

BRIGHTER GRAMMAR

English Grammar with Exercises

VERBS

CONJUNCTIONS

NOUNS

INTERJECTIONS

PRONOUNS

PREPOSITIONS

ADVERBS

ADJECTIVES

BOOK TWO

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MARGARET MACAULAY

BRIGHTER GRAMMAR

AN ENGLISH GRAMMAR

with Exercises

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BOOK II



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PREFACE

THOUGH most Education Authorities and teachers realize the value, in fact, the necessity of Grammar in the learning of a language, many pupils tend to regard it as dull, uninteresting and difficult. We believe, and, in **BRIGHTER GRAMMAR**, have tried to show, that the grammar lesson can be as enjoyable as any in the curriculum.

We have aimed, first, at ensuring that the subject is made completely understandable to even the least linguistically-minded pupil, by presenting it as simply and as clearly as possible. In this course, only the essentials of grammar have been chosen, and these have been explained with a minimum of technical terms. Only those terms are taught that are necessary to understand the structure of the language and to aid the pupil's progress in composition.

Secondly, we have tried, without being any the less scholarly, to make the books as interesting as possible. So, amusing anecdotes have been used as material for exercises and for "reproduction" work in the composition lesson; the sentences in the exercises have been made as "real" as possible, and all the books have been brightened by lively drawings.

Lastly, special attention has been paid to exercises. The exercises are graded, and nothing is asked of the pupil that he could not gather from the lesson on which the exercise is based.

The course is planned on the "concentric" system, and so, where necessary, the lessons in Book II and Book III are preceded by a Revision of the work covered in the earlier book or books.

We hope that teachers, already overburdened with work, will find that **BRIGHTER GRAMMAR** will spare them the trouble of seeking further material for their grammar lessons, and that pupils will find that they are spared the need (and the expense) of further books of "supplementary exercises".

C. E. E.
M. M.

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LESSON ONE

PARTS OF SPEECH

Revision (from Book I). There are eight parts of speech, viz. **NOUNS** (names of anything), **PRONOUNS** (words standing instead of nouns), **ADJECTIVES** (words telling more about nouns), **VERBS** (words expressing an action or state of being), **ADVERBS** (words telling more about verbs), **CONJUNCTIONS** (joining words), **PREPOSITIONS** (words used with nouns or pronouns to make phrases), **INTERJECTIONS** (words used to express a sudden feeling).

If you are asked, "What part of speech is *watch*?" or "What part of speech is *iron*?" the right answer is, "I don't know; but if you will put the word into a sentence, then I can give you the answer."

Now why is this? It's because you tell what part of speech a word is *by the work it is doing*. And you can't always tell what work a word does until you see it at work in a sentence.

Take *watch*, for example, in the sentence,

My father gave me a new *watch* for my birthday. You'll all agree that here *watch* is the name of something, and so it is a **NOUN**.

Now look at this sentence,

I am going to *watch* a football match.

Here, of course, *watch* is used to express an action, it tells what I am going to *do*. So in this sentence *watch* is a **VERB**.

What about this sentence ?

No burglars dare come to our house while we have a *watch* dog like Rex.

What sort of a dog?—a *watch* dog. As you know, words that tell “ what sort ” are adjectives; so here, *watch* is an adjective describing the noun “ dog ”.

Or take the word *spring* in these three sentences :

- (1) The *spring* of my watch is broken.
- (2) The dog tried to *spring* over the gate.
- (3) I love *spring* flowers.

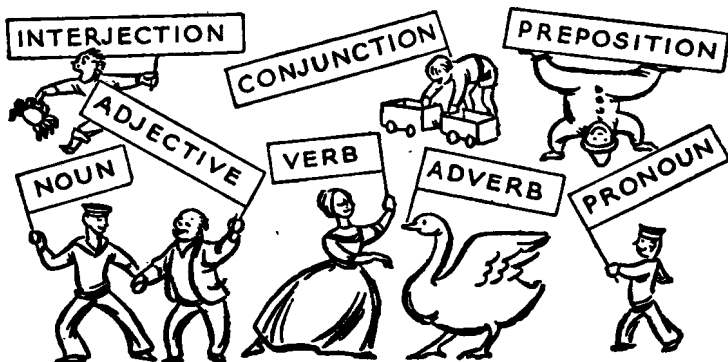
In (1) it is the name of something—a NOUN.

In (2) it expresses an action—a VERB.

In (3) it tells what sort of flowers—an ADJECTIVE.

So remember :

You tell what part of speech a word is by the work it does.



EXERCISES

I. *What part of speech are the words in italics?*

- (1) Use a big *hammer* for those *nails*.
- (2) *Hammer* the *nails* in well.
- (3) *Nail* the picture on the wall.
- (4) I can *answer* that question.
- (5) Give me the *answer* to the question.
- (6) We are going to *stay* in Athens.
- (7) We are not making a long *stay* there; only a week.
- (8) We *drink* tea from tea-cups.
- (9) Will you come and have a *drink*?
- (10) My father likes to *smoke* a pipe.
- (11) The *smoke* is going up the chimney.

II. *Give the part of speech of the words in italics.*

- (1) He went to the *bath* room to *bath*.
- (2) Give the baby a *bath* in the small *bath* and dry him with the *bath* towel.
- (3) John's mother is using an electric *iron* to *iron* John's collars.
- (4) That *iron* gate is made of *iron* that came from England.
- (5) These *plants* need *water*; you should *water* them every day in dry weather.
- (6) I am going to *plant* some *water-lilies* in my pond.
- (7) I want you to *colour* these pictures any *colour* you like.

III. *Use the following words in sentences (a) as nouns (b) as verbs :—*

- | | | | | |
|----------|----------|----------|-----------|-----------|
| (1) walk | (2) work | (3) use | (4) box | (5) motor |
| (6) fire | (7) wish | (8) wave | (9) rain. | |

IV. Here is a short story called

ARE YOU SURE YOU'VE GOT YOUR PARTS OF
SPEECH RIGHT, TOMMY?

Father was reading his newspaper at the breakfast table and on the front page there was an account of a great storm that had taken place at sea a day or so before. The huge liner, the *Queen Elizabeth*, had been caught in the storm. The waves had been so gigantic that they had risen as high as the ship



and had gone down the funnel. The newspaper had a big headline about this. It read:

QUEEN ELIZABETH IN GREAT STORM
GIANT WAVES DOWN FUNNEL

Little Tommy was sitting at the other side of the table. He looked at the headline, slowly spelling it out.

“Giant—waves—down—
Funnel.”

“Daddy,” he said, “I think it was rather nice of the giant to wave down the funnel!”

What parts of speech are giant and waves in the headline? What parts of speech did Tommy think they were?



LESSON TWO

NOUNS

Revision (Book I, pages 6 to 29). A noun is the name of anything. Nouns that are the names given to all people or things or places of the same kind are called *Common Nouns*. The names of particular persons, places or things are called *Proper Nouns*. Proper nouns all begin with a capital letter.

Nouns have number; *singular* number for one, *plural* number for more than one.

The Possessive case of singular nouns is formed by putting 's after the noun that stands for the possessor.

The Possessive case of plural nouns is formed by putting an apostrophe after the noun if the plural ends in "s" or by putting 's after the noun if the plural does not end in "s".

The possessive form is not generally used for *things*, only for people (and for most animals).

Abstract Nouns

There are one or two other kinds of nouns that you ought to know. Look at these sentences :

The car went at a speed of 90 miles an hour.

The teacher showed me great kindness.

Tommy has the toothache.

He bore the pain with great courage.

Health is better than wealth.

The words *speed*, *kindness*, *toothache*, *pain*, *courage*, *health*, *wealth* are all nouns : each of them is the

name of something. But they are not quite like the other nouns that you have met so far. They are not so much the name of *things* as the name of *qualities* or *ideas*. They don't exist in the material world; you can't touch them or see them. You can see and touch the tooth—but you can't see the "ache".

I have a piece of white chalk in my hand. I can break it and give one piece of chalk to Harry and the other piece to Joe. But I can't give the "chalk" to Harry and the "whiteness" to Joe. You can't have the "whiteness" of the chalk without the chalk. You can't have the car's "speed" without the car. You can't have the "toothache" without the tooth, or the teacher's "kindness" without the teacher.

Whiteness, speed, health, etc., are not material things; they are abstract things. And nouns like this are called **Abstract Nouns**.

Collective Nouns

There are some nouns that are the names, not of just *one* person or thing, but of a whole collection of people or things, *considered as one*.

For example, in the school's football team there are eleven players but we think of it as *a* team, that is as *one* thing.



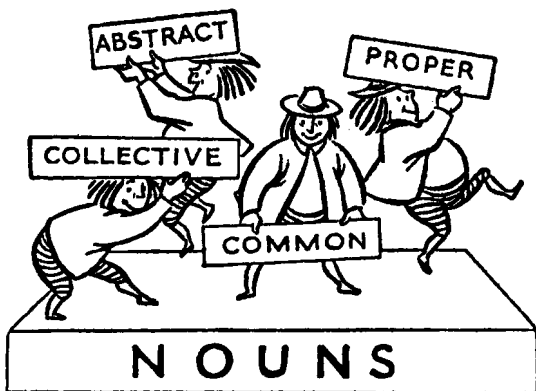
Here's the college crew rowing along the river against another crew. You don't think of the crews in each of these boats as *nine* young men but as *one* crew against another crew.

Nouns that stand for a number of things considered as one are called **COLLECTIVE NOUNS**. Collective nouns generally (but not always) take a singular verb, *e.g.*

The crowd *was* one of the largest I have ever seen.

A flock of sheep *is* coming down the hill.

The class *has* an English lesson every day.



EXERCISES

I. *Pick out the abstract nouns in the following :*

- (1) The soldiers fought with great courage.
- (2) He has always had very good health.
- (3) The flight of the birds is very beautiful.
- (4) I did my work without any help.
- (5) That flower has a pretty colour.
- (6) He was filled with admiration for my skill in rowing the boat.
- (7) The explorer was suffering from hunger and thirst but was full of hope of success.
- (8) There is wisdom in the old man's advice.

- (9) I want you to get the measurements of this room. Write down its length, breadth, height.
- (10) We all admire beauty, not ugliness ; strength not weakness; bravery not cowardice; kindness not cruelty; generosity not meanness.

II. *Pick out the collective nouns in the following :*

- (1) The man was driving a herd of cattle.
 (2) That ship has a crew of a hundred men.
 (3) He has a whole library of books.
 (4) A swarm of bees flew out of the hive.
 (5) The audience listened in breathless silence to the singer.
 (6) The regiment of soldiers marched into battle.
 (7) A pack of wolves chased the sledge.
 (8) The fishermen saw a big shoal of fish.
 (9) The police were trying to control the mob.
 (10) Men are wanted for the army, the navy and the air force.

III. *Pick out the nouns in the following story and arrange them in columns under the headings :*

Common	Proper	Abstract	Collective

WIT CAN GAIN A BREAKFAST

Pat O'Burke was a poor Irishman with a large family, and one morning, waking up very early from cold and hunger, he decided to go shooting in a wood near his cottage. The wood belonged to Lord Northwood, a rich gentleman, and Pat had no right

to go there, but in it there were swarms of rabbits and flocks of birds that were good to eat, and Pat determined to take the risk. Suddenly he saw the owner, with a group of friends, coming towards him in the wood. There was a look of anger on Lord Northwood's face as he caught sight of the gun in



Pat's hands. Pat's heart sank with fear, but he saw there was no hope of escape, so he walked boldly up to the company and said to Lord Northwood, "Good morning, sir; and what has brought you out so early this morning?" Lord Northwood, rather surprised, said he and his friends were taking a little exercise to get an appetite for their breakfast. Then, looking at Pat with suspicion, he said, "But why are *you* out so early in the morning?" "Well, sir," said Pat, "I just came out to see if I could get a breakfast for my appetite." The whole crowd burst into laughter at Pat's ready wit, and with a smile Lord Northwood walked on, leaving Pat to try his luck with the rabbits.

LESSON THREE

PLURALS OF NOUNS

Revision (Book I, pages 10 to 17). Singular nouns generally make their plurals by adding "s".

Some (ending in a "hissing sound" or in "o") add "es".

Some (ending in "f" or "fe") change to "ves".

Some (ending in "y") change to "ies".

Some are irregular.

IN Book I you were given the principal methods of forming the plural. We might notice now one or two additional points (or exceptions to these rules).

1. A few nouns have the same form for singular or plural. The most commonly used of these nouns are *sheep* and *deer*. For example :

Singular. There is a *sheep* in the field.

Plural. There are some *sheep* in the field.

Singular. I saw a *deer* in the woods.

Plural. I saw two *deer* in the woods.

Sometimes *fish* has the same form in the singular as in the plural, *e.g.*

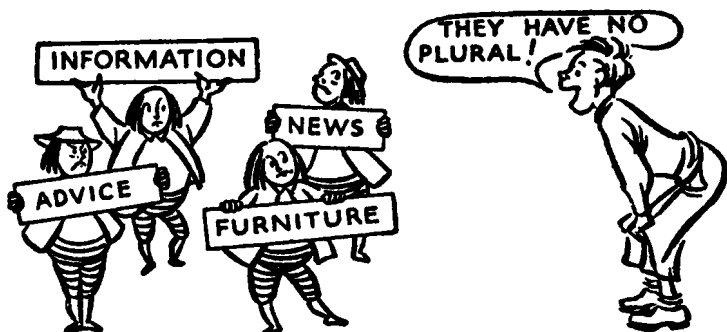
There are as good *fish* in the sea as ever came out of it.

2. Some nouns have no plural, *e.g.*

information, advice, furniture, news, etc.

So we say,

I bought three pieces of furniture (*not* "three furnitures").

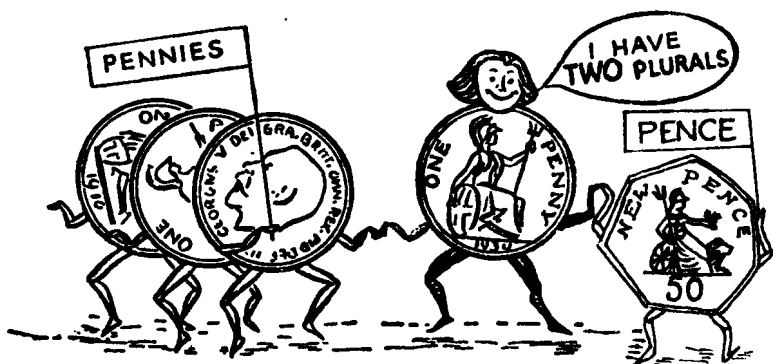


He gave me two good bits of advice (not "two advices").

The news is good (not "the news are good").

News looks like a plural word, but it isn't.

The noun *penny* is rather a funny word: it has two plurals, *pennies* and *pence*.



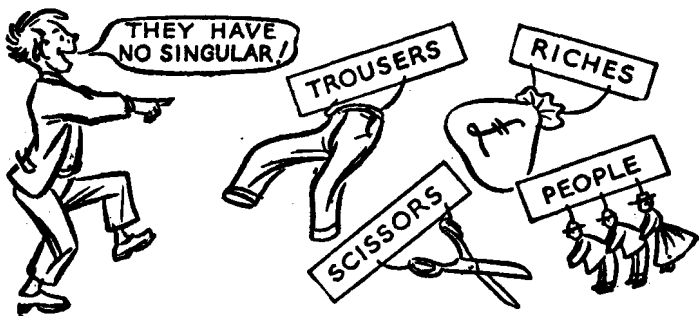
Pennies is used when we are referring to the number of coins. For example,

On the plate there were two pounds and four *pennies*.

Pence is generally used when we are referring to the *value* of something, *e.g.*

That book cost *ninepence*.

3. Some nouns have no singular, *e.g.*
scissors, trousers, clothes, riches, people.



These scissors are not sharp (or
This pair of scissors is not sharp).

Tommy's trousers *were* torn as he was climbing the tree.

Her clothes *are* always very smart.

Riches *do* not always bring happiness.

The people in this room *have* all come to see you.

4. There are some nouns (compound nouns) that are made up of two nouns. Here are some examples:
schoolroom, inkstand, bookcase, workman, maid-servant.

In the plural, only the second part changes, *e.g.*

Singular
schoolroom

Plural
schoolrooms (not
"schoolsrooms")