

ENGLISH GRAMMAR

(PART 2)

Serial 3077B

Edition 2

CHANGES IN WORDS

1. Phrase and Sentence.—In Part 1, Exercise II, you are directed to put a check mark (\checkmark) before all the sentences. This is to test your knowledge of the difference between a sentence and a phrase, for several phrases, or non-sentences, are included in that list. Turn to your marks to see whether they are correct. The sentences, which should have the check marks before them, are numbers 1, 5, 6, 8, 10, 12, 13, 14, and 17. All the others are non-sentences because they do not make complete sense. They do not contain a subject and a predicate.

A sentence is a group of words expressing a complete thought. A sentence states a fact, asks a question, or delivers a command. Every sentence must have a subject (something about which something is said) and a predicate (something said about the subject). The subject may be modified by adjectives and adjective modifiers. The predicate may be modified by adverbs and adverbial modifiers. These modifiers are frequently prepositional phrases. A prepositional phrase is a group of related words modifying some element of a sentence, the first word of the phrase being a preposition.

A phrase used to modify a noun or a pronoun is called an adjective modifier. A phrase used like an adverb to modify a verb, an adjective, or another adverb is called an adverbial modifier.

EXERCISE I

(a) In the following sentences several prepositional phrases are adjective modifiers. Find them. Point out the word that each modifies.

The telegram in the yellow envelope was not prepaid. The boy with the dirty face, when he delivered it at the door of the hotel room, demanded eighty-five cents. The woman at the threshold was about to hand him three quarters and a dime when her husband in a loud voice said, "Wait." He looked at the figures on the blank with the word "Charges." With a rapid but delicate motion of his hand he swept the eraser at the end of a pencil across the figures. A few lines in soft lead vanished, leaving the easily recognized first marks in their places. The correct charge for the message was thirty-five cents. With a flip of her fingers his wife tossed two coins at the waiting messenger. Before the boy reached the office a brief telephone report had settled his stay with the Western Union.

(b) In the following sentences several prepositional phrases are adverbial modifiers. Find them. Explain their use.

The returning messenger boy slouched into the office and tossed his delivery sheet across the counter. The clerk looked up with a searching glance as the youngster turned away to the waiting bench. He raised his eyes above his glasses and jerked his thumb towards the manager's little office. The boy pointed to himself with an air of surprise. The man nodded with a decided grunt. The scraping feet turned toward the rear of the room and passed through the opening into the silence which reigned in the old man's office. "You're fired." The words came from the top of the desk. The "old man" didn't even turn in his chair. Unless he summoned a person, no one came into his presence. One urchin declared after he had waited for further remarks that he believed the "old man" put his foot on a button and the talking machine did the rest.

EXERCISE II

Go back to (a) of Exercise 1. Can you find any prepositional phrases which modify verbs? Explain their use.

Go over (b) of Exercise 1. Can you find any prepositional phrases which modify nouns? Explain their use.

2. Prepositions and Adverbs.—While prepositions are still in mind, you will be able to learn this important fact and thus save yourself confusion between words used in some

sentences as prepositions and in other sentences as adverbs or other parts of speech. Remember that a preposition does not stand by itself. It is the first word of a prepositional phrase. An adverb may stand alone as the modifier of a verb.

He fell down. (*Down* is an adverb.)

He rode down the mountain. (*Down* is a preposition.)

The sound moved on. (*On* is an adverb.)

He fought on the Union side. (*On* is a preposition.)

I never saw you before. (*Before* is an adverb.)

I have much work before me. (*Before* is a preposition.)

Come inside! (*Inside* is an adverb.)

The inside story was not known to all. (*Inside* is an adjective.)

The inside of the cup was scratched. (*Inside* is a noun.)

The ball fell inside the foul line. (*Inside* is a preposition.)

The cowboy left his pony outside. (*Outside* is an adverb.)

The blackmailer is outside human relations. (*Outside* is a preposition.)

The airplane soared above. (*Above* is an adverb.)

It sailed gracefully above the clouds. (*Above* is a preposition.)

3. Changes of Parts of Speech.—Two things have shown a very important point to grasp in your study of grammar. In Part I you saw how some nouns may be used as common nouns or as proper nouns. In the preceding group of sentences you have seen the word *inside* used as a noun, a preposition, an adjective, and an adverb. The important principle to grasp is that its use determines what part of speech a word is. The use in a sentence will be the best guide for study. If you understand clearly the uses of the various parts of sentences you should not have much trouble.

4. Let us look at a few examples of this principle of our speech.

The word *well* may be many parts of speech, with several uses.

You are well today.

Your guest plays tennis well.

He will be a well man again.

Whenever she thinks of her early life, tears well from her eyes.

A 50-foot well is needed to supply water to that house.

Well, why don't you get ready to go?

The baby is not feeling well this morning.

Explain all the uses of *well* in these sentences.

The sun gives light.

She always wears light colors.

That wood is so light that a man can carry a cord of it.

We light the open gas grate to try to be cozy around it.

Even Rome has a light snowfall nearly every winter.

What are the uses of *light* in these sentences?

EXERCISE III

Explain the parts of speech of the words in italics by showing their use in the sentence:

1. We seldom *find* mushrooms in the nearby meadows.
2. This property was a lucky *find* for us.
3. The silk was *fine*.
4. A *fine* of ten dollars was imposed for speeding.
5. The *ground* was rocked by an earthquake.
6. Two large stones *ground* the corn.
7. The printing *press* has revolutionized knowledge.
8. There was a great *press* of people before the bank.
9. Will you *press* these trousers while I wait?
10. Sailors *brave* all kinds of weather.
11. An Indian *brave* snared the two eagles.
12. Rescuing a person from drowning is a *brave* deed because of the panic which so often seizes the victim.
13. Almost all animals *store* food away.
14. He owns a shoe *store*.
15. He *leaves* his hardest work until the *last* minute.
16. The *leaves* on this tree *last* until the first frost.
17. Tom, will you go *last*?
18. All *school* books should be perfectly clear in style.
19. That *school* of fish is moving up the inlet.
20. *School* yourself in habits of industry.

5. Remember this direction. Whenever you wish to decide on what part of speech a certain word is, consider its use in the sentence. That should give you accurate information.

EXERCISE IV

Mark with the abbreviations listed in Part I, Exercise XIX, the parts of speech of the italicized words in the following extract:

The *Arkansas* at this *point*, and for several hundred miles *below*, is nothing but a broad sand-bed, over which a few *scanty* threads

of water are *swiftly* gliding, *now* and *then* expanding *into* wide shallows. At several places, during the autumn, the water *sinks* into the sand and disappears *altogether*. At this season, were it *not* for the numerous *quicksands*, the river *might be forded* almost anywhere without difficulty, though its channel is *often* a quarter of a mile wide. Our horses jumped *down* the bank, and wading through the water, *or* galloping *freely* over the *hard* sand-beds, *soon* reached the other side. Here, as we *were pushing* through the *tall* grass, we saw several Indians not far off; one of them *waited* until we came up, *and* stood for some moments in *perfect* silence before us, looking at us askance with his little *snake-like* eyes. Henry explained by signs what we wanted, and the Indian gathering *his* buffalo-robe *about* his shoulders, *led* the way toward the *village* without speaking a word.

CHANGES OF FORM

6. You have already seen how certain parts of speech are changed in order to secure different meanings. You have seen the three degrees, positive, comparative, and superlative of adjectives and adverbs; the different ways of writing common and proper nouns; the changes in verbs to express present, past, and future time, and to show if an action is completed or is still progressing. You have become somewhat familiar with the different forms of pronouns for different uses in the sentences, even when the meanings are related. Thus, we say *I*, *me*, and *mine* to indicate relations concerning the same person, or *he*, *his*, and *him*; *she*, *hers*, *her*.

These various changes will, in most cases, not be new knowledge to you. The purpose of the discussion concerning them here will be to recall them to your mind for correct use.

NOUNS

PLURALS OF NOUNS.

7. When a noun indicates one thing, person, or place, it is in the singular number. *City, wall, motor, bench, woman, child.*

When a noun indicates more than one, it is in the plural number. *Cities, walls, motors, benches, women, children.*

1. The usual way to form the plural of nouns is to add *s* to the singular. If the sound demands it, or if the plural has an extra syllable in pronunciation, *es* is added.

Write the plurals of these words. Add *s* or *es*.

table	monkey	cellar	bird
loss	joy	brush	duke
ditch	bush	attorney	master
clock	stamp	almanac	pasture
wheel	princess	wish	turkey
canoe	house	airplane	latch
donkey	dress	press	goddess
fox	chimney	book	chorus
box	church	debt	chauffeur
shoe	bridge	alley	waitress
brother	ranch	gulf	mouth
waltz	picture	arch	valley

2. If a noun ends in the letter *y* and the letter immediately before the *y* is not a vowel (*a, e, i, o, u*), the plural is formed by changing this *y* to *i* and adding *es*. *City, cities; story, stories*.

Write the plurals of these words.

family	caddy	mystery	jury
fairy	party	academy	pony
pantry	laundry	secretary	army
enemy	sky	country	injury
theory	ally	daisy	reply
bakery	gipsy	canary	lily
penny	lady	berry	fly
ditty	baby	cherry	robbery

3. Many nouns ending in *o* add *es*. Write the plurals of these nouns (add *es*) and memorize their spelling.

hero	volcano	embargo	tomato
echo	torpedo	potato	manifesto
veto	negro	buffalo	mosquito
cargo	bravo	flamingo	tornado

4. The following nouns ending in *o* add *s*. Learn the spelling of their plural forms.

banjo	contralto	curio	dynamo
cucuzoo	chromo	portfolio	cameo
albino	folio	halo	stiletto
solo	radio	piano	studio

5. Some nouns ending in *f* or *fe* change the *f* or *fe* to *ves*. Let the pronunciation of the plural help to guide you. Write the plurals of these words and then memorize them.

beef	calf	sheaf	knife	life
loaf	self	half	thief	wharf
wolf	elf	shelf	leaf	wife

6. The following nouns have irregular plurals. You know their spoken forms. Let them guide you, but learn the spellings.

SINGULAR	PLURAL	SINGULAR	PLURAL
man	men	parenthesis	parentheses
tooth	teeth	stratum	strata
ox	oxen	madam	mesdames
crisis	crises	child	children
brother	brethren	foot	feet
woman	women	louse	lice
mouse	mice	synopsis	synopses
goose	geese	phenomenon	phenomena

7. In compound nouns, the part which represents more than one or the part which is described by the rest, usually receives the plural sign.

SINGULAR	PLURAL	SINGULAR	PLURAL
attorney-at-law	attorneys-at-law	eyetooth	eyeteeth
man-of-war	men-of-war	teacup	teacups
mother-in-law	mothers-in-law	railroad	railroads
half-sister	half-sisters	workman	workmen
court-martial	courts-martial	grandmother	grandmothers
hanger-on	hangers-on	airplane	airplanes
passer-by	passers-by	forefoot	forefeet
courtyard	courtyards	yacht club	yacht clubs
forget-me-not	forget-me-nots	game warden	game wardens

A few compounds pluralize both words: *man-child*, *men-children*; *Knight Templar*, *Knights Templars*.

Note that compound nouns are single names composed of two or more words: *newspaper*, *mousetrap*, *son-in-law*, *grass plot*.

Usage varies so widely in the writing of compound words, that you should always consult a dictionary whenever you are in doubt whether to use a hyphen, to write the words as a solid compound, or to give the parts as separate words.

8. Many nouns have the same form in both singular and plural. Consider carefully these special cases.

sheep	grouse	species	shad
deer	swine	series	turbot
chamois	moose	vermin	salmon
corps	quail	reindeer	pickering
means	pains	heather	bison

Some nouns are used only in the plural.

archives	bellows	pincers	thanks
ashes	riches	proceeds	trousers
alms	knickerbockers	scissors	victuals
billiards	clothes	shears	vespers
breeches	dregs	morals	oats
overalls	matins	eaves	tongs
forceps	pliers	tweezers	tidings

The following nouns are plural in form but retain a singular meaning:

athletics	measles	news	hydraulics
gymnastics	mathematics	politics	amends
civics	mumps	physics	economics

Some nouns are used only in the singular. These are principally the names of materials or qualities.

wheat	purity	gold	wisdom
iron	pride	aluminum	patience
rice	steel	mercury	conscience

A few nouns, singular in form, are used only in a plural sense.

poultry	cattle	people	police
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Proper nouns form their plurals regularly.

SINGULAR	PLURAL	SINGULAR	PLURAL
Tom	The Toms	Smith	The Smiths
Susie	The two Susies	Weston	The Westons

There are three Margarets and four Ruths in the crowd.

All the Carpenters and the Kellys joined in the family celebration.

None of the Martyns and the Pecks attended.

If the proper noun is preceded by a title, the title is made plural.

Miss Brown	The Misses Brown	Mr. Long	Messrs. Long
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The plural title of address, *Messrs.*, has been borrowed from the French. It is an abbreviation of the plural form *Messieurs*.

and should be pronounced *Mēs'yērs* in two syllables. For the plural form of *Mrs.*, the word *Mesdames* (*mā-dāme'*), a French form, has also been borrowed. This is used frequently in newspapers in such an item as this: "*The guests included the Misses Glover, Hart, Dickinson; Mesdames Horton, Easton, Paddleton, Dunkirk.*"

Mrs. Sawyer
Miss Poole

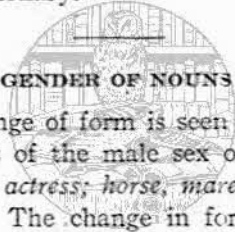
Mesdames Sawyer
The Misses Poole

While you may not have occasion to use these forms, you should know them.

Memorize the following:

spoonful spoonfuls cupful cupfuls handful handfuls

For plurals of all words of peculiar form and foreign appearance consult the dictionary.



GENDER OF NOUNS

8. A second change of form is seen in some nouns when they name creatures of the male sex or of the female sex. *Man, woman; actor, actress; horse, mare; duke, duchess; boy, girl; husband, wife.* The change in form to denote sex is termed *gender*.

A noun which names creatures of the male sex is *masculine* in *gender*.

workman, waiter, widower, nephew, lion, hero, Louis.

A noun which names creatures of the female sex is *feminine* in *gender*.

workingwoman, waitress, widow, niece, lioness, heroine, Louisa.

Many nouns can undergo no change for they name things without sex, or with either sex.

table, book, child, leader, home, sky, ocean, death.

A noun which names something without sex is said to be *neuter* in *gender*.

desk, diamond, patriotism, roof, rowboat.

A noun which names something which may be of either sex is said to be in the *common gender*.

child, pet, pupil, dancer, singer, violinist, friend, leader.

9. If a pronoun somewhere indicates the sex of the creature named by such a noun as just described, that noun is called *masculine* or *feminine*.

The child hurt *his* finger.

The pet had *her* fur clipped.

The pupil recited *his* lesson.

The dancer bowed *her* thanks.

The singer lost *his* voice.

The violinist ran *her* fingers over the strings.

The sense of the sentence also frequently shows clearly the gender of a noun ordinarily in the common gender. *The manager married his stenographer. She has lost her youngest child—a beautiful girl.* In the first sentence the gender of *manager* is plainly shown to be masculine by the use of the pronoun *his*. The sense of the sentence shows that *stenographer* must be a noun of the feminine gender. In the second sentence, the noun *girl* denotes the same person as the noun *child*. What then must be the gender of *child*?

10. Study this list to recognize the forms. Be sure you know what the words mean.

MASCULINE	FEMININE	MASCULINE	FEMININE
emperor	empress	youth	maiden
host	hostess	wizard	witch
enchanter	enchantress	uncle	aunt
heir	heiress	sir	madam
master	mistress	lord	lady
negro	negress	gander	goose
Jew	Jewess	buck	doe
prince	princess	bachelor	maid
giant	giantess	bull	cow
tiger	tigress	landlord	landlady
patron	patroness	man-servant	maid-servant
Francis	Frances	cock	hen
bridegroom	bride	earl	countess

POSSESSIVES OF NOUNS

11. Nouns have one other change of form to indicate possession. Instead of saying, *This is the book of Rob*, we say, *This is Rob's book*. Notice the spelling of *Rob*. *The*

wages of the workmen are small. The workmen's wages are small. The records of the teams are good. The teams' records are good.

Notice the spelling of the nouns denoting possession.

12. To form the possessive of a singular noun add an apostrophe and an *s*.

boy, boy's; man, man's; poet, poet's; woman, woman's.

If a plural noun ends in *s*, add only the apostrophe after the *s*.
boys, boys'; poets, poets'; girls, girls'; kings, kings'.

If the plural does not end in *s*, add an apostrophe and *s*.
men, men's; women, women's; children, children's.

Caution.—Do not use the apostrophe unless possession is shown. Ordinary plurals do not require this mark. Some erroneously write *The girls' (or the girl's) have gone home.* No possession is here indicated and the apostrophe should be omitted. If you remember that a noun denoting possession usually immediately precedes the noun over which it denotes possession, you will be less likely to confuse these forms. The possessive forms are properly used in the following:

The child's books have been torn.

Frank's necktie is a handsome one.

PRONOUNS

13. As pronouns stand for nouns, they also have number and gender, and indicate possession. These forms are easily recognized, for the words used as pronouns are comparatively few, and frequently the form itself shows either person or number, if not both.

Father thought that he could not afford to buy an automobile.

Aunt Mary said that she would furnish part of the money.

Father then said that if she would help, he would buy it.

Which of the pronouns refers to a person of the male sex?

He. Which refers to some person of the female sex? *She.*

Which refers to a neuter noun or something without life?

It. What then is the gender of each of these pronouns?

He—masculine; *she*—feminine; *it*—neuter.

Let us look at the pronouns again. Do they denote one or more than one? One only. Then in what number are they? Mention some pronouns which refer to more than one. *We, us, they.* In what number are these pronouns?

14. Compare the pronouns in the following sentences:

I shall ask John to go.

You may go tomorrow if *your* mother will let *you*.

John decided that *he* couldn't go without *his* father's consent.

Which of these pronouns denotes the person speaking? Which apply to the person spoken to? Which refer to the person spoken of?

These pronouns—*I, you, your, he, his*—stand for persons and are called *personal pronouns*.

From these sentences, you see that a person may be represented (1) as speaking; (2) as spoken to; (3) as spoken of. Can you mention other pronouns which represent persons in each of these three ways?

What two pronouns in the preceding sentences indicate possession? *Your* and *his*. Which in the following sentences show possession also?

The boys left their car at the garage.

Here are my books. Will you leave them at your house?

15. If you are not already familiar with the following forms, memorize them, for a knowledge of them will aid you in speaking correctly.

PERSONAL PRONOUNS

Singular

Person speaking	Person spoken to	Person spoken of		
		masculine	feminine	neuter
I	you	he	she	it
my	your	his	her	its
mine	yours	him	hers*	
me				

Plural

Persons speaking	Persons spoken to	Persons spoken of
we	you	they
our	your	their
ours	yours	theirs
us		them

16. Points to Remember.—A pronoun must always agree with its antecedent in gender and number. *Mary sent her mother a fine gold watch. Her,* a pronoun of the feminine gender, singular number, agrees with its antecedent *Mary*.

The pronouns *it* and *they* are neuter gender when they represent neuter nouns. *When the car sidded it threw the bundles out. They were soaked by the rain.*

The pronouns *they, their, them* may be common gender, masculine gender, or feminine gender, the gender depending upon that of the antecedent.

The children told me *they* would go. *They*—common gender.

The men have increased the output of *their* factory. *Their*—masculine gender.

Why did not the women make known *their* decisions? *Their*—feminine gender.

You, your, and yours may refer to one or to more than one. They may also be masculine or feminine.

Mary, where are *you* going? *You*—singular, feminine.

Tom and Henry, why do *you* not help? *You*—plural, masculine.

No personal pronoun ever ends in an apostrophe and s. These are correct: *Yours truly, theirs, ours, yours.*

You see *it is* printed as *it's*, but this contracted form always stands for *it is*. This should be carefully noted: Never write *it's* when you mean *its*.

EXERCISE V

The speaker told us of a man out in California in 1847 who owned a ranch. He heard that gold had been discovered in southern California and so with a passion for gold, he sold his ranch and went away, never to return. The new owner put a mill upon a stream that ran through the ranch. One day his little daughter brought into their house some wet sand from the race-way and sifted it through her fingers before the fire. A friend who was visiting them noticed the shining scales. These scales were the first real gold discovered in California.

(a) Select from the preceding paragraph five nouns in the singular number. Then determine what is the plural form of these nouns and use the plural forms in sentences. Try to select nouns that form their plurals in different ways.

(b) Mention five pronouns properly used in the paragraph and show that the number and the gender of each pronoun are the correct ones.

