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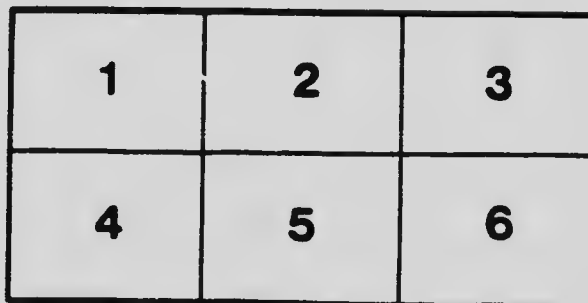
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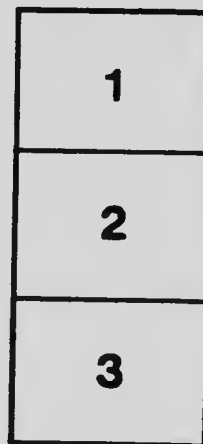
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CONTENTS

Exercise		Page
	Nouns and Verbs	5
1	Exercise on Nouns	5
2	The Sentence—Exercise	6
	Proper and Common Nouns	7
3-4	Exercises on Proper and Common Nouns . .	8
	The Noun—Number	8
	Modes of forming the Plural	9
5-6	Exercises on the Plural	9
	Irregular Plurals	10
	The Noun—Gender	11
	Modes of denoting Gender	11
6a-9	Exercises on Gender	12
10	Possessive of Nouns—Exercise	14
11	Exercise on the Kind, Number, Gender and Case of Nouns	14
	The Subject and the Predicate	15
12	Predicates with Objects—Exercise	16
13-14	Exercises in Sentence Building—Parts to be Supplied	16
15	How Sentences are Built up—Exercise . .	17
16-18	Exercises--Sentences with Compound Pre- dicates	18
19-21	Exercises—Sentences with Compound Sub- jects	19
22-23	Personal Pronouns—Exercises	21
24	Drill on Idiomatic use of Pronouns	22
25	Use of Pronouns as Subjects and Objects .	22
26-27	How Subjects are Built up—Exercises . .	23
	Adjectives—Their different Classes	24
28-34	Exercises on the Use of Adjectives	25
35	How Predicates are Built up—Exercise . .	28
36	Exercise on Subject and Predicate	29
37-38	Exercises in Building up Subjects and Predicates	29
39	Adverbs—Their different Classes—Ex- ercise	30
40	Exercise—Adverbs Used in Sentences	30
41	Exercise—Building up Sentences with Adjectives and Adverbs	31
42	Exercise—Building up Sentences with Subject and Predicate	31
43	Exercise—Building up Sentences with Subject and Predicate and Ad- juncts	32
	Capital Letters	32
	Punctuation Marks	32

Exercise		Page
44-45	Exercises—Capitals and Punctuations ..	34
46	The Apostrophe—Exercise ..	34
	Letter Writing ..	35
	Letters ..	36
	Paragraphs and Stanzas ..	37
	Outlines for Letters ..	37
47	Exercise—Writing Addresses ..	39
	Fable—The Woodpecker and the Dove ..	39
	Study of the Woodpecker and the Dove..	40
	Composition on the Woodpecker and the Dove ..	40
	Fable—The Lion and the Mouse ..	41
	Composition on The Lion and the Mouse..	41
	Fable—Belling the Cat ..	41
	Outline for Reproduction of Belling the Cat	42
	Fable—The Faint-hearted Mouse ..	42
	Study of The Faint-hearted Mouse — Broken Quotations ..	43
	Composition on The Faint-hearted Mouse	44
	Descriptive Composition—The Canary..	44
	Hiawatha's Sailing ..	45
	Study of Hiawatha's Sailing ..	47
	Composition Suggested by Hiawatha's Sailing ..	49
	The Red River Voyageur ..	49
	Study of The Red River Voyageur ..	50
	Compositions Suggested by The Red River Voyageur ..	3
	Personal Pronouns ..	53
48-49	Exercises on the Personal Pronouns ..	54
	Adjectives—Their Classes ..	55
50	Exercise on Adjectives ..	56
	Adverbs—Their Classes ..	56
51	Exercise on Adverbs ..	57
52	Principal Parts of Verbs—Exercise ..	57
53	Exercise on Abbreviations ..	57
54	Contractions ..	58
54	Exercise on <i>may, can, lie, set, sit, teach, learn</i> ..	58
55	Exercise on use of Personal Pronouns ..	59
56	Exercise on use of, <i>each, every, either, neither, none</i> ..	59
57	Exercise—Review of Nouns, Adjectives, Pronouns, Adverbs ..	60
	General Review ..	60
	Marks of Correction ..	62

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NOUNS.

1. In order to express our thoughts in words, we must call things by their right names. A word used to make other people know what we are speaking about is called a **Noun**—that is, a **Name**. The word *noun* means *name*.

A noun is a word used as a name for something.

Everything—persons, places, animals, things—has a name.

EXERCISE 1.

Give nouns that are the names of :—

1. Animals.
2. Persons.
3. Places.
4. Trees.
5. Flowers.
6. Things to eat.
7. Things to wear.
8. Things to play with.
9. Things in the school-room.
10. Birds.

VERBS.

2. We have spoken of *nouns* or the *names* of things that we may wish to say something about. But we cannot speak our thoughts about anything by merely using a number of names. The two names *sparrows* and *dogs*, when spoken together, do not make

sense. We have found words to *name* things, and we must now find words to *tell something* about the things we name. For example, if I say "Sparrows fly," *sparrows* is the **noun** which names the thing I am speaking about; and *fly* is a **verb** which tells something about the *sparrows*. If I say "Dogs bark," *dogs* is the **noun** which shows what I am speaking about; and *bark* is a **verb** which tells what I want to say about the *dogs*. The words *fly* and *bark* are **verbs** which *tell something about the things* named by the **nouns**.

A verb is a word by means of which we can say something about some person or thing.

THE SENTENCE.

3. Thus we must put together two kinds of words—a **noun** to name something, and a **verb** to tell something about the noun—before we can express a thought in words. As soon as we *express any thought in words*, we make a sentence.

A sentence is a group of words which expresses a complete thought.

A sentence, however short, must contain at least two words, a *noun* and a *verb*, a *naming word* and a *telling word*. It may contain many other words.

EXERCISE 2.

Make a short statement or ask a question about each of the nouns given in the list below. Thus :—

Lions. Lions are found in Africa.

Fire. Is the fire blazing brightly?

Each statement or question will be a **sentence**.

- | | | |
|---------------|------------------|----------------|
| 1. Squirrels. | 6. Fisherman. | 11. Newspaper. |
| 2. Spiders. | 7. Carpenter. | 12. Sugar. |
| 3. Birds. | 8. Policeman. | 13. Hay. |
| 4. Fish. | 9. A postman. | 14. Leather. |
| 5. Rabbits. | 10. The teacher. | 15. Milk. |

PROPER AND COMMON NOUNS.

Lord Tennyson was a poet.

Vancouver is a city.

Pegasus is a race-horse.

Bellerophon is a man-of-war.

There are two kinds of nouns. These are called **Common Nouns** and **Proper Nouns**.

If you compare the pairs of nouns in these sentences, you will find that *Lord Tennyson* is the name of a *particular* man, but that *poet* is a class-name which belongs *in common* to Lord Tennyson and each individual of the poet's class. In the same way *Vancouver* is the name of a *particular* city, *Pegasus* of a *particular* horse, and *Bellerophon* of a *particular* man-of-war; but *city*, *race-horse* and *man-of-war* are class-names that belong not only to Vancouver, Pegasus and Bellerophon, but also *in common* to all individuals of the same class.

A **Proper Noun** is the name of a particular person, place, animal or thing.

A **Common Noun** is a class-name that belongs to each individual in the class.

Proper Nouns begin with capital letters.

EXERCISE 3.

Write the proper nouns in one list and the common nouns in another.

1. Mary goes to school.
2. I call my horse Dobbin and my dog Carlo.
3. Tea comes from China, coffee from Arabia.
4. Mrs. Mason lives in Chicago.
5. The boy's name is James Ryder; he lives on Victoria Square: Montreal is his city, and Canada his country.
6. The Olympic crossed the Atlantic in five days.
7. The captain sailed round Cape of Good Hope in the Seagull.
8. New York is the largest city of America.
9. Lie down, Sport!
10. I like May better than June, and Saturday better than any other day of the week.
11. The Bible tells us about GOD, the Creator of all things.

EXERCISE 4.

Write two proper nouns that are the names of :—

1. Boys.
2. Girls.
3. Men.
4. Women.
5. Cities.
6. Villages.
7. Countries.
8. Dogs.
9. Horses.
10. Ships.
11. Houses.
12. Parks.
13. Rivers.
14. Mountains.
15. Months.
16. Days.
17. Battles.

THE NOUN—NUMBER.

5. In English there are two numbers, **Singular** and **Plural**. When we speak of *one* of the things for which a noun stands, we use the *singular number*. When we speak of *more than one* of the things for which a noun stands, we use the *plural number*.

A noun is in the singular number when it names one thing.

A noun is in the plural number when it names more than one thing.

MODES OF FORMING THE PLURAL.

General rule.—*The plural is formed by adding s or es to the singular.*

The following points are to be noted :—

(a) When the pronunciation admits of it, s only is added, as *top, tops; horse, horses.*

(b) When the singular ends in a sibilant (s, sh, soft ch, x or z) the syllable es must be added, as *gas, gases; brush, brushes; church, churches; fox, foxes; topaz, topazes.* This prevents the hissing sound of a second s.

(c) Nouns ending in y (following a consonant) change y to i, and add es, as *lady, ladies.*

(d) Fifteen nouns ending in f or fe change f to v and add es, as *leaf, leaves; knife, knives.*

EXERCISE 5.

Write or say the plural of these words by adding s or es :—

- | | | |
|-------------|--------------|---------------|
| 1. Desk. | 7. Hyphen. | 12. Marquis. |
| 2. Bench. | 8. Box. | 13. Countess. |
| 3. Comma. | 9. Speech. | 14. Topaz. |
| 4. Lynx. | 10. Crucian. | 15. Grass. |
| 5. Lioness. | 11. Coach. | 16. Peach. |
| 6. Picture. | | |

Most nouns ending in **o** following a consonant add **es**, as *cargo, cargoes*.

Write the plural of :—

- | | | |
|-----------|------------|------------|
| 1. Echo. | 3. Grotto. | 5. Calico. |
| 2. Negro. | 4. Potato. | 6. Hero. |

EXERCISE 6.

How do fifteen nouns ending in **f** and **fe** form the plural ?

Write or spell the plural of :—

- | | | |
|-----------|-----------|------------|
| 1. Wolf. | 6. Sheaf. | 11. Knife. |
| 2. Wife. | 7. Self. | 12. Half. |
| 3. Wharf. | 8. Loaf. | 13. Elf. |
| 4. Thief. | 9. Life. | 14. Calf. |
| 5. Shelf. | 10. Leaf. | 15. Beef. |

What is the meaning of *beeves* ?

How do nouns ending in **y** following a consonant form their plural ?

Nouns ending in **y** following a vowel are regular, as *toy, toys*.

Write or spell the plural of :—

- | | | |
|------------|-------------|--------------|
| 1. Lily. | 6. Victory. | 11. Pic. |
| 2. Valley. | 7. Fly. | 12. Journey. |
| 3. Osprey. | 8. Cry. | 13. Beauty. |
| 4. Dray. | 9. Tie. | 14. Cherry. |
| 5. Pony. | 10. Army. | |

IRREGULAR PLURAL FORMS.

(a) Some nouns form their plural in **en**, as *child, children* ; *ox, oxen* ; *brother, brethren*. This mode was once common,

(b) Some nouns do not change, as *sheep, deer, trout, swine, salmon, cannon.*

(c) Some nouns change a vowel, as *man, men; woman, women; mouse, mice; foot, feet; goose, geese.*

(d) Proper nouns. The plural of *Miss Mason* is the *Misses Mason*, and of *Mr. Mason* is *Messrs. Mason.*

THE NOUN—GENDER.

6. **Living creatures** are divided into two **sexes**, the *male sex* and the *female sex*. Things without life are not of either sex.

In like manner *nouns* are divided into three genders which correspond to the *male sex*, the *female sex*, and the class of things without life. These are the **Masculine Gender**, the **Feminine Gender** and the **Neuter Gender**.

Names of males, whether human beings or animals, are nouns of the masculine gender.

Names of females are nouns of the feminine gender.

Names of things without life are nouns of the neuter (neither) gender.

MODES OF DENOTING GENDER.

The distinction of sex is marked in three ways:—

First Mode.—Different words are used, as—

MASCULINE	FEMININE	MASCULINE	FEMININE
Father	Mother	Gentleman	Lady
Brother	Sister	Papa	Mamma
Husband	Wife	Sir	Madam
Uncle	Aunt	Lord	Lady
Boy	Girl	King	Queen
Man	Woman	Monk	Nun
Son	Daughter	Bull	Cow
Nephew	Niece	Cock	Hen
Drake	Duck	Earl	Countess
Horse	Mare	Ram	Ewe

Second Mode.—Change of ending, or by adding the suffix **-ess** :—

MASCULINE	FEMININE	MASCULINE	FEMININE
Actor	Actress	Author	Authoress

EXERCISE 6a.

Write or spell the feminine form of these nouns, and tell how it is formed :—

- | | | |
|--------------|----------------|---------------|
| 1. Murderer. | 7. Jew. | 13. Mayor. |
| 2. Emperor. | 8. Prophet. | 14. Prince. |
| 3. Governor. | 9. Traitor. | 15. Hunter. |
| 4. Author. | 10. Master. | 16. Sorcerer. |
| 5. Baron. | 11. Conductor. | 17. Negro. |
| 6. Giant. | 12. Duke. | 18. Host. |

Third Mode.—By prefixing or affixing masculine and feminine nouns to nouns of common grade, as

MASCULINE	FEMININE
Mr. Brown	Mrs. Brown
Man-servant	Maid-servant
Bull-calf	Cow-calf
Billy-goat	Nanny-goat
He-goat	She-goat
Buck-rabbit	Doe-rabbit
Cock-sparrow	Hen-sparrow
Pea-cock	Pea-hen

The names of animals sometimes do not indicate their sex, as *sheep, cat, mouse, swan, dove*, also various names of persons, as *cousin, parent, child*. Such nouns may be used for either sex and are said to be of **common gender**.

EXERCISE 7.

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

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

EXERCISE 8.

Tell the gender of each noun in the following list and say in what way the gender is indicated :—

- | | | |
|--------------|--------------|---------------------|
| 1. Bachelor. | 6. Jewess. | 11. Grand-daughter. |
| 2. Nephew. | 7. Wife. | 12. Sister-in-law. |
| 3. Grandson. | 8. Master. | 13. Female-child. |
| 4. Husband. | 9. Emperor. | 14. Benefactress. |
| 5. Niece. | 10. Hostess. | 15. Doe-rabbit. |

EXERCISE 9.

Give the gender of each noun in the following list and the corresponding masculine or feminine noun :—

- | | | |
|-----------|-------------|------------------|
| 1. Cow. | 6. Gander. | 11. Man-servant. |
| 2. Horse. | 7. Brother. | 12. Cock-robin. |
| 3. Mare. | 8. Colt. | 13. Jenny-ass. |
| 4. Uncle. | 9. Bride. | 14. Mrs. Smith. |
| 5. Lass. | 10. Wizard. | 15. Grandfather. |

7. POSSESSIVE OF NOUNS.

1. To form the possessive of singular nouns, add an apostrophe and **s** to the simple form of the noun, as **father, father's**.

2. As most nouns in the plural end in **s**, to avoid the hissing sound of a second **s**, the apostrophe only is added to the plural to form the possessive plural, as **fathers, fathers'**.

3. The possessive of proper names (consisting of more than one word) and of compound words is formed by adding the apostrophe and **s** to the last word, as **Miss Wood's sister-in-law's**.

EXERCISE 10.

Write the possessive singular and plural of :—

- | | | |
|------------|---------------|----------------|
| 1. Men. | 6. Thief. | 11. Commander- |
| 2. Child. | 7. Mary. | in-Chief. |
| 3. Miller. | 8. Henry. | 12. Fox. |
| 4. Bakers. | 9. Mr. Green. | 13. Brethren. |
| 5. Oxen. | 10. Goose. | |

EXERCISE 11.

Tell about the nouns : (1) their class, whether proper or common ; (2) their gender ; (3) their number ; (4) their form when possessive.

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. Tom's watch was made in Geneva. 6. Charles rode his uncle's horse to London. 7. Dowe fell the ladies' scissors and thimbles into the brook. 8. St. Lawrence, Canada, Napoleon, Maria, infant, nursemaid, servant, hen, bird, sheep, pony, negroes.

SUBJECT AND PREDICATE.

8. Every sentence, however short, consists of two parts.

Water freezes. Snow is falling.

In these sentences we find :—

(1) A word or words **naming** the person or thing that is **spoken of** (*water, snow*).

(2) A word or words **telling something** about the person or thing (*freezes, is falling*).

The first of these parts is called the *subject*, and the second is called the *predicate* of the sentence.

Every sentence consists of a subject and predicate.

The subject of the sentence names the person or thing that is spoken of.

The predicate tells what is said of the subject.

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 called the simple subject.

The verb is called the simple predicate.

PREDICATES WITH OBJECTS.

9. Many verbs express *action*, as *Tom strikes*. Here the verb *strikes* expresses *Tom's action*. This action may be directed toward some *object*, as, *Tom strikes the ball*. The action expressed by the verb (striking) passes from *Tom* to the *ball*. *Tom* is the *doer* of the *action*. *Ball* is the *receiver* of the *action*.

When the subject stands for the doer of the action expressed by the verb the word that stands for the receiver of the action is called the object.

10. The *object* is part of the *predicate* of a sentence, but may be separated from the simple predicate, thus—

Subject.

Predicate.

Tom

SIMPLE PREDICATE.

OBJECT

strikes

the ball.

EXERCISE 12.

Separate these sentences into simple subject, simple predicate and object :—

1. The Indian killed a bear.
2. The carpenter drove a nail.
3. A woodman fells trees.
4. God created the world.
5. The earth produces grain.
6. Brutus stabbed Cæsar.

EXERCISE 13.

supply the missing part to complete these sentences :—

1. The Indian bent
2. The mouse gnawed.
3. drove the carriage.
4. The boy rang
5. freezes the pond.
6. May cut her

EXERCISE 14.

Complete the sentences and say which part is the subject, the simple predicate and the object :—

- | | |
|----------------------------------|-----------------------------------|
| 1. warmed | 6. has frozen |
| 2. may catch | 7. will thaw |
| 3. frightened | 8. cannot carry |
| 4. has burned | 9. is writing |
| 5. have filled | 10. rescued |

HOW SENTENCES ARE BUILT UP.

II. 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 statements, 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 *boots* (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.*, *Boots are made of leather. Boots (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.*, *Boots 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. | 5. Needles. | 9. A gate. |
| 2. A pencil. | 6. An axe. | 10. A pail. |
| 3. A blackboard. | 7. Gloves. | 11. Windows. |
| 4. Paper. | 8. Houses. | 12. Baskets. |

EXERCISE 17.

Use the following as subjects, each with two predicates joined by *or*, or *but*:—

- | | | |
|-------------|-------------|---------------|
| 1. Nails. | 5. A saw. | 9. Tumblers. |
| 2. Carpets. | 6. A brush. | 10. Blankets. |
| 3. Candles | 7. A cage. | 11. A shawl. |
| 4. A ship. | 8. Tables. | 12. A charm. |

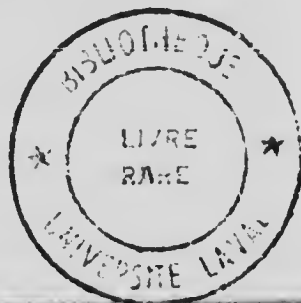
EXERCISE 18.

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

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

- | | |
|-------------------------------------|-------------------------------------|
| 1. are flowers. | 9. are made of wood. |
| 2. will burn. | 10. are made of iron. |
| 3. are garden tools. | 11. are domestic ani-
mals. |
| 4. are vegetables. | 12. are bodies of land. |
| 5. are months. | 13. are flowing waters. |
| 6. are shrubs. | 14. are periods of the
day. |
| 7. are seasons of the
year. | |
| 8. are fruit trees. | |

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 moun-
tain. | 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?

15a. *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.

EXERCISE 25.

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

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

1. My father and 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 or limits a noun.

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

These are called **Adjective of Quality**:

(b) *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.*

These are called **Adjectives of Quantity**:

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

These are called **Demonstrative Adjectives**:

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. | 9. Quiet. | 17. Curious. |
| 2. Sad. | 10. Mild. | 18. Droll. |
| 3. Weary. | 11. Glorious. | 19. Funny. |
| 4. Pleasant. | 12. Brave. | 20. Starry. |
| 5. Gentle. | 13. Bright. | 21. Careless. |
| 6. Faithful. | 14. Dull. | 22. Brittle. |
| 7. Easy. | 15. Keen. | 23. Glassy. |
| 8. High. | 16. Studious. | 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. | 7. Happy. | 13. Cheerful. |
| 2. Merry. | 8. Fierce. | 14. Sulky. |
| 3. Gloomy. | 9. Stubborn. | 15. Good- |
| 4. Beautiful. | 10. Handsome. | tempercd. |
| 5. Fair. | 11. Furious. | 16. Sullen. |
| 6. Raging. | 12. Violent. | |

EXERCISE 30.

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

- | | | |
|--------------|---------------|----------------|
| 1. Kind. | 6. Funny. | 11. Laughable. |
| 2. Rough. | 7. Gentle. | 12. Insolent. |
| 3. Big. | 8. Vulgar. | 13. Patient. |
| 4. Rude. | 9. Great. | 14. Impudent. |
| 5. Spacious. | 10. Gracious. | 15. Droll. |
| | | 16. Comical. |

EXERCISE 31.

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

- | | | |
|-------------|-------------|------------------|
| 1. Still. | 9. Playful. | 17. Romping. |
| 2. Lively. | 10. Cloudy. | 18. Foggy. |
| 3. Warm. | 11. Rainy. | 19. Merry. |
| 4. Noisy. | 12. Frosty. | 20. Cold. |
| 5. Little. | 13. Stormy. | 21. Beautiful. |
| 6. Wet. | 14. Pretty. | 22. Miserable. |
| 7. Striped. | 15. Pet. | 23. Favourite. |
| 8. Fine. | 16. Clear. | 24. Quarrelsome. |

EXERCISE 32.

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

- | | | |
|---------------|----------------|--------------|
| 1. Swift. | 9. Winding. | 17. Rocky. |
| 2. Barren. | 10. Deep. | 18. Chalk. |
| 3. Sluggish. | 11. Grassy. | 19. Steep. |
| 4. Breezy. | 12. Navigable. | 20. Lofty. |
| 5. High. | 13. Hurrying. | 21. Rapid. |
| 6. Strong. | 14. Noisy. | 22. Bare. |
| 7. Fruitful. | 15. Green. | 23. Stony. |
| 8. Sparkling. | 16. Useful. | 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. | 9. Clear. | 17. Silent. |
| 2. Full. | 10. Early | 18. Difficult. |
| 3. Small. | 11. Pretty. | 19. Young. |
| 4. True. | 12. Weak. | 20. Graceful. |
| 5. Tame. | 13. Few. | 21. Polite. |
| 6. Rough. | 14. Cruel. | 22. Clean. |
| 7. Wise. | 15. Timid. | 23. Quarrelsome. |
| 8. Merry. | 16. Ripe. | 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, *busy, curious, thirsty fly*.

Separate the adjectives from one another by commas.

(See page 25.)

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, however many words may be used to build up a predicate, all 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 *word* 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 bric' 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-ropc. |
| 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 modify their meaning. These words are called *Adverbs* or *To-Verbs*. Adverbs tell chiefly :—

(a) **When**—He will come *soon*. We saw them *to-day*. *Soon* and *to-day* are called **Adjectives of Time**.

(b) **Where**—The baker calls *here*. He sits *yonder*. *Here* and *yonder* are called **Adjectives of Place**.

(c) **How**—Charles writes *well*. Snails move *slowly*. *Well* and *slowly* are called **Adjectives of Manner**.

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. | 6. Always. | 11. Again. |
| 2. Merrily. | 7. Down. | 12. Next. |
| 3. Afterward. | 8. Away. | 13. Unawares. |
| 4. Overhead. | 9. Outside. | 14. Warily. |
| 5. Backward. | 10. Loudly. | 15. Usually. |
| | | 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 modifies the meaning of a verb, adjective or other adverb.

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 worn.
11. Jane went.
12. The bird flew.

EXERCISE 42.

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

- | | | |
|-----------------|--------------|-------------|
| 1. A tramway. | 6. Chimneys. | 11. Skates. |
| 2. An engine. | 7. Clothes. | 12. Flax. |
| 3. An inkstand. | 8. Crutches. | 13. Bread. |
| 4. A rainbow. | 9. Rain. | 14. Milk. |
| 5. Monkeys. | 10. An axe. | 15. Snow |
| | | 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 London 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 par. 30.)*
- (d) *For all proper names, including the days of the week and months of the year.*
- (e) *For the pronoun I and the interjection O.*
- (f) *For every name and title of God.*

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" nec' is 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 taken 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.

Write the following sentences, putting in capitals, commas, periods, quotation marks, interrogation and exclamation points where required and fill in the 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. o 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.*

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 used 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.

PINE POINT, ME.,
July 15, 1913.

DEAR ARTHUR,

I received your letter yesterday. I go every day to the Post Office for letters and papers. It is about half a mile from the

The house where we are staying is very near the ocean, half hid among the pine trees. We can see steamers passing from our window.

We have been here two weeks. Every day is full of fun. We bathe and play and dig in the sand. I am gathering all the pretty shells that I can find, and will give you some of them.

Last week we went out fishing and had fine sport. I caught two rock-cod, and three flounders. They were the best fish I ever tasted.

How I wish you were with us. It is such fun to watch the big surf waves when the tide is coming in. The other day one dashed spray all over me.

Ethel sends her love to May. Write again soon.

Your true friend,
REX. HOLGATE.

36. Letters, like all prose writings, are divided into **paragraphs**. A **paragraph** is a group of sentences, all telling about the same thing.

How many paragraphs are there in Rex's letter? Read each paragraph carefully and say what each tells.

In order that each new paragraph may be easily recognized, it is *indented*—that is, its first sentence begins a little distance from the even margin. The first letter of the salutation determines the position of the margin. The first letter of the body of the letter shows the indentation of the paragraphs.

Poetry is divided, not into paragraphs, but into stanzas. A **stanza is a group of lines in verse**. In "Ye Mariners of England" how many lines make a stanza?

37. **The familiar letter** tells of the personal experiences of the writer. It is like a good talk put on paper. In writing a friendly letter, remember that friends are interested in you, and that real affection and kindness will always find expression in courteous language. Every letter should be paragraphed and punctuated correctly.

Write the following friendly letters:—

1. Suppose that you have been away from home spending the summer vacation, and that before leaving you promised to write to one of your classmates. Write the letter now in four short paragraphs. (1) Explain what has prevented you from writing sooner. (2) Tell some incidents of your railway or boat journey that will interest your friend. (3) Describe your surroundings and how you spend your time. (4) Send

messages to other friends, and close with complimentary expressions suitable to a classmate.

2. Write a letter to your uncle in three paragraphs, (1) thanking him for a Kodak which he sent you yesterday as a birthday gift, and expressing the pleasure you expect to derive from it. (2) Tell him how you passed the day, and write any news that you think he will like to hear. (3) Close with affectionate greetings.

3. You have had a present of some money to use in buying books.

Write a letter to your teacher in three paragraphs. (1) Tell her about the present. (2) Tell her what kind of books you like best. (3) Ask her to suggest some good books that you might buy. Close the letter suitably.

4. Write a letter in three paragraphs, describing a visit which you have made to some museum, public building, park or other place of interest. (1) The start, your company, incidents of the trip. (2) What you saw and did there. (3) Your return.

5. Write a letter to some friend or relative who lives far away, describing a trip down the great St. Lawrence from Toronto to Montreal. (1) The variety of lake and river scenery. (2) Chief stopping-places. (3) The rapids, what they are, how the steamer shoots them.

Make an outline, with the aid of your teacher, using your geography books.

6. Your mother is going to celebrate your birthday by giving a picnic party next Saturday. (1) Write a note of invitation to one of your friends. (2) Say where you are going and what you propose to do. (3) Close with an expression of goodwill, and hope that he (or she) may be able to come.

Note. Attention is called to the marks of correction on pages 62 and 63.

EXERCISE 47.

Write the addresses of the persons named below :—

1. Miss Kate Lewis. She lives in Toronto. Her home is at 178 Spring Street.

2. Philip H. Barnes is a physician. His office is at 428 St. Catherine St., Montreal.

3. Arthur Crockett is a clergyman. He lives at Lachute, in the Province of Quebec.

4. Mrs. A. M. Ball lives in Halifax in the province of Nova Scotia. Her address is 428 Pleasant Ave.

5. John H. Wood, Esq., is staying at the Windsor Hotel, Montreal.

6. Miss Helen C. Atwood is staying in Ottawa. Her address is P.O. Box 127.

Letters addressed in Montreal to other residents in the city are usually addressed "City," not Montreal.

FABLES FOR REPRODUCTION.

38. The Woodpecker and the Dove.

A Woodpecker and a Dove had just returned from a visit to a Peacock. The Woodpecker said to his companion, "I don't see why the Peacock should be so proud. He has neither fine feet nor a fine voice." The Dove answered, "I did not pay any attention to them; for I was occupied in admiring his handsome head, the beauty of his feathers, and his magnificent tail."

Fable to be read by teacher and class.

1. Why are Woodpecker, Dove and Peacock written with capitals? Animals and things without life are sometimes *personified*, especially in fables. To speak of anything that is not a person as if it were a *living person* is to personify it. The name of a thing personified is often written with a capital.

2. What is a quotation? How many quotations in the fable? Account for the marks of punctuation in each quotation.

3. What did the Woodpecker say about the Peacock? What did the Dove answer? What is the difference in their point of view? Which side did the Woodpecker see? Which side did the Dove see? What is a Dove's disposition? How would you describe a disposition like the Woodpecker's? Which disposition is more lovable? Which point of view is the better? Have you ever heard people make ill-natured remarks after visiting their friends? Do you like the cheery person who shows this happy spirit in all he says and does? What is the lesson of this fable? I like a cheerful boy or girl. A happy disposition shows itself in looks, manners, words and actions.

His (her) mouth is a grin with the corners
tucked in,

And his (her) laugh is so breezy and bright."

4. Write the fable in your own words and tell what lesson we may learn from it.

5. Write an original story or fable.

The Lion and the Mouse.

Roused from sleep, angrily, terrified animal, captured, be merciful, 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**.

1. The fable is to be read and discussed. It is **then** to be copied in **two paragraphs**. The words in heavy type are to be replaced by others at the head of the selection.

2. Afterwards write the story in your own words.

Belling the Cat.

1. In a large country-house overrun with mice there once lived a very vigilant and active cat. 2. **The** cat watched silently. **The** cat moved noiselessly. **The** cat pounced upon the mice unawares. 3. **The** mice found their numbers grievously thinned. They did not think it fair. 4. **The** mice resolved to hold a council. Its purpose was to consider what they had best do. 5. Many came to the council. It was held with closed doors. 6. All were of the same mind. Something had to be done, but what? 7. A young mouse rose. He said he had thought of a plan. He

was sure it would meet with the approval of all. 8. Let us tie a little bell around the cat's neck. 9. Then every step she took would make it tinkle. We should be warned of her approach. We could easily escape to our holes. 10. The speaker sat down. A shout of applause arose from the audience. 11. A grey old mouse got up. There was a merry twinkle in his eye. 12. He asked this question, "Who will bell the cat?" 13. No one could answer. The council broke up. Nothing was done.

1. After the fable has been read several times, let it be reproduced from memory, using this *topical outline*: (1) The title. (2) What is said about the cat. (3) How the mice suffered. The council of the mice. (4) The plan proposed. (5) Why it came to nothing.

2. Most of the sentences are awkward and may be better expressed more concisely. Combine into single sentences the groups of sentences numbered 2, 3, 4, 5, 7, 9, 10, 11, 13. Sentences 8 and 9 are to be written as a direct quotation.

3. Write the story of "Belling the Cat," using the last four parts of the topical outline.

The Faint-hearted Mouse.

1. A timid little mouse lived in the house of a great magician. The poor creature was in constant fear of the cat and had not a moment's peace. 2. The magician, taking pity on the mouse, turned it into a cat. Then it suffered for fear of the dog. To cure this fear the magician turned it into a dog.

Then it trembled for fear of the tiger. The magician changed it into a tiger; but it at once began to tremble for fear of the hunters.

3. "Be a mouse again!" cried the magician in disgust. "You have the heart of a mouse, and cannot be helped by wearing the body of a nobler animal."

Read several times.

1. Into how many paragraphs is this story divided? What is a paragraph? What does the first paragraph tell? The second? The third?

The third paragraph is a **broken** quotation. What words are inserted between the two parts of the quotation? The insertion of these words *breaks* the quotation. Such a quotation is called **broken**. Write a broken quotation. Write a quotation that is not broken.

2. What was the failing of the mouse? What is faint-heartedness? Did the mouse change his heart when he became a cat? a dog? a tiger? Is it necessary to be big to be big-hearted? Do courage and heroism depend on a strong body or a stout mind? How did David overcome the giant? Think over the meaning of these lines:—

- (a) Kind *hearts* are more than coronets.
- (b) Keep thy *heart* a temple holy,
Love the lovely, aid the lowly.
- (c) Whene'er a noble deed is wrought,
Whene'er is spoke a noble thought,
Our *hearts*, in glad surprise,
To higher levels rise.

What is the *heart* in these selections?
How may we overcome giants?

Tell, if you can, about some unselfish, generous deeds that might be called heroic.

(3) Write in three paragraphs the story of the Faint-heart. † Mouse.

DESCRIPTIVE COMPOSITION.

39. Observation of the Canary.

Write about the canary, from observation, a paragraph on each of the following topics :—

I.

His Appearance.

1. The Bird, his size, length from crown of head to tip of tail. Colour, any peculiar markings.

2. Bill. Observe the canary as he uses his bill. Is it hard or soft? Long or short? Pointed or blunt? Stout or slender? What does he do with it? How is the bill suited to his needs?

3. Feet. Observe the canary's foot. Describe it. Draw it. Look at it as it clasps the perch. How many toes has it in front? How many behind? What can the canary do with his feet?

II.

His Ways and Habits.

1. Movements. Describe his movements. Are they slow or quick? Does he move often or seldom? Does he walk, hop or run? Does he jump or fly? What use does he make of his wings? How do they help him?

2. Food. What does the canary eat? What does he drink? Describe his movements in eating and drinking.

3. Watch the canary when he dresses his feathers. What are his tools?

4. His voice. Does he sing, chirp, trill, scream? Is his voice soft, sweet, musical, loud, shrill, harsh? Does he repeat a few notes over and over again? Sing a melody of his own?

5. Disposition. Does he seem gentle, affectionate, merry, cheery, sad, lonely or cross?

STUDY OF SPECIAL SELECTIONS.

40. Hiawatha's Sailing.

1. "Give me of your bark, O Birch-Tree!
Of your yellow bark, O Birch-Tree!
Growing by the rushing river,
Tall and stately in the valley!
2. "I a light canoe will build me,
Build a swift Cheemaun for sailing,
That shall float upon the river,
Like a yellow leaf in Autumn,
Like a yellow water-lily!
3. "Lay aside your cloak, O Birch-Tree!
Lay aside your white-skin wrapper,
For the Summer-time is coming,
And the sun is warm in heaven,
And you need no white-skin wrapper!"

4. Thus aloud cried Hiawatha
In the solitary forest,
By the rushing Taquamenaw,
When the birds were singing gaily,
In the Moon of Leaves were singing,
And the sun, from sleep awaking,
Started up and said, "Behold me!
Geezis, the great Sun, behold me!"
5. And the tree with all its branches
Rustled in the breeze of morning,
Saying, with a sigh of patience,
"Take my cloak, O Hiawatha!"
6. With his knife the tree he girdled;
Just beneath its lowest branches,
Just above the roots, he cut it,
Till the sap came oozing outward;
Down the trunk, from top to bottom,
Sheer he cleft the bark asunder,
With a wooden wedge he raised it,
Stripped it from the trunk unbroken.
7. "Give me of your boughs, O Cedar!
Of your strong and pliant branches,
My canoe to make more steady,
Make more strong and firm beneath me!"
8. Through the summit of the Cedar
Went a sound, a cry of horror,
Went a murmur of resistance;
But it whispered, bending downward,
"Take my boughs, O Hiawatha!"
9. Down he hewed the boughs of Cedar,
Shaped them straightway to a framework,
Like two bows he formed and shaped them,
Like two bended bows together.

10. "Give me of your roots, O Tamarack
Of your fibrous roots, O Larch-Tree!
My canoe to bind together,
So to bind the ends together
That the water may not enter,
That the river may not wet me!"
11. And the Larch, with all its fibres,
Shivered in the air of morning,
Touched its forehead with its tassels,
Said, with one long sigh of sorrow,
"Take them all, O Hiawatha!"
12. From the earth he tore the fibres,
Tore the tough roots of the Larch-Tree,
Closely sewed the bark together,
Bound it closely to the framework.
13. "Give me of your balm, O Fir-Tree!
Of your balsam and your resin,
So to close the seams together
That the water may not enter,
That the river may not wet me!"
14. And the Fir-Tree, tall and sombre,
Sobbed through all its robes of darkness,
Rattled like a shore with pebbles,
Answered wailing, answered weeping,
"Take my balm, O Hiawatha!"
15. And he took the tears of balsam,
Took the resin of the Fir-Tree,
Smear'd therewith each seam and fissure,
Made each crevice safe from water.

1. What words that name things are personified in the selection? What do you mean by personification? With what kind of letters are the names of personified things written?

How did Hiawatha address the Birch-tree ?

In the same sentence in which he addressed the tree, what did he say ? What mark separates the name of the thing addressed ? What mark of punctuation is there at the end of this line ? What word makes this sentence an exclamation ?

O is often used in *direct address*. It is written as a *capital letter*. Oh ! is used alone as an exclamation.

Point out six other similar lines that are quotations, and account for (1) the comma, (2) the quotation marks, (3) the capital letters, and (4) the exclamation mark.

2. What does the birch give for the building of the canoe ? How is the birch-bark taken from the tree and how used ? By what two names does Hiawatha call it ?

What does the cedar-tree give to the canoe ? How are they used ?

What does the tamarack or larch give ? How did Hiawatha use them ? What are the tassels of the larch ?

What are the *tears of balsam* ? From what tree did Hiawatha get them ? What did he do with them ?

3. What expressive adjectives are used to describe *the branches of the cedar* and *the roots of the larch* ?

What quality passes into the canoe from each tree ?

To what two things is the canoe floating on the river likened ? To what are the shaped boughs

of the cedar likened? What is the sobbing of the fir-tree like? What is meant by *robes of darkness*?

Quote lines that show how each tree was reluctant to part with what Hiawatha required.

You will find these adjectives used in the selection. Write opposite to each the name of the thing which it describes.

(1) Rushing, (2) yellow, (3) tall and stately, (4) solitary, (5) oozing, (6) wooden, (7) tough, (8) tall and sombre.

4. Write in your own words how a birch-bark canoe is made.

THE RED RIVER VOYAGEUR.

1. Out and in the river is winding
The links of its long red chain,
Through belts of dusky pine-land
And gusty leagues of plain.
2. Only at times a smoke-wreath
With the drifting cloud-rack joins.—
The smoke of the hunting lodges
Of the wild Assiniboins!
3. Drearily blows the north wind
From the land of ice and snow;
The eyes that look are weary,
And heavy the hands that row.
4. And with one foot on the water,
And one upon the shore,
The Angel of Shadow gives warning
That day shall be no more.

5. Is it the clang of wild-geese?
Is it the Indian's yell?
That lends to the voice of the north wind
The tones of a far-off bell?
6. The voyageur smiles as he listens
To the sound that grows apace;
Well he knows the vesper ringing
Of the bells of St. Boniface—
7. The bells of the Roman Mission,
That call from their turrets twain
To the boatmen on the river,
To the hunter on the plain!
8. Even so in our mortal journey
The bitter north winds blow,
And thus upon life's Red River
Our hearts, as oarsmen, row.
9. And when the Angel of Shadow
Rests his feet on wave and shore,
And our eyes grow dim with watching,
And our hearts faint at the oar.
10. Happy is he who heareth
The signal of his release
In the bells of the Holy City,
The chimes of eternal peace!

JOHN GREENLEAF WHITTIER.

The selection is to be read first by the teacher and then several times by the pupils.

1. This is a picture of early life in the Red River settlement. It breathes the very spirit of the Middle West of the past, the picture of the solitary Hudson Bay port, the picturesque fur-trader, the

more picturesque Indian, the quaint, half-civilised half-breed, and the romance of the missionary priest. It is remarkable that it should have been written by a New England poet, just as it is remarkable that the spirit of the earlier Canadian life of Eastern Canada has been preserved for us by another New England brother singer, Longfellow, in his beautiful "Evangeline."

2. The great Hudson Bay Company of fur-traders was at this time supreme in the Middle North-West. It had established one of its fortified stations, called Fort Garry, at the junction of the Red River and the Assiniboine, a tributary of the Red River. A prosperous trade was carried on between Fort Garry and Minnesota to the south. The voyageurs were employés of the Company and were engaged in transporting supplies and keeping up communication between the posts. In a new country, explorations and settlements must follow the river paths. The voyageurs travelled in bark canoes, which were light, as portages were sometimes necessary. They were most of them either French-Canadians or half-breeds. This pioneer life was full of adventure, danger and hardship. The voyageurs were hardy and cheery, often working for eighteen hours and sleeping for six.

3. Trace on the map the journey of the Red River, and locate Fort Garry, the Assiniboine and Minnesota.

Does the poet describe the Red River as winding? To what does he compare its curves? What does the word "red" make you see? Through what does the river flow?

What sign of life may be seen in the solitude? Where does the smoke come from? Who are the Assiniboins? What word describes them? What do they do? What will they do with the products of the hunt?

What wind is blowing? Where does it come from? What is the character of the vast country that lies to the north? Are the voyageurs tired? What time of day is it? When do the long shadows fall?

A faint distant sound is heard. For what might it be mistaken? What is it? Where does it come from? What is the *vesper ringing*? What is a Roman mission? Are the *turrets twain* often seen on Roman Catholic churches? Name one such church in Montreal. Who may hear the bell in this wilderness? What does the voyageur do when the sound of the bells g. 2

To what does the poet compare the river journey of the voyageur? What are the bitter north winds of life? What are the oarsmen on life's Red River? In our life-journey, how may we imitate the voyageur? What is the Angel of Shadows? What bells does the weary pilgrim hear? What do these bells speak of? What is the Holy City? See Revelation xxi. :—

Ver. 10. And he carried me away in the spirit to a great and high mountain, and showed me that great city, the holy Jerusalem, descending out of heaven from God.

Ver. 11. Having the glory of God: and her light was like unto a stone most precious, even like a jasper stone, clear as crystal.

Ver. 19. And the foundations of the wall of the city were garnished with all manner of precious stones. The first foundation was jasper ; the second, sapphire ; the third, a chalcedony ; the fourth, an emerald.

Ver. 21. And the twelve gates were twelve pearls ; every several gate was of one pearl ; and the street was of pure gold, as it were transparent glass.

Ver. 4. God shall wipe away all tears from their eyes ; and there shall be no more death, neither sorrow, nor crying, neither shall there be any more pain : for the former things are passed away.

4. What Province has taken the place of the Red River settlement ? What city now stands on the site of Fort Garry ? What may now be seen in the place of the "gusty leagues of plain" ? What railway has made this rapid growth possible ?

5. Describe in two paragraphs these two contrasting pictures :—

(a) The journey of the voyageur down the Red River to Fort Garry, as drawn in the poem.

(b) The same journey down the river to the city of Winnipeg, as it is to-day.

PERSONAL PRONOUNS.

Pronouns are words used in place of nouns.

41. The personal pronouns are :—

I.	Singular.	Plural.
Subject	I	we
Possessive	my, mine	our, ours
Object	me	us

These are pronouns of the **First Person** and are used when a person speaks of himself singly or of himself with one or more others.

They are of the **masculine gender** when they stand for persons of the male sex, and of **feminine gender** when they stand for persons of the female sex.

2.		Singular.	Plural.
	Subject	thou	you
	Possessive	thy, thine	your, yours
	Object	thee	you

These are pronouns of the **Second Person** and are used for the person or persons *spoken to*.

They are either *masculine* or *feminine* in gender.

Thou is used only in prayers to God and in poetry. **You** is both *singular* and *plural*.

3.		Singular.			Plural.
		Masc.	Fem.	Neut.	
	Subject	he	she	it	they
	Possessive	his	her, hers	its	their, theirs
	Object	him	her	it	them

These are pronouns of the **Third Person** and are used for persons or things *spoken of*. In the singular there is a separate form for each gender, but in the plural there is only one form for *masculine*, *feminine* and *neuter*.

EXERCISE 48.

Suppose Ethel is speaking to Arthur. Substitute the proper pronouns for their names in the following sentences :—

1. Arthur has hurt Ethel. 2. Arthur has torn Ethel's book. 3. Ethel saw Arthur's father yesterday. 4. Arthur's friends are coming. 5. Arthur has had Arthur's dinner. 6. Ethel has had Ethel's dinner. 7. Will Arthur give Ethel Arthur's stick? 8. Does Arthur hear Ethel? 9. Ethel's father will go with Arthur. 10. The pony is Ethel's.

EXERCISE 49.

Select the personal pronouns and tell of each (1) its person; (2) its gender; (3) its number; (4) whether it is used as subject, or object, or is in the possessive form.

1. I saw you in the garden. 2. Your book is not as pretty as mine. 3. You will help me. 4. They hear us. 5. She will lend him her book. 6. We missed our train. 7. The roses are theirs. 8. You, he and I will go together.

In the first three sentences suppose Arthur to be speaking to Ethel.

ADJECTIVES.

An adjective is a word that describes or limits a noun.

42. Adjectives may be arranged in three classes :—

1. **Adjectives of Quality**, which *describe* nouns by denoting some *quality*, as a *white* horse, a *good* woman.

2. **Adjectives of Quantity**, which tell the *number* or quantity of things, either exactly or in a general way, as *twenty* oranges, *some* milk, *several* boys.

3. **Demonstrative Adjectives** that *point out which things*. This class includes--

A, an, the, and the *pointing out* words *this* and *that*.

The possessive pronouns *my, his, her*, etc.

The ordinal numerals, *first, second, third*, etc., as, *An apple, The house, This leaf, That orange, My picture, The third day*.

EXERCISE 50.

Select the adjectives and tell of each (1) its class or kind, (2) to what noun it is attached.

1. A ripe apple. 2. Ten high pillars. 3. That dark room. 4. Three pretty white lilies. 5. His little book. 6. My dear mother. 7. Those narrow streets. 8. The thirteenth day. 9. The motherly care of the housekeeper provided an early breakfast.

ADVERBS.

An adverb is a word that modifies the meaning of a verb, adjective or other adverb.

43. Adverbs may be arranged in many classes.

There are three kinds :—

1. **Adverbs of Manner**, that tell *how* things are done, as, *well, wisely*.

2. **Adverbs of Time**, that tell *when* things are done, as, *now, presently, to-day*.

3. **Adverbs of Place**, that tell *where* things are done, as, *here, down, overhead*.

EXERCISE 51.

Select the adverbs and tell the kind of each :—

1. He works hard. 2. Do not stay long. 3. He arrived early. 4. John reads well. 5. He got up behind. 6. I arrived yesterday. 7. The earth turns round. 8. Sit down. 9. God reigns above. 10. Go along. 11. The box was painted inside and outside. 12. Solomon chose wisely.

VERBS.

44. A verb has three principal parts.

PRESENT	PAST	PAST PARTICIPLE
write	wrote	written

EXERCISE 52.

(a) Give the three principal parts of the following verbs:

- | | | | |
|-----------|-----------|------------|-------------|
| 1. Tear. | 6. Fall. | 11. Lie. | 16. Go. |
| 2. Fly. | 7. Shake. | 12. Lay. | 17. Do. |
| 3. Steal. | 8. Wear. | 13. Sit. | 18. Freeze. |
| 4. Drive. | 9. Throw. | 14. Set. | 19. Teach. |
| 5. Speak. | 10. Take. | 15. Stand. | 20. Learn. |

(b) Make sentences using the past tense and past participle of each of the above verbs.

EXERCISE 53.

Learn the following common abbreviations :—

(An abbreviation ends with a period.)

- Initials.* A. B. Carter, Geo. Smith.
- Months.* Jan., Feb., Mar., Apr., Aug., Sept., Oct., Nov., Dec.
- Days.* Sun., Mon., Tues., Wed., Thurs., Fri., Sat.
- Mr., Mrs., Dr., Rev., Co., Gen., Capt., Esq., Hon.
- P.O., A.M., P.M., M., St., Ave., No., P.S., A.D., P.C.
- E., W., N., S., doz., ans.

EXERCISE 54.

Learn the following common contractions :—

(The apostrophe marks the omission of a letter or letters.)

can't,	cannot.	o'er,	over.
couldn't,	could not.	shan't,	shall not.
didn't,	did not.	that's,	that is.
don't,	do not.	there's,	there is.
e'en,	even.	they'll,	they will.
e'er,	ever.	they're,	they are.
he'd,	he would.	'tis,	it is.
he's,	he is.	'twas,	it was.
I'll,	I will.	what's,	what is.
I'd,	I would.	wouldn't,	would not.
I'm,	I am.	you'll,	you will.
it's,	it is.	you're,	you are.
isn't	is not	you've,	you have.
I've,	I have.	o'clock,	of the clock.

45. SOME SENTENCES FOR ORAL DRILL.

Note the words printed in heavy type.

EXERCISE 54.

1. **May** I go to the store? You **may**, at recess.
2. **May** I swim? You **may** if you **can**.
3. The poor boy **lay** helpless by the roadside.
4. **Lie** down on the sofa.
5. Mary **has lain** there for three hours.
6. **Set** the kettle on the fire.
7. We **sat** on the piazza out of the sun.
8. Who **taught** you to play tennis? I **learned** to play by practice.

Make similar sentences, using the verb-forms in Exercise 52.

EXERCISE 55.

1. It was **I** who spoke.
2. Father and **I** are going to church.
3. I wish that I were **she**.
4. That is **he**, isn't it?
5. Lend the book to Arthur and **me**.
6. Between you and **me** we shall succeed.
7. **Whom** did you see at the Fair?
8. It is she; he **doesn't** see her.
9. **Who** wrote "The Village Blacksmith?"
10. **By whom** was "The Village Blacksmith" written?
11. It is **he** who sits between you and **me**.

Make similar sentences to illustrate the personal pronouns as subject and object.

EXERCISE 56.

1. **Each** of us has **his own** faults.
2. **Every** soldier **carries** a rifle.
3. **Neither** of the boys is afraid.
4. **Either** of the girls **drives** well.
5. **Neither** of the scholars did **his** best.
6. **Any one** may have **his** paper if **he** will ask.
7. **Everybody** wishes **his** children to be good.
8. **None** of the reports **is** true.

Each, every, neither, either and none are singular, for they are used in speaking of only one person or thing, or one group of persons or things. *None* means *not one*.

EXERCISE 57 (Review).

Select the nouns, adjectives, pronouns and adverbs in these sentences and tell about each the things that you have learned (see Ex. 4), 50, 51 and 11):—

1. John writes often. 2. Mary sings beautifully.
3. We lay down. 4. My friends live yonder. 5.
That lovely flower is dead. 6. A mad dog tore her
new frock. 7. The mud soiled Mrs. Black's velvet
dress. 8. Your friend's house is magnificent. 9.
The soldiers fought splendidly. 10. Daniel Defoe
wrote "Robinson Crusoe."

REVIEW.

1. What is a noun? Give a noun that names a person, a place, an animal, a thing.

2. Into what two classes may nouns be divided? What is a proper noun? What is a common noun? Give an example of each.

3. How many numbers are there? When is a noun in the singular number? In the plural?

4. *Some plurals are formed by adding es to the singular.* Write the plural of *coach, lily, loaf, cargo,* and state exactly in each case the mode of forming the plural.

5. Give the plural of *ox, deer, mouse, Miss Green,* and state how each is formed.

6. To what do the three genders correspond? When are nouns of the masculine gender? Of the feminine gender? Of the neuter gender?

7. Give the feminine of *king, Jew, hunter, he-goat,* and state in each case how the distinction of sex is marked.

8. What is meant by common gender? Give examples.

9. Write the possessive forms, singular and plural, of *child*, *sister*, and state how each is formed. Write the possessive form of *father-in-law* and *Mr. John Helmeood*.

10. What is a pronoun? When is a pronoun of the first person? Give the three forms of the first personal pronoun in the singular, and in the plural. When is this pronoun of the masculine gender? When feminine?

11. When is a pronoun of the second person? Give the three forms of this pronoun.

12. When is a pronoun of the third person? Give the masculine, feminine and neuter forms of this pronoun in the singular. Give the one plural form that stands for all genders.

13. What is an adjective? In what three classes may adjectives be grouped?

What is an adjective of quality? Of quantity? A demonstrative adjective? Give an example of each kind.

14. What is an adverb? In what three classes may adverbs be arranged? What is an adverb of manner? of place? of time? Give an example of each.

15. What is an abbreviation? With what does it end? Give an example of each.

16. What is a contraction? How is it marked? Give an example of each. Give the contraction of *not*, *will*, *is*, *am*, *has*.

17. What is a sentence? Of what two parts must a sentence consist? What is the subject? What is the predicate? What is the simple subject? What is the simple predicate? What is the object?

18. Write a sentence consisting of (1) two words only, simple subject and simple predicate; (2) three words, simple subject, simple predicate and simple object.

19. Write a sentence consisting of (1) two statements joined by **and**; (2) two statements separated by **but**; and (3) two statements separated by **or**.

20. Write a sentence consisting of (1) one subject and more than one predicate; (2) several subjects and one predicate; and (3) a long subject or naming part and a long predicate or telling part.

21. What words are added to subjects or objects to build them up? Write a sentence (1) in which the subject is enlarged by several adjectives; (2) in which the subject and object are both enlarged by adjectives.

22. What words are added to predicates to build them up? Write a sentence in which the predicate is enlarged (1) by an adverb of manner; (2) by an adverb of time; and (3) by an adverb of place.

23. Write a sentence in which both subject and object are enlarged by one or more adjectives and the predicate by an adverb.

MARKS OF CORRECTION.

“There should be definite effort to make the pupil self-critical. Symbols should be used to indicate common errors, increasing in number from Grade IV., demanding of the pupil that he discover

and rectify his mistakes, whenever this can be done without discouraging him."

(From the "Teaching of English," by Carpenter, Baker and Scott.)

Explain the marks of correction in this selection:—

Winnipeg may be called the heart of
 Cap. the dominion of Canada[^]. You will find ⊙
 l.c. that this ~~City~~, in the Province of Manitoba,
 δ occupies very ~~very~~ nearly the middle spot d/
 ,/ on the map[^] being equally distant from
 the Atlantic[^] Ocean ~~in~~ the east and the on/
 stet Pacific ~~Ocean~~ on the west.

EXPLANATION.—1. Cap. and ≡ call for the use of a Capital. 2. [^] shows that something has been omitted and must be inserted—thus, [^]⊙, period omitted. 3. l.c. calls for the use of a small letter. 4. δ, that something is to be struck out. 5. [^]d/, letter d omitted. 6. [^],/, comma omitted. 7. on/ to be substituted for in. 8. Stet, some word or words struck out are to remain.

S may be used in the margin to indicate an error in spelling, G in grammar, R in arrangement or style, and ¶ in paragraphing.

