

A PICTORIAL ENGLISH GRAMMAR

PART TWO

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**A PICTORIAL
ENGLISH GRAMMAR
for schools abroad**

Part Two

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Preface to the Second Edition

The book is designed for use abroad wherever a graduated modern treatment of Grammar, with plenty of spoken and written exercises, is required as an adjunct to the English Course already in use; but the author does not recommend that Grammar should be studied before the pupil's third year of English-study.

If Grammar lessons are not an aid to Composition, they are a waste of time. Accepting this as fundamental, this book is built upon the principle that its contents must assist the pupil in his Composition, both oral and written. All topics which serve that end are included; those which do not are excluded. Teachers will find that agreement of the verb with its subject and the uses of the tenses receive a very liberal allowance of space, but the division of nouns into 'material' and 'abstract' is omitted because it does not help in either oral or written composition.

The multiplication of grammatical terms has been avoided. Only those are included which are essential to the explanation of function. In a few cases (as in the terms 'demonstrative' and 'interrogative'), difficulty has been reduced by using a paraphrase; but footnotes invite the teacher to use his discretion whether the paraphrase or the term itself should be taught.

The contents of the Lessons have been selected in such a way that the teacher will find in them a practical companion to the work done in the reading, language and writing lessons.

The beginner in English does not speak or write single

words. Words are merely the bricks with which he builds sentences to express correctly what he wishes to say. For this reason, the *Pictorial English Grammar* is wholly devoted to the sentence and is seldom concerned with the isolated word. The Lessons explain the changes in form and function as a word 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 relationships between words rather than upon words in isolation. It is of more practical value (for example) to study the uses of the tenses in sentences, than to memorize conjugations. The examination of sentence structure is therefore made an important feature in almost every Lesson in this book.

The words whose functions are studied are those most frequently demanded of the beginner in English.

The Direct Method Dialogues (Lessons Seventy-two to Seventy-seven) should be drilled thoroughly. They are all on a fixed pattern and they teach the six fundamental forms of question and answer. The Drill Tables, which are given for each use of each tense, provide sound drill in model sentences. A pupil who has learnt the models thoroughly will not make mistakes in tense sequence; their careful use will repay the teacher.

Attention is directed to the numerous Tests provided throughout the book.

In this second edition Part I has been improved and extended.

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Part Two

Lesson Thirty-six

How and Why Nouns change their Spelling (1)

1. We learned in Part I that nouns change their spelling when they change in meaning from singular to plural.

These are the ways in which a plural noun is formed from the singular:

(a) By adding *-s*. Most English nouns do it in this way, including those which end in a vowel and *y*, like boy, boys; day, days; toy, toys; key, keys; journey, journeys.

(b) By adding *-es*. There are two ways of adding *-es*:

(i) When the noun ends in *ch*, *sh*, *ss*, *x* or *o*, like torches, bushes, princesses, boxes, potatoes.

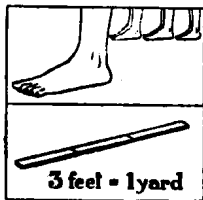
(ii) When the noun ends in a consonant and *y*, and then the *y* changes into *i*, like baby, babies; lady, ladies; sky, skies.

(c) By changing the *f* sound into *v* sound and adding *-s* or *-es*: leaf, leaves; life, lives; half, halves; self, selves. But some nouns keep the *f* sound unchanged: roof, roofs; gulf, gulfs; cliff, cliffs.

(d) Two words add *-en*: ox, oxen; child, children.

(e) Some nouns change the sound of the middle vowel: man, men; foot, feet; tooth, teeth; mouse, mice.

(f) Sometimes there is no change at all: deer, sheep, fish.



Foot/Feet

2. Boy, man, ox, are names of males; girl, woman, cow, are names of females. Sometimes a noun changes its spelling to show whether it means a male or a female:

(a) By adding *-ess*: lion, lioness; prince, princess.

(b) By changing the whole word: man, woman; ox, cow.

TEST ON LESSON THIRTY-SIX

1. Give the plurals of: fish, woman, day, toy, baby, lady, half, box, chicken, child, month, penny, mouth, queen, page, gate, boy, cave, cliff, mountain, figure, number, mouse.

2. Give the female form of: lion, master, king, prince, man, husband, brother, uncle, father.

Lesson Thirty-seven

How and Why Nouns change their Spelling (2)

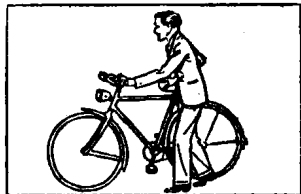
When a noun is used to show that the person or thing named by it owns something, the spelling is changed:

(a) In the singular, in only one way, by adding *'s (comma in front)*: a rat's tail; a boy's book; Mr Jones's hat; a horse's nose.

It belongs to John.

It is John's.

That is John's bicycle.



(b) In the plural, in two ways:

(1) by adding *' (comma after)* when the plural ends in *s*: two rats' tails; two princesses' jewels.

(2) by adding 's (*comma in front*) when the plural does not end in s: two oxen's horns; two men's hats.

TEST ON LESSON THIRTY-SEVEN

1. *Change into another form:*

- (a) This book belongs to John.
- (b) The books which belong to the girls are on the table.
- (c) He sat on the back of the horse.
- (d) She washed the faces of the children.
- (e) He looked at the rifles of the men.
- (f) This hat belongs to Mr Jones.
- (g) She brushed the hair of the princess.
- (h) They entered the caves of the lionesses.

2. Use an Adjective-Phrase instead of the 's:

- (a) I cannot find John's father.
- (b) You must not touch the dogs' food.
- (c) You must not take the princesses' jewels.
- (d) Take away the dog's food.
- (e) Look at the princess's jewels.
- (f) She cooked the babies' food.
- (g) She cooked the baby's food.

Lesson Thirty-eight

How Nouns are used in Sentences

Case (1): The Subject

1. When we wish to explain the work which a noun does in a sentence, we use the grammar-word 'CASE'. There are three 'cases' to learn:

The Nominative Case.

The Objective Case.

The Possessive Case.

This Lesson is about the Nominative Case.

2. LEARN: When a noun is used as the subject of a verb, we say that it is in the Nominative Case.

(a) This little boy is reading very carefully.

(b) The pupil in this picture is reading quietly.

(a) Subject of the sentence: This little boy.

Predicate of the sentence: is reading very carefully.



Draw a line under the verb.

Draw a line under the noun in the Subject which is the person or thing the verb talks about.

The subject of the verb is 'boy'.

Therefore the noun 'boy' is in the Nominative Case because it is the subject of the verb 'is reading'.

(b) Subject of the sentence: The pupil in this picture.

Predicate of the sentence: is reading quietly.

Draw a line under the verb.

Draw a line under the noun in the Subject which is the person or thing the verb talks about.

The subject of the verb is 'pupil'.

Therefore the noun 'pupil' is in the Nominative Case because it is the subject of the verb 'is reading'.

TEST ON LESSON THIRTY-EIGHT

These are the sentences for this test:

- (1) The father of that little girl was very ill yesterday.
- (2) Was the captain of the team playing all the time ?
- (3) Has the man with the wooden leg been here to-day ?
- (4) My mother's sister's little baby has no teeth.

1. Make a table like this and divide each sentence into its parts:

Example: Has John come to school to-day ?

| <i>Subject</i> | <i>Predicate</i> | |
|----------------|--------------------|------------------|
| John | <i>Verb</i> | to school to-day |
| | has come (?) | |

2. Draw a line under the verb in each sentence.

Draw a line under the noun in each Subject which tells us the person or thing the verb is talking about.

3. Pick out the nouns in those sentences which are in the Nominative Case and say why they are in the Nominative Case.

4. Some more sentences for you to do in the same way:

(a) Mary is ill in bed.

(b) Has your teacher ever been to London ?

(c) All the words in this book can be found in your reading-lesson books.

(d) Are the men of Africa as strong as the men of Asia ?

Lesson Thirty-nine

Case (2): The Direct Object

1. This lesson is about nouns which are in the Objective Case.

We learned in Lesson Thirty-one that if we put *what ?* or *whom ?* after the verb, we can find out (1) whether the sentence has an Object or whether it has no Object; and (2) if there is an Object, the answer to the question *what ?* or *whom ?* tells us the word which is the Object.



He is laughing.

He is laughing *what ?*

No answer.

Therefore this sentence has no Object.



He is drinking water.

He is drinking *what ?*

Answer 'water'.

Therefore this sentence has an Object and the Object is the noun 'water'.

2. **LEARN:** When a noun is used as the Object of a verb, we say that it is in the Objective Case.

Some sentences have Objects and some do not have Objects.

That little boy is hitting the drum in front of him.

Subject of the sentence: That little boy.

Predicate of the sentence: is hitting the drum in front of him.

Draw a line under the verb.

Put *what ? whom ?* after the verb 'is hitting *what ?*'

The Object of the verb is the noun 'drum'.

Therefore the noun 'drum' is in the Objective Case because it is the Direct Object of the verb 'is hitting'.

TEST ON LESSON THIRTY-NINE

These are the sentences for this test:

- (1) Mary bought four new books for her lessons yesterday.
- (2) Joan has eaten two cakes and three sweets.
- (3) Has Tom finished his tenth lesson yet ?
- (4) Does your brother always drive your father's donkey ?

1. Put *what ?* and *whom ?* after each verb and find out whether the sentence has an Object.

***Write down:* The Object of sentence Number (1) is**

2. Make a table like this and divide each sentence into its parts:

***Example:* Do the pupils in the front line always read their English books very carefully ?**

| <i>Subject</i> | <i>Predicate</i> | | |
|---------------------------------|--------------------------|----------------------------------|--|
| | <i>Verb</i> | <i>Object</i> | <i>Adverb or Adverb-Phrase</i> |
| The pupils in the front line | do <u>read</u> (?) | their English <u>books</u> | always (WHEN) very carefully (HOW) |

3. Draw a line under each verb. Remember that some verbs contain two or three words.

Draw a line under the noun in each Subject which tells us the person or thing the verb is talking about.

Draw a line under the noun in the Object which is the Object Noun.

4. Pick out all the nouns which are in the Nominative Case and say why they are in the Nominative Case.

5. Pick out all the nouns which are in the Objective Case and say why they are in the Objective Case.

Lesson Forty

Case (3): Indirect Objects*

1. This lesson is about sentences which have two Objects. When we put *whom* ? and *what* ? after the verb to find out whether the sentence has an Object, we sometimes get two different answers:

(a) He does not agree with me.

He does not agree *whom* ? *what* ?

No answer. Therefore this sentence has no Object at all.

(b) The lions frightened the hunters.

The lions frightened *whom* ? *what* ?

Answer: 'the hunters'.

Therefore this sentence has one Object, 'hunters'.



* At the discretion of the teacher, this may be altered to *Dative Case*. But as the form of pronouns (the most important topic in Case) is the same for both Objective and Dative, the simplest presentation is given here.

(c) Our teacher gave John a book.

Our teacher gave *whom ? what ?*

Here we get two different answers (1) ' John ', (2) ' book '.

Therefore this sentence has two different Objects. We call one of these the Indirect Object and the other the Direct Object.

If you can put *to* in front of one noun, that noun is the Indirect Object and the other noun is the Direct Object.

Our teacher gave John *to* a book. (*wrong*)

Our teacher gave *to* John a book. (*right*)

Therefore ' John ' is the Indirect Object and ' book ' is the Direct Object.

LEARN: When a noun is used as an Indirect Object, we say that it is in the Objective Case. It is also Objective Case when it is used as the Direct Object.

TEST ON LESSON FORTY

These are the sentences for this test:

- (1) The soldier gave the king his sword.
- (2) That old man told my sister a story.
- (3) Have you ever given your teacher a pen ?
- (4) The kind doctor was sleeping very quietly.

1. Put *what ?* and *whom ?* after each verb to find out whether the sentence has an Object, or two Objects, or no Object at all.

2. Make a table like the one on page 100 and divide each sentence into its parts:

Example: Our teacher showed the best pupil a nice picture yesterday.

| <i>Subject</i> | <i>Predicate</i> | | |
|---------------------------|------------------|--|------------------------------------|
| | <i>Verb</i> | <i>Object</i> | <i>Adverb or Adverb-Phrase</i> |
| Our <u>teacher</u> | <u>showed</u> | (1) the best <u>pupil</u> (INDIRECT) (2) a nice <u>picture</u> (DIRECT) | yesterday (WHEN) |

3. Draw a line under each verb. Remember that some verbs contain two or three words.

Draw a line under the noun or pronoun in each Subject which tells us the person or thing the verb is talking about.

Draw a line under the noun which is the Direct Object.

Draw two lines under the noun which is the Indirect Object.

4. Pick out all the nouns which are in the Nominative Case and say why they are in the Nominative Case.

5. Pick out all the nouns which are in the Objective Case and say why they are in the Objective Case.

Lesson Forty-one

Case (4): After Prepositions

1. This lesson is about nouns which are used in Adjective-Phrases and Adverb-Phrases.

The princess is the daughter of a king.

The road outside our school is very dusty.

I put the book on the table.

