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BOOK THREE
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GOOD ENGLISH

ORAL AND WRITTEN

BOOK THREE

(FOR GRADES SEVEN AND EIGHT)

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INTRODUCTION

Good English, Book Three, covers two years' work, and is in a unique way welded with Books One and Two of the series, making a united whole for the teaching of English. This unity is accomplished by adding a complete summary (pages 323-332) of the language facts taught in Books One and Two, and by giving frequent references to it in the early chapters (see page 3). By this means the work of Books One and Two is reviewed in close articulation with the work of Book Three. This plan has special value in bringing out the particular language facts taught in the earlier grades which are to be developed further in the last two years.

The book is divided into approximately one hundred fifty carefully planned lessons for each year's work. These lessons are grouped into chapters composed in the main of related units that center about a common theme. The lessons for each chapter, therefore, are not haphazard and miscellaneous, but are woven together into a purposeful whole, closing with a review of all the technical facts treated in the chapter.

The material on which conversation and written exercises are based has been selected with reference to its living interest for pupils and its vital relation to their experiences. The lessons are so arranged that oral discussion precedes and prepares for written expression. The wealth of ideas contributed by the various members of the class in oral discussion is thus placed at the service of the individual pupil in the written exercise that follows. Similarly,

in the mechanics of expression, the difficulties of the written composition are anticipated in the oral lesson. In this way the text recognizes the superior value of oral speech, not only as a preparation for written expression, but also as a means of enlarging the vocabulary and giving flexibility in the use of language.

The book aims directly at developing the ability to speak and write. Theme subjects have been chosen for the wide variety of appeal they make to the pupil's spontaneous interest because of their relation to his own life. The literature of the text, the illustrations, and the pupil's environment are all drawn upon as sources of topics for conversation and discussion. The literary selections deal mainly with the experiences of youth, thus reviving in memory similar experiences and appealing directly to the imagination; the pictures, notably those that portray stories, furnish an exceptional basis for original expression; personal observations, seasonal and festival subjects, and current events contribute to a well-rounded collection of topics for discussion. The whole is vitalized and motivated by the class composition (see page 15), which becomes a socialized recitation designed to develop actual methods of workmanship in composition. Reporting for a school paper is introduced from time to time to serve the same end. The use of individual tests for accuracy (see pages 5 and 20) makes the work of written expression increasingly effective.

Such technical facts as develop an understanding of the sentence and its various elements, together with the eight parts of speech, are presented as minimum essentials in the regular lessons of the book. Great care has been taken to avoid burdening pupils with unnecessary intricacies that promise little or nothing for greater power of expression. The

**Technical
Treatment**

grammatical terms used conform with the report (adopted in 1913) of the Joint Committee on Grammatical Nomenclature, appointed by the National Education Association, the Modern Language Association of America, and the American Philological Association.

Following the numbered lessons of the text will be found (pages 333-372) a "bird's-eye view" of English grammar; that is, a systematic outline of the main facts of the subject. This outline includes not only the language facts previously developed in the lessons of the three books, but also such additional material as may be found helpful from time to time either for reference or for teaching purposes. With the topics treated in Book Three, there are given page references to the detailed discussion or to summaries; while material not previously treated in the text is developed with illustrative examples and exercises for application.

Throughout the book distinct emphasis is placed on correct usage, the best examples of which are the fourteen **Scientific Selection** verbs, *see, do, come*, etc., that, according to scientific studies, represent eighty-five percent of all the verb errors made by pupils. Other topics treated have not been selected haphazard on mere personal opinion, but on the basis of their relative importance as indicated by recent scientific studies showing the blunders made most frequently by pupils in oral and written expression, notably the investigations made in Kansas City by the University of Missouri, the investigations made by the University of Wisconsin, and other similar studies.

The translation of the pupil's knowledge of principles and language facts into correct habits of expression can be secured only by systematic and frequent **Mastery by Repetition** repetition. Consequently each language fact and correct form taught is put before the pupil again and again with varied associations in subse-

quent lessons (see the index). This recurrent treatment, reinforced by the reviews at the ends of chapters and the half-yearly and yearly summaries, provides a basis of thoroughness that it is believed will secure for pupils a real mastery of the fundamental principles of the language.

The illustrations of this series are not mere decorations, but serve the distinct purpose in language instruction of stimulating the imagination and suggesting ideas for discussion. Because of the conspicuous place of cartoons in present-day illustration, particularly in delineating humor, the authors were led to include the interesting sketches by Mr. C. A. Briggs, the widely-known cartoonist. Such pictures are especially happy as a basis for oral composition.

In the preparation of this series, the authors have kept constantly in mind the fact that the function of any *school book* is to serve as a *tool* for classroom use. The effectiveness of this text as such a tool may be indicated by the following résumé of distinguishing features, many of which are unique in a book of this kind:

**Special
Features**

(1) The work for each year has been divided into approximately 150 lessons, providing convenient units for daily assignment.

(2) The literary selections, the theme topics, and the illustrations make a unique appeal to the spontaneous interest of pupils.

(3) The language facts and correct forms treated in the book are put before the pupil in recurrent treatments regularly and systematically. The value of these well-ordered repetitions in establishing correct habits of speaking and writing cannot be overestimated.

(4) All the teachings of the book are thoroughly organized for the purpose of review by means of specific reviews at the ends of chapters (see page 22), half-yearly summaries (see page 106), a yearly summary (see page 173), and tabulated outlines of specific grammatical topics (see pages 185, 202, 233, etc.). In addition to these, a complete summary of the definitions and rules taught in Books One and Two (see pages 323-332) provides articulation with the language facts taught in this volume, as explained on page iii.

(5) A complete Outline and Summary containing a "bird's-eye view" of English Grammar (see pages 333-372) furnishes not only a basis of reference for language facts omitted from the numbered lessons of the book, but also teaching data for this material—examples, development, and drill exercises.

(6) Suggestive testing forms for the pupil's use in checking up his written work (see pages 5 and 20) have been provided, with a view to securing for the student a sense of personal responsibility.

(7) Group exercises, in the form of class compositions, are included from time to time (see pages 15, 76, etc.), designed to train students in actual methods of workmanship in composition.

(8) Special lessons on dictation and the memorizing of short literary selections furnish variety and broaden the scope of the work.

(9) Particular attention is given in both literary selections and subjects for composition, to material designed to develop a spirit of patriotism. Thus the lessons for January provide discussion of Lee (pages 91-93) and those for February discussion of Lincoln

and Washington (pages 122, 253, 261); of Armistice Day (page 38); and many other patriotic subjects occur throughout the text (see "Patriotism" in index). Similarly, other festival occasions observed in schools, such as Christmas and Thanksgiving, are provided for, either by theme topics or by means of appropriate literary selections.

(10) Supplementary sentences for practice work (see pages 313-318) furnish a basis of drill adaptable to classes of varying powers. These sentences are listed in classified groups.

Also a supplementary list of theme subjects (pages 319-322) will aid the teacher in securing variety in composition work and in adapting the theme subjects to the special experiences and interests of pupils.

(11) A comprehensive glossary (see pages 373 and following) contains the words and phrases of the text that offer valuable vocabulary training in either pronunciation or meaning. The aim is to leave the teacher free to use the glossary according to the needs of her particular class, but suggestive type exercises in word study based on this glossary are given from time to time in the text, as on pages 4, 27, etc.

(12) A detailed table of contents, showing the topics treated in each lesson, and a complete index for use in locating every important fact treated, add to the serviceability of the book.

(13) A Teachers' Edition is provided, giving practical suggestions for each lesson.

THE AUTHORS.

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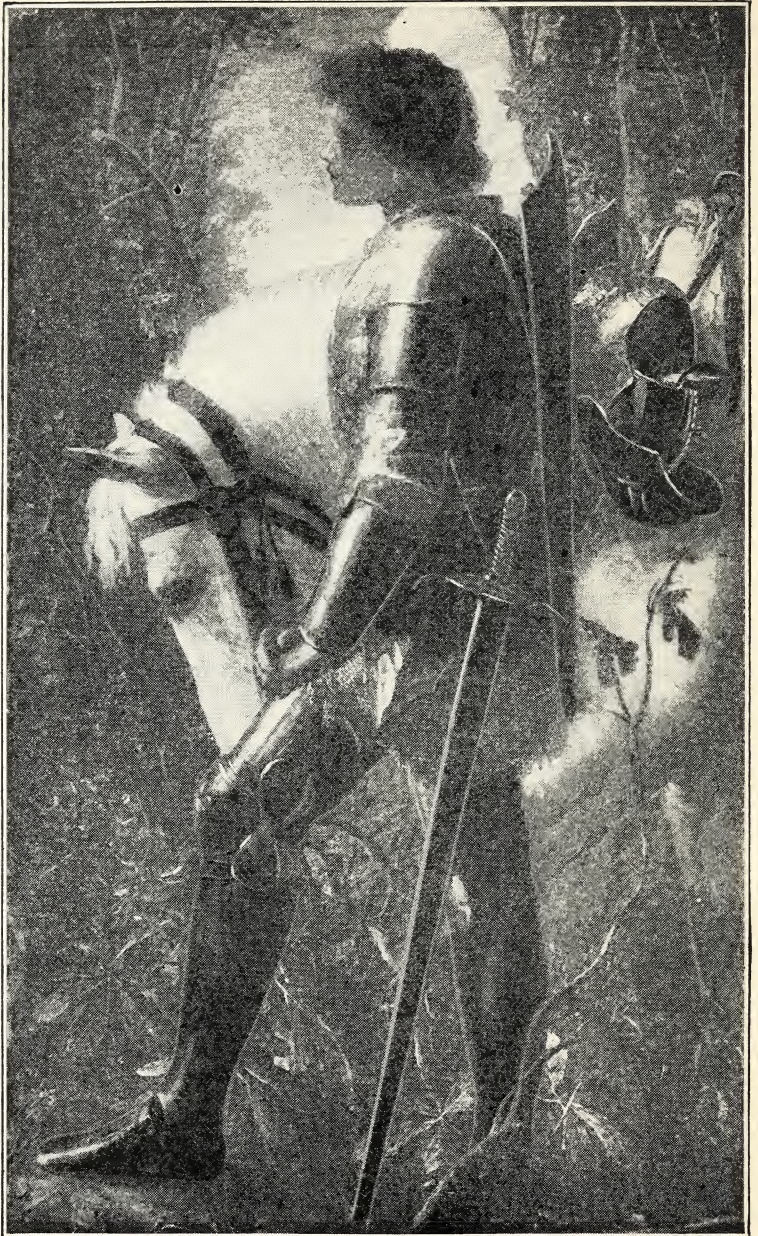
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SIR GALAHAD

Watts



PART I

CHAPTER ONE

LESSON 1 — LITERATURE

1. Reading.

GALAHAD, THE YOUNG KNIGHT

Many years ago there lived in Britain a brave, good king named Arthur. In order to help others to be good and to defend the poor and weak, Arthur gathered around him a company of noble knights, whom he called the Order of the Round Table.

The poet Tennyson, who has told us many stories of King Arthur and his knights, represents the King as saying:

“I made them lay their hands in mine and swear
To reverence the King as if he were
Their conscience, and their conscience as their King;
To ride abroad redressing human wrongs,
To speak no slander, no, nor listen to it,
To honor his own word as if his God’s.”

When the knights met they sat at a wonderful table made by the magician Merlin. This table had seats around it for one hundred fifty knights, and as each new knight was added to the Order his name appeared in letters of gold on the seat he was to occupy.

For a long time one seat remained unoccupied. It was waiting for a better and purer knight than any who had yet joined the Order — a knight who would fight the evil in his own heart as bravely as he would fight the enemies of the King. Only a knight free from the stain of sin might occupy that seat. If any other attempted to sit there, it would mean death to him. For this reason it was called the “Seat Perilous.”

The story of the coming of Galahad, the first knight to occupy this seat, was told so beautifully long ago by Sir Thomas Malory, that you will enjoy reading part of it.

"Then came in a good old man clothed all in white, and there was no knight knew from whence he came. With him he brought a young knight, in red armor without sword or shield, save a scabbard hanging by his side. Then the old man said unto Arthur, 'Sir, I bring here a young knight through whom the marvels of this court shall be fully accomplished.'

"The King was right glad of his words and said unto the good man, 'Sir, ye be right welcome, and the young knight with you.'

"Then the old man made the young man unarm himself and he was in a coat of red sendal and a mantle furred with ermine was upon his shoulder. And the old knight said unto the young knight, 'Sir, follow me,' and led him unto the Seat Perilous, next to the seat of Sir Lancelot. He lifted the cloth which covered the seat and found there letters that said thus, 'This is the seat of Galahad, the high prince.'

"Sir,' said the old man, 'that place is yours.' Then the young man sat down in that seat.

"All the knights of the Round Table marveled greatly at Sir Galahad, that he dared to sit in the Seat Perilous, and none knew from whence he came."

So Galahad became a member of the Order of the Round Table. He was the youngest of all the knights, but he was able to say,

"My strength is as the strength of ten,
Because my heart is pure."

2. Study of Selection.

How many knights could sit at the Round Table?

Reverence for the King included obedience. Why was it necessary for the King to ask his knights to promise obedience?

The knights promised that they would never speak evil of anyone and that they would not listen when wicked or unkind words were spoken. What would be the result if everyone would make and keep such a promise now?

To "redress wrong" means to set right some wrong that has been done. How did the knights do this?

What part of the promise made by the knights shows how King Arthur valued truth?

As new knights were added to the Order, how did they know their seats at the Round Table?

What seat was unoccupied for a long time? Why?

To whom was this seat finally assigned?

What words appeared upon the Seat Perilous when the covering was removed?

What did the knights know about Galahad when he sat in the Seat Perilous?

Look at the picture opposite page 1. What tells you this is the picture of a knight?

Why do you like this picture?

The quotation near the bottom of page 2 is from Tennyson's poem, "Sir Galahad." Memorize the two lines quoted.

Explain the use of the quotation marks found in the lines from Sir Thomas Malory. A summary of all the rules of language in *Good English*, Books One and Two, is given on pages 323-332 of this volume. If you have forgotten the rules for the use of quotation marks, review 8 on page 326.

Find *there* in the first line of the story on page 1. What other word has the same pronunciation, but is spelled differently. Write sentences containing both words used correctly.

Explain the use of the comma after *say* in the last paragraph of the story, and of the colon after *saying* at the end of the second paragraph. See (*h*) on page 325, and 6 (*b*) on page 325.

Explain the use of the apostrophe in the last word of the stanza quoted on page 1. See 7, page 325.

LESSON 2 — WORD STUDY: THE GLOSSARY

1. Word Study.

To increase the number of words that you can use correctly in your daily speech and writing is an important part of your language work. The greater the number of words you know, the more interesting to others your conversation and writing will be.

In any poem or story there may be some words you do not know how to pronounce correctly, such as *magician* and *ermine*. There may be others you do not understand, such as *sendal*. To help you in the study of such words, a Glossary is provided, beginning on page 373. Wherever in this book you find a word the pronunciation or meaning of which you do not know, look it up in the Glossary or a dictionary.

Study the pronunciation and meaning of the following words found in Lesson 1:

Order	slander	save
knight	magician	sendal
ermine	redressing	mantle
Malory	reverence	marvel
scabbard	perilous	whence

2. Written Exercise.

Write sentences containing the above words.

LESSON 3 — COMPOSITION

Conversation and Discussion.

Subject: *Work That Knights Might Do Now.*

- (a) In righting wrongs.
- (b) In relieving suffering.
- (c) In protecting the weak.

LESSON 4 — COMPOSITION: TEST FOR COMPOSITION

Write the story of some brave act of which you know; or write the story of the coming of Galahad.

Before giving your composition to your teacher, apply the following test to it, and correct all mistakes. If you have forgotten the rules for the use of capitals, punctuation, etc., see Summary, pages 323-332.

TEST FOR COMPOSITION

KIND OF ERROR	NUMBER OF ERRORS
1. Does each paragraph consist of sentences that deal with the same main topic?.....	_____
2. Is the first line of each paragraph indented?.....	_____
3. Does each sentence begin with a capital letter?.....	_____
4. Is each sentence properly punctuated?.....	_____
5. Are capital letters correctly used?.....	_____
6. Are direct quotations correctly punctuated?.....	_____
7. Is every word correctly spelled?.....	_____

Bring a notebook to class, and record in it the number of errors you made, referring by number to the different kinds of errors.

Example: 1 = 2 errors.
2 = 1 error, etc.

LESSON 5 — NATURAL ORDER: TRANSPOSED ORDER

1. Natural Order.

What is a sentence? See 1, page 327.

What is the subject of a sentence? See 2 (a), page 327.

What is the predicate of a sentence? See 2 (b), page 327.

Give the subject and the predicate of each of the following sentences:

1. Arthur was king of Britain.
2. He taught men to serve.
3. A wonderful table was made by Merlin.
4. It was given to Arthur on his wedding day.
5. The seat was called the "Seat Perilous."
6. Galahad was brave and pure.
7. He wore a coat of red sendal.
8. He was the youngest of the knights.
9. The knights spoke no slander.

Which comes first in the above sentences, the subject or the predicate?

When you speak or write a sentence, do you naturally place the subject before, or after, the predicate?

Learn:

When the subject of a sentence precedes the predicate, the sentence is said to be in natural order.

2. Transposed Order.

(a) *In Declarative Sentences*

What is a declarative sentence? See 1 (a), page 327.

Sometimes we find a sentence in which the subject follows the predicate. For example, the sixth sentence in the preceding list might be written:

Brave and pure was Galahad.

What is the subject of the sentence as here given? The predicate? Which comes first? This arrangement of a sentence is called **transposed order**.

Learn:

When the subject of a sentence follows the predicate, the sentence is said to be in transposed order.

When you find a declarative sentence arranged in transposed order, ask yourself, *About whom or what does this sentence tell something?* The answer to this question will give you the subject of the sentence. Read the sentence again, placing the subject first, and you will then easily see what the predicate is.

Give the subject and the predicate in each of the following sentences:

1. Around the table sat the knights.
2. In came an old man.
3. With him was a young knight.
4. Right glad was the king to see them.
5. Amazed were the knights.
6. There sat young Galahad.

Find in your reader three sentences in which the subject and the predicate are arranged in transposed order. Give the subject and the predicate of each.

Transposed order is generally used to add variety, to make certain words seem important, or, in poetry, to put words that rime at the ends of lines.

(b) *In Interrogative and Exclamatory Sentences*

Most interrogative and exclamatory sentences (see 1, page 327) are arranged in transposed order; at least part of the predicate precedes the subject.

Examples: (1) Where are you going?
 (2) How cold the wind is!

What is the subject of sentence 1? The predicate?

What is the subject of sentence 2? The predicate?

When you have difficulty in determining the subject and the predicate of such an interrogative or exclamatory sentence, rearrange the sentence as follows:

You are going where?

The wind is how cold!

Another way to find the subject and the predicate of an interrogative sentence is to change it to a statement.

1. Will you play with me? 2. You will play with me.

In the changed form (2) it is easy to see that the subject is *you* and that the predicate is *will play with me*.

Point out the subject and the predicate in each of the following sentences:

1. When did King Arthur live?
2. What did the knights promise?
3. Why was one seat long unoccupied?
4. Have you read any other stories of King Arthur?
5. How hard it is raining!

3. Written Exercise.

Write five interrogative sentences and tell the subject and the predicate of each; three exclamatory sentences.

LESSON 6 — CLASSES OF SENTENCES

1. Classes of Sentences.

Name the class to which each of the following sentences belongs, and point out the subject and the predicate of each:

SENTENCE	MODEL
Galahad became a knight.	The sentence is declarative <i>Galahad</i> is the subject <i>became a knight</i> is the predicate.

1. The knights marched before the king.
2. They sang a glorious song.
3. Have you read it?
4. How beautiful that is!

5. Lancelot was one of the bravest and strongest knights.
6. He was very dear to the king.
7. What did Lancelot say to Arthur after the first **great** battle?
8. I know thee for my king!

2. Written Exercise.

Write three declarative sentences about the Round Table.

Write two interrogative sentences.

Write two exclamatory sentences.

Select the subject and the predicate of each of the sentences you have made.

3. See, Saw, Seen.

Repeat the following sentences to yourself several times and be prepared to take part in the rapid repetition of them in class, each pupil giving a sentence:

- | | |
|--------------------------------|-------------------------------|
| 1. I see it now. | 4. He sees it now. |
| 2. I saw it yesterday. | 5. He saw it yesterday. |
| 3. I have seen it many times. | 6. He has seen it many times. |
| 7. We see it now. | |
| 8. We saw it yesterday. | |
| 9. We have seen it many times. | |

Answer these questions, using *see*, *saw*, *has seen*, or *have seen*:

1. Did you see my book?
2. Have you seen my paper?
3. What birds did you see this week?
4. What flowers have you seen lately?
5. Did you see any goldenrod?
6. Has he seen my pencil?

Be prepared to ask other members of the class these or similar questions and to judge the correctness of the answers.

LESSON 7 — COMPOUND SUBJECT: COMPOUND PREDICATE

1. The Compound Subject.

1. Lancelot fought bravely.
2. Galahad fought bravely.
3. Lancelot and Galahad fought bravely.

Read the above sentences.

What is the subject of sentence 1? Of sentence 2? Such a subject is called a **simple subject**.

We may combine the subject of the first sentence with the subject of the second, as in sentence 3. What is the subject of sentence 3? A subject of this kind is called a **compound subject**.

Learn:

A subject that has two or more principal words joined by a connecting word is called a compound subject.

2. The Compound Predicate.

1. Arthur protected the weak.
2. Arthur punished wrongdoers.
3. Arthur protected the weak and punished wrongdoers.

Read the above sentences.

What is the predicate of sentence 1? Of sentence 2? Such a predicate is called a **simple predicate**.

We may combine the predicate of the first sentence with the predicate of the second without repeating all the words that are used in both, as in sentence 3. What is the predicate of sentence 3? A predicate of this kind is called a **compound predicate**.

Learn:

A predicate that contains two or more asserting words joined by a connecting word is called a compound predicate.

Select the subject and the predicate in each of the following sentences.

Which sentences contain compound subjects? Which sentences contain compound predicates?

Follow this model:

SENTENCES

MODEL

- | | |
|---|--|
| 1. Galahad and Lancelot fought bravely. | 1. <i>Galahad and Lancelot</i> is the compound subject of the sentence; <i>fought</i> is the simple predicate. |
| 2. They acted nobly and fought bravely. | 2. <i>They</i> is the simple subject of the sentence; <i>acted nobly and fought bravely</i> is the compound predicate. |
1. Gawain and Gareth were the king's nephews.
 2. Gareth served as kitchen boy and performed the humblest tasks.
 3. The young boy watched the knights and tried to imitate them.
 4. The people loved and honored the king.
 5. Arthur and his knights drove the invaders out of Britain.
 6. Galahad and Lancelot sat near each other.
 7. Galahad and the old man came together.
 8. King Arthur and Galahad became warm friends.
 9. Sir Thomas Malory and Alfred, Lord Tennyson have written many beautiful stories of King Arthur and his knights.

3. Written Exercise.

Write three sentences illustrating the compound subject.

Write three sentences illustrating the compound predicate.

Draw one line under the subject and two lines under the predicate of each sentence.

LESSON 8 — THE SIMPLE SENTENCE

1. Development.

1. Many years ago Arthur was king of Britain.
2. He was a good man and a noble king.
3. Under him the country was united.
4. Before his reign Britain was divided into many small kingdoms.
5. Each kingdom had its own ruler.
6. These kings were constantly at war with one another.
7. The rich were cruel to the poor.
8. The strong oppressed the weak.
9. There was great suffering throughout the country.
10. From the continent came savage tribes.
11. They burned the villages and killed the inhabitants.
12. The kings were weak or cowardly.
13. The nobles were thinking only of themselves.
14. The poor lacked weapons and armor.
15. Arthur and his knights fought battles and won victories.
16. At last the invaders were driven out.

Read the above sentences and tell how many statements are made in each.

Point out the subject and the predicate in each of these sentences.

Which sentence has a compound subject? Which have compound predicates? Which has both a compound subject and a compound predicate?

Learn:

A sentence that contains but one statement or one question is called a simple sentence.

2. Memorizing.

Why are the following lines appropriate to the story of Sir Galahad?

Whene'er a noble deed is wrought,
 Whene'er is spoken a noble thought,
 Our hearts, in glad surprise,
 To higher levels rise.

Honor to those whose words or deeds
 Thus help us in our daily needs,
 And by their overflow
 Raise us from what is low!

— *Henry Wadsworth Longfellow.*

Memorize the above stanzas.

LESSON 9 — THE CLAUSE: THE COMPOUND SENTENCE

1. The Clause.

Read the following sentence:

Birds sing and bees hum.

What is the first statement in this sentence?

What is the second statement?

Read the first statement again. What is the subject of this part of the sentence? What is the predicate?

Read the second statement again. What is the subject of this part of the sentence? What is the predicate?

Learn:

A part of a sentence containing a subject and a predicate is called a clause.

2. The Compound Sentence.

Read the following sentence:

Birds sing and bees hum.

Each of the statements or clauses in the above sentence could stand alone as a complete sentence. A clause of this kind is called an **independent clause**.

Select the independent clauses in these sentences:

1. There were many brave men in Britain, but few had learned to show mercy.
2. The kings were constantly at war with one another, and the fierce nobles refused to obey any laws.
3. Arthur united the kingdom, and the bravest of the nobles promised him their support.
4. Some rebelled, but they were defeated in a great battle.
5. The rich were cruel to the poor, and the strong oppressed the weak.
6. The knights promised to serve others, and then they rode through the land redressing wrong.
7. Many knights were brave and good, but Galahad was the purest of all.
8. Arthur loved all his knights, but Lancelot was his dearest friend.

Select the subject and the predicate of each clause in the sentences given above.

Learn:

A sentence that contains two or more independent clauses is called a compound sentence.

3. Written Exercise.

Write five compound sentences.

LESSON 10 — STORY TELLING

Time yourself as you read silently the following story. Tell the story; then read it again silently, timing yourself as before. Retell the story, trying to tell it more accurately than you did the first time.

Be careful to make your sentences separate and distinct. Avoid the habit of "stringing sentences together" with the word *and*.

A GIRL'S BRAVE DEED

When James I became King of Scotland, he determined that the laws of the country should be enforced upon rich and poor alike. This angered the lawless nobles who for many years had robbed and murdered without fear of punishment. They knew the King was a brave and resolute man whom they could not frighten, and so they resolved upon his death. King James was told of threats which had been made against him, but he continued to do what he thought was right and to punish evildoers.

One night as the King and Queen were talking happily together, the light from many torches flashed in the windows and the tramp of feet was heard in the hall. The Queen's attendants flew to the doors to lock them, but found to their horror that the bolts had been removed. Hoping to gain a few minutes in which the King might escape, one of the Queen's maids thrust her arm across the door in place of the great bar.

A girl's weak arm could not long hold a door against a crowd of armed men. The heroic deed of Catharine Douglas could not save her King, but the memory of it has helped many girls and boys to forget themselves for the sake of others.

— *Selected.*

LESSON 11 — CLASS COMPOSITION

Be prepared to take part with other members of the class in telling the story, "A Girl's Brave Deed." Dictate the sentences one by one to your teacher, so that she may write them on the board. The following suggestions will help you:

Of what should we tell in the first paragraph?

Give a good opening sentence. Where should the first sentence of the paragraph begin? What capital letters are needed in this sentence? What punctuation mark should be placed at the end?

Give a sentence that seems to belong immediately after the one written. Where should this sentence begin? What capital letters are required? What punctuation mark should be placed at the end?

Is another sentence needed in this paragraph? If so, give it. Does this sentence follow naturally after the one given before? Is there something that should be told before you use this sentence? Where should the third sentence begin? What capital letters are needed? What punctuation mark should be placed at the end of it?

Read the three sentences. Is the first paragraph complete? If it is not, add what is necessary, following the plan suggested for the preceding sentences. Read the first paragraph.

Suggest a topic for the second paragraph. Does this topic follow that of the first paragraph in natural order; that is, does it seem to belong immediately after it?

Suggest a good sentence for beginning the second paragraph. Where should this sentence begin? What capital letters are needed in the sentence? What punctuation mark is needed at the end?

Suggest a sentence that seems to you to belong immediately after the one just written. Where should this sentence begin? What capital letters are needed? What punctuation mark should be placed at the end?

Is another sentence needed in this paragraph? If so, give it. Where should it begin? What capital letters are needed? What punctuation mark should be placed at the end of the sentence?

Read the second paragraph. Is it complete or should something be added? If more sentences are needed, add them, following the plan suggested above.

Continue to form paragraphs in this way until the story is finished.

LESSON 12 — THE COMPLEX SENTENCE: PRINCIPAL AND
SUBORDINATE CLAUSES

1. James I became King of Scotland.
2. He determined to protect the poor and the weak.
3. James I became King of Scotland and he determined to protect the poor and the weak.

In the above examples two different classes of sentences are shown, *simple* and *compound*. Simple sentences are usually short, and if we use too many of them our speech or writing will seem childish and uninteresting. On the other hand, compound sentences are likely to be long and monotonous. Besides, they do not always show our exact meaning. Therefore, we use still another form of sentence.

4. When James I became King of Scotland, he determined to protect the poor and the weak.

Read sentence 4 as far as the comma. What is the subject of this part? The predicate? What do we call a part of a sentence that contains a subject and a predicate? Can this part of the sentence be used alone? Read the next clause in the sentence. Can this clause be used alone?

In the compound sentence, example 3, the clauses are so stated as to seem equally important, and either can be used alone as a sentence. In sentence 4, however, the second clause is clearly more important than the first, for the first merely tells *when* the action of the second clause took place. Only the second clause can be used alone. It is called, therefore, the **principal**, or independent, clause, while the first is called a **subordinate**, or dependent, clause.

Read the principal clause in sentence 4. Read the subordinate clause. What word shows the dependence of the subordinate clause upon the principal clause?

Learn:

A sentence that contains a principal clause and one or more subordinate clauses is called a complex sentence.

We have seen that there are three classes of sentences according to form — simple, compound, and complex. Read the following sentences and name the class to which each belongs:

1. The nobles had robbed and murdered the people.
2. Now they were forced to obey the laws.
3. The nobles had robbed and murdered the people, but now they were forced to obey the laws.
4. The nobles, who had robbed and murdered the people, were now forced to obey the laws.

What word joins the two clauses in sentence 4? Can either of the clauses in sentence 4 be used alone? What is the subject of the principal clause? The predicate? Read the subordinate clause in sentence 4. What is the subject of the subordinate clause? The predicate?

Select the principal clause and the subordinate clause in each of the following sentences; also the word that joins the two clauses.

Follow this model:

SENTENCE

MODEL

The people of Scotland suffered greatly while James I of Scotland was a prisoner in England.

The people of Scotland suffered greatly is the principal clause. *While James I of Scotland was a prisoner in England* is the subordinate clause. *While* joins the two clauses.

1. The years that James spent in England taught him many things.
2. As the King and Queen sat talking together, lights flashed in the windows.

3. They heard strange sounds in the garden before they saw the men.
4. The noise which they heard was the tramp of armed men.
5. These men wanted to kill the King because he made them obey the laws.
6. Catharine Douglas put her arm across the door in place of the bolt which had been removed.
7. She hoped to hold the door until the King could escape.
8. The King, who was unarmed, sought a hiding place.
9. He took refuge in a passage which ran under the room.
10. When the men entered the room, the King was not there.
11. If the other end of the passage had been open, the King might have escaped.
12. Although she could not save her King, this brave girl has helped many others to be brave.
13. Catharine Douglas was brave because she did not think of herself.
14. This is the lesson that King Arthur tried to teach.

LESSON 13 — COMPOSITION

1. Conversation and Discussion.

Subject: *The Work of the Knights.*

- (a) Some helpful things that knights were bound by their vows to do.
- (b) Are any of these duties being done now in a different way?
- (c) How does the work of a fireman, a watchman, a Red Cross nurse, a soldier, or a railroad engineer resemble the work of a knight?

2. Written Exercise.

Write the opening paragraph of your discussion, topic (a).

LESSON 14 — DICTATION: TEST FOR DICTATION

1. Dictation.

Study the lines from Tennyson in Lesson 1 which tell of the vow made by the knights. Be prepared to write the lines correctly in your notebook from your teacher's dictation.

Compare your work with the quotation as printed, to see if you have made any errors.

Record, below your exercise, any errors you may have made, using the following form:

TEST FOR DICTATION	
KIND OF ERROR	NUMBER OF ERRORS
1. Omission of paragraph indention.....	_____
2. Omission or incorrect use of capital letters..	_____
3. Omission or incorrect use of the period.....	_____
4. Omission or incorrect use of the comma....	_____
5. Omission or incorrect use of quotation marks	_____
6. Omission or incorrect use of the apostrophe.	_____
7. Words misspelled.....	_____
<i>I have improved in numbers _____, _____, etc.</i>	

This record will show plainly your progress. Guard against the repetition of an error by finding its cause. If you failed today through ignorance of a rule, turn to pages 323-332, and *learn that rule now*.

2. Plurals in *s*, *es*, *ves*, *ies*.

What is a noun? See 1 (a), page 327.

Write the plurals of the following nouns, and give the rule that applies in each case. See 2 (a), (b), (c), and (d) on page 328.

name	ax	city	half
heart	adz	party	life
seat	gas	cherry	loaf
land	bush	daisy	thief
deed	watch	butterfly	wife

3. See, Saw, Seen.

Read these sentences, filling the blanks with the proper form of the verb *see*:

1. I —— a robin yesterday.
2. Have you —— many birds this month?
3. They —— purple asters yesterday.
4. You have —— some beautiful goldenrod.
5. Yesterday I —— a tree covered with red berries.
6. What beautiful autumn leaves I —— yesterday!

LESSON 15 — LETTER WRITING: MR., MRS., AND MISS

1. Développement.

Study the arrangement and punctuation of the following letter:

1827 Oak Ave.

Louisville, Ky.

Oct. 1, 1917

Dear Fred:

Mother thinks you will be glad to hear about something that the boys and girls in my class are doing this fall. We are all watching the birds, the trees, and the flowers, and writing what we see in little notebooks. We call these our "Eyes Open" books.

Will you start an "Eyes Open" book, too? Then we can write to each other and tell what we have seen. Will you begin right away?

Your cousin,
George Williams

Some writers place punctuation marks at the ends of lines in the heading, but such marks are not necessary except after abbreviations.

Notice that the *heading* is arranged on three lines. When the street number is not given, the heading is usually placed on two lines.

The titles *Mr.*, *Mrs.*, and *Miss* are not names, and should never form part of the signature. George's father signs his name *Charles R. Williams*; George's mother signs her name *Jessie M. Williams*. If she is writing a business letter, she writes below her signature, and a little to the left, the name by which she wishes to be addressed. She encloses it in parentheses, as follows:

(*Mrs. Charles R. Williams*)

In addressing the envelope, the names of the city and the state may be written on one line, with a comma between them, or in two lines. See (b) on page 331. The name of the state is frequently abbreviated.

2. Written Exercise.

Write a letter inviting a friend to spend next Saturday afternoon with you. Cut a piece of paper the size of an envelope and address it, following the example given.

Address similar envelopes to your teacher, to your principal, and to one of your classmates.

LESSON 16—REVIEW OF CHAPTER

What is the natural order of a sentence? The transposed order? Give two examples of each.

For what purposes is transposed order used?

Give two examples of transposed order in declarative

sentences. In interrogative sentences. In exclamatory sentences.

What question will help you to find the subject and the predicate of an interrogative sentence?

What is the subject of a sentence? Give an illustration.

What is the predicate of a sentence? Illustrate.

What is a compound subject? A compound predicate? Give an illustration of each.

What is a clause? What are the two kinds of clauses? Give examples of each kind.

What is a simple sentence? A compound sentence? A complex sentence? Give two examples of each.

Write two simple sentences and mark the separation between the subject and the predicate by a short vertical line.

Example: The flowers of autumn | are beautiful.

Write from memory a stanza of poetry you have learned in the study of this chapter.

Give sentences containing the forms of *see*.



CHAPTER TWO

LESSON 17 — LITERATURE

1. Reading.

PHINEAS FLETCHER MEETS JOHN HALIFAX

“Get out of Mr. Fletcher’s road, you idle, lounging, little —.” “Vagabond,” I think the woman was going to say, but she changed her mind. Ragged, muddy, and miserable as he appeared, the poor boy looked anything but a vagabond.

“Thee need not go out into the wet, my lad. Keep close to the wall and there will be shelter enough both for us and thee,” said my father, as he pulled my little hand carriage into the alley, under cover from the pelting rain. The lad, with a grateful look, put out a hand, likewise, and pushed me farther in. A strong hand it was, roughened and browned with labor, though he was scarcely as old as I. What would I not have given to have been so stalwart and so tall!

The lad remained leaning against the wall, either through weariness or in order to be out of our way. Everything in him seemed to indicate that which I had not: his muscular limbs, his square, broad shoulders, his healthy cheek, though it was sharp and thin — even his crisp curls of bright, thick hair.

Thus he stood, principal figure in a picture which is even yet as clear to me as yesterday: the narrow, dirty alley leading out of High Street, yet showing a glimmer of green field at the farther end; the open house doors on either side, through which came the drowsy burr of many a stocking loom; the prattle of children paddling in the gutters and sailing thereon a fleet of potato parings.

“Twenty-three minutes lost by this shower. Well, Phineas, I must find someone to go home with thee. Here, Sally Watkins, do any of thy lads want to earn an honest penny?”

Sally was out of earshot, but I noticed that as the lad near us heard my father's words, the color rushed over his face. I had not perceived before how hungry he looked.

"Sir, I want work. May I earn the penny?"

"What is thy name, lad?"

"John Halifax."

"How old might thee be, John Halifax?"

"Fourteen, sir."

"Well," said my father, after a pause, "thee shall take my son home. Shall I give thee thy groat now?"

"Not till I've earned it, sir."

So, drawing his hand back, my father slipped the money into mine and left us.

As soon as the rain ceased, we took our way home.

"How strong you are!" said I, half sighing.

"Am I? Well, I shall need my strength."

"How?"

"To earn my living."

"What have you worked at lately?"

"Anything I could get, for I have never learned a trade."

"How will you live in the winter, when there is no out-of-door work to be had?"

"I don't know."

The lad's countenance fell, and that hungry, weary look which had vanished while we talked, came back more painfully than ever.

"Here we are at home," said I, trying to disengage myself from my little carriage and mount the steps. John Halifax came to my aid. "Suppose you let me carry you. I could, and — and — it would be great fun, you know."

He lifted me safely and carefully and set me at my own door.

"Is there anything more I can do for you, sir?"

"Don't call me 'sir.' I am only a boy, like yourself. I want you. Don't go yet. Ah! here comes my father." John Halifax stood aside and touched his cap as the old man passed.

"Hast thee taken care of my son? Did he give thee thy groat, my lad?" We had neither of us once thought of the money. When I acknowledged this, my father laughed.

"Here is thy groat and a shilling added for being kind to my son."

"Thank you, but I only want payment for work."

"Thee art an odd lad," said the old man. "But I can't stay talking with thee. Come in to dinner, Phineas. I say," turning back to John Halifax, "art thee hungry?"

"Very hungry. Nearly starving."

"Then get in and have thy dinner. But first — thee works for thy living?"

"I do, whenever I can get it."

"Thee hast never been in jail?"

"No!" thundered the lad, with a furious look. "I don't want your dinner, sir. I would have stayed, because your son asked me and he was kind to me, and I liked him. Now I think I had better go. Good day, sir."

There is a verse in a very old book, which runs thus: "And it came to pass, when he had made an end of speaking unto Saul, that the soul of Jonathan was knit unto the soul of David; and Jonathan loved him as his own soul." And this day I, a poorer and more helpless Jonathan, had found my David. I caught him by the hand and would not let him go.

"There, get in, lads," said my father.

So, still holding my David fast, I brought him into my father's house.

— *Dinah Mulock Craik.*

2. Study of Selection.

Who is supposed to be telling this story?

Abel Fletcher was a Quaker. What is there in the story that tells you this?

What shows that Phineas was a cripple?

What qualities does Phineas show in his treatment of John Halifax? What qualities does Mr. Fletcher show?

Why did Mr. Fletcher ask John so many questions?

What question made John angry?

What did John have that Phineas greatly desired?

What did Phineas have that John desired?

In what "very old book" is the story of David and Jonathan told?

What was there in his appearance that showed John Halifax was not happy? What showed that his life had been hard?

Read the lines that describe the picture of which John Halifax was the central figure.

What part of this description shows that Phineas did not live in a large city?

What do you think is the most beautiful part of this description of the place in which the boys met?

Read the words which show that Phineas told this story years after the meeting.

Account for the use of the apostrophe in *Mr. Fletcher's*, *father's*, *lad's*, and *I've*. See 7 on page 325.

Find an example of words in a series in the third paragraph of the story. See 5 (b) on page 324.

Notice that in conversation the words of each speaker begin a new paragraph. Find examples in this story.

3. Word Study.

Look up in the Glossary the pronunciation and meaning of the following:

glimmer	groat	vanished
vagabond	stalwart	indicate
perceived	earshot	disengage

LESSON 18 — COMPOSITION

Story Telling.

Subject: *The Meeting of Phineas Fletcher and John Halifax as Told by John Halifax.*

Make an outline to guide you and then tell the story.

LESSON 19 — COMPOSITION

Write the story of the meeting of the two boys as Mr. Fletcher might have told it the next day. First make an outline. Test your work by the form given on page 5.

LESSON 20 — PROPER AND COMMON NOUNS

1. Proper and Common Nouns.

What is a proper noun? A common noun? See 1, page 327. With what kind of letters are proper nouns begun?

Arrange the following nouns in two lists, one containing the proper nouns and the other the common nouns:

Longfellow	school	child	snow
knight	New York	game	wind
Old Ironsides	traveler	man	silence
Charles Dickens	armor	Chicago	Tennyson

Be prepared to give a sentence containing a proper noun not used at the beginning of the sentence. Call upon one of your classmates to repeat the sentence and tell where capital letters should be used and what punctuation marks are necessary in writing the sentence. Ask him to give reasons for the use of capital letters and punctuation marks.

Some of the more frequently used proper nouns are:

Names of days (*Monday*); of months (*September*), but not of seasons (*autumn*).

Names of cities, counties, countries, sections of countries (*Chicago, Cook County, Spain, the North* — but not directions, as, *He ran north*).

Names of streets (*Cottage Grove Avenue*).

Names of nations and races (*the Greeks, the Indians*).

Names of historical events and epochs (*the Civil War, the Middle Ages*).

Titles when attached to proper nouns (*President Wilson, General Pershing, Professor Cobb, Doctor Gordon, etc.*); but when titles are not attached to proper nouns, they are usually written and printed without capitals (We met the *doctor, captain, general, etc.*), except in the case of a ruler or chief magistrate (the *President, the Mayor*).

Names of political parties, religious sects, organizations (the *Progressives, the Baptists, the Boy Scouts*).

Names of the Deity and pronouns referring to Him (*God, His*).

Names that have a distinguishing word (the *Hamilton club, the University club*) may be written with only the distinguishing word capitalized; but it is not incorrect to capitalize all the words (*The Hamilton Club, The University Club*).

2. *Do, Did, Done.*

Repeat the following sentences to yourself several times and be prepared to take part in the rapid repetition of them in class, each pupil giving a sentence:

1. I do it now.
2. I did it yesterday.
3. I have done it many times.
4. He does it now.
5. He did it yesterday.
6. He has done it many times.
7. We do it now.
8. We did it yesterday.
9. We have done it many times.

Answer the following questions, using forms of *do*:

1. Did you do your work yesterday?
2. Has he done his work?
3. Have you done your work?
4. Did the boys do their work?
5. Did you do this today?

Be prepared to ask your classmates these or similar questions and to judge the correctness of the answers.

3. *Doesn't, Don't.*

Repeat the following sentences to yourself several times and be prepared to take part in the rapid repetition of them in class, each member giving a sentence:

- | | |
|--------------------------------------|----------------------------------|
| 1. I <i>don't</i> like the work. | 4. It <i>doesn't</i> look well. |
| 2. He <i>doesn't</i> like the work. | 5. He <i>doesn't</i> look well. |
| 3. She <i>doesn't</i> like the work. | 6. She <i>doesn't</i> look well. |

Read the following sentences, filling the blanks with *doesn't* or *don't*:

- | | |
|-----------------------|-------------------------|
| 1. He —— like olives. | 5. —— Ruth read fast! |
| 2. It —— work well. | 6. They —— like poetry. |
| 3. She —— look sad. | 7. We —— play the harp. |
| 4. —— he eat grapes? | 8. John —— sing well. |

LESSON 21 — THE PRONOUN: THE ANTECEDENT

1. Development.

Read aloud sentence 1 below. Does it sound well? Give reasons for your answer. Select the nouns in this sentence. Which noun is used more than once? In sentence 1*a* what word is used to avoid this awkward repetition?

Read the other pairs of sentences in the following list. In each case, tell what word is used to avoid the awkward repetition of a noun.

- | | |
|---|---|
| 1. The woman's voice was harsh when the woman spoke to the poor boy. | 1 <i>a</i> . The woman's voice was harsh when <i>she</i> spoke to the poor boy. |
| 2. Ragged and miserable as the boy was, the boy did not look like a beggar. | 2 <i>a</i> . Ragged and miserable as the boy was, <i>he</i> did not look like a beggar. |
| 3. Phineas thought, "He is not as old as Phineas." | 3 <i>a</i> . Phineas thought, "He is not as old as <i>I</i> ." |

4. "Well, Phineas," said my father, "Father must find someone to go home with Phineas."
 5. Phineas said: "My father never allowed Phineas to go anywhere alone."
 6. Sally Watkins did not hear Mr. Fletcher when he called Sally Watkins.
 7. My father gave me the money and left John and Phineas.
 8. John said, "Do not give me the penny until I have earned the penny."
 9. "How will John live in the winter, John?" I asked.
 10. "I wish John and Phineas might be friends," said Phineas.
 11. The boys soon became so friendly that the boys forgot all about the penny.
 12. The old man looked at the two boys and then told the boys to go in to dinner.
 13. So, holding my David fast, I brought my David into my father's house.
- 4a. "Well, Phineas," said my father, "*I* must find someone to go home with *thee*."
 - 5a. Phineas said: "My father never allowed *me* to go anywhere alone."
 - 6a. Sally Watkins did not hear Mr. Fletcher when he called *her*.
 - 7a. My father gave me the money and left *us*.
 - 8a. John said, "Do not give me the penny until I have earned *it*."
 - 9a. "How will *you* live in the winter, John?" I asked.
 - 10a. "I wish *we* might be friends," said Phineas.
 - 11a. The boys soon became so friendly that *they* forgot all about the penny.
 - 12a. The old man looked at the two boys and then told *them* to go in to dinner.
 - 13a. So, holding my David fast, I brought *him* into my father's house.

If we repeated a noun every time we referred to the person or thing named, our sentences would be awkward and tiresome. To avoid this repetition, we use words that take the place of nouns. These words are called **pronouns**.

The noun for which the pronoun is used is called its **antecedent**. Point out the antecedent of the pronoun in each sentence of the preceding list.

Learn:

A word that is used instead of a noun is called a **pronoun**.

The word or words for which a pronoun stands are called its **antecedent**.

I, me, thou, thee, you, he, him, she, her, it, we, us, they, and them form a very important class of pronouns, called **personal pronouns**.

2. Written Exercise.

In the sentences you have just studied make a list of the words that were used instead of nouns.

Make a list of the personal pronouns in the second paragraph of the story in Lesson 17, and opposite each write the noun for which it is used.

LESSON 22 — *WHO, WHOM, WHICH, THAT, WHAT* AS PRONOUNS

1. *Who, Whom, etc.*, as Relative Pronouns.

Select the nouns for which the italicized words are used in the following sentences. What are words used instead of nouns called?

1. Phineas Fletcher, *who* tells this story, is the only son of a rich man.
2. The boy to *whom* the woman spoke so harshly was not a beggar.
3. The alley in *which* they waited was narrow and dirty.
4. The hours *that* Phineas spent with John were very happy ones.

It is not hard to find the nouns for which the italicized pronouns are used in the sentences you have just read, but sometimes pronouns stand for nouns that are not expressed. When the pronoun *what* is used instead of a noun, you will not be able to find the noun for which it stands.

Example: John Halifax did not know *what* he would do in winter.

In this sentence *what* means *that which* or *the thing which*.

Who, whom, which, that, and what, when used in this way, are called **relative pronouns**.

2. *Who, Whom, etc.*, as Interrogative Pronouns.

When *who, whom, which, or what* is used in asking a question, we cannot tell what noun it stands for until we hear the answer to the question.

Make answers to the following questions and then give the noun for which each italicized word is used:

1. *Who* is he?
2. *Whom* did you see?
3. *Which* will you take?
4. *What* do you want?

Who, whom, which, and what, when used in place of nouns in asking questions, are called **interrogative pronouns**.

Explain the use of the italicized words in these sentences:

1. *Whom* did you meet yesterday?
2. I saw the boy *who* came.
3. *Which* will you choose?
4. *Who* came with you?
5. *What* do you hear?
6. That is the book *which* you read.
7. The bird *that* you heard was a robin.
8. This is the man *whom* you know.
9. He knows *what* he is doing.

LESSON 23 — *MINE, YOURS, ETC.*; *THIS, THAT, ETC.*,
AS PRONOUNS

1. *Mine, Yours, etc.*, as Possessive Pronouns.

Read the following sentences about books. Tell the noun for which each italicized word is used.

- | | |
|---|---------------------------------|
| 1. <i>Mine</i> is here. | 4. <i>Ours</i> are lost. |
| 2. <i>Yours</i> is best. | 5. <i>Theirs</i> are different. |
| 3. <i>His</i> and <i>hers</i> are soiled. | 6. I know <i>whose</i> is torn. |

From the above sentences we see that the words *mine, yours, hers, his, ours, theirs, and whose* may be used as pronouns. When used in this way they are called **possessive pronouns**.

Often in the Bible, and sometimes elsewhere, *thine* is used where we commonly say *yours*.

Find in your reader examples of the use of possessive pronouns.

Note that *his* and *whose* are not always pronouns.

Example: His book is old.

In this sentence *his* tells whose book is meant, but is not used *instead* of the noun *book*. It is here used as an adjective.

2. *This, That, etc.*, as Demonstrative Pronouns.

Read the following answers to the question, *Whose books are these?* Give the noun for which each italicized word is used.

- | | |
|--------------------------|----------------------------|
| 1. <i>This</i> is mine. | 3. <i>These</i> are mine. |
| 2. <i>That</i> is yours. | 4. <i>Those</i> are yours. |

Find in your reader examples of the use of *this, that, these, and those* as pronouns. When so used they are called **demonstrative pronouns**.

Remember that a word is not used *instead* of a noun, if the noun immediately follows it.

Example: This book is new.

In the sentence just given, *this* points out what book is meant, but is not used *instead* of the noun. Therefore in the above sentence *this* is an adjective, not a pronoun.

3. Written Exercise.

Write sentences containing *mine*, *yours*, *his*, *hers*, *ours*, *theirs*, and *whose*, used as pronouns.

Write sentences containing *this*, *that*, *these*, and *those*, used as pronouns.

LESSON 24 — CURRENT EVENTS CLUB

Training in habits of correct and easy speech is even more important than training in habits of correct writing.

You have had much practice in oral composition and you will now enjoy discussing subjects of current interest, the history that is being made every day. It is as much your duty and your privilege to learn what is being done in the world *today* as it is to learn what has been done *in the past*. The discussion in class of events that are taking place now will make you eager to learn more of what is going on in the world.

These events may be of either local or general interest. You may discuss a matter that is of great importance to the community in which you live, but of little interest to people living in another community. Such a matter is said to be of local interest. You may also discuss matters that concern every part of the country, such as the affairs of our nation and the affairs of other nations.

The selection of topics suitable for classroom discussion will require the exercise of careful judgment on your part

and some advice from your teacher. You must have definite knowledge of your subject in order to talk intelligently, and this will require preparation *before* the day on which current events will be discussed.

Be prepared to talk upon some current event. The newspapers and the magazines will suggest subjects of general interest, and your personal observations will furnish additional subjects of local interest. Choose one that is worthy of consideration by the class. If you are in doubt about the fitness of the subject you have selected, consult your teacher. Make an outline to guide your talk and then discuss one of the following topics:

A recent fire, a football game, an entertainment, an exhibition, a fair, a new bridge, a profitable garden, a street-car accident, a new building, a new invention, or some other subject of local or general interest.

LESSON 25 — COMPOSITION

Write two paragraphs of the discussion that you gave in the preceding lesson. Test your work by the form given on page 5.

Instead of the composition suggested above, this lesson may be devoted to a discussion of the stories written for Lesson 19.

LESSON 26 — PLURALS IN *OES*: IRREGULAR PLURALS

1. Plurals in *oes*.

<i>Singular</i>	<i>Plural</i>
potato	potatoes
tomato	tomatoes
motto	mottoes
negro	negroes

<i>Singular</i>	<i>Plural</i>
hero	heroes
echo	echoes
mosquito	mosquitoes
grotto	grottoes

With what letter does *potato* end? Is the letter that precedes the final *o* a vowel or a consonant? What is added to *potato* to form the plural?

Answer similar questions for each of the other words in the list.

Learn:

Most nouns ending in *o* preceded by a consonant add **es** to form their plurals.

There are, however, exceptions to this rule. Some nouns ending in *o* preceded by a consonant add only *s* to form the plural. Some of the most commonly used are given here. Study the singular and plural forms of the following nouns:

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
piano.....	pianos	solo.....	solos
alto.....	altos	soprano.....	sopranos
banjo.....	banjos	two.....	twos

The plurals of *buffalo*, *calico*, *cargo*, and *volcano* are usually spelled *buffaloes*, *calicoes*, *cargoes*, and *volcanoes*, but it is also correct to form the plural by adding *s* only to the singular.

Always consult the dictionary if you are in doubt as to the spelling of a word.

2. Irregular Plurals.

<i>Singular</i>	<i>Plural</i>
man.....	men
foot.....	feet

In each of the above words, how is the singular form changed to make the plural? None of the rules for plurals that you have learned applies to such words as *man* and *foot*. The plurals of these words are formed by a change of vowel.

Write correctly from your teacher's dictation the two forms of each of the following words:

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
woman.....	women	mouse.....	mice
tooth.....	teeth	goose.....	geese

LESSON 27 — ARGUMENT

Resolved, That John Halifax was wrong in losing his temper when Mr. Fletcher asked if he had ever been in jail.

Make an outline and follow it in debating the above question.

LESSON 28 — COMPOSITION

Write a paragraph describing Phineas as John saw him at their first meeting; or write a paragraph telling why you think your school should celebrate Armistice Day.

Test your work by the form given on page 5.

LESSON 29 — THE ADJECTIVE: DESCRIPTIVE AND LIMITING ADJECTIVES: THE PROPER ADJECTIVE

1. Development.

1. In garden were trees with branches.
2. In *a* garden were *three* trees with *long* branches.
3. In *the* garden were *three old* trees with *long* branches.
4. In *the* garden were *three old fir* trees with *long, thick* branches.

Are you satisfied with what sentence 1 tells you? Do you want to know *what* garden is meant? Do you want

to know what *kind* of trees or *how many* trees grew in the garden? Do you want to know something about the branches of the trees?

Read sentence 2. What words have been added? How do these added words change the sentence? Notice that, although this sentence is more complete than the first one, a garden may be *any* garden in the city or in the country.

Read sentence 3. How does it differ from sentence 2? Notice that *the* garden indicates a *particular* garden. What do you learn about the trees from this sentence that you did not know before?

Read sentence 4. How does it differ from sentence 3? What new fact have you learned about the trees? What new fact have you learned about the branches?

Each word as it was added to the original sentence told something about the garden, the trees, or the branches. In telling more about an object, each of these words *modified* your thought of the object; that is, each word, as it was added, changed or limited your thought.

What do you think or picture when you hear the word *trees*? You may think of young trees, old trees, small trees, or tall trees. You may think of a forest or an orchard or you may think of two trees in your school yard.

When you hear or read the words *three trees*, your picture or thought is changed. You do not see the forest, the orchard, or the two trees in the schoolyard. Your thought is limited to *three* trees. They may be young trees just set out or they may be old trees. They may be apple trees, maple trees, oak trees, or pine trees.

When you hear or read the words *three old trees*, how does your picture change? What disappear from the picture? How is your thought limited? What kinds of trees may you now see in your picture?

When you hear or read the words *three old fir trees*, how does your picture change?

Sometimes words change or modify the picture a noun or pronoun makes by *describing* the object—as, *beautiful trees*; sometimes words are used that merely *limit* our thought and so change the picture made by the noun or pronoun—as, *three trees*.

Learn:

A word that describes or limits the meaning of a noun or a pronoun is called an adjective.

An adjective that changes the meaning by describing a person or thing is called a descriptive adjective.

An adjective that tells which, how many, how much, etc., is called a limiting adjective.

Point out in the following sentences the nouns and pronouns, and the words that describe or limit them:

SENTENCES

MODEL

- | | |
|--|---|
| <p>1. The faint, foggy daylight glimmered dimly.</p> <p>2. He was sober, honest, and particularly quiet.</p> | <p>1. <i>Faint</i> and <i>foggy</i> are adjectives that modify the noun <i>daylight</i> by describing it.</p> <p>2. <i>Sober</i>, <i>honest</i>, and <i>quiet</i> are adjectives that describe the person meant by <i>he</i>.</p> |
|--|---|
1. John Halifax had a serious, haggard face.
 2. He had brown eyes and firm, close lips.
 3. He had long, thick hair.
 4. Soon the hungry, weary look came back.
 5. My father called John an honest lad.
 6. I noticed his muscular limbs, his square, broad shoulders, his healthy cheek, and his crisp curls.
 7. We were in a narrow, dirty alley.
 8. My father was a silent, stern man.
 9. This day, I, a poorer and more helpless Jonathan, had found my David.

2. Written Exercise.

Write two sentences containing descriptive adjectives.
Write two sentences containing limiting adjectives.

3. Proper and Common Adjectives.

<i>Proper Nouns</i>	<i>Proper Adjectives</i>	<i>Common Nouns</i>	<i>Common Adjectives</i>
America.....	American	joy.....	joyous
Cuba.....	Cuban	winter.....	wintry
England.....	English	palace.....	palatial
Mexico.....	Mexican	courage.....	courageous
Japan.....	Japanese	duty.....	dutiful
Scotland.....	Scotch	majesty.....	majestic

Read the proper nouns given above, and the adjectives formed from them. Read the common nouns and the adjectives formed from them. With what kind of letter does each proper adjective begin?

Learn:

An adjective formed from a proper noun is called a proper adjective. A proper adjective begins with a capital letter.

LESSON 30 — POSITION OF ADJECTIVES: ADJECTIVES THAT ARE SOMETIMES PRONOUNS

1. The Position of Adjectives.

1. He had *brown* eyes.
2. His eyes were *brown*.

Adjectives are usually, but not always, placed before the word that they describe or limit. In sentence 1 it is easy to see that *brown* describes the noun *eyes*, which it immediately precedes. In sentence 2, also, *brown* describes the noun *eyes*, although the noun comes before the word *brown* in the sentence.

Select the nouns and pronouns in the following sentences.

Select the words that limit or describe the meaning of the nouns or pronouns.

Use the model given in Lesson 29.

1. The alley was narrow and dirty.
2. The boy looked ragged and miserable.
3. He seemed weary.
4. His shoulders were broad.
5. He was tall and strong.
6. He was kind to me.
7. He was not so old as I.
8. We became sociable.
9. He was stern and grave, but he was very kind to me.

2. Adjectives That Are Sometimes Pronouns.

You have learned that the words *his*, *whose*, *what*, *which*, *this*, *that*, *these*, and *those* may be used instead of nouns, and are then pronouns. You will find, however, that these words are not always used as pronouns. They may be used to limit the meaning of nouns and are then adjectives. It is always the *use* of a word in a sentence that determines how it is classed.

The words *my*, *our*, *your*, *thy*, *her*, *its*, and *their* are used to limit the meaning of nouns, and are therefore adjectives.

Select the nouns and pronouns in the following sentences.

Select the words that limit or describe the meaning of the nouns and pronouns.

1. That man went home.
2. He was kind to his son.
3. His son, who tells this story, was a cripple.
4. Which coin did John Halifax take?
5. Whose son was Jonathan?
6. These books are mine.
7. Those books are yours.

8. Was it your fault?
9. What books will you need?
10. Those are my books.
11. Our school opens tomorrow.

3. Written Exercise.

Write five sentences containing adjectives placed after the nouns or pronouns that they modify.

Write sentences containing *his*, *whose*, *what*, *which*, *this*, *that*, *these*, and *those*, used as adjectives.

LESSON 31 — FORMAL NOTES

1. The Formal Invitation.

In what ways does a formal note differ from an informal letter? See (*d*), page 332.

Helen Smith decided to give a Halloween party at her home, 1768 North Summit Avenue. She sent out formal invitations to the party.

Write the invitation that Helen sent to Jean Winton. Compare your work with the model given on page 332.

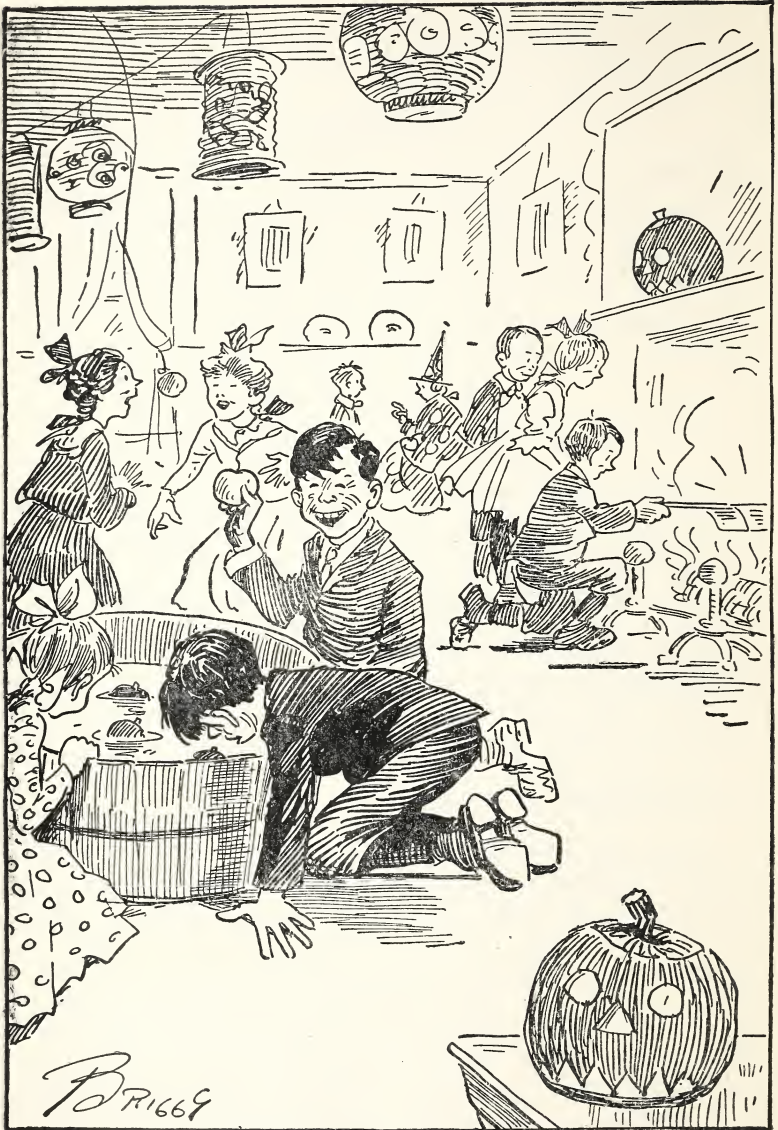
2. The Formal Acceptance.

Write the formal acceptance that Jean sent in reply to Helen's invitation, and address the envelope. Compare your work with the model given on page 332.

3. The Formal Note of Regrets.

Winnie Black, who received an invitation to Helen's Halloween party, was too ill to go.

Write the formal note of regrets that she sent to Helen, and address the envelope. Compare your work with the model given on page 332.



THE HALLOWEEN PARTY

LESSON 32 — PICTURE STUDY

Study the picture on the opposite page.

What tells you the subject is a Halloween party?

What games are shown in the picture?

Which of these games do you like best? Why?

Tell how the game you like best is played.

Suggest other games you would like, if you were giving
a Halloween party at your home.

Describe the decorations of the room.

What well-known cartoonist drew this picture?

Where have you seen other cartoons by Mr. Briggs?

LESSON 33 — INFORMAL LETTER

The picture on the opposite page shows that there was great fun at Helen's Halloween party. Fannie Hall decided to write an informal letter to Winnie Black, telling her of the fun enjoyed by Helen and her guests at the Halloween party. Write the letter that Fannie wrote to Winnie, and address the envelope.

LESSON 34—REVIEW OF CHAPTER

Give rules for the use of capitals with proper nouns.

What is a pronoun?

Write two sentences each of which contains a pronoun.

What is the antecedent of a pronoun? Illustrate.

Give sentences containing *who*, *whom*, *which*, *that*, and *what* used as relative pronouns.

Write sentences containing *mine*, *yours*, *hers*, *his*, *ours*, *theirs*, *whose*, *this*, *that*, *these*, and *those* used as pronouns.

Give two rules for the forming of plurals. Illustrate.

What is an adjective? Name two kinds of adjectives.

Write two sentences each of which contains a limiting adjective.

Write two sentences each of which contains a descriptive adjective.

Give two sentences illustrating adjectives placed after the noun or pronoun they modify.

Write two sentences containing proper adjectives.

Give two sentences illustrating adjectives placed before the noun or pronoun they modify.

Name five adjectives that are sometimes used as pronouns. Illustrate.

Give sentences containing *do*, *did*, *done*, *doesn't*, and *don't*.

In dialogue the words of each speaker form a paragraph. Give an example.



CHAPTER THREE

LESSON 35 — LITERATURE

1. Reading.

THE SANDPIPER

Across the lonely beach we flit,
 One little sandpiper and I;
And fast I gather, bit by bit,
 The scattered driftwood, bleached and dry.
The wild waves reach their hands for it,
 The wild wind raves, the tide runs high,
As up and down the beach we flit,
 One little sandpiper and I.

Above our heads the sullen clouds
 Scud, black and swift, across the sky;
Like silent ghosts in misty shrouds
 Stand out the white lighthouses high.
Almost as far as eye can reach
 I see the close-reefed vessels fly,
As fast we flit along the beach,
 One little sandpiper and I.

I watch him as he skims along,
 Uttering his sweet and mournful cry;
He starts not at my fitful song,
 Nor flash of fluttering drapery.
He has no thought of any wrong;
 He scans me with a fearless eye.
Stanch friends are we, well tried and strong,
 The little sandpiper and I.

Comrade, where wilt thou be tonight,
 When the loosed storm breaks furiously?
 My driftwood fire will burn so bright!
 To what warm shelter canst thou fly?
 I do not fear for thee, though wroth
 The tempest rushes through the sky;
 For are we not God's children both,
 Thou, little sandpiper, and I?

—*Celia Thaxter.*

2. Study of Poem.

Prepare a list of questions on the thoughts expressed in this poem. Be ready to ask your questions when called upon. Memorize the stanza you like best.

3. Word Study.

Look up in the Glossary the pronunciation and meaning of the following:

bleached	stanch	skims	fitful
close-reefed	sullen	scud	wroth

LESSON 36 — COMPOSITION

Conversation and Discussion.

Select one of the following subjects for discussion:

(1) *A Bird I Know Well.*

- (a) The bird I know.
- (b) How I came to know this bird.
- (c) How it looks, walks, runs, sings; its size and color.
- (d) Personal incidents relating to this bird.

(2) *A Walk I Should Like to Take.*

(3) *The Picture I Would Paint to Illustrate "The Sandpiper."*

(4) *What I Should Enjoy Most if I Lived on the Seashore.*

LESSON 37 — COMPOSITION

Write the description you gave or the story you told for Lesson 36.

LESSON 38 — THE NOUN OR THE PRONOUN AS SUBJECT:
CASE-USE

1. Development.

1. Celia Thaxter wrote many beautiful poems.
2. When Celia Thaxter was a child, she lived on White Island.
3. She has told us the story of the years that she spent there.
4. It was a lonely life.
5. Her father was the keeper of the lighthouse.
6. He lighted the golden and red lamps every evening.
7. Far out on the sea the sailors watched for the light.
8. During the long winter the family in the lighthouse were cut off from their friends on shore.

Select the subject and the predicate in each of the above sentences.

Notice that a noun or a pronoun is used as the principal word in the subject of each. Nouns and pronouns have other uses, but their use as subjects of sentences is an important one.

The way in which a word is used in a sentence is called its **construction**.

In construction *Celia Thaxter* is the subject of sentence 1; in construction *she* is the subject of sentence 3; and so on.

In most languages the *forms* of words differ according to their construction; and this is true of a number of the most common English pronouns and to a limited extent of nouns. Thus we have seen that when we wish to indi-

cate *possession* by a singular noun, we add an *apostrophe* and *s* to its simple form. Compare the two following sentences:

Celia lived in a lighthouse.

Celia's father lived in a lighthouse.

In the first of these sentences *Celia* is the subject; but in the second *father* has become the principal word of the subject, and *Celia* has changed its construction and its form. The noun *Celia's* now merely indicates *whose* father is being mentioned.

Compare the following sentences:

He lighted the lamps.

The lamps were lighted by *him*.

In the first sentence *he* is the subject. In the second sentence *him* means the same person that is meant by the word *he*; but *him* is not the subject. This different form is used to indicate a different construction, or use, in the sentence.

Such variation in the *form* of nouns and pronouns to indicate their construction is called **case**. English nouns, however, do not change in form according to their construction, *except to indicate possession*, as shown above.

Read the following sentences:

1. The sandpiper was dear to Celia Thaxter.
2. This bird is a sandpiper.
3. Fly away, little sandpiper.
4. Did you ever see a sandpiper?
5. Here is a picture of a sandpiper.

Select the subject and the predicate, and the principal word of each, in the above sentences.

If you examine these sentences carefully, you will find that in only the first is *sandpiper* the subject. In the remaining sentences it has various constructions, or uses,

but the form is the same in all. The constructions that a noun or a pronoun may have in a sentence are called **case-uses**.

Learn:

The use of a noun or a pronoun as the subject of a sentence or a clause is a **nominative case-use**.

It should always be remembered in the study of English that the *construction* or *use* of a word in a given sentence is the most important thing to observe.

2. Written Exercise.

Write four sentences containing nouns or pronouns used as subjects.

LESSON 39 — NOMINATIVE OF DIRECT ADDRESS: NOMINATIVE OF EXCLAMATION

1. Nominative of Direct Address.

1. Father, may I light the lamps?
2. Yes, Celia, you may light them tonight.
3. Comrade, where wilt thou be tonight?
4. Stanch friends are we, little bird.
5. To what warm shelter canst thou fly, little sandpiper?
6. Do not fear for me, kind friend.

Select the nouns that name persons or things directly addressed in the preceding sentences.

Learn:

The use of a noun in direct address is a **nominative case-use**.

Explain the use of each comma in the above sentences. See 5 (c) on page 324.

Select the subject and the predicate of each sentence.

Select the pronouns and tell the antecedent of each.
Write five sentences containing nouns in direct address.

2. Nominative of Exclamation.

1. O Time and Change!
2. A light! a light! a light! a light!
3. The sea! the sea! the open sea!
4. The foe! They come! They come!

Select the nouns used in exclamation in the above sentences.

Learn:

The use of a noun in exclamation is a nominative case-use.

Name the two other nominative case-uses you have learned. Write two sentences illustrating each.

3. Come, Came, Come.

Repeat the following sentences to yourself several times and be prepared to take part in the rapid repetition of them in class, each pupil giving a sentence:

- | | |
|-----------------------------|----------------------------|
| 1. I come now. | 4. He comes now. |
| 2. I came yesterday. | 5. He came yesterday. |
| 3. I have come many times. | 6. He has come many times. |
| 7. We come now. | |
| 8. We came yesterday. | |
| 9. We have come many times. | |

Answer the questions that follow, using *come*, *came*, *has come*, or *have come*:

- | | |
|----------------------------|-------------------------------|
| 1. Did the messenger come? | 4. At what time did you come? |
| 2. Have the boys come? | 5. When did this letter come? |
| 3. Did my box come? | 6. Hasn't he come often? |

Be prepared to ask your classmates these questions and to judge the correctness of the answers.

LESSON 40 — DOUBLE PLURALS: PLURALS SAME AS SINGULAR: PLURALS OF PROPER NOUNS

1. Double Plurals.

A few nouns have two plural forms. These two forms, however, are generally used differently. Study the words in the following list:

<i>Singular</i>	<i>Plural</i>
fish.....	fish or fishes
pea.....	peas or pease
die.....	dies or dice
brother.....	brothers or brethren
penny.....	pennies or pence

2. Plurals Same as Singular.

A few nouns have the same form for both singular and plural. Study the following words and be prepared to write them from your teacher's dictation:

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
trout.....	trout	quail.....	quail
deer.....	deer	sheep.....	sheep

A few words indicating number, such as *dozen*, *score*, *hundred*, *thousand*, *million*, etc., are used in the singular form when preceded by an adjective indicating number; as, three *dozen* eggs, not three *dozens* eggs. Notice, however, that the plural form is used for words indicating quantity; as, *bushel*, *quart*, etc. (three *bushels* of corn).

3. Plurals of Proper Nouns.

Mr. John Martin has a brother, James Martin. We may speak of them as the *Messrs. Martin* or as the *Mr. Martins*.

We may refer to their wives as the *Mrs. Martins* or as *Mesdames Martin*.

Mrs. John Martin has two daughters. We speak of them as the *Misses Martin*.

<i>Singular</i>	<i>Plural</i>
Mr. Martin . . .	Messrs. Martin or the Mr. Martins
Mrs. Martin . . .	Mesdames Martin or the Mrs. Martins
Miss Martin . . .	the Misses Martin (sometimes the Miss Martins)

4. Written Exercise.

Study the preceding forms, and be prepared to write sentences containing the plurals of each of the following:

fish	sheep	deer
Mr. Brown	Miss Brown	Mrs. Brown

LESSON 41 — LITERATURE

1. Reading.

WHITE ISLAND LIGHTHOUSE

It was at sunset in autumn that we were set ashore on that loneliest, lovely rock, where the lighthouse looked down on us like some tall, blackcapped giant, and filled me with awe and wonder. At its base a few goats were grouped on the rock, standing out dark against the red sky as I looked up at them. The stars began to twinkle; the wind blew cold, charged with the sea's sweetness; the sound of many waters half bewildered me. Some one began to light the lamps in the tower. Rich red and golden, they swung around in mid-air. Everything was strange and fascinating and new. We entered the quaint little old stone cottage that was for six years our home. How curious it seemed, with its low, whitewashed ceiling and deep window-seats, showing the great thickness of the walls made to withstand the breakers, with whose force we soon grew acquainted!

A blissful home the little house became to the children who entered it that quiet evening and slept for the first time lulled by the murmur of the encircling sea. I do not think a happier triad ever existed than we were, living in that profound isola-



THE WHITE ISLAND LIGHTHOUSE

tion. It takes so little to make a healthy child happy; and we never wearied of our resources. True, the winters seemed as long as a whole year to our little minds, but they were pleasant, nevertheless. Into the deep window seats we climbed, and with pennies (for which we had no other use) made round holes in the thick frost, breathing on them till they were warm, and peeped out at the bright, fierce, windy weather, watching the vessels scudding over the intensely dark blue sea, all "featherwhite" where the short waves broke hissing in the cold, and the sea-fowl soaring aloft or tossing on the water; or, in calmer days, we saw how the stealthy Star-Islander paddled among the ledges, or lay for hours stretched on the wet seaweed, with his gun, watching for wild fowl. Sometimes the round head of a seal moved about among the kelp-covered rocks. We were forced to lay in stores of all sorts in the autumn, as if we were fitting out a ship for an Arctic expedition. The lower story of the lighthouse was hung with mutton and beef, and the storeroom packed with provisions.

In the long, covered walk that bridged the gorge between the lighthouse and the house, we played in stormy days; and every evening it was a fresh excitement to watch the lighting of the lamps, and think how far the lighthouse sent its rays, and how many hearts it gladdened with assurance of safety. As I grew

older I was allowed to kindle the lamps sometimes myself. That was indeed a pleasure.

I lit the lamps in the lighthouse tower,
For the sun dropped down and the day was dead;
They shone like a glorious clustered flower,—
Ten golden and five red.

We hardly saw a human face besides our own all winter; but with the spring came manifold life to our lonely dwelling—human life among other forms. Our neighbors from Star Island rowed across; the pilot boat from Portsmouth steered over and brought us letters, newspapers, and magazines, and told us the news of months.

Once or twice every year came the black, lumbering old “oil schooner” that brought supplies for the lighthouse, and the inspector, who gravely examined everything to see if all was in order. He left stacks of clear red and white glass chimneys for the lamps, and several doeskins for polishing the great silver-lined copper reflectors, large bundles of wicks, and various pairs of scissors for trimming them, heavy black casks of ill-perfumed whale oil, and other things which were all stowed in the round, dimly-lighted rooms of the tower. Very awestruck, we children always crept into the corners and whispered and watched the intruders till they embarked in their ancient, clumsy vessel, and, hoisting their dark, weather-stained sails, bore slowly away again.

— *Celia Thaxter.*

2. Study of Selection.

Prepare a list of questions on the thoughts expressed in this selection.

Celia Thaxter’s father, Thomas Leighton, became keeper of the White Island lighthouse, opposite Portsmouth, N. H., in 1839. Celia was then five years old. The “triad” of which she speaks consisted of herself and her two brothers, Oscar and Cedric.

LESSON 42 — COMPOSITION

Conversation and Discussion.

Subject: *The Lighthouse.*

- (a) Need for lighthouses. (c) Use of fog signals.
 (b) Where they are built. (d) Use of buoys and light vessels.
-

LESSON 43 — COMPOSITION

Look at the picture on page 55.

Using the subject, "Life in a Lighthouse," tell in writing why you think you would enjoy, or would not enjoy, such a life. Test your work by the form given on page 5.

LESSON 44 — THE VERB

1 Development.

Each of the predicates you selected in Lesson 38 contains a word, or two words, of greater importance than any other part of the predicate. What do you think is the most important word in the predicate of the following sentence?

*Subject**Predicate*

We | flit across the lonely beach.

The most important word in this predicate is the word that *asserts* something about *We*. The asserting word in this predicate is *flit*.

Learn:

A word used to assert is called a verb.

Sometimes more than one word is used to assert something. How many asserting words are there in the predicate of the following sentence?

<i>Subject</i>		<i>Predicate</i>
The other birds		have flown away.

The most important words in this predicate are those which assert something about the subject. The words *have flown* assert something about the subject. Such a group of words is called a **verb phrase**.

Select from each of the following sentences the words that assert:

1. The child goes home.
2. The child is going home.
3. The child went home.
4. The child was going home.
5. The child will go home.
6. The child has gone home.
7. The child had gone home.
8. The child will have gone home.
9. The child should go home.
10. The child should have gone home.
11. The child may go home.
12. The child may have gone home.
13. The child will be going home.
14. The child must go home.
15. The child should be going home.

Construct sentences on the plan of those given above, using *see* instead of *go*. Underline in each sentence the word or words that assert.

Select the asserting word or words in the predicate of each of the sentences in the following group. If you change each interrogative sentence to a declarative sentence, you will have no difficulty in finding the subject and the predicate.

1. Was the child going home?
2. Has the child gone home?
3. Had the child gone home?
4. Will the child go home?
5. May the child go home?
6. Did the child go home?
7. Should the child have gone home?

Find the asserting word in the predicate of the following sentence:

<i>Subject</i>		<i>Predicate</i>
The children		were happy.

Although *were* is the asserting word in this predicate, it does not seem as important as the word *happy*, because it does not tell anything definite. The predicate of this sentence does not assert an action but a condition. The condition of the subject is asserted by means of the asserting word *were* and the adjective *happy*. The asserting word in this sentence links the subject *children* with the adjective *happy*.

Find the asserting word in the predicate of the following sentence. What words are linked by it?

<i>Subject</i>		<i>Predicate</i>
The bird		was a sandpiper.

Find the asserting word in the following sentence:

There was a terrible storm.

There is used merely to introduce the sentence. The asserting word is the word *was*. The predicate of this sentence asserts neither action nor condition. It asserts being or existence.

2. Written Exercise.

Write five interrogative sentences and underline the verb in each.

LESSON 45 — PREDICATE NOUN: PREDICATE ADJECTIVE

1. The Predicate Noun or Pronoun.

Select the asserting word and the noun or pronoun in the predicate of each of the following sentences:

1. The lighthouse was Celia's home.
2. Her father's name was Leighton.
3. The lighting of the lamps was a great pleasure to the children.
4. The children and the sandpipers soon became great friends.
5. This is the rock.
6. It is I.
7. It was he.
8. Was it she?
9. Celia was a thoughtful child.
10. She became a writer.
11. Mr. Leighton was appointed keeper of the lighthouse.
12. White Island became our home.
13. It was we who lighted the lamps.
14. Was it they who visited us?
15. The island seemed a lonely place.
16. Was it you who came to see us?

Select the words that are linked by the asserting word in each sentence.

Notice that the predicate of each sentence contains a noun or a pronoun that means, or refers to, the same person or thing as the subject. A noun or a pronoun used in this way is called a **predicate noun** or a **predicate pronoun**, and is said to agree in case-use or construction with the subject.

Learn:

The use of a word as a predicate noun or a predicate pronoun is a nominative case-use.

2. The Predicate Adjective.

Select from each of the following sentences the asserting word and the words that are linked by the asserting word:

1. The lighthouse was strong.
2. The sea was rough.
3. The night was stormy.
4. The beach was lonely.
5. The tide is high.
6. The fire is bright.
7. The house is warm.
8. The bird is safe.
9. The shore seems distant.
10. The clouds look sullen.
11. The bird appears tame.
12. He becomes brave.
13. The children felt very happy.
14. The sea grew rough.
15. The whale oil smelled disagreeable.
16. The waves sounded loud.
17. The food tasted good after our exercise.
18. The salt air smelled sweet to us.

Notice that the predicate of each sentence contains an adjective which describes the subject. An adjective used in this way is called a **predicate adjective**.

Learn:

An adjective in the predicate, describing or limiting the subject, is called a **predicate adjective**.

3. Written Exercise.

Write five sentences each of which contains a predicate noun or pronoun.

Write five sentences each of which contains a predicate adjective.

LESSON 46 — VERBS, NOUNS, ADJECTIVES, PRONOUNS

Classify according to form the following sentences.

Give the subject and the predicate of each clause, and the principal word of each subject. Select the verb in each predicate.

Select the nouns; the pronouns, telling the class and the antecedent of each; the adjectives, telling how each is used.

SENTENCE

A group of goats looked dark against the red sky.

MODEL

This is a simple sentence. A *group of goats* is the subject, of which *group* is the principal word; *looked dark against the red sky* is the predicate. *Looked* is a verb; *group, goats,* and *sky* are nouns; *dark* is a predicate adjective modifying the subject *group*; *a* is an adjective modifying the noun *group*; *the* and *red* are adjectives modifying the noun *sky*.

1. The children in the lighthouse were very happy.
2. The cottage in which they lived was quaint and old.
3. The winters seemed long, and the children were always glad when spring came.
4. How beautiful the flowers were!
5. They were dearer because there were not many of them.
6. A new lighthouse has been built on the island.
7. At the time of migration, many birds were killed by dashing against the lighthouse.
8. One stormy night a flock of wild geese rested on the rock on which the lighthouse stood.
9. Is the sandpiper a shore bird?
10. Its food consists of worms and insects.

LESSON 47 — MEMORIZING: RIME

1. Memorizing.

THE WIND

The wind has a language I would I could learn;
 Sometimes 'tis soothing and sometimes 'tis stern;
 Sometimes it comes like a low, sweet song,
 And all things grow calm, as the sound floats along;
 And the forest is lulled by the dreamy strain;
 And slumber sinks down on the wandering main;
 And its crystal arms are folded in rest,
 And the tall ship sleeps on its heaving breast.

— *Letitia Elizabeth Landon.*

Compare the thought in these lines with that in the poem of Lesson 35 and in the story of Lesson 41.

Memorize the above lines.

2. Rime.

With what word does the first line of the above stanza end? The second line? In what are these words alike?

The sound of *earn* is similar to the sound of *ern*. In one word the sound is preceded by the consonant *l*; in the other word, by the consonants *st*. Words that end with corresponding sounds, preceded preferably by different consonants, are said to rime.

What is the last word in the third line? In the fourth?

The sound *ong* in *song* is similar to the sound *ong* in *long*. This sound is preceded by the consonant *s* in one word and by the consonant *l* in the other. What may we say about these two words?

Explain other rimes in this stanza.

Open your reader and find a poem in which the lines rime in pairs. Such a poem is said to be written in **couplets**. This is a common form of verse.

3. *Come: See.*

Read these sentences, filling the blanks with the proper forms of the verb *come*:

1. I — to school at eight o'clock yesterday.
2. We have — early every morning this week.
3. We — across the field this morning.
4. We have — that way before.
5. You — to school before your brother yesterday.

Answer the questions given below, using *I saw*, *I have seen*, *He came*, or *He has come* in your answers:

- | | |
|-----------------------------|---------------------------------|
| 1. Where did you see him? | 4. When did the messenger come? |
| 2. Have you seen it before? | 5. How often has he come? |
| 3. Who saw the rainbow? | 6. Did he come today? |

4. *It is I, etc.*

Repeat the following sentences to yourself several times and be prepared to take part in the rapid repetition of them in class, each member giving a sentence:

- | | | |
|---------------|----------------|-----------------|
| 1. It is I. | 4. It is they. | 7. It was he. |
| 2. It is he. | 5. It is we. | 8. It was she. |
| 3. It is she. | 6. It was I. | 9. It was they. |

Answer each of the questions given below, using *It is I*, *It is he*, *It is she*, *It is we*, or *It is they*:

- | | |
|---------------------|---------------------|
| 1. Who is there? | 4. Who are singing? |
| 2. Who is calling? | 5. Who is knocking? |
| 3. Who is speaking? | 6. Who is laughing? |

Use *It was I*, *It was he*, *It was she*, *It was we*, or *It was they* in answer to each of the following questions:

- | | |
|----------------------------|------------------------|
| 1. Who has seen the robin? | 4. Who ran the race? |
| 2. Who saw the rainbow? | 5. Who came in first? |
| 3. Who threw the stone? | 6. Who read this book? |

Be prepared to ask members of your class any of these questions and to judge the correctness of the answers.

LESSON 48 — CURRENT EVENTS

Be prepared to discuss the Red Cross Society.

- (a) What the Society is and the work it does.
 - (b) The work of the branch in my town.
 - (c) The Junior Red Cross and the work it does.
-

LESSON 49 — COMPOSITION: THANKSGIVING DAY

Write a paragraph telling of your plans for Thanksgiving Day.

Test your work by the form given on page 5.

LESSON 50—REVIEW OF CHAPTER

What is meant by the construction of a word?

How is the form of a noun changed to indicate possession? Give examples.

What is meant by case? By case-use?

What is the case-use of a noun or pronoun that is the subject of a sentence? A noun in direct address? A noun in exclamation? A predicate noun or pronoun?

What is a verb? Give examples. A verb phrase?

What is a predicate noun or pronoun? A predicate adjective? Give examples of each.

Write from memory a stanza of poetry learned in some lesson of this chapter.

Give sentences containing the forms of *come* and *see*.

What is rime? Point out examples of rime in the poem of Lesson 35.

Mention some nouns that have two plural forms; some that have the same form for both singular and plural.



CHAPTER FOUR

LESSON 51 — LITERATURE

1. Reading.

TOM GOES TO RUGBY

“Now, sir, time to get up, if you please. Tallyho coach for Leicester ’ll be round in half an hour.”

So spake the Boots of the Peacock Inn, at half-past two o’clock on the morning of a day in the early part of November, giving Tom at the same time a shake by the shoulder and then putting down a candle and carrying off his shoes to clean.

Tom and his father had alighted at the Peacock about seven in the evening; and having heard with joy the paternal order of steaks and oyster sauce for supper in half an hour, Tom had run out to look about him, had wondered at all the vehicles passing and repassing, and had fraternized with the hostler, from whom he ascertained that the tallyho was a tiptop goer, ten miles an hour, and so punctual that all the road set their clocks by her.

Then, being summoned to supper, he had regaled himself in one of the bright little boxes of the Peacock coffeeroom on the beefsteak and unlimited oyster sauce; had at first attended to the excellent advice which his father was bestowing on him, and then began nodding, from the united effects of the fire and the lecture. The Squire, observing Tom’s state and remembering that it was nearly nine o’clock and that the tallyho left at three, sent the little fellow off with a shake of the hand and a few parting words.

“And now, Tom, my boy,” said the Squire, “remember you are going, at your own earnest request, to be chucked into this great school, like a young bear with all your troubles before you — earlier than we should have sent you, perhaps. If schools are what they were in my time, you’ll see many cruel things done

and hear a deal of foul, bad talk. But never fear. You tell the truth, keep a brave and kind heart, and never listen to or say anything you wouldn't have your mother and sister hear, and you'll never feel ashamed to come home, or we to see you."

The allusion to his mother made Tom feel rather choky, and he would have liked to hug his father well. As it was, he only squeezed his father's hand and looked bravely up and said, "I'll try, father."

"I know you will, my boy. Is your money all safe?"

"Yes," said Tom, diving into one pocket to make sure.

"And your keys?" said the Squire.

"All right," said Tom, diving into the other pocket.

"Well, then, good night. God bless you. I'll tell Boots to call you and I'll be up to see you off."

Thinking of his father's last words and the look with which they were spoken, Tom knelt and prayed that, come what might, he might never bring shame or sorrow on the dear folk at home.

At ten minutes to three he was down in the coffeeroom in his stockings, carrying his hatbox, coat, and comforter in his hand, and there he found his father nursing a bright fire, and a cup of hot coffee and a hard biscuit on the table.

"Now, then, Tom, give us your things here and drink this; there's nothing like starting warm, old fellow."

Tom prattled away while he worked himself into his shoes and his greatcoat. Just as he was swallowing his last mouthful, winding his comforter round his throat, and tucking the ends into the breast of his coat, the horn sounded and Boots looked in and said, "Tallyho, sir."

"Good-bye, father — my love at home."

A last shake of the hand. Up goes Tom, the guard catching his hatbox and holding on with one hand, while with the other he claps the horn to his mouth. Toot, toot, toot! the hostlers let go their heads, the four bays plunge at the collar, and away goes the tallyho into the darkness, forty-five seconds from the time they pulled up; Hostler, Boots, and the Squire stand looking after them under the Peacock lamp.

"Sharp work!" says the Squire, and goes in again to his bed, the coach being well out of sight and hearing.

Tom stands up on the coach and looks back at his father's figure as long as he can see it, and then the guard, having disposed of his luggage, finishes his buttonings and other preparations for facing the three hours before dawn.

—*Thomas Hughes.*

2. Study of Selection.

This selection is taken from the story, "Tom Brown's School Days." Rugby is one of the great schools for boys in England. The game of football often called Rugby was first played at this school.

The story opens with a direct quotation. Do you like this way of beginning a story? Why?

Who was Boots? How do you think he came to be called by that name?

What games do you think Tom played at this school?

Memorize the sentence containing the father's advice to Tom.

Read from the vow made by the knights, page 1, words that you think would help Tom.

What kind of boy do you think Tom was? Give reasons for your answer.

Be prepared to take part in giving a suitable topic for each paragraph.

What does *diving*, in the fourth paragraph on page 67, make you see? Why is it an apt word? Use another word instead of *diving*. You will then see how apt the author's choice is.

What does the word *plunge*, near the end of page 67, make you see? Why is it an apt word? Test it by using another word in its place.

Test in the same way *punctual*, in the third paragraph on page 66, and *dawn*, the last word of the story.

In the Glossary find a synonym for each of these words: *fraternize*, *hostler*, *regaled*, *chucked*, *allusion*, *luggage*.

LESSON 52 — COMPOSITION

Conversation and Discussion.

Subject: *Comparison of Tom's Mode of Travel with Present Modes.*

- | | |
|---------------------------|----------------------|
| (a) Kinds of conveyances. | (c) Comfort. |
| (b) Speed of each kind. | (d) View of scenery. |
-

LESSON 53 — COMPOSITION

Write the comparison discussed in Lesson 52, following the outline there given.

LESSON 54 — THE TRANSITIVE VERB: THE DIRECT OBJECT

1. Development.

Tom ate the biscuit.

What was it that Tom ate? Upon what is the action asserted by the verb *ate* performed? The action asserted by the verb *ate* is performed upon *biscuit*.

1. Tom drank the hot coffee.
2. He saw the coach at the door.

. Select the verb in each of the above sentences. Upon what is the action asserted by the verb in each sentence performed? What was it that Tom drank? Upon what is the action asserted by the verb *drank* performed? What was it he saw? Upon what is the action asserted by the verb *saw* performed?

A noun or a pronoun indicating the person or thing upon which the action expressed by a verb is performed is called the **direct object** of the verb.

Select the verb and its direct object in each of the following sentences:

SENTENCE	MODEL
I saw the clown.	The action asserted by the verb <i>saw</i> is performed upon the object <i>clown</i> .

1. Always tell the truth.
2. Keep a brave heart.
3. Tom squeezed his father's hand.
4. He never forgot those words.
5. The guard blew his horn.
6. Tom wound his comforter round his throat.
7. He heard his father's voice.
8. The guard caught Tom's hatbox.

Learn:

A verb that asserts action performed directly upon an object is called a transitive verb.

The use of a noun or a pronoun as the direct object of a transitive verb is an accusative case-use.

The name *transitive* comes from a Latin word that means "passing over"; that is, the action of the verb "passes over" to the object.

The case of the direct object has often been called *objective* in English.

2. Written Exercise.

Copy from your reader ten sentences in each of which the verb asserts an action performed upon an object. Be prepared to read your sentences to the class and to point out the verb and the direct object in each, using the following form:

The action asserted by the verb ——— is performed upon the object ———.

LESSON 55 — THE INTRANSITIVE VERB: COMPLETE AND LINKING VERBS

1. The Intransitive Verb.

1. Tom ran out to the stable.
2. It was a happy evening.

Select the subject and the predicate in each of the above sentences.

Select the verb in each sentence. Not all verbs assert action performed directly upon an object. You will see that the action asserted by the verb *ran* in sentence 1 is not performed directly upon an object. The verb *was* in sentence 2 does not assert action, but only existence. It cannot have a direct object.

Verbs like these are called **intransitive verbs**.

Learn:

A verb that does not assert action performed directly upon an object is called an **intransitive verb**.

2. The Complete Verb.

The verbs given in sentences 1 and 2 are **intransitive**. In one, the intransitive verb is not followed by a predicate noun, pronoun, or adjective. Read this sentence.

The verb *ran* does not require an object to complete its meaning and is not followed by a predicate noun, pronoun, or adjective. This kind of intransitive verb is called a **complete verb**.

Learn:

A verb that does not require a direct object or a predicate noun, pronoun, or adjective to complete its meaning is called a **complete verb**.

Select the verb in each of the following sentences and if the verb is complete, use this form:

The action asserted by the verb —— is not performed upon an object and does not require a predicate noun, pronoun, or adjective.

1. The horses galloped fast.
2. They arrived at the inn that evening.
3. Squire Brown sat by the fire.
4. Soon Tom went to bed.
5. Next morning he rose early.
6. The coach came at three o'clock.
7. Tom rode outside with the guard.

Copy from your reader ten sentences, each containing a complete verb.

Be prepared to read your sentences to the class, and to tell the verb in each, using the form given above.

3. The Linking Verb.

Read again sentences 1 and 2 at the beginning of this lesson. In which sentence is the intransitive verb followed by a predicate noun? What words are connected or linked by the verb?

In the sentence, *It was a happy evening*, the intransitive verb *was* is followed by the predicate noun *evening*. The verb *was* is used to link the subject *It* with the predicate noun *evening*. A verb of this kind is called a **linking verb**.

Learn:

A verb that is used to connect the subject of a sentence with a predicate noun, pronoun, or adjective is called a **linking verb**.

You will find that the forms of the verb *be*, such as *is*, *are*, *was*, *were*, *have been*, etc., are the most commonly used of the linking verbs, although other verbs are frequently

used in this way; as, *appear, become, feel, grow, look, seem, smell, sound, taste*, etc. Remember always that it is the *use of the verb in a given sentence* that shows whether it is transitive or intransitive, and if the latter, whether it is complete or linking.

Select the subject and the predicate, and the principal word of each, in the following sentences:

1. Tom looked well and strong.
2. He was a truthful boy.
3. Rugby is a famous school.
4. The boys appeared friendly.
5. They seemed happy.
6. Tom was not a studious boy.
7. One of the boys was named Harry.
8. He and Tom became great friends.

Select the verb and the predicate noun or predicate adjective in each of the above sentences, using this form:

The verb ——— does not assert action performed upon an object. The verb is used to connect the subject ——— with the predicate noun (or adjective) ———.

—————

LESSON 56 — THE INDIRECT OBJECT

1. Development.

Tom bought his sister a present.

Select the verb in the above sentence. Is it transitive or intransitive? Give the reason for your answer.

The action asserted by the verb *bought* is performed directly upon the object *present*; therefore *bought* is a transitive verb.

Select the noun which tells *for whom* the present was bought. The noun *sister* tells *for whom* the present was bought. A noun or a pronoun used in this way is called an **indirect object**.

Learn:

A noun or a pronoun that tells to whom, to what, for whom, or for what an action is performed is called the indirect object of the verb.

The use of a noun or a pronoun as the indirect object of a transitive verb is a dative case-use.

The case of the indirect object, like that of the direct object, has often been called *objective* in English.

Select the direct object of each transitive verb in the following sentences, and select the noun or the pronoun that tells *to whom*, *to what*, *for whom*, or *for what* the action was performed:

1. Squire Brown gave Tom good advice.
2. The guard told him stories of Rugby.
3. He showed Tom the interesting places on the road.
4. Mrs. Brown sent Tom a box.
5. Tom wrote his mother a long letter.
6. Sing me a song.
7. Grant him his wish.

2. Written Exercise.

Copy from your reader five sentences, each containing a noun or a pronoun used as an indirect object.

3. Go, Went, Gone.

Repeat the following sentences to yourself several times and be prepared to take part in the rapid repetition of them in class, each pupil giving a sentence:

- | | |
|-----------------------------|----------------------------|
| 1. I go now. | 4. He goes now. |
| 2. I went yesterday. | 5. He went yesterday. |
| 3. I have gone many times. | 6. He has gone many times. |
| 7. We go now. | |
| 8. We went yesterday. | |
| 9. We have gone many times. | |

Answer the questions that follow, using *go*, *went*, *has gone*, or *have gone*:

1. When did you go to the library?
2. How often have you gone there?
3. Has he gone to the concert?
4. When did you go to the park?
5. Do you go directly home?

Be prepared to ask your classmates these questions and to judge the correctness of the answers.

LESSON 57 — STORY TELLING

Time yourself as you read silently the following story. Tell the story; then read it again silently, timing yourself as before. Retell the story, trying to tell it more accurately than you did the first time. *Avoid the "and" habit.*

A BELOVED LEADER

David and his little band of followers had taken refuge in the mountains, away from their enemies. The region was waste and desolate, and the hot sun beat upon the rocks. The Philistine army lay between David and his home, and as he thought of that home with its pleasant shades and cool waters, he cried, "Oh, that one would give me drink of the water of the well of Bethlehem!"

Three brave soldiers, hearing these words, determined to bring their beloved captain a drink of the water for which he longed. Quietly descending the mountain, they suddenly dashed through the ranks of the enemy. Before the astonished Philistines realized what was happening, the brave men were out of reach. They drew the cool, sparkling water from the well and turned again toward the hills.

Once more they dashed through the ranks of that great army and at last reached the mountains and the leader for whom they had dared so much.

"It is from the well at Bethlehem," they said as they gave the water to David.

The great leader looked at the water and then at the men who had given him this new proof of their devotion, and for a moment he could not speak.

"You risked your lives because I was thirsty!" he said at last. "You were willing to die that I might have water from Bethlehem! This water that might have cost your lives is holy. I cannot drink it!"

In the silence that followed these words, David reverently poured the water upon the ground.

— *Selected.*

LESSON 58 — CLASS COMPOSITION

Be prepared to take part with other members of the class in telling the story, "A Beloved Leader," as a class composition. Dictate the sentences so that your teacher may write them on the board. Follow the suggestions for class composition given in Lesson 11.

LESSON 59 — THE ADVERB

1. The Adverb.

1. Squire Brown spoke to his son.
2. Squire Brown spoke *seriously* to his son.
3. Squire Brown spoke *very seriously* to his son.
4. The road was muddy.
5. The road was *rather* muddy.
6. The road was *very* muddy.
7. The road was *extremely* muddy.
8. You will start soon.
9. The coach leaves immediately.
10. You will meet many boys there.
11. Here is the coach.
12. His father was quite right.

13. I have read this twice.
14. We expected cold weather and accordingly we carried warm wraps.
15. Why did you run?
16. Yes, I have it.
17. No, I have not seen it.

In sentence 1 there is nothing to tell us *how* Squire Brown spoke. He may have spoken kindly or sharply, slowly or quickly.

In sentence 2 we no longer think of all the different ways in which Squire Brown might have spoken. We know how he spoke, because the word *seriously* tells us. The verb *spoke* has therefore been *modified* by the word *seriously*.

Sometimes a word that modifies a verb is itself modified by another word. In sentence 3 the verb *spoke* is modified by the word *seriously* and the word *seriously* is modified by the word *very*.

In sentence 4 there is nothing to tell us *how* muddy the road was. We may think the mud was very deep or we may think it was not deep.

In sentences 5, 6, and 7 we know *how* muddy the road was. In each of these sentences, the adjective *muddy* is modified by a word that tells *how much*.

Select from sentences 8 and 9 words that tell *when*. Tell what each selected word modifies.

Select from sentences 10 and 11 words that tell *where*. Tell what each selected word modifies.

Select from sentences 12 and 13 words that tell *how much* or *how many times*, and the word modified by each.

Select from sentences 14 and 15 words that introduce the idea *why*. Tell what each selected word modifies.

Select from sentences 16 and 17 words that *affirm or deny*.

You have selected words that tell *how*, *when*, *where*, *why*, *how much*, *how many times*, and words that *affirm* or *deny*. They all modify verbs, adjectives, or adverbs.

Learn:

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

Find the words that modify the meaning of verbs, adjectives, or adverbs in the following sentences:

1. Frank whistled cheerfully.
2. The wind blew gently.
3. The leaves rustled softly.
4. It was a very hot day.
5. The train was too slow.
6. They carried the basket very carefully.
7. They walked rather slowly.
8. We saw them twice.
9. No, they did not come yesterday.

2. *Begin, Began, Begun.*

Repeat the following sentences to yourself several times and be prepared to take part in the rapid repetition of them in class, each pupil giving a sentence:

1. I begin now.
2. I began yesterday.
3. I have begun many times.
4. He begins now.
5. He began yesterday.
6. He has begun many times.
7. We begin now.
8. We began yesterday.
9. We have begun many times.

Repeat the above sentences, substituting the correct forms of *ring*, *sing*, *spring*, *drink*, for the forms of *begin*.

LESSON 60 — LITERATURE: REVIEW OF FORMS
SHOWING POSSESSION

1. Reading.

Dare to do right! Dare to be true!
You have a work that no other can do;
Do it so bravely, so kindly, so well,
Angels will hasten the story to tell.

Dare to do right! Dare to be true!
Other men's failures can never save you;
Stand by your conscience, your honor, your faith;
Stand like a hero, and battle till death.

— *George L. Taylor.*

2. Study of Selection.

Tell how the above poem would help a boy in Tom Brown's situation.

Compare the advice contained in these lines with that given Tom by his father.

Memorize the above stanzas.

3. Forms Showing Possession.

Find a noun in this poem with which the apostrophe and s are used to show possession.

Write the possessive singular form of each of the following nouns:

Squire

sister

boy

hero

mother

guard

Write the plural form of each of these words; the possessive plural of each.

Write sentences containing the possessive singular forms of these words.

LESSON 61 — COMPOSITION

Story Telling.

Tell the story of Tom's first holidays at home, as you imagine he spent them. First make an outline to guide you in telling your story.

LESSON 62 — LETTER WRITING

Write a letter such as you imagine Tom wrote to his father when he reached the school. First make a list of things that you think Tom would want to tell to his parents in his letter to them.

LESSON 63 — THE PHRASE: KINDS OF PHRASES

1. Development.

1. This was in the olden time.
2. A cottager lived on a mountain side.
3. His home was beside a glen.
4. The birds came there early in the spring.
5. Near the brook grew beautiful willows.
6. A group of children came.
7. They brought apples of gold.

Read from sentence 1 the words that tell *when* this happened.

Read from sentences 2 and 3 the words that tell *where* the cottager's home was.

What words in sentence 4 tell *when* the birds came?

What words in sentence 5 tell *where* the willows grew?

What words in sentence 6 tell *what* group came?

What words in sentence 7 tell *what* apples were brought?

In the preceding list of sentences the following groups of words occur:

in the olden time
 on a mountain side
 beside a glen
 in the spring
 near the brook
 of children
 of gold

Each of these groups of words is called a **phrase**. Tell what each phrase modifies in the sentence in which it is used.

Learn:

A group of related words that does not contain a subject or a predicate is called a phrase.

A phrase may modify some other part of the sentence that contains it. If it modifies a noun or a pronoun it is called an adjective phrase; if it modifies a verb, an adjective, or an adverb, it is called an adverbial phrase.

2. Written Exercise.

Write sentences containing the following groups of words used as adjective phrases; tell what noun or pronoun each phrase modifies.

Follow this model:

EXAMPLE

The boys *in the balloon* are not afraid.

MODEL

The phrase *in the balloon* modifies the noun *boys*; it is therefore an adjective phrase.

in the balloon
 on the street
 in the boat
 at the corner

with the sled
 from the well
 on the fence
 of this tree

Write sentences containing the following groups of words used as adverbial phrases; tell why each phrase is adverbial:

EXAMPLE

They marched *up the hill*.

MODEL

The phrase *up the hill* is an adverbial phrase, because it modifies the verb *marched*.

up the hill
into the garden
before Christmas
at great speed

down the road
against the wind
in the winter
with great skill

3. *Run, Ran, Run.*

Repeat the following sentences to yourself several times and be prepared to take part in the rapid repetition of them in class, each pupil giving a sentence:

1. I run now.
2. I ran yesterday.
3. I have run many times.
4. He runs now.
5. He ran yesterday.
6. He has run many times.
7. We run now.
8. We ran yesterday.
9. We have run many times.

Answer the questions that follow, using *run, ran, has run, or have run*:

1. Who ran out of the yard?
2. How far did you run?
3. Has he run far?
4. Who ran with you?
5. Have you ever run a race?

Be prepared to ask your classmates these questions and to judge the correctness of the answers.

LESSON 64 — MAKING AND PLACING PHRASES

1. Expanding Words into Phrases.

Expand the italicized word in each of the following sentences into a phrase and tell what word in the sentence the phrase modifies:

SENTENCE

The soldier walked *proudly*.

MODEL

The soldier walked *with pride*;
the phrase *with pride* modifies
the verb *walked*.

1. The train arrived *promptly*
2. He was a *peaceable* man.
3. He lived *peaceably* with his neighbors.
4. Dr. Smith came *hurriedly*.
5. A house once stood *here*.
6. They were a *fearless* people.
7. They moved about *fearlessly*.
8. *Winter* winds are severe.

2. The Placing of Phrases.

Phrases should be placed near the words they modify. The following is an example of the wrong position of a phrase:

The man was chosen with red hair.

The phrase *with red hair* describes *man* and should immediately follow the word *man*. The sentence should read:

The man with red hair was chosen.

Variety and interest may often be secured by beginning a sentence with a phrase.

Example:

In a hilly country one can see only a short distance.

Select the phrases in the following sentences and tell what each modifies:

SENTENCE	MODEL
A line of trenches was dug.	The phrase <i>of trenches</i> modifies the noun <i>line</i> .
1. There were rows of houses which he had never seen before.	
2. In her arms she held a chubby child.	
3. As he rose he found that he was stiff in the joints.	
4. He found the ravine up which he had gone.	
5. The rocks made a wall, over which the torrent tumbled in a sheet of feathery foam.	
6. As he approached the village he met a number of people.	
7. There was one kind of despotism under which he had groaned.	
8. It was some time before he got into the regular track of gossip.	
9. He would tell his story to all who came to the hotel.	

LESSON 65 — THE PREPOSITION

1. Development.

1. The book is on the table. 1 a. The book is — the table.
 2. The pen is near the book. 2 a. The pen is — the book.

What phrase do you find in sentence 1?

Read sentence 1a. What important word in the phrase is omitted? The words *the table* now have no relation to any other part of the sentence. We may guess what *the table* has to do with *the book*, but we do not know. The word *on*, therefore, is needed to complete the meaning of the sentence. When it is supplied, we know the relation between *is* and *the table*.

Read the phrase in sentence 2. What word shows the relation between *is* and *the book*?

Read the following sentences and point out in each the word that shows relation:

1. His pencil is under the table.
2. My chair is behind the desk.
3. A light hangs above the desk.
4. Who ran toward the window?
5. Who lives across the street?
6. We drove past him.
7. Henry jumped off the bridge.

In the sentences of this lesson we have found the words *on*, *near*, *under*, *behind*, *above*, *toward*, *across*, *past*, and *off*. Many other words are used in this way; among the most common are: *about*, *around*, *among*, *at*, *from*, *below*, *beneath*, *between*, *by*, *for*, *in*, *into*, *of*, *to*, *upon*, and *with*. These words are called **prepositions**. They are not always used with nouns, but may be used with pronouns or with any expression used as a noun. A preposition is always a part of a phrase.

Learn:

A word that shows the relation between a noun or a pronoun with which it is used and some other word in the sentence is called a preposition.

A phrase introduced by a preposition is called a prepositional phrase.

The use of a noun or a pronoun with a preposition is an accusative case-use.

Select the prepositions in the fourth paragraph of Lesson 51, and tell the use of each.

2. Written Exercise.

Write five sentences containing prepositional phrases. Draw a line under each preposition.

LESSON 66 — SPECIAL DRILL IN PREPOSITIONS

1. Pronouns Following Prepositions.

Repeat the following sentences to yourself several times and be prepared to take part in the rapid repetition of them in class, each pupil giving a sentence:

1. Come with Henry and me.
2. Play with my brother and me.
3. Is this for you and me?
4. The flowers are from Helen and me.
5. The work was done by Fred and me.

2. Different from.

The preposition *to* and the word *than* are sometimes incorrectly used instead of the preposition *from* after the adjective *different*. Practice the correct form given below until the *correct* form becomes *your* form of expression:

1. My book is different *from* yours.
2. Is my knife different *from* his?
3. Their garden is different *from* ours.
4. Is your answer different *from* mine?
5. This picture is different *from* the one I saw.

3. Between, Among.

Between is used in speaking of two persons or things, and *among* in speaking of more than two.

1. We divided the money *between* the two boys.
2. We divided the money *among* the four boys.

Read the following sentences, choosing the correct preposition in each:

1. There is agreement (*between, among*) you and me.
2. Who sat (*between, among*) Robert and Ruth?
3. The trouble (*between, among*) the three boys was settled satisfactorily.

4. Did you sit (*between, among*) the ten singers?
5. This agreement is (*between, among*) Tom, Fred, and Robert.
6. This is a secret (*between, among*) you and me.

4. *Off*.

The preposition *off* should not be followed by *of*. Practice upon the following until you establish the correct use of the word:

1. He said, "Keep off the grass."
2. I got off the train at Richmond.
3. Who jumped off the bridge?
4. Did Henry fall off the wagon?
5. The fireman fell off the building.

5. *By, To, and At*.

The preposition *by* is sometimes incorrectly used in place of the preposition *to*. The following sentences are of the kind in which this mistake occurs. The correct form is given in order that you may practice until the *correct* form becomes *your* form of expression. Read these sentences:

1. I went to my aunt's home for dinner.
2. He went to his cousin's party.
3. Did you go to your grandmother's farm for milk?
4. I went to the market for some steak.
5. Will you go to your aunt's home for dinner?

The preposition *to* is often incorrectly used instead of the preposition *at*. Read the following sentences until the *correct* form of expression becomes *your* form of expression:

1. I was at the rehearsal.
2. I was at my cousin's home.
3. I was at school yesterday.
4. I was at home last night.
5. I was at the concert.
6. Did he stay at home yesterday?

LESSON 67 — CURRENT EVENTS

1. Conversation and Discussion.

Discuss your preparations for Christmas, or any other topic of local or general interest related to Christmas events.

2. Written Exercise.

Write the opening paragraph of your discussion. Test your work by the form given on page 5.

LESSON 68—REVIEW OF CHAPTER

Repeat from memory a stanza from Lesson 60.

What is a transitive verb? Give an example.

What is the direct object of a transitive verb? Give an example.

What is the case-use of the direct object of a transitive verb?

Write two sentences, each of which contains a transitive verb. Draw one line under each verb and two lines under each noun or pronoun used as direct object.

What is an intransitive verb?

What two kinds of intransitive verbs are there? Give sentences illustrating each.

What is an indirect object of a verb? Give an example.

What is the case-use of an indirect object of a verb?

What is an adverb?

Give an example of an adverb used to modify a verb; an adjective; an adverb.

Give sentences containing the following prepositions used correctly: *from* after *different*, *between*, *among*, *off*, *by*, *to*, and *at*.

What is a phrase? Name the kinds of phrases.

Give a general rule for placing a phrase in a sentence.

Give a sentence to illustrate.

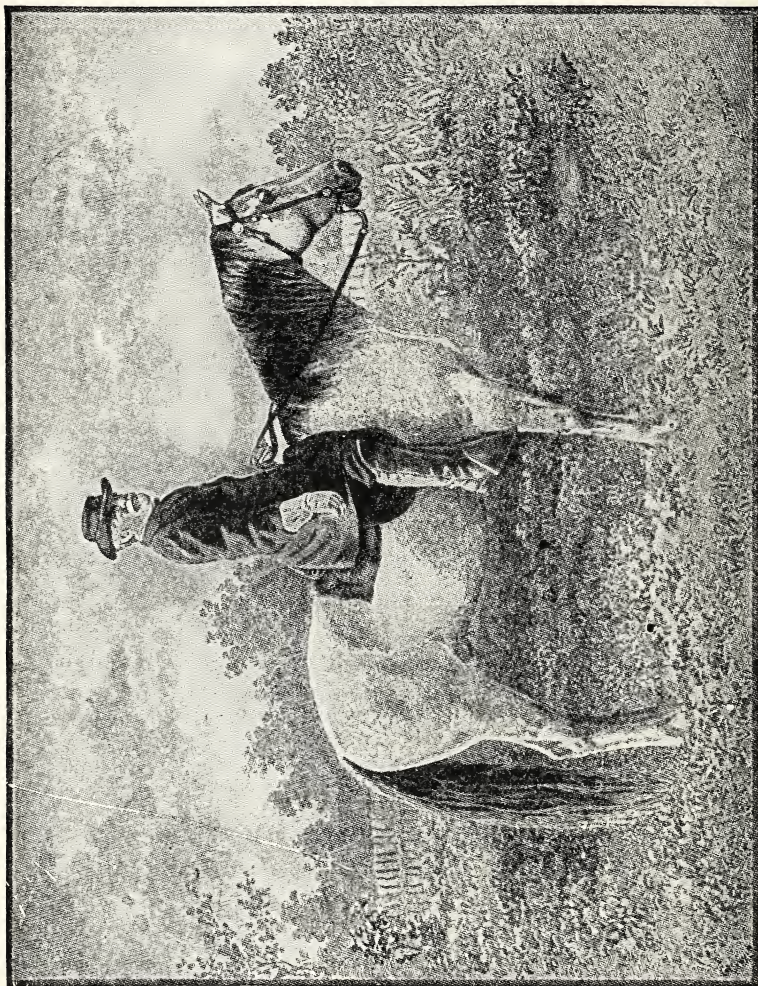
Write two sentences containing adjective phrases.

Write two sentences containing adverbial phrases.

What is a preposition?

What is the case-use of a noun or a pronoun with a preposition?

Give sentences containing forms of *go*, *begin*, and *run*.



LEE ON "TRAVELLER"



CHAPTER FIVE

LESSON 69 — LITERATURE

1. Reading.

GENERAL LEE'S DESCRIPTION OF HIS HORSE "TRAVELLER"

If I were an artist like you I would draw a true picture of Traveller — representing his fine proportions, muscular figure, deep chest, and short back, head, delicate ears, quick eye, small feet, and black mane and tail. Such a picture would inspire a poet, whose genius could then depict his worth and describe his endurance of toil, hunger, thirst, heat, cold, and the dangers and sufferings through which he passed. He could dilate upon his sagacity and his affection, and his invariable response to every wish of his rider. He might even imagine his thoughts, through the long night marches and days of battle through which he has passed.

But I am no artist; I can only say he is a Confederate gray. I purchased him in the mountains of Virginia in the autumn of 1862, and he has been my patient follower ever since — to Georgia, the Carolinas, and back to Virginia. He carried me through the Seven Days Battle around Richmond, the second Manassas, at Sharpsburg, Fredericksburg, the last day at Chancellorsville, to Pennsylvania, at Gettysburg, and back to the Rappahannock. From the commencement of the campaign in 1864 at Orange, till its close around Petersburg, the saddle was scarcely off his back, as he passed through the fire of the Wilderness, Spottsylvania, Cold Harbor, and across the James River. He was in almost daily requisition in the winter of 1864-65 on the long line of defenses from Chickahominy, north of Richmond, to Hatcher's Run,

south of the Appomattox. In the campaign of 1865, he bore me from Petersburg to the final days at Appomattox Court House.

You must know the comfort he is to me in my present retirement. He is well supplied with equipments. Two sets have been sent him from England, one from the ladies of Baltimore, and one was made for him in Richmond; but I think his favorite is the American saddle from St. Louis. Of all his companions in toil, "Richmond," "Brown Roan," "Ajax," and quiet "Lucy Long," he is the only one that retained his vigor. The first two expired under their onerous burdens, and the last two failed. You can, I am sure, from what I have said, paint his portrait.

2. Study of Selection.

This account of "Traveller" was in a letter from General Lee to his wife, which he dictated to his daughter Agnes, at Lexington, shortly after the war.

Look at the picture on page 90, which was made from a photograph, and write your own description of General Lee's horse.

Read the following poem by Julia Ward Howe, and tell what kind of man she says Lee was.

How did Lee's hand bear "the blessed torch of learning"?

How can Love make "the heart of nations one"?

ROBERT E. LEE

A gallant foeman in the fight,
 A brother when the fight was o'er,
 The hand that led the host with might
 The blessed torch of learning bore.

Nor shriek of shells nor roll of drums,
 No challenge fierce, resounding far,
 When reconciling Wisdom comes
 To heal the cruel wounds of war.

Thought may the minds of men divide;
Love makes the heart of nations one;
And so, thy soldier grave beside,
We honor thee, Virginia's son.

—*Julia Ward Howe.*

LESSON 70—STORY-TELLING

Read "Lee and the Children," by Thomas Nelson Page. Tell the story; then read it again silently, timing yourself as you read it. Retell the story; if you can, tell it more accurately than you did the first time. *Avoid the "and" habit.*

LEE AND THE CHILDREN

In a horseback ride to the peaks of Otter, in the summer of 1867, he was accompanied by one of his daughters, who related afterward this pleasant incident of the trip. Having crossed the James at a ferry, where the ferryman, an old soldier, refused to accept any payment from his old general, they were riding up a steep hill when they came to a group of little children playing in the road, with hands and faces both much besmeared with dirt. The general, as they passed, rallied them on their muddy faces, and they suddenly dashed away and scampered up the hill. A few minutes later, as the general and his daughter rounded the hill, from a little cabin on the roadside rushed the same children, with their faces washed, their hair brushed, and the girls with clean aprons, and as they passed, one of them called out "We know you are General Lee. We have your picture." It was the epitome of the South: his picture and his influence are in every Southern heart.

—*Thomas Nelson Page.*

LESSON 71—COMPOSITION

Write an interesting paragraph about Lee, telling how he loved children and animals, and how both North and South honored him.

LESSON 72—THE CONJUNCTION

1. Development.

1. Lee *and* his daughter rode to the peaks of Otter.
2. Lee rode "Traveller" *or* "Ajax."
3. The children suddenly dashed away, *but* they appeared a few minutes later.

What word connects the parts of the compound subject in sentence 1?

What word connects the two phrases in sentence 2?

What word connects the two clauses in sentence 3?

Words used in this way are called **conjunctions**.

Learn:

A word (not a preposition) used to connect words or groups of words of the same class is called a conjunction.

Select the conjunctions in the following sentences and tell what each connects:

1. He had small feet *and* a black mane.
2. He carried me through the Seven Days' Battle, *and* I rode him back to Virginia.
3. They washed their faces *and* brushed their hair.
4. The children dashed rapidly away *and* scampered up the hill.
5. They were muddy, *but* they washed their faces.
6. The shriek of shells is heard no more, *and* the roll of drums is stilled.
7. They offered to pay the ferryman, *but* he would take no money from his old general.

8. The first two of Lee's horses died under their heavy burden, and the last two failed.
9. Lee was a gallant foeman in the fight, but he was a brother when the fight was over.

2. Written Exercise.

Write five sentences containing conjunctions. Draw a line under each conjunction.

LESSON 73—COÖRDINATING AND SUBORDINATING CONJUNCTIONS

1. Coördinating Conjunctions.

1. The general *and* his daughter rounded the hill.
2. They rode across the river *and* up the hill.
3. The children played *and* their parents worked.
4. Traveller retained his vigor, *but* all the other horses failed the general.
5. The horses broke down *or* died.

The words connected by the conjunction *and* in sentence 1 are of equal rank or importance in the sentence, because they are the parts of a compound subject.

The phrases connected by the conjunction *and* in sentence 2 are of equal rank.

The clauses connected by the conjunction *and* in sentence 3 are of equal rank, because they are the clauses of a compound sentence.

The clauses connected by the conjunction *but* in sentence 4, and the words connected by the conjunction *or* in sentence 5, are similarly of equal rank.

The conjunctions *and*, *but*, and *or* are used to join words, phrases, or clauses that are coördinate, or of equal rank. For this reason such conjunctions are called **coördinating conjunctions**.

Learn:

A conjunction that joins words of equal rank, phrases of equal rank, or the clauses of a compound sentence is called a coördinating conjunction.

A few conjunctions used in pairs also join words, phrases, or clauses of equal rank. Among these pairs are: *both — and, not only — but also, either — or, neither — nor.*

Examples:

1. *Both* the man *and* his wife were happy.
2. They were *not only* cold, *but also* hungry.
3. John was *either* working *or* playing all day long.
4. *Neither* the boy *nor* the girl went to school yesterday.

2. Subordinating Conjunctions.

1. John ran *because* he was late.
2. He will go *if* you stay.

The conjunction *because* in sentence 1 joins a subordinate clause to a principal clause. These clauses are not of equal rank.

The conjunction *if* in sentence 2 joins a subordinate clause to a principal clause. These clauses are not of equal rank.

The conjunctions *because, if, for, since, lest, that, though, although, unless,* and some others are used to join subordinate clauses to principal clauses and are therefore called **subordinating conjunctions.**

Learn:

A conjunction that joins a subordinate clause to a principal clause — that is, a conjunction that joins the clauses of a complex sentence — is called a subordinating conjunction.

Classify according to form the following sentences. Classify the conjunctions; tell what each connects.

SENTENCE

They crossed the James River at a ferry, and they came upon a group of muddy little children in the road.

MODEL

This is a compound sentence containing two clauses:

- (1) *They crossed the James River at a ferry.*
 (2) *They came upon a group of muddy little children in the road.*

And is a coördinating conjunction connecting the clauses.

1. The ferryman recognized his general and took no payment from him.
2. He suffered the hunger, thirst, and cold of winter, but at all times he received good care from his owner.
3. They knew General Lee, although they had never seen him before.
4. He wondered if they would come back.
5. They knew him because they had his picture.
6. He feared lest he could not describe the horse in detail.

Name the principal word of the subject and the predicate of each clause in the above sentences. Select the phrases and tell what each modifies. Follow this model:

SENTENCE

They crossed the James River at a ferry, and they came upon a group of muddy little children in the road.

MODEL

They is the principal word in the subject of clause 1; *crossed* is the principal word in the predicate.

They is the principal word in the subject of clause 2; *came* is the principal word in the predicate.

Phrases: *of muddy children* modifies *group*; *at a ferry* modifies *crossed*; *in the road* modifies *came upon*.

LESSON 74 — THE BUSINESS LETTER: A SUBSCRIPTION:
AN ORDER

1. A Subscription.

If you were promised a year's subscription to a magazine provided you wrote the order correctly, do you think you could do it? Edward Fairfax wrote this letter to show his father that he was able to order a magazine:

*726 St. Charles Ave.
New Orleans, La.
Dec. 10, 1917*

*The Century Co.
353 Fourth Ave.
New York, N. Y.*

Gentlemen:

I am inclosing a money order for three dollars (\$3.00) for a year's subscription to "St. Nicholas," beginning with the issue of January, 1918.

*Respectfully yours,
Edward Fairfax*

Edward's sister wrote an order for a magazine. Before her name she wrote the title *Miss* inclosed in parentheses thus, (*Miss*) *Margaret Fairfax*.

2. Written Exercise.

Write an order subscribing for some magazine.

3. An Order.

Mrs. Stanton wrote a letter, ordering a pair of blankets. She was careful to state exactly the kind she wanted, so that there might be no mistake. Since she wished to pay for the blankets when she received them, she asked to have them sent C. O. D., which means *collect on delivery*. This is the letter she wrote:

379 Broad Ave.
Oswego, N. Y.
Oct. 23, 1917

F. R. Henderson and Co.
214 Fifth Ave.
New York, N. Y.

Gentlemen:

Please forward C. O. D. one pair of white wool blankets, with blue border and blue satin ribbon binding. Send the 70×80-inch size, which you advertise for ten dollars (\$10.00).

Yours truly,

(Mrs. George F. Stanton) Anna M. Stanton

4. Written Exercise.

Write to a drygoods store, ordering ten yards of white lawn to cost twenty cents a yard. Ask the dealer to send C. O. D.

LESSON 75 — COMPOSITION

Read the following selection and make a report, telling what birds remain all winter in your locality, and what birds could be encouraged to remain if provided with food. Report also upon any plans your city or any of its citizens may have for feeding the birds in winter, or for providing bird houses in summer. What do *you* do for the birds?

FEED THE WINTER BIRDS

This is the time of year when the members of the Audubon societies are urging people to feed the birds. There seems to be a belief in many places in the North that there are no birds in winter except the English sparrow, on whom no one wastes much sympathy in cold weather or in hot. We have many birds with

us in winter and we can have them as neighbors if we will tempt them to become our familiars.

Everybody blessed with land enough to make a back yard can gather feathered friends about him in winter if he will take the means to do it. A big piece of suet wired to the branch of a tree will bring nuthatches, chickadees, juncoes, woodpeckers, blue jays, kinglets, and half a dozen other species of birds to the board which is spread for them. The birds have some means of finding out quickly where the feast is prepared, and they will flock to it daily.

The suet should be supplemented by a diet of grain. Cracked corn, wheat, and ordinary bird seed are favorite provender with most of our winter birds. A small open box half filled with grain will keep a dozen birds happy and well fed for a week. The man who is kind to the feathered folk is paid for his pains. In the course of the winter he will see birds that he never saw before. It may be that the American crossbill or the pine grosbeak in its flaming coat will come to warm his winter landscape for him. It costs little or nothing to feed the birds in winter, and they are good company.

— *The Chicago Evening Post.*

LESSON 76 — COMPOSITION

Write the report that you made in the preceding lesson.

LESSON 77 — THE INTERJECTION: NEGATIVE STATEMENTS

1. Development.

1. Mary said, "O mother, how happy I am!"
2. "Ah! there you are," said the hunter.
3. "Hurrah!" said the boy, "It is snowing."

The words *O*, *oh*, *ah*, *hurrah*, *pshaw*, *ha*, *alas*, and some others are used to express sudden or strong feeling. These

words do not modify any part of the sentence in which they are used. Such words are called **interjections**.

Learn:

A word used to express sudden or strong feeling, not connected in construction with the rest of the sentence, is called an interjection.

Notice that words commonly used as other parts of speech may be used in exclamation.

Examples: *Run!* they're after you. (Verb)

Angry! I should say I am. (Adjective)

Select the interjections in the following sentences:

1. Pshaw! I am sorry.
2. Oh! how you surprised me.
3. O John, where are you?
4. Ha ha! there you are.
5. Alas! the boat has gone.
6. Ah! he is coming at last.

2. Written Exercise.

Write five sentences, using an interjection in each. Draw a line under each interjection.

Tell the use of each word in your sentences.

3. Negative Statements.

Repeat the following sentences to yourself several times and be prepared to take part in the rapid repetition of them in class, each member giving a sentence:

- | | |
|-------------------------|-------------------------|
| 1. I have no book. | 5. I have no tablet. |
| 2. I have not a book. | 6. I have not a tablet. |
| 3. I have no pencil. | 7. I have no pen. |
| 4. I have not a pencil. | 8. I have not a pen. |

Sentences like the above are called **negative statements**. The words *no* and *not* are sometimes called "negatives."

Remember that two negatives should never be used in making a statement.

Answer in the negative the following questions:

- | | |
|-----------------------|-----------------------|
| 1. Have you a book? | 3. Have you a tablet? |
| 2. Have you a pencil? | 4. Have you a pen? |

Be prepared to ask members of your class the above questions and to judge the correctness of the answers.

Read the following sentences:

1. I have but five dollars.
2. I had only time to dress.
3. There was hardly enough for all.
4. I have nothing in my desk.

In such sentences as the above never use *not*, or a contraction such as *haven't*, etc. "I have but five dollars" means "I have *not* more than five dollars." It therefore expresses a negative meaning. What would "I *haven't* but five dollars" mean?

LESSON 78 — THE GENITIVE CASE

1. The Genitive of Possession.

The *child's* name was Ernest.

You have already learned that the possession of something is shown by the apostrophe and *s*. You have had much practice in the change that is made in the form of nouns to show possession. To a singular noun, you remember, we add an apostrophe and *s*; to a plural that already ends in *s*, we add merely an apostrophe. The forms thus made — the forms that show possession — are the only variations of case-form that are now used in English nouns. In Latin, German, and other languages this case is called the **genitive**; and for the sake of uniformity in terms it is best to call it the **genitive** in English

also. Because of its use, however, it is often called the *possessive* case.

Learn:

The form of a noun that shows possession is called the *genitive* case.

2. The Genitive of Connection.

The *day's* toil had wearied him.

In the above sentence, *day's* is the form that shows possession. You know, of course, that the day did not *possess* *toil*. There is, however, a *connection* between *day* and *toil*, and this connection is indicated by the *genitive* case. Thus the *genitive* may indicate either *possession of* or *connection with*, and is accordingly called either the *genitive of possession* or the *genitive of connection*.

3. Written Exercise.

Copy five sentences from your reader, each of which contains a noun in the *genitive* case.

Write sentences containing these examples of the *genitive of connection*:

the summer's toil

the day's duties

LESSON 79 — SUMMARY OF THE PARTS OF SPEECH

1. The Parts of Speech.

You have now learned the different classes into which words are divided according to their use in sentences. These classes or groups are called the *parts of speech*. There are eight parts of speech, as follows:

Noun	Verb	Adverb	Conjunction
Pronoun	Adjective	Preposition	Interjection

Learn:

The classes into which words are divided according to their use in sentences are called the parts of speech.

Classify according to form the sentences given below. Classify the clauses and tell the subject and the predicate of each.

Tell what each word does in the sentence and what part of speech it is.

1. The children lived in a cabin beside the road.
2. They lived near a river.
3. The river ran and flowed along.
4. A troop of children came from that small cabin.
5. They changed the dresses which they wore.
6. When they saw General Lee, they scampered into the cabin.
7. Ah! If I were an artist, what a picture of Traveller I would paint!

2. *Sing, Sang, Sung.*

Repeat the following sentences to yourself several times and be prepared to take part in the rapid repetition of them in class, each pupil giving a sentence:

1. I sing now.
2. I sang yesterday.
3. I have sung every day.
4. He sings now.
5. He sang yesterday.
6. He has sung every day.
7. We sing now.
8. We sang yesterday.
9. We have sung every day.

Repeat the above sentences, substituting *ring*, *begin*, and *drink* for *sing*.

Answer the following questions, using *sing*, *sang*, *has sung*, or *have sung*:

1. Did you sing in school today?
2. What did you sing?
3. When did you sing this song?
4. What part did you sing?
5. Have you sung "America" today?
6. Has he sung "The Long, Long Trail"?

Be prepared to ask your classmates these or similar questions and to judge the correctness of the answers.

Read the following sentences, filling each blank with the proper form of the verb *sing*:

1. I —— with the other children yesterday.
2. We have —— all the songs in this book.
3. He —— three songs last night.
4. Have you —— this song before?
5. They —— better yesterday.
6. He has —— for us many times.

LESSON 80 — CURRENT EVENTS

Be prepared to make a report upon a current event of local or general interest, such as a sleigh ride, a party, an ice carnival, or a fire. Make an outline to guide you in your talk.

LESSON 81 — CURRENT EVENTS

Write the report you gave in the preceding lesson. Test your work by the form given on page 5.

LESSON 82 — HALF-YEARLY SUMMARY

1. Classes of Sentences According to Form:

- (a) A *simple sentence* contains but one statement or one question (p. 12).
- (b) A *compound sentence* contains two or more independent clauses (p. 14).
- (c) A *complex sentence* contains a principal clause and one or more subordinate clauses (p. 18).

2. The Order of a Sentence:

- (a) When the subject of a sentence precedes the predicate, the sentence is said to be in natural order (p. 6).
- (b) When the subject of a sentence follows the predicate, the sentence is said to be in transposed order (p. 6).

3. The Parts of a Sentence:

- (a) *The Subject* — simple, compound;
 - (1) A subject that has but one principal word is called a simple subject (p. 10).
 - (2) A subject that has two or more principal words joined by a connecting word is called a compound subject (p. 10).
- (b) *The Predicate* — simple, compound;
 - (1) A predicate that has but one principal asserting word is called a simple predicate (p. 10).
 - (2) A predicate that contains two or more asserting words joined by a connecting word is called a compound predicate (p. 10).

4. Phrases and Clauses:

- (a) A group of related words that does not contain a subject or a predicate is called a phrase (p. 81).
 - (1) A group of asserting words is a verb phrase (p. 58).
 - (2) A phrase that modifies a noun or a pronoun is called an adjective phrase (p. 81).
 - (3) A phrase that modifies a verb, an adjective, or an adverb, is called an adverbial phrase (p. 81).
 - (4) A phrase introduced by a preposition is called a prepositional phrase (p. 85).

- (b) A part of a sentence containing a subject and a predicate is called a clause (p. 13).
- (1) A clause that can be used alone is called a principal, or independent, clause (p. 17).
 - (2) A clause that cannot be used alone is called a subordinate, or dependent, clause (p. 17).

5. The Parts of Speech:

The classes into which words are divided according to their use in sentences are called the parts of speech (p. 104).

(a) *The Noun* — Common and Proper (p. 28).

(b) *The Pronoun* — Personal (p. 32), Relative (p. 33), Interrogative (p. 33), Possessive (p. 34), Demonstrative (p. 34).

The word or words for which a pronoun stands are called its antecedent (p. 32).

(c) *The Adjective*:

(1) An adjective that changes the meaning by describing a person or thing is called a descriptive adjective (p. 40).

(2) An adjective that tells which, how many, how much, etc., is called a limiting adjective (p. 40).

An adjective in the predicate, describing or limiting the subject, is called a predicate adjective (p. 61).

Adjectives are usually, but not always, placed before the words they modify (p. 41).

Some words may be used as either adjectives or pronouns (p. 42).

(d) *The Verb*:

(1) A verb that asserts action performed directly upon an object is called a transitive verb (p. 70).

(2) A verb that does not assert action performed directly upon an object is called an intransitive verb (p. 71).

A verb that does not require a direct object or a predicate noun, pronoun, or adjective to complete its meaning is called a complete verb (p. 71).

A verb that is used to connect the subject of a sentence with a predicate noun, pronoun, or adjective is called a linking verb (p. 72).

(e) *The Adverb* (p. 78).

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

(f) The Preposition:

A word that shows the relation between a noun or a pronoun with which it is used and some other word in the sentence is called a preposition (p. 85).

(g) The Conjunction:

A word (not a preposition) used to connect words or groups of words of the same class is called a conjunction (p. 94).

- (1) A conjunction that joins words of equal rank, phrases of equal rank, or the clauses of a compound sentence is called a coördinating conjunction (p. 96).
- (2) A conjunction that joins a subordinate clause to a principal clause is called a subordinating conjunction (p. 96).

(h) The Interjection:

A word used to express sudden or strong feeling, not connected in construction with the rest of the sentence, is called an interjection (p. 101).

6. Construction (Case-use):

The way in which a word is used in a sentence is called its construction (p. 49).

Variation in the form of nouns and pronouns to indicate their construction is called case (p. 50).

The constructions that a noun or a pronoun may have in a sentence are called case-uses (p. 51).

(1) Nominative case-uses:

The use of a noun or a pronoun as the subject of a sentence or a clause (p. 51).

The use of a noun in direct address (p. 51).

The use of a noun in exclamation (p. 52).

The use of a word as a predicate noun or a predicate pronoun (p. 60).

(2) Accusative case-uses:

The use of a noun or a pronoun as direct object (p. 70).

The use of a noun or a pronoun with a preposition (p. 85).

(3) Dative case-use:

The use of a noun or a pronoun as the indirect object of a transitive verb (p. 74).

(4) Genitive case-uses:

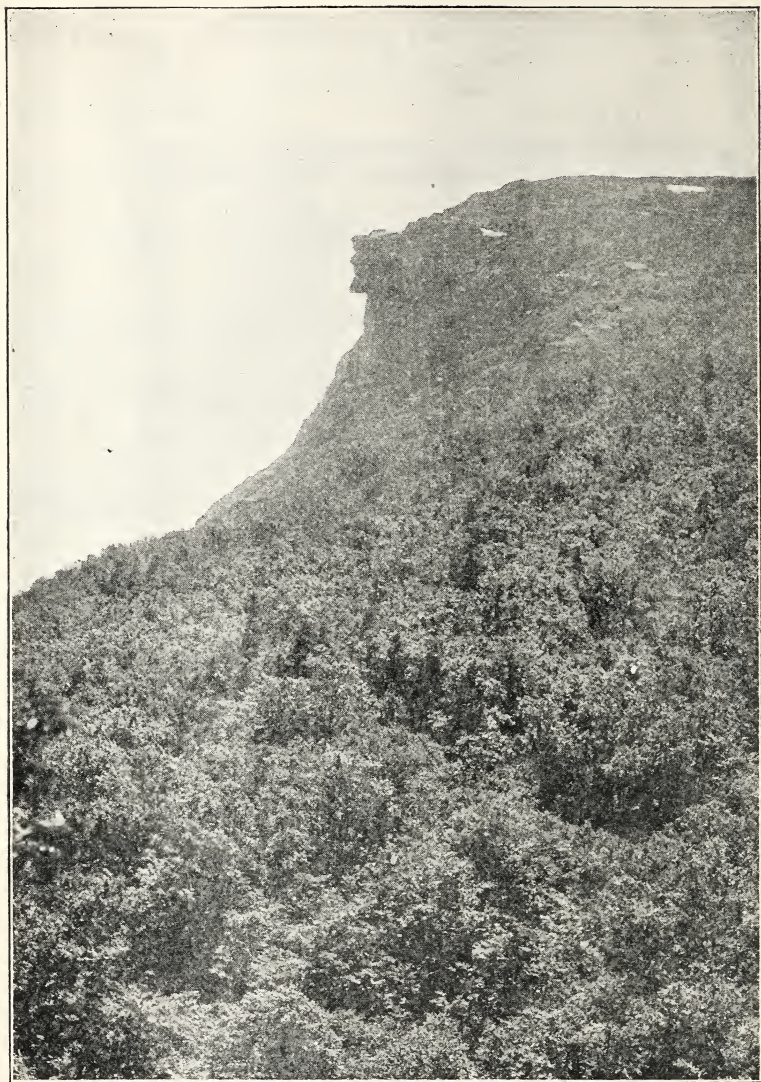
To show possession and to show connection (p. 103).

7. Forming Plurals:

- (a) Most nouns ending in *o* preceded by a consonant add *es* to form their plurals (p. 37).
- (b) The plurals of some nouns are formed by a change of vowel (p. 37).
- (c) A few nouns have two plural forms (p. 53).
- (d) A few nouns have the same form for both singular and plural (p. 53).
- (e) Proper names form their plurals in various ways (p. 53).

8. General Language Facts:

- (a) In writing a conversation, the words of each speaker make a paragraph (p. 27).
- (b) Words that end with corresponding sounds, preceded preferably by different consonants, are said to rime (p. 63).
- (c) Lines that rime in pairs are called couplets (p. 63).
- (d) Sentences that give the idea of denial are called negative statements (p. 101). Two negatives should not be used in making a statement (p. 102).



THE GREAT STONE FACE



CHAPTER SIX

LESSON 83 — LITERATURE

1. Reading.

THE GREAT STONE FACE

One afternoon, when the sun was going down, a mother and her little boy sat at the door of their cottage, talking about the Great Stone Face. They had but to lift their eyes, and there it was plainly to be seen, though miles away, with the sunshine brightening all its features.

The Great Stone Face was a work of Nature in her mood of majestic playfulness, formed on the perpendicular side of a mountain by some immense rocks, which had been thrown together in such a position as, when viewed at a proper distance, precisely to resemble the features of the human countenance. It seemed as if an enormous giant had sculptured his own likeness on the precipice. There was the broad arch of the forehead, a hundred feet in height; the nose, with long bridge; and the vast lips, which, if they could have spoken, would have rolled their thunder accents from one end of the valley to the other.

It was a happy lot of children to grow up to manhood or womanhood with the Great Stone Face before their eyes, for all the features were noble, and the expression was at once grand and sweet, as if it were the glow of a vast, warm heart, that embraced all mankind in its affections, and had room for more.

As we began with saying, a mother and her little boy sat at their cottage-door, gazing at the Great Stone Face and talking about it. The child's name was Ernest.

"Mother," said he, "I wish that it could speak, for it looks so very kindly that its voice must needs be pleasant. If I were to see a man with such a face, I should love him dearly."

"If an old prophecy should come to pass," answered his

mother, "we may see a man, some time or other, with exactly such a face as that." "What prophecy do you mean, dear mother?" eagerly inquired Ernest. "Pray tell me all about it!"

So his mother told him a story that her own mother had told to her, when she herself was younger than little Ernest. The purport was that at some future day a child should be born hereabouts, who was destined to become the greatest and noblest personage of his time, and whose countenance, in manhood, should bear an exact resemblance to the Great Stone Face.

"O mother, dear mother!" cried Ernest, clapping his hands, "I do hope that I shall live to see him!"

His mother was an affectionate and thoughtful woman, and felt that it was wisest not to discourage the generous hopes of her little boy. So she only said to him, "Perhaps you may."

And Ernest never forgot the story that his mother told him. It was always in his mind whenever he looked upon the Great Stone Face. He spent his childhood in the log-cottage where he was born, and was dutiful to his mother, and helpful to her in many things, assisting her much with his little hands, and more with his loving heart. In this manner, from a happy, yet often pensive, child, he grew up to be a mild, quiet, unobtrusive boy, sun-browned with labor in the fields, but with more intelligence brightening his aspect than is seen in many lads who have been taught at famous schools. Yet Ernest had had no teacher, save only that the Great Stone Face became one to him. When the toil of the day was over he would gaze at it for hours, until he began to imagine that those vast features recognized him and gave him a smile of kindness and encouragement, responsive to his own look of veneration.

— *Nathaniel Hawthorne.*

2. Study of Selection.

How far from Ernest's home was the mountain on which the Great Stone Face was formed?

What expression did the face wear?

Why was it a "happy lot" for children to grow up where they could see the Great Stone Face?

Why did Ernest want to hear those great lips speak?

What prophecy was told about the Great Stone Face?

What effect did the story told by his mother have upon Ernest?

How did Ernest's childhood pass? Tell of his boyhood.

What did he learn from the Great Stone Face?

Explain the following:

thunder accents generous hopes majestic playfulness

3. Word Study.

Look up in the Glossary the pronunciation and meaning of these words:

precipice	vast	pensive	purport
destined	precisely	prophecy	unobtrusive
personage	aspect	responsive	veneration

LESSON 84 — COMPOSITION

Conversation and Discussion.

Study the picture on page 110 and be prepared to discuss the Great Stone Face, following these topics:

- (a) What and where it was.
- (b) Description of it.
- (c) Its influence upon Ernest.

LESSON 85 — COMPOSITION

Write a composition telling why boys and girls should read the story of the Great Stone Face. Imagine you are writing for pupils of your own age who have never read the story. Test your work by the form given on page 5.

LESSON 86 — THE ADJECTIVE CLAUSE

1. Development.

1. A *stone* wall surrounds the palace.
2. A wall *of stone* surrounds the palace.
3. A wall *that is built of stone* surrounds the palace.

In sentence 1 notice that the wall is described by the adjective *stone*; in sentence 2 by the phrase *of stone*; and in sentence 3 by the clause *that is built of stone*. Such a clause is called an **adjective clause**. The three sentences have the same meaning; the phrase in sentence 2 and the clause in sentence 3 do the work of the adjective in sentence 1.

Learn:

When a subordinate clause modifies a noun or a pronoun, it is called an adjective clause.

Adjective clauses are most commonly introduced by relative pronouns — *who, whom, which, that, etc.*; but they may be introduced by other words.

Examples:

The mountain was far from the place *where* Ernest lived.
The day *when* spring came made us very happy.

Expand the italicized adjective in each of the following sentences into an adjective phrase and an adjective clause:

1. She wore a *silver* chain.
2. *April* showers bring flowers.
3. Are *American* boys patriotic?
4. The dog is a *courageous* animal.
5. Is the *wooden* ship old?
6. I met the *wealthy* merchant.

Select the adjective clause in each of the following sentences and tell what word it modifies:

1. The mountain *that* Ernest saw was far off.
2. The face, *which* was large, resembled the human countenance.
3. The woman to *whom* Ernest talked was his mother.
4. It was she who spoke of the old prophecy.
5. She told the story to him who was her dutiful son.
6. She who told the story was Ernest's mother.
7. She told it to the boy whom she loved.

What are the nouns in sentences 1, 2, and 3 for which the italicized words are used? What nouns in these sentences are modified by the subordinate clauses?

2. Written Exercise.

Write five sentences, each containing an adjective clause. Draw a line under each noun or pronoun that is modified by an adjective clause.

Write sentences containing the following clauses used as adjectives and tell what each clause modifies:

who came yesterday

whom you saw

LESSON 87 — THE ADVERBIAL CLAUSE

1. Development.

1. When his work was done, Ernest gazed upon the Great Stone Face.
2. He would gaze at it until it seemed to smile at him.
3. Because it was a noble face, Ernest looked at it often.
4. While he looked at it, he thought of the prophecy.
5. Although he was young, Ernest was a great help to his mother.
6. After he became a man, he remembered the prophecy.

Classify the above sentences as to form. Select the principal clause and the subordinate clause in each sentence.

Select the word that each subordinate clause modifies.

What is a word that modifies the meaning of a verb called? A word that modifies the meaning of an adjective or an adverb?

Learn:

A clause that modifies a verb, an adjective, or an adverb is called an adverbial clause.

Notice that the adverbial clauses in the preceding sentences are introduced by *when, until, because, while, although,* and *after*.

Other conjunctions commonly used to introduce adverbial clauses are *where, how, as, before, since, till, if, unless,* etc.

2. Written Exercise.

Write sentences containing the following clauses used as adverbs and tell what each clause modifies:

when he arrived

before the sun sets

unless you are studious

because the days are short

until spring comes

where I put it

Write five sentences, each containing an adverbial clause. Draw a line under each word that is modified by an adverbial clause.

LESSON 88 — LIE AND LAY

1. *Lie* and *Lay*.

The verb *lie, lay, lain*, meaning to be in a position of rest, is intransitive, and therefore does not have an object.

The verb *lay, laid, laid*, meaning to place, is transitive and therefore has an object.

If you keep in mind the fact that *lie* does not have an object and *lay* does, you will have no trouble in using these verbs correctly.

Repeat the following sentences to yourself several times and be prepared to take part with others in the rapid repetition of them in class, each member giving a sentence:

1. I *lie* on the bed now.
2. I *lay* on the bed yesterday.
3. I *have lain* there often.
4. I *lay* the book down now.
5. I *laid* it down yesterday.
6. I *have laid* it down often.

Add *yesterday* to each of the following sentences, making all necessary changes:

1. The doctor lies ill at his home.
2. Do you lie in bed late in the morning?
3. The snow lies on the frozen ground.
4. The dog is lying on the floor.
5. Who is laying the bricks on the wall?
6. The books lie on the table.
7. Tom lays the books on the table.
8. Ben lays the baby on the rug.
9. The skates lie on the shelf.
10. Do you like to lie in bed?

Select the correct word for each of the following sentences and give reasons for your choice:

1. Do you like to (*lie, lay*) on the grass?
2. Yesterday I saw the cows (*lying, laying*) in the shade.
3. The books (*lay, laid*) on the shelf yesterday.
4. Ruth and Jane (*lay, laid*) on the couch yesterday.
5. (*Lie, lay*) aside your knitting and go with us.
6. Who (*lay, laid*) the bricks on the wall yesterday?
7. Who (*lay, laid*) on the rug yesterday?
8. Is the ball (*lying, laying*) on the sidewalk?
9. The snow has (*lain, laid*) on the ground all winter.
10. Has the rain (*lain, laid*) the dust?
11. The baseball (*lays, lies*) on the field.

2. *Accept* and *Except*.

Do not use *except*, meaning *to leave out, to omit*, instead of *accept*, meaning *to receive with favor, to approve*.

- Examples:*
1. I *accept* (not *except*) your invitation.
 2. How many of my stories do you *accept*?
 3. Will you *accept* my apology?
 4. Dr. Brown *accepts* your gift.

3. *Lose* and *Loose*.

Do not confuse the adjective *loose* and the verb *lose*. Select the correct word for each of the following sentences:

1. Did you (*loose, lose*) your cap?
2. Have you a (*loose, lose*) tooth?
3. One of the pulleys is (*loose, lose*).
4. Be careful not to (*loose, lose*) your way.
5. He drives with (*loose, lose*) reins.
6. How many marbles did you (*loose, lose*)?

LESSON 89 — STORY TELLING

Time yourself as you read silently the following story. Tell the story; then read it again silently, timing yourself as before. Retell the story, trying to tell it more accurately than you did the first time. *Avoid the "and" habit.*

GENEVIEVE

Many hundred years ago there lived in Gaul, as France was then called, a girl named Genevieve. When Genevieve was about thirteen years old the whole country was thrown into a state of terror by the news that Attila, the fierce chief of the savage Huns, was on his way to invade Gaul.

One day the tidings came that Attila was marching toward Paris. The frightened people rushed from their homes and fled toward the bridge which led out of the city. Their one thought

was to escape from the terrible Huns, whose shouts they fancied they could hear as they ran.

Suddenly their mad flight was checked. On the bridge, with arms extended, stood Genevieve.

"O my friends," she cried, "do not leave your homes and your city in this way. Go back. Be brave. God will protect you. Let no one be able to say that the people of Paris are cowards!"

At first the men were angry, but one by one they began to feel ashamed, and at last they followed Genevieve back to the city and prepared to fight for their homes.

The Huns did not reach Paris, however. Attila stopped to besiege Orleans and was met by a Roman army which had been sent in haste from Italy. The Goths and Franks united their forces with those of the Romans, and the Huns were driven out of Gaul.

During her long life Genevieve was an inspiration to the people of Paris, and more than once saved the city. In after years when people remembered what her courage had done for the city she loved so greatly, they called Genevieve the Defender of Paris.

— *Selected.*

LESSON 90 — CLASS COMPOSITION

Be prepared to take part with other members of the class in telling the story of Genevieve, so as to make a class composition that your teacher may write on the board.

LESSON 91 — COMPOSITION

There were many girls and boys in Paris on the day that the people thought the Huns were coming, but Genevieve stood alone upon the bridge when she stopped the cowardly flight of the citizens. What were the other children doing?

You may never have a chance to show your patriotism as Genevieve showed hers, but would you be ready if the chance came? How can you prepare yourself to serve when your country needs you? How can boys and girls serve their country every day? Kindness and helpfulness to others are the mainsprings of service. Relate any act of kindness to a child, to an old person, or to an animal, that you have observed.

LESSON 92 — COMPOSITION

Subject: *What I Can Do Today for My Country.*

- (a) In helping to grow food.
 - (b) In preventing waste of food.
 - (c) In preventing waste of fuel.
-

LESSON 93 — LITERATURE

1. Reading.

ABRAHAM LINCOLN

This man whose homely face you look upon
 Was one of Nature's masterful great men;
 Born with strong arms that unfought victories won.
 Direct of speech, and cunning with the pen,
 Chosen for large designs, he had the art
 Of winning with his humor, and he went
 Straight to his mark, which was the human heart.
 Wise, too, for what he could not break, he bent;
 Upon his back, a more than Atlas load,
 The burden of the Commonwealth was laid;
 He stooped and rose up with it, though the road
 Shot suddenly downwards, not a whit dismayed.
 Hold, warriors, councilors, kings! All now give place
 To this dead Benefactor of the Race.

— *Richard Henry Stoddard.*

2. Study of Selection.

Prepare a list of questions on the preceding lines to ask your classmates.

Prepare a list of words for special study.

Prepare a program of exercises for the celebration of Lincoln's birthday.

Memorize the stanza.

LESSON 94 — GENDER OF NOUNS AND PRONOUNS

1. Development.

A few nouns and pronouns (*girl, men, she*) in the story of Lesson 89 indicate sex; that is, they show whether male or female is meant. Many nouns and pronouns, however, give no hint as to sex, or are used for things without sex.

The noun *man* names a person of the male sex.

The noun *girl* names a person of the female sex.

The noun *bridge* names something without sex.

The noun *child* names a person of either male or female sex.

The pronoun *he* refers to a person of the male sex.

The pronoun *she* refers to a person of the female sex.

The pronoun *it* refers to something without sex.

This distinction according to sex is called **gender**. Nouns or pronouns that denote the male sex are said to be of **masculine** gender. Nouns or pronouns that denote the female sex are said to be of **feminine** gender. Nouns or pronouns that denote things without sex are said to be of **neuter** gender. Nouns that denote either male or female sex are sometimes said to be of "common" gender.

Select from your reader ten nouns of the masculine gender and ten nouns of the feminine gender.

2. Written Exercise.

Write sentences containing pronouns of masculine, feminine, and neuter genders.

Write two sentences containing nouns that may be either masculine or feminine.

3. Dictation.

Study the second paragraph of the story of Lesson 89 and be prepared to write it correctly from your teacher's dictation. Test your work by the form shown on page 20.

LESSON 95 — PHRASES AND CLAUSES

Select the phrases and clauses in the following sentences and tell which are used as adjectives and which as adverbs:

1. I looked into the quiet parlor of the fishes.
 2. Heaven is under our feet and over our heads.
 3. In the morning men come with fishing reels.
 4. They sit and eat their luncheon on the dry oak leaves on the shore.
 5. When I see pickerel in the well which the fisherman cuts in the ice, I marvel at their rare beauty.
 6. They possess a dazzling beauty which separates them by a wide interval from the codfish.
 7. The codfish, whose fame is trumpeted in our streets, is not so rich in color.
 8. Beneath the rattling teams and the tinkling sleighs that travel the road this great fish swims.
 9. I never see this kind of fish in any market.
-

LESSON 96 — COMPOSITION

Be prepared to suggest a program of exercises suitable for the celebration of Washington's birthday.

LESSON 97 — COMPOSITION

Write the program you prepared for Lesson 96.

LESSON 98—REVIEW OF CHAPTER

What is meant by the term gender? Name the three genders and give examples of each.

What is a clause? An adjective clause? An adverbial clause?

Give sentences containing adjective clauses and adverbial clauses.

Use the forms of *lie* and *lay* in sentences. Which of these verbs is transitive?

Write sentences containing *accept*, *lose*, and *loose*.



CHAPTER SEVEN

LESSON 99 — LITERATURE

1. Reading.

THE "COONEE-LATEE" (TRICK TONGUE) OR
HOW THE MOCKING BIRD GOT ITS TONGUE

As the Coonee-Latee looked forth from his leaf,
He saw below him a Yemassee chief,
 In his war paint, all so grim—
Sung boldly, then, the Coonee-Latee,
I, too, will seek for mine enemy;
 And when the young moon grows dim,
I'll slip through the leaves, nor shake them—
I'll come on my foes, nor wake them—
 And I'll take off their scalps like him.

In the forest grove, where the young birds slept,
Slyly by night, through the leaves he crept.
 With a footstep free and bold—
From bush to bush, and from tree to tree,
They lay, wherever his eye could see,
 The bright, the dull, the young, and the old;
I'll cry my war whoop, said he, at breaking
The sleep that shall never know waking,
 And their hearts shall never grow cold.

But, as nigher and nigher the spot he crept,
And saw that with open mouth they slept,
 The thought grew strong in his brain—
And from bird to bird, with a cautious tread,

He unhooked the tongue out of every head,
 Then flew to his perch again—
 And thus it is, whenever he chooses,
 The tongues of all the birds he uses,
 And none of them dares complain.

—*William Gilmore Simms.*

2. Study of Selection.

The different tribes of Indians had many folk tales in which they explained the ways in which animals and birds came to have fur, or colored feathers, or sweet voices. The author tells us that this poem is a translation of a “playfully simple” Indian song which gave one of these “little fancies.”

Prepare a list of questions on the poem.

Explain the following:

forth from his leaf
 Yemassee chief
 young moon
 war paint

take off their scalps
 cry my war whoop
 sleep that shall never
 know waking
 unhooked the tongue

3. Written Exercise.

Of what two words is *I'll* made?

Why is it written in this way?

Write three sentences containing other words that are each made from two words and have the apostrophe.

LESSON 100 — COMPOSITION

Conversation and Discussion.

Tell the story of the mocking bird as it is given in Lesson 99.

Describe the mocking bird and tell any other stories or facts you know about it.

LESSON 101—THE COLLECTIVE NOUN

1. Development.

1. A *crowd* of people *was* seen coming down the mountain side.
2. The *flock* of sheep *are* scattering in many directions.

Select from sentence 1 a noun, singular in form, that is the name of a group of persons.

Select from sentence 2 a noun that is the name of a collection of things. Is it singular or plural in form?

Such a noun is called a **collective noun**.

Learn:

A noun that names a group or a collection of persons or things is called a collective noun.

Is the verb in sentence 1 singular or plural?

What is the number of the verb in sentence 2?

Can you give a reason for the difference?

In sentence 1 we think of the crowd of people coming down the mountain side together, *as one person*. In sentence 2 we think of the many sheep that made up the flock as acting *separately*.

Learn:

When the persons or things named by a collective noun are thought of as acting or being acted upon as a unit, a singular verb is used.

When the persons or things named by a collective noun are thought of as acting or being acted upon separately, a plural verb is used.

Explain the use of the collective noun in each of the following sentences:

1. His family are all away from home.
2. Our ball team has gone to play a game.

3. Our ball team are good players.
4. A fleet of airplanes was seen.

2. Written Exercise.

Write sentences containing the following collective nouns used as subjects. Be prepared to tell whether the group named in each sentence is acting as a unit or separately.

family	school	class	herd	swarm
drove	flock	army	crowd	committee

3. Give, Gave, Given.

Repeat the following sentences to yourself several times and be prepared to take part in the rapid repetition of them in class, each pupil giving a sentence:

1. I give now.
2. I gave yesterday.
3. I have given often.
4. He gives now.
5. He gave yesterday.
6. He has given often.
7. We give now.
8. We gave yesterday
9. We have given often.

Answer the questions that follow, using *gave*, *has given*, or *have given*:

1. When did you give your mother that picture?
2. Did you give me your paper?
3. To whom has he given his skates?
4. What have you given your little sister?
5. Did you give me this book?

Be prepared to ask your classmates these questions and to judge the correctness of the answers.

Read these sentences, filling the blanks with the proper form of the verb *give*:

1. I —— my brother a ball on his birthday.
 2. I have —— him many presents.
 3. Father has —— me several books.
 4. We —— our mother roses yesterday.
 5. We have always —— her our best flowers.
-

LESSON 102 — THE PERSONAL PRONOUN

1. Development.

1. *I* have read "The 'Coonee-Latee.'"
2. Have *you* read the poem?
3. *He* has the book.

The pronoun in the first sentence represents the speaker, and is said to be of the **first person**.

The pronoun in the second sentence represents a person spoken to, and is said to be of the **second person**.

The pronoun in the third sentence represents a person spoken of, and is said to be of the **third person**.

Learn:

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

The pronoun that represents the speaker is not always *I*, however. *I* is the form for the nominative case-uses. The form for the accusative and dative case-uses is *me*.

The forms showing possession, thus taking the place of the genitive case, are called either **possessive pronouns**, or **possessive adjectives**, according to their use in the sentence.

Example of possessive pronoun: *His* is the best.

Example of possessive adjective: *His* book is the best.

All the personal pronouns except *you* have more than one form, as follows:

FIRST PERSON

	<i>Singular</i>	<i>Plural</i>
Nominative	I	we
Accusative } Dative }	me	us

SECOND PERSON

You is the same in all forms, singular and plural.

THIRD PERSON

	<i>Singular</i>	<i>Plural</i>
Nominative	he, she, it	they
Accusative } Dative }	him, her, it	them

He and *him* are of masculine gender; *she* and *her* are of feminine gender; *it* is of neuter gender. Other personal pronouns do not indicate sex.

Thou, *thee*, and *ye* are old forms meaning *you*. The first two are in common use now only in addressing the Deity; all three are often found in the Bible and in poetry. *Thou* is nominative singular; *thee*, accusative-dative singular; *ye*, nominative plural.

Select the personal pronouns in the last two paragraphs on page 111, and tell how each is used. Remember that *its* and *his* are possessive adjectives, not pronouns, when used to modify nouns.

2. Written Exercise.

Write sentences containing the following personal pronouns:

me us her him them

Select the word or group of words in your sentences that each personal pronoun represents, or to which it refers.

LESSON 103 — THE AGREEMENT OF A PRONOUN WITH ITS ANTECEDENT

1. Development.

1. John told Ruth that he was going to sea.
2. Mary showed the boys a shell that she had found.
3. The boys said they would always be friends.

What is the antecedent of *he* in sentence 1? You know that *John* is the antecedent of *he*. What is the gender of *John*? What is the gender of *he*? In what number is *John*? In what number is *he*? *John* is spoken of; therefore *John* is in the third person. In what person is *he*?

What is the antecedent of *she* in sentence 2? What is the gender of *Mary*? What is the gender of *she*? In what number is *Mary*? In what number is *she*? *Mary* is spoken of; therefore *Mary* is in the third person. In what person is *she*?

What is the antecedent of *they* in sentence 3? Is the noun *boys* singular or plural in form? In what number is *they*? What is the gender of the noun *boys*? What is the gender of *they*? (Notice that the pronoun *they*, which may denote either male or female sex, is here used to represent a noun of masculine gender. We therefore say that in this sentence, *they* is of the masculine gender.) *Boys* is in the third person. In what person is *they*?

Learn:

A pronoun agrees with its antecedent in gender, number, and person.

This rule applies also to possessive adjectives.

Explain the gender, number, and person of each of the personal pronouns in the last two paragraphs on page 111.

2. Written Exercise.

Write the following sentences, filling each blank with a pronoun or a possessive adjective that agrees with its antecedent in gender, number, and person:

1. The girls promised that —— would come early.
 2. Henry told —— mother that —— would help ——.
 3. Jane asked —— father if —— might go with ——.
 4. The workmen have brought —— tools with ——.
 5. When Ernest finished —— work, —— gazed at the Great Stone Face.
 6. Genevieve told —— people to return to —— homes.
-

LESSON 104 — LETTER WRITING

Imagine you know a boy or a girl who has gone to live in a village by the sea. Write a letter to your friend, asking about the things in which you are interested, such as school, games, ships, or work.

LESSON 105 — STORY TELLING

Time yourself as you read silently the following story. Tell the story; then read it again silently, timing yourself as before. Retell the story, trying to tell it more accurately than you did the first time. *Avoid the "and" habit.*

WHO LOVED BEST?

The officers of a certain sultan often boasted of their great devotion to him. They declared that they loved their ruler more than they loved father or mother, that the sultan's presence gave them greater joy than all the riches of the world could give, and that they would follow their ruler wherever he went.

The sultan was always pleased to hear these expressions of

love and fidelity. He noticed, however, that one officer never spoke of his affection or loyalty. The sultan wondered at this.

"Can it be that he is not true to me?" he thought.

One day the sultan announced that a pile of gold, silver, and precious stones would be placed at a certain spot on the road and that each of his followers might take as much as he wished. At the appointed hour the sultan and his attendants rode to the place where the gifts were piled. On arriving at the spot the sultan told his officers to take the presents he had prepared for them. Having said this, he turned his horse and rode swiftly away.

Close behind him he heard the beat of a horse's hoofs. Neither gold nor jewels could tempt one man to forget his duty to his ruler. Where his master went, one faithful officer would follow. For a time it pleased the sultan to try to guess which of his loving friends had turned away from the rich gifts to attend him, but at last he turned to look. There the sultan saw, intent only on his duty, the man who had been silent when others boasted of their devotion.

— *Selected.*

LESSON 106 — CLASS COMPOSITION

Be prepared to take part with other members of the class in telling the story of the preceding lesson as a class composition. Dictate the sentences one by one to your teacher, so that she may write them on the board.

Follow the suggestions for class composition given in Lesson 11.

LESSON 107 — COMPOSITION

Story Telling.

Tell your classmates what you imagine may have happened when the sultan discovered who was following him.

First make an outline to guide you in your talk.

LESSON 108 — MAKING COMPOUND AND COMPLEX
SENTENCES FROM SIMPLE SENTENCES

Form compound and complex sentences from the simple sentences in the following list.

Follow this model:

COMPOUND

Three children lived in a village on the coast and they played together every day.

COMPLEX

Three children, who lived in a village on the coast, played together every day.

1. Three children lived in a village on the coast.
2. They played together every day.
3. One boy was an orphan.
4. He looked strong and active.
5. The other boy was the son of a rich miller.
6. The girl was named Annie.
7. The children built castles of sand.
8. They found many beautiful shells.
9. The boys gave Annie the most beautiful ones.
10. The children left footprints on the wet sand.
11. They ran from the waves.
12. The boys often gathered driftwood.
13. They carried the wood home.
14. The children had few playthings.
15. They made a playhouse for themselves.
16. The playhouse was a cave.
17. They used shells for dishes.
18. One boy gave Annie all his shells.
19. He brought Annie a block of wood for a table.
20. Sometimes the children sat on the rocks and watched the boats.
21. They saw fishermen with their nets.

Select the nouns and pronouns in the above sentences and tell how each is used.

LESSON 109—REVIEW OF CONSTRUCTIONS

Tell how each word is used in the following sentences:

SENTENCE	MODEL
<p>The clever, cautious bird unhooked their tongues and sang.</p>	<p><i>Clever</i> and <i>cautious</i> are adjectives describing the noun <i>bird</i>; <i>bird</i> is the principal word of the subject; <i>unhooked</i> and <i>sang</i> are the verbs of the compound predicate; <i>their</i> is a possessive adjective modifying the noun <i>tongues</i>; <i>tongues</i> is the direct object of <i>unhooked</i>; <i>and</i> connects <i>unhooked</i> and <i>sang</i>.</p>
<ol style="list-style-type: none"> 1. Before he flew to his perch, he took out their tongues. 2. Below him he saw a Yemassee Chief in his war paint of red. 3. Many of the birds slept with open mouths. 4. The dull young birds, the smart old birds, slept in the dark forest grove. 5. Masses of leaves hid and protected the sleeping birds in the trees. 6. All the birds' tongues he uses in his song. 	

 LESSON 110—CURRENT EVENTS

Be prepared to discuss some current event of local or general interest, such as a circus, or a railway wreck. Make an outline to guide your discussion.

 LESSON 111—CURRENT EVENTS

Write the report you gave in the preceding lesson.

LESSON 112 — NOUNS WITHOUT SINGULAR FORM

1. Nouns without Singular Form.

One day the *tidings* came that Attila was marching to Paris.

The noun *tidings* has no singular form. Some other nouns that have no singular forms are *thanks*, *scissors*, *tongs*, *trousers*, *goods*, and *shears*.

Write sentences containing two of the above words used as subjects; as direct objects; as predicate nouns.

2. *Sit, Set.*

The verb *sit*, *sat*, *sat* is intransitive and therefore does not take an object.

The verb *set*, meaning *to put*, *to place*, *to fix*, is transitive and therefore takes an object. This verb does not change in form to show time.

The verb *set*, meaning *to go below the horizon*, used in speaking of the sun, moon, and stars, however, is intransitive.

Repeat the following sentences to yourself several times and be prepared to take part in the rapid repetition of them in class, each member giving a sentence:

- | | |
|-------------------------------|-------------------------------------|
| 1. I sit here now. | 4. I set the baby on the floor now. |
| 2. I sat here yesterday. | 5. I set it there yesterday. |
| 3. I have sat here often. | 6. I have set it there often. |
| 7. The sun sets now. | |
| 8. The sun set yesterday. | |
| 9. The sun has set every day. | |

Add *yesterday* to each of the following sentences and make all necessary changes:

- | | |
|---------------------------------|------------------------------------|
| 1. John sits in his chair. | 5. Who is setting out the plants? |
| 2. The birds sit in the tree. | 6. Who set the lamp there? |
| 3. The cup sits in the saucer. | 7. Do you sit on the rug? |
| 4. Is Ruth sitting at her desk? | 8. Do you set the baby on the rug? |

Answer the following questions, using forms of *sit* or *set*:

1. Did you sit on the stage?
2. Did you set the baby on the rug?
3. Was the hen sitting on the eggs?
4. Did you set out the plants?
5. Where does the vase sit?
6. Where does the boy sit?

Read these sentences, filling the blanks with forms of *sit* or *set*:

1. I have —— here an hour.
2. The house was —— upon a rock.
3. Did you —— here yesterday?
4. How many trees did you —— out?
5. I have —— the chair in the hall.
6. The sun sank behind the clouds before it —— .
7. Is the vase —— on the table?
8. —— the baby on the rug.

LESSON 113—REVIEW OF CHAPTER

Give two examples of collective nouns. Use each of these collective nouns with both singular and plural verbs.

What is the antecedent of a pronoun? In what does the pronoun agree with its antecedent?

What is a personal pronoun? What is a personal pronoun of the first person? Of the second person? Of the third person?

Use *his* as a possessive pronoun; as a possessive adjective.

Write sentences containing the following words used as subjects: *scissors, trousers, thanks, shears, goods, tongs*.

Give sentences containing forms of *sit* and *set*. Which of these verbs is transitive?



CHAPTER EIGHT

LESSON 114 — LITERATURE

1. Reading.

THE FISHING EXCURSION

The next morning Maggie was trotting with her own fishing-rod in one hand and a handle of the basket in the other, stepping always, by a peculiar gift, in the muddiest places, and looking darkly radiant from under her beaver bonnet because Tom was good to her. She had told Tom, however, that she should like him to put the worms on the hook for her, although she accepted his word when he assured her that worms couldn't feel (it was Tom's private opinion that it didn't much matter if they did). He knew all about worms, and fish, and those things; and what birds were mischievous, and how padlocks opened, and which way the handles of the gates were to be lifted.

Maggie thought this sort of knowledge was very wonderful—much more difficult than remembering what was in the books; and she was rather in awe of Tom's superiority, for he was the only person who called her knowledge "stuff," and did not feel surprised at her cleverness. Tom, indeed, was of the opinion that Maggie was a silly little thing; all girls were silly—they couldn't throw a stone so as to hit anything, couldn't do anything with a pocket-knife, and were frightened at frogs. Still he was very fond of his sister and meant always to take care of her.

They were on their way to the Round Pool — that wonderful pool, which the floods had made a long while ago: no one knew how deep it was; and it was mysterious, too, that it should be almost a perfect round, framed in with willows and tall reeds, so that the water was only to be seen when you got close to the brink. The sight of the old favorite spot always heightened Tom's good-humor, and he spoke to Maggie in the most amicable

whispers, as he opened the precious basket, and prepared their tackle. He threw her line for her, and put the rod into her hand. Maggie thought it probable that the small fish would come to her hook, and the large ones to Tom's. But she had forgotten all about the fish, and was looking dreamily at the glassy water, when Tom said, in a loud whisper, "Look, look, Maggie!" and came running to prevent her from snatching her line away.

Maggie was frightened lest she had been doing something wrong, as usual, but presently Tom drew out her line and brought a large tench bouncing on the grass. Tom was excited.

"O, Magsie! you little duck! Empty the basket."

Maggie was not conscious of unusual merit, but it was enough that Tom called her Magsie and was pleased with her. There was nothing to mar her delight in the whispers and the dreamy silences, when she listened to the light, dipping sounds of the rising fish, and the gentle rustling, as if the willows and the reeds and the water had their happy whisperings also. She never knew she had a bite till Tom told her; but she liked fishing very much.

It was one of their happy mornings. They trotted along and sat down together, with no thought that life would ever change much for them: they would only get bigger and not go to school, and it would always be like the holidays; they would always live together and be fond of each other.

— *George Eliot.*

2. Study of Selection.

What does the author say was the reason for Maggie's radiant face?

What kind of knowledge did Tom have?

Maggie was fond of reading and had learned many things from books. What did Tom call her knowledge?

The word *gift* is sometimes used instead of *talent*. For what did Maggie have a peculiar talent?

Notice that George Eliot does not say Maggie was awkward or careless. Read again the first sentence. How does that description make you feel toward Maggie?

What things did Tom think girls could not do?

What made the pool seem mysterious?

Can you think of any reason why the sight of the pool should increase Tom's good-humor?

Read the sentence that tells what Maggie expected the fish to do.

What did Maggie do when her hook was baited?

What besides Tom's praise made Maggie happy that morning?

What did Maggie think the willows and the reeds and the water were doing?

The author does not tell us what Tom's thoughts were as he sat fishing. What do you think they were?

What is the first picture you see as you think of this story?

Read the lines which make the most beautiful picture in the selection.

3. Word Study.

Look up in the Glossary the pronunciation and meaning of the following words:

radiant	precious	awe	cleverness
mysterious	mischievous	amicable	conscious

LESSON 115 — COMPOSITION

Conversation and Discussion.

Tell the story of the fishing trip as Maggie might have told it to her father and her mother.

- (a) The trip to the Round Pool.
- (b) A description of the pool.
- (c) Catching her first fish.
- (d) Why Maggie enjoyed the trip.

LESSON 116 — COMPOSITION

Write an account of Maggie's fishing trip as she might have written it in a letter to a friend. Test your work by the form given on page 5.

LESSON 117 — PERSONAL AND POSSESSIVE PRONOUNS:
POSSESSIVE ADJECTIVES

1. Personal Pronouns.

Repeat the following sentences to yourself several times and be prepared to take part in the rapid repetition of them in class, each pupil giving a sentence:

- | | |
|------------------------|-----------------------------|
| 1. You and I may go. | 9. You are taller than I. |
| 2. He and I may go. | 10. You are taller than he. |
| 3. You and he may go. | 11. Am I younger than she? |
| 4. It was I. | 12. He is older than I. |
| 5. It was he. | 13. Is it he? |
| 6. It was she. | 14. Was it she? |
| 7. May he and I go? | 15. Was it you or he? |
| 8. Should he and I go? | 16. Is she taller than he? |

Read these sentences, filling each blank with the correct form of a personal pronoun:

1. My brother is younger than _____.
2. _____ and _____ are going.
3. It was _____ who did it.
4. I am sure it was not _____.
5. May _____ and _____ look at this book?
6. It was either _____ or her sister.
7. You and _____ were there.
8. You are taller than _____.
9. Would you do it if you were _____?
10. I shall divide the cake between _____ and _____.
11. He is going with _____ and _____.

2. Possessive Pronouns and Possessive Adjectives.

Select in the following sentences the italicized words that are used with nouns; those that are not immediately followed by nouns which they modify:

- | | |
|------------------------------------|--|
| 1. I saw <i>his</i> home. | 8. <i>Ours</i> have been taken. |
| 2. <i>His</i> is larger than mine. | 9. Have you taken <i>your</i> books? |
| 3. This is <i>my</i> book. | 10. Will you give <i>yours</i> to me? |
| 4. <i>Mine</i> is here. | 11. They gave me <i>their</i> books. |
| 5. That is <i>her</i> book. | 12. They gave me <i>theirs</i> . |
| 6. <i>Hers</i> is the larger one. | 13. I know <i>whose</i> paper this is. |
| 7. These are <i>our</i> books. | 14. I know <i>whose</i> I shall take. |

My, thy, his, her, its, our, your, their, and *whose* are called possessive adjectives when they are used with nouns.

Mine, thine, his, hers, ours, yours, theirs, and *whose* are called possessive pronouns when they are not used with nouns, but instead of nouns.

Note that only *his* and *whose* have the same form in both uses.

3. Written Exercise.

Write sentences containing the possessive adjectives given in the above list.

Write five sentences, each of which contains a possessive pronoun.

LESSON 118 — COMPOSITION

1. Debate.

Subject: *Resolved, That Outdoor Games Are More Enjoyable than Indoor Games.*

2. Written Exercise.

Write the introduction to your argument. Test your work by the form given on page 5.

LESSON 119 — THE RELATIVE PRONOUN

1. Development.

1. The brook was fringed with flowers *that* grew in clear November nights.
2. The oak *which* grew before the door was very old.
3. The traveler *who* passed on the road was immediately surrounded.
4. He did not know *what* he ought to do.
5. Are such pools *as* are mentioned in "The Fishing Excursion" often found?
6. The person with *whom* they played became very cold.

The italicized words in the above sentences take the place of nouns and are therefore pronouns.

Tell the antecedent of each of these pronouns.

Each of these pronouns joins a subordinate clause to its antecedent. Find the clause joined by each pronoun to its antecedent. Each pronoun also serves as subject or direct object, or is used in some other construction in the clause. Give the construction of each. Notice that *who* is nominative (like *he*); *whom*, accusative-dative (like *him*).

Who and *whom* are used to represent persons, *which* and *what* to represent things, and *that* to represent either persons or things. *As* is used as a pronoun after the words *such* and *same*. Explain the use of these pronouns in the above sentences.

Learn:

A pronoun that joins a subordinate clause to a principal clause is called a relative pronoun.

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

2. Practice Work.

Select the relative pronouns in the following sentences

and give the antecedent of each. Find the clause joined by each pronoun to its antecedent.

1. Ernest's mother told him a story that her mother had told her.
2. The children who grew to manhood and womanhood with the Great Stone Face before their eyes were happy.
3. There were the vast lips, which, if they could have spoken, would have rolled their thunder accents from one end of the valley to the other.
4. The boy whom the Great Stone Face taught learned many valuable lessons.
5. Ernest did what he could to help his mother.
6. Tom and Maggie went to the Round Pool which the floods had made.
7. Tom was the only person who did not feel surprised at Maggie's cleverness.
8. He threw her line into the pool, which was almost a perfect round.
9. Tom drew out her line, which held a large fish.

LESSON 120 — THE INTERROGATIVE PRONOUN

1. Development.

1. *Who* went fishing?
2. Of *what* did they talk?
3. By *whom* was this story written?
4. *Which* will you take?

Who, *whom*, *which*, and *what* are used instead of nouns in the preceding sentences and are, therefore, pronouns. Since they are used in asking questions, they are called **interrogative pronouns**.

What other pronouns are used in these sentences? To what class does each of them belong?

Learn:

Who, whom, which, and what, when used instead of nouns in asking questions, are called interrogative pronouns.

Remember that *what* and *which*, when used with nouns, are adjectives. Compare the following:

ADJECTIVE	INTERROGATIVE PRONOUN
1. <i>What</i> book did you buy?	1. <i>What</i> did you see?
2. <i>Which</i> street is the prettier?	2. <i>Which</i> do you choose?

Tell how each pronoun is used in the following sentences. Tell the class to which each pronoun belongs.

1. Who bought the fishing rods?
2. Whom did Maggie wish to please?
3. What were they carrying?
4. Where did they go?
5. The Round Pool was the place which Tom had chosen.
6. Which did he give Maggie?
7. Maggie knew from whom the rod came.
8. Of what was Tom thinking?
9. To whom did he speak?
10. What books did he read?
11. What did Maggie read?

2. Written Exercise.

Write four sentences, each containing an interrogative pronoun. Draw a line under each interrogative pronoun.

3. Write, Wrote, Written.

Read these sentences, filling the blanks with the proper form of the verb *write*:

1. I —— a letter to my cousin yesterday.
2. I have —— to him many times.
3. He —— to his father last night.
4. He has —— to him every day.
5. You —— very well yesterday.

LESSON 121 — CURRENT EVENTS

Conversation and Discussion.

Be prepared to discuss some current event of local or general interest such as an accident or a robbery; or to report upon some story or book you have read recently.

LESSON 122 — CURRENT EVENTS

Write the discussion or report you gave in the preceding lesson. Test your work by the form given on page 5.

LESSON 123 — THE DEMONSTRATIVE PRONOUN

1. Development.

- | | |
|-------------------------------|----------------------------------|
| 1. <i>This</i> book is mine. | 5. <i>These</i> books are mine. |
| 2. <i>This</i> is my book. | 6. <i>These</i> are my books. |
| 3. <i>That</i> book is yours. | 7. <i>Those</i> books are yours. |
| 4. <i>That</i> is your book. | 8. <i>Those</i> are your books. |

Select the italicized words in the above sentences that modify nouns. What do we call such words?

Select the italicized words in the above sentences that are used instead of nouns. Tell the antecedent of each.

This, these, that, and those point out persons or things. When one of these words takes the place of a noun it is called a **demonstrative pronoun**.

Learn:

When *this, that, these, or those* takes the place of a noun, it is called a **demonstrative pronoun**.

Select all the adjectives in the preceding sentences and tell how each is used.

Repeat the following sentences to yourself several times and be prepared to take part in the rapid repetition of them in class, each member giving a sentence:

1. Those books are mine.
2. Those flowers are beautiful.
3. Those robins are very tame.
4. Those trees are oaks.
5. Those blossoms are fragrant.
6. Those are my books.
7. Those are beautiful flowers.
8. Those are tame robins.
9. Those are oak trees.
10. Those are fragrant blossoms.

Notice that in the first five sentences above, *those* is an adjective; in the last five, a pronoun.

Answer the following questions, using *these* or *those* in complete sentences:

1. Which books will you take?
2. What flowers are those?
3. Which trees are maples?
4. Which are your books?
5. Which trees did you plant?
6. Which pictures are yours?
7. Which of the children are going?
8. Which furs do you like best?

Remember that *them* is a personal pronoun and is never used to modify a noun. *Them* should never be used as the subject of a sentence.

2. Written Exercise.

Write four sentences containing *this*, *these*, *that*, and *those* used as demonstrative pronouns.

Write four sentences that contain *this*, *these*, *that*, and *those* used as adjectives.

LESSON 124 — NOUNS, PRONOUNS, and ADJECTIVES

1. Practice Work.

Select the nouns in the following sentences and tell how each is used.

Classify the pronouns and tell how each is used.

Select the adjectives and tell how each is used.

1. Tom knew all about worms and fish.
2. Maggie thought that this sort of knowledge was very wonderful.
3. They were going to the Round Pool.
4. This was a favorite spot.
5. Maggie had forgotten all about the fish.
6. That was the reason that she was looking at the water.
7. "What is it, Tom?" she said.
8. Presently Tom drew out her line.
9. That line was Tom's present to her.
10. He had saved his money to buy it for her.
11. The other line was his.
12. Mr. Tulliver, the children's father, was always kind.
13. Maggie listened to the light, dipping sounds that were made by the rising fish.
14. Who saw that she had a bite?

2. Run, Come.

Read the following sentences:

- | | |
|------------------------|-------------------------|
| 1. I ran yesterday. | 6. I ran last night. |
| 2. You ran yesterday. | 7. You ran last night. |
| 3. He ran yesterday. | 8. He ran last night. |
| 4. They ran yesterday. | 9. They ran last night. |
| 5. We ran yesterday. | 10. We ran last night. |

Read the sentences again, a little more rapidly.

Read the sentences again, more rapidly still.

Read the following sentences:

- | | |
|-------------------------|--------------------------|
| 1. You came yesterday. | 8. They came last night. |
| 2. He came yesterday. | 9. I came last night. |
| 3. They came yesterday. | 10. We came last night. |
| 4. I came yesterday. | 11. You came last week. |
| 5. We came yesterday. | 12. He came last week. |
| 6. You came last night. | 13. They came last week. |
| 7. He came last night. | 14. I came last week. |
| 15. We came last week. | |

Read the sentences again, a little more rapidly.

Read the sentences again, more rapidly still.

If you will read these sentences every day, the practice will help you to use the correct words when you speak or write.

LESSON 125 — LETTER WRITING

Write to a store ordering a book that you would like to have.

Test your work by comparing it with the letter on page 332.

LESSON 126 — COMPOSITION

Story Telling.

Tell the story of the fishing trip as Tom might have told it to his father.

Tell the story of one of your happy mornings.

LESSON 127 — COMPOSITION

Write the story you told in the preceding lesson.

Instead of the composition suggested above, you may prepare a program of exercises for the celebration of Arbor and Bird Day in your School.

LESSON 128—REVIEW OF CHAPTER

Write two sentences containing personal pronouns.

Write sentences containing the following words used as possessive adjectives: *my, thy, his, her, its, our, your, their, whose*.

Write sentences containing the following words used as possessive pronouns: *mine, thine, his, hers, ours, yours, theirs, whose*.

Give two sentences each of which contains *mine* or *his* used in the predicate.

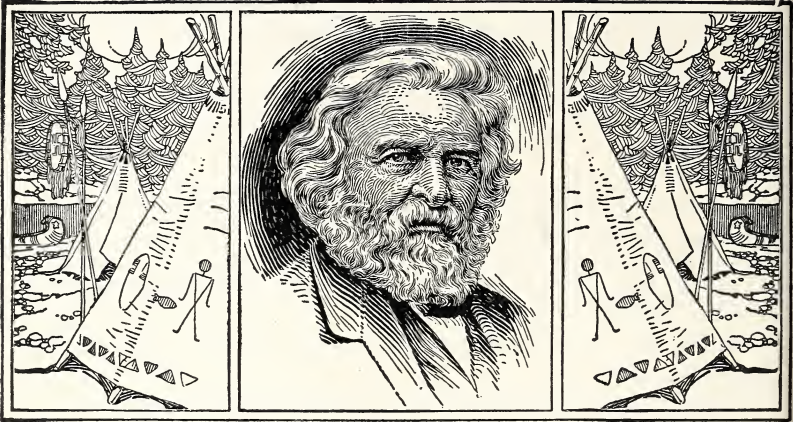
What is a relative pronoun? Write three sentences containing relative pronouns.

What are interrogative pronouns? Give sentences that illustrate their use.

What is a demonstrative pronoun? Illustrate.

Write sentences containing forms of *write, run, and come*.

CHAPTER NINE



LESSON 129 — LITERATURE

1. Reading.

HIAWATHA'S FRIENDS

Two good friends had Hiawatha,
Singled out from all the others,
Bound to him in closest union,
And to whom he gave the right hand
Of his heart in joy and sorrow;
Chibiabos, the musician,
And the very strong man, Kwasind.

Straight between them ran the pathway,
Never grew the grass upon it;
Singing birds, that utter falsehoods,
Story-tellers, mischief-makers,
Found no eager ear to listen,

Could not breed ill-will between them,
For they kept each other's counsel,
Spake with naked hearts together,
Pondering much and much contriving
How the tribes of men might prosper.

Most beloved by Hiawatha
Was the gentle Chibiabos,
He the best of all musicians,
He the sweetest of all singers,
Beautiful and childlike was he,
Brave as man is, soft as woman,
Pliant as a wand of willow,
Stately as a deer with antlers.

When he sang the village listened;
All the warriors gathered round him,
All the women came to hear him;
Now he stirred their souls to passion,
Now he melted them to pity.

All the many sounds of nature
Borrowed sweetness from his singing;
All the hearts of men were softened
By the pathos of his music;
For he sang of peace and freedom,
Sang of beauty, love, and longing;
Sang of death, and life undying
In the Islands of the Blessed,
In the kingdom of Ponemah,
In the land of the Hereafter.

Very dear to Hiawatha
Was the gentle Chibiabos,
He the best of all musicians,
He the sweetest of all singers;
For his gentleness he loved him,
And the magic of his singing.

Dear, too, unto Hiawatha
 Was the very strong man, Kwasind,
 He the strongest of all mortals,
 He the mightiest among many;
 For his very strength he loved him,
 For his strength allied to goodness.

— *Henry Wadsworth Longfellow.*

2. Study of Selection.

These lines quoted from Longfellow's "Hiawatha" give us a beautiful picture of friendships that were almost perfect.

Study the picture on page 150 and tell what you see that suggests Longfellow's interest in Indian life.

What does the poet mean by saying that two friends were "singled out from all the others" by Hiawatha?

What words are used by Longfellow in referring to persons who try to make trouble between friends?

Why was it that no one could make trouble between Hiawatha and these friends?

What effect had the music of Chibiabos upon the listeners? Of what did he sing?

What tells you that Kwasind used his strength for good purposes?

Read the words that tell you Hiawatha's love never failed his friends.

Read the words that tell you the friends had no secrets from each other.

Which of Hiawatha's friends would you choose if you could have but one?

3. Word Study.

Look up in the Glossary the pronunciation and meaning of the following words:

breed	pondering	pliant	pathos
counsel	contriving	spake	allied

LESSON 130 — COMPOSITION

1. Conversation and Discussion.

Longfellow may have had friends of his own in mind when he wrote the description of Hiawatha's friends. He has told us more about their characters than he has about their personal appearance. You may not be able to describe a person's character, but you can tell about his height, his complexion, the color of his hair and eyes, and the appearance of his face.

Describe one of your classmates without mentioning his name. Make your description so clear that your classmates can guess the name. Always be kind and courteous when you are describing your classmates or persons known to them. It is not kind to draw attention to defects or disfigurements or to peculiarities of clothing.

2. Written Exercise.

Write the opening paragraph of your description.

LESSON 131 — SEPARATE AND JOINT OWNERSHIP

1. Development.

1. *Will's* and *Harry's* sleds are new.
2. *Will* and *Harry's* sled is new.
3. *Julia's* and *Laura's* chickens are Leghorns.
4. *Julia* and *Laura's* chickens are Leghorns.

What is the difference in form between the first and second sentences? The difference in meaning? What is the difference in form between the third and fourth sentences? The difference in meaning?

In sentence 1, Will and Harry own sleds separately; in sentence 2, they own a sled together, or jointly.

Learn:

To show separate ownership when two or more names are given, each noun should have the genitive form.

To show joint ownership, only the last name in the series should have the genitive form.

Tell whether the following sentences show separate or joint ownership:

1. Have you read about Lewis and Clark's expedition?
2. Do you know about Livingston's and Stanley's explorations?
3. This is Jones and Bronson's store.
4. Simpson's and Gerard's are large grocery stores.

2. Written Exercise.

Write two sentences that show separate ownership by two or more persons.

Write two sentences that show joint ownership.

3. Ask, Asked, Asked.

Repeat the following sentences to yourself several times and be prepared to take part in the rapid repetition of them in class, each pupil giving a sentence:

- | | |
|------------------------------|-----------------------------|
| 1. I ask now. | 4. He asks now. |
| 2. I asked yesterday. | 5. He asked yesterday. |
| 3. I have asked many times. | 6. He has asked many times. |
| 7. We ask now. | |
| 8. We asked yesterday. | |
| 9. We have asked many times. | |

Answer these questions, using forms of *ask*:

- | | |
|--------------------------|---------------------------|
| 1. Did you ask for this? | 5. Who has asked for it? |
| 2. Did he ask for it? | 6. Who have asked for it? |
| 3. Has he asked before? | 7. Did you ask today? |
| 4. Have they ever asked? | 8. Who asked yesterday? |

Be prepared to ask other members of the class these questions and to judge the correctness of the answers.

Read these sentences, filling the blanks with proper forms of the verb *ask*:

1. Did you —— a question?
 2. Has each one —— a question?
 3. I have —— three times.
 4. What question were you ——?
 5. I have never —— that question.
 6. Was he —— many questions?
-

LESSON 132 — INDEFINITE PRONOUNS

1. Development.

1. *Each* has its place.
2. *Some* do more than *others*.
3. *Few* write such poems.
4. *All* were stirred by the music.
5. *Many* are like Chibiabos.
6. *Everyone* was helped by him.

The italicized words in the above sentences take the place of nouns and are therefore pronouns. They do not represent or refer to any particular person or thing and are therefore called **indefinite pronouns**.

Learn:

Such words as *each*, *all*, *some*, *few*, *many*, and *everyone*, when used in place of nouns, are called **indefinite pronouns**.

Many of the indefinite pronouns, like many other pronouns, may also be used as adjectives. These are: *any*, *all*, *both*, *each*, *either*, *neither*, *other*, *another*, *few*, *some*, *much*, *many*, *more*, *most*, *several*, *such*. Other words that

may be used and classified as indefinite pronouns are: *one* and the various compound forms made with it — *anyone, no one, none, each one, everyone, someone; aught and naught*; other compound forms made with the words *body* and *thing* — *anybody, everybody, nobody, somebody, anything, everything, nothing, something*; still more elaborate compounds like *anyone else, somebody else*, and the others that can be made by adding *else*, to preceding words in the list.

Some of these words are occasionally called nouns; but since they are not really names of anything or anybody, it seems best to call them pronouns.

Notice that some of these indefinite pronouns are singular and require the use of a singular verb; others are plural and require a plural verb. When you use an indefinite pronoun as singular, you must be very careful to make other words referring to it singular, as in the first and sixth sentences below.

Read these sentences, filling each blank with *is* or *are*:

1. Each ——— busy at his lesson.
2. Some ——— always busy.
3. Few ——— busy all the time.
4. All ——— busy at work.
5. Many ——— busy all day.
6. Everyone ——— busy at his work.
7. One ——— all that I can use.
8. None ——— worth the price.
9. Either ——— big enough.
10. Neither ——— helpful to me.
11. Several ——— eager to go.
12. Everyone ——— expected to go.
13. Anyone who comes ——— welcome.
14. Much ——— expected of him.

2. Written Exercise.

Write five sentences containing indefinite pronouns.

LESSON 133 — COMPOSITION

1. Conversation and Discussion.

How Could Hiawatha and His Friends Help the "Tribes of Men"?

- (a) By stirring their noble feelings — peacefulness, goodwill, and love.
- (b) By discouraging mischief-makers — those who gossip, tell untruths, and breed ill-will.
- (c) By keeping their confidence — the "village listened" when Hiawatha and his friends spoke.

2. Written Exercise.

Write the opening paragraph of your discussion.

LESSON 134 — PRACTICE WORK

1. Separate and Joint Ownership.

1. John and Harold
2. Mr. Chester and Mr. Russell
3. Strong and Clark
4. Clifford and Bell

Write sentences containing the above pairs of names used to show separate possession; used to show joint possession.

2. *Sing, Sang, Sung.*

Repeat the following sentences to yourself several times and be prepared to take part in the rapid repetition of them in class, each member giving a sentence:

1. I sing now.
2. I sang yesterday.
3. I have sung every day.
4. The song was sung by the children.

Answer the following questions, using complete sentences:

1. When did you sing this exercise?
2. Has he ever sung "Home, Sweet Home"?
3. Have you sung any songs today?
4. When did you last sing this song?
5. Who sang the exercise correctly?
6. What songs have you sung today?
7. What part did you sing?
8. Have you sung this exercise before?
9. Why did the audience rise when the "Star Spangled Banner" was sung?
10. Did you stand when you sang "America"?

Be prepared to ask your classmates any of these questions and to judge the correctness of their answers.

LESSON 135 — *EACH OTHER AND ONE ANOTHER*

1. Development.

1. Hiawatha and Chibiabos loved *each other*.
2. Children should be kind to *one another*.

Each other and *one another* are used instead of nouns and are therefore pronouns. They indicate mutual action or relation between the persons or things named by the plural antecedent, and are called **reciprocal pronouns**.

Each other is used when two persons or things are meant; *one another*, when more than two are meant.

Classify the pronouns in the following sentences and tell how each is used.

Select the adjectives and tell how each is used.

1. Tom and Maggie loved each other.
2. Help one another.
3. They promised to be true to one another.

4. David and Jonathan were faithful to each other.
5. What did they do?
6. I know what they did.
7. That is my book.
8. That book is mine.
9. It is the best story that I ever read.
10. Hiawatha, Chibiabos, and Kwasind loved one another.
11. Each boy played his part well in the game.

2. Written Exercise.

Write four sentences that contain *each other* and *one another*.

LESSON 136 — SUBJECT AND PREDICATE: THE PARTS OF SPEECH

Tell the subject and the predicate, and the principal word of each, in each clause of the following sentences.

Tell what part of speech each word is and give its use in the sentence.

1. Two good friends had Hiawatha.
2. Hiawatha had two good friends, Chibiabos and Kwasind.
3. Chibiabos, the musician, was dear to Hiawatha.
4. Very dear, too, was Kwasind, the strong man.
5. Straight between them ran the pathway.
6. Never grew the grass upon it.
7. Mischief-makers, that utter falsehoods, could not make trouble between them.
8. Chibiabos, the friend of Hiawatha, was the sweetest of all singers.
9. He was stately as a deer with antlers.
10. Beautiful and childlike was he.
11. When he sang, the village listened.
12. All the warriors gathered round him.

LESSON 137 — STORY TELLING

Time yourself as you read silently the following story about the early Dutch settlers of New York. Tell the story; then read it again silently, timing yourself as before. Retell the story, trying to tell it more accurately than you did the first time. *Avoid the "and" habit.*

HOW THE DUTCH MEASURED TIME

The journal of each meeting consisted of but two lines stating in Dutch that "the council sat this day, and smoked twelve pipes, on the affairs of the colony."—By which it appears that the first settlers did not regulate their time by hours, but pipes, in the same manner as they measure distances in Holland at this very time; an admirably exact measurement, as a pipe in the mouth of a true-born Dutchman is never liable to those accidents and irregularities that are continually putting our clocks out of order.

It is said, moreover, that a regular smoker was appointed as council clock, whose duty was to sit at the elbow of the president and smoke incessantly; every puff marked a division of time as exactly as a second-hand, and the knocking out of the ashes of his pipe was equivalent to striking the hour.

—*Washington Irving.*

LESSON 138 — CLASS COMPOSITION

Be prepared to take part with other members of the class in telling the story "How the Dutch Measured Time" as a class composition. Dictate the sentences one by one to your teacher, so that she may write them on the board.

Follow the suggestions for class composition given in Lesson 11.

LESSON 139 — PLURALS: FORMS SHOWING POSSESSION

1. Plurals.

Write sentences using the plurals of the following words:

hero

deer

echo

thief

city

woman

2. Forms Showing Possession.

Write the singular and plural possessive forms of three nouns in the following lines:

Ah, when shall all men's good
 Be each man's rule, and universal peace
 Lie like a shaft of light across the land,
 And like a lane of beams athwart the sea
 Thro' all the circle of the golden year?

— *Alfred, Lord Tennyson.*

3. Dictation.

Study the above lines and be prepared to write them correctly from your teacher's dictation.

Test your work, following the plan suggested on page 20.

LESSON 140 — REVIEW OF PRONOUNS (AGREEMENT)

1. Pronouns.

Read these sentences, filling each blank with a pronoun to complete the sentence:

1. Everyone did what ——— could.
2. If anyone asks for this book, tell ——— I have it.
3. If anyone has seen it, I wish ——— would say so.
4. If you see one of the boys today, give ——— this book.
5. A person should think before ——— speaks.
6. If anyone knows, let ——— answer.

7. Everyone should give what —— can.
8. Each boy may tell what —— thinks.
9. Every pupil should answer when —— is called.

Remember that a pronoun agrees with its antecedent in gender, number, and person.

2. *Write, Wrote, Written.*

Repeat the following sentences to yourself several times and be prepared to take part in the rapid repetition of them in class, each pupil giving a sentence:

- | | |
|---------------------------|--------------------------|
| 1. I write now. | 4. He writes now. |
| 2. I wrote yesterday. | 5. He wrote yesterday. |
| 3. I have written often. | 6. He has written often. |
| 7. We write now. | |
| 8. We wrote yesterday. | |
| 9. We have written often. | |

Answer these questions using forms of *write*:

1. Have you written your exercise?
2. When did you write this letter?
3. Has he written his exercise?
4. Did you write with pencil?
5. Have you written your composition?

Be prepared to ask your classmates these questions and to judge the correctness of the answers.

LESSON 141 — REVIEW OF PRONOUNS (CASE)

Read the following sentences, filling each blank with a pronoun. Remember that the use of a noun or a pronoun as subject or predicate nominative is a nominative case-use.

1. Would you go if you were ——?
2. It was —— who spoke.

3. It was not _____ who took it.
 4. Do you think it was _____?
 5. Either you or _____ may go.
 6. _____ and _____ are able to do it.
 7. It can't be _____.
 8. Was it _____?
 9. Neither _____ nor _____ came.
 10. It is _____.
 11. I am sure it was _____.
 12. I thought it was _____.
 13. It was neither _____ nor _____.
 14. I am taller than _____.
 15. You are younger than _____.
 16. He is older than _____.
 17. I know that you are stronger than _____.
 18. Are you heavier than _____?
 19. Did either _____ or _____ go?
 20. Will _____ or _____ go?
-

LESSON 142 — CURRENT EVENTS

Conversation and Discussion.

Be prepared to discuss some current topic of local or general interest relating to farming or gardening, such as a new variety of seed, or a good plan for a garden; or the law for saving daylight by setting the clock ahead an hour. Make an outline to guide your discussion.

LESSON 143 — CURRENT EVENTS

Write the discussion you gave in the preceding lesson.

Instead of the composition suggested above, this lesson may be devoted to the discussion of paragraphs written for Lesson 133.

LESSON 144—REVIEW OF CHAPTER

What is an indefinite pronoun?

Write three sentences, using an indefinite pronoun in each.

Write two sentences containing *each other* and *one another* as pronouns.

Explain the meaning of each of the following sentences:

1. Helen's and Mary's scissors are sharp.
2. Helen and Mary's scissors are sharp.

Supply a pronoun to complete each of the following sentences:

1. Every girl has said that —— will come.
2. If anyone sees it, I hope —— will tell me.

Give sentences containing *each* and *any* used as pronouns; used as adjectives.

Give sentences containing the forms of *ask*, *sing*, and *write*.



CHAPTER TEN

LESSON 145 — LITERATURE

1. Reading.

BOYS ON THE FARM

Say what you will about the general uselessness of boys, it is my impression that a farm without a boy would very soon come to grief. What the boy does is the life of the farm. Upon him fall all the odds and ends — the most difficult things.

It is understood, in the first place, that he is to do all the errands, go to the store and the postoffice, and carry all sorts of messages. If he had as many legs as a centipede, they would tire before night. His two short limbs seem to him entirely inadequate to the task. He would like to have as many legs as a wheel has spokes, and rotate about in the same way. This he sometimes tries to do; and people who have seen him “turning cart-wheels” along the side of the road have supposed that he was amusing himself and idling his time; he was only trying to invent a new mode of locomotion, so that he could economize his legs, and do his errands with greater dispatch.

He practices standing on his head, in order to accustom himself to any position. Leap-frog is one of his methods of getting over the ground quickly. He would willingly go on an errand, any distance, if he could leap-frog it with a few other boys. He has a natural genius for combining pleasure with business. This is the reason why, when he is sent to the spring for a pitcher of water and the family are waiting at the dinner table, he is absent so long; for he stops to poke the frog that sits on the stone, or if there is a penstock, to put his hand over the spout and squirt the water a little while.

He is the one who spreads the grass when the men have cut it; he mows it away in the barn; he rides the horse to cultivate the corn, up and down the hot, weary rows; he picks up the

potatoes, when they are dug; he drives the cows, night and morning; he brings wood and water and splits kindling; he gets up the horse and puts out the horse; whether he is in the house or out of it, there is always something for him to do.

Just before school in winter, he shovels paths; in summer, he turns the grindstone. He knows where there are lots of winter-greens and sweetflag root, but instead of going for them, he has to stay indoors and pare apples and stone raisins and pound something in a mortar; and yet, with his mind full of schemes of what he would like to do, and his hands full of occupations, he is an idle boy, who has nothing with which to busy himself but school and chores. He would gladly do all the work, if somebody else would do the chores, he thinks; and yet I doubt if any boy ever amounted to anything, or was of much use as a man, who did not enjoy the advantages of a liberal education in the way of chores.

— *Charles Dudley Warner.*

2. Study of Selection.

Charles Dudley Warner, from whose book *Being a Boy* this selection is taken, liked to write about boys. Do you think he understood them?

This selection explains the things that a farm boy does. The author did not want us to take all he said seriously. He wrote this in a humorous style in order to entertain. Select passages that you think were written in a spirit of fun. Select passages that show a spirit of earnestness.

If you live on a farm, compare your life with that of the boy of whom Charles Dudley Warner wrote. If you live in the city, tell how your life differs from that of the boy in the story.

Does a city boy have any work that can be compared to the chores of the farm boy?

Do boys in the city do any of the things that this farm boy did for amusement?

Mention some chores this boy did, that you would like to do; that you would not like to do.

Is the author giving his own opinion, or the opinion of others, when he says that the boy on the farm is an idle boy?

What does the boy think about the chores compared to the regular work of the farm?

What is the author's estimate of the value of chores in a boy's life?

What kinds of work does a girl on a farm do?

What work does a girl in the city do?

3. Word Study.

Look up in the Glossary the pronunciation and meaning of the following:

mows	dispatch	locomotion
chores	rotate	economize
errands	centipede	liberal
genius	inadequate	penstock

LESSON 146 — COMPOSITION

Conversation and Discussion.

Subject: *How My Home Duties Help Me.*

(a) What they are.

(b) How they benefit me.

LESSON 147 — COMPOSITION

Write an explanation of the way in which a girl may be helpful at home; or write two paragraphs telling which of the farm boy's duties you would most enjoy and explaining why you would like this work. Test your work by the form given on page 5.

LESSON 148 — MEMORIZING

1. Memorizing.

Cheerily, then, my little man,
 Live and laugh as boyhood can!
 Though the flinty slopes be hard,
 Stubble-speared the new-mown sward,
 Every morn shall lead thee through
 Fresh baptisms of the dew;
 Every evening from thy feet
 Shall the cool wind kiss the heat.

— *John Greenleaf Whittier.*

Compare these lines with "Boys on the Farm," in Lesson 145.

Memorize the above lines from Whittier.

2. *Drink, Drank, Drunk.*

Repeat the following sentences to yourself several times and be prepared to take part in the rapid repetition of them in class, each pupil giving a sentence:

- | | |
|-----------------------------|----------------------------|
| 1. I drink now. | 4. He drinks now. |
| 2. I drank yesterday. | 5. He drank yesterday. |
| 3. I have drunk every day. | 6. He has drunk every day. |
| 7. We drink now. | |
| 8. We drank yesterday. | |
| 9. We have drunk every day. | |

Answer the questions given below, using the proper forms of *drink*:

- | | |
|----------------------------------|--------------------------|
| 1. Did you drink coffee? | 3. Who have drunk cocoa? |
| 2. Who has drunk the milk? | 4. Did he drink water? |
| 5. Did they drink at the spring? | |

Be prepared to ask other members of the class these questions and to judge the correctness of the answers.

LESSON 149 — WORD STUDY

1. Word Study.

Write other expressions for each of the following:

natural genius	entirely inadequate
would come to grief	mind full of schemes
new mode of locomotion	liberal education

Read the fourth paragraph of the story in Lesson 145 as it would be if the boy were the writer or speaker.

Write the paragraph as it would be if the author had used the plural instead of using one boy for all boys on farms.

Read the fifth paragraph as it would be if the boy were telling the experience of his brother and himself. Give reasons for all changes that you make in the paragraph.

2. *Begin, Began, Begun.*

Read these sentences, filling blanks with forms of *begin*:

1. I —— work yesterday morning.
2. Have you —— reading the story?
3. Last summer I —— work early every morning.
4. Have the children —— their gardening yet?
5. Long ago the deer —— to disappear.
6. The Indians —— to leave this region.

LESSON 150 — COMPOSITION

Conversation and Discussion.

Subjects:

- (1) *How I Should Like to Spend My Summer Vacation.*
- (2) *How I Could Earn My Living if I Left School Now.*
- (3) *Why Our School Should Celebrate Arbor Day.*



OUR FIRST NIGHT IN A TENT

LESSON 151 — PICTURE STUDY

Study the three parts of the picture on the opposite page. Read the title.

In scene 1 where are the boys going? What plans for a good time do you think they are discussing?

Have you ever slept all night in a tent?

Tell what you see in scene 2. In scene 3.

If you were ever frightened when sleeping in a tent, tell about it.

Write a title for each of the three scenes and arrange the titles in the form of an outline under the subject, "Our First Night in a Tent."

Tell the complete story suggested by the picture, following the outline you made.

Where have you seen other cartoons by the same artist?

LESSON 152 — LETTER WRITING

Write a letter to a friend, telling how you would like to spend your summer vacation.

LESSON 153 — STORY TELLING

Time yourself as you read silently the following story. Tell the story; then read it again silently, timing yourself as before. Retell the story, trying to tell it more accurately than you did the first time. *Avoid the "and" habit.*

HOW THE DUTCH WEIGHED FURS

A brisk trade in furs was soon opened; the Dutch traders were scrupulously honest in their dealings, and purchased by weight, establishing it as an invariable table of avoirdupois, that the hand of a Dutchman weighed one pound, and his foot two

pounds. It is true, the simple Indians were often puzzled by the great disproportion between bulk and weight, for let them place a bundle of furs, never so large, in one scale, and a Dutchman put his hand or foot in the other, the bundle was sure to kick the beam — never was a package of furs known to weigh more than two pounds in the market of Communipaw.

— *Washington Irving.*

LESSON 154 — CLASS COMPOSITION

Be prepared to take part with other members of the class in telling the story, "How the Dutch Weighed Furs," as a class composition. Dictate the sentences so that your teacher may write them on the board. Follow the suggestions for class composition given in Lesson 11.

LESSON 155 — CLASSES OF SENTENCES

Classify according to form the sentences given below. Tell the construction of each noun and pronoun.

1. Ring out, wild bells.
2. Which boy will win the race?
3. The airplane which you saw has been destroyed.
4. The cottager lived beside the brook.
5. He walked down the street, but I rode in an automobile.
6. A long row of houses was seen.
7. This Indian fable does not differ from other stories that I have heard.
8. A lake is the landscape's most beautiful feature.
9. A field of water betrays the spirit that is in the air.
10. The water-bugs finally disappear in the latter part of October, when the severe frosts have come.
11. The birds with their plumage are in harmony with the flowers, and their songs delight the ear.

GENERAL SUMMARY FOR PART ONE

LESSON 156 — SENTENCES, PHRASES, AND CLAUSES

1. Classes of Sentences according to Form:

- (a) A *simple sentence* contains but one statement or one question (p. 12).
- (b) A *compound sentence* contains two or more independent clauses (p. 14).
- (c) A *complex sentence* contains a principal clause and one or more subordinate clauses (p. 18).

2. The Order of a Sentence:

- (a) When the subject of a sentence precedes the predicate, the sentence is said to be in natural order (p. 6).
- (b) When the subject of a sentence follows the predicate, the sentence is said to be in transposed order (p. 6).
Most interrogative and exclamatory sentences are in transposed order (p. 7).

3. The Parts of a Sentence:

- (a) *The Subject* — simple, compound:
 - (1) A subject that has but one principal word is called a simple subject (p. 10).
 - (2) A subject that has two or more principal words joined by a connecting word is called a compound subject (p. 10).
- (b) *The Predicate* — simple, compound:
 - (1) A predicate that has but one principal asserting word is called a simple predicate (p. 10).
 - (2) A predicate that has two or more asserting words joined by a connecting word is called a compound predicate (p. 10).

4. Phrases and Clauses:

- (a) A group of related words that does not contain a subject or a predicate is called a phrase (p. 81).
- (1) A group of asserting words is called a verb phrase (p. 58).
 - (2) A phrase that modifies a noun or a pronoun is called an adjective phrase (p. 81).
 - (3) A phrase that modifies a verb, an adjective, or an adverb, is called an adverbial phrase (p. 81).
 - (4) A phrase introduced by a preposition is called a prepositional phrase (p. 85).
- (b) A part of a sentence containing a subject and a predicate is called a clause (p. 13).
- (1) A clause that can be used alone is called a principal, or independent, clause (p. 17).
 - (2) A clause that cannot be used alone is called a subordinate, or dependent, clause (p. 17).
- When a subordinate clause modifies a noun or a pronoun, it is called an adjective clause (p. 114).
 A clause that modifies a verb, an adjective, or an adverb, is called an adverbial clause (p. 116).
 A clause introduced by a relative pronoun is called a relative clause (p. 142).

LESSON 157 — THE PARTS OF SPEECH

The Parts of Speech:

The classes into which words are divided according to their use in sentences are called the parts of speech (p. 104).

1. *The Noun* — Common and Proper.

A list of classes of names that are proper nouns (p. 28).

A noun that names a group or collection of persons or things is called a collective noun (p. 126).

- (a) When the persons or things named by a collective noun are thought of as acting or being acted upon as a unit, a singular verb is used (p. 126).
- (b) When the persons or things named by a collective noun are thought of as acting or being acted upon separately, a plural verb is used (p. 126).

2. *The Pronoun.*

- (a) A pronoun that represents the speaker (first person), a person spoken to (second person), or a person or thing spoken of (third person), is called a personal pronoun (pp. 32, 128).
- (b) Forms showing possession, taking the place of the genitive case of personal pronouns, are called possessive pronouns or possessive adjectives, according to their use in the sentence (pp. 34, 128).
- (c) A pronoun that joins a subordinate clause to a principal clause is called a relative pronoun (pp. 33, 142).
- (d) *Who, whom, which, and what*, when used instead of nouns in asking questions, are called interrogative pronouns (pp. 33, 144).
- (e) When *this, that, these, or those* takes the place of a noun, it is called a demonstrative pronoun (pp. 34, 145).
- (f) Such words as *each, all, some, few, many, and everyone*, when used in place of nouns, are called indefinite pronouns (p. 155).
- (g) *Each other* and *one another* indicate mutual action or relation between the persons or things named by the plural antecedent and are called reciprocal pronouns (p. 158).

The word or words for which a pronoun stands are called its antecedent (p. 32). A pronoun agrees with its antecedent in gender, number, and person (p. 130).

3. *The Adjective.*

- (a) An adjective that changes the meaning by describing a person or thing is called a descriptive adjective (p. 40).
- (b) An adjective that tells which, how many, how much, etc., is called a limiting adjective (p. 40).

An adjective in the predicate, describing or limiting the subject, is called a predicate adjective (p. 61).

Adjectives are usually, but not always, placed before the words they modify (p. 41).

Some words (such as *his, whose, what, which, that, each, etc.*) may be either pronouns or adjectives, according to their use in a sentence (pp. 42, 128).

4. *The Verb.*

(a) A verb that asserts action performed directly upon an object is called a transitive verb (p.70).

(b) A verb that does not assert action performed directly upon an object is called an intransitive verb (p. 71).

A verb that does not require a direct object or a predicate noun, pronoun, or adjective to complete its meaning is called a complete verb (p. 71).

A verb that is used to connect the subject of a sentence with a predicate noun, pronoun, or adjective is called a linking verb (p. 72).

5. *The Adverb.*

An adverb is a word that modifies the meaning of a verb, an adjective, or another adverb (p. 78).

6. *The Preposition.*

A word that shows the relation between a noun or a pronoun with which it is used and some other word in the sentence is called a preposition (p. 85).

Different is followed by the preposition *from*; not *to* or *than* (p. 86).

Between is used in speaking of two persons or things; *among* in speaking of more than two (p. 86).

The preposition *off* should not be followed by *of* (p. 87). *By*, *to*, and *at*, should not be confused (p. 87).

7. *The Conjunction.*

A word (not a preposition) used to connect words or groups of words of the same class is called a conjunction (p. 94).

(a) A conjunction that joins words of equal rank, phrases of equal rank, or the clauses of a compound sentence is called a coördinating conjunction (p. 96).

(b) A conjunction that joins a subordinate clause to a principal clause is called a subordinating conjunction (p. 96).

8. *The Interjection.*

A word used to express sudden or strong feeling, not connected in construction with the rest of the sentence, is called an interjection (p. 101).

LESSON 158 — CONSTRUCTIONS: LANGUAGE FACTS, ETC.

1. Construction (Case-use):

The way in which a word is used in a sentence is called its construction (p. 49).

Variation in the form of nouns and pronouns to indicate their construction is called case (p. 50).

The constructions that a noun or a pronoun may have in a sentence are called case-uses (p. 51).

(1) *Nominative case-uses:*

The use of a noun or a pronoun as the subject of a sentence or a clause (p. 51).

The use of a noun in direct address (p. 51).

The use of a noun in exclamation (p. 52).

The use of a word as a predicate noun or a predicate pronoun (p. 60).

(2) *Accusative case-uses:*

The use of a noun or a pronoun as the direct object of a transitive verb (p. 70).

The use of a noun or a pronoun with a preposition (p. 85).

(3) *Dative case-use:*

The use of a noun or a pronoun as the indirect object of a transitive verb (p. 74).

(4) *Genitive case-uses:*

To show possession and to show connection (p. 103).

To show separate ownership when two or more names are given, each noun should have the genitive form (p. 154).

To show joint ownership, only the last name in the series should have the genitive form (p. 154).

2. Gender of Nouns and Pronouns:

Nouns or pronouns that denote the male sex are said to be of masculine gender (p. 121).

Nouns or pronouns that denote the female sex are said to be of feminine gender (p. 121).

Nouns or pronouns that denote things without sex are said to be of neuter gender (p. 121).

Nouns or pronouns that denote either male or female sex are sometimes said to be of "common" gender (p. 121).

3. Forming Plurals:

- (a) Most nouns ending in *o* preceded by a consonant add *es* to form their plurals (p. 37).
- (b) The plurals of some nouns are formed by a change of vowel (p. 37).
- (c) A few nouns have two plural forms (p. 53).
- (d) A few nouns have the same form for both singular and plural (p. 53).
- (e) Some nouns have no singular forms (p. 135).
- (f) Proper names form their plurals in various ways (p. 53).

4. General Language Facts:

- (a) In writing conversation the words of each speaker make a paragraph (p. 27).
- (b) Sentences that give the idea of denial are called negative statements (p. 101). Two negatives should not be used in making a statement (p. 102).

5. Verb Forms:

- (a) Give sentences containing the following forms:

<i>Present</i>	<i>Past</i>	<i>With "have," etc.</i>	
see	saw	seen	(p. 9)
do (doesn't—don't)	did	done	(p. 29)
come	came	come	(p. 52)
go	went	gone	(p. 74)
begin	began	begun	(p. 78)
ring	rang	rung	(p. 78)
drink	drank	drunk	(p. 78)
spring	sprang	sprung	(p. 78)
sing	sang	sung	(p. 78)
run	ran	run	(p. 82)
lie	lay	lain	(p. 116)
lay	laid	laid	(p. 116)
give	gave	given	(p. 127)
sit	sat	sat	(p. 135)
set	set	set	(p. 135)
write	wrote	written	(p. 144)
ask	asked	asked	(p. 154)

- (b) Do not use *except*, meaning to leave out, to omit, instead of *accept*, meaning to receive with favor, to approve (p. 118).
- (c) Do not confuse the adjective *loose* and the verb *lose* (p. 118).

GOOD ENGLISH
PART II



HELPING ON A FARM



PART II

CHAPTER ONE

LESSON 1 — PICTURE STUDY

Study the picture on the opposite page. Read the title.

What is the boy doing in the first scene? What is he doing in the second scene? In the third? In the fourth? In the fifth? In the sixth?

Which of these kinds of work have you done?

Which kind do you think is the most helpful to the farmer?

Write a title for each of the six scenes and arrange the titles in the form of an outline under the subject, "Helping on a Farm."

Tell the complete story suggested by the picture, following the outline you made.

Do you think this boy was helping his country as well as helping the farmer? May we say he was a patriotic boy?

In what ways do you think the doing of these farm chores helped the boy?

What helpful chores can a girl do on a farm?

LESSON 2 — LETTER WRITING

Write a letter to a friend telling about the picture on page 180, or telling how you spent your summer vacation.

LESSON 3 — LITERATURE

1. Reading.

A HARD CLIMB

Being resolved to catch some loaches, I set forth in the forenoon of St. Valentine's Day. I never could forget that day and how bitter cold the water was. I doffed my shoes and hose and put them into a bag about my neck. Then I took a three-pronged fork bound to a rod with a cord and went boldly up under the branches which hang so dark on the Bagworthy River.

Now, if you have ever been fishing, you will not wonder that I was led on, forgetting all about danger and taking no heed of the time, but shouting in a childish way whenever I caught a big fish. But in answer to all my shouts, there was never any sound at all, except a rocky echo, and the cold of the water grew worse and worse until I was ready to cry. In so sorry a plight, I came to an opening in the bushes where a great black pool lay in front of me.

Skirting round one side, I came to a sight such as I had never dreamed of. For lo! I stood at the foot of a long, pale slide of water, coming smoothly to me, and fenced on either side with cliff, sheer and straight and shining. The water neither ran nor leaped but made one even slope.

Then said I to myself, "John Ridd, these trees and pools and lonesome rocks are making a coward of you. Will you go back to your mother so and be called her fearless boy?"

Then I bestowed my fish around my neck more tightly and, crawling over the rocks, I let my feet into the dip and rush of the torrent. And this must have been the end of me, except for my trusty loach fork. For the green wave came down and my legs were gone off in a moment, but before I knew aught my fork stuck fast in the rock and I was borne up upon it.

In this manner I won a footing, leaning well forward like a draught horse and balancing with the fork set behind me. Then I said to myself, "John Ridd, the sooner you get yourself out by the way you came, the better it will be for you." But to my great dismay, I saw that no choice was left me now, except that

I must climb somehow up that hill of water, or else be washed down into the pool and whirl around till it drowned me. For there was no chance of getting back by the way I had gone down into it, and farther up was a hedge of rock on either side of the water, rising a hundred yards in height and no place to set a foot in.

With a sigh of despair I began my course up the fearful torrent way. How I went carefully, step by step, keeping my arms in front of me and never daring to straighten my knees, is more than I can tell clearly or even like now to think of, because it makes me dream of it. Only I must acknowledge that the greatest danger of all was just where I saw no jeopardy, but ran up a patch of black ooze-weed. Here I fell and was like to have broken my knee-cap, and the torrent got hold of my other leg and all of my body was sliding.

Now being in the most dreadful fright, because I was so near the top and hope was beating within me, I labored hard with both legs and arms going like a mill. At last the rush of water, where first it came over the fall, drove me into the middle and the world was green and I dared not look behind me. Then I made up my mind to die at last, for so my legs would ache no more and my breath not pain my heart so: only it did seem such a pity, after fighting so long, to give in, and the light was coming upon me and again I fought toward it; then suddenly I felt fresh air and fell into it headlong.

When I came to myself again, my hands were full of young grass and mold and a little girl was kneeling at my side, rubbing my forehead tenderly with a dock leaf and a handkerchief.

"Oh! I am so glad," she whispered softly, as I opened my eyes and looked at her; "now you will try to be better, won't you?"

— *R. D. Blackmore.*

2. Study of Story.

Loaches, small fish common in England, often bury themselves at the bottom of a river. John's mother was ill and he thought some loaches might tempt her to eat.

How did John catch the loaches with his fork?

What shows the loneliness of the place where he fished?

In what way did the water in the pool differ from that to which he was accustomed?

What is meant by "torrent way"?

How did the fork save John from drowning?

What made the world look green?

Where was John when he felt the fresh air?

Where did the grass and mold come from?

What was it that made John try to climb the hill of water?

John was fourteen years old at the time of this adventure; does he act as if older or younger than his age?

3. Word Study.

Look up in the Glossary the pronunciation and meaning of the following:

ooze	doff	cliff	trusty
sorry	plight	sheer	dismay
resolve	hedge	ought	despair
bestow	torrent	draught	jeopardy

LESSON 4 — COMPOSITION

1. Story Telling.

Tell how someone (Columbus, Washington, or some other character of whom you have read in your history work) accomplished a difficult task by perseverance. Make an outline to guide you in your talk.

2. Written Exercise.

Write the first paragraph of your story. Test your work by the form given on page 5.

LESSON 5 — REVIEW AND SUMMARY OF SENTENCES

Classes of Sentences	{	<i>As to Use</i>	{	Declarative — makes a statement (p. 327)
				Interrogative — asks a question (p. 327)
				Exclamatory — expresses sudden or strong feeling (p. 327)
		<i>As to Form</i>	{	Simple — contains but one statement or clause (p. 12)
				Compound — contains two or more independent clauses (p. 14)
				Complex — contains a principal clause and one or more subordinate clauses (p. 18)

Classify the following sentences as to use and form and give the subject and the predicate of each sentence.

Follow this model:

SENTENCE

I never can forget that day.

MODEL

This is a simple declarative sentence; *I* is the subject; *never can forget that day* is the predicate.

1. "A Hard Climb" is a very pleasing story.
2. Was it perseverance that saved John's life?
3. What a fearful torrent it was!
4. The rush of water drove me swiftly into the middle and I did not look behind me.
5. Blackmore, who wrote this story, was an Englishman.
6. Oh! I am glad.
7. I resolved to catch some loaches for my mother.
8. I took a three-pronged fork and went boldly up under the branches.
9. The lonesome rocks and the dark pool made a coward of me.
10. My legs slipped from under me, but my fork stuck fast in a rock.
11. I fell into the water that was rushing toward the pool.

LESSON 6 — REVIEW AND SUMMARY OF THE PARTS OF SPEECH

The Parts of Speech	}	Noun — a word that names a person, place, or thing (p. 327)
		Pronoun — a word used instead of a noun (p. 32)
		Adjective — a word that describes or limits the meaning of a noun or a pronoun (p. 40)
		Verb — a word used to assert (p. 57)
		Adverb — a word that modifies the meaning of a verb, an adjective, or another adverb (p. 78)
		Preposition — a word that shows the relation between a noun or a pronoun and some other word in the sentence (p. 85)
		Conjunction — a word (not a preposition) used to connect words or groups of words of the same class (p. 94)
		Interjection — a word used to express sudden or strong feeling (p. 101)

Classify the words in the sentences given on the preceding page and tell how each is used.

LESSON 7 — THE SUBSTANTIVE

1. Development.

A noun, pronoun, or any word or group of words that is used as a noun or pronoun, is called a **substantive**.

(a) An adjective may be used as a noun or a pronoun and therefore may be a substantive.

Example: The *tallest* are not always the *strongest*.

Tallest is an adjective used as the subject of the sentence; *strongest* is an adjective used as a predicate noun; both are, therefore, substantives.

Select from the following sentences the adjectives that are used substantively. Tell how each substantive is used in the sentence in which it occurs.

1. The bravest are the tenderest.
2. The race is not always to the swift.
3. The best will be taken.
4. "The oldest and youngest
Are at work with the strongest."
5. The biggest are usually the best.

(b) A phrase may be used substantively.

Examples: (1) *Over the fence* is out.

(2) He came from *over the river*.

Over the fence is a phrase used as the subject of the sentence; it is therefore a substantive. *Over the river* is a phrase used with the preposition *from*; it is therefore a substantive.

(c) A clause, also, may be used as a substantive.

Examples:

1. *That water should come down in a slide* amazed John.
2. His thought was *that he must not be a coward*.
3. He knew *that his mother liked loaches*.

In sentence 1 what is the subject?

How are the clauses used in sentences 2 and 3?

Select the substantive clauses in the following sentences and tell how each is used:

1. That I won is a surprise.
2. The danger was that I might slip.
3. I thought that I should fall.
4. My fear was that my knee-cap was broken.
5. That I fell headlong into fresh air is my impression.
6. He was ignorant of what he saw.
7. He knew that the torrent was dangerous.

2. Written Exercise.

Write sentences containing adjectives, phrases, and clauses used as substantives.

LESSON 8 — VOICE: ACTIVE AND PASSIVE

1. Development.

1. John Ridd *caught* fish.
2. Fish *were caught* by John Ridd.

What is the subject of sentence 1? What is the direct object of the transitive verb *caught*?

What is the subject of sentence 2? Does the sentence contain a direct object?

Sentence 1 represents the subject as *acting upon* something. The subject is therefore active.

Sentence 2 represents the subject as *being acted upon*. The subject is therefore passive.

Study the two sentences and tell how the difference between them is shown. First, notice that the order of the words in the second sentence differs from the order in the first. The *object* of the action in the first sentence — the thing acted upon — becomes the *subject* in the second sentence. Second, notice that the person performing the action is represented in the first sentence by the subject, in the second by a noun used with a preposition. Third, notice that the forms of the verb are different in the two sentences. This change of verb form is called **voice**.

Learn:

The change in the forms of a verb to show whether the subject acts or is acted upon is called **voice**.

The forms of a verb that represent the subject as performing an action are called the **active voice**.

The forms of a verb that represent the subject as being acted upon are called the **passive voice**. Only transitive verbs can be used in the passive voice.

Tell whether the verb in each of the following sentences

represents the subject as acting or as being acted upon; that is, whether it is active or passive in form:

1. Richard D. Blackmore wrote "Lorna Doone."
2. "Lorna Doone" was written by Richard D. Blackmore.
3. The family owned much property.
4. Much property was owned by the family.
5. John began his course up the torrent way.
6. The course up the torrent way was begun by John.

Give the subject and the predicate of each sentence.

Notice that the active forms of statement are more direct and simple than the passive forms of statement. For this reason they are generally preferable.

2. Written Exercise.

Write two sentences in each of which the verb represents the subject as acting upon something.

Write two sentences in each of which the verb represents the subject as being acted upon.

3. *Break, Broke, Broken.*

Repeat the following sentences to yourself several times and be prepared to take part in the rapid repetition of them in class, each member giving a sentence:

- | | |
|----------------------------|----------------------------|
| 1. I break it now. | 1. He breaks it now. |
| 2. I broke it yesterday. | 2. He broke it yesterday. |
| 3. I have broken it often. | 3. He has broken it often. |

Be prepared to answer the following questions, using *broke, have broken, or has broken* in each answer:

1. Did you break the point of your pencil?
2. Did the wind break this lily?
3. Have they broken the window?
4. Did the little girl break her doll?
5. Have you broken the vase?
6. Has the boy broken his cart?

LESSON 9 — THE SCHOOL PAPER

Sometimes you may tire of composition writing because the hard work necessary for a good composition seems so much greater than the pleasure derived from it. A weekly, bi-weekly, or monthly newspaper published by members of your class will add enjoyment to your writing, and the consciousness that you can interest others will give you great pleasure.

A printing press is not necessary for this work. The accepted compositions may be pasted on sheets of manila paper and these sheets fastened together. The paper may be issued regularly on a certain day, as Friday or Monday, and may be read to the class by the editors as part of the regular reading lesson.

Some of the compositions may take the form of "reporting." Committees may be appointed to make reports upon current events of local or general interest and upon observations of various kinds. One committee may report upon games and sports, as football, baseball, or skating contests. Another may report upon exhibits, entertainments, and fairs. A committee may report upon birds that remain during the winter or birds as they come in the spring. Reports upon the weather, rainy days, sunny days, storms, and losses from storms, would provide work for one committee. Reports of progress on new buildings, bridges, or repairs of particular streets and roads would furnish interesting work for another committee.

The following subjects are suggested for this month:

Our New Gymnasium.

Shall We Have a Basketball Team?

How I Spent My Vacation.

A Picnic I Attended.

The Happiest Day of My Vacation.

The board of editors, working with the teacher or under her advice and direction, may choose, from all the compositions written for the paper, those that are the most interesting.

Be prepared to report upon one of the subjects suggested or upon some other topic of local or general interest. Make an outline to guide you in your oral report.

LESSON 10 — COMPOSITION

Write for the school paper the report you made in the preceding lesson, following the outline of your oral report. Test your work by the form given on page 5.

LESSON 11 — CLASSES OF SENTENCES: SUBJECT AND PREDICATE

Classify according to form the following sentences and tell the subject and the predicate of each clause.

Classify the verbs as transitive or intransitive; the intransitive verbs as complete or linking. Tell the voice of each transitive verb.

SENTENCE

I doffed my shoes and hose and put them into a bag.

MODEL

This is a simple sentence; *I* is the subject; *doffed* and *put* are the verbs of the compound predicate. They are transitive verbs in the active voice.

1. I crawled over the rocks and stepped into the torrent.
2. Because I was ashamed to give up, I risked my life.
3. The water came down and I was swept off my feet.
4. My fork caught in a rock, and I was saved.
5. I rose to my feet again and began to climb up.

6. With the help of the fork I was able to stand.
7. The green wave came down, and I was taken off by it.
8. I found that I could not go back.
9. I must climb up that hill of water or be washed down into the pool.
10. I could not go back, and great cliffs rose on each side.
11. With a sigh of despair I began my climb.
12. I cannot tell this clearly because I dare not think about it.
13. My greatest danger came when I saw no danger.
14. The rush of water drove me into the middle of the torrent and I dared not look behind me.
15. My forehead was rubbed tenderly by a little girl.

LESSON 12 — REVIEW AND SUMMARY OF PHRASES

1. Phrases.

Classes of Phrases { adjective — modify a noun or a pronoun (p. 81)
 { adverbial — modify a verb, adjective, or adverb (p. 81)
 { substantive — used as a noun or pronoun (p. 187)

Select the phrases in the following sentences and tell how each is used:

1. Over the fence is out.
2. The boys over the fence are tall.
3. He threw the ball over the fence.
4. He came from over the river.
5. From Chicago to Omaha is a long way.
6. Have you seen the man in the moon?
7. Their days in the land of the living are few.
8. In the hollow of my hand are its water and its sand.
9. By day you blot out the sun.
10. Ghosts talked with us by the light of the wood fire.
11. I am sure of his honesty.
12. The fork was bound to the rod with a cord.
13. I came to an opening in the bushes and a great black pool lay in front of me.

2. *Go, Went, Gone.*

Read these sentences, filling the blanks with the proper forms of the verb *go*:

1. Who has —— home?
2. I have —— to see him three times this week.
3. Had she —— when you came?
4. You have —— early several times.
5. He has —— home with his brother.
6. Has he —— with his brother many times?
7. Have you ever —— to school late?

LESSON 13 — LITERATURE

1. Reading.

THE BUILDING OF THE SHIP

“Build me straight, O worthy Master,
 Stanch and strong, a goodly vessel,
 That shall laugh at all disaster,
 And with wave and whirlwind wrestle!”

.

Behold, at last,
 Each tall and tapering mast
 Is swung into its place;
 Shrouds and stays
 Holding it firm and fast!
 Long ago,
 In the deer-haunted forests of Maine,
 When upon mountain and plain
 Lay the snow,
 They fell—those lordly pines!
 Those grand, majestic pines!
 ‘Mid shouts and cheers
 The jaded steers,
 Panting beneath the goad,
 Dragged down the weary, winding road

Those captive kings so straight and tall,
 To be shorn of their streaming hair,
 And, naked and bare,
 To feel the stress and the strain
 Of the wind and the reeling main,
 Whose roar
 Would remind them forevermore
 Of their native forests they should not see again.

And everywhere
 The slender, graceful spars
 Poise aloft in the air,
 And at the mast-head,
 White, blue, and red,
 A flag unrolls the stripes and stars.
 Ah! when the wanderer, lonely, friendless,
 In foreign harbors shall behold
 That flag unrolled,
 'Twill be as a friendly hand
 Stretched out from his native land,
 Filling his heart with memories sweet and endless!

Then the Master,
 With a gesture of command,
 Waved his hand;
 And at the word,
 Loud and sudden there was heard,
 All around them and below,
 The sound of hammers, blow on blow,
 Knocking away the shores and spurs.
 And see! she stirs!
 She starts — she moves — she seems to feel
 The thrill of life along her keel,
 And, spurning with her foot the ground,
 With one exulting, joyous bound,
 She leaps into the ocean's arms!

How beautiful she is! How fair
She lies within those arms, that press
Her form with many a soft caress
Of tenderness and watchful care!
Sail forth into the sea, O ship!
Through wind and wave, right onward steer!
The moistened eye, the trembling lip,
Are not the signs of doubt or fear.

Thou, too, sail on, O Ship of State!
Sail on, O UNION, strong and great!
Humanity with all its fears,
With all the hopes of future years,
Is hanging breathless on thy fate!
We know what Master laid thy keel,
What workmen wrought thy ribs of steel,
Who made each mast, and sail, and rope,
What anvils rang, what hammers beat,
In what a forge and what a heat
Were shaped the anchors of thy hope!
Fear not each sudden sound and shock,
'Tis of the wave and not the rock;
'Tis but the flapping of the sail,
And not a rent made by the gale!
In spite of rock and tempest's roar,
In spite of false lights on the shore,
Sail on, nor fear to breast the sea!
Our hearts, our hopes, are all with thee,
Our hearts, our hopes, our prayers, our tears,
Our faith triumphant o'er our fears,
Are all with thee — are all with thee!

— *Henry Wadsworth Longfellow.*

2. Study of Selection.

Explain the first four lines of the poem.
Who is supposed to have spoken these words?
What does the second stanza tell you?

Give the thought of this stanza in your own words.

Give the topic of the third stanza.

What does the poet say the flag of the ship will be to the wanderer in foreign lands?

Have you ever seen the launching of a ship?

If not, read the fourth stanza and then describe the launching in your own words.

What comparison is made in the last stanza?

Do you think "future hopes" may refer to the continuance of a democratic form of government?

Name some of the "workmen" who helped to build our "Ship of State."

Mention some of the "rocks" and "tempests" that have tried our "Ship of State" in recent years.

Why is ship-building of importance to our country?

Memorize the last stanza.

3. Word Study.

Look up in the Glossary the pronunciation and meaning of the following:

poise	shrouds	main
shores	goad	native
jaded	exulting	humanity
foreign	deer-haunted	tapering

LESSON 14 — COMBINING SENTENCES

1. Compound and Complex Sentences.

Review compound and complex sentences, pages 13 and 17.

From the following simple sentences make compound and complex sentences:

Examples: (1) The masts were made of pine trees and these were cut in the forests of Maine. (Compound)

(2) The masts were made of pine trees which were cut in the forests of Maine. (Complex)

1. The masts were made of pine trees.
2. The pines were cut in the forests of Maine.
3. Snow covered the ground at the time.
4. Longfellow compares the pines to captive kings.
5. The pines were dragged down the winding road.
6. Their branches were cut off.
7. The pines could still hear the wind.
8. The sound reminded them of their old home.
9. It reminded them of the forests.
10. They would never see the forests again.

LESSON 15 — CURRENT EVENTS

It is within the power of a nation as of a man to grow greater with every dollar added to its wealth; but a dollar is powerless until it joins itself to whole principles of life and passes into character. The character of a free people must assimilate its prosperity, as it forms into the life of the people. And this is ultimately and simply what patriotism is in the life of a prosperous State; it is giving a welcome in the State life to all of those things, material and spiritual, which have the right to enter into it and dominate it.

—*Edward Kidder Graham.*

This selection is taken from *Education and Citizenship* by Edward Kidder Graham, late president of the University of North Carolina.

Be prepared to discuss the quotation by Graham.

LESSON 16 — CURRENT EVENTS

Write the report you gave in the preceding lesson. Test your work by the form given on page 5.

LESSON 17—REVIEW OF CHAPTER

What are substantives?

Give an example of an adjective used as a substantive.

Give an example of a phrase used as a substantive.

Give an example of a clause used as a substantive.

What is voice? The active voice? The passive voice?

What kind of verbs can be used passively?

Give a sentence containing a verb in the active voice.

Change your sentence, making the verb passive.

Give sentences containing the forms of *break*.



CHAPTER TWO

LESSON 18 — LITERATURE

1. Reading.

THE FIRST CUSTOMER

In the basement story of the gable fronting on the street, one of Hepzibah's ancestors, nearly a century ago, had fitted up a shop. The dust of ages gathered inch-deep over the shelves and counter and partly filled an old pair of scales. Such had been the condition of the little shop in old Hepzibah's childhood, when she and her brother used to play at hide-and-seek there.

But now a remarkable change had taken place in its interior. The rich and heavy festoons of cobweb had been carefully brushed away from the ceiling. The counter, shelves, and floor had all been scoured. The brown scales, too, had evidently undergone rigid discipline, in an unavailing effort to rub off the rust.

A curious eye would have discovered two or three barrels, one containing flour, another apples, and a third, perhaps, Indian meal. There was likewise a square box full of soap in bars; also, another of the same size, in which were tallow candles. There was a glass pickle jar, filled with fragments of Gibraltar rock; not, indeed, splinters of the stone foundation of the famous fortress, but bits of delectable candy. Jim Crow was seen executing his world renowned dance in gingerbread. A party of leaden dragoons were galloping along one of the shelves and there were some sugar figures, with no strong resemblance to the humanity of any epoch.

The shop bell, right over Hepzibah's head, tinkled and the door, which moved with difficulty on its rusty hinges, being forced quite open, a square and sturdy little urchin became apparent. He was clad rather shabbily in a blue apron, very wide and short trousers, shoes somewhat out at the toes, and a

chip hat, with the frizzles of his curly hair sticking through its crevices. A book and a small slate under his arm indicated that he was on his way to school.

"Well, child," said Hepzibah, "what did you wish for?"

"That Jim Crow there in the window," answered the urchin, holding out a cent, and pointing to the gingerbread figure.

So Hepzibah put forth her lank arm and, taking the figure from the window, delivered it to her first customer.

"No matter for the money," said she, giving him a little push toward the door. "No matter for the cent. You are welcome to Jim Crow."

The child, staring with round eyes at this instance of liberality, took the man of gingerbread and quitted the premises. No sooner had he reached the sidewalk (little cannibal that he was) than Jim Crow's head was in his mouth. As he had not shut the door, Hepzibah was at the pains of closing it after him. She had just placed another gingerbread figure in the window when again the bell tinkled and again the door, being thrust open, disclosed the same sturdy little urchin, who, precisely two minutes ago, had made his exit.

"What is it now, child?" asked the lady, rather impatiently, "did you come back to shut the door?"

"No," answered the urchin, pointing to the figure that had just been put up, "I want that other Jim Crow."

"Well, here it is for you," said Hepzibah, reaching it down; but recognizing that this pertinacious customer would not quit her on any other terms as long as she had a gingerbread figure in her shop, she partly drew back her extended hand. "Where is the cent?" The little boy had the cent ready, but would have preferred the better bargain to the worse. Looking somewhat chagrined, he put the coin into Hepzibah's hand, and departed, sending the second Jim Crow in quest of the first one.

— *Nathaniel Hawthorne.*

2. Study of Story.

What tells you that the shop had not been used for many years?

In what way had the scales undergone "rigid discipline"?

What effect did this have upon them?

What kind of store is described here?

Is it necessary for us to know how the little boy was dressed? Why does the author take the trouble to describe the boy's clothing?

Why did not Hepzibah take the boy's penny at first?

Why does the author call him a cannibal?

What did the boy expect when he came back?

Why did not Hepzibah make him a present of the second gingerbread man?

What was the "better bargain" the boy hoped for?

3. Word Study.

Look up in the Glossary the pronunciation and meaning of the following:

exit	interior	discipline
rigid	dragoon	chagrined
quest	ancestor	unavailing
epoch	apparent	delectable
crevice	fragment	pertinacious

LESSON 19 — COMPOSITION

Describe Hepzibah as you imagine she looked while waiting for her first customer.

LESSON 20 — COMPOSITION

Imagine that a second customer entered the store as the little boy left. Write a description of this customer. Test your work by the form given on page 5.

LESSON 21 — REVIEW AND SUMMARY OF CONSTRUCTIONS

Constructions (Case-uses)	}	Nominative — subject (p. 51), predicate (p. 60), of direct address (p. 51), of exclamation (p. 52)
		Accusative — direct object (p. 69), with prepo- sition (p. 85)
		Dative — indirect object (p. 73)
		Genitive — of possession (p. 103), of connection (p. 103)

In the following sentences point out examples of the above constructions:

1. Horses are patient animals.
2. The snow! See it come.
3. John, hang the picture on the wall.
4. I sent him a present.
5. Mary's cat liked the sun's rays.

LESSON 22 — DESCRIPTIVE AND LIMITING ADJECTIVES

1. Practice Work.

1. A curious eye would have discovered two or three barrels.
2. A square and sturdy little boy entered the shop.
3. He was dressed in a blue apron and wide, short trousers.
4. His curly hair was sticking through the holes in his hat.
5. This boy was Hepzibah's first customer.
6. The square box was full of soap.
7. A glass pickle jar was filled with rock.
8. The door moved on its rusty hinges.
9. The boy held a small slate under his arm.
10. The little boy wore a chip hat.
11. The heavy cobwebs had been brushed away.

12. Some sugar figures were placed on the shelves.
13. The third barrel contained Indian meal.

Select the nouns and the pronouns in the preceding sentences.

Select the adjectives that *describe*; that is, the adjectives that tell the *kind* or *condition* of the person or thing.

Select the adjectives that merely *limit* the idea given by the noun, by *pointing out* or by *denoting number*.

Remember that an adjective that describes is called a descriptive adjective; an adjective that merely limits is called a limiting adjective.

2. Written Exercise.

Write five sentences containing descriptive adjectives; five sentences containing limiting adjectives.

LESSON 23 — ARTICLES: NUMERALS: PRONOMINALS

1. Development.

The boy paid *one* cent for a *second* gingerbread man.

One and *second* do not *describe*; they merely *limit* the nouns with which they are used, and are therefore limiting adjectives. Limiting adjectives that indicate number are called **numeral adjectives**.

The words *the*, *a*, and *an* merely limit the nouns with which they are used, and are a particular kind of limiting adjectives called **articles**. Since *the* points out a definite person or thing, it is called the **definite article**. Since *a* and *an* apply indefinitely to any person or thing, they are called **indefinite articles**. Remember that *a* is used before words beginning with a consonant sound, and *an* is used before words beginning with a vowel sound.

You have learned that many words, such as *this*, *which*, and *his*, are used sometimes as pronouns and sometimes as adjectives. When used as adjectives these words do not describe, but merely limit, and are therefore limiting adjectives. They are also called **pronominal adjectives**, because the same words may be used as pronouns.

All limiting adjectives may be grouped in three classes, *articles*, *numeral adjectives*, and *pronominal adjectives*.

Read these sentences and notice the use of the articles:

1. Our club elected a president and secretary (one person).
2. Our club elected a president and a secretary (two persons).
3. Ruth has a red, white, and blue dress (one dress).
4. Ruth has a red, a white, and a blue dress (three dresses).
5. A Harvard and a Yale student were present (two students).

Where there can be no confusion, the article is often omitted, as "the stars and stripes," "the father and mother."

Notice that the article is not used before a noun that follows "kind of" and "sort of."

- Examples:*
1. What kind of letter did you receive? (Not *kind of a*.)
 2. Do you like that sort of sled? (Not *sort of a*.)

Select the articles used in the first paragraph of Lesson 18 and give the class of each.

Select the numeral adjectives used in the third paragraph.

Select the pronominal adjectives used in the fourth paragraph.

2. Written Exercise.

Write sentences containing *a*, *an*, and *the*.

Write sentences containing numeral adjectives.

Write sentences containing pronominal adjectives.

LESSON 24 — CORRECT FORMS OF PRONOUNS

(a) Select the pronouns in the third and fourth paragraphs of the story in Lesson 3. Tell the class, antecedent, person, number, gender, and construction of each.

(b) Supply the proper form of a pronoun for each blank in the following sentences:

1. This is a secret between ——.
2. This is a secret between you and ——.
3. The little girl may sit between you and ——.
4. Shall I divide it between —— and ——?
5. They have been talking to —— and ——.
6. Let —— and —— go.
7. May —— and —— come?
8. He is taller than ——.
9. His brother runs faster than ——.

(c) Repeat the following sentences to yourself several times and be prepared to take part in the rapid repetition of them in class, each pupil giving a sentence:

1. Every boy knew his lesson.
2. Did each girl know her lesson?
3. Every man must do his duty.
4. Had each of the boys his book?
5. Everyone must do his best.
6. Did every girl do her work well?
7. No one should neglect his work.
8. Every girl has studied her lesson.

LESSON 25 — COMPOSITION

Give an oral description of the smallest store or the most interesting store you ever saw. Make an outline and follow it in your talk.

LESSON 26 — COMPOSITION

Hepzibah's store was in the basement of a house that had seven gables. Have you ever seen a house of peculiar construction? If you have seen such a house, write a brief description of it. If you do not know a house of this kind, describe the most beautiful building you ever saw. Test your work by the form given on page 5.

LESSON 27 — DISTINGUISHING PREDICATE ADJECTIVES
FROM ADVERBS

1. Adjective or Adverb.

You have learned that if a modifying word in the predicate describes or limits the subject, we use an adjective; if it modifies the verb, we use an adverb. You have learned, also, that predicate adjectives are used with such verbs as *appear, become, feel, grow, look, seem, smell, sound, and taste*, as well as with *is, are, was, were*, etc.

- Examples:*
1. The rose smells sweet.
 2. Do you feel sick?
 3. He looked awkward.
 4. They seemed honest.
 5. Quinine tastes bitter.
 6. The music sounds beautiful.
 7. The boy grew tall.

Select the correct word for each of the following sentences and give reasons for your choice:

1. How (*awkward, awkwardly*) the man is!
2. How (*awkward, awkwardly*) the man looks!
3. How (*awkward, awkwardly*) the man walks!
4. The lady looked (*beautiful, beautifully*).

5. The lady sang (*beautiful, beautifully*).
6. The lady was (*beautiful, beautifully*).
7. The man acted (*honest, honestly*).
8. The man seemed (*honest, honestly*).
9. The man is (*honest, honestly*).
10. The lady smiled (*pleasant, pleasantly*).
11. The lady looked (*pleasant, pleasantly*).

2. Know, Knew, Known.

Repeat the following sentences to yourself several times and be prepared to take part in the rapid repetition of them in class, each pupil giving a sentence:

- | | |
|-----------------------------------|----------------------------------|
| 1. I know now. | 4. He knows now. |
| 2. I knew yesterday. | 5. He knew yesterday. |
| 3. I have known for a long time. | 6. He has known for a long time. |
| 7. We know now. | |
| 8. We knew yesterday. | |
| 9. We have known for a long time. | |

Answer the following questions, using the proper forms of *know*:

- | | |
|---------------------------|---------------------------------|
| 1. Who knows it? | 6. Did you know this? |
| 2. Who knew it? | 7. Did they know it? |
| 3. Who know it? | 8. Did he know his lesson? |
| 4. Did he know it? | 9. Did you know your lesson? |
| 5. Did he know it before? | 10. Did he know this yesterday? |

Be prepared to ask other members of the class these questions and to judge the correctness of the answers.

LESSON 28 — LETTER WRITING

Write a letter to a book store, ordering some book that you would like to read. Test your letter by the form given on page 99.

LESSON 29 — CLASSES OF SENTENCES: SUBJECT AND PREDICATE

Classify according to form the following sentences and tell the subject and the predicate of each clause. Name the principal word of each subject and each predicate.

1. The boy stared at Hepzibah and went out of the shop.
2. He held his cent in one hand and the gingerbread man in the other.
3. When the child reached the street, he put the head of the gingerbread man into his mouth.
4. She had just placed another gingerbread figure in the window when the bell tinkled again.
5. There stood the little boy.
6. I want that other gingerbread man.
7. Here it is.
8. Where is the cent?
9. He put the coin into Hepzibah's hand.
10. The second gingerbread man followed the first one.

Classify the verbs in the preceding sentences as transitive or intransitive.

Classify the intransitive verbs as complete or linking and tell the voice of each transitive verb.

LESSON 30 — CURRENT EVENTS

Be prepared to discuss some current event of local or general interest. Make an outline to guide you.

LESSON 31 — CURRENT EVENTS

Write a report of the event discussed in the preceding lesson. Test your work by the form given on page 5.

LESSON 32—REVIEW OF CHAPTER

What is a descriptive adjective? Illustrate.

What is a limiting adjective? Illustrate.

Name the kinds of limiting adjectives.

Give an example of each kind.

What is the definite article? Why is it so called?

What are the indefinite articles? Why are they so called?

When is *a* used? When is *an* used?

What is a pronominal adjective? Why is it so called?

Give a sentence that contains a pronominal adjective.

What is a numeral adjective? Give an example.

Give sentences containing the different forms of *know*.



CHAPTER THREE

LESSON 33 — LITERATURE

1. Reading.

THE FLIGHT

Sometimes we walked, sometimes we ran, and as it drew on to morning, we walked less and ran more. For all of our hurry, day began to come in while we were still far from shelter. It found us in a valley where ran a foaming river. I could see Alan knit his brow. "This is no fit place for you and me," he said. "This is a place they're bound to watch."

With that he ran harder than ever down to the water side, where the river was split in two among three rocks. He looked neither to the right nor to the left, but jumped upon the middle rock. I had scarce time to measure the distance or to understand the peril before I had followed him, and he had caught and stopped me.

So there we stood, upon a small rock, slippery with spray, a far broader leap in front of us and the river dinning upon all sides. The next minute Alan leaped over the further branch of the stream and landed safe.

I was now alone upon the rock, which gave me more room. I bent low on my knees and flung myself forth, with that kind of anger of despair that has sometimes stood me in stead of courage. Alan seized me, first by my hair, then by the collar, and dragged me into safety.

Never a word he said, but set off running again, and I must stagger to my feet and run after him. I had been weary before, but now I was sick and bruised, and when at last Alan paused under a great rock, it was none too soon for David Balfour.

A great rock, I have said; but it was two rocks leaning

together at the top, both some twenty feet high, and at the first sight, inaccessible. Alan failed twice in an attempt to climb them, and it was only by standing on my shoulders and leaping up that he secured lodgment. Once there, he let down his leathern girdle, and with the aid of that, I scrambled up beside him.

Then I saw why we had come there, for the two rocks, being somewhat hollow on the top and sloping one to the other, made a kind of saucer, where as many as three or four men might have lain hidden. Then at last Alan smiled. "Aye," said he, "now we have a chance. Go you to your sleep and I'll watch."

I dare say it was nine in the morning when I was roughly awakened and found Alan's hand pressed upon my mouth.

"Wheesht!" he whispered. "You were snoring."

He peered over the edge of the rock and signed to me to do the like.

Near by, on the top of a rock, there stood a sentry. All the way down the river side were posted other sentries; here near together, there widelier scattered.

I took but one look at them and ducked again into my place.

The tediousness and pain of those hours upon the rocks grew greater as the day went on, the rock getting still hotter and the sun fiercer.

At last, there came a patch of shade on the east side of the rock, which was the side sheltered from the soldiers.

"As well one death as another," said Alan, and slipped over the edge and dropped on the ground.

I followed him and instantly fell all my length, so weak was I and giddy with that long exposure.

Presently we began to get a little strength, and Alan proposed that we should try a start. We began to slip from rock to rock, now crawling, now making a run for it.

By sundown we had made some distance. But now we came on a deep, rushing burn that tore down to join the glen river. We cast ourselves on the ground and plunged head and shoulders in the water. I cannot tell which was more pleasant, the great shock as the cool stream went over us or the greed with which we drank it.

As soon as the shadow of night had fallen, we set forth again. Early as day comes in the beginning of July, it was still dark when we reached our destination, a cleft in the head of a great mountain, with a water running through the midst, and upon one hand a shallow cave in a rock. Birches grew there in a thin, pretty wood, which a little farther on was changed into a wood of pines. The burn was full of trout; the wood of cushat doves; on the opening side of the mountain beyond, whaups were always whistling and cuckoos were plentiful. It was, on the whole, a pleasant place, and the five days we lived in it went happily.

We slept in the cave, making our bed of heather bushes. There was a low, concealed place, in a turning of the glen, where we made a fire to warm ourselves when the clouds set in, and grill the little trout that we caught with our hands. The largest we got might have been three quarters of a pound; but they were of good flavor and, when broiled upon the coals, lacked only a little salt to be delicious.

— *Robert Louis Stevenson.*

2. Study of Story.

The above is a selection from "Kidnapped." The events recorded are represented as having taken place more than one hundred fifty years ago in Scotland. David Balfour, who is telling the story, and his companion, Alan, had been wrongfully suspected of murder and had fled for their lives.

What incident shows Alan's daring? What shows his perseverance? What shows his kindness to David?

From what did Alan and David suffer most during the hours upon the rock?

At what time during the flight do you think Alan and David were in the greatest danger?

Find an example of a predicate adjective in the fourth paragraph on page 210.

Find a form of *lie* in the second paragraph on page 211. Give the other forms of *lie*. Give the forms of *lay*.

3. Word Study.

Look up in the Glossary the pronunciation and meaning of the following:

cleft	burn	tediousness	grill
whaup	giddy	destination	heather
sentry	exposure	inaccessible	dinning

LESSON 34 — COMPOSITION**1. Conversation and Discussion.**

Tell the story of a camping trip or a long walk you have taken. First make an outline.

2. Written Exercise.

Write the opening paragraph of your story. Test your work by the form given on page 5.

**LESSON 35 — AGREEMENT OF VERB WITH SUBJECT
IN PERSON AND NUMBER****1. Development.**

1. *I am* far from shelter.
2. *You are* far from shelter.
3. *He is* far from shelter.
4. *We are* far from shelter.
5. *You are* far from shelter.
6. *They are* far from shelter.

Select the subject of each of the sentences given above. Give the person and number of each subject.

Select the verb in each sentence. Each verb is one of the forms of the verb *be*. Each denotes present time, but the form of the verb is not the same in all the sentences.

- | | |
|--------------------------------------|---------------------------------------|
| 1. <i>I was</i> far from shelter. | 4. <i>We were</i> far from shelter. |
| 2. <i>You were</i> far from shelter. | 5. <i>You were</i> far from shelter. |
| 3. <i>He was</i> far from shelter. | 6. <i>They were</i> far from shelter. |

Give the person and number of the subject in each of the above sentences and select the verb.

The verb in each of these sentences is one of the forms of *be* and denotes past time. You notice, however, that the form of the verb is not the same in all the sentences.

Verbs make certain changes in form according to the person and number of the subject, and for this reason we say a verb has *person* and *number*.

Learn:

The person and number of a verb should be the **same** as the person and number of the subject.

If the subject is a noun, the verb is always in the **third** person.

2. Written Exercise.

Write ten sentences containing *I, we, you, he, she, it,* and *they* used as subjects.

LESSON 36 — AGREEMENT OF VERB WITH SUBJECTS CONNECTED BY *OR* OR *NOR*

Select the subjects and the word that connects them in each of the following sentences:

- Neither David nor Alan was seen by the sentries.
- Either David or Alan was keeping watch.
- Does David or Alan tell this story?
- Either a dove or a cuckoo was always in sight.
- Neither John nor Frank is ever late.
- Was David or Alan to blame?

7. Neither Alan nor David was lacking in perseverance.
8. Was either David or Alan watching?
9. Has Frank or Harry taken your book?
10. Neither your brother nor your sister is here.
11. One or the other is going to the city.
12. Tom or James has been here.
13. Neither he nor his sister was at the station.
14. Either the man or the boy has the rake.
15. Frances or Caroline goes once a week to the country.
16. Neither your father nor your mother is able to go.
17. John or Charles always mows the lawn.
18. Neither Mary nor Ruth plays the piano.
19. Either Harry or his brother rows the boat.

Tell the number of each subject in the above sentences. Select the verb in each sentence and tell what number it is.

Learn:

Two singular subjects connected by *or* or *nor* require a singular verb.

LESSON 37 — AGREEMENT OF VERB WITH SUBJECT WHEN A PHRASE COMES BETWEEN

Read each of the sentences given below, omitting the words inclosed in commas:

1. The pain, in addition to his fears, was the cause of David's faintness.
2. The darkness, together with the rocks, was their protection.
3. David's weariness, as well as his bruises, was making his progress difficult.

Tell the subject and the predicate of each sentence.

What purpose do the words inclosed in commas serve?

What number is the verb in sentence 1? With what does this verb agree?

What is the number of the verb in sentence 2? With what does this verb agree?

What is the number of the verb in sentence 3? With what does this verb agree?

Notice that the verb in each sentence agrees with its singular subject, even when the subject is modified by a phrase containing a plural noun.

Read each of the following sentences, omitting the words inclosed in commas.

Select the subject and the predicate of each sentence. Tell the person and number of each subject and the person and number of each verb.

SENTENCE

MODEL

A man, with his dog, stands on the bridge.

Man, the principal word of the subject is in the third person, singular number; *stands*, the predicate verb, is in the third person, singular number.

1. A sentry, with his gun, was standing on the top of a rock.
2. Alan, as well as David, was almost unable to climb to the top.
3. The bright fire, together with the trout, was enough to make them forget their weariness.
4. David, with Alan's help, was able to scale the rock.
5. I, as well as he, was in danger.
6. David, in company with Alan, was glad to remain here several days.
7. Alan, as well as David, was exhausted.
8. The hot sun, together with the hardness of the rocks, was what made them leave their hiding place.
9. This story, like others by the same author, is very interesting.
10. George, as well as all the other boys, has enjoyed reading it.

LESSON 38 — AGREEMENT OF VERB WITH AN
INDEFINITE PRONOUN AS SUBJECT**1. Indefinite Pronoun as Subject.**

Tell the subject and the predicate of each of the following sentences:

1. Each was brave.
2. Neither was blameless.
3. Either was willing.
4. Everyone was on the alert.
5. Someone was guilty.
6. Each was eager.
7. Was everyone afraid?
8. Someone has done **this**.
9. Neither is here.
10. Either is capable.
11. Has each done his **part**?
12. Neither has yielded.
13. Everyone has heard it.
14. Someone was seen there.
15. Either is good.
16. Each knows his duty.
17. Does everyone respect **him**?
18. Someone has taken my **book**.
19. Neither enjoys this.
20. Either is interesting.

To what class of pronouns do the subjects of the above sentences belong? Tell the person and number of each pronoun; the person and number of each verb.

Notice that the indefinite pronouns used in the above sentences require singular verbs.

2. Written Exercise.

Write five sentences, each of which contains an indefinite pronoun used as subject.

LESSON 39 — LITERATURE

1. Reading.

THE LANDING OF THE PILGRIM FATHERS

The breaking waves dashed high
On a stern and rock-bound coast,
And the woods against a stormy sky
Their giant branches tossed;
And the heavy night hung dark
The hills and waters o'er,
When a band of exiles moored their bark
On the wild New England shore.
Not as the conqueror comes,
They, the true-hearted, came;
Not with the roll of the stirring drums,
And the trumpet that sings of fame.
Amidst the storm they sang,
And the stars heard, and the sea;
And the sounding aisles of the dim woods rang
To the anthem of the free.
There were men with hoary hair
Amidst that pilgrim-band, —
Why had they come to wither there,
Away from their childhood's land?
What sought they thus afar?
Bright jewels of the mine?
The wealth of seas, the spoils of war? —
They sought a faith's pure shrine!
Ay, call it holy ground,
The soil where first they trod;
They have left unstained what there they found,—
Freedom to worship God.

— *Felicia Dorothea Hemans.*

2. Study of Poem.

Prepare a list of questions on the preceding poem and a list of words for study.

Why is this poem appropriate to the Thanksgiving season?

3. Memorizing.

Commit to memory the last two stanzas.

LESSON 40 — CURRENT EVENTS

Be prepared to discuss some current event appropriate to the season or to Thanksgiving Day. Make an outline to guide you in your talk.

LESSON 41 — CURRENT EVENTS

Write for the school paper the report you gave in the preceding lesson. Test your work by the form given on page 5.

LESSON 42 — MAKING COMPOUND AND COMPLEX
SENTENCES

From the following simple sentences make compound and complex sentences:

Examples:

(1) November mornings are cold, but at noon it is always warmer. (Compound)

(2) Snow, which is seen in the morning, is gone by night. (Complex)

1. November mornings are cold.

2. It is always warmer at noon.

3. Snow is seen in the morning.
4. It is gone by night.
5. I walk slowly and softly through the wood.
6. I watch the flowers lie down to sleep.
7. The forest makes soft, sweet beds for its children.
8. I never knew this before.
9. The wild things seem to talk together.
10. They talk as they lie down to sleep.
11. I hear their low tones.
12. They sound like human voices.
13. I never heard these sounds before.
14. The ferns kneel down.
15. Their mother, Nature, tells them to go to sleep.
16. Thanksgiving Day comes in November.
17. On this day we give thanks for the harvest.
18. Governor Bradford appointed a day of thanksgiving.
19. The Pilgrims gave thanks for their first harvest.

Classify according to form the sentences you have made, and tell the subject and the predicate of each clause. Name the principal word of each subject and predicate.

LESSON 43 — REVIEW AND SUMMARY OF CLAUSES

Clauses { Adjective — modify nouns and pronouns (p. 114)
 { Adverbial — modify verbs, adjectives, and adverbs
 (p. 116)
 { Substantive — are used as nouns (p. 187)

You have learned that clauses may be used in the following ways:

1. To modify nouns or pronouns.

Example: David, *who was innocent*, was obliged to flee.

A clause that modifies a noun or a pronoun is called *an adjective clause*.

2. To modify verbs, adjectives, or adverbs.

Examples:

- (1) *When the shadows of night fell*, David and Alan moved more rapidly.
- (2) David was so weary *that he felt sick*.
- (3) I followed him so closely *that he saw me*.

A clause that modifies a verb, an adjective, or an adverb is called an *adverbial clause*.

3. In place of nouns.

- (a) *Subject: That he might escape from the soldiers* was David's hope.
- (b) *Predicate nominative: David's hope was that he might escape from the soldiers.*
- (c) *Direct object: David hoped that he might escape from the soldiers.*
- (d) *Appositive: The hope that he might escape* gave David strength.
- (e) *With a preposition: He was interested in what he saw.*

A clause used as a noun is called a *substantive clause*.

Select the clauses in the following sentences and tell how each is used. Tell the principal word of the subject and the predicate of each clause.

1. David was so weak that he fell.
2. After we made a bed of heather, we slept peacefully.
3. It was a pleasant place in which we rested.
4. I know that we were in great danger.
5. That they might be safe in a few days was the thought of both.
6. We found a cave in which we could hide.
7. As the sun grew hotter, we became more uncomfortable.
8. Alan watched while David slept.
9. Alan knew that the soldiers would watch this place.
10. "Kidnapped," from which this selection is taken, is a very interesting story.

LESSON 44 — WORDS USED AS DIFFERENT PARTS
OF SPEECH

1. Uses of Words.

You have learned that the *use* of a word in a sentence determines what part of speech it is.

Tell how the italicized words are used in the following sentences:

1. *Very* is a short word.
2. Robert is *very* old.
3. The *very* idea pleases me.
4. We saw his *only* book.
5. We saw *only* his book.
6. *Only* is a word of four letters.
7. The *mountain* is high.
8. The *mountain* peak is high.
9. Come *above*.
10. Come *above* me.
11. Come from *above*.
12. The *board* walk is narrow.
13. The *board* is narrow.
14. The *cook* is industrious.
15. The *cook* book is helpful.
16. *Cook* your dinner today.
17. *Without* money he is helpless.
18. Inside the cave it is cool, but *without* it is hot.

2. *Drink, Drank, Drunk.*

Supply the proper form of the verb *drink* in each of the following sentences:

1. The child —— the milk and went back to her doll.
2. The boy in the fairy tale —— at the magic stream and became a fawn.
3. We have never —— coffee.
4. The birds have —— at the fountain every day.

5. The horses have —— at the trough.
 6. A few years ago the deer —— at this spring.
 7. The Indians once —— at this spring.
-

LESSON 45 — THE USES OF *LIKE*

1. The Uses of *Like*.

In the following sentences *like* is a preposition and is correctly used.

Repeat these sentences to yourself several times and be prepared to take part in the rapid repetition of them in class, each pupil giving a sentence:

1. You look like your father.
2. My pencil is like yours.
3. This umbrella is like mine.
4. He looked like a soldier.
5. Your voice is like your sister's.
6. Are your paints like mine?

Like is often incorrectly used as a conjunction, in place of *as* or *as if*. The sentences that follow are examples of the kind of sentence in which *like* is often incorrectly used. The correct form is given in order that you may practice until the *correct* form becomes *your* form of expression.

1. It looks as if it would rain (not "like it would rain").
2. You spoke as if you were sure.
3. They look as if they had come a long distance.
4. You walked as if you were tired.
5. Read as I do.
6. Sing as I do.
7. Write as he does.
8. Stand as she does.
9. Can you skate as he does?
10. You look as if you were sleepy.
11. Play the game as they do.

2. Selecting Phrases.

Select the phrases in the last two paragraphs of the story of Lesson 33 and tell which are adverbial and which are adjective phrases.

LESSON 46 — LETTER WRITING

Write a letter to a friend telling about your Thanksgiving Day, or about the most interesting articles that have appeared in the school paper.

LESSON 47 — CORRECT FORMS OF PRONOUNS

1. Correct Forms of Pronouns.

Read the following sentences, filling each blank with the correct form of a pronoun:

1. He told you and _____ to go.
2. She asked you and _____ to come.
3. There was no one there except _____.
4. I am sure this is for you and _____.
5. This was sent to you and _____.
6. She saw you and _____.
7. He heard _____ and _____ speaking.
8. Was it _____ or _____?
9. Do not tell _____ and _____.
10. This is between _____ and _____.
11. My brother is older than _____.
12. Are _____ as good as _____?

2. Dictation.

Study the second stanza of the selection in Lesson 39 and be prepared to write it correctly from your teacher's dictation. Test your work by the form given on page 20.

LESSON 48—REVIEW OF CHAPTER

In what respects does a verb agree with its subject? Give sentences that illustrate.

When two singular subjects are connected by *or* or *nor*, what must the number of the verb be? Write two sentences to illustrate.

When a singular subject is modified by a phrase that contains a plural noun, what must the number of the verb be? Write two sentences to illustrate.

Write sentences containing *like* used as a preposition.

Write five sentences containing indefinite pronouns used with singular verbs.

Give sentences containing adjective clauses, adverbial clauses, and substantive clauses.



CHAPTER FOUR

LESSON 49 — LITERATURE

1. Reading.

THE LAST CHRISTMAS BEFORE THE CIVIL WAR

Christmas before the war. There never will be another in any land, with any peoples, like the Christmas of 1859—on the old plantation. Days beforehand preparations were in progress for the wedding at the quarters, and the ball at the “big house.” Children coming home for the holidays were both amused and delighted to learn that Nancy Brackenridge was to be the “quarter” bride. “Nancy a bride! Oh, la!” they exclaimed. “Why, Nancy must be forty years old.” And she was going to marry Aleck, who, if he would wait a year or two, might marry Nancy’s daughter. While the young schoolgirls were busy “letting out” the white satin ball dress that had descended from the parlor dance to the “quarter” bride, and were picking out and freshening up the wreath and corsage bouquet of lilies-of-the-valley that had been the wedding flowers of the mistress of the big house, and while the boys were ransacking the distant woods for holly branches and magnolia boughs, enough for the ballroom as well as the wedding supper table, the family were busy with the multitudinous preparations for the annual dance, for which Arlington, with its ample parlors and halls, and its proverbial hospitality, was noted far and wide.

The children made molasses gingerbread and sweet-potato pies and one big bride’s cake, with a real ring in it. They spread the table in the big “quarter’s” nursery, and the boys decorated it with greenery and a lot of cut paper fly catchers, laid on the roast mutton and pig, and hot biscuits from the big house kitchen,

and the pies and cakes of the girls' own make. The girls proceeded to dress Nancy Brackenridge, pulling together that refractory satin waist which, though it had been "let out" to its fullest extent, still showed a sad gap, to be concealed by a dextrous arrangement of some discarded hair ribbons. Nancy was as black as a crow and had rather a startling look in that dazzling white satin dress and the pure white flowers pinned to her kinks. At length the girls gave a finishing pat to the toilet, and their brothers pronounced her "bully," and called Marthy Ann to see how fine her mammy was.

As was the custom, the whole household went to the "quarters" to witness the wedding. Lewis, the plantation preacher, in a cast-off swallow-tail coat of Marse Jim's that was uncomfortably tight, especially about the waist line, performed the ceremony. Then Marse Jim advanced and made some remarks to the effect that this marriage was a solemn tie, and there must be no shirking of duties; he would have no foolishness. These remarks, though by no means elegant, fitted the occasion to a fraction.

The following morning, Christmas Day, the field negroes were summoned to the back porch of the big house, where Marse Jim, after a few preliminary remarks, distributed the presents—a head handkerchief, a pocketknife, a pipe, a dress for the baby, shoes for the growing boy (his first pair, maybe), etc., down the list. Each gift was received with a "Thankee, sir," and, perhaps, also a remark anent its usefulness. Then they filed off to the quarters, with a week of holiday before them and a trip to town to do their little buying.

— *Eliza Ripley.*

2. Study of Selection.

Why did this Christmas stand out, in the memory of the author, as such an important one?

Explain what "quarter" bride means.

Can you tell why everyone took such an interest in Nancy's wedding?

How many humorous touches can you discover in this selection?

LESSON 50—COMPOSITION

Describe orally the store windows at Christmas time, or a community Christmas tree.

LESSON 51—COMPOSITION

Write an explanation of a game or a sport that you enjoy now or that you enjoyed when you were too young to go to school. Test your work by the form given on page 5.

LESSON 52—CLAUSES: VERBS

Classify according to form the following sentences. Select the clauses and tell how each is used.

1. The boys looked for the magnolias that grew in the woods.
2. They knew that Nancy would marry Aleck.
3. Shall we always remember our schoolmates?
4. When the boys and girls play on the green, the older people watch them.
5. They knew when the teacher was happy.
6. The boy came after he had been called.
7. The children whom he taught learned many things.
8. The children worked hard, but they were very noisy.
9. When Christmas eve came, they looked for their presents.
10. The mayor talked and the people listened.
11. Though he seemed severe at times, he was really kind.
12. He said that this marriage was a solemn tie.

Tell the subject and the predicate, and the principal word of each, in each clause of the above sentences.

Classify the verbs in the sentences as transitive, complete, or linking.

LESSON 53—THE GENITIVE CASE

1. The Genitive Case.

Select from the story of Lesson 49 the nouns used in the genitive case and explain each.

Write five sentences containing examples of the genitive of possession.

Write five sentences containing examples of the genitive of connection.

2. Dictation Exercise.

Study the third paragraph of Lesson 49 and be prepared to write it correctly from your teacher's dictation.

Test your work by the form given on page 20.

LESSON 54—TENSE FORMS: PRESENT, PAST, FUTURE

1. Development.

- | | |
|----------------------------------|----------------------------------|
| 1. I <i>know</i> him well. | 4. He <i>knows</i> him well. |
| 2. I <i>knew</i> him well. | 5. He <i>knew</i> him well. |
| 3. I <i>shall know</i> him well. | 6. He <i>will know</i> him well. |

The verbs in sentences 1 and 4 make assertions in regard to present time.

The verbs in sentences 2 and 5 make assertions in regard to past time.

The verbs in sentences 3 and 6 make assertions in regard to future time.

Tell what the verb in each of the following sentences indicates as to the time of the assertion:

1. The Captain leads the team.
2. The Captain led the team.
3. The Captain will lead the team.
4. I write a letter.
5. I wrote a letter.

6. I shall write a letter.
7. The bird sings a song.
8. The bird sang a song.
9. The bird will sing a song.
10. The child spoke distinctly.
11. She will tell you a story.
12. He speaks distinctly.
13. You told me that yesterday.
14. Will you tell me again?
15. Shall I speak to her?
16. I bring a message.
17. I brought one yesterday.
18. I shall bring one tomorrow.

You have noticed that the verbs in the preceding sentences change in form to show the *time* of the assertions.

Learn:

The changes in the form of a verb to indicate the **time** of the assertion are called **tense**.

The forms of a verb that make assertions in regard to present time are called the present tense.

The forms of a verb that make assertions in regard to past time are called the past tense.

The forms of a verb that make assertions in regard to future time are called the future tense.

2. Progressive Forms.

Read the following sentences:

- | | |
|--|--|
| 1. I <i>walk</i> a mile every day. | 1a. I <i>am walking</i> a mile every day. |
| 2. I <i>walked</i> a mile every day last winter. | 2a. I <i>was walking</i> a mile every day last winter. |

Notice that in sentences 1 and 1a both verbs indicate present time, but 1a asserts action as going on, in progress at the present time; and that in sentence 2 the verb asserts

action in past time, while in 2a the verb asserts action as in progress in past time. The forms of the verb that assert action as going on or continuing are called **progressive tenses**.

2. Written Exercise.

Write sentences containing the present, past, and future forms of the following verbs, using *we*, *you*, *she*, and *it* as subjects:

see

do

come

Write the present and past progressive forms of the above verbs.

LESSON 55 — THE PAST PARTICIPLE: THE PERFECT TENSES

1. Development.

In your practice upon the correct forms of verbs you have used the form that shows present time, the form that shows past time, and the form that you have not learned to name, but which you know is always used with some form of the verb *have*. This form of the verb is called the **past participle**. Notice how the past participle is used in the following sentences:

- | | |
|-----------------------------------|-----------------------------------|
| 1. I have <i>known</i> him. | 4. He has <i>known</i> him. |
| 2. I had <i>known</i> him. | 5. He had <i>known</i> him. |
| 3. I shall have <i>known</i> him. | 6. He will have <i>known</i> him. |

The verbs in sentences 1 and 4 indicate that the action was complete at the time the statement was made.

The verbs in sentences 2 and 5 indicate that the action was complete at some time in the past.

The verbs in sentences 3 and 6 indicate that the action will be complete at some time in the future.

Learn:

The forms of a verb that assert action complete at the time of speaking are called the present perfect tense.

The forms of a verb that assert action complete at some time in the past are called the past perfect tense.

The forms of a verb that assert action to be complete at some time in the future are called the future perfect tense.

These tenses might have been called the *present completed*, the *past completed*, and the *future completed*. Instead of the word "completed," however, the word *perfect* came to be used to show that the action indicated by the verb is *perfected* or finished.

Tell what the verb in each of the following sentences indicates as to the *time* of the assertion:

1. The captain has led his team.
2. The captain had led his team.
3. The captain had been leading his team.
4. The captain will have led his team.
5. The boy has taken his books.
6. The boy had taken his books.
7. The boy will have gone home before I get there.
8. The girl has bought a doll.
9. She had bought one before.
10. She will have bought a doll when I see her.
11. I shall have written a letter when you come.
12. I had written a letter.
13. I have written a letter.
14. I have been writing a letter.
15. The bird had sung a song.
16. He is working too hard for his strength.
17. The fisherman was walking along the road to the river when I saw him.
18. She will be singing in concerts next year.

2. Written Exercise.

Write sentences that contain the following verbs used to show past time: *attack, lie, learn*.

Write sentences that contain the following verbs used to show action completed at the time of speaking: *ask, declare, break*.

LESSON 56 — REVIEW AND SUMMARY OF NOUNS

Nouns	{	<i>Classes</i>	{	Proper (p. 327)
				Common (p. 327)
				Collective (p. 126)
		<i>Forms</i>	{	Number — Singular, plural (p. 328)
				Case-use (Construction) — Nominative (p. 51), accusative (pp. 70 and 85), dative (p. 74), genitive (p. 103)
				Gender — Masculine, feminine, neuter (p. 121)

Classify the nouns in the following sentences, and give the number, gender, and construction of each:

1. New York is the largest city of the United States.
2. Our football team is playing a game today.
3. Our football team are all inexperienced players.
4. The boy and his companions are at the circus.
5. John, where are you going this beautiful morning?
6. John is a busy man.
7. Our teacher was a man of serene manner.
8. The snow! how it comes down.
9. The boy threw the ball over the fence.
10. Mary went with her sister to the circus parade.
11. We gave the poet a beautiful picture of the village.
12. The woman's hat was blown into the river.
13. The day's work is done.
14. Flowers grow everywhere in that wonderful country.

LESSON 57—CURRENT EVENTS

Conversation and Discussion.

Be prepared to give a four-minute talk on some topic of general or local interest or a two-minute talk on one of the following subjects:

Our Winter Sports.

A School Field-day.

The Songs We Sing in School.

A Christmas Present I Made.

A Christmas Present I Should Like to Give.

Do We Need a Reading Club in Our School?

A Book I Am Reading.

First make an outline to guide you in your talk.

LESSON 58—CURRENT EVENTS

Write for the school paper on the topic you discussed in Lesson 57.

Test your work by the form given on page 5.

LESSON 59—CHANGES IN PERSON

(a) The poem in Lesson 39 ("The Landing of the Pilgrim Fathers") is written, with the exception of one line, in the third person. Rewrite stanza five so as to make the Pilgrims *talk about themselves*. Be prepared to explain the changes you make.

(b) Write the stanza beginning, "What sought they thus afar?" changing it so as to make the poet address the Pilgrims. Be prepared to explain all the changes you make in the stanza.

LESSON 60 — REVIEW AND SUMMARY OF PRONOUNS

Pronouns	Classes	Personal — <i>I, me, thou, thee, you, he, him, she, her, it, we, us, they, them</i> (p. 128)
		Possessive — <i>Mine, thine, his, hers, ours, yours, theirs, and whose</i> (p. 34)
		Relative — <i>Who, whom, which, that, what, etc.</i> , when they join a subordinate clause to a principal clause (p. 142)
		Interrogative — <i>Who, whom, which, what</i> , when used as pronouns in asking questions (p. 144)
		Demonstrative — <i>This, that, these, and those</i> , when they take the place of nouns (p. 145)
		Indefinite — <i>Each, all, some, few, many, everyone, etc.</i> , when used in place of nouns (p. 155)
	Forms	Number — Singular, plural (p. 129)
		Person — First, second, third (p. 128)
		Case — Nominative, accusative, dative (p. 129).
		Gender — Masculine, feminine, neuter (p. 121)

Classify the pronouns in the following sentences, and give the number, person, gender, and construction of each:

1. I saw him and her yesterday.
2. This book is either yours or mine, but that is his.
3. Whose is this? It is theirs.
4. It was my sister who sang at the concert yesterday.
5. The man of whom you spoke came to see us.
6. We have read the poem that you found in your book.
7. I know what you want.
8. Which of these will you have?
9. Of whom were you speaking?
10. Each of us should do his best work.

LESSON 61 — STORY TELLING

Time yourself as you read silently the following story. Tell the story; then read it again silently, timing yourself as before. Retell the story, trying to tell it more accurately than you did the first time. *Avoid the "and" habit.*

THE TWO SAGES

Two sages walked by the sea one day and talked of holy things, as was their custom. They did not notice a man who came swiftly toward them, until his voice, raised in abuse, broke in upon their conversation. Looking up, one of the sages recognized an old enemy from whose hatred he had suffered for many years.

The good old men stood silent for some time, one listening patiently to the unjust accusations, the other watching his friend. At last the patience of the one who was attacked gave way and he answered his enemy with reproaches. Immediately, he became aware that his friend had left him, and he hastened to overtake him.

"Was it a friendly act to leave me in my need?" he asked when he had joined his friend.

"O my friend, I dared not stay," answered the other wise man. "As long as you bore the reproaches of your enemy in silence, I saw two angels standing at your side who answered for you. When you began to defend yourself with angry words, the angels spread their wings and flew away. I dared not remain when they had left."

— *Selected.*

LESSON 62 — CLASS COMPOSITION

Be prepared to take part with others in the class in telling the story of Lesson 61 in such a way as to make a class composition. Dictate your sentences one by one to your teacher so that she may write them on the board.

LESSON 63—REVIEW OF CHAPTER

What is tense? Name the tenses.

What is the past participle?

Write sentences that illustrate the different tenses.

Explain what is meant by completed action.

What word is used to name the tenses that show completed action?

Write a sentence illustrating the use of a progressive tense.

Name the classes of pronouns.

Write sentences illustrating the different classes of pronouns.

Tell the class, person, number, gender, and construction of each pronoun in your sentences.



Mittars

THE BOYHOOD OF RALEIGH



CHAPTER FIVE

LESSON 64 — LITERATURE

1. Reading.

WALTER RALEIGH AND QUEEN ELIZABETH

The gates opened and ushers began to issue forth in array, preceded and flanked by the band of gentlemen pensioners. After these came the queen, amid a crowd of lords and ladies.

Walter Raleigh had never yet approached so near his sovereign, and he pressed forward as far as the line of warders permitted. Unbonneting, he fixed his eager gaze on the queen's approach, with a mixture of respectful curiosity and modest admiration.

The night had been rainy, and just where the young gentleman stood, a little pool of muddy water interrupted the queen's passage. As she hesitated, Walter, throwing his cloak from his shoulders, laid it on the miry spot. Elizabeth looked at the young man, who accompanied this act of devoted courtesy with a profound reverence. The queen nodded her head, passed on, and embarked in her barge.

"Come along, Sir Coxcomb," said Blount; "your gay cloak will need the brush today."

"This cloak," said the youth, "shall never be brushed while in my possession."

Their discourse was here interrupted by one of the band of pensioners. "I was sent," said he, "to a young gentleman who hath no cloak, or a muddy one. You, sir, I think," addressing Walter, "are the man. Please follow me."

He ushered the youth into one of the wherries which lay ready to attend the queen's barge. From this, Walter was desired to step into the queen's barge. The mud-dyed cloak

still hung upon his arm and formed the natural topic with which the queen introduced the conversation.

"You have this day spoiled a gay mantle in our behalf. Go to the wardrobe keeper, and he shall have orders to replace the suit which you cast away in our service. Thou shalt have a suit, and that of the newest cut, I promise thee, on the word of a princess."

"May it please your grace," said Walter, hesitating, "if it became me to choose —"

"Thou wouldst have gold, I warrant me," said the queen, interrupting him.

Walter modestly assured the queen that gold was still less his wish than the raiment her majesty had before offered.

"How, boy!" rejoined the queen, "neither gold nor garment? What is't thou wouldst have of me, then?"

"Only permission, madam — if it is not asking too high an honor — permission to wear the cloak which did you this trifling service."

"Permission to wear thine own cloak, thou silly boy?" said the queen.

"It is no longer mine," said Walter. "When your majesty's foot touched it, it became a fit mantle for a prince, but far too rich for its former owner." The queen blushed.

"Young man, what is thy name and birth?"

"Raleigh is my name, most gracious queen, the youngest son of a large but honorable family of Devonshire."

"Raleigh?" said Elizabeth, after a moment's recollection. "Have we not heard of your service in Ireland?"

"I have been so fortunate as to do some service there, madam," replied Raleigh; "scarce, however, of consequence sufficient to reach your grace's ears."

"Master Raleigh," said the queen, "see thou fail not to wear thy muddy cloak, till our pleasure be further known. And here," she added, giving him a jewel of gold in the form of a chessman, "I give thee this to wear at the collar."

Raleigh knelt, and as he took from her hand the jewel, kissed the fingers which gave it.

— *Sir Walter Scott.*

2. Study of Story.

By what act did Walter Raleigh attract the attention of the queen?

How did she wish to repay his service?

What favor did he ask of the queen?

What gift did he receive from the queen?

How do you account for the fact that Raleigh was the only one who thought of covering over the muddy place?

What characteristics does Walter Raleigh show in this meeting with the queen that would seem to promise success in his future?

In what way is Raleigh connected with the history of our country?

How is Queen Elizabeth connected with the history of our country?

3. Word Study.

Look up in the Glossary the pronunciation and meaning of the following:

barge	wherry	warder	miry
assure	coxcomb	raiment	array
flank	profound	pensioner	sovereign

LESSON 65 — COMPOSITION

Study the picture on page 238 and be prepared to discuss the following questions:

- (a) What do you think the man is telling young Walter Raleigh and his companion?
- (b) What shows you that the boys are interested in the story?
- (c) What stories of Raleigh's later life show the influence of the sea-tales he heard during his boyhood?

LESSON 66 — COMPOSITION

Write for the school paper the story of Walter Raleigh's cloak.

Test your work by the form given on page 5.

Memorize the following lines from Tennyson, and quote them in your story:

For manners are not idle, but the fruit
Of loyal nature and of noble mind.

LESSON 67 — PRINCIPAL PARTS OF VERBS: REGULAR
AND IRREGULAR VERBS

1. The Principal Parts.

Present Tense.....I go.

Past Tense.....I went.

Future Tense.....I shall go, he will go.

Present Perfect Tense....I have gone, he has gone.

Past Perfect Tense.....I had gone.

Future Perfect Tense....I shall have gone.

What forms of the verb *go* are used above in the six tenses?

Notice that three forms, *go*, *went*, and *gone*, with the help of *have*, *has*, *had*, *shall*, and *will*, make the six tense forms.

What forms of the verb *write* are used to make the six tenses? What forms of the verb *break*? What forms of the verb *know*?

Because of the fact that the *present tense*, the *past tense*, and the *past participle*, only, are ordinarily needed as the basis for forming all the tenses, these three forms are called the **principal parts** of a verb.

2. Regular Verbs.

<i>Present Tense</i>	<i>Past Tense</i>	<i>Past Participle</i>
climb	climbed	climbed
burn	burned, burnt	burned, burnt
owe	owed	owed

The present tense is sometimes called the **simple form** of the verb.

What was done to the present tense, or simple form, to make the past tense of each verb in the preceding list?

What was done to make the past participle?

Add to this list the principal parts of ten other verbs that form their past tense and past participle by adding *d* or *ed* (sometimes *t*) to the present.

A verb that forms its past tense and past participle in this way is called a **regular verb**, because the great majority of English verbs form their principal parts in this way.

Learn:

A verb that forms its past tense and past participle by adding *d*, or *ed* (sometimes *t*) to its present tense, or simple form, is called a regular verb.

3. Irregular Verbs.

<i>Present Tense</i>	<i>Past Tense</i>	<i>Past Participle</i>
do	did	done
draw	drew	drawn
give	gave	given
throw	threw	thrown
come	came	come

The verbs given above do not form their past tense and past participle by adding *d*, *ed*, or *t* to the present tense, but make other changes. Such verbs are called **irregular verbs**.

Add to the above list the principal parts of five more verbs that form their past tense and past participle in some other way than by adding *d*, *ed*, or *t* to the present tense.

Learn:

A verb that forms its past tense and past participle in some other way than by adding *d* or *ed* (sometimes *t*) to its present tense, or simple form, is called an irregular verb.

LESSON 68 — REGULAR AND IRREGULAR VERBS

Classify as regular or irregular the verbs in the following sentences, and give the principal parts of each verb:

1. Did you sit in the front row?
2. He drank from the brook.
3. Did you ask for anything?
4. The bells rang early in the evening.
5. Ruth has written a poem.
6. The horses go to the pasture.
7. His hat lay on the table.
8. Where did you lay the book?
9. He set the box on the floor.
10. Who ran for the ball?
11. They began their work early in the morning.
12. Did you give him the football?

Write sentences containing the verb *lie* in six tenses.

LESSON 69 — DRAMATIZATION

Dramatize orally the story of Walter Raleigh's cloak.

LESSON 70 — DRAMATIZATION

Write a dramatization of the story of Walter Raleigh and Queen Elizabeth.

Test your work by the form given on page 5.

LESSON 71 — CLASSES OF SENTENCES: SUBJECT AND PREDICATE

Classify according to form the following sentences.

Select the clauses and tell the subject and the predicate of each. Name the principal word of each subject and predicate.

1. The queen came forth accompanied by her lords and ladies.
2. Raleigh had come near the queen.
3. The night had been rainy and there was a pool of water in the queen's path.
4. Raleigh laid his cloak on the muddy spot.
5. The cloak was lying on the ground.
6. When the queen had passed, Raleigh picked up his cloak and hung it over his arm.
7. You are the man for whom I was sent.
8. The queen said that the wardrobe keeper would give him a new suit.
9. Thou shalt have a suit and it shall be of the newest cut.
10. Walter Raleigh told the queen that he did not want a reward.
11. I will wear this cloak, although it is soiled.
12. When your majesty's foot touched the cloak, it became a fit mantle for a prince.

Classify the verbs in the preceding sentences and tell the voice, tense, person, and number of each.

Tell the construction of each noun and pronoun.

LESSON 72 — REPORTING

Report to the class upon some event of local or general interest. Make an outline to guide you in your report.

LESSON 73 — REPORTING FOR THE PAPER

Write for the school paper the report you gave or were prepared to give in the preceding lesson.

Test your work by the form given on page 5.

LESSON 74 — AGREEMENT OF VERB WITH SUBJECT

Read these sentences, choosing the verb that agrees with the subject in number, and give the reasons for your choice:

1. The scissors (*lie, lies*) on the table.
2. Either Tom or Maggie (*is, are*) going.
3. Neither Jane nor Ruth (*was, were*) here.
4. A procession of wagons (*wait, waits*) for coal.
5. A soldier, with his gun, (*was, were*) walking by.
6. Everyone (*know, knows*) how cold it has been.
7. None of the soldiers (*was, were*) wounded.
8. (*Is, are*) either of you going home now?
9. His money, as well as his bag, (*was, were*) stolen.
10. None of you (*is, are*) to blame for the accident.
11. A blue and white flag (*fly, flies*) from the staff.
12. A blue and a white flag (*fly, flies*) from the staff.
13. Either Ned or Fan (*is, are*) at fault.
14. Each (*is, are*) pleased and neither (*feel, feels*) dissatisfied.
15. The president and secretary of our club (*is, are*) going home.
16. The president and the secretary of our club (*is, are*) going home.
17. A line of soldiers (*was, were*) in front of us.
18. (*Doesn't, don't*) he know that dogs bite?
19. The army (*intend, intends*) to leave the trenches as they are.
20. I was coasting yesterday. (*Was, were*) you?

LESSON 75 — REVIEW AND SUMMARY OF CONJUNCTIONS

1. Conjunctions.

Classes of Conjunctions	}	Coördinating — <i>and</i> , <i>but</i> , and <i>or</i> join words, phrases, or clauses of equal rank (p. 95), also the pairs <i>both — and</i> , <i>either — or</i> , <i>neither — nor</i> (p. 96).
		Subordinating — <i>if</i> , <i>for</i> , <i>since</i> , <i>lest</i> , <i>that</i> , <i>though</i> , <i>although</i> , <i>unless</i> , etc., join subordinate clauses to principal clauses (p. 96)

Point out the conjunctions in the following sentences; classify them and tell how each is used:

1. The dog and the cat could not agree.
2. We saw trees on the hill and in the valley.
3. His hat was old and his coat was torn.
4. Either Frank or Fanny will sing at the concert.
5. The sun has set, but the stars have not appeared.
6. He is happy, for he has heard good news.
7. Neither you nor your sister was at school yesterday.
8. If you go, I shall stay.
9. I shall start early in the morning unless the day is cold.
10. Since my lessons are difficult, I must study an hour every evening.
11. I saw both the dog and the cat.

2. *Sit, Sat, Sat.*

Read the following sentences, filling the blanks with the proper form of the verb *sit*:

1. We —— together at the lecture yesterday.
2. We have —— together at the table every day this week.
3. Have you —— on the front seat?
4. I have —— there with my brother many times.
5. Who —— with you at the table?
6. You have —— at the table all week.

LESSON 76 — DISTINGUISHING PREPOSITIONS FROM
ADVERBS

You have learned that the *use* of a word in a sentence determines what part of speech it is. You have also learned that a preposition is a part of a phrase and always goes with a substantive. These facts will help you to distinguish prepositions from adverbs.

Read these sentences:

1. He went *down* the river.
2. He went *down* to the river.

In sentence 1, *down* is a preposition introducing the phrase *down the river*; *river* belongs with the preposition *down*. In sentence 2, *river* belongs with the preposition *to*; *down* is an adverb meaning *forward*, and modifies the verb *went*.

In the following sentences, tell which of the italicized words are prepositions and which are adverbs:

1. Henry went *above*.
2. Henry went *above* us.
3. Anna sat *between* him and me.
4. You look *like* her.
5. Who stood *near* me?
6. My book is different *from* yours.
7. A boy rode *up*.
8. A boy rode *up* the hill.
9. Did you jump *off* the sled?
10. The man fell *down*.
11. He gave the money *back*.
12. Then he spoke *up*.
13. They walked *on*.
14. They walked *on* the boards.
15. The hen flew *over* the fence.
16. We drove *past* the barn.

17. We sang *till* noon.
 18. I saw no one *but* her.
 19. The fort was taken *without* a blow.
 20. *After* dinner we drove *down* the hill.
 21. Yesterday we drove *down* to the village.
-

LESSON 77 — LETTER WRITING

Write a letter to a classmate who is ill at home. Tell any school news that you think may be of interest. Make your letter as cheery as possible.

LESSON 78 — EXPANDING WORDS AND PHRASES
INTO CLAUSES

Change the following simple sentences into complex sentences by substituting clauses for the italicized words:

1. He is an *able* man.
2. She is a woman *of great beauty*.
3. The shade trees *on our street* are large.
4. The *industrious* boy will succeed.
5. *Steel* railway coaches are fireproof.
6. The *battle-scarred* land is full of interest.
7. I am certain *of his honesty*.
8. Thoreau's beans grew rapidly *in hot weather*.
9. Daniel Boone was a man *of great courage*.
10. The flowers *of spring* are liked best.
11. *At the captain's signal* the football team started quickly.
12. *At daybreak* we began our march.

LESSON 79 — HALF-YEARLY SUMMARY

1. Substantives:

A noun, pronoun, or any word or group of words that is used as a noun or pronoun is called a substantive (p. 186).

(a) An adjective may be used substantively (p. 186).

(b) A phrase may be used substantively (p. 187).

(c) A clause may be used substantively (p. 187).

- | | |
|-----------------------------|-------------|
| (1) As subject | } (p. 221). |
| (2) As predicate nominative | |
| (3) As direct object | |
| (4) As appositive | |
| (5) With a preposition | |

2. The Verb:

(a) *Voice* — the changes in the form of a verb to show whether the subject acts or is acted upon (p. 188).

(1) The forms of a verb that represent the subject as performing an action are called the active voice (p. 188).

(2) The forms of a verb that represent the subject as being acted upon are called the passive voice (p. 188).
Only transitive verbs can be used in the passive voice (p. 188).

(b) *Tense* — the changes in the form of a verb to indicate the time of the assertion (p. 230).

(1) The forms of a verb that make assertions in regard to present time are called the present tense (p. 230).

(2) The forms of a verb that make assertions in regard to past time are called the past tense (p. 230).

(3) The forms of a verb that make assertions in regard to future time are called the future tense (p. 230).

(4) The forms of a verb that assert action complete at the time of speaking are called the present perfect tense (p. 232).

(5) The forms of a verb that assert action complete at some time in the past are called the past perfect tense (p. 232).

(6) The forms of a verb that assert action to be complete at some time in the future are called the future perfect tense (p. 232).

Forms of a verb that assert action as going on or continuing are called progressive tenses (p. 231).

The past participle is the form of a verb used with *have*, etc. (p. 231).

(c) *Classes of Verbs according to Form:*

The present tense, the past tense, and the past participle of a verb are called its principal parts (p. 242).

(1) A verb that forms its past tense and past participle by adding *d* or *ed* (sometimes *t*) to its present tense is called a regular verb (p. 243).

(2) A verb that forms its past tense and past participle in some other way than by adding *d*, *ed*, or *t* to its present tense is called an irregular verb (p. 244).

(d) *Agreement of Verb with Subject:*

The person and number of a verb should be the same as the person and number of the subject (p. 214). If the subject is a noun, the verb is always in the third person.

Two singular subjects connected by *or* or *nor* require a singular verb (p. 215).

A verb should agree with a singular subject even when the subject is modified by a phrase containing a plural noun (p. 216).

Many indefinite pronouns require singular verbs (p. 217).

3. Classes of Limiting Adjectives:

(a) *The*, *a*, and *an* are called articles (p. 203).

The is the definite article.

A and *an* are indefinite articles.

(b) Limiting adjectives that indicate number are called numeral adjectives (p. 203).

(c) Words that are used sometimes as pronouns, sometimes as adjectives, are called pronominal adjectives when used as adjectives (p. 204).

4. Distinguishing the Parts of Speech:

- (a) If a modifying word in the predicate describes or limits the subject, we use an adjective; if it modifies the verb, we use an adverb. Predicate adjectives are used with such verbs as *appear, become, feel, grow, look, seem, smell, sound, taste*, etc., as well as with *is, are, was, were*, etc. (p. 206).
- (b) A preposition is part of a phrase and always goes with a substantive. These facts will help to distinguish prepositions from adverbs (p. 248.)
- (c) *Like* is often incorrectly used as a conjunction, in place of *as* or *as if* (p. 223).
- (d) Give sentences containing the forms of the following verbs:
break, go, know, drink, like, teach, do, draw, give, throw, come, climb, burn, owe.



CHAPTER SIX

LESSON 80 — LITERATURE

1. Reading.

O CAPTAIN! MY CAPTAIN!

O Captain! my Captain! our fearful trip is done;
The ship has weather'd every rack, the prize we sought is won;
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring;
 But O heart! heart! heart!
 O the bleeding drops of red,
 Where on the deck my Captain lies,
 Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
Rise up — for you the flag is flung — for you the bugle trills:
For you bouquets and ribbon'd wreaths — for you the shores
 a-crowding,
For you they call, the swaying mass, their eager faces turning;
 Here Captain! dear father!
 This arm beneath your head!
 It is some dream that on the deck,
 You've fallen cold and dead.

My Captain does not answer, his lips are pale and still;
My father does not feel my arm, he has no pulse nor will;
The ship is anchor'd safe and sound, its voyage closed and done,
From fearful trip the victor ship comes in with object won;
 Exult, O shores, and ring, O bells!
 But I, with mournful tread,
 Walk the deck my Captain lies,
 Fallen cold and dead.

— *Walt Whitman.*

2. Study of Poem.

This poem was written as a tribute to Lincoln, at the time of his death.

Prepare a list of questions on the poem and a list of words for study.

3. Memorizing.

Commit to memory the following lines :

DEAR LAND OF ALL MY LOVE

Long as thine Art shall love true love,
 Long as thy Science truth shall know,
 Long as thine Eagle harms no Dove,
 Long as thy Law by law shall grow,
 Long as thy God is God above,
 Thy brother every man below,
 So long, dear Land of all my love,
 Thy name shall shine, thy fame shall glow!

—*Sidney Lanier.*

LESSON 81 — LITERATURE

1. Reading.

ABRAHAM LINCOLN

This little hut was the cradle of one of the great sons of men, a man of singular, delightful, vital genius who presently emerged upon the great stage of the nation's history, gaunt, shy, ungainly, but dominant and majestic, a ruler of men, himself inevitably the central figure of the great plot. No man can explain this, but every man can see how it demonstrates the vigor of democracy, where every door is open, in every hamlet and countryside, in city and wilderness alike, for the ruler to emerge when he will and claim leadership in the free life. Such are the authentic proofs of the validity and vitality of democracy.

—*Woodrow Wilson.*

2. Study of Selection.

This selection is from an address delivered on the occasion of the acceptance by the War Department of the gift to the Nation of the Lincoln birthplace farm at Hodgenville, Kentucky, September 4, 1916.

Lincoln rose from humble life to the highest position in the nation; mention another American who rose in a like way.

How does the fact that Lincoln and other Americans rose from poverty to great power "demonstrate the vigor of democracy"?

Read the lines in the selection that explain what the author believes democracy to be.

Is it as easy in other countries as in the United States to rise to the highest positions?

How is the line, "Thy brother every man below," (in "Dear Land of All My Love," appropriate to Lincoln?

3. Word Study.

Look up in the Glossary the pronunciation and meaning of the following:

vital	validity	authentic	inevitably
gaunt	emerged	dominant	demonstrate

LESSON 82 — COMPOSITION

Subject: *What I Know About Abraham Lincoln.*

Make an outline and give a two-minute talk.

LESSON 83 — COMPOSITION

Write an article for the school paper about Abraham Lincoln. Test your work by the form given on page 5.

LESSON 84 — WORDS USED AS DIFFERENT PARTS OF SPEECH

Tell the use of the italicized words in the following sentences and what part of speech each of these words is:

- | | |
|--|---|
| 1. The walk was <i>still</i> wet. | 10. The <i>mountain</i> is beautiful. |
| 2. It was a <i>still</i> night. | 11. <i>Mountain</i> scenery is beautiful. |
| 3. I saw <i>but</i> one book. | 12. The bucket is <i>half</i> full. |
| 4. Ruth sings, <i>but</i> you play. | 13. <i>Half</i> of the trouble is <i>over</i> . |
| 5. No one <i>but</i> me saw him. | 14. The bird flew <i>over</i> the house. |
| 6. I have not seen her <i>since</i> May. | 15. He ran <i>outside</i> the house. |
| 7. I shall stay, <i>since</i> you must go. | 16. The <i>outside</i> door is bolted. |
| 8. They will stay <i>till</i> you come. | 17. He went <i>for</i> the doctor. |
| 9. They sang <i>till</i> midnight. | 18. He went, <i>for</i> he was called. |
| | 19. <i>For</i> is sometimes a noun. |

Tell the construction of each noun and pronoun in the above sentences.

LESSON 85 — COMPARISON OF ADJECTIVES

1. Development.

1. Lincoln was a *tall* man.
2. Lincoln was *taller* than Washington.
3. Lincoln was the *tallest* of the presidents.

In sentence 1, *tall* describes Lincoln by naming a quality that belongs to him. This is the simple form of the adjective.

In sentence 2, *taller* shows that this quality in Lincoln is compared with the same quality in another person and that there is a greater degree of this quality in Lincoln than in Washington.

In sentence 3, *tallest* shows that this quality in Lincoln is compared with the same quality in other persons and that Lincoln has the greatest degree of the quality.

What was added to the simple form to make the form that shows a greater degree of the quality?

What was added to the simple form to make the form that shows the greatest degree of the quality?

tall	taller	tallest
big	bigger	biggest
noble	nobler	noblest
mighty	mightier	mightiest

Which of the adjectives given above adds *r* instead of *er*, and *st* instead of *est*? Why is *e* not added?

In which adjective is the final letter doubled before *er* and *est*?

What change was made in the spelling of *mighty*, before *er* and *est* were added?

Read the following sentences:

1. Lancelot was a *courteous* knight.
2. Lancelot was *more courteous* than Kay.
3. Lancelot was the *most courteous* of all the knights.

In sentence 2 how is the greater degree of the quality shown?

In sentence 3 how is the greatest degree of the quality shown?

Some adjectives of two syllables and all adjectives of more than two syllables use *more* and *most* to form the greater and greatest degrees of quality.

Read the following sentences:

1. Kay was *less courteous* than Lancelot.
2. Kay was the *least courteous* of all the knights.

What does sentence 1 tell you about the degree of the quality existing in Kay?

What does sentence 2 tell you about the degree of the quality in Kay?

Learn:

The change in the form of an adjective to express different degrees of quality or quantity is called comparison.

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

The form of the adjective which shows that one of two persons or things has a quality or quantity in greater or less degree than the other is called the comparative degree.

The form of the adjective which shows that one of three or more persons or things has a quality or quantity in the greatest or least degree is called the superlative degree.

In using the comparative degree for comparing a person or thing with others of the same class, *other* should be used, to exclude the person or thing compared.

Example: New York is larger than any *other* American city.

There are some adjectives, such as *this*, *each*, and *his*, whose meaning is such that they cannot be compared.

A few very common adjectives are compared irregularly.

<i>Examples:</i>	good	better	best
	bad	worse	worst
	little	less	least

Some adjectives, such as *few* and *many*, refer to number; others, such as *little* and *much*, refer to quantity.

Examples: (1) Our school has *fewer* girls than boys.
(2) I have *less* coal than you.

2. Written Exercise.

Write the comparative and superlative forms of *few*, *strong*, *little*, *happy*, *gentle*, *polite*, *beautiful*, and *pleasant*.

Write sentences containing the comparative and superlative forms of *few*, *little*, *happy*, and *gentle*.

LESSON 86 — COMPOSITION

Report to the class what you know about one of the organizations of boys or girls that have been formed in recent years to teach them to lead better and braver lives and to be more helpful to others, such as "The Boy Scouts," "The Camp-Fire Girls," or any other organization of this kind.

LESSON 87 — COMPOSITION

Write for the school paper the report you made in Lesson 86, on an organization of boys or girls. Test your work by the form given on page 5.

LESSON 88 — CLAUSES: VERBS, NOUNS, PRONOUNS,
ADJECTIVES

Classify the clauses in the following sentences and tell the subject and the predicate of each.

Classify the verbs and tell the tense, person, and number of each.

1. Arthur, King of Britain, had three nephews.
2. Gawain was brave, but he was careless and selfish.
3. Modred was cruel and deceitful.
4. Gareth, who was the king's youngest nephew, was brave and good.
5. Gareth's mother had kept him at home, although she knew the king needed more brave knights.
6. The boy was tall and strong, and he knew that he could fight the king's enemies.
7. His brothers were knights at King Arthur's court.
8. The queen demanded of her son proof of his love and obedience.

Tell the construction of each noun in the preceding sentences; the class and construction of each pronoun.

Tell the degree of comparison shown by each adjective and compare those that can be compared.

LESSON 89 — MAKING COMPOUND AND COMPLEX SENTENCES

From the following simple sentences make compound and complex sentences:

1. Abraham Lincoln was born February 12, 1809.
2. His birthplace was a log cabin.
3. The cabin was in the backwoods of Kentucky.
4. Later his father settled in Indiana.
5. Abraham was then seven years old.
6. The new home was in the woods.
7. The weather was cold.
8. There were no houses.
9. The family needed shelter.
10. The father built a shed, closed in on three sides.
11. The fourth side was open.
12. The shed had no floor and no windows.
13. The fire was made on the ground in front of the open side.
14. The food was cooked in an iron kettle over the fire.
15. Their next home was much better.
16. It was not like our homes.
17. It had a window without glass and a doorway without a door.
18. Abraham worked during the day.
19. At night he read by the light of the fire.
20. They had no candles or lamps in his home.

Classify the clauses in your sentences and tell the subject and the predicate of each clause.

LESSON 90 — LETTER WRITING

Imagine that you have received a formal invitation to a Valentine party. Write a formal note of acceptance and address the envelope. Compare your work with the models given on page 332.

LESSON 91 — LITERATURE

1. Reading.

THE CHARACTER OF WASHINGTON

He was incapable of fear, meeting personal dangers with the calmest unconcern. Perhaps the strongest feature in his character was prudence, never acting until every circumstance, every consideration was maturely weighed; refraining if he saw a doubt, but when once decided, going through with his purpose, whatever obstacles opposed.

His integrity was most pure, his justice the most inflexible I have ever known; no motives of interest or consanguinity, of friendship or hatred, being able to bias his decision. He was indeed, in every sense of the word, a wise, a good, and a great man.

His temper was naturally irritable and high-toned; but reflection and resolution had obtained a firm and habitual ascendancy over it. In his expenses he was honorable, but exact; liberal in contributions to whatever promised utility; but frowning and unyielding on all visionary projects, and all unworthy calls on his charity.

His person was fine, his stature exactly what one would wish; his deportment easy, erect, and noble; the best horseman of his age, and the most graceful figure that could be seen on horseback.

He wrote readily, in an easy and correct style. This he had acquired by conversation with the world, for his education was merely reading, writing, and arithmetic, to which he had added surveying at a later day.

It may truly be said that never did nature and fortune combine more completely to make a man great, and to place him in the same constellation with whatever worthies have merited from man an everlasting remembrance.

— *Thomas Jefferson.*

2. Study of Selection.

Prepare questions on the thoughts of this selection. Give the topic of each paragraph in the selection.

Arrange these topics in the form of an outline under the subject, "The Character of Washington."

Following this outline, give in your own words Jefferson's estimate of Washington.

3. Word Study.

Look up in the Glossary the pronunciation and meaning of the following:

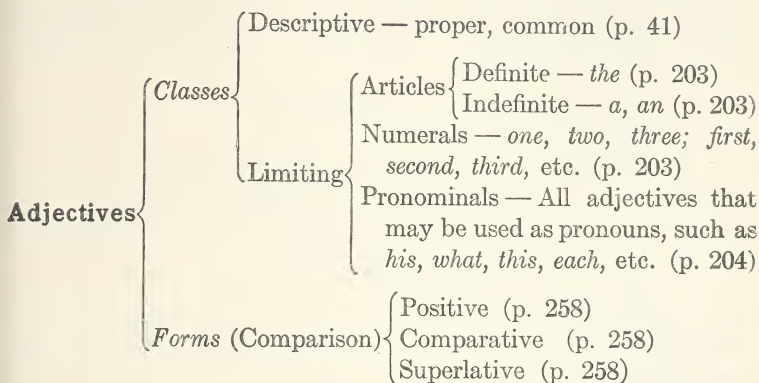
bias	maturely	inflexible	unconcern
utility	incapable	habitual	ascendancy
projects	obstacles	visionary	consanguinity

4. Memorizing.

Commit to memory the following lines from "Under the Old Elm," by James Russell Lowell:

Soldier and statesman, rarest unison;
 High-poised example of great duties done
 Simply as breathing, a world's honors worn
 As life's indifferent gifts to all men born;
 Dumb for himself, unless it were to God,
 But for his barefoot soldiers eloquent,
 Tramping the snow to coral where they trod,
 Held by his awe in hollow-eyed content;
 Modest, yet firm as Nature's self; unblamed
 Save by the men his nobler temper shamed;
 Broad-minded, higher-souled, there is but one
 Who was all this and ours, and all men's,—Washington.

LESSON 92 — REVIEW AND SUMMARY OF ADJECTIVES



Write sentences containing examples of the above classes and forms of adjectives.

Write sentences containing *fewer* and *less* correctly used.

LESSON 93 — COMPOSITION

Prepare a program of exercises suitable for the celebration of Washington's birthday.

Write for the school paper an account of some interesting incident showing patriotism or great kindness.

Test your work by the form given on page 5.

LESSON 94 — REVIEW OF PRONOUNS

1. Pronouns.

Select the pronouns used in the second stanza of the poem of Lesson 80 and tell the class, person, number, gender, and construction of each.

2. *Ring and Run.*

Fill the blanks in the following sentences with correct forms of the verb *ring*:

1. The bells have —— for church.
2. The last bell has ——.
3. The bell —— as the boys entered the yard.
4. I —— the bell but no one came to the door.
5. I pushed the button and I think the bell ——.
6. Has that bell —— every night?
7. The fire-alarm bells have —— twice.

Fill the blanks in the following sentences with correct forms of the verb *run*:

1. The boys —— when they heard the band.
2. When the fire engine came down the street, the boys —— after it.
3. The big boys —— so fast that the little ones could not keep up.
4. They have —— races every day this week.
5. They have —— so fast that they are tired.

LESSON 95—REVIEW OF CHAPTER

What is comparison of adjectives?

Name the degrees of comparison. Explain each.

Compare the following adjectives:

bitter strong pretty beautiful

Give an adjective that cannot be compared.

Write sentences containing *less* and *fewer*.

Repeat from memory a stanza of poetry.

Write a sentence using a pronominal adjective.

Show by example that the use of a word in a sentence determines what part of speech the word is.



CHAPTER SEVEN

LESSON 96 — LITERATURE

1. Reading.

THE FARMER'S HOME

A few Sundays ago I stood on a hill in Washington. My heart thrilled as I looked on the towering marble of my country's Capitol, and a mist gathered in my eyes as, standing there, I thought of the powers there assembled, and the responsibilities there centered—its president, its congress, its courts, its gathered treasure, its army, its navy, and its sixty millions of citizens. It seemed to me the best and mightiest sight that the sun could find in its wheeling course—this majestic home of a Republic that has taught the world its best lessons of liberty—and I felt that if wisdom, and justice, and honor abided therein, the world would stand indebted to this temple on which my eyes rested.

A few days later I visited a country home. A modest, quiet house sheltered by great trees and set in a circle of field and meadow, gracious with the promise of harvest—barns and cribs well filled and the old smoke-house odorous with treasure—the fragrance of pink and hollyhock resonant with the hum of bees and poultry's busy clucking—inside the house, thrift, comfort, and that cleanliness that is next to godliness—the restful beds, the open fireplace, the books and papers, and the old clock that had held its steadfast pace amid the frolic of weddings; and the well-worn Bible that, thumbed by fingers long since stilled, and blurred with tears of eyes long since closed, held the simple annals of the family, and the heart and conscience of the home.

Outside stood the master, strong and wholesome and upright; wearing no man's yoke; with no mortgage on his roof, and no lien on his ripening harvest; pitching his crops in his own wis-

dom, and selling them in his own time in his chosen market; master of his lands and master of himself. Near by stood his aged father, happy in the heart and home of his son. And as they started to the house, the old man's hands rested on the young man's shoulder, touching it with the knighthood of the fifth commandment, and laying there the unspeakable blessing of an honored and grateful father.

As they drew near the door, the old mother appeared with the sunset falling on her face, softening its wrinkles and its tenderness lighting up her patient eyes, and the rich music of her heart trembling on her lips, as in simple phrase she welcomed her husband and son to their home.

Beyond was the good wife, true of touch and tender, happy amid her household cares, clean of heart and conscience, the helpmate and the buckler of her husband. And the children, strong and sturdy, came trooping down the lane with the lowing herd, seeking, as truant birds do, the quiet of the old home nest.

And I saw the night descend on that home, falling gently as from the wings of the unseen dove. And the stars swarmed in the bending skies—the trees thrilled with the cricket's cry—the restless bird called from the neighboring wood—and the father, a simple man of God, gathering the family about him, read from the Bible the old, old story of love and faith, and then knelt down in prayer, the baby hidden amid the folds of its mother's dress, and closed the record of that simple day by calling down the benediction of God on the family and the home.

And as I gazed, the memory of the great Capitol faded from my brain. Forgotten its treasure and its splendor. And I said, "Surely here—here in the homes of the people is lodged the ark of the covenant of my country. Here is its majesty and its strength. Here the beginning of its power and the end of its responsibility." The homes of the people; let us keep them pure and independent, and all will be well with the Republic.

Here is the lesson our foes may learn—here is work the humblest and weakest hands may do. Let us in simple thrift and economy make our homes independent. Let us in frugal industry make them self-sustaining. In sacrifice and denial let

us keep them free from obligation. Let us make them homes of refinement in which we shall teach our daughters that modesty and patience and gentleness are the charms of woman. Let us make them temples of liberty, and teach our sons that an honest conscience is every man's first political law. That his sovereignty rests beneath his hat, and that no splendor can rob him and no force justify the surrender of the simplest right of a free and independent citizen.

And above all, let us honor God in our homes—anchor them close to His love; build His altars above our hearthstones, uphold them in the set and simple faith of our fathers, and crown them with the Bible—that book of books in which all the ways of life are made straight and the mystery of death is made plain. The home is the source of our national life. Back of the national Capitol and above it stands the home. Back of the President and above him stands the citizen. What the home is, this and nothing else will the Capitol be. What the citizen wills, this and nothing else will the President be.

—Henry W. Grady.

2. Study of Story.

This selection is taken from *The Farmer and the Cities* by Henry W. Grady, an American journalist and author.

Tell some of the thoughts that came to the author as he looked at the Capitol.

Why did the memory of the Capitol fade from his mind after his visit to the country home?

What is the "fifth commandment"?

When did the memory of the Capitol return? Why?

3. Word Study.

Look up in the Glossary the pronunciation and meaning of the following:

lien	gathered treasure
truant	bending skies
frugal	ark of the covenant

LESSON 97 — COMPOSITION

Tell the story of a patriot about whom you have read or heard.

LESSON 98 — COMPOSITION

Write for the school paper the story you told in the preceding lesson.

LESSON 99 — AUXILIARY VERBS

1. Forms.

The uses of the verbs *shall*, *will*, *be*, and *have* in making tense forms have already been explained.

Example: shall go.

The various forms of the verbs *do*, *may*, *can*, *must*, and *ought* also are used in making verb phrases.

Example: can go.

All of these verbs, except *must* and *ought*, have forms for the past tense, as follows:

<i>Present</i>	<i>Past</i>	<i>Present</i>	<i>Past</i>
shall	should	have	had
will	would	may	might
do	did	can	could
be	was		

2. Uses.

(a) The verbs *may*, *might*, *can*, *could*, *would*, *should*, *ought*, and *must* are sometimes used with other verbs to express permission, possibility, ability, determination, customary action, obligation, and necessity.

- | | |
|-----------------------------|----------------------------------|
| 1. John <i>may</i> go. | 3. You <i>can</i> sing. |
| 2. Henry <i>might</i> come. | 4. He <i>could</i> walk to town. |

5. John *would* go to town.
6. The bird *would* fly back and forth.
7. The work *should* be done.
8. The work *ought* to be done.
9. It *must* be moved.

In sentences 1 and 2 *may* and *might* express permission or possibility.

In sentences 3 and 4 *can* and *could* express ability or power.

In sentence 5 *would* expresses determination; and in 6, customary action.

In sentences 7 and 8 *should* and *ought* express duty or obligation.

In sentence 9 *must* expresses necessity.

(b) *Do* and *did* are used in asking questions and in making negative or emphatic statements.

1. *Do* you like apples?
2. I *do* not like them now.
3. I *did* like them once.

(c) *Shall* and *will* are used to express either future time or determination.

1. I *shall* go there today.
2. You *shall* go home.
3. "The hand of Douglas is his own,
And never *shall*, in friendly grasp,
The hand of such as Marmion clasp."

In sentence 1 *shall* expresses simple future time. In sentences 2 and 3 *shall* expresses determination on the part of the speaker.

1. You *will* come soon.
2. He *will* go there today.
3. I *will* do better.

In sentences 1 and 2 *will* expresses simple future time. In sentence 3 *will* expresses determination.

Learn:

A verb that is used with another verb to help make an assertion is called an auxiliary verb.

2. Written Exercise.

Write sentences that contain the auxiliary verbs *shall*, *will*, *may*, *can*, and *must*.

Tell how each auxiliary verb is used in your sentences.

LESSON 100 — CORRECT USE OF AUXILIARY VERBS

1. Auxiliary Verbs.

Select the auxiliary verbs used in the following sentences and tell what each expresses:

- | | |
|------------------------------|---------------------------|
| 1. May I go? | 9. Can you take this box? |
| 2. Can you knit? | 10. Could he have gone? |
| 3. May I teach you to knit? | 11. Should he have gone? |
| 4. Can you teach me to knit? | 12. They ought not to go. |
| 5. Shall I go? | 13. He must have gone. |
| 6. Will he go? | 14. He might have gone. |
| 7. Jane may go home. | 15. Must it be done? |
| 8. Grace may take me home. | 16. Can it be he? |

Careless speakers sometimes make such errors as *might of* for *might have*, *must of* for *must have*, etc.

Repeat the following sentences to yourself several times and be prepared to take part in the rapid repetition of them in class, each member giving a sentence:

- | | |
|--------------------------|--------------------------|
| 1. I might have gone. | 4. I should have gone. |
| 2. You might have gone. | 5. You should have gone. |
| 3. He might have gone. | 6. He should have gone. |
| 7. We would have gone. | |
| 8. You would have gone. | |
| 9. They would have gone. | |

Select the correct auxiliary for each of the following sentences:

1. We (*shall, will*) go tonight. (Future time)
2. We (*shall, will*) go tonight. (Determination)
3. He (*shall, will*) go tonight. (Future time)
4. He (*shall, will*) go tonight. (Necessity)
5. You (*shall, will*) go tonight. (Future time)
6. You (*shall, will*) go tonight. (Necessity)
7. (*May, can*) we go tonight? (Permission)
8. (*May, can*) we go tonight? (Possibility)

2. Dictation.

Study the first three sentences of the story of Lesson 96 and be prepared to write them correctly from your teacher's dictation. Test your work by the plan given on page 20.

LESSON 101 — COMPARISON OF ADVERBS

1. Development.

Some adverbs are compared like adjectives. Most adverbs of one syllable and a few of two syllables form the comparative degree by adding *er* and the superlative degree by adding *est* to the positive degree.

Examples:

soon	sooner	soonest
often	oftener	oftenest

Most adverbs that end in *ly* prefix *more* and *most* or *less* and *least* to form the comparative and the superlative degrees.

Example:

slowly	more slowly	most slowly
--------	-------------	-------------

Some adverbs cannot be compared.

Examples:

here	there	forever
weekly	never	otherwise

2. Written Exercise.

Write the comparison of the following adverbs:

fast	much	well
gently	rapidly	clearly
frequently	quietly	recently

Write sentences containing the comparative and superlative forms of the above adverbs.

LESSON 102 — REPORTING

Be prepared to make a two-minute oral report upon some current event of local or general interest.

LESSON 103 — REPORTING FOR THE SCHOOL PAPER

Write for the school paper the report you gave in the preceding lesson. Test your work by the form given on page 5.

LESSON 104 — CLAUSES: VERBS, ADVERBS, NOUNS, PRONOUNS

Classify according to form the following sentences. Classify the clauses and tell the subject and the predicate of each clause.

1. A few Sundays ago I stood on a hill in the City of Washington.
2. I have read with pleasure what Henry Grady wrote in "The Farmer's Home."
3. The stars shone, and the restless birds called.
4. My heart thrilled as I looked at the Capitol.
5. Those who understood started in pursuit of the peddler.
6. The farmer seemed happy.

7. The President will be just what the people will.
8. The children came trooping down the lane and went into the house.
9. When the father and his sons appeared, the old mother appeared.
10. The Capitol is a splendid building, but the memory of it faded.

Classify the verbs and tell the tense, number, and person of each.

Select the adverbs and tell how each is used. Compare those that can be compared.

Tell the construction of each noun; classify the pronouns and tell the construction of each.

LESSON 105 — *BRING* AND *TAKE*

1. Development.

The verbs *bring* and *take* are often confused by persons who do not use the English language correctly.

Bring means to carry to the place where the speaker is; to carry from a more distant point to a nearer.

Take means to carry away or remove from the place where the speaker is; or from a nearer place to one farther away.

The principal parts of *bring* are *bring, brought, brought*. The principal parts of *take* are *take, took, taken*.

Repeat the following sentences to yourself several times and be prepared to take part in the rapid repetition of them in class, each member giving a sentence:

1. I bring the book now.
2. I brought the book yesterday.
3. I have brought my book every day.
4. I take the book from you now.

5. I took the book from you yesterday.
6. I have taken the book from you often.
7. I took my book home yesterday.
8. I have taken my book home every day.

Answer the following questions, using complete sentences:

1. Did you bring your paint-brush today?
2. Did you take your reader home?
3. When did you bring these flowers?
4. Did you take those apples home?
5. Did you bring me your paper?
6. Will you take these flowers to your sick friend?

2. Written Exercise.

Fill the blanks in the following sentences with the correct forms of *bring* or *take*:

1. John's mother said, "Be sure to —— your reader home."
2. John's teacher said, "Be sure to —— your reader home."
3. John's mother said, "—— your paints to school, today."
4. John's teacher said, "Did you —— your paints, John?"
5. John said, "I shall —— this apple to my little sister."
6. When John reached home, his little sister said, "Johnnie, did you —— me something?"
7. John's teacher said, "You may —— your papers home but do not forget to —— them back."
8. John said to his mother, "Miss Stanley said I might —— this paper home to show you, but I must —— it back tomorrow."
9. His mother said, "I hope you will —— home as good a paper tomorrow."
10. The next morning John's mother said, "Do not forget to —— your history paper with you, John."

LESSON 106 — LITERATURE

1. Reading.

YUSSOUF

A stranger came one night to Yussouf's tent,
Saying, "Behold one outcast and in dread,
Against whose life the bow of power is bent,
Who flies, and hath not where to lay his head;
I come to thee for shelter and for food,
To Yussouf, called through all our tribes 'The Good.'"

"This tent is mine," said Yussouf, "but no more
Than it is God's; come in, and be at peace;
Freely shalt thou partake of all my store
As I of His who buildeth over these
Our tents his glorious roof of night and day,
And at whose door none ever yet heard 'Nay.'"

So Yussouf entertained his guest that night,
And, waking him ere day, said: "Here is gold;
My swiftest horse is saddled for thy flight;
Depart before the prying day grow bold."
As one lamp lights another, nor grows less,
So nobleness enkindleth nobleness.

That inward light the stranger's face made grand,
Which shines from all self-conquest; kneeling low,
He bowed his forehead upon Yussouf's hand,
Sobbing: "O, Sheik, I cannot leave thee so;
I will repay thee; all this thou hast done
Unto that Ibrahim who slew thy son!"

"Take thrice the gold," said Yussouf, "for with thee
Into the desert, never to return,
My one black thought shall ride away from me;
First-born, for whom by day and night I yearn,
Balanced and just are all of God's decrees;
Thou art avenged, my first-born, sleep in peace!"

— James Russell Lowell.

2. Study of Poem.

Prepare a list of questions on this poem and a list of words for study.

3. Memorizing.

Commit to memory the following lines from the sixteenth chapter of the Book of Proverbs:

He that is slow to anger is better than the mighty; and he that ruleth his spirit than he that taketh a city.

LESSON 107 — COMPOSITION

Report to your class your observation of the progress in the construction of some building, or the improvement of some street or road; or report observations of changes in trees, the coming of birds, or other signs of spring.

LESSON 108 — CLAUSES: VERBS, ADVERBS, NOUNS, PRONOUNS

Classify according to form the sentences in the following list.

Classify the clauses and tell the subject and the predicate of each.

1. This tent in the desert is God's and mine, and you may share it.
2. The outlaw came to the tent of the chief, and Yussouf gave him gold.
3. He knelt low at Yussouf's feet.
4. Yussouf gave him the gold, and he went into the desert.
5. Man proposes, but God disposes.
6. The chief could have killed the stranger, because he was unarmed.

7. He forgave his enemy and blessed him.
8. He forgave the enemy who had injured him so greatly.
9. He repaid evil with good.
10. Only the truly great return good for evil.

Classify the verbs and tell the tense, number, and person of each.

Select the adverbs and tell how each is used. Compare those that can be compared.

Tell the construction of each noun; classify the pronouns and tell the construction of each.

LESSON 109 — MAKING COMPOUND AND COMPLEX SENTENCES

From the following simple sentences make complex and compound sentences:

1. A stranger came to Yussouf's tent one night.
2. He cried out in terror.
3. I am a fugitive.
4. I need food and shelter.
5. You are called "The Good."
6. Help me now.
7. Yussouf answered the trembling stranger.
8. Come in.
9. This tent does not belong to me alone.
10. It is God's as well as mine.
11. God gives freely to me.
12. He refuses no one.
13. I give freely to you.
14. Yussouf took care of the stranger that night.
15. At dawn Yussouf roused him from sleep.
16. Take this money.
17. My swiftest horse is ready for you.
18. You may yet escape.
19. The stranger knelt down.

20. O, Yussouf, I cannot leave you in this way.
21. I do not deserve your kindness.
22. You do not know me.
23. I am Ibrahim.
24. I killed your son.
25. Yussouf answered the weeping stranger.
26. Now I can truly rejoice.
27. I have had hard thoughts of you.
28. Day and night have I mourned for my son.
29. Now he is avenged.
30. My one black thought is gone forever.

Classify the clauses in your sentences and tell the subject and the predicate of each clause.

LESSON 110 — LETTER WRITING

Write a formal invitation to your superintendent to be present at the next reading of the school paper.

Write a letter to accompany a copy of the paper, which you will send to the superintendent.

LESSON 111—REVIEW OF CHAPTER

How are adverbs compared? When are *more* and *most*, *less* and *least* used?

Compare five adverbs.

Give an adverb that cannot be compared.

What are auxiliary verbs?

Name the principal auxiliary verbs and tell how they are used.

Which of the auxiliary verbs have forms for the past tense? Give the past forms of these.

Write sentences containing auxiliary verbs.

Write sentences containing *bring* and *take*.



CHAPTER EIGHT

LESSON 112 — LITERATURE

1. Reading.

THE LESSON HOUR

Mrs. Garth at certain hours was always in the kitchen, and this morning she was carrying on several occupations at once there—making her pies at the well-scoured table, observing Sally's movements at the oven and dough tub through an open door, and giving lessons to her youngest boy and girl, who were standing opposite to her at the table with their books and slates before them.

Mrs. Garth, with her sleeves turned above her elbows, deftly handling her pastry while she expounded with grammatical fervor what were the right views about the concord of verbs and pronouns, with "nouns of multitude or signifying many," was a sight agreeably amusing.

"Now let us go through that once more," she said, pinching an apple puff, which seemed to distract Ben from due attention to the lesson.

"Oh!" said Ben, peevishly, "I hate grammar. What's the use of it?"

"To teach you to speak and write correctly so that you can be understood," said Mrs. Garth. "Should you like to speak as old Job does?"

"Yes," said Ben, stoutly; "it's funnier. He says, 'Yo goo'—that's just as good as 'You go.'"

"But he says, 'A ship's in the garden' instead of 'a sheep,'" said Letty, with an air of superiority. "You might think he meant a ship off the sea."

"No, you mightn't, if you weren't silly," said Ben. "How could a ship off the sea come there?"

"These things belong only to pronunciation, which is the least

part of grammar," said Mrs. Garth. "Job has only to speak about very plain things. How do you think you would write or speak about anything more difficult, if you knew no more of grammar than he does? You would use wrong words, and put words in the wrong places, and instead of making people understand you, they would turn away from you as a tiresome person. What would you do then?"

"I shouldn't care. I should leave off," said Ben.

"I see you are getting tired and stupid, Ben," said Mrs. Garth. "Tell me the story I told you on Wednesday, about Cincinnatus."

"I know! He was a farmer," said Ben.

"Now, Ben, he was a Roman — let *me* tell," said Letty.

"You silly thing, he was a Roman farmer, and he was plowing."

"Yes, but before that — that didn't come first — people wanted him," said Letty.

"Well, but you must say what sort of man he was first," insisted Ben. "He was a wise man, like my father, and that made the people want his advice. And he was a brave man and could fight. And so could my father — couldn't he, mother?"

"Now, Ben, let me tell the story straight on, as mother told it to us," said Letty, frowning. "Please, mother, tell Ben not to speak."

"Letty, I am ashamed of you," said her mother. "When your brother began you ought to have waited to see if he could not tell the story. How rude you look, pushing and frowning! Now, Ben."

"Well — oh — well — why, there was a great deal of fighting, and — I can't tell it just as you told it — but they wanted a man to be captain and king and everything — "

"Dictator," said Letty, with injured looks.

"Very well, dictator!" said Ben. "But that isn't a good word; he didn't tell them to write on slates."

"Come, come, Ben, you are not so ignorant as that," said Mrs. Garth. "Hark, there is a knock at the door! Run, Letty, and open it."

— *George Eliot.*

2. Study of Selection.

Prepare a list of questions on this selection.

LESSON 113 — COMPOSITION

Conversation and Discussion.

Subject: *The Unexpected Visitor.*

- (a) Whom and what Letty saw when she opened the door.
 - (b) Reason for the visit.
 - (c) What the children did.
-

LESSON 114 — COMPOSITION

Write a composition on the subject discussed in the preceding lesson.

Test your work by the form given on page 5.

LESSON 115 — THE PARTICIPLE

1. Development.

1. The youth came here, *seeking* his father.
2. *Having sought* his father on many battlefields, the youth became skilled in the arts of war.
3. The father, *sought* in many lands, was found at last by his son.

In the above sentences, *seeking*, *having sought*, and *sought* are verb forms, but they do not assert. In sentence 1 *seeking* is like an adjective, because it tells something about the youth. In one respect it is also like a verb, because it takes the direct object, *father*.

In sentence 2 *having sought* is like an adjective, because it tells something about the youth. In one respect it is also like a verb, because it takes the direct object, *father*.

Similarly, in sentence 3, *sought* has qualities of both a verb and an adjective.

Learn:

The form of a verb that is used partly as an adjective and partly as a verb is called a participle.

As an adjective the participle describes or limits a noun or a pronoun. As a verb it may have a direct object, an indirect object, a predicate noun, pronoun, or adjective, etc.

There are two simple forms of the participle — the present, which ends in *ing*, and the past, which is used chiefly in making tense forms.

Examples: walking walked

Another form expressing past time, *having walked*, is called the "phrasal past participle."

Example: Having walked twenty miles, the soldiers were weary.

Tell the subject and the predicate of each of the following sentences.

Select words in these sentences that seem part adjective and part verb.

1. The soldier, awakened by the youth, spoke quickly.
2. The words, spoken quietly, were full of feeling.
3. Seeking his father, he went to many lands.
4. Having given his consent, the soldier was uneasy.
5. Speaking earnestly, the old warrior gave the boy wise advice.
6. The youth, loved by all the tribes, was not one of their race.
7. Standing erect, he told the story of his childhood.
8. The youth, having told the story of his childhood, sat down.

2. Written Exercise.

Write five sentences containing the different forms of participles.

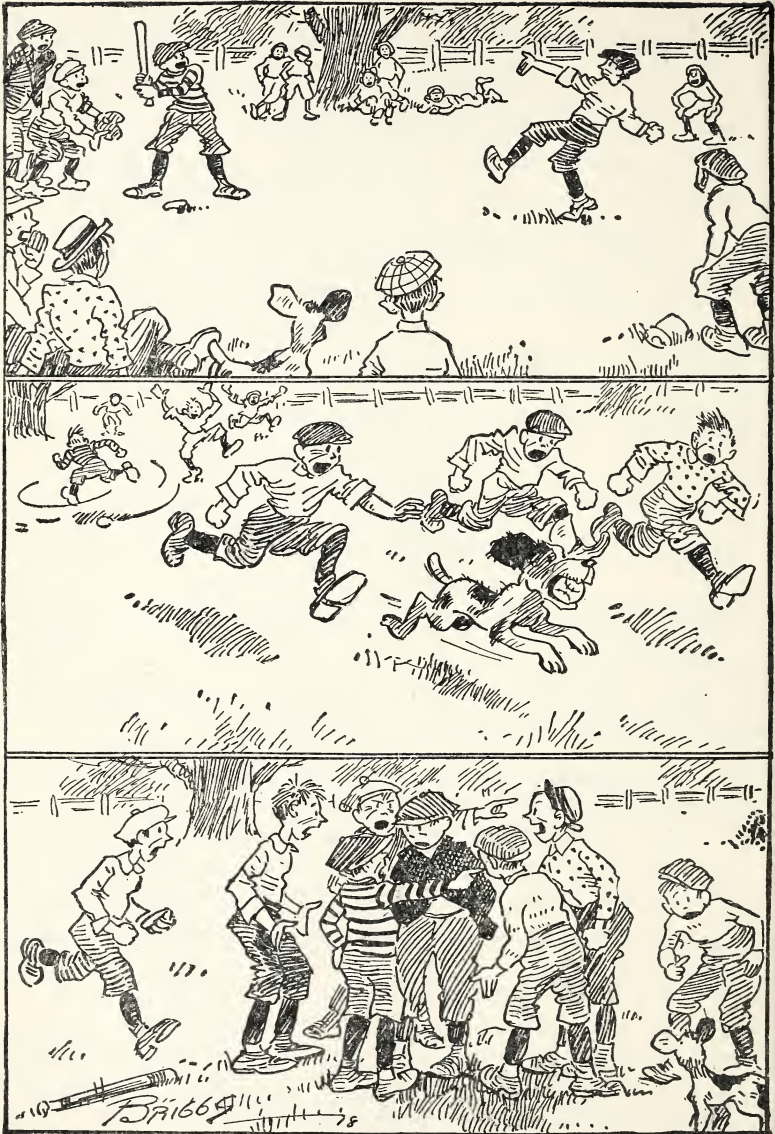
LESSON 116 — REVIEW AND SUMMARY OF THE VERB

Verbs	{	Classes	{	Transitive — asserts action performed directly upon an object (p. 70)		
				{	Intransitive	Complete — does not require a direct object or a predicate noun, pronoun, or adjective (p. 71)
						Linking — connects the subject of a sentence with a predicate noun, pronoun, or adjective (p. 72)
				Regular, Irregular (p. 243)		
		{	Forms	Number — singular, plural (p. 214)		
	Person — first, second, third (p. 214)					
	Tense — present, past, future, present perfect, past perfect, future perfect (pp. 230 and 232); the progressive tenses (p. 231)					
	Voice — active, passive (p. 188)					

Give sentences containing examples of the above classes and forms of verbs.

Select the correct verb for each of the following sentences and give reasons for your choice:

1. Neither Ruth nor Grace (*sing, sings*).
2. Either the boy or the girl (*go, goes*) today.
3. The captain, together with the sailors, (*was, were*) lost.
4. A pair of shoes (*is, are*) furnished each workman.
5. Four pairs of shoes (*is, are*) furnished each workman.
6. The work, in addition to the worry, (*make, makes*) him weak.
7. Neither James nor John (*is, are*) to blame.
8. Both Jane and Anna (*play, plays*) the piano.
9. Either Ned or his sister (*row, rows*) across the river every day.
10. Neither Ben nor Fred (*sing, sings*).
11. A fleet of fishing boats (*is, are*) sailing down the river.



AN EXCITING MOMENT FOR THE UMPIRE

LESSON 117 — PICTURE STUDY

Tell what you see in the first scene of the picture.

Tell how baseball is played and point out the positions of the players.

Tell what you see in the second scene.

When the batter hit the ball what do you think the outfielders did? What did the dog do?

What do you think the batter did while the outfielders were trying to get the ball?

Do you think such a score should be counted?

What do you think the boys are arguing about in scene 3? With whom are they arguing?

Write a title for each of the three scenes and arrange these titles in the form of an outline under the subject, "An Exciting Moment for the Umpire."

Tell the complete story told by the picture, following the outline you made.

LESSON 118 — STORY TELLING

Time yourself as you read silently the following story. Tell the story; then read it again silently, timing yourself as before. Retell the story, trying to tell it more accurately than you did the first time. *Avoid the "and" habit.*

JUDAS MACCABEUS

Judas Maccabeus is one of the noblest characters in Jewish history. At the time in which he lived, the Jews were subject to Syria. For some time they were free from persecution, but when Antiochus IV came to the throne of Syria, he determined to make the Jews give up their faith and worship the gods of the Greeks and Romans.

In the town of Modin, near the Mediterranean Sea, lived an aged priest with his five sons. This man was promised riches

and a high position if he would give up his faith. The brave old man steadfastly refused these offers, declaring that he and his sons would live and die in the religion of their fathers.

The old priest and his sons, with their families, then took refuge in the caves of the mountains, and many faithful Jews joined them there. When opportunity offered, they dashed down the mountains and overthrew the idols of the heathen.

When the old priest died, Judas Maccabeus, the third son, took command. Under his leadership the small company of poorly armed men gained victories over great armies. It is for his last battle, however, that the name of Judas Maccabeus will ever be remembered among the greatest of earth's heroes.

With eight hundred men he met an army of more than twenty thousand. When told of the advancing host and urged to retreat, he said, "If our time be come, let us die manfully for our brethren and let us not stain our honor." Sustained by these brave words, the little company fought manfully and died gloriously.

—*Selected.*

LESSON 119 — CLASS COMPOSITION

Be prepared to take part with others in the class in telling the story of Lesson 118 in such a way as to make a class composition. Dictate your sentences one by one to your teacher so that she may write them on the board.

LESSON 120 — MAKING COMPOUND AND COMPLEX SENTENCES

From the following sentences make compound and complex sentences:

1. Judas Maccabeus was a brave leader.
2. At this time the Jews were subject to Syria.
3. Antiochus IV became king.
4. He tried to make the Jews give up their faith.

5. An aged priest lived in the town of Modin.
6. Modin was near the Mediterranean Sea.
7. The priest had five sons.
8. He was asked to give up his faith.
9. He was promised riches.
10. He would not give up his faith.
11. With his sons he took refuge in a cave in the mountains.
12. Many faithful Jews joined them.
13. They rushed down the mountain.
14. They destroyed the heathen idols.
15. Judas Maccabeus was a son of the priest.
16. The old priest died.
17. Judas Maccabeus took command.
18. Judas Maccabeus is considered one of the world's greatest heroes.
19. With eight hundred men he fought an army of more than twenty thousand.

LESSON 121 — *LEARN AND TEACH*

1. Learn: Teach.

The verbs *learn* and *teach* are often confused by persons who do not use correct English. The verb *learn* means *to gain knowledge*. The verb *teach* means *to give instruction*. The principal parts of *learn* are *learn, learned, learned*. The principal parts of *teach* are *teach, taught, taught*.

Repeat the following sentences to yourself several times and be prepared to take part in the rapid repetition of them in class, each member giving a sentence:

1. I learn my lesson now.
2. I learned my lesson yesterday.
3. I have learned my lesson every day.
4. I teach my little sister now.
5. I taught her yesterday.
6. I have taught her every day.

Answer the following questions, using complete sentences:

1. I want to learn music. Will you teach me?
2. I want to learn tennis. Will you teach me?
3. I want to learn to row. Will you teach me?
4. When did you learn to read?
5. Who taught you?
6. Are you learning to play the piano?
7. Who is teaching you?
8. Do you want to learn to swim?
9. Do you want me to teach you?
10. Did you learn to use decimal fractions?
11. Who taught you to skate?
12. Did you teach your little brother to read?

Be prepared to ask your classmates these or similar questions, and to judge the correctness of their answers.

2. Written Exercise.

Fill the blanks in the following sentences with forms of *teach* or *learn*:

1. If you are willing to ———, I am sure I can ——— you.
2. If you do not want to ———, no one can ——— you.
3. Our teacher ——— us a new poem yesterday.
4. Who ——— you to paint?
5. Did your mother ——— you that song?
6. The old robins ——— the young birds to fly.
7. Did you ——— your brother to skate?
8. I shall try to ——— if you will ——— me.
9. It is pleasant to ——— pupils who want to ———.
10. If you will ——— me, I think I can ——— it.
11. Experience has ——— me many lessons.
12. I ——— from experience every day.
13. Who ——— you to knit sweaters?
14. It is difficult to ——— an old dog new tricks.

LESSON 122 — PARTICIPLES AND VERBS

1. Participles.

You have learned that a participle is used partly as an adjective and partly as a verb; that as an adjective it describes or limits a substantive, and as a verb it may have a direct object, an indirect object, or a predicate noun, pronoun, or adjective.

Select the participles in the following sentences and tell how each is used.

Follow this model:

SENTENCES

(1) Ruth, seeing the danger, stopped suddenly.

(2) We saw him, shouting for joy.

MODEL

(1) *Seeing* is a participle; as an adjective it modifies the noun *Ruth*; as a verb it has the noun *danger* as direct object.

(2) *Shouting* is a participle; as an adjective it modifies the pronoun *him*; as a verb it is modified by the adverbial phrase *for joy*.

1. Hearing a noise, Hal ran home.
2. The wall, weakened by fire, fell down.
3. Trembling like a leaf, Jane sat down.
4. Leaving the main road, he ran to the farmhouse.
5. Having found the key, we opened the door.
6. We saw the black clouds towering above us.
7. He ran shouting from the football field.
8. Tom started on, skipping like a school boy.
9. Being a boy, John was fond of hunting.
10. We saw the large baskets, filled with dainty food.
11. The dinner, served in the evening, was very satisfying.
12. Mary came running down the street.

2. Verbs.

Select the correct verb in each of the following sentences and give reasons for your choice:

1. The general, as well as his soldiers, (*sail, sails*) today.
2. A procession of wagons (*wait, waits*) at the coal yards.
3. Our regiment of soldiers (*leave, leaves*) tonight.
4. None of the boys (*was, were*) to blame for it.
5. Hunger, together with the cold, (*make, makes*) him weak.
6. Everybody (*play, plays*) the game but me.
7. Either Robert or Milton (*start, starts*) this morning.
8. Neither William nor Harold (*drive, drives*) the automobile.
9. The president and secretary (*ride, rides*) on the street cars.
10. The president and the secretary (*ride, rides*) on the street cars.
11. The scissors (*was, were*) taken to the workshop.
12. Neither one of us (*was, were*) in the best of spirits.
13. Every one of the soldiers (*take, takes*) rifle practice.
14. His trousers (*was, were*) not new.
15. The tongs (*is, are*) new and bright.

LESSON 123 — CORRECT USE OF ADJECTIVES

Select the correct adjective in each of the following sentences and give reasons for your choice:

1. Which of the two girls is the (*taller, tallest*)?
2. Philadelphia is larger than (*any, any other*) city in Pennsylvania.
3. Both the Mississippi and the Missouri are long rivers. Which is the (*longer, longest*)?
4. Which is the (*larger, largest*), Richmond, Jacksonville, or New York?

5. I do not know which is the (*harder, hardest*), history or geography.
6. London is larger than (*any, any other*) city in England.
7. London is larger than (*any, any other*) city in the United States.
8. Which is (*nearer, nearest*) the earth, the sun or the moon?
9. Texas is larger than (*any, any other*) state.
10. Which is the (*larser, largest*), Ohio, Georgia, or Pennsylvania?
11. Both mountains are high, but I do not know which is the (*higher, highest*).
12. Which city is the (*larger, largest*), Chicago or New York?
13. In the high schools of our city there are (*fewer, less*) boys than girls.

Tell whether or not the italicized words are necessary in the following sentences:

1. I have a spelling book, *a* geography, and *a* reader.
2. The sun and *the* moon made a trial of strength.
3. Washington crossed the Delaware and *the* Potomac Rivers.
4. Both the mountain and *the* valley are covered with snow.
5. The lion and *the* tiger are beasts of great power.
6. We selected a speaker and *a* poet for our class day exercises.
7. The weather bureau hoisted a black and *a* white flag.
(Two flags.)
8. I have a red and *a* black tie. (Two ties.)

LESSON 124 — LETTER WRITING

Write a business letter to some store, ordering anything you would like to buy.

LESSON 125 — CORRECT USE OF PRONOUNS
AND POSSESSIVE ADJECTIVES

Select the correct word in italics for each of these sentences and give reasons for your choice:

1. Each of us did (*their, his*) best.
2. Everyone is in (*their, his*) place.
3. Who will lend me (*their, his*) book?
4. If anyone asks for me, tell (*them, him*) to wait.
5. Everyone has (*their, his*) faults.
6. Each of the boys told (*their, his*) story.
7. Neither of the boys was in (*their, his*) happiest mood.
8. Everyone has (*their, his*) own work to do.
9. Tell each of the boys to bring (*their, his*) books tomorrow.
10. Will anyone give me (*their, his*) help?
11. Everyone must do what (*they, he*) thinks is right.
12. Everyone may go where (*they, he*) pleases.
13. Ruth and Jane will help (*each other, one another*).
14. We must all help (*each other, one another*).
15. Neither of us is in (*our, his*) best condition.
16. Who will lend me (*their, his*) knife?
17. In school we help (*each other, one another*).

LESSON 126 — CURRENT EVENTS**1. Conversation and Discussion.**

Report orally to the class on the wild flowers you have seen, the birds you have observed, or the trees you have studied. First make an outline to guide you in your talk.

2. Written Exercise.

Write for the school paper the opening paragraph of your report.

Test your work by the form given on page 5.

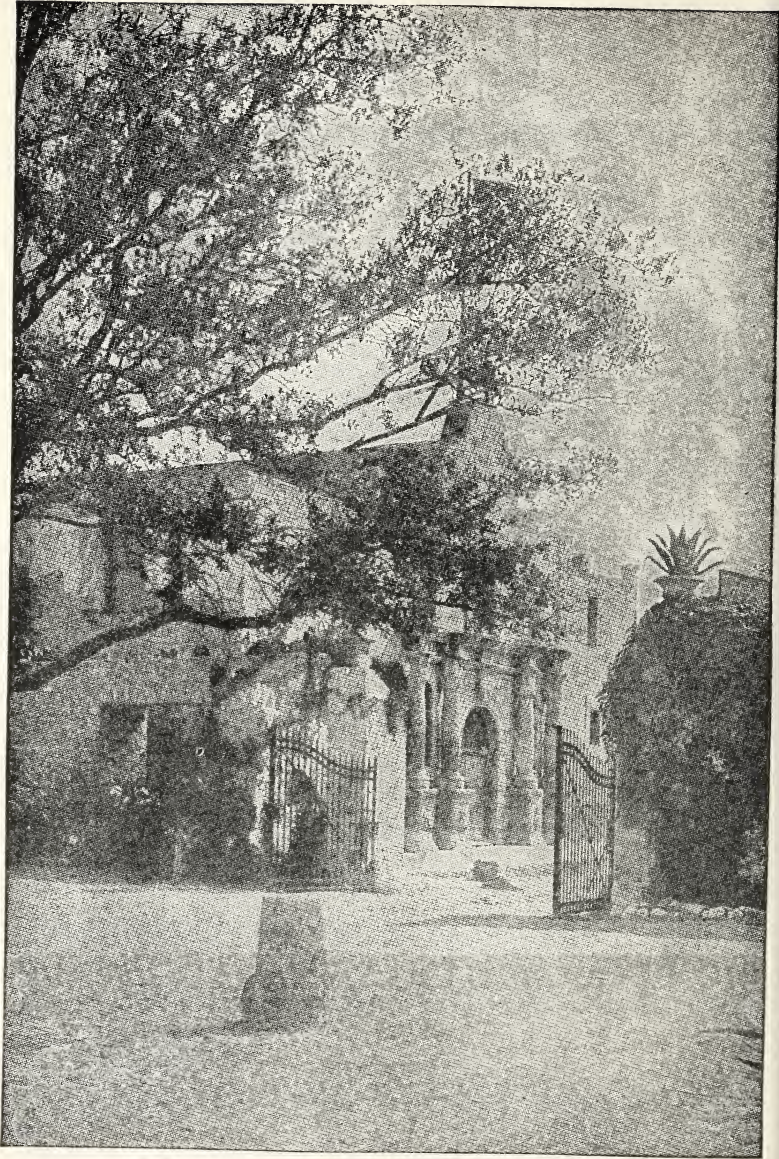
LESSON 127—REVIEW OF CHAPTER

What is a participle? In what respect is a participle like a verb? In what respect is a participle like an adjective?

Write sentences containing the different forms of the participle.

Write six sentences containing different forms of *learn* and *teach*.

Give sentences illustrating transitive, complete, and linking verbs.



THE ALAMO



CHAPTER NINE

LESSON 128 — LITERATURE

1. Reading.

THE LAST DAYS IN THE ALAMO

March 4. Shells have been falling into the fort like hail during the day, but without effect. About dusk, in the evening, we observed a man running toward the fort, pursued by about half a dozen of the Mexican cavalry. The bee-hunter immediately knew him to be the old pirate who had gone to Goliad, and, calling to the two hunters, he sailed out of the fort to the relief of the old man, who was hard pressed. I followed close after. Before we reached the spot the Mexicans were close on the heel of the old man, who stopped suddenly, turned short upon his pursuers, discharged his rifle, and one of the enemy fell from his horse. The chase was renewed, but finding that he would be overtaken and cut to pieces, he now turned again, and, to the amazement of the enemy became the assailant in his turn. He clubbed his gun, and dashed among them like a wounded tiger, and they fled like sparrows. By this time we had reached the spot, and, in the ardor of the moment, followed some distance before we saw that our retreat to the fort was cut off by another detachment of cavalry. Nothing was to be done but to fight our way through. We were all of the same mind. "Go ahead, Colonel!" We dashed among them, and a bloody conflict ensued. They were about twenty in number, and they stood their ground. After the fight had continued about five minutes, a detachment was

seen issuing from the fort to our relief, and the Mexicans scampered off, leaving eight of their comrades dead upon the field.

But we did not escape unscathed, for both the pirate and the bee-hunter were mortally wounded, and I received a saber cut across the forehead. The old man died, without speaking, as soon as we entered the fort. We bore my young friend to the bed, dressed his wounds, and I watched beside him. He lay, without complaint or manifesting pain, until about midnight, when he spoke, and I asked him if he wanted anything. "Nothing," he replied, but drew a sigh that seemed to rend his heart, as he added, "Poor Kate of Nagadoches!" His eyes were filled with tears, as he continued: "Her words were prophetic, Colonel!" and then he sang in a low voice that resembled the sweet notes of his own devoted Kate.

"But toom cam' the saddle, all bluidy to see,
And hame cam' the steed, but hame never cam' he."

He spoke no more, and a few minutes after, died.

Poor Kate, who will tell this to thee?

March 5. Pop, pop, pop! Bom, bom, bom! throughout the day. No time for memorandums now. Go ahead! Liberty and independence forever.

(Here ends Colonel Crockett's manuscript.)

2. Study of Story.

David Crockett, American pioneer, soldier, hunter, and politician, was a native of Tennessee. In 1835 he emigrated to Texas, then struggling for its independence from Mexico. Crockett at once took up the cause of Texas. In February, 1836, the Alamo, at San Antonio, held by a garrison of one hundred and fifty men, including Colonel Crockett, was attacked by the enemy. After a terrible siege, the fort was taken on March 6, and the entire garrison killed.

What can you tell about the fort from the statement made in the first sentence of the selection?

Do you think Colonel Crockett was a brave man? Give reasons for your answer.

Did you discover from your reading of the selection any other qualities he possessed, besides bravery?

Tell the story of the "old man."

Tell the story of the "young friend." Have you ever read a poem that contained words or expressions similar to the two lines of verse that Crockett quotes? What is such a poem called? If you do not know look up in the Glossary the word *ballad*.

Why did Colonel Crockett continue writing his diary during the bombardment?

Do you like the words with which the author ended? Why?

Give in your own words the happenings of the fourth and the fifth of March, as Crockett tells them.

3. Word Study.

Look up in the Glossary the pronunciation and meaning of the following:

assailant

clubbed

ardor

detachment

unscathed

mortally

prophetic

manifesting

toom

memorandums

LESSON 129—PICTURE STUDY

Study the picture on page 294 and be prepared to describe the scene it illustrates.

LESSON 130—REPORTING

Write for the school paper an account of some current event of local or general interest.

Test your work by the form given on page 5.

LESSON 131—THE GERUND

1. Development.

Read the following sentences:

1. The bee-hunter's *swinging* his gun saved the men.
2. Crockett described the bee-hunter's *swinging* his gun.
3. The bee-hunter's defense was *swinging* his gun.
4. The bee-hunter's defense, *swinging* his gun, routed the Mexicans.
5. After *having swung* his gun, the bee-hunter fell.
6. He had much skill in *swinging* his gun.

Remember that the present participle ends in *ing*, and that the participle is used as both a verb and an adjective. Certain verb forms, used in the above sentences, look like present participles, but they are not used as adjectives.

How is *swinging* used in sentence 1? In sentence 2? In 3? In 4?

How is *having swung* used in sentence 5?

How is *swinging* used in sentence 6?

Notice that in these sentences the italicized words are used substantively; that is, their construction is that of a

noun or pronoun. But each is also used as a verb, for it has a direct object. We call such a word a **gerund**.

Learn:

The form of the verb that ends in *ing*, if used as both a substantive and a verb, is called a gerund.

Select from the following sentences the verb forms ending in *ing* that are used substantively.

Notice that as a noun the gerund may be modified by nouns showing possession and by possessive adjectives, as in sentences 9 and 10 below.

1. Thinking of "Poor Kate of Nagodoches" made him sad.
2. The thought of having helped the old pirate of Goliad made him happy.
3. Seeing him fight made them admire him.
4. Many shots were fired in rescuing the men.
5. Fighting their way through and carrying the wounded to the Alamo required great bravery.
6. The bee-hunter had great skill in clubbing his gun.
7. His skill was in clubbing his gun.
8. The task of driving the Mexicans out of Texas was begun with the defense of the Alamo.
9. The young man's singing the ballad was touching.
10. His swinging his gun saved his companions.

Select the gerunds in the following sentences and tell how each is modified:

1. His going home spoiled our fun.
2. What is the cause of his going?
3. What hindered the train's stopping?
4. Their going alone was very fortunate.
5. Helen has a way of changing her mind.
6. What is your plan for increasing your salary?

2. Written Exercise.

Write five sentences each containing a gerund.

LESSON 132—THE INFINITIVE

1. Development.

1. *To rescue* the old man was his purpose.
2. His purpose was *to rescue* the old man.
3. He wished *to rescue* the old man.
4. The bee-hunter's wish, *to rescue* the old man, was faithfully performed.

How is *to rescue* used in each of the above sentences?

To rescue is made up of the verb *rescue* and the word *to*. In this use, *to* is a sign to indicate this verb form, which is called the infinitive.

What verb qualities do you find in *to rescue* as used in sentence 1? In sentence 2? In 3? In 4?

What qualities of the substantive do you find in *to rescue* as used in sentence 1? In 2? In 3? In 4?

Learn:

The form of the verb that is usually preceded by the sign *to*, and may be used as both a verb and a substantive, is called the infinitive.

The infinitive is not affected by any change in person or number of any other word in the sentence.

Study the following forms of the infinitive:

	ACTIVE VOICE	PASSIVE VOICE
<i>Present</i>	to rescue	to be rescued
<i>Past</i>	to have rescued	to have been rescued

Select from each of the following sentences the form of the verb that is preceded by the sign *to*, and is used as both a verb and a substantive:

1. The runner's hope was to win.
2. He tried to pass all the other runners.

3. To enter a burning house is dangerous.
4. The team's ability to win by its hard work is well known.
5. To see the team play is a pleasure.
6. To win for the school is the greatest desire of the pupils.
7. The pupils' desire to win the championship was fulfilled.
8. It is often our wish to travel.

Notice that the infinitive and the gerund may have the same uses; indeed they are often interchangeable.

Example: Seeing is believing. To see is to believe.

2. Written Exercise.

Write all the infinitive forms of the following verbs, arranged as on the opposite page:

wish	set	lay
speak	sing	return

LESSON 133 — DOUBTFUL USES OF THE INFINITIVE

1. The "Split" Infinitive.

In the use of the infinitive it is important to avoid placing an adverb between *to* and the verb. Thus you should say, "The teacher urged Jane to prepare her lesson thoroughly" (not *to thoroughly prepare*).

Repeat the following sentences to yourself several times and be prepared to take part in the rapid repetition of them in class, each member giving a sentence:

1. I asked him to read distinctly.
2. To think clearly is very necessary.
3. Did you urge him to go immediately?
4. We expect him to work industriously.
5. He hoped to advance rapidly.

2. "Try and."

The use of *and* instead of *to* after the verb *try* is objectionable. "Try to go with us" (not try *and*).

Repeat the following sentences to yourself several times and be prepared to take part in the rapid repetition of them in class, each member giving a sentence:

1. I shall try to go home today.
2. Will you try to go with me?
3. Who will try to spell the word?
4. Try to finish your work today, will you?
5. Try to come to see us soon.

3. Past Infinitive.

An error is frequently made in the use of the past form of the infinitive instead of the present form when the verb in the predicate is in the past tense. "I expected to go yesterday" (not *to have gone* yesterday).

Read the following sentences to yourself several times, to fix the habit of using the correct form:

1. We intended to see him last week. (Not *to have seen* him.)
2. They expected to sing last night. (Not *to have sung*.)
3. We hoped to meet you last summer. (Not *to have met* you.)

LESSON 134 — CURRENT EVENTS

Be prepared to give a two-minute talk on some current event of local or general interest. Make an outline to guide you in your talk.

LESSON 135 — LETTER WRITING

Write a letter to your father or mother or your teacher, telling what you hope to do next year.

LESSON 136—COMPOSITION

Subject: *How the School Paper Has Helped Me.*

Make an outline and write a composition on the above subject. Test your work by the form given on page 5.

LESSON 137—CLASSES OF SENTENCES: CLAUSES:
INFINITIVES, PARTICIPLES, GERUNDS

Classify according to form the sentences in the following list.

Classify the clauses and tell the subject and the predicate of each.

1. Shells fell into the fort all during the day, but no one was injured.
2. In the midst of the hand-to-hand fighting, a detachment came from the fort, and brought relief.
3. He became famous through his defense of the fort against the Mexicans.
4. The general was wounded, and three of his staff were killed.
5. The contractors, Howard and Jenns, promised to finish the building in June.
6. He knew that they liked to play basketball.
7. Speaking before a large crowd was a new experience for the debater.
8. To speak before a large crowd is good training for a debater.
9. Having sung the song, he died.
10. To read "The Building of the Ship" is to understand the foundation of the Union.

Classify the verbs in the preceding sentences and tell the voice, tense, number, and person of each.

Select the infinitives, gerunds, and participles and tell how each is used.

LESSON 138 — REVIEW OF ADJECTIVES AND ADVERBS

Select the adjectives and adverbs in the fifth paragraph on page 266, and tell how each is used.

LESSON 139 — LITERATURE

1. Reading.

EVENING

Cows in the stall, and sheep in the fold;
 Clouds in the west, deep crimson and gold;
 A heron's far flight to a roost somewhere;
 The twitter of kildees keen in the air;
 The noise of a wagon that jolts through the gloam
 On the last load home.

There are lights in the windows; blue spire of smoke
 Climbs from the grange grove of elm and oak.
 The smell of the Earth, where the night pours to her
 Its dewy libation, is sweeter than myrrh,
 And an incense to Toil is the smell of the loam
 On the last load home.

—*John Charles McNeill.*

2. Study of Poem.

Memorize the above stanzas, and be prepared to give in your own words what the author sees and hears.

3. Word Study.

Look up in the Glossary the pronunciation and meaning of the following:

heron	libation	myrrh
kildees	gloam	incense
keen	grange	loam

LESSON 140—NOUNS, PRONOUNS, INFINITIVES,
GERUNDS

Classify according to form the sentences in the following list.

Classify the clauses and tell how each is used.

1. To fly to its roost is the heron's instinct.
2. He does not know what it means to be quiet.
3. The driver's one thought was to get home.
4. When the blue smoke climbs from the chimney, lights appear in the windows.
5. The forward made a desperate throw with the hope of winning the basketball game.
6. The game was won by the captain's fine playing.
7. The crowd could not help cheering the team.
8. It gave the captain great pleasure to play for the school.

Tell the construction of each noun in the preceding sentences; classify the pronouns and tell the construction of each.

Select the infinitives and the gerunds and tell how each is used.

LESSON 141—LETTER WRITING

Write the following letters:

1. An informal invitation to a class party.
2. An acceptance of a formal invitation to Class Day exercises.

LESSON 142—COMPOSITION

Write an article for the school paper, suggesting the celebration of Flag Day in your school. Test your work by the form given on page 5.

LESSON 143 — COMPOSITION

Conversation and Discussion.

Prepare a list of readings, recitations, and songs that you think would make a good program for a Flag Day celebration. Tell why you chose each number on the program.

LESSON 144—REVIEW OF CHAPTER

What is an infinitive?

Write the two tenses of the infinitives of the verbs *bring* and *teach*.

Give two sentences in each of which the infinitive is modified by an adverb.

Choose the correct italicized word for each of the following sentences:

1. Try (*and, to*) finish your examinations by noon.
2. Will you try (*and, to*) go with us to the ball game?
3. Jane will try (*and, to*) come to our Halloween party.
4. We expected (*to see, to have seen*) you at the circus last Friday.
5. The girls hoped (*to visit, to have visited*) their friends last summer.
6. They also intended (*to see, to have seen*) their old home.

What is a gerund?

Write five sentences containing gerunds, and tell the construction of each gerund.



CHAPTER TEN

LESSON 145 — LITERATURE

1. Reading.

THE BEANFIELD

Before I finished my house, wishing to earn ten or twelve dollars by some honest and agreeable method, in order to meet my unusual expenses, I planted about two acres and a half chiefly with beans, but a small part with potatoes, corn, peas, and turnips.

Meanwhile my beans, the length of whose rows, added together, was seven miles, were impatient to be hoed, for the earliest had grown considerably before the latest were in the ground; indeed they were not easily to be put off. What was the meaning of this so steady and self-respecting, this small Herculean labor, I knew not. I came to love my rows, my beans, though so many more than I wanted. They attached me to the earth, and so I got strength like Antaeus. But why should I raise them? Only Heaven knows. This was my curious labor all summer — to make this portion of the earth's surface, which had yielded only cinquefoil, blackberries, johnswort, and the like, before, sweet wild fruits and pleasant flowers, produce instead this pulse. What shall I learn of beans or beans of me? I cherish them, I hoe them, early and late I have an eye to them; and this is my day's work. It is a fine broad leaf to look on. My auxiliaries are the dews and rains which water this dry soil, and what fertility is in the soil itself, which for the most part is lean and effete. My enemies are worms, cool days, and most of all woodchucks. The last have nibbled for me a quarter of an acre clean. But what right had I to oust johnswort and the rest, and break up their ancient herb garden? Soon, however, the remaining beans will be too tough for them, and go forward to meet new foes.

Removing the weeds, putting fresh soil about the bean stems, and encouraging this weed which I had sown, making the yellow soil express its summer thought in bean leaves and blossoms rather than in wormwood and piper and millet grass, making the earth say beans instead of grass — this was my daily work. As I had little aid from horses or cattle, or hired men or boys, or improved implements of husbandry, I was much slower, and became much more intimate with my beans than usual.

It was a singular experience, that long acquaintance which I cultivated with beans, what with planting, and hoeing, and harvesting, and threshing, and picking over, and selling them — the last was the hardest of all — I might add eating, for I did taste. I was determined to know beans. When they were growing, I used to hoe from five o'clock in the morning till noon, and commonly spent the rest of the day about other affairs. Consider the intimate and curious acquaintance one makes with various kinds of weeds. That's Roman wormwood — that's pigweed — that's sorrel — that's piper-grass — have at him, chop him up, turn his roots upward to the sun, don't let him have a fiber in the shade; if you do he'll turn himself t'other side up and be as green as a leek in two days. A long war, not with cranes, but with weeds, those Trojans who had sun and rain and dews on their side. Daily the beans saw me come to their rescue armed with a hoe, and thin the ranks of their enemies, filling up the trenches with weedy dead. Many a lusty crest-waving Hector, that towered a whole foot above his crowding comrades, fell before my weapon and rolled in the dust.

My farm outgoes for the season were, for implements, seed, work, etc., \$14.72½. I got twelve bushels of beans and eighteen bushels of potatoes, besides some peas and sweet corn. The yellow corn and turnips were too late to come to anything. My whole income from the farm was

	\$23.44
Deducting the outgoes.....	14.72½
There are left.....	\$ 8.71½

This is the result of my experience in raising beans. Plant the common small white bush bean about the first of June, in

rows three feet by eighteen inches apart, being careful to select fresh, round, and unmixed seed. First look out for worms, and supply vacancies by planting anew. Then look out for woodchucks, if it is an exposed place, for they will nibble off the earliest tender leaves almost clean as they go; and again, when the young tendrils make their appearance, they have notice of it, and will shear them off with both buds and young pods, sitting erect like a squirrel. But above all, harvest as early as possible, if you would escape frosts and have a fair and salable crop; you may save much loss by this means.

— *Henry D. Thoreau.*

2. Study of Selection.

Prepare a list of questions on the thoughts of this selection.

Give the topic of each paragraph and arrange these topics in the form of an outline.

Retell the story in your own words, following the outline.

3. Word Study.

Look up in the Glossary the pronunciation and meaning of the following:

Antaeus	pulse	lusty	intimate	auxiliaries
ancient	effete	sorrel	wormwood	cinquefoil
Trojans	piper	Hector	johnswort	Hereulean

LESSON 146 — COMPOSITION

Conversation and Discussion.

Subject: *My Garden.*

- (a) How I prepared the soil.
- (b) What I planted, and how.
- (c) How I tended my garden.
- (d) My crop and what it brought me.

LESSON 147 — COMPOSITION

Write for the school paper the story of any experience you may have had in gardening. Give any rules gained from your experience that would be helpful to others in preparing the soil, selecting and planting the seed, tending the growing plants and protecting them from their enemies, or in harvesting and selling the crop. Test your work by the form given on page 5.

LESSON 148 — PARTICIPLES: GERUNDS: INFINITIVES

1. Participles.

Select the participles in the following sentences and tell how each is used:

1. The jumping frog is interesting.
2. Tom came, jumping the rope.
3. Tom, jumping the rope, did not hear.
4. Having jumped the rope, Tom studied his lesson.

2. Gerunds.

Select the gerunds in the following sentences and tell how each is used:

1. Jumping the rope is a good exercise.
2. Do you enjoy jumping the rope?
3. Tom's greatest sport was jumping the rope.
4. Tom's sport, jumping the rope, trained his muscles.
5. After having jumped the rope, Tom rested.

3. Infinitives.

Select the infinitives in the following sentences and tell how each is used:

1. To jump is to exercise.

2. Ned tried to throw the ball across the field.
 3. Try to win every game you play.
 4. Jane's desire to go to school was strong.
 5. Everyone likes to win.
-

LESSON 149 — CORRECT USE OF PRONOUNS AND
POSSESSIVE ADJECTIVES

Select the correct pronoun or possessive adjective for each of the following sentences and give reasons for your choice:

1. The captain spoke to Elizabeth and (*I, me*).
 2. Between you and (*I, me*) there is the best of feeling.
 3. I am sure you are taller than (*I, me*).
 4. This sled is different from the one you gave Tom and (*I, me*).
 5. Do you remember (*me, my*) asking you to go with us?
 6. Everyone should do (*his, their*) share of the work.
 7. The money was divided between (*he, him*) and (*I, me*).
 8. None of the girls should fail to do (*her, their*) best work.
 9. Will you go fishing with Ned and (*I, me*)?
 10. There is every reason for (*him, his*) telling the truth.
 11. Neither of the boys would brag of (*his, their*) success.
 12. The work was done by my sister and (*I, me*).
 13. Helen and (*I, me*) are sure it was either (*he, him*) or his sister.
-

LESSON 150 — LETTER WRITING

Write a letter to a friend telling of your garden and your most successful crop.

LESSON 151 — REPORTING

1. Conversation and Discussion.

Report your observations on gardening and give some personal incident that you think will interest your classmates.

2. Written Exercise.

Write a brief summary of the incident you have related.

APPENDIX

SUPPLEMENTARY SENTENCES FOR PRACTICE WORK

PHRASES AND CLAUSES

1. The people of the United States love to show that they are devoted to freedom.

2. That you have wronged me doth appear in this.

3. Suns rise and set, and weeks and months pass, and winter surprises them on the deep, but brings them not the sight of the wished-for shore.

4. But where, thought I, is the crew?

5. At sea, everything that breaks the monotony of the surrounding expanse attracts attention.

6. Hard by the farmhouse was a vast barn, that might have served for a church, every window and crevice of which seemed bursting forth with the treasures of the farm.

7. Pitiless cold had driven all who had the shelter of a roof to their homes, and the northeast blast seemed to howl in triumph above the untrodden snow.

8. The great secret of success in life is to be ready when opportunity comes.

9. The thought that all men are created free and equal was new to many people.

10. Never forget that it takes two to make a quarrel.

11. The path that leads to the entrance is so worn by the feet of visitors that a stranger need not ask his way.

12. "I have the book you wanted," he said.

13. The mountain can be reached only by a rude and steep bridle trail, so little traversed that in many places it is nearly lost.

14. Take each man's censure but reserve thy judgment.

15. What rocks and cliffs are so glorious as those which are washed by the sea?

16. It sometimes happens that a man, traveler or fisherman, walking on the beach, suddenly notices that for several minutes he has been walking with difficulty.

NOUNS AND PRONOUNS

1. It is our interest to educate the people in humanity and in deep reverence for the rights of the lowest and humblest individual that makes up our numbers.

2. The little fairies played hide and seek in the birds' nests and in the spring picked open the buds and when they were tired sat on the dandelions.

3. Shut now the volume of history and tell me on any principle of human probability, what shall be the fate of this handful of adventurers?

4. The Dutch, a thousand years ago, built against the ocean these bulwarks of willow and mud.

5. The queen took her place upon her throne, and around her stood her maids of honor.

6. And far across the hills they went
 In that new world which is the old.

7. The great event of the winter was the queen's ball to which all the nobles came.

8. Stranger, the land is mine.

9. The Army and Navy! To them we pledge our loyal support.

10. O, I'm the chief of Ulva's isle,
 And this, Lord Ullin's daughter.

11. We one day descried some shapeless object drifting at a distance.

12. When I had sat down with them, they began to question me.

13. I am not certain that anyone can give you information about them.

14. The groves were God's first temples.

15. Carthage, the metropolis of Africa, was the mistress of oceans, of kingdoms, and of nations.

16. There was once a child and he strolled about a good deal and thought of a number of things.

17. The question being answered, they returned to their work.

18. The leaders of our Revolution were men of whom the simple truth is the highest praise.

19. The walls of the ravine, through which the water still tranquilly flowed, arose to such an elevation as to shut out the light of day.

20. Who steals my purse steals trash; 'tis something, nothing;
'Twas mine, 'tis his, and has been slave to thousands;
But he that filches from me my good name
Robs me of that which not enriches him¹
And makes me poor indeed.

VERBS, PARTICIPLES, INFINITIVES, AND GERUNDS

1. At intervals the lightning flashes, quivers, disappears, and then comes the thunder, traveling slowly after.

2. Learn to reconcile order with change, stability with progress.

3. Again the pealing organ heaves its thrilling thunders, compressing air into music, and rolling it forth upon the soul.

4. We dashed through and over bushes, leaping broad ditches, splashing through brooks and passing over fences as if they did not exist.

5. A strong wind has sprung up, howls through the darkened streets, and raises the dust in dense bodies.

6. So fell the old empires because the governors forgot to put justice into their governments.

7. A little speck of azure has widened in the western heavens; the sunbeams find a passage and go rejoicing through the tempest.

8. Singing she wrought and her merry glee
The mock-bird echoed from his tree.

9. To thine own self be true.

10. His task, to watch the light, was faithfully performed.

11. Having said this, he turned abruptly and left the council.

12. The soldiers stood waiting the word of command.

13. Laughing merrily, the child ran away.

14. The dog's barking was heard by all in the house.

15. Children love to hear stories about their elders when they were young.

16. Finding that I was very hungry, she said she would procure me something to eat.

17. Crossing the pretty stream on the bridge over which the enemy fled, pursued by the soldiers, we came to an old mill.

18. Having conducted me into the hut, she lighted a lamp, spread a mat on the floor, and told me I might remain there for the night.

19. Honor thy father and thy mother.

20. Having ended his long journey, the traveler rested.

21. To wait patiently is hard.

22. The flag of our country — cherished by all our hearts, upheld by all our hands!

23. Scorning all disguise, he told of the daring deed he had come to do.

24. Having delivered the message, the boy returned to his work.

25. The days of watching and waiting had made the boy thoughtful.

26. Repairing the holes in the walls kept him busy.

27. It surprised them to learn that their friends had left.

28. The firing was heard miles away.

ADJECTIVES AND ADVERBS

1. She had lovely, waving, golden hair and beautiful deep blue eyes and a most cunning little mouth, and she was only three years old.

2. Sometimes a distant sail, gliding along the edge of the ocean, would be another theme for speculation.

3. Through a thin, dry mist, that morning, the sun rose broad and red.

4. Down this new opening the eye cannot penetrate very far, for the stream, accompanied by the wall, still bends to the left until both are swallowed up.

5. As idle as a painted ship upon a painted ocean.

6. They were so familiar with the lives and thoughts of the wisest and best minds of the past, that a classic aroma hangs about their speech and writings.

7. You cannot imagine how rugged, steep, and almost impossible the ascent was.

8. She was always ready with some kind word or helpful deed.

9. It was said of him that he was great, broad, manly—democratic in the best sense of the word, scorning all pettiness and deceit.

10. Some parts of the city present a good appearance, but in general the streets are narrow and crowded, the shops and houses poor and dirty.

11. The garden was overgrown with vegetation—thick with coarse herbs and choked by heaps of stone, the remains of some long forgotten building.

12. The stream took a thousand turns, so that at no moment could its gleaming surface be seen for a greater distance than a furlong.

13. Old Baltus Van Tassel was a perfect picture of a thriving, contented, liberal-hearted farmer.

14. A great elm tree spread its branches over it, at the foot of which bubbled up a spring of the softest and sweetest water, in a little well formed of a barrel.

15. The breeze went down with the sun and his last yellow rays shone upon a thousand sails, idly flapping against the masts.

16. The earliest and the most distant times are not without a present influence on our daily lives.

17. Pleasant was the journey homeward.

18. In rural occupation there is nothing mean or debasing.

19. The great trees sighed as the fitful breeze swept their tops.

CONJUNCTIONS AND PREPOSITIONS

1. When the storm of battle blows darkest and rages highest, the memory of Washington shall nerve every American arm and cheer every American heart.

2. I exulted in the beauty of the scene and augured a prosperous voyage, but the veteran master of the ship shook his head and pronounced this calm a "weather breeder."

3. The subterranean garden of Aladdin is nothing to the realms of wealth that break upon his imagination.

4. Did you ever see a sunrise at sea on a calm morning?

5. The entrance of the chasm is formed by two rocks, standing perpendicularly, at a distance of twenty-two feet from each other.

6. Every eye was fixed upon him and the people drew in their breath with surprise.

7. I followed him without a word to a retired corner of the garden, formed by the junction of two walls and sheltered by trees.

8. Good temper, like a sunny day, sheds a brightness over everything.

9. In the darkling wood
 Amidst the cool and silence, he knelt down
 And offered to the Mightiest solemn thanks
 And supplication.

10. I say that if men lived like men, their houses would be temples.

11. The tree falls in the forest, but in the lapse of ages it is turned into coal.

12. At last, with much cheering and waving of handkerchiefs from those left behind, we rode out of the town.

13. In the rear was the garden and in front the magnificent oak, which was the pride of the farmer and the talk of the neighborhood.

14. I am going a long way
 To the island-valley of Avilion;
 Where falls not hail, or rain, or any snow,
 Nor ever wind blows loudly; but it lies
 Deep-meadow'd, happy, fair, with orchard lawns
 And bowery hollows crown'd with summer sea,
 Where I will heal me of my grievous wound.

SUPPLEMENTARY THEME SUBJECTS

FOR FESTIVAL OCCASIONS

1. A Harmless Prank We Played on Halloween.
2. My Happiest Thanksgiving Day.
3. Some Things We Should Be Thankful for at Thanksgiving Time.
4. The Christmas Story (Poem) I Like Best.
5. Our Christmas Entertainment.
6. An Experience That Taught Me to Do My Christmas Shopping Early.
7. The Most Attractive Store Window I Saw Just Before Christmas.
8. The Day I Learned That Santa Claus Is a Myth.
9. My Biggest Christmas Surprise.
10. One New Year Resolution That I Kept.
11. A Happy Easter Vacation.
12. How My Easter Plans Were Spoiled.

FOR PATRIOTIC OCCASIONS

13. How I Raised Money for the Red Cross.
14. The Best Story of Washington I Know.
15. Why I Became a Boy Scout.
16. How We Built the New School House.
17. How I Can Serve My Country (A Two-Minute Speech by a Boy Patriot).
18. How I Can Serve My Country (A Two-Minute Speech by a Girl Patriot).
19. What I Can Do to Protect Trees.
20. Why I Became a Camp Fire Girl.
21. Why Our Government Must Have Money.
22. The Story of a Brave American Soldier in the World War.
23. How Our School Celebrated the Fourth of July.
24. What the American Flag Means to Me.
25. The Most Interesting Story I Have Read About a Patriot.

FOR LETTERS

26. An Incident of Our Camping Trip.
27. Our New Neighbors.
28. How I Earned Some Pocket Money.

29. My New Baby Brother (Sister).
30. The Most Interesting Thing I Saw at the Circus.
31. A Good Story I Have Just Read.
32. My Exciting Automobile Trip.
33. Some Experiences with My Garden.
34. The Last Meeting of Our Club.
35. An Unexpected Occurrence.
36. A Game We Play in Our School.
37. The Day Everything Went Wrong.
38. How to Make a History Scrap-book.
39. My Favorite Pet.
40. An Order for a Story Book.
41. An Invitation to an Entertainment.

CURRENT EVENTS

42. Our Recent School Entertainment.
43. An Exciting Incident in Our Town.
44. An Interesting Ball Game.
45. A Bad Storm (Fire).
46. A Disastrous Railroad Wreck.
47. The Latest Great Invention.
48. The Circus Day Parade.
49. Our County Fair.
50. Recent Improvements in Our Town.
51. What the Junior Red Cross Is Doing.

MISCELLANEOUS

52. Why I Want to Go to High School.
53. The Oldest House in Our Town.
54. What I Would Do if I Had Ten Dollars.
55. My Experience as a Newsboy.
56. How to Get off a Street Car.
57. Burning the Leaves in Autumn.
58. How One Boy Helped on "Clean-up" Day.
59. The Fun I Have on Saturdays in Summer (Winter).
60. How I Earned My First Dollar.
61. What I Did with the First Dollar I Earned.
62. How to Build a Fire in the Grate.
63. How to Mend a Bicycle Tire.
64. How to Make Sugarless Candy.
65. How to Make a Shirt-waist.

66. How to Play Baseball.
67. How I Take Care of Our Furnace.
68. How a Girl Can Earn a Living in Our Town.
69. How I Trained My Dog (Pony, Cat, etc.).
70. If I Were the Teacher of Our Class.
71. My First Skating Lesson.
72. On a Boy-Scout Hike.
73. A Day with the Camp-Fire Girls.
74. My First Day in the Seventh (Eighth) Grade.
75. What a Visitor to Our City Should See.
76. The Busiest Street Corner in Our City.
77. How I Help at Home on Saturdays.
78. What to Do on Rainy Saturdays.
79. How My Town Got Its Name.
80. My First Piano Lesson.
81. Election Night in Our Town.
82. The Person I Should Like to Be.
83. Where I Think I Should Like to Live.
84. How I Canned Vegetables.
85. A Cartoon I Liked.
86. Excitement in the School Yard.
87. How I Should Build a School House.
88. The Garden I Should Like to Have.
89. A Day in School as I Would Have It.
90. How I Amuse the Baby.
91. The Advantages of Being the Oldest in a Family.
92. The Advantages of Being the Youngest in a Family
93. The Doll I Loved Best.
94. The Toy I Played with Most.
95. How Tom Taught Helen to Spin a Top.
96. How Helen Taught Tom to Play Jacks.
97. Why I Was Late for School One Day.
98. The Bird House I Made.
99. The Playhouse I Made.
100. How to Play Robinson Crusoe.
101. My Favorite Seat at School.
102. Why the Birds Come Back.
103. How the Baby Helped Me Write My Composition.
104. Some Things the Boys of Our School Should Do.
105. Some Things the Girls of Our School Should Do.
106. How to Get Up a Picnic.

107. The Story of a Policeman.
108. My First Visit to the Circus.
109. The First Time I Attended the "Movies."
110. The Greatest Fright I Ever Had.
111. The Hero of Our Baseball Team.
112. Our Football Hero.
113. The Study I Like Most.
114. An Act of Kindness to an Aged Person.
115. A Polite Act I Saw Recently.
116. A Balky Horse I Once Saw.
117. A Conversation I Heard in a Street Car.
118. How I Keep My Teeth Clean and White.
119. Why I Sleep with My Window Raised.
120. The First Time I Was Seasick.
121. A Bicycle Race I Once Saw.
122. Spring House-cleaning Time.
123. Shoveling Snow off the Walks in Winter.
124. The Funniest Incident I Ever Saw.
125. A News Item for the Funny Column.
126. How to Get Rid of Flies.
127. An Exciting Experience I Once Had.
128. Taking the Wrong Umbrella by Mistake.
129. What a Polite Boy Does.
130. What a Polite Girl Does.

FOR DEBATES

131. Are Girls More Helpful in the Home than Boys?
132. Resolved, That We Should Have a School Paper.
133. Resolved, That Examinations Should Be Abolished.
134. Resolved, That School Should Close on Circus Day.
135. Resolved, That Firemen are of Greater Service than Policemen.
136. Resolved, That Our City Streets (Country Roads) Should be Improved.
137. Resolved, That Seventh (Sixth) Year Pupils Should Read the Newspapers.
138. Resolved, That Seventh (Sixth) Year Boys and Girls Should Earn All Their Pocket Money.
139. Resolved, That Our School Grounds Should be Beautified.

SUMMARY OF GOOD ENGLISH, BOOKS ONE AND TWO

(For Review of Work of Earlier Grades)

I. CAPITAL LETTERS

A capital letter is used:

- (a) to begin the first word of every sentence.
The boys play ball.
- (b) for the words *I* and *O*.
It is I. O starry sky, how blue you are!
- (c) to begin the first and every important word in the title of a book, a story, a poem, or a picture.
The Waking of the Flowers.
- (d) to begin a proper noun and a proper adjective.
He lived in America. He was an American soldier.
- (e) to begin the abbreviation of every capitalized word.
The abbreviation for December is Dec.
- (f) to begin the title of a person, placed before a name.
I met Dr. Smith yesterday.
- (g) to begin the first word of every line of poetry.
A Christmas gambol oft would cheer
The poor man's heart through half the year.
- (h) to begin every name for God.
Pray the Lord to bless our flag.
- (i) to begin the salutation and the ending of a letter.
My dear Helen: Yours truly,

II. PUNCTUATION

1. A period is used after:

- (a) a declarative sentence.

The boys were returning home for the holidays.

- (b) an abbreviation.

Yesterday was Feb. 22, 1917.

2. A question mark ends an interrogative sentence:

Were the boys brothers?

3. An exclamation mark is used after:

an exclamation and an exclamatory sentence.

Oh! What a noise that is!

4. A hyphen is used:

- (a) to divide a word at the end of a line.

The birds finished building their nests and grass-
hoppers came to bring summer.

- (b) to separate the parts of some compound words.

old-fashioned. twenty-four.

5. A comma or commas are used:

- (a) to separate the day of the month from the year and the day of the week from the month.

I left Charleston Monday, February 12, 1917.

- (b) to separate words in a series unless all are joined by connecting words.

The spring months are March, April, and May.

The spring months are March and April and May.

- (c) to separate words of address from the rest of the sentence.

Where is your book, my child?

- (d) to separate words in apposition from the rest of the sentence.

Bregenz, the quaint city, is protected by battlements and towers.

- (e) after *yes* and *no*, when they are part of an answer.
 "Yes, I am sleepy," said the little leaf.
 Mary said, "No, I cannot go with you."
- (f) to separate the name of the city from the name of the state, in the heading of a letter.
 Chicago, Ill.
- (g) after the complimentary close of a letter.
 Yours very truly,
- (h) usually to separate a short direct quotation from the rest of the sentence.
 "We rustle," said the trees.
 He said, "I must go home now."
- (i) to separate the parts of a divided quotation from the words that divide it, unless the meaning of the sentence requires other marks.
 "If that is true," said the giant, "they will go with you."

6. A colon is used:

- (a) after the salutation of a letter.
 My dear Helen:
- (b) to separate a long quotation from the preceding part of the sentence that contains it.

The poet Tennyson represents the King as saying:
 "I made them lay their hands in mine and swear
 To reverence the king as if he were
 Their conscience, and their conscience as their king;
 To ride abroad redressing human wrongs,
 To speak no slander, no, nor listen to it."

7. The apostrophe:

- (a) the apostrophe and *s* (*'s*) are added to singular words to show possession.
 The girl's book is lost.
- (b) The apostrophe alone is added to plural words that end in *s*, to show possession.
 The boys' bicycles are new.

- (c) The apostrophe and s ('s) are added to plural words that do not end in s, to show possession.

The men's hats are black.

- (d) The apostrophe is used in a contraction to show the omission of one or more letters.

Ruth doesn't like her new hat.

'Tis the last day of summer.

8. The use of quotation marks:

- (a) to enclose the title of a picture, a poem, a story, or a book, when written as part of a sentence.

I have read "The Old Clock on the Stairs."

- (b) to enclose a direct quotation.

The tree said, "No, leave them alone."

- (c) The mark (") is repeated at the beginning of each paragraph or stanza when a quotation continues through more than one paragraph or stanza, but the mark (") is not used until the whole quotation ends.

- (d) Quotation marks enclose each part of a divided quotation.

"Now," said Goldenrod, "I can see the world."

- (e) For a quotation within a quotation single marks (') and (') are used.

Dickens tells us, "The traveler asked the boy, 'What are you doing?' and the boy answered, 'I am always learning.'"

- (f) Quoted sentences should be followed by the marks they would require if not quoted, except that a comma is used in place of a period when the main sentence continues after the quotation ends. The question mark and the exclamation mark, when they end a quotation, are placed inside the quotation mark.

1. "I am always learning," said the boy.
2. "Hurrah for the snow!" called the child.
3. "Will you play with me?" asked the child.

9. Parentheses () are used to enclose parenthetical words:

The next day (Monday) I reached home.

III. SENTENCES

1. Classes of sentences:

A sentence is a group of words expressing a complete thought.

The sun is shining.

- (a) A declarative sentence makes a statement or declares something.

The boys were returning home for the holidays.

- (b) An interrogative sentence asks a question.

Were the boys brothers?

- (c) An exclamatory sentence exclaims or expresses sudden or strong feeling.

Here comes the train!

2. Parts of sentences:

- (a) The subject of a sentence tells about whom or about what something is said.

Heidi | lived in a hut.

- (b) The predicate tells what is said about the subject.

- (c) When the subject is omitted it is called the unexpressed subject, and is generally *you*, understood.

Play with me.

IV. WORDS

1. Classes of words:

- (a) A noun is a word that names a person, a place, or a thing.

Henry, Chicago, coat, honesty.

- (1) A proper noun names a particular person, place, or thing.

Henry, Norfolk.

- (2) A common noun names one or more of a class of persons, places, or things.

man, lake, book.

- (b) A pronoun is a word used instead of a noun.
It is he.
- (c) An adjective is a word that describes.
The helpless boat soon sank.
A proper adjective is formed from a proper noun.
The cotton gin is an American invention.
- (d) A verb is a word used to assert.
Heidi lived on the top of a mountain.
- (e) An adverb is a word that modifies a verb, an adjective, or another adverb.
She sings sweetly.

2. Forming plurals of nouns:

- (a) Most nouns form the plural by adding *s* to the singular.
girl—girls.
- (b) Nouns ending in *s*, *x*, *z*, *sh*, and *ch* form their plurals by adding *es* to the singular.
gas—gases, fox—foxes, adz—adzes, thrush—thrushes,
match—matches.
- (c) Most nouns ending in *f* or *fe* form their plurals by changing the *f* or *fe* to *v* and adding *es*.
leaf—leaves, knife—knives.
- (d) Most nouns ending in *y* form their plurals by changing *y* to *i* and adding *es*.
lily—lilies, lady—ladies.

3. Comparison of adjectives:

- (a) Most short adjectives that describe are compared by adding *er* when comparing two persons or things, and *est* when comparing more than two.
old, older, oldest.
- (b) Long adjectives are compared by using *more* or *less* when comparing two persons or things, and *most* or *least* when comparing more than two.
pleasing, more pleasing, most pleasing.
patient, less patient, least patient.

4. Suffixes and prefixes to words:

- (a) A suffix is an addition of a letter or letters to the end of a word to modify its meaning.
rayless, greener.
- (b) A prefix is an addition of a letter or letters to the beginning of a word to modify its meaning.
unarmed, review.

5. Special words:

- (a) A compound word is formed by joining two or more words.
footsteps, old-fashioned.
- (b) Homonyms are words that are pronounced alike but have different meanings.
tale, tail.
- (c) A synonym is a word that may be substituted for another word in a sentence without materially changing the meaning.
They toil for daily bread. They work for daily bread.

6. Correct use of words:

- (a) Give sentences containing these homonyms.

tail	there	hear	sea	red	to
tale	their	here	see	read	too
					two

- (b) *There* is sometimes used as an introductory word.
There was a heavy corn crop on the farm.
- (c) *Learn* means to gain knowledge; *teach* means to give knowledge.
- (d) *In* is used in telling the place where some person or thing is; *into* shows motion from one place to another.
- (e) Give sentences containing the following words:
- | | |
|-----------------------|-----------------------------------|
| <i>doesn't, don't</i> | <i>its and it's</i> |
| <i>you, he, and I</i> | <i>shall, will</i> |
| <i>you were</i> | <i>this, that</i> |
| <i>has, have</i> | <i>these, those</i> |
| <i>have, haven't</i> | <i>It is I, he, she, we, they</i> |

(f) Give sentences containing the following forms:

<i>Present</i>	<i>Past</i>	<i>With "have"</i>	<i>Present</i>	<i>Past</i>	<i>With "have"</i>
grow	grew	grown	spring	sprang	sprung
see	saw	seen	bring	brought	brought
come	came	come	run	ran	run
learn	learned	learned	sit	sat	sat
teach	taught	taught	set	set	set
do	did	done	know	knew	known
give	gave	given	throw	threw	thrown
ring	rang	rung	shine	shone	shone
go	went	gone	catch	caught	caught
swim	swam	swum	ride	rode	ridden
eat	ate	eaten	lie	lay	lain
blow	blew	blown	lay	laid	laid
sing	sang	sung	write	wrote	written
fly	flew	flown	burst	burst	burst
bloom	bloomed	bloomed	speak	spoke	spoken
sow	sowed	sown			

V. GENERAL LANGUAGE FACTS

- (a) A paragraph is a part of a composition that tells about some particular topic. The first line of each paragraph is indented.
- (b) A group of topics showing the various steps in the development of a subject is called an outline.

Subject: Our Picnic.

- (a) Who we were and where we went.
- (b) Interesting things we saw.
- (c) Our lunch.
- (d) Our return home.
- (c) Place the title of a composition in the center of the first line of the first page. Leave a space of at least one line between the title and the first line of the composition.
- (d) Three or more words of the same kind, used in the same way, make a series of words.
I like oranges, pears, and apples.
- (e) Words in apposition explain other words that precede them.
John, our shortstop, is a good batter.

- (f) When a word is shortened or when two words are joined to form one word, and one or more letters are omitted, the new word is called a contraction.
 May the flag wave o'er the land of the free.
 'Tis the star-spangled banner.
- (g) When plants, animals, or things without life are treated as if they were persons, they are said to be personified.
 "Yes, take them," said the Tree.
- (h) A direct quotation gives the exact words of the speaker.
 The boy said, "Monday I shall go home."
- (i) An indirect quotation tells what the speaker has said, without giving his exact words.
 The boy said that he would go home Monday.
- (j) An abbreviation is the shortened form of a word.
 December . . . Dec.

VI. LETTER WRITING

- (a) The friendly letter.

(heading) → $\left\{ \begin{array}{l} 1118 \text{ Forest Ave.} \\ \text{Atlanta, Ga.,} \\ \text{Dec. 6, 1917} \end{array} \right.$

Dear Grace: ←(salutation)

My teacher has just taught me to write a letter. I am going to write you often and tell you the news. I have learned to repeat from memory all of "Home, Sweet Home." Isn't it splendid?

(complimentary close) → *Your friend,*

Lillian ←(signature)

- (b) Addressing the envelope.

<p><i>Miss Grace Hall</i> <i>28 Summit St.</i> <i>Louisville</i> <i>Kentucky</i></p>	<div style="border: 1px solid black; padding: 5px; width: 80px; margin: auto;">Stamp</div>
---	--

- (c) A business letter contains the address of the person or firm to which it is written.

121 Main St.,
Nashville, Tenn.
Dec. 1, 1920

Scott, Foresman and Co.
623 South Wabash Ave.
Chicago, Ill.

Gentlemen:

Inclosed you will find a P. O. Money Order for sixty cents (\$.60), for which please send me a copy of "The Story of Europe."

Yours truly,
Kenneth Brown

- (d) The formal invitation.

Miss Janet Carey requests the pleasure of Miss Harriet French's company at her birthday party, Thursday, June twenty-fourth, from three to six o'clock.

56 Broad Street
June tenth

- (e) The formal acceptance.

Miss Harriet French accepts with pleasure Miss Janet Carey's kind invitation to her birthday party on Thursday, June twenty-fourth, from three to six o'clock.

654 Quincy Street
June twelfth

- (f) Formal regrets.

Miss Mary Arthur regrets that her mother's illness prevents her acceptance of Miss Janet Carey's kind invitation to her birthday party on Thursday, June twenty-fourth, from three to six o'clock.

424 Northumberland Road
June fifteenth

OUTLINE AND SUMMARY OF ENGLISH GRAMMAR

THE SENTENCE AND ITS ELEMENTS

A sentence has two necessary parts:

- I. **The subject** tells about whom or about what something is said (p. 327).

The *complete subject* may include

- A. The *subject substantive* — the principal word (usually noun or pronoun — p. 49) and
- B. *Modifiers* — adjectives, adjective phrases and clauses, appositives, etc. (pp. 40, 81, 114, 342).

The subject may also be

1. *Simple* — having one subject substantive (p. 10), or
2. *Compound* — having more than one subject substantive (p. 10).

The subject is sometimes unexpressed, especially in direct commands, where it is *you*, understood (p. 327).

ELEMENTS OF PREDICATE

- II. **The predicate** tells what is said about the subject (p. 327).

The *complete predicate* may include

- A. The *predicate verb* — either one word (p. 57) or a group of words making a *verb phrase* (p. 58).
- B. *Modifiers* — adverbs, adverbial phrases and clauses, etc. (pp. 78, 81, 116).
- C. The following kinds of objects or completing constructions:
 1. A *direct object* (p. 69).
 2. An *indirect object* (p. 74).
 3. A *predicate noun* or *pronoun* or *adjective* (pp. 60, 61).
 4. A *secondary object* (see next page).
 5. A *retained object* (see next page).
 6. An *adjunct accusative* (see page 335).
 7. An *adverbial accusative* (see page 335).

The following constructions have not been treated in the body of the text:

The Secondary Object.

George asked Charles a *question*.

The verb *asked* takes two objects, one that denotes a person, another that denotes a thing. *Charles*, the name of the person asked, is the direct object; *question*, the thing asked, is called the **secondary object**. The use of a word as secondary object is an accusative case-use.

Point out the direct objects and the secondary objects in the following sentences:

1. The people of Paris asked Genevieve what they should do.
2. Henry asked the boys their reasons.
3. I will ask my father his opinion.

Write two sentences each containing a secondary object. Underline the direct objects once, the secondary objects twice.

The Retained Object.

1. Charles granted George his desire.
2. George was granted *his desire* by Charles.
3. Charles asked George a question.
4. George was asked *a question* by Charles.

What is the direct object of the verb *granted* in the first sentence? What is the indirect object? What is the voice of the verb in the second sentence? The noun *desire*, which is the direct object of the verb in the active voice, is *retained* when the verb is used in the passive voice.

What is the direct object in the third sentence? What is the secondary object? What is the voice of the verb in the fourth sentence? The noun *question*, which is the secondary object of the verb in the active voice, is *retained* when the verb is made passive.

The use of a word as a **retained object** is an accusative case-use.

Find all the retained objects in the following sentences:

1. Genevieve was given much honor by the people.
2. When she was asked what they should do, she told **them**.
3. My father was asked his opinion.
4. I was immediately told his reasons.

Write three sentences containing indirect or secondary objects; then turn them into the passive voice with retained objects.

The Adjunct Accusative.

1. Genevieve's example made the men *brave*.
2. The people called Genevieve *the Defender* of Paris.

What is the direct object of the verb *made* in the first sentence above? You know that Genevieve's example did not *make* the men. It made them become something they were not before; it made them become *brave*. The adjective *brave* completes the meaning of the predicate and describes the direct object, *men*.

What word is the direct object of the verb *called* in the second sentence? The noun *Defender* completes the meaning of the predicate and explains the direct object *Genevieve*.

A word that is used to complete the meaning of the predicate and to describe the direct object is called an **adjunct accusative**.

The adjunct accusative is used with *make, call, choose, name, think,* and some other verbs of similar meaning. Either nouns or adjectives may be used as adjunct accusatives.

Select the adjunct accusatives in the following sentences. Tell **which** of them are adjectives and which are nouns.

1. News of Attila's invasion made the men cowards.
2. They thought him invincible.
3. The Huns called him chief.
4. The Gauls chose Genevieve their leader.
5. They considered her wise.
6. The boys elected Henry captain of the football team.
7. They nicknamed him "Cap."
8. Make my home yours.

Write five sentences containing adjunct accusatives.

The Adverbial Accusative.

1. The ship sailed *the next day*.
2. The book is worth *one dollar*.
3. My ruler is *twelve inches* long.
4. You must walk *a mile* farther.

What does *the next day* tell you in sentence one? Note that the preposition *on* can be inserted without change of meaning. What kind of phrase is *on the next day*? The noun *day*, then, is used without a preposition in sentence one, to tell *when* the ship sailed.

Worth in sentence two is an adjective. Select the noun that modifies **the** adjective and tells *how much*.

Long in sentence three is an adjective. Select the noun that modifies this adjective and tells *how long*.

Farther in sentence four is an adverb. Select the noun that modifies this adverb and tells *how far*.

When a noun is used without a preposition to tell *when, where, how much, how long, how far, etc.*, it performs the work of an adverb and is said to be used adverbially. This construction is called the **adverbial accusative**.

Find all the adverbial accusatives in the following sentences:

1. Genevieve lived in Gaul many hundred years ago.
2. One day the people heard that the Huns were coming.
3. The Gauls fled a short distance.
4. They hesitated a long time before returning.
5. The next day they prepared to fight.
6. All her life Genevieve was an inspiration to the people.
7. "Play this way," said the captain.
8. Come here this instant.

Write five sentences each of which contains an adverbial accusative.

The predicate (like the subject) may be

1. *Simple* — containing but one predicate verb (p. 10).
2. *Compound* — containing more than one predicate verb (p. 10).

Some of the constructions in the predicate — such as the direct object, the predicate noun, etc. — may also be simple or compound.

Examples: John outran *George and Harry* (compound object).

Washington was both *a soldier* and *a statesman* (predicate nouns).

ORDER IN THE SENTENCE

A sentence is said to be in

- I. *Natural order*, when the subject precedes the predicate (p. 6).
- II. *Transposed order*, when at least part of the subject follows the predicate (p. 6).

Interrogative and exclamatory sentences are usually in transposed order.

PHRASES AND CLAUSES

The following groups of words may be taken together in the sentence:

- A. **The phrase** does not contain a subject or a predicate (p. 81).
1. An *adjective phrase* modifies a noun or a pronoun (p. 81).
 2. An *adverbial phrase* modifies a verb, adjective, or adverb (p. 81).
 3. A *substantive phrase* takes the place of a noun (p. 187).
 4. A *prepositional phrase* is introduced by a preposition (p. 85).
 5. A *verb phrase* is a group of words making a verb (p. 58).
 6. A *participial phrase* consists of a participle with its modifiers, object or objects, and other accompanying words (pp. 281, 282).
 7. A *gerundive phrase* consists of a gerund with its accompanying words (pp. 298, 299).
 8. An *infinitive phrase* consists of an infinitive with its accompanying words (p. 300), unless there is a subject and therefore an infinitive clause (p. 355).

Phrases are usually placed near the words they modify (p. 83).

- B. **The clause** contains a subject and a predicate (p. 13).

- I. A *principal*, or independent, clause can be taken as a complete statement or question by itself (p. 17).
- II. A *subordinate* clause is not complete by itself (p. 17).
Subordinate clauses may be
 1. *Adjective*, when they modify nouns or pronouns (p. 114).
 2. *Adverbial*, when they modify verbs, adjectives, or adverbs (p. 116).
 3. *Substantive*, when they take the place of nouns (p. 187).

A *relative clause* is a clause introduced by a relative pronoun (p. 142).

An *infinitive clause* is a clause of which the principal elements are an infinitive and its subject (p. 355).

CLASSES OF SENTENCES

Sentences are classified according to their *purpose* as —

- I. *Declarative* — making assertions or giving directions (p. 327); followed by a period (p. 324).
- II. *Interrogative* — asking direct questions (p. 327); followed by a question mark (p. 324).
- III. *Exclamatory* — expressing strong feeling (p. 327); followed by an exclamation mark (p. 324).

The exclamatory class is not parallel to and exclusive of the other two classes, for either a declarative or an interrogative sentence may be made exclamatory if it is desired to express particularly strong feeling.

Examples: I'm killed, Sire. I'm killed, Sire!
 Isn't she handsome? Isn't she handsome! (ironical)

Sentences are also classified according to their *form* as —

- I. *Simple* — containing but one assertion, but one clause (p. 12).
 This may include —
 (a) A compound subject (p. 10).
 (b) A compound predicate (p. 10).
 (c) Both compound subject and compound predicate (p. 12).
- II. *Compound* — containing two or more independent clauses (p. 14).
- III. *Complex* — containing a principal clause and one or more subordinate clauses (p. 18).

INDEPENDENT ELEMENTS

Independent elements in the sentence may occur as follows:

1. *Words of address* — a nominative case-use (p. 51).
2. *Exclamatory nominatives* (p. 52).
3. *Exclamatory accusatives.* *Example:* Ah me!
4. *Interjections* (p. 101).
5. *Nominative absolutes* (p. 353).
6. *Parenthetical expressions* not related to the sentence in construction.

Example: One day last year (*I forget the date*) I was nearly drowned.

THE PARTS OF SPEECH

The classes into which words are divided according to their use in sentences (p. 103):

- I. *The Noun* (see pages 339-342 and references there given).
- II. *The Pronoun* (see pages 343-346 and references there given).
- III. *The Adjective* (see pages 346-348 and references there given).
- IV. *The Verb* (see pages 348-363 and references there given).
- V. *The Adverb* (see pages 363, 364 and references there given).
- VI. *The Preposition* (see pages 364-366 and references there given).
- VII. *The Conjunction* (see pages 366, 367 and references there given).
- VIII. *The Interjection* (see page 367 and reference there given).

Substantive is a general term including nouns and pronouns and all words or groups of words used instead of nouns (p. 186).

Inflection is variation in the form of a word according to its use, called

Declension, in nouns and pronouns (pp. 129, 325, 328).

Conjugation, in verbs (pp. 358-363).

Comparison, in adjectives and adverbs (pp. 256, 271, 328).

The other parts of speech are not inflected.

THE NOUN

I. **The noun** — the name of a person, place, or thing (p. 327).

A. A *proper noun*, the individual name of a particular person, place, or thing (p. 327); begins with a capital letter.

B. A *common noun*, the name of one or more of a class of persons, places, or things (p. 327).

Special classes of nouns are:

The *collective noun*, the name of a group or collection of persons or things (p. 126).

The *abstract noun*, the name of some quality or general idea.

Examples: *Bravery* is at a premium in these days.

The *blackness* of the clouds frightened me.

THE NOUN — GENDER

Nouns may vary in form to show —

1. **Gender**, indicating sex (or the absence of sex).

<i>Masculine</i>	}	(p. 121).
<i>Feminine</i>		
<i>Neuter</i>		

Nouns often refer to persons or animals without giving any indication of sex, which may be either masculine or feminine. Such words are sometimes said to be of *common* gender.

Examples: The *sheep* were running in all directions.
The *crowd* was very large.

Gender in English nouns is usually a matter of the meaning of the word; one who knows what a word means knows its gender. Many familiar pairs of words indicate respectively the male and the female.

<i>Examples:</i>	<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
	father	mother	king	queen
	husband	wife	wizard	witch
	brother	sister	drake	duck

The ending *ess* is often added to a noun to make it feminine, and in many cases the corresponding masculine form ends in *or* or *er*.

<i>Examples:</i>	<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
	heir	heiress	actor	actress
	lion	lioness	waiter	waitress

Endings from other languages, indicating gender, have in many cases been adopted into English.

<i>Examples:</i>	<i>Masculine</i>	<i>Feminine</i>
	executor	executrix
	sultan	sultana

Gender is sometimes indicated by prefixing or adding a noun or a pronoun.

<i>Examples:</i>	<i>Masculine</i>	<i>Feminine</i>
	manservant	maidservant
	he-bear	she-bear
	milkman	milkmaid
	salesman	saleswoman

THE NOUN — NUMBER

2. **Number**, indicating whether one or more than one is meant.

Singular } (p. 328).
Plural }

Summary of rules for plurals:

Most English nouns form their plurals by adding *s* to the singular (p. 328).

If the singular ends in *s*, *x*, *z*, *sh*, or *ch* (soft), *es* is added (p. 328).

Many nouns ending in *o* preceded by a consonant add *es* (p. 37).

Most nouns ending in *y* change *y* to *i* and add *es* (p. 328).

A number of nouns ending in *f* or *fe* change *f* or *fe* to *v* and add *es* (p. 328).

Some nouns form their plurals by a change of vowel within the word (p. 37).

Some nouns have two plural forms, usually with different meanings (p. 53).

Some nouns make no change for the plural (p. 53).

Proper names preceded by titles form plurals in various ways (p. 53).

There are a few plurals in *en* (*oxen*, *children*, etc.).

Many foreign nouns keep their foreign plurals (sometimes taking an English plural also).

<i>Examples:</i>	analysis	analyses	formula	formulae
	cherub	cherubim or cherubs	stratum	strata
	crisis	crises	terminus	termini

Compound nouns most commonly make the last part plural; sometimes the first part or even both parts.

<i>Examples:</i>	spoonful	spoonfuls	son-in-law	sons-in-law
	forget-me-not	forget-me-nots	manservant	menservants

Letters and figures form plurals by adding an apostrophe and *s*.

Examples: He put only two n's in the word *running*.
 There were three 7's in the number.

Some nouns are used in the plural only (*tidings*, *scissors*, etc., p. 135).

Some nouns that are plural in form are singular in meaning (*news*, *politics*, etc.).

Examples: The news that day was bad.
 Athletics was his chief interest.

THE NOUN — CASE

3. Case, indicating construction in the sentence (p. 50).

Case-forms of English nouns are —

Common, used for nominative, accusative, and dative case-uses (see below).

Genitive, the form indicating possession (p. 103).

Case-uses are much more important in English than *case-forms*.

A. *Nominative* —

- (a) *Subject* of sentence or clause (p. 51).
- (b) *Predicate noun* or pronoun (p. 60).
- (c) *Of address* (p. 51).
- (d) *Of exclamation* (p. 52).
- (e) *Absolute* (p. 353).

B. *Accusative* —

- (a) *Direct object* (p. 70).
- (b) *Secondary object* (p. 334).
- (c) *Retained object* (p. 334).
- (d) *Adjunct accusative* (p. 335).
- (e) *Subject in infinitive clause* (p. 355).
- (f) *Predicate in infinitive clause* (p. 355).
- (g) *Adverbial* (p. 335).
- (h) *With a preposition* (p. 85).

C. *Dative* —

- (a) *Indirect object* (p. 74).

D. *Genitive* —

- (a) *Of possession* (pp. 103, 154).
- (b) *Of connection* (p. 103).

A word in apposition (p. 330) may be in any case-use, agreeing with the substantive it explains.

- (a) *Nominative*—Brown, our *Governor*, died.
- (b) *Accusative*—The Gauls defeated Attila, *leader of the Huns*.
- (c) *Dative*—Please give me, your *friend*, that book.
- (d) *Genitive*—John's, my *brother's*, bat is broken.

THE PRONOUN — CLASSES

II. The pronoun — a word used in place of a noun (p. 32).

The classes of pronouns are:

A. *Personal* (pp. 32, 128).

Compound personal pronouns, made by adding *self* or *selves* to simple forms, are classified as—

- (a) *Reflexive*, when used with a transitive verb or a preposition, referring back to the subject of the verb.

Examples:

1. I bought it for *myself*.
2. Do not blame *yourself* so much.
3. He must be true to *himself* (never *hissself*).
4. She laughed at *herself*.
5. The bird hurt *itself*.
6. We cannot see *ourselves* as others see us.
7. You should think of *yourselves*.
8. They did it for *themselves* (never *theirselves*).

- (b) *Intensive*, when used in apposition to make an assertion more emphatic. The forms are the same as those of the reflexive pronouns.

Examples:

- | | |
|---------------------------|--|
| 1. I heard it. | 1a. I <i>myself</i> heard it. |
| 2. You told me. | 2a. You <i>yourself</i> told me. |
| 3. My father saw it. | 3a. My father <i>himself</i> saw it. |
| 4. She knew it. | 4a. She <i>herself</i> knew it. |
| 5. The state was divided. | 5a. The state <i>itself</i> was divided. |
| 6. We are to blame. | 6a. We <i>ourselves</i> are to blame. |
| 7. You were there. | 7a. You <i>yourselves</i> were there. |
| 8. They did it. | 8a. They <i>themselves</i> did it. |

B. *Possessive* (pp. 34, 128).

These have been commonly treated in English grammars as case-forms of personal pronouns; but are classified by the Joint Committee on Grammatical Nomenclature as *possessive pronouns* or *possessive adjectives*, according to their use in the sentence. See next page for examples.

CLASSES OF PRONOUNS (*Continued*)*Possessive Adjectives*

1. *My* book is torn
2. *Your* dog bit me.
3. *His* hat blew off.
4. That is *her* book.
5. These are *our* seats.
6. They gave me *their* flowers.
7. *Whose* coat is this?

Possessive Pronouns

- 1a. *Mine* is the best.
- 2a. Is *yours* the black dog?
- 3a. *His* is the gray hat.
- 4a. *Hers* is the larger one.
- 5a. *Ours* are near the window.
- 6a. They gave me *theirs*.
- 7a. I don't know *whose*.

C. *Demonstrative* (pp. 34, 145). These may also be adjectives.

The *identifying pronoun*—*same*—shares the nature of demonstrative pronouns and may similarly be used as an adjective.

Example:

Chibiabos tried to make men better; the *same* is true of Kwasind. (*Same* will become an adjective if *thing* is supplied for it to modify.)

D. *Interrogative* (pp. 33, 144). Some of these may be adjectives. See page 144.

E. *Relative* (pp. 33, 142).

Compound forms made by adding *ever* or *soever* to *who*, *whom*, *which*, or *what*, are in common use as relative pronouns, rarely as interrogative. *Whichever* and *whatever* also (like *which* and *what*), may be used as relative or interrogative adjectives.

Examples:

Give it to *whoever* comes. (Relative pronoun)

Take *whatever* you wish. (Relative pronoun)

Take *whichever* flower you prefer. (Relative adjective)

Whatever can he want? (Interrogative pronoun)

F. *Indefinite* (p. 155). Some of these may also be adjectives. See page 155.

The *reciprocal pronouns*—*each other*, *one another*—are a sort of compound indefinite pronouns (p. 158).

The *antecedent* of a pronoun is the word (or words) for which it stands (p. 32). A pronoun should agree with its antecedent in gender, number, and person (p. 130).

PRONOUN FORMS

Pronouns may vary in form to indicate —

1. **Person** — a distinction applying to personal (including reflexive and intensive) and possessive pronouns.

- | | |
|---|-------------|
| (a) <i>First person</i> — person speaking | } (p. 128). |
| (b) <i>Second person</i> — person spoken to | |
| (c) <i>Third person</i> — person or thing spoken of | |

Relative pronouns depend on their antecedents for person.

Examples:

- I who* am speaking (first person).
You who are addressed (second person).
He who is present (third person).

2. **Gender** — a distinction applying to personal (including reflexive and intensive) and possessive pronouns.

<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>
he, him, his	she, her, hers	it, its
himself	herself	itself

The gender of other pronouns depends on their antecedents.

3. **Number.**

- (a) In *personal pronouns*. See page 129.
 (b) In *possessive pronouns*. Any possessive pronoun may be singular or plural according to the number of its antecedent.

Examples:

<i>Singular</i>	<i>Plural</i>
<i>Mine</i> is the largest (book).	<i>Mine</i> are the finest (cherries).
<i>Theirs</i> is the prettiest (house).	<i>Theirs</i> are the ripest (apples).

- (c) In *demonstrative pronouns*.
This, that—singular: *these, those*—plural.
 (d) *Interrogative and relative pronouns* depend on their antecedents for number.
 (e) In *indefinite pronouns*.
Both, few, many, others, several, are plural; *any, all, more, most, none, some, such*, may be singular or plural; the others are ordinarily singular (p. 156).

THE PRONOUN — CASE

4. Case.

A. *Case-forms* of English personal pronouns and of the pronoun *who* (either relative or interrogative) are:

- (a) *Nominative*
 (b) *Accusative-dative* } (p. 129).

Who—nominative; *whom*—accusative-dative.

B. *Case-uses* — as for nouns (p. 342). The *genitive* uses of the personal pronouns, however, are supplied by the possessive pronouns and the possessive adjectives. A few indefinite pronouns have genitive forms.

Examples: one's, another's.

THE ADJECTIVE

III. **The adjective** — a word that describes or limits the meaning of a substantive (p. 40).

A. A *descriptive adjective* tells kind or condition (p. 203).

A descriptive adjective formed from a proper noun is a *proper adjective* and begins with a capital letter (p. 41).

B. A *limiting adjective* points out or denotes number (p. 203).

Classes of limiting adjectives:

1. *Articles* (p. 203).

(a) *Definite article* — *the*.

(b) *Indefinite articles* — *a* and *an*.

A before word beginning with conso-
 nant } (p. 203).
An before word beginning with vowel }

2. *Pronominal adjectives*, words that may sometimes be pronouns, sometimes adjectives (pp. 42, 204).

(a) *Possessive* (p. 128).

(b) *Demonstrative* (p. 146).

Identifying—*same* when used as an adjective.

See identifying pronoun (p. 344).

(c) *Interrogative.**Example:**Which* book do you mean? (Adjective)*Which* is your book? (Pronoun)(d) *Relative.**Example:*I fear it may rain, in *which* case I will not go.
(Adjective)The book *which* you saw is mine. (Pronoun)(e) *Indefinite.**Example:**Few* boys have so many books. (Adjective)*Few* could come to the party. (Pronoun)3. *Numeral adjectives*, indicating number (p. 203).(a) Cardinal — *one, two*, etc.(b) Ordinal — *first, second*, etc.

Adjectives are usually, but not always, placed immediately before the substantive they modify (p. 41).

A *predicate adjective* is an adjective in the predicate describing or limiting the subject (p. 61).

An adjective may be used substantively (p. 186).

Comparison is the only inflection of adjectives.

1. *Positive degree*, simple form (p. 258).2. *Comparative degree* (p. 258).(a) In case of short adjectives commonly made by adding *er* (p. 328).(b) Many adjectives of two syllables and nearly all of more than two are preceded by *more* or *less* to make the comparative degree (p. 328).3. *Superlative degree* (p. 258).(a) In case of short adjectives add *est* (p. 328).(b) In case of longer adjectives precede by *most* or *least* (p. 328).

THE ADJECTIVE — COMPARISON

A few common adjectives are compared irregularly.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
good (well)	better	best
bad (evil, ill)	worse	worst
far	farther	farthest
	further	furthest
little	less, lesser	least
much, many	more	most
late	latter, later	last, latest
old	elder, older	eldest, oldest
nigh		next

A number of superlatives end in *most*.

Examples: topmost, innermost, southmost, etc.

THE VERB

IV. **The verb** — a word used to assert action or existence (p. 57); may be a single word or a *verb phrase* (p. 58).

Classes as to *use*:

- A. *A transitive verb* — asserts action directly performed upon an object (p. 70).
- B. *An intransitive verb* — any verb not transitive (p. 71).
 1. *A complete verb*, an intransitive verb that does not require a predicate nominative or adjective (p. 71).
 2. *A linking verb*, an intransitive verb that connects the subject with a predicate nominative or adjective (p. 72).

Classes as to *form*:

Regular } (see pp. 243, 244).
Irregular }

The inflection of a verb is called its *conjugation*, of which the principal elements are:

A. **Voice** (p. 188).

Active voice represents the subject as acting.

Passive voice represents the subject as acted upon.

Only transitive verbs can be used in the passive voice.

B. Person (pp. 128, 214).

1. *First*, subject the first-person pronoun *I* or its equivalent.
2. *Second*, subject the second-person pronoun *you* (*thou*) or its equivalent.
3. *Third*, subject a third-person pronoun or any noun (p. 214).

C. Number (p. 214).

1. *Singular*, to agree with a singular subject.
2. *Plural*, to agree with a plural subject.

Special matters of agreement in number:

- (a) In case of a collective noun (p. 126).
- (b) Indefinite pronoun (p. 217).
- (c) Singular substantives connected by *or* or *nor* (p. 215).
- (d) Singular subject modified by a phrase (p. 216).

D. Tense indicates the time of the assertion.

- | | | | |
|---|-------------|---|-------------|
| <ol style="list-style-type: none"> 1. <i>Present</i> 2. <i>Past</i> 3. <i>Future</i> | } (p. 230). | <ol style="list-style-type: none"> 4. <i>Present perfect</i> 5. <i>Past perfect</i> 6. <i>Future perfect</i> | } (p. 232). |
|---|-------------|---|-------------|

Besides the above, there are also the *progressive* forms, which represent the action as continuing in present time, past time, etc. (p. 230).

Examples:

1. Present progressive—*I am doing*, etc.
2. Past progressive—*I was doing*, etc.
3. Future progressive—*I shall be doing*, etc.
4. Present perfect progressive—*I have been doing*, etc.
5. Past perfect progressive—*I had been doing*, etc.
6. Future perfect progressive—*I shall have been doing*, etc.

There are also special forms of the present and the past with *do* and *did*, used in *questions*, in *negative assertions*, and in *emphatic statements* (p. 269).

Examples:

<i>Present</i>	<i>Past</i>
<i>Do you think he was right?</i>	<i>Did he come?</i>
<i>I do not think he was right.</i>	<i>He did not come.</i>
<i>I do think he was right.</i>	<i>He did come.</i>

AUXILIARY VERBS

Verbs used with other verbs in making tense forms or verb phrases are called *auxiliary verbs* (p. 268). The principal auxiliary verbs are:

- be*—used in making passive and progressive forms (pp. 230, 361).
- have*—used in making the perfect tenses (p. 232).
- do, did*—used in the emphatic forms (p. 269).
- shall and will*—used in the future and future perfect tenses and to express determination or volition (p. 269).
- may, might*—used to express permission or possibility (p. 269).
- can, could*—used to express ability or power (p. 269).
- would*—used to express determination or customary action (p. 269).
- should*—used to express duty or obligation (p. 269).
- ought*—used to express duty or obligation (p. 269).
- must*—used to express necessity (p. 269).
- let*—used in expressing a wish.

Example: Please *let* me go.

Should and *would* are also used in making the *past future* tense and the *past future perfect* in the conclusions of conditions.

Examples: I *should like* it if you *could* go.
He *would* never *have forgiven* me if I had told.

THE VERB — MOOD

E. **Mood** shows the manner of the assertion.

1. *Indicative*, the mood used in asserting facts or asking questions.

Examples: He *is* a man.
Were you at school yesterday?
John *struck* James.
Why *did* he *strike* him?

The vast majority of verbs in ordinary use are indicative.

2. *Imperative*, the mood used (in second person and present tense only) to express a direct command.

Examples: John, *come* here at once.
Strike if you are men.

The subject of a verb in the imperative mood is always *you*, understood (p. 327).

3. *Subjunctive*, the mood used to express a few special meanings, such as wish, uncertainty, a condition contrary to fact, etc.

1. Long *live* the king!
2. I insist that he *tell* me.
3. *Be* that as it may, I can't go with you.
4. If John *were* only here, we might win the game.

If sentence 1 were made a direct assertion, what would the verb be? In what way would the meaning be changed? This sentence seems at first similar to a sentence with an imperative verb; but you will notice that here *the king* is the subject, whereas in a sentence having an imperative verb, the subject is always second person—*you* understood.

If the subordinate clause in sentence 2 were turned into a direct statement, what would the verb be? What is the meaning of this sentence? Of sentence 3?

If the subordinate clause in sentence 4 were turned into a direct statement, what would the verb be? Does this sentence imply that John is here, or is not here? This is called a condition contrary to fact. Note also the form of the verb in the clause beginning with *if* in the first sentence of this paragraph, and in the first sentence of each of the two preceding paragraphs.

By comparison of the forms for the subjunctive with the forms for the indicative in the tables of verb forms on pages 358-362, you will find that there are only a few variations, as follows:

1. Present subjunctive of *be*, of which the form is *be* in all persons and both numbers. The corresponding indicative forms are *am, is, are*.
2. Past subjunctive of *be*, of which the form is *were* in all persons and both numbers. This varies from the indicative *was* in the first and third person singular.
1 and 2 apply to all uses of *be* as an auxiliary.
3. Third person singular present subjunctive of all other verbs, without the final *s* that marks the corresponding indicative form. (See sentences 1 and 2 in the preceding examples of the subjunctive.)

In the case of *have*, either as an independent verb or as an auxiliary, this means that the subjunctive is *have* where the indicative is *has*.

SUBJUNCTIVE (*Continued*)

The subjunctive is not very common, and in many cases its meaning can be expressed by a verb phrase with one of the auxiliary verbs listed on page 268.

<i>Examples:</i>	<i>Verb Phrase</i>	<i>Subjunctive</i>
	1. <i>May</i> the king <i>live</i> long!	1a. Long live the king!
	2. I insist that he <i>shall tell</i> me.	2a. I insist that he tell me.
	3. He requested that I <i>should</i> go.	3a. He requested that I go.
	4. That <i>would be</i> terrible.	4a. That were terrible.

Find examples of the subjunctive mood in the following sentences, and tell the meaning of each. What would the indicative form be in each case? What verb phrases with auxiliaries will express the same meanings?

1. Heaven help us!
2. Would that he were gone!
3. The general ordered that the first division start at once.
4. It is important that this work be done promptly.
5. Everyone rise.
6. He acts as if he were crazy.
7. Give him food lest he perish.
8. Though he slay me, yet will I trust him.
9. I move that this meeting adjourn.
10. Suffice it to say.
11. God bless you!
12. It is right that he do this.
13. My wish is that he succeed.
14. If that be true, I shall be sorry.
15. The saints preserve us!
16. Come what will, I'll do it.
17. I will go rain or shine.
18. If it were true, he would act differently.
19. Honor be to his memory!
20. O that I were a better boy!
21. Say what you will, I can't believe you.
22. I demand that he tell me the truth.
23. It is necessary that he act quickly.
24. If I were he, I should be angry.
25. Heaven give me strength!

NON-MODAL FORMS

There is a group of important verb forms used partly as verbs and partly as some other part of speech. Because they do not belong to the indicative, imperative, or subjunctive moods, they are called *non-modal forms*. They are:

A. The participle, used partly as an adjective and partly as a verb (p. 282).

	<i>Active</i>	<i>Passive</i>
Present	striking	being struck
Past		struck (p. 231)
Phrasal past	having struck	having been struck

The participle may be used with a substantive in the *nominative absolute* construction.

1. The dawn having come, the boy arose.
2. The question being settled, he waited the combat.
3. Their champions chosen, the two armies watched and waited.

Select the participles in these sentences. Tell what each participle modifies. Notice that the noun modified by the participle in each of these sentences is not connected in construction with the rest of the sentence in which it is used.

In sentence 1 the expression, *the dawn having come*, is a group of words having no subject or predicate, and is, therefore, a phrase. It is not connected in construction with the rest of the sentence, but the meaning is that of an adverbial phrase or clause telling *when* the boy arose. The noun *dawn* is used independently with the participle *having come*. Such use of a substantive in connection with a participle is a nominative case-use, and the construction is called the **nominative absolute**.

What nouns in sentences 2 and 3 are used independently with participles? What is this use called?

Select the subject and the predicate in each of the following sentences; select the nouns used independently with participles:

1. The question decided, the boy was happy.
2. His request granted, he left the tent.
3. The story told, he waited the decision.
4. The journey being postponed, they rested another day.
5. The boy continued his pleading, the old man listening with a troubled face.

THE PARTICIPLE (*Continued*)

6. He departed, the old man watching him out of sight.
7. Supplies having arrived, the men rejoiced.
8. The army having won many battles, the boy did not fear defeat.

A participle may lose all its force as a verb and become a simple adjective.

<i>Example:</i>	<i>Participle</i>	<i>Adjective</i>
	<i>Charming</i> all who saw her, she danced across the floor.	She was a <i>charming</i> girl.

THE GERUND

B. The gerund, in form like the participles in *ing*, but used partly as verb and partly as substantive (p. 299).

<i>Example:</i>	<i>Gerund</i>	<i>Participle</i>
	In <i>striking</i> him I hurt myself. (<i>Striking</i> is a substantive with the preposition <i>in</i> , yet has an object, <i>him</i> .)	<i>Striking</i> as hard as I could, I succeeded at last in breaking the ice.

A gerund is often modified by a possessive adjective, or a noun in the genitive case.

Examples:

My striking him caused great excitement.

I am surprised at *John's acting* that way.

The possessive forms are necessary because of the substantive use of the gerund.

A gerund may lose all force as a verb and become simply a noun.

<i>Example:</i>	<i>Gerund</i>	<i>Noun</i>
	I do not approve of <i>singing</i> such songs. (<i>Singing</i> in this case has a direct object.)	You will hear some <i>fine singing</i> .

THE INFINITIVE

C. The infinitive, a form usually preceded by the sign *to* (expressed or understood) and used as both verb and some other part of speech (p. 300).

<i>Active</i>	<i>Passive</i>
Present—to strike	to be struck
Past—to have struck	to have been struck

An infinitive may have a subject (in the accusative case), with which it forms an infinitive clause.

1. We knew *Pershing to be the general*.
2. We knew *that Pershing was general*.
3. We knew *it to be him*.

Examine sentences 1 and 2 carefully. Is there any difference in the meaning? What is the construction of the substantive clause in italics in sentence 2? Wherein does the italicized part of the sentence 1 differ? *To be* is an infinitive; its subject, *him*, is accusative. What is the construction of this infinitive clause as a whole?

Read the infinitive clause in sentence 3. What is its subject? What is the case of the subject of an infinitive? What pronoun is used in the predicate of the infinitive clause? What is its case?

The principal uses of the infinitive (in addition to those in infinitive clauses) are as follows:

1. *Substantive uses:*

As subject: *To strike* a defenseless man is cruel.

As object: Americans like *to travel*.

Secondary object: I asked him *to come*.

Retained object: He was taught *to read and write*.

Predicate nominative: My object is *to rouse* your interest.

In exclamation: *To think* that he should have done that!

As appositive: My purpose, *to do* all I could, was denied by no one.

2. *Adjective use:* He is a man *to be admired*.

(The same as saying, He is an *admirable* man.)

3. *Adverbial uses:* He is competent *to do* what you ask.

To make this clear, I will tell you a story.

I am sorry *to hear* of your trouble.

To hear him, you would think him a saint.

It is usually undesirable to place words between *to* of the infinitive and the verb — the “split” infinitive (p. 301).

The use of *and* instead of *to* after the verb *try* is objectionable (p. 302).

PRINCIPAL PARTS OF VERBS

The *principal parts* of a verb are its present indicative, past indicative, and past participle. When one knows these parts, he can make any desired form (p. 242).

A. *Regular verbs* form their second and third principal parts by adding *d* or *ed* (sometimes *t*) to the present indicative (p. 243).

B. *Irregular verbs* form their second and third principal parts in various other ways (p. 244). The most common irregular verbs in English are as follows:

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>	<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
am	was	been	dig	dug	dug
arise	arose	arisen	do	did	done
bear	bore	borne	draw	drew	drawn
beat	beat	beaten (beat)	drink	drank	drunk
begin	began	begun	drive	drove	driven
behold	beheld	beheld	eat	ate	eaten
bend	bent	bent	fall	fell	fallen
beseech	besought	besought	feed	fed	fed
bind	bound	bound	feel	felt	felt
bite	bit	bitten (bit)	fight	fought	fought
bleed	bled	bled	find	found	found
blow	blew	blown	fling	flung	flung
break	broke	broken	fly	flew	flown
breed	bred	bred	forget	forgot	forgotten (forgot)
bring	brought	brought	forsake	forsook	forsaken
build	built	built	freeze	froze	frozen
burst	burst	burst	get	got	got (gotten)
buy	bought	bought	give	gave	given
cast	cast	cast	go	went	gone
catch	caught	caught	grind	ground	ground
choose	chose	chosen	grow	grew	grown
cling	clung	clung	hang	hung (hanged)	hung (hanged)
come	came	come	have	had	had
cost	cost	cost	hear	heard	heard
creep	crept	crept			
cut	cut	cut			

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>	<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
hide	hid	hidden (hid)	slay	slew	slain
hit	hit	hit	sleep	slept	slept
hold	held	held	slide	slid	slid (slidden)
keep	kept	kept	sling	slung	slung
know	knew	known	smite	smote	smitten
lay	laid	laid	speak	spoke	spoken
lead	led	led	spend	spent	spent
leave	left	left	spin	spun	spun
lend	lent	lent	spring	sprang	sprung
let	let	let	stand	stood	stood
lie	lay	lain	steal	stole	stolen
lose	lost	lost	stick	stuck	stuck
make	made	made	sting	stung	stung
mean	meant	meant	stride	strode	stridden
meet	met	met	strike	struck	struck
pay	paid	paid	string	strung	strung
put	put	put	strive	strove	striven
read	read	read	swear	swore	sworn
rid	rid	rid	sweep	swept	swept
ride	rode	ridden	swim	swam	swum
ring	rang	rung	swing	swung	swung
rise	rose	risen	take	took	taken
run	ran	run	teach	taught	taught
say	said	said	tear	tore	torn
see	saw	seen	tell	told	told
seek	sought	sought	think	thought	thought
sell	sold	sold	throw	threw	thrown
send	sent	sent	tread	trod	trodden (trod)
set	set	set	wake	woke (waked)	woke (waked)
shake	shook	shaken	wear	wore	worn
shine	shone	shone	weave	wove	woven
shoe	shod	shod	weep	wept	wept
shoot	shot	shot	win	won	won
shrink	shrank	shrank	wind	wound	wound
shut	shut	shut	wring	wrung	wrung
sing	sang	sung	write	wrote	written
sink	sank	sunk			
sit	sat	sat			

CONJUGATION OF THE VERB *BE*

Study the forms of the moods, tenses, persons, and numbers of the verb *be* given below.

PRINCIPAL PARTS

PRESENT TENSE

am

PAST TENSE

was

PAST PARTICIPLE

been

INDICATIVE MOOD

PRESENT TENSE

Singular

I am
You are
He is

Plural

We are
You are
They are

PAST TENSE

I was
You were
He was

We were
You were
They were

FUTURE TENSE

I shall be
You will be
He will be

We shall be
You will be
They will be

PRESENT PERFECT TENSE

I have been
You have been
He has been

We have been
You have been
They have been

PAST PERFECT TENSE

I had been
You had been
He had been

We had been
You had been
They had been

FUTURE PERFECT TENSE

I shall have been
You will have been
He will have been

We shall have been
You will have been
They will have been

SUBJUNCTIVE MOOD

PRESENT TENSE

<i>Singular</i>	<i>Plural</i>
(If) I be	(If) We be
(If) You be	(If) You be
(If) He be	(If) They be

PAST TENSE

(If) I were	(If) We were
(If) You were	(If) You were
(If) He were	(If) They were

IMPERATIVE MOOD

PRESENT TENSE

Be (you)	Be (you)
----------	----------

INFINITIVES

PRESENT TENSE	PAST TENSE
To be	To have been

PARTICIPLES

PRESENT PARTICIPLE	PAST PARTICIPLE
Being	Been

PHRASAL PAST PARTICIPLE

Having been

GERUNDS

PRESENT	PAST
Being	Having been

CONJUGATION OF THE VERB *SEE*

Study the forms of the voices, moods, tenses, persons, and numbers of the verb *see*.

PRINCIPAL PARTS

PRESENT TENSE
see

PAST TENSE
saw

PAST PARTICIPLE
seen

INDICATIVE MOOD

Active Voice

PRESENT TENSE

Singular

I see

You see

He sees

Plural

We see

You see

They see

Progressive—I am seeing, you are seeing, etc.

PAST TENSE

I saw

You saw

He saw

We saw

You saw

They saw

Progressive—I was seeing, you were seeing, etc.

FUTURE TENSE

I shall see

You will see

He will see

We shall see

You will see

They will see

Progressive—I shall be seeing, etc.

PRESENT PERFECT TENSE

I have seen

You have seen

He has seen

We have seen

You have seen

They have seen

Progressive—I have been seeing, etc.

PAST PERFECT TENSE

I had seen

You had seen

He had seen

We had seen

You had seen

They had seen

Progressive—I had been seeing, etc.

FUTURE PERFECT TENSE

I shall have seen	We shall have seen
You will have seen	You will have seen
He will have seen	They will have seen

Progressive—I shall have been seeing, etc.

Passive Voice

PRESENT TENSE

<i>Singular</i>	<i>Plural</i>
I am seen	We are seen
You are seen	You are seen
He is seen	They are seen

Progressive—I am being seen, etc.

PAST TENSE

I was seen	We were seen
You were seen	You were seen
He was seen	They were seen

Progressive—I was being seen, etc.

FUTURE TENSE

I shall be seen	We shall be seen
You will be seen	You will be seen
He will be seen	They will be seen

PRESENT PERFECT TENSE

I have been seen	We have been seen
You have been seen	You have been seen
He has been seen	They have been seen

PAST PERFECT TENSE

I had been seen	We had been seen
You had been seen	You had been seen
He had been seen	They had been seen

FUTURE PERFECT TENSE

I shall have been seen	We shall have been seen
You will have been seen	You will have been seen
He will have been seen	They will have been seen

SUBJUNCTIVE MOOD

Active Voice

PRESENT TENSE

<i>Singular</i>	<i>Plural</i>
(If) I see	(If) We see
(If) You see	(If) You see
(If) He see	(If) They see

Progressive—be seeing (throughout)

PAST TENSE

(If) I saw	(If) We saw
(If) You saw	(If) You saw
(If) He saw	(If) They saw

Progressive—were seeing (throughout)

Passive Voice

PRESENT TENSE

(If) I be seen	(If) We be seen
(If) You be seen	(If) You be seen
(If) He be seen	(If) They be seen

PAST TENSE

(If) I were seen	(If) We were seen
(If) You were seen	(If) You were seen
(If) He were seen	(If) They were seen

IMPERATIVE MOOD

Active Voice

See (you)	See (you)
-----------	-----------

Passive Voice

Be seen	Be seen
---------	---------

INFINITIVES

Active Voice

PRESENT	PAST
To see	To have seen

Passive Voice

PRESENT	PAST
To be seen	To have been seen

PARTICIPLES

Active Voice

PRESENT
Seeing

PHRASAL PAST
Having seen

Passive Voice

PRESENT
Being seen

PAST
Seen

PHRASAL PAST
Having been seen

GERUNDS

Active

PRESENT
Seeing

PAST
Having seen

Passive

PRESENT
Being seen

PAST
Having been seen

THE ADVERB

V. **The adverb** — a word used to modify a verb, an adjective, or another adverb (p. 78).

Adverbs may be classified according to their meaning into —

(a) Adverbs of *manner*.

Example: Squire Brown spoke *seriously*.

(b) Adverbs of *time*.

Example: The coach leaves *immediately*.

(c) Adverbs of *place*.

Example: *Here* is the coach.

(d) Adverbs of *degree*.

Example: The road was *very* muddy.

(e) Adverbs of *affirming* and *denying* and of *uncertainty*.

Examples: Yes, I think I can go.

No, *perhaps* I can't.

THE ADVERB (*Continued*)

Interrogative adverbs are used in asking questions:

Example: Why do you not come?

Relative adverbs are used in introducing subordinate clauses and can usually be replaced by some use of a relative pronoun.

Example:

Relative Adverb

Relative Pronoun

This is the house *where* I live. This is the house in *which* I live.

It is only by some such test as the above that relative adverbs are distinguished from subordinating conjunctions (p. 366).

Numeral adverbs refer to number.

Example: I called twice before he answered.

The adverb *there*, used merely to introduce a sentence (p. 329), is called an *expletive*.

The *comparison* of adverbs resembles that of adjectives (pp. 271, 328).

Select the adverbs in the following sentences, and tell to what class each belongs:

1. John came quickly.
2. He was not far away.
3. He could run very fast.
4. The teacher called him only once.
5. She thought possibly he could not hear.
6. He replied eagerly to her question.
7. There was little time for thought.
8. "Where were you going?" she said.

THE PREPOSITION

VI. A preposition — a word that shows the relation between a substantive with which it is used and some other word in the sentence (p. 85).

The use of a substantive with a preposition is an accusative case-use (p. 85).

A phrase consisting of a preposition and the substantive (or substantives) used with it is a *prepositional phrase* (p. 85). A prepositional phrase may be *adjectival* or *adverbial* or *substantive* (pp. 81, 187).

The following is a list of the principal simple prepositions in common use:

aboard	by	over
about	concerning	past
above	despite	pending
across	down	regarding
after	during	respecting
against	ere	round
along	except, excepting	save, saving
amid, amidst	for	since
among, amongst	from	through
around	in	throughout
at	inside	till, until
before	into	to, unto
behind	like	toward, towards
below	notwithstanding	under
beneath	of	underneath
beside, besides	off	up, upon
between, betwixt	on	with
beyond	out (generally out of)	within
but (= except)	outside (or outside of)	without

A number of groups of two or more words have come to be taken together as a sort of compound prepositions. The following are the most common of these groups:

according to	from between	in preference to
along with	from under	in regard to
apart from	in accordance with	in spite of
as for, as to	in addition to	instead of
because of	in case of	on account of
by means of	*in consequence of	over against
by reason of	in consideration of	round about
by way of	in front of	with reference to
for the sake of	in opposition to	with regard to
from among	in place of	with respect to

THE PREPOSITION (*Continued*)

It will be noted that many of the compound prepositions really consist of one prepositional phrase modified by another, but the words of the first phrase have been associated together so much that they have practically lost their separate force.

Many words may be used as either prepositions or adverbs (p. 248).

Care in the use of prepositions is particularly needed on the following points:

After *different*, use *from*, not *to* or *than* (p. 86).

Use *between* in speaking of two persons or things; *among* in speaking of more than two (p. 86).

Do not use *of* after *off* (p. 87).

Do not confuse *at* or *by* with *to* (p. 87).

Use *in* to tell where some person or thing is; *into* to show motion from one place to another (p. 329).

THE CONJUNCTION

VII. A conjunction — a word (not a preposition) used to connect words or groups of words of the same class (p. 94).

A. A *coördinating conjunction* connects words of equal rank, phrases of equal rank, or the clauses of a compound sentence (p. 96).

The principal coördinating conjunctions are *and*, *but*, *or*, *nor*; but various other words, when used as equivalent to one of these, may be taken as coördinating conjunctions.

Correlative conjunctions include the following pairs:

both . . . and	not only . . . but (or but also)
either . . . or	neither . . . nor

B. A *subordinating conjunction* joins a subordinate clause to a principal clause (p. 96).

The subordinating conjunctions in most common use are:

after*	if	that
although, though	in case that, in case	till, until*

as*	lest	unless
as if, as though	provided that, provided	when*
because	since*	whereas
before*	so that	whether
but that	than	while*
for		

The words marked with asterisks are classified by some grammarians, at least in some of their uses, as relative adverbs. Other common relative adverbs are: *how*, *whence*, *where* (and many combinations such as *wherein*, *whereat*, etc.), *whither*, *why*.

Like should not be used as a conjunction in place of *as* or *as if* (p. 223).

THE INTERJECTION

VIII. An *interjection* — a word used to express sudden or strong feeling, not connected in construction with the rest of the sentence, and not of any other part of speech (p. 101).

RULES OF PUNCTUATION

(To Supplement Those Summarized on Pages 324-326)

1. A comma or commas are used:

(a) To separate phrases or short clauses in a series unless all are joined by conjunctions. (See the rule as to words in a series, 5 (b), p. 324).

On the street, in the shops, and at home they searched in vain.

He struck at him, he missed his aim, and then he ran away.

(b) To separate the clauses of a compound sentence unless they are very short and closely combined, or so long and so broken up as to require a semicolon (see 2, p. 368).

They were untrained, but they fought with the greatest bravery.

(c) To set off a non-restrictive subordinate clause from the principal clause. A non-restrictive clause is one that does not *limit* the meaning of the word it modifies, but *adds* something to its meaning.

My uncle's house, which was built in 1863, burned last year.

PUNCTUATION (*Continued*)**2. A semicolon is used:**

To separate the larger divisions of a sentence when there are commas within these divisions, or when the parts of a compound sentence are not joined by conjunctions.

On the streets, in the shops, and at home they searched; but not a sign of the lost article was to be found.

It was early when he came; the sun had not risen.

3. A colon is used:

To precede a list of items formally introduced. (Examples are so numerous in this book that no illustration is needed.)

4. Dashes are used:

To set off parenthetical expressions that are rather sharply distinguished from the rest of the sentence, and to indicate a sudden change in the thought or construction.

Many of them—possibly one half—enlisted.

I believe I will—but no, that would never do.

PARSING

To *parse* a word is to tell what part of speech it is and to explain its grammatical form and its use in the sentence. There have been many practical exercises in parsing in the body of this text, though the term has not been used. Teachers who desire formal models for parsing will find them below in relation to the italicized words in the following sentences:

1. John *drove thirty miles before dinner.*
2. *He stopped suddenly because* a tire was punctured.
3. "*Oh!*" he cried, "What can I do now?"

Noun—*Dinner* is a common noun, singular number, common case-form, accusative case-use, with the preposition *before*.

Gender and person need not be mentioned as to nouns unless there is some special reason.

Pronoun—*He* is a personal pronoun of the third person, masculine gender, singular number, nominative case, subject of the verb *stopped* (or subject of the sentence).

Adjective—*Thirty* is a limiting (numeral) adjective, modifying the noun *miles*. (Degree may also be noted in the case of adjectives that can be compared.)

Verb—*Drove* is an intransitive, irregular verb; principal parts—*drive, drove, driven*. It is in the active voice, indicative mood, past tense, third person, singular number, agreeing with its subject *John*. It is the predicate verb of the sentence.

Adverb—*Suddenly* is an adverb of manner, positive degree, modifying the verb *stopped*.

Preposition—*Before* is a preposition introducing the adverbial phrase *before dinner*.

Conjunction—*Because* is a subordinating conjunction introducing the subordinate clause, *because a tire was punctured*.

Interjection—*Oh* is an interjection, used independently.

ANALYSIS AND DIAGRAMING OF SENTENCES

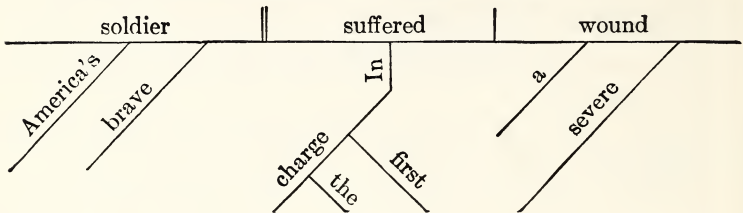
To *analyze* a sentence is to divide it into its parts or elements and to account for all the words it contains. Methods of analysis may be illustrated by the following treatment of sentences 1 and 2 on the preceding page.

1. "John drove thirty miles before dinner" is a simple, declarative sentence. "John" is the complete subject, unmodified. The remainder of the sentence is the complete predicate; "drove" is the predicate verb, modified by the adverbial accusative "thirty miles," consisting of the noun "miles" modified by the adjective "thirty"; and by the adverbial phrase of time, "before dinner," which consists of the preposition "before" and the noun "dinner."

2. "He stopped suddenly because a tire was punctured" is a complex declarative sentence, consisting of the principal clause, "he stopped suddenly," and the subordinate clause, "because a tire was punctured." "He" is the complete subject, unmodified. The remainder of the sentence is the complete predicate; "stopped" is the predicate verb, modified by the adverb "suddenly" and by the adverbial clause, "because a tire was punctured." The subordinate clause is introduced by the conjunction "because"; its subject is "a tire," consisting of the subject substantive "tire" and the indefinite article "a"; its predicate, the verb "was punctured."

The analysis of a sentence may be indicated graphically by means of *diagramming*, of which the main principles are illustrated below.

1. Example containing a subject substantive, predicate verb, and direct object, with simple modifiers of each: In the first charge, America's brave soldier suffered a severe wound.

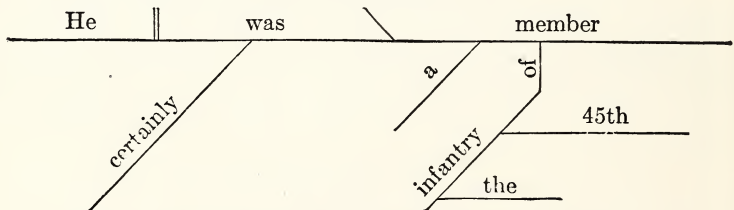


2. Example of an adjunct accusative: They chose him captain.



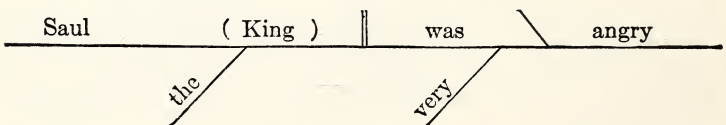
A secondary object may be treated in the same way. (An indirect object and an adverbial accusative may be treated like phrases modifying the verb, but with the vertical line for the preposition left blank.)

3. Example of a predicate nominative, with modifiers: He certainly was a member of the 45th infantry.

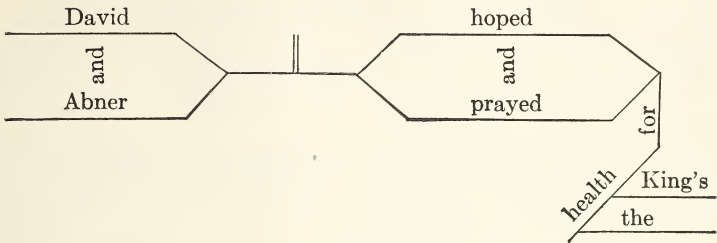


A predicate adjective may be set off in the same way.

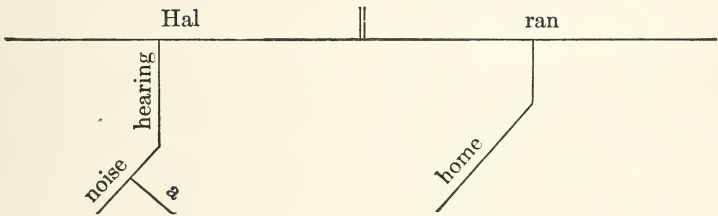
4. Example of an appositive: Saul, the King, was very angry.



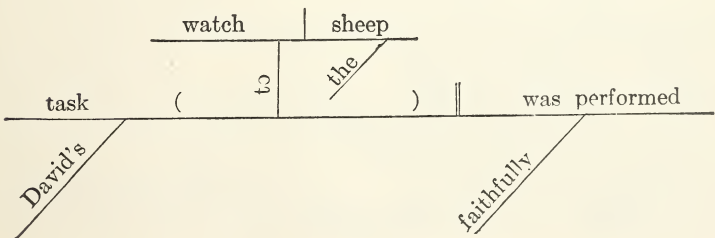
5. Example of a compound subject and a compound predicate: David and Abner hoped and prayed for the King's health.



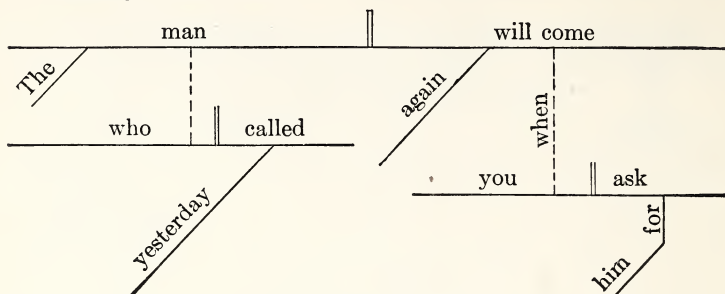
6. Example of a participial phrase: Hal, hearing a noise, ran home.



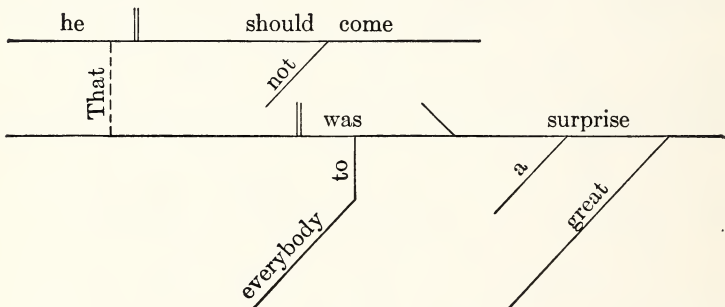
7. Example of an infinitive phrase: David's task, to watch the sheep, was faithfully performed.



8. Example of a complex sentence in which the subordinate clauses are modifiers: The man who called yesterday will come again when you ask for him.

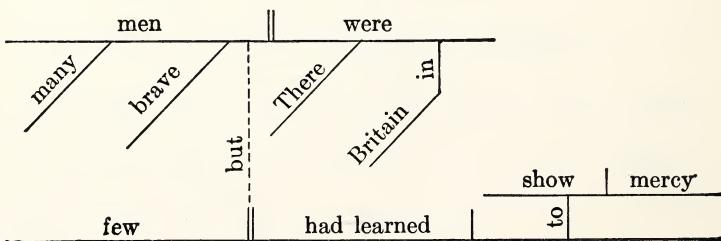


9. Example of a complex sentence in which a subordinate clause is subject: That he should not come was a great surprise to everybody.



Other kinds of substantive clauses may be similarly handled in their proper places in the diagram.

10. Example of a compound sentence: There were many brave men in Britain, but few had learned to show mercy.



GLOSSARY

KEY TO THE SOUNDS OF MARKED VOWELS

à as in ask
 â as in arm
 â as in ate
 â as in bat
 â as in care

ê as in eve
 ê as in maker
 ê as in met
 î as in kind
 î as in pin

ô as in note
 ô as in not
 ô as in or
 ô as in food
 ô as in foot

û as in use
 û as in cut
 û as in turn

a-bide' (â-bîd'), stay.
 ac-com'pa-nied (â-kûm'pâ-nîd), added to; associated.
 ac-com'plish (â-kôm'plîsh), to be able to do.
 ac-cord'ing (â-kôrd'îng), depending on; agreeing with.
 ac-cu-sa'tion (âk'û-zâ'shûn), charges.
 ac-cus'tom himself (â-kûs'tûm), get used to.
 ac-quired' (â-kwîrd'), gained; obtained.
 ad-dress' (â-drês'), to write the directions on a letter or package.
 ad-dressed' (â-drêst'), spoken to.
 ad'jec-ti'val (âj'êk-tî'vâl), like or pertaining to an adjective.
 ad'mi-ra-ble (âd'mî-râ-b'l), worthy of admiration.
 ad'mi-ra-bly (âd'mî-râ-blî), wonderfully, remarkably.
 ad-van'tag-es (âd-vân'tâj-êz), benefits; privileges; opportunities.
 a-far' (â-fâr'), far away.
 af-fect'ed (â-fêk'têd), influenced; changed.
 af-fec'tion (â-fêk'shûn), love.
 af-firm' (â-fûrm'), declare; state as true.
 -gree'a-bly (â-grê'â-blî), pleasantly.
 air (âr), manner.
 aisles (îlz), open spaces; passages.
 a-lert' (â-lûrt'), see on the alert.
 al-lied' to (â-lîd'), united with.
 al-lu'sion (â-lû'zhûn), reference.
 a-loft' (â-lôft'), high up.
 a-maze'ment (â-mâz'mênt), great wonder.
 am'i-ca-ble (âm'î-kâ-b'l), friendly.
 am'ple (âm'p'l), large.
 -mus'ing (â-mûz'îng), wondering.
 anal'y-ses (â-nâl'î-sêz), the plural of analysis.
 anal'y-sis (â-nâl'î-sîs), the separation of anything into its elements.
 an'ces-tors (ân'sês-têrz), those from whom one is descended; forefathers.
 an'cient (ân'shênt), old.
 a-nent' (â-nênt'), about.
 an-nu-al (ân'û-âl), happening once a year.
 An-tae'us (ân-tê'ûs), a mythological giant and wrestler famed for his great strength which came to him from his mother, the earth.
 an'them (ân'thêm), a song or hymn of praise or gladness.
 An-ti'o-chus IV (ân-tî'ô-kûs), king of Syria, B. C. 224-187.

ant'lers (ânt'lêrz), large, branched horns.
 ap-par'ent (â-pâr'ênt), visible.
 ap-ply' (â-plî'), use; make use of.
 ap-point'ed (â-point'êd), specified; arranged.
 ap-pro'pri-ate (â-prô'pî-ât), fitting; suitable.
 apt (âpt), fitting.
 arch (ârch), curve.
 ar'dor (âr'dêr), eagerness; warmth.
 ark of the cov'e-nant (kûv'ê-nânt), the chest in which were kept the stones containing the Ten Commandments; hence, the most valuable possession.
 a-ro'ma (â-rô'mâ), fragrance.
 ar-ray' (â-râ'), regular order.
 art (ârt), power.
 arts (ârts), rules.
 as-cend'an-cy (â-sên'dân-sî), influence; control.
 as'cer-tained' (âs'êr-tând'), learned.
 as'pect (âs'pêkt), face; countenance.
 as-sail'ant (â-sâl'ânt), one who attacks.
 as-sem'ble (â-sêm'b'l), come together.
 as-ser'tion (â-sûr'shûn), a positive declaration or statement of fact.
 as-sign' (â-sîn'), to allot.
 as'ter-isk (âs'têr-îsk), the figure of a star used in printing to call particular attention to something.
 as-ton'ished (âs-tôn'îst), amazed; greatly surprised.
 a-thwart' (â-thwôrt'), across.
 At'l'as (ât'lâs), in Greek mythology the name of the giant who held up the heavens on his shoulders.
 at-tached' (â-tâcht'), fastened; joined; bound by a close tie.
 at-tend' (â-tênd'), to accompany.
 at-tend'ants (â-tên'dânts), servants in waiting to persons of high rank.
 At'ti-la (ât'tî-lâ), King of the Huns (406-453), a cruel and barbarous Asiatic tribe which forced its way into and devastated much of Europe.
 Au'du-bon, John James (ô'dôô-bôn), a great American bird student (1780-1851).
 au'gured (ô'gûrd), foretold; predicted.
 au-then'tic (ô-thên'tîk), true; genuine.
 aux-il'i-a-ries (ôg-zîl'yâr-îz), helpers.
 av'oir-du-pois' (âv'êr-dû-pôiz'), the system in English-speaking countries of weighing everything except metals, jewels, and drugs.

a-ware' (á-wár'), conscious of the fact.
 awe (ô), admiring respect; wonder; admiration.
 awe'struck' (ô'strûk'), filled with fear.
 aye (i), yes.
 az'ure (ázh'ûr), blue.

bal'anced (bál'ánsd), right; even.
 bap'tisms (báp'tíz'mz), sprinkling.
 barge (bärj), boat.
 bark (bärk), small sailing vessel.
 bar'ri-er (bär'f-ër), obstruction; anything in the way of one's progress.
 ba'sis (bá'sís), foundation.
 beam, see kick the beam.
 be-came', were fitting or proper.
 be-cause' (bē-kōz').

be'half, see our behalf.
 be-hold' (bē-höld'), see before you.
 bending skies, the walls of the arch of the horizon.

ben'e-dic'tion (bēn'ē-dík'shūn), blessing.
 ben'e-fac'tor (bēn'ē-fák'tēr), one who does great good.

be-siege' (bē-sēj'), to surround with armed forces; to lay siege to.

be-stow' (bē-stō'), to place.
 be-stow'ing (bē-stō'ing), giving.

bi'as (bí'ás), influence; prejudice.
 big house, the residence of the master of an old-fashioned Southern plantation.

bi-week'ly (bí), twice a month.

Black'more, Richard D. (blák'mōr), an English novelist (1825-1900).

bla'zoned (blá'zūnd), famed.

bleached (blēcht), lighter in color, from contact with the wind and sun.

blessed torch of learning bore, as president of Washington University.

bluidy (blū'dī), bloody.

Boots, a servant in a hotel, so nicknamed because he cleans the shoes of the guests.

borne (börn), carried.

bound, the space of a leap or jump.

bou-quet' (bōō-kā'), a bunch of flowers.

breast (brēst), to face; to risk.

breed (brēd), produce; cause.

breth'ren (brēth'rēn), the plural form of the noun *brother*, used in speaking collectively of those belonging to a certain organization, usually religious.

brink (brínk), edge.

brisk (brísk), flourishing; prosperous.

buck'ler (bûk'lēr), shield.

bulk (bûlk), size.

"bul'ly," (bōō'l'ī), fine.

bul'wark (bōōl'wark), protection; here, breakwater or seawall.

buoy (boi), a floating object moored to the bottom to mark a channel or point out the position of something beneath the water.

burn (bûrn), a Scotch term for brook or small stream.

calls on, appeals to.

cam' (cām), came.

can'ni-bal (kán'nī-báll), a savage that eats human flesh.

ca'pa-ble (kā'pá-b'l'), possessed of ability.

car'ni-val (kär'nī-vál), festival.

car-toon' (kär-tōōn'), a very realistic drawing, usually of some familiar person or event, generally sketched in such a way as to be humorous.

cast'ing (kást'ing), throwing off.

cau'tious (kō'shūs), watchful.

cen'ti-pede (sēn'tī-pēd), any one of various insects or small animals that have numerous legs, often more than fifty.

cha-grined' (shā-grínd'), mortified; vexed.

char'ac-ter-is'tics (kär'ák-tēr-is'tiks), qualities; traits of character.

charged (chärjd), filled; loaded.

cher'ish (chēr'ish), to cultivate; to care for tenderly.

cher'ub (chēr'úb), an angel.

cher'u-bim (chēr'û-bím), plural of *cherub*.

Chi-bi-a'bos (kī-bī-á'bōs).

chief magistrate, see magistrate.

chip (chíp), palm leaf or straw, split into thin strips.

chores (chörz), the regular light work or "odd jobs" of a household or farm, either indoors or outdoors.

chucked (chükt), shoved; pushed.

Cin'cin-na'tus (sín'si-ná'tūs), a Roman leader, B. C. 519-439.

cinqu'foil (sínk'fóil), a common weed.

cir'cum-stance (súr'kûm-stáns), fact; detail; condition.

clas'sic (klás'ík), relating to the past ages in Greece and Rome, when art, literature, etc., were at their height.

clas'si-fy (klás'í-fī), arrange.

cleft (klēft), an open space.

clev'er-ness (klév'ēr-nēs), ability; skill; talent.

cliff (klíf), a rocky wall.

close-reefed (klōs-rēft), having the sails rolled up tightly.

clubbed his gun, gripped his gun to use as a club.

com'mon (kôm'mún), belonging to no one thing in particular.

com'mon-wealth (kôm'mún-wēlth), nation; country.

Com-mu'ni-paw (kō-mū'nī-pō), a name coined humorously by Irving to designate the Dutch community.

com-mu'ni-ty (kō-mū'nī-tī), a particular place, the inhabitants of which have the same general interests.

com'pa-ny (kôm'pá-nī), group; assemblage.

com-posed' (kôm-pōzd'), made up; thought out.

com'rade (kôm'rād), companion; close friend.

con-ceal' (kôn-sēl'), to hide; to cover.

con-cern' (kôn-sûrn'), to be of interest to.

con'cord (kôn'kórd), agreement.

con-ducts' (kôn-dükts'), directs.

con'fi-dence, keep'ing (kôn'fī-dēns), keeping faithfully to one's self something that has been told as a secret.

con'flict (kõn'flikt), battle.
con-fused' (kõn-füz'd'), mistaken, one for the other.
con-nect'ing word (kõ-nèkt'ing), a word that joins or connects other words.
con'san-guin'i-ty (kõn'sång-gwìn'í-tí), relationship; pertaining to one's family.
con'science (kõn'shèns), power of deciding right and wrong.
con'scious (kõn'shüs), aware of.
con'scious-ness (kõn'shüs-nès), knowledge.
con'se-quence (kõn'sè-quèns), importance.
con-sid'er-a'tion (kõn-síd'èr-à'shùn), reason; cause.
con'stel-la'tion (kõn'stè-là'shùn), an assemblage composed of great people; literally, a constellation is a group of fixed stars.
con-struc'tion (kõn-strúk'shùn), shape; form; make; erection.
content, see hollow-eyed.
con-tin'u-ance (kõn-tín'ü-àns), permanence.
con'tri-bu'tion (kõn'trí-bü'shùn), the giving of aid in the form of money, personal service, etc., for some cause.
con-triv'ing (kõn-trív'ing), planning.
con-ver-sa'tion (kõn'vår-sà'shùn), acquaintance; intercourse.
con-vey'ance (kõn-và'àns), vehicle.
con-veyed' (kõn-våd'), carried.
co-or'di-nat'ing (kõ-òr'dí-nat'ing).
cor'al (kõr'ål), having a red color, like coral.
 The reference here is to the snow dyed red by the cut and bleeding feet of the soldiers of the Revolutionary War.
cor'sage bouquet (kõr'sāj), flowers worn on the front of a woman's dress.
coun'cil (koun'síl), the body of men chosen to make the laws and regulate the affairs of the community.
coun'cil-ors (koun'sí-lèrz), statesmen; those who advise rulers or chief magistrates.
coun'sel (koun'sèl), confidences. See also kept . . . counsel.
coun'te-nance fell, face lost its happy expression.
cour'te-ous (kûr'tè-üs), polite.
cox'comb' (kõks'kõm), a person vain and conceited; one fond of showing off.
Craik, Di'nah Mu'lock (kräk, dí'nà mü'lõk), an English novelist (1826-1887).
crest-wav'ing (krèst-wäv'ing), wearing a plume in the helmet, as was the custom with warriors of long ago.
crev'i-ces (krèv'í-sèz), little openings in the loosely woven hat.
crim'son (krím'z'n), a deep red color.
cri'ses (krí'sèz), plural of *crisis*.
cri'sis (krí'sís), a time of difficulty.
crisp (krísp), hard.
Crockett, David, American frontiersman and politician (1786-1836).
cry my war whoop, give my war cry.
cul'ti-vate (kûl'tí-våt), to loosen or break up the soil about growing crops or plants for the purpose of killing weeds. The

machine used for the purpose is called a cultivator.
cul'ti-vat'ed with, devoted time, thought and labor to.
cun'ning (kûn'ing), skillful; gifted.
cu'ri-ous (kû'rí-üs), strange; queer.
cur'rent (kûr'ènt), relating to the present time.
cush'at dove (kõsh'åt), the ringdove or wood pigeon of Europe.
cus'tom-a-ry (kûs'tüm-à-rí), usual.

dar'ing (dår'ing), courage; boldness.
deal (dèl), much; a great deal.
deal'ings (dèl'ingz), business affairs.
de-bas'ing (dè-bàs'ing), low; degrading.
de-clared' (dè-klård'), proclaimed; affirmed.
de-crees' (dè-krèz'), judgments; decisions.
deer-haunt'ed (hènt'èd), inhabited by deer.
de-fects' (dè-fèkts'), something different from that which is considered natural or normal; a blemish.
de-fine' (dè-fín'), to give the meaning of.
deft'ly (dèft'li), skillfully.
De'í-ty, the (dè'í-tí), God.
de-lec'ta-ble (dè-lèk'tà-b'l), delicious.
de-moc'ra-cy (dè-mõk'rà-sí), a government by the people.
dem'on-strates (dè'm'õn-strätz), proves.
de-mon'stra-tive (dè-mõn'strà-tív), pointing out clearly.
de-pen'dence (dè-pèn'dèns), subordination.
de-pict' (dè-píkt'), draw.
de-port'ment (dè-põrt'mènt), manner; bearing.
de-ri-ved' (dè-rívd'), obtained.
de-scend' (dè-sènd'), to come down.
de-signs', large (dè-zínz'), noble ideas plans, and actions.
des'o-late (dès'õ-låt), dreary looking.
des'pot-ism (dès'põt'íz'm), tyranny.
des'ti-na'tion (dès'tí-nà'shùn), end of a journey.
des'tined, who was (dès'tínd), whose fortune it was.
de-tach'ment (dè-täch'mènt), body; group.
de-ter'mines (dè-tûr'mínz), decides.
de-ter'min-ing (dè-tûr'mín-ing), deciding.
Dev'on-shire (dèv'õn-shèr), a county in southwest England.
de-vot'ed (dè-võt'èd), given over to; loving and loyal.
de-vo'tion (dè-võ'shùn), great love.
dex'trous (dèks'trús), skillful.
dí'a-logue (dí'à-lõg), a conversation between two or more persons.
dice (dis), the plural form of the noun *die*, when reference is to the small object used in playing a game.
dic'tate (dik'tåt), to repeat something for another person to write down.
dic'ta-tor (dik'tā-tēr), magistrate; high public official.
die (di), a small square body used in playing a game; a metal block; a part of a pedestal.

- dies** (diz), the plural form of the noun *die*, used when the reference is to a metal block, a part of a pedestal, etc.
- di-late'** (dī-lāt'), to tell in detail.
- din'ning** (dīn'ing), making such a noise that it is almost impossible to hear or even think.
- di-rect'** (dī-rēkt'), straightforward; plain.
- dis-card'** (dis-kārd'), to throw away.
- dis'ci-pline** (dīs'ī-plīn), the improvement of any person or thing by the use of severe measures.
- dis-closed'** (dīs-klōzd'), showed; brought into view.
- dis-course'** (dīs-kōrs'), talk; conversation.
- dis'en-gage'** (dīs'ēn-gāj'), to get out of.
- dis-fig'ure-ments** (dīs-fig'ūr-mēnts), see defects.
- dis-may'** (dīs-mā'), alarm.
- dis-mayed'** (dīs-mād'), alarmed; frightened.
- dis-patch'** (dīs-pāch'), haste; speed.
- dis-pro-por'tion** (dīs-prō-pōr'shūn), difference; unlikeliness.
- dis-tinc'tion** (dīs-tīnk'shūn), point of difference.
- dis-tin'guish-ing** (dīs-tīng'gwīsh-ing), telling the difference between.
- dis-tin'guish-ing word** (dīs-tīng'gwīsh-ing), a word of more importance than the other words with which it is used.
- dis-tract'** (dīs-trākt'), to take one's attention away from something.
- dis-trib'ute** (dīs-trīb'ūt), to divide among a large number of people.
- dis-turbed'** (dīs-tūrbd'), agitated; upset.
- dock** (dōk), burdock, a plant.
- doe'skin** (dō'skīn), deer skin.
- doffed** (dōft), took off.
- dōm'i-nant** (dōm'ī-nānt), powerful.
- dra'per-y** (drā'pēr-ī), dress; clothing.
- draught horse** (drāft), a large, heavy horse used in carrying loads.
- dread** (drēd), fear; terror.
- due** (dū), proper.
- dumb** (dūm), silent.
- du'ti-ful** (dū'tī-fūl), obedient.
- ear'shot** (ēr'shōt), hearing distance.
- East'ern** (ēs'tērn), pertaining to the Orient (Asia).
- e-con'o-mize** (ē-kōn'ō-mīz), save.
- edged** (ējd), formed on the edge or bank; fringed.
- ed'i-tors** (ēd'ī-tērz), those who direct the work of a publication.
- ef-fete'** (ē-fēt'), worn out, so as no longer to be productive.
- el'e-ments** (ēl'ē-mēnts), divisions; parts.
- El'i-ot, George** (ēl'ī-ōt), the pen name of Mary Ann Evans, a noted English novelist (1819-1880).
- el'o-quent** (ēl'ō-kwēnt), able to speak with much power and feeling.
- em-barked** (ēm-bārk't'), went on board.
- em'blems** (ēm'blēmz), likenesses; here, other flags like the one talked of.
- e-merged'** (ē-mūrjd'), came forth.
- em'pha-size** (ēm'fā-sīz), bring out clearly.
- em-phat'ic** (ēm-fāt'īk), forceful; with emphasis.
- en-a'bled** (ēn-ā'b'ld), given the opportunity.
- en-clo'sure** (ēn-klōz'ūr), a place enclosed.
- en-dur'ance** (ēn-dūr'āns), power of bearing up under pain or work.
- en-kind'leth** (ēn-kīnd'lēth), arouses; creates.
- en-sue'** (ēn-sū'), to follow.
- e-pit'o-me** (ē-pīt'ō-mē), a summary.
- ep'och** (ēp'ōk), a period of time designated by some event or particular condition; age; time; period.
- e-quip'ments** (ē-kwīp'mēnts), outfit; bridle, saddle, blanket.
- e-quiv'a-lent to** (ē-kwīv'ā-lēnt), equal to the same as; equal in value.
- ere day** (ār), before daybreak.
- er'mine** (ūr'mīn), the highly prized white fur of a particular kind of weasel.
- errands**, see **run errands**.
- es-tab'lish-ing** (ēs-tāb'līsh-ing), fixing; regulating.
- es'ti-mate** (ēs'tī-māt), opinion.
- ev'er** (ēv'ēr), always.
- ev'er-more** (ēv'ēr-mōr'), forever.
- ev'i-den-ces** (ēv'ī-dēns-ēs), proofs.
- ex-clude'** (ēks-klūd'), not to include; to except.
- ex-clus'ive of** (ēks-klōō'sīv), does not take into account; does not include.
- ex'e-cut'ing** (ēk'sē-kūt'ing), performing.
- ex-ec'u-tor** (ēg-zēk'ū-tēr), one having the legal power to carry out the provisions of a person's will.
- ex-ec'u-trix** (ēg-zēk'ū-trīx), feminine of *executor*.
- ex'ile** (ēg'zīl), one who has been forced to leave his native land.
- exit**, see **made his exit**.
- ex-pand'** (ēx-pānd'), enlarge.
- ex-panse'** (ēks-pāns'), wide extent or stretch.
- ex-pire'** (ēx-pīr'), to die.
- ex-pos'ure** (ēks-pō'zhūr), state of being unprotected from dangers, weather, etc.
- ex-pound'ed** (ēks-pound'ēd), explained.
- ex-pres'sions** (ēks-prēsh'ūnz), utterances.
- ex-ult'** (ēg-zūlt'), to rejoice.
- ex-ult'ing** (ēg-zūlt'ing), triumphant; delighted.
- failed** (fāld), was lacking.
- fas'ci-nat'ing** (fās'ī-nāt'ing), delightful.
- fawn** (fōn), a young deer.
- fea'ture** (fē'tūr), trait.
- fea'tures** (fē'tūrz), the different parts of the face.
- fer'vor** (fūr'vēr), zeal; deep interest.
- fes-toons'** (fēs-tōonz'), garlands or wreaths.
- fi-del'i-ty** (fī-dēl'ī-tī), loyalty; faithfulness.
- filch'es** (fīlch'ēz), steals.
- fish**, the plural form of the noun *fish*, used collectively.
- fish'es**, the plural form of the noun *fish*.
- fit**, suitable; worthy.

- fit'ful (fít'fööol), occasional.
- flanked (flängkt), inclosed on either side.
- flint'y (flín'tí), stony; rocky.
- floun'dered (floun'dérd), walked with difficulty.
- foe'man (fö'män), foe; enemy.
- fold (föld), a shed for sheep.
- for'eign (fö'r'in), belonging to another land.
- form (förm), figure.
- for'mu-la (fö'r'mü-lä), a fixed rule.
- for'mu-lae (fö'r'mü-lä), plural of *formula*.
- forth from his leaf, from the leafy tree in which he was perched.
- for'tress (fö'r'trés), a fortified place.
- frag'ments (fräg'ments), broken-off pieces; parts of.
- fra'grance (frä'gräns), sweet smell.
- Franks, see Goths.
- frat'er-nized (frät'er-nízd), became friendly with.
- friz'zes (fríz'éz), crisp or curly ends.
- front'ing (frünt'ing), facing.
- fru'gal (fröo'gäl), saving; economical.
- fu'gi-tive (fu'jí-tív), one who flees from pursuit.
- ful-filled' (fööol-fíld'), accomplished.
- full well, most heartily; all too well.
- fur'long (fúr'löng), one-eighth of a mile.
- fur'led with er'mine (fúrd; ér'mín), lined with ermine fur.
- ga'ble (gä'b'l), the three-cornered end of the roof.
- Gal'a-had (gäl'ä-häd).
- gathered treasure, money in the national treasury.
- gaunt (gänt), tall and slender.
- gen'er-al (jén'er-äl), pertaining to everyone.
- gen'er-ous hopes (jén'er-üs), high or fond hopes.
- gen'ius (jén'yüs), ability; gift; one who has great ability.
- ges'ture (jës'tür), sign; motion.
- Gi-bral'tar rock (jí-bröl'tár), a kind of sugar candy named on account of its hardness from the Rock of Gibraltar, a British fortified rock on the south coast of Spain.
- glasses, see leveling their glasses.
- glim'mer (glím'ér), glimpse.
- gloom (glööm), twilight.
- goad (göd), a pointed rod used as a whip.
- Go ahead, David Crockett's favorite exclamation in his "Autobiography."
- Go'li-ad' (Gö'lí-äd'), a town in Texas.
- good'y (gööd'y), excellent.
- gorge (göri), passage.
- Goths and Franks (göths, fränks), the names of certain tribes of people inhabiting western Europe hundreds of years ago.
- grace, see your grace.
- Grady, Henry W. (Grä'dý), a Georgia journalist and orator (1851-1889).
- grange (gränj), farm.
- graph'i-cal-ly (gräf'y-käl'y), strikingly; plainly; clearly.
- great'coat' (grät'köt'), overcoat.
- great majority (mä-jör'i-tí), by far the larger number.
- gid'dy (gid'y), dizzy.
- grill (gríl), to broil.
- griz'zled (gríz'l'd), gray-haired.
- groat (gröt), a name applied formerly in Europe to a large coin; in this instance the English penny, which is as large as a fifty-cent piece.
- gros'beak' (grös'bék'), a singing bird with bright red breast and bill, and a black head.
- ha-bit'u-al (hä-bít'ü-äl), the doing of anything so long that it becomes a fixed habit, and seems purely natural.
- hame (häm), home.
- ham'let (häm'lét), village.
- hard pressed, in great danger.
- har'mo-ny (har'mö-ní), accord.
- Haw'thorne, Na-than'i-el (hö'thörn), American author (1804-1864).
- head hand'ker-chief (hän'kér-chíf), a cloth covering for the head.
- head'long (héd'löng), head first.
- heath'er (hèth'ér), an evergreen shrub bearing pink blossoms, very common in Scotland.
- Hec'tor (hèk'tër), the bravest of the Trojan warriors.
- hedge (hěj), wall.
- heed, see taking no heed.
- height'ened (hí'ténd), increased.
- help'mate' (hèlp'mät'), helper.
- Hem'ans, Fe-li'cia Dor'o-the'a (hëm'änz fë-lísh'ä), English poet (1793-1835).
- Hep'zi-bah (hèp'zí-bä).
- Her-cu'le-an (hër-kü'lë-än), very difficult. The allusion is to the strong man Hercules in Greek mythology who performed twelve very difficult labors.
- here'a-bouts' (hër'ä-bouts'), about this place; in this vicinity.
- her'o-ine (hër'ö-in), a woman of brave and heroic nature.
- her'on (hër'ün), a wading bird with long neck and legs.
- Hi'a-wa'tha (hi'ä-wó'thá), the hero of Longfellow's poem, "The Song of Hiawatha."
- high-poised (hí-poízd), well-balanced; excellent.
- high-toned (hí-tönd), high strung; easily moved to impatience.
- hoar'y hair (hór'y), hair white with age.
- hold, stand back; give place.
- hol'low-eyed con-tent' (höl'ö; kön-tènt'), content (when Washington was near) even though their eyes were hollow from want and suffering.
- Holmes, Ol'iver Wen'dell (hömz, öl'y-vër wënd'èl), American author (1809-1894).
- hos-pi-tal'i-ty (hös'pí-täl'y-tí), entertainment of a guest or friend.
- host (höst), large army.
- hos'tler (hös'lër), stable-boy; groom.
- Hughes, Thomas (hüz), English author (1823-1896).

hu-man'i-ty (hū-măn'ī-tī), mankind; the whole human race; people; kindness.

hum'blest (hūm'blĕst), most lowly.

Huns (hūnz), see *Attila*.

Ib'ra-him (īb'rā-hīm).

i'dling (ī'dlĭng), wasting.

ill-per-fumed' (pĕr-fūmd'), with a disagreeable odor.

il-lu'mined (ī-lū'mĭnd), glorified.

il-lus'trate (ī-lūs'trāt), to give an example.

il-lus'trat-ing (ī-lūs'trāt-ĭng), making clear by the use of examples.

im'ple-ment (īm'plĕ-mĕnt), tool.

im-pres'sion (īm-prĕsh'ūn), opinion; belief.

in-ac-ces'si-ble (īn'āk-sĕs'ī-b'l), that cannot be climbed.

in-ad'e-quate (īn-ād'ĕ-kwāt), insufficient.

in-ca'pa-ble of (īn-kā'pā-b'l), utterly above.

in'cense (īn'sĕns), perfume of smoke used in religious practices.

in-cess'ant-ly (īn-sĕs'ānt-lī), continually.

in-ci-dents (īn'sī-dĕnts), happenings.

in-debt'ed (īn-dĕt'ĕd), in debt.

in'di-cate (īn'dī-kāt), to give proof or evidence of.

in-dif'fer-ent gifts (īn-dĭf'ĕr-ĕnt), gifts given to all men alike.

in-dus'tri-ous (īn-dūs'trī-ūs), diligent.

in-ev'i-ta-bly (īn-ĕv'ī-tā-blī), certainly; unavoidably.

in'ex-pe'ri-enced (īn'ĕks-pĕ'rī-ĕnst), without experience.

in-flex'i-ble (īn-flĕk'sī-b'l), unchanging.

in'flu-ence (īn'flō-ĕns), effect.

in-her'it (īn-hĕr'īt), become possessors of.

in'spi-ra'tion (īn'spī-rā'shūn), that which incites or spurs one on to noble thoughts and actions.

in-spire' (īn-spīr'), arouse to action.

in'stance (īn'stāns), act; example.

in-teg'ri-ty (īn-tĕg'rī-tī), uprightness.

in-tent' (īn-tĕnt'), attentive to; interested.

in'ter-change'a-ble (īn'tĕr-chānj'ā-b'l), able to take the place, one of the other.

in'ter-est (īn'tĕr-ĕst), profit; advantage; thought of self.

in-te'ri-or (īn-tĕ'rī-ĕr), inside.

in'ter-rog'a-tive (īn-tĕ-rōg'ā-tĭv), denoting a question.

in'ti-mate (īn'tī-māt), acquainted.

in'tro-duced' (īn'trō-dūst'), begun.

in-vā'ri-a-ble (īn-vā'rī-ā-b'l), unchangeable.

in'ward (īn'wĕrd), from the heart.

i-ron'i-cal (ī-rōn'ī-kāl), mocking; sneering.

ir-reg'u-lar'i-ty (ī-rĕg'ū-lār'ī-tī), irregular movement.

ir'ri-ta-ble (īr'ī-tā-b'l), easily moved to anger.

Ir'ving, Washington (ūr'vĭng), American author (1783-1859).

i'so-la'tion (ī'sō-lā'shūn), loneliness.

is'sue (īsh'ū), publication; come.

issued, published.

i-tal'i-cized (ī-tāl'ī-sīzd), printed in a particular type to give emphasis.

jad'ed (jād'ĕd), tired; weary.

Jeff-er-son, Thom'as, third president of the United States, 1801-1809.

jeop'ard-y (jĕp'ār-dī), danger; risk.

Jim Crow (krō), a figure representing a famous negro minstrel of Hawthorne's time.

johns-wort (jōns'wōrt), literally St. John's-wort, a common plant in the eastern part of the United States.

joint'ly, together.

jour'nal (jūr'nāl), written record.

Ju'das Mac'ca-be'us (jū'dās māk'ā-bĕ'ūs), a Jewish patriot (died 160 B. C.).

jun'co (jūng'kō), a small reddish brown bird that lives in northern or mountainous districts.

jus'ti-fy (jūs'tī-fī), to excuse.

keen (kĕn), to wail; complain.

kelp-cov-ered (kĕlp-kūv'ĕrd), covered with seaweed.

kept each other's coun'sel (koun'sĕl), did not tell anyone else what they said one to the other.

kick the beam, to fly up and strike the lighter arm of a loaded balance.

Kid'napped (kĭd'nāpt), stolen away.

kill'dee' (kĭl'dĕ'), a bird so named from its cry, which is unusually sad.

knight (nīt), in olden times, a brave and noble warrior who devoted much of his time to the defense of the distressed or suffering.

knit his brow, frowned as if in deep thought.

Kwa'sind (kwā'sind).

land'scape (lānd'skāp), view.

lank (lānk), long and thin.

lapse of ag'es (lāps; āj'ĕz), passing away of long periods of time.

launch'ing (lānch'ĭng), the moving of a ship for the first time from the land into the water.

leek (lĕk), a plant very similar to the onion.

Leices'ter (lĕs'tĕr), a town in England.

li-ba-tion (lī-bā'shūn), a drink offering.

lib'er-al (lĭb'ĕr-āl), generous.

lib'er-al'i-ty (lĭb'ĕr-āl'ī-tī), generosity.

lien (lēn), a claim on property to satisfy a debt.

loach (lōch), a small, fresh-water fish common in England.

loam (lōm), soil.

lo-cal'i-ty (lō-kāl'ī-tī), region in which one lives.

lo'co-mo'tion (lō'kō-mō'shūn), moving about.

lodg'ment (lōj'mĕnt), a temporary resting place.

Longfellow, Henry Wadsworth, American poet (1807-1882).

loosed storm (lōōst), the arrival of the storm which has been threatening.

lot, fortune; fate.

Low'ell, James Russell (lō'ĕl), American author (1819-1891).

low-vault-ed (vōlt'ĕd), low-roofed.

lug'gage (lŭg'āj), baggage. Luggage is the term used commonly in Great Britain.

lum'ber-ing (lŭm'bēr-īng), clumsy; awkward.

lust'y (lŭs'tī), full of life and vigor; strong.

mad, insane.

made his ex'it (ĕg'zīt), took his departure.

ma'gi-cian (mā-'jish'ān), one skilled in magic.

mag'is-trate, chief (măj'īs-trāt, chĕf), the highest public official.

main (mān), sea; ocean.

main'springs (mān'sprīngz), those things that are of the most importance to anything.

ma-jes'tic (mā-jĕs'tik), dignified.

majority, see great majority.

Mal'o-ry, Sir Thom'as (māl'ō-rī), an English author of the fifteenth century.

man'i-fest (măn'ī-fĕst), to show.

man'i-fold (măn'ī-fōld), different forms of.

ma-nil'a (mā-nī'l'ā), a durable brown paper made of hemp.

man'tle (măn't'l), cloak.

mar (mār), spoil.

mark (mārĕk), that which is aimed at.

mar'vel (mār'vēl), a wonder; a great and wonderful thing; to be much surprised and astonished.

mas'ter-ful (mās'tĕr-fŭl), the ability to rule; great and powerful.

ma-ture'ly (mā-tŭr'li), with careful reasoning and sound judgment.

McNeill, John Charles, American poet;

born in North Carolina; died 1907.

means (mĕnz), opportunity.

mel'an-chol'y (mĕl'ān-kŏl'ī), sadness.

melted them, softened their hearts.

mem'o-ran'dums (mĕm'ō-rān'dŭmz), notes to be remembered.

mere'ly (mĕr'li), only.

mer'it (mĕr'it), praiseworthy quality or act.

Mes-dames' (mā-dāmz'), plural form of *madam*.

Mess'rs. (mĕs'yĕrz), plural form of *Mr*.

me-trop'o-lis (mĕ-trŏp'ŏ-lis), chief city.

mi-gra'tion (mī-grā'shŭn), the departure of the birds for warmer regions.

Mil-lais', Sir John (mī-lā'), English artist (1829-1896).

mil'let (mīl'ĕt), grass commonly cut for hay.

mi'ry (mī'rī), muddy.

mis'chie-vous (mīs'chī-vŭs), playful.

mode (mŏd), manner.

Mo'din (mŏ'dīn).

mo-not'o-nous (mŏ-nŏt'ŏ-nŭs), tiresome because of lack of variety.

mo-not'o-ny (mŏ-nŏt'ŏ-nī), sameness.

mood (mŏd), spirit; frame of mind.

moored (mŏord), secured; fastened.

mor'tal-ly wounded (mŏr'tāl-lī), so badly hurt that death is a sure result.

mor'tals (mŏr'tālz), human beings.

mor'tar (mŏr'tār), a strong dish in which substances are pounded.

mo'tive (mŏ'tiv), reason; cause; influence.

mow away (mou), to stow away in a barn.

mul'ti-tu'di-nous (mŭl'tī-tŭ'dī-nŭs), in great number.

mu'tu-al (mŭ'tŭ-āl), the same.

myrrh (mŭr), a gum with a sweet smell.

mys-ter'i-ous (mīs-tĕ'rī-ŭs), very strange; impossible to understand.

naked hearts, with, freely; openly.

na'tive (nā'tiv), pertaining to the country of one's birth.

nat'u-ral (năt'ŭ-rāl), inborn; real; regular.

neph'ew (nĕf'ŭ).

neu'ter (nŭ'tĕr).

"nouns of mul'ti-tude" (mŭl'tī-tŭd), collective nouns.

nut'hatch' (nŭt'hăĕĕ'), a small, bluish colored, non-singing bird, that nests

in a hole in the tree as does the woodpecker. It does not migrate.

o-a'ses (ŏ-ā'sĕz), plural of *oasis*.

o-a'sis (ŏ-ā'sīs), a fertile spot in a desert.

ob'ject (ŏb'jĕĕt), end sought; purpose.

ob'li-ga'tion (ŏb'lī-gā'shŭn), duty.

ob'ser-va'tion (ŏb'zĕr-vā'shŭn), what has been noticed.

ob-serve' (ŏb-zŭrv'), to see.

ob'dor-ous (ŏ'dĕr-ŭs), smelling of.

o'er (ŏr), contraction of *over*.

on'er-ous (ŏn'ĕr-ŭs), heavy.

on the a-lert' (ā-lĕrt'), on the watch.

ooze-weed (ŏoz), seaweed.

op-pressed' (ŏ-prĕst'), treated with cruelty.

or'der (ŏr'dĕr), a body or society of persons organized for a special purpose.

or'gan-i-za'tion (ŏr'gān-ī-zā'shŭn), a band of people joined together for some special purpose.

Or'le'ans' (ŏr'lā'ān'), a city in north-central France.

oth'er-wise (ŭth'ĕr-wīz), in a different manner.

our be-half' (bĕ-hăf'), my account. The use of the plural pronoun when the singular is meant is common among

royalty as a relief from the apparently conceited sound of I, when it occurs often. It is also used now by editors

and other writers. Its use is known as "the royal we."

oust, to drive out.

out'cast' (out'kăst'), one driven away from home.

pains, trouble.

par-take' (pār-tăĕ'), share.

par-tic'u-lar (pār-tĭk'ŭ-lār), certain.

part'ing (pärt'īng), departing.

pas'sage (păs'āj), progress; movement.

pa-ter-nal order (pā-tŭr'nāl), the order given by his father.

pa'thos (pā'thŏs), sadness.

pa'tri-ot'ic (pā'trī-ŏt'ĭk), loyally devoted to one's country.

pa'tri-ot-ism (pā'trī-ŏt-īz'm), love and devotion to the welfare of one's country.

peak (pĕĕk), topmost point.

- peas**, the plural form of the noun *pea*, used to indicate a definite number.
- pease**, the plural form of the noun *pea*, used collectively, but now beginning to die out.
- pe-cu-li-ar gift** (pē-kū'lī'yār), unconscious habit. Maggie, whose mind was always fixed on more important things, had no time to think of such things as muddy spots in the road or to notice if she stepped in them.
- pe-cu-li-ar-i-ty** (pē-kū'lī-ār'ī-tī), something unusual, strange, or odd.
- peered** (pērd), looked cautiously.
- pence** (pēns), the plural form of the noun penny, used in Great Britain to indicate a certain number of pennies, represented by one coin.
- pen'nies**, the plural form of the noun penny, used to indicate a definite number of pennies considered separately.
- pen'sion-ers** (pēn'shūn-ērz), soldiers of the better class.
- pen'sive** (pēn'sīv), thoughtful.
- pen'stock** (pēn'stōk), a pump spout.
- per-ceived'** (pēr-sēvd'), noticed.
- per-fect'ed** (pēr-fēkt'ēd), satisfactorily finished.
- per'il** (pēr'īl), danger.
- per'il-ous** (pēr'ī-lūs), dangerous.
- per' pen-dic' u-lar** (pūr' pēn-dīk' ū-lār), straight up and down.
- per'se-cu'tion** (pēr'sē-kū'shūn), ill treatment.
- per'se-ver'ance** (pūr'sē-vēr'āns), the act of persisting in anything until the desired result is attained.
- per'son** (pūr'sūn), figure.
- per'son-age** (pūr'sūn-āj), famous or distinguished person.
- per'son-al** (pūr'sūn-āl), relating to one's self.
- per'ti-na'cious** (pūr'tī-nā'shūs), persistent.
- Phi-lis'tine** (fī-līs'tīn), the name of a tribe that waged many wars in Bible times against the Canaanites in Palestine.
- phras'al** (frā'zāl), of the nature of a phrase.
- pi'per** (pī'pēr), a kind of grass.
- pli'ant** (plī'ānt), lithe; graceful.
- plight** (plīt), condition; state; situation.
- plot** (plōt), plan.
- plum age** (plōom'āj), feathering.
- poise a-loft'** (poiz ā-lōft'), are suspended high up.
- pon'der-ing** (pōn'dēr-īng), thinking.
- Po-ne'mah** (pō-nē'mā), the Indians' happy land of the Hereafter.
- port** (pōrt), harbor.
- pre-cede'** (prē-sēd'), to go before.
- pre'cious** (prēsh'ūs), highly prized.
- pre'ci-pice** (prēs'ī-pīs), edge of a cliff or rock.
- pre'cise-ly** (prē-sīs'lī), exactly.
- pref'er-a-ble** (prēf'ēr-ā-b'l), more to be desired than something else.
- pref'er-a-bly** (prēf'ēr-ā-blī), rather; by preference or choice.
- pre-ferred'** (prē-fūrd'), liked better.
- pre-lim'i-na-ry** (prē-līm'ī-nā-rī), going before the main business.
- premises**, see **quitted**.
- pre-sage'** (prē-sāj'), foretell.
- pres'ent-ly** (prēs'ēt-lī), after a time.
- prod'ucts** (prōd'ŭkts), things raised or manufactured.
- pro-found'** (prō-found'), absolute.
- pro-found' rev'er-ence** (prō-found' rēv'ēr-ēns), a low bow expressive of deep respect.
- prog'ress** (prōg'rēs), onward movement; journey; going on; development.
- pro-nom'i-nal** (prō-nōm'ī-nāl).
- pro-nounce'** (prō-nōuns'), to declare.
- pro-nun'ci-a'tion** (prō-nūn'sī-ā'shūn).
- prop'h'e-cy** (prōf'ē-sī), that which has been foretold.
- pro-phet'ic** (prō-fēt'īk), declaring the future.
- pro-por'tion** (prō-pōr'shūn), size.
- prov'en-der** (prōv'ēn-dēr), the name applied to the dry food of animals.
- pro-ver'bi-al** (prō-vūr'bī-āl), well-known.
- pry'ing day** (prī'ng), searching daylight.
- pulse** (pūls), a regular throbbing in the arteries; the name of the family to which peas, beans, etc., belong.
- punc'tu-al** (pūngk'tū-āl), prompt; on time.
- pur'port** (pūr'pōrt), meaning; significance.
- pur-suit'** (pūr-sūt'), chase.
- qual'i-ty** (kwōl'ī-tī), a trait of character.
- quar-ters** (kwōrt'ērz), the houses in which slaves lived on the plantations in the South.
- quest** (kwēst), pursuit; search.
- qui'nine** (kwī'nīn), a medicinal drug made from a plant.
- quit'ted the prem'is-es** (kwīt'ēd; prēm'īs-ēz), left the house.
- race** (rās), humanity.
- rack** (rāk), strain, from wind and storm.
- ra'di-ant** (rā'dī-ānt), happy; joyous.
- rai'ment** (rā'mēnt), clothing.
- rall'y** (rāl'ī), to find fault with.
- rank** (rānk), importance.
- ran'sack** (rān'sāk), to search thoroughly.
- rare** (rār), wonderful.
- rave** (rāv), to blow furiously.
- ra-vine'** (rā-vēn') a depression in the land smaller than a valley.
- realms** (rēlmz), regions; kingdoms.
- re'ar-range'** (rē'ā-rānj'), to arrange in a different manner.
- re-cip'ro-cal** (rē-sīp'rō-kāl).
- re'con-cile** (rēk'ōn-sīl), harmonize; bring into agreement.
- re-cord'** (rē-kōrd'), to make a note of.
- rec'ord** (rēk'ōrd), written statement or account.
- re-cord'ed** (rē-kōrd'ēd), told or narrated in writing.
- re-dress'ing** (rē-drēs'īng), setting right.
- reel'ing** (rēl'īng), rolling.
- re-fine'ment** (rē-fin'mēnt), pureness.

re-flec'tion (rē-flĕk'shŭn), deep thinking and reasoning.
re-flec'tor (rē-flĕk'tĕr), a polished surface for sending out light or heat.
re-frac'tory (rē-frāk'tō-rī), hard to manage.
re-frain'ing (rē-frān'ing), holding back; hesitating.
re-galed' (rē-gāld'), feasted.
reg'u-late (rĕg'ū-lāt), direct; arrange.
reigned (rānd), prevailed; held sway.
re-joined' (rē-joind'), responded.
re-lat'ed (rē-lāt'ĕd), closely connected.
re-nowned' (rē-nound'), famous; celebrated.
rent (rĕnt), tear.
rep'e-ti'tion (rĕp'ĕ-tīsh'ŭn), a reciting over and over again.
re-proach'es (rē-prōch'ĕz), words of rebuke.
re'qui-si'tion (rĕk'wī-zīsh'ŭn), readiness for use.
re-sem'blance (rē-zĕm'blāns), likeness.
res'o-lute (rĕz'ō-lūt), determined.
res'o-lu'tion (rĕz'ō-lū'shŭn), determination; perseverance; steadfastness of purpose.
re-solved' (rē-zōlvd'), determined (upon).
res'o-nant (rĕz'ō-nānt), sounding.
re-sound'ing (rē-zound'ing), echoing.
re-sourc'es (rē-sōrs'ĕz), opportunities (here for amusement) at hand.
re-spon'si-bil'i-ty (rē-spōn'sī-bīl'ī-tī), duty.
re-spon'sive to (rē-spōn'siv), in response, or answer, to.
re-tain' (rē-tān'), to keep.
rev'er-ence (rĕv'ĕr-ĕns), to hold in the highest respect and love.
reverence, see profound.
rib'bon'd wreaths (rīb'ōnd rĕthz), garlands of flowers tied with ribbons.
rich, beautiful.
rig'id (rīj'īd), severe, harsh.
Ripley, Eliza (rip'lī).
ro'tate (rō'tāt), to turn, as a wheel.
run er'rands (ĕr'āndz), to make short trips, usually on foot, to deliver or receive messages, articles, etc.
sa-gac'i-ty (sā-gās'ī-tī), sense, shrewdness.
sag'es (sāj'ĕz), wise men.
sand'pi'per (sānd'pī'pĕr), a wading shore bird.
save, except.
scab'bard (skāb'ārd), a sheath for the blade of a sword or dagger.
scale (skāl), climb.
scans (skānz), looks at.
Scho-pin' (shō-pĕn'), a German artist.
Scott, Sir Walter, a Scotch author (1771-1832).
scru'pu-lous'ly hon'est (skrōō'pū-lūs'lī ōn'ĕst), honest to the very smallest degree.
scud (skūd), move swiftly.
sculptured (skūlp'tūrd), carved.
sect (sĕkt), an organization of people having a particular religious belief.
self-con'quest (kōng'kwĕst), the overcoming of what should be conquered in one's self.

sen'dal (sĕn'dāl), silk.
sen'try (sĕn'trī), a military guard or watchman.
se-rene' (sĕ-rĕn') calm.
se-vere' (sĕ-vĕr'), stern.
se-ver'i-ty (sĕ-vĕr'ī-tī), sternness.
shab'bi-ly (shāb'ī-lī), poorly.
Shake'speare, William (shāk'spĕr), a great English poet and dramatist (1564-1616).
shaft (shāft), weapon; beam.
shaped (shāpt), planned and worked out.
sheer (shĕr), utterly; far; steep.
Sheik (shĕk), chief; title of respect among the Arabs.
shil'ling (shīl'ing), a silver coin of Great Britain, normally worth about twenty-four cents.
Ship of State, our government.
shirk'ing (shŭrk'ing), getting out of a duty.
shores and spurs, timbers that are used to support different parts of a vessel before its construction is completed.
shorn (shōrn), stripped; robbed; deprived.
shrine (shrīn), an altar or place for worship.
shroud, garment.
shrouds and stays, the ropes made of hemp or wire used in supporting the masts of a ship.
sim'ilar-ly (sīm'ī-lār-lī), in like manner.
Simms, William Gilmore (sīmz), an American novelist and poet (1806-1870).
sim'ple (sīm'p'l), unsuspecting.
sin'gled out (sīng'g'ld), chosen; selected.
sin'gu-lar (sīng'gū-lār), remarkable; rare; unusual.
sit'u-a'tion (sit'ū-ā'shŭn), position.
skilled (skīld), with ability; able.
skims (skīmz), flies close to the ground.
skirts (skŭrts), borders; runs along the edge of.
slack (slāk), hanging loose; weak.
slan'der (slān'dĕr), false utterance that harms the reputation of the one about whom it is said.
sleep that shall never know waking, death.
slope (slōp), side of a hill.
smote (smōt), hit; pelted; struck.
so, in this manner.
sol'ace (sōl'ās), comfort.
sol'emn (sōl'ĕm), serious; sacred.
sol'i-ta-ry (sōl'ī-tā-rī), single.
sorrel (sōr'ĕl), a plant having sour juice.
sor'ry, wretched; miserable.
sought (sōt), were searching for.
sound'ing, resounding; reechoing.
sov'er-eign (sōv'ĕr-īn), the one holding the highest command; here, queen.
sov'er-eign-ty (sōv'ĕr-īn-tī), command.
spake, the old form for *spoke*.
spars (spārz), masts of a ship.
spe'cies (spĕ'shĕz), kinds; varieties.
spec'u-la'tion (spĕk'ū-lā'shŭn), discussion; talk; conversation.
spire (spīr), coil; curl.
splin'ters (splīn'tĕrz), pieces; bits.
spoils (spōilz), prize; booty; gain.
spray (sprā), spattering of water.
spurs, see shores.

sta-bil'i-ty (stá-bíl'ĭ-tĭ), firmness; steadfastness.
stal'wart (stól'wĕrt'), strong.
stanch (stánch), true; water-tight.
state (stát), condition.
state'ly (stát'lĭ), dignified in appearance.
state'ment (stát'mĕnt), that which states or declares something.
stat'ure (stát'ūr), height.
stays, see shrouds.
stead'fast-ly (stĕd'fást-lĭ), firmly; persistently.
stealth'y (stĕl'thĭ), quietly, to escape discovery.
Stev'en-son, Robert Lou'is (stĕv'ĕn-sŭn; lŏŏ'is), a Scotch author (1850-1894).
stifle (stĭ'fl), choke up.
Stod'dard, Richard Henry (stŏd'árd), an American poet (1825-1903).
store, provisions.
stout, strong; hardy.
strag'gling (strág'ling), not running in a straight line; rambling.
strain (strān), song; melody.
stra'ta (strā'tá), plural of *stratum*.
stra'tum (strā'tŭm), a layer of rock or earth.
stress of the noon'tide (strĕs; nŏŏn'tĭd), strain or heat of the noonday sun.
stub'ble-speared (stŭb'l-spĕrd), covered with the sharp stumps of the grain left in the field after reaping.
stu'di-ous (stŭ'di-ŭs), diligent in study.
stur'dy (stŭr'dĭ), strong and healthy looking.
sub'ject (sŭb'jĕkt), under the control of.
sub-or'di-nate (sŭb-ŏr'dĭ-nāt), of lesser importance.
sub'sti-tut'ing (sŭb'stĭ-tŭt'ing), putting in place of something else.
sub'ter-ra'ne-an (sŭb'tĕr-ā'nĕ-ān), under ground.
su'et (sŭ'ĕt), the fat of beef or mutton.
sul'tan (sŭl'tān), the ruler of a Mohammedan country.
sul-ta'na (sŭl-tā'ná), the wife of a sultan.
sul'ten (sŭl'tĕn), angry looking.
sum'moned (sŭm'ŭnd), called.
su-pe'ri-or'i-ty (sŭ-pĕ'rĭ-ŏr'ĭ-tĭ), superior knowledge.
sup'ple-ment'ed (sŭp'lĕ-mĕnt'ĕd), added to.
sus-pi'cious (sŭs-pĭsh'ŭs), doubtful.
sus-tained' (sŭs-tānd'), upheld; supported.
swain (swān), a man who tills the soil; a farm laborer.
swallow-tail coat, evening coat; dress coat.
sward (swŏrd), land; field.
sway'ing mass (swā'ing), thronging crowds.
syn'o-nym (sĭn'ŏ-nĭm), a word that has the same or almost the same meaning as that of another word.
Syr'i-a (sĭr'ĭ-ā), an Asiatic country.

take off their scalps, to cut off the skin of the head.
tak'ing no heed of, paying no attention to.
ta'per-ing (tā'pĕr-ing), gracefully pointed.

te'di-ous-ness (tĕ'dĭ-ŭs-nĕs), wearisomeness.
tench (tĕnch), a European fresh-water fish.
ten'dril (tĕn'drĭl), the tender branch of a plant.
Ten'ny-son, Alfred, Lord (tĕn'ĭ-sŭn), an English poet (1809-1892).
ter'mi-ni (tŭr'mĭ-nĭ), plural of *terminus*.
ter'mi-nus (tŭr'mĭ-nŭs), end.
terms (tŭrmz), names; conditions; lengths of sessions of law-courts.
Thax'ter, Ce'lia (tháks'tĕr, sĕl'yā), an American poet (1836-1894).
toom (tŏŏm), empty.
thrill (thrĭl), quiver; motion.
thrust (thrŭst), pushed.
thun'der ac'cents (ák'sĕnts), tones as loud as thunder.
tor'rent (tŏr'ĕnt), rushing.
tow'er-ing (tou'ĕr-ing), high.
trans-pose' (trāns-pŏz'), to change the regular position of.
trav'ersed (trāv'ĕrst), traveled over; crossed.
tread (trĕd), step.
triad (trĭ'ād), a group of three.
trib'ute (trĭb'ŭt), a mark of the deepest love and respect.
tri-um'phant o'er (trĭ-ŭm'fān), overcoming.
Tro'jans (trŏ'jānz), in legend, the brave people against whom the Greeks warred for ten years; hence, brave, hardy.
troop'er (trŏŏp'ĕr), a cavalryman.
trough (trŏf), a long, shallow vessel, usually made of wood, out of which animals eat or drink.
tru'ant (trŏŏ'ānt), one who stays away from duty, especially school, without permission.
trump'et-ed (trŭm'pĕt-ĕd), much talked about; praised.
trust'y (trŭst'ĭ), reliable; trustworthy.

un'a-vail'ing (ŭn'ā-vāl'ing), unsuccessful; vain; useless.
un-bon'net-ing (ŭn-bŏn'ĕt-ing), taking one's hat off.
un'con-cern' (ŭn'kŏn-sŭrn'), indifference; coolness.
un-con'scious (ŭn-kŏn'shŭs), insensible.
un'der-gone' (ŭn'dĕr-gŏn'), been obliged to submit to or endure; been subject to.
un'du-lat'ing hills (ŭn'dŭ-lāt'ing), the large waves.
un-fought' vic'to-ries (ŭn-fŏt' vĭk'tŏ-rĭz), in this instance victories over poverty, lack of education, etc.
un-gain'ly (ŭn-gān'lĭ), awkward in appearance.
unhooked the tongue, removed the tongue.
u'ni-form'i-ty (ŭnĭ'fŏr'mĭ-tĭ), consistency; agreement.
u'ni-son (ŭnĭ-sŭn), union.
u'ni-ver'sal (ŭnĭ-vŭr'sāl), general everywhere over the earth.
un-lim'ĭ-ted (ŭn-lĭm'ĭ-tĕd), as much as could be desired.

- un-looped'** (ün-lööpt'), unfastened.
un'ob-tru'sive (ün'öb-tröö'siv), modest.
un-scathed' (ün-skäthd'), unhurt.
un-speak'able (ün-spök'ä-b'l), not to be spoken.
un-yield'ing (ün-yæld'ing), immovable; incapable of being persuaded.
ur'chin (ür'chín), boy.
urg'ing (ürj'ing), asking earnestly.
u-til'i-ty (ü-tíl'í-tí), usefulness; benefit; service.
ut'er (üt'er), tell.
- vag'a-bond** (väg'ä-bönd), an idle, worthless person.
val'iant (väl'yänt), brave.
va-lid'i-ty (vä-lid'í-tí), power; force.
va'ri-a'tion (vä'rí-ä'shün), change.
va'ried (vä'rid), different kinds of.
vast (väst), huge; mighty.
ven'er-a'tion (vën'er-ä'shün), reverence; the deepest respect.
viewed (vüd), looked at.
vig'or (vig'er), strength; power.
vi'sion-a-ry (vîzh'ün-ä-rí), pertaining to anything not well reasoned or thought out.
vi'tal gen'ius (vî'täl jën'yüs), strong and remarkable power.
vi-tal'i-ty (vî-täl'í-tí), vigor; strength.
vol-ca'no (völ-kä'nō), hill or mountain from which hot rock, steam, etc., issue.
volition (vō-lîsh'ün), will.
- war'ders** (wôr'dêrz), guards.
War'ner, Charles Dudley (wôr'nêr), American author (1829-1900).
war-paint, paint put on the face by Indians when they were ready for battle.
- war'rant me** (wôr'änt), am convinced; feel sure.
watch'es of the night (wöch'ész), the flocks of sheep had to be guarded at night from robbers.
way, path.
weath'er'd (wëth'êrd), withstood.
whaup (hwäp), a bird belonging to the snipe family.
wheeling course, path; orbit.
whence (hwëns), from what place.
wher'ries (hwër'íz), long, light rowboats.
whirl wind (hwûrl'wind), a violent wind-storm.
whit (hwît), particle; in the least.
Whit'man, Walt (hwit'män), American poet (1819-1892).
will, power of action.
with'er (wîth'êr), die.
with-stand' (wîth-ständ'), resist; oppose.
withstood, see **withstand**.
wood'chuck' (wööd'chük'), the ground hog.
worm'wood (wûrm'wööd), a plant with a bitter taste, often used in making a tonic.
wor'thies (wûr'thîz), great and good people.
wor'thy (wûr'thî), excellent; capable.
would, wish.
wreath (rêth), a twisted band of leaves or flowers.
wroth (rôth), fierce; wrathful.
wrought (rôt), done; made.
- Yem'as-see' chief** (yëm'ä-sê'), chief of a small tribe of Indians once at home in South Carolina.
yield'ed (yæld'êd), produced; brought forth.
young moon, new moon.
your grace, the form of title formerly used in addressing the king or queen of England.
Yus'souf (yû'sûf), an Arab chieftain.



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