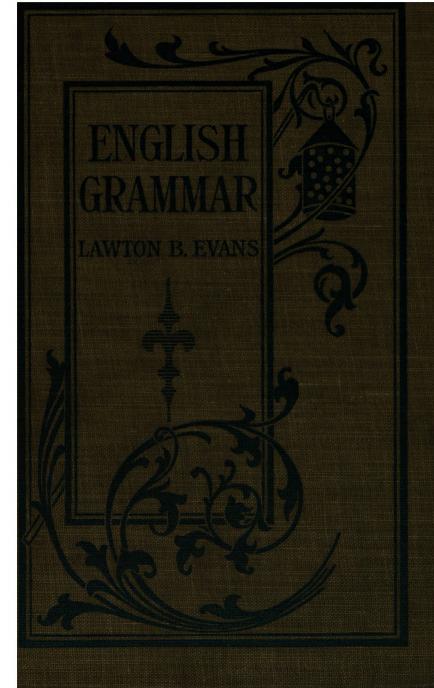
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## ELEMENTS

OF

## ENGLISH GRAMMAR

BY

LAWTON B. EVANS, A.M. SUPERINTENDENT OF SCHOOLS, AUGUSTA, GEORGIA

"Reading maketh a full man; conference a ready man; and writing an exact man."—Francis Bacon.

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EVANS'S EL. OF ENG. GRAM.

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### PREFACE

THE purpose of this book is to teach the pupil to speak and write the English language correctly. No especial effort has been made to teach him to analyze, parse, or diagram the sentences of others, except as illustrations of what he himself is to do. There has been a constant purpose to teach him to make his own sentences in correct form, and to avoid the common errors into which he may fall in his everyday speech.

The complaint is made against grammars that they give too little power in the use of language. The result is that many pupils can give all the rules, can parse and analyze any sentence, yet they speak incorrectly and write poorly. The author of this book has endeavored to present a system in which there is an intensely practical application of the elements of grammar. This is essentially a grammar by doing. Its purpose is to give the pupil power and confidence in the correct use of his language, both in speech and in writing. The author hopes thereby that the pupils who have studied these pages will be able to avoid the ordinary errors of speech and to construct sentences in good and correct form.

In order to do this, it is necessary for the pupil to practice unceasingly in the detection of errors, in the observation of well-constructed sentences, and in the making of many good sentences for himself. Many oral and written exercises have been provided as guides for his use and direction; for in language, as in everything else,

we learn to do by doing. If these exercises are faithfully performed and an intelligent use is made of the methods provided, it is earnestly hoped that our pupils will be relieved of the charge of more knowledge about grammar than power in the use of correct language.

LAWTON B. EVANS.

AUGUSTA, GEORGIA.

## TABLE OF CONTENTS

Hov	v to Use this Book						•	•	•	. 9
Use	of Good Language	•			•					. 13
LESS	ON									
1.	What Grammar Is									. 15
2.	The Sentence .									. 15
3.	Kinds of Sentences									. 16
4.	Kinds of Sentences (c	ontin	ued)							. 19
5.	Subject and Predicate	٠.		•						. 21
6.	Complete Subject and	Com	plete	Pred	icate				•	. 22
7.	The Object			•						. 23
8.	The Order of Subject,	Pred	icate	, and	Obje	ct				. 25
9.	Sentences to Study					•				. 27
10.	Nouns				•					. 28
11.	Pronouns									. 29
12.	Adjectives									. 30
13.	Verbs									. 32
14.	Adverbs									. 33
15.	Prepositions .						•		•	. 35
16.	Conjunctions .			•						. 37
17.	Interjections .					.•		•		. 38
18.	The Parts of Speech		•						•	. 39
19.	Finding the Parts of S	Speecl	h. (	Exer	cise)				•	. 41
20.	Phrases									. 42
21.	Clauses							•		. 44
<b>22</b> .	Clauses (continued)						•		•	. 46
23.	The Complex Sentence	e								. 47
24.	Position of Modifying	Wor	ds							. 49
<b>25</b> .	The Elliptical Senten	ce							,	. 51
<b>26</b> .	Finding the Parts of	Speec	h. (	Exer	cise)					. 54
27.	General Exercises									. 55
28.	General Exercises (co	ntinu	ıeđ)							. 56
29.	Review Questions									. 59
<b>30.</b>	Letter Writing -Bus	siness	Lette	ers						. 59
31.	Letter Writing - Frie	endly	Lette	ers						. 62
<b>32</b> .	Some Letters to Writ	-					•			. 64
	A Poem to Study - '	' Colu	mbu	s ''			•			. 67

### TABLE OF CONTENTS

PPOG	UN											PAGE
33.	Kinds of No	ouns .			•		•					68
34.	Gender											70
35.	Number								•			71
36.	Person					•		•		•		73
37.	The Nomina	ative Case	· .									74
<b>3</b> 8.	The Nomina	ative Case	e (co	ntinu	ed)							76
39.	The Possess	sive Case										77
<b>40</b> .	The Possess	ive Case	(con	tinue	d)							79
41.	The Objecti	ve Case	•		•							80
<b>42</b> .	The Objecti	ve Case (	cont	inued	<i>l</i> ).							82
<b>4</b> 3.	Nouns in A											84
44.	Exercises or	n Nouns										85
<b>45.</b>	Parsing Nov	ıns .										87
46.	Exercises of											88
47.	Written Ex	ercises										92
48.	Review Que	stions										93
	A Poem to		"To	a W	aterfo	wl"						94
49.	Personal Pr	•										95
50.	Declension			ronor	ıns							96
51.	Compound										Ċ	98
52.	Uses of It											100
53.	Relative Pr											101
54.	Relative Cla					_	·				•	103
55.	Interrogativ										•	105
56.	Demonstrat				•						Ī	107
57.	Parsing Pro					·	•			·	•	108
58.	Exercises of			•	·	•	Ť	:	·	•	•	110
59.	Review Que			•	•	•	•	•	•	•	•	113
60.	Exercises in		Stor	ies	•	•	•	•	•	•	•	114
61.	Kinds of Ac	_	2001	105	•	•	•	•	•	•	•	115
62.	Comparison	•	· ·tivo		•	•	•	•	•	•	•	116
63.	Irregular Co	•			tivos	•	•	•	•	•	•	119
64.	Words used					•	•	•	•	•	•	120
65.	Parsing Ad	•	OI V CE	•	•	•	•	•	•	•	•	120
66.	Exercises of		· · of /	Ndion	· timos	•	•	•	•	•	•	123
67.				-		(aamt		a\	•	•	•	125
68.	Exercises of A, An, The		OI E	Lujec	LIVES	Com	inue	•)	•	•	•	128
69.			•	•	•	•	•	•	•	•	•	120
	Review Que			•	•	•	•	•	•	•	•	130
70.	Studies in I	-		٠	•	•	•	•	•	•	•	130
71.	Exercises in	ı Descrip	tion					•	•	•	•	131

т	A	RI	Æ	OF	CON	T	EN	T	S
1	А	DI.	ır.	Ur	いいい		r, r		ì

LE8801	<b>4</b>		PAGE
72.	Exercises in Description (continued)		. 132
	A Poem to Study - "The Tide Rising in the Marsh	es ''	. 133
73.	Verbs — Transitive and Intransitive		. 134
74.	Complete and Incomplete Predicates		. 136
75.	Exercises on Complete Predicate		. 137
76.	Voice of Verbs		 . 138
77.	Mode of Verbs		. 140
78.	Mode of Verbs (continued)		. 149
79.	Tense of Verbs		. 144
80.	Tense of Verbs (continued)		. 146
81.	Progressive Form of Tenses		. 147
82.	Emphatic Form of Tenses		. 149
83.	Correct Use of Tenses		. 150
84、	Person and Number		. 152
85.	Infinitives		. 154
86.	Participles		. 156
87.	Participial Forms		. 158
88.	Auxiliary Verbs		. 161
89.	Exercises on Modifiers of Verbs		. 162
90.	Exercises on the Use of Verbs		. 164
91.	Exercises on the Use of Verbs (continued) .		. 166
92.	Review Questions		. 168
93.	Exercises in Composition		. 169
94.	Exercises in Composition (continued)		. 170
	A Poem to Study — "The Daffodils"		. 171
95.	Conjugation of a Verb		. 171
96.	Conjugation of the Verb Have		. 172
97.	Conjugation of the Verb Love (Active)		. 174
98.	Conjugation of the Verb $Be$		. 176
99.	Conjugation of the Verb Love (Passive)		. 178
100.	Review Exercises on Verbs		. 181
101.	Parsing Verbs		. 182
102.	Exercises on the Use of Verbs		. 184
103.	Exercises on the Use of Verbs (continued) .		. 187
104.	Paragraphs		. 191
105.	Some Stories to Write		. 194
106.	Conversations to Write		. 198
	A Poem to Study - "You are Old, Father William	"	. 196
107.	· · · · · · · · · · · · · · · · · · ·		. 196
100	Tinds of Advanta (southwest)		100

### TABLE OF CONTENTS

LE880	N						PAGE
109.	Words used as Adverbs						200
110.	Words that modify the Predicate						202
111.	The Proper Use of Adverbs .						202
112.	Exercises on the Use of Adverbs						205
113.	Parsing Adverbs			•			207
114.	Some Stories to Write						208
	A Poem to Study - "Abou Ben A	dhe	ա ''				209
115.	Prepositions						209
116.	The Object of a Preposition .						211
117.	Exercises on the Use of Preposition	s.	:				212
118.	Prepositional Phrases						213
119.	Parsing Prepositions						215
120.	Advertisements						216
	A Poem to Study - "Sing on, Blit	he l	Bird '	•			217
121.	Coördinate Conjunctions						217
122.	Compound Subjects of Sentences				•		219
123.	Subordinate Conjunctions .						221
124.	The Compound Sentence						223
125.	Correlative Conjunctions						225
126.	Parsing Conjunctions						227
127.	Rules for Parsing — Review .						228
128.	Exercises for Parsing. (l'opular P	rove	erbs)				228
129.	Review Questions						229
130.	Rules for the Use of Capital Letters	s.					<b>2</b> 30
131.	Punctuation Marks						232
132.	Punctuation Marks (continued)	•	•			•	234
Topic	cs for Story Writing			•		•	<b>238</b>
Shor	t Items for Newspapers					•	239
List	of Irregular Verbs						240
List	of Abbreviations		•		•		243
Inde	₹ .						245

### HOW TO USE THIS BOOK

#### TO THE TEACHER: -

The purpose of this book is to teach the pupils of the upper grammar grades to speak and write correctly by having them do much correct speaking and writing.

This is accomplished by means of many exercises which may be used orally and in writing. You will find that writing will make your pupils exact, and that speaking will make them fluent. It is best to use both methods, even with the same exercises, as far as possible.

Each chapter topic is unfolded according to the following scheme:—

- 1. An Explanation. This is at the beginning of the lesson, and is designed for home study as well as class explanation. The sentence or sentences at the head of the lesson should be written on the board, and the subject to be taught should be made clear to the class. Pupils should not be expected to learn correct language entirely by themselves, but they should be taught it at the recitation as well.
- 2. An Amplification. Following the explanation there is an enlargement of the idea as the subject naturally falls into divisions. These also need to be explained and taught to the pupils, even though they may be required to learn them afterwards at home.
- 3. An Illustration. After the subject to be taught has been understood by the pupils it is necessary to illus-

trate it by proper sentences. These are given in examples and exercises, and serve to show the class the use of good language forms. These exercises should be used carefully, and, whether by oral or written method, the pupils should be made to understand clearly the point involved. In addition to the illustrations given in the text, the teacher and pupil should add others at their pleasure. It is a great point gained when the pupils are able to provide sentences of their own to illustrate any subject under discussion. Do not be content with the illustrations given in the text, but stimulate the class to suggest as many more as possible.

4. An Application. — This is by far the most important part of the language teaching, and the part upon which the teacher should spend the most time and care. Doing the work is always the best method of teaching. Therefore, place great emphasis on the exercises. It is not expected that all the exercises in any one lesson shall be assigned for a single task. One or two exercises may be sufficient for a day's work, but whatever is assigned should be executed neatly, accurately, and thoroughly. A little well done is better than much done indifferently.

It is suggested that the pupils be required to do as much writing as possible. To this end an especial exercise book will be useful, in which the pupils can keep a correct copy of all the exercises they write. This will result in greater neatness and accuracy.

Frequent reviews are indispensable to language teaching, and the teacher will find it especially serviceable to spend time in going over those portions of the text devoted to the correction of errors. It is by unceasing watchfulness of the language of pupils, their pronunciation, enunciation, and use of correct grammatical forms, that

a habit of good tones and good forms can be established. Remember always that we are not trying especially to teach our pupils to admire the language of others, but rather to make admirable language of their own.

While the primary purpose of grammar is to teach a pupil to make a good sentence, still the subject of connected sentences or compositions is a legitimate part of language teaching, and a portion of this book is devoted to that subject. Composition writing should be practical in its nature, varied in its kind, interesting to the pupil, and not too difficult. The work should be done neatly, accurately, and with a conscious effort for improvement. The compositions should be frequent; sometimes to be written at a moment's notice, sometimes after investigation, and sometimes at home, when a more elaborate result may be expected.

The Study of Literature. — Although the main purpose of grammar is to teach the pupils to make correct sentences of their own, yet, a wise teacher will not neglect the value to be derived from the study of literature by the pupils. Great benefit can be found in memorizing poems for the pure inspiration they contain. This book contains a few choice selections, which, when reached, should be committed to memory by the entire class. By this means, the poems will have their ennobling effect upon the thought and the language of the pupils, especially if the teacher will call attention to certain words or expressions of notable beauty and strength.

In addition to the selections given in the text, the teacher may find elsewhere an abundance of beautiful poetry that the children will seize upon with eagerness, not with especial reference to grammatical construction, but because it is good poetry and they like it. The same is true of prose selections. In the reading of fine prose literature, the teacher may illustrate by observation the lessons taught in the grammar, can call attention to the felicitous construction of sentences, the choice of adjectives, the placing of adverbs, the beauty of the figures of speech, so that the literature may become fixed in the child's mind by a study of its form as well as by a study of its content.

The author does not believe in tearing to pieces a beautiful paragraph or stanza in order to parse it, or to name every part of speech in it, but he does insist that the pupils should be given a clear idea of construction of great sentences or paragraphs, that they may understand what makes great literature, and be able to appreciate it and use it as a standard in their own productions.

With the conscientious assistance of an intelligent and studious body of teachers, it is earnestly hoped that this book will prepare our pupils for the world of speech and letters.

### USE OF GOOD LANGUAGE

#### TO THE PUPILS: -

The purpose in studying grammar is to teach you to speak and write correctly. If when you have learned all the definitions and rules and can parse any sentence you still speak and write badly, your study has been of no practical value. Therefore, remember the following rules:—

- 1. Make a special study of the errors you commit; find the correct forms and practice them until you have changed your habit.
- 2. Learn to pronounce correctly. Listen to the conversation of cultured people, and consult the dictionary when in doubt.
- 3. Enunciate distinctly. To do so you should speak slowly and carefully, without mouthing or smothering the words. Practice difficult words and sentences as well as the ordinary words.
- 4. Do not talk in a high, noisy voice, and avoid talking through your nose. Use a moderate tone, talking slowly but clearly. A high, shrill tone, especially in public places, is often the sign of the uncultured person.
- 5. Avoid the use of slang. Occasionally, we may find the ordinary current slang to be expressive and apposite, but its use in good society, in platform speaking, and in writing, is not to be tolerated.
- 6. Do not use profane language. A gentleman never swears, because he does not need to. One who knows

how to use language can find strong words without resorting to profanity.

- 7. Avoid extravagant statements. Do not use every adjective in the superlative degree, nor be immoderate in your descriptions, opinions, or comments. Be careful and accurate in all you say.
- 8. Be polite in all your speech, learning the correct forms of good society. Be kind in your comments of others, and considerate in your address to older persons.
- 9. Read and study the best books, observing how language is used, memorizing choice passages of expression, and imitating the best authors in your own speech and writing.
- 10. You will learn to speak correctly by training yourself to use only correct language. You will learn to write by hard and constant practice. No amount of knowledge will give you facility in good speaking and good writing. This comes by practice, constant and severe. Grammar will teach you how to avoid error, but the ability to compose fluently, clearly, and logically can be attained only by abundant exercise.

### ELEMENTS OF ENGLISH GRAMMAR

#### LESSON 1. - WHAT GRAMMAR IS

THERE are several ways of expressing the ideas or thoughts we have in our minds. We can make signs, we can carve images, we can paint forms, we can utter cries, we can speak words, and we can write words. The use of words to express our thought is called language.

Language is the expression of thought in words.

When we speak our thoughts in words, we use oral language. When we write our thoughts in words, we use written language. Since we desire to express our thoughts correctly and according to the usage of the best speakers and of the best writers, we have made a science of correct language. It is called Grammar.

Grammar is the science that teaches the correct forms of oral and written language.

English Grammar is the science that teaches the correct forms of the English language.

#### LESSON 2. - THE SENTENCE

Morse invented the telegraph.

By studying the arrangement of these words, we see that we have expressed a thought about a man who invented something. If we should say *Morse invented*, our minds would not be satisfied, for we should not know what he invented; but when we add the words the telegraph, we have completed the expression of the thought. By using words to express thought completely we form sentences.

A sentence is an arrangement of words completely expressing thought.

A sentence begins with a capital letter.

Exercise 1.—In these words tell which are sentences and which are not. Finish all incomplete sentences:

1.	John has cut.	10.	Cæsar crossed the Rubicon.
2.	Mary loves flowers.	11.	Shakespeare wrote many plays.
3.	The cow gives.	12.	As I was going home.
4.	The rose is.	13.	Seeing he was angry.
5.	The man has.	14.	Eli Whitney invented.
6.	Napoleon crossed.	15.	The diamond cuts glass.
7.	Birds build.	16.	Paper is made of wood.
8.	Hunting is fine.	17.	Tennyson wrote.
9.	Texas is.		Iron is found.

Exercise 2. — Write a sentence about each of the following words:

1.	New York.	4.	An automobile.	7.	A steamboat.
2.	Andrew Jackson.	<b>5</b> .	The Amazon River.	8.	Robinson Crusoe.
3.	The cotton gin.	6.	Baseball.	9.	The Spanish war.

#### LESSON 3. - KINDS OF SENTENCES

- 1. God made the heavens and the earth.
- 2. What is sweeter than honey?
- 3. Honor thy father and mother.
- 4. What a piece of work is man!

Here are four kinds of sentences, each expressing a thought in a different way. The first sentence simply states a fact, and is called a declarative sentence.

A declarative sentence is one that states or declares a fact.

The second sentence asks a question, and is called an interrogative sentence.

An interrogative sentence is one that asks a question.

The third sentence expresses a command, and is called an imperative sentence.

An imperative sentence is one that gives a command or makes an entreaty.

The fourth sentence expresses a deep feeling or a sudden emotion, and is called an exclamatory sentence.

An exclamatory sentence is one that expresses a deep feeling or a sudden emotion.

A declarative, interrogative, or imperative sentence may at the same time be exclamatory, if uttered with deep feeling.

Declarative: Pan is dead! Great Pan is dead!

Interrogative: Where, oh where, are the visions of morning!

Imperative: Ring out, wild bells, to the wild sky!

A declarative sentence usually ends with a period. (.) An interrogative sentence usually ends with an interrogation mark. (?)

An imperative sentence usually ends with a period. (.)
An exclamatory sentence ends with an exclamation mark. (!)

These sentences are declarative because they state facts:

"Regimen is better than physic. Every one should be his own physician. We ought to assist and not to force nature. Nothing is good for the body but what we can digest."

These sentences are interrogative because they ask questions:

"But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction?"

EVANS'S ELE. ENG. GRAM. - 2

These sentences are exclamatory because they express emotion and deep feeling:

"What a charm there is connected with the great mountains! How the mind is filled with their vast solitude! How the inward eye is fixed on their silent, their sublime, their everlasting peaks! How our hearts bound to the music of their solitary cries, to the tinkling of their gushing rills, to the sound of their cataracts! How inspiring are the odors that breathe from the upland turfs, from the rock-hung flower, from the hoary and solemn pine!"

These sentences are imperative because they express command.

"Abhor that which is evil; cleave to that which is good. Bless them which persecute you; bless, and curse not. Rejoice with them that rejoice, and weep with them that weep. Recompense no man evil for evil. Provide things honest in the sight of all men. Be not overcome of evil, but overcome evil with good."

### Exercise 1. — Name the kind of sentence:

- 1. How the wind blows!
- 2. A rolling stone gathers no moss.
- 3. How glad I am to see you!
- 4. Haste makes waste.
- 5. Be a hero in the strife.
- 6. All men are created equal.
- 7. Who is the King of Glory?
- 8. Blow, blow, thou winter wind!
- 9. Who discovered the Mississippi River?
- 10. Perseverance conquers all things.
- 11. Woodman, spare that tree.
- 12. How weary I am of all this strife!
- 13. Roll on, thou deep and dark blue ocean!

Exercise 2. — Change each of these sentences into three other kinds:

- 1. The winter wind blows cold.
- 3. Sleep on, tired little fellow.
- 2. How loud the church bell rings!
- 4. Do the little stars twinkle?

#### LESSON 4.—KINDS OF SENTENCES (continued)

# Exercise 1. — Change these declarative sentences to interrogative sentences:

- 1. The Mammoth Cave is in Kentucky.
- 2. Nashville is the capital of Tennessee.
- 3. Poe wrote The Raven.
- 4. Rice is grown in South Carolina.
- 5. The St. Lawrence River drains the Great Lakes.
- 6. Daniel Webster was a great orator.
- 7. The moon revolves around the earth.
- 8. There are two tides every twenty-four hours.
- 9. Electricity is a form of motion.
- 10. Perseverance conquers all things.

## Exercise 2.—Answer these interrogative sentences by declarative sentences:

- 1. Who discovered America?
- 2. Who is the President of the United States?
- 3. Where is the city of Memphis?
- 4. Who wrote the Paradise Lost?
- 5. Who killed Cock Robin?
- 6. How old are you?
- 7. Where are you going, my pretty maid?
- 8. When may I go out?
- 9. How are you this morning?
- 10. Lovest thou me?

# Exercise 3.—Change these declarative sentences to exclamatory sentences:

- 1. The night is beautiful.
- 2. The stars shine brightly.
- 3. The foot of time falls softly.
- 4. These flowers have a delightful perfume.
- 5. These bees make sweet honey.
- 6. The scenes of my childhood are dear to my heart.

- 7. I am glad to see you.
- 8. The falling snow is beautiful.
- 9. Robinson Crusoe had a strange experience.
- 10. It was a brave act.

# Exercise 4. — Answer these interrogative sentences by imperative sentences:

- 1. Shall I give you a knife or a top?
- 2. Shall we let you stay here?
- 3. Will you take tea or coffee?
- 4. Shall I open the door or the window?
- 5. Sir, will you have the horses?
- 6. What did you advise me to do?
- 7. Where shall I go now?
- 8. What did Patrick Henry say?
- 9. What is the fifth commandment?
- 10. Shall we hang him or let him go?

# Exercise 5. — Make an interrogative sentence about each of the following subjects:

fish	a baseball game	Charleston
the circus	Christmas	General Oglethorpe
Atlanta	the Fourth of July	cotton
a steamboat	the Indians	Lookout Mountain

# Exercise 6. — Make an exclamatory sentence about each of the following subjects:

the stars	a storm	a great speech
the snow	a brass band	uncertainty of life
a tall mountain	a church	a terrible accident

## Exercise 7. — Make an imperative sentence, using each of the following words:

give	bring	come	hurry	jump	eat	shut
take	sing	go	run	play	stop	do

#### LESSON 5. — SUBJECT AND PREDICATE

In the following sentences tell the things about which something is said. Tell what is said about them:

Winds blow.	Flowers bloom.	Grass grows.
Dogs bark.	Babies cry.	Horses run.

We see that every sentence has at least two parts.

One of these parts is the name of the person, place, or thing about which something is said. This part is called the subject. The other part is that which tells what is said about the subject and is called the predicate.

The subject of a sentence names that of which something is said. The predicate of a sentence tells what is said about the subject.

A sentence that contains but one subject and one predicate and expresses but one thought is called a simple sentence.

In the ordinary declarative sentence the subject is the first part of the statement and can be found by asking the question, "What are we talking about?"

In the ordinary declarative sentence the predicate is the latter part of the statement and can be found by asking the question, "What is said about the subject?"

Exercise 1. — Name the subject and the predicate in these sentences:

1.	Fire burns.	7.	Rain falls.	13.	Mary sings.
2.	I laugh.	8.	Day breaks.	14.	John wakes.
3.	Dogs bite.	9.	Cats scratch.	15.	Ships rock.
4.	Horses trot.	10.	Larks soar.	16.	Fish swim.
5.	He runs.	11.	Birds sing.	17.	Roses bloom.
6.	Spring comes.	12.	You came.	18.	They run.

### Exercise 2. — Use these words as subjects of sentences:

stars eagles	goats school	Jamestown William	cotton iron	San Francisco Gibraltar
wheels	Paris	Susan	grass	roses
oxen	Chicago	oats	rain	rivers

## Exercise 3. — Use these words as predicates of sentences:

burns	sailed a boat	grows in Texas
grows	went to Europe	is a good book
bloom	is king of England	behaves badly
is hot	was lost at sea	rises early
tastes sweet	is made of iron	is a noble boy

### LESSON 6. — COMPLETE SUBJECT AND COMPLETE PREDICATE

The cold winds | blow fiercely.

In the sentence Winds blow there is but one word in the subject and one in the predicate. If we enlarge this sentence and say The cold winds blow fiercely, we have used other words to describe the winds and to tell how they blow. The words The cold winds compose all the subject and are called the complete subject. The words blow fiercely compose all the predicate and are called the complete predicate.

The subject of a sentence without any words that modify or describe it is called the *simple subject*.

The predicate of a sentence without any words that modify it is called the simple predicate.

The simple subject with all the words that belong to it is called the complete subject.

The simple predicate with all the words that belong to it is called the complete predicate.

We can generally separate the complete subject and the complete predicate by a line thus: The cold winds | blow fiercely.

The hungry lions | roar loudly.

The wise man | eats sparingly.

Exercise 1.— Write the following sentences, separating the complete subject from the complete predicate by a line. Underscore the simple subject and the simple predicate:

- 1. The long day ended at last.
- 2. Loud and angry waves dashed against the shore.
- 3. The beautiful snow fell thick and fast.
- 4. The painted savages danced around the fire.
- 5. The uncomplaining ox toils with his load.
- 6. The sad procession passed slowly by.
- 7. The tall pines bend in the breeze.
- 8. The little dog laughed to see such sport.
- 9. The hungry wolves howled in the woods.
- 10. The sick child cried all night.
- 11. The fear of the Lord is the beginning of wisdom.

Exercise 2. — Write a sentence about each of the following subjects, divide the subject from the predicate by a vertical line, and underscore the simple subject and the simple predicate:

1.	A bird	6.	A volcano	11.	The island of St. Helena
2.	A lesson	7.	Thomas Jefferson	12.	A baseball game
3.	A shotgun	8.	Desert of Sahara	13.	A Sunday-school picnic
4.	A circus	9.	An automobile	14.	The Gulf of Mexico
5.	Skating	10.	The first railroad	15.	Robinson Crusoe

### LESSON 7. — THE OBJECT

### Birds build nests.

In this sentence we know that *Birds* is the subject because it is the thing we are talking about. We know that *build* is the simple predicate because it tells what

the birds do. The word nests, which tells what is done or acted upon by the predicate, is called the object.

The object of a sentence is that which is acted upon by the subject and predicate.

In ordinary sentences the object follows the predicate. The object also forms a part of the complete predicate.

### Exercise 1.—Name the object in each of these sentences:

- 1. Boys fly kites.
- 2. Diamonds cut glass.
- 3. The Egyptians built the Pyramids.
- 4. Hens lay eggs.
- 5. Water extinguishes fire.
- 6. Napoleon crossed the Alps.
- 7. Cæsar conquered Gaul.
- 8. Milton wrote Paradise Lost.
- 9. The Southern States raise cotton.
- 10. Tigers eat raw meat.
- 11. The reapers cut the grain.
- 12. Frost kills flowers.
- 13. Patriots love their country.
- 14. Act well your part.

Exercise 2. — Copy these sentences and separate the subject, predicate, and object by vertical lines; as,

### Edison | invented | the phonograph.

- 1. The Indian built a fire.
- 5. He commands the army.
- 2. The fire burned the home. 6. The snow covered the earth.
  - 7. The procession passed the street.
- The stick beat the dog.
   We ate our dinner.
- 8. The waves tossed the boat.
- 9. The beautiful lady sang sweetly a tender song.
- 10. All of us together did not catch a single fish.

Exercise 3. — Write sentences about each of these subjects, each sentence containing an object. Separate the

subject, predicate, and object by vertical lines and underscore the object, as,

### Grammar | teaches | correct speech.

Fire	Washington	A large rat	Pearls
Girls	The sailors	A shaggy dog	Clock
Dogs	The sun	Jersey cows	Chickens

## LESSON 8.—THE ORDER OF SUBJECT, PREDICATE, AND OBJECT

The subject of a verb does not always come first in a sentence. It may come anywhere. We have to search for the words that tell what we are speaking of and they make the subject. It is the same with the predicate and the object. By changing the natural order of arrangement, which is called transposing it, we make the sentence more emphatic or more poetical.

# Exercise 1. — Find the subject and the predicate in the following sentences:

- 1. Flashed all their sabers bare.
- 2. Down went every head in prayer.
- 3. To the westward stretched the long line.
- 4. Thrice spoke he the same words.
- 5. Blessed are the pure in heart.
- 6. Down came the beautiful snow.
- 7. Wonderful are Thy works.
- 8. On every side lay dead and wounded men.
- 9. Overhead twinkled the quiet stars.
- 10. Up the chimney roared the cheerful fire.
- 11. Gold and silver have I none.
- 12. Great oaks from little acorns grow.
- 13. Over the fields bleak and bare falls the snow.
- 14. Deep in the ground the tiny seeds lie warm.
- 15. On the hearth burned the hot fire.
- 16. Out of the sea came the gray mist.

### 26 ORDER OF SUBJECT, PREDICATE, AND OBJECT

- 17. On leaf and twig hung the dewy diamonds.
- 18. As night to stars, woe luster gives to man.
- 19. All night long watched and moaned the poor mother.
- 20. Dashed high the breaking waves on rock-bound coast.
- 21. Sweet are the uses of adversity.
- 22. In those days came John the Baptist.

## Exercise 2. — Change these sentences to the natural order:

- 1. High in the air his cap threw he.
- 2. Up and down all night paced he the corridor.
- 3. Into the night galloped he alone.
- 4. Into the valley of death rode the six hundred.
- 5. Then burst his mighty heart.
- 6. Upon the highest peak stood the chamois.
- 7. Now fades the glimmering landscape on the sight.
- 8. Of all that is dear am I bereft.
- 9. From crag to crag leaps the wild thunder.
- 10. Over me surged the sea of men.
- 11. So gently falls the Southern night.

## Exercise 3.—Change these sentences to the transposed order:

- 1. Brave Horatius then spake out.
- 2. The hills then shook with thunder.
- 3. The lightning flashed lurid on land and sea.
- 4. They built the ship stroke on stroke.
- 5. The poor old man trudges sadly along.
- 6. He lay dead beside the river.
- 7. They fought fiercely through the long day.
- 8. He was a mighty man, the smith.
- 9. The day was bright and calm.
- 10. The Southern moon falls lingering.
- 11. He came out of the sea.
- 12. She is as red as a rose.
- 13. The lamp shone bright on the gay crowd.
- 14. The prayers we said were few and short.
- 15. A hermit lives in yonder wood.

Exercise 4.— Write these sentences in as many ways as you can, always preserving the sense. Which way do they seem best?

- 1. The plowman homeward plods his weary way.
- 2. The wounded lion, hard hit, sullenly crept to his lair.
- 3. The fierce gladiators with net, trident, and sword fought over the bloody sand.
- 4. Far out at sea the tireless gull dips his wing into the ocean wave.
- 5. Over the mountain tops the rising sun peeps cheerfully at the awakening world.
  - 6. Into the court the great judge walked with stately tread.

#### LESSON 9. - SENTENCES TO STUDY

Tell or write in your own language what you think each of these sentences means:

- 1. One man's meat is another man's poison.
- 2. God tempers the wind to the shorn lamb.
- 3. Empty vessels make the most noise.
- 4. Wealth may seek us, but wisdom must be sought.
- 5. An honest man is the noblest work of God.
- 6. Every man is the architect of his own fortune.
- 7. It is better to wear out than to rust out.
- 8. Every day is the best day of the year.
- 9. There are no loitering places on the road to fame.
- 10. A good name is rather to be chosen than great riches.
- 11. A merry heart maketh a cheerful countenance.
- 12. Cowards die many times before their death.
- 13. Still in thy right hand carry gentle peace.
- 14. Give every man thine ear, but few thy voice.
- 15. Conscience does make cowards of us all.
- 16. It is a bright day that brings forth the adder.
- 17. Noble minds keep ever with their likes.
- 18. I love the name of honor more than I fear death.
- 19. Men at some time are masters of their fate.
- 20. So may the outward shows be least themselves.

#### LESSON 10. — NOUNS

Longfellow lived in a house in Cambridge.

In this sentence what word is the name of a person? What word is the name of a place? What word is the name of a thing? How many name words have we in this sentence? What are they?

We see that some words are names. They may be names of persons, as George, Mary, Cæsar, Victoria. They may be names of places, as Boston, New York, Chicago. They may be names of things, as love, hate, boy, girl, desk, chair.

Name three men whom you know. Name three boys. Name three girls. Name three places you have visited. Name three things you like. Name five heroes of history. Name five books that you have read. Name five cities in the United States. Name five things in this room.

All the words you have used are nouns because they are names of persons, of places, or of things.

A noun is a word used as a name of any person, place, or thing.

### Exercise 1. — Find the nouns in these sentences:

- 1. Victoria was queen of England.
- 2. New York is the largest city in America.
- 3. Kindness to animals is a great virtue.
- 4. Paris is the capital of France.
- 5. Mary had a little lamb.
- 6. Love is better than hate.
- 7. London is on the river Thames.
- 8. Shakespeare wrote many plays.
- 9. Every boy and girl should read good books.
- 10. A bird in the hand is worth two in the bush.

#### LESSON 11. — PRONOUNS

As a man sows, so shall he reap. A good mother is blessed in her children. Soldiers do their duty at all times.

In the first sentence what does the word he stand for? In the second sentence what does the word her stand for? In the third sentence what does the word their stand for? All words that stand for or are used in place of nouns are called pronouns.

A pronoun is a word used in place of a noun.

### The following words are pronouns:

I, my, mine, me, we, our, ours, us, thou, thy, thine, thee, you, your, yours, ye, he, his, him, she, her, hers, it, its, they, their, theirs, them, who, whose, whom, which, that, what.

# Exercise 1. — Name the pronouns in these sentences, and tell what nouns they stand for:

- 1. John, you must bring your book to me.
- 2. Whither thou goest, I will go.
- 3. If Mary wants a new hat, let her have it.
- 4. The boys hunted for their hats, but could not find them.
- 5. I saw an old man who had lost his way and could not find it.
- 6. Give us this day our daily bread.
- 7. The bird eats its seed from her hand.
- 8. Keep thy shop, and it will keep thee.
- 9. The Lord is my shepherd, I shall not want.
- 10. You and I are invited to his house.

Exercise 2. — Write a sentence containing I, my, and me. Write one containing we, our, and us. Write one containing they, their, and them. Write one containing she, her, and it. Write one containing you and yours.

Exercise 3. — Copy and correct these sentences by using pronouns:

- 1. John loves John's mother because John's mother is good to John.
  - 2. Mary milks Mary's cow and brings the milk to Mary's mother.
- 3. Patrick Henry made a great speech, in which Patrick Henry said, "Give Patrick Henry liberty or give Patrick Henry death."
- 4. William wrote a letter to William's father and asked William's father to send William some money.
- 5. When Henry Clay was told that Henry Clay must lose Henry Clay's chance to be President, Henry Clay answered, "Henry Clay would rather be right than be president."

# Exercise 4. — Fill the blanks with pronouns:

- 1. promised not to tell what told about —.
- 2. said that were going to see and get to lend some of books.
- 3. John said that —— heard that —— said that —— had taken —— pencil.
- 4. saw first, but saw soon, so climbed a tree, right behind —, but did not get —.

## LESSON 12. — ADJECTIVES

The red rose is a beautiful flower. This hat cost five dollars.

In the first sentence what does the word red describe? What does the word beautiful describe? In the second sentence what word points out a particular hat? What word tells how many dollars? Words used to describe nouns or to limit their meaning are called adjectives.

An adjective is a word used to describe or limit the meaning of a noun or a pronoun.

Exercise 1. — Name as many suitable adjectives as you can, that can be applied to each of the following nouns:

schoolhouse	boys	baseball	sky
North Pole	Lincoln	$\mathbf{marbles}$	flowers
grammar	silver	grass	ocean
girls	kites	$\mathbf{gold}$	Rome
fishing	oranges	cotton	caves
Christmas	Texas	desert	Hudson River
apples	river	forest	playground

Exercise 2. — Make sentences, using these adjectives:

valuable	loud	this	yonder	lovely	yellow
thin	long	that	polite	hard	rough
heavy	short	ten	square	soft	sweet
great	high	fifty	pleasant	shining	bitter
good	low	two dozen	difficult	deep	sour
little	one hundred	those	easy	ugly	green

Exercise 3. — Write a short description of the Mississippi River, using as many adjectives as you can, and underscore each one.

Write a short description of Captain John Smith, using as many adjectives as you can, and underscore each.

Write a short account of a snowstorm, using as many adjectives as you can, and underscore each.

Exercise 4. — Complete these sentences, using an adjective in each blank space:

- 1. Mountains are —, —, —, —, —.
- 2. The moon is —, —, —, —.
- 3. A horse is —, —, —, —, —.
- 4. Grammar is —, —, —, —, —.

Exercise 5.—If you wished to describe the Atlantic Ocean, what adjectives do you think would be suitable?

Make containing these adjectives.

Make sentences containing these adjectives.

If you saw a house on fire, what adjectives do you think would be suitable to describe it?

Make sentences, using these adjectives.

If you saw a flower garden in bloom, what adjectives do you think you would use?

Make sentences, using these adjectives.

#### LESSON 13. — VERBS

Horses run. Birds fly. Fish swim. Man is mortal. Tigers are dangerous.

In the above sentences the words run, fly, swim tell what is done and express action. The words is and are express a condition or a state of being. All words that express action or a state of being are called verbs.

A verb is a word that expresses action or a state of being.

The predicate of a sentence always contains a verb.

## Exercise 1. — Name the verbs in these sentences:

- 1. William loves his mother.
- 2. Elephants carry heavy loads.
- 3. Chickens crow in the early morning.
- 4. The child sleeps quietly.
- 5. Gold is a precious metal.
- 6. The king rules over the land.
- 7. The soldiers fought bravely.
- 8. I knew him as soon as I saw him.
- 9. He ate his dinner after he came home.
- 10. Lions live in Africa.
- 11. Those boys are twins.
- 12. Sleep, my baby, sleep.
- 13. We reached New York at two o'clock.
- 14. Each thought of the woman who loved him the best.

# Exercise 2.—Copy these sentences and underscore the verbs:

- 1. However good you are, you have faults.
- 2. Bunyan wrote the "Pilgrim's Progress."

- 3. A rolling stone gathers no moss.
- 4. A soft answer turneth away wrath.
- 5. Cæsar defeated Pompey.
- 6. Fire destroyed the city of Chicago.

Exercise 3. — Complete these sentences, using a verb in each blank space:

- 1. We --- a long ways.
- 2. A horse faster than a man.
- 3. The dogs and the boys —.
- 4. A wise man the evil and himself.
- 5. all the good you —.
- 6. Dogs —— to —— and ——.

Exercise 4. — Write six sentences describing an earthquake and underscore the verb in each.

Write six sentences about a volcano and underscore the verb in each.

Write six sentences about a dog fight and underscore the verb in each.

Write six sentences about the animals in the park and underscore the verb in each.

#### LESSON 14. - ADVERBS

Man is fearfully and wonderfully made. Daniel Lambert was enormously fat. Children, you study too loud.

In these sentences what words tell how man is made? What word tells how fat Daniel Lambert was? What word tells how loud the children study? Words of this sort that are added to verbs, adjectives, and adverbs to modify their meaning are called adverbs.

An adverb is a word used to modify the meaning of a verb, an adjective, or another adverb.

EVANS'S ELE. ENG. GRAM. - 3

An adverb generally tells how, when, where, how much, etc.

Exercise 1. — Name the adverbs in these sentences and tell what words they belong to:

- 1. Work done quickly is often done ill.
- 2. Speak politely to everybody.
- 3. He lived wretchedly and died miserably.
- 4. Do not eat your food rapidly.
- 5. Tread softly upon holy ground.
- 6. Glass is very easily broken.
- 7. Lincoln was a very noble character.
- 8. If you act rudely, you will be treated badly.
- 9. Consider carefully, but act promptly.
- 10. Come early and stay late.
- 11. He recited better than I expected.
- 12. The exercise was carefully prepared.

Exercise 2. — Make sentences, using the following adverbs:

sweetly	too	carelessly	remarkably	quietly
joyfully	now	rapidly	exceedingly	promptl <b>y</b>
happily	badly	slowly	extremely	swiftly
bitterly	impolitely -	patiently	more	beautifully
very	rudely	wildly	rather	always
soon	harshly	unusually	somewhat	well

Exercise 3. — Fill the blanks in these sentences with adverbs:

- 1. The ship rocks on the heaving sea.
- 2. Write —— if you wish to write ——.
- 3. Think before you speak —.
- 4. Rise and work —.
- 5. He wrote —— but spoke ——.
- 6. The soldiers fared —— but fought ——.
- 7. The child ran up the hill, looked over the top, and sprang back.

- 8. We buried him and —.
- 9. and the master is calling.
- 10. Speak —, act —, live —.
- 11. The hotel was built recently, and was new.
- 12. The old man walks --- slowly.

### LESSON 15. - PREPOSITIONS

A house in the country, with vines over the porch, among the trees and hills, is good enough for me.

In this sentence what word is used to show the relation between a house and the country? What word is placed before vines? What word relates vines and the porch? What word is placed before the trees and hills? What word relates good enough and me? These words in, with, over, among, and for are called prepositions because they are placed before nouns and pronouns to show the relation between them and the other parts of the sentence.

A preposition is a word used to show the relation between a noun or a pronoun and some other word or words in a sentence.

The following are some words used as prepositions:

about	among	beside	for	over	under
above	around	between	from	since	until
across	$\mathbf{a}\mathbf{t}$	beyond	in	${f through}$	up
after	before	by	into	throughout	upon
against	behind	down	of	till	with .
along	below	during	off	to	within
amid	beneath	except	on	toward	without

Exercise 1. — Name the prepositions in these sentences and tell between what words they show relation:

- 1. There is a place for everything.
- 2. He gazed upon the ruins of his home.
- 3. They smoked in quiet around the council fire.

- 4. Above all else, I love thee best.
- 5. Young men are best for action, old men for counsel.
- 6. Under the trees and by the river we strolled.
- 7. Let there be no strife between you and me.
- 8. After breakfast, we rode about town.
- 9. We went over the hill and through the lane.
- 10. He stood bravely before the king.
- 11. We will cross over the river and rest under the shade of the trees.

# Exercise 2. — Use prepositions to illustrate these relations:

- 1. A book is —— the table.
- 2. The dog lies the mat.
- 3. We live Broad Street.
- 4. They walked —— the bridge.
- 5. The boys ran the hill.
- 6. The boys went —— the river.
- 7. We stood —— the trees.
- 8. The horses ran the fields.
- 9. The balloon sailed the clouds.

# Exercise 3. —Write short compositions on the following outlines. Underscore all prepositions:

- 1. A dog, a mat, a boy, a stick, the dog, the street, the boy's father, a switch, upstairs, the closet.
- 2. A balloon, ropes, a man, the car, the air, the clouds, the winds, all night, the fields.
- 3. Two boys, a boat, a river, swift water, boat capsizes, swimming, the shore.
  - 4. A hawk, the air, a fish, the water, a swoop, the hawk's nest.
  - 5. A wolf, the woods, a sheep, the fold, a leap, the wolf's den.
- 6. A railroad train, a child, the track, the brave engineer, the mother.
- 7. A lion, a cage, a man, a whip, an angry beast, a roar, a leap, a pistol shot, man saved.
- 8. A building, a fire, a child, a window, a fireman, a ladder, water, the rescue, the parents.

## LESSON 16. — CONJUNCTIONS

Corn and beans make succotash.

I retired because I was sleepy.

You must work hard or you will fail.

In the first sentence what words does and connect? In the second sentence what parts of the sentence does the word because connect? In the third sentence what words does or connect? Words that are used to connect words, parts of sentences, or sentences are called conjunctions.

A conjunction is a word used to connect words, parts of sentences, or sentences.

The following are some words used as conjunctions:

and	for	that	whether	although
but	if	while	unless	because
yet	or	hence	except	consequently
as	since	$\mathbf{when}$	however	notwithstanding

Exercise 1. — Name the conjunctions in these sentences and tell what they connect:

- 1. We know the truth and yet we heed it not.
- 2. The rain fell, and the waters rose.
- 3. Men do wrong because they wish to.
- 4. He refused to go or to stay.
- 5. He has been sickly since he was a child.
- 6. Except ye repent, ye shall all likewise perish.
- 7. He plays the piano, although he is blind.
- 8. I do not know, hence I cannot say.
- 9. He exposed himself, consequently he was killed.

# Exercise 2.—Fill the following blanks with conjunctions:

- 1. I cannot deny he was honest.
- 2. I wonder --- he will come.
- 3. Sheep are white —— black.

- 4. You cannot leave you have not finished.
- 5. The boys went hunting killed nothing.
- 6. Holiday came —— school was dismissed.
- 7. He stood well in his class —— very young.
- 8. Did he get a new book an old one?
- 9. We will come to-morrow —— we have time.
- 10. His father was ill he staid at home.

Exercise 3. — Copy these sentences and connect them by conjunctions to make better paragraphs:

- 1. A tramp came to the door. He was tired. He was hungry. He was sick. He had no money. He asked for food. We gave him some bread. We gave him some meat. He wanted a place to sleep. We showed him the barn. He crawled into the hay. He was soon asleep. We looked for him in the morning. He was gone.
- 2. The rain descended. The floods came. The winds blew. They beat upon that house. It fell not. It was founded upon a rock.

## LESSON 17. — INTERJECTIONS

In the sentence Alas! I am undone the word Alas! is used to express a sudden emotion or feeling. Such words are thrown into a sentence without any special connection with or relation to the rest of it. Hence they are called interjections. Interjection means throwing in or between.

An interjection is a word used to express a sudden emotion or deep feeling.

The following are some of the words used as interjections:

Alas! Hark! Ah! Ha! Hush! Lo!
Alack! Hurrah! Oh! Away! Halloo! Pshaw!

Exercise 1. — Name the interjections in these exclamations:

- 1. Pshaw! You are foolish. 7. Avaunt! And quit my sight.
- 2. Oh, the weary day!
- 3. Halloo! Who is there? 9. Hush! Let silence reign.
- 4. Lo, the poor Indian!
- 10. Heavens! How it rains. 5. Alas! Woe is me! 11. Away! You weary me.
- 6. How long, O Catiline!
- 12. O, wise young judge!

8. Good! Now for another!

- 13. Hark! Did ve not hear it?
- 14. Hurrah! We have won the day.
- 15. Pshaw! You speak nonsense.
- 16. My! Do you hear that?
- 17. Farewell! A prosperous journey!
- 18. Ha! My rival! See, he comes.

## Exercise 2. — Fill the blanks with interjections:

- 1. --! I am undone.
- 2. —! What a weary race.
- 3. ——! You will disturb the speaker.
- 4. —! A fig for your opinion.
- 5. —! Listen to the organ.
- 6. —! Where are you?
- 7. —! We have won the race.
- 8. —! I have no hope.
- 9. —! What a noise.
- 10. ——! You should be ashamed of yourself.

#### LESSON 18. - THE PARTS OF SPEECH

We have now seen that there are eight parts of speech; namely, noun, pronoun, adjective, verb, adverb, preposition, conjunction, interjection.

These divisions are called parts of speech because all words as they are used in sentences can be classified under one of them.

Note. It was at one time the custom of grammarians to classify the words a, an, and the as articles, making of them a separate part of speech. The better practice now is to regard them as adjectives.

#### Definitions:

- I. A noun is a word used as a name of any person, place, or thing.
- 2. A pronoun is a word used in place of a noun.
- 3. An adjective is a word used to describe or limit the meaning of a noun or a pronoun.
  - 4. A verb is a word that expresses action or a state of being.
- 5. An adverb is a word used to modify the meaning of a verb, an adjective, or another adverb.
- 6. A preposition is a word used to show the relation between a noun or a pronoun and some other word or words in a sentence.
- 7. A conjunction is a word used to connect words, parts of sentences, or sentences.
- 8. An interjection is a word used to express a sudden emotion or deep feeling.

Words are to be classified as parts of speech according to their use in sentences.

Any word may be used as a name and become a noun.

A is a letter. The good die young. Enough is enough. Now is the time.

Any word may describe a noun or a pronoun and become an adjective.

I have a silver spoon. It is a girl baby. What is the weather signal? Lend me a steel pen.

Any word may express action and become a verb.

If me no ifs.

I shall paper the walls.

His face was inked.

Black my shoes.

Any word may modify a verb, an adjective, or another adverb and become an adverb.

The moon is silver bright. The sun set red. He spoke loud and long. Grass grows green.



### To memorize:

A noun's the name of anything; As school or garden, hoop or swing.

And for the noun the pronouns stand; My head, his feet, your arm, her hand.

Adjectives tell the kind of noun; As great, small, pretty, white, or brown.

Verbs tell of something being done; As read, write, spell, hop, jump, or run.

How things are done the adverbs tell; As slowly, quickly, ill, or well.

Prepositions stand before A noun; as in or through a door.

Conjunctions sentences unite;
As kittens scratch and puppies bite.

Interjections show surprise; As, Ah! how pretty, Oh! my eyes!

### LESSON 19. - EXERCISES IN FINDING THE PARTS OF SPEECH

Exercise 1.—To what part of speech does each word in italics belong?

- 1. Enough is as good as a feast. I have eaten enough bread. You have acted badly enough.
- 2. A little bird sat on a tree. He gave me a little. I cared little for what he said.
  - 3. Now is a good time. You should do your work now.
- 4. The well is deep. Act well your part. The mayor is quite well now.
- 5. All men shall die sometime. The gambler bet his all on the cards.
- 6. The sky glowed red. Red is a warm color. I love the red rose.

- 7. I saw a black horse. Boy, black my shoes.
- 8. Steel is made of iron. Steel pens are used for writing. Steel not your hearts against Charity.
- 9. How fast he flies. He is certainly a fast bird. Some will fast, while others feast. We broke our fast in the morning.
- 10. The day was long and dreary. How I did long to get out! I gazed out of the window long and earnestly.
- 11. Silver is a valuable metal. He was buying a silver dish when I saw him. When the moon did silver the sea.
- 12. How long did it last? We saw our mother last night. The shoemaker used a new last.
- 13. We should *love* one another. Love is the greatest force on earth. He believes in *love* potions.
  - 14. You are a good man. The good are not always wise.
  - 15. How much salt do you want? You talk too much.

Exercise 2.—As how many parts of speech can you use each of these words? Illustrate by sentences.

bite	girl	use	bark	better
walk	water	till	${f thread}$	$_{ m light}$
like	leave	summer	book	blind
ink	left	winter	wrong	$\mathbf{fish}$

#### LESSON 20. - PHRASES

In the sentence We live in peace, the words in peace are used like an adverb to tell how we live.

In the sentence A man of good taste dresses simply, the words of good taste are used like an adjective to describe the word man.

In the sentence To do one's duty is not always easy, the words To do one's duty are used like a noun as the subject of the verb is.

Words used in this way are called phrases.

A phrase is a group of words, without subject and predicate, used in a sentence as a single part of speech.

A phrase that performs the office of an adverb is an adverbial phrase.

I stood on the bridge at midnight. The wind blew with great force.

A phrase that performs the office of an adjective is an adjective phrase.

The house of many gables was visited. There are books of the hour and books of all time.

A phrase that performs the office of noun is a noun phrase.

Skating on thin ice is dangerous. I love to steal awhile away.

Exercise 1. — In the following sentences name the phrases and tell what kind they are:

- 1. A church of many towers stood on the corner.
- 2. The street of By and By leads to the house of Never.
- 3. He who marries in haste will repent at leisure.
- 4. Reading by a dim light will hurt the eyes.
- 5. The voice of the people is the voice of God.
- 6. It was a debt of many years' standing.
- 7. He stood in long silence and gazed with eagle's eye.
- 8. The rain fell in torrents, the water stood three feet deep.
- 9. We endured with great patience the trials of heat and dust.
- 10. The war in the far East was one of the fiercest in history.
- 11. The bat hides during the day and flies about at night.

# Exercise 2. — Fill the blanks with adjective phrases:

- 1. A thing —— is a joy forever.
- 2. Demosthenes was an orator ----.
- 3. A soldier should be a man ——.
- 4. Elegance —— is a sign ——.
- 5. The fear —— is the beginning ——.



- 6. Richmond was the capital of ——.
- 7. A snake was killed.
- 8. The lions are fierce.
- 9. The tea is brought to America.
- 10. The President must be native born.
- 11. Edward VII. is king ----.

# Exercise 3. — Fill the blanks with adverbial phrases:

- 1. Blessed are the pure —... 6. Air is composed —...
- 2. We arose and went ——. 7. Water is composed ——.
- 3. Farmers should rise ——. 8. We rode ——.
- 4. The balloon sailed ——. 9. The horses ran ——.
- 5. Lincoln was born ——. 10. Come ——.

## Exercise 4. — Fill the blanks with noun phrases:

- 1. is useful knowledge. 6. It is sweet —.
- 2. is good exercise. 7. It is noble —...
- 3. —— is easy to do. 8. —— is human.
- 4. is dangerous. 9. was a remarkable deed.
- 5. We should love ——. 10. —— is divine.

Exercise 5. — Write two sentences containing an adjective phrase.

Write two sentences containing an adverbial phrase.

Write two sentences containing a noun phrase.

#### LESSON 21. — CLAUSES

In the sentence The tree lies where it falls, we have two distinct parts, the principal part being The tree lies, the secondary part it falls, the two parts being connected by where. Each of these parts contains a subject and a predicate, and each is called a clause.

A clause is a combination of words containing a subject and a predicate, used as a part of a sentence.

The clause in the sentence that expresses the leading or independent idea is called the principal or independent clause.

The owl sleeps when it is day.

The clause that expresses the secondary or dependent idea is called the subordinate or dependent clause.

They began to march as the sun rose.

Some sentences contain two independent clauses.

Art is long and time is fleeting.

Note. It is well to keep in mind the distinction between a phrase and a clause. A phrase does not contain a subject and a predicate; a clause does contain a subject and a predicate.

Exercise 1. — In the following sentences name the principal and the subordinate clauses:

- 1. The shadows fly away when daylight comes.
- 2. Because he was so sorry, I forgave him.
- 3. Since he had fever his hair has fallen out.
- 4. I have had to work hard since I left school.
- 5. When the war began, all men turned soldiers.
- 6. I had already been told that you were in town.
- 7. The burglar escaped, for it was too dark to follow him.
- 8. It was growing very late, so I came home.
- 9. Only those who have proved faithful should be trusted.

Exercise 2. — Fill the blanks in the following sentences and clauses:

- 1. The sun rose when ——.
- 2. when we started home.
- 3. The bells rang as ——.
- 4. as the soldiers marched by.
- 5. The waves dashed high when ----.
- 6. How will you pay when ---?
- 7. because he was sick.
- 8. since —.
- 9. because —.



### LESSON 22. - MORE ABOUT CLAUSES

A clause is used in the same way as a phrase, and often performs the office of a simple part of speech.

A clause that modifies the meaning of a verb is an adverbial clause.

They stood uncovered when the procession passed. Curfew rings as the sun goes down.

A clause that describes a noun or a pronoun is an adjective clause.

The house that was destroyed belonged to my father. He who loses his spirits loses all.

A clause used as the subject or object of a verb is a noun clause.

Because one does not know, is no excuse. He never knew how he reached home.

Exercise 1.— In the following sentences name the clauses and tell what kind they are:

- 1. The sun as it rose warmed the earth.
- 2. Everybody wondered how they lived.
- 3. The tide as it went out carried off the boats.
- 4. It is hard to know when one has said enough.
- 5. We slept when we were tired.
- 6. The ships come in when the tide is full.
- 7. Birds that give us music should never be killed.
- 8. How we should ever find the path was a puzzle.
- 9. We ate heartily whenever we were hungry.
- 10. The river rose when the dam broke.
- 11. He that is of a merry heart hath a continual feast.

Exercise 2. — Fill the following blanks with adjective clauses:

- 1. The rain —— left the ground wet.
- 2. The store —— is kept by a Chinaman.
- 3. Boys ---- will surely learn.
- 4. The plan is forgotten.
- 5. The house is in Cambridge.

Exercise 3. — Fill the following blanks with adverbial clauses:

The sun rose —.
 The winds blew —.
 We should love our parents —.
 The flag falls —.
 The crops were killed —.
 He came home —.

Exercise 4. — Fill the following blanks with noun clauses:

Be careful of —.
 They could not tell —.
 The starving soldiers ate —.
 — was what I heard.
 — was in all the papers.
 — was a mystery.

Exercise 5. — Write two sentences with adjective clauses.

Write two sentences with adverbial clauses.

Write two sentences with noun clauses.

### LESSON 23. - THE COMPLEX SENTENCE

He must rise at five.

He who would thrive must rise at five.

What kind of sentence is the first sentence? What kind of clause is introduced into it to make the second sentence? When a subordinate clause is introduced into a simple sentence to explain or modify the principal clause, the sentence becomes a complex sentence.

A complex sentence is a sentence containing one principal clause and one or more subordinate clauses.

The principal clause expresses the leading idea. The subordinate clauses are explanatory of the principal clauses.

Exercise 1.—Change these sentences into complex sentences by introducing an adverbial clause:

1.	I intend to remain	9.	It never rains ——.
2.	I went to town ——.	10.	You will be left
3.	The carriage will start ——.	11.	The sun rose ——.
4.	The storm broke	12.	I have not visited her -
5.	We had breakfast ——.	13.	The farmer plows
6.	We had no letter ——.	14.	Love not sleep
7.	We all do fade ——.		I left him alone ——.
8.	We love our parents	16.	He wrote a poem —.

Exercise 2.—Change these sentences into complex sentences by introducing adjective clauses:

I dreamed a dream ——.
 Nature never did betray the heart ——.
 The house —— still stands in Genoa.
 The place —— was in a deep wood.
 De Soto —— discovered the Mississippi.
 He lost all the money ——.
 We stayed at an old inn ——.
 Everybody admires the way ——.
 They —— remained to pray.
 The house —— was on the corner.
 We landed at Naples ——.

Exercise 3. — Make complex sentences from these suggestions by introducing noun clauses:

1.	—— is of no consequence.	9.	It is not best ——.
2.	— was all I knew.	10.	—— is very pleasing.
3.	The consequence was	11.	was unfortunate.
4.	Nothing was	12.	Nobody knew ——.
5.	No one should tell ——.	13.	Somebody said
6.	Every man took	14.	- is worth doing well.
7.	I cannot tell ——.	15.	Tell me
8.	was not very clear.	16.	You know ——.

Exercise 4.— Change these sentences from their present form to simple sentences, or to complex sentences, or to both when possible, as, I saw a man and he was drunk, should be I saw a drunken man or, I saw a man who was drunk.

- 1. I ate an apple and it was spoiled.
- 2. I rode a horse and he was lame.
- 3. He came from the store and he had been drinking there.
- 4. A man loves his country and he will die for it.
- 5. I wrote you a letter and it was a long one.
- 6. We cooked breakfast and ate it hastily.
- 7. We live in Alabama and it is a great State.
- 8. The men live by farming and it is a good business.
- 9. We entered the palace and it was richly decorated.
- 10. The soldiers lay down to sleep and they needed it much.
- 11. The engine puffed up the hill and it was very steep.
- 12. We enjoyed our rest for it had been earned.
- 13. Everybody was at the banquet and it was long and tedious.
- 14. We study grammar because it is valuable.
- 15. They read "Ivanhoe" and they found it a noble story.
- 16. The pictures were bought and they were beautiful.
- 17. A terrible accident occurred and it is never to be forgotten.
- 18. A yell was uttered and it was blood curdling.
- 19. Naples is the largest city of Italy and it is also the most beautiful.
- 20. Mont Blanc is the monarch of mountains and it is hard to climb.

#### LESSON 24. - POSITION OF MODIFYING WORDS

In the construction of sentences it is necessary to place the modifying words, phrases, and clauses near the words they modify, or much confusion will arise. If I say, I rode a horse wearing red trousers, it means the horse wore the trousers, but if I say, Wearing red trousers, I rode a horse, it means I wore the trousers.

EVANS'S ELE, ENG. GRAM. - 4

Exercise 1.—Reconstruct these sentences so that the modifying words will stand in their proper relation:

- 1. I saw an account of his conduct in the New York papers.
- 2. I saw six ducks riding a bicycle in the park.
- 3. I hired a man to build a fence with a glass eye.
- 4. A bird was shot by a little boy with a red topknot.
- 5. An office is wanted by a man thirty feet long.
- 6. The little dog followed an old man panting furiously.
- 7. Running from under the house I was bitten by a dog.
- 8. Seizing a glass full of rage he threw it in her face.
- 9. For sale, some vinegar by a dealer kept in a barrel for years.
- 10. I have a new house built by a negro painted red all over.
- 11. There goes a horse ridden by a lady with three white feet.
- 12. I saw a man cutting wood with false teeth.
- 13. Did you ever see an iceberg on board a ship?
- 14. I saw a trout, caught by a boy eighteen inches long.
- 15. For sale, a piano, by a lady about to travel in a walnut case.
- 16. One evening we counted twenty meteors sitting on our porch.
- 17. Wanted, a pony for a boy weighing about five hundred pounds.
- 18. The oak tree was planted by my grandfather whose limbs covered half an acre.
- 19. The wagon was driven to town by my brother full of turnips and cabbages.
- 20. Lost, a small picture, representing Venus and Adonis on the Brooklyn Bridge.
- 21. Wanted, a room by a single man, twenty feet wide and thirteen feet long.
- 22. I am looking for a boy to take care of a pair of horses of good moral character.

Exercise 2. — What is the difference in the meaning of these sentences?

- He told me at home what happened.
   He told me what happened at home.
- The man whom you saw married my cousin. The man married my cousin whom you saw.
- The horses in the yard belong to my brother.The horses belong to my brother in the yard.

- I heard what he said at the City Hall.
   I heard at the City Hall what he said.
- 5. I was told by my sister how he ran.
  I was told how he ran by my sister.
- The master discovered after recess what the boys did. The master discovered what the boys did after recess.
- 7. If you see my cousin at the Fair, tell him to look me up. If you see my cousin, tell him to look me up at the Fair.
- 8. Everybody was talking of his marriage on the train. Everybody on the train was talking of his marriage.
- The girl whom he loved was a friend of my sister.The girl was a friend of my sister whom he loved.

#### LESSON 25. - THE ELLIPTICAL SENTENCE

An elliptical sentence is one that is correct but not complete. Some words are left out and are understood by the reader or the speaker as not being necessary to the sense. This shortening of a sentence by leaving out words is called ellipsis; it frequently adds strength to a sentence. Ellipsis means leaving out.

- 1. Love thy neighbor as thyself. (as thou lovest thyself.)
- 2. He is as proud as ever. (as he ever was.)
- 3. It is important if true. (if it is true.)
- 4. He said no one knows what (he said).
- 5. You may go if you wish (to go).
- 6. Why so sad? (Why are you so sad?)
- 7. He died while in his chair (while sitting in his chair).
- 8. It is now half past seven (o'clock).
- 9. Who spoke? I (spoke).
- 10. John is not so tall as James (is tall).
- 11. Mary has a white rose, I a red. (I have a red rose.)
- 12. Where is the man you saw? (whom you saw?)
- 13. And Thine is the kingdom, and (Thine is) the power, and (Thine is) the glory.



Exercise 1. — In the following sentences supply all words necessary to complete the grammatical structure of the sentence:

- 1. Either you are a fool or a knave.
- 2. He is intelligent but unreliable.
- 3. Milton was a poet, Raphael a painter.
- 4. Up, Guards, and at them.
- 5. You are stronger than I, but not so old.
- 6. Of two evils choose the less.
- 7. The night hath a thousand eyes, the day but one.
- 8. A saw is a good thing, but not to shave with.
- 9. Come as soon as possible.
- 10. It rained all day Sunday, also Monday.
- 11. Some people are born lucky, I was not.
- 12. Solomon was the wisest of men, Moses the meekest.
- 13. The Huron leaped like a tiger.
- 14. They fought courageously, but not successfully.

Exercise 2. — A telegram is a good illustration of ellipsis. We leave out all the words we can. Supply the missing words in these telegrams:

- 1. Mother ill. Come at once. Notify others.
- 2. Otherwise engaged. Regrets. Have written.
- 3. Will give two hundred. Answer. My expense.
- 4. Party will leave Monday. Meet us, two twenty.
- 5. Suddenly ill. Postpone date. Notify papers.

Exercise 3. — Reduce the following sentences to their shortest forms, omitting all words that can be left out without destroying the sense:

- 1. He staid as long as it was possible to stay.
- 2. I cannot stay longer than a week is long.
- 3. My brother is older than I am old.
- 4. We arrived before you arrived or before any others arrived.
- 5. A bird in the hand is worth as much as two birds that are in the bush.

- 6. He has gone no one knows where he has gone.
- 7. Texas raises more cotton than Georgia raises cotton.
- 8. Everybody works but father does not work.
- 9. We must now go for the boats. Let us lower the sails.
- 10. Look on this picture, then look on that picture.
- 11. There were on all sides the dead men and the dying men.
- 12. For I am nothing if I am not critical.
- 13. I see a sail. I see a sail. We are saved at last.
- 14. There is the enemy. Get you ready with your guns.
- 15. First came the king, then came the court, then came the crowd.
- 16. I want a horse! I want a horse! I will give my kingdom for a horse!

#### WRITING ADVERTISEMENTS

(To illustrate the elliptical sentence)

Write a short advertisement concerning each of the following matters:

- 1. You have a cow for sale. Describe the cow and the price you want for her.
- 2. You have lost a dog. Describe the dog and name the reward.
- 3. You have a farm for sale. Describe the farm and price.
- 4. You wish to rent a house. State your wants in a few words.
- 5. You have lost a watch. Advertise for it, describing it carefully.
- 6. You need a gardener. Advertise for one, telling the work to be done.
- 7. You have a second-hand piano for sale. Describe it, giving price.
- 8. Advertise a pair of horses for sale. Describe the horses, giving price, etc.

### LESSON 26. - FINDING THE PARTS OF SPEECH

Exercise. — Name all the parts of speech in these sentences:

- 1. Evil communications corrupt good manners.
- 2. A thing of beauty is a joy forever.
- 3. Perseverance conquers all things.
- 4. The curfew tolls the knell of parting day.
- 5. A rolling stone gathers no moss.
- 6. A soft answer turneth away wrath.
- 7. Brutus was the noblest Roman of them all.
- 8. The vine clings to the moldering wall.
- 9. I slept and dreamed that life was beauty.
- 10. England expects every man to do his duty.
- 11. Tell him to come and take my sword.
- 12. All work and no play makes Jack a dull boy.
- 13. The melancholy days have come.
- 14. Time and tide wait for no man.
- 15. Adieu! Adieu! my native land!
- 16. He is rich, wise, and generous.
- 17. In the beginning God made the heavens and the earth.
- 18. Upon what meat hath this our Cæsar fed?
- 19. Farewell! a long farewell to all my greatness.
- 20. Out of the abundance of the heart the mouth speaketh.
- 21. Hark! Hark! The dogs do bark.
- 22. A merry heart doeth good like a medicine.
  - 23. The mountain and the squirrel had a quarrel.
  - 24. Choose ye this day whom ye will serve.
  - 25. Every man is his own best teacher.
  - 26. A man's actions betray his character.
  - 27. Agriculture is the most important of all industries.
  - 28. Sugar is made from beets in France and Germany.
  - 29. Our good deeds live after us.
  - 30. Music hath charms to soothe the savage breast.
  - 31. They love to see the flaming forge.
  - 32. Corruption wins not more than honesty.
  - 33. Of all the wonders that I yet have heard It seems to me most strange that men should fear.

- 34. I heard the roar of the winds and the beat of the surf.
- 35. The bell rang softly from the old church tower.
- 36. The flowers come with the summer.
- 37. The Hudson River is named for Henry Hudson.
- 38. De Soto marched across the States of Georgia, Alabama, and Mississippi in 1540.
- 39. New Orleans is situated at the mouth of the Mississippi River, and at the entrance of the most productive valley in the United States.

### LESSON 27. —GENERAL EXERCISES

Exercise 1.—Enlarge these sentences by adding words to both subject and predicate. Separate the complete subject and the complete predicate by a vertical line.

Axes cut.	The winds blow.	Snakes crawl.
Dogs bite.	Seeds scatter.	Fleas bite.
Cats scratch.	The birds sing.	Sheep graze.
Flowers bloom.	The camel travels.	Clouds threaten.
Grass grows.	Sailors swim.	The ship rocks.
The sun sets.	Miners dig.	Artists paint.
The moon rises.	The farmer plows.	The river flows.

# Exercise 2. — Make a list of adjectives that are derived from these nouns:

beauty goodness	fierceness talents	hope brightness	happiness industry	hardness wisdom
holiness	sweetness	study	laziness	east
bravery	ugliness	cheerfulness	difficulty	west

# Exercise 3. — What nouns correspond to these adjectives?

high	small	foolish	tall	silent	mean
great	lucky	sick	strong	proud	curious
able	sly	white	firm	cold	noisy
hot	fruitful	large	insane	wasteful	northern
pretty	selfish	$\mathbf{big}$	$\mathbf{soft}$	long	southern

# Exercise 4. — Use the following verbs in sentences:

have ordered	should do	had sung
furled	could have seen	can be playing
dived	has grown	was defeated
can shoot	might have had	will be given
may have been	was punished	should have been studying

# Exercise 5. — What adverbs can be added to these sentences?

<ol> <li>The soldiers fought ——.</li> </ol>	7. The guns roared ——.
<ol><li>The smoke curled ——.</li></ol>	8. The snow fell ——.
3. The clouds gathered ——.	<ol><li>The storms beat ——.</li></ol>
4. The men cheered ——.	10. The army marched ——.
5. The waves beat ——.	11. The leaves stirred ——.
6. The whistles blew ——.	12. The flag waves ——.

# Exercise 6. — Write sentences, using prepositions to show the relation between the words:

A book, a table.	A child, a bed.	A boy, a seat.
A hat, a rack.	A girl, a horse.	A queen, a throne.
A monkey, a tree.	Hair, the head.	Bears, the cage.
A man, a boat.	A car, a rail.	A teacher, a desk.
Fish, a hook.	A sailor, a mast.	A tent, rain.

## LESSON 28.—GENERAL EXERCISES (continued)

Exercise 1. — Connect some of these sentences by means of conjunctions to make a better paragraph:

The horse was led out. He was without saddle. He was without bridle. I looked at him. I was not afraid. I took the bridle in my hands. I caught him by the mane. I forced the bit in his mouth. He plunged. He kicked. He tried to bite. I held him fast. Two men put the saddle on him. They strapped it tight. I leapt into place. The horse gave a leap. He turned. He reared. He plunged. I drove the spurs into his side. He began to run. After a while he was tired. He became quiet. I had conquered him.

Exercise 2. — In the following sentences name the adjectives used as nouns:

- 1. None but the brave deserves the fair.
- 2. The feeble and the sick were cared for first.
- 3. Be polite to the old and the infirm.
- 4. Only the strong and well should climb high mountains.

In the following sentences name the nouns used as adjectives:

- 1. He has a gold tooth.
- 2. I like brass andirons and marble mantels.
- 3. All around were orange trees and flower beds.
- 4. On the walls were ink spots and finger prints.

In the following sentences name the nouns used as adverbs:

- 1. The sun set ruby red in the west.
- 2. The elephant's tusks were brass tipped.
- 3. The moss covered bucket hung in the well.
- 4. Her eyes were violet blue.

Exercise 3. — Use the following phrases as adjective phrases in sentences:

of bravery	in the air	of many minds	of the day
of courage	on the horse	of much learning	of all time
in town	in the grass	of by and by	in the mountains
in the country	of eloquence	of abundance	among the trees.

Exercise 4. — Use the following phrases as adverbial phrases in sentences:

in haste	at noon	at school
at leisure	for your sake	by hard work
on the corner	with great force	with great energy
on the street	at the proper time	of a fever
among the clouds	in haste	in the summer
at daylight	in torrents	at night
by sunrise	at the window	across the meadow

Exercise 5. — Use the following phrases as noun phrases in sentences:

hunting the tiger shooting rabbits firing a cannon ascending in a balloon riding in an automobile sailing a boat digging bait reading poetry catching a tarpon to eat candy to take a bath to work with flowers to raise vegetables to save money to occupy the time

Exercise 6.— Use the following clauses as adjective clauses in sentences:

where I was born where Columbus landed who live extravagantly who live in the open air which fell abundantly which grows profusely that do harm
where Lee surrendered
that Poe wrote
whom you saw
where coal is found
that Jack built

Exercise 7.— Use the following clauses as adverbial clauses in sentences:

as the sun arose
when it grew dark
when I was a child
when I became a man
as the storm began
because I knew no better
because the ground was so wet
when he was turned loose

as I came into the gate
when I grew older
as the sun went down
when the floods came
as the dam broke
when the cows come home
when the river freezes over
where berries grow

**Exercise 8.** — Use the following clauses as noun clauses in sentences:

the day we went hunting because you forgot the time you have lost the hour when we separated the place you lost your watch the songs your sister sang the pies that mother used to make the songs the negroes sing
the way the ocean looks
how red the sun was
how he got away
the day I started to school
the last piece of chicken I ate
the words he spoke

## LESSON 29. - REVIEW QUESTIONS

- 1. What is language? What is grammar? What is English grammar? What is a sentence? With what do all sentences begin? What is a declarative sentence? With what does it end? What is an interrogative sentence? With what does it end? What is an imperative sentence? With what does it end? What is an exclamatory sentence? With what does it end? What is the subject of a sentence? What is the predicate of a sentence? What is a simple sentence? What is the simple subject? What is the simple predicate? What is the complete subject? What is the complete predicate? What is the object of a sentence?
- 2. What is a noun? Name some words that are nouns. What is a pronoun? Name some words that are pronouns. What is an adjective? Name some words that are adjectives. What is an adverb? Name some words that are adverbs. What is a preposition? Name some words that are prepositions. What is a conjunction? Name some words that are conjunctions. What is an interjection? Name some words that are interjections. How many parts of speech are there? Name them. What is a phrase? What is an adverbial phrase? What is an adjective phrase? What is a noun phrase? What is a clause? What is the principal clause? What is the subordinate clause? What is the difference between a phrase and a clause? What is an adverbial clause? What is an adjective clause? What is an elliptical sentence? What does ellipsis mean?

#### LESSON 30.-LETTER WRITING-BUSINESS LETTERS

We use written language in the form of letter writing more than in any other way. Therefore, it is necessary to understand the correct form of beginning and signing a letter, as well as to practice the composition of the various kinds of letters that one sends.

The first part of a letter is the heading, which is written at the top and toward the right, and contains the address of the person sending the letter, and the date. The second part, written at the left, contains the address of the person to whom the letter is sent.

The third part contains the message or the body of the letter.

The fourth part contains the signature of the person sending the letter.

All these parts vary according to the kind of letter one writes. In business letters all the parts should be formal and exact, but in letters to relatives or friends some liberty is allowed.

Here is the form of a business letter:

1728 Wheat St., Austin, Texas.

American Book Company,

100 Washington Square,

AEW York.

Dear Firs: -

I am much interested in your school publications and should be glad to have you send me a catalogue, for which please find stamps inclosed.

yours truly,

John E. Farsons.

Jan. 1, 1908.

Note. In the above letter study the position of each part and the punctuation. Note that the letter is short and states only the business in hand, that the full address of the person writing it is given to avoid mistakes, and that it is carefully written and politely worded for the sake of good business form and courtesy. The letter should be neatly folded, and placed in an envelope, which should be addressed in the same way as the letter itself.

Exercise. — In the same form as the one given, and using your own street and home address, and your own name, write some of the following letters:

- 1. Write to some merchant in your town, asking for a few samples of calico.
- 2. Write to the Youth's Companion, Boston, inclosing \$1.75 for a year's subscription.
- 3. Write to Tiffany & Co., New York, asking for a catalogue of holiday silver goods.
- 4. Write to John Wanamaker, Broadway, New York, inclosing a check for \$5.00 to pay a bill, and asking for samples of fall dress goods.
- 5. Write to Marshall Field & Co., Chicago, applying for a position as salesman.
- 6. Write to some groceryman, inclosing a check for your last month's bill.
- 7. Write to the American Book Co., Atlanta, Ga., asking the wholesale price of Lee's Readers.
- 8. Write to the New York Herald, renewing your subscription for one year.
- 9. Write to the Board of Education of your city, applying for a position as teacher, stating your qualifications.
- 10. Write to Harper & Bros., Franklin Square, New York, inclosing a money order for \$4.00 for a year's subscription to *Harper's Monthly Magazine*.
- 11. Write to Henry Harris, asking to engage his boat for a school picnic.
- 12. Write to Best & Co., of New York, asking for their catalogue of spring and summer goods.
- 13. Write to Bailey, Banks, & Biddle Co., of Philadelphia, inclosing \$2.00 for a scarf pin.
- 14. Write to the Waldorf-Astoria Hotel in New York, telling them when you will arrive, and engaging a room for a week. Tell the kind of room you want and about the price you are willing to pay.

#### SUGGESTION FOR BUSINESS LETTERS

- 1. Write to any of the merchants in your town, ordering some goods sent to your house, and requesting a bill to be sent at the time C.O.D.
- 2. Write to the publisher of some book you study, stating your opinion of the book, and making suggestions for its improvement.
- 3. Find the advertisements in the magazines and address a letter to those you desire, asking for a catalogue or for further information.

Note to the Teacher. It is not intended that all the above letters be written in order, but that they be used from time to time as occasion and pleasure determine. Letter writing should be a constant exercise. Skill and accuracy can be secured by frequent writing and careful correction.

## LESSON 31.—LETTER WRITING—FRIENDLY LETTERS

There are other kinds of letters than business letters, for we often need to write to our relatives and friends. Such a letter should be dated, and while it is not always necessary, it is better to give the address of the person writing it. The address of the person to whom the letter is sent need not be written at the beginning, but may be written at the end. The letter should be addressed in such form as the following:

Dear Charles: —
Dear Mother: —
Dear Uncle William: —
Dear Father: —

My dear Mr. Brown:—
Dear Miss Edith:—
My dear friend:—
Dear Sister:—

The letter should be signed in such forms as these:

Your affectionate son, Affectionately yours, Sincerely yours, Your loving daughter, Lovingly yours, Your very truly, The following is one form of a friendly letter:

Aashville, Tenn., Jan. 3, 1908.

Dear Henry: -

I have heard that you intend to be in Aashville for a few days, and I write to ask you to visit us during your stay here. We shall all be very glad to have you with us. Let me know by what train you will arrive.

Lineerely yours,

William Bryan.

Mr. Henry Jones, 314 Michigan Ave., Chicago, Ill.

Note. In the above letter observe the punctuation and the friendly form of the body of the letter. The address of the person to whom it is written is put at the end and to the left, and the same address should be repeated on the envelope.

#### SOME LETTERS TO WRITE

1. Suppose you have been traveling and have seen Niagara Falls. Write a letter to some friend at home, describing the Falls, telling what impression they made on you, and what you did while you were there.

In the same way write a letter about a supposed trip across the Sahara Desert.

In the same way write a letter about the Panama Canal.

2. Suppose you wish to know something about the harvesting of ice in Maine, and you have a schoolboy friend in Portland. Write him a letter, asking him all the questions you would like to have answered.

In the same way write a letter, inquiring about how cotton is raised in Mississippi.

In the same way write a letter to a friend in Japan, asking him some questions about the country and the people.

3. Suppose you are away from home and wish to write a letter to your brother, giving him some directions about your dog, your gun, your boat, and other things. What orders shall you give him?

In the same way write to a friend, giving him directions about a fishing trip.

In the same way write to your little brother, telling him how he should behave in company.

4. Suppose you have seen a great church, with a fine organ, pictures, and other things. Write a letter to your mother, using some exclamatory sentences to tell how beautiful and majestic everything was.

In the same way write a letter home about a supposed storm at sea.

In the same way write a letter to your father about a terrible railroad wreck.

## LESSON 32. — SOME LETTERS TO WRITE

The following suggestions for friendly letters are given here to be used by the teacher from time to time as occasion demands. Each topic may be assigned to the class, or all the topics may be divided among the pupils or used in any way the teacher desires.

- 1. Write a letter to your mother on her birthday.
- 2. Write a letter to your teacher, telling her of your vacation.
  - 3. Write a letter to your cousin about your school.
- 4. Write a letter to your uncle, thanking him for a Christmas present.
- 5. Write to a friend in Mexico, asking him about the business prospects there and your desire to become an engineer.



- 6. You have heard that Mr. Olive wants to buy a dog. Write to him, offering him yours. Tell all about the dog.
- 7. Write to your brother who has been sick for some time.
  - 8. Write to your sister who is off at college.
- 9. Write to a friend, explaining why you could not keep an engagement with him yesterday.
- 10. You are off at college. Write to your father, telling him about the college and why you need more money.
- 11. You have a friend in Havana who has never seen snow. Write to him all about it and what you do when it snows.
- 12. You have a summer cottage on the seashore somewhere. Write to an old friend at home, asking him to come to visit you, telling him what you do and how much benefit it would be to him.
- 13. Write to a cousin in London, telling him about George Washington's birthday and why we celebrate it.
- 14. Your aunt has sent you a set of books. Write to her, thanking her, and telling her what you think of one of them which you have read.
- 15. A friend of yours living in another part of the country wants to know what sports you enjoy in winter. Write him about them.
- 16. You have been on an excursion to a big city. Write to your brother at school all about it.
- 17. Your school has visited a cotton mill. Write to a cousin of yours all about it.
- 18. During the summer you visit your uncle who has a farm. Write to your mother about the crops, the chickens, the stock, the pond, and what you are doing.

EVANS'S ELE. ENG. GRAM. - 5

- 19. Write a letter to your teacher, telling her what you did during the vacation, and what pleasures you enjoyed.
- 20. You have had a birthday party. Write a letter to your father who was away at the time, telling him what presents you received, and how your guests enjoyed themselves.
- 21. A friend of yours has been ill. Write a letter expressing your regrets and wishes for her quick recovery.
- 22. You have returned from a visit to a friend in the country. Write a letter thanking him for the pleasure you had.
- 23. A neighbor has sent you a basket of flowers. Write a note thanking her for it.
- 24. A friend has invited you to a party. Write a note accepting the invitation.
- 25. A boy has asked the loan of your gun. Write him agreeing to lend the gun, and telling him how to take care of it.

## SUGGESTIONS ABOUT FRIENDLY LETTERS

- 1. All the pupils should write letters to the pupils of another school in a distant city.
- 2. The pupils should write letters to each other, telling about the way they spent a holiday.
- 3. The pupils should write letters to the teacher, telling of a circus, a picnic, a foundry, a park, or anything else they have seen or visited.
- 4. The pupils should write letters to their parents, describing their school and studies. The letters should be delivered, and answers requested.

Note. A postoffice may be established in the schoolroom for pupils to write letters to each other. The teacher should read each letter before delivery.



# A poem to study and memorize:

(This poem should be studied for its literary beauty and value.)

#### COLUMBUS

Behind him lay the gray Azores,
Behind, the Gates of Hercules;
Before him not the ghost of shores;
Before him only shoreless seas.
The good mate said, "Now must we pray,
For lo! the very stars are gone.
Brave Admiral, speak, what shall I say?"
"Why, say, 'Sail on! sail on! and on!'"

"My men grow mutinous day by day,
My men grow ghastly wan and weak."
The stout mate thought of home; a spray
Of salt wave washed his swarthy cheek.
"What shall I say, brave Admiral, say,
If we sight naught but seas at dawn?"
"Why, you shall say at break of day,
'Sail on! sail on! sail on! and on!"

They sailed and sailed, as winds might blow,
Until at last the blanched mate said,
"Why, now not even God would know
Should I and all my men fall dead.
These very winds forget their way,
For God from these dread seas is gone.
Now, speak, brave Admiral; speak and say—"
He said, "Sail on! sail on! and on!"

They sailed. Then spake the mate:

"This mad sea shows its teeth to-night.

He curls his lip, he lies in wait,

With lifted teeth, as if to bite!

Brave Admiral, say but one good word;

What shall we do when hope is gone?"

The words leapt like a leaping sword,

"Sail on! sail on! sail on! and on!"

Then, pale and worn, he kept his deck,

And peered through darkness. Ah, that night
Of all dark nights! And then a speck —

A light! A light! A light! A light!
It grew a starlit flag unfurled!
It grew to be Time's burst of dawn.
He gained a world; he gave that world
Its grandest lesson: "On! sail on!"

- Joaquin Miller.1

#### LESSON 33. - KINDS OF NOUNS

George Washington, man, Boston, town. America, country, Sarah, girl, Bible, book.

Name the word in the above list that refers to some particular man; the word that refers to some particular place; the word that refers to some particular country; the word that refers to some particular girl; the word that refers to some particular book. Thus we see that some nouns are the names of particular persons or places or things and apply to but one individual. These nouns are called proper nouns.

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

Proper nouns begin with capital letters.

Name the words in the list that refer to a general class of objects without naming any particular individual. These nouns are called common nouns.

A common noun is the name of a general class of objects.

Common nouns do not begin with capital letters, unless they begin sentences.

<sup>&</sup>lt;sup>1</sup> From Complete Poetical Works of Joaquin Miller. Copyright, 1902, by The Whitaker and Ray Co.



Exercise 1. — Name the proper and common nouns among these words and give the reason:

Charleston	meadow	America	hat	$\mathbf{Adams}$
river	boat	corn	Harvard	boat
New York	$\mathbf{wheat}$	houses	Denver	Jefferson
cotton	Napoleon	lions	Niagara	railroad
Paris	school	Johnston	coal	sugar cane
milk	Jackson	Sheridan	Ivanhoe	Louisiana
Chicago	cities	Duluth	Baltimore	Oregon
Montgomery	Maine	tigers	mountains	steamboats

Exercise 2. — Write the names of five boys you know; of five girls; of five cities; of five rivers. You should begin each name with a capital letter because it is the name of one particular person and is a proper noun.

Exercise 3. — Write the names of five trees; of five minerals; of five kinds of food; of five kinds of animals; of five kinds of birds. You should begin each name with a small letter because it is not the name of a particular thing, but of a class of things, and is a common noun.

Exercise 4.—In the following sentences name the proper and the common nouns:

- 1. Cuba is an island in the West Indies.
- 2. James Russell Lowell, the poet, lived in the city of Boston.
- 3. San Francisco was destroyed by earthquake and fire.
- 4. Rice is raised in South Carolina.
- 5. Elias Howe invented the sewing machine.
- 6. Vesuvius, an active volcano, is in Italy, near the city of Naples.
- 7. The climate of Alaska is severe in winter.
- 8. The Czar of Russia is named Nicholas.
- 9. Columbus was buried first in Valladolid, a city of Spain.
- 10. The Pacific Ocean is the largest body of water.
- 11. The Puritans settled in Massachusetts.
- 12. Lookout Mountain is near the city of Chattanooga, in the State of Tennessee.

#### LESSON 34. - GENDER

John, Mary, friend, rocks, man, woman, sheep, rivers.

Name two words in the above list that refer to objects of the male sex; two words that refer to objects of the female sex; two words that refer to objects that may be of either sex; two words that refer to objects of no sex.

Some words refer to objects of the male sex, some to objects of the female sex, some to objects that may be of either sex, and some to objects that cannot have sex. When we classify nouns according to the sex they denote, we say they have gender. Gender means kind.

Gender is a classification of words according to sex.

There are four genders.

- The masculine gender belongs to words that denote the male sex.
   boy, Charles, brother, coachman, uncle, husband.
- 2. The feminine gender belongs to words that denote the female sex.
  girl, Susan, sister, aunt, wife, lady, duchess.
- The common gender belongs to words that may denote either sex.
   cook, dog, cat, swine, fish, deer, animals.
- 4. The neuter gender belongs to words that denote objects without sex.

  book, table, house, school, desk.

Exercise 1. — Of what gender is each of the following words?

William	companion	brother	flowers	lioness	daughter
Alice	moon	child	niece	duke	witch
infant	Sarah	sea	youth	doctor	Indian
$\mathbf{ship}$	${f John}$	beast	reaper	$\mathbf{storm}$	queen
heroine	master	beauty	hope	bells	Sir

# Exercise 2. — Write the feminine forms of these words:

bachelor	gander	uncle	master	manservant	him
boy	husband	wizard	actor	czar	his
brother	king	duke	horse	lord	husband
bull	nephew	emperor	beau	count	man .
father	son	prince	he goat	he	son

# Exercise 3. — Write the masculine forms of these words:

woman	ewe	tigress	poetess	landlady	duck
queen	baroness	goddess	widow	female	doe
empress	heroine	governess	mare	Mrs. Brown	$\mathbf{she}$
authoress	lioness	negress	bride	peahen	her

## LESSON 35. - NUMBER

Box, boxes. Man, men. City, cities.

Most nouns show by their form the number of objects referred to, whether one object or more than one. Of the above words, which indicate one object, and which more than one? The distinction between nouns as to one object or more than one is called number.

Number is that form of the word that indicates one or more than one.

There are two numbers, the singular and the plural.

The singular number indicates but one.

hat, fox, lady, ox.

The plural number indicates more than one.

hats, foxes, ladies, oxen.

Nouns form their plural number —

1. By adding s to the singular number.

hat, hats; rug, rugs; horse, horses; table, tables; town, towns.

2. By adding es to the singular number when it would be difficult otherwise to pronounce the word.

ax, axes; fox, foxes; church, churches; bush, bushes; gas, gases.

3. By changing y into i and adding es in words ending in y preceded by a consonant.

city, cities; lady, ladies; duty, duties; body, bodies.

- 4. By many irregular ways applying to a few words only:
  - (a) Changing the vowel of the word.
    foot, feet; mouse, mice; goose, geese.
  - (b) Changing f into v and adding s or es. wife, wives; wolf, wolves; leaf, leaves.
  - (c) Adding en to the singular number.
    ox, oxen; child, children; brother, brethren.
  - (d) By making no change at all. sheep, sheep; deer, deer; trout, trout.
  - (e) Foreign words often keep their own plural form.

    axis, axes; fungus, fungi; stratum, strata.
- (f) Letters, figures, and signs add s with an apostrophe.

a, a's; 5, 5's.

Dot your i's and cross your t's.

- (g) Some compound words add s to the singular number.

  cupful, cupfuls; spoonful, spoonfuls.
  - (h) Some compound words change one or both words. mousetrap, mousetraps; manservant, menservants.

Exercise 1.—Give the plurals of the following words. When in doubt consult the dictionary.

chimney	essay	leaf	knife
caddy	ditty	fish	bucketful
mother-in-law	tooth	woman	shoe
hero	victory	$\mathbf{sigh}$	circus
wolf	eye	daisy	crisis
thesis	basis	analysis	beau
knight	templar	appendix	radius
German	handful	man-of-war	passerby

Exercise 2.—Pronounce these plurals, being careful to give each letter its full value:

posts	nests	disks	tasks	desks	chiefs	safes
gulfs	$\mathbf{paths}$	$\mathbf{moths}$	truths	coasts	roasts	vests
behests	flasks	masts	guests	casks	asps	hasps
gasps	wasps	wisps	lisps	gusts	busts	husks
clasps	risks	mists	lists	pests	troths	whisks

#### LESSON 36. — PERSON

I, John, declare this to be true. George, bring me my hat. Charlie has hurt his foot.

In which of these sentences is a person speaking? In which one is a person spoken to? In which one is a person spoken of? In some sentences the words indicate that a person is speaking, in others that he is spoken to, in others that he is spoken of. This use of words is called person.

Person is the use of nouns or pronouns to indicate the person speaking, the person spoken to, or the person or thing spoken of.

There are three persons.

The first person denotes the person speaking.

I, Thomas, saw this with my own eyes.

The second person denotes the person spoken to.

George, it is time for you to go.

The third person denotes the person or thing spoken of.

Boston is a large city.

Exercise 1. — In the following sentences tell the person of the nouns and of the pronouns:

- 1. Miss Mary, will you please sing?
- 2. I have a sore throat.
- 3. I, John Brown, declare this to be my last will and testament.
- 4. Come hither, my little maid.
- 5. George the Second was King of England.
- 6. Joseph, keep quiet.
- 7. The stag drank water at the rill.
- 8. Lions are fierce beasts.
- 9. My son, keep my commandments.
- 10. What do you want me to do?
- 11. You, Charles, do not do that.
- 12. If you love me, then obey me.

Exercise 2. — Write five sentences, using pronouns, to illustrate the first person.

Write five sentences giving commands, to illustrate the second person.

Write five sentences describing some city in Europe, to illustrate the third person.

Exercise 3.—Write a short account, in about ten sentences, giving a conversation with a friend about your dog. Point out the person of each noun and pronoun.

#### LESSON 37. -- CASE -- THE NOMINATIVE CASE

We have already learned that nouns are used to denote the subject of the sentence.

George studies. Chicago grows rapidly.

Nouns are used also to denote possession or close relationship.

John's knife is dull. Chicago's fire was terrible.

Nouns are used also to denote the object of the predicate in the sentence.

I saw John. He visited New York.

A noun may be used in three ways: to denote the subject, to denote possession, and to denote the object. This various use of the noun in a sentence according to the relation it bears to other words, as subject, possessor, or object, is called case.

Case is the relation that nouns or pronouns bear to other words in a sentence.

There are three cases, the nominative case, the possessive case, the objective case.

A noun is in the *nominative case* when it is the subject of a sentence.

Exercise 1. — Find the nouns in these sentences that are in the nominative case:

- 1. The little child learns to write.
- 2. The cows are in the corn.
- 3. The wild horse runs through the street.
- 4. The birds sing in the trees.
- 5. The roses bloom in the garden.
- 6. The goldfish is in the pond.
- 7. The dog drew the cart.
- 8. Dickens wrote many novels.
- 9. The Italians make macaroni.
- 10. Bread is called the staff of life.
- 11. William Penn founded Philadelphia.
- 12. The Pilgrims settled Plymouth.
- 13. Demosthenes was a great orator.
- 14. Our thoughts are heard in heaven.

Exercise 2. — Write a short composition about Thanksgiving Day and underscore all nouns and pronouns that are in the nominative case.

RULE. — The subject of a verb is in the nominative case.

#### LESSON 38. - MORE ABOUT THE NOMINATIVE CASE

A noun is also in the nominative case: —

1. When it denotes the person addressed. It is then called the nominative of address.

James, where have you been? Where goest thou, master?

- 2. When it is not related to the other parts of the sentence, (a) if used with a participle (see page 156), it is called the nominative absolute; (b) if used without a verb in an exclamation, it is called the exclamatory nominative.
- (a) The hour being late, we retired. Dinner being announced, we arose.
  (b) The foe! they come. The holly! oh, twine it with bay.
- 3. After certain verbs, as be, become, seem, and others, when the noun refers to the same thing as the subject. It is then called the predicate nominative.

Mary is a child. She seems a woman. Edward became king.
He was made ruler.

- 4. When it is in apposition with a noun in the nominative case. (See page 84.)
- Exercise 1. Name the nouns that are nominative subject, nominative of address, nominative absolute, exclamatory nominative, and predicate nominative:
  - 1. My fortune being wasted, my children became beggars.
  - 2. Friends, Romans, countrymen! Lend me your ears.
  - 3. The soldiers of Emperor William were giants.
  - 4. The jury having agreed, the verdict was rendered.

- 5. Come into the garden, Maud.
- 6. Ye crags and peaks, I am with you once again.
- 7. He was considered a gentleman.
- 8. Flow gently, sweet Afton.
- 9. Sir, I would rather be right than be president.
- 10. The argument being exhausted, let us stand by our guns.
- 11. He was elected captain, the men having all voted.
- 12. Thou, too, sail on, O ship of State.
- 13. His health gone, his money spent, he was a sad wreck.
- 14. Oh, sleep! it is a gentle thing.
- 15. Victoria became Queen of England.
- 16. Bright star! would I were steadfast as thou art.

Exercise 2. — Write two sentences illustrating the nominative subject; two illustrating the nominative of address; two illustrating the nominative absolute; two illustrating the exclamatory nominative; two illustrating the predicate nominative.

## LESSON 39. — THE POSSESSIVE CASE

John's hat is brown.

When we say John's hat, what word indicates to whom the hat belongs? Nouns like this, ending with an apostrophe and an s ('s), or with an apostrophe only, and indicating possession or close relationship, are said to be in the possessive case.

A noun is in the *possessive case* when it indicates possession or close relationship to another noun or a pronoun.

The apostrophe ('), or the apostrophe and s ('s) is the sign of the possessive case.

Ladies' shoes.

My father's house.

1. In the singular number nouns add an apostrophe and an s ('s) to form the possessive case.

The earth's axis. The boy's knife. The ocean's tides.
Mr. Smith's store.



2. When the plural number ends in s, nouns add the apostrophe only.

Boys' knives.
Birds' feathers.

Girls' hats. Two days' journey.

3. When the plural number does not end in s, the possessive case is formed as in the singular number.

Men's coats.
Children's hats.

Women's bonnets. The oxen's yoke.

Exercise 1. — Name the nouns in the possessive case in these sentences and tell why the apostrophe is so placed:

- 1. The moon's surface is cold.
- 2. Ten years' imprisonment was the man's sentence.
- 3. The cannon's mouth is closed forever.
- 4. The strata's ore was rich in gold.
- 5. The women's dresses were elegant.
- 6. In my father's house are many mansions.
- 7. The Indians' faces are reddish brown.
- 8. Man's extremity is God's opportunity.
- 9. Girls' ways and boys' ways are different.
- 10. He went on two days' journey to the desert.
- 11. The boys' lessons were hard.
- 12. The children's toys were lost.
- 13. Rabbits' ears are longer than goats' tails.
- 14. The earth's diameter is about eight thousand miles.
- 15. The oceans' tides are affected by the moon.
- 16. He went to Mr. Brown's store.

Exercise 2. — Copy these words and place the apostrophe where it belongs:

- 1. My brothers hat
- 2. My fathers house
- 3. Ladies shoes
- 4. Three days sail
- 5. Misses bonnets
- 6. Mens apartments

- 7. The oceans waves
- 8. Six years hard toil
- 9. Mr. Parks store
- 10. Birds wings
- 11. The moons appearance
- 12. The suns rays

13. Americas shores	20. Wasps nests
14. Dogs collars	21. Johns mother
15. Huylers candy	22. Marys sister
16. Bakers chocolate	23. Williams brother
17. New Yorks harbor	24. The oxens hides
18. The Amazons mouth	25. The childrens books
19. Teeths fillings	26. The mornings ride

## LESSON 40. - MORE ABOUT THE POSSESSIVE CASE

A few singular nouns that end with an s sound generally add the apostrophe only.

For goodness' sake.

For conscience' sake.

The usual custom, however, is to add 's even when the singular noun ends with an s sound.

Charles's gun.

James's ball.

The princess's order.

When several words taken together form one general subject, as in compound words, or in double subjects, etc., the last word only takes the apostrophe and s.

My father-in-law's store. Cicero, the orator's, life.

Beaumont and Fletcher's works. General Washington's army.

The possessive relation is often expressed by the preposition of and the noun.

The beauty of the landscape (for "the landscape's beauty"). The children of my sister (for "my sister's children").

Note. Sometimes, as in the first illustration, the prepositional form is more euphonious. At other times it is used simply for variety. The use of the apostrophe in connection with the preposition of, as in "The beauty of the landscape's," "The store of my uncle's," is wrong.

Exercise 1. — Copy these sentences and place the apostrophe where it belongs, or omit 's where it is wrong:

- 1. Daniel Websters orations were masterpieces.
- 2. A two weeks vacation is long enough.



- 3. Demosthenes, the orators, speeches were powerful.
- 4. The King of Englands rule is far extended.
- 5. General Grants army was very large.
- 6. My sister-in-laws husband was ill.
- 7. I remember the house of my uncle's.
- 8. I used the room of my brother's.
- 9. The horse of my neighbor's is dangerous.
- 10. He did it for conscience sake.
- 11. I saw Charles sisters dog up town.
- 12. Cicero, the Romans orations were in Latin.

# Exercise 2. — Change these phrases into possessive forms:

- 1. The novels of Charles Dickens.
- 2. The height of the mountain.
- 3. The deck of the ocean steamer.
- 4. The residence of the Prince of Wales.
- 5. The mouth of the lion.
- 6. The store of Lee & Brown.
- 7. The dress of Constance.
- 8. The house of Mr. Jones.
- 9. For the sake of goodness.
- 10. The orders of General Grant, the commander in chief
- 11. The plays of Shakespeare.
- 12. The writings of Bulwer, the novelist.
- 13. The poems of Henry Timrod, the Carolinian.
- 14. The great height of Niagara Falls.

Rule.—A noun that indicates belonging to and is written with an apostrophe s, is in the possessive case.

## LESSON 41. - THE OBJECTIVE CASE

The water covered the earth.

The leaves fall from the trees.

In the first sentence the word earth indicates what is acted upon, and is the object of the verb covered. Nouns

that show what is acted upon and are the objects of verbs are said to be in the objective case.

In the second sentence the word trees is not acted upon by the verb fall. The word trees shows from what the leaves fall. Therefore trees is not the object of the verb, but is the object of the preposition from. Nouns that depend upon prepositions are also said to be in the objective case.

A noun or a pronoun that is the object of a verb or of a preposition is in the objective case.

**Exercise 1.**—Name the nouns and pronouns in these sentences that are in the objective case. Of what is each the object?

- 1. The sun gives heat to the earth.
- 2. The earth produces food and clothing for man.
- 3. Napoleon fought many battles in Europe.
- 4. The soldiers pursued the Indians and captured them.
- 5. She lifted the cup to her lips and drank the poison.
- 6. The storm beat the oak, but did not break it.
- 7. Deliver us from evil.
- 8. What books have you read?
- 9. I have read the poems of Longfellow.
- 10. Did you see me in town yesterday?
- 11. Remember now thy Creator in the days of thy youth.
- 12. The children saw the deer in the park.

Exercise 2. — Make sentences, using each of the following words as the object of a verb:

music	sugar cane	me	San Francisco
winds	smoke	you	bread and milk
<b>arithmetic</b>	cannon	bluebirds	New Orleans
animals	sparrows	sharks	Cincinnati
plants	czar	London	A cornfield
cotton	king	St. Paul	A salt mine
animals plants	sparrows czar	sharks London	Cincinnati A cornfield

EVANS'S ELE. ENG. GRAM. — 6

Exercise 3. — Make sentences, using each of the following words as objects of prepositions:

village	them	snow fields	us
Cuba	hair	oak trees	her
plantation	streets	the United States	$\mathbf{him}$
missionary	youth	an earthquake	me
Missouri	Paris	an epidemic	you
which	New York	yellow fever	whom

Rule. — The object of a verb or of a preposition is in the objective case.

## LESSON 42 - MORE ABOUT THE OBJECTIVE CASE

A noun may also be in the objective case: -

1. When it is the indirect object of the verb, indicating to or for what or whom the thing is done.

He gave John a horse. I wrote the master a note. We bought Sarah a hat. She bought George a cup.

2. When it is used as an adverb to modify the verb in the sentence. It is then called an adverbial object.

He lived three years longer.

He ran six miles.

Many times have I prayed. They

They labored the whole day.

Note. Nouns used as the indirect object or adverbially may also be explained as governed by a preposition understood. The sentence, They offered Casar a crown, is the same as They offered (to) Casar a crown. The sentence, He hunted many days, is the same as He hunted (for) many days.

Exercise 1. — Name all the nouns in the objective case and tell how each is governed:

- 1. I gave John the money.
- 2. Give us our daily bread.
- 3. I paid the man five dollars.
- 4. He staid ten years in Rome.
- 5. The soldiers marched three days and nights.
- 6. Our guest staid a week.

7. He could not move an inch. 8. He told me the story many times. 9. He was in prison seven long years. 10. They left this morning. 11. I wrote my father a letter. I am six feet tall. 13. I weigh two hundred pounds. 14. I can walk ten miles a day. 15. He shot the bear three times through the body. Exercise 2.—Complete these sentences by adding an adverbial objective: 1. The soldiers marched ——. 2. The horses ran ——. 3. The bell rang ——. 4. The stars shone ——. 5. We staid there ——. I worked —— for him. John can jump ——. 8. He leaped — in the air. 9. I have been ill ——. 10. Washington was president -----. 11. She sang —— for us. 12. The game lasted ——. Exercise 3. — Fill the blanks in these sentences with indirect objects of the verb: 1. Give — some bread. 2. Bring ---- your book. 3. Hand — a glass of water. 4. Sing — a song. 5. The farmer sold — all his corn. 6. The soldier told — a long story. 7. Cæsar gave —— something in his will. 8. Catch — a big fish. 9. Leave — some money. 10. My uncle gave —— and —— a knife apiece.

11. The people offered — the presidency.12. If you do — a kindness, he will not forget it.

#### LESSON 43. - NOUNS IN APPOSITION

Mr. Jones, the tailor, has moved his store.

In this sentence the word tailor is used to explain which Mr. Jones is meant, and is said to be in apposition with, and have the same case as, the noun, Mr. Jones, which it explains.

A noun is in apposition with another noun when it is used to explain or add to the meaning of it.

1. A noun may be in apposition with the subject of a verb. It is then in the nominative case.

Webster, the statesman, was also a lawyer. The church, a noble building, stood on the corner.

- A noun may be in apposition with a possessive noun.
   The poet Byron's death occurred in Greece.
   Prescott the blind historian's writings are interesting.
- 3. A noun may be in apposition with the object of a verb or of a preposition.

He saw General Grant, the great leader. Out of this nettle, danger, we pluck this flower, safety.

Exercise 1. — Name the nouns in apposition with other nouns and tell their case:

- 1. Socrates, the ancient philosopher, lived in Athens, Greece.
- 2. Longfellow, the poet, was born in Portland, Maine.
- 3. Tired Nature's sweet restorer, balmy sleep!
- 4. My friend, the colonel, was there.
- 5. The life of Raphael, the artist, was short.
- 6. The village, an old desolate town, was passed by.
- 7. The master's rod, an old cane, hung over the desk.
- 8. Have you read Scott's poem, "Marmion"?
- 9. And Nature, the old nurse, took the child upon her knee.
- This blessed plot, this earth, this realm, this England, is now leased out.

Exercise 2. — Complete these sentences, using nouns in apposition:

- 1. The cathedral is very grand.
- 2. Milton ---- wrote "Paradise Lost."
- 3. Thomas Jefferson —— is buried in Virginia.
- 4. "Ivanhoe" ---- was written by Scott.
- 5. The Mississippi River —— was discovered by De Soto.
- 6. My daughter plays the piano.
- 7. Berlin is the capital of Germany.
- 8. Tobacco is used for smoking —.
- 9. Grammar is difficult to master.
- 10. Miles Standish was in love with Priscilla.

Exercise 3. — Write sentences, using each of the following words with some other word or words in apposition to it; as, Mr. Smith, the grocer, lives on M. Street:

Key West	Fort Sumter
Cuba	Alexander Hamilton
the condor	the shark
Miss Johnson	General Wolfe
Traveler	Mt. Blanc
Sahara	the polar bear
	Cuba the condor Miss Johnson Traveler

Rule. - Nouns in apposition agree in case.

#### LESSON 44. — EXERCISES ON NOUNS

In the following paragraphs name the nouns and tell the gender, number, person, and case of each:

1. A farmer who had several quarrelsome sons tried in vain to teach them to live in peace and unity. One day he called them together and asked them to break a number of sticks that were bound closely together in a bundle. Each son tried in vain to break the bundle. The father then untied it and gave each son a stick to break. This was done with ease. Now the father said: "Thus, my sons, you are, when united, a match for all your enemies; but when

you separate and quarrel you are easily beaten. In union there is strength."

- 2. One day a dog was carrying home a piece of meat in his mouth. On his way he had to cross a plank lying across a smooth brook. By chance he looked into the brook, and saw there what he took to be another dog with another piece of meat. He made up his mind to have that also, and snapped at the shadow in the water; but when he opened his jaws, the piece of meat which he had in his mouth fell out and sank into the brook.
- 3. "But what chiefly characterized the colonists was their veneration for the Maypole. It has made their true history a poet's tale. Spring decked the hallowed emblem with young blossoms and fresh green boughs; summer brought roses of the deepest blush and the perfected foliage of the forest; autumn enriched it with that red and yellow gorgeousness which converts each wild-wood leaf into a painted flower; and winter silvered it with sleet, and hung it round with icicles, till it flashed in the cold sunshine, itself a frozen sunbeam."—HAWTHORNE.
- 4. "The door of Scrooge's counting house was open, that he might keep his eye upon his clerk, who, in a dismal little cell beyond, a sort of tank, was copying letters. Scrooge had a very small fire, but the clerk's fire was so very much smaller that it looked like one coal. But he couldn't replenish it, for Scrooge kept the coal box in his own room; and so surely as the clerk came in with the shovel the master predicted that it would be necessary for them to part. Wherefore the clerk put on his white comforter, and tried to warm himself at the candle; in which effort, not being a man of strong imagination, he failed." Charles Dickens.
- 5. "The new South is enamored of her new work. Her soul is stirred with the breath of a new life. The light of a grander day is falling fair on her face. She is thrilling with the consciousness of growing power and prosperity. As she stands upright, full statured and equal among the people of the earth, breathing the keen air and looking out upon the expanded horizon, she understands that her emancipation came because through the inscrutable wisdom of God her honest purpose was crossed and her brave armies were beaten."

   Henry W. Grady.

#### LESSON 45. - PARSING NOUNS

To parse a word we must tell all about it, its kind, its characteristics, and its relations, according to its use in the sentence. To parse a noun we must tell —

- 1. Its kind whether common or proper.
- 2. Its gender whether masculine or feminine.
- 3. Its number whether singular or plural.
- 4. Its person whether first, second, or third.
- 5. Its case whether nominative, possessive, or objective.
  - 6. The word upon which it depends.
  - 7. The rule that applies to its case.

Let us parse the nouns in this sentence:

John obeys his mother.

John is a proper noun, masculine gender, singular number, third person, nominative case, subject of the verb obeys. Rule. — The subject of a verb is in the nominative case.

Mother is a common noun, feminine gender, singular number, third person, objective case, object of the verb obeys. Rule. — The object of a verb or of a preposition is in the objective case.

Let us parse the nouns in this sentence:

Paul's father, an old man, is quite ill.

Paul's is a proper noun, masculine gender, singular number, third person, possessive case, belongs to father. Rule. — A noun that indicates belonging to and is written with an apostrophe s is in the possessive case.

Father is a common noun, masculine gender, singular number, third person, nominative case, subject of is. Rule. — The subject of a verb is in the nominative case.

Man is a common noun, masculine gender, singular number, third person, nominative case, in apposition with father. Rule. — Nouns in apposition agree in case.

## Exercise. — Parse the nouns in these sentences:

- 1. Necessity is the mother of invention.
- 2. To God, thy country, and thy friend be true.
- 3. Flowers are God's thoughts of beauty.
- 4. The narrow soul knows not the joy of forgiving.
- 5. Oh, Liberty, how many crimes are committed in thy name!
- 6. Every man's life is a plan of God.
- 7. Hail! holy light, offspring of heaven, first born.
- 8. Mary, Queen of Scots, was beheaded.
- 9. And Simon, he surnamed Peter.
- 10. Thou art Freedom's now and Fame's.
- 11. We ascended Vesuvius, the pride and terror of Italy.
- 12. I, Paul, the Apostle, write this to Timothy.
- 13. The sun having risen, the travelers went their way.
- 14. Love keeps out the cold better than a cloak.
- 15. The love of money is the root of all evil.
- 16. To Napoleon there are no Alps.
- 17. The last analysis of liberty is the blood of the brave.
- 18. The busy have no time for tears.
- 19. Pictures are poems without words.
- 20. Only the brave deserve the fair.
- 21. Friends, Romans, countrymen, lend me your ears.
- 22. What a piece of work is man!
- 23. A kiss from my mother made me a painter.
- 24. A man's best friends are his ten fingers.
- 25. The early morning hath gold in its mouth.
- 26. We live in deeds, not years; in thoughts, not breaths.
- 27. Shakespeare was called the myriad-minded poet.
- 28. Brutus was the noblest Roman of them all.

## LESSON 46. — EXERCISES ON NOUNS

# Exercise 1. — Give a proper noun corresponding to each of these common nouns:

man	doctor	general	historian	orator	painter
singer	dentist	city	state	river	poet
grocer	shoemaker	mountain	lake	gulf	ocean
fort	actor	teacher	book	poem	country
sea.	desert	railroad	steamboat	mayor	governor

Thomas Edison

Exercise 2. — Give a common noun that belongs to each of the following proper nouns; as, London, city.

Paris France The Thames Iceland Macaulav The Alps Wednesday January Spring Lowell Ohio The Oregon New York Herald Andrew Jackson Benjamin Franklin The Pacific

Exercise 3. — Of what gender is each of the following words?

Mary Williams

father uncle aunt parent stove children house queen city tree president cattle king governess spinster bridegroom bachelor boy hen duck countess Mr. Mrs. nephew moon Caroline actress executrix baron sorcerer Miss Smith doctor dentist seashore son Mary Augustus earl maid manservant butler cook bird cow deer horse rock desk author pig

Exercise 4. — Give the plurals of the following words. When in doubt, consult the dictionary.

buffalo echo mosquito German Russian phenomenon calf turkey baby wife spoonful hero trout fish deer pond negro g008e chimney ally bamboo Mary Dutchman attornev cannon city volcano mother-in-law chambermaid knight-errant fish talisman mantrap court-martial commander in chief major general father-in-law · stepson poet laureate bill of fare index pailful

Exercise 5. — Write the following phrases, changing them to the plural forms:

A baby's cloak The child's name

A bird's nest

A dog's howl

A lady's hat

The Frenchman's speech
The chimney's hearth
The aid-de-camp's report

The man's shoe The fish's fin
The lion's roar The calf's leg

The hero's honor The courtyard's crowd

The woman's club The deer's track

Exercise 6. — Make sentences, using the following nouns and pronouns in the first person:

John, we, me, George, I, us, Thomas, Susan.

Use the following nouns and pronouns in the second person:

George, Joseph, you, your, William, Miss Brown, sir.

Use the following nouns and pronouns in the third person:

He, they, them, George, Jones, Sara, Dr. Thomas.

Exercise 7. — Supply nominative cases for each of these sentences:

- 1. raise vegetables.
- 2. rang loud and clear.
- 3. Up rose the ——.
- 4. Out of the sea came ---.
- 5. —, where have you been?
- 6. did not want to go.
- 7. would not eat his food.
- 8. have stood for a thousand years.
- 9. Whither goest thou, ——?
- 10. I told you, ----, not to do that.
- 11. having come, we had dinner.
- 12. having passed, we all resigned.

- 13. Sailors are hardy -----.
- 14. He was called ----.
- 15. Cæsar was a ----
- 16. —, ring the bell.

Exercise 8. — Insert a possessive form in each blank space:

- 1. The —— surface is rough.
- 2. The palace is beautiful.
- 3. store is very fine.
- 4. The meeting was stormy.
- 5. The —— color was red.
- 6. A vacation is too short.
- 7. army was defeated.
- 8. The —— tooth is sharp.
- 9. My ---- kindness conquered me.
- 10. novels are interesting.
- 11. Did you see the ---- sign?
- 12. Have you read poem?

Exercise 9. — In the following sentences name the direct and the indirect objects of the verb:

- 1. Friends, Romans, countrymen, lend me your ears.
- 2. I gave the tramp some bread.
- 3. I paid the dentist five dollars.
- 4. Who told you that story?
- 5. My mother offered me a book.
- 6. The cook baked me a pie.
- 7. Three times they offered him the crown.
- 8. The peaches brought the farmers good prices.
- 9. Close attention made him a fortune.
- 10. Experience taught him wisdom.
- 11. He owes me ten cents.
- 12. I owe you my life, sir.
- 13. It will give me pleasure to lend you a book.

Exercise 10.— Use these phrases as adverbial objectives:

ten years six months five miles many times all day six feet forty yards several times

Exercise 11. — Use the following expressions in apposition with some nouns; as, Dr. Brown, the dentist, has just died.

The grocer
The great orator
A city in Europe
A river in Asia
A harmless fellow
A dangerous animal
A wonderful invention
The capital of Ohio

The tailor
A western State
The King of England
A bird of bright plumage
An insectivorous bird
A rude thing to do
A bad accident

The inventor of the cotton gin

### LESSON 47. - WRITTEN EXERCISES

- 1. Write a letter to a schoolmate, describing a visit you once made to some town. Give the names of some of the streets, and buildings, and of some of the people you met. Tell whatever else you choose about the town. Be sure to write all proper nouns with capital letters.
- 2. Write a short account of some park or menagerie you may have visited, and tell about the animals you saw, bringing into the story the plural forms of fox, wolf, mouse, goose, ox, sheep, deer, and telling anything else you choose.
- 3. Let us suppose that a burglar has entered Mr. Parsons's store and stolen some goods. Write an account of it for the morning papers. Name all the nouns you have used in the nominative case.
- 4. Let us suppose that two boys and two girls, whose names you may give, were in a boat on a lake and were overturned by an accident. Write an account of it, telling how it happened, and how they were all rescued. Mention all the nouns in your description that are in the objective case and tell how they are governed.

- 5. If you were an Esquimau child, and lived in the far North, and were writing a letter to an unknown friend in some city in the United States, how should you describe the way you lived, and what questions should you ask in your letter? Write such a letter. Can you now name the nouns and pronouns in your letter that are of the first person, of the second person, and of the third person?
- 6. You and your father have been traveling in Japan. You have seen many curious people, with strange costumes and habits. Write a letter home describing some of the things you have seen. After you have written the letter, name all the nouns and pronouns you have used.
  - 7. What other letters can you suggest?

## LESSON 48. — REVIEW QUESTIONS

- 1. What is a proper noun? What is a common noun? With what do proper nouns always begin? What is gender? How many genders do words have? Name them. What words are of the masculine gender? What words are of the feminine gender? What words are of the common gender? What words are of the neuter gender? What is meant by number? How many numbers are there? Name them. What does the singular number denote? What does the plural number denote?
- 2. What is meant by person? How many persons do nouns and pronouns have? Name them. What does the first person denote? What does the second person denote? What does the third person denote? What is case? How many cases are there? Name them. When is a noun in the nominative case? What is meant by nominative of address? What is meant by the nominative absolute? What is meant by the predicate nominative? When is a noun in the possessive case? What is the sign of the possessive case? When is a noun in the objective case? What is meant by an adverbial object? What other kind of object may a noun or pronoun be? When is a noun in apposition with another noun?

## A poem to study and memorize:

(A language study)

#### TO A WATERFOWL

Whither, 'midst falling dew,
While glow the heavens with the last steps of day,
Far, through their rosy depths, dost thou pursue
Thy solitary way?

Vainly the fowler's eye
Might mark thy distant flight to do thee wrong,
As, darkly seen against the crimson sky,
Thy figure floats along.

Seek'st thou the plashy brink
Of weedy lake, or marge of river wide,
Or where the rocking billows rise and sink
On the chafed ocean-side?

There is a Power whose care

Teaches thy way along that pathless coast, —

The desert and illimitable air, —

Lone wandering, but not lost.

All day thy wings have fanned,
At that far height, the cold, thin atmosphere;
Yet stoop not, weary, to the welcome land,
Though the dark night is near.

And soon that toil shall end;
Soon shalt thou find a summer home and rest
And scream among thy fellows; reeds shall bend
Soon, o'er thy sheltered nest.

Thou'rt gone — the abyss of heaven
Hath swallow'd up thy form; yet on my heart
Deeply has sunk the lesson thou hast given,
And shall not soon depart.

He, who from zone to zone
Guides through the boundless sky thy certain flight,
In the long way that I must tread alone,
Will lead my steps aright.

-W. C. BRYANT.

## LESSON 49. - PERSONAL PRONOUNS

SINGULAR

PLURAL

I, my, mine, me thou, thy, thine, thee, you, your, yours he, his, she, her, hers, it, its we, our, ours, us you, your, yours they, their, theirs, them

What is a pronoun? Of what part of speech are the words above? Which of them refer to the person speaking? Which of them refer to the person spoken to? Which of them refer to the person spoken of? These pronouns are called personal pronouns, because they are used to indicate the speaker, the person spoken to, and the person or thing spoken of.

A personal pronoun is a pronoun that indicates the speaker, the person spoken to, or the person or thing spoken of.

The pronouns that indicate the speaker are said to be of the first person.

The pronouns that indicate the person spoken to are said to be of the second person.

The pronouns that indicate the person or thing spoken of are said to be of the third person.

Exercise 1.—Name the personal pronouns in these sentences:

- 1. I shall tell him what you say.
- 2. He brought us to his house.
- 3. We told her mother that you were coming.
- 4. My house is at your service.
- 5. Thou shalt love thy neighbor as thyself.

- 6. What is mine is also yours.
- 7. Let there be no strife between me and thee.
- 8. We visited them at their country home.
- 9. Our house is not so large as theirs.
- 10. It has brought us good luck.
- 11. He spoke of its beauty to them.
- 12. And thine shall be the glory.
- 13. They bought that old house of ours.
- 14. I told his brother that you had seen him.
- 15. Thy people shall be my people, and thy God my God.
- 16. We have met the enemy, and they are ours.

Exercise 2. — Write two sentences containing personal pronouns of the first person; two sentences containing personal pronouns of the second person; two sentences containing personal pronouns of the third person.

## LESSON 50. - DECLENSION OF PERSONAL PRONOUNS

It has been shown that the forms of the pronouns, as well as of other words, vary according to use. The variation of the *form* of words according to use or relation in a sentence is called **inflection**. The English language is not a highly inflected language, as are the ancient languages and some of the modern ones, but it has some inflected forms. When we arrange the cases of a noun or a pronoun in the two numbers we are said to **decline** it.

The orderly arrangement of the case forms of nouns or pronouns in the singular and plural number is called *declension*.

The declension of the personal pronouns is as follows:

SINGULAR PLURAL I Nom. we

Nom. I Nom. we
Poss. my or mine Poss. our or ours
Obj. me Obj. us

Note. The pronoun I is always written with a capital letter.

Singular			PLURAL
Nom.	thou	· Nом.	you or ye
Poss.	thy or thine	Poss.	your or your
Овј.	thee	Овј.	you

Note. Grammatically speaking, you is always in the plural number; but in ordinary conversation it is used in the singular number.

Its use in the sentence to denote one or more persons will determine the number. Thou is rarely used in speaking.

NGULAR		PLURAL
he	Nom.	they
his	Poss.	their or theirs
him	Овј.	them
NGULAR		PLURAL
she	Nom.	they
her or hers	Poss.	their or theirs
her	Овл.	them
NGULAR		PLURAL
it	Nom.	they
its	Poss.	their or theirs
it	Овј.	them
	he his him  NGULAR she her or hers her  NGULAR it	he Nom. his Poss. him OBJ.  NGULAR she Nom. her or hers Poss. her OBJ.  NGULAR it Nom. its Poss.

Note. Do not use an apostrophe with the possessive form of the personal pronouns.

Exercise. — In the following sentences name the personal pronouns and tell the person, number, and case of each:

- 1. Thy rod and thy staff they comfort me.
- 2. Ye crags and peaks, I am with you once again.
- 3. Thou art mighty, and we worship thee.
- 4. She gave way to her grief when he told her of it.
- 5. Let us love him because he has loved us.
- 6. Hers or his it matters not; they shall now be mine.
- 7. Our carriage took them to their hotel.
- 8. Your horses are not so good as ours.
- 9. My lessons are longer than yours.

  EVANS'S ELE. ENG. GRAM. 7