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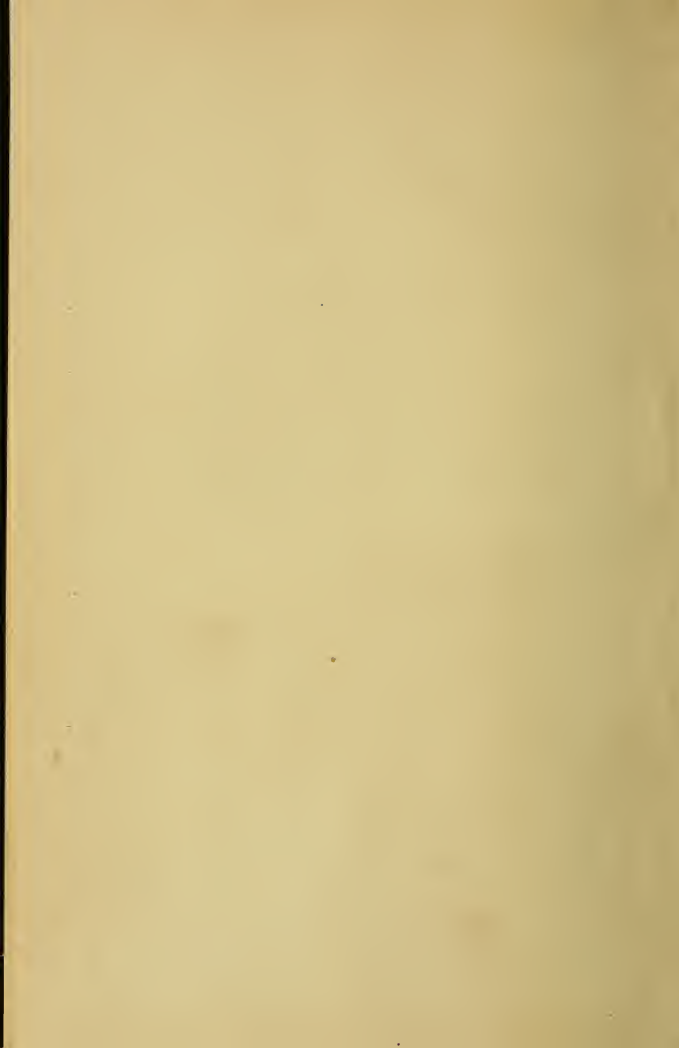
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SCHOOL GRAMMAR



7 LONGMANS'

SCHOOL GRAMMAR

REVISED BY

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PREFACE.

“LONGMANS’ Revised School Grammar” is offered to teachers with confidence that it will win its way among those who are acquainted with modern methods of instruction in English. It contains all the essentials of grammar and analysis reduced to the simplest terms, avoiding useless rules and minute details, as well as encroachments upon the province of rhetoric.

The plan and scope of the work, the easy and gradual development of grammatical principles, and the abundance of exercises for practice, make it altogether a teachable book and a pleasure to the learner.

It will be found adapted to both graded and high schools. Teachers of the former may prefer to omit the introductory chapter on phonetics, while high-school teachers may pass from the introductory chapter to Part II., omitting all of Part I. except, perhaps, the last few pages under “Review.” In the ordinary school-room work, however, there will likely be found nothing superfluous in the book.

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UNIVERSITY OF MISSOURI,

April 23, 1897.



INTRODUCTION.

ENGLISH SOUNDS.

WHEN we speak of the English language as our native speech or mother tongue, the words *language, speech, tongue*, show that something spoken is meant. The articulate sounds that we combine in various ways to communicate our thoughts and feelings—these are the elements of speech. Letters are the elements, or smallest parts, of the written language, an artificial and imperfect mode of representing the sounds that make up the living speech.

The hundred thousand or more words in the English language of to-day are composed of less than 40 distinct elementary sounds, if we leave out such double sounds as *ch* (in *church* = *t* + *sh*), all diphthongs, which are made up of two vowel sounds, and the various delicate shades of sound which it would be impossible to take account of here.

These elementary sounds are :—

VOWELS.

1. a (as in *ah, baa, father, hearth, palm, haunt*).
2. a (as in *ask, fast, dance, demand, pass*).
3. a (as in *add, hat, have, palmetto, bade*).
4. a (as in *awe, all, haul, talk, broad, order*).
5. a (as in *bare, bear, air, heir, there*).
6. a (as in *fame, aim, they, feint, great*).
7. e (as in *met, said, many, friend, leopard*).
8. e (as in *mete, peace, fiend, key, pique, needle*).
9. e (as in *err, irksome, earth, hurt, bird*).

10. i (as in ill, knit, abyss, been, busy, women).
11. o (as in odd, otter, what, yacht, wassail).
12. o (as in note, owe, sew, toe, soul, beau, boat).
13. oo (as in fool, rule, move, blew, true, rheum).
14. oo (as in foot, put, should, woman).
15. u (as in nut, study, done, rough, love, flood).

DIPHTHONGS.

- ai (= 1 + 10) as in aisle, isle, style, ay, eye, buy.
 ou (= 1 + 13) as in mouths, how, houses, mouser.
 oi (= 4 + 10) as in oil, boil, boy.
 eu (= 8 + 13) as in feud, few, duty, Tuesday.

CONSONANTS.

16. b (as in babe, babble, Babel).
 ch (= t + sh) as in church, child, rich.
17. d (as in deed, dandy, dread).
18. f (as in fife, phantom, rough).
19. g (as in get, gimlet, ghastly, guard).
20. h (as in hark, harbor, heel).
 j (= d + zh) as in jar, judge, gem, giant, soldier.
21. k (as in kin, cool, school, pique, car).
22. l (as in lull, lullaby, lumber).
23. m (as in maim, mamma, mermaid).
24. n (as in noon, noun, nine).
25. ng (as in sing, singing, singer).
26. p (as in pipe, people, hiccough).
27. r (as in ripe, ripple, warrior).
28. s (as in sun, seal, acid, mice).
29. sh (as in shall, sure, ocean, chivalry, nation).
30. t (as in tattle, titter, taught).
31. th (as in thin, thigh, bath, breath).
32. th (as in thine, thy, bathe, breathe).
33. v (as in vain, over, of, Stephen).
34. w (as in water, wet, worse, woo).
 wh (= h + w) as in what, where, when.
35. y (as in year, young, alien, union).
36. z (as in zeal, is, discern, Xerxes).
37. zh (as in azure, rouge, vision).

All the elementary sounds in the language have now been enumerated. Certain familiar characters are missing, but it will be found that the sounds indicated by them are noted in the scheme; *c*, *q*, *x*, are useless letters and are omitted; for the hard *c* is represented by *k*, the soft *c* by *s*; *q*, always followed by *u* (*qu*), is equivalent to *kw* (quart), or to *k* (coquette); *x* is equivalent to *ks* (tax), or to *gz* (example), or to *z* (Xerxes). The soft *g*, as in *gem*, will be found noted under *j*, the sound of *e* in *there* under 5. *a* (bare), the sound of *a* in *yacht* under 11. *o*. 2. *a* (ask) is generally pronounced either as 1. *a* (ah), or as 3. *a* (at).

It is usual to class *ch* (child), *j*, and *wh* among the elementary sounds, but this classification is unscientific; for *ch* = *t* + *sh*, *j* = *d* + *zh*, and *wh* = *h* + *w* (what), each a combination of simple sounds already noted.

The difficulty of representing these sounds in writing arises from the imperfect nature of our alphabet, which, leaving out superfluous letters, contains only 23 signs for the 37 sounds. A perfect alphabet for our language, therefore, must needs have 37 letters or signs; for in a perfect alphabet (1) every sound must have a separate sign, and (2) no sign should represent more than one sound. Now on almost any page of English may be found, for instance, six or seven varieties of vowel sounds represented by *a*, and, as is well known, the written character *ou* stands for so many different sounds that it is impossible to tell from the spelling how a proper name like Clough is to be pronounced. *C-l-ou-gh* really doesn't spell anything for certain, for it may have the vowel sound of *ou* in *bough* or *borough* or *cough* or *hough* (hock) or *through* or *though* or *hiccough*, etc.

Again, there are many ways of representing the long *e* sound: as in *mete*, *meet*, *meat*, *mien*, *deceive*, *police*, *people*, *key*, *quay*, *Caesar*, *Phoebus*, etc., in which the same sound is represented by the various signs: *e*, *ee*, *ea*, *ie*, *ei*, *i*, *eo*, *ey*, *ay*, *ae*, *oe*.

The long \bar{o} sound, in the following words, is represented in 12 different ways: note, coat, door, bowl, soul, oh, toe, yeoman, owe, sew, hautboy, beau, in which o, oa, oo, ow, ou, oh, oe, eo, owe, ew, au, eau, all stand for the same sound.

It is evident from this what an imperfect system of sound-symbols we have in our English alphabet.

Exercise 1.

Make out a list of words showing other ways of indicating the sound of :—

1. *a* in *father*.
2. *a* in *all*.
3. *a* in *fume*.
4. *e* in *met*.
5. *e* in *err*.
6. *i* in *ill*.
7. *u* in *nut*.
8. *u* in *rule*.
9. *eu* in *feud*.
10. *ai* in *aisle*.

Exercise 2.

Make out a list of words showing other ways of indicating the sound of :—

1. *f* in *fan*.
2. *g* in *get*.
3. *j* in *jar*.
4. *k* in *kind*.
5. *s* in *sun*.
6. *sh* in *shall*.
7. *z* in *zinc*.
8. *z* in *azure*.

Exercise 3.

Make out a list of words in which different sounds are represented by :—

1. a.
2. e.
3. i.
4. o.
5. u.
6. ai.
7. ei.
8. ea.
9. oa.
10. ou.

Exercice 4.

Make out a list of words in which different sounds are represented by :—

1. ch.
2. g.
3. t.
4. th.
5. s.
6. z.
7. y.
8. gh.
9. qu.
10. x.

Besides the variety of sounds indicated by the same letter, another defect in our system of spelling is, that in many words there are letters not pronounced, silent letters, and hence as useless as the dead branches of a rose-bush.

Examples of silent letters are :—

1. *a* in head, feather, earth, beauty.
2. *e* in have, goose, granite, vineyard, yeoman.
3. *i* in parliament.
4. *o* in leopard, jeopardy, journal.

5. *ue* in catalogue, demagogue, harangue.
6. *b* in debt, doubt, thumb, lamb, limb.
7. *g* in foreign, sovereign, gnat.
8. *h* in ghost, ghastly, burgh, stomach.
9. *l* in could, calm, calf, falcon.
10. *p* in receipt, pneumonia, psychology.
11. *s* in aisle, isle, island.
12. *w* in whole, wholesome.

Exercise 5.

Point out the silent letters in

Though, often, programme, tongue, engine, rained, delight, horse, heaven, guarantee, league, psalm, rhyme, scent, black, reign, scythe, numb, subtle, melancholy, high, haughty, ditch, demesne, victuals.

Exercise 6.

Make out a list of words containing the following silent letters :—

A, e, o, u, ue, b, gh, h, l, n, p, r, s, t, w.

We now proceed to classify, for various purposes, the sounds of which our language is composed. They are really but a small part of the large number of sounds that go to make up human speech all the world over. One language often contains sounds unknown to another, difficult and sometimes impossible to acquire artificially, and hence a foreigner is, in nearly all cases, betrayed by his speech.

VOWELS AND CONSONANTS.

Of the 37 sounds enumerated in the table, those produced by forcing the air from the lungs through an open mouth-channel, with no audible friction in the passage from the throat out, are called *vowels* (Latin *vocales*), *vocals*; those that are obstructed, in their passage outward, by the tongue, palate, teeth, or lips, so that a more open sound is usually com-

bined with them for utterance, in the ordinary pitch of the voice, are called *consonants* (Latin *con* + *sonantes*, sounding with).

Now a little practice will show that these sounds vary, in their openness or closeness, all the way from open *a* in *far* to closed *p* in *stop*. It is not always easy to draw the line that separates vowels from consonants. The close vowels *ee* (see) and *u* (rule) touch the line from the side of the vowels; *h*, *r* (err), *w* (wet), and *y* (yea) touch the line from the side of the consonants.

VOWELS.

All the sounds from 1 to 15 inclusive, represented by *a*, *e*, *i*, *o*, *u* are classed as vowels. The letters *w* and *y* are sometimes used to represent vowel sounds, as in *law*, *abyss*.

DIPHTHONGS.

When two vowel sounds are combined and pronounced in one syllable, they are classed as diphthongs (*di*, twice, and *phthong*, sound). More strictly, a diphthong is the combination of a full vowel sound with a vowel glide either before or after it. A glide is a slight transitional sound made in shifting from one sound to the next.

In *ay* the glide comes after the full vowel sound, *a* (ah); so in *oil*, the first element of which is *a* in *all*; but in *feud* the glide comes before the full vowel, *oo* (fool). A glide is perceptible also in *day*, *deign*, *danger*, *no*, etc., but these are not usually classed as diphthongs. A distinction in pronunciation is made by many speakers between the sounds of the diphthong in *nigh* and *night*, and in *house* and *houses*.

Vowels may be classified into

I. Long: *a* (ah), *a* (all), *a* (bare), *a* (fate), *e* (meet), *e* (err), *o* (note),
oo (fool).

Medial: *a* (ask).

Short: *a* (at), *e* (met), *i* (ill), *o* (not), *oo* (foot), *u* (nut).

Compare palm and palmetto, yawn and yonder, fool and full, feel and fill, etc.

These, again, may be classified, according to their position in the mouth, into

II. Front : a (at), a (bare), a (fate), e (meet), e (met), i (ill).

Medial : a (ask).

Back : a (ah), a (all), e (err), o (note), o (not), oo (fool), oo (foot), u (hut).

CONSONANTS.

The sounds in the table from 16—37 are classed as consonants. These may be roughly divided, according to the degree of closure or obstruction, into

I. Mutes (*checked* or *stopt* sounds), sometimes called explosives, and *Fricatives* (so called from the friction of the breath through a narrowed aperture) :—

Mutes : p, b ; t, d ; k, g.

Fricatives : f, v ; th (thin), th (then) ; ch, j ; s, z ; sh, zh ; wh, w ; m, n, ng, l, r, h, y.

Or, according to the organs most prominent in producing them, into

II. Labials (lip-sounds) : p, b, m, f, v, w, wh.

Front-palatals : t, d, n, th, ch, j, s, z, sh, zh, l, r, g.

Back-palatals : k, g, ng, r, h.

Any such classification as this must needs be unsatisfactory. The position of *k*, for instance, depends upon the nature of the vowel pronounced with it. Practise *kah*, *kay*, *key*. The *k* in *kah* is made on the back palate, the *k* in *key* on the front palate. Compare *rah* (back) with *rill* (front), for *r* ; *stuck* and *stick*, *skull* and *skill*, for *k* ; *owl* and *ill*, for *l* ; *gar* and *gimlet*, for *g*. The back-palatals are sometimes called gutturals.

Another very important division of the consonants, to whatever series they may belong, is made according to the

presence or absence of tone, or resonance, or hum, produced by the vibration of the vocal chords in articulation, into

III. *Surd* (voiceless) and *Sonant* (voiced).

Surds : p, t, k, th (thin), ch, s, sh, f, hw, h.

Sonants : b, d, g, th (then), j, z, zh, v, w, y, l, m, n, ng, r.

If you sound *eb*, *ed*, *eg*, *ej* (= edge), etc., you will readily perceive a resonance that is entirely lacking in *ep*, *et*, *ek*, *ech* (= etch), etc., which are made by breath merely. *Breath* is converted into *voice* by the vibration of the *vocal chords*, two ligaments which lie across the windpipe. Care should be taken not to confound the sounds which the letters indicate with the names of the letters.

The voiceless and voiced consonants go in pairs : p and b ; t and d ; k and g ; th (thin) and th (then) ; ch and j ; s and z ; sh and zh ; f and v ; hw and w. Compare :—

Coat and goat ; lock and log ; time and dime ; seat and seed ; pear and bear ; cup and cub ; thigh and thy ; bath and bathe ; seal and zeal ; rice and arise ; sure and azure ; church and judge ; rich and ridge ; fat and vat ; off and of ; while and wile ; which and witch.

Nasals.—If in sounding b, d, g, the current of air is blocked, while free passage is left through the nose, the nasal sounds, m, n, ng, are produced : *rab*, *rad*, *rag* become *ram*, *ran*, *rang*. So when the nostrils are closed, as sometimes in case of bad cold, *rang* becomes *rag*, *sun* becomes *sud*, *come* becomes *cub*. “Come in out of the sun” sounds like “*cub* in out of the *sud*.” “Who *rang* the bell?” like “who *rag* the bell?”

As the tongue is in the *b* position when *m* is sounded, *b* is very naturally sounded after *m* in many words in which it does not originally appear, as in *num-b-er* (Lat. *numer-*) ; *num-b-[en]* (Ang. Sax. *numen*, taken, captured by cold, for instance) ; *hum-b-le-bee*, from *hum-le*, the frequentative of *hum*, *tim-b-er*, etc.

In the same way *d* appears after *n* in many words,

as in *ten-d-er* (Lat. *tener-*), *cin-d-er* (Lat. *ciner-*); and in the speech of the illiterate as *corn-d-er*, *drown-d-ed*.

Surds and Sonants.—In word-formation it will be noticed that, as a rule, surd follows surd, and sonant follows sonant. We may write, for instance, *Glasgow*, where the surd *s* is followed by sonant *g*, but in rapid utterance we naturally pronounce it *Glas-kow*. If we give *s* its corresponding sonant sound *z*, the pronunciation will be *Glaz-gow*. This law of consonant-affinity will explain why *cup-board* is pronounced *cupberd*, why *cop-web* has become *cob-web*. By this law, *god-sib* became *gossip*, and *wif-men* became *wimmen*, then *wimen*, now foolishly written *women*.

This assimilation of sounds takes place in the spoken language regardless of the spelling. In the plural of nouns ending in sonants, *s* will always have the sound of *z*; compare *locks* and *logs*, *seats* and *seeds*, *cups* and *cubs*, *truths* and *mouths*.

In the past tense of weak verbs, after a surd, *t* will be sounded, but after sonant, *d*, it matters not how they may be written; as, *stop-t*, *look-t*, *bles-t*, *wish-t*, *bewitch-t*, *laugh-t*; but *stab-d*, *lug-d*, *judg-d*, *breath-d*, *lov-d*.

The letter *u* was formerly made like *v*, as *use* (use); hence double *u* looks like double *v*. The old Runic character for *th*, when cut down, as it was, by copyists of MSS., resembles *y*; as *ye*, *the*, *yt*, *that*, etc., but it should never be pronounced as *y* in *ye*.

Pronunciation of Words.—The English dictionaries aim at an approximately uniform standard of pronunciation. Absolute uniformity is a mere abstraction. In the pronunciation of many words usage varies greatly in the different countries where English is spoken, and even in different parts of the same country. The best English heard in London, Edinburg, Dublin, Boston, Richmond, Charleston, etc., varies considerably from one uniform standard. Conformity to the best usage in those places where the vernacular is acquired seems to be the only guide.

PART I.
PARTS OF SPEECH.

NOUNS.

Exercise 1.

a. *In the following sentences pick out¹ all names of persons :—*

Jack² is playing with Tom and Alfred. Mary and Edith are writing. Harold was reading to little Maggie. Howard and Kate are coming tomorrow. Mr. Jones is talking to Mr. Brown. Mrs. Cooper has gone abroad. Miss Percy and Miss Griffiths have just called. King James reigned after Queen Elizabeth. Captain Green waited for Major Owen. Can you tell me where Mayor Carrington lives? We met Governor Knox yesterday. Wellington defeated Napoleon.

b. *Give the names of*

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

Exercise 2.

a. *In the following sentences pick out all names*

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

Victor lives at Richmond. St. Paul is in Minnesota. King Solomon reigned in Jerusalem. Mr. Bosworth has sailed for Germany. Washington crossed the Delaware. General Wolfe was killed outside of Quebec. India belongs to the English. Tom Truscott walked from Portland, Maine, through Burlington, Vermont, to Montreal, Canada. Moses led the Jews from Egypt to Canaan. Mrs. Jones took Minnie along Regent Street and Oxford Street to Hyde Park. There they met Miss Latham. The Dutch live in Holland. Paris is in France. Dr. Livingston died in Africa, and was buried in Westminster Abbey.

¹ See 'Notes for Teachers,' p. 255, Note 1.

² See 'Notes for Teachers,' p. 255, Note 2.

b. Give the names of

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

1. *Captain Butler* is the name of *some* sailor, not of *every* sailor; *Major Carey* is the name of *some* soldier, not of *every* soldier; *Miss Scott* is the name of *some* lady, not of *every* lady. *Captain Butler*, *Major Carey*, and *Miss Scott* are names; so also are *sailor*, *soldier*, and *lady*.

2. *Europe* is the name of *one* continent, not of *every* continent; *France* is the name of *one* country, not of *every* country; *Ceylon* is the name of *one* island, not of *every* island; *Chicago* is the name of *one* town, not of *every* town. *Europe*, *France*, *Ceylon*, and *Chicago* are names; so also are *continent*, *country*, *island*, and *town*.

Exercise 3.

a. In the following sentences pick out all names of persons:—

The master is kind to his servants. Children, obey your parents. The boy hurt his sister. I met my uncle, aunt and three cousins to-day. The king sent for his wise men. The princess was walking with her maids. The girl is nursing the baby. The scholars love their teacher. The huntsman passed by. That child's father is a grocer. The general ordered his soldiers to charge.

b. Give the names of

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

Exercise 4.

In the following sentences pick out all names

1. Of persons.
2. Of places.

The shepherd is in the field; his sister is in the cottage. Our friends live in the town. The queen was in the parlor. The king was in his counting-house. The lad has gone to his home. The citizens fled into the country. The fisherman is at sea. A policeman was walking up the

street. The workman was digging in his garden. The girls were sent to school. The old man was waiting at the station for his son. The child fell over the cliff.

Exercise 5.

a. *In the following sentences pick out all names of animals :—*

The dog ran after the sheep and lambs. The hawk killed three chickens. The cat is playing with her kittens. Drive the cattle home. The cows are grazing. Hares are timid. Puss caught a mouse. The thrushes and blackbirds were singing. The bird was picking up worms. An elephant is larger than a lion. Some parrots can talk. Ducks, geese, and swans can swim, but hens cannot. The hounds caught a fox. Swallows fly quickly.

b. *Give the names of*

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

Exercise 6.

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

The book is on the table. That jar contains ink. This pen is broken. There are three coats, two waistcoats, and six shirts in the trunk. A stone was thrown at the window. The bottle is full of water. The plough is made of iron. Put some coal on the fire. The roof is covered with snow. The car is loaded with chairs. The tree has shed its leaves. The milk stood in a pan. Acorns grow on oaks. The picture hangs on the wall. Buy some tea, coffee, sugar and bread.

b. *Give the names of*

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

2. Snow is white or has the *quality* of whiteness ; a stone has the *quality* of hardness ; a just man shows the *quality* of justice, and an honest man shows the *quality* of honesty.

Exercise 7.

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

The brightness of the sun dazzles the eyes. The fire gives out warmth. The smoothness of the ice made the child slip. Honesty and justice are

virtues; dishonesty and injustice are vices. The rose is admired for its beauty and sweetness. The driver was punished for his cruelty. Solomon chose wisdom. His kindness made friends for him everywhere. That knife cuts with the keenness of a razor. Will you have the goodness to help me? His friendship must be kept. You can trust to their honor. The tiger is noted for courage, strength, and ferocity.

b. Give the names of ten qualities.

3. Walking, riding, and shooting are the names of actions.

Exercise 8.

a. In the following sentences pick out all names of actions :—

Tom is fond of walking. That man teaches writing. Running is healthy. Next summer we shall learn swimming. My brother will teach me rowing. Sailing is not always safe. Reading is interesting. She likes dancing. Forgetting is easier than learning. Hearing and obeying are different.

b. Give the names of ten actions.

4. In Grammar all names are called Nouns.¹

Exercise 9.

Pick out all the Nouns in the following sentences :—

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

The lion and the unicorn
Were fighting for the crown.

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

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

And there he threw the Wash about
On both sides of the way,
Just like unto a trundling mop,
Or a wild goose at play.

¹ Noun from the Latin *nomen*, a name, through the Old French *noun* or *non* (Modern French *nom*).

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

b. The singing of the bird is sweet. The grief of the parents at the loss of their children was without bounds. Painting can only be mastered by long study. Art is long, but life is short. Pride goeth before destruction. He always told the truth. A little weeping would ease my heart. The quality of mercy is not strained. A thing of beauty is a joy for ever. Silence is golden.

John Gilpin was a citizen
 Of credit and renown.

Learn

5. A Noun is the name of anything.

NOTE.—It is the *name* of the thing, and not the *thing itself* which is a Noun. Thus a desk is not a Noun, but the word *desk* is.

VERBS.

Exercise 10.

In the following sentences pick out first the Noun and then the word which tells what the person or thing named¹ does:—

Jack stops. Horses neigh. Sheep bleat. Birds fly. Fishes swim. Fire burns. Larks sing. Serpents sting. Dogs bark. Lions roar. Children play. Babies cry. Tom works. Fred learns. Cats mew. Stars shine. Mary reads. Mother watches. Owls hoot. Girls sew. Day dawns. Ra'n falls. Monkeys chatter. Gold glitters. Puss scratches. Mice nibble.

Exercise 11.

After each of the following Nouns place a word which tells what the person or thing named does:—

Baby. Lightning. Flowers. William. Swallows. Soldiers. Lions. Percy. Bees. Rivers. Gas. Clerks. Singers. Asses. The² sun. The

¹ See 'Notes for Teachers,' p. 255, Note 3.

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

wind. The eagle. The ship. The master. The scholars. The bell. The dog. The moon. The child. The cat. The mouse. The baker. The tailor. The thief. The carpenter. The mower. The sower. The ploughman. The parrot.

Exercise 12.

The following words show doing ; place a Noun¹ before each.

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

6. Some words that show doing make complete sense when joined to Nouns, as, 'The fire *burns*;' 'The wind *roars*.' Other words that show doing do not make complete sense when joined to Nouns. Thus, if some one says, 'Arthur *loves*,' 'Walter *threw*,' we ask, 'Loves whom?' 'Threw what?'

Exercise 13.

a. *In the following sentences pick out the words which show doing :—*

Arthur loves his sister. Walter threw a stone. Tom broke a window. The servant sweeps the room. Masons build walls. The girl milks the cow. The dog bit the beggar. Artists paint pictures. A poet writes poems. The smith hammered the iron. Horses draw carts. Cows eat grass. Cats catch mice. The sexton tolled the bell. The horse kicked the groom. The grocer sells sugar. The baby heard the parrot. The hounds caught the fox. The bird forsook the nest. The gardener watered the flowers. Miss Wilson sang a ballad. Children love flowers. The clerk wrote letters.

b. *Fill in each blank in the following incomplete sentences with a word which shows doing :—*

Horses hay. The dog the thief. The banker a purse. Edgar the ball. The boy the lesson. Masters scholars. Tailors coats. Bakers bread. Brewers beer. The lady a song. The bricklayer a wall. The girl a rose. The servant a dish. The cook the meat. The hunter a tiger. The farmer the ground. Cats mice.

¹ The Noun may have *the* before it,

7. A word which tells what a person or thing does is called a Verb.¹

8. *To be*,² though not telling of *doing*, is also called a Verb.

These are some 'parts' of the Verb *to be*:—*Is, are, was, were, been.*

9. In the last two exercises examples were given of Verbs which did not make complete sense when joined to Nouns. The Verb *to be* rarely makes complete sense when so joined. If I say 'The boy *is*,' 'Jennie *was*,' 'The strangers *are*,' you naturally ask, 'Is, was, are, what?' The sense is complete if I say, 'The boy *is* happy,' 'Jennie *was* afraid,' 'The strangers *are* sailors.'

10. When, however, the Verb *to be* is used with the meaning *to exist* it makes complete sense after a Noun. Thus when we hear the words 'God *is*' (meaning 'God exists or has being'), we do not expect any word to be added to finish the sentence.

Exercise 14.

a. *In the following sentences pick out the parts of the Verb to be*:—

George is a blacksmith. The prisoners are guilty. The man was a soldier. Those birds were starlings. Grass is green. Homer was a poet. The horse is dead. The child is lame. The sun was bright. The stars are beautiful. Paris is a city. Washington was a general.

b. *Fill in each of the following blanks with a part of the Verb to be*:—

The flowers pretty. Sugar sweet. John Gilpin a citizen. Jackson our gardener. The boys at school yesterday. Ethel in Manchester last week. Shakespeare a great poet. Stratford-on-Avon in England. Manitoba in Canada. Julius Cæsar a Roman general. Old King Cole a merry old soul. The Alps high.

¹ Verb from the Latin *verbum*, a word. The Verb gets its name from being the most important word—the word—in a sentence. See 'Notes for Teachers,' p. 255, Note 4.

² See 'Notes for Teachers,' p. 255, Note 5.

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

Verb consisting of one word.

The bird *sings*.
The dew *fell* fast.
The stars *shone*.
Flowers *grow* in the garden.

Verb consisting of two words.

The bird *is singing*.
The dew *was falling* fast.
The stars *were shining*.
Flowers *are growing* in the garden.

Exercise 15.

Pick out the Verbs in the following sentences :—

The dog carried a basket.
The soldier thinks of his home.
The masons build a wall.
Tom studied his lesson.
The fishermen ate their dinner.

The lecturer spoke of his adventures.
The servant shuts the door.
The gambler loses money.
The girls expect their aunt.

The dog was carrying a basket.
The soldier is thinking of his home.
The masons are building a wall.
Tom was studying his lesson.
The fishermen were eating their dinner.

The lecturer was speaking of his adventures.
The servant is shutting the door.
The gambler is losing money.
The girls are expecting their aunt.

12. These are some of the parts of the Verb *to have* :—*Have, has, had.*

Exercise 16.

a. *In the following sentences pick out the Verbs :—*

The baby has a rattle. Each scholar has a pen. The girls have necklaces. The farmer had nine horses. Those houses have large windows. Each wife had seven sacks. Many men have many minds. Frank had a pony. Little Johnny Pringle had a little pig.

Fill the following blanks with parts of the Verb to have :—

and five fingers. George a present yesterday. The farmer too much rain last year. September thirty days. The little man a little gun. The king a great army. The men poor food. Mary a new frock. The books pretty covers. The dog a bushy tail.

13. The Verb *to have* is often used like the Verb *to be* in helping another Verb.

Verb consisting of one word.

The fisherman *broke* his leg.
The farmer *sold* his pigs.
The masters *spoke* to their men.
The traveller *lost* his way.

Verb consisting of two words.

The fisherman *has broken* his leg.
The farmer *has sold* his pigs.
The masters *have spoken* to their men.
The traveller *had lost* his way.

14. The Verb *to have* is used with the Verb *to be*.

Verb consisting of one word.

The merchant *was* in London.
The servants *were* in the field.
The captain *was* hungry.

Verb consisting of two words.

The merchant *has been* in London.
The servants *have been* in the field.
The captain *has been* hungry.

Exercise 17.

Pick out the Verbs in the following sentences :—

- a. The soldier did his duty.
The brothers helped the sisters.
The tailor altered the coat.
The preacher spoke.
The dogs chased a fox.
The lady saw her uncle.
The stranger walked to Boston.
The sailors lost their ship.

The soldier has done his duty.
The brothers have helped the sisters.
The tailor has altered the coat.
The preacher had spoken.
The dogs have chased a fox.
The lady had seen her uncle.
The stranger had walked to Boston.
The sailors have lost their ship.

- b My father was in Paris.
Our cousins were here.
The horse was in the stable.
The girls were ill.
The river is very full.
The baby was in the cradle.

My father has been in Paris.
Our cousins have been here.
The horse had been in the stable.
The girls had been ill.
The river has been very full.
The baby had been in the cradle.

15. The Verb *to have* and the Verb *to be* are sometimes used together in helping another Verb, as, 'Mary *has been reading* ;'

'The mowers *have been cutting* the hay,' 'The butcher *had been buying* sheep.'

Exercise 18.

Pick out the Verbs in the following sentences :—

The wind has been blowing. The farmer has been looking at his corn. The boys have been playing marbles. The horse had been standing under a hedge. This gentleman has been shooting hares. The baby had been screaming. Your father has been talking about you. The mole-catchers have been setting traps. Those two rough boys had been fighting. The men had been working on the railway. Three children had been sliding on the ice. The gentleman has been running. The sailor has been visiting his friends. The young men had been swimming. The dog has been barking.

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

17. In these, as in other cases, the Verb *to have* may be used with the Verb *to be*; thus, 'The thief *has been caught*;' 'The houses *have been sold*;' 'The officer *had been blamed*.'

Exercise 19.

Pick out the Verbs in the following sentences :—

a. The lawn is watered by the gardener. The letter was written by Tom. The child was trodden upon. Jane's apron was stained with ink. The lion was shot by the hunters. The girl was stung by a wasp. The ink was spilled by the baby. Two foxes were caught yesterday. The boards were sawed by the carpenter. My brother was blamed by the master. The books were brought by William. The fire was relit. Those pictures were painted by Turner.

b. The lawn has been watered by the gardener. The letter has been written by Tom. The bear has been killed. Five of the boys have been stung by wasps. The trees had been blown down. The thief has been forgiven. The books have been brought by William. The fire had been relit. The horses had been shod the day before.

18. The same statement may often be made in two ways, thus:—

With a Verb showing what a person or thing does.

Bolton, the tailor, *made* this coat.

Mr. Jones *invites* Jack to dinner.

The carrier *brought* the boxes.

The grooms *are exercising* the horses.

The doctor *has dressed* the wound.

The infants *have strung* the beads.

With a Verb showing what is done to a person or thing.

This coat *was made* by Bolton, the tailor.

Jack *is invited* to dinner by Mr. Jones.

The boxes *were brought* by the carrier.

The horses *are being exercised* by the grooms.

The wound *has been dressed* by the doctor.

The beads *have been strung* by the infants.

Exercise 20.

Change the form of statement in the following sentences:—

a. John broke the window. The mowers are cutting hay. The masons have built a wall. The cat has scratched the little girl. The dog worried the cat. The rat has eaten the malt. The cow tossed the dog. The sexton tolled the bell. The cruel boy struck the donkey. Edgar has given a ball to his brother. The gardeners have pruned the trees. The horses have eaten their corn.

b. The boat was broken by the waves. Light is given by the sun. The pavements have been washed by the rain. Silk and cloth are sold by merchants. America was discovered by Columbus. The medicine was prepared by the doctor. Four sheep were killed by the tiger. Nuts were cracked by the monkeys. Honey is made by bees. The flowers were arranged by Mary.

19. *Shall, should, will, and would* are used in helping other Verbs, as, 'I¹ *shall see* my father to-morrow;' 'We¹ *shall return* next week;' 'The postman *will come* soon;' 'I¹ *should stay* at home if it rained;' 'The flowers *would wither* in the sun.'²

¹ *I and we* and other words of the same kind will be dealt with later. They are used like Nouns with Verbs.

² See 'Notes for Teachers,' p. 255, Note 6.

20. *To be* and *to have* (either as helping words or as principal Verbs) may also be used with these helping words, thus:—

Be and have as helping words.

I¹ *shall be working* to-morrow.
The horse *will be sold* at the fair.
We¹ *shall have left* London to-night.
The girl *will have found* her doll by that time.

Be and have as principal Verbs.

I¹ *shall be* in York.
We¹ *should be* late.
We¹ *shall have* a treat then.
The boy *would have* a prize.

Exercise 21.

Pick out the Verbs in the following sentences:—

a. The girl will write a letter. We shall read that book. I should eat the apple. The sun will rise at five. We shall begin French next week. The landlord will sell two farms. The mowers will finish by sunset. We shall stay at Brighton. The messenger will bring the parcel. The storm will abate soon. Fred would like this book. The glass would break.

b. We shall have been to Paris. The mother will have been with the daughter. The children would have been early. We should have been late. I shall have a prize. The girls will have some skipping-ropes. This gardener will have some cherries. I should be glad if you would be there. Father will be here soon. She would be happy then. We shall have fine days now. Tom will have a new coat to-morrow.

21. It often happens that when a Verb consists of two or more words the words do not follow one another immediately. Thus:—

<i>Sentence.</i>	<i>Verb.</i>
The bird is not singing.	Is singing.
The dew was fast falling.	Was falling.
The soldier is sadly thinking of his home.	Is thinking.
The fisherman has lately broken his leg.	Has broken.
The merchants have just returned.	Have returned.
My father has recently been in Paris.	Has been.
The boys have this morning been playing foot-ball.	Have been playing.
The lawn is daily watered.	Is watered.
The horses had in vain been sought.	Had been sought.

¹ See p. 11, note 1.

Exercise 22.¹

Pick out the Verbs in the following sentences :—

The child will willingly obey. We shall soon meet again. Our name is no more heard there. The foe was sullenly firing. The man will certainly come again. John has often written to us. The girls were then playing indoors. The porter was seriously injured. The rider has very quickly returned. Every jolly Jack will soon be coming back. The sea is clearly seen from here. The story was not believed. Her friend has of late been much from home. The birds were merrily singing. The work was nearly finished. The tired child is soundly sleeping now. The wind was softly sighing. The storm is fiercely raging. The captain is greatly loved by his men. The prisoner was cruelly treated. The truant will not be punished. The sun was brightly shining. The boots were not stolen. I have only just heard the news. The pupils are now saying their lessons. The sailors have been joyously dancing. The servant would certainly lose her place. We shall probably sail on Wednesday. Brown has hardly ever called here. The mother was very much pleased with the news. The lad will ere long go home. The weather has lately been wet.

22. When a question is asked, the words forming a Verb are often separated. Thus :—

<i>Question.</i>	<i>Verb.</i>
Has John found his knife ?	Has found.
Is William doing his lessons ?	Is doing.
Have the cows been milked ?	Have been milked.

Exercise 23.

Pick out the Verbs.

Is the gardener pruning the trees ? Has the baker been here ? Is the teacher liked ? Were the pigs sold ? Have the men been digging potatoes ? Were those roses cut to-day ? Had the gentleman lost his hat ? Was the thief caught ? Is the water boiling ? Have the girls learned their poetry ? Has the window been broken ? Was the ship wrecked ? Has the crew been saved ? Do the birds sing ? Does the servant hear ? Did the dog bark ? Do the friends call to-day ?

¹ See 'Notes for Teachers,' p. 256, Note 7.

23. Two Verbs sometimes come together ; the second is often preceded by *to*. Thus :—

<i>First Verb.</i>	<i>Second Verb.</i>
Annie <i>is going</i>	<i>to play</i> a tune.
The teacher <i>intends</i>	<i>to give</i> a lesson.
The boy <i>hoped</i>	<i>to meet</i> his sister.

24. After *can, must, let, bid, dare*, and some other Verbs the second Verb is rarely preceded by *to*. Thus :—

<i>First Verb.</i>	<i>Second Verb.</i>
The cobbler <i>can</i>	<i>mend</i> the shoes.
Edward <i>must</i>	<i>come</i> in at once.
The colonel <i>will let</i> the soldier	<i>go</i> home.
The lady <i>bade</i> the boy	<i>open</i> the door.

Exercise 24.

Pick out the two Verbs in each of the following sentences :—

a. The mother promised to return. The huntsman is trying to catch the horse. The father told his sons to listen. The aunt has come to stay. Little Will is learning to read. The clerk is going to write a letter. The traveller meant to return that way. A sower went forth to sow. The mowers have begun to cut the hay. Robert intends to walk home. Mary had hoped to receive a prize. The knight studied to please the king. The horse wanted to get out. Several boys wished to try. The chairman asked Mr. Jones to speak. Professor Johnson invited Mr. Evans to visit the museum. Do the painters intend to come? Has the child begun to mend? Were the girls pleased to see their mother?

b. The boys can swim. All men must die. Tom let his cousin see the nest. Jack made his dog bark. The people felt the house shake. I heard the thunder roar. The blacksmith hears the parson pray. The sick man bid send for a doctor. Nobody dared leap across the wild river. The father made Richard keep the promise. Every citizen must obey the laws. The king can make a belted knight. The horse could not walk. Must I sing? Can the baby walk?

Learn

25. 'A Verb is a word by means of which we can say something concerning some person or thing.'—*Mason*.

26 NOTE.—A Verb of doing may say

- (1) What a person or thing does.
- (2) What is done to a person or thing.

The Verb *to be* may

- (1) Say that a person or thing exists.
- (2) *Help*¹ to say something about a person or thing.

Exercise 25.

In the following sentences pick out the Verbs :—

The dog barks. The horse gallops. The bird chirps. The clock ticks. The knife cuts. The cat mews. The teacher writes. The pigs feed. The tailor sews. The sea moans. The river runs. The tree waves. The butterfly rests. The lion roars.

Violets bloom in spring. The gas burns brightly. That fellow struck James. Mary rang the bell. Annie arrived from Rome. The snake bit the baby. William conquered England. The miller ground the corn. The little girl ran to her father. Horses draw the plough.

Ash is tough. Oak is hard. Walking is healthy. Sleep is refreshing. The Cambrian Mountains are in Wales. The Romans were good road-makers. The sailors are in a boat. The butter was quite fresh. The church was very old.

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

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

The old man was sitting under a tree. The house was burned. The roses were scattered by the wind. The carpet was beaten this morning. The mower was bitten by a snake. That book is liked. England was conquered by William. The corn was ground by the miller. The father was called by a little girl. The cheeses were eaten by mice. That fish is caught with a hook. The flowers were gathered by Ellen.

¹ See 'Notes for Teachers,' p. 256, Note 8.

That carving is much admired. The lady was nearly stunned. Snow had newly fallen. The sun has just risen. The moon was almost setting. Amelia is always reading. Nelly had often driven the horse. The week has quickly gone. The bells were merrily ringing. Has Bob heard the news? Is William coming to-day? Were the goods sent home?

Willy pretended to be a bear. Fred told his brother to keep the knife. The people were going to hear a lecture. Ethel can play the violin. The messenger must return at once. The hunter wants to find a fox. This lesson must be learned. The children ought to mind their books. The boy dared not meet his father. The smith hears his daughter sing. The mother let the girl go home.

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

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

A was an apple pie;
B bit it;
C cut it;
D dealt it;
E eat it;
F fought for it.

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

A fox jumped up on a moonlight night;
The stars were shining and all things were bright.

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

THE SAME WORDS AS NOUNS AND VERBS.

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

(1) If it be the name of anything it is a Noun.

(2) If it say something about any person or thing it is a Verb.

<i>Nouns.</i>	<i>Verbs.</i>
The driver gave the horse a hard <i>blow</i> .	The winds <i>blow</i> .
<i>Waste</i> makes <i>want</i> .	Some men <i>waste</i> and then <i>want</i> .
The gardeners are bringing <i>water</i> .	The gardeners <i>water</i> the flowers.

Exercise 26.

Say whether each of the words printed in italics is a Noun or a Verb.

There was some *talk* about the business. Some people *talk* too much. Dogs *bite*. The thief had a bad *bite*. The *bark* of some dogs is worse than their *bite*. Dogs *bark*. The girls had a pleasant *ride*. The girls *ride* well. The *walk* was very enjoyable. Old men *walk* slowly. The laundress *irons* the shirt. The sailor was put in *irons*. Mr. Smith has too many *irons* in the fire. Birds *fly*. A *fly* is on the window. Good boys like *work*. Good boys *work* hard. *Names* are Nouns. Harry *names* the Nouns. Cruel drivers *whip* horses. The driver has a new *whip*. Tom *rose* early. Tom plucked a *rose*. The teacher *set* the exercises. The pupil worked a *set* of exercises. Children *honor* their parents. Children give their parents *honor*. They *scale* high cliffs in search of eggs. Put the butter in the *scale*. That plan is drawn to *scale*. There is a *sign* above the door. We *sign* our names.

Exercise 27.

Put each of the following words into two sentences, using it as a Noun in the first sentence and as a Verb in the second:—

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

PERSONAL PRONOUNS.

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

Similarly,

Instead of saying

Maggie has learned Maggie's lesson.

John saw the horse; the horse was in the horse's stable.

Mrs. Evans saw the children. The children were in the garden; the children's father had promised the children some fireworks.

We say

Maggie has learned *her* lesson.

John saw the horse; *it* was in *its* stable.

Mrs. Evans saw the children. *They* were in the garden; *their* father had promised *them* some fireworks.

Exercise 28.

Pick out the words which are used instead of Nouns, and say for what Noun each is used.

Jack has a new watch; he often looks at it. Edith plucked a pretty rose and gave it to her mother. Ethel has seen Tom; she met him in the park. Those dogs are well trained; they obey their master when he speaks to them. Mr. Smith spoke to the boys as they were returning from their playground with their bats. The children said that the pony was theirs, but Edward said that it was his, while Jenny said that it was hers. The lads may play when they have done their work. The servant has gone for bread; she will be back with it soon. The master praised the girl because she wrote well. The reapers did not like their dinner; they complained that it was badly cooked. Fred read the stories because he found them interesting. The home of a snail is its shell; the home of a bird is its nest.

Exercise 29.

Put other words for the Nouns where possible.

William has broken William's slate. The boys have lost the boys' ball. Jane has dressed Jane's doll; the doll looks pretty now. Francis has gone home because Francis heard that Francis's father wanted Francis. The watchmaker mended the watch; the watchmaker found that the watch wanted a new spring. James has three pencils in James's hand; the pencils are James's. The mother will let the mother's children play in the garden for a time; when the children's bed is ready the mother will call the children. When the jug fell the jug's handle was broken. Mr. Freeman's brother is like Mr. Freeman. People cannot visit the museum to-day; the museum is closed.

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

Similarly,

<i>Instead of saying</i>	<i>Mr. Smith would say</i>
There is Mr. Smith's; ¹ will Mr. Brown hand it to Mr. Smith?	There is <i>mine</i> ; will you hand <i>it</i> to <i>me</i> ?
And here is Mr. Brown's; now let Mr. Smith and Mr. Brown go.	And here is <i>yours</i> ; now let <i>us</i> go.

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

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

¹ See 'Notes for Teachers,' p. 256, Note 2.

Exercise 30.

Pick out the worā̄s used instead of the names of the persons speaking or of the persons spoken to.

I am going to school. You are a good boy. Have you seen your brother to-day? I met my sister in the town. I like my new book; do you like your⁹ My mother gave me a bat; ask yours to give you a ball. The apple is mine. We shall see our parents soon. We had a letter from our uncle. Our aunt is going to send us a pony. Tom lives near us. When do your holidays begin? Ours begin next week. Nathan said unto David, 'Thou art the man.' Except ye repent, ye shall all likewise perish. How long, ye simple ones, will ye love simplicity? Where is thy father? Why shouldest thou die before thy time? The book is thine. I saw thee there. That thy trust may be in the Lord I have made known to thee this day.

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

Similarly, we use instead of names the words *myself*, *thysel*, *ourselves*, *yourself*, *yourselves*, *themselves*.¹

Exercise 31.

Pick out the words used instead of names.

The boy got himself ready for school. The girl bought herself a new dress. The children made themselves late. We enjoyed ourselves. I gave myself a treat. The monkey saw itself in the glass. The plate did not break itself. The ladies dressed themselves in their best clothes. You can trust yourself to his care. You should have more faith in yourself. A selfish person loves himself too much. The travellers found themselves far from any house.

32. A word which is used instead of a Noun is called a Pronoun.²

Exercise 32.

Pick out the Pronouns.

Mr. Smith called and he brought you a letter from your cousin. Yesterday was Griffith's birthday, and I sent him a present. The teacher has

¹ See 'Notes for Teachers,' p. 256, Note 10.

² Latin *pro*, for, instead of.

heard our spelling and set us some algebra. Ellen has mended her apron. The horse fell and grazed its knee. Our parents love us. We deceive ourselves. Have you warmed yourself? We have. If you prick us do we not bleed? Philip talked about himself. Henry said that he could not help being late. Mary says that she has finished her sewing. The children had their dinner in the garden. My son, if sinners entice thee, consent thou not.

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

I, a child, and thou a lamb,
We are callèd by His name;
Little lamb, God bless thee.

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

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

Good people all of every sort,
Give ear unto my song,
And if you find it wondrous short—
It cannot hold you long.

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

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

O night and darkness, ye are wondrous strong!

O ye hard hearts, ye cruel men of Rome!

They name thee before me,
A knell to mine ear;
A shudder comes o'er me—
Why wert thou so dear?

Exercise 33.

Put Pronouns instead of Nouns where possible.

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

b. Alfred ¹ met Alfred's mother with Edward's just now. Alfred and Edward will see Alfred's and Edward's fathers in the park. Alfred heard that Edward had cut Edward's finger. Edward must be very tired after Edward's long walk. What an interesting lesson Alfred and Edward's teacher gave Alfred and Edward yesterday. Alfred's new knife is very sharp. Will Edward lend Alfred Edward's grammar? Alfred hit Alfred with Alfred's bat. Did Edward hurt Edward when Edward fell?

Be and have.

33. Parts of the Verb 'to be' :—*Am, art, wast, wert, will be.*

34. Parts of the Verb 'to have' :—*Hast, hadst, wilt have.*

Exercise 34.

Pick out the Verbs.

I am thy father's ghost. Thou wast the man. If thou wilt be here in time I shall be ready. If thou wert in the town I should be there too. I had a pony ; thou hast a horse. Whence hadst thou the book? I had it from London. Thou art a foolish fellow. I am sorry for thee. I shall be early, but thou wilt be late. I had a letter from home to-day. Thou wast young then. I shall have a scolding, and thou wilt have a prize.

Learn

35. A Pronoun is a word used instead of a Noun.²

¹ Alfred is speaking to Edward.

² See 'Notes for Teachers,' p. 256, Note 11.

ADJECTIVES.

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

Exercise 35.

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

Jane is a clever girl. The tall man struck his head in entering the low carriage. Tom has a large slate. The friends went for a long walk. Jack is a dull boy. The black cow was in a large field. Little Edwin loves sweet flowers. Ripe apples grew in the old garden. The green corn is waving in the gentle breeze. The kind father bought some new clothes for the good children. The hot sun will ripen the sour fruit. Fred made big blots on the clean page. The oaken bucket fell into the deep well. The foolish man would not follow wise advice.

Little drops of water,
 Little grains of sand,
 Make the mighty ocean
 And the pleasant land.

b. *Put before each of the following Nouns a word showing the kind of person or thing:—*

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

Exercise 36.

Pick out the words which show how many persons or things are spoken of.

a. A man has one mouth, two eyes, and thirty-two teeth. The hand has five fingers. The landlord owns six houses, and each house has ten rooms. James bought nine apples. The cat caught seven mice. Thirty days hath September. The grocer sells fourteen pounds of sugar for one dollar and ten cents. Mr. Smith has three sons and four daughters. Elizabeth reigned forty-five years. Forty rods make one furlong.

b. All men must die. There were few cherries on the tree. Have you any apples? I have no apples. There were few persons at church. The soldier was wounded in both legs. Most dogs like the water. In the city are many mansions. There are several ships in the harbor. Some men were digging. All roads lead to Rome. Few men ventured out. Any horses will do. There are no horses in the stable. Both doors are closed. Most boys like base-ball; some boys can play it well. Several balls were lost.

Exercise 37.

Pick out the words which show how much.

The man had little sense. There was much corn in Egypt. Give me some bread. Mr. Jones has more money than Mr. Brown but less learning. The thief made no noise. The mason could not find any mortar. Jack has most time. Has the tailor any change? The child wasted much ink. There was little water in the well. I have lost some paper. More haste less speed. Much cry and little wool.

Exercise 38.

Pick out the words which show in what order.

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

37. Some words are joined to Nouns to point out what person or thing is meant, as 'This man,' 'That woman,' 'These books,' 'Those slates,' 'Yonder house.'

Exercise 39.

Pick out the words which say what person or thing.

Will you give me that hoop for this knife? Those hats were hanging on these pegs. The old man lives in yonder cottage. That dog bit this little girl. These apples grew on those trees. Yon horse belongs to this man. That cart is broken. These hens and those ducks will be sold to-morrow.

38. A word which shows what kind of person or thing is called an Adjective.¹

39. A word which shows of how many persons or things we are speaking is called an Adjective.

40. A word which shows of how much of a thing we are speaking is called an Adjective.

41. A word which points out of what person or thing we are speaking is called an Adjective.

Exercise 40.

Pick out the Adjectives and say to what Noun each is joined.

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

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

Here comes a poor woman from baby-land
With three small children in her hand.

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

She gave them some broth
Without any bread.

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

All work and no play
Makes Jack a dull boy.

There was a crooked man and he went a crooked mile,
And he found a crooked sixpence beside a crooked stile.

The sick man from his chamber
Looks at the twisted brooks.

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

'Out with those boats and let us haste away,'
Cried one, 'ere yet yon sea the bark devours.'

There rose no murmur from our ranks, no thought
By shameful strength unhonoured life to seek.

There's a merry brown thrush sitting up in a tree.

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

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

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

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

Mark yon old mansion frowning through the trees.

42. The Adjectives *an* or *a* and *the* are often called **Articles**.¹

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

43. An Adjective does not always come *before* the Noun to which it is joined.

(a) The Adjective is separated from the Noun by a part of the Verb *to be*, as 'Grass *is green*;' 'Violets *are blue*;' 'The child *was happy*;' 'The day *will be fine*;' 'The weather *has been wet*.'

¹ From the Latin *articulus*, a small joint. These words may be considered as the small joints in a sentence.

Dr. Abbott ['How to Parse,' p. xix.] defines *Article* as 'A name

- (a) Correctly given by the Greeks to their Article, because it served as a *joint* uniting several words together.
- (b) Then loosely applied by the Latins (as was natural, seeing they had no Article) to any short word, whether Verb, Conjunction, or Pronoun.
- (c) Foolishly introduced into English and once used to denote *the* and *a*.'

(b) In poetry the Adjective sometimes comes after the Noun, even when the sentence contains no part of the Verb *to be*; as,

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

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

Exercise 41.

Pick out the Adjectives and say to which Noun each is joined.

a. The boy is ill. The river was broad and deep. The sun was bright. Roses are red or white. The day is cold and dark and dreary. The girl's face was dirty. The oranges were dear. The doll has been pretty. The sea is rough. Your mother will be glad. The children were naughty. The noise was loud. The birds were young.

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

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

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

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

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

I once had a sweet little doll, dears,
 The prettiest doll in the world ;
 Her cheeks were so red and so white, dears,
 And her hair was so charmingly curled.

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

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

Where the pools are bright and deep,
 Where the gray trout lies asleep. . . .

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

Glorious fountain,
 Let my heart be
 Fresh, changeful, constant,
 Upward like thee.

He strippeth his arms to his shoulders strong.

In Californian mountains
 A hunter bold was he,
 Keen his eye and sure his aim
 As any you should see.

Then ceased, and all is wail
 As they strike the shattered sail
 Or in conflagration pale
 Light the gloom.

44. As a Pronoun is used instead of a Noun, an Adjective may be joined to a Pronoun ; as, ' I am *happy*,' ' Thou art *young*,' ' He is *unwise*,' ' We are *glad*,' ' You are *late*,' ' They will be *kind*.'

Exercise 42.

Pick out the Adjectives and say to what Pronoun each is joined.

He was clever. I am dull. She was rude. We shall be late. You are greedy. Thou wast unkind. He will be rich. You are naughty. It is wild. She was pretty. He is fierce. I am good. She once was blooming and young and fair. When my mother died I was very young. And so he was quiet. It left me all dripping and chill. You find me ill. I saw him poor. They think us strange. We believe them to be true. The news made her strong.

And she was fair and very fair,
Her beauty made me glad.

45. A word which is generally a Noun may sometimes be used as an Adjective; as, 'The *morning* sun;' 'A *silver* cup;' 'The *church* spire.'

Exercise 43.

Pick out the Adjectives and say to what Noun each is joined.

The village grocer was named Jones. Anchovies are made into a fish sauce. We sleep on a feather bed. The herring fishery is carried on at Yarmouth. The wedding guest he beat his breast. The clergyman preached a funeral sermon. Three wives sat up in the lighthouse tower. Close the street door.

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

Sweet to the morning traveller
The song amid the sky.

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

Exercise 44.

a Say whether the words printed in italics are Nouns or Adjectives.

He was a *base* man Show me the *base* of the triangle The cook melted the *fat*. The cook was *fat*. The *savage* was a cannibal. The *tiger*

is a *savage* beast. The mistress will be *cross*. There was a *cross* on the grave. That is a new *kind* of toy. Mary is *kind*. Iron is *common*. The ass was grazing on the *common*. A *last* is used by a shoemaker. Tom is the *last* boy in the class. There was a great *calm*. The day is *calm*. I like a *quill* pen. The *quill* was from a goose's wing. The table is made of *pine*; it is a *pine* table. *Steel* is made from iron. That is a *steel* chain.

b. Put each of the following words into two sentences, using it as a Noun in the first sentence and as an Adjective in the second :—

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

Exercise 45.

a. Say whether the words printed in italics are Adjectives or Verbs.

Pharaoh dreamt of seven *lean* kine. Lazy men *lean* against posts. The top of the table is *smooth*. Laundresses *smooth* shirts with an iron. The farmer is going to *thin* his turnips. The farmer is not *thin*. Your hands are *dirty*; do not *dirty* your face. The silver is not *clean*; tell Jane to *clean* it. Children *blunt* their knives by sharpening slate pencils. Their knives are *blunt*. You are *idle*; it is wrong to *idle* your time away. The travellers *long* for drink. The way seemed *long*. The slave could not *free* himself. The slave is now *free*. The hearers were *weary*; the lecturer was likely to *weary* everyone.

b. Put each of the following words into two sentences, using it as a Verb in the first sentence and as an Adjective in the second :—¹

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

¹ See 'Notes for Teachers,' p. 256, Note 12.

Learn

46. An Adjective is a word joined to a Noun (or Pronoun) to show what sort of, how many, how much, or which persons or things are spoken of.¹

Or

'An Adjective is a word joined to a Noun to limit its application.'—*Bain*.

PARSING.

47. The classes into which words are divided are called *Parts of Speech*. Nouns, Verbs, Pronouns and Adjectives are four of these classes. In order to make up our minds to which class a word belongs we must notice what work it does in a sentence. Thus, in the sentence

*John broke his new slate*²

		Therefore it is
John	Is a name	A Noun
broke	Tells something about John (or tells what John did)	A Verb
his	Stands instead of <i>John</i>	A Pronoun
new	Tells the sort of slate	An Adjective
slate	Is a name	A Noun

That window has a blind.

		Therefore it is
That	Says which window	An Adjective
window	Is a name	A Noun
has	Tells something about the window	A Verb
a	Is used before the Noun <i>blind</i>	An Adjective
blind	Is the name of what the window has	A Noun

¹ See 'Notes for Teachers,' p. 256, Note 13.

² See 'Notes for Teachers,' p. 256, Note 14.

This poor man is blind.

		Therefore it is
This	Says which man	An Adjective
poor	Says what kind of man	An Adjective
man	Is a name	A Noun
is	Helps to tell something about the man	A Verb
blind	Says what sort of man	An Adjective

Some savages blind their prisoners.

		Therefore it is
Some	Says how many savages	An Adjective
savages	Is a name	A Noun
blind	Tells something about the savages (or tells what they do)	A Verb
their	Stands instead of the Noun <i>savages</i>	A Pronoun
prisoners	Is a name	A Noun

Exercise 46.

Say what Part of Speech each word is in the following sentences :—

- The cook sold the fat.
- The cook was fat.
- Our walk was pleasant.
- The baby can walk.
- My new pen is broken.
- Job had great patience.
- The thin farmer is going to thin his turnips.
- Mary has been visiting her uncle.
- Father bought me a fine doll.
- The pretty bird is singing a sweet song.
- Our aunt gave us a black pony.
- Frank hit his finger ; he hurt it.
- That lamb has lost its mother.

ADVERBS.

48. In the sentence 'William had landed then,' the Verb is *had landed*, and *then* shows *when* William had landed.

Exercise 47.

Pick out the words joined to Verbs to show when.

The agent called again. We lived in the country then. Your father is sleeping now. Mr. Brown was formerly our neighbour. My sister will come presently. The children went to school immediately. The fire was extinguished afterwards. Day will break soon. The carriage has come already. The ship sailed yesterday. That friend was always faithful. The fireman is ever ready. The soldier never returned. I often saw him formerly, but he seldom comes now. Mr. Watts sometimes visits us; he is coming to-morrow.

49. In the sentence 'The boy stood here,' *stood* is the Verb, and *here* shows *where* the boy stood.

Exercise 48.

Pick out the words joined to Verbs to show where.

My cousin lodged there. They looked everywhere for the little girl but found her nowhere. The horse is yonder. The policeman looked behind. The regiment marched forth. Go hence. We look before and after. The sailor went below. The old man walked hither. There he was safe. Duncan comes here to-night. Ye shall not go hence except your youngest brother come hither. We went to Old Point Comfort and thence to Hampton.

50. In the sentence 'The river was running swiftly,' *was running* is the Verb, and *swiftly* shows *how* the river was running.

Exercise 49.

Pick out the words joined to Verbs to show how.

The dog barks loudly. The birds are flying quickly. The soldier was badly wounded. The fire is burning brightly. Larks sing sweetly. Fishes

swim so. The boy held his hand thus. The child can write well. Rain fell heavily. The storm was raging furiously. Mary sings beautifully. The tired traveller slept soundly. The soldiers fought gallantly. Ill weeds grow apace [= quickly]. The girls sewed neatly. The doctor dressed the hurt carefully. Our uncle treated us kindly. We heard the noise distinctly. The wanderer was sadly thinking of home. Tom was industriously studying his lessons. The lecturer spoke earnestly. My brother was blamed unjustly. The horses had been shod skilfully.

51. Sometimes a word is joined to a *Vero* to show how far the speaker believes what the Verb tells; thus:—

John will <i>certainly</i> come.	|	The speaker believes firmly.
John will <i>not</i> come.	|	The speaker disbelieves.
John will <i>perhaps</i> come.	|	The speaker is doubtful.

Exercise 50.

Pick out the words joined to the Verbs to show how far the speaker believes what the Verbs tell.

Your father is *certainly* alive. She must surely know the truth. Her story was *verily* strange, but it is undoubtedly true. I say that I am unquestionably correct. Truly he knows. Truly he knows not. Thou shalt surely die. Probably your uncle can tell you. He *certainly* will not be able to tell me. The boy is *undeniably* clever.

52. In the sentence 'Your teacher was *greatly* pleased,' *was pleased* is the Verb, and *greatly* is joined to it to show *how much* the teacher was pleased.

53. In the sentence 'I thrice presented him a kingly crown,' *presented* is the Verb, and *thrice* shows *how many times* I presented.

Exercise 51.

Pick out the words joined to Verbs to show how much or how many times.

This child was little hurt, that child was hurt much. The sick man has almost recovered. We can scarcely see in this twilight. The merchant was exceedingly annoyed. The boys enjoyed themselves thoroughly. The customer was less pleased with the cloth than with the silk; she was least pleased with the calico. The dress is quite finished and the hat is nearly finished.

We seldom see him now. I once met him in the High Street. Mr. Robinson has been to Constantinople twice. The corn increased thirtyfold. Our kindness was repaid fourfold. Thrice he essayed [= tried] to speak.

54. A word which is joined to a Verb to show when, where, or how, is called an Adverb.¹

55. A word which is joined to a Verb to show how far the speaker believes what the Verb tells is called an Adverb.

56. A word which is joined to a Verb to show how much, or how many times, is called an Adverb.

57. Adverbs which show *how much* or *how many times*, are joined to Adjectives and to other Adverbs as well as to Verbs; thus:—

	<i>Adverb.</i>	<i>Adjective.</i>
Tom is a brave boy.		brave
Tom is a very brave boy.	very	brave
Tom is a thoroughly brave boy.	thoroughly	brave
The story is true.		true
The story is quite true.	quite	true
The story is hardly true.	hardly	true
	<i>Adverb.</i>	<i>Adverb.</i>
Mary speaks loudly.		loudly
Mary speaks too loudly.	too	loudly
Mary speaks quite loudly.	quite	loudly
Mary speaks loudly enough.	enough	loudly

Exercise 52.

Pick out the Adverbs joined

(a.) *To Adjectives,*

(b.) *To other Adverbs,*

to show how much or how many times.

a. Jane is a very clever girl. Tom has an exceedingly large dog. The friends went for a rather long walk. Jack is a thoroughly dull boy; his brother

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

is far brighter. The sun was terribly hot. Nearly all dogs like the water. Lead is much heavier than cork. Too many cooks spoil the broth. Are you so glad? The man had very little sense. The corn is quite ripe. How beautiful it is! The fellow must be utterly bad. You are not sufficiently careful. The poor woman was hopelessly ill, and she was unspeakably glad to see her son. Tom is a most cheerful companion.

b. I know him very slightly. James left quite lately. The child is much more happy now. I am too much pleased to be able to express my pleasure quite clearly. We felt very much obliged. How brightly the moon shines! You write too quickly; you should write much more slowly. The class should not sing so loudly. We have only just now heard the news. The boy is far too lazy to work, and much too conceited to take advice. You have waked me too soon.¹

58. *Yes, yea, ay, no and nay*, though never joined to Verbs, Adjectives, or Adverbs, are generally called Adverbs.²

Learn

59. An Adverb is a word joined to a Verb, Adjective, or other Adverb to add to its meaning.³

Exercise 53.

Pick out the Adverbs.

Up rose old Barbara Frietchie then. We buried him darkly. Lightly they'll talk of the spirit that's gone. Slowly and sadly we laid him down. When Greek meets Greek then comes the tug of war. Grieve not, my child; chase all thy fears away. I will obey willingly and gladly. Let us go hence. The blade springs upward, and the root strikes downward. Little he'll reck [= care]. He will certainly come again. Hereafter you shall know more. The poor always ye have with you. Never despair. The workmen are paid weekly. The man is hopelessly stupid. The air is piercingly cold. Your father will never consent. They were imprisoned unjustly. Everywhere the lanes are bordered by trees. Where the bee sucks there suck I. The ball fell yonder. I never thought of it before. Your sister cannot be here yet. First he consented and then he would not consent. When you durst do it then you were a man. The weather was unusually cold. That advice is truly wise. He is probably disappointed. That answer is most foolish. I am now much better; I hope to be quite strong very soon. The mother was terribly unhappy. William is less friendly than Edward. The day was extremely fine. I was very much obliged to your father; how very kind he was. You may do that once too often.

¹ See 'Notes for Teachers,' p. 256, Note 15.

² See 'Notes for Teachers,' p. 256, Note 16.

³ See 'Notes for Teachers,' p. 257, Note 17.

Rain, rain, go away,
Come again another day.

Oh! mother dear, we very much fear
That we have lost our mittens.

The King of Hearts called for the tarts
And beat the Knave full sore.

As [= when] I was going to St. Ives,
I met a man with seven wives.

The man in the moon
Came down too soon.

There was a man of our town,
And he was wondrous wise.

I like little Pussy,
Her coat is so warm.

Bun replied,
' You are doubtless very big.'

But we steadfastly gazed on the face that was dead,
And we bitterly thought of the morrow.

I do remember well where I should be,
And there I am.

Exercise 54.

Make sentences containing the following Adverbs :—

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

Exercise 55.

Say what Part of Speech each word is in the following sentences, thus :—

Day will break soon.

Therefore it is

Day
will break
soon.

Is a name
Tells what the day will do
Shows when the day will break

A Noun.
A Verb.
An Adverb.

My sister will come presently.
That friend was always faithful.
There he was quite safe.

Ill weeds grow apace.
 Too many cooks spoil the broth.
 Thou shalt surely die.
 This child was very little hurt.
 Tom has an exceedingly large dog.
 We buried him darkly.
 Lady Moon, Lady Moon, where are you roving?
 Little white lily smells very sweet.

PREPOSITIONS.

60. The book is *in* the desk.
 The book is *on* the desk.
 The book is *under* the desk.
 The book is *beside* the desk.
 The book is *behind* the desk.
 The book is *near* the desk.

Here the words *in*, *on*, *under*, *beside*, *behind*, and *near* show the relation between the book and the desk.

61. Mr. Brown has travelled *in* Spain.
 Mr. Brown has travelled *through* Germany.
 Mr. Brown has travelled *across* Europe.
 Mr. Brown has travelled *over* India.

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

62. Sheffield is famous *for* its cutlery.
 Oxford is proud *of* its university.
 The fruit is pleasant *to* the eye.

Here the word *for* shows the relation between the fame and the cutlery; *of* shows the relation between the pride and the university; and *to* shows the relation between the pleasure and the eye.

63. In the first set of examples each word showing relation stands between a Noun and a Noun; in the second set it stands

between a Verb and a Noun ; in the third set it stands between an Adjective and a Noun. Thus, whether the word before it be a Noun, Verb, or Adjective, the word following it is a Noun.

64. Words showing relation may also be followed by Pronouns ; as :—

The man is *behind* me.
Your father arrived *before* you.
I was sorry *for* them.

65. Here are further examples of words standing before Nouns or Pronouns, and showing the relation between the things named and something else :—

Whittington became Lord Mayor *of* London.
The postman is *at* the door.
I shall be *with* you *at* noon.
The dog ran *after* the beggar.
The boy fell *off* the bridge.
The message came *from* the queen.
The sword *of* the soldier was *by* his side.

Exercise 56.

Pick out the words placed before Nouns or Pronouns to show relation as in the examples just given.

The man is in the house. The children stayed at Brighton during the holidays. The tree was struck by lightning. The pupil was absent without leave. The mother was thinking about the best food for her sick child. The cow jumped over the moon. The dish ran away with the spoon. Look behind you. The horse walked round the field. The band was playing opposite the window. Germany is beyond the ocean. The top of the mountain is above the clouds. He will not act against my wishes. She lent this book to me. I brought these flowers for you.

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

66. A word which is placed before a Noun or Pronoun to show the relation between the thing named and something else is called a Preposition.¹

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

Exercise 57.

Pick out the Prepositions.

There was an owl lived in an oak. Wee Willie Winkie runs through the town. Old Mother Hubbard went to the cupboard. A little cock-sparrow sat on a tree. Three mice went into a hole to spin. Jack and Jill went up the hill. The mouse ran up the clock. Here we go round the mulberry bush. He made them dance out of Scotland into France. Tom ran crying down the street. What shoes are made without leather? We walked along the path towards the village. The church stands among the trees. The shepherd was amidst his flock. We have been in Washington since Christmas, and shall stay till Easter. Adown the glen rode armed men.

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

I'll tell you a story
About Jack-a-Nory.

The spirit of your fathers
Shall start from every wave.

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

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

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

The castle's bound
I wander round
Amidst the grassy graves.

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

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

67. Some words may be used either as Adverbs or as Prepositions ; thus :—

As Adverbs.

Jack and Jill went *up*.
 Jack fell *down*.
 Mary walked *in*.
 The servant was standing
behind.
 Come *on*.

As Prepositions.

Jack and Jill went *up* the hill.
 Jack fell *down* the slope.
 Mary walked *in* the garden.
 The servant was standing
behind me.
 Come *on* deck.

68. Note :¹

(1) That an Adverb always goes with some Verb.² In the examples just given—

up goes with the Verb *went* ;
down goes with the Verb *fell* ;
in goes with the Verb *walked* ;
behind goes with the Verb *was standing* ;
on goes with the Verb *come*.

(2) That a Preposition always has a Noun or Pronoun following it. In the examples just given—

up is followed by the Noun *hill* ;
down is followed by the Noun *slope* ;
in is followed by the Noun *garden* ;
behind is followed by the Pronoun *me* ;
on is followed by the Noun *deck*.

(3) That an Adverb can generally be moved by itself³ from one part of the sentence to another, but a Preposition can only be moved with the Noun or Pronoun following it. Thus we can say :—

He *often* comes to London ;
 He comes *often* to London ;
 He comes to London *often* ; or
Often he comes to London ;

¹ See 'Notes for Teachers,' p. 267, Note 18.

² The Adverbs which go with Adjectives or other Adverbs are not used as Prepositions.

³ This is not true of Interrogative or Conjunctive Adverbs.

but if we move *to* we must move *London* with it ; thus :—

He *to London* often comes ;
To *London* he often comes.

Exercise 58.

a. Say of each word printed in italics whether it is an Adverb or a Preposition.

Stand *by*. Stand *by* me. The child peeped *in*. The child was *in* the field. Tom lagged *behind*. The garden is *behind* the house. The groom was thrown *off*. The groom was thrown *off* his horse. The spire is *above* the church. The spire points *above*. He told me not to walk *on*. He told me not to walk *on* the grass. We went *up* and *down*. We went *up* and *down* the street. Look *around*. Look *around* you. The boatman rowed *across*. The boatman rowed *across* the harbor. The ship glides *along*. They went *along* the road.

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

Polly, put the kettle *on* . . .
Sukey, take it *off* again.

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

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

b. Use each of the following words in a sentence, first as an Adverb and then as a Preposition :—

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

Learn

69. A Preposition is a word placed before a Noun or Pronoun to show the relation between the person or thing named and some other person or thing.¹

¹ See 'Notes for Teachers,' p. 257, Note 19.

CONJUNCTIONS.

70. Certain words are used to join

(1) Other words,¹ as :—

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

(2) Phrases, as :—

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

(3) Sentences, as :—

Edward is liked *because* he is kind.
I think *that* he is coming.

Examples of joining words.

<i>First Sentence.</i>	<i>Joining Word.</i>	<i>Second Sentence.</i>
Pierre is French	and	Karl is German.
Annie is clever	but	her brother is a dunce.
Walter says	that	this clock is slow.
I believe him	because	he is truthful.
Fred went to bed	for	he was tired.
The girl walked carefully	lest	she should fall.
The children will come	if	they can.
We shall be with you at ten	unless	the train be late.
He came	though	the day was wet.
She must know	whether	she did it.
You may go out for a walk	as	it is fine.

Exercise 59.

Pick out the joining words.

Edward is honest and truthful. The child was tired and sleepy. The brother or the sister will pay you a visit. The man was contented though

¹ When the pupil comes to study elliptical sentences he will see that the Conjunctions (except, in some cases, *and*) really join *sentences*.

poor. Will you have tea or coffee? The third boy in the class is clever but careless. The little girl has travelled much though she is young. You will get the prize if you deserve it. The story is true though you do not believe it. Tom was disliked because he was bad-tempered. I know Mr. Jones called, for I saw him. You will never succeed unless you try. It is certain that you are wrong. One will be taken and the other left. Tell me whether you understand. The man did not hear, as he was deaf.

Exercise 60.

Fill the blanks with joining words.

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

71. Joining words sometimes go in pairs, as:—

We expect *both* our uncle *and* our aunt.

The butcher has *either* beef *or* mutton.

He has *neither* pork *nor* veal.

I shall go, *whether* you come *or* not.

Exercise 61.

Pick out the joining words.

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

72. Joining words which do nothing but join are called Conjunctions.¹

Adverbs sometimes and Relative Pronouns² always join sentences, but those parts of speech do other work at the same time; a Conjunction only joins.³

¹ Con-junction, a joining together; from the Latin *con*, together, and *unctio* (Gen. junction-is), a 'joining' (from *unct-us*, p. p. of *jung-ere*, 'to join').

² See paragraphs 186-190.

³ See 'Notes for Teachers,' p. 257, Note 20.

73. When two sentences are joined by a Conjunction the sentence before which the Conjunction comes is, strictly speaking, the second, but it is often placed first; thus:—

First sentence first.

<i>First sentence.</i>	<i>Conjunction.</i>	<i>Second sentence.</i>
I love him	because	he is kind.
He will come	since	you invite him.
The day was pleasant	although	it was rather cold.
Send for me	if	you want me.
I will come	unless	I hear from you.
It is true	that	my father was here.
I went home	as	I was not wanted.

Second sentence first.

<i>Conjunction.</i>	<i>Second sentence.</i>	<i>First sentence.</i>
Because	he is kind	I love him.
Since	you invite him	he will come.
Although	it was rather cold	the day was pleasant.
If	you want me	send for me.
Unless	I hear from you	I will come.
That	my father was here	is true.
As	I was not wanted	I went home.

Exercise 62.

Rearrange the following sentences, placing second those before which the Conjunction comes:—

As the weather was wet the children did not go out. If you're waking call me early. Because the horse was old its unkind master shot it. Although the wind was fair the ship did not sail. Unless you attend you will not learn. Since the boy is sorry we will forgive him. That I have taken away this old man's daughter is most true. If you do not sow you cannot expect to reap. Though often told of his faults he does not mend them. As you are trying you deserve to succeed. That you were absent is a pity. Unless you put coal on the fire it will go out.

Exercise 63.

Pick out the Conjunctions.

One man spoke and three men listened. The flowers are cut but they are not yet dead. The horse could not go further because it was tired. Your brother will come if you ask him. We see that you are unwilling. Who can tell whether Jack is coming? Mr. Smith is honest but mistaken. Neither this man sinned nor his parents. The workman finished his work and then went home. He ran to the station but he missed the train. William or his sister will be there. I forget whether it happened on Tuesday or on Friday. Except these abide in the ship ye cannot be saved. Except ye repent ye shall all likewise perish. Love not sleep lest thou come to poverty. Whether he was guilty or not is still doubtful. Troy was taken though Hector defended it. Blessed are the merciful for they shall obtain mercy. It has been neither too hot nor too cold to-day. Hear counsel and receive instruction that thou mayst be wise in thy latter end.

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

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

If I had but [= only] a pair of wings
 I'd join you in the sky.

He is callèd by thy name,
 For He calls himself a Lamb.

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

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

Hush, Tom ! never mind it, for when your head's bare,
 You know that the soot cannot spoil your white hair.

Exercise 64.

Say what Part of Speech each word is, thus :—

Jane cried because she fell.

Jane	Is the name of a person.	Therefore it is
cried	Tells what she did.	A Noun.
because	Joins the two sentences, 'Jane cried' and 'she fell.'	A Verb.
she	Stands for the Noun <i>Jane</i> .	A Conjunction.
fell.	Tells what she did.	A Pronoun.
		A Verb.

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

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

The boy returned, for his father wanted him,

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

Learn

74. A Conjunction is a joining word.¹

INTERJECTIONS.

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

Exercise 65.

Pick out the words which show some feeling.

Alas! he is already dead. Alas! poor Yorick. Tush! never tell me that. Well-a-day! it is but too true. Tut, tut! that is all nonsense. Hey!

¹ See 'Notes for Teachers,' p. 257, Note 21.

come here. O! for a falconer's voice. Hurrah! our side has won. Bravo! that was well done. Hush! the baby is asleep. Fie! A soldier and afraid! Ah! the cowards. Oh! what beautiful flowers. Heigh-ho! I am tired of waiting.

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

Bah! bah! black sheep,
Have you any wool?

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

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

Ho! maidens of Vienna! ho! matrons of Lucerne,
Weep, weep for those who never will return.

76. A word which is thrown into a sentence to show some feeling of the mind is called an Interjection.¹

Strictly speaking the Interjection is no Part of Speech.

Learn

77. An Interjection is a word thrown into a sentence to show some feeling of the mind.

REVIEW.

Learn again

78. A Noun is the name of anything.

79. 'A Verb is a word by means of which we can say something concerning some person or thing.'—*Mason*.

80. A Pronoun is a word used instead of a Noun.

81. An Adjective is a word joined to a Noun (or Pronoun) to

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

show what sort of, how many, how much, or which persons or things are spoken of.¹

82. An Adverb is a word joined to a Verb, Adjective, or other Adverb to add to its meaning.

83. A Preposition is a word placed before a Noun, or Pronoun, to show the relation between the person or thing named and some other person or thing.

84. A Conjunction is a joining word.

85. An Interjection is a word thrown into a sentence to show some feeling of the mind.

Exercise 66.

Say what Part of Speech each word printed in italics is.

Farmers *till* the ground. The miller *ground* the corn. Stay *till* Sunday. Look in the *till*. Mary lives in a beautiful *place*. *Place* the candle on the table. The people *pay* taxes. The king *taxes* the people. The laborer's *pay* is small. The laborer is worthy of his *hire*. The farmers *hire* servants. The *weather* is fine. The ship can *weather* the storm. *Ring* the bell. Mary has a pretty *ring*. There is a *fly* on the window. Swallows *fly* very far. Bob is a *fast* pony. Bob runs *fast*. The soldiers gave three *cheers*. The father *cheers* his *little* boy. The boy was *little* hurt. Who can *calm* the stormy sea? After the storm comes a *calm*. The day was *calm*. No man can *still* the waves. The waves are *still*. The waves are *still* raging. Whiskey is made in a *still*. The children made a *snow* man. There is *snow* on the *mountain*. The *mountain* air is keen. The *summer* sun is warm. The sun is warm in *summer*. There are many *city* companies. There are many companies in the *city*. Shepherds *water* their flocks. Shepherds give *water* to their flocks. All the people *praise* him. All the people give him *praise*. John tried to *better* himself. John is *better*. *Shut* the door. The door is *shut*. Iron is *common*. The ass was grazing on the *common*. Tom lagged *behind*. The garden is *behind* the house. He told me not to walk *on*. He told me not to walk *on* the grass. We went *up* and *down*. We went *up* and *down* the street. William came first; James came *after*. William came *after* me. My brother cannot stay *till* then. My brother cannot stay *till* Sunday.

¹ Or, 'An Adjective is a word joined to a Noun to limit its application.'—*Bain*.

Exercice 67.

Say what Part of Speech each word is in the following sentences, thus :—

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

Therefore it is

The	Points out <i>wedding-guest</i> .	An Adjective.
wedding-guest	Is the name of a person.	A Noun.
here	Goes with the Verb <i>beat</i> to show when.	An Adverb.
beat	Tells what the wedding-guest did.	A Verb.
his	Stands for the Noun <i>wedding-guest</i> .	A Pronoun.
breast	Is a name.	A Noun.
for	Joins the two sentences 'The wedding-guest here beat his breast,' and 'He heard the loud bassoon.'	A Conjunction.
he	Stands for the Noun <i>wedding-guest</i> .	A Pronoun.
heard	Tells what he did.	A Verb.
the	Points out <i>bassoon</i> .	An Adjective.
loud	Shows the kind of bassoon.	An Adjective.
bassoon	Is the name of a musical instrument.	A Noun.

I lost my poor little doll.
I never could find where she lay.
The days are cold, the nights are long.
The kitten sleeps upon the hearth.
My little white kitten now wants to go out.
When my mother died I was very young.
Oh green was the corn as I rode on my way.
The clouds are scudding across the moon.
We were crowded in the cabin.
Up rose old Barbara Frietchie then.
Britannia needs no bulwarks.
No useless coffin enclosed his breast.
Slowly and sadly we laid him down.
Three blind mice, see how they run.

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

Hurrah ! hurrah ! a single field hath turned the chance of war.

Two Robin-redbreasts built their nest
Within a hollow tree.

The mountain and the squirrel
Had a quarrel.

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

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

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

Night sank upon the dusky beach and on the purple sea ;
Such night in England ne'er had been nor e'er again shall be.

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

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

PART II.

CLASSIFICATION AND INFLECTION.

NOUNS.

PROPER NOUNS.

Work again Exercises 1 and 2.

86. A word which is the name of a *particular* person, animal, place, or thing, is called a **Proper**¹ **Noun**.

A Proper Noun when written or printed should always have a capital letter.

Exercise 68.

Pick out the Proper Nouns.

King Arthur's sword was called Excalibur. Jupiter was the chief god of the Romans. Melbourne is the largest town in Australia. We get gold from California and Victoria. John struck James with a stick. My dog is called Spot, and Mary's cat is called Snowy. The farmer has a horse, Smiler. The ship was named the *Thunderer*.

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

William sailed from Normandy, landed near Hastings, won a battle at Senlac, marched to London, and conquered England. The Duke of Wellington had a famous charger called Copenhagen. Captain John Smith landed at Jamestown, Va.

¹ From the French *propre*, from the Latin *proprius*, one's own. A Proper Noun is the *own* name of a thing.

COMMON NOUNS.

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

87. A word which is the name of *each* thing belonging to a class of things of the same kind is called a **Common¹ Noun**.

Exercise 69.

Pick out the Common Nouns.

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

ABSTRACT NOUNS.

Work again Exercises 7 and 8.

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

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

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

This drawing away with our minds the quality from the thing which has it, the action from the thing which does it, or the condition from the thing which is in it, is called *abstracting*.²

89. The name of a quality, action or state is called an **Abstract Noun**.

¹ *Common* (from the Latin *commun-is*, shared by several, common) means belonging to more than one; a common is land belonging to many or all.

² Latin *abs*, away from, and *tract-us*, drawn (p.p. of *trah-ere*, to draw).

90. Thinking about the way in which Abstract Nouns are formed greatly helps us to know them.

(1) An Adjective is the Part of Speech which shows quality ; therefore many Abstract Nouns are formed from Adjectives ; as :—

<i>Adjective.</i>	<i>Abstract Noun.</i>	<i>Adjective.</i>	<i>Abstract Noun.</i>
good	good-ness	bold	bold-ness
black	black-ness	dark	dark-ness
noble	nobility	prudent	prudence
honest	honesty	patient	patience
stupid	stupidity	innocent	innocence
pure	purity	temperate	temperance
wide	width	just	justice
true	truth	distant	distance
wise	wisdom	silent	silence

(2) A Verb is the Part of Speech which tells of action ; therefore many Abstract Nouns are formed from Verbs ; as :—

<i>Verb.</i>	<i>Abstract Noun.</i>	<i>Verb.</i>	<i>Abstract Noun.</i>
serve	service	believe	belief
choose	choice	deceive	deceit
relieve	relief	advise	advice
elect	election	defend	defence
protect	protection	conceal	concealment
invent	invention	judge	judgment
move	motion	read	reading
reflect	reflection	please	pleasure
learn	learning	seize	seizure

(3) Abstract Nouns are also formed from Common Nouns ; as :—

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

Exercise 70.*Form Abstract Nouns from**(a) The following Adjectives :—*

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

(b) The following Verbs :—

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

(c) The following Nouns :—

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

Exercise 71.*Pick out the Abstract Nouns.*

The room is twenty feet in length. The baby is in a sweet sleep. Mary attends school with great regularity. Mr. Brown holds an agency for an iron manufacturer. Lazy people take most trouble. The prisoner was accused of a serious crime, but as there was no proof of his guilt he was set at liberty. The driver behaved with cruelty. The beauty of the scene gave us much pleasure. A little learning is a dangerous thing. A little weeping would ease my heart. The quality of mercy is not strained. There was darkness over all. Honesty is the best policy. The sun gives warmth. Virtue is its own reward. Charity covers a multitude of sins. Wisdom is better than strength.

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

Exercise 72.

Pick out the Nouns and say of each whether it is Proper, Common, or Abstract.

Upon Saint Crispin's day
Fought was this noble fray,
Which fame did not delay
To England to carry.

O when shall Englishmen
 With such acts fill a pen,
 Or England breed again
 Such a King Harry ?

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

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

Maud Muller on a summer's day
 Raked the meadow sweet with hay.
 Beneath her torn hat glowed the wealth
 Of simple beauty and rustic health.

Additional sentences :—Exercise 9.

NUMBER.

91. Notice the difference in form between each Noun in the first column and the corresponding Noun in the second column.

<i>One</i> boy.	<i>Two</i> boys.	<i>One</i> topaz.	<i>Two</i> topazes.
<i>One</i> girl.	<i>Two</i> girls.	<i>One</i> valley.	<i>Two</i> valleys.
<i>One</i> dog.	<i>Two</i> dogs.	<i>One</i> lady,	<i>Two</i> ladies.
<i>One</i> hare.	<i>Two</i> hares.	<i>One</i> knife.	<i>Two</i> knives.
<i>One</i> gas.	<i>Two</i> gases.	<i>One</i> ox.	<i>Two</i> oxen.
<i>One</i> ass.	<i>Two</i> asses.	<i>One</i> man.	<i>Two</i> men.
<i>One</i> brush.	<i>Two</i> brushes.		
<i>One</i> peach.	<i>Two</i> peaches.		
<i>One</i> fox.	<i>Two</i> foxes.		

It will be seen that the forms of these Nouns change with the *number* of things spoken of. The form used when speaking of one thing—a *single* thing—is called the **Singular**¹ **Number** ;

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

the form used when speaking of more than one is called the **Plural**¹ **Number**.

92. The Plural number is now most commonly formed by adding *s* to the Singular; as:—

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Table.	Tables.	Book.	Books.
Chair.	Chairs.	Log.	Logs.
Street.	Streets.	Top.	Tops.
Cab.	Cabs.	Cow.	Cows.

Exercise 73.

a. Give the Plural Numbers of:—

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

b. Give fifty Nouns which form their Plural numbers by the addition of s to the Singular.

93. The Plural number was once most commonly formed by adding *es* to the Singular. *Es* is still added to Nouns ending in *s*, soft *ch* (that is *ch* sounded as in *church*), *sh*, *x*, and *z*; as:—

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Gas.	Gas-es.	Rush.	Rush-es.
Grass.	Grass-es.	Box.	Box-es.
Ditch.	Ditch-es.	Topaz.	Topaz-es.

Exercise 74.

Give the Plural Numbers of:—

Moss. Mass. Pass. Guess. Mess. Miss. Glass. Class. Omnibus.
 Patch. Peach. Batch. Latch. Leech. Breach. Witch. Hitch.
 Watch. Hutch. Brooch. Coach. Bench. Wrench. Bush. Wish.
 Hash. Dish. Mesh. Blush. Brush. Tax.

¹ *Plural* from the Latin *plural-is*, more than one, from *plus* (genitive *plur-is*), more.

94. When the Singular number ends in *y* following a vowel,¹ the Plural is formed by adding *s*; if the *y* does not follow a vowel the Plural is formed by changing the *y* into *i* and adding *es*; as:—

<i>Y following a vowel.</i>		<i>Y not following a Vowel.</i>	
<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Valley.	Valleys.	Lady.	Ladies.
Key.	Keys.	Army.	Armies.
Boy.	Boys.	Daisy.	Daisies.

Exercise 75.

Give the Plural Numbers of:—

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

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

Exercise 76.

Give the Plural Numbers of:—

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

96. Some Nouns ending in *o* add *s* in the Plural and some add *es*. In most cases custom only decides which shall be added.

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

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

¹ That is *a*, *e*, *i*, *o*, or *u*.

97. A few Nouns form their Plural Numbers, not by adding *es* or *s*, but in other ways once more common than now :—

(1) By change of vowel ; as :—

<i>Singular.</i>	<i>Plural.</i>
Man.	Men.
Woman.	Women.
Foot.	Feet.
Goose.	Geese.
Tooth.	Teeth.
Mouse.	Mice.

(2) By adding *en*, as :—

<i>Singular.</i>	<i>Plural.</i>
Ox.	Oxen.
Brother.	Brethren.
Child.	Children.

98. Some Nouns have the same form for Singular and Plural ; as *deer*, *sheep*, *swine*, *fish*, *grouse*.

99. Some Nouns have no Singular ; as *banns*, *bellows*, *billiards*, *draughts* [‘ a game of draughts ’], *scissors*, *shears*, *snuffers*, *spectacles*, *trousers*, *oats*, *odds*, *wages*, *premises*, *victuals*.

Exercise 77.

a. *Say what is the Number of each Noun.*

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

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

You little twinkling stars that shine
Above my head so high,
If I had but a pair of wings
I'd join you in the sky.

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

b. Give the Plural numbers of:—

Board. Horse. Book. Bag. Shrub. Gas. Grass. Ditch. Moss.
Patch. Bush. Tax. Valley. Lady. Army. Daisy. Baby. Donkey.
Chimney. Leaf. Calf. Wife. Hoof. Cliff. Echo. Hero. Motto.
Canto. Grotto. Englishman. Foot. Ox. Brother. Deer. Sheep.

c. Give the Singular numbers of:—

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

100. When¹ a Noun is taken without change from a foreign language, it generally keeps its foreign Plural for a time, but after the word comes to be looked upon as thoroughly English it often forms its Plural in the English way.

Nouns with Foreign Plurals.

I.—Latin.

(a) First Declension.

S. Formul-a	P. Formul-æ
Larv-a	Larv-æ
Nebul-a	Nebul-æ

(b) Second Declension.

S. Radi-us	P. Radi-i
Foc-us	Foc-i
Stimul-us	Stimul-i
Termin-us	Termin-i
Dict-um	Dict-a
Dat-um	Dat-a
Effluvi-um	Effluvi-a
Errat-um	Errat-a
Medi-um	Medi-a
Memorand-um	Memorand-a
Strat-um	Strat-a

¹ See 'Notes for Teachers,' p. 257, Note 22.

(c) Third Declension.

S. Apex	P. Apices
Appendix	Appendices
Index (in Algebra)	Indices
Vertex	Vertices
Vortex	Vortices
Axis	Axes
Amanuensis	Amanuenses
Genus	Genera

(d) Fourth Declension.

S. Apparatus	P. Apparatus
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(e) Fifth Declension.

S. Series	P. Series
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II.—Greek.

(a) Second Declension (Neuter).

S. Automat-on	P. Automat-a
Criteri-on	Criteri-a
Phenomen-on	Phenomen-a

(b) Third Declension.

S. Analysis	P. Analyses
Thesis	Theses
Antithesis	Antitheses
Hypothesis	Hypotheses
Basis	Bases
Crisis	Crises
Ellipsis	Ellipses
Miasma	Miasmata

III.—French.

S. Beau	P. Beaux
	Messieurs
	Mesdames

Mon-sieur, the Singular of *Mes-sieurs*, is not used in English. *Mr.* is used in the Singular. So *Mrs.* or *Miss* is generally used in the Singular when *Mes-dames* is used in the Plural.

IV.—Hebrew.

S. Seraph	P. Seraph-im
Cherub	Cherub-im

COLLECTIVE NOUNS.

101. Though an army is made up of many soldiers, the word *army* is Singular. Though a crew is made up of several sailors, the word *crew* is Singular. Similarly the words *flock*, *herd*, *band*, are Singular. These and like words which, while Singular in form, are the names of *Collections* of persons or things, are called **Collective Nouns**.

Collective Nouns may be

Singular : as, *army*, *crew*, *flock*, *herd*, *band* ; or

Plural : as, *armies*, *crews*, *flocks*, *herds*, *bands*.

Exercise 78.

Pick out the Collective Nouns and say of what Number each is.

Abraham had great flocks and herds. Seeing the multitudes, he went up into a mountain. When the army was defeated many regiments suffered severely, and some companies were almost destroyed. Congress appointed a committee to consider the matter. The Jewish nation was made up of twelve tribes and each tribe was made up of a number of families. The nation rejoiced when the fleet was victorious. The police dispersed the mob. The clans were often at war. The jury found the prisoner guilty. The School Board meets every week. The lowing herd winds slowly o'er the lea. Several of the crew deserted. There was a great crowd in the streets. Tom is in the fifth class. The shepherd is watching his flock. The earl was a member of the council. The new committee tried to undo the work of the old.

GENDER.

102. All *things* may be divided into three classes :—

- (1) Things of the male sex ;
- (2) Things of the female sex ;
- (3) Things without life.

Exercise 79.

Say of each of the things named here whether it is of the male sex, of the female sex, or without life.

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

103. All *names* may be divided into three classes corresponding to the three classes into which all things may be divided. They are

- (1) Names of things of the male sex ;
- (2) Names of things of the female sex ; or
- (3) Names of things without life.

104. In the English of the present time each of these classes of names forms a *Gender*.¹

Names of things of the male sex are Nouns of the **Masculine**² Gender.

Names of things of the female sex are Nouns of the **Feminine**³ Gender.

Names of things without life are Nouns of the **Neuter**⁴ Gender.

105. There are some Nouns which do not tell us whether the thing named is male or female ; as, *parent, relative, friend, cousin, bird*. Such Nouns are said to be of **Common Gender**.

Exercise 80.

a. Give the Gender of each Noun.

The man left father, mother, brothers, sisters and all other relatives to travel in a far land. Boys and girls come out to play. The lion and the lamb shall lie down together, and a little child shall lead them.

¹ See 'Notes for Teachers,' p. 257, Note 23.

² *Masculine* from the Latin *masculus*, lengthened from *masculus*, male.

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

⁴ *Neuter* is a pure Latin word, meaning *neither*. Neuter Gender means *neither* Masculine nor Feminine. In origin the word *female* has no connection with the word *male*.

As the husband is, the wife is ; thou art mated with a clown,
 And the grossness of his nature shall have weight to drag thee down,
 So we made the women with their children go ;
 The oars ply back again, and yet again,
 Whilst, inch by inch, the drowning ship sank low,
 Still under steadfast men.

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

Additional Nouns :—Exercise 79.

b. Give the Genders of the following Pronouns :—

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

106. Notice carefully the following Masculines and the corresponding Feminines¹ :—

<i>Masculine.</i>	<i>Feminine.</i>
(1) father	mother
gentleman	lady
son	daughter
uncle	aunt
(2) lion	lion-ess
count	coun-tess
hero	hero-ine
executor	execu-trix
(3) man-servant	maid-servant
he-goat	she-goat

107. It will be seen :—

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

(2) That the Feminine Noun is sometimes formed from the Masculine by a termination.

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

(3) That a Noun of Common Gender is sometimes made Masculine or Feminine by having a Masculine or Feminine word placed before it.

108. I. *Examples of different words for Masculine and Feminine.*

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
bachelor	maid or spinster	boy	girl
boar	sow	brother	sister
bull	cow	buck	doe
bullock, ox or steer	heifer	man	woman
cock	hen	nephew	niece
colt or foal	filly	ram	ewe
drake	duck	sire	dam
earl	countess	son	daughter
father	mother	stag	hind
friar or monk	nun	uncle	aunt
gander	gōose	wizard	witch
gentleman	lady	husband	wife
hart	roe or hind	king	queen
horse	mare	lord	lady

109. II. *Examples of Feminines formed by terminations.*

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

<i>Masculine.</i>	<i>Feminine.</i>
baron	baron-ess
count	count-ess
heir	heir-ess
lion	lion-ess
mayor	mayor-ess
priest	priest-ess
prophet	prophet-ess
shepherd	shepherd-ess
giant	giant-ess
author	author-ess
host	host-ess
Jew	Jew-ess

110. Sometimes the Feminine is made by the addition of *-ess* to a somewhat altered form of the Masculine ; as,

<i>Masculine.</i>	<i>Feminine.</i>
actor	actr-ess
ambassador	ambassadr-ess
benefactor	benefactr-ess
conductor	conductr-ess
elector	electr-ess
hunter	huntr-ess
tiger	tigr-ess
traitor	traitr-ess
master	mistr-ess
abbot	abb-ess
negro	negr-ess
duke	duch-ess
marquis	marchion-ess

111. Some Nouns have the termination *-er* or *-or* in the Masculine, and *-ess* in the Feminine ; as,

<i>Masculine.</i>	<i>Feminine.</i>
cater-er	cater-ess
murder-er	murdr-ess
sorcer-er	sorc r er-ess
emper-or	empr-ess
govern-or	govern-ess

112. A few Masculines are formed from the Feminine ; as,

<i>Feminine.</i>	<i>Masculine.</i>
bride	bride-groom
widow	widow-er

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

<i>Masculine.</i>	<i>Feminine.</i>
hero	hero-ine
czar	czar-ina
administrator	administra-trix
executor	execu-trix
prosecutor	prosecu-trix
testator	testa-trix
sultan	sultana
infant ¹ or infante	infanta
don	donna or doña
signor	signora

114. III. *Examples of Masculine or Feminine Word placed before Common Noun.*

<i>Masculine.</i>	<i>Feminine.</i>
he-bear	she-bear
he-goat	she-goat
man-servant	woman-servant or maid-servant

Exercise 81.

Give the Feminines corresponding to :—

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

NOMINATIVE CASE.

115. The sentence ' Mary writes ' consists of two parts :—

1. The name of the person of whom we are speaking—*Mary*, and
2. What we say about *Mary*—*writes*.

¹ A Spanish or Portuguese prince.

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

The name of the person or thing spoken about is called the **Subject**.

What we say about the Subject is called the **Predicate**.

117. As the Verb is the Part of Speech by means of which we can say something about a person or thing, it follows that there must always be a Verb in the Predicate. In many sentences the Predicate is a Verb alone.

118. When a chemist takes a mixture and separates each part from the rest he is said to *analyse* it; so when we separate a sentence into its different parts we are said to analyse that.

119. In analysing a sentence always look first for the Verb; that will be the whole or part of the Predicate. Then ask 'Who?' or 'What?' before the Verb; the answer will be the Subject.

Thus, *John runs*.

Which is the Verb?—*Runs*.

Therefore *runs* is the Predicate.

Who runs?—*John*.

Therefore *John* is the Subject.

Fire burns.

Which is the Verb?—*Burns*.

Therefore *burns* is the Predicate.

What burns?—*Fire*.

Therefore *fire* is the Subject.

Exercise 82.

a. Analyse thus the sentences given in Exercise 10:—

Sentence.	Subject.	Predicate.
William sings.	William	sings.
Birds fly.	Birds	fly.
Sheep bleat.	Sheep	bleat.
Henry is reading.	Henry	is reading.

b. Analyse similarly the following sentences :—

Rain is falling. Rain has fallen. Stars are shining. Letters have been posted. Lions were killed. Cattle are grazing. Soldiers were watching. School is closed. Traps were set. Donkeys are braying.

Exercise 83.

Place Subjects before the following Predicates :—

Mew. Chatter. Grunt. Ran. Hum. Fly. Crow. Was writing. Has been digging. Are bleating. Is falling. Is coming.

*Additional Predicates :—*Exercise 12.

120. The sentence 'John is coming' makes a statement; the sentence 'Is John coming?' asks a question.

Notice the difference between the two sentences in each of the following pairs :—

<i>Stating sentence.</i>	<i>Questioning sentence.</i>
Bees are humming.	Are bees humming?
Charles has spoken.	Has Charles spoken?
Fred will write.	Will Fred write?
Mary should wait.	Should Mary wait?
Baby fell.	Did baby fall?
Lucy screams.	Does Lucy scream?
Birds sing.	Do birds sing?

Exercise 84.

a. Turn into questioning sentences the stating sentences given in Exercise 82, b, and the following :—

Baby woke. Uncle has come. School has begun. Monkeys climb. Cocks crow. Cats fought. Charlie grows. Fishes swim. Adders sting. Richard came.

b. Turn the following questioning sentences into stating sentences :—

Is Harry sliding? Has aunt called? Did Mrs. Brown send? Will father wait? Is day breaking? Did snow fall? Do horses neigh? Do oxen low? Did Jane hear? Should scholars learn?

121. Before beginning to analyse a questioning sentence, turn it into a stating sentence; thus :—

Question.—Is Fred expected?

Statement.—Fred is expected.

Verb—*is expected.* Who is expected?—*Fred.*

Subject.—*Fred.*

Exercise 85.

Analyse the sentences in Exercise 84, b, and the following :—

Are you attending? Did you hear? Was he sleeping? Is she pleased? Had night begun? Has spring come? Is mother returning? Was Susan knitting? Will Mr. Robinson sing? Has Frank started?

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

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

123. *Analyse a commanding sentence thus :—*

<i>Sentence.</i>	<i>Subject.</i>	<i>Predicate.</i>
Come.	[You]	come.

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

Exercise 86.

Analyse :—

Go. Listen. Attend. Obey. Run. Stop. Halt. Remember. Do help. Do come.

124. Adjectives are joined to Nouns, and as the Subject of a sentence is a Noun (or some word which does the work of a Noun) Adjectives (or words which do the work of Adjectives) may be joined to the Subject. Thus, the sentence 'Boys work' may, by additions to the Subject *boys*, become

The boys work.

These boys work.

Good boys work.

My boys work.

The good boys of the village work.

125. Adverbs are joined to Verbs, and as the Predicate always is (or contains) a Verb, Adverbs (or words which do the work of Adverbs) may be joined to the Predicate. Thus the sentence 'Boys work' may, by additions to the Predicate, become

Boys work *diligently*.

Boys work *now*.

Boys work *in school*.

Boys work *to please their teacher*.

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

126. As the words joined to the Subject, though doing the work of Adjectives, are not always Adjectives, it is convenient to call them, when analysing, *Adjuncts*; and as the words joined to the Predicate, though doing the work of Adverbs, are not always Adverbs, it is convenient to call them also *Adjuncts*.¹

Exercise 87.

Analyse the following sentences, thus :—

<i>Sentence.</i>	<i>Subject.</i>	<i>Adjuncts of the Subject.</i>	<i>Predicate.</i>	<i>Adjuncts of the Predicate.</i>
My sister arrived yesterday.	Sister	my	arrived	yesterday.
The book is lying on the table	Book	the	is lying	on the table.
The trainbands of London marched to Brentford.	Train- bands	the of London	marched	to Brent- ford.

a. Tom's brother will come to-morrow. The careless girl was looking off her book. The laws of the land were often broken. Pretty flowers grow in my garden. The nightingale is singing sweetly. The poor slave was crying bitterly. The golden corn was waving in the sun. The great bell is tolling slowly. The tall trees are shaking in the wind. I am going to London next week.

b. Is the little child sleeping still? Did your father write to you yesterday? Was the garden gate closed just now? Have you been waiting long? Have those new houses been let already? Has your garden been thoroughly weeded?

¹ From the Latin *ad*, to, and *junctus*, joined (p. p. of *jungere*, to join).

c. Listen carefully. Attend to your teacher. Wait for me downstairs. Go to bed at once. Speak softly. Run to school.

127. The principal word in a Subject, when a Noun or Pronoun, is said to be in the **Nominative** ¹ **Case**.

128. In parsing say that the Noun or Pronoun is in the Nominative Case, Subject to the Verb in the Predicate.

Exercise 88.

Pick out the Nouns and Pronouns in Exercise 87 that are in the Nominative Case and say of what Verb each is Subject; thus:—

Brother, a Noun in the Nominative Case, Subject to the Verb will come.

OBJECTIVE CASE.

Read again par. 6, and work again Exercise 13.

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

130. We have seen that the name of the doer is the Subject of the Verb; the name of the person or thing that the action is done to is called the *Object* of the Verb.

Examples of Objects.

<i>Sentence.</i>	<i>Subject.</i>	<i>Predicate.</i>	<i>Object.</i>
Parents love children	Parents	love	children
Children obey parents	Children	obey	parents
Cats catch mice	Cats	catch	mice
Mice fear cats	Mice	fear	cats

¹ From the Latin *nominatus*, p. p. of *nominare*, to name. The Nominative Case is the case of the Subject, and the Subject *names* that about which the Predicate tells,

131. By noticing these sentences it will be seen that the Object can always be found by asking 'Whom?' or 'What?' after the Verb.

Exercise 89.

Analyse the following sentences :—

Soldiers fight battles. Tom missed Fred. Mary is minding baby. Job showed patience. Abraham had faith. Moses possessed meekness. Ravens fed Elijah. Solomon obtained wisdom. Romulus founded Rome. Cæsar invaded Britain.

132. As the Object, like the Subject, is a Noun (or some word which does the work of a Noun) Adjectives (or words which do the work of Adjectives) may be joined to it as to the Subject. Thus the sentence 'Boys learn lessons' may, by additions to the Object, become

- Boys learn *the* lessons.
 Boys learn *their* lessons.
 Boys learn *home* lessons.
 Boys learn *difficult* lessons.
 Boys learn lessons *about Verbs*.
 Boys learn *their difficult home* lessons *about Verbs*.

Exercise 90.

Analyse the following sentences, thus :—

<i>Sentence.</i>	<i>Subject.</i>	<i>Adjuncts of the Subject.</i>	<i>Predicate.</i>	<i>Object.</i>	<i>Adjuncts of the Object.</i>	<i>Adjuncts of the Predicate.</i>
The horse is drawing a heavy load of bricks now.	Horse	the	is drawing	load	a heavy load of bricks	now
Many birds build beautiful nests.	Birds	many	build	nests	beautiful	
A big dog bit my sister's little boy yesterday.	Dog	a big	bit	boy	my sister's little	yesterday

The servant dusted every room carefully. The firemen threw tons of water on the fire. Little Fred loves his kind sister dearly. Tom's parrot

whistles several tunes correctly. Nellie met her young cousin at the station. We saw our neighbour's three children in the park. Some thief stole the farmer's best horse. A clever policeman caught the artful thief. The heavy rains beat the ripe barley down. The gardener grows fine crops of potatoes. He won several valuable prizes. The tall poppies lifted their gay heads proudly.

Exercise 91.

In the following sentences supply Objects with or without Adjuncts :—

We have lost our . . . The dog has killed . . . The woodman felled . . . The old gardener is watering . . . The birds are singing . . . The cook is making . . . William is expecting . . . James dislikes . . . The brave sailor saved . . . The sun gives . . . The children took . . . The skilful smith made . . .

133. Every Predicate has a Subject, but it is not every Predicate that has an Object. If the question 'Whom?' or 'What?' asked after the Verb gives no answer the Verb has no Object.

Exercise 92.

Pick out the Verbs which have Objects.

William is reading a pretty story. The window has been broken. The child was sleeping. The cook made a nice pudding. The fire is burning brightly. The soldier was wounded in the arm. The girl has found her father. I am looking for my cap. She met her friend at the fair. Mr. Jones lives in Leicester. My father loves me. Jane's new dress has been torn. The carpenter made a wheelbarrow. The wind is blowing fiercely. Tom was beaten. We should love our enemies.

134. The same Verb may have an Object in one sentence and no Object in another; thus:—

James is writing. 'Is writing what?' No answer; therefore no Object.

James is writing a letter. 'Is writing what?' A letter; therefore an Object, *letter*.

Exercise 93.

Pick out the sentences which contain Objects.

Mary woke. Mary woke her mother.

Tom is reading 'Robinson Crusoe.' Tom is reading.

The rain was beating against the window. The driver was beating his horse.

The waves broke on the shore. The poor man broke his arm.

Wasps sting some people. Wasps sting.

Doctors formerly bled their patients. The wound bled freely.

Mary is playing with her doll. Mary is playing the piano.

The wet ground is drying. The sun is drying the wet ground.

The fire was burning brightly. The fire was burning the carpet.

That clock strikes the hours. That clock strikes loudly.

Jane knits. Jane knits stockings for her father.

The workmen are digging. The workmen are digging a ditch.

135. The principal word in the Object, when a Noun or Pronoun, is said to be in the **Objective Case**.

136. In parsing say that the Noun or Pronoun is in the Objective Case governed by the Verb.

Exercise 94.

Pick out the Nouns and Pronouns in the Objective Case in Exercises 89 and 13, and say by what Verb each is governed.

Work again Exercises 56 and 57.

137. Prepositions as well as Verbs govern the Objective Case. The Objective Case is found by asking 'Whom?' or 'What?' after the Preposition; thus:—

Ellen is with her father. Preposition, *with*. With whom? Her father. *Father* is in the Objective Case governed by the Preposition *with*.

138. Every Preposition must always have a Noun or Pronoun in the Objective Case going with it.

Exercise 95.

In Exercise 57 pick out the Prepositions and say what Nouns or Pronouns they govern in the Objective Case.

POSSESSIVE CASE.

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

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

<i>Singular.</i>	<i>Plural.</i>
A <i>bird's</i> wings	The <i>birds'</i> wings
The <i>man's</i> hat	The <i>men's</i> hats
<i>Moses'</i> life	
For <i>goodness'</i> sake	

141. The form of the Noun (or Pronoun) which is used to show that something belongs to the person or thing named is called the **Possessive Case**.

142. The Possessive Case of a Noun in the Singular Number is formed by adding an apostrophe (') and *s*; as, 'The *bird's* wing,' 'The *man's* hat.'

143. If the Noun in the Singular Number already ends in a hissing sound the *s* of the Possessive is often left out: as in 'Moses' law,' 'Euripides' plays,' 'Socrates' questions,' 'For goodness' sake,' 'For conscience' sake,' 'In justice' cause,' 'For Jesus' love.'

144. The putting in or leaving out of the *s* in such cases is very much a matter of taste. We can say 'James's book' or 'James' book.' 'Moses's law' would sound disagreeable to most people; perhaps 'The law of Moses,' 'The plays of Euripides,' 'The questions of Socrates' would be the better forms.

145. When the Noun in the Plural ends in *s* the Possessive is shown by adding an apostrophe only: as 'Birds' wings,' 'Boys' games.' When the Noun does not end in *s* an apostrophe and *s* are added: as 'Men's gloves,' 'Children's books.'

146. The names of things are rarely put in the Possessive Case, the Objective Case with *of* being used. We say 'A man's leg,' 'A horse's leg,' but 'The leg of a table,' not 'A table's leg.'

147. The Noun upon which the Possessive Case depends is sometimes 'understood.' Thus, 'I am going to stay at Brown's for a week,' means 'I am going to stay at Brown's house;' 'St. Peter's' probably means 'St. Peter's Church.'

148. After a Pronoun in the Possessive Case there is often no Noun: as, 'This is *my* book; where is *yours*?'

Note that *ours*, *yours*, and *theirs* have no apostrophe.

Exercise 96.

a. *Pick out the Nouns in the Possessive Case and say what Noun each depends on.*

The singer's voice is sweet. We watched the eagle's flight. The boy's book is new. The children's clothes are clean. The police found the thieves' plunder hidden in the cellar. The butchers' shops were all closed. Samson tied foxes' tails together. The farmer bought hay for his oxen's food. For goodness' sake listen. Socrates' wife was a scold. Moses' grave is unknown. The ladies' dresses were beautiful. Hercules' strength was wonderful. We buy sugar at a grocer's and paper at a stationer's. They live in kings' courts. Thomas More disobeyed Henry for conscience' sake. The vault was full of men's bones. The people whisper of good Polonius' death. In this place ran Cassius' dagger through. Peter's wife's mother lay sick of a fever. Swift was Dean of St. Patrick's. William stayed at his brother's.

b. *Pick out the Pronouns in the Possessive Case and say what Noun each depends on.*

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

c. *Write the Possessive Case Singular of:—*

Moses. Aristides. Socrates. Francis. Æneas. Ulysses. Mr. Richards. Conscience. Goodness. Justice.

d. *Write the Possessive Case Singular and Plural of:—*

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

e. *Turn the following into the Possessive Case :—*

The spirit of your fathers. The life of man. The minds of your daughters. The voice of the duke. The customs of the Turks. For the sake of conscience. The dagger of Cassius. The plays of Shakespeare. The books of the boys. The strength of Hercules. The fleetness of the horse.

PLACE OF SUBJECT AND OBJECT.

149. In a stating sentence the Subject is generally placed before the Verb and the Object after the Verb, but words are often put out of their usual places when stress has to be laid on them. Thus, when Carlyle says, 'Two men I honour and no third,' he draws more attention to the Object *men* than if he said, 'I honour two men and no third.'

150. In poetry the Subject and Object are often put out of their usual places; as, 'Now fades the glimmering landscape on the sight;' 'Your glorious standard launch again.'

Exercise 97.

a. *Pick out the Predicate and Subject.*

Up rose old Barbara Frietchie then. Steadily blows the north-east wind. There stood proud forms around the throne. Up flew the windows all. Away went Gilpin. Down ran the wine into the road. There came a burst of thunder sound. Then up arose her seven brethren. Down went the *Royal George*. Then blooms each thing. Out spoke the hardy Highland wight. Adown the glen rode armed men. And there lay the steed with his nostril all wide. Then went I to a garden. Then pledged we the wine-cup.

Underneath this sable hearse
Lies the subject of all verse.

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

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

b. *Pick out Predicate, Subject, and Object.*

His warm blood the wolf shall lap. My sorrows I then might assuage. The morning feast with joy they brought. A kingly crown he wore. No

comfort could I find. The ant its labors has begun. Thou thy worldly task hast done. In her attic window the staff she set. His corse to the ramparts we hurried. And there a little girl I found. Patent eyes, indeed, you have. No falsehood he will tell. 'Hearts of oak,' our captains cried. Ten spears he swept within his grasp. Their furrow oft the stubborn glebe has broke. One new-made mound I saw close by. The hoary Alpine hills it warmed. His irons you still from the road may espy. Thee haughty tyrants ne'er shall tame.

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

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

I of good George Nidiver
Now the tale will tell.

The pavement damp and cold
No smiling courtiers tread.

REVIEW.

Learn again

151. A Noun is the name of anything.

152. A Proper Noun is the name of some particular person, animal, place, or thing.

153. 'A Common Noun is a word that is the name of each thing out of a class of things of the same kind.'—*Mason*.

154. An Abstract Noun is the name of a quality, action, or state.

155. Nouns have two Numbers—Singular and Plural.

156. The Singular Number is used when speaking of one, the Plural when speaking of more than one.

157. A Collective Noun is one which, while Singular in form, is the name of a collection of persons, animals, or things.

158. Nouns have three Genders—Masculine, Feminine, and Neuter.

A Noun in the Masculine Gender is the name of anything of the male sex.

159. A Noun in the Feminine Gender is the name of anything of the female sex.

160. A Noun in the Neuter Gender is the name of anything that has no life.

161. A Noun which may be the name of a thing of the male sex or of the female sex is said to be of Common Gender.

162. Every sentence has a Subject and a Predicate. Many sentences have Objects.

163. The Predicate is a Verb, or a Verb and something else.

164. The Subject is found by asking 'Who?' or 'What?' before the Predicate.

165. The Object is found by asking 'Whom?' or 'What?' after the Predicate.

166. Nouns (and Pronouns) have three Cases—Nominative, Objective, and Possessive.

167. The Noun (or Pronoun) which forms the chief part of the Subject is in the Nominative Case.

168. The Noun (or Pronoun) which forms the chief part of the Object is in the Objective Case.

169. The Noun (or Pronoun) which follows a Preposition is also in the Objective Case.

170. The Possessive Case is the form used to show that something belongs to the person or thing named.

Exercise 98.

Parse all the Nouns and Prepositions in the following Exercise fully, thus:—

James found his sister's gloves in the stable.

James	Noun, Proper, Singular Number, Masculine Gender, Nominative Case, Subject to <i>found</i> .
sister's	Noun, Common, Singular Number, Feminine Gender, Possessive Case, depending on <i>gloves</i> .
gloves	Noun, Common, Plural Number, Neuter Gender, Objective Case, governed by the Verb <i>found</i> .
in	Preposition, governing <i>stable</i> in the Objective Case.
stable	Noun, Common, Singular Number, Neuter Gender, Objective Case, governed by the Preposition <i>in</i> .

Now the hungry lion roars. Merrily rose the lark. Shepherds are watching their flocks. No mate, no comrade Lucy knew. Old Betty's joints are on the rack.

From the neighbouring school
Come the boys.

When the rock was hid by the surges' swell
The mariners heard the warning bell.

No tongue
Their beauty might declare.

Down came the storm and smote amain¹
The vessel in its strength.

PRONOUNS.

PERSONAL PRONOUNS.

Work again Exercises 28 and 30.

Exercise 99.

Pick out the Pronouns ; write those in the Nominative Case in one column, those in the Possessive Case in another column, and those in the Objective Case in another.

I like my new book. Your brother lent his knife to me. We left our hats in the cloak-room. Will you go with us to the park? Jack is waiting in the playground; he wants you to go to him quickly. Mary says that her sister is ill; she caught cold on Friday. The doctor saw her this morning. The dog has hurt its foot; a wheel passed over it. The travellers tried to cross the river, but the swollen waters carried them away, and they lost their lives. That book is interesting; it is full of stories of adventure. If sinners entice thee, consent thou not. Keep thy father's commandments.

171. A Noun in the Possessive Case is always followed by another Noun, expressed or understood, but a Pronoun in the Possessive Case is not always followed by a Noun.

¹ Violently and suddenly.

Exercise 100.

Pick out the Pronouns in the Possessive Case.

This book is mine; where is yours? There is a porch to Mr. Smith's house, but there is no porch to ours. The thief said that the purse was his, but the lady knew that it was hers. The brothers thought that James's prize was better than theirs. Give me that heart, Castara, for 'tis thine.

172 The Pronouns which are used when a person is speaking of himself, or of himself and others, are said to be of the **First Person**; as 'I went with *my* brother to London; *our* father met *us* at the station and *we* went with him to the Tower.'

173. The Pronouns which are used when speaking to others of themselves are said to be of the **Second Person**, as

'Hail to *thee*,' blithe spirit,
Bird *thou* never wert,
That from heaven or near it
Pourest *thy* full heart
In profuse strains of unpremeditated art.'

'Why, friends, *you* go to do *you* know not what;
Wherein hath Cæsar thus deserved *your* loves?'

174. The Pronouns used when speaking about persons or things, but not to them, are said to be of the **Third Person**; as 'I met Tom and Mary; *he* was taking *his* father's horse to *its* stable; *she* was calling *their* fowls together to give *them* the food which *she* had in *her* apron.'

NOTE.—Every Noun *in a sentence*, being the name of something spoken *about*, is in the Third Person.

Exercise 101.

Say of what Person each Pronoun in Exercises 99 and 100 is.

¹ The skylark.

175. The results obtained from working Exercises 99, 100, and 101 may be shown in a table, thus:—

First Person.	Second Person.	Third Person.		
		Masculine Gender.	Feminine Gender.	Neuter Gender.

Singular Number.

Nominative Case	I	Thou	He	She	It
Possessive Case ¹	My, mine	Thy, thine	His	Hers, her	Its
Objective Case	Me	Thee	Him	Her	It

Plural Number.

Masculine, Feminine, and Neuter.

Nominative Case	We	You, ye	They
Possessive Case	Our, ours	Your, yours	Their, theirs
Objective Case	Us	You	Them

176. These Pronouns are called **Personal Pronouns**.

The name is not altogether a good one for those of the Third Person, because

(1) In the oldest English they were not Personal Pronouns (See par. 460).

(2) Those of the Neuter Gender do not stand for the names of *persons*.

Read again par. 30.

177. The Pronoun of the Second Person Singular (*thou*, with *thy*, *thine*, and *thee*) was formerly used

(1) When close friends were speaking to one another; as,

Falstaff.—*Thou* wilt be horribly chid to-morrow when *thou* comest to *thy* father; if *thou* love me practise an answer.

Prince Henry.—Do *thou* stand for my father.

SHAKESPEARE: *First Part of King Henry IV.*, ii., 4.

(2) When a person was speaking to his servant or to some one else beneath him; as,

King Lear.—Follow me; *thou* shalt serve me; if I like *thee* no worse after dinner I will not part from *thee* yet.

SHAKESPEARE: *King Lear*, i., 4.

¹ These forms of the so-called Possessive Case are here given in accordance with the usage of grammarians, but they are, in modern English, really Possessive Adjectives, and should be so parsed.

(3) When a person wished to be rude.

Thus, during the trial of Sir Walter Raleigh, Coke said to him, 'Thou art a monster; thou hast an English face but a Spanish heart . . . for I *thou thee, thou traitor.*'

178. The Pronoun of the Second Person Singular is now used—

(1) In poetry, as

Little lamb, who made *thee* ?
Dost *thou* know who made *thee* ?—*Blake.*
Sleep on, *thou* mighty brave,
A glorious tomb they've found *thee*.—*Lyte.*

(2) In speaking to God ; as

O Lord, our Lord and spoiler of our foes;
There is no light but *Thine* ; with *Thee* all beauty glows.
Keble.

179. The Pronoun of the Second Person Plural (*you*, with *your* and *yours*) is now used even when speaking to one person.⁴

180. *Ye* is now used in poetry only ; as

Why perch *ye* ² here,
Where mortals to their Maker bend ?
Can your spirits fear
The God *ye* never could offend ?—*Sprague.*

181. The translators of the authorized version of the Bible, and careful writers of their time used *ye* for the Nominative, and *you* for the Objective ; as, ' *Ye* shall be named the Priests of

⁴ In modern languages generally the Second Person Singular seems to be avoided in polite speech. In German, French, and Italian, for example, the Second Person Singular is still used as it formerly was in English, but in speaking to equals or superiors Germans use the Third Person Plural, French people use the Second Person Plural, as we do, and the Italians use the Feminine Gender of the Third Person Singular ; thus :—

GERMAN.—*Haben Sie das Pferd?* 'Have you [literally they] the horse?'

FRENCH.—*Avez-vous le cheval?* 'Have you [Plural] the horse?'

ITALIAN.—*Ha Ella il cavallo?* 'Have you [literally has she] the horse?'

This *ella* is really the Pronoun standing for the Feminine Noun *eccellenza*, *excellency*, and the sentence means 'Has it [*that is your excellency*] the horse?'

² Swallows which flew into church during service.

the Lord ; men shall call *you* the Ministers of our God.—*Isaiah* lxi., 6.

Careless writers did not observe this distinction. In Shakespeare's 'Julius Cæsar' (iii., 1), for instance, we find

I do beseech *ye* if *you* bear me hard

REFLEXIVE¹ PRONOUNS.

Work again Exercise 36.

182. A Pronoun is called Reflexive when, being the Object in a sentence, it stands for the Noun which is the Subject, or for the same Noun as the Pronoun which is the Subject.

Examples of Reflexive Pronouns.

I love *myself*.

Thou lovest *thyself*.

John } loves *himself*.
He }

Jane } loves *herself*.
She }

The dog loves *itself*.

We love *ourselves*.

You love *yourselves*.

George and John } love *themselves*.
They }

183. It will be seen that the Reflexive Pronouns are formed by adding *self* (Singular) or *selves* (Plural) to some case of the Personal Pronouns. The *self* or *selves*, however, is not an essential part of the Reflexive Pronoun. The Personal Pronoun alone is sometimes used reflexively. This was more common formerly, especially in poetry.

Examples.

I thought *me* richer than the Persian king.—*Ben Jonson*.

I do repent *me*.—*Shakespeare* ('Merchant of Venice').

¹ From the Latin *re*, back, and *flectus*, p. p. of *flectere*, to bend. A Reflexive Pronoun is used when the action is, so to speak, bent back upon the Subject, that is when the Subject and Object denote the same,

I'll lay *me* down and die.—*Ballad*.

Come, lay *thee* down.—*Lodge*.

The poor contents *him* with the care of heaven.—*Pope*.

Moses gat [= got] *him* up into the mount.—*Ex. xxiv., 18*.

They were commanded to make *them* ready.—*J. Fox*.

Exercise 102.

a. Pick out the Reflexive Pronouns.

I struck myself with the hammer and hurt myself very much. Why do you not wash yourself, you dirty boy? The soldier held himself upright. The cat sees itself in the looking-glass. She almost hates herself for her stupidity. Help yourself and others will help you. The travellers found themselves in the middle of a deep wood. An adder does not sting itself. The jug did not break itself. The giant raised himself slowly. We cannot see ourselves as others see us.

b. Supply Reflexive Pronouns.

Little Mary burnt . . . Frank threw . . . on the ground. The children put . . . to bed. He rid . . . of all his enemies. The hunters lost . . . in the forest. Hide . . . from the dogs. We laid . . . down on the grass.

184. The Pronouns compounded with *self* (or *selves*), besides being used reflexively, are used with Nouns or Personal Pronouns to give greater force to a statement. Thus, 'I *myself* saw it,' is a more emphatic sentence than 'I saw it.'

185. The Pronoun thus used for emphasis may be separated from the word with which it goes. We can, for example, say 'John said so *himself*' or 'John *himself* said so.'

Exercise 103.

a. Pick out the Pronouns used with other words for emphasis.

I myself shot the rabbit. Tom himself brought the news. We ourselves have seen the wreck. You yourself must come. You yourselves must come. Mary herself made the dress. The dog itself rang the bell. The thieves themselves owned the fact.

I bought the book myself. You were asleep yourself. You were asleep yourselves. The men were enjoying themselves. The boy who complained was in fault himself. Jane, also, is writing herself.

b. Say whether the compounds of self or selves are used reflexively or emphatically.

I cut myself. I cut the twig myself. I bit myself. I myself bit that. Tom raised himself from the ground. Tom raised the heavy weight himself. Jack struck the first blow himself. Jack struck himself. The little girl lost herself in the crowded streets. The little girl found the thimble herself. We heard ourselves called. We ourselves heard the rumbling of the earthquake. You must help yourselves. You yourselves must attend. And I myself sometimes despise myself.

RELATIVE PRONOUNS.

186. Here are five pairs of sentences:—¹

That is the boy. The *boy* broke the window.
 That is the man. The *man's* window was broken
 Mary is the girl. You want *Mary*.
 This is the house. Jack built the *house*.
 The knife was lost. The *knife* cost a dollar.

187. The Noun printed in italics in the second sentence can be replaced by a Personal Pronoun, thus:—

That is the boy. *He* broke the window.
 That is the man. *His* window was broken.
 Mary is the girl. You want *her*.
 This is the house. Jack built *it*.
 The knife was lost. *It* cost a dollar.

188. By using a different kind of Pronoun we can combine the two sentences, thus:—

That is the boy *who* broke the window.
 That is the man *whose* window was broken.
 Mary is the girl *whom* you want.
 This is the house *that* Jack built.
 The knife *which* was lost cost a dollar.

¹ See 'Notes for Teachers,' p. 258, Note 24.

Exercise 104.

Combine, as in the examples just given, the following pairs of sentences :—

The boy is crying. The *boy* is called Tom.

The man was hurt. The *man* is better now.

The grocer has sent for the police. The *grocer's* goods were stolen.

The child is very naughty. The father punished the *child*.

My uncle gave me the book. The *book* is on the table.

The horse goes well. I bought the *horse*.

The lady sings beautifully. You see the *lady*.

They did not hear the preacher. They went to hear the *preacher*.

The gentleman is very kind to the poor. You see the *gentleman's* house.

I have just bought an overcoat. The *overcoat* is waterproof.

The tree was a chestnut. The wind blew the *tree* down.

189. Personal Pronouns stand for Nouns. The words that we have now been considering also stand for Nouns (or Pronouns), but they do more—they join sentences. As the Noun (or Pronoun) for which one of these words stands is never to be found in the same sentence with itself they carry the mind back and are therefore called **Relative¹ Pronouns**.

190. The Noun (or Pronoun) for which a Relative Pronoun stands is called its **Antecedent**.²

Exercise 105.

Pick out the Relative Pronouns and their Antecedents.

a. The boy drove away the birds which were eating the corn. People love those who are kind to them. The man who came last night left this morning. This is the rat that eat the malt that lay in the house that Jack built. The machine which was broken has been mended. Blessed is he who has found his work.

b. The girl whose brother you met is very clever. The child whose parents were killed has been placed in a home.

c. The dog fetched the birds which its master had shot. The cousin whom you met is a doctor. Is this a dagger which I see before me? Where

¹ From the Latin *re*, back, and *latus*, p. p. of *ferre*, to carry.

² From the Latin *ante*, before, and *cedent*, from p. of *cedere*, to go.

is the book that you borrowed? The gardener whom we employed was honest. The cow that was lost has been found.

d. He loved the bird who loved the man
That shot him with his bow.

He singeth loud his godly hymns,
That he makes in the wood.

This hermit good lives in that wood
Which slopes down to the sea.

I know the man that must hear me.

The mariner whose eye is bright,
Whose beard with age is hoar,
Is gone.

He prayeth best who loveth best
All things both great and small.

I feel like one
Who treads alone
Some banquet hall deserted,
Whose lights are fled,
Whose garlands [are] dead.

191. The case of a Relative Pronoun is found in the same way as the case of a Noun or of a Personal Pronoun.

Take the sentence 'The friend who called has gone.' *Called* is a verb. Who called? The friend. What word stands for *friend*? *Who*. *Who*, therefore, is in the Nominative Case, Subject to *called*.

Take the sentence 'Mr. Smith is the man whose house you see.' Whose house? Mr. Smith's. What word stands for *Mr. Smith's*? *Whose*. *Whose*, therefore, is in the Possessive Case depending on *house*.

Take the sentence 'This is the man whom I mean.' *Mean* is a verb. Mean whom? The man. What word stands for *man*? *Whom*. *Whom* is therefore in the Objective Case governed by the Verb *mean*.

Note that a Relative Pronoun in the Objective Case comes *before* the Subject.

Exercise 106.

Give the Case of each Relative Pronoun in Exercise 105.

192. Relative Pronouns (like Nouns and Personal Pronouns) are governed in the Objective Case by Prepositions; as, 'John is the friend *on* whom I depended,' or 'John is the friend *whom* I depended on.'

Exercise 107.

Give the Case of each Relative Pronoun.

a. This is the field of which I spoke. Mr. Brown is the teacher to whom we sent our boy. He is a man on whom we can depend. The girl brought the tea for which she was sent.

b. It was my brother's carriage which you saw me in. It was Mrs. West whom they heard the story from. That is the hole which the mouse went into.

193. The Relative Pronoun in the Objective Case is often left out. Instead of saying 'John is the man *whom* we expected' people often say 'John is the man we expected.'

Exercise 108.

Supply the Relative Pronouns which are omitted (or 'understood').

This is the horse Jack bought. It was William who owned the book I found. That is the very thing I was looking for. You are the man we expected. The boy only got the punishment he deserved. Mr. Brown is the gentleman we are waiting for. You should not believe every story you hear. Have you seen the house we live in now? I am monarch of all I survey. It is not linen you're wearing out. Few and short were the prayers we said.

194. We have now taken the Relative Pronouns *who, which,* and *that,* and concerning *who* we can say:—

*Masculine, Feminine and Neuter
Singular and Plural.*

<i>Nominative</i>	who
<i>Possessive</i>	whose
<i>Objective</i>	whom

195. *That* undergoes no change.

196. *Which* may take *whose* in the Possessive Case, as, 'A book *whose* leaves were torn,' but it is more common to say of *which*; as, 'A book the leaves of *which* were torn.'

197. Examine the sentences in Exercise 105.

You will then see that

Who (with *whose* and *whom*) is used when speaking of persons ;

Which, when speaking of animals or things ; and

That, when speaking of persons, animals or things,

198. Shakespeare has such sentences as,

'*That what* we have we prize not to the worth.'

'Look, *what* I speak my life shall prove *it* true.'

In the first, *what* is a Relative Pronoun with the Antecedent *that*; in the second (which may be arranged

'Look, my life shall prove it what I speak true')

what is also a Relative Pronoun with the Antecedent *it*.

199. *What* is still used as a Relative Pronoun, but the Antecedent is never expressed now. *What* may only be used when speaking of one thing. It is therefore always Singular and Neuter.

200. Great care must be taken in deciding the Case of *what*. In the sentence 'He found *what* he was looking for' *what* is in the Objective Case governed by the Preposition *for*. In the sentence 'I know *what* you want' the whole clause 'what you want' is Subject to *know* and *what* is Object to *want*.

Exercise 109.

Determine the Case of each 'what.'

The man means what he says. I know what you came for. What they ask is reasonable. Everybody knew what he was aiming at. No one understood what he said. Samson would not at first tell in what his strength lay. What man dare I dare.

201. *So, ever, and soever* may be added to the Relative Pronouns *who, which* and *what*, as

Whoso eats thereof forthwith attains wisdom.—*Milton*.

I think myself beholden *whoever* shows me my mistakes.—*Locke*.

Whosoever hath Christ for his friend shall be sure of counsel.

South.

Whose-soever sins ye remit they are remitted unto them.

John xx., 23.

With *whomsoever* thou findest thy goods let him not live.

Genesis xxxi., 32.

I will do *whatsoever* thou sayest unto me.—*Numbers* xxii., 17.

It will be seen that these Compound Relatives are used indefinitely and without Antecedents.

202. Shakespeare has such sentences as,

‘These arts they have *as* I could put into them,’

where *as* is clearly used for *which* or some other Relative. In the English of the present day *as* also seems to take the place of a Relative after *such* and *same*; as, ‘The story is not *such* as I like,’ ‘I shall buy the *same* kind of horse *as* you bought.’

203. The Number, Gender, and Person of a Relative Pronoun are the same as the Number, Gender, and Person of its Antecedent. Thus:—

The men who were here have ~~gone~~ ^{gone} away.

ANTECEDENT: *men*, Plural Number, Masculine Gender, 3rd Person.

RELATIVE: *who*, “ “ “ “ “ “

The woman who was here has gone away.

ANTECEDENT: *woman*, Sing. Num., Fem. Gen., 3rd Person.

RELATIVE: *who*, “ “ “ “ “

We, who speak to you, are Germans.

ANTECEDENT: *we*, Plural Number, Common Gender, 1st Person.

RELATIVE: *who*, “ “ “ “ “

What is always Singular Number, Neuter Gender, 3rd Person.
[See par. 199.]

Exercise 110.

Give the Number, Gender, and Person of each Relative Pronoun in Exercise 105.

INTERROGATIVE PRONOUNS.

204. Before *who* (with *whose* and *whom*), *which* and *what* came to be used as Relative Pronouns they were used, as they still are, in asking questions.

Examples.

Who hath woe? *who* hath redness of eyes?

This is my hat; *whose* is that?

Whom do you want?

Which of the scholars is to have the prize?

What did they say?

205. When thus used they are called **Interrogative¹ Pronouns**.

206. *Who?* (with *whose?* and *whom?*) is used when we expect the answer to be the name of a person; *what?* when we expect the answer to be the name of a thing.

207. *Which?* is used when we are asking about a known number of persons or things.

Exercise 111.

Pick out the Interrogative Pronouns and say in what Case each is.

To whom are you writing? Who hath measured the waters? What do you want? For what are they looking? Whom do the people expect? Whose house is that? What is the matter? By whom was the man employed? Whose is the field which was sold? What are you thinking about? Who spoke so loudly? Whom should I trust? What makes that ship drive on so fast? What is the ocean doing?

¹ From the La in *inter*, thoroughly, and *rogatio* (Gen. *rogation-is*), asking, from *rogare*, to ask.

208. *Whether* ? meaning 'which of two?' was formerly used as an Interrogative Pronoun; as '*Whether* is greater, the gold or the temple?'—*Matthew* xxiii., 17.

209. *Which* ? and *what* ? are sometimes used as Interrogative Adjectives; as, 'In *which* book?' 'At *what* time?'

DEMONSTRATIVE, INDEFINITE, AND DISTRIBUTIVE PRONOUNS.

210. We now come to certain words about the treatment of which grammarians differ greatly.¹ These words are:—

1. *This* (Pl. *these*), *that* (Pl. *those*).
2. *One*, *aught*, *naught*, *any*, *other*, *another*, *several*, *divers*, *few*, *many*, *some*, *certain*, *no*, *none*, *all*.
3. *Each*, *every*, *either*, *neither*.

Some writers call all (or nearly all) these words Pronouns, others Adjectives, and others Adjective Pronouns, while some divide them into Pronouns and Adjectives.

Perhaps the simplest plan is to call them Adjectives when they are followed by Nouns expressed or clearly understood, and Pronouns when not so followed.

211. We thus have

1. Demonstrative² Pronouns, as in

This is my book; *that* is yours.

These are my books; *those* are yours.

I am tired; *this* makes me cross.

The day was wet; *that* was why I did not come.

John's conduct is better than *that* of Frank.

And reason raise o'er instinct as you can,

In *this* [the second named, *instinct*] 'tis God directs, in

that [the first named, *reason*] 'tis man.

The busy sylphs surround their darling care,

These set the head and *those* divide the hair.

¹ See 'Notes for Teachers,' p. 258, Note 25.

² From the Latin *de*, fully, and *monstratus*, p.p. of *monstrare*, to show.

2. Indefinite Pronouns, as in

One does not know what to think.

But go, my son, and see if *ought* be wanting
Among thy father's friends.

If this work be of men it will come to *naught*.

I wound and I heal, neither is there *any* that can deliver out of my hand.

Were I king

I should cut off the nobles from their lands,
Desire his jewels and this *other's* house.

And all was done, let *others* judge how well.

In lowliness of mind let each esteem *other* better than themselves.

He can weep his sorrows with *another's* eyes.

Some to the shores do fly,

Some to the woods.

Jehoram slew *divers* of the princes of Israel.

Few, few shall part where *many* meet.

Certain of them with us went to the sepulchre.

Several of my friends have been to India.

Ye shall flee when *none* pursueth you.

Naught's had, *all's* spent

Where our desire is got without consent.

3. Distributive Pronouns, as in

It sat upon *each* of them.

I do not believe *either* of them.

I believe *neither* of them.

Exercise 112.

Say what is the kind and the Case of each Pronoun printed in italics.

This is the new hat and *that* is the old one. *These* are thy works, Parent of good. *Those* are our friends, the Johnsons. *One* hears so many different stories that *one* feels inclined to doubt *ali* of them. *Many* be

called but *few* [be] chosen. Has *aught* been heard of the travellers? We have heard *naught*. I do not want *any* of you boys. The master wants James or John; *either* will do. *Neither* is present this morning. Then he must have *another*. The poor man asked for help but got *none*. I bought five apples; will you have *some* of them? Of animals *some* creep, and *others* walk. There's *one* did laugh. *Each* to *other* hath strongly sworn. Then *either's* love was *either's* life. *Several* of my books are lost. Love *all*, trust *few*, wrong *none*. I smote *certain* of them.

Then *none* was for a party,
And *all* were for the State.

REVIEW.

Learn again

212. A Pronoun is a word used instead of a Noun.

213. Pronouns have three Persons, the First, Second, and Third.

The First Person is used when one is speaking of himself or of himself and others.

The Second Person is used when one is speaking to others of themselves.

The Third Person is used when one is speaking about persons or things, but not to them.

214. Pronouns are—

Personal	<i>I, thou, he, she, it, &c.</i> [See par. 175.]
Reflexive	<i>Myself, thyself, himself, &c.</i> [See par. 182.]
Relative	<i>Who, which, what, that.</i> [See pars. 194-9, and 201.]
Interrogative	<i>Who? which? what?</i>
Demonstrative	<i>This, that,</i> with their Plurals.
Indefinite	<i>One, aught, naught, any, other, another, some, several, divers, few, many, none, all.</i>
Distributive	<i>Each, either, neither.</i>

Exercise 113.

Parse all the Pronouns fully, thus :—

The woman who called this morning said she was coming again to-morrow.

Who	Relative Pronoun, Singular Number, Feminine Gender, Third Person, agreeing with its Antecedent <i>woman</i> , Nominative Case, Subject to <i>called</i> .
She	Personal Pronoun, Singular Number, Feminine Gender, Third Person, Nominative Case, Subject to the Verb <i>was coming</i> .

‘What is truth?’ said jesting Pilate.

He that dies in an earnest pursuit is like one that is wounded in hot blood.

The present scene, the future lot,
His toils, his wants, were all forgot.

If thou wouldst view fair Melrose aright,
Go visit it by the pale moonlight.

Thy secret keep ; I urge thee not ;
Yet, ere again ye sought this spot,
Say, heard ye nought of Lowland war ?

That, father, I will gladly do.

Certain there were who swore to the truth of this.

Signor Antonio commends him to you.

With whomsoever thou findest thy goods let him not live.

Who hath woe ? who hath redness of eyes ?

And all was done ; let others judge how well.

Few shall part where many meet.

It sat upon each of them.

ADJECTIVES.

Work again Exercise 35.

215. An Adjective which tells what sort of person or thing is called an **Adjective of Quality**.

Work again Exercises 36 and 37.

216. An Adjective which tells how much or how many is called an **Adjective of Quantity**.

Work again Exercises 38 and 39.

217. An Adjective that tells which one is called a **Demonstrative Adjective**.

The Adjectives here called Adjectives of Quantity are divided by some grammarians into

Adjectives of Quantity, as *much*; and
Numeral Adjectives, as *one, two*.

The same grammarians divide Numeral Adjectives into

Cardinal Numeral Adjectives, as *one, two*; and
Ordinal Numeral Adjectives, as *first, second*.

A word like *first*, however, gives hardly any notion of number—it may be first of two or first of two thousand—and it does tell which one as much as *that* or *this*; hence it is clearly Demonstrative.

Exercise 114.

Classify the Adjectives in Exercise 40.

Work again Exercises 41 and 42.

218. Adjectives are sometimes used without Nouns.

219. In some cases the mind at once supplies the Noun which is understood. Thus, if I say 'John is a tall man but William is a *taller*,' the hearer at once adds *man* to *taller*.

220. In other cases we do not seem to feel any need for adding the Noun. If I say 'The *rich* do not know how the *poor* live,'

the sentence sounds complete ; indeed, if we add the Noun we must leave out the *the* and say, ' Rich people do not know how poor people live.'

In parsing it is best to call these words ' Adjectives used as Nouns.'

221. There are some Adjectives which are so far used as Nouns that it is perhaps well to call them simply Nouns. These are Adjectives which may have other Adjectives joined to them, and which may form Plurals and Possessives. *Savage, Italian,* and *Christian* are Adjectives in *a savage country, an Italian city, a Christian act*, but they may be treated simply as Nouns in *a noble savage, the Italian's home, true Christians*.

Exercise 115.

Pick out the Adjectives used as Nouns.

Blessed are the meek. Blessed are the merciful. None but the brave deserve the fair. The good alone deserve to be happy. Thy songs were made for the pure and free. We should honor the wise and great. Mr. Scott was always kind to the old and feeble. The blind and the deaf should have our pity and our help. The strong should aid the weak. How are the mighty fallen ! The wisdom of the prudent is to understand His way. The simple believeth every word. The evil bow before the good, and the wicked at the gates of the righteous. The Lord will destroy the house of the proud. Toll for the brave, the brave that are no more.

Read again par. 210.

Exercise 116.

Pick out the Adjectives.

This apple is to be given to that little girl. Those oranges are riper than these lemons. Please bring me one piece of paper ; any piece will do. What time will you leave to-morrow ? What picture do you like best ? Other Romans will arise. The workman has found another place. Several birds were killed by eating some poisoned corn. At sundry times and in divers manners. The truth of that story is certain. We have heard certain strange rumors. The poet speaks thus in a certain place. Many men have many minds. All men are mortal. There was no snow on the ground. Give the book to either sister but to neither brother.

Each horseman drew his battle-blade,
And furious every charger neighed.

And the good south wind still blew behind,
But no sweet bird did follow,
Nor any day, for food or play,
Came to the mariner's hollo.

Read again par. 42.

222. *An* is used

- (1) Before a Vowel ; as, ' *An* acorn,' ' *an* umpire.'
- (2) Before a silent *h*, as, ' *An* hour,' ' *an* honest man.'

A, the shortened form of *an*, is used

- (1) Before a Consonant ; as, *A* tree.
- (2) Before any word beginning with a *u* SOUND ; as, ' *A* European country,' ' *a* university.'

Exercise 117.

Put a or an before the following words :—

Apple. Nut. Orange. Pear. Union. European. Universal. Useful.
Hand. Hour. Honest. Heir. Humble. Ax. House. Home. University.
Umpire. Uniform. Umbrella. Yew. Hue. Cry. Hope. Unique. Unit.
Unitarian. Unjust. Upastree. Usurper. Utilitarian. Book. Ewer. Ewe.
Eve. Invalid. Irishman. Ox. Ass. Donkey. Ear. Year. Oak. Yoke. Awl.
Yawl. Yew.

COMPARISON OF ADJECTIVES.

223. If we were comparing three little girls, Emily, Alice, and Mary, we might say that Emily was *young*, Alice was *young-er*, and Mary was the *young-est* ; or that Emily was *fair*, Alice was *fair-er*, and Mary was the *fair-est* ; or Emily was *short*, Alice was *short-er*, and Mary was the *short-est*.

224. The three forms which Adjectives thus take when we are comparing are called the three **Degrees of Comparison**.

225. The simple form of the Adjective is called the **Positive Degree**.

226. The Comparative Degree is used when speaking of two things.

Many good writers, however, use the superlative even in the comparison of two objects without violation of English idiom; as in "Put your best foot foremost."

227. The Superlative Degree is used when speaking of three or more than three things.

Examples.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Strong	strong-er	strong-est
Hard	hard-er	hard-est
Smooth	smooth-er	smooth-est
Fine	fin-er	fin-est
Coarse	coars-er	coars-est
Pretty	pretti-er	pretti-est
Healthy	healthi-er	healthi-est
Big	bigg-er	bigg-est
Fat	fatt-er	fatt-est

Exercise 118.

Compare the following Adjectives :—

- Cold. Warm. High. Grand. Bold. Brief.
- Large. White. Nice. Blue. Wise. Hoarse.
- Holy. Merry. Busy. Giddy. Greedy. Lovely. Stately. Lonely. Deadly. Brawny. Silly. Sprightly.

228. An examination of the exercise just worked will show

(1) That the Comparative Degree is formed by adding *-er* and the Superlative Degree by adding *-est* to the Positive.

(2) That sometimes the spelling of the Adjective is changed :

(a) When the Adjective ends in *e*, the *e* is dropped ; as, *fine*, *fin-er*, *fin-est*.

(b) When the Adjective ends in *y* after a consonant the *y* is changed into *i* ; as, *pretty*, *pretti-er*, *pretti-est*.

(c) When the Adjective ends in a single consonant after a single vowel the consonant is doubled ; as, *big*, *bigg-er*, *bigg-est*.

229. The rule given for the comparison of Adjectives is true concerning words of one syllable and some words of two syllables.

In other cases the idea of comparison is expressed by putting the Adverb *more* before the Adjective for the Comparative and *most* for the Superlative. Thus we do not say

	earnest	earnest-er	earnest-est
	beautiful	beautifull-er	beautifull-est
but	earnest	more earnest	most earnest
	beautiful	more beautiful	most beautiful.

230. Some Adjectives are compared irregularly ; as,

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Good	better	best
Bad	worse	worst
Little	less	least
Many } Much }	more	most
Late	later } latter }	latest } last }
Old	older } elder }	oldest } eldest }
Far	farther	farthest
No Positive Adjective corresponding } }	further nigher former	furthest nighest } next } foremost } first }

231. The meaning of some Adjectives is such that they cannot be compared. We cannot, for example, compare :—

Adjectives of Quantity (Number) ; as, *one, two, both.*

Demonstrative Adjectives (Strictly) ; as, *this, that.*

(Order) ; as, *second, third.*

Some Adjectives of Quality ; as, *chief, principal, dead, living, supreme, universal.*

Exercise 119.

Compare the following Adjectives :—

Lazy. Ugly. Witty. Red. Slim. Thin. Sad. Glad. Hot. Dim. Mad. Snug. Frail. Deep. Green. Black. Great. Proud. Clean. Vain. Small. Serene. Rude. Tame. True. Remote. Able. Happy. Balmy. Coy. Gay. Cruel. Prudent. Sensible. Dangerous. Virtuous. Ancient. Ungrateful. Learned. Famous. Eloquent. Tender. Polite. Pleasant. Narrow. Noble. Expensive. Heavy. Early. Busy. Lucky.

REVIEW.

Learn again

232. An Adjective is a word joined to a **Noun** (or **Pronoun**) to show what sort of, how many, how much, or which persons or things are spoken of.

Or

‘An Adjective is a word joined to a Noun to limit its application.’—*Bain*.

233. Adjectives of Quality show what kind of person or thing.

234. Adjectives of Quantity show how much or how many.

235. Demonstrative Adjectives show which one.

236. Adjectives have three Degrees of Comparison, the Positive, the Comparative, and the Superlative.

The Comparative of short Adjectives is formed by adding *-er*, and the Superlative by adding *-est* to the Positive.

Exercise 120.

Parse all Adjectives (except the Demonstratives an or a and the), thus :—

That tall man gave my youngest sister five oranges.

That	Demonstrative Adjective, Singular Number joined to the Noun <i>man</i> . [Only when parsing <i>this</i> and <i>that</i> , with their Plurals <i>these</i> and <i>those</i> , need the Number be stated.]
Tall	Adjective of Quality, Positive Degree, joined to the Noun <i>man</i> .
Youngest	Adjective of Quality, Superlative Degree, joined to the Noun <i>sister</i> .
Five	Adjective of Quantity joined to the Noun <i>oranges</i> .

The Arabs are more courageous than the Egyptians.

Arabs	} Parse as Nouns. (See par. 221.)
Egyptians	
More	Adverb of Degree (see par. 325) joined to the Adjective <i>courageous</i> .
More courageous	} Adjective of Quality, Comparative Degree, joined to the Noun <i>Arabs</i> ,

The good deserve to be loved.

Good

Adjective of Quality used as a Noun, Collective, Common Gender, Nominative Case, Subject to the Verb *deserve*.

And the dying baron slowly
Turned his weary head to hear.

In that hour of deep contrition
He beheld with clearer vision. . . .

Every vassal of his banner,
Every serf born to his manor,
All those wronged and wretched creatures
By his hand were freed again.

It [the sun] glanced on flowing flag and rippling pennon
And the white sails of ships,
And, from the frowning rampart, the black cannon
Hailed it with feverish lips.

He did not pause to parley or dissemble,
But smote the warden hoar.

Then fell upon the house a sudden gloom,
A shadow on those features fair and thin,
And softly from the hushed and darkened room,
Two angels issued where but one went in.

Gone are all the barons bold,
Gone are all the knights and squires,
Gone the abbot stern and cold,
And the brotherhood of friars.

Like the river, swift and clear,
Flows his song.

The tidal wave of deeper souls
Into our inmost being rolls.

The evil bow before the good, and the wicked at the gates of the righteous.

VERBS.

ACTIVE VOICE.

Work again Exercise 13.

Read again Paragraphs 129-131.

Work again Exercise 89.

237. A Verb when it has an Object is called *Transitive*, and is said to be in the **Active Voice**.¹

Exercise 121.

Give the Voice of each Verb in Exercise 90.

PASSIVE VOICE.

Read again Paragraphs 16 and 17.

Work again Exercise 19.

238. If Tom broke a window there was an ACTION (breaking), Tom was the *doer* of the action, and a window was the *object* of it; in other words, it was to a window that the action was done.

In the sentence 'Tom broke a window,' the Noun *Tom* is the *Subject* of the VERB *broke*, and the Noun *window* is the *Object* of it.

In the sentence 'A window was broken by Tom,' the same statement is made as before, but now the name of that which was the *object* of the ACTION has become the *subject* of the VERB, and the Verb is said to be in the **Passive**² **Voice**.

Exercise 122.

Give the Voice of each Verb.

The purse was stolen yesterday. All the wood has been burned. The road will be mended next week. The farm is well tilled. The watch has

¹ The Active Voice receives its name because the Verb shows that the person or thing named by the Subject is *acting* or doing.

² From the Latin *passivus*, suffering, from *passus*, p. p. of *pati*, to suffer. The Passive Voice was supposed to be the form of the Verb which denoted that the person or thing named by the Subject *suffered* an action.

just been cleaned. The room has been dusted carefully. The copy is written nicely. The curtain was torn by the kitten. That house was built by my father; it will be sold next Monday. The top of the table has been planed.

Additional sentences :—Exercise 20, b.

TRANSITIVE VERBS.

239. Only Transitive Verbs can have a Passive Voice.

Exercise 123.

Pick out the Transitive Verbs and give the Voice of each.

John threw the ball. The town was destroyed by an earthquake. Marlborough gained many victories. The docks were opened by the king. We expect a good harvest. The picture has been torn by the baby. The storm frightened the passengers. The first class is taught by Mr. Vincent. The cuckoo was heard this morning. The mother carried her child upstairs. The prisoner has been caught. The gamekeeper shot fifteen hares. The baker has sold all his loaves. The general was welcomed on his return. Mary wrote a pretty letter. The joint will be cooked to-morrow. The baby tore my sister's book. By whom was the ink spilled? The artist has painted a pretty picture. The cake was made by my little girl. The window was broken by a stone. Who broke the window? I bought an atlas this morning. The child was knocked down by a cart. The mice ate all the cheese. Fred has been sent for by his mother. The servant cut her finger.

Exercise 124.

In Exercises 20 and 123 change the form of the sentences so that the Verbs in the Active Voice are made Passive, and the Verbs in the Passive Voice are made Active.

INTRANSITIVE VERBS.

240. Intransitive Verbs represent either (1) an act confined to the subject; as 'John ran fast,' or (2) a state; as 'He looked tired.'

Exercise 125.

Pick out the Intransitive Verbs.

The roses are blooming brightly. The wind is roaring loudly. The swallows twitter underneath the eaves. The boy is bathing in the river.

My father came home yesterday. The waves were dashing on the rocks. The baby is sleeping soundly. The dog ran after a rabbit. Bats live in dark places. The owl flies at night. The lark sings sweetly. The sun is shining brightly. The bells are ringing. We travelled through Spain last spring. The cat is lying in the sun. The children are going to school. Baby is growing fast. The hens are cackling in the yard.

Exercise 126.

Say of each Verb whether it is Transitive or Intransitive, and give the Voice of each Transitive Verb.

The farmer is sowing oats. The grass was cut yesterday. The cat is sleeping in the sun. Mary darned six pairs of stockings. The roof has been repaired. The little girl runs quickly. Jack drowned three kittens. Three kittens were drowned by Jack. The ship will sail to-morrow. My father arrived yesterday. The map was drawn by Arthur. The boy is drawing an old man. This dinner is badly cooked. The butcher killed three bullocks. The fire is blazing brightly. The moon rose at six o'clock. The cows are feeding in the meadow. The smith is shoeing the bay mare. The milk was spilled by the servant. Scott wrote 'Marmion.' The letter has just been mailed. The room was papered last spring. A mist was driving down the British Channel.

He goes on Sunday to the church
 And sits among his boys;
 He hears the parson pray and preach,
 He hears his daughter's voice,
 Singing in the village choir,
 And it makes his heart rejoice.

241. A Verb may be Transitive in one sentence, and Intransitive in another; as:—

Transitive. The child *is blowing* bubbles.

Intransitive. The wind *is blowing*.

Exercise 127.

a. *Say whether the Verbs are Transitive or Intransitive.*

King Cole called for his fiddlers. Mary called the cattle home. The bell is ringing. The sexton is ringing the bell. The snow is melting. The sun is melting the snow. Who will answer for his behavior? She answered the question. The girl is singing. She is singing an old ballad. Baby woke. Baby woke its nurse. The man is beating carpets. The rain is beating against the window. The fire is burning brightly. The gardener is

burning weeds. Jane knits well. She knits stockings for her father. Our mother read to us. She read 'Robinson Crusoe.' The clock is striking. The smith is striking the iron. James and his sister are playing in the field; Mary is playing the piano.

Additional sentences:—Exercise 93.

b. Put each Verb into two sentences, using it transitively in the first, and intransitively in the second.

Is preaching. Will return. Turns. Is milking. Are whistling. Are fighting. Grows. Are working. Can hear. Can see. Is cooking. Will forget. Has finished. Are beating.

MOODS.

242. Different forms of the Verb are used according to the way or mode or **Mood** in which a statement is to be made. Thus—

(1) We may say in the simplest way

(a) What we know; as, 'Jack *has* a new hat.'

(b) What we think; as, 'I *believe* that Jack *has* a new hat.'

(c) What we assume to be true; as, 'If the moon *is* smaller than the planets she must be nearer to us.'

Or we may ask a question; as, '*Has* Jack a new hat?'

(2) We may command; as, '*Have* your books ready,' or we may beg; as '*Have* pity on me.'

(3) We may speak of a thing not as a fact, but as

(a) A thing of which we are in doubt; as, 'If the soldier *have* leave he will visit his home.'

(b) A wish; as, 'Oh that it *were* with me as in the days that are past.'

(c) A reason; as, 'Give him some food, lest he *perish*.'

(4) We may have the Verb without any Subject; as, '*To write*,' '*To have*.'

INDICATIVE MOOD.

243. The form of the Verb which is used in making a simple statement or in asking a question is called the **Indicative**¹ **Mood**.

Examples of the Indicative Mood.

(1) Simple statement.

Fred *went* to school.

The master *is teaching* Greek.

The girl *is loved* by all who *know* her.

My brother *has been living* in Florence.

The house *was* already *sold*.

(2) Statement of something which is assumed to be true.

If there *is* snow upon the ground you must wear thick boots.

[We *assume* that there is snow upon the ground.]

Though he *is* naughty his parents love him.

[We *assume* that he is naughty.]

If you *saw* me, what was I doing ?

(3) Question.

Are you pleased with your new book ?

Has Henry found his ball ?

Had the children warm clothing ?

Were Annie and Edith early this morning ?

Have you been waiting for me long ?

Exercise 128.

Pick out the Verbs in the Indicative Mood

(a) *In Exercise 127, a.*

(b) *In Exercise 84, b.*

(c) *In the following :—*

Croker had a very good opinion of himself. Once, when he was in the company of the Duke of Wellington, the talk turned upon the battle of Waterloo, and Croker actually contradicted several of the statements made by the Duke. Afterwards some one spoke about the copper caps which were used

¹ From the Latin *indicare* (p.p. *indicatus*), to point out, indicate. The Indicative Mood is supposed to be that which points out or indicates.

for firing muskets, and again Croker put the Duke right. This upset the patience of the great soldier, and he exclaimed, 'Perhaps I know little about Waterloo, but I certainly know something about copper caps.'

An ignorant countryman visited Paris. One day after he had returned he was talking to some of his friends about the wonders which he had seen. 'I was most surprised,' he said, 'with the cleverness of the children. Boys and girls of seven or eight spoke French quite as well as the children in this part of the world speak English.'

IMPERATIVE MOOD.

244. The form of the Verb which is used in commanding or entreating is called the **Imperative**¹ **Mood**.

Examples of the Imperative Mood.

(1) Commanding.

Come to me, O ye children.

Stand at ease.

Unhand me, gentlemen.

(2) Entreating.

Have mercy upon us.

Grant us thy aid.

Help me over this difficulty, please.

Exercise 129.

Pick out the Verbs

(a) *In the Indicative Mood.*

(b) *In the Imperative Mood.*

Come live with me and be my love. Friends, Romans, countrymen, lend me your ears. Look, in this place ran Cassius' dagger through. Judge, O ye gods, how dearly Cæsar loved him.

Good Cromwell,

Neglect him not; make use now and provide

For thine own future safety.

Love thyself last; cherish those hearts that hate thee

Still in thy right hand carry gentle peace

Be just and fear not.

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

Wake from thy nest, Robin Red-breast,
Sing, birds, in every furrow.

Break his bands of sleep asunder
And rouse him.

Grieve not, my child ; chase all thy fears away.

But see ! look up ! on Flodden bent,
The Scottish foe has fired his tent.

The Assyrian came down like the wolf on the fold,
And his cohorts were gleaming in purple and gold,
And the sheen of their spears was like stars on the sea,
Where the blue wave rolls nightly on deep Galilee.

Look up at the brooding clouds on high,
Look up at the awful sun !
And behold, the sea-flood
Is all red with blood :
Hush ! — a battle is lost—and won.

SUBJUNCTIVE MOOD.

245. The form of the Verb which is used when we are speaking, not of a fact or of what is assumed to be a fact, but of something which is only thought of, is called the **Subjunctive** ¹ **Mood**.

246. We may think of an event as

- (1) A condition ; as,
If Tom *return* in time he shall go to the party.
- (2) A wish ; as,
Thy kingdom *come*, Thy will *be done*.
- (3) A purpose ; as,
Judge not, that ye *be not judged*.

In each of these sentences the Verb in the Subjunctive Mood speaks of something which is neither a fact nor assumed to be a fact.

- (1) We are doubtful whether Tom will return.
- (2) We are doubtful whether the kingdom will come.
- 3) We are doubtful whether people who judge will be judged.

¹ From the Latin *sub*, under, and *jungere* (p.p. *junctus*), to join. The name is a bad one, because it assumes that the Verb in a *sub-joined* sentence must be in the Subjunctive Mood.

The Subjunctive of purpose is generally expressed by means of the Auxiliaries *may* and *might*. (See pars. 253-4.)

247. The Subjunctive Mood, being the Mood of doubt,¹ naturally comes after such words as *if*, *though*, *unless*, *except*, *lest*, *whether*, and *that*. It does not, however, follow that the Verb coming after these words is certain to be in the Subjunctive Mood; it may be in the Indicative Mood.

Subjunctive Mood.—*If my brother were at the door I would not open it.*

Indicative Mood.—*If my brother is at the door I will open it.*

In the first sentence my brother's being at the door is a matter of doubt; in the second it is assumed that he is there.

Subjunctive Mood.—*Though the vase were made of steel, the careless servant would break it.*

Indicative Mood.—*Though the vase was made of steel, the careless servant broke it.*

In the first sentence we speak of a vase that *might* be, in the second we speak of one that *was*, made of steel.

Subjunctive Mood.—*Whether the prisoner be innocent is uncertain.*

Indicative Mood.—*Whether the prisoner is innocent or guilty he deserves pity.*

Exercise 130.

Pick out the Verbs in the Subjunctive Mood.

a. So [=if] thou be happy I am content. If it were so, it was a grievous fault. He is gracious if he be observed. Though he slay me, yet will I trust him. Though hand join in hand, the wicked shall not go unpunished. Except ye repent, ye shall all likewise perish. Unless he behave better he will be punished. You must obey the laws, however you dislike them.

The tear-drop who can blame,
Though it dim the veteran's aim?

Had she lived a twelvemonth more
She had not died to-day.

If she love me (this believe),
I will die ere she shall grieve.

¹ The doubt must be expressed by the Verb, not by any other word in the sentence.
Compare If he be coming . . . [Subjunctive] and
Perhaps he is coming [Indicative].

b. Oh that it were with me as in the days that are past. See that my room be got ready for me at once. I would [= wish] I were a bird. We wish it were fine. Hallowed be Thy name.

c. Beware lest you fall. Strive that you fail not. Eat lest you faint. Drink that you thirst not.

Exercise 131.

Say whether the Verbs printed in italics are in the Indicative or in the Subjunctive Mood.

Though you *took* his life, bury him as a prince. Though gods they *were*, as men they died. My master said that if I *was* not clever I was not lazy. If I *were* clever, I should gain prizes. Though Tom *is* young, he is tall. Though Tom *were* younger, he would still be too old for an infant school. If at the close of the holiday everybody *was* tired, everybody was happy. If *it be* true that war is about to break out, there is much misery before us. Though the law *is* severe, we must obey it. If the law *be* severe, we must try to get it changed.

If I *am* right, oh teach my heart
Still in the right to stay;
If I *am* wrong, Thy grace impart
To find the better way.

Mean though I *am*, not wholly so,
Since quickened by Thy breath.¹

INFINITIVE MOOD.

Read again Par. 23 and work again Exercise 24, a.

248. The form of the Verb which is used without any Subject is called the **Infinitive Mood**.

249. When a Verb in the Infinitive Mood stands alone, it generally has the Preposition *to* before it; as, *to run, to walk, to be, to have*.

It will be seen that this *to* is not a necessary part of the Infinitive.

250. When two separate Verbs² come together, the second is in the Infinitive Mood; as,

¹ See 'Notes for Teachers,' p. 258, Note 26.

² It will be seen that Auxiliaries of Voice and certain Auxiliaries of Tense are followed by Participles.

	First Verb.	Second Verb.
John is going to work hard.	is going	to work
Your father hopes to see you soon.	hopes	to see
A good child tries to learn.	tries	to learn
The colonel ordered a sergeant to follow him.	ordered	to follow

251. A Verb in the Infinitive Mood may be used as Subject or Object in a sentence; thus:—

- As Subject.* *To read* is interesting.
To obey is better than sacrifice.
- As Object.* That man means *to succeed*.
 I am learning *to ride*.

Exercise 132.

Pick out the Verbs in the Infinitive Mood.

The traveller promised to return. I am going to write home. The girl intends to call. Do you know how to hold a pen? The vessel is about to sail. The father hopes to meet his son. The workman is paid to work. To succeed is pleasing. To err is human, to forgive [is] divine. It is sometimes better to remain silent than to speak. To move is to stir, and to be valiant is to stand. The dog is going to be shot. Harry is beginning to learn Greek. Mrs. Brown is teaching her girls to sew. To master a language you ought to work hard. The poor mother refused to be comforted. The general tried to take the town. It is good to confess a fault.

Read again Par. 24, and work again Exercise 24, b.

252. Some Verbs are followed by the Infinitive Mood without *to*. The most common of these Verbs are *shall, will, may, can, must, let, dare, do, bid, make, see, hear, feel, and need*.

Examples.

	First Verb.	Second Verb.
Thou shalt not steal.	shalt	steal
I hear thee speak of a better land.	hear	speak
I dare do all that may become a man.	dare	do
	may	become
The story made me feel sad.	made	feel

Exercise 133.

Pick out the Verbs in the Infinitive Mood.

Who saw him die? I heard Mary sing. Let us haste away. The keeper makes the lion obey. The mother can never forget her children. The messenger need not wait. You must listen to your teacher. That man can swim a mile. Few men dare face a furious bull. Bid the servant come here. I saw the merchant fall on the pavement. We felt the wind blow on our cheeks. Let us go home at once. They bid me fetch aid.

Let the long, long procession go,
And let the sorrowing crowd about it go,
And let the mournful martial music blow.

SUBJUNCTIVE MOOD.

253. The Subjunctive Mood is often expressed by means of an *Auxiliary* or helping Verb, followed by the Infinitive Mood of the principal Verb.

<i>Simple Subjunctive.</i>	<i>Subjunctive with Auxiliary</i>
If Tom <i>return</i> in time, he shall go to the party.	If Tom <i>should return</i> in time, he shall go to the party.
Thy kingdom <i>come</i> .	<i>May</i> Thy kingdom <i>come</i> .
Judge not, that ye <i>be</i> not <i>judged</i> .	Judge not, lest ye <i>might be judged</i> .

254. The Auxiliaries of the Subjunctive Mood are *may*, *might*, *should*, *would*.

It must not, however, be supposed that these Verbs are always in the Subjunctive Mood. In the following examples they are in the Indicative Mood:—

Mary *may* go home now.

Here we have a simple statement of fact,—‘Mary is permitted to go home now.’

The roar of the sea *might* be heard five miles away.

Here, again, we have the simple statement of fact,—‘It was possible to hear the roar of the sea.’

Boys *should* not tease little girls.

That is, it is the duty of boys, &c.

The farmer *would* not lend his horse.

That is, the farmer was not willing to lend his horse.

255. A Verb with an Auxiliary in the Subjunctive Mood may be parsed in two ways. For instance, in parsing *should fall* (in the sentence 'Walk carefully lest you should fall') we may

(1) Parse *should* as a Verb in the Subjunctive Mood, and *fall* as a Verb in the Infinitive Mood, or

(2) Parse *should fall* as a Verb in the Subjunctive Mood.

256. *If*, before the Subjunctive, is left out when the Subject is placed after the Verb; thus,

With if. If he were in your place

Without if. Were he in your place

When *if* is omitted before a compound Verb the Subject is placed after the Auxiliary; thus,

With if. If he were taught, he would learn.

Without if. Were he taught, he would learn.

Exercise 134.

Pick out the Verbs in the Subjunctive Mood.

a. Be good, that you may be happy. If Frank were a kind boy, he would not tease his sister. If the story were true, we should have heard it; we would not believe it without better proof. Dick would help us if he could. May you be happy all your days. Lazy men would not work if they could live without working. Mr. Jones, fearing that we might fail to find the way, came to meet us. Everybody hopes that Jack may win the prize. The girl wished she might be a fairy. The father would feel sorry if he heard it. If we had known you were in town we should have called on you. That man might have been in a good position if he had been steady. Beware lest you should fall into temptation.

Little flower, but if I could understand
What you are, root and all, and all in all,
I should know what God and man is.

b. Had I your chance I would seize it. Were Mrs. Howe here she would support you. Should the messenger arrive, make him wait. Be he young or old, he must come.

Go not my horse the better
I must become

Were you but riding out to air yourself
Such parting were [= would be] too petty.

Were others happy he looked smiling on ;
He gave allowance where he needed none.

Had she lived a twelvemonth more
She had [= would have] not died to-day.

Exercise 135.

Give the Mood of each Verb.

Fear no more the heat of the sun. Fortune brings in some boats that are not steered. Oh that it were with me as in the days that are past. If it be thou, bid me come.

Ah! what would the world be to us
If the children were no more ?

How often, oh, how often
I had wished that the ebbing tide
Would bear me away on its bosom
O'er the ocean wild and wide.

'Hadst thou stayed I must have fled !'
This is what the vision said.

Suddenly, as if it lightened,
An unwonted splendour brightened
All within him and without him.

Do thy duty ; that is best ;
Leave unto thy Lord the rest.

We are but minutes ; use us well,
For how we are used you must one day tell.

'Tis a fearful thing in winter
To be shattered by the blast
And to hear the rattling trumpet
Thunder 'Cut away the mast.'

If 'twere done when 'tis done then 'twere [= it would be] well
It were done quickly.

I had [= should have] fainted unless I had believed.

I were [= should be] a fool if she escape me.

Should he be roused out of his sleep to-night
It were [= would be] not well.

If he had killed me
He had [= would have] done a kinder deed.

Hadst thou been killed when first thou didst presume,
Thou hadst not lived to kill a son of mine.

In Scotland they have narrow open ditches which they call sheep-drains. A man was one day riding a donkey across a sheep-pasture. When the animal came to a sheep-drain he would not go over it. So the man rode him back a short distance, turned him round and began to use the whip sharply. He thought the ass when going at full speed would jump the drain before he knew it; but when the creature came to the drain he stopped all at once, and the rider was thrown over his head right across the drain. The man got up quickly and called out to the beast, 'That was very well pitched, but how are *you* going to get over?'

PARTICIPLES.

257. In the sentence

'A man wearing a black hat passed by,'

man is the Subject and *passed* the Predicate. *Wearing* is joined to *man* like an Adjective and also does something of the work of a Verb because it shows us what the man is doing to the hat.

Similarly in the sentence

'The hat worn by the man was black,'

hat is the Subject and *was black* the Predicate, while *worn* is joined to *hat* like an Adjective and also does something of the work of a Verb.

As the words *wearing* and *worn* thus *partake* of the nature of an Adjective and of a Verb they are called **Participles**.¹

258. Every Verb has two Participles, the **Imperfect** and the **Perfect**.

The Imperfect Participle is called by some grammarians the Present and by some the Active; the Perfect Participle is also called the Past and the Passive.

¹ From the Latin *particip-are*, to share, partake,

259. The Imperfect Participle is always formed by adding *-ing* to the Verb; as, *work, work-ing; play, play-ing; read, read-ing.*

260. The spelling of the Verb is sometimes changed a little before the *-ing* is added.

(1) When a Verb ends in *e* after a consonant, the *e* is dropped; as *love, lov-ing; convince, convinc-ing; make, mak-ing.*

A Verb ending in *e* not after a consonant does not change; *hie, hie-ing; hoe, hoeing; see, seeing.*

Note, however, *die, dy-ing; lie, ly-ing.*

(2) When a Verb of one syllable ends in a single consonant with a single vowel before it the consonant is doubled; as, *rob, robb-ing; sin, sinn-ing; bud, budd-ing.*

This rule also applies to Verbs of more than one syllable when the accent falls on the last syllable; as, *rebel, rebell-ing; commit, committ-ing.*

Exercise 136.

Write the Imperfect Participles of

a. Beat. Break. Speak. Steal. Drink. Sing. Swear. Tread. Ring. Shrink. Spring. Blow. Grow. Know. Throw. Slay. Fly. Buy. Saw. Sow. Lay.

b. Weave. Choose. Freeze. Strike. Drive. Give. Rise. Smite. Shake. Stride. Thrive. Write. Take. Bite. Chide. Hide. Slide. Seethe.

c. See. Flee. Shoe. Hoe. Hie. Eye. Agree. Dye.

d. Bid. Spin. Spit. Get. Win. Run. Cut. Hit. Knit. Put. Shed. Shut. Split. Beg. Bet. Blot. Brag. Cram. Swim [Consider the *w* a consonant].

e. Begin. Abet. Abhor. Acquit. Admit. Annul. Appal. Aver. Bedim. Commit. Compel. Concur. Defer. Dispel. Equip.

Exercise 137.

Pick out the Imperfect Participles and say to what Noun (or Pronoun) each is joined.

We saw a boy beating his donkey. The boy speaking to my sister is Jack Adams. The master caught his servant stealing hay. The grass

growing by the river is long and juicy. The arrow, glancing off a tree, hit the king. A hunter, shooting in the wood, found a badger.

And children coming home from school
Look in at the open door.

He hears his daughter's voice
Singing in the village choir.

Toiling, rejoicing, sorrowing,
Onward through life he goes.

There's a merry brown thrush sitting up in a tree.

Then down a green plain, leaping, laughing, they run.

The man thus clamouring was, I scarce need say,
No officer of ours.

261. The Imperfect Participle of a Transitive Verb may take an Object; as, 'The boy *painting* [Imp. Part.] a *picture* [Obj.] is my brother.'

This is why the Imperfect is sometimes called the Active Participle.

Exercise 138.

Pick out the Imperfect Participles and the words which they govern in the Objective Case.

My friends, expecting me, did not go out. Do you see that little girl blowing bubbles? The boys throwing snowballs hurt an old man. The horses drawing the cart are thin. The men mowing the hay are Mr. White's workmen. The lady riding a bay horse is Miss Johnsons.

Little Jack Horner sat in a corner
Eating a Christmas pie.

Two little cherry lips
Sending forth a song

. . . . Gave thee such a tender voice
Making all the vales rejoice.

262. The Perfect Participle is formed in several ways. It is that part of the Verb used after 'I have'; thus—

<i>Verb.</i>		<i>Perfect Participle.</i>
walk	I have	walk-ed
mount	" "	mount-ed
knock	" "	knock-ed
pray	" "	pray-ed
beg	" "	begg-ed
speak	" "	spok-en
write	" "	writt-en
grow	" "	grow-n
swear	" "	swor-n
begin	" "	beg-un
buy	" "	bought

Remember that the '*I have*' is no part of the Participle.

Exercise 139.

Write down the Perfect Participles of

Bloom. Start. Sail. Arrive. Open. Play. Call. Look. Climb.
Talk. Act. Plough. Live. Owe. Gaze. Dye. Lie. Lay. Flee. Fly.
Forget. Cling. Make. Go. Strike. Mow. Sow. Fall. Drive. Swear.
Beat.

Exercise 140.

Pick out the Perfect Participles and say to what Noun or Pronoun each is joined.

The task begun on Monday was very hard. I saw the book spoiled by Mary. The prisoner found guilty escaped. The trench dug across the street is full of water. Seed dropped by the roadside sprang up. The fire fanned by the wind grew very fierce. The army hemmed in on all sides surrendered. The fox hidden behind some bushes hoped to escape the farmer's notice. The signal flashed along the coast roused the sailors.

Just to do good it seemed to move
Directed by the hand of love.

Up rose old Barbara Frietchie then
Bowed with her four score years and ten.

The wild beast stopped amazed.

The wretch centred all in self
Living should forfeit fair renown,
And doubly dying should go down
To the vile dust from whence he sprang
Unwept, unhonoured and unsung.

263. Participles are often used as simple Adjectives of Quality; as, 'A *loving* friend;' 'a *printed* book.'

In parsing such Participles say that they are Imperfect or Perfect Participles used as Adjectives of Quality.

Exercise 141.

Pick out the Participles used as Adjectives; say whether they are Imperfect or Perfect, and to what Nouns they are joined.

This paper is white as the driven snow. That is now a forgotten story. We could not face the freezing wind. The speaker was received with ringing cheers. See the newly-risen sun. The generals had met on many a well-fought field. The sick child has sunken eyes. The spun silk is very fine. The chairman read the standing orders. Have you seen the picture of the reading girl? What a striking likeness! This is the sworn testimony of the witness. The first boat passed the winning post two seconds before the next. The poor child has a beseeching look. The Jews were forbidden to make graven images. God tempers the wind to the shorn lamb. It is of no use crying over spilt milk. These chairs are made of bent wood.

. . . . The hawthorn bush with seats beneath the shade,
For talking age and whispering lovers made.

Shining eyes, very blue,
Opened very wide. . . .

Nay, start not at the sparkling light.

. . . . Well rewarded if I spy,
Pleasure in thy glancing eye.

You little twinkling stars that shine. . . .

The valley smiled in living green.

Exercise 142.

Pick out the Participles and say whether they are

- a. *Imperfect.*
- b. *Perfect.*
- c. *Imperfect used as Adjectives.*
- d. *Perfect used as Adjectives.*

His withered cheek and tresses grey
Seemed to have known a better day.
The harp, his sole remaining joy,
Was carried by an orphan boy. . . .

His tuneful brethren all were dead,
 And he, neglected and oppressed,
 Wished to be with them, and at rest.

All day the low hung clouds
 Have dropped their garnered fulness down.

There has not been a sound to-day
 To break the calm of nature,
 Nor motion, I might almost say,
 Of life, or living creature,
 Of waving bough or warbling bird,
 Or cattle faintly lowing ;
 I could have half believed I heard
 The leaves and blossoms growing.

In an attitude imploring,
 Hands upon his bosom crossed,
 Wondering, worshipping, adoring,
 Knelt the monk in rapture lost.

Sweet Auburn, loveliest village of the plain,
 Where health and plenty cheered the labouring swain,
 Where smiling spring its earliest visit paid,
 And parting summer's lingering blooms delayed.

Toiling, rejoicing, sorrowing,
 Onward through life he goes.

With upraised eyes, as one inspired,
 Pale Melancholy sat retired.

Something attempted, something done,
 Has earned a night's repose.

GERUNDS.¹

264. A Participle may be called a Verbal-Adjective ; a Gerund may be called a Verbal-Noun.

265. The Gerund is formed like the Imperfect Participle, by adding *-ing* to the Verb, *but the two are entirely different in origin and in use.*

266. A Gerund has Case like a Noun, but it may also govern Case like a Verb.

¹ See 'Notes for Teachers,' p. 258, Note 27. *Gerund*, from the Latin *ger-ere* (Future p. p. *gerundus*), to carry on. The reason for the term cannot be clearly seen in modern English.

*Examples of Gerund as Subject.**Reading* is interesting.*Walking* is a healthy exercise.*Writing* is a useful art.*Examples of Gerund as Object.*I like *riding*.Jack taught him *swimming*.Mary learns *drawing*.*Examples of Gerund in the Objective Case after Prepositions.*Mr. Sidney is fond of *hunting*.Wash before *eating*.Men who believe in *working* get on.*Examples of Gerund governing and governed.*I like *reading* history.Tom is fond of *chopping* wood.Herbert objects to *studying* music.

267. Compound Gerunds may be formed from *have* and *be*, followed by the Perfect Participle of the principal Verb ; as, 'The man is sad from *having lost* his son ;' 'The prophet wore a veil to keep his face from *being seen*.'

268. Sometimes it is a little hard to say whether a word is an Abstract Noun or a Gerund. When it has an Article before it, or is followed by *of*, it had better be called a Noun [as, 'After the *passing of the Act*,'] and when it has an Object it must be called a Gerund.

In Parsing a Gerund say from what Verb it is formed, in what Case it is, and what Case (if any) it governs.

Exercise 143.*Pick out*a. *The Imperfect Participles.*b. *The Gerunds,**and parse the Gerunds.*

In keeping Thy commandments there is great reward. Seeing is believing [Nom. Case]. After hearing the news I came away. Stanley, travelling

across Africa, found Livingstone. Travelling is interesting. I am fond of travelling. Whipping a dead horse is foolish. The boy whipping a top is Richard Nolan. Giving is more blessed than receiving [Nom. Case]. After receiving the letter the woman went out. Sowing comes before reaping. I failed through taking no pains. The soldier was promoted for doing his duty. Ready writing makes not good writing, but good writing brings on ready writing. The boy had a passion for wandering and seeking adventures.

TENSES.

269. Notice the following sets of sentences :—

- (1) Mr. Marshall *lives* in London.
 Mr. Marshall *lived* in York.
 Mr. Marshall *will live* in Naples.
- (2) Jack *is* in the playground now.
 Jack *was* in school this morning.
 Jack *will be* on the river this evening.

270. Each Verb gives us some notion of the time.

Is and *lives* speak of *present* time.

Was and *lived* speak of *past* time.

Will be and *will live* speak of *future* time.

271. A Verb may thus have three *times* or **Tenses**¹—the **Present, Past, and Future.**

272. The Future Tense is formed by means of the Auxiliaries *shall* and *will*.

In expressing simple futurity *shall* is used with Subjects of the First Person, and *will* with Subjects of the Second and Third Persons; as :—

We shall } go to school this afternoon.
They will }

In expressing strong emphasis or determination, *will* is used with the First Person, and *shall* with the Second and Third; as :—

I WILL go to school this afternoon; *nothing SHALL* hinder me.

The foreigner who fell into deep water was therefore doubly wrong when he called out ' *I will* drown and no one *shall* save me.'

¹ From the French *temps*, time; from the Latin *tempus*, time.

Exercise 144.

a. Give the Tense of each Verb.

The wind blows hard. The wind blew hard. The wind will blow. The cock crows loudly. The cock crew at sunrise. The cock will crow to-morrow morning. Baby sleeps in the cradle. Baby slept on the bed. Baby will sleep in the cot. Mary loves her little lamb. Mary loved her little lamb. Mary will love her little lamb. I have a new top. I had a new top. I shall have a new top. Ethel has a rose. Ethel had a rose. Ethel will have a rose. Cromwell won many victories. The sun rises in the east. The little dog laughed. Our teacher will read us a story. I shall leave school next week. Jack sold his mother's cow. The green field sleeps in the sun.

My heart leaps up when I behold
 A rainbow in the sky;
 So was it when my life began;
 So is it now I am a man;
 So be ' it when I shall grow old,
 Or let ' me die.¹

b. Fill the blank in each sentence with each Tense of the Verb given in the margin.

<i>Play</i>	The children in the
<i>Ripen</i>	The sun the corn.
<i>Mend</i>	Nellie her torn frock.
<i>Come</i>	The brothers to school.
<i>Bloom</i>	Flowers in spring.
<i>Ebb, flow</i>	The tide and
<i>Bathe</i>	We every morning.
<i>Give</i>	The moon light.
<i>Shine</i>	The stars brightly.
<i>Bark</i>	The dog at the thief.

273. With the help of *be* and *have*² we can give more definite notions of time than would be possible without Auxiliaries.

Compare the four sentences:—

I learn.
I am learning.
I have learned.
I have been learning.

¹ Do not try to give the Tenses of these Verbs.

² See 'Notes for Teachers,' p. 258, Note 28.

(1) The first sentence shows that the action is present, but gives no more definite idea of time. *Learn* is therefore in the **Present Indefinite Tense**.

(2) The second sentence shows that the action is going on at the present time—in other words, that it is not finished. *Am learning*, therefore, is in the **Present Imperfect Tense**.

(3) The third sentence shows that at the present time the action is finished. *Have learned* is therefore in the **Present Perfect Tense**.

Be careful not to say that *have learned* is in the Past Tense. It is true that the action is finished, but we only *speak* of it as being finished at present.

(4) The fourth sentence shows that the action has been going on and is now finished. *Have been learning* is therefore in the **Present Perfect Continuous Tense**.¹

274. The Past and Future Tenses are divided in the same way as the Present ; thus :—

	<i>Indefinite.</i>	<i>Imperfect.</i>	<i>Perfect.</i>	<i>Perfect Continuous.</i>
<i>Present</i>	[I] learn	[I] am learning	[I] have learned	[I] have been learning
<i>Past</i>	[I] learned	[I] was learning	[I] had learned	[I] had been learning
<i>Future</i>	[I] shall learn	[I] shall be learning	[I] shall have learned	[I] shall have been learning

275. Note that

(1) In the Imperfect Tenses we have a part of the Verb *to be* and the Imperfect Participle.

(2) In the Perfect Tenses we have a part of the Verb *to have* and the Perfect Participle.

(3) In the Perfect Continuous Tenses we have a part of the Verb *to have*, the Perfect Participle of the Verb *to be* and the Imperfect Participle of the principal Verb.

Exercise 145.

Give the Tense of each Verb.

Our dog howls in the night. Our dog is howling. Our dog has howled for an hour. Our dog has been howling. The snow fell thick. The snow

¹ See 'Notes for Teachers,' p. 253, Note 29.

was falling fast. Snow has fallen in the night. Snow has been falling for some time. We shall shoot hares and rabbits. We shall be shooting to-morrow. Perhaps by noon we shall have shot five rabbits. Cats sometimes fight. Two cats are fighting in the garden. They have been fighting for five minutes. They have fought before. The oarsmen bathed in the river. They were bathing at eight o'clock. They had been bathing for ten minutes. They had bathed in the sea the day before. By three o'clock the auctioneer will have been selling goods for two hours. He will have finished at four. He will have sold a hundred lots. He will sell ten more.

The cock is crowing,
The stream is flowing,
The small birds twitter.

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

So we shuddered there in silence,
For the stoutest held his breath,
While the hungry sea was roaring,
And the breakers threatened death,
But redder yet that light shall glow
On Linden's hills of purple snow.

276. The following table shows the forms of the Tenses of Verbs in the Passive Voice.

	<i>Indefinite.</i>	<i>Imperfect.</i>	<i>Perfect.</i>
<i>Present</i>	[I] am taught	[I] am being taught	[I] have been taught
<i>Past</i>	[I] was taught	[I] was being taught	[I] had been taught
<i>Future</i>	[I] shall be taught		[I] shall have been taught

277. The Perfect Continuous would be 'I have been being taught,' but such a clumsy form is never used.

Exercise 146.

Give the Tense of each Verb.

Bread is made by bakers. The cake is being made by the cook. The pie has been made since this morning. The horse had been sold. The pony was sold this morning. The farm was being sold then. The servant will be called at seven. Perhaps your name will have been called.

Additional Sentences :—Exercises 20 *b* and 122.

278. Hitherto we have been dealing with the Tenses of the Indicative Mood. The following table shows the Tenses of the Subjunctive Mood :—

	<i>Indefinite.</i>	<i>Imperfect.</i>	<i>Perfect.</i>	<i>Perfect Continuous</i>
ACTIVE VOICE.				
<i>Present</i>	[Though he] strike	[Though he] be striking	[Though he] have struck	[Though he] have been striking
<i>Past</i>	[Though he] struck	[Though he] were striking	[Though he] had struck	[Though he] had been striking
PASSIVE VOICE.				
<i>Present</i>	[Though he] be struck		[Though he] have been struck	See Paragraph 277.
<i>Past</i>	[Though he] were struck	[Though he] were being struck	[Though he] had been struck	

279. There is, properly speaking, no Future Tense of the Subjunctive Mood. 'Though he *should strike*' looks like Future, but it will be seen that the *d* in *should* is a sign of the Past.

280. The Imperative has only the Present Tense.

281. The Infinitive has the following forms :

	<i>Active.</i>	<i>Passive.</i>
<i>Indefinite</i>	[To] strike	[To] be struck
<i>Imperfect</i>	[To] be striking	
<i>Perfect</i>	[To] have struck	[To] have been struck
<i>Perfect Continuous</i>	[To] have been striking	

282. The Participle has the following forms :

	<i>Active.</i>	<i>Passive.</i>
<i>Imperfect</i>	Striking	Being struck
<i>Perfect</i>	Having struck	Struck, or Having been struck
<i>Perfect Continuous</i>	Having been striking	

Exercise 147.

Give the Tense of each Verb in Exercises 130, 132, 133, 134, and 142.

STRONG AND WEAK VERBS.

283. Verbs are either **Strong** or **Weak**.

284. **Strong Verbs** are those which form the Past Tense and the Perfect Participle by a change of Vowel sound; as—

<i>Present.</i>	<i>Past Tense.</i>	<i>Perf. Part.</i>
throw	threw	thrown
give	gave	given
stand	stood	stood
strike	struck	struck

285. **Weak Verbs** are those which form the Past Tense and Perfect Participle by the addition of *-ed* or *t*; as—

<i>Present.</i>	<i>Past.</i>	<i>Perf. Part.</i>
allow	allow-ed	allow-ed
laugh	laugh-ed	laugh-ed
yield	yield-ed	yield-ed
sleep	slept	slept

The changes of spelling which are made before *-ing* [see Paragraph 260] are also made before *-ed*.

286. Strong Verbs are sometimes called *Irregular*, and Weak Verbs *Regular*, but the terms are not quite satisfactory, for there is some regularity among the Strong Verbs, and some irregularity among the Weak ones.

287. STRONG VERBS.¹*Alphabetically arranged.*

[Weak forms are printed in italics; forms not now used are placed in square brackets.]

<i>Present.</i>	<i>Past.</i>	<i>Perf. Part.</i>	<i>Present.</i>	<i>Past.</i>	<i>Perf. Part.</i>
abide	abode	abode	behold	beheld	beheld,
arise	arose	arisen			[beholden]
awake	awoke	awoke	bid	bade, bid	bidden, bid
	[<i>awaked</i>]	<i>awaked</i>	bind	bound	bound
bear (bring forth)	bore [bare]	born	bite	bit	[bounden]
bear (carry)	bore [bare]	borne	blow	blew	bitten, bit
beat	beat	beaten	break	broke	blown
begin	began	begun		[brake]	broken

¹ See 'Notes for Teachers,' p. 258, Note 30.

STRONG VERBS—continued.

<i>Present.</i>	<i>Past.</i>	<i>Perf. Part.</i>	<i>Present.</i>	<i>Past.</i>	<i>Perf. Part.</i>
burst	burst	burst [bursten]	know	knew	known
hide	[chode]chid	chidden, chid	lade	<i>laded</i>	laden <i>laded</i>
choose	chose	chosen	lie	lay	lain
cleave	clove[clave]	cloven	lose		lorn, (forlorn)
(split)	<i>cleft</i>	<i>cleft</i>		<i>lost</i>	<i>lost</i>
climb	[clomb] <i>climbed</i>	<i>climbed</i>	melt	<i>melted</i>	molten <i>melted</i>
cling	clung	clung	mow	<i>mowed</i>	mown <i>mowed</i>
come	came	come	ride	rode [rid]	ridden [rid]
crow	crew <i>crowed</i>	[crown] <i>crowed</i>	ring	rang	rung
do	did	done	rise	rose	risen
draw	drew	drawn	rive	<i>rived</i>	riven <i>rived</i>
drink	drank	drunk, drunken	run	ran	run
drive	drove [drave]	driven	see	saw	seen
eat	ate	eaten	seethe	sod	sodden
fall	fell	fallen	shake	<i>seethed</i>	<i>seethed</i>
fight	fought	fought [foughten]	shave	shook	shaken
find	found	found	shear	<i>shaved</i>	shaven <i>shaved</i>
fling	flung	flung	shine	<i>sheared</i>	shorn <i>sheared</i>
fly	flew	flown	shoot	shone	shone
forbear	forbore	forborne	shrink	<i>shined</i>	<i>shined</i>
forget	forgot [forgot]	forgotten [forgot]	shoot	shot	shot
forsake	forsook	forsaken	shrink	shrank	shrunk, shrunken
freeze	froze	frozen	sing	sang	sung
get	got [gat]	got, gotten	sink	sank	sunk, sunken
give	gave	given	sit	sat	sat
go	<i>went</i> ¹	gone	slay	slew	slain
grave	<i>graved</i>	graven	slide	slid	slid, slidden
grind	ground	ground	sling	slung	slung
grow	grew	grown	slink	slunk	slunk
hang	hung <i>hanged</i>	hung <i>hanged</i>	smite	smote	smitten
heave	[hove] <i>heaved</i>	<i>heaved</i>	sow	[smit]	[smit]
help	<i>helped</i>	[holpen] <i>helped</i>	speak	<i>sowed</i>	<i>sowed</i>
hew	<i>hewed</i>	hewn <i>hewed</i>	spin	spoke	spoken
hold	held	held [holden]		[spake]	
				spun	spun

¹ *Went* is really the Past of *trend*, to go.

STRONG VERBS—*continued.*

<i>Present.</i>	<i>Past.</i>	<i>Perf. Part.</i>	<i>Present.</i>	<i>Past.</i>	<i>Perf. Part.</i>
spring	sprung, sprang	sprung	take	took	taken
stand	stood	stood	tear	tore, tare	torn
steal	stole	stolen	thrive	throve <i>thrived</i>	thriven <i>thrived</i>
sting	stung	stung	throw	threw	thrown
stink	stank	stunk	tread	trod	trodden
stride	strode	stridden			trod
strike	struck	struck [stricken]	wake	woke <i>waked</i>	<i>waked</i>
strive	strove	striven	weave	wove	woven
swear	swore [sware]	sworn	win	won	won
swell		swollen	wind	wound	wound
	<i>swelled</i>	<i>swelled</i>	wring	wrung	wrung
swim	swam	swum	write	wrote [writ]	written
swing	swung	swung	wear	wore	worn

288. Most Weak Verbs are quite regular, but there are a few which may not be at once recognised as Weak. Dr. Morris divides these apparently irregular Verbs into two classes.

Class I. consists of Verbs which form the Past Tense and Perfect Participle by adding *-t* or *-d* with a change of vowel sound.

Class II. consists of Verbs which end in the Present in *t* or *d*. These Verbs formerly added *de* or *te* to form the Past Tense, but in course of time the Past Tense and Perfect Participle were shortened, so that *fed-de* became *fed*, *sende* became *sent*, *set-te* became *set*, etc.

289. WEAK VERBS APPARENTLY IRREGULAR.

Class I.

Alphabetically arranged.

<i>Present.</i>	<i>Past.</i>	<i>Perf. Part.</i>	<i>Present.</i>	<i>Past.</i>	<i>Perf. Part.</i>
bereave	bereft, bereaved	bereft, bereaved	cleave (split)	cleft	cleft
beseech	besought	besought	creep	crept	crept
bring	brought	brought	deal	dealt	dealt
burn	burnt	burnt	dream	dreamt, dreamed	dreamt, dreamed
buy	bought	bought			
catch	caught	caught	dwelt	dwelt	dwelt

¹ Anglo Saxon *fed de, sende, sette.*

WEAK VERBS—*continued.*

<i>Present.</i>	<i>Past.</i>	<i>Perf. Part.</i>	<i>Present.</i>	<i>Past.</i>	<i>Perf. Part.</i>
fell	felt	felt	rap (to	rapt	rapt
flee	fled	fled	transport)		
have	had (= haved)	had	rot	rotted	rotten, rotted
hide	hid	hid, hidden	say	said	said
keep	kept	kept	seek	sought	sought
kneel	knelt	knelt	sell	sold	sold
lay	laid	laid	shoe	shod	shod
lean	leant, leaned	leant, leaned	sleep	slept	slept
leap	leapt	leapt	spell	spelt	spelt
leave	left	left	spill	spilt	spilt
lose	lost	lost	stay	staid, stayed	staid, stayed
make	made (= maked)	made	sweep	swept	swept
mean	meant	meant	teach	taught	taught
pay	paid	paid	tell	told	thought
pen	pent, penned	pent, penned	think	thought	thought
			weep	wept	wept
			work	wrought, worked	wrought, worked

290.

Class II.

Alphabetically arranged.

<i>Present.</i>	<i>Past.</i>	<i>Perf. Part.</i>	<i>Present.</i>	<i>Past.</i>	<i>Perf. Part.</i>
bend	bent	bent, bended	read	read	read
bleed	bled	bled	rend	rent	rent
breed	bred	bred	rid	rid	rid
build	built	built	send	sent	sent
cast	cast	cast	set	set	set
cost	cost	cost	shed	shed	shed
cut	cut	cut	shred	shred	shred
feed	fed	fed	shut	shut	shut
gild	gilt, gilded	gilt, gilded	slit	slit	slit
gird	girt	girt	speed	sped	sped
hit	hit	hit	spend	spent	spent
hurt	hurt	hurt	spit	spit, spat	spit
knit	knit	knit	split	split	split
lead	led	led	spread	spread	spread
let	let	let	sweat	sweat	sweat
light	lit, lighted	lit, lighted	thrust	thrust	thrust
meet	met	met	wet	wet, wetter	wet, wetter
put	put	put	whet	whet, whetted	whet, whetted

Exercise 148.

a. *Divide the following Verbs into Weak and Strong.*

Beat. Freeze. Tear. Have. Write. Keep. Bleed. Cast. Cut. Clothe. Fly. Flee. Grow. Pay. Let. Set. Shed. Get. Lie. Lay. Sleep. Split. Thrust. Engage. Break. Run. Ride. Learn. Wash. Incline. Repose. Pray. Sing. Think.

b. *Make a list of Strong Verbs which have also Weak forms.*c. *Correct¹ the mistakes in the following sentences.*

Jack has beat his brother. The children had began to learn French. William has wrote a letter. The man had broke his leg. My father has just came back from France. The dog has ate its dinner. I have forgot my books. The girl had gave her pencil to her brother. The dog laid on the mat. Mary has a headache and is laying down. She has sang a pretty song. Who has rang the bell? The water pipes are froze. The child has drank the medicine. The girl was drove to despair. I had fell and hurt my leg. The fight begun at nine o'clock.

d. *Pick out other Strong Verbs which form their Past Tense and Perfect Participle like—*

Blow. Sing. Speak. Give. Shake. Thrive. Freeze.

PERSON AND NUMBER.

291. The Person and Number of a Verb are the same as the Person and Number of its Subject.

In the sentence

I write,

the Subject *I* is of the First Person and Singular Number; therefore the Verb *write* is also of the First Person and Singular Number.

In the sentence

We write,

we is of the First Person and Plural Number; therefore *write* is also of the First Person and Plural Number.

In the sentence

You write,

you is of the Second Person and Plural Number; therefore *write* is also of the Second Person and Plural Number.

¹ See 'Notes for Teachers,' p. 258, Note 31.

In the sentence

They write,

they is of the Third Person and Plural Number; therefore *write* is also of the Third Person and Plural Number.

Exercise 149.

Give the Person and Number of each Verb.

I call. Thou callest. He calls. She calls. It calls. We call. You call. They call. James¹ loves his mother. The cat is playing with her kittens. The boys are playing cricket. He hath his reward. The horse fell. Fred will return soon. They have learned their lessons. Ye are idle. Have we any bread? I ran. He ran. We ran. You ran. They ran. It will rain.

CONJUGATION.

292. When we show the forms which a Verb can take in all its Moods, Tenses, Persons, and Numbers, we are said to **Conjugate**² it.

293. It will be seen that the endings of Person and Number now remaining in English are very few.

294. Conjugation of the Verb **Have**.³

INFINITIVE MOOD.

<i>Indefinite Tense.</i>	. . .	[To] have.
<i>Perfect Tense.</i>	. . .	[To] have had.

PARTICIPLES.

<i>Imperfect.</i>	. . . . .	Having.
<i>Perfect.</i>	. . . . .	Had.
<i>Compound Perfect.</i>	. . . . .	Having had.

INDICATIVE MOOD.

PRESENT INDEFINITE TENSE.

<i>Singular.</i>		<i>Plural.</i>
1. [I] have.		1. [We] have.
2. [Thou] hast.		2. [You] have.
3. [He] has.		3. [They] have.

¹ Remember that all Nouns which are subjects of sentences are of the Third Person.

² Latin *conjug-are*, to join together. A particular conjugation therefore consists of all the Verbs which may be considered joined together because undergoing the same changes.

³ See 'Notes for Teachers,' p. 259, Note 32.

PRESENT PERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. [I] have had.	1. [We] have had.
2. [Thou] hast had.	2. [You] have had.
3. [He] has had.	3. [They] have had.

PAST INDEFINITE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. [I] had.	1. [We] had.
2. [Thou] hadst.	2. [You] had.
3. [He] had.	3. [They] had.

PAST PERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. [I] had had.	1. [We] had had.
2. [Thou] hadst had.	2. [You] had had.
3. [He] had had.	3. [They] had had.

FUTURE INDEFINITE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. [I] shall have.	1. [We] shall have.
2. [Thou] wilt have.	2. [You] will have.
3. [He] will have.	3. [They] will have.

FUTURE PERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. [I] shall have had.	1. [We] shall have had.
2. [Thou] wilt have had.	2. [You] will have had.
3. [He] will have had.	3. [They] will have had.

IMPERATIVE MOOD.

<i>Singular.</i>	<i>Plural.</i>
2. Have [thou].	2. Have [ye or you].

SUBJUNCTIVE MOOD.¹

PRESENT INDEFINITE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. [I] have.	1. [We] have.
2. [Thou] have.	2. [You] have.
3. [He] have.	3. [They] have.

¹ Some Conjunction (such as *if, though, that, unless*) should be placed before the Verb, but the Conjunction is no part of the Mood.

PRESENT PERFECT TENSE.

<i>Singular.</i>	|	<i>Plural.</i>
1. [I] have had.		1. [We] have had.
2. [Thou] have had.		2. [You] have had.
3. [He] have had.		2. [They] have had.

PAST INDEFINITE AND PAST PERFECT TENSES.

The forms are the same as those of the Indicative Mood.

295. Conjugation of the Verb **Be**.

INFINITIVE MOOD.

<i>Indefinite Tense.</i>	. . . . .	To be.
<i>Perfect Tense.</i>	. . . . .	To have been.

PARTICIPLES.

<i>Imperfect.</i>	. . . . .	Being.
<i>Perfect.</i>	. . . . .	Been.
<i>Compound Perfect.</i>	. . . . .	Having been.

INDICATIVE MOOD.

PRESENT INDEFINITE TENSE.

<i>Singular.</i>	|	<i>Plural.</i>
1. [I] am.		1. [We] are.
2. [Thou] art.		2. [You] are.
3. [He] is.		3. [They] are.

PRESENT PERFECT TENSE.

<i>Singular.</i>	|	<i>Plural.</i>
1. [I] have been.		1. [We] have been.
2. [Thou] hast been.		2. [You] have been.
3. [He] has been.		3. [They] have been.

PAST INDEFINITE TENSE.

<i>Singular.</i>	|	<i>Plural.</i>
1. [I] was.		1. [We] were.
2. [Thou] wast.		2. [You] were.
3. [He] was,		3. [They] were,

PAST PERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. [I] had been.	1. [We] had been.
2. [Thou] hadst been.	2. [You] had been.
3. [He] had been.	3. [They] had been.

FUTURE INDEFINITE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. [I] shall be.	1. [We] shall be.
2. [Thou] wilt be.	2. [You] will be.
3. [He] will be.	3. [They] will be.

FUTURE PERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. [I] shall have been.	1. [We] shall have been.
2. [Thou] wilt have been.	2. [You] will have been.
3. [He] will have been.	3. [They] will have been.

IMPERATIVE MOOD.

<i>Singular.</i>	<i>Plural.</i>
2. Be [thou].	2. Be [ye or you].

SUBJUNCTIVE MOOD.¹

PRESENT INDEFINITE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. [I] be.	1. [We] be.
2. [Thou] be.	2. [You] be.
3. [He] be.	3. [They] be.

PRESENT PERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. [I] have been.	1. [We] have been.
2. [Thou] have been.	2. [You] have been.
3. [He] have been.	3. [They] have been.

PAST INDEFINITE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. [I] were.	1. [We] were.
2. [Thou] wert.	2. [You] were.
3. [He] were.	3. [They] were.

PAST PERFECT TENSE.

The forms are the same as those of the Indicative Mood.

¹ See footnote, p. 136,

296. Conjugation of the Verb **Call.**

ACTIVE VOICE.

INFINITIVE MOOD.

- Indefinite Tense.* . . . [To] call.
Imperfect Tense. . . . [To] be calling.
Perfect Tense. . . . [To] have called.
Perfect Continuous Tense. . . [To] have been calling.

PARTICIPLES.

- Imperfect.* Calling.
Perfect. Having called.
Perfect Continuous. . . . Having been calling.

INDICATIVE MOOD.

PRESENT INDEFINITE TENSE.

- | <i>Singular.</i> | <i>Plural.</i> |
|-----------------------------|-----------------|
| 1. [I] call. | 1. [We] call. |
| 2. [Thou] call-est. | 2. [You] call. |
| 3. [He] call-s or call-eth. | 3. [They] call. |

PRESENT IMPERFECT TENSE.

- | <i>Singular.</i> | <i>Plural.</i> |
|------------------------|------------------------|
| 1. [I] am calling. | 1. [We] are calling. |
| 2. [Thou] art calling. | 2. [You] are calling. |
| 3. [He] is calling. | 3. [They] are calling. |

PRESENT PERFECT TENSE.

- | <i>Singular.</i> | <i>Plural.</i> |
|------------------------|------------------------|
| 1. [I] have called. | 1. [We] have called. |
| 2. [Thou] hast called. | 2. [You] have called. |
| 3. [He] has called. | 3. [They] have called. |

PRESENT PERFECT CONTINUOUS TENSE.

- | <i>Singular.</i> | <i>Plural.</i> |
|------------------------------|------------------------------|
| 1. [I] have been calling. | 1. [We] have been calling. |
| 2. [Thou] hast been calling. | 2. [You] have been calling. |
| 3. [He] has been calling. | 3. [They] have been calling. |

PAST INDEFINITE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. [I] called.	1. [We] called.
2. [Thou] called-st.	2. [You] called.
3. [He] called.	3. [They] called.

PAST IMPERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. [I] was calling.	1. [We] were calling.
2. [Thou] wast calling.	2. [You] were calling.
3. [He] was calling.	3. [They] were calling.

PAST PERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. [I] had called.	1. [We] had called.
2. [Thou] hadst called.	2. [You] had called.
3. [He] had called.	3. [They] had called.

PAST PERFECT CONTINUOUS TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. [I] had been calling.	1. [We] had been calling.
2. [Thou] hadst been calling.	2. [You] had been calling.
3. [He] had been calling.	3. [They] had been calling.

FUTURE INDEFINITE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. [I] shall call.	1. [We] shall call.
2. [Thou] wilt call.	2. [You] will call.
3. [He] will call.	3. [They] will call.

FUTURE IMPERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. [I] shall be calling.	1. [We] shall be calling.
2. [Thou] wilt be calling.	2. [You] will be calling.
3. [He] will be calling.	3. [They] will be calling.

FUTURE PERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. [I] shall have called.	1. [We] shall have called.
2. [Thou] wilt have called.	2. [You] will have called.
3. [He] will have called.	3. [They] will have called.

FUTURE PERFECT CONTINUOUS TENSE.

Singular.

1. [I] shall have been calling.
2. [Thou] wilt have been calling.
3. [He] will have been calling.

Plural.

1. [We] shall have been calling.
2. [You] will have been calling
3. [They] will have been calling

IMPERATIVE MOOD.

Singular.

2. Call [thou]

Plural.

2. Call [ye or you].

SUBJUNCTIVE MOOD.

PRESENT INDEFINITE TENSE.

Singular.

1. [I] call.
2. [Thou] call.
3. [He] call.

Plural.

1. [We] call.
2. [You] call.
3. [They] call.

PRESENT IMPERFECT TENSE.

Singular.

1. [I] be calling.
2. [Thou] be calling.
3. [He] be calling.

Plural.

1. [We] be calling.
2. [You] be calling.
3. [They] be calling.

PRESENT PERFECT TENSE.

Singular.

1. [I] have called.
2. [Thou] have called.
3. [He] have called.

Plural.

1. [We] have called.
2. [You] have called.
3. [They] have called.

PRESENT PERFECT CONTINUOUS TENSE.

Singular.

1. [I] have been calling.
2. [Thou] have been calling.
3. [He] have been calling.

Plural.

1. [We] have been calling.
2. [You] have been calling
3. [They] have been calling.

PAST INDEFINITE TENSE.

[As in the Indicative Mood.]

PAST IMPERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. [I] were calling.	1. [We] were calling.
2. [Thou] wert calling.	2. [You] were calling.
3. [He] were calling.	3. [They] were calling.

PAST PERFECT TENSE,

and

PAST PERFECT CONTINUOUS TENSE

[As in the Indicative Mood].

297.

PASSIVE VOICE.

INFINITIVE MOOD.

<i>Indefinite Tense.</i> . . .	[To] be called.
<i>Perfect Tense.</i> . . .	[To] have been called.

PARTICIPLES.

<i>Imperfect.</i> . . .	Being called.
<i>Perfect.</i> . . .	Called, or having been called.

INDICATIVE MOOD.

PRESENT INDEFINITE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. [I] am called.	1. [We] are called.
2. [Thou] art called.	2. [You] are called.
3. [He] is called.	3. [They] are called.

PRESENT IMPERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. [I] am being called.	1. [We] are being called.
2. [Thou] art being called.	2. [You] are being called.
3. [He] is being called.	3. [They] are being called.

PRESENT PERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. [I] have been called.	1. [We] have been called.
2. [Thou] hast been called.	2. [You] have been called.
3. [He] has been called.	3. [They] have been called.

PAST INDEFINITE TENSE.

Singular

1. [I] was called.
2. [Thou] wast called.
3. [He] was called.

Plural.

1. [We] were called.
2. [You] were called.
3. [They] were called.

PAST IMPERFECT TENSE.

Singular.

1. [I] was being called.
2. [Thou] wast being called.
3. [He] was being called.

Plural.

1. [We] were being called.
2. [You] were being called.
3. [They] were being called.

PAST PERFECT TENSE.

Singular.

1. [I] had been called.
2. [Thou] hadst been called.
3. [He] had been called.

Plural.

1. [We] had been called.
2. [You] had been called.
3. [They] had been called.

FUTURE INDEFINITE TENSE.

Singular.

1. [I] shall be called.
2. [Thou] wilt be called.
3. [He] will be called.

Plural.

1. [We] shall be called.
2. [You] will be called.
3. [They] will be called.

FUTURE PERFECT TENSE.

Singular.

1. [I] shall have been called.
2. [Thou] wilt have been called.
3. [He] will have been called.

Plural.

1. [We] shall have been called.
2. [You] will have been called.
3. [They] will have been called.

IMPERATIVE MOOD.

Singular.

2. Be [thou] called.

Plural.

2. Be [ye or you] called.

SUBJUNCTIVE MOOD.

PRESENT INDEFINITE TENSE.

Singular.

1. [I] be called.
2. [Thou] be called.
3. [He] be called.

Plural.

1. [We] be called.
2. [You] be called.
3. [They] be called.

PRESENT PERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. [I] have been called.	1. [We] have been called.
2. [Thou] have been called.	2. [You] have been called.
3. [He] have been called.	3. [They] have been called.

PAST INDEFINITE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. [I] were called.	1. [We] were called.
2. [Thou] wert called.	2. [You] were called.
3. [He] were called.	3. [They] were called.

PAST IMPERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. [I] were being called.	1. [We] were being called.
2. [Thou] wert being called.	2. [You] were being called.
3. [He] were being called.	3. [They] were being called.

PAST PERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. [I] had been called.	1. [We] had been called.
2. [Thou] hadst been called.	2. [You] had been called.
3. [He] had been called.	3. [They] had been called.

Exercise 150.

1. What Verb is used as the Auxiliary of the Imperfect Tenses ?
2. What Verb is used as the Auxiliary of the Perfect Tenses ?
3. What part of the principal Verb is used in the Imperfect Tenses of the Active Voice and of Intransitive Verbs ?
4. What part of the principal Verb is used in the Perfect Tenses of the Active Voice and of Intransitive Verbs ?
5. What is the Auxiliary of the Passive Voice ?
6. What part of the principal Verb is used in the Passive Voice ?
7. What are the endings of the Second and Third Persons Singular of the Present Indefinite Tense of the Indicative Mood ?
8. What is the ending of the Second Person Singular of the Past Indefinite Tense of the Indicative Mood ?

298. The Verbs *shall, will, may, must, can, ought, dare, and do* (as an auxiliary) lack some of the usual forms, or are otherwise irregular.

Verbs which lack some of the usual forms are called **Defective**.

299. Conjugation of the Verb **Shall**.

INDICATIVE MOOD.

PRESENT INDEFINITE TENSE.

<i>Singular.</i>		<i>Plural.</i>
1. [I] shall.	|	1. [We] shall.
2. [Thou] shalt.	|	2. [You] shall.
3. [He] shall.	|	3. [They] shall.

INDICATIVE AND SUBJUNCTIVE MOODS.

PAST INDEFINITE TENSE.

<i>Singular.</i>		<i>Plural.</i>
1. [I] should.	|	1. [We] should.
2. [Thou] shouldst.	|	2. [You] should.
3. [He] should.	|	3. [They] should.

300. Conjugation of the Verb **Will**.

INDICATIVE MOOD.

PRESENT INDEFINITE TENSE.

<i>Singular.</i>		<i>Plural.</i>
1. [I] will.	|	1. [We] will.
2. [Thou] wilt.	|	2. [You] will.
3. [He] will.	|	3. [They] will.

INDICATIVE AND SUBJUNCTIVE MOODS.

PAST INDEFINITE TENSE.

<i>Singular.</i>		<i>Plural.</i>
1. [I] would.	|	1. [We] would.
2. [Thou] wouldst.	|	2. [You] would.
3. [He] would.	|	3. [They] would.

301. Conjugation of the Verb **May**.

INDICATIVE AND SUBJUNCTIVE MOODS.

PRESENT INDEFINITE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. [I] may.	1. [We] may.
2. [Thou] mayest or mayst.	2. [You] may.
3. [He] may.	3. [They] may.

PAST INDEFINITE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. [I] might.	1. [We] might.
2. [Thou] mightest.	2. [You] might.
3. [He] might.	3. [They] might.

302. *Must* has now no change of form.

303. Conjugation of the Verb **Can**.

INDICATIVE MOOD.

PRESENT INDEFINITE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. [I] can.	1. [We] can.
2. [Thou] canst.	2. [You] can.
3. [He] can.	3. [They] can.

INDICATIVE AND SUBJUNCTIVE MOODS.

PAST INDEFINITE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. [I] could.	1. [We] could.
2. [Thou] couldst or could.	2. [You] could.
3. [He] could.	3. [They] could.

304. *Ought* has but one change; it adds *-est* for Second Person Singular.

305. *Dare* in the Present has the same single change as *ought*. The Past is *durst*.

306. *Do* as a principal Verb is conjugated regularly.

307. *Do* is used as an Auxiliary :—

1. To make the sentence sound better ; as,

Thou *dost* prefer above all temples the upright heart and pure.

It is greatly used for this purpose in poetry ; as,

Horses did neigh and dying men did groan
And ghosts did shriek and squeal about the streets.

2. To mark emphasis ; as,

'You cannot mean what you say.'—'I *do* mean it.'

3. With *not* ; as,

He *does* not want you.
They *do* not know their own minds.
Tom *did* not intend to hurt you.

4. In asking a question ; as,

Do you live in Brighton now ?
Did she hear from her father last week ?
Does Mary learn French ?

308. The Verb after *do* is often understood ; as,

I cannot write as well as you *do* [write].
Does Tom like drawing ? He *does* [like it].
Did the doctor call this morning ? He *did* [call].

309. When *do* is an Auxiliary, parse it and its principal Verb together as one Verb.

Exercise 151.

a. Say whether the Verb **do** in each of the following sentences is an Auxiliary or a Principal Verb :—

I do think of you daily. My sister did expect you. Can the children do their tasks ? Alfred does not feel well. The gardener is doing his work. Mr. Howard hopes to do well in Australia. How do you do that ? How did his father hear the news ? The soldier did his duty, but the sailor did not do his. I may see him this evening ; I will give him your message if I do. Flee evil and do good. This thing was not done in a corner.

b. Say in which of the four ways named in Par. 306 do is used in each of the following sentences :—

Never did any man work harder. I did not hear a sound. We do not know whom you mean. Some answered and some did not. He really does feel sorry. Did this train come from Brighton? When they do agree their unanimity is wonderful. The doctor does not think there is any danger; nor do I think there is any. Do you confess the bond? I do. I did love him but I scorn him now.

Once again
Do I behold those steep and lofty cliffs.

When the sweet wind did gently kiss the trees,
And they did make no noise.

This just reproach their virtue does excite.

Expletives their feeble aid do join.

AGREEMENT OF VERBS.

Read again Par. 291.

310. When the Subject of a sentence consists of two or more Nouns joined by *and*, the Verb must be Plural; as, 'John and James *are* coming.'

This rule applies to Pronouns also; as, 'She and her brother *are* coming;' 'He and she *were* late.'

311. When the Subject consists of two or more Singular Nouns joined by *or*, *either—or*, or *neither—nor*, the Verb must be Singular; as, 'Either the master or the servant *was* present;' 'Neither the master nor the servant has returned.'

312. Collective Nouns when Singular may take a Plural Verb when the speaker is thinking of the *separate things* rather than of the multitude; as, 'The nobility of Rome *are* his.'

In the case of some Collective Nouns custom is not settled. Thus we can say 'The Board *has* met,' 'The Committee *has* resolved,' or 'The Board *have* met,' 'The Committee *have* resolved.'

Exercise 152.

a. Give the Number and Person of the Verbs printed in italics.

Gold and silver *are reckoned* precious. The mistress and the maid *have returned*. Frank and Harry *are going*. Mary, Ethel, and Nellie *are* the best girls in the class. The lark and the nightingale *sing* at different times. Sword and helmet *are laid* aside. Copper and tin *are found* in England. He and his cousin *learn* French. He and I *are* both hungry. The meeting *is* disorderly. Some boys *go* barefooted. Congress *has just adjourned*. The mob *was dispersed*. The cattle on a thousand hills *are* his. Then ye *are* only five. Talking and eloquence *are* not the same; to talk and to talk well *are* two things.

Furious Frank and fiery Hun
Shout in their sulphurous canopy.

Soft stillness and the night
Become the touches of sweet harmony.

John or William *is coming*. Either the coachman or the footman *is waiting*. Neither the boy nor the girl *has returned*. Neither horse nor hound *is* weary.

b. Read again Par. 203, and give the Number and Person of the Verbs printed in italics.

The man who *was* here is gone. The men who *were* here are gone. He that *gives* thee a bone would not have thee die. The roses soon withered that *hung* o'er the wave. It is I who *am speaking*. It was you who *spoke*.

REVIEW.

313. 'A Verb is a word by means of which we can say something concerning some person or thing.'—*Mason*.

314. Verbs are either Transitive or Intransitive.

A Transitive Verb shows that the action is directed to some object.

An Intransitive Verb shows a state or condition, or an action which is not directed to an object.

315. Transitive Verbs have two Voices, the Active and the Passive.

When the name of the *doer of the action* is the *Subject* of the Verb, the Verb is of the **Active Voice**.

An Active Verb always has an Object.

When the name of the *object of the action* is the *Subject of the Verb*, the Verb is of the **Passive Voice**.

316. Verbs have four **Moods**, the **Indicative**, the **Imperative**, the **Subjunctive**, and the **Infinitive**.

The **Indicative Mood** is used in making a simple statement, or in asking a question.

The **Imperative Mood** is used in commanding or entreating.

The **Subjunctive Mood** is used when we are speaking, not of a fact or of what is assumed to be a fact, but of something which is only thought of.

The **Infinitive Mood** is the form of the Verb which is used without any Subject.

317. Verbs have two **Participles**, the **Imperfect** and the **Perfect**.

The **Imperfect Participle** is formed by adding *-ing* to the Verb.

The **Perfect Participle** generally ends in *n*, *t*, or *d*.

318. A **Gerund** is a Verbal Noun.

It is the same in form as the Imperfect Participle, but it is quite different in origin.

319. Verbs have three **Tenses**, the **Present**, the **Past**, and the **Future**.

Verbs in each Tense may be—

Indefinite,
Imperfect,
Perfect, *or*
Perfect Continuous.

320. Verbs are **Strong** or **Weak**.

Strong Verbs form their Past Tense and Perfect Participle by a change of vowel.

Weak Verbs form their Past Tense and Perfect Participle by adding *-ed* or *-t*.

321. Verbs agree with their Subject in Person and Number.

Examples of the Parsing of Verbs.

The child is going to school.

Is going		Verb; Strong; Intransitive; Indicative Mood; Present Imperfect Tense; Third Person, Singular Number, agreeing with its Subject <i>child</i> .
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The hunters killed a lion.

Killed		Verb; Weak; Transitive; Active Voice; Indicative Mood; Past Indefinite Tense; Third Person, Plural Number, agreeing with its Subject <i>hunters</i> .
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I can hear you.

Can		Defective Verb; Transitive; Active Voice; Indicative Mood; Present Indefinite Tense; First Person, Singular Number, agreeing with its Subject <i>I</i> .
Hear	|	Verb; Weak; Transitive; Active Voice; Infinitive Mood; Indefinite Tense.

The corn ripened by the smiling sun was cut down.

Ripened	|	Perfect Participle of the Verb <i>ripen</i> , qualifying the Noun <i>corn</i> .
smiling	|	Imperfect Participle of the Verb <i>smile</i> , used as an Adjective qualifying the Noun <i>sun</i> .
was cut	|	Verb; Weak; Transitive; Passive Voice; Indicative Mood; Past Indefinite Tense; Third Person, Singular Number, agreeing with its Subject <i>corn</i> .

Exercise 153.

Parse each Verb.

I could not love you, dear, so much,
Loved I not honour more.

Sceptre and crown
Must tumble down.

Fair daffodils, we weep to see
You haste away so soon.

Avenge, O Lord, thy slaughtered saints, whose bones
Lie scattered on the Alpine mountains cold.

A farmer had several sons who used to quarrel with one another. He tried to cure them of this bad habit by pointing out how foolish and wicked it was, but he found that he did no good by talking to them. So one day he laid a bundle of sticks before them and he bade them break it. The eldest put out all his strength, but in vain. The other sons tried in turn, but they all failed. Then the father, untying the bundle, gave his sons the separate sticks to break, and they broke them easily. 'Remember,' he said, 'the lesson which this bundle teaches. While you help each other none can harm you; when you quarrel you are easily hurt.'

ADVERBS.

322. Adverbs are generally classified, not according to the way in which they are used in sentences, but according to the meanings of the words.

Adverbs which show **when** are called **Adverbs of Time**.

Exercise 154.

Pick out the Adverbs of Time in Exercise 47.

323. Adverbs which show **where** are called **Adverbs of Place**.

Exercise 155.

Pick out the Adverbs of Place in Exercise 48.

324. Adverbs which show **how** are called **Adverbs of Manner**.

Exercise 156.

Pick out the Adverbs of Manner in Exercise 49.

325. Adverbs which show **how much** or **how many times** are called **Adverbs of Degree** or **Repetition**.

The (as in '*The more the merrier*') belongs to this class.

Exercise 157.

Pick out the Adverbs of Degree or Repetition in Exercise 51.

326. Adverbs which show how far the speaker believes what the Verb tells are called **Adverbs of Affirmation** or **Negation**.

If the words show *belief*, they are called Adverbs of *Affirmation*; if they show *disbelief*, they are called Adverbs of *Negation*.

Read again Par. 58.

Yes, yea, and ay are generally called *Adverbs of Affirmation*; *no* and *nay* are generally called *Adverbs of Negation*.

Exercise 158

Pick out the Adverbs of Affirmation or Negation in Exercise 50.

327. Words like *therefore, wherefore, hence, still, consequently, why, yet, likewise, also*, are called **Adverbs of Cause and Consequence**.

These words should not be called Conjunctions. It is true that some of them appear to join sentences, but it should be remembered that Conjunctions are not the only words which join sentences. Relative Pronouns and a class of Adverbs to be spoken of shortly join sentences also.

Some of the Adverbs of Cause and Consequence also belong to other classes; thus:—

Adverb of Cause and Consequence. The man had walked twenty miles;
hence he was tired.

Adverb of Place. The man walked *hence*.

Adverb of Cause and Consequence. Appearances are against him; *still*
I believe him.

Adverb of Time. The children are *still* sleeping.

Adverb of Cause and Consequence. The story is strange, *yet* it is true.

Adverb of Time. The sun is shining *yet*.

Exercise 159.

Pick out the Adverbs of Cause and Consequence.

He has deceived me once; therefore I will not trust him again.

Oh, tell me, harper, wherefore flow
Thy wayward notes . . .

The man wasted his fortune ; hence he is poor now. She is very ill, but still we hope she will recover. The horse cast a shoe, and consequently we lost the train. The servant does not know why the master has not come home. Edward is going to the park ; James is going also. Her parents gave her all she wanted, yet she was not happy. The traveller went through Persia and likewise went through Arabia. He blushes ; therefore he is guilty.

328. There are a few words which are called Adverbs by some grammarians and Conjunctions by others. The most common of these words are :—

- (a) *Where* and its compounds (as, *where-in, where-by, wherefore, &c.*), *when, whence, why, whither, as.*
 (b) *After, before, while, ere, till, until, since.*

329. It is quite clear that in the sentence 'He lives there,' *there* is an Adverb, for it goes with the Verb *lives* and shows where.

It seems equally clear that in the sentence 'Where does he live?' or 'He lives where?' *where* is also an Adverb.

330. If I say 'This is the place where he lives,' we have two sentences, 'This is the place' and 'He lives.' *Where* joins them, and therefore does the work of a Conjunction. Still, if it was an Adverb in the sentence 'Where does he live?' it must be an Adverb here. Because it thus does the work of an Adverb and a Conjunction some grammarians call it a *Conjunctive Adverb*, and some an *Adverbial Conjunction*.

331. If the other words in list (a) be examined in the same way, it will be seen that they, too, are **Conjunctive Adverbs**, and that they go with the Verbs which follow them.

332. If I say 'William came after James had left,' we have two sentences, 'William came' and 'James had left.' *After* joins them and therefore does the work of a Conjunction. But *after* does not go with the following Verb, for James did not leave after William came. Hence, as *after* does not go with any Verb, Adjective, or Adverb, we simply call it a Conjunction, though, at first sight, it looks something like an Adverb.

333. If the other words in list (b) be examined in the same way, it will be seen that they, too, are simply Conjunctions.

334. From these remarks it follows that :—

(1) If a word, besides joining two sentences, goes with some Verb, Adjective, or Adverb in the second, it is a Conjunctive Adverb.

(2) If it only joins two sentences, it is a Conjunction.

335. *Examples of Conjunctive Adverbs.*

This is *where* my brother works.

And *wheresoever* Mary went, the lamb was sure to go.

What is the cause *wherefore* ye are come ?

It shall prosper in the things *whereto* I sent it.

The boy was reading *when* his master came up.

The prisoner was sent back to the place *whence* he came.

336. *Examples of Conjunctions which, at first sight, look like Adverbs.*

The moon rose *after* the sun had set.

The traveller set out *before* his friends had come up.

It is now three months *since* we heard from our cousin in India.

Come down *ere* my child die.

Do not go out *till* the storm has abated.

The man arrived *while* we were speaking of him.

337. The word *as* requires care.

In the sentence ' John is not *as* tall *as* his brother is,' the first *as* is an Adverb of Degree joined to the Adjective *tall* ; the second *as* is a Conjunctive Adverb.

In the sentence ' I do not trust him *as* he has deceived me,' *as* [= because] is a Conjunction.

In the sentence ' We met the boys *as* we were coming home,' *as* [= when] is an Adverb of Time.

Exercise 160.

Pick out the Conjunctive Adverbs.

I remember, I remember
 The house where I was born,
 The little window where the sun
 Came peeping in at morn.

I know a bank whereon the wild thyme blows. That is the field where the money was found. The reason why he came is not known. The place whither you are travelling is far away. The workman did not hear when he was called. The tree is still lying where it fell. The thief will be soon caught, wherever he is. He goes out riding whenever he can find time. This is how you ought to write. The Lord preserved David whithersoever he went. Whithersoever it turneth it prospereth. Look to the rock whence ye are hewn. Ye cannot tell whence I come and whither I go. What is the cause wherefore ye are come? Wherever I went was my poor dog Tray.

Exercise 161.

a. Say what Part of Speech each word printed in italics is.

William came first; James came *after*. William came *after* me. William came *after* I had gone. Jill came tumbling *after*.

The mother knew that *before*. The mother knew that *before* Saturday. The mother knew that *before* you told her.

My brother cannot stay *till* then. My brother cannot stay *till* Sunday. My brother cannot stay *till* you come for him.

We ought to have heard *ere* now. We shall hear *ere* noon. We shall hear *ere* many days are gone.

The merchant has been here *since*. The merchant has been here *since* Monday. The merchant has been here *since* you left.

As the boy was hard-working he got on. We met the boy *as* he was going to work. The boy was *as* honest *as* he was industrious.

b. Classify the Adverbs in Exercise 53.

COMPARISON OF ADVERBS.

Read again Pars. 223-231.

338. Some Adverbs admit of comparison; thus:—

Positive Degree. We expect Fred to arrive *soon*.

Comparative Degree. We expect Tom to arrive *sooner*.

Superlative Degree. We expect Edward to arrive *soonest*.

339. Adverbs are compared like Adjectives.

Many Adverbs are formed from Adjectives, as *kindly* from *kind*, *gently* from *gentle*. Such Adverbs are, of course, longer than the Adjectives from which they were formed, and Adverbs are therefore compared by the addition of *more* and *most* oftener than Adjectives are.

340. Some Adverbs are compared irregularly, as :—

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
well	better	best
evil } ill }	worse	worst
much	more	most
late	later	last
far	farther	farthest
nigh } near }	nearer	next

Exercise 162.

Compare the following Adverbs :—

Lazily. Wittily. Sadly. Snugly. Proudly. Truly. Busily. Luckily.
Often. Seldom. Little. Far.

CONJUNCTIONS.

Read again Pars. 70–72.

341. A Conjunction is a joining word which is neither a Pronoun nor an Adverb.

Exercise 163.

Work again Exercise 63.

Pick out the Conjunctions in Exercise 160.

342. The Conjunction *than* is used to join two sentences, but the greater part of the second sentence is often left out. Thus :—

You like Mr. Jones better than I.
You like Mr. Jones better than me.
Fred is taller than Edward.

<i>First Sentence.</i>	<i>Conjunction.</i>	<i>Second Sentence.</i>
You like Mr. Jones better	than	I [like him].
You like Mr. Jones better	than	[you like] me.
Fred is taller	than	Edward [is tall].

Exercise 164.

Supply the words omitted.

The gardener is lazier than the ploughman. You have known James longer than I. You have known James longer than me. We love our teacher more than he. We love our teacher more than him. A greyhound runs faster than a hare. Jack returned sooner than his brother. Iron is more useful than gold. Gold is dearer than iron. He is more rich than clever.¹

A FEW DIFFICULTIES.

THE CASE AFTER **Be**.

Repeat the parts of the Verb to be.

343. The Verb **to be**² has the same case after it as before it; as, 'I am the man.'

I is in the Nominative Case, Subject to *am*; *man* is therefore also in the Nominative Case.

Parse 'man' as in the Nominative Case *after the verb am*.

Exercise 165.

Give the Case of the words printed in italics.

Nathan said unto David 'Thou art the *man*.' You are a good *boy*. That is a *nightingale*. Doctor Faustus was a good *man*. Old King Cole was a merry old *soul*. The Thames is a beautiful *river*. I'm to be *queen* of the May. The box will be a useful *present*. We have been *friends* for many years. I hope that I shall be a *scholar* some day. Art thou the traitor *angel*? Art thou *he* that should come? A *man* severe he was.

APPOSITION.

344. Sometimes a Noun is placed after another Noun or after a Pronoun to show more clearly who or what is meant; as, 'William the *Conqueror*,' 'Brown the *grocer*,' 'I your *father*.'

¹ See 'Notes for Teachers,' p. 259, Note 33.

² It will be seen that *be* is a Verb of Incomplete Predication, and that what is here said of it applies to other Verbs of Incomplete Predication.

The Noun so placed is said to be in **Apposition** to the other Noun or to the Pronoun.

345. Nouns or Pronouns in Apposition have the same Case; as, 'Hob the *ploughman* is returning;' 'I met Hob the *ploughman*.'

In the first sentence *Hob* is in the Nominative Case, Subject to *is returning*, and *ploughman* is therefore in the Nominative Case also.

In the second sentence *Hob* is in the Objective Case governed by the Verb *met*, and *ploughman* is also in the Objective Case.

Parse it as in the Objective Case *in Apposition to Hob*.

Exercise 166.

Pick out the Nouns in Apposition and give the Case of each.

Paul the Apostle was a Jew. Napoleon the Emperor was sent to St. Helena. I live in London, the capital of England. This coat was made by Harrison, the tailor. The children love their uncle, Mr. Holmes. William the Conqueror came from Normandy. It was the lark, the herald of the morn. Tom, Tom, the piper's son, stole a pig. The hunters killed Bruin the bear. Highest queen of state, great Juno comes. This is Sullivan, the blacksmith's, shop. Frank, the jockey's, leg is broken.

This gentleman, the prince's near ally,
My very friend, hath got his mortal hurt.
But He, our gracious Master, kind as just,
Knowing our frame, remembers we are dust.

NOMINATIVE ABSOLUTE.

346. A Noun (or Pronoun) is said to be in the **Nominative Absolute** when (being followed by a Participle expressed or understood) its Case is not affected by any other word in the sentence; as, 'The *sea* being calm, we went for a sail;' 'He being tired, we sat down;' 'The mountains rose, *peak* above peak (that is, 'peak being above peak').

Exercise 167.

Pick out the Nominative Absolute.

Everything being ready, we started. Napoleon having been defeated, there was peace. The storm having abated, the ships ventured to sail,

James leaving the country, William was made king. The baby lying asleep, the children were very quiet. Bruce lay down, his heart heavy with sorrow. The soldiers charged, sword in hand. The man listened, his face red with anger. The king returning victorious, the citizens went forth to meet him.

But the lark is so brimful of gladness and love,
The green fields below him, the blue sky above . . .

NOMINATIVE OF ADDRESS.

347. When a person (or thing) is called by name, the name is said to be in the **Nominative of Address**; as, 'Come to me, O ye *children*.' 'O *grave*, where is thy sting?'

The Nominative of Address in English corresponds to the Vocative in Greek or Latin.

A Noun which is in the Nominative of Address is in the Second Person; as 'Our *father*, which art in heaven.'

Art is in the Second Person, therefore *which* is; and if *which* is, *father*, the Antecedent, must be also.

Exercise 168.

Pick out the Nouns and Pronouns which are in the Nominative of Address.

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

Home of the mighty! can it be
That this is all remains of thee?

To arms! to arms! Sir Consul,
Lars Porsena is here.

O Tiber! father Tiber,
To whom the Romans pray

NOUNS OF TIME, SPACE, AND MEASUREMENT.

348. Nouns of time, space, and measurement are in the Objective Case without any Verb or Preposition; as, 'We lived ten *years* in France;,' 'Tom walked twenty *miles*;' 'The cloth measures six *yards*.'

Exercise 169.

Pick out the Nouns of Time, Space, or Measurement, and give the Case of each.

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

The wretched parents all that night
Went shouting far and wide.

WORDS 'UNDERSTOOD.'

349. Before parsing or analysing a sentence it is necessary to put in all words which are omitted (or 'understood').

As a rule there is no need to parse words which are understood, but till they are inserted the construction of the sentence cannot be seen.

Work again Exercises 108 and 164.

350. Compare the sentences in the first column with those in the second.

Sentences with words understood.

He came on Monday and left on Tuesday.

Joseph came in and looked upon them.

Mr. and Mrs. Brown are a kind gentleman and lady.

I like reading and writing.

We are going to France and Italy.

We know he is truthful.

Sentences in full.

He came on Monday and [he] left on Tuesday.

Joseph came in and [Joseph or he] looked upon them.

Mr. [Brown] and Mrs. Brown are a kind gentleman and [a kind] lady.¹

I like reading and [I like] writing.

We are going to France and [to] Italy.²

We know [that] he is truthful.

¹ Or, Mr. Brown is a kind gentleman and Mrs. Brown is a kind lady.

² Or, We are going to France and we are going to Italy.

Sentences with words understood.

John arrived, but Tom did not.

I will pull down my barns and build larger.

Go.

Come.

This house is my uncle's.

Fred is staying at his cousin's.

This is St. Peter's.

The boy is as old as the girl.

The teacher is as clever as kind.

She loves him as well as I.

She loves him as well as me.

I am younger than he.

James is better than John.

Sentences in full.

John arrived, but Tom did not [arrive].

I will pull down my barns and build larger [barns].

Go [thou or go ye].

Come [thou or ye].

This house is my uncle's [house].

Fred is staying at his cousin's [house or home].

This is St. Peter's [church].

The boy is as old as the girl [is old].

The teacher is as clever as [he is] kind.

She loves him as well as I [love him].

She loves him as well as [she loves] me.

I am younger than he [is young].

James is better than John [is good].

Exercise 170.*Supply the words understood.*

Come live with me and be my love. Awake, arise, or be for ever fallen. Obey your parents. We left London on Monday and reached Gibraltar on Wednesday. Coal is found in Pennsylvania. Horses and hounds are running fast. This is the book you lost. Where is the house you mean? I hate meanness and deceit.

He guided her trembling feet along,
Proud that his own were firm and strong.

When he hoisted his standard black
Before him was battle, behind him wrack [= ruin, destruction].

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

And yet it was a lovely flower,
Its colours bright and fair.

But green leaves and blossoms and sunny warm weather
And singing and loving all come back together.

The lark is so brimful of gladness and love

Eggs are really good for nothing ;
What's an egg to me or you ?

We rose in the dark
And got with our bags and our brushes to work.

Be still a dream throughout the day,
A blessing through the night.

But all I hear
Is the north wind drear
And all I see are the waves.

She once was blooming and young and fair,
With bright blue eyes and auburn hair.

All seemeth as calm as an infant's dream.

Ever its torn folds rose and fell
On the loyal winds that loved it well.

Not a drum was heard, not a funeral note.

ORDER.

351. Before parsing or analysing a sentence see that the words are in the usual order.

Read again Par. 43 b, and in Exercise 41 pick out the Adjectives which are placed after Nouns.

Read again Pars. 149 and 150, and work again Exercise 97.

352. Compare the sentences in the first column with those in the second.

Inverted order.

Great is the Lord and of great power.

Cold is Cadwallo's tongue.

Great is Diana of the Ephesians.

In the beginning was the Word:

So persecuted they the prophets.

Usual order.

The Lord is great and [He is] of great power.

Cadwallo's tongue is cold.

Diana of the Ephesians is great.

The Word was in the beginning.

They persecuted the prophets so.

Inverted order.

Comes a vapour from the margin
blackening over heath and
holt.

Then burst his mighty heart.

Whom ye ignorantly worship,
Him declare I unto you.

Mine head with oil thou didst
not anoint.

From peak to peak, the rattling
crags among,

Leaps the live thunder.

Usual order.

A vapour, blackening over heath
and holt, comes from the margin.

His mighty heart burst then.

I declare unto you Him whom
ye worship ignorantly.

Thou didst not anoint mine
head with oil.

The live thunder leaps from
peak to peak among the rattling
crags.

Exercise 171.

Arrange in the usual order the words of the following sentences.

- a. Great is your reward in Heaven.

Justice and truth are Thy ways.

To confirm his words out fly
Millions of flaming swords.

Great and marvellous are Thy works.
Of his early life few particulars have reached us.
Oft did the harvest to their sickle yield.
In my Father's house are many mansions.
Into the valley of death rode the six hundred.
Uprose the King of men with speed.
Flashed all their sabres bare.
Some pious drops the closing eye requires.

Down the street with laughter and shout,
Glad in the freedom of school let out
Come the boys.

And the heavy night hung dark
The hills and waters o'er.

- b. Wide is the gate and broad is the way.

Whatever wisdom and energy could do William did.

Then shrieked the timid and stood still the brave.

Not as the world giveth give I unto you.

Me he restored unto mine office and him he hanged.

For this did Servius give us laws? for this did Lucrece bleed?

Of old sat Freedom on the heights
Above her shook the starry lights.

Gone are all the barons bold,
Gone are all the knights and squires,
Gone the abbot stern and cold,
And the brotherhood of friars.

353. The Adverb *there* is used before the Verb *to be*, so that the Subject may come after the Verb; as, 'There is a God' [=A God is]; 'There was a man' [=A man was].¹

354. *There* is similarly used with some other Verbs, such as *come, appear, seem, live, dwell, exist*; as, 'There came a messenger unto the king;' 'There appears to be no truth in the story;' 'There seemed to be a whole army;' 'Once upon a time there lived three brothers. . . .'

355. *There* so used is not now an Adverb of Place. 'There lived a man' is quite different in meaning from 'A man lived there.' In the second sentence *there* is an Adverb of Place; in the first it is a *Preparatory Adverb*.² There is the same difference between the two *theres* in the following lines:—

There is in the wide lone sea
A spot unmarked but holy,
For *there* the gallant and the free
In his ocean bed lies lowly.

Exercise 172.

Rearrange the following sentences omitting the Preparatory Adverb there.

There was once a good king. There came a voice from heaven. There was not a tree to be seen. There was a crooked man. There seems no end to his tricks. There came a man of God to Eli. There came a lion and a bear. Behold there appeared a chariot of fire. There appeared to them Moses and Elias. There stood proud forms around his throne. There's a merry brown thrush sitting up in a tree.

There lived a miller hale and bold
Beside the River Dee.

¹ So far as order goes the French usage is parallel—*Il y avait un homme.*

² Dr. Abbott's name for it.

There was an old woman tossed up in a basket
Ninety times as high as the moon.

Woe to the realms which he wasted, for there
There was shedding of blood and rending of hair.

BUT.

356. The word *but*¹ may be

- (1) A Conjunction; as,
The horse is sold, *but* the cow is not.
I want oranges *but* not lemons.
- (2) A Preposition; as,
All went but [= except] me.
We want none but [= except] him.
- (3) An Adverb; as,
Man wants but [= only] little here below.
The story is but [= only] too true.

Exercise 173.

Parse each but.

All the boys but Tom were early. We are but children of a larger growth. One shall be taken, but the other left. It is but too true. They were poor but honest. You have come but to mock me. He is rich, but not happy.

So the loud whirlwind and the torrent's roar
But bind him to his native mountains more.

O who shall say what heroes feel
When all but life and honour's lost?

THAT.

357. *That* may be

- (1) A Demonstrative Adjective; as,
Give me *that* book.
- (2) A Demonstrative Pronoun; as,
This gives me joy, *that* [gives me] sorrow.

¹ See 'Notes for Teachers,' p. 259, Note 34.

(3) A Relative Pronoun ; as,
This is the house *that* Jack built.

(3) A Conjunction ; as,
I know *that* you are unhappy.

Exercise 174.

Parse each that.

Work that you may succeed. Have you seen the house that I bought ? It is true that our sister came yesterday. Do you know that child ? Is that that you told me true ? Do you believe that story ? I believe that the story that you heard is false. Nay, that's certain ; we are blest that Rome is rid of him.

MISCELLANEOUS SENTENCES FOR PARSING.

[When parsing in writing, time may be saved by contracting the longer grammatical terms, thus :—

NOUNS.	Com. } Prop. } Abs. } Coll. }	Sing. } No. Plur. }	Masc. } Fem. } Neut. } Com. }	Gend.	Nom. } Poss. } Obj. } Absol. } Appos. }	Case.	
ADJECTIVES (Adj.)	Qual. } Quant. } Demons. }		Pos. } Comp. } Super. }	Deg.			
PRONOUNS (Pron.)	Pers } Reflex. } Rel. } Interr. } Demons. } Indef. } Distrib. }						
VERBS.	Trans. } Intrans. }	Act. } Pass. }	Voice.	Indic. } Imper. } Subj. } Infinit. }	Mood.	Pres. } Fut. } Perf. } Imperf. } Indef. } Contin. }	Tense.

Part. = Participle.

ADVERBS (Adv.)	Man. } Affirm. } Neg. } Conj. } Deg. } Repet. }
PREPOSITIONS (Prep.)	

CONJUNCTIONS (Conj.)

INTERJECTIONS (Interj.)

Never contract a word of one syllable.

Show that a word is contracted by putting a full stop after it ; punctuate in other respects as if there were no contractions.]

England expects every man to do his duty.

Time writes no wrinkles on thine azure brow.

His house was known to all the vagrant train.

No useless coffin enclosed his breast.

I saw a little streamlet flow

Along a peaceful vale.

On some fond breast the parting soul relies.

The mild southern breeze brought a shower from the hill.

The poor live pleasantly without our help.

The castle's bound

I wander round,

Amidst the grassy graves.

Three wives sat up in the lighthouse tower.

The spirit of your fathers

Shall start from every wave.

Two robin redbreasts built their nest

Within a hollow tree.

Here to the houseless child of want

My door is open still.

Down in a green and shady bed

A modest violet grew.

The freshening breeze of eve unfurled that banner's massive fold.

Night sank upon the dusky beach and on the purple sea.

I climbed the dark brow of the mighty Helvellyn.

Some years ago, a friend into my care

Some jewels gave.

The signal to engage shall be

A whistle and a hollo.

For the rights of fair England that broad sword he draws.

I see the lights of the village

Gleam through the rain and the mist.

The turban folded about his head
Was daintily wrought of the palm-leaf braid.

A barge across Loch Katrine flew,
High stood the henchman on the prow.

And lo ! from the assembled crowd
There rose a shout, prolonged and loud.

The stranger came with iron hand
And from our fathers reft the land.

And at the sound it sunk in haste away
And vanished from our sight.

Then my heart with pleasure fills
And dances with the daffodils.

His sword was in its sheath,
His fingers held the pen.

Her timbers yet are sound
And she may float again.

My father lived beside the Tyne,
A wealthy lord was he.

I am sorry for thee ; thou art come
To answer a stony adversary.

And by came an angel who had a bright key.

Though your duty may be hard,
Look not on it as an ill ;
If it be an honest task,
Do it with an honest will.

The tall pink foxglove bowed his head ;
The violets curtsied and went to bed.

When the ground is white with snow,
At the door some crumbs I'll throw.

With a merry face and a merry song
Through the snow he paddles along.

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

Past the woman so old and grey,
Hurry the children on their way.

Lightly and brightly breaks away
The morning from her mantle gray.

Beneath the crimson arching dome,
Went up the roar of mortal foes.

Happy must be the state
Whose ruler heedeth more
The murmurs of the poor
Than flatteries of the great.

Sing the glorious day's renown,
When to battle fierce came forth
All the might of Denmark's crown.

The foolish and the dead alone never change their opinions.

No peace, no comfort could I find,
No ease within doors or without.

Underneath this sable hearse
Lies the subject of all verse.

And by him sported on the green,
His little grandchild, Wilhelmine.

Honour thy father and thy mother . . . that it [call *it* an Impersonal Pronoun] may be well with thee, and that thou mayest live long on the earth.

Were half the power that fills the world with terror,
Were half the wealth bestowed on camps and courts
Given to redeem the human mind from error,
There were no need of arsenals or forts.

Bozzaris! with the storied brave
Greece nurtured in her glory's prime
Rest thee.

'O! haste thee, haste!' the lady cries;
'Though tempests round us gather,
I'll meet the raging of the skies,
But not an angry father.'

PART III.

ANALYSIS OF SENTENCES.

SIMPLE SENTENCES.

SUBJECT AND PREDICATE.

Read again Pars. 115 to 123, and work again Exercises 82 to 86.

Exercise 175.

Analyse the following sentences.

John is working. He is working. To work tires. Working tires. Birds fly. They fly. To read interests. Reading interests. The blind should be helped. The good are loved.

358. If the sentences given in Exercise 175 be examined, it will be seen that **the Subject may be**

- (1) A Noun¹; as, '*John* is working.'
- (2) A Pronoun; as, '*He* is working.'
- (3) An Infinitive; as, '*To work* tires.'
- (4) A Gerund; as, '*Working* tires.'
- (5) An Adjective used as a Noun; as, '*The blind* should be helped.'

Exercise 176.

Say of what the Subject consists. [The Subject is printed in italics.]

John is going to Scotland; *he* will stay there a month. *Travelling* is interesting. *To read* is easy; *to think* is not so easy. Blessed are *the meek*.

¹ It will be seen when Complex Sentences are taken that the Subject may also consist of a Noun Clause.

Blessed are *the merciful*. *Writing* is useful. *We* are expecting our aunt; *she* is coming from France. *France* is a large country. *Reading* maketh a full man. *To wait* is tiresome.

THE PREDICATE.

359. A Verb is said to be **Finite** when it is in the Indicative, Subjunctive, or Imperative Mood.

Participles and Verbs in the Infinitive Mood are therefore not Finite Verbs.

360. The Predicate contains or consists of a Finite Verb.

361. Some Verbs do not convey a complete idea, and therefore cannot be Predicates by themselves. Such Verbs are called **Verbs of Incomplete Predication**, and the words added to complete the Predicate are called the **Complement**.¹

Examples of Verbs of Incomplete Predication.

<i>Subject.</i>	<i>Predicate.</i>	
	Verb of Incomplete Predication.	Complement.
London	is	a city.
Wellington	was	a great general.
The man	became	rich.
The day	grew	dark.
Roses	smell	sweet.
John	remained	silent.
She	seemed	kind.
Sambo	appeared	grateful.
We	feel	happy.
The dog	went	mad.
David	was made	king.
The child	was named	Edward.

When analysing in tabular form a sentence containing a Verb of Incomplete Predication, have two columns as above, or have one column headed Predicate, and show the Predicate thus:—

is (*V. I. P.*)²

a city (*Comp.*)³

¹ From the Latin *complementum*, that which fills up or completes; from *complere*, to fill up, complete.

² *V. I. P.* = Verb of Incomplete Predication.

³ *Comp.* = Complement.

362. Great care must be taken to distinguish between an Adjective which is the Complement of a Verb and an Adverb which qualifies a Verb. Thus:—

The child smiles *sweetly*.
The child smells *sweet*.

In the first sentence *sweetly* is an Adverb, because it shows *how* the child smiles; in the second sentence *sweet* does not tell the way in which the child does anything, and is a Complement.

Similarly,

The dog went *mad*.
The dog went *madly* down the street.

In the first sentence, *mad* does not tell how the dog did anything; in the second, *madly* does. *Mad* is therefore a Complement, and *madly* an Adverb.

Again, *make* is used in an entirely different way in the two sentences,

Bakers *make* bread.
Sweet buds *make* pretty flowers.

Bread is an Object; and *pretty flowers* a Complement.

Similarly, in

That dress became *her*.
He became an *artist*.

her is an Object, and *an artist* is a Complement.

363. The Verb *to be* is always a Verb of Incomplete Predication except when it means *to exist*, as it does in the following sentences:—

Nothing *is* but what *is* not.
Whatever *is* is right.
But the hour cometh and now *is*.
He that cometh to God must believe that He *is*.
Grace be unto you and peace from Him which *is*, and *was*, and is to come.

364. The Complement to the Verb *to be* may be

- (1) A Noun; as, 'Thou art *the man*.'
- (2) A Pronoun; as, 'I am *he*.'
- (3) An Adjective; as, 'It is *good*.'

- (4) An Adverb ; as, ' I am *here*.'
 (5) An Infinitive ; as, ' The house is *to be sold*.'
 (6) A Phrase ; as,

The horse is *in the stable*.
 The driver is *ready to start*.
 The gun was *behind the door*.

365. Besides the Verb *to be* the most common Verbs of Incomplete Predication are *become, grow, seem, appear, make, call, think, deem, look, feel, smell*.

Read again Par. 343.

366. Remember that *all* Verbs of Incomplete Predication take the same Case after *as* before them.

Exercise 177.

Pick out the Verbs of Incomplete Predication and say what is the Complement of each.

When the Complement is a Noun or Pronoun say what is its Case.

a. Jackson is our gardener. You are she. That is he. These buds will be pretty flowers. John Gilpin was a citizen. The boys are at school. Our cousins are here. Old King Cole was a merry old soul. I'm the chief of Ulva's isle.

Additional sentences :—Exercise 14, a.

b. William became king. The child grows pretty. The girls seem happy. The flowers appear dead. Good boys make good men. This town is called Kingston. The general was made emperor. The paint looks fresh. We feel tired. The flower smells sweet. The water tastes warm. The very houses seem asleep. That man is considered a miser. Solomon was deemed wise. The man is thought honest. The baby has been named Maud. Man became a living soul. The temptation proved irresistible. Louis was styled the father of his people. Some men are born great.

Now is the winter of our discontent
 Made glorious summer.

THE OBJECT.

Read again Pars. 129-131, and work again Exercise 89.

367. When the Predicate is a Verb in the Active Voice it has an Object.

368. Like the Subject, the Object may be

- (1) A Noun ¹; as, 'Bakers make *bread*.'
- (2) A Pronoun; as, 'We love *him*.'
- (3) An Infinitive; as, 'I like to *read*.'
- (4) A Gerund; as, 'I like *reading*.'
- (5) An Adjective used as a Noun; as, 'You should pity *the poor*.'

Exercise 178.

Pick out the Object and say of what it consists.

The cook made a pie. Tom broke the window. The gardener sowed seeds. Some one stole the horse. Artists paint pictures. The sailor lost his ship. Children learn lessons. Authors write books. Farmers grow corn. Birds build nests. I heard her. We have just met him. Mr. Smith will meet us. We like them. I hurt myself. She cut herself. They are dressing themselves. The child is learning to read. He tries to succeed. We hope to pass. She studies painting. He teaches drawing. We had begun to dance. They intend to write. She helps the poor. We love the meek. Comfort the miserable.

Additional sentences :—Exercise 16, a.

ENLARGED SUBJECT.

Read again Par. 124.

369. The Subject may be enlarged by

- (1) An Adjective ²; as,
The birds built a nest.
Those birds built nests.
Twenty birds built nests.

¹ It will be seen when Complex Sentences are taken that the Object may also consist of a *Noun Clause*.

² Also an *Adjective Clause*. See Pars. 394-9.

- (2) A Noun or Pronoun in the Possessive Case ; as,

My father is a farmer.

William's brother is a captain.

- (3) A Noun in Apposition ; as, 'George *the gamekeeper* shot a hare.'

- (4) A Participle or a Participial Phrase ; as,

The king *being defeated* desired peace.

The victor, *having brought his enemies to submit*, ended the war.

- (5) A Prepositional Phrase ; as, 'The Tower *of London* is ancient.'

- (6) An Infinitive Phrase ; as, 'A wish *to please* is the root of politeness.'

370. When the Subject is an Infinitive or a Gerund, it may be enlarged by

- (1) An Object ; as,

To read *good books* is instructive.

Loving *our friends* is easy.

- (2) A Prepositional or other phrase ; as,

To read *in a bad light* is foolish.

Walking *here in the fields* is pleasant.

Exercise 179.

Pick out the Enlargements or Adjuncts of the Subject and say what they are.

The old man is tired. My name is Norval. A little ship was on the sea. Peters the baker makes bread. Robinson the tailor sells cloths. Tom's father was Dick's son. Her uncle is in India. The ship being strong withstood the storm. The woman being in great trouble was weeping. The house on the hill is Mr. Bosworth's. The lady on horseback is Mrs. Bosworth. Teaching lazy children is hard work. Learning to row is pleasant. Fearing the storm, we returned. The path of duty is the way to glory. Every turf beneath their feet shall be a soldier's sepulchre.

ENLARGED OBJECT.

Read again Pars. 132, 369, and 370.

371. Whatever may be an enlargement or Adjunct of the Subject may also be an enlargement of the Object.

Exercise 180.

Pick out the Enlargements or Adjuncts of the Object and say what they are.

We have sold the horse. I bought twenty sheep. The girl lost her gloves. Who found Thomas's top? The curfew tolls the knell of parting day. No glorious sun shall gild thy day. I wield the flail of the lashing hail. I bring fresh showers for thirsty flowers. I widen the rent in my wind-built tent. We met our cousin the architect. We admire Hereward the Wake. I climbed the dark brow of the mighty Helvellyn. We learn to paint pictures. I like reading interesting books. The midnight brought the signal-sound of strife.

SUBJECT AND OBJECT.

Exercise 181.

Analyse the following sentences. [For model see Exercise 90.]

Something attempted, something done
Has earned a night's repose.

Music hath charms to soothe the savage breast.

He has exalted them of low degree.

An unwonted splendour brightened
All within him and without him.

Full many a gem of purest ray serene
The dark unfathomed caves of ocean bear.

None but the brave deserve the fair.

The sun with ruddy orb
Ascending fills the horizon.

No stores beneath its humble thatch
Required a master's care.

His rising cares the hermit spied
 With answering care oppressed.
 The modest wants of every day
 The toil of every day supplied.
 The pavement damp and cold
 No smiling courtiers tread.

ENLARGED PREDICATE.

Read again Pars. 125, 126.

372. The Predicate may be enlarged by

- (1) An Adverb¹ ; as, 'He writes badly.'
- (2) A Prepositional Phrase ; as, 'He writes *on paper*.'
- (3) A Phrase with the Nominative Absolute² ; as, '*Winter being over*, the swallows returned.'
- (4) An Objective of Time, Space, or Measurement³ ; as, 'We rode *ten miles*.'

Exercise 182.

Pick out the Enlargements of the Predicate and say what they are.

The battle won, the victors pitched their tents upon the field. The gate being left open, the cattle strayed. We lived at Hastings ten months. The soldiers marched thirty miles in one day.

Additional sentences :—Exercise 87.

373. As the Enlargements or Adjuncts of the Predicate are either Adverbs or words which do the work of Adverbs, they can be divided into classes as Adverbs can.

The Enlargements or Adjuncts of the Predicate may show

- (1) Time ; as,

He will return *soon*.

The child was born *in the year 1880*.

- (2) Place ; as,

The man fell *here*.

We bought these books *in Paris*.

¹ Also by an Adverbial Clause.

² See Par. 346.

³ See Par. 348.

(3) Manner ; as,

You acted *wisely*.
The boy ran *like the wind*.
He lit the candle *with a match*.

(4) Cause ; as,

I went to the station *to meet my sister*.
The child cried *with fatigue*.

374. Some Adjuncts of the Predicate are difficult to classify.

375. In analysing a sentence which contains Adjuncts of the Predicate, say, as far as possible, of what kind they are ; thus—

Far from the madding crowd's ignoble strife,
Their sober wishes never learned to stray.

Subject.	Adjuncts of the Subject.	Predicate.	Object.	Adjuncts of the Object.	Adjuncts of the Pre- dicate.
Wishes	their sober	learned	to stray		far from the madding crowd's ignoble strife (nominative absolute phrase of cause = [they being] far from, etc.) never (<i>Time</i>)

Exercise 183.

Classify the Adjuncts of the Predicate.

a. The swallows returned this week. We were up before sunrise. His mercy endureth for ever. We lost our dog one afternoon last month. I cannot stay till then. The storm being over, we ventured out.

b. They met their friends in Edinburgh. We shall wait for them here at the garden gate. We rowed from Kingston to Oxford. This umbrella was bought in Regent Street.

c. The boy read carefully. You acted like a baby. The Assyrian came down like a wolf on the fold. We sent the letter by a special messenger. The regiment charged with the bayonet.

d. We study to learn. We eat to live. We do not live to eat. The poor man could not speak for joy. His father being dead, he returned to England. He worked hard to win the prize.

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

All day long through Frederick Street
Sounded the tread of marching feet.

Bright the lamps shone o'er fair women and brave men.

[And] through the window-panes on floor and panel
Streamed the red autumn sun.

Meanwhile, without, the surly cannon waited.

Under the walls of Monterey
At daybreak the bugles began to play.

From floor to ceiling
Like a huge organ rise the burnished arms.

Meanwhile, from street and lane, a noisy crowd
Had rolled together, like a summer cloud.

ACTIVE VERBS OF INCOMPLETE PREDICATION.

376. When a Verb of Incomplete Predication is in the Active Voice, it takes an Object as well as a Complement; thus—

<i>Sentence.</i>	<i>Subject.</i>	<i>Predicate.</i>		<i>Object of Verb.</i>
		<i>Verb of Incomplete Predication.</i>	<i>Complement.</i>	
We deem him honest	We	deem	honest	him
They crowned William king	They	crowned	king	William
His parents called the child Edward	His parents	called	Edward	the child

Exercise 184.

Pick out the Complement and the Object of each Verb of Incomplete Predication.

Many people thought Arthur the rightful king. I do not think him clever. The jury found the prisoner guilty. Her beauty made me glad. Everybody deemed him an impostor. The tenants considered Mr. Sidney their landlord. His conduct made us angry. His wife believed him innocent. They proclaimed William emperor. The father named his son Francis.

377. The same Verb may have an Object in one sentence and a Complement in another ; thus—

<i>Object.</i>	<i>Complement.</i>
The coat became (= suited) <i>him</i>	The wool became <i>a coat</i>
The lady is smelling <i>the flower</i>	The flower is smelling <i>sweet</i>

Exercise 185.

a. Say whether the words printed in italics are Objects or Complements.

The man felt *hurt*. The man felt *his head*. The gardener grows *apples*. The gardener grows *old*. The preacher continued *his sermon*. The preacher continued *popular*. The host tasted *the wine*. The wine tasted *sour*. Tailors make *clothes*. It is sometimes said that clothes make *the man*. We called *him*. We called him *a cheat*.

b. Say whether the words printed in italics are Complements of the Verb or Adjuncts of the Predicate.

The child looked *tired*. The child looked *behind the door*. We feel *warmly* on the matter. We feel *warm*. The dog went *mad*. The dog went *madly* down the street. The lady appeared *faint*. The sun appears *in the morning*.

INDIRECT OBJECT.

378. Many Transitive Verbs express an action which, besides the object acted on directly, concerns another person or thing that may be said to be acted on indirectly ; as ‘ Alfred lent Fred a knife.’

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

379. The name of the person or thing acted on directly is called the **Direct Object**, and the name of the person or thing acted on indirectly is called the **Indirect Object**.¹

¹ Those who are learning Latin will see that the Direct Object in English corresponds to the Direct or *Nearer* Object put in the Accusative Case, and the Indirect Object corresponds to the Indirect or *Remoter* Object put in the Dative Case ; as, ‘ Pater *librum* [Acc.] *alio* [Dat.] dat.’

Examples of Indirect Object.

<i>Sentence.</i>	<i>Direct Object.</i>	<i>Indirect Object.</i>
The teacher promised him a prize	a prize	him
Frank gave his sister an apple	an apple	his sister
The farmer sent her a brace of partridges	a brace of partridges	her

380. Each of these sentences can be written with a Preposition before the Indirect Object; thus—

The teacher promised him a prize	The teacher promised a prize [to] him
Frank gave his sister an apple	Frank gave an apple [to] his sister
The squire sent her a brace of partridges	The squire sent a brace of partridges [to] her

It will thus be seen that the 'Indirect Object' (with the Preposition which can be placed before it) is practically a Prepositional Phrase and an Adjunct of the Predicate. In parsing, call it the Indirect Object of the verb when it is used without the Preposition; and in analysing, call the Indirect Object and Preposition an Adjunct of the Predicate.¹

Exercise 186.

1. *Pick out the Direct Objects.*
2. *Pick out the 'Indirect Objects' and supply the Prepositions understood.*

His uncle left him a thousand dollars. The master lent his man a horse. My mother sent me a letter. The teacher gave his boys a lesson; he taught them French. They did so well that he promised them a holiday. The girl showed the doctor her crushed finger. The child offered the beggar a penny. I had bought myself a pair of boots. The servant will bring you some water. The child told us the truth. The gardener sold me some beautiful roses. That man owes his grocer seven dollars; he has just paid him one dollar. The gentleman offered us his carriage. I will show you how to parse.

¹ See 'Notes for Teachers,' p. 259, Note 35.

INTERROGATIVE SENTENCES.

Read again Pars. 120 and 121, and work again Exercises 84 and 85.

Exercise 187.

Analyse the following Interrogative (or Questioning) sentences.

What's an egg to me or you?
 What way does the wind come?
 Must he then watch it rise no more?
 Why preach ye here?
 The tear-drop who can blame?
 Know ye not Agincourt?
 Now wherefore stopp'st thou me?
 Why look'st thou so?
 Where are those lights so many and fair?
 Whom do you seek?
 Shall these vile creatures dare
 Murmur against thee?
 How could they rest within their graves?
 Whither . . . dost thou pursue thy solitary way?
 Can storied urn or animated bust
 Back to its mansion call the fleeting breath?
 Can honour's voice provoke the silent dust?
 What objects are the fountains
 Of thy happy strain?

IMPERATIVE AND OPTATIVE SENTENCES.

Read again Pars. 122 and 123, and work again Exercise 86.

Exercise 188.

Analyse the following Imperative (or Commanding) and Optative (or Wishing) sentences.

a. Live with me. Be my love. Never from my side depart. Lend me your ears. Neglect him not. Provide for thine own future safety. Love thyself last. Still in thy right hand carry gentle peace to silence envious tongues. Break his bonds of sleep asunder. Chase all thy fears away. Let us take a walk.

b. May heaven defend the right. May you be happy. Thy kingdom come. Thy will be done.

Teach my heart
Still in the right to stay.
Soft sigh the winds of heaven o'er their grave.

LONG SENTENCES.

Read again Par. 360.

381. A sentence which contains only one Finite Verb is called a **Simple Sentence**.

382. A Simple Sentence may, through having Adjuncts of the Subject, Predicate, or Object, be long.

Examples of long Simple Sentences.

1. No more, surveying with an eye impartial
The long line of the coast,
Shall the gaunt figure of the old Field-Marshal
Be seen upon his post.

Subject	Figure
Adjuncts of the Subject	1. the
	2. gaunt
	3. of the old Field-Marshal
	4. surveying with an eye impartial the long line of the coast
Predicate	shall be seen
Adjuncts of the Predicate	1. no more (<i>Time</i>)
	2. upon his post (<i>Place</i>)

2. [For] in the night, unseen, a single warrior,
In sombre harness mailed,
Dreaded of man, and surnamed the Destroyer,
The rampart wall has scaled.

Subject	Warrior
Adjuncts of the Subject	1. a
	2. single
	3. in sombre harness mailed
	4. dreaded of man
	5. and surnamed the Destroyer
Predicate	has scaled
Object	wall
Adjuncts of the Object	1. the
	2. rampart.

3. Slowly and sadly we laid him down
From the field of his fame fresh and gory.

Subject	We
Predicate	laid
Object	him
Adjuncts of the Object	fresh and gory from the field of his fame
Adjuncts of the Predicate	1. slowly (<i>Manner</i>) 2. and sadly (<i>Manner</i>) 3. down (<i>Place</i>)

Exercise 189.

Analyse the following sentences :—

[But] knowledge to their eyes her ample page
Rich with the spoils of time did ne'er unroll.
Full many a gem of purest ray serene
The dark unfathomed caves of ocean bear.
Him shall no sunshine from the fields of azure,
No drum-beat from the wall,
No morning gun from the fort's black embrasure,
Awaken with its call.
Up and down the dreary camp
In great boots of Spanish leather,
Striding with a measured tramp,
These Hidalgos, dull and damp,
Cursed the Frenchmen.
Hearing the Imperial name
Coupled with these words of malice,
Half in anger, half in shame,
Forth the great campaigner came
Slowly from his canvas palace.
From the alehouse and the inn
Opening on the narrow street,
Came the loud convivial din,
Singing, and applause of feet.
In my study I see in the lamplight
Descending the broad hall-stair
Grave Alice and laughing Allegra
And Edith with golden hair.
By the bedside, on the stair,
At the threshold, near the gates,
With its menace or its prayer,
Like a mendicant it waits.

Out of the bosom of the air,
 Out of the cloud-fold of her garments shaken,
 Over the woodlands brown and bare,
 Over the harvest fields forsaken,
 Silent and soft and slow
 Descends the snow.

MISCELLANEOUS SIMPLE SENTENCES FOR ANALYSIS.

[Analyse according to the model given in Par. 375, or the model given in Par. 382.]

Evil communications corrupt good manners.
 Man wants but little here below.
 May never pity soothe thee with a sigh.
 My day or night myself I make.
 Prove thou thy words.
 The earth to thee her incense yields.

The glories of our birth and state
 Are shadows.

Onward, onward, may we press
 Through the path of duty.

My story being done,
 She gave me for my pains a world of sighs.

A fair maid sat at her bower-door
 Wringing her lily hands.

Your glorious standard launch again
 To match another foe.

Britannia needs no bulwarks,
 No towers along the steep.

With thunders from her native oak
 She quells the floods below.

Weigh the vessel up
 Once dreaded by the foes.

[And] she may float again
 Full charged with England's thunder.

[And] he and his eight hundred
 Shall plough the wave no more.

No stores beneath its humble thatch
Required a master's care.

The wicket, opening with a latch,
Received the harmless pair.

His rising cares the hermit spied,
With answering care oppressed.

To win me from his tender arms
Unnumbered suitors came.

Her wing shall the eagle flap
O'er the false-hearted.

To seek thee did I often rove
Through woods and on the green.

Vainly the fowler's eye
Might mark thy distant flight to do thee wrong.

The modest wants of every day
The toil of every day supplied.

[But] on the British heart were lost
The terrors of that charging host.

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

The pavement damp and cold
No smiling courtiers tread.

There is in the wide lone sea
A spot unmarked but holy.

How oft the sight of means to do ill deeds
Makes ill deeds done.

He finds his fellow guilty of a skin
Not coloured like his own.

Silently one by one in the infinite meadows of heaven
Blossomed the lovely stars, the forget-me-nots of the angels.

Sandwich, and Romney, Hastings, Hythe, and Dover,
Were all alert that day
To see the French war-steamers speeding over.

In the courtyard of the castle, bound with many an iron band,
Stands the mighty linden planted by Queen Kunigunde's hand.

In that hour of deep contrition
He beheld, with clearer vision,
Through all outward show and fashion,
Justice the avenger rise.

The blossom opening*to the day,
The dews of heaven refined,
Could nought of purity display
To emulate his mind.

Hence in silence and in sorrow, toiling still with busy hand,
Like an emigrant he wandered, seeking for the Better Land.

Additional sentences :—Exercise 171, a.

COMPLEX SENTENCES.

NOUN CLAUSES.

383. In many sentences the work of a Noun is done not by a Noun (or Pronoun) but by what, standing alone, would be a sentence; as, 'I knew *you were coming*.'

'You were coming' would, if standing alone, be a sentence, but a sentence expresses a *complete* thought and here neither 'I knew' nor 'you were coming' does that. The complete sentence therefore is 'I knew you were coming,' and the Object to *knew* is 'you were coming.' 'You were coming,' *as here used*, though containing a Finite Verb, is not a sentence, and we call it a **Clause**, and the sentence which contains the Clause is called a **Complex Sentence**. All Clauses are called **Subordinate**, because they depend upon some of the principal parts of the Complex Sentence.

384. 'A Complex Sentence' ¹ is one which, besides a principal Subject and Predicate, contains one or more Subordinate

¹ 'It will obviate much confusion if the term "sentence" be restricted to a combination of words forming a *complete whole*, "Clause" to a subordinate member *containing a Finite Verb*, and "Phrase" to any combination of words *which does not contain a Finite Verb* expressed or understood.'—*Mason*.

Clauses which have Subjects and Predicates of their own.'—
Mason.

385. In a Simple Sentence a Noun may be the Subject, the Complement of the Predicate, the Object, or in Apposition to some other Noun. Similarly in a Complex Sentence a **Noun Clause** may be the Subject, the Complement of the Predicate, the Object, or in Apposition to a Noun ; thus—

SIMPLE SENTENCES.

<i>Noun as Subject</i>	| The <i>truth</i> is clear.
<i>Noun as Complement of the Predicate</i>	| These are <i>facts</i> .
<i>Noun as Object</i>	| I believe <i>James</i> .
<i>Noun in Apposition</i>	| Tom, the piper's <i>son</i> , stole a pig. They caught Tom, the piper's <i>son</i> .

COMPLEX SENTENCES.

<i>Noun Clause as Subject</i>	| <i>That you have been deceived</i> is clear.
<i>Noun Clause as Complement of the Predicate</i>	| Things are not <i>what they seem</i> .
<i>Noun Clause as Object</i>	| I believe <i>James is honest</i> .
<i>Noun Clause in Apposition</i>	| The fact <i>that he was beaten</i> could not be denied. We had a hope <i>that you might be safe</i> .

386. In analysing a Complex Sentence first find the principal Predicate. Then proceed as though the sentence were Simple. Afterwards analyse the Clauses: you will recognise them by their containing Finite Verbs.

Exercise 190.

a. *Pick out the Noun Clauses used as Subjects.*

That the ship was lost is certain. That our brother may be saved is our hope. Whoever did that will be rewarded. Where the money was hidden was never found out. Why the clerk went away was not known. That the groom was the thief is firmly believed. Whether I can come is doubtful.

b. Pick out the Noun Clauses used as Complements of the Predicate.

His wish was that he might die in battle. Our desire was that our father might return. That is what he means. Things are not what they seem. My hope is that you may prosper.

c. Pick out the Noun Clauses used as Objects.

I heard what you said. We know that you are coming. The man believed that he was right. Everybody thought that Mr. Robins was a rich man. We hear that he is much liked. Who can say where the garden is? Tell me ['Indirect Object'] how you work this sum. I will explain how you should do it.

387. We often find a Noun Clause coming after the Predicate used in apposition to *it* coming before the Predicate; as, '*It is likely that we shall have rain soon.*'

Looking at the *grammar* of such a sentence the Subject is *it*, but looking at the sense or *logic* of it the Subject is the Noun Clause; *it* is therefore sometimes called the *Grammatical Subject* and the Noun Clause the *Logical Subject*.

The *it* is used to bring the verb before the Logical Subject. [Compare with the preparatory use of *there*, pars. 353-355.]

<i>Preparatory It with Noun Clause in Apposition.</i>	<i>Noun Clause as Grammatical Subject (with no It).</i>
It is likely that we shall have rain.	That we shall have rain is likely.
It is reported that the prince is dead.	That the prince is dead is reported.
It is doubtful whether you will be in time.	Whether you will be in time is doubtful.

Exercise 191.

Pick out the Noun Clauses in Apposition.

It is said that the ship is wrecked. It is doubtful whether he will come. It was told the King of Egypt that the people fled. 'Tis said with sorrow time can cope. It mattered little to him what happened. It is strange that you did not hear the news. The fact that we believed in him made him work. Who can explain the fact that the sun has spots?

388. A Noun or a Phrase may often be expanded into a Noun Clause, and a Noun Clause may be shortened into a Noun or a Phrase; thus—

Noun or Phrase expanded into a Noun Clause.

The burial place of Moses is not known.	Where Moses was buried is not known.
The reasons for peace are uncertain.	It is uncertain why peace was made.
His speech was not like madness.	What he spoke was not like madness.
They demanded the punishment of the thief.	They demanded that the thief should be punished.
He can prove his innocence.	He can prove that he is innocent.
The result was the discovery of lead.	The result was that lead was discovered.

Noun Clause shortened into a Noun or Phrase.

That exercise is healthful cannot be denied.	The healthfulness of exercise cannot be denied.
How the man returned remains to be learned.	The manner of the man's return remains to be learned.
We saw that it was wise to give in. Everybody knows who wrote 'Robinson Crusoe.'	We saw the wisdom of giving in. Everybody knows the author of 'Robinson Crusoe.'
We believe that John can do the work.	We believe in John's ability to do the work.
The punishment is that you be dismissed.	The punishment is your dismissal.

Exercise 192.**a.** *Expand into Noun Clauses the words printed in italics.*

He remembers *our coming into the town*. Everybody thinks *the man very kind*. I cannot understand *the reason of his failure*. Tell me *your age*. They never learned *the fate of their friends*. Decide *the date of the next meeting*. *His success* was owing to me.

b. *Shorten into Nouns or Phrases the Noun Clauses printed in italics.*

How the prisoner escaped was never found out. We believe *that he was innocent*. I cannot understand *why he failed*. Tell me *how old you are*. We could not hear *what became of our friends*. Decide *when we shall meet again*. It was owing to me *that he succeeded*.

389. Methods of analysing sentences containing Noun Clauses.

Lives of great men all remind us
We can make our lives sublime.

	<i>Sentence or Clause.</i>	<i>Kind.</i>	<i>Con-necting Word.</i>	<i>Subject.</i>	<i>Ad-juncts of Subject.</i>	<i>Predicate.</i>	<i>Object.</i>	<i>Ad-juncts of Object.</i>	<i>Adjuncts of Predicate.</i>
A	Lives of great men all re-mind us we can make our lives sub-lime	Complex Sen-tence		Lives	1. of great men. 2. All	remind	we can ... sub-lime (B)		us [or Indirect Object. See Par. 380]
B	We can make our lives sub-lime	Noun Clause Object to re-mind (A)	(that)	we		can make (V. I. P.) sublime (Comp.)	lives	our	

That you have not succeeded is your own fault.

A	{	Subject	That you succeeded (B)
Complex Sentence		Predicate	is (<i>V. I. P.</i>) your own fault (<i>Comp.</i>)
B	{	Introductory (or	that
Noun Clause sub-		connecting)	
ject to		word	
is fault.		Subject	you
(A)		Predicate	have succeeded
		Adjunct of the	not (<i>Negation</i>)
		Predicate	

Exercise 193.

Analyse the following sentences :—

That the groom was the thief is firmly believed.

That the ship was lost is certain.

Why the clerk went away is not known.

Things are not what they seem.

Who can say where the garden is?

Think how Bacon shined.

Whate'er is best administered is best.

Whatever is is right.

What must be shall be.

What man dare I dare.

What in me is dark illumine.

The village all declared how much he knew.

Dost thou know who made thee?

Do you ask what the birds say?

What it says I don't know.

He told her what they said.

'Twas true he was monarch.

The joyful son
Shall finish what his shortlived sire begun.

Then thou wouldst at last discover,
'Twas not well to spurn me so.

Tis said with sorrow time can cope.

Our merchants will employ us
To fetch them wealth, we know.

That you have wronged me doth appear in this.

He hath heard that men of few words are the best men.

I doubt not through the ages one increasing purpose runs.

They say the tongues of dying men
Enforce attention like deep harmony.

390. A Noun Clause is most often joined to the rest of the sentence by the Conjunction *that* ; as

Noun Clause as Subject. *That* you have wronged me doth appear in this.

Noun Clause as Object. He hath heard *that* men of few words are the best men.

Noun Clause as Complement. The truth is *that* I am tired.

Noun Clause in Apposition. It is true *that* I am tired.

391. The Conjunction *that* (except when it introduces a Noun Clause used as Subject) is often omitted ; as

He hath heard men of few words are the best.

The truth is I am tired.

It is true I am tired.

392. Other Conjunctions which introduce Noun Clauses are *whether* and *if* [= *whether*] ; as

I doubt *whether* he can come.

I doubt *if* he can come.

393. These Conjunctions (*that*, *whether*, and *if*), as they join a *subordinate* clause to the other parts of a sentence, are called **Subordinating Conjunctions.**

ADJECTIVE CLAUSES.

394. The place of an Adjective may often be taken by a Clause ; as,

<i>Sentence with Adjective.</i>	<i>Sentence with Clause in place of Adjective.</i>
That is a <i>tall</i> boy. The <i>youngest</i> girl lost her doll.	That is a boy <i>who is tall</i> . The girl <i>who was youngest</i> lost her doll.
The <i>best</i> child will be rewarded.	The child <i>who is best</i> will be rewarded.

395. The Clause which thus takes the place of an Adjective is called an **Adjective Clause**.

Exercise 194.

a. *Change into Adjective Clauses the Adjectives printed in italics.*

Our mother tells us *pretty* tales. The *sick* child is getting better. That is a *false* report. *Hard-working* people deserve to get on. Everybody liked *their* [Pronoun] offer. His *broad, clear* brow in sunlight glowed.

b. *Change into Adjectives the Adjective Clauses printed in italics.*

Most of the novels *which Scott wrote* are very interesting. The *task which you have to do* is easy. I shall long remember the fright *which I had*. A bird *that is old* is not caught with chaff. Uneasy lies the head *that wears a crown*. Let me have men about me *that are fat*.

396. Adjective Clauses cannot always be changed into Adjectives. The Adjective Clauses in the following sentences, for example, cannot be:—

There was never yet philosopher
That could endure the toothache patiently.

There is a tide in the affairs of men
Which, taken at the flood, leads on to fortune.

397. An Adjective Clause may be easily recognised from the fact that it is always joined to some Noun (or Pronoun), and tells something about the person or thing named.

398. As every Relative Pronoun (except *what*) introduces a Clause about the Antecedent it follows that every Relative Pronoun (except *what*) introduces an Adjective Clause joined to (or qualifying) the Antecedent.

Exercise 195.

In Exercises 105 and 107 pick out the Adjective Clauses and say what each Clause qualifies.

Read again Par. 193 and work again Exercise 108.

Exercise 196.

Pick out the Adjective Clauses in Exercise 108 and say what each qualifies.

399. Adjective Clauses are also introduced by Conjunctive Adverbs ; as,

This is the factory *where my brother works.*

It shall prosper in the thing *whereto I sent it.*

The prisoner was sent back to the place *whence he came.*

Exercise 197.

Pick out the Adjective Clauses and say what each qualifies.

I remember the house where I was born. I know a bank whereon the wild thyme blows. The reason why he came is not known. The place whither you are travelling is far away. Look to the rock whence ye are hewn. What is the cause wherefore ye are come ?

400. Methods of Analysing Sentences containing Adjective Clauses.

Know ye the land where the cypress and myrtle
Are emblems of deeds that are done in their clime ?

	<i>Sentence or Clause.</i>	<i>Kind.</i>	<i>Connecting word.</i>	<i>Subject.</i>	<i>Adjuncts of Subject.</i>	<i>Predicate.</i>	<i>Object.</i>	<i>Adjuncts of Object.</i>	<i>Adjuncts of Predicate.</i>
A	Know ye the land where . . . clyme	Complex		ye		know	land	1. the 2. where the cy- press . . . clyme (B)	
B	Where the cypress . . . clyme	Complex ¹ Adjective Clause, qualifying <i>land</i> (A)	where	the cy- press and myrtle		are (<i>V.I.P.</i>) emblems of clyme (<i>Comp.</i>) (C)			
C	that are done in their clyme	Adjective Clause, qualifying <i>deeds</i> (B)		that		are done			in their clyme (<i>Place</i>)

¹ Complex because it has a Clause within itself.

The long-remembered beggar was his guest
Whose beard descending swept his aged breast.

A.	{	Subject	beggar
Complex Sentence.		Adjuncts of the Subject	1. the 2. long-remembered 3. whose beard . . . breast (B)
		Predicate	was (<i>V. I. P.</i>) his guest (<i>Comp.</i>)
B.	{	Subject	beard
Adjective Clause qualifying <i>beggar</i> (A)		Adjuncts of the Subject	1. whose 2. descending
		Predicate	swept
		Object	breast
		Adjuncts of the Object	1. his 2. aged

Exercise 198.

Analyse the following sentences :—

He is rich enough that wants nothing.

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

He is the freeman whom the truth makes free.

The thirst that from the soul doth rise
Doth ask a drink divine.

Call that holy ground
Which first their brave feet trod.

Thrice is he armed that hath his quarrel just.

The roses soon withered that hung o'er the wave.

By ceaseless action all that is subsists.

Within the hollow crown
That rounds the mortal temples of a king
Keeps death his court.

Nature never did betray
The heart that loved her.

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

All I hear
Is the north-wind drear.

It is the hour when from the boughs
The nightingale's high note is heard.

The spirits I have raised abandon me.

A Turkey carpet was the lawn
Whereon he loved to bound.

Bright be the flowery sod
Where first the child's glad spirit loves
Its country and its God.

Then think I . . . of meadows where in the sun the
cattle graze.

Not a soldier discharged his farewell shot
O'er the grave where our hero we buried.

The true old times are dead
When every morning brought a noble chance.

Infected be the air whereon they ride.

I had a mighty cause
Why I should wish him dead.

There came
Two blighting seasons when the fields were left
With half a harvest.

[But oh !¹] of all delightful sounds
Of evening or of morn
The sweetest is the voice of love
That welcomes his return.

The vile strength he wields
For earth's destruction thou dost all despise.

[And] ever like base cowards who leave their ranks
In danger's hour before the rush of steel
Drifted away, disorderly, the planks
From underneath her² keel.

¹ Omit.

² The wrecked ship *Birkenhead*,

ADVERBIAL CLAUSES.

401. The work of an Adverb may be done by an Adverbial Clause; thus:—

	<i>Adverb.</i>	<i>Adverbial Clause.</i>
<i>Time.</i>	My sister will come <i>presently.</i>	My sister will come <i>when she has finished her lessons.</i>
<i>Place.</i>	Go <i>hence.</i>	Go <i>where glory waits thee.</i>
<i>Manner.</i>	They came <i>quickly.</i>	Not <i>as the conqueror comes</i> they, the true-hearted, came.
<i>Degree.</i>	I am <i>much</i> stronger.	I am stronger <i>than my sister</i> [<i>is strong</i>].

402. An Adverbial Clause, like an Adverb, qualifies a Verb, Adjective, or Adverb.

In the examples just given the Adverbial Clause of Time qualifies the Verb *will come*; the Adverbial Clause of Place qualifies the Verb *go*; the Adverbial Clause of Manner qualifies the Verb *came*; the Adverbial Clause of Degree qualifies the Adjective *stronger*. In the sentence 'I am so tired *that I can go no further*,' the Adverbial Clause qualifies the Adverb *so*.

Exercise 199.

Pick out the Adverbial Clauses of Time and say what each qualifies.

My cousin called while I was out. She stayed till I came back. We saw some beautiful pictures when we were in London. The boy has worked hard since he was promoted. We shall be pleased to see you whenever you arrive. The train had gone before the boy reached the station. The little girl was tired after she had walked a mile. Make hay while the sun shines. He had a fever when he was in Spain. Green was the corn as I rode on my way.

Before the bright sun rises over the hill
In the cornfield poor Mary is seen.

The king himself has followed her
When she has walked before.

Life has passed
With me but roughly since I saw thee last.

[And] the heavy night hung dark
 The hills and waters o'er,
 When a band of exiles moored their bark
 On the wild New England shore.

Could you make it whole by crying
 Till your eyes and nose are red ?

[But] I lost my sweet little doll [dears]
 As I played on the heath one day.

Daily near my table steal
 While I pick my scanty meal.

Three wives sat up in the lighthouse tower
 And trimmed the lamps as the sun went down.

Let us haste away
 . . . Ere yet yon sea the bark devours.

[And] Death, whenever he comes to me,
 Shall come on the wild unbounded sea.

Exercise 200.

Pick out the Adverbial Clauses of Place and say what each qualifies.

The man has returned whence he came. Go whither I sent you. Go where glory waits thee. The servant must go wherever he is told. Smooth runs the water where the brook is deep. Fools rush in where angels fear to tread. Where thou dwellest I will dwell. Where the carcass is, there will the eagles be gathered together. Where ignorance is bliss 'tis folly to be wise. Where once we dwelt our name is heard no more. Wherever I went was my poor dog Tray.

There, where a few torn shrubs the place disclose,
 The village preacher's modest mansion rose.

Exercise 201.

Pick out the Adverbial Clauses of Manner and say what each qualifies.

As heroes think, so thought the Bruce. As the hart panteth after the waterbrooks, so panteth my soul after Thee. An honest man speaks as he thinks. As the tree falls, so must it lie. As a man lives, so must he die.

As the sun breaks through the darkest clouds,
So honour peereth in the meanest habit.

Not as the conqueror comes
They, the true-hearted, came.

My muse doth not delight
Me as she did before ;
My hand and pen are not in plight
As they have been of yore.¹

403. All the Adverbial Clauses of Manner given in the last Exercise are introduced by the word *as* ; this word also introduces Adverbial Clauses of Degree ; as, ' The house is not so big *as I expected.*'

Here, ' as I expected ' is an Adverbial Clause of Degree, qualifying the Adjective *big*.

404. Adverbial Clauses of Degree are also introduced by the Conjunction *than* and the Adverb *the* (see Par. 325) ; as,

Half a loaf is better *than no bread.*
The higher you aim the higher you will reach.

' Than no bread [is good] ' is an Adverbial Clause of Degree qualifying *better* ; ' The higher you aim ' is an Adverbial Clause of Degree qualifying the second *higher*.

405. Adverbial Clauses of Degree generally have several words ' understood ' ; thus :—

<i>Sentence with words ' understood.'</i>	<i>Sentence in full.</i>
The boy is as old <i>as the girl.</i> Wisdom is better <i>than riches.</i>	The boy is as old <i>as the girl is old.</i> Wisdom is better <i>than riches are good.</i>
<i>The more</i> the merrier.	<i>The more we are</i> the merrier we shall be.

¹ Two complex sentences ; analyse them separately.

Exercise 202.

Pick out the Adverbial Clauses of Degree, say what each qualifies, and fill in the words understood.

[Remember that Adverbial Clauses of Degree always qualify Adjectives or Adverbs.]

The child's hands are as cold as ice. What is stronger than the lion? What is sweeter than honey? A man on a bicycle goes faster than a man on a horse. I am a man more sinned against than sinning. The general was more lucky than clever. The harder you study the more you will learn. The fellow is lazier than ever. The more some men have the more they want.

Exercise 203.

Pick out the Adverbial Clauses of Cause and say what each qualifies.

I came because you called me. I came, for you wanted me. I came, as you sent for me. I will stay, since you wish it. The dog could not enter, because the hole was too small. Corruption was necessary to the Tudors, for their Parliaments were feeble. The sailors would not go to sea, for the ship was rotten. As you are tired, you may rest. The hireling fleeth, because he is an hireling. We love him because he first loved us. Since my country calls me, I obey. Freely we serve, because we freely love.

Exercise 204.

Pick out the Adverbial Clauses of Purpose and say what each qualifies.

A temperate man eats that he may live. A glutton lives that he may eat. Beware lest you fall. She went on tiptoe, lest she should wake the baby. Judge not, that ye be not judged. The boy is studying, that he may win the prize. Let my people go, that they may serve me. I went to the window, that I might see more clearly. Be silent, that you may hear. Have respect to mine honor, that you may believe. Awake your senses, that you may the better judge.

Exercise 205.

Pick out the Adverbial Clauses of Consequence and say what each qualifies.

The mountain is so high that you cannot see the top of it. That man is so dishonest that no one trusts him. The king was such a tyrant that his subjects at last rebelled. Your letter was lost, so that we did not hear from you. Tom was such a kind fellow that all his companions loved him. The people were so tired of James's rule that they would not fight for him. A great many visitors arrived at once, so that the hotel was too full. My coat is so thick that I do not fear the cold. Your letter is such a scrawl that I cannot read it.

Exercise 206.

Pick out the Adverbial Clauses of Condition and say what each qualifies.

I will come with you if you wish it. You will be punished unless you do better. Except ye repent ye shall all likewise perish. Though he slay me, yet will I trust him. Whistle and I'll come to thee. Had your brother been here I should have told him. You must obey the laws however you may dislike them. Help will be welcome whoever brings it. If we had known you were in town, we should have called on you. Though you took his life, bury him as a prince. Though hand join in hand the wicked shall not go unpunished. If you have tears, prepare to shed them now. If thy right eye offend thee, pluck it out.

Had she lived a twelvemonth more,
She had [= would have] not died to-day.

The teardrop who can blame,
Though it dim the veteran's aim?

Above the crowd
On upward wings could I but fly,
I'd bathe in yon bright cloud.

Though the coast seemed near,
Sharks hovered thick along that white sea-brink.

406. Methods of Analysing Sentences containing Adverbial Clauses.

I am in blood
Steep'd in so far that, should I wade no more,
Returning were as tedious as go o'er.

Sentence or Clause.	Kind.	Connecting word.	Subject.	Adjuncts of Subject.	Predicate.	Object.	Adjuncts of Object.	Adjuncts of Predicate.
A I am in blood . . . as go o'er	Complex Sentence		I		am steeped			1. in (<i>Place</i>) 2. in blood 3. so far that should . . . as go o'er (<i>B</i>)
B that should I wade . . . as go o'er	Complex Adverbial Clause of Consequence qualifying <i>far</i> (<i>A</i>)	that	returning		were (<i>V.</i> <i>I. P.</i>) as tedious (<i>Comp.</i>)			1. as go o'er (<i>C</i>) 2. should I wade no more (<i>D</i>)
C as go o'er [is tedious]	Adverbial Clause of Degree qualifying <i>tedious</i> (<i>B</i>)	as	go [= going] o'er		[is] (<i>V.</i> <i>I. P.</i>) [tedious] (<i>Comp.</i>)			
D should I wade no more	Adverbial Clause of Condition qualifying <i>were</i> as <i>tedious</i> (<i>B</i>)		I		should wade			no more

Teach me half the gladness
That thy brain must know,
Such harmonious madness
From my lips would flow
The world should listen then as I am listening now.

A	{	Subject	madness
Complex Sentence		Adjuncts of the Subject	1. such [that] the world should listen . . . now (D)
		Predicate	would flow
		Adjuncts of the Predicate	1. teach me half . . . know (B) 2. from my lips
B	{	Subject	[thou]
Complex Adverbial Clause of Condition qualifying <i>would flow</i> (A)		Predicate	teach
		Object	half
		Adjuncts of the Object	1. [of] the gladness
		Adjuncts of the Object	2. that thy brain must know (C)
	Predicate	[to] me (or <i>Indirect Object</i>)	
C	{	Subject	brain
Adjective Clause qualifying <i>gladness</i> (B)		Adjuncts of the Subject	thy
		Predicate	must know
		Object	that
D	{	Subject	world
Adverbial Clause of Consequence qualifying <i>such</i> (A)		Adjunct of the Subject	the
		Predicate	should listen
		Adjunct of the Predicate	1. then (<i>Time</i>)
		Adjunct of the Predicate	2. as I am listening now (E)
E	{	Connecting word	as
Adverbial Clause of Manner qualifying <i>should listen</i> (D)		Subject	I
		Predicate	am listening
		Adjunct of the Predicate	now (<i>Time</i>)
		Adjunct of the Predicate	

Exercise 207.

Analyse the following sentences:—

They trimmed the lamps as the sun went down.
 He had a fever when he was in Spain.
 Wherever I went was my poor dog Tray.
 Where the carcass is there will the eagles be gathered together.
 Where ignorance is bliss 'tis folly to be wise.
 The child's hands are as cold as ice.
 What is stronger than the lion?
 I am a man more sinned against than sinning.
 The more some men have the more they want.
 Freely we serve, because we freely love.
 Since my country calls me I obey.
 The sailors would not go to sea, for the ship was rotten.
 Judge not, that ye be not judged.
 Be silent, that you may hear.
 Awake your senses, that you may the better judge.
 The mountain is so high that you cannot see the top of it.
 The king was such a tyrant that his subjects rebelled.
 Your letter is such a scrawl that I cannot read it.
 Laziness travels so slowly that Poverty soon overtakes him.
 I will come if you wish it.
 Except ye repent, ye shall likewise perish.
 Though he slay me, yet will I trust him.
 Whistle, and I'll come to thee.

Before the bright sun rises over the hill
 In the cornfield poor Mary is seen.

Life has passed
 With me but roughly since I saw thee last.

Could you make it whole by crying
 Till your eyes and nose are red?

Daily near my table steal
 While I pick my scanty meal.

There, where a few torn shrubs the place disclose,
 The village preacher's modest mansion rose.

As a man lives, so must he die.

As the sun breaks through the darkest clouds,
 So honor peereth in the meanest habit.

Not as the conqueror comes
They, the true-hearted, came.

Had she lived a twelvemonth more,
She had not died to-day.

The teardrop who can blame,
Though it dim the warrior's aim?

One impulse from a vernal wood
May teach you more of man,
Of moral evil, and of good,
Than all the sages can.

Next morning as I passed,
I found her lying dead.

Shut your eyes, for now the day
And the light are gone away.

Could I but see a traitor,
How bravely I should fight.

So faint I am, these tottering feet
No more my palsied frame can bear.

In the blue air no smoky cloud
Hung over wood and lea,
When the old church with the fretted tower
Had a hamlet round its knee.

As through the drifting snow she pressed,
The babe was sleeping on her breast.

We walked along, while bright and red
Uprose the morning sun.

She was a phantom of delight,
When first she gleamed upon my sight.

407. Examine a Subordinate Clause well before making up your mind what to call it. The same Clause may do different work in different sentences ; thus :—

I know *when he arrived*.

I know the hour *when he arrived*.

I was out *when he arrived*.

'When he arrived' is in the first sentence Object to *know*, and

therefore a Noun Clause; in the second sentence it qualifies the Noun *hour*, and is therefore an Adjective Clause; in the third sentence it qualifies the Verb *was*, and is therefore an Adverbial Clause.

Exercise 208.

Say of what kind each Subordinate Clause is.

Do you know where he lives? I live where he lives. I live in the village where he lives.

I cannot tell how he can write. He writes how he can.

As the bell tinkleth so the fool thinketh. I reached the door as the bells were ringing. As the bells were ringing, the children could not sleep.

I bless the day when I first saw you. I remember when I first saw you. My sister was abroad when I first saw you.

I see whom you are expecting. I see the person whom you are expecting.

We asked whence he came. Oxford is the city whence he came. He must return whence he came.

This is the hour when all are asleep. The thief comes when all are asleep. Do you know when all are asleep?

I know where roses grow. This is the garden where roses grow. Bees hum where roses grow.

Miscellaneous Complex Sentences for Analysis.

While leanest beasts in pastures feed,
The fattest ox the first must bleed.

He that loses his conscience has nothing left that is worth keeping.

My advice is that you endeavour to be honestly rich or contentedly poor.

The most convenient habit you can acquire is that of letting your habits sit loose upon you.

Satire is a sort of glass wherein beholders generally discover everybody's face but their own.

He that is giddy thinks the world turns round.

The vile strength he wields
For earth's destruction thou dost all despise.

Trifles discover the character more than actions of importance.

Blessed is he that expecteth nothing, for he shall never be disappointed

As the sun breaks through the darkest clouds,
So honor peereth in the meanest habit.

It is not growing like a tree
In bulk doth make man better be.

Though good things answer many good intents,
Crosses do still bring forth the best events.

When the infant begins to walk, it thinks it lives in strange times.

This morning, like the spirit of a youth
That means to be of note, begins betimes.

The men
Whom nature's work can charm, with God himself
Hold converse.

It's easy finding reasons why other folks should be patient.

It was the winter wild
When the heaven-born child
All meanly wrapp'd in the rude manger lies.

I knew 't was I, for many do call me fool.

'The truth you speak doth lack some gentleness,
And time to speak it in.

Soon as the evening shades prevail
The moon takes up the wondrous tale.

Lowliness is young ambition's ladder
Whereto the climber upwards turns his face.

To me the meanest flower that blows can give
Thoughts that do often lie too deep for tears.

Truth is as impossible to be soiled by any outward touch as the sun-beam.

Laziness travels so slowly that Poverty soon overtakes him.

I stood on the bridge at midnight,
As the clocks were striking the hour.

The boy stood on the burning deck
Whence all but he had fled.

A time there was, ere England's griefs began,
When every rood of ground maintained its man.

That which is a competency for one man is not enough for another.

They that govern most make least noise.

He who ascends to mountain-tops shall find
The loftiest peaks most wrapt in clouds and snow.

Had I but died an hour before this chance
I had lived a blessed time.

I love my pretty home,
My little garden gay,
Where all things look so bright
This gladsome first of May.

Those who plan some evil
From their sin restrain.

In peace there's nothing so becomes a man
As modest stillness and humility.

I feared to view my native spot
Where one who loved it now was not.

Clouds that love through air to hasten,
Ere the storm its fury stills,
Helmet-like themselves will fasten
On the heads of towering hills.

'Tis strange the miser should his cares employ
To gain those riches he can ne'er enjoy.

Half the ill we do was done
By Mr. Nobody.

Regions Cæsar never knew
Thy posterity shall sway.

You talk of wondrous things you see.

With patience I can bear
A loss I ne'er can know.

They set, as sets the morning star, which goes
Not down behind the darkened west.

Now 'tis little joy
To know I'm further off from heaven
Than when I was a boy.

Who knows not that truth is strong next to the Almighty?

Go search it there where to be born and die
Of rich and poor make all the history.

Hadst thou sprung
 In deserts where no men abide
 Thou must have uncommended died.

Well I know
 How the bitter wind doth blow.

Do whate'er you have to do
 With a true and earnest will.

COMPOUND SENTENCES.

408. Sentences sometimes follow one another which are connected *in meaning* but not *in grammar*; as,

The way was long, the wind was cold,
 The minstrel was infirm and old.

We have here three independent Simple Sentences:—

1. The way was long.
2. The wind was cold.
3. The minstrel was infirm and old.¹

409. Simple Sentences are often connected both in meaning and in grammar; as,

They had been friends in youth,
 But whispering tongues can poison truth,
 And constancy lives in realms above,
 And life is thorny and youth is vain.

Here we have five separate and independent Simple Sentences joined by Conjunctions.

410. Such sentences are said to be **Co-ordinate**.

A *Sub-ordinate Clause* is dependent upon some other part of a Complex Sentence; *Co-ordinate Sentences* are quite *independent* of each other.

¹ Strictly speaking we have here two sentences:—

1. The minstrel was infirm.
2. The minstrel was old.

411. Sentences which are made up of two or more Co-ordinate Sentences are called **Compound Sentences**.

412. In analysing a Compound Sentence which contains *nor* or *neither* and *nor*, it will be necessary to put in an Adverb of Negation.

The Compound Sentence 'The boy was not clever, nor was he good' may be separated into

1. The boy was not clever.
2. He was [*not*] good.

Similarly the Compound Sentence 'He neither came early nor went away late' may be separated into

1. He came [*not*] early.
2. [*He*] went [*not*] away late.

413. In analysing Compound Sentences treat each Co-ordinate Sentence as though it stood alone.

Exercise 209.

Analyse the following Sentences :—

Ye shall not eat of it, neither shall ye touch it.

Poor Susan has passed by the spot and has heard,
In the silence of morning, the song of the bird.

The stream will not flow and the hill will not rise
And the colours have all passed away from her eyes.

We lay beneath a spreading oak,
Beside a mossy seat,
And from the turf a fountain broke
And gurgled at our feet.

The waves beside them danced, but they
Outdid the sparkling waves in glee.

The rainbow comes and goes,
And lovely is the rose.

The good south wind still blew behind,
But no sweet bird did follow,
Nor any day for food or play
Came to the mariner's hollo.

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

414. A Compound Sentence may be made up of Co-ordinate Complex Sentences ; as, ' I love my brother because he is kind, and I admire him because he is clever ; '

The stranger at my fireside cannot see
The forms I see nor hear the sounds I hear.

415. Sub-ordinate Clauses may also be compounded ; as, ' We saw your sister when we were going and when we were coming back. '

We have here two Sub-ordinate Clauses which are Co-ordinate ; together they may be regarded as a Compound Co-ordinate Clause.

Exercise 210.

Analyse the following Sentences :—

a. Charity creates much of the misery it relieves, but does not relieve all the misery it creates.

He says what he means and means what he says.

You cannot have what you like, but you can like what you have.

The laughter will be for those that have most wit, and the serious for those that have most reason.

He that observeth the wind shall not sow, and he that regardeth the clouds shall not reap.

If thou be wise, thou shalt be wise for thyself ; but if thou scornest, thou alone shalt bear it.

'Tis said with sorrow time can cope,
But this I feel can ne'er be true.

b. The Lord shall send upon thee cursing until thou be destroyed and until thou perish quickly.

We thought as we hollowed his narrow bed
And smoothed down his lonely pillow,
How the foe and the stranger would tread o'er his head.

I do not know how old you are
Or whether you can speak.

When the rose reigns and locks with ointment shine
Let rigid Cato read these lines of mine.

CONJUNCTIONS.

416. Conjunctions are classified according to the kind of sentences or clauses which they join.

417. Conjunctions which join Co-ordinate Sentences, Clauses (or Words) are called **Co-ordinating Conjunctions**.

418. Conjunctions which introduce Sub-ordinate Clauses are called **Sub-ordinating Conjunctions**.

Examples of Co-ordinating Conjunctions.

Day has come *and* night has gone.
I *both* admire *and* love him.
William is diligent, *but* John is lazy.
Either Mary *or* Ellen will help you.
Neither Mary *nor* Ellen will help you.
The servant will obey *or* he will be dismissed.
We cannot say *whether* he lives in Bristol *or* in Bath.

Examples of Sub-ordinating Conjunctions.

We hear *that* the firm has failed.
John will come *after* he has finished his lessons.
I lived there *before* you knew me.
Stay here *till* your father returns.
We were indoors *while* the storm was raging.
The boy has grown much *since* he went away.
We love him *because* he is kind.
I will stay, *since* you wish it.
I knew 'twas I, *for* many do call me fool.
Walk carefully, *lest* you fall.
Work hard, *that* you may succeed.

Exercise 211.

Classify the Conjunctions in Exercises 63, 193, and 207.

REVIEW.

Learn again

419. Every sentence must have two parts, the **Subject** and the **Predicate**.

The **Subject** is the name of the person or thing spoken about.
The **Predicate** is what is said about the Subject.

420. The **Subject** may be

- (1) A Noun.
- (2) A Pronoun.
- (3) An Infinitive.
- (4) A Gerund.
- (5) An Adjective used as a Noun.
- (6) A Noun Clause.

421. The **Predicate** contains or consists of a Finite Verb.
Verbs of Incomplete Predication require a **Complement**.

422. When the **Predicate** is a Verb in the Active Voice it has an **Object**.

The **Object** may be

- (1) A Noun.
- (2) A Pronoun, &c. [like the Subject (Par. 420)].

423. The **Subject** and the **Object** (when a Noun or Pronoun) may be enlarged by

- (1) An Adjective.
- (2) A Noun or Pronoun in the Possessive Case.
- (3) A Noun in Apposition.
- (4) A Participle or a Participial Phrase.
- (5) A Prepositional Phrase.
- (6) An Infinitive Phrase.
- (7) An Adjective Clause.

424. The **Subject** and the **Object** (when an Infinitive or Gerund) may be enlarged by

- (1) An Object.
- (2) A Prepositional or other Phrase.

425. The Predicate may be enlarged by

- (1) An Adverb.
- (2) A Prepositional Phrase.
- (3) A Phrase with the Nominative Absolute.
- (4) An Objective of Time, Space, or Measurement.
- (5) An Adverbial Clause.

426. Sentences are Simple, Complex or Compound.

427. A Simple Sentence is one which has only one Subject and Predicate.

428. 'A Complex Sentence is one which, besides a Principal Subject and Predicate, contains one or more Sub-ordinate Clauses which have Subjects and Predicates of their own.'—*Mason*.

429. Sub-ordinate Clauses are divided into

- (1) Noun Clauses.
- (2) Adjective Clauses.
- (3) Adverbial Clauses.

430. A Noun Clause may be in a Complex Sentence

- (1) The Subject.
- (2) The Complement of the Predicate.
- (3) The Object.
- (4) In Apposition.

431. An Adjective Clause always qualifies some Noun or Pronoun.

432. An Adverbial Clause may be

- (1) Of Time.
- (2) Of Place.
- (3) Of Manner.
- (4) Of Degree.
- (5) Of Cause.
- (6) Of Purpose.
- (7) Of Consequence.
- (8) Of Condition.

433. A Compound Sentence is one which consists of two or more Co-ordinate Sentences.

434. Conjunctions which join Co-ordinate Sentences, Clauses (or Words), are called **Co-ordinating Conjunctions**.

Conjunctions which introduce Sub-ordinate Clauses are called **Sub-ordinating Conjunctions**.

Miscellaneous Simple, Complex and Compound Sentences for Analysis.

Opinion in good men is but knowledge in the making.

Give me the liberty to know, to utter, and to argue freely according to conscience above all liberties.

A good book is the precious life-blood of a master-spirit, embalmed and treasured up on purpose to a life beyond life.

Absence makes the heart grow fonder.

Loveliness

Needs not the foreign aid of ornament.

All men think all men mortal but themselves.

Soothed with the sound the king grew vain.

Through the long night watches

May Thine angels spread

Their white wings above me

Watching round my bed.

Our birth is but a sleep and a forgetting.

E'en from the tomb the voice of nature cries.

I knew a very wise man that believed that if a man were permitted to make all the ballads he need not care who should make the laws of a nation.

I know a bank whereon the wild thyme blows,

Where ox-lips and the nodding violet grows.

Learning hath gained most by those books by which the printers have lost.

The street was wet with the falling snow,
And the woman's feet were weary and slow.

The breaking waves dashed high

On a stern and rock-bound coast,

And the woods against a stormy sky

Their giant branches tossed.

Many flocks were on the hills, but thou wert owned by none,
And thy mother from thy side for evermore was gone.

He was the loved of all, yet none
O'er his low bed may weep.

The well-springs that supply
The streams are seldom spent,
For clouds of rain come by
To pay them what they lent.

I thought that you
Could tell your mother what good cats do.

She was afraid to speak,
Lest she might waken one she loved
Far better than her life.

Tell father when he comes from work
I said ' Good night ' to him.

They say it was a shocking sight
After the field was won.

What peaceful hours I once enjoyed!
How sweet¹ their memory still!
But they have left an aching void
No world can ever fill.

Stay then at home and do not go
Or fly abroad to seek for woe.

If thou dislik'st the piece thou light'st on first,
Think that, of all that I have writ, the worst.

The more I look the more I prove
There's still more cause why I should love.

Two of a thousand things are disallowed—
A rich man lying and a poor man proud!

No man is wiser for his learning; it may administer matter to work in,
or objects to work upon, but wit and wisdom are born with a man.

When one is past another care we have;
Thus woe succeeds a woe as wave a wave.

Where my Julia's lips do smile,
There's the land or cherry isle,
Whose plantations fully show
All the year where cherries grow.

¹ Supply *is*.

Think you mid all the mighty sum
 Of things for ever speaking,
 That nothing of itself will come
 But we must still be seeking ?

When in from school I run
 He toddles to the door,
 And screams and shouts with fun
 Till he tumbles on the floor.

Who made me long to hem and sew,
 That quickly I might handy grow,
 And make some pretty clothes to show
 My dolly ?

He stood alone by the window within,
 For he felt that his soul was stained with sin,
 And his mother could hear him sob and cry
 Because he had told her that wicked lie.

The first that died was little Jane :
 In bed she moaning lay
 Till God relieved her of her pain,
 And then she went away.

The spider turned him [= himself] round about,
 And went into his den,
 For well he knew the silly fly
 Would soon come back again.

And parted thus they rest who played
 Beneath the same green tree,
 Whose voices mingled as they prayed
 Around one parent knee.

'Tis not the curses that come from the poor or from anybody that hurt me because they come from them, but because I do something ill against them that deserves God should curse me for it.

Books are not absolutely dead things, but do contain a potency of life in them to be as active as the soul was whose progeny they are.

Who kills a man kills a reasonable creature, God's image; but he who destroys a good book kills reason itself.

We boast our light, but if we look not wisely on the sun itself, it smites us into darkness.

Though all the winds of doctrine were let loose to play upon the earth, so [= if] truth be in the field we do injuriously by licensing and prohibiting to misdoubt her strength.

The sun above the mountain's head,
 A freshening lustre mellow
 Through all the long green fields has spread,
 His first sweet evening yellow.

One impulse from a vernal wood
 May teach you more of man,
 Of moral evil and of good
 Than all the sages can.

Thrice is he armed that hath his quarrel just,
 And he but naked though locked up in steel
 Whose conscience with injustice is corrupted.

Live while you live, the epicure would say,
 And seize the pleasures of the present day.

He lives long that lives well, and time misspent is not lived but lost.

To thine own self be true,
 And it must follow as the night the day
 Thou canst not then be false to any man.

Sound the loud timbrel o'er Egypt's dark sea!
 Jehovah has triumphed, his people are free.

There was no land on earth
 She loved like that dear land, although she
 Owed it not her birth.

The best notion we can conceive of God may be that He is to the creation
 what the soul is to the body.

Waking or asleep,
 Thou of death must deem
 Things more true and deep
 Than we mortals dream.

Whether a measure of government be right or wrong is no matter of
 fact, but a mere affair of opinion on which men may, as they do, dispute
 and wrangle without end.

Trust men and they will be true to you; treat them greatly and they
 will show themselves great.

To speak agreeably to him with whom we deal is more than to speak in
 good words, or in good order.

The common Lord of all that move,
From whom thy being flowed,
A portion of His boundless love
On that poor worm bestowed.

Our doubts are traitors
And make us lose the good we oft might win
By fearing to attempt.

Glory is like a circle in the water
Which never ceaseth to enlarge itself
Till, by broad spreading, it disperse to naught.

I dare do all that may become a man,
Who dares do more is none.

Providence seems impartial in the dispensation which bestows riches upon one and a contempt of riches upon another.

PART IV.

HISTORY AND DERIVATION.

HISTORY.

435. The Aryans.—Many, many centuries ago, long before history began to be written, a nation whom we call the Aryans lived in Central Asia. After they had lived together for a very great while, bands of them began to wander away from the old home. One band pressed to the south-east and settled in the countries now named Persia and India. Other bands spread westward and occupied nearly all the countries of Europe. A troop which divided at the north of the Adriatic Sea settled in Greece and Italy. Another troop, the Kelts, occupied the British Islands, Gaul, and part of Spain. From them are descended the Welsh, the Highlanders of Scotland, the Irish and the Bretons of to-day. The Kelts were followed, and in some cases conquered, by the Teutons, from whom come the English, the Germans, and the Scandinavians. The Teutons were followed by the Slaves,¹ from whom are descended the Russians, the Poles, and some of the other inhabitants of Eastern Europe.

436. The Aryan Languages.—We get our knowledge of the parent stock by comparing the languages of the nations which have sprung from it. Learned men, on examining the Aryan (or Indo-European²) tongues, have discovered that there are certain words found in all or nearly all of them. These words must therefore have been in use before the dispersion, and the things which they name and the actions which they denote must have been familiar to the original people. Their language ‘con-

¹ The word *Slaves* does not here mean *bondmen*.

² Called Indo-European because spoken in India and Europe.

tained words for all the common relations of life—father, mother, brother, sister, son, and daughter. . . . The connections by marriage had their terms; there was a name for the daughter-in-law, “she who belonged to the son,” for the father-in-law, and for the brother-in-law. . . . The house existed, not the cave or hole in the rock; and it had doors, not the half-underground passage of the Siberians. The people had sheep and herds, the tendance of which was their main employment; and of agriculture we see the beginnings—the knowledge of some one grain, perhaps barley. They had horses to drive (not to ride), and goats, dogs, and bees; from the honey they made a sweet drink; they made clothing of the wool of the sheep and the skins of beasts. They had to guard against the wolf, the bear, and the snake. . . . They dressed their food at the fire, and they were acquainted with soup. They also knew and could work with three metals—gold, silver, and copper. They used in battle the sword and the bow. They made boats, but they knew not the sea. They could reckon up to a hundred, and they divided their time by months according to the moon. . . . In religion they had no clear term for God, but seem to have personified the sky as the Heaven-father, the source of light and life. Certainly such a race as this differed widely from the infinite number of savage races which even now occupy the world.’¹

437. Grimm’s Law.—Though, as we have seen, there are many words common to the various Aryan languages, we must not expect to find them in exactly the same form in all the languages in which they occur. Differences of climate and of surroundings have, in the course of ages, caused differences in speech. The inhabitants of a warm country, for example, are disinclined to take trouble, and gradually drop the harsh sounds which require an effort to make. This will explain why Italian is more liquid than German. Dr. Jacob Grimm it was who first stated clearly what sound in one Aryan language corresponded to any given sound in another Aryan language—in other words, it was he who laid down *Grimm’s Law*. A few examples will show the correspondence of sounds spoken of.

¹ PELLE, *Philology*, p. 66.

<i>Greek.</i>	<i>Latin.</i>	<i>English.</i>	<i>German.</i>	<i>Welsh.</i>
φράτηρ (phratēr)	frater	brother	Bruder	brawd (Irish bra-thair)
ὀδοὺς (odous) <i>Genitive</i> ὀ-δόντος (o-dont-os)	dens, <i>Genitive</i> dent-is	tooth	Zahn	dant
δύο (duo)	duo	two	zwei	dau
τρεις, τρι-ῶν (treis, tri-ōn)	tres, trium	three	drei	tri

On examining the first set of words it will be seen

(1) That φ (*ph*) in Greek corresponds to *f* in Latin, and to *b* in English, German, and Irish. [These are all sounds made with the lips.]

(2) That τ (*t*) in Greek corresponds to *t* in Latin, to *th* in English and Irish, and to *d* in German. [These are all sounds made with the teeth.]

An examination of the other sets of words will show similar results.

438. The English.—When we first hear of the English (who, it will be remembered, belong to the Teutonic branch of the Aryan family), they were living together in the north-west of Germany. They were of the same blood and spoke the same language as a great many other tribes that inhabited the lands north of the Rhine, and from the tribes that stayed on the continent are descended the Germans of to-day.

439. The Kelts.—When we first hear of Britain it was peopled by Kelts. The Romans conquered the southern part of the island and held it for three centuries, much as we now hold India. When they withdrew, the unprotected country was invaded by band after band of the English, and each band settled down in the lands which it had won. Thus in the course of about a hundred and fifty years the whole of the eastern half of south Britain came under English rule, the older inhabitants being killed or driven westward.

440. 'Saxon' and 'Anglo-Saxon.'—The Saxons were the first of the English tribes to invade Britain, and the Britons therefore called all the invaders Saxons: the Welsh even to this day call the English *Saeson*. The common name for Angles, Saxons and Jutes was *English*; we should therefore be careful not to call them all Saxons, that being

the name of only one tribe. To call all the English Saxons is like calling all the Jews Levites. Sometimes our forefathers are called *Anglo-Saxons*, and that is not always wrong, but the right use of the term is hard to learn, and there is no advantage in using it. There is, on the other hand, a distinct advantage in applying the term to the *language* of the invaders. That language was English as much as our own; in fact our English is to the English of the invaders as the oak of to-day is to the sapling of centuries ago. It, however, saves time to call the earliest English known to us *Anglo-Saxon*, but it should always be remembered that when we speak of Anglo-Saxon we do not mean a different language from our own, but only the oldest form of our own.¹

441. Inflected and Un-inflected Languages.—When a language like Latin is compared with a language like English, some striking differences are seen. Take, for example, the Noun *dominus*, a lord, and the Adjective *bonus*, good. When these are declined we have :—

Bon-us domin-us, a good lord [Subject].
 Bon-i domin-i, a good lord's.
 Bon-o domin-o, to or for a good lord.
 Bon-um domin-um, a good lord [Object].
 Bon-e domin-e, O good lord.
 Bon-o domin-o, by, with or from a good lord.
 Bon-i domin-i, good lords.
 Bon-orum domin-orum, good lords'.

Take again the comparison of an Adjective :—

Difficil-is, difficult.
 Difficil-ior, more difficult.
 Difficil-limus, most difficult.

Take again the conjugation of a Verb :—

Am-abam, I was loving.
 Am-abas, thou wast loving.
 Am-abat, he was loving.
 Am-abamus, we were loving.
 Am-abatis, you were loving.
 Am-abant, they were loving.

¹ *Welsh* means *foreigner*. That was the name given by the invaders to the Britons. The Germans of to-day similarly call Italy *Welsch-land*, the land of the Welsh. The name by which the Welsh call themselves is *Cymru* (pronounced *Kimree*), a word seen in *Cumbria* and *Cumber-land*.

These examples will show that in Latin different relations of the same word are shown by terminations or **inflections** added to the root, or fixed part of the word, whereas in English different relations are generally shown by the addition of *separate* words. Latin is therefore said to be an **inflected** language, but the English of the present day is to a large extent **uninflected**.

442. Anglo-Saxon inflected.—Anglo-Saxon (as for convenience we call the oldest form of English) was an inflected language. The Noun *dæg*, day, for example, was declined thus :—

dæg, a *day* [Subject].
dæg-es, *day's*.
dæg-ê, to or for a *day*.
dæg, a *day* [Object].
dæg-ê, by or with a *day*.
dagas, *days*.
dag-a, *days'*, &c.

443. Dead and Living Languages.—Languages which are no longer spoken are said to be dead. Greek, as we find it in the *Iliad*, is dead, though there is a modern form of Greek called Romaic. Similarly Latin, as we find it in the *Æneid*, is dead, though Italian, French, Spanish and Portuguese are little more than modern forms of Latin.

All living things undergo constant change. No living flower, tree, horse, or man will be exactly the same to-morrow as to-day. Like other living things, languages, too, undergo constant change. Old words drop out of use, new words are introduced, some words alter in meaning, and inflexions are ever wearing away.

444. Examples of Changes in Languages.—To show how a language changes in course of time, a few verses of the Gospel of John are here given, first in Latin and then in Italian and French, which (as has already been said) are modern forms of Latin.

<i>Latin.</i>	<i>Italian.</i>	<i>French.</i>	<i>English.</i>
In principio	Nel principio	Au commence- ment	In the beginning
ille Sermo erat, et ille Sermo erat apud Deum, et ille Sermo erat Deus. Hic Sermo erat in principio	la Parola era, e la Parola era appo Iddio, e la Parola era Dio. Essa era nel principio	était la Parole ; la Parole était avec Dieu, et la Parole était Dieu. Elle était au commence- ment	was the Word ; and the Word was with God, and the Word was God. The same was in the beginning
apud Deum. Omnia sunt facta per hunc Sermo- nem, et absque eo nihil quod sit factum est factum. ¹	appo Iddio. Ogni cosa è stata fatta per essa : e senza essa niuna cosa fatta è stata fatta.	avec Dieu. Toutes choses ont été faites par elle : et sans elle rien de ce qui a été fait n'a été.	with God. All things were made by him, and without him was not anything made that was made.

To show, more specially, how English has changed, a part of the Lord's Prayer is given in the speech of three different periods :—

<i>Anglo-Saxon,</i> <i>A.D. 890.</i>	<i>Wiclif's Translation.</i> <i>A.D. 1380.</i>	<i>Authorized Version,</i> <i>A.D. 1611.</i>
Fæder ure thu the eart in heofen- um ; Si thin nama gehalgod ; to-be-come thin rice ; geweorthe thin willa on eorþan swa swa on heofenum.	Oure fadir that art in hevenes ; hallowid be thi name ; thy kingdom come to ; be thy will don in erthe as in hevене.	Our father which art in heaven ; hallowed be thyname, thy kingdom come ; thy will be done in earth as [it is] in heaven.

The changes which have taken place in English during a thousand years are too many and too great to be dealt with in a book like this, but a little must be said about the introduction of

¹ The order of the Latin words has been changed to correspond with the order of the Italian. The Latin order is :—

'In principio erat Sermo ille, et Sermo ille erat apud Deum, eratque ille Sermo Deus. Hic Sermo erat in principio apud Deum. Omnia per hunc Sermonem facta sunt et absque eo factum est nihil quod factum sit.'

The order of the words in the last sentence of the French has also been changed.

new words, and about the light which the old grammar throws upon the grammar of the present.

445. Keltic Words.—If we look at an English dictionary which shows whence the words come we shall find that many of them are borrowed from other languages. If, however, we examine the oldest English we shall find that it contains no foreign words. A glance at our history will explain the difference. The first people with whom our forefathers came in contact after reaching Britain were of course the Britons, but as the feeling between the two races was one of deadly hatred, they had hardly any dealings with each other. It is, however, probable that some of the less warlike Welsh remained in the English districts and and it is certain that some of the English took unto themselves Welsh wives. The result of this limited intercourse was that the invaders learned some, but not many, words from the old inhabitants. If a man now ‘calls for his *coat*, or tells of the *basket* of fish he has caught, or the *cart* he employs on his land, or of the *pranks* of his youth, or the *prancing* of his horse, or declares that he was *happy* when a *gowns*-man at Oxford, or that his servant is *pert*,’¹ he is using words which his ancestors learned a thousand years ago from the Britons.

446. Latin Words (First Period).—During three centuries of intercourse, on the whole friendly, the Britons got a good many words from the Romans. The Welshman of to-day still calls a book, *llyfr* (L. *liber*), a church, *eglwys* (L. *ecclesia*), a window, *ffenestr* (L. *fenestra*), and a sin, *pechod* (L. *peccatum*). Among the words which the English learned from the Kelts were, naturally, some which the Kelts had themselves learned from the Romans.

447. Latin Words (Second Period).—In the seventh century the English learned some Latin words directly. Missionaries sent from Rome brought Christianity into the country, and for everything new which they taught, their converts required a new (that is, a Latin) name. If we examined all our religious terms we could

¹ DAVIES, *Proceedings of the Philological Society*, 1855. The words printed in italics are of Keltic origin.

find out something about the Teutonic heathenism, for the terms of native origin would show the ideas familiar to the English before conversion, while the Latin terms would show the ideas learned from the missionaries. We should find, for example, that the old religion had *gods*, but no *trinity*; *heaven*, but no *angels*; *hell*, but no *devils*; and *worship*, but no *bishop*, *priest*, *preacher*, *altar*, *candle*, *chalice*, or *mass*.

448. Norse Words.—In 787 the Northmen (Norsemen, Danes, or Scandinavians) began to trouble England, and for the next two hundred and fifty years their dreaded ships were ever and again seen lying off the coasts or sailing up the rivers. At first they came for plunder; then they began to settle down,¹ and Alfred was forced to divide the country with them; finally, Danish kings won the throne. The invasion must have considerably added to the language, but it is not easy to pick out all the new words, as Norse and English were akin in blood and speech. Perhaps the most important additions are the Verb *are* and *of* as a sign of possession ('The book *of* John' for 'John's book').

449. Latin Words (Third Period).—Just as Northmen settled in England and gradually adopted the language of the English, other Northmen settled in France and learned the language of the French. In 1066 these Northmen (or Normans²) conquered England. They of course spoke French, which, as has been seen, is only a modern form of Latin. It is probable that from William I. to Edward III (a period of three hundred years) no English king could speak English. French was, therefore, the language of the Court, of the nobles, and of all who desired to win favour at Court or from the nobles. French was also the language of Parliament, of the clergy, of lawyers, and of schools, but English remained the language of the common people, and gradually, as conquerors and conquered mixed, it prevailed. In 1362 an Act was passed requiring English to be used in the law courts, because, it stated, 'the French tongue is much unknown in England, so that suitors have no knowledge or understanding of

¹ Wherever we find a place ending in *by* (as Derby, Whitby, Grimsby, Rugby, Naseby), we may feel sure there was a Norse settlement. *By* meant *town*; we have the word still in *by-laws*, literally the 'laws of a town.'

² Northmen = Northmans = Normans.

what is said for or against them.' English had prevailed, but it had taken into itself a large number of French words.

450. Kind of Words due to the Normans.—If we looked at the nature of the words added to the English language by the Normans 'we might almost reconstruct our history, so far as it turns upon the Norman Conquest. . . . Thus we should confidently conclude that the Norman was the ruling race, from the noticeable fact that all the words of dignity, state, honour, and pre-eminence, with one remarkable exception (to be adduced presently), descend to us from them—*sovereign, sceptre, throne, realm, royalty, homage, prince, duke, count* (*earl*, indeed, is Scandinavian, though he must borrow his *countess* from the Norman), *chancellor, treasurer, palace, castle, hall, dome*, and a multitude more. At the same time the one remarkable exception of *king* would make us, even did we know nothing of the actual facts, suspect that the chiefs of this ruling race came in, not upon a new title, not as overthrowing a former dynasty, but claiming to be in the rightful line of its succession; that the true continuity of the nation had not, in fact any more than in word, been entirely broken, but survived, in due time to assert itself anew. And yet, while the statelier superstructure of the language, almost all articles of luxury, all having to do with the chase, with chivalry, with personal adornment, are Norman throughout: with the broad basis of the language, and therefore of the life, it is otherwise. The great features of nature, sun, moon, and stars, water, and fire; the divisions of time; three out of the four seasons, spring, summer, and winter; the features of natural scenery, the words used in earliest childhood, the simpler emotions of the mind; all the prime social relations, father, mother, husband, wife, son, daughter, brother, sister—these are of native growth and unborrowed. *Palace* and *castle* may have reached us from the Norman, but to the Saxon we owe far dearer names, the *house*, the *roof*, the *home*, the *hearth*. His *board* too, and often probably it was no more, has a more hospitable sound than the *table* of his lord. His sturdy arms turn the soil; he is the *boor*, the *hind*, the *churl*; or if his Norman master has a name for him, it is one which on his lips

becomes more and more a title of opprobrium and contempt, the *villain*. The instruments used in cultivating the earth, the *flail*, the *plough*, the *share*, the *rake*, the *scythe*, the *harrow*, the *wain*, the *sickle*, the *spade*, are expressed in his language; so too the main products of the earth, as *wheat*, *rye*, *oats*, *bere*, *grass*, *flax*, *hay*, *straw*, *weeds*; and no less the names of domestic animals. You will remember, no doubt, how in the matter of these Wamba, the Saxon jester in "Ivanhoe," plays the philologist, having noted that the names of almost all animals, so long as they are alive, are Saxon, but when dressed and prepared for food become Norman—a fact, he would intimate, not very wonderful; for the Saxon hind had the charge and labour of tending and feeding them, but only that they might appear on the table of his Norman lord. Thus *ox*, *steer*, *cow*, are Saxon, but *beef* Norman; *calf* is Saxon, but *veal* Norman; *sheep* is Saxon, but *mutton* Norman; so it is severally with *swine* and *pork*, *deer* and *venison*, *fowl* and *pullet*. *Bacon*, the only flesh which perhaps ever came within his reach, is the single exception. Putting all this together, with much more of the same kind, which has only been indicated here, we should certainly gather, that while there are manifest tokens preserved in our language of the Saxon having been for a season an inferior, and even an oppressed, race, the stable elements of English life, however overlaid for a while, had still made good their claim to be the solid groundwork of the after nation as of the after language; and to the justice of this conclusion all other historic records, and the present social condition of England, consent in bearing witness.¹

451. Latin Words (Fourth Period).—In the middle of the fifteenth century Constantinople was taken by the Turks, and many of the learned Greeks who lived in that city were driven to seek a home elsewhere. They wandered about in search of work, and some of them found employment as teachers of their ancient tongue. It was a time of great ignorance; the authors of Greece were quite, and those of Rome were nearly, forgotten. When, therefore, these exiles from the East began to tell of the

¹ TRENCH, *On the Study of Words*.

beauty and wisdom of the old writers they found eager listeners, and there began in Italy a Revival of Learning. The movement gradually spread till it reached England. In the days of the Tudors there were many English scholars filled with zeal for the classics; they found nothing in their own language to be compared to them, and they thought it incapable of expressing much of what they had to say. They tried to enrich it by adding to it thousands of Latin words, though some were found to defend their mother tongue against the charge of poverty. One such says that he heard all around him such words as '*common, vices, envy, malice*—even *virtue, study, justice, pity, mercy, compassion, profit, commodity, colour, grace, favour, acceptance,*' and he asks whither had been banished 'those words which our forefathers used for these new-fangled ones.'

452. 'Doublets.'—Some of the Latin words introduced into English by the revivers of learning had already in a somewhat different form been introduced by the Normans, and thus it comes to pass that we have a number of *doublets*—pairs of words from the same root, as

<i>Latin root.</i>	<i>Word derived directly from the Latin.</i>	<i>Word derived from the Latin through the French.</i>
<i>captivus</i>	captive	caitiff
<i>castigare</i>	castigate	chastise
<i>castellum</i>	castle	chateau
<i>invidia</i>	invidious	envious
<i>lectio</i> (<i>Gen. lection-is</i>)	lection	lesson

453. Proportion of Native and Foreign Words in English.—Though English has received many words from Latin, and some from Greek and other languages, words of native origin far outnumber all the rest. It has been estimated that, *taking all the words in the dictionary*, sixty out of every hundred are of native origin, thirty of Latin, five of Greek, while the remaining five come from some of the many other languages whence we have taken scattered words. But as nearly all the words most often used are native, the proportion of native words in any

author is considerably larger than in the dictionary. Thus out of every hundred words in

	Are of native origin.
Chaucer, 'Nonnes Preestes Tale'	93
Spenser, 'Faerie Queene,' bk. ii. canto 7	86
New Testament, authorised version, John, chaps. i. iv. xvii.	96
Shakespeare, 'Othello,' act v.	89
Milton, 'Paradise Lost,' bk. vi.	80
Johnson, Preface to Dictionary	72
Tennyson, 'In Memoriam,' first twenty poems	89
Longfellow, 'Miles Standish'	87

It is easy to pick out passages which contain hardly any foreign words; for example:—

Like the leaves of the *forest*¹ when summer is green,
That *host* with their *banners* at sunset were seen;
Like the leaves of the forest when *autumn* hath blown,
That host, on the morrow, lay withered and strown.

For the *Angel* of Death spread his wings on the blast,
And breathed on the face of the foe as he passed;
And the eyes of the sleepers waxed deadly and chill,
And their hearts but once heaved, and for ever grew still.

And there lay the steed, with his nostril all wide,
But through it there rolled not the breath of his pride;
And the foam of his gasping lay white on the turf,
And cold as the spray of the rock-beating surf.—*Byron*.

454. Inflexions: Number of Nouns.—A few words must now be said about the light which the grammar of the past throws upon the grammar of the present.

In the earliest English the Plural endings were *as*, *an*, *u*, *a* and *o*, of which the most common was *an*. After the Conquest the ending *as* began to prevail over the others, because the French Plurals were formed in *s*, and when the Normans began to speak English they naturally employed for the Plural the ending which most resembled their own. By the thirteenth century we find the English Plural endings reduced to two, *es* and *en*. Of

¹ The words printed in italics are of foreign origin.

these, *es* waxed stronger day by day till it became the only living way¹ of forming the Plural. In Chaucer (1344-1400) we constantly find it as a separate syllable; thus,

And with his strem-*es* dryeth in the grev-*es*
The silver drop-*es* hongyng on the leev-*es*.²

Knight's Tale, ll. 637-8.

Even so late as Spenser (1552-1599) *-es* was not uncommonly used; thus,

In wine and oil they wash his wound-*es* wide.

Faerie Queene, I., v., 17.

Of the former use of *-en* we still have traces in *ox-en*, *kine*, *children*, *brethren*, *eyne* [=eyes; *een* in Scotland], *shoon* [=shoes], *fone* [=foes; very often found in Spenser], and *hosen* [see Daniel iii, 21].

455. Plurals formed by Change of Vowel.--There is in language what the learned call *assimilation*--a tendency for one sound to become like another sound near it. This tendency has caused the change of vowel in the Plural of such words as *tooth*, *mouse*, *foot*, *man*. It is very likely that *foot*, for example, originally had a Plural *foot-is*, and that after a while the *s* was dropped, leaving *foot-i*. Gradually the sound *oo* would be changed to resemble the sound *i*, and thus we should get *feet-i*, shortened after a time to *feet*. Similarly *mann-is* became *mann-i*, *menn-i*, *men*. In German (where *Mann* retains its ending *-er*) the vowel is changed so that the Plural is *Maenn-er* (generally written *Männ-er*).

456. Gender.--In the languages which have *grammatical* gender, the gender of a Noun does not depend merely upon the sex of the thing named. In Latin, for example, *mons*, a mountain is Masculine, *insula*, an island, is Feminine, and *animal*, an animal, is Neuter. Similarly in German, *Weib*, woman, is Neuter, *Nacht*, night, is Feminine, and *Männchen*, little man, is Neuter. Though modern English has no grammatical gender, the oldest English had. Thus *freedom*, freedom, was Masculine, *greeting*, greeting, was Feminine, and *cycken*, chicken, was Neuter.

¹ That is, the only way which would be applied to new English Nouns.

² 'And with his streams dries in the groves the silver drops hanging on the leaves.'

The difference between the Masculine and Feminine terminations was, however, not very marked in some cases, and unless a speaker pronounced his words clearly it might be hard to say whether he was talking of a male or of a female. When the terminations dropped off the difficulty would be still greater; so we find that after the Norman Conquest grammatical gender died out and our present simple plan took its place.

457. Case.—The oldest English had six Cases—the Nominative, Vocative, Accusative, Genitive, Dative and Instrumental. We now have no trace of the old Case-endings except in the Possessive. The apostrophe before the *s* (as in 'Man's book') shows that the letter *e* has been omitted. *Es* was in Anglo-Saxon the Possessive ending of some Masculine and Neuter Nouns, but not of Feminine Nouns. So late as the time of Chaucer we find some Feminine Possessives without 's; as 'lady grace' [=lady's grace]. We still have a trace of this, for while we call Sunday 'Lord's day' we call the 25th of March 'lady (not "lady's") day.'

458. Comparison of Adjectives.—In the Adjectives which are said to be irregularly compared we have some interesting traces of old inflections.

(1) The *r* of the Comparative was originally *s*, still seen in *wor-se*. The Superlative *est* was formed by adding *t* to the old Comparative *es* or *se*.

(2) There is also an old Superlative *ma*, still seen in such words as *fore-most* [=fore-ma-est]. Thus *-most* is a double Superlative, and not the same as the Adverb *most*.

(3) The Comparatives and Superlatives of *good*, *bad*, *much* or *many* are formed from Positives no longer in use; thus,

Better from *bat*=good.

Best=*bet-est*, *bet-st*, *best*.

Wor-se from *weor*, bad.

Wor-st=*weor-est*.

More (from *mah*)=*mah-er*.

Most=*mah-est*.

(4) *Last* is merely a contraction of *latest*, and *next* of *nighest*.

459. Personal Pronouns (First and Second Persons).—In the oldest English *I* was *Ic*¹ with a guttural *c* (that is, a *c* sounded like the *ch* in *loch*). After the Norman Conquest gutturals gradually became mute (as in *knight*, *gnaw*) or were dropped (as in *god-lic*, *Ic*). In the fourteenth century we find both *I* and *Ic* (*Ich* or *Ik*) used; thus,

'I am holden,' quod he, 'as hende as hounde is in kychyne;
Amonges ny neighbores namelich such a name *Ich* haue.'²

Piers the Plowman, V., 261-2.

The peasants in the south-west of England still use *ch* for *I*; and Shakespeare (1564-1616) makes Edgar in *King Lear* when pretending to be an ignorant countryman say

Ch'ill [=I will] not let you go, Zir, without vurther 'casion. . . .
Ch'ill be plain with you.—*King Lear*, v., 6.

Min and *thin* were the old Genitives, the *-n* being a Genitive ending. *My* and *thy* are formed from *mine* and *thine* like *no* from *none* and *a* from *an*.

460. Personal Pronouns (Third Person).—It has already been stated (Par. 176) that what is now, for convenience, generally called the Personal Pronoun of the Third Person was originally a Demonstrative Pronoun. The old Accusative (Objective) Masculine was *hine*, the present Objective *him* being the Dative. The *-m* was a Dative sign, seen also in *the-m* and *who-m*. In A.-S., *she* was not a Pronoun at all, but (in the form *seo*) the Feminine of the Definite Article. The word for *she* was *heo*, which (either in that form or as *he*) is by no means uncommon so late as 'Piers the Plowman'; thus,

Thanne had I wonder in my witt what womman it were
That such wise wordes of holy writ shewed;
And asked hir on the heighe name, ar *heo* thennes geode
What she were witterli, that wissed me so faire.³—I., 71-4.

It is still used by the peasantry in some parts of England.

¹ In German the Pronoun of the First Person Singular is still *ich*.

² *Piers the Plowman* was first written about 1362. The lines quoted mean "I am holden" [considered], quoth he, 'as courteous as hound is in kitchen; amongst my neighbours especially such a name I have.'"

³ 'Then had I wonder in my mind what woman it was that such wise words out of holy writ showed, and asked her, in the high name, ere she thence went [go-ed] what she was truly that taught me so faire.'

It was originally *hit*. The *-t* is a Neuter ending seen also in *wha-t* and *tha-t*. The *h* is sometimes found so late as Chaucer; thus,

Hit snewede in his hous of mete and drynke.¹
Canterbury Tales, Prologue, l. 345.

461. 'Its.'—The old Genitive of *hit* was *his*, and this was used long after *hit* had become *it*. *Its* is quite a modern word. The earliest example of it yet found is in a book published in 1598. It does not occur once in the English Bible, its office being fulfilled by *his, her, thereof, or of it*; thus,

The fruit tree yielding fruit after *his* kind, whose seed is in *itself*.
Gen. i., 11.

The tree of life which bare twelve manner of fruits and yielded *her* fruit every month.—*Rev. xxii., 2.*

And when the woman saw that the tree was good . . . she took of the fruit *thereof*.—*Gen. iii., 6.*

And behold another beast . . . and it had three ribs in the mouth of *it*, between the teeth of *it*.—*Dan. vii., 5.*

Its is not found in Bacon (1561–1626) or Spenser, and very rarely in Shakespeare. Milton (1608–1674) uses it sometimes, but often avoids it, as in

His form had not yet lost
All *her* original brightness.—*Paradise Lost, I., 591–2.*

Even in the eighteenth century *its* was not used as freely as we now use it. Thus Pope (1688–1744) seems to avoid it in the lines,

Where London's column, pointing to the skies,
Like a tall bully lifts *the* head and lies.
Moral Essays, III., 339–40.

462. Personal Pronouns (Third Person).—*They, their,* and *them* are the old Nominative, Genitive, and Dative Plural of the Definite Article. In A.-S. the Nominative and Accusative was *hi*, the Genitive *hira*, and the Dative *him*. By the fourteenth

¹ 'It abounded in his house of meat and drink.'

century *they* had almost replaced *hi*, though *hi* (in various forms) is sometimes met; as in

In glotonye, God it wote, gon *hii* to bedde.¹

Piers the Plowman, V., 43.

But for *their* and *them*, *hire* and *him* (in various forms) were always used down to the time of Chaucer; as,

So pricketh *hem* nature in *here* corages.²

Canterbury Tales, Prologue, l. 11.

In the plays and novels of the last century we often find *'em* for *them*; as in,

For let *'em* be clumsy, or let *'em* be slim,

Young or ancient, I care not a feather.

School for Scandal (1777), iii., 3.

We still hear *'em* sometimes in informal talk. It is a contraction, not of *them*, but of the old *hem*.

463. Verbs.—It has been seen (Par. 293) that we have now very few personal endings for Verbs. The personal endings were originally Pronouns 'placed after and compounded with the verbal root . . . as if we were to say *love-I*, *love-thou*, *love-he*, &c.'³ The ending of the First Person Singular was at first *m* (for *mi*) as still seen in *a-m*. The ending for the Second Person (now *st*) was once *t*, which can be traced back to *ti*, the same as the root of the Pronoun *thou*. The ending of the Third Person was *th* (the same as the root of *the* and *that*), but as far back as the Norman Conquest the *s* began to replace the *th*. The Present Indicative Plural ended in *-th* for all Persons, the Past Indicative and Subjunctive Plural ending in *n*. By Chaucer's time (when many inflections had been lost, and some of the remaining ones were confounded), the Plural for Indicative and Subjunctive had become *en*; the *n* was gradually dropped, leaving an accented *e*, and finally this was dropped also. Exactly the same thing happened with the Infinitive, which originally ended in *an*, and by Chaucer's time was *en* or *ë*. Thus,

¹ 'In gluttony, God it knows, go they to bed.'

² 'So pricketh *them* nature in *their* hearts.'

³ Dr. Morris.

Bisshopes and bachelers, bothe maisters and doctours,
 That *ha-n* [Pl.] cure vnder Cryste, and crownyng in tokne
 And signe that thei *shold-en* [Pl.] *shriv-en* [Inf.] here paroschienes,
Prech-en [Inf.] and prey for hem, and the pore *fed-e* [Inf.]
Ligg-en [Pl.] in London.¹

Piers the Plowman, Prologue, ll. 87-91.

DERIVATION.

ROOTS, PREFIXES, AND SUFFIXES.

464. Take the word *in-com-pre-hens-ible-ness*. By stripping off the last syllable we get *in-com-pre-hens-ible*. By now stripping off the first syllable we get *com-pre-hens-ible*; and we can proceed in the same way till we have only *hens* left. This comes from a Latin Verb *hend-ere*² which is called the **Root** of the word. *In-*, *com-*, and *pre-*, are called **Prefixes**; *-ible* and *-ness* are called **Suffixes** or **Affixes**; and the whole word is said to be a **Derivative**.

Similarly, in *un-right-cous-ness*, the Root is *right*, *un-* is the Prefix, *-cous* and *-ness* are the Suffixes, and the whole word the Derivative.

465. A word which is formed by the joining together of two or more words is called a **Compound**, as *book-worm*, *quarter-master-general*.

Compound words are said to be formed *by Composition*.

466. Derivatives are formed

- (1) By composition.
- (2) By the addition of Prefixes or Suffixes.
- (3) By internal changes.

¹ 'Bishops and bachelors, both masters and doctors that have cure under Christ, and crowning [the tonsure] in token and sign that they should shrive their parishioners, preach and pray for them, and the poor feed, live in London.'

² Obsolete in classic times.

WORDS FORMED BY COMPOSITION.

Nouns.

467. Nouns are formed by joining—

- (1) Noun and Noun ; as, *hill-top*.
- (2) Noun and Gerund ; as, *book-making*.
- (3) Gerund and Noun ; as, *walking-stick*.
- (4) Noun and Adjective ; as, *court-martial*.
- (5) Adjective and Noun ; as, *black-bird*.
- (6) Noun and Verb ; as, *wind-fall*.
- (7) Verb and Noun ; as, *tell-tale*.

Exercise 212.

Of what Parts of Speech are the following Nouns compounded ?

Rose-tree. Moon-light. Rail-way. Wind-mill. Cock-crowing. Bull-baiting. Carving-knife. Drawing-room. Princess-royal. Good-will. Blue-bell. Free-man. God-send. Scare-crow. Break-fast. Shoe-maker. Church-yard. Spinning-wheel. Round-head. Quick-silver. Pick-pocket. Stop-gap. Make-weight.

Adjectives.

468. Adjectives are formed by joining—

- (1) Noun and Adjective ; as, *sea-green, purse-proud*.
- (2) Noun and Participle ; as, *sea-faring, moth-eaten, heart-rending*.
- (3) Adverb and Participle ; as, *ill-looking, high-born*.
- (4) Adverb and Adjective ; as, *out-spoken, up-right*.
- (5) Adjective and Adjective ; as, *blue-black, red-hot*.
- (6) Adjective and Noun ; as, *bare-foot, two-penny*.

Exercise 213.

Of what Parts of Speech are the following Adjectives compounded ?

Foot-sore. Sea-sick. Heart-broken. New-made. Head-strong. Child-like. Sea-girt. Time-serving. Ear-piercing. Spirit-stirring. Well-bred. Earth-born. Thunder-struck. Awe-struck. Home-sick. Terror-stricken. Al-mighty. In-bred.

Verbs.

469. Verbs are formed by joining—

- (1) Noun and Verb ; as, *way-lay*, *back-bite*.
- (2) Adjective and Verb ; as, *white-wash*, *ful-fil*.
- (3) Adverb and Verb ; as, *fore-tell*, *cross-examine*.
- (4) Verb and Adverb ; as, *doff* [= do + off], *don* [= do + on],
*dout*¹ [= do + out].

Exercise 214.

Of what Parts of Speech are the following Verbs compounded ?

Brow-beat. Black-lead [a stove]. Gain-say. Under-stand. Cross-question. Vouch-safe.

Adverbs.

470. Adverbs are formed by joining—

- (1) Noun and Noun ; as, *length-ways*.
- (2) Noun and Adjective ; as, *head-foremost*.
- (3) Adjective and Noun ; as, *mean-time*.
- (4) Adverb and Adverb ; as, *where-as*.
- (5) Adverb and Preposition ; as, *here*²-*upon*.
- (6) Adjective and Adverb ; as, *no-where*.

Exercise 215.

Of what Parts of Speech are the following Adverbs compounded ?

Side-ways. Al-ways. Like-wise. Some-times. Straight-way. Thence-forward. Where-by. Where-of. There-of. Some-how. Mean-while. Here-after.

WORDS FORMED BY THE ADDITION OF PREFIXES AND SUFFIXES.

I. Prefixes of English Origin.

471. Nouns are formed by the Prefixes—

Mis- (wrong) ; as, *mis-deed*, *mis-trust*, *mis-take*.

Un- (the opposite of) ; as, *un-truth*, *un-rest*, *un-belief*.

¹ *Dout*, to put out (as a fire).

² *Here* is itself a compound.

472. Adjectives are formed by the Prefixes—

A- (on); as, *a-live, a-foot, a-weary*.

For- (quite, utterly); as, *for-lorn*.

Un- (not); as, *un-true, un-happy, un-wise*.

473. Verbs are formed by the Prefixes—

A- (out of, from, away; now used sometimes only to strengthen the Verb); as, *a-rise, a-wake, a-rouse*.

Be- (1) makes an Intransitive Verb Transitive; as, *be-speak, be-moan, be-stride*.

(2) Makes Transitive Verbs out of Adjectives or Nouns; as, *be-dim, be-friend, be-dew*.

(3) Strengthens the meaning; as, *be-take, be-stow*.

For- (through, thorough; used to strengthen the meaning of the Verb); as, *for-bear, for-bid, for-get, for-give*.

Mis- (wrongly); as, *mis-spell, mis-lay, mis-lead, mis-take*.

Un- (the opposite of); as, *un-do, un-bind, un-fasten, un-lock*.

With- (against, back); as, *with-draw, with-hold*.

En- (forming Verbs); as, *en-dear, en-throne, en-trap*.

Exercise 216.

1. Form Nouns by placing Prefixes before:—*Happiness, rest, dress, hap, trust, conduct*.
2. Form Adjectives by placing Prefixes before:—*Foot, even, lorn, fair, kind*.
3. Form Verbs by placing Prefixes before:—*Bide, wake, rise, fall, speak, stride, grime, numb, cloud, dazzle, believe, give, bind, tie, stand, twine, hold*.

II. Suffixes of English Origin.

474. Nouns have Suffixes:—

(1) Denoting Agent or Doer—

-er, -ar, or -or; as, *bak-er, sing-er, begg-ar, li-ar, sail-or*.

-ster (formerly a Feminine suffix); as, *spin-ster, malt-ster, tap-ster*.

(2) Denoting an Instrument—

-el, or -le; as, *shov-el, gird-le, shutt-le* (from *shoot*).

(3) *Forming Abstract Nouns—*

-dom ; as, *wis-dom, king dom, free-dom.*

-hood, -head ; as, *boy-hood, man-hood, God-head.*

-ing ; as, *hunt ing, read-ing.*

-ness ; as, *good ness, weak-ness.*

-red ; as, *hat-red, kind-red.*

-ship ; as, *friend-ship, fellow-ship, wor-ship* (from *worth*).

-th, -t, or -d ; as, *weal-th, heal-th, dear-th, tru-th, bir-th* (from *bear*), *dea-th* (from *die*), *gif-t* (from *give*), *thef-t* (from *thieve*), *rif-t* (from *rive*); *dee-d* (from *do*), *floo-d* (from *flow*), *mea-d* (from *mow*), *see-d* (from *sow*).

(4) *Forming Diminutives—*

-en ; as, *maid-en, kitt-en* (from *cat*), *chicken* (from *cock*).

-ing ; as, *farth-ing* (from *fourth*), *whit-ing.*

-kin ; as, *lamb-kin, pip-kin* (from *pipe*, a cask), *mann-i-kin.*

-ling ; as, *duck-ling, gos-ling* (from *goose*), *dar-ling* (from *dear*), *suck-ling.*

-ock ; as, *hill-ock, bull-ock.*

Exercise 217.

1. Form Nouns from the Verbs *lose, weave, break, and hold.*
2. Form Nouns from the following Adjectives :—*Drunken, free, true, wise, dear, hard, manly.*
3. Form Nouns from the following Nouns by the addition of Suffixes :—*Serf, man, lamb, duck, goose, hate, friend, king, lord, law.*
4. Give the Diminutives of *dear, lamb, hill, bull, pipe, cock, cat, fourth.*
5. From what words are the following derived :—*Shorel, shuttle, spinster, hatred, worship, dearth, birth, death, deed, rift, flood, mead, seed, kitten, mannikin, farthing, gosling?*

175. Adjectives have Suffixes :—

-ed and -en, the Participial Suffixes, which are also added to Nouns ; as, *wretch-ed, gift-ed, gold-en, wood-en, silver-n, leather-n.*

-ern ; as, *north-ern, west-ern.*

-ish (added to Nouns means 'like'); as, *boy-ish, girl-ish, swin-ish.*

Added to Adjectives the Suffix means 'somewhat,' 'rather'; as, *black-ish, whit-ish,*

- ful (full of) ; as, *hope-ful, hurt-ful*.
- less (without) : as, *hope-less, fear-less*.
- ly (like) ; as, *god-ly, man-ly*.
- some (full of), added to Nouns, as *hand-some, game-some* ;
to Adjectives, as, *tire-some, glad-some* ; and to Verbs, as
win-some.
- th (in ordinals) ; as, *four-th, fif-th*.
- ward (becoming or turning to) ; as, *south-ward, to-ward,*
fro-ward.
- y, added to Nouns to show the presence of the thing named ;
as, *hill-y, storm-y, wood-y*.

Exercise 218.

1. Form Adjectives by means of suffixes from *wretch, leather, right, pity,*
and *man*.
2. Add Adjective suffixes to *sot, air, quarrel, law, slave, and north*.
3. Derive Adjectives from the following words :—*Fool, heed, sense,*
ghost, boy.
4. Form Adjectives from the following Nouns :—*Thought, snow, trouble,*
beauty, heat, rag, wood.
5. Give two Adjectives each derived from *wood, god, law, need, north*.
6. Give examples of Adjectives ending in *-ed, -en, -ern, -fold, -less*.
7. What is the force of the suffixes in the following Adjectives :—
Thoughtful, manly, blackish, hopeless, wooden, gladsome, hilly ?

476. Verbs have Suffixes.

- le, -el, or -l has a frequentative and diminutive force. It is
added to Nouns ; as, *nest-le, spark-le, thrott-le* (from
throat), *curd-le, scribb-le* (from *scribe*).
- It is also added to Verbs ; as, *start-le, dazz-le* (from *daze*),
stradd-le (from *stride*), *wadd-le* (from *wade*), *shov-el,*
sniv-el (from *sniff*).
- er has the same force as -le ; as, *wand-er* (from *wend*),
glimm-er (from *gleam*), *flutt-er* (from *flit*).
- er is also added to Adjectives to form Verbs ; as, *hind-er,*
low-er, ling-er (from *long*).
- k (frequentative) ; as *tal-k* (from *tell*), *har-k* (from *hear*).
- en, forming Verbs from Nouns ; as, *length-en, strength-en,*
fright-en, and from Adjectives, as, *short-en, sweet-en*.
- se, forming Verbs from Adjectives ; as, *clean-se*.

Exercise 219.

1. Form Verbs from *spark, glad, light, beck, nest, muff, kneec, throat, stride, sniff, wend, gleam, clean.*
2. From what words are the following Verbs derived :—*Sparkle, dazzle, waddle, flutter, linger, talk, hark, sweeten?*
3. What is the force of the Suffix in *lengthen, cleanse, and shovel?*

477. The chief Adverbial Suffix is

-ly, added to Adjectives to form Adverbs; as, *kind-ly, glad-ly, bad-ly.*

III. Prefixes of Latin Origin.

Read again what was said about assimilation in Par. 455.

478. Some of the Latin prefixes are good examples of assimilation. *Ad-* (to), for instance, becomes *ac-* before *c*, as *ac-cede*; *af-* before *f*, as *af-firm*; *ag-* before *g*, as *ag-gravate*; *al-* before *l*, as *al-lude*; *an-* before *n*, as *an-nounce*; *ap-* before *p*, as *ap-pear*; *ar-* before *r*, as *ar-rogate*; *as-* before *s*, as *as-sent*, and *at-* before *t*, as *at-tract*.

479. The Latin Prefixes are, of course, generally used before Latin roots, but it must be borne in mind that the root cannot always be found in the Nominative Case of the Noun or in the Indicative Mood of the Verb. Thus, the Nominative Case of the word for *work* is *opus*, but to find the root we must look at the Genitive, *oper-is*. Stripping off the case-ending *-is*, we get *oper*, and it is from this that derivatives are formed, as seen in *operate, co-oper-ate, oper-a-tion*.

480. With Verbs we often find derivatives formed, not from the Indicative (or Infinitive) Mood, but from the Perfect Participle. Thus *rump-ere*, 'to burst,' has a Perfect Participle, *rupt-us*, and it is from the root *rapt* that the derivatives *ab-rupt, cor-rupt, and inter-rupt* are formed.

481. The following are the chief Latin Prefixes¹ :—

A, ab, abs (away, from) ; as, *a-vert, abrupt, abs-tract*.

Ad (to) ; as, *ad-here*.

By assimilation *ad* takes the forms *a, ac, al, an, ap, as,* and *at* ; as, *a-spire, ac-cept, al-lude, an-nex, ap-peal, as-sume, at-tract*.

Ante, or anti (before) ; as, *ante-cedent, anti-cipate*.

Bene (well) ; as, *bene-diction*.

Bi (twice) ; as, *bi-sect*.

Circum, circu (round) ; as, *circum-vent, circu-it*.

Con (with) ; as, *con-vert*.

By assimilation *con* takes the forms *co, col, com, cor* ; as, *co-here, col-lusion, com-motion, cor-rupt*.

Contra, contro, and, in composition, counter (against) ; as, *contra-dict, contro-vert, counter-act*.

De (down, from, out of) ; as, *de-tract*.

Dis (asunder, apart, in two) ; as, *dis-sect*.

By assimilation *dis* takes the form *di* and *dif* ; as, *di-vert, dif-fuse*.

Ex (out of) ; as, *ex-tract*.

Other forms, *e, ef* ; as, *e-ruption, ef-fusion*.

Extra (beyond) ; as, *extra-ordinary*.

In (into) ; as, *in-vest*.

Other forms *il, im, ir* ; as, *il-lusion, im-port, ir-ruption*.

¹ The Prefixes are joined by way of illustration to one of the following roots :—

ag-ere, actus, act.
ap-pell-are, call.
cap-ere, capt-us, take.
ced-ere, cess-us, go.
curr-ere, run.
dic-ere, dict-us, speak.
duc-ere, duct-us, lead.
fer-ere, latus, carry.
fug-ere, flee.

fund-ere, fusus, pour.
haer-ere, stick.
i-re, itus, go.
lud-ere, lus-us, play.
mitt-ere, miss-us, send.
mov-ere, mot-us, move.
nect-ere, nex-us, tie.
pend-ere, hang.
pon-ere, posit-us, place.

port-are, carry.
rump-ere, rupt-us, burst.
sec-are, sect-us, cut.
spir-are, breathe.
stru-ere, structus, build.
sum-ere, sumptus, take.
trah-ere, tractus, draw.
ven-ire, come.
vert-ere, turn.

lux, Gen. luc-is, light.

The Infinitive of each Verb is given ; this is followed in most cases by the Perfect Participle.

In (not) ; as, *in-firm*.

Other forms, **im**, **ir** ; as, *im-movable*, *ir-responsible*.

Inter, **intro** (among, within) ; as, *inter-rupt*, *intro-duce*.

Ob (against) ; as, *ob-struct*.

Other forms, **oc**, **of**, **op** ; as, *oc-cur*, *of-fer*, *op-pose*.

Per (through) ; as, *per-vert*.

Other form, **pel** ; as, *pel-lucid*.

Post (after) ; as, *post-pone*.

Prae, or **pre** (before) ; as, *pre-dict*.

Praeter, or **preter** (past) ; as, *preter-mit*.

Re (back or again) ; as, *re-move*.

Retro (backwards) ; as, *retro-cession*.

Se (aside or apart) ; as, *se-cede*.

Sub (under) ; as, *sub-vert*.

Other forms, **suc**, **suf**, **sup**, **sus** ; as, *suc-ceed*, *suf-fuse*,
sup-port, *sus-pend*.

Subter (beneath) ; as, *subter-fuge*.

Super (above) ; as, *super-structure*.

Often found in the French form, **sur** ; as, *sur-face*.

Trans or **tra** (beyond, across) ; as, *trans-mit*, *tra-duce*.

Ultra (beyond) ; as, *ultra-montane*.

Exercise 220.

1. From the meanings of the Prefix and the Root determine the meaning of :—*Re-act*, *counter-act*, *trans-act*, *contro-vert*, *a-vert*, *con-vert*, *re-vert*, *di-vert*, *per-vert*, *sub-vert*.

2. *Terra* means the earth and *luna* means the moon. What is the meaning of *sub-terranean* and *sub-lunar* ?

3. Put as many Prefixes as possible before *-mit* (*mitt-ere*, to send) and *-dict* (*dic-ere*, to speak).

4. What are the Prefixes in *subterfuge*, *subterranean*, *pellucid*, *emigrate*, *eruption*, *irruption*, *corruption*, *diffuse*, *suffuse*, *profuse*, *refuse*, *confuse*, *effusion* ?

5. Give words showing the various forms which *ad*, *con*, *in*, *ex* and *sub* take in composition.

6. What is the meaning of *extra*, *in*, *de*, *se* and *retro* ?

IV. Suffixes of Latin Origin.

482. Nouns have Suffixes :—

(1) *Denoting Agent, doer, or person—*

- ain or -an ; as, *capt-ain*, *public-an*.
- ate ; as, *leg-ate*.
- ee ; as, *trust-ee*, *nomin-ee*.
- ey ; as, *attorn-ey*.
- y ; as, *jur-y*.
- tor, -sor, -or, -our, or -er ; as, *conspira-tor*, *succes-sor*, *doct-or*, *savi-our*, *declaim-er*.
- er, -eer, -ier, -ary ; as, *arch-er*, *musket-eer*, *brigad-ier*, *com-miss-ary*.
- ant, -ent ; as, *merch-ant*, *stud-ent*.
- ist ; as, *evangel-ist*.

(2) *Forming Abstract Nouns—*

- age ; as, *cour-age*, *hom-age*.
- ance, -ancy, -ence, -ency ; as, *endur-ance*, *expect-ancy*, *pati-ence*, *dec-ency*.
- tion, -sion, -son, -som, -ion ; as, *emula-tion*, *eva-sion*, *poi-son*, *ran-som*, *act-ion*.
- ty ; as, *cruel-ty*, *penal-ty*.
- tude ; as, *grati-tude*, *pleni-tude*.
- y ; as, *miser-y*, *memor-y*, *victor-y*.
- ment ; as, *pay-ment*, *command-ment*.
- ice, -ise ; as, *serv-ice*, *just-ice*, *exerc-ise*.
- ure, -eur ; as, *vest-ure*, *verd-ure*, *grand-eur*.
- ery ; as, *slav-ery*.

(3) *Forming Diminutives—*

- aster ; as, *poet-aster*.
- el, -le ; as, *lib-cl* (from *liber*, a book), *cast-le* (from *castrum*, a fortified place).

- cle, -cel, -sel ; as, *arti-cle* (from *artus*, a joint), *par-cel* (from *pars*, a part), *dam-sel* (from *domina*, a lady).
 -ale ; as, *glob-ule*, *pill-ule*.
 -et, -let ; as, *lanc-et*, *stream-let*.

(4) *Forming Collective Nouns—*

- ry, -ery, as *peasant-ry*, *artill-ery*.

Exercise 221.

1. What are the Suffixes in *villain*, *devotee*, *preacher*, *robber*, *magnate*, *novelist*, *cowardice*, *benison*, *riddance* ?
2. What is the force of the Suffixes in *executor*, *enchantment*, *grandeur*, *bounty*, *frailty*, *flowret*, *chivalry* ?
3. Form diminutives from *owl*, *poke* (a bag), *arm* and *cut*.
4. Add Suffixes to *save*, *attend*, *engine*, *chancel*, *depute*, *act*, *till*, *bond*, *slave*, *miser*, *serve*, *pill*, *stream*, *peasant*.

483. Adjectives are formed by the Suffixes—

- al ; as, *reg-al*, *leg-al*.
 -an, -ane, -ain ; as, *pag-an*, *mund-ane*, *cert-ain*.
 -ar ; as, *regul-ar*, *singul-ar*.
 -ary, -arious ; as, *station-ary*, *greg-arious*.
 -able, -ible, -ble ; as, *cap-able*, *tang-ible*, *feeb-le*.
 -ate, -ete, -eet, -ite, -te ; as, *consider-ate*, *concr-ete*, *discr-eet*,
erud-ite, *fortuna-te*.
 -ent ; as, *flu-ent*.
 -ous ; as, *copi-ous*, *danger-ous*.
 -ious ; as, *cur-ious*.
 -eous ; as, *aqu-eous*.
 -ose ; as, *verò-ose*.
 -ic ; as, *publ-ic*, *civ-ic*, *class-ic*.
 -id ; as, *ferv-id*, *tim-id*, *hum-id*.
 -il, -ile, -eel, -le ; as, *civ-il*, *serv-ile*, *gent-eel*, *ab-le*.
 -ive, -iff ; as, *plaint-ive*, *plaint-iff*.
 -ine ; as, *femin-ine*, *fel-ine*.

Exercise 222.

1. Form Adjectives from *comic*, *teach*, *critic*, *hurry*, *plaint*, *rest*.
2. What are the Suffixes in *general*, *gregarious*, *divine*, *patent*, *cautious*, *culpable*, *copious*, *verbose*, *loquacious*, *timid*, *indicative* ?

484. Verbs are formed by the Suffixes—

- ate ; as, *alien-ate*, *assassin-ate*.
- fy ; as, *classi-fy*, *magni-fy*.
- ish ; as, *flour-ish*, *pun-ish*, *nour-ish*.

Exercise 223.

Make a list of ten Verbs ending in *-fy*, three ending in *-ate*, and four ending in *-ish*.

V. Prefixes of Greek Origin.

485.

- A** (not, without, want of) ; as, *a-pathy* (want of feeling).
Also in the form **an** ; as, *an-archy* (want of order).
- Amphi** (on both sides, round about) ; as, *amphi-theatre*.
- Ana** (up) ; as, *ana-tomy* (a cutting up).
- Anti** (against) ; as, *anti-pathy* (a feeling against).
- Apo** (from, away) ; as, *apo-strophe* (literally a turning away).
- Cata** (down, over) ; as, *cata-strophe* (literally an over-turning.)
- Dia** (through) ; as, *dia-meter* (measure through).
- En** (in, on, at) ; as, *en-caustic* (burnt in).
Also **em** ; as, *em-phatic* (spoken with stress on).
- Epi** (upon) ; as, *epi-taph* (something upon a tomb).
- Eu** (well) ; as, *eu-phony* (what sounds well).
- Ex** (out of) ; as, *ex-odus* (a passage out of).
- Exo** (without, out of doors) ; as, *exo-teric* (external).
- Hyper** (over, above) ; as, *hyper-criticism*.
- Hypo** (from under, beneath) ; as, *hypo-thesis* (that which is placed under—as a ground-work or foundation of a proposition).

Meta (after) ; as, *meta-physics* (the science which comes after physics).

Para (beside) ; as, *para-phrase* (a phrase beside the one given).

Peri (round) ; as, *peri-meter* (measure round).

Syn (with, together) ; as, *syn-thesis* (a placing with, building up).

Also in the forms **sy, syl, sym** ; as, *sy-stem* (that which is formed of parts placed together), *syl-lable* (letters taken together), *sym-pathy* (a feeling with).

Exercise 224.

1. Give the meanings of the Prefixes in *an-onymous, ana-logy, apo-logy, cata-comb, em-phatic, eu-logy, hyper-criticism, meta-morphosis*.

2. What are the Prefixes in *period, syllogism, system, parable, exotic, amphibious* ?

3. Place as many Prefixes as possible before *thesis, pathy* and *logy* (from *lego, speak*).

VI. Suffixes of Greek Origin.

486. Nouns have Greek Suffixes—

-ic ; as, *log-ic, mus-ic*.

-ac ; as, *mani-ac*.

-sis, -sy, -se ; as, *paraly-sis, pal-sy, eclip-se*.

-y ; as, *anarch-y, monarch-y*.

-isk (a Diminutive) ; as, *aster-isk, obel-isk*.

-ize, -ise (forming Verbs) ; as, *bapt-ize, anathemat-ise*.

-ist ; as, *bapt-ist, soph-ist*.

Exercise 225.

1. What are the Suffixes in *anatomy, arithmetic, emphasis, hypocrisy, sophist, and asterisk* ?

2. Make Verbs ending in *-ize, or -ise*.

A COMPARISON OF OLD ENGLISH (ANGLO-SAXON) AND
MODERN ENGLISH FORMS.

NOUNS.

	<i>Singular.</i>			<i>Plural.</i>	
<i>Nominative,</i>	wulf	wolf	|	<i>Nominative,</i>	wulf-as wolves
<i>Genitive,</i>	wulf-es	wolf's	|	<i>Genitive,</i>	wulf-a wolves'
<i>Dative,</i>	wulf-e	wolf	|	<i>Dative,</i>	wulf-um wolves
<i>Accusative,</i>	wulf	wolf	|	<i>Accusative,</i>	wulf-as wolves
	<i>Singular.</i>			<i>Plural.</i>	
<i>Nominative,</i>	ox-a	ox	|	<i>Nominative,</i>	ox-an oxen
<i>Genitive,</i>	ox-an	ox's	|	<i>Genitive,</i>	ox-ena oxen's
<i>Dative,</i>	ox-an	ox	|	<i>Dative,</i>	ox-um oxen
<i>Accusative,</i>	ox-an	ox	|	<i>Accusative,</i>	ox-an oxen
	<i>Singular.</i>			<i>Plural.</i>	
<i>Nominative,</i>	fōt	foot	|	<i>Nominative,</i>	fēt feet
<i>Genitive,</i>	fōt-es	foot's	|	<i>Genitive,</i>	fōt-a feet's
<i>Dative,</i>	fēt	foot	|	<i>Dative,</i>	fōt-um feet
<i>Accusative,</i>	fōt	foot	|	<i>Accusative,</i>	fēt feet

PRONOUNS.

	<i>Singular.</i>					
<i>Nominative,</i>	ic	thū	hē	I	thou	he
<i>Genitive,</i>	mīn	thīn	his	mine	thine	his
<i>Dative,</i>	mē	thē	him	me	thee	him
<i>Accusative,</i>	mē	thē	hine	me	thee	him
	<i>Plural.</i>					
<i>Nominative,</i>	wē	gē	hīe	we	(ye) you	*[they
<i>Genitive,</i>	ūre	ēower	hira	our	your	their
<i>Dative,</i>	ūs	ēow	him	us	you	them
<i>Accusative,</i>	ūs	ēow	hīe	us	you	them]
	<i>Singular.</i>					
<i>Nominative,</i>	hwa ?	who ?		hwaet ?	what ?	
<i>Genitive,</i>	hwaes	whose		hwaes		
<i>Dative,</i>	hwāem	whom		hwāem		
<i>Accusative,</i>	hwone	whom		hwaet		

* From the demonstrative pronoun.

VERBS.

WEAK.

<i>Indicative.</i>			<i>Subjunctive.</i>		
<i>Pres. sing.</i>	1. hīer-e	hear	<i>Pres. sing.</i>	1. hīer-e	hear
	2. hīer-est	hearest		2. hīer-e	hear
	3. hīer-eth	{ heareth hears		3. hīer-e	hear
<i>plur.</i> 1, 2, 3.	hīer-ath	hear	<i>plur.</i> 1, 2, 3.	hīer-en	hear
 <i>Indicative.</i>			 <i>Subjunctive.</i>		
<i>Past sing.</i>	1. hīer-de	heard	<i>Past sing.</i>	1. hīer-de	heard
	2. hīer-dest	heardest		2. hīer-de	heard
	3. hīer-de	heard		3. hīer-de	heard
<i>plur.</i> 1, 2, 3.	hīer-don	heard	<i>plur.</i> 1, 2, 3.	hīer-den	heard

STRONG.

<i>Indicative.</i>			<i>Subjunctive.</i>		
<i>Pres. sing.</i>	1. sing-e	sing	<i>Pres. sing.</i>	1. sing-e	sing
	2. sing-est	singest		2. sing-e	sing
	3. sing-eth	{ singeth sings		3. sing-e	sing
<i>plur.</i> 1, 2, 3.	sing-ath	sing	<i>plur.</i> 1, 2, 3.	sing-en	sing
 <i>Indicative.</i>			 <i>Subjunctive.</i>		
<i>Past sing.</i>	1. sang	sang	<i>Past sing.</i>	1. sung-e	sang
	2. sung-e	sangest		2. sung-e	sang
	3. sang	sang		3. sung-e	sang
<i>plur.</i> 1, 2, 3.	sungon	{ sang sung	<i>plur.</i> 1, 2, 3.	sungen	sang

NOTES FOR TEACHERS.

1. Nothing is said here or elsewhere to indicate whether the Exercises are to be worked orally or in writing; the decision is left in every case to the teacher. Now and then, however, an exercise is so long that children could hardly be expected to work the whole of it in writing.

2. Proper Nouns are taken first, because young children knowing nothing of Grammar will recognise instantly that *Jack*, for example, is a name, while they might fail to see at once that *boy* is also a name.

3. Teachers may be found who are careful to tell their pupils that a Noun is the name of a thing and not the thing itself, and who yet will say that a Verb tells what a Noun does. A very little thought will show that a Verb (if it speaks at all of doing) tells of the action of some person or thing, and not of the action of some Noun.

4. It need hardly be pointed out that this is not a *definition* of a Verb, but only a *description* of certain Verbs.

5. In teaching, induction and deduction must go hand in hand; examples must lead up to definitions, and definitions must be applied to examples. It is sometimes impossible to frame a definition which shall be at once simple and logically correct. In such a case I believe that the best plan is to give a rough working definition or to let the pupils take examples on the authority of the teacher. Young children will find it hard to comprehend the verbal notion underlying *be*, *have*, *shall*, and *will*, and I think that the teacher should simply tell them these are Verbs. With the development of the children's minds will come a development of their ideas of Verbs and a perception that the definition includes the words named.

Only the Third Person of the Verb *to be* is given in Par. 8; the First and Second Persons will be given after Pronouns.

6. *Can*, *could*, *may*, *might*, *do*, and *did* will be dealt with in Part II. (See Pars. 252-4.)

7. Exercise 22 should be worked again and again, and when similar sentences occur in the reading lesson the children should be asked to pick out the Verbs. Some sentences of the kind will be found in Exercise 51.

8. Young teachers should avoid the common error of saying that the Verb *to be* tells what a thing is. In the sentence 'Sugar is sweet,' *is* certainly does not say what sugar is. Logically, *sweet* is the Predicate and *is* the copula.

9. These sentences may prove rather confusing to children, but they will become quite clear if the teacher will make two pupils stand out and let one personate Mr. Smith and the other Mr. Brown.

10. The emphatic use of these words is dealt with in Pars. 184-5.

11. The definition of a Pronoun given in Par. 35 would not satisfy a logician, but a definition which would satisfy a logician would not satisfy a teacher of young children, for it would be unintelligible to them.

12. Adjectives used without Nouns and Participles used with Nouns will be dealt with in Part II. (See Pars. 218-21 and 257-63.)

13. Regarded as a definition, mine is unsatisfactory. Its only merit is that young children can understand it. Dr. Bain's is a good definition, and if teachers think their pupils capable of comprehending it, they should teach it in preference to mine.

14. The method of parsing shown in the text is taken (with a slight alteration) from 'How to tell the Parts of Speech.' Dr. Abbott strongly (and, as I think, rightly) maintains that a child should first be taught to see what a word *does* and thence infer what it *is*. The keynote to any profitable system of teaching grammar is *therefore*, not *because*. 'Giving reasons *after* the answer is not the same mental process as giving *first* the facts and then deducing the answer from the facts. A boy that has given a bad answer will generally find little difficulty in supporting it with a bad reason. But if you fix his attention *first* on what the word does, *before* he has committed himself to an error, and while his mind is open to receive the truth, he is more likely to reason in an unbiassed and honest way; and, besides, he will attach importance to that which is really important—I mean the function and not the name of the word.'—*Preface to 'How to tell the Parts of Speech,' passim.*

15. A few difficult Adverbs will be dealt with in Part II. (See Pars. 327-37.)

16. 'The words *yes, yea, ay, no*, are called Adverbs and seem to have an Adverbial force, but, as Mr. C. P. Mason remarks, they are never used to qualify Verbs, Adjectives, or other Adverbs, and there-

fore appear scarcely entitled to the appellation. He proposes to call them Interjections, but this, too, seems objectionable, as they are not outbursts of emotion like *Alas! Hurrah!* and the like. They are rather a species of relative words which express a speaker's assent or denial to a particular statement, not by repeating the statement, but by referring to it as just having been enounced. Many [other Adverbs] may be detached in the same way from the sentence that they qualify; for example, *certainly, surely, indeed, &c.* The Adverb then stands alone by an obvious ellipsis.'—BAIN: *A Higher English Grammar*, p. 73.

17. The definition of an Adverb given in the text is adapted from an alternative definition given by Mr. Mason: 'An Adverb is a word which adds to the meaning and limits the application of a Verb, Adjective, or other Adverb.'

18. Children should not be taught to trust to mechanical rules for determining what Part of Speech a word is, but the peculiarities mentioned in the text are worth noting.

19. Mr. Mason defines a Preposition as 'a word which when placed before a Noun or Pronoun denotes some relation in which a thing, or some action or attribute of a thing, stands to something else.' As a logical definition this is better than the one given in the text, but I do not think that young children could understand it. Teachers must decide for themselves what their pupils should learn.

Dr. Morell defines a Preposition as 'a word which shows the relation of a Noun or Pronoun to some other word in the sentence,' and many other writers give substantially the same definition. That, however, is open to very serious objection; it confounds *names* and *things*. In the sentence 'The book is on the table,' *on* does not show the relation between the Noun *book* and the Noun *table*, but between the *things*.

20. Some of the more difficult Conjunctions and the difference between Conjunctive Adverbs and Conjunctions will be taken in Part II. (See Pars. 328-37, 342.)

21. Reference to Par. 72 will show that the definition of a Conjunction given in Par. 74 is incomplete; but till the children have studied Conjunctive Adverbs and Relative Pronouns they cannot understand the necessary limitations.

22. If the children are studying foreign languages, they may take Par. 100; if they are not, it should be omitted.

23. If the children are studying Latin or Greek, teachers should show them that English is now devoid of *grammatical* gender. (See Par. 456.)

24. The method of dealing with Relative Pronouns adopted in the text was suggested by Dr. Abbott's 'How to tell the Parts of Speech.'

25. The classification of the words mentioned in Par. 210 bristles with difficulties. I am not satisfied with the method of dealing with them adopted by any previous writer—I am not even satisfied with my own method. The only merit which I claim for it is simplicity; that should commend it to teachers though grammarians may find fault with it.

26. The Subjunctive Mood with an auxiliary will be taken after the Infinitive Mood. (See Pars. 253-6.)

27. If the pupils are young, they need not study Gerunds till they come to the minute analysis of sentences.

28. As a matter of grammar the study of the sub-tenses is not specially important, but with a view to composition it is very useful, because it calls attention to the shades of meaning which may be conveyed by auxiliaries.

Teachers who look upon the sub-tenses as a needless refinement or one beyond their pupils must take pains to show that the Present Perfect is Present and not Past.

29. 'Present Perfect Continuous' is not a very satisfactory term for the tense of *have been learning*, but, long as it is, a more satisfactory term would be still longer.

30. This list and the lists of Weak Verbs following it have been taken, with very little change, from Dr. Morris. They are given in order that they may be referred to when necessary. It is not intended that they should be learned by rote, for the pupils *being English* know the preterite and participles of most common Verbs before they begin to study grammar. Teachers should ask questions on the lists and then set those Verbs to be learned with which the children are not quite familiar.

31. 'The author is utterly at a loss to conceive on what principle the introduction of faulty sentences for correction can be objected to. Specimens of bad spelling for correction are injurious, because, in England at least, spelling is not reducible to fixed rules, but is for the most part a matter of simple recollection, and if the eye gets accustomed to the look of ill-spelt words, it is often difficult to recollect the correct mode of spelling them. Syntactical errors are of a totally different kind. They admit of being corrected on fixed principles; and as the learner is pretty sure to meet with numerous examples of faulty sentences, both in conversation and in reading, it seems desirable that he should have some practice in the correction of those mistakes which are of most frequent occurrence. Those who object to

exercises of this kind should, to be consistent, exclude from books on logic all specimens of fallacies given for the purpose of correction. Yet those who have studied and taught logic are aware that few exercises are more beneficial.'—MASON: *English Grammar*, ed. 1861, p. 173.

32. Children should not be set to *learn* the conjugations by rote. They know how to *use* a Verb before they have begun to study grammar. When, therefore, they have thoroughly mastered the meaning of Voices, Moods, Tenses, Persons, and Numbers, they ought to be able, with a little guidance, to *make up* a conjugation. They would thus be engaged in an interesting exercise of the intelligence, while learning by rote would be only a tedious exercise of the memory.

33. The division of Conjunctions into Co-ordinating and Sub-ordinating will be taken after the children have learned to distinguish between Co ordinate and Sub-ordinate Sentences.

34. *But* is in some cases a very difficult word to deal with, especially as good writers do not agree in the use of it. Some, for example, say 'But I,' and some 'But me.' For a clear discussion on its peculiarities see Mason's 'English Grammar,' ed. 1886, pp. 116, 124, 190. Troublesome sentences (like 'There is no one but thinks him guilty') are not introduced in this book.

35. 'Indirect Object' is a perfectly legitimate term when legitimately used, but it is often strangely misapplied. The words printed in italics in the following sentences are by some grammarians called Indirect Objects :—

The people made Edward *king*.

We saw the ship *sink in the waves*.

I am ready *to start*.

It is difficult to see how the last sentence can have an Object of any kind when it has no Transitive Verb.

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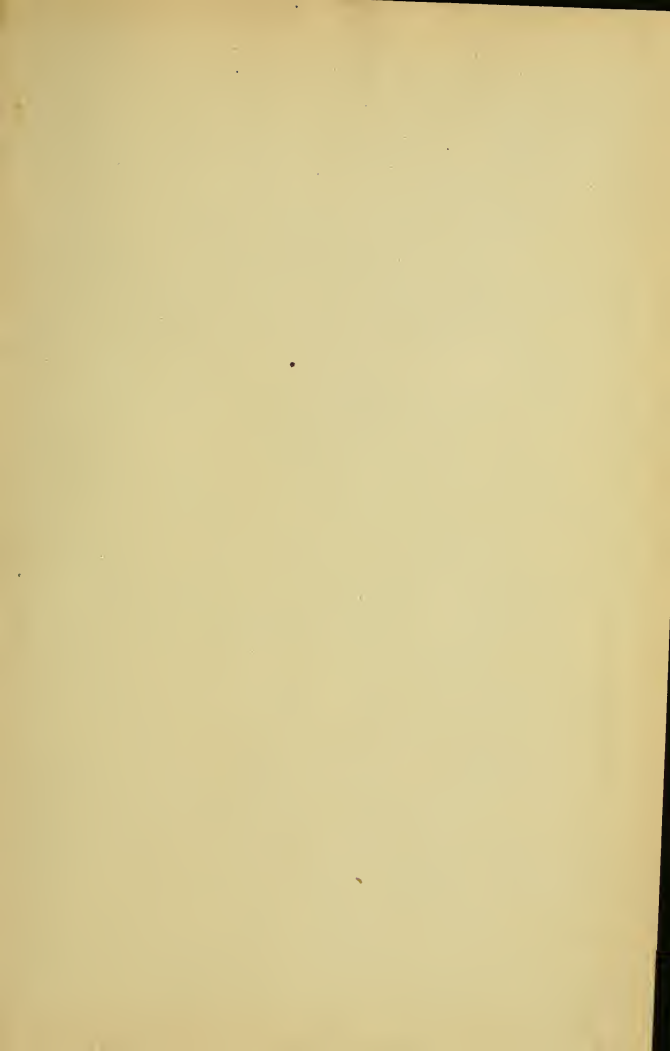
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