



教 育 部 審 定

簡 要 英 文 法 教 科 書

附 華 文 釋 義

中 學 校 及 師 範 學 校 用

NEWSOM GRAMMAR

*ADAPTED AND EXPLAINED IN CHINESE*

APPROVED BY THE BOARD OF EDUCATION

THIRTEENTH EDITION

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# Commercial Press English Grammar

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### Newsom Grammar

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校訂者 吳縣奚 蘊章 若

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## PREFACE.

American teachers have long been wondering why they have not secured better results from their teaching of English Grammar. They are finding their answer in the fact that they have been attempting to teach much that does not belong to the English language. In the words of Richard Grant White, the American teachers have been trying to "Measure our English corn in Latin bushels." Imported Latinisms, such as "voice" and "gender," together with fictitious "cases," "moods," "tenses," etc., and equally fictitious *rules*, have consumed much valuable time that should have been given to studying the realities and beauties of the language. The English language started out with a scheme as complex and cumbersome as the Greek and Latin languages, but it is gradually simplifying itself. Some grammarians believe that in time the English language will be as simple as the Chinese language. Real grammar in English is to be found in a few pronoun-forms, in one "case" of nouns, in the comparison of adjectives, and, to a very limited extent, in verbs.

If this view is reasonable, then much valuable time is wasted in giving our students exercises in parsing English words according to forms borrowed from the Latin and Greek. Though this is done with the avowed object of teaching to read and write, it is almost valueless for that purpose. What the teacher needs for his work in China is (1) a few guiding principles for teaching the correct use of English and (2) to daily drill his pupils in these principles. It is constant use and practice, under never-failing watch and correction, and not a bundle of rules committed to memory, that make good writers and speakers. Certainly in our work there is no place for dragging forward to attention

matters of disputed usage, nor are our pupils the persons before whom to discuss nice and difficult points. Grammar is a science, and is the reflective study of language. Have we any right to impose the study of this science on our students when they are working up a vocabulary and learning to speak, and before they are prepared to appreciate the technicalities of grammar? We think not. Let us give our students what is essential, reserving the niceties for the grammarians or for a later study.

Bearing this thought in mind, we looked around for a text-book on grammar suited to the needs of our students, and came across Newsom's Grammar, which was especially prepared for students of the Far East. The merits of this Grammar are based upon what it excludes rather than what it includes. Only the essentials of grammar have been presented, and these have been stated in plain English, while puzzling constructions have been carefully avoided. By making use of the deductive method of treatment the authors were able to get out a book characterized by clearness and precision. Every principle and fact introduced is carefully explained and illustrated by many examples. Additional exercises set for analysis and diagram, which the pupils must work out for themselves, are prepared to supplement the oral and written recitation.

In adapting the book for the use of Chinese schools, we have substituted Chinese names for some of the foreign ones, and altered some of the sentences to make them express ideas more in keeping with Chinese thought. The definitions and explanations have been translated into Chinese; but the translation is put at the back of the book, so that it will not obtrude itself on the student's notice while he is studying his English lesson. He needs to refer to it there only when he requires help in understanding the English definitions and explanations.

# 簡要英文法教科書序



文字語言之用貴乎達意是固然矣雖然彼無知之文字何以一經作者之指揮遂能達作者之意而索解於人人乎說者必曰文從耳字順耳夫於文求從於字求順而後足以達意此固萬國之所同也何爲則從何爲則順此則一國之所獨也故以此國之人習彼國之語至於能握筆作文又往往昧於其所以文從字順之道而隨處牴牾此其弊尤以吾國人之學西文者爲甚蓋自埃及以降希臘羅馬之文皆主象聲無論竹帛口說必使上下相維主賓相約相維相約之道悉寓於形聲變化之中此形聲變化者如詩之有律曲之有譜不能稍謬焉是謂之文法吾國文字以象形爲準既於形聲變化之道不便(此云形聲變化者譯英語 Inflection 之義吾國小學家之形聲變化云者專以古今文言辭同而意實大異)其所以成文之理暗具於字裏行間而無迹象可見名士作文且以疾呼爲聲律總括爲周密矣惡在其有定律也以是西人目之爲無法之文 (“The whole of Chinese Grammar depends on position” says Dr. Marshman.)以無法遇有法學者之用力久而程效少也固宜顧在

其拉就諾矣已法詳其吾英而非君於夫英鄺文  
去臘足自易其文況習知學廣書最近欲初學  
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稍於之也愈文來矣生 Newsom 之不免此書爲也初修  
欲原襲易而中自古事紐美所庶誦成書後之編毓  
而字多一朝變如怪徵難者英之學絃竄惟於法合錫孫  
重文則一愈一獨喜爲事非言初國竄惟於法合錫孫  
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其於之傳經以往言易童熟一文勿書體知語鄺時  
病趨與相文以茲簡學之美著法而其之程隱言以可  
不以釋謂來今來於之美人乃凡刪與生之推以先焉  
嘗例音無以自將者英美人情用者慮紐者學當者導  
未之也事實朝謂驗書英之其通之仍國法者故書爲  
亦急者事曼者而科彼方得者不易所用灼國法者此  
彼不丁履爾說往教例東既語不所富吾文文君軌

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# ENGLISH GRAMMAR

## SECTION 1

### THE SENTENCE

**DEFINITION:** A sentence is a combination of words used as a statement, a question, or a command.

Upon the basis of their use there are three classes of sentences, Declarative, Interrogative, and Imperative.

**DEFINITION:** (1) A sentence which makes a statement is called a Declarative sentence.

**EXAMPLES:** Chang has two books.  
The water buffalo is a useful animal.  
The boy rides the pony.

**DEFINITION:** (2) A sentence which asks a question is called an Interrogative sentence.

**EXAMPLES:** Has Hsiung a watch?  
Is the window open?  
Does this man live in Tientsin?

**DEFINITION:** (3) A sentence which expresses a command is called an Imperative sentence.

**EXAMPLES:** Study your lesson, Lan Hsiang.  
Close your books, children.  
Be quiet, boys.

### EXERCISE I

Tell to which class of sentences each of the following belongs.

1. The Pacific Ocean is east of Asia.
2. What sea is between China and Japan?
3. Did it rain yesterday?
4. The bamboo is tall.
5. Do not walk so fast. *imp.*
6. Rain falls in Canton each month of the year.
7. Close the gate, boys, when you enter the yard.
8. Does sugar cane grow in South China? *int*
9. I bought a basket of sweet potatoes.
10. Do not strike the pony. *imp*

11. Japan has more than three thousand islands.
12. The English alphabet has twenty-six letters.
13. Has your house a tile roof?
14. Set the basket on the table.
15. Much bamboo grows in China. *Decl.*
16. Where is the island of Formosa?
17. The Japanese are very industrious.
18. Why do you not come to see me?
19. Tell him that I cannot come till to-morrow. *Int.*
20. How much can a carpenter earn in a day?

## EXERCISE II

Write six statements, using suitable words in place of dashes.

- |                               |                          |
|-------------------------------|--------------------------|
| 1. The boy <u>has a book.</u> | 4. The bat —.            |
| 2. The dog —.                 | 5. The wind <u>blows</u> |
| 3. The bird <u>sings.</u>     | 6. The fish —.           |

## EXERCISE III

Change these statements into interrogative sentences.

EXAMPLES: The boy writes well.

Does the boy write well?

- |                         |                              |
|-------------------------|------------------------------|
| 1. The train runs fast. | 4. The sun shines.           |
| 2. It will rain to-day. | 5. The merchant sells hats.  |
| 3. The bell is ringing. | 6. Roses grow in the garden. |
- Does it will rain to-day?* *Does the sun shine?* *Do the*

## EXERCISE IV

Use the following words and write six imperative sentences.

EXAMPLE: Light the lamp.

*Open the door.* *Prepare your lesson.* *Don't change* book  
window *you may write a letter to your friend* sedan chair

NOTES: 1. Require the children to commit to memory the four definitions given. 2. Give additional examples illustrating the three kinds of sentences. 3. Send pupils to the blackboard to write the exercises. Be sure that the class understands the directions for writing.

## SECTION 2

## PUNCTUATION

The first word of a sentence should begin with a capital.

Declarative and imperative sentences should usually be followed by a period.

EXAMPLES: The bird is in the tree.  
Be quiet, girls.

Declarative and imperative sentences which express strong feeling should be followed by an exclamation point.

EXAMPLES: What a strong wind is blowing!  
Come here, quick!

An interrogative sentence should be followed by an interrogation point.

EXAMPLES: Who is that man?  
Is Hankow a large port?

### EXERCISE

Punctuate the following sentences.

1. Where is the Great Wall
2. See that burning house
3. Asia is the largest continent.
4. I have a letter from my friend
5. What a cruel man he is
6. Where are you going?
7. Of what is bread made?
8. I have read the newspaper
9. Don't do that
10. Put your books on the desk
11. I have never been in Japan.
12. Have you visited the Southern Islands
13. Tea grows in China
14. Hitch the ponies to the cart.
15. Will you have a glass of water
16. Have you ever seen a volcano?
17. Chang Fei and Kwan Yü were brave generals
18. Has China a cold or a warm climate?
19. Open your books at page twenty-one
20. Last night the sea roared very loudly
21. Take these letters to the post office
22. How soon does the mail arrive
23. Have you read about Korea?
24. The island of Formosa produces much camphor
25. Write to me often while I am in Shanghai.

NOTE: The teacher should refer to Rules for Punctuation given in the appendix and teach the marks, additional to those given, as the work requires them.

## SECTION 3

## THE NOUN

All words are divided into certain classes called *Parts of Speech*.

There are eight parts of Speech: *Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, and Interjections*.

The class to which a word belongs is determined, in general, by its use in a sentence.

DEFINITION: **A noun is the name of a person, a place, or a thing.**

EXAMPLES: desk, box, Liu, Nanking, America, house, cat.

There are two classes of nouns,—*proper* and *common*.

DEFINITION: **A proper noun is a name given to a certain person, place, or thing.**

EXAMPLES: Asia, Hsin Ming, Chinese, Japan, Monday, Chihli.

A proper noun should begin with a capital letter.

DEFINITION: **A common noun is a name given to one of a class of objects.**

EXAMPLES: temple, shoe, chair, tree, basket, table.

## EXERCISE I

Read these sentences, pointing out the proper and the common nouns.

1. Hsiang Shan is a pretty village.
2. There are many dishes on the table. *c.*
3. Wild animals are found in India.
4. The Yellow River flows into the Gulf of Pechihli.
5. Tokyo is the largest city in Japan. *P.*
6. Gold is a valuable metal. *c.*
7. The carpenter uses many tools.
8. Hung Ming lost his pencil.
9. Pao Hang found a dollar on the street.
10. The mountains near my home are very high.
11. Peking is the capital of China. *P.*
12. The elephant has a long trunk.
13. Mongolia is a dependency of China. *P.*
14. Snow is found on the Himalaya Mountains.
15. Lin bought three oranges. *c.*

16. My friend lives on Pao Shing street.
17. Thibet is on the western border of China.
18. Peking is surrounded by a wall.
19. Fine fruits are raised in southern China.
20. Nanking Road is a very busy street.

## EXERCISE II

Substitute for dashes proper and common nouns.

1. Many Chinese students study in —.
2. — ruled for thirty-four years.
3. In the month of — it rains very hard.
4. The — built a —.
5. The father made me a coat.
6. My father sold his —.
7. Wen went to — yesterday.
8. — is the capital of Korea.
9. Lien Hwa bought a book and a pen.
10. A cent is made of —.
11. The stars shine at night.
12. The — like to drink tea.
13. The — of the cocoanut is good to drink.
14. — is made from sugar cane.
15. The town of — is on the coast.
16. My sister bought three — of ribbon.
17. Tea is raised in Yunnan and Ching.
18. Persimmons ripen in the month of —.
19. There are many storks in Japan.
20. The Yellow Sea lies between — and Changtung.
21. London is the largest city in the world.
22. The province of Kiangsu produces much —.

NOTE: The pupils should be required to prepare Exercise II at home. Papers should be corrected by the teacher and returned to the class.

## SECTION 4

## THE VERB

DEFINITION: A verb is a word used to say something of a person, place, or thing.

EXAMPLE: The boy *runs*.

EXPLANATION: The word "boy" names a person and is called, as we have learned (Section 3), a noun. The word "runs" says something about this person and is called a verb.

## EXERCISE I

Name the verbs in the following sentences and the nouns about which they say something.

1. The boys climb the tree.
2. The book lies on the table.
3. The maid sweeps the floor.
4. The cat killed the mouse.
5. I heard you speak.
6. I saw the peach fall.
7. Mei Hwa laughed at the monkey.
8. Kwo Lau has spent his money.
9. My friend spoke to me.
10. The dog barked all night.
11. He remained at home.
12. I found my ring.
13. The music pleased me.
14. Wang lighted the lamp.
15. The dog bit the boy.
16. My pony died yesterday.
17. The boy cut his finger.
18. Yu Shing plays the harp.
19. The horse runs fast.
20. The fisherman mended his net.
21. Tien Wen knew his lesson well.
22. This house caught fire last night.
23. Why do you wait for him?
24. What did he say?
25. Which horse did you ride this morning?

## EXERCISE II

Fill the blanks with suitable verbs.

1. The artist draw a picture.
2. When did you — him last?
3. I use my lead pencil.
4. The baker — bread.
5. The man catch fish to sell.
6. Where do you — to go?
7. I — the bell ring.
8. Did you — your lesson this morning?
9. Coffee grow in Java.
10. The woman — the cloth.
11. Chu — into the river.
12. When did you — from Hongkong?

## EXERCISE III

Use the following verbs in sentences.

|       |       |         |      |        |
|-------|-------|---------|------|--------|
| build | buy   | receive | ring | sell   |
| study | fall  | grow    | have | row    |
| write | see   | lose    | eat  | blow   |
| bring | catch | think   | cut  | forget |

## SECTION 5

## THE ADJECTIVE

**DEFINITION:** An adjective is a word used to limit or to describe a noun.

|                     |                |
|---------------------|----------------|
| EXAMPLES: red roses | strange people |
| ripe bananas        | great terror   |
| tall trees          | long leaves    |
| pretty pictures     | loving hearts  |

Most adjectives are, like those given above, *descriptive adjectives*, but there are several other classes. The most important are

- (1) *Proper adjectives*, derived from proper nouns; as, *American, Manchurian, Japanese*.
- (2) *Numeral adjectives* which denote number; as, *two books, one chair, the third day, the seventh month*.
- (3) *The articles, a (or an) and the*.

*A* is called the *indefinite article* because it points out a person or thing as one of a class.

*The* is called the *definite article* because it points out a person or thing as separate from its class.

*An* is generally used, instead of *a*, before words beginning with a vowel or silent *h*.

## EXERCISE I

Name the adjectives in the following sentences and tell to which class each belongs.

1. That man has a fine, new watch.
2. The flower is blue and white.
3. <sup>A.D.</sup> The little girl is <sup>Dec</sup> sick.
4. The children found pretty, white shells.
5. This is an old Thibetan town.
6. There were two Chinese flags on the steamer.
7. This is the first day <sup>AD</sup> of the New Year.



8. Japanese silks are beautiful.
9. The king was cruel and unjust.
10. This fine mat cost two dollars.
11. The fisherman uses a small, round net.
12. The third house on this street is my home.
13. The great African desert is called the Sahara.
14. Russia is a very large country.
15. His letter was written on the fifteenth day of June.
16. Shanghai has a pleasant climate.
17. Tropical climates are warm.
18. Philippine hemp is sent to all parts of the world.
19. This is the second time I have visited Peking.
20. My knife has three sharp blades.
21. The boat women work very hard.
22. I bought a small, round basket.
23. There are two American continents.
24. The Chinese are an industrious people.
25. Japanese cities are very clean.
26. English goods are sold in Hongkong.
27. Hongkong is a small island.
28. The Siberian railroad belongs to Russia.
29. The Philippine Islands have a dry and a wet season.
30. Heavy rains fall in Canton during five months of the year.
31. Very strong rope is made from the hemp fibre.
32. These long boats have flat bottoms.

## EXERCISE II

Use an appropriate adjective with each of the following nouns and tell its class.

|         |          |        |       |       |
|---------|----------|--------|-------|-------|
| soldier | gun      | child  | horse | town  |
| month   | mountain | cloud  | boat  | sky   |
| water   | cup      | street | men   | river |
| lesson  | knife    | fan    | kite  | wall  |

## EXERCISE III

Substitute for the dashes appropriate nouns.

- |                   |                 |
|-------------------|-----------------|
| 1. A great —.     | 12. A rainy —.  |
| 2. A soft —.      | 13. A happy —.  |
| 3. A green —.     | 14. A sweet —.  |
| 4. A bad —.       | 15. A sour —.   |
| 5. A diligent —.  | 16. A kind —.   |
| 6. An honest —.   | 17. An empty —. |
| 7. A brave —.     | 18. A sharp —.  |
| 8. A beautiful —. | 19. A heavy —.  |
| 9. A useful —.    | 20. A dusty —.  |
| 10. A valuable —. | 21. A wide —.   |
| 11. A cheap —.    | 22. A tall —.   |

NOTE: Exercises II and III are intended for home work.