

A PICTORIAL ENGLISH GRAMMAR

PART ONE

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A PICTORIAL ENGLISH GRAMMAR for schools abroad

Part One

By F. G. French C.B.E., E. C. Parnwell and L. W. Faucett

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Preface to the Second Edition

A PUPIL can gain a working knowledge of English without consciously studying the structure of the language. But when he comes to write English his progress in composition will be quicker and surer if he learns from the study of typical sentences how words can be built up into phrases and sentences that will express his thoughts exactly.

Grammar will give him that knowledge, but unless his grammar lessons are designed to aid composition they will be a waste of time.

A Pictorial English Grammar teaches those grammatical terms—and those alone—which he must know for mastery of the structure of English. It also offers teacher and pupil a handbook of progressive exercises in the functional uses of words, phrases, and sentence-forms in speech and writing.

All topics that serve the purpose of composition have been included. All others have been excluded. The grammatical terms and the contents of the lessons have both been chosen in such a way that this short course of grammar is closely related to the work done in the reading, language and writing lessons of a direct-method course. The vocabulary and order of progress conform more particularly to the Oxford Progressive English Courses but this book can be used equally well with any up-to-date English course.

A Pictorial English Grammar is seldom concerned with words alone. It is wholly devoted to the sentence. It explains, one by one, the changes in the form and function of a word as it is used to perform first one duty and then another. Experience

has shown that pupils gain most benefit from the study of grammar when their attention is fixed steadily upon the relationship of words in sentences rather than upon words in isolation. It is more useful, for example, to study how tenses are actually used than to memorize conjugations.

The English tenses, which perplex and confuse learners so sorely, receive special attention. A series of Direct Method Dialogues practise the six fundamental forms of question and answer; and many Drill Tables show, in model sentences, each use of each tense. Pupils who have worked through these dialogues and drills thoroughly will not make mistakes in tense sequence; and therefore time and effort spent on them will be well repaid.

E. C. Parnwell and L. W. Faucett contributed the first twenty-eight Lessons. The book has been expanded and re-illustrated for this Second Edition.

F. G. F.

E. C. P.

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Part One

Section One

The Parts of Speech

LESSON ONE—KINDS OF WORDS

Words are not all of one kind. For example, we can see that *pencil, boy, bird* are words of one kind; and that *to, from, up* are words of quite a different kind

There are eight different kinds of words. The special name for the kinds of words is **the parts of speech**

Each part of speech has a name, as follows:

NOUNS

VERBS

ADJECTIVES

ADVERBS

PRONOUNS

PREPOSITIONS

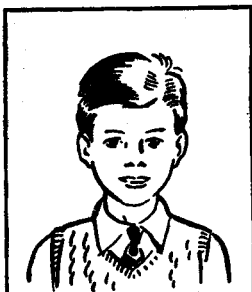
CONJUNCTIONS

INTERJECTIONS

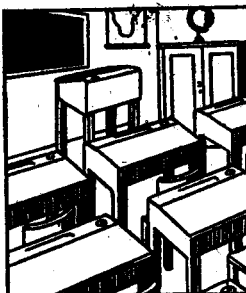
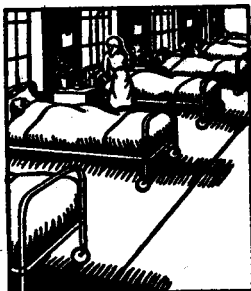
We are going to learn about the parts of speech, one at a time. We shall begin with nouns.

LESSON TWO—NOUNS

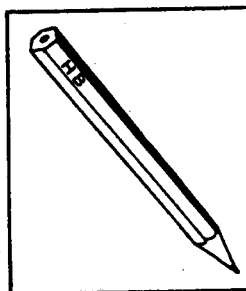
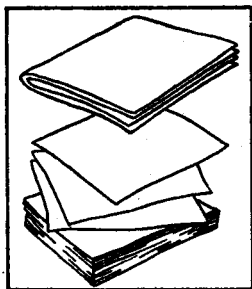
LEARN: Nouns are the names for persons, places, or things.



PERSONS: doctor, woman, boy



PLACES: hospital, classroom, school



THINGS: paper, pencil, dogs

EXERCISES

1. Point out the nouns in these sentences:

Draw a box. This is a rainbow. Point to the door. The boy is sitting. This girl is Mary. Where is London? The father of a family. Men are walking in the field. The girls are in the river. His home is in Africa. Tell the dog to sit on the ground. John is not a girl, but Mary is. Is Mary a boy?

2. Make sentences by putting nouns in the spaces:

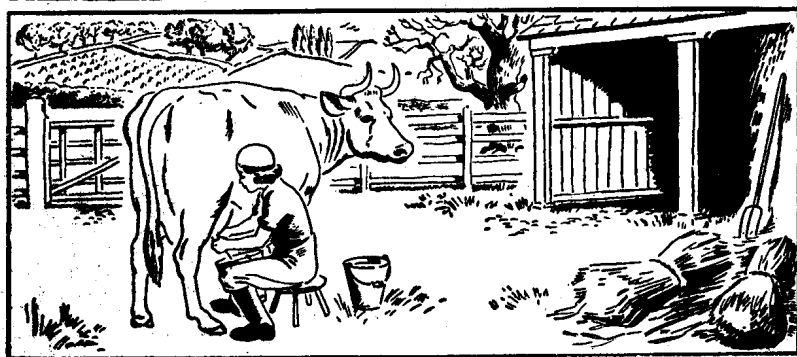
Show me a leaf. Give me some paper. Where is my room?

I live in a house. John is swimming in the sea.

The boys are jumping over the wall. My mother is cooking.

The man is teaching some _____. Point to the picture on the wall.

3. Make a list of all the nouns you can find in these pictures:



LESSON THREE—ADJECTIVES

LEARN: Adjectives are used with nouns to add to their meaning.



A big boy



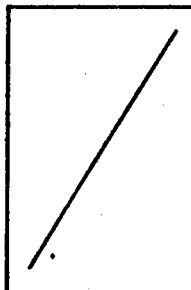
A little boy



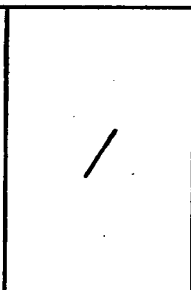
A fat man



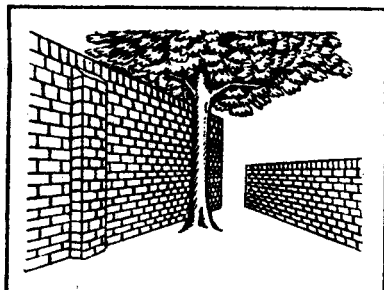
A thin man



A long line



A short line



A high wall

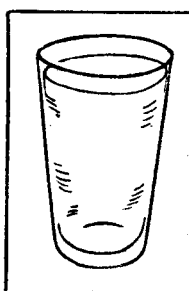
A low wall



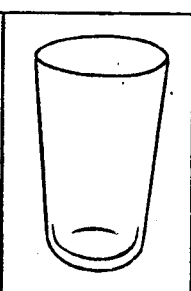
A young man



An old man



A full glass



An empty glass

EXERCISES

1. Point out the adjectives under the pictures on page 4.

2. First point out the nouns in these sentences. Then point out the adjectives:

Draw a red flag.

Mary lives in a large house in a small town.

The poor boy has a bad leg.

Bring a large pot of hot water.

The little girl is carrying a blue bag.

3. Put adjectives in these sentences:

John is sitting on a big table.

Mary has a young brother.

My father is a old man.

I have a blue bag.

Look at my big hands!

TESTS

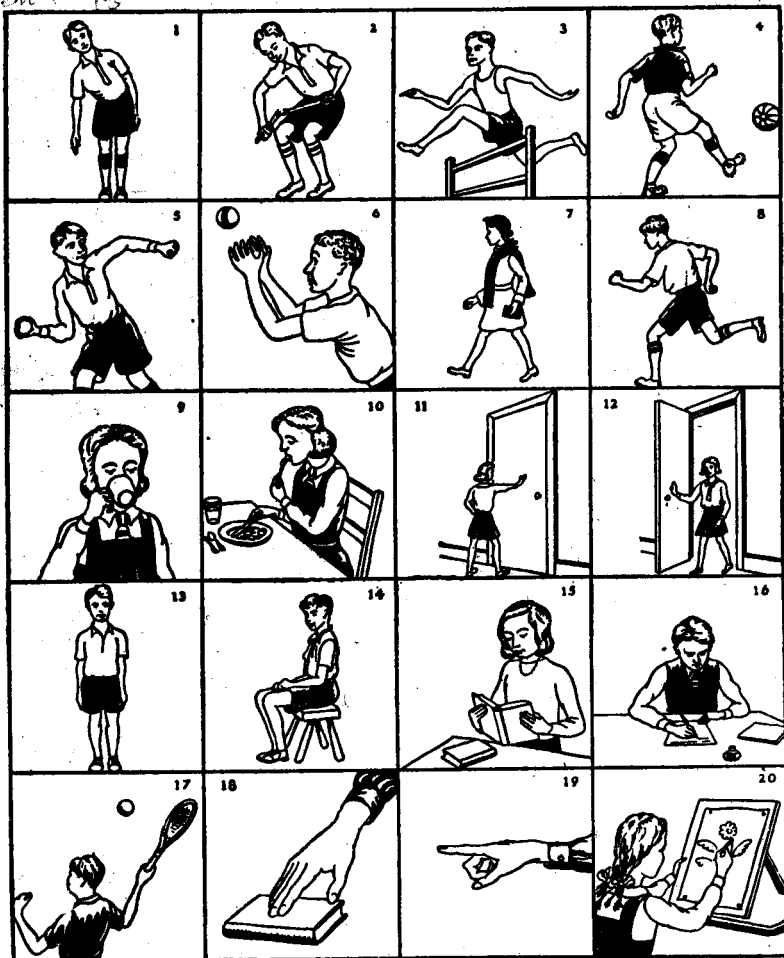
1. Which of these words are adjectives?

2. Which of these words are nouns?

large	rose	happy	children	tall	bicycle
new	hill	quick	short	slow	long
good	school	clean	mountain	Tom	strong

LESSON FOUR—VERBS

Learn 7-16 **LEARN: Verbs tell us what is done or what happens.** *Write*



Say the verbs for these pictures: bend, break ...

EXERCISES

1. Point out the verbs in these sentences.
2. Point out the nouns and adjectives in these sentences

The boys and girls ran to the little shop.

Mr. Bell teaches English schoolboys.

Stand on the table.

Sit on the hard floor.

Draw a small ship.

Go and open the window.

Jack caught the soft ball.

Boys and girls eat fruit.

Jack wrote a long letter.

Tom kicked a ball through an open window.

Tell the boys a good story.

Catch this red ball.

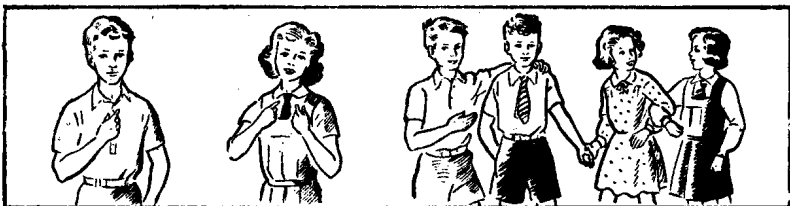
TESTS

1. Which of these words are verbs?
2. Which of these words are nouns?
3. Which of these words are adjectives?

Tom	school	live	draw	see	animal
shutting	loud	small	going	thing	blackboard
opens	mother	basket	write	Mary	coat
ugly	bring	come	zoo	silent	sits
take	gun	give	sings	young	song

LESSON FIVE—PRONOUNS

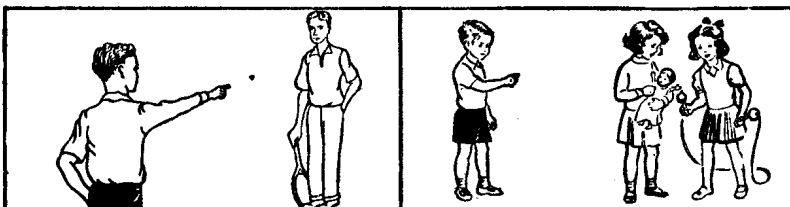
LEARN: A pronoun is a word used instead of a noun.



John says, 'I am a boy. Look at me.'

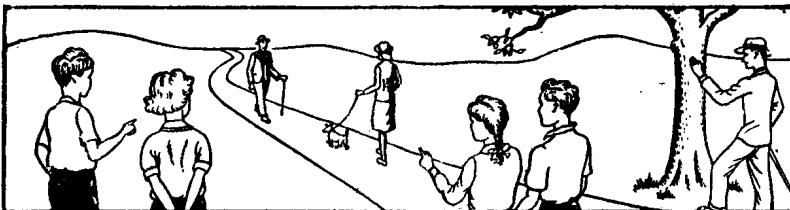
Mary says, 'I am a girl. Look at me.'

The children say, 'We are boys and girls. Look at us.'



John says to Tom, 'You are a tall boy. I am pointing to you.'

David says, 'You are little girls. I am pointing to you.'



John says, 'He is a man. Look at him.'

Mary says, 'She is tall. Look at her.'

The man says, 'It is a tree. I am touching it.'



The man says, 'They are horses. Ride them.'

The girl says, 'They are old women. Help them.'

The teacher says, 'They are flowers. Draw them.'

EXERCISES ON VERBS AND PRONOUNS

Write the full answers to these questions:

Are you John? Yes, I am John.

or No, I am not John.

Am I Mary? Yes, you are Mary.

or No, you are not Mary.

Where is father? He is at work.

How is mother? She is well, thank you

Where is the pen? It is on the desk.

What do you boys (girls) do every day? We come to school.

Our names are John and Tom. What are we? We are boys.

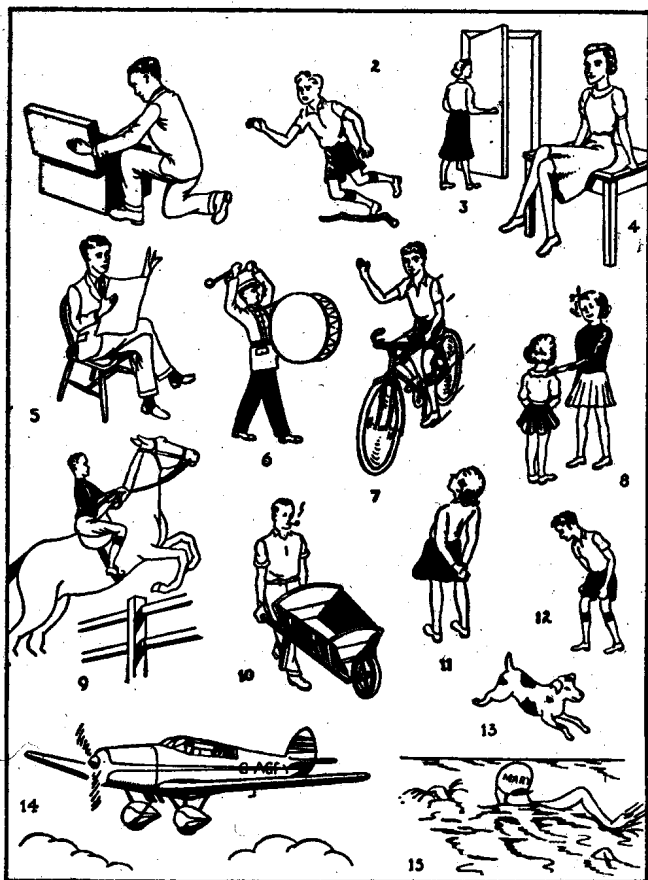
Where are the books? They are in the cupboard.

TEST

Which of these words are pronouns?

ball	she	day	woman	it	hit
good	Tom	he	shut	walk	they
you	play	I	man	them	cows
English	boy	fat	we	tree	two
bed	horse	her	school	father	arm
coat	strong	is	him	bridge	Mary

EXERCISE ON VERBS AND PRONOUNS



Make up questions and answers for these pictures

For example, Picture No. 1:

Q. What is the boy doing? A. He is opening a box.