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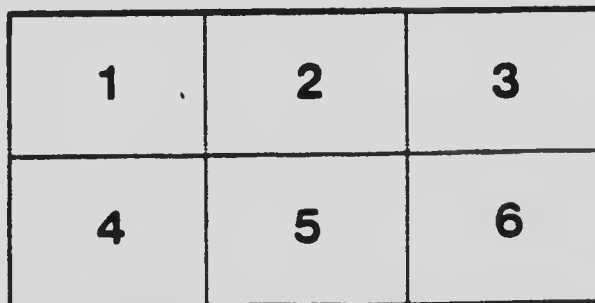
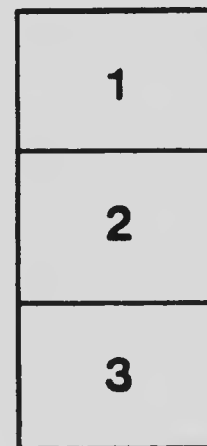
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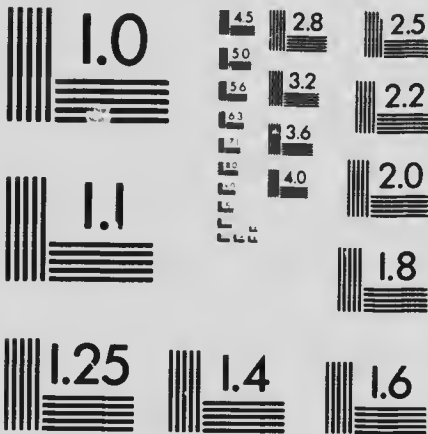
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EASY EXERCISES IN ENGLISH.

PART I.—WORDS AND SENTENCES.

NOUNS

1. Have you ever thought that everything which you know or can think of has a *name*? We should find it hard to talk without using names. A great many of the words which we use are the **names** of **things**.

Thus the thing we use to unlock a door gets the name *key*.

EXERCISE 1.

Name something :

- | | |
|-----------------------------|-------------------------------------|
| 1. that keeps off the rain. | 11. from which we make bricks. |
| 2. that draws a wagon. | 12. on which we hang our caps. |
| 3. that gives out heat. | 13. that carries us over the water. |
| 4. that we live in. | 14. that keeps our hands warm. |
| 5. that we ride in. | 15. that grows in a garden. |
| 6. that tells time. | 16. that grows in a lake. |
| 7. that cooks our food. | 17. that grows in the sea. |
| 8. that makes shoes. | 18. that grows on tree trunks. |
| 9. that grinds corn. | 19. that is used to cut grass. |
| 10. that eats hay. | 20. that is the opposite of day. |

2. A word that is used to *name anything* is called a noun, that is a *name* or *naming word*.

A noun is the name of a thing.

PROPER AND COMMON NOUNS.

3. This *boy* lives in the *city*.

Charles Watson lives in *Moutreal*.

The *steamship* crossed the *ocean* in safety.

The *Parisian* crossed the *Atlantic* in safety.

Carlo is a good *dog*.

If we compare pairs of nouns in these sentences, we notice that Charles Watson is the name of an *individual* boy, Moutreal of an *individual* city, Par. of an *individual* steamship, and Carlo of an *individual* dog. Such names are called **proper nouns**.

The other names, *boy*, *city*, *steamship*, *ocean*, *dog*, are names that may be applied to **any** object of their class—any boy, any city, any steamship, any ocean, any dog. They are, therefore, called **common nouns**, because they are names *common* to all objects of the same kind.

A proper noun is the name of an individual person or thing.

A common noun is the name of any one of a class of similar persons or things.

A proper noun should always begin with a capital letter.

EXERCISE 2.

Which nouns are proper and which common? Why?

Woman, Mary Smith, street, Victoria Square, town, Port Hope, island, Cuba, country, Canada, dog, Sport, man, Jacob West, river, St. Lawrence.

VERBS.

4. We have so far spoken of *nouns* or the *names of things* that we may want to say something about. But we cannot talk, that is, we cannot *say anything* by merely using a number of *names*. The three names, — *dogs, ducks, sparrows* — when spoken together, do not make sense. We have found words to *name* things, and we must now find words to *say something* about the things we name. For example, if I want to say *what noise these animals make*, I say, *dogs bark, ducks quack, sparrows chirp*; or if I want to tell how they move about, I say, *dogs run, ducks waddle, sparrows fly*. The words *bark, quack, chirp, run, waddle, fly*, which are used to *say something about the things named*, are called **verbs**—that is, *telling words*.

A verb is a word that tells something.

 THE SENTENCE.

5. Thus we must *put together two* kinds or classes of words—a **noun** to name a thing, and a **verb** to tell something about the thing—before we can really speak sensibly, or express our thoughts. As soon as we *express any thought in words*, we make what is called a **sentence**.

A sentence is the expression of any thought in words.

A sentence must contain at least two words—a *naming word* and a *telling word*. It may contain many other words.

EXERCISE 3.

Make a *sentence* by filling in either *the name of the thing* that makes the noise, that is the right *noun*; or the word that *tells what noise is made*, that is the right *verb*.

- | | | | |
|-----------------|---------------|--------------------|----------------|
| 1. A cat.... | 7....coos. | 13. The door.... | 19....gabbles. |
| 2. A cow.... | 8....neighs. | 14. The leaves.... | 20....cackles. |
| 3. Pigs.... | 9....crow. | 15. The wind.... | 21....sings. |
| 4. Lions.... | 10....bleats. | 16. An owl.... | 22....croaks. |
| 5. Mice.... | 11....brays. | 17. A river.... | 23....rings. |
| 6. The baby.... | 12....hisses. | 18. The sea.... | 24....quacks. |

EXERCISE 4.

Make a sentence by filling in either *the name of the thing* or the word that *tells how it moves about*, i.e., the *noun* or the *verb*.

- | | | | |
|---------------|--------------|----------------------|----------------|
| 1. A fish.... | 5....sails. | 9. A horseman.... | 13....rambles. |
| 2. Snails.... | 6....fly. | 10. A baby.... | 14....walks. |
| 3. Lambs.... | 7....trots. | 11. A worm.... | 15....swings. |
| 4. Ducks.... | 8....struts. | 12. Grasshoppers.... | 16....leap. |

6. A verb may tell *what happened to a thing*, and such verbs are often made up of *more than one word*.

The ponds were frozen. The book has been lost.

These sentences are still made up of only two classes of words, *nouns* and *verbs*.

EXERCISE 5.

Make a sentence by filling in either the *noun* or the *words that tell what happened to it*.

- | | | |
|-------------------|--------------------|-------------------------|
| 1....was melted.* | 8. The ship.... | 15....has been rung. |
| 2....was bent. | 9. The oranges.... | 16....has been wrung. |
| 3....were broken | 10. The coal.... | 17....was seen. |
| 4....is written. | 11. The sailor.... | 18....has been soiled. |
| 5....was sold. | 12. The robber.... | 19....was spilled. |
| 6....were soled. | 13. The eggs.... | 20....has been papered. |
| 7....are sawn. | 14. The fire.... | 21....has been cleaned. |

* Butter, tallow, snow, coal, etc. In filling in these and all other similar blanks, encourage as much variety as is consistent with accuracy.

SUBJECT AND PREDICATE.

7. When we speak of such words as *water* and *freezes* merely as belonging to *certain classes of words*, we call them *nouns* or *verbs*. But when we put them together so as to *make up the two parts of a sentence*—"water freezes"—we call the first or naming part, the **subject of the sentence**; and the second or telling part, the **predicate of the sentence**.

Every sentence consists of two parts, a subject and a predicate.

When a sentence contains only a noun and a verb, it contains no more words than are necessary to make it a sentence. The noun is then called the *simple subject*, and the verb the *simple predicate*.

 PREDICATES WITH OBJECTS.

8. But we speak, or read in books, very few sentences that are made up of only a noun and a verb. Often, indeed, a noun and a verb alone will not make a complete sentence. For example, "*Bees gather*" does not make a sentence until we add the *name of the thing that bees gather*. "*Bees gather honey*" is a complete sentence, the two parts being **subject**, *bees* and **predicate**, *gather honey*.

 EXERCISE 6.

Fill in what is needed to make a *sentence*, and tell which part is the subject and which part is the predicate:—

1....killed the bear. 2....felled the trees. 3. The Indian bent.... 4. The mouse gnawed.... 5. The wind drove.... 6....drove a nail. 7....drove the carriage. 8. The boy will ring.... 9. The girl will wring.... 10....freezes the pond. 11....soured the milk. 12....made the dress.

9. A word like "honey," which is needed to complete the sense in this way, may be separated from the verb or simple predicate, and called the **object**.

Subject.	Predicate.	
Bees	<i>Verb.</i> gather	<i>Object.</i> honey.

EXERCISE 7.

Complete the sentence, and say which part is the subject, and which the verb, and name the noun used as an object:—

- | | | |
|----------------------|-------------------|------------------------|
| 1....warmed.... | 6.sees.... | 11....has frozen.... |
| 2....may catch.... | 7.saws.... | 12....will thaw.... |
| 3....frightened.... | 8.sows.... | 13....will fry.... |
| 4....has burned.... | 9.sews.... | 14....cannot carry.... |
| 5....have filled.... | 10.heard.... | 15.is writing.... |

WHAT PREDICATES MAY TELL.

10. Predicates *may* tell *many things* about a subject; they *must* tell *something*. For example:—

EXERCISE 8.

A predicate may tell that animals *eat certain things*, e.g., "Horses—*eat hay (or corn, grass, oats)*."

Fill in similar predicates after these subjects:—

- | | | | |
|--------------|--------------|--------------|-------------------|
| 1. Cats.... | 4. Mice.... | 7. Lions.... | 10. Snails.... |
| 2. Birds.... | 5. Sheep.... | 8. Fish.... | 11. Spiders.... |
| 3. Dogs.... | 6. Hens.... | 9. Cows.... | 12. Squirrels.... |

EXERCISE 9.

A predicate may tell that persons *do certain things*, e.g., "A shoemaker—*makes shoes*."

Fill in similar predicates after these subjects:—

- | | | |
|----------------------|------------------|------------------|
| 1. A lamplighter.... | 7. A postman.... | 13. A carter.... |
| 2. A washerwoman.... | 8. A printer.... | 14. A tinker.... |

- | | | |
|----------------------|------------------|---------------------|
| 3. A message-boy.... | 9. A doctor.... | 15. A thief.... |
| 4. A dressmaker.... | 10. Butchers.... | 16. The teacher.... |
| 5. Coachmen.... | 11. Bakers.... | 17. Shepherds.... |
| 6. Policemen.... | 12. Glaziers.... | 18. Cooks.... |

EXERCISE 10.

A predicate may tell not only that people *do certain things*, but also *what they do them with*—that is, what tools they use:—

“The woodman—*fells trees with an axe.*”

Fill in similar predicates after these subjects:—

- | | | |
|----------------------|--------------------|---------------------|
| 1. The fisherman.... | 4. Carpenters.... | 7. A tailor.... |
| 2. The painter.... | 5. Blacksmiths.... | 8. The gardener.... |
| 3. Masons.... | 6. Shoeblocks.... | 9. Reapers.... |

EXERCISE 11.

A predicate may tell *what things are covered with*, e.g., “Our feet—*are covered with stockings and shoes.*”

Fill in similar predicates after these subjects:—

- | | | | |
|--------------|---------------|-------------------|----------------|
| 1. Trees.... | 6. Tables.... | 11. The field.... | 16. Floors.... |
| 2. Birds.... | 7. A bed.... | 12. Windows.... | 17. Walls.... |
| 3. Hands.... | 8. A cat.... | 13. Horses.... | 18. Houses.... |
| 4. Sheep.... | 9. A head.... | 14. Hedgehogs.... | 19. Ponds.... |
| 5. Fish.... | 10. Faces.... | 15. Rabbits.... | 20. Pigs.... |

EXERCISE 12.

A predicate may tell *what things are made of*, e.g., “A house—*is made of stone and lime.*”

Fill in subjects or predicates:—

- | | | |
|---------------|------------------|------------------------------|
| 1. A bell.... | 7. Umbrellas.... | 13.are made of glass. |
| 2. A cage.... | 8. Candles.... | 14.are made of clay. |
| 3. Fences.... | 9. Buttons.... | 15.are made of hair. |
| 4. Coats.... | 10. Paper.... | 16.are made of bone. |
| 5. Dolls.... | 11. Ropes.... | 17.are made of cotton. |
| 6. Money.... | 12. Skates.... | 18.are made of leather. |

EXERCISE 13.

A predicate may tell *what things are made into*, e.g., "Steel—*is made into knives, (pens, needles, etc.)*"

Fill in subjects or predicates:—

- | | | |
|----------------|-----------------------------|---------------|
| 1. Silver.... | 5.is made into flour. | 9. Gold.... |
| 2. Leather.... | 6.is made into bread. | 10. Milk.... |
| 3. Lead.... | 7. ... is made into bricks. | 11. Glass.... |
| 4. Wool.... | 8.is made into linen. | 12. Roses.... |

EXERCISE 14.

A predicate may tell *where things are to be seen*, e.g., "Birds—*are seen in the air, (in cages, sitting on trees.)*"

Fill in similar predicates after these subjects:—

- | | | | |
|----------------|---------------|----------------|------------------|
| 1. Fish.... | 8. Sand.... | 15. Worms.... | 22. The moon.... |
| 2. Stars.... | 9. Ships.... | 16. Mice.... | 23. Apples.... |
| 3. Hens.... | 10. Sheep.... | 17. Ice.... | 24. Horses.... |
| 4. Books.... | 11. Trees.... | 18. Snails.... | 25. Indians.... |
| 5. Roses.... | 12. Dew.... | 19. Clocks.... | 26. Waves.... |
| 6. Clouds.... | 13. Rust.... | 20. Bees.... | 27. Shells.... |
| 7. Spiders.... | 14. Nuts.... | 21. Smoke.... | 28. Turnips.... |

HOW SENTENCES ARE BUILT UP.

11. Just as we may put two words together to make up another word, (e.g., *pay* and *day* to make **pay-day**,) so we may put two sentences together to make another and longer sentence.

*A rope was thrown, **and** the man was saved.*

*A rope was thrown, **but** the man did not catch it.*

*A rope was thrown, **or** the man would have been drowned.*

Here we have two sentences, each with its own separate subject and predicate, joined by the words *and*, *but*, *or*.—just as two words are joined by a hyphen,—and put together to build up a longer and fuller statement.

EXERCISE 15.

Add another *sentence* to the one given, so as to make a fuller statement.

1. The sky became dark and....
2. The ice broke and....
3. The lightning flashed and....
4. He tried to catch the butterfly but....
5. The parcel must be sent to-day or....
6. The sea was very rough and....
7. The roads were blocked with snow and....
8. The pipes were all frozen and....
9. The soldiers fought bravely but....
10. You must run fast or....
11. The gate was locked and....
12. The rain fell in torrents and....
13. The fire went out and....
14. We cannot come to-day but....
15. The leak must be stopped or....

12. Sometimes when two sentences are joined by *and* or *but*, part of the second sentence may be left out. This often happens when two things are said of one subject, that is when *one subject* has *two predicates*. Thus if we want to say about *boats* (1) *what they are made of*, and (2) *what they are used for*, we may set down these two statements in two ways:

(a). By making two separate sentences, repeating the same subject or making the second subject a pronoun, e.g., *Boats are made of leather. Boats (they) are used for covering our feet.*

(b). By leaving out the second subject and joining the two predicates by *and*, so as to make *one sentence only*, e.g., *Boats are made of leather and are used for covering our feet.*

EXERCISE 16.

Make similar statements, in one sentence, telling (1) what these things are made of, *and* (2) what they are used for:—

- | | | | |
|------------------|-------------|------------|--------------|
| 1. A kettle. | 4. Paper. | 7. Gloves. | 10. A pail. |
| 2. A pencil. | 5. Needles. | 8. Houses. | 11. Windows. |
| 3. A blackboard. | 6. An axe. | 9. A gate. | 12. Baskets. |

EXERCISE 17.

Do the same with these as subjects:—

- | | | | |
|-------------|-------------|---------------|--------------|
| 1. Nails. | 5. A saw. | 9. Tables. | 13. A purse. |
| 2. Carpets. | 6. A brush. | 10. Tumblers. | 14. A shawl. |
| 3. Candles. | 7. A spoon. | 11. Blankets. | 15. A rope. |
| 4. A ship. | 8. A cage. | 12. A spoon. | 16. A chain. |

EXERCISE 18.

Make similar sentences telling (1) where or how these things are got, and (2) what they are made into or used for:—

“Coal is dug out of mines and is used for making fires.”

- | | | | |
|-------------|------------|---------------|------------|
| 1. Wool. | 5. Cork. | 9. Pearls. | 13. Clay. |
| 2. Leather. | 6. Silk. | 10. Diamonds. | 14. Bone. |
| 3. Milk. | 7. Apples. | 11. Sugar. | 15. Stone. |
| 4. Timber. | 8. Ivory. | 12. Grapes. | 16. Steam. |

13. Just as two predicates may tell about the same subject, so the same predicate may tell something about *more than one subject*, e.g., **Daisies and buttercups and pretty cowslips—were growing on the same bank.** Here we could make *three separate sentences*, but instead we put the *three subjects together* and treat them as *one*, as the *naming part* of one sentence.

EXERCISE 19.

Give ten subjects that name two or more things, e.g., *An umbrella and an overcoat, a lion and a unicorn, he and I.* Add suitable predicates.

EXERCISE 20.

Supply at least *three nouns* as subjects to each of these predicates. Put in commas, e.g.,

Bags, channels, gulfs and seas are bodies of water.

- | | |
|----------------------|-----------------------|
| 1. are flowers. | 8. are fruit trees. |
| 2. will burn. | 9. are made of wood. |
| 3. are garden tools. | 10. are made of iron. |

- | | |
|-----------------------------|-----------------------------|
| 4. are vegetables. | 11. are domestic animals. |
| 5. are months. | 12. are bodies of land. |
| 6. are shrubs. | 13. are flowing waters. |
| 7. are seasons of the year. | 14. are periods of the day. |

EXERCISE 21.

Do the same with these as predicates:—

- | | |
|-----------------------------|-----------------------------------|
| 1. are parts of a house. | 4. are the points of the compass. |
| 2. are parts of a tree. | 5. are elevations of land. |
| 3. are parts of a mountain. | 6. are parts of a river. |

PRONOUNS.

14. Certain little words often take the place of nouns. These are *pronouns*, that is *words used for nouns*. There are only a few pronouns in our language, but nevertheless many of the commonest mistakes in the use of English arise from a wrong choice of pronouns.

15. A pronoun may stand for the name of the **person speaking**, (*first person*), the **person spoken to** (*second person*), or the **person or thing spoken of** (*third person*). The person who is speaking uses *I*, *me*, instead of his name, or *we*, *us*, (plural) instead of the names of himself and others; he uses *you* instead of the name of the person to whom he speaks; and very often he uses *he*, *him*, *she*, *her*, *it*, *they*, *them* in place of the names of the persons or things of which he speaks.

A pronoun is a word used instead of a noun.

EXERCISE 22.

(a). Find the pronouns and tell for what nouns they stand.

(b). Write them in three columns, first person, second person, and third person, separately.

1. I (Jack Wilson) live on Peel Street, and you (Tom Jones) live near me; but she (Clara Bell) lives several streets away

from us. 2. He hit me. 3. I saw you. 4. She taught them. 5. I saw him once before as he passed the door. 6. Here is Mary; she wishes to speak to us. 7. Tom's sisters are here; they came yesterday. Have you seen them? 8. We are here. 9. We know the forest round us.

EXERCISE 23.

A pronoun may be the subject of a sentence. Select from the previous exercise those pronouns that are subjects.

EXERCISE 24.

Here are some expressions in which mistakes are often made, especially in conversation. These sentences are correct. Repeat them aloud until they sound familiar to you.

It is I.	It isn't I.	It was I.
It is he.	It isn't he.	It was he.
It is she.	It isn't she.	It was she.
It is we.	It isn't we.	It was we.
It is they.	It isn't they.	It was they.

Isn't it I?	It wasn't I.	Was it not I?
Isn't it he?	It wasn't he.	Was it not he?
Isn't it she?	It wasn't she.	Was it not she?
Isn't it we?	It wasn't we.	Was it not we?
Isn't it they?	It wasn't they.	Was it not they?

EXERCISE 25.

I, he, she, it, we, you, they, may be used as **subjects** or may follow **is, was** or some other form of the verb "to be."

Me, him, her, it, us, you, them can be used as **objects**.

Fill in the blanks, first orally, then in writing, with one or other of *each* of the following pairs:—

me-I ; he-him ; she-her ; they-them ; we-us. e.g.

The first blank, being a subject, may be filled in five ways, by inserting *I, he, she, they* or *we*.

1.and my father visited the park on Saturday.
2. The journey delighted Ned and....
3. That is.... Is it....? Which is....?
4. It is not....you are thinking about.

5. The stone struck you and....
6. The doctor came to see Nellie and....
7. Arthur is a foot taller than....
8. It was either....or....
9. It was....that replied.
10. If....were....,would go.
11. Was it not....who said yes?

HOW SUBJECTS ARE BUILT UP.

16. A *simple subject* consists of a *noun* (or pronoun) only. But other words may be added to the simple subject for the purpose of describing it more fully. Thus if we merely say "*The lamp—was smashed,*" we get quite a correct sentence. But we may build up a longer sentence and make it tell us more. Thus if I say "*The big bronze lamp in front of the Mayor's house—was smashed,*" I add words to the simple subject to describe it and to make clear what lamp it was.

17. But remember however many words may be used to build up a subject, all these words taken together form but *one part* of a sentence, the first or *naming part*, that about which we are to say something. Thus in the sentence given above the *whole subject* or *naming part* is "*The big bronze lamp in front of the Mayor's house.*" But among the words that make up the *whole subject* there is always one *noun* (or pronoun) which actually names the thing that the other words describe more fully, viz., the noun "*lamp.*" This noun is the foundation on which the whole subject is built up. Such a noun is called the *simple subject*.

EXERCISE 26.

Point out the whole subject or naming part; separate the

whole subject into simple subject, and words that describe the simple subject.

1. That man is lame. 2. The girl at the top of the class is my sister. 3. Peter Brown, the baker in George Street, makes good biscuits. 4. Pretty yellow flowers grew there. 5. Large iron-bound boxes were used. 6. Old women dressed in red were sitting under the trees. 7. A bird with red and blue feathers flitted about. 8. Four-and-twenty blackbirds were baked in a pie. 9. The three pretty picture-books are prizes.

EXERCISE 27.

Build up subjects by adding *words to describe* :

- | | | |
|--------------------|-----------------|--------------|
| 1. The gamekeeper. | 4. Water-wheel. | 7. January. |
| 2. John Brown. | 5. Pictures. | 8. Cripple. |
| 3. A fisherman. | 6. A sailor. | 9. Tortoise. |

ADJECTIVES.

18. An adjective is a word that describes a noun.

The word adjective means "added to." It is so called because an adjective is *added to* a noun.

19. Adjectives when added to nouns tell us chiefly :—

(a). The *number* or *quantity* of things, either exactly or in a general way, e.g., *fifteen* wolves, *many* girls, *several* houses, *every* eye, *some* milk, *more* straw.

(b). *Which* things, e.g., *that* book, *those* children, *the* second house, *the same* story.

(c). *What sort of* things, e.g., *tall* handsome girls, a *strong* *oaken* staff.

20. Adjectives are words that describe. A proper use of adjectives is most important for speaking good English. Some people have a very meagre store of adjectives. Everything pleasing to them they style *nice* or *lovely*; while all things unpleasant are *horrid*

or awful. Some others do not choose their adjectives to suit the things they wish to describe. They speak in a careless way of a **jolly** picnic and a **jolly** fight, an **elegant** woman and **elegant** soap. A correct speaker or writer will use a *variety* of adjectives and will use them in the right way.

EXERCISE 28.

Think of nouns that may fitly be described by the following adjectives:—

- | | | | |
|--------------|---------------|---------------|---------------|
| 1. playful, | 7. easy, | 13. bright, | 19. funny, |
| 2. sad, | 8. high, | 14. dull, | 20. starry, |
| 3. weary, | 9. quiet, | 15. keen, | 21. careless, |
| 4. pleasant, | 10. mild, | 16. studious, | 22. brittle, |
| 5. gentle, | 11. glorious, | 17. curious, | 23. glassy, |
| 6. faithful, | 12. brave, | 18. droll, | 24. shy. |

EXERCISE 29.

Select and arrange together in four columns, words that are most akin in meaning, as a *pretty, beautiful, fair, handsome* girl.

Next tell of each adjective whether it will best describe *face, temper* or *storm*, e.g., *a violent temper*.

- | | | | |
|---------------|------------|---------------|-------------------|
| 1. pretty, | 5. fair, | 9. stubborn, | 13. cheerful, |
| 2. merry, | 6. raging, | 10. handsome, | 14. sulky, |
| 3. gloomy, | 7. happy, | 11. furious, | 15. goodtempered, |
| 4. beautiful, | 8. fierce, | 12. violent, | 16. sullen. |

EXERCISE 30.

Do the same using as nouns *house, tale, boy, mother*:—

- | | | | |
|-----------|--------------|----------------|---------------|
| 1. kind, | 5. spacious, | 9. great, | 13. patient, |
| 2. rough, | 6. funny, | 10. gracious, | 14. impudent, |
| 3. big, | 7. gentle, | 11. laughable, | 15. droll, |
| 4. rude, | 8. vulgar, | 12. insolent, | 16. comical. |

EXERCISE 31.

Add to *kitten* and *weather* two or more adjectives that best describe them as *little romping kittens*.

- | | | | |
|------------|-------------|--------------|------------------|
| 1. still, | 7. striped, | 13. stormy, | 19. merry, |
| 2. lively, | 8. fine, | 14. pretty, | 20. cold, |
| 3. warm, | 9. playful, | 15. pet, | 21. beautiful, |
| 4. noisy, | 10. cloudy, | 16. clear, | 22. miserable, |
| 5. little, | 11. rainy, | 17. romping, | 23. favourite, |
| 6. wet, | 12. frosty, | 18. foggy, | 24. quarrelsome. |

EXERCISE 32.

Add to the nouns *river* and *hill* two or more adjectives that best describe them:—

- | | | | |
|--------------|----------------|---------------|--------------|
| 1. swift, | 7. fruitful, | 13. hurrying, | 19. steep, |
| 2. barren, | 8. sparkling, | 14. noisy, | 20. lofty, |
| 3. sluggish, | 9. winding, | 15. green, | 21. rapid, |
| 4. breezy, | 10. deep, | 16. useful, | 22. bare, |
| 5. high, | 11. grassy, | 17. rocky, | 23. stony, |
| 6. strong, | 12. navigable, | 18. chalk, | 24. fertile. |

EXERCISE 33.

Some pairs of adjectives are opposite in meaning, as *right, wrong*; *sweet, sour*; *new, old*; *hot, cold*.

Select adjectives that are opposite to those given below, and write them side by side:—

- | | | | |
|------------|-------------|----------------|------------------|
| 1. bright, | 7. wise, | 13. few, | 19. young, |
| 2. full, | 8. merry, | 14. cruel, | 20. graceful, |
| 3. small, | 9. clear, | 15. timid, | 21. polite, |
| 4. true, | 10. early, | 16. ripe, | 22. clean, |
| 5. tame, | 11. pretty, | 17. silent, | 23. quarrelsome, |
| 6. rough, | 12. weak, | 18. difficult, | 24. industrious. |

EXERCISE 34.

Make a list of adjectives that you can use in describing a *dandelion*, an *orange*, a *bridge*, a *brook*, a *cent*, your *desk*, your *book*, a *fly*, as *lazy*, *curious*, *thirsty fly*.

Separate the adjectives from one another by commas.

(See page 23.)

HOW PREDICATES ARE BUILT UP.

21. We have seen that words (adjectives) may be added to the simple subject or noun to describe it more fully. In the same way words may be added to the simple predicate or verb to make what is said clearer and more complete. Thus instead of merely saying "The lamp—**was smashed**," I may say "The lamp—**was smashed yesterday by a runaway horse.**" I have now added some words to the simple predicate, "*yesterday*" to tell *when* the lamp was smashed, and "*by a runaway horse*" to tell *how* the lamp was smashed.

22. But remember how many words may be used to build up a predicate, and these words taken together form but *one part* of a sentence—the second or *telling part*. Thus in the sentence just given the *whole predicate* or *telling part* is "*was smashed yesterday by a runaway horse.*" But among all the words that make up the *whole predicate* there is always one *verb* which is the foundation. This is **the verb** and we must learn to know it from all other words. This verb is called the *simple predicate*.

EXERCISE 35.

Point out the whole predicate or telling part; separate the whole predicate into simple predicate and words that build up the simple predicate.

1. The children play merrily. 2. The boy ran hastily from the room. 3. The river flows rapidly. 4. George never lies. 5. Jack Frost does his work stealthily. 6. The mother-bird sits quietly at home on her nest. 7. The little sandpiper flies swiftly along the beach. 8. He came in the morning. 9. I must return before six o'clock. 10. They were walking in the garden. 11.

The window was broken with a stone. 12. He entered by the open window.

EXERCISE 36.

Pick out (1) the whole subjects and whole predicates, and (2) the simple subjects and simple predicates:—

1. The boy on the bridge cut his hand with his brother's knife.
2. The wooden bridge over the canal is unsafe.
3. Mary's best clothes had been worn only twice.
4. A flock of sheep were quietly feeding in the meadow by the river.
5. A great number of children, very prettily dressed, came to the seaside by the first train from Montreal.
6. A weather-beaten sailor with one leg lives in the little brick cottage.

EXERCISE 37.

Build up longer subjects and predicates with these:—

1. Bees gather honey.
2. Trees were planted.
3. The blinds were drawn.
4. Tents were put up.
5. The men carried torches.
6. Prizes were given.
7. A road was made.
8. Ladders were brought.
9. People came.
10. The boy was punished.
11. Horses drew loads.
12. The books were sent.
13. Smoke rose.

EXERCISE 38.

Make sentences by building up longer subjects and adding long predicates:—

- | | | |
|--------------------|---------------|------------------------|
| 1. Snowdrops, | 5. A castle, | 9. A skipping-rope, |
| 2. A fishing-boat, | 6. The moon, | 10. A walking-stick, |
| 3. A watch-dog, | 7. A canary, | 11. A railway-station, |
| 4. Crocuses, | 8. Ostriches, | 12. Cherries. |

ADVERBS.

23. We have seen that some words (adjectives) are *added to nouns* to describe persons and things. We shall now see that other words *are added to verbs* to give more meaning to the predicate. These words are called *Adverbs* or *To-verbs*. Adverbs tell chiefly,—

- (a). **When**—He will come *soon* ; we saw them *to-day*.
 (b). **Where**—The baker calls *here* ; he sits *yonder*.
 (c). **How**—Charles writes *well* ; snails move *slowly*.

EXERCISE 39.

Pick out the adverbs:—

1. Ruth reads distinctly. 2. She speaks slowly and softly. 3. I called here twice yesterday. 4. The paper is published daily.
 5. Who goes there? 6. William, come hither quickly. 7. We came late and left early. 8. He seldom spoke and never laughed.

EXERCISE 40.

Use in sentences the following adverbs:—

- | | | | |
|---------------|--------------|-------------|---------------|
| 1. easily, | 5. backward, | 9. outside, | 13. unawares, |
| 2. merrily, | 6. always, | 10. loudly. | 14. warily, |
| 3. afterward, | 7. down, | 11. again, | 15. usually, |
| 4. overhead, | 8. away, | 12. next, | 16. fast. |

24. Remember that an adverb nearly always consists of a *single word*. We may use several words to do the work of an adverb, i.e., to tell *how* or *when* or *where*, but groups of words so used are not adverbs. Thus I may say, "Mary will return *soon*," or "Mary will return *at six o'clock*." In one sentence I use a single word *soon*, and in the other sentence I use three words *at six o'clock*, to tell **when** Mary will return. The single word *soon* is an adverb; the three words *at six o'clock* are not adverbs, though they do the same work.

An adverb is a word that tells how, when or where.

EXERCISE 41.

By adding *adjectives* and *adverbs* build up longer sentences on these foundations:—

1. The train stopped. 2. Pictures were painted. 3. Cattle were grazing. 4. Martha carried the basket. 5. Flowers grew.

6. Pitchers were carried. 7. Ships cross the sea. 8. The sack was filled. 9. Soldiers fought. 10. The dress was torn. 11. Jane went. 12. The bird flew.

EXERCISE 42.

Build up sentences by adding *adjectives, simple predicates* and *adverbs*.

- | | | | |
|-----------------|--------------|-------------|-------------|
| 1. A tramway, | 5. Monkeys, | 9. Rain, | 13. Bread, |
| 2. An engine, | 6. Chimneys, | 10. An axe, | 14. Milk, |
| 3. An inkstand, | 7. Clothes, | 11. Skates, | 15. Snow, |
| 4. A rainbow, | 8. Crutches, | 12. Flax, | 16. A mole. |

EXERCISE 43.

Arrange in four columns (1) the simple subjects, (2) the adjectives, (3) the predicates, (4) the adverbs.

1. Much snow often lies there. 2. The blind old woman is standing yonder now. 3. Five grey pigeons were cooing very sweetly. 4. Old Tom once lived here. 5. Some bold men caught the robbers yesterday. 6. The happy children tossed the hay everywhere. 7. That weary beggar cannot walk farther to-day. 8. The old village smithy stands there. 9. Several boys are playing noisily outside. 10. Our Loudon friends are coming here to-morrow.

N.B.—Predicate includes verb and object.

The following exercises on capitals, punctuation, letter-writing and composition are to be taken, not in the order in which they appear here, but throughout the year as occasion arises.

WHERE TO PUT CAPITAL LETTERS.

25. (a). *For the first word of every sentence.*
 (b). *At the beginning of every line of poetry.*
 (c). *At the beginning of a direct speech or quotation.*
 (See p. 23.)

(d). For all proper names, including the days of the week and months of the year.

(e). For the pronoun **I** and interjection **O**.

PUNCTUATION.

26. The period is used:—

(a). At the end of every complete sentence.

(b). After abbreviations, e.g., *J. L. Brown, Rev., Dr.*

27. The interrogation point (?), “the little crooked thing that asks questions,” is used after every *direct question*, e.g., *When will you go?*

N.B.—*I want to know when you will go*, needs no question mark.

28. The exclamation point, (!), is used after words or sentences that are really exclamations.

They express surprise, pain, delight, etc.

The sea! the sea! the open sea!

The blue, the fresh, the ever free!

29. The comma is chiefly used to mark off the portions of a sentence which are to be read together, e.g.,

(a). To mark off the name of a person addressed, as, *Charles, do your duty.*

(b). To mark off a direct quotation, as, *“Here are your gloves,” said Mary to her sister.*

(c). To mark off similar parts of speech in a series, e.g., *The gown was stylish, becoming and expensive. I have a cloak, hat, scarf and umbrella in the hall.*

30. Quotation marks or inverted commas (“ ”). I may report what a person says in two ways: (a) *Directly*, that is by setting down the very words the person used; or (b) *Indirectly*, that is by giving in my own words

what he said. When the actual words which a person speaks are given, they are placed between quotation marks, e.g.,

The stranger asked, "Can you direct me?"
or *"Can you direct me?" said the stranger.*

EXERCISE 44.

Put in commas, quotation, interrogation, and exclamation marks. Fill blanks.

1. The master inquired what is the matter.
2. Where do you live asked the policeman.
3. Why is the moon so small remarked Alice.
4. Oh dear what shall I do cried the poor girl.
5. Is this your best writing Mary asked her father.
6. How....asked the doctor.
7. The hungry man said will you....

EXERCISE 45.

Write with proper capitals and punctuation.

1. The general cried—up guards and at them.
2. Sir walter exclaimed oh bruno little do you know the mischief you have done.
3. The stranger said has your father a grindstone my boy.
4. The five oceans are the atlantic pacific indian arctic and antarctic.
5. The waiter said it is no use to us sir; you can keep it.
6. The patient exclaimed oh doctor I am so glad to see you I have had such a pain in my side—the doctor said shut your eyes; now show me your tongue.

31. The apostrophe (') is used:

(a). To mark the omission of a letter or letters in contractions as *I'll, hasn't, I've, 'twas, he's.*

(b). To mark the possessive form of nouns, as *Helen's letter, a lady's glove, ladies' gloves.*

EXERCISE 46.

Explain the apostrophe and use correctly in sentences:—

1. Baby's tooth.
2. Babies' teeth.
3. A wolf's cry.
4. Wolves' cries.
5. Bird's nest.
6. Three birds' nests.
7. Woman's bon-

net. 8. Women's bonnets. 9. Man's foot. 10. Men's feet. 11. Child's name. 12. Children's names. 13. The soldier's life. 14. The soldiers' lives. 15. The fly's eyes. 16. Flies' eyes.

LETTERS.

32. **How to begin letters,** (a) to relatives, "*My dear Mother,*" or "*Dear Uncle George ;*" (b), to schoolmates or friends of your own age, "*Dear Sam,*" or "*Dear Ethel ;*" (c), to teachers or grown-up people generally, "*Dear Miss Gray,*" or "*Dear Mr. Smith,*" or "*Dear Sir.*"

33. **How to end letters,** (a), to relatives, "*Your affectionate son,*" or "*Your loving niece ;*" (b), to schoolmates or young friends, "*Your sincere friend ;*" (c), to teachers and grown-up people, "*Yours truly,*" or "*Yours respectfully.*"

34. **The heading** may occupy two lines thus :

16 *Victoria Road,* or *Lachine,*
Montreal, May 24, 1900. *May 24, 1900.*

The former is suited to large cities ; the latter to smaller places.

35. **The address** may occupy three lines thus :

Miss Ethel Black, or *Mr. A. F. Knox,*
324 St. James Street, *Lancaster,*
Montreal, Que. *Ont.*

69 Pine Avenue,
Hull, Oct. 29, 1900.

Dear Ethel,

I have been reading how fond Queen Victoria was of her dolls. I think all girls are fond of them. Don't you? The doll I liked best was a wooden one that Uncle Bob gave me. We named it Topsy. I use l to wash it in my tin bath, with a sponge,

like a real baby. It was a strong and patient doll. It allowed me to squeeze, tease, love, kiss, beat and scold it, just as I was in the humour.

Your loving friend,
Elsie Ward.

EXERCISE 47.

Write short letters about:

- | | |
|-----------------------------|----------------------------|
| 1. Your toys and playmates. | 4. What you see in summer. |
| 2. Your pets at home. | 5. What you see in winter. |
| 3. Your last holidays. | 6. A visit to the seaside. |

Address letters to:

- | | | |
|------------------|-------------------|-----------------|
| 1. Your mother. | 3. Your Doctor. | 5. A friend. |
| 2. Your teacher. | 4. Your Minister. | 6. Your grocer. |

COMPOSITION EXERCISES.

36. A common object may be described in a simple manner by telling.

- | | |
|--------------------------------|---------------------------------------|
| 1. <i>What the article is.</i> | 2. <i>What it is made of.</i> |
| 3. <i>What its parts are.</i> | 3. <i>The use of each part, e.g..</i> |

A chair is a piece of furniture. It is made of various kinds of wood and sometimes of cane. Its parts are the back, the seat and the legs. The back is used to lean against. The seat is to support the weight of the person who sits upon the chair, and the legs are to hold the seat at its proper height.

EXERCISE 48.

Describe in the same way (1) *a knife*, (2) *a cart*, (3) *a whip*, (4) *a mallet*, (5) *a kite*, (6) *a lead pencil*.

37. Exercises in composition should be based upon other parts of school work. The readers, geographies, histories and science lessons will yield abundant

material. For example, when geographical ideas and names are taught, exercises similar to the following on the peninsula will be suitable.

A peninsula is a body of land nearly surrounded by water. It is much like an island; but an island is entirely surrounded by water. A peninsula is joined to the mainland by a neck of land, called an isthmus. The largest and most important peninsula in the world is South America.

EXERCISE 49.

Describe in the same way (1) an island, (2) a mountain, (3) a cape, (4) a table-land, (5) a lake, (6) a sea.

Use the following outline:—1. *What it is.* 2. *How it resembles something else and how it differs from it.* 3. *An example of it.*

**38. EXCHANGING WORDS AND PHRASES.—
REPRODUCTION.**

(1). *Read the story and then copy it, replacing the words in heavy type by others at the head of the lesson.*

(2). *Afterwards write the story from an outline or from memory.*

EXERCISE 50.—The Lion and the Mouse.

*roused from sleep—angrily—seized—terrified animal—captured—
he successful—bit through—released him—strings.*

A lion was **awakened from slumber** by a mouse running over his face. He rose up **in anger** and **caught** it. He was about to kill the mouse when the **frightened creature** begged him to **spare its life**. The mouse said, "I will be sure to repay your kindness." The lion laughed and let it go. Shortly after the lion was **caught** in a net by some hunters. The little mouse heard his angry roar and came running up. It quietly **gnawed the meshes** with its strong teeth and **set him free**.

Outline for reproduction.

A lion was roused from sleep by a mouse. Was about to kill it. What the mouse said. He spared its life. The lion caught in the snare. What the mouse did.

EXERCISE 51.—The Dog and the Shadow.

river—meat—noticed—as big again—therefore—savage—glow at—thus.

A dog was crossing a bridge over a **stream**. In his mouth he held a piece of **flesh**. He **observed** his own shadow in the water below, and mistook it for another dog with a piece **double his own in size**. He **consequently** let go his own piece. Then he **fiercely attacked** the other dog to get the larger piece from him. **In this way** he lost both.

EXERCISE 52.—The Fox and the Grapes.

grape—gathering—crept softly—eagerly desired—jumped again and again—out of reach—stopped trying—moring off—mumbled—who cares.

A fox, just at the time of the **vintage**, **stole** into a vineyard. High above him hung the ripe sunny grapes. He **longed** to have a bunch. He **made many and many a jump**, but they were **too high**. At last he gave it up. **Going away** he **muttered** to himself, "Bah! **what does it matter?** The grapes are sour."

EXERCISE 53.—The Farmer and the Snake.

bitterly cold—nearly dead—pity—heat—kind friend—reast—brought it to life—caused—deadly injury.

On a **severe** winter day a farmer found a snake **stiff and frozen**. He had **compassion** on it. He took it up and placed it in his **bosom**. The **warmth** of the man's body quickly **revived** the snake. But it could not forget its nature, and it bit its **benefactor**. This **inflicted a mortal wound**. With his dying breath the farmer said, "I am rightly served for trusting an enemy."

39. Write stories from the following outlines :

EXERCISE 54.

A Frenchman at a German hotel. Did not know German.

Wanted mushrooms for dinner. Drew picture on wall. Waiter nodded. Went off and brought umbrella. What the Frenchman said. What the waiter said.

EXERCISE 55.

King Bruce had failed. Almost in despair and hiding from his enemies. In bed. Saw spider trying to reach the ceiling. Failed once, twice, twelve times. At last succeeded. King encouraged. One more effort. Success.

EXERCISE 56.

Man asleep. Tame young tiger with him. Tiger licked his hand. Wished to show love. Rough tongue brought blood. Man awoke. Tried to draw away hand. Tiger growled. Wanted more blood. No longer tame. Man saw his danger. Drew pistol from pillow. Shot tiger.

EXERCISE 57.

Sailor, long time a prisoner. At last released. Goes to London. Sees larks in a cage. Buys them all. Frees them. His reason and remarks.

40. **SOME USEFUL EXERCISES.**

EXERCISE 58.—USE OF NOT.

Change the meaning of the following sentences by inserting the word *not*. Some changes of words may be necessary, e.g., *He knows his lesson.* *He does not know his lesson.*

- | | |
|--------------------------------|-----------------------------------|
| 1. He knows his lesson. | 8. John went home yesterday. |
| 2. Mary has her book with her. | 9. Have you a new reader? |
| 3. She has torn her book. | 10. He said so. |
| 4. They can find the place. | 11. Were you told what to do? |
| 5. I am going home. | 12. You have sung long enough. |
| 6. The bird sings merrily. | 13. The kite flew over the house. |
| 7. I bought some flowers. | 14. You thought you were right. |

EXERCISE 59.—DRILL EXERCISE.

Read over aloud many times. Observe the contractions.

I don't know.	We don't know.
I do not know.	We do not know.
He doesn't know.	They don't know.
He does not know.	They do not know.
I am not ready.	Am I not ready?
He is not ready.	Is he not ready?
He isn't ready.	Isn't he ready?
We are not ready.	Are we not ready?
We aren't ready.	Aren't we ready?
You aren't ready.	Aren't you ready?
I wasn't there.	I was not there.
You weren't there.	You were not there.
He wasn't there.	He was not there.
We weren't there.	We were not there.
They weren't there.	They were not there.
Wasn't I there?	Was I not there?
Weren't you there?	Were you not there?
Wasn't he there?	Was he not there?

EXERCISE 60.

Learn the following common *abbreviations* :—

An abbreviation always ends with a period.

1. *Names of persons*, A. B. Carter, Geo. Smith.
2. *Months*, Jan., Feb., Mar., Apr., Aug., Sept., Oct., Nov., Dec.
3. *Days*, Sun., Mon., Tues., Wed., Thurs., Fri., Sat.
4. Mr., Mrs., Dr., Rev., Esq., St., Ave., No.
5. P.O., A.M., M., P.M., o'clock.
6. E., W., N., S., doz., ans., Col., Capt., Hon.

41. A verb has *three principal parts*.

(a). The simple form, e.g., *I write*.

(b). The form that will go with the word *yesterday*, e.g., *I wrote*.

(c). The form that goes with some little helping verb, such as *is, are, was, were, have, had*, e.g., *I have written*.

EXERCISE 61.

Give the three principal parts of the following verbs:—

Tear, fly, steal, drive, speak, fall, shake, wear, throw, take, stand, ride, go, hear, do, weave, freeze, begin, e.g., *begin, began, begun.*

EXERCISE 62.

Fill in the blanks in the following sentences by inserting the correct form of the given verb:—

1. Lucy has....her apron. (*tear*).
2. The bird has....off. (*fly*).
3. The monkey has....all the bread. (*steal*).
4. I have....the cattle out of the garden. (*drive*).
5. The book has....from the table. (*fall*).
6. The parrot has not....for several days. (*speak*).
7. He has....the apples from the tree. (*shake*).
8. The shoes are....out. (*wear*).
9. He....my hat into the river. (*throw*).
10. My slate was....out of my desk. (*take*).
11. Yesterday my cap and umbrella....there. (*stand*).
12. The messenger has....ten miles. (*ride*).
13. He had....before I came. (*go*).
14. He....very well for one who had never....that work before. (*do*).
15. Many bright threads have been....in. (*weave*).
16. I....last night that you had gone. (*hear*).
17. The ice has....on the pond. (*freeze*).
18. We....this study a year ago. (*begin*).

EXERCISE 63.

Fill the blanks with (a) *set* or *sit*, (b) *lay* or *lie*:—

(a). 1. You may....here. 2.the table, Mary. 3.the lamp on the table and come and....by me. 4. The boy had....traps for partridges. 5. The boy had been....on the chair for bad conduct. 6. I will....you an example while you....waiting.

(b). The child....awake all night. 8. The cat was....asleep

on the rug, when the dog...down beside her. 9.your books aside. 10. I will...down awhile. 11. The pen must be...on the table for I...it there. 12. The Son of Man hath not where to...his head.

Write the principal parts of *set, sit, lie, lay*.

EXERCISE 64.

Fill the blanks with (a) *learn* or *teach*, (b) *rise* or *raise* :—

(a). 1. Who...you to do that? 2. The boy has...to swim. 3. His friend...him last summer. 4. Kate is...how to sew. 5. She is being...by her elder sister. 6. She wants to...to sing that she may...others.

(b). 7. The gardener has...many vegetables this year. 8. The sun...earlier every morning now. 9. He...the box carefully. 10. She was too badly hurt to... 11. They all...when she entered the room. 12. They had already...to go when it struck nine.

Write the principal parts of *learn, teach, rise, raise*.

EXERCISE 65.

Fill the blanks with *may* or *can*, *might* or *could* :—

May and might denote permission.

Can and could denote ability.

1. She asked if she...., be excused from school.
2.I go and see Fred now?
3. If nothing happened, he thought he....come.
4.you reach that book on the top shelf?
5.I see the book which you are reading?
6. John said, "Mother,I go to school to-morrow?"
7. His mother replied, "You....if you are able; but unless you are much better, I do not think you...."

EASY EXERCISES IN ENGLISH.

PART II.—SIMPLE SENTENCES. THE PARTS OF SPEECH.

SUBJECT AND PREDICATE.

1. A sentence is the expression of a thought in words.

Every sentence, even the shortest, must have *two parts*, a **subject** and a **predicate**, as *John slipped*.

2. The **subject** *names something* and must be (a) a *noun* or (b) *some word or words that do naming work*.

(a). A **noun** is the name of a thing.

Nouns may name many things, e.g., *persons*, as Mary, Alfred the Great, mother, boy; *places*, as France, Rome, city, garden; *animals*, as dog, monkey, mouse; *things without life*, as ship, bacon, house; *a collection of things, living or not*, as flock, mob, bunch, fleet; *feelings*, as grief, fear, joy, pain; *qualities*, as honesty, dishonesty, kindness, cruelty; *actions*, as running, walking.

(b). *Words that do naming work* may be:—

- (1). **Pronouns**, as *He hurt himself*; *they escaped*.
- (2). **Parts of verbs**, as *To obey* (obedience) is our duty; *cheating* (dishonesty) is wrong.
- (3). **Adjectives**, as *The poor* (that is, poor people) de-

serve pity, the *dishonest* (that is, dishonest people) deserve punishment.

To find out the **subject** of a sentence ask yourself, who is the person, or what is the thing, about which something is said? The noun or other word standing for that person or thing is the **subject**.

3. The predicate tells something about the subject.

The *predicate* must be, or must have in it, a **verb**. Whatever else may be omitted from a sentence, the *verb* or *telling word* must be there.

KINDS OF VERBS.

4. Intransitive and Transitive Verbs.

Compare the verbs in these two sentences:—

The dog barked. The dog caught a rat.

We see that in the first the verb *barked* is not followed by any noun, but that in the second the verb *caught* is followed by a noun *rat*. We also see that the verb *caught* really needs some noun to follow it, if the sense is to be complete. *The dog caught* would seem to us unfinished and would suggest the question, "What did he catch?" On the other hand, the verb *barked* is complete in sense and does not need the addition of a noun. In fact if we were to add a noun to the sentence, "*The dog barked,*" we should make nonsense.

Examining the noun that follows *caught*, we find that it names the *receiver* of the action expressed by the verb. Such a noun is called the **object**.

A verb that makes complete sense without an object is **intransitive**.

A verb that requires an object after it in order to make complete sense is transitive.

5. Every transitive verb expresses *action*. The subject names the *doer of the action*. The object names the *receiver of the action*. Thus in the sentence "The Indian bends his bow," the Indian (subject) performs, and the bow (object) receives, the action expressed by the verb.

The object, like the subject, being the *name* of something, must be either a noun or some word doing naming work.

To find the object of a sentence ask yourself who is the person, or which is the thing, that receives the action expressed by the verb. The noun or other word standing for that person or thing is the object.

The child broke his plaything.

The woman cut the pie.

The words "plaything" and "pie" which name the receiver of the action expressed by the verb are *objects*.

EXERCISE 1.

Tell which verbs are transitive and which intransitive, and why. Fill in suitable objects after the transitive verbs to make complete predicates.

1. The lion roared.
2. The lion killed.
3. The leaves fell.
4. The leaves covered.
5. Water trickled.
6. Water filled.
7. The girl shut.
8. The girl screamed.
9. The girl bought.
10. Winter has come.
11. Winter has brought.
12. Winter has gone.
13. The boy broke.
14. The boy wept.

EXERCISE 2.

Do the same:

1. The sun shines.
2. The sun scorched.
3. The woodman cut down.
4. The tree fell.
5. The cock crew.
6. The water

boils. 7. The grocer has sold. 8. The grocer has failed. 9. A cobbler makes. 10. A cobbler mends. 11. A watch keeps. 12. A watch ticks. 13. The horse shied. 14. The horse threw.

EXERCISE 3.

Fill each blank with several suitable pronouns as subjects and objects:—

I—me ; we—us ; he—him ; she—her ; they—them.

1. found....in the woods. 2.asked....to dinner. 3.visited....last week. 4.helped....with our lessons. 5.gave....and....a book. 6.saw....and....

6. Copulative verbs and complements.

Some verbs, that are very important in making sentences, have so little meaning that we might easily fail to recognise them as verbs at all. These are the verb *to be* in its different forms, *am, is, are, was, were, etc.*, and some other verbs as *become, seem, appear*. In such sentences as "Jack *is* a sailor," or "The apples *seem* ripe," the meaning of the predicate is really contained in the words that follow the verbs *is* and *seem*. Yet if we omit these verbs we no longer have sentences. *Jack _∧ sailor, Apples _∧ ripe.*

7. Verbs of this kind are intransitive, but, like transitive verbs, they require some word or words after them to make them *complete predicates*. To distinguish the words that follow such verbs from the objects of transitive verbs, we call them **complements**, that is words that *fill up* or *make complete*. The verbs we call *coupling* or **copulative verbs** because they link together the subject and complement.

A *complement* may be a noun and help to tell *what* the subject is, as "The birds are *pigeons*," or it may be an *adjective* and help to tell *what* the subject is *like*, as "The girls seemed *tired*."

EXERCISE 4.

Complete the predicate by adding a complement and say whether it is a noun or adjective:—

1. The St. Lawrence is.
2. The mice were.
3. The bud became.
4. John seems.
5. The flowers are.
6. Edinburgh is.
7. Pirates are.
8. Horses are.
9. The water appears.
10. The brooks may become.
11. His plan proved.
12. The wolves were.
13. The colour of a hare is.
14. Some kinds of fish are.
15. The eagle is.
16. All trees are.
17. She looks.
18. The Marseillaise is.
19. Ottawa is.
20. A Colonel is.
21. His speech was.
22. The boy proved.

EXERCISE 5.

Add copulative verbs and complements to these subjects:—

- | | | | |
|-------------|----------------|--------------|------------------------|
| 1. A river. | 5. The lilies. | 9. A box. | 13. The old man. |
| 2. A gate. | 6. Buttercups. | 10. A sack. | 14. Flower-pots. |
| 3. Clocks. | 7. An island. | 11. A hill. | 15. My new hat. |
| 4. A lake. | 8. The picnic. | 12. A field. | 16. A railway station. |

8. Thus in every sentence we must have:—

(a). A *subject* which must be a noun or some word or words doing naming work.

(b). A *predicate* which may be:—

1. An intransitive verb, *Sparrows chirp.*
2. A transitive verb + an object, *Sparrows build nests.*
3. A copulative verb + a complement, *Sparrows are birds.*

Such sentences are made up of *simple subject* and *simple predicate* and contain no more words than are necessary to make a sentence.

EXERCISE 6.

Supply predicates of each of the three kinds to go with each of these subjects:—

1. Swallows.
2. Chalk.
3. The cat.
4. Horses.
5. The trees.
6. The moon.
7. Gold.
8. Summer.
9. The camel.
10. Salt.

PARTS OF SPEECH.

9. The words we use are our speech. Our words may be arranged in eight classes, called **Parts of Speech**. *The kind of work which a word does when we use it in a sentence, determines the part of speech to which it belongs.* If a word is used to *name* a thing it is a *noun*; if it is used to *tell* something it is a *verb*. **Nouns** and **Verbs** are two of the eight **Parts of Speech**. We shall now speak of four others, **Pronouns, Adjectives, Adverbs** and **Conjunctions**.

PRONOUNS.

10. A pronoun is a word used instead of a noun.

Personal pronouns.

(a). When a person speaks about himself, he does not mention his name, but uses some form of the pronoun "I." This is the pronoun of the **First** person.

I (the speaker) *hope to win a prize.*

(b). When we speak to a person, we do not mention his name, but we use some form of the pronoun "you." This is the pronoun of the **Second** person.

Everybody praises you (the person spoken to).

(c). When some person or thing is spoken of, we do not repeat the noun, which names that person or thing, if the person or thing has been named already, but we use instead some pronoun of the **Third** person.

Fruit is good, and it agrees with me.

Pronouns most used are *I—we; you; he, she, it—they* as *subjects*; and *me—us; you; him, her, it—they* as *objects*.

This, that, these, those are also common. "Give me **that**."

EXERCISE 7.

Fill in the blanks, and answer the questions, using a variety of suitable pronouns:—

1. Mary and... visited the park.
2.and... attended the funeral.
3. That is..... Is it....? Which is....?
4. Neithernor... is right.
5. The doctor came to see....and.....
6. A thought struck....and.... wrote a letter.
7. Who opened the window? It was....
8. Who is there? It is....
9. Is that Frank?
10. It is....who am speaking.
11. Was it....?
12. Is it....?
13. It was either....or.....
14. If....were...., would go.
15. Who is writing?

ADJECTIVES.

11. Sometimes words are added to the *subject*, *object* or *noun complement* to give them a clearer or fuller meaning. These words show:—

1. The **number** or the **quantity** of the things, either exactly or in a general way: as, *five oren*, *fifteen wolves*, *many people*, *every eye*, *little mercy*, *no straw*.

2. **Which** things: as, *that book*, *these children*, *the tenth house*, *the same story*, *my uncle*, *her own clothes*.

3. **What sort** of things: as, *a tall girl*, *blind children*, *the lame old man*, *this strong oak stick*.

Words attached to nouns to add something to their meaning are called adjectives.

The word "a" is a short form of the adjective *one*; and the word "the" is a short form of the adjective *this* or *that*.

EXERCISE 8.

Point out the adjectives and tell what each shows about its noun:—

1. We cannot have good health without fresh air and a sufficient amount of wholesome food.
2. A cat, according to a com-

mon proverb, has nine lives. 3. All the people saw that monkey on the branch of a high tree. 4. Our cow gives several pints of good milk every day. 5. The third boy in the class has been absent all the week. 6. A large number of ripe apples fell from the same branch, while that violent wind was blowing. 7. Spare a poor innocent trumpeter. I have killed no man. I have done nothing but blow this harmless trumpet.

12. A writer (or speaker) of correct and expressive English is never tied down to one word only, with which to express his ideas. He is careful not only to use the right word in the right way, but to have a store of similar and suitable nouns, verbs, adjectives and adverbs. The daily reading lessons afford helpful practice in the exact use of words, and in the exchange of equivalent words and phrases.

EXERCISE 9.

Put those adjectives and nouns together, each to each, which most appropriately go together: as *a spirited horse*.

(a). Modest, lovely, flaunting, meek, patient, faithful, saucy, spirited, gentle, sly, waddling, cooing, chattering, homely, chirping, cackling.

(b). Violet, dahlia, sheep, pansy, ox, dog, horse, rose, duck, puss, robin, dove, sparrow, blackbird, cow, hen.

EXERCISE 10.

Put suitable nouns with these adjectives:—

Proud, tall, rusty, ruinous, anxious, careless, faithful, angry, blue-eyed, plentiful, purple, flowery, outrageous, accurate, swift, patriotic, torrid, athletic, Canadian.

13. Thought is often required in selecting from a number of adjectives, similar in meaning, the one that describes most appropriately a particular noun. Thus we may say *huge beast*, *vast desert*, *immense waves*, *enormous giant*.

EXERCISE 11.

Make suitable combinations of the following:—

1. Still, calm, placid, tranquil; lake, scene, waters, sea.
2. Courageous, fearless, daring, valorous; deed, conduct, sailor, act.
3. Fruitful, fertile, productive, luxuriant; tree, vegetation, soil, land.
4. Essential, necessary, requisite; tools, number, part.
5. Famous, renowned, distinguished, celebrated; preacher, judge, poet, warrior.

EXERCISE 12.

Combine with suitable nouns:—

1. Costly, dear, expensive, high-priced.
2. Happy, delightful, blithesome, jubilant.
3. Sly, crafty, artful, cunning.
4. Desolate, comfortless, wretched, forlorn.
5. Safe, secure, trustworthy, sure.
6. Dangerous, perilous, risky, hazardous.
7. Timid, faint-hearted, cowardly, fearful.

EXERCISE 13.

Think of several adjectives similar in meaning to:—

1. Timid.
2. Wearisome.
3. Shrewd.
4. Surly.
5. Pleasant.
6. Ugly.
7. Victorious.
8. Barren.
9. Skilful.
10. Awkward.

14. It will be found excellent practice, after describing an incident, to take another requiring words exactly opposite in *sense* or meaning to describe it, e.g.

You saw a poor boy in the street, ill-clad and hungry. A little girl went up to him and offered him an apple. What *adjectives* would describe such an action? You might say,

“It was a **kind, worthy, unselfish, generous** action.”

A bigger boy met the same ill-clad lad, forcibly snatched his apple and ran away. What adjectives would you now use to describe this conduct? You might say,

“This conduct was **mean, cruel, base, selfish, bullying.**”

Do not be content to say of the first action that it was *good* or *kind*; and of the second, that it was *bad* or *unkind*.

EXERCISE 14.

Use in sentences words that best describe:—

1. A boy who ill-treats dumb animals.
2. A girl who is giddy.
3. A boy who saves another's life.
4. Children who tell lies.
5. A persevering scholar.
6. Untidy scholars.
7. Those who like to have their own way.
8. Weather you dislike.
9. Books that help.
10. The work of doctors.

EXERCISE 15.

Use sentences to describe people or things quite opposite.

EXERCISE 16.

Use a group of adjectives to describe:—

1. The sunset.
2. A poodle.
3. The story.
4. The sermon.
5. Ice-cream.
6. A new gown.
7. A scene or view.
8. The face, the manner, the disposition of some one you like.

15. All words added to subjects, objects or noun complements are called **attributive adjuncts**, that is words *added to make the meaning of the nouns more complete*. Several attributive adjuncts may be added to the same noun.

EXERCISE 17.

Arrange in five columns (*a*) subjects, (*b*) attributive adjuncts of subjects, (*c*) simple predicates, (*d*) objects, (*e*) attributive adjuncts of objects.

1. That black cow gives much good milk.
2. Those hungry little boys ate several thick slices.
3. My youngest sister bought some sweet oranges.
4. Surly Tom stole a fat pig.
5. That rusty old nail has torn her new brown dress.
6. No white sail specked the yellow sky.
7. Many kind people visited that blind old woman.
8. A rough ill-natured tinker was beating his half-starved little dog.
9. I visited my old friend.

16. Attributive adjuncts are usually adjectives, but they may be *words that do the work of adjectives*. Nouns sometimes do the work of adjectives and so become attributive adjuncts of other nouns. Such are:—

(a). *A noun in the possessive case*, as **Eagles'** eyes.

(b). *A noun used for an adjective*, as **Village** bells.

(c). *A noun in apposition to another noun*, as **Jack, the sailor; Peter, the lamplighter; Mr. Jones, the banker.**

These nouns, being added to other nouns to make their meaning more complete, are attributive adjuncts.

EXERCISE 18.

Point out subjects, objects and noun complements with the attributive adjuncts of each:—

1. Summer birds shall cross the winter seas. 2. Autumn winds will tinge the golden grain. 3. The rat is a four-footed animal. 4. He disobeys me, his father. 5. The men's last hope had vanished. 6. The golden-rod is a wayside flower. 7. The English sparrow is a little John Bull. 8. My father's house will be your brother's home. 9. Iron is a strong metal. 10. Iron tools prove strongest. 11. Calm weather makes a calm. 12. Our friends, the Indians, left us. 13. Our daughter Mary's hair is brown. 14. We drove off the enemy, horsemen and footmen.

ADVERBS.

17. Words are added to the predicate to show:—

(a). The **time**, that is **when** something is, or was, or will be, as, *He will come soon; we saw them to-day.*

(b). The **place**, that is **where**, as *He is buried there; the children went homeward; the rabbits are yonder.*

(c). The **manner**, that is **how**, as *Snakes move silently; they behaved ill; the ass was treated cruelly.*

A word added to the verb to modify its meaning is called an adverb.

Adverbs are regarded as added to or going with the verb or predicate, and are called **adverbial adjuncts of the predicate**. Their name *adverb* or *to-verb* indicates this.

EXERCISE 19.

Build sentences containing verbs and adverbs as below:—

1. departed suddenly.
2. arrived unexpectedly.
3. taken un-awares.
4. properly constructed.
5. becomingly dressed.
6. suitably furnished.
7. acted warily.
8. crept cautiously.
9. spoke discreetly.
10. intentionally hurt.
11. deliberately shot.
12. purposely left.

EXERCISE 20.

Use with suitable verbs the following kindred adverbs:—

1. wisely, prudently.
2. rudely, uncivilly.
3. heedlessly, forgetfully.
4. gravely, seriously.
5. chiefly, principally.
6. boldly, bravely.
7. scantily, meagrely.

EXERCISE 21.

Find adverbs similar in meaning to the following and use them in sentences:—

- | | | | |
|---------------|---------------|-------------------|---------------|
| 1. willfully. | 4. sensibly. | 7. foolishly. | 10. serenely. |
| 2. instantly. | 5. evidently. | 8. violently. | 11. seldom. |
| 3. correctly. | 6. securely. | 9. treacherously. | 12. severely. |

18. Adverbs may also be added to *adjectives* or to *other adverbs* to modify their meaning. Such adverbs are called **adverbs of degree**, and answer the question, "To what degree or extent?"

Examples of adverbs with adjectives:—**Less** *clever*, **most** *curious*, **very** *large*, **extremely** *interesting*, **totally** *blind*, **quite** *harmless*, **rather** *long*, **far too** *short*.

Examples of adverbs with other adverbs:—**Very** *slowly*, **quite** *rudely*, **more** *politely*, **far more** *diligently*.

Adverbs of degree help to make a more complete adjective or adverb, and must go wherever the adjective or adverb goes.

EXERCISE 22.

Point out the adverbs, tell what kind each is and what part of speech it modifies:—

1. She sings beautifully.
2. You are walking too far.
3. I feel better already.
4. He spoke most kindly.
5. We are going tomorrow.
6. You are walking too fast.
7. They went home yesterday.
8. He arrived much earlier than I.
9. She is almost penniless.
10. A doukey's bray is very harsh.
11. I put it there safely.
12. A foolishly suspicious woman is never happy.

EXERCISE 23.

Point out attributive adjuncts and adverbial adjuncts, and tell to what word each belongs:—

1. Some bold men caught the impudent burglars yesterday.
2. Much snow often lies there long.
3. The blind old woman's son is standing yonder now.
4. The happy children tossed the new-made hay everywhere.
5. That weary child cannot walk farther to-day.
6. The old village smithy stands there.
7. Several boys are playing noisily outside.
8. The poor often suffer great hardships.
9. Our Toronto friends are coming here to-morrow.

CONJUNCTIONS.

19. The most important conjunction is **and** (both-and). The conjunction **and** may join two or more words, e.g.

- (a) **Subjects:** The *cattle* **and** the *sheep* were feeding together.
- (b) **Objects:** The fall killed **both** the *man* **and** the *horse*.
- (c) **Complements:** Robert Bruce was a *king* **and** a *hero*.
- (d) **Adjectives:** He sells *cheap*, *neat* **and** *durable* boots.
- (e) **Adverbs:** *Slowly* **and** *sadly* we laid him down.

When **and** joins two *verbs*, we have two *statements*. Other conjunctions usually join together statements, not words.

20. Plenty of good material for word-study may be met with in the daily reading lesson. The following exercise is based on Tennyson's "Brook." Notice the large number of fitting and expressive **verbs, adjectives and nouns**. The building up of similar word lists will greatly strengthen the power of forcible speech.

Verbs.—The *brook* named in the poem sparkles, bickers, hurries, flows, chatters, babbles, bubbles, frets, winds, travels, steals, slips, slides, glooms, glances, murmurs, lingers, loiters, curves.

Adjectives and nouns (expressive combinations).—Sudden sally, brimming river, stony ways, eddying bays, fairy foreland, lusty trout, foamy flake, silvery waterbreak, golden gravel, grassy plots, hazel covers, sweet forget-me-nots, happy lovers, skinning swallows, netted sunbeam, sandy shallows, brambly wildernesses, shingly bars.

EXERCISE 24.

Take selections from the reading books and build up similar lists of expressive verbs, adjectives and adverbs.

ANALYSIS OF A SENTENCE.

21. To **analyse** a sentence is to take the sentence to pieces in such a way as will show the uses of the different classes of words or Parts of Speech, that have been employed in making it up. **Analysis** is the opposite of **Composition** or *building-up*.

A convenient form for Analysis may be obtained by ruling a large sheet of paper into six columns and inserting the following headings:—(1) Simple subject; (2) Attributive adjuncts of subject; (3) Simple predicate; (4) Object or complement; (5) Attributive adjuncts of object or complement; (6) Adverbial adjuncts of predicate. A sheet ruled in this way will last some time.

FORM OF ANALYSIS.

No.	COMPLETE SUBJECT.		COMPLETE PREDICATE.			
	Simple Subject.	Attributive adjuncts of subject.	Simple Predicate.	Object or Complement.	Attrib. Adj. of Obj. or Comp.	Adverb. Adjuncts of Predicate.
1.	Pigeons	1. some. 2. grey	were cooing			sweetly (<i>manner</i>).
2.	Birds	1. those. 2. very little	do build	nests (<i>object</i>)	their	1. not. 2. there (<i>place</i>) 3. often (<i>time</i>).
3.	Tom	1. old. 2. the town bellman	was	tinker (<i>compl.</i>)	1. a. 2. wander- ing	once (<i>time</i>).

EXERCISE 25.

Three sentences have been analysed above as models. Rule a similar form and analyse other sentences.

1. Some grey pigeons were cooing sweetly.
2. Those very little birds do not often build their nests there.
3. Old Tom, the town bellman, was once a wandering tinker.
4. A wise son makes a glad father.
5. Hatred stirs up strife.
6. Love covers many faults.
7. A cow's neck is short.
8. I saw him lately.
9. He went away secretly and silently.
10. Three dogs were chasing a single cat.
11. A hungry fox once saw some ripe grapes.
12. The officer lost his only weapon, a sword.
13. Charles L. King of England, was beheaded long ago.
14. Smith, the tanner, is becoming rich.
15. This little red-headed girl was once very greatly frightened.
16. The trees' trunks were unusually thick.

THE FORMS OF A SENTENCE.

22. All the sentences that we have studied so far have been statements made in a straightforward way. We have *asserted* or *declared* that something is or is not.

This is the Declarative form of the sentence.

In such sentences the *usual order of the words* is (1) the subject with its adjuncts; (2) the predicate with its adjuncts. But words may be arranged in a different order in a declarative sentence without changing its meaning. Thus "An old man sat at the cottage door," might be set down "At the cottage door an old man sat," or "At the cottage door sat an old man." Common changes in the order are:—

- (1). Predicate first, as, "*Down went the Royal George.*"
- (2). Object first, as, "*Money I cannot give.*"
- (3). Complement first, as "*A frozen corpse was he.*"

EXERCISE 26.

(1). Change to usual order. (2). Analyse.

1. Down came the storm. 2. In stepped the funny old man.
3. The rogue they never caught. 4. Silently and swiftly fell the fatal blow. 5. Wild is thy lay and loud. 6. Me ye cannot harm.
7. Thus speaks your king. 8. There stands the castle, old and grey. 9. His voice no longer could the father hear. 10. There dwelt a miller, hale and bold. 11. There will be no meeting to-night.

23. Some sentences are put in the form of a *request* or *order*. Sentences with all three kinds of predicates may take this form.

- (a). Intransitive: **Rise**; *sit there*; **work diligently**.
 - (b). Transitive: **Bring the books**; **fetch the new slates**.
 - (c). Copula with complement: **Be always obliging**.
- This is the Imperative form of the sentence.*

Here the predicate, or part of the predicate, comes first; and the subject—the pronoun *thou* or *you*—is left out, since it stands for the person or persons to whom we are actually speaking, and, whom, therefore, we do not need to name. “*Carry (you) the child home.*”

When analysing the sentence supply the subject.

EXERCISE 27.

Analyse:—

1. Drink this water quickly. 2. Stir the fire gently. 3. Work harder. 4. Walk faster. 5. Creep along quietly. 6. Look well everywhere. 7. Read that verse again. 8. Learn obedience. 9. Man the boats. 10. Save the man. 11. Come back soon. 12. Be always gentle. 13. Become a good scholar. 14. Help the unfortunate.

24. Some sentences are put in the form of a *question*.
This is the interrogative form of the sentence.

Here also some change is made in the usual order of words. The verb or some part of the verb often comes first. Thus the declarative sentence “*There five noble maidens sat*” may be put in the form of a question thus:

Sat five noble maidens there? or

Were five noble maidens sitting there? or

Did five noble maidens sit there?

EXERCISE 28.

Change to interrogative or declarative form:—

1. He has come to-day. 2. They will come to-morrow. 3. Is the Amazon a large river? 4. Did that merchant keep many horses and vans? 5. Has the big parcel not been sent away? 6. Those books were brought here. 7. I bought them last week. 8. You cannot see the castle. 9. Can you help me? 10. He has been very sick. 11. I must return at once. 12. Has she read her mother's letter?

EXERCISE 29.

Make interrogative sentences with these subjects or predicates:—

1. Will bring sunshine.
2. Must not stay longer.
3. His aged mother.
4. Cannot carry that load.
5. Was fastened.
6. Was fastening the gate.
7. That little mouse.
8. Some large cherries.
9. Can post the letter.

25. The interrogative adverbs *when* (time), *where* (place), *how* (manner), and *why* (reason), and the interrogative pronouns *who*, *whom*, *whose*, *which*, *what* are often the first words in interrogative sentences, e.g., **What** are you doing?

Whose and sometimes *which* and *what* may accompany a noun. They then do the work of adjectives and must be analysed as attributive adjuncts, e.g., **Whose cap** is lost?

EXERCISE 30.

Supply a variety of interrogative adverbs or interrogative pronouns, so as to make interrogative sentences:—

1.did you hide the ball?
2.did you hide the ball there?
3.do you see?
4.do you see it?
5.dog was lost?
6.did you come?
7.did you walk so fast?
8.saw the little girl?
9.is he so lazy?
10.did you buy?
11.school do you attend?

26. Interrogative sentences are analysed like other sentences; but as the two parts, subject and predicate, are sometimes mixed up, care must be taken in separating them.

- Thus "**How** did he hurt himself so severely?" becomes
 "He did hurt himself so severely **how** (adv. of manner)."
 "**Whose** hens did the wild gypsies steal?" becomes
 "The wild gypsies did steal **whose** (att. adjunct) hens."
 "**What** does that old man want here?" becomes
 "That old man does want **what** (object) here."

EXERCISE 31.

Analyse:

1. Where did they find the lost children? 2. Which house do you like best? 3. Have the hungry birds eaten all the cherries?
4. What has the postman brought? 5. Why doth the Jew pause?
6. Which book do you choose? 7. Who found the lady's purse?
8. Can you bring the book immediately?

27. Some sentences are put in the form of a *wish* or *exclamation*.

This is the Exclamatory form of the sentence.

May you be happy! Long live the king!

EXERCISE 32.

Analyse:—

1. What a noise the boy makes! 2. How fast the horse runs!
3. What beautiful flowers these are! 4. May you be happy! 5. What horror fills his heart! 6. What a fellow you are! 7. How foolishly you have acted!

A **mark of exclamation** (!) is often used after a word or phrase expressing *fear, surprise, anger, etc.* In such cases the *sentence* itself ends with a period or interrogation mark, as usual.

EXERCISE 33.

Explain the punctuation marks in the following sentences:—

1. Hurrah! the foes are moving. 2. Hallo, Mary! where are you going? 3. "Here's Martha, mother!" cried the two children. 4. Take, O boatman! thrice thy fee. 5. Break! break! break! on thy cold gray stones, O Sea!

SUMMARY AND REVIEW.**THE USES OF THE PARTS OF SPEECH.**

28. The **noun** (or **personal pronoun** standing for a noun) has four uses: (*a*) as subject of a verb, (*b*) as ob-

ject of a transitive verb, (c) as complement of a copulative verb, (d) as an attributive adjunct of another noun.

EXERCISE 34.

State the use of each noun or personal pronoun :—

1. Honesty is the best policy. 2. Fools despise wisdom and instruction. 3. I wish to know your name. 4. Rats are four-footed animals and they do much damage. 5. They have bright eyes, smooth fur, long tails, and sharp teeth. 6. His cap and books he left behind. 7. Farmer Grove's house is quite a mansion. 8. Caesar scorns the poet's lays. 9. Philip Ray was the miller's only son. 10. I, the king, command you. 11. Crusoe rescued Friday, a savage. 12. We were hopeful boys, he and I. 13. Have you seen Rover, my dog, anywhere? 14. This man, William Jones, is he.

29. The **verb** has only one use, namely to *tell* something about the subject. Verbs may say this something in four different forms, and it depends on the verb whether the form of the sentence is *declarative*, *interrogative*, *imperative* or *exclamatory*.

30. An **adjective** has two chief uses, (a) as the **attributive adjunct** of a noun, (b) as the **complement** of a copulative verb.

EXERCISE 35.

State the use of each adjective :—

1. Among our four-footed friends the cow holds a very high place. 2. The cow has a heavy body and short legs, while a horse has a light body and long legs. 3. Her neck is short and her tail is long, with a bunch of long coarse hair at the end of it. 4. Her hoof is not round like that of the horse, but is split into two parts so as to make a cloven hoof. 5. The cow has six front teeth in her lower jaw, but none in the upper one. 6. In the back part of her mouth she has six broad flat teeth on each side of the lower jaw. 7. Cows are different in colour. Some are red, some are black, some are white, and some are spotted or striped. 8. A

cow eats various kinds of food, but likes grass best. This makes her fat and keeps her healthy.

31. An **adverb** may be used as an **adjunct** to a *verb*, *adjective* or *other adverb*.

EXERCISE 36.

Pick out the adverbs and state to what part of speech each is an adjunct:—

1. There was once a prince who sometimes visited the chief prison to see whether the prisoners were properly treated. 2. Spring came upon us suddenly. 3. Mrs. Taylor was extremely uneasy. 4. She somewhat reluctantly accepted this service. 5. Do not speak so indistinctly. 6. Swiftly, swiftly flew the ship. 7. It was a bitterly cold winter's night. 8. How fast the time flies! 9. I never saw him run so quickly.

32. The same word may do more than one sort of work in a sentence. The same word, therefore, without any change in spelling, may be one part of speech in one place, and another in another.

EXERCISE 37.

Say whether the words in italics are verbs or nouns, and give a reason:—

1. These *plants* have grown tall. 2. The gardener *plants* potatoes. 3. Use good *salt* when you *salt* meat. 4. Each person should carry a *watch*, for we must *watch* the time closely. 5. If any deserve *praise*, *praise* him; but if he deserve *blame*, *blame* him. 6. *Place* the box in its proper *place*. 7. *Mount* your horse and ride up *Mount Ararat*. 8. *Honour* those to whom *honour* is due. 9. Men who *work* hard generally do good *work*. 10. You will *sleep* a sound *sleep* to-night. 11. We shall require a *guard* to *guard* these boxes. 12. *Milk* the cow and see how much *milk* she can give. 13. When trees *shade* the sun, they throw a *shade* on the ground. 14. Take a two-cent *stamp* to *stamp* this letter.

EXERCISE 38.

Say whether the words in italics are adjectives or verbs, and give a reason:—

1. A brave man will *humble* the proud and raise them that are *humble*. 2. The sun is now *warm* enough to *warm* the ground. 3. It is *wrong* to *wrong* anyone. 4. *Sour* thoughts *sour* the mind. 5. *Wet* your face with a *wet* towel. 6. An *idle* man will always *idle* away his time. 7. *Dry* the damp clothes in this *dry* wind. 8. *Smooth* words will *smooth* the wrinkles of his face. 9. *Trim* the young trees; they are *trim* already. 10. I fear you are very *wear*. Did I *wear* you?

EXERCISE 39.

Say whether the words in italics are nouns or adjectives, and give the reason:—

1. His wound is *mortal* and he will die like any other *mortal*. 2. A *gold* watch is made of *gold*. 3. Always defend the *right* in the *right* way. 4. I will tell you a *secret* about your *secret* enemy. 5. His character is *noble*, but he is not a *noble* by birth. 6. *Mountain* air, if the *mountain* is high, is very cold.

EXERCISE 40.

Say whether the words in italics are adjectives or adverbs, and give the reason:—

1. The *little* boy can read but *little*. 2. If you give him *less* praise he will improve *less*. 3. He speaks too *loud* for he has a *loud* voice. 4. Take an *early* train so as to arrive *early*. 5. He hit the horse *hard* with a *hard* stick. 6. He has slept *enough* and has had *enough* rest. 7. He went *only* once to see his *only* son. 8. I am *wide* awake and see a *wide* view before me. 9. This report is *worse*, for he has behaved *worse* than ever. 10. You must *first* work harder if you wish to get the *first* place. 11. Go *straight* along this *straight* road.

EXERCISE 41.

Make sentences using each of the words below as two different parts of speech, and mark the two uses:—

1. Nail.	5. Rain.	9. Stone.	13. Shade.
2. Fast.	6. Sail.	10. Low.	14. Water.
3. Copper.	7. Warm.	11. Rope.	15. Still.
4. Loads.	8. Hurt.	12. Flock.	16. Weekly.

CAPITAL LETTERS.

33. **Capital letters** are used (1) for the first word of every sentence, (2) for all proper names, (3) for the letters "I" and "O" when standing alone, (4) at the beginning of every line of poetry. *See Part I., page 22.*

Capital letters are also used for :—

1. Words derived from names of places, as *English, Canadian.*

2. Names of days, months, holidays and festivals, as *Sunday, July, Dominion Day, Easter, Christmas.*

3. Titles of books, papers, magazines, pictures, poems, etc., as *Pilgrim's Progress, the Daily Star, the Strand, the Angelus, the Wreck of the Hesperus.*

4. Events of history, as the *Gunpowder Plot, the Crucifixion, the Flood, the Crusades, the Civil War.*

MARKS OF PUNCTUATION.

34. I. The **period** is used after (a) a *declarative* or *imperative* sentence, (b) an *abbreviation* or *initial*.

II. The **interrogation point** (?) is used after an *interrogative* sentence.

III. The **exclamation point** (!) is used after an *exclamatory* word or sentence. (See Part II., p. 51.)

IV. The **comma** is used :—

(a. To mark off *nouns of address*, as, **John**, come here.

(b. To mark off *nouns in apposition*, as **Tom**, the bellman, was once a tinker.

(c). To separate *words that break a quotation* from the rest of the sentence, as, "Yes," said the doctor, "you must get well."

(d). To separate a *series of similar subjects, objects, complements, adjuncts or predicates*, as, Peter, Charles and I have picked flowers, fruit and vegetables in the garden to-day, yesterday and all last week.

V. Quotation marks (" ") are used to enclose a *direct quotation* and *each part of a broken quotation*. (See IV.c.)

VI. The *apostrophe* is used, (a) to mark the *omission of a letter or letters*, (b) to mark the *possessive case*.

EXERCISE 42.

Fill in the blanks and punctuate:—

1. The Montreal daily papers are....
2. I have read and like these books....
3. My favourite poems are....
4. Events in history, worth remembering, are....
5. The holidays we keep in Canada are....
6. Some poems in the class reader are....
7. The days of the week are....
8. The months of the year are....
9. The five oceans are....
10. The great lakes of North America are....

EXERCISE 43.

Put in capital letters and punctuation marks:

1. The great williams said the professor are william the conqueror william of orange and william shakespeare.
2. Oh dear me sighed the girl what must I do.
3. Well sam inquired his mother how did you enjoy your ride.
4. You are a fine little fellow repeated the smiling stranger will you fetch me a little hot water.
- I will gladly replied the boy.

SOME EXERCISES IN COMPOSITION.

35. Simple sentences may be joined together to make a **compound** sentence by the conjunctions **and**, **but**, or.

(a). We may *add* one statement to another using **and**.
 "Heavy rain had fallen, and the brooks were overflowing."

(b). We may set one statement in *contrast* to another using **but**. “*Mary tried to untie the knot, but her brother cut it.*”

(c). We may give a *choice* between two statements, using **or** (*either-or*). “*You must come at once, or you will miss the train.*”

EXERCISE 44.

Add a second statement with a different subject:—

1. Several ships were driven ashore, but....
2. You must prop up that tree, or....
3. The sky was clear in the morning, but....
4. The morning gave promise of a lovely day, and....
5. We had put a net over the cherries, but....
6. The train stopped at the station, and....

EXERCISE 45.

The two statements may have the *same subject*, and this subject is then often omitted from the second statement.

“*The man tried his best, but (he) did not succeed.*”

Add a second predicate, but do not repeat the subject:—

1. They went to London and....
2. He expected a large reward, but....
3. Many a hill did Lucy climb, but....
4. The tree was covered with blossom, but....

EXERCISE 46.

Make compound sentences about these things, telling (1) where or how got, or what made of, and (2) what used for:—

1. An album.
2. Ivory.
3. Saddles.
4. Straw.
5. Salt.
6. Furs.
7. Flags.
8. Shells.
9. Sun-dials.
10. Straw.

EXERCISE 47.

Use the first word as some part of the first statement, and the second word as some part of the second statement. The conjunction is to join the two statements.

1. Ants—and—aunt.
2. road—but—rode.
3. blew—and—blue.
4. pail—and—pale.
5. night—and—knight.
6. boy—but—buoy.
7. roses—and—rows.

36. In writing several sentences about any subject, remember (a) to write short sentences, (b) to see that the stops and capitals are properly placed, (c) to vary the form, that is, to say some things by means of a simple sentence, and some by means of a compound sentence. Avoid adding statement to statement by repeating the conjunction **and**.

Thus about a certain subject we might be able to tell *some* of these things : (1) what it is ; (2) what it is **made of** ; (3) where or how it is got ; (4) what it is **used for** ; (5) where it is to be met with ; (6) what sort of work it does ; (7) some of its habits or ways of living.

About **nests** for example we might say, (1), (2), (5) and (4):—
“Nests are the houses built for themselves by birds. They are often made of straw and feathers, or of clay, and are seen on the ground, in hedges or in trees. In these nests birds lay their eggs, and rear their young.”

EXERCISE 48.

Write several similar things about:—

1. Money. 2. A canal. 3. Sheep. 4. Newspapers. 5. Lions.
6. Water. 7. Flowers. 8. A camel. 9. A river. 10. The sea.

Or again, we may name the *different parts* of which something consists and tell what we know of *the parts and of their uses*. Thus about an orange we may say :—

“The orange is a round fruit which consists generally of ten pulpy parts enclosed in a leathery rind, called the skin or peel. The outside of the rind is yellow, rough and glossy, but the inside is white and smooth. The orange is a delicious fruit with a cooling juice. The rind protects the fruit and is made into candied orange peel. Brides wear orange blossoms.”

EXERCISE 49.

Write several sentences telling similar things about:—

1. A tree. 2. A ship. 3. A house. 4. A day. 5. The body.
6. A railway train. 7. A farm. 8. A school. 9. A potato.

LETTERS.

37. For particulars about letter-forms see Part I., p. 25. Examine this friendly letter.

Maplewood Cottage,
Lachute, 15 May, 1901.

My dear Mother,

I arrived here safely last night, although my train was nearly an hour late. Uncle Jack met me at the station.

The country about here is very beautiful just now. The fruit trees in the orchard are in full bloom and look one mass of white and delicate pink. The squirrels seem quite tame. Kate and I throw corn for them to eat. Harold saw a rabbit yesterday in the wood, and he thinks it is one that has been eating the lettuce in the garden. A bird has built its nest in a hollow tree close to the house.

Aunt Mary says she should like me to stay a month. May I? I should miss home very much, but I love the country.

Your loving daughter,

Mabel Blake.

The paragraph. Notice that this letter contains three parts or *paragraphs*. The first paragraph has two sentences telling about the writer's safe arrival; the second has six sentences, of which the main thought is "*Life at Maplewood Cottage*;" and the third has three sentences, which are *personal*. A paragraph contains one or more sentences about the same thought or topic. When the thought or topic is changed begin a new paragraph. Notice the margin to the left of each new paragraph.

38. Suitable subjects for letters.

These outlines are for the bodies of letters. Add at least one other paragraph by way of introduction or conclusion or both.

1. A cheery, congratulatory letter to a relative or friend wishing "Many happy returns of the day."
2. An invitation to a birthday party.
3. A reply accepting the invitation.
4. A letter on the pleasures, sports and pretty customs of Christmas.
5. A letter describing Canadian out-door sports on a winter day, skating, snowballing, tobogganing, etc., written to a friend in New Orleans, where there is no snow or ice.
6. A letter describing a concert or other entertainment which you have attended. Tell when and where it was, name the chief things and persons you saw and heard.
7. A letter describing your favourite poems, books, or school songs, and which parts you like best and why.
8. A letter describing any railway journey or voyage you have made; the places and objects of interest on the route; the time and your companions; your arrival at your destination; how you spent your time there.
9. A letter describing a walk in spring; the pleasures, sights and sounds; the birds, flowers, trees, hedges, farm work in the fields, sunshine and animal life.
10. A letter describing life in the country in summer or autumn; the scenes, occupations in the hay-field, harvesting, fruit-gathering, nutting, picnics.
11. A letter to your teacher, telling of difficulties you meet in learning rules of arithmetic, composition, grammar, or difficulties caused by deafness or weak sight.
12. A letter to your mother, who is away from home on a visit, telling her what has happened at home since she left.

39. Write two paragraphs on each of the following:—

1. **The flag,** (*a*) How the Union Jack is made up, the three crosses and their colours; (*b*) what the flag represents, where it is most often seen, why we should honour it.

2. **The cat,** (*a*) *General description:* hair, pads on paws, claws, surface of tongue, eye, whiskers, tail; (*b*) *Kinds:* Tabby, Tortoiseshell, Angora, Persian, Manx. (Use pictures of cat).

3. **Daisy,** (*a*) *Introduction:* name means day's eye, because it opens in early morning, a feature of the fields, adds beauty; (*b*) *Description:* white rim of petals arranged like star, yellow centre, flower held in green cup, stalk. (Poem, "The Daisy.")

4. **River,** (*a*) *Source:* flows down hillside to valley in little streams which unite. (Tennyson's "Brook.") (*b*) *On the way to sea:* narrow, shallow and swift at first, joined by tributaries, grows in volume, slope less, current slower, rapids, waterfalls.

5. **Moses in the bulrushes.** (Exodus II.) (*a*) *Introduction:* Israelites captive in Egypt, Pharaoh's order, Moses born. (*b*) *Story:* little boat of rushes, afloat in Nile, baby in it, hidden among the reeds, sister watching.

40. (*a*) Read through two or three times, noting and explaining stops and capitals. (*b*) Copy, changing the words in heavy type to other equivalent words or phrases. (*c*) Re-write from memory.

EXERCISE 50.

A smart conjurer was performing tricks before an audience of colliers. He asked for the loan of a halfpenny, which he appeared to change rapidly into a sovereign. Then he placed the coin on a table beside the collier. "Is that my ha'penny?" asked the surprised collier. "Yes, sir, it is," answered the conjurer. "Very well then," exclaimed the smiling collier, "I will keep it as it is; you won't have the chance of changing it back again."

EXERCISE 51.

A lamb was peacefully paddling in a brook. A wolf came to the same spot, and began to drink higher up the stream. Wishing to quarrel with the lamb, he asked in a harsh tone why she was disturbing the water. The lamb, surprised at the unjust accusation, replied humbly, "Sir, you see that I am drinking lower down, and that the water runs from you to me."

EXERCISE 52.

One day in autumn, when the grapes were ripe, a fox stole into a vineyard. Spread out on trellises above him, were great masses of luscious grapes, and he longed to have some. He made many and many a jump, but the grapes were high, and he could not reach them. Tired out at last, he said to himself, "Bah! I don't care. The grapes are sour."

EXERCISE 53.

Tell a similar story of a girl who saw a ring of a peculiar kind in a jeweller's shop; her admiration for it; her vain efforts to buy it; her remark when she found she could not succeed.

EXERCISE 54.

In his last terrible battle King Arthur was wounded unto death. He called his knight, Sir Bedivere, and bade him take his sword Excalibur, throw it into a lake near by, and then come back and tell him what he saw. Bedivere took the sword and went fast up the hill. Swinging it overhead, he flung it from him into the waters of the lake. An arm clothed in white samite (velvet) came up from the lake and caught the sword. Bedivere went back and told the king, who then knew that it was time for him to depart from this life.

EXERCISE 55.

Now the Philistines had a champion, Goliath of Gath, a mighty man of gigantic stature, whose spear's staff was like a weaver's beam, and his spear-head of almost twenty pounds' weight. This man came daily to cry to the men of Israel, "Choose a man for

you, and send him to fight with me. If he be able to kill me, then will we be your servants; but if I prevail over him and kill him, then shall ye serve us." But there was no man in Israel to match him in stature, nor in the strength of his armour.

EXERCISE 56.

Fill the blanks with (a) **is** or **are**, (b) **was** or **were** :—

1. There....nine men in the boat. 2. There....a handsome building opposite. 3. There....wounds on his body. 4. There....a regiment of cavalry approaching. 5.there a book for each person? 6. There a crowd of workmen yonder. 7. Where....the scissors? 8.there any apples left? 9.his sums correct? 10.there a pack of wolves?

EXERCISE 57.

Fill the blanks with **has** or **have** and the correct form of the given verb :—

1. The wind the trees (*break*). 2.Tom any marbles? 3. The scholars to draw (*begin*). 4. your brothers? (*go*). 5. the rain? (*cease*). 6. His wages been paid. 7. the boys and girls been here? 8. The child down to rest (*lie*). 9. He out his shoes (*wear*). 10. their new hats come?

EXERCISE 58.

(a) Write in three columns the **principal parts** of the following verbs. (See Part I., p. 30).

(b) Make sentences containing the three forms of each verb, e.g.,

He digs a pit. He dug a pit. A pit was dug.

1. drink,	7. shrink,	13. swim,	19. eat,
2. ring.	8. spring,	14. wear,	20. fall,
3. dig,	9. break,	15. tear,	21. bite,
4. run,	10. choose,	16. steal,	22. bear,
5. sing,	11. freeze,	17. speak.	23. swear,
6. sink,	12. shake,	18. hide,	24. take.

NOTES TO TEACHERS.

1. An abundance of work in sentence-building and composition has been provided in the exercises of these books. It is expected that the teacher will use this material as the needs of the class require. Some of the topics may be treated orally and some in writing; others may be omitted altogether.

2. A teacher should not undertake to correct every paper that his pupils write. If he does, his burden of work becomes too heavy to be borne, or the pupils have much less practice in writing than they need.

3. The more common faults should be corrected, one at a time, by having two or three sentences, containing the error in question, as well as others quite free from it, copied upon the board and criticized by the class. Pupils should then correct their own papers and may afterwards exchange them for mutual criticism.

4. Show the best work rather than the poor work. When work is put on the board for correction, only so much should be written as is necessary to show the error, and it should be speedily erased. When good work is put on the board for commendation, show as much as is convenient, and let it remain as a model.

5. Do not discourage by criticism. The pupils' standard of good work should not be raised so high as to seem unattainable, but should rise as the class progresses.

6. In the beginning criticisms should be limited mainly to arrangement, misspelled words, and violations of the fundamental rules of punctuation and capitalization.

7. Pupils should be trained to write freely and rapidly, with no undue anxiety about correctness, and then to revise with thought and painstaking.

8. To indicate errors without making corrections, S may be used in the margin to indicate an error in spelling, G in grammar, P in punctuation or capitals, and R in arrangement or style.

EASY EXERCISES IN ENGLISH.

PART III.—SIMPLE, COMPOUND AND COMPLEX
SENTENCES.

ACTIVE AND PASSIVE VOICE.

1. Transitive verbs may take two forms. Compare these two sentences.

The hunter shot the bear.

The bear was shot by the hunter.

These sentences express the same idea. In both it is the hunter who shot and the bear that received the shot. Yet the form of the sentences is quite different. In the first *hunter* is the subject; in the second the subject is *bear*. In the first the subject *hunter* is represented as *doing something*, which is expressed by the verb *shot*. In the second the subject *bear* is not represented as doing anything; the verb *was shot* indicates, on the other hand, that *something was done to him*.

A verb is said to be in the Active Voice when it represents its subject as the doer of an act.

A verb is said to be in the Passive Voice when it represents its subject as receiving the action expressed by the verb.

Only verbs with objects (transitive) can be used in the passive form. When a verb is changed from the

active to the passive voice, the *object* of the active verb becomes the *subject* of the passive. Intransitive verbs have no object which can be made the subject of the verb in the passive form.

EXERCISE 1.

Tell whether the verbs are in the active or passive voice, and change the order of the words so as to change the voice:—

1. A boy threw a ball. 2. The window has been broken by a stone. 3. The lightning struck the steeple. 4. Bakers sell bread. 5. I chased a dog. 6. A dog chased me. 7. Nelson defeated the French. 8. You were taught by him. 9. A whistle warned the boys. 10. She punished them. 11. We should pity the helpless. 12. I heard a voice. 13. He helped me. 14. The horses may be eaten by the wolves. 15. Who killed Cock Robin? 16. Was the man much hurt by the fall? 17. Who brought the bad news? 18. What did he say? 19. Have you posted my letters? 20. Did John see the great fire? 21. Can the man carry that heavy load?

2. *Is, (are, was, were, be, been), may, must, might, shall, will, would, could, have, had, do, did*, when used with verbs, are called **auxiliary** or **helping** verbs because they help to make up verb-forms.

Verb-forms consist of more than one word, e.g.

The regiment is charging up the hill.

The house may fall at any moment.

With better precautions he might have been saved.

The auxiliary verb may be separated from the rest of the verb by other words, e.g.

Tom may perhaps find his purse.

We were rapidly drifting down the river.

The general had been deliberately shot.

EXERCISE 2.

(1) Point out the auxiliaries. (2) Make sentences by adding suitable subjects and objects. (3) Change the voice, if possible.

1. are writing; have written; has been written; were written.
 2. are shaking; have shaken; have been shaken; has shaken.
 3. were forgotten; has been forgotten; have swum; were swimming; have drunk; have begun; rang. 4. are choosing; have chosen; did choose. 5. were stolen; have been stolen; have eaten; were eaten; has been eaten; were broken; has been broken. 6. has laid; have been laid; were laid; laid down; has lain down; were lying; was laying; lay down. 7. has bitten; were bitten; have been thrown; were taught; have been caught; has begun; were swollen; have rung.

THE SIMPLE SENTENCE.

3. In every sentence, even the shortest, we must have two parts :

(a) A **subject** which must be a noun or some word or words doing naming work. (Part II., p. 33.)

(b) A **predicate** which may be (1) an intransitive verb, (2) a transitive verb + an object, or (3) a copulative verb + a complement. (Part II., p. 37.)

A sentence, made up of simple subject and simple predicate only, contains no more words than are necessary to make a sentence.

On this foundation we can build either a long sentence or a short sentence, according to how much or how little we wish to say in one sentence. The building materials are the same in both cases, viz., **adjectives or attributive adjuncts**, and **adverbs or adverbial adjuncts**.

(a). *Girl—was frightened.*

This sentence contains a simple subject and simple predicate only.

(b). *This girl was once frightened.*

We have now added one attributive adjunct *this* to the subject, and one adverbial adjunct *once* to the predicate.

(c). *This little red-hooded girl was once very greatly frightened.*

We have now added two other attributive adjuncts, *little* and *red-hooded*, to mark off "this girl," and another adverbial adjunct, *very greatly*, to show how much she "was once frightened."

(d). *This little girl, dressed in a red hood, and carrying in her hand a basket filled with cakes and butter for her old grandmother, was once very greatly frightened, in passing through the wood, by a fierce and hungry-looking wolf.*

We have now changed the former attributive adjunct, *red-hooded*, into *dressed in a red hood*, and have added a fourth attributive adjunct, *carrying in her hand a basket filled with cakes and butter for her old grandmother*, to mark off the "girl" more fully and clearly still; we have next added two more adverbial adjuncts, *in passing through the wood*, and *by a fierce and hungry-looking wolf*, to tell exactly on what occasion and how she "was frightened."

4. These enlarged sentences are all founded on the same simple subject and simple predicate and are built up by means of attributive and adverbial adjuncts. Each sentence makes only one *complete statement*, and is therefore a **simple sentence**.

Simple as applied to a sentence does not mean an *easy* sentence, but rather a *single* sentence, *one that asserts only one thing by means of one subject and one predicate*. Many words (attributive adjuncts) may be added to make up the complete subject, and many words (adverbial adjuncts) may be added to make up the com-

plete predicate ; but the mere addition of any number of adjuncts cannot make one sentence into two.

What makes one *simple sentence* longer than another, therefore, is, (1) that one may have **more** adjuncts than another, and (2) that the adjuncts in one may **consist of more words** than those in another.

We have now to learn how these longer adjuncts are built up.

PHRASES—PREPOSITIONS.

5. Instead of using a single word to describe a noun or modify a verb, we often use several words in a group to express the same idea with greater distinctness. Thus, instead of saying "A *long* ride brought us *here*," we may say, "A ride of *one hundred miles* brought us *to Ottawa*." These groups of words, *of one hundred miles* and *to Ottawa*,—the one substituted for the adjective *long* and the other for the adverb *here*—are called **phrases**.

A group of connected words doing the work of a single adjective or adverb, and not containing a subject or predicate, is called a phrase.

6. The words of **and** **to**, put before the nouns in the above phrases, bring us to the seventh class of words, or Parts of Speech, called **prepositions**.

Prepositions are words put before nouns and pronouns to connect them with something else in the sentence. In grammar they are said to *govern* the nouns or pronouns that follow them ; and the noun or pronoun so governed is said to be the *object* of the preposition.

In analysis prepositions *go with nouns or pronouns to make phrases*. The preposition takes possession of the noun and the two together make up a phrase.

A preposition is a word which shows the relation of a noun or pronoun in a phrase to the word which the phrase modifies.

EXERCISE 3.

Point out the phrases. Name (1) the prepositions and (2) the objects which they govern.

1. He has passed through many dangers. 2. The noise is beyond endurance. 3. Take a seat in that chair. 4. He is not at home just now. 5. Take a seat by me. 6. The air is above us or around us. 7. The bird flew over his head. 8. The earth is under our feet. 9. The dog is behind you. 10. A man is standing before the door. 11. This is to your credit. 12. He gave twenty cents for that book. 13. The boats were tied along the shore. 14. They quarrelled among themselves. 15. They worked from sunrise to sunset. 16. To all appearances he is seriously ill. 17. He is eminent for his learning and worthy of all confidence. 18. Do not pry into other men's affairs. 19. The debtor pleaded with his creditor for longer time. 20. He struggled manfully against many difficulties.

7. A phrase is equivalent to a Part of Speech.

(a). A phrase may do the work of an *adjective*, and then it is called an **adjective phrase**, as, *Ships of great size (large) are built here.*

(b). It may do the work of an *adverb*, and then it is called an **adverbial phrase**, as *He rode at great speed (very quickly.)*

The test of what *part of speech* a word or a phrase (a group of words) is, is not its *form*, but the work that it does,—its *use* or *function* in the sentence.

ADJECTIVE PHRASES WITH PREPOSITIONS.

8. *Adjective phrases do the work of adjectives.* They may therefore be (a) the attributive adjuncts of nouns or pronouns, or (b) the complements of copulative verbs, (Part II., p. 52), as,

A girdle of gold encircled the Sultan's waist.

The knight's armour was of burnished steel.

EXERCISE 4.

Point out adjective phrases. Say (1) whether they go with subjects, objects, or noun complements, (2) or are adjective complements of copulative verbs.

1. The little boys in the boat cannot swim.
2. The old man with the crutches was knocked down.
3. The ice on the pond was of great thickness.
4. The chain round her neck was a present from her father.
5. I am the daughter of the earth and water, and the nursling of the sky.
6. A mighty man is he, with large and sinewy hands.
7. She received a book with pictures.
8. He rang the bell of polished brass.

EXERCISE 5.

(1) Do the same with these sentences. (2) Change the verbs to passive voice, and see that all attributive adjuncts, whether words or phrases, go with the nouns to which they belong.

1. A storm of great violence has uprooted some trees in the park.
2. Three ships in full sail passed the lighthouse on Bell Rock.
3. He hath exalted them of low degree.
4. The crowd on the quay cheered the men in the life-boat.
5. The fisherman in the blue jersey caught those fish in the basket.
6. I widen the rent in my wind-built tent.
7. I wield the flail of the lashing hail.
8. Something of sadness has wrapt the spot.
9. The cheering smile on the mother's face lightened the hard work of the weary children.
10. Shall not the Judge of all the earth do right?

-
9. Many adjective phrases may be turned into single words and *vice versa* : 1. *She is an imprudent girl, or a girl without prudence.* 2. *Death's powers or the powers of death have done their worst.* 3. *These coins are perfectly useless, or are of no use whatever, or are of not the slightest use.* 4. *The sailor carried an ivory-handled knife, or a knife with an ivory handle.*

EXERCISE 6.

Change adjectives into adjective phrases and *vice versa*:—

1. Speak *kind* words.
2. Do not speak *angry* words.
3. The bough *on the very top* was broken.
4. The seat *at the corner* is the best.
5. These old books are *valuable*.
6. Our soldiers are *very brave* men.
7. Italy is a *maritime* country.
8. A boy *given to thought* is a better scholar than one *given to talk*.
9. A *lofty* steeple.
10. The train *to Quebec*.
11. A *very sad* look.
12. The trunks *of the trees* were *unusually thick*.
13. Beasts *of great fierceness*.
14. Men *of great age* and *of great wisdom*.
15. A girl *with bare feet*.
16. *Immense* lakes.

EXERCISE 7.

Add adjective phrases as attributive adjuncts to these subjects, objects and noun complements, or as adjective complements:—

1. The clock is new.
2. The cloak is old.
3. The third tale is short.
4. The tail is long.
5. The whole coast is very rocky.
6. The cost was only five dollars.
7. They cut the high hedges
8. The owner sold it cheap.
9. The honour is safe.

EXERCISE 8.

Do the same with these:—

1. The gamekeeper seemed a man
2. The heavy rains flooded the meadow
3. The reins were
4. The reigns covered a hundred years.
5. The wrens seemed
6. A storm prevented the sailing
7. Some casks were
8. The chairs were
9. The cheers were hearty.

EXERCISE 9.

Add adjective phrases and make complete sentences:—

1. The sale.
2. The sail.
3. The seal.
4. The pain.
5. The pane.
6. The beech.
7. The beach.
8. The hare.
9. The hair.
10. The root.
11. The route.
12. The rut.
13. The rout.
- 14.

The shoots. 15. The shots. 16. The tinkling. 17. The twinkling. 18. The ticking. 19. The tingling. 20. The trickling. 21. The billows. 22. The pillows.

ADVERBIAL PHRASES WITH PREPOSITIONS.

10. The work done by an *adverb* (or by an adverb + another adverb) may be done by means of a *preposition* + a *noun* (or pronoun), that is by an **adverbial phrase**. Thus we may say, "Write carefully or with care." "Stand there or in that place." "They behaved very cruelly or in a very cruel manner."

EXERCISE 10.

Change adverbs to equivalent phrases or *vice versa* :—

1. They ran *very quickly*, homewards. 2. At that time we lived in this place. 3. In that place we waited for a long time. 4. They always learned their lessons with the greatest willingness. 5. We heard the good news with the greatest joy. 6. Usually he is late. 7. You must walk with greater speed. 8. Soon she came very quietly. 9. He left early, with no good will. 10. Without noise or delay they started forth. 11. The sheep and horses were quietly grazing together.

11. We cannot always turn an adverbial phrase into a single word. Indeed simple adverbs—except adverbs of manner ending in *ly*—are not very numerous in English, and phrases are therefore very common.

Adverbial phrases may express :—

(a) **Time**, that is they may tell **when**, as "The parcel came in the morning." "For three hours the vessel burned."

EXERCISE 11.

Add adverbial phrases of time :—

1. A red sky is seen 2. A blue sky is seen 3. Ripe fruit is gathered 4. Sledges are used 5. Rivers over-

flow their banks 6. Snow falls 7. Ice melts 8. Corn is sown 9. Lamps are lighted 10. We went home 11. We get a holiday

(b) **Place**, that is they may tell **where**.

EXERCISE 12.

Point out adverbial phrases of place:—

1. She dwelt on a wide moor. 2. The boy stood on the burning deck. 3. Will you walk into my parlor? 4. The waves dashed around Percé Rock. 5. None o'er his low bed may weep. 6. The waters wild went o'er his child. 7. Burns the fiery pillar of our army's head? 8. Once in royal David's city stood a lowly cattle-shed.

EXERCISE 13.

Add an adverbial phrase of place:—

1. The soldier rode 2. The book was lost 3. The mouse ran 4. The lion went back 5. Tea is poured 6. Rivers empty themselves 7. Spring flowers grow

EXERCISE 14.

Fill in predicates with adverbial phrases telling *where these things are usually seen*, or *where they are put*:—

1. Foam. 2. Coal. 3. Clothes. 4. Plates. 5. Pictures. 6. A watch. 7. A clock. 8. A rogue. 9. Stars. 10. Shells.

(c) **Manner**, that is, they may show **how**, **what with**, **what of**, as "*They ran at their utmost speed.*" "*He cut it with a knife.*" "*Flour is made from wheat.*"

EXERCISE 15.

Point out adverbial phrases of manner:—

1. He hath filled the hungry with good things. 2. Linen is made from flax. 3. The rock was hid by the surges' swell. 4. By their fruits ye shall know them. 5. With dewy freshness blows the morning breeze. 6. These cups are of the best china. 7. Under cover of truce he drew near. 8. Without a good deal of money we cannot get on.

EXERCISE 16.

Make as many sentences as you can, with adverbial phrases of manner in them, showing (1) different ways in which people may travel, or (2) different ways in which things may be carried.

(d) Reason—that is they may tell why, as “*She grieved at our misfortune.*” “*He went there for his health.*” “*The boy lifted his head at the strange and startling sound.*”

In many adverbial phrases of *reason* the preposition is made up of two or three words, as, “*He lost his situation because of, on account of, by reason of, owing to his lazy habits.*” “*Sheep are reared for sake of their wool.*”

EXERCISE 17.

Add an adverbial phrase of reason :—

1. He comes to me
2. The child laughed
3. The children cried
4. They gave up the race
5. She lost the prize
6. He could not speak
7. She grew sick....
8. Ostriches are reared
9. Ducks are kept

12. The adverbial phrases, which we have considered so far, have all been adjuncts of the predicate (or verb). But adverbial phrases, like adverbs, may be added to other words besides verbs. (Part II., p. 44.)

(a) Adverbial phrases may be added to *adjectives* as, “*Sick unto death* (mortally sick).” “*Wet to the skin* (thoroughly wet).”

(b) Adverbial phrases may be added to *adverbs*, as “*Close beside the fire.*” “*Back from the street.*”

In analysis the adjective and its adverbial phrase go together as one attributive adjunct; so also the adverb and its adverbial phrase as one adverbial adjunct.

(c) An adverbial phrase may be the complement of a copulative verb, as, “*We are at home.*” “*He is in a serious condition.*”

Sometimes the *preposition* in an adverbial phrase is

understood, as "We walked five weary miles." "She arrived last night."

EXERCISE 18.

Pick out adverbial phrases and tell to what part of the sentence each belongs:—

1. He is rich beyond his hopes. 2. Far from the tumult fled the roe. 3. There we stayed three weeks. 4. Tom was fourteen years old. 5. The gun carries five miles. 6. The rope is several fathoms too short. 7. My father is in a good trade. 8. The man was in prison. 9. Last night the moon had a golden ring. 10. They took up twelve baskets full of fragments. 11. The rocky ledge runs far into the sea. 12. They marched Indian file. 13. The ship is afloat on the waves.

13. Adjective phrases and adverbial phrases may occur in the same sentence:—

*The banks beside the stream were covered with primroses.
Forty flags with silver stars floated in the breeze.*

EXERCISE 19.

Point out the adjective and adverbial phrases:—

1. The key of that door was lost during the holidays. 2. The quay at the harbour was damaged by a great storm. 3. Kindle in our hearts the flame of never-dying love. 4. The child with the bare feet walked with great difficulty. 5. Bring that boy on the roof to the master. 6. The old woman in the attic slept on a straw bed. 7. The shadows of the leaves are cast around the ash-trees' stems. 8. I bring fresh showers for the thirsty flowers from the seas and streams.

EXERCISE 20.

Add an adjective phrase to the subject and an adverbial phrase to the predicate:—

1. The pond was covered 2. The seller was cheated 3. The cellar was flooded 4. The size was measured 5. The sighs were heard 6.

The tusks were placed 7. The tasks were done 8. The tax was paid 9. The tacks were bought 10. The site was chosen 11. The sight was witnessed

14. There may be two or more adverbial phrases in the same sentence, as "*He dragged her up his winding stair, into his dismal den (two of place).*" "*At day-break (when) they went in great haste (how) to the doctor's (where) for some medicine (why).*"

EXERCISE 21.

Point out adverbial phrases and tell the use of each:—

1. They departed into a desert place by ship privately. 2. With his hard rough hand he wipes a tear from his eyes. 3. I chatter over stony ways in little sharps and trebles. 4. Herides on the storm like a bold young king. 5. Long years ago a winter's sun shone over it at setting. 6. The church bell's chime floats through their woods at morn. 7. On lies the steed, with flowing mane, on his dark and desolate track. 8. Then it rushed, like a monster, on cottage and farm. 9. One midst the forests of the west by a dark stream is laid. 10. It blooms in consecrated ground in honour of the dead. 11. In childhood's hour I lingered near the hallowed spot with listening ear. 12. The same fond mother bent at night o'er each fair sleeping brow. 13. The noble nature within him stirred to life at the woman's word and deed.

EXERCISE 22.

Add two adverbial phrases, time and place:—

1. A rainbow is seen 2. Ice is seen 3. We see swallows 4. We gather flowers 5. We see dew 6. Hepaticas peep 7. Dark clouds are seen 8. Roses grow 9. The picnic was held 10. We see bees

EXERCISE 23.

Add two or more adverbial phrases telling different things:—

1. The boy ran 2. They carried the sick child 3.

He could not go 4. We were late 5. The ship sailed
 6. Prizes were given

EXERCISE 24.

Add an adjective phrase to each subject, and at least two adverbial phrases to each predicate :—

1. The box was brought 2. The spray was dashed 3. The hoards were stolen 4. The hordes were beaten back 5. The pearl was bought 6. The peril was seen 7. The ewe was chased 8. The yew was planted

EXERCISE 25.

With these subjects build sentences containing one adjective phrase and at least two adverbial phrases :—

1. The tower. 2. The tour. 3. The crews. 4. The cruise. 5. The presence. 6. The presents. 7. The jingle. 8. The jungle.

15. Notice the *position* of phrases in sentence.

(a) An *adjective*, in whatever form, keeps as close as possible to its noun, the simple adjective usually coming immediately *before* and the adjective phrase immediately *after*.

(b) An *adverb* may be at some distance from its verb, and often comes *first* in a sentence, especially when there are two or more adverbs or adverbial phrases, e.g., **With his rough hand he wiped a tear from his eye.**

EXERCISE 26.

These phrases are to be used in sentences as adjective phrases added to a subject or to an object.

1. In the garret. 2. Beside the hedge. 3. On the bridge. 4. Above the window. 5. Round the pond. 6. Over the hill. 7. Through the wood. 8. Inside the house. 9. In the playground.

EXERCISE 27.

These phrases are to be used as adverbial phrases added to the predicate, and must come first in the sentences.

1. Through the window. 2. For four weeks. 3. For twenty dol-

lars. 4. For his father's sake. 5. For fear of the rain. 6. With a knife. 7. Because of the high price. 8. By a long ladder.

EXERCISE 28.

The following groups contain two or more adverbial phrases. Complete the sentences, *varying* the position of the phrases.

1. Over the lake, in a small boat. 2. With a heavy heart, for many days. 3. With a long pole, through the deep snow. 4. To a tree, with a strong cord. 5. In the arm, by a stray dog. 6. During the holidays, at the seaside. 7. With all their might, to the nearest house, for fear of the bull. 8. In the river, with a long rod, on Saturday. 9. In the morning, to Boston, by an excursion train.

16. The same words or phrases may be used as different parts of speech. (Part II., p. 53.) What part of speech a word or phrase is depends upon *what sort of work it does in a sentence*. Study these simple directions:—

(a) Whatever word or phrase *nouns* anything is a **noun**.

(b) Whatever word *makes an assertion* is a **verb**.

(c) Whatever word or phrase *attaches itself to a noun* (or pronoun) is an **adjective**.

(d) Whatever word or phrase *attaches itself to a verb, an adjective or an adverb*, is an **adverb**.

The same phrases, for example, may be either *adjectives* or *adverbs*. Thus in the sentence, "*The grass under the trees does not thrive.*" the phrase goes with the noun "*grass*" to tell *which* grass: it is therefore an *adjective*. "*We rested under the trees,*" the phrase goes with the verb "*rested,*" and is an *adverb*.

EXERCISE 29.

These phrases are to be used in sentences, (1) as adjective phrases, (2) as adverbial phrases.

1. On her face. 2. At the seaside. 3. Behind the door. 4.

Beside me. 5. In that desk. 6. With a fur cape. 7. In the streets. 8. Over the hill. 9. During the winter. 10. After the party. 11. Before the holidays. 12. Above the clouds. 13. On the fence.

17. Sentences with adjective or adverbial phrases are analysed just as other sentences. All such phrases, long or short, are adjuncts.

Be careful to number the adjuncts, when there is more than one.

1. *Some rude boys from the town chased the sheep right across the hill on Saturday.*

2. *The men in the boat were sailors from the warship.*

3. *The burglars from New York are out of prison.*

(For form of Analysis see Part II., p. 47.)

1. Subject.	Boys.	Men.	Burglars.
2. Attr. adj. of subject.	1. Some, 2. rude, 3. from the town.	1. The, 2. in the boat.	1. The, 2. from New York.
3. Predicate.	chased	were	are
4. Obj. or Comp.	sheep (<i>obj.</i>)	sailors (<i>compl.</i>)	out of prison
5. Attr. adj. of Obj. or Comp.	the	from the warships.	(<i>compl.</i>)
6. Adv. adj. of predicate.	1. right — hill (<i>place</i>), 2. on Saturday (<i>time</i>)		

EXERCISE 30.

(1) Analyse. (2) Change the verbs from active to passive voice.

1. The crew of the wrecked ship was saved by some hardy fishermen. 2. Many gay flags decked all the vessels in the harbour. 3. The children on the platform carried in their hands beautiful bouquets of roses. 4. Who took from the desk the two books with the paper covers? 5. His father, a man of much experience, superintended the arrangements for the opening ceremony. 6. The sons of the master, boys fond of flowers, gathered in the glen many fine specimens of rare plants.

EXERCISE 31.

Analyse:

1. With a loud noise, down the precipice rolled the huge ava-

lanche. 2. At daybreak, on the bleak sea-beach, a fisherman stood aghast. 3. Over earth and ocean, with gentle motion, this pilot is guiding me. 4. With wings folded I rest on mine airy nest. 5. Upon his brow he felt their breath, and in his waving hair. 6. From the wood-top caws the crow through all the gloomy day. 7. Right on our flank the crimson sun went down.

ADJECTIVE PHRASES WITH PARTICIPLES.

18. Many adjective phrases are founded on the participle. Verbs have two participles, one active in *ing*, as *striking*, the other passive, as *struck*. Three other forms of the participle may be made up by means of the *auxiliaries*, *having*, *being*, and *having been*, as *having struck*, *being struck*, *having been struck*.

The participle, as its name implies, is *part verb*, *part adjective*, and may be called the *verb-adjective*. The work that it does in a sentence is *adjective* work. Therefore in analysis all participles or participle phrases are attributive adjuncts.

(a) A participle, when alone, generally follows the noun, as, "*The girls sat weeping.*" "*Something attempted, something done, has curbed a night's repose.*"

(b) A participle may have one or more *adverbs* or *adverbial phrases* attached to it, as, "*The girls, smiling sweetly, presented the flowers.*" "*The ships, anchored in the bay, were decked with flags.*"

(c) A *transitive participle* must be followed by an *object*, as, "*The lion, having eaten the antelope, lay down to sleep.*"

EXERCISE 32.

Pick out (1) adjective phrases with participles, (2) other phrases. (3) Punctuate.

1. Children coming home from school look in at the open door.
2. The child lying in its mother's lap slept soundly all the time.
3. The girls having been caught in the shower sought shelter in a barn.
4. Walking to the door I rang the bell.
5. Comfort

every sufferer lying in pain. 6. Guard the sailors tossing on the deep blue sea. 7. The trees growing by the river are elms planted by my father. 8. Then shook the hill with thunder riven. 9. Into the street the piper stept smiling a little smile. 10. Well pleased with his reception the king drove off. 11. From that room clothed in white the bride came forth on her wedding night.

EXERCISE 33.

(1) Do the same, (2) Punctuate, (3) Change the voice of the verbs.

1. The poem so well recited by that little boy was written by Tennyson. 2. An old woman carrying a pitcher in her hand was knocked down by a passing gig. 3. The sheep widely scattered over those hills in the distance are owned by Mr. Brown. 4. He saw within the ray of moonlight an angel writing in a book of gold. 5. The people being reduced to poverty by this disaster sought the help provided for such occasions. 6. Calming their fears with comforting words the skipper ordered out the boats. 7. In a gentle hand they hear low tapping at the bolted door.

9. The participle is the real foundation of the adjective phrase. Most of the adjective phrases in previous exercises, (which were made up of preposition + noun) were so called because the participle had been left out. If the participle were supplied, these phrases would become *adverbs* added to the participle, and the whole phrase (participle + adverb) would be an *adjective phrase with a participle*. Take for example these:—

"The wind overturned some trees (**growing**) in the park."

"The mouse (**caught, found**) in the trap was a small one."

"The chain (**worn, hanging**) round her neck was a present (**got, received**) from her father."

EXERCISE 34.

Supply suitable participles before these *adjective phrases* so as to make them *adjective phrases with participles*:—

1. The bird *on the tree* is a sparrow. 2. The bud *on that branch* is dead. 3. The girl *in the blue dress* is my sister. 4. The light-

house *on the rock* has withstood many storms. 5. The officer *on the white horse* was wounded. 6. The pillar *on the hill-top* is a monument *in memory of a brave soldier*. 7. Evening is the time *for social gatherings*. 8. The trap *for catching rats* was of little use. 9. The story *in the newspapers* was untrue.

EXERCISE 35.

Use these groups of words as adjective phrases going with subjects, objects or noun complements:—

1. Standing alone on the hillside. 2. Calmly sitting down on the cowslip-covered bank. 3. Spent so uselessly. 4. Delivered by the first post. 5. So stupidly sent to the wrong address. 6. Wandering aimlessly through the muddy streets. 7. Caught in the act of stealing cherries. 8. Promising to call again soon. 9. Brought from China. 10. Hid among the bushes near the edge of the water.

EXERCISE 36.

Do the same with these:—

1. Very tastefully clad in light summer costume. 2. Lately living in the coachman's old house. 3. Left in the parcel office at the railway station. 4. Undertaking to place the orphans beyond the reach of want. 5. Lately come to our village for the sake of his health. 6. Printed in London many years ago and sold at a high price. 7. Painted by a famous artist and presented by many admiring friends. 8. Running with his best speed and holding his brother by the hand. 9. Stretched across the ground and fastened to a stout post. 10. Relieved of his worst fears and now feeling comparatively happy.

EXERCISE 37.

Supply suitable adjective phrases made up of a participle (with object when necessary) and at least one adverbial phrase:—

1. The general rode at their head. 2. This noble ship was wrecked near the harbour mouth. 3. The girls were glad to rest. 4. The verse was easily heard by all. 5. The timber was used for business purposes. 6. The gulls ... flocked in large numbers to the towns. 7. The cargo was

wood.... 8. A fine statue commemorated a brave deed....
 9. The driver reached before nightfall a small town.... 10.
 The men seemed workmen 11. This pretty album....
 was a birthday present

THE COMPOUND SENTENCE.

20. When two or more simple sentences are joined together, they make a **Compound Sentence**. Simple sentences, united in this way to make a Compound Sentence, are called **clauses**.

A **clause** is a group of words which forms part of a sentence and contains a subject and predicate. A clause differs from a phrase in that it contains a subject and predicate. In a compound sentence each statement is a *clause of equal rank* and is called a **coördinate clause**.

A *compound sentence consists of two or more simple coördinate clauses*. These clauses may or may not be joined by means of conjunctions. The chief conjunctions used in forming compound sentences are **and** (*both-and*), **or** (*either-or*), **nor** (*neither-nor*), **but**, **yet**.

21. The clauses that make up a compound sentence may have *different subjects* and *different predicates*, though the two statements should be connected in meaning.

- (a) They may be united by **and**, as,
 "The clouds gathered **and** the rain fell," or
 (b) They may be contrasted or opposed, as,
 "He was the lord of all, **yet** none of his lowly had any power."
 (c) They may be alternative, as
 "We must throw a life-preserver **or** the boy will be drowned."

EXERCISE 38.

(1) Separate into clauses. (2) Point out conjunctions that connect the clauses if you find any.

1. The minster clock had just struck two and yonder is the

moon. 2. The child was in rags nor was the mother herself much better clad. 3. Summer was now coming on with hasty stride and my seventeenth birthday was approaching. 4. The war-pipes ceased, but lake and hill were busy with their echoes still. 5. Either I did not hear or you did not speak. 6. Fair science frowned not on his birth, but melancholy marked him for her own. 7. The night had been heavy and lowering, but towards the morning it had changed to a slight frost, and the ground was covered with rime. 8. St. Agnes' Eve, ah, bitter cold it was! The owl for all his feathers was a-cold; the hare limped trembling through the frozen grass, and silent was the flock in woolly fold.

22. The clauses of a compound sentence may have the same subject. The subject is often omitted after the first clause.

"The fox was caught but (he) escaped."

"Reuben came in, nodded a good-by to all, and was gone."

EXERCISE 39.

(1) Point out clauses and conjunctions. (2) Supply omitted subjects.

1. They obey their guide and feel safe. 2. The wind was either too light or blew from the wrong direction. 3. The bear growled fiercely but did not touch the boy. 4. The blinding mist came up and hid the land. 5. The caterpillar puffed away without speaking, but at last unfolded its arms, took the hookah from its mouth, and said, 6. O'er rough and smooth she trips along and never looks behind, but sings a solitary song. 7. Gravely he greets each city spire, commends each pageant's quaint attire, gives to the dancers thanks aloud, and smiles and nods upon the crowd.

EXERCISE 40.

Make compound sentences from these skeletons:—

1. Mower—and—more.
2. Blew—and—blue.
3. Sleet—and—slates.
4. Lake—but—leak—and—.
5. Weeks—and—weak—but—.
6. Boy—but—busy—and—.
7. Hole—or—whole—and—.
8. Cloth—and—clothes—or—.

EXERCISE 41.

Make compound sentences, of three clauses each, about:—

1. Different birds and their habits (one sentence about each bird selected.)
2. Different kinds of fish and where caught.
3. Different kinds of ships and their uses.
4. Different ways of crossing a river.
5. Different flowers (short descriptions.)

23. Other parts besides the subject may be omitted in the clauses of a compound sentence:—

(a) **The object**, as "*There you lost (a friend) and we found a friend.*"

(b) **An adverbial adjunct**, as "*On the waves of the storm the wreck floated and (on the waves of the storm) tossed.*"

(c) **An auxiliary**, as "*I can forgive but (I can) not forget.*"

(d) **A copulative verb**, as "*He is a good man, but (he is) not a clever workman.*"

(e) **A transitive or intransitive verb**, as "*He could not jump the fence but his dog could (jump it).*" "*I took the pick, he (took) the hammer.*"

(f) **Both subject and predicate**, as "*I can promise so much, but (I can promise) no more.*"

(g) The verbs **do, did, does** sometimes replace an omitted verb, as, "*I do not employ him, but she does (employs him).*"

EXERCISE 42.

Fill in what is omitted in these sentences:—

1. Some went to Quebec, others to Toronto.
2. The letter came in the morning and the parcel in the evening.
3. James is active at play, rather lazy at work.
4. Carry the table to the kitchen and the chair to the garden.
5. Fire is a good servant, but a bad master.
6. They did not hear the noise, but I did.
7. I like him much, and so do all his friends.
8. I can trust you, but not him.
9. We had to pay the ransom, or remain prisoners.
10. I can trust you, but he cannot.
11. He was armed with a sword, I with an old pistol.
12. I go to Boston next week and to New York the week after.
13. I go to the seaside on Saturday, my sister three days later.
14. I said six, not seven.
15. There is no sorrow in thy song, no winter in thy year.

24. In analysing a compound sentence we first separ-

ate the sentence into clauses, numbering them. We then divide each clause into subject and predicate, putting with each all its adjuncts. This is the *general analysis*. The *particular analysis* of each clause, which is the same as that of a simple sentence (see p. 80) need not be given unless asked for. *Before analysing, any words omitted must be supplied.* Simple subjects and simple predicates should be underlined. Mention the conjunctions.

The invitation was duly accepted, and the country mouse opened his heart and laid his store hospitably before his guest.

CLAUSES.	COMPLETE SUBJECTS.	COMPLETE PREDICATES.	CONJUNCTIONS.
1. The invitation— accepted	The invitation	was duly accepted.	
2. And the country —heart	The country mouse	opened his heart.	and
3. And (the country mouse) laid — guest.	(The country mouse)	laid his store hospitably before his guest.	and

EXERCISE 43.

(1) Supply omissions. (2) Give the general analysis.

1. She has fair hair, her sister dark. 2. I admire the brown horse most, my friend the chestnut. 3. Stone walls do not a prison make, nor iron bars a cage. 4. Some wished one thing and others another. 5. Wealth brings happiness sometimes, cares always. 6. My hair is grey, but not with years, nor grew it white in a single night. 7. The hill seems far away, but is really not so. 8. Twenty dollars I am willing to pay, or even twenty five, but not a cent more. 9. There's tempest in yon horned moon and lightning in yon cloud. 10. I'll meet the raging of the skies, but not an angry father.

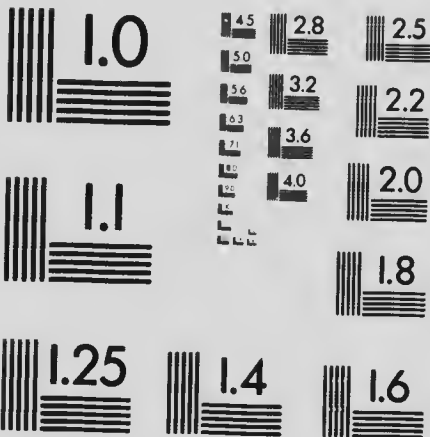
25. *A sentence may change from simple to compound or from compound to simple.*

This often happens when a simple sentence contains an *adjective phrase with a participle*. Thus we may say:—



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(1) "The men, *taking up their tools*, went off at once," or

(2) "The men *took up their tools and* went off at once."

In the first sentence the adjective phrase "*taking up their tools*" tells us something about the men, but does not actually make an assertion. It is not a verb, but very like a verb. In the second sentence this phrase becomes a clause and plainly asserts something about the subject.

EXERCISE 44.

(1) Make simple sentences compound, and compound sentences simple. (2) Analyse the sentences as they now stand.

1. Removing his cap from his head, he bowed low. 2. We rode on at our best speed and soon overtook the fugitives. 3. They dismounted, turned their horses into the meadow, and rested for several hours. 4. The boy, full of resolution, boldly advanced into the dark wood. 5. The lion, giving a loud roar, and springing upon his prey, soon tore it to pieces. 6. The man watched carefully for the right moment, jumped with all his force, and managed to seize the rope. 7. The men carried flags, shouted at the top of their voices, and rushed hither and thither through the town. 8. The little ones, eager to join in the games, pressed forward in large numbers. 9. The girls, wearied with walking and faint for want of food, were glad to rest.

THE COMPLEX SENTENCE.

(One principal and one dependent clause only.)

26. Compare these two sentences, "*I rose at daybreak*," and "*I rose when day dawned*." They express precisely the same idea but in different form.

In the first the predicate is modified by an *adverbial phrase*, at **daybreak**. In the second the predicate is modified by a group of words, which we recognise as a *clause*, since it contains a subject (*day*) and predicate (*dawned*).

The second sentence, then, consists of two clauses,

but they are not *coördinate* or equal in rank. The first (*I rose*) makes the chief statement and is called the **principal clause**. The second (*when day dawned*) is a mere adjunct of the predicate *rose*, telling *when*, and could not stand alone. It is therefore called a **dependent clause**. The two clauses together make a **complex sentence**. A complex sentence consists of a principal clause and one or more dependent clauses. Dependent clauses may be *noun clauses* or *adjective clauses*, or *adverbial clauses* according to the work they do in the sentence.

27. A dependent clause is generally joined to the principal clause by means of a connecting word (or words) which may be termed the **connective**. Common connectives for complex sentences are (*a*) conjunctions, *because, if, lest, though, etc.*, (*b*) relative pronouns, *who, which, that,* (*c*) adverbs, *when, while, since, where, whether, as, how.*

EXERCISE 45.

Arrange in three columns (*a*) principal clauses, (*b*) connectives, (*c*) dependent clauses:—

1. My father says that this book is mine. 2. I trust his word because he speaks the truth. 3. I wish to know whether I am excused. 4. She walked slowly lest she should fall down. 5. As the rain has now ceased you may go out. 6. While the cat's away the mice will play. 7. You must wait till your father returns. 8. If he is allowed to do so, the boy will come. 9. She went to bed for she was feeling tired. 10. Will you close the house after all are gone? 11. However rich we may be, must we not die? 12. As soon as the rain stopped, he left the house. 13. He could not pass though he tried often. 14. How long is it since I last saw you? 15. Your horse is older than mine (*is*). 16. I wish to know how the sick man is to-day. 17. Provided you sign your name, I will trust you.

NOUN CLAUSES.

28. A noun clause is a clause doing the work of a noun.

His ingratitude cut me to the heart, (noun).

That he should be ungrateful cut me to the heart, (noun clause).

A noun clause, like a noun, may be a *subject*, an *object* or a *noun complement*.

EXERCISE 46.

(1) Find noun clauses. (2) Tell the use of each.

1. That gold is yellow needs no proof.
2. The sailors saw that the ship was sinking.
3. My opinion is that this story is false.
4. Do you think that he will come?
5. When he will return is not known.
6. Where he is I cannot tell.
7. I cannot understand why he should suffer so much.
8. I asked how old the boy was.
9. The orders are that we shall sail at dawn.
10. That some mistake had occurred was evident.

ADJECTIVE CLAUSES.

29. An adjective clause is a clause doing the work of an adjective.

A courageous man will not desert his friends, (adjective).

A man of courage will not desert his friends, (adjective phrase).

A man who has courage will not desert his friends, (adjective clause).

Adjective clauses are generally introduced by the **relative pronouns** *who, whose, whom, which, that*, or by certain **adverbs** such as *when where, whereon*. Such pronouns and adverbs, because they join clauses, are called **conjunctive**.

EXERCISE 47.

(1) Point out (*a*) principal clauses, (*b*) adjective clauses and the nouns they belong to. (2) Point out connectives and say what they are.

1. The man whom I met to-day was an old friend.
2. The town where the robbery occurred was Napanee.
3. The time

when it happened was about six o'clock. 4. The officer selected veterans whose courage had been tested. 5. I know a bank whereon the wild thyme grows. 6. The place where the river is a long way off.

EXERCISE 48.

Who is used for *persons*, **which** for *inferior animals* and *things*, **that** for *all*. (a) Insert *who*, *which* or *that* in these sentences. (b) Point out the adjective clauses and the nouns they belong to.

1. We met the boatman took us across the river. 2. This is the house Jack built. 3. The dogs are in the kennels belong to my uncle. 4. The book you sent is very interesting. 5. Men wear their hair long are not always poets. 6. Lord Kitchener won the battle of Omdurman was made governor of the province his military genius restored to Egypt. 7. We admire those sacrifice themselves for others. 8. The bridge we crossed was built by the gentleman found the whip you dropped.

EXERCISE 49.

Who is always a subject; **whom**, the object of a transitive verb or preposition. Supply **who** or **whom**, and do as before:—

1. The boy called is my cousin. 2. The officer about I spoke is in town. 3. It was William my dog never liked. 4. Is it I you want? 5. Those do well will be rewarded. 6. I sought out my friends received me with great kindness. 7. The person to he addresssd his remarks did not reply. 8. We saw Mary's children we thought very pretty.

EXERCISE 50.

Make (a) complex sentences by putting in relative pronouns, (b) simple sentences by changing the second sentence to an adjective phrase.

1. A man was driving a donkey. It was loaded with salt. 2. We found the poor victim. He was dead on the road. 3. Give these coppers to the boy. You will see him standing by the gate. 4. I spoke to the carter. His horse was lame. 5. Where have you put the parcel? It was sent to-day. 6. My friend has gone

to live in London. He built yonder house on the hill. 7. The barque went down. A prince was on board. 8. The man is now quite recovered. You befriended him. 9. The bridge across the river has been rebuilt. The river skirts the town. 10. Did you sail by the steamer? It calls at Quebec. 11. There are the trees. Their leaves have fallen. 12. This is the malt. It lay in the house. Jack built the house. 13. The men have fled. The ox was stolen by them.

ADVERBIAL CLAUSES.

30. Clauses doing the work of adverbs are called **adverbial clauses**. Adverbial clauses, like adverbs or adverbial phrases, may tell :

- (a) **Time.** *Come when you are ready.*
- (b) **Place.** *I left it where I found it.*
- (c) **Manner.** *I cannot work now as I used to work.*
- (d) **Reason.** *She could not come because she was ill.*
- (e) **Condition.** *I will buy the book if you pay half.*

EXERCISE 51.

Find adverbial clauses and tell their use. Point out connectives.

1. The tree lay where it fell.
2. I consent because you wish it.
3. When I return I shall settle in Montreal.
4. Whither I go ye cannot come.
5. Be silent that you may hear.
6. When the Queen arrived a salute was fired.
7. Many years have passed since I last saw you.
8. Take care lest you fall.
9. I was afraid that he would not recover.
10. If he tries hard he will succeed.
11. I will not trust you unless you sign your name.
12. Provided you sign your name I will trust you.

31. Complex sentences do not make two or more separate independent statements as compound sentences do. A complex sentence makes only *one complete statement* and is really a form of the **simple sentence**. The dependent clause is merely a *part of speech*

that has taken the form of a sentence, but is simply doing the work of a noun, adjective or adverb.

In giving the general analysis of a complex sentence, (1) *divide it into its two clauses*; (2) *analyse the principal clause, putting the dependent clause in its proper place, as a noun, adjective or adverb*; (3) *analyse the dependent clause, stating its use*. The particular analysis of each clause (see Simple Sentence, Part II., p. 47 and Part III., p.80) may afterwards be given separately.

My father wished that this tree should be cut down.

The castle, where he was born, lies in ruins.

Before the firemen arrived, the building fell.

KIND OF CLAUSE.	COMPLETE SUBJECT.	COMPLETE PREDICATE.	CONN.
1. Principal 2. Dependent (noun clause obj. of wished)	My father This tree	wished that this — down should be cut down	that
1. Principal 2. Dependent (adj. clause of castle)	The castle where he was born He	lies in ruins was born	where
1. Principal 2. Dependent (adv. clause of fell)	The building The firemen	fell before the—arrived arrived	Before

EXERCISE 52.

Give the general analysis of:—

1. When May comes the apple trees will blossom.
2. Speak clearly if you speak at all.
3. All that glitters is not gold.
4. They who touch pitch will be defiled.
5. As he approached the village, Rip met a number of people.
6. My heart leaps up when I behold a rainbow in the sky.
7. We have not heard how the affair ended.
8. I know a bank whereon the wild thyme grows.
9. Why he should suffer so much is beyond my conception.
10. The traveller noticed the light smoke curling up from a village whose shining roofs gleamed among the trees.
11. This is the

man of whom I am speaking. 12. Except ye repent ye shall likewise perish. 13. I fear that he will not succeed. 14. I thrice presented him a kingly crown which thrice he did refuse. 15. It was an autumn day when the grapes were ripe.

STRUCTURE OF SENTENCES (Review).

32. The parts that make up a sentence are (1) **subject**, (2) **predicate**, (3) **object or complement**. These are the *backbone* of the sentence. But a sentence has *limbs* as well. The limbs are (4) **attributive adjuncts**, and (5) **adverbial adjuncts**.

33. The *subject or object* must be a **name or words that do naming work**. These are (1) *nouns*, (2) *pronouns*, (3) *noun clauses*, (Part III., p. 90).

Complements may be (1) nouns or words that do the work of nouns, (2) adjectives or adjective phrases (p. 71), (3) adverbs or adverbial phrases (p. 75).

34. The *predicate* must be a *verb* or a *verb-form*, that is a *verb with auxiliaries*, (Part III., p. 66).

35. *Attributive adjuncts* are adjectives or words that do the work of adjectives. They are (1) *adjectives*, (2) *adjective phrases* (Part III., p. 70), (3) *adjective clauses* (Part III., p. 90), (4) *nouns in the possessive case* (Part II., p. 43), (5) *nouns in apposition* (Part II., p. 43).

Attributive adjuncts go with *simple subjects*, *simple objects* or *simple noun complements* to make **complete subjects**, **complete objects** and **complete noun complements**.

36. *Adverbial adjuncts* are adverbs or words that do the work of adverbs. They are (1) *adverbs*, (2) *adverbial phrases* (Part III., p. 73), (3) *adverbial clauses* (Part III., p. 92). They go most frequently with the *simple predicate* to make a **complete predicate**. They are also attached to *adjectives* or *other adverbs* (p. 75).

37. Sentences may be **simple**, **compound** or **complex**.

A **simple sentence** consists of a *single* statement, question, command or exclamation, (Part II., p. 48).

A **compound sentence** consists of two or more *simple coordinate clauses* (Part III., p. 84).

A **complex sentence** consists of a *principal clause* + a *dependent clause* (Part III., p. 89).

A **clause** may have all the parts that form a sentence (see p. 94, section 32). It must have *subject* and *predicate* (Part III., p. 84).

CAPITAL LETTERS AND PUNCTUATION MARKS.

(See Part I., p. 22 and Part II., p. 55.)

38. The following rules for the *comma* should be noted.

(1) The comma is used to mark off similar subjects, predicates, objects, complements, attributive adjuncts and adverbial adjuncts, when there are more than two, singly or in pairs.

(2) The comma is used to break up a sentence into parts so that its meaning may be clear to the reader, e.g.

(a) *Mounting his horse, the bandit rode off.*

(The comma marks off the adjective phrase with a participle.)

(b) *I came, I saw, I conquered.*

(The commas mark off the clauses of a compound sentence.)

(c) *The slaughter, which then took place, was terrible.*

(Commas mark off the adjective clause).

(d) *That he is dead, is true.*

(The comma marks off the noun clause).

(e) *As we climbed the hill, the clouds lifted.*

(The comma marks off the adverbial clause).

EXERCISE 53.

Punctuate, giving reasons. Rule 1.

1. We learn history drawing singing and drill. 2. Meat may be roasted boiled stewed or broiled. 3. The servant is neat obliging skilful and honest. 4. The general acted promptly prudently and courageously. 5. The old and young strong and weak rich and poor fell victims to the plague. 6. Sink or swim live or die survive or perish I give my voice to this vote. 7. The living and the dead rider and horse friend and foe lay huddled in one ghastly heap. 8. On right on left above below sprang up at once the lurking foe.

EXERCISE 54.

Punctuate, giving reasons. Rule 2.

1. Tom hearing a knock at the door ran for his mother. 2. Playing with her kitten Agnes received a severe scratch. 3. An elderly lady after toiling up two flights of stairs felt thoroughly exhausted. 4. A young lad from the country having served his apprenticeship as a carpenter came to town. 5. Upon arriving home from college the young man put on grand airs. 6. Returning home after several years' service the officer found his friends dead. 7. A rich old gentleman who kept a number of servants was hard to please. 8. When the train left the station the man was seen in the first carriage. 9. As the boys ran off in high glee they forgot to shut the gate. 10. One night while he was lying awake in bed he heard footsteps cautiously approaching. 11. A sportsman whose estate was overrun by poachers engaged a strong Highlander as gamekeeper. 12. To err is human to forgive divine. 13. The way was long the wind was cold the minstrel was infirm and old. 14. The pines rocked the storm eddied and the flames leaped heavenward. 15. Her brother seeing her danger seized the hearth-rug wrapped it round her and extinguished the flames.

EXERCISE 55 (Review).

Put in capitals and punctuation marks:—

1. A horse a horse my kingdom for a horse cried king richard.
2. Tom said his sister nellie where is the baby's new hat. 3.

Are alic and berth there asked their mother. 4. Hurrah long live the king. 5. What is Marys pet dog dead. 6. Gold gold do my eyes deceive me am I asleep or awake. 7. Stop stop john gilpin heres the house they all at once did cry ; the dinner waits and we are tired said gilpin so am I. (*Write this as four lines of verse.*)

SOME EXERCISES IN COMPOSITION.

39. Some cautions in writing compositions.

- (1) Write short sentences and use plenty of periods.
- (2) Vary the *form* of sentences, using sometimes simple, sometimes complex, and sometimes compound sentences. A *complex* or *compound* sentence is not necessarily a *long* sentence.
- (3) Know exactly what you are going to say in each sentence before you write the first word of it.
- (4) Punctuate your sentences, paying particular attention at this stage to the comma. The safest guide for the correct use of the comma is (1) to read the sentence aloud several times. (2) then to mark off by a comma *single words* or *groups of words*, where a **distinct pause** of the voice is necessary.

40. **The paragraph.** *The paragraph is a well arranged group of connected sentences treating of one part of a subject.* A new paragraph is marked by an indentation in the margin to the left.

The paragraph treats of **one** part of a subject ; it must have **unity**. The opening sentence introduces the *topic* of the paragraph and is called the **topic sentence**.

“*In the days of good King Arthur there lived in Cornwall a lad named Jack.*” (Topic sentence introducing the story of Jack the Giant-killer.)

"The Union Jack is the national banner of the United Kingdom of Great Britain and Ireland." (Topic sentence introducing "The Flag.")

Notice how, for the sake of emphasis, the word or words *naming the topic* may come **last** or **first**.

EXERCISE 56.

Write topic sentences introducing paragraphs on :

1. Little Red Riding-Hood. 2. Cinderella. 3. The Crusades.
4. Gibraltar. 5. Coral Islands. 6. Coal. 7. Steam.

41. The *sentences* of a paragraph should follow one another in good order and should be connected by **words of reference**. Some words and means of reference are :

(a) **Conjunctions**. The most important conjunctions that introduce sentences are, *likewise, moreover, for, however, nevertheless, therefore, wherefore, but, yet, still*. Do not confuse *sentences* with *clauses*.

(b) **Adverbs and adverbial phrases**, such as, *now, then, at length, on the contrary, once upon a time*, etc.

(c) **Pronouns** :

(1) *Personal Pronouns*.

(2) *Demonstratives*, that is words that point out and answer the question **which**, e.g., *this, that, the former, the latter, the first, the second, the same*.

(d) **Repetition of the literal words**. Sometimes we make reference emphatic by repeating the words themselves instead of substituting a personal or demonstrative pronoun, e.g., "*There never was such a goose. Bob said he didn't believe there ever was such a goose (one like it).*"

A Paragraph.

"I have always preferred cheerfulness to mirth. The latter I consider as an act, the former as a habit of the mind. Mirth is short and transient. Cheerfulness on the contrary is fixed and permanent."

The topic is the superiority of cheerfulness over mirth. The topic sentence expresses this notion. Words in heavy type are words of reference. *What are they? What do they do?*

EXERCISE 57.

Complete the paragraph by adding three or four *connected* sentences to each of the topic sentences in Ex. 56.

SOME SUITABLE SUBJECTS FOR COMPOSITION.

42. (Three paragraphs).

(1) **The Children in the Wood.** (*a*) The father's death. The children left to the uncle's care. The fortune. Why the uncle wished the children dead. (*b*) The uncle's resolve. The ruffians, why one killed the other. The wood where the children wandered. The robins, what they did. The death of the children. (*c*) The fate of the uncle and the ruffian who survived.

(2) **The Story of Daniel.** (Daniel vi.) Draw up an outline for three paragraphs, (*a*) Introduction, (*b*) The story, (*c*) Conclusion or result. *Write the composition.*

(3) **The Heroine of "Castle Dangerous."** (*a*) Castle Dangerous, its block-house. Madeleine Verchères, aged 14, left in charge. (*b*) Walks by the river to meet expected visitors. Sees Iroquois coming. Gains the fort shouting, "*Aux Armes.*" Inmates stupefied with fear. Takes command and inspires her two little brothers with same spirit. Holds fort for a week. Sleeps little, with gun in her arms. (*c*) Word taken to Montreal by labourers who had escaped Indians. Splashing of paddles and voices heard. The rescue.

(4) **Sparrow** (use pictures). (*a*) *Introduction.* Common English bird. Prefers town and is very bold in approaching man. Found in most countries of Europe. Imported into Canada. (*b*) *Description.* Not beautiful, small, brownish-grey. No song, lively chirp. Stays all year round. Bill—short, conical, seed-splitting. Long sharp claws for perching. Makes nest in spouts or under eaves. (*c*) *Uses.* Eats insects and helps farmer. Sometimes damages crops, but does more good than harm.

(5) **Volcanoes.** (a) *What they are.* Openings in earth's crust through which issue steam, cinders, great stones and lava. Called "burning mountains," but they neither burn nor are mountains. They are merely pipes or funnels. So called from Vulcan, supposed by ancients to have his smithy in the interior of the earth. (b) *How formed.* Materials thrown out fall around the opening. Form a cone with crater in centre. Active and extinct volcanoes. (c) Noted volcanoes, in Andes, in Europe, in Iceland. (Use pictures, etc.)

(6) **The Frozen North.** (a) Extends from North pole for $23\frac{1}{2}^{\circ}$ of latitude. Sea and land frozen. Sea covered with ice-fields, with spaces of water sometimes between. A wild white waste. Ships frozen in ice all winter. (b) *The sky.*—During arctic winter sun never seen. Only lights in the sky, the stars and northern lights. (c) *Arctic Explorers.* Dressed in furs. Norwegian snowshoes, sledges with Eskimo dogs. Explorers seek to extend our knowledge.

43. Many young writers find it difficult to *say something* without first having *something to say*. Others may know much about a subject, but not know how to say it in an *orderly* and *connected* way. A good plan is to take some familiar object such as *an umbrella*, or *a watch*, place it before you for examination, and cross-question it.

The following will be found suitable questions :

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. What are you ? 2. How did you get your name ? 3. Who uses you ? 4. What were you once ? 5. What were you like then . 6. Where were you obtained or found ? 7. From what sources do you come ? 8. What are y parts ? 9. Are you made, grown, or fitted together ? | <ol style="list-style-type: none"> 10. How were you fitted together or prepared for use ? 11. What is your appearance now ? Your size, shape, colour ? 12. How are you used ? By whom are you needed ? When are you needed ? For what purpose are you used ? 13. Where are you kept ? How are you treated by others ? |
|---|---|

(1) Write down answers to those questions which you are able to answer, using the first person, e.g., *I am an umbrella. I get my name from a word that means a shade, etc.* (2) Arrange your answers in two or three groups, putting together those that will go well together in the same paragraph. (3) Write out the paragraphs, connecting the sentences, changing their order at pleasure, and using the *third person*, e.g., *An umbrella is a useful article, carried by most people, young and old. It gets its name, etc.* The cross-questioning may be taken as a **class exercise**. The following are suitable subjects for treatment of this kind:—

1. A bird-cage. 2. A cent. 3. A tea-pot. 4. A Christmas-tree. 5. A doll. 6. A loaf. 7. A cup of tea.

LETTERS.

44. The heading and date.

These are written at the top of the paper at the right hand side. They may occupy two or more separate lines.

Maple Lodge, Valleyfield,
July 15, 1900.

40 Frederick Street,
Toronto,
May 16, 1900.

45. On a separate line towards the left of the page we *address the person* to whom the letter is written, the mode of **salutation** varying according to the relations existing between him and the writer.

- (1) Near relatives, "*My dear Mother,*" "*My dear Cousin.*"
- (2) Intimate friends, "*My dear Kate,*" "*My dear Bob.*"
- (3) Less familiar acquaintances, "*My dear Sir,*" "*Dear Mr. Brown,*" "*Dear Miss Jones.*"
- (4) Ordinary business letters, "*Dear Sir,*" "*Dear Madam.*"
- (5) Strictly formal or official correspondence, "*Sir,*" "*Madam.*"

46. At the end of the letter comes the **subscription**, written towards the right of the page and varying in its terms as before.

- | | |
|--|---|
| <p>(1) <i>I remain,</i>
 <i>My dear Mother,</i>
 <i>Your affectionate son,</i>
 <i>James Morton.</i></p> | <p>(2) <i>I remain,</i>
 <i>My dear Kate,</i>
 <i>Your loving friend,</i>
 <i>Sarah Harper.</i></p> |
| <p>(3) <i>Very sincerely yours,</i>
 <i>Walter White.</i></p> | <p>(4) <i>Yours respectfully,</i>
 <i>John Black.</i></p> |
| <p>(5) <i>I have the honour to be, Sir,</i>
 <i>Your obedient servant,</i>
 <i>William Roe.</i></p> | |

47. In business and more or less formal correspondence the name and address of the person to whom the letter is sent are written, sometimes at the beginning, sometimes at the end of the letter, in either case towards the left.

SPECIMEN LETTER.

(Application for the post of Junior Clerk.)

128 Hill Street,

Montreal, Jan. 20, 1900.

Messrs. Thompson & Robertson,
 Temple Building.

Gentlemen,

I beg to make application for the post of Junior Clerk in your Accountant's Department.

I am fourteen years of age, and have passed through all the grades of the Public Schools.

Mr. G. W. Smith, Principal of Minto School, has kindly promised to answer any inquiries respecting my character and attainments.

I shall be glad to wait upon you at any time that may suit your convenience.

Yours respectfully,

Arthur Kingston.

Why is this letter, though short, written in four paragraphs?

48. Some suitable subjects for letters.

1. A letter from Thompson & Robertson to Mr. G. W. Smith, making inquiries about Arthur Kingston's conduct, scholarship, health and family respectability.

2. An order for the following goods to a hardware merchant:—
One doz. knives and forks with balance handles, steel to be of the best quality and handles well finished. One carrying knife and fork. Two doz. brass stair rods. One garden hose, 30 yards. Goods to be forwarded by express next Thursday, and cheque to be sent in payment on receipt of invoice.

3. Letter acknowledging receipt of cheque for above, and enclosing receipted invoice. Make out receipted invoice. Make out cheque.

4. Letter applying to a local firm for a situation which you have seen advertised. Give an account of your schooling, reasons for making application, and what you expect to have to do. Write the advertisement.

5. A note asking your late master for a testimonial as to character.

6. An order for books. Invoice of same.

7. A letter thanking a relative for a Birthday or Christmas present.

8. A letter, in answer to an advertisement in *Evening Sun* of March 20th, making enquiries about a bicycle for sale.

49. Rule spaces about 4 inches by 3 inches, and direct envelopes to the following persons or firms :

1. Arthur Smith, Esq., The Lodge, Hull, Que.
2. Rev. J. H. Gibbon, B.A., The Rectory, Spark Street, Ottawa.
3. Alderman J. Bayley, J. P., 160 St. Denis St., Montreal.
4. Dr. Westwood, 259 Sherbrooke Street, Montreal.
5. The Editor, "Weekly Star," Young Street, Halifax.
6. Messrs. Aird Brothers, Princess Mills, Winnipeg.
7. Messrs. Heywood & Co., 97 High Street, London, Ont.
8. J. H. Yoxall, Esq., M.P., The House of Commons, Ottawa.
9. Messrs. Macmillan & Co., Ltd., Publishers, St. Martin's Street, London, W.C., England.

EASY EXERCISES IN ENGLISH.

PART IV.—INFLEXIONS OF THE PARTS OF SPEECH.—PARSING.

1. **Inflexion** is a change in the form (spelling) of a word to mark a change in its meaning, e.g., *Lion, lions, lion's, lioness.*

The Parts of Speech may be divided into two groups according as they admit, or do not admit, of inflexion. The *inflected* parts of speech are **Nouns, Pronouns, Verbs, Adjectives and Adverbs.** **Prepositions, Conjunctions and Interjections** are not inflected.

INFLEXIONS OF NOUNS.

2. **Nouns** are inflected (or change their form) to express gender, number and case.

GENDER.

3. **Gender** is an inflexion of nouns according to the sex they represent.

There are two genders, the masculine and the feminine. *Names of males, whether men or animals, are nouns of the masculine gender ; names of females are nouns of the feminine gender. Names of things without animal life are neither masculine nor feminine and are said to be of neuter (neither) gender. Some nouns may be used for*

either sex, and are said to be of common gender, e.g., *cousin*.

Obs.—In parsing such a word as *cousin* we call it masculine or feminine as the case may be, provided we know what is meant. If the sex is not known, we call it common. When the plural *cousins* includes both male and female relatives, we call it common gender.

4. We have in English three ways of expressing gender :—

(a). By change of ending as *actor, actress ; Jew, Jewess*.

EXERCISE 1.

(a). By adding *ess* form the feminine of *author, baron, count, giant, heir, host, mayor, peer, poet, prince, prophet*.

(b). By changing the ending into *ress* form the feminine of *conductor, duke (duchess), emperor, negro, tiger, traitor, master (mistress), hunter*.

The following have irregular endings, *Sultan, Sultana ; Czar, Czarina ; hero, heroine ; lad, lass ; marquis, marchioness ; widow, widower ; wizard, witch ; bridegroom, bride*.

(b). By using compound words, as, *he-goat, she-goat ; cock-sparrow, hen-sparrow ; man-servant, maid-servant*.

(c). By using different words :—

<i>Mas.</i>	<i>Fem.</i>	<i>Mas.</i>	<i>Fem.</i>	<i>Mas.</i>	<i>Fem.</i>
Boy,	Girl,	Father,	Mother,	Man,	Woman,
Brother,	Sister,	Friar,	Nun,	Monk,	Nun,
Bull,	Cow,	Gentleman,	Lady,	Nephew,	Niece,
Cock,	Hen,	Horse,	Mare,	Papa,	Mamma,
Colt,	Filly,	Husband,	Wife,	Ram,	Ewe,
Drake,	Duck,	King,	Queen,	Sir,	Madam,
Earl,	Countess,	Lord,	Lady,	Son,	Daughter.

EXERCISE 2.

Give the other form (masculine or feminine) and state how gender in each case is expressed :—

1. Man. 2. Cow. 3. Ram. 4. Governor. 5. Actress. 6. Landlord. 7. Bride. 8. Widow. 9. Duck. 10. Sister. 11. Sultan.

12. Pea-cock. 13. Lass. 14. Lady. 15. Mayor. 16. Wizard.
17. Ogre. 18. Milk-man.
-

EXERCISE 3.

Tell whether the following nouns are of masculine, feminine, common or neuter gender. Give a reason:—

1. King. 2. Throne. 3. Danger. 4. Bishop. 5. Sovereign.
6. Peeress. 7. Lord. 8. Brother. 9. Matilda. 10. Admiral.
11. Ship. 12. Sailor. 13. Stranger. 14. Officer. 15. William. 16. Doctor.
17. Fisherman. 18. Peasant. 19. Beast. 20. Weasel.
-

NUMBER.

5. Number is a change of form to denote one or more than one.

There are two numbers, the *singular* and the *plural*.
The *singular* denotes *one*, as *girl*, *tree*.

The *plural* denotes *more than one*, as *girls*, *trees*.

6. Most nouns form the plural number by adding *-s* or *-es* to the singular, as *cow*, *cows*; *fox*, *foxes*.

EXERCISE 4.

Write in parallel columns the singular and plural of:—

- (a). Box, dish, church, glass, bush, potato.
(b). Leaf, loaf, wolf, knife, wife, life.
(c). Lily, cry, fairy, canary, fly, poppy.
(d). Toy, holiday, bay, stairway, donkey, valley.

Examine your four lists and make rules for the plural of:—

- (a). Nouns that end in *-s*, *-sh*, *-ch*, *-x* or *-o*.
(b). Nouns that end in *-f*, or *-fe*.
(c). Nouns that end in *-y* after a consonant.
(d). Nouns that end in *-y* after a vowel.

7. The following nouns are irregular:—

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Man,	Men,	Foot,	Feet,
Child,	Children,	Goose,	Geese,
Ox,	Oxen,	Tooth,	Teeth,
Woman,	Women,	Mouse,	Mice.

EXERCISE 5.

Write (or spell) the plural of:

1. Hat. 2. Cherry. 3. Mouse. 4. Fly. 5. Church. 6. Negro.
 7. Wife. 8. Match. 9. Country. 10. Foot. 11. Volcano. 12.
 Baby. 13. Knife. 14. Key. 15. Wish. 16. Hero. 17. Goose.
 18. Child. 19. Bunch. 20. Box. 21. Mass. 22. Cuckoo.

CASE.

8. **Case** shows the relation between a noun or pronoun and some other word in the sentence. There are three cases, the **nominative** (or subject case), the **objective** (or object case) and the **possessive**.

A noun (or pronoun) that is the subject of a verb is in the **nominative case**. (See sec. 2, p. 33).

A noun (or pronoun) that is the object of a transitive verb (Sec. 5, p. 35) or of a preposition (Sec. 6, p. 69) is in the **objective case**.

The noun that stands for a person or thing that owns something is in the **possessive case**.

9. The nominative and objective cases are always alike, but nouns in the possessive case have a special sign. That sign is the apostrophe ('). For the possessive case of singular nouns put the (') after the noun and add -s, thus, *William's books*, *dog's collar*. For the possessive case of most plural nouns write the plural form of the noun and put (') after it, thus, *girls'*

school, boys' games. When the plural form does not end in *-s* add (*'s*), as *men's*.

Do not put (*'*) to *neuter* nouns. Instead of "*the house's front*," it is better to say "*the front of the house*."

EXERCISE 6.

Write the possessive case, singular and plural, of:—

Men, child, boy, miller, bakers, oxen, ladies, thief, Mary, calves, Henry, brethren, mason, chiefs, goose, farmers, fox, parents, flies.

EXERCISE 7.

In Exercise 1, p. 35, fill in suitable nouns as objects of the transitive verbs.

EXERCISE 8.

In Exercise 3 p. 70, name the prepositions and the objects which they govern.

EXERCISE 9.

Write (*a*) six sentences, each containing a noun in the nominative case, as subject; (*b*) six sentences, each containing a noun in the objective case after a transitive verb; (*c*) six sentences, each containing a noun in the objective case after a preposition; and (*d*) six sentences, each containing a noun in the possessive case.

EXERCISE 10.

Tell the case of the nouns and give the reason:

1. Baby smiles.
2. William's book was lost.
3. The cat mews.
4. Her cheek has lost the rose.
5. My father perished at the stake.
6. Philip's face had flushed.
7. Riches do many things.
8. The sheep browsed quietly on the hill.
9. With figs and plums and dates they fed the animals.
10. No person dined with the king.
11. The carpenter drew out the nail with a pair of pincers.

Example:—*Mary lent the sailor's flag to John.*

Mary, *nom. case, subject of lent.*

Sailor's, *poss. case, possessing flag.*

Flag, *obj. case, object of transitive verb lent.*

John, *obj. case, object of preposition to.*

PARSING. (See form on p. 136).

10. In parsing a noun state (1) part of speech; (2) class, whether Proper or Common (Sec. 3, p. 4); (3) inflexions, viz., gender, number, case; (4) reason for case.

EXERCISE 11.

Parse the nouns:

1. Lucy's frock is torn. 2. Ann gave Mary's doll to Jane. 3. The men have finished their work. 4. The house stands in the park. 5. Laura's watch was made at Geneva. 6. Charles rides his uncle's horse to London. 7. Down fell the ladies' thimbles and scissors into the brook.

ADJECTIVES AND THEIR INFLEXION.

11. Adjectives are of three kinds: (See sec. 2, p. 39).

(a). **Adjectives of quantity** that tell *how many* or *how much*, either exactly or in a general way: as *five, many, several, every, some, no*.

(b). **Adjectives of quality** that tell *what sort* of things: as *large, small, ugly, tall*.

(c). **Demonstrative Adjectives** that tell *which* things: as *a, the, this, that, my, his, first, tenth*.

EXERCISE 12.

Point out the adjectives in Exercise 8, p. 39, and state to which class each belongs.

EXERCISE 13.

Classify the following adjectives as adjectives of quantity, adjectives of quality, or demonstrative adjectives:—

1. Dark. 2. Stormy. 3. Much. 4. Twenty. 5. This. 6. Hot. 7. Enough. 8. Several. 9. Every. 10. An. 11. Wise. 12. All. 13. None. 14. Sad. 15. Third. 16. Deep. 17. Noble. 18. Less. 19. Most. 20. White. 21. You. 22. Same.

12. The only inflexion of adjectives is that of **Comparison**. Adjectives may have different forms to show three steps or degrees. Thus if I say, "*Mary is tall, John is taller, but Thomas is tallest,*" I assert that the quality of *tallness* belongs to Mary; belongs to John in a greater degree; and belongs to Thomas in a still greater degree. The adjectives *tall, taller, tall* are said to be respectively in the **Positive, Comparative, and Superlative degree**.

13. There are two ways of forming degrees of comparison.

(a). By inflexion—by adding to the positive *-er* to form the comparative, and *-est* to form the superlative, e.g., *heavy, heavier, heaviest*; *noble, nobler, noblest*.

(b). By using before the positive the adverbs of degree, *more* and *most*, e.g., *splendid, more splendid, most splendid*.

Most adjectives of two syllables (except those ending in *-er* and *-y*) and all adjectives of more than two syllables are compared by prefixing *more* and *most*.

14. The *positive degree* is used in speaking of *one* thing; the *comparative* is used in comparing *two* things; and the *superlative* in comparing *more than two* things. We must say "*She is the taller (not tallest) girl of the two,*" because we are comparing *two girls* only.

15. Some adjectives are compared irregularly:

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Bad (or evil),	Worse,	Worst,
Good,	Better,	Best,
Little,	Less,	Least,
Many (or much),	More,	Most,
Far,	Farther,	Farthest
Late,	Later (or latter),	Latest (or last),
Old	Older (or elder),	Oldest (or eldest).

EXERCISE 14.

(a). Give the comparative and superlative degrees of:

1. Calm. 2. Loud. 3. Lofty. 4. Sweet. 5. Idie. 6. Beautiful. 7. Bright. 8. Excellent. 9. Yellow. 10. Clever.

(b). Give all the degrees of:—

1. Less. 2. Late. 3. Most difficult. 4. Older. 5. Next. 6. Much. 7. More precious. 8. Worse. 9. Pretty. 10. Best.

16. Adjectives that admit of comparison are (a) most adjectives of quality, and (b) a few adjectives of quantity, like *few*, *many*. Other adjectives cannot be compared.

In parsing an adjective state (1) *Part of Speech*, (2) *Class*, (3) *Degree, if comparat.*, (4) *Noun or pronoun it is attached to*.

EXERCISE 15.

Parse the adjectives: (See form on p. 136.)

1. The best apples. 2. The next house. 3. Ten high pillars. 4. A dark room. 5. Fifty soldiers. 6. Her worst example. 7. Three pretty white lilies. 8. Many tall trees. 9. No wild animals. 10. That most miserable man. 11. Yonder big house. 12. My worst pen. 13. His own book. 14. Those narrow streets.

Example:—*Our tallest boy.*

Our, adjective, demonstrative, attached to "boy."

Tallest, adjective of quality, superlative, attached to "boy."

EXERCISE 16.

Parse nouns and adjectives:

1. John has bought a pretty doll for his youngest sister. 2. We waited several hours in a cold room. 3. Mary wore a heavy woollen cloak. 4. At Quebec our pilgrim stopped for the best part of a day. 5. The waves have now a redder glow. 6. The motherly care of the housekeeper provided an early breakfast.

INFLEXIONS OF PRONOUNS USED FOR NOUNS.

16. The chief pronouns used for nouns are *Personal*, *Relative*, *Interrogative* and *Demonstrative* pronouns.

Personal pronouns are simply substitutes for nouns. They are *I, thou, he, she, it*.

Relative pronouns, besides being used for nouns, connect two clauses together (See sec. 29, p. 90). They are *who, which* and *that*.

Interrogative pronouns are used to ask questions. They are *who, which, what*.

Demonstrative pronouns point out particularly the objects to which they refer. They are *this* and *that* with their plurals *these* and *those*. *This* refers to an object near by and *that* to an object more remote.

EXERCISE 17.

Point out the pronouns and state whether they are personal, relative, interrogative or demonstrative:—

1. He dreads disgrace. 2. I know the lady whom you mention. 3. What do you want? 4. The boy whose leg was broken is dead. 5. Which of you will go? 6. The picture that he bought is valuable. 7. Time steals them from us. 8. She withdrew the hand that had been resting upon me. 9. As I came up the valley, whom think ye I should see? 10. Give me that. 11. They rejoice to hear this. 12. These are important persons; those are not. 13. Whose hat is this?

17. Pronouns used for nouns have the same inflections as nouns, viz., gender, number and case. They have also one more inflection called *Person*.

PERSON. (See sec. 10, p. 38)

There are three persons, the *First*, the *Second*, and the *Third*.

Pronouns of the **first person** (I-we) mark the *person speaking*.

Pronouns of the **second person** (thou-you) mark the *person spoken to*.

Pronouns of the **third person** (he, she, it-they) mark the *person or thing spoken of*.

Obs.—All nouns are of the *third person*, because they are the names of persons and things *spoken of*. A person, speaking about himself, uses not his name, but some form of the pronoun "I;" and when we *speak to* a person we address him as "you." In parsing nouns, therefore, we do not need to state their *person*.

18. Pronouns are thus inflected:—

Person.	Gender.	Case.	Singular.	Plural.
First,	Common,	{ Nom.	I,	We,
		{ Obj.	Me,	Us,
Second,	Common,	{ Nom.	Thou,	You, ye,
		{ Obj.	Thee,	You,
Third,	Mas.	{ Nom.	He,	They,
		{ Obj.	Him,	Them,
Third,	Fem.	{ Nom.	She,	They,
		{ Obj.	Her,	Them,
Third,	Neuter,	{ Nom.	It,	They,
		{ Obj.	It,	Them,
First,	} Common,	{ Nom.	Who,	Who,
Second,		{ Obj.	Whom,	Whom.
Third,				

The personal pronouns change their form to express *number, person and case*.

The pronouns of the first and second persons (I and thou) are of **common gender**; that is, they may be used for either males or females. In the pronouns of the third person there is a change of form to express gender in the singular (*he, she, it*); but the single form *they* serves for all three genders in the plural.

The *possessive cases* of the personal pronouns are used only as adjectives and must be parsed as *demonstrative adjectives*. They are *my, mine; our, ours; thy, thine; your, yours; his, her, hers, its; their, theirs*. The forms *my, thy, his, her, our, your, their*, are used when the noun is expressed. The forms *mine, thine, ours, yours, theirs*, are used when the noun is understood, e.g., *This is my book; this book is mine*.

The pronoun *who* changes its form to express *case*, but does not change to express *gender, number or person*.

The demonstrative pronouns *this* and *that* change to express *number* only.

The pronouns *which*, *that* (relative) and *what* have no inflexions. They are said to be in the same *gender*, *number* and *person* as the nouns for which they stand. Their *case* depends on the verb or preposition.

EXERCISE 18.

Give the gender, number, person and case of *I, he, they, you, we, him, it, us, who, whom, thee, thou*.

EXERCISE 19.

The relative pronoun **who** is used for *persons* only, **which** for *inferior animals* and *things*, **that** for *all*. In Ex. 48, p. 91 insert the proper form of the relative and point out the two clauses which it connects.

EXERCISE 20.

In Exercise 49, p. 91, supply **who** or **whom**.

19. A relative pronoun relates to a word going before called the *antecedent*, e.g., in the sentence, "*A boy who is attentive is sure to excel*," *who* is a relative and relates to the word *boy*; *boy* goes before it and is called the *antecedent*. A *relative* is always in the same *gender*, *number* and *person* as the *antecedent*, e.g., **who** is *masc.*, *sing.*, *third*, so as to agree with **boy**.

EXERCISE 21.

Point out relatives and antecedents. Give the gender, number and person of the relatives.

1. He who quells an angry thought is noble. 2. The old soldier whom you saw was at Waterloo. 3. The girl who brought the parcel was not paid. 4. John has a bird which he caught in a trap. 5. He is a man whom I can trust. 6. Play the tune that I like. 7. Those whom we trust often deceive us. 8. You have the book that I want.

EXERCISE 22.

When *this* and *that* are followed by a noun, they are *demonstra-*

tive adjectives; when they stand alone they are *demonstrative pronouns*. Tell whether *this* and *that* with their plurals *these* and *those* are used as adjectives or pronouns:—

1. This pear is ripe. 2. Those apples are not ripe. 3. That paper is not good; this is better. 4. Do not mistake this for that. 5. These books were bought yesterday. 6. Virtue and vice are before you; this leads to ruin, that to happiness.

20. In parsing a pronoun, used for a noun, state (1) Part of speech, (2) class, (3) inflexions, viz., gender, number, person, case, (4) reason for case, (5) antecedent, if relative. Pronouns used as adjectives are parsed like other adjectives.

EXERCISE 23.

Parse the pronouns: (See form p. 136.)

1. I know thee. 2. Tell us who is coming. 3. Who told you? 4. I sent to you for gold which you denied me. 5. We saw John who was looking well. 6. Here are your pens which are all broken. 7. What is the matter? 8. Take this but leave those. 9. The girl that I left behind me.

EXERCISE 24.

Parse the nouns, adjectives and pronouns:—

1. The beautiful flower which you picked is dead. 2. My elegant shawl is covered with mud. 3. We played a most amusing game. 4. Who are staying at your friend's house? 5. These trees are taller than those in my garden. 6. A mad dog has torn her new frock. 7. Which do you prefer? 8. Who can do that?

EXERCISE 25.

Parse the nouns, adjectives and pronouns:—

1. My father and I watched Mr. Wren as he made a nest ready for Mrs. Wren. 2. First he brought some pine needles and dry hay. 3. We saw Mrs. Wren sitting on a bough waiting for him. 4. They did not mind us, but they scolded the cat. 5. When the nest was finished Mrs. Wren sat upon it and Mr. Wren perched near her and sang a little song for her.

THE VERB AND ITS INFLEXIONS.

21. The verb tells something about its subject. (See p. 34). A verb may tell (*a*) what the subject is (see p. 36, copulative verbs), (*b*) what the subject does (active verbs), (*c*) what is done to the subject (passive verbs).

22. Verbs are of two kinds *Intransitive* and *Transitive*.

A verb that makes complete sense without an object is intransitive, as Stars twinkle, (see p. 34).

A verb that requires an object after it in order to make complete sense is transitive, as The dog caught a rat.

EXERCISE 26.

In Exercises 1 and 2, p. 35, tell which verbs are transitive and which intransitive.

23. Verbs have five inflexions, *Voice, Mood, Tense, Person* and *Number*.

VOICE. (See pp. 65 and 66).

24. *Voice is the inflexion of a verb which shows whether the subject stands for the doer or the receiver of the action expressed by the verb.*

Transitive verbs have two voices, an **Active** and a **Passive** voice.

A **Verb** is said to be in the **Active** voice when it represents its subject as the doer of an act, as *John broke a window.*

A verb is said to be in the **Passive** voice when it represents its subject as receiving the action expressed by the verb, as *A window was broken by John.*

EXERCISE 27.

Tell whether the verbs are in the Active or Passive voice:—

1. The farmer ploughs his field.
2. The fields are ploughed.
3. He bowed his head.
4. The knight was filled with astonishment.
5. The grave was moistened by her tears.
6. He chose the narrow path.
7. A light was procured.
8. A victory has been won.
9. The servant fed the chickens.
10. The letter has been written.

EXERCISE 28.

When the active voice is changed into the passive, the object is changed into the subject. Thus "*The slave gathered figs*" becomes "*Figs were gathered by the slave.*" (Sec. 1, p. 66).

In the preceding Exercise change the sentences so as to change the voice of the verbs.

EXERCISE 29.

Review Exercise 1, p. 66.

Many *intransitive* verbs express action, e.g., *Dogs run*. Such verbs are in the *active voice*. Other intransitive verbs do not express action, e.g., *Men live*. Verbs of this kind *have no voice*.

In parsing an intransitive verb give its voice—*active*—when it expresses action, but not otherwise. Copulative verbs (sec. 6 & 7, p. 36) have no voice.

EXERCISE 30.

Tell whether the intransitive verbs are active or have no voice:—

1. The lion roars in his den.
2. Many people perished.
3. The man labours.
4. Swallows skim along the water.
5. Birds are animals.
6. Ducks swim; birds fly; Jane dances.
7. Goliath fell.
8. Baby sleeps.
9. John was here.
10. The apples look ripe.
11. The grapes proved sour.

MOOD.

25. Verbs have four moods or different ways of expressing their action. They are called the *Indicative*, the *Imperative*, the *Subjunctive* and the *Infinitive* moods.

26. We have seen that some sentences called *declarative* (Sec. 22, p. 48) assert or declare that something is or is not, and that other sentences called *interrogative* (Sec. 24, p. 49) ask questions. Such sentences contain verbs in the *indicative* mood.

The **indicative mood** is used to make statements of fact and to ask questions, as *Is the sun hot? The miller grinds corn. The horse was struck.*

27. Other sentences are put in the form of a *request* or *command*. Such sentences contain verbs in the *imperative* mood. (See sec. 23, p. 48.)

The **imperative mood** is used to give commands, as, *Open the window.*

Obs.—The subject of a verb in the imperative mood—the pronoun *thou* or *you*—is generally omitted, as, “*Read (you) that verse again.*” (See Sec. 23, p. 49.)

EXERCISE 31.

(a). Name the subjects. (b). Point out the verbs and tell whether they are in the indicative or imperative mood:—

1. Daniel Defoe wrote Robinson Crusoe. 2. Dost thou love life? 3. Plough deep. 4. God bless our fatherland. 5. Be useful where thou livest. 6. I met a little cottage girl. 7. Why does a rolling stone gather no moss? 8. Shine like the sun. 9. The farmer picks the apples and piles them in rosy heaps; next he will assort them and put them into barrels. 10. Take this daisy, break it apart and notice the little tubes. 11. Shall I tell you a story?

28. The **Subjunctive Mood** is used to express a condition or supposition, as, *If he arrive to-day, he will be in time; I will come if he allow me.*

Obs.—The subjunctive mood has generally *if* or some other conjunction before it, and is always related to another verb.

If he arrive is in the subjunctive mood; it shows there is doubt as to whether he will arrive or not and it is connected with the other clause, *he will be in time*.

If he allow is in the subjunctive mood; it shows on what condition the action will take place, and it is attended by another clause, *I will come*.

EXERCISE 32.

(a). Point out verbs in the subjunctive mood; (b) point out other verbs and tell their mood:—

1. If the day be fine, we will go to-morrow. 2. Though he try again, he will not succeed. 3. If he live virtuously, he will die happy. 4. If you go, I will follow. 5. Take care lest you fall. 6. Speak, though it be of defeat. 7. If he have anything he will give it. 8. I will know more of thee ere we part.

29. The infinitive mood is a verb-form which consists of the verb in its simplest form, generally preceded by the preposition *to*, which may be called the *sign of the infinitive*. It has no subject and, therefore, no person or number.

The infinitive is often equivalent to a noun. It may be used as the subject or object of a verb, e.g.,

To err (subject) *is human*.

He offered to pay (object).

Our orders are to march (noun complement).

EXERCISE 33.

Point out the infinitives and state of each whether it is used as subject, object or noun complement:—

1. To obey is our duty. 2. I forgot to shut the door. 3. He likes to study. 4. To be good is to be happy. 5. To begin implies to end. 6. My instructions were to follow. 7. The bear began to dance. 8. To see requires no small skill.

EXERCISE 34.

Make sentences containing the following infinitives:—

1. To help. 2. To fly. 3. To flee. 4. To lie. 5. To lay. 6. To

ask. 7. To forgive. 8. To sow. 9. To sew. 10. To lose. 11. To injure. 12. To travel. 13. To remember. 14. To persevere.

30. Besides the moods verbs have certain forms called *Participles*. (Sec. 18, p. 81). The participle, as its name implies, is *part verb, part adjective*. The work that it does in a sentence is *adjective work*. Participles must, therefore, be parsed like adjectives.

Verbs have three participles—the Present, the Past and the Perfect.

The **present participle** always ends in *-ing*, as *loving, singing, writing*.

The **past participle** has various endings as *loved, sung, written*.

The **perfect participle** is made up of the past participle and the auxiliary *having*, as *having loved*.

EXERCISE 35.

Point out the participles :

1. Hearing you were unwell, I came to see you. 2. The story told by the old sailor was true. 3. Having read the book he returned it to the library. 4. The copy written by David was very clean. 5. Charles, having walked six miles, came home very tired. 6. The books lying on the table belong to me.

EXERCISE 36.

In Ex. 32, p. 81 and Ex. 33, p. 82, point out the participles.

EXERCISE 37.

Tell the voice and mood of the verbs :

1. Cover the embers. 2. Having thus spoken the messenger retired. 3. Come where my love lies dreaming. 4. The picture painted by your brother has been sold. 5. To love is to be loved. 6. How is glass made? 7. The child is taught to read. 8. I shall be disgraced if I go.

TENSE.

31. **Tense** is an inflexion to mark the *time* at which the action occurs. Now time is either present, past or future. Verbs have, accordingly, three principal tenses to indicate this distinction of time.

<i>Present tense.</i>	<i>Past tense.</i>	<i>Future tense.</i>
I love.	I loved.	I shall (or will) love.

The present tense shows that the action is going on just now.

The past tense shows that the action is past.

The future tense shows that the action is yet to take place.

EXERCISE 38.

Fill the blanks with verbs (*a*) in the present tense, (*b*) in the past tense, (*c*) in the future tense:—

1. We ball every Saturday afternoon. 2. They good friends of mine. 3. Mary and John to school together. 4. Birds; fishes; snakes; dogs 5. My uncle me a dollar whenever he to visit us. 6. Grapes in clusters. 7. A spider eight legs.

32. Besides the three simple tenses already named, verbs have three *compound tenses*. These are formed from the past *participle* of the principal verb (see sec. 18, p. 81) by prefixing the three simple tenses of the *auxiliary verb have*, viz., *I have*, *I had*, *I shall have*. Thus if we prefix these auxiliaries to *loved*, the past participle of *love*, we get three compound verb-forms, called the **present-perfect**, **past-perfect** and **future-perfect** tenses.

<i>Present perfect.</i>	<i>Past perfect.</i>	<i>Future perfect.</i>
I have loved.	I had loved.	I shall (or will) have loved.

The three compound or perfect tenses show an action finished or completed.

The present perfect tense shows that the action has just now been completed, as Jane has written her exercise.

Has written is the present perfect tense. Written shows that the act of writing is finished. Has shows that it is finished at the present time. Hence the name Present perfect.

The past perfect tense shows that the action was completed at a time now past, as William had corrected the exercise before you told him.

Had corrected is the past perfect tense. Corrected shows that the action is finished. Had shows that it was finished at a time now past, viz., before you told him. Hence the name Past perfect.

The future perfect tense shows that the action will be completed at some time yet to come, as, The ship will have sailed before you arrive.

Will have sailed is future perfect tense. It shows that the action will be finished, before another future action takes place. Hence the name Future perfect.

EXERCISE 39.

Point out the verbs and tell their tenses:—

1. My eldest daughter had finished her Latin lesson. 2. He had lost his way in the pine woods. 3. The wind has howled all day. 4. You will have completed your work by Saturday. 5. We had left our two servants behind us. 6. All shyness had vanished. 7. The surgeon has set my arm skilfully. 8. The news had arrived before I returned. 9. Mary will have finished her work by six o'clock.

EXERCISE 40.

Tell the tenses of the verbs:—

1. The coach has arrived. 2. The flowers withered. 3. The servant had opened the door. 4. The peacock screams and the cricket chirps. 5. Mary will ring the bell. 6. The children will have finished their lessons before you go. 7. The postman called yesterday; he comes daily. 8. We travelled through Canada.

EXERCISE 41.

(a). Change the tenses from the present to the past and future:—

1. The ship sails. 2. Horses run swiftly. 3. The gas burns brightly. 4. The trumpet sounds. 5. Dogs snarl. 6. He opens the door. 7. The sun melts the ice.

(b). Change the tenses from present to present perfect:—

1. Mary milks the cow. 2. The dog follows his master. 3. The servant cleans the room. 4. The bear climbs a pole.

(c). Change tenses from past to past perfect:—

1. The fire burned. 2. John gained a prize. 3. I waited several hours. 4. The sexton tolled the bell. 5. The bird hopped from bough to bough. 6. The wind blew.

(d). Change tenses from future to future perfect:—

1. Papa will arrive. 2. The soldiers will defend their king. 3. The fleet will sail from Halifax. 4. We will walk in the valley. 5. They will return by the hill.

PERSON AND NUMBER.

33. Verbs have *singular* and *plural* forms and also forms for the *three persons*.

	<i>Singular.</i>	<i>Plural.</i>
<i>1st per.</i>	I play.	We play.
<i>2nd per.</i>	Thou playest.	You play.
<i>3rd per.</i>	He, she or it plays.	They play.

A verb agrees with its subject in person and number.

To tell the person and number of a verb, find the subject. The verb will be in the same person and number. If the subject is a noun, the verb will always be in the third person.

EXERCISE 42.

Fill the blanks with suitable words and tell the person and number of the verbs:—

1. They letters. 2. You the bell. 3. I quickly.
4. He to Montreal. 5. We geography. 6. John to

me. 7. Many were shot. 8. plays football. 9. King John in the year 1216.

34. *Two singular nouns joined by and require a verb in the plural, e.g., John and Mary play (not plays) in the park.*

Two singular nouns separated by or, nor, but, require a singular verb, e.g., John or Mary plays (not play) in the park.

Two singular nouns joined by with, also, as well as, require a verb in the singular number, e.g., Mary, also Edith, is (not are) here.

Each, every, either, neither are singular and require a singular verb, e.g., Each man and woman is here.

EXERCISE 43.

Fill in the blanks with **is** or **are**, giving reasons:—

1. Both brother and sister lame. 2. Neither John nor James present. 3. Every man here. 4. Either his father or mother dead. 5. This book with four other volumes my gift. 6. Not the father but the son punished. 7. Every picture on the walls beautiful. 8. Either you or she wrong. 9. The boy with his father here. 10. The king as well as the queen coming. 11. Each apple and pear marked.

EXERCISE 44.

Tell the person and number of each verb:—

1. Albert has disappeared. 2. I have survived. 3. My arm is strong. 4. Thou wilt smile. 5. Every tree springs from a seed. 6. The rabbi listened with interest. 7. They passed each other. 8. Thou knowest the life I have led. 9. A ship came in the autumn. 10. Cry aloud. 11. Was the winter very severe? 12. Will she return to-morrow? 13. Shall we go? 14. Will you answer if I call?

35. The collection of all forms of a verb by which we mark its *Voice, Mood, Tense, Person* and *Number* is called its **Conjugation**.

To conjugate a verb in both Active and Passive voices we must know the two *auxiliary* or *helping* verbs "*be*" and "*have*." (See sec. 2, p. 66).

Have is a Tense auxiliary and helps to form the Compound or Perfect tenses.

Be is a Voice auxiliary and helps to form the Passive voice of transitive verbs.

36. Conjugation of auxiliary verb *have*.

HAVE.

INDICATIVE MOOD.

Present Tense.

- Singular.*
1. I have.
2. Thou hast.
3. He has.

- Plural.*
1. We have.
2. You have.
3. They have.

Past Tense.

- Singular.*
1. I had.
2. Thou hadst.
3. He had.

- Plural.*
1. We had.
2. You had.
3. They had.

Future Tense.

- Singular.*
1. I shall or will have.
2. Thou shalt or wilt have.
3. He shall or will have.

- Plural.*
1. We shall or will have.
2. You shall or will have.
3. They shall or will have.

37. Conjugation of auxiliary verb *be*.

BE.

INDICATIVE MOOD.

Present Tense.

- Singular.*
1. I am.
2. Thou art.
3. He is.

- Plural.*
1. We are.
2. You are.
3. They are.

Past Tense.

- Singular.*
1. I was.
2. Thou wast.
3. He was.

- Plural.*
1. We were.
2. You were.
3. They were.

Future Tense.

- Singular.*
1. I shall be.
2. Thou wilt be.
3. He will be.

- Plural.*
1. We shall be.
2. You will be.
3. They will be.

Present Perfect Tense.

- Singular.*
 1. I have been.
 2. Thou hast been.
 3. He has been.

- Plural.*
 1. We have been.
 2. You have been.
 3. They have been.

Past Perfect Tense.

- Singular.*
 1. I had been.
 2. Thou hadst been.
 3. He had been.

- Plural.*
 1. We had been.
 2. You had been.
 3. They had been.

Future Perfect Tense.

- Singular.*
 1. I shall have been.
 2. Thou wilt have been.
 3. He will have been.

- Plural.*
 1. We shall have been.
 2. You will have been.
 3. They will have been.

SUBJUNCTIVE MOOD.

Present Tense.

- Singular.*
 1. If I be.
 2. If thou be.
 3. If he be.

- Plural.*
 1. If we be.
 2. If you be.
 3. If they be.

Past Tense.

- Singular.*
 1. If I were.
 2. If thou wert.
 3. If he were.

- Plural.*
 1. If we were.
 2. If you were.
 3. If they were.

Future Tense.

- Singular.*
 1. If I shall or will be.
 2. If thou shall or will be.
 3. If he shall or will be.

- Plural.*
 1. If we shall or will be.
 2. If you shall or will be.
 3. If they shall or will be.

Present Perfect Tense.

- Singular.*
 1. If I have been.
 2. If thou have been.
 3. If he have been.

- Plural.*
 1. If we have been.
 2. If you have been.
 3. If they have been.

Past Perfect Tense.

- Singular.*
 1. If I had been.
 2. If thou had been.
 3. If he had been.

- Plural.*
 1. If we had been.
 2. If you had been.
 3. If they had been.

Future Perfect Tense.

- Singular.*
 1. If I shall or will have been.
 2. If thou shall or will have been.
 3. If he shall or will have been.

- Plural.*
 1. If we shall or will have been.
 2. If you shall or will have been.
 3. If they shall or will have been.

IMPERATIVE MOOD.

Present Tense.

- Singular.*
 2. Be, or be thou.

- Plural.*
 2. Be, or be you.

INFINITIVE MOOD.

Present, To be.

Perfect, To have been.

PARTICIPLES.

Present.
 Being.

Past.
 Been.

Perfect.
 Having been.

38. Conjugation of transitive verb *love*.

LOVE.

ACTIVE VOICE.

INDICATIVE MOOD.

Present Tense.

- Singular.*
 1. I love.
 2. Thou lovest.
 3. He loves.

- Plural.*
 1. We love.
 2. You love.
 3. They love.

Past Tense.

- Singular.*
 1. I loved.
 2. Thou lovedst.
 3. He loved.

- Plural.*
 1. We loved.
 2. You loved.
 3. They loved.

Future Tense.

- Singular.*
 1. I shall love.
 2. Thou wilt love.
 3. He will love.

- Plural.*
 1. We shall love.
 2. You will love.
 3. They will love.

Present Perfect Tense.

- Singular.*
 1. I have loved.

- Plural.*
 1. We have loved.

Past Perfect Tense.

- Singular.*
 1. I had loved.

- Plural.*
 1. We had loved.

Future Perfect Tense.

- Singular.*
 1. I shall have loved.

- Plural.*
 1. We shall have loved.

SUBJUNCTIVE MOOD.

Present Tense.

- Singular.*
 1. If I love.
 2. If thou love.
 3. If he love.

- Plural.*
 1. If we love.
 2. If you love.
 3. If they love.

Past Tense.

- Singular.*
 1. If I loved.
 2. If thou loved.
 3. If he loved.

- Plural.*
 1. If we loved.
 2. If you loved.
 3. If they loved.

Future Tense.

- Singular.*
 1. If I shall or will love.
 2. If thou shall or will love.
 3. If he shall or will love.

- Plural.*
 1. If we shall or will love.
 2. If you shall or will love.
 3. If they shall or will love.

Present Perfect Tense.

- Singular.*
 1. If I have loved.

- Plural.*
 1. If we have loved.

Past Perfect Tense.

- Singular.*
 1. If I had loved.

- Plural.*
 1. If we had loved.

Future Perfect Tense.

- Singular.*
 1. If I shall or will have loved.

- Plural.*
 1. If we shall or will have loved.

IMPERATIVE MOOD.

Present Tense.

- Singular.*
 2. Love, or love thou.

- Plural.*
 2. Love, or love you.

INFINITIVE MOOD.

Present, To love.

Perfect, To have loved.

PARTICIPLES.

Present, Loving.

Perfect, Having loved.

LOVE.
PASSIVE VOICE.

INDICATIVE MOOD.

Present Tense.

- | | |
|--------------------|--------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. I am loved. | 1. We are loved. |
| 2. Thou art loved. | 2. You are loved. |
| 3. He is loved. | 3. They are loved. |

Past Tense.

- | | |
|---------------------|---------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. I was loved. | 1. We were loved. |
| 2. Thou wast loved. | 2. You were loved. |
| 3. He was loved. | 3. They were loved. |

Future Tense.

- | | |
|----------------------|-----------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. I shall be loved. | 1. We shall be loved. |

Present Perfect Tense.

- | | |
|-----------------------|------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. I have been loved. | 1. We have been loved. |

Past Perfect Tense.

- | | |
|----------------------|-----------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. I had been loved. | 1. We had been loved. |

Future Perfect Tense.

- | | |
|-----------------------------|------------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. I shall have been loved. | 1. We shall have been loved. |

SUBJUNCTIVE MOOD.

Present Tense.

- | | |
|-------------------|--------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. If I be loved. | 1. If we be loved. |

Past Tense.

- | | |
|---------------------|----------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. If I were loved. | 1. If we were loved. |

Future Tense.

- | | |
|---------------------------------|----------------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. If I shall or will be loved. | 1. If we shall or will be loved. |

Present Perfect Tense.

- | | |
|--------------------------|---------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. If I have been loved. | 1. If we have been loved. |

Past Perfect Tense.

- | | |
|-------------------------|--------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. If I had been loved. | 1. If we had been loved. |

Future Perfect Tense.

- | | |
|--|---|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. If I shall or will have been loved. | 1. If we shall or will have been loved. |

IMPERATIVE MOOD.

Present Tense.

- | | |
|--------------------------------|------------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 2. Be loved, or be thou loved. | 2. Be loved, or be ye loved. |

INFINITIVE MOOD.

- | | |
|------------------------------|-------------------------------------|
| <i>Present, To be loved.</i> | <i>Perfect, To have been loved.</i> |
|------------------------------|-------------------------------------|

PARTICIPLES.

- | | | |
|---------------------------------|------------------------|---------------------------------------|
| <i>Present,</i>
Being loved. | <i>Past,</i>
Loved. | <i>Perfect,</i>
Having been loved. |
|---------------------------------|------------------------|---------------------------------------|

N. B.—An intransitive verb is conjugated like the active voice of a transitive verb but its participles are *Present, Past, and Perfect*: as, *Present, Shining*; *Past, Shone*; *Perfect, Having shone.*

39. A verb may have four forms :—

(a). A **progressive form**, as, *I am loving*. This form is made up of the *present participle* and the auxiliary verb "be."

(b). An **emphatic form**, as, *I do love*. This form is made up of the *simple verb* and the auxiliaries *do, did*.

(c). An **interrogative form**, as, *Lovest thou? Dost thou love? Hast thou loved?* (See sec. 24, p. 49).

(d). A **negative form**, as, *I love not; I do not love; I have not loved*. (See sec. 58, p. 29).

EXERCISE 45.

Supply suitable nouns or pronouns as subjects of the verbs in Ex. 2, p. 67. Then give the voice, mood, tense, person and number of each verb.

40. Verbs are divided into two classes, *Regular* and *Irregular*, according to their way of forming the past tense and past participle.

Regular verbs form the past tense and past participle by adding -ed, -d or -t to the present, as, *play, played; love, loved; bless, blest; build, built*.

Irregular verbs form the past tense and past participle by changing a vowel, as, *steal, stole, stolen*.

Some irregular verbs in common use are :—

<i>Present.</i>	<i>Past.</i>	<i>Past participle.</i>	<i>Present.</i>	<i>Past.</i>	<i>Past participle.</i>
Abide,	Abode,	Abode,	Hold,	Held,	Held, holden,
Am,	Was,	Been,	Lie,	Lay,	Lain,
Bear,	Bore, bare,	Borne,	Mow,	Mowed,	Mown,
Bid,	Bade, bid,	Bidden, bid,	Ride,	Rode,	Ridden,
Blow,	Blew,	Blown,	See,	Saw,	Seen,
Choose,	Chose,	Chosen,	Sit,	Sat,	Sat,
Come,	Came,	Come,	Slay,	Slew,	Slain,
Do,	Did,	Done,	Speak,	Spoke,	Spoken,
Drink,	Drank,	Drunk,	Spit,	Spat,	Spit,
Eat	Ate, eat,	Eaten,	Stand,	Stood,	Stood,
Fall,	Fell,	Fallen,	String,	Strung,	Strung,
Find,	Found,	Found,	Shoot,	Shot,	Shot,
Fly,	Flew,	Flown,	Swear,	Swore,	Sworn,
Freeze,	Froze,	Frozen,	Tell,	Told,	Told,
Get,	Got,	Gotten, got,	Take,	Took,	Taken,
Give,	Gave,	Given,	Think,	Thought,	Thought,
Go,	Went,	Gone,	Wake,	Waked, woke,	Waked,
Hide,	Hid,	Hidden,	Win,	Won,	Won.

EXERCISE 46.

Give the past tense and past participle (principal parts, see sec. 41, p. 30) of the following verbs, using as models the verbs printed in italics :—

1. *Take*—Betake, mistake, overtake, partake, retake, shake, undertake, forsake. 2. *Speak*—Break, bespeak. 3. *Come*—Become, overcome. 4. *Hold*—Behold, withhold. 5. *Mow*—Hew, grave, engrave, saw, sew, sow, show, shape, misshape, strew, lade, mlade, shave. 6. *Find*—Bind, grind, rebind, unbind, wind, shine, outshine. 7. *Blow*—Throw, know, grow, outgrow, overthrow, draw, withdraw. 8. *Choose*—Weave. 9. *Drink*—Shrink, run, forerun, outrun, ring, spring, sting, sing, sink, spin, begin, swim. 10. *See*—Foresee. 11. *Tell*—Sell, foretell. 12. *Give*—Forgive. 13. *Swear*—Tear, wear, forswear. 14. *Hide*—Chide. 15. *Think*—Bethink, bring, buy, catch, fight, seek, teach, beseech. 16. *Bear*—Forbear. 17. *Wake*—Awake. 18. *Fall*—Befall. 19. *Get*—Beget, forget, tread, retread. 20. *Ride*—Stride, bestride, smite, strive, write, thrive, rise, arise, uprise. 21. *Do*—Outdo, overdo, undo. 22. *String*—Cling, fling, swing, wring, stick, strike, hang, overhang, dig. 23. *Stand*—Withstand, understand. 24. *Go*—Undergo. 25. *Shoot*—Feed, breed, bleed, flee, shoe, feel, kneel, keep.

EXERCISE 47.

Conjugate the verbs *go* (1st pers. sing.), *shine* (2nd pers. sing.), *fly* (3rd pers. sing.); and in the passive voice *do* (1st pers. pl.), *remember* (2nd pers. pl.), *strike* (3rd pers. pl.)

41. In parsing a verb give (1) *part of speech*, (2) *class, regular or irregular*, (3) *kind, transitive or intransitive*, (4) *inflexions, viz., voice* (if transitive or active intransitive), *mood, tense, person, number*, (5) *subject with which it agrees*.

Obs.—In parsing a verb in the infinitive mood omit (5) and *person and number* in (4). In parsing a participle omit *mood, person and number* in (4) and instead of (5) give the noun or pronoun to which it is attached (see adjective.)

EXERCISE 48.

Parse the verbs :—

1. The wheel was broken.
2. The tables have been turned.
3. The soldiers will be prepared to march.
4. Be careful.
5. You were all asleep when I arrived.
6. We had finished our dinner before you came.
7. Honour and obey your parents.
8. Be induced to comply.
9. Every man who lives is born to die.
10. Roused from his rest, he woke shivering with horror.
11. The band began to play.

ADVERBS. (See pp. 43 and 44.)

42. An **adverb** is a word which modifies a verb, an adjective or another adverb. Adverbs are of four classes :—

- (a). **Adverbs of time**, as, *to-day, often, late, ago.*
- (b). **Adverbs of place**, as, *above, far, nowhere, yonder.*
- (c). **Adverbs of manner**, as, *thus, quickly, slowly.* This is the largest class and includes nearly all adverbs ending in *-ly* derived from adjectives. (See p. 44).
- (d). **Adverbs of degree**, as, *almost, quite, less, most.* These adverbs generally modify adjectives and other adverbs.

43. Some adverbs have, like adjectives, degrees of comparison. They are compared thus :—

- (a). By adding *-er* and *-est* to the positive, as, *soon, sooner, soonest.*
- (b). By prefixing *more* and *most* to the positive, as, *brightly, more brightly, most brightly.*
- (c). Irregularly: as *little, less, least* (see irreg. adjectives, p. 111).

EXERCISE 49.

Classify the adverbs and compare them when you can :—

1. Soon.
2. Loud.
3. Ill.
4. Much.
5. Often.
6. Hard.
7. Again.
8. Too.
9. Only.
10. Once.
11. Near.
12. Far.
13. Happily.
14. Seldom.
15. Early.
16. Late.
17. Delightfully.

EXERCISE 50.

Point out the adverbs in Ex. 22, p. 45, tell to which class each belongs and what part of speech it modifies.

44. In parsing an adverb give (1) *part of speech*, (2) *class*, (3) *degree, if comparable*, (4) *word it modifies*.

EXERCISE 51.

Parse the adverbs:—

1. The maidens chattered most merrily. 2. He no sooner felt the wound than he fainted. 3. The wind blows more loudly, the waves dash more fiercely. 4. Thrice he came. 5. He often visits the spot. 6. Come hither quickly. 7. I called here twice yesterday.

PREPOSITIONS.

45. A **preposition** is a word placed before a noun or pronoun to show its relation to some other word in the sentence.

Obs.—Prepositions go with nouns or pronouns to make phrases. (Sec. 6, p. 69.) Prepositions may be known by observing that they cannot be removed from a sentence except in connection with the noun or pronoun which they govern.

Prepositions have no inflexion. In parsing a preposition give (1) *part of speech*, (2) *object it governs*.

EXERCISE 52.

Parse the prepositions in Exercise 3, p. 70.

CONJUNCTIONS.

46. **Conjunctions** join words or clauses together, as, *An apple and a pear*; *We expect that he will go*.

Conjunctions are of two kinds, *Co-ordinating* and *Sub-ordinating*.

Co-ordinating conjunctions join *co-ordinate clauses*, e.g., *and*, *but*, *either-or*, *neither-nor*, (sec. 20, p. 84).

Sub-ordinating conjunctions introduce *dependent clauses*, e.g., *that*, *if*, *though*, (sec. 27, p. 89).

47. In parsing a conjunction give (1) *part of speech*, (2) *kind*, (3) *words or clauses it joins*.

EXERCISE 53.

Parse the conjunctions in Ex. 39, p. 85.

EXERCISE 54.

Parse the conjunctions in Ex. 45, p. 89.

48. Corresponding conjunctions are those that are used in pairs. They may be :—

(a) <i>Conjunction.</i>	<i>Conjunction.</i>	(b) <i>Adverb.</i>	<i>Conjunction.</i>
Although,	Still, yet,	As,	As,
As,	So,	Not,	But,
Because,	Therefore,	Not only,	But also,
Both,	And,	Rather,	Than,
Either,	Or,	So,	As,
Neither,	Nor,	So,	That,
Whether,	Or,	Then,	When.

EXERCISE 55.

Point out corresponding conjunctions :—

1. He shouted as loud as he could. 2. Although he loved hunting yet he declined the offer. 3. He was by nature neither timid nor credulous. 4. He cared not whether the young fellow sank or swam. 5. This brings both a curse and a shame on the country. 6. The workman was so diligent that his task was finished by noon. 7. I love not only the hills but also the vales. 8. I would rather win than lose. 9. Where he lists, there he goes.

INTERJECTION.

49. An interjection is a word that expresses sudden feeling, as, *Alas! the ship is lost.*

Obs.—An interjection forms no part of the sentence, but is simply an exclamation expressing joy, sorrow, surprise, pain, grief. It has no inflexions. In parsing an interjection we merely state the part of speech.

EXERCISE 56.

Parse all words in the following sentences:—

1. The child burnt his finger.
2. Cats eat mice.
3. Cicero's eloquence struck them dumb.
4. Mary wrote two letters.
5. I will forgive Tom's rudeness.
6. Finish your work in good time.
7. He scarcely spoke a word.
8. We cross the Atlantic in six days.
9. You will go to-morrow.
10. This carpenter lives in the second house.
11. They will ask many questions.
12. Abel was killed by Cain.
13. The house will be put in good repair by the landlord.
14. Hark! The bell is ringing.
15. "Bah!" muttered his friend peevishly.

EXERCISE 57.

Parse all words in the following sentences:—

1. Come early and go late.
2. He and I have fought for our lives.
3. Three weeks had elapsed since that time.
4. We have known it since Thursday.
5. Hit him hard; he has no friends.
6. The ship will be laden with timber.
7. He had been shot, but never felt it.
8. The day was spent in sadness.
9. Pick up the books on the floor.
10. Thrice he will have routed all his foes.
11. The men's boats have been destroyed.
12. Alas! you remember not the difference between us.
13. Oh, dear me! I am very tired.

EXERCISE 58.

Parse all words in the following sentences:—

1. He was wiser than you.
2. Who said so?
3. Have you read the book which I sent?
4. I, who am poorer than you are, am content.
5. That picture which pleased you was painted by my brother.
6. I wonder whom they have invited.
7. He stood frowning at his cousin.
8. Thus speaking he left the room.
9. I go but you remain.
10. Your son had gone before I came.
11. You speak too rapidly.
12. Remember Lot's wife.
13. Make hay while the sun shines.
14. Hush! I will say no more than that.
15. Study diligently lest you incur the displeasure of your teacher.

FORM OF PARSING.				
1. <i>Mary and I counted several weary hours. 2. Quickly finish the work that remains. 3. Who knocks at my door.</i>				
Word.	Part of Speech.	Class or kind.	Inflections.	Remarks.
Mary	noun	proper	fem., sing., nom.	subj. of <i>counted</i> .
and	conj.	co-ord.		joining <i>Mary</i> to <i>I</i> .
I	pron.	pers.	com., sing., 1st, nom.	subj. of <i>counted</i> .
counted	verb	reg., trans.	act., indic., past, 1st, pl.	agrees with <i>Mary and I</i> .
several	adj.	quant.	(not comparable)	attached to <i>hours</i> .
weary	adj.	qual.	positive	attached to <i>hours</i> .
hours.	noun	com.	ment., pl., obj.	obj. of tr. verb <i>counted</i> .
Quickly	adv.	man.	positive	modifies <i>finish</i> .
finish (thou)	verb	reg., 1 uns.	act. imperative, pres., 2nd, sing.	agrees with (<i>thou</i>).
the	adj.	demonst.		attached to <i>work</i> .
work	noun	com.	ment., sing., obj.	obj. of tr. verb <i>finish</i> .
that	pron.	rel.	ment., sing., 3rd, nom.	(subj. of <i>remains</i> , agrees with antecedent <i>work</i> .
remains.	verb	reg., int.	indic., pres., 3rd, sing.	agrees with <i>that</i> .
Who	pron.	inter.	com., sing., 3rd, nom.	subj. of <i>knocks</i> .
knocks	verb	reg., int.	act., indic., pres., 3rd, sing.	agrees with <i>who</i> .
at	prep.			governs obj. <i>door</i> .
my	adj.	demonst.	ment., sing., obj.	attached to <i>door</i> .
door.	noun	com.		obj. of prep. <i>at</i> .



