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14. Five sentences with every.

15. Five sentences with each.

DRILL III

Underline the adjectives in the following sentences:

1. The demure maiden congratulated him and tried to dissuade him from his dangerous purpose.
2. The blithe children danced in the golden sunshine.
3. The abominable customs of the tribe accentuated his previous horror.
4. The elusive smile gradually disappeared from her pale face.
5. The keen advocate depicted the scene with amazing alacrity.
6. Why do you ask these absurd questions?
7. That section is an intergral part of the article.
8. Despite the abnormal times, the crops will be as abundant as ever.
9. His friend is an accomplished violinist.
10. The situation is distressing and extremely acute.
11. Your explanation was neither satisfying nor adequate.
12. The agonizing shrieks bespoke a heart full of anguish.
13. The condition of the poor peasants was alarming.
14. The child looked at him with an alert expression on his eager face.
15. Her coy and hesitant manner seemed particularly alluring.

DRILL IV

VOCABULARY BUILDING

Use the following adjectives in sentences. Write out the meaning.

abominable
dormant
delectable
ardent

abusive
chimerical
astute
bombaradic

dogmatic
decadent
adventurous
aloof

Note their use in the following sentences.

1. Some of our customs seemed just as abominable to the heathen as some of theirs to us.
2. Their passions hitherto long dormant were now fully aroused.
3. The dominant motive for the crime was lust for gold.
4. We found ourselves in a delectable situation.
5. With ardent love he courted the fair damsel until he won her heart.
6. His scurrilous and abusive language drove her away from

home. 7. Here he comes with his chimerical and fanciful idea. 8. I was deeply chagrined at my failure. 9. He possesses an exceptionally astute and keen mind. 10. The tyrant thought to frighten us with his bombastic threats. 11. Their dogmatic and austere manner repelled and frustrated me. 12. The decadent era was a thing of the past to the adroit and adventurous minds. 13. He stood aloof from his surroundings. 14. His adroit moves puzzled his opponent.

Words often confused (Quiz)

- | | | |
|-----------------|--------------|-----------------|
| 1. specie | 5. veracious | 9. ability |
| species | veracious | capacity |
| 2. flounder | 6. auger | 10. attain |
| founder | augur | obtain |
| 3. apparently | 7. arraign | 11. perspicuity |
| evidently | arrange | perspicacity |
| 4. appreciative | 8. ascend | 12. immersed |
| appreciable | assent | emerged |

Rule III. The comma is used before and, but and for joining two independent clauses. If the clauses are short, no comma is necessary. You, however, are asked to use the comma under all circumstances for the purpose of practice. Master this rule. It is a minimum essential.

DRILL

Punctuate the following sentence.

1. We sometimes think that our troubles have never been experienced by others but this is not true.
2. She could easily sympathize with him for his experiences were similar to hers.
3. Animosity among nations are many and distrust with suspicion fills the hearts of their leaders.
4. Knowledge has increased during the nineteenth century but this increase has not yet taught man the lesson "liberty, equality, and fraternity."

5. Need we go to any other place for assistance for here is the
 r anacea for the ills to which human flesh is heir to.
6. The world has been frightened by the sinister potentialities in
 the atomic bomb and fear grips the hearts of men.
7. We talk peace and do our utmost to effect peace but discord and
 strife have apparently won.
8. The golden sun shines brightly today and all nature is singing a
 a song of hap iness and love.
9. Many of the miners were rescued from the bowels of the earth but
 many of them were lost.
10. Her program was upset by this little incident but she apparently
 was not much affected.

DRILL 2

Write five sentences with an illustration of this rule; five with
but; five with for. DRILL 3. Punctuate the following selections
whenever commas are omitted.

"The mountain rat of Switzerland is almost the size of a leveret
and it resembles a common rat very much in appearance. These little
creatures live together in societies and they have different dwellings
for winter and summer. When they betake themselves to their winter
quarters. After having lived their chamber with soft hay they care-
fully stop up the entrance with a sort of cement, which they make of
earth. Before they collect the grass they form themselves into a
circle sitting on their hind legs and looking with a cautious eye on
every side. If the least thing alarms them the first one that perceiv
it makes a particular kind of cry. They are often seen upon the slope
of the Alps but they love a warm sheltered situation and change their
residence according to the season."

Give reasons for punctuating as you do.

Write sentences containing the following adjectives as modifiers of the nouns listed. Write one sentence for each adjective. Be sure you know the meaning of each adjective.

<u>ADJECTIVE</u>	<u>NOUN</u>	<u>ADJECTIVE</u>	<u>NOUN</u>
1. normal	1. child	12. inherent	12. rights
2. fundamental	2. reason	13. essential	13. ingredient
3. inborn	3. passions	14. innate	14. eloquence
4. indigenous	4. plant	15. instinctive	15. faith
5. celebrated	5. address	16. requisite	16. quality
6. requisite	6. quality	17. independent	17. spirit
7. inapplicable	7. rule	18. irrelevant	18. remark
8. remote	8. district	19. relevant	19. idea
9. disconnected	9. wires	20. kindred	20. hearts
10. outward	10. manner	21. nutritious	21. food
11. minute	11. details	22. verdant	22. fields

DRILL 3

Tell why the following parts of the human body are requisites. In all your sentences use the word requisite as an adjective.

MODEL: The heart is a requisite part of the human body because

_____.

The eye is a requisite part of the human body because_____.

Use another word for part such as element when part is not the appropriate word to use. In some instances you may use a synonym of requisite such as essential and necessary, spinal column, breastbone, ribs, diaphragm, pelvis, esophagus, muscle, plasma, red cells, white cells, nose windpipe, bronchial tubes, saliva, stomach, brain, heart, nerves, arteries, etc.

DRILL 4 - Predicate Adjective

Sometimes adjectives instead of preceding the noun follow the verb but still modify the subject. Such adjectives are called predicate

adjectives.

EXAMPLE: His knowledge of flowers is thorough and technical. Thorough and technical modify the subject knowledge but are separated from it by the verb. Predicate adjectives are used after verbs like is, seem, grow, appear, become, taste, sound, look, turn, etc. Underline the predicate adjectives.

1. A knowledge of grammar is essential if one would master a foreign language well.
2. A desire to worship a Superior Being is innate in every man.
3. The emotions of love, anger, and envy are indigeous to mankind.
4. Understnading is requi ite in all teaching.
5. All discipline should be corrective.
6. The ipagination of some children is overactive.
7. The impulse to act out what grips the imagination is universal.
8. What was at first attractive now seems loathsome.
9. His actions seem abnormal to me.
10. The dinner was delightful.
11. I feel sick.
12. The faces urned pale at the allusion.
13. Her indifference seemed studied.
14. The child became very sullen.
15. With careful treatment the platns grew tall and straight.
16. The mother felt very well after the operation.
17. The bell sounded mournful in that gloomy sad day.
18. Despite his scurrilous language he was appointed president.
19. Because of his size the students called him "little Napoleon."
20. The files are accessible to anybody now.
21. The buklding was painted white.
22. This food tastes rotten to me.
23. The child grew red in the face.
24. I feel very weary now.

COMPARISON

The Eiffel Tower in Paris is 985 Feet tall, the Chrysler Building in New York is 1,046 feet tall, and the Empire State Building in the some state is 1,250 feet tall.

(Incidentally note the can a separating these flauses in a series.)

In each of the three instances the quality of tallness is mentioned. If I wish to indicate the different degrees of tallness that exist

among these three buildings, I must change or modify the form of the adjective tall. Hence, the sentences will read.

The Eiffel Tower in Paris is tall.
 The Chrysler Building is taller than the Eiffel tower.
 The Empire State Building is the tallest of the three.

The adjective tall changes its form respectively to taller and tallest. Such change in form is which denotes degrees of tallness is comparison. Comparison then, may be defined as that change or modification in the form of an adjective to indicate degrees of quality quantity, or relation.

DEGREES OF COMPARISON

There are three degrees of comparison: positive, comparative and superlative.

Use the positive degree when there is no comparison.

Use the comparative degree when two objects are being compared.

Use the superlative degree when three or more objects are being compared.

FORMATION OF COMPARATIVE AND SUPERLATIVE DEGREES

There are three ways of forming the comparative and superlative degrees.

1. By the addition of the suffixes *e* for the comparative and *est* for the superlative.

2. By using before the adjectives the words "more" and "most" on the one hand, or "less" and "least" on the other hand.

3. By a complete change of word.

EXAMPLES:

1.	large	larger	largest
2.	beautiful	more beautiful	most beautiful
3.	good, well	better	best

REMARKS

(1) Usually words of one syllable and some words of two syllables are compared by the addition of er and est.

short	shorter	shortest
cool	cooler	coolest
cold	colder	coldest
long	longer	longest

Words of two syllables

friendly	friendlier	friendliest
happy	happier	happiest

(2) Words of two or more syllables usually are compared by using more or less with the positive to form the comparative and most or least with the positive to form the superlative.

willing	more willing	most willing
willing	less willing	least willing

Some words may use both er and est, and more or most. For example,

handsome	more handsome	most handsome
handsome	handsomer	handsomest

(3) Some adjectives form their comparison by a change of word. Example

POSITIVE	COMPARATIVE	SUPERLATIVE
bad		
evil		
ill	worse	worst
good	better	best
little	less, lesser	least
many, much	more	most

Note particularly the irregular comparison in the following words:

late	later, latter, latest, last	
near	nearer, nearest, next	
far	farther, further	farthest, furthest
old	older, elder	oldest, eldest

(4) The superlative is often used for emphasis when there is no thought of comparison.

I Love Books is a most interesting book.

(5) Some adjectives do not admit of comparison. For example,

correct	exact	dead
unique	oblong	right
round	rectangular	wrong
square	complete	single
entire	perfect	

(6) Objects should not be compared with themselves.

Illogical: She sings worse than any person in the world.

Logical: She sings worse than any other person in the world.

(7) Do not use a double comparative: Betty was more happier than Mary.

(8) Adjectives ending in y change the y to i and add er to form the comparative and est to form the superlative.

DRILL IN COMPARISON

Write in your notebook the words Positive, Comparative, and Superlative to head three columns in your notebook. List the following adjectives under Positive and their compared forms in the columns provided. If the adjectives admit of no comparison, leave the spaces blank.

EXAMPLE:	<u>POSITIVE</u>	<u>COMPARATIVE</u>	<u>SUPERLATIVE</u>
	much	more	most

ADJECTIVES: churlish, noisy, easy, complete, agreeable, uniform, old, far, late, wrong, friendly, happy, easy, dizzy, small, hot, slow, severe, beautiful, wide, narrow, straight, feeble, mean, cool, horrible, repulsive, inquisitive, magnanimous, bad, busy, ill.

EXERCISE - ADJECTIVES - READING

1. List six interesting adjectives that will describe the following

- | | |
|-----------------------|-----------------------|
| Abraham Lincoln | Marian Anderson |
| Sojourner Truth | Eleanor Roosevelt |
| Franklin D. Roosevelt | John Smith (colonist) |
| Jonathan (Bible) | John Milton |
| Napoleon | Benjamin Franklin |
| Florence Nightingale | Washington Irving |

2. You will enjoy reading the following and thus enriching your experience, list six interesting adjectives that will describe the following:

- (a) The ants (See Chapter XII "Brute Neighbors," Walden by Thoreau - The Battle of the Ants.)
- (b) Maud Muller (See "Maud Muller" a poem by Whittier.)
- (c) The Fool (See "The Fool's Prayer" by Edward Rowland Sill)
- (d) Schrab (See "Schrab and Rustum" by Matthew Arnold.)
- (e) Sir Federige (See "The Falcon of Sir Federige" in Tales of a Wayside Inn by Longfellow.)
- (f) Delilah (See Judges 16:4 - 31).
- (g) Select any character from life or literature and list six adjectives about him or her.

Parts of speech considered as adjectives. (1) Nouns may be used as adjectives as in "This house has a stone front." (2) Nouns in the possessive case may be considered as adjectives: "Mary's book; and certain idiomatic expressions with the possessive case: five dollars' worth; a day's journey. (3) Articles are considered adjectives: a and, the indefinite articles; and the, the definite article. An is used before words beginning with a vowel sound (a, e, i, o, u,); and a is used before words beginning with a consonant sound: a boy; an orange.

U at the beginning of words is frequently a consonant as in uniform (pronounced uniform); within a word it is often a vowel as in lyddite. When u has the vowel sound, an is used; an undertone; an uncle, and unhappy marriage. When u has the consonant sound, a is used; a unicorn a union; a university.

H is sometimes silent at the beginning of words and sometimes sounded. When it is silent, an is used: an honor man. When it is sounded a is used; a horse; a heap.

Formerly when the first syllable of a word beginning with h was accented, a was used as in a history; and when the second syllable was accented an was used. An historical novel. This rule, however, does not obtain so often as formerly.

4. Pronouns may be used as adjectives.

- (a) Interrogative: Whose hat is this?
- (b) Personal: the possessive forms my hat (mine)
 our hat (ours)
 your hat (yours)
 his hat
 her hat
 its hat
 their hats (theirs)

The forms in parenthesis are used in the predicate as predicate adjectives. Mine formerly was used as my, mine enemy.

- (c) Demonstrative: This hat that hat these hats
 those hats any hat some person

DIRECTIONS: WRITE IN THE BLANKS THE FORM PREFERRED.

MODEL: James was the tallest of the three boys. (taller, tallest)

1. Permit me to say _____ that I shall not go. (farther, further)
2. She plays better than _____ person in church. (any, any other)
3. She plays better than _____ in the church. (anyone, anyone else)
4. This horse is _____ than that one. (faster, more faster)
5. This site was the _____ of all the places we saw. (most beautiful of any site, most beautiful)
6. This house is the best of _____ in the block. (all the houses, any house)
7. This composition is _____ than yours. (better, more better)
8. Thomas is a better typist than _____ in the class. (any, any other)
9. Of the three reasons, the _____ is the _____ plausible. (latter, last) (more, most).
10. Of the five competitors Marilyn is the _____ (swifter, swiftest)
11. I Love Books is the _____ in the library. (most informative of any book, most informative book).

SECTION 2

Underline the adjectives in the following sentences:

1. No mere wistful thinking can take the place of hard work.
2. By herculean efforts he rolled the stone away.
3. His habit of constant application aided him in his hour of need.
4. His ignorance of contemporary events was appalling.
5. With mingled emotions of surprise and anger he watched them destroy the work of a life time.
6. His negligent habits did not help him.
7. The mother became sensible of the smell of fire.
8. Ruth was entranced by the rapturous song of the nightingale.
9. They were by far the most advanced thinkers of their time.
10. I do not have the least conjecture as to how this story originated.
11. Confident of victory, he decided to let the matter rest.
12. The dungeon was impregnated with the odor of burning flesh.
13. He pursued his hopeless case until the very end.
14. Subduing his ardent desire to take a long-needed vacation, he addressed himself resolutely to the formidable task before him.
15. The lure of country living enlivens my drab and dull existence in the city.
16. His gubernatorial services were no longer desired.
17. Your erroneous and unwarranted opinions defeat me.
18. The frantic children with loud cries fled in all directions.

Section 3

Be able to give orally the meaning of the adjectives in Section 2 and sentences containing each one.

EXERCISE

List the following proper nouns in one column in your notebook and write beside them the corresponding proper adjective:

1. Abyssenia. 2. Acadia 3. Achaia. 4. Africa 5. Alaska 6. Albania 7. Arabia 8. Arcadia 9. Argentina 10. Armenia 11. Asia 12. China 13. Japan 14. England 15. Cuba 16. Poland 17. Troy 18. Greece 19. Sparta 20. Rome 21. Denmark 22. Finland. 23. Norway 24. Sweden 25. Iceland 26. Persian 27. Spenser 28. Chaucer 29. Britain 30. Lithuania 31. Jamaica 32. Russia 33. South America 34. Ethiopia 35. Liberia 36. Milan 37. Mohamed. 38. Portugal 39. Virginia 40. Iowa

ADVERBS

Read the following sentences.

1. The father will soon bequeath all his property to his son.
2. Henry will do it immediately.
3. The natives ran there.
4. Twilight gently covered the earth.
5. The waves roared boisterously.
6. The sun shines above.

When will the father bequeath his property to his son?

When will Henry do it?

Where did the natives run?

How did twilight cover the earth?

How did the waves roar?

Where does the sun shine?

The word soon in sentence 1 tells when the father will bequeath his property to his son.

The word there in sentence 2 etc. _____

The word gently _____

The word boisterously _____

the word above _____

These words soon, immediately, there, gently, boisterously and above are added to the verb to modify or change or limit their meaning. Such words are called adverbs. An adverb is a word that modifies a verb.

EXERCISES

A. Tell what verb the adverbs modify in the following sentences and what idea they express.

1. He walked deliberately to the door.
2. The mother seldom hears from her son.
3. The child watched the man suspiciously.
4. The people moved leisurely amid the winding paths.
5. Did you arise early today?
6. The herd of swine fled precipitately to the sea.
7. The voices we once loved are silent now.
8. The sounds ushered discordantly from the cave of Aeolus.
9. The class will have finished its assignment soon.
10. She was walking fast when I saw her.
11. Did you wrap the package carefully?
12. The thief never returned after that.
13. The good ones were carefully separated from the bad ones.
14. Do not make promises rashly which you will later regret.
15. Your kindness shall never be forgotten.

B. From the following list select and write in the spaces provided adverbs that will appropriately modify the verbs in the unfinished sentences. Be sure to use every adverb.

ADVERBS OF PLACE

here	home	where	there	abroad
far and wide	in	over	aboard	above
behind		below	beyond	down

(Do not use before, behind, below, over, beyond, above, in as prepositions).

1. I am going _____.
2. He searched _____ and _____ but could not find it.
3. You march _____ and I shall march _____.
4. The stars shine _____.
5. The students went _____ to see places of interest in other lands.
6. We are ready to set sail. Come _____.
7. Do you see it? Look _____.
8. Do you see the horizon? Try as much as you will, you can not see _____.
9. Jump _____.
10. He fell _____ hurting himself against a rock.
11. Come _____ to me.

12. Tell me _____ they have laid him.
 13. I am very happy to see you. Come _____.
 14. _____ it is on the table.

C. Use the following adverbs of time in original sentences; underline the adverb once and the verb it modifies twice.

MODEL: recently.

He has recently received his degree.

- | | | | |
|-------------|-------------|-------------|-----------------|
| 1. often | 4. now | 7. last | 10. shortly |
| 2. suddenly | 5. formerly | 8. recently | 11. usually |
| 3. tomorrow | 6. sooner | 9. longer | 12. early |
| | | | 13. immediately |
| | | | 14. later |
| | | | 15. again |

D. Use the following adverbs of manner in original sentences; underline the adverb once and the verb it modifies twice.

- | | |
|-------------------|----------------|
| 1. discourteously | 7. faithfully |
| 2. poorly | 8. slowly |
| 3. fast | 9. thus |
| 4. rapidly | 10. distinctly |
| 5. intently | 11. silently |
| 6. idly | 12. down |

E. Use the following adverbs of degree in original sentences.

Be sure that they modify only verbs, not adverbs.

1. too 2. most 3. best 4. much

F. Some adverbs denote cause. Example: Why are you here? Write five interrogative sentences beginning with why.

G. Some adverbs denote emphasis affirmation, negation, surety, etc.

surely	yes	indeed	maybe
certainly	no	perhaps	probably etc.

Write sentences containing each one of these adverbs. Underline.

ORAL EXERCISE

Identify the adverbs in the following sentences and tell what they modify.

1. Robin Hood according to the legend habitually wore a cloth called Kendall Green. 2. Lincoln green was widely worn by hunters and foresters. 3. Since the Japanese language contains no l sound, the Japanese thus substitute r for l. 4. They are faithfully studying their lesson when we arrived. 5. There will be no night

Exercises - Adverbs + Adv.

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Caution: Fill in the blank with the proper form.

He lifted the package ~~easy~~ (easy, easily)

Use the following adverbs to complete the sentences:
1. He lifted the package easily.
2. He lifted the package quickly.
3. He lifted the package suddenly.
4. He lifted the package immediately.
5. He lifted the package promptly.
6. He lifted the package rapidly.
7. He lifted the package instantly.
8. He lifted the package abruptly.
9. He lifted the package unexpectedly.
10. He lifted the package miraculously.
11. He lifted the package mysteriously.
12. He lifted the package inexplicably.
13. He lifted the package inexplicably.
14. He lifted the package inexplicably.
15. He lifted the package inexplicably.

Write sentences explaining each of the following adverbs.
1. He lifted the package easily.
2. He lifted the package quickly.
3. He lifted the package suddenly.
4. He lifted the package immediately.
5. He lifted the package promptly.
6. He lifted the package rapidly.
7. He lifted the package instantly.
8. He lifted the package abruptly.
9. He lifted the package unexpectedly.
10. He lifted the package miraculously.
11. He lifted the package mysteriously.
12. He lifted the package inexplicably.
13. He lifted the package inexplicably.
14. He lifted the package inexplicably.
15. He lifted the package inexplicably.

there. 6. The heirs suddenly abrogated all claim to the title. 7. They had just finished when the merchants arrived. 8. The women and children. 9. Sometimes all men make grievous errors. 10. When the jack rabbit runs fast, he can leap from ten to fifteen feet at a time.

EXERCISE

Add adverbs to the following sentences.

1. The sermon was delivered very _____.
2. The mother of the children was _____.
3. I did not know you sang as _____ as you do.
4. He spoke _____ when he did speak.
5. Why did you come to school _____?

ORAL EXERCISE

Identify the adverbs in the following sentences and tell what verbs they modify.

1. Pewter was originally made and used in making vessels. 2. The American colonists highly prized vessels of pewter. 3. Go directly north and you will immediately find it. 4. He spoke bitterly as he looked intently at her. 5. No, do not go yet; I am not ready. 6. She looked stupidly at the letter. 7. We have seen him once or twice. 8. When will you be going abroad? 9. The Indian reverently kissed the hand of his benefactor. 10. Before speaking, he thought long about what he had to say.

SPELLING

Master the words in the following lessons.

LESSON 1

receive
believe
perceive
deceit
belief
writing
written
all right
does
deparate

LESSON 2

grammar
its
too
two
to
together
their
there
principal
principle

LESSON 3

committee
therefore
pleasant
describe
description
surprise
government
definite
indefinite
finally

HOMONYMS (QUIZ)

- | | | | | |
|--------------------|---------------------|---------------------|------------------|---------------------|
| 1. bow
beau | 2. boy
buoy | 3. brake
break | 4. bred
bread | 5. breech
breach |
| 6. brews
bruise | 7. bridal
bridle | 8. breach
breech | | |

ADVERBS MODIFYING ADJECTIVES

- Note these sentences. Group A-1
1. The day is hot.
 2. The day is somewhat hot.
 3. The day is exceedingly hot.

- Group B -1 He is wrong.
 2. He is wholly wrong.
 3. He is entirely wrong.
 4. He is altogether wrong.
 5. He is partly wrong.

In Sentences 2 and 3 of Group "A", the words somewhat and exceedingly limit or change the meaning of hot. In Sentences 2-5 of Group B, the words wholly, entirely, altogether, and partly, change the meaning of wrong. Such words are called adverbs. An adverb can modify an adjective as well as a verb.

DRILL 1

Underline the adverbs once and the adjectives they modify twice. Be able to tell what the adjectives modify.

1. The student was rather deferential in attitude.
2. The scientist was particularly interested in his hobby.
3. One must be constantly alert if he wishes to succeed.
4. Profanity has an unusually degrading influence on a person's character.
5. The wealth of ancient nations plays an extremely important part in their downfall.
6. His manner was highly pleasing and affable.
7. He becomes invariably deaf at certain times.
8. The men are clearly drunk.
9. The supply was apparently inexhaustible.
10. The child was surprisingly alert.

DRILL 2

DIRECTIONS: same as in Drill 1.

1. Mary is rather short, but her brother is very tall.
2. His condition seemed utterly hopeless.
3. That statement is not true.
4. The audience was agreeably surprised.
5. The problem is too difficult for me to solve.
6. The singer was manifestly nervous.
7. The very much enraged mob was dispersed by the tear gas.
8. His attitude was very disquieting.
9. The greatly diversified experiences of the story-teller enhanced his art.
10. His is a very dour personality.

DRILL 3

Write original sentences using the following adverbs as modifiers of adjectives.

- | | |
|-------------|----------------|
| 1. somewhat | 6. completely |
| 2. rather | 7. too |
| 3. very | 8. quite |
| 4. terribly | 9. always |
| 5. utterly | 10. pleasantly |

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DRILL 4.

Write original sentences using the following groups of words adverbs modifying adjectives. Underline the nouns the adjectives modify.

- | | |
|--------------------------|---------------------------|
| 1. immediately aware | 13. rather friendly |
| 2. too many | 14. conspicuously absent |
| 3. completely bewildered | 15. more beautiful |
| 4. inordinately rough | 16. consistently polite |
| 5. most comfortable | 17. exorbitantly high |
| 6. scarcely conscious | 18. unreasonably severe |
| 7. already late | 19. unwittingly humorous |
| 8. already exhausted | 20. intentionally bitter |
| 9. too sudden | 21. very boarish |
| 10. too sweet | 22. irresistibly pleading |
| 11. too rough | 23. particularly fertile |
| 12. rather modest | 24. moderately slow |
| 25. relatively fast | 33. very dangerous |
| 26. extensively known | 34. very perilous |
| 27. painfully cognizant | 35. rather tired |
| 28. immoderately slow | 36. conveniently ill |
| 29. somewhat careless | 37. legally right |
| 30. inordinately vain | 38. gloriously bright |
| 31. very tired | 39. exceedingly vulgar |
| 32. very doubtful | 40. very sick |

DRILL 5

Place appropriate adverbs to the following adjectives:

- | | |
|-----------------------|-------------------|
| 1. _____ dynamic | _____ eminent |
| 2. _____ ebullient | _____ rich |
| 3. _____ edifying | _____ famous |
| 4. _____ embarrassing | _____ engaging |
| 5. _____ erroneous | _____ essential |
| 6. _____ exacting | _____ withering |
| 7. _____ willful | _____ abrupt |
| 8. _____ stubborn | _____ discreet |
| 9. _____ happy | _____ miserable |
| 10. _____ winsome | _____ exclusive |
| 11. _____ plausible | _____ reasonable |
| 12. _____ extenuating | _____ explicit |
| 13. _____ remarkable | _____ extravagant |
| 14. _____ excessive | _____ wholesome |
| 15. _____ vigilant | _____ widespread |
| 16. _____ wanton | _____ vague |
| 17. _____ unpalatable | _____ trivial |
| 18. _____ tyrannical | _____ disgusting |
| 19. _____ offensive | _____ fickle |
| 20. _____ agreeable | _____ flimsy |
| 21. _____ forlorn | _____ fragile |

Adverbs may also modify adverbs. Note the following sentences.

- The frenzied mother spoke very rapidly.
- He runs very fast.
- The work was done exceptionally well.

4. He reads rather slowly.
5. This plan worked out more advantageously than the other.
6. You must not exert your heart too much.
7. This person comes here too often.

DRILL 1

Underline the adverbs that modify adverbs once and the adverbs they modify twice.

1. He studied his lessons more intently than formerly.
2. The wind died very slowly away.
3. The girl talks too much.
4. The girls were not permitted to talk very loudly in the corridors.
5. The sofa costs too much for me to buy it.
6. The sun sinks very slowly behind the western mountain.
7. Don't come back too early this evening.
8. She looked rather anxiously at me when I came in.
9. Mary has learned very quickly how to type.
10. He shouted very loudly into her ear.
11. You talk too much for me.
12. You do not enunciate very well.
13. Walk there very fast.
14. I am hardly ever at the office in the evening.
15. Air planes travel very rapidly.
16. Do not wait too long for him.
17. The thief opened the door very quietly.
18. He ran exceptionally fast.
19. Susan writes much faster than James.
20. He has said this too often.

DRILL 2

Place appropriate adverbs in the following blanks to modify adverbs.

1. The squirrel ran _____.
2. Read your assignments _____ well.
3. Don't go to your friend's house _____ often.
4. It was believed centuries ago that one would fall off the edge of the world if he walked _____ far in one direction.
5. I must get ready _____ soon.
6. She sang _____ well.
7. You should proceed _____ slowly if you wish to do a good job.
8. Turn _____ east at the next corner.
9. Do not act _____ eagerly in his presence.
10. You must practice again; that was not done _____ enough.
11. Run much faster; you are _____ there.
12. He is _____ there whenever I go.
13. Fortunately the husband came in _____ early on that day.
14. She plays the organ _____ well.

(In Sentences 8-13 you may employ these adverbs; always, almost, too, well, and directly).

LISTENING

Many of our difficulties in writing are due to faulty listening and to faulty pronunciation. Listen carefully while the teacher pronounces the following word. In some instances the syllable is intentionally exaggerated. Will you pronounce the word after the teacher?

- | | | |
|-----------------|-------------------|---------------|
| 1. poetry | 11. expedient | 21. curiosity |
| 2. cardinal | 12. irrelevant | 22. military |
| 3. enthusiasm | 13. infantile | 23. fete |
| 4. eczema | 14. admirable | 24. battery |
| 5. exigency | 15. boisterous | 25. governor |
| 6. despicable | 16. miniature | 26. naphtha |
| 7. sarsaparilla | 17. heinous | 27. premiere |
| 8. illiterate | 18. project(noun) | 28. crucial |
| 9. impious | 19. project(verb) | 29. quay |
| 10. boisterous | 20. literally | 30. gentinal |

Some adverbs are called interrogative adverbs. They are used in both direct and indirect questions.

They are when, whence, where, how and why.

- When did you come?
- Where are you going?
- How can you explain that?
- Why are you leaving?
- Whence came he?

Write each one of the interrogative adverbs in two sentences.

EXERCISE ADVERBS

NAME..... DATE..... SCORE.....

DIRECTIONS: Place in the blanks provided the adverbs and the words they modify. Identify the word modified by placing after it V for verb, adj., for adjective, and adv., for adverb.

MODEL: John was extremely weary.

<u>ADVERB</u>	<u>WORD MODIFIED</u>
extremely	weary-adj.

1. It was almost universally believed centuries ago that snakes bit with their tongues.

1. _____

2. The word "smithy" in Longfellow's very famous poem is not a man but a

2. _____

smith's workshop.

- | | | | |
|--|-----|-------|-------|
| 3. It is absolutely impossible to see a star within the crescent of a new moon. | 3. | _____ | _____ |
| 4. He is probably referring to his book. | 4. | _____ | _____ |
| 5. We speak correctly when we say simply <u>anthracite</u> instead of <u>antheracite</u> coal. | 5. | _____ | _____ |
| 6. When films are run very slowly through the machine | 6. | _____ | _____ |
| 7. If fish are placed in water from which the oxygen has been entirely removed, they will drown. | 7. | _____ | _____ |
| 8. The sermon was particularly stimulating. | 8. | _____ | _____ |
| 9. The sun shines brilliantly. | 9. | _____ | _____ |
| 10. The sun shines very brilliantly. | 10. | _____ | _____ |
| 11. He very rarely visits the grave. | 11. | _____ | _____ |
| 12. It is a vigorously refreshing wind. | 12. | _____ | _____ |
| 13. The word <u>mosquito</u> literally signifies <u>little fly</u> . | 13. | _____ | _____ |
| 14. The soldier was fatally wounded. | 14. | _____ | _____ |
| 15. The old teacher was very kind. | 15. | _____ | _____ |
| 16. We have already lost too much time. | 16. | _____ | _____ |

Scoring: give $\frac{1}{2}$ point for each part of Sentences 5 and 16.

DRILL I.

Pick out the adverbs in the following sentences and tell what they modify:

- The man walks very slowly home.
- These are very nice apples.

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3. Mr. Smith kindly showed me the way.
 4. A is frequently misused after "kind of".
 5. She looked at him suspiciously.
 6. She spoke very rapidly.
 7. The seed will spring up quickly after the rain.
 8. She struck the cat lightly with a stick.
 9. The boy has proved to be thoroughly reliable in every respect.
 10. The father spoke harshly to his son.
 11. The horse ran very fast.
 12. I willingly gave her all the money that he had.
 13. I have read your letter carefully.
 14. She gladly accompanied her husband to the beach.
 15. The speaker uttered his words slowly.
 16. He has always obeyed his father.
 17. The contractor says the house can be quickly built.
 18. Together we studied our lesson carefully.
 19. He usually walks very fast.
 20. I think the difficulty can be easily adjusted.
 21. He has recently been appointed Ambassador to France.
 22. We sincerely hope that you will be present.
 23. Religion cannot be successfully propagated by force.
 24. The very rainy season is finally over.
 25. It is not clear exactly what your last sentence means.
 26. Shallow thinking is largely responsible for your action.
 27. The founders of our government had studied every form of organization that the world had previously known.
 28. Mr. Smith listened patiently to those who differed from him.
 29. After the governor had spoken so decisively the meeting adjourned.
 30. The Judge told him immediately the difference between good and evil.
 31. Just after the rain ceased, we went home.
 32. An Artistic Nature is usually indicated by unusually long slender fingers.
 33. He walked along slowly.
 34. You must watch your manners.
 35. Sometimes we unintentionally offend our friends.
 36. Speak pleasantly to your parents and treat your friends considerately.

Sometimes adverbs modify nouns. Note the following:

Almost everyone went to sleep.

Scarcely anyone heard the lecture.

He is strictly a vegetarian.

Not one of the pupils answered.

Complete definition of an adverb. An adverb is a word that modifies a verb, an adjective, or another adverb. In rare instances an adverb may modify a noun.

Adverbial use of nouns

Sometimes nouns modify verbs or adjectives. These nouns then have an adverbial use and are called adverbial objective. These

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nouns denote time, distance, value, space, measure.

1. May is seven years older than Eva.
2. They live miles away from here.
3. The building rises seven hundred feet in the air.
4. Claudette is three years old today.
5. Wait one moment for me.
6. I have been waiting twenty minutes for you.
7. Drop it this instant.
8. The basket weighs two pounds.
9. This curtain is one foot too long.
10. That curtain is one foot too short.
11. He lives a short distance away.
12. Don't stay there a long time.
13. The brook rose one foot.
14. Are you going home soon?
15. Come to see me some time today.
16. You have absented yourself from school three days.
17. He has been on his vacation one week.
18. The regiment marched ten miles.
19. The teacher told Reginald she would excuse him this time.
20. My hat cost ten dollars.
21. The lawyer talked one hour longer than he had intended to.
22. The baby weighed nine pounds.
23. Yesterday we travelled four hundred miles. Today we hope to travel six hundred miles.
24. The baby walked a few feet and then fell.
25. The apartment is four flights up.
26. Come this way.

DRILL 1.

Write two sentences for each of the following nouns using them as adverbial objectives. Underline the adverbial objectives once and the words they modify twice.

MODEL: weeks

He stays away from home weeks at a time.

Nouns: years, miles or niles, feet, yards, time moment, minutes, second, hours, years, centuries, instant pounds, feet, distance, home, day, week, dollars, cent.

DRILL 2

Write the adverbial objective in the second blank and the word it modifies in the first blank.

MODEL: 1. Come here this instant.

ADV. OBJ.

WORD

1. instant

1. come

1. She spent two weeks in California.

1. _____

1. _____

2. The Tennessee river rose three feet.

2. _____

2. _____

3. I am ten years old today. 217 3. _____ 3. _____
4. Do it today. 4. _____ 4. _____
5. The train arrived an hour late. 5. _____ 5. _____
6. The road is three miles long. 6. _____ 6. _____
7. We visited the Zoo in New York
last month. 7. _____ 7. _____
8. This house was built two hundred
years ago. 8. _____ 8. _____
9. He said the farm was ten acres wide. 9. _____ 9. _____
10. You may go to the park on Sunday. 10. _____ 10. _____
11. The fighter weighs one hundred and
fifty pounds. 11. _____ 11. _____
12. Come see the play tonight. 12. _____ 12. _____
13. She waited hours for the bus to come. 13. _____ 13. _____
14. Go home immediately. 14. _____ 14. _____
15. The boat arrived an hour late. 15. _____ 15. _____
16. The large trees are several miles high. 16. _____ 16. _____
17. You will go a long way to find more grapes. 17. _____ 17. _____
18. He has operated the store more than ten
years. 18. _____ 18. _____
19. They came several miles to see. 19. _____ 19. _____
20. We remained there three months. 20. _____ 20. _____
21. He missed it by two inches. 21. _____ 21. _____
22. She said the corsage costs seven
dollars. 22. _____ 22. _____
23. The campaign lasted three weeks. 23. _____ 23. _____
24. They have an election every year. 24. _____ 24. _____
25. The term of the president lasts four
years. 25. _____ 25. _____

(1) There are six parts of a friendly letter:

- 1. Heading
- 2. Salutation
- 3. Body
- 4. Complimentary close
- 5. Signature
- 6. Return address
- 7. Super scription (outside address on the envelope).

(2) There are two styles the block (and semi-block) and the indented style.

(3) There are two kinds of punctuation: open and closed.

The open punctuation is more popular at present than the closed, although either kind may be used.

ASSIGNMENT I

Learn carefully the following friendly letter form with open punctuation in the indented style.

1. Heading 144 First Street, N. W.
Washington, D. C.
May 1, 1949

2. Salutation Dear Susan,

3. Body

4. Complimentary close

Lovingly yours,
Marianne

5. Signature

6. Return address

Marianne Jones 1507 Maryland Avenue Woodenville, Missouri	STAMP
Miss Susan Siden 1625 Twenty-first Street Harveyville, Delaware	

7. Superscription

Another form
for
Heading

1452 Oregon Avenue
Hartford Connecticut
July 30, 1948

You will note that in the letter with open punctuation no punctuation marks come at the end of the lines in the heading, signature, return address, and superscription.

The periods after N. W. and D. C. are for the abbreviations. No abbreviations occur in the letter at all except for sections of the city like N. W. in Washington, or Birmingham, or Atlanta, and for D. C. Names of streets, avenues, cities, and states are not abbreviated.

In the superscription there may be three lines or four. If there are three lines in the letter with open punctuation, a comma separates the city from the state. If there are four lines, no punctuation mark comes at the end of the lines.

Friendly form with closed punctuation.

1452 Oregon Avenue,
Hartford, Connecticut
July 30, 1948

Dear Susan,

Lovingly yours,

Marianne.

Note the commas and period in the heading and the period after Marianne.

Envelope - closed punctuation

STAMP

Marianne Jones,
1507 Maryland Avenue,
Woodsville, Missouri.

Miss Susan Sinden,
1325 Twenty-first Street,
Harveyville, Delaware,
or
Harveyville,
Delaware.

ASSIGNMENT II

Write from memory five complete friendly letter forms with open punctuation and in the indented style to three friends and two members of your family. Capitalize words of relationship like dad, father, mother if used as proper nouns.

There are only two grades for the letter form 100 or 0.

ASSIGNMENT III

Be prepared to write in class from memory such letter forms as your teacher may call for.

ASSIGNMENT IV

(a) Learn the heading for a rural address:

Box 39, R. F. D. 2
Gaithersburg, Maryland
September 17, 1940

or

Box 39, Route 2
Gaithersburg, Maryland
September 17, 1940

(b) Learn the superscription:

Mrs. Julian Hunter
Box 39, R. F. D. 2
Gaithersburg,
Maryland

242 West 34th Street
 Apartment 1
 New York, New York
 September 2, 1940

- (d) Write out numbers when the words have one or two syllables, but use figures when the words have three syllable.

562 Twenty -ninth Street
 or
 15 Second Street
 but
 1690 122 Street

Note that "th" rd" may be omitted.

ASSIGNMENT V

Write in rectangles, the addresses of five of your friends you write to, of the President of your school, of your minister, of two of your teachers, of your doctor, and of a lawyer you know.

SENTENCE STRUCTURE

1. To secure variety in sentence structure begin with a preposition phrase. Copy in your notebook twenty simple prepositions (consisting of one word) and ten phrasal prepositions-(See below page)

Like a beautiful vision she stood before me. In a few hours In a few hours she had recovered. Despite her illness she stood to testify. Into the beautiful garden the ruffians came shouting.

EXERCISE

1. Write ten sentences beginning with prepositional phrases.
2. You may also secure variety by placing the object of the verb first.
3. You may place the predicate adjective at the beginning.
 1. a. The fields were green.
 1. b. Green were the fields.

Write ten sentences with the following adjectives at the beginning: prejudiced, unusual, modest, erroneous, spacious, tall, magnificent, platitudious, effusive, gerierous, severe.

DICTIONARY STUDY

How many different meanings can you find for each of the following?

EXAMPLE page (side of a leaf)
 page (a small boy)
 page (in printing-the type set for
 page (moth resenbling a butterfly)
 page (in brickmaking-a track.

league, host, cunc , seal mood, sack, sound, lake.

Adverbs like adjectives are compared. There are three degrees: the positive, used when there is no comparison; the comparative used in comparing two; and the superlative used in comparing more than two.

Like adjectives, adverbs are compared in three ways:

- (1) by adding er and est to respectively to form the comparative and the superlative.
- (2) by prefixing the words more and most to form respectively the comparative and the superlative.
- (3) by a change of word.

(1) <u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
soon	sooner	soonest
thoughtlessly	more thoughtlessly	most thoughtlessly (or least)
well	better	best

Almost all adverbs of one syllable and some of two syllables add er and est to form the comparative and superlative degrees:

Positive	Comparative	Superlative
fast	faster	fastest
early	earlier	earliest

Nearly all adverbs of more than two syllables form the comparative and superlative with more(or less) and most (or least).

Positive	Comparative	Superlative
ignorantly	More ignorantly	most ignorantly
ignorantly	less ignorantly	least ignorantly

DRILL I

Compare the following adverbs. Write in the space provided.

POSITIVE	COMPARATIVE	SUPERLATIVE
1. easily	1. _____	1. _____
2. courteously	2. _____	2. _____
3. softly	3. _____	3. _____
4. hard	4. _____	4. _____
5. slow	5. _____	5. _____
6. gently	6. _____	6. _____
7. grimly	7. _____	7. _____
8. sullenly	8. _____	8. _____
9. insultingly	9. _____	9. _____

10. amazingly	11. _____	12. _____
11. sagely	12. _____	13. _____
12. cuculous	13. _____	14. _____
13. severely	14. _____	15. _____
14. often	15. _____	16. _____
15. late	16. _____	
16. soon		

DRILL 2

Learn the irregular comparison of the following adverbs.

POSITIVE	COMPARATIVE	SUPERLATIVE
late	later	latest, last
much	more	most
little	less	least
ill, badly	worse	worst
well	better	best
near	nearer	nearer, next
far	farther, further	farthest, furthest.

HOMONYMS (QUIZ)

1. CEILING	3. cellar	5. cent	7. chews
DEALING	seller	sent	chocse
		scent	
2. cell	4. censer	6. cereal	8. choir
sell	sensor	serial	quire

COMPOSITION - device

Transitional sentence. The word "transitional" comes from two Latin words, "trans" across and "it", go. A transitional sentence takes the reader across from one idea to another and thus serve as a mental bridge which makes travelling with the mind an easier process than it would ordinarily be. Note how the underlined sentences in the following selection takes us from one paragraph to the next.

These Quislings will be delivered by us on the morrow of victory to the justive of the Allied trabunials. That is our policy and that is our declaration.

It follows, therefore, that we shall give whatever help we can to Russia and to the Russian people. We shall appeal....

Churchill in America XIII, p. 276

2. Can we, the republics of the world, help the Old World to avert the catastrophe which inpendes? Yes, I am confident that we can.

I still have that confidence. There is no fatality which forces the Old World. Chrchull in America XIII, p. 144.

5. Equally, because we are Americans, and because we know it, no American nation seeks to deny any neighbor access to the economic and other resources which it must have to live in prosperity.

In these circumstances dreams of conquest appear to us as ridiculous as they are criminal... Roosevelt in America XIII, p. 145

EXERCISE

1. Bring in from your reading some examples of transitional sentences. What word or phrase forms the transition.
2. Write three examples (like the preceding) of paragraphs with the first sentence of the second paragraph a transitional sentence.

COMPOSITION

1. Write a letter to your parents or to a friend.

MINIMUM ESSENTIALS

(1) Note that many adverbs are independent

also	there	whither	already
how	why	thither	just
not	when	thence	(that is not
now	still	only	just right)
then	where	yet	so
why			

(2) Adverbs are often used independently. They do not modify any special element in the sentence.

- Obviously, that is right.
- Well, where do we go from here?
- Now, let us see what is wrong with you.
- Naturally, you wouldn't know anything about that.
- Incidentally, what do you think of this?
- Actually, that is just what I mean.
- Essentially, you and I believe alike.
- Yes, I am going.
- No, I did not know it.

DRILL

Write sentences using each one of the preceding adverbs independently.

3. Often there is used at the beginning of sentences to introduce the verb followed by the subject. In this case it is called the expletive ("filler-in") and has no meaning of its own.

There are five windows in the room. Window is the subject of the verb are. There is some butter in the pantry. Butter is the subject of the verb is.

In both of the sentences there has no meaning. Its function is merely introductory.

DRILL

1. Write in the blanks provided whether there in the following sentences denotes place or whether it is used as an expletive. (Write Place or Expl.)

- 1. There it lies, shorn of its bearty. _____
- 2. There are many eggs in the nest. _____
- 3. There goes he at full speed. _____
- 4. There it is. _____
- 5. There is only one more left. _____

6. There is no one who can solve this problem.
7. There are several ways of working this problem.
8. There lay the solution to the whole problem.
4. Many adverbs end in ly, but some adjectives have the same ending and should be differentiated from adverbs. Some adjectives ending in ly are manly, lovely, friendly, slovenly.
5. Some adverbs have the same form as the adjectives: quick, far, near, early, late, kindly, hard, straight, slow, sound, loud.
- ✓ Beside quick, slow, sound, loud, appear, quickly, slowly, soundly, loudly.

Run quick or quickly.
 Speak loud or loudly.
 Drive slow or slowly.
 Did you sleep sound or soundly last night?

Usually the forms without the ly are often used in speech more than the other forms.

6. Do not use a double negative.

Wrong: I didn't see nobody there.
 Right: I saw nobody ther. (omit adverb not).
 Right: I didn't see anybody there. (keep not and use anybody)

Correct the double negative in the following sentences.

1. He didn't do nothing about it. 2. I haven't never been there.
 3. He didn't know nothing about it. 4. I can't never please her.
 5. We couldn't hardly make it up the hill. 6. We hadn't scarcely any time to do the work. 7. You don't know nothing. 8. Don't never question my action. 9. I don't want nobody to disturb me.
 10. I haven't no patience with people like them. 11. The suit couldn't hardly fit him. 12. He said that he hadn't done nothing to cause all of this trouble. 13. Don't never talk to me about him again. 14. They told me that he wasn't no cabinet maker. 15. I am not going no where. 16. I don't have no money with me. 17. I am not never going to tell you. 18. The lady doesn't want nothing. 19. I didn't see nothing. 20. He hasn't done nothing for me. 21. I didn't do nothing bue sleep all day. 22. She didn't sing nothing. 23. We don't never go over there. 24. He don't hardly understand you. 25. When the time came hardly anybody wanted to go. 26. I can't hardly go farther. 27. He didn't never care to go. 28. I haven't never visited them.

SPELLING
 LESSON 5

four	truly	hoping	already	minute	studying	busy
fourteen	sure	whether	coming	February	whose	business
forty	surely	weather	dining	all ready	who's	those

Rule 4. The comma is used to separate appositives from the rest of the sentence. Donaldson, a patronymic, means son of Donalds. Washington pie, a layer cake with a filling of jelly, cream, chocolate, or something else, is very delicious

Rule 5. The comma is used to separate the grammatical elements of a series. The elements may be nouns, pronouns, adjectives, adverbs, verbs, infinitives, participles, gerunds, phrases, dependent clauses, and independent clauses or sentences. The use of the comma before the conjunction that joins the last two members is optional. Most writers however, prefer the comma.

DIRECTIONS: Punctuate the following sentences and write in the blanks provided the name of grammatical elements in a series. Underline these elements.

MODEL: He thinks of his project in the morning, at noon, in the evening, and at night. 1. prepositional phrases.

1. There are many types of years: a calendar year a lunar year a tropical year a solar year an astronomical year and a sidereal year. 1. _____
2. The priest wears a black zucchetto the bishop wears a violet one the cardinal wears a red one and the Pope wears a white one. 2. _____
3. Abbeville, France manufactures jewelry soap glassware velvets cottons and linens. 3. _____
4. Abbeville, South Carolina, produces cotton corn oats dairy and poultry products. 4. _____
5. It also has textile mills bottling works and railroad repair shops. 5. _____
6. The king became weary of their flattery cajolery fawning and adulation. 6. _____
7. After much torture the prisoner recanted confessed acknowledged his error and apologized. 7. _____
8. To know when one has had enough, to refrain, and to deny oneself should be one's aim. 8. _____
9. World War II left in its wake hunger, suffering, devastation,

- 10. Search for the beautiful, the true, and the good. 10. _____
- 11. We were unable to accept his foolish, silly, senseless, and irrational plans. 11. _____
- 12. I am fond of reading, hiking swimming and playing tennis. 12. _____
- 13. He spent most of his teaching edifying enlightening and serving other s. 13. _____
- 14. He has worked slaved and almost killed himself for his unthankful children. 14. _____
- 15. When leaves are green when fields are fair when skies are blue I love to roam amid rural scenes. 15. _____
- 16. Although he was persecuted although his friends forsook him and although his wife and children deserted he refused to recant. 16. _____
- 17. The man fell at his feet worn out weary haggard and exhausted. 17. _____
- 18. Myrrh cinamon and all kinds of costly spices were used by the embalmers of ancient Egypt. 18. _____
- 19. I came I saw I conquered. 19. _____
- 20. World War I was dreadful World War II was worse. 20. _____
- 21. "The Indian talked with sun moon stars clouds forest meadow and plain". 21. _____
- 22. By the terms of the treaty Henry III of England resigned all title to Normandy Maine Anjou Touraine and North Saintonge. 22. _____
- 23. Some of the main parts of an abbey are cellars cells chapter house choir cloister dormitory infirmary kitchen oratory palor and workshops. 23. _____

- 24. There were _____ abbeys _____ abbeys _____ and _____ abbeys _____
- 25. This author has dramatic sense humour balance and an understanding of children. _____ 25. _____

EXERCISE ADVERBS

Use very with adjectives and present participles. Use very much with past participles not very, when the participle has the force of an adjective.

<u>Adjective</u>	<u>Present Participle</u>
very <u>elemental</u>	very <u>exciting</u>
very <u>abnormal</u>	very <u>depressing</u>
very <u>serious</u>	very <u>surprising</u>

but

- very much surprised
- very much excited
- very much depressed
- very much disappointed
- very tired (force of an adjective)

DIRECTIONS: Place very or very much in the proper spaces.

<u>ADJECTIVE</u>	<u>PRESENT PARTICIPLE</u>	<u>PAST PARTICIPLE</u>
1. _____ able	1. _____	1. _____ broken
2. _____ abhorrent	2. _____ absorbing	2. _____ absorbed
3. _____ irregular	3. _____ purifying	3. _____ purified
4. _____ agreeable	4. _____ understanding	4. _____ misunderstood
5. _____ praiseworthy	5. _____ accomodating	5. _____ stood
6. _____ accurate	6. _____ entertaining	6. _____ entertained
7. _____ eccentric	7. _____ inviting	7. _____ accomplishe
8. _____ advantageous	8. _____ enbittering	8. _____ enbittered
9. _____ bold	9. _____ reasoning	9. _____ reassured
10. _____ abundant	10. _____ threatening	10. _____ threatened
11. _____ aggressive	11. _____ loving	11. _____ loved
12. _____ eager	12. _____ oppressing	12. _____ oppressed
13. _____ constant	13. _____ perplexing	13. _____ perplexed

EXERCISE ADVERBS

very or very much.

DIRECTIONS: Place very or very much in the spaces at the side of the sentences and in the blanks within the sentences.

- 1. It was _____ agonizing to hear him. 1. _____
- 2. The report was _____ to say the least. 2. _____
- 3. He was _____ alarmed at the story. 3. _____
- 4. It is _____ relieving to know that. 4. _____

5. John tells _____ amusing stories.
6. He was _____ bewildered by what _____ said.
7. How _____ bewildered he was!
8. Your tale is _____ bewildering.
9. John tells _____ amusing stories.
10. We are _____ amused at his entertaining stories.
11. The noise is _____ annoying.
12. I was _____ annoyed with him.
13. Your remark is _____ antagonizing.
14. He was _____ antagonized at your remark.
15. That is a _____ appalling situation.
16. She seemed _____ appalled at the state of affairs.
17. She is _____ aroused now.
18. That was a _____ arousing song.
19. Marian is _____ astute.
20. The girl was _____ attractive.

WORDS OFTEN CONFUSED

- | | | |
|---------------------------------|------------------------|---------------------|
| 1. avenge
revenge | 3. auditory
audible | 5. berth
birth |
| 2. on behalf of
in behalf of | 4. author
Arthur | 6. between
among |

EXERCISE - ADVERBS

very and very much.

DIRECTIONS: Place very or very much in the spaces at the side of the sentences and the blanks within the sentences.

1. That was a _____ atrocious crime.
2. That was _____ foolish remark.
3. The work on the farm will be _____ exhausting.
4. The servant was _____ exhausted.
5. His smiles are _____ deceiving.
6. The children were _____ deceived.
7. _____ deluding tales were bruted about.
8. The people were _____ deluded by these stories.
9. His _____ benign manner attracted the students to him.
10. The outlook seems _____ dark.
11. The sermon was _____ inspiring.
12. The audience was _____ inspired by the sermon.
13. My task is _____ confining.
14. The children were _____ confined.
15. Her _____ captivating manner attracted him.
16. He was _____ captivated by her manner.
17. He made a _____ threatening remark.
18. The oppoent was _____ threatened by his attacker.
19. Her _____ alluring manner attracted him.
20. He was _____ allured by her manner.

WORDS OFTEN CONFUSED

- | | | |
|-------------------------------|----------------------------------|----------------------|
| 1. biography
autobiography | 4. submerge
immerge
cnerge | 7. canvas
canvass |
|-------------------------------|----------------------------------|----------------------|

- | | | | |
|-----------------------|----------------------------------|------------------------------|---------------------------|
| 2. barren
borne | 4. submerge
immerge
emerge | 6. canon
cannon
canyon | 8. simulate
assumulate |
| 3. breadth
breathe | 5. emphimsim
enphemism | 7. canvas
canvass | 9. causal
casual |
| | 10. capital
capitol | | |

EXERCISE ERRORS IN USE OF ADJECTIVES AND
ADVERBS. most and almost

Most is an adjective and should not be confused with the adverb almost. Most means "greatest" in number, quantity, size, degree," and "nearly all". Most men means nearly all men. Almost means nearly only, not nearly all. When in doubt as to whether to use almost or most, substitute nearly and nearly all respectively. If the substitution makes sense, the forms are correctly used.

1. Most people would rather believe the untrue than the true.
1. Nearly all people would rather believe the untrue than the untrue.
2. Almost every one believes that it is true.
Nearly every one believes that it is true.

DIRECTIONS: Write the proper form in the spaces below and indicate whether the correct form should be the adverb or the adjective by placing adv. or adj. in the spaces at the right.

1. _____ (most, almost) students naturally like some recreation with their studies. _____
2. _____ all the faculty members are away for the summer. _____
3. _____ (most, almost) everybody enjoys good music. _____
4. Mother had (most, almost) decided to let me go. _____
5. Before we reached the top of the hill I was (most, almost) exhausted. _____
6. John has (most, almost) all of his lessons well learned. _____
7. We are (most, almost) home. _____
8. _____ (most, almost) all churches are built like this. _____
9. _____ (most, almost) all the students in this class like to play. _____
10. _____ (most, almost) always the library is free from noise. _____
11. _____ (Most, almost) every day I read your editorial in the paper. _____
12. _____ (most, almost) every one enjoys reading a good book. _____
13. I _____ (most, almost) always take this home. _____
14. You are _____ (most, almost) ready for graduation. _____
15. It is _____ (most, almost) time for the train to come. _____
16. He took _____ (most, almost) all the ice cream home. _____

Do not use the adjective some for the adverb somewhat.

Some means a certain one, as in the sentences.

Some man met me at the door, or being a part or unspecified number of a group as in the sentence.

Some people care for avocados, and others do not.

Somewhat means as an adverb in some degree or measure, or as an adjective.

DIRECTIONS: Write the proper form in the spaces below and indicate whether the correct form should be the adverb or the adjective by placing adv. or adj. in the spaces at the right.

1. He is _____ (some, somewhat) better today.
2. We were _____ (some, somewhat) disappointed in not meeting your mother.
3. After the long walk we were _____ (some, somewhat) rested the next morning.
4. He looks _____ (some, somewhat) sad since he returned.
5. I will be glad to work _____ (some, somewhat) this year.
6. This is some lovely weather.
7. I did work some.

PREFIXES (QUIZ) See Chart

1. bi - bin for bi confused with Latin bini; bis used sometimes before s, c, or a vowel bis-cuit, (twice-baked) bin-ocular (pertaining to both eyes)
2. con - (con; cum) - with, together, in conjunction, very con before b; m, p, and sometimes f; col by assimilation before i; cor before r, con before any consonant except b, h, l, n, p, r, and w, and sometimes before other consonants. Also co; cooperate, work together correlate (relate with). con-sensus (a thinking with)
3. contra - (counter, contro), against, contrary, opposite, contra-diction (a speaking against) counter-ac (frustrate)
4. de- down, off, away from, out of, adds emphasis. de- cay (fall away, waste away)
5. dis - (de, des, di, def) apart, parting from, undoing, reversal. di before b, d, g, l, m, n, r, v, divert (turn from)
dis - appoint (appoint not) You should never after this misspell dis-appoint.
6. di twice, double di-chromatic (showing two colors) du-plex (two and plicare "fold, double, two fold.")
7. ex-out of; from; off, without, formerly, but not now. e before b, d, g, h, l, m, n, r, and v ec before e (ecstasy, a standing out of oneself) ef before f- (effuse; sometimes es, as in escape) ex - edus (a going out)
8. extra - outside of, beyond extra-curricular
9. in (il before l, ir before r etc, before gn equals i as in ignore not know) not in-soluble (not soluble) il-literate (not literate)
10. in (en, en, il, ir, etc) in, into, on, toward, within, inclose.
11. inter (enter, intel) among, between intelligent, enterprise

ERRORS IN USE OF ADJECTIVES
AND ADVERBS

good and well.

Do not use the adjective good for the adverb well. Betty plays the piano good.

Good is an adjective and should never modify a verb. The correct form is well. Betty plays the piano well.

Incidentally well is also an adjective meaning the opposite of sick. I was sick for two weeks, but I am now well.

DIRECTIONS: Write the proper form in the spaces below and indicate whether the correct form should be the adverb or the adjective by placing adv. or adj. in the spaces at the right.

MODEL: 1. The girl sings well. 1. adv.

- | | |
|--|-----------|
| 1. The students work _____. | 1. _____ |
| 2. Mary plays the piano _____. | 2. _____ |
| 3. I didn't study my lesson _____. | 3. _____ |
| 4. You can't study _____ if you are sick. | 4. _____ |
| 5. My daughter did not do her tests. | 5. _____ |
| 6. The radio does not work. _____. | 6. _____ |
| 7. My automobile runs _____. | 7. _____ |
| 8. He speaks Spanish _____. | 8. _____ |
| 9. He certainly sang _____. | 9. _____ |
| 10. She draws _____. | 10. _____ |
| 11. My car runs _____. | 11. _____ |
| 12. The man speaks _____. | 12. _____ |
| 13. The lawnmower cuts _____. | 13. _____ |
| 14. I did _____ in geometry. | 14. _____ |
| 15. You should have sufficient sleep | 15. _____ |
| 16. The boy does his work _____. | 16. _____ |
| 17. Sit where we can hear _____. | 17. _____ |
| 18. Can you see _____? | 18. _____ |
| 19. You speak _____. | 19. _____ |
| 20. Shake _____ before using. | 20. _____ |
| 21. Be sure to sweep _____. | 21. _____ |
| 22. This cloth wears _____. | 22. _____ |
| 23. He can tell a story as _____ as I can. | 23. _____ |
| 24. You can speak _____ enough to enter the contest. | 24. _____ |
| 25. John plays as _____ as any one in the band. | 25. _____ |

REAL AND VERY.

Real is an adjective and should not be used for the adverb very or really. Real means actual, true. Very as an adverb means exceedingly, extremely.

"It is real hot today" means "It is true hot today."

"It is very hot today" means "It is extremely hot today."

DIRECTIONS: Write the proper form in the spaces below and indicate whether the correct form should be the adverb or the adjective by placing adv. or adj. in the spaces at the right.

- 1. Martha, you cook _____ (real, very) well. 1. _____
- 2. The sun seems to set _____ (real, very) early now. 2. _____
- 3. Did you listen _____ (real, very) attentively. 3. _____
- 4. He owns a _____ (real, very) expensive car. 4. _____
- 5. The aviator flies his plane (real, very) high. 5. _____
- 6. This is a _____ (real, very) cold day. 6. _____
- 7. Drive _____ (real, very) slowly over the rough road. 7. _____
- 8. They play _____ (very, real) good. 8. _____
- 9. This book is _____ (real, very) interesting. 9. _____
- 10. There is a _____ (real, very) fence around the school. 10. _____

ERRORS IN USE OF ADVERBS: any place and any where

DO NOT USE
ANY place
every place
no place
some place

USE INSTEAD
anywhere
everywhere
nowhere
somewhere

Do Not put and s on anywhere, somewhere, etc.
Not desirable:

- I left it some place
- I left it somewhere
- I left it in some place

- Not desirable: Every place i go, I see her,
- Better: Everywhere I go, I see her.
- Not desirable: I see them no place.
- Better: I see them nowhere.
- Not desirable: I can't find it any place.
- Better: I can't find it anywhere.

Correct the following sentences by crossing out the undesirable form and writing in the blank the preferred form.

- 1. Put it some place _____ until I have time to use it.
- 2. I looked every place _____ for it.
- 3. I looked everywhere's _____ for it.
- 4. I have gone every place & _____ you told me to go, and still I can't find one.
- 5. She leaves the house and goes someplace _____ every night.
- 6. The boys searched every place _____ for the ball.
- 7. They could find it no place _____
- 8. Did you see him anyplace _____?
- 9. May, left her hat someplace _____ for the treasure.

ERRORS IN USE OF ADVERBS

Can't hardly, Scarcely, But, Only, Help but, Never

Do not use a negative with these expressions:

- Incorrect: We couldn't hardly tell the difference.
 correct: We could hardly tell the difference.
 Incorrect: They couldn't go only on Mondays.
 Correct: They could go only on Mondays.
 Incorrect: They didn't see but one store.
 Correct: They saw but one store.
 Incorrect: I couldn't scarcely see him in the dusk.
 Correct: I could scarcely see him in the dusk.
 Incorrect: I couldn't help but see him.
 Correct: I couldn't help seeing him.

DIRECTIONS: Rewrite the following sentences correcting the errors.

1. They couldn't help but laugh when they saw him
2. They aren't never here when we want them.
3. She can't scarcely see you.
4. You haven't hardly ever been sick.
5. The husband couldn't hardly bear his wife's death.
6. The team hadn't scarcely much time left to play.
7. Tom couldn't hardly manage the horse.
8. The gloves couldn't hardly fit my hand.
9. I thought that the coat wouldn't hardly fit.
10. We hadn't scarcely much time to eat.
11. The fog was so tense I couldn't scarcely see how to drive.
12. He didn't hardly have time to run before the tree fell.
13. James couldn't hardly steer the car.
14. I don't hardly know her.
15. You can't scarcely walk through the crowd.
16. We haven't scarcely had time to arrange for it.
17. There isn't hardly any need for you to come.
18. You aren't hardly well enough to work.
19. I don't hardly feel like going.
20. He isn't hardly old enough to vote.
21. When I first saw you I couldn't scarcely tell who you were.

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DICTIONARY STUDY

Consult an unabridged dictionary to see how these words are used.

- | | |
|-----------------|------------------|
| 1. indigencus | 11. agilely |
| 2. resiliency | 12. verbosc |
| 3. enconium | 13. prolex |
| 4. urbave | 14. tautology |
| 5. egregius | 15. pleousn |
| 6. peregrative | 16. redundancy |
| 7. adanant | 17. quixotic |
| 8. eulogize | 18. incredulous |
| 9. acrinionicus | 19. octogenarian |
| 10. morose | |

ERRORS IN USE OF ADJECTIVES AND ADVERBS

Remember that an adjective modifies a noun or pronoun. An adverb modifies a verb, adjective or another adverb. If the verb expresses action the word following should be an adverb.

In the sentence, The boys looked sorrowfully at the Judge, looks is a verb of action and therefore should be followed by an adverb.

The food smells delicious.

Smells is a word of being. We mean that the food is delicious.

The food does not do the smelling. It is therefore, correct to use the adjective delicious to modify the name food.

DIRECTIONS: In the following sentences place the proper word in the space at the end of the sentence and tell why.

- | | |
|---|-----------|
| 1. The boy looks (bad, badly) to me. | 1. _____ |
| 2. He speaks (rapid, rapidly). | 2. _____ |
| 3. This milk tastes (sour, sourly). | 3. _____ |
| 4. New mown hay always smells (sweet, sweetly) | 4. _____ |
| 5. To him she looked as (pretty, prettily) as a picture. | 5. _____ |
| 6. The air feels (cold, coldly) | 6. _____ |
| 7. The boy looked very (angry, angrily) at his teacher. | 7. _____ |
| 8. You must go as (quickly, quick) as possible. | 8. _____ |
| 9. Did you sleep (comfortable, comfortably) last night. | 9. _____ |
| 10. The music looks (easy, easily) but the notes do not seem correct, correctly). | 10. _____ |
| 11. After the rain the grass looks (fresh, freshly). | 11. _____ |
| 12. Some persons grow (irritable, irritably) as they grow older. | 12. _____ |
| 13. She always speaks (firm, firmly) to her children but never (loud, loudly). | 13. _____ |
| 14. Never speak (careless, carelessly). | 14. _____ |
| 15. Your speech sounds (bad, badly). | 15. _____ |
| 16. She tasted the hot chocolate (cautious, cautiously). | 16. _____ |
| 17. He took the matter very (serious, seriously). | 17. _____ |
| 18. This cloth feels (rough, roughly) | 18. _____ |

- 19. He blew the whistle (steady, steadily)
- 20. The sour tastes (sour, sourly).

19 _____
 20 _____

EXERCISE

Use of adjectives or adverbs after feel, look, appear, taste, sound, seen, become, smell.

RULE: Always use the predicate adjective after feel, look, appear, taste, sound, smell, seen, become, when, the attention is focused on the subject.

DIRECTION: Place the correct word in the blank space at the end of the sentence.

- 1. The boy looked (angry, angrily) 1. _____
- 2. The boy looked (angry, angrily) at the teacher. 2. _____
- 3. The Chinese looks (wretched, wretchedly) 4. _____
- 4. The Chinese looks (wretched, wretchedly) at his wife. _____
- 5. You look (hungry, hungrily) are you? 5. _____
- 6. The refugee looked (hungry, hungrily) at the food. 6. _____
- 7. Mary felt (bad, badly) over the matter. 7. _____
- 8. That electric bell sounds (sharp, sharply). 8. _____
- 9. The orange tastes (sweet, sweetly) 9. _____
- 10. He feels (ill, badly) 11. _____
- 11. You look (sad, sadly) 11. _____
- 12. The food tastes (sour, sourly) 12. _____

EXERCISE

Write sentences containing the following: feel, look, appear, taste, sound, seems, be, smell.

EXERCISE

Sure and surely

Sure is often misued for surely as in the sentence: I sure am hungry. It should read, I surely am hungry.

DIRECTIONS: Place sure or surely in the space within the sentence and in the end of the sentence.

- | | |
|--|-----------|
| 1. I _____ enjoyed the party. | 1. _____ |
| 2. _____ nobody will care to go. | 2. _____ |
| 3. I _____ am tired. | 3. _____ |
| 4. We _____ enjoyed the boat ride. | 4. _____ |
| 5. You are _____ in a predicament. | 5. _____ |
| 6. I will _____ repay you | 6. _____ |
| 7. We are _____ glad you came to visit us. | 7. _____ |
| 8. This is _____ the best way to go home. | 8. _____ |
| 9. You will _____ reap what you sow. | 9. _____ |
| 10. Be not disturbed _____ he will return. | 10. _____ |
| 11. We _____ are having some cold weather today. | 11. _____ |
| 12. I _____ was glad to get home. | 12. _____ |

VOCABULARY ADVERBS

- | | |
|---|--------------------------|
| 1. Write connected sentences using the following adverbs. | |
| (In adverbs) | Impression of |
| 1. precipitately
hastily
helter-skelter | 1. haste |
| 2. drowsily
wearily
dully
monotonously | 2. fatigue |
| 3. subtly
cunningly
insidiously
stealthly | 3. craftiness,
deceit |
| 4. ludicrously
grotesquely
oddly
whimsically
fantastically
queerly | |

1. Do not use kind of and sort of to modify verbs and adjectives.

Substitute the following:

- somewhat
- somehow
- for some reason
- rather
- after a fashion

Poor: He sort of fascinates one.
 Better: He somehow fascinates one
 (rather)
 (for some reason)

2. Do not say out loud. Say only aloud or loud.

Change the incorrect forms.

DRILL

- | | |
|--|-----------|
| 3. The next day she looked somewhat rested. | 3. _____ |
| 4. Your attitude about the matter shows what kind of character you have. | 4. _____ |
| 5. Lillian called out loud to Mary to wait for her. | 5. _____ |
| 6. She sort of intrigued me. | 6. _____ |
| 7. This is sort of a nice suit. | 7. _____ |
| 8. Do not speak out loud to me. | 8. _____ |
| 9. She said that talked out loud in class. | 9. _____ |
| 10. What kind of a flavor is this. | 10. _____ |

Quite

Quite is often misued.

Quite should be placed as near as possible to the word it modifies.

Quite means completely, wholly, positively, really.

DRILL

Correct the following sentences.

1. The rain has not quite ceased.
2. The moon is quite clear to night.
3. This house quite large.
4. I am quite well satisfied with the work.
5. I do not quite understand your questions.
6. We can hear you quite distinctly
7. This house is quite Large.
8. You are quite right but there is more to the answer.
9. I do not want quite that many.
10. The tree has not quite shed all of its leaves.
11. Intended to write something quite different.

12. I am quite sure that trip will take about two hours.

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that

"That" may refer to either persons or things.

After verbs of saying, feeling, thinking remember to use the subordinate conjunction.

All right: He said that he was going home.

Right: He said that he was going home.

That should never be used as an adverb.

Wrong: We rode only that far.

Right: We rode only so far.

Never use this here, that there, or where at.

Wrong: I am talking about this here book.

Right: I am talking about this book.

Wrong: Look at that there car.

Right: Look at that car.

Do not use this as an adverb.

Wrong: Did you read this far.

Right: Did you read so far.

This is singular and these is plural. This modifies a singular noun.

Wrong: I want these kind of oranges.

Right: I want this kind of orange.

DRILL

Study carefully the following sentences:

1. He thinks everyone knows about those kind of weapons. _____
2. These kind of carpenters are difficult to hire. _____
3. These type of reports are easy to render. _____
4. He stated that those kinds of things have happened before. _____
5. With these kind of statements made I knew what to do. _____

4. Place a participial phrase between the subject and the predicate.

Ex. The baby, seeing that it was ignored, fell fast asleep.

The lawyer, perceiving the trend of his client's remarks, suddenly intercepted them.

5. Place an adjective clause or adverbial clause between the subject and the predicate.

He displayed when he was very angry an unusual temper/
The president, who happens to be away now, will write you.

6. Place an infinitive phrase between the subject and the predicate.

Any student, to succeed, must study conscientiously.

EXERCISE

- 1. Write two sentences illustrating each of the preceeding divices for securing variety.
- 2. Consult any page of reading material and see whether you find any simular divices for securing variety sentences in structure.

COMPOSITION

Write a friendly letter. MINIMUM ESSENTIALS

ESSENTIAL (RESTRICTIVE) AND NON-ESSENTIAL (NON RESTRICTIVE CLAUSES)

6. A restrictive or essential clause should not be separated from the rest of the sentence by commas. A non-essential or non-restrictive clause should be set off from the rest of the sentence by commas.

- 1. The radio which you see there is mine. (essential)
- 2. My radio, which you see there, is broken (non-essential)
- 3. My radio which you see there is broken.

In sentence 1. the relative clause cannot be omitted without inpairing the sense of the sentence. According to Sentences 2 the speaker has only one radio; hence, the relative clause which you see there is non-essential and should be set off by commas. According to Sentence 3. the speaker has many radios, and it is the "radio which you see there" that is broken. The radio which you do not see there is not broken.

DRILL

Punctuate correctly the following sentences containing nonessential and essential clauses. Copy them in you notebook.

- 1. El Salvador which is a thickly populated country is a Central American republic.
- 2. That custom which rrequires a best man at wedding is said to be a survival of primitive marriages.
- 3. A dictionary which was published in London in 1785 defines "moonshine" as illebal brandy smuggled by night.
- 4. Death Valley which is 276 feet below sea level is the lowest point in the United States proper.
- 5. A man who was never president became an "expresident".
- 6. Caronian parakeets which are destructive to crops, are now almost extinct.
- 7. The men who left the fort first were the ones who were killed.

8. Mount Lassen which was named after Peter Lassen is the Sierra Nevada mountains.

9. The only volcano in the United States which has been witnessed in eruption is said to be Mount Lassen.

10. The letters "O. N. T." which one sees on spools of thread are trade marks meaning Our New Thread."

11. The expression "seven league boots." means anything which assists speed or achievement.

ADVERBS ERRORS IN USE OF

Home and at home

Do not use home for at home. Home should be used to express motion as

They are coming home tomorrow.

They are at home(not they are home.)

I left my book at home (not I left my book home.)

DIRECTIONS Place the proper form in the space at the end of each sentence.

- 1. Meet me (home, at home) 1. _____
- 2. Please be (home, at home) when I get there. 2. _____
- 3. Were you (home, at home) when I called. 3. _____
- 4. I would like to (home, at home) when you come. 4. _____
- 5. Leave my clothes (home, at home) 5. _____
- 6. When will you be (home, at home) 6. _____
- 7. What time is the doctor (home, at home?) 7. _____
- 8. My aunt did not stay (home, at home today). 8. _____

WHERE AND WERE AT.

Do not use where for that.

Wrong: This morning I read in the paper where plane was lost.

Right: This morning I read in the paper that a plane was lost.

DIRECTIONS: Write the proper form in the space at the end of each sentence.

- 1. Did you read where a hurricane destroyed a Florida Coast City. 1. _____
- 2. I heard over the radio where weather conditions favored crop production. 2. _____
- 3. I see where you will spend the summer in France. 3. _____
- 4. I read in today's paper where your son got married. 4. _____
- 5. I did not read where the boy got killed. 5. _____
- 6. In a recent issue of "Life" magazine I read where Charles Evan Hughes could read the Bible in Greek at the age of 8. 6. _____

7. Did you hear where the Federal Savings Bank was robbed? 7. ~~_____~~
8. In the book "Short Speech" by James Thompson Baker I read where nine out of ten people do not, correctly pronounce such words as "statistics", "inexplicable," "despicable," "indissoluble." 8. _____
9. I have just read where the President dies. 9. _____
10. Did you read where Mrs. Smith's hour burned? 10. _____

COMPOSITION DEVICE

REPETITION

Repetition is used for emphasis. Repetition may be bad as in the following:

1. It is good to see you here. It is good because you have been away for a long time.
2. He attended school at Mott school.
3. She hummed the tune of "beautiful Isle" as she was walking down the aisle. 4. One of the first tales she told was the one about one of her experiences. 5. There we saw in the distance a big tree with big branches on it. The berries on the branches were very big too.

Repetition however may be very effective as in the following;

Read these selections aloud, they are taken from speeches.

1. "To change a whole nation for a basis of peace time production of implements of peace to a basis of war is no small task."

Roosevelt, America XIII, p.235

2. In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms. The first is freedom of speech and expression everywhere in the world. The second is freedom of every person to worship God in his own way everywhere in the world. The third is freedom from want which, translated into world terms, means economic understandings which will secure to every nation a healthy peace time life for its inhabitants everywhere in the world. The fourth is freedom from fear which, translated into world terms, means a world wide reduction of armaments to such a point... that no nation will be in a position to commit an act of physical aggression against any neighbor anywhere in the world.

Ibid. pp. 250,251

3. We as good neighbors are turnfirends because we maintain our own rights with frankness, because we refuse to accept the twists of secret diplomacy, because we settle our disputes by consultation, and because we discuss our common problems in the spirit of the common good.

Ibid. p. 121.

4. Defense cannot be static. Defense must grow and change from day to day. Defense must be dynamic and flexible. Ibid. p, 158.

5. We will never parley; we will never negotiate with Hitler or any of his gang. We shall fight him by land; we shall fight him by sea; we shall fight him in the air, until with God's help, we have rid the earth of his shadow and liberated its people from his yoke.
Churchill, America XIII, p. 276

6. Yesterday the Japanese government also launched an attack against Malaya

Last night Japanese forces attacked Hongkong.

Last night Japanese forces attacked Guam.

Last night Japanese forces attacked the Phillipine Islands.

Last night the Japanese attacked Wake Island

And this morning the Japanese attacked Midway Island.

Roosevelt, in America XIII, P. 303

EXERCISE

Imitate these six selections. Be sure that your repetition is no babyish but forceful.

Read these Sentences:

1. Birds fly south in the winter.
2. Leaves turn yellow and red in the autumn.
3. He did nothing for his father

In the first sentence the word in is placed before winter and shows the relation of winter to the act of flying. The word in is a preposition. The word preposition is derived from the Latin word "praepositio" which means that placed before. Prepositions are placed before nouns or substantives and are said to govern them. Such nouns are in the objective case.

In the second sentence, in shows the relation between autumn and turn.

In the third sentence, for shows the relation between father and did.

The word which the preposition governs is the objective case.

LIST OF PREPOSITIONS

The following words are prepositions:

about	aslant	despite	till
above	athwart	during	underneath
after	but	in	to
at	by	into	under
across	before	near	until
against	behind	notwithstanding	unto
along	beneath	off	with
amidst, amid	below	on	without
among, amongst	beside	over	within
around, round	between	since	up

Some prepositions are derived from verbs:

- | | |
|---------------|--------------------|
| 1. barring | 8. pending |
| 2. concerning | 9. notwithstanding |
| 3. except | 10. regarding |
| 4. during | 11. respecting |
| 5. excepting | 12. saving |
| 6. including | 13. save |
| 7. past | 14. touching |

Some prepositions consist of more than one word. These are called phrasal prepositions.

- | | |
|------------------------|------------------------|
| 1. according to | 17. in compliance with |
| 2. along with | 18. in consequence of |
| 3. apart from | 19. in front of |
| 4. as far | 20. in opposition to |
| 5. as regards | 21. in place of |
| 6. as to | 22. in preference to |
| 7. because of | 23. in regard to |
| 8. by means of | 24. in spite of |
| 9. by reason of | 25. instead of |
| 10. by virtue of | 26. on account of |
| 11. by way of | 27. out of |
| 12. for the sake of | 28. regardless of |
| 13. in regard to | 29. with reference to |
| 14. in accordance with | 30. with regard to |
| 15. in addition to | 31. with respect to |
| 16. in case of | |

DRILL I

Underline the preposition once and the object of the preposition twice.

1. This is a book about the French Revolution. 2. Evidence of his guilt was manifest. 3. Sometimes the wood of trees is frozen very hard. 4. He looks the same in winter and summer. 5. We shall not tolerate any violation of the law. 6. certain mountain districts of some states are proverbial for illicit stills. 7. The smuggler plied their trade by night across the lake. 8. They took the children from France to England. 9. The Chinese were caught for smuggling dope into California. 10. During World War I the statement "They shall not pass" became very famous. 11. Many people attribute many statements to the Bible incorrectly. 12. The enemy launched many furious attacks against the city. 13. Meet me at two o'clock before the station. 14. He found his key among the things he had thrown behind the shed. 15. The airplane sped above trees, buildings, and clouds.

DRILL II

DIRECTIONS: Same as for Drill I.

1. After twelve o'clock ring the bell. 2. This word is used in its accepted sense. 3. They fought against the Italians. 4. The cottage was built amid the beautiful green trees. 5. Divide this cake among the children. 6. The box slipped off the table. 7. He died "with his boots on." 8. He laid the bundles upon the table. 9. He has travelled around the world. 10. A cluster of trees is aslant the brook. 11. The chicken jumped from the barn.

12. They fight with javelins.
13. He threw the stone from the window.
14. He clung to her apron.
15. He talked to me about swearing.
16. John worked hard for the prize.
17. You must stick to facts.
18. Mary was stricken with pneumonia.
19. The child's heart swelled.
20. You may go with me.
21. He told me the truth about it.

DRILL III

DIRECTIONS: Same as 1.

1. Everyone went but me.
2. He was betrayed by his enemies.
3. She went before him.
4. You will find the book behind the desk.
5. Look below.
6. The gardner puts the plants deep beneath the soil.
7. The boy stood helplessly before the Judge.
8. The lecturer stood behind the desk and spoke.
9. You must stand beside your brother.
10. John may stand between Henry and me.
11. There is hope beyond this vale of tears.
12. I shall go despite your entreaty.
13. My daughter lives in Akron, Ohio.
14. John talked me into believing that.
15. He asked to sit near the door.
16. You may go notwithstanding his suggestion.
17. I will not express my opinion of him.
18. James fell off the house.
19. The Professor lives on a farm.
20. It is sad to see her mourn over her loss.
21. We rode past the house before stopping.
22. I have not been there since last year.
23. I did not hear you before I went through the gate.
24. They rode toward the watermill.
25. I remained here throughout the day.
26. I will remain till her return.
27. Violets are growing underneath the maple tree.
28. Your translation is true to the original.
29. The road winds under the bridge.
30. You must wait until the ringing of the bell.
31. He did it unto me.
32. You must learn to type with speed.
33. Everyone should live within his income.
34. Are you going without me?
35. You must tread softly upon this soft ground.
36. The event was celebrated with songs and short speeches.
37. Barring the accident, we had a pleasant day.
38. I want to see you concerning an important matter.
39. Come to see me sometime during the day.
40. You may invite everyone except the following persons.
41. It is past time to go home.
42. I shall hold this money pending the receipt of your letter.
43. He is going notwithstanding the objection.
44. I am writing to you regarding your property.

PREFIXES (Lee Chart) QUIZ

1. intro - within, to into
2. juxta - near to
3. male (mal) - badly, evil, ill
4. non - not, not one
5. ob (o, oc, of, op, os, obs,) - against, down upon, in the way.
6. pen, pene - almost
7. per (par, pal, pil) - through, throughout, throughly
8. post - after
9. pre - before, forth
10. preter - (praeter) past, beyond, by, more than
11. pro (prod, prof, pal, por, pur) - in behalf of, for, in place of.
12. re (red) - again, back, against, or opposite act.
13. retro - backward, again.
14. se (sed) - away from, apart, aside
15. semi - half
16. sine - without
17. sub (suc, suf, sug, sum, sup, sur, sus) - under, from, below, sub-way.
18. subter - under
19. super - above, over, beyond
20. trans (tran, tra) across, beyond

Remarks

The preposition with its object is called a prepositional phrase.

When the prepositional phrase modifies a verb or an adjective, it is used as an adverb and is called an adverbial prepositional phrase.

1. Edward V was murdered in the Tower of London at the age of thirteen. In the tower of London is an adverbial prepositional phrase answering the question where? Hence it is an adverbial phrase of place.

At the age of thirteen is an adverbial prepositional phrase answering the question when. Hence it is an adverbial phrase denoting time.

2. The father listened with patience.
With patience is an adverbial prepositional phrase answering the question how. Hence it is an adverbial clause denoting manner.

3. The women wept for joy.
For joy is an adverbial prepositional clause answering the question why. Hence it is an adverbial clause denoting cause.

PREPOSITIONAL PHRASES

Adverbial

NAME DATE SCORE

Prepositional adverbial phrases

DIRECTIONS: Under line the following sentences and copy the verbs they modify in the spaces provided.

Model: The treaty was signed by the two kings at Abbeville. - signed

- 1. His son studied at the Pannsylvania Academy of Fine Arts. _____
- 2. The father and sons moved to New York where they drew
illurtrations for periodicals. 2. _____
- 3. Monastories originated first in the East 3. _____
- 4. The minister retained his position for fifteen years. 4. _____
- 5. His mastery of Greek placed him beside the leading
scholars of the word. 5. _____
- 6. For five years he labored untiringly on the project. 6. _____
- 7. My brother graduated at the University of the City of 7. _____
- 8. He practised law his father from 1900 to 1910. 8. _____
- 9. Despite sickniss he performed his duries until death 9. _____
- 10. His preaching was so intense that he would often send his
hearers into convulsion. 10. _____
- 11. Charles Lamb collaborated with his sister Mary in
adapting the plays of Shakespeare to children's reading 11. _____
- 12. It is said that Aeschylus was killed by a tortoise. 12. _____
- 13. Gorham Abbott founded the institute with his brother. 13. _____
- 14. Aeschylus died in Sicily and was buried at Gela. 14. _____
- 15. The article was copied by the monk. 15. _____
- 16. Have you seen the writing in the sky. 16. _____
- 17. Put your name on this paper. 17. _____
- 18. I have not played on the piano for a long time. 18. _____
- 19. He placed it in the corner. 19. _____
- 20. The outlaws loved in the forest. 20. _____

6. The teacher _____

7. The white snow flakes fell _____

8. The murmuring brook ran _____

9. The package sits _____
 10. The big ships sail fast _____

2. Use each of the following phrases as adverbs modifying a verb in a sentence. Underline the preposition once and its object twice.

- | | |
|---------------------------|-----------------------------------|
| 1. in the room | 11. over the mountain |
| 2. into the room | 12. since last Monday |
| 3. within the yard | 13. throughout the land |
| 4. upon the rock | 14. during the interim |
| 5. off the rock. | 15. despite his protests |
| 6. on the top of the hill | 16. between S Street and T Street |
| 7. under the table | 17. before the attack |
| 8. underneath the edge | 18. above the clouds |
| 9. till noon | 19. by the window |
| | 20. on the ground |

3. Use each of the following phrases as adverbs modifying verbs in a sentence. Underline the preposition once and its object twice.

1. in patience
2. for fame
3. of malnutrition
4. with great harshness
5. with pleasure
6. with the timbrel and harp
7. in peace
8. in silence
9. for love of country.

ADVERBIAL PHRASES MODIFYING ADJECTIVES

Note in the following sentences how the prepositional phrases modify adjectives.

He was full of joy at the proposal.
 The dress was blue in color.

DRILL I

Underline the adverbial prepositional phrases that modify only adjectives. Underline the adjective once and the phrase twice.

1. He was undaunted in battle.
2. Always remain true to your mother.
3. She is extremely kind in action and in word.
4. You must be ignorant of her deeds.
5. The master was very friendly to the slave.
6. Generous in deed and kind of speech, he was beloved by all.
7. The letter h is sometimes weak in sound.
8. If you are careless in little things, you will not always be successful in big things.
9. The hero was modest of speech.
10. She was very bold at home but exceedingly timid away from home.

DRILL II

Write ten sentences with adverbial prepositional phrases modifying

adjectives.

REMARKS

Prepositional phrases may be used as adjectives. For example I may say,

- 1. Strong men are admired
- 2. Men of strength are admired.

In Sentence 2 of strength is equivalent to the adjective. strong in in Sentence 1.

Compare the following:

- | | |
|---------------------------------|---------------------------------------|
| 1. <u>Courageous</u> men and | 1a. Men <u>of courage</u> |
| 2. <u>Industrious</u> men and | 2a. Men <u>of industrious</u> habits. |
| 3. <u>Silent messengers</u> and | 3a. Messengers <u>of silence</u> . |
| 4. <u>Modest</u> men and | 4a. Men <u>of modesty</u> |
| 5. <u>Cultured</u> students and | 5a. Students <u>of culture</u> |
| 6. <u>Wise</u> prophets | 6a. Prophets <u>of wisdom</u> |
| 7. <u>Loyal</u> soldiers and | 7a. Soldiers <u>of loyalty</u> |

PREPOSITIONAL-PHRASES-ADJECTIVE

NAME.....DATE.....SCORE.....

DIRECTIONS: Underline prepositional adjective phrases in the following sentences and copy the words they modify in the spaces provided.

MODEL: The treaty was made between Louis IX of France and Henry III of England.

Louis IX
Henry III

- | | |
|---|-----------|
| 1. The king's title to these possessions was disputed. | 1. _____ |
| 2. Did you enjoy your visit to Mount Vernon? | 2. _____ |
| 3. The man's love for English country life and scenery and for the old English poets is well known | 3. _____ |
| 4. Much of his work was pursued at the university of his parent's choice. | 4. _____ |
| 5. Mr. Jones was one of the trustees of the British Museum. | 5. _____ |
| 6. Pepy's Diary is of great contemporary value. | 6. _____ |
| 7. His contributions to periodicals is by no means negligible. | 7. _____ |
| 8. Alexander Abbott became professor of hygiene and director of hygiene at the University of Pennsylvania | 8. _____ |
| 9. Gorham Abbott founded in 1845 the Abbott Institute for women. | 9. _____ |
| 10. He and his brothers were pioneers in women's higher education. | 10. _____ |
| 11. The Brown family at home presented a happy inspiration to us. | 11. _____ |

- 12. Seneca classified 5,000 abbreviations in use among the Romans. 12.
- 13. Precious were his tears of joy. 13.
- 14. Songs of gladness were sung through out the night. 14.
- 15. The sound of the brook was pleasant. 15.

EXERCISE

NAME.....DATE.....SCORE.....

DIRECTIONS: Underline the prepositional adjective phrases in the following sentences once and the nouns they modify twice. Write the nouns in the spaces provided.

- MODEL: He heard the gay twitter of birds. 1. Twitter
- 1. He could not refute the arguments of Bacon. 1.
 - 2. The time after dinner is the best time. 2.
 - 3. He sat the cottage in the words but not the one in the meadow. 3.
 - 4. The snow upon the mountains does not always melt. 4.
 - 5. Do you see the man with the withered hand. 5.
 - 6. The house within the clearing caught fire. 6.
 - 7. There came to the window a sound of distant music. 7.
 - 8. We could hear the roar of the lion in the darkness. 8.
 - 9. The Iliad of Homer is a great epic. 9.
 - 10. The clouds of grief have forever rolled away. 10.
 - 11. The pupil between the desks is the one. 11.
 - 12. The books on the seat are yours. 12.
 - 13. The books underneath the seat are yours. 13.
 - 14. The moments during the day are full of gold. 14.
 - 15. The pasture on the other side looks greenest to me. 15.
 - 16. There is a land of sunshine beyond the rainbow. 16.
 - 17. All of the students passed except Johnnie May. 17.
 - 18. The man without a hat threw the stone at Joe. 18.
 - 19. The boy before the desk came into the room late. 19.
 - 20. Her profile of patrician appearance attracted him. 20.

ORAL DRILL I.

Point out the adjective prepositional phrases and tell what they modify.

- 1. The beginning of the river is in the county of Madison.
- 2. The review drills with their questions should inspire one to greater study.
- 3. Five percent of the fatalities were children.
- 4. He is a diligent student of the Bible.
- 5. A sun of brass shone down on the weary refugees.
- 6. The time for action is now.
- 7. He went into the battle without his armor of brass.
- 8. The philosophy of the Spartans seems somewhat stern to us today.
- 9. Socrates was a philosopher of renown.
- 10. The foam at the mouth of the angry dog frightened the child.
- 11. They brought to the classroom a weight of one hundred pounds.
- 12. He came prepared for a stay of several weeks.

ORAL DRILL 2

1. That war of five years was shorter but more destructive than some former wars of longer duration. 2. Did you see in the park that beautiful bed of roses. 3. The time of reaping came for the land. 4. A hurricane of great extent swept over the region. 5. The pebbles in his mouth helped him in his project. 6. That colony of stupid inhabitants was scorned by Democritus. 7. "Berserk" is a nickname in Norse Mythology. 8. The period before lunch was spent in work, but the period after lunch in recreation. 9. Napoleon in 1817 called the Bourbons a set of imbeciles. 10. The contrast between the former age and the present age was well brought out by the speaker.

(a) Write ten sentences with adjective prepositional phrases. Underline the noun once and the word it modifies twice.

(b) Write ten sentences with adverbial prepositional phrases. Use the same procedure of underlining.

PRONUNCIATION

Look up the pronunciation of the following words.

1. finance	10. idea	19. herculean
2. automobile	11. research	20. revenge
3. mischievous	12. resource	21. infantile
4. entire	13. influence	22. juvenile
5. inquiry	14. precedence	23. epitome
6. heirloom	15. precedent	24. romance
7. thesaurus	16. dilettante	25. herculean
8. dour	17. chalet	
9. deficit	18. mustache	

EXERCISES

PERPOSITIONAL PHRASES

NAME.....DATE.....SCORE.....

DIRECTIONS: Underline the prepositional phrases in the following sentences and indicate in the blanks whether they are adjective or adverbial. If two are in the same sentence, put numerals to indicate their position and their identity.

MODEL: 1. He found a wedge of gold in a tent.

1. (1) adj. (2) adv.

2. He was lost in the words.

2. adv.

1. We must decide the question on its merits.

1. _____

2. Are you ready for the examination?

2. _____

- | | | |
|---|-----|-------|
| 4. He was full of hope and enthusiasm. | 4. | _____ |
| 5. The songs of the birds were heard in the trees | 5. | _____ |
| 6. We arrived at the new hotel by the sea. | 6. | _____ |
| 7. On the fourth of March I shall come to you. | 7. | _____ |
| 8. We heard the song of the boy from the window. | 8. | _____ |
| 9. The children of today are noted for their alertness. | 9. | _____ |
| 10. The mountains stretched across the land | 10. | _____ |
| 11. The trees of California are very tall. | 11. | _____ |
| 12. Many people are of the same opinion also. | 12. | _____ |
| 13. The lightning had an unfavorable effect upon the city. | 13. | _____ |
| 14. For centuries epicures have deemed turtle soup a dainty dish. | 14. | _____ |
| 15. Very fast on foot he won the race. | 15. | _____ |

Some propositions may be used as adverbs

- | | |
|--------|--------|
| above | down |
| along | in |
| around | along |
| by | on |
| before | behind |

Examples in sentences (as adverbs)

- | | |
|----------------------------------|-----------------|
| 1. Come <u>on</u> . | 7. Look behind. |
| 2. The sun shines <u>above</u> . | 8. Come down. |
| 3. Come <u>along</u> . | 9. Run on. |
| 4. Look <u>around</u> . | |
| 5. Stand <u>by</u> . | |
| 6. March <u>before</u> . | |

Examples in sentences (as prepositions)

1. The book is on the table.
2. Above the clouds we sped.
3. He ran along the river.
4. Look around the carrier.
5. Stand by the ship.
6. March before the flag.
7. Look behind the desk.
8. He ran down the lane.

DRILL

Write sentences containing the words listed above. Use them first as prepositions; then, as adverbs.

IDIOMS WITH PREPOSITIONS

Certain prepositions invariably follow certain words in idiomatic expressions. (An idiom is an expression peculiar to a language and considered correct in that language)

Our rules do not admit of that type of
He admitted his actions quiet to me. —

They agree on the proposition

She was amused at his ignorance
" " " with the concerts and operas

She daughter corresponds with her mother
Her statement corresponds to the facts

This was an occasion for laughter
Her remark was the occasion of the dispute

Note the following idioms;

- abillito to
- absent from
- access to
- accord to (active)
- accord with (passive)
- adapt to
- addicted to
- adhere to
- adjacent to
- adverse to
- affection for
- agree to (a statement); with a (a person)
- alienate from
- alliance with
- angry at or about (a thing); with (a person)
- argue with (a person); for, against about (a proposal);
- attribute to (verb)
- attribute of (noun)
- betray to (a person)
- bestow upon
- call at, for, on, to
- Compare to (for illustration); with (for quality)
- comply with
- confide in (trust in); confide to (intrust to)

*absolve from
acquit of*

or proposal

amuse

*change for (a thing)
change with (a person)*

*compare on (quote)
" with (talk with)*

EXAMPLE: He confided in his nother's aid,

He confided the secret to his sister.

*convenient to (a person)
" for (a purpose)
conversant with*

- conform to
- copy from (nature)
- copy after (a parent)
- correspond to or with (a thing); with a (person)
- deal in (commodities); with (subjects)
- defend others from; defend ourselves against.
- depend upon
- dependent on or upon (*but independent of*)
- die of (a disease); die by (a sword)
- deffer from; with (a person)
- dissent from
- dissuade from
- divest of
- estrangle from
- fall among, on, in, with, under, out with, short by, by
- ill of
- in (within, into (motion towards))

derogatory to

different from

*disappointed of (what we cannot get)
disappointed in (what we have)*

(a statement, fact, or opinion)

I. Glad at, or of

- fall into the stream
- are in the stream
- walk into the room
- walk in the room (within)

- independent of
- in search of
- interest of
- listen to

involved in

look into, after, at, down on, for, about, on with, out for,

over, through, to up to
 independent of
 in search of
 interest in
 listen to
 many a man
 meet with (not up with)

wait on a parton; wait for a person
 or thing
 wait at a place
 wait regard to
 with respect to
 zest for

need of
 oppose to
 persevere in
 pleased with
 possessed of, by with,
 privilege of
 put up with
 reconcile (a person) to
 reconcile a thing with

part from (a person)
part with (a thing)

profit by

recover from
 search into, for after
 in search of
 sensible of
 speak with or to
 stay at home
 superior to
 treat of
 true to
 try to (not try and)
 versed in

a statement

Taste of (food)
taste for (art)
thirst for, or after

HOMONYMS

- | | | |
|--------------------------|-----------------------------|-----------------------------|
| 1. chord
cord | 6. coarse
course | 11. core
corps
corpse |
| 2. cite
site
sight | 7. majority
plurality | 12. council
counsel |
| 3. clause
claws | 8. enormity
enormousness | 13. coward
cowered |
| 4. clime
climb | 9. colonel
cernel | 14. depreciate
deprecate |
| 5. close | 10. complement | 15. creak
creek |

EXERCISES - VOCABULARY BUILDING

- Write as many words as possible which describe a person's eyes, forehead, figure, disposition, ability, conversation.
- After studying the use of the following words in sentences, write them in original sentences of your own. If you are unaware of the meaning and pronunciation of these words, consult your dictionary.

healthy, healthful

ambiguity or ambiguities

immobile

penury

chicanery

phlegmatic

lucrative

garrulity

gala,

Healthy according to the American College Dictionary means
"possessing or enjoying health: healthy body or mind."

1. The farmer had six healthy children.

Healthful according to the same dictionary means "conductive to
health: wholesome or salutary: healthful diet, healthful air."

2. The tribe is noted for its healthful diet.

Note the context of the following words.

3. The article was full of fallacies, misleading statements, and
ambiguities.

4. The Indian stood there, immobile and unrelenting.

5. His penury of thought was striking.

6. The chicanery of the politicians disgusted him.

7. Their temperaments were incompatible: his, dull and phlegmatic;
hers, vibrant and scintillating.

8. He gave up his lucrative business for a life of penury and
sacrifice.

9. The garrulity of the old woman annoyed him.

10. It was a gala day for the peasants.

3. Perform the eleven steps under Suggestion I (Vocabulary Study,)

1. Study

2. Gress

- 257
3. Look at the word intently
 4. Repeat aloud softly
 5. Write sentence - synonyms
 6. Use dictionary or book of synonyms
 7. Read original sentence substituting synonyms from memory.
 8. Write original sentence substituting synonyms
 9. Pocketbook - word a different sentence - use word - invent
 10. Watch for word and engrave
 11. Connected story with this word in conjunction with other words.

4. Copy these suggestions on an index card and keep with you at all times.
5. Be able to write these eleven steps from memory.

Fill in the blanks with in or into.

The book fell _____ the river.
 Fish are _____ the river.
 The mice walked _____ the trap.
 He walked _____ the trap.
 John ran _____ the garden.
 John strolled around _____ the garden.
 The dog moved _____ the pond fast.
 The dog dived _____ lake.

Use of between, among,

Between is used when two objects are mentioned; among is used with three or more are mentioned.

The money was divided between the two thieves.
 The money was divided among the thieves (more than two)

Now more and more is between used with more than two objects as in

The money was divided between the eight boys.

DRILL

From time to time write in your notebook sentences containing idiomatic expression. Number your expressions as they occur on page.

Place the proper preposition in the blanks provided below.

1. He has been absent _____ class for three days.
2. Mr Jones was angry _____ the conviction of his son.
3. He was especially angry _____ the Judge.
4. The young boy was betrayed _____ stealing by the veteran criminal.
5. Judas betrayed Christ _____ the Angry Jews.
6. They tried to alienate the child _____
7. I bestowed _____ them all my worldly goods.
8. He persevered _____ in his opposition to the plan.
9. The maid waited _____ the mistress.
10. How long did you wait _____ me?
11. Please wait _____ the corner for me.
12. It is my purpose to try to reconcile the mother _____ the father.
13. I can't reconcile this remark _____ his action.
14. Pioneers in any field have always met _____ great opposition.
15. I am sensible _____ the wisdom of your remark.

PREPOSITIONS WITH PHRASAL VERBS.

Some verbs are followed by prepositions at, by down, in, off, on, up

up and others and have the force of one verb. 258

1. He laughed at me (mocked, ridiculed).
2. Do you take in roomers? (admit).
3. The class took down the lecture (wrote).
4. The children took in what he said (understood).
5. Look up ~~the~~ the meaning of this word (find.)
6. The employer took on more men (engaged).
7. Tear down the building (demolished).
8. He pointed out the historic spots (indicated).
9. The picture takes on an appearance of reality (assumes).
10. The undertaker has built up a flourishing business (established).

In these sentences the prepositions are more closely related to the verbs than to the substantive after the prepositions. For example, in Sentence 3 down the lecture does not make sense but took down in the sense of wrote does.

In some instances, however, the preposition may be just as closely related to its object as to the verb as in the sentences.

The boy ran up the stairs (ascended).
She ran after the thief (chased).

Here up the stairs and after the thief may be considered as prepositional adverbial phrases modifying ran, or ran up and ran after may be viewed as verb groups or phrasal verbs. (Do not confuse phrasal verbs with verb-phrases.

1. Write ten sentences in your notebook illustrating phrasal verbs. Be prepared to go the board and write from memory illustrations of phrasal verbs.
2. State whether the prepositions in the following sentences are used as pure prepositions or as part of the verb phrase.

1. He takes the package off the table.
2. He takes after his father.
3. He looked steadily up the stairs.
4. He looked up the reference.
5. He took on more employees.
6. He pointed out the window. (Colloquial)
7. He pointed out the person he was referring to.

Confusion of prepositions and conjunctions.

Like is a preposition and is often used as a conjunction in the speech of many educated men and women.

He walks like his father. (preposition).
He walks as his father walks. (conjunction).

Don't confuse the ^{use} conjunction ^{adverb} ^{where} ^{for} ^{that}

I read where

I have just read (where that)

Did you see (where, that)

Ex. unless + except. Tress. 2 3 7, 238

Ex. different from + than Tress. 237

In the second sentence like would not be used ordinarily in literature because its use as a conjunction would be contrary to the meaning of most grammarians but in speech the sentence would read

He walks like his father walks.

DRILL

In the following sentences put like in the blanks that call for prepositions and as or as if in the blanks that call for the conjunction,

1. When she comes, act _____ you were happy.
2. When she comes, act _____ a happy person.
3. She fell down _____ a person suddenly struck by lightning.
4. She fell down & _____ she had been struck suddenly by lightning.
5. You cook _____ you have been cooking all your life.
6. Did you see the boy who looks just _____ Father?
7. Did you see the boy who looks just _____ as his Father looks?
8. The president did not look _____ I thought he would look.
9. It seems _____ Mother is not going to appear on the scene.
10. The teacher looks & _____ she is weary.
11. The weary teacher looks _____ the weary children.
12. You like apple pie _____ I do.
13. You talk _____ you are sleepy.
14. You talk a silly person.
15. The airplane soared into the air _____ a bird.
16. He acted _____ he were pleased with it.
17. Do _____ I say at once.
18. He spoke with authority _____ he knew what he was talking about.
19. It seemed & _____ I have seen you before.
20. Talk _____ you mean what you say.
21. If you try to act _____ Kenneth acts, you will eventually be sorry.

DRILL 2

Same as the preceding.

1. The driver of that automobile drives _____ he is drunk.
2. Those shoes look _____ they are too small for you.
3. The baby looked _____ a little Indian baby.
4. The baby looked _____ it would cry.
5. The minister preached _____ a veteran orator.
6. The minister preached _____ he were about to faint.
7. If you want to feel _____ I feel, just drink some of this.
8. If you want to feel _____ me, just drink some of this.
9. She did it just _____ I told you she would.
10. The tenor sang _____ his predecessor.
11. The tenor sang _____ his predecessor had sung in days of old.
12. Put your hand out _____ this.
13. Put your hand out _____ you really want it.
14. He has a chair _____ yours.
15. His mother decorated the room _____ she had a sense of artistic arrangements.

COMPOSITION

Write a paragraph of details (subject to be assigned. MINIMUM ESSENTIALS

accidentally

SPELLING

LESSON 7
refer
referred
referring
interrupt
forever
telling
helping
break
brake
professor

LESSON 8
signing
chief
guiding
movement
movement
changeable
desirable
likable
lovable
convenient

LESSON 9
absent
choose
chase
accident
accident
address
advertisement
allowed
alphabet
ambarrass

Lesson 10
pronunciation
perhaps
women
hopping
accommodate
angel
angle
answer
similar
accidentally

Suppose one should say to you: "Mary came to visit me yesterday, and Mary wanted to know whether I had seen Mary's fountain pen in any place. I told Mary yes, I had seen Mary's fountain pen; and Mary had left the fountain pen on the table."

You would probably wonder why one had not used words for Mary and thus avoided the monotonous repetition of Mary and fountain pen. The sentence would then read: "Mary came to visit me yesterday, and she wanted to know whether I had seen her fountain pen in any place. I told her yes, I had seen it. She had left it on the table."

In these sentences she, her, and it are used in place of or for "Mary" and are therefore called "pronouns." ("pro is a Latin prefix meaning in place of or for).

There are various kinds of pronouns classified according to their use or function.

PERSONAL PRONOUNS

Let us imagine my name is Marian, and I should say to you "Marian is very sick." Of whom would you think I am speaking? of myself or of some other person named Marian?

What word must I use to let you know that I am speaking of myself? I must use "I". The sentence would then read, "I am very sick."

Let us imagine your name is May, and I should say, "Is May coming here this afternoon?" Would you think I was talking about some other person named May or you? What word must I use to say let you know that I am talking to you? I must use you. The sentence would then read, "Are you coming here this afternoon?"

Let us imagine I have said of Ann, "Ann was here today. Ann will be back tomorrow." What word must I use to avoid the repetition of Ann: I must use "she". The sentence would then read, "She will be back tomorrow." You will note that the word I in "I am very sick" denotes the person speaking.

The word you in the sentence, "Are you coming here this afternoon?" denotes the person spoken to. The word she in the sentence, "She will be back tomorrow" denotes the person spoken of.

These words I, you, and she are called pronouns because they are called are used for the nouns Marian, May, and Ann respectively.

They are called personal pronouns not because they refer to persons but because they denote the person speaking, the person spoken to, and the person or thing spoken of.

A personal pronoun may be defined as a pronoun that denotes the person speaking, the person spoken to and the person or thing spoken of. Never define a personal pronoun as one that refers to a person.

Memorize these personal pronouns:

SINGULAR:	I	PLURAL:	We
	you		you
	he, she, it		they

Sentences Case Personal Pronouns -
Use nominative forms: I, we, he, she, they
as subjects -

As Predicate nominatives *Finish*
Who is at the door? It is I.
Who did it? (me) It was I who did it.
Who is there? It is they

Preposition -
Between you and I the matter is closed.
They told *finish* him and I not to do it any more.

Learn the declension of the personal pronouns.

	SINGULAR	SINGULAR	SINGULAR
MON.	I	you	he, she it
POSS.	my, mine	your, yours,	his, her, hers, its,
OBJ.	me	you	him, her, it.
	PLURAL	PLURAL	PLURAL
NOM.	we	you	they
POSS.	our, ours	your, yours,	their, theirs
OBJ.	us	you	them

DRILL

Identify the personal pronouns in the following sentences:

- The length of a fish extends from the tip of its nose to the tip of its tail.
- At what time will she arrive?
- They are noted for their success in farming.
- I can't find my pencil.
- Is that your book on the sofa?
- Please give it to me.
- You are welcome to stay here with me.
- I saw them a few hours ago.
- This is mine, that is yours.
- This is ours, that is theirs.
- Is that his, hers, or mine?
- She told us her name was Julia.
- He was born in 1875.
- She was born in 1870.
- Did you see him coming down the street?

The possessive forms of the personal pronoun may be used as adjectives. In this case they are called pronominal adjectives. " pronominal adjective is a pronoun used as an adjective.

EXERCISES PRONOUNS PERSONAL

DIRECTIONS: Underline all personal pronouns in the following sentences and write in the space provided, the person of the pronoun or pronouns. If there is more than one pronoun, use both spaces (Use 1, 2,3, for first, second and third person.

MODEL Did you see him?

	2	3
	_____	_____

- Its area is 3,494 square miles and its population, 852,618.
- She is very entertaining.
- She and he are prone to melancholy.
- It has provoked a storm of protest.
- Please tell me about your trip.
- Let us write the letter for you.
- Let me raid your pantry.
- It is a privilege to do this for him.
- We were preoccupied with our plans.
- She had a premonition that all was not well with them.
- Neither you nor I can predict the outcome.
- I am knee happy by your presence.
- Did you see them anywhere?
- That sight ached me very much.
- It is in a charming retreat.
- They wished me a speedy recovery.
- Tell me why you want to do this.
- No, it is not true.

- | | | |
|-----|-------|-------|
| 1. | _____ | _____ |
| 2. | _____ | _____ |
| 3. | _____ | _____ |
| 4. | _____ | _____ |
| 5. | _____ | _____ |
| 6. | _____ | _____ |
| 7. | _____ | _____ |
| 8. | _____ | _____ |
| 9. | _____ | _____ |
| 10. | _____ | _____ |
| 11. | _____ | _____ |
| 12. | _____ | _____ |
| 13. | _____ | _____ |
| 14. | _____ | _____ |
| 15. | _____ | _____ |
| 16. | _____ | _____ |
| 17. | _____ | _____ |
| 18. | _____ | _____ |

Fill in the blanks with the correct forms. Give reason for choice

1. The teacher presented the gifts to the rest of the pupils and _____ (I, me)
2. John gave the letters to Miss Brown and _____ (I, me)
3. Who is going to do this for you?
_____ (I, me)
4. It's _____ (her, she)
5. It's _____ (they, them)
6. It's _____ (he, him)
7. It's _____ (me, I)
8. It's _____ (us, we)
9. Everyone but _____ (she, her) was ready.
10. They told Marie ^{to} give ^{to} everybody a gift but _____ (I, me)
11. Students like _____ (they, them) are the ones I admire.
12. That rests between _____ and _____ (her, she). (I, me)
13. Nobody but _____ (her, she) saw the thief leave.
14. Let's you and _____ (I, me) set the table now.
15. Girls like _____ (her, she) are not fond of ^{excursions}.
16. He accompanied Eva and _____ (I, me) to the gate.

DIRECTIONS: See preceding exercise.

- | | |
|--|-----------|
| 1. He acted suddenly without thinking of her. | 1. _____ |
| 2. They stood there immobile as if transfixed. | 2. _____ |
| 3. It is very annoying to endure this. | 3. _____ |
| 4. She is charming, sincere, and honest. | 4. _____ |
| 5. We could not find their dog. | 5. _____ |
| 6. Do you have unbounded confidence in me? | 6. _____ |
| 7. Your objections are not valid. | 7. _____ |
| 8. They wrestled through the night with these difficult problems. | 8. _____ |
| 9. You have made me very unhappy. | 9. _____ |
| 10. Youth has its dreams and illusions. | 10. _____ |
| 11. That is hers and this is yours. | 11. _____ |
| 12. We saw him in the pasture. | 12. _____ |
| 13. The wind with its capricious mischief scattered the leaves everywhere. | 13. _____ |
| 14. They saw the lights gleaming across the lake. | 14. _____ |
| 15. Have you seen his book? | 15. _____ |
| 16. The hot blue sky beheld them in their distress. | 16. _____ |
| 17. Ambition consumed her like a fire. | 17. _____ |
| 18. He cried to her, "Watch out!" | 18. _____ |
| 19. Give us your wisdom! | 19. _____ |

Possessive forms.

The possessive forms of the personal pronouns, or pronominal adjectives, are *my, mine, your, yours; his, her or hers; its; our or ours; their or theirs.*

The apostrophe is not used with any of these forms. Many people confuse *its* with *it's*. *Its* is the possessive of *it* and means of *it*. *It's* is a contraction of *it is*.

DRILL

Its and it's

Fill in the blanks with the proper form. Whenever you use *it's* write beside it *it is* and thus test your selection.

EXAMPLE: It's (It is) a beautiful day, isn't it?

1. Have you seen my dog? I think it must have its way?
2. _____ time you were leaving.
3. Do you think _____ his fault?
4. The fish refuses to eat _____ food.
5. _____ never to late mend.
6. I think _____ lost in the wood somewhere.
7. The nightingale sings _____ beautiful song every evening.
8. Have you heard about _____ change of name?
9. _____ too late to do anything about it now.
10. I can't understand _____ meaning.
11. Can you anticipate _____ ending?
12. _____ very hot today.
13. _____ very cold today.
14. The bird has not had _____ breakfast?
15. _____ a long way to Dublin.
16. _____ capital is Washington.
17. I can't remember _____ title.

They can't hold out longer against ———
(us, we) boys.

Then Mother told Robert and ——— (me, I) to look out.
He was angry with May and ——— (me, I) for
leaving early.

Please tell Henry and ——— (me, I) that we
may go.

He divided this between you and ——— (me, I)

18. Give me _____ name.
 19. _____ too bad about him.
 20. _____ name will be forever remembered.

REMARKS

Note that the shorter forms of the personal pronoun.

my, our
 your
 her, his its
 their

are used before nouns:

My belief is that he is lost.
 That is our house.
Her eyes are open.
His hat is on the rack.
 Did you realize its purport?
 That is their business.

Note that the longer forms

mine, ours
 yours
 hers (his, its)
 theirs

are used alone with no nouns following:

Is that mine?
 That coat is mine.
 These are ours.
 That is yours.
 The seat is hers.
 Those apples are theirs.

In poetry and older English (for example in the King James version of the Bible) the longer form occurs before nouns.

Open thou mine eyes that I may behold wondrous things out of thy law,
 (Psalm 119:18)

DRILL

Identify the pronominal adjectives (possessive forms of the personal pronoun) in the following sentences.

SECTIONS A.

1. My rake is in his field.
2. I left it in their house yesterday.
3. Please come with us to our home, won't you?
4. "But his word was in mine heart as a burning fire shut up in my bones..." (Jer. 20:9)
5. Did you know that his reputation is not very good?
6. "Then will I also confess unto thee that thine own right hand can save thee." (Job, 40:11)
7. The baskets are hers.
8. Her basket is almost full of berries.
9. The inhabitants surrendered their city to the besiegers.
10. Did you know its position and its name?
11. What is your name?
12. Its altitude is 80000 feet.
13. It is our duty to do our best at all times.

SECTION B.

Write the shorter forms of the sentences for each form.

SECTIONS C.

Write the longer forms of the possessive in sentences, two sentences for each for each form.

LESSON 13

immediately
benefited
bicycle
bouquet
misspell
February
writing
beautiful
conscience
conscious

LESSON 14

dissipate
laboratory
athletics
translate
courtesy
interfered
equipped
companies
babies

LESSON 15

noticeable
amateur
sandwich
simile
reasonable
constitution
permissible
privilege
noticeable
across

PREFIXES (SEE CHART)

1. tri (tre) - three- thrice
2. ultra-beyond, beyond the usual
3. vice (vis) in place of

21. pro before
22. pseudo false
23. syn (syn, sum, sys, sy) with
24. tele afar
25. uni one

GREEK PREFIXES

4. amphi on both sides, both, of both kinds, about, round
5. An (a) not a- sexual (not sexual)
an aesthetic
6. ana - again, back, ana- gram
7. anti (ant) against
8. auto (self)
9. cata (cat) down
10. di (dis) twice, two
11. dia through
12. eic well
13. Hemi Half
14. hypo (hyK) under
15. meta beyond, after, change
16. mono (mon) above, one
17. pan all
18. para beside
19. peri around
20. poly many

EXERCISES PERSONAL PRONOUNS

DIRECTIONS: Underline all personal possessive pronouns in the following sentences. (See directions in the preceding exercise).

		PERSON
MODEL: My hat is there on the table where I left it.	1. <u>1</u>	_____
1. Your threats are no menace to me.	2. _____	_____
2. His eyes burned with eagerness.	2. _____	_____
3. Have you heard her golden voice?	3. _____	_____
4. I saw his face darken with fury.	4. _____	_____
5. They did not wish to obey his order.	5. _____	_____
6. The river has lost its fury.	6. _____	_____
7. The wind laughs its way across the field.	7. _____	_____
8. Have you seen my eraser?	8. _____	_____
9. Your anxiety distresses me.	9. _____	_____
10. I did not see your child.	10. _____	_____
11. His ear is always eager for news.	11. _____	_____
12. It is my duty and your duty to go.	12. _____	_____
13. Their questions tortured his weary mind.	13. _____	_____
14. The mountains cast their shadows over the quiet plains.	14. _____	_____
15. We stood before their altars.	15. _____	_____
16. Her character is fine.	16. _____	_____
17. I can't understand your reasons.	17. _____	_____
18. Your country is not like mine.	18. _____	_____

ANTECEDENTS

When a noun is represented by a pronoun, the noun is known as the antecedent of the pronoun. The word "antecedent" means literally "going before," hence the antecedent usually "goes before" the pronoun and is the noun to which the pronoun refers.

Have you seen John? No, I have not seen him.

Here John is the antecedent of the pronoun him.

The pronouns of the first and second persons are often used without the antecedent, but none of the pronouns of the third person should be colloquial or informal style). Otherwise ambiguity results.

Pronouns agree with their antecedents in person, number and gender. John performed his assignment as fast as he could.

In this sentences the antecedent John is masculine gender, third person, singular number; therefore the pronouns his and he are masculine gender, third person, singular number agreeing with John.

Note that the case of the pronoun does not have to be the same as that of its antecedent.

Marconi did not discover any new principle in his wireless telegraph system. Yet many people consider him as the Morse of wireless telegraphy.

MARCONI, the antecedent of the pronouns his and him, is in the nominative case, but the pronouns of which it is the antecedent are in the possessive and objective cases respectively.

In the sentence "Bessie has lost her book," her is feminine gender, third person, singular number to agree with Bessie.

In the sentence "some of the books were left in the parlour; I found them on the floor," them is neuter gender, third person, plural number to agree with books.

DRILL

Identify the personal pronouns and their antecedents in the following sentences.

1. The men lost their way in the woods.
2. The coherer for detecting electric waves had two silver plugs sealed into it.
3. Pocahontas gave to John Smith a present because she was grateful.
4. Men, women, and children, you lend me your ears.
5. France, once strong, is now torn asunder by her various factions.
6. The scientist contended that he himself was right.
7. Boys, you are responsible for this deed.
8. Have you seen my pet? Isn't it cute?
9. The mob was furious, and it could not be controlled.
10. Give it to the Andrews children; they will need it.

REMARKS

The nominative case of the personal pronoun I is ordinarily used after the verb to be as in It is I.

But now there is a growing tendency because of usage to consider "It is me" as correct. Many of the best writers and speakers are beginning to look with favor upon this construction It is me, but not yet upon It is her, and it is him, or it is them.

SOME USES OF IT

The pronoun it is often used without a definite antecedent in special constructions.

- (1) As the impersonal subject of verbs referring to the weather or time.
(Impersonal use)

It rains
 It grows dark all at once.
 It is getting light fast.
 It is very hot
 It snows
 It thundered loudly last night.
 It lightens.
 It feels like snow.
 It seems a long time since I saw you.
 It is time for me to go.
 It is Christmas.

(2) As the subject to indicate or emphasize a person, object, or place later represented by the predicate noun.

It is John at the door.
 It is the children.
 It's the clothes you sent for.
 It is he.
 It is they.
 It is twenty miles to Athens.
 It is this that you should do first.
 It is here you ought to be.
 It is a short distance to town.

(3) As an expletive (a "filler in") which anticipated or introduced a subject of a verb. This subject may be an infinitive or a clause.

INFINITIVE

It is pleasant to see you.
 It is not easy to confess your faults.
 It grieves me to hear that.
 It is useless to look any more.
 It is wrong to tell falsehoods.
 It is too late to go now.
 It is a good thing to rest now and then.

By changing the position of the words you can see that the real subject is the infinitive phrase.

To see you is pleasant
To hear that grieves me.
To confess your faults is not easy.
To look any more is useless.
To tell falsehoods is wrong.
To go now is too late.
To rest now and then is a good thing.

CLAUSE

It is known to everybody that you are the power behind the throne.
 It is definitely known that Ann is innocent.
 It was true that he failed the state board.
 It is a pity that he married her.

By changing the position of the words you can see that the real subject is the clause.

That you are the power behind the throne is known to everybody.
That I had a difficult time was true.
That Ann is innocent is definitely known.
That he failed the state board is not true.
That he married her is a pity.

(4) As an indefinite or vague object of verbs.

Keep it up.
 Let's call it a day.
 Come and trip it as we go.
 Don't lord it over me.
 He huffed it all the way.
 Can you make it all right?
 He certainly does take it hard.
 How fares it with you?
 How goes it with you?

(5) As a vague indefinite subject.

It is up to you now.
It lies with you now.
 If it hadn't been for you, I would not have done it.

EXERCISE I.

Place with in the blanks at the right the number which indicates the uses of it (as discussed above) in the following sentences.

MODEL: It was very hot here last month.

1

- | | |
|--|-----------------|
| 1. It is a package for you. | 1. _____ |
| 2. It is raining daffadils. | 2. _____ |
| 3. It is futile to reform you. | 3. _____ |
| 4. It is a shame that he made that error. | 4. _____ |
| 5. He is roughing it out in Arizona. | 5. _____ |
| 6. It hailed in Macon but not here. | 6. _____ |
| 7. It is there I shall look for you. | 7. _____ |
| 8. It feels like rain. | 8. _____ |
| 9. It is snowing in upper New York. | 9. _____ |
| 10. It is silly not to do that. | 10. _____ |
| 11. It is the first time I have seen him. | 11. _____ |
| 12. It is a long distance to Edentán. | 12. _____ |
| 13. It suddenly grows dark. | 13. _____ |
| 14. It is five hundred miles from here. | 14. _____ |
| 15. The father lords it over the children. | 15. _____ |
| 16. It isn't going well with him. | 16. _____ |
| 17. They would have perished, if it hadn't been for Rover. | 17. _____ |
| 18. It is getting colder and colder. | 18. _____ |
| 19. It is known that you were not home at that hour. | 19. _____ |
| 20. It lightened and thundred all night long. | 20. <u> </u> |

EXERCISE 2

Write two sentences for each of the five uses of IT.

When the personal pronoun of the first person is the second or third member of a compound object of a verb or preposition, there is frequently a tendency to use the nominative case form I instead of the objective case form me.

WRONG: The teacher told John, Mary, and I about it.
CORRECT: The teacher told John, Mary, and me about it.

WRONG: Between you and I, the case is over.
CORRECT: Between you and me, the case is over.

WRONG: He gave a prize to John and I.
CORRECT: He gave a prize to John and me.

DRILL

Fill in the blanks with the proper form: I or me.

1. Are you going with Mary and _____? 2. The invitations have already been sent for you and _____. 3. Between you and _____, no one knows of it except us. 4. The grocer is expecting Julia, Frank, and _____ to be at work by one o'clock. 5. When you saw Mother and _____, we were on our way from church.

INTENSIVE PRONOUNS

Intensive pronouns, known also as compound personal pronouns, are formed by adding - self and - selves to the personal pronoun.

FIRST PERSON

SINGULAR:

my / self - myself

PLURAL:

our / selves - ourselves

Third person

SINGULAR:

him / self - himself
her / self - herself
it / self - itself

PLURAL: them / selves - themselves

Note: There are no such forms as hisself and theirselves. The use of these forms is a sign of illiteracy.

These forms are indeclinable and their case depends upon their use in the sentence.

The intensive pronoun is used to emphasize a noun or pronoun already named. Note the differences between the two sentences:

I will do it.
They asked John to do it.
We will go.

I myself will do it.
They asked John himself.
We ourselves will go.

REFLEXIVE PRONOUNS

The reflexive pronouns, known also as compound personal pronouns are formed exactly like the intensive pronouns and therefore have the same forms: myself, ourselves, yourself, yourselves, himself, herself, itself, themselves.

The reflexive pronouns differ from the intensive pronouns only in use. The reflexive pronouns are used after transitive verbs, and the action of the verb is reflected or bent back ("re" "back" and "flect" bent) to the subject of the verb.

Reflexive pronouns are always in the objective case. They may be direct objects of verbs, objects of prepositions, or indirect objects.

I hit myself. (direct object)
I did it for myself and not for him (object of a preposition).
I bought myself a set of silver. (indirect object)

The reflexive pronoun is almost always the same person as the subject.

An exception is the use of the reflexive pronoun to refer to a substantive in the objective case rather than to the subject of the finite verb. Example: The jailer left the prisoner to himself.

Point out the intensive pronouns in the following sentences and tell what they emphasize.

1. I will tell him myself.
2. You should do it yourselves.
3. This earth itself will dissolve with fervent heat.
4. They will tell you themselves.
5. You saw it yourself with your own eyes.
6. The leader himself led the troops.
7. The prince's son seized the dagger himself.
8. The girl did it herself.
9. The students of the tenth grade initiated this project themselves.
10. He himself knows all about it.

DRILL

Point out the reflexive pronouns in the following sentences and tell what they refer to or "bend back" to. Tell what they are the object of.

1. Ann had cut herself.
2. We consider ourselves very fortunate.
3. Why do this harm to yourselves?
4. Quit your selves like men and women.
5. I looked at myself in the mirror.
6. No one sees himself exactly as others see him.
7. They are hurting only themselves by pursuing that policy.
8. This girl has evidently killed herself.

DRILL

Write in the blanks at the right whether the pronouns in the following sentences are intensive or reflexive.

1. He exalted himself above the heavens.
2. He will exalt the humble himself.
3. Why should you inconvenience yourselves?
4. I cut myself.
5. You yourselves saw the accident.
6. Mary worked the problem herself.
7. The hunter shot the stag himself.
8. The children lost themselves in the woods.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

- | | |
|---|-----------|
| 9. I bought these peaches for myself. | 9. _____ |
| 10. The prodigal son finally came to himself. | 10. _____ |
| 11. You see yourself as a criminal but others do not. | 11. _____ |
| 12. They themselves are responsible. | 12. _____ |
| 13. If nobody else dares to go, I will go myself. | 12. _____ |

EXERCISE

DIRECTIONS: Place in the blanks at the right of the sentences int and ref to indicate the use of the compound personal pronoun in the following sentences. (int.- intensive; ref. reflexive.)

- | | |
|---|-----------|
| 1. They thought of themselves as they used to be. | 1. _____ |
| 2. Grandmother planted the garden herself. | 2. _____ |
| 3. When Father comes home, he himself will attend to it. | 3. _____ |
| 4. They love only themselves. | 4. _____ |
| 5. They blame nobody but themselves. | 5. _____ |
| 6. Mary saw the game herself. | 6. _____ |
| 7. They place themselves in a bad light by doing that. | 7. _____ |
| 8. You don't understand yourself or anybody else. | 8. _____ |
| 9. I understand it myself. | 9. _____ |
| 10. In his attempt to revenge he harmed only himself. | 10. _____ |
| 11. I will go with you myself to the end. | 11. _____ |
| 12. He loves himself better than anyone else in the wide world. | 12. _____ |
| 13. Is Evangeline herself to be responsible or some one else. | 13. _____ |
| 14. They were unaware themselves of their impending fate. | 14. _____ |
| 15. I see myself as others see me. | 15. _____ |
| 16. He thinks much of himself. | 16. _____ |

DRILL

- Write sentences for each one of the reflexive pronouns. Underline the pronoun once and the verb or preposition of which it is the objective twice.
- Write sentences for each one of the intensive pronouns. Underline the pronouns.

REMARKS

It is often said that the substitution of the compound personal pronoun for the personal pronoun me is illogical but Pooley in Teaching English Usage says that this use can in some instances be supported on the grounds of literary example and current frequency.

Therefore instead of considering such uses of the compound personal pronoun as incorrect we should take into consideration the fact that they are becoming more and more acceptable although not fully established in all instances.

In the sentence James and myself are going fishing, myself is used for I. You are advised not use this construction until it becomes fully established. When the compound personal pronoun, however, is used as the second of third members of a compound object instead of the personal pronoun the construction is acceptable.

EXAMPLES: Mother gave Susan, John and myself some of the best apple pie.

They will judge my family and myself on our general appearance.

Another accepted use of myself is as a nominative after than or as.

EXAMPLE: Everyone else as well as myself was most surprised.

EXERCISE

Write in the blanks and the right E and Not E. to indicate whether the use of myself in the following sentences is established or not established.

- 1. The boys and myself went picnicking. 1. _____
- 2. The dean invited my mother and myself to tea. 2. _____
- 3. All at the party became ill, but no one so ill as myself. 3. _____
- 4. Everyone except myself was surprised. 4. _____
- 5. Harry, Andrew, and myself were not invited. 5. _____
- 6. I think there are many people worse off than myself. 6. _____

SPELLING

LESSON 16

almost
 always
 among
 around
 division
 divide
 etc
 having
 isn't
 itself

LESSON 17

mean
 yours
 holy
 wholly
 used to
 since
 until
 speech
 sense
 really

LESSON 18

quiet
 quite
 of
 off
 argument
 appears
 aunt
 average
 average
 built

PUNCTUATION

Rule. 7 The comma is used to separate parts of an address, geographical expression, and dates.

EXERCISE

Punctuate the following sentences and then put the date or geographical expression in the blank at the right:

MODEL: The Battle of Europe was begun by the Allies, June 6, 1944, on D day

- 1. One July 6, or 7, 1415 John Hass was burned at the stake. 1. _____
- 2. Constantinople was captured by the Turks, May 29, 1453. 2. _____%
- 3. Seventythree people were killed in a train wreck at Lumberton, North Carolina on December 18, 1943. 3. _____
- 4. Christopher Columbus sighted the island of Guanahan in the Bahamas, October 12, 1492 4. _____
- 5. The Library of Congress is in Washington, D. C. 5. _____
- 6. It was established April, 1800, by Act of Congress 6. _____
- 7. The Maid of Orleans, Joan of Arc, was burned at the stake May 30, 1431, at Rouen France 7. _____
- 8. One hundred and ninty-five persons were killed in a coal mine disaster May 10 1948 at Mather Pennsylvania 8. _____
- 9. Luther was excommunicated by the Diet at Worms on April 17 1521. 9. _____
- 10. Luther died February 18 1546 10. _____

11. Rene Etaly was declared an open city by the Italian Government August 14 1945 11. _____
12. William Tyndale was burned at the stake October 6 1536 12. _____
13. In Oxford England on October 1 1555 Bishops Ridley of London and Latimer of Worcester were burned at the stake. 13. _____
14. On August 24 1572 the St. Bartholomew Day Mass cre of Huguenots, 14. _____
occured in Paris France.
15. Virginia Dare was Born on RoanOke Island Virginia August 18 1587. 15. _____
16. The "pay-as-you-go" income tax bill was signed by President Rossevelt June 19 1954. 16. _____
17. On May 11 1943 Prime Misister Winston Churchill came to Washington D. C. for his fifth war conference with President Roosevelt. 17. _____
18. On March 24 1703 James VI of Scotland became James I of England when the crowns of England and Scotland were joined. 18. _____
19. On May 15 1602 Captain Barrtholomew Gosnold of Ealmouth England landed at South Dartmouth near New Befored Mass achusetts. 19.& _____
20. The famous gunposer polt by Guy Fwkes to blow up th British government was discovered November 4 1605. 20. _____
21. Ira Aldredge, distinguished Neger in the field of ex- pression, was born at Belair Maryland about 1804. 21. _____
22. George Washington Carver was born near Diamond Grove Missouri 22. _____
23. One cannot fail to associate the name of Carver with Tuskegee Alabama. 23. _____
24. Marian Anderson was born in South Philadelphia Pennsylvania 24. _____
25. In 1934 Marian Anderson gave an out-door concert in Washington D. C. before the largest crowd that had been assembled their sinve Lindbergh's reception in 1927. 25. _____
26. The D. A. R. on January 7 1954 invited Marian Adnerson to give a war relief concert in Constitution Hall. 26. _____
27. W. E. B. DeBois, noted Negro educator, graduated with high honors from Fisk University in Nashville Tennessee. 27. _____
28. On February 8 1587 Mary Queen of Scots was exoctued. 28. _____
29. Japan declared war against the United States December 7 1941 29. _____
30. One hundred and forty-six British prisoners were placed in the Black Hole at Calcutta India June 19 1756 30. _____

DATES AND GEOGRAPHICAL NAMES

1. President Roosevelt signed the Lend Lease Bill March 10 1941. 1. _____
2. On June 22 1941 Germany invaded Russia without declaration of war 2. _____
3. President Roosevelt pledged the fullest aid to Russia June 24 1941 3. _____
4. Finland declared war on Russia June 25 1941 4. _____
5. John Peter Zenger's trial for libel began August 4 1735 but he was acquitted by a jury in New York New York. 5. _____
6. Parliament enacted the Stamp Act March 22 1765. 6. _____
7. Napoleon Bonaparte was born August 15 1769 and died in exile May 5 1821. 7. _____
8. The Japanese attacked Pearl Harbor Hawaii December 7 1841 8. _____
9. On December 11 1941 Germany and Italy declared war on the United States. 9. _____
10. The steamship Normandie was damaged by fire in New York New York February 9 1942. 10. _____
11. Three persons were killed in the Boston Massacre of March 5 1770. 11. _____

- 12. The Battle of Lexington Massachusetts was fought April 19 1775 12. _____
- 13. The Declaration of Independence was signed July 4 1776 13. _____
- 14. The Continental Congress adopted the Stars and Stripes flag June 14 1777. 14. _____
- 15. Because of the words in the State Bill of Rights which read "all men are born free and equal " the Massachusetts Supreme Court outlawed slavery December 23 1783. 15. _____

INTERROGATIVE PRONOUN

An interrogative pronoun asks a question. Unlike the personal pronoun the interrogative pronoun cannot have an expressed antecedent. It stands for the noun or pronoun which answers the question. Examples:

Who did this?
Joe did this.

In Sentence 1, above Who stands for Joe in Sentence 2.

Example. 1. Who was responsible for the invention of the "Vortic Column"?
2. Volta was responsible.

In Sentence 1, above who stands for Volta in Sentence 2.

Since the question asked would be unnecessary if the inquirer could name the person or thing inquired about the number and gender of the interrogative pronoun are often indefinite.

The interrogative pronouns are who, which, what. Of these which and what are indeclinable. Who is declined as follows: who, whose, whom.

Note the sentences.

- 1. Who are you?
- 2. Which do you want?
- 3. What is that?
- 4. What do you want?
- 5. Whose is that?
- 6. Whom did you call?
- 7. For whom were you looking?
- 8. About whom were you talking?
- 9. Whom were you looking for?
- 10. Whom were you talking about?

DRILL

Write ten sentences similar to the preceding as far as the order of the interrogative pronouns is concerned. *Do not omit the question mark at the end of these sentences.

EXERCISE

DIRECTIONS: Underline all interrogative pronouns in the following sentences and write the pronouns in the spaces provided. If the pronoun is used as an adjective write over it, adj.

- 1. What are banana stalks? 1. _____
- 2. Who is the president of Howard University? 2. _____
- 3. Who was Abdeel Baka? 3. _____
- 4. What is Albania? 4. _____
- 5. What is the American Academy of Arts and Letters? 5. _____
- 6. Which is correct, A, B, or B. A.? 6. _____
- 7. What is the A. A. A? 7. _____

- 8. What is the chief source of industry in the Yukon Territory? 9. _____
- 9. What was the pear crop of the United States in 1944? 9. _____
- 10. What improvements were made in Negro Newspapers in 1944? 10. _____
- 11. What led Judge William H. Hastie to resign from the War Department as Civilian Aide? 11. _____
- 12. What is the Dominican Republic? 12. _____
- 13. Who discovered it? 13. _____
- 14. In what year was it discovered? 14. _____
- 15. What did he call it? 15. _____
- 16. Which is correct, Esthonia or Estonia? 16. _____
- 17. What is the meaning "of that ilk"? 17. _____
- 18. What is a statutory offense? 18. _____
- 19. What is a bee martin? 19. _____
- 20. Who was Paul Cuffe? 20. _____

Which, what, and whose may be used as adjectives as follows:

- What pen do you want?
- What policy must we pursue?
- What effect will this have on us?
- Whose body is that?
- Whose automobile is that?
- Which book is yours?

Usually who, whose, and whom refer to persons and what and which to things. Frequently what and which may refer to persons as in What is he? He is an engineer. Which implies that a selection is to be made as in Which of the girls is she? Which is he?

DRILL

- 1. Write two sentences with what, whose and which respectively used as pronominal adjectives.
- 2. Write two sentences with what referring to persons; two sentences with which referring to persons.

EXERCISE

DIRECTIONS: If the interrogative pronouns in the following sentences are used as pronouns, write pro in the blanks provided. If they are used as adjectives, write adj. in the blanks provided.

- 1. What noise did you hear? 1. _____
- 2. What courses are you taking? 2. _____
- 3. Who comes here? 3. _____
- 4. Which one belongs to you? 4. _____
- 5. Which belongs to you? 5. _____
- 6. Which is the largest state? 6. _____
- 7. What did he want with you? 7. _____
- 8. Which is the right one? 8. _____
- 9. Whose banner remained intact? 9. adj.
- 10. What is Mr. Jones? 10. _____
- 11. For whom are you looking? 11. _____
- 12. Whom did he ask for? 12. _____
- 13. Who was the first president? 13. _____
- 14. Who goes there? 14. _____
- 15. Who is responsible for this? 15. _____
- 16. What church do you belong to? 16. _____
- 17. What is your church? 17. _____
- 18. Which is his? 18. _____
- 19. Which has his? 19. _____

Use the proper forms of the ^{relative} pronouns who and whom. To ascertain the case change the sentence around and substitute he, him. If he is satisfactory, who is the correct form. If him fits, whom

1 _____ did you see?
You did see _____ him, whom.
Whom

2 _____ are you looking for?
You are looking for _____

3 _____ did you feel at home?

4 _____ did that belong _____?

Colloquial - after
Who did you see?
Who is that for?

DRILL

Do not confuse whose with who's whose is the possessive case of who and means of whom. Who's is a contraction for who is. Fill in the blanks with whose or who's.

1. _____ to blame for his fire?
2. _____ class are you in?
3. Tell me _____ coming here tonight?
4. I don't know _____ it is.
5. I shall know _____ going to be here by six o'clock.
6. _____ "go" is it?
7. I told him I did not know _____ book that was.
8. He is a person _____ word can be depended upon.
9. Have you seen a copy of _____ Who's who in America, or Who is England?

PUNCTUATION

The comma is used to separate nominative absolute phrases from the rest of the sentence. For a discussion of the nominative absolute see above, page _____

DRILL

Punctuate the following sentences.

1. Earthquakes being rather frequent in the Pacific man was built on Guam Island hurricane proof houses of concrete as a means of resistance.
2. Many people being illiterate, a drive has been launched to reduce illiteracy.
3. The distressed people having received much aid through CARE, the government sent a letter of thanks to the organization.
4. The platform of the American Vegetarian Party made clear, John MacWell announced his candidacy for President of the United States.
5. A revolutionary machine having been developed in the coal mining business strikes may now be less frequent than formerly.

RULE 9

The comma is used to separate parenthetical expressions like however, moreover, no doubt, by all means, I think, I believe, I reiterate, to tell the truth, in the first place, of course, in other words, nevertheless, and similar expressions,

When parenthetical expressions like indeed, also, therefore, nevertheless, etc. are very closely related to the rest of the sentence, the present usage is to omit the comma.

1. Cloudbursts, it was once believed, were caused by large quantities of water held in the clouds of ascending air currents.
2. This is, I believe, the crucial moment.
3. He will, however, not be there.
4. There is, to be sure, some truth in what he says.
5. Squaking in shoes, it is said, is caused by the friction of different layer of leather is the soles.
6. To tell you the truth, we are not ashamed of what we did.

NOTE THE FOLLOWING:

- Correct: 1. He is indeed happy.
 " 2. Indeed, I did not know it.
 " 3. Indeed I did not know it.
- Correct 1. Certainly, I cannot help it.
 2. Certainly I am going.
 1. It is necessary, therefore, that you go.
 2. I must therefore go.

DRILL

1. Write sentences using all the parenthetical expressions listed above.
2. Punctuate the following sentences:

1. It is in reality a most beautiful sight.
2. What you said is in effect just what I said.
3. At any rate it is too late to go now.
4. It is by no means so bad as you thing.
5. There are at least one hundred thousand persons here.
6. A "twister" you know is a "baby" or miniature tornado.
- 7 7. Diamonds of the highest degree of purity are so they say "of the first water."
8. Gastric troubles of women according to physicians decreased about 60 per cent after World War I when many women abandoned the use of the tightly fitting corset.
9. Unbelievable sounds it has just been discovered are made by fish.
10. My purse I am ashamed to tell you was the top drawer where I put it.
11. I am the Doctor's daughter she said and mu name is Sylvia.
12. Berkley although it is in Northern California has a delightful climate.
13. To be sure James will not need that.
14. Mary at any rate had led a pamperd life.
15. Certainly I will be glad to go.
16. This is to a certain extent exactly what I said.
17. The army you know is nothing like College.
18. Living in a dormitory is as you know not like living at home.
19. I had as it happened an appointment that night.
20. It is necessary therefore that ~~she~~ returned by plane.

RULE 10. The comma is used to set off the adverbs yes and no.
 Yes, I am going.

DRILL

Punctuate the following sentences. Under line the adverbs yes and no.

1. Yes it is raining.
2. No I am not going.
3. Yes a South African baby elephant they say is worth about \$4000.
4. No you are to mind your own p's and 2's not mine.
5. Yes I wish to apologize.
6. No I am not afraid of the dark.
7. Yes I believe the dog will bite.
9. No you cannot get me to go there.
10. Yes I promised to be back at nine o'clock.
11. No I did not say that.
12. No it is too late.
13. No Eddie said.
14. Yes this is my father's car.
15. No my brother attends college in California.
16. Yes you must be patient and watchful.
17. He said Mr. Molotov's answer would be "Nyot" the Russian word for "No."
18. "No I believe Hitler to be alive since Mr. Stalin.
19. Yes the water is fine.
20. No I do not remember.

RUEWELL. The comma is usually used before such as when it introduces a short illustration. Correct: I like songs such as The Rosary and I Love you Truly. Also Correct: I like those old fashioned songs, such as In the Gloomig, Auld Lang Syne, Listen to the Mocking Bird.

The colon may be used before such as if the illustration it introduces is long. Have you learned the regulations about attendance: such as attendance in classes, at assembly programs, at church, at clubs, and at class meetings, etc.?

Write five sentences illustrating the preceding rule.

RULE 12. The comma may be used before *namely*, viz., e.g., i.e., and that is when the material following is short. Otherwise, the colon, semicolon, and dash are used. Usage varies.

There is one salad I like, namely, avocado salad.
He went to see "his princess," i.e., his wife.

Write sentences illustrating Rule 12. Tell what the abbreviations stand for.

RULE 13.

The comma is used before each questions.

It is time to go, isn't it?
President Truman's cocker spaniel is names "Feller," isn't it?
You know that the male mosquito doesn't bite, don't you?
You didn't see him did you?

Punctuate the echo questions in the following sentences and underline them.

1. The Queen bee controls the hive doesn't she?
2. The news of the death of her father is sad isn't it?
3. Mr. Smith is a gifted story teller, isn't he?
4. Oedipus had a father and Sphinx to fight against didn't he?
5. The author writes with enthusiasms doesn't he?
6. You know that they have left the city, don't you?
7. It is time for the service to begin isn't it?
8. The fleets were beautiful weren't they?
9. You know that she won a scholarship didn't you?
10. You are the one that the tenor solo aren't you?

Rule 14 The comma is used usually after introductory participial, gerund, infinitive, and long prepositional phrases.

PARTICIPIAL PHRASES

Visiting the historic scene by moonlight, we were struck by its delicate beauty.

Glittering like stars in the black-blue skies, her diamonds made a beautiful picture.

Rushing off to the Yukon, thousands of men tried to find gold and thus become rich quick.

Having done his best to help, he gave up in despair.

Harrassed by her constant nagging and scolding, he fled from home, never to return.

GERUND PHRASES

Upon arriving at Lindern they were received warmly.
After waiting to see how the matter could turn out, they went home,

Since learning that the ore is extremely valuable, scientists are doing their utmost to prevent its waste.

After eating his breakfast, the king became suddenly ill.

To get the most happiness out of life, practice the Golden Rule.

To learn the lesson of self-denial, the Spartan children pursued a long program of self-sacrifice and privation.

To succeed in your studies, you must apply yourself diligently.

LONG PREPOSITIONAL PHRASES

Far away across the mist covered mountains, we could see the little village with its lights gleaming in the dusk.

In the deep deep recesses of the whirling waters, you will find the treasure.

Note: There is a tendency now, even after the long prepositional phrases, to omit the comma after introductory infinitive and prepositional phrases.

To succeed he studied hard.
Into the waters he dived.

DIRECTIONS: Underline the introductory phrase and punctuate the following sentences. Write in the blanks provided the type of phrase used. You may use these abbreviations: part., ger., inf., and prep.

1. Trading their hair for black market coffee and chocolate, German women are supplying French agents of beauty salons with hair for new coiffure style. 1. _____
2. To overcome an inordinately ravenous appetite he had to exert enormous will power. 2. _____
3. To accomplish what we wish we shall have to act very fast. B.% _____
4. Seeing that the lion had him trapped Mark suddenly thought of one last device for effecting an escape. 4. _____
5. After making his last will and testament Jones turned over to the wiall and gave up the ghost. 5. _____
6. Struggling hard to escape the hare finally died from exhaustion. 6. _____
7. Suddenly bursting over the sleeping city the wild tornado razed houses, tore from their foundations the bridges to the entrances and left the city one desolate scene of destruction. 7. _____
8. Since leaving the city with its tumult and noise I have found complete rest and relaxation. 8. _____
9. Acquitting himself remarkably well for a youngster of five Martin bowed amid a loud acclaim of cheers and vigorous applause. 9. _____
10. Trickling through a small hole in the dam the water eventually filled the plains on the other side. 10. & _____
11. Reduced to dire penury and want the family sold its last precious belongings. 11. _____
12. Stricken with the raging epidemic most of the children in the village died. 12. _____
13. Carried on by his emotions the peasant hurled a stone at the nobles riding in their elegant carriages. 13. _____
14. For refusing to testify at the hearing he was sentenced to pay a fine of 1000. 14. _____
15. Upon learning of the very serious mishap of his friends Alfred

- at once boarded a train for the scene of the accident. 15. _____
16. Beyond asking a question about the way it started the investigator did nothing else. 16. _____
17. To understand clearly the meaning of the passage you will need a lexicon. 17. _____
18. Seeing that the road was barricaded they determined to try another way. 18. && _____
19. From the noise of city life and the contagious air of the slums he prayed to be delivered. 19. _____
20. Of all the students who come from that section he is by far the best in every way. 20. _____
21. With the energy of five people the sick man thrust the door open and shook his fist at the startled crowd. 21. _____
22. Because of his love for the picturesque and weird atmosphere of the scene the young man decided to spend the night there. 22. % _____
23. Hiding far from the noisy thorough fare the newly weds remained in seclusion for a week. 23. _____
24. Without requiring any down payment on my part the owner of the house gave me two months in which to get together money for my first payment. 24. _____
25. With only two small bags of clothing and a purse containing twenty cents Samuel stealthily crept down the stairs opened the door and sped away into the thick darkness of the night. 25. _____

RULE 15. The comma is used in some instances with direct quotations.

RULE 16. The comma is used to set off introductory words like first, second or secondly, third or thirdly from the rest of the sentence.

First, let us hear what the other person has to say.

DRILL

Write ten sentences illustrating this rule.

RULE 17.

The comma is used to set off a mild exclamation or interjection from rest of the sentence.

Alas, it is raining a little.
Well, I am going home now.

Ah, did you see him just then?

DRILL

Write ten sentences illustrating this rule.

Rule 18 The comma is used between a name and the following degree.
Joshua Richardson, M. D.

Rule 19. The comma is used to prevent misreading.
Within, the room was gaily decorated.
While eating, the dog was suddenly attacked.

CAUTION

1. Do not use a comma before and joining only two grammatical elements.
INCORRECT: In the modern New York hotels portable television receivers are played, and charged for at the rate of three dollars a day!

The boys and girls ran, and played in the spacious fields.
 I gave my pencil to John, and Mary.
 They yelled loudly, and impatiently for him to come back.

The comma may be used for emphasis in this instance or for setting off an after thought.

2. Do not use a comma between the subject and the verb. Tremendous wigs of the French nobility, were colloquially called "g's." Three scientists of Australia, have received radar echoes from the moon.

3. Do not use a comma between a verb and its object. A French expedition recently found, an ancient Roman galley dating from the first century of the Christian era. The inhabitants of Independence, Missouri, have named, a playground after President Truman.

4. This rule is especially to be noted when a that clause is the object of the verb.

INCORRECT: The general said, that he would not make the advance. The inhabitants at once agreed, that they would surrender. The child said, that it felt a pain in its head.

OTHER USES

For other uses of the comma see above page under Letter Writing.

DIRECTIONS: Draw a circle around the unnecessary commas in the following sentence and write in the blanks the words before and after the comma with the comma omitted. In the case of the conjunction write the grammatical elements joined by the conjunction.

MODEL: 1. The mother said, that the children were killed instantly. 1. said that
 2. The horses ran furiously down the street, and mildly. 2. furiously and mildly.

- | | |
|--|-----------|
| 1. He caught hold of the boy and lifted him high in the air. | 1. _____ |
| 2. He said he was going to do that but no one believed him. | 2. _____ |
| 3. Above us we saw only gigantic rocks and cliffs. | 3. _____ |
| 4. I am majoring in English, History, and Music. | 4. _____ |
| 5. His face looked worn and sick. | 5. _____ |
| 6. Why, he might have owned the store, some day. | 6. _____ |
| 7. The next day, however, they witnessed a scene that interested them. | 7. _____ |
| 8. I thought then, the only thing to do was to leave. | 8. _____ |
| 9. There was in her voice, and unexpected, purely feminine command. | 9. _____ |
| 10. The tree, by the club house was blown down last night. | 10. _____ |

REVIEW USES
 OF THE COMMA

Punctuate the following sentences and be able to state the reason for each of the commas.

- In atlanta Georgia doctors recently used a magnet tied to a string to pick up a nail that the boy had swallowed.
- William L MacKenzie King former prime minister of Canada has been succeeded by Louis St. Larvent.
- Although the Civil Rights program has aroused bitter Southern Democratic protest and action the President insists that he will press for its execution.
- Swimming for hours in the cold icy water he contracted a serious case of penumonia.

5. My mother you will be pleased to hear is rapidly improving. 6. Sink or swim live or die survive or perish I give my hand my heart to this vote. 7. There are few leaders in the world but many men. 8. Please come when I call you she said. 9. He drove wrecklessly over the slippery winding poorly constructed highway. 10. I like Physics even though it is a difficult subject. 11. No you may not have any more pie. 12. My daughter who has been to France has just returned. 13. Peace being declared in Europe the fight continued with Japan. 14. I live in Nashville Tennessee. 15. I would like to go but I do not have any money. 16. Certainly you may use my pen. 17. I wish Sir to beg your pardon. 18. You know he is from New Zealand don't you? 19. James the cleaner whistled when he entered his gate. 20. Even though it snowed we went on a hike. 21. Because William practices every day he was ready for the concert. 22. Mary said I will go with you. 23. New York City as you know is the largest city in the Union. 24. We stopped at a motel over night for we were very tired. 25. Dr. Thompson L. L. D. will deliver the address.

SPELLING

LESSON 19

December
fifth
guests
major
pursue
prevail
prevent
persuade
discipline

LESSON 20

preserve
permit
delicious
distinguish
dissatisfy
divine
divide
distribute
descent

LESSON 21

ceremony
serpent
suspicion
service
susceptible
circuit
scene
excitement
accept

SYNONYMS

Rewrite these sentences using synonyms or equivalent expressions for the underlined words.

1. Joseph at this sight restrained himself with difficulty. 2. Education is the harmonious development of all the faculties. 3. From a beautiful angel of light Satan degenerated into a angel of darkness. 4. Her mocking words were accompanied by a sneering smile. 5. He was elected president because of his unerring judgment. 6. Your efforts to do well are vitiating by your unpleasant personality. 7. She was dignified but not proud from but not obstinate. 8. The happiness of the aged couple increased rather than diminished with the advancing years. 9. Her calmness had a salutary effect upon the frightened youngster. 10. He had lofty conceptions of his nussion on earth.

RELATIVE PRONOUNS

A relative pronoun is a pronoun which shows the relation between the clause it introduces and a noun which the pronoun represents. (a clause is a group of related words having a subject and a predicate.) The noun which the pronoun represents is the antecedent of the pronoun. The relative pronouns are who, which, what, that, and as.

EXAMPLES

1. The man who is sitting there is my father.
2. The girl who is sitting there is my sister.
3. The man that is sitting there is my father.
4. The girl that is sitting there is my sister.
5. The book which you gave me is lost.
6. The water which he drank was not fresh.
7. Water that is not fresh is harmful to the body.
8. The books which are lying on the table are mine.

The preceding sentences the relative pronouns show the relation between the relative clause they introduce and their antecedents.

In Sentence 1 man is the antecedent of who.

In Sentence 2 girl is the antecedent of who.

In Sentence 3 man is the antecedent of that.

In Sentence 4 girl is the antecedent of that.

In Sentence 5 book is the antecedent of which.

In Sentence 6 water is the antecedent of which.

In Sentence 7 water is the antecedent of that.

In Sentence 8 books is the antecedent of which.

What is peculiar in that it has no expressed antecedent. The pronoun itself means that which; hence it unites the function of both antecedent, and relative pronoun.

He told me what (that which) to say.

What (i. e. that which) is best to do must be done.

Do what (i. e. that which) is best.

A relative pronoun agrees with its antecedent in person, number, and gender. The verb in the relative clause has the same person as the antecedent.

Example: I who only am responsible will say this.

You who are here will understand.

Those who are here will be rewarded.

Who is used to denote persons although sometimes it refers to animals not humans.

The pupils who speak well will be selected.

The teacher who is severe is not sought after.

The captain who was standing there is Captain Jones.

The birds who sing early in the morning refresh their listeners.

Which refers to objects and animals.

The pencil which is blue is mine.

The rose bush which is by the fence is blooming profusely.

The house which I just pointed out is our new house.

I must pay for the machine which is broken.

That refers to both people and things.

He that tells tales is not wise.

The lamp that is on the table is mine.

As as a relative pronoun

As is used as a relative pronoun after such and same and may refer to both persons

and things.

I shall give you such material as you will need. (that material which you will need).

He gives the same excuse as his brother.

BUT as a relative pronoun.

In the sentence "There is not a person here but has been influenced by Jon's life."

But stands for (that ..not). But in this same sentence is considered by some as a conjunction with the subject of the following clause omitted. (but he is influenced by John(s life.)

WHO is the only relative pronoun that can be declined. It is declined as follows: who, whose, whom.

DRILL

DIRECTIONS: Underline all relative pronouns in the following sentences once and the antecedent twice.

1. Wordsworth was a poet who loved Nature.
2. The pupil loved his teacher, who had suddenly become ill.
3. The farm on which I was born has been sold.
4. The knife which I lent you was a very precious heirloom.
5. We dedicate this place to the brave soldiers who died here.
6. The birds that refresh us with their melodies have flown south.
7. He was blamed for a deed that he did not commit.
8. The settlers whose homes were rude and rough-worked from early dawn till dark.
9. He is the same now as he was yesterday.
10. The razor which was a brush is the one I desire.
11. The city mouse had a friend that lived in the country.
12. Thursday is named after a god whose name was Thor.
13. Wednesday is named after a god whose name was Woden.
14. The farmers stood by the "rude bridge that arched the flood."
15. Tell them what you told me.
16. I do not know what you mean.
17. The message which you sent did not reach me.
18. The kite was flown by the boy whom we just saw.
19. The dog that barks all night long is a big nuisance.
20. A person is judged by the company that he keeps.

DRILL 2

In the following sentences the relative pronoun is the object of a preposition. Underline the pronoun once, the antecedent twice, and encircle the preposition.

MODEL: Do you see that cloud on which the moon seems to rest?

1. This is the spring from which flows water that feeds the whole city.
2. The person to whom you gave the money has absconded.
3. That is the place from which he started.
4. The state to which you refer is very small.
5. Do you know before whom you will send?
6. Love is a golden chain by which kindred minds are united.

- 7. I do not know the person of whom you spoke.
- 8. Have you seen the person to whom I sent that present?
- 9. That is the very house in which Lincoln was born.
- 10. This is the house in which you were born.

Omission of the relative pronoun

Often the relative pronoun when it would be in the objective case after a preposition or a verb is omitted.

The book you gave me is lost. (which you gave me.)

DRILL

Place in the blanks the omitted relative pronoun and the verb of the clause it introduces. Insert a caret there the relative pronoun is omitted.

MODEL: The song you sang is beautiful: (which).....sang

- | | |
|---|-----------|
| 1. The sermon you offered was ver clear. | 1. _____ |
| 2. Tell me the name of the book you wrote. | 2. _____ |
| 3. The boy you mentioned left yesterday. | 3. _____ |
| 4. These are some of the flowers you know. | 4. _____ |
| 5. The consul they inquired is now in the hospital. | 5. _____ |
| 6. This is the present you gave me Christmas. | 6. _____ |
| 7. The measure you voted for was lost. | 7. _____ |
| 8. The advice you gave was not heeded. | 8. _____ |
| 9. Name the one you wish. | 9. _____ |
| 10. This is the price you have paid for your folly. | 10. _____ |

DRILL

Underline the drill.

Write over the relative pronoun and the words for which it stands.

- 1. Give him what you want.
- 2. Select what you want.
- 3. What he said was false.
- 4. I can't remember what he looks like.
- 5. When you use what you have I shall give you more.
- 6. Do what you can to aid him.
- 7. Do you know what he was referring to?
- 8. Leave what you do not want for me.

The compound relative pronouns are formed by adding over or soever who, which, and what.

They are whoever, (Whosoever, whomever) whosoever (whosoever, whomsoever), and whichever (undeclinable), whichsoever (indeclinable), whatever (indeclinable) and whatsoever (indeclinable).

These pronouns may be the subject of the clause to which they belong, the predicate nominative of the verb in the clause it introduces, or the object of the verb.

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210 - Drill 2

216 Adverbial
adjectives

218 - letter

221 - 2 object
verb first

222 Companion