

# 現代初中英語語法

上 冊

## MODERN ENGLISH

Book One

謝大任 胡達人

合 編

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# 現代初中英語語法

上 冊

## MODERN ENGLISH

Book One

AN ELEMENTARY ENGLISH GRAMMAR  
FOR JUNIOR MIDDLE SCHOOLS

by

D. Z. ZIA and T. C. HU

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## 編輯大意

本書分編上下二冊，講述英語語法初步綱要，適供初級中學第二第三兩學年英語教學之用。

本書編制，按照現代教育原則，注重實習，全書所載語法上之每一節目，均附有練習題一組至三組，以資實習。

本書所載語法綱要，說理示例，力求淺顯，俾便初學。

本書所列習題，應有盡有，字句簡易，學者循序修習，自力足以應付，庶幾教師既省逐句講解之煩，而學者亦得舉一反三之益。

## CONTENTS

Lesson	Page
1. Nouns . . . . .	1
2. Pronouns . . . . .	3
3. Verbs . . . . .	5
4. Adjectives . . . . .	8
5. Adverbs . . . . .	10
6. Prepositions . . . . .	13
7. Conjunctions . . . . .	15
8. Interjections . . . . .	17
9. Parts of Speech . . . . .	19
10. The Same Word as Different Parts of Speech . . . . .	20
11. The Sentence . . . . .	22
12. Subject and Predicate . . . . .	24
13. Order of Subject and Predicate . . . . .	28
14. Clauses . . . . .	30
15. Phrases . . . . .	31

Lesson	Page
16. Common and Proper Nouns . . . . .	33
17. Number of Nouns . . . . .	34
18. Gender of Nouns . . . . .	39
19. Case of Nouns . . . . .	42
20. Personal and Demonstrative Pronouns	44
21. Interrogative and Relative Pronouns .	48
22. Transitive and Intransitive Verbs . . .	52
23. Principal Parts of Verbs . . . . .	54
24. Tense of Verbs . . . . .	59
25. Voice of Verbs . . . . .	61
26. Mood of Verbs . . . . .	63
27. Auxiliary Verbs . . . . .	66
28. Kinds of Adjectives . . . . .	68
29. Articles . . . . .	70
30. Comparison of Adjectives . . . . .	73
31. Kinds of Adverbs . . . . .	77
32. Comparison of Adverbs . . . . .	79

# Modern English

## Book One

### NOUNS

A sentence is a group of words expressing a complete thought. In grammar each *word* is called a *part of speech*, because it is only a part of the sentence. To begin with, let us study the noun, one of the parts of speech used most frequently.

A *noun* is a word used as the name of a person, place, or thing.

Read the following sentences and notice that the words in italics are called nouns in grammar:

1. My *brother* will go to *Shanghai*.
2. *Mary* and *John* are absent.
3. I enjoyed a sound *sleep* last *night*.
4. Your *book* is on the *desk*.
5. Can your *sister* speak *English*?

### Exercise I

Read the following sentences and list in order all the words used as nouns:

1. I shall comb and brush my hair.
2. My mother is at home.
3. That tall man is my uncle.
4. They go to school every day.
5. He is writing a letter.
6. The carpenter has made a table.
7. I want to see John.
8. Here is a piece of chalk.
9. His name is Henry.
10. They found their teacher in the park.
11. I am opening the door.
12. Did your father go to Nanking?

### Exercise 2

Copy the following sentences and fill each blank with a noun:

1. Spring is the best——of the year.
2. Which of these——is your sister?
3. The——is hot in summer.
4. There is a——on the table.
5. We have our breakfast in the——.
6. We use a——to tell time.
7. There are seven——in a week.

8. They have their——in the evening.
9. Sixty——make a minute.
10. February is the second——of the year.
11. The——of our country is China.
12. In every——there is wine.
13. I see with my——.
14. ——is the capital of China.
15. His horse can run six——an hour.
16. A big black——covered the sun.
17. I have a——on my head.
18. This is a——of paper.
19. The——shines at night.
20. On my two——I wear gloves.

### PRONOUNS

A *pronoun* is a word used instead of a noun. It mentions <sup>1</sup> a person, place, or thing without telling the name.

1. Henry stood up when *he* heard *his* name called.
2. The boys saw the bird, but *they* could not tell *its* name.
3. *He* asked *me* to lend *him* *my* new book.
4. *She* lost the pencil *which* *I* had given *her*.



5. Mary found a gold ring and put *it* in *her* pocket.

Examine carefully the following pronouns:

I	you	he	she	it
my	your	his	her	its
me	you	him	her	it
we	you		they	
our	your		their	
us	you		them	

### Exercise 3

Copy the following sentences and put pronouns in place of nouns where possible:

1. The girl heard the girl's name called.
2. John has gone home because John was told that John's father wanted John.
3. They cannot visit the library today; the library is closed.
4. The cup was broken when the cup fell down to the ground.
5. The boys may go out to play when the boys have done the boys' work.
6. Mary has seen John; Mary met John in the park.

### Exercise 4

Copy the following sentences and fill<sup>e</sup> each blank with a pronoun:

1. Henry said that——had done——work.
2. She is coming with——sister.
3. The teacher has a new watch;——often looks at——.
4. Jane had two hens, and——fed——on corn.
5. The boy gave——sister the book——wanted.
6. John's mother told John that——needed——at home.
7. ——am very glad to see——.
8. ——looked for——fountain-pen, but could not find——.
9. The West Lake of Hangchow is famous for——beauty.
10. ——asked——to ride with——.

### VERBS

A *verb* is a word used to say something about a person, place, or thing. No sentence can be made without a verb. A group of words used as a verb is called a *verb phrase*.

1. The room *has* two winders.
- \*2. Our cousins *are* in the room.
3. The horse *ran* very fast.
4. He *will go* tomorrow.
5. I *have written* a letter.

The noun or pronoun used after some verbs or verb phrases is called the *object*.

1. He has lost a *book*.
2. I saw *him* yesterday.

### Exercise 5

Copy the following sentences and draw a line under each verb or verb phrase:

1. It *is* very cold today.
2. I *go* to school every day.
3. He *speaks* English very well.
4. I *will lend* my book.
5. I *am writing* to my brother.
6. We *must get up* early in the morning.
7. The cat *sprang* through the window.
8. Somebody *has been lying* on my bed.
9. The dog *lay down* by the fire.
10. The snow *fell* in great flakes all day long.
11. That lesson *must be learned* by heart.

12. A new hope filled their minds.
13. We may have made a mistake.
14. The book on the desk belongs to me.
15. The streets were wet and muddy.
16. Those old men walked slowly.
17. We had a letter from our uncle.
18. Good boys love to work.
19. They are living near us.
20. I met my friend in the park.

### Exercise 6

Write down ten verbs in one column, and ten verb phrases in another column.

### Exercise 7

Copy the following sentences and fill each blank with a verb or a verb phrase:

1. I——a new hat.
2. The children——to school every day.
3. He——a good day.
4. The girl——to Shanghai next Monday.
5. She——English very well.
6. The teacher——me in the park.
7. I——you——all right tomorrow.
8. We——a clock or a watch to tell time.

9. The short hand—the hour-hand, because it—the hour.
10. She—down in the large chair.
11. They—the door and—out.
12. My brother—in a few days.
13. I—not so tall as he.
14. We—to get a new book.
15. The boy.—up and—the lesson.
16. At school we—to read and write.

### ADJECTIVES

An *adjective* is a word used to modify a noun or a pronoun. The adjectives *the*, *a*, and *an* are often called articles.

1. On *every* ship there is *a* compass.
2. Sunday is *the first* day of *the* week.
3. *Sixty* minutes make *an* hour.
4. *Little* Mary loves *red* roses.
5. *The* rose is my *favorite* flower.

### Exercise 8

List in order all the adjectives in the following sentences, and opposite each write the word that it modifies:

1. Is your horse a black one?
2. That old man has three sons.
3. He saw a black and white cat.
4. The grapes are very sweet.
5. The brave soldier was killed.
6. A narrow path led down to the brook.
7. The dog found a large piece of meat.
8. The rich man lived in Shanghai.

### Exercise 9

Copy the following sentences, and fill each blank with one of the adjectives listed below:

ripe	young	happy	more
last	fierce	first	good
much	no	large	many
all	every	new	cold
honest	seven	old	green

1. The——dog sprang at the stranger.
2. December is the——month in the year.
3. This is the——question I want to ask you.
4. Jane is a——girl.
5. Henry bought——flowers.
6. There is——water in the well,

7. He is an——man.
8. He has——money than you.
9. I am very——to see you.
10. I have——bread to eat.
11. I was very——at that time.
12. These apples are all——.
13. I have not seen you for a——time
14. ——children like to play.
15. A week has——days.
16. We go to school——day.
17. There stands an——tree near the wall.
18. Winter is a——season.
19. His——knife is on the desk.
20. The——corn is waving in the breeze.

### ADVERBS

An *adverb* is a word used to modify a verb, an adjective, or another adverb. Adverbs are generally used to answer the questions *Where? When? How? and How much?*

1. John, come *here*.
2. She must have reached the city *now*.
3. The old man walked *very slowly*.
4. He is *much* taller than I.

5. You read *too fast*.

### Exercise 10

List in order all the adverbs in the following sentences, and opposite each write the word or words that it modifies:

1. The train will come soon.
2. The apple is quite ripe.
3. He often comes here.
4. Will you go there?
5. She is very ill.
6. Please write slowly and carefully.
7. You should always tell the truth.
8. The old dog barked loud.
9. I am extremely sorry.
10. She spoke too fast.
11. We walked along rather slowly.
12. She treated him unkindly.
13. The birds sang merrily on the tree.
14. You may sit down now.

### Exercise 11

Copy the following sentences and fill each blank with one of the adverbs listed below:



loud	badly	much	bright
seldom	very	too	never
there	nearly	sweetly	often
then	ever	up	always
now	in	again	quite

1. Your brother is sleeping——.
2. ——he stood up and spoke.
3. The old man lived——
4. The soldier was—— wounded.
5. Our uncle treated us—— kindly.
6. The straw hat is——finished.
7. Mary speaks very——.
8. This orange is——larger than that.
9. How——the moon shines!
10. He will come——.
11. I hope to be——strong very soon.
12. The sun is——round.
13. He will——come to see me.
14. We——see him now.
15. He will——do such a foolish act.
16. Have you——seen a tiger?
17. Stand——and read the lesson.
18. He arrived——late.

19. Larks can sing——.
20. Come——and take a seat.

### PREPOSITIONS

A *preposition* is a word used to show the relation between a noun or pronoun and some other word in the sentence. The noun or pronoun that follows the preposition, as well as the noun or pronoun used after some verbs, is called the *object*.

1. I am walking *to* the door.
2. Put your book *on* the desk.
3. Spring is the best season *of* the year.
4. The sun sets *in* the west.
5. I went *to* Shanghai with him.

### Exercise 12

List in order all the prepositions in the following sentences, and opposite each write its object or objects:

1. Mary studies her lessons at home.
2. He cut his finger with a knife.
3. The bird flew over the tree.
4. He came home from school.
5. A map hangs on the wall.
6. He put the money in his pocket.

7. He went into his room.
8. They walked down the street.
9. Let us climb up the mountain.
10. Bring me a piece of chalk.
11. Soochow is situated between Shanghai and Nanking.
12. Their house is near the park.
13. Will you kindly do it for me?
14. He ran towards the house.
15. We sailed across the lake.
16. The sun shines by day.
17. The boy is standing behind his father.
18. The dog ran after its master.
19. A preposition is placed before its object.
20. The book fell under the desk.

### Exercise 13

Copy the following sentences and fill each blank with one of the prepositions listed below:

- |        |       |
|--------|-------|
| up     | to    |
| on     | in    |
| down   | with  |
| into   | above |
| across | under |

1. Let us walk—the street.
2. He is writing—a pen.
3. The servant went—his master's room.
4. The new dictionary is—the teacher's desk.
5. We go—school every day.
6. They are living—the city.
7. He went—the hill to get a good view.
8. The ship sailed—the river.
9. The child stood—a tree.
10. A lamp was hung— his head,

### CONJUNCTIONS

A *conjunction* is a word used to connect words or groups of words. The words and groups of words connected by the conjunction must be of the same rank.

1. Will you have tea *or* coffee?
2. Did she go by car *or* on foot?
3. The boy is clever *but* careless.
4. You may go, *but* I will stay.
5. Time *and* tide wait for no man.
6. The door opened, *and* the girl came in.
7. I will not go out *if* it rains.
8. I can't go *because* it's too cold,

Conjunctions that are in pairs are called *correlative conjunctions*. The chief correlative conjunctions are:

either . . . or            both . . . and  
neither . . . nor        not only . . . but also  
whether . . . or

#### Exercise 14

List in order all the conjunctions or pairs of conjunctions and opposite each write in two columns the words or the groups of words it connects:

1. In the basket we found apples and oranges.
2. Can you speak Chinese or English?
3. The boy's name is either John or Henry.
4. We have neither pens nor pencils.
5. He asked me whether I was a Chinese or a Japanese.
6. He had not only paper money but also silver dollars.
7. Both he and I are wrong.
8. I shall not go unless you write to me.
9. Before the train left, we saw him coming.
10. Though the bridge tottered, it did not fall,

### Exercise 15

Copy the following sentences and fill each blank with one of the conjunctions listed below:

if	after
but	before
and	until
or	unless
because	though

1. He can speak English——French.
2. The man is tall——strong.
3. Mary was absent——she was ill.
4. You will get the prize——you try your best.
5. He left the house——the rain had stopped.
6. ——you try, you will never succeed.
7. We must get up——the sun rises.
8. ——he is rich, he cannot help you.
9. I went there,——I did not see him.
10. He waited——the sun had set.

### INTERJECTIONS

An *interjection* is a word used to express some strong or sudden feeling. To show joy we say "Hurrah!" "Ha!"; to show sorrow we say "Oh!" "Ah!" "Alas!"; to call attention we say "Lo!"

“Hush!” “Holloa!” An interjection, strictly speaking, is not a part of speech, as it has no grammatical connection with any other word or words in the sentence and forms no part of it.

1. *Hark!* what is that noise?
2. *Aha!* I understand the matter now!
3. *Pshaw!* what a silly reason it is!

### Exercise 16

Copy the following sentences and draw a line under each interjection:

1. Lo! here come the dancing bears!
2. Hurrah! our side has won!
3. Oh! how sad he looks!
4. Hush! keep quiet.
5. Ha! ha! do you think you can catch me?
6. She came, alas! too late.
7. Ah! my friend, here you are!
8. Pooh! I don't believe a word of it.
9. Hello! where are you going?
10. Pshaw! how can you be so foolish?

### Exercise 17

Write five sentences, each containing an interjection.,

## PARTS OF SPEECH

The classes into which words are divided according to their use in the sentence are called *parts of speech*. They are eight in number, and have been described already:

(1) A noun is a word used as the name of a person, place, or thing; as, *boy, city, book*.

(2) A pronoun is a word used instead of a noun; as, *I, you, he*.

(3) A verb is a word used to say something about a person, place, or thing; as, *read, have, is*.

(4) An adjective is a word used to modify a noun; as, *good, this, four*.

(5) An adverb is a word used to modify a verb, an adjective, or another adverb; as, *sweetly, very, quite*.

(6) A preposition is a word used to show the relation between a noun or pronoun and some other word in the sentence; as, *of, at, on*.

(7) A conjunction is a word used to connect words or groups of words; as, *and, or, if*.

(8) An interjection is a word used to express some strong or sudden feeling; as, *hurrah! oh! ah!*



### Exercise 18

Read over the following sentences, and tell to what part of speech each word belongs:

1. Oh! how poor he is!
2. He looked up into the tree.
3. Is it a really good pen?
4. The mother loved her children very much.
5. The sun and the moon have the shape of a ball.
6. John or Henry went there.

### Exercise 19

Write from memory the definitions of the eight parts of speech.

### THE SAME WORD AS DIFFERENT PARTS OF SPEECH

The same word may be sometimes one part of speech and sometimes another. It is not the spelling of a word that determines its part of speech, but the *function* the word performs. Notice the use of the words *down*, *up*, *second*, *walk*, and *work* in the following sentences:

#### Down

1. This pillow is filled with *down* (Noun)
2. The train was on a *down* grade. (Adjective)
3. Put *down* your pen. (Adverb)
4. He went *down* the street. (preposition)

Up

1. The *up* train was late. (Adjective)
2. The bird flew *up*. (Adverb)
3. They went *up* the hill. (Preposition)

Second

1. It will go out in a *second*. (Noun)
2. I *second* the motion. (Verb)
3. He lives in the *second* house. (Adjective)

Walk

1. John and I took a *walk*. (Noun)
2. We always *walk* side by side. (Verb)

Work

1. Few people like hard *work*. (Noun)
2. Most people must *work* to live. (Verb)

**Exercise 20**

Tell what part of speech each word in italics is in the following sentences:

1. He always *dreams* pleasant *dreams*.
2. I shall call *for* you, *for* I think it will *rain*.
3. We had a heavy *rain* in the morning.
4. They *paint* with a *paint* brush.
5. We *sleep* at night.

6. I enjoyed a sound *sleep* last night.
7. My uncle gave me a *gold* watch.
8. The cup is made of *gold*.
9. A *red* flag was hung out.
10. The girl was dressed in *red*.
11. Your voice is too *low*.
12. You speak too *low*.
13. Lo! here comes the *fast* train.
14. He can run *very fast*.
15. This is the *very* book I want.

### Exercise 21

Use the following words in sentences, first as nouns and then as verbs; and draw a line under each:

1. brush

3. drink

2. care

4. rest

Example: What kind of paint is it?

They can paint very well.

### THE SENTENCE

A *sentence*, as we have learned, is a group of words expressing a complete thought. The words express a complete thought when they tell something about some person or thing. If a person

should come up to you and say "that boy," you would surely ask, "What about the boy?" But if he should say, "That boy has a book," you would be satisfied with the information about the boy. The group of words, "*That boy has a book,*" expresses a complete thought, and therefore it is a sentence.

Let us remember then—

A *sentence* is a group of words which expresses a complete thought.

The first word of a sentence should begin with a capital letter.

### Exercise 22

Copy the following groups of words and draw a line under each which expresses a complete thought and is called a sentence:

1. The diligent boy.
2. The books on my desk.
3. The boy is diligent.
4. If you come here.
5. They put the books there.
6. Birds fly.
7. Went to school every day.

8. Here you are.
9. Cannot walk with one leg.
10. A quire of paper.
11. It is a pen.
12. Until he met his friend.
13. We learn to read and write.
14. I think so.
15. To learn to read at school.
16. The man lives in the city.
17. The richest man in the city.
18. The map is on the wall.
19. A piece of chalk.
20. Here comes the train.

### Exercise 23

Write sentences, each containing one of the following words:

- |          |           |
|----------|-----------|
| 1. speak | 3. school |
| 2. hot   | 4. very   |

### SUBJECT AND PREDICATE

A sentence consists of two parts, the *subject* and the *predicate*.

The subject of a sentence is that of which something is told.

The predicate of a sentence is what is told of the subject.

The subject of a sentence may be (1) a noun or pronoun alone, or (2) a noun or pronoun together with some other word or words; and the predicate may be (1) a verb or verb phrase alone, or (2) a verb or verb phrase together with some other word or words.

The subject and the predicate of each of the sentences below are indicated by placing a vertical line between them:

1. Boys | play.
2. Fire | burns.
3. Birds | can fly.
4. The boys | learn their lessons.
5. The great fire | burned many hours.
6. The birds of prey | can fly swiftly.

#### Exercise 24

Separate the subject and the predicate of each of the following sentences by drawing a vertical line between them:

1. The book on the desk belongs to me.
2. Snow is white.

3. The dog is very fierce.
4. My uncle John has always been a teacher.
5. The President of the United States lives in the White House.
6. The good farmer lived on his sunny farm.
7. The flowers in the garden were covered with dew.
8. Blue smoke rose from many chimneys.
9. His house stood on the side of a hill.
10. The trees of the forest wrestled with the wind.
11. John Smith, the carpenter, sat in the porch.
12. My cousin has gone to Shanghai.
13. The fierce wind blew all day long.
14. He got up early and set out at six o'clock in the morning.
15. Five and six make eleven.
16. London is the capital of England.
17. Children love to listen to stories.
18. We never worked so hard before.
19. The clock in the belfry struck ten.
20. A new hope filled our minds.

### Exercise 25

Fill the blanks in the following sentences with nouns or pronouns as subjects:

1. — is a hot season.
2. His — came to see him.
3. This rich — lived in Shanghai.
4. The — of the hill are covered with woods.
5. — am your friend.
6. A fierce — barked at the beggar.
7. — rowed slowly up the stream.
8. — is the capital of China.
9. My young — has gone to America.
10. The — flows into the sea.

### Exercise 26

Fill the blanks in the following sentences with verbs or verb phrases as predicates:

1. Dogs —.
2. Birds —.
3. The clock —.
4. The river —.
5. I —.
6. You —.



7. The moon —— at night.
8. The watch on the table —— to me.
9. He —— tomorrow.
10. The sun —— by dark clouds.

### ORDER OF SUBJECT AND PREDICATE

When the entire subject of a sentence comes first, the sentence is said to be arranged in the *natural order*. Any other arrangement is called the *transposed order*. Read the following sentences and notice the position of the subject, the word or words in italics, in each of them:

1. *Columbus* discovered America.
2. Up rose *the flag*.
3. Great was *the joy of the people*.
4. Down the street *they* walked.
5. What a fine day *it is!*
6. What can *the man* do now?

The subject of a sentence usually comes first, as in sentence 1. But it is not uncommon to find the subject coming after the predicate, as in sentences 2 and 3. Sometimes the subject is found between two parts of the predicate, as in sentences 4, 5, and 6.

The subject *you* is omitted in some sentences;  
as—

1. Stand up.
2. Come here.
3. Open the door.
4. Bring me your book.

### Exercise 27

Copy the following sentences; and draw a straight line under the word or words used as the subject, and a waving line under the words used as the predicate;

1. The leaves of most trees fall in winter?
2. Here comes the boy.
3. In the garden I find many flowers.
4. Have you a new book?
5. How old are you?
6. What a clever girl she is!
7. Come here and show me your watch.
8. Is this book yours?
9. Down fell the apple.
10. The clock on the wall is striking.

### Exercise 28

Write four sentences in the transposed order,

## CLAUSES

A *clause* is a group of related words that contains a subject and a predicate and forms a part of a sentence.

A clause that is used as a part of speech is called a *subordinate clause*, corresponding to the *principal clause* upon which it depends. There are three kinds of subordinate clauses:

- (1) A *noun clause*, which is used as a noun.
  1. *Where he is going* is not known.
  2. We did not know *that he was in the room*.
- (2) An *adjective clause*, which is used as an adjective.
  1. That is the book *that I lost*.
  2. The girl *who is standing* is my sister.
- (3) An *adverb clause*, which is used as an adverb.
  1. He will succeed *because he works hard*.
  2. I will do this *if I am allowed*.

### Exercise 29

Point out each clause below and, if it is a subordinate clause, say whether it is a noun clause, or

an adjective clause, or an adverb clause:

1. Let us go to bed, as it is now late.
2. No one knows when he will come.
3. The boy who works hard will surely succeed.
4. Come when I call you.
5. This is the house that John built.
6. You will find the book where you left it.
7. She will come if she is invited.
8. My cousin arrived as I was leaving the hotel.
9. You must do as I do.
10. He has lost his knife, or some one has taken it away.

### Exercise 30

Write four sentences, each containing a subordinate clause.

### PHRASES

We have already learned that verb phrases are groups of words used as verbs. Before we go on to study other kinds of phrases, we are apt to ask, "What is a phrase?"

A *Phrase* is a group of related words that

contains no subject and predicate and is used as a part of speech.

The chief phrases which are classified according to their use in the sentence are as follows:

- (1) A *noun phrase*, which is used as a noun.  
*The United States of America* is a great country.
- (2) A *verb phrase*, which is used as a verb.  
He *will go* to Japan next Monday.
- (3) An *adjective phrase*, which is used as an adjective.  
The eagle is a bird *of prey*.
- (4) An *adverbial phrase*, which is used as an adverb.

The horse ran *at full speed*.

Most adjective and adverbial phrases consist of a preposition and its object, with or without other words. Such phrases are often called *prepositional phrases* to indicate their structure.

### Exercise 31

Point out the phrases in the following sentences, and tell like what part of speech each is used:

1. Jack and Jill went up the hill.
2. The name of our country is the Republic of China,

3. The sailor jumped into the water.
4. The houses in our street are built of  
brick.
5. He threw the ball with all his might.
6. The cup on the table is made of silver.
7. I have received a letter from my uncle.
8. Have you ever heard of that man?
9. They sailed up the Yellow River.
10. I shall go there by train.

### Exercise 32

Write sentences, each containing one of the four kinds of phrases.

#### COMMON AND PROPER NOUNS

Nouns are divided into two kinds:

- (1) Common nouns.
- (2) Proper nouns.

A *common noun* is the name of any one of a class of persons, places, or things.

1. The *boy* is crying.
2. I live in this *city*.
3. Where will you go next *month*?

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

1. His brother came with *John*.
2. Have you ever visited *Peking*?
3. *January* is the first month of a year.

A proper noun should begin with a capital letter.

### Exercise 33

Copy the following sentences; and write in one column each common noun, and in another column each proper noun:

1. Hangchow is noted for its beautiful lake.
2. My uncle has gone to Europe.
3. Chang is learning English.
4. The teacher asked me a question.
5. The boys walked to the park.
6. We shall go to Hongkong next Monday.
7. Confucius is our greatest teacher.
8. Has Mary ever been in England?
9. The lady came from America.
10. That girl is my sister.

### Exercise 34

Write four sentences, each containing a proper noun.

## NUMBER OF NOUNS

*Number* indicates whether a noun denotes one person or thing or more than one.

There are two numbers:

- (1) The singular number.
- (2) The plural number.

A noun is in the *singular number*, when it denotes one person or thing.

1. There is a *girl* in the *room*.
2. I found a *book* on the *desk*.

A noun is in the *plural number*, when it denotes more than one person or thing.

1. There are two *girls* in the *room*.
2. I found some *books* on the *desk*.

Nouns form their plural in the following ways:

(1) Most nouns form their plural by adding *s* to the singular.

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
boy	boys	book	books
girl	girls	pen	pens

(2) Nouns ending in *s*, *x*, *ch*, or *sh* form their plural by adding *es* to the singular.

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
class	classes	brush	brushes
box	boxes	bench	benches



(3) Most nouns ending in *o* preceded by a consonant form their plural by adding *es*.

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
hero	heroes	mosquito	mosquitoes
potato	potatoes	volcano	volcanoes

(4) Nouns ending in *o* preceded by a vowel and a few nouns ending in *o* preceded by a consonant form their plural by adding *s*.

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
cameo	cameos	radio	radios
dynamo	dynamos	piano	pianos

(5) Nouns ending in *y* preceded by a consonant form their plural by changing *y* into *i* and adding *es*.

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
fly	flies	baby	babies
story	stories	country	countries

(6) Nouns ending in *y* preceded by a vowel form their plural by adding *s*.

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
boy	boys	day	days
key	keys	play	plays

(7) Most nouns ending in *f* or *fe* form their

plural by changing *f* or *fe* into *v* and adding *es*:

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
leaf	leaves	wolf	wolves
knife	knives	wife	wives

(8) Some nouns ending in *f* or *fe* form their plural by adding *s*.

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
cliff	cliffs	roof	roofs
fife	fifes	safe	safes

(9) A few nouns form their plural by changing the inside vowel of the singular.

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
man	men	foot	feet
woman	women	goose	geese
mouse	mice	tooth	teeth

(10) A few nouns have the same form in the plural as in the singular.

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
Chinese	Chinese	deer	deer
sheep	sheep	swine	swine

(11) A few nouns form their plural by ending in *en*.

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
ox	oxen	child	children

### Exercise 35

Tell the number of each noun in the following sentences:

1. The hunter saw a great herd of deer.
2. The girl sat on a bench at the door.
3. The Chinese are a peace-loving people.
4. These thoughts were often in his mind.

### Exercise 36

Copy the following sentences, using the correct words in the parentheses:

1. His (pencil, pencils) are on this (desk, desks).
2. She has a (pair, pairs) of (glove, gloves).
3. The fierce (dog, dogs) barks at the (stranger, strangers).
4. There are many pine (tree, trees) in this (wood, woods).
5. This (river, rivers) flows into the (sea, seas).
6. That (book, books) has eighty-five (page, pages).
7. The (roof, roofs) of his (house, houses) is red.

8. Ripe (apple, apples) are red in (colour, colours).

9. Each (hand, hands) has five (finger, fingers).

10. These (word, words) belong to the same (part, parts) of speech.

### Exercise 37

Write the plural of each of the following nouns in the singular number:

- |          |           |             |            |
|----------|-----------|-------------|------------|
| 1. woman | 6. sheep  | 11. radio   | 16. fly    |
| 2. day   | 7. wife   | 12. country | 17. potato |
| 3. safe  | 8. piano  | 13. box     | 18. man    |
| 4. key   | 9. child  | 14. volcano | 19. teeth  |
| 5. mouse | 10. watch | 15. life    | 20. wish   |

### GENDER OF NOUNS

*Gender* indicates the sex of the person or animal, or the absence of sex of the place or thing, denoted by a noun.

There are four genders:

- (1) The masculine gender.
- (2) The feminine gender.
- (3) The common gender.
- (4) The neuter gender.

A noun that denotes a male is of the *masculine gender*; as, *father, boy*.

A noun that denotes a female is of the *feminine gender*; as, *mother, girl*.

A noun that denotes either a male or a female is of the *common gender*; as, *parent, child*.

A noun that denotes a thing without sex is of the *neuter gender*; as, *house, book*.

There are three ways of showing the masculine and the feminine gender of nouns:

(1) By using different words.

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
man	woman	sir	madam
husband	wife	gentleman	lady
father	mother	king	queen
son	daughter	cock	hen
uncle	aunt	ox	cow
nephew	niece	ram	ewe
brother	sister	stag	hind

(2) By using different endings.

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
actor	actress	poet	poetess
host	hostess	lad	lass

master	mistress	lion	lioness
prince	princess	tiger	tigress.

(3) By prefixing words which indicate the sex.

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
he-goat	she-goat	man-servant	maid-servant
cock-sparrow	hen-sparrow	buck-rabbit	doe-rabbit

### Exercise 38

Copy the following nouns and give the corresponding words of the opposite gender:

Example: boy                      girl  
                                sister                      brother

- |            |                |
|------------|----------------|
| 1. cock    | 6. actress     |
| 2. lioness | 7. man-servant |
| 3. nephew  | 8. daughter    |
| 4. lad     | 9. king        |
| 5. master  | 10. aunt       |

### Exercise 39

Point out each noun in the following sentences and give its gender and number:

1. The man bought ten sheep.
2. There the lad found a hen.
3. The cow gives us milk.

4. The lion is a fierce beast.
5. In the morning the cock crows.
6. There is a lady at the door.
7. The girl ran to the door.
8. The flowers on the tree look very beautiful.
9. Strong reasons make strong actions.
10. A little learning is a dangerous thing.

#### CASE OF NOUNS

*Case* indicates the relation of a noun to some other word or words in the sentence.

There are three cases:

- (1) The nominative case.
- (2) The objective case.
- (3) The possessive case.

A noun is in the *nominative case* when it is used as the subject to a verb or for the sake of address.

1. The *lion* roared.
2. Come here, *Henry*.

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

1. We saw a *lion*.
2. Look at the *lion*.

A noun is in the *possessive case* when it denotes ownership or possession.

1. The *boy's* hat is on the desk.
2. *Boys'* hats are for sale here.

Notice that the possessive form of plural nouns ending in *s* is made by adding an apostrophe (') alone. The possessive form of all other nouns is made by adding an apostrophe and *s*; as, *boy's*, *children's*, *men's*.

The possessive form of nouns denoting things without life is usually replaced by a phrase introduced by the preposition *of*. We should say, "the legs *of the table*", but not "the table's leg".

#### Exercise 40

Write the possessive form of each of the following nouns:

- |            |           |              |           |
|------------|-----------|--------------|-----------|
| 1. oxen    | 6. dogs   | 11. mother   | 16. deer  |
| 2. women   | 7. cats   | 12. servants | 17. sheep |
| 3. girl    | 8. niece  | 13. actress  | 18. child |
| 4. bird    | 9. nephew | 14. ladies   | 19. baby  |
| 5. teacher | 10. men   | 15. lass     | 20. mice  |

#### Exercise 41.

In the following sentences point out each



**noun** and tell its case, gender, and number:

1. John's and Henry's exercises are neatly written.
2. Can you see the chimneys of the city?
3. A child came to meet us.
4. Both men's and children's clothing is sold here.
5. See whether the word is in Webster's dictionary.
6. The girl has her own book.
7. We have new styles in ladies' and children's suits.
8. Sir, what can I do for you?
9. When did you speak to the boy?
10. The flowers were sent to us.

### PERSONAL AND DEMONSTRATIVE PRONOUNS

Pronouns are divided into four kinds:

- (1) Personal pronouns.
- (2) Demonstrative pronouns.
- (3) Interrogative pronouns.
- (4) Relative pronouns.

A *personal pronoun* is a pronoun that refers to one of the three persons. The three persons

are as follows:

(1) The first person that denotes the person speaking.

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

(2) The second person that denotes the person spoken to.

	<i>Singular</i>	<i>Plural</i>
<i>Nominative Case</i>	you	you
<i>Possessive Case</i>	your, yours	your, yours
<i>Objective Case</i>	you	you

(3) The third person that denotes the person or thing spoken of.

	<i>Mascu- line</i>	<i>Femi- nine</i>	<i>Neuter</i>	<i>All Genders</i>
<i>Nominative Case</i>	he	she	it	they
<i>Possessive Case</i>	his	her, hers	its	their, theirs
<i>Objective Case</i>	him	her	it	them

Notice that personal pronouns, like nouns, have case, number, and gender.

A *demonstrative pronoun* is a pronoun that points to some noun going before and refers to it.

The noun to which a pronoun refers is called the *antecedent*. The chief demonstrative pronouns are:

this	one	such	some
these	ones		any
that	none		
those			

Note carefully the demonstrative pronouns and their antecedents in the following sentences:

1. The air of the hills is cooler than *that* of the plains.
2. There are two red roses and three white *ones* in the vase.

### Exercise 42

Point out the personal and demonstrative pronouns in the following sentences:

1. I gained a prize last year; but I did not gain *one* *this* term.
2. *This* book is mine; where is yours?
3. He lent his knife to me.
4. Will you go with me to the park?
5. The houses of the rich are much larger than *those* of the poor.

6. He brought his book, but she left hers at home.
7. I hope you will come to see me.
8. We should love our country.

### Exercise 43

Copy the following sentences, using the correct words in the parentheses:

1. Her brother has sent (she, her) a present.
2. I have (my, mine) book.
3. This pencil is (my, miné).
4. Maḃ̄ (I, me) go out?
5. You told (he, him) to wait.
6. Let (we, us) keep quiet.
7. The girl sat at (her, hers) desk.
8. Are (they, them) your friends?
9. He is the best boy in (our, ours) class.
10. They saw (he, him) in the park.

### Exercise 44

Fill each blank below with a personal pronoun:

1. ——— mother loves ——— very much.
2. The book in ——— hand is ———.
3. ——— did ——— work well.

4. — will tell — something about — school.
5. Have — written — exercise?
6. — am — friend.
7. — came to see — yesterday.
8. — wants — to go to — quickly.
9. This book is interesting; — is full of funny stories.
10. — has never seen a lion.

### INTERROGATIVE AND RELATIVE PRONOUNS

An *interrogative pronoun* is a pronoun used in asking questions. The interrogative pronouns are:

<i>Nominative Case</i>	who	which	what
<i>Possessive Case</i>	whose		
<i>Objective Case</i>	whom	which	what

Read the following sentences and notice how each interrogative pronoun is used:

1. *Who* gave you the book?
2. *Whose* pencil is this?
3. *Whom* did you see?
4. To *whom* did it belong?
5. *Which* is your pencil?

6. *Which* are your two pencils?
7. *Which* is his sister?
8. *Which* are his two sisters?
9. *Which* do you prefer, this or that?
10. *What* is this?
11. *What* are these?
12. *What* do you want?

A *relative pronoun* is a pronoun that connects two clauses by relating to a noun or a pronoun going before and called its antecedent.

The chief relative pronouns are:

<i>Nominative Case</i>	who	which	that	what
<i>Possessive Case</i>	whose	(whose)		
<i>Objective Case</i>	whom	which	that	what

As a general rule, *who* (with *whose* and *whom*) refers to persons, *which* to lower animals or things, *that* to persons, animals, or things, and *what* to things. The relative pronoun *what* implies the antecedent *that* and the pronoun *which*. Relative pronouns, as well as interrogative pronouns, have the same form for the plural as for the singular.

Examine carefully the following sentences and notice how each relative pronoun is used:

1. The two girls *who* are in the room are my sisters.

2. Did you see the man *whose* name was John Smith?

3. The bird *whose* wing was broken fell to the ground.

4. The house, the roof of *which* is red, belongs to that rich man.

5. The boy *whom* you saw in the room is my brother.

6. The boy drove away the birds *that* (or *which*) were eating the corn.

7. This is the book *that* (or *which*) I bought yesterday.

8. The man *that* (or *who*) came last night left the town this morning.

9. The girl bought the book for *which* she was sent.

10. He is the man on *whom* we are to depend.

11. No one understood *what* (= *that which*) he said.

12. Everybody knows *what* (= *that which*) he was aiming at.

**Exercise 45**

Fill each blank below with an interrogative pronoun:

1. —— do you learn?
2. —— has he invited?
3. —— coat is this?
4. —— is he?
5. —— is your pen, this or that?
6. —— are your pens, these or those?
7. —— is that?
8. —— is in your hand?
9. —— house is this?
10. For —— are they looking?

**Exercise 46**

Fill each blank below with a relative pronoun:

1. The trunk —— was lost has been found.
2. Where is the book —— you borrowed?
3. The man —— you met is a doctor.
4. People always love those —— are kind to them.
5. I have found the tree —— the wind blew down.
6. The watch —— my uncle gave me is on the table.



7. The girl — is named Jane is crying.
8. This is the man — watch was stolen.
9. Tell me — you know.
10. This is the very thing — I want.

### TRANSITIVE AND INTRANSITIVE VERBS

Verbs are divided into three kinds:

- (1) Transitive verbs.
- (2) Intransitive verbs.
- (3) Auxiliary verbs.

A *transitive verb* is a verb that expresses *action received* by some person or thing.

1. I *found* him in the garden.
2. The boys *learn* their lessons.

The noun or pronoun that denotes the person or thing receiving the action is usually placed after the verb and called its *object*. A transitive verb must have an object.

An *intransitive verb* is a verb that expresses *action not received* by any person or thing, or that expresses *being* or *state*.

1. Boys *run*.
2. They *are* rich.

An intransitive verb may be followed by an

adjective, a noun, or a pronoun, which is called its *complement*.

1. They are *rich*.
2. They are rich *men*.

A verb may be transitive in one sentence and intransitive in another.

1. The boy *draws* a picture. (Transitive)
2. The boy *draws* very well. (Intransitive)
3. He *wrote* a long letter. (Transitive)
4. He *wrote* for two hours. (Intransitive)

#### Exercise 47

In the following sentences point out each verb or verb phrase, tell whether it is used transitively or intransitively, and point out the object or complement:

1. She wrote the exercise quickly.
2. His father was formerly a teacher.
3. I get up early in the morning.
4. Henry is the tallest boy in our class.
5. He became ill a few days ago.
6. In the garden are found many beautiful flowers.
7. They looked for the boy.

8. To whom did you speak?
9. It is I.
10. We left late.
11. She is working very hard.
12. I am studying music.
13. What a beautiful picture he has painted!
14. They were at first friendly.
15. I looked down from my window.
16. Her eyes twinkled like a star.
17. They expected you and me.
18. Where did you buy that hat?
19. The train moved slowly.
20. You look very happy.

### Exercise 48

Write ten sentences, using the following verbs both transitively and intransitively:

- |         |          |
|---------|----------|
| 1. sing | 4. speak |
| 2. read | 5. play  |
| 3. open |          |

### PRINCIPAL PARTS OF VERBS

The *principal parts* of a verb are:

- (1) The present tense.
- (2) The past tense.

(3) The past participle.

According to the manner in which they form their past tense and past participle, verbs are classed as follows:

- (1) Regular verbs.
- (2) Irregular verbs.

A regular verb is a verb that forms its past tense and past participle by adding *ed* or *d* to the present tense. Verbs ending in *y* preceded by a consonant change *y* into *i* and add *ed* to form the past tense and past participle.

<i>Present Tense</i>	<i>Past Tense</i>	<i>Past Participle</i>
walk	walked	walked
add	added	added
look	looked	looked
live	lived	lived
love	loved	loved
move	moved	moved
copy	copied	copied
study	studied	studied
carry	carried	carried

An *irregular verb* is a verb that does not form its past tense and past participle in the regular way, that is, by adding *ed* or *d* to the present tense. The

following list contains the principal parts of some irregular verbs in more common use:

<i>Present Tense</i>	<i>Past Tense</i>	<i>Past Participle</i>
am	was	been
become	became	become
begin	began	begun
bite	bit	bitten, bit
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
fight	fought	fought

<i>Present Tense</i>	<i>Past Tense</i>	<i>Past Participle</i>
find	found	found
fly	flew	flown
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read

<i>Present Tense</i>	<i>Past Tense</i>	<i>Past Participle</i>
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shine	shone	shone
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
strike	struck	struck
sweep	swept	swept
swim	swam	swum

<i>Present Tense</i>	<i>Past Tense</i>	<i>Past Participle</i>
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
wear	wore	worn
weave	wove	woven
write	wrote	written

### Exercise 49

List in order the principal parts of ten irregular verbs.

### Exercise 50

Give the past tense and past participle of each of the following verbs:

- |          |          |           |          |
|----------|----------|-----------|----------|
| 1. go    | 6. fall  | 11. see   | 16. make |
| 2. catch | 7. call  | 12. hear  | 17. take |
| 3. watch | 8. wear  | 13. say   | 18. sit  |
| 4. speak | 9. weave | 14. play  | 19. fly  |
| 5. run   | 10. grow | 15. think | 20. dry  |

### TENSE OF VERBS

*Tense* denotes the time of an action or state



expressed by verb.

There are three tenses:

- (1) The present tense.
- (2) The past tense.
- (3) The future tense.

The *present tense* denotes the present or general time of an action or state.

1. He *goes* to school every day.
2. They *are* rich.

The *past tense* denotes the past time of an action or state.

1. He *went* to school yesterday.
2. They *were* rich.

The *future tense* denotes the future time of an action or state. It is indicated by a verb phrase.

1. He *will go* to school tomorrow.
2. They *will be* rich.

Verbs, like personal pronouns, have three persons and two numbers. A verb must agree with its subject in person and number. Add *s* or *es* to a verb in the third person, singular number, and present tense.

1. The girl *sings* sweetly.
2. She *brushes* her hair in the morning.

3. My brother *goes* to school every day.
4. He *tries* his best to learn the lesson.

### Exercise 51

Tell the tense of each verb in the following sentences:

1. I shall return next Saturday.
2. He writes his exercises very well.
3. She wrote a long letter yesterday.
4. The chimney sent up a cloud of smoke.
5. Will it rain tomorrow?
6. I heard the roar of the guns.
7. Listen, and you will hear.
8. A farmer, whom I know well, lost twenty chickens in one night.

### Exercise 52

Write five sentences containing verbs in the third person, singular number, and present tense.

### VOICE OF VERBS

*Voice* shows whether the subject does or receives an action expressed by verb.

There are two voices:

- (1) The active voice.
- (2) The passive voice.

The *active voice* shows that the subject does an action.

1. I *saw* him.
2. You *will write* a letter.
3. He *speaks* English.

The *passive voice* shows that the subject receives an action. It is indicated by a verb phrase.

1. He *was seen* by me.
2. A letter *will be written* by you.
3. English *is spoken* by him.

An intransitive verb is used in the active voice only. It can not be used in the passive voice, because it has no object. Notice that the object of a verb in the active voice becomes the subject of its passive form, as in the examples above.

### Exercise 53

In the following sentences point out each verb and tell whether it is in the active or passive voice:

1. Mary wrote a letter.
2. The poem was written by Tennyson.
3. I shall read the book tomorrow.
4. The boy was sent to school.
5. The window was broken by John.

6. The sun will soon melt the snow.
7. We must not sit here.
8. Nothing will be gained by hurry.
9. Honey tastes sweet.
10. I shall call on you next Monday.

#### Exercise 54

Change the following sentences from the active into the passive voice or from the passive into the active voice:

1. John threw the ball.
2. That house was built by my father.
3. The town was destroyed by a great fire.
4. The baby tore my sister's book.
5. The map was drawn by John.
6. The mice ate up all the cheese.
7. The milk was spilled by the servant.
8. Who broke the window?
9. By whom was the ink spilled?
10. He wrote an English composition.

#### MOOD OF VERBS

*Mood* shows the manner in which a verb expresses an action or state.

There are four moods:

- (1) The indicative mood.
- (2) The imperative mood.
- (3) The subjunctive mood.
- (4) The conditional mood.

The *indicative mood* is used in statements of fact and in questions.

1. I *saw* them in the room.
2. Where *are* your books?

The *imperative mood* is used to express a command, a request, or an entreaty. The subject to the verb in the imperative mood is the personal pronoun *you*, and is usually omitted.

1. *Bring* me my coat.
2. Please *tell* us a story.
3. *Give* us this day our daily bread.

The *subjunctive mood* is used to express a wish, a supposition, or an uncertainty.

1. I wish that I *were* at home (I am not at home now).

2. If it *be* pleasant tomorrow (we do not know whether it will be pleasant or not), we shall go.

3. If I *were* you (but I am not you), I should be very happy.

The *conditional mood* is used to express a conditioned action or state.

1. If it be pleasant tomorrow, we *shall go*.
2. If I *were* you, I *should be* very happy.

### Exercise 55

In the following sentences point out each verb, and tell whether it is in the indicative, imperative, subjunctive, or conditional mood:

1. We shall return next week.
2. John, come to me.
3. 'Where is your brother?'
4. If I *were* you, I would help him.
5. What a great fire it was!
6. Two letters were brought to me by the postman.
7. Write the letter for me.
8. If I met him, I should know him at once.
9. Lend me your knife, John.
10. It rained very hard last night.

### Exercise 56

Write five sentences in the imperative mood.

## AUXILIARY VERBS

An *auxiliary verb* is a verb that helps another verb to form a verb phrase. In every verb phrase besides the auxiliary verb, there must be a principal verb, which comes last in the phrase. The chief auxiliary verbs are *am* (*is, are, was, were, etc.*), *have* (*has, had, etc.*), *do* (*does, did*), *can* (*could*), *may* (*might*), *shall* (*should*), *will* (*would*), *must*, and *ought*.

1. I *am* sent to school by my parents.
2. He *is* walking to the door.
3. *Have* you ever been to Europe?
4. He *has* gone to America.
5. *Do* you know John?
6. I *do* not enjoy the game.
7. He *does* not think so.
8. I *do* love the country.
9. *Can* you speak English?
10. *May* I go with you?
11. I *shall* spend my holidays in the country.
12. He *will* try his best.
13. I *must* work hard.
14. You *ought* to do your duty.

A few verbs used as auxiliary verbs are sometimes used alone to form the predicate verb, and sometimes used as principal verbs in verb phrases.

1. I *am* your friend.
2. He *has* a new fountain-pen.
3. I have *had* it a long time.
4. He *did* his work well.
5. I *will do* it for you.

### Exercise 57

Fill each blank below with an auxiliary verb:

1. I ~~is~~ have much to learn.
2. These words——printed in italics.
3. What——the carpenter do tomorrow?
4. French——taught in this school.
5. Every boy in this class——speak English.
6. Silk and tea——exported from China.
7. What——the farmer see?
8. What——seen by the farmer?
10. He——not wish to visit his cousin.

### Exercise 58

Write five sentences containing auxiliary verbs.



## KINDS OF ADJECTIVES

Adjectives are classified into three kinds:

- (1) Adjectives of quality.
- (2) Adjectives of quantity.
- (3) Demonstrative adjectives.

An *Adjective of quality* is an adjective that shows what kind of person or thing is spoken of.

1. The guests went out for a *long* walk.
2. The *green* corn is waving in the *gentle* breeze.
3. Look at that *American* ship.

An *adjective of quantity* is an adjective that shows how many persons or things, or how much thing, we are speaking of.

1. The man had *two* sons and *three* daughters.
2. The girl wasted *much* time.
3. He is the *first* boy in our class.

A *demonstrative adjective* is an adjective that shows which person or thing is spoken of.

1. *That* dog bit my little girl.
2. *Every* soldier carried a rifle.
3. *Some* birds cannot fly.

The demonstrative adjectives *a*, *an* and *the*, which are often called articles, will be studied later on.

An adjective does not always come before the noun it modifies. It is sometimes separated from the noun by a verb.

1. These apples are *ripe* and *sweet*.
2. This lady looks *beautiful*.
3. Honey tastes *sweet*.
4. The children looked *well* and seemed *happy*.
7. She became *ill* and rapidly grew *worse*.

### Exercise 59

Point out the adjectives in the following sentences and tell to what kind each belongs:

1. Please bring me one piece of paper; any piece will do.
2. Its round, fiery eyes glared at me.
3. A young man should be diligent.
4. This hat is too small.
5. The American and English guests enjoyed the games.

6. Have you ever read such interesting book?
7. The wise poet has given us many good poems.
8. These girls have two oranges.
9. I will call at another time.
10. Some boys do not like to work.

### Exercise 60

Write five sentences, each containing at least one adjective of quality.

### ARTICLES

The adjectives *the* and *a* (or *an*) are so important that they have been given a name by themselves, and are called *articles*.

*The* is called the *definite article*, and is used to denote some particular person (or persons) or thing (or things); as, *the boy, the boys, the book, the books*.

*A* (or *an*) is called the *indefinite article*, and is used to denote any one of a class of persons or things; as, *an apple, an ax, a boy, a book*.

*A* is used before words beginning with a consonant, with *u* sounded as *yoo*, or with *o* sounded

as *woo*; as, *a book, a pen, a unit, a one-eyed man.*

*An* is used before words beginning with a vowel (*a, e, i, o, u,*) or silent *h*: as *an apple,, an egg, an inkstand, an ox, an urn, an hour.*

A common noun in the singular number must have an article before it.

### Exercise 61

Fill each blank below with "the", "a", or "an":

1. ——moon has risen.
2. Mary has——new hat.
3. How much does——hat cost?
4. The soldier lost——arm in——battle.
5. Take much exercise in——open air.
6. This is——useful book.
7. She saw——snake in——garden.
8. The man left——house——hour ago.
9. He is——best student in his class.
10. Please pass——salt.
11. Will you have——orange?
12. I want to buy——good horse.
13. Set back——clock; it is——hour too fast.

14. He runs—store in—city.
15. I found—knife on—floor.
16. —musician was—old negro.
17. We shall give—great tea party next month.
18. —schoolhouse was—low building.
19. That is—new kind of toy.
20. John is—last boy in—class.
21. There was—cross on—grave.
22. They study in—same school.
23. —teacher told us—story.
24. Is this—good pen?
25. This is—pen that he bought.
26. In—cup there is —teaspoon.
27. —sailor is my friend.
28. Tea is—good drink.

### Exercise 62

Write the following groups of sentences as indicated:

1. Two sentences containing the definite article "the".
2. Two sentences containing the indefinite article "a".

3. Two sentences containing the indefinite article “an.”

### COMPARISON OF ADJECTIVES

Most adjectives of quality and a few adjectives of quantity have three *degrees of comparison*:

- (1) The positive degree.
- (2) The Comparative degree.
- (3) The superlative degree.

The *positive degree* of an adjective is used when no comparison is made. It is the adjective in its ordinary form.

1. He is a *rich* merchant.
2. This is a *tall* tree.

The *comparative degree* of an adjective is used when comparison is made between two persons or things.

1. He is *richer* than I.
2. This tree is *taller* than that.

The *superlative degree* of an adjective is used when comparison is made between more than two persons or things.

1. He is the *richest* merchant in this city.
2. This is the *tallest* tree in the grove.

Adjectives are compared in the following ways:

(1) Most adjectives of one syllable and some adjectives of two syllables are compared by adding to the positive *er* to form the comparative degree, and *est* to form the superlative degree.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
kind	kinder	kindest
clever	cleverer	cleverest

(2) Adjectives of three or more syllables and many adjectives of two syllables are compared by prefixing the adverbs *more* and *most* (or *less* and *least*) to the positive degree.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
famous	more famous	most famous
useful	more useful	most useful
beautiful	more beautiful	most beautiful
difficult	more difficult	most difficult

(3) Some adjectives are irregularly compared.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
good, well	better	best
bad, evil, ill	worse	worst

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
much, many	more	most
little	less, lesser	least
far	farther, further	farthest, furthest
near, nigh	nearer	nearest, next
late	later, latter	latest, last
fore	former	foremost, first
old	older, elder	oldest, eldest

In forming the comparative and superlative degrees by adding *er* and *est* to the positive, the following rules of spelling should be observed:

- (1) If the positive ends in *e*, the *e* is dropped.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
fine	finer	finest
brave	braver	bravest
noble	nobler	noblest

- (2) If the positive ends in *y*, preceded by a consonant, the *y* is changed to *i*.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
dry	drier	driest
happy	happier	happiest
merry	merrier	merriest



(3) If the positive consists of one syllable and ends in a single consonant, preceded by a short vowel, the consonant is doubled.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
sad	sadder	saddest
hot	hotter	hottest
thin	thinner	thinnest

### Exercise 63

In the following sentences point out the adjectives in the comparative or superlative degree:

1. He is taller than I.
2. He is one of the best boys of our class.
3. This is the most beautiful town in the whole country.
4. The fly is one of the greatest enemies of mankind.
5. Life is dearer than gold.
6. I am a year younger than he.
7. On the highest part of the hill there is a pagoda.
8. Iron is more useful than gold.
9. She has an elder sister.
10. The Pacific Ocean is much wider than the Atlantic.

### Exercise 64

Write in three columns the following adjectives in the three degrees of comparison:

1. lazy    3. wet    5. quick    7. pure
2. fierce    4. muddy    6. bright    8. big

### Exercise 65

Write the sentences indicated below:

1. Two sentences containing adjectives in the positive degree.
2. Two sentences containing adjectives in the comparative degree.
3. Two sentences containing adjectives in the superlative degree.

### KINDS OF ADVERBS

Adverbs are classified into three kinds:

- (1) Simple adverbs.
- (2) Interrogative adverbs.
- (3) Relative adverbs.

A *Simple adverb* is an adverb that is used simply to modify another word in the sentence.

1. I shall go *there soon*.
2. He did his work *very well*.

3. She is *much* better *today*.

An *interrogative adverb* is an adverb that is used not only to modify some word, but also to introduce a question.

1. *Where* are you going?
2. *When* will you come?
3. *How* do you spell this word?
4. *Why* do you think so?

A *relative, or conjunctive, adverb* is an adverb that is used not only to modify some word, but also to connect two clauses like a conjunction.

1. The tree is lying *where* it fell.
2. I shall get up *when* the day dawns.
3. I do not know *how* it is done.
4. The reason *why* he came is not known.

### Exercise 66

Point out the adverbs in the following sentences and tell to what kind each belongs:

1. He walked along very slowly.
2. The boy could hardly rise to his feet when he heard the roar of the gun.
3. I do not know why the train is so late.
4. You may possibly leave tomorrow.

5. Slowly and sadly we laid him down.
6. This is the very place where I found the book.
7. The maid-servant did not come when she was called.
8. We expect our teacher to arrive soon.
9. This book is much better than that.
10. Why did you send for the doctor?

### Exercise 67

Write the sentences indicated below:

1. Two sentences containing simple adverbs.
2. Two sentences containing interrogative adverbs.
3. Two sentences containing relative adverbs.

### COMPARISON OF ADVERBS

Most adverbs, like adjectives, have three *degrees of comparison*:

- (1) The positive degree.
- (2) The comparative degree.
- (3) The superlative degree.

Adverbs are compared in the following ways:

(1) Most adverbs are compared by prefixing *more* and *most* (or *less* and *least*) to the positive.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
clearly	more clearly	most clearly
swiftly	more swiftly	most swiftly
frequently	more frequently	most frequently

(2) Most adverbs of one syllable, and some adverbs of two syllables, are compared by adding *er* and *est* to the positive.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
hard	harder	hardest
fast	faster	fastest
loud	louder	loudest
soon	sooner	soonest
often	oftener	oftenest
early	earlier	earliest

(3) Some adverbs are irregularly compared.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
far, forth	farther, further	farthest, furthest
near, nigh	nearer	nearest, next
well	better	best
ill, badly	worse	worst

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
much	more	most
little	less	least
late	later	latest, last

### Exercise 68

In the following sentences point out the adverbs in the comparative or superlative degree:

1. I shall try to do better.
2. He acts worse and worse every day.
3. I wish he would speak more clearly.
4. Your horse can run faster than mine.
5. They came nearer and nearer to our goal.
6. Who writes best in our class?
7. She went there oftener than anyone else.
8. Whom do you admire most?
9. Yesterday morning you got up much earlier.
10. It is he that works most diligently.

### Exercise 69

Write in three columns the following adverbs in the three degrees of comparison:

- |         |            |          |               |
|---------|------------|----------|---------------|
| 1. ill  | 3. sweetly | 5. early | 7. happily    |
| 2. soon | 4. kindly  | 6. well  | 8. diligently |

**Exercise 70**

Write the sentences indicated below:

1. Two sentences containing adverbs in the positive degree.
2. Two sentences containing adverbs in the comparative degree.
3. Two sentences containing adverbs in the superlative degree.

**THE END**

# Modern English

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