12. The pupils laughed heartily over the story which their teacher told.

3. Two-Minute Talks; Paragraph Study

Oral Exercise. Did you ever think what you would do if you were the richest man in the world? Tell the class what wonderful plans you would carry out, but first arrange your ideas clearly in one-two-three order.

Written Exercise. Write several paragraphs in which you tell the class what you would do if you were the richest man in the world. The preceding exercise has made you think about this question. Now, as you write, you will probably be able to tell of far-reaching plans that will seem to your classmates both sensible and very interesting.

Have a brief outline in mind or on paper; that is, arrange your ideas in one-two-three order before you begin to write.

Group Exercise. Several of these compositions should now be copied on the board or read aloud slowly.

1. Let each pupil consider every adjective modifier. Can a better word or phrase or clause be substituted for it? Can adjective modifiers be added anywhere and the sentences improved?

2. In the same way study each composition for the improvement or the addition of adverbial modifiers.

3. How many paragraphs has each composition? Are these properly indented? Is there in any one paragraph something that belongs in another?

4. Review: Adjective Clauses and Adverbial Clauses

A. ADJECTIVE CLAUSES

Exercise. Name the principal clause in each of the following sentences. Then point out the dependent clause and tell what noun it modifies. All the dependent clauses in these sentences are used like adjectives. They are adjective clauses.

1. The net *which was full of fish* was slowly drawn in.
2. The hut which was the home of the fisherman stood near the shore.
3. The great forest which they beheld began at the shore.
4. The forest which was full of game contained some fine trees.
5. We saw the man who had done the brave deed.
6. A little rabbit that had been hiding somewhere suddenly ran out.
7. Those boys who had cameras took pictures of it.
8. He discovered a river which only the Indians of that valley knew.
9. This is the land which formed the battle ground.
10. Everywhere they saw the signs which they had read about.
11. I tell you that which you yourselves do know.
12. I am near to the town where I was born.
13. The battle is won by the men that fall.
14. Birth is a thing that I care nothing about.
15. You who are my friend know me better.

An adjective clause is a clause that is used like an adjective. It describes or points out a noun or a pronoun. It is a dependent clause.

B. ADVERBIAL CLAUSES

Exercise. Name the principal clause in each of the following sentences. Then point out the dependent clause and tell what verb it modifies. All the dependent clauses in these sentences are used like adverbs. They are adverbial clauses.

1. The sun was shining *when I awoke*.
2. While I stood on the dock two canoes appeared.
3. He waited until the fish bit again.
4. Although I had studied the lesson, I could not answer the question.
5. I waved the flag while the game continued.
6. The pupils planted the tree where the old flagpole had stood.
7. After the branches were lopped off, the trunk looked slender and bare.
8. The little chickens ran under cover when they heard the old hen sounding the warning call.
9. When autumn arrived these soldiers were eager to return to their homes.
10. Although business was poor, the industrious boys earned considerable money.
11. When the weather changes, he changes his clothes.
12. If you delay longer, you will surely miss your train.
13. When we made this suggestion, they laughed at us.
14. While stands the Coliseum, Rome shall stand.
15. When falls the Coliseum, Rome shall fall.

An adverbial clause is a clause that is used like an adverb. It modifies a verb. It is a dependent clause.

5. The Complex Sentence

We know that a simple sentence is made up of one subject and predicate. Therefore a sentence that contains an adjective clause or an adverbial clause cannot be called a simple sentence; for the principal clause of such a sentence contains one subject and predicate, and the dependent clause contains another subject and predicate. What shall we call a sentence with more than one subject and predicate?

A sentence that consists of a principal clause and one or more dependent clauses is called a **complex sentence**.

Exercise. Which of the following sentences are complex? Point out the dependent clause in each of the complex sentences and tell what word in the principal clause it modifies. Tell whether it is an adjective or an adverbial clause, and why.

1. We saw Mt. Shasta from the car window.
2. Mt. Shasta, which we saw for several hours from our car window, is an extinct volcano.
3. When at last we saw Mt. Shasta, we were not disappointed.
4. Great quantities of beef are shipped to other countries.
5. Great quantities of beef are shipped to other countries that need it.
6. The fruit that he ate daily improved his health.
7. The boy who was reading a book of adventure did not hear the whistle.
8. When we visited friends in San Francisco, we saw many Chinamen on the streets.
9. The aviator who lost his life was my friend.
10. This is the very spot where he dropped.
11. Early evening was the time when he died.
12. The girl who studied her lessons well won the prize.
13. An arrow, which was painted red, lay on the ground near the tent.
14. An old sailor, whom Pizarro visited in his youth, had been a voyager with Columbus.
15. When Pizarro reached Peru the royal palaces were structures of rough stone.

A complex sentence is a sentence that consists of a principal clause and one or more dependent clauses.

6. Project: *Publishing a Blackboard Newspaper*

Oral Exercise. How could a blackboard newspaper be published by your class? Explain to your classmates how you would run such a newspaper. Perhaps the following questions will help you to clear up your thoughts about this new plan :

1. Should it be a daily, a different group of half a dozen pupils publishing it each of the five schooldays? What name shall you give it?

2. Should there be one editor in chief each day or should the entire group of half a dozen pupils be responsible for the interest, the good taste, and the neat appearance of its paper?

3. Should each pupil in each group be a reporter, one pupil having charge of the local news, another of the national news, still another of the foreign news, a fourth furnishing a joke or a humorous anecdote or a riddle, a fifth reporting the lectures, concerts, or moving pictures of the day, and a sixth helping where needed?

4. Should there be an editorial section?

5. Should there be headlines?

6. Should the newspaper be placed on the blackboard every morning before school, each editor or reporter writing his own column, and the entire group reading the entire paper for mistakes?

Group Exercise. Following the preceding suggestions or improvements on them, the class may form several groups, one for each schoolday, and proceed to publish the blackboard newspaper. It may be published as long as the groups can keep it interesting, in good taste, and worth while.

7. The Compound Sentence

1. The colonists objected to taxation without representation.

2. The colonists, who objected to taxation without representation, decided to fight for their rights.

3. Both sides armed, and both sides fought.

Exercise. What kind of sentence is the first sentence above? Why? What kind is the second? Why? Is the third sentence a simple sentence? How can you tell? If it is a complex sentence, which is the principal clause and which is the dependent clause?

Some sentences consist of two or more clauses, but no clause is a dependent clause. Each clause can stand alone and make

sense, as if it were a simple sentence. Each clause is independent. Thus, sentence 3 on page 169 consists of two such independent clauses, each of which makes sense alone :

Both sides armed.
Both sides fought.

Such a sentence, like 3 on page 169, consisting of two or more independent clauses, is called a **compound sentence**.

Exercise. Which of the following sentences are simple and which are compound? Give the reason in each instance.

1. It is an interesting book.
2. I cannot read it now.
3. It is an interesting book, but I cannot read it now.
4. I saw the parade.
5. I did not go to the circus.
6. I saw the parade, but I did not go to the circus.
7. Fred was most interested in the elephants.
8. Fred saw the parade, and John went to the circus.
9. July and August are warm months.
10. Take off your coat, and get to work.
11. Siberia is the greatest fur-producing country in the world, and its output of skins is enormous.
12. The mountain scenery around Lake Baikal is grand, and an abundance of fish lives in the lake's cold depths.
13. What's your name, and where do you live?

A compound sentence is one that consists of two or more independent clauses, usually connected by conjunctions.

The conjunctions commonly used to connect the independent clauses are *and*, *but*, *for*, *or*, and *therefore*.

Some simple sentences have a compound subject. As :

Mary and Lucy were at school.

Mountains, valleys, and villages could be seen quite distinctly from the flying airplane.

Some simple sentences have a compound predicate. As :

Frank *took his gun and shot the rat.*

The playful child *ran and jumped and skipped down the path.*

Such sentences are not compound sentences. A compound sentence must have two or more independent clauses. As :

My name is George, and your name is Peter.

George Washington was born in Virginia, but Abraham Lincoln was born in Kentucky.

I like cats, but I like dogs better.

Exercise. Six of the following sentences are compound. The others are simple sentences with compound subjects or with compound predicates. Point out each kind of sentence.

1. Friend and foe joined in the celebration.
2. Everybody in every village and town everywhere laughed and shouted and put a flag in his window.
3. It was the beginning of peace, and it was the beginning of universal happiness.
4. He runs well, jumps well, and plays tennis well.
5. Pay your bill, or return the goods.
6. Will you go south this winter, or will you stay at home?
7. They walked, they motored, they traveled by train, and they even made part of the journey in a rowboat.
8. Tom, Dick, and Harry were there.
9. The horses were showing signs of fatigue, and Jack brought them to a halt in a clump of trees near the road.
10. The hotel was noisy ; consequently we got little sleep.

8. Compound and Complex Sentences Distinguished

The first sentence in each of the following groups is compound, the second is complex.

1. The weather is fine, *and* we shall drive into the country.
When the weather is fine, we shall drive into the country.

2. It is an interesting book, *but* I cannot read it now.
Although it is an interesting book, I cannot read it now.
3. I saw the parade, *but* I did not go to the circus.
Though I saw the parade, I did not go to the circus.

Each clause of a compound sentence can stand alone and make sense. That is why such clauses are called independent clauses.

Only the principal clause of a complex sentence can stand alone and make sense. The other clauses depend on the principal clause for their meaning; that is why they are called dependent clauses. They cannot stand alone.

We need both compound and complex sentences, as well as simple sentences. Sometimes a simple sentence expresses our thought best, but often we could not say exactly what we mean if we did not have the others.

Exercise. Which of the following sentences are compound? Which are complex? There is one simple sentence. Can you find it?

1. Every man desires to live long, but no man would be old.
2. When I was in Venice, I picked up several interesting souvenirs, which I still have.
3. Old New York is one thing; modern New York is quite another.
4. Think of America in 1776, and think of America in 1926.
5. They spoke and we listened.
6. When Daniel Webster spoke, everybody listened.
7. I went into the garden, where the grass was wet with the dew that lay upon it.
8. This is the dog that worried the cat that killed the rat that ate the malt that lay in the house that Jack built.
9. All day long and all next day, too, the cannon, the rifles, and the machine guns roared and rattled and beat a tattoo about that brave little village on the war-infested boundary between France and Belgium.
10. If you are honest, you will be respected for that.

11. Do you know where Boone is, and can you tell me the shortest way there?

12. He asked for bread, and they gave him a stone.

9. Sentence Study

The thought one wishes to express decides usually whether one should use a simple sentence, a compound sentence, or a complex sentence. Observe the following compound sentence :

Fred had not written his letter, *and* the ink bottle was empty.

The sentence sounds foolish. It is not clear. The reader is puzzled over what the two clauses of the sentence have to do with each other. Now notice the following sensible complex sentences :

1. *Because* the ink bottle was empty, Fred had not written his letter.

2. *Although* Fred had not written his letter, the ink bottle was empty.

Exercise. 1. Is the following a good, sensible compound sentence?

George was reading "The Deerslayer," and he had eaten his breakfast.

2. Is the following complex sentence better?

George, who had eaten his breakfast, was reading "The Deerslayer."

Exercise. 1. The first sentence in each of the following groups is what kind of sentence? What kind of sentence is the second in each group? Which of each pair is the better one; that is, which expresses the thought more sensibly?

1. We are going to travel in Asia, and it is the largest continent in the world.

2. We are going to travel in Asia, which is the largest continent in the world.

3. The Chinese are our neighbors across the Pacific, and we should know about them.

4. Since the Chinese are our neighbors across the Pacific, we should know about them.

5. The strange people proved unusually interesting, and we became acquainted with them.

6. When we became acquainted with them, the strange people proved unusually interesting.

7. The principal gave the signal, and the game started.

8. When the principal gave the signal, the game started.

9. The peddler had often sold us tinware, and we never saw him after that spring.

10. Although the peddler had often sold us tinware, we never saw him after that spring.

2. Change to complex sentences those of the following compound sentences that would be improved by the change :

1. Everybody wishes to live long, but nobody wants to be old.

2. The morning dawned, and the king gazed with delight at the famous city, and he hoped it would soon belong to him.

3. I was in Paris, and I bought several pretty dresses, and I still have them.

4. The sun was shining brightly, and people were already up and doing.

5. They saw the ship, and they shouted for joy.

6. The boy struck a match, and the gas suddenly exploded.

7. The old man retired to bed early that night, but worry over his son kept him from sleeping.

8. Here have I lived, and here will I die.

9. Thou shalt sow the earth with corn, and I will strew it with ashes.

10. In those woods I will still hunt the deer ; over yonder waters I will still glide in my bark canoe.

11. I awoke and rubbed my eyes and I saw my father standing at my bedside.

12. John graduated from the seventh grade and he began to wear long trousers.

13. The boys made a third effort and they succeeded in loosening the rope.

14. I was looking at a store window and a man asked me to give him some money.

15. These boys are all ambitious and they will succeed.

10. The "and" Habit; Short Sentences

"... and he met Frank and spoke to him and Frank's manner showed that he did not care to speak and Fred decided to trouble him no further and they have not spoken to each other since and..."

Every day one hears stringy sentences like the one above. As you observe, most of the clauses are loosely joined by the word *and*. Careless speakers form this "and" habit. They do not know that it makes their speaking unpleasant, unclear, and uninteresting. If you have this foolish and disagreeable habit, you cannot break yourself of it too soon.

There are several ways of overcoming the "and" habit.

1. One way is to use simple sentences more. By doing so you avoid using *and*, *and so*, *and then*, unnecessarily. Instead, you bring one sentence sharply to a close before you begin another. Sentences do not need to be held together by a string of "and's."

2. Another way is to use complex sentences more. This can easily be done by beginning sentences with such conjunctions as *when*, *while*, *although*, *if*, *since*, or *because*.

Let us apply these two rules to the clumsy, formless, and unwieldy sentence above. Notice the two results:

1. "He met Frank● He spoke to him● Frank's manner showed that he did not care to speak● Fred decided to trouble him no further● They have not spoken to each other since●"

2. "When he met Frank and spoke to him, Frank's manner showed that he did not care to speak. As Fred decided to trouble him no further, they have not spoken to each other since."

NOTE. The heavy periods are inserted on page 175 to emphasize the fact that the speaker's voice is dropped at the end of each sentence. Each sentence comes to a clear-cut close there. Notice the two complex sentences in 2. They begin with the conjunctions *when* and *as*.

Oral Exercise. As an exercise in using short sentences, break up the following paragraphs into as many short simple sentences as you can. Read these aloud, coming to a sharp stop at the end of each, dropping the voice there, and making a clear-cut pause before beginning the next sentence. Thus :

It was before the days of railroads● People made the overland trip to California● They suffered untold hardships● Thousands perished● Some died of hunger● Some died of exposure● Some were killed by the Indians● Here is a graphic picture● It is a picture of the suffering of these hardy Western pioneers● The story of the ill-fated Donner party gives it●

ACROSS THE PLAINS IN 1846

1 Before the days of railroads, those who made the overland
2 trip to California suffered untold hardships. Thousands perished
3 from hunger and exposure, or were killed by the Indians. A
4 graphic picture of the sufferings of these hardy Western pioneers
5 is given in the story of the ill-fated Donner party.

6 The central figure is a little girl named Eliza Donner. She was
7 less than four years old when her adventures began, but many of
8 the events were impressed on her memory so indelibly that when
9 she was nearly seventy years old she told them for the boys and
10 girls of to-day.

11 Eliza Donner lived with her parents and four sisters, one
12 younger and three older than herself, on a farm near Springfield,
13 Illinois. One day in the spring of 1846 she learned that her father
14 and her mother had decided to move to California. Such a jour-

15 ney was not so easy a matter as it is in this day of railroads. For
 16 many hundreds of miles of the way there was not even a wagon
 17 road. Roving Indians were everywhere. California was then a
 18 part of Mexico. Yet when the Donners decided to make the
 19 five months' journey, seven of their neighbors asked permission
 20 to go with them. In all, thirty-two persons agreed to share the
 21 dangers of the plains.

22 Eliza was much interested in the preparations for the journey.
 23 She saw three big white-covered wagons brought into the yard,
 24 and watched her parents as they loaded them. In one wagon
 25 they placed seed and farming implements for their own use in
 26 California, as well as laces, muslins, satins, and velvets which
 27 they hoped to trade for land. The second wagon held the sup-
 28 plies of food and clothing for the journey, as well as the tents and
 29 other things to be used in camp, and the bright-colored garments,
 30 beads, necklaces, looking-glasses, and so forth, with which un-
 31 friendly Indians were to be appeased. The third wagon was to
 32 be the family home on wheels. Each wagon was to be drawn
 33 by three yoke of sturdy oxen. Three extra yoke of oxen, five
 34 saddle horses, beef cattle, and a dog were to follow the wagons.

JOHN T. FARIS, "Real Stories from Our History"

11. The "and" Habit; Complex Sentences

In order to break oneself of the "and" habit, one should practice using short simple sentences or using complex sentences. In this section practice is provided in the use of complex sentences.

Observe the difference between the series of simple sentences below and the rewritten passage following, which expresses the same thoughts but in a different form.

1. There were once twenty-five tin soldiers. 2. These soldiers were brothers. 3. They had all been made out of the same old tin spoon. 4. They lay in this box. 5. The lid was taken off the box. 6. They heard something. 7. The first thing was the words, "Tin soldiers!"

8. A little boy spoke these words. 9. He clapped his hands. 10. He was happy. 11. The soldiers were his birthday present.

(a) There were once twenty-five tin soldiers. (b) They were brothers, for they had all been made out of the same old tin spoon. (c) When the lid was taken off the box in which they lay, the first thing they heard was the words, "Tin soldiers!" (d) A happy little boy, who clapped his hands, spoke these words, for the soldiers were his birthday present.

Oral Exercise. 1. How is sentence (b) formed? Examine sentence (c) and tell how it was made. Sentence (d) is a combination of which sentences?

2. Each of the following paragraphs consists of simple sentences. Observe how choppy each series of simple sentences is. Combine these sentences so as to make smoother, better, more readable paragraphs. Do not, however, combine them with *and's*, *and so's*, and *then's*, thus forming stringy and pale compound sentences. Instead, use complex sentences. Begin your sentences with such conjunctions as *when*, *while*, *where*, *since*, *as*, *because*, *unless*, *although*, *if*.

1. Each soldier was exactly like the rest. One, however, was different. He had only one leg. He had been cast last of all. There had not been quite enough tin to finish him. The other soldiers stood firmly on their two legs. He stood as firmly on his one. His fortunes became very remarkable.

2. The tin soldiers had been set up on a table. Several other toys were there. One attracted most attention. It was a pretty little paper castle. It had tiny windows. Through these one could see straight into the hall.

3. Little trees stood in front of the castle. These trees clustered around a little mirror. The mirror represented a lake. Swans of wax swam on the surface of this lake. It reflected their images.

4. Evening came. The tin soldiers were put in their box. The people in the house went to bed. Now the playthings began to play.

They visited. They fought battles. They gave parties. The tin soldiers rattled in their box. They wished to join the rest. They could not lift the lid.

5. The next morning came. The children got up. The one-legged tin soldier was placed on the window sill. The window was opened. The wind blew. The tin soldier fell head foremost to the street below. It was a tremendous fall. Over and over he turned in the air. At last he came to a stop. His cap and bayonet stuck fast between the paving stones. His one leg stood upright in the air.

12. More Exercises in Variety in Expression

Oral Exercise. 1. Improve the following paragraphs by combining some or all of the simple sentences in them to form compound or complex sentences but mainly the latter :

There was once a merchant. He was very rich. He could have paved a whole street with gold. Even then he would have had enough left for a small alley. He did not do so. He knew the value of money better. He would not use it in this way. He was clever. Every shilling he put out brought him a crown. So it continued as long as he lived.

His son inherited his wealth. He lived a merry life with it. He went to a masquerade every night. He made kites out of five-pound notes. He threw pieces of gold into the sea instead of stones.

In this manner he soon lost all his money. At last hardly anything was left. A pair of slippers was left. An old dressing-gown was left. Four shillings were left. Now all his companions deserted him. They would not walk with him in the streets. One of them was very good-natured. He sent him an old trunk. He sent with it this message, "Pack up!"

"Yes," he said, "it is all very well to say 'Pack up.'" But he had nothing left to pack. He seated himself in the trunk.

It was a very wonderful trunk. If any one pressed on the lock, the trunk could fly. He shut the lid. He pressed the lock. Away flew the trunk up the chimney. He was in it. It flew right up into the clouds. The bottom of the trunk cracked. He was in great fright. He feared

the trunk might fall to pieces. He would have turned a tremendous somersault over the trees. However, he arrived safely in Turkey.

2. Improve the following paragraphs. Where it seems best to combine simple sentences into compound or complex ones, do so. Be careful to avoid poor compound sentences and meaningless *and's*.

It was in the afternoon. The sun was going down. A mother sat at the door of a cottage. Her little boy sat at the door of the cottage. She talked to him about the Great Stone Face. They had but to lift their eyes to see it. There it was plainly to be seen. It was miles away. The sunshine brightened all its features.

There was a family of lofty mountains. A valley was there. It was a spacious valley. It contained a thousand inhabitants. Some of these good people dwelt in log huts. These were on steep and difficult hillsides. The black forest was all around them. Others had their homes in comfortable farmhouses. They cultivated the rich soil. The soil was rich on the gentle slopes or level surfaces of the valley. There were still others. These were congregated into populous villages. Here some wild, highland rivulet tumbled down from its birthplace. Its birthplace was in the upper mountains. This rivulet had been caught and tamed. Human cunning had caught and tamed it. It was compelled to turn the machinery of cotton factories. The inhabitants of this valley, in short, were numerous. They were of many modes of life. Some were grown people. Some were children. All had a kind of familiarity with the Great Stone Face. Some possessed the gift of distinguishing this grand natural phenomenon more perfectly than many of their neighbors.

13. Kinds of Conjunctions

Some conjunctions connect clauses that are of equal rank; that is, that make sense independently of each other. Thus :

The sun arose *and* the birds began to sing.

Your work is good *but* your charges are too high.

• These conjunctions are called **coördinate conjunctions**.

Other conjunctions connect dependent or subordinate clauses with principal ones. Thus :

If I go, you may go with me.

You cannot succeed *unless* you study harder.

These conjunctions are called **subordinate conjunctions**.

Since clauses joined by coördinate conjunctions are necessarily of equal rank, the resulting sentence must always be a compound sentence. Observe the following compound sentences :

The boys passed to the right, *and* the girls passed to the left.

You are my friend ; *therefore* I shall help you.

On the other hand, joining a subordinate or dependent clause with a principal one by means of a subordinate conjunction makes a complex sentence. Observe the following complex sentences :

He cannot make the journey *if* you do not lend him some money.

Explain it to him *in order that* he may not repeat the mistake.

Some of the coördinate conjunctions in common use are

and	or	however	still
but	nor	therefore	nevertheless

Some subordinate conjunctions in common use are the words *if, that, unless, though, although, as, because*, and phrases used as single conjunctions, like *as if, as well as, so that, in order that* ; these phrases are sometimes called *compound conjunctions*.

Exercise. Point out the subordinate conjunctions in the following sentences and tell what clauses they connect. Tell which clause is the principal, which the subordinate or dependent one. A subordinate conjunction always introduces a subordinate clause.

1. Though Bryant was a delicate child, he grew strong and lived to a hale old age.

2. If one really has anything to say, now is the time to speak.

3. As we have seen, Montezuma had been frightened by the coming of the Spaniards.

4. Although everybody seemed to be friendly, Cortes well knew his great danger.

5. In order that he might stop the fighting, Montezuma appeared in the central turret of the building.

6. Many times during the journey the Indians questioned Champlain in order that they might learn his plans.

7. Champlain knew the expedition to be useless unless he could capture the leaders.

Some conjunctions are used in pairs. They are called **correlative conjunctions**. Each of the connected words, phrases, or clauses is preceded by one of the two conjunctions that make the pair. In this way the connection is made clearer or more emphatic. Thus :

We spent *not only* the winter *but also* the summer in California.

Neither you *nor* he knew what was going on in the other room.

I don't know *whether* to go *or* to stay.

Both John *and* Mary attended the lecture.

Although I often heard of him, *yet* I never saw him.

CORRECT USE

I. *Like* is not a conjunction. Thus :

My sister looks *like me*. (NOT: My sister looks *like I look*.)

Do it *as* I do it. (NOT: Do it *like* I do it.)

He talks *as if* he wanted to scare us. (NOT: He talks *like* he wanted to scare us.)

II. *Without* is a preposition, not a conjunction. Thus :

You can work it out *without my helping you*. (NOT: You can work it out *without I help you*.)

Unless you help me, I cannot succeed. (NOT : *Without you help me*, I cannot succeed.)

III. *Than* is a conjunction, not a preposition, and is used after *other* and after comparative words. Thus :

He is taller *than I* (that is, *than I am*). (NOT : He is taller *than me*.)

She is quicker *than he* (that is, *than he is*). (NOT : She is quicker *than him*.)

He has more money *than I* (that is, *than I have*). (NOT : He has more money *than me*.)

14. Game : Building Sentences

Let one of the following groups of words be put on the board. It consists, of course, of a bare subject, verb, and either object or predicate word, and is the merest skeleton of a sentence. The entire class suggests suitable modifiers for each of the essential parts. The teacher writes these on the board, each where it belongs in the sentence, so that all may see the sentence grow. As word modifiers, phrase modifiers, clause modifiers, are added to subject, to verb, to object, or to predicate word, the game is to see how long and interesting a sentence *within limits of good sense* the class can build. Perhaps the girls will build some sentences, and the boys others. Whose are the longer? Whose are the better?

- | | |
|---------------------------|-------------------------------|
| 1. Boy owned dog. | 7. Book was history. |
| 2. Day was pleasant. | 8. Sister had bank account. |
| 3. Pupils have garden. | 9. Animal surprised children. |
| 4. Hunter shot wolf. | 10. Fire destroyed house. |
| 5. Girls became studious. | 11. Pupil wrote composition. |
| 6. Man saw schoolboys. | 12. Men made speeches. |

When the preceding groups of words have been made into well-rounded sentences, the pupils themselves may suggest others with which to continue the game.

15. 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.

1. Can one be successful in life without a high-school education?
2. Should boys be required to take a course in cooking and sewing?
3. Is life in the city to be preferred to life in the country?
4. Is summer to be preferred to winter?
5. Is carelessness the most costly of bad habits?
6. Is it better for a boy or a girl to be poor than to be rich?
7. Does one learn more useful things in school than out of school?
8. Which is the more important study, English or arithmetic?
9. Should the long summer vacation be abolished?
10. Is athletics as important as geography or history?
11. Have girls an equal chance with boys to become famous?
12. Should every girl learn to cook?

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 for the affirmative 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?
3. Was any one of the talks partly spoiled by the fact that the speaker used too many such words as *and*, *and so*, *and then*?

16. Drill in Correct Use

Oral Exercise. Speaking distinctly, read the following sentences repeatedly, and choose the correct forms as you read :

1. That boy talks (like, as) his father (talks).
2. Can you do that (unless, without) I help you.
3. He is taller than (me, I) but shorter than (she, her).
4. (Without, Unless) you help, I cannot win.
5. I cannot go (unless, without) you go, too.
6. Do it (like, as) I do it; work (as if, like) you meant it.
7. Read (like, as) John does, though he is younger than (we, us).

17. Vocal Drill

Exercise. 1. Stand erect, arms and hands hanging easily at sides. Inhale quickly and quietly without raising the shoulders, taking a full breath. Exhale slowly, sounding *oh-ee-ah* just a little below the usual pitch of the speaking voice. Go up one full tone and back. Then go down one full tone and back. Then combine the two. Continue the latter exercise as long as the breath lasts. Repeat and repeat.

2. Read a paragraph aloud, slowly at first, then more rapidly, but always distinctly, without effort or strain, and in a pleasant tone of voice. Repeat and repeat.

18. Words Sometimes Mispronounced

Oral Exercise. Listen carefully as the teacher pronounces each of the words below; then pronounce it the same way. Finally pronounce the entire list repeatedly.

inquiry	Tuesday	automobile	accelerator
romance	student	coupé	radiator
gondola	tube	sedan	aviator
gondolier	piano	carburetor	aviation
two, too, to	pianist	motometer	aëroplane

Dictionary Work. In order to impress these correct pronunciations on your mind, look them up in the dictionary. Also, learn there the meaning of each word of which you are not certain. Then use several of these words in interesting sentences.

19. Practice: Capitals and Punctuation Marks

Exercise. Read rules 34, 35, and 46, together with the examples, in the Appendix. Turn to pages in the present chapter for examples of the same three rules. Now write several illustrative sentences of your own.

Test and Practice. Proceed as you were directed in the test and correction exercises on pages 44 and 45.

20. Sentence Study; Conjunctions

Exercise. 1. Point out those of the following sentences that are simple, those that are compound, and those that are complex:

1. Two and two equal four.
2. The French and the Americans fought side by side.
3. The Americans remembered the Revolutionary War, in which the French, under Lafayette, had helped them.
4. The Americans helped the French, and the French helped the Americans.

5. Benjamin Franklin, who was a lovable and diplomatic man, was sent to Paris during those troublous days.

6. Arnold had turned traitor, and that fact alone made the winter doubly hard for the Americans.

7. It was the hour when every man was needed.

8. We stood near the place where the treaty was signed.

9. An idler is a watch that lacks both hands.

10. A fool speaks all his mind, but a wise man reserves something for hereafter.

11. I was not living here when they bought that little farm.

12. Wherever you go, I will go.

13. When the hour strikes, I shall be ready.

14. I saw the strange bird, but the bird did not notice me.

15. The little girl, who had learned that I was her friend, showed me into the sitting room.

2. Point out each subordinate conjunction in the sentences above and tell what kind of clause it introduces.

3. Point out the coördinate conjunctions that connect clauses in compound sentences.

21. Grammar Review

Exercise. 1. Give a complex sentence.

2. Give a compound sentence.

3. Give a simple sentence with a compound subject.

4. Give a simple sentence with a compound predicate.

5. Give a simple sentence with a compound subject and a compound predicate.

6. Give a compound sentence with a compound subject in one of its clauses.

7. Give a compound sentence with a compound predicate in both its clauses.

8. Give a complex sentence with a compound subject in its principal clause and a compound predicate in its dependent clause.

22. Test in Applied Grammar

Exercise. Test your knowledge of grammar by seeing (1) if you can find and correct all the twelve common errors in the sentences below, and (2) how long it will take you :

1. I will not go without you go with me.
2. Without you I cannot open the heavy barn door.
3. Why don't you do it like I do it?
4. Why don't you study hard like the other boys?
5. He is taller than me, but I am heavier than him.
6. This sort of work will do nobody no good.
7. Those sort of workers will never get ahead.
8. She plays the violin beautifully. The music sounds beautiful.
9. How sweet the roses smell. How sweet the pudding tastes.
10. No one there would do nothing.
11. Is this me? Yes, it is me.
12. Is that he? Yes, it is he.
13. You must not say those sort of things.
14. It's a good automobile. It looks well and it runs good.
15. Them cars are my favorites.

Drill in Correct Use. When you know each error and can correct it quickly, read the sentences aloud several times, making the corrections as you go. Read more and more rapidly as you grow more expert.

Review and Drill. Read again what you have learned on pages 15 and 41 about certain troublesome verbs. Then reread the sentences given for drill in correct use on pages 15, 16, 41, 65 (bottom), and 66, selecting the correct forms promptly as you read.

23. What You Have Studied in This Chapter (Eight)

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 simple sentence (161)
- Adjective clauses (162)
- Adverbial clauses (163)
- Principal and dependent clauses (163)
- The complex sentence (167)
- The compound sentence (169)
- Compound and complex sentences distinguished (171)
- Kinds of conjunctions (180)
 - Coördinate (181)
 - Subordinate (181)
 - Correlatives (182)
 - Correct use of conjunctions (182)
- Sentence study; conjunctions (186)

II. COMPOSITION

- Two-minute talks; paragraph study (165)
- PROJECT: *Publishing a Blackboard Newspaper* (168)
- Sentence study: variety in expression (173)
- The "and" habit; short sentences (175)
 - John T. Faris, "Across the Plains in 1846" (176)
- The "and" habit; complex sentences (177)
- More exercises in variety in expression (179)
- Debating (184)

III. REVIEW AND DRILL

- Review: adjective clauses and adverbial clauses (166)
- Game: *Building Sentences* (183)
- Drill in correct use (185, 188)
- Vocal drill (185)
- Words sometimes mispronounced (186)
 - Dictionary work (186)
- Practice: capitals and punctuation marks (186)
 - Test: dictation exercise (186)
- Grammar review (187)
 - Test in applied grammar (188)
 - Drill in correct use (188)

NOTE. The numbers in parentheses refer to pages.

CHAPTER NINE

REVIEW

The year is coming to a close. What have you learned in English? You have studied how sentences are put together. You have studied about the essential parts and the modifiers. You have studied the parts of speech, phrases, and clauses.

Then, you have had lessons and practice in story-telling, in writing letters, in making outlines and grouping your sentences in paragraphs, in punctuation, and in a number of other things.

Let us briefly review these lessons; let us see what you remember of your grammar, what you can now do as a speaker and writer; and let us have a little final practice in speaking and writing.

1. Groups of Words, and Sentences

Exercise. 1. Show that you know what a sentence is by writing one about a bottle of ink; another about a lawn mower; another about a box of candy.

2. Examine your sentences with the following three questions in mind:

1. Has each sentence a subject and predicate?
2. Does it begin with — what kind of letter?
3. Does it end with the correct punctuation mark?

3. Which of the following groups of words are sentences? How can you surely tell?

1. Heap on more wood.
2. Have you seen the magician?

3. Great was his happiness.
4. His hat on the old armchair.
5. Many, many examples of his kindness to animals of every sort.
6. A trip around the world in less than eighty days.
7. Last week a visitor arrived from Brazil.
8. The unexpected arrival of the enemy's submarine.
9. A red-headed woodpecker on the old oak tree.
10. The singing teacher and the dancing teacher.

4. Add words to the groups above that are not sentences, and make sentences of them.

5. Tell what kind of sentence each is: declarative, interrogative, or imperative.

2. Story-Telling

Oral Exercise. Read carefully the anecdote below. Note the beginning and the ending. Close the book and silently tell the story to an imaginary listener. Refer to the book if you find you have forgotten anything. Now tell the story at home. In this way prepare yourself to tell it to your classmates. The questions below will measure your skill in story-telling.

In a small village in the Middle West, before the days of rural free delivery, a group of farmers were crowded around the post-office window to get their mail. When the mail at last was sorted and the window was opened, the first farmer shouted in, "Any mail for Mike Howe?"

The postmaster, who was a newcomer in the township, glared at the farmer over the rims of his spectacles and shouted back: "No. Not for your cow nor anybody else's cow."

Test. Your classmates already know the anecdote you are telling. They will listen, not for the point but to see whether you tell the story well. For this purpose they will keep the following questions in mind as you speak:

1. Do you stand well before the class? (Do not be afraid to look at your classmates. They are your friends.)

2. Do you speak loud enough? (There is no use speaking if no one can hear you.)

3. Do you speak distinctly? (There is no use speaking if no one can understand your mumbling.)

4. Do you make mistakes in grammar? (These spoil your story-telling as a spot on your collar or a smudge on your face spoils your appearance.)

5. Do you speak in an entertaining way, as if you had something interesting to tell? (You might surprise your classmates by telling the anecdote as if you were Mike Howe or Mrs. Mike Howe or the postmaster.)

3. The Parts of Speech

Test. Omitting the words in italics in the following selection, a pupil counted 33 nouns, 22 pronouns, 40 adjectives, 21 verbs, 4 adverbs, 13 prepositions, 7 conjunctions, and 1 interjection. Is that count correct?

1 One fine morning in summer a little tailor sat at his open
2 window on a table at work; and many good things *could* he buy
3 with the money he earned, for he was a clever little tailor.

4 A farmer's wife came down the street, *crying*: "Good jam,
5 good jam!" The voice had a lively sound to the ears of the
6 little tailor; he put his soft head *out* of the window and cried:
7 "Come here, my good woman."

8 The woman ascended the three steps with her heavy basket,
9 and stood before the tailor. He asked her *to uncover* the basket
10 and *show* him the jam. *As soon as* he saw it, he rose from his
11 table, put his nose down *to smell*, and exclaimed, "Oh! this
12 jam smells so good *that I must have* four ounces of it." The
13 woman had hoped *to sell* a large quantity. She gave him *what*
14 he wished, but she went away angry and discontented.

GRIMM, "The Brave Little Tailor"

Exercise. 1. In a simple declarative sentence use each of the following words as a noun :

jump	paint	shoe	level
drive	laugh	cook	heat
whistle	escape	stick	dress

2. In a complex sentence use each word above as a verb.
 3. Use each word in the list above either as a noun or as a verb (telling which) in an imperative sentence.

4. Letter Writing

The following formless mass of words is really a letter. It needs to be properly arranged. For you to do this will test your knowledge of letter form.

Written Exercise. Copy the following famous letter and arrange its parts correctly :

1 Executive Mansion Washington D C March 25 1864 Dear
 2 Madam I have been shown in the files of the War Department
 3 a statement of the adjutant general of Massachusetts that you
 4 are the mother of five sons who have died gloriously on the field
 5 of battle I feel how weak and fruitless must be any words of
 6 mine which should attempt to beguile you from the grief of a
 7 loss so overwhelming But I cannot refrain from tendering to
 8 you the consolation that may be found in the thanks of the
 9 Republic they died to save I pray that our Heavenly Father
 10 may assuage the anguish of your bereavement and leave you
 11 only the cherished memory of the loved and lost and the solemn
 12 pride that must be yours to have laid so costly a sacrifice upon
 13 the altar of freedom Yours very sincerely and respectfully
 14 Abraham Lincoln

Correction Exercise. Together with a classmate compare your copy with his. Then compare both with the model letter on page 30. Answer the following questions :

1. Is the heading of your copy correctly arranged and punctuated?
2. Is the greeting placed and punctuated as it should be?
3. Is each paragraph properly indented?
4. Is the ending correctly arranged and capitalized and punctuated?
5. Does the paper look neat and clean, as if you had washed your hands before writing and taken pains to place your copy attractively on the sheet of paper?
6. Is the penmanship easily readable?

5. The Essentials of the Sentence

Exercise. In each of the following sentences point out (1) the principal word of the subject, (2) the verb, (3) the predicate word, if there is one, and (4) the object, if there is one :

1. That is my opinion of him.
2. This book is my book.
3. Frank is tall, but Albert is taller.
4. Does that flower smell sweet?
5. Take your car, and drive after him.
6. He appeared pale and sick, but he was only tired and hungry.
7. As the sun was shining fiercely overhead in that endless desert, he soon became very thirsty.
8. He opened the bag carefully and found many jewels in it.
9. Although they would have been valuable in the great cities of the world, in the desert they were quite worthless.
10. It happened here July 4, 1776.

Exercise. 1. Give a simple interrogative sentence containing a predicate noun ; a complex declarative sentence containing a verb followed by its object ; an imperative sentence containing neither predicate word nor object.

2. Can you give a compound declarative sentence, one clause of which contains a linking verb with a predicate adjective and the other a transitive verb with its object?

3. Can you give a complex interrogative sentence of three clauses? Let the principal clause contain a predicate noun, one of the dependent clauses a predicate adjective, and the other dependent clause a transitive verb with its object.

6. Word Study

SYNONYMS

A word having the same meaning as another is called its synonym.

Test. 1. How quickly can you run through the first column of words below, giving for each verb another that has the same or nearly the same meaning? Do not name the words in the column. Only give their synonyms. Perhaps the teacher will time you as you try this test of your knowledge of words.

(1)	(2)	(3)
1. say	1. attractive	1. intelligence
2. see	2. stubborn	2. character
3. hope	3. swift	3. strength
4. dislike	4. sweet	4. information
5. answer	5. glad	5. exercise
6. declare	6. clean	6. play
7. examine	7. level	7. work
8. dodge	8. similar	8. force
9. analyze	9. serene	9. pleasure
10. annoy	10. bashful	10. anxiety
11. suppose	11. industrious	11. desire
12. design	12. broad	12. wealth
13. collect	13. able	13. life
14. believe	14. lively	14. power
15. attain	15. conscientious	15. effect
16. attempt	16. generous	16. model
17. boast	17. accurate	17. friendship

2. In the same way run down the second column on the preceding page, which is a list of adjectives.

3. In the same way give synonyms for the nouns in the third column.

Practice. Now that you have been tested for these synonyms, practice running up and down the columns on the preceding page and giving synonyms until you can do so very rapidly. Then ask the teacher to test you for the progress you have made.

ANTONYMS

A word opposite in meaning to another is called its antonym.

Test. 1. How quickly can you run down the first column of words below, giving not the words in the column but their antonyms? The teacher will time you as you name the antonyms.

(1)	(2)	(3)
1. kind	1. steady	1. rainy
2. gentle	2. smooth	2. heavy
3. slow	3. cool	3. awkward
4. clean	4. soft	4. lean
5. clever	5. shiny	5. hungry
6. alert	6. hopeless	6. vain
7. proud	7. friendly	7. sociable
8. extravagant	8. willing	8. ridiculous
9. playful	9. independent	9. guilty
10. reliable	10. perfect	10. selfish
11. interesting	11. peaceful	11. stylish
12. gloomy	12. sensible	12. cunning
13. cautious	13. sure	13. indifferent
14. clumsy	14. keen	14. liquid
15. shrewd	15. weary	15. angry
16. slippery	16. rash	16. changeable
17. angular	17. stern	17. imaginary
18. angry	18. rude	18. furious

2. As rapidly as you can, give antonyms for the words in the second column on the preceding page.

3. In the same way try to make a speed record in giving the antonyms for the words in the third column.

Practice. Run up and down the preceding columns again and again with an antonym for each word, and try to increase your speed. When you think you can make a column in record time, time yourself or ask the teacher or a classmate to time you.

7. The Modifiers in the Sentence

Exercise. 1. In the following sentences change one or more of the adjective phrases to adjective clauses, reading each sentence in its changed form. Thus, in the first sentence, for the adjective phrases *from Scandinavia* and *without fear* you could substitute the adjective clauses *who came from Scandinavia* and *who knew no fear*. Thus changed, the sentence would read, "The men *who came from Scandinavia* were men *who knew no fear*."

1. The men from Scandinavia were men without fear.

2. The Indians from Delaware were warriors with a high sense of honor.

3. During the war I met no one of greater courage.

4. The bells of the city rang every hour during that long night.

5. Those bright pupils from the Whittier School were the best spellers in the entire county.

6. Houses of stone within walls of stone could be seen from the high basket of the flying balloon.

7. In the days of my childhood I often heard the stories of Indian generosity and of Indian cruelty.

8. Before the days of gunpowder there were wars of long duration and of great suffering.

9. After the signing of the armistice the soldiers returned home.

10. A boy of unusual strength and athletic skill ran with long strides on the top ledge of the highest wall.

2. In the same way change as many adverbial phrases to adverbial clauses.

Exercise. 1. Write a simple interrogative sentence containing at least two adjectives and two adverbs. Remember the question mark at the end of the sentence.

2. Write a simple declarative sentence containing an adjective phrase and an adverbial phrase.

3. Write a compound declarative sentence containing an adjective phrase in one clause and an adverbial phrase in the other.

4. Write a complex interrogative sentence containing an adjective clause and an adverbial clause.

8. Making Outlines; Paragraph Study

HOW TO MAKE A SWING

1 It is usually best to begin the making of a swing by picking out
2 the branch to which the rope is to be fastened. To find such a
3 branch is not always easy. It needs to be strong and high enough,
4 — between fifteen and twenty feet is best, — and it should also
5 be quite or nearly horizontal. Sometimes it is necessary to use
6 instead a long horizontal pole, whose ends are made fast in two
7 trees. After finding a good support for the swing, the next thing
8 for you to get is a suitable rope. Any rope that is strong enough
9 to carry your weight will do; but Manila rope, one inch in
10 thickness, is the best for the purpose. It is very strong, and just
11 thick enough for the grip of the hands so that it is easy to hold
12 to as one swings. Fasten the ends of your rope to the branch,
13 being careful that the bottom of the loop hangs the right distance
14 from the ground. This distance depends, of course, on the length
15 of your legs. But better let the loop hang about six inches higher
16 than is comfortable for you at first, to allow for the stretching
17 of the rope. Now get the board. A one-inch board of hard
18 wood, six inches wide and two feet long, will prove most satis-

19 factory. But even this should be strengthened by nailing two
 20 small boards or cleats on its under side. Saw in the center of
 21 each of its two ends a V-shaped notch to hold the rope. When
 22 you have laid it in the loop, the fun of swinging may begin.

Exercise. 1. The selection above, printed without a single indentation, consists of three paragraphs. Point out with which sentence each paragraph should begin.

2. What is the leading idea or topic of the first paragraph? State it in a complete sentence. Such a sentence is sometimes called a **topic sentence**. What is the leading idea or topic of the second paragraph? State it as a topic sentence. Give the topic sentence for the third paragraph.

3. Write the topic sentences in one-two-three order, to correspond with the three paragraphs. This will give you an **outline** of the selection. Thus :

OUTLINE

- 1. -----
- 2. -----
- 3. -----

Exercise. Into how many paragraphs should the following selection be divided? What is the leading idea or topic of each paragraph? Make an outline of the selection.

RIP VAN WINKLE

1 Rip declared it was of no use to work on his farm. It was the
 2 most pestilent little piece of ground in the whole country;
 3 everything about it went wrong, and would go wrong, in spite
 4 of him. His fences were continually falling to pieces. His cow
 5 would either go astray or get among the cabbages. Weeds were
 6 sure to grow quicker in his fields than anywhere else. The rain
 7 always made a point of setting in just as he had some outdoor
 8 work to do. His children, too, were ragged and wild as if they

9 belonged to nobody. His son Rip, an urchin begotten in his own
10 likeness, promised to inherit the habits, with the old clothes of
11 his father. He was generally seen trooping like a colt at his
12 mother's heels, equipped in a pair of his father's cast-off trousers,
13 which he had much trouble holding up continually with one hand.
14 Rip Van Winkle, however, was one of those happy mortals, of
15 foolish, well-oiled dispositions, who take the world easy, eat white
16 bread or brown, whichever can be got with least thought or
17 trouble, and would rather starve on a penny than work for a pound.
18 If left to himself, he would have whistled life away in perfect
19 contentment.—WASHINGTON IRVING, "Rip Van Winkle" (Adapted)

9. Building Sentences

Notice the numbered groups of words below. They read like telegrams. As you see, each is the mere backbone of a sentence. No modifiers are present. Only the sentence essentials are given.

1. Dogs barked.
2. Boys hunted rabbits.
3. Winter passed.
4. Season proved promising.
5. Insects attacked us.
6. He came.
7. She whispered word.
8. Bicycle skidded.
9. Book seemed short.
10. Baby upset mucilage.

Exercise. 1. Add adjectives, adjective phrases, and adjective clauses, as well as adverbs, adverbial phrases, and adverbial clauses, to the preceding groups of words. Avoid making dull, unimaginative sentences, but try to make the kind that will be listened to with interest and pleasure. Thus, adding modifiers to group 8, "Bicycle skidded," you might make an entertaining sentence like the following :

Fred's new **BICYCLE**, on which with bulging pockets the burglar was trying hard to escape, suddenly **SKIDDED** as he was hurriedly passing the four corners, where it dumped him helplessly at the feet of a surprised but delighted policeman.

2. Write each of your sentences but print the sentence essentials in capitals.

10. Practice and Test: Capitals and Punctuation Marks

Exercise. 1. Write from dictation the selection which the teacher will read to you.

2. When the selection is read the second time and the correct capitals and punctuation marks are indicated, draw a line under each error you find in what you have written.

3. Look up in the Appendix the rules that apply to the errors you have made.

11. Simple, Compound, and Complex Sentences

Exercise. 1. Tell what kind of sentence each of the following is, and give your reason. Thus :

The first sentence below is a complex imperative sentence. It gives a direction ; hence it is imperative. It consists of a principal clause, *prepare to shed them now*, and a dependent clause, *If you have tears*. Therefore it is complex.

1. If you have tears, prepare to shed them now.
2. We called a policeman who happened to be standing near us.
3. The news of our victory was telephoned to the school, where it created the greatest excitement.
4. If we have promised this, we must keep it.
5. The pen is mightier than the sword.
6. If I were not Alexander, I would be Diogenes.
7. Uneasy lies the head that wears a crown.
8. He jests at scars who never felt a wound.

9. If the mountain will not come to Mohammed, Mohammed will go to the mountain.

10. The king must win, or he must leave the country.

11. The clock struck twelve, and the sentinel hung a lantern in the tower.

12. I know you, but I cannot recall your name.

13. You shall not die; your country needs you.

14. Without a moment's delay they elected their leader, lifted him to their shoulders, and marched with him through the streets.

15. Since my country calls me, I obey.

2. Point out the adjective clauses in the preceding sentences.

3. Point out the adverbial clauses.

12. Drill in Correct Use

Oral Exercise. Read the following sentences aloud repeatedly, selecting the correct word or words for each as you read:

1. There (is, are) several books on the other shelf.
2. The pudding tasted (deliciously, delicious).
3. Is that (he, him)? Yes, that is (him, he). And this is (I, me).
4. We shall have no fun (without, unless) you join in the game.
5. Sit (quiet, quietly) and speak (softly, soft). He sleeps (sound, soundly).
6. (Them, Those) boys like (this, those) kind of berries.
7. I am happier than (him, he), but he is richer than (I, me).
8. No one said (anything, nothing).
9. The music sounded (beautifully, beautiful).
10. There (is, are) some boys on the public square.

13. Vocal Drill

Exercise. 1. Stand erect, chin in, hands at sides. Take a deep breath. Exhale slowly and steadily, sounding *n-n-n* as long as the breath lasts.

2. Do the same, sounding *oo* softly; *oh*, *ee*, and *ah*.

3. Do the same, sounding *oo-ee-ah*, going up a full tone and back, then going down a full tone and back, and continuing thus up and down as long as the breath lasts.

4. Do the same with *noo-nee-nah* and *moo-mee-mah*.

5. Without straining, read a paragraph in a whisper, speaking the words so distinctly that the class will understand you.

14. Words Sometimes Mispronounced

Oral Exercise. Pronounce the following words as the teacher pronounces them to you. Then, rapidly, distinctly, and in an agreeable tone of voice, read the entire list over and over.

apricot	alloy	coupon	depot
alias	ally	chiroprapist	despicable
bade	bomb	column	lamentable
forbade	bombshell	columnist	admirable
attacked	bombing	deficit	hospitable

Dictionary Work. Find in the dictionary those words above that are new to you. Study their pronunciation as indicated there. Use each in an interesting sentence that will give pleasure to your classmates.

15. Test in Applied Grammar

The end of the school year has been reached. This is the time to find out how much you have learned of correct English during the past nine months. The following exercises will test your practical knowledge of English grammar.

Exercise. How quickly can you find and correct the twenty-three common errors in the sentences below?

1. There's more people in this hall than you would think.
2. Don't this soup taste deliciously?
3. Them's the stories for me, not those kind.

4. The flowers in the meadow smell sweetly.
5. The banjo playing sounded beautifully in the evening.
6. The accident was shockingly funny, but terribly annoying.
7. I didn't do nothing to them flowers.
8. All was still ; no one said nothing.
9. Chicago is larger than any city in the Middle West.
10. Speak bold, but step careful and move quiet.
11. That's he, and this is me.
12. There's thousands of gallons in that tank.
13. John said he seen what the burglar done.
14. Set here, my friend, or lay over there.

Drill in Correct Use. When the preceding sentences have been corrected and you know the corrections well, read the sentences aloud a number of times, making the corrections as you read. Read slowly and carefully at first, so as to be caught in no error ; but try to increase your speed after several readings.

Exercise. Five of the following sentences need improvement. Do you know why? Make the necessary changes, and read the sentences in their improved form.

1. Little Albert Jones did not like olives, and he ate figs instead.
2. Each olive tree yields about two hundred pounds of fruit in a season, and olive oil is worth several dollars a gallon.
3. Olive oil is used largely in salads, in the packing of sardines, in the manufacture of soap, and in medicine ; and many medicines are made without it.
4. Cotton-seed oil is sometimes mixed with olive oil, and cotton-seed oil is pure and nourishing, and it is cheaper than olive oil, and people like to buy pure olive oil.
5. The lye-soaked olives are put into fresh water, and this is changed every day for a week or more, and this removes all taste of the lye.
6. Some time ago very little olive oil was sold which did not contain other oil mixed with it, and people did not like that, and the Pure Food and Drugs Act was passed by Congress.

16. What You Have Studied in This Chapter (Nine)

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

Groups of words, and sentences (190)

The parts of speech (192)

Test (192)

The essentials of the sentence (194)

The modifiers in the sentence (197)

Building sentences (200)

Simple, compound, and complex sentences (201)

II. COMPOSITION

Story-telling (191)

Test (191)

Letter writing (193)

Letter by Abraham Lincoln (193)

Word study (195)

Synonyms: test, practice, test (195)

Antonyms: test, practice, test (196)

Making outlines; paragraph study (198)

How to make a swing (198)

"Rip Van Winkle" (199)

III. REVIEW AND DRILL

Practice and test: capitals and punctuation marks (201)

Drill in correct use (202)

Vocal drill (202)

Words sometimes mispronounced (203)

Dictionary work (203)

Test in applied grammar (203)

Drill in Correct Use (204)

NOTE. The numbers in parentheses refer to pages.



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
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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

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	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

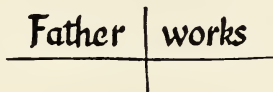
A COURSE IN SENTENCE DIAGRAMMING

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 books by Jeschke, Potter, and Gillet, particularly those for Grades Seven and 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. 50-52).

¹ Many of the sentences in the exercises in Jeschke, Potter, and Gillet's "Better English, Grade Seven" and "Better English, Grade Eight" may be used for diagramming.

SENTENCES FOR DIAGRAMMING¹

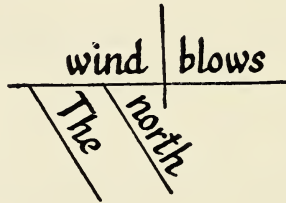
- | | |
|------------------|-----------------|
| 1. Baby sleeps. | 4. Fire burns. |
| 2. Dogs bark. | 5. Mother sews. |
| 3. Esther sings. | 6. Bees sting. |

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.



Definition of principal word of the subject and its modifiers, with exercises (pp. 53-54, 72, 96-97).

SENTENCES FOR DIAGRAMMING

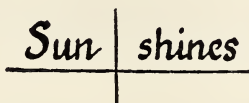
1. The flowers faded.
2. My older brother fell.
3. The new chauffeur drove.
4. The big old hall burned.
5. The other ten pupils recited.

¹For further work in diagramming have the pupils write original sentences.

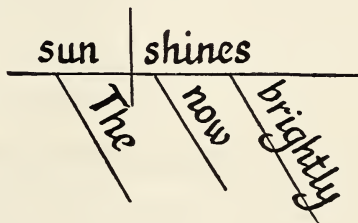
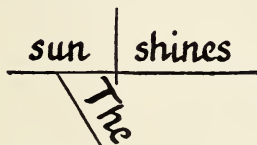
Principal Word of the Predicate and its Modifiers

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 :



Definition of the principal word of the predicate and its modifiers, with exercises (pp. 55-56, 72-73, 96-97).

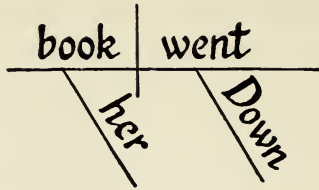
SENTENCES FOR DIAGRAMMING

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.

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."



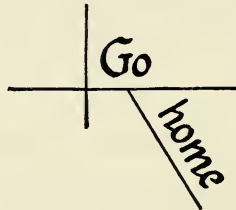
Definition of inverted order, with exercises (pp. 58-61).

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?

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."



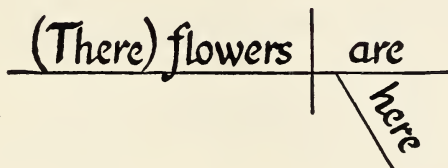
Definition of imperative sentences, with exercises (pp. 12, 16-18, 61).

SENTENCES FOR DIAGRAMMING

1. Come here quickly.
2. Read louder.
3. Go tomorrow.
4. Sit down.
5. Walk straight.

Introductory Word *There*

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."



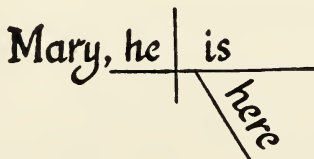
Explanation of *there*, with exercises (pp. 61-62, 125-126).

SENTENCES FOR DIAGRAMMING

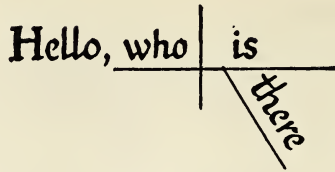
1. There are often good moving pictures.
2. There are ten children here.
3. There is still plenty.
4. There is nobody here.
5. There are many good schoolbooks now.

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.



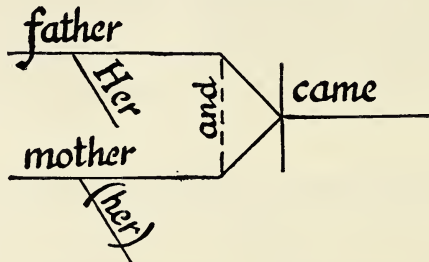
Explanation of words used independently, with exercises (pp. 63-64).

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 "Her¹ 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.



Definition of compound subject, with exercises (pp. 64-65, 170-171).

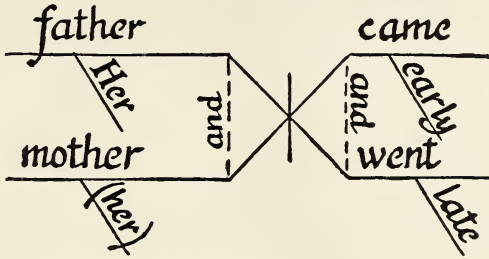
SENTENCES FOR DIAGRAMMING

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.

¹The adjective *her* modifies *mother* just as much as it does *father*. Therefore in the diagram it should be repeated in parenthesis as modifying *mother*.

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."



Definition of compound predicate, with exercises (pp. 64-65, 171).

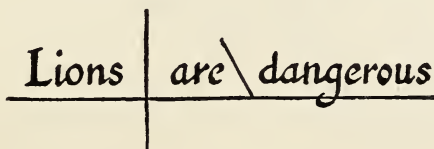
SENTENCES FOR DIAGRAMMING

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.

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.



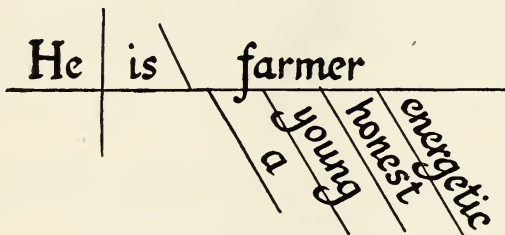
SENTENCES FOR DIAGRAMMING

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.

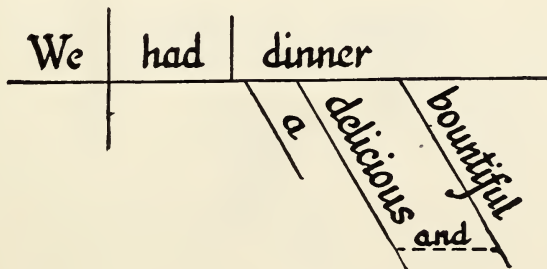
THE MODIFIERS IN THE SENTENCE—ADJECTIVES AND ADJECTIVE PHRASES

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*.



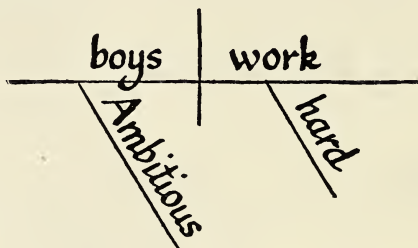
Definition and uses of adjectives, with exercises (pp. 25-26, 98-117, 138).

SENTENCES FOR DIAGRAMMING

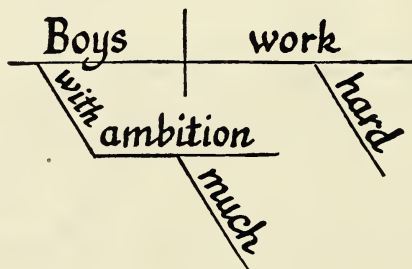
1. Those little children chased the black dog.
2. These four farmers planted apple trees.
3. The boy, hot and breathless, finally reached home.
4. My cousin is a French soldier.
5. Those roses smell sweet.

Adjective Phrases

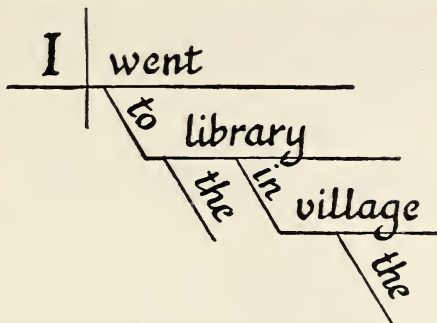
In the sentence "Ambitious boys work hard" *ambitious* is an adjective modifying *boys*.



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. 118-120, 200-201).

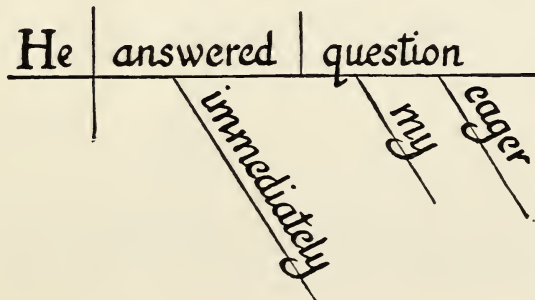
SENTENCES FOR DIAGRAMMING

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.

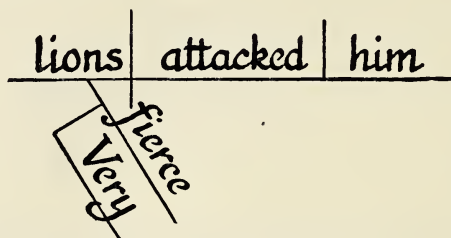
THE MODIFIERS IN THE SENTENCE—ADVERBS AND ADVERBIAL PHRASES

Adverbs

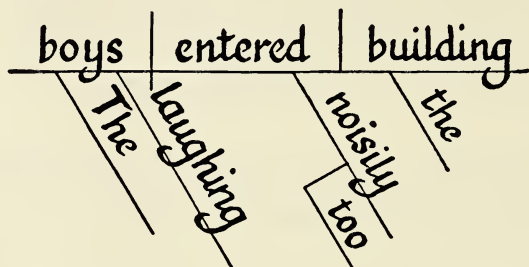
Note how the adjectives *my* and *eager* and the adverb *immediately* are diagrammed in the sentence "He immediately answered my eager question." In this sentence the adverb *immediately* modifies the verb *answered*.



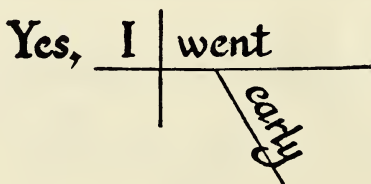
In the sentence "Very fierce lions attacked him" we have the adverb *very* modifying the adjective *fierce*. We need an extra attachment, a "hooked" parallel line, to indicate how fierce the lions were—in this case, *very* fierce.



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.



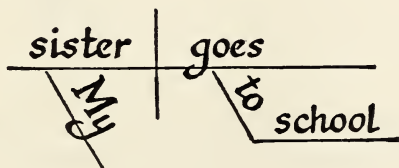
Definition and uses of adverbs, with exercises (pp. 34-36, 124-126, 128-131, 132-136, 138-139).

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. 127-128, 200-201).

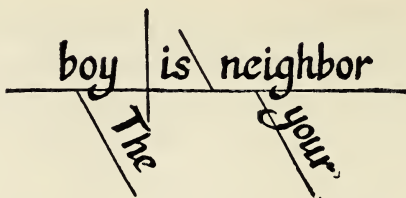
SENTENCES FOR DIAGRAMMING

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.

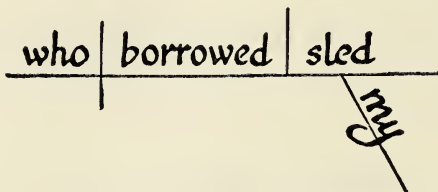
THE MODIFIERS IN THE SENTENCE—ADJECTIVE CLAUSES,
ADVERBIAL CLAUSES

Adjective Clauses

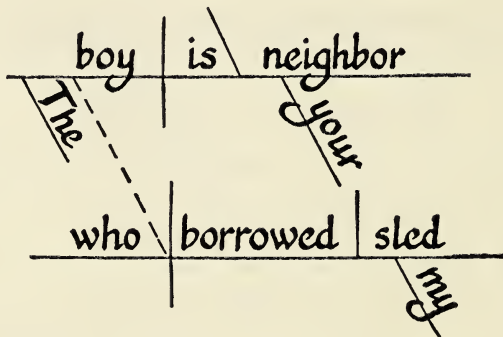
An adjective clause, like an adjective phrase, is used like a single adjective, to modify a noun or a pronoun. In the sentence "The boy who borrowed my sled is your neighbor" *who borrowed my sled* is an adjective clause. We first diagram the principal clause.



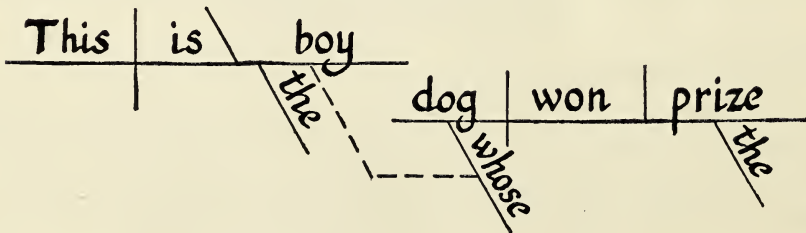
Then we diagram the dependent clause.



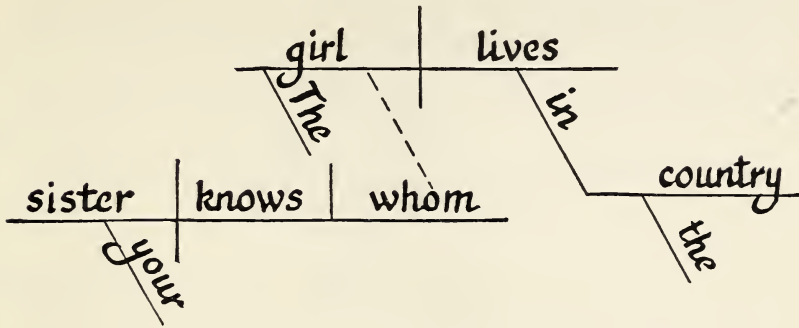
These two diagrams are then joined by a slanting dotted line in such a way that it is evident the adjective clause modifies the noun *boy*.



"This is the boy whose dog won the prize."



"The girl whom your sister knows lives in the country."



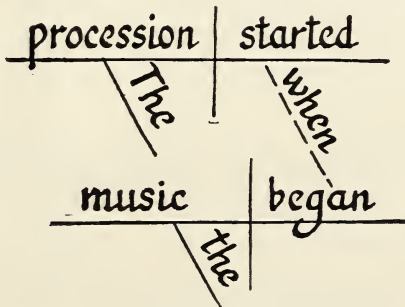
Definitions and uses of adjective clauses, with exercises (pp. 144-146, 151-153, 156-158, 162, 166-167, 197-198, 200).

SENTENCES FOR DIAGRAMMING

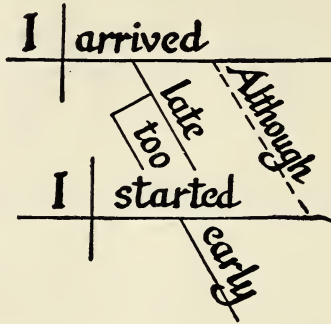
1. The girl who spoke in assembly is his sister.
2. I enjoy the new radio which mother sent.
3. The flowers which I picked on Sunday were beautiful.
4. She dresses in green, which is most becoming to her.
5. I bought the book which you illustrated.
6. See the place where he fell.

Adverbial Clauses

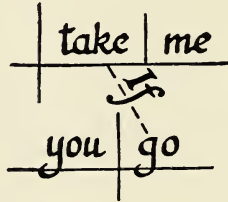
In the sentence "The procession started when the music began" we have the adverbial clause *when the music began*. We make the two diagrams, and join them.



"Although I started early, I arrived too late."



"If you go, take me."



Definition and uses of adverbial clauses, with exercises (pp. 146-147, 151-153, 156-158, 163, 166-167, 197-198, 200).

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 as old as I am.
6. If you go, I shall go along.

SENTENCE STRUCTURE—SIMPLE, COMPOUND, AND COMPLEX SENTENCES

Simple Sentence

Simple sentences have been treated adequately.

Complex Sentence

See adjective and adverbial clauses, pp. 166-167.

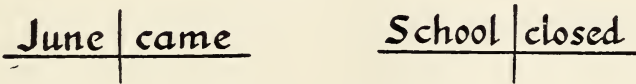
Definition of simple sentence, with exercises (pp. 161-163, 201-202).

Definition of compound sentence, with exercises (pp. 169-182, 201-202).

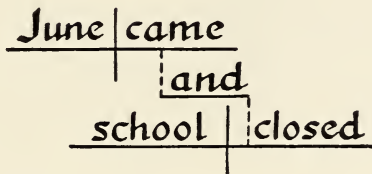
Definition of complex sentence, with exercises (pp. 167-169, 201-202).

Compound Sentence

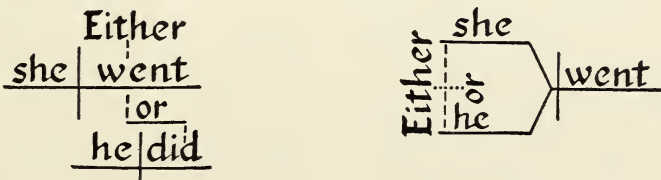
We know how to diagram the simple sentences "June came" and "School closed."



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.





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