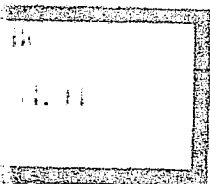


共和國教科書  
中學英文法  
第二學年

ENGLISH GRAMMAR  
FOR MIDDLE SCHOOLS  
SECOND YEAR



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ENGLISH GRAMMAR

FOR MIDDLE SCHOOLS

SECOND YEAR

COMPILED BY

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*Fong F. Sec.*

THE COMMERCIAL PRESS, LIMITED

SHANGHAI, CHINA

1927



3 2167 5384 2

## PREFACE

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According to the regulations recently issued by the Board of Education, English Grammar is to be studied throughout the four years of the Middle School. This series of English Grammar is designed to meet the requirements for this subject, one book for each year of the Middle School.

The concentric method and the logical order have been followed throughout the series. Every principle introduced has been carefully explained and illustrated by examples. Stress is laid upon the application of the rules of grammar, hence many exercises, which the pupils must work out for themselves, have been prepared. The subject-matter used in the illustrative sentences and exercises is familiar to Chinese students and will help to make the work interesting to them. Clear and concise expression is aimed at in all exercises. The importance and difficulty of the study of the verb have received special attention.

**First year:** The syllabus for this year calls for Pronunciation, Spelling, Reading, Translation, Dictation, Conversation, Grammar, and Penmanship. Bearing in mind the crowded nature of the English course, and the fact that the pupils have taken English lessons for but a year or two before entering the Middle School, care has been taken to present only the rudiments of grammar. The work is presented in simple and untechnical language, and is limited to that which will enable the pupils to do the exercises intelligently. The simplicity of explanations and explicit directions for the work are features of this book.

**Second Year:** Systematic study of grammar is begun, but only the important Inflections and Relations of the Parts of Speech are included in this book. The deductive method of treatment has been employed because of the clearness and precision which this plan makes possible.

**Third Year:** As in the book for the Second Year, the definitions and explanations are made as simple as possible. The Inflection, Classification, and Offices of the Parts of Speech are carried much further than in the preceding book of the series.

**Fourth Year:** By the time the student takes up this book he has had four or five years of English, so he has a fair knowledge of the new language. For this reason, that portion of "The Mother Tongue, Book II," which treats fully of the Classification, Inflection, and Offices of the Parts of Speech has been adapted to form this book. The treatment in this book is much fuller than in the other books of the series, and the book contains all the important phenomena of English inflection. The Appendix contains Rules for Punctuation and the Use of Capital Letters, the Conjugation of *to be* and *to strike*, List of Irregular Verbs, and Rules of Syntax.

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# ENGLISH GRAMMAR

FOR MIDDLE SCHOOLS

## SECOND YEAR

### THE SENTENCE

1. *Read these groups of words:*

1. Coal is a very valuable product.
2. Farming is an important industry.
3. What books have you read?
4. Where does tea grow?
5. Bring me your book.
6. Tell me the name of your friend.

The first two groups of words tell or state something. They are **statements**.

The third and fourth groups ask questions. They are **questions**.

The fifth and sixth groups are **commands**.

Statements, questions and commands or requests are called **sentences**.

When we express our thoughts we use sentences.

2. **A sentence is the expression of a thought in words.**

### EXERCISE I

*Tell which of these groups of words are sentences:*

1. Along the river.
2. We walked along the river.
3. Give me an orange.
4. Are you well?
5. Found in the river.
6. The mountains of Asia.
7. On the Yellow River.
8. Caught a large fish.
9. The sun is bright.
10. Read this letter.

## EXERCISE II

*Add words to these groups to make them sentences:*

- |                               |                            |
|-------------------------------|----------------------------|
| 1. Is made of iron.           | 5. What are.               |
| 2. In the province of Fukien. | 6. Going to Tientsin.      |
| 3. Has six legs.              | 7. On the street.          |
| 4. Are made in Canton.        | 8. Received from Hongkong. |

## SUBJECT AND PREDICATE

3. Every sentence must contain two important parts, — *subject* and *predicate*.

The subject of a sentence names that of which something is thought.

The predicate tells what is thought of the subject.

EXAMPLE: Men work.

In this sentence the word “men” is called the subject of the sentence because it names that of which something is thought. The word “work” is called the predicate because it tells something about the subject “men.”

4. The subject and predicate of a sentence often contain many words. In the following sentences the line separates the subject from the predicate.

Many tall trees on the mountain | were blown down.  
 The most important product of China | is rice.  
 The farmer | plants rice in the rainy season.  
 Yung | is the best scholar in my class.



**EXERCISE I**

*Copy the following sentences. Separate the subject from the predicate with a line.*

1. Fish<sup>1</sup> swim.
2. Sugar<sup>1</sup> is sweet.
3. The Yangtse Valley<sup>1</sup> is very rich.
4. The province of Hunan<sup>1</sup> is noted for its scholars.
5. The large forests of hard wood<sup>1</sup> are very valuable.
6. The most useful metal in the world<sup>1</sup> is iron.
7. Woosung<sup>1</sup> is situated at the mouth<sup>1</sup> of the Whangpoo River.
8. Many buildings in New York<sup>1</sup> are made of steel.
9. Tokyo<sup>1</sup> is the largest city in Japan.
10. The best woollen cloth<sup>1</sup> is made in England.

**EXERCISE II**

*Write sentences, using these words as subjects:*

- |                                |                              |
|--------------------------------|------------------------------|
| 1. My uncle.                   | 6. The products of China.    |
| 2. The largest plain in China. | 7. The smoking of opium. 阿片烟 |
| 3. The best tea.               | 8. Korea. 朝鲜                 |
| 4. The English language.       | 9. My teacher.               |
| 5. My best wish.               | 10. Many good scholars.      |

**EXERCISE III**

*Write ten sentences that ask questions.*

**EXERCISE IV**

*Write ten sentences that make statements.*

**EXERCISE V**

*Write ten sentences that express a command or request.*

Separate the subject from the predicate in Exercises III-V.

## THE NOUN

5. A noun is a word used as a name.

EXAMPLES: Chang, Shantung, chair.  
Wang, Shanghai, book.

## PROPER AND COMMON NOUNS

6. All nouns are divided into two great classes, *proper* and *common* nouns.

7. A proper noun is the name of a particular person, place or thing.

EXAMPLES: *Kang Hsi* was an emperor.  
We live in *China*.

A proper noun begins with a capital letter.

8. A common noun is the name of a class of persons, places, or things.

EXAMPLES: *Paper* and *silk* are made in China.  
Much *tea* is raised near Hangchow.

In these sentences the nouns *paper*, *silk*, and *tea* are the names of classes of things. They are common nouns.

## EXERCISE I

Tell which of the words in the following sentences are names:

1. The flowers smell sweet.
2. Bread is made of flour.
3. My friend lost his watch on the road.
4. The sun is in the sky.
5. Bamboos grow near our school.
6. I have learned my lesson.

## EXERCISE II

*Point out all the proper and all the common nouns in the following sentences:*

1. China is a country of Asia.
2. Rice is a valuable plant.
3. The chief city of Kwangtung is Canton.
4. My friend, Chang Ting Po, goes to school in Shanghai.
5. The Himalaya Mountains are covered with snow.
6. The Yangtse River flows into the Pacific Ocean.

## EXERCISE III

*Copy these sentences. Write a proper or a common noun in place of each blank:*

1. He caught a dozen — in the — with his net.
2. — and — are our rainy months.
3. His gown is made of —.
4. Tai Shan is in —.
5. New York is the largest — in —.
6. Manchuria produces much —.

## THE NUMBER OF NOUNS

9. A noun is in the singular number when it means only one person or thing.

EXAMPLES: bird, girl, book, hand.

10. A noun is in the plural number when it means more than one person or thing.

EXAMPLES: birds, girls, books, hands.

11. The letter *s* is usually added to singular nouns to form nouns in the plural number:

EXAMPLES: dog   pen   boy   pencil  
                   dogs   pens   boys   pencils

## EXERCISE

Copy these singular nouns. Add *s* to each to form the plural number:

room	desk	finger	coat	song
cent	dollar	boat	hill	basket
fan	table	chair	star	cow

## 12. Special rules for forming some plural nouns.

(1) Nouns that end in *s*, *x*, *sh*, or *ch*, form the plural by adding *es* to the singular.

## EXAMPLES:

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
dish	dishes	watch	watches
dress	dresses	wish	wishes
box	boxes	class	classes

(2) Nouns ending in *y* after a vowel add *s* to form the plural. Nouns ending in *y* after a consonant change *y* to *i* and add *es* to form the plural.

## EXAMPLES:

<i>(y after a vowel)</i>		<i>(y after a consonant)</i>	
<i>Singular</i>	<i>s Plural</i>	<i>Singular</i>	<i>ies Plural</i>
alley	alleys	city	cities
valley	valleys	baby	babies
day	days	lady	ladies

(3) Nouns that end in *f* or *fe* form the plural by changing *f* or *fe* to *ve* and adding *s*.

## EXAMPLES:

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
leaf	leaves	calf	calves
life	lives	knife	knives
thief	thieves	wife	wives

13. Copy and learn to spell the following singular and plural nouns:

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
man	men	tooth	teeth	mouse	mice
woman	women	foot	feet	louse	lice
child	children	goose	geese	ox	oxen

14. Some nouns are the same in both singular and plural; as,

sheep      deer      swine      grouse

#### EXERCISE

Write the plural form of each of these nouns:

field	mass	half	money	wolf
story	fly	twenty	life	inch
shelf	army	class	box	ox

#### THE GENDER OF NOUNS

15. Gender is that form of the noun which indicates sex.

16. The name of a male is a noun of masculine gender.

EXAMPLES: man, boy, prince, king, lion.

17. The name of a female is a noun of feminine gender.

EXAMPLES: woman, girl, princess, queen, lioness.

18. The name of an object without life is generally a noun of neuter gender.

EXAMPLES: book, city, dress, ball, stone.

19. Some nouns may be used without change of form to name either a male or female. They may be said to have *common gender*.

EXAMPLES: parents, teacher, friend, child.

20. Gender is indicated—

(1) By the use of different words.

EXAMPLES:

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
brother	sister	father	mother
gentleman	lady	husband	wife

(2) By a change of the ending of words, adding *ess*.

EXAMPLES:

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
prince	princess	master	mistress
poet	poetess	emperor	empress
shepherd	shepherdess	host	hostess

EXERCISE I

*Name the gender of each of the following nouns.*

king	daughter	doctor	aunt	pony
son	lord	teacher	house	lawyer
child	pupil	cousin	baby	servant
student	friend	uncle	niece	horse
maid	cow	hen	person	sailor
fisherman	companion	tiger	writer	dog

EXERCISE II

*Write ten nouns that are in the neuter gender*

THE CASE OF NOUNS

21. The case of a noun shows its relation to other words in the sentence.

22. A noun is in the nominative case when it is used as the subject of a verb.

EXAMPLES: *Tsen* opens the book.

*Tsen* is the subject of the verb *opens*, and is therefore in the nominative case.

**23. A noun is in the possessive case when it shows possession.**

**EXAMPLES:** I have *Tsen's* book.

*Tsen's* shows the possession or ownership of *book*, and is in the possessive case.

This case is always accompanied by a change in the form of the noun. An *apostrophe* (') and the letter *s* are added to the nominative case of singular nouns, and of plural nouns which do not end in *s*, to form the possessive case.

**EXAMPLES:** The *teacher's* desk; *Lin's* gown; the *children's* books.

The apostrophe (') only is added to plural nouns which end in *s*.

**EXAMPLES:** The *boys'* hats; the *girls'* fans.

Possession is also shown by use of the *of-phrase*.

**EXAMPLES:** The leaves *of the tree* are green.  
The roof *of the house* is made of tiles.

**24. A noun is in the objective case when it is used as the object of a verb or a preposition.**

**EXAMPLES:** I saw *Tsen*.  
I spoke to *Tsen*.

*Tsen* is, in the first sentence, the object of the verb *saw*; in the second sentence, of the preposition *to*. In both sentences *Tsen* is in the objective case.

The noun has the same form whether it be in the nominative or objective case. It changes form for the possessive case only.

## EXERCISE I

*Tell the case of the nouns in the following sentences:*

1. The boy rode in the sedan chair.
2. The leaves of this book are torn.
3. These oranges are sour.
4. Chang's father bought a new horse.
5. We bought a toy for the baby.
6. I see white clouds in the sky.
7. This is my sister's picture.
8. The watchman caught a thief.
9. The merchant sells much silk.
10. Foreign shoes are made of leather.
11. The birds build a nest.
12. Wang lost his diamond ring.
13. The men's hats were made of cloth.
14. The teacher played with the children.

## EXERCISE II

*Copy the nouns that are in the possessive case in the following sentences. Tell whether each noun is in the singular or plural number.*

1. The girl's teacher is a woman.
2. Men's hands are more useful than birds' wings.
3. The general's office is inside the city.
4. The official's house stood by the river.
5. Dragon flies' wings are thin and beautiful.
6. Ling's doll is in her mother's basket.
7. The children's shoes look pretty.
8. The ladies' dresses are short and tight.
9. The pupils' books are new.
10. The fisherman's boat is anchored near the shore.



## EXERCISE III

Write the singular and plural possessive for each of the following nouns:

boy	child	king	man	sailor
cat	dog	girl	baby	father
parent	student	brother	cousin	husband
woman	mouse	soldier	uncle	farmer

## EXERCISE IV

Make sentences containing the possessive of the following nouns or use the **of-phrase**. Tell the ground of your choice.

general	horse	horses	tree	houses
wisdom	chimney	boat	boys	children
school	lily	governor	rose	soldier

## THE PRONOUN

25. A pronoun is a word used in the place of a noun.

## EXAMPLES:

The bird cannot fly. *It* has a broken wing.

The boys are playing ball. *Their* hats are on the ground.

In the first sentence, *it* is used in the place of the noun *bird*, and is therefore a pronoun. *Their* in the other sentence takes the place of the noun *boys*, and so is a pronoun.

## PERSONAL PRONOUNS

26. Personal pronouns are used to indicate a person who speaks, a person spoken to, or a person or thing spoken of.

Personal pronouns have, therefore, three persons,—*first*, *second*, and *third*.

## FIRST PERSON: I

	<i>Singular</i>	<i>Plural</i>
<i>Nominative case</i>	I	we
<i>Possessive case</i>	my or mine	our or ours
<i>Objective case</i>	me	us

## SECOND PERSON: YOU

	<i>Singular</i>	<i>Plural</i>
<i>Nominative case</i>	you	you
<i>Possessive case</i>	your or yours	your or yours
<i>Objective case</i>	you	you

## THIRD PERSON: He, She, and It

	<i>Singular</i>			<i>Plural</i>		
	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
<i>Nominative case</i>	he	she	it	they		
<i>Possessive case</i>	his	her or hers	its	their or theirs		
<i>Objective case</i>	him	her	it	them		

The students should commit to memory the personal pronouns and their inflections.

**EXERCISE I**

*In the following sentences point out the personal pronouns. Give their person, number, gender, and case.*

1. I am glad to see you.
2. Was he in the house?
3. He and I sit at the same desk.
4. We told them the story yesterday.
5. Our books are at home.
6. We have their cart.
7. The flowers are mine.
8. The bird has its little ones in the nest.
9. His aunt invited us to visit her.
10. She will not tell you about it.
11. My pony is smaller than yours.
12. They lent us their carriage.
13. Do you know where your brother lost his hat?
14. Lu took his top and put it on the chair.

## EXERCISE II

Substitute for dashes personal pronouns of correct person, case, and number:

1. I told you the news.
2. Have you seen him to-day?
3. They have paid all his debts.
4. Let us remain till he comes.
5. I have never seen him.
6. Did you make your dress?
7. I does not know that you are here.
8. You must not trouble their father.
9. He surprised it.
10. I cannot go with you.

## INTERROGATIVE PRONOUNS

27. An interrogative pronoun is a pronoun that is used to ask a question.

EXAMPLES: *Who* is your teacher?  
*Which* of these books is yours?  
*What* is the price of this pen?

28. The interrogative pronouns are *who*, *which*, and *what*. Only the interrogative pronoun *who* changes its form to show the different cases.

	<i>Singular</i>	<i>Plural</i>
<i>Nominative</i>	who	who
<i>Possessive</i>	whose	whose
<i>Objective</i>	whom	whom

Copy these sentences, writing an interrogative pronoun in place of each blank:

1. Who wrote the letter?
2. Whom did you see in the morning?
3. Whose chair had they?
4. Which of your brothers is the oldest?

5. *What* have you in your pocket?
6. To *whom* will you give it?
7. *Whose* house was burnt last night?
8. With *whom* do you like to play?
9. *Who* saw the boys in the cart?
10. In *what* provinces does tea grow?

### RELATIVE PRONOUNS

29. A relative pronoun is a word which refers to a noun or pronoun, and connects with it a clause.

30. The antecedent of a relative pronoun is the word to which the pronoun refers.

EXAMPLE: This is the *man who* brought me the package.

In this sentence *who* is a relative pronoun. The antecedent of *who* is the noun *man*. *Who* refers to the word *man* and connects with it the clause *who brought me the package*.

31. The relative pronouns are *who*, *which*, *that*, and *what*. Like nouns, they have gender, number, and case. *Who* and *which* are the only relatives that change their forms to show the different cases.

<i>Singular and Plural</i>		
<i>Nominative</i>	<i>Possessive</i>	<i>Objective</i>
who	whose	whom
which	whose	which

### EXERCISE I

*Pick out the relative pronouns in the following sentences. Name the antecedents and the clauses which are joined to them.*

1. The man who built this house is dead.
2. I have returned the books which I borrowed.
3. There is the horse that ran away.
4. The ring that you lost has been found.

5. The boy with whom I walked to school is my cousin.
6. We know the man who came.
7. I like a boy who is manly.
8. This is the boy of whom I spoke.
9. Birds and bats are the only animals that have wings.
10. Grammar, which I am studying now, teaches the correct forms and uses of words.
11. Ming, from whom I received a letter this morning, is now in Peking.
12. A boy who is honest and industrious will succeed.
13. The steamer in which we were travelling was built in Shanghai.
14. He spends all the money that he earns.

## EXERCISE II

*Copy these sentences, putting relative pronouns in place of the dashes :*

1. This horse on — I rode could go no farther.
2. Man is the only animal — can talk.
3. This is the history in — you will find an account of the Tai Ping Rebellion.
4. The man — house you rent lives in Changsha.
5. He — hurts an animal is cruel.
6. Li Hung Chang, — was a great statesman, died about ten years ago.
7. The man — house was burned is building a new one.
8. The knife — I gave you came from Hongkong.
9. This is the little girl to — I gave a piece of candy.
10. Szechwan, — is the largest province of China, has eighty millions of people.

## THE ADJECTIVE

32. An adjective is a word used to describe or limit a noun.

## EXAMPLES:

*High* mountains are found in Asia.

*Bright* flowers grew in the *beautiful* garden.

A *tall* man passed here.

The words *high*, *beautiful*, *bright*, and *tall* are used to describe persons or things. They are called **adjectives of quality**.

Most adjectives are of this class, but there are several classes. The most important are:

33. **Proper adjectives**, which are derived from proper nouns.

## EXAMPLES:

China, Chinese; America, American; Japan, Japanese.

34. **Adjectives of quantity**, which show how much of a thing is intended.

EXAMPLES: *Little*, *less*, *least*, *much*, *more*, *most*, *some*, *enough*, *sufficient*, *all*, *whole*.

The priest offered us *some* tea.

We gave him *all* the loose cash we had.

35. **Numeral adjectives**, which denote number.

## EXAMPLES:

*Ten* boys from this school went to Peking for the examinations.

There are *two* American continents.

This is the *second* time I have visited Peking.

The *fifth* boy in this class has been absent for *three* days.



## EXERCISE II

*Write sentences using these adjectives to modify nouns:*

poor	healthy	ripe	white	clear
good	happy	soft	red	sweet
clean	bad	lazy	dry	smooth

## EXERCISE III

*Use an adjective with each of the following nouns and tell its class:*

soldier	shoe	horse	house	tree
month	face	street	wall	lesson
fan	hat	cloud	child	sampan

## EXERCISE IV

*Write sentences telling about—*

- |   |                                |
|---|--------------------------------|
| 1. What kind of a horse you would like. | 7. His mane.                   |
| 2. His colour                           | 8. His age.                    |
| 3. His size.                            | 9. What he eats.               |
| 4. His ears.                            | 10. What he does.              |
| 5. His feet.                            | 11. What you would do for him. |
| 6. His tail.                            |                                |

## EXERCISE V

*In the following sentences fill each blank with a or an:*

- I saw him — hour ago.
- He bought — orange and — box of lemons from — orchard.
- elephant can be trained to work.
- European wrote — historical novel.
- Yesterday I ordered — History and — inkstand from the bookstore.



## THE VERB

38. A verb is a word that asserts action, being, or state of being.

EXAMPLES: I *write* with a pen.  
 Birds *fly*.  
 Fish *swim*.  
 The boy *runs*.

These words—*write*, *fly*, *swim*, and *runs*—are used to tell what persons or things do. They are called verbs.

In every sentence there must be a verb.

## EXERCISE I

*Name the verbs in the following sentences :*

1. The book lies on the table.
2. Cats catch mice.
3. We play ball after school.
4. The farmer plows with a water buffalo.
5. My teacher wears glasses.
6. Four coolies carry my chair.
7. The passengers reached the shore in a sampan.
8. There lies the faded flower.
9. Birds and bats fly.
10. Mother sews with a needle and cuts with the scissors.
11. We see with our eyes, hear with our ears, and taste with our tongues.
12. The tailor made a coat for me. I paid five dollars for the coat.
13. Father and I walked to the market. We rode home in a cart.
14. The animals of the forest heard a loud noise. A wise old monkey lived in the forest. The animals ran to the monkey. He told them to find the noise.

**EXERCISE II**

*After each of the following nouns write a verb that tells what each person or thing does:*

- |          |              |             |
|----------|--------------|-------------|
| 1. horse | 4. farmers   | 7. ships    |
| 2. bees  | 5. carpenter | 8. sailor   |
| 3. fish  | 6. fisherman | 9. soldiers |

**EXERCISE III**

*Write sentences, using these verbs:*

threw	saw	bought	read	made
wrote	told	ate	sang	took

**SOME FORMS OF THE VERB**

39. The words *am, is, are, was, were, have, has, will be, shall be, appears, feels*, do not express action, but they are called verbs because they are used to tell about persons and things.

40. Some verbs consist of more than one word.

EXAMPLES: *I have written* a letter.

Mother *is making* a new dress.

The boys *have been playing* ball.

To-morrow we *shall go* to the city.

41. Sometimes other words separate the words of the verb.

EXAMPLES: *Have you ever seen* a blue fish?

*I have never seen* a blue fish.

*Are your sisters going* to school?

*Can you tell* me the name of this plant?

*I do not know* the name of the plant.

## EXERCISE

*Tell the verbs in these sentences.*

1. A steamship is coming up the river. It moves very rapidly. Many people are on it. They are going to many cities.
2. Bamboo is a giant grass. It has small leaves. The people of China eat bamboo shoots. I have eaten them.
3. The farmers are planting their fields. They have prepared the land. They will plant many kinds of seeds.
4. The girls are making a large flag. They have learned their lessons.
5. I have drawn a map of Asia. The colours show the different countries. Will you find Siam?
6. Have you ever been to Shanghai? No, I have never been there. I shall go next year.
7. We shall ride to the market.
8. I hope you will have a pleasant time.

## TENSE

**42. Tense denotes the time of an action or an event.**

There are three main tenses,—*present*, *past*, and *future*.

**43. The present tense expresses action in the present time.**

EXAMPLE:	<i>Singular</i>	<i>Plural</i>
	I walk	we walk
	you walk	you walk
	he walks	they walk

**44. The past tense denotes action which took place in past time.**

EXAMPLE:	<i>Singular</i>	<i>Plural</i>
	I walked	we walked
	you walked	you walked
	he walked	they walked

45. The future tense denotes action which will take place in future time.

EXAMPLE:	<i>Singular</i>	<i>Plural</i>
	I shall walk	we shall walk
	you will walk	you will walk
	he will walk	they will walk

#### EXERCISE I

*Tell the tense of each verb in the following sentences:*

1. I walked to school yesterday.
2. I walk to the post office, but I shall return in a chair.
3. The amah watched the children.
4. I know my lesson this morning because I studied hard last evening.
5. I recite every day.
6. I forgot your name.
7. We shall remember what you say.
8. Tall bamboos bordered the road.
9. Six hundred students came for the examination.
10. He will go home to-morrow.

#### EXERCISE II

*Change each of these sentences, first to express past time, and then to express future time:*

1. Lan writes in her book.  
PAST TENSE: Lan wrote in her book this morning.  
FUTURE TENSE: Lan will write in her book to-morrow.
2. My father rides in his cart.
3. The man catches frogs.
4. The women feed silk worms.
5. We love our country.
6. We eat rice.
7. I study grammar.
8. Industry brings success to this man.

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9. Sugar cane grows rapidly.
10. They go late in the evening.
11. The girl sews with a needle.
12. Sugar and salt melt in water.
13. Tea grows in many provinces.
14. The students play tennis.
15. I speak to him about this.

## PERSON AND NUMBER OF VERBS

46. Verbs have inflections of person and number. They have two numbers (singular and plural), and three persons (first, second, and third).

47. The forms of the simple present, past, and future tenses of the verb *love* are shown below.

## PRESENT TENSE

(Person) Singular	Plural
1. I love	We love
2. You love	You love
3. He loves	They love

## PAST TENSE

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

## FUTURE TENSE

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

48. To inflect a verb in this way is to *conjugate* it. Conjugate the following verbs in the simple present, past, and future tenses:

come            kill            ask            stand

49. A verb must agree with its subject in number and person. Thus, *I love*, but *he loves*.

Copy and learn these forms of the verb *be* in the present, past, and future tenses:

## PRESENT TENSE

(Person) <i>Singular</i>	<i>Plural</i>
1. I am	We are
2. You are	You are
3. He, she, or it is	They are

## PAST TENSE

1. I was	We were
2. You were	You were
3. He, she, or it was	They were

## FUTURE TENSE

1. I shall be	We shall be
2. You will be	You will be
3. He, she, or it will be	They will be

## THE S-FORM OF THE VERB

50. Verbs in the present, having subjects in the third person and singular number, end in *s*.

EXAMPLES: He walks, rides, studies, sings, and plays.  
 She laughs, sews, reads, writes, and works.  
 The bird flies, sings, eats, hops, and sleeps.

51. Verbs ending in *ss*, *ch*, and *x* add *es* in the third person, singular. Some verbs ending in *o* also add *es*; as, *march*, *marches*; *do*, *does*.

52. Some verbs ending in *y* preceded by a consonant, change the *y* to *i* and add *es* when the subject is in the third person, singular; as *try*, *tries*: *fly*, *flies*.

## EXERCISE I

Write sentences, using each of these verbs with subjects in the third person and singular number.

1. grow (The bamboo tree grows very tall).
2. flow    4. love    6. give    8. call    10. burn
3. run    5. sit    7. learn    9. take    11. buy

## EXERCISE II

Add *es* to each of these verbs, and then use the verb in a sentence with a subject in the third person, singular number:

- wash (The girl washes the clothes).  
 catch, go, kiss, miss, fish, teach, wish, vex.  
 洗    去    接吻    捕魚    教

## EXERCISE III

Change *y* to *i* and add *es* to each of these verbs, and then use it in a sentence:

- copy (The boy copies the sentences).  
 reply, fly, try, study, cry, dry, supply, notify.  
 飛    研    英    哭

## VOICE

53. Voice is that form of the verb which denotes whether the subject acts or is acted upon.

There are two voices,—*active* and *passive*.

54. The verb is said to be active when it represents the subject as acting.

EXAMPLE: Liu hit the ball.

In this sentence the subject *Liu* does the action, hence the verb is active.

55. The verb is said to be passive when it represents the subject as being acted upon.

EXAMPLE: The ball was hit by Liu.

Here the subject *ball* was the thing acted upon, so the verb is passive.

56. The passive voice of a verb is formed with the help of certain other verbs called **Auxiliary verbs**. Auxiliary means *helping*. *Be, do, have*, and their forms, and *shall* and *will* are some of the auxiliary verbs.

57. Sometimes, *is, are, was, were, do, did, have, and had* are used as auxiliary and sometimes as main verbs.

### EXERCISE I

*Write each of these sentences. Tell whether the verb in each sentence is in the active voice or in the passive voice.*

1. The pupils <sup>is</sup> have written the sentences.
2. Liang <sup>is</sup> sharpened the pencils.
3. A poor old mule pulled the cart.
4. The horse was ridden by a boy.
5. The cook cooked much rice.
6. The merchant sold beans to the people.
7. A piece of cake was eaten by the hungry boy.
8. The mountain top is hidden by clouds.
9. The crops were destroyed by the flood.
10. Many rebels were killed by the soldiers.

### EXERCISE II

*Rewrite the following sentences, changing the verbs in the active voice to the passive, and those in the passive to the active:*

#### EXAMPLES:

1. The boys made a kite.  
A kite was made by the boys.
2. A sentence was written by me.
3. The farmer sows the rice.
4. A pheasant was shot by the hunter.



5. The field was plowed by the man.
6. We told the story to our friends.
7. The host received guests.
8. I visit Hangchow every year.
9. The captain commands the steamer.
10. America was discovered by Columbus.
11. A typhoon blew down this mat shed.
12. The house was struck by lightning.

### PRINCIPAL PARTS OF VERBS

58. Three forms of the verb are so important that they are called the **Principal Parts**. These are the simple form of the present tense, the past tense and the past participle.

EXAMPLES:	<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
	do	did	done
	act	acted	acted
	bring	brought	brought
	find	found	found
	eat	ate	eaten

In giving the principal parts of a verb, remember that the participle is always the form which is used after *I have*; as, [*I have*] *found, brought, eaten*.

*Copy and learn the principal parts of these common verbs:*

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>	
see	saw	seen	看
run	ran	run	跑
sit	sat	sat	坐
lie	lay	lain	卧
sing	sang	sung	唱
ride	rode	ridden	骑
think	thought	thought	想
ring	rang	rung	撞
play	played	played	玩
forget	forgot	forgotten	忘
begin	began	begun	起

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>	
dig	dug	dug	掘
know	knew	known	知
fall	fell	fallen	倒
choose	chose	chosen	揀
write	wrote	written	寫
break	broke	broken	破
come	came	come	來
draw	drew	drawn	拖
rise	rose	risen	起
go	went	gone	去
give	gave	given	給
drink	drank	drunk	飲
fly	flew	flown	飛
speak	spoke	spoken	說
take	took	taken	拿
wear	wore	worn	穿
throw	threw	thrown	擲
strike	struck	struck	打
slide	slid	slid	滑
sleep	slept	slept	睡
am	was	been	是

## EXERCISE

Copy these sentences, writing in place of each blank the proper form of the verb given in parenthesis. Give the principal parts of each verb.

1. My father has..... (teach) me my English Lesson.

EXAMPLE: My father has taught me my English Lesson.

Principal parts: present *teach*; Past *taught*;

Past Participle, *taught*.

2. You have..... (eat) two bananas.  
 3. The boy has..... (draw) a picture.  
 4. He has... (throw) the picture on the floor.  
 5. He has... (break) his pencil.

6. The merchant has... (<sup>buys it</sup> buy) many piculs of rice.
7. My cousin... (<sup>sell</sup> sell) the rice to him.
8. My sister has... (<sup>gives</sup> give) her fan to me.
9. The swallows have... (<sup>fly</sup> fly) away.
10. I... (do) the work without any help.
11. The leaves of the tree have... (<sup>fall</sup> fall) to the ground.
12. Have you... (<sup>write</sup> write) the letter?
13. Ma... (<sup>take</sup> take) his books home yesterday.
14. He will... (<sup>bring</sup> bring) them back to school to-morrow.
15. We have... (<sup>find</sup> find) an old temple.
16. The boys had... (<sup>begin</sup> begin) to play.
17. I... (catch) the ball in my left hand, and... (throw) it with my right.
18. English is... (<sup>speak</sup> speak) in all parts of the world.
19. We... (<sup>drink</sup> drink) some tea. After we had... (<sup>drink</sup> drink) the tea, we ate a rice cake.
20. I saw the sun... (<sup>rise</sup> rise) this morning. Soon after it had... (<sup>rise</sup> rise) we started on our journey.

## THE PROGRESSIVE FORM OF THE VERB

59. The progressive form of a tense represents the action of the verb as going on at the time referred to.

EXAMPLES: We *are writing*.  
The boys *were playing*.  
The farmers *will be plowing* the fields.

The verbs *are writing*, *were playing*, and *will be plowing* are in the progressive form, because they express action as going on.

60. The form of the verb ending in *ing*—*writing*, *playing* and *plowing*—is called the Present Participle.

61. The progressive form is made by adding the present participle of a verb to the different forms of the verb *be*.

## PRESENT

I am writing.	We are writing.
You are writing.	You are writing.
He is writing.	They are writing.

## PAST

I was writing.	We were writing.
You were writing	You were writing.
He was writing.	They were writing.

## FUTURE

I shall be writing.	We shall be writing.
You will be writing.	You will be writing.
He will be writing.	They will be writing.

*Write each of the following sentences in the progressive form in the past and future tenses:*

1. Father is coming home.
2. The boys are playing ball.
3. We are studying English.
4. You are eating an orange.

ASKING QUESTIONS WITH *DO*, *DOES*, *DID*

**62. In interrogative sentences, the auxiliary verb is placed before the subject.**

*Statements*

1. I hear the bell.
2. The children play.
3. The boy writes.
4. The dogs barked.
5. Mu Tan went home.

*Questions*

- Do I hear the bell?  
Do the children play?  
Does the boy write?  
Did the dogs bark?  
Did Mu Tan go home?

*Do* and *does* are used in asking questions which show present time. *Do* is used with *I*, *you*, *we*, *they*, and all plural nouns. *Does* is used with *he*, *she*, *it*, and all singular nouns.

Read statement 3 and question 3. Notice that when *does* is used the final *s* is dropped from the verb.

*Did* is used in questions which show past time. It is used in questions about one or more than one.

**EXERCISE**

Write the following sentences in the interrogative form, using *do*, *does*, or *did* in your questions:

1. We study grammar.
2. They like to work.
3. She rides to school.
4. You write carefully.
5. My sister sews.
6. The baby laughed.
7. Shen learns.
8. He studied hard.
9. The Chinese make much cloth of silk.
10. The teacher wrote the sentence on the blackboard.
11. You kicked the ball to me.
12. Your father works at the office.
13. The farmer plows the field and sows the rice.
14. The train went slowly over the bridge.

**THE ADVERB**

**63.** An adverb is a word used to modify a verb, an adjective, or another adverb.

**EXAMPLES:** The man walked *slowly*.  
 He is *very* kind.  
 You must not write *so* rapidly.

In these sentences, *slowly* modifies the verb *walked*; *very* modifies the adjective *kind*, and *so* modifies the adverb *rapidly*.

**64. SIMPLE ADVERBS**

- (1) **Adverbs of time** answer the question, When?

**EXAMPLES:** He came *yesterday*.  
 He is *now* sick.

- (2) **Adverbs of manner** answer the question, How?

**EXAMPLES:** He walked *rapidly*.  
 He did it *well*.

- (3) Adverbs of <sup>地方</sup>place answer the question, Where?

EXAMPLES: The girl is writing *here*.

We looked for him *everywhere*.

- (4) Adverbs of <sup>程度</sup>degree answer the question, How much? To what extent?

EXAMPLES: He walks *very* slowly.

He is *quite* well.

### EXERCISE

*In the following sentences name the adverbs, tell to which class they belong, and what words they modify:*

1. He <sup>2</sup>did it wisely. <sup>o</sup>
2. We are rather pleased. <sup>4</sup> <sup>v</sup>
3. I <sup>2</sup>wrote the letter carefully.
4. Yesterday was <sup>4</sup>very cloudy. <sup>o</sup>
5. He did not go there. <sup>o</sup>
6. He always comes early. <sup>4</sup> <sup>o</sup>
7. The prisoner was punished unjustly. <sup>2</sup>
8. We often come here. <sup>2</sup>
9. You should study more thoughtfully. <sup>4</sup>
10. He ran <sup>4</sup>too <sup>o</sup>fast.
11. This flower is <sup>4</sup>most beautiful.
12. We should speak <sup>4</sup>respectfully to our teacher.
13. Close the door <sup>2</sup>gently.
14. She wrote the lesson neatly.
15. The sampan moved noiselessly through the water.
16. Our teacher came back unexpectedly.
17. I seldom go to the theatre.
18. He was too busily engaged to speak to me.

*not* — adverb of denying. <sup>否面</sup>

*always* — adverb of number. <sup>數</sup>

## EXERCISE II

Copy these sentences, writing an adverb in place of each blank:

1. We crossed the river carefully.
2. The boat moved easily through the water.
3. We walked fast along the road.
4. It is too wet to walk.
5. I cannot go there.
6. He came very quickly.
7. The moon shone brightly.
8. The girl lay quietly on her bed.
9. Her mother stroked her head gently with her hand.
10. The little brook flowed gently and quietly.
11. It is just nine o'clock.
12. It is very warm to-day.
13. We looked for him yesterday.
14. The lazy boy — forgot his lesson.
15. She smiled — and thanked us —.

## EXERCISE III

Write five sentences in which the adverb modifies the verb, five in which the adverb modifies an adverb, five in which the adverb modifies an adjective.

## INTERROGATIVE ADVERBS

65. When adverbs are used for asking questions, they are called **interrogative adverbs**.

- EXAMPLES: *When* (time) does school begin?  
*How* (manner) are you?  
*Where* (place) is Mukden?  
*How far* (degree) is this true?

## RELATIVE ADVERBS

66. The same adverbs, when they are not used for asking a question, are called **Relative adverbs**.

**EXAMPLES:** I was there *when* the steamer arrived.  
I will tell you *how* he did it.  
The thief entered the house *while* the people were asleep.

## EXERCISE I

*Pick out the adverbs in these sentences, and tell whether they are interrogative or relative adverbs.*

1. Tell me why you are late.
2. How far can you jump?
3. Where is Hankow?
4. He has forgotten how he did it.
5. Why did you not tell me?
6. We have not learned when the president is coming.
7. I do not know where my fan is.
8. Mei, where are you going?
9. When did Confucius live?
10. How much did you pay for your tea pot?
11. We must sit where our teacher tells us.
12. Frogs do not breathe while they are under water.
13. I am ready when you are.
14. How do you feel?
15. This is the place where our hero died.

## EXERCISE II

Many adverbs are formed from adjectives by adding *ly* to the adjective. Such adverbs are generally *adverbs of manner*.

<b>EXAMPLES:</b>	<i>adjective</i>	<i>adverb</i>
	wise	wisely
	brave	bravely



*Change the following adjectives into adverbs:*

slow	loud	beautiful	rapid	bright
neat	light	sad	pleasant	glad

Some words may be used as *adjectives* or *adverbs*; as, fast, quick, slow, right, wrong, cheap, sound.

This is a *fast* train.  
 John runs *fast*.  
 That answer is not *right*.  
 He hit the ball *right*.  
 The baby is in a *sound* sleep.  
 The dog sleeps *sound*.  
 That is a *cheap* knife.  
 I bought the kite *cheap*.  
 Your voice is too *low*.  
 You speak too *low*.

## THE PREPOSITION

**67.** A preposition is a word used to show the relation between a noun or a pronoun and some other word in the sentence.

**EXAMPLES:** We walked *to* the town.  
 I bought a fan *for* her.

In the first sentence the word *to* is a preposition, and shows the relation between the verb *walked* and the noun *town*. In the other sentence the word *for* is also a preposition, and it shows the relation between the noun *fan* and the pronoun *her*.

**68.** The noun or pronoun that is placed after the preposition is called its **Object**. In the first sentence above, the noun *town* is the object of *to*, and *her* is the object of *for* in the other sentence.

OTHER EXAMPLES: My gown is lined with fur.

The train runs from Shanghai to Nan-  
king.

The fireman dashed through smoke and  
flame.

### EXERCISE I

*Pick out the prepositions, name their objects, and tell what words they show the relation between.*

1. The hat lay on the table.
2. The sky is above the earth.
3. A picture hangs over the door.
4. He sat beside me.
5. His house stands behind the temple.
6. I take a sleep after tiffin every day.
7. This tiger came from India.
8. I found this pencil under the table.
9. The road runs over hill and plain.
10. He returned after many days.
11. We took a trip around the city.
12. The Japanese fought against the Russians.

### EXERCISE II

*Fill the blanks with appropriate prepositions and tell between what words they show relation:*

1. Sit — that chair.
2. The earth is — our feet.
3. A man stood — the wall.
4. The temple stands — the midst — many trees.
5. A railroad — Canton — Hankow is being built.
6. The maid came — the hall.
7. The policeman ran swiftly — the thief.
8. Let us take a walk — the bank.
9. The Great Wall stretches — mountains and valleys.

10. The Grand Canal runs — Tientsin — Hangchow.
11. He arrived — 4 and 5 o'clock — the afternoon
12. Rice grows best — wet weather.
13. Will you please write a letter — me?
14. We talked — his plans — the summer.
15. I put the book — the bookcase.
16. Man cannot live — food.
17. The gatekeeper stood — the gate.
18. The road — the city is — the left bank — the river.
19. The man was — friends or money.
20. He lived — us — the second house.

## EXERCISE III

I walked {
 

- into the house
- around the house.
- under the house.
- through the house.
- against the house.
- before the house.
- behind the house.

*In the same way write several prepositions in place of each blank in the following sentences:*

1. The man stood — the tree.
2. My pencil is — the desk.
3. The soldier fought — his friends.
4. The cow ran — the mud.

69. Some words may be used either as adverbs or as prepositions.

*Adverbs*

Wu fell *down*.  
 Please walk *in*.  
 We walked *on*.  
 The snake went *up*.

*Prepositions*

Wu went *down* the hill.  
 He was *in* the house.  
 The boat is *on* the shore.  
 We walked *up* the hill.

**EXERCISE**

*In the following sentences tell whether the words in italics are adverbs or prepositions:*

1. Take your coat *off*.
2. The man jumped *off* the horse.
3. The junk floated *down* the canal.
4. We walked *up* and *down*.
5. The horse ran *up* the *street*.
6. The man stood *around*.
7. I was walking *along* the river.
8. He lived *on* for two years.
9. Put the book *on* the table.
10. Three ships went sailing *by*.
11. He is *within* the house.
12. All went *except* Tang.

**THE CONJUNCTION**

**70. A Conjunction** is a word used to connect words, phrases or sentences.

EXAMPLES: Chun writes slowly *and* carefully.  
 Soochow *and* Hangchow produce fine silk.  
 This man is poor, *but* he is honest.

In the first sentence, *and* is a conjunction, and connects the words *slowly* and *carefully*. In the second sentence, *and* is a conjunction, and connects the words *Soochow* and *Hangchow*. In the last sentence, *but* is a conjunction, and connects the sentences *This man is poor* and *he is honest*.

**71.** The following are some of the more common conjunctions:

and	nor	because	before	but
if	while	through	unless	that
after	since	until	yet	therefore

## 72. Some conjunctions are used in pairs.

both — and	Both Tai Shan <i>and</i> Heng Shan are sacred mountains.
as — as	He is <i>as</i> strong <i>as</i> I.
either — or	I will have <i>either</i> a pear <i>or</i> a banana.
neither — nor	He can <i>neither</i> read <i>nor</i> write.
whether — or	I do not know <i>whether</i> I shall go to Peking <i>or</i> not.

## 73. Examples of one sentence connected to another sentence:

This pupil is quick, *and* he learns easily.

Mother went to bed, *for* she was feeling tired.

I will go, *since* you ask me to do so.

I shall remain *till* you come.

He closed his house *after* we left.

The boy is well, *but* the girl is sickly.

He will come, *if* you will let him.

I believe in him *because* he is honest.

## EXERCISE I

*In the following sentences point out the conjunctions and tell what they connect:*

- Birds fly and worms crawl.
- That man is neither honest nor industrious.
- He has neither books nor pencils.
- You may go out, as the rain has stopped.
- She was kind but strict.
- We should eat three or four kinds of food at each meal.
- Many small animals have no bones, but all large animals have skeletons.
- We have learned something about prepositions and conjunctions.
- Both arithmetic and geography are very useful studies.
- I had studied my lessons, and I passed my examinations easily.

11. He could not pass his examinations, though he tried hard.
12. It has been a long time since we last met.
13. I shall go if they invite me.
14. He is my uncle, yet I have never seen him.
15. The girl went to bed, for she was feeling tired.
16. You must either buy some bananas or pears.
17. The road was muddy and we had to ride in a cart.

### EXERCISE II

*Make sentences, each containing one of the following conjunctions:*

and        but        or        nor        neither    if        however  
 although    since    for        because    whether    than

### EXERCISE III

*Fill each blank with a conjunction.*

1. I was so happy — I did not know what to say.
2. Lan Ching was here yesterday, — I did not see her.
3. You must go on working — the sun goes down.
4. Either Hsiung — Feng is to blame.
5. I have never heard — you received the money — not.
6. You may go — you do not stay too long.
7. There are — tigers — lions in the way.
8. — Chang — Wang is at school to-day.
9. School will close — the hot weather comes on.
10. I cannot walk fast — my foot is sore.
11. A man must do his best, — he may not always succeed.
12. They cannot succeed — you help them.
13. He will sell the pony — you wish to buy it.
14. He is industrious — he will succeed.
15. You will miss the boat — you hurry.

## THE INTERJECTION

74. An interjection is a word used to express strong or sudden feeling.

EXAMPLES: *Oh!* how pleased I am to see you again!  
*Help! Help!* I am drowning!

In these sentences *Oh* expresses pleasure and *Help* expresses sudden appeals for assistance. They are called interjections.

75. The interjection is not related to the other words in the sentence. An exclamation mark (!) is placed after each interjection.

The following is a list of the more common interjections:

Ah! Oh! Alas! Hush! Listen! Well! Hurrah!  
 Look! Indeed! What! Oh, dear! Bravo! Hello! Pshaw!

## EXERCISE

*Point out the interjections in the following sentences:*

1. Oh! How sorry I am!
2. Alas! I have done a great wrong.
3. Hurrah! the victory is ours.
4. Hello! where are you going?
5. Look! the soldiers are coming.
6. Indeed! that was a funny experience.
7. Oh, dear! I did not think you would do that.
8. Pshaw! I don't believe it.
9. What! is everybody asleep?
10. Hush! the baby is asleep.

## SUBJECT AND PREDICATE OF QUESTIONS

**76.** The order of words in questions is different from that in a statement. The student may find it hard to tell what is the subject and what is the predicate. But by changing a question to a statement, we may easily find its subject and predicate. Thus,—

Is the boy reading?	The boy   is reading.
Which is your hat?	Your hat   is which.

## EXERCISE

Write a statement in answer to each of the following questions. Then show the subject and predicate of each by drawing lines as above:

- Where is Peking? *Peking is there.*
- In which province do you live? *You live in which province.*
- Do tea plants grow near your home? *Tea plants do grow near your home.*
- Have you studied your lesson? *You have studied your lesson.*
- Which is the largest province in China? *The largest province in China.*
- Did Ling go to the post office last night? *Ling did go to the post office last night.*
- What kind of fruit do you like best? *You do like what kind of fruit best.*
- When will you come to my home? *You will come to my home when.*
- Is your father well this morning? *Your father is well this morning.*
- What is the capital of your province? *The capital of your province.*

## SUBJECT AND PREDICATE OF COMMANDS AND REQUESTS

**77.** In every sentence there must be a predicate, but sometimes the subject of a sentence may not be given. In commands and requests the subject is generally left out. We do not often say, "You find a book," but "Find a book," "Get the ball," "Read the story." The subject is always *you*.

- Bring me the large book.
- Always do your best.



We may show the subjects and predicates in sentences 1 and 2 as follows:

(You) | Bring me the large book.

(You) | Always do your best.

### EXERCISE

*In each of the following sentences, show its subject and predicate:*

1. Obey your parents.
2. Be kind to animals.
3. Look before you jump.
4. Please get me a glass of water.
5. Begin every sentence with a capital letter.
6. Please lend me your book.
7. Come again.
8. Do your duty now and always.

### THE SIMPLE SUBJECT AND ITS MODIFIERS

78. 1. Birds sing.      2. The little yellow birds sing.  
 3. Leaves move.      4. The large green leaves move.

In the second sentence, *The little yellow birds* is the whole subject; *birds* is the simple subject; *The, little, and yellow* are modifiers of the simple subject.

The subject without its modifiers is called the simple subject.

In the fourth sentence, the whole subject is *The large green leaves*. The simple subject is *leaves*; the modifiers of the simple subject are the adjectives *The, large* and *green*.

## EXERCISE

Tell the whole subject and the simple subject of each of the following sentences:

1. The lady spoke gently.
2. A pretty little boy was playing in the water.
3. An old blind man was begging for rice.
4. The rich soil of the valley produces great crops of rice.
5. Many large white flowers grew on the tree.
6. A large dark cloud covered the top of the mountain.
7. The mule cart travelled very slowly.
8. We rode ten miles in one day.
9. The man in the silk gown is my Chinese teacher.
10. My uncle will surely come to-morrow.

## THE SIMPLE PREDICATE AND ITS MODIFIERS

79. The boat moved slowly away.

In this sentence *moved slowly away* is the **whole predicate**. *moved* is the **simple predicate**; *slowly* and *away* are **modifiers** of the simple predicate.

The modifiers of the simple predicate are adverbs or some words used as adverbs.

## EXERCISE

Tell the whole predicate, the simple predicate, and its modifiers in each of the following sentences:

1. The baby cried loudly.
2. The book lies upon the floor.
3. A tall tree stood here.
4. The full moon shone brightly.
5. The farmer plants rice early.
6. An old horse pulled the cart.
7. You are a good student.
8. The children played happily together.
9. A noun is the name of a person, place, or thing.
10. The boy lays the book on the table.

80. The exercise above is an exercise in analysis.

The large ship sailed rapidly away.

*The large ship* is the whole subject. *Sailed rapidly away* is the whole predicate.

*Ship* is the simple subject. It is modified by the adjectives *the* and *large*.

*Sailed* is the simple predicate. It is modified by the adverbs *rapidly* and *away*.

### COMPOUND SUBJECT

81. Two or more connected subjects, that have the same predicate, form a compound subject.

Wang | plays ball.

Chang | plays ball.

Wang and Chang | play ball.

The third sentence has two subjects, *Wang* and *Chang* connected by the conjunction *and*. The statement made by the verb *play* is true of Wang as of Chang.

In the same way, each of the following sentences has two or more subjects.

*My brother* and *I* | meet every week.

*Chairs, tables, and boxes* | are made of wood.

The connected subjects of the sentence, taken together, form a compound subject.

### EXERCISE

Copy each of the following predicates, writing a compound subject in place of the blanks:

- ..... and ..... are animals.
- ....., ...., ....., ..... are insects.
- ....., ....., ....., ..... are names of trees.
- ....., ....., ....., ..... are made of iron.

5. ...., ....., ..... are cities on the coast.
6. ...., ....., ....., ..... are the names of my best friends.
7. ...., ....., ....., ....., ..... are minerals.
8. ...., ....., ....., ....., ..... are the largest cities in the world.

### COMPOUND PREDICATE

**82.** Two or more connected predicates, that have the same subject, form a compound predicate.

The woman | *sold* the eggs and *bought* some cloth.

The subject of this sentence is *The woman*. Two things are said about *The woman*—she *sold the eggs* and she *bought some cloth*. So this sentence has two predicates, which are connected by *and*. The two predicates form a compound predicate.

A sentence may have two or more predicates. Thus,—  
The farmer plows the land, sows the seed, and gathers the grain.

**83.** A sentence may have both a compound subject and a compound predicate. Thus,—

Father *and* I bought several books and took them to our home.

### EXERCISE

*Write a compound predicate for each of the following subjects:*

1. The blacksmith ..... and .....
2. The boys ..... and .....
3. Frogs ....., ....., and .....
4. The girls ....., ....., and .....
5. The coolie ..... and .....

## PHRASES

84. A phrase is a group of words used as an adjective, an adverb or a noun. It does not contain a subject or a predicate.

The leaves *of the tree* fell *into the water*.

In this sentence the group of words *of the tree* is used as an adjective to modify the meaning of the noun *leaves*. The group of words *into the water* is used as an adverb to modify the verb *fell*. These groups of words—*of the tree* and *into the water*—are called phrases.

1. The light of the moon is bright.
2. Fish live in the water.

In sentence one the phrase *of the moon* modifies the noun *light* and is used as an adjective; but in sentence two the phrase *in the water* modifies the verb *live*, and is used as an adverb.

3. *To do my best* is my duty.

In this sentence the phrase *To do my best* is used as a noun and is the subject of the sentence.

## EXERCISE

Copy the following sentences. Draw a line under each phrase:

1. The floor of the room was made of boards.
2. The roof of the house was covered with tiles.
3. The light of the moon shone on the water.
4. A little boy played by the water.
5. Some people in China live on boats.
6. My lesson in arithmetic is about fractions.
7. The first word of a sentence begins with a capital letter.
8. The shape of the earth is round.
9. The narrow streets of the city were hot and dirty.
10. The capital of China is Peking.

## ADJECTIVE PHRASES

85. When phrases are used, like adjectives, to modify the meaning of nouns or pronouns, they are called **adjective phrases**.

Adjective phrases are usually placed after the words they modify. Adjectives are usually placed before the words they modify.

## EXERCISE

*Copy these sentences. Draw a line under each adjective phrase. Tell what noun each phrase modifies:*

1. The name of this flower is mu tan.
2. The flowers of the tea plant are white.
3. That is the largest boy in my school.
4. We write with the sharp end of the pencil.
5. The Yangtse Kiang is the largest river in China.
6. A large piece of level land is called a plain.
7. All the people of the city heard the news.
8. The edges of the leaves of my book are torn.
9. The largest ocean in the world is called the Pacific.
10. My father was the oldest man in the town.

## ADVERBIAL PHRASES

86. When a phrase is used, like an adverb, to modify the meaning of a verb, it is called an **adverbial phrase**.

Fish swim swiftly through the water.

In this sentence, *through the water* is an adverbial phrase and it modifies the verb *swim*.

Adverbs and adverbial phrases are usually placed **after** the words they modify.

## EXERCISE

Copy the following sentences. Draw a line under each adverbial phrase and tell what verb each modifies:

1. He fell into the water.
2. A woman walked slowly over the bridge.
3. Father spoke kindly to the beggar.
4. The bird flew to its nest.
5. We live now in the country.
6. Many foreigners live in Shanghai.
7. Much sugar is made from sugar cane.
8. The city of Soochow is on the Grand Canal.
9. The women are going to the market.
10. The farmers live in villages.

## COMPLEMENTS

87.     1. Li broke.  
           2. Li broke his pencil.

In the first sentence, *broke* is not a complete predicate. In the second sentence, *pencil* is added to the verb *broke* to make the predicate complete. In the same way in the sentence—

The cat caught the mouse.

The word *mouse* tells what was *caught*. It is used with the verb *caught* to form a complete predicate. It is called the **complement** of the verb *caught*.

88. Some verbs do not require complements. Thus,—

Li runs.	Fishes swim.
Li walks.	Birds fly.

## EXERCISE

Tell the verb and the word used as complement in each of these sentences:

- |                              |                                    |
|------------------------------|------------------------------------|
| 1. Fei is a boy.             | 11. The man carries a cane.        |
| 2. He ate an orange.         | 12. The horse pulls the cart.      |
| 3. The orange was large.     | 13. The cart is heavy.             |
| 4. I saw him.                | 14. The horse is old.              |
| 5. The dog has my hat.       | 15. The driver is kind.            |
| 6. He has torn it.           | 16. He does not use a whip.        |
| 7. We study grammar.         | 17. I bought a knife.              |
| 8. Mei is writing a letter.  | 18. A boy sold his book.           |
| 9. Pao copied his sentences. | 19. The girls have their fans.     |
| 10. Boys can climb trees.    | 20. Father has gone to his office. |

THE SAME WORD AS DIFFERENT  
PARTS OF SPEECH

89. The same word, without any change of spelling, may be sometimes one part of speech, sometimes another. The meaning of a word in the sentence determines to what part of speech it belongs.

EXAMPLES: We always *walk* to school.

We took a *walk*.

In the first sentence, the word *walk* expresses action, and is therefore a verb. In the second sentence, the word *walk* calls the action by its name, hence it is a noun.

## Verbs

I *ride* every day.  
He *anchors* the boat.  
The sun *lights* the earth.  
They *rest* at noon.

## Nouns

I enjoyed the long *ride*.  
The *anchors* will not hold.  
The *lights* went out.  
*Rest* is necessary after toil.



## EXERCISE

*In the following sentences tell whether the words in italics are verbs or nouns:*

1. The farmer *plows* with water buffaloes.
2. The *plows* are not in use.
3. We *use* bamboo to make chairs, tables, and other things.
4. Constant *use* has made my knife dull.
5. We *fire* the gun.
6. The *fire* is burning.
7. We *fish* and *fish* and yet we catch no *fish*.
8. *Place* the box in its proper *place*.
9. Men who *work* hard generally do good *work*.
10. Many coolies *crowd* around us to see what we do.
11. We saw a *crowd* of people all going in the same direction.
12. *Honour* those to whom *honour* is due.
13. You *wrong* him when you speak in this way.
14. I have done you a great *wrong*.
15. You can *sleep* a sound *sleep* to-night.

90. The same word may often be used either as an adjective or as a noun:

*Nouns**Adjectives*

*Iron* will float in mercury.

An *iron* anchor holds the boat.

The miner digs for *gold*.

I bought a *gold* watch.

The street was paved with *stone*.

The farmer thrashes the rice on the *stone* floor.

Liang is going to *college*.

His *college* studies are too hard for him.

## EXERCISE

*In the following sentences tell whether the words in italics are nouns or adjectives:*

1. Give us some *gold*.
2. A *gold* watch is one that is made of *gold*.
3. The *good* are loved.
4. *This* is a *good* watch do~~e~~.

5. I stand before you a *free* man.
6. America is the land of the *free*.
7. *Mountain* air is cold.
8. He climbed a high *mountain* last summer.
9. A *silk* gown that is made of good *silk* costs much money.
10. *Leather* is the skin of animals.
11. Foreign shoes are made of *leather*.
12. *Iron* is a very strong metal, and *iron* tools last longer than any other.

91. A number of adverbs have the same form as adjectives.

<i>Adjectives</i>	<i>Adverbs</i>
Chang is a <i>fast</i> runner.	Chang runs <i>fast</i> .
His <i>only</i> son came to see him.	He went <i>only</i> once to see his son.

### EXERCISE

*Tell whether each of the italicized words is an adjective or an adverb:*

1. The *wrong* goods were sent.
2. He addressed the letter *wrong*.
3. This is a *cheap* pair of shoes.
4. I bought them *cheap*.
5. I am now *wide* awake.
6. There is a *wide* view over the plain.
7. He speaks *too loud*, for he has a *loud* voice.
8. You are a *late* comer.
9. You came very *late*.
10. If you wish to take *first* place in your class, you must *first* work hard.
11. These are *early* apples.
12. The battle started at an *early* hour.
13. The general was the *last* to leave the field.
14. The uprising was planned since *last* year.

**92.** Several words are sometimes prepositions and sometimes adverbs. The preposition has an object, while the adverb has none.

*Prepositions*

The cat lay down *before*  
the fire.

We walked *along* the bank  
of the river.

*Adverbs*

You told me so *before*.

Our boat floated *along* quietly.

**EXERCISE**

*Tell whether each of the italicized words is a preposition or an adverb:*

1. The brook runs *down* the mountain.
2. The horse fell *down* in the street.
3. There is nobody *within*.
4. The park lies *within* the city limits.
5. The pagoda stands on a hill *above* the city.
6. The sun shines *above*.
7. Lay your book *by*.
8. The temple stands *by* the river.
9. He is hiding *behind*.
10. If you look *behind* the door, you will find him.

**THE PARTS OF SPEECH**

**93.** All the words in the English language are classified into divisions called **Parts of Speech**. There are eight parts of speech.

- |              |                  |
|--------------|------------------|
| 1. Noun      | 5. Adverb        |
| 2. Pronoun   | 6. Preposition   |
| 3. Adjective | 7. Conjunction   |
| 4. Verb      | 8. Interjection. |

A noun is a word used as a name.

**EXAMPLES:** Tree, boy, school, hat, pencil.

A pronoun is a word used in the place of a noun.

EXAMPLES: He, she, him, her, it, who, they, theirs.

An adjective is a word used to describe or limit a noun.

EXAMPLES: Lan is a *good* girl.

There are *five* boys in our class.

A verb is a word that asserts action, being or state of being.

EXAMPLES: Chang *walks*. *Come* here! He *is* here.

An adverb is a word used to modify a verb, an adjective, or another adverb.

EXAMPLES: Chang walks *slowly*.

A *very* nice apple.

He walks *very* slowly.

A preposition is a word used to show the relation between a noun or a pronoun and some other word in the sentence.

EXAMPLE: I live *in* this house.

A conjunction is a word used to connect words, phrases or sentences.

EXAMPLES: Liu walks *and* runs.

He has *neither* books *nor* pencils.

An interjection is a word used to express strong or sudden feeling.

EXAMPLES: *Hurrah!* we won the game.

*Oh!* how happy I am.

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*Instructor of English, College of Yale-in-China*

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中華民國二年十月七日稟部註冊十一月四日領到文字第一百十九號執照  
教育部審定

◎ 共和國教科書中學英文法第二學年

編纂者

台山鄒富灼

發行兼印刷者

商務印書館

定價 大洋壹角貳分 外埠酌加運費匯費

初版 民國二年六月 廿五版 民國十六年五月

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REPUBLICAN SERIES

ENGLISH GRAMMAR

Approved by the Board of Education for Use of Middle  
Schools, Second Year

Author: Fong F. Sec, M.A., LL.D.

Publishers and Printers: The Commercial Press, Limited

Price: \$.12, postage extra

1st ed., June, 1913

25th ed., May, 1927



