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PRACTICAL GRAMMAR AND COMPOSITION

BY

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PREFACE

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This book was begun as a result of the author's experience in teaching some classes in English in the night preparatory department of the Carnegie Technical Schools of Pittsburg. The pupils in those classes were all adults, and needed only such a course as would enable them to express themselves in clear and correct English. English Grammar, with them, was not to be preliminary to the grammar of another language, and composition was not to be studied beyond the everyday needs of the practical man.

Great difficulty was experienced because of inability to secure a text that was suited to the needs of the class. A book was needed that would be simple, direct and dignified; that would cover grammar, and the essential principles of sentence structure, choice of words, and general composition; that would deal particularly with the sources of frequent error, and would omit the non-essential points; and, finally that would contain an abundance of exercises and practical work.

It is with these ends in view that this book has been prepared. The parts devoted to grammar have followed a plan varying widely from that of most grammars, and an effort has been made to secure a more sensible and effective treatment. The parts devoted to composition contain brief expositions of only the essential principles of ordinary composition. Especial stress has been laid upon letter-writing, since this is believed to be one of the most practical fields for actual composition work. Because such a style seemed best suited to the general scheme and purpose of the book, the method of treatment has at times been intentionally rather formal.

Abundant and varied exercises have been incorporated at frequent intervals throughout the text. So far as was practicable the exercises have been kept constructive in their nature, and upon critical points have been made very extensive.

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The author claims little credit except for the plan of the book and for the labor that he has expended in developing the details of that plan and in devising the various exercises. In the statement of principles and in the working out of details great originality would have been as undesirable as it was impossible. Therefore, for these details the author has drawn from the great common stores of learning upon the subjects discussed. No doubt many traces of the books that he has used in study and in teaching may be found in this volume. He has, at times, consciously adapted matter from other texts; but, for the most part, such slight borrowings as may be discovered have been made wholly unconsciously. Among the books to which he is aware of heavy literary obligations are the following excellent texts: Lockwood and Emerson's *Composition and Rhetoric*, Sherwin Cody's *Errors in Composition*, A. H. Espenshade's *Composition and Rhetoric*, Edwin C. Woolley's *Handbook of Composition*, McLean, Blaisdell and Morrow's *Steps in English*, Huber Gray Buehler's *Practical Exercises in English*, and Carl C. Marshall's *Business English*.

To Messrs. Ginn and Company, publishers of Lockwood and Emerson's Composition and Rhetoric, and to the Goodyear-Marshall Publishing Company, publishers of Marshall's Business English, the author is indebted for their kind permission to make a rather free adaptation of certain parts of their texts.

Not a little gratitude does the author owe to those of his friends who have encouraged and aided him in the preparation of his manuscript, and to the careful criticisms and suggestions made by those persons who examined the completed manuscript in behalf of his publishers. Above all, a great debt of gratitude is owed to Mr. Grant Norris, Superintendent of Schools, Braddock, Pennsylvania, for the encouragement and painstaking aid he has given both in preparation of the manuscript and in reading the proof of the book.

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PRACTICAL GRAMMAR AND COMPOSITION

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 CHAPTER I

 SENTENCES.—PARTS OF SPEECH.—ELEMENTS OF THE
 SENTENCE.—PHRASES AND CLAUSES

1. In thinking we arrange and associate ideas and objects together. Words are the symbols of ideas or objects. A **Sentence** is a group of words that expresses a single complete thought.

2. Sentences are of four kinds:

1. **Declarative**; a sentence that tells or declares something; as, *That book is mine.*
2. **Imperative**; a sentence that expresses a command; as, *Bring me that book.*
3. **Interrogative**; a sentence that asks a question; as, *Is that book mine?*
4. **Exclamatory**; a declarative, imperative, or interrogative sentence that expresses violent emotion, such as terror, surprise, or anger; as, *You shall take that book!* or, *Can that book be mine?*

3. Parts of Speech. Words have different uses in sentences. According to their uses, words are divided into classes called Parts of Speech. The parts of speech are as follows:

1. **Noun**; a word used as the name of something; as, *man, box, Pittsburgh, Harry, silence, justice.*

2. **Pronoun**; a word used instead of a noun; as, *I, he, it, that.*

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Nouns, pronouns, or groups of words that are used as nouns or pronouns, are called by the general term, **Substantives**.

3. **Adjective**; a word used to limit or qualify the meaning of a noun or a pronoun; as, *good, five, tall, many.*

The words *a, an,* and *the* are words used to modify nouns or pronouns. They are adjectives, but are usually called **Articles**.

4. **Verb**; a word used to state something about some person or thing; as, *do, see, think, make.*

5. **Adverb**; a word used to modify the meaning of a verb, an adjective, or another adverb; as, *very, slowly, clearly, often.*

6. **Preposition**; a word used to join a substantive, as a modifier, to some other preceding word, and to show the relation of the substantive to that word; as, *by, in, between, beyond.*

7. **Conjunction**; a word used to connect words, phrases, clauses, and sentences; as, *and, but, if, although, or.*

8. **Interjection**; a word used to express surprise or emotion; as, *Oh! Alas! Hurrah! Bah!*

Sometimes a word adds nothing to the meaning of the sentence, but helps to fill out its form or sound, and serves as a device to alter its natural order. Such a word is called an **Expletive**. In the following sentence *there* is an expletive: ***There*** are no such books in print.

4. A sentence is made up of distinct parts or elements. The essential or **Principal**

Elements are the Subject and the Predicate.

The **Subject** of a sentence is the part which mentions that about which something is said. The **Predicate** is the part which states that which is said about the subject. *Man walks*. In this sentence, *man* is the subject, and *walks* is the predicate.

The subject may be simple or modified; that is, may consist of the subject alone, or of the subject with its modifiers. The same is true of the predicate. Thus, in the sentence, *Man walks*, there is a simple subject and a simple predicate. In the sentence, *The good man walks very rapidly*, there is a modified subject and a modified predicate.

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There may be, also, more than one subject connected with the same predicate; as, *The man and the woman walk*. This is called a **Compound Subject**. A **Compound Predicate** consists of more than one predicate used with the same subject; as, *The man both walks and runs*.

5. Besides the principal elements in a sentence, there are **Subordinate Elements**. These are the Attribute Complement, the Object Complement, the Adjective Modifier, and the Adverbial Modifier.

Some verbs, to complete their sense, need to be followed by some other word or group of words. These words which "complement," or complete the meanings of verbs are called **Complements**.

The **Attribute Complement** completes the meaning of the verb by stating some class, condition, or attribute of the subject; as, *My friend is a student*, *I am well*, *The man is good*. *Student*, *well*, and *good* complete the meanings of their respective verbs, by stating some class, condition, or attribute of the subjects of the verbs.

The attribute complement usually follows the verb *be* or its forms, *is*, *are*, *was*, *will be*, etc. The attribute complement is usually a noun, pronoun, or adjective, although it may be a phrase or clause fulfilling the function of any of these parts of speech. It must not be confused with an adverb or an adverbial modifier. In the sentence, *He is there*, *there* is an adverb, not an attribute complement.

The verb used with an attribute complement, because such verb *joins* the subject to its attribute, is called the **Copula** ("to couple") or **Copulative Verb**.

Some verbs require an object to complete their meaning. This object is called the **Object Complement**. In the sentence, *I carry a book*, the object, *book*, is required to complete the meaning of the transitive verb *carry*; so, also in the sentences, *I hold the horse*, and *I touch a desk*, the objects *horse* and *desk* are necessary to complete the meanings of their respective verbs. These verbs that require objects to complete their meaning are called Transitive Verbs.

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Adjective and Adverbial Modifiers may consist simply of adjectives and adverbs, or of phrases and clauses used as adjectives or adverbs.

6. A **Phrase** is a group of words that is used as a single part of speech and that does not contain a subject and a predicate.

A **Prepositional Phrase**, always used as either an adjective or an adverbial modifier, consists of a preposition with its object and the modifiers of the object; as, *He lives in Pittsburg, Mr. Smith of this place is the manager of the mill, The letter is in the nearest desk.*

There are also Verb-phrases. A **Verb-phrase** is a phrase that serves as a verb; as, *I am coming, He shall be told, He ought to have been told.*

7. A **Clause** is a group of words containing a subject and a predicate; as, *The man that I saw was tall.* The clause, *that I saw*, contains both a subject, *I*, and a predicate, *saw*. This clause, since it merely states something of minor importance in the sentence, is called the **Subordinate Clause**. The **Principal Clause**, the one making the most important assertion, is, *The man was tall.* Clauses may be used as adjectives, as adverbs, and as nouns. A clause used as a noun is called a **Substantive Clause**. Examine the following examples:

Adjective Clause: The book *that I want* is a history.

Adverbial Clause: He came *when he had finished with the work.*

Noun Clause as subject: *That I am here* is true.

Noun Clause as object: He said *that I was mistaken.*

8. Sentences, as to their composition, are classified as follows:

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Simple; a sentence consisting of a single statement; as, *The man walks.*

Complex; a sentence consisting of one principal clause and one or more subordinate clauses; as, *The man that I saw is tall.*

Compound; a sentence consisting of two or more clauses of equal importance connected by conjunctions expressed or understood; as, *The man is tall and walks rapidly, and Watch the little things; they are important.*

EXERCISE 1

In this and in all following exercises, be able to give the reason for everything you do and for every conclusion you reach. Only intelligent and reasoning work is worth while.

In the following list of sentences:

(1) *Determine the part of speech of every word.*

(2) *Determine the unmodified subject and the unmodified predicate; and the modified subject and the modified predicate.*

(3) *Pick out every attribute complement and every object complement.*

(4) *Pick out every phrase and determine whether it is a prepositional phrase or a*

verb-phrase. If it is a prepositional phrase, determine whether it is used as an adjective or as an adverb.

(5) Determine the principal and the subordinate clauses. If they are subordinate clauses, determine whether they are used as nouns, adjectives, or adverbs.

(6) Classify every sentence as simple, complex, or compound.

1. Houses are built of wood, brick, stone, and other materials, and are constructed in various styles.
2. The path of glory leads but to the grave.
3. We gladly accepted the offer which he made.
4. I am nearly ready, and shall soon join you.
5. There are few men who do not try to be honest.
6. Men may come, and men may go, but I go on forever.
7. He works hard, and rests little.
8. She is still no better, but we hope that there will be a change.
9. Let each speak for himself.
10. It was I who told him to go.
11. To live an honest life should be the aim of every one.
12. Who it really was no one knew, but all believed it to have been him.
13. In city and in country people think very differently.
14. To be or not to be, that is the question.
15. In truth, I think that I saw a brother of his in that place.
16. By a great effort he managed to make headway against the current.
17. Beyond this, I have nothing to say.
18. That we are never too old to learn is a true saying.
19. Full often wished he that the wind might rage.
20. Lucky is he who has been educated to bear his fate.
21. It is I whom you see.
22. The study of history is a study that demands a well-trained memory.
23. Beyond the city limits the trains run more rapidly than they do here.
24. Alas! I can travel no more.
25. A lamp that smokes is a torture to one who wants to study.

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EXERCISE 2

(1) Write a list of six examples of every part of speech.

(2) Write eight sentences, each containing an attribute complement. Use adjectives, nouns, and pronouns.

(3) Write eight sentences, each containing an object complement.

*(4) Write five sentences, in each using some form of the verb **to be**, followed by an adverbial modifier.*

CHAPTER II

NOUNS

9. A noun has been defined as a word used as the name of something. It may be the name of a person, a place, a thing, or of some abstract quality, such as, *justice* or *truth*.

10. **Common and Proper Nouns.** A **Proper Noun** is a noun that names some particular or special place, person, people, or thing. A proper noun should always begin with a capital letter; as, *English, Rome, Jews, John*. A **Common Noun** is a general or class name.

11. **Inflection Defined.** The variation in the forms of the different parts of speech to show grammatical relation, is called **Inflection**. Though there is some inflection in English, grammatical relation is usually shown by position rather than by inflection.

The noun is inflected to show number, case, and gender.

12. **Number** is that quality of a word which shows whether it refers to one or to more than one. **Singular Number** refers to one. **Plural Number** refers to more than one.

13. **Plurals of singular nouns are formed according to the following rules:**

1. Most nouns add *s* to the singular; as, *boy, boys; stove, stoves*.

2. Nouns ending in *s, ch, sh, or x*, add *es* to the singular; as, *fox, foxes; wish, wishes; glass, glasses; coach, coaches*.

3. Nouns ending in *y* preceded by a vowel (*a, e, i, o, u*) add *s*; as, *valley, valleys, (soliloquy, soliloquies and colloquy, colloquies are exceptions)*. When *y* is preceded by a consonant (any letter other than a vowel), *y* is changed to *i* and *es* is added; as, *army, armies; pony, ponies; sty, sties*.

4. Most nouns ending in *f* or *fe* add *s*, as, *scarf, scarfs; safe, safes*. A few change *f* or *fe* to *v* and add *es*; as, *wife, wives; self, selves*. The others are: *beef, calf, elf, half, leaf, loaf, sheaf, shelf, staff, thief, wharf, wolf, life*. (*Wharf* has also a plural, *wharfs*.)

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5. Most nouns ending in *o* add *s*; as, *cameo, cameos*. A number of nouns ending in *o* preceded by a consonant add *es*; as, *volcano, volcanoes*. The most important of the latter class are: *buffalo, cargo, calico, echo, embargo, flamingo, hero, motto, mulatto, negro, potato, tomato, tornado, torpedo, veto*.

6. Letters, figures, characters, etc., add the apostrophe and *s* (*'s*); as, *6's, c's, t's, that's*.

7. The following common words always form their plurals in an irregular way; as, *man, men; ox, oxen; goose, geese; woman, women; foot, feet; mouse, mice; child, children; tooth, teeth; louse, lice*.

Compound Nouns are those formed by the union of two words, either two nouns or a

noun joined to some descriptive word or phrase.

8. The principal noun of a compound noun, whether it precedes or follows the descriptive part, is in most cases the noun that changes in forming the plural; as, *mothers-in-law*, *knights-errant*, *mouse-traps*. In a few compound words, both parts take a plural form; as, *man-servant*, *men-servants*; *knight-templar*, *knights-templars*.

9. Proper names and titles generally form plurals in the same way as do other nouns; as, *Senators Webster and Clay*, *the three Henrys*. Abbreviations of titles are little used in the plural, except *Messrs.* (*Mr.*), and *Drs.* (*Dr.*).

10. In forming the plurals of proper names where a title is used, either the title or the name may be put in the plural form. Sometimes both are made plural; as, *Miss Brown*, *the Misses Brown*, *the Miss Browns*, *the two Mrs. Browns*.

11. Some nouns are the same in both the singular and the plural; as, *deer*, *series*, *means*, *gross*, etc.

12. Some nouns used in two senses have two plural forms. The most important are the following:

brother	<i>brothers</i> (by blood)	<i>brethren</i> (by association)
cloth	<i>cloths</i> (kinds of cloth)	<i>clothes</i> (garments)
die	<i>dies</i> (for coinage)	<i>dice</i> (for games)
fish	<i>fishes</i> (separately)	<i>fish</i> (collectively)
genius	<i>geniuses</i> (men of genius)	<i>genii</i> (imaginary beings)
head	<i>heads</i> (of the body)	<i>head</i> (of cattle)
index	<i>indexes</i> (of books)	<i>indices</i> (in algebra)
pea	<i>peas</i> (separately)	<i>pease</i> (collectively)
penny	<i>pennies</i> (separately)	<i>pence</i> (collectively)
sail	<i>sails</i> (pieces of canvas)	<i>sail</i> (number of vessels)
shot	<i>shots</i> (number of discharges)	<i>shot</i> (number of balls)

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13. Nouns from foreign languages frequently retain in the plural the form that they have in the language from which they are taken; as, *focus*, *foci*; *terminus*, *termini*; *alumnus*, *alumni*; *datum*, *data*; *stratum*, *strata*; *formula*, *formulæ*; *vortex*, *vortices*; *appendix*, *appendices*; *crisis*, *crises*; *oasis*, *oases*; *axis*, *axes*; *phenomenon*, *phenomena*; *automaton*, *automata*; *analysis*, *analyses*; *hypothesis*, *hypotheses*; *medium*, *media*; *vertebra*, *vertebræ*; *ellipsis*, *ellipses*; *genus*, *genera*; *fungus*, *fungi*; *minimum*, *minima*; *thesis*, *theses*.

EXERCISE 3

Write the plural, if any, of every singular noun in the following list; and the singular, if any, of every plural noun. Note those having no singular and those having no plural.

News, goods, thanks, scissors, proceeds, puppy, studio, survey, attorney, arch, belief, chief, charity, half, hero, negro, majority, Mary, vortex, memento, joy, lily, knight-templar, knight-errant, why, 4, x, son-in-law, Miss Smith, Mr. Anderson, country-man, hanger-on, major-general, oxen, geese, man-servant, brethren, strata, sheep, mathematics, pride, money, pea, head, piano, veto, knives, ratios, alumni, feet, wolves, president, sailor-boy, spoonful, rope-ladder, grandmother, attorney-general, cupful, go-between.

When in doubt respecting the form of any of the above, consult an unabridged dictionary.

14. Case. There are three cases in English: the Nominative, the Possessive, and the Objective.

The **Nominative Case**; the form used in address and as the subject of a verb.

The **Objective Case**; the form used as the object of a verb or a preposition. It is always the same in form as is the nominative.

Since no error in grammar can arise in the use of the nominative or the objective cases of nouns, no further discussion of these cases is here needed. Page 10

The **Possessive Case**; the form used to show ownership. In the forming of this case we have inflection.

15. The following are the rules for the forming of the possessive case:

1. Most nouns form the possessive by adding the apostrophe and *s* ('*s*); as, *man, man's; men, men's; pupil, pupil's; John, John's.*

2. Plural nouns ending in *s* form the possessive by adding only the apostrophe ('); as, *persons, persons'; writers, writers'.* In stating possession in the plural, then one should say: *Carpenters' tools sharpened here, Odd Fellows' wives are invited, etc.*

3. Some singular nouns ending in an *s* sound form the possessive by adding the apostrophe alone; as, *for appearance' sake, for goodness' sake.* But usage inclines to the adding of the apostrophe and *s* ('*s*) even if the singular noun does end in an *s* sound; as, *Charles's book, Frances's dress, the mistress's dress.*

4. When a compound noun, or a group of words treated as one name, is used to denote possession, the sign of the possessive is added to the last word only; as, *Charles and John's mother* (the mother of both Charles and John), *Brown and Smith's store* (the store of the firm Brown & Smith).

5. Where the succession of possessives is unpleasant or confusing, the substitution of a prepositional phrase should be made; as, *the house of the mother of Charles's partner,* instead of, *Charles's partner's mother's house.*

6. The sign of the possessive should be used with the word immediately preceding the word naming the thing possessed; as, *Father and mother's house, Smith, the lawyer's,*

office, The Senator from Utah's seat.

7. Generally, nouns representing inanimate objects should not be used in the possessive case. It is better to say *the hands of the clock* than *the clock's hands*.

NOTE.—One should say *somebody else's*, not *somebody's else*. The expression *somebody else* always occurs in the one form, and in such cases the sign of the possessive should be added to the last word. Similarly, say, *no one else's*, *everybody else's*, etc.

EXERCISE 4

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Write the possessives of the following:

Oxen, ox, brother-in-law, Miss Jones, goose, man, men, men-servants, man-servant, Maine, dogs, attorneys-at-law, Jackson & Jones, John the student, my friend John, coat, shoe, boy, boys, Mayor of Cleveland.

EXERCISE 5

Write sentences illustrating the use of the possessives you have formed for the first ten words under Exercise 4.

EXERCISE 6

Change the following expressions from the prepositional phrase form to the possessive:

1. The ships of Germany and France.
2. The garden of his mother and sister.
3. The credit of Jackson & Jones.
4. The signature of the president of the firm.
5. The coming of my grandfather.
6. The lives of our friends.
7. The dog of both John and William.
8. The dog of John and the dog of William.
9. The act of anybody else.
10. The shortcomings of Alice.
11. The poems of Robert Burns.
12. The wives of Henry the Eighth.
13. The home of Mary and Martha.
14. The novels of Dickens and the novels of Scott.
15. The farm of my mother and of my father.
16. The recommendation of Superintendent Norris.

EXERCISE 7

Correct such of the following expressions as need correction. If apostrophes are omitted, insert them in the proper places:

1. He walked to the precipices edge.
2. Both John and William's books were lost.
3. They sell boy's hats and mens' coats.
4. My friends' umbrella was stolen.
5. I shall buy a hat at Wanamaker's & Brown's.
6. This student's lessons.
7. These students books.
8. My daughters coming.
9. John's wife's cousin.
10. My son's wife's aunt.
11. Five years imprisonment under Texas's law.
12. John's books and Williams.
13. The Democrat's and Republican Convention.
14. France's and England's interests differ widely.
15. The moons' face was hidden.
16. Wine is made from the grape's juice.
17. Morton, the principals, signature.
18. Jones & Smith, the lawyers, office.

16. **Gender.** Gender in grammar is the quality of nouns or pronouns that denotes the sex of the person or thing represented. Those nouns or pronouns meaning males are in the **Masculine Gender**. Those meaning females are in the **Feminine Gender**. Those referring to things without sex are in the **Neuter Gender**.

In nouns gender is of little consequence. The only regular inflection is the addition of the syllable-*ess* to certain masculine nouns to denote the change to the feminine gender; as, *author, authoress; poet, poetess*. -*ix* is also sometimes added for the same purpose; as, *administrator, administratrix*.

The feminine forms were formerly much used, but their use is now being discontinued, and the noun of masculine gender used to designate both sexes.

CHAPTER III

PRONOUNS

17. **Pronoun and Antecedent.** A **Pronoun** is a word used instead of a noun. The noun in whose stead it stands is called its **Antecedent**. *John took Mary's book and gave it to his friend*. In this sentence *book* is the antecedent of the pronoun *it*, and *John* is the antecedent of *his*.

18. **Pronouns should agree with their antecedents in person, gender, and number.**

19. **Personal Pronouns** are those that by their form indicate the speaker, the person spoken to, or the person or thing spoken about.

Pronouns of the **First Person** indicate the speaker; they are: *I, me, my, mine, we, us, our, ours*.

Pronouns of the **Second Person** indicate the person or thing spoken to; they are: *you, your, yours*. There are also the grave or solemn forms in the second person, which are now little used; these are: *thou, thee, thy, thine, and ye*.

Pronouns of the **Third Person** indicate the person or thing spoken of; they are: *he, his, him, she, her, hers, they, their, theirs, them, it, its*.

Few errors are made in the use of the proper person of the pronoun.

20. Gender of Pronouns. The following pronouns indicate sex or gender; Masculine: *he, his, him*. Feminine: *she, her, hers*. Neuter: *it, its*.

In order to secure agreement in gender it is necessary to know the gender of the noun, expressed or understood, to which the pronoun refers. Gender of nouns is important only so far as it concerns the use of pronouns. Study carefully the following rules in regard to gender. These rules apply to the singular number only, since all plurals of whatever gender are referred to by *they, their, theirs*, etc.

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The following rules govern the gender of pronouns:

Masculine; referred to by *he, his*, and *him*:

1. Nouns denoting males are always masculine.
2. Nouns denoting things remarkable for strength, power, sublimity, or size, when those things are regarded as if they were persons, are masculine; as, *Winter, with his chilly army, destroyed them all*.
3. Singular nouns denoting persons of both sexes are masculine; as, *Every one brought his umbrella*.

Feminine; referred to by *she, her*, or *hers*:

1. Nouns denoting females are always feminine.
2. Nouns denoting objects remarkable for beauty, gentleness, and peace, when spoken of as if they were persons, are feminine; as, *Sleep healed him with her fostering care*.

Neuter; referred to by *it* and *its*:

1. Nouns denoting objects without sex are neuter.
2. Nouns denoting objects whose sex is disregarded are neuter; as, *It is a pretty child, The wolf is the most savage of its race*.
3. Collective nouns referring to a group of individuals as a unit are neuter; as, *The jury*

gives its verdict, The committee makes its report.

An animal named may be regarded as masculine; feminine, or neuter, according to the characteristics the writer fancies it to possess; as, *The wolf seeks his prey, The mouse nibbled her way into the box, The bird seeks its nest.*

Certain nouns may be applied to persons of either sex. They are then said to be of **Common Gender**. There are no pronouns of common gender; hence those nouns are referred to as follows:

1. By masculine pronouns when known to denote males; as, *My class-mate (known to be Harry) is taking his examinations.*

2. By feminine pronouns when known to denote females; as, *Each of the pupils of the Girls High School brought her book.*

3. By masculine pronouns when there is nothing in the connection of the thought to show the sex of the object; as, *Let every person bring his book.* Page 15

21. Number of Pronouns. A more common source of error than disagreement in gender is disagreement in number. *They, their, theirs,* and *them* are plural, but are often improperly used when only singular pronouns should be used. The cause of the error is failure to realize the true antecedent.

If anybody makes that statement, they are misinformed. This sentence is wrong. *Anybody* refers to only one person; both *any* and *body*, the parts of the word, denote the singular. The sentence should read, *If anybody makes that statement, he is misinformed.* Similarly, *Let everybody keep their peace,* should read, *Let everybody keep his peace.*

22. Compound Antecedents. Two or more antecedents connected by *or* or *nor* are frequently referred to by the plural when the singular should be used. *Neither John nor James brought their books,* should read, *Neither John nor James brought his books.* When a pronoun has two or more singular antecedents connected by *or* or *nor*, the pronoun must be in the singular number; but if one of the antecedents is plural, the pronoun must, also, be in the plural; as, *Neither the Mormon nor his wives denied their religion.*

When a pronoun has two or more antecedents connected by *and*, the pronoun must be in the plural number; as, *John and James brought their books.*

Further treatment of number will be given under verbs.

EXERCISE 8

Fill in the blanks in the following sentences with the proper pronouns. See that there is agreement in person, gender, and number:

1. Has everybody finished —— work.
2. If any one wishes a longer time, let —— hold up —— hand.
3. The panther sprang from —— lurking place.

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