

EXERCISE 1

Tell which part of grammar the following rules are a part of:

1. A question should end with a question mark.
2. To show possession, add an *s*-sound to the end of the phrase.
3. In a person's full name the given name precedes the surname.
4. An old form of the verb in the third person singular ends in *-eth*.
5. Always put a comma between similar adjectives before a noun.
6. A king of Rome was called a "Cæsar."
7. The letter *c* represents two very different sounds.
8. The word *not* after the first word of the verb phrase makes the sentence negative.
9. The word *saint* in a title is regularly abbreviated as *St*.

EXERCISE 2

Tell why each **punctuation mark** is used in these sentences:

1. How many days are there in a leap year?
2. Can Honor's voice provoke the silent dust?
3. Boys, have you ever read Tom Brown at Rugby?
4. Now abideth faith, hope, charity.
5. The houses were low, narrow, and dingy.
6. Julius Cæsar wrote, "I came, I saw, I conquered."
7. "Experience keeps a dear school, but fools will learn in no other."
8. Which pleases the teacher more, "No, sir, I can't"; or, "Yes, ma'am, I'll try"?
9. "Little Lord Fauntleroy" was originally published in St. Nicholas.

EXERCISE 3

Write the following as six lines of poetry. Indent every other line, beginning with the second. There should be nine capitals.

"I would not hurt a living thing, however weak or small; the beasts that graze, the birds that sing, our father made them all; without his notice, I have read, a sparrow cannot fall."

EXERCISE 4

Write answers to the following, making complete sentences, and applying the rules for **punctuation**:

1. What three large cities lie on the Mississippi?

2. What fruits grow within the tropics?
3. What is the title of the last book that you read?
4. Into what do the St. Lawrence and Mississippi rivers flow?
5. Whose dictionary do you use?
6. Write the following with three contractions: Do you not think he will say it is too much?
7. Name some natural divisions of time.
8. What materials are used in building houses?
9. Ask your teacher a question, using her name and title.
10. Give the exact date and time of writing this exercise, and add your signature.

EXERCISE 5

1. Answer these questions orally in **complete sentences**.
2. Answer them in writing, applying the rules for **capitals** and **punctuation**.
 1. What is your full name?
 2. In what town, county, and state were you born?
 3. What is your birthday?
 4. What is your favorite book?
 5. What newspaper or magazine do you read?
 6. What TV programs do you especially like?
 7. To what foreign lands would you especially like to travel?
 8. What rivers have you seen?
 9. What holidays do you most enjoy?
 10. Why are they celebrated?
 11. Who is the governor of your state?

EXERCISE 6

1. Answer the following questions in sentences, arranging your replies in two paragraphs. Where will the second paragraph begin?

What is a farmer? What does he do in the spring? In the summer? In the autumn? What tools does he use? What does he raise? What kinds of animals does he keep? Would you like to be a farmer? Give your reason.

What is a surgeon? What is the place in which he works called? Tell the use of his scalpel. His forceps. What other tools does he use? Why is his business a useful one?

2. Write two paragraphs comparing the life of a soldier with that of a sailor.

EXERCISE 7

Change the following direct quotations to indirect:

1. Capt. Nathan Hale was hanged as a spy during the Revolution. His last words were, "I only regret that I have but one life to give for my country."

2. Dr. Doddridge one day asked his little girl how it was that everybody loved her. "I do not know," she said, "unless it is that I love everybody."

3. At Frankfort," said little Simson, "I once saw a watch that did not believe in the existence of a watch maker. It had a very poor movement, by the way, and a case made of imitation gold." — *Heinrich Heine*.

4. So nigh is grandeur to our dust,
So near is God to man,
When duty whispers low, "Thou must,"
The youth replies, "I can." — *Ralph Waldo Emerson*

5. "Some people," says Alphonse Karr, "are always finding fault with Nature for putting thorns on roses. I always thank her for putting roses on thorns."

6.

"How dismal you look!" said one bucket to the other, as they were going to the well.

"Ah!" replied the companion, "I was reflecting on the uselessness of our being filled, for, no matter how full we go away, we always come back empty.

"Dear me! How strange to look at it that way!" said the first. "Now, I enjoy the thought, that, however empty we come, we always go away full."

EXERCISE 8

Write a short conversation,

1. between two children about their favorite fun activity;
2. between a retail clerk and one of her customers.
3. between a boy and his uncle, who is a medical doctor.

EXERCISE 9

For each of the following pairs of words tell which have different **vowel phonemes** and which the same:

- | | | |
|------------------|-----------------|-----------------|
| 1. seat — sit | 2. meat — meet | 3. set — sat |
| 4. cat — cut | 5. poor — pure | 6. tear — tour |
| 7. hoe — show | 8. how — flow | 9. pin — pen |
| 10. sure — shore | 11. tune — food | 12. boot — foot |
| 13. crew — to | 14. hue — few | 15. two — do |

EXERCISE 10

For each of the following pairs of words tell which have different **consonant phonemes** and which the same:

- | | | |
|--------------|----------------|-----------------|
| 1. pea — bee | 2. edge — etch | 3. cuff — cough |
| 4. of — love | 5. sea — sure | 6. chew — Jew |

7. who — how

8. which — witch

9. bath — bathe

10. picture — pitcher

11. though — so

12. coot — cute

13. confusion — Confucian

14. buzzes — buses

15. wax — whacks

EXERCISE 11

Match the words in each column with the proper phonemic representation of their vowel sound.

1. hit

a. /u/

8. merry

h. /u/

2. hot

b. /ə/

9. ribbon

i. /ə/

3. trap

c. /ɒ/

10. band

j. /ə/

4. car

d. /æ/

11. book

k. /æ/

5. luck

e. /e/

12. her

l. /e/

6. fed

f. /a/

13. build

m. /ɪ/

7. should

g. /ɪ/

14. said

n. /ɪ/

EXERCISE 12

Match the words in each column with the proper phonemic representation of their diphthongized vowel sound.

1. blue

a. /æw/

8. sigh

h. /aj/

2. sea

b. /ah/

9. beret

i. /aj/

3. neigh

c. /ow/

10. caught

j. /ow/

4. saw

d. /oj/

11. food

k. /aw/

5. toe

e. /ij/

12. sew

l. /ej/

6. annoy

f. /ej/

13. guy

m. /juw/

7. house

g. /uw/

14. tissue

n. /uw/

EXERCISE 13

For each of the following words tell 1) if it has a different pronunciation in an **r-less dialect** and 2) if the vowel sound is **diphthongized**:

1. seat

6. rear

11. tune

16. cure

2. me

7. hoe

12. boar

17. court

3. let

8. clown

13. crew

18. brim

4. car

9. sing

14. talk

19. pear

5. poor

10. sure

15. road

20. pen

EXERCISE 14

For each of the following tell which have **voiced** consonants and which **voiceless**:

- | | | | |
|----------|-----------|--------------|----------|
| 1. sat | 4. mirage | 7. amuses | 10. then |
| 2. drive | 5. teeth | 8. Wednesday | |
| 3. maze | 6. hacked | 9. orderly | |

EXERCISE 15

Match the words in each column with the proper phonemic representation of their sound.

- | | | | |
|-------------|-------------|----------------|---------------|
| 1. blue | a. /entəɪd/ | 9. crowed | i. /fjuwɪfəɪ/ |
| 2. plow | b. /bluɪw/ | 10. crowd | j. /crowd/ |
| 3. jagged | c. /dʒæɡed/ | 11. fewer | k. /wɪtʃəz/ |
| 4. gagged | d. /fens/ | 12. future | l. /suwɪsajd/ |
| 5. entered | e. /ɪntɛɪd/ | 13. suicide | m. /kɪæwd/ |
| 6. interred | f. /fenz/ | 14. Sue sighed | n. /mɪtʃɪz/ |
| 7. fence | g. /ɡæɡd/ | 15. which is | o. /suwsajd/ |
| 8. fens | h. /plæw/ | 16. witches | p. /fjuwɛɪ/ |

EXERCISE 16

1. Match the numbered words with letters of the proper phonemic representation of their sound.

- | | | | | | |
|-----------|------------|-----------|----------|-----------|-----------|
| 1. fall | 2. foil | 3. full | 4. feel | 5. fail | 6. foal |
| 7. fowl | 8. fill | 9. fell | 10. fuel | 11. fool | 12. file |
| a. /fuwl/ | b. /fowl/ | c. /fæwl/ | d. /fil/ | e. /fiɪl/ | f. /feɪl/ |
| g. /fajl/ | h. /fjuwl/ | i. /fel/ | j. /ful/ | k. /foɪl/ | l. /fal/ |

2. Match the numbered phrases with letters of the proper phonemic representation of their sound.

- | | |
|---------------------------|-----------------------|
| 1. knead dough | a. /sɪŋzələŋhɪjz/ |
| 2. need dough | b. /sɪndʒezələŋheɪz/ |
| 3. sings along here | c. /nɪjddow/ |
| 4. sings a long hair | d. /ətəbəl/ |
| 5. a trouble | e. /ətɪuw bel/ |
| 6. a true belle | f. /softʊbəl/ |
| 7. soft rubber | g. /sofɪljəbəl/ |
| 8. softly rub her | h. /hæftuwletəwɔɪdɪj/ |
| 9. have to let her worry | |
| 10. half two-letter wordy | i. /hæftələjtəwɔɪɪj/ |
| 11. have to later worry | j. /hæftələtəwɔɪɪj/ |

EXERCISE 17

1. For each of the following phrases select the transcription with the correctly marked **stress accent**:

- | | |
|---------------------------------------|-------------------------------------|
| 1. <i>the man and the boy</i> | a. /ðə ,mæn ən ðə 'boj/ |
| | b. /ðə 'mæn ən ðə ,boj/ |
| | c. /ðə 'mæn ən ðə 'boj/ |
| 2. <i>a stroke of serendipity</i> | a. /ə'stuɔwk əv 'seɪə'dipətij/ |
| | b. /ə ,stuɔwk əv ,seɪə'dipətij/ |
| | c. /ə 'stuɔwk əv ,seɪə'dipətij/ |
| 3. <i>one of many representatives</i> | a. /'wən əv 'menij ,ɹepɪ'sentətivz/ |
| | b. /'wən əv 'menij ,ɹepɪ'sentətivz/ |

2. Write out the phonetic transcription for the following phrases with unreduced **ternary stress** marked, but unstressed vowels still reduced.

1. *the little man and the remarkably small boy*
2. *a stroke of serendipitous luck*
3. *one of many Democratic representatives*
4. *a great and wonderful discovery*
5. *a fourteen thousand dollar Persian carpet*
6. *an article-less article*

EXERCISE 18

1. Does the definite article also participate in a sandhi like the indefinite one? How is it different?

2. The noun *knife* /najf/ has the plural form *knives* /najvz/. Would it be appropriate to describe this phenomenon as sandhi?

EXERCISE 19

1. Think of something you did yesterday, and tell what it was.
2. Mention three things that happened during your last vacation.
3. What questions might a stranger ask in a city?
4. Ask two questions about your next vacation.
5. Say three things that you are asked to do by your teacher.
6. How would you ask for a book?

EXERCISE 20

1. Write two questions that might be asked after a snow storm — two commands that might be given — two statements that might be made.

2. Write six more as if you were on an airplane.

EXERCISE 21

1. Make an exact copy of the twelve sentences given in § 91.
2. What is the meaning of “assert”?
3. Make assertions in answer to the four questions of § 91.
4. Make responses to the four requests of § 91.
5. Change the four assertions of §91 to questions.

EXERCISE 22

1. Think about each of these groups of words, and then tell whether it is a **complete sentence** or only **part of one**. Give your reason in the following way:

“Green with leaves” is not a sentence, because it does not form a statement, question, or command.

- | | |
|------------------------------------|---|
| 1. A fine October morning. | 11. Dry and brittle as pipe stems. |
| 2. The leaves are red and green. | 12. We set them on fire. |
| 3. And some yellow. | 13. Oh, what a blaze! |
| 4. Here are some purplish ones. | 14. The smoke filled the air. |
| 5. None are brown. | 15. A strong wind from the northwest. |
| 6. The trees in the swamps. | 16. Let’s try and find some pine nuts. |
| 7. Very few flowers remain. | 17. Are there any pines on the upper slope. |
| 8. All along the road to the pond. | 18. Very few. |
| 9. Found twenty dead trees. | 19. Bring your bucket tomorrow. |
| 10. Some were girdled by mice. | 20. If it rains. |

2. **Change** those of the preceding groups that are only **parts** of sentences, into **complete sentences** by using additional words.

3. Tell in your own words what they are all about, as if you were **telling a story**.

EXERCISE 23

1. After reading each of these sentences, tell whether it is **declarative**, **interrogative**, or **imperative**. Give your reason in the following way:

“Cheer up” is an imperative sentence, because it issues a command.

- | | |
|--|---|
| 1. Have you ever heard of Australia? | 8. Tell me. |
| 2. That’s a weird question. Of course I have. | 9. How long will we be staying? |
| 3. Don’t get mad. | 10. Just think how much I am going to enjoy it! |
| 4. I’m going there next month. | 11. You’ll actually take me along? |
| 5. Would you like to be my travelling companion? | 12. Won’t you say yes? |
| 6. I sure would. | 13. Oh, I just have to go! |
| 7. Are you for real? | 14. Stop! |
| | 15. Remember how far it is. |

2. Listen to the reading of different sentences by your teacher, and tell the **kind** of each as you hear it.

3. **Classify** the sentences in any of the subsequent exercises in this book.

4. What does “interrogative” mean?

EXERCISE 24

1. Which of the sentences in Ex. 23 are also exclamatory?

2. What kind of sentence is each of these?

- | | |
|--------------------------------|---|
| 1. Listen! | 5. Rouse, ye Romans! |
| 2. Who cares! | 6. May Heaven help you! |
| 3. You will too come here! | 7. What do you say for yourself, you little rascal! |
| 4. We'll be so happy together! | 8. Who would've believed it! |

EXERCISE 25

Copy these sentences, using **capitals** and marks of **punctuation** where they belong:

there was a storm of sleet and snow yesterday the night was very cold is the road on the hill smooth enough for sledding bring your sleds we will go and see let the wind blow are you well protected shall we run to keep warm here we are at last what do you think of this could I try steering your tube watch us go as far as the bridge across the creek give us a good push to start look out for that old stump this is a great ride we came down in less than half a minute shall we try it again

EXERCISE 26

1. Write one declarative sentence about oil; one about petroleum; one about gasoline.
2. Write an interrogative sentence about cotton, wool, or nylon, using your teacher's name.
3. Write an imperative sentence addressed to a well trained dog. To a bus driver. To a whole army.
4. State a fact about the telescope.
5. Write a question to a friend about his or her health.
6. Issue an order asking the store to deliver you something.
7. Write three declarative sentences about cell phones.
8. Make an assertion about London, England.
9. Change the assertion of **8** to a question.

EXERCISE 27

Read each sentence, and say what the statement is about.

- | | | |
|----------------------|-----------------------|-----------------------|
| 1. Embers glow. | 5. Dewdrops glisten. | 9. Candles flicker. |
| 2. Opals gleam. | 6. Sunsets flame. | 10. Torches blaze. |
| 3. Fire flies glint. | 7. Lamps flare. | 11. Diamonds sparkle. |
| 4. Gold glitters. | 8. Lightning flashes. | 12. Stars twinkle. |

EXERCISE 28

What is the **subject** in the following sentences? Give your reason in the following way:

“Horses neigh.” In this particular sentence the word “horses” is the subject, because it refers to the (only) thing about which something is being said.

- | | | |
|--------------------|------------------|------------------|
| 1. Sparrows chirp. | 4. Owls screech. | 7. Doves coo. |
| 2. Chickens peep. | 5. Crows caw. | 8. Geese cackle. |
| 3. Cocks crow. | 6. Larks sing. | 9. Hens cluck. |

EXERCISE 29

What is the **whole subject** in each sentence? Give your reason in the following way:

“The deep blue sea flows around the earth.” In this sentence the words “The deep blue sea” are the subject, for they refer to the thing about which something is being said.

- | | |
|--|--|
| 1. The ocean is bitter and salty. | 7. A polar bear could be seen amid the ice and snow. |
| 2. The wind was dying away. | 8. The strongest ships are often crushed in the ice floes. |
| 3. Large and small fish came to the surface to breath. | |
| 4. Several whales were spouting. | 9. Whale fishing was a dangerous occupation. |
| 5. Seven icebergs were drifting past. | |
| 6. What sign of life was there? | 10. “D” is the first letter of <i>danger</i> and of <i>death</i> . |

EXERCISE 30

What is said of the objects named in each of these sentences?

- | | | |
|------------------|--------------------|-------------------|
| 1. Clouds float. | 5. Hail rattles. | 9. Breakers roar. |
| 2. Rain falls. | 6. Water splashes. | 10. Billows roll. |
| 3. Sleet drives. | 7. Wind blows. | 11. Oceans surge. |
| 4. Snow drifts. | 8. Waves break. | 12. Tides flow. |

EXERCISE 31

What is the **predicate** in these sentences? Give your reason in the following way:

“Lions roar.” In this sentence “roar” is the predicate, because it is used to refer to what is being said about what “lions” refers to.

- | | | |
|------------------|---------------------|------------------------|
| 1. Donkeys bray. | 4. Dogs bark. | 7. The sea is rough. |
| 2. Bears growl. | 5. Lambs bleat. | 8. The sails are torn. |
| 3. Wolves howl. | 6. Monkeys chatter. | 9. We drop anchor. |

EXERCISE 32

1. What is the **entire predicate** in each sentence? Give your reason in the following way:

“The night was nearly over.” Here the words “was nearly over” are the predicate, because they refer to what is being said about what “the night” refers to.

- | | |
|---|--|
| 1. All nature was asleep. | 6. The fragrance of coffee wafted from every house. |
| 2. Every leaf was still. | 7. The brakes of an early bus squealed in the distance. |
| 3. The dew was sparkling. | 8. A parked car chirped with a press on the owner’s fob. |
| 4. The sun had just appeared. | 9. Everything seemed to catch the spirit of the awakening day. |
| 5. Robins and bluebirds began to flutter about. | |

2. Copy the sentences in Ex. 29, and draw a vertical line between the subject and the predicate as follows:

The earth | revolves around the sun.

EXERCISE 33

1. Make **predicates** for each of these subjects in the following way:

“Eyes see,” and so on.

eyes	mouths	teeth	tongues
ears	hands	feet	fingers
noses	wings	fins	tails

2. Make **subjects** for each of these predicates in the following way:

“Lead sinks,” and so on.

sinks	drifts	drive	sail
floats	swim	wade	ripple
freezes	melts	row	dash

EXERCISE 34

Make sentences using one of these words as subject and one as predicate:

fish	frogs	monkeys	girls	men
crawl	walk	chatter	leap	race
worms	birds	boys	ships	cars
fly	float	swim	dance	run

EXERCISE 35

Write predicates of *more than one word* for these subjects; that is, say something so as to make a declarative sentence:

- | | | |
|-------------|--------------------|------------------------|
| 1. Stars | 8. Kindness | 15. Wendy |
| 2. The sun | 9. The West Indies | 16. Humming birds |
| 3. The moon | 10. A mirror | 17. The United States |
| 4. Anger | 11. My photo | 18. The Andes |
| 5. Megan | 12. Oil paintings | 19. Drops of water |
| 6. Kevin | 13. Peacocks | 20. A boat on the lake |
| 7. Honesty | 14. Squirrels | 21. Huge waves |

EXERCISE 36

Write subjects of *more than one word* for these predicates:

- | | |
|--|--------------------------------|
| 1. are chirping | 12. built the house |
| 2. are buzzing | 13. made the furniture |
| 3. are croaking | 14. are found in the forest |
| 4. is the President of the United States | 15. float in with the tide |
| 5. was a great general | 16. suffocate in an oil spill |
| 6. were an ancient people | 17. are all used for food |
| 7. shade the city streets | 18. are found in museums |
| 8. shade the living-room windows | 19. is a beautiful poem |
| 9. shade the women's faces | 20. included the commercials |
| 10. grow in the garden | 21. was very neatly written |
| 11. laid the foundation | 22. were voting conservatively |

EXERCISE 37

Which of these expressions might be used as **predicates**?

- | | | |
|--------------------|--------------------------|-----------------------|
| 1. the smoke | 5. covers the ground | 9. a delicate perfume |
| 2. over the valley | 6. morning mists | 10. will evaporate |
| 3. disappeared | 7. poisonous gases | 11. smells very sweet |
| 4. may settle | 8. of efficient furnaces | 12. was scattered |

EXERCISE 38

Which of these words are **names** of things? Which of them can be used to **assert**?

raked	grass	pruned	wealth	fails
vines	awoke	seed	believes	buys
fields	wept	goods	poverty	lawn
sells	mowed	plowed	succeeds	slept

EXERCISE 39

Lengthen each of these “bare sentences” by adding words to the lexical subject and to the lexical predicate, so as to make a fuller and more definite statement. And so:

“Trouble | arises.” Serious trouble among friends | often arises from trivial causes.

- | | | |
|-------------------|---------------------|-----------------|
| 1. ivies, grew | 4. carpenter, built | 7. walls, fell |
| 2. ships, sail | 5. windows, looked | 8. house, stood |
| 3. pictures, hang | 6. room, contained | 9. gale, broke |

EXERCISE 40

1. In these sentences what is the complete or **syntactic** subject phrase?

2. Find the essential or **lexical** subject; that is, the one word that names what the assertion is about.

1. Our journey soon begins. 2. The last day has come. 3. Many years of happiness are gone. 4. All the future is uncertain. 5. A cold, bleak wind is blowing. 6. Travelling by night seems tiresome. 7. The road to town is rough and steep. 8. For a week no friends will greet us.

EXERCISE 41

1. In these sentences what is the **grammatical** predicate?

2. Find also the essential or **lexical** predicate; that is, the asserting word.

1. The storm passed this side of the mountains. 2. Our prospects brightened at once. 3. We hoped for the best. 4. Time decides all questions. 5. Something always happens unexpectedly. 6. The surprise gives us courage. 7. The morning finds our journey ended. 8. Who cares for wintry storms?

EXERCISE 42

The sentences of Exercise 43 are all in the form of affirmative assertions. Not all sentences make statements, as there are such that ask questions, issue commands, make proposals, perform rites, or deny situations. The exercises to this point are specially constructed to isolate subject and predicate into single words until these concepts are fixed in the mind. Rewrite five of the sentences as some other kind of sentence by changing the order of the words and/or adding or subtracting functional words, such as **do**, **not**, and **you**.

EXERCISE 43

Write these sentences; separate the principal parts by a vertical line; draw a *wavy* line under the **lexical subject**, and a *straight* line under the verb, or **the lexical predicate**, in this way:

The leaves of this tree | fall every autumn.

1. The southern forests yield the largest timber. 2. The trunks of some trees measure several feet in diameter. 3. The elms resemble human beings. 4. Their arching tops almost speak to us. 5. Whispers come from groves of pine. 6. Their needle-like leaves make a luxurious carpet. 7. The sturdy oak stands for stability and strength. 8. The wood of this tree serves many useful purposes. 9. The lifetime of a tree depends in part on its surroundings. 10. A century in the forest makes a venerable giant. 11. Earth with her thousand voices praises God. 12. Bad habits gather by unseen degrees. 13. The paths of glory lead but to the grave. 14. The broken soldier talked the night away. 15. The king unstrung his chain of gold. 16. Such a gallant act deserves a mead of praise.

EXERCISE 44

Use the Reed and Kellogg method to diagram the following additional sentences:

- | | | |
|-----------------|-----------------|-----------------------|
| 1. Frogs croak. | 5. Flies buzz. | 9. Books help. |
| 2. Hens sit. | 6. Sap ascends. | 10. Noise disturbs. |
| 3. Sheep bleat. | 7. Study pays. | 11. Hope strengthens. |
| 4. Cows low. | 8. Buds swell. | 12. Cocks crow. |

EXERCISE 45

Use the R&K method to diagram the following sentences:

- | | |
|------------------------------------|------------------------------------|
| 1. Moisture is exhaled. | 11. Nuisances should be abated. |
| 2. Conclusions are drawn. | 12. Jerusalem was destroyed. |
| 3. Industry will enrich. | 13. Light can be reflected. |
| 4. Stars have disappeared. | 14. Rain must have fallen. |
| 5. Twilight is falling. | 15. Planets have been discovered. |
| 6. Leaves are turning. | 16. Palaces shall crumble. |
| 7. Sirius has appeared. | 17. Storms may be gathering. |
| 8. Bagdad has been captured. | 18. Essex might have been saved. |
| 9. Electricity has been harnessed. | 19. Cæsar could have been crowned. |

10. Tempests have been raging.

20. Inventors may be encouraged.

EXERCISE 46

1. Write seven words that can be used as names.
2. Use each one with other words in making a sentence.
3. Write seven words that can be used to assert, and make sentences with them.
4. Tell how each of the words in Ex. 36 may be used.

EXERCISE 47

1. Mention five kinds of birds; of farm animals.
2. Name five things you have seen in a mall; at an amusement park.
3. Name five things to be seen at the seaside, or near a river. Name five to be seen: on a ship, in the mountains, on a farm, in a factory.
4. Name several things to be heard: on the street, when travelling, in a hospital, in the night.
5. What are four things that make: a good student, a good athlete, a boy's character, a poor student?

EXERCISE 48

1. Examine these sentences carefully, and mention every name or **noun** that you find:
 1. The garden is brilliant with daffodils and tulips.
 2. Their beauty depends a lot on their colors.
 3. This river is full of large trout.
 4. "Poor Richard" was born in Boston.
 5. Hear the jingle of the sleigh bells.
 6. A cheer in celebration rings through the stands.
 7. How delicate the fragrance is!
 8. The merry shouts of children fill the air.
 9. What crimes did the news report?
 10. The breeze brings the odor of the flowers.
 11. Pain teaches people patience.
 12. Hope was followed by despair.
 14. Our guide betrayed no sign of fear in times of danger.
 15. Innocence is the charm of childhood.
2. Which of the nouns denote something that has weight?

EXERCISE 49

1. Make a list of ten vehicles that run on wheels.
2. What names are given to structures in which people live?
3. Name some things that are found in the earth.
4. In what different craft do people travel by air.
5. Name as many as you can of the parts of an airplane.

EXERCISE 50

1. Which of the nouns in Ex. 48 do not belong to the subject?
2. Tell how many nouns are used in each sentence.
3. Write five sentences, using **three** of these nouns in each one:

flock	raven	fox	thief	wings
geese	piece	tail	flapping	home
trees	cheese	brush	dinner	noise

EXERCISE 51

1. Make a list of the twenty-five **nouns** in the following sentences. Draw a line under the eleven used as subjects. (While studying traditional grammar it is usual to have the word “subject” refer to the lexical subject.)

1. The darkest clouds bring rain.
 2. The leaves of the trees rustled in the wind.
 3. Great clouds of smog were floating in the air.
 4. The rays of the sun were almost entirely obscured.
 5. A dim light came in at the windows.
 6. Our chores were left undone.
 7. At night the moon could not be seen.
 8. The trees along the river were torn up by the roots.
 9. The birds’ feathers were wet and dripping.
 10. The creeks in the mountains were swollen to torrents.
 11. A wooden bridge near the town was carried away.
2. Write an account of a severe storm.

EXERCISE 52

1. Make a list of **nouns** that designate the members of a family or other relatives.
2. Give ten nouns that designate people according to their occupations.
3. Name the different parts of a *a)* car, *b)* bird, *c)* book, *d)* cell phone, *e)* school.

4. Name some things made of a) glass, b) plastic, c) paper, d) steel, e) snow, f) concrete
5. Mention the names of several games; good personal characteristics; bad habits; diseases.

EXERCISE 53

1. In the following sentences who is meant by **he**? What by **these**? By **his**? By **they**? To what does **it** refer?

Mr. Leno was a wealthy man. **He** collected many cars. **These** were **his** favorites. **They** were housed in a large garage. **It** was like an airplane hangar.

2. Copy the sentences, using these other words instead of **he**, **they**, *etc.*, but without changing what they refer to.
3. Which do you think is the better way to make these assertions? Give the reason.
4. Mention all the nouns in your copy.

EXERCISE 54

1. Try to **improve** the following by using other words instead of repeating the nouns:

1. The people were returning from work.
2. The work was very hard.
3. The work seemed to make the people tired.
4. One woman was very ill.
5. This woman was being carried by the woman's husband.
6. The husband was a paramedic.

2. If Jane were speaking to John, would she say, "John surprised Jane," or, "You surprised me"?

3. If Matt were greeting his friend Pedro, what would he say instead of "Matt is glad to see Pedro"?

EXERCISE 55

1. Select the **pronouns** in these sentences; that is, the words used instead of nouns.

1. The paramedic is coming.
2. Call to him.
3. Have you gotten better?
4. Yes, I feel much better.
5. Early this morning I could see your arms stretched out over the snow.
6. It was perfectly white.
7. They seemed to me to be frozen.
8. The nurse was with us.
9. She warmed them by rubbing.

10. You will have to thank her.
11. We are very happy now.
 2. Which of the pronouns are used as subjects?

EXERCISE 56

1. Write declarative sentences in answer to the preceding questions.
2. What words have you used in place of the pronouns?
3. Write imperative or interrogative sentences, using **two** of these pronouns in each one: ***I, myself; me, mine; we, ourselves; us, ours.***

EXERCISE 57

In these sentences give the whole expression that each pronoun takes the place of:

1. The sail down the river was very pleasant.
2. It took about nine hours.
3. We met several fine yachts.
4. They seemed to be racing.
5. The captain of our boat told many of his adventures.
6. Two of them were very exciting.
7. His first vessel was a brigantine of six hundred tons.
8. She foundered off the coast of Jamaica.
9. He told us how he was forced to abandon her.

EXERCISE 58

1. What are declarative sentences?
2. What are the other kinds? Make a sentence of each kind.
3. Explain the meaning of "assert."
4. Make assertions about five things that you see.
5. Which of the following are declarative? Are they sentences of any sort? Tell your reason.
 1. Squirrels in hollow trees.
 2. The sap in the spring.
 3. We pine nuts in October.
 4. The ice thick enough to hold.
6. Make declarative sentences of them by using ***live, flows, gather, is.***
7. Now, change them to interrogative sentences.

EXERCISE 59

1. What kind of word will make **sentences** of the following? Supply what is needed.
 1. Steel from Japan.

2. The strong alloy very useful.
3. Water the turbines of the power plant.
4. The micro-chip plant in the Northwest States.
5. A letter eight thousand miles for forty-four cents.
6. The Gulf Stream north-east.
7. Behring Strait the Arctic and the Pacific Oceans.
8. The weather service a fair day tomorrow.
9. The snow ten feet deep in the woods last winter.
10. The boys all hunting yesterday.
11. The fox by hiding under a rock.
12. Trout fishing considerable skill.

2. Mention the verbs in Ex. 41.

EXERCISE 60

Select the expressions of more than one word that take the place of single verbs; that is to say, identify the **verb phrases**.

1. The phone call was made an hour ago.
2. We had hoped for better news.
3. But we must lose no time.
4. The fastest cars have been sent on the freeway.
5. They may overtake the kidnapper.
6. Otherwise nothing but failure awaits us.
7. We might have kept the pace car.
8. It is too late now.
9. Perhaps we will meet them all at Castleton.
10. Pack your arms at once.
11. The frontage road will be safest.
12. I will ask about them at Newbury.
13. They must have started early.

EXERCISE 61

Copy these expressions, writing out the verbs **in full**, as if they were to be spoken slowly:

- | | | |
|-------------------|------------------------|----------------------|
| 1. I'm sorry. | 5. It's too late. | 9. They'd just left. |
| 2. She'll come. | 6. We're here. | 10. She's waiting. |
| 3. Time's up. | 7. You've heard. | 11. Who's come. |
| 4. I've finished. | 8. You'd be surprised. | 12. We won't stay. |

EXERCISE 62

Select the single **verbs** and the **verb phrases**.

1. The air thickens.
2. Familiar objects are hidden as by a mist.
3. Sidewalks and streets disappear.
4. The sounds of front loaders are heard.
5. Nothing can be seen on the street.
6. Like a fog the snow hides all things.
7. Not a breath of wind disturbs its descent.
8. The branches of the trees are clothed as with thick wool.
9. Still the noiseless flakes fill the sky.
10. A change has taken place.

EXERCISE 63

Distinguish between the **nouns** and the **verbs** that are spelled alike in these sentences. And so:

“Pass” in the first sentence is a *verb*, “pass” in the seventh sentence is a *noun*.

1. Pass through here.
2. Order a load of rocks.
3. Load them with care.
4. They work with their hands.
5. They care not for play.
6. She rocks the cradle.
7. Fear not the way through the pass.
8. He drives without fear.
9. He hands me a whip.
10. She cradles the baby.
11. We whip them at your order.
12. They played one pass during that drive.
13. She babied him at the hospital.

EXERCISE 64

Write sentences, using each word once as a **noun** and once as a **verb**, as in § 158.

heat	fly	hope	milk	point
chain	stone	water	fan	call
stand	fall	drink	lap	strap

EXERCISE 65

Select one of the following topics, and write **five short sentences** about it. Draw a *wavy* line under the lexical subject, and a *straight* line under the lexical verb phrase.

1. A thunder storm.
2. Getting breakfast.
3. Doing homework.
4. A game of football.
5. Taking a picture.
6. Riding bikes.
7. A hike in the mountains.
8. A trip to the mall.

EXERCISE 66

1. Which are the **descriptive** words in these sentences? What is described by each of them?

1. My roses are yellow.
8. Your hamster is shy.

2. The sky was clear.
3. The trail will be narrow.
4. The day had been cold.
5. My answer may be wrong.
6. They seem anxious.
7. The night grows dark.
9. I am hungry.
10. She can be careful.
11. We should be generous.
12. My friend looks ill.
13. The milk has become sour.
14. The knives must be sharp.

2. Could the descriptive words be used like nouns as the subject of a sentence? Tell the reason.

3. Change these expressions to **assertions**; then change them to **questions**:

- | | | |
|----------------------|--------------------|--------------------|
| 1. yellow gold | 3. lofty mountains | 5. dull knife |
| 2. eloquent speakers | 4. fierce tigers | 6. skilful surgeon |

EXERCISE 67

Make assertions, using with the verbs words **descriptive** of these things. In the following way:

“Foxes are *cunning*.”

- | | |
|------------------------------|------------------------------------|
| 1. Foxes _____. | 7. The carrots in my garden _____. |
| 2. The abuse of drugs _____. | 8. Our country _____. |
| 3. Mahogany _____. | 9. That trampoline _____. |
| 4. The music _____. | 10. Yonder mountains _____. |
| 5. Some clouds _____. | 11. My kitten _____. |
| 6. Your television _____. | 12. County roads _____. |

EXERCISE 68

What descriptive words can be used with these nouns to imply that what they name have the **qualities** set opposite them? In the following way:

“Steel is *strong*.” “Cars are *fast*.”

- | | | | |
|-------------|----------|-------------|----------|
| 1. steel | strength | 6. trucks | weight |
| 2. servings | heat | 7. clothing | warmth |
| 3. poles | length | 8. flowers | beauty |
| 4. grass | dampness | 9. children | honesty |
| 5. cars | speed | 10. tigers | ferocity |

EXERCISE 69

What could these words be used to describe? Thus:

“Disastrous *tsunami*.”

- | | | | | |
|-------|-------|------------|-----------|-----------|
| brave | brisk | disastrous | sorrowful | brilliant |
|-------|-------|------------|-----------|-----------|

feeble	noisy	wild	heavy	useless
clear	charming	uncertain	tiresome	late

EXERCISE 70

Which words in these sentences are used with a noun to **describe** the object it represents by **adding some quality**?

1. Kind friends have come.
2. They brought us purple grapes.
3. Black clouds turn to rain.
4. Rolling stones gather no moss.
5. Grangers gather golden grain.
6. Studious boys make intelligent men.
7. Fairest flowers will fade.
8. Absent friends forget us.
9. Little leaks sink great ships.
10. Old wood makes the best fire.
11. Sound health is long life.
12. It is a warm day in July.
13. White fleecy clouds are in the blue sky.
14. I see a large grasshopper on a pointed leaf.
15. He has eaten a small round hole in it.
16. My tapping on the leafy bough stops his merry song.
17. Then a green locust begins with a loud buzz.
18. The limp grass would be revived by a gentle rain or a heavy shower.

EXERCISE 71

1. Copy ten of the sentences from Ex. 70 underlining subject and verb. **Enclose adjectives** that qualify the subject in curves. Thus:

(Kind) friends have come.

2. Make lists of different adjectives, four for each noun, that may be used to describe:

steel	road	trees	gasoline	grapes
sponge	desk	airplane	cell phone	rope
river	gold	farm	asphalt	ocean

EXERCISE 72

Diagram the following sentences using the R&K method:

1. The cold November rain is falling.
2. The great Spanish Armada was destroyed.
3. A free people should be educated.
4. The old Liberty Bell was rung.
5. The famous Alexandrian library was burned.
6. The odious Stamp Act was repealed.
7. Every intelligent American citizen should vote.
8. The enormous Aswan Dam is completed.
9. I alone should suffer.
10. All nature rejoices.
11. Five large, ripe, luscious, mellow apples were picked.
12. The melancholy autumn days have come.
13. A poor old wounded soldier returned.
14. The oppressed Kurdish people have been freed.
15. Immense suspension bridges have been built.

EXERCISE 73

1. Mention the **adjectives** that are descriptive, and tell to what each one adds a quality.

1. The day was pleasant.
2. The busy bee improves the shining hour.
3. The old songs are delightful.
4. The Yosemite Valley is noted for its magnificent scenery.
5. The domestic commerce of Boston is extensive.
6. I am reading an interesting book.
7. Richard looked sober at this.
8. Delays are dangerous.
9. Laughing is contagious.
10. The moon silvers the distant hills.
11. The full moon threw its silvery light upon the rippling waters of the lake.
12. On a low bench under a spreading tree sat an old veteran.
13. Beneath her torn hat glowed the wealth
Of simple beauty and rustic health.

2. Which of the adjectives are **part of the predicate**?

EXERCISE 74

Select the adjectives that do not describe, but only show to which ones or to how many the noun applies. Tell what each one **limits**.

1. Eight men were on that committee.
2. February has twenty-nine days every fourth year.
3. Each exercise must be well written.
4. Much harm arises from imprudence.
5. No man knows all things.
6. Every flock contains some black sheep.
7. This park contains forty-four acres.
8. All the trees in yonder row have stood there many years.
9. Several English elms and some maples were blown down.
10. That pond down the slope is used for skating every year.
11. There are no shade trees on either side of that street.
12. Few persons take much interest in such matters.
13. Both rivers rise in the same plateau.
14. A speaker of non-standard English might say “*them* books” instead of “*those* books.”
15. Many people say “*this* kind,” “*that* sort,” instead of the illogical “*these* kind,” “*those* sort.”

EXERCISE 75

1. Put all the adjectives into two lists, — one for the descriptive (qualifying), and one for the determiners (limiting).

1. We have caught a few speckled trout in that creek.
2. The new yacht *Louette* won the last race.
3. Large quantities of grain are exported from this country each year.
4. Carnivorous animals eat animal food.
5. Herbivorous animals eat vegetable food.
6. Omnivorous animals eat both kinds of food.
7. Every blossom on that apple tree should have five petals.
8. The century plant blossoms only once in its lifetime of seven to fifty years.
9. Deciduous trees lose their foliage every autumn.
10. Evergreen trees are covered with foliage all the year round.
11. Galls are round bodies formed on some plants by the stings of insects.

2. What does each adjective modify?

EXERCISE 76

Use with each of these nouns two adjectives, — the first being a **determiner**, telling **which one**, or **how many**, and so on; and the other telling the kind, or adding a **quality**. Thus:

“This fruitful field.”

field	waves	clouds	freighter	school
soldiers	medicine	bees	stories	grain
storm	cattle	silk	books	river

EXERCISE 77

Put **commas** where they should be in the following phrases:

1. All attentive studious faithful students ...
2. Every well-bred intelligent man ...
3. A wild barren uncultivated area ...
4. Broad well-watered fruitful plains ...
5. An honest kind and generous nature ...

EXERCISE 78

1. Use each of these words as an **adjective**, and as a **noun** or a **verb**:

sound	right	second	spruce	warm
light	stone	mail	rage	front

2. **Change** the descriptive adjectives to others of similar meaning:

We saw many novel sights in this remote town. There was a remarkable clearness in the air, and there were lofty hills all about clothed with extensive forests. We were walking along a zigzag path towards a rather desolate spot where the yearly fair had once been held. The abandoned booths were vacant, but we met a numerous company of persons who had come a prolonged journey through these retired valleys on some charitable errand to the peasants. They had found the burning heat very disagreeable, and seemed to be tired and eager to rest.

EXERCISE 79

1. Which words in these sentences show **when** the men are to work?
2. Which tell **how**, or in what manner, they ought to work?
3. Which show **where**?
4. Which show **how much**?

The men must work **quietly**.

The men must work **well**.

The men must work **early**.

The men must work **now**.

The men must work **here**.

The men must work **outside**.

The men must work **less**.

The men must work **more**.

5. Suggest some other single words that show *how*, or *when*, or *where* men must work?

EXERCISE 80

Which words are added to the verbs to show **how**, **when**, **where**, and so on?

1. Wait patiently.
2. You must go now.
3. I will visit Europe soon.
4. Have you ever been there?
5. The bus runs regularly.
6. Snow sometimes delays it.
7. The plow soon scatters the snow.
8. It was scarcely needed.
9. The pendulum moves to and fro continually.
10. The day has almost ended.

EXERCISE 81

Fill each blank with an adverb that will tell **when**, **where**, or **how**.

1. The girls write _____.
2. We will sing _____.
3. Those yachts sail _____.
4. They returned _____.
5. We might go _____.
6. Our hearts beat _____.
7. The river flows _____.
8. The fire burns _____.
9. The courier will return _____.
10. Can you read music _____?

EXERCISE 82

Mention every **verb**, and the **adverb** that modifies it, telling whether it shows how, when or where.

1. We must go now.
2. There comes my father.
3. I never called there again.
4. Water is found everywhere.
5. He bears trouble patiently.
6. They sometimes sing joyously.
7. The best often fail.
8. Return quickly.
9. The parade moved slowly onward.
10. Our friends will probably come back tomorrow.
11. The rain fell heavily last Tuesday.
12. Lightning flashed vividly in the clouds.
13. The thunder rumbled everywhere.
14. People were running hither and thither.
15. Umbrellas were quickly raised.
16. Carriages dashed hurriedly along.

EXERCISE 83

Copy some of the sentences in Ex. 82, marking subject and verb, and putting the adverbs in brackets. Thus:

(The) parade moved [slowly] [onward].

EXERCISE 84

First select the **nouns**, and say what adjectives qualify or limit them. Then tell which adjectives have a word added to show *how* or *how much*.

1. This lesson is very short.
2. You are extremely careless.
3. Can you find a partly open rose?
4. He read an exceedingly interesting story.
5. Oxen are rather sluggish animals.
6. Fred is remarkably cheerful this morning.
7. Is it too difficult for you?

EXERCISE 85

1. Select the **adjectives** in these sentences, and tell which of them are modified by **adverbs**:

1. The night was very dark. 2. Everybody was sleeping soundly. 3. The dim light of the new moon was almost entirely concealed. 4. I was rather late about my errand. 5. The somewhat steep path over the hill was little used. 6. It was very much too rocky for so dark a night. 7. Even the sky was nearly black. 8. I was wisely cautious. 9. Except for such great care I might have fallen repeatedly. 10. I finally reached my destination in a completely exhausted condition.

2. Read the sentences, omitting the adverbs.

EXERCISE 86

Which words in these sentences modify adverbs?

1. Speak very distinctly.
2. James, you read too rapidly.
3. How quietly that bus runs!
4. Water is found almost everywhere.
5. Kind deeds are almost never forgotten.
6. Have we gone far enough?
7. Our exercises must be more neatly written.

EXERCISE 87

1. Use these adverbs in sentences to modify *verbs*:

cautiously	seldom	formerly	often
faithfully	always	again	lately
sometimes	forever	backward	never

2. Use these adverbs in sentences to modify *adjectives*:

almost nearly too so totally entirely quite how

3. Use adverbs — all different — to modify the following in sentences:

feebly; rapidly; much; greatly; well.

EXERCISE 88

Diagram the following sentences using the R&K method:

1. The leaves fall very quietly.
2. The old, historic Charter Oak was blown down.
3. The stern, rigid Puritans often worshiped there.
4. Bright-eyed daisies peep up everywhere.
5. The precious morning hours should not be wasted.
6. The timely suggestion was very kindly received.
7. We turned rather abruptly.
8. A highly enjoyable entertainment was provided.
9. The entertainment was highly enjoyed.
10. Why will people exaggerate so!
11. A somewhat dangerous pass had been reached quite unexpectedly.
12. We now travel still more rapidly.
13. Therefore he spoke excitedly.
14. You will undoubtedly be very cordially welcomed.
15. A furious equinoctial gale has just swept by.
16. The Hell Gate reef was slowly drilled away.

EXERCISE 89

1. What is an adjective?

2. In the expressions in the left column, what words describe houses? What kind of words are they?

- | | | |
|--------------------------------|----|----------------------------------|
| 1. <i>wooden</i> houses | or | houses <i>of wood</i> |
| 2. <i>empty</i> houses | or | houses <i>without occupants</i> |
| 3. <i>three-storied</i> houses | or | houses <i>with three stories</i> |
| 4. <i>public</i> houses | or | houses <i>for the public</i> |
| 5. <i>city</i> houses | or | houses <i>in the city</i> |

3. What do the groups of words in the right column describe? What are they used like?

4. Use **adjectives** in place of the following italicized groups without much changing the meaning. Tell what each modifies.

- | | |
|---|--|
| 1. Business <i>of importance</i> detained me. | 3. We found a sedan <i>with four doors</i> . |
| 2. Carpets <i>from Persia</i> are expensive. | 4. Men <i>of wealth</i> should be generous. |

EXERCISE 90

1. What is an adverb?

2. What words in the left column tell *how*, *when*, or *where* the ship sails? What kind of words are they?

- | | | |
|------------------------------------|----|--|
| 1. The ship sails <i>rapidly</i> . | or | The ship sails <i>with rapidity</i> . |
| 2. The ship sails <i>safely</i> . | or | The ship sails <i>without danger</i> . |
| 3. The ship sails <i>afar</i> . | or | The ship sails <i>to a distance</i> . |
| 4. The ship sails <i>now</i> . | or | The ship sails <i>at this time</i> . |
| 5. The ship sails <i>there</i> . | or | The ship sails <i>for that place</i> . |

3. What does each group in the second column tell about the sailing of the ship? What does each one mean? What are they used like?

4. Use **adverbs** in place of the following italicized groups without much changing the meaning. What does each modify?

- | | |
|---|---------------------------------------|
| 1. The Indians lived <i>in this place</i> . | 3. Be courteous <i>at all times</i> . |
| 2. Never write <i>without care</i> . | 4. Do they deal <i>upon honor</i> ? |

EXERCISE 91

1. Which **phrases** in the following sentences are **adjectival** — used like *adjectives*?

2. Do **adverbial phrases** — those used like *adverbs* tell how, when, where, or how often?

- | | |
|---|--|
| 1. He came in haste. | 6. He pays his rent by the month. |
| 2. We are in fear. | 7. He finished his task with ease. |
| 3. People of intelligence live in this place. | 8. He came to this place after the time. |
| 4. Diamonds of great value are found in that field. | 9. Children like stories about animals. |
| 5. My friend never comes behind time. | 10. The plan was made in secret. |
| | 11. We will deal upon honor. |

3. Change the **phrases** to adjectives or adverbs, if you can think of any that will serve.

EXERCISE 92

1. Use an **adjectival phrase** or an **adverbial phrase**.

- | | | |
|-------------------|----------------------|----------------------|
| 1. Turkish rugs | 5. strong men | 9. go now |
| 2. juvenile books | 6. a marine disaster | 10. send it soon |
| 3. Java coffee | 7. spoke distinctly | 11. study diligently |
| 4. silver plates | 8. went homeward | 12. walk quietly |

2. Use an **adjective** or **adverb** in place of the **adjectival** or **adverbial phrase**.

- | | | |
|----------------------------|----------------------------|-------------------------|
| 1. a road along the river | 3. a trip through Europe | 5. a child at play |
| 2. a trail up the mountain | 4. a journey toward home | 6. a man of strength |
| 7. women of fashion | 11. treat all with respect | 14. polite at all times |
| 8. women of sense | 12. came to this place | 15. speak in public |

9. lands beyond the seas 13. a bird on the wing 16. jewelry from Italy
10. behave with propriety

EXERCISE 93

Select the **phrases** and tell what each one modifies. Thus:

“From Plymouth” is an adverbial phrase used to modify the verb **sailed**.

- | | |
|---|--|
| 1. The Mayflower sailed from Plymouth. | 6. The English settled along the coast. |
| 2. Magellan’s ship sailed around the world. | 7. We will return through the valley. |
| 3. Beautiful pearls are found in the ocean. | 8. My friends will come on the next bus. |
| 4. The early settlers hunted for gold. | 9. Bush lived in Texas during his boyhood. |
| 5. The rainbow rested over the village. | 10. No one was condemned without a trial. |

EXERCISE 94

Select the **phrase** and tell what each one modifies. Thus:

“Of Rome” is an adjectival phrase used to modify the noun **city**.

- | | |
|--|---|
| 1. The city of Rome is the capital of Italy. | 8. The road up the mountain is very rocky. |
| 2. Meaningful success without effort is impossible. | |
| 3. Merchandise for that company was shipped yesterday. | |
| 4. The largest planet with rings is Saturn. | 9. The fort near the city was captured first. |
| 5. Admission to college depends on accomplishments. | |
| 6. Icebergs from the Arctic Ocean melt in the Gulf Stream. | |
| 7. Journeys into the interior are rarely made. | 10. The town beyond Lexington is Concord. |

EXERCISE 95

1. Select the **prepositions** in Exs. 93 and 94, and tell between what words each shows the relation. Thus:

From is a preposition, and shows the relation between its object **Plymouth** and the verb **sailed**, which the adverbial phrase modifies.

2. Mention the **prepositions** with the object of each, and tell between whether the phrase is adjectival or adverbial.

- | | | | | | |
|--|--|--|--|---|--------------------------------------|
| 1. Birds in great numbers fly over this grove. | 2. Some with blue plumage have dropped a handful of feathers for me. | 3. Quails from the north meet jays from the south. | 4. There are eggs in the nest near the vine. | 5. The mother bird is mottled at the throat and along the breast. | 6. A bluebird nests under the eaves. |
|--|--|--|--|---|--------------------------------------|

EXERCISE 96

Point out the **adverbial prepositional phrases**, and tell whether they modify (or complement) adjectives, adverbs, or the whole predication.

1. Those trees are heavy with fruit.
2. You are too cautious for me.
3. The children were happy beyond measure.
4. Always be polite to strangers.
5. She is insane from anxiety.
6. Will you be absent from school.
7. We found rosebuds pink at the tips.
8. The grass was wet with dew.

EXERCISE 97

1. Use these phrases in sentences:

with him	against it	to you
by her	between us	behind them
after me	for whom	from him

2. Here are the thirty-five most common prepositions. Use each one in a sentence.

about	around	beyond	of	under
above	at	by	on	unto
across	before	down	over	up
after	behind	for	through	upon
against	below	from	till	with
along	beneath	in	to	within
among	between	into	toward	without

EXERCISE 98

Diagram the following sentences using the R&K method:

1. The pitch of the musical note depends upon the rapidity of vibration.
2. The Gulf Stream can be traced along the shores of the United States by the blueness of the water.
3. The North Pole had been approached in three principal directions.
4. In 1607, Hudson penetrated within six hundred miles of the North Pole.
5. The breezy morning died into the silent noon.
6. The delta of the Mississippi was once at St. Louis.
7. Coal of all kinds has originated from the decay of plants.
8. Genius can breathe freely only in the atmosphere of freedom.
9. The Suspension Bridge is stretched across the Niagara River just below the falls.
10. In Mother Goose the cow jumps clear over the moon.
11. The first standing army was formed in the middle of the fifteenth century.
12. The first astronomical observatory in Europe was erected at Seville by the Saracens.
13. The tails of some comets stretch to the distance of 100,000,000 miles.
14. The body of the great Napoleon was carried back from St. Helena to France.

EXERCISE 99

What **sentences** have been **united** to make the following?

1. The birds have come and the flowers appear.
2. The ocean is rough for the breakers roar.
3. My pears are ripe and I am glad.
4. Some are very large but they are not yellow.
5. You cannot have tried earnestly or you would have succeeded.
6. The sky seems clear yet no stars are visible.
7. We cannot get money nor have we any food.
8. The king must win or he must forfeit his crown forever.

EXERCISE 100

Copy the sentences in the preceding exercise. Place vertical lines before and after each conjunction, and mark each subject and each verb. Enclose adjectives and phrases that modify the subject in curves; enclose adverbs and phrases that modify the verb in brackets. Insert the comma where it belongs. Thus:

(Kind) friends have left us, | but | they will return [soon].

EXERCISE 101

Make **compound** sentences by uniting simple ones that have the following words as subjects. **Punctuate** carefully.

- | | |
|------------------------------|----------------------|
| 1. New York — San Francisco. | 4. lead — styrofoam. |
| 2. horses — camels. | 5. skating — tennis. |
| 3. water — alcohol. | 6. silk — linen. |

EXERCISE 102

Select the **conjunctions**, telling which words they connect and what kind of words are connected. Thus:

And is a conjunction, and connects the two nouns **time** and **tide**.

1. Time and tide wait for no man.
2. Extreme poverty or great wealth may bring fame.
3. Some trees or shrubs would improve the place.
4. The days come and go in ceaseless round.
5. Some people always promise, but never pay.
6. Who among you thinks or dreams of me?
7. All men live and die unknown by most of their fellow men.
8. She plucked the daisies white and violets blue.
9. Michaelangelo was a painter and sculptor.

10. Now and then the whippoorwill calls from the hill or the grove.
11. You and I are old and well-tried friends.
12. Shall we spend our time with worthless books and papers, or with the best of authors?

EXERCISE 103

1. Write **simple** sentences each containing a phrase connecting the following words:

- | | | |
|----------------------|--------------------------|----------------------------------|
| 1. he — you — I | 2. red — white — blue | 3. safely — quickly — pleasantly |
| 4. fly — walk — swim | 5. patient — firm — kind | |

2. Write a **complete** sentence in answer to each question. **Punctuate** consistently.

1. Who were the first three presidents of the United States?
2. What kinds of grain grow in the Mississippi Valley?
3. What are three of the duties of a marine.
4. What must be done to corn in the field before it becomes meal.
5. Of what materials is a house made.

EXERCISE 104

Which words would express *feeling*, even if used by themselves?

- | | |
|--------------------------------|---------------------------------|
| 1. Oh! I have ruined my dress! | 4. Ho ho! Ahoy! A sail! A sail! |
| 2. O that I were rich again! | 5. Hurrah! We've won the game. |
| 3. Ha! Can't you hear it? | 6. Hsst! The squirrel sees you. |

EXERCISE 105

1. Which of the following interjections can be used to express *joy*? Which to express *disgust*? Which imitate some natural sound?

- | | | | | |
|-------|--------|-------|----------|--------|
| alas | hurrah | bravo | fie | O dear |
| pshaw | ahoy | whoa | ha ha ha | hello |

2. **Use** each of them in a sentence. **Punctuate** carefully.

EXERCISE 106

Diagram the following sentences using the R&K method:

1. Ah! anxious wives, sisters, and mothers wait for the news.
2. In a letter we may advise, exhort, comfort, request, and discuss.
3. The mental, moral, and muscular powers are improved by use.
4. The hero of the Book of Job came from a strange land and of a strange parentage.
5. The optic nerve passes from the brain to the back of the eyeball, and there spreads out.
6. Between the mind of man and the outer world are interposed the nerves of the human body.
7. All forms of the lever and all the principal kinds of hinges are found in the body.

8. By perfection is meant the full and harmonious development of all the faculties.
9. Ugh! I look forward with dread to tomorrow.
10. From the Mount of Olives, the Dead Sea, dark and misty and solemn, is seen.
11. Tush! tush! 't will not again appear.
12. A sort of gunpowder was used at an early period in China and in other parts of Asia.
13. Some men sin deliberately and presumptuously.
14. Feudalism did not and could not exist before the tenth century.
15. The opinions of the New York press are quoted in every port and in every capital
16. Both friend and foe applauded.

EXERCISE 107

1. (a) What must the subject of a sentence contain? (b) What must the predicate contain? (c) Define a verb. (d) Define a verb phrase. (e) How may verbs be modified?

2. In six of these sets of words the interpretation can complete a sentence. Which are they? Read the remaining six, supplying with each verb what is needed to complete a sentence.

- | | | |
|--------------------------|------------------------|----------------------|
| 1. The wind changed | 5. We must hurry | 9. We were |
| 2. The air is | 6. The night has been | 10. The ice was |
| 3. The storm intensified | 7. The snow melted | 11. My friend called |
| 4. Such storms are | 8. The skating will be | 12. Our fun stopped |

3. Which of the verbs would be called *incomplete*? Give your reason.

EXERCISE 108

Point out the **verb**, and show what completes the meaning of the predicate.

- | | |
|---------------------------|-----------------------------------|
| 1. Game was scarce. | 5. Our motel was distant. |
| 2. Our arrows were spent. | 6. Our coolers were empty. |
| 3. We were hungry. | 7. Matters might have been worse. |
| 4. The pond was frozen. | 8. We were not discouraged. |

EXERCISE 109

1. (a) Select the verbs, and tell which of them are modified by adverbs or adverbial phrases. (b) Which are incomplete, and what **attribute complements** are added to them to describe what the subject refers to?

- | | |
|---------------------------------|--|
| 1. Some grapes are sweet. | 7. The wind sighs plaintively around her grave. |
| 2. They grow in the south. | 8. Delays are often dangerous. |
| 3. The wind will be cold. | 9. The crocus blooms in the spring. |
| 4. Celluloid is inflammable. | 10. The early laws were severe. |
| 5. His remarks are instructive. | 11. My requests for dismissal have been useless. |
| 6. Not all birds are migratory. | 12. The polar regions are uninhabitable. |

2. Copy the preceding sentences, placing under the subject a *wavy* line, under the verb a *straight* line, and under the complement a straight line *over* a wavy line. Thus:

(Some) grapes are sweet.

EXERCISE 110

1. Point out the **linking verb** with its subject and attribute complement, telling whether the latter is a noun or an adjective. Thus:

In the second sentence **was** is the linking verb, having the noun **trouble** for its subject, and the noun **poverty** for its attribute complement.

1. The man was poor.
2. His trouble was poverty.
3. The water of the ocean is salty.
4. That vessel must be a schooner.
5. Farmers are independent.
6. Every barrel seems full.
7. Diamonds are expensive.
8. Fresh air is exhilarating.
9. Quartz is a mineral.
10. Our friends look anxious.
11. The lecture tomorrow will be short.
12. The cat's claws were sharp.
13. Turtles are amphibious.
14. The ship of the desert is the camel.
15. Tigers are carnivorous.
16. Tigers are flesh eaters.
17. Charles will be king.
18. The boy is the shoemaker's best friend.
19. Lazy boys become poor men.
20. The sound of the evening bells was sweet.
21. The night grows dark.

2. Copy those of the preceding sentences that have *nouns* as attribute complements. Underline subject and verb as before, and under the noun complement place a wavy line *over* a straight line. Thus:

(That) vessel is (a) schooner.

EXERCISE 111

Diagram the following sentences using the R&K method:

1. Slang is vulgar.
2. The sea is fascinating and treacherous.
3. The mountains are grand, tranquil, and lovable.
4. The Anglo-Saxon words in English are simple, homely, and substantial.
5. The French and the Latin words in English are in the main elegant, dignified, and artificial.
6. The ear is the ever-open gateway of the soul.
7. The verb is the life of the sentence.
8. Good breeding is surface Christianity.
9. A dainty plant is the ivy green. —Charles Dickens
10. The highest outcome of culture is simplicity.
11. Stillness of person and steadiness of features are signal marks of good breeding.

12. The north wind is full of courage, and puts the stamina of endurance into a man.
13. The west wind is hopeful, and has promise and adventure in it.
14. The east wind is peevishness and mental rheumatism and grumbling, and curls one up in the chimney corner.
15. The south wind is full of longing and unrest and effeminate suggestions of luxurious ease.

EXERCISE 112

Write sentences having the following words as **attribute complements** of linking verbs. Use the S&G marking as in Exercises 109 and 110.

mineral	old fashioned	fatigued	Frenchman
combustible	mechanic	librarian	skillful
liquid	ingenious	Japanese	patriot

EXERCISE 113

Write sentences having the following words or phrases as **attribute complements** of linking verbs. Use a marking that you feel would be appropriate and say why.

on the table	there	in the hospital	over the field
under a tree	abroad	home	at school

EXERCISE 114

1. Try to **complete** the sentences that seem unfinished, and explain why they seem so.

- | | |
|-------------------------|-----------------------------|
| 1. It is raining | 7. The nests are in the hay |
| 2. Who opened | 8. Yesterday I had a fall |
| 3. We can look for eggs | 9. Somebody fired |
| 4. Come to the barn | 10. I was frightened |
| 5. I will bring | 11. Of course I broke |
| 6. We will easily find | 12. The fall almost killed |

2. Do any of them lack the verb? What kind of word is needed?

EXERCISE 115

1. Give the **complete predicate** of each of these sentences:

- | | |
|--------------------------------|---------------------------------|
| 1. The bright sun rises. | 7. The trees shed their leaves. |
| 2. The March winds blow. | 8. Dairies sell butter. |
| 3. A robin sings on the bough. | 9. Hail destroys the crops. |
| 4. The lilacs blossom. | 10. The archer bends the bow. |
| 5. The weather was mild. | 11. The ground looks white. |
| 6. The skies are clear. | 12. Our summer is over. |

2. (a) Which of these verbs assert that what the subject names *does* something, or performs some *action*? (b) Which represents the actor as doing something *to* a person or to anything else? (c) What *action* is asserted of the winds? (d) What word in the ninth sentence tells what the hail *does*? (e) What does the hail act *upon*? (f) Who performs the action of bending? (g) What object *receives* the action? (h) What is the object of “shed”? (i) Of “sell”?

EXERCISE 116

Give the **object** of these verbs; that is, tell the word that shows what receives the action:

1. I have sold my car.
2. He has bought a farm.
3. Who wrote the prescription?
4. The Pilgrims left their native land.
5. They founded a new nation.
6. The crash has broken a rail.
7. Who will take the tickets?
8. We cannot speak French.
9. Ask the meaning of the word.

EXERCISE 117

Tell whether the verb is transitive or intransitive; *i.e.* whether it has an **object** or not.

1. That blind man never saw.
2. I saw my friend on his return.
3. The bells ring merrily over the snow.
4. The sexton rings the bell.
5. The trees sway in the wind.
6. How the wind sways the trees!
7. Our national flag flies from the mast head.
8. The schooner in the offing flies a signal of distress.
9. The farmer plows his fields.
10. The ships plow through the waves.

EXERCISE 118

1. (a) In the following sentences, which verbs assert an action that is **complete** in itself? (b) Which assert actions performed on or **received** by some person or thing? Give their complements.

1. The morning dawned.
2. The bridge fell at noon.
3. The lumbermen fell the trees.
4. The hunter lost the trail.
5. Perseverance brings success.
6. Sugar grows in Louisiana.
7. Old Ironsides at anchor lay.
8. Many fruits ripen in September.
9. Our expected friends have arrived.
10. The angry man should control his emotions.
12. The grass withers, and the flowers fade.
13. Time and tide wait for no man.
14. The first gun at Sumter aroused the nation.
15. The melancholy days have come.
16. The city of Florence contains many palaces.
17. The gardeners plant their seeds in the spring.
18. If you plant in youth, you will reap in age.
19. He will spend the winter in Spain.
20. The fire in the forest burned for several days.

11. We should hide the faults of others. 21. A deadly microburst blew the airplane off its course.

2. Copy some of the preceding sentences, marking the subject and the verb as before. Under the *object* draw two straight lines; thus:

(The) lumbermen fell (the) trees.

EXERCISE 119

1. Use the following in sentences, first as **complete** verbs, and then as **transitive** verbs, as in Ex. 117:

write	set	reap	cheat	give
rides	succeed	learns	lose	fly

2. Select the verbs in Exs. 70 and 75, and tell whether they are *complete*, *linking*, or *transitive*, and why.

EXERCISE 120

1. Construct sentences, using the following as subjects of **complete** verbs:

lightning	war	time	spiders
moon	smoke	clocks	oil

2. Use the following as subjects of **transitive** verbs:

reporters	avalanche	airplanes	artists
electricity	physicians	earthquakes	lawyer

3. Use the same words as **objects** of transitive verbs.

4. Write five sentences containing **linking** verbs with adjectives as attribute complements.

5. Write five with *nouns* as attribute complements.

EXERCISE 121

Diagram the following sentences using the R&K method:

1. Clear thinking makes clear writing.
2. Booth killed Lincoln.
3. The invention of gunpowder destroyed feudalism.
4. Liars should have good memories.
5. We find the first surnames in the tenth century.
6. God tempers the wind to the shorn lamb.
7. Benjamin Franklin invented the lightning rod.

8. At the opening of the thirteenth century, Oxford took and held rank with the greatest schools of Europe.
9. The moon revolves, and keeps the same side toward us.
10. Hunger rings the bell, and orders up coals in the shape of bread and butter, beef and bacon, pies and puddings.
11. The history of the Trojan war rests on the authority of Homer, and forms the subject of the noblest poem of antiquity.
12. Every stalk, bud, flower, and seed displays a figure, a proportion, a harmony, beyond the reach of art.
13. The natives of Sri Lanka build houses of the trunk, and thatch roofs with the leaves, of the coconut palm.
14. Richelieu exiled the mother, oppressed the wife, degraded the brother, and banished the confessor, of the king.
15. James and John study and recite grammar and arithmetic.

EXERCISE 122

Select the **complements** of the verbs, and tell whether they are *objects* or *attribute complements*; that is, whether they only modify the verb or refer to the subject.

- | | |
|-------------------------------|-------------------------------------|
| 1. Rivers to the ocean run. | 5. I can find no fault with him. |
| 2. The reason is very plain. | 6. A long rain will be welcome. |
| 3. The stars look very small. | 7. No one is ever too old to learn. |
| 4. Our souls are immortal. | 8. Every day brings its own duties. |
9. Good habits are most easily formed in youth.
 10. We are the heirs of past generations.
 11. A man's actions show his character.
 12. The greatest English poet is Shakespeare.
 13. A rolling stone gathers no moss.
 14. The betrayer of his country is a traitor.
 15. Every man must educate himself.
 16. Agriculture is the parent of all industries.
 17. Mountain chains rob the winds of their moisture.
 18. Wisdom's ways are ways of pleasantness.
 19. The violets open their soft blue eyes.
 20. Of all our senses sight is the most important.
 21. In France and Germany sugar is made from beets.
 22. Dispatch is the soul of business.

EXERCISE 123

1. Read the base of each sentence, or mark it by underlining its elements in this way:

Under the **subject** draw a wavy line.

Under the **verb** draw a straight line.

Under the **object** draw two straight lines.

Under the **attribute complement** for **adverbs** draw a double wavy line

for **adjectives** draw a wavy line under a straight line;

for **nouns** or **pronouns** draw a straight line under a wavy line. Thus:

The sun always shines somewhere.
~~~~~  
Your favor will be very acceptable.  
~~~~~  
1900 was not a leap year.
~~~~~  
The sentinel stars set their watch in the sky.  
~~~~~

1. Our good deeds live after us.
2. Seconds are the gold dust of time.
3. The orbit of the earth is elliptical.
4. An artist's studio should be his workroom.
5. He mixes his paints on a palette.
6. Vaccination may prevent small pox.
7. Most citizens over eighteen can vote.
8. At sea the distant clouds seem low.
9. The old mayor climbed the belfry tower.
10. Joan of Arc perished at the stake.
11. Regret for a misspent past will be useless.
12. My workmen were once my employers.
13. A collection of curiosities may become a museum.
14. The miser willed his property to a college.
15. Stone walls do not a prison make.
16. Young hearts never grow old.
17. Foolish people often feel wise.
18. The Muses were the goddesses of art.

2. Treat other exercises in the same way, until the base of a sentence can be recognized and described very readily.

EXERCISE 124

Diagram the following sentences using the R&K method:

1. He went out as mate and came back captain.
2. The sun shines bright and hot at midday.
3. Velvet feels smooth, and looks rich and glossy.
4. She grew tall, queenly, and beautiful.
5. Plato and Aristotle are called the two headsprings of all philosophy.
6. Under the Roman law, every son was regarded as a slave.
7. He came a foe and returned a friend.
8. I am here. I am present. [*Hint: two ways*]
9. This book is presented to you as a token of esteem and gratitude.
10. The warrior fell back upon the bed a lifeless corpse.
11. The apple tastes and smells delicious.
12. Lord Darnley turned out a dissolute and insolent husband.
13. In the fable of the Discontented Pendulum, the weights hung speechless.
14. The brightness and freedom of the New Learning seemed incarnate in the young and scholarly Sir Thomas More.
15. Sir Philip Sidney lived and died the darling of the Court, and the gentleman and idol of the time.

EXERCISE 125

1. What is a sentence? An assertion? What are the essential parts of one?
2. How many and what kinds of words *must* be used to make an assertion?
3. Illustrate from these sentences the meaning of **subject**, **verb**, **complement**, **base**, **modifier**, and **adjective**.

Cowardly men are generally poor soldiers.

These excellent airplanes now make regular flights.

4. What kind of airplanes is meant? Which ones?
5. What words modify the verbs? What word describes the flights?
6. How would you say the subject and the object are modified?

EXERCISE 126

1. (a) **Classify** each sentence; that is, tell its kind by use. (b) Read the **base**. (c) Point out the **complement**, tell its **kind**, and give its **modifiers**. Thus:

The first is a simple, declarative sentence. Its base is **dogs respect masters**. The subject **dogs** is modified by the adjective **savage**. The verb is *respect*. The object **masters** is modified by the adjective **stern**.

- | | |
|---------------------------------------|---|
| 1. Savage dogs respect stern masters. | 9. The Mid-east oil wells seem inexhaustible. |
| 2. Coming events cast long shadows. | 10. The longest day has an end. |

3. Has any man a heavy coat?
4. Take the broad, open road.
5. Such long hikes are tiresome.
6. A low barometer indicates stormy weather.
7. Hidden fire makes black smoke.
8. An uncontrolled appetite is a relentless master.
11. Your barking dogs are cowardly.
12. Destructive freshets have damaged the late crops.
13. Is that snow capped mountain an extinct volcano?
14. Tell no long stories.

2. Copy the preceding sentences, and mark the base as before. Enclose each subject modifier in parentheses () and each complement modifier in angled brackets < >. Thus:

(These) sheep have < long > horns.

3. Write sentences to show the use of adjectives *as part of the base*.
4. Write six that illustrate their use *as modifiers* of different parts of the base.

EXERCISE 127

1. Point out the **principal parts** of each sentence and their **modifiers**, as in the preceding exercise.

1. All the bells ring mournfully.
2. Some faces look very sad.
3. The whistle always shrieks wildly.
4. The summons is quite welcome.
5. This spot is delightfully cool.
6. Such bright days rarely come.
7. The officers were criminally negligent.
8. He probably came here lately.
9. Those stories are hardly credible.
10. The sun always shines brightly somewhere.
11. Most early navigators were very venturesome.
12. I have been too lazy heretofore.

2. Copy each sentence, underline the base, and mark the modifiers. Put verb modifiers in square brackets []. Thus:

(Those) planes [frequently] make < long > flights.

We are [never] < entirely > alone.

3. Write four sentences illustrating the use of adverbs as *modifiers* of different parts of the base.

EXERCISE 128

1. Give the **base** of each sentence and its **modifiers**. Select the modifiers that are phrases, and tell whether they are like an **adjective** or like an **adverb**.

1. Very few persons are perfectly happy.
2. We beheld the dark blue sky.
3. Will forgetful boys become good business men?
4. He displayed intensely disagreeable manners.
5. Hereafter I shall study more diligently.

6. Some rather dull boys have become very famous men.
2. Copy, and mark the base and modifiers. Thus:
- (This (same)) person [[very] recently] made < a > < rather > tiresome > speech.
3. Write four sentences containing **modified adjectives** and **modified adverbs**.

EXERCISE 129

1. Copy, underline the **base** and mark the **modifiers**, as in preceding exercises.
1. The boyhood of Lincoln was spent in poverty.
 2. The path of industry is the path to success.
 3. The needle of the compass may not always point toward the north.
 4. The invention of letters was attributed to the Phoenicians.
 5. The Queen of Sheba saw the wisdom of Solomon.
 6. Twenty slaves were brought to Virginia in 1619.
 7. Lincoln emancipated the slaves in 1863.
 8. The weight of evidence is against you.
 9. A dull, heavy cloud of vapor hangs gloomily above our heads in the sky.
2. How many words are **needed** to make a prepositional phrase? Of what kind must they be? In the ninth sentence, how many modifiers has **cloud**? How many has **hangs**?

EXERCISE 130

1. Give the **base** of each phrase, *i.e.*, the leading **preposition** and its **object**, and tell how each object is modified.

- | | |
|----------------------------------|--|
| 1. in the near future | 6. in the center of the solar system |
| 2. without many friends | 7. along the shores of the broad Pacific |
| 3. after very long delay | 8. near the sources of the longest river of Africa |
| 4. with few signs of failure | 9. after a cold, cheerless journey in the rain |
| 5. the icy, rattling crags among | 10. two mounds of snow between |

2. **Write** six sentences in which prepositional phrases are used to modify the *three* different parts of the base.

EXERCISE 131

1. In the expression

a tree surrounded by trees,

would you say that the same noun occurs twice, or that there are two nouns almost alike? What difference do you see? Is there a difference in sound? What is the difference in what the words denote?

2. Select the forms in this list that are used when **only one** is meant:

cloud	/klæwd/	children	/tʃildrən/	flies	/flajz/	fire	/faj/
feet	/fi:t/	knives	/najvz/	men	/men/	rose	/ləʊz/
fly	/flaj/	rivers	/ri:vəz/	stage	/steɪdʒ/	monkeys	/mɒŋki:z/
flood	/fləʊd/	cars	/kɑ:z/	judges	/dʒəʊdʒəz/	pen	/pen/
man	/mæn/	foot	/fʊt/	clock	/klɒk/	monks	/mɒŋks/

3. Which of them are used when we speak of **more than one**?

EXERCISE 132

About each of the following words say whether it is **singular** or **plural**, and then give the other orthographic and phonological forms:

vane	/veɪn/	potato	/pə'teɪtəʊ/	mosquitoes	/mə'ski:təʊz/	kisses	/kɪsəz/
sponges	/spɒndʒəz/	niece	/ni:s/	glasses	/glæsəz/	knives	/najvz/
mason	/meɪsən/	crutch	/krʌtʃ/	men	/men/	Germans	/dʒə'mænz/
swords	/sɔ:rdz/	lilies	/li:lɪz/	children	/tʃildrən/	pailfuls	/peɪfəlz/
brushes	/brʌʃəz/	oxen	/əksən/	turkeys	/tə'ki:kɪz/	nephew	/nefju:/
matches	/mætʃəz/	halves	/hælvz/	grass	/græs/	dishes	/dɪʃəz/
basin	/beɪsən/	taxes	/tæksəz/	women	/wɪmən/	geese	/gi:s/
sheaves	/ʃi:vz/			chimneys	/tʃɪmni:z/		

EXERCISE 133

1. Mention all the **possessives**, and tell what nouns they modify:

1. England's navy was very powerful.
2. Men's good deeds may live forever.
3. Children's manners show their training.
4. Napoleon ended his days at St. Helena.
5. We decorate her grave with flowers.
6. Your money will be used for soldiers' monuments.
7. Is there a proverb about kings' daughters?
8. Greenland's warm climate is its greatest treasure.
9. Winter's rude tempests are gathering now.
10. Wisdom's ways are ways of pleasantness.
11. You'll find hornets' nests there.
12. Does Ecuador's largest coin equal our "golden" dollar.

2. Change the possessive nouns to **prepositional phrases**, thus:

“Greenland’s climate” means “the climate of Greenland.”

3. Analyze the sentences by marking base and modifiers.

EXERCISE 134

Give the **possessive form** of each noun, both orthographic and phonetic. To which should you add only an apostrophe? Why? Is the phonetic form different? Why?

fox	ox	Charles	Mary	Frances
foxes	oxen	James	Erasmus	Agnes
armies	man	Mrs. Jones	scissors	valley
army	men	thief	Mr. Davis	valleys
calves	wives	thieves	Miss Kelly	heroes
calf	wife	sister	torches	children
lady	mice	sisters	monarch	mouse
ladies	sheaf	fishes	jury	brothers

EXERCISE 135

In the following sentences:

My brother Rudolphus is coming home.

I, William, am to be married.

William Shakespeare, poet, died in 1616.

William Shakespeare, retailer, lived in Stratford-on-Avon.

We had reached that great wheat market, Chicago.

what word shows which brother is meant? Which show who is meant by “William Shakespeare”? By “I”? In the fifth find two names for one thing.

EXERCISE 136

1. Select the **appositives**, and tell the words that refer to the same thing.

1. The historian Macaulay wrote “The Lays of Ancient Rome.”
2. The river Nile overflowed its banks annually.
3. The seventh month, July, was named in honor of Julius Cæsar.
4. The children’s favorite was the baby elephant, “Dumbo.”
5. The American holiday, Thanksgiving, comes in November.
6. The capital of New Hampshire, Concord, is on the Merrimac.
7. We girls have neglected our lessons.
8. She advised us boys to be patient.

9. You carpenters have a busy life.

2. Make sentences, using the first five appositives as **subjects modified by appositives**.

EXERCISE 137

1. Tell which phrases in the following are **appositive**, and which **possessive**; and give the modifiers in each phrase.

1. Charles Dickens, the great English novelist, died in 1870.
2. The Moon, the only natural satellite of the Earth, is about two thousand miles in diameter.
3. In 1807, Robert Fulton, an American engineer, sailed the first steamboat, the *Clermont*, on the Hudson.
4. Benjamin Franklin, a distinguished American statesman, was born in Boston in 1706.
5. Who would disregard a loving mother's counsel?
6. The brave colonel's reply was, "I'll try, sir."
7. Whittier, the Quaker poet, wrote *Snow Bound, a Winter Idyl*.
8. Nathaniel Hawthorne, author of *The Marble Faun*, was born in Salem, a city in Massachusetts.
9. Cortez, the conqueror of Mexico, was a Spaniard.
10. Remember your last year's experiences.
11. This is a debt of many years' standing.
12. Now comes the morning star, day's harbinger.

2. **Analyze** the preceding sentences by copying and marking.

3. **Diagram** the preceding sentences according to the system of R&K.

EXERCISE 138

Make sentences containing these words **modified by appositive words or phrases**.

Gen. Eisenhower	Frankfurt am/Main	historian	Los Angeles
tank	David	inventor	Amazon

EXERCISE 139

Diagram the following sentences using the R&K method:

1. Elizabeth's favorite, Raleigh, was beheaded by James I.
2. The best features of King James's translation of the Bible are derived from Tyndale's version.
3. St. Paul, the apostle, was beheaded in the reign of Nero.
4. A fool's bolt is soon shot.

5. The tadpole, or polliwog, becomes a frog.
6. An idle brain is the devil's workshop.
7. Mahomet, or Mohammed, was born in the year 569 and died in 632.
8. They scaled Mount Blanc — a daring feat.
9. Bees communicate to each other the death of the queen, by a rapid interlacing of the antennæ.
10. The lamp of a man's life has three wicks — brain, blood, and breath.
11. The turtle's back-bone and breast-bone — its shell and coat of armor — are on the outside of its body.
12. Cromwell's rule as Protector began in the year 1653 and ended in 1658.
13. In the latter half of the eighteenth century, three powerful nations, namely, Russia, Austria, and Prussia, united for the dismemberment of Poland.
14. John, the beloved disciple, lay on his master's breast.
15. The petals of the daisy, day's eye, close at night and in rainy weather.

REVIEW EXERCISE 140

1. Mention the three main classes into which sentences are divided according to denotation. 2. What is a simple sentence? 3. A compound sentence? 4. Into what may every compound sentence be separated? 5. Every simple sentence? 6. Into what may every enlarged subject be separated? 7. Every enlarged predicate? 8. Name the *two* elements that may form the base of a sentence? 9. The *three* elements? 10. What parts of speech may form a complement? 11. What is a modifier?

EXERCISE 141

Diagram the following sentences according to UML using the seven rules in Bakus-Naur form. If the rule needed is not given, use a triangle to connect the constituent.

1. DeSoto, the discoverer of the Mississippi, was buried in its waters. 2. The name of Mississippi was given to one of the river's lesser confluences. 3. During the distress of the American army, Richard Venable, an army commissioner, took from James Hook, a Scotchman, two steers for the use of the troops.

EXERCISE 142

1. Where is a *complement* usually placed? 2. What is the usual position of the *modifiers of a verb*? Give examples. 3. Does an *adjective* generally precede its noun or follow it? 4. Are *possessives* and *appositives* used before or after the words they modify. 5. What modifiers may an adjective have? 6. When one *adverb* modifies another where is it placed? 7. Where are *prepositions* and *conjunctions* placed?

EXERCISE 143

1. **Read** each sentence, and show by your pronunciation of *there* whether it is interpreted as “in that place,” or that it is filling a subject position and has no definite reference.

2. **Transpose**, putting the logical subject first, without changing the pronunciation of *there*.

1. There goes the new airplane. 2. There the pilot stands to watch her. 3. There will be no sorrow there. 4. There stood my old friend. 5. There are a thousand here. 6. There was darkness over all the land. 7. There can be no success without effort.

EXERCISE 144

1. Read each of the following sentences, **transpose** into the usual order, and explain what changes you make. Try to order the moves so that grammaticality is retained.

2. Copy, and analyze by marking thus:

[Up the hill] < his > horse he [hotly] urged.

1. Here ends the tale.
2. Many are our faults.
3. A mighty king was he.
4. Of years agone I'm dreaming.
5. The queen hath him offended.
6. Of many men the names he knew.
7. To pastures new press we now eagerly on.
8. Within my garden bloomed a lily tall.
9. Through the dark defile wound the long battalion slowly.
10. Here once the embattled farmers stood.
11. Lightly from bough to bough fluttered the birds in the tree tops.
12. A vision bright at dead of night I saw.
13. Slowly and sadly we laid him down.

EXERCISE 145

1. Read and **transpose** as in Ex. 144.

2. Copy and make a **written analysis** as in § 299.

1. Somewhere the birds are singing evermore.
2. Pleasantly rose the sun on the village of Grand-Pré.
3. Under the spreading chestnut tree
The village smithy stands.

4. Down the broad valley, fast and far,
The troubled army fled.
5. There wandered a noble Moslem boy
Through the scene of beauty in breathless joy.
6. Safely through another week
God has brought us on our way.
7. Softly now the light of day
Fades upon my sight away.

EXERCISE 146

Analyze the following sentences in full, orally, in writing, or by marking:

1. The human body is a study for one's whole life.
2. Betwixt eyes and nose a strange contest arose.
3. The streams of small pleasures fill the lake of happiness.
4. The fate of empires depends upon the education of youth.
5. How use doth breed a habit in a man!
6. The first and greatest end of education is the discipline of the mind.
7. In the course of our reading we should lay up in our minds a store of goodly thoughts in well-wrought words.
8. The robin and the blue bird fill all the blossoming orchards with their glee, and the joyous skylark gives out a flood of song among the clouds.
9. Here rest the great and good in lowly graves.
10. Many persons have no ear for music; but everyone has an ear for skillful reading.
11. The ruby-throated humming bird — the loveliest one of the whole family — is a native of the Southern States.
12. On the quarter deck of the flag ship stood Admiral Sir John Narborough, the first seaman in all England.
13. In the market place of Bruges stands the belfry old and brown.
14. Study wisdom, and you will reap pleasure.
15. Laziness grows on people; it begins in cobwebs, and it ends in iron chains.
16. Among the pitfalls in our way
The best of us walks blindly.
17. Duty points, with outstretched fingers,
Every soul to action high.
18. Oft on the trampling band, from crown
Of some tall cliff, the deer look down.
19. Silently, one by one, in the infinite meadows of heaven,
Blossomed the lovely stars, the forget-me-nots of the angels.
20. Hands of angels, unseen by mortal eyes, shifted the scenery of the heavens; the glories of night dissolved into the glories of the dawn.

EXERCISE 147

Diagram the following sentences using the R&K method:

1. A Christian spirit should be shown to Jew or Greek, male or female, friend or foe.
2. We climbed up a mountain for a view.
3. The boy hurries away from home, and enters upon a career of business or of pleasure.
4. The long procession was closed by the great dignitaries of the realm, and the brothers and sons of the king.
5. Bright, healthful, and vigorous poetry was written by Milton.
6. Few honest, industrious men fail of success in life.
7. The Hebrew is closely allied to the Arabic, the Phœnician, the Syriac, and the Chaldee.
8. We sailed down the river and along the coast and into a little inlet.
9. Spring and summer, autumn and winter rush by in quick succession.
10. A few dilapidated, old buildings still stand in the deserted, old mining town.

REVIEW EXERCISE 148

1. What is a noun? 2. If a lexeme stands as subject of a sentence, to what parts of speech may it belong? 3. What if it is the object of a verb or a preposition? 4. What do you call a word that is modified by an adjective? 5. How do you tell whether a word is a noun or not?
6. What kind of words or phrases may modify a noun? 7. Use **store** as the subject of a sentence, and give it two or three modifiers. 8. Use **president** as an object, and modify it by a prepositional phrase and an appositive.

EXERCISE 149

1. (a) Does the name **gulf** always refer to the same body of water? (b) To how many parts of a year may the word **month** apply? (c) To how many does the word **April** apply?
2. About each of the following nouns say whether it may represent *any one of several* things, or is intended as the special name of one particular individual.

river	Amazon	city	Berlin
mountain	Vesuvius	ocean	Pacific
continent	Africa	dog	Toto
orator	Webster	month	August
holiday	Christmas	novel	<i>Treasure Island</i>
3. (a) Which word in each of the following groups applies to the greatest number? (b) Which to the least? (c) Which are names for every one of a certain class? (d) Which are "given names"? (e) Name another individual of each class.

man	soldier	animal	gentleman
author	officer	quadruped	scholar
poet	general	elephant	teacher
Homer	Eisenhower	Dumbo	Dr. Arnold

EXERCISE 150

1. Tell which of these nouns are **common** and which **proper**:

King	Solomon	Temper	Music	Paris
Rome	Eagle	Shasta	Noise	Samuel
Ocean	Peru	Mitchell	Piano	Riches
War	Beauty	Warden	Mozart	Mercy
Christian	Iraqi	Italian	Democrat	Saint

2. Does the last word in each column denote *what sort* of person is intended? If so, these words are common nouns.

EXERCISE 151

1. Write the special names or **proper** nouns for several individuals belonging in each of the following classes:

River; town; volcano; governor; king; author; country; planet; queen; dog; historian; state; airplane; month; painter; poet; capital; president; book; inventor.

2. What are the people called who live in the following places? For example:

Canada, Canadians; **Genoa**, Genoese.

Canada; Genoa; Cuba; Spain; Venice; Italy; Europe; Mexico; Brazil; Burma (Myanmar); China; Japan; Malta; Norway; Chicago.

EXERCISE 152

1. (a) Which of the following nouns do not show sex? (b) Tell whether the gender specific nouns are **masculine** or **feminine**, and give the corresponding word of opposite gender when there is one.

Cousin; clerk; Edward; duchess; president; bridegroom; printer; empress; cashier; peacock; child; cook; czar; lass; widow; secretary; sultana; servant; nun; artist; spinster; aunt; goose; abbot; maiden; husband; roe; hen; landlord; laundress.

2. Give as many general names as you can for **relatives** of both sexes, *i.e.*, **kinship terms**; *e.g.*, *uncle*, *aunt*.

EXERCISE 153

1. What is the difference between a soldier and an army? 2. A ship and a fleet? 3. A singer and a choir? 4. Of what is a jury made up? 5. A flock? 6. A school?

EXERCISE 154

Fill the blanks so as to show *of what* each collection is composed:

1. A regiment of _____. 2. A crew of _____. 3. A swarm of _____. 4. A herd of _____. 5. The senate of _____. 6. A family of _____. 7. A team of _____. 8. A pair of _____. 9. A club of _____. 10. A troop of _____. 11. _____ in the constellation. 12. _____ on the committee. 13. _____ in the tribe. 14. _____ in the pack.

EXERCISE 155

Define each **word** so as to show that it is a collective noun:

Group; class; council; hive; multitude; jury; fleet; flock; mob; society; band; drove; couple; bevy; gang; horde; corps; suite.

EXERCISE 156

1. Select from this list five words that may be names of **actions**, ten names of **qualities** or **conditions**.

weakness	industry	hoping	speed	fear
despair	temperance	heat	slumber	hunger
singing	coasting	reading	dashing	haste

2. Name four **qualities** or **conditions** of

wood	camels	gold	an explorer	a good son	a great woman
air	water	music	a gymnast	a miser	an agreeable companion

EXERCISE 157

1. Into what **two classes** may all nouns be divided? Name three kinds of **common** nouns.

2. There are five nouns of a kind on the following list. Which of them are **proper** nouns? Which **collective**? Arrange the rest in two groups according as they are **gender specific** or **abstract** nouns.

Maryland; Big Dipper; legislature; Eliot; Frenchman; Englishman; skill; widower; humility; audience; monk; slavery; Quito; knowledge; brigade; bevy; suite; Thursday; marching; duck.

EXERCISE 158

1. (a) Is the number of syllables always the same in both singular and plural? (b) Which of these words are pronounced with an additional syllable in the plural? (c) Try to discover the reason. (d) What is the additional syllable?

House; place; pane; size; noose; plate; fire; bridge; bride; niche; name; rope; truce; pulse; fence; case; pause; force.

2. Can you tell why in making these plurals the writer must add **es** instead of **s** alone? Losses; taxes; topazes; dishes; churches.

EXERCISE 159

Write the **plural** of each word:

Pass; branch; honey; tyro; clef; safe; fez; bush; patriarch; piano; fife; dwarf; fox; arch; medley; chimney; hoof; i *and* t.

EXERCISE 160

Write the **plural** of each word:

Jelly; ruby; fairy; glory; duty; victory; turkey; sheaf; chief; strife; money; attorney; cameo; motto; grotto; half; waif; soliloquy; alley; ally; veto; solo; mouse; memento.

EXERCISE 161

Spell or write the **plural** of these words:

Gentleman; grandmother; spoonful; son-in-law; handicraft; maid-servant; court-martial; dining room; major-general; rope ladder; eyelash; touch-me-not; go-between; stowaway; sailor boy; outgoing; cupful; by-path; attorney-general; man-servant; ottoman; Englishman; flower-de-luce; will-o'-the-wisp.

EXERCISE 162

1. Tell to **what part of speech** the lexeme **cross** belongs in each sentence, and how you make the distinction.

1. The bridges cross the stream.
2. He gave me a cross look.
3. The emblem of the Christian religion is the cross.

2. (a) In **what six ways** is the noun **Anthony** used in these sentences?

1. Anthony has returned.
2. This was Anthony's book.
3. Go with Anthony.
4. Have you met Anthony?
5. My brother Anthony is ill.
6. My name is "Anthony."

(b) **How many forms** does the noun have in these sentences? (c) Which use requires a special form? (d) How do the forms differ?

EXERCISE 163

Write the **four forms** of each of the following nouns. For example:

	SINGULAR	PLURAL
<i>Common form</i>	child	children
<i>Possessive form</i>	child's	children's

Girl; woman; wife; monkey; mouse; Miss Long; lady; chief; dwarf; ox; swine; Mr. Adams; man; hero; thief; brother; deer; colony; baby; piano; fox; son-in-law; German; attorney-general.

EXERCISE 164

1. Write these expressions, using the **possessive case** instead of the prepositional phrase.

- | | |
|--------------------------------------|-------------------------------|
| 1. The residence of my sister | 10. The singing of Miss Vokes |
| 2. The wife of my brother | 11. The stories of Howells |
| 3. The manners of a gentleman | 12. The lectures of Curtis |
| 4. A photograph of the baby | 13. The novels of Dickens |
| 5. The sting of a mosquito | 14. The mother of James |
| 6. The store of Mr. Brown | 15. The letters of Agnes |
| 7. The decision of the court-martial | 16. The army of Xerxes |
| 8. The top of the chimney | 17. The home of Adam |
| 9. The retreat of the enemy | 18. The home of Mr. Adams |

2. Write the expression in the first column, making every noun *plural*, and then write the equivalent **possessive phrase**.

EXERCISE 165

Analyze these sentences, and tell the way in which the noun **diamond** is used in each:

1. *Diamonds* are found in Africa and India. 2. Brazil exports *diamonds*. 3. The most precious jewel is the *diamond*. 4. The star wore a necklace of *diamonds*. 5. This priceless gem, the Kohinoor *diamond*, originally weighed eight hundred carats. 6. The *diamond's* luster is unsurpassed.

EXERCISE 166

In the following expressions do we mean **joint** owners of the *same* thing, or **separate** owners of *different* things?

1. Hall and Whipple's hotel
2. Elizabeth's and Mary's reigns
3. William and Mary's reign
4. Rice and Besant's novels
5. Bulwer's and Thackeray's novels
6. Jackson's and Grant's administrations
7. Taylor and Fillmore's administration
8. Do you prefer Tennyson's or Whittier's poetry?
9. Who were Cain and Abel's parents?

EXERCISE 167

1. Change these expressions so as to denote **joint possession**:

1. Gilbert's and Sullivan's operas 2. Woodward's and Brown's pianos 3. Warner's and Twain's *Gilded Age* 4. Eisenhower's and Nixon's friendship 5. Germany's and Italy's alliance 6. Beaumont's and Fletcher's dramas 7. Watson's and Crick's great discovery

2. Change these so as to denote **separate possession**:

1. Webster and Worcester's Unabridged Dictionary 2. Steinway and Chickering's pianos 3. Green and Macaulay's *History of England* 4. Webster and Worcester's dictionaries 5. Do you prefer Keats or Yeats's works? 6. Bancroft, Prescott, and Motley's History 7. Lowell and Holmes's poems

3. Give two different phrases each implying that Meier and Franks own the *same* store. How would you show that they own *different* stores?

EXERCISE 168

Improve the following sentences according to Rule II or Rule III:

1. What is the first governor of Rhode Island's name?
2. Did you hear the senator from New York's speech?
3. The stewardess of the flight's excuse was unsatisfactory.
4. Remember my wife's sister's Christmas card?
5. What is your college buddy's father's business?
6. Harper's Magazine's circulation is tremendous.
7. Where are the architect of the post office's designs?
8. The Adamses' administration covered eight years.
9. This is Dr. Smith's the eminent surgeon's opinion.

EXERCISE 169

Point out the difficulties in the use of the possessive, and give which rule is being ignored.

1. Barnes' History; mens' clothing; a boys' bike.

2. Lady's maids; childrens' toys; everybodies' business.
3. Where is Barnes's and Noble's store.
4. This is the administrator of the estate's office.
5. The January *St. Nicholas's* illustrations are exceptional.
6. Scott and Abbott's estimate of Napoleon differ greatly.
7. Do you prefer Smith or Kitto's Bible Dictionary?
8. What do you think of the captain of the Titanic's judgment?
9. Which is larger, the Mayflower or the Reliance's jib?
10. This is Dr. Hill, the professor of anthropology's opinion.

EXERCISE 170

1. Mention the **object(s)** of each verb, and tell *to whom* or *for whom* something was done.

1. They gave a radio to the driver. 2. He paid a thousand dollars to physicians. 3. I bought a car for my brother. 4. Who painted the picture for your friend? 5. I asked questions of the teacher. 6. He played a game of chess with a champion. 7. They gave the driver a radio. 8. She built the king a castle. 9. We offered the lady a glass of water. 10. Did you lend Chuck this book? 11. I have written my mother a long letter. 12. The boy played his friend a game of monopoly.

2. Read the last six sentences with the **direct object next to the verb**.
3. Change the first six to have an **indirect object next to the verb**.

EXERCISE 171

1. Read the following sentences, **omitting** the indirect object.
2. Mention the **direct** and the **indirect** objects.

1. He sent my sister some fine mosaics from Florence. 2. The king granted the offender a full pardon. 3. He showed his audience some rare opinions. 4. This land yields its owners large harvests. 5. This merchant allows his customers large discounts. 6. Throw the man a rope! 7. The government granted the Pacific railroad large tracts of land. 8. He forgave the man that debt. 9. Can you teach an old dog new tricks? 10. The judge showed the culprit no mercy. 11. Do you tell me the truth? 12. Can you bring us the receipts? 13. We paid the man forty dollars.

3. For each sentence, read a virtual sentence that uses a **prepositional phrase** in place of the indirect object.

4. Analyze the preceding sentences, treating the indirect object as a *complement to the verb*. For example:

(The) king granted <the> offender <a> <full> pardon.

EXERCISE 172

Use the following verbs in sentences containing **direct** and **indirect** objects:

Pay; find; sell; give; toss; make; return; deliver; write; lend.

EXERCISE 173

1. What kind of **phrases** may be used like adverbs?
2. What words or phrases modify the following verbs as **adverbs** would? Tell whether they show *how much*, *how often*, *when*, and so on.
 1. Have you been standing long?
 2. We have been waiting for hours.
 3. You might have slept a few minutes.
 4. His carry-on baggage weighs too heavy.
 5. The load weights several tons.
 6. He arrived very recently.
 7. They went away in the night.
 8. We met them last year.
 9. She arrived last Sunday.
 10. He checks his e-mail every day.
11. Did you fall far? No; I fell a few feet, then slid several yards, and rolled the rest of the way down.
12. The cruise ship sailed due east three hundred miles the first day.

EXERCISE 174

1. Select the nouns used **adverbially**; tell what they modify; and whether they denote **measure**, **time**, **place**, or **manner**.
 1. The sun sets fifty minutes later.
 2. The moon rises an hour earlier.
 3. The dinosaurs perished ages ago.
 4. What is that coming this way?
 5. A few years ago men were weeks travelling a thousand miles.
 6. Cowards die many times before their deaths.
 7. A piece two inches wide and four feet long weighs three pounds and is worth ten dollars.
 8. He has crossed the ocean twenty times a month.
 9. I walked the floor all night long.
 10. Ex-President Carter was ninety years old last Tuesday.
2. **Analyze** the preceding sentences orally or in writing.

EXERCISE 175

Diagram the following sentences using the R&K method:

1. They offered Cæsar the crown three times.
2. In 1877 we paid the President of the United States \$50,000 a year.
3. He sent his daughter home that way.
4. I gave him a dollar a bushel for his wheat, and ten cents a pound for his sugar.
5. Shakespeare was fifty-two years old the very day of his death.
6. Snakes shed their skin once a year.
7. The famous Charter Oak of Hartford, Conn., fell Aug. 21, 1856.
8. Good land should yield its owner seventy-five bushels of corn an acre.
9. On the fatal field of Zutphen, Sept. 22, 1586, his attendants brought the wounded Sir Philip Sidney a cup of water.
10. He magnanimously gave a dying soldier the water.
11. The frog lives several weeks as a fish, and breathes by means of gills.

12. Queen Esther asked King Ahasuerus a favor.
13. Aristotle taught Alexander the Great philosophy.
14. The pure attar of roses is worth twenty or thirty dollars an ounce.
15. Puff balls have grown six inches in diameter in a single night.

EXERCISE 176

Select the **noun phrases** that are **used independently**, and tell whether they are used as *vocatives* or *exclamatives*.

1. "Drink, pretty creature, drink." 2. Give me of your balm, O fir tree! 3. "What a fall was there, my countrymen." 4. "Soldiers, here you must either conquer or die." 5. "Our country! it is not the East with its congested cities." 6. "Roll on, thou deep and dark blue ocean, roll!" 7. Mr. President, my goal is peace. 8. The Pilgrim fathers! where are they? 9. The flag of the free! O long may it wave. 10. "Permit me, sir, to add another circumstance." 11. "Youth!" he said, "I forgive thee."
12. "My country! 'tis of thee,
Sweet land of liberty,
Of thee I sing."

EXERCISE 177

Tell **how each verb is modified**, and explain the **function** of the italicized nouns.

1. His *supplies* having been exhausted, the general capitulated. 2. We returned home, our *work* having been finished. 3. The *jury* having been sworn, the trial proceeded. 4. The *river* being impassable, no attempt was made to cross it. 5. His *trials* (being) ended, he rests in peace.

EXERCISE 178

1. (a) What is a **complement**? (b) What are the four possible complements of a transitive verb called? (c) What is a **subjective** complement? (d) What is completed by a subjective complement? (e) To what does it always refer?
2. (a) Read the examples in § 397, omitting the last word. How does the omission affect the meaning? (b) What is the **object** of each verb? (c) To what are the adjectives added?

EXERCISE 179

Select the **objective complements**, and tell how each is used. In marking the analysis, underline the objective complement twice to show its connection with the verb, and once again as a complement to it. For example:

(The) snow paints < the > fields white.

1. Fear made the soldiers pale. 2. We will tint our walls green. 3. The people made Lincoln president. 4. Time makes the worst enemies friends. 5. The warm weather has made the ice thin. 6. The Turks called their ruler Sultan. 7. The people called Paul, Jupiter. 8. The president has appointed Mr. Leavitt Secretary of Health and Human Services. 9. Get your golf clubs ready immediately. 10. The club has chosen Ron captain. 11. We have appointed Henry Wise our agent. 12. Lincoln set the slaves free. 13. Mrs. Stewart sold her stock short.

EXERCISE 180

1. Use these verbs in sentences with **objective complements** and diagram using the R&K method:

Struck; make; named; appoint; elect; swept; called; dyed; chose; colored.

2. What is it to **analyze** a sentence? How do you analyze a phrase?

EXERCISE 181

Analyze the following sentences, and **parse** the nouns:

1. Accent and emphasis are the pith of reading; punctuation is but secondary. 2. The corn field grew and ripened, and it stood in all the splendor of its raiment green and yellow. 3. We may cover a multitude of sins with the white robe of charity. 4. I was born an American; I live an American; I will die an American. 5. How cunningly Nature hides every wrinkle of her unfathomable antiquity under roses and violets and morning dew. 6. Frequent the company of your betters. 7. Congenial autumn comes, the Sabbath of the year. 8. It is the tint of autumn, a mighty flower garland, blossoming under the spell of the enchanter Frost. 9. Five times outlawed had he been by England's king and Scotland's queen. 10. One morn a peri at the gate of Eden stood disconsolate.

EXERCISE 182

1. Which of the following pronouns refer to **the person speaking**?

2. Which refer to **the person spoken to**?

3. Which to **the person or thing spoken of**?

- | | |
|--|--|
| 1. Did <i>you</i> print <i>me</i> an e-mail? | 7. <i>They</i> will forget <i>us</i> . |
| 2. <i>My</i> brother sent <i>it</i> to <i>your</i> e-mail address. | 8. <i>She</i> knows <i>their</i> plans. |
| 3. I asked <i>him</i> for <i>his</i> phone number. | 9. Tell <i>her</i> what <i>ours</i> are. |
| 4. <i>He</i> wanted <i>yours</i> and <i>mine</i> . | 10. <i>Hers</i> depend on <i>theirs</i> . |
| 5. Does <i>your</i> sister know <i>them</i> ? | 11. Know <i>ye</i> not <i>its</i> meaning? |
| 6. <i>We</i> must inform <i>our</i> friends. | |
| 12. <i>He</i> doth inform <i>thee</i> that <i>thou</i> mayest keep for <i>thy</i> share only that which is <i>thine</i> own. | |

4. If only one person is speaking, to whom must the pronouns *we*, *our*, *ours* and *us* refer?

5. Do any of the preceding pronouns show *what kind* of person is meant, as a noun regularly would?

EXERCISE 183

1. **Select the personal pronouns** in Exercises 55 and 57 and tell whether they are of the *first*, the *second*, or the *third* person.

2. Collect the pronouns from Exercise 182 into **three lists** according to their person. To which can **-self** or **-selves** be attached?

EXERCISE 184

1. Of what kind are the following sentences?
2. To what does **who** refer? **which**? **what**?
3. To what part of speech do these words belong?
4. What is the purpose for which they are used?
5. What kind of sentence is made by putting the answers in place of the pronouns?

1. **Who** discovered the Mississippi? — De Soto. By **whom** was the St. Lawrence discovered? — Cartier. **Whose** discovery was made first? — Cartier's. 2. **Which** is the longer of the two rivers? — The Mississippi. 3. **What** is the meaning of "Mississippi"? — Father of Waters.

EXERCISE 185

1. From the first two expressions in each column explain the difference between adjectives and adjective phrases.
2. In the sentences numbered 3, read the descriptive expressions.
3. To what part of speech do **wear, were,** and **may** belong?
4. Mention the subjects, objects, or other complements.
5. What does **that** refer to?
6. What does **which** refer to?
7. To what does **who** refer?
8. To what part of speech do these words belong?

- | | | |
|----------------------------------|------------------------------------|-------------------------------------|
| 1. ragged children | 1. very hot days | 1. trustworthy youth |
| 2. children in rags | 2. days of intense heat | 2. youth worthy of trust |
| 3. children who wear rags | 3. days which were very hot | 3. youth <i>that may be trusted</i> |

EXERCISE 186

1. Select the **adjective clauses**, and tell what each one modifies or describes.
1. I have read the book **which you lent me**. 2. The story **that it tells** is interesting. 3. The author, **who is a woman**, lives in Texas. 4. Help those **that are weak**. 5. Invite the gentleman **of whom you spoke**. 6. He gave all **that he possessed**. 7. Those **that are rich** should help those **that are poor**. 8. A person **who cannot control himself** is a slave to instinct. 9. Our vacation, **which was very tiresome**, ended at last. 10. The friends **whom we visited** have come. 11. Remember those **whose hearts are sad**. 12. Read such books **as will be instructive**.
2. By what words are the clauses **joined** to the words to which they relate.

EXERCISE 187

1. Select the **relative pronouns** in Exercise 186, and point out the **antecedent** of each.

2. Which of the relative pronouns would you use as a referent of each of the following words:

Book; city; cousin; elephant; flowers; soldiers; rivers; kings; tea; winter; Hitler; tribes; armies; conquerors.

3. Write sentences containing the preceding words **modified by adjective clauses**.

EXERCISE 188

1. Read the pairs of expressions below that are alike in meaning, but different in form.
2. Compare the subjects in the first pair of sentences, and show how the second subject may be made from the first.
3. Find the adjective clauses, and tell what each modifies.
4. Do the antecedents *stuff, things, that*, denote much additional? Give your reason.
5. Read the sentences in which there are no antecedents.
6. Why is there no antecedent expressed?
7. What pronoun is used in the clause for which there is no antecedent?
8. What name might you give to a clause that is used like a noun?

1. *Poor people* may need help.
The poor may need help.

3. I saw *the things which he gave*.
I saw **what he gave**.

2. Cloth is *the stuff that he sells*.
Cloth is **what he sells**.

4. *That which you tell him* is true.
What you tell him is true.

EXERCISE 189

1. In these sentences **explain the use** of the italicized words and clauses.

1. I saw his *gifts*. I saw *what he gave*. 2. Rice was their only *sustenance*. Rice was *what sustained them*. 3. I hear your *remarks*. I hear *what you say*. 4. You tell the *truth*. You tell *what is true*. 5. Your *work* is excellent. *What you execute* is excellent. 6. All *idlers* will fail. *Whoever is idle* will fail. 7. He will sell all his *possessions*. He will sell *whatever he owns*. 8. Take your *choice*. Take *whichever you choose*. 9. He will fulfill all his *promises*. He will fulfill *whatever he promises*. 10. Think about your *homework*. Think *what you study at home*. 11. *Whoever confesses* will be forgiven. 12. *Whatsoever you ask* shall be done. 13. *Whosoever will* may come. 14. *Who steals my purse* steals trash.

2. Read each sentence with the **noun clause changed** to a noun or pronoun modified by an adjective clause.

EXERCISE 190

1. **Classify the clauses** in these sentences, and tell how each is used:

1. He remembers *what he learns*.
2. Have you determined *who sent that spam*?
3. Humanity can do *what humanity has done*.
4. The fur *which warmed monarchs* warmed bears.

5. Reputation is *what we seem*, but character is *what we are*.
6. Beauty is the order that God set on Nature.
7. We shall never know who wrote the book.
8. Whoever trusts him makes a mistake.
9. Whatever he does prospers.
10. The person who feels truly noble will become so.

2. Point out the **conjunctive pronouns**, and tell which have an antecedent definitely expressed. Which two are interrogative?

EXERCISE 191

1. Compare the italicized words in the two columns; tell which are adjectives, and give your reason.

2. Do they describe, or only limit?

3. What does each one limit?

4. What noun could be used to refer to the same thing that each of the italicized words in the second column refers to?

- | | |
|--|---|
| 1. <i>All</i> men are mortal. | 1. <i>All</i> have failed. |
| 2. <i>Both</i> stories are false. | 2. <i>Both</i> are crashed. |
| 3. <i>Each</i> hour is precious. | 3. <i>Each</i> shall be rewarded. |
| 4. <i>Many</i> books are worthless. | 4. <i>Many</i> were orphans. |
| 5. <i>Much</i> time is wasted. | 5. <i>Much</i> remains to be used. |
| 6. <i>One</i> man's food is <i>another</i> man's poison. | 6. <i>One</i> was taken, and <i>another</i> was left. |
| 7. <i>That</i> clock is too slow. | 7. <i>That</i> was more expensive. |

EXERCISE 192

Select the **adjectival pronouns**, and tell for what each one is used.

1. Few shall part where many meet. 2. All that breathe will share thy destiny. 3. None are so deaf as those who will not hear. 4. This was the bravest warrior that ever buckled sword. 5. She had no fortune, and I had none; but that of my father was ample. 6. Some are happy, whereas others are miserable. 7. One ought to rely on one's self. 8. Such as I have, give I unto thee. 9. Both went to the war, but neither returned. 10. Both of these are good, and I will take either. 11. An hour or so had passed.

EXERCISE 193

Tell the class of each **adjectival pronoun**, and if it is a quantifier, list its features.

Few, a little, each, the same, this, second, half, much, less, fewer, either, any, other, another, those.

EXERCISE 194

Say **to what class** each pronoun belongs, and give your reason. For example:

I is a *personal* pronoun, for it always refers to the speaker or author. **What** is a *conjunctive* pronoun, for it connects a dependent clause to the rest of the sentence.

1. It is I. 2. We are frail. 3. You and he are strong. 4. Few are stronger. 5. Who knocks? 6. To whom shall they go? 7. Who shall they go to? 8. Is this the house which he built? 9. Which are they? 10. Did you call us? 11. That on the hill is his. 12. Which is yours? 13. Bring what he wants. 14. What is his name? 15. I cannot tell what his name is. 16. I that speak unto you am he. 17. Many are called, but few are chosen. 18. I have none to go with me. 19. We respect those that respect themselves. 20. We often deceive ourselves while trying to deceive others. 21. God helps those that help themselves. 22. How poor are they who have no patience. 23. Who is he that calls us traitors? 24. Such as I have give I unto thee.

EXERCISE 195

1. Tell whether these pronouns have a **singular or a plural** meaning:

This; we; you; few; she; them; who; myself; both; us; they; each; these; such; which; he; that; many; ourselves; either; whoever; themselves; several; all; those; whosoever; it; any; some; another; neither.

2. Give the **other number form** of such of the preceding pronouns as have two forms.

EXERCISE 196

1. To whom do the pronouns in the first sentence refer?

2. Give the use of each one.

3. How does the form change with the use?

4. Mention the pronoun used as subject in No. 2.

5. Do they all refer to the same person?

6. Why do they differ in form?

7. In Nos. 3 and 4 how are the forms of the pronouns different?

8. How might you account for these differences?

1. **I** left **my** trunk behind **me**. 2. **Thou** art the Creator, and **Thy** works praise **Thee**.
3. **He** sent **his** army on before **him**. 4. **They** obey **their** parents, and honor **them**.

EXERCISE 197

1. Name the **case** of these pronouns. Which are plural forms?

Her; him; thine; them; who; ours; its; I; their; ye; whose; thee; whom; us; hers; thy; our; you; me; my; it.

2. Learn the ten **nominative** forms; the nine **objective** forms. Which two forms are either nominative or objective? Which one is either possessive or objective?

EXERCISE 198

Tell the use of each pronoun in these sentences:

1. He liveth long who liveth well. 2. Who is it? It is I. 3. We have found them. 4. In what did you travel? We sent to him by her for this. 5. Whose carelessness caused this? Our defeat was their victory. One's manners show one's breeding. 6. He himself hath said it. They each and all declined to go. 7. He gave one of them permission, and she told us the secret. 8. Each stepping where his comrade stood the instant that he fell. *Cf.* § 386. What is it worth? 9. "O Thou who hearest prayer!" "O happy we! thus blessed." 10. This being the case, we shall not go. 11. The will makes the house yours. You may as well call it such. *Cf.* § 401.

EXERCISE 199

Analyze the following sentences:

1. Who owned the farm that was sold? 2. Tell me what you have learned. 3. The gentleman who called is a physician. 4. He is a man that I esteem highly. 5. Show me those that you have finished. 6. We will send him whatever he demands. 7. Do you know for whom the gift is meant? 7a. Do you know who the gift is meant for? 8. Have you heard what caused the fire? 9. I know what you want. 10. Ask her who he is. 11. We prize that which we obtain by effort. 12. This is the book from which he read the story. 13. My lord, I know not what the matter is. 14. People almost never do anything in anger which they do not repent of. 15. He who was taught only by himself had a fool for a master. 16. Nature is loved by what is best in us. 17. There is no secret of the heart which our actions do not disclose. 18. Reputation is what we seem, but character is what we are. 19. Beauty is the mark that God sets on virtue. 20. What human beings have done human beings can do. 21. Is this the sole reward for which you have done so foul a deed?

EXERCISE 200

Parse the pronouns in Exercises 194 and 199.

EXERCISE 201

Diagram the following according to the system of R&K. These sentences contain adjective clauses. Instructions for how to diagram the verbals in sentences 3 and 4 follow in later chapters.

1. They that touch pitch will be defiled.
2. The lever which moves the world of mind is the printing press.
3. Wine makes the face of him who drinks it to excess blush for his habits.
4. Photography is the art which enables commonplace mediocrity to look like genius.
5. In 1685 Louis XIV signed the ordinance that revoked the Edict of Nantes.
6. The thirteen colonies were welded together by the measures which Samuel Adams framed.
7. The guilt of the slave trade, which sprang out of the traffic with Guinea, rests with John Hawkins.
8. I found the place to which you referred.

9. The spirit in which we act is the highest matter.
10. It was the same book that I referred to.
11. She that I spoke to was blind.
12. Grouchy did not arrive at the time that Napoleon most needed him.
13. Attention is the stuff that memory is made of.
14. It is to you that I speak.
15. It was from me that he received the information.
16. Islands are the tops of mountains whose base is in the bed of the ocean.
17. Unhappy is the man whose mother does not make all mothers interesting.

EXERCISE 202

Diagram the following according to the system of R&K. Some of these sentences contain adjective clauses and some indefinite nominal clauses. Instructions for how to diagram the verbals in sentences 1 and 2 follow in later chapters.

1. Trillions of waves of light enter the eye and hit the retina in the time you take to breathe.
2. The smith takes his name from his smoothing the metals he works on.
3. Socrates was one of the greatest sages the world had ever seen.
4. Whom the Lord loveth he chasteneth.
5. He did what was right.
6. What is false in this world below betrays itself in a love of show.
7. The swan achieved what the goose conceived.
8. What men he had were true.
9. Whoever does a good deed is instantly ennobled.
10. I told him to bring whichever was the lightest.
11. Whatever crushes individuality is despotism.
12. A depot is a place where stores are deposited.
13. He raised the maid from where she knelt.
14. Youth is the time when the seeds of character are sown.
15. Shylock would give the duke no reason why he followed a losing suit against Antonio.
16. Mark the majestic simplicity of those laws whereby the operations of the universe are conducted.

EXERCISE 203

1. A tree is know by ____ fruit.
2. Deciduous trees shed ____ leaves annually.
3. Neither of the ships lowered ____ colors.
5. Even a child is known by ____ deeds.
6. Both regiments laid down ____ arms.
7. Each must provide ____ own books.

4. Let each person do _____ best.

8. No faithful girl will forget _____ duties.

1. What is meant by the antecedent of a pronoun? 2. In the first two sentences, would you fill the blanks with **their** or **its**? 3. Give your reason, and explain the number of both pronoun and antecedent. 4. In the third sentence, does the subject **neither** refer to one or more than one? 5. Will **their** be the best way to make a clear reference to the same thing? Give your reason. 6. In the next two sentences, why might the writer be ill-advised to use **their** to refer to the same thing as **person** and **child**? 7. Fill the blanks in the remaining sentences with **their**, **her**, **its**, or **his**, as you may think best. 8. When is it best to use the singular form of a pronoun? 9. The plural? 10. The feminine?

EXERCISE 204

Fill in each blank with the most logical and/or the most suitable pronoun, giving the reason for your choice.

1. Neither had discovered _____ mistake. 2. Each contributed what _____ could. 3. Every one stoutly maintained _____ innocence. 4. The beaver shows great skill in constructing _____ dwellings. 5. Everybody must look out for _____. 6. A person should control _____ anger. 7. When one is ill, _____ will often call a physician. 8. If you find *Little Women*, send _____ to me. 9. This is such bad news that I cannot believe _____. 10. England expects every man to do _____ civic duty. 11. Each installer must provide _____ own tools.

12. Sharpen my shears so that _____ will cut. 13. Which of the two finished _____ work first? 14. Let each esteem others better than _____. 15. A person may make _____ happy without wealth. 16. Let each of the girls take _____ place. 17. A person's manners frequently reflect _____ morals. 18. After you have read *My Girls*, return _____ to me. 19. If thine enemy hunger, feed _____. 20. If anybody knows, _____ must not tell. 21. Many a man will sacrifice _____ reputation for a trifle. 22. If anybody comes, tell _____ to wait.

EXERCISE 205

Supply a suitable pronoun in each of these sentences, giving the reason for your choice:

1. Joseph and Benjamin rejoiced to see _____ father. 2. Cultivate an even temper and kind feeling: _____ presence will make all around you happy. 3. Envy and hatred make _____ possessor unhappy. 4. Poverty and wealth have each _____ own temptations. 5. Each officer and each soldier will be permitted to retain _____ arms. 6. My classmate and companion had completed _____ homework. 7. Every bus and every plane had _____ full complement of passengers. 8. Every lady and every gentleman must register _____ names. Cf. § 471. 9. The husband and father cannot support _____ family. 10. Every city and village and farm furnished _____ quota of soldiers.

EXERCISE 206

Read these sentences, **supplying a logical and suitable pronoun**, and giving a reason for your choice, according to § 470. For example:

“Neither Henry nor Thomas had paid *his* fare.”

The singular pronoun *his* should be used to represent the singular nouns “Henry” and “Thomas,” which are connected by “nor,” and hence are to be taken separately.

1. Neither the lawyer nor the physician will give _____ services. 2. If thy hand or thy foot offend thee, cut _____ off. 3. Where can I buy a good house or farm, if I want _____? 4. Neither Kevin nor Carrie recited _____ perfectly. 5. No man nor woman ever harmed _____ health in this way.

EXERCISE 207

Fill each blank with a logical and suitable pronoun, giving the reason for your choice.

1. The audience kept _____ seats till the close.
2. The jury had not brought in _____ verdict.
3. The House will elect _____ speaker next Monday.
4. The Board of Aldermen will be divided in _____ opinion.
5. Our club will hold _____ meeting tomorrow.
6. The VFW Post will install _____ officers next week.

EXERCISE 208

Select the proper form of the pronoun, giving the reason for your choice. For example:

“It wasn’t (me, I) that did it.”

The nominative *I*, and not the objective *me*, should be used as the attribute complement of *was* according to the rule, “Avoid using an objective case form as subject or as an attribute complement in formal speech or writing.” We should logically say, “It wasn’t *I* that did it.”

1. You and (me, I) will go together. 2. Why shouldn’t (us, we) girls form a club? 3. Thy father sayeth that (thou, thee) must obey. 4. I would go if I were (he, him). 5. You said it was (her, she) that called. 6. (Them, they) that have want more. 7. I do not know (who, whom) it will be. 8. Reward (whomever, whoever) is deserving. 9. (Whom, who) do you think it is? 10. It is not (us, we) who are to blame. 11. Was it (she, her) that came last? 12. Few can entertain an audience better than (him, he). 13. I do not think it could have been (they, them). 14. She knows better than you or (me, I). 15. (They, them) that do well should be rewarded. 16. How much older are you than (her, she)? 17. Where are you and (he, him) to stay? 18. Who will ask for it, you or (I, me)?

EXERCISE 209

Choose the proper form of the pronoun and justify your selection. For example:

“He has invited you and (I, me).”

The use of the nominative *I* instead of the objective *me* as the object of the verb *has invited* would be against the rule, “Avoid using the nominative case form of a pronoun that has three case forms as the object of a verb or a preposition in formal speech or writing”; hence we should say, “He has invited you and me.”

1. Let this be a secret between you and (I, me). 2. (Who, whom) did they choose? 3. I want you and (he, him) to go. 4. Nothing is too good for you nor (she, her) either. 5. (Who, whom) did you see? 6. Tell me (whom, who) you mean. 7. There was no one to go except (she, her) and her mother. 8. I wanted you and (him, he) to come back. 9. (Whom, who) is this package for? 10. (Them, they) that honor me I will honor. 11. Send (whoever, whomever) you choose. 12. I will give it to (whosoever, whomsoever) you select. 13. (Who, whom) did he appoint as executor? 14. This is for you and (I, me). 15. Let's you and (I, me) bring a snow board.

EXERCISE 210

Read each of these sentences several times, **using different pronouns** to fill the blanks, when possible. For example:

It is *I*. It is *you*. It is *he*. It is *she*. It is *we*. It is *they*.

- | | | | | |
|------------------------|------------------|-----------------------|-----------------------|-----------------|
| 1. It is _____. | It wasn't _____. | 9. It can't be _____. | It must be _____. | |
| 2. Is it _____? | No, it is _____. | 10. Was it _____? | No, it was _____. | |
| 3. It is not _____ | nor _____. | 11. They saw _____ | and _____. | |
| 4. _____ | and _____ | will go. | 12. Between _____ | and _____, |
| 5. Neither _____ | nor _____ | went. | 13. Do you know _____ | he sent? |
| 6. Those are for _____ | and _____. | 14. He knows _____ | it is for. | |
| 7. He mistook _____ | for _____. | 15. _____ | knew it was _____. | |
| 8. Do you know _____ | it is? | 16. _____ | knew it to be _____. | |

EXERCISE 211

Read the sentences, using that form of the pronoun which you think is most formal. Give the reason for your choice.

1. Was it you or (I, me) that made the mistake? 2. It was intended for either you or (he, him). 3. (Who, whom) did he send with you? 4. Was it (him, he) (that, who, whom) you met at my uncle's? 5. Be careful (who, whom) you admit into your friendship. 6. No matter (who, whom) the poor fellow is, help him. 7. All (that, which) I have told you is between you and (I, me). 8. (Who, whom) shall we send in his place? 9. The committee did not agree in (its, their) opinion. 10. We saw the procession with (their, its) banner.

11. There are few better men than (he, him). 12. Each of them must answer for (themselves, himself, theirselves). 13. (Who, whom) besides him do you think was rewarded? 14. Nobody should praise (themselves, himself, theirselves). 15. Can you forgive (us, we) girls for our foolishness? 16. Every man and boy took off (their, his) hat. 17. Please explain the criteria: I do not understand (it, them). 18. That distinguished orator and statesman will give (their, his) lecture tonight. 19. Neither the king nor the queen wore (his, her, their, the) royal robes.

EXERCISE 212

1. Fill the blanks with *who*, *which*, or *that*, and give the reason for your choice.

1. He was deceived by the friend in _____ he trusted. 2. A new party arose, _____ opposed the Health Care Law. 3. These are the same parties _____ assisted before. 4. Who

are those _____ were introduced to us? 5. All _____ I said did not influence him. 6. They have not forgotten the friends and the home _____ they have left. 7. Is that the regiment of _____ you are a member? 8. He was the first _____ reached the New World. 9. The surgeon, _____ was a very skilful man, saved my friend's life. 10. The family _____ I visited cannot be the one to _____ you refer. 11. We saw the prisoners and the flags _____ were captured.

2. Point out the illogical uses of pronouns in the following sentences:

1. The tribes of Northern Australia resemble each other. 2. Either of the five will help you. 3. The two nations are suspicious of one another. 4. We saw an airplane that its wings were shot off.

EXERCISE 213

- | | |
|----------------------------------|--------------------------------|
| 1. Any bright, intelligent child | 7. Several large Asiatic lions |
| 2. Some poor anthracite coal | 8. What plants are poisonous? |
| 3. Which planet is brightest? | 9. Those three decaying trees |
| 4. Chasms, dark and dreadful | 10. Every tenth man was lame. |
| 5. Six tall Russian soldiers | 11. All the written evidence |
| 6. That road looks cheerless. | 12. This water tastes salty. |

1. What is an adjective? **2.** Which of the preceding adjectives *describe* what is mentioned? **3.** Which show *how many* are meant? **4.** Mention those that merely show *which ones* are referred to without describing them. **5.** What is a predicate adjective? **6.** Mention those used above. **7.** Name the adjectives used to ask questions. **8.** The two derived from proper nouns. **9.** Those that are made from verbs. **10.** Those that show quantity. **11.** Which besides the predicate adjectives follow the nouns that they modify?

EXERCISE 214

From the following nouns **form proper adjectives** to fill the blanks in the sentences:

Genoa, France, America, Spain, Persia, Venice, Italy, China, Japan, Turkey, Greece, Mexico, Africa, Shakespeare, Malta, Brazil.

1. _____ navigators sailed under the _____ flag. 2. The _____ flag and the _____ flag have three colors each. 3. _____ carpets and _____ rugs are imported. 4. _____ lanterns and _____ fans are sold here. 5. The windows have _____ blinds. 6. He is an excellent _____ reader. 7. Which are more valuable, _____ or _____ diamonds? 8. He played several _____ airs. 9. Draw a _____ cross and a _____ cross. 10. We met two _____, a _____, and several _____. 11. Chochineal is a _____ product.

EXERCISE 215

- 1. Classify** the adjectives in Exercise 146.
- 2. Construct ten sentences**, each containing a limiting adjective of each of the ten kinds along with any descriptive adjective.

EXERCISE 216

1. Lake Erie is a large lake.
2. Lake Michigan is larger than Lake Erie.
3. Lake Superior is the largest lake in the world [by surface area].

1. Mention the descriptive adjectives in these sentences. 2. What two lakes are compared? 3. With reference to what quality are they compared? 4. Which of the two has that quality in the greater degree? 5. What change in the form of the adjective is made to show this? 6. With what is Lake Superior compared? 7. What lake is of greater size than Lake Superior? 8. What lake has the quality of size in the highest degree? 9. In these comparisons what changes do you notice in the form of the adjective?

EXERCISE 217

1. Tell **which degree** of these adjectives is given:

Happier; nobler; musty; clearer; slower; nearest; hot; proper; bright; slender; small; politer; fairest; luckiest; surest

2. **Compare** the following adjectives, *cf.* §§ 587–90:

Thin; feeble; strong; merry; lofty; brave; short; jolly; pretty; red; coy; gloomy; keen; shy; rough; great; mighty; lovely; idle; profound.

3. Which change **y** to **i**? Which really add only **r** and **st** to their spelling? Which double the last consonant?

EXERCISE 218

1. **Change the comparatives and superlatives** to equivalent adjective phrases, and **change the phrases** to equivalent adjectives.

Handsome; more shallow; most sincere; fittest; more handy; sauciest; most ample; narrowest; slenderest; more nimble; braver; gentlest.

2. Change them all to phrases denoting **lower and lowest degrees**.

3. Tell which of the following adjectives are **not compared**, and give your reason:

Luscious; empty; hollow; supreme; wrong; tenth; deaf; particular; false; vain; fashionable; naked; honest; lucrative; void; these; blind; equal; fatal; dry; wet; best; mean; dutiful; level.

EXERCISE 219

- Analyze** these sentences, and **parse the adjectives**.

1. Gentle rains revive the thirsty fields. 2. Firm-paced and slow, a horrid front they bore. 3. Calm and serene as the iron walls around him, stood Regulus the Roman. 4. Many amusements appear harmless which are really dangerous. 5. The painting looks attractive, but the artist does not seem satisfied. 6. A few critics have pronounced it perfect. 7. The

government considered him competent to command. 8. Make the house where gods may dwell beautiful, entire, and clean. 9. Many try in vain to be happy. 10. The people found their new ruler to be cruel and blood thirsty. 11. Appearing honest and being honest are very different things. 12. You must tell me about what things you see. 13. Medicine only made the patient worse. 14. To be prodigal in youth is to be needy in age. 15. Which course would you advise him to take? 16. Whatever efforts you make will be rewarded. 17. Fortune may make a man famous, but it cannot make him great. 18. It finds him poor; it makes him rich.

EXERCISE 220

1. **Fill the blanks** with *a*, *an*, or *the* when needed.

1. Brutus was _____ honorable man. 2. This is _____ universal truth. 3. He was _____ kind and _____ indulgent parent. 4. Omit _____ first and second stanzas. 5. _____ poor and _____ rich have equal rights. 6. She was married to _____ dignified and _____ kindly man.

2. **Select the proper form**, giving your reason.

1. I prefer (these, this) kind of rugs. 2. Did they use (that, those) hose at the fire. 3. You must avoid (those, that) sort of people. 4. I haven't seen him for (these, this) two weeks. 5. We must catch (them, those) horses.

EXERCISE 221

Correct the following sentences, giving your reason.

1. Go very quick. 2. I never heard a more truer remark. 3. Which is largest, — the numerator or the denominator? 4. Which is the best actor, — Connery or Ford? 5. Speak loud and distinct. 6. This is the most quietest part of the city. 7. Let such an one rise, if present. 8. I never saw anything neater done. 9. Which is nearest the north pole, — Europe or Asia? 10. This copy is very perfect. 11. Were you weighed on that scales? 12. He is the awkwardest skater on the pond. 13. Of all my other friends, I like him best. 14. Brother Charles is taller than any member of our family.

EXERCISE 222

1. Supply subjects to these verbs, and **complements** where they seem to be needed:

Screamed; stays; fly; ate; cut; punished; grew; drink; seek; depart; talked; tears; looks; seemed; saw; were; became; found; arm; wore; feels; had; spoke; are; was.

2. Explain the **difference between the (two) kinds** of complements that you have added.

EXERCISE 223

Point out the verbs the meaning of which is completed by some expression that is **descriptive of what the subject names**.

1. The case seems more hopeful. 2. Man became a living soul. 3. The man has turned fool. 4. He looks well and feels much stronger. 5. Why stand ye here idle? 6. All bloodless lay the untrodden snow. 7. He had been called wise. 8. The English forces proved irresistible. 9. The shutters blew open. 10. The buds smell sweet, but they taste bitter. 11. Some men are born great.

EXERCISE 224

Make short sentences showing how each of the following verbs may be used either **transitively or intransitively**:

Answer; boils; dissolve; returned; smells; survive; break; fell; slipped; believes; becomes; shakes; rained; pulls; struck; drives; gnaw; sing; worries; felt; sounds; followed; rattled; tasted; fear; stay.

EXERCISE 225

1. Tell whether the time referred to is **present** or **past**. If in doubt, add **now** or **yesterday**.

He thinks.	She rides.	It stood.	They fall.
I thought.	They caught.	We found.	Waves dash.
He catches.	I walked.	I lose.	Water freezes.
We study.	You wrote.	It grows.	Ice breaks.

2. **Change each verb** so that it refers to some other time.

EXERCISE 226

Tell whether the form of the verb marks **present** or **past** time:

I have.	Thou mayest.	He was.	Thou canst.	He shall.
He does.	You may.	I will.	You can.	Thou art.
I did.	He might.	They had.	They could.	He hath.
We were.	I am.	She has.	It is.	You should.

EXERCISE 227

1. Write the **present tense** of the following past tense forms:

Patted; played; began; could; caught; worked; stood; walked; chose; came; waited; bit; tried; crept; struck; blew; broke; flew; gazed; brought; burnt; whipped; did; bled; dug.

2. Write the **past tense** of as many of these present tense forms as you can:

Work; write; make; wear; think; till; love; take; strike; see; pour; steal; speak; sit; sell; run; ride; guess; smoke; give; part; drive; dream; ask; try.

EXERCISE 228

Select from the following sentences **five** verbs that express a command; **three** that assert a condition presumed to be a fact; **five** that state facts positively:

1. Clouds bring rain. 2. Dare to do right. 3. I wish my father were here. 4. The eclipse was total. 5. A robin built its nest in our elm. 6. If I am not paid, I work hard. 7. Speak kindly to the erring. 8. He would be a spendthrift if he were rich. 9. If he was severe, he was not unjust. 10. The crew changed the tires. 11. Be just, and fear not. 12. Improve your opportunity before it be lost. 13. I should go even if the danger were greater. 14. If the truth be known, no harm can result. 15. Though she was there, I did not see her.

EXERCISE 229

Use every one of these words in succession to fill each blank, and spell the **third singular form** of the verb:

I, you, he, we, you, she, they, we, it, the men, the man

_____ go,	_____ find,	_____ perch,	_____ deny,	_____ smash,
_____ wish,	_____ ply,	_____ crouch,	_____ watch,	_____ cry,
_____ have,	_____ do,	_____ row,	_____ lie,	_____ lay.

EXERCISE 230

1. Which of these verbal words and expressions **cannot by themselves form the predicate** of a sentence?

grow	took	broken	flying	give
running	goes	flew	fallen	grown
come	worked	playing	to take	to wait

2. Which may be **nouns**, and which **adjectives**?

EXERCISE 231

Find all the **verbal nouns** and **verbal adjectives**.

1. Four-by-fours drawing timber...
2. Timber drawn by four-by-fours...
3. To draw well requires talent.
4. A good teacher of drawing...
5. Ducks swimming in the lake...
6. Ducks shot by a hunter...
7. To work is to win.
8. Telling lies hardens the heart.
9. The house standing back from the street...
10. Fields plowed in the early fall...
11. An empty boat carried over the falls...
12. A boat carrying several shipwrecked emigrees...
13. The habit of smoking tobacco or of playing with fire...
14. To waste in youth is to want in age.

EXERCISE 232

1. Select the **infinitives and gerunds**, and, if possible, tell how they are used.

1. These are trucks for carrying milk. 2. Writing letters is making signs. 3. Have you ever tried writing with your left hand? 4. We ran to the rescue. 5. We ran to rescue them. 6. To write letters easily is an accomplishment. 7. He came to stay here for his health. 8. He has tried to walk without his crutches. 9. His physician forbade him to run after eating. 10. I desire to go. I wish to go. I will go.

2. When possible, **substitute the gerund or the infinitive** for the one given in these sentences.

3. **Form the infinitive and the gerund** of any ten verbs.

EXERCISE 233

Diagram the following sentences according to the R&K method. All contain gerunds except for 11 and 13 which have participles.

1. We receive good by doing good.
2. Portions of the brain may be cut off without producing any pain.
3. The Coliseum was once capable of seating ninety thousand persons.
4. Success generally depends on acting prudently, steadily, and vigorously.
5. You cannot fully sympathize with suffering without having suffered.
6. Your writing that letter so neatly secured the position.
7. We should avoid injuring the feelings of others.
8. My going there will depend upon my father's giving his consent.
9. Good reading aloud is a rare accomplishment.
10. The cackling of geese saved Rome.
11. Such was the exciting campaign, celebrated in many a long-forgotten song.
12. All silencing of discussion is an assumption of infallibility.
13. He was a squeezing, grasping, hardened old sinner.

EXERCISE 234

Diagram the following sentences containing infinitives according to the R&K method.

1. The hot-house is a trap to catch sunbeams.
2. Richelieu's title to command rested on sublime force of will and decision of character.
3. Many of the attempts to assassinate William the Silent were defeated.
4. We will strive to please you.
5. Ingenious Art steps forth to fashion and refine the race.
6. These harmless delusions tend to make us happy.

7. Wounds made by words are hard to heal.
8. The representative Yankee, selling his farm, wanders away to seek new lands, to clear new cornfields, to build another shingle palace, and again to sell off and wander.
9. These apples are not ripe enough to eat.
10. To be good is to be great.
11. To bear our fate is to conquer it.
12. To be entirely just in our estimate of others is impossible.
13. The noblest vengeance is to forgive.
14. He seemed to be innocent.
15. The blind men's dogs appeared to know him.
16. We should learn to govern ourselves.
17. Each hill attempts to ape her voice.

EXERCISE 235

Diagram the following sentences containing infinitives according to the R&K method. In the last three sentences the infinitive is used independently, *i.e.*, as a predicate appositive.

1. My friend is about to leave me.
2. Paul was now about to open his mouth.
3. No way remains but to go on.
4. For us to know our faults is profitable.
5. God never made his work for man to mend.
6. For a man to be proud of his learning is the greatest ignorance.
7. It is easy to find fault.
8. It is not the way to argue down a vice to tell lies about it.
9. It is natural to man to indulge in the illusions of hope.
10. It is not all of life to live.
11. This task, to teach the young, may become delightful.
12. He made me wait.
13. We found the report to be true.
14. He commanded the bridge to be lowered.
15. I saw the leaves stir.
16. Being persuaded by Poppæa, Nero caused his mother, Agrippina, to be assassinated.
17. England's debt, to put it in round numbers, is \$4,000,000,000.
18. Every object has several faces, so to speak.

19. To make a long story short, Louis XVI and Marie Antoinette were executed.

EXERCISE 236

Select the **participles**. Give their kind and tell from what verb each is derived, what each describes, and what its modifiers are:

A fisherman leaving the shore pulled out to the sunken reef in a boat kept for his use. Hearing a ship pounding on the rocks, he rowed till he could see its crew bound or clinging half-frozen to the shattered masts. They were partly hidden by the fog, and partly by the patches of torn sails.

EXERCISE 237

Diagram the following sentences containing participles according to the R&K method. Note that some of these participles seem to have an adverbial force.

1. Hearing a step, I turned.
2. The fat of the body is fuel laid away for use.
3. The spinal marrow, proceeding from the brain, extends downward through the backbone.
4. Van Twiller sat in a huge chair of solid oak, hewn in the celebrated forest of the Hague.
5. Lentulus, returning with victorious legions, had amused the populace with the sports of the amphitheater.
6. The natives came crowding around.
7. The city lies sleeping.
8. They stood terrified.
9. The philosopher sat buried in thought.
10. The old miser kept grubbing and saving and starving.
11. He kept me waiting.
12. I found my book growing dull.
13. He owned himself defeated.
14. No one ever saw fat men heading a riot or herding together in turbulent mobs.
15. I felt my heart beating faster.
16. You may imagine me sitting there.
17. Saul, seeking his father's asses, found himself suddenly turned into a king.

EXERCISE 238

Diagram the following sentences containing participles and infinitives according to the R&K method.

1. It is a good thing to give thanks to the Lord.
2. We require clothing in the summer to protect the body from the heat of the sun.

3. Rip Van Winkle could not account for everthing's having changed so.
4. This sentence is not too difficult for me to analyze.
5. The fog came pouring in at every chink and keyhole.
6. Conscience, her first law broken, wounded lies.
7. To be, or not to be, — that is the question.
8. I supposed him to be a gentleman.
9. Food, keeping the body in health by making it warm and repairing its waste, is a necessity.
10. I will teach you the trick to prevent your being cheated another time.
11. She threatened to go beyond the sea, to throw herself out of the window, to drown herself.
12. Busied with public affairs, the council would sit for hours smoking and watching the smoke curl from their pipes to the ceiling.

EXERCISE 239

Write in columns the **five common forms** of these verbs. For example:

<i>Root</i>	<i>S-form</i>	<i>Past Tense</i>	<i>Pres. Part.</i>	<i>Past Part.</i>
try,	tries,	tried,	trying,	tried.
rob,	robs,	robbed,	robbing,	robbed.

Cf. § 597 for forms that you do not know.

Omit; do; carpet; dry; defer; wrap; befit; submit; behave; echo; differ; bar; benefit; live; merit; ship; glorify; have; equip; regret; save; slap; concur; gaze; search; quit; compel; gossip; sing; singe.

EXERCISE 240

1. Fill the blanks with the proper *present* indicative forms of **be**.

I _____ well.	We _____ well.	She _____ well.
Thou _____ well.	You _____ well.	One _____ well.
He _____ well.	They _____ well.	Some _____ well.

2. Fill the blanks with the proper *past* indicative forms of **be**.

I _____ absent.	We _____ absent.	The king _____ present.
You _____ absent.	They _____ absent.	The princes _____ present.
He _____ absent.	Roy _____ absent.	Many _____ present.
She _____ absent.	Boys _____ absent.	Thou _____ present.

EXERCISE 241

1. I _____ it now. **2.** I _____ it yesterday. **3.** I have _____ it today.

Fill the blanks with the **principal parts** of the following verbs:

Bear; beat; begin; bite; blow; break; bring; buy; catch; choose; do; draw; drink; drive; eat; find; forget; forsake; freeze; give; have; hide; know; lay; leave; make; mean; rend; ride; ring; see; seek; set; shake; show; slay; smite; sow; speak; spin; spring; strike; take; throw; weave; wear; wring; write.

EXERCISE 242

1. They may _____. 2. They _____ yesterday. 3. They had already _____.

Use the **principal parts** of the following verbs to fill the blanks:

Become; bid; come; crow; fall; flee; fly; grow; lie; rise; raise; shine; shrink; sing; sit; slide; stand; steal; stride; strive; swear; swim; think; tread.

EXERCISE 243

Make sentences, using a **future phrase** of each of the following verbs.

Went; caught; drove; blown; hid; trod; rejoiced; sang; sprung; said; lied; lain; came; flew; flow.

EXERCISE 244

Using the infinitive of each of the following words, **make sentences containing potential phrases**, and tell whether they denote a use that is *promissory, potential, obligatory, etc.*:

Speak; borne; broken; chid; drew; feel; sat; froze; slain; shod; smote; swung; swept; thrust; raised; rose.

EXERCISE 245

Tell the tense and whether the verb shows present, past, or future time, and give the corresponding **perfect aspect phrase** and any change in potential mode:

1. He sings well. 2. He wrote yesterday. 3. They will go tomorrow. 4. They could not wait. 5. They should obey their parents. 6. She had an instructor. 7. We shall set out on his return. 8. Can it be true? 9. What could he answer? 10. Would he welcome you?

EXERCISE 246

Change these verb phrases to **progressive aspect verb phrases**:

Goes; went; has gone; will go; had gone; will have gone; dye; must go; may rise; lies; lays; can sit; will wait; walked; could see; drew; shall fix; come; fought; had done; may have seen.

EXERCISE 247

Change the following expressions to the corresponding **verb phrases**: 1) **emphatic**, 2) **negative**, 3) straight, *i.e.*, yes-no **interrogative**, and 4) **tag** question:

1. They learn. 2. We make hats. 3. They settled the country. 4. The plan works well. 5. Their journey ended. 6. He had courage. 7. Time brings changes. 8. We draw the sword. 9. The plan might work. 10. Their journey should have ended. 11. Time will have brought many changes.

EXERCISE 248

1. In each sentence identify the word that shows who or what *performs* or *affects* the action. 2. Tell the word that shows who or what *receives* or *undergoes* the action, or is patient or is affected by it. 3. Select each subject that represents the agent or *actor*. 4. Select those subjects that name the *receiver* of the action. 5. What difference do you notice in what the two sentences *denote*? 6. In their *phraseology*?

1. The breeze *fills* the sails.
The sails **are filled** by the breeze.
2. We *celebrated* the victory.
The victory **was celebrated** by us.
3. The media *will carry* the news.
The news **will be carried** by the media.
4. The government *should protect* the demonstrators.
The demonstrators **should be protected** by the government.
5. Congress *has enacted* a new tax law.
A new tax law **has been enacted** by Congress.

EXERCISE 249

Change each verb phrase in these sentences into either the passive or the active voice, without changing its actor-patient semantics:

1. The engine pulls the train. 2. The story has been told by several writers. 3. England taxed the colonies unjustly. 4. Louisiana was sold by France in 1803. 5. Marco Polo tells us strange stories. 6. The Mississippi was discovered by De Soto in 1541. 7. The prudent never waste time, money nor natural resources. 8. The mortgage will be foreclosed by the executor. 9. Fire has destroyed the poor man's house. 10. Gold is purchased for coinage by the government. 11. Every patriot will defend the flag. 12. Friendship should be strengthened by adversity. 13. Would he believe the truth? 14. Paris had been besieged by the Prussians in 1871. 15. Heaven is not mounted to on wings of dreams. 16. Somebody will probably attend to the matter. 17. Will anyone interfere with his rights?

EXERCISE 250

1. Make a list of the (1) **potential phrases**; (2) **progressive phrases**; (3) **passive phrases**; (4) **emphatic phrases**; (5) **s-forms**; (6) **present perfect phrases**; (7) **past perfect phrases**.

Go; goes; went; have gone; has gone; will go; do go; did go; does go; are lost; are losing; was; were; were he; wert thou; may be; may be seen; can be singing; must sew; could sew; sews; has done; has been done; have been doing; might be; could be heard; might be hearing; should write; should be written; should have been writing; is growing; was growing; can have been growing; would sign; had been; had brought; had been brought; stands; stood; stand; did stand; was standing; will come; shall be coming; will have lost; will be lost; has been lost; to be; is written; to be made; making; having made; being worn; to have been wearing; has had; had had; did do; does do; would have had.

2. Specify the **tense**, **mode(s)**, **aspect**, and **voice** that are marked on each verb phrase. For example:

“May have gone” is the present potential perfect phrase of the verb **go**.

“Should be brought” is the past obligatory passive phrase of the verb **bring**.

3. Give the **composition** of each phrase; *i.e.*, identify the verb forms of which it is composed. For example:

“Would have been broken” is made up of the past of **will**, the infinitive of **have**, the perfect participle of **be**, and the perfect participle of **break**.

EXERCISE 251

Write the following named forms or phrases of **bring**, **lay**, **sit**, **wear**, **obey**, **write**, **do**, **buy**, **have**:

1. Present indicative progressive, third singular. 2. Past indicative passive. 3. Future indicative. 4. Future indicative passive. 5. Present perfect progressive, third singular. 6. Past potential perfect passive. 7. Present indicative emphatic. 8. Past potential passive. 9. Present perfect indicative passive. 10. Present indicative (with subject **he**). 11. Present subjunctive (with subject **he**). 12. Past volative perfect. 13. Present obligatory passive.

EXERCISE 252

Parse the verb phrases in these sentences:

1. Where shall you be? 2. It cannot be found. 3. How busy you are. 4. Go quickly to the rear. 5. Be careful how you speak. 6. The sun might have risen. 7. No one has yet seen it. 8. Would he go if he were I. 9. Were not the drums beating? 10. You should have gone immediately. 11. The mill can never grind again with the water that is past. 12. We might have been called. 13. Nothing must be assumed. 14. The bus will have gone before he arrives. 15. Could he have escaped alone? 16. Is it rising now? 17. Did he write at your request. 18. Do not be discouraged by trifles. 19. Come ye in peace, or come ye in war? 20. Ask, and it shall be given you. 21. Could it not have been found sooner? 22. I wish I were sailing the seas. 23. Have you had enough? 24. How do you do this morning? 25. He had had the money for a week. 26. I am expecting to see him soon. 27. Take heed lest he fall. 28. If he were going he would take it. 29. When he next doth ride abroad, may I be there to

see. 30. You could not have been listening, or you would have heard me. 31. There never has been another such man. 32. Might it not have been done better?

EXERCISE 253

Select the proper form of the verbs and give the reason for your choice.

1. Who (did, done) it? 2. Soon it had (sank, sunk) to rise no more. 3. The pears were all (shook, shaken) off by the wind. 4. This lace was (wove, woven) in France. 5. He (ran, run) all the way. 6. They (come, came) in late yesterday. 7. He soon (begun, began) to be weary. 8. Charles Jones (swum, swam) across the river. 9. I (saw, seen) that yours was wrong. 10. He has (risen, rose) from poverty to wealth. 11. Our club was never (beat, beaten) before. 12. If I had been (showed, shown), I would know how to do it. 13. She had (tore, torn) it off.

14. I (seen, saw) him yesterday. 15. You might have (chose, chosen) something better. 16. Our friends (come, came) last week. 17. You ought to go when you are (bid, bade, bidden). 18. Some (drank, drunk) too much. 19. What fate has (befallen, befell) them? 20. She may have (went, gone) to Europe. 21. Have you ever (sang, sung) this tune. 22. Have they (drank, drunk) it all? 23. Have they (broke, broken) out of jail.

EXERCISE 254

Give the principal parts of the verb, tell which should be used, and why.

1. Have you never (*shrink*) from your duty? 2. She may have been (*smite*) down. 3. His signature was (*write*) indistinctly. 4. It cannot have been (*steal*). 5. You might have (*take*) more pains. 6. David (*sling*) the stone, and (*smite*) him on the forehead. 7. They have (*strive*) to do their best. 8. Intemperance has (*slay*) its thousands. 9. My directions were (*forget*). 10. The pond was (*freeze*) over. 11. Someone has (*break*) my pen.

EXERCISE 255

1. Learn the principal parts of these verbs, and their denotations:

PRESENT	PAST	IMPERFECT PARTICIPLE	PERFECT PARTICIPLE
lie (rest)	lay (rested)	lying (resting)	lain (rested)
lay (place)	laid (placed)	laying (placing)	laid (placed)
sit (rest)	sat (rested)	sitting (resting)	sat (rested)
set (place)	set (placed)	setting (placing)	set (placed)
baby-sit (tend children)	baby-sat (tended children)	baby-sitting (tending children)	baby-sat (tended children)
baby-sit (tend)	baby-sitted (tended)	baby-sitting (tending)	baby-sitted (tended)

The last two examples illustrate the tendency for new verbs entering the language to retain the strong declension when intransitive and the weak when transitive.

2. Fill the blanks with the appropriate form of **lie** or **lay**, and its denotation. For example:

"I *laid* (or placed) it on the table, and there it *lies* (or rests).

1. Where did you _____ it? 2. How long has it _____ there? 3. At what wharf does your yacht _____? 4. It _____ on the grass yesterday. 5. It has _____ there for years. 6. They have _____ the corner stone. 7. He _____ in bed till nine o'clock. 8. She has been _____ there all day. 9. How long has the sick man been _____ up? 10. A thousand miles of pipe have been _____.

11. She now _____ sleeping quietly. 12. We _____ over two days in Montreal. 13. _____ down, Bruno! 14. He _____ it carefully away in his safe, and there it has _____ ever since. 15. _____ it on the table, and let it _____ there. 16. They have been _____ down a new highway. 17. Has it been _____ there long? 18. He was _____ by the brook. 19. The body _____ in state three days. 20. The city _____ on the left bank of the Rhine.

3. Fill the following blanks with the appropriate form of **sit** or **sat**, and its denotation:

1. Come into the _____ room. 2. The mother bird is _____ in her nest. 3. We _____ out twelve elms last arbor day. 4. Where did he _____? 5. I _____ it on the shelf, and there it _____ now. 6. Won't you _____ here? 7. He _____ motionless for an hour. 8. I have been _____ in the arbor while you have been _____ out your plants. 9. The court will _____ in June. 10. Was he _____ there then?

4. Fill the following blanks with the appropriate form of **baby-sit**, and its denotation:

1. Yesterday I _____ for a single mom. 2. Last night my sister and her friend _____ three children. 3. We have _____ almost every day. 4. Were you _____ as a small child? 5. I _____ for my mother twice last week.

EXERCISE 256

1. Select the proper form of the verb for each of these sentences:

1. He has (*overdraw*) his account. 2. He (*throw*) his adversary yesterday. 3. His will had been (*break*). 4. Have you (*heat*) the water. 5. Has the creek ever (*overflow*) its banks? 6. I (*know*) you would (*lay, lie*) down. 7. When was the horse (*shoe*) last? 8. He (*ain't, isn't*) as wise as he appears. 9. The moon has (*light*) us on our way. 10. Your coat doesn't (*set, sit, fit*) well.

2. Distinguish between (1) **born** and **borne**, (2) **durst** and **dared**, (3) **hung** and **hanged**, (4) **may** and **can**, (5) **learn** and **teach**, and use the correct form in the following blanks:

1. He was _____ in Ohio. He was _____ to his grave by his friends. 2. The king _____ not sign the warrant. We _____ them to leap the creek. 3. Nathan Hale was _____ as a spy. Have the paintings been securely _____? 4. _____ I shut the window? _____ you find out the reason? 5. _____ me to sew. My mother _____ me long ago.

EXERCISE 257

Specify whether the auxiliary is used **to promise** (*promissory*), **to show (fixed) intention** (*determinative* or *volative*), or simply **to foretell** (*predictive*):

1. I shall enter college next year. 2. I will have an education. 3. My friends will help me. 4. Nothing shall stand in my way. 5. I shall answer his e-mail tomorrow. 6. The e-mail shall be answered immediately. 7. The e-mail will be answered immediately. 8. I will walk; no one shall carry me. 9. I shall walk; no one will carry me. 10. You shall go with me, if you wish. 11. Will you go with me? 12. We will assist you at any time. 13. I will be punished. He shall be punished. 14. Will you be attending the fair this year? Will you go with me?

EXERCISE 258

Fill each blank with a form of **shall (should)** or **will (would)**, giving the reason and mode you are using. Always be careful you are referring to present or future time.

1. We _____ expect to hear from you. 2. If I do not study, I _____ grow up in ignorance. 3. They _____ receive the money tomorrow. 4. I was afraid that I _____ lose my job. 5. We _____ be pleased to hear that he _____ soon return. 6. If you phone, we _____ come immediately. 7. When _____ we come by? When _____ you go hiking with me? 8. I fear that we _____ have unpleasant weather. 9. Where _____ you be next week? 10. I _____ like to go downtown, and _____ go if I could. 11. I _____ be delighted if you _____ come by and visit. 12. I _____ have been ill if I had gone. 13. _____ you do as he asks you? _____ you do what I ask? 14. _____ you have sold it for that price? 15. I _____ have asked for more time.

EXERCISE 259

Fill the blank with what seems **the appropriate form of the verb *be*** and give the reason for your choice.

1. What would she say if she _____ asked? 2. I wish I _____ ten years younger. 3. If the book _____ in the library, you may check it out. 4. If the book _____ in the library, you might check it out. 5. O that it _____ possible! 6. If he _____ needy, we should help him. 7. Though he _____ needy, he will get no help. 8. If he _____ insane, his actions do not show it. 9. If I _____ defeated, I should still carry on. 10. It would be a big disgrace if he _____ to fail. 11. I will come tomorrow if the weather _____ good. 12. I will go by and visit him if he _____ home now. 13. Take care lest it _____ injured.

EXERCISE 260

Point out the non-standard or colloquial expressions in the following sentences, and improve upon them giving your reason. For example:

“He (don’t, doesn’t) try.” The third singular subject “he” requires *does*, the **s**-form of the verb *do*. Say “He *doesn’t* try.”

“There (has, have) never been many of that kind.” “Many” is not a third singular subject, hence the **s**-form *has* would be improper. The sentence should read, “There never *have* been many,” etc. RULE: A third singular subject, and *no other*, requires the **s**-form of the verb.

1. Neither of them (was, were) correct. 2. From that source (comes, come) all our troubles. 3. It (don’t, doesn’t) take long to cross the ocean. 4. (Was, were) you at the concert last night? 5. My scissors (needs, need) sharpening. 6. The memoranda (is, are) lost. 7. There (has, have) been many disappointments on this trip. 8. The fragrance of roses (fill, fills) the air. 9. Each of the states (have, has) two senators. 10. Either of those reasons (are, is) sufficient. 11. Harder times never (were, was) seen. 12. The six days’ work (was, were) over. 13. What (has, have) become of your friends? 14. The meaning of these words (are, is) easily found. 15. Which of these fractions (are, is) the larger? 16. Everybody (have, has) offered us congratulations. 17. There (is, are) a few more to be had. 18. There (has, have) been several lost on these rocks.

EXERCISE 261

Tell which form of the verb should be used here, and give your reason:

1. The army (was, were) nearly annihilated. 2. The band (has, have) brought (its, their) instruments. 3. (Is, are) your family well? 4. The committee (was, were) unanimous in the choice. 5. The fleet (was, were) separated. 6. The whole herd ran into the sea and (was, were) drowned. 7. Our club (hold, holds) (its, their) meetings every month. 8. (Have, has) the company broken up? 9. A large number (was, were) dissatisfied. 10. The number present (was, were) large.

EXERCISE 262

Select the proper form of the verb, and justify your selection. For example:

“Neither hope nor courage *remains*.” The **s**-form is here required, for the subject consists of two singular nouns, “hope” and “courage,” which are joined by *nor*, and hence are to be taken separately.

“Both hope and courage *are* needed.” The **s**-form would be a mistake, for the two nouns, “hope” and “courage” joined by *and*, make a plural subject.

“Every boy and girl *has* recited.” The connected nouns, “boy” and “girl” make a third singular subject, for they are preceded by the adjective *every*, and so are to be taken separately. Hence the **s**-form of the verb is required.

1. In every muscle there (is, are) strength and vigor. 2. Every beggar and spendthrift (receive, receives) his aid. 3. Neither father nor mother (was, were) living. 4. Every word and even every thought (is, are) known. 5. Each day and hour (bring, brings) (its, their) duties. 6. The rise and fall of the tide (are, is) to be explained. 7. The butcher and the baker (has, have) sent us (his, their) (bill, bills). 8. There (was, were) fighting and bloodshed on the frontier. 9. A thousand dollars (are, is) too much to pay. 10. There (were, was) neither anger nor impatience in his tone. 11. To seem and to be (is, are) not always the same. 12. A beautiful poem or picture (has, have) a refining influence.

13. Whether to advance or to retreat (were, was) the question. 14. No pains and no expense (have, has) been spared. 15. Each hour, dark fraud or open rapine or protected murder (cry, cries) out against them. 16. Every leaf and flower (has, have) faded. 17. His subject and mine (was, were) the same. 18. There (sleep, sleeps) the soldier, statesman, and martyr. 19. Wave after wave (come, comes) rolling in. 20. Neither oil nor alcohol (are, is) as heavy as water.

EXERCISE 263

Select the proper form of the verb, and give the rule that guides you.

1. Equity, as well as justice, (demand, demands) it. 2. One or more persons (was, were) injured. 3. His painting was one of the best that (was, were) exhibited. 4. Not the causes, but the result, (were, was) stated. 5. You or he (are, is) to go. 6. Either he or I (is, am) to go.

EXERCISE 264

1. What is a clause? 2. What kinds of clauses have you studied? 3. What is an adjectival clause? 4. What is a nominal clause? 5. What is a conjunctive pronoun? 6. A relative pronoun? 7. Give a meaning of *when, where, whence, whither, why, how*, in the form of a prepositional phrase.

8. Point out the adjective clauses in the following sentences, and tell what each one modifies:

1. The place on which they stood was unsafe.
2. The time at which they started was too late.
3. The town from which they came had been abandoned.
4. The land to which they went had not been settled.
5. The reason for which they fled was justified by hope.

9. What does each prepositional phrase modify? 10. Substitute a single word for each phrase. 11. What does the substituted word modify? 12. To what part of speech does it therefore belong?

EXERCISE 265

1. Do you know who it is?
2. Do you know where it is?
3. Do you know why he went?
4. Tell me what he wants.
5. Tell me when he came.
6. Tell me whence he came.

1. In the first three sentences, what is the object of “do know”? 2. In the last three sentences, what is the object of *tell*? 3. What kind of clauses may be used as objects? 4. Parse *who* and *what*. 5. What two uses does each have? 6. How are the other nominal clauses connected to the rest of the sentence? 7. To what part of speech do *where, why, when, whence* belong? 8. What do they modify? 9. What have you learned to call such words when they also serve to connect?

EXERCISE 266

- | | | | |
|------|---|------|--|
| 1. { | Go early. | 2. { | He died here. |
| | Go at dawn. | | He died at his birthplace. |
| | Go [[when] <u>day breaks.</u>] | | He died [[where] <u>he was born.</u>] |

1. In the first group of sentences what tells *when* one is “to go”? 2. What kind of modifiers answers the question “when”? 3. Which of the adverbial modifiers in the first group is a clause? Why? 4. In the second group what answers the question “Where did he die”? 5. What kind of modifiers tells *where*? 6. Which modifier in the second group is a clause? Analyze it. 7. Like what part of speech is it used? 8. What then will you call it?

EXERCISE 267

1. Select the dependent **clauses**, and indicate their kind.
2. Point out the **adverbs**, indicate their **kind** and **what they modify**.

1. When does the moon change? 2. Can you tell wherein they differ? 3. Who knows whence he came? 4. Where there is a will there is a way. 5. When the wine is in, the wit is out. 6. I know a bank where the wild thyme grows. 7. Whither I go ye know not. 8. Come as the waves come when navies are stranded. 9. Thou canst not tell whence it cometh nor whither it goeth. 10. He works where the sun never shines. 11. Can you tell why the tides rise and fall? 12. They are found in lands where frost is unknown. 13. How can the stream be turned? 14. Whither thou goest I will go, and where thou lodgest I will lodge. 15. When the pyramids were built is uncertain. 16. I must know when he goes, where he goes, and how he goes. 17. This is the place where Franklin was born.

EXERCISE 268

Diagram the following sentences containing adverbial clauses of time, place, and comparison according to the R&K method. The “articles” in 11 and 20 are adverbs of degree.

1. When pleasure calls, we listen.
2. While Louis XIV reigned, Europe was at war.
3. When my father and my mother forsake me, then the Lord will take me up.
4. Cato, before he durst give himself the fatal stroke, spent the night in reading Plato’s “Immortality.”
5. Many a year is in its grave since I crossed this restless wave.
6. Blucher arrived on the field of Waterloo just as Wellington was meeting the last onslaught of Napoleon.
7. Where the snow falls, there is freedom.
8. Pope skimmed the cream of good sense and expression wherever he could find it.
9. The wind bloweth where it listeth.
10. Washington was as good as he was great.
11. The wiser he grew, the humbler he became.
12. Gold is heavier than iron.
13. To be right is better than to be president.
14. It was so cold that the mercury froze.
15. It was so cold as to freeze the mercury.
16. Dying for a principle is a higher degree of virtue than scolding for it.
17. He called so loud that all the hollow deep of hell resounded.
18. To preach is easier than to practice.
19. One’s breeding shows itself nowhere more than in his religion.
20. The oftener I see it, the better I like it.

EXERCISE 269

Point out the adverbs, and exactly **what each modifies**.

1. Springing lightly onto his bike, he drove rapidly away. 2. It is lawful to do well on the Sabbath day. 3. They live just beyond the mall. 4. He sailed nearly round the world. 5. How quickly night come on! 6. Do precisely as you are asked. 7. The paths of glory lead but to the grave. 8. Assuredly he cannot be mistaken. 9. Perhaps you will have no other opportunity. 10. The tunnel extends almost through the mountain.

EXERCISE 270

Diagram the following sentences containing adverbial clauses of manner, of real cause, and of justification according to the R&K method.

1. He died as he lived.
2. The upright man speaks as he thinks.
3. As the upright man thinks so he speaks.
4. As is the boy so will be the man.
5. The waves of conversation roll and shape our thoughts as the surf rolls and shapes the pebbles on the shore.
6. The ground is wet because it has rained.
7. Slang is always vulgar, as it is an affected way of talking.
8. We keep the pores of the skin open, for through them the blood throws off its impurities.
9. Since the breath contains poisonous carbonic acid, wise people ventilate their sleeping rooms.
10. Sea bathing is the most healthful kind of washing, as it combines fresh air and vigorous exercise with its other benefits.
11. Wheat is the most valuable of grains because bread is made from its flour.
12. God was angry with the children of Israel, for he overthrew them in the wilderness.
13. Tobacco and the potato are American products, since Raleigh found them here.
14. It rained last night, because the ground is wet this morning.
15. We Americans must all be cuckoos, for we build our homes in the nests of other birds.

EXERCISE 271

Point out the non-standard expressions in these sentences, giving the suggestion being ignored.

1. A miser gives nothing to nobody. 2. I never hear from him scarcely. 3. How sweetly the music sounds! 4. He was tolerable well-informed. 5. The princess looked beautifully. 6. We reached home safely and soundly. 7. Did not the young man appear awkwardly. 8. We shall not go this week, I don't think. 9. This water tastes strongly of

sulphur. 10. The fruit looks well; but it tastes badly. 11. How strangely everything seems in this light! 12. Do you feel badly? 13. The children were very pleased by their presents. 14. He was too confused to speak.

EXERCISE 272

Point out the prepositional phrases in Exercise 288, and tell whether they are adjectival or adverbial and their purpose as precisely as you can.

EXERCISE 273

1. **Parse the prepositions** in the following sentences.
2. What words are here **adverbs**, but often also prepositions?

1. From peak to peak the rattling crags among leaps the live thunder. 2. This is the house that he lives in. 3. Come on; let us go in. 4. Will you stay till after dinner? 5. These jewels came from across the sea. 6. As to that, men differ in opinion. 7. He ran from under the tree. 8. All excepting him have gone. 9. But one remains. 10. All but one have gone. 11. There is nothing to be done now but to retreat. 12. Quit yourselves like men. 13. Look the whole world over, and you will not find it. 14. Judging from what he says, I believe him honest.

EXERCISE 274

1. Fill in the blank with a **suitable preposition** if one is needed.

1. This work is different _____ any that have appeared. 2. When will you be _____ home? 3. I should have gone if I had been able _____. 4. Do smell _____ these flowers. 5. The signing _____ that note was a mistake. 6. Let us go _____ the park. 7. His answer was very different _____ yours. 8. I could prevail _____ him to go. 9. Try to learn _____ the failures of others. 10. There is constant rivalry _____ the four toll roads. 11. He differed _____ his friends. 12. We arrived _____ a late bus, and stayed _____ the hotel till morning. 13. _____ what street do you live? 14. Virtue and vice differ widely _____ each other. 15. How do you reconcile such actions _____ what he said? 16. First become reconciled _____ thy brother. 17. Is he worthy _____ your confidence? 18. He plays _____ the organ very skilfully. 19. It is _____ no use to try.

2. **Point out the illogical or inappropriate choices of expression** in these sentences:

1. Do you intend to sing or no? 2. Most all men are ambitious. [*Most* is very informal meaning *almost*.] 3. I never liked neither him nor his opinions. 4. You are too frightened to be of any use. 5. Three of the crew only survived the crash. 6. He desired to be rich very much. 7. I shall be glad to see you always. 8. There only was a solitary fort where Chicago stands a hundred sixty years ago. 9. Deaf mutes can only talk with their hands or faces. 10. Leave more space between each column.

EXERCISE 275

Point out the conjunctions, and explain what each connects.

1. He is liberal, but he is not generous. 2. They are poor, yet they are not needy. 3. Both he and I are going. 4. I believed; therefore have I spoken. 5. That route is dangerous: besides we have no guide. 6. The book is not perfect: still it is very helpful. 7. Either Hamlet

was insane, or he feigned insanity. 8. The sea is rough, for I hear the surf. 9. He yields neither to force nor to persuasion.

10. The fault is neither yours nor mine, but theirs. 11. I have had experience both in sickness and in health. 12. But I can never be natural enough, even when there is the most occasion. 13. As to the book you mention, I am in doubt whether to read it or not. 14. *We* cannot go, nor should *you*. 15. He is a genius, though he does not seem so.

EXERCISE 276

Diagram the following sentences containing compound sentences of four kinds according to the R&K method.

1. Light has spread, and bayonets think.
2. Hamilton smote the rock of the national resources, and abundant streams of revenue gushed forth.
3. Some are born great, some achieve greatness, and some have greatness thrust upon them.
4. The man dies, but his memory lives.
5. Put not your trust in money, but put your money in trust.
6. Ready writing makes not good writing, but good writing brings on ready writing.
7. Be temperate in youth, or you will have to be abstinent in old age.
8. Places near the sea are not extremely cold in winter, nor are they extremely warm in summer.
9. Either Hamlet was mad, or he feigned madness admirably.
10. People in the streets are carrying umbrellas, hence it must be raining.
11. I have seen, therefore I believe.
12. The camel is the ship of the ocean of sand; the reindeer is the camel of the desert of snow.
13. Of thy unspoken word thou art master; thy spoken word is master of thee.
14. The ship leaps, as it were, from billow to billow.
15. Religion—who can doubt it?—is the noblest of themes for the exercise of intellect.
16. What grave (these are the words of Wellesley, speaking of the two Pitts) contains such a father and such a son!

EXERCISE 277

1. **Parse** the prepositions in the sentences below.
2. **Analyze** the sentences, and **parse the conjunctions**.

1. Though I admire his courage, I detest his cruelty. 2. Remain until sunset. 3. Do not go until the sun has set. 4. Think twice before you speak. 5. I have not seen my friend since he returned from Dublin. 6. If I were not Alexander, I would be Diogenes. 7. I am proud that I am an American. 8. We know that the moon is uninhabited. 9. That the moon is uninhabited is well known.

10. The fact that the moon is uninhabited is well known. 11. It is well known that the moon is not inhabited. 12. The fact is that the moon has no inhabitants. 13. As Cæsar loved me, I weep for him. 14. Come down ere my child die. 15. It is more than heart can bear. 16. Language was developed that we might say pleasant things to each other. 17. If spring is without blossoms, autumn will be without fruit. 18. It was so cold that the mercury froze. 19. He failed in business because he was dishonest.

EXERCISE 278

Diagram the following sentences containing adverbial clauses of condition, of purpose, and of concession according to the R&K method.

1. If the air is quickly compressed, enough heat is evolved to produce combustion.
2. Unless your thought packs easily and neatly in verse, always use prose.
3. If ever you saw a crow with a kingbird after him, you have an image of a dull speaker and a lively listener.
4. Were it not for the warm waters of the Gulf Stream, the harbors and the rivers of Britain would be blocked up with ice for a great part of the year.
5. Should the calls of hunger be neglected, the fat of the body is thrown into the grate to keep the furnace in play.
6. Language was given us that we might say pleasant things to each other.
7. Spiders have many eyes in order that they may see in many directions at one time.
8. The ship canal across the Isthmus of Suez was dug so that European vessels need not sail around the Cape of Good Hope to reach the Orient.
9. The air draws up vapors from the sea and the land, and retains them dissolved in itself or suspended in cisterns of clouds, that it may drop them as rain or dew upon the thirsty earth.
10. Although the brain is only one fortieth of the body, about one sixth of the blood is sent to it.
11. Though the atmosphere presses on us with a load of fifteen pounds on every square inch of surface, still we do not feel its weight.
12. Though thou shouldst bray a fool in a mortar, yet will not his foolishness depart from him.
13. If the War of the Roses did not utterly destroy English freedom, it arrested its progress for a hundred years.
14. Though many rivers flow into the Mediterranean, they are not sufficient to make up the loss caused by evaporation.

EXERCISE 279

Diagram the following sentences containing nominal clauses as subject and object complement according to the R&K method.

1. That the earth is round has been proved.
2. That the same word is used for the soul of man and for a glass of gin is singular.

3. "What have I done?" is asked by the knave and the thief.
4. Who was the discoverer of America is not yet fully determined by historians.
5. When letters were first used is not certainly known.
6. "Where is Abel, thy brother?" smote the ears of the guilty Cain.
7. When to quit business and enjoy their wealth is a problem never solved by some.
8. Galileo taught that the earth moves.
9. The Eskimo feels intuitively that bear's grease and blubber are the dishes for his table.
10. The world will not anxiously inquire who you are.
11. It will ask of you, "What can you do?"
12. The peacock struts about, saying, "What a fine tail I have!"
13. He does not know which to choose.
14. No one can tell how or when or where he will die.
15. Philosophers are still debating whether the will has any control over the current of thought in our dreams.

EXERCISE 280

Diagram the following sentences containing nominal clauses as attribute complement, as explanatory modifier, and as object of a preposition according to the R&K method.

1. A peculiarity of English is, that it has so many borrowed words.
2. Tweed's defiant question was, "What are you going to do about it?"
3. The question ever asked and never answered is, "Where and how am I to exist in the Hereafter?"
4. Hamlet's exclamation was, "What a piece of work is man!"
5. The myth concerning Achilles is, that he was invulnerable in every part except the heel.
6. It has been proved that the earth is round.
7. It is believed that sleep is caused by a diminution in the supply of blood to the brain.
8. The fact that mold, mildew, and yeast are plants is wonderful.
9. Napoleon turned his Simplon road aside in order that he might save a tree mentioned by Cæsar.
10. Shakespeare's metaphor, "Night's candles are burnt out," is one of the finest in literature.
11. The advice that St. Ambrose gave St. Augustine in regard to conformity to local custom was in substance this: "When in Rome, do as the Romans do."
12. This we know, that our future depends on our present.
13. Have birds any sense of why they sing?
14. There has been some dispute about who wrote Shakespeare's plays.

15. We are now certain that an open sea surrounds the Pole.
16. We are all anxious that the future shall bring us success and triumph.
17. The Hawaiian Islander was confident that the strength and valor of his slain enemy passed into himself.

EXERCISE 281

Diagram the following sentences containing compound-complex sentences according to the R&K method.

1. Sin has a great many tools, but a lie is a handle which fits them all.
2. Someone has said that the milkman's favorite song should be, "Shall we gather at the river?"
3. Some of the insects which are most admired, which are decorated with the most brilliant colors, and which soar on the most ethereal wings, have passed the greater portion of their lives in the bowels of the earth.
 - a. The hour had passed and the opportunity had escaped while he tarried.
 - b. He proved that the earth is round and that it revolves.
4. Still the wonder grew, that one small head could carry all he knew.
5. When a man becomes overheated by working, running, rowing, or making furious speeches, the six or seven millions of perspiration tubes pour out their fluid, and the whole body is bathed and cooled.
6. Milton said that he did not educate his daughters in the languages, because one tongue* was enough for a woman.
7. Glaciers, flowing down mountain gorges, obey the law of rivers; the upper surface flows faster than the lower, and the center faster than the adjacent sides.
8. Not to wear one's best things every day is a maxim of New England thrift, which is as little disputed as any verse in the catechism.
9. In Holland the stork is protected by law, because it eats the frogs and worms that would injure the dikes.
10. It is one of the most marvelous facts in the natural world that, though hydrogen is highly inflammable, and oxygen is a supporter of combustion, both, combined, form a compound, water, which is destructive to fire.
11. In your war of 1812, when your arms on shore were covered by disaster, when Winchester had been defeated, when the Army of the Northwest had surrendered, and when the gloom of despondency hung, like a cloud, over the land, who first relit the fires of national glory, and made the welkin ring with the shouts of victory?

EXERCISE 282

1. Supply an **appropriate conjunction**.

1. I have no other reason _____ this. 2. I did not know but _____ you were busy. 3. He will neither come in _____ go out. 4. Is there no one else _____ he to go? 5. He no sooner sees me, _____ he runs to meet me. 6. He walked _____ he was lame. 7. He did not deny but _____ he owed the money. 8. I can't say _____ he will be here or not.

2. **Try and answer** the following questions:

1. What may the object of a preposition be? 2. Give examples. 3. What parts of speech may the phrase resemble? 4. Use one as adjective, as complement, as adverb. 5. Explain the difference between prepositions and conjunctions. 6. Between the two kinds of conjunctions. 7. Discriminate between the italicized words in "*after* sunset," and "*after* the sun had set"; in "I have not seen him *since* noon," and "*Since* it is true, he must go." 8. In "As life is short, improve it," *as* is a conjunction; and in "This is such *as* I want," *as* is a pronoun. Try and explain why.

EXERCISE 283

1. **Write sentences**, using each of these words in an acceptable way:

O! ahoy! alas! what! oh oh! huh! duh! hark! shhh!

2. Give five or ten words used to **imitate different animals**.

3. **What animals** do you think the following are made to imitate?

tu-whit, tu-whoo; whir-r; buzz; chick-a-dee; whip-poor-will; twitter; chirp; bellow; whinny.

EXERCISE 284

Analyze these sentences, and **parse the verbal nouns** *cf.* § 746.

1. To be good is to be happy. 2. It is impossible not to grow old. 3. reading by twilight may tire the eyes. 4. It is always best to tell the truth. 5. It was discouraging not to have been kindly received. 6. Seeming good is not being good. 7. Who would wish to be forgotten? 8. They refused to release the prisoner. 9. I have tried to do justice to everybody. 10. He dislikes being falsely accused. 11. The firm expects to be moving out tomorrow. 12. Do you regret having done no more? 13. We can improve by imitating good examples. 14. They know nothing about its having been written. 15. The dog did everything but speak to him.

EXERCISE 285

Analyze the following sentences, and **parse** the verbal nouns. Suggest an equivalent phrase or clause when possible.

1. Have you time to hear my statement? 2. The company was to receive a thousand pounds. 3. Leaves have their time to fall. 4. Music hath charms to soothe the savage breast. 5. The cowboys seem to be fading from the land. 6. I called immediately to see him. 7. My friends were delighted to receive the gifts. 8. She is too sensible to be flattered. 9. They are well able to bear the loss. 10. Be swift to hear, and slow to speak. 11. I expected him to go at once. 12. No one believed him to be so cruel. 13. We held it to be an outrage. 14. I suppose

it to have been him. 15. We have ordered the house to be vacated immediately. 16. They made the welkin ring with their hurrahs.

EXERCISE 286

Point out the expressions to be avoided in each of these sentences, and tell what suggestion comes into play:

1. We ought to carefully avoid informal writing. 2. I have done everything that you told me to. 3. We shall try and call upon you next week. 4. He was not obliged to have gone with me. 5. I ought to at least apologize, but I do not mean to.

EXERCISE 287

Analyze these sentences, and **parse** the participles. Change each participle phrase to a clause when possible.

1. The melancholy days are come. 2. I kept him working. 3. This noise is very confusing. 4. The mountain streams went babbling by. 5. Is not the breeze from the hills refreshing? 6. The fire was set burning by sparks from the engine. 7. The news set all the bells ringing. 8. We found some old planks badly rotted by the weather. 9. The sun goes down, lengthening the shadows. 10. What wonder it is that the girl, lost in such dreamy fancies, did not hear you. 11. Even the chartered plane dispatched at two did not arrive till four. 12. Having often seen him passing, I reasoned that the nest was near. 13. She brought some images robbed from the tombs by Arabs. 14. Once possessed of that fortune, he would wish it to be greater. 15. Punished or unpunished, he will never be conquered. 16. Ten times conquered, still you may be victor. 17. The rain having ceased to fall, we look for a rainbow. 18. The weather permitting, we shall set out tomorrow. 19. And the rocks now slipping from beneath their feet, they still refused to flee. 20. He had everything to fear from poisonous plants, the very sight of dogwood being dangerous. 21. She sat by the window, the sash raised, and the wind blowing a gale. 22. The army was in Belgium, the fleet being in the Channel, as we have said.

EXERCISE 288

Analyze the following sentences, and **parse** the verbal nouns and participles. Expand participle phrases to clauses, and tell how the clauses affect the meaning of the main statement.

1. Strive to keep your appointments. 2. I have but a few more words to say. 3. Cease to do evil; learn to do well. 4. The mere fact of his father's paying the debt is no proof of its being a proper expenditure. 5. It was no easy task to bridge the chasm. 6. To profess and to possess are very different. 7. Evil falls on him who goes to seek it. 8. Gone are the birds that were our summer guests.

9. His great work having been well done, he rests at last. 10. He that is good at making excuses is seldom good for anything else. Let him learn the luxury of doing good. 11. Let us prevent his anger by sacrificing ourselves. 12. The law is made to protect the innocent by punishing the guilty. 13. By observing truth we shall secure the respect of others. 14. He saw a star fall from heaven and vanish in utter darkness. 15. It is well to think well; it is divine to act well.

16. England owes her liberties to her having been conquered by the Norman. 17. Eyes raised towards heaven are always beautiful, whatever they be. 18. Selfishness is making one's self the most important personage in the world. Happiness shared is perfected. 19. Silently to persevere in one's duty is the best answer to calumny. 20. You find yourself refreshed by the presence of cheerful people. Why not make an earnest effort to confer that pleasure on others?

21. Freedom's battle, once begun,
Bequeathed from bleeding sire to son
Though baffled oft, is ever won.

22. Rest is not quitting the busy career;
Rest is the fitting of self to its sphere.
'Tis loving and serving the highest and best;
'Tis onwards! unswerving, and that is true rest.

23. To be graduated with a college diploma without having entered into the true spirit of college life by bearing an active part in its manifold and stimulating experiences, is to have failed in securing the best results of the course.

REVIEW EXERCISE 289

1. What are sentences? (§ 87.) 2. How are they divided with regard to kind? (§§ 95–100.) 3. How with regard to form? (§§ 211, 212, 450, 451.) 4. Define each kind. 5. What is a phrase? (§ 150.) 6. Name and define several kinds of phrases. (§§ 198, 262, 279, 641 (a), 642(a).) 7. What is a clause? (§ 393.) 8. Name and define the kinds of clauses. (§§ 394, 403, 621.) 9. Name the modifiers of nouns and pronouns. (§§ 284, 394, 683, 692.) 10. Name the modifiers of verbs, adjectives, and adverbs. (§§ 251 (b), 284, 631, 684, 697 (a).)

EXERCISE 290

Analyze the following sentences, and show which elements of each sentence are compound:

1. There health and plenty cheered the laboring swain. 2. Regular and daily exercise was the origin and secret of his health. 3. Gaily rode the hunters through the valleys or over the hills. 4. Love for study, a desire to do right, and care in the choice of friends were traits of his character. 5. We were deeply impressed by the majesty and sublimity of the cataract and its surroundings. 6. Which would they choose, to live at peace with none, or to die at peace with all? 7. Either sooner or later temperance fortifies and purifies the heart. 8. Make the house where gods may dwell, beautiful, entire, and clean.

EXERCISE 291

Classify the subordinate clauses in these sentences, according to the preceding forms, **how each is used** and **parse** the clause connectives.

1. We acquire the strength that we overcome. 2. O Solitude! Where are the charms that sages have seen in thy face? 3. Life is what we make it. 4. Love not sleep, lest thou come to poverty. 5. What pleases you will please me. 6. The fact is that he has betrayed my confidence. 7. He knew not that the chieftain lay unconscious of his son. 8. It is in vain that you seek to escape.

9. While he slept the enemy came. 10. What he spake, though it lacked form a little, was not madness. 11. All that he does is to distribute what others produce. 12. He that fights and runs away may live to fight another day. 13. The best of what we do and are is poor

enough. 14. I thank God that I never hated any man because he was poor or because he was ignorant. 15. A great many men, if put into the right position, would be Luthers or Columbuses. 16. No wonder you are deaf to all I say. 17. He whistled as he went, for want of thought. 18. Nothing waxeth old sooner than a good turn or a favor. 19. When faith is lost, when honor dies, the man is dead. 20. Be silent, or say something better than silence. 21. Patience is so like Fortitude, that she seems either her sister or her daughter.

22. His misery was such that none of his friends could refrain from weeping. 23. What stronger breastplate than a heart untainted? 24. Thrice is he armed who hath his quarrel just; and he but naked, though locked up in steel, whose conscience with injustice is corrupted. 25. Still the wonder grew that one small head could carry all he knew. 26. When Strength and Justice are true yoke fellows, where can be found mightier pair than they? 27. You will gain a good reputation, if you endeavor to be what you desire to appear. 28. He made it clear that the plan was impossible. 29. He felt as though himself were he on whose sole arm hung victory.

30. Whoever thinks a faultless piece to see,
Thinks what ne'er was, nor is, nor e'er shall be.

EXERCISE 292

Analyze the following sentences, **classifying the clauses**, and parsing the words.

1. To dare is great, but to bear is greater. 2. Write it on your heart that every day is the best day of the year. 3. Heaven is for those who think of it. 4. Live as though life were earnest, and life will be so. 5. Sweet it is to have done the thing one ought. 6. He that loveth maketh his own the grandeur that he loveth. 7. "Don't cross the bridge till you come to it" is a proverb old and of excellent wit. 8. There's nothing so contagious as pure openness of heart. 9. Who does the best his circumstance allows, does well, acts nobly; angels could do no more. 10. He is not worthy of the honeycomb that shuns the hives because the bees have stings.

11. Find thou always time to say some earnest word between the idle talk. 12. Duties are ours, but events are God's. 13. Brooding all day will not arm a man against misery. 14. Nothing that is shall perish utterly. 15. There's nothing but what's bearable as long as a man can work. 16. It is better to fight for the good than to rail at the ill. 17. Love all, trust a few, do wrong to none. 18. Corn growing, larks singing, garden full of flowers, fresh air on the sea—O, it is wonderful! 19. We always may be what we might have been. 20. It isn't so much what a man has that makes him happy, as it is what he doesn't want.

21. We are made happy by what we are, not by what we have. 22. A man's reach should exceed his grasp, or what's heaven for? 23. It's very easy finding reasons why other folks should be patient. 24. Who laughs at crooked men needs walk very straight. 25. We are such stuff as dreams are made of, and our little life is rounded with a sleep. 26. He who neglects the present moment throws away all he has. 27. "One soweth and another reapeth" is a verity that applies to evil as well as good. 28. Rich gifts wax poor when givers prove unkind. 29. Said he, "All that I am, my mother made me." 30. Since my country calls me, I obey. 31. The days are made on a loom whereof the warp and woof are past and future time. 32. Let me make the songs of a people, and I care not who makes the laws.

33. Words pass as wind, but where great deeds were done
A power abides, transfused from sire to son.

EXERCISE 293

1. Change the italicized expressions in some one of the ways mentioned in the preceding section without changing the meaning. **Describe** the change you have made.

1. The *author of the book* is in Egypt. 2. The note is payable *on demand*. 3. He *cancelled his liabilities*. 4. I shall see you *on my return*. 5. They thought *me honest*. 6. I gave you the book *that you might read it*. 7. *If you call by* you will see him. 8. *Morning dawning*, all fears were dispelled. 9. Intemperance *ruins* many a youth. 10. *No place* is like home. 11. It is by careful saving that men grow rich. 12. Shame being lost, all is lost. 13. We did not know *that our friend was ill*. 14. The miser is *unhappy*. 15. *No man* is perfect. 16. *As the king was dead*, a dispute arose as to the succession. 17. The light struggles dimly through windows *which are darkened by dust*. 18. *Many men who have made wonderful inventions* have died poor. 19. *After passing Congress* the bill *was signed* by the President. 20. The treaty *which Jay negotiated* was approved by the Senate.

2. Combine the following groups of simple sentences **into compound or complex sentences**.

1. Sir Walter Raleigh received from Queen Elizabeth a charter. It gave him a large territory in America. He sent out an exploring expedition in 1584. 2. In 1607 three ships carried out a handful of people. They began the settlement of the United States. The largest one was named "Susan Constant." 3. One of the most industrious men in the colony was John Smith. He was a young man. He had had many adventures. He was fond of boasting of them. 4. The English government sent tea to Boston. A company of fifty men threw it into the sea. The men had disguised themselves as Indians. 5. Paul Revere was an active patriot. The British had started for Lexington. He was sent to tell this to Adams and Hancock. They were in that town. 6. Geoffrey Chaucer was the first great English poet. He was the author of the "Canterbury Tales." He was born in 1340. He died in 1400.

EXERCISE 294

Selections for Analysis and Parsing.

1. Attention is the stuff that memory is made of, and memory accumulated is genius.
2. Wise sayings often fall on barren ground; but kind deeds are never thrown away.
3. A great writer has said that grace is beauty in action: I say that justice is truth in action.
4. How easy it is for one benevolent being to diffuse pleasure around him; and how truly is a kind heart a fountain of gladness, making everything in its vicinity freshen into smiles.
5. If we do not plant knowledge when young, it will give us no shade when we are old.
6. To know by rote is no knowledge; it is only a retention of what is entrusted to the memory. What a man truly knows may be disposed of without regard to the author, or reference to the book whence he had it.
7. Alexander the Great, reflecting on his friends' degenerating into sloth and luxury, told them that it was a most slavish thing to luxuriate, and a most royal thing to labor.
8. Oh, what a glory doth this world put on for him who, with a fervent heart, goes forth under the bright and glorious sky!
9. Few men learn the highest use of books. After life long study many a man discovers too late that to have had the philosopher's stone availed nothing without the philosopher to use it.
10. If the poor and humble toil that we may have food, must not the high and glorious toil for him in return, that he have light, guidance, freedom, immortality?
11. Words are the leaves of the tree of knowledge, of which, if some fall away, a new succession takes their place.
12. The busy world shoves angrily aside
The man who stands with arms akimbo set,
Until the occasion tells him what to do;

And he who waits to have his task marked out
Shall die and leave his errand unfulfilled.

13. Failure after long perseverance is much grander than never to have a striving good enough to be called a failure.
14. When the Breton sailor puts to sea, his prayer is, "Keep me, my God, for my boat is so small and Thy ocean is so wide."
15. 'Tis greatly wise to talk with our past hours,
And ask them what report they bore to heaven.
16. The happiest man is he who, being above the troubles which money brings, has his hands the fullest of work.
17. It is seldom that we find how great a man is until he dies.
18. Nine times out of ten, the best thing that can happen to a young man is to be tossed overboard and compelled to sink or swim for himself. In all my acquaintance I never knew a man to be drowned who was worth the saving.
19. If the way in which men express their thoughts is slipshod and mean, it will be very difficult for their thoughts themselves to escape being the same.
20. Learn from the earliest days to inure your principles against the perils of ridicule; you can no more exercise your reason, if you live in the constant dread of laughter, than you can enjoy your life if you are in the constant terror of death.
21. Toiling, rejoicing, sorrowing, onward through life he goes;
Each morning sees some task begin, each evening sees its close;
Something attempted, something done, has earned a night's repose.
22. For manhood is the one immortal thing
Beneath Time's changeful sky,
And, where it lightened once, from age to age,
Men come to learn, in grateful pilgrimage,
That length of days is knowing when to die.
23. Press on! Surmount the rocky steeps;
Climb boldly o'er the torrent's arch:
He fails alone who feebly creeps;
He wins who dares the hero's march.
Be thou a hero! Let thy might
Tramp on eternal snows its way,
And through the ebon walls of night,
Hew down a passage unto day.