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LITERATURE PRIMERS

Edited by JOHN RICHARD GREEN

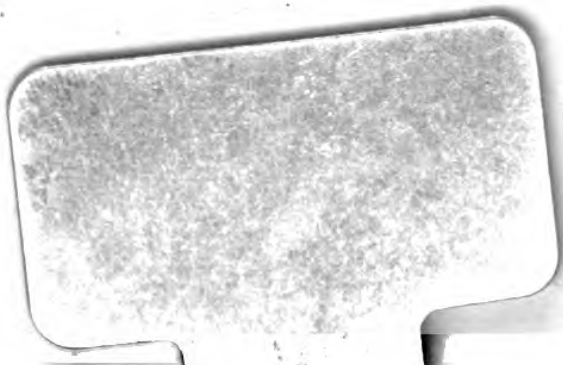
EXERCISES
ON
MORRIS'S GRAMMAR

WETHERELL





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Literature Primers.

EXERCISES
ON
MORRIS'S GRAMMAR.

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London:
MACMILLAN AND CO.
1882.

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302. g. 351.



CHARLES DICKENS AND EVANS,
CRYSTAL PALACE PRESS.

PREFACE.

THESE Exercises on Dr. Morris's English Grammar are intended to supply a want much felt in teaching Grammar in Schools where the latter work is used as a class-book.

It is hoped and believed that they will both facilitate the acquisition of this important subject by the pupils and also lighten the task of the teacher. They supply the latter with workable material on the various parts of the Grammar, sufficiently varied and copious to be used by him in both lower and higher forms.

With regard to the manner of using them, the instructions given at the beginning of each exercise are, I consider, generally sufficient. An experienced teacher may see other ways of using them, and will avail himself of his experience. They are intended for *school* use rather than *home* use.

There is one part of the Grammar, Chapter XI., on Word-Making, §§ 87-102, on which I have not, with slight exceptions, given any exercises. I have refrained from doing so, because, on consideration, I concluded that such a subject as Word-Making could be best impressed on the pupils without a set of exercises; and that a lesson or lessons on this part of Grammar would come appropriately after the exercises on each part of speech. (See Exercise III., p. 14.) Besides, the matter in Dr. Morris's Grammar is quite enough to supply material for numerous and interesting lessons.

I beg to thank Dr. Morris for his kindness in offering suggestions on several parts, and also for reading the proof-sheets.

JOHN WETHERELL.

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EXERCISES

ON

MORRIS'S GRAMMAR.

On Parsing. *Morris's Gr. § 12.*

TO PARSE is to explain the duty each word performs in a sentence; that is, to tell the relation each word bears to the rest in a sentence. There are two kinds of Parsing.

1. The simplest form of Parsing is to take the different words in a sentence and state what part of speech they are, according to their use in a sentence. Add to this a few words showing what parts of speech are qualified or governed.

EXAMPLE.—*Then out spake brave Horatius.*

Then, an Adverb of time.

Out, an Adverb of manner.

Spake, a Verb, Intransitive, Active Voice.

Brave, an Adjective, qualifying *Horatius*.

Horatius, a Noun, proper, subject of *spake*.

2. The second form of Parsing is to add to this

classification of the words a fuller explanation according to their *accidence*, and to add the general rules of Syntax.

Then, an Adverb of time, qualifying the Verb *spake*.

Out, an Adverb of manner, qualifying the Verb *spake*.

Spake, a Verb, Intrans., Strong Conj., Active Voice, Indic. Mood, Past Tense, 3rd Person, Sing., agreeing with the Nominative of its Subject, *Horatius*. Parts. : *pres.*, speak; *past*, spoke, spake; *passive participle*, spoken.

Brave, an Adjective of Quality, Positive Degree, attribute of, or qualifying the Noun *Horatius*.

Horatius, a Noun, Proper, Singular, Masc. Gend., Nom. Case, Subject of Verb *spake*.

The pupil should keep in mind, when parsing, that a word is classed as a certain part of speech—only on account of the particular duty it performs in a phrase or a sentence.

A few sentences, showing how words can be used as different parts of speech according to the duty they perform in the sentence, are here given :

1. The day was *calm* (Adj.). We may expect a *calm* (Noun) after a storm. It is not easy to *calm* (Verb) one's passions.

2. The *fair* (Noun) was well attended. Her conduct was quite *fair* (Adj.).

3. He tried to *still* (Verb) the tumult. *Still* (Adj.)

waters usually are deep. You are *still* (Adv.) troubling me.

4. *Much* (Adj.) money is dangerous. He thinks *much* (Adv.). He has seen *much* (Noun) of the world.

5. *Yesterday* (Noun) was a fine day. I rode out *yesterday* (Adv.).

6. He has *equal* (Adj.) knowledge, but *inferior* (Adj.) judgment. She is his *inferior* (Noun) in sense, but his *equal* (Noun) in prudence.

7. Every being loves its *like* (Noun). We must make a *like* (Adj.) space between each line. Behave yourselves *like* (Adv.) gentlemen. We *like* (Verb) your company very much.

I. A Simple Model of Parsing.

- i. NOUN : 1, *kind* (proper or common) ; 2, subject or object.
- ii. PRONOUN : 1, *kind* (personal, etc.) ; 2, subject or object.
- iii. ADJECTIVE : 1, qualifying or marking its noun.
- iv. VERB : 1, transitive or intransitive ; 2, voice.
- v. ADVERB : 1, *kind* (manner, etc.).
- vi. PREPOSITION : 1, joining a noun to a noun, etc.
- vii. CONJUNCTION : 1, joining words or sentences.

2. A Full Model of Parsing. *Morris's Gr.* § 132.

- i. NOUN : 1, *kind* ; 2, *number* ; 3, *gender* ; 4, *case* ; 5, *syntax*.
- ii. PRONOUN : 1, *kind* ; 2, *person* ; 3, *number* ; 4, *gender* ; 5, *case* ; 6, *syntax*.

- iii. ADJECTIVE : 1, *kind* ; 2, *degree of comparison* ; 3, *duty* (attribute or predicate of).
- iv. VERB : 1, *kind* (transitive or intransitive) ; 2, *conjugation* (strong, weak) ; 3, *voice* ; 4, *mood* ; 5, *tense* ; 6, *person* ; 7, *number* ; 8, *syntax* (agreeing with) ; 9, *principal parts* (present tense, past tense, passive participle).
- v. ADVERB : 1, *kind* ; 2, *degree of comparison* (if compared) ; 3, *duty* (qualifying verb, adjective, or adverb).
- vi. PREPOSITION : 1, *kind* ; 2, *duty* (joining a noun to a noun, etc.).
- vii. CONJUNCTION : 1, *kind* ; 2, *duty* (joining two sentences co-ordinately or subordinately ; sometimes two words).

Nouns. *Morris's Gr.* §§ 15, 16.

In finding out Nouns, ask yourself the question, "Does this word *name* anything?" If it does, it is a Noun.

EXERCISE I.

- (a) Point out the Nouns of the following sentences ;
 (b) state which are Common and which are Proper.

1. Children should obey.
2. Sugar is sweet.
3. Some fruit is sickly.
4. The city of Liverpool is very large.
5. Our hearts are like machines.
6. Some animals are sagacious.

7. My friend brought me a rare bird.
8. No man ever shot an arrow so far, or caught so many fishes, or killed so many reindeer as he had.
9. Tin is found only in Cornwall and Devon.
10. In the North-land lived a hunter,
With ten young and comely daughters,
Tall and lithe as wands of willow.
11. The ostrich inhabits the sandy deserts of Africa.
12. It is about seven feet high.
13. Tea is the dried leaf of a shrub.
14. The county town of Yorkshire is York.
15. In the ship-yard stood the master,
With the model of the vessel,
That should laugh at all disaster,
And with wave and whirlwind wrestle.
16. Beware the pine-tree's withered branch !
17. His brow was sad ; his eye beneath
Flashed like a falchion from its sheath.
18. The sun is bright ; the darting swallows soar and
sing,
And from the stately elm I hear the blue-bird
prophesying Spring.
19. High in his stirrups stood the King,
And gave his battle-axe the swing.
20. Some village Hampden, that with dauntless
breast
The little tyrant of his fields withstood.

N.B.—It is not *visible objects* only that have *names*, but things that cannot be seen with the eye, also have *names*. For instance, such words as *courage*, *justice*, *victory*, are each *names* of something. They have no material or substantial existence ; they are conceived

of in our minds, apart from material objects. Such Nouns as these are Abstract Nouns. A division of Abstract Nouns into those which express names of qualities, names of states or conditions of mind, body, and things, and names of actions, seems to be better for the pupil to understand than that given in the Grammar. It is often difficult to say to what class Abstract Nouns belong.

EXAMPLES OF ABSTRACT NOUNS.

QUALITY.

1. Darkness reigneth over all.
2. We all love honesty.
3. Great was the stupidity of those who did such a thing.
4. Bravery is a quality we all admire.
5. Will you have the goodness to guide me through this darkness?

STATES OR CONDITIONS, ETC.

1. Brief life is here our portion.
2. Warmth is necessary to life.
3. In sickness and in health, his friendship was always firm.
4. We ought to avoid hatred, malice, and all uncharitableness.
5. We all feel enjoyment in summer.

ACTIONS.

1. The king made a journey into Russia.
2. He suffered a severe punishment.

3. Addition and Subtraction are simpler than Division.
4. To skate is a healthy exercise.
5. Talking is forbidden in school.

EXERCISE II.

(a) Point out all the Common Nouns in the following sentences. (b) State which are Collective and which are Abstract. (c) Classify the Abstract Nouns.

1. The people rejoice in what should give them sorrow.
2. The fleet was sailing up the Channel.
3. In the days of youth the multitude eagerly pursue pleasure as their chief good.
4. A company of troops was despatched to the aid of the remnant of his army.
5. When the nation complains, the rulers should listen to its voice.
6. The church has no power to inflict corporal punishment.
7. The British Parliament is composed of King, Lords, and Commons.
8. The committee were divided in their sentiments, and they referred the business to the general meeting.
9. She took much pains with his get-up.
10. The assembly were divided in their opinions.
11. To let this house is a difficult thing.
12. Walking is a healthy exercise, and so is to play cricket.
13. No society is chargeable with the misconduct of particular members.

14. The blast rang, breaking the seal of silence, and giving tongues to the forest.
15. Then in a swoon she sank, and lay in deep slumber through the long night.
16. I stood upon the hills, when heaven's wide arch Was glorious with the sun's returning march, And woods were brightened, and soft gales Went forth to kiss the sun-clad vales.
17. To live on a little is better than to outlive a great deal.
18. Virtue includes such qualities as sobriety, temperance, chastity, uprightness, thoughtfulness, and patience.
19. Love has great influence over one's mind.
20. The politeness of the world has the same resemblance to benevolence that the shadow has to the substance.

EXERCISE III.

(This may be omitted till the pupils have learnt what an Adjective is.)

Most Abstract Nouns are derivative words. (See *Morris's Gr.* § 93, etc.)

1. Make Abstract Nouns out of the following Adjectives : e.g. *sorrowful* = sorrow ; *good* = goodness :

Just, slow, poor, high, deep, white, soft, wide, patient, wicked, sleepy, long, wise, strong, glorious.

2. What are the Adjectives answering to these Abstract Nouns ?

Nearness, manliness, learning, darkness, breadth, health, excellency, poison, violence, honour.

Inflexions of Nouns. *Morris's Gr.* §§ 17-20.

GENDER OF NOUNS.

EXERCISE IV.

1. What is the difference between gender and sex?
2. Give examples of gender formed by (a) suffixes ;
(b) by a qualifying term.

3. What is the gender of these Nouns?—

Drake, friar, gander, heifer, hart, wizard, writing,
boar, horse, cow, earl, ewe, bridegroom, child.

EXERCISE V.

Give, where it exists, the opposite gender of the
above Nouns.

EXERCISE VI.

What is the feminine gender of these Nouns?—

Sloven, stag, ram, hero, heir, ambassador, abbot,
marquis, protector, sultan, widower, bachelor, buck,
duke, monk, niece.

Number of Nouns. *Morris's Gr.* §§ 21, 22.

FORMATION OF THE PLURAL OF NOUNS.

Exercises on the General Rule and its modifications.

EXERCISE VII.

- (a) In how many ways is the Plural formed?
- (b) Which is the most usual?
- (c) How are these plurals formed? — *Geese, lice,*
brethren.
- (d) What is the rule about foreign words?

What are the plurals of the following words? State the rule by which each is formed.

1. Bird, proof, key, fox, kiss, love, knife, sister, horse, penny.
11. Calf, donkey, church, judge, beauty, scarf, box, tree, wolf, magpie.
21. Promise, duty, wind, sea, sky, fortress, loaf, chief, eye, hero.
31. Fortress, enemy, money, sound, opportunity, friend, staff, source, warrior, monarchy.
41. Life, grief, wasp, bee, starfish, wharf, gipsy, linen, pea, truth, telescope.
51. Hyena, canary, turf, grotto, stuff, cargo, dwarf, roof, potato, negro.

EXERCISE VIII.

On §§ 23-25, *Morris's Gr.*

Give the Singular or Plural forms of the following :

1. Sheep, datum, pence, clothes, ox, die, goose, child, genera, phenomenon.
11. Analysis, appendix, banditti, cherubim, woman, animalcula, mouse, lice, vertex, hosen.
21. Deer, focus, beaux, radius, vertexes, crises, cattle, salmon, sofa, nebulæ.

Case. *Morris's Gr.* §§ 26-29.

After having had Subject, Predicate, and Object explained (see § 118 of the Grammar), the pupil may be asked to do this Exercise.

(Exercises IX.—XII. may be omitted till a knowledge of each part of speech has been acquired.)

(a) What is meant by the *Case* of a Noun (or Pronoun)?

(b) How do you know when a Noun is in the Nominative Case?

(c) Which is the Case formed by means of an *ending* or *suffix*?

(d) When is a Noun or Pronoun said to be in the Objective Case?

(e) What is the Case of a Noun following a Preposition?

(f) Distinguish between the *Direct* and the *Indirect* Object.

EXERCISE IX.

Point out the Subject first and then the Predicate :

1. Birds fly. 2. Flowers fade. 3. The horse gallops. 4. Serpents hiss. 5. The world moves. 6. The lamps burn. 7. Virtue ennobles. 8. The sun shines. 9. The cattle are arriving. 10. Music charms. 11. The eagle soars. 12. The man will labour. 13. The clouds are beautiful. 14. The hunters were shooting. 15. Virtuous men are honoured.

EXERCISE X.

Express a complete thought about the following ; in other words, put a Predicate or Verb to the following Nouns :

1. Work —. 2. The rain —. 3. Diligent scholars —. 4. The sea —. 5. The oak —. 6. The horses —. 7. The fleet —. 8. Friendship —. 9. A nightingale —. 10. Walking —. 11. The soldiers —. 12. The savage dog —. 13. Snowdon —. 14. Sleep —. 15. Paris —.

EXERCISE XI.

Point out the (a) Subject, (b) Predicate, (c) Object :

1. The dog guards the gate. 2. The horse has thrown its rider. 3. Animals have instinct. 4. Two vowels form a diphthong. 5. The tide washes the shore. 6. The robbers murdered their comrade. 7. He asked an alms. 8. The master waved his hand. 9. Vice and folly will degrade youth. 10. Alfred the Great made wise laws. 11. The mountains overshadow the lake. 12. The bees are building their cells. 13. Wisdom ennobles us. 14. The willing workman was building a large house. 15. The bees build cells.

ON THE DIRECT AND INDIRECT OBJECT.

How do you find the *Direct* Object? The *Indirect* Object may generally be found by asking the question *to or for whom?* *to or for what?* after the Verb. See the last Exercise for the Direct Object.

EXERCISE XII.

What sort of objects are these italicised?

1. The shepherd tended the *sheep*. 2. He gave *me* a *flower*. 3. He offered *her* his arm. 4. The boy offers his *purse* to his *friend*. 5. I played *him* a *tune*. 6. Will you give *me* a *glass* of wine? 7. Death reminds *us* of *eternity*. 8. The arrow struck the *bough*. 9. The admiral set *fire* to the *ship*. 10. Children owe their *parents* *honour*. 11. Tell *me* a *tale*.

The Possessive Case. *Morris's Gr.* §§ 30, 31.

EXERCISE XIII.

Give the Possessive Case singular and plural of the following Nouns :

1. Spider, horse, cow, sky, army, ant, herring, canary, tiger, parrot. 11. Silk, garden, street, town, slate, book, newspaper, baker, rose, drum. 21. Man, boy, poet, woman, song, bird, flower, eel, eye, steamboat.

(See Exercise VII. for more examples.)

EXERCISE XIV.

Say whether the following are in the Possessive Case singular or plural :

1. The bird's wings. 2. The foxes' brushes. 3. Moses' last command. 4. My oxen's food. 5. My ancestors' virtue. 6. A thief's mind. 7. Men's manners. 8. A nation's tears. 9. The ships' sails. 10. Children's toys. 11. Mr. Thomas's house. 12. The pigeon's eggs. 13. James's books. 14. For goodness' sake. 15. Socrates' wife.

EXERCISE XV.

Change the examples of Exercise XIV. into the equivalent form of the Possessive Case ; that is, with the preposition "of." *The bakers' loaves = The loaves of the bakers.*

EXERCISE XVI.

Change the following into the Possessive Case :

1. The shade of the hawthorn. 2. The books of Moses. 3. The fine dress of the lady. 4. The pleasant manners of the boys. 5. The songs of birds. 6. The strength of Hercules. 7. The fleetness of the horses. 8. The rays of the electric light. 9. The advice of the physician. 10. The death of his parent.

(For other work on Nouns, see Exercise LXVI.)

Adjectives. *Morris's Gr.* §§ 33-38.

EXERCISE XVII.

Add a suitable Adjective to each of the following Nouns :

1. Sparks. 2. Castle. 3. Weather. 4. Weight.
5. Toy. 6. Top. 7. Honey. 8. Calf. 9. Flower.
10. Light. 11. Street. 12. Engine. 13. Desk.
14. Room. 15. Horse.

EXERCISE XVIII.

Point out the Adjectives :

1. A horse neighs. 2. The horse gallops. 3. Silver is white. 4. The moon is moving. 5. Young people have hasty tempers. 6. Charles was extravagant. 7. The bells are ringing a merry peal. 8. Many men are unwise. 9. Twenty soldiers marched in. 10. Few persons were there. 11. Certain men dislike honesty. 12. Both animals are beautiful. 13. He launched his birch canoe on the clear and luminous water. 14. This book is expensive. 15. The wary Hiawatha had overheard the scornful laughter. 16. My friends awaited me in every town. 17. The best fruits grow in warm countries. 18. The way was long. 19. There are some beautiful, tall, green trees in yonder garden. 20. Liverpool is a populous and increasing city.

EXERCISE XIX.

To which of the three classes of Adjectives do these belong :

1. Real, affectionate, many, most, poor, daily, such, any, loving, bountiful. 11. One, restless, each, deli-

cious, thick, other, mournful, mighty, ancient, seventy.
21. His, strange, the, strong, no, an, comic, huge, vast, fragrant.

(The same Exercise may be performed with Exercise XVIII.)

Inflexion of Adjectives. *Morris's Gr.* §§ 36-38.

EXERCISE XX.

Compare the following Adjectives by "ER" and "EST." Observe the silent *e*, and the ending *y*, whenever they occur.

I. Short, tall, wise, soft, gentle, hard, hot, rich, strong, thorny. II. Quiet, heavy, hollow, close, sweet, pale, rough, blue, pretty, bitter.

EXERCISE XXI.

Point out the Adjectives. What degree of Comparison is used? Give the other forms of Comparison.

I. On golden dishes and in baskets bright. 2. Thy voice was tuned with sweetest vows. 3. A cruel and impious man thou art. 4. He made use of milder powers rather than the most stringent. 5. The most perverse temper will yield to kindness. 6. Blackbirds are the noisiest of all our feathered songsters. 7. The direful spectacle of the wreck appeared. 8. Come hither, thou merry sprite. 9. I will speak in a monstrous little voice. 10. His manners were most civil and agreeable. 11. The first shall be last. 12. The clearest water is not always the best. 13. Humility is one of the most amiable virtues. 14. The eldest son will be the heir. 15. Sweet moon, I thank thee for thy sunny beams. 16. Evil thoughts should be

avoided. 17. This is the silliest stuff I ever heard. 18. That most alarming news is the latest. 19. Do you live in the next house? 20. The former passage was the worst.

N.B.—Many Adjectives are used without Nouns, as “the *first* shall be *last*,” and they are then equivalent to Nouns. Other instances are: The *wise* are respected. We honour the *good* and *great*. The *poor* ye have always with you. Take the *bad* with the *good*, etc. etc. Some such Noun as “persons,” or “people,” or “men” is here understood.

The pupils must remember that many of the Pronouns are used as Adjectives: that is, whenever a Pronoun precedes a Noun which it helps to distinguish, that Pronoun is treated as an Adjective. The Possessive Case of the Personal Pronouns (*see Gr.* §§ 39–43); the Demonstrative Pronouns (§§ 45, 46); and the Indefinite Pronouns (§ 54) are those most frequently so used.

Adjectives are formed from Nouns by adding such syllables as *ed*, *en*, *ful*, *th*, *like*, *ern*, etc. (*See Gr.* § 94.)

(For more work on Adjectives, *see* Exercise LXVI.)

Pronouns. *Morris's Gr.* §§ 39–44.

EXERCISE XXII.

Of what persons are the following Pronouns:

We, you, he, ye, us, me, it, thy, her, my, thou, ours, hers, them, yours, I, him, thee, theirs, our.

EXERCISE XXIII.

What is (a) the Case, (b) the Number, of each of the above?

EXERCISE XXIV.

In the following, supply appropriate Pronouns instead of the repeated Nouns.

The lion is found in Africa and in Asia. During

the day the lion slumbers in the lion's retreat; but, when night sets in, the lion rouses itself from the lion's lair. The lion then begins to prowl. In general the lion waits in ambush, till the lion can seize the lion's victim with the lion's powerful claws.

EXERCISE XXV.

Pick out the Personal Pronouns in these sentences:

1. Who are ye? 2. Those books suit me very well (why is *those* not a Pronoun?). 3. Let us keep in the beaten path. 4. I feel very tired; how dost thou feel? 5. She walks in her sleep. 6. Which of you will dine with me to-day? 7. Ye cannot serve God and Mammon. 8. Him and them we know, but who are ye? 9. I think they are not so fine as hers. 10. Do you admire his pictures or mine? 11. They are both in your power.

EXERCISE XXVI.

On "SELF," § 44. (a) Point out the *Reflexive* Pronouns below; (b) which are used *reflexively*, and which *emphatically*?

1. I fear you have hurt yourself. 2. You yourselves did the wrong. 3. The dog hurt itself while hunting. 4. The men took themselves off. 5. Thou thyself wast there also; I myself saw thee. 6. Thou hast changed thyself greatly. 7. Here is himself, marred as you. 8. Thus you injure yourselves, not us. 9. We, ourselves, are free from blame. 10. It is difficult to keep oneself pure.

EXERCISE XXVII.

In the following passages show that each of the

words in italics is a Pronoun by explaining what Noun it represents.

(a) This word "it" is the greatest troubler that I know of in language. *It* is so small, and so convenient, that few are careful enough in using *it*. Writers seldom spare this word. Whenever *they* are at a loss for a nominative or objective to *their* sentence, *they* clap in an "it."

(b) The natives lined the beach to defend *their* island home. The Roman soldiers, clad as *they* were in heavy armour, hesitated before *they* leapt into the water. A Roman standard-bearer sprang overboard, crying: "Leap, comrades, unless *you* wish to see *your* standard taken."

Demonstrative Pronouns. *Morris's Gr.* §§ 45, 46.

EXERCISE XXVIII.

Which are the Demonstrative Pronouns used below?

(See N.B. after Exercise XXI.)

1. Those who can write, save much labour. 2. Have you bought the books? Yes, these are they. 3. Which hill do you mean? Yonder. 4. He promised to perform that which you wished. 5. These ideas are the same as mine. 6. The king sent for the men; this was one of them. 7. My sorrows are such as you see. 8. Your fault and mine are the self same. 9. Where are my books? Are those yours? 10. Whose watch is this?

Interrogative Pronouns. *Morris's Gr.* §§ 47, 48.

EXERCISE XXIX.

Point out the Interrogative Pronouns below:

1. But who are ye that look so fierce? 2. Whose property is this? 3. For whom do you take me? 4. Which is the way? Tell me. 5. What says my general? 6. Who can understand these things? 7. Whatever do you mean by such conduct? 8. What are you determined to do? 9. Will you tell me who was there? 10. Whichever of these parts will you have? 11. I see it plain, but what of that?

Relative Pronouns. *Morris's Gr.* §§ 49-53.

(Read § 49, *Morris's Grammar*, for the explanation of a Relative Pronoun.)

In the following examples, the sentences introduced by a Relative Pronoun are separated from the principal sentences by a comma, so that the pupil may the more clearly see the relational force of the Pronoun.

EXERCISE XXX.

In the first ten sentences supply suitable Relative Pronouns; in the rest point out the Relatives.

1. The man, — is intemperate, will suffer. 2. There are many creatures, — cannot defend themselves. 3. He does not know, — you have been doing. 4. This is the house, — Jack built. 5. There are some animals, — have no means of self-defence. 6. A certain doctor lived there, with — it was pleasant to talk. 7. Who is this man, — acts in such a manner? 8. He, — leadeth an uncorrupt life, shall be happy. 9. — I command, you must do. 10. Such, — are righteous, are respected.

11. I never saw such a man, as he is. 12. There are many, who cannot learn quickly, but who learn well. 13. I was there when you mentioned him,

whom I saw. 14. He was but a fool, that brought my answers back. 15. Whoso doeth these things, him will I prefer. 16. He does not know, what you have been doing. 17. Whatsoever you do, do it quickly. 18. I will take, whichsoever you can spare. 19. These are those, of whom I spoke. 20. Thou speakest of times, which are past.

EXERCISE XXXI.

What are the *antecedents* of the Relative Pronouns in Exercise XXX., and in this sentence : As are the elements, such are the spheres ?

EXERCISE XXXII.

Distinguish between the Interrogative and Relative Pronouns used below :

1. Which was the horse that you sold ? 2. What they are doing, you cannot guess. 3. Who can understand such things as these ? 4. The child that you spoke to is very ill. 5. Who blames me, wrongs me. 6. Whatsoever you promise, that perform. 7. Do you wish to learn who brought the present ? 8. Tell me what you are doing. 9. Whatever will they think ? 10. Whose knife are you sharpening ? Does it belong to the boy whose book you have ?

Indefinite Pronouns. *Morris's Gr.* § 54.

EXERCISE XXXIII.

Point out the Indefinite Pronouns below :

1. There is none I love like thee. 2. Something in his looks revealed everything. 3. Each in his narrow cell is laid. 4. Some, like magistrates, correct at home ; others, like merchants, venture trade abroad.

5. One cannot help smiling at what he says. 6. Something accomplished, something done, has earned a night's repose. 7. Either will suit me very well. 8. There are none so blind as those who will not see. 9. Have you one? No; I have not any. 10. The two generals called; but I saw neither. 11. No one can serve two masters. 12. Other people came to dwell here. 13. This governs the inner man; that other only reigns over the body. 14. I have some, but you have the others. 15. Naught would he tell.

EXERCISE XXXIV.

In this exercise the Indefinite Pronouns are used both as Pronouns and as Adjectives. Distinguish each use.

1. He was prompt at every call of duty. 2. He tried each art, and reprov'd each dull delay. 3. Certain there were who said so. 4. One does one thing, another does another. 5. For aught I know, he lives yet. 6. There are other questions to be considered. 7. No children run to lisp their sire's return. 8. Every truant knew him well. 9. I do not wish to hurt any, but to benefit some. 10. Somebody revealed the secret.

Verbs. *Morris's Gr.* §§ 55-57.

HOW TO TELL A VERB.

Ask yourself the questions, Which is the word that *states* or *tells* anything? Which is the word that says something *took place* or *was*? The word or words, answering these questions, are Verbs. For

instance, take the words *The dog*. Does either of these two words *state* anything or *tell* us anything? Neither of them does; therefore neither is a Verb.

But supply such a word as "barks." Then we have the sentence, "The dog barks"; and the word "barks" *tells* or *states* something. Therefore this word "barks" is a Verb.

Take another example. *The hunter — the stag*. Here are four words and they state nothing; they tell us nothing that took place; they mention no *action* or *state of being*. Now supply the word "shoots," and then we are told something; namely, that "the hunter *shoots* the stag." The word "shoots" represents an action, and is therefore a Verb.

Now change the order of these four words, adding the word "by." Thus: *The stag — by the hunter*. Here nothing more is told us than before. But supply the words "is shot" or "was shot," and we are told that something was done to the stag, and therefore the words "is shot" or "was shot" are a Verb.

EXERCISE XXXV.

Show what the following things do; that is, supply a suitable Verb to each.

- I. The knife —. The schoolmaster —. The bird —. The kite —. The horse —. The dog —. The clock —. The waves —. The tide —. The ship —.
- II. The lion —. The hyena —. The cobbler —. The sun —. The bell —. The stars —. Fishes —. Fires —. The corn —. Flowers —.

EXERCISE XXXVI.

Connect the following pairs of Nouns by a *Transitive* Verb. (What is a Transitive Verb?)

1. The scholar — lessons. 2. The storm — the ship. 3. Farmers — the fields. 4. Dogs — rabbits. 5. Cows — grass. 6. The joiner — chairs. 7. The tailor — clothes. 8. Sheep — wool. 9. The sun — the snow. 10. The frost — water. 11. Sugar — tea. 12. Mistakes — correction. 13. Kindness — friends. 14. All animals — instinct. 15. William the Conqueror — Harold.

EXERCISE XXXVII.

(a) Point out the Verbs in the following. (b) State which are Transitive. (c) Where the Verb is Transitive, say to what *object* the action of the Verb passes over.

1. I met a little cottage-girl. 2. I love the sunshine everywhere. 3. Man wants but little. 4. The hermit spied his rising cares. 5. The flocks required a master's care. 6. I had raised my stick. 7. He caught me by the hand. 8. I knit my stockings there. 9. The prince read religious books. 10. I will deliver an unvarnished tale. 11. He chid their wanderings. 12. He relieved their pain. 13. He will give much treasure. 14. I had seen him before. 15. I was raising myself. 16. The boy laid his hat on the table. 17. The weapons may hurt the soldier. 18. Britannia rules the waves. 19. The cripple shouldered his crutch. 20. These words read badly.

SCHEME OF THE CONJUGATION OF A VERB.

ACTIVE VOICE.

INDICATIVE MOOD.

Present Tenses.

Pres. Indef.	} =	Pres. Tense	} (I) choose, <i>or</i> pay. am choosing, <i>or</i> am paying. do choose, <i>or</i> do pay. have chosen, <i>or</i> have paid. have been choosing, <i>or</i> have been paying.
Pres. Impf. or Progr.		Perf. Tense	
Pres. Emphatic			
Pres. Perfect			
Pres. Perf. Progr.			

Past Tenses.

Past Indef.	} =	Past Tense	} (I) chose, <i>or</i> paid. was choosing, <i>or</i> was paying. did choose, <i>or</i> did pay. had chosen, <i>or</i> had paid. had been choosing, <i>or</i> had been paying.
Past Impf. or Progr.		Past P. Tense	
Past Emphatic			
Past Perfect			
Past Perf. Progr.			

Future Tenses.

Future Indef.	} =	Future Tense	} (I) shall choose, <i>or</i> shall pay. shall be choosing, <i>or</i> shall be paying. shall have chosen, <i>or</i> shall have paid. shall have been choosing, <i>or</i> shall have been paying.
Future Impf. or Progr.		Future Perf. Tense	
Future Perf.			
Future Perf. Progr.			

SUBJUNCTIVE MOOD.

Present Tenses.

Pres. Indef. } Pres. { [If] (I, thou, he) choose, *or* pay.
 Pres. Impf. or Progr. } = Tense { be choosing, *or* be paying.
 Pres. Emph. } do choose, *or* do pay.

NOTE.—The rest of the tenses of this mood are the same as in the Indic., except that the “st” and “s” of the 2nd and 3rd persons singular of the tenses of the Indic. are dropped in all the tenses of this mood. For instance, the Pres. Perf. = (I, thou, he) have chosen. (*See* Verb “to be,” Subj. Mood, in the Grammar.)

IMPERATIVE MOOD.

Pres. Indef. } Pres. { choose, *or* pay (thou, ye, or you).
 Pres. Emph. } = Tense { do choose, *or* do pay (thou, ye, or you).

INFINITIVE MOOD.

Pres. Indef. } = Pres. { (To) choose, *or* pay.
 Pres. Progr. } (To) be choosing, *or* be paying.
 Pres. Perf. } = Perf. { (To) have chosen, *or* have paid.
 Pres. Perf. Progr. } (To) have been choosing, *or* have been paying.
 Participle Pres. choosing, *or* paying.
 Participle Perf. or Past } having chosen, *or* having paid (= compound participle).
 Participle Perf. Progr. } having been choosing, *or* having been paying (= comp. [part.]).

PASSIVE VOICE.

INDICATIVE MOOD.

Present Tenses.

Pres. Indef.	}	=	Pres.	{	(I) am chosen, <i>or</i> am paid.
Pres. Impf. or Progr.			Tense		am being chosen, <i>or</i> am being paid. (No emphatic form.)
Pres. Emphatic	}	=	Perf.	{	have been chosen, <i>or</i> have been paid. (No progressive form.)
Pres. Perfect			Tense		
Pres. Perf. Progr.					

Past Tenses.

Past Indef.	}	=	Past	{	(I) was chosen, <i>or</i> was paid.
Past Impf. or Progr.			Tense		was being chosen, <i>or</i> was being paid. (No emphatic form.)
Past Emphatic	}	=	Past P.	{	had been chosen, <i>or</i> had been paid. (No progressive form.)
Past Perfect			Tense		
Past Perf. Progr.					

Future Tenses.

Future Indef.	}	=	Future	{	(I) shall be chosen, <i>or</i> shall be paid.
Future Impf. or Progr.			Tense		(No progressive form.)
Future Perf.	}	=	Future	{	shall have been chosen, <i>or</i> shall have been paid.
Future Perf. Progr.			Perf. Tense		(No progressive form.)

SUBJUNCTIVE MOOD.

Present Tenses.

Pres. Indef. }
 Pres. Impf. or Progr. } = Pres. { [Unless] (I, thou, he) be chosen, *or* be paid.
 Pres. Emph. } = Tense { (No progressive form.)
 (No emphatic form.)
 (See Note under Subjunctive Mood, Active Voice.)

IMPERATIVE MOOD.

Pres. Indef. }
 Pres. Emph. } = Pres. { Be (thou, ye, or you) chosen, *or* paid.
 Tense { Do (thou, ye, or you) be chosen, *or* paid.

INFINITIVE MOOD.

Pres. Indef. }
 Pres. Progr. } = Pres. { (To) be chosen, *or* be paid.
 Pres. Perf. } = Perf. { (To) have been chosen, *or* have been paid.
 Pres. Perf. Progr. } = Perf. { (No progressive form.)
 { being chosen, *or* being paid (= compound
 participle).
 chosen, *or* paid.
 having been chosen, *or* having been paid
 (= compound participle).

c Pass. Participles

EXERCISE XXXVIII.

Attach an Intransitive Verb to these Nouns. (What is an Intransitive Verb?)

1. Birds —. Trees —. Serpents —. The tide —. The pen —. Bells —. The dogs —. The child —. The rain —. The clock —. 11. The swallow —. Pain —. The nightingale —. Ships —. Flowers —.

EXERCISE XXXIX.

Point out the Intransitive Verbs of the following sentences :

1. The princess rose early. 2. Winter will arrive soon. 3. My book lies on the table. 4. The dog sleeps. 5. The boy spoke. 6. The lightning struck the house. 7. Glass easily breaks. 8. The timid shrieked. 9. There upon the ground I sit. 10. The door opens. 11. The servant opened the door. 12. The master will talk. 13. The flowers are blooming. 14. He struck the dog. 15. The clock strikes. 16. Magpies chatter. 17. They turn away. 18. It rains. 19. The wild waves are moaning. 20. The tide is turning.

EXERCISE XL.

Which of the following Verbs are Transitive, and which Intransitive?

1. The old man stood quite still. 2. The magistrate judged. 3. Tears ease the heart. 4. The rain will cease. 5. The fire burns dimly. 6. The burning fire roused the people. 7. I sat upon the stile. 8. The horses are galloping. 9. We part friendly. 10. Quarrels part friends. 11. God never changes.

12. Time changes all things. 13. You are writing.
 14. Thou shalt not steal. 15. The warm rays of the
 sun melt the snow. 16. The sun shines, the snow
 melts. 17. This sentence reads badly. 18. The
 boy was reading a book. 19. The girls do well with
 their lessons. 20. Some people act foolishly.

INFLEXIONS OF VERBS.

Voice. *Morris's Gr.* §§ 58, 59.

(The Conjugation Scheme will now be found useful.)

EXERCISE XLI.

Transitive Verbs express an assertion in two forms, called the Active and Passive Voices. See page 65 for Subject and Object. (*a*) Select the Verbs and say what Voice they are in; (*b*) and change them into the Active or Passive Voice as may be required.

1. I love you. 2. God sees all things. 3. Our hopes deceive us. 4. The silkworm spins silk. 5. War desolates countries. 6. The gentleman sang a song. 7. He is admired by all. 8. She tasted the honey. 9. The bells call us. 10. The king is promoting him.

What two things are always used in the Passive Voice?

In what Voice are Intransitive Verbs always used?

Many Intransitive Verbs become Transitive in what way?

EXERCISE XLII.

Which Verbs are in the Active Voice, and which in the Passive Voice?

1. Thou shalt come so far. 2. The labourer toils. 3. His books are destroyed. 4. This remark is founded on truth. 5. The skirmish ended. 6. The wild winds drowned the sound. 7. He reaps the grain. 8. Nelson spoke of himself. 9. My rest was broken last night. 10. Boys like playing at cricket. 11. She loved reading. 12. He was binding them in his sheaves. 13. The master has given his orders. 14. Mother, dear, call me early. 15. Do not talk, boys. 16. I was alarmed by the noise. 17. I had led this life a long time. 18. Our fun is ended. 19. The ship was sunk. 20. The load had been breaking his back.

Mood. *Morris's Gr.* §§ 60-64.

EXERCISE XLIII.

Point out which Verbs are in the (a) Indicative; (b) Subjunctive; (c) the Imperative Moods.

(See the Scheme.)

1. The poor man won my pity. 2. He rushed into the battle, and was slain. 3. She standeth in the top of high places. 4. The lips of the wise shall preserve them. 5. I am learning to ride. 6. Mere general truths interfere little with the passions. 7. Suffer little children to come unto me. 8. O'er many a dark and dreary vale they passed. 9. If he acquire riches, they will corrupt his mind. 10. I did love my profession. 11. Come, if you choose. 12. We feel regret at his misfortunes. 13. To-morrow I shall have finished my exercises. 14. Give me some assistance, if you can. 15. Thou art being corrected for thy folly. 16. I saw the skylark in the clouds. 17. A merry heart maketh a cheerful countenance. 18. If

thou do not forgive, thou wilt not be forgiven. 19. I shall be walking in the fields, unless it rain.

20. Hark ! he has passed the gloomy wood ;
He crosses now the ice-bound flood.

EXERCISE XLIV.

Change any of the Finite Verbs in Exercise XLIII. into the remaining tenses of its own Mood and Voice.

(Consult the Scheme.)

E.g.—The poor man *won* my pity = The poor man *wins, is winning, does win, has won, etc. etc.,* my pity.

The Infinitive Mood. *Morris's Gr.* § 65.

REMARKS.—A few illustrations are here given to help learners to recognise the Infinitive.

For instance, in this sentence, "I told him *to go*," pupils will soon learn to point out *go* as the Infinitive. Let them here observe that there is an *object* after the Finite Verb *told* and before the Infinitive *to go*.

Take another example : "I made Tom *go*." Here the Infinitive *go* has no Preposition *to* before it, to mark it ; and yet it is the same Infinitive as the preceding *to go*. Observe again that there is an object *Tom* before it, as before.

The Infinitive can be :

- (a) Subject or Object : *To play* is pleasant. Boys love *to play*.
- (b) Used with Nouns, as an Adjective phrase : There is a time *to dance* (= for dancing). That was a day *to be remembered* (= for being remembered).

- (c) Used with Adjectives, as an Adverbial phrase, defining and modifying their use: The apples are good *to eat* (=for eating). He was afraid *to walk* much (= of walking much).
- (d) Used with Verbs to express a purpose: I have come *to see* you (=for the purpose of seeing you, or that I may see you).*

NOTE.—The Infinitives in (b), (c), and (d) are the so-called Gerundial Infinitives.

EXERCISE XLV.

(a) Point out the Verb Infinitive in the following sentences; (b) say which are the Gerundial Infinitives.

1. The man goes to work. 2. He ordered me to return. 3. Help me to rise. 4. I am learning to ride. 5. They had made the general retire. 6. I can learn chemistry. 7. Be thou diligent to know thy lessons. 8. The boys must study carefully. 9. The king is swift to punish. 10. Hasten to improve yourself. 11. You may return. 12. This is not the time to laugh. 13. Few care to be corrected. 14. Be swift to hear, and slow to speak. 15. We heard the waters rush past us. 16. To get on in life needs hard work. 17. They liked to play cricket. 18. I was somewhat anxious to hear him. 19. To write requires care. 20. I will learn to shoot.

(See also Exercise LXXIX.)

* In Latin this purpose is expressed by (1) a sentence introduced by *ut*, *ne*, or the relative *qui*; (2) by the *gerund* and *gerundives* with prepositions; (3) by the future participle; and (4) by the supine in *um* after verbs of motion.

Participles.

REMARKS.—Participles are generally used as verbal adjectives ; the present participle active can, however, take a Noun or Pronoun after it as its object. There are *compound* participles, as may be seen on referring to the Scheme. The pupil must be careful to distinguish between the participle in—ING used as an Adjective, and the same participle used to form a tense, as in the *progressive* forms of the tenses ; and also between the passive participle in—EN, etc., used as an Adjective, and the same participle used with the Verb “to be” to form the Passive Voice.

The Active or Present Participle always ends in —ING ; and the Passive Participle, or Perfect Participle, as it is also called, ends in various ways, such as —*ed*, —*en*, —*t*, —*d*, —*n*, etc.

The Pupil, on referring to § 16 of the Grammar, and to Exercise II. in this book, will see that the verbal form in —*ing* is often used as a Noun. Of this form in —*ing*, used as a Noun, it may be remarked that

- (a) When it is preceded by an Adjective (especially if followed by the preposition “of”), or has the plural form, it is a Noun (abstract), as, That *whispering* was perceived. The *doings* of the party were watched.
- (b) When it has not an Adjective, and is in the singular number, as subject or object, it is again an Abstract Noun, as, *Walking* is pleasant. The miserly dislike *giving*.

- (c) When, without an Adjective, and in the singular number, governed by a Preposition, it is an Abstract Noun, corresponding to the Latin gerund: as, I am weary of *living*. He is clever at *counting* figures.

These Abstract Nouns, derived from Verbs, may be parsed as Abstract Nouns, neuter gender, plural number, — case, subject of, object of —, derived from the Verbs, etc.

EXERCISE XLVI.

Here the Participles are printed in italics to assist the Pupil in noting how they are used.

- (a) Are the words in italics in *form* Present or Passive Participles? (b) Of the forms in *—ing*, which are Nouns, and which are used as Adjectives? (c) And which of the Verbal Nouns are equivalent to the Latin gerund?

1. In *counting* I found a mistake. 2. He appeared *riding*. 3. *Riding* is a healthy exercise. 4. I am very fond of *reading*. 5. *Being* good, he seldom does wrong. 6. I am being punished for *talking*. 7. The proper time for *planting* those vegetables is spring. 8. He crossed the *frozen* flood. 9. She sank on the floor *exhausted*. 10. He felt their breath in his *waving* hair. 11. They sat *enjoying* the fire. 12. The very head and front of my *offending* hath this extent. 13. The thief was sent to prison for *having stolen* the goods. 14. For them no more the *blazing* heath shall burn. 15. Your *mutterings* and *cursings* cannot help you.

EXERCISE XLVII.

Point out the Present and Passive Participles; say whether they are used (1) to form a tense, or (2) as Adjectives.

1. The builders are erecting a tower. 2. There is a good time coming. 3. The wild winds blew howling. 4. The frightened parents went shouting far and wide.

5. Beside yon straggling fence that skirts the way,
With blossomed furze unprofitably gay,
There, in his noisy mansion, skilled to rule,
The village master taught his little school.

6. Each in his narrow cell for ever laid, they are sleeping. 7. The bereaved parents were full of grief. 8. The huge oak, struck by the lightning, stands scorched. 9. We are sons of ages gone. 10. The letters were engraven in gold. 11. The villains, caught in the act, were severely punished. 12. My cap, having stuck on a long time, now went whirling down the lane. 13. A stone, impelled by the power of the arm, will produce a great effect. 14. They were already a strong and thriving race. 15. He died at last, neglected, forsaken, despised, and unpitied.

Tense. § 66.

REMARKS.—The pupil's attention is drawn to the *Perfect Tense*, or as it is also called, *Present-Perfect*. This Tense shows that an action has been completed in a time *still present*. The sentence, "He has done his lessons," tells us that the doing of the lessons, although completed, is connected with the present;

that it has gone on nearly up to the present. On the other hand, if you speak of a definite point of time in the past, you cannot use the Perfect Tense. "I have finished my work yesterday," is wrong; the Past Tense ought to be used, namely, "I *finished* my work yesterday."

EXERCISE XLVIII.

Write out Tenses, Active or Passive Voices, any Mood, of the following Verbs :

To *know*, to *steal*, to *break*, to *build*, to *choose*, to *slay*, to *smite*, to *drive*, to *see*, to *bite*.

(Consult the Scheme.)

(For further work on Voice, Mood, Tense, Number, and Person, see Exercises XLVII. and XLIX.)

Conjugation. *Morris's Gr.* §§ 69-75.

THE STRONG AND WEAK CONJUGATIONS.

REMARKS.—It will be a useful exercise to make the pupils write out Conjugations of Strong and Weak Verbs, in the same form as given in the Grammar, §§ 72, 73. This exercise may be varied by making them write the exercises or say them in all the forms given in the Scheme.

The pupils should remember the advantage of learning by heart the three parts of a Verb necessary to be known before it can be fully conjugated, *e.g.* :

<i>Present</i>	}	Choose.	<i>Past.</i>	chose.	<i>Past Part.</i>	chosen.
<i>Tense.</i>		Seek	„	sought.	„	sought.

EXERCISE XLIX.

In the following, point out the Strong and Weak Verbs, and say the three principal parts of each.

(a) The wife of the Viking lived in care and sorrow about it, and yet her heart yearned towards the little creature, of whose condition she felt she should not dare tell her husband on his return; for he would probably expose the child on the public highway, and let whoever listed take it away. The good Viking woman could not find it in her heart to allow this, and she therefore determined that the Viking should never see the child except by daylight.

One morning the wings of the storks were heard rushing over the roof; more than a hundred pairs of those birds had rested from their exercise, and now they soared aloft, to travel southwards.

(b) The triumphs that on vice attend
 Shall ever in confusion end;
 The good man suffers but to gain,
 And every virtue springs from pain:
 As aromatic plants bestow
 No spicy fragrance while they grow;
 But crushed, or trodden on the ground,
 Diffuse their balmy sweets around.

Anomalous Verbs. *Morris's Gr.* §§ 76, 77.

The more important of these Verbs should be learnt by heart; perhaps, even before the Regular Verb.

EXERCISE L.

Point out the Anomalous Verbs used below, and say what Moods, Tenses, etc. are used.

1. I beg our correspondence may be more frequent than it has been. 2. Being always poor, he was not above receiving the money. 3. But nothing could a charm impart to soothe the stranger's woe. 4. The general behaviour of Cromwell was such as might befit the greatest monarch. Among his ancient friends he could relax himself. 5. One of us must be mistaken. 6. The first appearance has done my business. 7. You ought to pay the money you owe him, as he would do the same to you.

8. More lasting rapture from his works shall rise,
While converts thank their poet in the skies.
9. If their wants be few, so are their pleasures. 10. Let me go, if you please. I will not.

EXERCISE LI.

Correct the errors in these sentences :

1. It has froze hard all night. 2. All bloodless laid the untrodden snow. 3. He had certainly spoke but a few words. 4. When did you see him? I seen him yesterday. 5. These words, took from a book I had give me, was a great comfort. 6. My friends had beseeched me to remain. 7. My heart was rended by the sight. 8. "Gentlemen," says I, "you owe to do it." 9. I have strived to do my best. 10. Our clothes were lossed with the vessel.

Adverbs. *Morris's Gr.* §§ 79-81.

EXERCISE LII.

Put an appropriate Adverb to each of the following sentences :

1. They fought —. 2. The arrow was shot —.
3. The boys worked —. 4. Our house was situated —.
5. His cruel uncle treated him —. 6. The sound was heard —.
7. You run —. 8. My friends received me —.
9. A stag can run — fast.
10. That mountain is — high. 11. The performance was — wonderful.
12. These — interesting books are — expensive.

EXERCISE LIII.

Join Adverbs to the Adjectives and Adverbs below.

1. Thomas walks — quickly. 2. You are — good.
3. The prince was — warmly welcomed. 4. My friend was — well, and looked — happy.
5. I used to play with him — often. 6. How are you? I am — well, thank you.
7. The dog is — clever. 8. I am — possibly wrong.

EXERCISE LIV.

Point out the Adverbs in the following sentences :

1. When will the postman come? 2. He will come soon.
3. And where have you been, my Mary? 4. Whither are you rushing now?
5. My stockings there I often knit. 6. I sometimes saw him in Liverpool, but now he is gone.
7. You ought to cultivate your mind carefully. 8. Oft had I heard of Lucy Gray.
9. She quickly drew near, and hastily gathered the bough. 10. Why have you acted so foolishly?

EXERCISE LV.

State to what classes of Adverbs those of Exercise LIV. belong.

EXERCISE LVI.

Form Adverbs from these Adjectives :

Fierce, sure, pretty, brave, distinct, silent, wide, one, graceful, glad, secure, sincere, faithful, near, gay.

COMPARE—Ill, late, forth, far, much.

Mention a few compound Adverbs.

How are Adverbs mostly compared ?

EXERCISE LVII.

Point out the Adverbs used below. State the degree of comparison, where the Adverb admits of it.

1. Those of high estate are not always happy.
 2. The huntsmen rose early, and began to hunt betimes. 3. These people are more oppressed than we.
 4. The enemy was attacked unawares. 5. Then and there I began my work earnestly. 6. Why were you calling me? I will come anon. 7. Let us walk together to the church. 8. He prayeth best who loveth best. 9. He rose betimes on the morrow, and was soon abroad. 10. The dove flew to and fro over the waters. 11. His arm held me aloft, and then I was noways in danger. 12. Bun replied in turn: "You are doubtless very big." 13. All is well and wisely put.

14. Fall gently and still, good corn,
 Lie *warm* in thy earthy bed.

15. Thus up and down we cast our grain ;
 Sow well, and you gladly reap.

N.B.—Adjectives are sometimes used as Adverbs.

EXERCISE LVIII.

Change the following prepositional phrases into Adverbs :

1. Lift her up *with care*. 2. The merchants locked up their wares *in safety*. 3. His commands were performed *with zeal*, and *vigour*. 4. Nations trade *with one another*, *with advantage*. 5. The gardens smiled *with fragrance*, and *with joy*. 6. The boys played the last match *with spirit* and *success*. 7. A good man will guide his words *with discretion*. 8. All our efforts were made *in vain*. 9. Many exercises are worked *with great carelessness*. 10. We ought to live *with sobriety*, *temperance*, and *holiness*.

Some Adverbs are used in a peculiar way with Prepositions, as in the following examples :

1. The ship was carried *quite* on to the shore.
2. There was much fighting *close* by the walls of the city.
3. Walk *right* up the street, and you will meet him.
4. He threw off his helmet *together* with his sword.
5. Don't laugh till you are *quite* out of the wood.

(For work on pointing out Adverb-Sentences, see Exercises CIV.—CVII.)

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Prepositions. *Morris's Gr.* §§ 82, 83.

REMARKS.—Many words are used both as Adverbs, Prepositions, and Conjunctions. This need cause no difficulty, provided that you remember a Preposition must be followed by a Noun or Pronoun. Thus,

“The mourners followed *next* the bier.” Here *next* is a Preposition followed by a Noun.

But in the sentence, “The relations followed *next*,” *next* is an Adverb, meaning *next in order*.

“The news came *after* me, *after* I had gone.” (Prep. and Conj.)

EXERCISE LIX.

Supply Prepositions in the following sentences to mark the *relations* of the words.

1. The snow was lying — the ground. 2. The good ship was wrecked — the port. 3. All things are not good — us. 4. The tree was blown down — the gale. 5. — what are you busy? 6. The love — money is the root — all evil. 7. The audience was composed — nothing — working-men. 8. He exposed himself — the cold, — the doctor's warning. 9. A man — wisdom is respected. 10. He went — the meeting — me.

EXERCISE LX.

What are the Prepositions below?

1. Youth is soon taken up with novelties. 2. A whip for the horse, a bridle for the ass, and a rod for the fool's back. 3. My heart trembleth at this, and is moved out of his place. 4. The multitude followed behind his carriage. 5. The birds were flying over the water, and dipping into it. 6. Underneath my feet grew many lovely flowers. 7. Betwixt the two difficulties, he is likely to go wrong. 8. You seem uneasy about something. 9. The soldiers marched past the Queen in good order. 10. The guests did not come owing to the accident. 11. I will never

forget you on account of your kindness. 12. There has been no fine weather since last month.

13. To every man upon this earth,
Death cometh soon or late.

14. In yon straight path a thousand may well be stopped by three.

Now who will stand on either hand, and keep the bridge with me?

15. Out of the mouths of babes and sucklings hast thou ordained strength, because of thine enemies.

EXERCISE LXI.

(This Exercise may be omitted by the younger pupils.)

Point out the Prepositions and the Compound Prepositions.

1. The jury decided in favour of the prisoner. 2. We submit to the laws for the sake of the general good. 3. According to your views we should all have been wrong. 4. The parents went in search of the lost child. 5. The captain led his soldiers to battle in consequence of the news the spies brought. 6. In spite of opposition we shall succeed. 7. He hurried across the park, stalking along the paths between the trees. 8. You should do your work in accordance with the instructions of those who are over you. 9. He jumped off the top of the wall and fell through the platform into the water.

10. I murmur under moon and stars,
In brambly wildernesses ;
I linger by my shingly bars ;
I loiter round my cresses.

REMARK.—Let the pupils be asked to point out

what Verbs, Nouns, or Adjectives are joined by the Prepositions in Exercises LX. and LXI. to the governed Noun or its equivalent; and also to name the relation expressed.

N. B.—Many Verbs, which may be called Compound Verbs, are made up of a Verb and an Adverb or Preposition, the Adverb or Preposition remaining separated from the Verb. Such Verbs are, *to come by*, meaning *to get*; *to bring up*, meaning *to rear*; *to put off*, meaning *to delay*; *to cast up*, meaning *to add*; *to fall to*, meaning *to begin to fight*; *to fall out*, meaning *to quarrel*.

Notice these meanings :

- { How did you come by that stick ?
- { I came by Manchester, etc.
- { Bring up a child in the right way.
- { Bring up my parcels.
- { They put off the trial for three months.
- { William put off his hat.
- { The merchant was casting up his accounts.
- { The giant cast the stone up the hill.
- { The sea cast up the wrecked articles.
- { The warriors, at the word of command, fall to with vigour.
- { Stones, when thrown, fall to the ground.
- { After being friends so long, they have fallen out.
- { That cask fell out of the cart.

Conjunctions. *Morris's Gr.* §§ 84, 85.

HOW TO DISTINGUISH A CONJUNCTION.

Many Adverbs and Prepositions are used as Conjunctions, such as, *since, before, till, for, notwithstanding*—

ing, after, etc. To test whether a word in question be used as an Adverb or a Conjunction, remember (*a*) that if the word is movable to any other part of the sentence, it is an Adverb (this is only a general test); (*b*) but if it cannot be moved from the beginning of the sentence it introduces without altering or spoiling the sense, it must be a Conjunction.

Observe these examples :

Gold is valuable, *but* (Conj.) wisdom is more valuable.

There was no one there *but* (Prep.) me.

He stayed *but* (Adverb, = *only*) three days.

You must go *before* (Conj.) you are punished.

The prisoners went *before* (Prep.) him.

The singers marched *before* (Adverb, = *in front*).

N.B.—The sentence which a Conjunction introduces often comes before the principal sentence on which it depends : as, “*Because* the cat is away, the mice will play.” “*Till* you come, I cannot go.” These may be written just as correctly thus : “The mice will play, *because*, etc.”

Conjunctions help us to say, in a much shorter way, what we should have to say, without them, in a much longer way—*e.g.* “Saul and David reigned forty years.” Here, if we had no Conjunctions, we should have to write, “Saul reigned forty years.” “David reigned forty years.”

They are often omitted for certain reasons, as *emphasis*, etc.

EXERCISE LXII.

Supply Conjunctions to the following :

1. Seven — seven make fourteen. 2. Men may come — men may go ; — I go on for ever. 3. Full well they laughed at all his jokes, — many a joke had he. 4. You — I are friends. 5. The servants were punished, — they had robbed their master. 6. You

must obey — one — the other. 7. It is better to live on a little — to outlive a great deal. 8. I cannot tell — this is an Adverb — a Conjunction. 9. Those events happened — I was born. 10. I cannot outdistance you, — you are so strong. 11. The officer was of opinion — the men had done their duty. 12. Wait — I am ready ; listen — I sing.

EXERCISE LXIII.

Point out the Conjunctions.

1. Will you come and help me? 2. All matter is organised or unorganised. 3. Fear not, but be bold and of a good courage. 4. They must give us seeds as well as tools. 5. You do not believe me ; nevertheless I tell you the truth. 6. I fear neither this man nor that. 7. At present he is temperate, though he used to be the reverse. 8. I was quite ready when the time arrived. 9. It seems to me that I am being wronged. 10. Though he slay me, I will yet trust in him. 11. They knew no foreign tongue, when their works were written. 12. I have never seen so fine a beast, since I was last there. 13. How many are you, if two are in Heaven? 14. Time flies fast ; yet it sometimes appears to move slowly. 15. The one was yellow, whereas the other was green. 16. Sheba was never more covetous of wisdom, than this pure soul shall be. 17. Will you play, provided that I pay? 18. Except these abide in the ship, ye cannot be saved. 19. It is hard to say, whether it were he or she. 20. Since the evil is done, we must bear it. 21. A sower went forth to sow ; and, when he sowed, some fell by the wayside, and the fowls came and devoured them up. Some fell upon stony places, where they had not much earth ; and forthwith they sprang up, because

they had no deepness of earth ; and, when the sun was up, they were scorched ; and, because they had no root, they withered away.

EXERCISE LXIV.

Explain what sentences the Conjunctions in Exercise LXIII. join, and state which are the Co-ordinate and Subordinate Conjunctions.

—

Interjections. *Morris's Gr.* § 86.

An exercise on Interjections is hardly necessary.

An objective case is used after some Interjections ; as, *Ah me ! Alas the day !*

Almost any of the parts of speech, used alone to express a sudden feeling or emotion, may be an Interjection.

The chief Interjections are : *Away, Adieu, Ah, Aha, Pugh, Hollo, O, Oh, Indeed, Good-bye, Welcome, All hail, List, Avaunt, Alack, Alas, What, Hush, Look, Behold, See, Striking, Strange, Begone, Fudge, Eh, Pshaw, Hark, etc. etc.*

EXERCISE LXV.

How many parts of speech are used in this sentence ? Place each in a list. Parse it fully.

The power of speech is a faculty peculiar to man, and was bestowed on him by his beneficent Creator, for the greatest and most excellent uses ; but, alas ! how often do we pervert it to the worst purposes ?

EXERCISE LXVI.

A collection of easy sentences for exercises on any of the previous parts, and for parsing.

1. Man has reason. 2. The eye is the organ of sight. 3. Fishes are covered with scales. 4. Blood flows from the heart. 5. Exercise promotes health. 6. The pure love the pure. 7. Glass is transparent. 8. I second him. 9. These are his. 10. He was an only son. 11. Hark! the lark at heaven's gate sings. 12. You are they. 13. This is the region of which you spoke. 14. Few shall come out alive. 15. The world is round. 16. The mossy seat was covered. 17. The fine dress of the lady was torn. 18. They amused themselves. 19. These pigeons are ours. 20. A little child shall lead them. 21. We have been gathering wild flowers. 22. She smiled and bowed her head. 23. One feels oneself uncomfortable. 24. The sea moaned and swelled. 25. Britannia rules the waves. 26. The cuckoo builds no nest. 27. The robin is a well-known bird. 28. His horse threw him. 29. Taxes are imposed by the Government. 30. He shall lead me beside the waters of comfort. 31. He plants his footsteps in the sea. 32. Light travels quickly. 33. The women worked hard. 34. They have some fine fish. 35. A thing of beauty is a joy for ever. 36. I have not seen him lately. 37. Why are you always busy? 38. We shall go either to Rome or Vienna. 39. You should learn your lessons first. 40. That picture is exquisitely painted. 41. Henry pushed his boat alongside the quay. 42. The streets were thronged with people. 43. Perchance his soul has gone aloft. 44. All tricks are fair in love and war. 45. He came for the sake

of peace. 46. A dreadful sound was heard beneath their feet. 47. For goodness' sake, give me some help. 48. He was weak, but brave. 49. I am suffering, while you talk. 50. He had no sooner sinned than he repented. 51. My duty towards my neighbour is to love him as myself.

Word-Making. *Morris's Gr.* §§ 87-102.

See "Preface," concerning exercises on *Word-making*.

Syntax. *Morris's Gr.* § 103.

EXERCISE LXVII.

1. Write five combinations of a Verb and its subject.
2. " " " " an Adjective and its Noun.
3. " " " " a Verb and its object.
4. " " " " an Adverb and a Verb.
5. " " " " an Adverb and an Adjective.
6. " " " " an Adverb and an Adverb.

Name each of the above combinations.

EXERCISE LXVIII.

Point out the several kinds of combination used below :

1. His conduct is not scandalous. 2. He is not only sensible and learned, but he is religious. 3. Many ridiculous practices have been brought into vogue. 4. He heaped up riches, but passed his time

very miserably. 5. He had a very good understanding. 6. He knew well the state of affairs both at home and abroad. 7. The English annals scarcely produce a more trying juncture. 8. Bolingbroke still maintained his place.

Verb and Subject. *Morris's Gr. § 104.*

EXERCISE LXIX.

Which of the rules on the *Verb and Subject* are broken by these sentences :

1. Disappointments, which are hard to bear, sink the heart of man ; but the renewal of hopes give consolation. 2. Nothing but vain and foolish pursuits delight some persons. 3. I am him whom they invited. 4. It could not be her, for she always behaved discreetly. 5. Idleness and Ignorance is the parent of many vices. 6. Man's happiness or misery are in a great measure in his own hands. 7. There is many faults in spelling, which neither analogy nor pronunciation justify. 8. Whether one person, or more was concerned, does not appear. 9. The fleet were then sailing up the Channel. 10. The Committee was divided in its sentiments.

Adjective and Noun. *Morris's Gr. § 105.*

(See above, Exercise LXVIII. on Attributive and Predicative combinations.)

EXERCISE LXX.

What are the cases of Apposition here :

1. Charlotte, the friend of Amelia, was too prompt

in her friend's vindication. 2. At length Erasmus, that great injured name, stemmed the wild torrent of a barbarous age. 3. Solomon, the son of David, and the builder of the temple of Jerusalem, was the richest monarch of the Jews. 4. Anxiety, the parent of many sins and of more miseries, is the poison of human life. 5. Pompey contended with Cæsar, the greatest general of his age.

EXERCISE LXXI.

Point out the Attributes below :

1. This picture of the king does not resemble him.
2. The government of the world is not left to chance.
3. God's ways are not our ways. 4. It was the men, women, and children's lot to suffer. 5. Men of virtue would shun such an act of sin.

Verb and Object. *Morris's Gr.* § 106.

(See Exercises XXXVI., XXXVII., XL., XLI., and XLII.)

EXERCISE LXXII.

Point out the Objective Cases below :

1. The people made him a king. 2. His parents esteem him as their best friend. 3. On account of his actions, we should call that person a traitor. 4. The judge held the prisoner guiltless in the matter. 5. You ask me a question about his conduct. 6. Will you ask the boy his name? 7. This book cost me a guinea. 8. Our master teaches us science and art. 9. I regard him as my friend. 10. Then with the sun a rising journey he went.

What sort of Objects are those above?

(See Analysis, Exercises XCII.—XCIV.)

EXERCISE LXXIII.

(a) Pick out the Objective Cases used with Intransitive Verbs. (b) Say whether they are akin in *form* or *meaning*, or express *time* and *space*.

1. Let me die the death of the righteous. 2. Last holiday I walked ten miles. 3. Jacob served seven years for Rachel. 4. The prince was travelling last night. 5. I ran a race of a quarter of a mile, but you ran two hundred yards only. 6. A sovereign weighs one hundred and twenty-three grains. 7. I rode my horse twelve miles to-day. 8. Our children sleep the sleep of innocence. 9. It irks me very much to do my duty. 10. Cowards die many times before their death. 11. What ails you? 12. What you think concerns us much.

N.B.—The above Objectives will not, in Analysis, all be classed under the head of Object, or Completion of the Predicate.

Indirect Object.

(See Exercises XI. and XCIV.)

EXERCISE LXXIV.

Point out the Indirect Objects.

1. To act modestly becomes us better than to be froward. 2. We always consider it worth our while to help others. 3. I hope it will please you, when you see it. 4. The word of God is near you, even in your heart. 5. The story I was reading is similar to one you spoke of. 6. They accused Cæsar of ambition. 7. My rabbits are very like yours. 8. Are you ashamed of me? 9. On my next birthday, I shall be

fifteen years old. 10. It behoves us always to be obedient to our parents.

Adverbs. *Morris's Gr.* § 107.

(See Exercises LII.—LVIII. of this book.)

The chief concern of Syntax with Adverbs is to fix their *position*, and to see that they take their regular adverbial form when used as Adverbs.

In poetry, Adjectives are often used as Adverbs.

EXERCISE LXXV.

Place the Adverbs below in as many positions as you can, without destroying the sense, if possible.

1. The Maker justly claims His own. 2. Long had our pious friend in virtue trod. 3. This expedition was too rashly plotted by York and Talbot. 4. Where thou hast not sowed, thou canst not reap. 5. He only promised a book. 6. The wind rising, we soon set sail.

EXERCISE LXXVI.

Correct the errors here :

1. Who can read as good as I? 2. Those, who wish to live long, must live conformable to the rules of moderation. 3. To speak accurate, they were absent twenty minutes. 4. Few men could walk quicker than he. 5. The servant instant came in all anxiety.

(See below on Adverbial Sentences, Exercise CIV. etc.)

MISCELLANEOUS RULES.

Pronouns. *Morris's Gr.* § 108.

EXERCISE LXXVII.

Correct the following errors. Give reasons for your corrections.

1. He is afraid who I am greatly indebted to. 2. Does that man know who he is speaking to? 3. They, which seek wisdom, will surely find her. 4. The court, who gives currency to manners, ought to be exemplary. 5. Sidney was one of the wisest governors which Ireland had enjoyed for several years.

EXERCISE LXXVIII.

Morris's Gr. § 109.

Correct or justify the following :

1. Each of them, in their turn, receive the benefits to which they are entitled. 2. Neither of those men seem to have any idea of their ignorance. 3. Every leaf, every twig, every drop of water teems with life. 4. Every person, whatever be their station, are bound by the duties of morality. 5. Every man's heart and temper are productive of much joy or bitterness.

Verbs. *Morris's Gr.* §§ 110, 111.

(For Exercises on the Indicative and Subjunctive Moods, see Exercise XLIII.)

Morris's Gr. § 112, **Infinitive Mood**, see page 37 of this book, the Remarks, and Exercise XLV.

EXERCISE LXXIX.

Point out the Infinitives. Which are the Gerundial Infinitives?

1. He saw he must die, and shuddered at the thought. 2. I can no more grieve for another's death than I could for my own. 3. Let us live here as long as we can; and when we must depart, let us depart happily. 4. They bid me go and seek assistance. 5. Thou shalt not steal. 6. Thou didst put this habit on to castigate thy pride. 7. The senate have concluded to give this day a crown to mighty Cæsar. 8. The men have too much work to do. 9. It is my intention to reward you. 10. The slowest to promise is often the surest to perform.

Participles. *Morris's Gr.* § 113.

(See Exercises XLVI., XLVII.)

EXERCISE LXXX.

(a) Point out the Participles. (b) Say which are used *absolutely*.

1. You ought not to walk on a labouring day without the sign of your profession. 2. The lowest stream kisses the most exalted shores of all. 3. Disrobe the images, if you do find them decked with ceremonies. 4. The feat accomplished, he received the prize. 5. These growing feathers, plucked from Cæsar's wing, will make him fly an ordinary pitch. 6. The stable-door being open, the horse was stolen. 7. So did I bear from the waves of Tiber the tired Cæsar. 8. Walls of beaten brass cannot be retentive to the

strength of spirit. 9. To the erring we must grant mercy. 10. The ambitious ocean raged to be exalted with the threatening clouds.

(See the "Enlarged Subject," Exercise LXXXVII.)

Verbal Nouns. *Morris's Gr. § 114.*

(See Exercise XLVI.)

EXERCISE LXXXI.

Which are the Verbal Nouns below :

1. My eyes are wasted away with looking for thy health. 2. These couchings and these lowly courtesies might fire the blood of ordinary men. 3. Is there no voice more sweetly sounding than my own, for the repealing of my banished brother? 4. Talk not of standing. 5. We have abridged his time of fearing death. 6. My misgiving still falls shrewdly to the purpose. 7. The making of pens requires much skill. 8. Where are you going? I am going a-hunting. 9. All our spirits want rousing. 10. Making promises ought to be as earnest a matter as performing them.

Prepositions. *Morris's Gr. § 115.*

(See Exercises LIX.—LXI.)

Perhaps the only additional remarks necessary to be repeated about Prepositions are :

(a) Several Prepositions may connect the words that follow them with *one antecedent term*.

- (b) Or they may connect several antecedent terms with *one* objective.
- (c) They generally stand *before* the words they govern, except the relative pronoun "that," and in poetry at times.
- (d) And they must be used according to their sense, and connected with Verbs and Nouns appropriate to each.

Examples illustrative of the above remarks :

- (a) 1. The *subject*, of which mention was made, and *about* which there was some wrangling, remains unsettled yet.
2. *Of* him, and *through* him, and *to* him, are all things.
- (b) He first spoke *for*, and then voted *against*, the measure.
- (c) 1. My brother, *about* whom I was so uneasy, has returned in safety. 2. The business, that I came upon, is finished.

EXERCISE LXXXII.

(d) *Correct these errors.* 1. We are dependent of you for our daily bread. 2. There is a difference of opinion between these three men. 3. Much prejudice exists to people doing that. 4. Let me reconcile you with each other. 5. He has a thirst of knowledge.

Conjunctions. *Morris's Gr.* § 116.

(See Exercises LXII.—LXIV.)

A SCHEME OF THE PARTS OF A SENTENCE.

PRINCIPAL PARTS.		SUBORDINATE PARTS.		
Subject.	Verb.	Attribute.	Object.*	Modifying Terms.
1. Noun or Pronoun, or Adjective used instead of a Noun.	1. Verb.	1. Adjective.	The same as Subject.	1. Adverb.
2. Infinitive phrase.	2. The Verb, "to be" with a. Adjective, b. Noun, c. a Phrase, d. a Noun sentence.	2. Possessive case of Noun or Pronoun.	—	2. Prepositional phrase.
3. Participial phrase.		3. Noun in apposition.	—	3. Adverbial phrase.
4. Noun sentence.		4. Adjectival or Prepositional phrase.	—	4. Adverbial sentence.
		5. Participial phrase.	—	5. Infinitive, to express cause or purpose. These are the chief enlargements of the Verb or Predicate.
		6. Adjective sentence.	—	
		7. An Infinitive.	—	

Analysis of Sentences. *Morris's Gr.* § 117, etc.

EXERCISE LXXXIII.

Express a complete thought about these :

1. The wind, linen, fog, the sparrow, hope, the fields, silence, music, the sun, the streams. 11. The years, tears, the harp, the birds, the spring, the rain, the storm, the king, the flowers, the leaves. 21. The earth, the dew, the wheels, the blackbird, Alfred, William Rufus, grammar, Nouns, Pronouns, to work.

EXERCISE LXXXIV.

Make sentences with the help of each of these Verbs :

Bends, trembles, work, jumps, scream, studies, cry, are sold, is selling, was chirping, runs, are talking, slept, swings, obey.

Subject and Predicate. *Morris's Gr.* § 118.

(Be sure you know the two necessary parts of a sentence.)

EXERCISE LXXXV.

Point out the Subject and Predicate of these :

1. Rome is a city. 2. The city grew. 3. He was a warrior. 4. The theatre was open. 5. A battle was fought in that meadow. 6. The war began. 7. The roads are excellent. 8. Depart at once. 9. Quarrelling is unpleasant. 10. Winds are blowing. 11. We will gaze. 12. She was faithless. 13. To do well is our duty. 14. Stars are shining. 15. We must die. 16. My friend would not come. 17. In spite

of opposition, the great measure was passed. 18. My father lived at Blenheim. 19. It was an evil action. 20. All met here.

The Subject. *Morris's Gr.* § 119.

The Subject may be (1) a Noun, (2) a Pronoun, (3) an Adjective used as a Noun, (4) an Infinitive phrase, (5) a Participial phrase, and (6) a Sentence. Participles and Infinitives retain their power of governing as Verbs—as, *drinking water* is healthy; *to pay our debts* is just. (See the Scheme of the Parts of a Sentence.)

EXERCISE LXXXVI.

Pick out the Subjects below; state of what they consist.

1. The stones lay round about me. 2. The king was on his throne. 3. He sighed for his country. 4. To check the erring is a duty. 5. The pure in heart are blessed. 6. Be thou familiar. 7. Some murmur at trifles. 8. Doing one's duty is not always easy. 9. That you are working is uncertain. 10. Learning is necessary. 11. Great is Diana of the Ephesians. 12. That I have taken the old man's daughter is uncertain. 13. How are the mighty fallen! 14. Who gave you that key? 15. To take medicines is not agreeable.

The Enlarged Subject. *Morris's Gr.* § 120.

There are several ways of Enlarging the Subject :

(1) By an Adjective; (2) By a Noun or Pronoun in the Possessive Case; (3) By an Adjective phrase

(also called a Prepositional phrase); (4) By a Noun in apposition ; (5) By an Infinitive ; (6) By a Participial phrase ; (7) By an Adjective sentence.

OBSERVE.—The *Infinitive*, as an enlargement, is placed apart from the Adjective phrase, for clearness' sake. By a *participial phrase* are meant those participles and participial phrases which are used not so much to express a quality as an *action* or *state* : they do not come before their Nouns as ordinary Adjectives do.

Any number of those enlargements can be used together ; as, *This alarming and unexpected news, arriving so suddenly, upset everything.*

EXERCISE LXXXVII.

(a) Point out the simple subject ; (b) the enlargements ; and (c) say of what the latter consist. (Only Adjectives, Nouns, and Pronouns are used.)

1. The gift blindeth the wise. 2. The city's walls fell down. 3. The chief butler told his dream. 4. Want of attention is a great fault. 5. This man was injured. 6. My father's spirit grows strong within me. 7. Her gallant crew hath seen Castile's black fleet. 8. Our children's children shall see this. 9. The ancient laws of Rome did not permit capital punishment. 10. That celebrated and very instructive book has been long published. 11. St. Paul's was burnt down. 12. Many deep and profound points of doctrine have been delivered to us. 13. John and Eliza's books were lost. 14. The three branches are three days. 15. The severe distress of the king's son touched the nation.

EXERCISE LXXXVIII.

(a) What are the subjects here? (b) Point out the

enlargements. (c) Say of what they consist. (Adjective phrases and Infinitives are used.)

1. A man of evil must be shunned. 2. The age of youth is one of happiness. 3. A wish to become notorious shows a vulgar mind. 4. Searchers after pleasure meet many disappointments. 5. Each of those two authors has his merit. 6. To muse o'er flood and fell is not solitude. 7. His propensity to this vice amazed us. 8. A sound in the air foretold approaching rain. 9. One of the most remarkable events took place in this year. 10. Impatient of delay, and unable to endure opposition, he soon lost his friends. 11. The time to act had arrived. 12. The pure in heart are blessed. 13. Nearly a quarter was sold. 14. Your anxiety to save him was praiseworthy. 15. Digging gold out of the earth does not always mean riches.

EXERCISE LXXXIX.

The enlargements here consist of Nouns in apposition and Participial phrases. Proceed as before.

1. Henry the Eighth wasted much time in pleasure. 2. A storm, coming on, scattered the ships. 3. Jacob, the son of Isaac, deceived his father. 4. This, our life, finds tongues in trees. 5. The prince, having been taken prisoner, paid a large ransom. 6. Moved with these scenes I left the place. 7. The ladies, her attendants of her chamber, saw her last. 8. Searching thy wound, I have found my own. 9. Remote from man, he passed his days. 10. The morning steals on, melting the darkness. 11. Awake, I feared nothing. 12. Each one, tripping on his toe, will be

here with mop and mow. 13. Having alluded to one or two subjects, his lordship proceeded. 14. The story, told by the prisoner, may be true. 15. The music crept by me, allaying my passions.

OBSERVE.—Adjective sentences, as Enlargements, will be more profitably considered when complex sentences are dealt with, Exercise CIV.

At present, the pupil is supposed to be learning simple sentences only.

EXERCISE XC.

This is a general exercise on the Enlargements of the Subject, and may be passed over by the younger boys.

(*a*) Pick out the Subject; (*b*) the Enlargements; (*c*) and state under what head they come.

1. The fringed curtains of thine eyes are open. 2. Surrounded by danger, and expecting nightly to be murdered, I prayed to God for help. 3. These trees, having been planted before so thickly, filled up every space. 4. Jove's lightnings, the precursors of the dreadful thunderclaps, were not more momentary. 5. Imprisoned within the rift of a pine-tree, thou remaindest a dozen years. 6. To see so perverse a disposition irks me. 7. The meaning of the phrase is very doubtful. 8. The hen, being in her nest, was killed by the eagle. 9. The wise and the foolish, the virtuous and the vile, are often blended together. 10. The English adventurers, degenerating from the customs of their own nation, were gradually assimilated to the natives. 11. The history of their coming to, and conduct in, the island was remarkable. 12. Grey mists, poured forth from the unresting fountains, were flying. 13. Each of that multitude, lost to sense of

outward things, knew yet one hope. 14. Her eyes, mingling with mine, fed my soul with joy. 15. One, a stranger and alone, stood before them. 16. Cheeks, wan with the kiss of death, became paler from hope. 17. On each unwilling heart unusual awe did fall. 18. Ye princes of the earth, ye sit aghast. 19. His tone, earnest, benignant, calm, made them start. 20. Turn, surpassing spirit. 21. Is the vain^d idol, wrought out of your fears, now prepared? 22. Thus do the generations of the earth go to their graves. 23. Multitudes of dense white fleecy clouds, shepherded by the wind, were wandering along the mountains. 24. Thus have I stood, struggling with mad agony, yet peaceful, mocking my tyrant curse. 25. It is a joyful thing, to dwell together in unity.

The Predicate. *Morris's Gr.* § 122.

The Predicate asserts respecting the subject :

1. What it *is* The earth *is round*.
2. What it *does* The earth *moves*.
3. What *is done to it* . . The earth *is moved*.

EXERCISE XCI.

In the following sentences, point out where the Verb "to be" is used as equivalent to "to exist," and where it is only a Copulative Verb, requiring some word or words after it.

1. God was in the beginning. 2. We are all mortal.
3. There is a God. 4. It is all one to me. 5. All thy vexations were trials of my love. 6. The Word was with God. 7. The pass was hard to find. 8. By

God's will we are. 9. We were at Paris last month. 10. The last scene is second childishness. 11. Enoch was not. 12. Thy mercy is in the heavens.

REMARKS.—The Verbs that require another word after them to form the Predicate are such as: *to seem, to appear, to be bred, to become, to be, to look* (Intransitive), *to begin* (Intransitive), etc.

Other Verbs, which take two objects after them, when they are used in the Active Voice, require, when used in the Passive Voice, some word or words after them to complete the Predicate; such are—*to make, to believe, to consider, to admit, to count, to call, to acknowledge, to elect, to esteem, to choose, to think, to nominate, to render, to leave, to create*, and many others.

The words used to complete the Predicate are generally in the Nominative Case; but in a few cases an Objective Case (Indirect) follows.

Examples: They made *him king* = He was made *king* (Nominative). You teach *me writing* = I am taught *writing* (Objective).

EXERCISE XCII.

Point out the Predicates below.

1. Some Cromwell here may rest. 2. The horses are galloping. 3. The streets were thronged with crowds of people. 4. Harry is driving. 5. Poets are born. 6. All things die. 7. She was lost in the snowstorm. 8. All the flowers are faded. 9. On sounding pinions the youth withdrew. 10. Our pious friend had long trod in virtue. 11. Hunger will tame.

12. Hither the walkers turn. 13. I enclosed. 14. Your actions appear abominable. 15. James had kept. 16. The French were defeated at Sedan. 17. Be agreeable to your friends. 18. I saw. [The following examples refer to the remarks at the beginning of this Exercise.] 19. The pure in heart shall be called blessed. 20. My friend has turned a preacher. 21. By some the prisoner was believed innocent. 22. We are esteemed wise. 23. Our inventions were counted very useful. 24. The younger son was chosen king. 25. The child's life was rendered miserable. 26. We were created mortal. 27. The leaders were considered responsible.

The Enlarged Predicate. *Morris's Gr.* § 123.

The Predicate can be enlarged in two ways, (1) by an Object, (2) by an Adverb. The first only is here treated of.

Some Intransitive Verbs become Transitive by taking a Preposition after them; and the Object may best be considered *direct*. (See *Morris's Gram.* § 56.)

EXERCISE XCIII.

Point out the Objects below.

1. I saw a boat. 2. Robinson killed a goat. 3. He had kept a kid. 4. Hunger will tame a lion. 5. This answered my purpose. 6. I enclosed five pieces of ground. 7. Thomas had made a pair. 8. Orlando did approach the man. 9. He is hurting himself. 10. The lioness had torn some flesh. 11. Dick was filling his pockets. 12. He sent me. 13. The testimony does condemn him. 14. I shall be devising

something. 15. Do you remember me? 16. We should find a time. 17. Cover thy head. 18. William must marry this woman. 19. I was thinking of old times. 20. Your friends will be wondering at your conduct. 21. They had disapproved of it.

REMARKS ON THE INDIRECT OBJECT.— It has already been seen that the Indirect Object follows many Adjectives and some Impersonal Verbs. (See Morris's Gram. § 106, and also Exercise LXXIV.) The Indirect Object also follows many Verbs, such as *to refuse, to give, to advance, to leave, to tell, to promise, to bestow, to bind, to bring, to sell, to grant, to reduce, to pay*, and others. It is said to be a Noun, or its equivalent (see § 29 of the Grammar), with the Preposition "TO" or "FOR" before it, and to answer to the Dative case in Latin. The Verbs given above will answer to this test, and, when changed into the Passive Voice, keep the Indirect Object, as—You refuse *me* this kindness = This kindness is refused to *me*.

EXERCISE XCIV.

(a) Point out all the Objects below ; (b) say whether they are *direct* or *indirect*.

1. The cruel masters reduced their servants to beggary. 2. The cold wind strips the yellow leaf. 3. Will you bestow a favour upon me? 4. You might excuse him his broken promise. 5. Who gave you those beautiful flowers? 6. The guide was warning him of his danger. 7. He attributed the failure of his plans to treachery. 8. The withdrawal of Baliol

gave his claims new force. 9. The surgeon recommended my friend gentle exercise. 10. The Crown was bound to the Parliament by a tie of real need. 11. The physician recommends gentle exercise to us. 12. He threatened death against all concerned. 13. The boys played mischievous pranks. 14. Send me a list of new books. 15. Necessity reconciles us to unpleasant things. 16. The citizens were freed from their danger. 17. Theological controversies were forbidden to them. 18. The manager sold them fifty shares. 19. Poverty brought our friends much suffering. 20. I was abandoned to strangers. 21. Our memories are guilty of many acts of forgetfulness. 22. The stag is very swift of foot. 23. They were proud of my successes at school. 24. Be obedient to your parents. 25. I am weary of such excuses.

REMARKS ON THE TWO DIRECT OBJECTS, OR DOUBLE OBJECT, after certain Verbs. (Morris's Gram. § 123).—The Verbs mentioned in the Remarks preceding Exercise XCII., along with many others, such as *to feel*, *to bid* (Transitive), *to hear*, *to let* (= to permit), *to see*, *to observe*, *to teach*, *to help*, etc., take two objects after them.

This second object is not always a Noun. It may be an Adjective, an Infinitive, and a Participle. The two latter may also have their own Objects and Adverbs. The Noun sometimes has the Preposition "for" (= to be), or the Conjunction "as," before it.

EXERCISE XCV.

(a) Point out all the Objects below. (b) Where double Objects occur, state whether it is a Noun, etc.

1. The people counted him a prophet. 2. The young nobles called the people villains. 3. Your conduct renders us unhappy. 4. The country people chose a peasant for their leader. 5. We teach children grammar. 6. All the people regarded him as their saviour. 7. They are calling you an agitator. 8. He thinks himself a gentleman. 9. I took it for a fiery vision. 10. The Parliament proclaimed Charles king. 11. Nature has made him a hero. 12. The jury found him guilty. 13. The engineer ordered the men to dig. 14. They nominated my brother mayor. 15. The soldiers saluted him as Emperor. 16. I consider him a doubtful friend. 17. We heard you singing a new song. 18. Who saw the lightning flash? 19. Regard me as your friend. 20. I can teach you to calculate. 21. Did he ask you any questions? 22. He commanded the Israelites to go. 23. Wilt thou let me go? 24. The noble master made his house the wanderer's home. 25. I feel it move. 26. She espied a monk supporting Marmion's head. 27. The defender of the castle offered to capitulate. 28. The kind host forced his guests to taste wine. 29. The witnesses had seen him commit the rash deed. 30. The breezes shake the neighbouring wood. 31. I will not let thee go. 32. Do you wish to go? 33. The speaker makes every word heard. 34. They urged him to declare war. 35. Night bids us rest. 36. They were seen robbing the orchard. 37. I wish him to go. 38. He began to defend himself bravely. 39. He asked me many rude questions. 40. He feels compassion touch his grateful soul. 41. Men seek to be great. 42. I have to work for my bread. 43. He bids the sons of doubting men be still. 44. He would have me reject such kindness. 45. I have chosen

to suspend my decision. 46. I intended to walk. 47. Henry was urged to confess. 48. You are endeavouring to improve yourself. 49. He bids fair to make an able statesman. 50. We cannot let our angels go.

N. B.—The pupils having now gone through the various forms of Subject, Predicate, and Object, might, with advantage, begin to analyse Exercises LXXXVI.—XCV., under the three heads so far treated of, before going on to learn the Extensions of the Predicate.

Adverbial Adjuncts or Extension of Predicate.

Morris's Gr. §§ 124, 125.

These Adverbial Adjuncts express some idea of Time, Place, Manner, and Cause. The extension may be—

1. An Adverb: She sang *sweetly*.
2. An Adverbial phrase: She sang *most sweetly of all*.
3. A Prepositional phrase: She sang *with sweetness*.
4. Adjectives used as Adverbs: He lived *honest*.
5. A Participle or Participial phrase: He sings *standing*. He died *repeating the creed*.
6. An Infinitive to express cause or purpose: She stoops *to conquer*. He runs *to shun the danger*.

These are the commonest forms of the extension. A whole sentence can also be used; but this will be explained later on.

EXERCISE XCVI.

What are the Adverbial Adjuncts used below? Point out those of Time and Place.

1. The work was begun afresh. 2. It may be finished to-morrow. 3. His horse was prancing sideways. 4. Still they rowed ahead. 5. To-night you shall take your rest yonder. 6. In the morning you shall return homewards. 7. My cap was immediately blown off into the road. 8. The flowers were beautiful along the green slope. 9. Then countless gay and fairy forms gleamed on. 10. Auspicious gales shall soon catch your royal vessel far off. 11. Now the wedding guest turned aside from the road. 12. Wherefore shout ye? 13. Somebody got him a situation abroad for a few months. 14. My parents went to Paris yesterday night. 15. At my feet, on the ground, lay a glittering diamond. 16. The Queen arrived at the Castle at three o'clock in the afternoon. 17. The swallows go away during the winter months. 18. Cato died eighty-three years before the consulship of Cicero. 19. In a year's time I shall be travelling in Asia. 20. The ponderous gate had oft rolled back the tide of war.

EXERCISE XCVII.

Name the Adverbial Adjuncts here. Which are those of Manner and Cause?

1. Conspiracies were secretly entered into. 2. The King disconcerted all the schemes of the conspirators by his vigorous measures. 3. The six citizens were dismissed in safety. 4. Some were executed with every appearance of injustice. 5. There came a

gallant merchant-ship full sail to Plymouth Bay.
6. At sunrise, she escaped their van by God's especial grace. 7. Has he done anything amiss?

8. Half in hope and half in fright,
The Lady closed her eyes so bright.

9. She visited Italy on account of her health. 10. We petty men peep about to find ourselves dishonourable graves. 11. He came for the sake of peace. 12. Casca will tell the news after his own sour fashion. 13. Without me ye can do nothing. 14. The country was covered with gibbets. 15. Edwin was killed by a party of Normans, to the great affliction of the English. 16. He put it by with the back of his hand, thus. 17. Right sharp and quick rang out all night the bells from Bristol town. 18. For all that, to my thinking, he wanted it. 19. I durst not laugh, for fear of opening my lips. 20. I shall fall like a bright exhalation in the evening. 21. Why do you hold me here so long? 22. I could lie down like a tired child. 23. Sudden from out that city sprang a light. 24. I cannot live in awe of such a thing. 25. At first, all deadly shapes were driven tumultuously across her sleep. 26. The lady grew sick with a weight of fear. 27. On a little plank, the flow of the whirlpool bore her to and fro. 28. Furious every charger neighed to join the dreadful revelry.

29. Around them, the soft stream did glance,
With a motion of sweet sound and radiance.

30. A traveller, by the faithful hound,
Half buried in the snow was found,
Still grasping in his hand of ice
That banner, with the strange device,
Excelsior !

Remarks on Analysing.

When analysing—

1. Read the sentence that you may clearly know its meaning.
2. Look for the Finite Verb (*i.e.* the Verb with Number and Person), and set it down under the head of Predicate.*
3. Find the subject of this Verb, and place it under the head of Subject.
4. Observe the words, if any, which qualify the subject, and place them under the head of Attribute of the Subject.
5. See if there be any object or objects of the Verb, and set them down along with the Attributes belonging to them under the Object (direct or indirect).
6. All other words or phrases will be extensions of the Predicate, expressing some idea of Time, Place, Manner, and Cause or Purpose.

When the Verb “to be” is the Finite Verb, whatever follows it can generally be taken with it to form the Predicate.

A few sentences are now analysed according to the rules suggested above.

* The pupil is not bound to look for the Verb first. He may take the Subject first, when he can readily pick it out. The rule given is a general rule, and holds good in most cases, especially in difficult sentences.

SENTENCE I.—“Below the surface of the lake the dark vault lies.”

Here “lies” is the Finite Verb, and this is placed in the Predicate. What “lies”?—the *vault*. Therefore *vault*=the Subject. Are there any words to point out or distinguish *vault*? Yes; *the* and *dark*. These are placed as Attributes of the Subject. Thus, so far, the sentence reads, *the dark vault lies*. *Lies* is an Intransitive Verb, and so takes no object after it. Therefore the remaining words must be Adverbial Adjuncts of Time or Place, etc. *Below the surface of the lake* tells us the place *where* the vault lies. Thus, analysed, the sentence is :

Subject.	Attribute of Subject.	Predicate.	Direct Object. Indirect Object.	Adverbial Adjuncts.
Vault	the dark	lies	—	below the surface of the lake (place)

SENTENCE II.

“In that same hour and hall
The fingers of a hand
Came forth against the wall.”

Here the Finite Verb = *came* = Predicate. What *came*? *Fingers* came. There-fore *fingers* = Subject. What sort of fingers? *The*, and *of a hand*. These are Attributes of Subject. The Verb *came* represents no action passing over to an Object, and so there is no Object. The rest of the sentence must consist of Adverbial Adjuncts. *In that same hour* = Time when. (*In that same*) *hall* = Place where. *Forth* = an Adverb of Place. *Against the wall* = a phrase telling us the Place where also. Thus the sentence is :

Subject.	Attribute of Subject.	Predicate.	Direct Object.	Indirect Object.	Adverbial Adjuncts.
Fingers	the, of a hand	came	—	—	in that same hour (time) in that same hall (place) forth (place) against the wall (place)

SENTENCE III.—“Morton, the chancellor, insinuating himself into Darnley's confidence, employed all his art to inflame the discontent and jealousy of that prince.”

The Verb = *employed* = Predicate. Who employed? *Morton* = Subject. What words help to point out *Morton*? *The Chancellor* = a Noun in apposition; and the Participial phrase *insinuating himself*, etc. These then are Attributes of the Subject. The Verb *employed* is Transitive, and requires an Object. This is “all his art.” The rest of the sentence is an Adverbial Adjunct of Cause or Purpose, as it tells why Morton employed all his art. (See of what Adverbial Adjuncts consist, page 76.)

Subject.	Attribute of Subject.	Predicate.	Direct Object.	Indirect Object.	Adverbial Adjuncts.
Morton	the chancellor, insinuating himself into Darnley's con- fidence,	employed	all his art	—	to inflame the dis- content and jealousy of that prince (cause)

SENTENCE IV.

“ Beneath those rugged elms, that yew-tree’s shade,
 Each in his narrow cell for ever laid,
 The rude forefathers of the hamlet sleep.”

Here we are told that some persons or things *sleep*. This is the Predicate. Who or what *sleep*?—*forefathers* = Subject. Are there any words to distinguish the Subject? Yes; the phrase *each in his narrow cell for ever laid*, and *the rude*, and *of the hamlet*. These are Attributes of the Subject. The Verb *sleep* is Intransitive; therefore there is no Object. The rest of the sentence must be Adverbial Adjuncts. *Beneath those rugged elms, that yew-tree’s shade*, tells us *where* the forefathers sleep, and forms an extension of Place.

Subject.	Attribute of Subject.	Predicate.	Direct Object.	Indirect Object.	Adverbial Adjuncts.
Forefathers	The rude, of the hamlet, each in his narrow cell for ever laid	sleep	—	—	beneath those rugged elms, that yew-tree’s shade (place)

SENTENCE V.—“Some recommendatory letters, procured by his father’s interest, gave him reason to expect a favourable reception from his excellency.”

Be careful to distinguish between the Passive Participle *procured*, and the Finite Verb *gave*. *Gave* = Predicate. What *gave*? *Letters* gave. *Letters* = Subject. What sort of letters? *Some recommendatory, procured by his father’s interest*. These = Attributes of Subject. Now the Verb *gave* is Transitive, and requires an Object. This is, *reason to expect a favourable reception from his excellency*. This = the Direct Object with its attributes. But there is another Object, “him” = “to him,” showing the person that receives the *reason*, etc. This is an Indirect Object. See page 73, Remarks, and Exercise XCIV.

Subject.	Attribute of Subject.	Predicate.	Direct Object.	Indirect Object.	Adverbial Adjuncts.
Letters	Some recommendatory, procured by his father’s interest,	gave	reason to expect a favourable reception from his excellency	him	—

SENTENCE VI.—“The desperate effort of every ruler was to arrive at peace.”

Subject.	Attribute of Subject.	Predicate.	Direct Object.	Indirect Object.	Adverbial Adjuncts.
Effort	The desperate, of every ruler	was to arrive at peace	—	—	—

- SENTENCE VII.—*a.* Speaking generally, our intention is to benefit others.
b. The ship drove full sail before the storm.
c. He seems to have forgotten his promises.
d. You are a foolish man to throw away such a chance.
e. The pupils ought to do a portion of every exercise.*

Subject.	Attribute of Subject.	Predicate.	Direct Object.	Indirect Object.	Adverbial Adjuncts.
Intention	our	is to benefit others	—	—	speaking generally (manner)
Ship	the	drove	—	—	full sail (manner) before the storm (place)
You	—	seems to have forgotten his promises	—	—	—
	—	are a foolish man	—	—	to throw away such a chance (cause)
Pupils	the	ought to do (=must do)	a portion of every exercise	—	—

* It is usual to treat "ought to do" as the Predicate, like *may* do, *can* do, etc. Others take *ought* as Predicate, and "to do," etc. as Object. In this case the sentence is equivalent to "The pupils owe the doing of a portion of every exercise."

SENTENCE VIII.—“Bid them hither cast their bells and flowerets of a thousand hues.”

Subject.	Attribute of Subject.	Predicate.	Direct Object.	Indirect Object.	Adverbial Adjuncts.
(Thou)	—	bid	(1) them (2) hither (to) cast their bells, etc.	—	—

(See page 74, Exercise XCV.)

SENTENCE IX.—“Let our frail thoughts dally with false surmise.”

Subject.	Attribute of Subject.	Predicate.	Direct Object.	Indirect Object.	Adverbial Adjuncts.
(Ye, or you)	—	let	(1) our frail thoughts (2) (to) dally with false surmise	—	—

SENTENCE X.—“The election of a monarch can never devolve to the most numerous part of the people.”

Subject.	Attribute of Subject.	Predicate.	Direct Object.	Indirect Object.	Adverbial Adjuncts.
Election	the, of a monarch	can devolve	—	to the most numerous part of the people	never (time)

SENTENCE XI.—“It was reserved for the virtue of Alexander to relieve them in a great measure from this intolerable grievance, by reducing the tributes.”

Subject.	Attribute of Subject.	Predicate.	Direct Object.	Indirect Object.	Adverbial Adjuncts.
It	to relieve them in a great measure from this intolerable grievance, by reducing the tributes (in appos. with <i>It</i>).	was reserved	—	for the virtue of Alexander	—

SENTENCE XII.—“In the course of this history, we shall be too often summoned to explain the land-tax.”

Subject.	Attribute of Subject.	Predicate.	Direct Object.	Indirect Object.	Adverbial Adjuncts.
We	—	shall be summoned	—	to explain the land-tax	too often (time) in the course of this history (time)

SENTENCE XIII.

“Come, pensive Nun, devout and pure,
Sober, stedfast, and demure,
All in a robe of darkest grain
Flowing with majestick train,
And sable stole of Cyprus lawn,
Over thy decent shoulders drawn.”

Subject.	Attribute of Subject.	Predicate.	Direct Object.	Indirect Object.	Adverbial Adjuncts.
(Thou)	pensive Nun, devout and pure, Sober, stedfast, and demure, All in a robe of darkest grain Flowing with majestick train, And sable stole of Cyprus lawn, Over thy decent shoulders drawn.	come	—	—	—
—	(But if the Nominative of address is to be omitted in analysis, then the sentence is reduced to “ <i>come</i> (thou).”)	—	—	—	—

EXERCISE XCVIII.

Analyse these sentences after the manner of the examples given.

1. Bruce himself had offered to capitulate.
2. The hand of death was upon him.
3. Edward wrung from Baliol an acknowledgment of his suzerainty.
4. The whole matter hung on the question of supplies.
5. The war with France was feebly carried on.
6. The pride of the English people foiled every attempt at accommodation.
7. Of old sat Freedom on the heights, the thunders breaking at his feet.
8. He seems to have wished to break up the government altogether.
9. In this way the knights had all the power of the law-courts on their side.
10. The flash of that dilating eye reveals too much of times gone by.
11. He doth bestride the narrow world like a Colossus.
12. Do you know how to conjugate a verb?
13. We did buffet the torrent with lusty sinews and hearts of controversy.
14. They found it to be very difficult to free themselves.
15. The wind blew down a tree three hundred feet high.
16. Once, upon a raw and gusty day, Cæsar spoke to me.
17. He maketh me to lie down in green pastures.
18. The huge monster weighed a hundredweight.
19. Somewhat loudly sweep the string.
20. The rest, in lengthening line, the while
 Wind slowly through the long defile.
21. The sweetness of the violet's deep blue eyes,
 Kissed by the breath of heaven, seems coloured
 by its skies.

22. He must not float upon his watery bier
Unwept, without the meed of some melodious tear.
23. The hazel copses green
Shall now no more be seen,
Fanning their joyous leaves to thy soft lays.
24. Thee, chauntress, oft the woods among
I woo, to hear thy even-song.

Compound Sentences. *Morris's Gr.* § 126.

Co-ordinate sentences are divided into four classes :

1. CONNECTIVE (also called COPULATIVE), which are linked to the other in sense by such co-ordinate Conjunctions as *and*, etc. 2. ALTERNATIVE (also called DISJUNCTIVE), which express an alternative, as "talk *or* sing." 3. ADVERSATIVE, in which the second clause narrows the first, or presents a contrast to it. 4. ILLATIVE, or CAUSATIVE, which show the relation of *conclusion* or *inference*, or that of *effect* or *consequence*. These Conjunctions are often omitted to add *energy* and *vividness*.

When analysing Compound Sentences, write down each of the Co-ordinate clauses separately, noting by what sort of Conjunction (if any) it is introduced ; and then analyse each of these according to the instructions given above.

Compound Sentences are contracted by omitting what is common to two or more Co-ordinate Sentences,

and expressing it only once ; in which case care must be taken to supply the words that are wanting. They are generally contracted when the Co-ordinate Sentences have (a) the same Subject ; (b) the same Predicate ; (c) the same Object, Direct or Indirect ; (d) the same Adverbial Adjunct.*

I. CONNECTIVE CO-ORDINATE SENTENCES are joined by such Conjunctions as *and*, *also*, *as well as*, *both—and*, *further*, *likewise*, *moreover*, *not only—but* ^{or} *but also*, *but likewise*, *nor* (when = *and not*) ; by the Relative Pronouns *who* and *which* (when = *and he*, *and it*).

* Where the Conjunction is *and*, it may be used not to join sentences, but to unite words which stand in the same relation to some other word in the sentence : as, “Five and two make seven,” in which *five* and *two* stand in the same relation to the Verb *make*. It is impossible to make two sentences in this case. A Verb may have two or more objects after it ; yet the sentence need not be broken into two or more.

Sentence Analysed.—“The faculty of imagination is the great spring of human activity, and the principal source of human improvement.”

Sentence.	Kind of Sentence.	Subject.	Attribute of Subject.	Predicate.	Direct Object.	Indirect Object.	Adverbial Adjuncts.
(a) The faculty of imagination is the great spring of human activity.	Principal sentence.	Faculty	The, of imagination	is the great spring of human activity.	—	—	—
(b) [the faculty of imagination is] the principal source of human improvement.	Principal sentence co-ordinate with (a) connective.	(faculty)	(the, of imagination)	(is) the principal source of human improvement.	—	—	—

EXERCISE XCIX.

Analyse the following Compound Sentences, supplying the necessary words where the sentence is contracted. (See the example.)

1. The people of Athens were remarkably ingenious, and made great progress in the arts and sciences.
2. The ministers of the great king trembled and retired (contracted).
3. A cheerful happy temper keeps up a kind of daylight in the mind; it likewise fills it with a steady and perpetual serenity.
4. He had a grateful sense of the benefits received; he moreover did everything in his power to serve his benefactors.
5. I came, I saw, I conquered.
6. The Persian councils were distracted by domestic factions, and the greater portion of their forces were detained on the borders of India.
7. Ambition creates hatred, discords, seditions, and wars.
8. The innocent were punished as well as the guilty (contracted).
9. The affairs of religion were then not only the cause of internal seditions, but also played a great part in the foreign policy of the kingdom.
10. This narrow policy had checked the fortune, as well as hastened the ruin of Athens.
11. Gentleness ought to form our address, regulate our speech, and to diffuse itself over our whole behaviour.
12. Our bark is on the waters deep, our bright blades
in our hand,
Our birthright is the ocean vast; we scorn the
girdled land.
13. The monarch saw and shook, and bade no more
rejoice;
All bloodless waxed his look, and tremulous his
voice.

Sentence Analysed.—“Neither the violence of Antiochus, nor the arts of Herod, nor the example of the circumjacent nations, could ever persuade the Jews to associate with the institutions of Moses the elegant mythology of the Greeks.”

Sentence.	Kind of Sentence.	Subject.	Attribute of Subject.	Predicate.	Direct Object.	Indirect Object.	Adverbial Adjuncts.
(a) The violence of Antiochus (could not ever persuade the Jews to . . . Greeks).	Principal sentence.	violence	the, of Antiochus	(could persuade)	1. (the Jews) 2. (to associate with the . . . of Moses the elegant mythology of the Greeks)	—	(ever) (time) not
(b) the arts of Herod (could not ever persuade the Jews . . . Greeks).	Principal sentence, alternative, co-ordinate with (a) and (c).	arts	the, of Herod	(, , ,)	1. (,) 2. (,)	—	(ever) (time) not
(c) the example of the circumjacent nations could not ever persuade the Jews . . . Greeks.	Principal sentence, alternative, co-ordinate with (a) and (b).	example	the, of the circumjacent nations	(, , ,)	1. , , 2. , ,	—	ever (time) not

EXERCISE C.

Analyse as before. (Neither, nor = and not).

1. Neither the one fulfilled his promise, nor the other performed his duty. 2. One or both of the scholars were present. 3. Neither the captain, nor the sailors were saved. 4. The deceitfulness of riches, or the cares of this life, have choked the seeds of virtue in many a heart. 5. In all his undertakings, either his pride or his folly disgusts us. 6. Be industrious, otherwise you will come to want. 7. 'Tis nowhere to be found, or everywhere. 8. He arrived at the right moment, else I should have been lost. 9. Drink deep, or taste not the Pierian spring. 10. Awake, arise, or be forever fallen.

11. The cock's shrill clarion, or the echoing horn,
No more shall rouse them from their lowly bed.

12. Can storied urn, or animated bust,
Back to its mansion call the fleeting breath?

3 ADVERSATIVE CO-ORDINATE sentences are joined by such Conjunctions as *but, on the other hand, only, however, notwithstanding, still, yet, nevertheless*. Where the sense plainly shows the opposition of the one part of the sentence to the other, the Conjunction is often omitted, as—God is not a part; He is the whole.

Sentence Analysed.—"On land three large armies were assembled; but the men were raised in haste, and such raw levies were much inferior to the Spaniards in discipline and reputation."

Sentence.	Kind of Sentence.	Subject.	Attribute of Subject.	Predicate.	Direct Object.	Indirect Object.	Adverbial Adjuncts.
(a) On land three large armies were assembled	Principal sentence	armies	three large	were assembled	—	—	on land (place)
(b) the men were raised in haste	Principal sentence, adversat. to (a)	men	the	were raised	—	—	in haste (manner)
(c) such raw levies were much inferior to the Spaniards in discipline and reputation	Principal sentence, connective to (b) adversat. to (a)	levies	such raw	were inferior	—	—	much (manner) in discipline and reputation (manner) to the Spaniards (manner) *

* "To the Spaniards" may also be called an Indirect Object after *inferior*.

EXERCISE CI.

Analyse the following :

1. The storm struck the vessel, but the crew was saved.
2. He played very indifferently ; however, the lady repaid his former applause with interest.
3. I would have proceeded, but a servant interrupted me.
4. I thought thee lost, yet I now behold thee alive.
5. We have toiled all night ; nevertheless at thy word I will let down the net.
6. I sought him, but I could not find him ; I called him, but he gave me no answer.
7. The beast retires to its shelter, and the bird flies to its nest ; but helpless man can only find a refuge from his fellow-creatures.
8. The gallant rescue was most praiseworthy ; yet few heard of it.
9. The lips of the wise disperse knowledge, but the heart of the foolish doeth not so.
10. Your crimes deserve no tenderness, nevertheless you shall not be entirely forsaken.
11. You may now attempt harder work, only let it be tried in moderation.
12. His house was known to all the vagrant train ;
He chid their wanderings, but relieved their pain.

4. ILLATIVE CO-ORDINATE sentences are joined by such Conjunctions as *for, accordingly, therefore, wherefore, hence, whence, then, and so, so, consequently, then, thence, on this account, etc.*

Sentence Analysed.—“He is poor, and perhaps deserves poverty; for he has neither the ambition to be independent, nor the skill to be useful.”

Sentence.	Kind of Sentence.	Subject.	Attribute of Subject.	Predicate.	Direct Object.	Indirect Object.	Adverbial Adjuncts.
(a) He is poor	Principal sentence	He	—	is poor	—	—	—
(b) perhaps (he) deserves poverty.	Principal sentence (connective) coordinate with (a)	(he)	—	deserves	poverty	—	perhaps (manner)
(c) he has <i>not</i> the ambition to be independent.	Principal sentence illative to (a) (b)	he	—	has	the ambition to be independent	—	(not)
(d) (he has) <i>not</i> the skill to be useful.	Principal sentence illative to (a) (b) and connective to (c)	(he)	—	(has)	the skill to be useful	—	(not)

EXERCISE CII.

Analyse the following :

1. Honour the Lord with thy substance, and so shall thy barns be filled with plenty.
2. Your behaviour on that occasion shocked him, hence sprung his coolness towards you.
3. The gentleman spoken of has sprained his ankle, consequently he is unable to visit us.
4. A wicked man causes mischief continually, therefore shall his calamity come suddenly.
5. Keep thy heart with all diligence, for out of it are the issues of life.
6. No complete survey of the country had been made, wherefore it was impossible to calculate the amount of cultivated land.
7. You do not answer the charge made against you ; then I must deem you guilty.
8. Her economy was strict, and on this account she was accused of avarice ; but her history proves this charge to be unfounded.
9. His proposals were obstinately rejected, and the refusal was accompanied with insult ; accordingly the king continued the siege, and cut off the supply of water ; and so the besieged were at last compelled to capitulate.
10. Full well they laughed with counterfeited glee
At all his jokes, for many a joke had he.

The Complex Sentence. *Morris's Gr. § 127.*

A Complex Sentence is made up of one principal Subject and Predicate, but contains *one* or *more* subordinate sentences with their own Subjects and Predicates. These subordinate sentences are generally joined to the principal sentence by Relative Pronouns or Conjunctions expressed or understood. Complex Sentences are called *elliptical* when contracted. The part to be supplied in one clause is

suggested by what is in the other, and may not be in the same form. This *elliptical* clause is generally a *subordinate* clause.

1. Noun Sentences. *Morris's Gr. § 128.*

The Noun Sentence can stand (1) as Subject ; (2) as Object ; (3) in apposition to some Noun ; (4) and may be governed by a Preposition ; (5) and may form part of the Predicate with the Verb "to be."

Thus, as 3. The *fear, that he should be punished,* alarmed him.

It is reported that the prince will visit the city.

„ „ 4. We should have remained longer, BUT *that we were called away.*

There is a great difference between *what you say* and *what you do.*

„ „ 5. Your greatest fear was, *that you should be found out.*

Connectives of Noun Sentences are (a) the Conjunction *that*, which is often omitted ; (b) *but that*, after Verbs of doubting ; (c) Interrogative Pronouns, *who, which, what* ; and (d) other interrogative words, *why, how, when, where*, etc. When the Noun Sentence is a direct quotation, no connecting word is required.

EXAMPLES.

(a) He said (*that*) you were absent.

(b) I have no doubt *but that* he will come.

(c) I know *who* he is ; I know *what* you say.

(d) He confessed *where* you were ; you do not know *how* I do it.

A quotation ; He said, "Thou art the man,"

Sentence Analysed.—“My companion expected that his friends would enquire where he had been spending his holidays.”

Sentence.	Kind of Sentence.	Subject.	Attribute of Subject.	Predicate.	Direct Object.	Indirect Object.	Adverbial Adjuncts.
(a) My companion expected	Principal sentence.	companion	my	expected	sentence (b)	—	—
(b) his friends would enquire	Subord. noun, object of <i>expected</i> in (a).	friends	his	would enquire	sentence (c)	—	—
(c) he had been spending his holidays.	Subord. noun, object of <i>would enquire</i> in (b).	he	—	had been spending	his holidays	—	—

NOTE.—Sentence (b) may be called “principal” to sentence (c), which depends on it.

EXERCISE CIII.

(a) Point out the Noun Sentences in the following ;
 (b) mention what place in the sentence they occupy—
 1, 2, 3, 4, 5 ; (c) analyse the whole Complex Sentence.

1. That we should wilfully hurt no one, is our duty. 2. Duty requires that we should hurt no one. 3. That he was guilty was most clear. 4. The confession, that he committed the crime, surprised everyone. 5. Will you tell me what you were doing yesterday? 6. I often wonder how you are getting on. 7. Tell us what you think of this book. 8. Whether the truth will ever appear is uncertain. 9. Why the king abdicated will never be known. 10. You forget she is a gipsy girl. 11. Will you ask whether the master has arrived yet? 12. I differ from what you have said. 13. It was most clear that he was guilty. 14. James promised his parents that he would not err again. 15. I am not yet so old but I can learn. 16. My friends must know where I am living. 17. Your designs, it appears, were of a treasonable character. 18. He knew not that the chieftain lay unconscious of his son. 19. Your heartfelt wish was that they should not return.

20. Yet some maintain that to this day
 She is a living child ;
 That you may see sweet Lucy Gray
 Upon the lonesome wild.

2. Adjective Sentences. *Morris's Gr.* § 129.

They may be attached to a Noun or its equivalent in any part of the principal sentence. Thus they may be used to qualify : 1, the Subject ; 2, the Object ; and, 3, any Noun in the extension of the Predicate.

When analysing, the Adjective Sentence should be named as Adjective Sentence to the Noun (or its equivalent) so-and-so in sentence (a) (b), etc.

Examples of the position of Adjective Sentences :

1. My brother, *who is very rich*, gave me this (attached to the Subject *brother*). 2. I have twenty pounds, *which I have saved* (attached to the Object *pounds*). 3. The visitors arrived at a time, *when all was in confusion* (attached to the extension—the Noun *time*).

The connectives of the Adjective Sentence are (a) the Relative Pronouns, *who, which, that, as, whoever*, etc. ; (b) and the Relative Adverbs, *wherein, where, when, why, whither, wherefore*, etc., which are equivalent to a Relative Pronoun preceded by a Preposition.

The Relative Pronoun, when in the Objective Case, is often omitted, as : *the books (which) you bought are worthless*.

Be careful to distinguish between the Noun and the Adjective Sentence, as : I know *where you live*=Noun Sentence.

I know the house *where you live*=Adjective Sentence.

He asked me *why you were absent*=Noun Sentence.
He asked me the reason *why you were absent*=Adjective Sentence.

Thus it is seen that the Adjective Sentence always qualifies a Noun or its equivalent. Sometimes the sentences, introduced by relatives, are in form Adjective, but in meaning *co-ordinate*. (See page 90, Connectives of Copulative Co-ordinate sentences.)

Sentence Analysed.		Who made his ivory stands with goblets shine, And forced his guests to morning draughts of wine, Has, with the cup, the graceless custom lost."					
Sentence.	Kind of Sentence.	Subject.	Attribute of Subject.	Predicate.	Direct Object.	Indirect Object.	Adverbial Adjuncts.
(a) The great vain man has with the cup the graceless custom lost.	Principal sentence.	man	the great vain	has lost	the graceless custom	—	with the cup (manner) on costly food (manner)
(b) who fared on costly food,	Sub. adj. to <i>man</i> in (a).	who	—	fared	—	—	too (manner) to be good (cause)
(c) whose life was too luxurious to be good,	Sub. adj. to <i>man</i> in (a).	life	whose	was luxurious	—	—	—
(d) who made his ivory stands with goblets shine,	Sub. adj. to <i>man</i> in (a).	who	—	made	(1) his ivory stands (2) shine with goblets	—	—
(e) (who) forced his guests to morning draughts of wine.	Sub. adj. to <i>man</i> in (a).	(who)	—	forced	his guests	—	to morning draughts of wine (cause)

EXERCISE CIV.

(a) Mention the Adjective Sentences below; (b) state what word they qualify; (c) and analyse the whole Complex Sentence.

1. The great nobleman, who was drawn into the rebellion, was the Duke of Norfolk. 2. William Caxton was the first Englishman who had learnt the art of printing. 3. The promise that you made yesterday has been broken to-day. 4. He had always won the love of those who had lived with him. 5. The pope had some hand in all the plots that were formed then. 6. I, that denied thee gold, will give my heart. 7. A swarm of bees flew to a flower-bed, wherein were many beautiful flowers. 8. The promise you made yesterday you have broken to-day. 9. My father has not yet fixed the time when I may start for Paris. 10. The king walked to the scaffold, which was erected at Whitehall. 11. Many pilgrims visited the grave where the saint was buried. 12. Joan, who loved her country much, mused upon the misery which the war had caused. 13. You speak to such a man that is no fleeing tell-tale. 14. The place, whither they were then travelling, was inundated. 15. Whom he loves he chastens. 16. There was a hearty good nature in his character, which made the people give him the name of "Farmer George." 17. The Normans gave Henry the First the name of Beauclerc, which meant "fine scholar."

18. Merrily, merrily, shall I live now,
Under the blossom that hangs on the bough.

3. Adverb Sentences. *Morris's Gr.* § 130.

These express Time, Place, Manner, and Cause, in relation to a Verb, an Adjective, or another Adverb, to which they must be referred in Analysis.

ADVERB SENTENCES OF TIME.—These are introduced by such Conjunctions as *when, as* (= whilst), *as soon as, after, before, ere, when, whilst, until, till, whenever, whereupon, since, as often as, now that, as long as*, etc.

Sentence Analysed.—“It shall come to pass that, when I come and tell Ahab, and (when) he cannot find thee, he shall slay me.”

Sentence.	Kind of Sentence:	Subject		Predicate.	Direct Object.	Indirect Object.	Adverbial Adjuncts.
		Subject	Attribute of Subject.				
(a) It shall come to pass	Principal sentence.	It	Noun sentence (e)	shall come to pass (=shall happen)	—	—	—
(b) (when) I come	Sub. advbl. to <i>pred.</i> in (a).	I	—	come	—	—	—
(c) (and when) I tell Ahab	Sub. advbl. to <i>pred.</i> in (a).	I	—	tell	Ahab	—	—
(d) (and when) he cannot find thee	Sub. advbl. to <i>pred.</i> in (a)	he	—	can find	thee	—	not
(e) he shall slay me.	Sub. noun to <i>subj.</i> in (a).	he	—	shall slay	me	—	—

EXERCISE CV.

(a) Point out each Subordinate Adverb Sentence of Time; (b) analyse the complex sentence, stating what the Adverb Sentence modifies in the Principal Sentence.

1. He began his harder work, when his letters were written. 2. We must shut the gates of the city before the enemy appears. 3. As the exploring party were examining a large cave, they came upon the body of a huge animal. 4. As soon as the good news arrived, bonfires were lighted on every hill. 5. They were commanded to wait, till the signal was given. 6. Whenever he appeared in public, the people gazed upon him with pride and admiration. 7. As often as the laws are broken, the transgressors must be punished. 8. Before the autumn fruits were ripe in the garden, the young brothers had slept their last sleep. 9. He was quick mettle when he went to school. 10. Since your sorrows began, you seem to have been very restless. 11. Before the new emperor entered Rome he issued his commands to the Praetorian guards. 12. When he grew older, and as soon as he could be trusted to take care of the flock at night, it became his greatest pleasure to watch the stars.

13. Then on the ground, while trumpets sound their
loudest point of war,
Fling the red shreds, a footcloth meet for Henry
of Navarre.

ADVERB SENTENCES OF PLACE.

These are introduced by such connectives as *where*, *whither*, *whence*, *wheresoever*, *whithersoever*, *wherever*.

Be careful to distinguish an Adverb Sentence from a Noun or Adjective Sentence.

They discovered *where you were* = Noun.

The place, *where you were*, was discovered = Adjective.

I will go *where you go* = Adverb.

Sentence Analysed.—“Where we lay, our chimneys were blown down.”

Sentence.	Kind of Sentence.	Subject.	Attribute of Subject.	Predicate.	Direct Object.	Indirect Object.	Adverbial Adjuncts.
(a) (Where) we lay	Sub. advb. to <i>predicate</i> in (b).	we	—	lay	—	—	—
(b) our chimneys were blown down.	Principal sentence.	chimneys	our	were blown	—	—	down (place)

EXERCISE CVI.

Proceed as in the Exercise above.

1. He swam the river where there was no ford.
2. Some seeds fell where there was no earth.
3. Whither I go ye cannot come.
4. Sin exists wherever man dwells.
5. By observing the laws, you will prosper whithersoever you may go.
6. Some birds return in autumn, whence they came in spring.
7. Wherever he went crowds of people assembled to see the merry doings of the young king.
8. Thou shalt let her go whither she will.
9. Where we are, there are daggers in men's smiles.
10. The defeated troops fled whither they could in their dismay (elliptical).

ADVERB SENTENCES OF MANNER OR DEGREE.

These include the ideas of Likeness and Relation, and are joined by such Conjunctions as *as*, *as if*, *how*, *so*, *as though*, *than* (preceded by a comparative), *according as*, *as — as*, *so — as*, *the* (followed by a comparative).

Sentence Analysed.—“Canst thou murder thy breath in the middle of a word, as if thou wert distraught and mad with terror?”

Sentence.	Kind of Sentence.	Subject.	Attribute of Subject.	Predicate.	Direct Object.	Indirect Object.	Adverbial Adjuncts.
(a) Canst thou murder thy breath in the middle of a word	Principal sentence.	thou	—	canst murder	thy breath	—	in the middle of a word (place)
(b) (as if) thou wert distraught (with terror)	Subord. adverbial to <i>predicate</i> in (a).	thou	—	wert distraught	—	—	(with terror) (cause)
(c) (and as if) (thou wert) mad with terror.	Subord. adverbial to <i>predicate</i> in (a).	(thou)	—	(wert) mad	—	—	with terror (cause)

EXERCISE CVII.

Proceed as before.

1. You speak as if you were king. 2. I also could speak as ye speak. 3. Death spares the rich as little as he forgets the poor. 4. All ought to do as their conscience orders. 5. The ostrich can run more swiftly than a horse (elliptical). 6. The higher you climb, the wider will the prospect be. 7. He smiles as if he mocked himself, and (as if he) scorned his spirit. 8. As the hart panteth after the water-brooks, so panteth my soul after thee. 9. The tower of the castle is not so high as the church steeple (elliptical). 10. Thy mind is now as low as were thy fortunes (elliptical). 11. As the cloud is consumed and vanisheth away, so he, that goeth down to the grave, shall come up no more. 12. Better is the poor in his uprightness, than he (is good) that is perverse in his ways. 13. Some people act as though they could do no wrong. 14. As cold waters (are) to a thirsty soul, so is good news from afar. 15. Open rebuke is better than secret love (elliptical).

ADVERB SENTENCES OF CAUSE.

These subordinate sentences are used to express such ideas as Effect or Result, Condition, Ground or Reason, Concession, Purpose. The Conjunctions, used to connect sentences expressing these ideas to the principal sentence, are—EFFECT or RESULT: *that, so that*; CONDITION: *if, provided, unless, in case, except, as*; GROUND or REASON: *because, for, as, since, seeing that, forasmuch as, inasmuch as, whereas*; CONCESSION: *although, though, however, yet, notwithstanding*; PURPOSE: *that, so that, in order that, lest*.

Sentences Analysed.—I. “The wind blew so hard that it uprooted great trees. 2. If your lessons are well learnt, you must be able to say them. 3. We love him because he first loved us. 4. Although you are prosperous, yet you are not happy. 5. Honour thy parents that thy days may be long in the land.”

Sentence.	Kind of Sentence.	Subject.	Attribute of Subject.	Predicate.	Direct Object.	Indirect Object.	Adverbial Adjuncts.
1. { a. The wind blew so hard b. (that) it uprooted great trees.	Principal sentence	wind	the	blew	—	—	so hard (manner)
	Subord. adverb. to <i>so hard</i> in (a)	it	—	uprooted	great trees	—	—
2. { a. (If) your lessons are well learnt, b. you must be able to say them.	Subord. adverb. to <i>predicate</i> in (b)	lessons	your	are learnt	—	—	well (manner)
	Principal sentence	you	—	must be able	—	—	to say them (cause)
3. { a. We love him b. (because) he first loved us.	Principal sentence	we	—	love	him	—	—
	Subord. adverb. to <i>predicate</i> in (a)	he	—	loved	us	—	—
4. { a. (Although) you are prosperous, b. (yet) you are not happy.	Subord. adverb. to <i>predicate</i> in (b)	you	—	are prosperous	—	—	—
	Principal sentence	you	—	are happy	—	—	not
5. { a. Honour thy parents b. (that) thy days may be long in the land.	Principal sentence	(Thou or you)	—	honour	thy parents	—	—
	Subord. adverb. to <i>predicate</i> in (a)	days	thy	may be long	—	—	in the land (place)

EXERCISE CVIII.

Proceed as before.

1. The lightning was so vivid that our eyes were blinded for a time. 2. His honour was so firm that it could not be shaken. 3. Though I am poor, yet am I contented. 4. The person spoken of became rich because he was economical in small matters. 5. Except ye repent, ye shall all likewise perish. 6. If you wilfully disobey your parents, you deserve to be punished. 7. He was so altered that I did not know him. 8. Fields are manured in order that the crops may be good. 9. Bring him, if thou canst (elliptical), unto Antonio's house. 10. Because thou hast seen me, thou hast believed. 11. Many animals, notwithstanding they are dangerous, perform useful functions. 12. The nightingale, if she should sing by day (when every goose is cackling), would be thought no better a musician than the wren (elliptical). 13. Let not that doctor come near my house, since he has got the jewel. 14. I could not refuse his request, lest I should be accused of base ingratitude. 15. Unless you utilise your opportunities, you will never succeed in life. 16. If this will not suffice, it must appear that malice bears down truth. 17. However disagreeable it may be, the order must be obeyed. 18. Forasmuch as many have taken in hand to set forth in order a declaration of those things which are most surely believed among us, it seemed good to me also to write unto thee.

REMARKS.—In nearly all the examples of Complex Sentences there has been one Subordinate Sentence

only. But there may be several Subordinate Sentences in a Complex Sentence; some subordinate to the Principal, others subordinate to some part of another Subordinate Sentence. (See examples analysed at Exercises CIII. and CIV.) In the following Exercise, the Complex Sentences contain two or more Subordinate.

EXERCISE CIX.

Analyse the following :

1. The monks thought they could defend their abbey against the Danes, because the walls and gates were so strong. 2. He carried out all he had promised, when he returned to the government. 3. Books, which are so cheap and plentiful now, were so scarce in those days that people would give a great deal of gold in exchange for one book. 4. In this agreeable interval, my wife had the most lucky dreams in the world, which she told us every morning, when we had assembled at breakfast. 5. When they had finished their work, which was shockingly cruel, the Danes sat down to feast on the spoil they had taken from those they had murdered. 6. There are some men that are mad, if they behold a cat. 7. It was so hot in the valley that we could not endure the clothes which we had found too cool on mountains. 8. When certain men, who had been in exile with him, wished to put to death those who had been restored to favour, he openly forbid it. 9. Do all men kill the things they do not love? 10. After they had been closeted with the fortune-teller some time, I knew by their looks, that they had been promised something great. 11. To say that she was always

unfortunate, will not account for that long and almost uninterrupted succession of calamities that befell her.

12. I have just now seen an instance, where the English have succoured those enemies whom their own countrymen would not relieve. 13. I will ask my learned friend, if we had then been at peace with the French Republic, whether we must have been silent spectators of that foul crime. 14. In Queen Anne's reign there lived a very able critic, named Dennis, who in his old age was the prey of a very strange fancy, that he had himself written all the good things in all the good plays that were acted. 15. As soon as he heard the thunder rolling over head, he exclaimed, "That's my thunder!"

16. At summer eve, when Heaven's ethereal bow
Spans with bright arch the glittering hills below,
Why to yon mountains turns the musing eye,
Whose sunbright summit mingles with the sky?

17. When no star twinkles with its eye of glory
On that low mound,
And wintry storms have, with their ruins hoary,
Its liveness crowned,
Will there be one, versed in misery's story
Pacing it round?

COMPLEX SENTENCES.

A few striking examples are analysed here. The pupil should go carefully through them, so as to understand each part.

SENTENCE. Pleased rather with some soft ideal scene,
 The work of fancy, or some happy tone
 Of meditation slipping in between
 The beauty coming, and the beauty gone.”
Wordsworth.

“Most sweet it is with unuplifted eyes
 To pace the ground, if path there be, or
 none,
 While a fair region round the traveller lies,
 Which he forbears again to look upon,

Sentence.	Kind of Sentence.	Subject.	Attribute of Subject.	Predicate.	Direct Object.	Indirect Object.	Adverbial Adjuncts.
1. Most sweet it is with unuplifted eyes to pace the ground, path there be,	Principal sentence Subordinate, adverbial to <i>predicate</i> in 1	It	to pace the ground with unuplifted eyes	is sweet	—	—	most (manner) there
3. (or if) [there be] none,	Subordinate, adverbial to <i>predicate</i> in 1	none	—	(be)	—	—	(there)
4. (while) a fair region round the traveller lies,	Subordinate, adverbial to <i>predicate</i> in 1	region	a fair	lies	—	—	round the traveller (place)
5. which he forbears to look upon, pleased rather with some soft ideal scene, or the work of fancy, or (pleased with) some happy tone of meditation slipping in between the beauty coming and the beauty gone	Subordinate, adjective to <i>region</i> in 4	he	pleased rather with — beauty gone	forbears	to look upon which	—	—

Second Complex Sentence.—"When the notions, with which men are conversant in the common course of life, which give meaning to their familiar language, and which give employment to their hourly thoughts, are compared with the ideas, on which exact science is founded, we find that the two classes of intellectual operations, in many respects different, have much that is common."

Sentence.	Kind of Sentence.	Subject.	Attribute of Subject.	Predicate.	Direct Object.	Indirect Object.	Adverbial Adjuncts.
1. (When) the notions are compared with the ideas	Subordinate, adverbial to <i>predicate</i> in 6	notions	the	are compared	—	—	with the ideas (manner)
2. with which men are conversant in the common course of life	Subordinate, adjective to <i>notions</i> in 1	men	—	are conversant	—	—	with which (manner) in the common course of life (time)
3. which give meaning to their familiar language	Subordinate, adjective to <i>notions</i> in 1	which	—	give	meaning	to their familiar language	—

Sentence.	Kind of Sentence.	Subject.	Attribute of Subject.	Predicate.	Direct Object.	Indirect Object.	Adverbial Adjuncts.
4. (and) which give employment to their hourly thoughts,	Subordinate, adjective to <i>notions</i> in 1	which	—	give	employ- ment	to their hourly thoughts	—
5. on which (ideas) exact science is founded,	Subordinate, adjective to <i>ideas</i> in 1	science	exact	is founded	—	—	on which (manner)
6. we find	Principal sentence	we	—	find	sentence 7 with its attribute 8	—	—
7. (that) the two classes of intellectual operations, in many respects different, have much	Subordinate noun, object of <i>find</i> in 6	classes	the two, of intellectual operations, in many respects different	have	much	—	—
8. that is common.	Subordinate, adjective to <i>much</i> in 7	that	—	is common	—	—	—

Third Complex Sentence.—"And yet people speak in this working age, when they speak from their hearts, as if houses, and lands, and food, and raiment were alone useful, and as if sight, thought and admiration, were all profitless; so that men insolently call themselves Utilitarians, who would turn themselves and their race into vegetables, if they had their way; men who think, as far as such can be said to think, that the meat is more than the life, and the raiment than the body; who look to the earth as a stable, and to its fruit as fodder; vinedressers and husbandmen, who love the corn they grind, and the grapes they crush, better than the gardens of the angels upon the slopes of Eden."—*Ruskin*.

Sentence.	Kind of Sentence.	Subject.	Attribute of Subject.	Predicate.	Direct Object.	Indirect Object.	Adverbial Adjuncts.
1. (And) yet people speak in this working age,	Principal sentence	people	—	speak	—	—	yet,—in this working age (time)
2. (when) they speak from their hearts,	Sub. adverb. to <i>predicate</i> in I	they	—	speak	—	—	from their hearts (cause)
3. (as if) houses and lands, and food, and raiment were alone useful,	Sub. adverb. to <i>predicate</i> in I	houses and lands, and food, and raiment	alone	were useful	—	—	—
4. (and as if) sight, thought, and admiration were all profitless;	Sub. adverb. to <i>predicate</i> in I	sight, thought and admiration	all	were profitless	—	—	—

Sentence.	Kind of Sentence.	Subject.	Attribute of Subject.	Predicate.	Direct Object.	Indirect Object.	Adverbial Adjuncts.
5. (so that) men insolently call themselves Utilitarians,	Sub. adverb. to <i>predicate</i> in 1	men	—	call	themselves Utilitarians	—	insolently (manner)
6. who would turn themselves and their race into vegetables,	Sub. adj. to <i>men</i> in 5	who	—	would turn	themselves and their race	into vegetables (or adverb. adjunct).	—
7. (if) they had their way;	Sub. adverb. to <i>predicate</i> in 6	they	—	had	their way	—	—
8. men who think, as far (=to the same extent)	Sub. adj. to <i>men</i> in 5	who	men	think	Sent. 10	—	as far (manner)
9. (as) such can be said to think,	Sub. adverb. to <i>as far</i> in 8	such	—	can be said to think	—	—	—
10. (that) the meat is more	Sub. noun obj. of <i>think</i> in 8	meat	the	is more	—	—	—

Sentence.	Kind of Sentence.	Subject.	Attribute of Subject.	Predicate.	Direct Object.	Indirect Object.	Adverbial Adjuncts.
11. (than) the life, [is much]	Sub. adverb. to <i>more</i> in 10	life	the	(is much)	—	—	—
12. (and) [who think]	Sub. adj. to <i>men</i> in 5	[who]	—	[think]	Sent. 13	—	—
13. (that) the raiment [is more]	Sub. noun obj. of <i>think</i> in 12	raiment	the	[is more]	—	—	—
14. (than) the body; [is much]	Sub. adverb. to <i>more</i> in 13	body	the	[is much]	—	—	—
15. who look to the earth	Sub. adj. to <i>men</i> in 5	who	—	look	—	—	to the earth (place)
16. (as) [they look to] a stable,	Sub. adverb. to <i>predicate</i> in 15	[they]	—	[look]	—	—	to a stable (place)
17. (and) [who look] to its fruit	Sub. noun to <i>men</i> in 5	[who]	—	[look]	—	—	to its fruit (place)

Sentence.	Kind of Sentence.	Subject.	Attribute of Subject.	Predicate.	Direct Object.	Indirect Object.	Adverbial Adjuncts.
18. (as)[they look to] fodder;	Sub. adverb. to <i>predicate</i> in 17	[they]	—	[look]	—	—	to fodder (place)
19. vinedressers and husbandmen, who love the corn better	Sub. adj. to <i>men</i> in 5	who	vine dressers and husbandmen	love	the corn	—	better (manner)
20. [which] they grind,	Sub. adj. to <i>corn</i> in 19	they	—	grind	[which]	—	—
21. (and) [who love] the grapes better	Sub. adj. to <i>men</i> in 5	[who]	—	[love]	the grapes	—	better (manner)
22. [which] they crush,	Sub. adj. to <i>grapes</i> in 21	they	—	crush	[which]	—	—
23. (than) [they love] the gardens of the angels upon the slopes of Eden.	Sub. adverb. to <i>better</i> in 19	[they]	—	[love]	the gardens of the angels upon the slopes of Eden	—	—

Example of Analysis of Compound Sentence, not in a Tabular Form.

That [*i.e.* voice] heard the Adversary, who, roving still
About the world, at that assembly famed
Would not be last, and, with the voice divine
Nigh thunder-struck, the exalted Man, to whom
Such high attest was given, a while surveyed
With wonder; then, with envy fraught and rage,
Flies to his place, nor rests, but in mid air
To council summons all his mighty peers,
Within thick clouds and dark tenfold involved,
A gloomy consistory; and them amidst
With looks aghast and sad, he thus bespake.—*Millon.*

A.—*Principal Sentence.*

The adversary heard that

B.—*Subordinate, Adjectival to "Adversary" in A.*

who, roving still about the world, would not be last at that
famed assembly

C.—*Principal, co-ordinate (connective) with A.*

(and) nigh thunder-struck with the divine voice, surveyed a
while, with wonder, the exalted Man,

D.—*Subordinate, Adjectival to "Man" in C.*

to whom such high attest was given,

E.—*Principal, co-ordinate (connective) with A. and C.*

then, fraught with envy and rage, flies to his place,

F.—*Principal, co-ordinate (connective, "nor" = AND NOT) with A. C. E.*

nor rests

G.—*Principal, adversative to F., co-ordinate with A. C. E. F.*

(but) in mid air summons to council all his mighty peers,
involved tenfold within thick and dark clouds, a gloomy
consistory;

H.—*Principal, co-ordinate (connective) with A. C. E. F. G.*
 (and) amidst them, he thus bespake with looks aghast
 and sad.

A.

Adversary
 the
 heard
 that

Subject.
 Attribute of Subject.
 Predicate.
 Object.

B.

who
 roving still about the world
 would be last
 not, at that famed assembly

Subject.
 Attribute of Subject.
 Predicate.
 Adverbial Adjuncts (Manner
 and Place).

C.

(Adversary)
 (the) nigh thunder-struck with
 the divine voice
 surveyed
 the exalted Man
 a while, with wonder

Subject.
 Attributes of Subject.
 Predicate.
 Object with Attributes.
 Adverbial Adjuncts (Time and
 Manner).

D.

attest
 such high
 was given
 to whom

Subject.
 Attributes of Subject.
 Predicate.
 Indirect Object.

E.

(he or the Adversary)
 fraught with envy and rage
 flies
 then, to his place

Subject.
 Attribute of Subject.
 Predicate.
 Adverbial Adjuncts (Time and
 Place).

F.

(he)
 rests
 not (nor = and not)

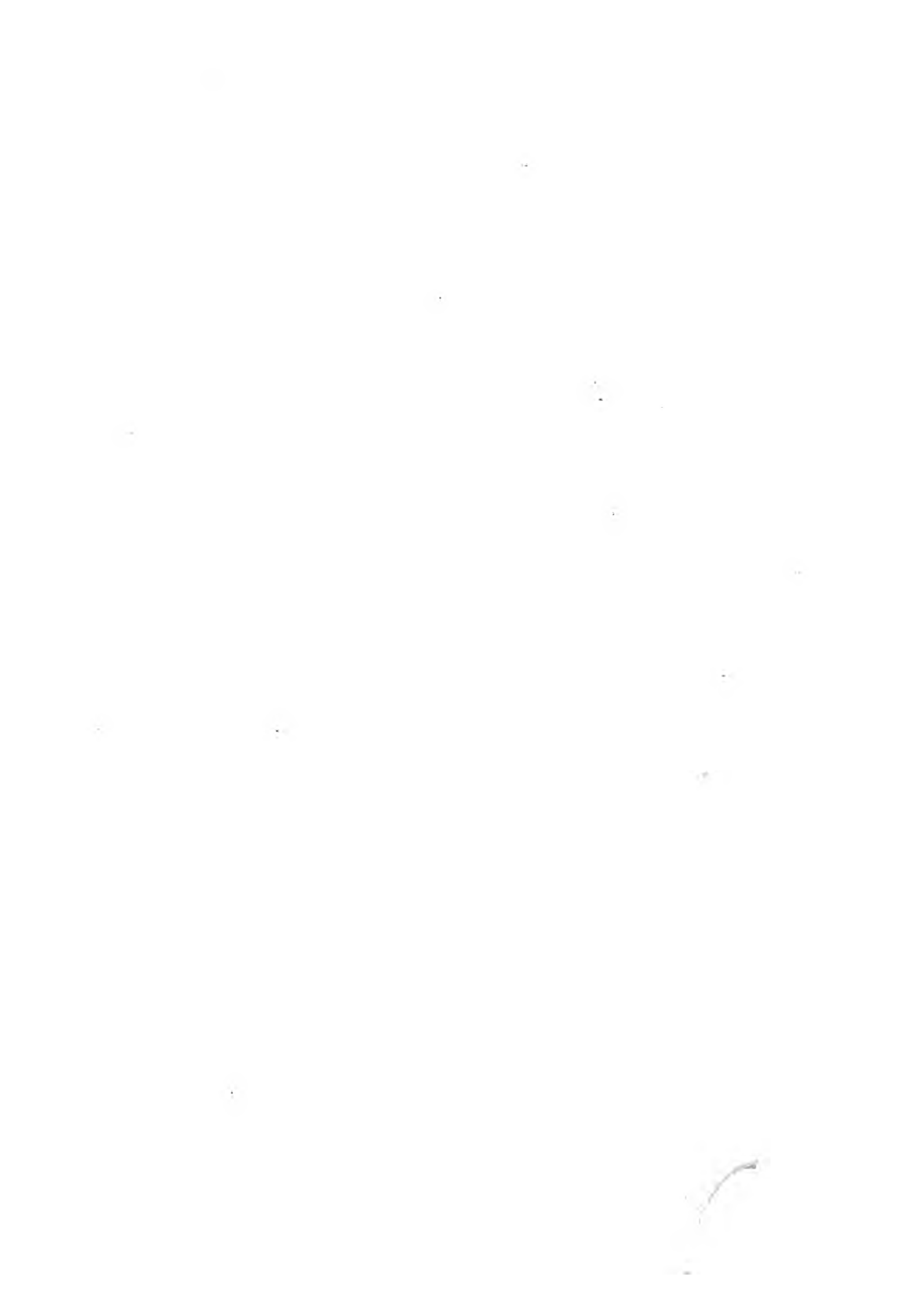
Subject.
 Predicate.
 Adverbial Adjunct (Manner).

	G.
(he)	Subject.
summons	Predicate.
all his mighty peers, involved tenfold within thick and dark clouds, a gloomy con- sistory,	} Object with Attributes.
in mid air, to council	
	Adverbial Adjuncts (Place).
	H.
he	Subject.
bespoke	Predicate.
amidst them, with looks aghast and sad, thus,	} Adverbial Adjuncts (Place and Manner).

EXERCISE CX.

Analyse the following :

- (a) She with her radiant finger stilled the roar
Of thunder, chased the clouds, and laid the winds,
And grisly spectres, which the Fiend had raised
To tempt the Son of God with terrors dire.
- (b) You taught me first to beg, and now methinks
You teach me how a beggar should be answered.
- (c) Oft, on a plat of rising ground,
I hear the far-off Curfew sound
Over some wide-watered shore,
Swinging slow with sullen roar :
Or, if the air will not permit,
Some still removed place will fit,
Where glowing embers through the room
Teach light to counterfeit a gloom ;
Far from all resort of mirth,
Save the cricket on the hearth,
Or the bellman's drowsy charm
To bless the doors from nightly harm.



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