

10. Her voice was softer than his when she spoke to him.
11. He took his coat with him.
12. Is this picture yours or mine?
13. Susan has lost her ribbon.
14. All of us love to do our duty.
15. I am indebted to him for all I have.
16. My country, 'tis of thee !
17. He went away and left them to her care.

LESSON 51. — COMPOUND PERSONAL PRONOUNS

The personal pronouns are joined to the words *self* and *selves* to form the compound personal pronouns. The compound personal pronouns are *myself*, *thysself*, *himself*, *herself*, *itself*, *yourself*, *ourselves*, *yourselves*, *themselves*. They are mainly used for emphasis.

Compound personal pronouns may be : —

1. In the **nominative case** used in **apposition** with a noun or another pronoun.

I did it *myself*.

He *himself* says so.

They *themselves* told me.

She took it *herself*.

2. In the **objective case** used in **apposition** with a noun or a pronoun.

I saw the blood *itself*.

He told it to me *myself*.

I heard the noise *itself*.

It is all for you *yourself*.

3. In the **objective case** used **reflexively**.

He has cut *himself*.

The people seat *themselves*.

Help *yourself*, my friend.

She dressed *herself* quickly.

4. In the **objective case** after a **preposition** or as the **indirect object**.

He bought it for *himself*.

She put the dress on *herself*.

I gave *myself* a knife.

They found *themselves* a house.

Exercise 1. — Name the compound personal pronouns in these sentences and tell their cases:

1. Napoleon crowned himself king.
2. I myself sometimes despise myself.
3. Know then thyself.
4. They ran themselves nearly to death.
5. Penitents often scourge themselves.
6. They found the footprints themselves.
7. A greedy boy will eat himself sick.
8. I have given myself plenty of time.
9. He worried himself into a fever.
10. You do yourself a great wrong, sir.
11. The fault is not in our stars, but in ourselves.
12. He gave himself up for lost.
13. We know better than that ourselves.
14. She drove the four horses herself.
15. A suicide is one who kills himself.
16. Careless hunters often shoot themselves.

Exercise 2. — Never use the expressions *hissself* and *theirselves*, but always say *himself* and *themselves*. Complete these sentences:

1. He did it —.
2. He told me so —.
3. They said so —.
4. I saw John and Edith —.
5. My mother ate it all —.
6. He went all by —.
7. They staid at home all by —.
8. He loves to study by —.
9. They drank it all —.
10. Jesse Williams has done it —.
11. He — said so.
12. They — are going to town.
13. He loves — more than anybody.
14. They did it all by —.
15. He shot — in the foot.

LESSON 52. — USES OF *IT*

The pronoun *it* is used in a variety of ways.

1. *It* is used to refer to antecedents whose gender is not given.

The child knows *its* mother. The eagle builds *its* nest.

2. *It* is used as an introductory word and when the real subject follows the verb.

It is important for you to come. *It* is I; be not afraid.

3. *It* is used as an impersonal subject.

It is cold. *It* has rained very hard.

4. *It* is used as an impersonal object.

You cannot come *it* over me.

What fun to rough *it* for a week!

5. *It* is used as a substitute for a group of words.

He said *it* will rain, but I doubt *it*.

To hunt is great sport, and I like *it*.

Exercise. — In the following sentences tell how *it* is used:

1. He tried to lord *it* over us all.
2. Dreadful is the thought of death. Avoid *it*.
3. It is a wise colt that knows *its* own father.
4. It has been dry and dusty for a month.
5. How happens *it* that you do not know *it*?
6. It is not far. Suppose we walk *it*.
7. It may be as you say, but I doubt *it*.
8. It is well to know how; *it* is better to do.
9. My master leads a dog's life of *it*.
10. It is said that you will not be there.
11. We had to foot *it* over mountain and plain.
12. It grew wondrous cold.
13. They said they saw a ghost, but I doubt *it*.
14. It looks like rain. What do you think of *it*?
15. The clouds threaten. I like *it* not.
16. Trip *it* lightly as you go.

LESSON 53. —RELATIVE PRONOUNS

The man *who* told me was present.

There is a class of pronouns used to show the connection between the persons or things in different parts of the same sentence. In the above sentence, the word *who* refers to *man* and shows the connection that exists between the *man* and the person that *told me*. Such pronouns are called **relative pronouns**, because they relate one idea with another idea, in the same sentence.

A *relative pronoun* is a pronoun that refers to a noun or another pronoun and at the same time connects clauses.

The word in the sentence to which a relative pronoun refers, is called the **antecedent**.

The relative pronouns are *who*, *which*, *what*, and *that*.

The compound relative pronouns are *whoever*, *whichever*, *whatever*, *whosoever*, *whatsoever*, in their various forms.

Who is thus declined.

SINGULAR	PLURAL
NOM. <i>who</i>	NOM. <i>who</i>
POSS. <i>whose</i>	POSS. <i>whose</i>
OBJ. <i>whom</i>	OBJ. <i>whom</i>

NOTE. *Which*, *what*, and *that* use *whose* as possessive; in all other cases they remain unchanged.

The following rules should be remembered:

1. *Who* is used to refer to persons.

The man *who* rode the horse was thrown.

2. *Which* is used to refer to animals, places, and things.

The lion *which* broke loose is still at large.

3. *That* may be used for either persons, animals, places, or things.

Of all men *that* I have seen he was the bravest.

4. *What* is used to refer to things only, when the antecedent is not expressed. It is equivalent to *that which*.

I have forgotten *what* he said.

Exercise 1.—In these sentences name the relative pronouns and their antecedents :

1. He *that* is of a gentle nature will have many friends.
2. Boston is one of the finest cities *that* I know of.
3. I have known greater wrongs, *I that* speak to you.
4. The book *whose* leaves are torn is not mine.
5. The lady *whom* you saw is not my aunt.
6. The heart *that* has once truly loved, never forgets.
7. The men *that* cross deserts ride on camels.
8. All persons *who* are seated will please stand.
9. London, *which* is the largest city, is also the capital.
10. He does not know *what* to do.
11. All the girls *whose* lessons are learned may go.
12. He did not tell me *what* to do.
13. The fish *which* live in dark caves have no eyes.
14. The evil *that* men do lives after them.

Exercise 2.—Insert the proper relative pronouns in each of the following sentences :

1. He — wastes his money shall come to want.
2. The tiger — we saw was very fierce.
3. Did you hear — I said?
4. He — listens well will remember — is told him.
5. Where is the man — has never done wrong?
6. The General — army is beaten should not blame his soldiers.
7. The mountains — are in Switzerland are often snow-covered.
8. The house — you admired is mine.
9. The ocean — waves were so rough is now quiet.

10. Of all things — I ever heard it was the saddest.
11. The soldiers — were in the camp were ill.
12. The corn — grows in the West is a valuable crop.

Exercise 3.— In the following sentences name the relative pronouns and tell whether they are in the nominative, objective, or possessive case :

1. The lion which we killed was eight feet long.
2. They who live in glass houses should not throw stones.
3. The language that they used was disgraceful.
4. This is the house that Jack built.
5. The soldier whose story we heard has departed.
6. The general of whom everybody is speaking is ill.
7. All the things which we have heard have distressed us.
8. The Lord helps those that help themselves.
9. I read the paper which you sent me.
10. What he said was strange.
11. Did you hear what he did?
12. The seeds which we planted have come up.
13. He did not do what he promised.
14. Here lies one whose name was writ in water.
15. What man has done man can do.
16. What is worth doing at all, is worth doing well.

LESSON 54.—RELATIVE CLAUSES

The boy *who was hurt* is my brother.

By observing sentences in which relative pronouns occur we see that the relative pronoun introduces an explanatory clause, which could be omitted without destroying the sentence, but which is necessary to a complete understanding of the thought. In the above sentence, we could omit the words *who was hurt*, but the sentence would not tell which boy is meant. These dependent clauses introduced by relative pronouns are called **relative clauses**. The intro-

duction of a relative clause into a sentence changes it from a simple sentence to a **complex** sentence.

A relative clause is a clause introduced by a relative pronoun.

Exercise 1. — In the following sentences name the relative clauses:

1. He laughs best who laughs last.
2. I did not hear what he said to me.
3. A boy who confides in his father will rarely go wrong.
4. He jests at scars that never felt a wound.
5. I had a dream that was not all a dream.
6. Fools who came to scoff remained to pray.
7. Moses was the meekest man that ever lived.
8. Thrice is he armed that hath his quarrel just.
9. He serves his party best who serves his country best.
10. Who steals my purse steals trash.
11. They who have much to lose have much to fear.

Sometimes the relative is omitted.

There is the boy (whom) I met on the street.

The poor man (whom) I saw was blind.

Exercise 2. — Supply the omitted relative pronoun and name the relative clause in these sentences:

1. Keep the friends thou hast tried.
2. It was the strangest story I ever heard.
3. He was the best leader the army could get.
4. She is a woman I know to be worthy.
5. We dwelt in the house our father built.
6. The land I bought yesterday was in the country.
7. The horse he sold me was very wild.
8. Few and short were the prayers we said.

Exercise 3. — Add a relative clause to each of these sentences:

1. The old man was blind.
2. Keep the gold and silver.
3. Do not destroy the trees.

4. William Penn came from England.
5. La Salle explored the Mississippi.
6. Of all women she was the loveliest.
7. Samson was the strongest man.
8. The Dutch settled New York.
9. Let him speak first.
10. Be kind to all people.

Exercise 4. — In these sentences note the relative clauses:

1. He who has a thousand friends has not a friend to spare,
And he who has one enemy will meet him everywhere.
2. He who has health has hope, and he who has hope has everything.
3. He who will not accept orders has no right to give them.
4. He who will not serve has no right to command.
5. He who cannot keep silence has no right to speak.
6. He that buys what he does not want will soon want what he cannot buy.
7. The man who is not punctual in meeting an appointment will never be successful in life.

LESSON 55. — INTERROGATIVE PRONOUNS

Who goes there? *Whom* do you seek?

The pronouns *who* and *whom* are used to ask questions in these sentences.

Pronouns used to ask questions are called interrogative pronouns.

An interrogative pronoun is a pronoun used to ask a question.

The interrogative pronouns are *who*, *which*, *what*, and their various forms.

Exercise 1. — In the following sentences name the interrogative pronouns:

1. Whom do you seek? What came you to see?
2. What do you want? Which is the right way?

3. Who is the King of Glory? What shall I say to him?
4. What is truth? Which is the path of duty?
5. In whom shall I put my trust? What did you say?
6. Who will be first? Whose house is this?
7. Upon what do you depend? Whose son are you, my boy?
8. In whose yard did you play? What did you do?
9. Whom did you marry? Who will prove it?

Many errors are made in ordinary speech by not observing the proper case form of the pronoun *who*. Often we hear such incorrect sentences as *Who did you say?* *Who will she marry?* that should be *Whom did you say?* and *Whom will she marry?*

Remember to use *who* when it is the subject and *whom* when it is the object of the sentence.

Exercise 2. — Complete these sentences by inserting the correct form:

1. — will you invite? I have already told you —.
2. — have you come for? — do you seek?
3. He is the one — I love. — do you love most?
4. Jonah was the prophet — the whale swallowed.
5. — are you talking about? You know —.
6. I do not know — you mean.
7. — did you ask for? I have forgotten —.
8. The man — I saw was lame.
9. — did you see up town? Guess — I saw.
10. I forgot — I saw. — do you wish to see?
11. He — his neighbors respect, is a good man.
12. The poor — you laugh at may be richer than you.

Exercise 3. — Insert the correct form of the pronoun in these sentences:

1. — do you want to see?
2. — has asked for me?
3. I saw the man of — you spoke.
4. — did you write to?

5. Of — do you speak?
6. — will let him come?
7. To — did you apply?
8. I applied to the one — I saw first.
9. — has called to-day?
10. — shall I call on to recite?
11. With — are you studying?
12. For — is this present?

LESSON 56. — DEMONSTRATIVE PRONOUNS

This is a grammar.

That was a very old story.

There are some pronouns that are used to point out certain persons, places, or things. In the above sentences the words *this* and *that* are used to point out a certain book and a certain story, and are called demonstrative pronouns. *Demonstrative* means showing or pointing out.

A *demonstrative pronoun* is a pronoun used to point out certain persons, places, or things.

We may divide demonstrative pronouns into three classes.

1. Demonstrative pronouns that refer to particular persons, places, or things.

this, that, these, those.

2. Demonstrative pronouns that refer to general persons, places, or things.

few, many, one, none, several, some, other, all.

3. Demonstrative pronouns that refer to persons, places, or things considered in their relations.

each, either, neither, another.

When these pronouns are used to describe a noun expressed in the sentence, they are no longer pronouns, but

become adjectives. If we say *Many men have many minds*, the word *many* is an adjective because it describes men or minds. If we say *Many were lost in the wreck*, the word *many* is a pronoun because it refers to persons not expressed in the sentence.

Exercise 1. — In the following sentences tell whether the words in *Italics* are pronouns or adjectives:

1. *Each* thought of the *many* loved ones at home.
2. *Any* man can do *that* if he tries.
3. *Bo'h* were injured in *this* wreck.
4. *Neither* of you has *any* cause for complaint.
5. *None* of us is expected at *either* place.
6. Let us do *all* we can for *all* men.
7. *Many* are called, but *few* are chosen.
8. Look on *this* picture and then on *that*.
9. *Some* were amused, *others* mortified, *a few* were angry.
10. At *another* time *all* of us can go.
11. *One* was taken and *another* left.
12. *Much* remains to be said.
13. Too *much* eating will make *any one* ill.
14. I told him *many* things, and he remembered *all*.
15. *Both* went to the war; *one* only returned.

Exercise 2. — Write sentences containing the following words used (1) as demonstrative pronouns, (2) as adjectives:

this, many, each, several, few, some,
those, neither, all, one, another, several.

LESSON 57. — PARSING PRONOUNS

In the parsing of pronouns we must tell—

1. The kind of pronoun — whether personal, relative, interrogative, or demonstrative.
2. Its gender, number, and person.

3. Its antecedent, if there is one.
4. Its case.
5. The rule that applies to its case.

Let us parse the pronouns in the following sentence:

I am he whom you seek.

I is a personal pronoun, masculine gender, singular number, first person, nominative case, subject of the verb *am*. RULE. — The subject of a verb is in the nominative case.

He is a personal pronoun, masculine gender, singular number, third person, nominative case, predicate nominative after the verb *am*. (See page 76.)

Whom is a relative pronoun, masculine gender, singular number, third person to agree with its antecedent *he*, objective case, object of the verb *seek*. RULE. — The object of a verb or of a preposition is in the objective case.

Let us parse the pronouns in the following sentence:

Who has said they did this?

Who is an interrogative pronoun, common gender, singular number, third person, nominative case, subject of the verb *has said*. RULE. — The subject of a verb is in the nominative case.

They is a relative pronoun, common gender, plural number, third person, nominative case, subject of the verb *did*. RULE. — The subject of a verb is in the nominative case.

This is a demonstrative pronoun, neuter gender, singular number, third person, objective case, object of the verb *did*. RULE. — The object of a verb or of a preposition is in the objective case.

Exercise. — Parse the pronouns in the following sentences:

1. It is he and not I whom you wish.
2. What means that stain upon thy hand?
3. He needs strong arms who swims against the tide.
4. Whatsoever ye ask shall be given unto you.
5. They loved their old home, which had sheltered them.
6. Uneasy lies the head that wears a crown.

7. A few escaped, but many were lost in spite of their efforts.
8. Let each serve the other the best he can.
9. Nature never did betray the heart that loved her.
10. They asked the way of every one, but none knew it.
11. Which is the merchant here, and which is the Jew?
12. In whom do you put your trust?
13. He who rides in his youth, may walk in his age.
14. Who chooseth me shall gain what many men desire.
15. The evil that men do lives after them.
16. He is the noblest man that I ever knew.
17. Whatever you undertake, do it with all your might.
18. It was cold when they came, so we made a fire for them.
19. She told us whom she would marry, but we already knew it.

LESSON 58. — EXERCISES ON PRONOUNS

Many errors of speech are made in the use of pronouns because they have so many forms. It is only by care and practice that we can acquire ease and accuracy. Remember that the subject of a verb must be in the nominative case, and the object of a verb or of a preposition must be in the objective case.

Exercise 1. — Complete these sentences, using *I* or *me* in the blank spaces :

1. He invited you and — to the party.
2. Let you and — go together.
3. Between you and —, I am not anxious.
4. Your brother and — are partners.
5. It was — who said so.
6. You know it as well as —.
7. Give Tom and — a ride.
8. He wants you as well as —.
9. Did you know it was —?
10. It is —; be not afraid.
11. Who goes there? —.
12. Who knocks? —.

13. Who was that talking? —.
14. Whom do you mean? —?
15. To whom are you speaking? —?
16. For whom are you looking? —?
17. Which looks better, William or —?
18. Who said so? It was not —.

Exercise 2. — Complete these sentences, using *he*, *him*, *she*, or *her* in the blank spaces:

1. I did not think it was —.
2. If I were —, I would not go.
3. Between me and — there is an understanding.
4. Was it you or —?
5. I told John and — to come at once.
6. It was — who told me.
7. You did it as well as —.
8. I like both Sara and —.
9. I asked Ben and — to dinner.
10. If I were —, I would do better.
11. I was not certain it was —.
12. It looked like —.
13. Who told you? —.
14. Whom do you want to see? —.
15. Which one do you choose? —.
16. Who is talking? It is —.
17. Who said that? It was not —.

Exercise 3. — Complete these sentences, using *we* or *us* in the blank spaces:

1. — men must stand together.
2. Let all of — boys go swimming.
3. Who rang the bell? It was — who did it.
4. — girls are going to the baseball game.
5. Who can do better than —?
6. The tramp frightened — girls.
7. Can you sing better than —?
8. They were as frightened as —.
9. The master punished all the boys, especially — two.

10. The preacher thought it was — talking.
11. They were guilty as well as —.
12. Can they do better than —?
13. Have they better manners than —?
14. The girls and — will have to stay in.

Exercise 4. — Complete these sentences, using *they* or *them* in the blank spaces:

1. We listened more closely than —.
2. We did as much as —.
3. Why did — say so?
4. I did not know it was —.
5. We worked as earnestly as —.
6. Tell — to come and take it.
7. I asked all of — to my house.
8. Who threw the chalk? It was —.
9. Who shot my dog? I think it was — who did it.
10. Who put out the fire? —.
11. Whom are you seeking? —.
12. It was — who came this morning.
13. It could not have been — who did so badly.
14. If I had thought it was —, I should have said so.
15. Who will prosper? — who work.
16. Who will fail? — who are idle.

Exercise 5. — Remember to use *who* for the subject and *whom* for the object of verbs and prepositions.

1. I do not remember — you invited.
2. — did you wish to see?
3. — did you expect?
4. I have forgotten — I called on.
5. — will Miss Smith marry?
6. — has my hat?
7. — do you prefer to sit by you?
8. Of — did you get that coat?
9. Of — are you speaking?
10. — did the speaker refer to?
11. By — was the world made?

12. Under — did he work ?
13. To — will you give the book ?
14. At — were you throwing that rock ?
15. — did you say ?
16. — spoke aloud then ? — said so ?

Exercise 6. — Introduce each of these relative clauses into a sentence :

1. who was thrown from his horse.
2. which broke out of the cage.
3. that I have ever known.
4. what he told me.
5. who died during the war.
6. whom you saw passing by.
7. which is a long way from here.
8. what he ought to do.
9. whom the Indians killed.
10. whom the great fish swallowed.
11. which is the greatest country on earth.
12. what appeared impossible.
13. that I ever saw.
14. which was a great pity.
15. whose mother was ill.

LESSON 59. — REVIEW QUESTIONS

What is a pronoun? What is a personal pronoun? What pronouns are of the first person? What pronouns are of the second person? What pronouns are of the third person? What is meant by inflection? What is it to decline a noun or a pronoun? Decline *I, thou, he, she, it*. With what is the pronoun *I* always written? How are the compound personal pronouns formed? Name the compound personal pronouns. What is a relative pronoun? Name the relative pronouns. What is meant by antecedent? Decline *who*. To what does *who* refer? To what does *which* refer? To what does *that* refer? How is *what* used? What is a relative clause? What is an interrogative pronoun? Name the interrogative pronouns. What is a demonstrative pronoun? Into what three classes are demonstrative pronouns divided?

LESSON 60. — EXERCISES IN WRITING STORIES

Finish each story as you think best :

1. We had been bathing in the surf for a half hour, not knowing there were sharks in the water. One of the boys was swimming some distance from the shore —

2. An old apple woman kept a stand on the corner near our house. One day some mischievous boys overturned her stand, and were grabbing for the apples —

3. One summer we had a camp by the side of a stream in the wildest parts on the mountains of Tennessee. There were a few bears left in that region, though we were not looking for them. One morning early —

4. Late one night our household was awakened by hearing some one crying, Fire! Fire! Hastily putting on a few clothes, I rushed downstairs and out into the yard —

5. A poor beggar girl stood one Christmas Eve on the streets. It was cold, and she was poorly and thinly dressed. A young man who was passing in a hurry dropped his purse —

Using these words as outlines, complete the whole story as you think it happened :

1. A wounded lion — a kind hunter — time passed — the hunter's danger — the lion's gratitude.

2. An eagle — a child — a swoop — child carried off — the mother — the hunters — the climb — the battle — the rescue — the mother's gratitude.

3. A ship — man overboard — boats — life preservers — excitement — rescue — name and story.

4. A desert — the camels — no water — a sand storm — an oasis — saved.

5. A coal mine — an accident — imprisoned — sufferings — how saved.

(The above stories, when completed, should be corrected and copied, and may be used for language studies in all the pupil has learned up to this time.)

LESSON 61. — KINDS OF ADJECTIVES

We have already seen that an adjective is a word that describes or limits the meaning of a noun or a pronoun, as *beautiful, red, several, ten*.

From this definition we see that there are two kinds of adjectives. Those which describe are descriptive adjectives, and those which limit are limiting adjectives.

1. A *descriptive adjective* is one that describes a noun or a pronoun.

An *honest* man is the *noblest* work of God.

If you are *good*, you will be *happy*.

2. A *limiting adjective* is one that limits the meaning of a noun or a pronoun.

This hat cost *five* dollars.

Many people live in *yonder* house.

Some limiting adjectives refer to number. (Adjectives that refer to number are also called **numeral adjectives**.)

one, two, three, first, second, third.

Some limiting adjectives refer to particular persons or things.

this, that, the, yonder, these, those.

Some limiting adjectives refer to any object and any number of things.

a, an, any, much, more, many, every, all, some.

NOTE. The limiting adjectives *a, an, the*, are sometimes called **articles**. (See page 128.)

Exercise 1.— In these sentences name the adjectives and tell to what class they belong :

1. A clear conscience gives more joy than great wealth.
2. Much learning hath made thee mad.
3. All men are mortal. In my father's house are many mansions.
4. Her voice was ever soft, gentle, and low.
5. Dear, gentle, patient, noble Nell was dead.
6. The night hath a thousand eyes, the day but one.
7. Ten thousand stars were in the sky, ten thousand in the sea.
8. A good name is rather to be chosen than great riches.
9. Atmospheric pressure is fifteen pounds to the square inch.
10. All poetry, ancient and modern, abounds in sentiment.

Exercise 2.— Give as many descriptive adjectives as you can that apply to each of the following words:

the mountains	a mine	whales
New York City	lions	Florida
icebergs	the sun	spring
the elephant	gold	Texas
the seashore	music	tobacco
a rabbit hunt	lemons	Europe

Exercise 3.— Write sentences containing limiting adjectives applying to these nouns :

boys	girls	school	flowers	houses	horses
ducks	cotton	gold	persons	books	waves

LESSON 62.—COMPARISON OF ADJECTIVES

When we say *Sugar is sweet*, we merely state a fact about sugar alone. When we say *Honey is sweeter than sugar*, we compare the two objects, honey and sugar. When we say *The violet is the sweetest of flowers*, we compare the violet with all other flowers. Here we have seen three forms of the adjective, viz. : *sweet, sweeter, sweetest*.

This variation in the form of the adjective is used for comparison.

Comparison is a variation of the form of the adjective for the purpose of expressing a greater or less degree of quality or quantity in one object as compared with other objects.

There are three degrees of comparison, the *positive*, the *comparative*, the *superlative*.

The *positive degree* is the simple form of the adjective.

sweet, pure, short, beautiful, dangerous.

The *comparative degree* shows that one object contains more or less of a quality than some other object.

The comparative degree is formed by adding *r* or *er* to the positive degree, or by the words *more* and *less*.

It is used to compare two objects.

sweeter, shorter, purer, more beautiful, less dangerous.

The *superlative degree* shows that one object contains the most or the least of a quality as compared with a number of objects.

The superlative degree is formed by adding *st* or *est* to the positive or by the words *most* and *least*.

It is used to compare a number of objects.

sweetest, shortest, purest, most beautiful, least dangerous.

Adjectives of one syllable and some of two syllables form the comparative and superlative degrees by adding *er* and *est* to the positive degree.

POSITIVE	COMPARATIVE	SUPERLATIVE
sweet	sweeter	sweetest
great	greater	greatest
lovely	lovelier	loveliest
gentle	gentler	gentlest

Some adjectives of two syllables and all with three or more syllables form the comparative and superlative degrees by using the words *more* and *most* or *less* and *least*.

POSITIVE	COMPARATIVE	SUPERLATIVE
beautiful	more beautiful	most beautiful
interesting	more interesting	most interesting
dangerous	less dangerous	least dangerous

NOTE. Some adjectives that by their nature are complete in themselves cannot be compared. For instance, if a thing is perfect, it cannot be more perfect. Such adjectives as *perfect*, *straight*, *round*, *square*, *circular*, *daily*, *hourly*, *perpendicular*, *vertical*, *annual*, *right*, *left*, *full*, and others of the same kind are not subject to comparison.

Limiting adjectives, which by their nature have no degree of quality, cannot be compared.

Exercise 1.—Name the adjectives in the following sentences, and their degree of comparison :

1. Sweet are the uses of adversity.
2. The pen is mightier than the sword.
3. A good name is more precious than gold.
4. Imitation is the sincerest flattery.
5. Bacon was the wisest, brightest, meanest, of mankind.
6. Always say the kindest thing in the kindest way.
7. The wisest guides choose the least dangerous roads.
8. She is more precious than rubies.
9. The dog is the most faithful of animals.
10. The most precious objects are wrapped in the smallest packages.
11. The greatest men are the least pretentious.
12. The duller the plumage, the sweeter the voice.
13. Duty is the sublimest word in the English language.

Exercise 2.—Write the comparison of the following adjectives:

proud	clean	sublime	unattainable
high	tall	healthy	wholesome
low	useful	attentive	ungrateful
poor	ugly	handsome	incomprehensible

Exercise 3.—Write sentences containing each of the following adjectives in the comparative or in the superlative degree :

happy	broad	ridiculous
dry	upright	bright
sad	miserable	thick-headed
merry	symmetrical	hard-working
angry	wealthy	bow-legged
rough	feeble	cross-eyed
large	unkind	outspoken
narrow	foolish	headstrong

LESSON 63. — IRREGULAR COMPARISON OF ADJECTIVES

Some adjectives do not form their comparative and superlative degrees by adding *er* and *est*, but by changes in the form of the word. These adjectives are compared irregularly :

ADJECTIVES IRREGULARLY COMPARED

POSITIVE	COMPARATIVE	SUPERLATIVE
good	better	best
bad (ill or evil)	worse	worst
little	less	least
much (many)	more	most
far	farther	farthest

CAUTION. We should be careful to avoid such errors as *gooder* and *goodest*, *badder* and *baddest*, *littler* and *littlest*. Those are not forms in proper use. *Good* should never be used as an adverb; as *He writes good*, *He behaved good*. Instead we should say, *He writes well*, *He behaved well*.

Instead of using *less*, *least* as the comparative forms of *little*, it is generally advisable to use other forms, as

smaller and *smallest*; as, *He is the smallest child in school.*

NOTE. When you are speaking of two objects only, you should use the comparative degree; as, *Who is the better boy, John or James?* When you are speaking of a number of objects, you should use the superlative degree; as, *Who is the best boy in school?*

Exercise. — Fill the blanks in the following sentences:

1. He was the — man of the two.
2. He was the — merchant in town.
3. The — you can do is to behave —.
4. Of two evils choose the —.
5. I hardly know which of the two ways was the — dangerous.
6. He was the — boy in the class.
7. Charles is small, but John is —.
8. The King was — yesterday and — to-day.

LESSON 64. — WORDS USED AS ADJECTIVES

We have seen that any word or combination of words in a sentence is to be construed according to use. Any word or combination of words that describes or limits the meaning of a noun or a pronoun is used as an adjective.

1. The **possessive case** is used as an adjective.

John's hat is black.

2. A **noun** may be used as an adjective.

The general wears *gold* buttons.

3. The **infinitive** (see page 154) may be used as an adjective.

We had no food *to eat*.

4. A **phrase** introduced by a **preposition** may be used as an adjective.

The time *for my departure* is at hand.

5. A **phrase** introduced by a **participle** may be used as an adjective. (A participle is a word derived from a verb, but used as an adjective; see page 156.)

Men engaged by the day do not hurry.

6. A relative clause serves the purpose of an adjective.

Do you know the house *that Jack built*?

Exercise 1. — In these sentences name the words, phrases, or clauses that are used as adjectives:

1. The town council received the mayor's message.
2. They had no wood to burn and no food to cook.
3. The hour for dinner had arrived.
4. The American soldier has no fear of defeat.
5. What is worse than a fire sweeping across the prairie?
6. Love of country and defense of home are men's reasons for war.
7. The hand that rocks the cradle rules the world.
8. A bird in the hand is worth two in the bush.
9. A love for animals is the sign of a good heart.
10. The Christian religion is the greatest instrument of civilization.
11. The horses, maddened with fright, rushed wildly along.
12. The boy who obeys his mother will not go wrong.
13. A watch of American manufacture is as good as a watch of Swiss manufacture.
14. Man's love is of man's life a thing apart.
15. Silver spoons in velvet cases were put in the glass windows.
16. Overcome by mortification, he sought the refuge of suicide.

Exercise 2. — Write sentences illustrating the service as adjectives of: —

1. The possessive case.
2. Nouns.
3. The infinitive mode.
4. A phrase introduced by a preposition.
5. A participial phrase.
6. A relative clause.

Exercise 3. — Use these words as adjectives in sentences :

Washington's	to shoot	beaten to death
Chicago's	to make	clothed in purple
silver	of great power	riding a gray horse
plush	of vast size	that mother used to make

LESSON 65. — PARSING ADJECTIVES

In order to parse an adjective we must tell: —

1. Its kind — whether descriptive or limiting.
2. Its degrees — whether positive, comparative, or superlative (if it can be compared).
3. The word in the sentence to which it belongs.

Let us parse the adjectives in this sentence:

The red rose is the most beautiful flower.

The is a limiting adjective, the first one belonging to the noun *rose*, and the second one to the noun *flower*.

Red is a descriptive adjective, positive degree, belonging to the noun *rose*.

Beautiful is a descriptive adjective, superlative degree, belonging to the noun *flower*.

Exercise. — Parse the adjectives in the following sentences:

1. Deep waters run with little noise.
2. Great minds run in the same channel.
3. Webster was the greatest orator of the day.
4. On every side were giant trees, gnarled and twisted.
5. The diamond is the hardest of all substances.
6. Evil communications corrupt good manners.
7. The finest gems are hidden in the deepest caves.
8. Greater love hath no man than this.
9. Many trees there are, all alike yet all different.

LESSON 66.—EXERCISES ON THE USE OF ADJECTIVES

Exercise 1. — Enlarge these sentences by adding adjective modifiers to the nouns :

1. Flowers bloom in the garden.
2. Beasts roam in the forest.
3. Waves dash on the shore.
4. Apples ripen on the trees.
5. Birds sing in the woods.
6. Snow was falling fast.
7. Leaves lie everywhere.
8. Berries are ripe.
9. Trees are bare.

Exercise 2. — Enlarge these sentences by adding possessive modifiers to the subject:

1. The hat is on the hook.
2. The book is on the floor.
3. — dress is blue.
4. The rays warm the earth.
5. — army was defeated.
6. The tides rise and fall.
7. — acting was superb.
8. The winds are cold.

Exercise 3. — Make these sentences express good ideas, by inserting modifying words :

1. A death generally awaits animals.
2. A ship is not for a voyage.
3. Boys do not like hair, nor girls hair.
4. No man has fingers, nor toes, nor teeth.
5. If a horse had feet he would be a curiosity.
6. A book is not for boys to read.
7. Food is not fit to eat.
8. A clock cannot keep time.

Exercise 4. — Enlarge these sentences by adding a phrase modifier to the subject of each. (See page 42.)

1. The key — is at Mt. Vernon.
2. The men lay down to sleep.
3. Food was becoming scarce.
4. The frost was on his hair.
5. The climate is severe.
6. The beasts and the birds can take care of themselves.
7. The negroes have their own songs.
8. The people should eat fruit and vegetables.

Exercise 5. — Enlarge these sentences by adding a clause modifier to the subject of each. (See page 44.)

1. The wind howled all night.
2. The mocking bird is a sweet songster.
3. The sailors were safely brought to shore.
4. The man will succeed.
5. General Sherman was an officer in the Northern army.
6. The Bible is the greatest of books.
7. The house was destroyed by fire.
8. The volcano burst forth in fury.

Exercise 6. — Using these simple sentences as bases, expand each subject by adding modifiers of any sort you choose. Make each sentence as long as you can.

1. A sound was heard in the next room.
2. A light suddenly flared in the distance.
3. A howl made the horses start and tremble.
4. Lions roam over the deserts of Africa.
5. A cry attracted the attention of the whole company.
6. A fight made the crowd scatter in every direction.
7. A story added increased interest to the occasion.
8. An accident made all the town horror-stricken.
9. This act excited universal applause.
10. The sermon was unusually dull.
11. The voyage was finally ended.

LESSON 67.—EXERCISES ON THE USE OF ADJECTIVES

Exercise 1.—Skill in the selection of adjectives should be acquired by care and study. Their proper use often determines the strength and beauty of a sentence.

Name as many adjectives as you can that will accurately apply to each of the following nouns. What is the best single adjective for each one?

the Mammoth Cave	the stars	yellow fever
the sunrise	a jungle	the Chinese
a storm	midnight	blindness
Niagara Falls	lions	the pyramids
the desert	a man-of-war	an earthquake
the King of England	hunting	a forest fire
the ocean	the Alps Mountains	a shipwreck
an iceberg	an avalanche	a locomotive

Exercise 2.—Copy these sentences and fill the blanks with the most appropriate adjectives :

1. — words stir up anger.
2. A — wind blew from the sea.
3. The tiger is a very — beast.
4. Lead is the — of metals.
5. How — is the wrath of kings?
6. The — clouds betoken a — day.
7. Ice cream is — in summer.
8. The air of swamps is —.
9. The — heavens are —.
10. Daniel Boone had an — spirit.
11. The — harbor is best for — ships.
12. A — friend should be prized.
13. Virginia is a — State.
14. The bite of the cobra is a — poison.
15. The love of money is a — source of evil.
16. The — sunrise is not more — than the — sunset.
17. How — in you to do so!

Exercise 3. — In each of these sentences place an appropriate adjective of the comparative or the superlative degree as the sentence demands:

1. He is the — of the two brothers.
2. Mary is the — child in the class.
3. John is a — boy than James.
4. Solomon was the — man of his time.
5. I do not know which is the — road, this or that.
6. Which is the — metal, gold or iron?
7. Who was the — general in the war of the Revolution?
8. Which is the —, to go or to stay?
9. Which is the — way to Cuba?
10. A — woman ne'er drew breath.
11. Which is the —, William or Thomas?
12. Which is the — choice, riches or wisdom?
13. The black horse is the — one of the pair.
14. The — train was too slow for him.
15. You will win because you are the — player.
16. The — men are the —.

Exercise 4. — Write sentences containing each of these adjectives in the comparative or in the superlative degree:

honest	far	friendly
elegant	good	interesting
poor	sedate	uncompromising
wise	old	long-suffering
mean	gentle	intemperate
noble	majestic	high-tempered
little	powerful	determined
much	unkind	illiterate
soon	bright	terrible

Exercise 5. — What adjectives are made from these proper nouns? (Observe that adjectives made from proper nouns must be written with capital letters.)

Canada	Germany	Greece
Porto Rico	France	Rome
Egypt	Norway	Italy
Christ	Russia	Naples
America	Turkey	Scotland
Mexico	Asia	Spain
South Carolina	India	Cuba
Sweden	China	Brahma
Paris	Japan	Mohammed
London	Switzerland	Elizabeth
North	East	Augustus

Exercise 6.—In these sentences name the adjectives that are used as nouns :

1. None but the brave deserves the fair.
2. Few die, and none resign.
3. Forgive, if ye have aught against any.
4. The sick and wounded were in the hospital.
5. The fittest only survive.
6. Few, few shall part where many meet.
7. One was chosen, the other was left.
8. Some are born great, some achieve greatness.
9. Men who see the invisible, hear the inaudible, and think the unthinkable, are those that do the impossible.

Exercise 7.—Remember that the nouns *kind* and *sort* are singular in their meaning and should be preceded by *this* and *that* instead of by *these* and *those*. We should say *this sort of books*, *that sort of hats*.

Complete the following sentences:

1. I do not like — sort of horses.
2. — kind of flowers — sweetest.
3. I do not admire — sort of men.
4. — sort of examples — hard.
5. Write sentences of — sort.
6. — kind of words — not used.

Exercise 8. — Avoid the use of *them, this here, and that there* as adjectives. Instead use *this, that, those, these*.

Complete these sentences:

1. I want six of — horses.
2. — weather is unusually warm.
3. — umbrella is mine.
4. Put all — cloaks away.
5. I tried to learn all — rules.
6. — roses are lovely.
7. Avoid — sort of people.

LESSON 68. — A, AN, THE

Among the limiting adjectives are *a, an, the*, which are sometimes called **articles**.

A is used before words beginning with consonants or consonant sounds.

a boy, a girl, a ewe lamb.

An is used before words beginning with vowels or with vowel sounds.

an orange, an honest man.

“*A*” and “*an*” are called *indefinite* articles because they do not refer to any particular thing.

“*The*” is called the *definite* article because it does refer to some particular thing.

Exercise 1. — Place the proper indefinite article before each of the following words and phrases:

orange	union suit	youthful look
basket	useful gift	intense gaze
apple	hopeful sign	honorable action
cabinet	year's work	historical work
eyeglass	honest job	earnest man
doormat	upright heart	interesting letter

Exercise 2. — Supply the articles in these sentences and give your reasons:

1. Have you ever seen — elephant?
2. I have — orange and — apple.
3. — honest man is the noblest work of God.
4. — eye for — eye.
5. — humble heart will prevent vanity.
6. — humorous story was told.
7. — upright man is always respected.
8. It was — ordinary occurrence.
9. — unusual thing happened to-day.
10. Learn the difference between — use and — abuse of books.
11. The cotton gin is — useful and — indispensable machine.
12. — ewe lamb is tenderly cared for.
13. Brutus was — honorable man.
14. We had — hourly duty to perform.
15. I will send you — hundred dollars.
16. It was — able sermon.
17. Let us make — united effort.
18. — island in — ocean is — object of joy.
19. I received — one dollar bill in payment.
20. — early fall is expected.

LESSON 69. — REVIEW QUESTIONS

What is an adjective? What is a descriptive adjective? What is a limiting adjective? What is meant by the comparison of adjectives? Name the degrees of comparison. What is the positive degree? What is the comparative degree? What is the superlative degree? How is the comparative degree formed? How is the superlative degree formed? What kind of adjectives are compared irregularly? Compare *good, bad, little, much, far*. When we compare two objects only, what degree of comparison should we use? When we compare three or more objects, what degree should we use? Mention some classes of words, or combination of words, that may be used as adjectives. Name the articles. What are the indefinite articles? Why are they so called? What is the definite article? Why is it so called? When do we use *a*? When do we use *an*?

LESSON 70.—STUDIES IN DESCRIPTION

In writing descriptions we should use words as an artist uses paint, to make a picture or an image in the mind of the reader. We should use words that accurately and vividly describe the person or thing we try to portray.

The following selections are good examples of descriptive writing. Let us study each sentence and its especial value in making the picture in our minds. Name the adjectives especially, and observe how clearly they define the idea and help us form the picture.

1. "Ichabod was a suitable figure for such a steed. He rode with short stirrups, which brought his knees nearly up to the pommel of his saddle; his sharp elbows stuck out like a grasshopper's; he carried his whip perpendicularly in his hand like a scepter; and, as his horse jogged on, the motion of his arms was not unlike the flapping of a pair of wings."

2. "It was a comfortable old room, although the carpet was faded and the furniture was plain; for a good picture or two hung on the wall, books filled the recesses, chrysanthemums and Christmas roses bloomed in the windows, and a pleasant atmosphere of home-peace pervaded it."

3. "When Washington was elected general of the army he was forty-three years of age. In stature he a little exceeded six feet; his limbs were sinewy and well proportioned; his chest broad, his figure stately, blending dignity of presence with ease of manner. His robust constitution had been tried and invigorated by his early life in the wilderness, his habit of occupation out of doors, and his rigid temperance; so that few equaled him in strength of arm or power of endurance. His complexion was florid, his hair dark brown, his head in its shape perfectly round. His broad nostrils seemed formed to give expression and escape to scornful anger. His dark blue eyes, which were deeply set, had an expression of resignation and an earnestness that was almost sad."

4. "Gradually the pall of evening descended deeper and deeper on lake and garden. The bats flew whirring past the open doors, through which the perfume of the flowers and shrubs entered with ever-increasing strength. From the water rose the croaking of the frogs; and while the moon shed a calm radiance over the whole scene, a nightingale under the window commenced her song, soon answered by another from a thicket in the garden."

5. "She was dead. No sleep so beautiful and calm, so free from trace of pain, so fair to look upon. Her couch was dressed here and there with some winter berries and green leaves gathered in a spot she had been used to favor. 'When I die, put near me something that has loved the light and had the sky above it always.' Those were her words. She was dead. Dear, gentle, patient, noble Nell was dead. Her little bird — a poor, slight thing, the pressure of a finger would have crushed — was stirring nimbly in its cage; and the strong heart of its child mistress was mute and motionless forever."

6. "A Saranac boat is one of the finest things that the skill of man has ever produced under the inspiration of the wilderness. It is a frail shell, so light that a guide can carry it on his shoulders with ease, but so dexterously fashioned that it rides the heaviest waves like a duck, and slips through the water as if by magic. You can travel in it along the shallowest rivers and across the broadest lakes, and make forty or fifty miles a day, if you have a good guide."

LESSON 71. — EXERCISES IN DESCRIPTION

We wish to write a short description in a few sentences, using well-chosen words, to give a vivid and beautiful description of some of these subjects:

A rainy day. — The steady downpour of rain had made the day dark and disagreeable. The streets were filled with water, the sidewalks were covered with mud. We were all wet, dirty, and miserable, and glad when night settled down, and we could shut out the dreary weather and forget its gloom by the light of a cheerful fireside.

In the same way write a short description of :

1. A dark cloud that threatens lightning and rain.
2. A placid lake on which you are rowing a boat.
3. A red sunset, and how it looked to you.
4. A field of grain that was ready to be cut.
5. A dark night, and how you felt coming home.
6. A great crowd, and how excited the people were.
7. A wild animal, how fierce and bloodthirsty it looked.
8. A runaway horse, and how it dashed down the street.

LESSON 72. — EXERCISES IN DESCRIPTION (*continued*)

Sometimes we wish to tell what happened on a particular occasion without explaining what kind of an occasion it was. Everybody knows what a wedding ceremony is, but one wants to know what occurred on a particular occasion. Let us write a short, vivid account, in a few words, of what happened on some of those occasions.

A wedding ceremony. — The church was beautifully decorated with palms, vines, and flowers, the organ gave forth soft strains of sweet music, while the beautiful young bride walked up to the altar by the side of her father.

1. *Recess.* — Describe the games you played, the lunch you ate, the things you saw.

2. *A house on fire.* — Describe the building, the alarm, the engines running, the fighting of the fire, the destruction.

3. *An automobile ride.* — Describe the car, the ride, the speed, the things seen on the ride, the return.

4. *A street fight.* — Describe the boys, the cause of the quarrel, the fight, the separation, the result.

A poem to study and memorize :

(A language lesson only)

THE TIDE RISING IN THE MARSHES

(From "The Marshes of Glynn")

And the sea lends large, as the marsh : lo, out of his plenty, the sea
Pours fast : full soon the time of the flood tide must be :

Look how the grace of the sea doth go
About and about through the intricate channels that flow

Here and there,

Everywhere,

Till his waters have flooded the uttermost creeks and the low-lying
lanes,

And the marsh is meshed with a million veins,
That like as with rosy and silvery essences flow

In the rose-and-silver evening glow.

Farewell, my lord Sun !

The creeks overflow : a thousand rivulets run
'Twixt the roots of the sod : the blades of the marsh grass stir ;
Passeth a hurrying sound of wings that westward whirl ;
Passeth, and all is still ; and the currents cease to run ;
And the sea and the marsh are one.

How still the plains of the waters be !

The tide is in his ecstasy.

The tide is at his highest height :

And it is night.

And now from the Vast of the Lord will the waters of sleep
Roll in on the souls of men,

But who will reveal to our waking ken

The forms that swim and the shapes that creep

Under the waters of sleep ?

And I would I could know what swimmeth below when the tide
comes in

On the length and the breadth of the marvelous marshes of Glynn.

—SIDNEY LANIER.¹

¹ From Poems of Sidney Lanier. Copyright, 1884, 1891, by Mary D. Lanier. Published by Charles Scribner's Sons.

LESSON 73.—VERBS, TRANSITIVE AND INTRANSITIVE

Cows *eat* grass.Bees *make* honey.The baby *sleeps*.The dogs *bark*.

In the above sentences name the verbs. Which of them have objects? Which have not? Some verbs require an object to complete the sense. These verbs are called transitive verbs.

A transitive verb is a verb that requires an object to complete the sense.

Some verbs do not require an object to complete the sense. These verbs are called intransitive verbs.

An intransitive verb is a verb that does not require an object to complete the sense.

The word *transitive* means passing over. In a transitive verb the thought of the action passes over to another word which is called the object. In an intransitive verb the thought does not pass over to any other word, but rests complete with the verb.

We can generally decide whether a verb is transitive by trying it. Let us take the verb *build* and ask, "*Can we build anything?*" The answer is, "*Yes, a house.*" Therefore the thought passes on to a possible object and the verb is transitive.

Let us take the verb *sleep* and ask, "*Can we sleep anything?*" and the answer is "*No.*" Therefore the thought does not pass on to a possible object, and the verb is intransitive.

The rule does not apply to such words as *be*, *seem*, *become*, etc., because no action is expressed in their case. It is only to be considered in verbs that imply some action done by the subject upon some possible object.

Exercise 1.—In the following list of verbs, which are transitive and which are intransitive?

build	sit	go	speak	study
sleep	shoot	strike	read	pour
love	dig	conquer	recite	snow
stand	write	remain	buy	shout
see	talk	hunt	sell	fight
catch	come	swim	look	dress
run	dream	bloom	learn	travel

Some verbs can be used in both ways and are transitive or intransitive according to their use in a particular sentence.

The birds fly.

The horses run.

The sun shines.

The boys fly their kites

He ran the horse up the hill.

The boy shines shoes.

Exercise 2.—In the following sentences name the transitive and intransitive verbs:

1. The beaver built a dam.
2. The industrious farmer rises early.
3. The cats caught all the mice.
4. Men may come and men may go.
5. Money can buy comforts, but cannot buy happiness.
6. The lecturer spoke for two hours.
7. Consult your purse before you consult your fancy.
8. Coming events cast their shadows before.
9. He died in defense of his country.
10. He sleeps beneath a wilderness of flowers.
11. We must walk slowly and speak quietly in the graveyard.
12. The lightning struck the tree.
13. Onward through life he goes.
14. The leaves fell and covered the ground.
15. We awoke when the sun rose and cooked our food.
16. The camel travels for many days without water.
17. I ordered dinner to be ready when the clock struck.
18. A wise man considers well before he speaks.
19. He came into the house as I was going away.

Exercise 3. — Write sentences containing each of these verbs, used first as transitive and then as intransitive verbs:

move	shoot	hide	walk	swing
stop	shake	grow	open	speak
worry	blow	awake	leave	hurt
sink	freeze	break	change	taste
play	sing	teach	bend	buy

LESSON 74. — COMPLETE AND INCOMPLETE PREDICATE

The predicate part of a sentence consists of that which is said or predicated about the subject. All predicates are made by means of verbs.

Some verbs are complete predicates without the aid of any other word, as :

John *rides*. The horse *runs*. The child *sleeps*.

Some verbs, however, are incomplete predicates and require other words to complete the idea or the predication.

Iron *is hard*. Silver *is a metal*.

When a verb is transitive, as *see*, *bring*, *catch*, the predicate is completed by an object.

We *caught the fish*. Clouds *bring rain*.

When the verb is intransitive, as *be*, *seems*, the predicate is completed by a word or words that describe the subject. These completing words are called the **complement**.

1. An adjective complement. 2. A noun complement.

The grass *is green*.

The child *was an orphan*.

The man *seemed sad*.

Cotton *is king*.

NOTE. After such intransitive verbs as *be*, *seem*, *look*, *appear*, *feel*, *taste*, etc., the adjective complement describes the subject, and the noun complement is in the same case as the subject.

When two or more words are used in the predicate referring to one subject, they form a **compound predicate**.

Henry *sings* in the choir and *plays* the organ.

We *went* fishing and *caught* some trout.

The horse *reared* and *kicked* and *plunged*.

Exercise. — In the following sentences name the predicates, and tell how each is completed:

- | | |
|---|---------------------------------|
| 1. James is my brother. | 7. The Sahara is a desert. |
| 2. The cows give milk. | 8. The fishermen sailed away. |
| 3. The child is ill. | 9. How white is the snow! |
| 4. The leaves are all dead. | 10. The weary women looked sad. |
| 5. You look so tired. | 11. The ocean was stormy. |
| 6. The boat seemed very old. | 12. Bright was the day. |
| 13. Sugar looks white and tastes sweet. | |
| 14. How beautiful she seems to-night! | |
| 15. James K. Polk was President of the United States. | |
| 16. We caught the rabbit and then cooked it. | |
| 17. Gold is a very precious metal. | |
| 18. Cold weather brings winter sports. | |
| 19. George Peabody was a poor boy. | |
| 20. We laughed and cried by turns. | |

LESSON 75. — EXERCISES ON COMPLETE PREDICATE

Exercise 1. — Fill the blanks with verbs of complete predication:

- | | | |
|-----------------|-------------------|--------------------|
| 1. The bird —. | 5. The flowers —. | 9. My hand —. |
| 2. The glass —. | 6. The child —. | 10. The chimney —. |
| 3. My head —. | 7. The whistle —. | 11. The wagon —. |
| 4. The snow —. | 8. The dogs —. | 12. The lions —. |

Exercise 2. — Complete these predications by an object:

- | | |
|-------------------------|-------------------------------|
| 1. Fishermen catch —. | 6. Did you hear —? |
| 2. The traveler told —. | 7. Monkeys climb —. |
| 3. Did you see —? | 8. Always speak —. |
| 4. Farmers raise —. | 9. Have you learned —? |
| 5. Do not tell —. | 10. Where did you buy that —? |

Exercise 3. — Complete these predications by an adjective complement :

- | | |
|---------------------------|-------------------------|
| 1. Vinegar tastes —. | 6. The bell sounds —. |
| 2. The weather appears —. | 7. Glass feels —. |
| 3. The tree grew —. | 8. You are —. |
| 4. Flowers smell —. | 9. She seemed —. |
| 5. I became —. | 10. The bride looked —. |

Exercise 4. — Complete these predications by a noun complement :

- | | |
|-----------------------|-------------------------------------|
| 1. Tadpoles become —. | 7. Nashville is the — of Tennessee. |
| 2. He remained —. | 8. The earth is a —. |
| 3. New York is a —. | 9. A desert is a —. |
| 4. Whittier was —. | 10. Ice is a —. |
| 5. Mexico is a —. | 11. Dewey became —. |
| 6. The horse is an —. | 12. Andrew Jackson was —. |

Exercise 5. — Make sentences, using the following nouns and adjectives as complements :

governor	difficult	winter	frozen
useful	general	fruitful	roses
rider	interesting	city	fierce
splendid	country	pleasant	sparrows

LESSON 76. — VOICE OF VERBS

To verbs belong *voice*, *mode*, *tense*, *person*, and *number*. We shall study these in their order.

Voice is that form of the verb which shows whether the subject is acting or is acted upon.

There are two voices : *active* and *passive*.

The *active voice* is that form of the verb which shows that the subject is acting.

In these sentences the verbs are in the active voice :

- | | |
|----------------------------|-----------------------------------|
| Paul <i>cuts</i> the wood. | William <i>studies</i> geography. |
| Birds <i>eat</i> worms. | Cats <i>catch</i> mice. |

The *passive voice* is that form of the verb which shows that the subject is acted upon.

It is expressed by some form of *to be* used with the verb. In these sentences the verbs are in the passive voice :

- The wood *is cut* by Paul.
- The lessons *are studied*.
- The worms *are eaten* by the birds.
- The mice *were caught* by the cat.

NOTE. Intransitive verbs do not have a passive voice.

Exercise 1. — In the following sentences name the verbs and their voices :

1. Rome was burned by Nero.
2. The French settled in Canada.
3. You will find your hat where it was left.
4. The soldiers fired a parting shot.
5. He reported that many had been hurt.
6. The cotton gin was invented by Eli Whitney.
7. Columbus believed the world was round.
8. The French were defeated at Waterloo.
9. The storm raged all night and the ships were wrecked.
10. Carthage must be destroyed.
11. Charity covers a multitude of sins.
12. No one knows what an hour may bring forth.
13. All good books should be read slowly.
14. The soldiers sang as they marched into battle.
15. The birds sing sweetly as they build their nests.
16. Pompeii was buried under ashes from Vesuvius.
17. The bell rang as we passed the church.
18. Heaven is not reached at a single bound.

Exercise 2. — Change the verbs in these sentences to the passive voice :

1. Cæsar fought many battles.
2. I have read all your books.
3. The volcano destroyed many towns.
4. The rain ruined the crops in our neighborhood.

5. Byron wrote "Childe Harold."
6. The barbarians destroyed Rome.
7. The home team defeated the visitors.
8. We killed ten birds to-day.
9. The fishermen caught a boat load of fish.
10. The waves tossed the ship.
11. The cats caught all the mice.
12. We raise vegetables in our garden.
13. The tailor made our clothes.
14. An earthquake shook the town.

Exercise 3. — Write sentences, using these verbs first in the active voice and then in the passive voice :

see, cut, hurt, ring, read, shoot, bury, teach.

LESSON 77. — MODE OF VERBS

Charles *studies* his lessons.

Do you *study*?

If Charles *studies* his lessons well, he will learn.

Charles, *study* your lesson.

Let us observe the above sentences. In the first sentence we find merely a statement of a fact, and in the second, a question. In the third sentence we find a condition expressed by the word *if*. In the fourth sentence a command is given. These are different ways of using a verb, and illustrate what is called the mode of verbs. *Mode* means *manner*.

Mode is the manner in which the action or state of being is expressed by the verb.

There are three modes: the indicative, the subjunctive, and the imperative.

The *indicative mode* declares a thing to be a fact or asks a question.

I am going to town.

He recites well.

Where do you live?

Has he come home?

The *subjunctive mode* expresses doubt, wish, condition, or supposition.

If is the sign of the subjunctive mode, though frequently *though, except, lest, unless*, or words of that nature are used.

If I *were* rich, I would give more.

Would you could go!

May you be happy!

I will stay if you *wish* it.

Let justice be done though the heavens *fall*.

If is used with the indicative mode when there is no doubt expressed, as *If the sun rises, I will be there*, meaning that as sure as the sun rises, etc. Here, instead of doubt, a certainty is expressed. If we say *If the train arrive on time, I will be there*, a doubt is expressed, and the subjunctive mode is used. Note that in the indicative form the third person singular number of the present tense ends in *s*, as *he loves, she writes, it grows*. In the subjunctive form the *s* is omitted.

INDICATIVE MODE

He loves

She writes

It grows

He eats

She speaks

It blooms

SUBJUNCTIVE MODE

If he love

If she write

If it grow

If he eat

If she speak

If it bloom

Also observe carefully the following changes in the form of the verb *to be*.

INDICATIVE MODE

I am

He is

We are

You are

They are

I was

He was

SUBJUNCTIVE MODE

If I be

If he be

If we be

If you be

If they be

If I were

If he were

The condition, expressed in the ordinary English sentences, grammatically demands a subjunctive form, but custom has established the use of the indicative form in such sentences as the following, where the condition is strongly probable. For example: "If we *are* seen together (and we probably will be), there will be trouble."

1. If he *is* at home, leave the note.
2. If anybody *calls*, let me know.
3. If I *am* invited, I shall go.
4. If he *is* there, I shall not stay.
5. If they *are* going, I am not.
6. If she *is* at the store, pay her this bill.
7. If we *are* going, let us go.
8. If you *are* going with me, come on.

Exercise 1.—In the following sentences name the verbs, and tell whether they have the indicative or the subjunctive form:

1. If you be quiet, I shall tell you.
2. I shall not go unless you go with me.
3. I shall drown unless you help me.
4. If I go now, I will probably find him.
5. If thou be the Son of God, cast thyself down.
6. Though he slay me, yet will I trust him.
7. Charlie will behave if you set him a good example.
8. Except ye repent ye shall all likewise perish.
9. Unless you study hard you will never learn.
10. Were it possible, they shall deceive the very elect.
11. A single acorn, if it be alive, will expand into the oak.

Exercise 2.— Write sentences, using these verbs in the indicative mode:

am, go, come, behave, travel, dwell, eat, see, saw, have, are.

Write sentences, using these verbs in the subjunctive mode:

fall	stay	lone	see	conquer
object	climb	slay	die	work

The auxiliary (*aiding*) verbs, *may*, *can*, *must*, *might*, *could*, *would*, *should*, are frequently used in verb phrases to express power, liberty, or duty.

I must study at home.

The horse *can run*.

You may go.

The ox *can draw* heavy loads.

Such verb phrases as *must study*, *may go*, etc., are sometimes called **potential verb phrases**.

NOTE. By some grammarians the potential verb phrases are classified as the *potential mode*, although they are indicative or subjunctive according to their use.

LESSON 78.—MODE OF VERBS (*continued*)

The *imperative mode* is used to express a command or an entreaty.

Joseph, *come* here.

William, *study* your lesson.

Close the door quietly.

Lift up your heads.

NOTE. The subject of the verb in the imperative mode is generally *you* understood. If the above sentences were written in full, they would be:

Joseph, (you) *come* here.

William, (you) *study* your lesson.

(You) *close* the door quietly. (You) *lift* up your heads.

Exercise 1.—Name the verbs in the following sentences and classify them according to mode:

1. Take heed lest ye fall.
2. Though he lost the victory, he did not lose his honor.
3. Children, obey your parents.
4. He could foretell the weather easily.
5. Drive slowly and respect the dead.
6. If wishes were horses then beggars would ride.
7. Arise, take up thy bed and walk.
8. Come to the bridal chamber, Death.
9. He who would thrive must rise at five.
10. I could go if I wanted to.

11. Speak gently to little children.
12. If I were not Alexander, I would be Diogenes.
13. Hear me for my cause, and be silent that ye may hear.
14. You should do all you can do for others.
15. It may be a long time or it may be soon.
16. No one can tell what a day may bring forth.
17. Ring out, wild bells, to the wild sky !
18. Live purely, speak the truth, right the wrong.

Exercise 2.—In these quotations from the Bible name the verb in the imperative mode :

1. Give us this day our daily bread.
2. Agree with thine adversary quickly.
3. Love your enemies, do good to them that hate you.
4. Seek ye first the kingdom of God.
5. Remember now thy Creator in the days of thy youth.
6. Ask, and it shall be given to you.
7. Seek, and ye shall find.
8. Knock, and it shall be opened unto you.
9. Honor thy father and thy mother.
10. My son, if sinners entice thee, consent thou not.

Exercise 3.—Change these sentences into the imperative mode :

1. The children study their lessons.
2. Alfred comes home early.
3. The boys obey their father.
4. The soldier tells a story.

LESSON 79. — TENSE OF VERBS

The baby *sleeps*.

The baby *slept*.

The baby *will sleep*.

By observing these sentences we can see that the first refers to what is going on at the present time. The second sentence refers to what happened in some past time.

The third sentence refers to what will happen at some future time. This form of the verb, whether it refers to present, past, or future time, is called the *tense* of the verb. *Tense* means time.

Tense is the form of the verb that indicates the time of the action.

The division of time into present, past, and future, gives rise to three simple tenses of the verb: the present tense, the past tense, the future tense.

When the action occurs in present time, the verb is in the *present tense*.

We *love* our parents.

The horses *trot* fast.

We *live* in Chicago.

The dinner *is* ready.

When the action occurred in past time, the verb is in the *past tense*.

I *went* to town.

He *lived* in the country.

The boys *skated* on the pond.

They *had* a good time.

When the action will occur in future time, the verb is in the *future tense*.

We *shall go* home to-morrow.

All men *will die*.

They *will depart* to-night.

I *shall come* at dark.

Exercise 1.—In these sentences name the verbs and their tenses :

1. We left town this morning, but shall return to-morrow.
2. Last year we lived in New York. We live now in Boston.
3. He was caught in the rain yesterday and was sick all night.
4. Fulton invented the steamboat.
5. The boat will sail at daybreak. We are ready to leave.
6. The waters covered the earth. It rained all night.
7. The train arrived at six o'clock. It was very late.
8. We shall starve unless some one will feed us.
9. Shakespeare wrote many plays. He was a great poet.
10. When shall we three meet again?

Exercise 2. — Write two sentences containing a verb in the past tense. Write two sentences containing a verb in the present tense. Write two sentences containing a verb in the future tense.

Exercise 3.—Change the verbs in these sentences to other tenses :

1. The farmer plows the ground.
2. The boy sailed his boat.
3. The rain fell and the wind blew.
4. The flowers will bloom in the spring.
5. I live in New Orleans.
6. The circus came to town yesterday.
7. The cold weather will return.
8. We shall have snow.

LESSON 80. — MORE ABOUT TENSES

In addition to the three simple tenses, there are also tenses which refer to the action as completed or perfect in past, present, or future time. The sentence *I have finished my lessons* means that the action is completed or perfect in present time. *I had finished my lessons* means that the action was completed in some past time. *I will have finished my lessons* means that the action will have been completed in some future time. This gives rise to three perfect tenses: the present perfect, the past perfect, and the future perfect.

The perfect tenses use *have* or *had* to indicate the completed action.

Thus we have six tenses: three simple tenses, and three perfect tenses.

When the action is completed in present time, the verb is in the *present perfect tense*.

I have done all that I intend to do.
The guests have entered the house.

When the action was completed in a certain past time, the verb is in the *past perfect tense*.

I had finished my dinner when he called.
The king *had passed* before we arrived.

When the action will have been completed by a certain future time, the verb is in the *future perfect tense*.

The house *will have burned* by that time.
He *will have gone* unless you call before dark.

It is well to bear in mind these rules :

1. *Have* is used to form the present perfect tense.
2. *Had* is used to form the past perfect tense.
3. *Will have* or *shall have* is used to form the future perfect tense.

Exercise.—In these sentences name the verbs and their tenses :

1. I have done all that becomes a man.
2. We had slept an hour before dinner.
3. You will have heard of me by this time next year.
4. I have fought a good fight. I have kept the faith.
5. The battle will have occurred before we arrive.
6. I had often heard of his singing.
7. I have received an answer to my letter.
8. We had spent all our money before we left.
9. The custom had fallen into disuse.
10. We have engaged rooms at the hotel.
11. The pitcher had gone too often to the well.

LESSON 81.—PROGRESSIVE FORM OF TENSES

There are other ways of expressing the time of the action besides those we have studied. In the sentence *I am writing a letter* the action is expressed by *am writing*, and refers to present time. In the sentence *I was writing a letter* the action is expressed by *was writing*, and refers

to past time. In the sentence *I will be writing a letter* the action is expressed by *will be writing*, and refers to future time. This manner of expressing the time is called the progressive form of the past, present, and future tense.

The *progressive form* of the tenses indicates the action as going on at the time referred to.

When we say *Birds fly*, we may mean that they are in the habit of flying, not that they are flying *now*; the time is **indefinite**. When, however, we say *Birds are flying*, we mean that they are flying *now*. Hence the progressive forms denote **definite** time.

PROGRESSIVE FORMS

PRESENT

I am walking.

PRESENT PERFECT

I have been walking.

PAST

He was running.

PAST PERFECT

He had been running.

FUTURE

The men will be acting.

FUTURE PERFECT

The men will have been acting.

Exercise 1.— In these sentences name the verbs and their tenses:

1. As I was going to St. Ives, I met a man with seven wives.
2. I am working hard all day.
3. The horse was running away.
4. I am not feeling well.
5. I shall be feeling better to-morrow.
6. The boys were skating when the ice broke.
7. The soldiers will be marching by daybreak.
8. At noon yesterday we were crossing the mountain.
9. I am going a milking, sir, she said.
10. The stars were shining as we were going home.
11. The day is breaking; the sun will soon be rising.

12. I had not been listening, hence I had not heard.
13. Where were you going last night?
14. The moon was shining brightly.
15. The birds have been singing sweetly.
16. The flowers were blooming profusely.

Exercise 2. — Change these sentences into the progressive form of the verb:

1. As I went to town I met a man.
2. The girls played games at recess.
3. The night will come soon.
4. At daybreak we will start.
5. The guns roared all day.
6. I study hard these days.
7. The boys hunted and fished all this week.
8. When will you go to New York?

LESSON 82. — EMPHATIC FORM OF TENSES

In the sentence *I do love my mother*, the action is expressed by *do love*, and refers to present time. In the sentence *I did tell him to come*, the action is expressed by *did tell*, and refers to past time. This manner of expressing action is called the emphatic form of the present and past tenses.

The *emphatic form* of the present and past tenses is used to express a strong emphasis of the action.

Present tense, emphatic form:

- | | |
|------------------------------|-----------------------------------|
| I <i>do insist</i> upon it. | They <i>do dislike</i> to work. |
| We <i>do not want</i> to go. | You <i>do not tell</i> the truth. |

Past tense, emphatic form:

- | | |
|--------------------------------|----------------------------------|
| I <i>did say</i> so. | I <i>did give</i> you the money. |
| We <i>did not eat</i> a thing. | You <i>did tell</i> me that. |

The progressive and emphatic forms of the verb are used also to ask questions in the present and past tenses.

Do you like to go to the opera?

Are you *going* to New York?

Do and *did* are often used in negative sentences and in poetry without any emphatic force.

I *do* not believe it.

Conscience *does* make cowards of us all.

Exercise 1. — In these sentences name the verbs and their tenses:

1. They did not come yesterday, because they did not want to.
2. When will you be coming to my house?
3. I do not promise you anything. I do not think it wise.
4. Did you ever see such a child?
5. Are the crops growing well in your State?
6. Do you know where the station is?
7. Did you hear what I was saying?
8. To me the meanest flower that blows can give
Thoughts that do often lie too deep for tears.

Exercise 2. — Change these sentences into emphatic or progressive forms of the verb:

1. Where go you, my friend?
2. Why carry you so great a burden?
3. Whence came you, and why look you so weary?
4. I like not so grave a countenance.
5. You travel a heavy road and go a long way.

LESSON 83. — CORRECT USE OF TENSES

It is very necessary for us to have in mind the present, past, and perfect tense forms of certain verbs that are often misused. The following is a list of the most important, and should be learned:

PRESENT	PAST	PERFECT
I begin	I began	I have begun
I burst	I burst	I have burst
I come	I came	I have come
I dive	I dived	I have dived
I do	I did	I have done
I drink	I drank	I have drunk
I eat	I ate	I have eaten
I get	I got	I have got
I go	I went	I have gone
I lay	I laid	I have laid
I lie	I lay	I have lain
I ride	I rode	I have ridden
I ring	I rang	I have rung
I rise	I rose	I have risen
I run	I ran	I have run
I see	I saw	I have seen
I set	I set	I have set
I sing	I sang	I have sung
I sit	I sat	I have sat
I take	I took	I have taken
I throw	I threw	I have thrown
I write	I wrote	I have written

CAUTION. It is wrong to say *I seen, I done, I taken*. It is wrong to say *I have came, I have went*. We should carefully study the correct forms and practice the use of them in our speech and writing.

Exercise. — Complete the following sentences:

1. We — in last night.
2. I — him when he — it.
3. He — too much water.
4. We — our dinner early.
5. He has — to town.
6. The bell has —.
7. The boys — all the way to school.
8. Did you say you — him yesterday?
9. The man — a funny song.
10. We — down on the front seats.

11. He — his books home.
12. Where has he — his horse?
13. The lady has — all the song.
14. All of us — down to dinner.
15. We — vegetables.
16. I have never — so funny a sight.
17. The boys have — their guns away.
18. Where have you —?
19. What made you — so soon?
20. Come in and — down.
21. The pipe — in the freeze.
22. The boys — into the deep pool.
23. Why have you — that?
24. We all have — too much coffee.
25. I have — my lessons for to-day.
26. I — down on the straw.
27. The hen has — three eggs.
28. I have — ten miles to-day.
29. I — two songs for them.
30. The sun has — and we must go.
31. When I — down to eat I — my knife and — my dinner.
32. He — a rock at me.
33. Have you — your letters? No, I — only two of them.

REMEMBER TO SAY:

I saw, *or* I have seen
 I did, *or* I have done
 I took, *or* I have taken

REMEMBER NOT TO SAY:

I seen
 I done
 I taken

LESSON 84. — PERSON AND NUMBER

We have seen in our study of nouns and pronouns that they have three persons: *first*, *second*, and *third*.

We have seen also that they have two numbers: *singular* and *plural*.

Verbs likewise have three persons, *first*, *second*, and *third*, to agree with the nouns or pronouns which govern them.

Verbs also have two numbers, *singular* and *plural*, to agree with the nouns or pronouns which govern them.

A verb is in the *first person*, when its subject is speaking.

I am writing.

We will go home.

A verb is in the *second person*, when its subject is spoken to.

Thou knowest I love thee.

You are very late.

A verb is in the *third person*, when its subject is spoken of.

He goes to school.

They have left the house.

A verb is in the *singular number*, when the subject means but one.

The boy loves his dog.

The horse is a noble animal.

A verb is in the *plural number*, when the subject means more than one.

Boys love their dogs.

Horses are noble animals.

RULE. — A verb agrees with its *subject* in person and number.

Exercise 1. — In the following sentences name the verbs and tell their person and number:

1. The birds fly south in the winter time.
2. The sun rises early in the summer.
3. I love to hear good music.
4. We came home before dark.
5. She does all that you ask her to do.
6. They sing the old songs of home.
7. My brother and I work in the same store.
8. You are a good boy.
9. John and James love to hunt and fish.
10. You and William live in the same house.

Exercise 2. — Write a sentence containing a verb in the first person and singular number; in the third person and plural number; in the second person and plural number; in the third person and singular number; in the first person and plural number; in the second person and singular number.

LESSON 85. — INFINITIVES

The *infinitive* is the simple form of the verb, unlimited by person or number.

The word *to* is the sign of the infinitive.

The following verb forms are infinitive :

to love to have loved to be loving to be loved to have been loved

NOTE. Infinitive means *unlimited*. No matter how many sentences we may have in which an infinitive occurs, it never changes its form. It remains the same for all persons and for all numbers.

An infinitive may be used : —

1. As the **subject** of a sentence.

To steal brings one to disgrace.

2. As the **object** of a verb.

I wanted *to read* the book.

3. As the **object** of a preposition.

I fear nothing on earth except *to do wrong*.

4. As a **predicate nominative**.

My purpose was *to return* before dark.

5. As an **adjective**.

The wanderer had no place *to sleep*.

6. As an **adverb**.

He was ready *to start*.

An infinitive may depend upon a noun in the objective

case.

I begged him *to sing*.

The master told the pupils *to go* home.

I had expected them *to have gone* before I arrived.

In some sentences the word *to* is omitted before the verb and must be understood.

He hears the parson *pray* and *preach*.

We saw the men *shoot* the deer.

He bade me *go* at once.

Exercise 1. — Name the infinitives and their uses in the following sentences :

1. He was too proud to beg and too honest to steal.
2. To hunt and to fish bring health and pleasure.
3. I love to hear the robin sing.
4. The business of a cobbler is to make shoes.
5. The king was prepared to leave for the war.
6. I offered him bread to eat and water to drink.
7. I told the children to retire early.
8. To pay attention is to learn easily.
9. He began to compliment and I began to grin.
10. I begged the queen to grant us this favor.
11. To strive hard is generally to succeed well.
12. We saw the soldiers fire and heard the guns roar.
13. I felt him touch my hand.
14. To see the sun rise on the mountain is glorious.
15. To feel the breezes blow is refreshing.
16. I love to hear the dogs bark.
17. To see her is to love her.
18. 'Tis better to have loved and lost
Than never to have loved at all.

Exercise 2. — Write sentences to illustrate the infinitive used:—

1. As the subject of a sentence.
2. As the object of a sentence.
3. As the object of a preposition.
4. As a predicate nominative.
5. As an adjective.
6. As an adverb.
7. As depending upon a noun in the objective case.

LESSON 86. — PARTICIPLES

Horses *pulling* heavy loads should not be hurried.

In this sentence the word *pulling* indicates action and is followed by an object, *heavy loads*. It also describes *horses*, for it tells what horses should not be hurried. Therefore we see the word *pulling* is partly verb because it expresses action and partly adjective because it describes a noun.

Driven too rapidly, the automobile was upset.

In this sentence the word *driven* indicates action and is also modified by an adverb. To this extent it is a verb. It is also attached to the word *automobile* to describe it. To this extent it is an adjective. Words of this sort which are derived from verbs and express action, but are used as adjectives, are called participles.

A *participle* is a word derived from a verb and used as an adjective.

There are three kinds of participles: the present participle, the past participle, the perfect participle.

The *present participle* indicates the action as going on. It ends in *ing*. It is used in the progressive form of verb tenses.

running	seeing	hunting	fishing
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The *past participle* indicates the action as completed or finished.

loved	heard	seen	taught
-------	-------	------	--------

In most verbs the past participle is formed by adding *d* or *ed*. These verbs are called **regular verbs**. The past participle is used with *have* or *had* to form the perfect tenses of the verb, as, *I have loved*, *I had recited*.

fish — fished	die — died	hunt — hunted
part — parted	rain — rained	form — formed

In some verbs the past participle is formed by changes in the word form or by various endings. These verbs are called **irregular verbs**.

see — seen	do — done	say — said
catch — caught	drink — drunk	shoot — shot

NOTE. For a list of the irregular verbs see pages 240–242.

The *perfect participle* indicates the action as completed in some past time. It is formed by the use of the word *having*.

having caught	having done	having lived
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The three forms of the participle may be illustrated as follows :

PRES. PART.	PAST PART.	PERF. PART.
seeing	seen	having seen
doing	done	having done
loving	loved	having loved

NOTE. The passive participles are formed by the use of the words *being* and *having been*, as, *being loved*, *having been loved*, *being seen*, *having been seen*.

Exercise 1. — In these sentences name the present participles :

1. Boys flying kites haul in their white-winged birds.
2. The men awaiting their supper stood around the fire.
3. The deer hearing a noise threw up their heads.
4. The sun warming the earth makes the seed sprout.
5. A boy doing his best should not be scolded.
6. Toiling, rejoicing, sorrowing, onward through life he goes.

Exercise 2. — In these sentences name the past participles :

1. Lincoln was a man admired and respected by all.
2. The river, swollen by heavy rains, was impassable.
3. The thief, caught in the act, was convicted.
4. The regiment recoiled, broken and defeated.
5. The trees fallen across the road blocked our way.

Exercise 3. — Name the perfect participles :

1. Having caught the hare, we proceeded to cook it.
2. Having exhausted the argument, let us stand by our guns.
3. The wind having subsided, the weather was better.
4. Having eaten our breakfast, we continued our journey.

Exercise 4. — Which of these verbs are regular and which are irregular? Make sentences to show how the past participles are formed and used with *have* and *had*.

change	break	speak	cook	live	write
wash	burst	burn	choose	shake	pay
spend	come	build	kneel	study	stand
say	take	stay	fight	learn	form

LESSON 87.—OTHER PARTICIPIAL FORMS

We have many words that are participial only in their *form* and are used in other ways than for description.

1. Fluent *talking* is an accomplishment.
2. *Talking* fluently is an accomplishment.
3. *Talking* is an accomplishment.
4. He was arrested for *stealing* money.

How are the italicized words used? Words of this sort derived from verbs but used as nouns are called **verbal nouns**, or sometimes **gerunds**.¹

¹ Many grammarians make a distinction between the verbal noun and the gerund. A **verbal noun** is more purely a noun and may be modified by an adjective, as *talking* in (1) modified by the adjective *fluent*. We could here substitute the noun *conversation* without altering the sense. The **gerund** (sometimes called an infinitive in *ing*) has more verbal force. It may be modified by an adverb as in (2), where the gerund *talking* is modified by the adverb *fluently*, and may take an object as in (4), where the gerund *stealing* takes the object *money*. In (2) *to talk fluently* would convey the same sense as *talking fluently*. In (3), where *talking* is unmodified, it may be either a verbal noun or a gerund according to its interpretation as *conversation* or *to talk*.

A charming scene was displayed.
A rolling stone gathers no moss.
A wounded bird fell at our feet.
Fallen trees covered the pathway.

In these sentences what words have only the *form* of participles? How are they used?

Words of this sort having the form of participles and used as pure adjectives are called **participial adjectives**. They are not pure participles because they have lost their verbal force. They are altogether adjectives because they are descriptive, but they are adjectives with a participial form.

NOTE. A great many participial adjectives have lost their original verbal force. For instance, such words as *charming*, *learned*, *interesting*, *blessed*, *accomplished*, *drunken*, *amazing*, *aged*, while of participial form, are now pure adjectives and must be considered as such.

Seeing the multitude, he went up into a mountain.
Truth crushed to earth will rise again.
Having heard the sad news he was quite overcome.

In the above sentences what words constitute the phrases? By what words are these phrases introduced? A phrase introduced by participles is called a **participial phrase**.

NOTE. A participial phrase may be used as an adjective, as in the sentence, *A lion wounded unto death* is still to be feared. It may also introduce a sentence by loose construction, as, *Not knowing what else to do*, I stayed indoors.

We also find words having the participial form used as adverbs in such sentences as the following :

The water is <i>boiling</i> hot.	He came <i>leaping</i> and <i>rejoicing</i> .
The weather is <i>freezing</i> cold.	His story was <i>passing</i> strange.

Exercise 1. — In these sentences supply verbal nouns:

- | | |
|-----------------------------|------------------------------|
| 1. — is believing. | 6. I heard the —. |
| 2. The loud — disturbed me. | 7. The — was widespread. |
| 3. I dislike —. | 8. The teeth are used for —. |
| 4. — is essential to life. | 9. Be careful in —. |
| 5. — is good exercise. | 10. He saw the —. |

Exercise 2. — To these words add pure adjectives participial in form:

— windows	— chickens	— hopes
— stars	— cataracts	— friends
— furnaces	— sun	— tide
— chimneys	— light	— wind
— story	— performer	— man
— account	— view	— discourse

Exercise 3. — In these sentences supply participial phrases and tell how each is used:

1. — — we departed.
2. — — he opened the window.
3. — — the boy ran to her aid.
4. The tiger — rushed upon the men.
5. The ship — was almost a wreck.
6. The enemy — retreated.

Exercise 4. — Write sentences or short stories, introducing into each the following participles, used as adjectives or in phrases:

EXAMPLE. The wanderers, *wearied* by long travel and *exhausted* by hunger, lay down with *aching* limbs and almost *broken* hearts.

1. A field of wheat — using the words *ripened*, *gathered*, *threshed*, *sacked*, and *stored*.

2. A cavalry charge — using the words *rearing*, *plunging*, *shouting*, *wounded*, *groaning*.

3. Lost at sea — using the words *abandoned*, *lost*, *tossed*, *despairing*, *rescued*.

4. A great storm — using the words *deafening*, *crashing*, *scattered*, *uprooted*, *frightened*.

LESSON 88.—AUXILIARY VERBS

We have seen in our study that it takes more than one word to express certain tenses, modes, and other forms of the verb. We use *have* and *had* to form the perfect and past perfect tenses. We use *shall* and *will* to form the future tenses. We have used other words in the same way. These words which we have used to make different forms of the verb are themselves verbs, and when used in this way are called auxiliary verbs. *Auxiliary* means *aiding*.

An *auxiliary verb* is a verb used to express certain forms of other verbs.

The auxiliary verbs are *have, shall, will, can, may, must, be, do*.

Have and *had* are used to form the perfect and past perfect tenses.

I have loved.

We had heard.

Shall and *will* are used to form the future tense.

I shall remain.

He will go.

May, can, must, might, could, would, should, are used in potential verb phrases.

You may recite.

He could jump.

Am, is, are, were, been, are forms of the verb *to be*, and are used to form the passive voice, as well as the progressive form of the active voice.

I am loved.

We have been hurt.

He is walking.

They were singing.

Do and *did* are used in the emphatic forms of the active voice.

I do think so.

You did not come.

Exercise 1.—Name the auxiliary verbs:

1. He **was** swimming. We **were** rowing in a boat.
2. They **must** go at once. You **may** remain.
3. You **have** escaped injury. I **am** wounded.
4. We **have** studied. All our lessons **have** been learned.
5. You **should** be careful. You **might** be drowned.
6. They **could** not go. They **had** not finished their tasks.
7. You **must** stay here. You **shall** not leave the room.
8. My father **is** beloved by all. He **is** traveling.
9. You **do** not speak loud enough. Why **did** you laugh?
10. Why **did** you do that? You **might** have been thrown.

Exercise 2.—Write sentences using an auxiliary verb with these verbs :

read	travel	boil	catch	paint	sell
fish	strike	wait	crush	arrest	rejoice

Exercise 3.—Use these auxiliaries in sentences :

could	should	were	might	had	do
shall	did	be	may	am	can
would	was	must	have	was	will

LESSON 89.—EXERCISES ON MODIFIERS OF VERBS**Exercise 1.**—Enlarge these sentences by adding adverbs to the verb:

1. If we work, we rest.
2. Men who live will die.
3. They worked all day.
4. The battle raged.
5. The winds howled around the house.
6. The frightened horse dashed up the street.

Exercise 2.—Enlarge these sentences by adding infinitive modifiers to the verb:

1. A few came but many staid —.
2. All the strikers returned —.

3. The very heavens seemed —.
4. The stars appeared —.
5. Everybody rushed —.
6. Crowds remained —.
7. Nobody seemed —.

Exercise 3. — Complete these sentences by adding phrases to modify the verb:

1. The children work —.
2. We should always sleep —.
3. We should take exercise —.
4. We should go —.
5. Let us work —.
6. Our friends were —.
7. The ladies were shown —.
8. The snow fell —.

Exercise 4. — Enlarge these sentences by adding clauses to modify the verb:

1. We ate heartily —.
2. We caught several fish —.
3. The orator began —.
4. The guns were fixed —.
5. The game started —.
6. The birds flew —.
7. The flowers peep out of the ground —.
8. The train left —.

Exercise 5. — Complete these sentences by adding modifying words to the verb. Make each sentence as complete as possible.

1. An old decrepit man lives — — —.
2. Daniel Webster, the statesman, spoke — — —.
3. The two great battleships fought — — —.
4. The indignant elephant trumpeted — — —.
5. The Pennsylvania coal miners work — — —.
6. The noisy newspaper carriers were crying — — —.

7. The quarrelsome jay birds were chattering — — —.
8. Monkeys of every sort and size climbed — — —.
9. The storm, which had threatened all day, broke — — —.
10. The play, to which we had been invited, began — — —.
11. The buffalo in the park were seen — — —.
12. A great crowd of people commenced — — —.

Exercise 6. — Using these simple sentences as bases, expand each sentence by adding modifying words to the subject and to the predicate verb. Make each sentence as long as you can.

- | | |
|---------------------------|----------------------------|
| 1. Moles live. | 10. Jefferson Davis spoke. |
| 2. The gate flew open. | 11. The assassin fired. |
| 3. The crowd shouted. | 12. The river froze. |
| 4. Mr. Green was better. | 13. The children run. |
| 5. The raindrops glisten. | 14. The earth trembled. |
| 6. The old man totters. | 15. The mist rose. |
| 7. Monkeys chatter. | 16. Evangeline passed. |
| 8. The oxen drink. | 17. The oarsman arose. |
| 9. Napoleon led. | 18. The moss drooped. |

LESSON 90.—EXERCISES ON THE USE OF VERBS

Exercise 1. — Complete the following sentences by using transitive verbs, and an object to each, as, *Ants teach industry* :

- | | |
|-------------------------|--------------------------|
| 1. Henry Hudson — — —. | 8. The Huguenots — — —. |
| 2. Eli Whitney — — —. | 9. Pocahontas — — —. |
| 3. Morse — — —. | 10. The Esquimaux — — —. |
| 4. De Soto — — —. | 11. Queen Anne — — —. |
| 5. Magellan — — —. | 12. Napoleon — — —. |
| 6. Beethoven — — —. | 13. Wellington — — —. |
| 7. The Egyptians — — —. | 14. Cornwallis — — —. |

Exercise 2. — Complete the following sentences, using intransitive verbs and an adverb, as, *The baby sleeps soundly* :

- | | |
|---------------------|---------------------|
| 1. The boys — —. | 9. The sun — —. |
| 2. The train — —. | 10. The birds — —. |
| 3. The wind — —. | 11. The horses — —. |
| 4. The snow — —. | 12. My foot — —. |
| 5. The boat — —. | 13. The gun — —. |
| 6. The trees — —. | 14. The lady — —. |
| 7. The door — —. | 15. Does she — —? |
| 8. The weather — —. | 16. Are you — —? |

Exercise 3. — Change the voice of each verb in the following sentences:

1. Napoleon crossed the Alps.
2. Cæsar was slain by Brutus.
3. Camels cross the desert.
4. Elephants carry heavy burdens.
5. Egypt is fertilized by the Nile.
6. The President shot a bear.
7. The people made him king.
8. Pottery is made by the Indians.
9. Gold was found by the miners.
10. The vessel was destroyed by the gale.
11. The horse was caught by the boys.
12. Savannah was captured by the British.
13. Love keeps out the cold better than a cloak.
14. He closed his store at six o'clock.
15. We cooked and ate our dinner in silence.
16. Everybody spoke his name at once.
17. The dreams of life are dispelled by death.
18. The good hate sin because they love virtue.
19. God made the country, but man made the town.
20. Charity covers a multitude of faults.

Exercise 4. — In the following sentences tell whether the verbs are in the indicative or the subjunctive mode:

1. If God reigns, justice will be done.
2. One should do his duty, no matter how hard it be.
3. If it rains to-morrow, I cannot go riding.
4. If he is poor, he is honest.

5. If he was there, I did not see him.
6. If he were present now, he would tell you.
7. Were it possible I would do it for you.
8. If he is at the store, give him the money.
9. If she is at home, give her this note.
10. If he asks for me, tell him to come in.
11. If I were you, I would not speak to him.
12. Had I been in your place I would not have gone.
13. Were I in his place I should feel uncomfortable.

Exercise 5. — Use a potential verb phrase in place of the verbs in these sentences :

- | | |
|---------------------------------|---------------------------------|
| 1. It will rain to-night. | 9. Do you read French ? |
| 2. He is doing his work. | 10. Does she play the piano ? |
| 3. Children obey their parents. | 11. Do you work your examples ? |
| 4. Every boy has a boat. | 12. Are you going ? |
| 5. You are happy. | 13. Am I going ? |
| 6. He is ashamed of himself. | 14. Is she playing tennis ? |
| 7. You do your work well. | 15. Are you playing golf ? |
| 8. You are going home now. | 16. Do you swim ? |

LESSON 91. — EXERCISES ON THE USE OF VERBS

Exercise 1. — Change the verbs in these sentences into the imperative mode :

1. If you keep my commandments, you will live.
2. If you get wisdom, you will get happiness.
3. You should not live here alone.
4. You should not entreat me to leave thee.
5. You should give us a two weeks' holiday.
6. You must work or you will starve.
7. You must take exercise or you will be ill.
8. If you ride a horse, you will be benefited.
9. You must come to see me sometimes.
10. You should not touch or taste any unclean thing.
11. You should stand in the presence of ladies until they are seated.

Exercise 2. — Use the following infinitives as subjects :

to skate	to swim	to hunt	to shoot	to cry
to laugh	to sleep	to run	to sing	to yawn

Exercise 3. — Use the following infinitives as objects of verbs :

to read	to fly	to run away	to catch	to begin
to end	to drink	to sew	to write	to continue

Exercise 4. — Change the verbs in these sentences to the past tense, and also to the present perfect tense, as, *I see a bird, I saw a bird, I have seen a bird.*

1. I eat cornbread.
2. Joe sees his father.
3. The bird wakes me in the morning.
4. The people begin to move.
5. We sit in the front seats.
6. Mary comes in and takes her seat.
7. She lays her hat aside.
8. The horse runs straight for the stable.
9. The duck flies away.
10. The tired men eat their supper.
11. The boys set the box down on the floor.
12. We dive into the river.
13. Thomas writes home every week.
14. Who steals my purse?
15. I see two birds in the tree.
16. He does his work well.
17. Mary takes her books to school.
18. The boys go to church regularly.
19. We sit by the fire.
20. The dog lies on the mat.
21. My troubles lie heavy on my mind.
22. My brother drinks tea.
23. Everybody rides away for the day.
24. I awake at daybreak.
25. Several friends came in.
26. I get along fairly well.

Exercise 5. — Tell the person and number of the verbs in these sentences :

- | | |
|-----------------------------|--------------------------------|
| 1. I am sick. | 10. Hearest thou the bell ? |
| 2. We are ready. | 11. Come quickly. |
| 3. He is present. | 12. Who said so ? |
| 4. You must start. | 13. What have you there ? |
| 5. Thou art the man. | 14. My child, you must behave. |
| 6. Where is my hat ? | 15. Do your duty always. |
| 7. She told me the truth. | 16. She says you told her. |
| 8. They have come. | 17. It is not right. |
| 9. We have seen our father. | 18. He is a good boy. |

Exercise 6. — Add a participial phrase to each of these sentences. For example, *Having nothing else to do*, we went to sleep.

- | | |
|-------------------------------|-----------------------------------|
| 1. We ate our food. | 9. They folded their tents. |
| 2. We drank the muddy water. | 10. The boys plunged in. |
| 3. We built our fire. | 11. The flowers looked refreshed. |
| 4. The soldiers made camp. | 12. The fire was put out. |
| 5. The boys entered the tent. | 13. The lights were turned down. |
| 6. The books were laid aside. | 14. We all kept perfectly still. |
| 7. The sun came out. | 15. We held our guns ready. |
| 8. They called the dogs. | 16. The cannons ceased fire. |

LESSON 92. — REVIEW QUESTIONS

1. What is a transitive verb? What is an intransitive verb? What does the word *transitive* mean? What is meant by complement? What is a compound predicate? What is voice of a verb? How many voices are there? Name them. What is the active voice? What is the passive voice? How is the passive voice expressed? What is mode? How many modes are there? Name them. What does the indicative mode express? What does the subjunctive mode express? What words are used to indicate the subjunctive mode? What words are used to make potential verb phrases? For what is the imperative mode used? What can you say about the subject of a verb in the imperative mode? What is an infinitive? What is the sign of the infinitive? What does infinitive mean?

2. What does tense mean? What is the tense of a verb? When is a verb in the past tense? When in the present tense? When in the future tense? What are the three perfect tenses? What words are used to express the perfect tense? When is a verb in the past perfect tense? When in the present perfect? What is meant by the progressive form of the tenses? When is the emphatic form of the tenses used? What auxiliary verbs are employed? When is a verb in the first person? When in the second person? When in the third person? When is a verb in the singular number? When in the plural number?

3. What is a participle? How many kinds of participles are there? Name them. What does the present participle indicate? What does the past participle of a verb indicate? How is the past participle of many verbs formed? What are regular verbs? What are irregular verbs? What does the perfect participle represent? What is a verbal noun? What is a participial adjective? What is a participial phrase? What is an auxiliary verb? Name the auxiliary verbs. For what are *have* and *had* used? For what are *shall* and *will* used? For what are *may*, *can*, *must*, *might*, *could*, *would*, and *should* used? For what is the verb *to be* used? For what are *do* and *did* used?

LESSON 93.—EXERCISES IN COMPOSITION

We should apply our knowledge of Grammar and our powers of language, not only in speaking correctly and fluently, but also in writing accurately and abundantly. Using each of the following suggestions as topics, write a short composition, having due care to all we have studied:

1. Some suggestions about improving the school yards, with a diagram for flower beds, bushes, trees, and playground, and a list of the plants to be used.

2. Some suggestions about improving the condition and appearance of the schoolroom and how the improvements can be made.

3. Some things that should be done to beautify the town. An article for the morning papers.

4. What kind of a man I intend to be, and what business I should like to engage in and why.

5. What kind of a woman I admire, and what I should like to be when I am grown.

6. How I should like to spend my time next Saturday, what work I should do, and what pleasures I should like to have.

LESSON 94.—EXERCISES IN COMPOSITION

The following list of topics for short compositions may be used by the teacher at any time, for the purpose of stimulating thought and expression :

1. How a hunting dog acts in the field.
2. How a boy should act toward girls.
3. How a girl should act toward boys.
4. How to play the game of baseball.
5. The advantages of health over wealth.
6. Why a boy has a better time than a girl.
7. Why a girl has a better time than a boy.
8. What to do in case one's clothes catch on fire.
9. Why it is necessary to eat slowly.
10. Why a boy should stay at home at night.
11. The best way to celebrate Christmas.
12. How a camp in the woods is built.
13. The way a child should act toward his mother.
14. The advantages of living in the country.
15. The advantages of living in the city.
16. Why I am proud of my country.
17. Some things a boy or a girl should not do.
18. What care should be taken when hunting?
19. What kind of books I like to read.

A poem to study and memorize:

(A language lesson only)

THE DAFFODILS

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the Milky Way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Outdid the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company;
I gazed and gazed, — but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude,
And then my heart with pleasure fills,
And dances with the daffodils.

—WILLIAM WORDSWORTH.

LESSON 95.—CONJUGATION OF A VERB

We have studied about the forms of the verb, and learned the meaning of voices, modes, tenses, persons, and numbers. It is now time for us to put these various

forms in their order, and set them out in proper arrangement. To do this is to arrange the verb for its conjugation.

The *conjugation* of a verb is its orderly arrangement in voices, modes, tenses, persons, and numbers.

The conjugation of a verb is also called its **inflection**. The first thing to learn of the conjugation of a verb is its principal parts, or those parts which are used in its various forms.

The principal parts of a verb are the present indicative (or present infinitive), past indicative, and past participle.

PRESENT	PAST	PAST PARTICIPLE
love	loved	loved
see	saw	seen
do	did	done
hear	heard	heard

A **defective verb** is a verb some of whose principal parts are wanting.

PRESENT	PAST	PAST PARTICIPLE
can	could	—
may	might	—
ought	—	—

LESSON 96.—CONJUGATION OF THE VERB *HAVE*

PRINCIPAL PARTS

PRESENT	PAST	PAST PARTICIPLE
Have	Had	Had

Indicative Mode

PRESENT TENSE

SINGULAR	PLURAL
1st PERS. I have	1st PERS. We have
2d PERS. You have	2d PERS. You have
3d PERS. He has	3d PERS. They have

PAST TENSE

SINGULAR

1st PERS. I had
2d PERS. You had
3d PERS. He had

PLURAL

1st PERS. We had
2d PERS. You had
3d PERS. They had

FUTURE TENSE

1st PERS. I shall have
2d PERS. You will have
3d PERS. He will have

1st PERS. We shall have
2d PERS. You will have
3d PERS. They will have

PRESENT PERFECT TENSE

1st PERS. I have had
2d PERS. You have had
3d PERS. He has had

1st PERS. We have had
2d PERS. You have had
3d PERS. They have had

PAST PERFECT TENSE

1st PERS. I had had
2d PERS. You had had
3d PERS. He had had

1st PERS. We had had
2d PERS. You had had
3d PERS. They had had

FUTURE PERFECT TENSE

1st PERS. I shall have had
2d PERS. You will have had
3d PERS. He will have had

1st PERS. We shall have had
2d PERS. You will have had
3d PERS. They will have had

Subjunctive Mode

PRESENT TENSE

SINGULAR

1st PERS. If I have
2d PERS. If you have
3d PERS. If he have

PLURAL

1st PERS. If we have
2d PERS. If you have
3d PERS. If they have

PAST TENSE

1st PERS. If I had
2d PERS. If you had
3d PERS. If he had

1st PERS. If we had
2d PERS. If you had
3d PERS. If they had

PRESENT PERFECT TENSE

1st PERS. If I have had
2d PERS. If you have had
3d PERS. If he has had

1st PERS. If we have had
2d PERS. If you have had
3d PERS. If they have had

PAST PERFECT TENSE	
SINGULAR	PLURAL
1st PERS. If I had had	1st PERS. If we had had
2d PERS. If you had had	2d PERS. If you had had
3d PERS. If he had had	3d PERS. If they had had

Imperative Mode (PRESENT TENSE ONLY)	
SINGULAR	PLURAL
2d PERS. Have (you)	2d PERS. Have (you)

Infinitives	
PRESENT	PERFECT
To have	To have had

Participles		
PRESENT	PAST	PERFECT
Having	Had	Having had

NOTE 1. The pronouns *thou* for the second person singular, and *ye* for the second person plural, are used rarely, except in poetry, formal address, and in old literature. The verb forms with *ye* in all modes and with *thou* in the subjunctive and imperative are the same as with *you*. With *thou* in the indicative they are: *thou hast, thou hadst, thou wilt have, thou hast had, thou hadst had, thou wilt have had*.

NOTE 2. Other words, such as *though, lest, etc.*, may take the place of *if* in the subjunctive mode.

LESSON 97.—CONJUGATION OF *LOVE*—ACTIVE VOICE

PRINCIPAL PARTS

PRESENT	PAST	PAST PARTICIPLE
Love	Loved	Loved

Indicative Mode

PRESENT TENSE	
SINGULAR	PLURAL
1st PERS. I love	1st PERS. We love
2d PERS. You love	2d PERS. You love
3d PERS. He loves	3d PERS. They love

PAST TENSE

SINGULAR	PLURAL
1st PERS. I loved	1st PERS. We loved
2d PERS. You loved	2d PERS. You loved
3d PERS. He loved	3d PERS. They loved

FUTURE TENSE

1st PERS. I shall love	1st PERS. We shall love
2d PERS. You will love	2d PERS. You will love
3d PERS. He will love	3d PERS. They will love

PRESENT PERFECT TENSE

1st PERS. I have loved	1st PERS. We have loved
2d PERS. You have loved	2d PERS. You have loved
3d PERS. He has loved	3d PERS. They have loved

PAST PERFECT TENSE

1st PERS. I had loved	1st PERS. We had loved
2d PERS. You had loved	2d PERS. You had loved
3d PERS. He had loved	3d PERS. They had loved

FUTURE PERFECT TENSE

1st PERS. I shall have loved	1st PERS. We shall have loved
2d PERS. You will have loved	2d PERS. You will have loved
3d PERS. He will have loved	3d PERS. They will have loved

Subjunctive Mode

PRESENT TENSE

SINGULAR	PLURAL
1st PERS. If I love	1st PERS. If we love
2d PERS. If you love	2d PERS. If you love
3d PERS. If he love	3d PERS. If they love

PAST TENSE

1st PERS. If I loved	1st PERS. If we loved
2d PERS. If you loved	2d PERS. If you loved
3d PERS. If he loved.	3d PERS. If they loved

PRESENT PERFECT TENSE

SINGULAR

PLURAL

1st PERS.	If I have loved	1st PERS.	If we have loved
2d PERS.	If you have loved	2d PERS.	If you have loved
3d PERS.	If he has loved	3d PERS.	If they have loved

PAST PERFECT TENSE

1st PERS.	If I had loved	1st PERS.	If we had loved
2d PERS.	If you had loved	2d PERS.	If you had loved
3d PERS.	If he had loved	3d PERS.	If they had loved

Imperative Mode

(PRESENT TENSE ONLY)

SINGULAR

PLURAL

2d PERS.	Love (you)	Love (you)
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Infinitives

PRESENT

To love

PERFECT

To have loved

Participles

PRESENT

Loving

PAST

Loved

PERFECT

Having loved

NOTE. The verb forms used with *thou* in the indicative mode are :
 thou lovest, thou lovedst, thou wilt love, thou hast loved, thou hadst
 loved, thou wilt have loved. (See Note 1, page 174.)

LESSON 98.—CONJUGATION OF THE VERB *BE*

PRINCIPAL PARTS

PRESENT	PAST	PAST PARTICIPLE
Am (inf. Be)	Was	Been

Indicative Mode

PRESENT TENSE

SINGULAR

PLURAL

1st PERS.	I am	1st PERS.	We are
2d PERS.	You are	2d PERS.	You are
3d PERS.	He is	3d PERS.	They are

SINGULAR		PAST TENSE	PLURAL	
1st PERS.	I was		1st PERS.	We were
2d PERS.	You were		2d PERS.	You were
3d PERS.	He was		3d PERS.	They were
FUTURE TENSE				
1st PERS.	I shall be		1st PERS.	We shall be
2d PERS.	You will be		2d PERS.	You will be
3d PERS.	He will be		3d PERS.	They will be
PRESENT PERFECT TENSE				
1st PERS.	I have been		1st PERS.	We have been
2d PERS.	You have been		2d PERS.	You have been
3d PERS.	He has been		3d PERS.	They have been

PAST PERFECT TENSE				
1st PERS.	I had been		1st PERS.	We had been
2d PERS.	You had been		2d PERS.	You had been
3d PERS.	He had been		3d PERS.	They had been

FUTURE PERFECT TENSE				
1st PERS.	I shall have been		1st PERS.	We shall have been
2d PERS.	You will have been		2d PERS.	You will have been
3d PERS.	He will have been		3d PERS.	They will have been

Subjunctive Mode

SINGULAR		PRESENT TENSE	PLURAL	
1st PERS.	If I be		1st PERS.	If we be
2d PERS.	If you be		2d PERS.	If you be
3d PERS.	If he be		3d PERS.	If they be
PAST TENSE				
1st PERS.	If I were		1st PERS.	If we were
2d PERS.	If you were		2d PERS.	If you were
3d PERS.	If he were		3d PERS.	If they were

PRESENT PERFECT TENSE				
1st PERS.	If I have been		1st PERS.	If we have been
2d PERS.	If you have been		2d PERS.	If you have been
3d PERS.	If he has been		3d PERS.	If they have been

PAST PERFECT TENSE

SINGULAR

1st PERS.	If I had been
2d PERS.	If you had been
3d PERS.	If he had been

PLURAL

1st PERS.	If we had been
2d PERS.	If you had been
3d PERS.	If they had been

Imperative Mode

(PRESENT TENSE ONLY)

SINGULAR

Be (you)

PLURAL

Be (you)

Infinitives

PRESENT

To be

PERFECT

To have been

Participles

PRESENT

Being

PAST

Been

PERFECT

Having been

NOTE. *Thou* has the following distinctive forms in the indicative mode: thou art, thou wast or wert, thou wilt be, thou hast been, thou hadst been, thou wilt have been.

LESSON 99.—CONJUGATION OF *LOVE*—PASSIVE VOICE

The verb *be* is used as an auxiliary verb in the conjugation of the passive voice. The passive voice of the verb *love* is formed from the verb *be* and the past participle *loved*.

Indicative Mode

PRESENT TENSE

SINGULAR

1st PERS.	I am loved
2d PERS.	You are loved
3d PERS.	He is loved

PLURAL

1st PERS.	We are loved
2d PERS.	You are loved
3d PERS.	They are loved

PAST TENSE

1st PERS.	I was loved
2d PERS.	You were loved
3d PERS.	He was loved

1st PERS.	We were loved
2d PERS.	You were loved
3d PERS.	They were loved

FUTURE TENSE

SINGULAR		PLURAL	
1st PERS.	I shall be loved	1st PERS.	We shall be loved
2d PERS.	You will be loved	2d PERS.	You will be loved
3d PERS.	He will be loved	3d PERS.	They will be loved

PRESENT PERFECT TENSE

SINGULAR

1st PERS.	I have been loved
2d PERS.	You have been loved
3d PERS.	He has been loved

PLURAL

1st PERS.	We have been loved
2d PERS.	You have been loved
3d PERS.	They have been loved

PAST PERFECT TENSE

SINGULAR

1st PERS.	I had been loved
2d PERS.	You had been loved
3d PERS.	He had been loved

PLURAL

1st PERS.	We had been loved
2d PERS.	You had been loved
3d PERS.	They had been loved

FUTURE PERFECT TENSE

SINGULAR

1st PERS.	I shall have been loved
2d PERS.	You will have been loved
3d PERS.	He will have been loved

PLURAL

1st PERS.	We shall have been loved
2d PERS.	You will have been loved
3d PERS.	They will have been loved

Subjunctive Mode**PRESENT TENSE****SINGULAR**

1st PERS. If I be loved
 2d PERS. If you be loved
 3d PERS. If he be loved

PLURAL

1st PERS. If we be loved
 2d PERS. If you be loved
 3d PERS. If they be loved

PAST TENSE

1st PERS. If I were loved
 2d PERS. If you were loved
 3d PERS. If he were loved

1st PERS. If we were loved
 2d PERS. If you were loved
 3d PERS. If they were loved

PRESENT PERFECT TENSE**SINGULAR**

1st PERS. If I have been loved
 2d PERS. If you have been loved
 3d PERS. If he has been loved

PLURAL

1st PERS. If we have been loved
 2d PERS. If you have been loved
 3d PERS. If they have been loved

PAST PERFECT TENSE**SINGULAR**

1st PERS. If I had been loved
 2d PERS. If you had been loved
 3d PERS. If he had been loved

PLURAL

1st PERS. If we had been loved
 2d PERS. If you had been loved
 3d PERS. If they had been loved

Imperative Mode**(PRESENT TENSE ONLY)****SINGULAR**

Be (you) loved

PLURAL

Be (you) loved

	Infinitives	
PRESENT		PERFECT
To be loved		To have been loved
	Participles	
PRESENT	PAST	PERFECT
Being loved	Been loved	Having been loved

LESSON 100.—REVIEW EXERCISES ON VERBS

What is meant by the conjugation of a verb? What is another name for conjugation? What are the principal parts of a verb? What is a defective verb? What is a regular verb? What is an irregular verb?

Exercise.—In the following paragraphs select the verbs and tell the kind, voice, mode, tense, person, number of each.

1. A corporal in the Life Guards of Frederick the Great was a brave but rather a vain fellow. He could not afford a watch, but he managed to buy a chain, and this he wore with a bullet at the end. The king, hearing of this, thought he would have a little fun at the soldier's expense. He said to him, "It is six o'clock by my watch. What is it by yours?" The man drew the bullet from his pocket and answered, "My watch does not mark the hour, but it tells me every moment that it is my duty to face death for your Majesty." "Here, my friend," said Frederick, offering him his own costly watch, "take this, that you may be able to tell the hours also."

2. "The relations of the Southern people with the negro are close and cordial. We remember with what fidelity for four years he guarded our defenseless women and children, whose husbands and fathers were fighting against his freedom. To his eternal credit be it said that whenever he struck a blow for his own liberty, he fought in open battle, and when at last he raised his black and humble hands that the shackles might be struck off, those hands were innocent of wrong against his helpless charges and worthy to be taken in loving grasp by every man who honors loyalty and devotion. Ruffians have maltreated him, rascals have misled him, philanthropists established a bank for him,

but the South, with the North, protests against injustice to this simple and sincere people.”— HENRY GRADY.

3. “The children of the village loved him. He made their play-things; taught them to fly kites and shoot marbles; and told them about ghosts, witches, and Indians. Whenever he went dodging about the village, he was surrounded by a troop of them, hanging on his skirts, clambering on his back, and playing a thousand tricks on him; and not a dog would bark at him throughout the neighborhood.

“His fences were constantly falling to pieces; his cow would either go astray, or get among the cabbages; weeds were sure to grow quicker in his field than anywhere else; and the rain always set in just as he had some outdoor work to do.

“He would sit on a wet rock and fish all day without a murmur, even though he should not be encouraged by a single nibble. He would carry a gun on his shoulders for hours together, trudging through woods and swamps, and up hill and down dale, to shoot a few squirrels and wild pigeons.”— WASHINGTON IRVING.

LESSON 101.—PARSING VERBS

To parse a verb, we must tell: —

1. Whether it is regular or irregular.
2. Whether it is transitive or intransitive.
3. Its principal parts.
4. Its voice, mode, tense, person, and number.
5. Its construction or agreement.

Let us parse the verbs in the following sentence:

Make hay while the sun *shines*.

Make is an irregular, transitive verb. Principal parts — make, made, made. Active voice, imperative mode, present tense, second person, singular or plural number. It agrees with its subject *you* understood. (See page 143.) RULE. — A verb must agree with its subject in person and in number.

Shines is an irregular, intransitive verb. Principal parts — shine, shone, shone. Active voice, indicative mode, present tense, third per-

son, singular number. It agrees with its subject *sun*. RULE. — A verb must agree with its subject in person and in number.

He who speaks kindly will be loved.

Speaks is an irregular, intransitive verb. Principal parts — speak, spoke, spoken. Active voice, indicative mode, present tense, third person, singular number. It agrees with its subject *who*. RULE. — A verb must agree with its subject in person and in number.

Will be loved is a regular, transitive verb. Principal parts — love, loved, loved. Passive voice, indicative mode, future tense, third person, singular number. Agrees with its subject *he*. RULE. — A verb must agree with its subject in person and in number.

Exercise. — Parse the verbs in the following sentences:

1. We love those who love us.
2. All this could have been given to the poor.
3. It might have been otherwise, if you had been there.
4. Give us this day our daily bread.
5. One shall be taken, the other shall be left.
6. Thou shalt love thy neighbor as thyself.
7. They could have been heard, if the crowd had kept still.
8. Render unto Cæsar the things that are Cæsar's.
9. To live in the hearts we leave behind is not to die.
10. Know then thyself, presume not God to scan.
11. Who will stay the coming of Philip if Athenians abandon Greece?
12. Know how sublime a thing it is, to suffer and be strong.
13. It could not have been done better by any one.
14. He who does the best he can does well.
15. You may break, you may shatter the vase if you will.
16. He must have been angry to have said such things.
17. I will not let thee go, except thou bless me.
18. Remember the Sabbath day, to keep it holy.
19. I have come to hear you preach.
20. He who cannot rule himself, shall not rule others.
21. In him we live and move and have our being.
22. I came, I saw, I conquered.
23. The floods came, and the winds blew, but it fell not.
24. The saddest are these, it might have been.
25. He who fights and runs away, shall live to fight another day.

LESSON 102. — EXERCISES ON THE USE OF VERBS

Exercise 1. — Complete these sentences, using *has* or *have* :

1. The boys — some marbles.
2. We — two tops.
3. Father — a fine horse.
4. He and I — ten cents.
5. My brother and I — four birds.
6. Susan — a new dress.
7. — your purse any money in it?
8. — the men any place to sleep?
9. What — you to eat to-day?
10. — they anything to drink?
11. I — nothing to do.
12. You and he — all you will get.
13. He and I — our reward.
14. Who — my hat?
15. How many feet — a grasshopper?

Exercise 2. — Complete these sentences, using *do* or *does* :

1. What — you intend?
2. What — he say to that?
3. When — the soldiers camp?
4. What — the tramp want?
5. What — the waves say?
6. Whoever — wrong should make it right.
7. You and I — not have enough.
8. Helen — not know her lessons.
9. What — men know about such things?
10. How — the little busy bee?
11. How — you — to-day?
12. How — your father like his horse?
13. How — your mother like the new organ?
14. When — Thomas and John go to school?
15. How — these people live?
16. How — Japan and Russia like the treaty?
17. — anybody know?

Exercise 3. — Fill the blanks in these sentences with proper forms of the verb *to be* :

1. One of us — wrong.
2. Every one there — pleased.
3. Reading and writing — necessary.
4. Neither man nor women — killed.
5. A number of people — left.
6. A hundred dollars a month — a good salary.
7. Bread and milk — good food.
8. Fish and vegetables — all we could get.
9. A thousand feet — too far to run.
10. The children — all saved.
11. Nobody — good enough for her.
12. Some one — to blame for all of this.
13. Which — best, riches or wisdom ?
14. It — one of the best books that — ever printed.

Avoid using constructions in which the subject requires different forms of the verb *to be*, as, *Either you or I am mistaken*. It is better to say, *Either you are mistaken or I am*.

Exercise 4. — Change these sentences to better form :

1. Either you or I am going.
2. Neither he nor I am at home.
3. You or Henry is obliged to go.
4. James or I is going.
5. Are you or I invited ?
6. My brother or I is certain to be on hand.
7. Neither he nor you was expected.
8. You or she is talking aloud.
9. Was he or they at home when you called ?
10. Are you or she going with me ?

When *will* is used in the first person, it expresses the determination or the will of the speaker. *I will go* means *I am determined to go*. When *shall* is used in the second or third person, it expresses a promise, command, or threat. *Thou shalt not steal* is a command.

Shall, when used with the first person, and *will* with the second and third persons, merely express futurity.

In questions *shall* is always used in the first person. In the second and third persons that form is used which is expected in the answer.

Shall you visit England? (*I shall.*)

Will you contribute? (*I will.*)

Will he agree? (*He will.*)

Exercise 5. — What is the difference in the meaning of these sentences?

1. I shall drown, nobody will help me.
I will drown, nobody shall help me.
2. We shall perish and you will not prevent us.
We will perish and you shall not prevent us.
3. They shall not go. They will not go.
4. Shall they go? Will they go?
5. You shall come in. You will come in.
6. Carl shall not eat. Carl will not eat.
7. Shall you attend? Will you attend?
8. He shall leave to-morrow. He will leave to-morrow.
9. They shall not stay here. They will not stay here.

Exercise 6. — Explain the meaning of the words *shall* and *will* in these sentences:

1. They who will not work shall not eat.
2. Thou shalt not kill.
3. I will not let you go.
4. You shall study, for I will make you.
5. You shall apologize for your rudeness.
6. I will not consent.
7. You shall not make me.
8. I will die first.
9. Nobody will dare do that.
10. Everybody shall do as I say.
11. Sir, you shall obey me, or you shall leave my house.
12. I will not obey you, I will cheerfully leave your house.
13. Must we bind you or will you come without force?

Exercise 7. — Fill the blanks in these sentences with *shall* or *will* to express simple future time, or to express determination, command, etc.:

1. You — miss your train.
2. We — need a carriage.
3. I — settle with you soon.
4. It — be very cold to-night.
5. I — start on Monday for New York.
6. The moon — be full in a few days.
7. The sun — rise at six o'clock.
8. When — the tide turn?
9. When — your father return?
10. How — you do that?
11. When — you pay my bill?
12. It — not be done that way.
13. You — not waste your time.
14. The boys — not go in the lake.
15. You — go home first.

LESSON 103. — EXERCISES ON THE USE OF VERBS

May is used to express permission and possibility.

Can is used to express ability or freedom.

Must is used to express compulsion or obligation.

Exercise 1. — What is the difference in the meaning of these sentences?

1. May I leave the room? Can I leave the room? Must I leave the room?

2. May I come in? Can I come in? Must I come in?

3. May I speak French? Can I speak French? Must I speak French?

4. May we go home? Can we go home? Must we go home?

5. May I lift this trunk? Can I lift this trunk? Must I lift this trunk?

6. I may go to the party. I can go to the party. I must go to the party.

7. You may find your hat. You can find your hat. You must find your hat.

8. We may not hear the speaker. We cannot hear the speaker. We must not hear the speaker.

9. James may not be here. James cannot be here. James must not be here.

There are some verbs that are frequently used improperly. It is well to have especial exercise upon their form and meaning.

Lie is an intransitive verb, and takes no object. It means to recline or to rest extended. *The book lies, lay, has lain on the table. I lie, I lay, I have lain on a couch.*

Lay is a transitive verb, and takes an object. It means to place or put in a position. *I lay, I laid, I have laid the book on the table.*

Exercise 2. — Change the verbs in these sentences to the past tense, and then to the perfect tenses:

1. I lie down before the fire.
2. I lay my coat on the chair.
3. We lie down to sleep.
4. The hunter lies on the ground.
5. The bear lies in the snow.
6. The rugs lie on the floor.
7. We lie awake at night.
8. They lay their plans well.
9. We lay our hats aside.
10. The hen lays eggs.
11. The masons lay the corner stone.

Sit is an intransitive verb, and takes no object. It means to rest on a seat. *I sit, I sat, I have sat.*

Set is a transitive verb, and takes an object when it means to place down something. *I set, I set, I have set the chair in place. Set* is intransitive in such expressions as *The sun sets, He set out on a journey.*

Exercise 3. — Fill the blanks in these sentences by correct forms of *sit* and *set*:

1. I — by the fire.
2. My cat is — by me.
3. I — my foot on the rug.
4. The hen — on her nest.
5. She is — on a dozen eggs.
6. I have — the trap for a mouse.
7. I — the clock back fifteen minutes.
8. The vase — on the mantel.
9. The boys are — still on the doorstep.
10. Where did you — during the performance?
11. Come in and — down.
12. — your hat on the chair.
13. — your package on the table.
14. — your umbrella in the stand and — here by me.
15. Boys, have you — the trap, have you — the hen, have you — the clock?
16. Well, come in and — down to supper.
17. An old woman — by the road.
18. A beggar — on the doorstep.
19. The dog — down and howled.
20. Having — his house in order, the old man died.
21. I found him — the potato slips in the rows.
22. We were — out new plants in the garden.

Learn means to acquire knowledge for one's self.

Teach means to give instruction to another.

Exercise 4. — Complete these sentences with *learn* or *learned*, *teach* or *taught*:

1. My teacher — me the rule.
2. I — him to do that.
3. The bitter cold — us to provide better.
4. Who — you how to make traps?
5. My brother — me.
6. I am going to — you to behave.
7. Who will — me this page?

8. Who has — his lesson to-day?
9. Will you — me this rule?
10. Can one — himself?
11. I was — to take care of myself.
12. Where did you — to speak German.
13. The teacher is — us a new piece.
14. She — us some of it yesterday.
15. I — to shoot when I was a boy.
16. The village master — his little school.
17. — to do right.
18. — thyself first, then — others.
19. — to love goodness and gentleness.
20. — wisdom from the follies of others.
21. — your children poetry.

When we undertake to shorten our speech by leaving out certain letters of certain words, we do so by **contractions**. Some contractions are allowed and some are not. An apostrophe (') is always used to indicate the omitted letter or letters.

Contractions to be avoided :

ain't for *am not*.

'tain't for *it is not*.

hain't for *have not*.

don't for *does not*.

Contractions to be used :

isn't for *is not*.

aren't for *are not*.

it's for *it is*.

he's for *he is*.

couldn't for *could not*.

wouldn't for *would not*.

wasn't for *was not*.

weren't for *were not*.

don't for *do not*.

doesn't for *does not*.

can't for *can not*.

mustn't for *must not*.

NOTE. The above list shows that a legitimate contraction is a condensation of two words into one, by leaving out a part of one word. Contractions should not be used in writing, except to indicate what some one says. Contractions should be used sparingly, even in speech. They indicate haste and carelessness.

Exercise 5. — Copy and complete these sentences, using contractions in the blank spaces :

1. He — going to do it.
2. He — here.
3. They — coming.
4. — so.
5. He — do as I tell him.
6. You — have any pie.
7. She — care what she does.
8. They — come in yet.
9. You — said a word.
10. The boys — behave.
11. The girls — go out to play.

LESSON 104. — PARAGRAPHS

In writing a connected composition of any sort, whether it be a letter, a story, an essay, a newspaper article, or a description, it is necessary to divide it into paragraphs to make it appear better, and be more easily understood. All the sentences that relate to one particular point should be written consecutively to form a paragraph. A new paragraph is made when there is a change from one part of the subject to another.

A paragraph is also made in written conversations when a change is made in the person speaking.

Every paragraph line should have a small space left at the beginning. This is called **indenting** the line.

Exercise 1. — Study carefully the paragraphing in the following selections:

THE BATTLE OF THE ANTS

One day when I went out to my wood pile, or rather my pile of stumps, I observed two large ants, the one red, the other much larger, nearly half an inch long, and black, fiercely contending with each

other. Having once got hold they never let go, but struggled, and wrestled, and rolled on the chips incessantly.

Looking farther, I was surprised to find that the chips were covered with such combatants; that it was not a duel but a battle, a war between two races of ants, the red always pitted against the black, and frequently two red ones to one black.

The legions of these myrmidons covered all the hills and vales in my wood yard, and the ground was already strewn with the dead and dying, both red and black. It was the only battle which I had ever seen, the only battlefield I had ever trod while the battle was raging; internecine war — the red republicans on the one hand, and the black imperialists on the other.

On every side they were engaged in deadly combat, yet without any noise that I could hear, and human soldiers never fought so resolutely. I watched a couple that were fast locked in each other's embrace, in a little sunny valley amid the chips, now at noonday prepared to fight till the sun went down or life went out.

The smaller red champion had fastened himself like a vise to his adversary's front, and through all the tumblings on that field, never for an instant ceased to gnaw at one of his feelers near the root, having already caused the other to go by the board; while the stronger black one dashed him from side to side, and, as I saw on looking nearer, had already divested him of several of his members.

They fought with more pertinacity than bulldogs. Neither manifested the least disposition to retreat. It was evident that their battle cry was "Conquer or die!" — HENRY D. THOREAU.

Exercise 2.— Copy the following extracts and divide them into paragraphs, giving your reasons for the division:

THE WOLF AND THE LAMB

As a wolf was lapping the water at the head of a running brook, he spied a stray lamb paddling at some distance down the stream. Having made up his mind to seize her, he bethought himself how he might justify his violence. "Villain!" he cried, running up to her, "how dare you muddy the water that I am drinking?" "Indeed," said the lamb, humbly, "I do not see how I can disturb the water, since it runs from you to me, not from me to you." "Be that as it

may," replied the wolf, "it was but a year ago that you called me many ill names." "Oh, sir!" said the lamb, trembling, "a year ago I was not born." "Well," replied the wolf, "if it was not you, it was your father, and that is all the same; but it is no use trying to argue me out of my supper;" and without another word he fell upon the poor helpless lamb and tore her in pieces. — Æsop.

THE FORCE OF HABIT

There was once a horse that used to pull around a sweep which lifted dirt from the depths of the earth. He was kept at the business for nearly twenty years, until he became old, blind, and too stiff in the joints for further use. So he was turned into a pasture, and left to crop the grass without any one to disturb or bother him. The odd thing about the old horse was that every morning, after grazing awhile, he would start on a tramp, going round and round in a circle, just as he had been accustomed to do for so many years. He would keep it up for hours, and people often stopped to look, and wondered what had gotten into the head of the venerable animal to make him walk around in such a solemn way when there was no earthly need of it. It was the force of habit. The boy who forms bad or good habits in his youth will be led by them when he becomes old, and will be miserable or happy accordingly. Habit is a cable, we weave a thread of it every day, and at last we cannot break it.

— HORACE MANN.

PETER'S DECLAMATION

A friend of mine, Peter by name, had selected for his speech that extract from Patrick Henry's famous oration, which begins with the words, "I have but one lamp by which my feet are guided, and that is the lamp of experience." Peter confidently mounted the rostrum. He shouted from the stage, "I have but one lamp — lamp — lamp —" and he could get no further. His speech had gone from his memory. He passed his left hand across his forehead in a vain effort to recall it, while with his right he pulled at his trousers as if he thought it might have slipped down into his pocket; but it came not. He began again, "I have but one lamp — lamp — lamp —." The teacher, to the amusement of the school, said, "Come down, Peter; your lamp has gone out." — JOHN B. GORDON.

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LESSON 105. — SOME STORIES TO WRITE

Finish these stories:

1. As John and Henry were going home late one night from a party, they heard a child's voice crying in a corner near by. It was cold and the child was little and evidently lost. . . .

2. I awoke at night hearing a noise in the cellar. Quietly dressing, I took my pistol and crept down to the door. I listened attentively and heard . . .

3. We went hunting lions one time in India. I was riding a big elephant and was in front of the party, when suddenly . . .

4. We had been lying in the bushes all day watching for sign of a bear. Toward night, when we were about to give up in despair, a faint noise came through the woods, and then . . .

5. A large party of us were once riding in a Pullman car out West, talking and enjoying ourselves, when a sudden and severe jolt . . .

6. The courtroom was crowded. The criminal was brought in and stood up to hear his sentence. The judge asked him if he had anything to say. He looked up piteously and began to tell his story. . . .

7. The cry of "fire" rang out in the inn. Seizing my hat, I ran at once to the factory and saw the building in a blaze. I thought of the workmen on the top floor and . . .

8. Sally was playing with her dog near a pond one day. She ran along the edge, calling for the dog to follow her. Not noticing where she ran, her foot slipped . . .

LESSON 106. — CONVERSATIONS TO WRITE

In writing a conversation, be careful to note that every change of speaker begins a new line, and each speaker's words must be inclosed by certain marks called **quotation marks**. You can see these marks in the fable of "The Wolf and the Lamb" (page 192), and in the poem, "You are old, Father William" (page 196).

Exercise. — Write an imaginary conversation as suggested by the following topics :

1. A cat caught a little mouse in the pantry.
What did they say to each other ?
2. A tramp was telling his story to the farmer's wife.
What did they say to each other ?
3. A fly was caught in the spider's web.
What excuse did the spider give for eating the fly ?
4. A dog caught a rabbit in a cabbage patch.
What did they say to each other ?
5. A policeman found a little girl on the street.
What did she tell him ? What did he say ?
6. A little boy was talking to an old soldier.
Describe their conversation.
7. Santa Claus caught little Henry awake.
What happened and what did they say ?
8. An old dog is about to be slain by his master.
Tell what the dog says in plea for his life.
9. Two boys quarrel over a game of marbles.
What do they say to each other ?
10. Two women meet in the street car and talk hats.
What do they say ?

A poem to study and memorize:

(A language lesson only)

"YOU ARE OLD, FATHER WILLIAM"

"You are old, Father William," the young man cried;

"The few locks which are left you are gray;

You are hale, Father William, a hearty old man;

Now tell me the reason, I pray."

"In the days of my youth," Father William replied,

"I remembered that youth would fly fast;

And abused not my health and my vigor at first,

That I never might need them at last."

"You are old, Father William," the young man cried;

"And pleasures with youth pass away;

And yet you lament not the days that are gone;

Now tell me the reason, I pray."

"In the days of my youth," Father William replied,

"I remembered that youth could not last;

I thought of the future, whatever I did,

That I never might grieve for the past."

— ROBERT SOUTHEY.

LESSON 107.—KINDS OF ADVERBS

I am ready to go *now*.

He hurried *there* with a large force.

The river flows *gently*.

Hannibal was a *very* great soldier.

In the above sentences name the adverbs. The adverb *now* refers to time, and tells *when*. The adverb *there* refers to place, and tells *where*. The adverb *gently* refers to manner, and tells *how*. The adverb *very* refers to degree, and tells *how much*. We see there are four kinds of adverbs according to their meaning. These four kinds are: adverbs

of time, adverbs of place, adverbs of manner, and adverbs of degree.

An adverb of **time** tells *when*.

now, yesterday, to-day, then, when.

An adverb of **place** tells *where*.

here, there, yonder, everywhere, up, down.

An adverb of **manner** tells *how*.

sweetly, kindly, well, ill, sadly.

An adverb of **degree** tells *how much*.

enough, almost, very, much, too.

Many adverbs are formed by adding *ly* to an adjective, as, *happy, happily; sweet, sweetly; mad, madly; kind, kindly*; etc.

In this way the following adverbs are formed :

sadly	surely	fiercely	beautifully
badly	bitterly	carefully	fortunately
finely	brightly	gloriously	interestingly

Exercise 1. — In the following sentences name the adverbs, and tell their kinds and what they modify :

1. He behaved very badly.
2. He is the same yesterday, to-day, and forever.
3. It rained nearly every day.
4. How softly blows the wind!
5. Speak kindly to every one.
6. Drive rapidly if you must.
7. How gently falls the foot of time!
8. I searched here, there, everywhere for you.
9. We drove up and down the hills.
10. She spoke so kindly and gently.
11. Act politely everywhere and always.
12. Drive slowly and carefully on steep roads.

13. It rained hard every now and then.
14. He spoke too loud, very harshly, and unnecessarily long.
15. We were hungry enough to faint.

Exercise 2. — Copy these sentences and place an appropriate adverb of manner at the end of each :

- | | |
|--------------------------|--------------------------------|
| 1. The sun set —. | 7. The cat cried —. |
| 2. The orator spoke —. | 8. The hungry wolves howled —. |
| 3. The doctor drove —. | 9. The cold snow gleamed —. |
| 4. The men fought —. | 10. The tempest roared —. |
| 5. Lions eat —. | 11. The ship rocked —. |
| 6. The army retreated —. | 12. The earth trembled —. |

LESSON 108. — MORE ABOUT ADVERBS

Some adverbs are used to ask questions. They are called **interrogative adverbs**.

Where are you going ?

Why do you say that ?

When will you leave ?

How do you feel ?

Some adverbs are used to modify and also to connect clauses. They are called **conjunctive adverbs**.

I know *where* the birds build nests.

Where modifies the verb *build* in the dependent clause and at the same time connects the two clauses.

NOTE. There is little distinction between the conjunctive adverb and the subordinate conjunction (page 221). Both connect a dependent clause to a principal clause and subordinate conjunctions (like conjunctive adverbs) have sometimes a slight adverbial force. Some authors classify all such words as subordinate conjunctions.

The important conjunctive adverbs are :

as	whence	whereat	wherein	while
how	wherever	whereby	wherefore	whither
when	where	whenever	whereon	why

Some adverbs are used for emphasis, or to express certainty or doubt. They are called **modal adverbs**.

Certainly it is true.

Perhaps I will come.

Possibly you are wrong.

Surely it cannot be so.

Yes, no, and not are modal adverbs.

Some adverbs are used to fill up the sentence. They are called **expletive adverbs**.

Well, are you coming?

Why, I never heard that.

So, it is true then.

Just look at that.

There is an expletive adverb, used to introduce a sentence.

There were many lives lost.

There was mounting in hot haste.

Adverbs are compared regularly by adding the words *more* and *most* or *less* and *least* to the positive degree.

POSITIVE

COMPARATIVE

SUPERLATIVE

brightly

more brightly

most brightly

sweetly

more sweetly

most sweetly

Some adverbs are compared irregularly as follows :

POSITIVE

COMPARATIVE

SUPERLATIVE

ill

worse

worst

much

more

most

well

better

best

A few adverbs are compared by adding *r* or *er*, *st* or *est*.

POSITIVE

COMPARATIVE

SUPERLATIVE

often

oftener

oftenest

soon

sooner

soonest

Exercise 1.— Compare the following adverbs :

happily

soon

carefully

helpfully

rudely

well

slowly

interestingly

bravely

much

little

kindly

often

ill

wisely

softly

Exercise 2.—In these sentences name the adverbs and their uses :

1. When shall we three meet again?
2. When will you travel to California?
3. When beggars die, there are no comets seen.
4. This is the place where the man was killed.
5. O, sleep, why dost thou leave me?
6. How can you be so cruel?
7. Just listen to the noise of the rain.
8. Whence come those shrieks, so wild and shrill?
9. I certainly thought I heard a noise.
10. Well, what have you to say now?
11. Perhaps some merchant hath invited him.
12. Where does the wind come from?
13. The fool hath said in his heart, there is no God.

Exercise 3.—Write two sentences, using an adverb interrogatively.

Write two sentences, using an adverb conjunctively.

Write two sentences, using an adverb for emphasis.

Write two sentences, using an adverb as expletive.

LESSON 109. — WORDS USED AS ADVERBS

1. A noun or an adjective may be used as an adverb.

He was *stone* dead. A lawyer should be *quick* witted.

2. Many adverbs are composed of two or more words (**phrasal adverbs**).

one by one	of course	in vain
ever and anon	at once	at least
arm in arm	now and then	from above
in general	face to face	by all means

3. Phrases used as adverbs are called **adverbial phrases**.

We live *in this house*.

Deliberate *with caution*.

Sleep *in peace*.

Keep *to the right*.

4. Clauses used as adverbs are called **adverbial clauses**.

I shall go *where I like*.
He spoke *as no other had spoken*.

5. The **infinitive** form of the verb may be used adverbially.

Fools who came *to scoff* remained *to pray*.

6. The present **participial form** may be used as an adverb.

The day *was freezing* cold.

NOTE. Even the article *the* may be used adverbially, as in such sentences as, "*The more the merrier*," "*The higher we went the colder it became*."

Exercise 1. — In the following sentences find all words, or combinations of words, that are used as adverbs:

1. He was a low browed villain.
2. The more she sobbed, the worse he grew.
3. No one can always do as he pleases.
4. The old man wore gold rimmed spectacles.
5. Ordinarily, they walked slowly arm in arm.
6. In general one should sleep peacefully for eight hours.
7. I go to Rome to be again crucified.
8. I hope to meet my pilot face to face.
9. A nickel plated bathtub is quite expensive.
10. I shall go when I like and do as I please.
11. Speak with distinctness and with accuracy.
12. He who lives in a glass house should not throw stones.

Exercise 2. — Write sentences containing a noun used as an adverb; several words used as one adverb; a phrase used as an adverb; a clause used as an adverb; an infinitive used as an adverb; a participial form used as an adverb; the article *the* used as an adverb.

LESSON 110. — WORDS THAT MODIFY THE PREDICATE

The predicate verb in a sentence may be modified by:—

1. An **adverb**. We drove *slowly* through the town.
2. An **adverbial objective**. They staid *an hour*.
3. An **infinitive**. The men came *to work*.
4. A **phrase**. They live *beyond the meadow*.
5. A **clause**. We remained *where we were*.

Any word or combination of words that modifies the verb in a sentence performs the office of an *adverb*.

Exercise. — In the following sentences name the words that modify the verb and perform the office of adverbs :

1. We rode carefully up the mountains on horseback.
2. The ice cutters work steadily all winter on the frozen rivers.
3. The orator spoke many times of the wrongs we endured.
4. The nightingale sings sweetly all night in the Southern woods.
5. The workmen came wearily in the house to eat.
6. Let us stay in the place where we are told.
7. The operatives rise at six o'clock to work in the mills.
8. Painfully and tearfully he toiled day and night at his task.
9. Consider carefully before you decide upon anything.
10. I stood on the bridge at midnight, as the clock was striking the hour.
11. His face was almost hidden by a broad straw hat.
12. The doctor spoke firmly about the importance of medicine.
13. Milton wrote sublimely about the glories of Paradise.
14. The lowing herd winds slowly o'er the lea.
15. Brightly shone the sun on forest and plain.
16. One by one in the infinite meadows of heaven blossom the lovely stars.

LESSON 111. — THE PROPER USE OF ADVERBS

We should keep clearly in mind that an adjective should be used only with a noun or a pronoun, and an adverb should be used with a verb, an adjective, or another ad-

verb. It is incorrect to say: *He spoke very kind to me, She sang very sweet.* In such sentences we should use *kindly* and *sweetly*.

Exercise 1. — Fill the blanks in the following sentences with adverbs:

1. Drive — and — over dangerous places.
2. Speak — and — to everybody.
3. He acted very — toward me.
4. I paid him — every Saturday.
5. The wind roared — all night.
6. The traveler talks very —.
7. The prisoner spoke up — and —.
8. The roses bloomed —.
9. It rained — all day.
10. My head aches —.
11. A good farmer works —.
12. A dull pupil reads —.
13. Write — and — or you will write —.
14. Do all your work —.
15. Act —, and treat everybody —.
16. Treat your companions — and —.
17. Speak not — of sacred things.
18. Walk —, talk —, and eat —.
19. That was done — enough.

Sometimes an adjective is used as an adverb without changing its form. Custom determines this use, and it is impossible to give any rules for its observance. Such sentences as the following are correct:

1. It rained *hard* all night.
2. The band played very *loud*.
3. The men stood *erect* and *bold*.
4. Let everybody sit *still* for a moment.

After such words as *seem, look, feel, taste, smell, grow, look, turn*, and a few others, an adjective should be used instead of an adverb when the subject is described. Such

verbs are then equivalent to the verb *be* in some of its forms. To say *I feel hot*, is equivalent to saying *I am hot*. To say *The queen looks beautiful*, is equivalent to saying *The queen is beautiful*.

These forms are correct :

1. The bride looked beautiful.
2. Sugar tastes sweet.
3. The general seemed angry.
4. The fire felt hot to me.
5. The fields looked fresh.
6. The woman turned pale.
7. The tree grew straight.
8. We arrived safe and sound.
9. Violets smell sweet.
10. The autumn leaves turn brown.
11. The road appeared safe to us.
12. I felt hot and cold by turns.

Exercise 2. — Fill the blanks with appropriate adverbs or adjectives and state which you are using:

1. John played — this afternoon.
2. I have — finished my book.
3. I feel — this morning.
4. How — you look to-day!
5. The bugles sound — and —.
6. Does this butter taste — to you?
7. You have grown so — and —.
8. The doctor looked — when he saw the patient.
9. Write — all your exercises.
10. He is a — fine shot.
11. We found the way —.
12. We arrived home —.
13. The carriage rides —.
14. How — smell the roses!
15. Your voice sounds — to me.
16. This milk tastes —.
17. The princess looked very — in her robes and jewels.

LESSON 112. — EXERCISES ON THE USE OF ADVERBS

Exercise 1. — Fill each blank with an adverb of *time* :

1. We started — to Washington.
2. — speak the truth.
3. He will arrive —.
4. The rain fell heavily —.
5. — is the proper time.
6. — shall we three meet again?
7. I hope to go to Europe —.
8. Write me a letter —.

Exercise 2. — Fill each blank with an adverb of *place* :

1. We looked — for game.
2. The time is drawing —.
3. My duty calls me —.
4. — let us rest.
5. Let us go — and close the doors.
6. He lives — in that new house.
7. Do not go — when it rains.
8. Come — into the light.

Exercise 3. — Fill each blank with an adverb of *degree* :

1. Have you eaten —?
2. He spoke — earnestly.
3. You acted — hastily.
4. He answered — promptly than I expected.
5. It snowed — hard yesterday.
6. He was ill because he ate — —.
7. I was — tired when I reached home.
8. You should not study — hard.
9. — many cooks spoil the broth.

The word *not* is a negative adverb. Two negatives should not be used to express a single negation.