

英文法要略

歸納教學法

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ESSENTIALS OF ENGLISH GRAMMAR

TAUGHT BY THE INDUCTIVE METHOD

BY

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INTRODUCTION

This book has grown out of several years of experience in teaching English, particularly in teaching English grammar to Chinese students. The author has used a variety of textbooks on the subject, and has found that the majority of them are not written according to the new educational principles and methods of teaching languages.

Most authors go from definition to examples and adapt their books solely to the telling method in teaching. The pupil is regarded as a passive recipient, and the teacher no other than a storyteller. The textbooks raise no questions and the pupil receives ready-made knowledge based upon authority. There is no stimulus to active thinking and individual responsibility.

The few books that have been written according to the inductive and deductive thought processes are still largely confined to the conventional form. Consequently, not a single one has even followed the "Five Formal Steps" of the ~~development~~ lesson, so ardently advocated by the ~~Harvard~~ ^{Harvard} school and the McMurrays.

To be sure, Parker¹ has given us a very good example from a stenographic report of a lesson on participles, and Bagley, in his "Educative Process,"² has a brief development lesson on the definition of the adverb. But they are mere examples to illustrate an educational principle, no attention being called to the revolutionary method of writing textbooks on English grammar.

McMurry, in his "Method of the Recitation," says: "If we want to make sure of real appreciation of knowledge, the facts offered must come as answers to questions that have been consciously felt. There is a fundamental fault in the ordinary use of textbooks. When the lesson is assigned in a book and then carefully discussed in class, the tacit assumption is that the work of the pupil is to receive. He gets what he can by his study of the text, then the instructor quizzes him in regard to it to make sure that he receives it correctly, and that he receives all of it. Now is it true that the one who is being educated is chiefly a receiver? Is that a high conception of education? Is not the child normally also a

¹S. C. Parker, *Exercises for "Methods of Teaching in High Schools,"* pp. 108-114.

²W. C. Bagley, "The Educative Process," pp. 289-302.

discoverer, a producer? And should not the best method make abundant provision for self-expression, for outgoing, originating activity, as well as for passive impression?"

Each lesson is divided into four parts. They correspond roughly to the "Five Formal Steps." A few words about each will not be out of place here.

1. PREPARATION. It is the consensus of opinion of progressive teachers and educationalists that *the new* should always be interpreted in the light of *the old*. Apperception, called by James "the extremely important word in pedagogics,"¹ and by McMurry, "the most important of all the principles of teaching,"² is nothing but the process of going from the known to the unknown.

It is believed that this step will function in three ways: (1) it calls together the "apperceiving mass"; (2) it makes the pupil conscious of the limits of his knowledge, thus creating in him a desire for new information; (3) it furnishes abundant opportunities for "incidental reviews."

The statement of the aim is introduced at the end of this step. It serves to prevent the

¹W. James, "Talks to Teachers on Psychology," p. 156.

²McMurry, "The Method of the Recitation," p. 81.

teacher and the pupil from wandering away from the subject — a danger which is almost inherent in any conversational method like the development lesson.

2. **EXAMPLES.** This covers a part of the second step or the "Step of Presentation." It is the belief of many educationalists, from Spencer down to those of the present day that, in the process of learning, the particular should precede the general, and the concrete, the abstract; or, in other words, the method should be inductive. The examples are put here in direct accordance with this principle.

Another thing to be noticed about these examples is that the sentences are so constructed that, except for the new part to be developed in each lesson, they are perfectly familiar to the pupil. After the lesson has been developed, he is able to analyze or diagram all the examples and others of similar construction. This gives him the assurance that he is ready to inquire into new things, since the old has been so thoroughly mastered.

It should also be noticed that the examples, unlike those in most grammar books, are complete sentences. The author believes that the best way to present a fact or a principle is to

embody it in sentences, because the context serves to make a vivid impression upon the mind. Moreover, when the pupil makes his own sentences, he will have perfect examples to follow and will feel the close connection between theory and practice.

3. DEVELOPMENT. This covers a part of the "Step of Presentation" and the whole of the third and fourth steps, or the "Step of Comparison and Abstraction" and that of "Generalization."

Here the author faces the greatest difficulty in his undertaking. It is plain to all, that there is much uncertainty regarding the course that a conversation may take, no matter how clearly the aim is stated. In many cases, when a question is asked, the pupil will strike at the right answer only after several wrong ones have been given. Of course this has its own advantage. The right answer, which is obtained after much effort, cannot be easily forgotten. But the author of a textbook can by no means know what the wrong answers will be; moreover, room will not permit, even if he attempts to lay out a complete course of conversation. Consequently, the teacher should be sensible to the situation in the classroom and make his own questions in addition to, or even in place of, those given in this book.

Again, it is impossible for the author to give as many examples as the development lesson may require, without making the book unnecessarily thick; therefore, the teacher should, by carefully framing his questions, try to draw from the pupil a sufficient number of examples, so that the generalization made will not be hasty.

Attention should be paid to the fact that certain things must be told outright. For instance, the pupil should not be expected to give any technical names except those he has studied. The teacher, however, should see to it that, in most cases, the definition is framed by the pupil unaided. He should not be discouraged when the wording of the definition is not elaborate. If the right idea is expressed, that is all that can be expected. The teacher can either make a definition for him or refer him to the book, "after he has done his own thinking and feels the crudeness of his own wording."

4. DIAGRAM. The system of diagraming follows Reed and Kellogg's, which enables the pupil to see the proper relations between the different parts of a sentence, at a glance. It has been well said that "the diagram drives the pupil to a most searching examination of the sentence, brings him face to face with every

difficulty, and compels a decision on every point.”¹ More than this, the diagram offers the best system of review that can ever be devised, since it helps the pupil to recall the old facts in a new circumstance.

5. EXERCISE. This corresponds roughly to the fifth step or the “Step of Application.” The sentences in the exercises are so made that no new element is introduced here. The pupil should be able to analyze or diagram every sentence, if the previous lessons have been carefully studied. The teacher is at liberty to assign more exercises than those provided in this book, but it is expected that the additional exercises given should follow the same plan; that is, no new element should be introduced.

The forty lessons contained in this book cover, as the author believes, the most essential parts of English grammar—all that can be developed or are worth while developing. For instance, it is absolutely impossible to develop one rule, or several rules, that will cover the use of prepositions and interjections, the former being entirely governed by idiom and the latter by feeling. It is hardly worth while to devote a

¹ Reed and Kellogg, “Graded Lessons in English,” p. 9.

lesson to the definition of a preposition or even a conjunction, since it does not help in learning these two parts of speech. The use of punctuation marks, with some notable exceptions, depends, to a great extent, upon individual taste and the attitude of mind the writer happens to be in, therefore very little about it is said in this book.

It has been one of the author's guiding principles that the arrangement of the subject matter treated should be perfectly logical and natural. Sentence formation should precede the parts of speech, because this leads the pupil to see that the sentence is an organic whole, made up of many parts in their proper relations. After having grasped the whole, he can go into the different parts separately or in succession.

Sentence formation should be studied progressively. This book begins with examples made up of two words each: the subject and the predicate. One new element is added in each successive lesson. The diagrams follow closely this process of gradual development, and give the pupil, at every turn, a mental picture of what he has covered.

Thus arranged, the mastery of a lesson always serves as a weapon in the conquest of the following one. The pupil gains more and more

confidence as he goes on, because he feels that he is not treading upon strange ground or taking any step unwarranted.

The vocabulary has been selected with careful consideration. Only those words which the average second- or third-year student of the middle school can handle, have been used. Efforts have also been made to introduce the words that the pupil is constantly in need of.

In conclusion, the writer must mention his indebtedness to Mr. Brownell Gage, Dr. William J. Hail, Mr. J. Speiden, Mr. Stanley Woodward, Mr. W. R. Cooper, and Mr. D. C. Smith, for reading over the manuscript carefully, and suggesting necessary changes.

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PART I

THE SENTENCE AND ITS STRUCTURE

CHAPTER I

THE SENTENCE: CAPITAL LETTERS, PERIOD, INTERROGATION POINT

1. EXAMPLES:

1. Chalk is white.
2. I have a book in my hand.
3. What is your name?
4. Where is he going?
5. Sit down, John.
6. Close your books, class.

2. DEVELOPMENT:

T. (*Teacher*). What is each of the groups of words given above called? *P.* (*Pupil*). Each of them is called a **sentence**. *T.* What does the first sentence tell about? *P.* It tells about the color of chalk. *T.* What does the second sentence tell about? *P.* It tells about what you have in your hand. *T.* Does the third sentence tell about anything, or does it ask a question? *P.* It asks a question. *T.* What does the fourth sentence do? *P.* It also asks a question. *T.* Does the fifth sentence tell something or ask

a question? *P.* It does neither. *T.* Does it command or request somebody to do something? *P.* Yes; it commands John to sit down. *T.* What does the sixth sentence do? *P.* It also gives a command. *T.* Now, then, what is a sentence? *P.* *A sentence is a group of words which tells something, asks a question, or gives a command or request.* *T.* With what kind of letter does every sentence begin? *P.* *Every sentence begins with a capital letter.* *T.* What mark is put at the end of every statement or command? *P.* A period (.) is put at the end of every statement or command. *T.* What mark is put at the end of every question? *P.* A question mark (?) is put at the end of every question.

3. EXERCISE I:

1. Give five statements.
2. Give five commands or requests.
3. Give five questions.

EXERCISE II:

In the following sentences pick out the statements, questions, commands or requests, and rewrite them in separate columns:

- | | |
|----------------------|------------------------|
| 1. Rain falls. | 6. Stand up, boys. |
| 2. Birds sing. | 7. What is that? |
| 3. Do birds sing? | 8. Please go out. |
| 4. What do birds do? | 9. What have you here? |
| 5. Children cry. | 10. What do you do? |

CHAPTER II

SUBJECT AND PREDICATE

1. PREPARATION:

What is a sentence? What does a statement do? Give some examples. What is a question? Give some examples. What is a command or request? Give examples. With what kind of letter does every sentence begin? What mark is put at the end of every statement? every question? every command or request?

THE NEW LESSON

2. EXAMPLES:

1. Dogs bark.
2. Frogs jump.

3. DEVELOPMENT:

T. How many sentences do you see above?
P. Two. *T.* In the sentences given above which words name that of which something is thought?
P. *Dogs* and *frogs*. *T.* Which words tell what is thought about *dogs* and *frogs*? *P.* *Bark* and *jump*. *T.* How many parts, then, has each of the sentences given above? *P.* Two. *T.* They are called the **subject** and the **predicate**. *T.* What