

教育部審定  
增廣英文法教科書  
附華文釋義

THE MOTHER TONGUE  
BOOK II

*ADAPTED AND EXPLAINED IN CHINESE*

教育部審定  
增廣英文法教科書

附華文釋義

中學校及師範學校用

THE MOTHER TONGUE

BOOK II

AN ELEMENTARY ENGLISH GRAMMAR

ADAPTED AND EXPLAINED IN CHINESE

SEVENTEENTH EDITION

APPROVED BY THE BOARD OF EDUCATION

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## The Mother Tongue: Book II

Adapted and Explained in Chinese  
Approved by the Board of Education  
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## PREFACE

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Many of the teachers in China who used the former editions of this book felt that the portions which treat of the historical side of English grammar are out of place in an elementary grammar for the Chinese students. Hence, in adapting the book for use in China, the passages that deal with the archaic form of the English language have been cut out, and the bulk of the book has been reduced somewhat.

It was also found that, before the Chinese students are acquainted with English literature, many of the quotations from the English classics in the illustrative sentences are beyond their comprehension. An effort has, therefore, been made to substitute simpler and more familiar sentences in place of the selections from the English classics.

The Grammar is divided into two Parts. Part I treats of the Sentence and its Elements. The subject is developed in a natural order, beginning with the sentence in its simplest form. A brief account of the Parts of Speech is introduced, but their inflection and classification are left for Part II. The complements are treated after the pupil has become familiar with modifiers. Clauses are next discussed. Part II treats of the Classification, Inflection, and Offices of the Parts of Speech.

The explanations are made as simple as possible. The paradigm of the verb has been much simplified by a careful discussion of verb-phrases. Exercises for practice are furnished in abundance and with due regard to variety.

## 增廣英文法教科書序

George Lyman Kittredge 美國哈佛大學之文學掌教 Sarah Louise Arnold 昔孟學院之校長也共著一文法書曰 Mother Tongue 既絃誦於美國行且不脛而及於中土近世之教英文者多采之爲課本其書之善固不待贊辭矣新甯鄭君富灼見之謂予曰此書誠美矣抑遽取而授吾國之學者則猶未盡善乃取而悉心增刪之余假讀一過知改本殊勝蓋舊本好曲叙英語所以成立及其流行之歷史於文法之宏旨無關而反累初學者之觀聽甚無謂也今爲節之而類於此者之節刪亦殊不少要皆於義有當非故爲此簡彜耳英人經典之文非不高也而遽以語初學則不倫矣舊本引之改本悉以淺凡而熟用者相代凡若此者或鉤要以提元或改難而就易期使吾國讀者有事半功倍之效而已書凡二卷上卷論句之所以成與其敷佐之料不作拗語皆顯然有規矩可

循焉八部 Parts of Speech 甚繁於此粗發其  
端蓋以煩辭奧旨未可驟以告初學故也斟酌字  
Modifiers 次之子句 Clauses 又次之至於形聲之  
變化 Inflection 八部之類別 Classification 與其  
字在句中所司之職 Office (八部之說有定而無  
定者也故當視其所用昌黎謂文從字順得厥職  
職卽字之用當其所之謂也) 則詳之於下卷八  
部之中云謂 Verb 爲煩故復列表以解之繫辭以  
明之非演之至於極明不止曉人不當如是耶練  
習之課亦較舊本爲多香山徐君閏全復取其界  
說 Definition 與釋義 Explanation 以詳確之中  
文句櫛而字解之雖閉戶自修者讀之亦無扞格  
難通之處鄺君之書得此而益彰徐君之用心抑  
又勤矣世之求英文者其將以改本易舊本從可  
知也無錫孫毓修書於上海之小綠天時己酉十  
一月初十冬至日也

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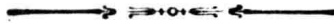
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# ENGLISH GRAMMAR

## PART ONE

### CHAPTER I

#### THE SENTENCE

**1. Language is thought expressed in words.**

In speaking or writing, however, we do not utter our thoughts in single words, but in groups of words which are so put together as to express connected ideas. Thus,—

Birds fly.

Iron sinks.

Wood floats.

Lions roar.

These are very simple groups, but each expresses some thought and is, in a manner, complete in itself.

2. If we study a longer passage, we see at once that it may be broken up into a number of groups, some larger and some smaller, each of which is a kind of unit. Thus,—

The soldier awoke at break of day. | He sprang up from his hard couch on the ground. | The drums were beating. | It was time to fall in for the day's march.

The passage falls into four of these groups, each standing by itself and expressing a single thought.

Such groups of words are sentences of a very simple kind.

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

#### EXERCISE

Make a short statement about each of the persons and things mentioned in the list below. Thus,—

*Lions.* Lions are found in Africa.

*Tree.* A large tree grew in the garden.

Each of your statements will be a **sentence**.

Ball, kite, top, doll, carriage, dogs, cats, schoolhouse, John, tigers, fisherman, carpenters, book, history, sugar, leather, apples, plums, melon, salt.

## CHAPTER II

### SUBJECT AND PREDICATE.

4. Every sentence, however short, consists of two parts.

Thus,—

Fire | burns.

The king | reigns.

Water | freezes.

Snow | is falling.

In each of these sentences we find—

(1) a word or words designating the person or thing that is **spoken of** (*fire, water, the king, snow*);

(2) a word or words **telling something about** that person or thing (*burns, freezes, reigns, is falling*).

The first of these parts is called the **subject** of the sentence, and the second is called the **predicate**.

Accordingly we have the following rules:—

5. Every Sentence consists of a Subject and a Predicate.

The Subject of a sentence designates the person, place, or thing which is **spoken of**; the Predicate is that which is **said of** the subject.

6. The subject usually **precedes** the predicate; but not always. Thus,—

Down came the rain.

Up flew the window.

Happy, indeed, was he.

Sad was the day.

### EXERCISE

In each of the following sentences, the **subject** and the **predicate** are separated by a vertical line.

1. The fire | blazed.

2. The fire | blazed vigorously.

3. The great fire | burned furiously.
4. The dog | is very fierce.
5. The peacock | stretches its neck.
6. Pure water | is necessary to health.
7. My father | wrote me a letter.
8. The book on the table | belongs to me.
9. We | rode ten miles before breakfast.

Divide each of the following sentences into subject and predicate by means of a vertical line. Mention the subject by itself, then the predicate.

1. The old clock<sub>2</sub> hangs on the wall.
2. The bird was catching flies.
3. The white horse has run away.
4. They silently walked in.
5. The man in the silk gown is my Chinese teacher.
6. We had plenty of exercise and recreation after school hours.
7. Children love to listen to stories about their elders.
8. He thought of her often that morning.
9. The mule cart travels very<sub>2</sub> slowly.
10. We have many mosquitoes this summer.
11. The steep slope was covered with pine trees.
12. Yells of rage and horror rose from the crowd.
13. The junks of the fishermen gradually approached our ship.
14. My uncle had always been kind to me.
7. The exercise above is an exercise in analysis.

## CHAPTER III

### SUBSTANTIVES (NOUNS AND PRONOUNS)

8. One of the first duties of language is that of naming persons and things. It is impossible to express our thoughts unless we can, as the saying is, "call things by their right names."

In the following passage the italicized words are the **names** of various objects. Such word are called **nouns**.

The *ants* ran into their *house* and shut the *door*. But where was the *grasshopper*? He had no *home*. He could find no *food*. The *ground* was covered with *snow*.

**9. A Noun is the name of a person, place, or thing.**

EXAMPLES: Chang, Yao, man, woman, boy, girl, horse, cow, cat, camel, city, town, village, kitchen, shop, Hankow, Fukien, Chihli, house, box, stable, car, boat, curtain, hatchet.

Use each of the nouns in the list above in a sentence. Thus,—

Chang | writes a beautiful hand.

In each of your sentences, separate the subject from the predicate by a vertical line.

**10.** The English word “thing” is not used only of objects that we can see, hear, taste, or touch. We may say, for example:—

*Patriotism* is a good thing.

*Cowardice* is a contemptible thing.

I wish there were no such thing as *sorrow*.

Such words as *patriotism* and *cowardice*, then, come under the general heading of names of things, and are therefore nouns.

**11.** When the name consists of a number of words, the whole group may be regarded as a single noun. Thus,—

*Yun Chuan* is my brother.

“*The Middle Kingdom*” was written by Wells Williams.

The *Grand Canal* joins Peking and Hangchow.

**12.** In expressing our thoughts we often have need to mention a person, place, or thing without naming it. Thus,—

The boy found a ball on the ground. *He* picked it up and put it into *his* pocket.

Here the boy and the ball are mentioned at the outset, but we do not wish to keep repeating the nouns *boy* and *ball*. Hence we use *he* and *his* to designate the boy, and *it* to designate the ball. These words are not nouns, for they do not name anything. They are called pronouns, because they stand in the place of nouns (*pro* being a Latin word for "instead of").

13. A pronoun is a word used instead of a noun. It designates a person, place, or thing without naming it.

14. In the first of the two sentences in the example in §12, the subject is the noun *boy*. In the second, the subject is the pronoun *he*. So in each of the following sentences, the subject is a pronoun:—

I | left home last Friday.

You | asked me to lend you a book.

We | never worked so hard before.

They | fell out of the boat.

Some of the most important pronouns are *my, me, we, our, us, you, he, his, him, she, her, it, its, they, their, them*.

15. Nouns and Pronouns are called Substantives.

## EXERCISES

### I

In the following passages pick out what nouns and pronouns you can find.

If you can, tell what noun is replaced by each pronoun.

1. Hsiu Ching declared that she loved her father more than she could tell, that he was dearer to her than the light of her own eyes.

2. Pa Shen took the ring and promised never to part with it.

3. The floor of the cave was dry and level, and had a sort of small loose gravel upon it.

4. Having now brought all my things on shore, and secured them, I went back to my boat, and rowed, or paddled her along



the shore, to her old harbour, where I laid her up.—ROBINSON CRUSOE.

5 Do to others as you would like them to do to you.

6. Happy is he who has found his work.

7. In fact, Tom declared it was of no use to work on his farm; it was the most pestilent little piece of ground in the whole country; everything about it went wrong, and would go wrong, in spite of him.

8. When the woman parted with her husband, she spoke cheerily to him, and bade him bring his dear friend along with him when he returned.

## II

Fill the blanks with pronouns.

1. A thought struck —, and — wrote a letter to one of — friends.

2. The flowers were bending — heads, as if — were dreaming of the rainbow and dew.

3. We make way for the man who boldly pushes past —.

4. "That's a brave man," said Wellington, when — saw a soldier turn pale as — marched against a battery: " — knows — danger, and faces —."

5. I know not what course others may take; but, as for —, give — liberty, or give — death.

6. In — house the village master taught — little school.

7. Wordsworth helps us to live — best and highest life; — helps — to see the best in nature around —.

8. As the queen hesitated to pass on, young Raleigh, throwing — cloak from his shoulder, laid — on the muddy spot, so as to enable — to step over — without soiling — shoes.

9. If you take hold of the nettle gently, — will sting —; but if — grasp — quickly, — will not hurt —.

10. Whatever people may think of —, do that which — believe to be right.

11. No man is so foolish but — may give another good counsel sometimes, and no man so wise but — may easily err.