

**EXERCISES IN ENGLISH:
SELECTED AND
CLASSIFIED FOR CRITICISM
OR CORRECTION**

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Exercises in English: Selected and Classified for Criticism or Correction by H. I. Strang & G. R. Carpenter

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*SELECTED AND CLASSIFIED FOR CRITICISM
OR CORRECTION*

BY

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INTRODUCTORY NOTE.

MY attention was first called to this book by the mere mention of its title in the *Academy*. Having long been in search of a good book of the kind for myself, and for many other teachers who had consulted me, I procured a copy; and the result was that I at once urged upon my friends, *Messrs. D. C. Heath & Co.*, its republication in this country, with a confident assurance that it would furnish a valuable aid in the teaching of English just where such aid is most needed,—that is, in the practical test and application of those rules of right usage which are *taught so much too much*, yet so little verified and applied, in the habitual school-teaching. Being thus in a certain sense responsible for the book, I could not deny the duty of saying a word in its behalf; yet the author's own preface is so clear and so sufficient, with regard to its purpose and its right use, that he has left nothing for me to say. Teachers who will examine it will not, I think, need the assurance of the preface to the fifth edition, that it is fitted for wide usefulness in many schools. Indeed, one of its chief recommendations is that it is adapted to use with *any* English grammar, or *without* any at all; and that, within quite an extensive range of skilfully shaped exercises, suited for different grades, it appeals always to the intelligent judgment, without reference to any given rule. If this word from me, who have now for many years felt the want of just such a help for myself and for others, should contribute to secure even the examination of this little book, I should feel I had done, vicariously, a real service to what I regard as in itself the most difficult, and in its results usually the most unsatisfactory, branch of school work.

EDWARD S. JOYNES.

SOUTH CAROLINA COLLEGE,
March, 1882.

REFERENCE BOOKS.

EVERY well-furnished school library should include the Century Dictionary, the latest edition of Webster or Worcester, Stormonth, Skeat's Etymological Dictionary, Murray's A New English Dictionary, and Smith's Synonyms Discriminated.

The following books deal, to a greater or less extent, with common errors in speech or writing or with English grammar. In most cases they may be consulted with profit by the pupil as well as the teacher.

Ayres's *The Verbalist* (D. Appleton & Co.).

Hill's *The Principles of Rhetoric* (Harper and Brothers).

Hill's *The Foundations of Rhetoric* (Harper and Brothers).

Hodgson's *Errors in the Use of English* (D. Appleton & Co.).

McElroy's *The Structure of English Prose* (Armstrong & Son).

Salmon's *Longmans' School Composition* (Longmans, Green, & Co.).

Bain's *Higher English Grammar* (Longmans, Green, & Co.).

Earle's *English Prose* (G. P. Putnam's Sons).

Morris's *Historical Outlines of English Accidence* (Macmillan & Co.).

Whitney's *Essentials of English Grammar* (Ginn & Co.).

Whitney and Lockwood's *English Grammar* (Ginn & Co.).

On the principles of Rhetoric the teacher should consult Wendell's *English Composition* (Charles Scribner's Sons). For the history of the English usage in regard to particular words see the Century Dictionary, The New English Dictionary, and Dr. F. Hall's *Modern English*, his *Recent Exemplifications of False Philology*, and the letters by him that appear from time to time in the *New York Nation*.

PART I.

INFLECTION.

NOUNS.

I. — WRONG PLURAL FORMS.

II. — WRONG POSSESSIVE FORMS.

References: Whitney, sections 121-138; Morris, sections 77-94, 97-101; Bigelow, pp. 75, 37; Meiklejohn, sections 17-29. There are so few possible errors in the formation of plurals and possessives — the only existing noun-inflections in English — that the pupil should learn once for all to avoid them. Besides correcting the sentences given below, he should also answer the questions which follow them. Where his knowledge fails him, he can readily find the information he needs in the books referred to above or in any trustworthy dictionary. Before beginning another exercise, the teacher should be sure that the pupil understands thoroughly the few principles here involved.

EXERCISE I.

1. Take two cupsful of flour, and one of sugar.
2. He accounted for all monies received by him.
3. There are three Mary's in the class.
4. Eight Henries have sat on the throne of England.
5. I think that her two son-in-laws might support her.
6. He generally forgets to cross his ts or dot his is.
7. You can scarcely tell her 5s from her 3s.
8. Court-martials were held at various points to try the captured insurgents.
9. How many cantoes have you read?
10. Such crises may occur in the history of any enterprise.

11. Summons were issued for the chief offenders.
12. These specimens belong to different genuses.
13. The animalculæ in water can be seen quite plainly with it.
14. Many an early geological strata is thus clearly visible.
15. We have opened several cases of mens' and boys' overalls.
16. Look at the trains of these ladie's dresses.
17. Six month's interest was due on the note.
18. Ten days notice requires to be given in such cases.
19. I saw a sign with "Boat's to hire" on it.
20. For goodness sake don't let him know about it.
21. Virgils similies are mostly borrowed from Homer.

QUESTIONS.

1. What is the plural of: bamboo, cameo, canto, echo, embryo, folio, grotto, hero, potato, octavo, piano, two?¹
2. What is the plural of: colloquy, valley, Henry?²
3. What is the plural of: aide-de-camp, animalculum, analysis, appendix, bandit, beau, chef d'œuvre, cherub, crisis, datum, focus, formula, genus, genius, hypothesis, index, larva, memorandum, minutia, phenomenon, seraph, stigma?
4. What is the plural of: German, Mussulman, talisman?

¹ "If the singular ends in *o* preceded by another vowel, the plural is formed regularly by adding *s*. If the singular ends with *o* preceded by a consonant, the plural is generally formed by adding *es*. Proper names ending in *o*, and the following common nouns, together with a few others from the Italian or Spanish hardly Anglicized, form the plural regularly:—

albino	duodecimo	junto	octavo	quarto	solo
canto	fresco	lasso	piano	rotundo	stiletto
cento	grotto	limbo	proviso	salvo	torso
domino	halo	memento	portico	sirocco	tyro."

— Bigelow's *Handbook of Punctuation*.

² "Nouns ending in *y* preceded by a consonant or by *qu* form the plural by changing *y* into *ies*. But if the *y* is preceded by a vowel, *s* only is added for the plural. Some proper names ending in *y*, simply add *s* for the plural; as, *Henry*, *Henry's*; *Tully*, *Tully's*."— *Ibid.*

5. What is the plural of: cannon, fish, gallows, heathen, trout, summons?
6. What is the plural of: attorney-general, court-martial, charlotte russe, knight-templar, man-servant, major-general?
7. What is the possessive case of: lady, ladies, princess,¹ princesses?



ADJECTIVES.

Errors in the use of

- I.—THE SO-CALLED ARTICLES, *an*, *a*, and *the*.
- II.—THE DEMONSTRATIVES, *These* and *Those*.
- III.—COMPARATIVE AND SUPERLATIVE FORMS.

References: Whitney, sections 219-222, 197-202; Morris, sections 108-110; Melklejohn, pp. 29, 32, 33.

EXERCISE II.

1. What sort of a house does he live in?²
2. Such a man does not deserve the name of a gentleman.
3. There must have been more than an hundred of them.³
4. Is he an African or an European?
5. The government is a (an?) hereditary monarchy.
6. A lion is the emblem of England.
7. She is entitled to the third of the property.

¹ "A noun of more than one syllable ending in an *s* or *z*-sound sometimes omits the possessive sound, in order to avoid the disagreeable repetition of hissing letters. In such a case, the apostrophe is written alone at the end of the word." — Whitney's *Essentials of English Grammar*.

² Here the indefinite article is quite unnecessary.

³ "The present rule is to use *an* before a vowel-sound (including *h* mute, as *an hour*); *a* before a consonant-sound (including *h* sounded, and *ew*, *u* with sound of *yū*, as *a host*, *a one*, *a eunuch*, *a unit*). But in unaccented syllables, many, perhaps most, writers still retain *an* before sounded *h*, some even before *ew*, *u*, — as, *an historian*, *an euphonic vowel*, *an united appeal*, — though this is all but obsolete in speech, and in writing *a* becomes increasingly common in this position." — Murray's *A New English Dictionary*.