19. The cat caught the mouse. The cat was pursuing the mouse.
20. Can I borrow the book? You are reading it.
21. The boy was very proud. He had won the first prize.
22. Little Red Riding Hood went to visit her grandmother. Her grandmother was ill in bed.
23. This is my cousin. I was speaking of him.
24. We all despise a cowardly boy. He is one.
25. This is the cat. It killed the rat.
26. Those grapes were very sweet. You brought them.
27. Hari spoke to the soldier. The soldier's arm was in a sling.
28. The captain praised Balu. Balu's bowling was very good.
29. A man came running up. He heard me calling.

Exercise in Composition. 40.

Split each of the following sentences into two:

1. The boys gave a loud shout, which was heard across the river.
2. Bring me the book that is on the table.
3. It was a wretched hut in which she lived.
4. The boy who fell off his bicycle has hurt his leg.
5. The elephant, that was sick, died.
6. The farmer is cutting the corn which has ripened.
7. Napoleon, whom the French honour, died at St. Helena.
8. The crow dropped the cheese, which the fox immediately snapped up.
9. John, who is my cousin, is a diligent boy.
10. Where is the parcel that I left here yesterday?
11. I have found the book which I lost.
12. The Japanese, who are a brave people, were attacked by the Russians.
13. The boy whom you see there made the top score in the last match.
14. Dadabhai Naoroji, who was the first Indian to enter the British Parliament, was a Parsee.
15. He is a poet whose works are widely known.
16. The Taj Mahal, which was built by Shah Jahan, is the finest mausoleum in the world.
17. Last year we visited the Moti Masjid, which is a mosque of great architectural beauty.
18. The meeting, which was held in the Town Hall, was a great success.
19. The rope, which was old, snapped.
20. The task which you have to do is easy.
21. People who live in glass houses must not throw stones.

CHAPTER XXI.

INTERROGATIVE PRONOUNS.

175. Consider the following sentences:—
Who is there? Who are you?
Of whom do you speak? Whom do you want?
Whose is this book?
Which is the house?
Which do you prefer, tea or coffee?
What is the matter? What do you want?
What will all the neighbours say?

It will be noticed that the Pronouns in italics are similar in form to Relative Pronouns. But the work which they do is different. They are here used for asking questions, and are therefore called Interrogative Pronouns.

176. In the following sentences the Interrogative Pronouns are used in asking indirect questions.
I asked who was speaking.
I do not know who is there.
Tell me what you have done.
Ask what he wants.
Say which you would like best.

177. Again consider the following sentences:—
Who gave you that knife? (Nominative.)
Whose is this book? (Genitive.)
Whom did you see? (Accusative.)
To whom were you speaking?
What is that? (Nominative.)
What do you want? (Accusative.)
Which is he? (Nominative.)
Which do you prefer? (Accusative.)

It will be seen that the Interrogative Pronoun who has different forms for the Nominative, Genitive and Accusative Cases.

Nominative: who
Genitive: whose
Accusative: whom

{ Masc. and Fem. Singular and Plural.}
What and which do not have different forms for different cases.

178. Who is used of persons only.
Who spoke? (We expect the answer to be the name of a person.)
Who goes there? Who made the top score?
Who is knocking at the door? Who says so?
Whose is this umbrella? Whom did you see?

179. Which is used of both persons and things. It implies selection, that is, it implies a question concerning a limited number.
Which is your friend? Which are your books?
Which of the boys saw him?
Which of you has done this?
Which of these books is yours?
Which of the pictures do you like best?
Which of you by taking thought can add one cubit unto his stature?
Which will you take?

180. What is used of things only.
What have you found? (We expect the answer to be the name of a thing.)
What do you want? What did you say?
What was it all about?
What is sweeter than honey?
What are those marks on your coat?

181. In such expressions as, 'What are you?,' 'What is he?,' 'What is this man?' the word what does not refer to the person but to his profession or employment.
What are you? — I am a doctor.
What is he? — He is an engineer.

But—
Who is he? (= What is his name and family?) — He is Mr. K. P. Roy.

182. In the following sentences which and what are used as Interrogative Adjectives:
Which book are you reading?
Which way shall we go?
What books have you read?
What pranks are you playing?
What manner of man is this, that even the wind and the sea obey him?
183. In the following sentences the words in italics are used as Compound Interrogative Pronouns:—

_Whoever_ told you so?

_Whatever_ are you doing?

Note.—The forms _whoever, whichever, whatever_ are intensive.

**Exercise in Composition. 41.**

*Use the correct form of the Interrogative Pronoun in the following:—*

1. ____ wishes to see you?
2. ____ do you wish to see?
3. ____ did she say was the winner?
4. ____ did he invite?  5. ____ shall I give this to?
6. ____ do men say that I am?
7. ____ do you believe did this?
8. Of ____ are you speaking?
9. ____ did you see?  10. ____ do you mean?
11. To ____ did you give the key?
12. ____ of the girls can sew the best?
13. By ____ was the book written?
14. ____ are you seeking?  15. ____ of you has done this?
16. ____ have you seen?  17. ____ of our dogs is ill?
18. ____ do you think they are?
19. ____ do you think I am?  20. ____ did you find there?
21. ____ was that speaking to you?
22. ____ came here yesterday?
23. ____ do you consider in the right?
24. ____, do you consider, is right?
25. ____ did you spake to?  26. ____ is life worth?
27. ____ of these bats will you take?
28. ____ did he say?  29. ____ is that for?
30. ____ have you decided to do?
31. ____ stole the bird's nest?  32. ____ do you prefer?
33. ____ are you doing?  34. ____ has my book?
35. ____ is an island?  36. ____ is your book?
37. ____ do you want?  38. With ____ were you talking?
39. ____ did they fight each other for?
40. ____ is better, honour or riches?
41. ____ am I speaking to, please?

184. A Pronoun used as an _exclamation_ is called an Exclamatory Pronoun; as,

_What!_ Still here! I thought you had gone home long ago.

; _What!_ You don't know Rama?
CHAPTER XXII.

PARSING OF PRONOUNS.

185. To parse a Pronoun, we must give—

(1) Its Kind: Whether Personal (including Reflexive and Emphatic), Demonstrative, Indefinite, Distributive, Reciprocal, Relative, or Interrogative.

(2) Its Gender: Whether Masculine, Feminine, Common, or Neuter.

(3) Its Number: Whether Singular or Plural.

(4) Its Person: Whether First, Second, or Third.

(5) Case: Whether Nominative, Accusative, or Genitive.

Parsing Models.

(1) We are cousins.

_We_: Personal pronoun, common gender, plural number, first person, nominative case, subject of the verb _are_.

(2) You may do what you like.

_You_: Personal pronoun, common gender, plural number, second person, nominative case, subject of the verb _may do_.

_what_: Relative pronoun, neuter gender, singular number, accusative case, object of the verb _like_.

(3) Her father is a great friend of _mine_.

_Her_: Personal pronoun, feminine gender, singular number, third person, genitive case, governed by the noun _father_.

_[Or, Possessive adjective, qualifying the noun _father_.]_ 

_mine_: Personal pronoun, common gender, singular number, first person, governed by the preposition _of_.

(4) I know the person _whom_ you suspect.

_I_: Personal pronoun, common gender, singular number, first person, nominative case, subject of the verb _know_.

_whom_: Relative pronoun, common gender, singular number, third person, agreeing with its antecedent _person_, accusative case, object of the verb _suspect_.


(5) The news which he received upset him.

*which:* Relative pronoun, neuter gender, singular number, third person, agreeing with its antecedent *news*, accusative case, object of the verb *received*.

*he:* Personal pronoun, masculine gender, singular number, third person, nominative case, subject of the verb *received*.

*him:* Personal pronoun, masculine gender, singular number, third person, accusative case, object of the verb *upset*.

(6) The boy who made the top score is my cousin.

*who:* Relative pronoun, masculine gender, singular number, third person, agreeing with its antecedent *boy*, nominative case, subject of the verb *made*.

(7) I know the house that he lives in.

*that:* Relative pronoun, neuter gender, singular number, third person, agreeing with its antecedent *house*, accusative case, governed by the preposition *in*.

(8) Who steals my purse, steals trash.

*Who:* Relative pronoun, masculine gender, singular number, third person, agreeing with its antecedent *he* understood, nominative case, subject of the verb *steals*.

*my:* Personal pronoun, common gender, singular number, first person, genitive case, governed by the noun *purse*.

(9) Whom the gods love die young.

*Whom:* Relative pronoun, common gender, plural number, third person, agreeing with its antecedent *those* understood, accusative case, object of the transitive verb *love*.

(10) After a pause, the witness corrected himself.

*himself:* Reflexive pronoun, masculine gender, singular number, third person, accusative case, object of the transitive verb *corrected*.

(11) I myself told him so.

*myself:* Emphatic pronoun, common gender, singular number, first person, nominative case, in apposition with the pronoun *I*.

(12) One hardly knows what to do.

*One:* Indefinite pronoun, common gender, singular number, nominative case, subject of the verb *knows*. 
(13) **Who** goes there?

*Who*: Interrogative pronoun, common gender, singular number, third person, nominative case, subject of the verb *goes*.

(14) I prefer black shoes to brown *ones*.

*ones*: Demonstrative pronoun, neuter gender, plural number, third person, accusative case, governed by the preposition *to*.

**Exercise in Grammar. 42.**

*Parse the Pronouns in the following sentences*:

1. Socrates was one of the wisest men that ever lived.
2. One cannot foretell the result of the conflict.
3. Which am I to take? 4. What say you?
5. They say that the Shah is deposed.
6. We pursue what pleases us.
7. Who do you think they are?
8. Read such books as you like.
9. Let each do his best. 10. I wonder what he said.
11. The evil that men do lives after them.
12. They never fail who die in a great cause.
13. We seldom see ourselves as others see us.
14. He himself is to blame.
15. He told me the same story as he told you.
16. The madness of one makes many mad.
17. Confine yourself strictly to the subject.
18. The travellers, all of whom had seen the chameleon, could not agree about its colour.
19. Who was it that said so?
20. Bring such books as you have.
21. I do not like this pen; give me that one.

**CHAPTER XXIII.**

**THE VERB.**

**Transitive and Intransitive Verbs.**

186. A **Verb** is a word that *tells* or *asserts* something about a person or thing. **Verb** comes from the Latin *verbum*, a *word*. It is so called because it is the most important word in a sentence.

A **Verb** may tell us—

(1) What a person or thing *does*; as,

Hari *laughs*.  The clock *strikes*. 
(2) What is done to a person or thing; as,  
Hari is scolded. The window is broken.

(3) What a person or thing is; as,  
The cat is dead. Glass is brittle. I feel sorry.

Def.—A Verb is a word used to tell or assert something about some person or thing.

187. A Verb often consists of more than one word; as,

- The girls were singing.
- I have learnt my lesson.
- The watch has been found.

188. Read these sentences:—
1. The boy kicks the football.
2. The boy laughs loudly.

In sentence 1, the action denoted by the verb kicks passes over from the doer or Subject boy to some Object football. The verb kicks is therefore called a Transitive Verb. (Transitive means passing over.)

In sentence 2, the action denoted by the verb laughs stops with the doer or Subject boy and does not pass over to an Object. The verb laughs is therefore called an Intransitive Verb. (Intransitive means not passing over.)

Def.—A Transitive Verb is a Verb that denotes an action which passes over from the doer or Subject to an object.

Def.—An Intransitive Verb is a Verb that denotes an action which does not pass over to an object, or it expresses a state or being; as,

- He ran a long distance. (Action.)
- The baby sleeps. (State.)
- There is a flaw in this diamond. (Being.)

Note.—Intransitive Verbs expressing being take the same cases after them as before them.

189. Most Transitive Verbs take a single object. But some Transitive Verbs as give, ask, offer, promise, tell, etc., take two objects after them—an Indirect Object which denotes the person to whom something is given or for whom something is done, and a Direct Object which is usually the name of some thing (see § 65); as,

- His father gave him (Indirect) a rupee (Direct).
- He told me (Indirect) a secret (Direct).
190. Most verbs can be used both as Transitive and as Intransitive verbs. It is therefore better to say that a verb is used Transitively or Intransitively rather than that it is Transitive or Intransitive.

**Used Transitively.**

1. The ants fought the wasps.
2. The shot sank the ship.
3. Ring the bell, Rama.
4. The driver stopped the train.
5. He spoke the truth.
6. The horse kicked the man.
7. I feel a severe pain in my head.

**Used Intransitively.**

1. Some ants fight very fiercely.
2. The ship sank rapidly.
3. The bell rang loudly.
4. The train stopped suddenly.
5. He spoke haughtily.
6. This horse never kicks.
7. How do you feel?

Note.—Some Verbs, e.g., *come, go, fall, die, sleep, lie*, denote actions which cannot be done to anything; they can therefore never be used Transitively.

191. In such a sentence as ‘The man killed himself’ where the Subject and the Object both refer to the same person, the verb is said to be used reflexively.

Sometimes, though the verb is used reflexively, the Object is not expressed. In the following examples the reflexive pronoun understood is put in brackets:—

- The bubble burst [*itself*].
- The guests made [*themselves*] merry.
- Please keep [*yourselves*] quiet.
- With these words he turned [*himself*] to the door.
- The Japanese feed [*themselves*] chiefly on rice.

These verbs may however be regarded as pure Intransitives without any reflexive force whatever.

192. Certain verbs can be used reflexively and also as ordinary transitive verbs; as,

- Do not forget *yourself*.
- I forget his name.
- Acquit *yourself* as man.
- The magistrate acquitted him of the charge against him.
- I enjoy *myself* sitting alone.
- He enjoys good health.
- He interested *himself* in his friend’s welfare.
- His talk does not interest me.

**Exercise in Grammar. 43.**

Name the Verbs in the following sentences, and tell
in each case whether the Verb is Transitive or Intransitive. Where the Verb is Transitive name the Object:—

1. The sun shines brightly.
2. The boy cut his hand with a knife.
3. The clock stopped this morning.
4. The policeman blew his whistle.
5. The sun rises in the east.
6. An old beggar stood by the gate.
7. The clock ticks all day long.
8. I looked down from my window.
11. The cat sleeps on the rug.
12. Cocks crow in the morning.
14. The fire burns dimly. 15. Time changes all things.
16. We eat three times a day. 17. Tell the truth.
18. The birds sing in the green trees.
19. The little bird hopped about and sang.
20. My new watch does not keep good time.
21. The beggar sat down by the side of the road.
22. I could not spare the time.
23. We took shelter under a tree.
24. The boy easily lifted the heavy weight.
25. Balu wrote a letter to his uncle.
26. A tiny bird lived under the eaves.
27. I know a funny little man. 28. Birds fly in the air.
29. A light rain fell last night.
30. I shall bring my camera with me.
31. You speak too loudly. 32. The dog ran after me.

Exercise in Composition. 44.

Write five sentences containing Transitive Verbs, and five containing Intransitive Verbs.

Intransitive Verbs Used as Transitives.

193. When an Intransitive Verb is used in a causative sense it becomes Transitive.

Intransitive.                        Transitive.
1. The horse walks.                 1. He walks the horse.
2. The girl ran down the street.    2. The girl ran a needle into her finger. (ran a needle = caused a needle to run.)
3. Birds fly.                       3. The boys fly their kites (i.e. cause their kites to fly.)
194. A few verbs in common use are distinguished as Transitive or Intransitive by their spelling, the Transitive being causative forms of the corresponding Intransitive verbs.

**Intransitive.**
1. Many trees fall in the monsoon. (Fell = cause to fall.)
2. Lie still. (Lay = cause to lie.)
3. Rise early with the lark. (Raise = cause to rise.)
4. Sit there. (Set = cause to sit.)

**Transitive.**
1. Woodmen fell trees. (Fell)
2. Lay the basket there.
3. Raise your hands. (Raise)
4. Set the lamp on the table.

195. Some Intransitive Verbs may become Transitive by having a Preposition added to them; as,

All his friends laughed at ( = derided) him.
He will soon run through ( = consume) his fortune.
Please look into ( = investigate) the matter carefully.
We talked about ( = discussed) the affair several times.

I wish for ( = desire) nothing more. [ name.]

The Police Inspector asked for ( = demanded) his

Sometimes the Preposition is prefixed to the Verb; as,
Shivaji overcame the enemy.
He bravely withstood the attack.
The river overflows its banks.

196. Intransitive Verbs sometimes take after them an Object akin or similar in meaning to the Verb. Such an Object is called the Cognate Object, or Cognate Accusative. (Latin cognatus, akin.)

I have fought a good fight.
He laughed a hearty laugh.
I dreamt a strange dream.
He sleeps the sleep of the just.
Let me die the death of the righteous.
She sighed a deep sigh.
She sang a sweet song. He ran a race.
Aurangzeb lived the life of an ascetic.

A noun used as a Cognate Object is in the Accusative Case.
The following are examples of partially Cognate Objects:

He ran a great risk ( = he ran a course of great risk).
The children shouted applause ( = the children shouted a shout of applause).
197. A noun used adverbially to modify a verb, an adjective, or an adverb denoting time, place, distance, weight, value, etc., is called an **Adverbial Object**, or **Adverbial Accusative**, and is said to be in the Accusative Case adverbially; as,
   He held the post ten years.
   I can't wait a moment longer.
   He went home.
   He swam a mile.
   He weighs seven stone.
   The watch cost fifty rupees.

198. There are a few Transitive Verbs which are sometimes used as Intransitive Verbs.

   **Transitive.**                          **Intransitive.**
   1. He broke the glass.                   1. The glass broke.
   2. He burnt his fingers.                2. He burnt with shame.
   3. Stop him from going.                 3. We shall stop here a few "days.
   4. Open all the windows.               4. The show opens at six o'clock.

**CHAPTER XXIV.**

**VERBS OF INCOMPLETE PREDICATION.**

199. Read the following sentences:—
   1. The baby sleeps.
   2. The baby seems happy.

   The verbs in both these sentences are Intransitive. But when I say 'The baby sleeps' I make complete sense.

   On the other hand if I say 'The baby seems' I do not make complete sense.

   The Intransitive Verb **seems** requires a word (e.g. **happy**) to make the sense complete. Such a verb is called a **Verb of Incomplete Predication.**

   The word **happy**, which is required to make the sense complete, is called the **Complement of the Verb** or the **Completion of the Predicate.**

200. Verbs of Incomplete Predication usually express the idea of being, becoming, seeming, appearing. The Complement usually consists of a Noun (called a
**Predicative Noun** or an Adjective (called a Predicative Adjective). When the Complement describes the Subject, as in the following sentences, it is called a Subjective Complement.

1. Tabby is a *cat.*
2. The earth is *round.*
3. John became a *soldier.*
4. Peel became *minister.*
5. The man seems *tired.*
6. You look *happy.*
7. The sky grew *dark.*
8. Roses smell *sweet.*
9. Sugar tastes *sweet.*
10. She appears *pleased.*
11. This house is *to let.*

Note.—When the Subjective Complement is a noun (as in 1, 3, 4) it is in the same case as the Subject, i.e., in the Nominative Case.

201. Certain Transitive Verbs require, besides an Object, a Complement to complete their predication; as,

1. The boys made Rama *captain.*
2. His parents named him *Hari.*
3. This made him *vain.*
4. The jury found him *guilty.*
5. Rama called his cousin a *liar.*
6. Exercise has made his muscles *strong.*
7. I consider the man *trustworthy.*
8. God called the light *day.*
9. We thought him a *rascal.*
10. They chose him their *leader.*

Here, in each case, the Complement describes the Object, and is therefore called an Objective Complement.

Note.—When the Objective Complement is a noun (as in 1, 2, 5, 8, 9, 10) it is in the Objective (or Accusative) Case in agreement with the object.

**Exercise in Grammar. 45.**

**Say whether the Verbs in the following sentences are Transitive or Intransitive; name the Object of each Transitive Verb, and the Complement of each Verb of Incomplete Predication:**

1. The hungry lion roars.
2. The report proved false.
3. The boy stood on the burning deck.
4. The child has fallen sick.
5. The ass continued braying.
6. The wind is cold.
7. The results are out.
8. He tried again and again.
9. We see with our eyes. 10. The child fell asleep.
11. The weather is hot. 12. They are Pathans.
13. Owls hide in the daytime.
14. Bad boys hide their faults.
15. The poor woman went mad.
16. We waited patiently at the station.
17. He told a lie. 18. They elected him president.
19. I found her weeping. 20. He struck the man dead.
21. The crow flew down and stole the cheese.
22. The sky looks threatening.
23. They made him general. 24. He waited an hour.

CHAPTER XXV.

ACTIVE AND PASSIVE VOICE.

202. Compare:—

1. Rama helps Hari.
2. Hari is helped by Rama.

It will be seen that these two sentences express the same meaning.

But in sentence 1, the form of the Verb shows that the person denoted by the Subject does something.

[Rama (the person denoted by the Subject) does something.]

The Verb helps is said to be in the Active Voice.
In sentence 2, the form of the Verb shows that something is done to the person denoted by the Subject.

[Something is done to Hari (the person denoted by the Subject).]

The Verb is helped is said to be in the Passive Voice.

Def.—A Verb is in the Active Voice when its form shows (as in sentence 1) that the person or thing denoted by the Subject does something; or, in other words, is the doer of the action.

The Active Voice is so called because the person denoted by the Subject acts.

Def.—A Verb is in the Passive Voice when its form shows (as in sentence 2) that something is done to the person or thing denoted by the Subject.

The Passive Voice is so called because the person or thing denoted by the Subject is not active but passive, that is, suffers or receives some action.
Def.—Voice is that form of a Verb which shows whether what is denoted by the Subject does something or has something done to it.

Note the change from the Active Voice to the Passive Voice in the following sentences:—

**Active Voice.**

1. Sita loves Savitri.
2. The mason is building the wall.
3. The peon opened the gate.
4. Some boys were helping the wounded man.
5. He will finish the work in a fortnight.
6. Who did this?
7. Why did your brother write such a letter?

**Passive Voice.**

1. Savitri is loved by Sita.
2. The wall is being built by the mason.
3. The gate was opened by the peon.
4. The wounded man was being helped by some boys.
5. The work will be finished by him in a fortnight.
6. By whom was this done?
7. Why was such a letter written by your brother?

It will be noticed that when the Verb is changed from the Active Voice to the Passive Voice, the Object of the Transitive Verb in the Active Voice becomes the Subject of the Verb in the Passive Voice.

[Thus in sentence 1, Savitri, which is the Object of loves in the Active Voice, becomes the Subject of is loved in the Passive Voice.]

Since the Object of a verb in the active voice becomes the Subject of the passive form, it follows that only Transitive Verbs can be used in the Passive Voice, because an Intransitive Verb has no Object.

**Exercise in Grammar.** 46.

Name the Verbs in the following sentences, and tell whether they are in the Active or in the Passive Voice:—

1. The cat killed the mouse.
2. We compelled the enemy to surrender.
3. The boy was bitten by a dog.
4. The thief was caught.
5. The boy made a kite.
6. The ship was burned.
7. The young man made a disturbance at the meeting.
8. The captive was bound to a tree.
9. The bird was killed by a cruel boy.
10. The sudden noise frightened the horse.
11. He is beloved by all.
12. The exhibition was opened by the Prince of Wales.
13. I see a dark cloud.
14. His command was promptly obeyed. [water.
15. Some of the cargo had been damaged by the sea
16. Nothing will be gained by hurry.
17. The dog chased the sheep.
18. This letter was posted last night.
19. The field is ploughed.
20. The dog was teased by the boy.
21. The cat drank all the milk.
22. A stone struck me on the head.
23. The old gentleman takes snuff.
24. The money was lost.
25. The letter has just been posted.

**Exercise in Composition. 47.**

Turn the following sentences from the Active Voice to the Passive Voice:—

1. The cat killed the mouse.
2. The man cut down the tree.
3. Columbus discovered America.
4. His teacher praised him.
5. The boy teased the dog.
6. The syce feeds the horse every day.
7. The police arrested him.
8. Rama was making a kite.
9. The boy caught the ball.
10. My father will write a letter.
11. I will conquer him.
12. He kept me waiting.
13. The hunter shot the lion.
14. Hari opened the door.
15. A policeman caught the thief.
16. Sohrab threw the ball.
17. He scored twenty runs.
18. Your behaviour vexes me.
19. Manners reveal character.
20. He made a very remarkable discovery.
21. Little strokes fell great oaks.
22. Dhondu will bring the pony.
23. Everyone loves him.
24. My cousin has drawn this picture.
25. We expect good news.
26. The farmer gathers the harvest.
27. His own brother swindled him.
28. The recitation pleased the Inspector.
203. When verbs that take both a direct and an indirect object in the Active Voice are changed to the Passive, either object may become the subject of the Passive verb, while the other is retained and is parsed as the Retained Object after a Passive verb.

**Active.**

The durwan refused him admittance.

Mr. Krishnaji teaches us grammar.

The manager will give you a ticket.

Who taught you French?

He handed her a chair.

**Passive.**

Admittance was refused by the durwan.

He was refused admittance by the durwan.

Grammar is taught us by Mr. Krishnaji.

We are taught grammar by Mr. Krishnaji.

A ticket will be given you by the manager.

You will be given a ticket by the manager.

By whom was French taught you?

By whom were you taught French?

A chair was handed her.

She was handed a chair.

204. The Active Voice is used when the doer (or Subject) is to be made prominent; the Passive, when the person or thing acted upon (or the Object) is to be made prominent. Hence the Passive Voice may be used when the doer is unknown, or when, for any reason, we do not care to name the doer; as,

The ship was wrecked.
The house was built long ago.

205. Compare:—

1. The window is broken.
2. He is gone. (= He has gone.)

The verb is broken is in the Passive Voice.

Do not, however, make the mistake of supposing that the verb is gone is in the Passive Voice. The verb go is Intransitive, and only a Transitive Verb can be used in the Passive Voice.

For the same reason the verbs in the following sentences are in the Active Voice:—

He is come. He is arrived.
206. There are a few Transitive verbs, which even in an Active form, are sometimes used in a Passive sense; as,

These mangoes *taste* sour (*i.e.*, are sour when they are tasted).
The rose *smells* sweet (*i.e.*, is sweet when it is smelt).
The cakes *eat* short and crisp (*i.e.*, are short and crisp when they are eaten).
At least the play *reads* well (*i.e.*, affects the reader well when it is read).

**Exercise in Composition. 48.**

*Change the following sentences so that the Verbs will be in the Passive Voice:—*

1. We saw you and him.
2. They asked me my name.
3. We refused them admission.
4. I bought the baby a doll.
5. They found him guilty of murder.
6. A thunderstorm often turns milk sour.
7. You cannot pump the ocean dry.
8. They saw the storm approaching.
9. He keeps me waiting.
10. They painted the house red.
11. He told me to leave the room.
12. He promised me a present.
13. I shall order the carriage.
14. The boy is climbing the cliff.
15. One may accomplish many things by a little effort.
16. I am watching you very carefully.

**Exercise in Composition. 49.**

*Rewrite the following sentences so that the Verbs will be in the Active Voice:—*

1. He was praised by his father.
2. The first railway was built by George Stephenson.
3. The horse was frightened by the noise.
4. Not a word was spoken by Latif.
5. The teacher was pleased with the boy's work.
6. He was taken to the hospital by his friends.
7. The town was destroyed by an earthquake.
8. The road was lined with people.
9. The Prince was welcomed by the people.
10. *Sakuntala* was written by Kalidas.
11. The building was damaged by the fire.
12. I was struck by his singular appearance.
13. The French fleet was defeated by Nelson.
ACTIVE AND PASSIVE VOICE.

14. The streets were thronged with spectators.
15. The trees were blown down by the wind.
16. We shall be blamed by every one.
17. The child was knocked down by a car.
18. Alice was not much surprised at this.
19. He will be greatly surprised if he is chosen.

Exercise in Composition. 50.

Write three sentences with the Verbs in the Active Voice, and rewrite them with the Verbs in the Passive Voice.

207. We give below further examples of the interchange of Active and Passive Voice.

Active.— All his friends laughed at him.
Passive.— He was laughed at by all his friends.
Active.— They made him king.
Passive.— He was made king by them.
Active.— The Romans expected to conquer Carthage.
Passive.— It was expected by the Romans that they would conquer Carthage.
Active.— One should keep one’s promises.
Passive.— Promises should be kept.
Active.— Give the order.
Passive.— Let the order be given.
Active.— Enter by this door.
Passive.— You are requested to enter by this door.
Passive.— My pocket has been picked.
Active.— Some one has picked my pocket.
Passive.— I shall be obliged to go.
Active.— Circumstances will oblige me to go.

Exercise in Composition. 51.

In the following sentences change the Voice:—

1. We elected Balu captain.
2. I saw him opening the box.
3. We must listen to his words.
4. Shall I ever forget those happy days?
5. By whom was this jug broken?
6. His subordinates accused him of various offences.
7. One cannot gather grapes from thistles.
8. The telegraph wires have been cut.
9. Alas! we shall hear his voice no more.
10. The French surrendered Quebec to the English in 1759.
11. Without effort nothing can be gained.
12. Do not insult the weak.
13. All desire wealth and some acquire it.
14. Why should I be suspected by you?
15. Subject him to a severe examination.
16. The legend tells us how the castle received its name.
17. Please walk to the right.
18. Why did he defraud you of your earnings?
19. The public will learn with astonishment that war is imminent. 20. He made his wife do the work.
21. The master appointed him monitor.
22. The doctor despaired of his recovery.
23. He was refused admittance. 24. They laughed at his warnings and objected to all his proposals.
25. The people regarded him as an impostor and called him a villain.

CHAPTER XXVI.

MOOD.

208. The simplest use of a Verb is to make a statement of fact or ask a question; as,

I write to my brother every week.
Who wrote that letter?

But a Verb may also be used to express a command; as,

Write neatly.

Or a Verb may be used to express a mere supposition; as,

If I were you, I would not do it.

These different modes or manners in which a Verb may be used to express an action are called Moods. (Lat. modus, manner.)

Def.—Mood is the mode or manner in which the action denoted by the Verb is represented.

209. There are three Moods in English:—
Indicative, Imperative, Subjunctive.

Indicative Mood.

210. The Indicative Mood is used:—
(1) To make a statement of fact; as,
Rama goes to school daily.
We are taught Arithmetic.
He writes legibly.
Napoleon died at St. Helena.
The child is alive.
(2) To ask a question; as,
    Have you found your book?
    Are you well?

In each of these sentences the Verb in italics is said to be in the **Indicative Mood**.

211. The Indicative Mood is also used in expressing a supposition which is assumed as a fact; as,

    If I am to be a beggar, it shall never make me a rascal.
    It rains, I shall stay at home. [Assuming as a fact that it will rain, etc.]
    If my friend wants it, I shall give it to him. [Assuming as a fact that my friend wants it, etc.]
    If he is the ring-leader, he deserves to be punished. [Assuming as a fact that he is the ring-leader, etc.]

A Verb which makes a statement of fact or asks a question, or expresses a supposition which is assumed as a fact, is in the Indicative Mood.

**Imperative Mood.**

212. The Imperative Mood is used to express—

1. A command; as,
   Wait there.
   Come here.
   Open your book at page 7.

2. An exhortation; as,
   Be steady.
   Take care of your health.
   Try to do better.

3. An entreaty or prayer; as,
   Have mercy upon us.
   Give us this day our daily bread.

In each of these sentences the Verb in italics is said to be in the **Imperative Mood**.

A Verb which expresses a command, an exhortation, an entreaty or prayer, is in the Imperative Mood.

Note 1.—The Imperative Mood can strictly be used only in the Second Person, since the person commanded must be the person spoken to. But in the First and Third Persons a like sense is expressed by the use of the Auxiliary Verb let; as,

    Let me go. Let us go. Let him go. Let them go.

Note 2.—The Subject of a Verb in the Imperative Mood (you, or ye or thou) is usually omitted.
## Subjunctive Mood.

213. The Subjunctive Mood is used to express—

1. A wish or desire; as,
   - God save the King! Long live the King!
   - God be with you.
   - Mine be a cot beside the hill.
   - O, that I were a bird.
   - Oh! that it were possible.
   - I wish I were there. I wish he were dead.
   - Would that Sita were here.
   - God forbid that he should! God grant he prevail.
   - I wish that he would help me.

2. A purpose; as,
   - We eat, that we may live.
   - He works hard, that he may succeed.
   - Take care, that no mistakes be made.
   - Judge not, that ye be not judged.
   - Let him take heed lest he fall.
   - Take care lest temptation surprise you.

3. A condition or supposition contrary to fact; as,
   - If I were you, I should not go.
   - [If I were you (but I am not), I should go.]
   - If wishes were horses, beggars would ride.
   - If I were King, you should be queen.
   - Were I the Moor, I would not be Iago.
   - Were he here, he would go with us.
   - Had I seen him, I would have told him.

In each of these sentences the Verb in italics is said to be in the **Subjunctive Mood**.

A Verb which expresses doubt of any kind—for instance, a condition or supposition contrary to fact, a wish, a purpose—is in the Subjunctive Mood.

214. In form the Subjunctive differs from the Indicative in the following ways:—

1. In the case of the verb be the Subjunctive has distinct forms for the Present and Past Tenses.

<table>
<thead>
<tr>
<th>Indicative</th>
<th>Subjunctive</th>
<th>Indicative</th>
<th>Subjunctive</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>I be</td>
<td>I was</td>
<td>I were</td>
</tr>
<tr>
<td>Thou art</td>
<td>Thou be</td>
<td>Thou wast</td>
<td>Thou wert</td>
</tr>
<tr>
<td>He is</td>
<td>He be</td>
<td>He was</td>
<td>He were</td>
</tr>
<tr>
<td>We are</td>
<td>We be</td>
<td>We were</td>
<td>We were</td>
</tr>
<tr>
<td>You are</td>
<td>You be</td>
<td>You were</td>
<td>You were</td>
</tr>
<tr>
<td>They are</td>
<td>They be</td>
<td>They were</td>
<td>They were</td>
</tr>
</tbody>
</table>
Note.—Of these Subjunctive forms of the Verb be, there are only two forms of the Past Tense which are now in general use, viz., the First Person Singular and Third Person Singular.

If I were you, I should not go.
If he were here, he would go with us.

(2) In other verbs, the Subjunctive has the same form as the Indicative except in the Second Person Singular and the Third Person Singular of the Present Tense.

Present.

<table>
<thead>
<tr>
<th>Indicative</th>
<th>Subjunctive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thou speakest.</td>
<td>Thou speak.</td>
</tr>
<tr>
<td>He speaks.</td>
<td>He speak.</td>
</tr>
</tbody>
</table>

CHAPTER XXVII.

TENSE.

215. Read these sentences:—

1. I write this letter to please you.
2. I wrote the letter in his very presence.
3. I shall write another letter to-morrow.

In sentence 1, the Verb write refers to present time.
In sentence 2, the Verb wrote refers to past time.
In sentence 3, the Verb shall write refers to future time.

Thus a Verb may refer:
(1) to present time, (2) to past time, or (3) to future time.

216. A Verb that refers to present time is said to be in the Present Tense; as,
I write, I love.

[The word tense comes from the Latin tempus, time.]
A Verb that refers to past time is said to be in the Past Tense; as,
I wrote, I loved.

A Verb that refers to future time is said to be in the Future Tense; as,
I shall write, I shall love.

217. Thus there are three main Tenses—
The Present, the Past, and the Future.
The Tense of a Verb shows the time of an action or event.
218. Below we give the chief Tenses (Active Voice, Indicative Mood) of the Verb to love.

Present Tense.

Singular Number. Plural Number.
1st Person. I love. We love.
2nd Person. Thou lovest.* You love.
3rd Person. He loves. They love.

Past Tense.

Singular Number. Plural Number.
1st Person. I loved. We loved.
2nd Person. Thou lovedst.* You loved.
3rd Person. He loved. They loved.

Future Tense.

Singular Number. Plural Number.
1st Person. I shall love. We shall love.
2nd Person. Thou wilt love.* You will love.
3rd Person. He will love. They will love.

* These forms are now used only in poetry.

219. Read these sentences:—

1. I love. (Present Indefinite.)
2. I am loving. (Present Continuous.)
3. I have loved. (Present Perfect.)
4. I have been loving. (Present Perfect Continuous.)

The Verbs in all of these sentences refer to the present time, and are therefore said to be in the present tense.

In sentence 1, however, the Verb shows that the action is mentioned simply, without anything being said about the completeness or incompleteness of the action.

In sentence 2, the Verb shows that the action is mentioned as incomplete or continuous, that is, as still going on.

In sentence 3, the Verb shows that the action is mentioned as finished, complete, or perfect at the time of speaking.

The tense of the Verb in sentence 4 is said to be Present Perfect Continuous, because the verb shows that the action is going on continuously, and not completed at this present moment.

Thus we see that the Tense of a verb shows not only the time of an action or event, but also shows the state of an action referred to.
220. Just as the Present Tense has four forms, the Past Tense also has the following four forms:—
1. I loved. (Past Indefinite.)
2. I was loving. (Past Continuous.)
3. I had loved. (Past Perfect.)
4. I had been loving. (Past Perfect Continuous.)

Similarly the Future Tense has the following four forms:—
1. I shall love. (Future Indefinite.)
2. I shall be loving. (Future Continuous.)
3. I shall have loved. (Future Perfect.)
4. I shall have been loving. (Future Perfect Continuous.)

We may now define Tense as that form of a Verb which shows the time and the state of an action or event.

221. Carefully study the following table of Tenses of the Verb to love.

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
<th>Present</th>
<th>Past</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>I love.</td>
<td>I am loving.</td>
<td>I am loved.</td>
<td>I was loved.</td>
<td>I shall loved.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I am being</td>
<td>I was being</td>
<td>I shall</td>
</tr>
<tr>
<td></td>
<td></td>
<td>loved.</td>
<td>loved.</td>
<td>have loved</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It will be seen that there are twelve tenses in the Active Voice, and eight in the Passive.

**Exercise in Grammar. 52.**

Point out the Verbs in the following sentences and name their Moods and Tenses:—
1. The river flows under the bridge.
2. I shall answer the letter to-night.
3. I knew he was there for I had seen him come.
4. It has been raining all night.
5. I hear he has passed all right.
6. I had finished when he came.
7. He takes but little pride in his work.
8. I have been living here for months.
9. Be good, sweet maid.
10. By this time to-morrow I shall have reached my home.
11. I will not go unless thou bless me.
12. He told me that he had finished the work.
13. See that all be in readiness.
14. He is waiting for you in the compound.
15. Piper, pipe that song again.
16. I am hoping to get a holiday soon.
17. Perhaps it were better to obey him.
18. Do noble deeds, nor dream them all day long.
19. I shall have plenty of time to-morrow.
20. Though this be madness, yet there is method in it.
21. The king had never before led his troops in battle.
22. If he was guilty, his punishment was too light.
23. We have heard a strange story.
24. The travellers, all of whom had seen the chameleon, could not agree about its colour.
25. Beware lest something worse happen to you.
26. The farmer is cutting the corn which has ripened.
27. Lock up your house that thieves may not enter it.
28. I tell you this that you may avoid the danger.
29. I wish my brother were here.

CHAPTER XXVIII.

THE USES OF THE TENSES.

222. The Present Indefinite is used—

(1) To express what is actually taking place at the present moment; as,
See, how it rains!

(2) To express a habitual action; as,
He drinks tea every morning.
[That is, he is in the habit of drinking tea, etc.]
I get up every day at five o'clock.
My watch keeps good time.

(3) To express general truths; as,
The sun rises in the east.
Honey is sweet.
Fortune favours the brave.
Honesty is the best policy.
Heat expands, cold contracts.
THE USES OF THE TENSES.

(4) In vivid narrative as a substitute for the Past Tense; as,
Sohrab now rushes forward and deals a heavy blow to Rustam.
Immediately the Sultan hurries to his capital.
[This is called the Historic Present.]

(5) Instead of the Future Tense, when futurity is indicated by the context; as,
We go to Lahore next week.
They leave for London by the next mail.
We sail for America next Saturday.
We begin practice to-morrow.

223. The Present Continuous represents an action as going on at the time of speaking; as,
She is singing. The boys are playing hockey.

224. The Present Perfect denotes an action that has just been completed; as,
There, I have written my exercise.
He has worked the sum.
The Present Perfect is also used, instead of a past tense, to represent a past action as continuing to the present; as,
We have lived here ten years. [And we are still living here.]

Note the difference between—
1. We have lived here ten years.
2. We lived here ten years.

Sentence 1 shows that we are still living here.
Sentence 2 shows that we are living here no longer.
Note.—Such a sentence as “We have written to you yesterday about this matter” is incorrect. It should be, “We wrote to you yesterday about this matter.”

225. The Past Indefinite is used—

(1) To denote a single act in the past; as,
Rama scored twenty runs.
The steamer sailed yesterday.
Babar defeated Rana Sanga at Kanwaha.

(2) To denote an action going on in the past; as,
While they danced (= were dancing) we sang (= were singing).

(3) To denote a habitual action in the past; as,
He studied (= used to study) many hours every day.
Scottish kings were crowned (= used to be crowned) at Scone.
226. The Past Continuous represents an action as going on at some point in past time; as,
   When I saw him, he was playing chess.
   I was writing, when he called upon me.

227. The Past Perfect (also called the Pluperfect) denotes an action completed at some point in past time before another action was commenced; as,
   The rain had stopped when we came out.
   I had done my exercise, when Hari came to see me.
   I had written the letter before he arrived.

228. The Future Indefinite is used of a single act that has still to take place; as,
   I shall see him to-morrow.

229. The Future Continuous represents an action as going on at some point in future time; as,
   I shall be reading the paper, then.

230. The Future Perfect denotes an action that will be completed at some point in future time; as,
   I shall have written my exercise by that time.

CHAPTER XXIX.

THE VERB: PERSON AND NUMBER.

231. The Verb, like the Personal Pronouns, has three Persons — the First, the Second, and the Third. Thus we say—
   1. I speak. 2. Thou speakest. 3. He speaks.
   This is because of the difference in Person of the Subjects, as all the three subjects are of the singular number.

   In sentence 1, the Subject is of the First Person, therefore the Verb is also of the First Person.
   In sentence 2, the Subject is of the Second Person, therefore the Verb is also of the Second Person.
   In sentence 3, the Subject is of the Third Person, therefore the Verb is also of the Third Person.

   We thus see that the Verb takes the same Person as its Subject; or, that the Verb agrees with its Subject in Person.
232. The Verb, like the Noun and the Pronoun, has two Numbers, the Singular and the Plural. Thus we say—

1. He speaks. 2. They speak.

This is because of the difference in Number of the Subjects (as both the Subjects are of the third person).

In sentence 1, the Subject is Singular, therefore the Verb is Singular.

In sentence 2, the Subject is Plural, therefore the Verb is Plural.

We thus see that the Verb takes the same Number as its Subject; or, that the Verb agrees with its Subject in Number.

233. But we have already seen that the Verb also agrees with its Subject in Person; hence we have the important rule—

The Verb must agree with its Subject in Number and Person; that is, the Verb must be of the same Number and Person as its Subject. Thus, if the Subject is of the Singular Number, First Person, the Verb must be of the Singular Number, First Person; as,

I am here. I was there. I have a bat. I play cricket.

If the Subject is of the Singular Number, Third Person, the Verb must be of the Singular Number, Third Person; as,

He is here. He was there. He has a bat. He plays cricket.

If the Subject is of the Plural Number, Third Person, the Verb must be of the Plural Number, Third Person; as,

They are here. They were there. They have bats. They play cricket.

Note.—In some languages the form of the Verb changes with the Number and Person of the Subject. In modern English verbs have lost all their inflections for number and person, except in the second and the third persons of the singular number. Thus we have—

I speak. We speak.
Thou speakest. You speak.
He speaks. They speak.
The only exception is the verb to be. We say—
I am. We are.
Thou art. You are.
He is. They are.

CHAPTER XXX.

AGREEMENT OF THE VERB WITH THE SUBJECT.

234. The Verb agrees with the Subject in Number and Person.

235. Two or more singular subjects connected by and usually take a verb in the Plural; as,
Hari and Rama are here.
Fire and water do not agree.
Hari, Rama and Govind go to the same school.
Rustum and Sohrab were Persian heroes.
He and his friend have arrived.

(a) If two singular nouns refer to the same person or thing, the verb must be Singular; as,
My friend and benefactor has come.
The orator and statesman is dead.
The captain and adjutant was present.
By the death of Gokhale a great statesman and patriot was lost to India.

Notice that the Article is used only once when the two nouns refer to the same person. If different persons were referred to, the Article would be used before each noun, and the verb would be Plural; as,
The orator and the statesman are dead.

(b) If two subjects together express one idea, the verb may be in the Singular; as,
Bread and milk is his only food.
The horse and carriage is at the door.
The long and the short of the matter is this.
Slow and steady wins the race.
Early to bed and early to rise,
Makes a man healthy, wealthy, and wise.

(c) If the singular subjects are preceded by each or every the verb is usually Singular; as,
Every boy and girl was ready.
Each day and each hour brings its duty.
Every man, woman and child was lost.
Every man and woman in the village was present at the festival.
236. Two or more singular subjects connected by or, nor, either...or, neither...nor, take a verb in the Singular; as,

No nook or corner was left unexplored.
Neither he nor I was there.
Either Abdul or Amir has stolen the watch.
Neither Rama nor his sister was there.
Neither food nor water was to be found there.
Neither praise nor blame seems to affect him.

(a) When the subjects joined by or, nor are of different Numbers, the verb must be Plural, and the Plural subject must be placed next the verb; as,

Rama or his brothers have done this.
Neither the Headmaster nor the Assistant Masters were present.
Neither Rama nor his friends were hurt.
Either the boy or his parents have erred.

(b) When the subjects joined by or, nor are of different Persons, the verb agrees in Person with the one nearest to it; as,

Either he or I am mistaken.
Neither you nor he is to blame.

But it is better to say—

Either he is mistaken, or I am.
He is not to blame, nor are you.

237. When subjects differing in number or person, or both, are connected by and, the verb must always be in the Plural; and of the First Person, if one of the subjects is of that person; of the second person, if one of the subjects is of that person, and none of the first; as,

He and I are well.
My father and I have lived here five years.
You and he are birds of the same feather.
You and I have done our duty.

[Reason for the rule.—‘He and I’ cannot be spoken, of together except as ‘we’; similarly ‘My father and I’ = we.]

238. A Collective noun takes a Singular verb when the collection is thought of as a whole; a Plural verb when the individuals of which it is composed are thought of; as,
The Council has chosen its President.
The fleet has set sail.
The committee was agreed on the main question.
In regard to details the committee were divided.
There is a large number of boys in his class.
A number of boys were caught copying.
The mob has dispersed.
Parliament has elected its Speaker.
The majority is against any compromise.
A number of interesting suggestions have been made.
The military were called out.
The crew was large.
The crew were taken prisoners.

Note.—Such a sentence as the following is incorrect, because in the first place the plural number is used while referring to the jury, and afterwards the singular number:—

At first the jury were divided in opinion, but finally it returned a unanimous verdict.

239. Some nouns which are plural in form, but singular in meaning, take a Singular verb; as,
The news is true.
Mathematics is a branch of study in every school.
The wages of sin is death.
Politics was with him the business of his life.

240. Some nouns which are singular in form, but plural in meaning, take a Plural verb; as,
According to the present market rate twelve dozen cost rupees one hundred.

241. When a plural noun comes between a singular subject and its verb, the verb is often wrongly made to agree with the nearest plural noun instead of with the real subject. We should guard against this error and say—

Each of the sisters is clever.
Each of the boys was given a prize.
Neither of the men was very tall.
Each of these substances is found in India.
Each one of our houses is to let.
A variety of pleasing objects charms the eye.
The quality of the mangoes was not good.
If it were possible to get near when one of the volcanic eruptions takes place, we should see a grand sight.
242. Words joined to a singular subject by 'with', 'together with', 'in addition to', or 'as well as', etc. are parenthetical, and therefore do not affect the number of the verb; as,

The Chief, with all his men, was massacred.
The Governor, with his aide-de-camp, has arrived.
Justice, as well as mercy, allows it.
John, as well as James, deserves praise.
Rama, as well as Hari and Govind, likes hot curry.
Rama, and not you, has won the prize.

243. The Verb to be takes the same case after it as before it; as,

He said unto them. It is I; be not afraid.—The Bible.
It was he who swindled that widow.
I knew that boy to be him.

244. When the Subject of the verb is a relative pronoun care should be taken to see that the verb agrees in number and person with the antecedent of the relative; as,

I, who am your friend, will guard your interests.
You, who are my friend, should not worry me.
He, who is my friend, should stand by me.
She is one of the best mothers that have ever lived.

Exercise in Composition. 53.

In each of the following sentences supply a Verb in agreement with its Subject:

1. Two and two — four.
2. There — many objections to such a plan.
3. Death or disgrace — before him.
4. Neither his father nor his mother — alive. [great.
5. The difficulty of obtaining pure milk and ghee —
6. Iron as well as gold — found in India.
7. The meeting — chosen a president.
8. Bread and butter — wholesome food.
9. The public — requested not to walk on the grass.
10. The notorious dacoit with his followers — escaped.
11. Forty yards — a good distance.
12. The great poet and novelist — dead.
13. Not one of you — done his work properly.
14. Each of the boys — rewarded.
15. The accountant and the cashier — absconded.
16. The Chief with his followers — present there.
17. No news — good news.
18. Extravagance as well as parsimony — to be avoided.
19. A good man and useful citizen — passed away.
20. Man's happiness or misery — in a great measures in his own hands.
22. Kindness as well as justice — to be our guide.
23. Fifty rupees — too much for this article. [ tions.
24. "The Arabian Nights" — delighted many genera-
26. The strain of all the difficulties and vexations and
anxieties — more than he could bear. [ watch.
27. One or the other of those fellows — stolen the
28. Each of the suspected men — arrested.
29. The formation of paragraphs — very important.
30. Not one of these five boys — present then.
31. Neither of the girls — quite at her ease.
32. He is one of the authors who — destined to —
immortal. [ fever.
33. That night everyone of the boat's crew — down with
34. The cow as well as the horse — grass.
35. The jury — divided in their opinions.
36. Five rupees — an excessive price for this pen-knife.
37. Two-thirds of the city — in ruins.
38. The long and the short of the matter — this.
39. Rama, as well as his brother, — come. [ a book.
40. Neither pleasure nor profit — to be derived from such
41. Which one of these umbrellas — yours?
42. The cost of all these articles — risen.
43. One of the arguments he offered [ seem, seems ]
especially convincing.
44. The administration of so many various interests and
of districts so remote [ demand, demands ] no com-
mon capacity and vigour.
45. The horse and trap — been waiting a long time.
46. Three tons of tin [ cost, costs ] six hundred pounds.
47. Every leaf and every flower — stripped off the tree.
48. To take pay and then not to do work — dishonest.
49. Milton was one of the greatest poets that — ever
lived.
50. Neither of them — remarkable for precision.

CHAPTER XXXI.

THE INFINITIVE.

245. Read the sentences:—
1. They always find fault with me.
2. They always try to find fault with me.
In sentence 1, the verb find has they for its subject; hence the verb find is limited by person and number. We therefore call it a Finite Verb.

[It will be noticed that all verbs in the Indicative, Subjunctive, and Imperative Moods are Finite, because they are limited by the person and number of their subject.]

In sentence 2, to find merely names the action denoted by the verb find, and is used without mentioning any subject. It is therefore not limited by person and number as a verb that has a subject, and is therefore called the Verb Infinite, or simply the Infinitive.

246. Read the following sentences:—

1. To err is human.
2. Birds love to sing.
3. To respect our parents is our duty.
4. He refused to obey the orders.
5. Many men desire to make money quickly.

In sentence 1, the Infinitive, like a noun, is the Subject of the verb is.

In sentence 2, the Infinitive, like a noun, is the Object of the verb love.

In sentence 3, the Infinitive, like a noun, is the Subject of the verb is, but, like a verb, it also takes an Object.

In sentence 4, the Infinitive, like a noun, is the Object of the verb refused, but, like a verb, it also takes an Object.

In sentence 5, the Infinitive, like a noun, is the Object of the verb desire, but, like a verb, it also takes an Object and is modified by an Adverb.

It will be seen that the Infinitive is a kind of noun with certain features of the verb, especially that of taking an object (when the verb is Transitive) and adverbial qualifiers. In short, the Infinitive is a Verb-Noun.

247. The word to is frequently used with the Infinitive, but is not an essential part or sign of it.

Thus, after certain verbs (bid, let, make, need, dare*, see, hear), we use the Infinitive without to; as.

* Except when it means to challenge.
Bid him go there.
I bade him go.
Let him sit there.
I will not let you go.
Make him stand.
I made him run.
We need not go to-day.
You need not wait.
You dare not do it.
I saw him do it.
I heard thee speak of a better land.
I heard him cry.

248. The Infinitive without to is also used after the Verbs shall, will; do, did; should, would; may, might; and the verbs must and can, could.
You shall do it = You will be compelled to do it.
I will play = I am determined to play.
He may go = He is permitted to go.
You must go = You are commanded to go.
I can swim = I am able to swim.

The Infinitive without to is also used after had better, had rather, would rather, sooner than, rather than; as,
You had better ask permission.
I had rather play than work.
I would rather die than suffer so.

Also in certain elliptical expressions; as,
They did nothing but dance and sing.

Uses of the Infinitive.

249. The Infinitive, with or without adjuncts, may be used, like a Noun—
(1) As the Subject of a Verb; as,
To find fault is easy.
To err is human.
To reign is worth ambition.

(2) As the Object of a Transitive Verb; as,
I do not mean to read.
He likes to play cards.

(3) As the Complement of a Verb; as,
Her greatest pleasure is to sing.
His custom is to ride daily.
(4) As the Object of a Preposition; as,
   He had no choice but (= except) to obey.
   The speaker is about to begin.

(5) As an Objective Complement; as,
   I saw him go.

When the Infinitive is thus used, like a Noun, it is called the **Simple Infinitive**.

250. The Infinitive is also used—

(1) To qualify a Verb, usually to express *purpose*;
   as,
   He called to see my brother (= for the purpose of
   seeing my brother).
   We eat to live. (*Purpose.*)
   I come to bury Caesar. (*Purpose.*)
   He wept to see the desolation caused by the flood.
   (*Cause.*)

(2) To qualify an Adjective; as,
   Figs are good to eat.
   This medicine is pleasant to take.
   The boys are anxious to learn.
   He is too ill to do any work.

(3) To qualify a Noun; as,
   This is not the time to play.
   You will have cause to repent.
   He is a man to be admired.
   Here is a house to let. This house is to let.

(4) To qualify a Sentence; as,
   To tell the truth, I quite forgot my promise.
   He was petrified, so to speak.

When the Infinitive is thus used it is called the **Gerundial** or **Qualifying Infinitive**.

It will be seen that in 1 and 2 the Gerundial Infinitive does the work of an Adverb; in 3 it does the work of an Adjective; in 4 it is used absolutely.

251. The Infinitive may be active or passive. When active it may have a present and a perfect form, and may merely name the act, or it may represent progressive or continued action.

**Active.**

*Present*: to love.    *Perfect*: to have loved,
*Present Continuous*: to be loving.
*Perfect Continuous*: to have been loving.
When passive the Infinitive has a present and a perfect form.

**Passive.**

*Present*: to be loved.
*Perfect*: to have been loved.

**Exercise in Grammar. 54.**

*State how the Infinitive is used in the following sentences:*

1. There was nothing for it but to fight.
2. Let us pray.
3. The mango is fit to eat.
4. I heard her sing.
5. I am come to see you.
6. The order to advance was given.
7. Men must work and women must weep.
8. I am sorry to hear this.
9. He is slow to forgive.
10. A man severe he was and stern to view.
11. And fools who came to scoff remained to pray.
12. Thus to relieve the wretched was his pride.
13. Full many a flower is born to blush unseen.
14. Music hath charms to soothe the savage breast.
15. Never seek to tell thy love.
16. To retreat was difficult; to advance was impossible.
17. Everybody wishes to enjoy life.
18. My desire is to see you again.
19. There was not a moment to be lost.
20. The counsel rose to address the court.
21. My right there is none to dispute.
22. The ability to laugh is peculiar to mankind.
23. He has the power to concentrate his thoughts.
24. He was quick to see the point.
25. I am not afraid to speak the truth.
26. Better dwell in the midst of alarms
   Than reign in this horrible place.
27. Can you hope to count the stars?
28. To toil is the lot of mankind.
29. It is delightful to hear the sound of the sea.
30. It is a penal offence to bribe a public servant.

**Errors in the Use of Infinitives.**

252. The Split Infinitive.—Good writers always avoid what is called the error of ‘the Split Infinitive’; that is, they do not separate an Infinitive from its sign (to) by the intrusion of some modifying word, usually an adverb.
We should therefore say—
I hope to master the subject thoroughly in a fortnight (not, to thoroughly master, etc.).
I went there in order to inspect it personally (not, to personally inspect it).
He was able to make his escape easily (not, to easily make his escape).
Various means were sought by his Majesty to kill Gulliver secretly (not, to secretly kill Gulliver).
Some attempt should be made at least to revise it (not, to at least revise it).

Note.—"Its occasional use [namely, that of the construction known as the Split Infinitive] is of advantage in cases where it is desired to avoid ambiguity by indicating in this manner the close connection of the adverb with the infinitive, and thus preventing its being taken in conjunction with some other word."
—Onions.

253. Do not use the Perfect Infinitive unless it refers to a time prior to that expressed by the Finite Verb; as,
I intended to be present (not, to have been present).
We expected to sail (not, to have sailed) sooner.
I intended to call on you last Monday (not, to have called, etc.).
I should have liked to go (not, to have gone).

But the following sentences, each conveying a different meaning, are all correct:—
He appears to be ill.
He appears to have been ill.
He appeared to be ill.
He appeared to have been ill.

254. We should say—
I will try to come (not, try and come).

Exercise in Composition. 55.

*Combine together the following pairs of sentences by using Infinitives:*—

[Example.—Napoleon was one of the greatest of generals. He is universally acknowledged so = Napoleon is universally acknowledged to be one of the greatest of generals.

Note.—It will be noticed that we have turned one of the sentences into a phrase containing an infinitive.]
1. He had not even one anna with him. He could not buy a loaf of bread.
2. Every cricket team has a captain. He directs the other players.
3. You must part with your purse. On this condition only you can save your life.
4. His father went to Ajmer yesterday. His object was to visit the shrine of the saint Khwaja Pir.
5. The Pathan took out a knife. He intended to frighten the old Marwari.
6. I speak the truth. I am not afraid of it.
7. The insolvent’s property was sold by the Official Assignee. The insolvent’s creditors had to be paid.
8. He wants to earn his livelihood. He works hard for that reason.
9. The strikers held a meeting. They wished to discuss the terms of the employers.
10. He has five children. He must provide for them.
11. The old man has now little energy left. He cannot take his morning constitutional.
12. The Rajah allowed no cows to be slaughtered in his territory. It was his custom.
13. He formed a resolution. It was to the effect that he would not speculate any more.
14. Everyone should do his duty. England expects this of every man.
15. She visits the poor. She is anxious to relieve them of their sufferings.
16. He collects old stamps even at great expense. This is his hobby.
17. He must apologise for his misconduct. It is the only way to escape punishment. [frankly.
18. I have no aptitude for business. I must speak it out
19. He was desirous of impressing his host. So he was on his best behaviour in his presence.
20. That young man has squandered away all his patrimony. He must have been very foolish.
21. He has risen to eminence from poverty and obscurity. It is highly creditable.

CHAPTER XXXII.

THE PARTICIPLE.

255. Read this sentence:—

† Hearing the noise, the boy woke up.
The word *hearing* qualifies the noun *boy* as an Adjective does.
It is formed from the Verb *hear*, and governs an object.
The word *hearing* therefore partakes of the nature of both a Verb and an Adjective, and is called a *Participle*. It may be called a Verbal Adjective.

*Def.*—A Participle is that form of the Verb which partakes of the nature both of a Verb and of an Adjective.

[Or] A Participle is a word which is partly a Verb and partly an Adjective.

[Note.—The phrase ‘Hearing the noise’, which is introduced by a Participle, is called a *Participial Phrase*. According to its *use* here, it is an Adjective Phrase.]

256. Study the following examples of Participles:—
1. We met a girl *carrying* a basket of flowers.
2. Loudly *knocking* at the gate, he demanded admission.
3. The child, *thinking* all was safe, attempted to cross the road.
4. He rushed into the field, and foremost *fighting* fell.

The above are all examples of what is usually called the *Present Participle* which ends in *-ing*, and represents an action as *going on* or *incomplete* or *imperfect*.

If the Verb from which it comes is Transitive, it takes an object, as in sentence 1.

Notice also that in sentence 2, the Participle is modified by an adverb.

[Notice that the *Present Participle* denotes not time but unfinished action. Thus—

I see a girl carrying a basket of flowers.

= I *see* a girl who is carrying a basket of flowers.

I saw a girl carrying a basket of flowers.

= I *saw* a girl who *was* carrying a basket of flowers.

It will be seen that time is determined by the *Finite Verb*, and not by the Participle.]

257. Besides the *Present Participle*, we can form from each verb another Participle, called its *Past Participle*, which represents a *completed* action or state of the thing spoken of.
The following are examples of Past Participles:—

Blinded by a dust storm, they fell into disorder.
Deceived by his friends, he lost all hope.
Time misspent is time lost.
Driven by hunger, he stole a piece of bread.
We saw a few trees laden with fruit.

It will be noticed that the Past Participle usually ends in -ed, -d, -t, -en or -n.

Besides these two simple participles, the Present and the Past, we have what is called a Perfect Participle that represents an action as completed at some past time; as,

Having rested, we continued our journey.

258. In the following examples the Participles are used as simple qualifying adjectives in front of a noun; thus used they are called Participial Adjectives:—

A rolling stone gathers no moss.
We had a drink of the sparkling water.
His tattered coat needs mending.
The creaking door awakened the dog.
A lying witness ought to be punished.
He played a losing game.
A burnt child dreads the fire.
His finished manners produced a very favourable impression.
He wears a worried look.
Education is the most pressing need of our country.
He was reputed to be the most learned man of his time.

From the last two examples it will be noticed that a Participle admits of degrees of comparison.

259. Used adjectivally the Past Participle is Passive in meaning, while the Present Participle is Active in meaning; as,

a spent swimmer = a swimmer who is tired out;
a burnt child = a child who is burnt;
a painted doll = a doll which is painted;
a rolling stone = a stone which rolls.

260. Let us now recapitulate what we have already learnt about the Participle.

(1) A Participle is a Verbal Adjective.

(2) Like a Verb it may govern a noun; as,

* Hearing the noise, the boy woke up. [The noun noise is governed by the participle Hearing.]
(3) Like a Verb it may be modified by an adverb; as,
   *Loudly* knocking at the gate, he demanded admission.
   [Here the participle *knocking* is modified by the
    adverb *Loudly*.]

(4) Like an Adjective it may qualify a noun or pronoun; as,
   *Having rested*, the men continued their journey.

(5) Like an Adjective it may be compared; as,
   Education is the *most pressing* need of our time.
   [Here the participle *pressing* is compared by prefixing *most*.]

261. Below are shown the forms of the different Participles:—

**Active.**

Present: loving.
Perfect: having loved.

**Passive.**

Present: being loved.
Perfect: having been loved.
Past: loved.

262. It will be noticed that the Continuous Tenses (Active Voice) are formed from the Present Participle with tenses of the verb *be*; as,

I am loving. I was loving. I shall be loving.

The Perfect Tenses (Active Voice) are formed from the Past Participle with tenses of the verb *have*; as,

I have loved. I had loved. I shall have loved.

The Passive Voice is formed from the Past Participle with tenses of the verb *be*; as,

I am loved. I was loved. I shall be loved.

263. We have seen that Participles qualify nouns or pronouns. They may be used—

(1) Attributively; as,
   A *rolling* stone gathers no moss.
   His *tattered* coat needs mending.
   A lost opportunity never returns.

(2) Predicatively; as,
   The man seems *worried*. (Modifying the Subject.)
   He kept me *waiting*. (Modifying the Object.)

(3) Absolutely with a noun or pronoun going before; as,
   The weather *being fine*, I went out.
   Mary *having arrived*, we were freed from anxiety.
Weather permitting, there will be a garden party at Government House to-morrow.
God willing, we shall have another good monsoon.
The sea being smooth, we went for a sail.
The wind having failed, the crew set to work with a will.
His master being absent, the business was neglected.
The wind being favourable, they embarked.

It will be seen that in each of the above sentences the Participle with the noun or pronoun going before it, forms a phrase independent of the rest of the sentence. Such a phrase is called an Absolute Phrase; and a noun or pronoun so used with a participle is called a Nominative Absolute.

264. An Absolute Phrase can be easily changed into a subordinate clause; as,

Spring advancing, the swallows appear. [When spring advances.—Clause of Time.]
The sea being smooth, we went for a sail. [Because the sea was smooth.—Clause of Reason.]
God willing, we shall meet again. [If God is willing.
—Clause of Condition.]

Errors in the Use of Participles.

265. Since the Participle is a verb-adjective it must be attached to some noun or pronoun; in other words, it must always have a proper ‘subject of reference’.
The following sentences are incorrect because in each case the Participle is left without proper agreement:—

1. Being a very hot day, I remained in my tent.
2. Sitting on the gate, a scorpion stung him.
   [Note.—As it is, the sentence reads as if the scorpion was sitting on the gate.]
3. Entering the room, the light was quite dazzling.

We should therefore recast these sentences as shown below:—

1. It being a very hot day, I remained in my tent.
2. Sitting on the gate, he was stung by a scorpion.
   [Or] While he was sitting on the gate, a scorpion stung him.
3. Entering the room, I found the light quite dazzling.
   [Or] When I entered the room, the light was quite dazzling.
266. Usage however permits in certain cases such constructions as the following where the Participle is left without a proper ‘subject of reference’. [The Participle in such cases is called an Impersonal Absolute.] Taking everything into consideration, the Magistrate was perfectly justified in issuing those orders. Considering his abilities, he should have done better. Roughly speaking, the distance from here to the nearest railway-station is two miles.

It will be noticed that in the above instances the unexpressed subject is indefinite. Thus, ‘Roughly speaking’ = If one speaks roughly.

267. Sometimes, as in the following examples, the Participle is understood:—

Sword (being) in hand, he rushed on the jailor.
Breakfast (having been) over, we went out for a walk.

Exercise in Grammar. 56.

Pick out the Participle in each of the following sentences. Tell whether it is a Present or a Past Participle, and also how it is used:—

1. Generally speaking, we receive what we deserve.
2. Having gained truth, keep truth.
3. I saw the storm approaching.
5. Considering the facts, he received scant justice.
6. The enemy, beaten at every point, fled from the field.
7. Being dissatisfied, he resigned his position.
8. The rain came pouring down in torrents.
9. Having elected him President, the people gave him their loyal support.
10. The traveller, being weary, sat by the woodside to rest.
11. The fat of the body is fuel laid away for use.
12. Being occupied with important matters, he had no leisure to see us.
13. The children coming home from school look in at the open door.
16. Lessons learned easily are soon forgotten.
17. A word fitly spoken is like apples of gold in pictures (baskets) of silver.
18. Seeing the sunshine, I threw open the window.
19. Seizing him by the arm, his friend led him away.
20. Encouraged by his wife, he persevered.
21. Overcome by remorse, he determined to atone for his crime by liberality to the church.
Exercise in Composition. 57.

Combine the following pairs of sentences by making use of a Participle:—

[Examples.—The magician took pity on the mouse. He turned it into a cat.

= Taking pity on the mouse, the magician turned it into a cat.

The train was ready to leave the station. The people had taken their seats.

= The people having taken their seats, the train was ready to leave the station.]

1. The porter opened the gate. We entered.
2. We started early. We arrived at noon.
3. We met a man. He was carrying a load of wood.
4. The stable door was open. The horse was stolen.
5. He seized his stick. He rushed to the door. [lion.
6. The hunter took up his gun. He went out to shoot the
7. A crow stole a piece of cheese. She flew to her nest to enjoy the tasty meal.
8. The wolf wished to pick a quarrel with the lamb. He said, “How dare you make the water muddy?”
9. A passenger alighted from the train. He fell over a bag on the platform.
10. Nanak met his brother in the street. He asked him where he was going. [yards.
11. My sister was charmed with the silk. She bought ten
12. The steamer was delayed by a storm. She came into port a day late. [vigour.
13. He had resolved on a certain course. He acted with
14. He staggered back. He sank to the ground.
15. The letter was badly written. I had great difficulty in making out its contents. [to eat.
16. They had no fodder. They could give the cow nothing
17. A hungry fox saw some bunches of grapes. They were hanging from a vine.
18. Cinderella hurried away with much haste. She dropped one of her little glass slippers.

Exercise in Composition. 58.

Correct the following sentences:—

1. Weary with travelling, the destination seemed a hundred miles away.
2. Going up the hill, an old temple was seen.
3. Having obtained information, he was arrested for complicity in the plot.
4. Resting in cool shelter, the hours were beguiled with desultory talk.
5. The fog being very dense, nothing could be seen.
6. Hoping to hear from you soon, yours sincerely.
7. Calling upon him yesterday, he subscribed a handsome sum to the Relief Fund.

268. Participles sometimes contain an implied meaning, which can be more fully expressed by changing the participial phrase into a clause of:—(a) time, (b) cause, (c) concession, or (d) condition. [See § 264.]

(a) Having done his lesson ( = after he had done his lesson), he went out to play cricket.
   Walking along the street one day( = while I was walking along the street one day), I saw a dead cobra.

(b) Being overpowered ( = because he was overpowered), he surrendered.
   Running at top speed ( = because he ran at top speed), he got out of breath.

(c) Possessing all the advantages of education and wealth ( = although he possessed all the advantages of education and wealth), he never made a name.

(d) Following my advice ( = if you follow my advice), you will gain your object.
   Seven were killed, including the guard ( = if the guard is included).

**Exercise in Composition. 59.**

**Rewrite each of the following sentences, by changing the Participle into a Finite Verb:**

[Examples.—Quitting the forest we advanced into the open plain. = We quitted the forest and advanced into the open plain.

Driven out of his country, he sought asylum in a foreign land. = As he was driven out of his country, he sought asylum in a foreign land.]

1. It being a very hot day, I remained in my tent.
2. A gipsy, wondering across the heath, found the child.
3. I once saw a man walking on a rope.
4. Walking on the roof, he slipped and fell.
5. Having no guide with us, we lost our way.
6. The stable door being open, the horse was stolen.
7. Being paralytic, he could not walk.
8. Hearing the noise, I woke up. [end.
9. Caesar being murdered, the dictatorship came to an
10. Having worked all day I was fatigued.
11. We met an old Sadhu walking to Benares. [with him.
12. Having come of age, his son entered into partnership
13. Having failed in the first attempt, he made no further attempts.
14. Walking up to the front door, I rang the bell.
15. Winter coming on, the grasshopper had no food. [age.
16. Enchanted with the whole scene, I lingered on my voy-
17. The enemy disputed their ground inch by inch, fight-
ing with the fury of despair.
18. Mounting his horse, the bandit rode off.
19. The policeman, running with all his speed, was scarcely able to overtake the thief.
20. Not knowing my way, I asked a policeman.

CHAPTER XXXIII.

THE GERUND.

269. Read this sentence:—
Reading is his favourite pastime.

The word reading is formed from the Verb read, by adding -ing.

We also see that it is here used as the Subject of a verb, and hence does the work of a Noun. It is therefore a Verb-Noun, and is called a Gerund.

Further examples of Gerund:—
1. Hunting tigers is a favourite sport in this country.
2. I like reading poetry.
3. He is fond of hoarding money.

In sentence 1, the Gerund, like a noun, is the subject of a verb, but, like a verb, it also takes an object, thus clearly showing that it has also the force of a verb.

In sentence 2, the Gerund, like a noun, is the object of a verb, but, like a verb, it also takes an object, thus clearly showing that it has also the force of a verb.

In sentence 3, the Gerund, like a noun, is governed by a preposition, but, like a verb, it also takes an object.

It will be noticed that the Infinitive and the Gerund are alike in being used as Nouns, while still retaining the power that a Verb has of governing another noun or pronoun in the objective case.

Def.—A Gerund is that form of the verb which ends in -ing, and has the force of a Noun and a Verb.

270. As both the Gerund and the Infinitive have the force of a Noun and a Verb, they have the same uses. Thus, in many sentences either of them may be used without any special difference in meaning; as,
THE GERUND.

Teach me to swim. To see is to believe.
Teach me swimming. Seeing is believing.
To give is better than to receive.
Giving is better than receiving.

271. The following sentences contain examples of Compound Gerund forms:—

I heard of his having gained a prize.
We were fatigued on account of having walked so far.
They were charged with having sheltered anarchists.
He is desirous of being praised.

It will be noticed that Compound Gerund forms are formed by placing a Past Participle after the Gerunds of have and be.

272. The Gerund of a Transitive verb has the following forms:—

Active. Passive.
Perfect: having loved. Perfect: having been loved.

273. As both the Gerund and the Present Participle end in -ing, they must be carefully distinguished.
The Gerund has the force of a Noun and a Verb; it is a Verbal Noun.
The Present Participle has the force of an Adjective and a Verb; it is a Verbal Adjective.
Examples of Gerund—
He is fond of playing cricket.
The old man was tired of walking.
We were prevented from seeing the prisoner.
Seeing is believing.

Examples of Participle—
Playing cricket, he gained health.
Walking along the road, he noticed a dead cobra.
Seeing, he believed.

274. Read this sentence:—
The indiscriminate reading of novels is injurious.
Here reading is used like an ordinary Noun.
Notice that the is used before and of after it.
Further examples of Gerunds used like ordinary Nouns.
The making of the plan is in hand.
The time of the singing of the birds has come.
Adam consented to the eating of the fruit.
The middle station of life seems to be the most advantageously situated for the gaining of wisdom.

275. In such Compound Nouns as—
walking-stick, frying-pan, hunting-whip,
fencing-stick, writing-table,
walking, frying, hunting, fencing, writing are Gerunds.
They mean 'a stick for walking,' 'a pan for frying,' 'a whip for hunting,' 'a stick for fencing,' and 'a table for writing.'

276. In such compounds as—
a-hunting, a-begging, a-building,
hunting, begging, building, are Gerunds, and the prefix 'a' is a preposition meaning in or on:
They are going a-hunting.
The blind man went a-begging.
The house was a-building at the time.

277. Of the following two sentences the first one is correct:—
1. I hope you will excuse my leaving early. (Correct.)
2. I hope you will excuse me leaving early. (Incorrect.)
The word leaving is a Gerund (i.e., a noun), therefore it must be preceded by the possessive form.
Remember, therefore, to use the possessive case of nouns and pronouns before Gerunds; as,
We rejoiced at his (not him) being promoted.
We heard of their (not them) having discovered another stream.
I have no faith in his keeping his promise.
I insist on your being present.
We left without any one's knowing.
All depends on Karim's passing the examination.
The accident was due to the engine-driver's disregarding the signals.

It may be pointed out, however, that this rule is not always strictly observed.

Uses of the Gerund.

278. A Gerund being a verb-noun may be used as—
(1) Subject of a verb; as,
   Seeing is believing.
   Hunting tigers is a favourite sport in this country.

(2) Object of a transitive verb; as,
   Stop playing.
   Children love making mud castles.
I like reading poetry.
He contemplated marrying his cousin.

(3) Object of a preposition; as,
I am tired of waiting.
He is fond of swimming.
He was punished for telling a lie.
We were prevented from seeing the prisoner.
I have an aversion to fishing.

(4) Complement of a verb; as,
Seeing is believing.
What I most detest is smoking.

(5) Absolutely; as,
Playing cards being his aversion, we did not play bridge.

Exercise in Grammar. 60.

Point out the Participles and Gerunds in the following sentences. In the case of the Participle, name the noun or pronoun which it qualifies. In the case of the Gerund state whether it is subject, object, complement, or used after a preposition.

1. He was found fighting desperately for his life.
2. He has ruined his sight by reading small print.
3. Hearing the noise, he ran to the window.
4. We saw a clown standing on his head.
5. Asking questions is easier than answering them.
6. Waving their hats and handkerchiefs, the people cheered the king.
7. Walking on the grass is forbidden.
8. Jumping over the fence, the thief escaped.
9. The miser spends his time in hoarding money.
10. Much depends on Rama's returning before noon.
12. I was surprised at Hari's being absent.
13. We spent the afternoon in playing cards.
14. The miser hated spending money.
15. Captain Hardy congratulated him on his having gained a complete victory.
16. Praising all alike is praising none.
17. Are you afraid of his hearing you? [little farm.
18. I determined to increase my salary by managing a
19. Success is not merely winning applause.
20. The year was spent in visiting our rich neighbours.
21. Singing to herself was her chief delight.
22. He preferred playing foot-ball to studying his lessons.
23. I thank thee, Jew, for teaching me that word.
24. I cannot go on doing nothing.
CHAPTER XXXIV.

STRONG AND WEAK VERBS.

279. The principal parts of a verb in English are—
The Present Tense, the Past Tense, and the Past Participle.
They are so called because from them we can form all the other parts of the verb.

280. Observe how the past tenses of the following verbs are formed:—

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>(I) walk</td>
<td>(I) walked</td>
</tr>
<tr>
<td>(I) laugh</td>
<td>(I) laughed</td>
</tr>
<tr>
<td>(I) want</td>
<td>(I) wanted</td>
</tr>
<tr>
<td>(I) believe</td>
<td>(I) believed</td>
</tr>
<tr>
<td>(I) spend</td>
<td>(I) spent</td>
</tr>
</tbody>
</table>

We notice that these Verbs form their Past Tense by adding -ed, or -d, or -t to the Present. Such Verbs are called Weak Verbs.

281. Observe how the past tenses of the following verbs are formed:—

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>(I) come</td>
<td>(I) came</td>
</tr>
<tr>
<td>(I) see</td>
<td>(I) saw</td>
</tr>
<tr>
<td>(I) write</td>
<td>(I) wrote</td>
</tr>
<tr>
<td>(I) begin</td>
<td>(I) began</td>
</tr>
<tr>
<td>(I) speak</td>
<td>(I) spoke</td>
</tr>
<tr>
<td>(I) know</td>
<td>(I) knew</td>
</tr>
</tbody>
</table>

We notice that these Verbs form their Past Tense by merely changing the inside vowel of the Present Tense, without having -ed, or -d, or -t, added to the Present. Such Verbs are called Strong Verbs, because they are able to make their Past Tense without having anything added.

282. Observe how the past tenses of the following verbs are formed:—

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>(I) sell</td>
<td>(I) sold</td>
</tr>
<tr>
<td>(I) bring</td>
<td>(I) brought</td>
</tr>
<tr>
<td>(I) buy</td>
<td>(I) bought</td>
</tr>
<tr>
<td>(I) catch</td>
<td>(I) caught</td>
</tr>
<tr>
<td>(I) seek</td>
<td>(I) sought</td>
</tr>
<tr>
<td>(I) teach</td>
<td>(I) taught</td>
</tr>
</tbody>
</table>
These verbs require the addition of -d or -t to form the Past Tense. They are therefore Weak Verbs, although they change the inside vowel in the Present Tense like Strong Verbs.

283. Hence verbs may be divided into two classes, or conjugations,—Weak Verbs and Strong Verbs—according to the manner in which they form the Past Tense from the Present.

If a Verb requires -ed, -d, or -t to be added to the Present Tense to form the Past, with or without any change of the inside vowel, it is a Weak Verb.

If a Verb does not require the addition of -ed, -d, or -t it is a Strong Verb.

Weak verbs are much more numerous than Strong verbs, and all new verbs belong to this class.

Def.—Verbs that form their Past Tense by adding -ed, -d, or -t to the Present, with or without any inside vowel-change, are called Weak Verbs.

Def.—Verbs that form their Past Tense by merely changing the vowel in the body of the Present, without adding an ending, are called Strong Verbs.

How to tell a Weak Verb from a Strong.

284. In general, the distinguishing mark of a Weak Verb is the presence in the Past Tense of a final d or t that is not found in the Present Tense.

Believe, believed; burn, burnt; flee, fled; sell, sold; think, thought; catch, caught.

285. Verbs ending in d, which change this final d to t in the Past tense, are Weak Verbs; as,

Bend, bent; build, built; lend, lent; send, sent; spend, spent.

286. Verbs ending in d or t, which simply shorten the vowel sound in the past, are Weak Verbs; as,

Bleed, bled; breed, bred; feed, fed; lead, led; meet, met; speed, sped; shoot, shot.

287. Verbs ending in d or t, which have the same form for the Present and Past Tenses, are Weak Verbs; as,

Cast, cost, cut, hit, hurt, let, put, rid, set, shed, shut, split, spread, thrust.
288. The following list of Strong Verbs should prove useful for reference:—

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tense</td>
<td>Tense</td>
<td>Tense</td>
<td>Tense</td>
<td>Tense</td>
<td>Tense</td>
</tr>
<tr>
<td>Abide</td>
<td>abode</td>
<td>abode</td>
<td>Fight</td>
<td>fought</td>
<td>fought</td>
</tr>
<tr>
<td>Arise</td>
<td>arose</td>
<td>arisen</td>
<td>Find</td>
<td>found</td>
<td>found</td>
</tr>
<tr>
<td>Bear</td>
<td>bore</td>
<td>born</td>
<td>Fling</td>
<td>flung</td>
<td>flung</td>
</tr>
<tr>
<td>(bring forth)</td>
<td></td>
<td></td>
<td>Fly</td>
<td>flew</td>
<td>flown</td>
</tr>
<tr>
<td>Bear</td>
<td>bore</td>
<td>borne</td>
<td>Forbear</td>
<td>forborne</td>
<td>forborne</td>
</tr>
<tr>
<td>(carry)</td>
<td></td>
<td></td>
<td>Forbid</td>
<td>forbade</td>
<td>forbidden</td>
</tr>
<tr>
<td>Beat</td>
<td>beat</td>
<td>beaten</td>
<td>Forget</td>
<td>forgot</td>
<td>forgotten</td>
</tr>
<tr>
<td>Become</td>
<td>became</td>
<td>become</td>
<td>Forsake</td>
<td>forsook</td>
<td>forsaken</td>
</tr>
<tr>
<td>Beget</td>
<td>begot</td>
<td>begotten</td>
<td>Freeze</td>
<td>froze</td>
<td>frozen</td>
</tr>
<tr>
<td>Begin</td>
<td>began</td>
<td>begun</td>
<td>Get</td>
<td>got</td>
<td>got</td>
</tr>
<tr>
<td>Behold</td>
<td>beheld</td>
<td>beheld, behelden</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bid</td>
<td>bade, bid, bid</td>
<td>bid</td>
<td>Give</td>
<td>gave</td>
<td>given</td>
</tr>
<tr>
<td>Bind</td>
<td>bound</td>
<td>bound, bounden *</td>
<td>Grind</td>
<td>ground</td>
<td>ground</td>
</tr>
<tr>
<td>Bite</td>
<td>bit</td>
<td>bitten, bit</td>
<td>Grow</td>
<td>grew</td>
<td>grown</td>
</tr>
<tr>
<td>Blow</td>
<td>blew</td>
<td>blown</td>
<td>Hide</td>
<td>hid</td>
<td>hid, hidden*</td>
</tr>
<tr>
<td>Break</td>
<td>broke</td>
<td>broken</td>
<td>Hold</td>
<td>held</td>
<td>held</td>
</tr>
<tr>
<td>Chide</td>
<td>chid</td>
<td>chidden, chid</td>
<td>Know</td>
<td>knew</td>
<td>known</td>
</tr>
<tr>
<td>Choose</td>
<td>chose</td>
<td>chosen</td>
<td>Lie</td>
<td>lay</td>
<td>lain</td>
</tr>
<tr>
<td>Cleave</td>
<td>clove, cloven *</td>
<td>cloven *</td>
<td>Ride</td>
<td>rode</td>
<td>ridden</td>
</tr>
<tr>
<td>(split)</td>
<td></td>
<td></td>
<td>Ring</td>
<td>rang</td>
<td>rung</td>
</tr>
<tr>
<td>Cling</td>
<td>clung</td>
<td>clung</td>
<td>Rise</td>
<td>rose</td>
<td>risen</td>
</tr>
<tr>
<td>Come</td>
<td>came</td>
<td>come</td>
<td>Run</td>
<td>ran</td>
<td>run</td>
</tr>
<tr>
<td>Dig</td>
<td>dug</td>
<td>dug</td>
<td>See</td>
<td>saw</td>
<td>seen</td>
</tr>
<tr>
<td>Do</td>
<td>did</td>
<td>done</td>
<td>Shake</td>
<td>shook</td>
<td>shaken</td>
</tr>
<tr>
<td>Draw</td>
<td>drew</td>
<td>drawn</td>
<td>Shine</td>
<td>shone</td>
<td>shone</td>
</tr>
<tr>
<td>Drink</td>
<td>drank</td>
<td>drunk, drunken *</td>
<td>Shoot</td>
<td>shot</td>
<td>shot</td>
</tr>
<tr>
<td>Drive</td>
<td>drove</td>
<td>driven</td>
<td>Shrink</td>
<td>shrank</td>
<td>shrunk, shrunkken *</td>
</tr>
<tr>
<td>Eat</td>
<td>ate</td>
<td>eaten</td>
<td>Sing</td>
<td>sang</td>
<td>sung</td>
</tr>
<tr>
<td>Fall</td>
<td>fell</td>
<td>fallen</td>
<td>Sink</td>
<td>sank</td>
<td>sunk, sunken*</td>
</tr>
</tbody>
</table>

† Beholden is only used in archaic language and in the sense of obliged; as,

I am much beholden to you.

‡ The past tense and past participle bid are used when the word means ‘to offer a price’ (e.g. at an auction).
<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tense.</td>
<td>Tense.</td>
<td></td>
<td>Tense.</td>
<td>Tense.</td>
<td></td>
</tr>
<tr>
<td>Slay</td>
<td>slew</td>
<td>slain</td>
<td>String</td>
<td>strung</td>
<td>strung</td>
</tr>
<tr>
<td>Slide</td>
<td>slid</td>
<td>slid</td>
<td>Strive</td>
<td>strove</td>
<td>striven</td>
</tr>
<tr>
<td>Sling</td>
<td>slung</td>
<td>slung</td>
<td>Swear</td>
<td>swore</td>
<td>sworn</td>
</tr>
<tr>
<td>Slink</td>
<td>slunk</td>
<td>slunk</td>
<td>Swim</td>
<td>swam</td>
<td>swum</td>
</tr>
<tr>
<td>Smite</td>
<td>smote</td>
<td>smitten</td>
<td>Swing</td>
<td>swung</td>
<td>swung</td>
</tr>
<tr>
<td>Speak</td>
<td>spoke</td>
<td>spoken</td>
<td>Take</td>
<td>took</td>
<td>taken</td>
</tr>
<tr>
<td>Spin</td>
<td>spun</td>
<td>spun</td>
<td>Tear</td>
<td>tore</td>
<td>torn</td>
</tr>
<tr>
<td>Spring</td>
<td>sprang</td>
<td>sprung</td>
<td>Throw</td>
<td>threw</td>
<td>thrown</td>
</tr>
<tr>
<td>Stand</td>
<td>stood</td>
<td>stood</td>
<td>Tread</td>
<td>trod</td>
<td>trodden, trod</td>
</tr>
<tr>
<td>Steal</td>
<td>stole</td>
<td>stolen</td>
<td>Wear</td>
<td>wore</td>
<td>worn</td>
</tr>
<tr>
<td>Stick</td>
<td>stuck</td>
<td>stuck</td>
<td>Weave</td>
<td>wove</td>
<td>woven</td>
</tr>
<tr>
<td>Sting</td>
<td>stung</td>
<td>stung</td>
<td>Win</td>
<td>won</td>
<td>won</td>
</tr>
<tr>
<td>Stink</td>
<td>stank</td>
<td>stunk</td>
<td>Wind</td>
<td>wound</td>
<td>wound</td>
</tr>
<tr>
<td>Stride</td>
<td>strode</td>
<td>stridden</td>
<td>Wring</td>
<td>wrung</td>
<td>wrung</td>
</tr>
<tr>
<td>Strike</td>
<td>struck</td>
<td>struck, stricken*</td>
<td>Write</td>
<td>wrote</td>
<td>written</td>
</tr>
</tbody>
</table>

*The forms **bounden**, **cloven**, **drunken**, **gotten**, **hidden**, **shrunken**, **sunken**, etc., are now used only as Adjectives, and not as Past Participles. Thus we say—*

- It is our **bounder** duty to obey our parents.
- He has bound himself to him for a period of three years.
- Marlowe was killed in a **drunken** brawl.
- He has **drunk** liquor.
- I will have nothing to do with his ill-**gotten** wealth.
- He has got it somehow or other.
- The verse has no **hidden** meaning.
- She has hid her face.
- His face has a **shrunken** look.
- Being a woollen garment it has **shrank** in hot water.
- They have succeeded in salvaging the **sunken** ship.
- The ship has **sunk**.

289. Some verbs have two forms, one Strong and one Weak; as,

- **Awake**, awoke (awaked), awoke (awaked).
- **Crow**, crew (crowed), crowded.
- **Hang**, hung (hanged), hung (hanged).
- **Thrive**, throave (thrived), thriven (thrived).
- **Wake**, woke (waked), woke (waked).

**Note.**—When the verb **hang** refers to the hanging of a person the past tense is **hanged** and the past participle is **hanged** or **hung**; otherwise both past tense and past participle are **hung**.
290. The following list of Weak Verbs does not include those Weak Verbs which form their Past Tense and Past Participle by adding -d or -ed:—

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Past Tense</th>
<th>Past Participle</th>
<th>Present Tense</th>
<th>Past Tense</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bereave</td>
<td>bereft</td>
<td>bereft</td>
<td>Sell</td>
<td>sold</td>
<td>sold</td>
</tr>
<tr>
<td>Beseech</td>
<td>besought</td>
<td>besought</td>
<td>Send</td>
<td>sent</td>
<td>sent</td>
</tr>
<tr>
<td>Bleed</td>
<td>bled</td>
<td>bled</td>
<td>Shoe</td>
<td>shod</td>
<td>shod</td>
</tr>
<tr>
<td>Breed</td>
<td>bred</td>
<td>bred</td>
<td>Sleep</td>
<td>slept</td>
<td>slept</td>
</tr>
<tr>
<td>Bring</td>
<td>brought</td>
<td>brought</td>
<td>Smell</td>
<td>smelt</td>
<td>smelt</td>
</tr>
<tr>
<td>Build</td>
<td>built</td>
<td>built</td>
<td>Spell</td>
<td>spelt</td>
<td>spelt</td>
</tr>
<tr>
<td>Burn</td>
<td>burnt</td>
<td>burnt</td>
<td>Spend</td>
<td>spent</td>
<td>spent</td>
</tr>
<tr>
<td>Buy</td>
<td>bought</td>
<td>bought</td>
<td>Sweep</td>
<td>swept</td>
<td>swept</td>
</tr>
<tr>
<td>Catch</td>
<td>caught</td>
<td>caught</td>
<td>Teach</td>
<td>taught</td>
<td>taught</td>
</tr>
<tr>
<td>Creep</td>
<td>crept</td>
<td>crept</td>
<td>Tell</td>
<td>told</td>
<td>told</td>
</tr>
<tr>
<td>Deal</td>
<td>dealt</td>
<td>dealt</td>
<td>Think</td>
<td>thought</td>
<td>thought</td>
</tr>
<tr>
<td>Dwell</td>
<td>dwelt</td>
<td>dwelt</td>
<td>Weep</td>
<td>wept</td>
<td>wept</td>
</tr>
<tr>
<td>Feed</td>
<td>fed</td>
<td>fed</td>
<td>Burst</td>
<td>burst</td>
<td>burst</td>
</tr>
<tr>
<td>Feel</td>
<td>felt</td>
<td>felt</td>
<td>Cast</td>
<td>cast</td>
<td>cast</td>
</tr>
<tr>
<td>Flee</td>
<td>fled</td>
<td>fled</td>
<td>Cost</td>
<td>cost</td>
<td>cost</td>
</tr>
<tr>
<td>Have</td>
<td>had</td>
<td>had</td>
<td>Cut</td>
<td>cut</td>
<td>cut</td>
</tr>
<tr>
<td>Keep</td>
<td>kept</td>
<td>kept</td>
<td>Hit</td>
<td>hit</td>
<td>hit</td>
</tr>
<tr>
<td>Kneel</td>
<td>knelt</td>
<td>knelt</td>
<td>Hurt</td>
<td>hurt</td>
<td>hurt</td>
</tr>
<tr>
<td>Lay</td>
<td>laid</td>
<td>laid</td>
<td>Let</td>
<td>let</td>
<td>let</td>
</tr>
<tr>
<td>Lead</td>
<td>led</td>
<td>led</td>
<td>Put</td>
<td>put</td>
<td>put</td>
</tr>
<tr>
<td>Learn</td>
<td>learnt</td>
<td>learnt</td>
<td>Read</td>
<td>read</td>
<td>read</td>
</tr>
<tr>
<td>Leave</td>
<td>left</td>
<td>left</td>
<td>Rid</td>
<td>rid</td>
<td>rid</td>
</tr>
<tr>
<td>Lend</td>
<td>lent</td>
<td>lent</td>
<td>Set</td>
<td>set</td>
<td>set</td>
</tr>
<tr>
<td>Lose</td>
<td>lost</td>
<td>lost</td>
<td>Shed</td>
<td>shed</td>
<td>shed</td>
</tr>
<tr>
<td>Make</td>
<td>made</td>
<td>made</td>
<td>Shut</td>
<td>shut</td>
<td>shut</td>
</tr>
<tr>
<td>Mean</td>
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<td>Slit</td>
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<tr>
<td>Meet</td>
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<td>Split</td>
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<td>Pay</td>
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<td>Spread</td>
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<td>Say</td>
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<td>Thrust</td>
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<td>Seek</td>
<td>sought</td>
<td>sought</td>
<td>Wed</td>
<td>wed</td>
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</tbody>
</table>

Exercise in Composition. 61.

In the following sentences change the verbs to the Past Tense:—

1. Rama writes to his mother every week.
2. The wind blows furiously.
3. The boy stands on the burning deck.
4. The door flies open.
5. She sings sweetly.
6. The old woman sits in the sun.
7. Abdul swims very well indeed.
8. His voice shakes with emotion.
9. He drives a roaring trade.
10. He bears a grudge against his old uncle.
11. He spends his time in idleness.
12. He feels sorry for his faults.
14. The kite flies gaily into the air.
15. He wears away his youth in trifles.
16. What strikes me is the generosity of the offer.
17. He sows the seeds of dissension.
18. They all tell the same story.
19. He comes of a good line.
20. The boy runs down the road at top speed.
21. I do it of my own free will.
22. His parents withhold their consent to the marriage.
23. I forget his name.
24. He gets along fairly well.
25. They choose Mr. Malik to be their chairman.
26. He throws cold water on my plan.
27. The child clings to her mother.
28. Judas, overwhelmed with remorse, goes and hangs himself.
29. I know him for an American.
30. He swears a solemn oath that he is innocent.
31. In a fit of rage she tears up the letter.
32. Her head sinks on her shoulder.
33. She hides her face for shame.
34. My master bids me work hard.
35. The books lie in a heap on the floor.
36. He lies in order to escape punishment.
37. She lays her workbag on the table.

Exercise in Composition. 62.

Fill in the Past Tense or Past Participle of verb given:—

see. It is years since I —— him. He has —— his best
days.

fall. Of late the custom has —— into disuse.

drink. The toast was —— with great enthusiasm.

speak. He —— freely when he had drunk freely.

wear. Marathi is —— in the Deccan.

tear. My patience —— out at last.

The inscription has —— away in several places.

In a fit of rage she —— up the letter.

The country is —— by factions.
sting. He has been — by a scorpion. The remark — him.

run. You look as if you had — all the way home. He — for his life.

forget. Once Sydney Smith, being asked his name by a servant, found to his dismay that he had — his own name.

choose. A better day for a drive could not have been —.

come. At length they all to merry London —. Think not that I am — to destroy.

bite. The old beggar, was — by a mad dog. A mad dog — him.

swim. A woman has — the English Channel. A cloud — slowly across the moon.

write. I think he should have — and told us. Honesty is — on his face.

lay. He — the book on the table. He had not — a finger on him. They — their heads together.

lie. We — beneath a spreading oak. He has long — under suspicion.

take. A beautiful shot from cover-point — off the bails. He has — a fancy to the boy.

go. Recently the price of sugar has — up. The argument — home. The verdict — against him.

begin. He had — his speech before we arrived. He — to talk nonsense.

bid. Do as you are —. He — us good-bye. He — three hundred rupees for the pony.

ring. Has the warning-bell —? I — him up on the telephone.

steal. Some one has — my purse. She — his heart.

sow. You must reap what you have —.

drive. Poor fellow! he was very hard —. They say he — a hard bargain.

sing. It seemed to me that she had never — so well. Our bugles — truce.

shake. He was much — by the news. His voice — as he spoke.

eat. He is — up with pride. In the end he — his words.

do. Let us have — with it. I — my duty. [ gods.

spring. Homer describes a race of men who — from the The ship — a leak.

show. Has Rustum — you his camera? He — a clean pair of heels.

freeze. The explorers were — to death. The blood — in their veins.
strike. I was — by a stone.
It never — me before that he was old.

mistake. I found upon inquiry that I had — the house.
He — me for my brother. [ yet.

shoe. Go, ask the ferrier whether he has — the horses

strew. His path was — with flowers.

sink. His voice gradually — to a whisper.
And thousands had — to the ground over-
power'd.

tread. Walking through the jungle, he — on a snake.

rise. He has — from the ranks.
As his friends expected he — to the occasion.

beat. On the arrival of a policeman, he — a hasty
retreat.
He — the Afghans in a bloody battle.
It was not the only battle in which they were—.

blow. The tempest — the ship ashore. [ bird.
catch. Walking on the beach, we — sight of a strange
He has — a Tartar.

have. After the storm we — a spell of fine weather.

meet. I — a little cottage girl.
The poor fellow has — with many reverses.

sleep. We thought her dying when she —.

give. He has — hold of the wrong end of the stick.

lead. The faithful dog — his blind master.

awake. And his disciples came to him, and — him.
I was soon — from this disagreeable reverie.

bear. I was — away by an impulse.

stand. It has — the test of time.

sit. He has — for the examination.

know. He says he has never — sickness.
I — his antecedents.

bind. The prisoner was — hand and foot.

break. He has — his collar-bone. [ flesh.

breed. What is — in the bone will not wear out of the

strive. I — with none, for none was worth my strife.
give. He never — me a chance to speak.
He is — to opium-smoking.

dream. I — I was in love again.

weep. I have — a million tears.

Exercise in Composition. 63.

Fill in the Past Tense or Past Participle of verb
given:—

spin. The story is tediously — out.

mean. I — it for a joke. He was — for a lawyer.
arise. Suddenly the wind —. There never has — a
great man who has not been misunderstood.
draw. Who—the first prize? He has—a wrong inference.
The train—up to the station.

understand. I certainly—you to make that promise.
I am afraid I did not make myself—.

shoot. He was accidentally—in the arm.

shrink. He is not known ever to have—from an encounter. There was no cruelty from which the robber chief—.

smell. I noticed that he of brandy.

stick. The cart—in the mud.

swear. Cophetua—a royal oath. He was yesterday—in as a member of the Legislative Council.

sweep. The waves—the pier. The pier was—away.

Plague—off millions.

cost. Often a lie has—a life.

His folly—him years of poverty.

buy. A rupee—twice as much fifteen years ago.

crow. His enemies—over his fall.

deal. He—unfairly with his partner. The first great blow to the Persians was—by the Arabs.

lose. His rashness—him his life. time is never found again. The man who yields to the fascination of the gaming-table is—.

find. Sir, I have—you an argument; but I am not obliged to find you an understanding.
The picture—its way to the auction-room.

forgive. Christ—his crucifiers.

sleep. It is said of Akbar that he rarely—more than three hours at a time.

seek. His company is greatly—after. It might be truly said of him that he never—honour.

hide. Adam and his wife—themselves from the presence of the Lord God.

fall. He—never to rise again. A certain man went down from Jerusalem to Jericho, and—among thieves. He has—asleep.

set. He has—his heart on success.
The teacher—them an example.

die. He—at a ripe old age.

see. I—her singing at her work.

He has—the ups and downs of life.

spoil. The news—my dinner.

leave. He has—a large family. The Police—no stone unturned to trace the culprits.

grow. Three years she—in sun and shower. Some of these wars have—out of commercial considerations.
AUXILIARY VERBS.

think. I have — of a plan.
       I — of Chatterton, the marvellous boy.
become. He — the slave of low desires.
hear. Not a drum was —, not a funeral note.
       He hopes his prayer will be —
fight. He — for the crown. He has — a good fight.
forsake. His courage — him. He has — his old friends.
teach. The village master — his little school.
       They have — their tongue to speak lies.
writing. She — her hands in agony.
       Any appeal for help — her heart.
wind. He — up by appealing to the audience to con-
       tribute to the fund.
thrust. He was — through with a javelin.
say. He has — the last word on the matter.
fly. The bird has — away.
     The bird — over the tree.
flee. The murderer has — to Australia.
     The terrified people — to the mountains.
overflow. During the night the river had — its banks.

CHAPTER XXXV.

AUXILIARY VERBS.

291. Compare the uses of the verb have in the follow-
ing sentences:
1. I have [ = possess ] a knife.
2. I have lost my umbrella.

In sentence 1, have expresses a meaning of its own, namely that of possession.
A Verb which expresses a meaning of its own is called a Verb with Full Meaning or a Principal Verb.

In sentence 2, have merely helps another verb lose to form its Perfect Tense, and is therefore an Auxiliary Verb. (Auxiliary means helping.)

292. Besides the verb have, there are five other verbs (be, do, shall, will and may) which are used as Auxiliary Verbs.

293. We shall now show that all verbs which are used as Auxiliary may also be used as Principal Verbs.
Have.

294. As a Principal verb—
1. I have [= possess] a camera.
2. I have to go. [= I am obliged to go.]

As an Auxiliary verb—
3. I have taken my camera.

As already pointed out, in sentence 1, the verb have expresses a meaning of its own, namely that of possession.

In sentence 2, the verb have is used with the infinitive to express necessity or compulsion.

In sentence 3, the verb have helps to form the Perfect Tense.

Be.

[Note the various forms of the verb be. They are — am, is, are, was, were, been, being.]

295. As an Auxiliary verb—
1. I am loved.
2. He was loved.
3. I am writing.
4. He was writing.

As a Principal verb—
5. God is (= exists).

In sentences 1 and 2, the verb be helps to form the Passive Voice.

In sentences 3 and 4, the verb be helps to form the Continuous Tenses.

In sentence 5, the verb be expresses a meaning of its own, namely that of existence.

The verb be is also used as a Verb of Incomplete Predication; as,

He is honest. He was absent.

Do.

296. As a Principal verb—
1. They do [= perform] their work well.
2. Do [= act] as I tell you.

As an Auxiliary verb—
3. Do you say so?
4. I do not say so.
5. They do say so.

In sentence 1, the verb do expresses a meaning of its own, viz. to perform.
In sentence 2 also, the verb do expresses a meaning of its own, viz. to act.
In sentence 3, the verb do helps to form a question.
In sentence 4, the verb do helps to form a negation.
In sentence 5, the verb do helps to emphasize the assertion.
The verb do is also used as a substitute for other verbs, except be; as,

He works more than you do (work).
I chose my wife as she did (chose) her wedding-gown.

Exercise in Grammar. 64.

In the following sentences state how the verbs 'to be', 'to have', and 'to do' are used:—

1. All have not your strength.
2. Did you not expect me? Well, I did.
3. What can I do for you?
4. Whatever is is right.
5. I think I have taken a long holiday.
6. I have some good mangoes to sell.
7. I have to attend the wedding.
8. I am my own master.
9. His wit has a spice of malice.
10. I do wish you had seen him.
11. He has to refund the money.
12. Do your best.
13. To be, or not to be, that is the question.
14. Do you want this book?
15. I cannot sing as well as she does.
16. Do not look a gift horse in the mouth.
17. Do come.

Shall.

297. As a Principal verb—
1. You shall obey me.
   [ = You will be obliged to obey me. ]

As an Auxiliary verb—

2. I shall come to-morrow.

In sentence 1, the verb shall expresses a meaning of its own, namely that of determination.
In sentence 2, the verb shall helps another verb to form the Future Tense.
Will.

298. As a Principal verb—
   1. I will go in spite of you.
      [I will go = I am determined to go.]
   As an Auxiliary verb—
   2. He will go to-morrow.

In sentence 1, the verb will expresses a meaning of its own, namely that of determination or intention.
In sentence 2, the verb will helps to form the Future Tense.

Should.

299. The verb should is the past tense of shall.
   As a Principal verb—
   1. You should not be idle.
   2. He should have known better.
   As an Auxiliary verb—
   3. I said that I should go.
   4. If it should rain, they will not come.

In sentences 1 and 2, the verb should expresses a meaning of its own, namely that of duty or obligation.
In sentence 3, the verb should helps another verb to form its tense (Future in the Past.—Futurity from the standpoint of past time.)
In sentence 4, the verb should helps another verb to form the Subjunctive Mood.

Would.

300. As a Principal verb—
   1. He would not stir an inch.
      [He would not stir = he was determined not to stir.]
   2. He would sit and dream all day.
      [He would sit = It was his habit to sit.]
   As an Auxiliary verb—
   3. She said he would come.
   4. If he were here, I would tell him.

In sentence 1, the verb would expresses a meaning of its own, namely that of determination.
In sentence 2 also, the verb would expresses a meaning of its own, namely that of habit.
In sentence 3, the verb would helps another verb to form its tense. (Future in the Past.—Futurity from the standpoint of past time.)
In sentence 4, the verb would helps another verb to form the Subjunctive Mood.
DEFECTIVE VERBS.

May.

301. As a Principal verb—

1. You may go. [= You are permitted to go.]
2. It may rain. [= It is possible that it will rain.]

As an Auxiliary verb—

3. We eat that we may live.
4. May success attend you.

In sentence 1, the verb may expresses a meaning of its own, namely that of permission.

In sentence 2 also, the verb may expresses a meaning of its own, namely that of possibility.

In sentences 3 and 4, the verb may helps to form the Subjunctive Mood.

Def.—An Auxiliary Verb is a verb that helps another verb to form its tense, voice, or mood.

CHAPTER XXXVI.

DEFECTIVE VERBS.

302. The following verbs are called Defective, because they cannot be used in all the moods and tenses:—

shall, will, may, can, must, ought, dare, need, quoth.

Uses of Shall.

303. Shall is used in the First person, to express simple future time; as,
I shall start to-morrow. We shall miss the train.
I shall be much obliged. We shall play together.
I shall be fifteen on Monday. We shall be late.

[When shall is thus used in the First person, it is an Auxiliary verb, because it then helps another verb to form the future tense.]

304. When shall is used in the Second or Third person, it usually expresses—

(1) A Command; as,
Thou shalt not steal.
[= Thou art commanded not to steal.]
Thou shalt love thy neighbour as thyself.
Uses of Will.

305. *Will* is used in the Second and Third persons, to express *simple future time*, that is, to tell what is sure to happen, or likely to happen; as,

It *will* be a long time before I see you again.

Anyone *will* tell you the way if you ask.

[When *will* is thus used in the Second and Third persons, it is an *Auxiliary* verb, because it then *helps* another verb to form the future tense.]

306. When *will* is used in the First person, it shows determination on the part of the speaker. *Will* is therefore used in the First Person to express—

(1) Willingness; as,
   I *will* carry your books.
   I *will* lend you my camera.

(2) A Promise; as,
   I *will* try to do better the next time.

(3) A Threat; as,
   I *will* avenge her.

(4) Determination; as,
   I *will* not go.
   [I *am* determined not to go; that is, I refuse to go.]
   I *will* not allow it.
   I *will* succeed or die in the attempt.
DEFECTIVE VERBS.

[When will is thus used in the First person, it is a Principal verb, because it then expresses a distinct meaning of its own.]

307. In asking questions, will is not used at all in the First person. We say—

Shall I ring the bell? Shall I go? Shall we go?

Compare also Wither's famous lines—

Shall I, wasting in despair,

Die because a woman's fair?

In the Second person shall and will are used according to the answer expected; as,

Shall you see him? (Yes, I shall.)
Will you lend me your book? (Yes, I will.)

Uses of Should.

308. Should, the past form of shall, is a Principal verb when it expresses a meaning of its own, namely that of duty or obligation.

I should have attended the meeting this afternoon, but I forgot it.

We should obey the laws.

We should help the poor.

We should be careful of other's feelings.

You should keep your promise.

You should not say that.

You should control your temper.

He should have known better.

He should not be allowed to neglect his studies.

Children should obey their parents.

Law-makers should not be law-breakers.

Note.—Should expressing obligation is used in all Persons.

309. Should is an auxiliary of the Indicative mood when it expresses futurity from the standpoint of past time. (Future in the Past.)

I told him I should start to-morrow.

I told you that I should succeed.

310. Should is an auxiliary of the Subjunctive mood when it is used to express a supposition that may or may not be true.

If it should rain, they will not come.
If he should see me here, he would be annoyed.
I should go if I were you.
Uses of Would.

311. *Would*, the past form of *will*, is a Principal verb when it expresses a meaning of its own, such as that of:—

1) Determination; as,
   He *would* have his own way.
   [He would have = he was determined to have.]
   He *would* not lie.

2) Customary or habitual action; as,
   He *would* sit and dream all day.
   [He would sit = he was in the habit of sitting.]
   The 'Squire *would* sometimes fall asleep in the most pathetic part of my sermon.
   The old woman *would* come each day for a pice.
   After breakfast he *would* generally take a walk.

3) Willingness; as,
   He said he *would* do his best.

312. *Would* is an auxiliary of the Indicative mood when it expresses *futurity* from the standpoint of past time; as,
   She said he *would* come.

313. *Would* is an auxiliary of the Subjunctive mood when it is used to express the *conclusion of a condition contrary to fact*; as,
   If he were here, I *would* tell him.
   *I would* do it if I were you.

May.

314. The Verb *may* is a Principal verb when it expresses a meaning of its own, such as that of:—

1) Possibility; as,
   It *may* rain. [= It is possible that it will rain.]
   It *may* be true. [= It is possibly true.]
   He *may* be at home.
   You *may* be right.
   He *may* miss the train.
   He *may* recover if he is careful.
   The young *may* die, but the old must.

2) Permission; as,
   You *may* go. [= You are permitted to go.]
   *May* I go?
315. *May* is an Auxiliary Verb when it helps to form the Subjunctive mood expressing—

(3) A wish; as,

*May* you live happily and long!
*May* you return in safety!
*May* blessings go with you!
*May* success attend you!

(4) A purpose; as,

We eat that we *may* live.
He flatters that he *may* win favour.

The past tense *might* is either a past indicative or more commonly a past subjunctive; as,

I *might* not trespass upon his hospitality. (Past Indicative.)

*Might* I live to see that day. (Past Subjunctive.)

**INDICATIVE MOOD.**

<table>
<thead>
<tr>
<th>PRESENT TENSE.</th>
<th>PAST TENSE.</th>
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<tbody>
<tr>
<td><strong>Singular.</strong></td>
<td><strong>Plural.</strong></td>
</tr>
<tr>
<td>I may</td>
<td>We may.</td>
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<tr>
<td>Thou mayest</td>
<td>You may.</td>
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<tr>
<td>or mayst</td>
<td>Thou mightest or mightst</td>
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<tr>
<td>He may</td>
<td>They may.</td>
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<tr>
<td></td>
<td>He might</td>
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<td></td>
<td>They might</td>
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</table>

316. Read the following sentences:—

1. Rama *may* be at home *now*.
2. He *may* leave to-morrow.
3. He *might* enter college *now*.
4. He *might* enter college *next year*.

In sentences 1 and 3 *may* and *might* refer to present time.
In sentences 2 and 4 *may* and *might* refer to future time.

It will be thus seen that the verbs *may* and *might* do not express time with the same precision as other verbs.

**Can.**

317. *Can* is always a Principal Verb, never an Auxiliary. It is Transitive, and the infinitive without to that follows it is its object. It expresses—

(1) Power or ability; as,

I *can* read. [== I am able to read.]
He *can* work this sum.
He *can* outdo every competitor.
I *can* swim. *Can* you?
I *can* lift this box.
(2) Permission; as,
You can go now.
[\(\text{can} = \text{may}\). Here can = may.

**INDICATIVE MOOD.**

<table>
<thead>
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<th>PRESENT TENSE</th>
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<td>You can</td>
</tr>
<tr>
<td>He can</td>
<td>They can</td>
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<tr>
<td></td>
<td>I could</td>
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<td></td>
<td>Thou couldst</td>
</tr>
<tr>
<td></td>
<td>He could</td>
</tr>
<tr>
<td></td>
<td>They could</td>
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</tbody>
</table>

**318. Could,** the past tense of *can,* is a Principal Verb when it is used to express its own meaning; as,
Even as a child she *could* sing well. [She *could* sing
\(-\text{she was able to sing.}\)]
The old man tried to walk all the way, but *could* not.
He did all that he *could.*

**319. Could** is an Auxiliary Verb when it helps another verb to form the Subjunctive mood; as,
If I *could* help you, I *would.* (could = were able)

**Must.**

**320.** The verb *must* has no changes of form for Tense, Person, or Number. It takes the Infinitive without to. It expresses—

(1) Necessity or obligation; as,
We *must* obey the laws. [\(\text{are obliged}\) to obey
the laws.]
One *must* work or starve.
He *must* work.

(2) Fixed determination; as,
I *must* have my way in this matter.

(3) Duty; as,
A judge *must* be upright.

(4) Certainty of belief in some fact; as,
He *must* be mad.
Somebody *must* have told him.

(5) Inevitability or what is necessarily the case; as,
We *must* all die.

**Ought.**

**321.** *Ought,* the old past tense of the verb *owe,* now expresses duty or moral obligation. It indicates present time, when it is used with a present infinitive; as,
We ought to love our neighbours.
[= It is our duty to love our neighbours.]
He ought to work hard.
You ought to go.
We ought to help him.
You ought to know better.
We do not what we ought,
What we ought not we do.

322. Ought forms no Past of its own, but indicates past time, when it is used with the perfect infinitive; as,

He ought to have worked hard.
You ought to have gone.
[= It was your duty to go.]
The train ought to have left an hour ago.
It ought to have been done long ago.
I ought to have done it.

323. Ought is also used to express strong probability; as,

Nina ought to win.

Dare.

324. The Verb dare (= venture, have courage) has the form dare for the third person singular, present tense, when it is followed by a negative; as,

He dare not take such a step.
He dare not contradict me.
He dare not do it.

Notice that there it takes the infinitive without to as an object.
For the past tense either durst or dared is employed; as,

He durst not (or dared not) say so.

325. But the Verb dare (= challenge or defy) is conjugated regularly throughout, and has dared for its past tense; as,

He dared me to fight.
I dared him to do it.
He dares you to do it.
I dare you to come here.

Note.—'I dare say' simply means 'probably'.
I dare say it will be all right.
Need.

326. When need denotes necessity or obligation in a negative or interrogative sentence, it forms its third person singular, present tense, without s, and takes as its object an infinitive without to; as,

He need not go.
Need he write to him?

327. But when need = stand in need of, require, the third person singular, present tense, is needs; as,

He needs help.
It needs to be done with care.
The socks need to be darned.
The socks need darning.

The verb need has no tense but the Present.

Quoth.

328. Quoth is a past indicative, and is used only in the first and third persons singular, with the subject following; as,

Quoth I.
Quoth the raven, “Never more.”
“I see,” quoth he, “the Elephant
Is very like a snake.”

It is now used only in poetry.

Methinks.

329. Methinks = it seems to me; it appears to me. This Impersonal Verb is now used only in poetry.

Methinks we do as fretful children do.

The Past tense is methought.

Methought from the battle-field’s dreadful array,
Far, far I had roam’d on a desolate track.

Exercise in Composition. 65.

Fill up the blanks with “shall” or “will” as required. If in any sentence you could insert either, explain the difference in meaning.

1. We — be late.
2. I — succeed or die in the attempt.
3. — you lend me your camera?
4. I — come if possible.
5. Surely you — not desert me.
6. I — not be dictated to.
7. —— we go to the theatre to-night?
8. —— we go if it rains?
9. Alas! I —— be drowned and nobody —— help me.
10. He fears that he —— be too late.
11. No matter what you say, I —— not go another step.
12. You —— be twenty to-morrow.
13. Unless they are fools, they —— not go on any such errand.
14. He —— obey, whether he likes it or not.
15. I —— have my own way.
16. If you eat too much you —— be ill.
17. He —— not hear you unless you shout.
18. An obedient boy —— always do as he is commanded.
19. If you do not hurry you —— miss the train.
20. I —— play cricket and no one —— stop me.
21. You —— do that work before you leave this room.
22. You —— obey me, whether you like it or not.
23. He —— die soon.
24. "Rascal," said the king, "You —— die".
25. I think we —— win the match.
26. You say you —— not obey me and I say you ——.
27. I —— go to the concert if I can get a ticket.
28. We hope we —— be able to come next week.
29. I believe he —— succeed in his enterprise.
30. I expect we —— get a telegram from him.
31. I —— be delighted if you come.
32. We —— not let this matter rest here.
33. You —— leave the room at once.
34. If it is raining, I —— not go.
35. If you have great talents, industry —— improve them.
36. Thou —— not steal.
37. The time —— come when you —— be ashamed of this deed.
38. I —— be surprised if we win the next match.
39. I don’t think I —— be able to go.
40. I don’t think he —— be able to go.
41. Thou —— not bear false witness against thy neighbour.
42. We —— not have this man to reign over us.
43. You —— not stir; I forbid it.
44. I —— probably fail in the examination.
45. I —— probably get a cool reception there; but I —— go, whatever happens.
46. I —— not be trifled with.
47. To-morrow —— be a holiday.
48. Cophetua sware a royal oath: "This beggar maid —— be my queen!"
Exercise in Grammar. 66.

Explain the use of the italicized verbs in the following sentences:—
1. If I am not careful, I shall fall.
2. You should be punctual.
3. She may come in.
4. He would sit there by the hour.
5. You will pass if you work hard.
6. He says he shall be out of Bombay during the holidays.
7. She may be at home.
8. If he knows the song, he will sing it.
9. The dog would follow close at his heels.
10. You shall not leave the room.
11. I will always obey you.
12. May you live long and happily!
13. Rama shall come here again for I will make him.
14. You will come, I hope.
15. If he will not come he shall not see the picture.
16. You shall have a holiday to-morrow.
17. Perhaps we shall call on you to-morrow.
18. Will you wait till I return?
19. He will not pay unless he is compelled.
20. I will go out, although you forbid me.

Exercise in Composition. 67.

Fill up the blanks with "should" or "would":—
1. You — go instantly.
2. I warned you, but you — do it.
3. I — like to know who he is.
4. You — keep your promise.
5. He — be sorry to miss his train.
7. I — feel hurt if he — abuse my hospitality in that
8. Who am I that I — advise?
9. We — do the duty that lies nearest.
10. Though I — die for it, yet — I do it.
11. If I had known it, I — not have gone.
12. If it — rain, we — not start.
13. I — be greatly disappointed if he did not come.
14. He really — go.
15. — we go under any circumstances?
16. I was afraid that we — freeze to death.
17. I —, if I could.
18. It — be foolish to underrate the danger.
19. Whatsoever things ye — that men — do unto you,
   't do ye even so unto them.
CHAPTER XXXVII.

PARSING OF FINITE VERBS, INFINITIVES, PARTICIPLES, AND GERUNDS.

I. Parsing of Finite Verbs.

330. To parse a Finite Verb, we must give—
(1) Its Kind: whether Transitive or Intransitive.
(2) Its Conjugation: whether Strong, Weak or Defective.
(3) Its Voice: whether Active or Passive.
(4) Its Mood: whether Indicative, Imperative, or Subjunctive.
(5) Its Tense: whether Present, Past, or Future, and whether Indefinite, Continuous, Perfect, or Perfect Continuous.
(6) Its Number: whether Singular or Plural.
(7) Its Person: whether First, Second, or Third.
(8) Its Agreement: in Number and Person with its Subject or Subjects, expressed or understood.

Parsing Models.

(1) Unfortunately he relies on others.
relies: Intransitive verb, Weak, Active voice, Indicative mood, Present tense, Singular number, Third person, agreeing with its subject he.

(2) He has proved his case to my satisfaction.
has proved: Transitive verb, Weak, Active voice, Indicative mood, Present Perfect tense, Singular number, Third person, agreeing with its subject He.

(3) Suddenly the boat was driven on the rocks.
was driven: Transitive verb, Strong, Passive voice, Indicative mood, Past Indefinite tense, Singular number, Third person, agreeing with its subject boat.

(4) Hari has been writing all the morning.
has been writing: Intransitive verb, Strong, Active voice, Indicative mood, Present Perfect Continuous tense, Singular number, Third person, agreeing with its subject Hari.
(5) He studied hard that he might stand first.

*studied*: Intransitive verb, Weak, Active voice, Indicative mood, Past Indefinite tense, Singular number, Third person, agreeing with its subject *He*.

*might stand*: Intransitive verb, Strong, Active voice, Subjunctive mood, Past Indefinite tense, Singular number, Third person, agreeing with its subject *he*.

(6) I shall be compelled to work for my livelihood.

*shall be compelled*: Transitive verb, Weak, Passive voice, Indicative mood, Future Indefinite tense, Singular number, First person, agreeing with its subject *I*.

(7) But for the life-boats, we should have been drowned.

*should have been drowned*: Transitive verb, Weak, Passive voice, Subjunctive mood, Future Perfect tense, Plural number, First person, agreeing with its subject *we*.

(8) Catch him by the throat.

*Catch*: Transitive verb, Weak, Active voice, Imperative mood, Present tense, Singular number, Second person, agreeing with its subject *thou* or *you* understood.

(9) Were I you, I would do it.

*Were*: Intransitive verb, Strong, Active voice, Subjunctive mood, Past tense, Singular number, First person, agreeing with its subject *I*.

*would do*: Transitive verb, Strong, Active voice, Subjunctive mood, Past tense, Singular number, First person, agreeing with its subject *I*.

(10) You must copy the whole page.

*must*: Transitive verb, Defective, Indicative mood, Present tense, used with the subject *you*.

*copy*: Infinitive, Transitive, Present, Object of the verb *must*.

II. Parsing of Infinitives.

33i. To parse an Infinitive, we must tell—

(1) From what *Verb* it is derived.

(2) Its *Form*: whether Present (as to *love*, to *be loved*), or Present Continuous (as to *be loving*—), or
PARSING OF VERBS.

Perfect (as to have loved, to have been loved), or
Perfect Continuous (as to have been loving,—).

(3) Its Voice: whether Active or Passive.
(4) Its Use: whether used as a Noun (Subject or Object of a verb, or Complement), Adjective or Adverb.

Parsing Models.

(1) To relieve the wretched was his pride.
   To relieve: Simple Infinitive from the Transitive verb relieve, Present, Active, used as a Noun, Subject of the verb was.

(2) I want to catch him before he goes out.
   to catch: Simple Infinitive from the Transitive verb catch, Present, Active, used as a Noun, Object of the verb want.

(3) He questioned my ability to solve the problem.
   to solve: Gerundial Infinitive from the Transitive verb solve, Present, Active, used as an Adjective qualifying the noun ability.

(4) I like a rascal to be punished.
   to be punished: Simple Infinitive from the Transitive verb punish, Present, Passive, Complement of the verb like.

(5) It is sad to be forgotten.
   to be forgotten: Simple Infinitive from the Transitive verb forget, Present, Passive, used as a Noun in apposition with It.

III. Parsing of Participles.

332. To parse a Participle, we must tell—
(1) From what Verb it is derived.
(2) Its Form: whether Present (as loving, being loved), or Past (as—, loved), or Perfect (as having loved, having been loved).
(3) Its Voice: whether Active or Passive.
(4) Its Use in the sentence.
   Note 1.—When a Participle is used purely as an Adjective, it is to be parsed as such.
Note 2.—When the Participle helps to form some part of the Finite verb, it is not parsed separately.

**Parsing Models.**

1. The bird flew away, *screaming* aloud.
   *screaming:* Participle, Present, Active (from the verb *scream*), qualifies the noun *bird*.

2. The cart, *loaded* with road metal, stuck in the mud.
   *loaded:* Participle, Past, Passive (from the verb *load*), qualifies the noun *cart*.

IV. Parsing of Gerunds.

333. To parse a Gerund, we must tell—

1. From what *Verb* it is derived.
2. Its *Form:* whether Present (as *loving*, *being loved*), or Perfect (as *having loved*, *having been loved*).
3. Its Voice: whether Active or Passive.
4. Its Case: whether Nominative, Genitive, or Accusative.

**Parsing Models.**

1. *Using* a razor requires some skill.
   *Using:* Gerund from the Transitive verb *use*, Present, Active, Nominative case, Subject of the verb *requires*.

2. My cousin is fond of *reading* novels.
   *reading:* Gerund from the Transitive verb *read*, Present, Active, Accusative case, Object of the preposition *of*.

3. My friend boasted of *having read* the whole of Shakespeare.
   *having read:* Gerund from the Transitive verb *read*, Present Perfect, Active, Accusative case, Object of the preposition *of*.

**Exercise in Grammar.** 68.

Parse the Verbs, Infinitives, Participles and Gerunds in the following sentences:—

1. The cock is crowing.
2. The mountain and the squirrel had a quarrel.
3. I am content with what I have.
4. Strike while the iron is hot.
5. They love to see the flaming forge.
6. He is fond of swimming.
7. Akbar was succeeded by Jahangir.
8. The time of the singing of birds is come.
9. I am tired of dreaming dreams.
10. You can go.
11. There is no time to waste.
12. I saw her singing at her work.
13. He did not feel the driver's whip.
14. Dynamite is used in blasting rocks.
15. Giving is better than receiving.
16. I have come to remind you of your promise.
17. To wear out is better than to rust out.
18. No one could tell how the matter was settled.
19. A fiend has got into my house.
20. I fell into grief and began to complain.
21. The lost child has been found.
22. I am not what you represent me to be.
23. My swiftest horse is saddled for thy flight.
24. I dare do all that may become a man.
25. Can you tell me what has happened?
26. I knew I should fail.
27. If he were here, he would not permit it.
28. I shall have finished my work before the bell rings.
29. He has always been a little peculiar.
30. It needs to be done with care.
31. Each single instance must be examined.
32. Send him where he will be taken care of.

CHAPTER XXXVIII.

CONJUGATION OF THE VERB LOVE.

334. The conjugation of a verb shows the various forms it assumes, either by inflection or by combination with parts of other verbs, to mark Voice; Mood, Tense, Number, and Person; and to those must be added its Infinitives and Participles.

Below is given the complete conjugation of the verb love, with a view to help the pupil to systematize the knowledge already acquired by him.
ACTIVE VOICE.

I. Indicative Mood.

Present Indefinite.

1. I love
2. Thou lovest
3. He loves
1. We love
2. You love
3. They love

Present Imperfect or Continuous.

1. I am loving
2. Thou art loving
3. He is loving
1. We are loving
2. You are loving
3. They are loving

Present Perfect.

1. I have loved
2. Thou hast loved
3. He has loved
1. We have loved
2. You have loved
3. They have loved

Present Perfect Continuous.

1. I have been loving
2. Thou hast been loving
3. He has been loving
1. We have been loving
2. You have been loving
3. They have been loving

Past Indefinite.

1. I loved
2. Thou lovedst
3. He loved
1. We loved
2. You loved
3. They loved

Past Imperfect or Continuous.

1. I was loving
2. Thou wast loving
3. He was loving
1. We were loving
2. You were loving
3. They were loving

Past Perfect.

1. I had loved
2. Thou hadst loved
3. He had loved
1. We had loved
2. You had loved
3. They had loved

Past Perfect Continuous.

1. I had been loving
2. Thou hadst been loving
3. He had been loving
1. We had been loving
2. You had been loving
3. They had been loving

Future Indefinite.

1. I shall love
2. Thou wilt love
3. He, will love
1. We shall love
2. You will love
3. They will love