

Arthur Waldhorn
Arthur Zeiger

English Made Simple

Revised Edition

- Over a million copies in use of this proven method
- An effective step-by-step program — ideal for home study
- Keyed exercises and answers help you check your progress
- A complete guide to better language skills

MAIN CLAUSE

He knows

He has known

He

SUBORDINATE CLAUSE

learn

learned

will learn

has learned

had learned

learn

that you

Arthur Waldhorn
Arthur Zeiger

English Made Simple

Revised Edition

- Over a million copies in use of this proven method
- An effective step-by-step program — ideal for home study
- Keyed exercises and answers help you check your progress
- A complete guide to better language skills

MAIN CLAUSE

He knows

He has known

He

SUBORDINATE CLAUSE

learn

learned

will learn

has learned

had learned

learned

that you

English Made Simple

■ Join over a million readers on their way to a better command of the English language, improved communication — and self-confidence.

■ Master the parts of speech, phrases and clauses, punctuation, hyphenation, and spelling with **English Made Simple**.

■ Increase the range and flexibility of your vocabulary.

■ Improve the clarity and force of your writing.

■ Each section is a self-sufficient lesson, complete and easy to understand.

■ Interesting examples and exercises illustrate the text.

■ Includes a helpful glossary of faulty diction.

■ Also handy as a ready reference, complete with comprehensive Table of Contents and Index.

Contents: The Sentence and Its Parts ■ Sentence Errors ■ Paragraphs and Paragraphing
■ Punctuation ■ Spelling ■ Building a Vocabulary ■ Style ■ Glossary of Faulty Diction
■ Letter Writing

Excerpts from **ENGLISH MADE SIMPLE**:

Dangling Participle

DANGLING: Our vacation passed happily, swimming and playing tennis.

RIGHT: We passed our vacation happily, swimming and playing tennis.

Consistency of Tense

WRONG: We hurried to the door, but nobody is there.

RIGHT: We hurried to the door, but nobody was there.

Made Simple Books

Accounting Made Simple
Advanced Algebra and Calculus Made Simple
American History Made Simple
Arithmetic Made Simple
The Art of Speaking Made Simple
Astronomy Made Simple
Biology Made Simple
Bookkeeping Made Simple
Business Letters Made Simple
Chemistry Made Simple
Chess Made Simple
Computer Programming Languages Made Simple
Computers and Data Processing Made Simple
Computer Typing Made Simple

Decorating Made Simple
Drafting Made Simple
Electricity Made Simple
English Made Simple
English Made Simple, Junior Series
Everyday Law Made Simple
French Made Simple
Geology Made Simple
German Made Simple
Human Anatomy Made Simple
Intermediate Algebra and Analytic Geometry Made Simple
Italian Made Simple
Latin Made Simple
Mathematics Encyclopedia: A Made Simple Book
Mathematics Made Simple

The Metric System Made Simple
The New Math Made Simple
Physics Made Simple
Psychology Made Simple
Rapid Reading Made Simple
Religions of the World Made Simple
Secretarial Practice Made Simple
Spanish Made Simple
Spelling Made Simple
Statistics Made Simple
Touch Typing Made Simple
Word Mastery Made Simple
Word Processing Made Simple
World History Made Simple

ENGLISH MADE SIMPLE

REVISED EDITION

BY
ARTHUR WALDHORN, Ph.D.

AND
ARTHUR ZEIGER, Ph.D.

MADE SIMPLE BOOKS

DOUBLEDAY & COMPANY, INC.

GARDEN CITY, NEW YORK

PREFACE

If you never hesitate between *because of* and *due to*, or *fewer* and *less*, or *index* and *indices*; if you never puzzle over commas, semicolons, and dashes; if you never pause before spelling *proceed* and *precede*, *conference* and *conferring*, *singing* and *singeing*; if you never doubt which words may and which may not be abbreviated in the heading of a business letter; if you never survey with a melancholy eye an awkward, ambiguous, or ungrammatical sentence of your own construction—then you will find it unnecessary to read past this paragraph.

For *English Made Simple* has been planned for people habitually unsure of their grammar, punctuation, spelling; discontent with the range and flexibility of their vocabulary; uneasy about the clarity and force of their writing. They may, of course, advantageously use this book under the guidance of an experienced teacher. But it has been prepared especially for adult readers working without supervision. Each section forms a self-sufficient unit, including all the information (and sometimes repeating information more extensively supplied in other sections) they require to understand it fully. Moreover, the keyed exercises and answers help them check their progress continually.

The book has another purpose as well: to serve as a work of “ready reference.” To facilitate such reference, it contains an unusually full table of contents supplementing the index.

The authors have tried to credit sources from which they have borrowed distinctive material. If they have occasionally omitted an acknowledgment or altered a quotation, they apologize now and will try to rectify their error soon. Mrs. Dorothy Lataner, who has typed the manuscript expertly and criticized it helpfully, deserves separate and particular thanks.

—ARTHUR WALDHORN

—ARTHUR ZEIGER

Note: Since this book was first published, many events have taken place. The revised edition contains updating where necessary, but the core of the original material is the same.

TABLE OF CONTENTS

SECTION 1—THE SENTENCE AND ITS PARTS

TEST No. 1	9		
THE SENTENCE	10	Voice—Active, Passive; Progressive and Emphatic Forms	
Subject and Predicate	10	The Adjectives	32
Kinds of Sentences	11	<i>Kinds of Adjectives—Descriptive, Common, Proper, Limiting, Pronominal, Articles; Position of Adjectives, Forming the Degrees of Comparison</i>	
THE PARTS OF SPEECH	11		
The Noun	12	The Adverb	36
<i>Kinds of Nouns—Common and Proper, Concrete and Abstract, Collective; Inflection; Number; Gender; Personification; Case</i>		<i>Kinds of Adverbs—Simple, Conjunctive, Forms of Adverbs; Comparison of Adverbs</i>	
The Pronoun	18	The Conjunction	38
<i>Kinds of Pronouns—Personal, Demonstrative, Indefinite, Relative, Interrogative, Numerical, Reflexive and Intensive, Reciprocal; Agreement of Pronouns, Case of Pronouns</i>		<i>Kinds of Conjunctions—Coordinating, Subordinating</i>	
The Verb	24	The Preposition	39
<i>Kinds of Verbs—Transitive and Intransitive, Linking (Copulative), Auxiliary, Strong and Weak; Principal Parts of Verbs—Regular, Irregular; Conjugation; Person; Number; Tense; Mood;</i>		<i>Object of the Preposition; Position of the Preposition, Meanings of the Preposition</i>	
		The Interjection	39
		VERBALS: GERUND, PARTICIPLE, INFINITIVE	40
		PHRASES AND CLAUSES	43
		THE SENTENCE	45

SECTION 2—SENTENCE ERRORS

AGREEMENT	47	ADJECTIVES AND ADVERBS	60
Subject and Verb	47	PROBLEMS INVOLVING THE USE OF MODIFIERS	63
Pronoun and Antecedent	49	Dangling Modifiers	63
CASE OF PRONOUNS	50	Misplaced Modifiers	65
REFERENCE OF PRONOUNS	53	SHIFTS IN POINT OF VIEW	68
VERBS	56	Consistency of Number and Person, Tense, Mood, Voice and Subject, Tone	
Sequence of Tenses	56	PARALLELISM	70
<i>Noun Clauses; Adverbial Clauses; Adjective Clauses; Infinitives; Participles; Shall and Will</i>		OMISSIONS AND MIXED CONSTRUCTIONS ...	73

SECTION 3—PARAGRAPHS AND PARAGRAPHING

IMPROVING THE PARAGRAPH	76	Topic Sentence, Coherence	
Function of the Paragraph, Length of the Paragraph, Developing the Paragraph, Outlining		FORCE AND VIGOR	78
CLARITY	77	Position, Focus	
		VARIETY	78
		Length and Structure, Concreteness	

Table of Contents

SECTION 4—PUNCTUATION		
TRENDS IN PUNCTUATION	80	Colon, The Dash, The Parentheses, The Brackets, The Quotation Marks, The Ellipsis
END PUNCTUATION	80	WORD PUNCTUATION
The Period, The Question Mark, The Exclamation Point		93
INTERNAL PUNCTUATION	81	The Hyphen, The Apostrophe, The Period for Abbreviations, Italics, Capital Letters
SECTION 5—SPELLING		
THE DILEMMA	99	Learning the Rules, Mnemonics, The Dictionary
THE CAUSES	99	
THE DILEMMA SOLVED	100	SPELLING LISTS
		109
SECTION 6—BUILDING A VOCABULARY		
THE IMPORTANCE OF A GOOD VOCABULARY	113	BYWAYS TO BUY WORDS
METHODS OF BUILDING VOCABULARY	114	130
Using the Family of Tongues		Learning the Origin of Words
Building Vocabulary with Roots,		130
Building Vocabulary with Prefixes and Suffixes		Summary of Methods of Building a Vocabulary
		CIVIL SERVICE TESTS IN VOCABULARY
		131
SECTION 7—STYLE		
IMPROVING THE WORD PATTERN	133	IMPROVING THE SENTENCE PATTERN
Levels of Usage	133	143
<i>Standard English; Substandard</i> <i>English; Formal and Informal</i> <i>English; The Dictionary and</i> <i>Labeled Words</i>		The Purpose of the Sentence
Clarity, Exactness, Correctness, and		143
Economy in Diction	136	Clarity and Coherence
Freshness and Vividness in Diction ..	140	<i>Economy; Consistency; Logic;</i> <i>Levels of Language; Length;</i> <i>Coordination and Subordination</i>
Summary of Ways to Improve Word Patterns	143	Force and Vigor
		148
		<i>Periodic and Loose Sentences;</i> <i>Parallelism; Emphasis</i>
		Variety and Euphony
		150
		<i>Variety, Language, Euphony</i>
SECTION 8—A GLOSSARY OF FAULTY DICTION		
SECTION 9—LETTER WRITING		
THE LETTER IN MODERN SOCIETY	163	Inquiries and Replies
ESTABLISHED CONVENTIONS IN LETTER		174
WRITING	163	Order and Remittance
Stationery and General Appearance .	163	175
Heading and Inside Address	166	Acknowledgment
Salutation	167	176
Complimentary Close	168	TYPES OF PERSONAL LETTERS
Signature	168	176
Addressing the Envelope	169	The Conversational Letter
THE METHOD OF WRITING BUSINESS		176
LETTERS	170	The "Bread and Butter" Letter
TYPES OF BUSINESS LETTERS	172	176
The Letter of Application	172	The "Thank You" Letter
		176
		The Congratulatory Letter
		177
		The Letter of Condolence
		177
		The Formal Social Note
		177
		TEST NO. 2
		178
		ANSWERS
		179
		INDEX
		195

SECTION 1

THE SENTENCE AND ITS PARTS

TEST NO. 1

Note: Take this test before proceeding to the first section. Check your answers with those provided at the end of the book. Make note of your major weaknesses, and give particular attention to the sections which try to remedy these weaknesses.

SENTENCE ERRORS

Part I: Choose the correct form for each of the following:

EXAMPLE: Jack and Jill (*is, are*) over the hill. *are*

1. Ken is one of those singers who (*is, are*) always off key.
2. There (*go, goes*), Julia and her favorite parakeet.
3. Each of the contestants (*has, have*) a chance to win a trip to the North Pole.
4. The healthiest specimen among the monkeys (*was, were*) chosen to imitate the television actor.
5. I gave ten dollars to the clerk (*who, whom*) I think works on Saturdays only.
6. Between you and (*I, me*) and the bartender, I find Sazaracs potent cocktails.
7. Leave all arrangements to (*her, she*) and (*me, I*).
8. I expected the gentleman caller to be (*he, him*).
9. If one tries to whistle while laughing, (*he, they*) must be highly optimistic.
10. Each of these bananas has a split in (*its, their*) side.
11. Jean's perfume smells (*sweet, sweetly*).
12. Roy (*sure, surely*) is the best catcher in the big leagues.
13. The posse (*seeked, sought*) in vain to find the murderer.
14. Years ago, I (*saw, have seen*) Scaramouche in silent films.

15. If he had entered the building, I (*saw, had seen, would have seen*) him.

Part II: Rewrite the following sentences to assure clarity and correctness.

1. If we all strive towards peace, one may hope that the world will be a better place to live in.
2. Wash your hair with *Squeaky Lotion* and then you should use *Eeky Hair Tonic*.
3. I expect Bill to arrive early and bringing his cousin Ann.
4. Put the sodas in the refrigerator that is warm.
5. His ankle broken, his owner had the racing colt destroyed.

SPELLING

Correct any misspelled word. If the word is correct, let it remain as is.

embarrassed	plagiarize	reciept
forcable	adjustable	picknicing
proceed	hieght	manageable
boundries	supersede	benefitted
marraige	dynamoses	valleys

PUNCTUATION

Insert punctuation wherever needed. If no punctuation is needed, let the sentence remain as is.

1. Jane, answer the telephone.
2. The athlete who performs well pleases the crowd.
3. If I draw a thousand dollars from the bank, I shall be only nine hundred dollars overdrawn.
4. Millie, who has several boy friends loves none of them.
5. Gretchen he begged won't you for goodness' sake share a doughnut with me.

VOCABULARY

Part I: Give the opposite of the following words:

EXAMPLE: good *bad*

1. symmetrical
2. malevolent
3. polygamy
4. benign
5. loquacious

Part II: Give a synonym for each of the following:

EXAMPLE: happy *gay*

1. gourmet
2. fortuitous
3. plethora
4. remuneration
5. histrionic

THE SENTENCE

A group of words that express a complete meaning makes a sentence. In order to have a meaning, two elements are necessary: a **subject**, a person or thing to speak about, and a **predicate**, something to say about the person or thing.

SUBJECT AND PREDICATE No sentence can exist without both subject and predicate. Suppose, for example, that somebody speaks the name *Pagliacci*. He has not spoken a sentence; for though he has named a person whom he can speak about, he has supplied no **predicate**.

Now, suppose somebody else utters the word *laughs*. He has not a sentence either, because he has named no **person or thing** to say his word about—he has named no **subject**.

If the two words are joined, however, a sentence emerges: *Pagliacci laughs*. It is a “complete thought,” a “full meaning.” The sentence may be extended by enlarging the subject: *

Pagliacci, the funniest clown in Europe,
laughs.

Or by enlarging the predicate:

Pagliacci laughs mockingly, bitterly, ironi-
cally.

Or by enlarging both subject and predicate:

Pagliacci, the funniest clown in all Europe,
laughs mockingly, bitterly, ironically.

Consider the following group of words:

The beautiful girl of the fairy tale, a drudge
by day and a princess by night.

* The subject here is indicated by the single line drawn beneath it, the predicate by the double line.

Here, a person is named and described in some detail, but the group of words appears somehow incomplete: something else is needed. By adding *has vanished*, the need is supplied:

The beautiful girl of the fairy tale, a drudge
by day and a princess by night, has vanished.

The long group of words underlined simply enlarges the subject, which essentially consists of the word *girl*; a predicate was required and *has vanished* fulfills the requirement.

Now consider this group of words:

Have been stolen by a highly organized and exceedingly clever gang of international thieves operating from a dozen ports throughout the Near East.

Here, again, something is lacking: much has been said—but about what? The subject is lacking.

The jewels have been stolen by a highly or-
ganized and exceedingly clever gang of inter-
national thieves operating from a dozen ports
throughout the Near East.

RECOGNIZING SUBJECT AND PREDICATE In order to decide which word or words make up the subject, simply ask: **Whom or what are we speaking about?**

Barking dogs never bite.

Plainly, dogs are here spoken about; *dogs*, therefore, is the subject. *Barking* simply describes the subject further.

A rare instance of charity by a miser is news.

Since an instance is being spoken about, *instance* is the subject.

In order to decide which word or words make up the predicate, simply ask: What is said about the subject?

A fool and his money are soon parted.

What is said about the subject (*a fool and his money*)? The answer, [*they*] *are soon parted*, makes up the predicate.

The inclusion of proper names in a dictionary might be defended on the ground that it would be convenient to have them there.

Here, the subject is *inclusion* (the full subject is *The inclusion of proper names in a dictionary*); and the predicate, the statement about the subject, is: *might be defended on the ground that it would be convenient to have them there*.

KINDS OF SENTENCES Sentences have three purposes: to state, to ask, and to command.

1. **Sentences that state.** A sentence that makes a statement (or denies it) is called a **declarative sentence**.

The boy stood on the burning deck.

THE PARTS OF SPEECH

The term **part of speech** refers to the job that a word does in a sentence—to its **function** or **use**. Since there are eight separate jobs, words are divided into eight classes or **eight parts of speech**: **noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection**.

JOB, FUNCTION, USE	PART OF SPEECH	EXAMPLES
1. To name a person, place, thing, quality, state, or action.	Noun	Adam, Washington, pen, wit, joy, laughter.
2. To substitute for a noun.	Pronoun	he, she, it.
3. To express action—or non-action (state of being).	Verb	run, talk; think, is, was, will be.
4. To modify (describe or limit) the noun and pronoun.	Adjective	strong man, ugly city, limited quantity, few hours.

2. **Sentences that ask.** A sentence that asks a question is called an **interrogative sentence**.

Did the boy stand on the burning deck?

3. **Sentences that command.** A sentence that expresses a command is called an **imperative sentence**.

Boy, stand on the burning deck!

Exercise No. 1

Six of the word-groups below are sentences. Pick them out, underlining each subject once and each predicate twice.

1. Death spares none.
2. Death, which antiquates antiquities and strikes down the innocent.
3. Death, the final adventure, armed with no terrors.
4. Let no man be called fortunate until he is dead.
5. O eloquent, just, and mighty Death!
6. As if every one had meant to put his whole wit in a jest and resolved to live a fool the rest of his dull life.
7. Life is made up of marble and mud.
8. It is life near the bone where it is sweetest.
9. Variety's the very spice of life.
10. Life is just one darned thing after another.

5. To modify any verb, adjective, or adverb.

Adverb

think *quickly*, *unusually* ugly, *very* quickly.

6. To show the relationship between a noun or pronoun and some other word.

Preposition

cart *before* horse, dog *in* manger, bombs *over* Brooklyn.

7. To join two words or two groups of words.

Conjunction

Jack *and* Jill; candy is dandy *but* liquor is quicker.

8. To display emotion.

Interjection

Oh! Gosh! Heigh-ho! Hurrah!

A word is a **noun, verb, adjective, or other part of speech, depending on its use—and on its use only**. That is to say, a word is a noun if it is used like a noun, if it names; it is a preposition if it is used like a preposition, if it shows the relationship between nouns; and so on. In

the following passage note that the word *round* is used in five different ways:

Our *round* world—which I shall *round* once more before I die—spins *round* and *round* on its axis, at the same time making a circle *round* the sun that results in the *round* of the seasons.

a. *round* world—adjective, because it modifies the noun *world*.

b. I shall *round*—verb, expresses action.

c. spins *round* and *round*—adverb, modifies verb *spins*.

d. circle *round* the sun—preposition, shows relationship between two nouns, *circle* and *sun*.

e. *round* of the seasons—noun, names something.

Exercise: Indicate the part of speech of the italicized words:

Jack and Jill went up the hill
To fetch a *pail* of *water*.
Jack fell down and *broke his crown*
And *Jill came tumbling after*.

WORD	PART OF SPEECH	REASON
Jack	noun	names a person
and	conjunction	joins two nouns (<i>Jack, Jill</i>)
Jill	noun	names a person
went	verb	expresses action
up	preposition	shows relationship of <i>went to hill</i>

hill	noun	names a thing
pail	noun	names a thing
of	preposition	shows relationship of <i>water to pail</i>
water	noun	names a thing
fell	verb	expresses action
down	preposition	shows relationship of <i>Jack to hill</i>
broke	verb	expresses action
his	pronoun	substitutes for noun <i>Jack's</i>
crown	noun	names a thing
came	verb	expresses action
after	preposition	shows relationship of <i>Jill</i> to <i>Jack</i> —she came <i>after</i> (him).

Exercise No. 2

Indicate the part of speech of the italicized words:

- Mary had a little lamb*
Its fleece was white as snow,
And *everywhere* that *Mary went*
The *lamb* was sure to go.
He followed her to school one day,
That *was against the rule;*
It made the children laugh and play
To see a *lamb in school*.
- This is my *only* copy, a fact I realized *only* now.
- I *single* out each *single* woman.
- He seems a *stone* image—with a heart of *stone*.
- They *run* wildly to escape the common *run* of people.
- We all *love* people in *love*.
- The *quick brown fox jumps over a lazy dog*.
- He stood hesitantly on the board, gazed longingly at the water, but never dived into it.*
- Ouch!*
- But me no buts.*

THE NOUN

The noun names some person, place, thing, quality, state, or action.

COMMON AND PROPER NOUNS A common noun is a general name, common to all persons and a proper noun is a particular name, denoting a person or thing different from every other.

COMMON NOUN	PROPER NOUN
man	Henry James
city	Washington, D.C.

hill	Bunker Hill
smith	Captain John Smith
book	<i>Tom Sawyer</i>
poem	"Paul Revere's Ride"

Note: Proper nouns are always capitalized. Common nouns are capitalized only when they begin sentences.

Exercise No. 3

Capitalize the proper nouns in the following passages:

- The hudson, a river 306 miles long, flows south

to new york bay. It was discovered by a dutch explorer named henry hudson.

2. The students—who came from china and japan—preferred science to history, esperanto to english, mechanics to music. All, however, were required to take a course entitled introduction to american government.
3. Both mammon and mercury were gods once. Today, *mammon* means "riches" and *mercury* signifies "a heavy silver-white metallic element."

CONCRETE AND ABSTRACT NOUNS A concrete noun is the name of anything physical, anything that can be touched, seen, heard, smelled or otherwise perceived by the senses.

An abstract noun is the name of a quality, state, or action. It is an idea, and so may not be touched, seen, heard, smelled or otherwise perceived by the senses.

CONCRETE NOUN: coward, democrat, beggar.

ABSTRACT NOUN: fear, democracy, poverty.

Exercise No. 4

Pick out the concrete and the abstract nouns in the following passages.

1. In proportion as the manners, customs, and amusements of a nation are cruel and barbarous, the regulations of their penal code will be severe.
2. In proportion as men delight in battles, bull-fights, and combats of gladiators, will they punish by hanging, burning, and the rack.

COLLECTIVE NOUNS A collective noun names a group of individuals as if they were one individual. Singular in form, it is plural in meaning.

jury	flock	committee
family	mob	regiment

The collective noun is considered either as a singular or as a plural, depending on the purpose it serves.

The committee was unanimous.

(That is, the committee acted as a unit, as a single individual.)

The committee were arguing among themselves.

(That is, the committee were obviously acting as individuals, not as a unit.)

Exercise No. 5

Underline the collective nouns in the following list:

board, journey, classics, class, ministry, churchmen, nation, people, group, Chinese, books, assembly.

INFLECTION Inflection denotes the change in spelling that a word undergoes to show a change in meaning. Noun inflection, which is termed declension, shows changes in number (*man, men*), gender (*man, woman*), and case (*man, man's*).

NUMBER Number is the form of a noun that shows whether it is singular or plural—whether it refers to one or more than one.

SINGULAR: *girl, country, joy.*

PLURAL: *girls, countries, joys.*

The Plural Number a. Regularly, the plural of nouns is formed by adding -s to the singular: *lands, lovers, books, battles.*

b. Singular nouns ending in -s, -x, -z, -sh, or -ch form the plural by adding -es: *kisses, misses; taxes, waxes; mazes, blazes; dishes, wishes; churches, birches.*

Note: The ending -s, is added when the plural has no more syllables than the singular; the ending -es is added when the plural has one more syllable than the singular. Thus the singular *book* and the plural *books* alike have one syllable; therefore -s only is to be added in forming the plural. But singular *kiss* has one syllable and plural *kisses* has two syllables; therefore -es is to be added in forming the plural. As a cue to spelling, pronounce the singular and plural of the noun.

c. Singular nouns ending in -y preceded by a consonant form the plural by changing the -y to -i and adding -es: *fly—flies; vanity—vanities; soliloquy—soliloquies.**

Note: Singular nouns ending in -y preceded by a vowel form the plural by adding -s: *day—days; chimney—chimneys; monkey—monkeys.*

d. Singular nouns ending in -o preceded by a consonant generally form the plural by adding -es: *hero—heroes; Negro—Negroes; potato—potatoes.* (But there are many exceptions to the

* The u of soliloquy has the sound of the consonant w and so does not violate the principle.

generalization: *solo*—*solos*; *halo*—*halos*; *piano*—*pianos*.)

e. Singular nouns ending in *-o* preceded by a vowel form the plural by adding *-s*: *seraglio*—*seraglios*; *curio*—*curios*; *cuckoo*—*cuckoos*.

f. Singular nouns ending in *-f* or *-fe* generally form the plural by changing the *f* to *v* and adding *-es*: *thief*—*thieves*; *calf*—*calves*; *self*—*selves*; *wife*—*wives*; *life*—*lives*; *knife*—*knives*. (But there are many exceptions to the generalization: *grief*—*griefs*; *turf*—*turfs*; *cliff*—*cliffs*; *fife*—*fifes*; *safe*—*safes*; *strife*—*strifes*.)

g. Eight nouns form their plural by mutation—by changing an inside vowel: *man*—*men*; *woman*—*women*; *tooth*—*teeth*; *foot*—*feet*; *mouse*—*mice*; *doormouse*—*doormice*; *louse*—*lice*; *goose*—*geese*.

h. Four nouns form their plurals by adding *-en* or *-ne*: *ox*—*oxen*; *cow*—*kine*;^{*} *child*—*children*; *brother*—*brethren*.^{*}

i. Compound nouns form their plurals by adding *-s* to the most important word of the compound: *mother-in-law*—*mothers-in-law*; *court-martial*—*courts-martial*; *will-o'-the-wisp*—*will-o'-the-wisps*; *hand-me-down*—*hand-me-downs*; *good-by*—*good-bys*.

Note: Compounds written solidly regularly add *-s* to form the plural: *pickpocket*—*pickpockets*; *spoonful*—*spoonfuls*; *stepmother*—*stepmothers*.

j. Foreign nouns, unless they have been thoroughly naturalized, form their plurals according to their native declension. There are several thousand foreign nouns in occasional English use.

SINGULAR		PLURAL
	<i>Latin</i>	
addendum		addenda
alumna		alumnae
alumnus		alumni
datum		data
erratum		errata

^{*} The more frequent plurals are, of course *cows* and *brothers*; however, they have different connotations.

Greek

analysis	analyses
basis	bases
crisis	crises
phenomenon	phenomena
thesis	theses

French

bandeau	bandeaux
Monsieur	Messieurs

k. Foreign nouns in frequent use generally have two plural forms—their native plural and their English *-s* (*-es*) plural.

	ENGLISH PLURAL	FOREIGN PLURAL
	<i>Latin</i>	
apparatus	apparatuses	apparatus
cactus	cactuses	cacti
curriculum	curriculum	curricula
formula	formulas	formulae
hippopotamus	hippopotamuses	hippopotami
medium	mediums	media
memorandum	memorandums	memoranda

Greek

automaton	automatons	automata
criterion	criteria	criteria
gymnasium	gymnasiums	gymnasia
phenomenon	phenomenons	phenomena

French

beau	beaus	beaux
madam	madams	mesdames
tableau	tableaus	tableaux
trousseau	trousseaus	trousseaux

Italian

bandit	bandits	banditti
dilettante	dilettantes	dilettanti
Fascist	Fascists	Fascisti
libretto	librettos	libretti

l. Some nouns have two plural forms, each form with its own meaning. Thus:

SINGULAR	PLURAL
index	Books have <i>indexes</i> Numbers have <i>indices</i>
die	Machinists use <i>dies</i> Gamblers use <i>dice</i>
genius	<i>Geniuses</i> have high intelligence quotients <i>Genii</i> act as guardian or demonic spirits

m. Some nouns are used only in the plural.

alms	blues	dreys
------	-------	-------

athletics	billiards	economics
bellows	commons	forceps

n. The plurals of letters, signs, numbers, and of words regarded as words form the plural by adding 's.

Cross your *t*'s and dot your *i*'s.

Omit + 's and - 's.

Excise all the *this*'s and *that*'s.

They were at 6's and 7's.

Exercise No. 6

In the list below, convert all singular nouns into the plural number and convert all plural nouns into the singular number. (Consult your dictionary when in doubt—as occasionally you are sure to be.)

duty	swine	appendices
flies	spoonful	series
monkey	lice	<i>p</i> and <i>q</i>
brethren	courts-martial	strata
goose	passer-by	oasis
mongooses	hanger-on	madam
sheep	dice	beaux
Negro	step-in	seraphim
domino	genius	mathematics
half	apparatus	dilettanti

GENDER In English nouns, gender indicates sex or the absence of sex. Four genders are distinguished:

1. **Masculine Gender:** male human beings or animals.

boy, father, Joseph; bull, cock, stallion

2. **Feminine Gender:** female human beings or animals.

girl, mother, Josephine; cow, hen, mare

3. **Neuter Gender:** objects without sex.

flower, fire, furnace

(Note: children and animals are sometimes spoken of as Neuter:

The baby cries because it is bored.

The dog barks because it can't speak.)

4. **Common Gender:** human beings or animals that may belong to either sex.

cousin, parent, child, fish, bird

Denoting Gender In nouns, gender may be indicated in any of three ways: by a **different word**, by a **changed termination**, and by an **added word**.

By a different word.

MASCULINE

buck
bull
cock
colt
lord

FEMININE

doe
cow
hen
filly
lady

By a changed termination.

MASCULINE

actor
baron
god
hero
widower

FEMININE

actress
baroness
goddess
heroine
widow

By an added word.

MASCULINE

billy goat
bridegroom
landlord

FEMININE

nanny goat
bride
landlady

Exercise No. 7

Supply the words that fit the following definitions:

1. An old maid.
2. A female dog.
3. A female foal.
4. The wife of a baron.
5. The Italian for "gentleman."
6. A male cat.
7. The man who owns and leases land.
8. A woman who writes poetry.
9. The female counterparts of *Master, Mr.,* and *M.*
10. The male analogue of *widow*.

PERSONIFICATION Sometimes objects or forces, normally of neuter gender, are **personified**—regarded as persons; consequently, they are endowed with masculine or feminine gender.

Crops fail at times, but Death always reaps his harvest.

Then Ire came in, his hand upon his knife.

She has her sister-ships.

Fame smiled, displaying her false teeth.

Note: Personifications are often capitalized.

CASE In English nouns, case refers to the change in form that shows the grammatical relationship of nouns to other words in the sentence.

Whether a noun initiates an action or receives it, the form remains constant (that is, the spelling of the noun does not change):

John threw the *bull*.

The *bull* threw *John*.

The noun changes its form (or spelling) only when it is used to show possession:

John's cape eluded the *bull's* horns.

Therefore, some grammarians insist that English nouns have two cases only: the **common case** and the **possessive case**. However, though the principle is valid, it creates as many difficulties as it solves, since it complicates nomenclature. Throughout this book, consequently, the traditional **three cases of nouns** are recognized.

The Nominative Case A noun is said to be in the **nominative** (or **subjective**) case when it acts as the **subject of a verb**, as a **predicate nominative**, as a **word in direct address** (vocative), or as an **appositive** of another word in the nominative case.

Subject of a Verb To determine the word or words acting as its subject ask *who?* or *what?* before the verb. The answer yields the subject.

Jonah was in the belly of the whale for three days and three nights.

Who was in the belly of the whale? The answer, *Jonah*, is the subject of the verb *was*.

Shadrach, *Meshach*, and *Abed-nego* fell down bound into the midst of the burning fiery furnace.

Who fell down? The triple subject is *Shadrach*, *Meshach*, *Abed-nego*.

The *nations* are as a drop of a bucket.

What are as a drop of a bucket? The *nations*-subject.

How beautiful upon the mountains are his *feet*.

Here the subject does not precede the verb, as normally it does. Nevertheless, the method of finding the subject remains the same. *What* are beautiful: *feet*-subject.

A bruised *reed* shall he not break, and the smoking *flax* shall he not quench.

There are two verbs in the preceding sentence: *shall break* and *shall quench*; *he*, the subject of each, is located by asking *who?* before the relevant verb.

Predicate Nominative After the **copula** or **linking verb** (a verb that expresses a state of being rather than an action and acts as a kind of equal sign linking subject and predicate) the **nominative case** is used. The most common of the linking verbs is *be* (*is*, *was*, *will be*, *have been*, *had been*, etc.); but *become*, *seem*, *appear*, *prove*, *look*, and about fifty other verbs may be used as linking verbs.

Note in the following examples how the predicate nominative (italicized) serves to define or explain the subject.

God *is one*.

The Bible *is a little-known book*.

The Bible *has become a little-known book*.

We shall have been *friends*.

We remain *enemies*.

The poet turned *traitor*.

Direct Address The word used to address a person directly is termed the **nominative of direct address**.

Villain, unhand me!

Oh *Judgment*, thou art fled to brutish beasts!

Will you roam, *Romans*?

Your enemies, *my friends*, are my enemies.

Appositive A noun is said to be an **appositive** of another noun, or in **apposition** with another noun, when it **identifies the same person or object under another name**. A noun is in the nominative case if it is in apposition with another noun in the nominative case.

Tom, the piper's son, stole pigs.

A bugler, Little Boy Blue, went into hiding.

Mary, a gardener, planted cockle-shells.

Possessive Case A noun is in the **possessive** (also called **genitive**) case when it adds *'s* (*apostrophe s*), or simply the apostrophe, to indicate **ownership** (possession), **source** or **origin** (genesis), **manufacture** or **authorship**, **association** or **connection**, and similar relationships.

Uses of the Possessive **Ownership**: Marco's millions, Edward's eye teeth

Source or origin: Adam's sin, God's country, the pope's encyclical, mother's son