



ELEMENTARY GRAMMAR ON MODERN LINES

BY

P. C. WREN, M. A. (Oxon.)

LATE INDIAN EDUCATIONAL SERVICE.

AUTHOR OF "THE INDIAN TEACHER'S GUIDE,"

"THE 'DIRECT' TEACHING OF ENGLISH,"

"PROGRESSIVE ENGLISH COMPOSITION," ETC.

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ELEMENTARY GRAMMAR.

PART I.

CHAPTER I.

THE SENTENCE.

A

We express our thoughts by using words.

We generally use those words in groups called **Sentences** ; as,

Little Jack Horner sat in a corner.

How very cold the night is !

A SENTENCE *is a group of words which makes complete sense.*

SUBJECT AND PREDICATE.

B

Every sentence that we speak or write consists of two parts.

1. We must talk about *something* if we talk at all.
2. We must *say* something about that thing.

In other words we must have a *subject* to talk about and we must *say* or *predicate* something about that subject.

If I come up to you and say "Your father", you know that that is the subject about which I wish to talk. But I have said nothing about that subject. To make a sentence I must say something about your father.

If I say "Your father knows me", I have expressed a *complete* thought. I have made a sentence.

EXERCISE 1. *Say something about the following subjects:—*

Rama, cows, Bombay, birds, rain.

EXERCISE 2. *The following groups of words are not sentences. They do not express complete thoughts. They have no subjects. Give each one a subject.*

- | | |
|----------------------|---------------------------------------|
| 1.is sweet. | 2.sent a telegram. |
| 3. Here are..... | 4.love little pussy. |
| 5.like milk. | 6.pleases me. |
| 7.is crowing. | 8. How well.....sings! |
| 9. May.....be happy. | 10. Once upon a time there lived..... |

C

In Grammar, *that about which we speak* is called the **Subject**.

What is said about the subject is called the **Predicate**.

In the first exercise you supplied Predicates.

In the second exercise you supplied Subjects.

EXERCISE 3. *Find the SUBJECT in each of the following sentences:—*

1. Mary had a little lamb. 2. Simple Simon met a pieman. 3. Queen Gulnaar sat on her ivory bed. 4. The boy stood on the burning deck. 5. My father left me

three acres of land. 6. At last they came to a village gate. 7. There dwelt a miller hale and bold. 8. Here come the boys. 9. Once upon a time there lived a wicked king. 10. In her ear he whispers gaily. 11. There stood his long-lost child. 12. In the days of my youth I remembered my God.

EXERCISE 4. *Find the PREDICATE in each of the following sentences:—*

1. Old Mother Hubbard went to the cupboard. 2. He goes on Sunday to the church. 3. On the next morn she follows Harry. 4. Humpty Dumpty sat on a wall. 5. Little Bo-Peep lost her sheep. 6. King Canute was weary-hearted. 7. I have a garden of my own. 8. At length the Mayor broke silence. 9. My lame foot would be speedily cured. 10. Under a spreading chestnut-tree the village smithy stands.

EXERCISE 5. *Make up some sentences and say which is the SUBJECT and which the PREDICATE in each.*

EXERCISE 6. *Break up each of the following sentences into Subject and Predicate. In other words, ANALYSE each of the following sentences:—*

1. The morning sun shall dawn again. 2. Old Tubal Cain was a man of might. 3. Sir Ralph the Rover tore his hair. 4. The mariners heard the warning bell. 5. The village master taught his little school. 6. He hears the lambs' innocent call. 7. A barking sound the shepherd hears. 8. Into the street the Piper stept. 9. Between Nose and Eyes a strange contest arose. 10. A stranger came one night to Yussouf's tent.

D

A sentence may consist of a single word, like "Run!" or "Answer." Where this is the case, it is clear that one part of the sentence has not been expressed, although it has been understood. This part is the subject.

If I say to Rama: "Run!" I mean "You run."

If you knock at my door, and I say "Come in," you understand that I mean "You come in," although I omit the subject of my sentence.

CHAPTER II.

THE NOUN.

A

1. There is a *book* on the *desk*.
2. Is there any *water* in that *pot*?

The above two sentences contain four words which are used as *names* of things:—

Book, desk, water, pot.

Instead of calling them names-of-things, we call such naming-words **Nouns**. It is a shorter word which means the same.

A NOUN is a word which is used as the name of any thing.

Question.—What is the *work* of a Noun? It is to *name*.

EXERCISE 1. *Pick out the NOUNS in the following sentences:—*

1. This is Gopal.
2. Look at his fine new axe.
3. He went into a wood one day.
4. The wind made

the little trees bend. 5. Gopal said, "I will make a little hut." 6. A little bird flew down. 7. "My nest is on a branch. Five eggs are in it," she said. 8. The little bird sang for joy.

EXERCISE 2. Write down ten NOUNS.

KINDS OF NOUNS.

B

The name *boy* is common to all the boys in the world.

The name *tree* is common to all the trees in the world.

The name *bird* is common to all the birds in the world.

These common names which are shared by, and common to, all the things of their kind are called **Common Nouns**.

A COMMON NOUN is a name that is shared in common by everything of the same class or kind.

EXERCISE 3. Write down ten COMMON NOUNS.

C

1. *Rama* is a clever boy.

2. He lives in *Bombay*.

In sentence 1 the Noun *Rama* is the name of one *particular* boy.

In sentence 2 the noun *Bombay* is the name of a *particular* city.

Such nouns are called **Proper Nouns**.

The word *proper* here means *private*, or *one's own*. Capital letters must always be used for commencing Proper Nouns.

A PROPER NOUN is the name of some particular person, place, or thing.

A Proper Noun sometimes consists of several words, e. g., such a name as *Queen Mary Girls' High School*. It is the name of only one school, though it consists of five words.

EXERCISE 4. Pick out the PROPER NOUNS in the following sentences:—

1. Abdul and Latif are brothers.
2. Akbar lived in the days of Elizabeth.
3. He stayed at the Taj Mahal Hotel.
4. Calcutta is situated on the Hughli.
5. Delhi is the capital of India.
6. Aladdin had a wonderful lamp.

EXERCISE 5. Make ten sentences each containing a PROPER NOUN.

D

1. We all love *honesty*.
2. He was charged with *theft*.
3. His *childhood* was spent in *misery*.

The above three sentences contain four names of things which have no form, shape, size, weight, colour or solidity. They cannot be seen or touched.

They are names of some *quality*, *action*, or *state*.

[We can think of the qualities of a thing apart from the thing itself. For example, we can think of a stone and then of its *qualities* of weight, hardness, size, colour, etc.]

Such names are called **Abstract Nouns**.

An ABSTRACT NOUN is the name of some *quality*, *action*, or *state*.

EXERCISE 6. *Pick out the ABSTRACT NOUNS in the following sentences:—*

1. He lost his parents in infancy. 2. Health is wealth. 3. Honesty is the best policy. 4. They groped their way in darkness. 5. The wall is nine inches in thickness. 6. Prevention is better than cure. 7. Her beauty was the talk of the town. 8. The reign of Queen Victoria was one of growth and progress. 9. Warmth is necessary to life. 10. Truth is a precious jewel. 11. Rama's words filled Sita's heart with gladness. 12. The streets of this town are noted for their crookedness.

EXERCISE 7. *Make ten sentences each containing an ABSTRACT NOUN.*

E

When a noun is the name of a number (or *collection*) of persons or things considered as one, such as *class, army, crowd, mob, herd, gang, band, flock*, it is called a **Collective Noun**.

A COLLECTIVE NOUN is the name of a number of persons or things considered as one.

EXERCISE 8. *Pick out the NOUNS in the following sentences and say whether they are Common, Proper, Abstract or Collective:—*

1. Shirin had a good chance of success in her examination, but her luck was bad. 2. He puts money before conscience and prefers the society of rich men to that of his own relations. 3. This flower loses freshness and scent when plucked. 4. I heard noises in the night and feared attack from the crew of the ship. 5. He took aim at a flight of birds and brought down a couple of

them. 6. Have you heard the loud buzz of a swarm of bees? 7. King Bruce of Scotland flung himself down in a lonely mood to think. 8. I fell into grief and began to complain. 9. They gave me good counsel, but dreaded their gold. 10. With heavy sighs I often hear you mourn my hapless woe.

CHAPTER III.

THE VERB.

A

- | | |
|----------------------------------|--------------------------------|
| 1. Rama <i>plays</i> cricket. | 2. They <i>write</i> on paper. |
| 3. They <i>eat</i> together. | 4. Abdul <i>spoke</i> to me. |
| 5. She <i>ran</i> to her mother. | 6. The dog <i>barked</i> . |
| 7. The crow <i>flew</i> away. | 8. I <i>sit</i> on a chair. |
| 9. He <i>went</i> for a walk. | |

Each of the above sentences contains a *saying-word*. *Saying-words* are called **Verbs**.

We have already said that, to make a sentence, we must talk about *something* (Subject), and we must *say* something about that thing (Predicate). We can say what that subject *does*, or what *is done* to it, or what it *is*.

For example, we will speak of Rama. We will say :—

1. What Rama *does*. Rama *kicks* the ball.

[The word *kicks* says what Rama does. It is therefore a Verb.]

2. What *is done* to Rama. Rama *is kicked* by a horse.
 3. What Rama *is*. Rama *is a good boy*.

A VERB is a word which says something about a subject. Or we may say, a VERB is a word which says what a subject does, what is done to it, or what it is.

The word "verb" means "the word," for it is the word (*i. e.*, the most important word) in a sentence. You cannot make a sentence without it. A sentence may contain only one word, but that word must be a verb.

Note that a verb is not always one word. It often consists of more than one word; as,

Sita is singing.

He will come to-morrow.

The book has been found.

Question.—What is the *work* of the Verb? It is to say something.

EXERCISE 1. Pick out the VERBS in the following sentences:—

1. The boy fell in the water. 2. He worked and sang from morn to night. 3. The grass grows very fast. 4. Krishna is the cleverest boy in the class. 5. The wolf killed the goat. 6. The goat was killed by the wolf. 7. We like cricket better than football. 8. They are both absent to-day. 9. They fought the dogs and killed the cats. 10. I met a little cottage girl.

EXERCISE 2. Put VERBS to the following nouns and complete the sentences:—

- | | |
|-------------------------|-----------------------------|
| 1. Fishes..... | 2. The sky..... |
| 3. Birds..... | 4. The sun.....in the west. |
| 5. Rama.....me a story. | 6. Rivers.....to the sea. |
| 7. Hari.....late. | 8. Rama.....by Hari. |

EXERCISE 3. Write down ten sentences and underline the VERB in each.

KINDS OF VERBS.

B

- | | |
|----------------------------|----------------------------|
| 1. The bird <i>flies</i> . | 2. The fish <i>swims</i> . |
| 3. The dog <i>barks</i> . | 4. I <i>sleep</i> . |

Are the above four sentences complete, each containing a thought fully expressed? Yes, each sentence makes complete sense.

Now examine the following sentences :—

- | | |
|-----------------------------------|------------------------|
| 1. Rama <i>took</i> | 2. The man <i>made</i> |
| 3. The winner <i>will receive</i> | 4. Abdul <i>saw</i> |

If you read these four sentences, you find that none of them makes complete sense. If I say to you "Rama took," you wait to hear *what* he took. The sentence is not complete. In sentence 2 you want to know *what* the man made. In sentence 3 we are not told *what* the winner will receive. In the same way sentence 4 is incomplete. We do not know *what* Abdul saw.

Clearly these verbs differ from those in the first four examples, in requiring an **Object** to complete them, *e. g.*,

1. Rama took *the book*.
2. The man made *a box*.
3. The winner will receive *a prize*.
4. Abdul saw *a snake*.

These verbs which *must be followed by an object* are called **Transitive Verbs**. The word "transitive" means "passing over". In such verbs, the action *passes on* from the subject to something. If you take, you must take something. If you make, you must make something. If you receive, you must receive something. If you see, you must see something.

The verbs in the first four sentences are called **Intransitive Verbs**. The action expressed by such verbs *does not pass on* to any object. When a bird flies, it does not fly something. When a fish swims, it does not swim something. In the same way, *barks* and *sleep* have no object.

EXERCISE 4. *Pick out the Verbs in the following sentences, and say whether each is TRANSITIVE or INTRANSITIVE :—*

1. They rise with the morning lark.
2. A stitch in time saves nine.
3. Go and see your father to-morrow.
4. Take your books and go home.
5. Say that again.
6. Bring me your book, Abdul.
7. I quite agree with him.
8. Rama loves work and Abdul hates it.
9. Put it down.
10. The goat fell into the well.
11. The crow sat on the branch and cawed.
12. Too many cooks spoil the broth.

EXERCISE 5. *Write down five sentences each containing an INTRANSITIVE VERB.*

EXERCISE 6. *Write down five sentences each containing a TRANSITIVE VERB.*

C

1. Birds *fly*.
2. I *fly* my kite.

Examine the above sentences.

In the first sentence *fly* is an intransitive verb because the action does not pass on to an object. In the second sentence *fly* is a transitive verb, because the action does pass on to an object.

We thus see that the verb *fly* can be used both *transitively* and *intransitively*.

Below are some further examples of the same verb used transitively and intransitively :—

1. This child *speaks* plainly.
His teacher *speaks* several languages.
2. The dying man scarcely *breathed*.
He *breathed* a prayer for help.
3. He *walked* up and down.
He *walked* his horse up and down.
4. The train *stopped* suddenly.
The driver suddenly *stopped* the train.

Before you say whether a Verb is Transitive or Intransitive carefully examine *how it is used*.

EXERCISE 7. Use each of the following verbs both TRANSITIVELY and INTRANSITIVELY :—

Eat, marry, speak, follow, answer, ring, kick, feel, see.

D

1. Rama *is* strong.
2. That man *seems* an impostor.

The verbs in these two sentences are not verbs of action. They tell us what the subject *is*, or *seems*, and not what the subject does.

Such verbs are called **Copulative Verbs**, because they *join* the subject to some word which describes it.

Copulative Verbs are also called **Verbs of Incomplete Predication**, because they require another word, called a **Complement**, to form a complete predicate.

Thus the word *strong* which tells us what Rama is, and which is required to form a complete predicate, is called the Complement to the verb.

Below are some further examples of Verbs of Incomplete Predication :—

1. Sita *became* sad.
2. They *grew* weary.
3. The boys *made* great noise.
4. The child *fell* asleep.
5. The old woman *looks* unhappy.
6. The report *proved* false.
7. He *went* mad.

EXERCISE 8. *Write down five sentences each containing a VERB OF INCOMPLETE PREDICATION.*

EXERCISE 9. *Pick out the verbs in the following sentences, and say whether each is TRANSITIVE, INTRANSITIVE, or COPULATIVE :—*

1. You work very slowly.
2. Such conduct displeases your master.
3. He will become angry with you.
4. Where is my book?
5. I left it on the desk.
6. It was there just now.
7. He seems innocent.
8. You look guilty and you seem nervous.
9. Confess the truth.

E

1. Cows eat grass.
2. Rain falls.
3. Rama was lazy.

We will **parse** the verbs and nouns in the above sentences. In other words we will *say what we can about them.*

- | | |
|---------|--|
| 1. COWS | Common noun, subject of <i>eat</i> . |
| EAT | Transitive verb, because it has an object, <i>grass</i> . |
| GRASS | Common noun, object of <i>eat</i> . |
| 2. RAIN | Common noun, subject of <i>falls</i> . |
| FALLS | Intransitive verb. It is a verb of action but has no object. |

3. RAMA Proper noun, subject of *was*.
 WAS Copulative verb, because it joins
 Rama and *lazy*.
 LAZY This is the word that describes
 Rama.

EXERCISE 10. PARSE *the verbs and nouns in Exercise 9.*

CHAPTER IV.

THE ADJECTIVE.

A

1. Rama is a *big* boy.
2. *Lazy* students fail.
3. Govind is *poor* but *honest*.
4. England is a *rich* country.

The above sentences contain a number of nouns which you can easily pick out. With some of these nouns there is a *describing-word*. By the help of these describing-words, we know something more about the person or thing named by each noun.

Thus, the word *big* tells us *what kind* of boy Rama is.

The word *Lazy* tells us *what kind* of students fail.

The words *poor* and *honest* tell us *what kind* of man Govind is.

The word *rich* tells us *what kind* of country England is.

Such describing-words are called **Adjectives**, because they are used *to add something to the meaning of a noun*.

EXERCISE 1. *Pick out the ADJECTIVES in the following sentences, and say why you think they are adjectives :—*

1. His hair is crisp, and black, and long.
2. King Francis was a hearty king, and loved a royal sport.
3. Old John, with white hair, does laugh away care.
4. In the furrowed land the toilsome and patient oxen stand.
5. A barking sound the shepherd hears.
6. The way was long, the wind was cold, the minstrel was infirm and old.
7. This is the man, all shaven and shorn, who milked the cow with a curly horn.
8. There were bad mistakes in the exercise, and it was written on dirty, grey paper with thin, cheap ink.
9. She dwelt among the untrodden ways beside the springs of Dove.
10. Children dear, was it yesterday we heard the sweet bells over the bay?
11. I like the little pedlar who has a crooked nose.

KINDS OF ADJECTIVES.

B

Those adjectives which tell us of *what kind* a person or thing is, are called **Adjectives of Quality**. Because they *describe* a person or thing, they are also called **Descriptive Adjectives**.

All the adjectives in the above exercise, as well as in the examples at the beginning of the chapter, are Adjectives of Quality.

Adjectives of Quality answer the question "Of what kind?"

EXERCISE 2. *Write down ten sentences each containing two ADJECTIVES OF QUALITY.*

C

1. *Four* boys ran down the street.
2. There are *twenty* boys in this class.
3. Shakespeare wrote *many* plays.
4. I want *some* money.
5. He has *much* money.
6. There is *little* hope of victory.

Some adjectives do not describe persons or things ; they tell their *number* or *amount*.

Thus in the above six sentences each noun has an adjective which however does not tell us *what kind*—but *how many* or *how much*.

Such adjectives, which tell us *how many* or *how much*, are called **Adjectives of Quantity**.

These adjectives of quantity may express a *definite* number like *four* or *twenty* or an *indefinite* number or amount like *few*, *some*, *several*, *much* or *many*.

You may include among them those adjectives which show the *order* in a series as, *first*, *second*, *third*, etc.

Rama is the *first* boy in our class.

Adjectives of Quantity answer the question 'How many?' or 'How much?' or denote *order* in a series.

EXERCISE 3. *Pick out the ADJECTIVES OF QUANTITY in the following sentences:—*

1. Step back three paces.
2. I have told you this many times already.
3. I speak these few words to all men.
4. He is ninety years of age.
5. Rama was second in the race and Arjun was the last boy to reach the post.
6. Did you get many marks?
7. He made five goals during the third match of the season, in spite of little training and some illness.

EXERCISE 4. *Write down ten sentences each containing an ADJECTIVE OF QUANTITY.*

D

1. Come and look at *this* snake.
2. Look at *that* huge tree.
3. I like *these* bananas.
4. I want *those* mangoes, not the others.
5. He lives on *yonder* mountain.
6. I hate *such* things.

It is clear that the adjectives in the above sentences are used, like a pointing finger, to *point out* the thing or person that is spoken about.

Such *pointing-out* adjectives are called **Demonstrative Adjectives**.

They answer the question 'Which?'

EXERCISE 5. *Pick out the DEMONSTRATIVE ADJECTIVES in the following sentences:—*

1. I don't like those friends of yours.
2. On yonder hills my father feeds his flock.
3. Do you think these boots would fit you?
4. Is this book the one you want?
5. Oh! do look at that funny kitten.

EXERCISE 6. *Write down ten sentences each containing a DEMONSTRATIVE ADJECTIVE.*

E

1. *What* manner of man is he?
2. *Which* way shall we go?
3. *Which* banana do you want?

In the above sentences the adjectives *what* and *which* ask questions. They are therefore called **Interrogative Adjectives**.

F

1. This is *my* desk. 2. That is *your* book.

In the above sentences the adjectives *my* and *your* are called **Possessive Adjectives**, because they tell *whose* a thing is.

EXERCISE 7. Parse the ADJECTIVES in the following sentences. That is, say what kind of an adjective each one is, and what noun it belongs to.

1. The poor old woman gets little food. 2. I saw several sheep in yonder valley. 3. One little lamb was lame. 4. I want some money. 5. That idle fellow, Abdul, is the nineteenth boy in this class. 6. There is no reason why he should not get some sharp punishment. 7. One lovely hand she stretched for aid. 8. Let us see these handsome houses where the wealthy nobles dwell. 9. Many a gallant gay domestic bows before him at the gate. 10. Tell me not, in mournful numbers, life is but an empty dream. 11. The army only rusts in these days of piping peace. 12. Look at that lazy foolish fellow! 13. A straight and wide road runs to the barracks. 14. Happy and prosperous days await him.

G

1. A big black horse stood in the compound.
2. The horse was big and black.

In sentence 1 the adjectives *big* and *black* stand close to the noun *horse* with which they go.

In sentence 2 the adjectives *big* and *black* are used apart from the noun *horse*, and help to form the predicate.

When an adjective stands close to the noun with which it goes, it is said to be an **Epithet** or **Attribute**.

When an adjective is used apart from its noun and helps to form the predicate, it is said to be used **Predicatively**.

H

The words *the* and *a* (or *an*) are sometimes called **Demonstrative Adjectives**, and sometimes they are called **Articles**.

The word *the* is called the **Definite Article**, while *a* (or *an*) is called the **Indefinite Article**.

If I say "I want the book", it is *definite* because some *particular* book is meant.

If I say "I want a book", this is quite *indefinite*.

CHAPTER V.

THE ADVERB.

A

1. Rama comes.

The above is a sentence. It is a complete statement. But, from this sentence, do you learn anything about Rama or about his action? No, there are no adjectives nor are there any words describing his action.

2. Rama comes *quickly*.
3. Rama comes *now*.
4. Rama comes *here*.

From the above sentences, do you learn anything about Rama's action? Yes, there are now words which tell us *how*, *when*, or *where* the action is done.

In sentence 2 the word *quickly* tells *how* Rama comes.

In sentence 3 the word *now* tells *when* Rama comes.

In sentence 4 the word *here* tells *where* Rama comes.

Each sentence contains a word which *adds* something to the meaning of the *verb*. Such words are called **Adverbs**.

EXERCISE 1. *Pick out the ADVERBS in the following sentences, and name the verb with which each is used :—*

1. He crept quietly from the room and closed the door noiselessly. 2. He went late and came away early. 3. In life, one goes up or else one goes down, for there is no standing still. 4. We are here to-day and gone to-morrow. 5. On in the snow, sadly and wearily the soldiers go. 6. Formerly I liked him well but now I cordially detest him. 7. Do come and see us soon ; you so seldom visit us nowadays. 8. Slowly and sadly we laid him down. 9. I knew him well, and every truant knew. 10. I wandered lonely as a cloud. 11. Slowly England's sun was setting. 12. There lies the port.

EXERCISE 2. *Write down ten sentences each containing an ADVERB.*

KINDS OF ADVERBS.

B

1. He writes *badly*.
2. He spends his money *foolishly*.
3. He hit the ball *hard*.

What do you notice about the adverbs in these sentences ? They all show *how* the action is done.

How does he write ?.....Badly.

How does he spend his money ?.....Foolishly.

How did he hit the ball ?.....Hard.

These adverbs, which show the *manner* in which some action is done, are called **Adverbs of Manner**.

Adverbs of Manner answer the question 'How?'

EXERCISE 3. *Pick out the ADVERBS OF MANNER in the following sentences, and name the verb with which each is used:—*

1. The Sikhs fought bravely.
2. The child slept soundly.
3. The boy works hard.
4. You should not do so.
5. I was agreeably disappointed.
6. He could not speak distinctly.
7. He loved her truly.
8. He spoke quietly.
9. The dog barked loudly.
10. We were kindly received.
11. He has been shamefully treated.
12. The stout ship *Birkenhead* lay hard and fast.

EXERCISE 4. *Write down ten sentences each containing an ADVERB OF MANNER.*

C

1. The train stops *here*.
2. During the storm a sailor fell *overboard*.
3. We live *there*.
4. My father has gone *out*.
5. Have you seen an aeroplane go *up* ?

Each of the adverbs in the above sentences shows *where* the action is done ; e. g.,

Where does the train stop ?.....Here.

These adverbs, which show *where* some action is done, are called **Adverbs of Place**.

Adverbs of Place answer the question 'Where?'

EXERCISE 5. *Pick out the ADVERBS OF PLACE in the following sentences:—*

1. Don't run hither and thither, but come in and sit down. 2. Go away. 3. He stood without, and begged there. 4. He has come back. 5. Don't stand underneath. 6. Come round to-night if you want to go somewhere. 7. The little lamb followed Mary everywhere. 8. Work hard or you'll be kept in. 9. My stockings there I often knit. 10. The ploughman homeward plods his weary way.

EXERCISE 6. *Write down ten sentences each containing an ADVERB OF PLACE.*

D

1. The holidays will begin *to-morrow*.
2. Work all the harder *to-day*.
3. I shall return *soon*.
4. That happened *afterwards*.
5. Rama wrote to me *yesterday*.
6. Do it *now*.

The adverbs in the above sentences show *when* the action is done, *e. g.*,

When will the holidays begin?...*To-morrow*.

These Adverbs, which show *when* some action is done, are called **Adverbs of Time**.

Adverbs of Time answer the question 'When?'

EXERCISE 7. *Pick out the ADVERBS OF TIME in the following sentences:—*

1. Now the day is over ; night is drawing nigh. 2. Then

I understood that he wanted to begin immediately. 3. My father comes here daily, but my brother seldom comes. 4. Sometimes I think he'll never get well. 5. Obey me instantly. 6. He has been here before and he'll come here again. 7. Some of her friends live near. 8. Did you ever hear such stuff? 9. We shall now begin to work. 10. The end soon came. 11. I hurt my knee yesterday. 12. Wasted time never returns.

EXERCISE 8. Write down ten sentences each containing an ADVERB OF TIME.

E

1. This flower is *very* beautiful.
2. Your watch is not *quite* right.
3. His face was *nearly* black.
4. The man was *almost* angry.
5. The water was *rather* cold.
6. This string is *too* long.

In the above sentences you see that the adjectives *beautiful*, *right*, *black*, *angry*, *cold*, *long*, have words added to them which show the *degree*; e. g.,

To *what degree* is this flower beautiful?...It is *very* beautiful.

To *what degree* was his face black?...It was *nearly* black.

To *what degree* is the water cold?...It is *rather* cold.

From this you see that adverbs sometimes are used with *adjectives* to add something to their meaning. As they show the *degree* of the quality expressed by the adjective, they are called **Adverbs of Degree**.

EXERCISE 9. *Pick out the ADVERBS OF DEGREE in the following sentences:—*

1. He is very kind to his horse.
2. The newspapers give a fairly accurate account of the matter.
3. I do not want to see too many visitors to-day because I am exceedingly busy.
4. You get a wonderfully fine view from here.
5. What remarkably good work he does.
6. I like Rama because he is so honest.
7. Yes, he is thoroughly straightforward.
8. These mangoes are almost ripe.
9. You are quite wrong.
10. I am rather busy.
11. You are altogether mistaken.
12. He is too shy.

EXERCISE 10. *Write down ten sentences each containing an ADVERB OF DEGREE.*

F

1. He runs *very* quickly.
2. I thought he ran *rather* slowly.
3. He will never work *too* hard.
4. The king treated his vizier *most* cruelly.
5. Please work *less* noisily.
6. He writes *quite* beautifully.

In the above sentences the adverbs *quickly*, *slowly*, *hard*, *cruelly*, *noisily*, *beautifully*, have words added to them which show the *degree*; e. g.,

To *what degree* did he run *quickly*?...*Very* quickly.

To *what degree* does he write *beautifully*?...*Quite* beautifully.

From this you see that adverbs are sometimes used with *adverbs* to add something to their meaning. These also are called **Adverbs of Degree**.

You now know that *an ADVERB is a word used with a verb, or an adjective, or another adverb to add something to its meaning.*

EXERCISE 11. *Pick out the ADVERBS OF DEGREE in the following sentences :—*

1. He spoke very kindly to his horse. 2. The newspapers wrote fairly accurately about the matter. 3. I do not want to see visitors too often to-day. 4. We missed you so much. 5. How remarkably well he works! 6. I like Rama because he works so honestly and straightforwardly.

EXERCISE 12. *Fill up the blanks with suitable ADVERBS OF DEGREE :—*

1. She sings — well. 2. The sea was — stormy. 3. He is — careless. 4. You are — right. 5. We rose — early. 6. I am — glad to hear it. 7. Are you — sure? 8. He is now — better. 9. The distance was — long. 10. We were — kindly received. 11. Do not crowd your work — closely together.

G

1. *When* did you come ?
2. *Where* is Abdul ?
3. *How* did you contrive it ?
4. *Why* are you late ?

In the above sentences the words *when, where, how, why* are adverbs which are used in *asking questions*. They are therefore called **Interrogative Adverbs**.

In sentence 1 *when* is an interrogative adverb of time.

In sentence 2 *where* is an interrogative adverb of place.

In sentence 3 *how* is an interrogative adverb of manner.

In sentence 4 *why* is an interrogative adverb of cause or reason.

EXERCISE 13. *Pick out the ADVERBS in the following sentences, state their kinds and name the words they modify:—*

1. Slowly and sadly we laid him down. 2. Things are no better at present. 3. The weather is delightfully cool. 4. Ambition urges me forward. 5. He is old enough to know better. 6. How brightly the moon shines! 7. How did you manage it? 8. I shall be there presently. 9. He went quickly from the house but soon returned there. 10. He spoke thus yesterday, but he will speak differently here. 11. They went abroad thereafter, as they greatly feared the king.

H

Then the little bird flew down very quickly.

THEN	Adverb of time, used with the verb <i>flew</i> .
THE	Demonstrative adjective pointing out the noun <i>bird</i> .
LITTLE	Adjective of quality describing <i>bird</i> .
BIRD	Common noun, subject of <i>flew</i> .
FLEW	Intransitive verb. It is a verb of action but has no object.
DOWN	Adverb of place, used with the verb <i>flew</i> .
VERY	Adverb of degree, used with the Adverb <i>quickly</i> .
QUICKLY	Adverb of manner, used with the verb <i>flew</i> .

EXERCISE 14. PARSE *all the words in the following sentences* :—

1. This very cruel boy often kills quite harmless birds.
2. The Ganges is a very holy river.
3. Rama works more diligently.

CHAPTER VI.

THE PRONOUN.

A

Listen to Rama, *he* is singing. Govind and Ganpat are here. *They* have come to hear *him*. *He* will be glad to see *them*.

In the above sentences the words in italics are used *instead of* names (or nouns). It is easier and better to use such words than to keep on repeating the noun, and say :—

Listen to Rama, Rama is singing. Govind and Ganpat are here. Govind and Ganpat have come to hear Rama. Rama will be glad to see Govind and Ganpat.

Such words, which are used *instead of nouns*, are called **Pronouns**.

The word Pronoun means '*for a noun*'.

A PRONOUN is a word which is used *instead of a noun*.

EXERCISE 1. *Pick out the PRONOUNS in the following sentences and say for what each stands* :—

1. His petticoats now George cast off, for he was four years old.
2. The lark is singing gaily; it loves the

bright sun. 3. One day the boy his breakfast took, and ate it by a purling brook. 4. Old Meg, she was a gipsy. 5. The boy stood on the burning deck, whence all but he had fled. 6. No mate, no comrade Lucy knew; she dwelt on a wide moor. 7. Three wives sat up in the lighthouse tower, and they trimmed the lamps as the sun went down. 8. O Alice Brand, my native land is lost for love of you. 9. Awake, awake, my little boy! thou wast thy mother's only joy. 10. Behold her, single in the field, yon solitary Highland Lass!

EXERCISE 2. *Pick out the PRONOUNS in the following verses:—*

I met a little cottage girl;
 She was eight years old, she said;
 Her hair was thick with many a curl
 That clustered round her head.

“Sisters and brothers, little maid,
 How many may you be?”

“How many? Seven in all,” she said,
 And wondering looked at me.

“And where are they? I pray you tell.”
 She answered, “Seven are we;
 And two of us at Conway dwell,
 And two are gone to sea.”

KINDS OF PRONOUNS.

B

1. Did *I* not tell *you* to be punctual, Rama?
2. *We* should always speak the truth.

3. Why are *you* crying? Are *you* afraid of *me*?
4. Let *us* go out for a walk.
5. Some men are not honest. *They* steal things.
6. Open this box. *It* is locked.
7. *I, you, he, and she* will do *it* together.

The pronouns in the above sentences stand for the names of persons or things. Such pronouns are called **Personal Pronouns**.

A Pronoun referring to the person *speaking*, is said to be of the **First Person**; as, *I, we*.

A Pronoun referring to the person *spoken to*, is said to be of the **Second Person**; as, *thou, you*.

A Pronoun referring to the person or thing *spoken of*, is said to be of the **Third Person**; as, *he, she, it, they*.

Note.—The pronouns, *he, she, it, and they* are sometimes called Demonstrative Pronouns.

C

1. *I myself* saw him do it.
2. We will see to it *ourselves*.
3. You *yourself* can best explain.
4. He *himself* said so.
5. She *herself* says so.
6. We saw the King *himself*.
7. The town *itself* is not very large.
8. They *themselves* admitted their guilt.
9. The prisoner hanged *himself*.
10. The horse has hurt *itself*.
11. You express *yourself* very imperfectly.
12. I wash *myself* when I get up.
13. They have got *themselves* into a mess.
14. We often deceive *ourselves*.

The pronouns *myself, yourself, himself, herself, ourselves, themselves* are compounds formed from the Personal Pronouns.

It will be seen that they are used in two ways :—

(1) For *emphasis*, with a noun or pronoun, as in sentences 1, 2, 3, 4, 5, 6, 7, 8. They are then called **Emphasizing Pronouns**.

(2) As *reflexives*, when they are objects of a verb, but refer to the same person as the subject of the verb, as in sentences 9, 10, 11, 12, 13, 14. They are then called **Reflexive Pronouns**.

Whom did the prisoner hang ?.....*himself*.

We see that the prisoner is the doer of the action as well as the receiver of the action.

EXERCISE 3. *Pick out the PRONOUNS in the following sentences and say which are Emphasizing and which Reflexive :—*

1. Pray do not inconvenience yourself. 2. I cannot bring myself to do it. 3. Quit yourselves like men. 4. Xerxes himself was the last to cross the Hellespont. 5. Boadicea poisoned herself. 6. He set himself a hard task. 7. We seldom see ourselves as others see us. 8. Some people are always talking about themselves.

D

1. *This* is a present from my uncle.
2. *These* are merely excuses.
3. *That* is my house.
4. *Those* are my books.
5. *Such* were his actual words.

In the above sentences, *this, these, that, those, such* are used to *point out* the object or objects to which they refer, and are therefore called **Demonstrative Pronouns**.

E

1. *Some* say he is a sharper.
2. *Few* escaped unhurt.
3. *Many* are of that opinion.
4. *All* were drowned.
5. Do good to *others*.
6. *None* but fools have ever believed it.
7. *One* cannot do just as *one* likes.

The Pronouns *some, few, many, all*, etc. refer to persons or things in a *vague* and *general* way. They are therefore called **Indefinite Pronouns**.

F

1. *Each* of the men received a reward.
2. *Either* of you can go.
3. *Neither* of the accusations is true.

Each, either, neither are used with reference to a number of persons or things *one at a time*, and are called **Distributive Pronouns**.

G

1. *Who* broke this window ?
2. *What* shall we do now ?
3. *Which* would you prefer ?

In the above sentences, the pronouns, *who, what*, and *which*, not only stand instead of nouns, but also *ask questions*. Pronouns used for asking questions are called **Interrogative Pronouns**.

EXERCISE 4. *Pick out the INTERROGATIVE PRONOUNS in the following sentences:—*

1. Which is your uncle's house?
2. Who is there?
3. What is the matter?
4. Who made the top score?
5. Which will you take?
6. Who is knocking at the door?
7. What are those marks on your coat?
8. Whom did you see there?
9. To whom were you speaking?
10. Whose is this book?
11. Who gave you that?

EXERCISE 5. *Write down three sentences, using the pronouns WHO, WHICH and WHAT, as INTERROGATIVE PRONOUNS.*

H

1. I know that boy *who* is coming.
2. We admire those virtues *which* we do not possess.
3. This is the house *that* Jack built.

In the above sentences, the pronouns, *who*, *which* and *that*, not only stand instead of nouns, but also join the parts of the sentences together. Instead of saying "I know that boy. That boy is coming," we say "I know that boy *who* is coming," and so make only one sentence.

These pronouns *who*, *which* and *that*, used as shown above, are called **Relative Pronouns**, because they *relate* or refer to a noun which has gone before.

The noun to which a relative pronoun refers or relates is called its **Antecedent** (which means *going before*).

It will be noticed that in sentence 1 the antecedent of *who* is *boy*. In sentence 2 the antecedent of *which* is *virtues*. In sentence 3 the antecedent of *that* is *house*.

Note.—In the sentence “I don't know *what* you mean”, the word *what* is a relative pronoun. It will be seen that the antecedent of the relative pronoun *what* is not expressed.

EXERCISE 6. *Pick out the RELATIVE PRONOUNS in the following sentences:—*

1. The cat killed the rat that ate the corn.
2. I know what you mean.
3. Where is the book which I gave you ?
4. God helps those who help themselves.
5. Listen to what I say.
6. I have seen the bird which you describe.

EXERCISE 7. *Write down four sentences, each containing a RELATIVE PRONOUN.*

I

The student will have observed that many of the words used as Pronouns in this chapter do the work of Adjectives when they are placed before nouns. (See Chapter IV.)

EXERCISE 8. *Pick out the PRONOUNS in the following sentences, and tell the class to which each belongs:—*

1. Who is the man to whom you were talking, and what does he want ?
2. Whose pen is this? Which of you has lost it?
3. I do not think he understands what you mean.
4. That is the boy of whom I spoke.
5. We all want what we have not got.
6. I warned them that they would bring trouble on themselves.

7. To whom are you writing ?
8. What do you suppose will happen to the person who did this ?
9. One should try to see oneself as others do.
10. He that hath not served knoweth not how to command.

J

Who is he ?...Rama, the boy whom you wish to see.

WHO Interrogative pronoun. It stands for the noun *Rama* and asks a question.

HE Personal pronoun. It stands instead of the noun *Rama*.

WHOM Relative pronoun. It stands instead of the noun *boy* and joins "you wish to see" with "the boy".

YOU Personal pronoun. It stands instead of the asker's name.

EXERCISE 9. *Parse the PRONOUNS in the following :—*

1. "Who killed Cock Robin?"
"I", said the sparrow.
2. He laughs best who laughs last.
3. How sleep the brave, who sink to rest
By all their country's wishes blest !
4. How happy is he born and taught
That serveth not another's will !
5. Who is he that cometh, like an honoured guest ?

CHAPTER VII.

THE PREPOSITION.

A

1. The book is *on* the desk.
2. The book is *under* the desk.
3. The book is *near* the desk.
4. The book is *in* the desk.
5. The book is *beside* the desk.
6. The book is *above* the desk.
7. The book is *below* the desk.

Each of the above sentences contains a word that shows the *relation between* the book and the desk. Such words are called **Prepositions**.

Now examine the following sentences :—

1. He lives *near* us.
2. He came *with* me.
3. The letter is *from* him.
4. I do not believe *in* them.
5. There is a wall *round* it.

In these sentences you see the Prepositions used with pronouns.

A PREPOSITION is a word placed before a noun (or a pronoun) to show in what relation the person or thing denoted by the noun stands to something else.

EXERCISE 1. Pick out the PREPOSITIONS in the following sentences :—

1. Little Jack Horner sat in a corner.
2. Old Mother Hubbard, she went to the cupboard.
3. The lion and

the unicorn fought for the crown. 4. Humpty Dumpty sat on a wall. 5. Wee Willie Winkie runs through the town. 6. She sat by the fire, and told me a tale. 7. Rain, rain, go to Spain, and never come back again! 8. A fair little girl sat under a tree. 9. Such a number of rooks came over her head. 10. John Gilpin was a citizen of credit and renown. 11. "Will you walk into my parlour?" said the spider to the fly. 12. Into the street the Piper stept. 13. I can never return with my poor dog Tray. 14. He worked and sang from morn till night. 15. They all ran after the farmer's wife, who cut off their tails with a carving knife. 16. One day the boy his breakfast took, and ate it by a purling brook which through his mother's orchard ran. 17. Old John, with white hair, does laugh away care, sitting under the oak, among the old folk. 18. They rise with the morning lark, and labour till almost dark. 19. By the Nine Gods he swore. 20. Under a spreading chestnut-tree the village smithy stands. 21. He goes on Sunday to the church, and sits among his boys. 22. I bring fresh showers for the thirsting flowers, from the seas and the streams. 23. Her arms across her breast she laid. 24. Mine be a cot beside the hill. 25. Around my ivied porch shall spring each fragrant flower that drinks the dew. 26. One crowded hour of glorious life is worth an age without a name.

B

You will remember that a transitive verb must have an object. If we say "The winner will receive" it is clear that the sentence is not complete. The winner must receive *something*, or he does not receive. The verb must have an object, or the sentence is not complete.

In the same way, *a preposition must have an object*. If we say "The letter is from" it is clear that the sentence is not complete. The letter must be from somebody (or some place). The preposition must have an object or the sentence is not complete. We must say "The letter is from Rama" or "The letter is from Bombay" or something similar.

If you look at the first seven sentences in this chapter, you will see that the noun *desk* is, in each case, the object of the preposition.

In the sentence "He lives *near* us," the pronoun *us* is the object of the preposition *near*.

The noun or pronoun that follows a preposition is said to be **governed by the preposition**, and is called its **Object**.

EXERCISE 2. *Pick out the OBJECTS of the prepositions in the previous exercise.*

EXERCISE 3. *Put a suitable PREPOSITION in each of the blank spaces in the following sentences :—*

1. The horse is——the stable.
2. He got angry——me.
3. Do not go——the river.
4. He jumped——the nullah.
5. He sat——a chair.
6. The coolie saw a snake——his foot.
7. He sat——them.
8. My father is sick——fever.
9. You will be punished——your fault.
10. It is raining; do not go——your umbrella.
11. She is fond——music.
12. Take care——your books.
13. Rama hid——the door.
14. Such cruelty fills us——indignation.
15. We cut cloth——scissors.
16. Sunday is the first day——the week.
17. Calcutta stands——the Hooghly.
18. The river flows——the bridge.
19. The camel can live——water for days.
20. The king was——his counting-house.
21. An old man was once riding——market——a donkey.
22. We can go——the river——a boat.

C

1. Have you seen an aeroplane go *up* ?
2. The little boy climbed *up* the ladder.

Examine the above sentences.

In the first sentence the word *up* adds something to the meaning of the verb *go*. It is therefore an adverb modifying the verb *go*.

In the second sentence the word *up* shows the relation between the "climbing of the little boy" and "the ladder". It is therefore a preposition governing the noun *ladder*.

It will be seen that many words which are Prepositions when they are used with a noun or pronoun, are Adverbs when they stand alone and modify a word in the sentence.

EXERCISE 4. Write three pairs of sentences using the words IN, BY, ABOUT as ADVERBS and as PREPOSITIONS.

D

Rama is above me.

ABOVE Preposition, showing the relation between
Rama and *me*. *Me* is the Object of *above*.

I am below Rama.

BELOW Preposition, showing the relation between
I and *Rama*. *Rama* is the Object of *below*.

EXERCISE 5. Parse the PREPOSITIONS in the following:—

It was the hour before midnight when he came to the village and stood beneath the big tree near his father's house.

EXERCISE 6. PARSE *each word in the following sentence* :—

Rama struck the little dog with a stick.

EXERCISE 7. PARSE *each word in the following sentence* :—

He swam slowly up the very swift river.

EXERCISE 8. PARSE *each word in the following sentence* :—

This man, who now lives here with my brother, is a great scholar.

E

1. He acted *dishonourably*. (Adverb.)
2. He acted *in a dishonourable manner*.

In the second sentence the group of words "*in a dishonourable manner*" does the work of an adverb, because it tells *how* he acted.

Such a group of words is called an **Adverb Phrase**.

An ADVERB PHRASE is a group of words that does the work of an adverb.

Notice the Adverb Phrases in the following sentences :—

Little Jack Horner sat *in a corner*.

Beside the ungathered rice he lay.

She dwelt *among the untrodden ways*.

He succeeded *in the long run*.

They fought *to the last man*.

He did it *against his will*.

EXERCISE 9. *Pick out the ADVERB PHRASES in the following sentences and say what words they modify:—*

1. The sun rises in the east. 2. The dog lay on the floor. 3. There came a giant to my door. 4. The old ship sank beneath the waves. 5. The boy stood on the burning deck. 6. Old Mother Hubbard went to the cupboard. 7. He returned in an hour. 8. Such a number of rooks came over her head. 9. A fair little girl sat under a tree. 10. Under a spreading chestnut tree the village smithy stands. 11. He worked and sang from morn till night. 12. Into the street the Piper stept.

EXERCISE 10. *Write five sentences containing ADVERB PHRASES.*

F

1. He is a *wealthy* man. (Adjective.)
2. He is a man *of wealth*.

In the second sentence the group of words "*of wealth*" does the work of an adjective, because it tells *what sort* of man he is.

Such a group of words is called an **Adjective Phrase**.

An ADJECTIVE PHRASE is a group of words that does the work of an adjective.

Notice the Adjective Phrases in the following sentences:—

Nobody likes a person *with a bad temper*.

Old Tubal Cain was a man *of might*.

Isn't this a matter *of importance*?

Follow the path *of honour*.

Babar was a man *of iron will*.

Note.—An Adjective Phrase must stand close beside the noun it qualifies.

EXERCISE 11. *Pick out the ADJECTIVE PHRASES in the following sentences and say to what noun each is attached:—*

1. That was an act of cowardice.
2. He occupies a position of great importance.
3. Nelson was a boy without fear.
4. It was a sunset of great beauty.
5. The tops of the mountains were covered with snow.
6. The doors of the prison closed upon him.
7. The house adjoining the temple is my uncle's.
8. The mangoes in the basket went bad.
9. Simple Simon met a pieman going to the fair.
10. A bird in the hand is worth two in the bush.
11. He was a lad of great promise.
12. Gardens with cool shady trees surround the village.

EXERCISE 12. *Write five sentences containing ADJECTIVE PHRASES.*

CHAPTER VIII.

THE CONJUNCTION.

A

1. Rama has gone *and* Arjun has come.
2. Do your work *or* I shall punish you.
3. I called him *but* he did not hear me.
4. Two *and* two make four.

The word *and* joins the sentence *Rama has gone* to the sentence *Arjun has come*.

The word *or* joins the sentence *Do your work* to the sentence *I shall punish you*.

The word *but* joins the sentence *I called him* to the sentence *he did not hear me*.

These words *and, or, but*, which are used to join one sentence to another are called **Conjunctions**. (Latin *con*, together, and *unctus*, joined.)

Sometimes a Conjunction merely joins *words*:

Thus in sentence 4 the Conjunction *and* joins the words *Two* and *two*.

A CONJUNCTION is a word that joins words or sentences together.

B

The following sentences contain additional examples of Conjunctions :—

1. I did not come *because* you did not call me.
2. Give me to drink, *else* I shall die of thirst.
3. You will get the prize *if* you deserve it.
4. Do not go *before* I come.
5. I hear *that* your brother is in London.
6. *Unless* you tell me the truth I shall punish you.
7. He finished first *though* he began late.
8. Will you wait *till* I return ?
9. The earth is larger *than* the moon.
10. He deserved to succeed *for* he worked hard.
11. He asked *whether* he might have a holiday.
12. I will stay *until* you return.
13. He was sorry *after* he had done it.
14. *Since* you say so, I must believe it.
15. *As* he was not there, I spoke to his brother.
16. *When* I was younger I thought so.

C

Some Conjunctions are used in pairs ; as,

<i>Both—and.</i>	We <i>both</i> love <i>and</i> honour him.
<i>Either—or.</i>	<i>Either</i> take it <i>or</i> leave it.
<i>Neither—nor.</i>	It is <i>neither</i> useful <i>nor</i> ornamental.
<i>Whether—or.</i>	I do not care <i>whether</i> you go <i>or</i> stay.
<i>Not only—but also.</i>	<i>Not only</i> is he foolish, <i>but also</i> obstinate.

Conjunctions which are thus used in pairs are called **Correlative Conjunctions** or merely **Correlatives**.

EXERCISE 1. *Pick out the CONJUNCTIONS in the following sentences:—*

1. He is a clever but lazy boy. 2. She is a kind and loving mother. 3. You must work harder or I shall punish you. 4. I ran fast but missed the train. 5. I know that he is ill. 6. I waited till the train arrived. 7. The man died before the doctor arrived. 8. Rama failed because he was idle. 9. The mice will play when the cat is away. 10. They are poor yet cheerful. 11. The bag was heavy therefore I could not carry it. 12. He will help you if you ask him. 13. He will never succeed although he works hard. 14. Abdul is good and clever but has poor health and spirits. 15. Ask him whether he wishes to go or not. 16. You can come if you like. 17. Don't answer unless you know. 18. The clever but lazy boy does not succeed so surely or quickly as the steady and hard-working boy. 19. There dwelt a miller hale and bold. 20. Stop here, or gently pass! 21. They gave me good counsel, but dreaded their gold. 22. His petticoats now George cast off, for he was four years old. 23. He

went on but he was very tired and felt quite ill. 24. Men may come and men may go, but I go on for ever.

EXERCISE 2. *Fill each blank in the following sentences with an appropriate CONJUNCTION:—*

1. He is old — strong. 2. Work hard — you will fail. 3. The train was derailed — no one was hurt. 4. Two — three make five. 5. You will get the prize — you work hard. 6. I spoke to him — he did not answer. 7. Wait here — I come back. 8. Be just, — fear not. 9. He was punished — he was guilty. 10. There is no doubt — the earth is round. 11. Will you kindly wait — I return? 12. Catch me — you can. 13. The grasshopper would not have starved in winter — she had not been lazy all the summer. 14. We saw the lightning — we heard the thunder. 15. I will go away — you do not want me. 16. The tortoise beat the hare — the hare was the swifter of the two. 17. I shall be surprised — you fail. 18. — you say so, I must believe it. 19. He has succeeded better — he hoped. 20. Live well — you may die well.

EXERCISE 3. *Join the following pairs of sentences together by means of a suitable CONJUNCTION:—*

1. He is rich. He is not happy. 2. You must be quiet. You must leave the room. 3. He forgave him. He was penitent. 4. He put in his thumb. He pulled out a plum. 5. Rama works hard. Hari is idle. 6. He was afraid of being late. He ran. 7. He must do as he is told. He will be punished. 8. Balu made twelve runs. He was caught at the wicket. 9. He

did not succeed. He worked hard. 10. I lost the prize. I tried my best. 11. We are not going out. It is raining.

D

Jack and Jill went up the hill.

AND Conjunction, joining the words *Jack* and *Jill*.

He lived although he was badly wounded.

ALTHOUGH Conjunction, joining the sentence *He lived* to the sentence *he was badly wounded*.

EXERCISE 4. Parse the CONJUNCTIONS in Exercise 1.

CHAPTER IX.

THE INTERJECTION.

A

1. *Hurrah!* our side has won.
2. *Alas!* our side has lost.
3. *Hush!* I hear some one coming.
4. *Bravo,* Rama! Well hit.
5. *Hullo,* Govind! How are you?
6. *Ah!* that's the excuse every lazy boy makes.
7. *Oh!* what a beautiful rose.

Each of the above sentences begins with a word which is used to show some feeling of the mind.

The word *Hurrah!* is really a noise made to express pleasure.

The word *Alas!* is really a noise made to express sorrow.

Such words are called **Interjections**.

An INTERJECTION is a word used merely to express some sudden feeling of the mind.

B

The same word is often used to show different feelings, *e. g.*,

“Oh! What a wicked lie!” Here *Oh!* expresses indignation, anger or reproach.

“Oh! What a lovely child!” Here *Oh!* shows admiration and pleasure.

“Oh! The child will be run over!” Here *Oh!* expresses terror, alarm and anxiety.

The word *Interjection* comes from the Latin *inter*, between, and *jactus*, thrown. It is a word thrown into the sentence and does not really form a part of it. It therefore cannot be parsed beyond saying that it is an Interjection.

CHAPTER X.

THE SAME WORD USED AS DIFFERENT PARTS OF SPEECH.

We have now dealt with the eight different classes of words, or, as they are called, the eight **Parts of Speech**. All words must belong to one of these eight classes.

But do not think that a word must always belong to the same class.

A word is not *born*, so to speak, a certain part of speech. It *becomes* a part of speech, according to how it is *used* in a sentence; or, in other words, according to the *work it does*.

Hence if I asked you what part of speech the word *that* is, your reply should be, "That depends on how it is *used* in a sentence."

In the sentence "I know that boy," *that* is an adjective.

In the sentence "Don't do that," *that* is a pronoun.

In the sentence "I was told that he was dead," *that* is a conjunction.

In the following exercises therefore, say to what part of speech a word belongs after carefully noticing *how it is used*.

EXERCISE 1. Which of the italicised words are NOUNS and which VERBS? Give reasons for your answer.

1. He kept the *fast* for a week. 2. Mahomedans *fast* in the month of Ramzan. 3. Every evening we *play* cricket. 4. All work and no *play* makes Jack a dull boy. 5. Please *iron* these clothes. 6. *Iron* is a useful metal. 7. I knew him by his *walk*. 8. I would rather *walk* than run. 9. It was a good *catch*. 10. Cats *catch* mice. 11. We generally *breakfast* on bread and butter. 12. He ate a good *breakfast*. 13. Our old *cook* died yesterday. 14. I sometimes *cook* my dinner. 15. Some bad boys *smoke*

cigarettes. 16. There is no *smoke* without fire. 17. We drink *water*. 18. I often *water* my garden.

EXERCISE 2. Which of the italicised words are NOUNS and which ADJECTIVES? Give reasons for your answer.

1. *Gold* is a precious metal. 2. My friend has a *gold* watch. 3. The child has caught *cold*. 4. It is a *cold* evening. 5. This is a *wax* candle. 6. Bees make *wax*. 7. He is the *right* man in the *right* place. 8. God defend the *right*. 9. Few people can keep a *secret*. 10. The room has a *secret* door.

EXERCISE 3. Which of the italicised words are ADJECTIVES and which ADVERBS? Give reasons for your answer.

1. They talk *more* than ever. 2. Bring some *more* cups. 3. Please call me *early*. 4. Some persons are *early* risers. 5. There is *much* truth in what he says. 6. Don't boast too *much*. 7. We have waited *long*. 8. It is a *long* lane. 9. He finds it a *hard* task. 10. Men who work *hard* enjoy life fully. 11. I know *better*. 12. I think yours is a *better* plan. 13. Where shall we go *next*? 14. I will see you *next* Monday. 15. *Most* people think so. 16. What *most* annoys me is his obstinacy. 17. I assure you, you will have *little* trouble. 18. It matters *little* what he says. 19. *Still* waters run deep. 20. He *still* lives in that house. 21. He spoke in a *loud* voice. 22. Do not speak so *loud*. 23. Rama can bowl *fast*. 24. He is our *fast* bowler. 25. He went to the *back* entrance. 26. Go *back*. 27. We can *ill* afford to

lose him. 28. It's an *ill* wind that blows nobody good.
 29. Run *quick*. 30. He is *quick* to take offence.

EXERCISE 4. Which of the italicised words are ADVERBS and which PREPOSITIONS? Give reasons for your answer.

1. The roof is *above* us. 2. He looked at the sky *above*.
 3. *After* a month she returned. 4. She arrived soon *after*.
 5. He is feared by all *below* him. 6. Come down *below*.
 7. He arrived *before* me. 8. I could not come *before*.
 9. I was *up* early this morning. 10. The little boy climbed *up* the ladder.
 11. He was only a yard *off* me. 12. Suddenly one of the wheels came *off*.
 13. The book lies *on* the table. 14. Let us move *on*. 15. What he says is true *within* limits.
 16. Some noise was heard *within*. 17. Sit *by* me. 18. Stand *by*. 19. Let us stand *behind*.
 20. There is some mystery *behind* this. 21. He looked *around*.
 22. He looked *around* the room. 23. At thirty a change came *over* him.
 24. Read it *over* carefully. 25. He has not been here *since* last week. 26. I have not seen him *since*.
 27. The car knocked *down* a child. 28. The two boys ran *down* the hill. 29. The path leads *through* the woods.
 30. I have read the book *through*.

EXERCISE 5. Which of the italicised words are PREPOSITIONS and which CONJUNCTIONS? Give reasons for your answer.

1. He went *after* I came. 2. The dog ran *after* the cat. 3. We shall stay here *till* you return. 4. Stay *till* Monday. 5. He died *for* his country. 6. I must stay

here, *for* such is my duty. 7. Look *before* you leap. 8. He stood *before* the door. 9. We have not seen him *since* yesterday. 10. He has been here *since* you left.

EXERCISE 6. *Say what part of speech is each of the italicised words:—*

1. He takes *after* his father. 2. We went away *after* they had left. 3. *After* ages shall sing his glory. 4. The children arrived soon *after*.

5. He *still* lives there. 6. *Still* waters run deep. 7. With his name the mothers *still* their babes. 8. Her sobs could be heard in the *still* of night.

9. We shall not see his *like* again. 10. Do not talk *like* that. 11. Children *like* sweets. 12. They are men of *like* build and stature. 13. They are as *like* as two peas.

14. *Both* the cashier and the accountant are Hindus. 15. You cannot have it *both* ways. 16. *Both* of them are dead.

17. You know well *enough* what I mean. 18. I have had *enough* of this. 19. There is time *enough* and to spare.

20. His house is *near* the temple. 21. Draw *near* and listen. 22. He is a *near* relation. 23. The time *nears*.

24. He is the *right* man for the post. 25. I ask it as a *right*. 26. Serves him *right*. 27. That is a fault that will *right* itself.

PART II.

CHAPTER XI.

NOUNS.—NUMBER.

A

Examine the following sentences :—

That *girl* is my cousin.

There are three *girls* in that family.

The noun *girl* names only *one* girl. It is, therefore, said to be in the **Singular Number**.

The noun *girls* names *more than one* girl. It is, therefore, said to be in the **Plural Number**.

A Noun which names *one* person or thing is said to be in the Singular Number ; as,

Girl, boy, book, pen.

A Noun which names *more than one* person or thing is said to be in the Plural Number ; as,

Girls, boys, books, pens.

Number is the change in the form of a Noun (*e. g.*, girl, girls) to show whether it names one thing, or more than one.

B

Let us now examine how the Plural Noun is formed from the Singular.

Observe the following nouns :—

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Boy	Boys.	Dog	Dogs.
Girl	Girls.	Cat	Cats.

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Room	Rooms.	Horse	Horses.
Door	Doors.	Cow	Cows.
Chair	Chairs.	Goat	Goats.
Desk	Desks.	Crow	Crows.
Book	Books.	Tree	Trees.
Pen	Pens.	Rose	Roses.

Most nouns form their Plurals *by adding s* to the Singular.

C

Observe how the following nouns form their Plurals :—

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Lash	Lashes.	Coach	Coaches.
Brush	Brushes.	Trench	Trenches.
Push	Pushes.	Bunch	Bunches.
Dish	Dishes.	Couch	Couches.
Bush	Bushes.	Peach	Peaches.
Latch	Latches.	Bench	Benches.
Batch	Batches.	Gas	Gases.
Branch	Branches.	Ass	Asses.
Match	Matches.	Loss	Losses.
Catch	Catches.	Class	Classes.
Watch	Watches.	Kiss	Kisses.
Church	Churches.	Box	Boxes.
Witch	Witches.	Fox	Foxes.

From observing these nouns we infer the rule : *nouns ending in sh, ch, s or x, form the plural by adding es to the singular.*

D

Examine the following nouns :—

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Lady	Ladies.	Body	Bodies.
Baby	Babies.	Fly	Flies.
Family	Families.	Lily	Lilies.
Copy	Copies.	Ruby	Rubies.
Pony	Ponies.	Daisy	Daisies.
Army	Armies.	Gipsy	Gipsies.
Fairy	Fairies.	Country	Countries.
Reply	Replies.	Cry	Cries.
City	Cities.	Mercy	Mercies.

From noticing these examples we infer the rule :
*nouns ending in y after a consonant, change the y into i
 and add es to make the plural form.*

Now notice the following nouns :—

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Valley	Valleys.	Donkey	Donkeys.
Journey	Journeys.	Key	Keys.
Monkey	Monkeys.	Toy	Toys.
Pulley	Pulleys.	Boy	Boys.
Chimney	Chimneys.	Day	Days.
Jockey	Jockeys.	Ray	Rays.
Play	Plays.	Bay	Bays.
Way	Ways.		

These nouns, *ending in y after a vowel*, follow the general rule of adding *s* to the singular.

E

Examine the following nouns :—

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Thief	Thieves.	Half	Halves.
Shelf	Shelves.	Wolf	Wolves.
Leaf	Leaves.	Wife	Wives.
Calf	Calves.	Knife	Knives.
Loaf	Loaves.	Life	Lives.
Elf	Elves.		

From looking at these nouns we should be inclined to infer the rule, *nouns ending in f or fe form the plural by changing these endings into v and adding es*, but if we notice the following nouns which end in *f*, we shall see that it is a rule with many exceptions :—

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Roof	Roofs.	Cliff	Cliffs.
Hoof	Hoofs.	Puff	Puffs.
Chief	Chiefs.	Cuff	Cuffs.
Dwarf	Dwarfs.	Gulf	Gulfs.

As you see these nouns follow the general rule of adding *s* to the singular.

F

With regard to nouns ending in *o*, *some follow the general rule (e. g., piano, pianos) but many add es.*

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Hero	Heroes.	Cargo	Cargoes.
Mango	Mangoes.	Echo	Echoes.
Potato	Potatoes.	Buffalo	Buffaloes.
Volcano	Volcanoes.	Tomato	Tomatoes.
Negro	Negroes.	Mosquito	Mosquitoes.

G

Hundreds of years ago, a fairly common rule was that of *adding en* to the singular to form the plural. There are a few examples still remaining.

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Ox	Oxen.	Brother	Brethren.
Child	Children.		

H

Examine the following nouns :—

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Man	Men.	Tooth	Teeth.
Woman	Women.	Goose	Geese.
Foot	Feet.	Louse	Lice.
Mouse	Mice.		

The above nouns form their plural *by a change of vowel in the body of the word*. As you see, there are only a few of them.

I

A few nouns *do not make any change to form the plural*; they are used both as singular and plural. *E. g.*, sheep, deer, salmon (and many other names of kinds of fish).

J

1. Lend me the *scissors*.
2. You spilt some ink on your *trousers*.
3. The blacksmith uses *bellows* to blow up his fire.
4. The mali cuts the grass with a pair of *shears*.
5. I can't see without my *spectacles*.
6. What *wages* does he receive?

The nouns in italics in the above sentences are *used in the plural only*, with the exception of the rare use of the word *wage*, and a quite different use of the word *spectacle*, e. g. :—

1. A rupee a month is not a living *wage*.
2. The Durbar was a grand *spectacle*.

K

Notice how the following compound nouns form the plural :—

*Singular.**Plural.*

Son-in-law

Sons-in-law.

Daughter-in-law

Daughters-in-law.

Father-in-law

Fathers-in-law.

Coat-of-mail

Coats-of-mail.

Looker-on

Lookers-on.

Passer-by

Passers-by.

Man-of-war

Men-of-war.

Step-son

Step-sons.

Maid-servant

Maid-servants.

Compound nouns usually change into the plural their most important word.

Note.—The plural of *man-servant* is *men-servants*.

L

Note that collective nouns have both singular and plural forms, e. g.,

1. There are many *regiments* in the country.
2. There were many *crowds* in different parts of the town.
3. There are seven *classes* in the school.
4. He is on several *committees*.

M

In future, when parsing a noun, say whether it is *singular* or *plural*, e. g.,

The horses ran away.

HORSES Common noun, plural number, subject of *ran*.

CHAPTER XII.

NOUNS.—GENDER.

A

1. Boys grow up to be *men*, and *girls* become *women*.
2. He owns a *bull*, seven *cows* and a number of *cocks* and *hens*.
3. The *brother* and *sister* went to see their *uncle* and *aunt*.
4. Put my *saddle* on the *mare*.
5. The *wife* of the *butler* is an *ayah*.
6. This *lady* is the *mistress* of the *house*.
7. *Rama* is the *son* of a *carpenter*.
8. The *tiger* killed *Sitabai*, the *daughter* of the *headman*.
9. He was the *hero* of the *hour*.
10. My *nephew* and *niece* receive *lessons* from the *drawing-master*.

If you are asked to pick out all the nouns in the above sentences that are the names of **males**, you would pick out *boys*, *men*, *bull*, *cocks*, *brother*, *uncle*, *butler*, *Rama*, *son*, *carpenter*, *tiger*, *headman*, *hero*, *nephew*, *drawing-master*.

In English, nouns that are the names of *males* are said to be of the **Masculine Gender**.

If you were asked to pick out all the nouns in the above sentences that are the names of **females**, you would pick out *girls, women, cows, hens, sister, aunt, mare, wife, ayah, lady, mistress, Sitabai, daughter, niece*.

In English, nouns that are the names of *females* are said to be of the **Feminine Gender**.

But what about the other nouns, *saddle, house, hour, and lessons*? These are the names of *things without life*. As the things are without life, they are *neither males nor females*.

Nouns that are the names of *neither males nor females* are said to be of the **Neuter Gender**.

[*Neuter* means *neither*.]

Note.—Sometimes a little child or an animal, particularly a small animal, is treated as of the neuter gender, and spoken of as *it*.

On the other hand, some animals, a dog or a horse, for example, are usually spoken of as *he*, while a cat is often spoken of as *she*.

B

1. I have a *cousin*.
2. That *person* is a *relation* of mine.
3. She has a *baby*.
4. This is my *friend* and *companion*.
5. The *child* is with the *teacher*.
6. *Servants* are very troublesome.
7. The *birds* and *beasts* are in here.
8. You must pay the *attendant* and other *helpers*.

What do you notice about the nouns in the above sentences? *You cannot say whether they stand for males or females.*

Cousin is a word common to your male cousins and your female cousins. A *person* may be of either sex and so may a *relation*. A *baby* may be a boy or a girl.

Nouns which are names *common to either males or females* are said to be of the **Common Gender**. All the nouns in the above eight sentences are of common gender.

WAYS OF FORMING THE FEMININES OF NOUNS.

C

Notice the following nouns :—

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Author	Authoress.	Instructor	Instructress.
Baron	Baroness.	Traitor	Traitress.
Count	Countess.	Emperor	Empress.
Giant	Giantess.	Negro	Negress.
Heir	Heiress.	Hunter	Huntress.
Host	Hostess.	Tiger	Tigress.
Jew	Jewess.	Waiter	Waitress.
Lion	Lioness.	Murderer	Murderess.
Priest	Priestess.	Master	Mistress.
Shepherd	Shepherdess.	Prince	Princess.
Actor	Actress.	Duke	Duchess.

From these examples you infer the rule that one way of forming the *feminine* is to *add the suffix -ess to the masculine*, and that there is sometimes a slight change in the masculine form, *e. g., actor, actress ; duke, duchess ; master, mistress.*

Note.—The feminine of *hero* is formed by adding the suffix *-ine* (heroine).

D

A great many nouns have *an entirely different word* for the feminine gender, *e. g.*,

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Bachelor	Maid.	Husband	Wife.
Boy	Girl.	King	Queen.
Brother	Sister.	Man	Woman.
Bull	Cow.	Lord	Lady.
Cock	Hen.	Monk	Nun.
Dog	Bitch.	Nephew	Niece.
Earl	Countess.	Sir	Madam.
Father	Mother.	Son	Daughter.
Gentleman	Lady.	Uncle	Aunt.
Horse	Mare.		

E

Some nouns are distinguished as masculine or feminine by the use of masculine and feminine nouns (or pronouns) to form compounds.

<i>Masculine.</i>	<i>Feminine.</i>
Man-servant	Maid-servant.
Cock-sparrow	Hen-sparrow.
Bull-calf	Cow-calf.
He-goat	She-goat.
Turkey-cock	Turkey-hen.
Land-lord	Land-lady.
Milk-man	Milk-maid.
Washer-man	Washer-woman.

F

In future when parsing a noun say to what *gender* it belongs : *Masculine* or *Feminine*, *Common* or *Neuter*, e.g.,
The man struck the mare.

MAN Common noun, singular number, masculine gender, subject of *struck*.

MARE Common noun, singular number, feminine gender, object of *struck*.

CHAPTER XIII.

NOUNS—CASE.

A

As you know, we cannot make up a sentence without using a verb. When anything is done, somebody or something must do it. The doer of the action is called the Subject of the sentence.

The word that is the Subject of the sentence *names* the doer of the action, and is said to be in the **Naming** or **Nominative Case**. If I say "Rama spoke," the word Rama *names* the doer of the action expressed by the verb *spoke*, and is in the *nominative case*.

Whenever you are looking for the Nominative, *begin by finding the verb*. Then put *Who?* or *What?* before the verb. The answer will be the *nominative*, e. g.,

1. The Brahmin bathed.

(*Who bathed? The Brahmin.*)

2. Krishna went to Benares.

(*Who went? Krishna.*)

3. The bazaar is full of people.
(*What* is full? The *bazaar*.)
4. The sepoy arrested the thief.
(*Who* arrested? The *sepoy*.)
5. Gandiva was the name of Arjun's bow.
(*What* was the name? *Gandiva*.)
6. He bought a silver watch.
(*Who* bought? *He*.)
7. The pot was broken by Hari.
(*What* was broken? The *pot*.)

EXERCISE 1. *In each of the following sentences, pick out the nouns (or pronouns) in the NOMINATIVE CASE.*

1. Lakshmi lost her ring.
2. Gopal wants to go home.
3. The mosquito causes malaria.
4. Malaria kills people.
5. Milk is the best food.
6. Calcutta stands on the Hooghli.
7. The lazy boy was punished.
8. The Collector often visits this village.
9. The foolish old crow tried to sing.
10. I have read about Nur Jehan.
11. Few cats like cold water.
12. You work hard.
13. I ate some rice.
14. The tonga fell into the ditch.
15. He died a glorious death.
16. Rama married Sita.
17. Sita married Rama.
18. He is here.
19. My uncle lives in the next house.
20. Humpty Dumpty sat on a wall.
21. I like him.
22. He likes me.
23. Rama studies Sanskrit.
24. Sanskrit interests Rama.
25. Work benefits everybody.

B

In future, when parsing a noun, which is the subject of the sentence, say that it is in the NOMINATIVE CASE, e. g.,

These parrots can talk.

PARROTS Common noun, plural number, common gender, nominative case to the verb *can*.

(There is no need to say "subject of *can*," now that we use the term *nominative case*.)

EXERCISE 2. PARSE the NOUNS in the following sentences :—

1. Elephants swim well.
2. The bird flew down.
3. Many people eat too much.
4. The defeated army fled at once.
5. Most diseases can be prevented.

C

As you have already learned, the verb in a sentence very often tells of an action that must be done to somebody or something. If I make, I must make something. If I kill, I must kill something or somebody. If I touch, I must touch something or someone.

Look at the following sentences :—

1. Hari struck Rama.

(*Whom* did Hari strike ? *Rama*.)

2. He teaches me.

(*Whom* does he teach ? *Me*.)

3. He threw a stone.

(*What* did he throw ? *A stone*.)

In each of the above sentences, we see that the action expressed by the verb is done to some **Object**—some person or thing.

The noun (or pronoun) that is the Object of a verb is said to be in the **Objective Case**.

The Objective Case is sometimes called the **Accusative Case**.

To find the Objective put *Whom?* or *What?* before the verb and its subject. The answer will be the *objective*.

1. The sepoy arrested the thief.

(*Whom* did the sepoy arrest? The *thief*.)

2. He bought a silver watch.

(*What* did he buy? A silver *watch*.)

Nouns and pronouns following Prepositions are also in the Objective Case; as,

The dog ran across the *road*.

He arrived before *me*.

D

Examine the sentences :—

1. The dog bit the monkey.

2. The monkey bit the dog.

In sentence 1 the noun *dog* is the Subject of the verb *bit*, and is in the Nominative case.

In sentence 2 the noun *dog* is the Object of the verb *bit*, and is in the Objective case.

Again in sentence 2 the noun *monkey* is the Subject of the verb *bit*, and is in the Nominative case.

In sentence 1 the noun *monkey* is the Object of the verb *bit*, and is in the Objective case.

We thus see that the Nominative and Objective cases of Nouns are *alike in form*, but are known by their position in the sentence and the sense.

The Nominative generally comes *before* the verb, and the Objective *after* it.

Now examine the following sentences :—

1. He struck me.

2. I struck him.

It will be noticed that the Nominative and Objective cases of Pronouns are indicated *by a change of form*. Thus *he*, Nominative, changes in form and becomes *him* in the Objective; similarly *I*, Nominative, changes in form and becomes *me* in the Objective.

EXERCISE 3. *Pick out the nouns (and pronouns) in the OBJECTIVE CASE in the following sentences:—*

1. Putlibai found a rupee.
2. The mongoose eats snakes.
3. Snakes fear the mongoose.
4. Mosquitoes cause malaria.
5. Malaria kills people.
6. The village master taught his little school.
7. Sir Ralph the Rover tore his hair.
8. Little Bo-Peep has lost her sheep.
9. Aladdin had a wonderful lamp.
10. I met a little cottage girl.
11. My stockings there I often knit.
12. Her arms across her breast she laid.
13. One lovely hand she stretched for aid.
14. Simple Simon met a pieman.
15. I saw him.
16. He saw me.
17. Do you know the way?
18. Aurungzeb besieged Bijapur.
19. Bijapur defied him.
20. A barking sound the shepherd hears.

E

In future when parsing a noun that is the object of the sentence, say that it is in the OBJECTIVE CASE, *e. g.*,

He caught some fish.

FISH Common noun, plural number, common gender, objective case, object of the verb *caught*.

EXERCISE 4. PARSE the NOUNS in the following sentences:—

1. He felled many trees.
2. I visited Bombay recently.
3. They sometimes even attack an angry tigress.
4. Do you not hear the bells?
5. The girl wrote a letter to her cousin.

F

Look at the following sentences :—

1. This is *Rama's* book.
2. Is that your *brother's* bat ?
3. My *uncle's* house is not far from here.

In each of these sentences we see a pair of nouns, one of which is the name of the possessor and the other the name of the thing possessed. A noun (or pronoun) used to show possession is said to be in the **Possessive Case**.

In the above sentences each of the nouns *Rama's* *brother's*, *uncle's*, is in the Possessive Case.

The Possessive Case is sometimes called the **Genitive Case**.

The Possessive answers the question, *Whose* ?

Whose book ? *Rama's*.

The meaning of the Possessive Case may be expressed by means of the preposition *of* with the objective case after it. Thus, for "My uncle's house," we may say, "The house of my uncle."

G

1. *Shirin's* mother is ill.
2. The *horse's* mane is long.
3. The *bee's* sting is painful.

In these sentences the nouns in the possessive case are in the singular number, and the possessive case is formed by adding an apostrophe (') followed by an s.

H

Now examine the nouns in the Possessive Case in the following sentences :—

1. Many *boys'* books are lost.
2. All these *horses'* feet are shod.
3. We saw rows of *soldiers'* tents.

As you see, the nouns in the possessive case are here in the plural number. *As the plural nouns themselves end in s*, only the apostrophe (') is used, and not another s.

I

1. *Men's* lives are short.
2. The *children's* toys are broken.
3. These *oxen's* humps are large.

In these sentences the nouns in the possessive case are in the plural number *but do not end in s*. Therefore the apostrophe (') and s are used (as in the singular).

J

The Possessive Case is chiefly used when the noun denotes some *living* thing. Thus we say :—

Children's toys ; horses' feet ; Mary's book.

When the noun denotes anything *without life*, possession is generally expressed by the preposition *of*, followed by the noun in the objective case ; as,

The leg of the table [*not*, the table's leg].

The cover of the book [*not*, the book's cover].

But the Possessive Case is used with nouns denoting *time*, *space*, or *weight* ; as,

A *day's* march ; a *week's* holiday ; a *foot's* length ;
a *pound's* weight.

K

Examine the following sentences :—

1. The *Rajah's death* was mourned by his subjects.
2. *Shakespeare's plays* are universally admired.
3. Their *leader's absence* made defeat certain.
4. The *child's murderer* was hanged.

It will be noticed from the above examples that the Possessive Case does not always denote *possession*.

EXERCISE 5. *Pick out the nouns in the POSSESSIVE CASE in the following sentences :—*

1. He hears the lambs' innocent call.
2. Rama's words filled Sita's heart with grief.
3. The children found a bird's nest.
4. Tom attends a boys' school.
5. The children's clothes are new.
6. The ladies' saris were beautiful.
7. The girl's voice is sweet.
8. A man's house is his castle.
9. The reaper's work is done.

EXERCISE 6. *Give the POSSESSIVE CASE, SINGULAR and PLURAL, of the following nouns :—*

Baby, child, boy, lady, man, sheep, monkey, ox.

L

When parsing a noun (or pronoun) used to show possession, say that it is in the POSSESSIVE CASE, *e. g.*, *Krishna's place is here.*

KRISHNA'S Proper noun, singular number, masculine gender, possessive case to the noun *place*.

M

Look at the sentence :—

Stand there, *Rama*.

Here *Rama* is the name of the person *spoken to* or *addressed*. It is, therefore, said to be in the **Vocative Case**.

The Vocative Case is also called the **Nominative of Address**.

Further examples of the Nominative of Address :—

1. Come on, *boys*.
2. Come into the garden, *Maud*.
3. Drink, pretty *creature*, drink.
4. O *Mary*, go and call the cattle home.

EXERCISE 7. *In the following sentences pick out the nouns and tell the NUMBER, GENDER, and CASE of each :—*

1. The Council passed a vote about this.
2. Come away, children.
3. Many hands make light work.
4. Hari's books are in the desk.
5. I like this weather very well.
6. Napoleon defeated his enemies' army.
7. No people inhabit the island.
8. Play up, school!
9. They had lost all hope.
10. The woman shook her head.
11. We greatly admired the ladies' saries.
12. A mad dog bit my pony.
13. The boys made great noise.
14. He wrote a letter to his uncle.
15. The cow loves her calf.
16. Radha is milking the cow.
17. The children have read the story of Ali Baba.
18. Camels carry heavy burdens.
19. The little girl has a sweet voice.
20. We boil water in a kettle.
21. The noise frightened the child.
22. A mouse awakened a lion from sleep.
23. I know a funny little man.
24. Green grass pleases tired eyes.
25. The tops of the mountains were covered with snow.
26. My boy, you are mistaken.
27. The lamb was killed by the wolf.
28. Do you know the way to the bazaar?

N

Examine the following sentence :—

Mary gave her little sister a doll.

(*What* did Mary give? A *doll*.)

The noun *doll* is the Object of the verb *gave*, and is in the Accusative Case.

(*To whom* did Mary give a doll? To her little *sister*.)

The noun *sister* is called the **Indirect Object** of the verb *gave*, and is said to be in the **Dative Case**.

We see that the verb *gave* has here two Objects—

(i) *doll* (the *thing* that Mary gave), called the *Direct Object*;

(ii) *sister* (the *person to whom* the doll was given), called the *Indirect Object*.

Do not forget that the Direct Object is always in the Accusative Case, while the Indirect Object is always in the Dative Case.

The Indirect Object can always be found by asking the question *To whom?* or *For whom?*

Rama lent Hari his book.

(*To whom* did Rama lend his book? To *Hari*.)

Abdul made the boy a kite.

(*For whom* did Abdul make a kite? For the *boy*.)

Compare :

1. Mary gave her little sister a doll.
2. Mary gave a doll *to* her little sister.
3. Abdul made the boy a kite.
4. Abdul made a kite *for* the boy.

In sentence 2 the noun *sister* is in the Accusative Case after the preposition *to*.

In sentence 4 the noun *boy* is in the Accusative Case after the preposition *for*.

Here are a few more examples of the Indirect Object:—

1. He promised *Tom* a bicycle.
2. He bought his *son* a silver watch.
3. Will you do *me* a favour ?
4. He told *us* many stories.
5. I lent *him* a rupee.
6. Get *me* a taxi.
7. She made the *girl* a new dress.
8. He offered *her* his arm.

O

Examine the following sentence :—

Balu, our *captain*, made a century.

Balu and our captain are one and the same man. The noun *captain* follows the noun *Balu* simply to explain which Balu is referred to.

When one noun thus follows another to explain or describe it more fully, the noun which follows is said to be **in Apposition** to the noun which comes before it. (*Apposition* means a *placing near*.)

In the above sentence the noun *captain* is in apposition to the noun *Balu*, and is in the Nominative Case (because the noun *Balu* is in the Nominative Case).

Note.—A noun in apposition is in the *same* case as the noun which it explains.

Notice the following further examples of Nouns in Apposition :—

1. Kalidas, the great *dramatist*, wrote in Sanskrit.
2. Do you know Mr. Brown, the *banker* ?
3. Russia was invaded by Napoleon, the great French *general*.
4. Give Mr. Desai, the *advocate*, this book.

P

As you have seen, many words change their *form*, to show a change in *number*, *gender*, or *case*. This change is known as **Inflexion**.

CHAPTER XIV.

COMPARISON OF ADJECTIVES.

A

In English, adjectives do not change their form to agree with the noun which they qualify. [See E 2.] The only change which adjectives undergo is for **comparison**, as will be seen by examining the following sentences :—

1. That man is *rich*.
2. My uncle is *richer* than he is.
3. My father is the *richest* man in the town.

The simple form of the adjective is called the **Positive Degree** ; as, *rich*.

When comparing *two* objects and saying that one possesses a certain quality in a greater degree than the other, we use the *comparative* form of the adjective. We call *richer* the **Comparative Degree** of *rich*.

When we say that a certain object possesses a quality in the greatest degree of all that are being compared, we use the *superlative* form of the adjective ; hence the superlative form of the adjective is used when comparing *more than two* objects. We call *richest* the **Superlative Degree** of *rich*.

B

Examine how the degrees of comparison of the following adjectives are formed :—

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Tall	Taller	Tallest.
Short	Shorter	Shortest.
Great	Greater	Greatest.
Bold	Bolder	Boldest.
Young	Younger	Youngest.
Noble	Nobler	Noblest.
Fine	Finer	Finest.
Brave	Braver	Bravest.
Large	Larger	Largest.
Heavy	Heavier	Heaviest.
Pretty	Prettier	Prettiest.
Happy	Happier	Happiest.
Merry	Merrier	Merriest.
Fat	Fatter	Fattest.
Big	Bigger	Biggest.
Sad	Sadder	Saddest.
Red	Redder	Reddest.

The Comparative is usually formed by adding *-er* to the Positive.

The Superlative is usually formed by adding *-est* to the Positive.

When the Positive ends in *e*, only *-r* and *-st* are added.

When the Positive ends in *y* preceded by a consonant, *y* is changed into *i* before *-er* and *-est*.

When the Positive is a word of one syllable and ends in a single consonant preceded by a short vowel, the final consonant is doubled before *-er* and *-est*.

C

Where, however, the adjective is already a rather long word we do not make it still longer by adding *-er* or *-est*. We use the adverbs *more* and *most* instead. Thus, most adjectives of two syllables, and all adjectives of more than two syllables, form their comparative and superlative degrees as follows :—

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Tired	More tired	Most tired.
Awful	More awful	Most awful.
Thoughtful	More thoughtful	Most thoughtful.
Beautiful	More beautiful	Most beautiful.
Interesting	More interesting	Most interesting.

Note.—Where special emphasis or dignity of style is desired, *more* and *most* are used even with adjectives of one syllable ; as,

A *more fond* parent never existed.

D

There are a few adjectives whose comparative and superlative forms are *irregular*. The most important are the following :—

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Good	Better	Best.
Bad	Worse	Worst.
Little	Less	Least.
Much	More	Most.
Many	More	Most.
Late	Later or Latter	Latest or Last.
[Nigh]	Nigher	Nighest or Next.
Fore	Former	Foremost or First.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Far	Farther	Farthest.
[Forth]	Further	Furthest.
Old	Older or Elder	Oldest or Eldest.

You should learn these few irregular forms by heart, but in the case of the regular forms, experience and reading are the best teachers of when to use *-er* and *-est*, or *more* and *most*.

E

Note the following points :—

1. It is impossible to compare some adjectives, as from their meaning they express the highest possible degree of a quality, *e. g.*, *circular*, *square*, *eternal*, *perfect*, *dead*, *full*, etc.

All the same we speak of “a *more* perfect way”, of having “the *fullest* confidence” in some one, etc.

2. *This* and *that* alone among adjectives have plural forms, *these* and *those*. Thus we say : *this* boy, but *these* boys ; *that* man, but *those* men.

EXERCISE 1. Give the COMPARATIVE and SUPERLATIVE degrees of the following Adjectives :—

Friendly, tender, gay, small, cold, able, magnificent, worthy, pleasant, dull, hot, dry, sorry, evil, merry, bright, industrious, lazy, idle, handsome, lovely, wonderful, useful, holy, severe, narrow.

F

When parsing an adjective, say first of all the kind of adjective, secondly its degree, thirdly the noun which it qualifies or distinguishes, *e. g.*,

This great general was called the bravest of the brave, for no more courageous soldier ever lived.

THIS	Demonstrative adjective, pointing out <i>general</i> .
GREAT	Adjective of quality, positive degree, describing <i>general</i> .
BRAVEST	Adjective of quality, superlative degree, describing <i>man</i> (understood).
BRAVE	Adjective of quality, positive degree, describing <i>men</i> (understood).
COURAGEOUS	Adjective of quality, comparative degree (with <i>more</i>), describing <i>soldier</i> .

EXERCISE 2. PARSE the ADJECTIVES in the following sentences :—

1. This long stick is the best that I can give you. 2. You are very kind to take so much trouble. 3. Rama is taller than Hari, but Hari is stronger than Rama. 4. They are excellent friends.

CHAPTER XV.

ARTICLES.

A

It is almost impossible to learn the correct use of *a* and *the* by means of rules. It is only by reading English and by hearing English correctly spoken that we are enabled to use these words properly.

When we speak of a thing for the first time we generally use *a* (or *an*).

When we speak of the same thing again we generally use *the*. (See page 19.)

1. A boy met *a* man with *an* elephant. *The* boy saw *the* man feed *the* elephant.
2. A man once sailed on *a* ship to *an* island. *The* people of *the* island saw *the* man come off *the* ship.
3. A traveller followed *a* path through *a* forest and came to *a* bridge over *a* river. He crossed *the* bridge over *the* river and was glad to leave *the* path through *the* forest behind him.

B

The indefinite article *a* or *an* is used only with singular nouns.

(*a*) As a general rule, the article *a* is used with Common nouns in the singular number, if there is no other distinguishing word, *e. g.*,

1. This is *a* ripe mango.

(We say "These are ripe mangoes," but we *cannot* say "This is ripe mango.")

2. I hear *a* noise.

(We say "I hear noises," but we do *not* say "I hear noise.")

But Common nouns in the singular, used in a *general sense*, do not require an article, *e. g.*,

Man is mortal.

Woman is man's mate.

(*b*) The article *a* is not used before Proper Nouns, *e. g.*,

1. I am going to England.

2. Bombay is a beautiful city.

3. That is Rama.

4. Delhi is the capital of India.

When the article is used before Proper nouns, they become Common nouns, *e. g.*,

A Daniel come to judgment. [A Daniel = a very wise man.]

(*c*) The article *a* is not used before Abstract Nouns, *e. g.*,

1. Akbar is famous for wisdom, courage and learning.
2. Honesty is the best policy.
3. Faith, hope and charity are great virtues.
4. Love is stronger than death.
5. While there is life there is hope.

An exception to this rule is the use of a *particular instance* or *example* of some quality, *e. g.*,

1. He had *a* faith that was wonderful.
2. *A* love of life and *a* fear of death were his two strongest passions.

(*d*) The article *a* is not used before nouns of material, *e. g.*,

1. Gold is more precious than silver.
2. Houses are built of wood, mud, stone, bricks and mortar.

(*e*) The article is not used in certain phrases consisting of a transitive verb followed by its object, *e. g.*,

1. He left school.
2. He took offence.
3. His clothes caught fire.
4. The enemies laid siege to the town.

(*f*) The article is not used in certain phrases consisting of a preposition followed by its object, *e. g.*,

At home, in hand, in bed, at school, by day, by night, by land, by water, on horseback, on foot.

C

The form *an* is used, instead of *a*, before a word beginning with a *vowel sound* or *mute h* ; as,

An ass, an enemy, an inkstand, an orange, an hour, an heir, an honest man.

Notice that we say —

A European, a university, a union,
because these words begin with a consonant sound.

Before words beginning with *h* (except when *h* is silent as it is in *hour*, *heir*, etc.) *a* is used when the first syllable of the word has the accent ; as,

A hospital, a history of India.

But *an* is often used before words beginning with *h* and not accented on the first syllable ; as,

An historical novel, an hotel.

D

(*a*) The definite article *the* is not used before Proper Nouns, unless they are in the plural number or specially referred to, *e. g.*,

1. Akbar was Emperor of India.
 2. Henry VIII. was the father of Queen Elizabeth.
- But it is correct to say —

1. *The* India of to-day differs from *the* India of yesterday.
2. This family was famous during the reigns of *the* Georges.
3. He is not *the* Mr. Jones whom you know.

(*b*) *The* is used before Common Nouns which are names of things unique of their kind (that is, of which there is only one thing or one class), *e. g.*,

The sun, *the* earth, *the* moon, *the* stars, *the* sky,
the ocean, *the* winds, *the* gods, *the* senses.

(c) *The* is used before Common Nouns when the name of an animal, plant, or other thing, is taken as a type of its class, *e. g.*,

1. *The* cow is a useful animal.
2. *The* ostrich is a huge bird.
3. *The* mango is the best fruit.
4. *The* banyan is a kind of fig tree.

[Do not say, "a kind of a fig tree." This is a common error.]

(d) *The* is used with adjectives which do the work of nouns, *e. g.*,

1. *The* poor are often happier than *the* rich.
2. Honour *the* brave, feed *the* hungry, clothe *the* naked, care for *the* fatherless.

(e) *The* is used before Common, Abstract and Material Nouns to define the *particular* person, thing, quality or material referred to, *e. g.*,

1. That is *the* house.
2. Have you *the* key?
3. He has *the* courage of a lion.
4. What is *the* time?

Do not forget that there are many exceptions to all these rules.

E

Study the following sentences carefully and say them over to yourself several times :—

1. There was a time when I thought as you do.
2. This is not the time to sit idle.
3. There is a time for work and a time for play.
4. I should have liked to rest but I hadn't the time.
5. It will soon be time to go home.

1. Home, sweet home! There's no place like home.
2. I suppose he has a home to go to.
3. India is the home of the tiger.

1. Courage and truth are great virtues.
2. He had the courage to tell the truth.
3. I never heard of a courage such as his.
4. It is a great truth.

1. He told of an India that has passed away.
2. It was the India of my dreams.

1. This is silver.
2. The silver in this bangle is mixed with lead.
3. It is a silver that no honest man would sell.

EXERCISE 1. *Complete the following sentences by filling in A or AN or THE as may be suitable:—*

1. He looks as stupid as — owl.
2. I bought — horse, — ox, and — buffalo.
3. The guide knows — way.
4. Honest men speak — truth.
5. Copper is — useful metal.
6. He is — honour to his country.
7. The children found — egg in the nest.
8. French is — easy language.
9. — sun shines brightly.
10. English is — language of — people of England.
11. He is — untidy boy.
12. I have come without — umbrella.
13. — lion is — king of beasts.
14. Ceylon is — island.

EXERCISE 2. *Insert ARTICLES where necessary:—*

1. While there is life there is hope.
2. I have not seen him since he was child.
3. Umbrella is of no avail against thunderstorm.
4. How blue sky looks!
5. The doctor says it is hopeless case.
6. Get pound of sugar from nearest grocer.
7. My favourite flower is rose.
8. What kind of bird is that?
9. It is never thankful office

to offer advice. 10. There is nothing like staying at home for comfort. 11. Moon did not rise till after ten. 12. Wild animals suffer when kept in captivity. 13. You must take care of your health. 14. Set back clock; it is hour too fast.

CHAPTER XVI.

PERSONAL PRONOUNS.

A

1. I met a little cottage girl.
2. I quite agree with you.
3. We like cricket better than football.
4. Slowly and sadly we laid him down.
5. Let us go out for a walk.
6. She sat by the fire, and told me a tale.
7. Old Meg, she was a gipsy.
8. He lost his parents in infancy.
9. They groped their way in darkness.
10. Rama loves work but Abdul hates it.
11. I think you are mistaken.
12. Her arms across her breast she laid.

Pick out each Pronoun in the above sentences, and tell whether it refers to the person *speaking* (the *speaker*), the person *spoken to*, or the person or thing *spoken of*.

B

1. *I* know Hari.
2. Hari knows *me*.
3. Hari is *my* cousin.
4. The pen he is using is *mine*.

Examine the Pronouns in italics in the above sentences.

I, me, my, mine.—These Pronouns refer to the person *speaking*, called the *first person*. They are therefore said to be of the **First Person**, singular number.

Now examine the Pronouns in italics in the following sentences :—

- | | |
|------------------------------|--------------------------------|
| 1. <i>We</i> love the child. | 2. The child loves <i>us</i> . |
| 3. He is <i>our</i> child. | 4. Yes, he is <i>ours</i> . |

We, us, our, ours.—These Pronouns refer to the person *speaking* and others for whom he (or she) speaks. They are of the first person, plural number.

You observe that Personal Pronouns of the First Person *change their form according to their Number and Case*.

	<i>Singular.</i>	<i>Plural.</i>
<i>Nominative :</i>	I	we
<i>Possessive :</i>	my, mine	our, ours
<i>Objective :</i>	me	us

C

You are late, Rama. I will punish *you*. Where are *your* books? Are these books *yours*?

You, your, yours.—These Pronouns refer to the person *spoken to*, called the *second person*. They are therefore said to be of the **Second Person**, singular number.

Now examine the Pronouns in the following sentences :—

You are late, boys. I shall punish *you* all. Where are *your* books? Are these books *yours*?

You observe that *you, your, and yours* are used for both singular and plural. Hence Personal Pronouns of the Second Person *change their form according to their Case*.

Singular and Plural.

<i>Nominative :</i>	you
<i>Possessive :</i>	your, yours
<i>Objective :</i>	you

Notice that *you* is the common form for both numbers, in both the nominative and objective cases.

Note 1.—In poetry, and sometimes in elevated prose, for the second person singular, *thou*, *thy*, *thine*, and *thee*, according to the case, are used ; as,

Thou art not fair, for all *thy* red and white,
For all those rosy ornaments in *thee*.

Note 2.—Even when only one person is spoken to or addressed, the Pronoun *you* takes a plural verb ; as,
You are mistaken, my boy.

D

He is ill. I know *his* parents. I often go to see *him*.
This book is *his*.

She is ill. I know *her* parents. I often go to see *her*.
This book is *hers*.

It is of no use. *Its* handle is gone. Throw *it* away.

They have just arrived. *Their* father asked *them* to come. *They* have brought *their* books. These books are all *theirs*.

He, *his*, *him*.—These Pronouns refer to the person *spoken of*, called the *third person*. They are therefore said to be of the **Third Person**, singular number. They are used when the person spoken of is a male. Hence they are of the third person, masculine gender, singular number.

She, her, hers.—These Pronouns also refer to the person *spoken of*. They are used when the person spoken of is a female. Hence they are of the third person, feminine gender, singular number.

It, its.—These Pronouns refer to the thing *spoken of*. Hence they are of the third person, neuter gender, singular number.

They, their, theirs, them.—These Pronouns refer to the persons (or things) *spoken of*. Hence they are of the third person, common gender, plural number.

You observe that Personal Pronouns of the Third Person *change their form according to their Gender, Number, and Case*.

	SINGULAR.			PLURAL.
	<i>Masculine.</i>	<i>Feminine.</i>	<i>Neuter.</i>	<i>All Genders.</i>
<i>Nominative :</i>	he	she	it	they
<i>Possessive :</i>	his	her, hers	its	their, theirs
<i>Objective :</i>	him	her	it	them

Note 1.—In pronouns, the same forms do duty for both the dative and the objective ; as,

He knows *me*.

I know *him*.

He gave *me* a rupee.

I gave *him* a rupee.

Note 2.—Remember to use the nominative form of the pronoun when used as the subject of a sentence, and the objective form when used as the object of a transitive verb or preposition.

“It’s *me*”, where the objective form is used instead of the nominative form, is an idiomatic colloquial expression, now in general use ; but, as a rule, the nominative case of pronouns must be used after verbs of incomplete predication.

E

We have seen that each of the personal pronouns, except *he* and *it*, has two possessive forms.

The forms *my*, *her*, *our*, *your*, *their*, are used only when preceding the noun they qualify ; as,

This is *my* pen.

These are *our* books.

That is *your* book.

They are usually known as **Possessive Adjectives**.

The forms *mine*, *hers*, *ours*, *yours*, *theirs*, are commonly used after the noun ; as,

The dog is *mine*.

That book is *yours*.

That dog of *mine* cost me two hundred rupees.

A friend of *theirs* lives in our neighbourhood.

F

A pronoun must agree in number and gender with the noun for which it stands. That is, it should be of the same number and gender.

As the man approached, I saw *him* clearly.

As the woman approached, I saw *her* clearly.

As we approached the rock, I saw *it* clearly.

As the children approached, I saw *them* clearly.

G

To parse a Personal Pronoun, we give its person, number, gender, and case.

You can now parse all personal pronouns quite fully, e. g.,

I saw *you* and *Rama*.

He knows *them*.

She asked *him* to visit *Hari*.

It is *Rama's* house.

I	Personal pronoun, first person, singular number, common gender, nominative case to the verb <i>saw</i> .
YOU	Personal pronoun, second person, singular number, common gender, objective case, object of <i>saw</i> .
HE	Personal pronoun, third person, singular number, masculine gender, nominative case to the verb <i>knows</i> .
THEM	Personal pronoun, third person, plural number, common gender, objective case, object of <i>knows</i> .
SHE	Personal pronoun, third person, singular number, feminine gender, nominative case to the verb <i>asked</i> .
HIM	Personal pronoun, third person, singular number, masculine gender, objective case, object of <i>asked</i> .
IT	Personal pronoun, third person, singular number, neuter gender, nominative case to the verb <i>is</i> .

EXERCISE 1. *Parse the PERSONAL PRONOUNS in the following sentences:—*

1. I owe him a large sum.
2. It is mine.
3. You shall do it.
4. I will show you the way.
5. He told a lie.
6. You have hurt me.

EXERCISE 2. *Suppose Rama is speaking to Hari, substitute the PROPER PRONOUNS for their names in the following sentences:—*

1. Is this book Hari's? 2. Did Rama hurt Hari?
3. Hari can help Rama. 4. Rama shall see Hari again
to-morrow. 5. That pen is Rama's, not Hari's.

EXERCISE 3. *In the following sentences fill each blank with I or ME :—*

1. You know that as well as —. 2. Between you and —, it is not true. 3. Did you ask Abdul or —?
4. They blamed him and —. 5. Sohrab and — went to the party. 6. I bought this bicycle for —, not for you. 7. Will you let Hari and — go to the cinema? 8. Was it — you saw or my brother? 9. Now we shall see who is the better man, you or —.

EXERCISE 4. *In the following sentences fill each blank with WE or US :—*

1. Have they done better than —? 2. — boys were there. 3. They have deserved punishment as well as —.

EXERCISE 5. *In the following sentences fill each blank with HE or HIM :—*

1. They sent for you and —. 2. I am older than —. 3. John can speak French, as well as —. 4. We want you and — to go. 5. Who is whispering? It is —. 6. Are you sure it was not —? 7. He is so changed that I hardly knew it to be —. 8. I can play much better than —.

EXERCISE 6. *In the following sentences fill each blank with THEY or THEM :—*

1. Pupils such as — deserve to succeed. 2. Tell — to go away. 3. Few did as well as —. 4. Can it be — who are calling? 5. How do you know — are Italians?

CHAPTER XVII.

RELATIVE PRONOUNS.

A

We have learnt that the Relative Pronoun is so called because it *relates* or refers to some noun or pronoun which has gone before, called its Antecedent.

Besides the Relative Pronouns *who*, *which*, *that*, and *what*, the word *as* is also used as a Relative Pronoun after *such* or *same*.

These mangoes are not such *as* I bought yesterday.

This is not the same *as* that.

The word *but* after a negative, often has the force of a Relative Pronoun ; as,

There is no man *but* wishes to live. (That is, who does not, etc.)

There is no rose *but* has some thorn. (That is, which has not, etc.)

COMPOUND RELATIVE PRONOUNS.

B

Pronouns formed by adding *-ever* or *-soever* to *who*, *which*, and *what* are called **Compound Relative Pronouns**. They are :—

Whoever, *whosoever* ; *whichever*, *whicheversover* ;
whatever, *whatsoever*.

These Relatives are generally used without antecedents expressed.

Whoever comes is welcome.

Take *whichever* you like.

Whatever he does he does well.

Whosoever exalteth himself will be debased.

Whatsoever thy hand findeth to do, do it with thy might.

Note.—Only the forms *whoever*, *whichever*, and *whatsoever* are now ordinarily used.

FORMS OF THE RELATIVE PRONOUNS.

C

Examine the following sentences :—

1. This is the boy *who* won the race.
2. This is the girl *who* is top of the class.
3. These are the people *who* wish to see you.
4. This is the boy *whom* I know.
5. This is the girl *whom* they saw.
6. These are the people *whom* we visited.
7. This is the man *whose* son is here.
8. This is the lady *whose* daughter is here.
9. These are the people *whose* children are here.

We see that the Relative Pronoun *who* has *different forms* for Objective and Possessive.

The forms are, however, the same for singular and plural, masculine and feminine.

<i>Nominative</i> :	who
<i>Objective</i> :	whom
<i>Possessive</i> :	whose

D

The Relative Pronoun *who*, and its objective form *whom* and possessive form *whose*, are parsed as follows :—

I know the boy who is here. He is the boy whom you know. She is the girl whose father died.

WHO	Relative pronoun, third person, singular number, masculine gender, nominative case to the verb <i>is</i> .
WHOM	Relative pronoun, third person, singular number, masculine gender, objective case, object of <i>know</i> .
WHOSE	Relative pronoun, third person, singular number, feminine gender, possessive case to the noun <i>father</i> .

[Note.—The possessive form *whose* is better regarded as Possessive Adjective, since it goes with the noun *father*.]

E

Examine the following sentences :—

1. The tree *which* fell has been removed.
2. The trees *which* fell have been removed.
3. That is the book *which* I lost.
4. Those are the books *which* I lost.

In the first two sentences the Relative Pronoun *which* is in the *nominative* case, in the second two, in the *objective* case.

We therefore see that the Relative Pronoun *which* has the same form for the Nominative and Objective cases. It has also the same form in the singular and plural.

Note.—The Relative Pronoun *which* has no Possessive case, but *whose* is sometimes used as a substitute for 'of which'; as,

A triangle *whose* three sides are equal is called an equilateral triangle.

F

Examine the following sentences :—

1. He *that* is content is rich.
2. They *that* touch pitch will be defiled.
3. Take anything *that* you like.
4. Those are the books *that* I lost.

In the first two sentences the Relative Pronoun *that* is in the *nominative* case, in the second two, in the *objective* case.

We therefore see that the Relative Pronoun *that* has the same form for the Nominative and Objective cases. It has also the same form in the singular and plural.

Note.—The Relative Pronoun *that* has no Possessive case and it is never used with a preposition preceding; as,

This is the boy *that* I told you *of*.

G

The Relative Pronouns *which* and *that* are parsed as follows :—

There is the horse which ran away. This is the house that Jack built.

WHICH Relative pronoun, third person, singular number, common gender, nominative case to the verb *ran*.

THAT Relative pronoun, third person, singular number, neuter gender, objective case, object of *built*.

H

Examine the following sentences :—

1. *What* has happened is not clear.
2. I know *what* you want.

The Relative Pronoun *what* is used only in the *singular*, and has the same form in the Nominative and Objective.

We now parse *what* in the second sentence.

WHAT Relative pronoun, third person, singular number, neuter gender, objective case, object of *want*.

The antecedent of the Relative Pronoun *what* is not expressed.

USE OF THE RELATIVE PRONOUNS.

I

As a general rule, the Relative Pronoun *who* is used for *persons* only. It may refer to a singular or a plural noun or pronoun.

The *man who* is honest is trusted.

The *children who* were there were frightened.

He prayeth best *who* loveth best.

They never fail *who* die in a great cause.

Note.—The Relative Pronoun *who* is sometimes used in referring to animals.

J

The Relative Pronoun *which* is used for *things without life* and for *animals*. It may refer to a singular or a plural noun.

The *castle which* you see was built by Sivaji.

The *books which* help you most are those which make you think.

The *horse which* he recently bought is an Arab.

K

The Relative Pronoun *that* is used for *persons, animals, and things*.

This is the *boy that* I told you of.

The wisest *man that* ever lived made mistakes.

The *horse that* he had sold me was a waler.

It is only *donkeys that* bray.

I know the *house that* he lives in.

He has lost the *watch that* was presented to him.

Thrice is *he armed that* hath his quarrel just.

They that touch pitch will be defiled.

It will be noticed that the Relative Pronoun *that* is used only in a *restrictive* sense, that is, to restrict, limit, or define the antecedent.

L

The Relative Pronouns *who* and *which* can be used both in a *restrictive* and in a *continuative* sense.

(1) Used in a *restrictive* sense.

The man *who* had cheated me was yesterday arrested by the police.

The book *which* you see on the table cost me two rupees.

(2) Used in a *continuative* sense ; that is, to make a further statement.

The mali came to us, *who* (= and we) were sitting in the garden.

I gave him a rupee, *which* (= and it) was all I had with me.

M

The Relative Pronoun *what* refers to *things* only. It is used when the antecedent is omitted, and is equivalent to *that which* (or *the thing which*).

What I have you are welcome to.

I say *what* I mean.

What I have written, I have written.

OMISSION OF THE RELATIVE PRONOUN.

N

The Relative Pronoun is generally omitted when it would be in the objective case ; as,

Men must reap the things \wedge they sow.

Few and short were the prayers \wedge we said.

I am monarch of all \wedge I survey.

POSITION OF THE RELATIVE PRONOUN.

O

The Relative Pronoun should be placed as near as possible to its antecedent.

The *boy who* won the first prize is the son of my old friend Mr. Latif.

Notice that it would mean something quite different if we separate the Relative Pronoun from its antecedent and say :

The boy is the son of my old friend Mr. Latif who won the first prize.

AGREEMENT OF THE RELATIVE PRONOUN AND ITS ANTECEDENT.

P

As the Relative Pronoun refers to a noun or pronoun (called its Antecedent), it must be of the same *gender*, *number*, and *person* as its Antecedent.

The boy *who* was lazy was punished.

The boys *who* were lazy were punished.

I, *who* am your King, will lead you.

You, *who* are mighty, should be merciful.

He *that* is contented is happy.

The flowers *which* grow in this garden are not for sale.

The *case* of the Relative Pronoun depends upon its relation to the verb in the clause in which it occurs. Hence the Relative Pronoun does not always agree in case with its antecedent.

Rama is the boy *who* did it.

Rama is the boy *whom* I want.

Rama is the boy to *whom* I spoke.

Rama is the boy *whose* pencil I have.

EXERCISE 1. *Pick out the RELATIVE PRONOUNS in the following sentences, name their Antecedents, and*

give the Person, Number, Gender, and Case of each :—

1. The cat killed the rat that ate the corn. 2. Bring me the letters which the postman left. 3. I hate children who are cruel. 4. You have not brought the book that I asked for. 5. This is the juggler whom we saw yesterday. 6. He that eats till he is sick must fast till he is well.

EXERCISE 2. *Fill the blanks with suitable RELATIVE PRONOUNS :—*

1. God helps those — help themselves. 2. Is this the way — leads to the station? 3. We saw the dog — worried the cat. 4. He is a man — you can trust. 5. Where is the knife — I gave you? 6. Do you know — has happened? 7. Time — is lost is never found again. 8. I do not believe — you say. 9. It is an ill-wind — blows nobody good. 10. They always talk — never think. 11. Is this the chair — you were sitting on? 12. The man to — I spoke is a well-known doctor. 13. I did not know that Mr. Ranade, — I met in Poona, was your brother. 14. Who — has ever been to India has not seen Agra?

EXERCISE 3. *Join together each of the following pairs of sentences by means of a RELATIVE :—*

1. The thief stole the watch. The thief was punished. 2. Coal is found in Bengal. It is a very useful mineral. 3. That boy bowls very well. You see him there. 4. He is a rogue. No one trusts him. 5. The boy tells lies. He deserves to be punished. 6. We got into a bus. It was full of people. 7. Little Red Riding Hood went to visit her grandmother. Her grandmother was ill in bed. 8. The ship went down. The crew were all drowned. 9. The boy fell off his bicycle. He has hurt his leg.

CHAPTER XVIII.

INTERROGATIVE PRONOUNS.

A

Examine the following sentences :—

1. *Who* is he? He is Rama, my cousin.
2. *Who* is she? She is Sita, my cousin.
3. *Who* are those two people? They are Rama and Sita, my cousins.
4. *Whom* did you see? I saw Rama.
5. *Whom* did the prince marry? He married a princess.
6. *Whom* do you know in this town? I know very many people.
7. *Whose* is this bat? It is Rama's.
8. *Whose* is this sari? It is Sita's.
9. *Whose* are those names? They are the names of the winners.

We observe that the words in italics in the above sentences are Interrogative Pronouns.

We also observe that the Interrogative Pronoun *who* has *different forms* for Objective and Possessive.

The forms are however the same for singular and plural, masculine and feminine.

<i>Nominative :</i>	who
<i>Possessive :</i>	whose
<i>Objective :</i>	whom

The Interrogative Pronouns *who*, *whom* and *whose* are used for *persons* only.

We will parse the interrogative pronouns in the sentences :—

Who is that man ? Whom did he marry ?

WHO Interrogative pronoun, third person, singular number, masculine gender, nominative case to the verb *is*.

WHOM Interrogative pronoun, third person, singular number, feminine gender, objective case, object of *marry*.

EXERCISE. *Insert in each of the blanks the proper form of INTERROGATIVE PRONOUN :—*

1. — did you give it to? 2. — is that? 3. — called to see you? 4. — are you writing to? 5. — do you mean? 6. — do you think I am? 7. — was that speaking to you? 8. — do you think will be elected? 9. From — do you come? 10. — am I speaking to, please?

B

Examine the following sentences :—

1. *Which* of these boys is your friend ?
2. *Which* of these girls is your sister ?
3. *Which* is the horse you want to sell ?
4. *Which* of these books is yours ?

In the above sentences we see the Interrogative pronoun *which* is used in the nominative and objective cases. It has the same unchanged form in both cases.

It will be observed that *which* is used for *persons, animals, and things*.

We will parse the interrogative pronoun in the first sentence.

WHICH Interrogative pronoun, third person, singular number, masculine gender, nominative case to the verb *is*.

C

1. *What* is that ?
2. *What* is worrying you ?
3. *What* are their names ?
4. *What* do you want ?
5. *What* are they talking about ?

The Interrogative pronoun *what* is used for *things* only and, like *which*, has the same form in the nominative and objective.

In the third sentence, *what* is parsed as follows :—

WHAT Interrogative pronoun, third person, plural number, neuter gender, nominative case to the verb *are*.

In the fourth sentence :—

WHAT Interrogative pronoun, third person, singular number, neuter gender, objective case, object of *want*.

D

When the words *which* and *what* are used along with nouns, they are Adjectives (see page 17); as,

Which book is yours ?

What noise is that ?

CHAPTER XIX.

DEMONSTRATIVE AND INDEFINITE PRONOUNS.

A

Look at the following sentences :—

1. *This* is my book ; *that* is yours.
2. *These* are my books ; *those* are yours.

We observe that in these sentences the words in italics are used as Demonstrative Pronouns.

This and *these* are used to indicate persons or things near in space, time, or thought; *that* and *those* to indicate persons or things farther away.

When *this* and *that* are used with nouns they are Adjectives (see p. 17); as,

This book is mine.

That pen is yours.

B

Examine the following sentences :—

1. Have you *any* bread? No, I haven't *any*.
2. Were there *many* people? Yes, *many* came.
3. I suppose *few* boys failed? On the contrary, *few* passed.
4. Has he *no* money? He has *none*.
5. *Some* people believed him. Yes, *some* believed, *others* did not, but *all* listened.

We see that in these sentences the words *any*, *many*, *few*, and *some* are used as Indefinite Adjectives as well as Indefinite Pronouns. (See pages 16 and 31.)

The words *none*, *others*, and *all* are also used as Indefinite Pronouns.

Any, as an adjective, is used either with a singular or a plural noun.

C

The word *one* is often used as an Indefinite Pronoun.

One hardly knows what to do.

One must not boast of *one's* own success.

One should always do *one's* duty.

D

The pronouns in the following sentences are parsed as follows :—

Rama gave me this. Many came. I have none.

THIS Demonstrative pronoun, third person, singular number, neuter gender, objective case, object of *gave*.

MANY Indefinite pronoun, third person, plural number, common gender, nominative case to the verb *came*.

NONE Indefinite pronoun, third person, singular number, neuter gender, objective case, object of *have*.

EXERCISE 1. *Pick out the INDEFINITE PRONOUNS in the following sentences, and give the NUMBER and CASE of each :—*

1. Many are called, but few are chosen. 2. Some say he is mad. 3. Somebody wants to see you. 4. Anyone could tell you that. 5. None of my friends is of your opinion. 6. If any of them are there, tell them to come at once. 7. Some were paid in gold, some in silver. 8. He suspected, as did others, that the Russians had designs on India. 9. Some were for surrender, more for an advance. 10. If anybody knows the truth, let him tell it. 11. There is none I love like thee. 12. One cannot help smiling at what he says. 13. One does one thing, another does another. 14. Somebody revealed the secret. 15. Then none was for a party, and all were for the state.

EXERCISE 2. *PARSE, fully, the PRONOUNS in the following sentences :—*

1. The name of Ahilyabai, the daughter of Malharrao Holkar, of Indore, is known all over India because she

built tanks and showed her piety in other ways. 2. Many had great reverence for her, and this is proved by historical papers left by them. 3. She said, "One's conduct should be pure and simple, for in that lies all that is necessary. Everyone should do his duty to the King, obey him in everything, and do what is loyal and faithful. Who shall prosper that denies this? Forget not the Almighty who is the King of Kings; worship Him and do what He commands. Who shall excuse himself if he does that which the Almighty Himself has forbidden? Prefer not this nor that, but obey Him. Everybody will in time become nobody." 4. Which of the sayings of Ahilyabai is truer than this?

CHAPTER XX.

ACTIVE AND PASSIVE VOICE.

A

1. The boy *killed* the bird.
2. The bird *was killed* by the boy.

In the first sentence the transitive verb *killed* represents its subject as *acting*.

In the second sentence the transitive verb *was killed* represents its subject as *being acted upon*.

In the first sentence the subject is the DOER of the *action*.

In the second sentence the subject is the RECEIVER OR SUFFERER of the *action*.

A transitive verb that represents its subject as ACTING, is in the **Active Voice**. Hence the verb *killed* is in the Active Voice.

A transitive verb that represents its subject as being passively ACTED UPON is in the **Passive Voice**. Hence the verb *was killed* is in the Passive Voice.

B

Look at the following pairs of sentences and notice how the transitive verb first represents its subject as *acting* and then as *being acted upon*. In the first case the verb is in the *active voice*, in the second, it is in the *passive voice* :—

1. The man *struck* the horse.
2. The horse *was struck* by the man.
1. The jackal *followed* the tiger.
2. The tiger *was followed* by the jackal.
1. The cat *caught* the mouse.
2. The mouse *was caught* by the cat.
1. The bird *built* a nest in the tree.
2. A nest *was built* in the tree by the bird.
1. I *found* it.
2. It *was found* by me.
1. I *see* a dark cloud.
2. A dark cloud *is seen* by me.
1. The mason *is building* the wall.
2. The wall *is being built* by the mason.

You see that the *object of the transitive verb in the active voice* becomes the *subject of the transitive verb in the passive voice*. (Hence it follows that *only transitive verbs can be used in the passive voice*.)

The active voice draws attention to the *doer* of the action. The passive voice draws attention to the *receiver* or *sufferer* of the action.

EXERCISE 1. *Pick out the Verbs in the following sentences, and tell whether they are in the ACTIVE or in the PASSIVE VOICE :—*

1. He is beloved by all. 2. The boy made a kite. 3. The captive was bound to a tree. 4. The cat drank all the milk. 5. Little Bo-Peep has lost her sheep. 6. His command was promptly obeyed. 7. The cat was chased by the dog. 8. The letter was posted yesterday. 9. The sudden noise frightened the dog. 10. The thief was caught. 11. Hari is often helped by his brother. 12. A stone struck him on the head.

EXERCISE 2. *Rewrite the following sentences using the PASSIVE VOICE of the verb :—*

1. The man cut down the tree. 2. The official signed the order at once. 3. His teacher praised him. 4. He made a very remarkable discovery. 5. He invited us into his house. 6. Shivaji defied the Moghul Emperor. 7. The syce feeds the horse every day. 8. The police arrested him. 9. He scored fifty runs. 10. Your behaviour vexes me. 11. We expect good news. 12. Everyone respects him. 13. He kept me waiting. 14. He is watching us.

EXERCISE 3. *Rewrite the following sentences using the ACTIVE VOICE of the verb :—*

1. Sir John Moore was killed by a cannon-ball. 2. He was buried by us darkly at dead of night. 3. Not a drum was heard. 4. America was discovered by Christopher Columbus. 5. He was treated ungratefully by his sailors. 6. The work must be done by you and your brother. 7. The match was won by the High School. 8. The first railway was built by George Stephenson. 9. He was swindled by his own brother. 10. The King was welcomed by the people. 11. We shall be blamed by everyone. 12. The

child was knocked down by a car. 13. By whom was this jug broken? 14. He was taken to the nearest hospital by his friends.

C

When parsing a verb, say whether it is transitive or intransitive; and, if transitive, whether it is in the active voice or in the passive voice, *e. g.*,

Birds fly. Rama was struck by Krishna.

FLY Verb, intransitive, active voice.

WAS STRUCK Verb, transitive, passive voice.

EXERCISE 4. PARSE *the* VERBS *in the following sentences* :—

1. Panthers climb trees.
2. Your behaviour vexes me.
3. The water was spilt on the floor.
4. He spilt the milk.
5. Some boys fly kites.
6. The king was slain in battle.
7. My cousin has drawn this picture.
8. The money was lost.

CHAPTER XXI.

MOOD.

A

Examine the following sentences :—

1. We *see* with our eyes.
2. *Write* neatly.
3. If he *were* here, he *would* go with us.
4. *To find* fault is easy.

In the first sentence the verb states a *fact*.

In the second sentence the verb expresses a *command*.

In the third sentence the verbs express *mere supposition* or *doubt*.

In the fourth sentence the verb (*to find*) *merely names an action, without mentioning any subject*.

Any one of these four different *modes* or *manners* in which a verb may be used to express an action is called its **Mood**.

KINDS OF MOODS.

B

When the verb *states a fact* or *asks a question*, it is said to be in the **Indicative Mood**.

1. Rama *made* a hundred runs.
2. A hundred runs *were made* by Rama.
3. How many runs *did* Rama *make* ?

In each of these sentences the verb is in the **INDICATIVE MOOD**.

C

When the verb *expresses a command* or *entreaty*, it is said to be in the **Imperative Mood**.

1. *Open* the door.
2. *Go* away !
3. *Honour* thy father and thy mother.
4. *Excuse* me.
5. *Forgive* us our sins, O God.
6. *Have* pity on them.

In each of these sentences the verb is in the **IMPERATIVE MOOD**.

Note.—The subject of the verb in the Imperative Mood is usually not expressed, but understood.

D

When the verb *expresses a mere supposition or a wish or doubt* of any kind, it is said to be in the **Subjunctive Mood**.

1. Perhaps it *may rain* to-morrow.
2. If he *should come*, I will see him.
3. Mind how you walk here lest you *fall*.
4. Long *live* the King!
5. God *be* with you.
6. Oh! that it *were* possible.

In each of these sentences the verb in italics is said to be in the **SUBJUNCTIVE MOOD**.

E

When the verb *merely names an action*, without mentioning any subject, it is said to be in the **Infinitive Mood**.

1. *To play* cricket is pleasant.
2. *To respect* our parents is our duty.
3. *To find* fault is easy.
4. He refused *to obey* the orders.
5. The child likes *to play*.

From the above examples it will be seen that the Infinitive Mood is partly noun and partly verb; noun, because it is the *name* of an act, and, like a noun, can be used as the subject (see 1, 2, 3) or object (see 4, 5) of a verb; verb, because, like a verb, it can take an object.

F

As we have already seen, unlike a verb in the Infinitive Mood, a verb in any one of the three other Moods

(Indicative, Imperative, and Subjunctive) has a subject, either expressed or understood; hence it is *limited* by the person and number of its subject. Such a verb is therefore called a **Finite Verb**.

On the other hand a verb in the Infinitive Mood makes no reference to any subject. It is therefore said to belong to the **Verb Infinitive**.

G

A verb in the Infinitive Mood (shortly called the Infinitive) is sometimes found without the word *to* before it.

- | | |
|-------------------------------|-------------------------------|
| 1. I bade him <i>go</i> . | 2. We heard you <i>sing</i> . |
| 3. I made him <i>run</i> . | 4. I saw him <i>arrive</i> . |
| 5. You need not <i>wait</i> . | 6. Let him <i>sit</i> there. |
| 7. I can <i>swim</i> . | 8. You may <i>go</i> . |
| 9. He shall <i>work</i> . | 10. You must <i>work</i> . |

EXERCISE 1. STATE *the* MOOD of each verb in the following sentences:—

1. Take care of your health.
2. Give us this day our daily bread.
3. Do not insult the weak.
4. Shall I ever forget those happy days?
5. He cried aloud to Allah.
6. Let us remain here for the night.
7. If he sails to-morrow I may miss him altogether.
8. May you always be happy.
9. Rama called to Lakshman, "Bring my bow and arrows".
10. Nala and Nila tried to build a bridge.
11. If I were king, you should be queen.
12. Should you want any help, summon us.
13. Were he rich I should not like him better.
14. I wish I could paint.
15. If he were here, he would help us.
16. Mind your own business.
17. Stand at ease.
18. The vessel is about to sail.
19. I hear thee speak of a better land.

H

When you parse a verb state what mood it is in, e. g.,
He bought a book. Show your tickets. Beware, lest you sin.

BOUGHT Verb, transitive, active voice, indicative mood.

SHOW Verb, transitive, active voice, imperative mood.

SIN Verb, intransitive, active voice, subjunctive mood.

EXERCISE 2. PARSE *the* VERBS *in the following sentences* :—

1. He cried, "Stop the waggons lest we lose our way".
2. I wish to go out.
3. Live simply and save money.
4. Lord, have mercy upon us.
5. Dirt and disease kill millions of people.

CHAPTER XXII.

TENSE.

A

1. I *am* here to-day.
2. Rama *goes* to the High School.
3. My father *lives* in Bombay.
4. I *sit* in the front row.
5. She *writes* very neatly.

In each of the above sentences the action is spoken of as being done at the *present* time. We could use the word *now* or the word *to-day* with each of these sentences.

Instead of using the word *time*, we use the word **tense** which means the same thing. The verbs in the above sentences are said to be in the **Present Tense**.

B

1. I *was* here yesterday.
2. Rama *went* to the High School.
3. My father *lived* in Bombay.
4. I *sat* in the front row.
5. She *wrote* very neatly.

In each of the above sentences, the action is spoken of as having been done in the *past* time. We could use the word *formerly* or *yesterday* with each of these sentences. The verbs in these sentences are said to be in the **Past Tense**.

C

1. I *shall be* here to-morrow.
2. Rama *will go* to the High School.
3. My father *will live* in Bombay.
4. I *shall sit* in the front row.
5. She *will write* very neatly.

In each of the above sentences the action is spoken of as going to be done at some *future* time. We could use the word *to-morrow* with each of these sentences. The verbs in these sentences are said to be in the **Future Tense**.

D

You observe that there are three Simple Tenses — Present Tense, Past Tense, and Future Tense — corresponding to the three divisions of time : the Present, the Past and the Future.

Notice the verbs in the following :—

<i>Present.</i>	<i>Past.</i>	<i>Future.</i>
I walk	I walked	I shall walk.
I work	I worked	I shall work.
I laugh	I laughed	I shall laugh.
I call	I called	I shall call.
I climb	I climbed	I shall climb.
I answer	I answered	I shall answer.
I knock	I knocked	I shall knock.
I jump	I jumped	I shall jump.
I talk	I talked	I shall talk.
I pass	I passed	I shall pass.

You see that these verbs form their *past* tense by adding *ed* to the *present* tense, and their *future* tense with the help of the verb *shall*. (A *helping verb* is called an **Auxiliary Verb**.)

Now notice the verbs in the following :—

<i>Present.</i>	<i>Past.</i>	<i>Future.</i>
I throw	I threw	I shall throw.
I stand	I stood	I shall stand.
I fall	I fell	I shall fall.
I win	I won	I shall win.
I take	I took	I shall take.
I speak	I spoke	I shall speak.
I weave	I wove	I shall weave.
I run	I ran	I shall run.
I think	I thought	I shall think.
I drink	I drank	I shall drink.

You see that these verbs form their *past* tense by changing the vowel of the *present* tense, and their *future* tense as above, by the help of the auxiliary verb *shall*.

EXERCISE 1. NAME *the* TENSE of each of the verbs in the following sentences:—

1. The king noticed that Pandava limped.
2. He said, "I shall get a better groom."
3. The ruler showed great honour to the Bodhisatta because he knew the ways of animals.
4. Rama will go to Bombay and attend the college.
5. I come because I shall want the money.
6. He thought to himself, "I will study and then teach".
7. A snake lay in his path.
8. This is the goose that laid the golden eggs.
9. The cobra told the mongoose a story.
10. "I knew you were a rogue," said he, and I shall know it better in future.
11. So was it when my life began, so is it now I am a man.
12. Pay him what you owe him.
13. Kabir and Rohidas died long ago yet they live in the hearts of men.
14. The savages who live on that island slay their captives.

E

Examine the following sentences:—

I write.

I am writing.

I have written.

Each of the three verbs expresses the action as done in *present* time. There are therefore three forms of the Present Tense.

The verb *am writing* shows that the action is *incomplete, unfinished, or imperfect*. Hence the tense of this verb is called **Present Imperfect**.

The verb *have written* shows that the action is *complete, finished, or perfect*. Hence the tense of this verb is called **Present Perfect**.

The verb *write* expresses the action as done in present

time without indicating the state of the action. Hence the tense of this verb is called **Present Indefinite**.

Just as we have three forms of Present Tense, we have three forms of Past Tense, and three forms of Future Tense.

Present Indefinite	I write.
Present Imperfect	I am writing.
Present Perfect	I have written.
Past Indefinite	I wrote.
Past Imperfect	I was writing.
Past Perfect	I had written.
Future Indefinite	I shall write.
Future Imperfect	I shall be writing.
Future Perfect	I shall have written.

Note.—The Present Imperfect is sometimes called the Present Continuous, the Past Imperfect is called the Past Continuous, and the Future Imperfect is called the Future Continuous.

F

In future, when parsing a verb, state its tense, *e. g.*, *I saw him yesterday and I shall see him again to-morrow.*

SAW	Verb, transitive, active voice, indicative mood, past tense.
SHALL SEE	Verb, transitive, active voice, indicative mood, future tense.

EXERCISE 2. PARSE *the* VERBS *in the following sentences*:—

1. He talks too much. 2. I often thought about the matter. 3. I shall go to-morrow. 4. He struck a match.

CHAPTER XXIII.

THE GERUND.

Examine the following sentences :—

1. *To drive* a motor-car requires skill.
2. *Driving* a motor-car requires skill.
3. The *driving* of a motor-car requires skill.

In the first sentence *to drive* is the Infinitive Mood, or simply the Infinitive. It is the subject of the verb *requires*, and therefore does the work of a noun ; but, like a verb, it also takes an object *motor-car* after it.

In the second sentence *driving* is the subject of the verb *requires*, and therefore does the work of a noun ; but, being formed from a verb used transitively, it also takes an object *motor-car* after it, and is therefore like a verb. Such a word as this, which ends in *-ing*, and which does the work of a noun and a verb, is called a **Gerund**.

In the third sentence *driving* is merely the *name* of an action. Such a noun as this, formed from a verb by adding *-ing*, is called a **Verbal Noun**.

It will be noticed that the Verbal Noun *driving* is preceded by *the* and followed by *of*. Unlike the Gerund, the Verbal Noun is a pure noun, and, even when formed from a transitive verb, does not take an object after it.

Here are some further examples of Gerunds :—

Hunting tigers is a favourite sport in this country.

Asking questions is easier than *answering* them.

He likes *reading* poetry.

The afternoon was spent in *playing* cards.

He was punished for *telling* a lie.

Walking on the grass is forbidden.

Note.—*Walking* is here a Gerund though it takes no object, as *walking* is formed from an *intransitive* verb.

CHAPTER XXIV.

THE PARTICIPLE.

A

1. *Mounting* his horse, the bandit rode off.
2. A soldier, *wounded* in the Great War, came limping by.

In the first sentence the word *mounting* refers to the noun *bandit*, and has therefore the force of an adjective. It also takes an object *horse* after it, and has therefore the force of a transitive verb. The word *mounting* thus partakes of the nature of a verb and an adjective, and is therefore called a **Participle**.

Similarly in sentence 2 the word *wounded* partakes of the nature of a verb and an adjective, and is therefore a **Participle**.

B

Participles ending in *-ing* describe action which is *in progress* or *unfinished*, and are called **Present Participles**; as,

I met him *coming* down the street.

We saw a man *leading* a monkey.

Singing, we went on our way.

Landing at Calais, we proceeded to Paris.

Staggering back, he sank to the ground.

Clapping its hands for joy, the child laughed loudly.

Gazing upwards as he walked along, he fell into the stream.

Participles ending in *-ed*, *-en*, *-d*, and *-t* show *finished* action, and are called **Past Participles** ; as,

I saw a cord *stretched* across the road.

The old man, *broken* with age, hobbled along.

There were many trees *laden* with fruit.

The villains, *caught* in the act, were severely punished.

I saw the note *written* and *posted*.

C

Participles are parsed like other adjectives :—

Going to the window, Rama saw a crow perched on the verandah.

GOING Present participle of the verb *to go*, qualifying *Rama*.

PERCHED Past participle of the verb *to perch*, qualifying *crow*.

D

In the following sentences the participles are used as simple adjectives in front of a noun :—

I hear a *barking* dog.

I have often seen *falling* stars.

There is great danger in approaching a *wounded* tiger.

A *burnt* child dreads the fire.

Bleeding limbs and *broken* bones followed the quarrel.

A Participle so used is sometimes called a **Participial Adjective**.

E

In use the Gerund is quite distinct from the Present Participle, though both are identical in form. The Gerund is a verb-*noun*, the Participle is a verb-*adjective*.

I do not like his *singing*. (Gerund.)

I can hear him *singing* a song. (Participle.)

CHAPTER XXV.

STRONG AND WEAK VERBS.

A

We have just seen that some verbs form their past tense by *adding -ed* to the present tense, *e. g., walk, walked*.

Such verbs as well as those which form the past tense by *adding -d or -t* to the present tense (*e. g., love, loved; burn, burnt*), are known as **Weak Verbs**.

B

Other verbs, forming their past tense by *merely changing the vowel of the present tense* (*e. g., begin, began; come, came*), are called **Strong Verbs**.

C

Do not attempt to learn the following lists by heart, but say each verb through several times, to get the correct form by ear and eye.

STRONG VERBS.

<i>Present Tense.</i>	<i>Past Tense.</i>	<i>Past Participle.</i>
(I) arise	(I) arose	(I have) arisen
awake	awoke	awoke
bear (=bring forth)	bore	born
bear (=carry)	bore	borne
beat	beat	beaten, beat
begin	began	begun
behold	beheld	beheld
bid	bade, bid	bidden, bid
bind	bound	bound
bite	bit	bitten, bit
blow	blew	blown
break	broke	broken
burst	burst	burst
chide	chid	chidden, chid
choose	chose	chosen
cleave	clove	cloven, cleft
cling	clung	clung
come	came	come
crow	crew, crowed	crowed
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
fight	fought	fought
find	found	found
fling	flung	flung

<i>Present Tense.</i>	<i>Past Tense.</i>	<i>Past Participle.</i>
fly	flew	flown
forbear	forbore	forborne
forget	forgot	forgotten
forsake	forsook	forsaken
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grave	graved	graven
grind	ground	ground
grow	grew	grown
hang	hung, hanged	hung, hanged
hew	hewed	hewed, hewn
hide	hid	hid, hidden
hold	held	held
know	knew	known
lie	lay	lain
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
saw (=cut)	sawed	sawn
see	saw	seen
sew	sewed	sewn
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
shrink	shrank	shrunk
sing	sang	sung
sink	sank	sunk
sit	sat	sat

<i>Present Tense.</i>	<i>Past Tense.</i>	<i>Past Participle.</i>
slay	slew	slain
slide	slid	slid
sling	slung	slung
smite	smote	smitten
sow	sowed	sown
speak	spoke	spoken
spin	spun	spun
spring	sprang, sprung	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
strive	strove	striven
swear	swore	sworn
swim	swam	swum
swing	swung	swung
take	took	taken
tear	tore	torn
thrive	throve	thriven
throw	threw	thrown
tread	trod	trodden, trod
wake	woke	woke
wear	wore	worn
weave	wove	woven
win	won	won
wind	wound	wound
wring	wrung	wrung
write	wrote	written

D

WEAK VERBS.

(1) The following Weak Verbs simply *shorten the vowel sound* of the Present tense :—

<i>Present Tense.</i>	<i>Past Tense.</i>	<i>Past Participle.</i>
bleed	bled	bled
breed	bred	bred
feed	fed	fed
lead	led	led
meet	met	met
read	read	read
shoot	shot	shot
speed	sped	sped

(2) The following are really Weak Verbs because in forming their past tense they add *-ed*, *-d*, or *-t*. It will be noticed that they also change or shorten the internal vowel of the present tense :—

<i>Present Tense.</i>	<i>Past Tense.</i>	<i>Past Participle.</i>
beseech	besought	besought
bring	brought	brought
buy	bought	bought
catch	caught	caught
creep	crept	crept
deal	dealt	dealt
feel	felt	felt
flee	fled	fled
keep	kept	kept
kneel	knelt	knelt
leave	left	left
lose	lost	lost
mean	meant	meant

<i>Present Tense.</i>	<i>Past Tense.</i>	<i>Past Participle.</i>
pay	paid	paid
say	said	said
seek	sought	sought
sell	sold	sold
sleep	slept	slept
sweep	swept	swept
teach	taught	taught
tell	told	told
think	thought	thought
weep	wept	wept

(3) The following Weak Verbs have the same form for the Present Tense, Past Tense, and Past Participle:—

Burst, cast, cost, cut, hit, hurt, let, put, rid, set, shed, shut, slit, split, spread, thrust.

E

Do not forget, when parsing a verb, before you say anything else about it, to say whether it is Strong or Weak.

Mara threw rocks at Buddha.

THREW Verb, strong, transitive, active voice, indicative mood, past tense.

EXERCISE 1. *In the following sentences change the verbs to the PAST TENSE:—*

1. He throws cold water on my plan.
2. Abdul swims very well indeed.
3. He bears a grudge against his old uncle.
4. She hides her face for shame.
5. She lays her workbag on the table.
6. The old woman sits in the sun.
7. She sings sweetly.
8. I forget his name.
9. I do it of my own free will.
10. He spends his time in idleness.
11. A portrait of Gokhale hangs on the wall.
12. What strikes me is the generosity of the offer.

EXERCISE 2. *Fill in the PAST TENSE or PAST PARTICIPLE of verb given :—*

1. In a fit of rage she —— up the letter (*tear*). 2. Marathi is —— in the Deccan (*speak*). 3. Of late the custom has —— into disuse (*fall*). 4. The old beggar was —— by a mad dog (*bite*). 5. We —— beneath a tree (*lie*). 6. Do as you are —— (*bid*). 7. He —— us good-bye (*bid*). 8. You must reap what you have —— (*sow*). 9. He has —— from the ranks (*rise*). 10. What is —— in the bone will not wear out of the flesh (*breed*). 11. I was —— away by an impulse (*bear*). 12. We thought her dying when she —— (*sleep*). 13. He was —— by a stone (*strike*). 14. I —— him up on the telephone (*ring*).

CHAPTER XXVI.

NUMBER AND PERSON.

A

If you are speaking of yourself as playing cricket every evening, you use the words "I play cricket every evening." You never say "I plays cricket every evening." But if you are speaking of Rama as playing cricket every evening, you say "He plays cricket every evening." This is because, in English, *the verb agrees with its subject in number and person*; that is, the verb has the same number and person as the subject.

The verb has three persons, the first, second and third; and two numbers, the singular and the plural.

In modern English the verb hardly changes its form for number and person, but it still keeps the *s* in the third person singular for the present tense of the indicative mood :—

I run, We run, You run, They run, *but* He runs.
 I think, We think, You think, They think, *but* He thinks.
 I write, We write, You write, They write, *but* He writes.

B

There are a few verbs (*do, go,* and verbs ending in *s*) which add *es* to form the third person singular of the present tense of the indicative mood.

I do, We do, You do, They do, *but* He does.

I go, We go, You go, They go, *but* He goes.

I miss, We miss, You miss, They miss, *but* He misses.

The letter *y* preceded by a consonant becomes *i* before *es*; as,

I marry, he marries; I carry, he carries.

C

In future, when parsing a verb, mention its number and person, *which will, of course, be those of its subject.*

Rama plays cricket.

PLAYS Verb, weak, transitive, active voice, indicative mood, present tense, third person, singular number, agreeing with its subject *Rama*.

[Note.—As a rule nouns take verbs in the third person.]

EXERCISE 1. PARSE *the* VERBS *in the following sentences* :—

1. I come here every morning. 2. Answer my question. 3. Perhaps he talks English. 4. I wrote to him yesterday. 5. Wait until I send for you. 6. They journeyed to Benares together. 7. Keep quiet, I wish to read.

CHAPTER XXVII.

AUXILIARY VERBS.

When a person or a nation cannot perform a piece of work, or carry on a war, without help, the services of some assistant, helper, ally, or *auxiliary* are obtained.

In English, the verbs cannot perform all their work without help. For example, they cannot show the future tense by a change of form, as they can in your own language. The help they require is given by other verbs.

These *helping* verbs are called **Auxiliary Verbs**.

The chief Auxiliary verbs are: *shall* and *will*, *have*, *be* (with its various forms *am*, *is*, *are*, *was*, *were*, *been*, *being*), *may*, and *do*.

I. SHALL AND WILL.

A

If you are speaking about playing football *to-morrow* you must use the helping verb *shall*.

To-morrow I *shall* play football.

Shall is an auxiliary of future tense in the first person.

In the second and third persons, *will* is used instead of *shall*.

1st.	I <i>shall</i> play	We <i>shall</i> play.
2nd.	(Thou <i>wilt</i> play)	You <i>will</i> play.
3rd.	He <i>will</i> play	They <i>will</i> play.

B

Remember, however, that *because one man helps another it does not prevent his having work of his own to do*. A policeman may help a soldier, but he is still a policeman and has his own duties as such.

Similarly, *shall* and *will* lead their own life and have their own duties, in addition to the help they may give other verbs.

When doing its own work and not helping another verb, *shall* is used in the second and third persons to express *determination, command, or promise* on the part of the speaker ; as,

You *shall* obey me.

He *shall* leave the house instantly.

He *shall* be brought to justice.

You *shall* have my book.

Similarly, when doing its own work and not helping another verb, *will* is used in the first person to express *determination or promise* ; as,

I *will* speak, in spite of you.

I *will* be heard.

I *will* never forsake you.

Compare the following sentences :—

AUXILIARY To-morrow I *shall* go to Bombay.

PRINCIPAL Will you take your food now, Sir ?

Yes, I *will*.

AUXILIARY Rama says he *will* visit us again next year.

PRINCIPAL I have said I *will* sign this paper now — and I *will*.

C

RECAPITULATION.—In the 1st person *shall* is used as an Auxiliary to form the future tense expressing *simple futurity*. In the 2nd and 3rd persons *will* is used as an Auxiliary to form the future tense expressing *simple futurity*.

When *shall* is used in the 2nd or 3rd person, it usually expresses *command*, *promise*, or *determination*. Hence when *shall* is used in the 2nd or 3rd person, it is a Principal verb.

When *will* is used in the 1st person, it shows *determination*, *promise*, or *willingness* on the part of the speaker. Hence when *will* is used in the 1st person, it is a Principal verb.

II. HAVE. (Past tense HAD.)

A

Have is another auxiliary of tense. *Have* forms the Present Perfect Tense, and *had* the Past Perfect Tense.

I *play* cricket now. (Present tense.)

I *played* cricket yesterday. (Past tense.)

I *have played* cricket for the School. (Present Perfect tense.)

I *had played* cricket all day, and was very tired. (Past Perfect tense.)

In the third person singular *has* is used instead of *have*, in the *Present Perfect Tense*.

1st.	I have played	We have played.
2nd.	(Thou hast played)	You have played.
3rd.	He <i>has</i> played	They have played.

Had does not change (except in the second person singular with *thou*, about which you need not trouble).

Past Perfect Tense.

- 1st. I had played We had played.
 2nd. (Thou hadst played) You had played.
 3rd. He had played They had played.

Have is also used with *shall* to form a tense called the **Future Perfect**, e. g.,

By the end of the season I *shall have played* in fifty matches.

Future Perfect Tense.

- 1st. I shall have played We shall have played.
 2nd. (Thou wilt have played) You will have played.
 3rd. He will have played They will have played.

B

As in the case of the auxiliary *shall*, so in this case, the verb *have* is not only an auxiliary. It has its own life to lead, and its own work to do, as a principal verb. Its own proper meaning is *possess* or *own*. Thus, if you say "I have a bicycle," you are using *have* as a principal verb and you mean "I possess a bicycle" or "I own a bicycle."

Compare the following sentences :—

AUXILIARY. *I have hurt* my foot. (Pres. Perf. Tense.)

PRINCIPAL. *I have* a horse.

AUXILIARY. I knew the man because I *had seen* him before. (Past Perf. Tense.)

PRINCIPAL. I once *had* a friend like yours.

AUXILIARY. By this time to-morrow I *shall have seen* your father. (Future Perf. Tense.)

PRINCIPAL. I shall *have* some money this evening.

C

RECAPITULATION.—*Have* is used as an Auxiliary to form the Perfect Tenses ; as,

I *have* taken my camera.

He *had* gone out when I called upon him.

Have is used as a Principal verb when it expresses a meaning of its own.

I *have* (= possess) a camera.

I *have* (= am obliged) to go.

III. BE.

A

The Auxiliary verb *be* is used :—

1. To form the Passive Voice.
2. To form the Imperfect Tenses.

(1) As you know, a transitive verb that represents its subject as being passively acted upon, is in the passive voice. We cannot express this passive form without the help of the verb *be* :—

ACTIVE Rama struck the ball.

PASSIVE The ball *was* struck by Rama.

ACTIVE I speak English.

PASSIVE English *is* spoken by me.

ACTIVE Rama will do the work.

PASSIVE The work will *be* done by Rama.

(2) As we have seen the forms of the verb *be* are used to form the Imperfect Tenses.

PRESENT CONTINUOUS The clock *is striking* twelve.

PAST CONTINUOUS I *was thinking* about you all the time.

FUTURE CONTINUOUS I *shall be seeing* him daily.

B

When the verb *be* is not used as an auxiliary with another verb, but is a principal verb, it expresses *existence* (as, God *is* and always will *be*) or else is a verb of incomplete predication (as, Life *is* real).

The following are examples of the verb *be* used as a principal verb to express *existence* :—

1. Whatever *is*, is right.
2. Troubles there *are* and troubles there will always *be*.
3. A golden age there *was*.

The following are examples of the verb *be* used as a verb of incomplete predication :—

- | | |
|--|------------------------------|
| 1. I <i>am</i> happy. | 2. We <i>are</i> Indians. |
| 3. You <i>are</i> lazy. | 4. He <i>is</i> a doctor. |
| 5. Bombay <i>is</i> a very beautiful city. | |
| 6. They <i>are</i> Persians. | |
| 7. I <i>was</i> absent. | 8. You <i>were</i> absent. |
| 9. He <i>was</i> absent. | 10. They <i>were</i> absent. |

C

There is no need to confuse the auxiliary with the principal verb *be*.

Compare the following sentences :—

(a) AUXILIARY of Passive Voice :—

The stone *was* thrown by Rama.

AUXILIARY of Continuous Tense :—

Rama *was* throwing stones.

PRINCIPAL Verb :—

The stone *was* very heavy.

(b) AUXILIARY of Passive Voice :—

The garden *is* watered by the rain.

AUXILIARY of Continuous Tense :—

This heavy rain *is* watering the garden nicely.

PRINCIPAL Verb :—

The garden *is* beautiful after the rain.

(c) AUXILIARY of Passive Voice :—

The Eleven will *be* chosen to-morrow.

AUXILIARY of Continuous Tense :—

The Eleven will *be* practising this evening.

PRINCIPAL Verb :—

The Eleven will *be* victorious.

D

RECAPITULATION.—As an Auxiliary *be* helps to form the Passive Voice and the Continuous Tenses.

I *am* loved. I *was* loved. He *is* loved. He *was* loved.

I *am* writing. I *was* writing. He *is* writing. He *was* writing.

When *be* expresses a meaning of its own, it is a Principal verb.

God *is* (= exists).

The verb *be* is also used as a verb of Incomplete Predication.

Rama *is* brave. The boy *was* absent.

IV. MAY.

A

In the following examples the verb *may* is used

to express a *wish*, and is therefore an Auxiliary of the subjunctive mood :—

May you live happily and long for the service
of your country.

May success be yours.

May you return in safety.

May he rest in peace.

B

May is also used to express *purpose* ; as,

He flatters that he *may* win power.

Teach me that I *may* be able to learn.

He came that he *might* see.

In these examples also *may* and *might* are auxiliaries of the subjunctive mood.

C

The verb *may* is used as a Principal verb to express *permission* ; as,

You *may* go home now.

D

If you say "I will go to Bombay to-morrow" you express a clear intention. You *are* going.

But if you say "I *may* go to Bombay to-morrow" you do *not* express a clear intention. Perhaps you will go and perhaps you won't. There is a *possibility* about it, and that possibility is expressed by the verb *may*. Here the verb *may* is used as a Principal verb to express *possibility*.

Compare the following sentences :—

1. Rama is here.
Rama *may* be here for all I know.
2. He just missed his train.
He *may* have missed his train.
3. I shall go to the hills in the hot weather.
Perhaps I *may* go with you.
4. I shot a panther last year.
You *might* shoot another this year.
5. Rama saw the Prince of Wales in Bombay.
I *might* have seen him too, but I was ill.

E

RECAPITULATION.—As an Auxiliary *may* is used to form the Subjunctive Mood.

May success attend you.

We eat that we *may* live.

When *may* expresses *permission* or *possibility* it is a Principal verb.

You *may* go.

It *may* rain.

The news *may* not be true.

V. DO.

A

The verb *do* is used as an Auxiliary—

- (1) To form a question ; as,

Do you say so ?

- (2) To form a negation ; as,

I *do* not say so.

- (3) To emphasize an assertion ; as,

I *do* say so.

B

When the verb *do* expresses a meaning of its own, it is a Principal verb ; as,

They *do* (=perform) their work well.

He *does* (= performs) his duty.

Do (=act) as I tell you.

EXERCISE 1. *Say whether the VERBS in the following sentences are AUXILIARY or PRINCIPAL :—*

1. I shall play in the first eleven next year. 2. I will play cricket and no one shall stop me. 3. Rama shall come here again for I will make him. 4. You shall have a rupee if you are good. 5. We shall be late. 6. You shall do that work before you leave this room. 7. I will always obey you. 8. You shall obey me, my boy, whether you like it or not. 9. You say you will not obey me and I say you shall. 10. "Rascal", said the king, "you shall die". 11. I will come to-morrow. 12. I think we shall win the match.

EXERCISE 2. *Say whether the following VERBS are AUXILIARY or PRINCIPAL :—*

1. He had little hope of success. 2. I have often seen him. 3. We had never been there before. 4. What will you have now? 5. Has he come to see me? 6. Why had they no books? 7. I have often been to Bombay. 8. I have to go there again to-morrow. 9. He has won the prize. 10. Have pity on me. 11. They had not finished dinner. 12. His teacher has great hopes of him. 13. I have to attend the wedding. 14. All have not your strength.

EXERCISE 3. *Say whether the following VERBS are AUXILIARY or PRINCIPAL :—*

1. Be kind to your horse. 2. The horse is fed twice daily. 3. It is feeding now. 4. It is a very fine horse.

5. How are you to-day? 6. How's your father? 7. They were riding across the fields. 8. They were very hot. 9. They were followed by some dogs. 10. We shall be here again to-morrow. 11. What will be, will be. 12. Those there are who say we are but dust. 13. The allies were victorious. 14. We are now going home. 15. He was soon caught by the police. 16. How is he to-day?

EXERCISE 4. *Say whether the following VERBS are AUXILIARY or PRINCIPAL :—*

1. You may take a rupee. 2. You may not pick the flowers in this garden. 3. It may rain before long. 4. You might easily catch cold. 5. He may recover if he is careful. 6. I may see you in Bombay. 7. My father says I may visit you. 8. You may not eat until you have bathed. 9. May I come in? 10. You may. 11. I might never see you again. 12. You may sit down. 13. It may be a moonlight night. 14. I said he might stay at home. 15. You might break your neck while climbing. 16. We eat that we may live.

EXERCISE 5. *Fill the blanks with SHALL or WILL, as required :—*

1. I —— go in spite of you. 2. I am afraid we —— miss the train. 3. I —— be fifteen next Monday. 4. I —— try to do better the next time. 5. I —— not go. 6. —— I ring the bell? 7. I —— not be dictated to. 8. He fears that he —— be too late. 9. You —— be fourteen to-morrow. 10. Unless they are fools, they —— not go on any such errand. 11. He —— obey, whether he likes it or not. 12. You say you —— not obey me and I say you ——. 13. I —— send it to you next week. 14. I —— be glad to do it for you. 15. I —— punish you if you do that again. 16. I —— never give my consent to

that. 17. You — pay for that. 18. If I do not hurry, I — be late. 19. It is probable that I — be away at that time. 20. He — be brought to justice. 21. I — meet the train if you — let me know the time of its arrival.

CHAPTER XXVIII.

COMPARISON OF ADVERBS.

A

You have already learnt that an adverb is a word which is used with a verb, or an adjective, or another adverb to add something to its meaning. In parsing, we call this *modifying* the meaning of a verb, an adjective or another adverb.

I walked very quickly. The water was rather cold.

VERY Adverb of degree, modifying the adverb *quickly*.

QUICKLY Adverb of manner, modifying the verb *walked*.

RATHER Adverb of degree, modifying the adjective *cold*.

B

1. I came *early* this morning.
2. Rama came *earlier*.
3. Gopal came *earliest* of all.

It will be noticed that some adverbs, like adjectives, have three degrees of comparison.

As in the case of the adjective, the simple form of the adverb is called the *positive*, and we call *early* the **Positive Degree** of this adverb. *Earlier* is the **Comparative Degree**, and *earliest* is the **Superlative Degree**.

C

A few adverbs of manner, time, and place are *inflected* (or changed in form) for comparison in the same way as adjectives, by adding *-er* and *-est*.

	<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
<i>Manner.</i>	Hard	Harder	Hardest.
<i>Time.</i>	Soon	Sooner	Soonest.
<i>Place.</i>	Near	Nearer	Nearest.

D

Most adverbs use the adverbs *more* and *most* to form their comparative and superlative degrees.

1. The crow flies *swiftly*.
2. The hawk flies *more swiftly* than the crow.
3. Pigeons fly *most swiftly* of all birds.

E

A few adverbs are compared *irregularly* :—

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Well	Better	Best.
Ill, badly	Worse	Worst.
Much	More	Most.
Little	Less	Least.
Late	Later	Latest, last.
Far	Farther	Farthest.
Forth	Further	Furthest.

F

Many adverbs cannot be compared, *e. g.*,

Thus, now, then, here, there, once, twice, very, almost, half, not, consequently.

G

In future, when parsing an adverb, state its degree,

e. g.,

You struck harder than I did.

HARDER Adverb of manner, comparative degree, modifying the verb *struck*.

EXERCISE 1. CLASSIFY *the* ADVERBS *in the following sentences* :—

1. The pitcher may go too often to the well. 2. He quietly replied that he was entirely satisfied and quite content. 3. Then the vizier went straight to the king well pleased with his great plan. 4. "I liked him little and I like you less," he began in a very loud tone, "but you have behaved wisely to-day and I earnestly hope you will act still more wisely to-morrow." 5. He thereupon nearly died of laughing at the poor fellow wearily struggling there in the most filthy mud. 6. "It is easy enough to be a buffoon, but it is more difficult to make one laugh heartily," replied the jackal impudently. 7. He does ill and he intends to do worse. 8. I little expected this and my father was still less prepared. 9. Rama was the least anxious of all there. 10. Daily they go up and down, in and out, around and about, busily doing nothing and idly saying much.

EXERCISE 2. Give the THREE DEGREES OF COMPARISON of *the following* ADVERBS :—

Better, least, often, long, last, cleverly.

EXERCISE 3. Give the COMPARATIVE and the SUPERLATIVE of *each of the* ADVERBS *in the following sentences* :—

1. He works hard. 2. Be careful. 3. They fought bravely and died magnificently. 4. The dogs barked loudly and the door was soon opened. 5. She plays the

piano well and she sings beautifully. 6. Don't go far and don't be late. 7. I don't much like his looks.

EXERCISE 4. PARSE *the ADVERBS in the following sentences* :—

1. Rama came last of all. 2. Speak louder. 3. We are going to move farther away. 4. I was much helped by this. 5. He prayeth best who loveth best, all things both great and small.

H

FORMATION OF ADVERBS.—A great many adverbs are formed by adding *-ly* to an adjective, sometimes with a slight change ; as,

Kind, kindly ; swift, swiftly ; clever, cleverly ;
brave, bravely ; nice, nicely ; heavy, heavily ;
happy, happily ; true, truly ; noble, nobly.

I

FORM OF ADVERBS.—Some adverbs have the *same form* as the corresponding adjectives ; as,

Adverb.

Adjective.

It is raining *hard*.

This is a *hard* sum.

May you live *long*.

It is a *long* road.

I *little* expected this.

I have *little* money.

Come *early*.

Come by an *early* train.

I have walked *far*.

I come from a *far* country.

[Work again Exercise 3 in Chapter X.]

J

The words *yes* and *aye* are called **Adverbs of Affirmation**.

The words *no*, *nay*, and *not* are called **Adverbs of Negation**.

The words *therefore, wherefore, why* and *consequently* are called **Adverbs of Cause and Consequence**.

EXERCISE 5. FORM ADVERBS *from the following adjectives, and use each one in a sentence:—*

Sick, frequent, idle, usual, extraordinary, former, lengthy, funny, eager, easy, beautiful, true.

EXERCISE 6. *Use the following words in sentences (1) as ADVERBS, (2) as ADJECTIVES:—*

Fast, next, much, near, quick, slow, right.

EXERCISE 7. PICK *out the ADVERBS and the ADJECTIVES in the following sentences:—*

1. Your behaviour gets worse and worse, and I wish you would be more careful and show less desire to be mischievous. 2. They will be here shortly, and we must be fully prepared. 3. It is a lovely day and the garden is looking lovely. 4. It is an ill wind that blows nobody any good. 5. A worse fate may overtake him yet. 6. Well done, thou good and faithful servant. 7. If you work worse you will do worse work. 8. I have not heard from him lately. 9. His servant followed by a later train. 10. Yes, I think so.

CHAPTER XXIX.

CORRECT USE OF PREPOSITIONS.

A

As you know, prepositions are words used to show relation. They generally show relations of *place* and *time, e. g.,*

The box is *on* the table.

He arrived there *before* me.

It is clear that a word showing relationship between things can only be used before a word which stands for a thing. If a thing is *near*, it must be near *something*. A noun or pronoun must therefore follow a preposition.

The noun or pronoun which follows a preposition is in the *objective* case, and is said to be *governed* by the preposition. In future, when parsing a preposition, state what noun it *governs*, *e. g.*,

The stone went through the window.

THROUGH Preposition, governing the noun *window* in the objective case.

EXERCISE 1. PARSE *the* PREPOSITIONS *in the following sentences* :—

1. He came with me.
2. An arrow fell between them.
3. The sound was borne on the breeze.
4. He was versed in all kinds of cunning and deceit.
5. I agree with your remarks.

B

The prepositions *in*, *at* and *into* require notice.

In is used when speaking of *countries* and *large towns*, *e. g.*,

1. We live *in* India.
2. They live *in* England.
3. He is staying *in* Bombay.
4. For a time he dwelt *in* Ceylon.

At is more often used when speaking of *small places*, *e. g.*,

1. He often stays *at* a village near my home.
2. My father is *at* Matheran.
3. They live *at* Thana.

In and *at* are used in speaking of things *at rest*, e. g.,

1. He is *in* bed.
2. He is *in* his room.
3. My purse is *in* my pocket.
4. He is *at* school.
5. He is *at* the top of the class.
6. We shall soon be *at* home.

To and *into* are used in speaking of things *in motion*, e. g.,

1. He ran *to* school.
2. They flew *to* Paris.
3. He travelled *to* England.
4. He sprang *to* his feet.
5. They walked *into* the room.
6. He fell *into* the river.
7. The snake crawled *into* its hole.

On is often used in speaking of things *at rest*, and *upon* of things *in motion*, e. g.,

1. He sat *on* a chair.
2. The rug is *on* the floor.
3. They live *on* Malabar Hill.
4. He sprang *upon* the table.
5. He leapt *upon* his enemy.
6. The ship was dashed *upon* the rocks.
7. He fell *upon* his sword.

Till is used of *time*, and *to* is used of *place*, e. g.,

1. I slept *till* eight o'clock.
2. They waited *till* sunset.
3. They fasted *till* the hour of prayer.
4. They wept *till* dawn.
5. They stopped *till* the end of the day.
6. He walked *to* the end of the road.

C

Carefully note the relations indicated by prepositions in the following sentences :—

1. Come and sit *by* me.
2. The procession went *by* our house.
3. He journeyed both *by* water and *by* rail.
4. The village was destroyed *by* fire.
5. He was killed *by* a robber.
6. I sent the parcel *by* post.
7. It is 8 o'clock *by* my watch.
8. Cloth is sold *by* the yard.
9. I am taller than you *by* two inches.
10. The sun shines *by* day and the moon *by* night.
11. He will be here *by* 7 o'clock.
12. I swear *by* all I hold sacred.
13. He sailed *for* England yesterday.
14. He laboured *for* the good of humanity.
15. He died *for* his king and country.
16. He sold his watch *for* ten rupees.
17. He was praised *for* his valour.
18. I am *for* peace.
19. *For* one enemy he has a hundred friends.
20. I took him *for* a gentleman.
21. The boys shouted *for* joy.
22. Here is a cheque *for* Rs. 100.
23. *For* the present all is safe.
24. He is tall *for* his age.
25. This is no place *for* a sick man.
26. I will do it, *for* all you may say.
27. He went out *through* the gate.
28. He was pierced *through* the heart.
29. He has read *through* the book.

30. They remained here *through* the winter.
31. I heard this *through* a friend.
32. We suffered *through* your neglect.
33. He fought *with* his adversary.
34. Come and spend an evening *with* us.
35. He that is not *with* me is against me.
36. He killed the snake *with* a stick.
37. My uncle is down *with* fever.
38. *With* all his learning, he is the simplest of men.

D

Do not think that because a word is sometimes a preposition, it is always a preposition. As you know, a word is classified according to its *use*, and the same word may be used either as a preposition or as an adverb. If I say "I walked up a hill," *up* is a preposition governing the noun *hill*. But if I say to you "Come up," *up* is an adverb of place modifying the verb *come*.

Compare the following sentences :—

*Preposition.**Adverb.*

- | | |
|---|---|
| 1. He came <i>before</i> me. | You said that <i>before</i> . |
| 2. We went <i>along</i> the street. | Go <i>along</i> quickly. |
| 3. Go <i>round</i> the garden. | Do not turn <i>round</i> yet. |
| 4. Such things are <i>beneath</i> our contempt. | From the mountains we saw the plains lying <i>beneath</i> . |
| 5. I shall come <i>after</i> you. | Sorrow will come <i>after</i> . |
| 6. The key is <i>in</i> the lock. | Come <i>in</i> . |

EXERCISE 2. USE *each of the following words, first as a PREPOSITION and then as an ADVERB* :—

Off, from, down, without, below, above, inside, over, behind, between, across, by, on, outside, about.

EXERCISE 3. SUPPLY *a suitable PREPOSITION in each of the following sentences* :—

1. My friend lives — that road. 2. Do not laugh — me. 3. They are always kind — children. 4. He is fond — play. 5. He was guilty — theft. 6. His version is different — yours. 7. There is a garden — the house. 8. He lives — his father. 9. The child was pleased — the gift. 10. He is worthy — reward. 11. He motored — Bombay — Poona in four hours. 12. — five o'clock I am going — my brother — a walk.

CHAPTER XXX.

CO-ORDINATING AND SUBORDINATING CONJUNCTIONS.

A

As you already know, a conjunction is a word which *joins* sentences, phrases, or single words, together. Conjunctions do this work, but sometimes words which are not conjunctions also do the same work. For example, the relative pronouns *who*, *which* and *that* do this joining work ; as,

1. Yesterday I met Rama, *who* has grown quite tall.
2. The crow dropped the cheese, *which* the fox immediately snapped up.
3. He lived near a tank *that* was a nuisance.

B

Look at the following sentences :—

Night came on. The room grew dark.

These are two *independent* sentences, each able to stand alone. They are of *equal rank* or *order*, and neither is the servant of the other, nor depends upon it in any way. If we join these two independent sentences with the word *and*, and so make one sentence, "Night came on and the room grew dark," *and* is a **Co-ordinating Conjunction**.

Again, look at the two sentences :—

I called him. He did not answer.

If we join these *independent* sentences with the word *but*, and so make one sentence, "I called him but he did not answer," *but* is a co-ordinating conjunction.

We also call a conjunction *co-ordinating* when it joins single words together (because single words must be of the same rank or order). Thus in the sentence, "Two and two make four," *and* is a co-ordinating conjunction.

We can define a *co-ordinating conjunction* then, as one that joins sentences or words of *equal rank* or *order*.

C

Look at the following sentences :—

My father has died. I saw you last.

If we join these sentences with a co-ordinating conjunction (*and*, *but*, or) we make nonsense. They cannot be co-ordinated thus, to make sense.

But, if we use the word *since* to join them, we make complete sense. The sentence then is —

My father has died since I saw you last.

Since is a **Subordinating Conjunction** because it joins two sentences which are *not* of equal rank or order. One of the two is *dependent* upon, or *subordinate* to, the other.

The subordinating conjunction is always the first word in the dependent sentence.

The conjunctions in the following sentences are subordinating :—

1. I shall be surprised *if* you fail.
2. I shall not tell him *unless* he asks me to do so.
3. He is contented *though* he is very poor.
4. I eat *because* I am hungry.
5. He was frightened *when* he heard the noise.
6. You have heard *that* I lost my purse.
7. I know *where* he has gone.

We can define a *subordinating conjunction* then, as one that joins sentences of *different* rank or order, one of them being *dependent* on the other.

In future, when parsing conjunctions, say to which class they belong, *e. g.*,

You or I must do it.

OR Co-ordinating conjunction, joining the words *you* and *I*.

You will be late unless you hurry.

UNLESS Subordinating conjunction, joining the sentence *You will be late*, to the sentence *you hurry*.

EXERCISE 1. CLASSIFY *the* CONJUNCTIONS *in the following sentences* :—

1. The king died and his son reigned.
2. We must eat or die.
3. He is amusing but vulgar.
4. He came in and I went out.
5. I failed but I tried again.
6. I

shall come if I can. 7. I saw my friend as he came in. 8. You must do as you like. 9. I will come with you if you wish. 10. He is slow but he is sure. 11. Since you say so, I must believe it.

EXERCISE 2. PARSE *the* CONJUNCTIONS *in the following sentences* :—

1. Not Rama, but Gopal, will be captain. 2. He seemed quite merry and bright. 3. Catch me if you can. 4. He is strong though thin. 6. He will do it unless you stop him.

D

There are a few conjunctions which are used in pairs, such as *both.....and*, *either.....or*, *neither.....nor*, *whether.....or*, *not only.....but also*. Such conjunctions are said to be **correlative** to each other. In parsing these pairs of conjunctions, call the first of the pair an *introductory* conjunction, *correlative* to the other.

We *both* love *and* honour him.

Either you *or* I must go.

Neither Rama *nor* Hari broke this window.

I don't know *whether* he is here *or* not.

Not only is he foolish *but also* obstinate.

PART III.

SYNTAX.

CHAPTER XXXI.

SYNTAX OF NOUNS.

Syntax is a Greek word meaning *arrangement*. It is that part of grammar which deals with the proper arrangement of words in a sentence. Hence the study of correct syntax is very important. All the words in a sentence might be perfectly right and yet the sentence might be wholly wrong by reason of the improper arrangement of the words.

A

In English, the *order* in which words are placed is often the only means we have of knowing which is the subject and which is the object.

As nouns are not inflected for the objective case, their position alone shows whether they are in the nominative or objective case. In the sentence, *Arjun struck the ball*, what is the case of *Arjun*? It is nominative. Why? Because *Arjun* is the doer of the action. How do you know that *Arjun* is the doer of the action? Simply by the position of the word *Arjun* in the sentence. According to the present arrangement, the noun *Arjun* is the subject of the sentence.

In the sentence, *The ball struck Arjun*, what is the case of *Arjun*? It is objective. Why? Because *Arjun* is the receiver or sufferer of the action. How do we know this since the spelling of the word *Arjun* is unchanged? Simply by the position of the word *Arjun* in the sentence. According to the present arrangement, the noun *Arjun* is the object of the sentence.

(This fact, as to arrangement *showing meaning*, does not apply to all languages. In some languages, Latin for example, the order of the words can be changed without changing the meaning of the sentence.)

Thus we see that *Arjun struck the ball*, means the exact opposite of *The ball struck Arjun*, although the words of both are precisely the same.

We now observe that when a statement is made, the subject usually precedes and the object follows the verb.

EXERCISE 1. STATE the CASE of each of the nouns in the following sentences and say how you know what the case is.

1. The man kicked the horse.
2. The horse kicked the man.
1. The snake killed the boy.
2. The boy killed the snake.
1. Rama loved Sita.
2. Sita loved Rama.

B

Look at the following sentences carefully :—

1. Is my book in your bag?
2. Are you quite well?
3. Was he absent yesterday?
4. Were your friends there?

5. Will it rain to-day ?
6. Has she a sweet voice ?
7. Had he nothing to say ?
8. Shall you come to-morrow ?
9. Should this be allowed ?
10. Have you been to Bombay ?
11. Does the wind blow strong ?
12. Do you like to play ?
13. Did he bring me a letter ?
14. May I come in ?
15. Can you work this sum ?
16. Could you hear me ?

What do you notice about these sentences ? They are questions and they all begin with verbs. Also that the subject immediately follows the verb or comes between the auxiliary and the principal verb.

On the other hand, look at these sentences :—

1. Who are you ?
2. What do you want ?
3. Whose is this book ?
4. Which is your house ?
5. Whom did you see ?

What do you notice about these sentences ? They are questions and they all begin with an interrogative pronoun.

You can now make for yourself a general rule that, *in questions, the subject usually follows the verb unless the subject is an interrogative pronoun.*

When *how* and *why* are used for asking a question, they are always put at the beginning of the sentence, e. g.,

1. How do you do ?
2. How can I tell ?
3. How many fingers have you ?
4. Why are you here ?
5. Why are you late ?

C

Look at the following sentence :—

The sun rising, we continued our journey.

Here the noun *sun* and the participle *rising* form a phrase independent of the rest of the sentence. The noun *sun* is said to be in the **Nominative Case Absolute**.

Here are a few more examples of the Nominative Case Absolute.

The *weather* being fine, I went out.

The *match* being over, the crowd dispersed.

God *willing*, we shall have another good monsoon.

Supper over, we went to the next room. (The participle *being* is here understood after the noun *supper*.)

CHAPTER XXXII.

SYNTAX OF ADJECTIVES.

A

The following sentences will remind you of a rule that you already know :—

1. Do you see that tall man ?
2. Do you see those tall women ?
3. Do you see this tall boy ?
4. Do you see these tall trees ?

In these sentences the adjective *tall* does not agree with the noun it qualifies. It remains the same with masculine, feminine, neuter, singular and plural.

On the other hand, *this* and *that* do agree with the noun they qualify in number, though not in gender. *They are the only adjectives in English that are inflected.*

B

Look at the following sentences :—

1. The big boy's brother is here.
2. The boy's big brother is here.
3. I am an old friend of this man.
4. I am a friend of this old man.

As you see, change in the position of the adjective makes a change in the meaning of the statement. Thus the meaning of the second sentence is different from that of the first, and the meaning of the fourth sentence is different from that of the third.

As a general rule *adjectives precede the nouns they qualify*. That this is not always the case you will see from the following :—

The castle, dark, gloomy and ruinous, stood on a hill.

C

Notice the use of the adjectives in the following pairs of sentences :—

1. I have a black horse.
2. My horse is black.

1. It is a long way.
2. The way is long.

1. They sang merry songs.
2. Merry were the songs they sang.

In the second of each of these pairs, you see that the adjective has been separated from its noun, and that the verb has come in between.

When an adjective thus forms part of a predicate it is said to be used **predicatively**.

When an adjective is placed immediately before a noun or a pronoun it is said to be used **attributively**.

Note.—A few adjectives can be used only predicatively, *e. g.*, *afraid, glad, ill, well*.

The child was *afraid*.

She is *ill*.

D

Each, every, either, neither, when used as adjectives, go with singular nouns, *e. g.*,

Every boy was punished.

Neither knife is of any use.

E

Adjectives in the Comparative Degree are followed by *than*; as,

Ceylon is smaller *than* India.

A few comparatives are followed by *to* instead of *than*; as,

Hari is *inferior to* Rama in intelligence.

Rama's intelligence is *superior to* Hari's.

He is *junior to* all his colleagues.

All his colleagues are *senior to* him.

F

When two or more nouns connected by *and* are names of the same person or thing, the Article is used

only with the first, but if they are names of different persons or things, the Article is repeated before each.

I saw *the* secretary and accountant of the company.

I saw *the* President and *the* Secretary of the Municipal Board.

CHAPTER XXXIII.

SYNTAX OF PRONOUNS.

A

1. The *boy* passed because *he* worked hard.
2. The *girl* passed because *she* worked hard.
3. The *boys* and *girls* passed because *they* worked hard.
4. The *egg* broke because *it* fell on the floor.
5. The *eggs* broke because *they* fell on the floor.

If we changed the pronouns in the above sentences we should have errors. *Personal Pronouns must agree in gender, number, and person with the nouns for which they stand.*

Boy is a noun in the third person, of singular number and of masculine gender. Therefore, instead of the word *boy*, we can use only the pronoun *he* (which is a pronoun in the third person of singular number and of masculine gender).

For the same reason we must use the pronoun *she*, and no other, instead of the noun *girl*.

Note that for a thing without life and, very often, for animals we use the pronoun *it*, and that *they* is the plural alike of *he*, *she* and *it*.

Sometimes things without life are referred to as *he* and *she*, e. g., a ship, the moon, are sometimes referred to as *she*; the sun, a mountain and some rivers are occasionally referred to as *he*.

EXERCISE Supply PRONOUNS in agreement with their nouns in the following sentences :—

1. The buck ate the grain which — had found. 2. The dog was hungry so I fed —. 3. The moon gives no light as clouds cover —. 4. He spoke to Rama and Sita when he met —. 5. The bird can fly because — has wings.

B

As you already know, transitive verbs have an object, and the object of the transitive verb is in the objective case. In English, nouns do not have a special form for the objective case, but pronouns have. This is sometimes forgotten in the case of the pronoun *who* and people *wrongly* say "Who do you want?" instead of "*Whom* do you want?" Another common *mistake* is "Do you want Rama and I?" instead of "Do you want Rama and *me*?"

C

Do not forget however —

It is *he*. (Not *him*.)

Who are *they*? (Not *them*.)

because the verb *to be* takes the *same* case after it as it does before it.

D

Just as personal pronouns agree with the nouns for which they stand, in number, gender and person,

relative pronouns agree with their antecedents in number, gender and person ; but relative pronouns do not change their form to show number, person, and gender, *e. g.*,

The boy who came, the girl who came, the people who came, the house that fell, the houses that fell, the dog that barked.

E

Do not make any mistake as to whether such pronouns as *each, either, neither* are singular or plural. They are clearly *singular* as they mean each *one, every one, either one, neither one*, and must be used with singular verbs.

Note the following sentences very carefully and you will see that the subject and verb are in agreement :—

Each of these thousand men *has* brought a rupee.

See whether *either* of the boys *has* come.

Neither of the girls *has* brought her book.

CHAPTER XXXIV.

SYNTAX OF VERBS.

A

The verb agrees with its subject in number and person ; that is, the verb is in the same number and person as the subject, *e. g.*,

I eat, he eats, we eat, you eat, they eat.

Rama eats. A horse eats. Horses eat.

Rama and Hari eat. He and she eat.

I must say 'Rama eats,' because *Rama* is singular number, third person, and the form of the verb which denotes singular number, third person must be used with it.

B

Say over to yourself frequently :—

I am, thou art, he is, we are, you are, they are.

I have, thou hast, he has, we have, you have, they have.

I do, thou doest, he does, we do, you do, they do.

I can, thou canst, he can, we can, you can, they can.

EXERCISE 1. Put VERBS in agreement with the subject, in the following sentences. Use the present tense.

1. Cats — mice. 2. This cat often — mice. 3. The mouse — in a hole. 4. He — the truth. 5. I — a little English. 6. Rama and Hari — football. 7. The cow — two horns. 8. Cocoanut trees — very useful. 9. April — thirty days. 10. My boots — thick soles. 11. The books — in the desk. 12. Rats and mice — much damage. 13. Government — the law. 14. His father and mother — dead.

EXERCISE 2. Supply a SUBJECT in agreement with each of the following predicates :—

1. — lives here. 2. — live here. 3. — are waiting for you. 4. — study French. 5. — takes too much liquor. 6. "A good job too," says —. 7. — passes examinations easily. 8. — fail frequently. 9. — learns drawing.

C

(1) Two or more singular subjects joined together by *and*, take a plural verb ; as,

Hari and Rama *are* here.

He and I *were* there.

Fire and water *do not* agree.

Cotton and jute *grow* in India.

Note.—When two nouns joined by *and* refer to the same person or thing, or are intended to express one idea, the subject is singular in sense, and the verb must be singular ; as,

My friend and benefactor *has* come.

Bread and rice *is* her only food.

The horse and carriage *is* at the door.

Slow and steady *wins* the race.

(2) Two or more singular subjects joined by *or* or *nor* take a singular verb ; as,

No nook or corner *was* left unexplored.

Either Hari or Rama *is* here.

Either Abdul or Dhondu *has* stolen the watch.

Neither Rama nor Hari *was* there.

Neither praise nor blame *seems* to affect him.

Note.—If two subjects connected by *or*, *nor*, are of different numbers or persons, the verb agrees with the latter ; as,

Rama or his brothers *have* done this.

Either he or I *am* mistaken. [It is better to say : Either he *is* mistaken, or I *am*.]

(3) A noun in the singular number which denotes a multitude may take either a singular verb or a plural verb, according as the multitude is viewed *as one whole* or the *individuals* of which the multitude is composed are thought of ; as,

There *is* a large number of boys in this class.

A number of boys *were* caught copying.

The crew *was* large.

The crew *were* taken prisoners.

The mob *was* bent on mischief.

The mob *were* scattered in all directions.

D

Read the following sentences aloud several times. Look at them carefully and give the reason for the change in the form of the verb :—

1. He and I *were* there.
Neither he nor I *was* there.
2. Rama and three other boys *were* caned.
Rama, with three other boys, *was* caned.
3. Arjun and Ganpat *are* coming.
Either Arjun or Ganpat *is* coming.
4. Sitabai, Shirin, and Fatma *are* singing.
Sitabai, Shirin, or Fatma *is* singing.
5. His travels *are* famous.
Gulliver's Travels is a famous book.
6. His father and mother *are* here.
Not his father but his mother *is* here.
He *is* my father and mother.
7. Curry and rice *are* two different things.
Curry and rice *is* his chief food.
8. The captain and the adjutant *were* in the tent.
The captain and adjutant *was* named Jones.

EXERCISE 3. *Supply a VERB in agreement with each of the following subjects :—*

1. — Rama and Arjun here? 2. — Rama or Arjun captain of the school? 3. Rama and Arjun — a shop. 4. Rama with Arjun — a shop. 5. Five rupees — the price. 6. Bread and butter — wholesome food. 7. Either bread or butter — good for you. 8. Neither bread nor butter — bad for you. 9. Bread

and butter — different things. 10. Each of the sisters — clever. 11. Bread and butter — better than bread or butter. 12. The Sunderbunds — a desolate place. 13. The great orator and statesman — dead. 14. The news — true. 15. Each of the boys — punished. 16. *Tom Brown's School Days* — interesting. 17. — your father and mother at home? 18. Either Tom or Jack — there. 19. Balu with Rama — in the garden. 20. *Antony and Cleopatra* — a fine play. 21. There — a goat, a cow, and a horse in the compound. 22. Rama as well as Balu — mangoes. 23. The man, with his wife and children, — in this house. 24. Either you or I — wrong. 25. Neither he nor we — wrong. 26. The master with his servants — present. 27. Kindness as well as justice — to be our guide. 28. Neither Ahmed nor Abdul — there. 29. On his desk — his book and pencil. 30. He or his brother — coming. 31. Neither his father nor his mother — alive. 32. Nanak as well as his brother — coming. 33. Forty yards — a good distance. 34. Bread and butter — his luncheon. 35. Two and two — four. 36. One or the other of those fellows — stolen it. 37. Neither food nor water — to be found there. 38. A good man and useful citizen — passed away. 39. The jury — discharged. 40. The jury — divided in opinion. 41. *The Arabian Nights* — delighted many children. 42. Fifteen rupees — too much for this article. 43. Every boy and girl — taught to read and write.

EXERCISE 4. *Supply a VERB in agreement with each of the following subjects:—*

1. Bread and milk — his only food. 2. Two years — a long time. 3. One of you — mistaken. 4. Each of the sisters — accomplished. 5. Extravagance as well as parsimony — to be avoided. 6. The public —

requested not to walk on the grass. 7. Milk and soda — a refreshing drink. 8. One of the boys — hurt. 9. The jury — unanimous. 10. Mathematics — a branch of study in every school. 11. No news — good news. 12. The parent and guardian — this in his power. 13. My father and I — living in Calcutta. 14. A patriot and statesman — just died. 15. The army — defeated. 16. Death or disgrace — before him. 17. The spelling of some words — difficult. 18. Man's happiness or misery — in a great measure in his own hands. 19. The quality of the apples — very good. 20. Every one of them — killed. 21. There — many objections to such a plan. 22. The meeting — chosen a president. 23. The Cashier and accountant — absconded. 24. Not one of you — done the sum correctly. 25. The governor with his aide-de-camp — present. 26. Neither time nor place — fixed. 27. The king and father of his people — dead. 28. Nobody but Rustum and Sohrab — there. 29. None of my dreams — come true. 30. Neither of them — in fault. 31. The dacoit, with his followers, — escaped. 32. The difficulty of obtaining pure milk and *ghee* — great. 33. Iron as well as gold — found in India. 34. The ship with all the passengers — destroyed.

35. Early to bed and early to rise

— a man healthy, wealthy, and wise.

E

Compare the following sentences :—

1. The man *who does this work* is called a carpenter.

2. The men *who do this work* are called carpenters.

In the first sentence *who* has a singular verb, because the antecedent of *who* is singular. In the second *who* has a plural verb because the antecedent of *who* is plural.

This shows us that when the subject of a clause is a relative pronoun, its verb must have the same number and person as its antecedent.

Look at the following sentences :—

The men of this town who get into debt are put in gaol.

A man of fifty who plays football is rare.

Soldiers who behave well are promoted.

A soldier who distinguishes himself greatly wins the Victoria Cross.

Rain benefits every flower that grows.

The flowers that bloom in the Spring are welcome.

F

As we have already seen a Participle is a verbal *adjective*. It should therefore have a noun or pronoun to which it can be properly attached. *E. g.*,

Wishing to borrow a book, *he* called on me yesterday.

The *child*, *thinking* all was safe, attempted to cross the road.

Beaten at every point, the *enemy* fled from the field.

Staggering back, *he* sank to the ground.

The *villains*, *caught* in the act, were severely punished.

Such sentences as the following are incorrect, because in every one of them the participle is used without a noun or pronoun to which it can be properly referred :—

While *cleaning* the cage the bird escaped. [The participle *cleaning* cannot refer to the noun *bird*, though from the build of the sentence one might be led to suppose it.]

Being a very hot day, I remained in my tent.

[Say : " *It* being a very hot day," etc.]

Returning from the theatre, it began to rain.

Standing on the top of the hill, the eye roams over a beautiful landscape.

CHAPTER XXXV.

SYNTAX OF ADVERBS.

A

An adverb which modifies an adjective or another adverb is always placed *immediately before* the word it modifies, *e. g.*,

The load is *very* heavy for a horse.

The child is *too* young for school.

Rama is a *rather* lazy boy.

You walk *too* quickly.

He struck the horse *most* cruelly.

He spoke *quite* angrily.

The adverb *enough* is the only exception to this rule, for it is always placed *after* the word which it modifies ; as,

This is a house large *enough* for our purpose.

Speak loud *enough* to be heard.

B

On the other hand there is no hard and fast rule as to the exact position of an adverb which modifies a verb in a simple sentence.

Note, however, that *an adverb should generally be placed as near as possible to the word which it modifies.* It should, as a rule, immediately precede or follow.

1. He walked *fast*.
2. He *never* spoke to any one.
3. He performed his duty *creditably*.
4. I feel this insult *keenly*.

[It will be noticed that when a verb is transitive with an object following, the adverb usually *follows* the object.]

5. I could *easily* find it out.
6. I shall *certainly* miss him.
7. I shall be *utterly* undone.

[It will be noticed that the adverb is usually placed *between* the auxiliary verb and the principal verb.]

C

When an adverb modifies a whole *sentence*, it is usually placed first in the sentence ; as,

Fortunately, he was not hurt.

Unfortunately, he thinks too high of himself.

Certainly, you are wrong.

D

The word *only* should be placed *immediately before* the word it modifies. Notice that the following four sentences have not the same meaning though the same words are used.

1. *Only* he lent me a book (*i. e.*, he and nobody else).

2. He *only* lent me a book (*i. e.*, he *lent* it ; he did not give it away).

3. He lent *only* me a book (*i. e.*, he lent a book to *me* and to nobody else).

4. He lent me *only* a book (*i. e.*, merely a *book*, and nothing else).

EXERCISE 1. *Put the following ADVERBS into the following sentences so as to make sense:—*

1. The two brothers are alike (nearly).
2. He has promised to pay (faithfully).
3. There were three or four boys late (only).
4. I did not want to come (really).
5. I came to return a book (merely).
6. We can succeed by hard work (only).
7. We should speak ill of the dead (never).
8. He invited me to visit him (often).
9. I am determined to yield this point (never).
10. He charged a rupee (only).
11. Diwali comes once a year (only).
12. I have thought of marrying (often.)
13. We eat two meals a day (only).
14. Your boots want mending (badly).
15. I am anxious to see him (only).

EXERCISE 2. *Take each of the following sentences and re-write it twice, giving it a quite different meaning by changing the position of the word in parentheses:—*

1. There is no need to shout (often).
2. They saw three men (only).
3. I told him to leave the house (instantly).
4. The servant promised to do it (quickly).
5. The prisoner tried to answer the judge (stupidly).
6. We came to look at you, pretending to work (merely).
7. Man shall not live by bread (alone).
8. Rama failed in arithmetic (only).

CHAPTER XXXVI.

SYNTAX OF PREPOSITIONS.

A

Prepositions govern nouns and pronouns in the *objective case* ; as,

The teacher spoke to *him*.

In English, nouns do not have a special form for the objective case, but pronouns have, *e. g.*,

1. *I* gave it to the *man*.
2. The *man* gave it to *me*.

In these two sentences we see that though the pronoun changes its form for the objective case (*I* changes to *me*) the noun (*man*) does not change its form when changing its case.

In the following sentences we see a preposition governing a pronoun and making it take the objective form.

You shall go with Hari and *me*. (Not *I*.)

It makes no difference to either you or *him*
(Not *he*.)

From *whom* do you come? (Not *who*.)

EXERCISE 1. *Fill up the blanks with the correct form of PRONOUNS:—*

1. There is not much difference in age between Sohrab and — (he, him).
2. He has no friend but — (I, me).
3. With — did you go (who, whom)?
4. Of — are you speaking (who, whom)?
5. — did you speak to (who, whom)?
6. Wait for Sita and — (I, me).
7. It makes no difference to you or — (I, me).
8. Everyone is going except you and — (I, me).
9. Between you and —, he is losing his mind (I, me).
10. He took a photograph of — boys playing cricket (we, us).

B

The preposition is usually placed *before* the noun or pronoun it governs, but it is frequently placed at the *end* of the sentence when the relative pronoun is omitted; as,

That is the boy (whom) I was speaking of.

In interrogative sentences the preposition is often placed at the end ; as,

What are you talking *about* ?

What is this made *of* ?

What are you looking *at* ?

Where are you going *to* ?

Whom are you looking *for* ?

The preposition is also placed at the end when emphasis is required ; as,

Such conduct I am at a loss to account *for*.

C

Notice that prepositions are sometimes joined to verbs and *made part of them* to change their meaning or to make intransitive verbs transitive, *e. g.*, *uphold*, *outbid*, *withdraw*, *withstand*, *overcome*, *overflow*, *laugh at*, *boast of*, *look for*.

D

Certain verbs, nouns, and adjectives are always followed by particular Prepositions. Read the following sentences, noting the correct preposition after each word in italics.

(a)

It *occurs to* me that it is dinner-time.

His dinner *disagreed with* him.

People will *laugh at* you if you put on this dress.

Silk-worms *feed on* mulberry leaves.

Pavlova *excels in* dancing.

The dacoits *escaped from* jail.

The King of England *rules over* many millions.

They were *supplied with* the necessaries of life.

It is a pleasure to *deal with* him.

At last fortune *smiled on* him.

The Viceroy *subscribed* a handsome sum *to* the Relief Fund.

The patient is now *free from* pain.

India *abounds in* mineral wealth.

The words do not *admit of* such a construction.

The soldiers were *confined to* barracks.

The doctor *cured* him *of* asthma.

The accused *pleaded for* mercy.

The defendant *appealed against* the judgment of the lower court.

The rajah *bestowed* many favours *on* his vizier.

He is *lost to* all sense of shame.

The teacher *impressed on* us the value of discipline.

The magistrate *acquitted* him *of* the charge against him.

His followers *conspired against* him.

His followers *betrayed* him *to* his enemies.

His friends *condoled with* him in his bereavement.

(b)

His life is *despaired of*.

The Governor *conferred with* his ministers.

God has *conferred on* us gifts without number.

Only a few cricketers can be *compared with* Ranji.

Poets often *compare* love *to* madness.

We *arrived in* Calcutta early in the morning.

We *arrived at* the station just in time for the train.

We should *accommodate* ourselves *to* circumstances.

My friend *accommodated* me *with* a loan.

He *quarrelled with* me *over* a trifle.

He *introduced* me *to* his brother.

He *insisted on* an explanation.

He *reconciled* himself *to* his lot.

He readily *complied with* my request.

He promptly *replied to* my letter.

He *grieved over* his dead friend.

He *dispensed with* the services of his dishonest clerk.

He *valued* the diamond *at* Rs. 50,000.

He *values* himself *on* his conversational powers.

He lives *close to* my house.

He thought it prudent to *withdraw from* the contest.

He is *accused of* stealing.

He is *popular with* the boys.

He has a great *contempt for* lying.

He takes a *pride in* his work.

(c)

He had his *revenge on* his enemies.

He was *worried over* the mistake.

He was *surprised at* meeting me there.

He has a *grudge against* me.

He *prevailed on* me to attend the meeting.

He *prevailed over* me in the dispute.

He *parted from* his friends in high spirits.

He *parted with* his property.

He *died of* apoplexy.

He *died by* his own hand.

He *acted from* fear.

He *acted upon* my suggestion.

He *acted under* compulsion.

He *prided himself on* his skill in billiards.

He *refreshed himself with* a cup of tea.

He *yielded to* superior force.

He *sided with* the minority.

He *succeeded to* the throne of his uncle.

He *succeeded in* the undertaking.

He *agreed to* my proposal.

He *referred to* his watch for the exact time.

He *supplied* the poor *with* clothing.

He *concealed* the facts *from* me.

He *fought against* his enemies.

(d)

- He *complained of* the injustice done to him.
 He *complained to* the Headmaster.
 He *acceded to* my request.
 He *abstains from* liquor.
 He *depends on* his own efforts.
 He *delights in* mischief.
 He *deals in* Indian goods.
 He has *offended against* the law of the land.
 He has *borrowed* money of (or from) several Marwaries.
 He has *invested* his money in gilt-edged securities.
 He has *retired from* business.
 He has *retired into* private life.
 He has *recovered from* his illness.
 He has *provided for* his children.
 He has *glanced over* the whole book.
 He has *failed in* arithmetic.
 He has *applied for* the post.
 He has *invited* his friends to dinner.
 He is *labouring under* a misapprehension.
 He is *competing for* the prize.
 He is *suffering from* neuralgia.
 He has no special *liking for* mathematics.
 He is *ill with* fever.
 He is somewhat *susceptible to* flattery.
 He was *talking with* (or to) a friend.

(e)

- He was *inquiring for* the teacher.
 He was *inquiring after* your health.
 The police is *inquiring into* the matter.
 He has great *confidence in* himself.
 He has great *influence over* his disciples.
 He has hardly any *influence with* the Collector.
 He has considerable *advantage over* his competitors.
 He has a *prejudice against* foreigners.

He has no *affection* for his parents.
 He has made no *allowance* for short weight.
 He has preferred a *complaint* against his neighbour.
 He has lost *control* over his horse.
 He shows great *aptitude* for business.
 He proved *faithless* to his chief.
 The cat became *impatient* for milk.
 He was found *guilty* of manslaughter.
 He is *acquainted* with all the details of the transaction.
 He is *acquitted* of the charge against him.
 He is *intent* on mischief.
 He is *reduced* to despair.
 He is *free* with his money.
 He is *bent* on mischief.
 He is *careless* of his dress.
 He is *incapable* of such conduct.
 He is *kind* to the poor.

(f)

He is *married* to my cousin.
 He is *fond* of work.
 He is *partial* to his friends.
 He is *sensible* of your kindness.
 He is *tired* of life.
 He is *true* to his king.
 He is *worthy* of remembrance.
 He is very *ready* at excuses.
 He is *certain* of one prize.
 He is *involved* in difficulties.
 He is *charged* with disorderly behaviour.
 He is *engaged* to my cousin.
 He is *related* to me.
 He was *accused* of theft.
 He was *surprised* into a full avowal.
 I was greatly *surprised* at his appearance.
 He was *recompensed* for the trouble.

He was *annoyed with* the servant.
 He was *punished for* misconduct.
 He was *tired with* travelling so far.
 He was *blamed for* the accident.
 She was *dressed in* a white sari.
 He was *blamed for* the delay.
 He was *charged with* murder.
 He was *presented with* a medal.

(g)

He was *warned of* the danger.
 He was not *afraid of* death.
 He was *angry with* me.
 He was *busy with* his work.
 He was *displeased with* me.
 He was *annoyed at* my remark.
 He was *disgusted at* the sight.
 He was *cautioned against* the man.
 The godown is *infested with* rats.
 The whole affair is *involved in* mystery.
 The auditor is *entitled to* remuneration.
 I *prefer* tea to coffee.
 I *grieve for* you in your trouble.
 I *rejoice at* his good fortune.
 I *congratulate you on* your promotion.
 I *protest against* this measure.
 I always *bathe in* cold water.
 I *object to* your remark.
 I *blush at* your misconduct.
 I *beg of* you to forgive me.
 I beg leave to *differ from* you.
 I don't *care for* what he says.
 I don't *concur with* you.
 I don't *agree with* you.
 I don't *agree to* your proposal.

(h)

- I *yield to* none in appreciation of his merits.
 I take *exception to* your remark.
 I have no *leisure for* idle talk.
 I have a high *regard for* his judgment.
 I have been *familiar with* him for years.
 I have *accustomed myself to* early rising.
 I have *complained against* him to my father.
 I have nothing to *repent of*.
 I will never *submit to* indignity.
 I will not *hide* the truth *from* you.
 I am *obliged to* you *for* your kindness.
 I am not *envious of* his wealth.
 I am *delighted with* the prize.
 I am *anxious about* his health.
 I am *anxious to* avoid mistakes.
 I am *sorry for* your misfortune.
 I will *look into* the matter.
 I am *convinced of* the necessity of prudence.
 I am *disgusted at* his cowardice.
 I am *disgusted with* him.
 I am *fond of* society.
 I am *prepared for* anything.
 I am *proud of* your friendship.
 I am *careful of* the rights of others.
 I *yield to* none in respect for law.

(i)

- I am *tired of* playing cards.
 I am *sick of* flattery.
 I am in *favour of* protection.
 I was *ignorant of* his intentions.
 I was *prevented from* going.
 I was *astonished at* his impudence.
 I *warned him of* the danger.
 I *warned him against* speculation.

I *called at* his office yesterday.
 I *called on* him in the afternoon.
 I *waited on* him at his office.
 I *waited for* his reply.
 I *laughed at* his jokes.
 I foolishly *counted on* his help.
 I foolishly *relied on* his word.
 I *inquired of* all that were present.
 I *reminded* him of his promise.
 I *explained to* him the real state of affairs.
 I *purposely refrained from* saying more.
 I *insisted on* his leaving my room.
 I *exchanged with* him my gramophone *for* a camera.
 I *assented to* his proposal.
 I *inquired of* the servant if his master was at home.
 I *voted for* the proposition.
 I *voted against* the proposition.

(j)

I would not *wish for* anything better.
 I am not *satisfied with* your explanation.
 We must *conform to* the regulations.
 We *landed at* New York on the 15th.
 We *rejoiced at* the success of the allies.
 We are all *subject to* the laws of nature.
 We should *feel for* the poor.
 We should *provide against* risk of fire by insuring our
 goods.
 We should *profit by* experience.
 We should all *aim at* excellence.
 We are *responsible to* God *for* our actions.
 We are *accountable to* God *for* our actions.
 We are well *provided with* money.
 He is *engaged in* the banking business.
 He is *engaged to* my cousin.
 He is *dependent on* his parents.

He is *disgusted with* his son.
 He is *contented with* his lot.
 He is *desirous of* fame.
 He is *alive to* his own interests.
 He is *annoyed with* his son.
 He is *annoyed at* his son's conduct.
 He is *attentive to* his teacher's words.
 He is *aware of* all the facts.
 He is not *afraid of* work.

(k)

He is not *averse to* (or *from*) hard work.
 He is *abstemious in* eating and drinking.
 He is *bound by* a contract.
 He is *dissatisfied with* his lot.
 He is *grateful to* his master *for* his favours.
 He is *ignorant of* what he pretends to know.
 He is *indebted to* his friend *in* a large sum.
 He is *insensible to* pity.
 He is *indignant at* his rude behaviour.
 He is *jealous of* his reputation.
 He is *displeased with* his assistant.
 He is *proud of* his son.
 He is *eager for* distinction.
 He is *eager in* the pursuit of knowledge.
 He is *faithful to* his master.
 He is *known for* his philanthropy.
 He is *known to* many people.
 He is *liable to* a fine.
 He is *liable for* his wife's debts.
 He is *mistaken in* his belief.
 He is *obedient to* his parents.
 He is *opposed to* the proposed scheme.
 He is *offended with* me.
 He is *possessed of* a large fortune.
 He is *possessed with* the idea that he is a poet.

(l)

- He is *proof against* temptation.
He is *prompt in* carrying out orders.
He is *ready in* answering.
He is *ready for* the journey.
He is *occupied in* writing letters.
He is *occupied with* some important matter.
He is *resolved on* leaving school.
He is *reconciled with* his brother.
He is *safe from* his enemies.
He is *entitled to* a hearing.
He is *vain of* his attainments.
He is *deficient in* common sense.
He is *quick at* taking offence.
He is *quick to* take offence.
He is *vexed with* me.
He is *fit for* nothing.
He is *weak in* mathematics.
He is *familiar with* the works of Kalidas.
He is *unfit for* hard work.
He is *careful in* speech.
He is *weary of* reading.
He was given a reception *suitable to* his high position.
He is *indifferent to* his own interests.
He is not *ashamed of* his conduct.
He is not *ashamed to* beg.

(m)

- He is *angry with* his son.
He is *proficient in* mathematics.
He is *backward in* arithmetic.
He is *devoid of* sense.
He is *confident of* success.
He is *blessed with* children.
He is *blind to* his own interests.
He is *blind of* one eye.

He is *suspicious of* all his neighbours.

He is in *need of* a watchman.

He is *conscious of* his shortcoming in that respect.

He is *lacking in* courage.

He is a *slave to* ambition.

He is *grateful to* his patron.

He is *lacking both in* sense and self-respect.

He is *shocked at* your behaviour.

He is *wanting in* common sense.

He has a *grudge against* me.

He has a *spite against* me.

He has a *prejudice against* me.

He has conceived an *aversion to* all kinds of profitable labour.

He has taken a great *dislike to* me.

He has a great *fondness for* music.

He has a *passion for* arguing.

He has a *taste for* painting.

He has a peculiar *aptitude for* business.

(n)

He felt the *need of* a better education.

He proved *false to* his friend.

He *partook of* our lowly fare.

He *laid all the facts before* his solicitor.

He *laid claim to* the estate.

He stood *surety for* a friend.

He felt *sorry for* the orphans.

He *rescued the child from* danger.

He *indulged in* strong language.

He *confided the secret to* an intimate friend.

He *listened to* what I said.

He was *prepared for* anything.

He was ill *repaid for* his kindness.

He was *disqualified for* the scholarship on account of his age.

- He was *convicted of robbery*.
 He was *overcome with joy*.
 He was *accompanied by his sister*.
 He was *ambitious of distinction*.
 He was *bigoted in his opinions*.
 He was *born of poor parents*.
 He was *condemned to death*.
 He was *deaf to their entreaties*.
 He was *diffident of success*.
 He was *hostile to our plans*.
 He was *indulgent to his children*.

(o)

- The highway is *free for all*.
 The thief was found to be *innocent of the murder*.
 The stories in that book are *full of interest*.
 The British Parliament is *composed of two houses*.
 The steamer *calls at Southampton*.
 The avaricious man is *greedy of gain*.
 The hall is *suitable for holding public meetings*.
 The children are *entrusted to the care of their uncle*.
 The police is *entrusted with the enforcement of law and order*.
 The Taj Mahal is *superior to every other mausoleum*.
 The concrete used in building is *formed of sand, mixed with pebbles and cemented with lime*.
 The canker-worm is a caterpillar *destructive to plants and their leaves*.
 The form and structure of nests are *adapted to the wants and habits of each species*.
 The Atlantic *separates Europe from America*.
 The village is *inhabited by Brahmins*.
 The goat *subsists on the coarsest of food*.
 The House of Commons was then almost *inaccessible to strangers*.
 The true gentleman is *courteous and affable to his neighbours*.

The Assyrians were *acquainted with* the art of inlaying.
 The African elephant is now *confined to* Central Africa.
 The income *derived from* the ownership of land is commonly called rent.

The Moors were *famous for* their learning and their skill in all kinds of industry.

The ancient Greeks seem to have been much *addicted to* the bottle.

The cat appears to have *originated in* Egypt or in the East.

The holly tree is *associated with* scenes of goodwill and rejoicing.

(p)

Attend to what your teacher says.

Beware of pickpockets.

Don't *associate with* disreputable people.

Don't be *impatient of* reproof.

Don't take *hold of* my hand.

Pay great *attention to* correct pronunciation.

Select any article you like *from* this box.

Take *care of* the pence; the pounds will take *care of* themselves.

Hope for the best, be *prepared for* the worst.

Trust in God.

Pray to God.

Deliver us from evil.

Save me from my friends.

Have nothing to do with one who *jests at* what you or others think sacred.

Let the cobbler *stick to* his last.

Innocence is not *proof against* scandal.

True charity does not *consist in* alms-giving.

Death does not *distinguish between* the rich and the poor.

Recently there has been a *reduction in* the price of sugar.

It will not be *convenient* for me to call on him to-morrow.
 Will Monday be *convenient* to you?
 Birbal is *celebrated* for his witty sayings.
 His name is *familiar* to all in our village.
 They were waylaid and *robbed* of their valuables.
 This street is ill *adapted* for motor traffic.

(q)

The two questions are quite separate; one is quite *separate* from the other.

He has good *cause* for rejoicing.

Darkness was the *cause* of his losing his way.

His manner *partakes* of insolence.

He was discharged as there was no *proof* of his guilt.

It is always well to *look at* people when addressing them.

He will not *look at* the offer.

A child is not always able to *distinguish* good from evil.

Some people cannot endure the *taste* of onions.

"Adam *assigned* to every creature a name *peculiar* to its nature."

"He that is *surety* for a stranger shall smart for it."

His manners *prejudiced* me *against* him.

"There is no *difference* between the Jew and the Greek."

Men are perhaps as *different* from one another, as the regions in which they are born are different.

His talk *smells* of the shop.

His actions *accord* with his words.

Temperance and employment are *conducive* to health.

Nothing *conduces* to happiness so much as contentment.

Oil is *good* for burns.

Invalids are not *capable* of continued exertion.

Pictures *appeal* to the eye.

Difficulties are *liable* to occur.

Alcohol is *injurious* to health.

It is rude to *stare at* people.

It is an *offence* against the law.

EXERCISE 1. *Supply suitable PREPOSITIONS to fill the blanks:—*

1. This machine is well adapted — its purpose. 2. I have no further need — your help. 3. He was disqualified — the scholarship. 4. We are glad — your success. 5. Your performance does not accord — your promises. 6. A wise man profits — experience. 7. I have a picture similar — yours. 8. He is very different — what I expected. 9. You may rely — what he says. 10. I cannot agree — any such proposal. 11. He has a taste — poetry and music. 12. The room smells — tobacco. 13. If you compare one coin — the other you will see a slight difference — them. 14. Virtue consists — doing one's duty. 15. Please comply — my request at an early date. 16. I am anxious — your welfare. 17. The ship is infested — rats.

EXERCISE 2. *Supply suitable PREPOSITIONS to fill the blanks:—*

1. He is eager — wealth and careless — reputation. 2. You will be sorry — your mistake. 3. The king bestowed — him high honours. 4. They conferred — each other for a long time. 5. I prefer death — dishonour. 6. Don't be a surety — another. 7. His face is familiar — me. 8. He is familiar — many Hindu customs. 9. My cousin died — consumption. 10. No cat is averse — fish. 11. The matter admits — no delay. 12. He is married — my cousin. 13. The Kangaroo is an animal peculiar — Australia. 14. His friend congratulated him — his good fortune. 15. Do not confide your secrets — every one. 16. He was found guilty — murder. 17. He is involved — the scandal. 18. I have no need — a typist at present. 19. He parted — his mother with tears. 20. I am not willing to part — this piece of land.

EXERCISE 3. *Supply suitable PREPOSITIONS to fill the blanks :—*

1. Lawyers profit — people's quarrels. 2. Rama quarrelled — Hari but he is now reconciled — him. 3. I like the taste — mangoes. 4. He has no taste — music. 5. I shall wait — the Collector and lay my case — him. 6. He waited — the train. 7. I have been warned — money-lenders. 8. He was warned — the danger in good time. 9. The magistrate acquitted him — the charge. 10. I did not think him capable — it. 11. The Governor conferred — him the title of Rao Sahib. 12. He is very deficient — geometry. 13. Take care — your health. 14. He does not care — others. 15. He said he was sensible — the honour bestowed — him. 16. This box will be convenient — my purpose. 17. My brother is fond — fairy tales. 18. He failed twice — the same subject. 19. You can distinguish him — his brother by the mark on his left cheek. 20. This shed is not fit — human habitation.

EXERCISE 4. *Supply suitable PREPOSITIONS to fill the blanks :—*

1. Burma is very rich — oil. 2. The elephant is faithful — his mahout. 3. He has proved false — his patron. 4. His father is displeased — him. 5. He was born — Calcutta — humble parents. 6. Bombay is celebrated — its beautiful harbour. 7. He is not alive — his own interests. 8. The village is inhabited — Bhils. 9. Although they are brothers, they are suspicious — one another. 10. We should be thankful — God — all His gifts. 11. I am quite convinced — his sincerity. 12. Don't listen — him. 13. He would not allow them to plead — that villain. 14. Someone has prejudiced you — him. 15. The highwaymen quarrelled

— the booty. 16. The King-Emperor rules — a vast empire. 17. A Rajput rescued the child — danger. 18. A cat may look — a king. 19. There is no help for it but to submit — fate. 20. Let us talk — something else.

EXERCISE 5. *Supply suitable PREPOSITIONS to fill the blanks:—*

1. China trades — India — yarn. 2. Ultimately he triumphed — every obstacle. 3. You can't wish — anything better. 4. I yield — none in appreciation of his merits. 5. I hope nothing has happened — you. 6. I will not hide the truth — you. 7. Hope — the best. 8. Do not jest — sacred things. 9. After a pleasant voyage we landed — Karachi. 10. Didn't it occur — you to ring up the police? 11. He is preparing — the examination. 12. He was punished — disobedience. 13. Refer — your dictionary. 14. He relied — the information given to him. 15. I am removing — Bandra to Thana. 16. He searched — the ring everywhere. 17. Do you propose to retire — business? 18. One is quite separate — the other. 19. I cannot subscribe — that. 20. He was charged — receiving stolen goods.

EXERCISE 6. *Supply suitable PREPOSITIONS to fill the blanks:—*

1. Do not conceal anything — your doctor. 2. I agree — your proposal. 3. I agree — you on all points. 4. He was angry — me for nothing. 5. Some people compare Kalidas — Shakespeare. 6. I am prepared to compete — you on equal terms. 7. Only a few men competed — the prize. 8. You may count — my sympathy if not active support. 9. I do not know what claim you have — me. 10. His library

consists — three thousand volumes. 11. Who cares — you? 12. He is entrusted — the care — my library. 13. There is no immediate cause — anxiety. 14. He is the cause — the whole trouble. 15. The arrangements were suitable — the occasion. 16. This house is suitable — a large family. 17. Some employers supply grain — their operatives at a fixed price. 18. I hold you responsible — this. 19. Who is responsible — me, if not you? 20. Everyone was satisfied — the arrangement.

EXERCISE 7. *Supply suitable PREPOSITIONS to fill the blanks:—*

1. He is always in need — money. 2. He is very careful — his health. 3. He is a slave — drink. 4. He is the slave — his wife's caprices. 5. Stick — your word. 6. He is ready — death. 7. He is very ready — excuses. 8. His manner partakes — insolence. 9. He was disqualified — active service. 10. He is in favour — free education. 11. He is now free — worry. 12. Never indulge — strong language. 13. He is lacking — moral courage. 14. What is the programme — to-day? 15. The proof — the pudding is in the eating. 16. He has a strong affection — that child. 17. He has a great regard — his cousin. 18. He has a prejudice — foreigners. 19. He is capable — anything. 20. He is acquainted — all the facts.

EXERCISE 8. *Supply suitable PREPOSITIONS to fill the blanks:—*

1. He is sure — success. He is prepared — the worst. 2. He is labouring — a misapprehension. 3. He is free — prejudice. 4. He is accused — disorderly behaviour. 5. He is accountable — his master. 6. He is satisfied — what he has. 7. He is involved —

difficulties. 8. He is familiar — Arabic literature. 9. He is fond — children. 10. He is provided — paper, pen and ink. 11. He is responsible — debts incurred by his wife. 12. He is proud — his son's achievements. 13. He is in favour — the proposed scheme. 14. He is opposed — the proposed scheme. 15. He has a great liking — novels. 16. He has a peculiar aptitude — business. 17. He complains — headache. 18. He despairs — success. 19. He has referred me — you for information. 20. He is guilty — fraud.

EXERCISE 9. *Supply suitable PREPOSITIONS to fill the blanks:—*

1. He is zealously engaged — the cause. 2. God has conferred — us gifts without number. 3. Strong tea does not agree — me. 4. We should accommodate ourselves — circumstances. 5. We must submit — God's will. 6. His face reminds me — his father. 7. Don't grieve — me when I am dead. 8. Be careful — what you say. 9. Alcohol acts — the brain. 10. Never yield — temptations. 11. This rose differs — that. 12. A traitor is false — his country. 13. The Tibetans are suspicious — foreigners. 14. John Bull is jealous — his rights. 15. The people escaped — the town with their effects. 16. Prompt means ready — action. 17. Cab is short — cabriolet. 18. He acted contrary — my advice. 19. A niggardly man will scarcely part — money. 20. Wisdom is often compared — gold.

EXERCISE 10. *Supply suitable PREPOSITIONS to fill the blanks:—*

1. There are few books that can compare — the Gita for its influence on the Hindus. 2. Black is opposed — white. 3. Crescent means growing, and is applied — the moon in its first quarter. 4. He attends — his official

duties with great regularity. 5. I cannot comply — your request. 6. I trusted the porter — my luggage. 7. I would not trust my secrets — anyone. 8. The participle is so called because it partakes — the properties of the verb and the adjective. 9. We ran short — sugar. 10. I could not account — his extraordinary conduct. 11. To be loved and chosen by a good man is the best and sweetest thing which can happen — a woman. 12. The demand — patent medicines is unfortunately growing. 13. Some one else is involved — him — this crime. 14. Do you correspond — your brother regularly? 15. What prevents you — disclosing all the facts? 16. This is a custom peculiar — the Jews. 17. He is lost — all sense of shame. 18. I prefer milk — tea. 19. He is afraid — his own shadow. 20. Asoka is worthy — remembrance.

PART IV.

CHAPTER XXXVII.

ANALYSIS OF SIMPLE SENTENCES.

A

Look at the following sentences :—

1. *Rama* made a hundred runs.
2. *He* plays very well.
3. The *rich* should give freely.
4. *To work* makes one tired.
5. *Working* makes one tired.
6. *How to do this* is a difficult question.

In the first sentence the Subject is a Noun.

In the second sentence the Subject is a Pronoun.

In the third sentence the Subject is an Adjective used as a Noun.

In the fourth sentence the Subject is an Infinitive.

In the fifth sentence the Subject is a Gerund.

In the sixth sentence the Subject is a Phrase.

Hence we see that the Subject of a sentence may be—

(1) A Noun ; (2) a Pronoun ; (3) an Adjective used as a Noun ; (4) an Infinitive ; (5) a Gerund ; (6) a Phrase.

In other words, the Subject may be either a Noun or any word or group of words that *does the work of a Noun*.

EXERCISE 1. *Point out the SUBJECT and say of what it consists:—*

1. Misers love gold. 2. He is deaf. 3. The honest are trusted. 4. To delay is dangerous. 5. Walking is good for health. 6. I am learning drawing. 7. The poor should be pitied. 8. Poets are born. 9. Hunger will tame a lion. 10. To swim is not difficult. 11. Columbus discovered America. 12. Robinson Crusoe built himself a house. 13. The good are sometimes unhappy. 14. He is a perfect gentleman. 15. Riding is a pleasant exercise. 16. She was lost in the storm. 17. To sleep was impossible. 18. Some murmur at trifles. 19. Smoking is forbidden. 20. The blind receive their sight. 21. To err is human. 22. What did I say? 23. Where is Rama? 24. Have it your own way. 25. Who goes there? 26. Thank you. 27. Run for your life.

B

1. Good boys obey their parents.
2. The old sepoy has many medals.
3. A hundred Indian soldiers attacked the trench.

In the first sentence the Subject is 'Good boys'; but the essential part of the Subject is the Noun 'boys'. We call the Noun 'boys' the **Subject-word** or the **Subject Proper** or the **Simple Subject**, and the other word which forms part of the Subject, and serves to describe it, its **Attribute**.

The Attribute of the Subject is also called **Enlargement of the Subject** or **Adjunct of the Subject**.

In the second sentence the complete Subject is 'The old sepoy'; the Subject Proper is 'sepoy', and 'the' and 'old' are the Attributes of the Subject.

[Note.—The Article is sometimes regarded as part of the Subject Proper, and not as its Attribute.]

In the third sentence the complete Subject is 'A hundred Indian soldiers'; the Subject Proper is 'soldiers', and 'a', 'hundred' and 'Indian,' are the Attributes of the Subject.

It will be seen that the subject proper of a sentence may have one or more Attributes.

C

1. Three boys were absent yesterday.
2. Rama's book is on the table.
3. Rahim, the bowler, is playing for us.
4. Attempts to fly were failures in the past.
5. Boys of bad character must be shunned.

In the first sentence the Attribute of the Subject Proper is 'Three'—an Adjective.

In the second sentence the Attribute of the Subject Proper is 'Rama's'—a Noun in the Possessive Case.

In the third sentence the Attribute of the Subject Proper is 'bowler'—a Noun in Apposition.

In the fourth sentence the Attribute of the Subject Proper is 'to fly'—an Infinitive showing purpose.

In the fifth sentence the Attribute of the Subject Proper is 'of bad character'—a Phrase.

Hence we see that an Attribute of the Subject Proper may be—

(1) An Adjective; (2) a Noun in the Possessive Case; (3) a Noun in Apposition; (4) an Infinitive showing purpose; (5) a Phrase.

EXERCISE 2. *Point out the SIMPLE SUBJECT and its ATTRIBUTES:—*

1. A sea breeze blew all night.
2. The good old King died.
3. Rama's brother is absent.
4. Kalidas, the great

Indian poet, has written many dramas. 5. Our children's children shall remember this. 6. Three wives sat up in the lighthouse tower. 7. An honest man never lies. 8. Every dog has his day. 9. Merrily rings the noon-day bell. 10. Many brave men lost their lives there. 11. A stitch in time saves nine. 12. The noise of the storm was terrible. 13. Houses built of stone are strong. 14. Hunger, the best sauce, added pleasure to the feast. 15. The story, told by the prisoner, may be true. 16. Unconscious of the danger he slept. 17. A bird in the hand is worth two in the bush. 18. Leave of absence was refused to him. 19. The love of money is the root of all evil. 20. The price of wisdom is above rubies. 21. The man with the wooden leg is an old soldier. 22. The men in the life-boat pulled with all their might. 23. All things perish. 24. The age of youth is one of happiness. 25. Fearing to be caught in the rain, we returned. 26. The paths of glory lead but to the grave. 27. Even the horses in the stable died of cold. 28. Birds of a feather flock together. 29. A great fortune in the hands of a fool is a great misfortune. 30. Thither was borne the mangled corpse of her husband. 31. The early hours of the morning are cool. 32. All attempts to hit the ball were unsuccessful. 33. The poor famine baby, scarcely fed and quite naked, soon died. 34. The meaning of the phrase is very doubtful.

D

We can now **analyse** (or *break them up into their parts*) the sentences in B.

- | | |
|----------------------------------|---------------------------------|
| 1. Good boys obey their parents. | |
| boys | <i>subject proper</i> |
| good | <i>attribute of the subject</i> |
| obey their parents | <i>predicate</i> |

2. The old sepoy has many medals.
 sepoy *subject proper*
 (1) the (2) old *attributes of the subject*
 has many medals *predicate*

3. A hundred Indian soldiers attacked the trench.
 soldiers *subject proper*
 (1) a (2) hundred (3) Indian *attributes of the subject*
 attacked the trench *predicate*

EXERCISE 3. ANALYSE the following sentences dividing them into subject proper, attributes, and predicate:—

1. The good old king died. 2. The chief butler told his dream. 3. The time to act has come. 4. Henry, the second Tudor, wasted much time in pleasure. 5. The story, told by the man, may be true. 6. Birds of a feather flock together. 7. Under a spreading chestnut tree the village smithy stands. 8. The tiger, the fierce enemy of the village, roared. 9. Always willing, the troops obeyed. 10. The man in the street knows. 11. To work diligently is wise. 12. A walk in the evening is pleasant.

A

1. Time flies.
2. Rama runs swiftly.
3. Hari lives near the school.

In the first sentence the Predicate is the verb 'flies'.

In the second sentence the Predicate consists of two words—'runs swiftly'. The essential word in the Predicate is the verb 'runs', and this is qualified by the adverb 'swiftly'.

In the third sentence the Predicate consists of four words—'lives near the school'. The essential word

in the Predicate is the verb 'lives', and this is qualified by the Adverbial Phrase 'near the school'.

You observe that in each case the essential word in the Predicate is a finite verb, and that the verb is qualified by an adverb or by an adverbial phrase.

In Analysis, any word or phrase which qualifies the finite verb is called an **Adverbial Adjunct**, or **Extension**, of the predicate.

EXERCISE 1. *Point out the ADVERBIAL ADJUNCTS:—*

1. She sings beautifully.
2. They are paid monthly.
3. Humpty Dumpty sat on a wall.
4. He sat down for a while.
5. He does not live at home.
6. He lives by swindling.
7. Wee Willie Winkie runs through the town.
8. Into the street the Piper stept.
9. Under a spreading chestnut tree the village smithy stands.
10. Down sank the bell with a gurgling sound.

B

1. The flames spread everywhere.
2. He went home.
3. She rose to go.
4. The flames spread in every direction.
5. The tide having turned, the ship set sail.

In the first sentence the Adverbial Adjunct is 'everywhere'—an Adverb.

In the second sentence the Adverbial Adjunct is 'home'—an Adverbial Object.

In the third sentence the Adverbial Adjunct is 'to go'—an Infinitive showing purpose. (Why did she rise? *To go.*)

In the fourth sentence the Adverbial Adjunct is 'in every direction'—an Adverbial Phrase.

In the fifth sentence, the Adverbial Adjunct is 'The tide having turned'—an Absolute Phrase.

Hence we see that an Adverbial Adjunct may be —
 (1) An Adverb ; (2) an Adverbial Object ; (3) an
 Infinitive showing purpose ; (4) an Adverbial Phrase ;
 (5) an Absolute Phrase.

C

We now analyse the fourth sentence.

	The flames	<i>subject</i>	
PREDICATE	{	spread	<i>predicate-verb</i>
		in every direction	<i>adverbial adjunct</i>

EXERCISE 2. *Point out the ADVERBIAL ADJUNCTS, and tell of what each consists :—*

1. My brother arrived yesterday. 2. She was lost in the storm. 3. Are you going presently? 4. My brother went to Delhi yesterday night. 5. He cut his finger with a penknife. 6. The pilgrims travelled day and night. 7. They bound him hand and foot. 8. The Pathan struck him with his fist. 9. He worked with great energy. 10. I will do it with the greatest pleasure. 11. The officer shouted his orders at the top of his voice. 12. He visited Ooty on account of his health. 13. Without him they can do nothing. 14. For many years matters continued in a very dangerous state. 15. The sun having risen, we started. 16. Never forget a kindness. 17. Around the fire, one wintry night, the farmer's rosy children sat. 18. He acted on the spur of the moment.

D

1. They arrived *late*.
2. They arrived *much later in the day*.

The above sentences contain Adverbial Adjuncts showing *when* the action was done. They are **Adverbial Adjuncts of Time**.

1. He stopped *there*.
2. He stopped *there by the stream*.

The above sentences contain Adverbial Adjuncts showing *where* the action was done. They are **Adverbial Adjuncts of Place**.

1. Rama ran *fast*.
2. Rama ran *as fast as possible*.

The above sentences contain Adverbial Adjuncts showing *how* the action was done. They are **Adverbial Adjuncts of Manner**.

1. They stopped *to rest*.
2. He failed *through his own laziness*.

The above sentences contain Adverbial Adjuncts showing *why* or *for what reason* the action was done. They are **Adverbial Adjuncts of Cause**.

EXERCISE 3. *Pick out the ADVERBIAL ADJUNCTS in each of the following sentences, and say whether it is an adjunct of time, an adjunct of place, an adjunct of manner or an adjunct of cause:—*

1. Speak a little louder. 2. In the middle sat the King of the Crocodiles. 3. They steadily galloped along. 4. His grandfather died of malaria. 5. The servant has come to call me. 6. There on the sea, for two long cold days, we were left without food or water. 7. Every night she would quietly come to the princess's room. 8. My brother is working hard to win the prize.

EXERCISE 4. *ANALYSE the following sentences:—*

1. The good old king died the same day. 2. Rama's brother replied very politely. 3. The postman, late as usual, had come much behind the proper time. 4. He lives hard by in a fine house. 5. Merrily, merrily shall I sing now under the blossom on the bough.

A

1. Venus is a *planet*.
2. It is *I*.
3. The earth is *round*.
4. She seems *worried*.
5. Nobody is *inside*.
6. The house is *to let*.
7. That book is *of great use*.

In the first sentence the Complement is a Noun.
 In the second sentence the Complement is a Pronoun.
 In the third sentence the Complement is an Adjective.
 In the fourth sentence the Complement is a Participle.
 In the fifth sentence the Complement is an Adverb.
 In the sixth sentence the Complement is an Infinitive.
 In the seventh sentence the Complement is a Phrase.

B

We analyse the seventh sentence.

	That book	<i>subject</i>
PREDICATE	{	<i>is</i>
		<i>verb</i>
	of great use	<i>Complement</i>

EXERCISE 1. *Point out the VERB and the COMPLEMENT, and say of what the complement consists:—*

1. The postman looks very tired.
2. He suddenly became sick.
3. The boy seems homesick.
4. Is that man crazy?
5. The mangoes taste delicious.
6. He was appointed monitor.
7. Nelson was a famous soldier.
8. You are very idle.
9. I am exceedingly sorry.
10. We shall be ready.
11. He is angry.
12. She was tired.
13. Rama has grown a big boy.
14. He pleaded guilty.
15. The dog went mad.
16. He was thought to be rich.
17. He was considered to be a harmless idiot.

EXERCISE 2. ANALYSE the following sentences:—

1. Arjun is the captain of the school. 2. Was that gentleman your father? 3. The postman looked very tired at the end of the day.

A

1. I saw *Rama*.
2. I know *him*.
3. The rich should help the *poor*.
4. I like *to work*.
5. He loves *reading*.
6. I do not know *how to do this*.

In the first sentence the Object is a Noun.

In the second sentence the Object is a Pronoun.

In the third sentence the Object is an Adjective used as a Noun.

In the fourth sentence the Object is an Infinitive.

In the fifth sentence the Object is a Gerund.

In the sixth sentence the Object is a Phrase.

Hence we see that the Object of a transitive verb, like the Subject of a sentence, may be —

(1) A Noun; (2) a Pronoun; (3) an Adjective used as a Noun; (4) an Infinitive; (5) a Gerund; (6) a Phrase.

We analyse the sixth sentence.

	I		<i>subject</i>
PREDICATE	{	do know	<i>predicate-verb</i>
		how to do this	<i>object</i>
		not	<i>adverbial adjunct</i>

EXERCISE 1. Pick out the OBJECT, and say of what it consists:—

1. The loud waves washed the shore. 2. The boy deserves to succeed. 3. He did not say that. 4. We

admire the brave. 5. They enjoy swimming. 6. We should help the poor. 7. I wish to go. 8. I know him. 9. The soldiers refused to march. 10. We do not know how to work the sum.

B

1. Evil communications corrupt good manners.
2. He enjoys Rama's confidence.
3. Yesterday I saw Hamid the artist.
4. He had money to spend.
5. The architect drew a plan for the house.

In the first sentence the Attribute of the Object is 'good' — an Adjective.

In the second sentence the Attribute of the Object is 'Rama's' — a Noun in the Possessive Case.

In the third sentence the Attribute of the Object is 'artist' — a Noun in Apposition.

In the fourth sentence the Attribute of the Object is 'to spend' — an Infinitive showing purpose.

In the fifth sentence the Attribute of the Object is 'for the house' — a Phrase.

We see that the Attribute of an Object, like the Attribute of a Subject, may be —

(1) An Adjective ; (2) a Noun in the Possessive Case ; (3) a Noun in Apposition ; (4) an Infinitive showing purpose ; (5) a Phrase.

C

We now analyse the first sentence.

SUBJECT	{	communications	<i>subject proper</i>
		evil	<i>attribute of the subject</i>

PREDICATE	{	corrupt	<i>predicate-verb</i>
		manners	<i>object</i>
		good	<i>attribute of the object</i>

EXERCISE 2. *Pick out the OBJECT and its ATTRIBUTES in each of the following sentences:—*

1. He followed the path of glory. 2. He hears his daughter's voice. 3. Parliament passed a vote of censure on the Government. 4. Do you know Mr. Sen, the Headmaster of the High School? 5. They ate delicious fruit, fresh from the trees in his garden. 6. The skipper blew a whiff from his pipe. 7. The curfew tolls the knell of parting day. 8. I saw him walking in the fields.

EXERCISE 3. *Point out the SUBJECT, VERB, OBJECT, and ADVERBIAL ADJUNCT:—*

1. Serpents cast their skin once a year. 2. Her arms across her breast she laid. 3. Home they brought the warrior dead. 4. God tempers the wind to the shorn lamb. 5. He did it to insult us. 6. Him will I follow to the ends of the earth. 7. Many brave men lost their lives there. 8. I shot an arrow into the air. 9. The naked every day he clad. 10. He kept the fast for a week. 11. We saw a fleet of ships in the harbour. 12. The people rang the bells for joy.

EXERCISE 4. *ANALYSE the following sentences:—*

1. They killed the good old king. 2. I answered Rama's brother. 3. I heard Surendra Nath, the banker of Calcutta. 4. They trapped the tiger, the fierce enemy of the village. 5. He commanded the ever-willing troops. 6. I know the man in the street. 7. You need to work diligently.

D

1. He gave *me* a book.

In the above sentence, what is the object of *gave*? Did he give a *book* or did he give *me*? Clearly he gave a *book*, and he gave the book *to me*.

2. I showed *Rama* my watch.

In the above sentence, what is the object of *showed*? Did I show my *watch* or did I show *Rama*? Clearly I showed my *watch* and I showed it *to Rama*.

In such sentences we have an **Indirect Object** as well as the ordinary **Direct Object**.

In sentence 1, *me* is the *indirect object* of *gave*, and *book* is the *direct object* of *gave*.

In sentence 2, *Rama* is the *indirect object* of *showed*, and *watch* is the *direct object* of *showed*.

EXERCISE 5. *Pick out the INDIRECT OBJECT in each of the following sentences:—*

1. Their master taught them grammar.
2. The master refused Rama a prize.
3. I lent my brother some money.
4. My father sent my teacher a letter.
5. I could not answer him a word.
6. Have they denied you your right?

E

Look at the analysis of the following sentence:—

I lent my cousin my new camera.

PREDICATE	{	I	<i>subject</i>
		lent	<i>predicate-verb</i>
		camera	<i>direct object</i>
		my, new	<i>attributes of the direct object</i>
		cousin	<i>indirect object</i>
		my	<i>attribute of the indirect object</i>

F

Some Transitive verbs require a Complement, in addition to the Object, *e. g.*,

The boys made Rama captain.

Here the noun Rama is the Object of the Transitive verb *made* which here requires a word (*captain*) to make the sense complete. [The boys did not make Rama : they made Rama *captain*.]

The word *captain* is therefore the **Complement** of the Transitive verb *made*. Because the Complement here refers to the Object (*Rama*), it is called an **Objective Complement**.

Here are some more examples of the Objective Complement :—

The jury found the accused *guilty*.

I saw her *weeping*.

Nothing will make him *repent*.

His words filled them *with terror*.

His parents named him *Rustum*.

SUBJECT	{	parents	<i>subject proper</i>
		His	<i>attribute of the subject</i>
PREDICATE	{	named	<i>verb</i>
		him	<i>object</i>
		<i>Rustum</i>	<i>objective complement</i>

EXERCISE 6. *Point out the SUBJECT, VERB, OBJECT, and (Object) COMPLEMENT :—*

1. They elected him their president. 2. Fear turned her mad. 3. She carries her head high. 4. Time makes the worst enemies friends. 5. The people made him king. 6. Astonishment kept us dumb. 7. The judge set the prisoner free. 8. The news made him furious. 9. He painted his house green. 10. The mob made Jack Cade the leader. 11. Their victory had left the Rajputs

exhausted. 12. The cat licked the plate clean. 13. The syce left the stable door open. 14. Many persons considered Mary the rightful heir. 15. Henry made Becket Archbishop of Canterbury. 16. This made him vain. 17. His conduct made his friends ashamed. 18. I believed him to be honest. 19. His employers believed him a trustworthy person, 20. We thought him wise. 21. You have made your hands dirty. 22. The nobles nick-named Edward I, 'Longshanks'. 23. He called them cowards. 24. They kept us in suspense. 25. God called the light day.

EXERCISE 7. ANALYSE *the following sentences ORALLY, by first stating the verb (with complement, where the verb is of incomplete predication) ; secondly, the simple subject; thirdly, the simple object; fourthly, the adjuncts of the predicate; fifthly, the attributes of the subject; and, lastly, the attributes of the object.*

1. At first the prisoner flatly refused food. 2. Always tell the truth. 3. The cruel robber had no pity. 4. Go away at once. 5. Rama could hardly believe his eyes. 6. He scrambled up the tree like a wild cat. 7. One day a young frog saw an ox in a meadow. 8. The old beggar sat idly beneath the pipal tree until midnight. 9. Rama and I once saw a bear coming towards us. 10. The greedy rajah taxed every inhabitant heavily. 11. The policeman then tapped the wall here and there with his fist. 12. The snake soon found a saucer of milk near the child's cradle. 13. Once upon a time, a number of young girls went gaily to the village well. 14. Rama was always a very good boy. 15. Now one day the Brahmin was gathering herbs near the door of his hut. 16. Sita is my sister. 17. The Brahmin's wife then brought a very sharp little knife to the place. 18. After that, Nadu went to the robbers' cave without making any mistake,

19. John is very clever. 20. The jackal, seeing the hole, quickly entered the hencoop. 21. He will become very feeble in a few years. 22. Being hungry, he killed a fine, fat hen on the spot. 23. Yonder is the little house. 24. What boy does not like running and jumping? 25. At what time do you go to bed? 26. Did you receive the present sent by your uncle yesterday? 27. Up the road, singing and swinging his stick, with a light step came Rama. 28. Write it more carefully next time. 29. The Black Prince made John, King of France, prisoner. 30. One cold day in winter, a poor boy named Dick was seen wandering alone along the street. 31. Humayun collected a large army at Delhi to win back his lost throne. 32. At the end of the street there is a beautiful statue, carved in pure white marble.

G

Carefully study the analysis of the following sentences, arranged in tabular form on page 205 :—

1. The lecture being over, the audience dispersed.
2. Deceived by his friends, he lost all hope.
3. Have you finished your letter ?
4. Reader, have you ever seen a fight ?
5. Experience has taught us many lessons.
6. Home they brought the warrior dead.
7. Great is your reward in Heaven.
8. It is a miserable thing to live in suspense.
9. He was often found working till mid-night.
10. There is no place like home.
11. The jury found him guilty.

Note 1.—‘It’ in sentence 8, being a provisional subject, is entered in brackets.

Note 2.—‘There’ in sentence 10 is omitted in analysis because it has no signification whatever. It merely serves to introduce the verb.

NO.	SUBJECT.		PREDICATE.				
	Simple Subject.	Attribute (Enlargement.)	Verb.	Complement.	Object.	Attribute (Enlargement)	Adverbial Adjunct (Extension).
1	audience	the	dispersed		hope	all	The lecture being over
2	he	Deceived by his friends	lost		letter	your	
3	you		Have finished		fight	a	ever
4	you (Reader, Nominative of Address)		have seen		lessons (Direct) us (Indirect)	many	
5	Experience		has taught		warrior	(1) the (2) dead	Home in Heaven
6	they		brought				
7	reward	your	is	Great			
8	(it) to live in suspense		is	a miserable thing			
9	He		was found	working			(1) often (2) till mid-night
10	place	no	is	like home			
11	jury	The	found	guilty (Objective)	him		

EXERCISE 8. ANALYSE *the following sentences in tabular form* :—

1. The results of the examination are out. 2. I frightened a little mouse under the chair. 3. Sweet was the sound of children's laughter. 4. Jack and Jill went up the hill to fetch a pail of water. 5. The soldier, exhausted with his wounds, sank back. 6. By sunrise we all assembled in our common apartment. 7. Down sank in the west the great red sun. 8. A bird in the hand is worth two in the bush. 9. The aeroplane vanished into the heavens. 10. The knight carrying the banner was handsome. 11. The courageous dwarf dealt one of the champions a most angry blow. 12. He seems to me to be wasting his time. 13. Stone walls do not a prison make. 14. Cæsar, having conquered his enemies, returned to Rome. 15. The proof of the pudding is in the eating. 16. The master made us work. 17. At once his trusty sword the chieftain drew. 18. I consider him a fraud. 19. It was my constant rule in life never to avoid the conversation of any man. 20. He gave me a letter to read. 21. The officer shouted his orders at the top of his voice. 22. The train having started, we returned home. 23. All work and no play makes Jack a dull boy.

24. There, in his noisy mansion, skilled to rule,
The village master taught his little school.

CHAPTER XXXVIII.

THE PHRASE AND THE CLAUSE.

A

Look at the groups of words in italics in the following sentences :—

1. The accused died *before his trial*. [Died *when?*]
2. The accused died *before he was tried*. [Died *when?*]

You observe that the first group of words is what is called a **Phrase**.

The second group of words, though it does the same work as the Phrase 'before his trial', is *not* a Phrase, since it has a Subject (*he*) and a Predicate (*was tried before*) of its own.

Such a group of words which forms part of a sentence, and has a Subject and a Predicate of its own, is called a **Clause**.

Note.—Observe the difference between a Sentence and a Clause, and the difference between a Clause and a Phrase.

A Clause is a sentence which is *part of a larger sentence*.

A Phrase is a group of words that *does not contain a subject and a finite verb*, while a Clause contains a subject and a finite verb.

B

1. They fought *bravely*. [Fought *how?*]
2. They fought *as heroes do*. [Fought *how?*]
3. He died in his *native* village. [*Which* village?]
4. He died in the village *where he was born*. [*Which* village?]
5. I expect *something*. [Expect *what?*]
6. I expect *that I shall get a prize*. [Expect *what?*]

Look at the second sentence.

How did they fight? *As heroes do*. Clearly therefore the Clause 'as heroes do' *does the work of an adverb*. It is therefore an **Adverb Clause**.

Look at the fourth sentence.

In *which* village did he die? In the village *where* he was born. Clearly therefore the Clause 'where he was born' *does the work of an adjective*. It is therefore an **Adjective Clause**.

Look at the sixth sentence.

What do I expect? *That* I shall get a prize. Clearly therefore the Clause 'that I shall get a prize' *does the work of a noun*. It is therefore a **Noun Clause**.

C

Examine the Clauses in the following sentences :—

1. I was not at home *when* he came.
2. I remember the day *when* he came.
3. I do not know *when* he came.

What do you notice?

The same clause is used in all the three sentences. But in the first sentence it does the work of an Adverb, and is therefore an Adverb Clause. In the second sentence it does the work of an Adjective, and is therefore an Adjective Clause. In the third sentence it does the work of a Noun, and is therefore a Noun Clause.

You see that the same clause may be a Noun Clause in one context, an Adjective Clause in another, and an Adverb Clause in another.

If you are therefore asked to state the kind of a clause in a given sentence, carefully consider *the kind of work it does* in that sentence. If it does the work of an Adverb, it is an Adverb Clause ; if it does the work of an Adjective, it is an Adjective Clause ; if it does the work of a Noun, it is a Noun Clause.

EXERCISE. *Pick out the SUBORDINATE CLAUSE in each of the following sentences, and say what kind of clause it is, and with what word it is connected:—*

1. He saw that the clock had stopped.
2. He tells a tale that sounds untrue.
3. The boy stood on the burning deck whence all but he had fled.
4. If you do not hurry you will miss the train.
5. We will do the work as well as we can.
6. People who eat too much die early.
7. He does not know where I live.
8. He is sure that we will win the match.
9. Whatever you do, do well.
10. Wherever I go my dog follows me.
11. What's going to happen I don't know.
12. He is so happy that he laughs all day.
13. Whenever I can do so I visit my father.
14. Do not suppose that I want your money.
15. He had a cow that gave enormous quantities of milk.
16. He eats that he may live.
17. I think it's a hopeless task.
18. I wished that I had come earlier.
19. That you are only fourteen years old seems improbable.
20. The thief crept along as a jackal does.
21. The harder you pull, the tighter grows the knot.
22. I went where I could find him.
23. I know where I could find him.
24. I went to the place where I could find him.

CHAPTER XXXIX.

SENTENCES: SIMPLE, COMPOUND, AND COMPLEX.

A

Examine the following sentence:—

Mary had a little lamb.

The sentence contains only one subject, 'Mary,' and one finite verb, 'had'. Such a sentence as this, which

contains only *one* subject and *one* finite verb, is called a **Simple Sentence**.

A Simple Sentence is one that has only *one* subject and *one* finite verb.

B

Examine the following sentences :—

1. He came in and I went out.
2. Night came on and rain fell heavily and we all got very wet.

The first sentence is made up of two statements of simple sentences joined together by the conjunction *and* :

(1) He came in. (2) I went out.

These two statements are of *equal rank*; that is, neither of them is inferior to, or dependent on, the other. They are, therefore, said to be **co-ordinate** to each other.

Such a sentence as this, which is made up of clauses of *equal rank*, is called a **Compound Sentence**.

The second sentence is also a Compound Sentence. It is made up of three clauses of *equal rank*, *viz.* :

- (1) Night came on.
- (2) Rain fell heavily.
- (3) We all got very wet.

We may now define a Compound Sentence as one that is made up of two or more *co-ordinate* clauses, or clauses of *equal rank*.

Note.—The term **Double** is now used for a sentence which is made up of *two* co-ordinate clauses, and the term **Multiple** for a sentence made up of *more than two* co-ordinate clauses.

C

Examine the following sentence :—

I don't know where he has gone.

The sentence contains two statements, *viz.* :

- (1) I don't know. (2) Where he has gone.

Clearly these two statements are *not* of equal rank; the second statement is *dependent on* the first statement for its full meaning.

Such a sentence as this is called a **Complex Sentence**.

The dependent statement, 'where he has gone', is called a **Dependent** or **Subordinate Clause**, and the statement, 'I don't know', is called the **Principal** or **Main Clause**.

The Principal Clause contains the main verb of the sentence.

Now examine the following sentence :—

When he entered the room he saw what had happened.

The sentence contains three statements, *viz.* :

- (1) He saw. (2) When he entered the room.
(3) What had happened.

Clearly the second and the third statements are *dependent on* the first statement 'He saw'.

'He saw' is therefore the Principal Clause, and 'When he entered the room' and 'what had happened' are Subordinate Clauses.

The Subordinate Clause 'when he entered the room' does the work of an adverb, and is therefore an Adverb Clause.

The Subordinate Clause 'what had happened' does the work of a noun, and is therefore a Noun Clause.

Such a sentence as the one which we have now examined is also called a Complex Sentence.

We may now define a Complex Sentence as one that contains one Principal clause and one or more Subordinate or *dependent* clauses.

D

Examine the following sentences :—

1. One evening, in times long ago, old Philemon sat at his cottage door, enjoying the calm and beautiful sunset.
2. The innocent were punished as well as the guilty.
3. The dog could not run because it was wounded.

The first sentence contains only *one* subject (*old Philemon*), and *one* finite verb (*sat*). It is therefore a Simple Sentence.

The second sentence contains two clauses of *equal rank, viz.* :

(1) The innocent were punished.

(2) The guilty (were punished).

It is therefore a Compound (or Double) Sentence.

The third sentence contains one Principal Clause, 'The dog could not run', and one Subordinate Clause, 'because it was wounded'. It is therefore a Complex Sentence.

EXERCISE 1. *Say whether the following sentences are SIMPLE, COMPOUND (DOUBLE or MULTIPLE), or COMPLEX :—*

1. Old Mother Hubbard went to the cupboard to get the poor dog a bone.
2. He that has most time has none to lose.
3. I agree to your proposals, for I think them reasonable.
4. People who eat too much die early.
5. Determination to do one's duty is laudable.
6. Everything comes, if a man will only work and wait.
7. I have a little shadow which goes in and out with me.
8. Either you are mistaken, or I am.
9. Being apprised of our approach, the whole neighbourhood came out to meet their minister.
10. He was caught in a shower as he was

returning from school. 11. They were fond of music, played on various kinds of instrument, and indulged in much singing. 12. There is no meaning in what you say.

EXERCISE 2. State which of the following sentences are COMPOUND, and which are COMPLEX. In the case of a Compound sentence separate the co-ordinating clauses of which it is made up, and mention the conjunction connecting these clauses. If a sentence is Complex divide it into its clauses, and state the principal clause and the subordinate clause or clauses.

1. Man is guided by reason, and beasts by instinct. 2. He trudged on, though he was very tired. 3. The Commons passed the bill, but the Lords threw it out. 4. He will yield neither to force nor to persuasion. 5. The police must know where he is living. 6. The man who stole your purse has been arrested. 7. Either he is drowned or some passing ship has saved him. 8. A guest is unwelcome when he stays too long. 9. As the boxers advanced into the ring, the people said they would not allow them to fight. 10. This is the place where he was murdered. 11. The men whose cause you have been pleading are rogues. 12. Come and see me to-morrow. 13. Come to-morrow if you can. 14. Hear my orders and obey them. 15. Hear my orders that you may obey them. 16. Take this money and pay these bills. 17. Take this money so that you might pay these bills. 18. I asked him his name but did not tell him mine. 19. I asked him what his name was. 20. He said he did not know. 21. He said something which was inaudible. 22. Wait there and watch for him. 23. Wait there until he comes. 24. I came home when it began to rain. 25. I know when it began to rain. 26. It was at the time when I first met you. 27. He does not know who I am. 28. They never fail who die in a great cause.

CHAPTER XL.

ANALYSIS OF COMPOUND (DOUBLE AND MULTIPLE) SENTENCES.

The analysis of a Compound sentence presents no special difficulties. All that we have to do is to analyse each of the co-ordinate clauses separately, pointing out the conjunctions by which they are connected.

If a sentence is contracted, the omitted words should be first supplied.

Now study carefully the analysis of the following Compound sentence :—

I went to the window and looked out, but saw nobody.

The sentence consists of three simple sentences :—

A. I went to the window.

B. (I) looked out. C. (I) saw nobody.

CLAUSE	CONNEC- TIVE	SUBJECT	PREDICATE		
			VERB	OBJECT	ADVERBIAL ADJUNCT
A. I went to the window		I	went		to the window
B. (I) look- ed out	and	(I)	looked		out
C. (I) saw nobody	but	(I)	saw	nobody	

EXERCISE. ANALYSE *the following sentences* :—

1. The night is dark, and I am far from home.
2. Temperance promotes health, intemperance destroys it.
3. He chid their wanderings but relieved their pain.
4. We had no revolutions to fear, nor fatigues to undergo.
5. Take him, and bind him hand and foot, and cast him out.
6. I cannot give you any money, for I have none.
7. Either he is mad, or he feigns madness.
8. Not only is he foolish, but also obstinate.
9. Some men are great, some achieve greatness, and some have greatness thrust upon them.
10. He had ruled an extensive and populous country, had made laws and treaties, had sent forth armies, had set up and pulled down princes.

CHAPTER XLI.

NOUN CLAUSES.

A

Look at the following sentence :—

He fears the foe.

It is clear enough that the noun 'foe' is the object of the verb *fears*. It is *what* he fears.

Look at the following sentence :—

He fears to go abroad.

It is clear that the phrase 'to go abroad' is the object of the verb *fears*. It is *what* he fears.

Look at the following sentence :—

He fears that he will die.

It is clear that the clause 'that he will die' is the object of the verb *fears*. It is *what* he fears.

It will be seen that the Subordinate clause 'that he will die' does the work of a noun in relation to the verb *fears* in the Principal clause 'He fears'. It is therefore a Noun clause.

We may now define a Noun clause as a Subordinate clause *which does the work of a noun* in relation to some word in the principal clause.

B

Since a Noun clause does the work of a Noun in a Complex sentence, it can be —

- (1) The Subject of a verb ; as,
That you should say this is very strange.
- (2) The Object of a transitive verb ; as,
I fear *that I shall fail*.
- (3) The Object of a preposition ; as,
There is no meaning in *what you say*.
- (4) The Complement of a verb of incomplete predication ; as,
His great fear is *that he may fail*.
- (5) In Apposition to a noun ; as,
Your statement *that you found the money in the street* will not be believed.

C

Look at the Noun clauses in the following sentences and note that each one of them is used as the *subject* of a *verb*.

1. *How such a man could succeed* IS a mystery to me.
2. *How far the new Governor will please everybody* REMAINS to be seen.
3. *Whether we can start to-morrow* SEEMS uncertain.
4. *Where we were to lodge that night* WAS the problem.
5. *Whoever committed the crime* SUCCEEDED in making his escape.
6. *Whoever wrote that book* DESERVES a reward.
7. *How he could assist his friend* WAS his chief concern.

8. *Whether you succeed in life* DEPENDS upon the nature of your own efforts.

D

Look at the Noun clauses in the following sentences and note that each one of them is used as the *object* of a *verb*.

1. No one KNOWS *who he is*.
2. I do not UNDERSTAND *how it all happened*.
3. The thieves STOLE *whatever they could find in the house*.
4. I BELIEVE *he has lost all his money*.
5. I ASSURE you *that you are quite mistaken*.
6. I EARN *whatever I can*.
7. ASK *if he is at home*.
8. I don't SEE *how you can get out of this mess*.

E

Look at the Noun clauses in the following sentences, used as *objects* of a *preposition*, a *participle*, or a *verb in the infinitive mood*.

1. The night was fine EXCEPT *that there was a little rain towards dawn*.
2. Pay careful attention TO *what I am going to say*.
3. He was greatly annoyed BY *what was said*.
4. FEARING *that I should be late*, I ran to the station.
5. Rama went to Bombay, HOPING *that he would meet his father*.
6. My uncle KNOWING *that I was there* sent me some fruit.
7. It grieved me TO HEAR *that she was ill*.
8. I want TO KNOW *how far it is from here*.
9. He began TO PRAY *that he might be forgiven*.

F

Look at the Noun clauses in the following sentences and note that each one of them is used as the *complement* of a verb of incomplete predication.

1. Their request will be *that they may be allowed to resign.*
2. Life is *what we make it.*
3. This is *where I live.*

G

Look at the Noun clauses in the following sentences and note that each one of them is in *apposition* to a noun or to the pronoun *it*.

1. My HOPE, *that you may succeed*, is very strong.
2. The BELIEF, *that King Arthur would come again*, helped the Britons to hold out.
3. He made the REQUEST *that he should be pardoned.*
4. We all accept the THEORY *that the earth is round.*
5. The FACT *that you were present* makes you an accomplice.
6. Remember the SAYING *that honesty is the best policy.*
7. You have heard the PROVERB *silence is golden.*
8. IT is strange *that you should think so.*
9. IT was unfortunate *that you were absent.*
10. IT is sad news *that she is dead.*

H

We have seen that a Noun clause is generally introduced by the subordinate conjunction *that*. Sometime, however, the conjunction *that* is omitted ; as,
He says (that) his mother is ill.

I

Verb phrases consisting of the verb *to be* and certain adjectives may be considered as transitive verbs having a noun clause as object ; as,

I am sure that he is telling the truth.

We are desirous that you should succeed.

EXERCISE 1. *Pick out the NOUN CLAUSES in the following sentences, and say how each is used :—*

1. I believe that he is guilty.
2. I know that he is foolish.
3. That gold is yellow needs no proof.
4. The fact that he was dishonest made me suspect him.
5. Whether I can go is uncertain.
6. We hear that your effort failed.
7. That he was the rightful heir he firmly believed.
8. He begged that his life might be spared.
9. I think you have made a mistake.
10. Tell me why you did this.
11. Ask whether dinner is ready.
12. I know where I could find him.
13. It is strange that you should think so.
14. Can you guess what I want?
15. That we shall arrive in time seems doubtful.
16. He hinted that he wanted money.
17. That he wanted money appeared probable.
18. That he wanted money he knew quite well.
19. It has been proved that the earth is round.
20. The belief that the soul is immortal is almost universal.
21. I saw that it was time to interfere.
22. I wish you wouldn't do that.
23. What he wants I do not know.
24. I never thought I should see him again.
25. It is the mind that makes the body rich.
26. When he will visit us again I do not know.
27. Why you act thus I cannot understand.
28. It is uncertain whether he will come.
29. When he will arrive is not certain.
30. How the burglar got in is a mystery.
31. We all know the proverb that a rolling stone gathers no moss.

EXERCISE 2. *Supply suitable NOUN CLAUSES as OBJECTS to the verbs in the following:—*

1. I know —.
2. I think —.
3. They feared —.
4. I believe —.
5. He hoped —.
6. We hear —.
7. The old man observed —.
8. — he firmly believed.

EXERCISE 3. *Supply suitable NOUN CLAUSES as SUBJECTS of the verbs in the following:—*

1. — is now reported in the papers.
2. — appears absurd.
3. — was good news.
4. — will please your father.
5. — seems doubtful.
6. — becomes likely.

EXERCISE 4. *In each of the following sentences expand each phrase in italics into a NOUN CLAUSE:—*

1. *The time of his coming* no one can guess.
2. Do you deny *the theft of the watch*?
3. *Your saying this* is very strange.
4. It grieved me to hear *about her illness*.
5. We all know *the reason of his popularity*.
6. I do not believe *the account given by him*.
7. I know *your great regard for him*.
8. *To win the first prize* was his ambition.

EXERCISE 5. *In each of the following sentences replace each noun clause by a PHRASE:—*

1. The doctor is hopeful that she will soon recover.
2. He showed how the problem was done.
3. He is sure that we will win the match.
4. Tell me what you think about this.
5. I expect that I shall get the first prize.
6. I hope that I shall be there in time.
7. I know who wrote the poem.
8. I asked what he thought about the project.

CHAPTER XLII.

ANALYSIS OF COMPLEX SENTENCES
CONTAINING NOUN CLAUSES.

When analysing a complex sentence containing a noun clause, do it as follows :—

He said that he had killed the tiger.

A. He said that he had killed the tiger. (Complex sentence.)

(a) that he had killed the tiger. (Noun clause, object of *said* in A).

	CONNEC- TIVE	SUBJECT	PREDICATE		
			VERB	OBJECT	ATTRIBUTE OF OBJECT
A.		He	said	(a)	
(a)	that	he	had killed	tiger	the

EXERCISE. ANALYSE *the following sentences* :—

1. I understand that you want some new books.
2. That your father has forgiven you pleases me greatly.
3. My hope is that he will succeed.
4. The thought that help was near kept our spirits up.
5. It is not clear who has done this.
6. All depends on how it is done.
7. He went to do what he was told.

CHAPTER XLIII.

ADJECTIVE CLAUSES.

A

Examine the following sentences :—

1. An *industrious* man is sure to succeed.
2. A man *of industrious habits* is sure to succeed.
3. A man *who has industrious habits* is sure to succeed.
4. He *who has industrious habits* is sure to succeed.

In the first sentence the noun 'man' is qualified by 'industrious' — an adjective.

In the second sentence the noun 'man' is qualified by 'of industrious habits' — an adjective phrase.

In the third sentence the noun 'man' is qualified by 'who has industrious habits' — an adjective clause.

In the fourth sentence the pronoun 'He' is qualified by 'who has industrious habits' — an adjective clause.

We may now define an Adjective clause as a *subordinate clause which does the work of an adjective* in relation to some noun or pronoun in the principal clause.

The third sentence is a Complex one.

'A man is sure to succeed' is the principal clause.

'Who has industrious habits' is a subordinate clause. It qualifies the noun 'man' in the principal clause, and thus does the work of an adjective. It is therefore an adjective clause.

The fourth sentence is also a Complex one.

'He is sure to succeed' is the principal clause.

'Who has industrious habits' is a subordinate clause. It qualifies the pronoun 'He' in the principal clause,

and thus does the work of an adjective. It is therefore an adjective clause.

B

The following sentences contain further examples of Adjective clauses :—

The dog *that barks* does not bite. [*Which dog ?*]

I know the man *who built that house*. [*Which man ?*]

The essay *that won the prize* was written by Rama.
[*Which essay ?*]

The boy *whom you see bowling* is my cousin.

Mary had a little lamb *whose fleece was white as snow*.

I have a little shadow *which goes in and out with me*.

The boy stood on the burning deck *whence all but him had fled*.

I remember the house *where I was born*.

Thrice is he armed *that hath his quarrel just*.

Here is the book (*which*) *you want*.

C

Look at the adjective clauses in the following sentences and note that they qualify the Subject, Object, or some other noun or pronoun in the complex sentence.

(a) SUBJECT.

1. The MAN *who committed the crime* has been caught.
2. The HOUSE *that I live in* belongs to my father.
3. Those PUNISHMENTS *which are too severe* do harm.
4. The TIME *when the boat leaves* is not yet fixed.
5. The PLACE *where the accident occurred* is near by.

(b) OBJECT.

1. They heard a TIGER *that was close by.*
2. He tells a TALE *that sounds untrue.*
3. The letter brought MONEY *which was badly needed.*
4. We met a MAN *who knows your brother.*
5. He raised a HAND *which was red with blood.*
6. He approached the SPOT *where I was hidden.*

(c) SOME OTHER NOUN (OR PRONOUN).

1. We saw the man sitting by the door of a HOUSE *which had been painted blue.*
2. Without the HELP *which other people have,* he had risen to fame and fortune.
3. He watched the procession from a window of a HOUSE *that overlooked the route.*
4. He gave me ONE *that he did not want.*
5. THOSE *who do this* will be punished.
6. I am monarch of ALL *I survey.*

EXERCISE 1. *Pick out the ADJECTIVE CLAUSES in the following sentences, and say which word in the principal clause each qualifies:—*

1. The spot where the battle was fought is unknown.
2. The time when the boat leaves is not yet fixed.
3. Uneasy lies the head that wears a crown.
4. He died in the village where he was born.
5. The evil that men do lives after them.
6. I was betrayed by the friend whom I had trusted.
7. True love's the gift which God has given to man alone beneath the heaven.
8. Thou hadst a voice whose sound was like the sea.
9. It was the schooner Hesperus that sailed the wintry sea.
10. He jests at scars that never felt a

wound. 11. A city that is set on a hill cannot be hid. 12. They never fail who die in a great cause. 13. The moment which is lost is lost for ever. 14. It's an ill wind that blows nobody good. 15. Youth is the time when the seeds of character are sown. 16. We came upon a hut where a peasant lived. 17. The exact time when this occurred has not been ascertained. 18. Our troops occupy a position whence the enemy cannot dislodge them. 19. I remember the house where I was born. 20. He that climbs too high is sure to fall. 21. People who live in glass houses must not throw stones. 22. Heaven helps those who help themselves. 23. I will tell you the reason why I did it. 24. He could not answer the questions I asked him. 25. He gave me everything I asked for. 26. Here is the book I want. 27. The stone that is rolling can gather no moss. 28. The services he has rendered to the state cannot be over-estimated. 29. The prize I sought is fairly won. 30. The reason why he left is unknown. 31. The fur which now warms a monarch once warmed a bear. 32. They that are whole have no need of the physician. 33. That was the reason why he came late. 34. Blessed is he who has found his work.

EXERCISE 2. *Add suitable* ADJECTIVE CLAUSES *to qualify the nouns in the following sentences :—*

1. The man — came to see me. 2. I went to see the man —. 3. The book — is on the table. 4. I want the book —. 5. The snake — had been killed. 6. I saw a snake —. 7. The boy stood on the burning deck —. 8. It was the schooner Hesperus —.

EXERCISE 3. COMPOSE *ten* COMPLEX SENTENCES *each containing an* ADJECTIVE CLAUSE.

EXERCISE 4. *In each of the following sentences substitute* ADJECTIVE CLAUSES *for the words in italics :—*

1. Be kind *to the poor*. 2. He told us the time of *his*

arrival. 3. You can have anything *of your liking.* 4. We all admire a man *of courage.* 5. Do you know the road *leading to the temple?* 6. The people *in the gallery* could not hear. 7. The orders, *given by our master,* must be carried out. 8. Blessed are *the merciful.* 9. He met a girl *with blue eyes.*

EXERCISE 5. *In each of the following sentences replace each Adjective Clause by an ADJECTIVE PHRASE:—*

1. The boy who sits near me is my cousin. 2. The houses in which the Burmans live are generally built of bamboo. 3. That was the reason why he came late. 4. The explanation he gave was not satisfactory.

EXERCISE 6. *In each of the following sentences replace each Adjective Clause by an ADJECTIVE:—*

1. He died in the village where he was born. 2. The team that won the cup was lustily cheered. 3. A man who easily loses his temper is seldom liked. 4. The robber who was wounded did not recover. 5. Dogs that bark seldom bite.

CHAPTER XLIV.

ANALYSIS OF COMPLEX SENTENCES CONTAINING ADJECTIVE CLAUSES.

When analysing a complex sentence containing an adjective clause, do it as follows:—

I found the book which I had lost.

A. I found the book which I had lost. (Complex sentence.)

(a) Which I had lost. (Adjective clause, qualifying book in A.)

	SUBJECT	PREDICATE		
		VERB.	OBJECT.	ATTRIB. OF OBJECT
A.	I	found	book	1. the 2. (a)
(a)	I	had lost	which	

EXERCISE. ANALYSE *the following sentences* :—

1. The hand that struck the blow was yours.
2. The servant has brought the letter that you were expecting.
3. We love the home where we were born.
4. The reason why I came is understood.
5. He that spares vice wrongs virtue.
6. Thrice is he armed that hath his quarrel just.
7. He never does anything that is silly.
8. The prize we sought is won.
9. Not a soldier discharged his farewell shot o'er the grave where our hero we buried.

CHAPTER XLV.

ADVERB CLAUSES.

A

Examine the following sentences :—

1. Stand *there*. (Adverb.)
2. Stand *in that corner*. (Adverb phrase.)
3. Stand *where you can see the blackboard*. (Adverb clause.)

In the first sentence the verb 'stand' is modified by 'there' — an adverb.

In the second sentence the verb 'stand' is modified by 'in that corner' — an adverb phrase.

In the third sentence the verb 'stand' is modified by 'where you can see the blackboard' — an adverb clause.

You observe that the first sentence is a Simple one ; so is the second. The third sentence is Complex. The principal clause is '(You) stand', and the subordinate clause is 'where you can see the blackboard.' The subordinate clause modifies the verb 'stand' in the principal clause, and hence does the work of an adverb. It is therefore an Adverb Clause.

We may now define an Adverb Clause as *a subordinate clause which does the work of an adverb* in relation to some word in the principal clause.

B

Examine the following sentences :—

1. When he entered the room he saw the vase broken.
2. The crowd was larger than I had ever seen before.
3. He came sooner than I expected.

In the first sentence the adverb clause 'When he entered the room' modifies the *verb* 'saw' in the principal clause.

In the second sentence the adverb clause 'than I had ever seen before' modifies the *adjective* 'larger' in the principal clause.

In the third sentence the adverb clause 'than I expected' modifies the *adverb* 'sooner' in the principal clause.

You observe that an adverb clause in a complex sentence may modify some verb, adjective, or adverb in the principal clause.

C

Adverbial clauses (like adverbs) show *when, where, how, why, with what purpose, or on what condition* an action is done.

Adverbial clauses may therefore be arranged in the following clauses :—

- (i) Adverbial clauses of Time.
- (ii) Adverbial clauses of Place.
- (iii) Adverbial clauses of Manner.
- (iv) Adverbial clauses of Degree or Comparison.
- (v) Adverbial clauses of Cause or Reason.
- (vi) Adverbial clauses of Purpose.
- (vii) Adverbial clauses of Result or Consequence.
- (viii) Adverbial clauses of Condition.
- (ix) Adverbial clauses of Concession.

D

The following complex sentences contain adverbial clauses of *time* :—

I waited for my friend *until he came*.

I leave my bed *when I wake up*.

The children danced *while the piper played*.

So long as the rain continued, I stayed at home.

E

The following complex sentences contain adverbial clauses of *place* :—

He went *where he could find work*.

Wherever there is coal you will find iron.

He fled *where his pursuers could not follow*.

F

The following complex sentences contain adverbial clauses of *manner* :—

The horse sprang forward *as though it had been shot.*

He speaks *as one who knows.*

He behaves *as one might expect him to do.*

He did *as he was told.*

G

The following complex sentences contain adverbial clauses of *degree* :—

I am as tall *as you are.*

You can talk as much *as you like.*

You say more *than you mean.*

Say less *than you know.*

I know you better *than he [does].*

He is not as clever *as his father was.*

The playground is not so broad *as it is long.*

He advanced as far *as he dared.*

He lost more *than he could afford.*

He eats as much *as he can.*

The sum is so difficult *that I cannot do it.*

There was such a crowd *that we could see nothing.*

[Note.—Adverbial clauses of *degree* modify adjectives or adverbs.]

H

The following complex sentences contain adverbial clauses of *cause* or *reason* :—

He ran away *because he was afraid.*

I shall help him *for I like him.*

Because you have done this I shall punish you.

As he was ambitious, I slew him.

As he was not there, I spoke to his brother.

Since you say so, I must believe it.

I

The following complex sentences contain adverbial clauses of *purpose* :—

He saves *that he may grow rich.*

The notice was published *in order that all might know the facts.*

We eat *that we may live.*

In order that I may help you I have written to your employer.

Precautions were taken *lest the camp should be attacked by night.*

J

The following complex sentences contain adverbial clauses of *result* or *consequence* :—

He was so tired *that he could scarcely stand.*

It rained so hard *that the streets were flooded.*

You make such a noise *that I cannot work.*

He is such a liar *that nobody believes him.*

K

The following complex sentences contain adverbial clauses of *condition* :—

I shall not go *unless I am invited.*

Come *if you want to.*

If you eat too much you will be ill.

If he had been less hasty, the result would have been different.

I will forgive you *on condition that you do not repeat the offence.*

Had the Sikhs not remained loyal, the disaster would have been more serious.

Were you my brother I could not do it for you.

L

The following complex sentences contain adverbial clauses of *concession* :—

Though this be madness, yet there's method in it.

He finished first *though he began late.*

A book's a book, *although there's nothing in it.*

Such an act would not be kind, *even if it were just.*

EXERCISE 1. *Pick out the ADVERBIAL CLAUSES in the following sentences, classify them, and say which word in the principal clause each modifies :—*

1. Sit there until I can attend you.
2. I do it because I choose to.
3. Do not give more than you can afford.
4. He locked the papers up that they might be safe.
5. He walks as though he is slightly lame.
6. He stayed at home because he was feeling ill.
7. He will not hear you unless you shout.
8. I forgive you since you repent.
9. I shall remain where I am.
10. An obedient boy will always do as he is commanded.
11. It rained so that we did not get out.
12. He labours hard that he may become rich.
13. His father still trusted him though he had deceived him.
14. Enough is as good as a feast.
15. We shall wait here until you come.
16. He rested his horse for it limped.
17. I must refuse your request, inasmuch as I believe it unreasonable.
18. You may sit wherever you like.
19. If I make a promise

I keep it. 20. He went to Calcutta that he might find work. 21. He may do as he thinks right. 22. He found his watch where he had left it. 23. Go where glory awaits thee. 24. When I was younger, I thought so. 25. I have not been well since I returned from Madras. 26. He blushes because he is guilty. 27. Make hay while the sun shines. 28. When the cat is away the mice will play. 29. Think naught a trifle, though it small appear. 30. I say the tale as it was said to me. 31. He is not so prudent as he ought to be. 32. The more he gets the more he wants. 33. Take heed lest ye fall into temptation. 34. It was so dark that you could not see your hand. 35. I will not buy the horse unless it is quite sound. 36. Wherever one goes, one hears the same story. 37. We cannot reap where we do not sow. 38. When night came on, the enemy fled. 39. While there is life, there is hope. 40. If wishes were horses, beggars would ride. 41. I would die before I lied. 42. Strike the iron while it is hot. 43. Fools rush in where angels fear to tread. 44. Some seeds fell where there was no earth. 45. Except ye repent, ye shall all likewise perish. 46. As the tree falls, so it will lie. 47. He died as he had lived. 48. The man started as if he had seen a ghost. 49. She was as gentle as a dove. 50. Everything comes, if a man will only work and wait.

EXERCISE 2. *Add a suitable ADVERBIAL CLAUSE to each of the following :—*

1. Rama goes to school —.
2. Kindly come here —.
3. — go back to your house.
4. He departed —.
5. — you will see the sea.
6. Stop —.
7. — he wrote to his mother.
8. They are as ignorant —.
9. Bring as much —.
10. — my father will reward you.
11. The man was rewarded —.
12. You should work —.

EXERCISE 3. *In each of the following sentences replace each adverb phrase in italics by an ADVERB CLAUSE :—*

1. He ran *with all his might*. 2. Do it *to the best of your ability*. 3. He carried out his duties *according to instructions*. 4. *With a view to early retirement* he saved his money. 5. *In comparison with air* water is heavy. 6. They were grateful to him *for his kindness*. 7. Nobody must expect to become rich *without hard work*. 8. *In spite of poverty* he became rich. 9. *With all his money* he could not buy happiness. 10. The tiger is feared *for its fierceness*. 11. He replied *to the best of his ability*. 12. *In spite of the heat* they marched quickly. 13. *For all his youth* he is very capable. 14. This was done *in my absence*. 15. He wrote *according to instructions*. 16. *In the time of Aurangzeb* taxes were very heavy.

EXERCISE 4. *In each of the following sentences replace each adverb clause in italics by an ADVERB PHRASE :—*

1. We have come *that we may help you*. 2. I am glad *that he has recovered from his illness*. 3. He works hard *that he may become rich*. 4. I did not pay him, *as I had no money with me*. 5. I was surprised *when I heard him talk so*. 6. He cannot go *unless I consent*. 7. *Because he was ill* he stayed at home. 8. I congratulated him *because he had passed*. 9. *Since I believed his word* I did not ask for proof. 10. The dog jumped up *when he saw the cat*. 11. *As soon as he heard the news* he wrote to me. 12. *As he was not there*, I spoke to his brother. 13. They went *where living was cheaper*. 14. You will pass *if you work hard*. 15. He cannot see *unless he wears glasses*. 16. An honest boy speaks *as he thinks*. 17. Robinson Crusoe was puzzled *when he discovered the print of a foot on the sand*. 18. I will buy it, *cost what it may*. 19. They fought *as heroes do*. 20. He was rewarded *as he deserved*.

REVISION EXERCISE. *Pick out the SUBORDINATE CLAUSES in the following sentences, and say what kind of clause each is, and with what word in the main clause it is connected:—*

1. I am glad that he has recovered from his illness.
2. The night is long that never finds the day.
3. I wish that you would study harder.
4. He works hard that he may become rich.
5. It is not surprising that he did not succeed.
6. We ran that we might arrive in time.
7. This is the house that Jack built.
8. You make such a noise that I cannot work.
9. I know that he broke the window.
10. Mind that you speak the truth.
11. These things I say that ye might be saved.
12. I came home when it began to rain.
13. I know when it began to rain.
14. It was at the time when I first met you.
15. A liar is not believed when he speaks the truth.
16. Take an umbrella with you when it rains.
17. He asked me when I intended to start.
18. When he will come is not certain.
19. I will tell you an interesting ghost story when it is dark.
20. The soldiers advanced when the bugle sounded.
21. I shall go where you will not find me.
22. He does not know where to begin.
23. We visited the place where the lions were kept.
24. We went where the lions were kept.
25. The place where they live is very unhealthy.
26. He does not know who I am.
27. He who hesitates is lost.
28. It is not clear who has done this.
29. Tell us what you think of this book.
30. Never say what is not true.
31. Attend to what I say.
32. Sell the pony for what you can get.
33. The news that all was well, pleased them.
34. He returned sooner than we expected.
35. There was such a crowd that we could see nothing.
36. Handsome is that handsome does.
37. His grief was such that all pitied him.
38. He said that none pitied him.
39. At last he found the woman that pitied him.

CHAPTER XLVI.

ANALYSIS OF SENTENCES CONTAINING
ADVERBIAL CLAUSES.

When analysing a complex sentence containing an adverbial clause, do it as follows :—

He lives where the palm-trees meet the sea.

A. He lives where the palm-trees meet the sea.
(Complex sentence.)

(a) Where the palm-trees meet the sea. (Adverbial clause of place, modifying *lives* in A.)

	SUBJECT.		PREDICATE.			
	SUBJECT PROPER	ATTRIB-UTE OF SUBJECT	VERB	OB-JECT	ATTRIB. OF OBJECT	ADVERB-IAL ADJUNCT
A	He		lives			(a)
(a)	palm-trees	the	meet	sea	the	where

EXERCISE. ANALYSE *the following sentences* :—

1. When the sun set he returned home.
2. Where the rainbow ends you will find gold.
3. They fought as heroes do.
4. The young man has more money than brains.
5. Be it ever so humble, there is no place like home.
6. If you do not hurry you will miss the train.
7. Make friends when you can.
8. Go where duty calls thee.
9. Choose an author as you choose a friend.
10. When the righteous rule, the people rejoice.
11. Some

people act as though they could do no wrong. 12. Open rebuke is better than secret love. 13. Since duty calls us, we must obey. 14. Though I am poor, yet am I contented.

REVISION EXERCISE. ANALYSE *the following sentences orally. First, say whether the sentence is SIMPLE, COMPOUND or COMPLEX; secondly, name the separate CLAUSES OF THE SENTENCE; thirdly, say all you can about each SUBORDINATE CLAUSE.*

1. Rama was thrown from his horse yesterday but did not hurt himself. 2. He received a letter yesterday telling him the sad news of his father's death. 3. It is now known that mosquitoes cause malaria. 4. The crow stole a piece of cheese and flew with it to a tree. 5. I called at your house yesterday but you were out. 6. You also called at my house while I was out. 7. He threatened to fine the boy and expel him. 8. Rama does not read well nor does he write well. 9. The boat reached me in time or I should have been drowned. 10. Abdul is ill to-day so he will not be able to attend school to-morrow. 11. Ganpat threw a stone and broke a window. 12. I did not see the stone which broke the window. 13. The thirsty crow flew to a pitcher of water but found it empty. 14. The lion was wounded but not killed by the shikari. 15. The dishonest man is neither liked nor trusted. 16. Father has business at home so he will not go to the office to-day. 17. If he does not work harder he will certainly fail in the examination. 18. We must do our work well or our master will be angry with us. 19. The cruel ruffian beat the child until it died. 20. My father came to Poona as I left for Bombay. 21. He does his best but seldom succeeds. 22. Go and get me a newspaper. 23. Come here, please. 24. Sit down and be quiet. 25. Do as I tell you or you will regret it. 26. I was late because I over-slept. 27. I have neither seen

him nor heard from him. 28. I laughed till I cried. 29. Failing in his first attempt, he never tried again. 30. Rama may not be clever but he is certainly industrious. 31. I must hurry back at once, or my business will greatly suffer. 32. Bear in mind the advice that your father gave you recently. 33. If you do not hurry you will miss the train. 34. What is sauce for the goose is sauce for the gander. 35. The consequence was that my friend lost his temper. 36. We all know that the earth moves. 37. The evil that men do lives after them. 38. The boy stood on the burning deck whence all but him had fled. 39. Strike while the iron is hot. 40. Wherever we went we were sure to meet him. 41. So far as I know this is quite correct. 42. That we might be certain of catching the train we started very early. 43. That you have wronged me doth appear in this. 44. As the weather was so wet we stayed at home. 45. As long as I live I shall remember your kindness. 46. The surgeon examined the man who had been run over. 47. I admit that the fault is not yours. 48. There was no evidence that he was guilty. 49. The place from which the light shone was a small hut. 50. That some mistake has occurred is quite evident. 51. The widow of the policeman who lost his life in this brave attempt has been granted a pension. 52. While there's life there's hope. 53. The accident happened where the road takes a sharp curve. 54. That fine feathers do not make fine birds should always be remembered. 55. You look as if you have just recovered from a severe illness. 56. People who live in glass houses should not throw stones. 57. He was more frightened than hurt. 58. Should it rain I shall stop at home. 59. Stay where you are. 60. The reason why he acted thus is not known. 61. He is so cunning that he is rarely caught. 62. The man you want is not here. 63. Example is better than precept. 64. Since you know everything, perhaps you can answer this. 65. So far as I

can judge you have no chance of success. 66. Who steals my purse steals trash. 67. We were the first that ever burst into that silent sea. 68. Look before you leap. 69. That Walpole practised corruption on a large scale was believed at the time. 70. Where there's a will there's a way.

CHAPTER XLVII.

CLAUSE ANALYSIS OF COMPLEX SENTENCES.

A

A complex sentence may, of course, contain several subordinate clauses. For example, look at the sentence,

The man who built this house owns the motor-car which you saw.

It contains one principal clause and two adjectival clauses :—

- A. The man owns the motor-car. (Principal clause.)
- b. Who built this house. (Adjectival clause, qualifying *man* in A.)
- c. Which you saw. (Adjectival clause, qualifying *motor-car* in A.)

B

Again, look at the sentence,

When he awoke he went where he could watch a cricket match, because he had no work to do.

It contains one principal clause and three adverbial clauses :—

- A. He went. (Principal clause.)
- b. When he awoke. (Adverbial clause of time, modifying *went* in A.)
- c. Where he could watch a cricket match. (Adverbial clause of place, modifying *went* in A.)
- d. Because he had no work to do. (Adverbial clause of reason, modifying *went* in A.)

C

Nor need the subordinate clauses be all of one kind. The following sentence contains a noun clause, an adjectival clause and an adverbial clause :—

When he heard this, the officer who was in command of the British, decided that the whole line should advance.

- A. The officer decided. (Principal clause.)
- b. When he heard this. (Adverbial clause of time, modifying *decided* in A.)
- c. Who was in command of the British. (Adjectival clause, qualifying *officer* in A.)
- d. That the whole line should advance. (Noun clause, object of *decided* in A.)

Note.—Complex sentences are, as a rule, analysed into clauses only (as shown above), and this is known as **Clause Analysis**.

D

Study carefully the Clause Analysis of the following sentences :—

1. Whenever he heard the question, the old man who lived in that house, answered that the earth is flat.
 - A. The old man answered. (Principal clause.)

- b. Whenever he heard the question. (Adverb clause of time, modifying *answered* in A.)
- c. Who lived in that house. (Adjective clause, qualifying *man* in A.)
- d. That the earth is flat. (Noun clause, object of *answered* in A.)
2. Everyone who knows you, acknowledges, when he considers the case calmly, that you have been wronged.
- A. Everyone acknowledges. (Principal clause.)
- b. Who knows you. (Adjective clause, qualifying *Everyone* in A.)
- c. When he considers the case calmly. (Adverb clause, modifying *acknowledges* in A.)
- d. That you have been wronged. (Noun clause, object of *acknowledges* in A.)

E

Examine the following sentence :—

He said he knew where the key was.

Here the principal clause is 'He said.'

What did he say? He knew where the key was.

'He knew where the key was' is a Noun clause, object of 'said' in the principal clause.

Now let us further examine this Noun clause. We find that it contains the clause 'where the key was', which is the object of the verb 'knew' in the subordinate noun clause.

The clause 'where the key was' is therefore a noun clause, subordinate to another subordinate clause.

Hence we see that a subordinate clause may contain a clause subordinate to itself.

Now study the Clause Analysis of the sentence :—

He said he knew where the key was.

- A. He said. (Principal clause,)
- b. He knew where the key was. (Noun clause, object of *said* in A.)
- b₁. Where the key was. (Noun clause, object of *knew* in b.)

[It will be noticed that we first take the *entire noun clause* as the object of 'said'.]

Now study the Clause Analysis of the following sentence :—

He said he had not used the camera I gave him.

- A. He said. (Principal clause.)
- b. He had not used the camera I gave him. (Noun clause, object of *said* in A.)
- b₁. (Which) I gave him. (Adjective clause, qualifying *camera* in b.)

EXERCISE. *Make a CLAUSE ANALYSIS of the following sentences :—*

1. When he entered the room he saw what had happened.
2. I think it is disgraceful that you should behave so.
3. The moment he saw me he ran away as fast as he could.
4. He knows that I do not believe the story which he told me.
5. He had a knife in his hand, which he dropped when he saw a policeman.
6. He ran away when he saw that a policeman was coming.
7. He seldom drinks milk because he finds that it disagrees with him.
8. Tell me how you found out that he was the culprit.
9. He told us that he would return as soon as he could.
10. If I were a sunbeam, I know what I would do.
11. I don't think I should have gone with him had I known who he was.

PART V.

CHAPTER XLVIII.

THE SEQUENCE OF TENSES.

A

The **Sequence of Tenses** is the principle in accordance with which the Tense of the verb in a subordinate clause *follows* the Tense of the verb in the principal clause. (*Sequence* is connected with the Latin verb *sequor*, follow.)

The Sequence of Tenses applies chiefly to Adverb Clauses of Purpose and Noun Clauses.

B

A *Past* Tense in the principal clause is followed by a *Past* Tense in the subordinate clause ; as,

She *replied* that she *felt* better.

I *found* out that he *was* guilty.

He *saw* that the clock *had stopped*.

He *replied* that he *would* come.

I *took* care that he *should* not hear me.

They *climbed* higher that they *might* get a better view.

There are, however, two exceptions to this rule :—

(i) A *Past* Tense in the principal clause *may* be followed by a *Present* Tense in the subordinate clause when the subordinate clause expresses a universal truth ; as,

Newton *discovered* that the force of gravitation *makes* apples fall.

Galileo *maintained* that the earth *moves* round the sun.

Euclid *proved* that the three angles of a triangle *are* equal to two right angles.

He *said* that honesty *is* always the best policy.

(ii) When the subordinate clause is introduced by *than*, even if there is a Past Tense in the principal clause it may be followed by *any* Tense required by the sense in the subordinate clause ; as,

He *liked* you better than he *likes* me.

He *helped* him more than he *helps* his own children.

I then *saw* him oftener than I *see* him now.

He *valued* his friendship more than he *values* mine.

C

A *Present* or *Future* Tense in the principal clause may be followed by *any* Tense, Present, Past, or Future, required by the sense ; as,

He *thinks* that she *is* there.

He *thinks* that she *was* there.

He *thinks* that she *will be* there.

He *will think* that she *is* there.

He *will think* that she *was* there.

He *will think* that she *will be* there.

But in sentences where the subordinate clause denotes *purpose*, if the verb in the principal clause is Present or Future, the verb in the subordinate clause must be Present ; as,

I *eat* that I *may* live.

I *shall nurse* him that he *may* live.

EXERCISE 1. *Insert the CORRECT TENSE of the verb in the following:—*

1. He rested his horse for it —. (To limp.)
2. He walked so fast that I — not overtake him. (Can or could?)
3. He was so tired that he — scarcely stand. (Can or could?)
4. As soon as he — the news he wrote to me. (To hear.)
5. As he — not there, I spoke to his brother. (To be.)
6. He ran as quickly as he —. (Can or could?)
7. So long as the rain —, I stayed at home. (To continue.)
8. Just as he — the room the clock struck. (To enter.)
9. He finished first though he — late. (To begin.)
10. He advanced as far as he —. (To dare.)
11. I would die before I —. (To lie.)
12. He went to Calcutta that he — find work. (May or might?)
13. He would succeed if he —. (To try.)
14. Wherever there is coal you — find iron. (Will or would?)
15. I did not know it until you —. (To speak.)
16. I forgive you since you —. (To repent.)
17. He came oftener than we —. (To expect.)
18. I would not attempt it if you — me. (To ask.)
19. I studied hard in order that I — succeed. (May or might?)
20. He — so hard that he is certain to succeed. (To work.)
21. I do it because I — to. (To choose.)
22. He cannot see unless he — glasses. (To wear.)
23. His health has improved since he — India. (To leave.)
24. He speaks as one who —. (To know.)

EXERCISE 2. *Supply VERBS in correct concord in the following complex sentences:—*

1. They sold the house because it — old.
2. I hoped that you — be there.
3. His friends wished that he — succeed.
4. He said that he — go to-morrow.
5. He did this that he — please me.
6. I heard that there — a disturbance in the city.
7. He solemnly assured them that they — quite mistaken.
8. We ran that we — arrive in time.
9. I came home when it — to rain.
10. The soldiers advanced when the bugle —.
11. I asked him what his name —.
12. I wished that I — come earlier.
13. He had a cow that — enormous quantities of milk.
14. When the sun set he — home.
15. He told them that they — wrong.
16. He said that he — try again.
17. He declared he — come soon.
18. I discovered that he — not told the truth.
19. He worked hard that he — win the prize.
20. Could you doubt that there — a God?

EXERCISE 3. *Supply VERBS in correct concord and complete the following sentences:—*

1. I — that you might not be angry.
2. He pretended that he —.
3. He says he —.
4. He was informing his friends that he —.
5. I will tell him that —.
6. He — that he had been very ill.
7. He — that his father will forgive him.
8. I — glad that he has recovered from his illness.
9. I understand that you —.

CHAPTER XLIX.

DIRECT AND INDIRECT SPEECH.

A

There are two ways of reporting what another person has said :—

(i) We may quote the *actual words* used by the speaker ; as,

He said, " I am tired of hearing these complaints."

This is called **Direct Speech**.

(ii) We may give an account of what another person has said ; as,

He said that he was tired of hearing those complaints.

This is called **Indirect (or Reported) Speech**.

B

Examine the following sentences, and notice the changes that are made in converting a sentence from Direct to Indirect Speech :—

1. He said, "*I am* glad to be *here this* evening."
2. He said that *he was* glad to be *there that* evening.
 - (a) The inverted commas are omitted.
 - (b) The pronoun *I*, of the first person, is changed to the pronoun *he*, of the third person.
 - (c) The verb *am* (present tense) is changed to *was* (past tense).
 - (d) The adverb *here* (expressing *nearness*) is changed to *there* (expressing *distance*).
 - (e) The demonstrative adjective *this* is changed to *that*.

C

STATEMENTS.

Statements in the Indirect Speech are generally introduced by the conjunction *that*.

Direct. He said, "I do not know where to go."

Indirect. He said that he did not know where to go.

Direct. He said, "I will not do it."

Indirect. He said that he would not do it.

Direct. He said, "I have received some very good news." [news.

Indirect. He said that he had received some very good

Direct. He said to her, "You are mistaken."

Indirect. He told her that she was mistaken.

Direct. "I really do not know what you are talking about," said the boy's father.

Indirect. The boy's father remarked that he really did not know what he (the boy) was talking about.

Direct. He said, "I shall go to-morrow, whatever happens." [happened.

Indirect. He said he would go the next day, whatever

Direct. The fox cried out to the goat, "A thought has come into my head."

Indirect. The fox cried out to the goat that a thought had come into his head.

Note.—When the introductory verb is in the present or future the tenses are not changed in the indirect.

Direct. He says, "I am hungry."

Indirect. He says that he is hungry.

Direct. He will say, "I am hungry."

Indirect. He will say that he is hungry.

D

QUESTIONS.

In reporting questions the Indirect Speech is introduced by some such verbs as *asked*, *enquired*, etc.

When the question is not introduced by an interrogative word, the reporting verb is followed by *whether* or *if*.

Direct. He said to me, "What are you doing?"

Indirect. He asked me what I was doing.

Direct. "Where do you live?" asked the stranger of Alice.

Indirect. The stranger enquired of Alice where she lived.

Direct. The policeman said to the man, "Where are you going?"

Indirect. The policeman enquired of the man where he was going.

Direct. He said, "Will you listen to such a man?"

Indirect. He asked them whether they would listen to such a man.

[Or] Would they, he asked, listen to such a man?

Direct. "Do you suppose you know better than your own father?" jeered his angry mother.

Indirect. His angry mother jeered and asked whether he supposed that he knew better than his own father.

E

COMMANDS AND REQUESTS.

In reporting commands and requests, the Indirect Speech is introduced by some verb expressing *command* or *request*, and the Imperative mood is changed into the Infinitive.

- Direct.* Rama said to Arjun, "Go away."
Indirect. Rama ordered Arjun to go away.
Direct. He said to his syce, "Bring my horse."
Indirect. He ordered his syce to bring his horse.
Direct. He said to him, "Please wait here till I return."
Indirect. He requested him to wait there till he returned.
Direct. "Call the first witness," said the King.
Indirect. The King commanded them to call the first witness.
Direct. He shouted, "Let me go."
Indirect. He shouted to them to let him go.
Direct. He said, "Be quiet and listen to my words."
Indirect. He urged them to be quiet and listen to his words.

F

EXCLAMATIONS AND WISHES.

In reporting exclamations and wishes the Indirect Speech is introduced by some verb expressing exclamation or wish.

- Direct.* He said, "Alas ! I am undone."
Indirect. He exclaimed that he was undone.
Direct. Alice said, "How clever I am !"
Indirect. Alice said that she was very clever.
Direct. He said, "Bravo ! you have done well."
Indirect. He applauded him, saying that he had done well.
Direct. "So help me Heaven !" he cried, "I will never steal again."
Indirect. He called upon Heaven to witness his resolve never to steal again.

EXERCISE 1. *Turn the following into INDIRECT SPEECH :—*

1. He said to me, "I have often told you not to play with fire."
2. "You have all done it very badly," remarked the teacher.
3. They wrote, "It is time we thought about settling this matter."
4. The teacher promised, "If you will come before school to-morrow, I will explain it."
5. She wrote, "I am waiting and watching and longing for my son's return."
6. The examiner's orders were, "No one is to bring book into the room nor ask me questions about what I have told you to do."
7. The dwarf said to her, "Promise me that when you are Queen you will give me your first-born child."
8. "That is my horse," said he, "and if I do not prove it in a few minutes I will give up my claim."
9. "I will avenge your wrongs," he cried. "I will not enter Athens until I have punished the king who had so cruelly treated you."
10. He wrote and said, "I am unable to come just now because I am ill, but I will certainly start as soon as I am well enough to do so."
11. One day he sent for Cassim and said to him, "You are now old enough to earn your living, so you must set off, and make your own way in the world."

EXERCISE 2. *Turn the following into INDIRECT SPEECH :—*

1. "What do you want?" he said to her.
2. He said, "How's your father?"
3. "Are you coming home with me?" he asked.
4. He enquired, "When do you intend to pay me?"

5. He said to us, "Why are you all sitting about there doing nothing?"
6. "Do you really come from China?" said the prince.
7. The poor man exclaimed, "Will none of you help me?"
8. "Which way did she go?" asked the young Rakshas.
9. Aladdin said to the magician, "What have I done to deserve so severe a blow?"
10. "Don't you know the way home?" asked I.
11. "Do you write a good hand?" said the Baronet.
12. "Have you anything to say in behalf of the prisoner?" said the Judge, finally.
13. "Which is the proper way to answer this question, father?" the boy enquired. [Ulysses.
14. "Have you anything to tell me, little bird?" asked
15. The young sparrow said, "Mother, what is that queer object?" [cried.
16. "Who are you, sir, and what do you want?" they

EXERCISE 3. *Turn the following into INDIRECT SPEECH:—*

1. "Bring me a drink of milk," said the swami to the villagers.
2. "Sit down, boys," said the teacher.
3. "Halt!" shouted the officer to his men.
4. "Take off your hat," the king said to the hatter.
5. The teacher said to him, "Do not read so fast."
6. He said to me, "Wait until I come."
7. "Hurry up," he said to his servant, "do not waste time."
8. "Run away, children," said their mother.
9. He said, "Daughter, take my golden jug, and fetch me some water from the well."
10. "Go down to the bazaar. Bring me some oil and a lump of ice," ordered his master.

EXERCISE 4. *Turn the following into INDIRECT SPEECH :—*

1. "What a rare article milk is, to be sure, in London!" said Mr. Squeers with a sigh.
2. "What a stupid fellow you are!" he angrily remarked.
3. He said, "My God! I am ruined."
4. He said, "Alas! our foes are too strong."
5. He said, "What a lazy boy you are! How badly you have done your work!"
6. "Saint George strike for us!" exclaimed the Knight.
7. He said, "Oh! that's a nuisance."
8. He said, "How cruel of him!"
9. He said, "What a pity you did not come!"
10. "Ah me!" exclaimed the Queen. "What a rash and bloody deed you have done!"

G

CONVERSION OF INDIRECT INTO DIRECT.

The conversion of Indirect into Direct generally presents no special difficulties, as the following examples will show :—

Indirect. He inquired whether his name was not Ahmed.

Direct. He said to him, "Is not your name Ahmed?"

Indirect. As the stranger entered the town he was met by a policeman who asked him if he was a traveller. He replied carelessly that it would appear so.

Direct. As the stranger entered the town he was met by a policeman, who asked, "Are you a traveller?" "So it would appear," he answered carelessly.

Indirect. She asked how she, a girl, who could not ride or use sword or lance, could be of any help? Rather would she stay at home and spin beside her dear mother.

Direct. She said, "How can I, a girl, who cannot ride or use sword or lance, be of any help? Rather would I stay at home and spin beside my dear mother."

EXERCISE 5. *Turn the following into DIRECT SPEECH :—*

1. He asked Rama to go with him.
2. Rama replied that he could not do so.
3. He asked his father when the next letter would come.
4. His father replied that there might not be another that year.
5. Rama asked me what had become of Hari.
6. I told him that I had not seen him for months.
7. The master requested that they would attend carefully to what he was saying.
8. I wrote that I would visit him next day.
9. He observed that he had never liked doing that.
10. I told them to be quiet.
11. He asked me if I had anything to say.
12. Rama asked Hari if he would change places with him.
13. He said that he was tired, and that he wished to go to bed.
14. An old mouse asked who would bell the cat.
15. The lion told the fox that he was very weak, that his teeth had fallen out, and that he had no appetite.

EXERCISE 6. *Give the EXACT WORDS that the speakers might have used :—*

1. John said that he wanted to be a soldier.
2. He asked me where I was going.

3. He asked me what I wanted.
4. Abdul said that he had seen that picture.
5. The boy said that he would go with us.
6. He said that the earth moves round the sun.
7. The stranger asked Alice where she lived.
8. I asked Mary if she would lend me a pencil.
9. He told us that he had waited an hour.
10. The lady inquired if he was now quite well again.
11. He said that he had come to see them.
12. He said that though he had come, it was against his will.
13. The speaker said that it gave him great pleasure to be there that evening.
14. He asked them whether they would listen to such a man.
15. He ordered him to leave the room and forbade him to return.
16. He asked me if I would accompany him.
17. The mother asked her boy where he had been all the afternoon.
18. Hari asked Rama if he had read the letter.
19. The King asked the philosopher whom he considered the happiest man living.
20. The magistrate asked the prisoner what he was doing with his hand in the gentleman's pocket.
21. He advised his sons not to quarrel amongst themselves when he was dead but to remain united.
22. He replied that he had promised to reward his soldiers, and that he had kept his word.

H

Study the following examples of conversion from Direct into Indirect Speech, and notice the changes made in doing so :—

DIRECT SPEECH.

1. "How are you, Rama? I hope you are quite well," cried his uncle.
2. "Where are you going, Little Red Riding Hood? And what have you got in that basket?" enquired the wolf.
3. What the boy wrote to his father was, "Can I leave school this term or do you want me to stay on till the end of next year?"
4. He said to me this morning, "Where was Rama yesterday, and where will he be to-morrow?"
5. He kept on saying, "Do hurry up, Rama, and bring me your papers."
6. Wellington then ordered, "Let the whole line advance."

INDIRECT SPEECH.

1. His uncle asked Rama how he was and hoped that he was quite well.
2. The wolf enquired of Little Red Riding Hood as to where she was going, and what she had got in that basket.
3. The boy wrote to his father to ask whether he could leave school that term or whether he wanted him to stay on till the end of next year.
4. He asked me this morning where Rama was the preceding day and where he would be the day following.
5. He kept on asking Rama to hurry up and bring him his papers.
6. Wellington then ordered the whole line to advance.

- | | |
|--|---|
| <p>7. He asked, "How are you getting on?" and added, "Let me know if there is anything I can do for you."</p> <p>8. "Yes, sir, that is the way," said the boy.</p> <p>9. "Hang it all!" said he. "Can you not speak more distinctly?"</p> <p>10 He said, "Let us wait for their arrival."</p> <p>11. He said, "Heaven knows that I am innocent."</p> | <p>7. He asked how he was getting on and added that he might let him know if there was anything that he could do for him.</p> <p>8. The boy told him that that was the way.</p> <p>9. He asked him angrily whether he could not speak more distinctly.</p> <p>10. He proposed that they should wait for their arrival.</p> <p>11. He called Heaven to witness that he was innocent.</p> |
|--|---|

EXERCISE 7. *Turn the following into INDIRECT SPEECH* :—

1. "Cheer up, mother, I'll go and get work somewhere," said Jack.
2. The Rajah was deeply grieved, and said to his wife, "What can I do for you?"
3. "Dear bird," she said, stroking his feathers, "have you come to comfort me in my sorrow?"
4. But the Sea-God cried, "Do not be afraid, noble prince; I have taken pity on you and will help you."
5. "No," said the child; "I won't kneel, for if I do, I shall spoil my new breeches."

6. When the sun got low, the king's son said, "Jack, since we have no money, where can we lodge this night?"
7. Then aloud he said, "Tell me, boy, is the miller within?"
8. "What a horse are they losing for want of skill and spirit to manage him!" exclaimed Alexander.
9. Telemachus replied, "How can I drive away the mother who bore me and nourished me?"
10. "Call no man happy," was the reply of the philosopher, "until he has ended his life in a fitting manner."
11. He said, "Daughter, take my golden jug, and fetch me some water from the well."
12. Then said the wolf to the fox, "Now either yield thyself as vanquished, or else certainly I will kill thee."
13. She said to him, "What is it that makes you so much stronger and braver than any other man?"
14. "I believe," said he, "that we are in this country among a people whom we like and who like us."
15. He said, "Take that bird away. Its gilded cage reminds me of my father whom I imprisoned."
16. "I have just one word to say to you," said the dealer. "Either make your purchase, or walk out of my shop."
17. "My hour is come," thought he. "Let me meet death like a man."
18. "Be not cast down," said Mentor, "remember whose son thou art, and all shall be well with thee."
19. Bhishma said: "Boys! boys! remember you play a game. If it be Arjuna's turn let him have it."
20. "Friends," said the old man, "sit down and rest yourselves here on this bench. My good wife Baucis has gone to see what you can have for supper."
21. "Ah! you don't know what these beans are," said the man; "if you plant them over-night, by morning they grow right up to the sky."

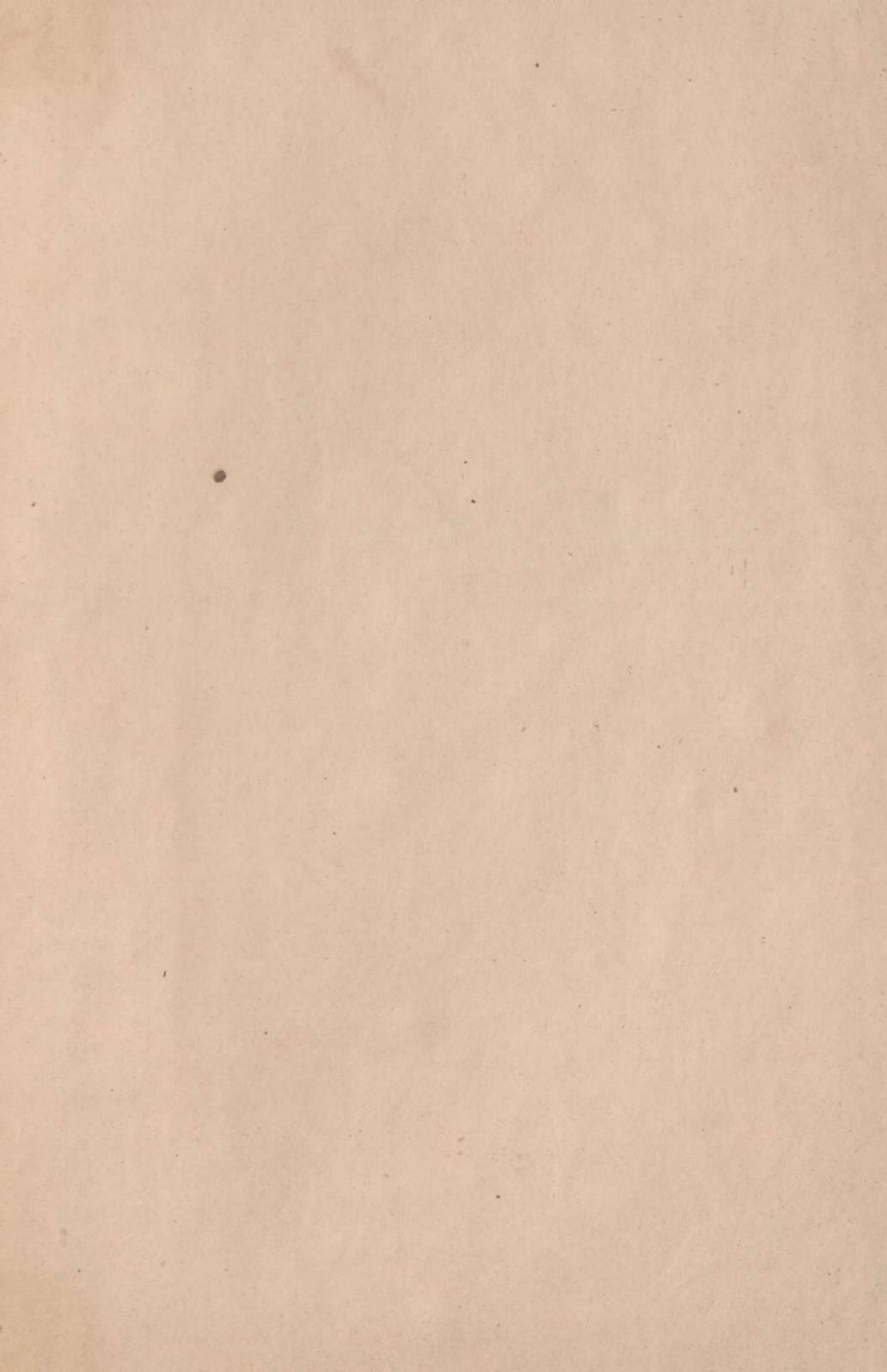
22. "How clever I am!" he said. "All my life I have been talking prose without knowing it."
23. "I am old and lonely," said she. "Hast thou no pity on my loneliness? Stay with me, my best son, for thou art yet more boy than man."
24. "Pardon me, dear master," said Ariel, "I will obey your commands."
25. He said: "Who are you to speak to me like this? I am the master. Why should I help you? It is your work, not mine, to draw the cart."
26. When the Brahmin approached, the first thief said: "Why do you carry a dog on your back? Are you not ashamed?"
27. "I do not believe a word of what you say in this foolish letter," was the somewhat unkind reply of his employer.
28. "The enemy are daily drawing nearer," the vizier warned the king. "They are marching to destroy your capital."
29. "The sun is setting, the moon is rising, the stars are coming out and night is drawing nigh," declared the hermit.
30. The king replied, "I have done my best for you and have given you every opportunity to show your gratitude. What has been my reward? What have you done in return? What reason have you given me to trust you again?"
31. Next day his father wrote, "I have received a very good report of you from your teacher. I have been very pleased with this and have decided to give you a reward."
32. The answer which arrived was, "We have this day forwarded to you the goods which your agent has been selecting all this month."

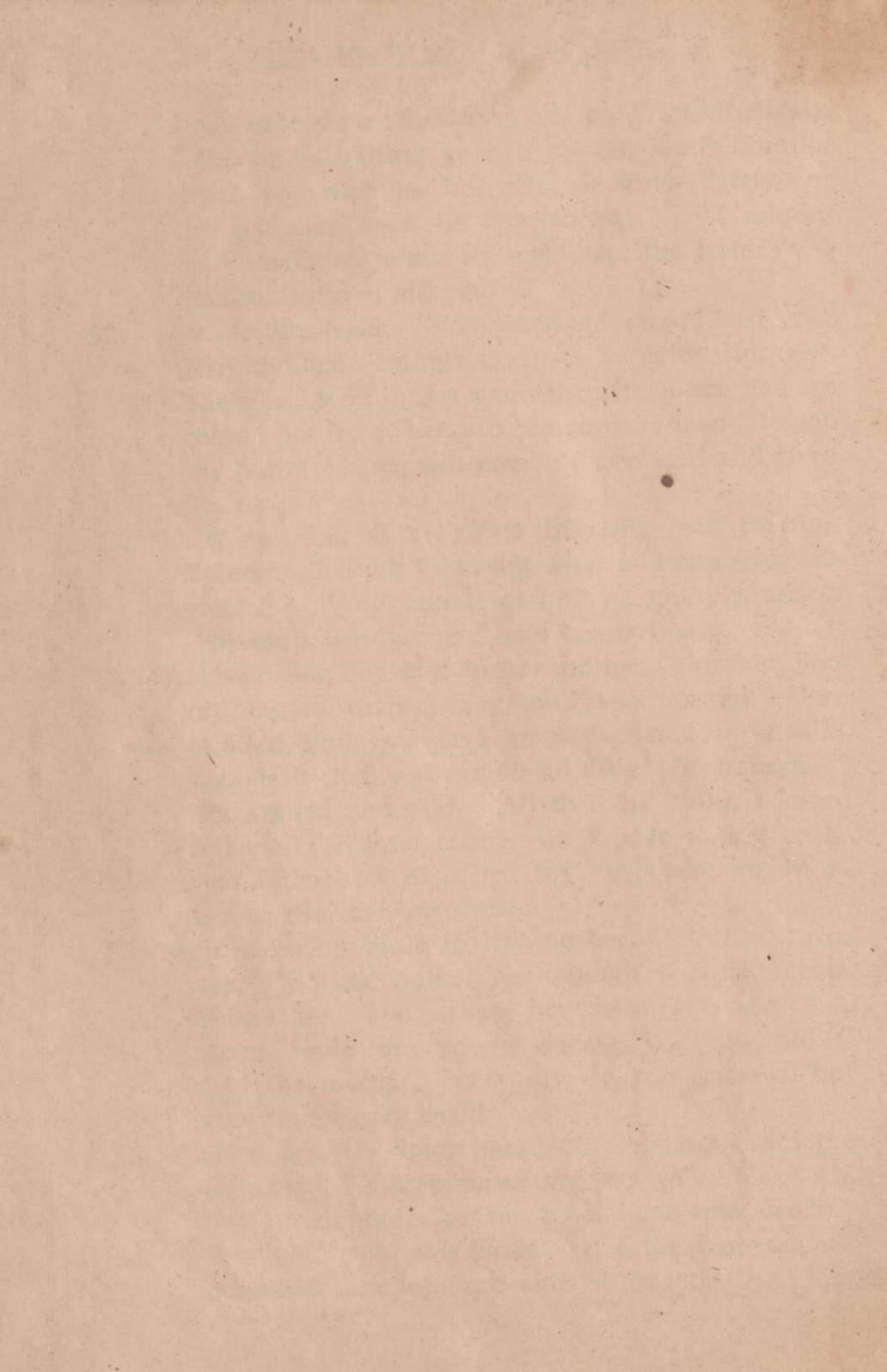
33. "The sun has set, the moon has risen, the stars have come out, and night has arrived," declared the hermit.
34. He then stood up and prophesied, "The day will surely come when you will regret this. It will then be too late, however, and you will have to abide by it. On that day you will think of my words."
35. "Will you sell it? Will you take two rupees for it?" asked Rama. "I will sell it, but I will not accept two rupees," replied Arjun. "I will take three, if you will give as much."
36. "To-morrow we shall see the Prince. He will drive down our street and I shall give a loud cheer," declared the little girl.
37. "If you will come to my house to-morrow, I will pay you, Abdul, and moreover I will give you every anna that I owe you," promised Karim.
38. "I cannot hope to see these trees which I am planting come in perfection," said the duke, "but it is right for me to plant for the benefit of my successors."
39. "Are you angry, my friends," said the king, "because you have lost your leader? I am your king; I will be your leader."
40. Said an old Crab to a young one, "Why do you walk so crooked, child? walk straight!" "Mother," said the young Crab, "show me the way, will you?"
41. "Who are you?" said the Deer. The Jackal replied: "I am Kshudrabuddhi the Jackal. I live in this forest all by myself; I have neither friend nor relation."
42. One summer some elephants were very much distressed by the heat, and said to their leader: "We are absolutely perishing for want of water. The smaller animals have bathing-places, but we have none. What are we to do? Where are we to go?"
43. When the king saw him coming he said, "Pray who are you, and what do you want?" The Rabbit

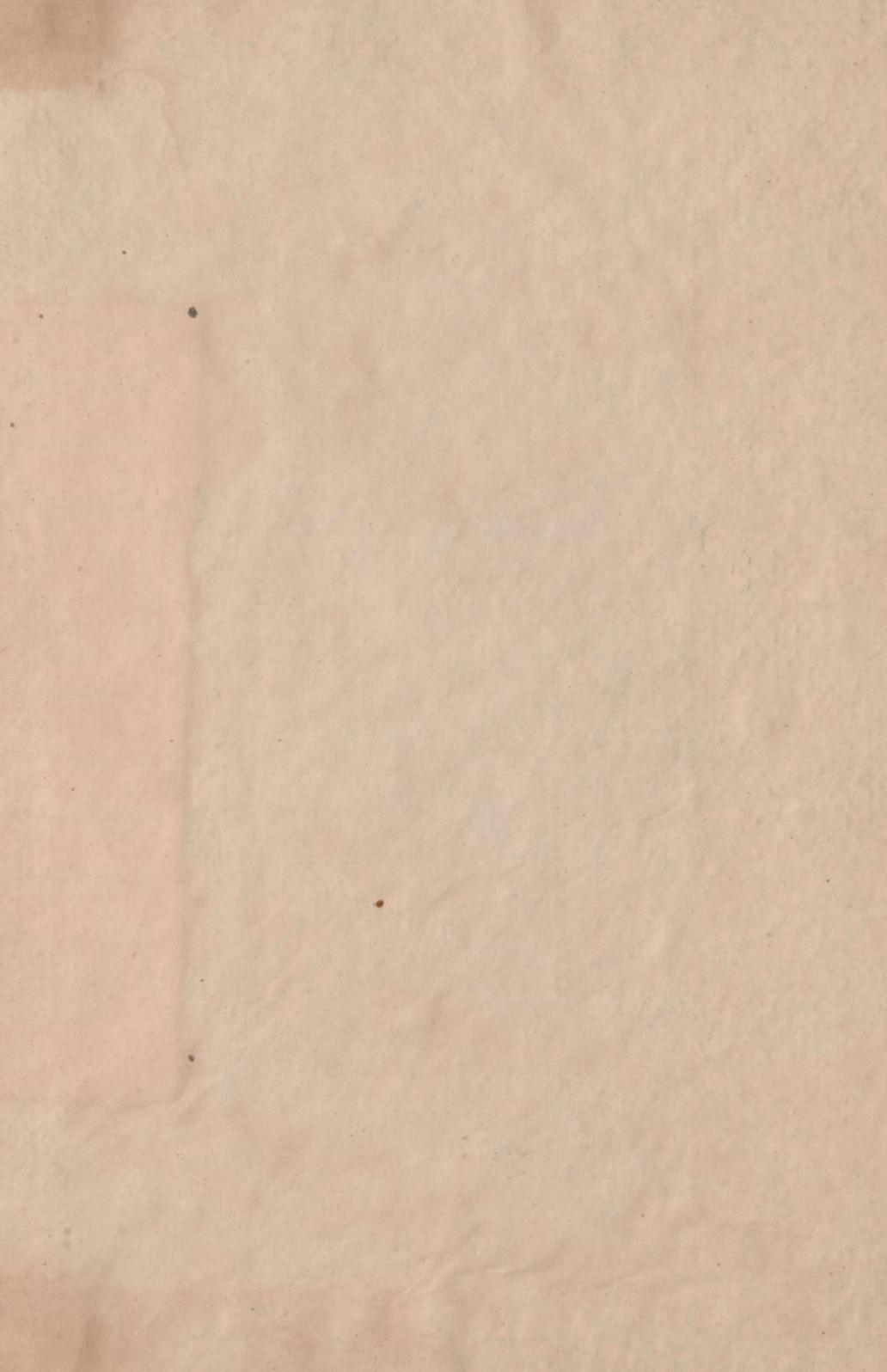
said, "I am an ambassador from his majesty Chandra—the Moon." The Elephant King replied, "Declare your errand."

44. A young Rajah once said to his Vizier, "How is it that I am so often ill? I take great care of myself; I never go out in the rain; I wear warm clothes; I eat good food. Yet I am always catching cold, or getting fever."
45. "My sons," said he, "a great treasure lies hidden in the estate I am about to leave you." "Where is it hid?" said the sons. "I am about to tell you," said the old man; "but you must dig for it—".
46. "How very well you speak French!" Lady Grizzel said. "I ought to know it," Becky modestly said. "I taught it in a school, and my mother was a Frenchwoman."
47. "What are you going to do with the tinder-box?" asked the soldier. "That's no business of yours," said the witch, "you've got your money; give me my tinder-box!"
48. "My name is Noman," said Ulysses, "my kindred and friends in my own country call me Noman." "Then," said the Cyclops, "this is the kindness I will show thee, Noman; I will eat thee last of all thy friends."
49. "I am a dead man, Hardy," said Nelson; "I am going fast; it will be all over with me soon. Come nearer to me. Let my dear Lady Hamilton have my hair, and all other things belonging to me."
50. He said to the shoemaker: "You are a big blockhead; you have done the reverse of what I desired you. I told you to make one of the shoes larger than the other, and, instead of that, you have made one of them smaller than the other."

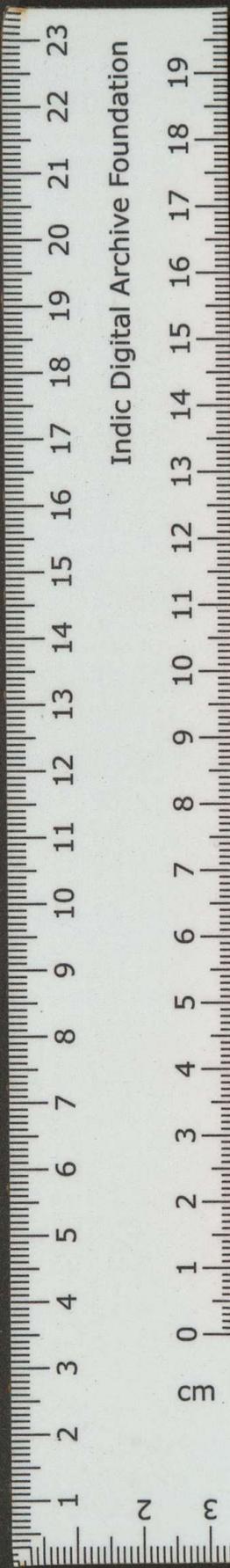
51. "I can extend no other mercy to you," said the Raja, "except permitting you to choose what kind of death you wish to die. Decide immediately, for the sentence must be carried out." "I admire your kindness, noble Prince," said the jester—"I choose to die of old age."
52. Her mother said, "You must go straight to your grandmother's cottage and not loiter on the way. There is a wolf in the wood through which you are going; but if you keep to the road he won't do you any harm. Now, will you be a good girl and do as I tell you?"
53. Next morning at breakfast his wife said to him, "George, I think I can tell what is amiss with our clock." "Well, what is it?" he sharply asked. "It wants winding up," said his partner.
54. A Fawn one day said to her mother, "Mother, you are bigger than a dog, and swifter and better minded, and you have horns to defend yourself; how is it that you are so afraid of the hounds?" She smiled and said, "All this, my child, I know full well; but no sooner do I hear a dog bark, than, somehow or other, my heels take me off as fast as they can carry me."
55. Said a young Mole to her mother, "Mother, I can see." So her mother put a lump of frankincense before her, and asked her what it was. "A stone," said the young one. "O, my child!" said the mother, "not only do you not see, but you cannot even smell."
56. "What are you doing, good old woman?" said the princess. "I'm spinning, my pretty child." "Ah, how charming! Let me try if I can spin also."
57. "You say," said the judge, "that the bag you lost contained one hundred and ten pounds!" "Yes,



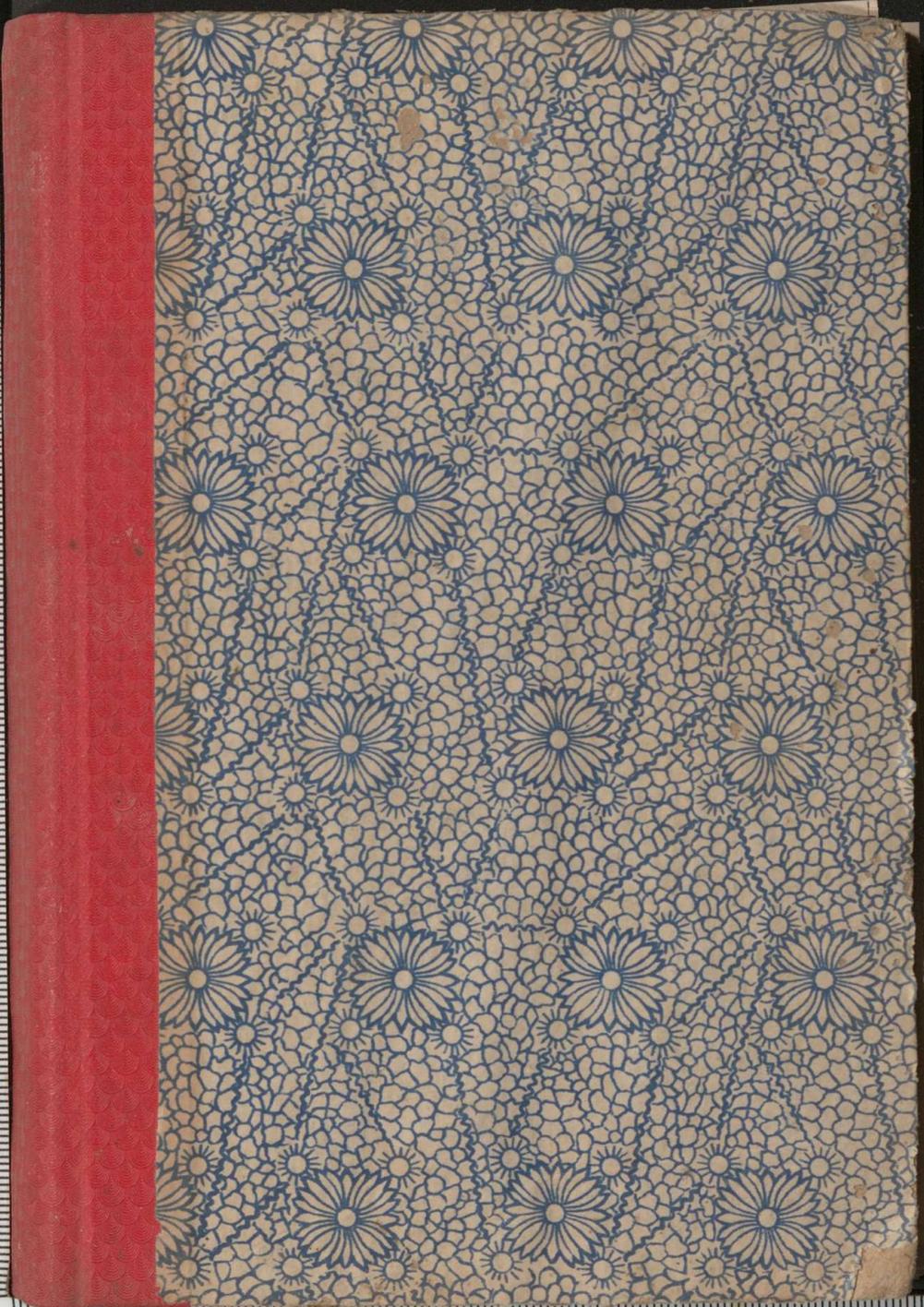








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