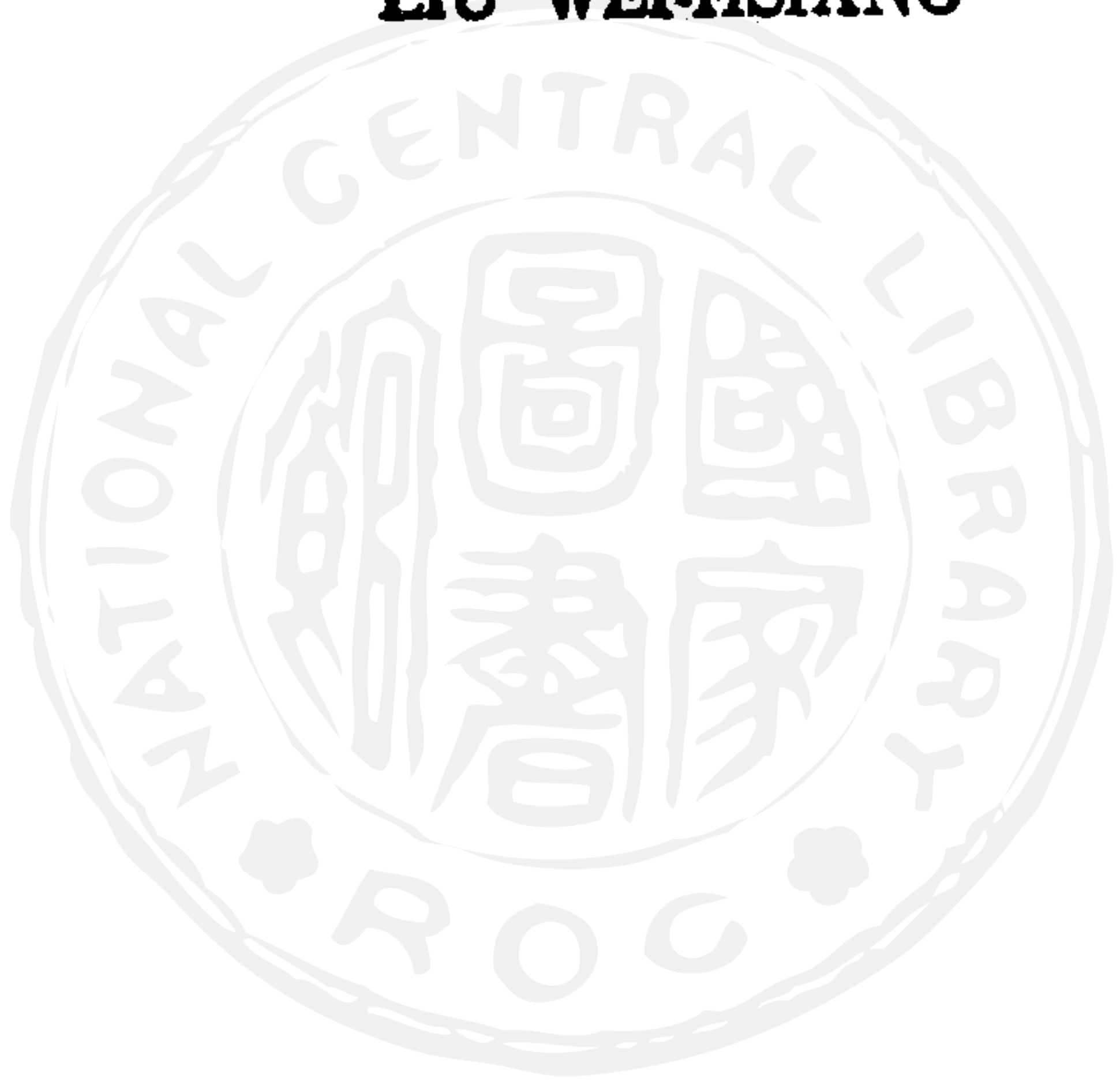




初中簡易英文文法

A CONCISE ENGLISH GRAMMAR
FOR JUNIOR MIDDLE SCHOOLS

LIU WEI-HSIANG

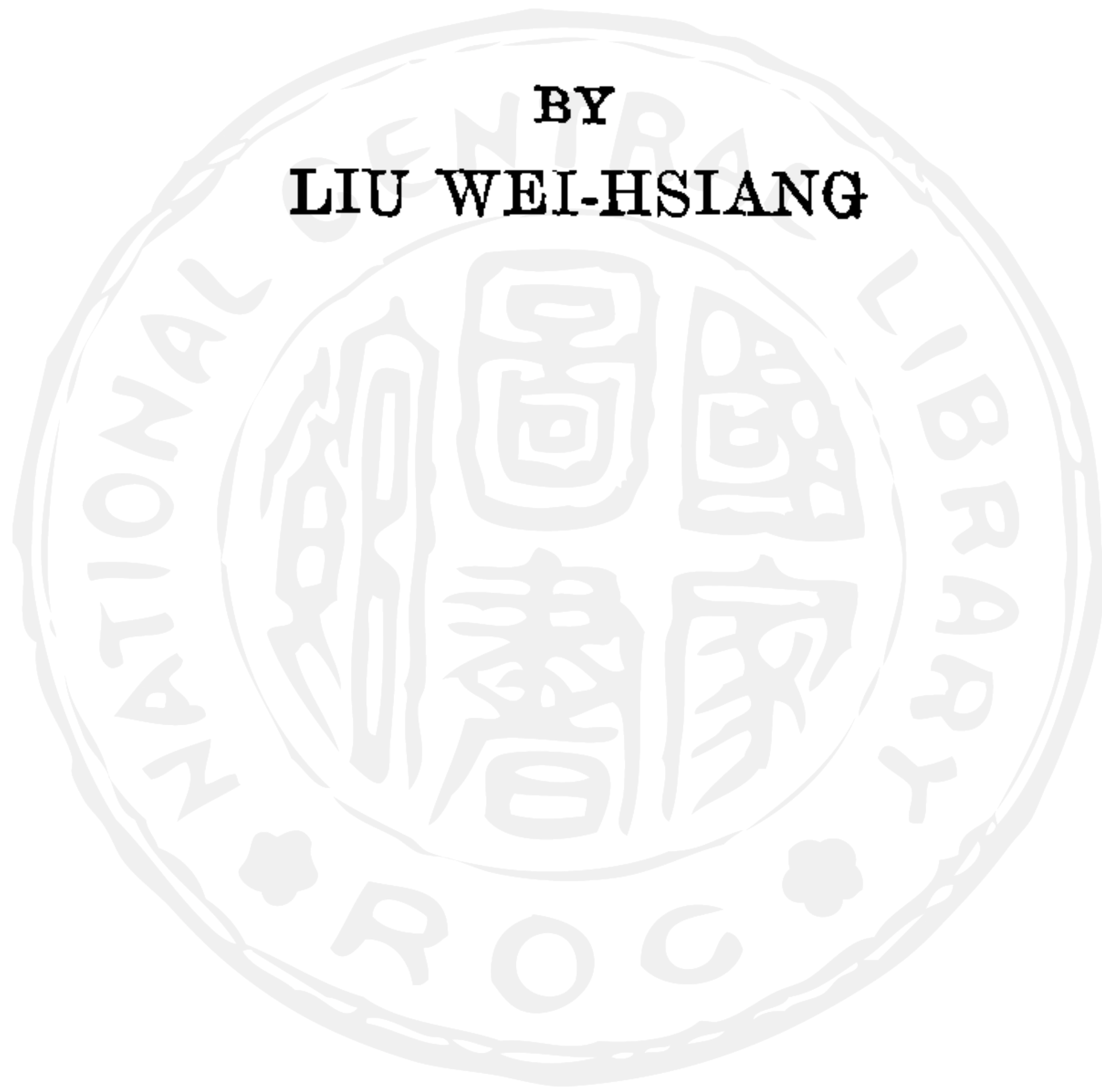


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BY
LIU WEI-HSIANG



THE COMMERCIAL PRESS, LIMITED

PREFACE

This small book is compiled particularly to meet the requirements of the junior middle school pupils who want to use words correctly in sentences and to make correct sentences in compositions.

It has been written in the simplest English possible in order that there may be no difficulty in comprehending it. Principles introduced have been carefully explained and illustrated by clear and concise examples which are given at such a variety as to include all kinds and forms of phrases, clauses, and sentences. The exercises which are provided for each step consist principally of words of everyday use. Illustrations and examples have been gathered from years of experience as a teacher of English and taken from well-known readers and grammar books. By studying the principles and rules thoroughly, it will give the pupils ability to express themselves correctly in practical everyday English.

The compiler is indebted to Mr. H. K. Ma and Dr. S. Lautenschlager for their reading through the manuscript.

LIU WEI-HSIANG.

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LESSON ONE

A GENERAL OUTLINE OF DEFINITIONS

A sentence. A sentence is a group of words which expresses a complete thought.

1. He is a hard worker.
2. Are you ready?
3. Pass it to me.
4. Please show me how to do it.
5. How nice it is!

Every sentence must have two parts—the subject and the predicate.

The subject. The subject of a sentence is that about which something is said.

The predicate. The predicate of a sentence tells what is said.

James reads.

In this sentence the word “James” is the subject because it names the person about whom the action of reading is said. The word “reads” is the predicate because it tells what is said.

A phrase. A phrase is a group of words expressing a thought, but not a complete thought.

On the top.
In the room.
To and fro.
Up and down.

A phrase usually has neither subject nor predicate while a sentence has both.

A clause. A clause is a sentence which forms part of a larger sentence.

This is the school where we studied.

Here “where we studied” is a sentence, because it has a subject “we” and a predicate “studied.” “This is the school” is also a sentence having “this” for its subject and “is” for its predicate. But both are parts of a larger sentence, and therefore each of them is called a clause.

A participle. A participle is a form derived from a verb partaking of the nature of a verb and an adjective.

I saw a boy *carrying* a basket.

In this sentence “carrying” is a participle, because it does the office of an adjective by modifying the noun “boy” and also does the office of a verb by taking “basket” as its object.

A gerund. A gerund is a form derived from a verb partaking of the nature of a verb and a noun.

He is fond of *playing* tennis.

Here “playing” is a verb, because it takes “tennis” as its object. It is also a noun, because it is used as the object of the preposition “of.” Hence it is a gerund.

Nouns. A noun is the name of a person, place, or thing.

man, city, book.

Pronouns. A pronoun is a word used instead of a noun.

he, we, somebody.

Adjectives. An adjective is a word used to modify a noun or pronoun.

This is a *sour* apple.
It is a *good* one.

Verbs. A verb is a word used to say something about some person, place, or thing.

Dogs *run*.

He *is studying* English.

Adverbs. An adverb is a word used to modify a verb, an adjective, or another adverb.

He speaks *carefully*.

She is *very* beautiful.

It is *almost always* late.

Prepositions. A preposition is a word placed before a noun or pronoun to show its relation to some other word in the sentence.

Jack is *in* the room.

He came *after* me.

Conjunctions. A conjunction is a word used to connect words or groups of words.

They have paper *and* ink.

Be careful *lest* you make errors.

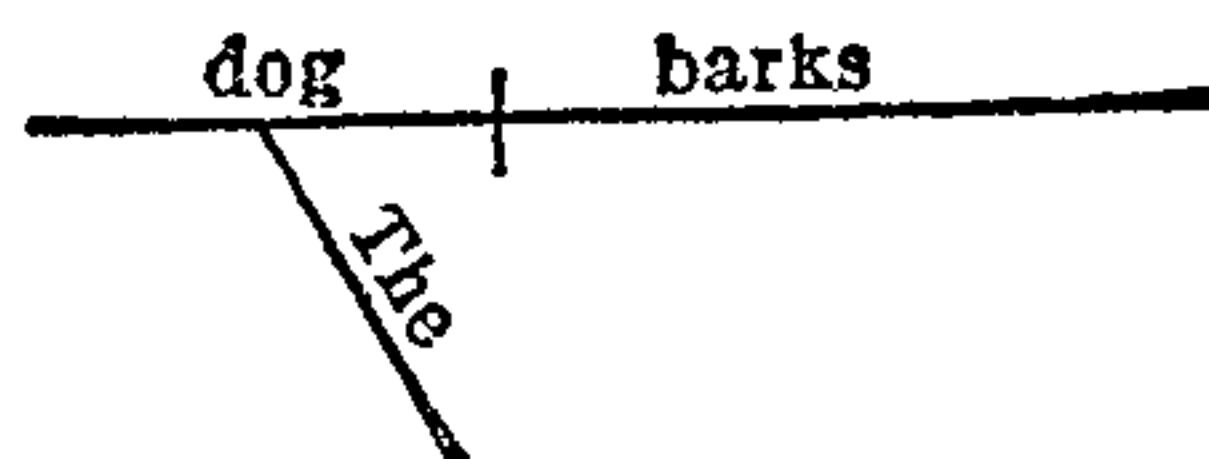
Interjections. An interjection is a word used to express strong or sudden feeling.

Alas! he is dead.

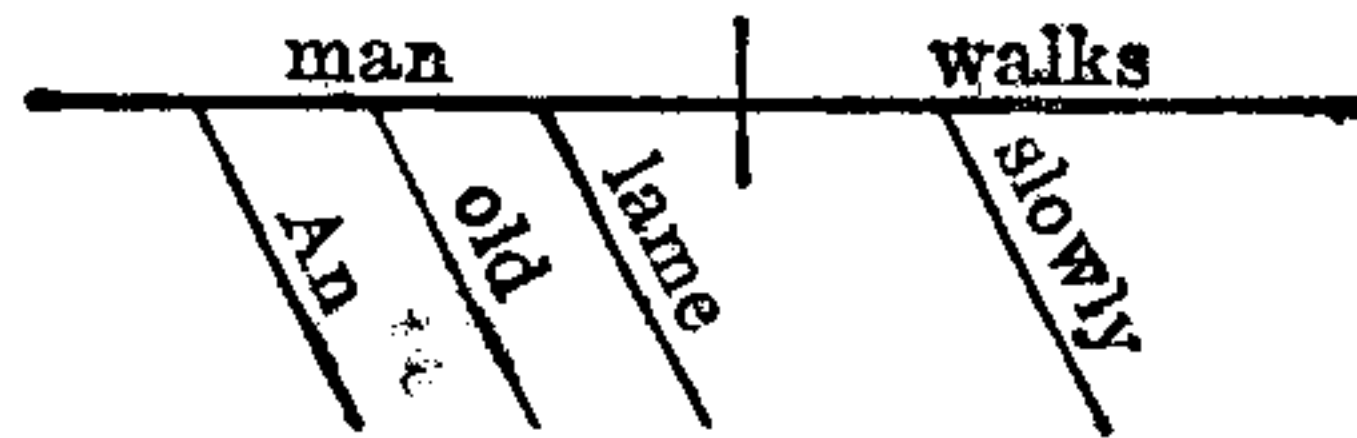
Hurrah! we won the game.

SUPPLEMENTARY EXERCISE No. 1

The dog barks.



An old lame man walks slowly.



Note. The subject and the predicate verb always stand on a horizontal line which is divided into two parts by a short vertical line.

An adjective or an adverbial modifier stands on a slanting line.

Diagram the following sentences according to the models given above:

1. The boys run.
2. They work hard.
3. Many yellow leaves tremble.
4. The pupils were listening attentively.
5. The master came out.

LESSON TWO

KINDS OF NOUNS

A noun is the name of a person, place, or thing.
Nouns are divided into five kinds:

1. Proper noun.
2. Common noun.
3. Collective noun.
4. Abstract noun.
5. Material noun.

1. Proper noun. A proper noun is the name of a particular person, place, or thing.

John, New York, The Great Wall.

A proper noun must begin with a capital letter.

2. Common noun. A common noun is the name of any one of a class of persons, places, or things.

boy, town, book.

3. **Collective noun.** A collective noun is the name of a class, group, or multitude of persons, places, or things.

class, army, flock.

4. **Abstract noun.** An abstract noun is the name of a quality, state, or action.

Quality: wisdom, width, color.

State: poverty, illness, youth.

Action: movement, choice, flight.

5. **Material noun.** A material noun is the name of a matter or substance of which things are made.

gold, wood, coal.

EXERCISE

Point out the nouns in the following sentences and tell to which kind each belongs:

1. Johnson rode the horse across the river.
2. The teachers of this school are all kind to us.
3. The clerk of this club is called Young.
4. Nanking is situated on the banks of the river Yangtze.
5. Confucius is revered by all Chinese scholars.
6. The Si-kiang rises in the province of Yunnan.
7. Peking was the capital of China.
8. This is our class.
9. The football team of the Third Class is the best in this school.
10. Their patrol is marching forward.
11. The whole school will have a holiday to-morrow.
12. This boy showed great bravery.
13. His patience and perseverance are very praiseworthy.
14. Will you imitate his ambition?
15. This match is made of silver.
16. Fruit is often kept in tin cans.
17. My pen is made of steel and wood.
18. He is sure of success.

19. Her dress is made of silk.

20. Poverty is hard to bear, but it is better than wealth gained by dishonesty.

SUPPLEMENTARY EXERCISE No. 2

The student is studying very hard.

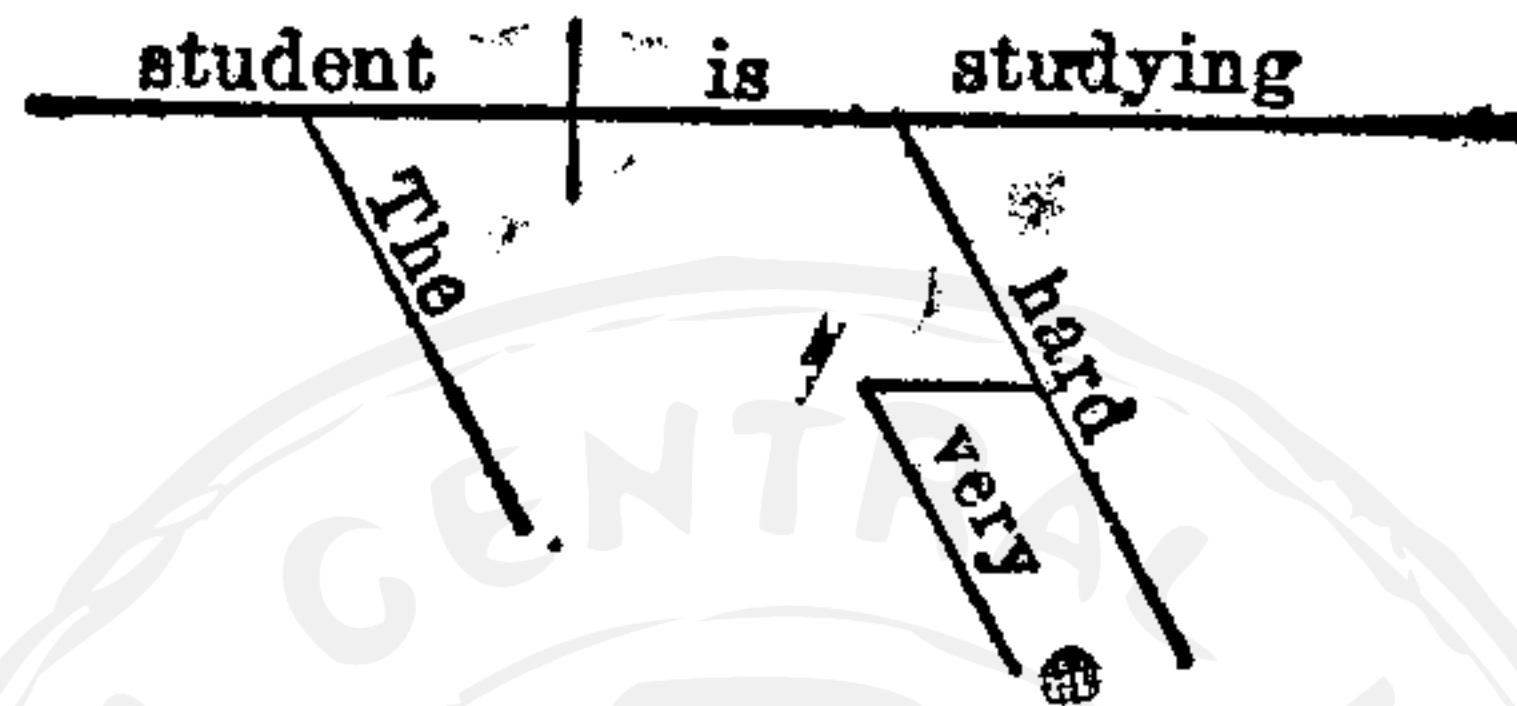


Diagram the following sentences according to the model given above:

1. The girl walks quite quickly.
2. The old woman spoke rather clearly.
3. He works too hard.
4. He is much better to-day.
5. The horse ran very fast.

LESSON THREE

NUMBER OF NOUNS

There are two numbers of nouns.

1. Singular number.
2. Plural number.

When a noun refers to one person, place, or thing, it is in the singular number.

When a noun refers to more than one person, place, or thing, it is in the plural number.

RULES FOR FORMING THE PLURALS OF NOUNS

(1) The general rule to form plurals of nouns is to add *s* to the singular.

<i>Singular</i>	<i>Plural</i>
boy	boys
book	books
pen	pens
cap	caps

(2) If the noun ends in *s*, *x*, *sh*, or *ch*, the plural is formed by adding *es* to the singular.

<i>Singular</i>	<i>Plural</i>
glass	glasses
box	boxes
brush	brushes
church	churches

(3) If the noun ends in *y* and the *y* is preceded by a consonant, the plural is formed by changing *y* into *ies*.

<i>Singular</i>	<i>Plural</i>
fly	flies
city	cities
body	bodies
army	armies

(4) If the noun ends in *y* and the *y* is preceded by a vowel, the plural is formed by simply adding *s* to the singular.

<i>Singular</i>	<i>Plural</i>
day	days
boy	boys
play	plays
toy	toys

(5) If the noun ends in *f* or *fe*, the plural is formed by changing *f* or *fe* into *ves*.

<i>Singular</i>	<i>Plural</i>
wolf	wolves
life	lives

<i>Singular</i>	<i>Plural</i>
leaf	leaves
knife	knives
half	halves
wife	wives

Exception. There are some nouns ending in *f* or *fe* which form the plural by simply adding *s*.

<i>Singular</i>	<i>Plural</i>
chief	chiefs
roof	roofs
proof	proofs
wharf	wharfs
gulf	gulfs
safe	safes

(6) If the noun ends in *o* and the *o* is preceded by a consonant, the plural is generally formed by adding *es* to the singular.

<i>Singular</i>	<i>Plural</i>
cargo	cargoes
hero	heroes
negro	negroes
potato	potatoes
buffalo	buffaloes
volcano	volcanoes

Exception. There are some nouns ending in *o* and the *o* is preceded by a consonant which form the plural by simply adding *s*.

<i>Singular</i>	<i>Plural</i>
dynamo	dynamos
piano	pianos
tobacco	tobaccos
zero	zeros

(7) For the plural of a letter, figure, or sign, the apostrophe (') and s are added to the singular.

<i>Singular</i>	<i>Plural</i>
d	d's
5	5's
x	x's

(8) A few nouns form their plural by a change of vowels.

<i>Singular</i>	<i>Plural</i>
man	men
woman	women
foot	feet
tooth	teeth

(9) For compound nouns, we make the principal word plural.

<i>Singular</i>	<i>Plural</i>
brother-in-law	brothers-in-law
horseman	horsemen
stepson	stepsons
passer-by	passers-by
man-of-war	men-of-war

(10) A few nouns have the same form in both singular and plural.

<i>Singular</i>	<i>Plural</i>
deer	deer
sheep	sheep
fish	fish

EXERCISE

Give the plurals of the following nouns:

lesson	donkey	ox	card
thief	bench	key	shelf,
loss	city	fox	country

penny	class	box cover	pen
wife	hero.	echo	mosquito
child	mouse	railroad	ray
enemy	father-in-law		

SUPPLEMENTARY EXERCISE No. 3

He came into the classroom.

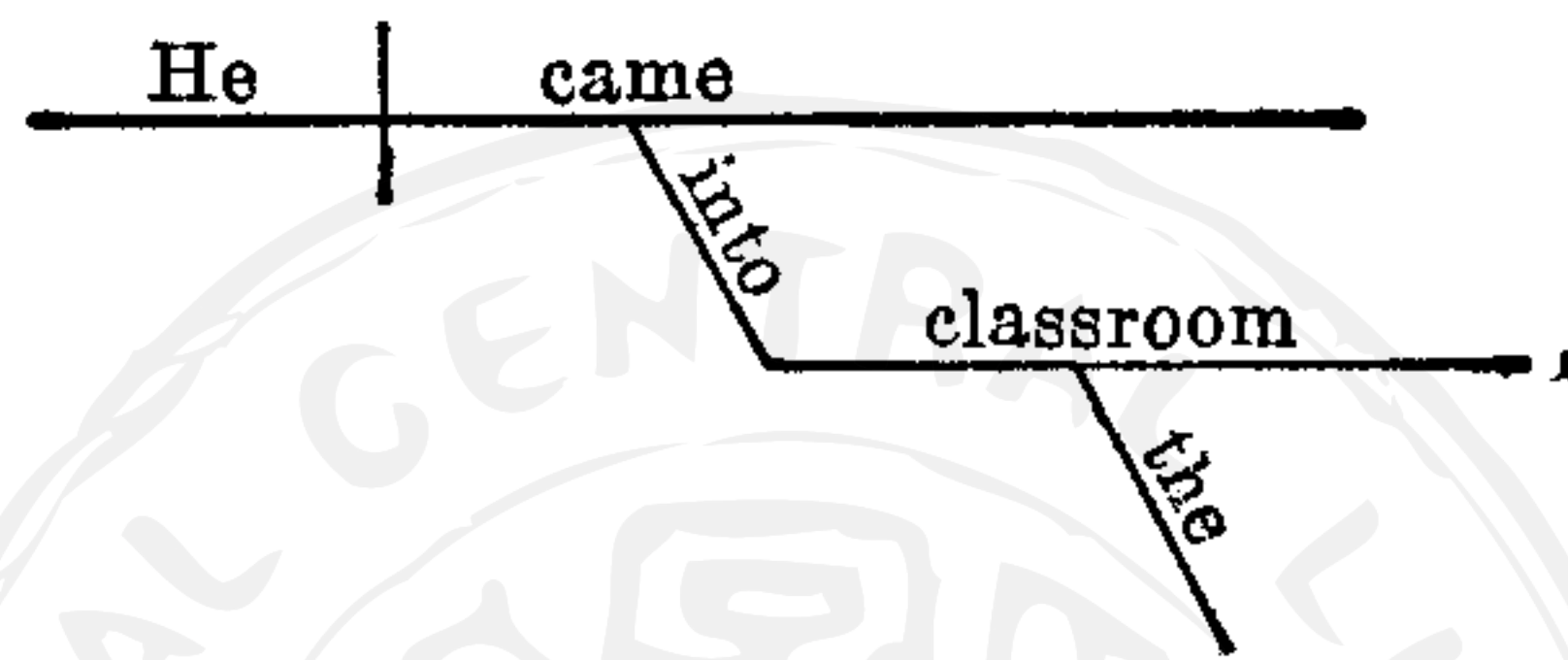


Diagram the following sentences according to the model given above:

1. The pupils are going to school.
2. My younger brother will come soon from Shanghai.
3. Many people live in the city of New York.
4. This river flows into the sea.
5. I am looking at that old beggar.

LESSON FOUR

GENDER OF NOUNS

Gender denotes sex. Nouns are of four genders.

1. Masculine gender.
2. Feminine gender.
3. Common gender.
4. Neuter gender.

(1) Nouns denoting males are of the masculine gender
man, boy, John, tiger.

(2) Nouns denoting females are of the feminine gender.

woman, girl, Mary, tigress.

(3) Nouns denoting either males or females are of the common gender.

teacher, friend, child.

(4) Nouns denoting things without life are of the neuter gender.

book, pencil, street, river.

There are three different ways by which a masculine noun is distinguished from a feminine noun.

(a) By a change of word.

Masculine.

man
father
husband

Feminine

woman
mother
wife

(b) By placing a word before or after the noun.

Masculine

he-goat
manservant
grandfather

Feminine

she-goat
maidservant
grandmother

(c) By a change of ending.

Masculine

actor
god
heir

Feminine

actress
goddess
heiress

EXERCISE 1

Name the gender of each of the following nouns:

boy	friend	wife	servant
queen	king	baby	orphan
girl	husband	man	woman

sister	bride	writer	lawyer
lamp	cow	pupil	sir
madam	miss	master	person
doctor	aunt	uncle	bridegroom
child	daughter	ox	gentleman

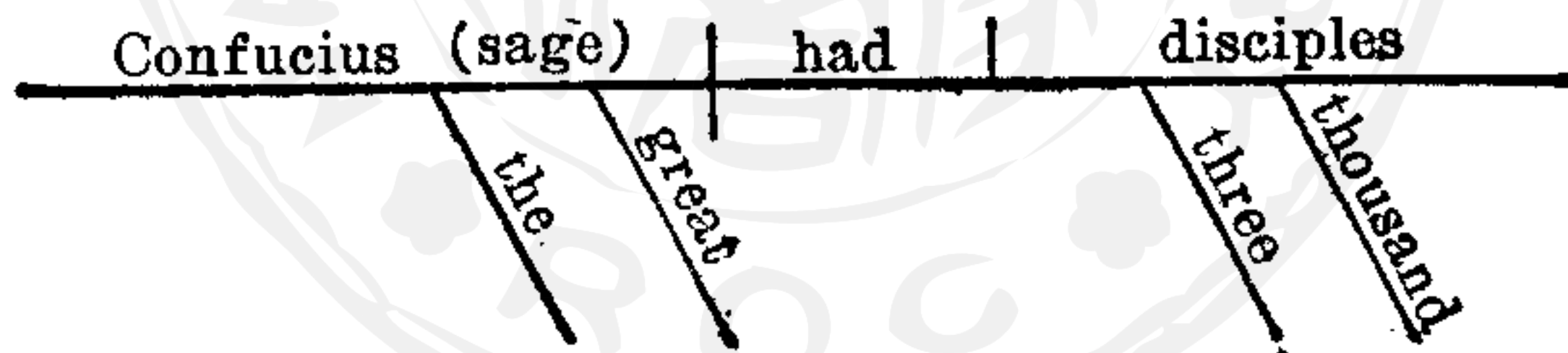
EXERCISE 2

Give the feminine gender of the following masculine nouns:

grandson	emperor	gentleman
lion	nephew	Mr.
cock	papa	king
peacock	uncle	washerman

SUPPLEMENTARY EXERCISE No. 4

Confucius, the great sage, had three thousand disciples.



Note. The appositive stands in the same place as the word which it explains.

Diagram the following sentences according to the model given above:

1. Mr. Jones, the secretary, wrote the letter.
2. They visited West Lake, a scenic place of China.
3. Johnson, a rich merchant, bought a large house.
4. Morse, the inventor of the telegraph, was an American.
5. My task, to do all that work in one day, could not be accomplished.

LESSON FIVE

CASE OF NOUNS

The case of a noun shows its relation to some other word in the sentence. Nouns are of three cases.

1. Nominative case.
2. Possessive case.
3. Objective case.

(1) A noun is in the nominative case when it is used as the subject of a verb.

The *gatekeeper* closes the door.

A noun standing in the predicate and referring to the same person or thing as the subject is called a *predicate nominative* and is in the nominative case.

Gold is a valuable *metal*.
He is an *officer*.

A noun used for the purpose of addressing a person directly is called a *vocative* and is in the nominative case.

Mr. Han, what is the matter with you?
Sir, I am sorry for that.

A noun in apposition with another is called an appositive and is in the same case as the noun it limits.

Mr. Chen, *the farmer*, grew good crops.
He met Mr. Lee, *the doctor*.

(2) A noun is in the possessive case when it shows possession or ownership.

The master talks with the *gatekeeper's wife*.
She is turning the *door's handle*.

RULES FOR FORMING THE POSSESSIVE CASE

(a) The possessive case is formed by adding apostrophe (') and (s) to singular nouns or to plural nouns which do not end in s.

man's
child's

men's
children's

(b) Only the apostrophe (') is added to plural nouns ending in s.

girls' dresses
ladies' gloves

birds' nest
horses' tails

(c) Possession is also shown by the use of the *of phrase*.

The wings *of the birds*.
The horns *of the deer*.

(3) A noun is in the objective case when it is used as the object of a verb or preposition.

He goes to *school*.
I bought a *fan*

EXERCISE 1

Tell the case of the nouns in the following sentences:

1. These apples are sweet.
2. This is my brother's book.
3. I know the answer to that question.
4. My pen is in the box.
5. The watchman caught a thief.
6. The birds build a nest.
7. Look at the leaf of this book.
8. This man's clothing is made of silk.
9. The farmer's house stood by the river.
10. Chang lost his hat.
11. The boys' hands are clean.

12. He saw dark clouds in the sky.
13. Yang, can you spell "isthmus"?
14. Yes, sir, I think I can.
15. Tang is a friend of mine.
16. There is a cow in the yard.
17. He gave me a pen and a pencil.
18. Chao, the secretary, read the minutes of the last meeting.
19. This book is for her.
20. She bought three boxes of carbon paper.

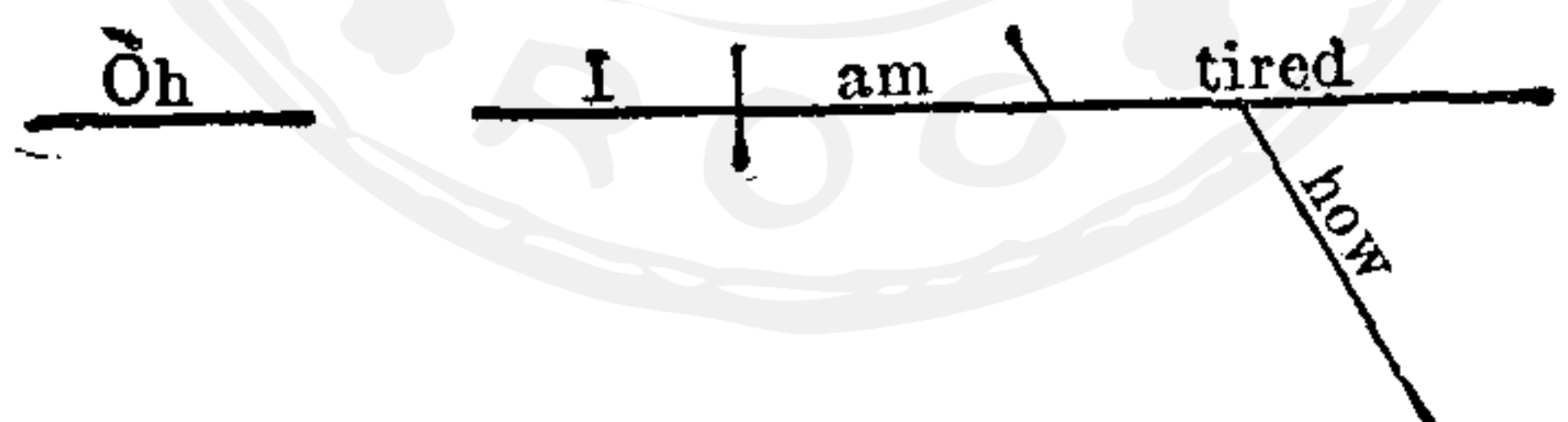
EXERCISE 2

Give the possessive of each of the following nouns and use them in sentences:

boys, men, cow, child, mason, carpenter.

SUPPLEMENTARY EXERCISE No. 5

Oh! how tired I am.



Note. "Oh" is an interjection. It has no grammatical connection with the sentence in which it stands.

Diagram the following sentences according to the model given above:

1. Aha! I have discovered your hiding place.
2. Bah! he is too stupid to understand you.
3. Hark! what is that noise?
4. Nonsense! I do not believe it.
5. Water! I am dying of thirst.

LESSON SIX

PRONOUNS

A pronoun is a word used instead of a noun.
There are six different kinds of pronouns.

1. Personal pronouns.
Compound personal pronouns.
2. Interrogative pronouns.
3. Relative pronouns.
Compound relative pronouns.
4. Demonstrative pronouns.
5. Indefinite pronouns.
6. Distributive pronouns.

Personal Pronouns

Personal pronouns are of three persons.

(a) A personal pronoun is in the *first person* when it denotes the person speaking.

Singular

I

Plural

we

(b) A personal pronoun is in the *second person* when it denotes the person spoken to.

Singular

you

Plural

you

(c) A personal pronoun is in the *third person* when it denotes the person spoken of.

Singular

he, she, it

Plural

they

Since a pronoun is used instead of a noun, it must be in the same number, gender, and person as the noun for which it stands.

The personal pronouns are inflected as follows:

First Person

	<i>Singular</i>	<i>Plural</i>
<i>Nominative</i>	I	we
<i>Possessive</i>	my or mine	our or ours
<i>Objective</i>	me	us

Second Person

<i>Nominative</i>	you	you
<i>Possessive</i>	your or yours	your or yours
<i>Objective</i>	you	you

Third Person

	<i>Mas. Fem.</i>	<i>Neuter</i>	
<i>Nominative</i>	he she	it	they
<i>Possessive</i>	his her or hers	its	their or theirs
<i>Objective</i>	him her	it	them

Compound Personal Pronouns

Compound personal pronouns are formed by adding the word *self* to certain forms of the personal pronouns.

<i>Singular</i>	<i>Plural</i>
myself	ourselves
yourself	yourselves
himself	themselves
herself	
itself	

Compound personal pronouns have two different uses:
 (1) To show reflection, i.e., the person does something to himself.

The murderer killed *himself*.

(2) To show emphasis.

He *himself* saw it in this room.

EXERCISE 1

Point out the personal and compound personal pronouns in the following sentences and tell the use of the compound personal pronouns:

1. Did you see me walking by the lake?
2. He and I go to the same school.
3. The man threw himself down the wall.
4. I found my pencil under the desk.
5. I myself saw him do it.
6. When did you see me?
7. I saw you early in the morning.
8. Did he beat himself?
9. She herself saw the accident.
10. They can quite believe it.
11. We have met him.
12. It is badly hurt.
13. Did you do it yourself?
14. That woman hurt herself.
15. The event itself is a common one.

EXERCISE 2

Make 5 sentences with the following compound personal pronouns:

myself, herself, himself, ourselves, yourselves.

Interrogative Pronouns

Interrogative pronouns are pronouns that are used to ask questions:

Who is your brother?

Which of you likes to go with me?

Whom did you meet in the street?

Whose book is this?

What is your name?

EXERCISE 1

Point out the interrogative pronouns in the following sentences:

1. Who is that?
2. What is your father's name?
3. Whom have you sent to Shanghai?
4. What are you doing there?
5. I do not know what will happen.
6. Of whom are you speaking?
7. The boy who is reading is my cousin.
8. To whom did you write?
9. What school do you attend?
10. Which street do you live in?

EXERCISE 2

Write 5 sentences containing the following interrogative pronouns:

who, whose, which, what, whom.

Relative Pronouns

A relative pronoun is a pronoun which refers to a noun (or pronoun) going before and introduces a clause.

The noun (or pronoun) to which the relative pronoun refers is called its *antecedent*.

There are four relative pronouns *who*, *which*, *that*, and *what*. *Who* is used in speaking of persons only; *which*, in speaking of animals and things; and *that*, in speaking of persons, animals, and things. *What* is equivalent to *that which* and has its own antecedent. It is used in speaking of things.

1. It is this woman *who* beat her child.
2. I found the book *which* you looked for.
3. This is the pen with *which* I wrote the exercise.
4. I do not know *what* has become of him.

In the first sentence “who” is a relative pronoun. It refers to the antecedent “woman” and introduces the clause “who beat her child.”

Of these four relative pronouns, only *who* and *which* have different forms for the three cases.

	<i>Singular and Plural</i>	
<i>Nominative</i>	who	which
<i>Possessive</i>	whose	whose (or of which)
<i>Objective</i>	whom	which

EXERCISE 1

Point out the relative pronouns in the following sentences and name their antecedents:

1. This is the man who built the house.
2. The one who works hard will succeed.
3. Have you seen the book which I bought?
4. He is not the man whom I want.
5. That is the stone that he threw into this yard.
6. Lend me the knife which Tang gave you.
7. Stop that horse that is running away.
8. This is not what you want me to do.
9. The man whose son died is very sad.
10. He is the man of whom we spoke.

EXERCISE 2

Make 6 sentences using who, whose, whom, that, which, and what as relative pronouns. Care should be taken in not using that, what, and which as adjectives.

Compound Relative Pronouns

Compound relative pronouns are pronouns that end in *ever* or *soever*. They are inflected as follows:

Singular and Plural

<i>Nominative</i>	whoever (whosoever)	whichever (whichsoever)
<i>Possessive</i>	whosever (whossoever)	of whichever (of whichsoever)
<i>Objective</i>	whomever (whomsoever)	whichever (whichsoever)

There is no inflection for *whatever*. The nominative and objective are alike. The possessive is formed by the use of the phrase *of whatever*.

Such relative pronouns may have their own antecedents.

Whoever goes against the school rules will be blamed.

In this sentence *whoever* is a compound relative pronoun and it has its own antecedent. *Whoever* is equivalent to *any one who*. It introduces the clause "whoever goes against the school rules" and is also the subject of "will be blamed."

EXERCISE 1

Point out the compound relative pronouns in the following sentences and explain their construction:

1. Whoever comes will be welcomed.
2. Where is the man to whom you gave my coat?
3. Whatever he did was wrong.
4. Give this invitation to whomever you meet.
5. Whatever you say I will understand.
6. Hsia is a boy who works hard.
7. Whoever runs fast may catch it.
8. Whichever you like you may take.
9. Give me whatever you have.
10. I shall say whatever I like.

EXERCISE 2

Make 3 sentences using whoever, whatever, and whichever as compound relative pronouns.

Demonstrative Pronouns

Demonstrative pronouns are pronouns that are used to point out persons or things near at hand or further away without naming them.

Demonstrative pronouns are inflected in number only.

<i>Singular</i>	<i>Plural</i>
this	these
that	those

This and *these* point out persons or things near at hand or last mentioned.

That and *those* point out persons or things further away or mentioned before.

Demonstrative pronouns are also used as adjectives. The following sentences illustrate their use.

As adjectives: *This* man is my uncle.
That boy got the first prize.
 As pronouns: *This* is better than *that*.
These are what I want.

EXERCISE

Tell whether the following demonstratives are used as adjectives or as pronouns:

1. Is this his?
2. What are these?
3. You have broken the point of that pencil.
4. That river runs rapidly.
5. He likes these better than those.
6. Those are my drawing pencils.
7. You can get these books if you like.
8. In the long run these expensive pencils are better than those.
9. That is a smart boy.
10. Have you seen this before?

Indefinite Pronouns

Indefinite pronouns are pronouns that stand not for the name of a particular person, but, in a more indefinite sense, for persons in general.

The indefinite pronouns are: *anyone, someone, anybody, somebody, one, another, any, some, none, one another, both, nobody, and all.*

The following sentences give us an illustration of their use:

Can you see *anybody* else?
Nobody else can do it.
Find *somebody* to help me.
Bring me *some* of that coal.
Both are wrong.
The boys love *one another*.
None of them were present.
All of them have come.

EXERCISE

Point out the indefinite pronouns in the following sentences:

1. Have you spoken to anybody?
2. No, I have spoken to nobody.
3. Somebody said that Chen had passed his examination.
4. Will he get a prize?
5. Yes, he is sure to get a prize if any are given.
6. Some are sure to be given.
7. Well, I hope he will get a useful one.
8. Some fierce beasts are found in Manchuria.
9. Take off some and I will pay you some.
10. God be with you both.
11. Is anyone there?
12. Yes, someone is here.
13. There are some books on the desk.
14. None of them are suitable.
15. I am satisfied with all of you.

Distributive Pronouns

Distributive pronouns are pronouns which are used to indicate that things are considered singly.

Distributive pronouns are: *each, each other, either, and neither.*

Examples

The two men struck *each other*.

You may vote for *either*.

Neither is correct.

I gave one book to *each* of them.

EXERCISE 1

Point out the distributive pronouns in the following sentences:

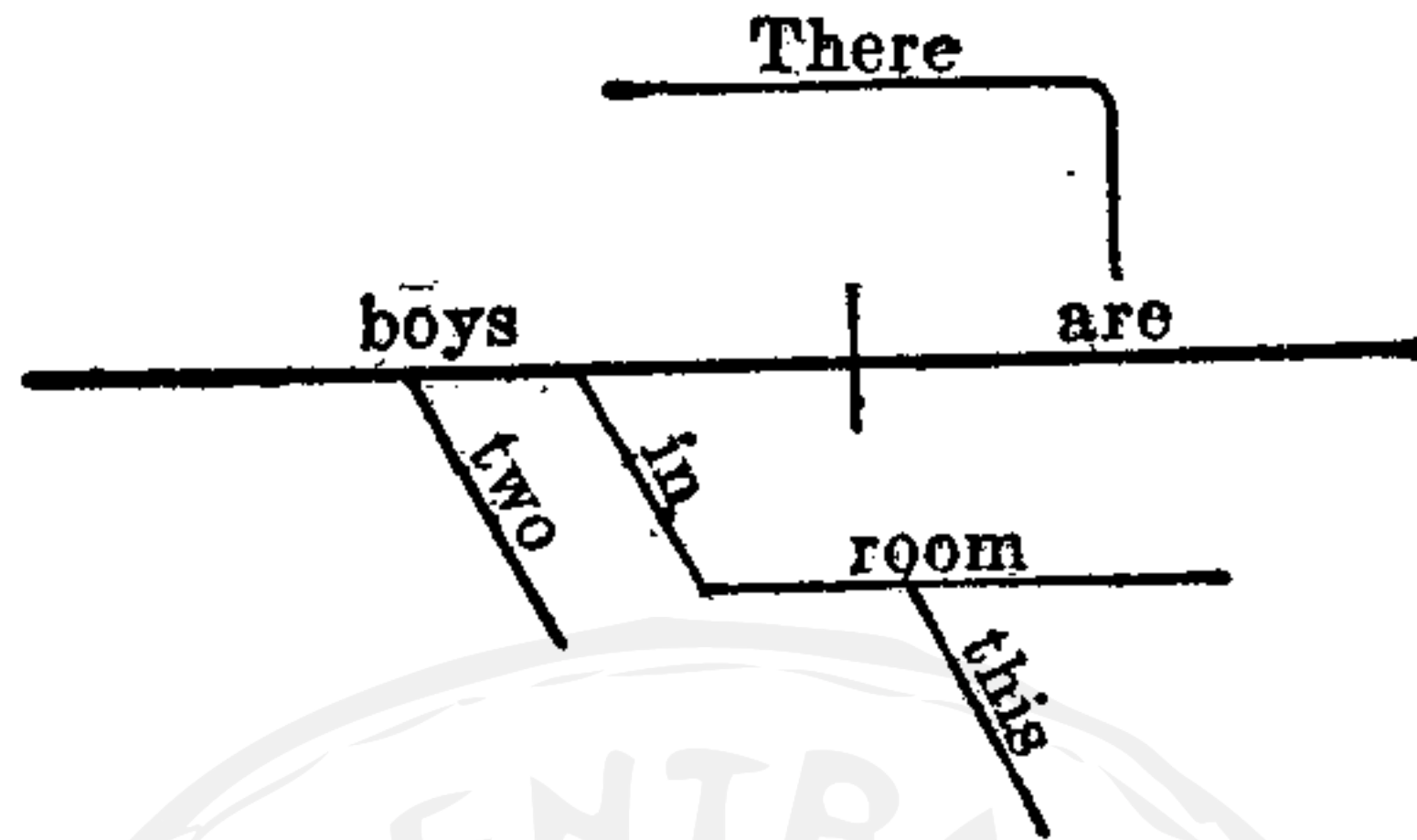
1. Either this or his parents sinned.
2. He gave the pupils some books, one to each.
3. Each thanked him.
4. Neither you nor he satisfies me.
5. He was offered a pen and a pencil but would not take either.
6. He wanted neither.
7. The river overflows on either bank.
8. Let each do as he pleases.
9. Neither this nor that will do.
10. I shall pay either you or him one dollar.

EXERCISE 2

Make 5 sentences each containing a distributive pronoun.

SUPPLEMENTARY EXERCISE No. 6

There are two boys in this room.



Note. In the above diagram, "there" is used as an introductory adverb.

Diagram the following sentences according to the model given above:

1. There are not many students in that school.
2. Are there heavy snows in your country?
3. There was always a mistake in his compositions.
4. Will there be any game?
5. There will be a meeting to-night.

LESSON SEVEN

ADJECTIVES

KINDS OF ADJECTIVES

An adjective is a word used to modify a noun or pronoun. Adjectives are divided into six classes:

1. Proper adjectives.
2. Descriptive adjectives.
3. Quantitative adjectives.
4. Numeral adjectives.
5. Demonstrative adjectives.
6. Distributive adjectives.

(1) Proper adjectives are derived from proper nouns.

<i>Noun</i>	<i>Adjective</i>
China	Chinese
Japan	Japanese
England	English
France	French
Germany	German

Proper adjectives like proper nouns must begin with a capital letter.

(2) Descriptive adjectives show in what quality or state a person or thing is.

a wise man a sick horse
a white cat a brave boy

(3) Quantitative adjectives denote quantity.

some water much rice
little food the whole school

(4) Numeral adjectives denote number. Numeral adjectives are of two kinds:

(a) Those which show *how many* things there are are called *cardinals*.

one, two, three, four, five, etc.

(b) Those which show the *serial order* in which a thing stands are called *ordinals*.

first, second, third, fourth, etc.

(5) Demonstrative adjectives are used to point out persons or things. Adjectives of this kind are subdivided into two classes:

(a) Definite demonstratives are used to point out persons or things *exactly*.

the, that, those, this, these, such, the same, the other, etc.

(b) Indefinite demonstratives are used to point out persons or things *not exactly*.

a, an, any, a certain, some, another, etc.

(6) Distributive adjectives are used to denote persons or things *singly* or in *separate groups*. Such adjectives are: *either, neither, each, and every*.

Examples

These boys *each* have a book.

Every boys has a pencil.

You can take *either* side (i.e., one side or the other).

The river overflowed on *either* side (i.e., on both sides).

You should take *neither* side (i.e., neither the one side nor the other).

EXERCISE 1

Point out all the adjectives in the following sentences and tell to which class each belongs:

1. We often go for a walk in the country.
2. We hear the sweet songs of the happy birds.
3. In the little pond we see many frogs.
4. God has made all these things.
5. We admire His great and wonderful works.
6. We are glad when we see the different things.
7. The first goat we saw was a black one.
8. Han knows every goat in these fields.
9. I think we have seen goats in each field we have passed.
10. It is this boy whom I was speaking of.
11. Chang, the tall one, may take either side.
12. The boys have a music class every other day.
13. There are two young men but neither one is qualified for this position.
14. There is more rice than bread.
15. The tree fell down last night.
16. This desk is made of wood.

17. That book contains many pictures.
18. There is much water in the bottle.
19. Some one was here last evening.
20. Lee is the best runner in the school.

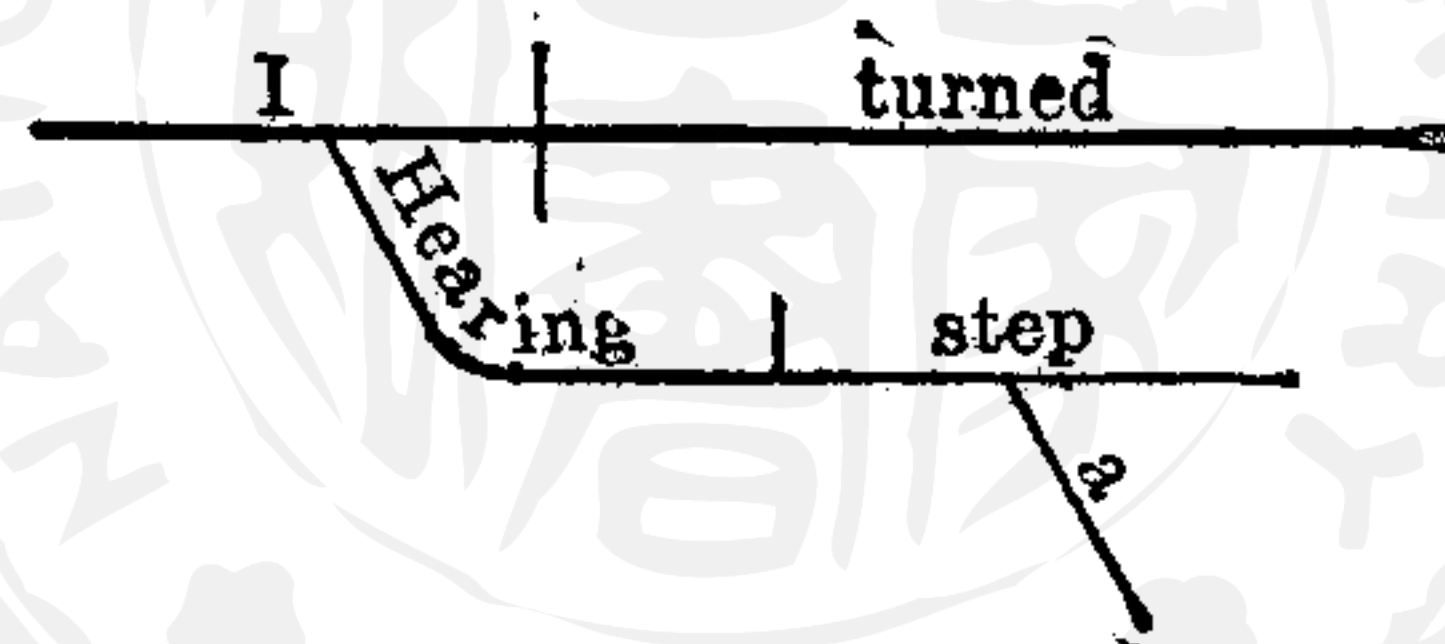
EXERCISE 2

Make sentences with the following adjectives:

English, careful, some, four, first, this, any, each, and either.

SUPPLEMENTARY EXERCISE No. 7

Hearing a step, I turned.



Note. "Hearing" is a participle partaking of the nature of an adjective and that of a verb. As an adjective, it modifies the word "I," and as a verb, it takes "step" as its object.

Diagram the following sentences according to the model given above:

1. Running rapidly, he fell down.
2. Having found the ring, he gave it to the owner.
3. The book lying on the table is mine.
4. The sailors, rowing rapidly, soon reached the shore.
5. The cat, having caught a mouse, ate it.

LESSON EIGHT

COMPARISON OF ADJECTIVES

DEGREES OF COMPARISON

Most adjectives of quality and a few quantitative and numeral adjectives have degrees of comparison. There are three degrees of comparison.

- (1) Positive degree.
- (2) Comparative degree.
- (3) Superlative degree.

(1) The positive degree denotes the simple quality.

He is a *strong* man.

Tin is *very useful*.

(2) The comparative degree denotes a higher or a lower degree of the quality.

He is *stronger* than I.

Copper is *more useful* than tin.

The comparative is generally followed by the word "than" as seen from the above examples.

(3) The superlative degree denotes the highest or lowest degree of the quality.

He is the *strongest* of the three boys.

Iron is the *most useful* metal of all.

The superlative is always preceded by the word "the" as seen from the above examples.

RULES OF COMPARISON

(1) Adjectives of one syllable form the comparative by adding *er* and the superlative by adding *est*.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
small	smaller	smallest
weak	weaker	weakest
tall	taller	tallest

If the positive ends in *e*, only *r* and *st* are added.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
fine	finer	finest
safe	safer	safest
true	truer	truest

(2) If the positive ends in one consonant, and the consonant is preceded by a short vowel, the final consonant is doubled when *er* and *est* are added.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
fat	fatter	fattest
hot	hotter	hottest

(3) If the positive ends in *y*, and the *y* is preceded by a consonant, the *y* is changed into *i* when *er* and *est* are added.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
happy	happier	happiest
dry	drier	driest

(4) If the positive ends in *y*, and the *y* is preceded by a vowel, it is not changed into *i*, when *er* and *est* are added.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
gay	gayer	gayest
gray	grayer	grayest

(5) To all adjectives of more than two syllables and to most adjectives of two syllables more or less and most or least are added to form the comparatives and superlatives.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
useful	more useful	most useful
beautiful	more beautiful	most beautiful
powerful	more powerful	most powerful

(6) Some adjectives form their comparatives and superlatives by a different word.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
good	better	best
little	less	least
many } much }	more	most
bad	worse	worst
old	{ older elder }	{ oldest eldest }
late	{ later latter }	{ latest last }
far	{ farther further }	{ farthest furthest }

(7) Some Latin adjectives form only their comparatives by suffixing the word "to."

She is *superior to* her brother in ability.

He is *inferior to* his sister in ability.

This man is *senior to* that.

That man is *junior to* this.

His coming is *prior to* mine.

EXERCISE 1

Give the comparative and superlative of each of the following adjectives:

thin	long	kind	wise	fat
much	happy	gay	gray	merry
near	ill	dry	true	brave

EXERCISE 2

Make 10 sentences expressing comparison between:

1. To-day and yesterday.
2. Your pen and that of another pupil.
3. Your town and some other town.
4. The height of one boy and that of another.
5. The work of one girl and that of another.
6. The work of one pupil in the class with that of the rest.
7. One class and another.
8. Some of the football players in your class.
9. The benches.
10. The maps on the wall.

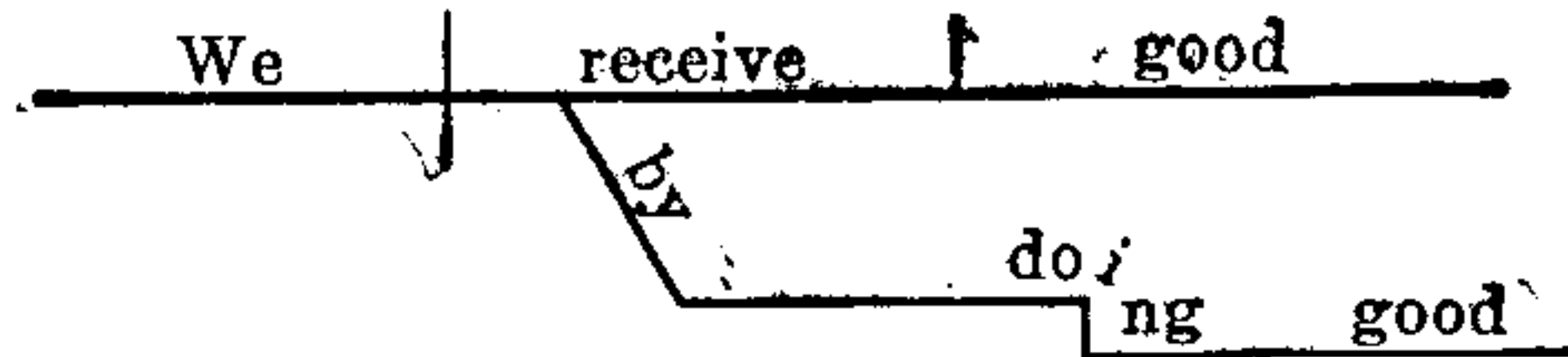
EXERCISE 3

Point out the comparative and superlative in the following sentences and tell the noun or pronoun to which each belongs:

1. To-day is a hotter day than yesterday.
2. There is less wind than there was yesterday.
3. Chao is the strongest in the class.
4. It is always better when there is less wind.
5. My umbrella is smaller than yours.
6. This is the most important thing for you to do.
7. She was a bigger girl than you.
8. Is it a new umbrella?
9. Yes, it is a better one than I had before.
10. This building is the tallest in the city.
11. It cost more money than my old one.
12. It is colder in Kalgan than in Shanghai.
13. The elephant is the largest of all animals.
14. Tan is the best pupil of all.
15. This town is one of the nearest in the country.

SUPPLEMENTARY EXERCISE No. 8

We receive good by doing good.



Note. The line representing the word "doing" is broken: the first part represents it as a noun being object of the preposition "by," and other as a verb taking "good" as its object.

Diagram the following sentences according to the model given above:

1. He prefers reading to studying his lessons.
2. I went out after having eaten my breakfast.
3. He has succeeded by working hard.
4. I have not had the pleasure of meeting Mr. Adams.
5. This man will be beheaded for having betrayed his country.

LESSON NINE

USES OF THE ARTICLES

The use of the articles, *a*, *an*, and *the*, presents much more difficulty to Chinese students than to English girls and boys. There are a good many rules governing their use, and nearly all of them have exceptions. The best way to learn the use of these words is by practice and attention. The students should carefully notice the way in which they are used in English books, by Englishmen, and by others who know English well.

There are two articles:

- (a) 'The definite article "the."
- (b) The indefinite article "a" or "an," another form of "a."

The following rules will give us some idea about their use:

(1) "A" is used when any one of a class of persons or things is spoken of.

Give me *a* book.

This means that give me one book out of a number or any book you like, not this one or that or any particular one.

(2) "An" is used before words beginning with:

(a) A vowel, that is, one of the letters *a, e, i, o, and u.*

an apple
an eagle
an instrument
an old man
an ugly lady

(b) A silent *h.*

an hour
an honest man

Exception. Words beginning with long *u* or the sound of long *u*, as *eu*, or with *o* having the sound of *wu, a*, not *an*, is used.

a university
a European
a one-eyed man

(3) "The" is used when we speak of a particular person or thing that has been already referred to, or that is known to the speaker.

The book is on *the* desk.

This means that the book we have been talking about is on the desk that we see before us.

The earth goes round *the* sun.

This is to say that the earth, which is well known to us and on which we live, goes round the sun, which we see every day, and which is the only one we know much about.

(4) "The" is generally used before a common noun in the singular number to denote the whole class.

The horse is a useful animal.

The cow gives milk.

Here "horse" and "cow" mean that all horses are useful animals and all cows give milk.

(5) Abstract nouns and material nouns do not require "the" unless we wish to particularize them.

Coal is mined in Poshan of Shantung.

Patriotism is admirable.

The coal of Shansi is very abundant.

The diligence of this girl is remarkable.

In the last two sentences "coal" refers to a special variety of coal and "diligence" refers to a special case of diligence, therefore "the" is used.

(6) "The" is not used before the following:

(a) Names of people.

James, Peter, Sun Yat-sen.

(b) Names of languages.

English, Chinese, French.

(c) Names of months and days of the week.

July, June, Friday.

(d) Names of continents, countries, and cities.

Asia, China, Tientsin, Shanghai.

(e) Names of games.

golf, tennis, football,

EXERCISE 1

Explain the use of "a," "an," and "the" in the following sentences:

1. The tree fell down last night.
2. This is a branch of the tree.
3. I have cut it off with a knife.
4. Where did you get the knife?
5. I borrowed it from a friend of mine.
6. Is he an honest men?
7. Yes, he is an honorable and honest man.
8. Here is a twig.
9. What will happen if you put the twig on the fire?
10. It will be burnt by the fire.

EXERCISE 2

Point out the definite and indefinite articles in the following sentences and explain why they are used and why they are not used:

1. The gold of Africa is very pure.
2. The salt of Szechwan is not so good as that of Tsingtao.
3. Beer is a beverage.
4. Tea is a product of China.
5. Cowardice is despised by all men.
6. The battle was lost through the cowardice of the general.
7. Rice is the staple food of south China.
8. The king of England was called George V.
9. Honesty is the best policy.
10. This table is made of wood.
11. This is a rice that ripens early.
12. The idleness of Kend was the cause of his failure.
13. Idleness makes one fail.
14. Dr. Sun Yat-sen is the Father of the Republic of China.
15. *The North-China Daily News* is a well-known newspaper.
16. The goodness of God is manifest in His works.
17. I like tennis better than football.

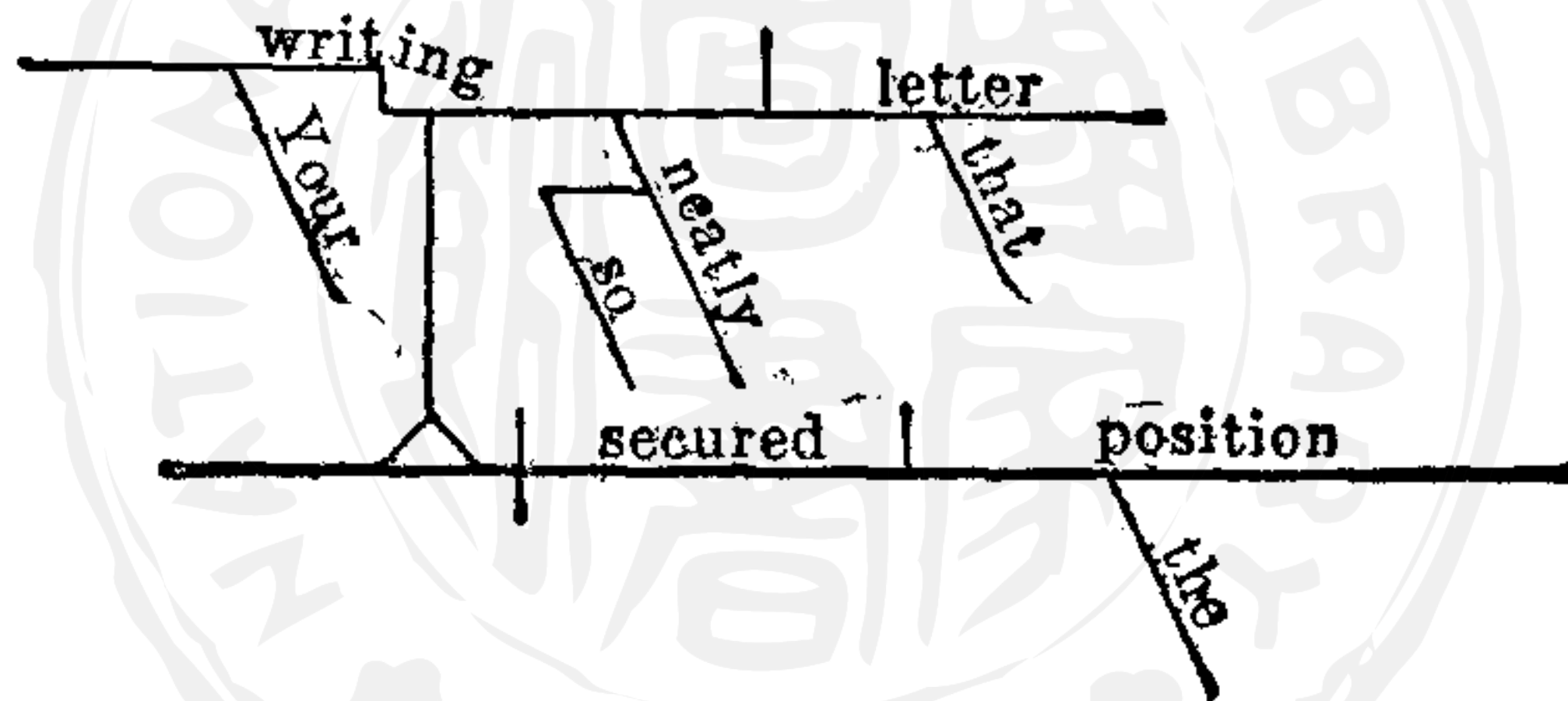
18. Dr. Sun Yat-sen is the author of the Three People's Principles.
19. He speaks English better than Japanese.
20. The French language is easier to learn than German.

EXERCISE 3

Make 10 sentences with *a*, *an*, and *the*.

SUPPLEMENTARY EXERCISE No. 9

Your writing that letter so neatly secured the position.



Note. The phrase "your writing that letter so neatly" is the subject; the principal word of it is the gerund "writing" which, as a noun, is modified by "your," and, as a verb, by the adverb phrase "so neatly."

Diagram the following sentences according to the model given above:

1. I did not like Henry's going away.
2. John's coming here surprised me.
3. I do not approve of your doing that so carelessly.
4. Are you sure of Mr. Brown's being elected.
5. He is pleased at my having praised him.

LESSON TEN

KINDS OF VERBS

A verb is a word used to say something about some person, place, or thing.

Verbs are divided into three main classes:

- (1) Transitive verbs.
- (2) Intransitive verbs.
- (3) Auxiliary verbs.

(1) A verb is transitive, if the action does not stop with the doer, but passes from it to somebody or something else.

I strike him.

I know what he says.

The word or words denoting that person or thing, to which the action of the verb is directed, are called the object of the verb. The transitive verb is the only kind of verb that takes an object.

(2) A verb is intransitive when the action stops with the doer, and does not pass from it to anybody or anything else.

He goes.

They fell asleep.

(3) An auxiliary verb is one which is used as a helper in forming verb phrases.

The boy has come here.

We are studying our lessons.

The thief was arrested by the policemen.

In the above three sentences, "has," "are," and "was" are not used as principal verbs but as auxiliary verbs. "Has" is used as a helper to form the present perfect

tense of "come"; "are," the present progressive tense of "study"; and "was," the passive voice of "arrest."

EXERCISE 1

Point out all the verbs in the following sentences and tell to which class each belongs:

1. The girl writes very well.
2. This man is writing a letter.
3. Did you walk along the river?
4. Have you ever seen an Englishman?

The auxiliary verbs are the various forms of the verb "to be," the various forms of the verb "to have," and may, might, shall, should, will, would, can, could, must, and ought. Of all these auxiliary verbs only *ought* is followed by the infinitive with "to."

The various forms of the verb "to be" and verb "to have" are used in forming the passive, progressive, and perfect verb phrases. (See Lesson 21.)

"Shall" and "will" are used in forming future verb phrases. (See Lesson 21.)

For uses of may, might, should, would, can, could, must, and ought, see Potential phrases in Lesson 21.

EXERCISE 1

Point out all the verbs in the following sentences and tell to which class each belongs:

1. The girl writes very well.
2. This man is writing a letter.
3. Did you walk along the river?
4. Have you ever seen an Englishman?
5. There is some water in the bottle.
6. This letter was received this morning.

7. He is reading a story.
8. She speaks nonsense.
9. Jack opened the door.
10. They are playing basketball.

EXERCISE 2

*Make 9 sentences: Three containing transitive verbs.
Three containing intransitive verbs.
Three containing auxiliary verbs.*

SUPPLEMENTARY EXERCISE No. 10

He kept me waiting.

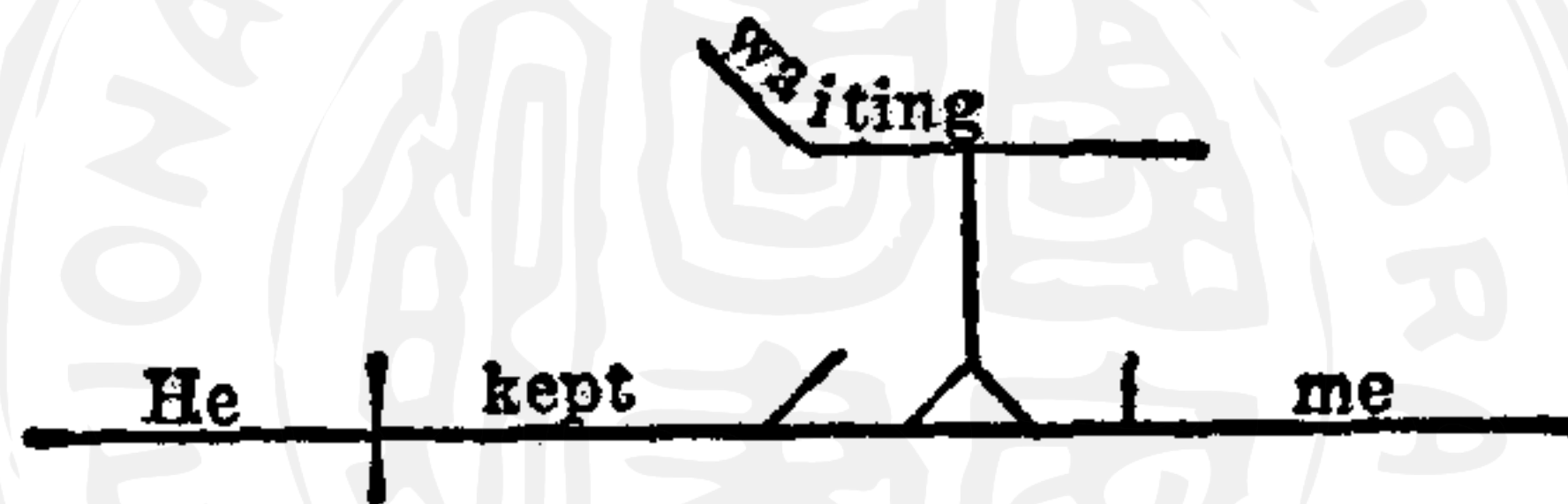


Diagram the following sentences according to the model given above:

1. I found my knife growing dull.
2. We saw him entering the house.
3. I heard the wind blowing.
4. I felt the floor shaking.
5. I found the report to be true.

LESSON ELEVEN

TRANSITIVE VERBS

FORMS OF OBJECT

The object of a transitive verb can be expressed in seven different forms, all of which must be a noun or a word, a phrase, or a clause that is used as a noun.

The seven forms of object are:

1. A noun.
2. A pronoun.
3. A noun phrase.
4. An infinitive.
5. A gerund or verbal noun.
6. An adjective or any other part of speech used as a noun.
7. A noun clause.

Examples

1. I am studying *my lessons*.
2. He likes *her* very much.
3. She does not know *how to do this*.
4. They want *to play*.
5. He is fond of *riding*. He likes *riding*.
6. The teacher respects the *diligent*, but despises the *idle*.
7. I do not know *where he lives*.

EXERCISE

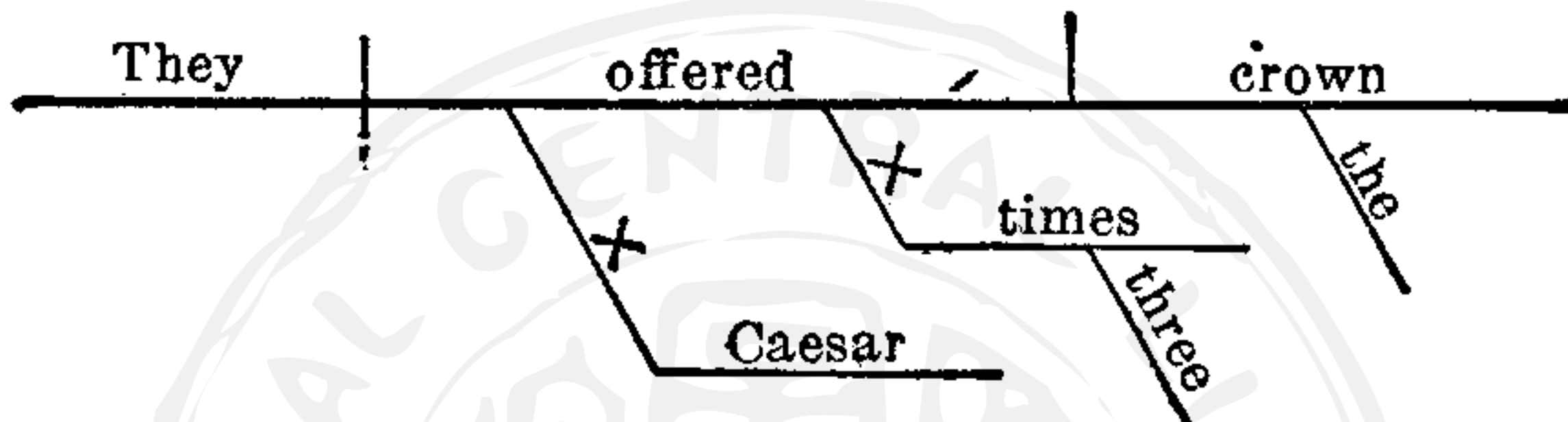
Point out the objects in the following sentences and tell to which class each belongs:

1. I knew that it was time to go.
2. You shall neither eat nor drink till sunset.
3. He begged my pardon.
4. It does no good.
5. The victims got alms from them.
6. He likes to help the poor.
7. The boy is drawing a map of Asia.
8. I like walking in the fresh air.
9. He teaches the boys to speak French.
10. Wang did not learn his lessons well.

11. The opponents bore the defeat very well.
12. The teacher punished Kang for neglecting his lessons.
13. Reading novels gave him much pleasure.
14. Let us follow the example of Hill.
15. Ming Fang has the ambition of being the head of the class.

SUPPLEMENTARY EXERCISE No. 11

They offered Cæsar the crown three times.



Note. "Cæsar" is an indirect object. The preposition before it is usually omitted. "Times" is an adverbial object with its preposition understood. Both "Cæsar" and "times" are used adverbially.

Diagram the following sentences according to the model given above:

1. My father gave the beggar money.
2. The merchant sold him the goods.
3. I stayed there a month.
4. This book cost two dollars.
5. I wrote you the same letter four times.

LESSON TWELVE

TRANSITIVE VERBS

DIRECT OBJECT AND INDIRECT OBJECT

Such transitive verbs as, *give, tell, refuse, allow, teach, show*, may take two objects after them, a *direct object* and an *indirect object*.

The *direct object* represents the person or thing that directly receives the action expressed by the transitive verb.

The *indirect object* represents the person or thing toward which the action expressed by the transitive verb is directed.

He taught the *boys English*.

Here "boys" is the indirect object, for it represents the persons toward whom is directed the action of *teaching*, and "English" is the direct object, for it represents the thing which directly receives the action.

The indirect object usually stands first. If it is placed after the direct object, it must be preceded by the preposition "to" or "for"; as,

He taught English *to* the boys.

I bought a pen *for* her.

EXERCISE 1

Point out the direct and indirect objects in the following sentences:

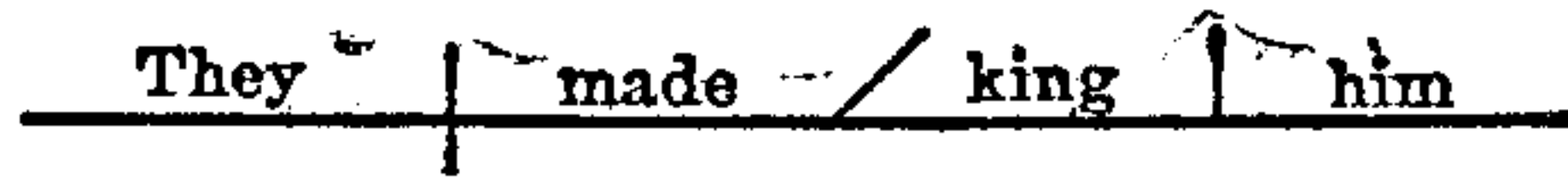
1. John told his friend that he was in need of money.
2. Please show me how to compute it.
3. Will you allow me the privilege of thinking for myself.
4. He informed us that the train had started.
5. The host welcomed the visitors.
6. Experience has taught me wisdom.
7. The farmers pray for rain.
8. He had eaten a little before the guest came.
9. They had just finished their work when the bell rang.
10. I asked him when he intended to leave.

EXERCISE 2

Make 5 sentences with these verbs: give, tell, sell, ask, and show.

SUPPLEMENTARY EXERCISE No. 12

They made him king.



Note. "King" is used as an objective complement completing the meaning of "made" which is a verb of incomplete predication. Therefore the short slanting line leans to "him."

Diagram the following sentences according to the model given above:

1. We painted our boat white.
2. They made her very happy.
3. The club elected Mr. John chairman.
4. I call this a good composition.
5. We chose him our leader.

LESSON THIRTEEN
INTRANSITIVE VERBS
FORMS OF COMPLEMENTS

Intransitive verbs are of two kinds:

(a) Those which make a complete sense by themselves are called *intransitive verbs of complete predication*.

Boys *go*.

Horses *run*.

(b) Those which do not make a complete sense by themselves are called *intransitive verbs of incomplete predication*.

A complement is a word or group of words which is added to a verb (either transitive or intransitive) of incomplete predication to make its sense complete.

The complement of an intransitive verb may be expressed in seven different forms :

1. A noun.

The dog is a four-legged *animal*.

2. An adjective.

He got *sick*.

3. A participle.

The boy went *fishing*.

4. An adverb.

She fell *asleep*.

5. An infinitive.

This man seemed to be *innocent*.

6. A phrase.

It is of *no use*.

7. A clause.

That is *what we wanted*.

If the complement completes the predicate and belongs to the subject, it is called a *subjective complement*.

He is a *doctor*.

In this sentence the word "doctor" completes the meaning of the intransitive verb "is" and refers to the same person as the subject "he," therefore it is a subjective complement.

If the complement completes the predicate and belongs to the object, it is called the *objective complement*.

They made him *king*.

In this sentence the word "king" completes the meaning of the transitive verb "made" and refers to the same

person as the object "him," therefore it is an objective complement.

The object of a transitive verb is sometimes called the object complement.

The hunter shot a *bear*.

EXERCISE 1

Point out all the complements in the following sentences and tell to which class each belongs:

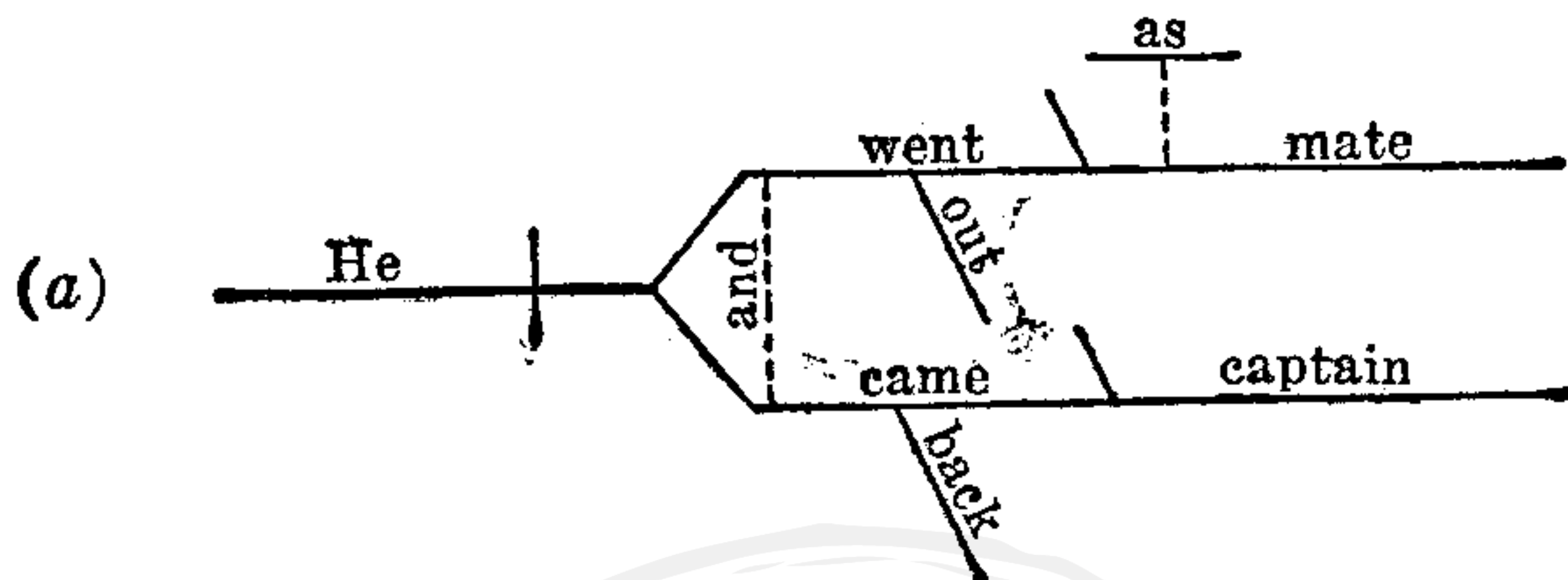
1. He is a good boy.
2. The teacher thought him a dunce.
3. This book is mine.
4. I guessed him to be an enemy.
5. You look very ill to-day.
6. She seems angry.
7. He likes us to be punished.
8. The beggar turned out a thief.
9. The people elected him president.
10. The man called his servant "boy."
11. The dog became mad.
12. The flower seems to be fading.
13. That book proved of no use.
14. The directors made Mr. Lee chairman.
15. You appear to have forgotten me.
16. The president appointed Mr. Yen chairman of the Examination Department.
17. The results are what we expected.
18. The chairman chose Mr. Tang secretary of the club.
19. Is this what you want?
20. The committee will hold the national athletic meeting in Nanking.

EXERCISE 2

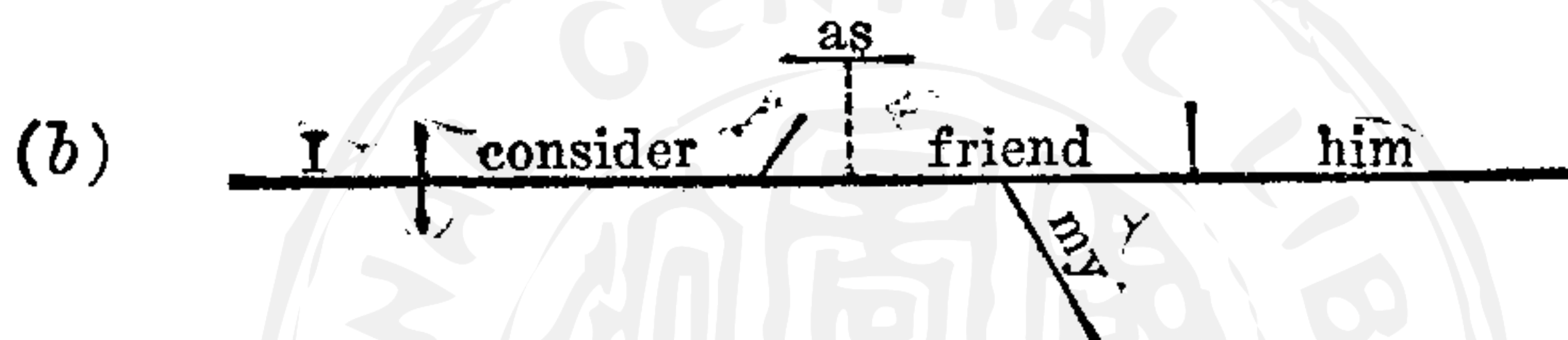
Make 10 sentences containing the various forms of complements.

SUPPLEMENTARY EXERCISE No. 13

He went out as mate and came back captain.



I consider him as my friend.



Note. In diagram (a), "as" is used to introduce an attribute or subjective complement; in diagram (b), to introduce an objective complement.

Diagram the following sentences according to the models given above:

1. They acknowledged him as the rightful owner of the house.
2. I regard him as honest.
3. He is unwilling to accept my statement as true.
4. His statement was regarded as incorrect.
5. He is regarded as a patriotic citizen.

LESSON FOURTEEN
INTRANSITIVE VERBS

COGNATE OBJECT

Some verbs that are regularly intransitive may take as object a noun whose meaning closely resembles their own.

A noun in this construction is called the *cognate object* of the intransitive verb and is in the objective case.

He ran a *race*.

She sang a *song*.

He is living a happy *life*.

Cognate means "kindred" or "related." The cognate object is always implied more or less in the verb itself and may be considered as an adverbial modifier.

Great care should be taken not to confuse the direct object, the cognate object, and adverbial objective.

The difference can easily be seen in the following examples:

Direct object. The blacksmith struck the *anvil*.

Cognate object. The blacksmith struck a mighty *blow*.

Adverbial objective. The blacksmith has been hammering a long *time*.

EXERCISE 1

Point out the cognate object, the direct object, or the adverbial objective in each of the following sentences:

1. This rope is forty feet long.
2. Last night he slept a dreamless sleep
3. He fought a victorious fight.
4. Wait a moment.
5. She prayed a fervent prayer.
6. I will stay here a short time.
7. He laughed a scornful laugh.
8. You may take a little.
9. This room is fifteen feet wide.
10. They went a long way.

EXERCISE 2

Make 7 sentences with these verbs containing cognate objects:

laugh, die, fight, live, run, sing, sleep.

SUPPLEMENTARY EXERCISE No. 14

I came to see you.



Diagram the following sentences according to the model given above:

1. They went out to play football.
2. Men eat to live.
3. He arose to go.
4. I ran to see the fire.
5. He has come here to study.

LESSON FIFTEEN

VERBS—NUMBER AND PERSON

A verb must agree with its subject in number and person.

If the subject is singular, the verb must be singular.

Rain *is* falling

If the subject is plural, the verb must be plural.

Girls *play* in the yard.

If the subject is in the first person, the verb must be in the first person.

I *study* history.

We *read* physics.

If the subject is in the second person, the verb must be in the second person.

You *write* a letter.

If the subject is in the third person, the verb must be in the third person.

He *sings*.

The girl *sings*.

All nouns take verbs in the third person.

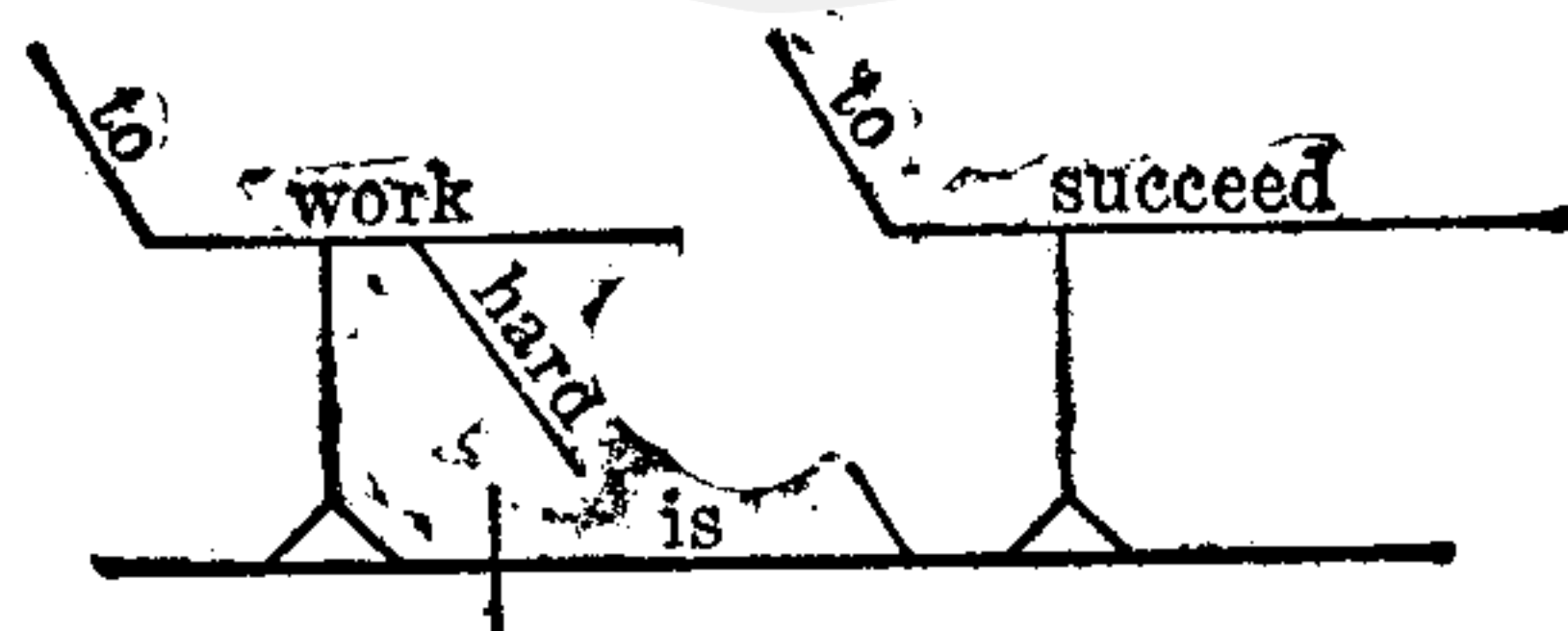
EXERCISE

Point out the number and person of every verb in each of the following sentences:

1. The cow is a useful animal.
2. Oxen draw the plow.
3. I see two boys coming.
4. He saw the sun rising.
5. We see the mountain in the distance.
6. He is the wisest boy in the class.
7. The lame horse is seen by all of us.
8. How to do this was not understood.
9. The horse carries two bundles.
10. They are studious pupils.

SUPPLEMENTARY EXERCISE NO. 15

To work hard is to succeed.



He wants to drink some tea.

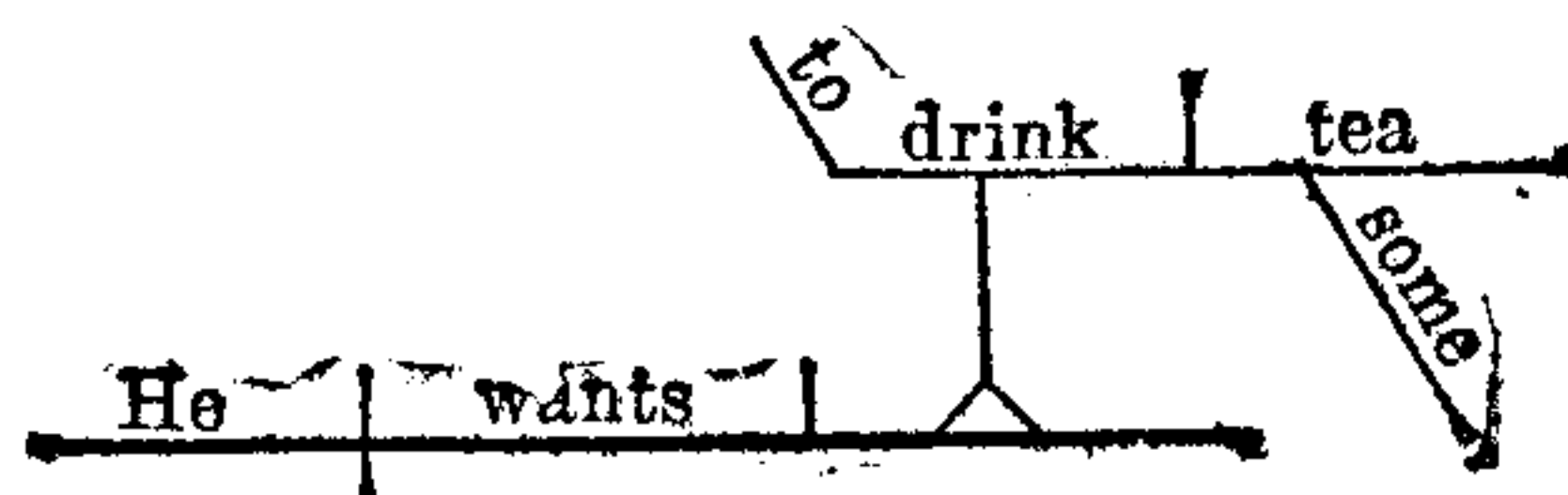


Diagram the following sentences according to the models given above:

1. Have you tried to do this?
2. She likes to read novels.
3. To sleep soundly is necessary to health.
4. I desire to see you.
5. I expect to fail.

LESSON SIXTEEN

VERBS—TENSE

Tense is that form of the verb which denotes the time of an action or event.

Verbs are of three main tenses:

- (1) The present tense.
- (2) The past tense.
- (3) The future tense.

(1) The present tense denotes that an action is done at the present time.

He writes.

(2) The past tense denotes that an action was done in the past time.

He wrote.

(3) The future tense denotes that an action will be done in the future.

He will write.

There are also three perfect tenses:

- (a) The present perfect tense.
- (b) The past perfect tense.
- (c) The future perfect tense.

(a) The present perfect tense denotes that an action has been completed at the present time.

The student *has written*.

(b) The past perfect tense denotes that an action had been completed at some past time.

The student *had written* when the teacher came in.

(c) The future perfect tense denotes that an action will have been completed at some future time.

The student *will have written* when you return.

The various tenses of the verb "write" are shown in the following table:

Present Tense

Singular

I write
you write
he writes

Plural

we write
you write
they write

Past Tense

I wrote
you wrote
he wrote

we wrote
you wrote
they wrote

Future Tense

I shall write
you will write
he will write

we shall write
you will write
they will write

Present Perfect Tense

I have written
you have written
he has written

we have written
you have written
they have written

*Past Perfect Tense**Singular*

I had written
 you had written
 he had written

Plural

we had written
 you had written
 they had written

Future Perfect Tense

I shall have written	we shall have written
you will have written	you will have written
he will have written	they will have written

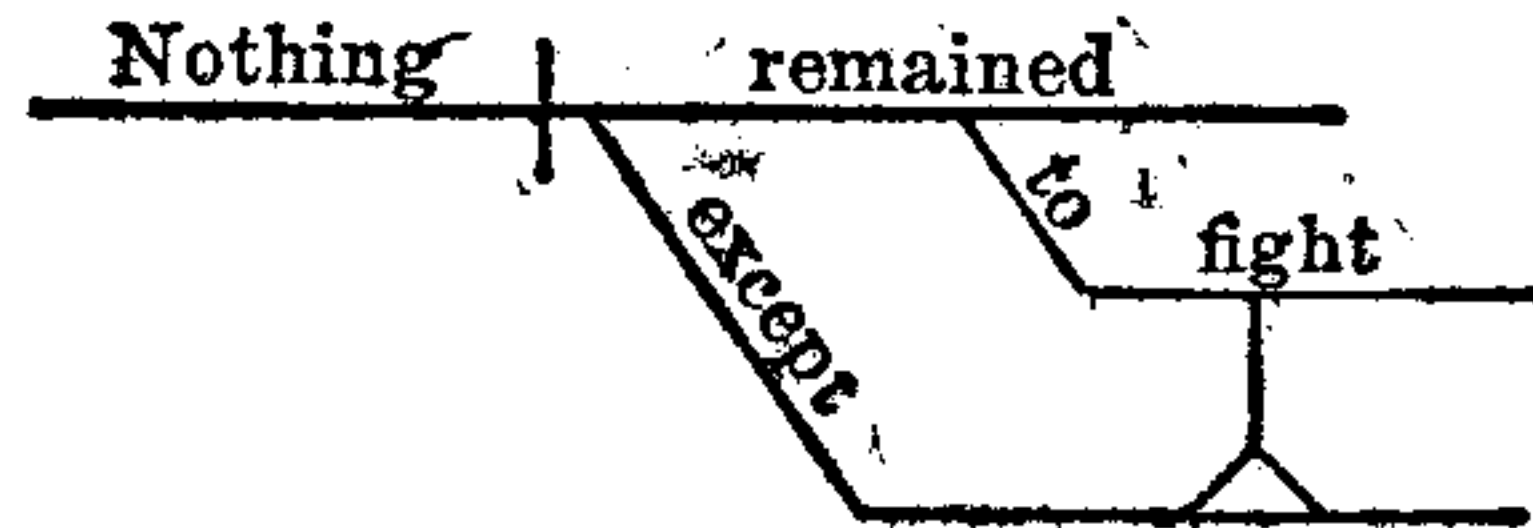
EXERCISE

Tell the tense of the verb in each of the following sentences:

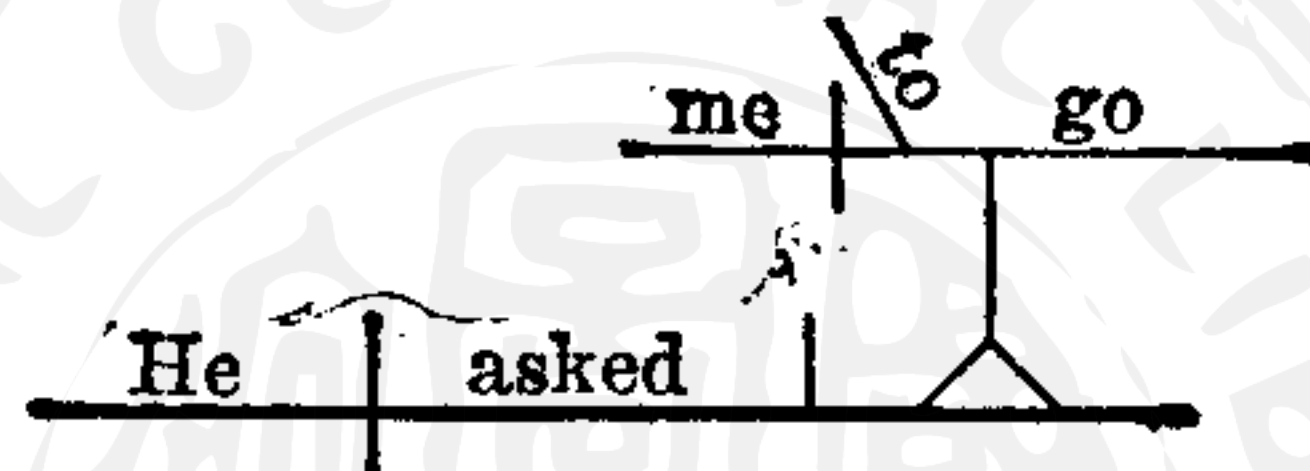
1. He went home.
2. It is very hot to-day.
3. The boy sits down.
4. She was in Nanking last week.
5. The girls will go to school.
6. This man has finished his work.
7. He gave me a pencil.
8. The sun shines brightly.
9. They had taken their dinner when I went in.
10. Shall you come back in a few days?
11. The moon will have risen when you return to school.
12. Mr. Tung is fond of playing tennis.
13. The bell will ring at 12 o'clock.
14. The postman brought me three letters in the morning.
15. This man will have got all things ready before Christmas comes.

SUPPLEMENTARY EXERCISE No. 16

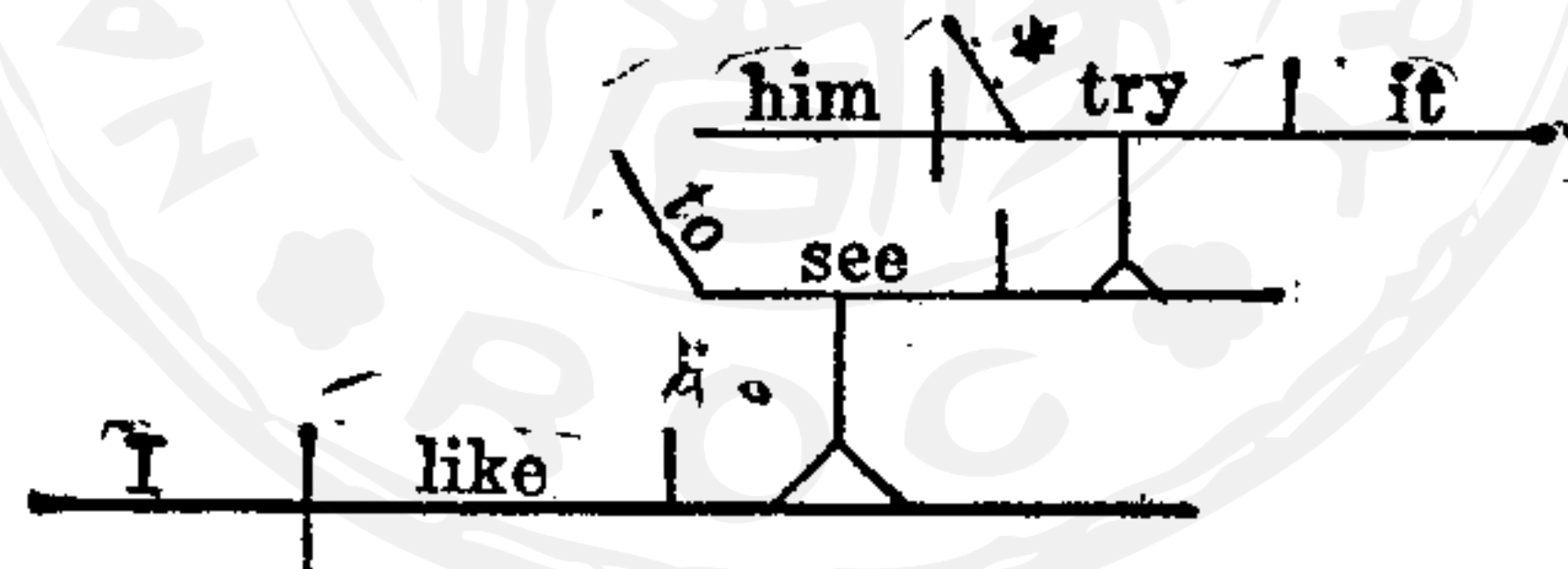
Nothing remained except to fight.



He asked me to go.



I like to see him try it.



*Here the sign of the infinitive, i.e., "to," is omitted after the verb "see."

Diagram the following sentences according to the models given above:

1. He has nothing to do but to wait.
2. They wish you to win.
3. Let the poor fellow come to see me.
4. We all expected him to go.
5. They are about to go to Shanghai to buy something.

LESSON SEVENTEEN

VERBS—MOOD

Mood of the verb denotes the manner in which the action is expressed.

There are three moods:

- (1) The indicative mood.
- (2) The imperative mood.
- (3) The subjunctive mood.

(1) The indicative mood is used to express the action as a fact.

(a) To make statements.

He speaks English fluently.

(b) To ask questions.

Is this yours?

(c) To make exclamations.

What a good thing it is!

(2) The imperative mood is used to express the action as a command or request.

(a) As a command.

Close your books.

(b) As a request.

Will you please pass me that pen?

(3) The subjunctive mood is used to express the action as a wish, order, concession, or condition.

(a) As a wish.

I wish that Kao *were* here.
May thy kingdom come.

(b) As an order.

The governor ordered that the gates of the city *be shut*.

(c) As a concession.

Though he *is* poor he is an honest man.

(d) As a condition.

If I *met* him I should know him at once.

EXERCISE

Tell the mood of the verb in each of the following sentences:

1. The boys should study hard.
2. Be diligent.
3. May God be with you.
4. *Should he start at once he would catch the train.
5. *Were he president he would govern the people well.
6. Pronounce it correctly.
7. If I were in his place, I would pay the money.
8. I can do nothing unless he tells me the truth.
9. Try to be more careful.
10. The boys and girls are skating on the ice.
11. Judge not lest ye be judged.
12. The rich men are likely to forget the poor.
13. Bring me my knife.
14. He acts as if he were mad.
15. I wish I were a millionaire.
16. Please do this for me.
17. Though she is his wife, he does not love her.
18. Look! the flame comes out.
19. May God bless you.
20. Though this be true you need not worry about it.

(*Condition is sometimes expressed by the subjunctive without *if*. In this construction the verb precedes the subject.)

SUPPLEMENTARY EXERCISE No. 17

The boy is careful and the girl is diligent.

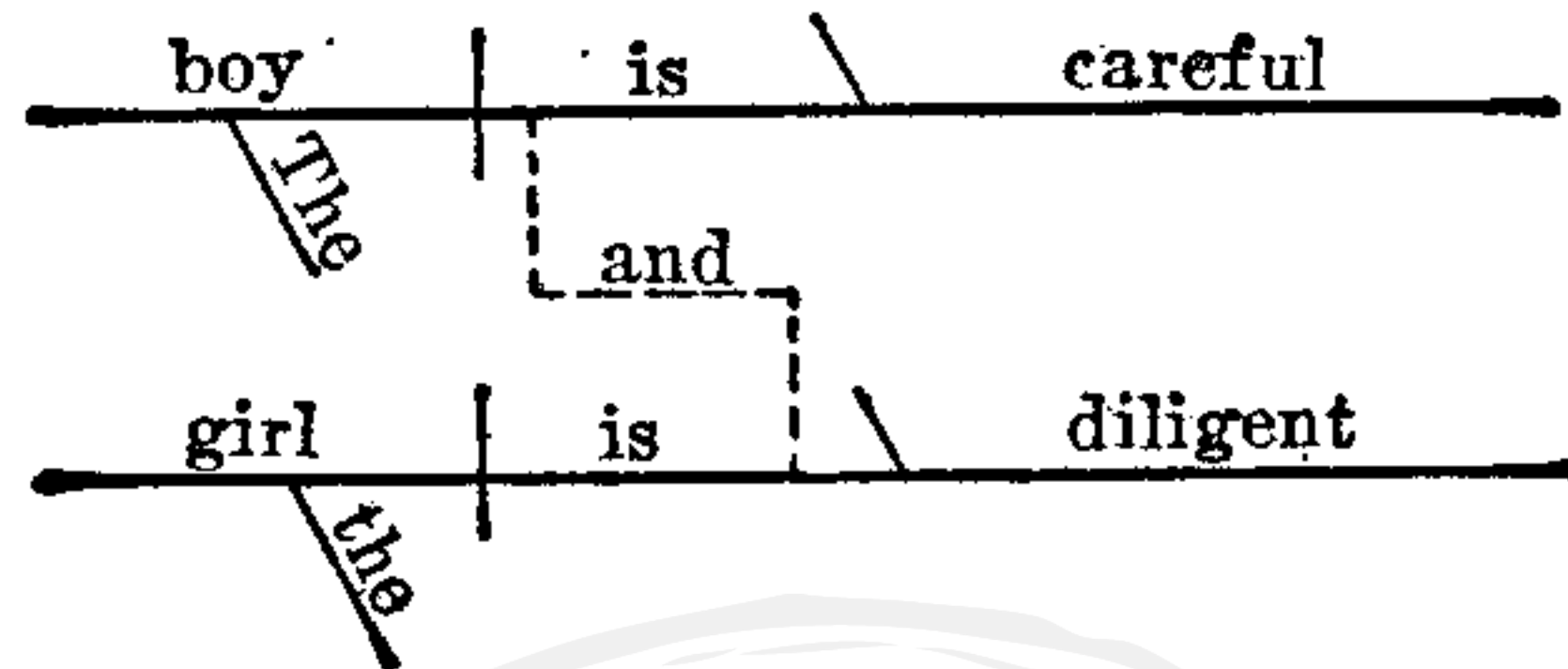


Diagram the following sentences according to the model given above:

1. They are young but they are careful.
2. You must work hard or you will fail.
3. The ground is wet for it has rained.
4. We do not like our leader; nevertheless we must obey his orders.
5. I have seen a young man but I do not know his name.

LESSON EIGHTEEN

VERBS—INFINITIVES

An infinitive is a form of the verb which partakes of the nature of a noun, an adjective, or an adverb. It names an action or a state of being in the simplest way without the inflection of person and number.

(a) As a noun.

I like *to play*.

(b) As an adjective.

He has bought a ball *to play with*.

(c) As an adverb.

She is willing *to play*.

An infinitive is generally preceded by the preposition "to" which is called the sign of infinitive. The sign of infinitive is sometimes omitted after (a) the verbs, (b) the auxiliaries, and (c) the verb phrases.

(a) The verbs.

After the following verbs, the sign of infinitive "to" is usually omitted.

make	see	hear	feel
need	dare	bid	let
help	do	watch	please

EXAMPLES

1. I felt it *hurt* me badly.
2. You need not *send* me money at present.
3. He dared not *speak* of anything in the presence of his father.
4. I made you *feel* sorry.
5. Did he see her *jump* into the river?
6. Have you heard the bell *ring*?
7. The soldiers bade the farmer *tell* them the short way to the city.
8. The manager usually let him *go* back after five o'clock in the afternoon.
9. Help me *find* my purse.
10. They do *study* hard.
11. I watch him *enter* the house.
12. Please *do* me the favor.

(b) The auxiliaries.

After the following auxiliaries, the sign of infinitive "to" is usually omitted:

shall	will	can	do	may
should	would	could	did	might
must				

EXAMPLES

1. They will *come* here to-morrow.
2. I would *do* this for you.
3. Shall you *go* to Shanghai next week?
4. Do not *put* off till to-morrow what you can *do* to-day.
5. You may *do* it that way.
6. It might *be received*.
7. I should *like* to play tennis.
8. She did not *come* last night.
9. You must *honor* your parents.

(c) The verb phrases.

After the following verb phrases, the sign of infinitive "to" is usually omitted:

had better	had sooner
had rather	had as soon . . . as
would rather	

EXAMPLES

1. You had better *use* a pen.
2. He had rather *read* history than geography.
3. I would rather *leave* than remain.
4. You had sooner *type* than write.
5. The child had as soon *run* as walk.

The infinitive may be used as:

- (1) A noun.
- (2) An adjective.
- (3) An adverb.

(1) As a noun, it may be:

(a) Subject of a verb.

To err is human.

(b) Object of a verb.

He likes *to study*.

(c) Complement of an intransitive verb.

He seems to be angry.

(d) Object of a preposition.

They are about to go.

(2) As an adjective, it may modify a noun or a pronoun.

(a) To modify a noun.

He wants to buy a book to read.

(b) To modify a pronoun.

Give him something to eat.

(3) As an adverb, it may modify a verb, an adjective, or another adverb.

(a) To modify a verb.

He came to see you.

(b) To modify an adjective.

I am glad to see you.

(c) To modify an adverb.

It is long enough to reach the top.

EXERCISE 1

Point out all the infinitives in the following sentences and tell how each is used:

1. I have no chair to sit in.
2. They played badly enough to lose.
3. He is in a hurry to leave.
4. To be entirely just in forming an estimate of a person's character is impossible.
5. He promised me to come on time.
6. I do not know how to do it.
7. All has been done except to give prizes.

8. The pupils ought to have written their exercises.
9. He did not tell how much to pay.
10. The sailors did nothing but struggle on.
11. They are about to leave for London.
12. I am going to write a letter to him.
13. He seemed to be innocent.
14. You happened to meet John yesterday.
15. Did he say where to buy it?
16. She used to take a walk every morning.
17. I asked him to give the team permission to go to Shanghai to try to win the prize at the track meet.
18. They have nothing to eat.
19. To be punctual is good.
20. Are there any houses to let?

EXERCISE 2

Make the following sentences:

1. Use an infinitive as the subject of a verb.
2. Use an infinitive as the object of a verb.
3. Use an infinitive as the complement of an intransitive.
4. Use an infinitive as the object of a preposition.
5. Use an infinitive as an adjective to modify a noun.
6. Use an infinitive as an adverb to modify a verb.
7. Use an infinitive as an adverb to modify an adjective.
8. Use an infinitive as an adverb to modify another adverb.

SUPPLEMENTARY EXERCISE No. 18

Though the bridge tottered, it did not fall.

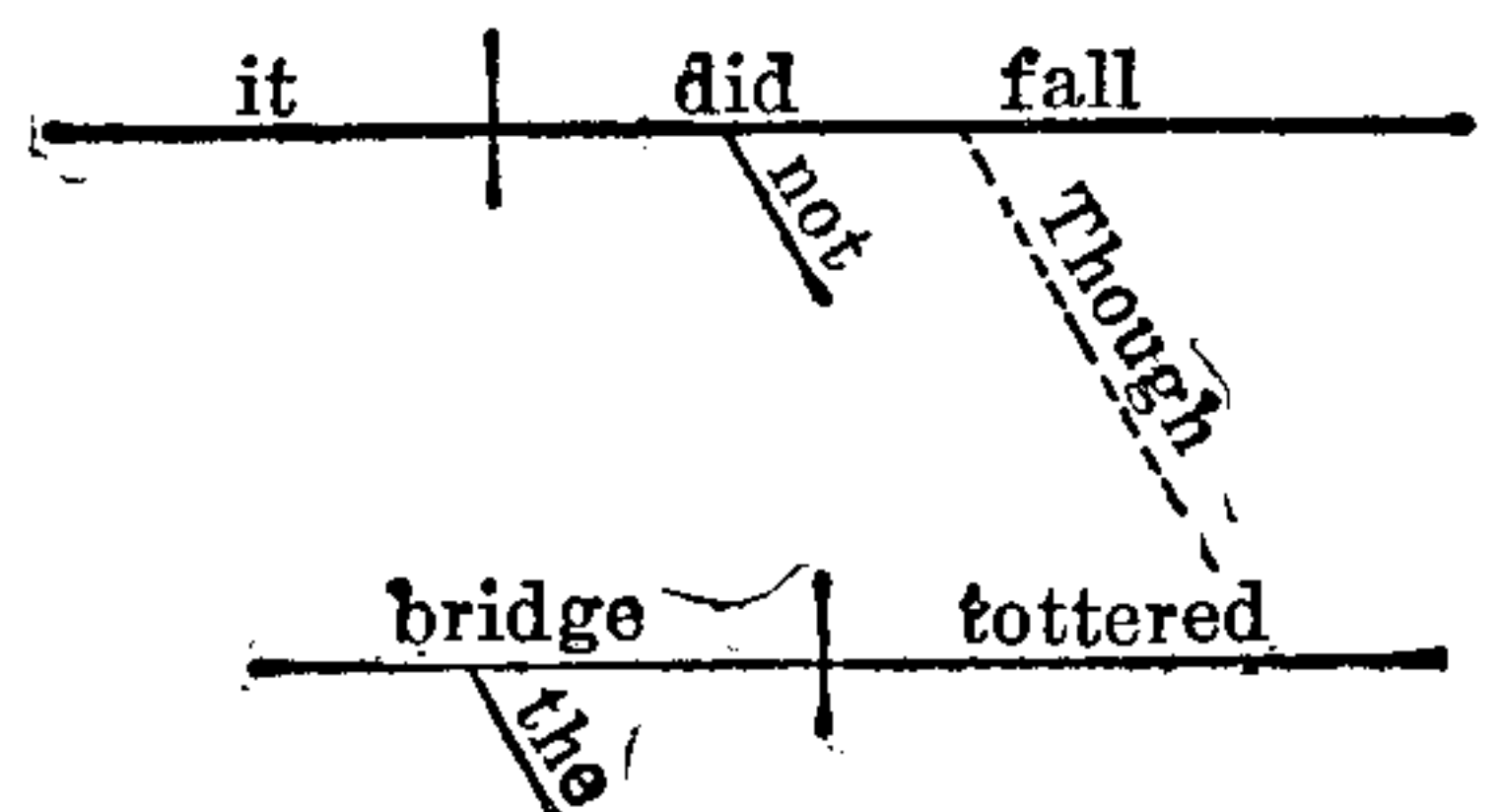


Diagram the following sentences according to the model given above:

1. He is honest though he is poor.
2. The boys will be very useful young men if they study diligently.
3. He is praised because he is diligent.
4. He succeeded though he was poor.
5. He will do the work if you pay him before he begins.

LESSON NINETEEN

VERBS—VOICE

Voice is that form of the verb which indicates whether the subject does or receives an action.

Verbs have two voices:

- (1) Active voice.
- (2) Passive voice.

(1) The active voice indicates that the subject does an action.

I write a composition.

Here the verb "write" indicates that its subject "I" does the action of writing; hence it is in the active voice.

(2) The passive voice indicates that the subject receives an action.

A composition is written by me.

Here the verb phrase "is written" indicates that its subject "a composition" receives the action of writing; hence it is in the passive voice.

In changing a verb from the active into the passive, the object of the active verb becomes the subject of the passive verb, and its subject becomes the object of the preposition "by" as seen from the following two sentences:

The *boy* studied *history*. (active)

History was studied by the *boy*. (passive)

The passive verb phrase is formed by suffixing the past participle of the verb to a form of the verb "to be," i.e., am, is, was, are, were, will be, shall, etc.

Only transitive verbs can be changed from active into passive. Intransitive verbs cannot be changed from active into passive unless they are followed by certain prepositions.

Everybody *laughed at* me. (active)

I *was laughed at* by everybody. (passive)

"In this idiom, the preposition is treated like an *ending* attached to the verb to make it transitive. In other words, *laugh at*, *inquire after*, etc., are treated as compound verbs, and the object of the preposition is, in effect, the object of the compound. In the passive, this object becomes the subject and the preposition (now lacking an object) remains attached to the verb. The passive construction is well established, but not always graceful."—Kittredge and Farley.

Such verbs as *give*, *tell*, *refuse*, *allow*, *teach*, *show*, etc. may take two objects after them in the active—a direct object and an indirect object. When such a verb is changed from active into passive, one of the two objects is retained in the passive, and the other becomes the subject.

I lend *him ten dollars*. (active)

(a) The indirect object is retained.

Ten dollars is lent *him* by me. (passive)

(b) The direct object is retained.

He is lent *ten dollars* by me. (passive)

When either a direct object or an indirect object is thus retained, it is called a *retained object*.

EXERCISE 1

Tell the voice of the verb in each of the following sentences and point out the retained object where possible:

1. He saw me.
2. They were seen by her.
3. They are plucking oranges.
4. A good many oranges have been plucked by ~~them~~.
5. Some of them have been eaten by the boys.
6. The peel is on the ground under the tree.
7. His fault has been forgiven by me.
8. The baby is looked after by the elder girl.
9. I promised him a present.
10. This toy was given me by my mother.
11. The chairman allowed each speaker ten minutes.
12. The absent son is thought of by his mother.
13. They were giving him a dinner.
14. He was granted 10 days' leave by his teacher.
15. I will pay you when the goods are sold.
16. The Great Wall was built by the emperor of Tsin Dynasty.
17. The Chinese export tea and silk in great lots.
18. The eagle caught two birds.
19. The earth goes round the sun.
20. Yesterday a visitor called on me.

EXERCISE 2

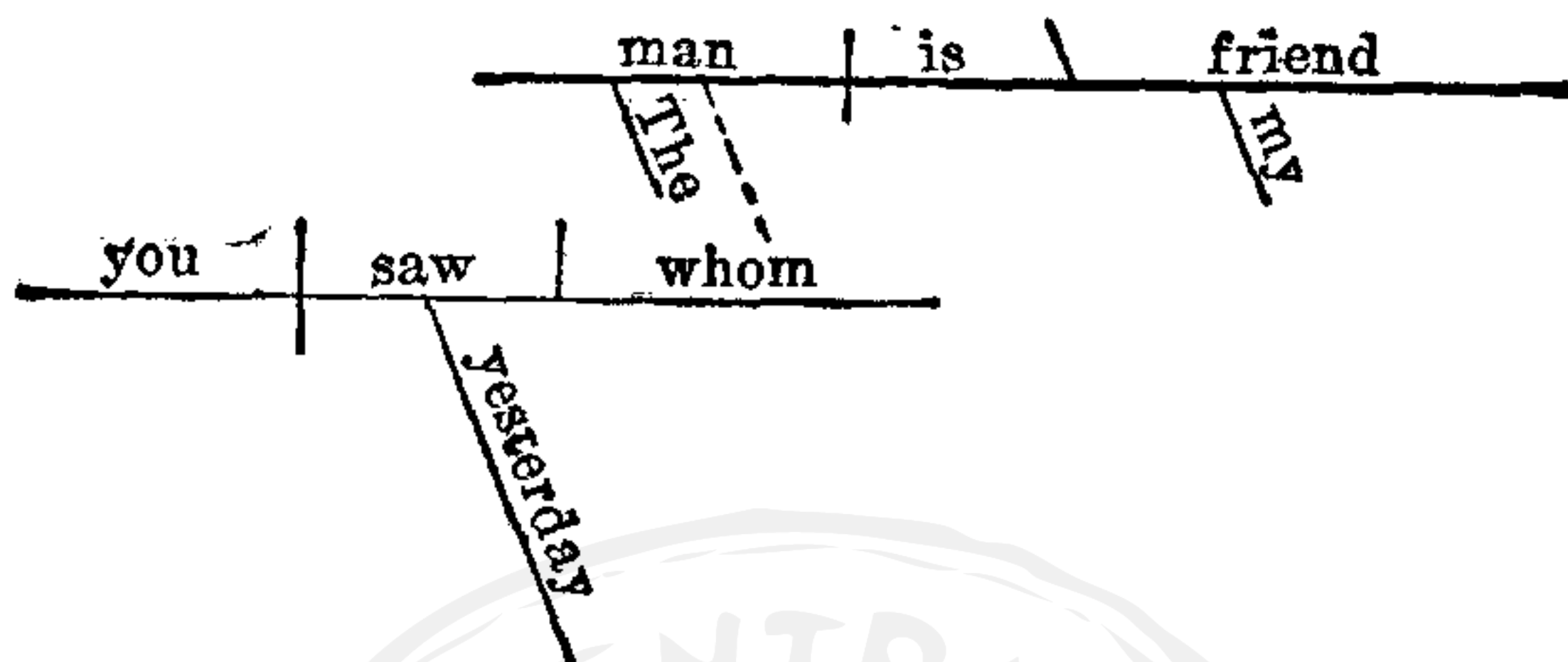
Make 10 sentences in the active voice by using the following verbs: allow, teach, tell, give, lend, talk about, ask for, look at, laugh at, and look after.

EXERCISE 3

Change the sentences in Exercise 2 into passive voice.

SUPPLEMENTARY EXERCISE No. 19

The man whom you saw yesterday is my friend.



The man whose leg was injured went to a doctor.

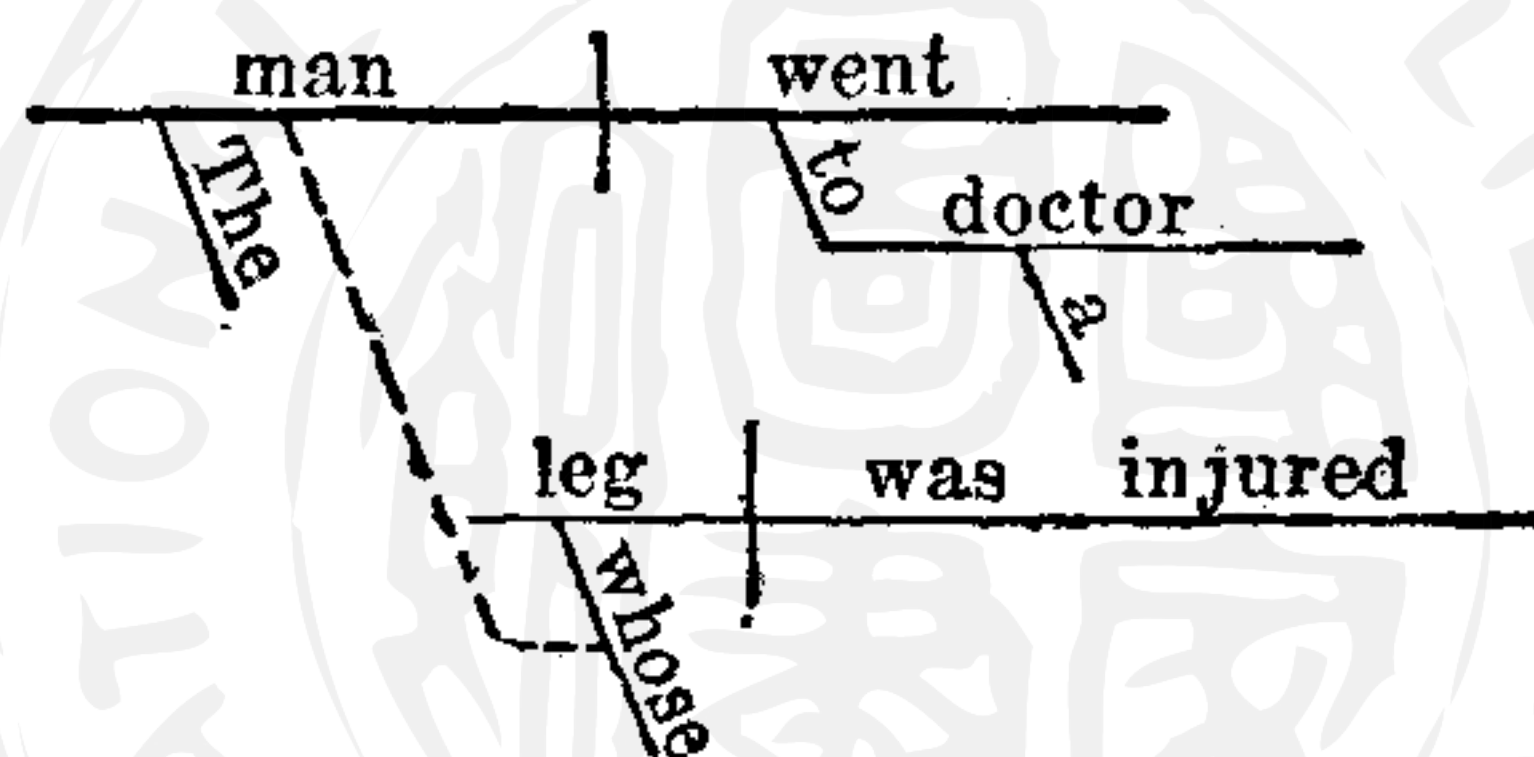


Diagram the following sentences according to the models given above:

1. I have a friend whose name is Peter.
2. The girl whom you mentioned is his sister.
3. The house that I bought has burned down.
4. Such money as I have is at your service.
5. He understands everything that I say.

LESSON TWENTY

VERBS—PARTICIPLES AND GERUNDS

A **participle** is a form of the verb that partakes of two natures and performs two offices—those of a verb and an adjective, or those of a verb and a noun. All English verbs have two simple participles:

(a) Present participle.

(b) Past participle.

(a) Present participle. The present participle may be used:

(1) As a verb and adjective.

The birds, *singing*, delight us.

Here the word "singing" performs two offices: first, it describes "birds" as an adjective, and second, it expresses the action of singing as a verb.

(2) As a verb and a noun.

By *singing* songs the birds delight us.

Here "singing" partakes of the nature of a verb and that of a noun. As a verb it has "songs" for its object; and as a noun it stands as the object of the preposition "by."

1. The giving of money is a form of generosity.
2. Giving money is a form of generosity.

Sometimes the form *giving*, which takes the adjective modifier "the" and is followed by a preposition as in No. 1, is called a *verbal noun*: while the form *giving* in No. 2 followed by a direct object, is called a *gerund*. But modern grammarians have now agreed to apply the name *gerund* to both forms, so it is better not to make any distinction between them.

A gerund may be modified by a possessive modifier and an adverbial phrase; as,

Their singing so beautifully delights us very much.

Your writing that letter so neatly secured the position.

My going there will depend upon my father's giving his consent.

The present participle is used to form the progressive tenses: as,

I am reading the *Tsingtao Times*.

They have been playing since 2 o'clock.

In the progressive tenses, the present participle is the most important factor in making up the verb phrase. In this use, it is always preceded by some tense of the verb "to be."

(b) **Past participle.** The past participle is always associated with the idea of past time or completed action. It not only possesses the nature of an adjective, but also has its original property of a verb; as,

Words *written* with a pencil are illegible.

In this sentence the word "written" does two functions; first, as an adjective describing "words" by assuming an action finished at the past time, and second, as a verb expressing the idea of action possessed by the verb "write," and modified by the adverb phrase "with a pencil." It is most commonly used in forming:

- (1) The perfect tense.
- (2) The passive voice.

- (1) The perfect tense.

She has gone away.

In this use the past participle is always preceded by the verb "to have."

- (2) The passive voice.

The pen is broken.

In forming the passive voice the past participle is often placed after some form of the verb "to be."

EXERCISE 1

Point out all the present and past participles in the following sentences and tell how they are used:

1. I have bought a stove made of iron.
2. He saw a beggar lying on the road.

3. I found him hiding behind the door.
4. All boys have come running in.
5. I am fond of taking pictures with a Kodak.
6. He saw a broken dish on the floor.
7. Your working hard is praised by all.
8. Looking up, we saw a bird.
9. This boy is interested in studying physics.
10. Are you sure of his having done this?

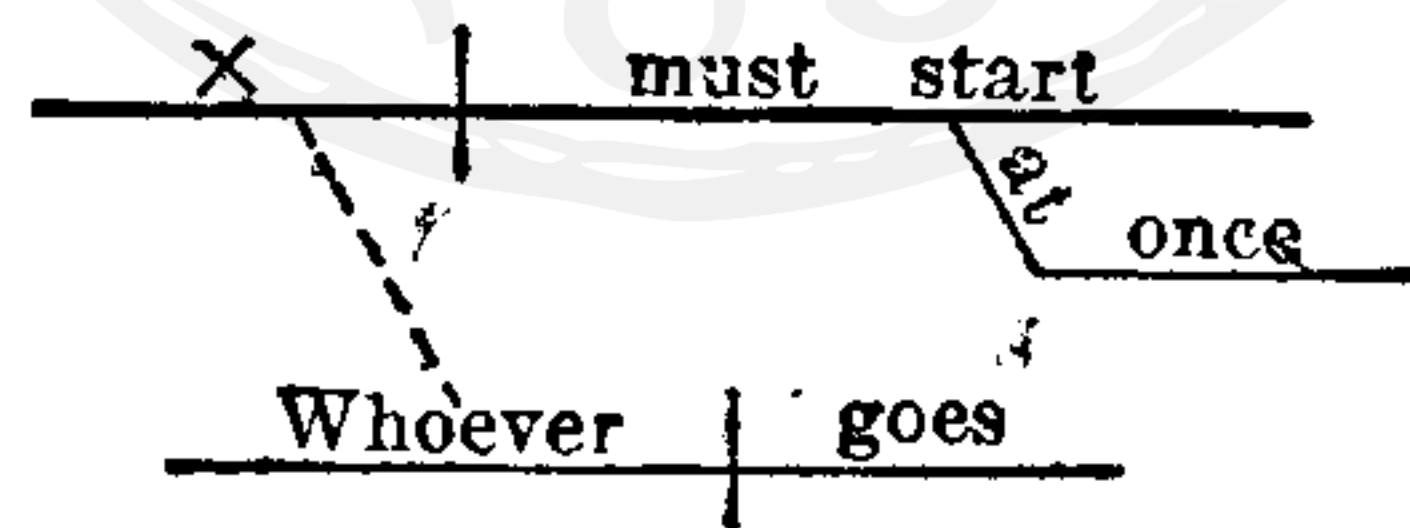
EXERCISE 2

Make the following sentences:

1. Use the present participle of "write."
2. Use "running" as an adjective.
3. Use "learn" in the present progressive tense.
4. Use "broken" in the passive voice.
5. Use "tired" as an adjective.
6. Use "studying" as a gerund modified by an adjective.
7. Use "playing" as a participle.
8. Use "reading" as a gerund.

SUPPLEMENTARY EXERCISE NO. 20

Whoever goes must start at once.



Note. "Whoever" is equivalent to "any person who." It has its own antecedent.

Diagram the following sentences according to the model given above:

1. I will give this to whoever wants it.
2. Whoever comes may enter.
3. He will give me what I like.
4. Give this to whomever you like.
5. You may sell whichever you wish.

LESSON TWENTY-ONE

VERBS—VERB PHRASES

A phrase consisting of two or more verbs is called a verb phrase.

There are six kinds of verb phrases:

- (1) Progressive verb phrase.
- (2) Emphatic verb phrase.
- (3) Potential verb phrase.
- (4) Future verb phrase.
- (5) Perfect verb phrase.
- (6) Passive verb phrase.

(1) A progressive verb phrase is one that expresses progressive tenses. In forming this phrase, some form of the verb "to be" is usually followed by a present participle; as,

They are reading Chinese.
He was fishing yesterday.

(2) An emphatic verb phrase is one that expresses emphasis. In forming this verb phrase, the word "do" or "did" usually precedes the principal verb; as,

I do study. (present)
The wind did blow. (past)

(3) A potential verb phrase is one that expresses possibility, certainty, permission, ability, obligation, or necessity. In forming this phrase, some auxiliary verb usually precedes the principal verb. The auxiliary verbs used in potential verb phrases are: may, can, might, could, should, must, ought to, and would.

You may go at present. (permission)
They can win the game. (ability)

We *might help* them if we tried. (possibility)

You *should honor* your parents. (obligation)

If I *could do it*, I would. (ability)

(4) A future verb phrase is one that expresses the future tense. In forming this phrase, the word "shall" or "will" precedes the principal verb in the indicative mood, and "should" or "would" in the subjunctive mood; as,

The boys *will have* a holiday.

I *shall attend* school.

They *would be killed* if they should fall.

(5) A perfect verb phrase is one that expresses the perfect tenses. In forming this phrase, some form of the verb "to have" precedes the past participle of the principal verb; as,

He *has fallen* asleep.

We *have been* tired.

They *have failed* in the examination.

(6) A passive verb phrase is one that forms the passive voice. In forming this phrase, some form of the verb "to be" is followed by the past participle of the principal verb; as,

The rat *was caught* by the cat.

The factory *has been destroyed* by fire.

EXERCISE 1

Point out all the verb phrases in the following sentences and tell to which class each belongs:

1. If you should try, you would succeed.
2. The money has been stolen by a thief.
3. Do try to be more careful.
4. It is impossible that you can have talked so wildly.

5. The tree was cut down by a carpenter.
6. This picture was drawn by an artist.
7. You should have been more careful.
8. My friend will have finished his work when Christmas comes.
9. The clock is striking eleven.
10. This man will come again.
11. The sun is setting in the west.
12. They have been to Shanghai.
13. His son is being educated in America.
14. Do go to school with me.
15. Sometimes they are made by carpenters.

EXERCISE 2

Use the following verb phrases in sentences: *do study, should obey, was finished, are playing, can speak, will live, are intending, has been destroyed, and is known.*

SUPPLEMENTARY EXERCISE No. 21

This is the house in which I lived.

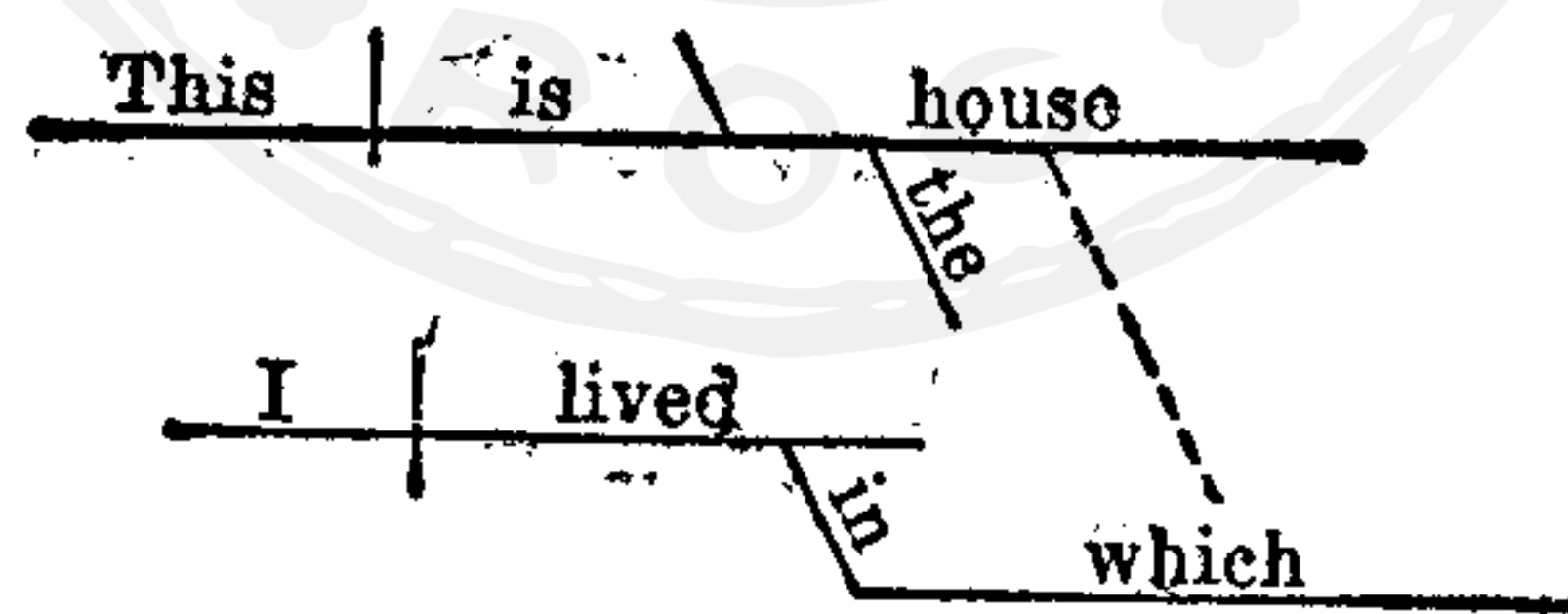


Diagram the following sentences according to the model given above:

1. I found the place to which you referred.
2. The old man to whom you spoke is blind.
3. The tree the top of which had been struck by lightning was cut down.
4. Pay attention to what I say.
5. The place from which the light proceeded was a small temple.

LESSON TWENTY-TWO

VERBS—PROGRESSIVE TENSE

The progressive tense is that form of the verb which denotes an action or event as going on or not yet completed.

There are three progressive tenses:

- (1) The present progressive tense.
- (2) The past progressive tense.
- (3) The future progressive tense.

(1) The present progressive tense denotes that an action is going on at the present time.

He is sleeping.

(2) The past progressive tense denotes that an action was going on in the past time.

He was sleeping.

(3) The future progressive tense denotes that an action will be going on in the future.

He will be sleeping.

The various tenses of the verb "sleep" are shown in the following table:

Present Progressive Tense

<i>Singular</i>	<i>Plural</i>
I am sleeping	we are sleeping
you are sleeping	you are sleeping
he is sleeping	they are sleeping

Past Progressive Tense

I was sleeping	we were sleeping
you were sleeping	you were sleeping
he was sleeping	they were sleeping

Future Progressive Tense

<i>Singular</i>	<i>Plural</i>
I shall be sleeping	we shall be sleeping
you will be sleeping	you will be sleeping
he will be sleeping	they will be sleeping

Present Perfect Progressive Tense

I have been sleeping	we have been sleeping
you have been sleeping	you have been sleeping
he has been sleeping	they have been sleeping

Past Perfect Progressive Tense

I had been sleeping	we had been sleeping
you had been sleeping	you had been sleeping
he had been sleeping	they had been sleeping

Future Perfect Progressive Tense

I shall have been sleeping	we shall have been sleeping
you will have been sleeping	you will have been sleeping
he will have been sleeping	they will have been sleeping

In forming the progressive tense, we prefix some form of the verb "to be" to the present participle of the principal verb.

The present participle of all verbs ends in *ing*; as, working, walking, dying, flying, etc.

Rules for adding *ing* to the infinitive without "to."

(1) Verbs ending in a silent *e* drop *e* when *ing* is added; as, *having*, *giving*, *making*, *taking*, etc.

(2) Verbs ending in *ie* change *ie* to *y* when *ing* is added; as, *dying*, *lying*, *tying*, *untying*, etc.

(3) Verbs ending in a consonant which is preceded by a short vowel, double the consonant when *ing* is added; as, *planning*; *running*, *stopping*, *omitting*, etc.

The present passive participle is formed by prefixing the word "being" to the past participle of the principal verb; as, *being broken, being beaten, being given*, etc.

It should be noted that passive progressive tenses are given for the simple present and simple past only; the other passive progressive tenses are used either not at all or very rarely.

The servant *is being beaten* by his master.

The negro *was being tormented* by Mr. White.

EXERCISE 1

Tell what tense each of the following verbs is:

1. The Famine Relief Commission was helping the victims.
2. The drum will have been beating when the troops begin to march.
3. A poor man is always thinking how to be rich.
4. There were some children playing by themselves.
5. It will be raining after a few minutes.
6. The table is being made by a carpenter.
7. The bird will not be hopping freely when it is put into a cage.
8. He was often being respected by some gentlemen.
9. I should like such a one as you are using.
10. My father goes fishing every morning.
11. Did he kill himself?
12. Did you say you saw him coming?
13. All the people loaded themselves with their purchases.
14. The teacher is standing near the blackboard.
15. He asks the meaning of the word.

EXERCISE 2

Make 5 sentences in the present progressive tense, active voice.

Make 5 sentences in the past progressive tense, passive voice.

SUPPLEMENTARY EXERCISE No. 22

He and I read history together.

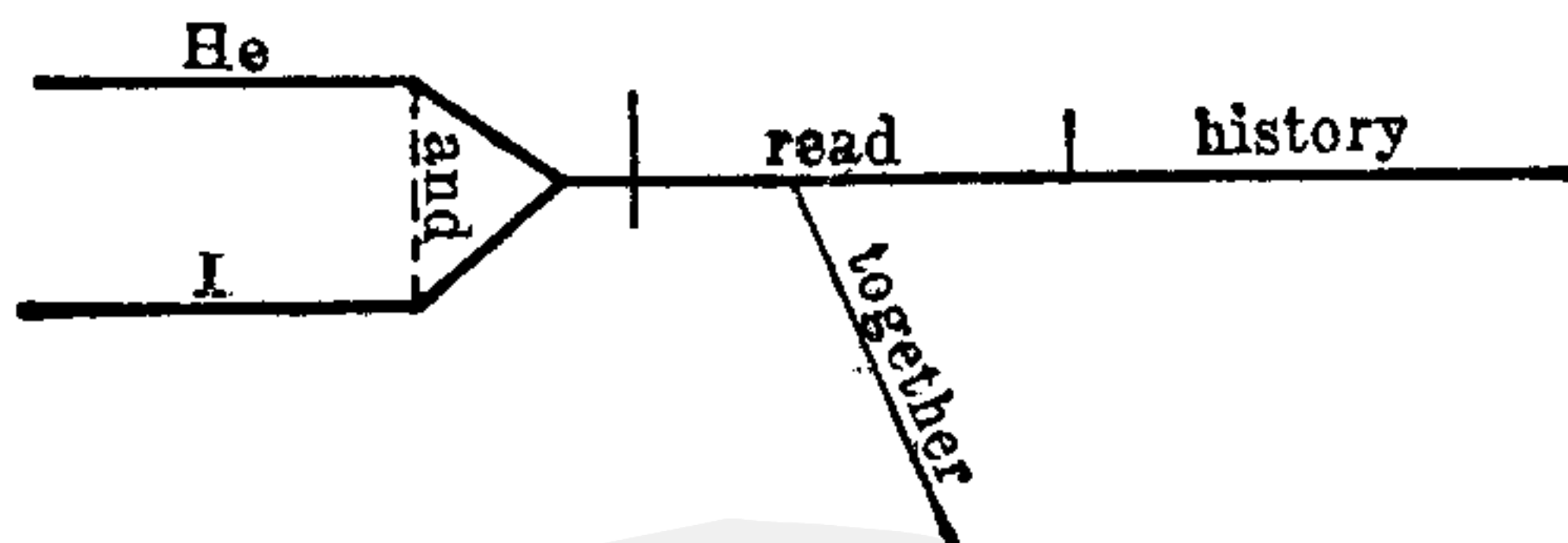


Diagram the following sentences according to the model given above:

1. Chang and Wang will come very soon.
2. This girl or her sister must go to the city.
3. My uncle and I walked down the street.
4. This boy or his friend did this.
5. His relatives and friends will dance with us.

LESSON TWENTY-THREE

VERBS—CONJUGATION

Conjugation of a verb means inflection to denote voice, mood, tense, number, and person.

In the following table the verb "take" is conjugated in the active voice, indicative mood, and various tenses.

Present Tense

Singular

I take
you take
he takes

Plural

we take
you take
they take

Past Tense

<i>Singular</i>	<i>Plural</i>
I took	we took
you took	you took
he took	they took

Future Tense

I shall take	we shall take
you will take	you will take
he will take	they will take

Present Perfect Tense

I have taken	we have taken
you have taken	you have taken
he has taken	they have taken

Past Perfect Tense

I had taken	we had taken
you had taken	you had taken
he had taken	they had taken

Future Perfect Tense

I shall have taken	we shall have taken
you will have taken	you will have taken
he will have taken	they will have taken

The following table shows the conjugation of the verb "see" in the passive voice, indicative mood, and various tenses:

Present Tense

<i>Singular</i>	<i>Plural</i>
I am seen	we are seen
you are seen	you are seen
he is seen	they are seen

Past Tense

<i>Singular</i>	<i>Plural</i>
I was seen	we were seen
you were seen	you were seen
he was seen	they were seen

Future Tense

I shall be seen	we shall be seen
you will be seen	you will be seen
he will be seen	they will be seen

Present Perfect Tense

I have been seen	we have been seen
you have been seen	you have been seen
he has been seen	they have been seen

Past Perfect Tense

I had been seen	we had been seen
you had been seen	you had been seen
he had been seen	they had been seen

Future Perfect Tense

I shall have been seen	we shall have been seen
you will have been seen	you will have been seen
he will have been seen	they will have been seen

If we drop the word "seen" in the above table, it will show the conjugation of the verb "be."

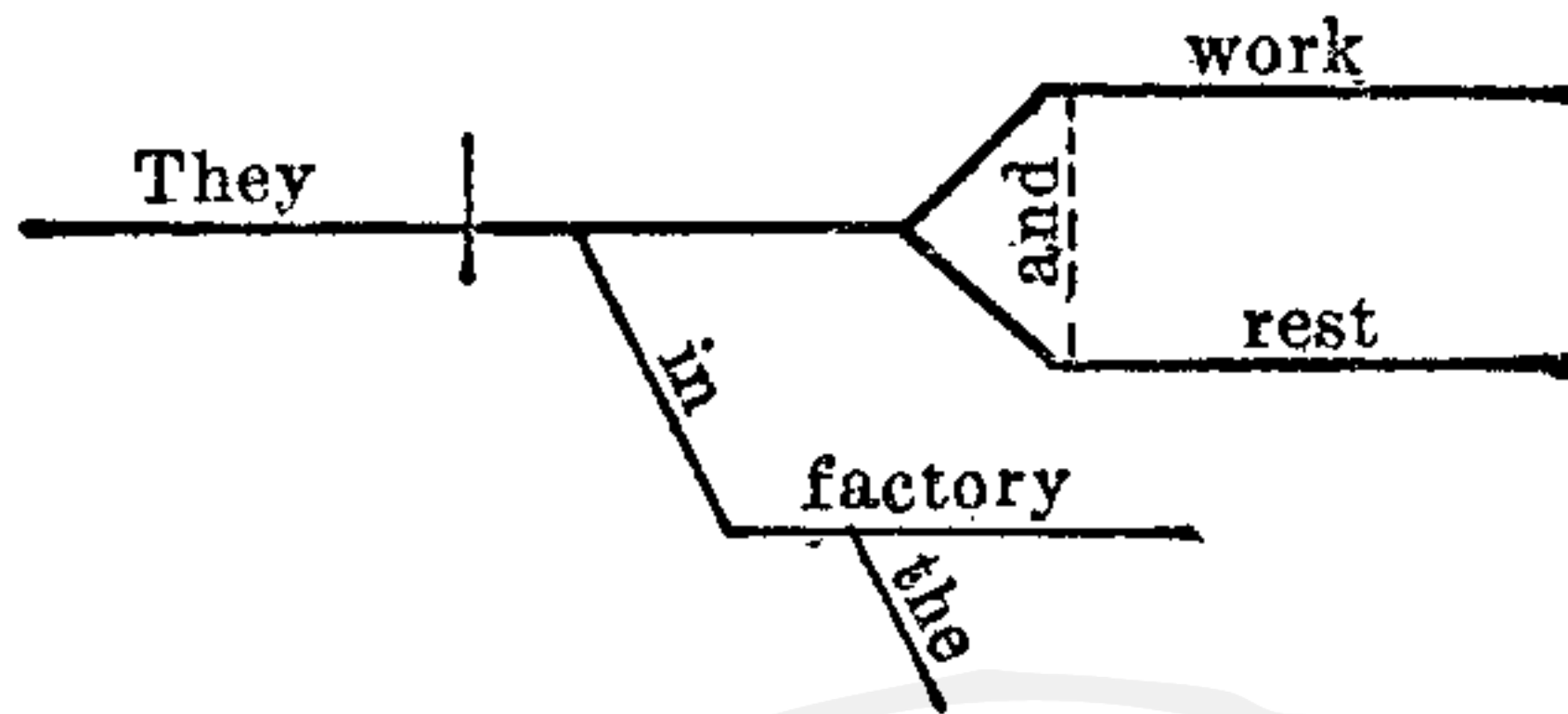
EXERCISE

Conjugate the following verbs in the various tenses, and make a sentence with each of them.

stand, go, study, find, lead.

SUPPLEMENTARY EXERCISE No. 23

They work and rest in the factory.



She is writing English and French neatly.

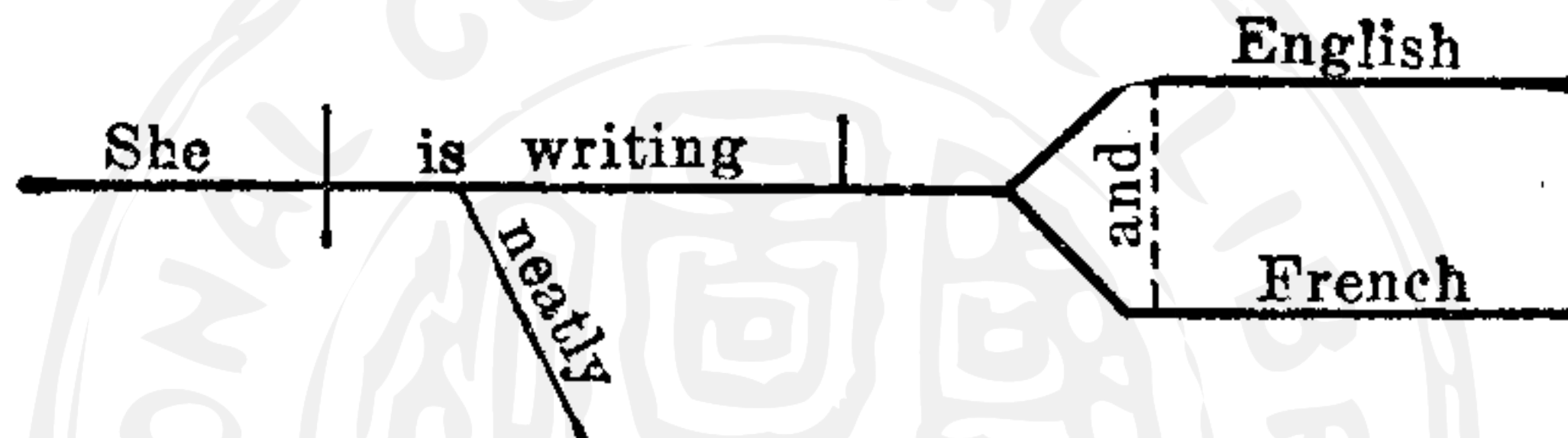


Diagram the following sentences according to the models given above:

1. We ate very much food and drank a great deal of water.
2. He bought a pen and a ruler.
3. He and his sister study and recite Chinese.
4. Locusts and other insects spread over the fields and destroyed the crops.
5. I went into the shop and bought a cage for my birds.

LESSON TWENTY-FOUR

ADVERBS—KINDS OF ADVERBS

An adverb is a word used to modify a verb, an adjective, or another adverb.

(a) To modify a verb.

The dog runs *fast*.

(b) To modify an adjective.

He has a *very* new book.

(c) To modify an adverb.

He spoke *very* earnestly.

Adverbs not only modify verbs, adjectives, and other adverbs, but also modify other parts of speech.

(a) To modify a preposition.

The bird flew *just* through the hole.
She fell *almost* into the water.

(b) To modify a subordinate conjunction.

You should do this *exactly* as he does it.
He works so hard *only* because he wants to get a good promotion.

Adverbs may be divided into five classes:

(1) Adverbs of manner; as, *slowly, surely, carefully, readily, neatly, wisely, etc.*

This lady laughed *merrily*.

(2) Adverbs of place; as, *here, there, in, out, above, over, hither, thither, etc.*

That boy goes *out*.

(3) Adverbs of time; as, *soon, yesterday, to-morrow, now, then, ago, early, late, etc.*

The pupils come *early* this morning.

(4) Adverbs of degree; as, *very, quite, so, hardly, almost, too, much, etc.*

He has done it *very* carefully.

(5) Adverbs of number; *as, once, twice, again, seldom, often, firstly, etc.*

This team won again.

EXERCISE 1

Point out all the adverbs in the following sentences and tell to which class each belongs and what word each modifies:

1. They did their work slowly but carefully.
2. He dropped almost into the river.
3. They are listening attentively.
4. This girl gave a very good answer.
5. The teacher was very much pleased.
6. As the teacher speaks clearly, the students can easily hear what he says.
7. He walked very slowly across the room.
8. She is a very lazy girl.
9. The tiger growls fiercely.
10. The captain came back gloriously.

EXERCISE 2

Make the following sentences:

1. One containing an adverb of manner.
2. One containing an adverb of time.
3. One containing an adverb of place.
4. One containing an adverb of degree.
5. One containing an adverb of number.

SUPPLEMENTARY EXERCISE No. 24

Both you and I are members of this class.

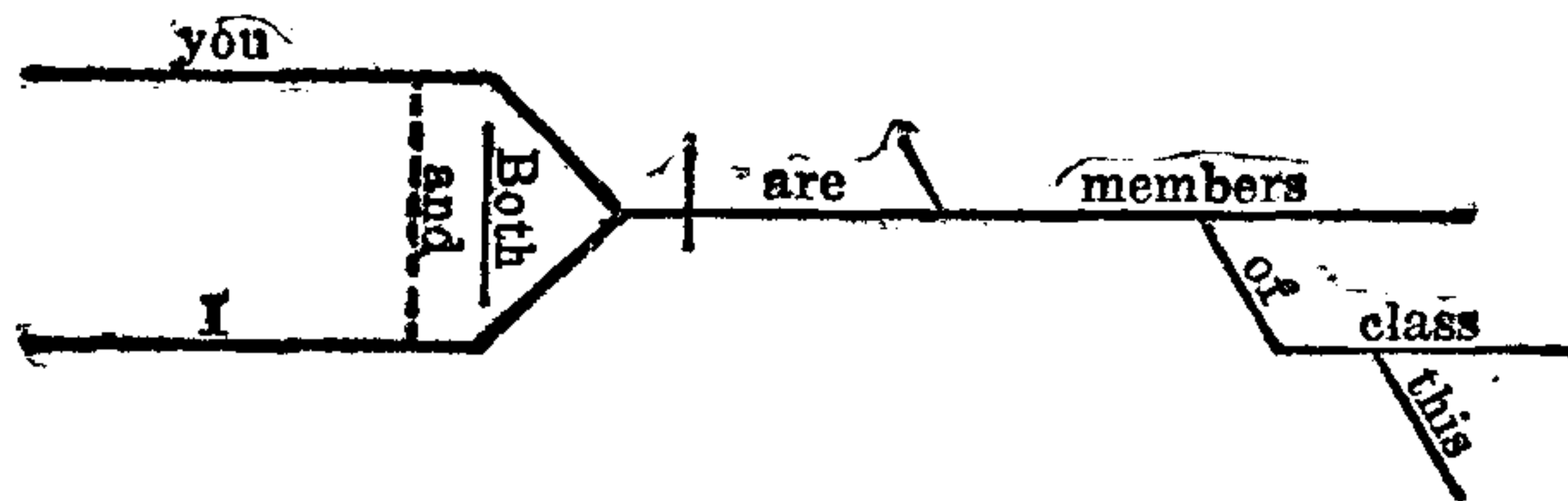


Diagram the following sentences according to the model given above:

1. The thief not only robbed the merchant but also took his life.
2. Mr. Brown either read or wrote in that room.
3. His conduct was neither wise nor just.
4. He gave me not only advice but also money.
5. There is nothing here either strange or interesting.

LESSON TWENTY-FIVE

INTERROGATIVE AND RELATIVE ADVERBS

Interrogative adverbs are adverbs which are used to ask questions. They may be divided into four classes:

(1) Time: *when*.

When did you arrive in America?

(2) Manner: *how*.

How do you know it is wrong?

(3) Place: *where*.

Where do they live?

(4) Cause: *why*.

Why does he come late?

Relative adverbs are so called because (1) they refer to some antecedent understood, and (2) they are formed from relative pronouns.

(a) The antecedent understood.

This is *where* he lives.

(b) The antecedent expressed.

This is the place *where* he lives.

In the first sentence, the antecedent is implied in the word "where" itself, it may refer to "house," "town," "city," or some other word expressing place. In the second sentence, its antecedent is the word "place."

Relative adverbs are also called adverbial conjunctions. Their main use is to introduce subordinate or dependent clauses. They may also be divided into four classes:

(1) Time: *when, before, after, until, etc.*

You may go *when* you should go.

All passengers must get a ticket *before* they get on board the train.

(2) Manner: *how.*

No one knows *how* he came here.

(3) Place: *where, whence, whither.*

I know *where* you are going.

He has gone to America *whence* Mr. Irving came.

(4) Cause: *why.*

We do not know *why* he came so late.

EXERCISE 1

Point out all the interrogative and relative adverbs in the following sentences and tell to which class each belongs:

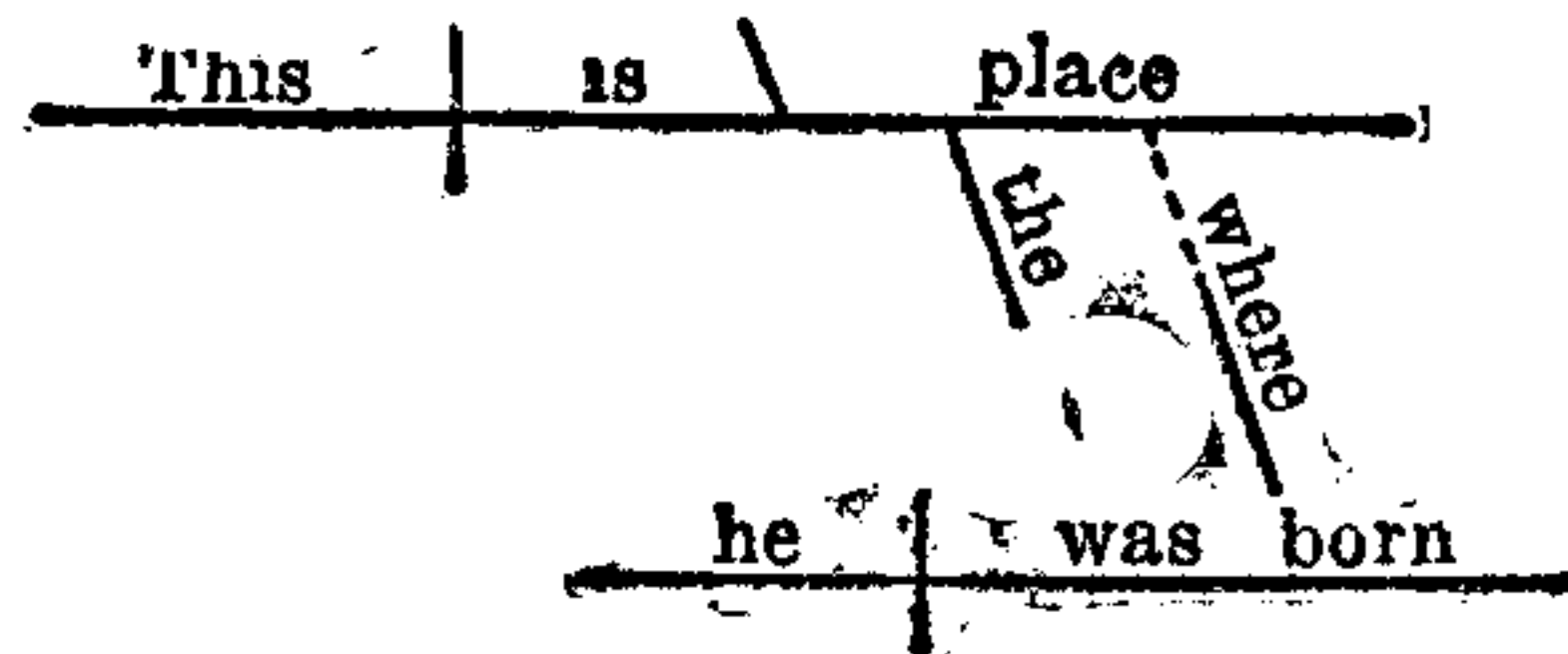
1. When did you go to Nanking?
2. This is the house where I live.
3. I shall wait until my sister comes.
4. Can you tell me how crows have become black?
5. She came in while he was studying.
6. He was lying where he had fallen.
7. She will come when you call her.
8. Where do you live?
9. I have seen him only once since he came.
10. They have returned to the place whence they came.
11. We shall remain here until the rain has ceased.
12. I do not know where he is.
13. Why did you write so carelessly?
14. I shall go wherever you go.
15. When will you finish your work?

EXERCISE 2

Make 5 sentences containing interrogative adverbs, and 5 containing relative adverbs.

SUPPLEMENTARY EXERCISE NO. 25

This is the place where he was born.



Note. The line representing "where" is made up of two parts. The upper part represents "where" as a conjunction connecting the adjective clause to "place," and the lower part represents it as an adverb modifying "was born." As "where" performs these two offices, it may be called a conjunctive adverb or relative adverb.

Diagram the following sentences according to the model given above:

1. Youth is the time when seeds of character are sown.
2. I do not know the reason why he did it.
3. The place where the battle was fought is covered with dead bodies.
4. The time when he will come is not known.
5. The year when Mr. Blackson was born is uncertain.

LESSON TWENTY-SIX

COMPARISON OF ADVERBS

Some adverbs have degrees of comparison like adjectives. There are three degrees of comparison.

- (1) Positive degree.
- (2) Comparative degree.
- (3) Superlative degree.

RULES OF COMPARISON

(1) Adverbs of one syllable form the comparative by adding *er* and the superlative by adding *est*.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
soon	sooner	soonest
late	later	latest or last
near	nearer	nearest

(2) Adverbs ending in *ly* form the comparative and superlative by prefixing the word "more" or "most."

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
carefully	more carefully	most carefully
kindly	more kindly	most kindly
beautifully	more beautifully	most beautifully

(3) Some adverbs form the comparative and superlative in an irregular way.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
well	better	best
much	more	most
little	less	least
badly	worse	worst
far	farther	farthest
far	further	furthest

EXERCISE 1

Give the comparative and superlative degrees of the following adverbs:

fast	freely	well
rapidly	often	much
friendly	angrily	early

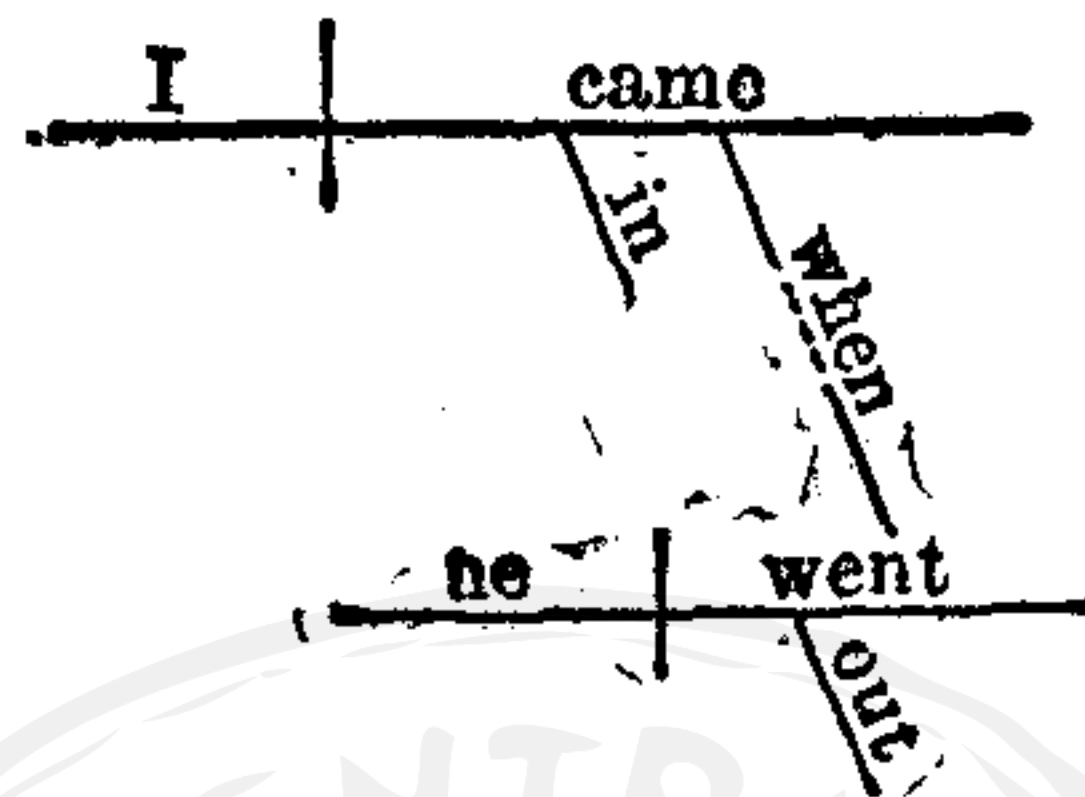
EXERCISE 2

Point out the adverbs in the following sentences and name their degrees of comparison:

1. He was very much pleased.
2. She stayed away longer than you.
3. This boy ran the fastest among all of them.
4. He did his work better than all the other boys.
5. Of all these girls she works the hardest.
6. Pang wrote more carefully than Tang.
7. They danced beautifully.
8. She went far on Friday last.
9. He is a little better to-day.
10. She was quite well.

SUPPLEMENTARY EXERCISE No. 26

I came in when he went out.



Note. "When" modifies both "came" and "went," denoting that the two acts take place at the same time. It also connects "he went out," as an adverb modifier, to "came." The offices of the conjunctive adverb "when" may be better understood by expanding it into two phrases, thus: I came in *at the time at which* he went out: "At the time" modifies "came," "at which" modifies "went," and "which" connects.

Diagram the following sentences according to the model given above:

1. While he was passing through the village, he was attacked on all sides.
2. You may go home when you have finished your work.
3. Before the boys leave school, they must ask permission.
4. After you have bought your ticket, go on the train.
5. As you have handed in your work, you may leave.

LESSON TWENTY-SEVEN

PREPOSITIONS

A preposition is a word placed before a noun or pronoun to show its relation to some other word in the sentence.

He put his hands *on* the desk.

In this sentence the word "on" is a preposition. It shows the relation between the word "hands" and the word "desk." If we omit the word "on," there will be no sense.

Two or more prepositions with or without some other words habitually put together may be called a preposition phrase.

A light smoke came *out of* the jar.

One boy is chosen *from among* the rest.

Other examples are: *from off, from within, on account of, with reference to, on behalf of, for the sake of, with a view to, etc.*

EXERCISE 1

Point out the prepositions in the following sentences:

1. I hope to see him on Monday next.
2. He came from within the house.
3. The match began at 2 o'clock.
4. The earth revolves around the sun.
5. When do you get up in the morning?
6. The seed has sprouted from under the ground.
7. He is fond of skating.
8. That boy ran into the house.
9. With reference to your letter of the 8th inst., we regret to say that there is no position at present.
10. A pronoun is a word used instead of a noun.

EXERCISE 2

Make sentences with the following prepositions: in, on, into, out of, on account of, from, to, over, through.

LESSON TWENTY-EIGHT

CONJUNCTIONS

A conjunction is a word used to connect words or groups of words.

Ming *and* Shao are my friends.

The boys come out *but* the teacher remains in the room.

In the first sentence, the conjunction "and" connects two words "Ming" and "Shao." In the second sentence, the conjunction "but" connects two coördinate clauses "the boys come out" and "the teacher remains in the room."

Conjunctions are of two classes:

(1) A *coördinate conjunction* connects words or groups of words that are independent of each other; as, *and, or, nor, but, for, therefore, yet, however*, etc.

(2) A *subordinate conjunction* introduces a subordinate or dependent clause; as, *if, as, that, lest, than, because, unless, since, after, before*, etc.

Two or more conjunctions with or without some other words habitually put together may be called a conjunction phrase; as, *in order that, so that, as if, even if, as though, in case that*, etc.

Conjunctions that are used in pairs are called correlative conjunctions; as, *both . . . and, neither . . . nor, either . . . or, not only . . . but also, and whether . . . or*.

EXERCISE 1

Point out all the conjunctions in the following sentences and tell to which class each belongs:

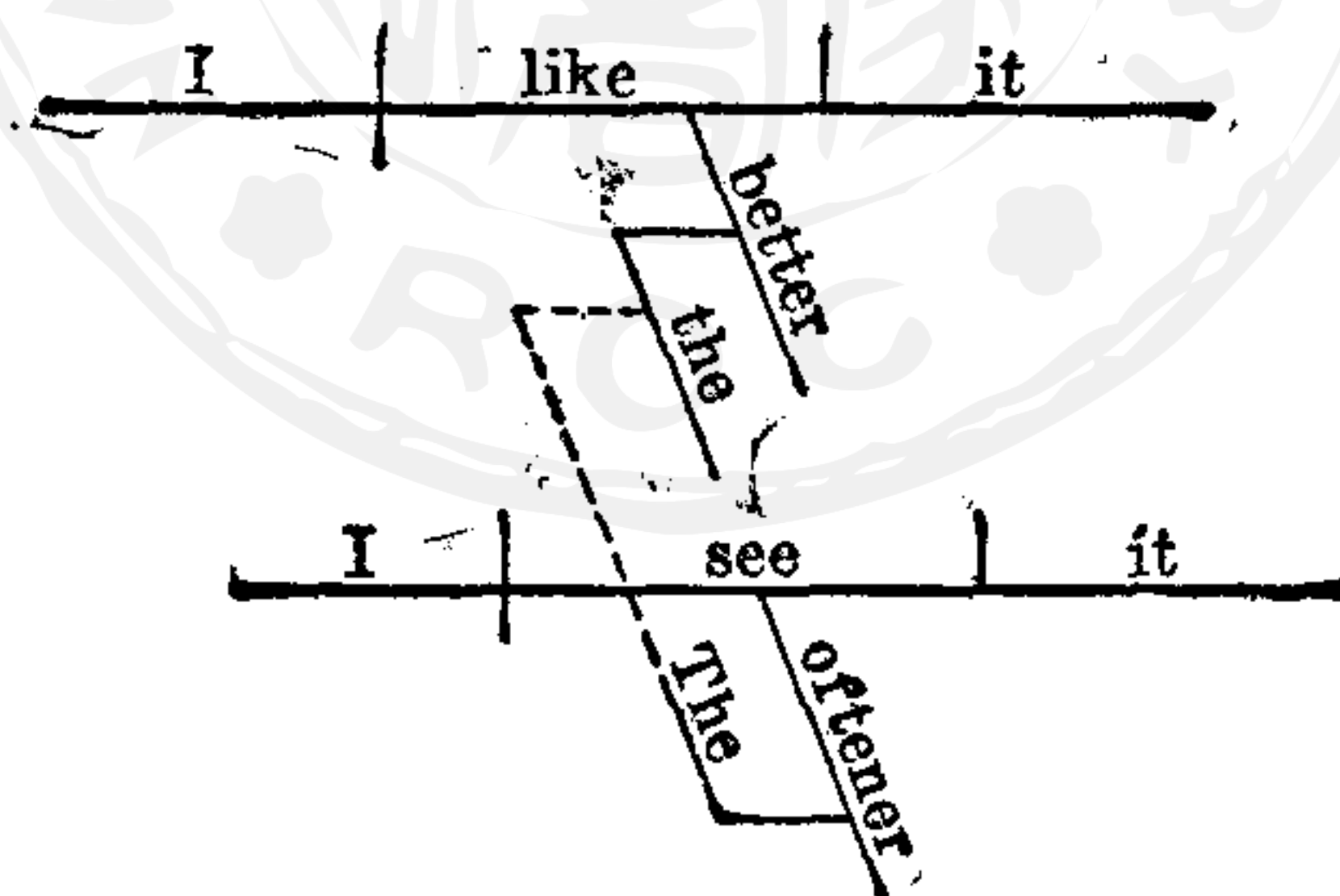
1. Both Chang and Wang are wrong.
2. He spoke so loud that all could hear.
3. I need not go since you are going.
4. He will go if you allow him.
5. He did this because it was his duty.
6. Either you or he is guilty.
7. Though every one laughed at him he would not stop.
8. Will he go with you or shall I?
9. If you are careful you will avoid many mistakes.
10. Unless you do this you will get into trouble.

EXERCISE 2

Make sentences with the following conjunctions: and, or, nor, either . . . or, so that, neither . . . nor, unless, after, *and* before.

SUPPLEMENTARY EXERCISE NO. 28

The oftener I see it, the better I like it.



Note. In the above diagram, "the" is used as an adverb. The first "the" is a relative adverb of quantity; the second "the" is a simple adverb of quantity.

Diagram the following sentences according to the model given above:

1. The more money he made, the more he wanted.
2. The farther he goes, the more slowly he walks.

3. The faster you walk, the sooner you will reach home.
4. The harder you study, the more you will learn.
5. The more money he earned, the more he spent.

LESSON TWENTY-NINE

INTERJECTIONS

An interjection is a word used to express strong or sudden feeling.

Interjections have no grammatical connection with any other words in the sentence in which they stand, and the sentence could stand alone without them.

The most common interjections are: *oh, ah, ha ha, alas, hark, hush, fie, hello, bravo, pshaw*, etc.

Some phrases are used as interjections; as, *for shame, good-by, well done, O dear me*, etc.

An interjection or an exclamatory sentence is always followed by an exclamation mark (!).

EXERCISE

Point out all the interjections in the following sentences:

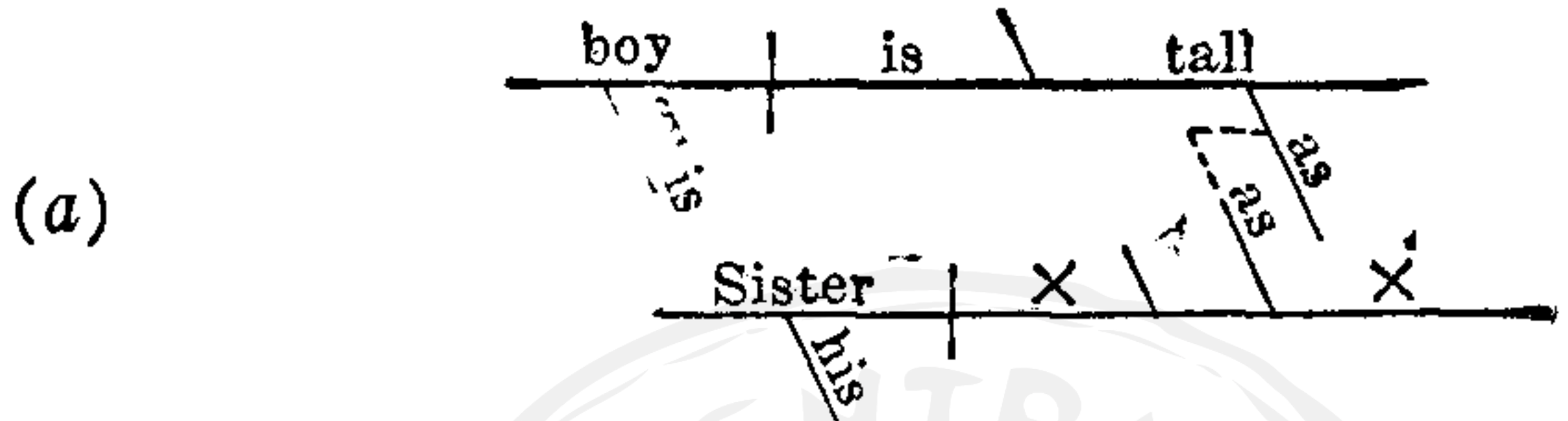
1. Hark! is that the bell?
2. Both friend and foe applauded.
3. Hurrah! we have won the match.
4. The Dead Sea is seen from the Mount of Olives.
5. Oh! I am sorry.
6. My friend is about to leave me.
7. Hush! don't make any noise.
8. I supposed him to be a gentleman.
9. Ah! what have you done?
10. Pshaw! how can he be so unkind?
11. Aha! I have found my purse.
12. Food is a necessity.
13. Alas! he is dead.

14. Hello! Mr. Wang, come on.

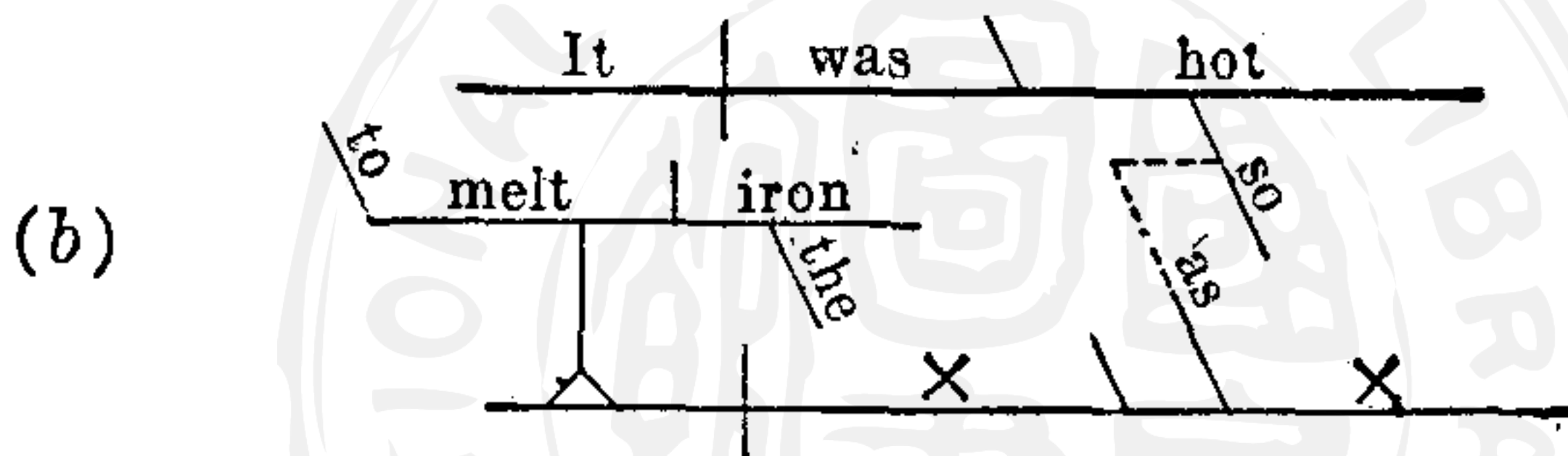
15. Oh! how foolish you are!

SUPPLEMENTARY EXERCISE No. 29

This boy is as tall as his sister.



It was so hot as to melt the



Note. In diagram (a), the first "as" is used as a simple adverb; the second "as," as a conjunctive adverb. In diagram (b), "so" is used as a simple adverb of degree, and "as," as a conjunctive adverb.

Diagram the following sentences according to the models given above:

1. He is not so tall as I.
2. This girl is as pretty as that.
3. This man was so stupid as to forget his own name.
4. He was so careless as to forget to bring his book.
5. She loves this little dog as well as me.

LESSON THIRTY

SENTENCE—CLASSIFICATION

A sentence is a group of words which expresses a complete thought.

According to their meaning, sentences are classified into four kinds; but according to their construction, they are divided into three kinds.

- Meaning:**
1. Assertive sentence.
 2. Interrogative sentence.
 3. Imperative sentence.
 4. Exclamatory sentence.
- Construction:**
1. Simple sentence.
 2. Compound sentence.
 3. Complex sentence.

EXAMPLES AND DEFINITIONS OF SENTENCES CLASSIFIED ACCORDING TO THEIR MEANING

(1) An assertive sentence is one that asserts something in either an affirming or a denying manner.

Men eat to live. (affirming)

The woman has not yet regained her health. (denying)

(2) An interrogative sentence is one that asks a question.

Do you like bananas?

Which do you like better?

All interrogative sentences must be followed by an interrogative point (?).

(3) An imperative sentence is one that expresses a command, a prohibition, or an entreaty.

Pronounce it clearly. (command)

Don't make any noise. (prohibition)

Please lend me your ears. (entreaty)

The subject of an imperative sentence is seldom expressed, unless for the sake of emphasis, and this can be indicated in two different ways:

(a) The subject is placed after the predicate; as,

Get up, *you*.

(b) The word “do” is placed before the infinitive without “to”; as,

Do try to be attentive.

(4) An **exclamatory sentence** is one that expresses pleasure, surprise, grief, or some other strong feeling.

What a handsome young man he is! (surprise)

Alas! he is dead. (grief)

Hurrah! we have won the game. (pleasure)

An exclamation mark (!) must be placed at the end of every exclamatory sentence, or after the principal word which expresses interjection.

EXAMPLES AND DEFINITIONS OF SENTENCES CLASSIFIED ACCORDING TO THEIR CONSTRUCTION

(1) A **simple sentence** is one that contains only finite verb with or without infinite verbs. It may (a) make a simple statement, (b) ask a simple question, (c) give a simple command, or (d) express a simple entreaty.

He reads very clearly. (one finite verb)

The cook goes to the market to buy some pork to prepare the dinner. (one finite verb and two infinite verbs)

(a) **Statement.**

The cow is a useful animal.

(b) **Question.**

How are you?

(c) **Command.**

Get me some salt.

(d) **Entreaty.**

Please help me do this.

(2) A compound sentence is one that contains two or more principal clauses.

The man dies but his memory lives.

In this sentence, there are two clauses, the first being “the man dies” and the second, “his memory lives.” We have to notice two things: (1) the two clauses are connected by the conjunction “but,” and (2) the two clauses can stand alone, each making good sense. Therefore it is a compound sentence.

(3) A complex sentence is one that contains one principal clause and one or more subordinate clauses.

Do you know the place where he lives?

This sentence is made up of two clauses: (1) “Do you know the place” and “where he lives.” The first clause makes good sense when it stands alone, and is, therefore, the principal clause. The second clause does not make a complete sense when it stands alone. It depends upon the principal clause to complete its meaning. Hence it is a subordinate clause.

EXERCISE 1

Tell to which class each of the following sentences belongs:

1. This stone is too heavy for me to lift.
2. Look! how beautiful she is!
3. It seems too hot to work.
4. In China in July, there are frequent thunderstorms and the weather gets very hot.
5. Has he sold his cow?
6. Liang, who is a friend of mine, lives there.
7. There are many places where ice cannot be got.
8. Nearly all the schools are closed, but the business houses remain open.

9. It is not good to eat a great many peanuts.
10. What is the price of peanuts at your home.
11. We are all fond of peanuts, especially when they are roasted.
12. What did you do last night?
13. Don't forget to return it to me.
14. No one likes to go out of doors in the middle of the day.
15. A man, who was concealed behind a tree, came out with a rifle in his hand.
16. He said that I should have a prize.
17. He praised the good pupils, but blamed the bad.
18. It is pleasant to have iced water to drink in the hot summer.
19. When a rainstorm comes it grows cool again.
20. I do not know what to say about Wang.

EXERCISE 2

- Make 3 simple sentences.*
Make 3 compound sentences.
Make 3 complex sentences.
Make 3 assertive sentences.
Make 3 interrogative sentences.
Make 3 imperative sentences.
Make 3 exclamatory sentences.

SUPPLEMENTARY EXERCISE No. 30

So sweet and fair was she that everybody who knew her loved her.

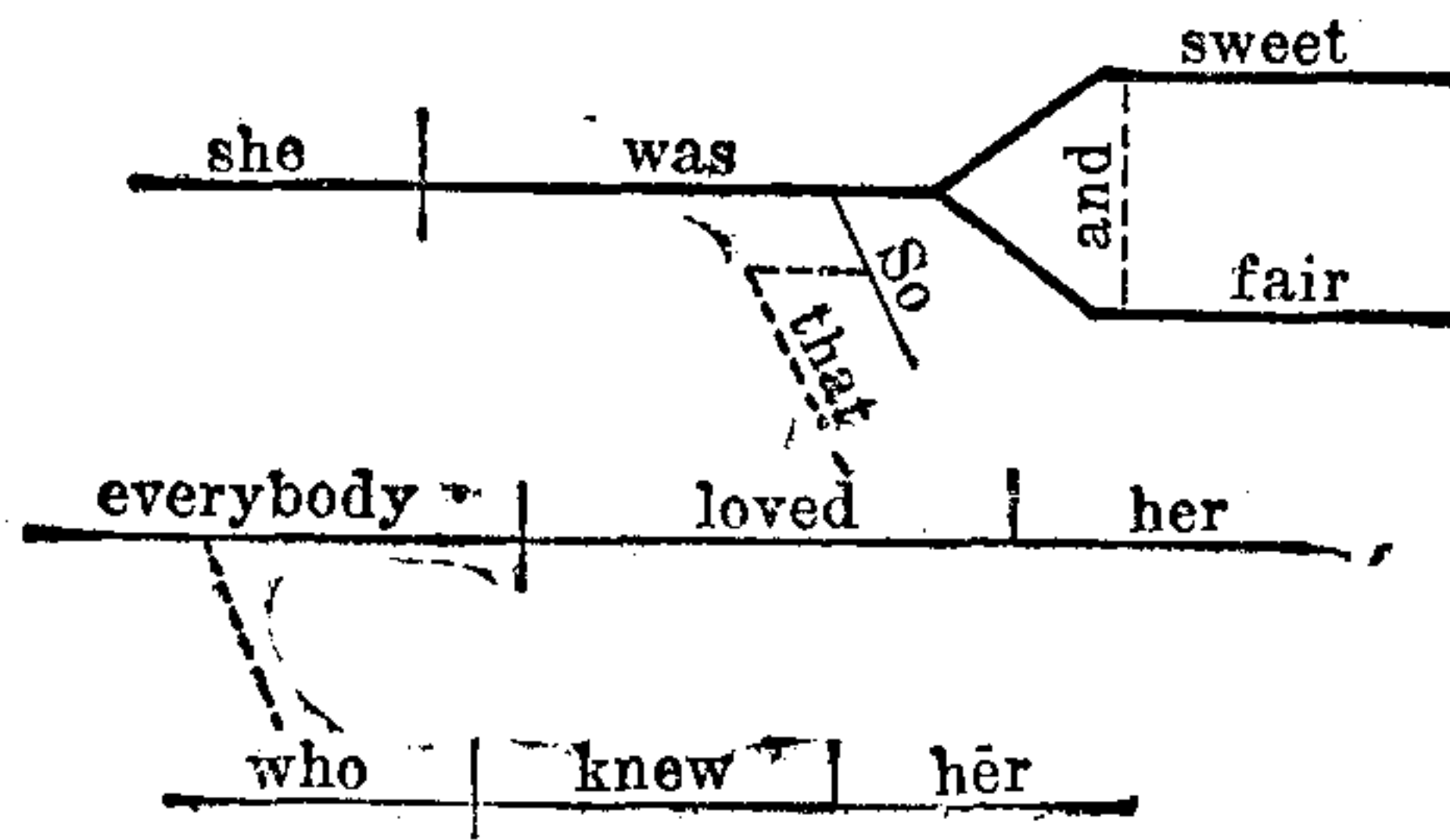


Diagram the following sentences according to the model given above:

1. He liked her so much that he wanted to stay there.
2. This girl is so ill that she cannot get up.
3. He was so angry that he could not speak.
4. He had such a headache that he could not work.
5. Our team played so well that we won the game.

LESSON THIRTY-ONE

SUBJECT AND PREDICATE

The small boat sails away.

We see from the above sentence that "the small boat" is the *complete subject*, and "sails away" is the *complete predicate*. "Boat" is the *simple subject* and "sails" is the *simple predicate*. "The" and "small" are modifiers of the simple subject and "away" is the modifier of the simple predicate. So we get the following.

The subject without its modifiers is called the *simple subject*.

The subject with its modifiers is called the *complete subject*.

The predicate without its modifiers is called the *simple predicate*.

The predicate with its modifiers is called the *complete predicate*.

The simple subject may be modified by:

(1) An adjective.

A small dog comes.

(2) A noun.

Exercise books are useful.

(3) A noun in apposition.

Miao, *the treasurer*, acted as secretary in the last meeting.

(4) A noun or pronoun in the possessive case.

Tan's sister called on me last evening.

His brother went to Peiping yesterday.

(5) An adjective phrase.

The teachings of *Dr. Sun Yat-sen* are written in the "Three People's Principles."

(6) An adjective clause.

The man *whom you saw in the morning* comes to see you.

(7) A present or past participle.

The *reading* lesson must be learned.

The *broken* glass has been thrown away.

(8) An infinitive.

Goods *to be sold* have been displayed in the window.

The simple predicate may be modified by:

(1) An adverb.

He came *again*.

(2) An adjective used as an adverb.

She came *late*.

(3) An adverb phrase.

They came *into the house*.

(4) An infinitive.

Tang came *to see you*.

(5) A present or past participle.

He went *fishing*.

The man appeared *pleased*.

(6) An adverb clause.

If you do not study hard, you will fail in your examination.

The subject may be compound, that is, two or more subjects connected together having the same predicate.

Lee and Lang play golf every day.

In this sentence there are two simple subjects, "Lee" and "Lang" connected by the conjunction "and." The verb "play" tells something about "Lee" as well as about "Lang," therefore "Lee" and "Lang" form a compound subject.

The predicate may also be compound, that is, two or more predicates connected together having the same subject.

Fang and Pan play and study.

We observe from this sentence that there are two simple predicates, "play" and "study" connected together by the conjunction "and" and having a compound subject "Fang and Pan." Both the action of playing and the action of studying are said of the same subject. Therefore it is called a compound predicate.

EXERCISE 1

Point out the simple, complete, and compound subjects and the simple, complete, and compound predicates in the following sentences and tell what are the modifiers of the subject and predicate:

1. Wei, unaware of his teacher's presence, whistled loudly.
2. When he saw the teacher come, he took up his pen and opened his book.
3. The small child cries loudly.

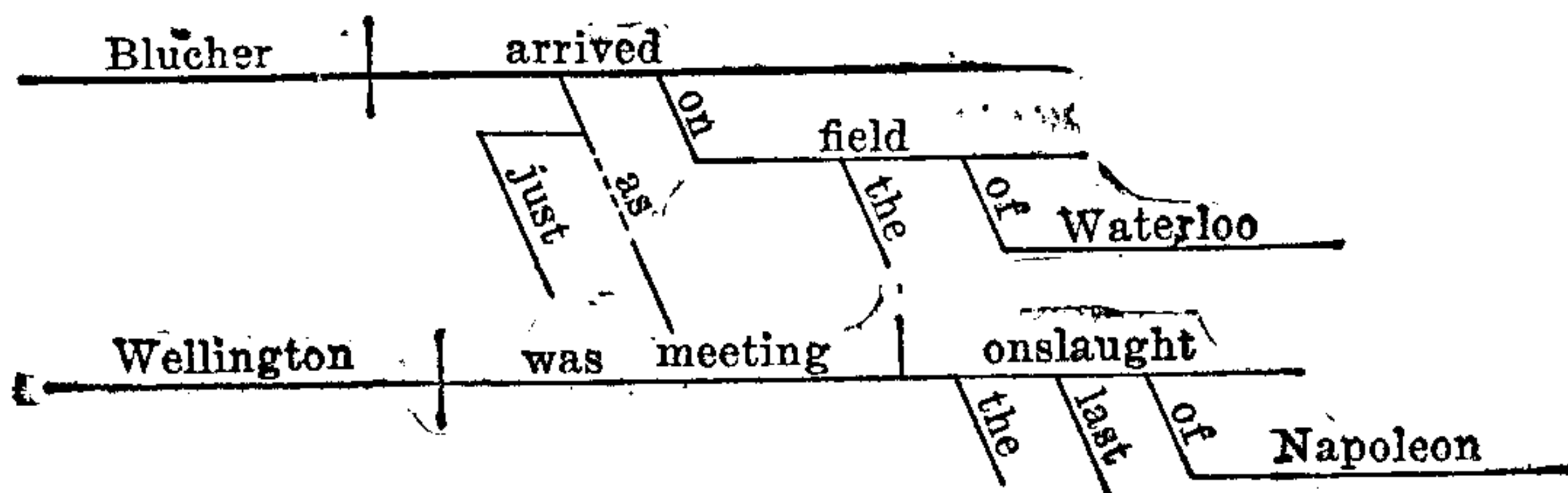
4. Heavy rain and violent wind came instantly from the west.
5. The girl wrote in a clear hand.
6. Both Tang and Tai come and play with us.
7. He went to the market to buy something.
8. He ate much food and drank a lot of water.
9. They saw the girl and the boy in the school.
10. A tall pine tree stood here.
11. Ting loves his mother very dearly.
12. The ball went away rolling through the goal.
13. You may advise, warn, request, or discuss in a letter.
14. He came when I was asleep.
15. He ate either an orange or an apple at dinner.
16. Chao has got a drawing pencil and a very good fountain pen from his uncle.
17. This girl will be praised and promoted.
18. The story you told me is not true.
19. Books in the library of our school are open to all.
20. The student who acted against the school rules has been punished by his principal.

EXERCISE 2

Make 5 sentences containing compound subjects and 5 containing compound predicates.

SUPPLEMENTARY EXERCISE No. 31

Blucher arrived on the field of Waterloo just as Wellington was meeting the last onslaught of Napoleon.



Note. "Just" is an adverb used to modify the conjunction "as."

Diagram the following sentences according to the model given above:

1. He is coming only because he wishes to see his mother.
2. You should do this exactly as he does it.
3. I remained long after you had left.
4. The boy goes out immediately after he has finished his work.
5. He spoke to you impolitely only because he was very much excited.

LESSON THIRTY-TWO

FORMS OF SUBJECT

The **subject** of a sentence may be expressed in seven different forms, all of which must be a noun or pronoun or a word, phrase, or a clause that is used as a noun.

The subject may be:

- (1) A noun.

Tom is the wisest boy in the class.

- (2) A pronoun.

She is a clever girl.

- (3) A noun phrase.

The son of Walter is studying in Italy.

- (4) An infinitive used as a noun.

To hunt gives us pleasure.

- (5) A gerund or verbal noun.

Fishing is my favorite amusement.

- (6) An adjective or any other part of speech used as a noun.

The *blind* look.

- (7) A noun clause.

That the earth is round has been proved.

EXERCISE 1

Point out the subject in each of the following sentences and tell in what form each is:

1. To visit my friends is a great pleasure to me.
2. They are going to the theater.
3. What she did last night is unknown to me.
4. That the earth is round is a fact.
5. The diligent succeed.
6. Studying is more interesting than playing.
7. The chairman of this club held a meeting.
8. "Important" is an adjective.
9. His mother lived for sixty years.
10. The teachings of Confucius are written in his classics.

EXERCISE 2

Make the following sentences:

1. Use a noun as subject.
2. Use a pronoun as subject.
3. Use a phrase as subject.
4. Use an infinitive as subject.
5. Use a gerund as subject.
6. Use an adjective as subject.
7. Use a noun clause as subject.

SUPPLEMENTARY EXERCISE No. 32

Houses are built inside the city and outside the city.

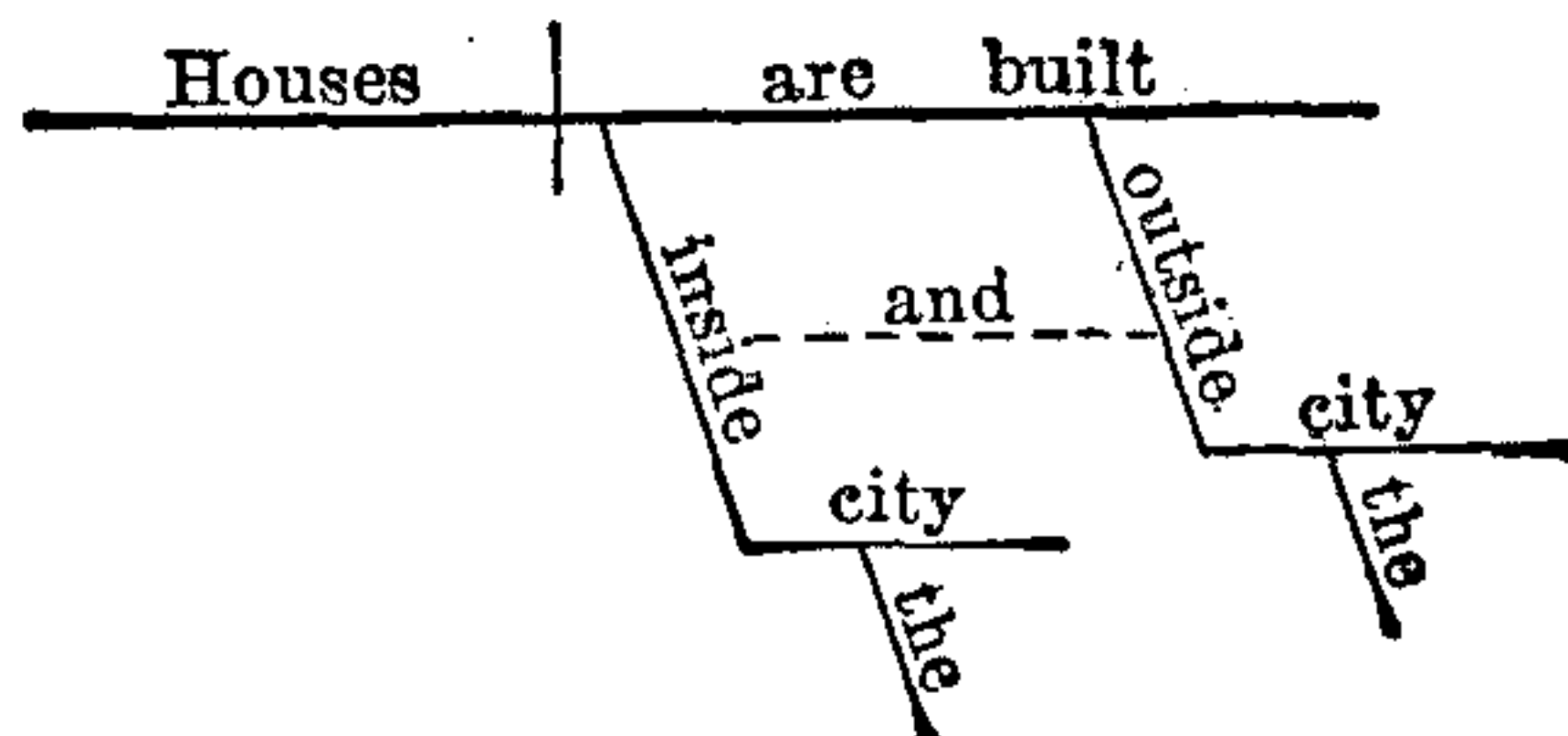


Diagram the following sentences according to the model given above:

1. The ball went through the air and into the goal.
2. That man in torn clothes and with an angry face gave her a blow.
3. He went upstairs and out into the cool air.
4. The official looked at me sharply but without speaking.
5. Deserts are found in Mongolia and in Africa.

LESSON THIRTY-THREE

EXPLETIVE SUBJECT AND REAL SUBJECT

The pronoun *it* may be used as an *expletive subject* when an infinitive phrase or a *that*-clause stands in the predicate in apposition with it. The infinitive phrase or *that*-clause is called the *real subject*. This peculiar use of *it* is a very common idiom in the English language.

EXAMPLES

- It is pleasant to travel by railway.
- It is good to study hard.
- It is bad to be dishonest.
- It is difficult to learn to write well in a few days.
- It is true that the earth is round.
- It is important that these rules must be observed.
- It is true that pure water is wholesome.

Special attention should be given to the fact that the construction of the impersonal pronoun *it* is quite different from that of an expletive subject as shown above.

When *it* is used as an impersonal pronoun, the word for which it stands is always understood from the context.

EXAMPLES

It is too late to go. (time)
 It is fine to-day. (weather)
 It is five miles from here. (distance)
 It is raining now. (rain)
 It is blowing hard. (wind)
 It is fall. (season)

It is also used to give emphasis to the noun or pronoun used as predicate nominative.

It was I who did this.
 It was they who were to blame.
 It is this boy who broke the glass.

Care must be taken not to use the objective form of the pronoun when a predicate nominative is required; as,

It is they. (not them)
 Who is it? It is I. (not me)
 Is it you? No, it is he. (not him)

When an infinitive is preceded by *it*, the pronoun after the infinitive must be in the objective form; as,

I believe it to be *her*. (not she)
 I supposed it to have been *him*. (not he)

When an infinitive is not immediately preceded by *it*, the pronoun after the infinitive is in the nominative form; as,

It was believed to be *she*. (not her)
 It was supposed to have been *he*. (not him)

EXERCISE 1

Fill the blanks with the proper form of the pronoun and give the reason for your choice.

1. Was it — whom you saw yesterday. (he, him)
2. It seems to be —. (she, her)

3. It was — or his brother. (him, he)
4. I believe that it is —. (them, they)
5. I believe it to be —. (she, her)
6. I supposed it to have been —. (he, him)
7. It is believed to be —. (him, he)
8. It was supposed to have been —. (she, her)
9. Is it you? Yes, it is —. (I, me)
10. Who is it? It is —. (me, I)

SUPPLEMENTARY EXERCISE No. 33

He arrived just before ten o'clock.

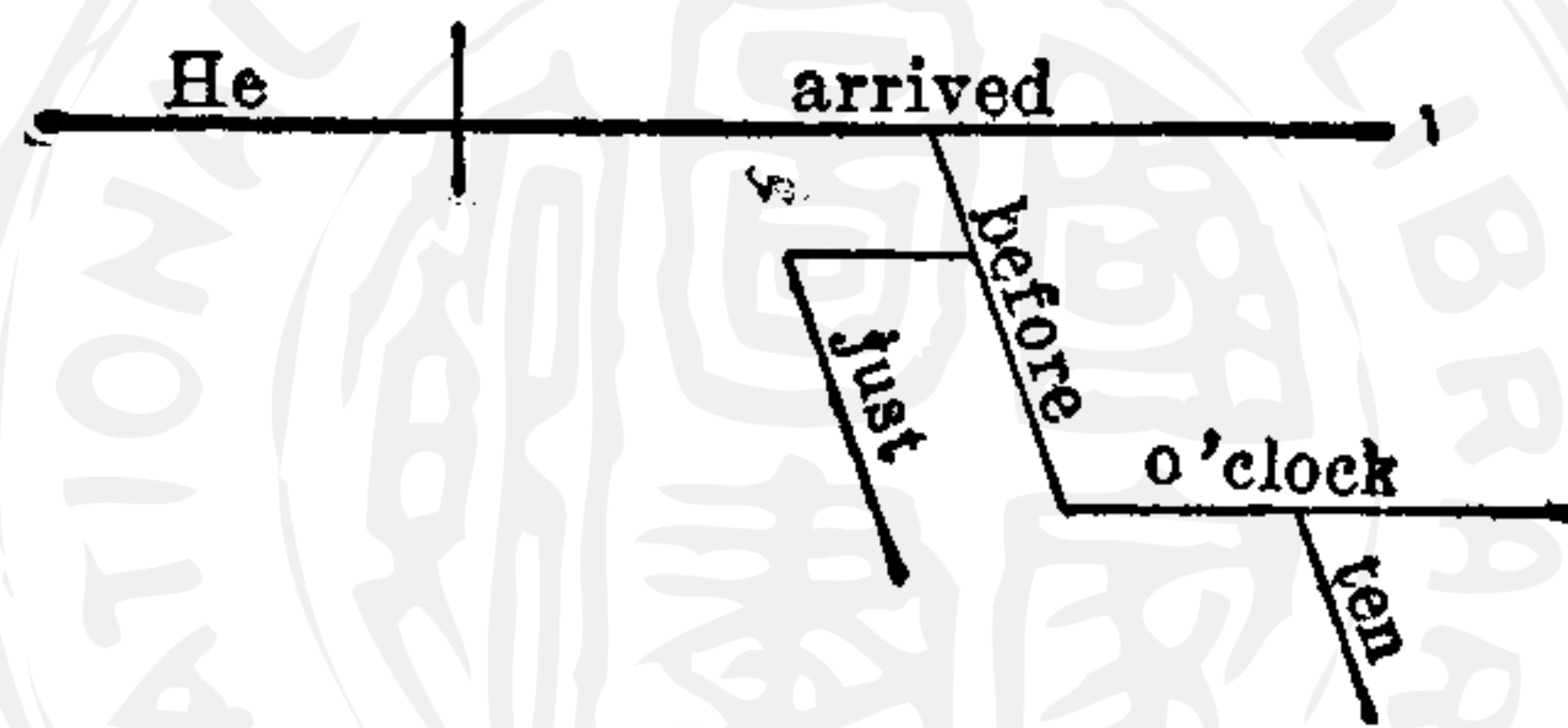


Diagram the following sentences according to the model given above:

1. I went for a walk soon after breakfast.
2. His foot was almost in the water.
3. This boy fell almost into the water.
4. The sun is directly over our heads.
5. This matter is entirely beyond my comprehension.

LESSON THIRTY-FOUR

PHRASES—KINDS OF PHRASES

A phrase is a group of words expressing a thought, but not a complete thought.

A phrase usually has neither subject nor predicate.

Phrases may be classified as follows:

- (1) Prepositional phrase.
- (2) Verb phrase.
- (3) Conjunctive phrase.
- (4) Interjectional phrase.
- (5) Absolute phrase.
- (6) Participial phrase.
- (7) Infinitive phrase.

(1) **Prepositional phrase.** A phrase containing a preposition followed by a noun or pronoun in the objective case is called a prepositional phrase.

A prepositional phrase may be used:

- (a) As an adjective to modify a noun or pronoun.

The manager *of this shop* is a capable man. (modifying a noun)
 She is the first *of this class*. (modifying a pronoun)

- (b) As an adverb to modify a verb or an adjective.

The boat sails *down the river*. (modifying a verb)
 It is good *for you*. (modifying an adjective)

(2) **Verb phrase.** A verb phrase is a group of two or more verbs used as one verb. (See Lesson 21.)

(3) **Conjunctive phrase.** A conjunctive phrase is one that is used as a conjunction. (See Lesson 28.)

(4) **Interjectional phrase.** An interjectional phrase is one that is used as an interjection. (See Lesson 29.)

(5) **Absolute phrase.** An absolute phrase is one that is composed of a noun or pronoun used independently with a modifying participle. It usually has no grammatical connection with the rest of the sentence.

His master being absent, the business was neglected.

(6) **Participial phrase.** A phrase containing a present or a past participle is called a participial phrase. It is used as an adjective as well as a verb because it partakes of the nature of an adjective and expresses an action or a state in such a way as to describe or limit a noun, a pronoun, or a noun equivalent.

A participial phrase may be used:

(a) As an adjective to modify a noun or pronoun.

I saw in the meadow a cow *stretched out* and *lowing pitifully*.
(modifying a noun)

Looking up, he saw a bird in the tree. (modifying a pronoun)

(b) As an attribute complement.

The boy came *running in*.

I found my pocketknife *growing blunt*.

(c) As a principal word in a prepositional phrase that is used as an adverbial modifier.

They are fond *of playing cards*.

(d) As a subject.

Your doing this so carelessly causes much trouble.

(e) As an object of a transitive verb or a preposition.

He cannot avoid *making errors in his handwriting*. (object of a verb)

She is interested in *studying physics*. (object of a preposition)

(f) In an absolute phrase.

The sun rising up, the workmen set out to work.

(7) **Infinitive phrase.** A phrase containing an infinitive is called an infinitive phrase. (See Lesson 18.)

EXERCISE 1

Point out all the phrases in the following sentences and tell to which class each belongs:

1. The sons of the rich are seldom fond of work.
2. She answered without a moment's hesitation.
3. The boys, greatly terrified, were running away from the tiger.
4. His house lies beyond the post office.
5. The boy is fond of reading novels in the open.
6. No accident occurring, we shall arrive to-morrow.
7. It seemed to enjoy flying.
8. Reading books is a pleasant form of recreation.
9. Wasting money is a fault.
10. Hope lost, all is lost.
11. He saw a fox running across the field.
12. The teacher being sick, there was no school yesterday.
13. He will do it in a short time.
14. Looking up, we saw it.
15. The amassing of money is the miser's delight.

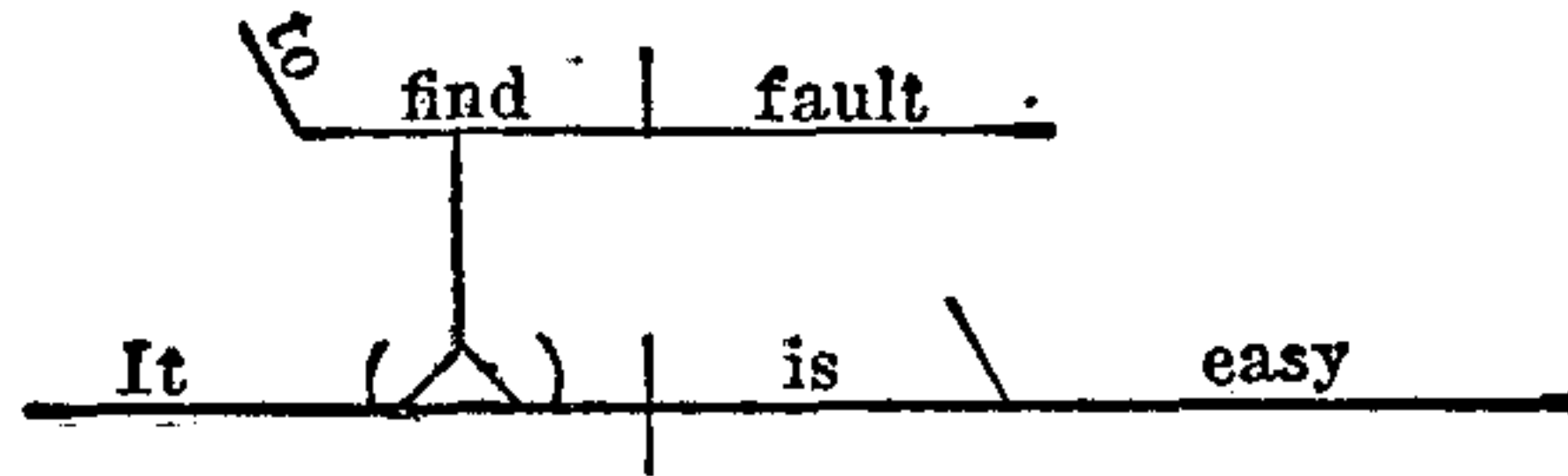
EXERCISE 2

Make sentences by using:

1. A prepositional phrase as an adjective.
2. A prepositional phrase as an adverb.
3. A participial phrase to modify a noun.
4. A conjunctive phrase to connect two clauses.
5. An infinitive phrase as a noun.
6. An infinitive phrase as an adjective.
7. An infinitive phrase as an adverb.

SUPPLEMENTARY EXERCISE No. 34

It is easy to find fault.



Note. The phrase “to find fault” explains the word “it.” It is the real subject. “It” is the expletive subject.

Diagram the following sentences according to the model given above:

1. It is useful to study.
2. It is pleasant to travel by train.
3. It is difficult to write well with a bad pen.
4. It is important to do this work first.
5. It is impossible to open the door.

LESSON THIRTY-FIVE

CLAUSES—KINDS OF CLAUSES

A clause is a sentence which forms part of a larger sentence.

Clauses are classified into two main classes:

- (1) Principal clause, and
- (2) Subordinate clause.

(1) A principal clause is one that does not depend upon another to complete its meaning.

(2) A subordinate clause is one that depends upon another to complete its meaning, and is subdivided into three kinds:

- (a) Noun clause.
- (b) Adjective clause.
- (c) Adverb clause.

(a) *Noun clause.* A subordinate clause which is used as a noun is called a *noun clause*.

I know *when I should come back*.

In this sentence the subordinate clause “when I should come back” is the object of the verb “know.” Thus it does the work of a noun, therefore it is a noun clause.

(b) *Adjective clause.* A subordinate clause which is used as an adjective is called an adjective clause.

I know the time *when I should come back*.

In this sentence the subordinate clause “when I should come back” is used as an adjective to modify the noun “time.” Thus it does the work of an adjective, therefore it is an adjective clause.

(c) *Adverb clause.* A subordinate clause which is used as an adverb is called an adverb clause.

I will come *when I should come*.

In this sentence the subordinate clause “when I should come” is used as an adverb to modify the verb phrase “will come.” Thus it does the work of an adverb, therefore it is an adverb clause.

EXERCISE 1

Point out the subordinate clauses in the following sentences and tell to which class each belongs:

1. I know that I shall make many mistakes.
2. That I shall pass is not certain.

3. He went away to the place where my brother lives.
4. He asked what was the matter.
5. He put the pencil where he found it.
6. The boy asked when I was going.
7. The boy came when I was going.
8. That was the time when I was going.
9. What you do is very wrong.
10. Some have pencils that are broken.
11. I saw him on the day when we went to Shanghai.
12. It seems useless to try to work when the heat is so great.
13. When the sun is very hot we cannot work very hard.
14. We sit where we can catch the breeze.
15. How I escaped I do not know.

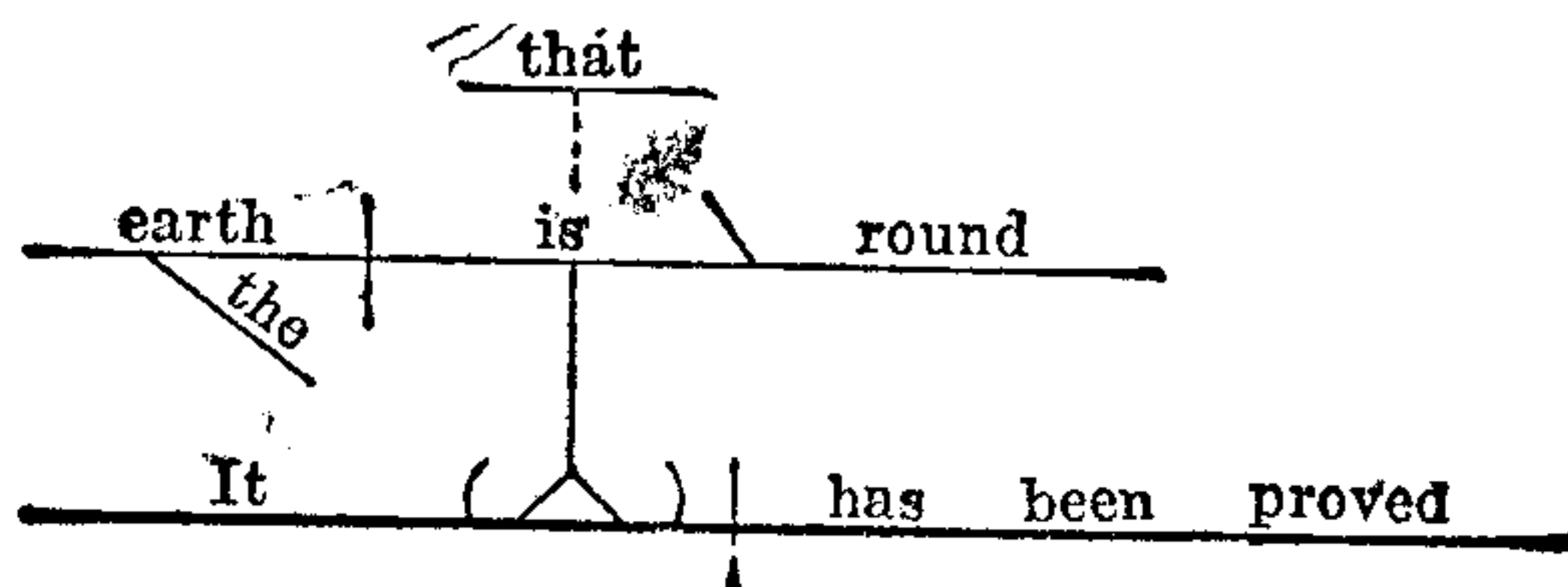
EXERCISE 2

Make sentences by using:

1. "That" to introduce a noun clause.
2. "What" to introduce a noun clause.
3. "Where" to introduce an adverb clause.
4. "When" to introduce an adverb clause.
5. "Before" to introduce an adverb clause.
6. "After" to introduce an adverb clause.
7. "Unless" to introduce an adverb clause.
8. "That" to introduce an adjective clause.
9. "Which" to introduce an adjective clause.
10. "Why" to introduce an adjective clause.

SUPPLEMENTARY EXERCISE No. 35

It has been proved that the earth is round.



Note. The expletive subject "it" has no meaning till explained by the noun clause which is the real subject.

Diagram the following sentences according to the model given above:

1. It is true that the man has no friends.
2. It seems strange that I have not seen you for so long a time.
3. It is said that the river is full of floating ice.
4. It is not known how many stars there are in the sky.
5. It seems to be wrong that you do it that way.

LESSON THIRTY-SIX

USES OF THE NOUN CLAUSES

The uses of the noun clause are illustrated in the following:

- (1) The noun clause may be used as subject.

That the earth is round is true.

What you do is quite wrong.

Why you do this puzzles me.

- (2) The noun clause may be used as object.

I know when you will go to Nanking.

He said that he was going at once.

It will ask of you, "What can you do?"

- (3) The noun clause may be used as object of a preposition.

Your future depends very much on who your companions are.

He knows nothing about where she has gone.

Birds have no sense of why they sing.

- (4) The noun clause may be used as complement.

A peculiarity of English is that it has so many borrowed words.

The question is, "Will you do it?"

His answer is, "I am sorry, sir."

(5) The noun clause may be used in apposition with a noun.

The rumor *that prices may go up* ought to make us careful.

It is a fact *that the earth is round*.

The news *that he died* alarmed us.

(6) The noun clause may be used as an explanatory modifier.

It has been proved that the earth is round.

It is believed that the earth has gravitation.

It is important that you should study first.

EXERCISE 1

Point out the noun clauses in the following sentences and tell how each is used:

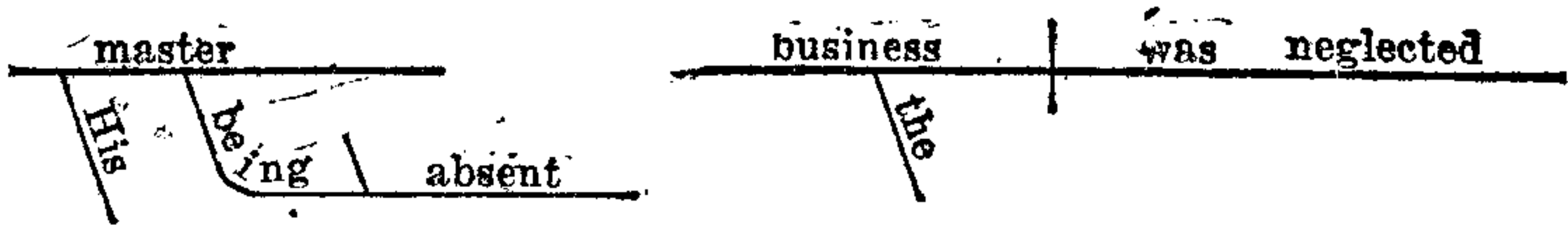
1. I hope that you will arrive safely.
2. That he found this out is very wonderful.
3. That he stole the book has been proved.
4. No one can tell how or when or where he will die.
5. It is believed that sleep is caused by a diminution in the supply of blood to the brain.
6. There has been some dispute about who wrote this book.
7. That stars are suns is the belief of astronomers.
8. Astronomers believe that stars are suns.
9. The belief of astronomers is that stars are suns.
10. The belief that stars are suns is held by astronomers.

EXERCISE 2

Make 6 sentences each containing a noun clause illustrating the various uses of it.

SUPPLEMENTARY EXERCISE No. 36

His master being absent, the business was neglected.



Note. In the above diagram, "his master being absent" is an absolute phrase. It has no grammatical connection with any other word in the sentence. Hence it stands on a separate line.

Diagram the following sentences according to the model given above:

1. His conduct, generally speaking, was honorable.
2. To confess the truth, I was wrong.
3. The sun having risen, the traveler went away from the hotel.
4. Our work done, we began to play.
5. The teacher having explained the lesson, the students closed their books.

LESSON THIRTY-SEVEN

ELLIPTICAL SENTENCES

In the English language, idiomatic usage allows, and sometimes requires, the omission of some words that, though necessary to the construction, are so easily understood and readily supplied by the mind that it would be mere waste of time to utter them.

Such an omission is called *ellipsis*, and the sentence that shows ellipsis is said to be elliptical.

Ellipses are often found after the following:

- (1) After auxiliary verbs: *will, shall, may, can, etc.*

Can you take pictures? Yes, I *can* (take pictures).

Will you help him? No, I *will* not (help him).

(2) After adverbial conjunctions: *so . . . as, as . . . as, than, if, as if, though, etc.*

He acts *as* (he would act) *if* (he were) mad.
This stone is not *so* heavy *as* that (is heavy).
He is more careful *than* I (am careful).

(3) After phrases: *as ever, as usual, etc.*

She is as pretty *as* (she has) *ever* (been pretty).
They are well *as usual* (in the manner which is usual to him).

Below are some other examples of very common occurrence:

(I) thank you.
(You) bring me that book.
Though (they are) tired out, they do not stop.
(I) please (you) pass me that pencil.
Many thanks (are due to you).
If (it is) possible, I will go.

EXERCISE 1

Supply the ellipses in the following sentences:

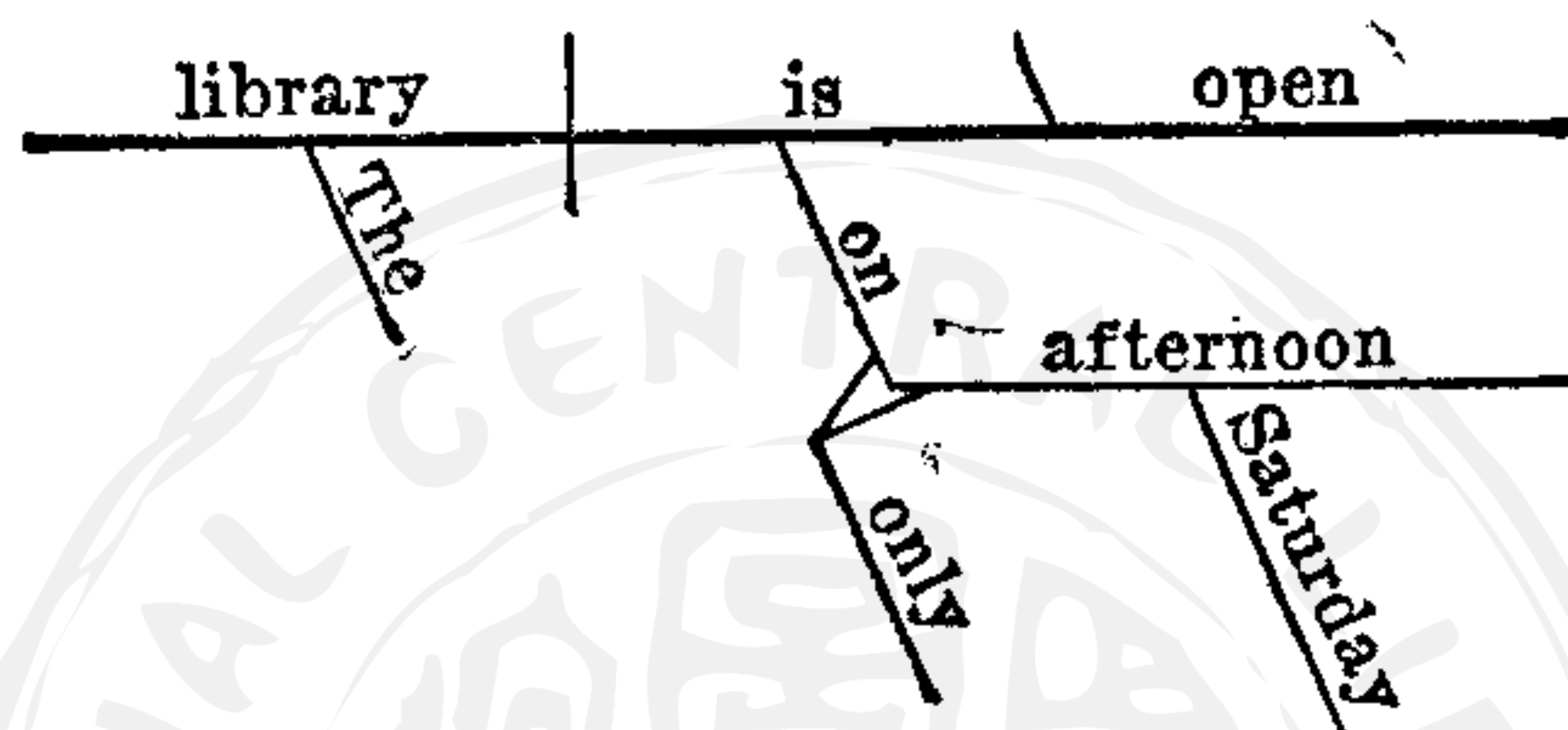
1. I like you more than he.
2. I like you more than him.
3. Kang is not so clever as his brother.
4. Father loves you better than me.
5. The dog runs as fast as the horse.
6. Please lend me your knife.
7. I will not take more than required.
8. He laughed as if he were mad.
9. He did you more harm than good.
10. I intend to go, right or wrong.
11. He is poor but honest.
12. He loves this cat as well as I.
13. He loves this cat as well as me.
14. She has never been abroad but I have.
15. I have known her longer than him.

EXERCISE 2

Make 5 elliptical sentences and tell what words are omitted.

SUPPLEMENTARY EXERCISE No. 37

The library is open only on Saturday afternoon.



Note. "Only" modifies the whole phrase "on Saturday afternoon."

Diagram the following sentences according to the model given above:

1. Genius can breathe freely only in the atmosphere of freedom.
2. All stores are closed only on Sundays.
3. A cat is much like a tiger.

LESSON THIRTY-EIGHT

DIRECT AND INDIRECT QUOTATION

(I) Direct Quotation. A direct quotation is the exact words that a person uses.

He said, "Money can do everything."

Cain asked, "Am I my brother's keeper?"

Peter cried out, "Master, save me!"

The teacher said to the boys, "Don't make noise."

The boy said, "Sir, will you please show me how to do it."

We see from the above examples that a direct quotation may be:

1. A statement.
2. A question.
3. A command.
4. An entreaty.
5. An exclamation.
6. A prohibition.

In making direct quotations the following rules must be strictly observed:

(a) The direct quotation must be inclosed within quotation marks (“ ”).

(b) The first word of a direct quotation must always begin with a capital letter.

(c) The direct quotation must be immediately followed by a proper punctuation mark; that is, a period (.) for a statement, a command, or a request; an interrogation point (?) for a question; and an exclamation mark (!) for an exclamation.

(d) The direct quotation is generally separated from the introductory word by a comma (,), and sometimes by a colon (:) when it is formally introduced.

(II) **Indirect Quotation.** An indirect quotation is the repetition of the speech or thought of a person, but not the exact words used by him.

Tom said that he was very sorry.

She replied, that she would prove what she had said to be true.

The manager asked if the letters had been sent.

They asked where he lived.

In changing direct quotation into indirect quotation, the following rules should be followed:

(A) All quotation marks should be omitted.

He said, "Where does she live?" (direct)

He asked where she lived. (indirect)

(B) All pronouns in the first person and second person must be changed into corresponding pronouns in the third person.

The master said, "I am at home." (direct)

The master said that *he* was at home. (indirect)

The boy said, "How are *you*?" (direct)

The boy asked how *he* was. (indirect)

There are two exceptions to this rule:

(1) One of the exceptions is that, when a person reports his own speech, the pronoun in the first person is retained; as,

I said, "I am quite well." (direct)

I said that *I* was quite well. (indirect)

(2) The other exception is that, when the person reporting the speech and the person to whom the speech is made are the same, then, the pronoun in the second person will be changed into the corresponding pronoun in the first person. This case usually occurs when a command or an order is reported; as,

He said, "(You) come." (direct)

When changed into indirect quotation, this sentence can be written in three different ways:

1. He said that *I* was to come. (indirect)

2. He told *me* to come. (indirect)

3. He told *me* that *I* was to come. (indirect)

(C) All present tenses should be changed into past tenses and past tenses into past perfect tenses. (See examples under (D) below.)

Exception to this rule. If the direct quotation relates to some general or universal truth, then the present tense in the direct quotation is not changed into its corresponding past, but remains in the present tense; as,

He said, "The earth *moves* round the sun." (direct)

He said that the earth *moves* round the sun. (indirect)

He said, "God *rules* and *governs* all things." (direct)

He said that God *rules* and *governs* all things. (indirect)

(D) Change *this* into *that*, *these* into *those*, *here* into *there*, *now* into *then*, *yesterday* into *the previous day*, *to-day* into *that day*, *to-morrow* into *the next day*, *come* into *go*, *shall* into *should*, *will* into *would*, etc.

He said, "This man is innocent." (direct)

He said that *that* man was innocent. (indirect)

The father said, "These are yours." (direct)

The father said that *those* were his. (indirect)

They said, "When *will* he *come here*?" (direct)

They asked when he *would go there*. (indirect)

He said, "What time is it *now*?" (direct)

He asked what time it was *then*. (indirect)

He said, "I saw it *yesterday*." (direct)

He said that he had seen it *the previous day*. (indirect)

He said to them, "Are you going to Amoy *to-day*?" (direct)

He inquired of them whether they were going to Amoy *that day*. (indirect)

He said, "Will you *come here to-morrow*?" (direct)

He asked if he *would go there the next day*. (indirect)

Exception to this rule. If "this," "here," "now," etc. refers to some object, place, or time that is present to the speaker when he reports the speech, then no change of the adjective, adverb, or verb is made in the indirect form.

He said, “*This is my book.*” (direct)

He said that *this* was his book. (indirect)

He said, “*They will come here.*” (direct)

He said that they would *come here*. (indirect)

(E) The subject of the verb in an indirect question is placed before the predicate verb as in a statement.

“*Are you a doctor?*” (direct)

He asked whether *he* (or *I*) was a doctor. (indirect)

Indirect questions may be introduced by the subordinate conjunctions *whether* (whether . . . or) and *if*.

“*When do you go home?*” (direct)

He asked him (or me) when he (or I) went home. (indirect)

He said to them, “*Why did you take exercises?*” (direct)

He asked them why they took exercises. (indirect)

He said to his friend, “*How are you?*” (direct)

He asked his friend how he was. (indirect)

He said, “*Where is it?*” (direct)

He asked her where it was. (indirect)

He said, “*Have you got it?*” (direct)

He asked her whether she had got it. (indirect)

He said, “*Do you like oranges?*” (direct)

He asked if he (or I) liked oranges. (indirect)

(F) The auxiliary *to do* is omitted in an affirmative indirect question, but it is retained in a negative question.

He said, “*Did you see it?*” (direct)

He asked her whether she had seen it. (indirect)

He said, “*Don't you want to leave here?*” (direct)

He asked him whether he *didn't* want to leave there. (indirect)

Sometimes there is an uncertainty as to whether the pronoun “*he*” in the indirect quotation refers to the person speaking or to the person spoken to.

Lee said to Han, "I am wrong." (direct)

Lee said to Han, "You are wrong." (direct)

Lee said to Han that he (who?) was wrong. (indirect)

This uncertainty can only be made by inserting the name of the person intended after "he."

Lee said to Han that he (Han) was wrong. (indirect)

EXERCISE

Change the following sentences into indirect form:

1. He asked, "Where do you live?"
2. The beggar cried, "Pity me!"
3. He said, "Are you going to Nanking?"
4. "This man was with him, too," said he.
5. He asked, "Do you want to get well?"
6. Miranda said, "I am your wife if you will marry me."
7. "Why did you come so late?" said he.
8. He said, "Most of the boys understand this lesson."
9. He asked, "When are you going to give me that book?"
10. "Why did your father send you to this school?" asked he.
11. She said, "I have a pencil in my hand."
12. They say, "The train seems to be rather late."
13. "After school I am going to have a game of football," said he.
14. They said, "We must write our exercises very carefully."
15. He said, "Many people are walking along the road."

SUPPLEMENTARY EXERCISE No. 38

Have birds any sense of why they sing?

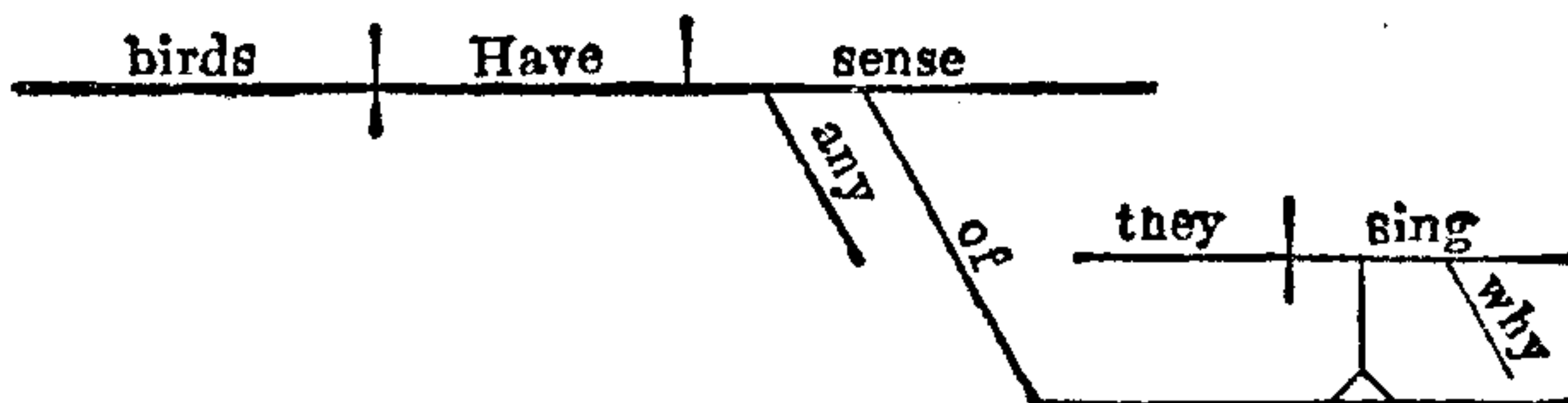


Diagram the following sentences according to the model given above:

1. I will give this to whoever wants it.
2. My answer will depend on who asks the question.
3. Your future depends very much on who your companions are.
4. Except that he has some money he is really nobody.
5. There has been some dispute about who started the war.



LIST OF THE MOST COMMON IRREGULAR VERBS

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
abide	abode	abode
awake	awoke, awaked	awaked
be, is, or am	was	been
bear (to bring forth)	bore	born
bear (to carry)	bore	borne
beat	beat	beat, beaten
begin	began	begun
bend	bent	bent
beseech	besought	besought
bid	bade	bidden
bind	bound	bound
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
build	built	built
burn	burned	burned, burnt
burst	burst	burst
buy	bought	bought
can	could	
cast	cast	cast
catch	caught	caught
choose	chose	chosen
clothe	clothed, clad	clothed, clad
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
dare	dared, durst	dared
deal	dealt	dealt

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
dwell	dwelt	dwelt
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fied
fly	flew	flown
forget	forgot	forgotten
forsake	forsook	forsaken
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung	hung
hang	hanged	hanged
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lade	laded	laden
lay	laid	laid

List of Irregular Verbs

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<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
seek	sought	sought
sell	sold	sold
send	sent	sent
say	said	said
see	saw	seen
set	set	set
shake	shook	shaken
shave	shaved	shaved, shaven
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
slay	slew	slain
sleep	slept	slept
slide	slid	slid
smell	smelt	smelt

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
sow	sowed	sown
speak	spoke	spoken
speed	sped	sped
spend	spent	spent
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
strive	strove	striven
swear	swore	sworn
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
wake	waked, woke	waked, woke
wear	wore	worn
weave	wove	woven
weep	wept	wept
win	won	won
wind	wound	wound
write	wrote	written

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