

高 等 英 文 典

**HIGHER ENGLISH
GRAMMAR**

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HIGHER ENGLISH GRAMMAR

BY

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HIGHER ENGLISH GRAMMAR

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高等英文典敍

吾國學子之習英文亦有年矣，而未得爲盛，近者世界大通，吾國教育，亦不能不與世界大勢相應，各學堂於是以前英文爲必修科，由此以往，習之者當日益衆，自不待言，顧吾國學校所用之英文教科書，枝節凌亂，罕得善本，大率取材於英美人所編輯者，其未能切東亞之情事，而墨守師承，以施教術，不待智者而後見也，文典一門，取徑艱深，尤爲學者所病，是不可不亟求適宜之書，以惠來者，日本英文學大家神田子爵有初等中等高等英文典各一冊，層級井然，敍述明暢，洵爲一時之冠，論文時純用國文，更便初學，惟原書爲日本人所作，所選材料，不合我國之用，因一一改譯之，而於原書美善之點，則絲毫不失，吾知是編一出，而鄉者習英文典之艱苦，可以盡去，而區區輸納文明之忱，亦得稍慰也，校印既畢，述此數語，以冠卷端，譯者識。

譯 例

- 一 此冊繼中等英文典而作、所談文法、頗已割晰入微、足供中學堂高級英文學生之用、讀者必先習中等英文典、而後問津、則繼長增高、所得必多、否則不第扞格、且恐難有實濟也。
- 二 文典爲迴環尋常之學科、因便初學起見、不得不力求簡明、故此編所講授者、程度頗高、而仍以簡明爲主、學者庶無荆棘之歎、如編內所論各種字之用法、俱分附於各論之下、不再別立部分、即此意也。
- 三 習文典以練習爲要、此編所輯已頗豐富、願授之者、不宜以此自限、乃當於學生同時所用之讀本中廣爲蒐採、取以印證、則更有益。
- 四 編內各章、間有首列分類表者、蓋所以醒學者之目、期其易鑄於腦府也、
- 五 原書所引日本事物、俱已改作吾國故實、而語氣文理、絲毫未走、一仍中等英文典之例、譯音之法亦如之。
- 六 葉底細註、援引通行諸字文典、及中等英文典之章節、以相發明而求透澈。

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HIGHER ENGLISH GRAMMAR

SECTION I

THE PARTS OF SPEECH

CHAPTER I.—THE NOUN

INTRODUCTORY TABLE

Classes	Modifications.			
	Number	Person	Case	Gender
Proper	Singular	First	Nominative	Masculine
Common*		Second	Possessive	Feminine
Collective	Plural	Third	Objective	Common
Material				Neuter
Abstract				

§ 1.—PROPER NOUNS

1. A **proper noun** is said to be **used as a common noun** when it is applied to something that resembles the original possessor, of the name.

I wish to become AN EDISON (*a great inventor like Edison*).

Shanghai is THE NEW YORK of China (*the greatest commercial city in China, just as New York is the largest city in the United States*).

ALPS on ALPS (*great difficulties in succession*) arose in his path.

I hope there may be many future NAPOLEONS (*great generals like Napoleon*) among these young soldiers.

2. Proper Nouns and the Definite Article.

The following proper nouns usually take the definite article:

(a) *Names of rivers, oceans, seas, gulfs, straits:* as, THE Rhine, THE River* Rhine, THE Pacific, THE China Sea, THE Gulf of Mexico (or THE Mexican Gulf), THE Strait of Gibraltar.

But not names of lakes: as, Lake Balkash, Lake Baikal, Lake Erie.

(b) *Names of public buildings or institutions:* as, THE Higher Normal School, THE Temple of Confucius (孔廟), THE Interior Department (內務部).

(c) *Names of ships and fleets:* as, THE Empress of Japan, THE Mongolia, THE Standing Squadron.

(d) *Names of emperors and empresses:* as, THE Emperor William, THE Empress Josephine. (But: King George, Queen Mary.)

(e) *Names of books and journals:* as, THE Bible, THE Sketch-Book, THE Shanghai Times, THE Progress (進步報).

Exception: *Names of persons used as titles of books.*

*Also with a small letter, "the river Rhine."

• He is reading **MENCIUS** (孟子).

ROBINSON CRUSOE is my favorite book.

(f) *Some plural names:* as, **THE Alleghenies**, **THE Himalayas** (*mountain ranges*); **THE Loochoo Isles**, **THE Philippines** (*archipelagoes*); **THE United States of America** (*country*); **THE Rothschilds** (羅哲德 [歐洲大富族] 家族全體), **THE Thompsons**, **THE Lees** (諸李) (*families*); **THE Chinese** (中國國民全體), **THE Japanese**, **THE English**, **THE French** (*nations*); **THE Christians** (耶穌教徒全體), **THE Buddhist** (佛教徒全體) (*sects*).

3. Proper Nouns and the Indefinite Article. A proper noun denoting a single member of a family, nation, or sect takes the indefinite article: **A Chinese**,* **A Japanese**, **AN Englishman*** (not "*an English*"), **A Frenchman*** (not "*a French*"),* **A Christian**,* **A Buddhist**.*

Her father is **A Chên**, and her mother **A Chu**.*

Compare:

{ He is **Wong**. (彼即王姓).
 { He is *a Wong*. (彼乃一王姓者).

4. Special Uses of Articles with Proper Nouns. Proper nouns take

*These nouns (and some in the preceding paragraph too) may as well be regarded as common. The student should not bother himself so much about the classification. It will be sufficient if he masters the use of capitals and articles.

(a) *The definite article when preceded by adjectives.*

THE AMBITIOUS Cæsar, THE DAUNTLESS Samson, THE WISE Solomon.

THE FARSIGHTED John took every caution not to offend THE QUICK, DARING Peter.

Exception: *When the adjective is "old," "young," "little," "dear," "good," or "poor."*

(b) *Either the definite or the indefinite article when used as common nouns. (Already shown in ¶ 1.)*

(c) *The indefinite article when they are introduced as names of hitherto unknown persons.*

Her music teacher is A Miss Dan.

This letter is from A certain Parker (*one* Parker*).

(d) *The definite article when the names of languages are applied to some particular words.*

"Flower" is THE English for THE Chinese "hua."

(Compare: To him *English* is easier than *Chinese*.)

EXERCISE I

(a) *Point out those proper nouns used as common and explain their meaning:*

1. It is a common saying that Japan is the England of the East.

2. Such a grave national question can only be settled by a Pitt or a Wellington.

*See under "Adjective Pronouns," Chapter II.

3. There have been but few Miltons in the world.

4. He is a great astronomer; indeed, he is the Newton of the present day.

5. Who knows but that there may be many future Watts and Stephensons studying in that school?

(b) *Correct the errors:*

1. Pacific is larger than Atlantic.

2. Both middle-autumn and christmas this year fall on sunday.

3. United States of America at last succeeded in taking the whole of Philippines.

4. His father was Wong, and his mother Lee.

5. The little Mary and her brother are going to school.

6. Though he is Chinese, he cannot speak the Chinese with ease.

7. Szemo Chien (司馬遷) writes of loyal Chü Yuen (屈原) in Shih Ke (史記) in exceedingly high terms.

8. His teacher is an English.

9. People speak of Rothschilds as the richest family in Europe.

10. Himalayas are the highest mountain range in the world.

§ 2. COMMON NOUNS

(Collective nouns included)

5. **Collective nouns** are, in fact, a kind of **common nouns**, and can be made plural.

Several **GROUPS** of children were playing in the garden.

There are fifty **FAMILIES** in the village.

Thus the combined **FLEETS** of France and Spain were at last crushed by Nelson.

6. Noun of Multitude. A collective noun is so called when it means not a whole body collectively but the individuals composing it.

It is then **plural in sense** though **singular in form**, and requires a plural verb when used as the subject.

Collective Nouns

The **AUDIENCE** *was* very small.

There *is* but one **FAMILY**.

The French are *a* polite **PEOPLE** (*nation*).

The **CAVALRY** *was* victorious.

Nouns of Multitude

The **AUDIENCE** (hearers) *were* satisfied.

My **FAMILY** (*members of the family*) are all well.

PEOPLE (*men in general*) say he is very rich.

The **CAVALRY** (*the men belonging to it*) were taking dinner.

It will be noticed that a **noun of multitude** does not take the plural sign "s," while a true collective noun does, as shown in the preceding paragraph.

7. Some Common Nouns Always in the Plural. These are mostly names of those things that are each composed of two or more parts.

SCISSORS, TONGS, DRAWERS (袴也, 非抽屜), SPECTACLES, ARMS (軍器), ASHES, RICHES (財寶), THANKS.

When we wish to define the number or the amount of these things, we use the words

A PAIR of scissors; THREE SETS of arms; A CARTLOAD of ashes; IMMENSE riches; A THOUSAND thanks.

8. Nouns Alike in Both Numbers. Besides such as "deer," "sheep," "fish," "pair," the following should also be noticed:

<i>Singular</i>	<i>Plural</i>
The REST of the water <i>was</i> thrown away.	The REST of the pupils <i>were</i> all rewarded.
There <i>is</i> PLENTY of ice here.	There <i>are</i> PLENTY of books here.

The Japanese SEN and YEN also fall under this head.

9. Common Nouns in a Compound Adjective* Denoting Number. These, though really plural, are not inflected as such.

This is an EIGHT-DAY clock.

(Compare: It took me eight *days*.)

Even a FIVE-YEAR old child can do this.

(Compare: The child is five *years* old.)

I gave him a TEN-DOLLAR note.

(Compare: I gave him ten *dollars*.)

10. Foreign Plurals. Below are given some of these.

*See under "Qualifying Adjectives," Chapter III.

<i>Singular</i>	<i>Plural</i>
AXIS (Lat.) 軸	AXES (<i>pron.</i> aksēz)
CRISIS (Lat.) 危機	CRISES (<i>pron.</i> crisēz)
MEMORANDUM (Lat.) 備忘 錄	MEMORANDA (<i>Eng. pl.</i> MEMO- RANDUMS)
PHENOMENON (Gr.) 現象	PHENOMENA
RADIUS (Lat.) 半徑	RADII (<i>pron.</i> rādīi. <i>Eng. pl.</i> RADIUSES)

11. Common Nouns and the Definite Article. That the definite article particularizes a noun holds good with all the classes of nouns.

But there are to be noticed some special uses of it with singular common nouns.

(1) *When the individual represents the whole class.*

THE HORSE is a noble animal (*Horses* are noble animals).

THE CHINESE regard THE PLUM BLOSSOM as an emblem of purity.

THE STUDENT should always be obedient and attentive.

Exceptions: "*Man*" and "*woman*."

MAN is the lord of all beings.

WOMAN has, in general, much stronger propensity than MAN to the discharge of parental duties.—*Cowper*.

(2) *When the noun is used in an abstract sense.**

Thus he saved the beggar child, quite forgetting THE LORD (*his dignity as a lord*) in THE MAN and (THE) FATHER (*his human sympathy and fatherly feeling*).

*See Nesfield's "English Grammar Series," **Book IV**, p. 169.

THE PEN (*literary influence*) is mightier than THE SWORD (*military power*).

(3) *When the noun denotes measurement after the preposition "by."**

These handkerchiefs are sold BY THE DOZEN.

I have hired the men BY THE DAY.

They may be counted BY THE THOUSAND (*by thousands*).

12. Common Nouns and the Indefinite Article. Besides generalizing, the indefinite article may also denote

(1) *The sense of "one."*

He will return in A DAY or two (in *one* or two days).

A BIRD (*one bird*) in the hand is worth two in the bush.

Birds of A FEATHER (*one feather, or the same kind*) flock together.

(2) *The sense of "per."*

The meeting is held twice A MONTH.

We walked at the rate of three miles AN HOUR.

EXERCISE II

Correct the errors:

1. Was the rest of the houses all saved?
2. The infantry wears dark blue trousers.
3. There were many peoples quarreling.
4. Sheeps do not thrive in Japan.

* See Dixon's "How to Use the Articles" (4th edition), p. 12.

5. The woman is not inferior to the man, but quite different.
6. She sewed two drawers for her father, for which he gave her a pretty scissor.
7. His family is all very well.
8. Tea plant is not grown in Europe.
9. How often one month do you write to your family?
10. I offer you my hearty thank.
11. I have bought an eight-days clock.
12. Our empire has passed through many crisis.
13. As he is nearsighted, he is going to buy a spectacle.
14. Many a building have been reduced to ash through the mischief of child.
15. I have never seen a hundred years old man.
16. We have hired the bicycle by a day.
17. The maid milks the cow three time the day.
18. The infantry were defeated, but the cavalry were victorious.
19. It cost me seven yens and fifty sens.
20. There is plenty of pen and pencil.

§ 3. MATERIAL AND ABSTRACT NOUNS

13. A **material noun** is said to be used as a **common noun** when it is applied, not to the

material itself, but to some kind of it, or something made of it.

Material

{ Can neither take "a" ("an")
nor be made plural. }

He manufactures POWDER.

IRON is a useful metal.

We use PAPER to write
upon.

Common

{ Can either take "a" ("an")
or be made plural. }

This is A dangerous POW-
DER (a dangerous kind
of powder).

He was put in IRONS (fettors
made of iron).

{ He read A PAPER on
"China's Commercial
Future" (論文).

{ It is reported so in to-day's
PAPERS (newspapers).

"Papers" should not be used for "sheets of paper."

14. Common Error in the Use of Material Nouns. Such a Chinese sentence as "彼橋是木的" is apt to be translated:

"That bridge is wood," instead of "That bridge is (built) of wood."

Incorrect

My watch is GOLD.
Our house is STONE.
This shirt is FLANNEL.

Correct

My watch is (made) OF GOLD.
Our house is (built) OF STONE.
This shirt is OF FLANNEL.

15. An abstract noun is said to be used as a **common noun** when it is applied, not to the abstract quality or action itself, but to a result, a possessor, or an instance of it.

Abstract

{ Can neither take "a" ("an")
nor be made plural. }

There is no RELATION between them.

AUTHORITY is apt to be abused.

Knowledge is POWER.

TIME flies like an arrow.

CRUELTY should be avoided.

He earns his bread by WRITING.

Common

{ Can either take "a" ("an")
or be made plural. }

He is a RELATION of mine.

The AUTHORITIES (當局者) are investigating the matter.

The POWERS (列國) are consulting about the affair.

{ These are signs of the
TIMES. (時勢).

{ I went there two or three
TIMES.

They committed many CRUELTIES (殘酷之事).

He is fond of Cowper's WRITINGS (著作).

16. Abstract Nouns Used as Titles. This is but another instance of the use explained above.

Majesty (陛下), *Highness* (殿下), *Excellency* (閣下).

THEIR MAJESTIES the Emperor and Empress have honored the meeting with their presence.

HIS IMPERIAL HIGHNESS (or H. I. H.) the Crown Prince is staying at the Eastern Palace.

They say YOUR EXCELLENCY is (*you are*) going to resign.

Notice that when such a title is used in place of "you" as subject, the verb is in the **third person**.

17. An Abstract Noun Used as Subjective Complement. It is then accompanied either by *all* or *itself*, and shows that the quality is possessed in an uncommon degree.

He is ALL KINDNESS (*extremely kindly*) to me.

"She was ALL LIFE and GLADNESS" (*extremely lively and glad*).

He is AVARICE ITSELF (*an incarnation of avarice* 貪婪之至).

18. Abstract Nouns Misused for Adjectives. Some students are especially warned against this error.

Incorrect

I am SICKNESS.
He is very PATIENCE.

Correct

I am SICK.
He is very PATIENT.

EXERCISE III

(a) *Classify the italicized nouns:*

1. What does *water* consist of?
2. He is interested in the study of mineral *waters*.
3. The *nobility* of his character is universally recognized.
4. The *nobility* are generally envied.

5. He has a good *memory*.
6. In *diligence* and *memory* he is second to none.
7. She was a *beauty* in her youth.
8. *Beauty* is but skin-deep.
9. Most animals eat *grass*.
10. The botanist has found a new *grace*.
11. Who is not struck with *wonder* at that grand *sight*?
12. I wish I could see the seven *wonders* of the world.
13. *Teaching* is no easy task.
14. We should always remember the *teachings* of the wise and the learned.
15. He was soon out of *sight*.

(b) *Correct the errors:*

1. I have never heard more eloquent speech.
2. He is rather idleness, but his brother is a little study.
3. He is very fond of a wine.
4. Our school is wood, but theirs is brick and stone.
5. He has done me kindness.
6. Please give me some papers; I am going to write composition.
7. I am sure Your Excellency are aware of it.
8. The engineer was ordered to build it iron.

(c) *Rewrite the italicized parts by using suitable adjectives:*

1. The members were *all attention* during his speech.
2. The landlady was *all courtesy*.
3. To every visitor he was *hospitality itself*.
4. The students are *all eagerness* to join the excursion.
5. He is *cruelty itself* in treating his employees.

§ 4. CASE

19. The Meaning of the Possessive Case.

Besides the possessor, the possessive case may also denote*

- (1) *The author, inventor, or discoverer:* as, SCOT'S novels, WEBSTER'S dictionary, EDISON'S phonograph, MARCONI'S wireless telegraphy.
- (2) *The agent:* as, the EMPEROR'S departure, the PREMIER'S resignation, FATHER'S return.
- (3) *The object:* as, a GIRLS' school (a school with the object of educating girls); a CHILDREN'S hospital (a hospital with the object of treating children).

20. Separate Possession and Joint Possession.† The difference is shown by whether the possessive sign is added to all the nouns joined by "and" or only to the last one.

*See Seymour, p. 10.

†See Meade's "English Language and Its Grammar," p. 64.

Separate possession

These are Titian's and Giovanni's pictures.

Both Titian's and Giovanni's pictures are pretty.

Joint possession

This is Titian and Giovanni's picture.

Titian and Giovanni's pictures are pretty.

21. "That watch of your brothers."

This is but a convenient and refined way of expression for the two ideas, "Your brother's watch," and "That watch," which would be too clumsy, if combined as "*Your brother's that watch.*" It does not imply that "*your brother*" has more than one of the thing named, although the somewhat similar expression "*A friend of your brother's*" does.

THAT FATHER OF CLARK'S is very humble.

(葛拉克之父乃甚謙遜)

We should sacrifice everything for this land of our FATHERS'.

(爲我祖宗之國土當犧牲萬事)

How fine is THAT HORSE OF YOUR FATHER'S!

THIS OVERCOAT OF MY BROTHER'S is already worn out.

22. The use of the possessive case is limited to*:

(1) Nouns of *persons* and *animals*.

The EMPEROR'S anxiety; JOHN'S father; a HORSE'S tail.

(2) Nouns of *sublime objects*.

The SUN'S heat; the MOON'S disk; the EARTH'S surface; the COUNTRY'S welfare; the RIVER'S flow; the OCEAN'S roar.

*See Nesfield, p. 22 and Seymour, p. 9.

(3) Nouns of *time, distance, or weight.*

AN HOUR'S walk; TWO WEEKS' absence; YESTERDAY'S dictation; TO-DAY'S paper; LAST YEAR'S income; FIFTY MILES' journey; TWO POUNDS' weight.

(4) Nouns in some *familiar phrases.*

Let us do so FOR CONVENIENCE' SAKE (便宜上) (not "convenience's sake").

I have those poems AT MY FINGERS' ENDS (爛熟).

There was a pond WITHIN A STONE'S THROW of the inn (投石之距).

Having failed in the attempt, he was AT HIS WITS' END what to do (不知所措).

At last we were AT OUR JOURNEY'S END.

23. Nouns of Personified Objects. An abstract quality or inanimate object is often spoken of as if it were a living thing. This is called **personification**, and nouns of these personified objects may be in the possessive case just like names of persons.

He always listened to NATURE'S silent teachings.

Be always prompt at DUTY'S call and never listen to TEMPTATION'S whisper.*

EXERCISE IV

Correct the errors, if any:

1. This knife's handle is of horn.
2. Yesterday's meeting was a great success.

*Personified nouns are often treated as proper and begun with a capital letter.

3. This ink's color is bad.
4. This class's students are all diligent.
5. I saw it at your father'.
6. Please pardon him for mercy's sake.
7. What is the Queen's age of England?
8. He is English literature's teacher.
9. Can any one lift up that powder's hundred pounds' weight?
10. That book's price is very high.
11. Who is not enraptured by Music's sweet melody?
12. The King's place of England is very magnificent.
13. I saw your friend in the street yesterday. Can you guess who it was?

§ 5. GENDER AND PERSON

24. Gender in nouns, though not so important in itself, should receive due share of attention, as it has much to do with the use of pronouns representing them.

25. Gender of Nouns Denoting Personified Objects. The usual rule is to regard strong, great, or sublime things as males, and tender, inferior, or beautiful ones as females.

<i>Masculine</i>	<i>Feminine</i>
<p>“SUN,” “DEATH” “ANGER”</p> <p>The SUN drove away the clouds with HIS powerful rays.</p> <p>I fear not DEATH. Let him come!</p>	<p>“MOON,” “MERCY” “PEACE”</p> <p>The MOON shed her mild light upon the scene.</p> <p>Let PEACE forever hold HER sway over the earth.</p>

Names of countries, when not used as such, but as **names of nations**, are treated as feminine nouns.

{ CHINA is a great country. It embraces China Proper, Manchuria, Mongolia, Chinese Turkestan, and Tibet, and ITS climate is very varied. (*As a country.*)

{ CHINA must recreate HER navy in order that SHE may be able to protect HER interests abroad. (*As a nation.*)

A ship is always regarded as a feminine being.

SHE has capsized with all HER crew on board.

26. The Definite Gender for the Common Gender. Notice the following:

MAN is mortal. (“WOMAN” included.)

The HORSE is a noble animal. (“The MARE” included.)

A cow has no front teeth. (“An ox” included.)

27. Gender Ignored in Names of Animals.

This often happens when the question of sex is considered immaterial, and the noun is represented by the neuter pronoun “it.”

The LION is strong enough to kill a HORSE with ITS sharp teeth and claws, and then drag IT away to ITS den in the forest. (*Masculine ignored.*)

A fox caught a HEN and killed IT. (*Feminine ignored.*)

“*Baby*” and generally “*child*” are treated in like manner.

The BABY was playing with ITS toys.

The CHILD seems to have lost ITS way.

28. The First and the Second Person Rarely Found with Nouns. The question of person is of little importance with nouns, as they are almost always in only one person—the third. Still they are sometimes found in the first or second, as in the following:

<i>First Person.</i>	{	We STUDENTS should not do any such thing. I, PETER, will never retreat a step.
<i>Second Person.</i>	{	Where are you going, DAVID? You BOYS should be always obedient.

EXERCISE V

Fill the blanks with suitable pronouns representing the italicized nouns:

1. As the *dog* saw the *cat*,——began to bark and ran after——.

2. A poor *child* was shivering in the snow, with——hat blown off.

3. *England* will not hesitate to fight in order to protect——interests.

4. *China* is a vast country.——covers an area larger than that of Europe.

5. *China* is doing——best to extricate——from——present dangerous condition.

6. *Spring* will soon return to salute us with——happy smiles.

7. *Anger* darted——fiery glance.

8. As the *Kiangtien* (江天) has finished——repairs,——will shortly weigh anchor.

9. The *baby* was found alive at —— dead mother's side.

CHAPTER II. THE PRONOUN

INTRODUCTORY TABLE

<i>Classes</i>	<i>Examples</i>
<i>Personal</i>	I, you, he, they
<i>Possessive</i>	mine, yours, theirs
<i>Relative</i>	who, which, what
<i>Interrogative</i>	who? which? what?
<i>Adjective</i>	this, that, such, each

§ 1. PERSONAL AND POSSESSIVE PRONOUNS

INTRODUCTORY TABLES

I. Simple Personal Pronouns

	<i>Singular</i>			<i>Plural</i>		
	<i>Nom.</i>	<i>Poss.</i>	<i>Obj.</i>	<i>Nom.</i>	<i>Poss.</i>	<i>Obj.</i>
<i>1st Person</i>	I	my	me	we	our	us
<i>2d Person</i> {	you	your	you	you	your	you
	(thou)	(thy)	(thee)			
<i>3d Person</i> {	he	his	him	they	their	them
	she	her	her			
	it	its	it			

II. Reflexive (or Compound) Personal Pronouns

	<i>Nom.</i>	<i>Poss.</i>	<i>Obj.</i>	
<i>1st Person</i>	myself	my own	myself	
<i>2d Person</i> {	yourself	your own	yourself	
	(thyself)	(thy own)	(thyself)	
<i>3d Person</i> {	himself	his own	himself	
	herself	her own	herself	
	itself	its own	itself	
<i>1st Person</i>	ourselves	our own	ourselves	<i>Plural</i>
<i>2d Person</i>	yourselves	your own	yourselves	
<i>3d Person</i>	themselves	their own	themselves	

III. Possessive Pronouns

	<i>Singular and Plural</i>		
<i>Nom. & Obj.</i>	mine	(thine)	his, hers
	ours	yours	theirs

29. The solemn form of the second person singular, "thou (*thy, thee*)," is not used in daily language, except by the Quakers, or in such particular cases as the following:

Solemn Style. { O THOU Almighty God!
 { O my country! THY welfare is all I care
 { for!

Contempt. Begone, THOU scoundrel! How I hate THEE!

30. Indefinite Use. Personal pronouns are often used in an indefinite or general sense.

WE (*men in general*) are apt to despise those who are below US (*them*).

Whenever YOU (*men*) see an ant, YOU (*they*) will find it working.

HE who (*any one* who) is diligent, will surely succeed.
 (Compare: *Those* who are diligent will surely succeed.)

{ THEY (*exporters in general*) export a great deal of rice every year.

{ Why do THEY (*the authorities*) not establish a girls' school here?

{ THEY (*people*) say that he intends to go abroad.

{ THEY tell me that she is a great musician.

“*They*” in this use is omitted in the passive construction.

{ A great deal of rice is exported every year.
 { Why is not a girls’ school established here?
 { It is said that he intends to go abroad.
 { I am told that she is a great musician.

Besides the indefinite use of “*it*” for time, weather, or distance,* the following should also be noticed:

Is *IT* well with you? (*Are you well?*)

How is *IT* with your child? (*How is your child?*)

It is always so with him. (*It is always the case with him.*)

(彼常如此).

It is all up with him. (*It is all over with him.* 彼已無望矣—said either of a case of sickness or failure.)

31. Emphatic Demonstrative Use of “*It*.” This is seen when it is used to emphasize the subject, object, or adverbial modifier.

*Subject, Object, or Adverbial
 Modifier in Ordinary
 Construction.*

THEY have quarreled.

A BOY killed it.

He teaches me THIS BOOK.

He started YESTERDAY.

*Subject, Object, or Adverbial
 Modifier in Emphatic
 Construction with “*It*.”*

It is THEY that have quarreled.

It was a BOY that killed it.

It is THIS BOOK that he teaches me.

It was YESTERDAY that he started.

* See the author’s “Intermediate English Grammar,” p. 20.

I did so AGAINST MY OWN WILL.

He shows his great ability WHEN SUCH A THING HAPPENS.

IT was AGAINST MY OWN WILL that I did so.

IT is WHEN SUCH A THING HAPPENS that he shows his great ability.

32. The forms wanting for the possessive of the reflexive pronouns may be supplied by "Simple possessive form+own"; as, MY OWN, OUR OWN, YOUR OWN, HIS (HER, ITS) OWN, THEIR OWN.

Let us rely on OUR OWN efforts.

By being idle, you are working YOUR OWN ruin.

It destroyed ITS OWN life.

33. Emphatic Use of the Reflexive Pronouns. This is when they are used appositively either with the subject or the object, while in ordinary use they serve mostly as objects.

Ordinary Use

He killed HIMSELF.

I rely on MYSELF.

THE emperor placed HIMSELF at the head of the army.

Emphatic Use

He killed it HIMSELF.

I MYSELF rely on it.

The army was led by the emperor HIMSELF.

It may thus be noticed that, while in ordinary use they are absolutely indispensable, in emphatic use they may be omitted without much injuring the sense.

34. "That watch of yours." This form of expression is used for the same reason as already explained in ¶ 21.

What a fine piece of work is THAT WATCH OF YOURS!
 THAT HUSBAND OF HERS is a little too arrogant.
 THIS WORLD OF OURS is just like a great theater.

EXERCISE VI

(a) *Substitute suitable pronouns for the italicized words:*

1. *The weather* was very fine yesterday.
2. *People* speak well of you.
3. *The distance* is only five miles to my native place.
4. They have each bought a novel, but *his novel* is not so interesting as *her novel*.
5. *Any one* who is virtuous is happy.
6. Please come to my house this afternoon. *You and I* will take a walk in the park.

(b) *Translate the following:*

1. [知己]古諺也。(Second person, solemn form.)
2. 彼自焚其屋。
3. 余自己知之。
4. 彼無論何時皆如此。
5. 我之爲人已無用矣。
6. 你的那件外衣用錢若干買來的。*
7. 無人不愛我們的這間學堂。*
8. 吾嘗同友人遊其處。(to visit.)
9. 汝之犬猛於吾之犬。
10. 君之母安否。(Use "it.")

*此二語如用文言竟不成文故用白話

(c) Rewrite each sentence by putting the italicized part into emphatic construction with "it":

1. I feared *the dog*, not the man.
2. They parted *in tears*.
3. He *reluctantly* consented to do so.
4. I told him so *when I saw him yesterday*.
5. We finished the work *with great difficulty*.

§ 2. RELATIVE PRONOUNS

INTRODUCTORY TABLE

	<i>Singular and Plural</i>					<i>Sing.</i>
<i>Nom.</i>	who	which	that	what	as	but
<i>Poss.</i>	whose	whose	—	—	—	—
<i>Obj.</i>	whom	which	that	what	as	but

35. "Which," unlike the other relatives, can take a phrase or clause for its antecedent.

They tried hard *to catch the fish*, WHICH, however, was found impossible.

He has performed such a hard task without murmur, WHICH is a clear proof of his strong will.

She told her father of her success, upon* WHICH his face brightened up with joy.

* For this use of "upon," see ¶ 195.

36. "That" Compared with "Who" and "Which." While "*who*" and "*which*" are generally explanatory, "*that*" is generally restrictive and is to be preferred:

(1) *When the dependent clause is restrictive.*

- a. { He is the RICHEST man THAT I know.
This is the BEST story THAT has ever come from his pen.
- b. { This is the ONLY mistake THAT he has ever made.
I have done ALL THAT I could.
This is the SAME watch THAT I lost yesterday.
- c. { IT IS I THAT am called.
IT WAS HE THAT did it.
IT IS A NIGHTINGALE THAT is singing over there.

(2) *When the antecedent includes both persons and animals.*

He has photographed a LADY and her DOG THAT (neither *who* Nor *which*) were just passing by.

The MEN and HORSES THAT appear over there belong to the fifth regiment.

(3) *After interrogative pronouns.*

WHO THAT (not *who*) is honest can do so?

WHAT THAT (not *which*) is not bad is ever learned by such intercourse?

37. "What," equivalent to "*that which*," or "*all that*" is chiefly used when it is not desirable or proper to make any definite mention of the antecedent.

WHAT is cried up by popular voice is not always the best.

From **WHAT** I have observed so far, I make no doubt of their success.

He remembers **WHAT** he hears.

38. "As" used as a relative. This is when it is preceded by "*as*," "*such*," or "*same*."

As many beggars **AS** came were given some alms.

They paid him *as* much respect **AS** they could.

Let us associate only with *such* **AS** (*those who*) are wise.

Such success **AS** you speak of may only be got by energetic application.

I study the *same* language **AS** you (*that* you do).

39. "But" used as a relative. It is then equivalent to "*that no*," and is always preceded by a negative word.

There is nobody **BUT** has (*that has not*) some ambition.

Not a lady present **BUT** gave (*that did not give*) something to the orphan.

40. Continuative Use of a Relative.

Notice the difference:

Ordinary Use

The man **WHO** was praised so much was really a hypocrite.

Those books **WHICH** are neither instructive nor interesting have no reason for existence.

Continuative Use

I met Mr. Yen yesterday, **WHO** (*and he*) told me an interesting piece of news.

He began to read the book, **WHICH** (*and it*) proved very easy for him.

It will thus be seen that a continuative relative is a convenient equivalent for the combined

force of a coördinate conjunction and a personal pronoun.

41. A relative pronoun agrees with its antecedent in person and number.

Nothing is possible for ME *who am* always so poor and sick.

YOU *who are* so rich. HE *who is* honest.

A noun of multitude is represented by "*who*" in the plural, while a collective noun is represented by "*which*," either singular or plural.

*Noun of Multitude as
Antecedent*

I told it to my FAMILY, *who were* all surprised.

It is a pleasure to teach my CLASS, *who are* all so diligent.

*Collective Noun as
Antecedent*

He has ruined his FAMILY, *which was* formerly the richest one in the town.

There are only five FAMILIES in the village, *which, however, are* all rich.

I teach a CLASS, *which is* composed of thirty students.

We have ten CLASSES, *which are* each composed of thirty students.

Exception: When the principal clause begins with the emphatic demonstrative "*it*," as in "*It is*

I" and similar expressions, the relative agrees with the subjective complement, and not with "*it*."

It is I *that was* suspected, not you.

It is YOU *that have* won the prize.

It was THEY *that were* punished.

42. Omission of a Relative Pronoun.

This often occurs when the relative is in the objective case.

The man (WHOM) you speak of is my uncle.

This is the house (THAT) we live in (the house in WHICH we live).

When the antecedent denotes time, the preposition governing the relative is also omitted.

You must finish it by the time (AT *which*) he comes back.

It took place just on the day (ON *which*) you started for Nanking.

These may also be construed as having the conjunction "*that*" or the adverb "*when*" understood.

43. Compound Relative Pronouns. These are formed by adding "*ever*" to "*who*," "*which*," and "*what*."

Nom. WHOEVER (*any one who*)

Poss. WHOSEVER (*rare*) (*any one whose*)

Obj. WHOMEVER (*any one whom*)

Nom. & Obj. { WHICHEVER (*either or any that*)
 { WHATEVER (*anything that*)

44. How to Determine the Case Form of a Compound Relative. A compound relative is in

itself an antecedent and a relative combined, but its case form is determined by its office as relative, and not as antecedent.

I will reward WHOEVER (any one *who*) can answer.

Please invite WHOMEVER (any one *whom*) you like.

45. A compound relative is often used to introduce a concessive clause.

If any one should dare to do so, I will punish him, WHOEVER HE MAY BE (*no matter who he may be*).

WHATEVER YOU DO (*no matter what you do*), you cannot please him.

WHICHEVER YOU MAY TAKE (*no matter which you may take*), you should keep it carefully.

46. Adjective Use of a Relative. Observe the following:

{ He beat her on the cheek, WHICH RUDE ACT (*and this rude act*) he greatly regretted afterwards.

{ At this astounding news she swooned right away, in WHICH STATE (*and in that state*) she continued for a couple of hours.

{ He spends WHAT MONEY (*all the money that*) he gets.

{ I have sold WHAT FEW THINGS (*all the few things that*) I had (所有少許之物).

{ He was allowed to choose WHATEVER LESSON he liked.

{ Take WHATEVER COURSE you prefer.

{ WHATEVER TASK it may be, you should never slight it.

{ Let us say nothing against him, WHICHEVER SIDE he may join.

EXERCISE VII

(a) *Substitute suitable relative pronouns for the italicized words:*

1. I visited Mr. Evans yesterday, *and he* was greatly pleased to see me after so long a time.

2. He saves *all that* he earns.

3. I have lost *all the* little hope *that* I had.

4. He acted quite contrary to his promise, *and this* betrayed his treacherous nature.

5. I will do *anything that* you order me.

6. *Any work that* is to be done, should be done in earnest.

7. He spoke fearlessly against the government *and that* act cost him dear afterwards.

8. *No matter what* success you may attain, you must not betray any pride.

9. She saluted with a smile *any one whom* she met.

10. Please lend me *either* book *that* you have done with.

11. He listened to *any one whose* request was reasonable.

12. I will buy the house, *no matter whose* it may be.

13. *No matter what* step I may take, I am sure to incur his displeasure.

14. There was not a boy *that* did *not* do his best.

15. There was not a place famous in history or fable *that* he did *not* visit in his lifelong journey.

(b) *Fill the blanks with suitable relative pronouns:*

1. This is the best design — he has ever drawn.
2. I don't think — he says is true.
3. Who — has common sense can do so.
4. A woman — husband is dead is called a widow.
5. What — he did was not ever in the cause of humanity.
6. — particularly displeased his audience was his constant gesticulation.
7. This is the same watch — I lost yesterday.
8. They have carried away the man and the horse — were found dead in the wood this morning.
9. He told his plan to his family, — were all delighted at the idea.
10. I don't like such people — you speak of.

(c) *Correct the following:*

1. The gentleman who she is speaking with is Mr. Kao's father.
2. I like such a story which you have just told.
3. It is they who has been making a noise.
4. The ceremony was attended by the cavalry which was all mounted on dark gray horses.
5. They will welcome whomever goes there.
6. Here are three books. You may take whatever you like.
7. The people heard the news all lamented his unhappy fate.
8. The day which we started was cold and cloudy.

§ 3. INTERROGATIVE PRONOUNS

**47. Interrogative Pronouns Used Con-
junctively.** These, though similar to relative pronouns in connecting clauses, differ from them in taking no antecedents.

Conjunctive Interrogatives

I don't know WHO he is.

Tell me WHOSE house it is.

I will tell you WHO he is,
but not WHAT he is.

I have heard WHAT he is
like.

Relatives

We like a *man* WHO is kind
and honest.

I condoled with *Mr. Reeds*,
WHOSE house had been
burned down.

A man WHO saves WHAT he
earns cannot fail in life.

I have made him WHAT he
is.

**48. An Interrogative Pronoun Combined
with an Infinitive.** Observe the following:

I don't know WHOM TO ASK.

He hesitates WHICH TO ADOPT.

I was puzzled WHOSE HOUSE TO VISIT FIRST.

49. "What" in an Exclamative Sense.

In this use it is often accompanied by "*not*."

WHAT was my joy on seeing him!

WHAT was *not* my joy on seeing him!

In spite of the adverb "*not*," the two sentences mean the same thing.

50. Adjective Use of an Interrogative.
Observe the following:

WHAT MAGAZINE do you take?

Tell me WHAT SORT of man he is.

WHICH PLAN do you think is the better?

I advised him WHAT COURSE TO PURSUE.

He hesitated WHICH SIDE TO SUPPORT.

This is also the case in exclamative use:

WHAT a fellow he is!

WHAT a strange fellow he is!

EXERCISE VIII

Translate the following, using interrogative pronouns wherever possible:

1. 將偕誰往乎.
2. 君以余爲誰.
3. 君思余曾訪誰乎.
4. 若人之名雖知之而其職則不知.
5. 此書果如何. (Translate by "what" and "like.")
6. 請告我以遵何路而往. ("to take")
7. 彼躊躇於宜懸何畫.
8. 彼知之之時, 彼當如何驚愕.
9. 余躊躇於當出何言.
10. 彼躊躇於當語何人.

§ 4. ADJECTIVE PRONOUNS

(Their adjective use included)

51. The distinction between adjective pronouns* and pronominal adjectives* is

*Both may be included under the common term "pronominals."

rather immaterial, since the former class of words readily becomes the latter when used with nouns. In the following explanations, therefore, we shall include these pronouns in their adjective use.

52. "This," "that."

The child is always breaking THIS thing OR THAT (*something or other*).

The cat has scratched me LIKE THIS (*thus 如此*).

How have you been hurt LIKE THAT (*so 如彼*)?

Please copy this letter, AND THAT (*and do so*) immediately.

He accomplished such a hard task, AND THAT in less than a week.

His writings are more interesting than THOSE of his father.

"This day week" means the corresponding day of next week and, less frequently, of last week.

Let us meet again THIS DAY WEEK.

He embarked from Hongkong THIS DAY WEEK.

I shall be able to finish it by THIS TIME TO-MORROW.

"Almost on THAT DAY YEAR (當一年前之彼日) it [the House of Commons] had been cheering* Pitt."—*Macaulay*.

"THESE THREE YEARS" means "for the last or next three years."

I have studied it THESE FOUR YEARS.

I will study it THESE FOUR YEARS yet.

I shall see you again ONE OF THESE DAYS (*shortly*).

*喝采贊成。

53. "Former," "latter." These are always preceded by "the."

Wong and Lee were not always friends; and THE FORMER was once beaten by THE LATTER at school.

Knowledge should be guided by virtue; THE FORMER alone has often proved baneful.

54. "Same" is always preceded by "the."

This is THE SAME (*the very thing*) THAT I lost yesterday.

You wear THE SAME kind of hat AS he does.

He bought a watch and sold THE SAME (*that very watch*) the next day.

"One and the same" is a more emphatic term for "the same."

These different expressions all mean ONE AND THE SAME thing.

55. "Such," when used with the indefinite article, always precedes it.

SUCH A story AS you have just told is always edifying.

No one can hope to beat SUCH AS you.

He was a learned man, and was greatly respected AS SUCH (*as a learned man*). (He may not have been respected *in other respects*.)

If you are really a patriot, show yourself SUCH (*a patriot*).

"Such and such a" and sometimes "such a," is used in an indefinite sense.

She will always tell you that she has been to see SUCH AND SUCH A play at SUCH A THEATER. (曾在如是之戲園內觀如是如是之劇)

56. "All."

ALL you have to do is to obey him (You have only to obey him).

Let us have sympathy, EACH FOR ALL, ALL FOR EACH.

"At all" is an emphatic phrase used negatively, interrogatively, or after "if," and expressing a variety of meaning.

He does not study AT ALL (*in the least*).

I have no ambition AT ALL (*in any respect*).

What do you study for AT ALL (*anyhow*)?

Be thorough, if you study AT ALL (*at any rate*).

AFTER ALL, man is a selfish being. (到底, 畢竟).

There were fifty passengers IN ALL.

You must do it, FIRST OF ALL.

LAST OF ALL, Mr. A rose to speak.

ALL THE BOYS are good (THE BOYS are all good).

57. "Both," when used with the definite article, always precedes it.

BOTH THE brothers are clever.

But "the" in the above construction is often understood.

BOTH OF THEM are good (THEY are BOTH good).

58. "One."

(1) *Used to save the repetition of a noun.* In this case, it admits a plural.

This ring is not so good; please show me a better ONE (*ring*).

The prince bought two gold watches and three silver ONES (*watches*).

(2) *Used independently of nouns.* In this case, it is limited to singular and referred to by another "one."

ONE should obey ONE'S (not *his*) superiors

ONE is apt to think ONE'S SELF (not *himself*) faultless.

ONE WHO (*he who*) is just, does not fear.

But when preceded by "any," "some," "every," "each," or "no," it is referred to by "he."

EVERY ONE did HIS best.

NO ONE knew what HIS fate would be.

(3) *In the sense of "a certain."* In this case, it is a pronominal adjective.

ONE night (on *a certain* night) we took a stroll there.

ONE Smith (*a certain* Smith*) is reported to have committed suicide yesterday.

(4) *Compared with "it."* "One" represents an indefinite noun; "it" a definite one.

{ Have you a knife? Yes, I have ONE (*a knife*).

{ Have you the knife? Yes, I have IT (*the knife*).

{ I want a trunk, but have no money to buy ONE (*a trunk*).

{ I bought a trunk, and gave IT (*the trunk*) to my brother.

59. "None" is found in both numbers.

NONE (*no one*) knows the fact. (*Separately.*)

NONE know (*all are ignorant of*) the fact. (*Collectively.*)

It is, however, generally singular in modern usage.†

*See ¶ 4 (c).

†See Dixon's "English Lesson."

60. "Another."

Show me those of ANOTHER make (*a different make*).

This is not enough; please give me ANOTHER glass (*one more glass*).

He is a hypocrite; his wife is ANOTHER (*also one*).

61. "Other," when singular, generally takes "the."

One of them was a merchant; THE OTHER a student (又一人).

One of my brothers lives in Hangchow; THE OTHERS (*the rest*) are all in our native place.

I don't care what OTHERS (*people*) may think of me.

62. "The one . . . the other" (*"the former . . . the latter"*).*

Wong and Lee were not always friends; and THE ONE was once beaten by THE OTHER at school.

But it is often vaguely used in the sense of "*one . . . the other.*"

He has two sons; THE ONE is an engineer, THE OTHER a lawyer.

"ON THE ONE HAND . . . ON THE OTHER (HAND)" (這面 . . . 那面).

It was now a critical time for the family. ON THE ONE HAND, the father had become totally imbecile; ON THE OTHER, the sons went wild and unruly.

63. "Either," "neither." Both are used of two things. In case of three or more, "*any*" and "*none*" are used.

*See Bain's "Companion to the Higher Grammar," p. 111.

Do you know EITHER of them?

(Compare: Do you know ANY of them?)

I know NEITHER of them.

(Compare: I know NONE of them.)

64. "Every" is always a pronominal adjective. It means "*each without exception,*" and always implies a plural idea.

EVERY BOY was satisfied. (*All the boys* were satisfied.)

He teaches us EVERY OTHER (EVERY SECOND) day.

Please write it in EVERY OTHER (EVERY SECOND) line.

He comes EVERY THIRD DAY (OR EVERY THREE DAYS).

She stopped for breath after EVERY FEW STEPS.

(But "*every days,*" "*every steps,*" etc., are of course wrong.)

65. "Each" compared with "every":

"*Every*" emphasizes the idea of the whole through that of individuality, while "*each*" stops with the latter idea.

EVERY CHILD loves its parents. (個個小孩兒愛他的父母。)* ("*All children without exception.*")

EACH CHILD loves its (own) parents. (每個小孩兒愛他的[自己的]父母)。

EACH MAN has his own ambition, but it is not EVERY MAN that happily sees it realized.

66. "Each other" and "**one another.**" The usual distinction is as follows, though they are sometimes interchanged:

* 用自話較爲明顯。

"Each other" (said of two).

The two hated EACH OTHER.

Don't speak with EACH OTHER.

"One another" (said of three or more).

Let us all love ONE ANOTHER.

Don't speak with ONE ANOTHER.

67. "Some," "any."

I. "Some" and "any" compared.

(1) "Some" is definite; "any" indefinite.

{ You must do so SOMETIME. (有時).

{ You may do so ANY TIME. (任何時).

{ SOMEBODY must have told you so. (有人).

{ ANYBODY will be surprised if you say so. (任一人).

(2) "Some" is used affirmatively; "any" is used negatively, interrogatively, or after "if."

{ Do you know ANY of them? I am sure you know SOME.

{ No, I do not know ANY of them.

He asked me if I knew ANY of them.

I should like SOME cherries. (少許). Have you ANY? (若干).

Exception: "Some" is used interrogatively in offering something to another.

This is very good. Won't you take SOME?

(3) "Some," used before numerals, gives an indefinite sense.

There were SOME THIRTY (about thirty) members present.

The building cost SOME TWO THOUSAND dollars.

“Some . . . or other” is equivalent to “*this or that*” in an indefinite sense.

He is always doing SOME MISCHIEF OR OTHER (種種之害事).

I will do so SOMEHOW OR OTHER (無論若何).

SOME DAY OR OTHER you will have to repent of it (必有一日).

II. “Some” compared with “a certain.”

“Some”

(Definite but not exactly known.)

He seems to be reading SOME NOVEL. (有些小說).

SOME GENTLEMAN must have called in my absence. (有人).

“A certain”

(Definite and known, but not named.)

I am reading A CERTAIN (or A) NOVEL. (某種小說).

A CERTAIN GENTLEMAN called on me yesterday. (某人).

III. “Any” compared with “every.”

“Any”

(One at a time. 獨指一事)

I will do ANY THING for you.

I can live in ANY HOUSE.

He is an old baby; he cannot do ANYTHING.
(He can do *nothing*.)

“Every”

(All at a time. 合指凡事)

But I cannot do EVERYTHING for you.

But I cannot live in EVERY HOUSE. (Because I have *but one body*.)

However great a man may be, he cannot do EVERYTHING. (He can do some, but *not all*, things.)

“Any and every” is a very strong term, combining the two ideas above explained.

I wonder if there is a person that knows ANYTHING AND EVERYTHING.

I wish to read ANY AND EVERY BOOK relating to my subject of study.

EXERCISE- IX

(a) *Substitute suitable adjective pronouns for the italicized words:*

1. The climate of China is much milder than *the climate* of Siberia.

2. Kuo Tsū-i (郭子儀) and Lé Pé (李泌) were the two greatest figures of the time; *Kuo Tsū-i* was a mighty conqueror, *Lé-Pé* a farsighted statesman.

3. He is a villain; his son is *also a villain*.

4. His paintings are better than *the paintings* of his master.

5. One of them was a soldier: *the rest* were all students.

6. I like both the Three Kingdoms and the Tso Chuan (左傳); *the former* is a historical novel on a moral plan, *the latter* a narrative history of a poetical nature.

7. You handle the instrument in that way, but he does it in *a different way*.

8. You had better not mind what *people* say of you.

9. He was a veteran soldier, and was greatly respected as *a veteran soldier*.

10. *A man* should mind *his* own duty.

11. *A certain* Wong is going to pick a quarrel with your brother.

12. She bought a gold ring, and lost *it* the next day.

(b) *Correct the errors:*

1. I have seen it in some book that I bought yesterday.

2. Anybody must have concealed it.

3. The both parents were much pleased at his success.

4. Even a perfectly virtuous man cannot please anybody.

5. One should obey his parents.

6. As he is penniless, he cannot buy everything.

7. I asked him to lend me a pen, but he said he hadn't it.

8. Do you know either of those three gentlemen?

9. One of her two sisters is a musician, another a painter.

10. Let us all love each other.

11. I am very fond of apples. If you have some, please give me any.

12. You may take any of those two pictures.

(c) Translate the following, using pronominals wherever possible:

1. 彼究竟是豪傑。
2. 先整理君之物品. (to put away; things.)
3. 彼將我之時表毀壞至此。
4. 苟欲學英語，則請盡心學之。 (“in earnest.”)
5. 余近四年間在此學校。
6. 至明日此時則不可不歸。
7. 來年今日其將重逢乎。
8. 彼曰，不時有某某紳士在各處招飲. (to be entertained, to be treated.)
9. 余告彼以在某時受如是之褒美. (on an occasion.)
10. 畢竟願聞君胸中所存之語。
11. 我欲買顯微鏡而無買之之錢. (a microscope.)
12. 請將室內洒掃。
13. 有人曰善(*the good*)與美(*the beautiful*)畢竟爲同一物. (To be translated into an emphatic term.)
14. 一面則政府乃壓制；一面則人民乃怠惰而卑屈. (*tyrannical, despotic; mean, slavish.*)
15. 每數年輒有種種災難降於其國. (*disaster, calamity; to come upon, to befall.*)
16. 無論何人皆愛其國。
17. 人各自愛其國。

18. 約五十人彼處。
 19. 終有罰之之時。
 20. 亦知有此亦買彼亦買之大富翁乎。 (*I wonder if, etc.*)

CHAPTER III. THE ADJECTIVE

INTRODUCTORY TABLE

Classes	<i>Pronominal</i>	THIS boy. SUCH water. WHICH book?		
	<i>Quantitative</i>	FIVE boys. MUCH water. MANY books.		
	<i>Qualifying</i>	GOOD boys. PURE water. EASY books.		
Com- parison	<i>Positive Degree</i>	EASY	GOOD	MANY
	<i>Comparative Degree</i>	EASIER	BETTER	MORE
	<i>Superlative Degree</i>	EASIFST	BEST	MOET

§ 1. PRONOMINAL ADJECTIVES

68. The pronominal adjectives come from the following three heads:

1. Adjective pronouns.
2. Relative pronouns.
3. Interrogative pronouns.

But, as they have already been treated in their respective sources, nothing further need be stated here.

§ 2. QUANTITATIVE ADJECTIVES

INTRODUCTORY TABLE

I	{	Those denoting quantity modify material nouns. (MUCH sugar, SOME water, LITTLE milk.)
		Those denoting degree* modify abstract nouns. (GREAT vigor, MUCH reluctance, LITTLE comfort.)
II	{	Those denoting indefinite number modify plural nouns. (MANY boys, FEW pins, SEVERAL books.)
		(a) Plural Nouns. (<i>Cardinals.</i> †) (FIVE miles, A DOZEN pencils.)
		(b) Singular nouns. (<i>Ordinals.</i> *) (FOURTH girl, TENTH year.)
		(c) Both singular and plural nouns. (<i>Multiplicatives.</i>) (HALF my income, HALF my books.)
		Those denoting definite number modify

69. An Ordinal Used with a Plural Noun.

In this case, the noun must first be modified by a cardinal.

The FIRST THREE STUDENTS are the best in the class.

He has published the SECOND ONE THOUSAND VOLUMES of that novel.

NOTE. Such an expression as "three first boys" should be avoided; unless to mean "three boys who are each the first," say, in his own class. But this interpretation, if must be said, is rather far-fetched and rare.

*See Nesfield, page 32.

†These are jointly called "numeral adjectives."

70. Both cardinal and ordinal may sometimes be used with regard to the same matter.

He died AT TEN YEARS OF AGE. He died IN HIS TENTH year.

THE SECOND LESSON. LESSON TWO.

THE THIRTIETH PAGE. PAGE THIRTY.

Open the book at PAGE TEN and read LESSON FIVE.

71. Numerals are often used as nouns.

TENS OF THOUSANDS of people perished in this disaster.

They dispersed BY TWOS AND THREES* (*in several groups of two or three*).

A girl IN HER TEENS (*in an age between thirteen and nineteen*).

A man IN HIS THIRTIES (*in an age between thirty and thirty-nine*).

That old man is stronger than most young men IN THEIR TWENTIES.

72. Numerals between 21 and 49 may be read in two ways.

25 { TWENTY-FIVE.
{ FIVE AND TWENTY.

32 { THIRTY-TWO.
{ TWO AND THIRTY.

73. How to Read Fractions.

$\frac{1}{2}$ ONE HALF

$\frac{1}{3}$ ONE THIRD

$\frac{2}{3}$ TWO THIRDS

$\frac{1}{4}$ ONE FOURTH, OR A QUARTER

$\frac{1}{10}$ ONE TENTH

$\frac{7}{25}$ SEVEN TWENTY-FIFTHS

*Compare with the Chinese phrase 三五成羣.

253 $\frac{3}{5}$ dollars TWO HUNDRED FIFTY-THREE AND TWO FIFTHS dollars.

74. "No" may be used with a noun of either number.

Quantity. There is NO (*not any**) water.

Degree. He has NO (*not any**) patience.

Number. { There are NO (*not any**) trees there.
(絕無樹木).
I have NO (*not a**) pencil (並無一枝).

75. "Many."

"MANY A STUDENT" (*Many times one student*) (學生多人, 多有學生).†

MANY A STUDENT has fallen a victim to this vice.

"SO MANY" (*The same number of*).

"AS MANY"

Those five boys behaved themselves like SO MANY (*five*) heroes.

"I assembled a number of my playfellows, and we worked diligently like SO MANY emmets" (宛然與其人同數之蟻聚集).—*Franklin*.

You will no doubt learn it in two or three hours, but it will take me AS MANY (*two or three*) days.

He has bought a dozen handkerchiefs and AS MANY (*a dozen*) pair of stockings.

76. "Double" is used with a noun of either number, and has the two meanings of "twofold" (二重) and "twice" (二倍).

*See Dixon's "English Lessons," Various Hints, "No."

†See Nesfield, p. 164.

In doing so, he has the **DOUBLE END** (not *double ends*) of fame and profit.

A transitive verb sometimes takes a **DOUBLE OBJECT** (not *double objects*).

I had to pay **DOUBLE THE USUAL PRICE**.

The enemy has **DOUBLE OUR TROOPS**.

77. "At first." (始). **"For the first time."** (首次).

Though rather poor **AT FIRST**, he soon got rich.

I have seen it **FOR THE FIRST TIME** in my life.

78. "Some," "any," "all." These, though treated as pronominals, are really quantitative adjectives in the following use :

Quantity	{	There is yet SOME WATER left.
		He has not got ANY MONEY .
		I have drunk ALL THE WINE .
Degree	{	He has SOME PATIENCE , but not ANY COURAGE .
		He summoned forth ALL HIS COURAGE .
Number	{	Though there were SOME PRETTY PEBBLES on the shore, there were not to be found ANY SHELLS , to the disappointment of ALL THE CHILDREN .

EXERCISE X

(a) *Correct the errors:*

1. Though he has used large diligence, he has made few progress.

2. I am glad that I made a few mistakes.

3. I am sorry that the wind has done little damage to your house.

4. By doing so, we can attain the double ends of health and pleasure.

5. One thousand and two hundred thirty-five men were made prisoners.

(b) Read or write out the figures fully in words:

1. 2,345. 2. 1,035 $\frac{2}{3}$.

3. The earth revolves round the sun in 365 $\frac{1}{4}$ days.

4. The society held its 12th meeting on the 29th of January in the 1st year of the Chinese Republic.

5. Edward III reigned in the 14th century.

(c) Translate the following:

1. 彼爲之甚勇.

2. 余已作通常工夫之二倍.

3. 揭開書之第二十面而讀第七課.

(To be translated in two ways, by using ordinals and cardinals respectively.)

4. 彼在二十五歲時出洋. (Also to be translated in two ways.)

5. 彼初唱歌時頗羞澀, 宛如十餘歲之女童. (*bashfully, in a bashful manner; teens.*)

6. 此人實係四十五歲, 觀之宛如三十許人. (To be translated in two ways.)

7. 中華民國元年三月初游北京.

8. 最初三年間覺甚岑寂.

9. 多有人遭此等運命. (*to meet with.*)

10. 余買筆尖四枚, 彼買同數之鉛筆.

11. 該夜見無數之流星,宛如火星之飛馳.
(*meteor; spark; to shoot.*)

12. 其初會員之間並無不和 (*dissension.*).

§ 3. QUALIFYING ADJECTIVES

79. The **qualifying adjectives*** form the adjectives proper. Besides such genuine ones as "good," "young," "brave," etc., there are many derived from other parts of speech.

80. **Proper adjectives** derived from proper nouns.

AMERICAN (America)	SPANISH (Spain)
BRITISH (Britain)	FRENCH (France)
BUDDHIST (Buddha)	CHRISTIAN (Christ)

Most of these are also used as names of nations or individuals.

The FRENCH are a polite people.

He is a CHRISTIAN. I am a BUDDHIST.

Names of towns are generally used as adjectives without any change.

A TIENTSIN merchant; the SOOCHOW dialect.

I got acquainted with a famous LONDON banker at a certain PARIS club.

81. **Material adjectives.** These are used as such without any change from material nouns.

A GOLD watch; an IRON bridge; a BONE handle.

*Called also "descriptive adjectives."

“*Earthen*,” “*oaken*,” “*wooden*,” and “*woolen*” are some of the exceptions.

EARTHENWARE; OAKEN stairs; WOODEN houses; WOOLEN cloth.

“*Golden*” is generally used in a figurative, and not a literal, sense.

The GOLDEN rule*; GOLDEN HAIR; the GOLDEN age.

82. Verbal adjectives derived from verbs.

(1) From present participles.

A CRUSHING defeat; a STRIKING appearance; a PUZZLING question; a HISSING sound.

(2) From past participles.

A BURNED child; A RESPECTED gentleman; WRITTEN examination; A FALLEN tree; A BROKEN watch.

83. Compound Adjectives. A combination of words belonging to different parts of speech, when used to qualify a noun, is often treated as a compound adjective.

A KIND-HEARTED gentleman; a SHORT-TEMPERED man; a LONG-NECKED bird; a LEFT-HANDED man (用左手者); a BROAD-SHOULDERED man.

The LONG-EXPECTED news; the WISHED-FOR result; GROWN-UP people; a WELL-TO-DO merchant.

A FIVE-YEAR OLD child; a TWO-HUNDRED-YARD race.

A GOOD-FOR-NOTHING youth; a HAND-TO-HAND combat.

*“Do unto others: as you would be done by.”

EXERCISE XI

(a) Give the proper adjectives derived from the following:

- | | | |
|-----------|-----------|-----------|
| 1. Greece | 3. Sweden | 5. India |
| 2. Italy | 4. Rome | 6. Turkey |

(b) Point out the verbal adjectives and give the original verbs:

1. The letter was a printed, not a written, one.
2. The deceased gentleman was a celebrated antiquarian.
3. She went along the beach, shouting for her missing child, but nothing but the sound of the howling gale and the broken surges was heard in reply.
4. He is always outspoken.
5. The forsaken house stood lonely with only a graven image of its ancestor inside.

(c) Substitute for the italicized parts equivalent expressions containing adjectives of some kind:

1. A man with short sight experiences great inconvenience.
2. I have never known a man with such a hot temper.
3. A man of virtue has always a kind heart.
4. Is there ever a Chinese having blue eyes?
5. I have never met with a case which puzzles me so much.
6. He studies the language of Germany.
7. At last he obtained the result that had long been wished for.

8. He told us *a story which was good for nothing.*

9. They ran *a race which extended over four hundred yards.*

10. In my neighborhood there is *a dog which is fifteen years old.*

§ 4. COMPARISON

84. Comparison in a Descending Scale.

This is expressed by the help of "*less*" and "*least*," in contrast to the usual form of **comparison in an ascending scale** expressed by "*er*" and "*est*" or "*more*" and "*most*."

Ascending Scale

He is KINDER than his brother, but his father is the KINDEST of the three.

This is MORE BEAUTIFUL than that.

He is the MOST DILIGENT of all.

Descending Scale

He is LESS KIND than his brother, but his father is the LEAST KIND of the three.

This is LESS BEAUTIFUL than that.

He is the LEAST DILIGENT of all.

Note: "More" in such as "He is more honest than clever," is not an auxiliary to form a comparative adjective, but an independent adverb in the comparative degree. See under "Simple Adverbs," Chapter VI.

85. Absolute Superlatives.* Sometimes the superlative form is used absolutely in the sense of "*exceedingly* + positive form."

* See Cox's "Aids to English Composition and Translation," "The Articles," ¶ 25 (b).

True Superlative

(Formed according to the rules for the formation of the degrees of comparison, and takes "the.")

He is **THE BRAVEST** of them all.

They are **THE BRAVEST** men in the regiment.

This is **THE MOST INTERESTING** story of all.

These are **THE MOST INTERESTING** of all his stories.

Absolute Superlative

(Formed always by the help of "most," with or without the indefinite article.)

He is **A MOST BRAVE** (*an exceedingly brave*) man.

They are **MOST BRAVE** men.

This is **A MOST INTERESTING** story.

These are **MOST INTERESTING** stories.

86. Latin Comparatives. With these, "to" takes the place of "than."

This method is **SUPERIOR TO** (*better than*) that.

This method is **INFERIOR TO** (*worse than*) that.

This event was **ANTERIOR TO** (*earlier than*) that.

This event was **POSTERIOR TO** (*later than*) that.

87. "Later, latest;" "Latter, last." These, though derived from the same positive form, are distinguished in their use.

"Later, latest"

(*Said of time*)

None were **LATER** than he.

These are corrected in **LATER** editions.

"Latter, last"

(*Said of order*)

Smith and Douglass were absent; the **LATTER** had gone into the country.

We find few honest people in these **LATTER** days. (Compare: *former days*.)

The LATEST report is to hand.

His LATEST novel is now on sale.

The LAST effort was in vain.

I tended him in his last moments.

88. A comparative is often accompanied by a negative word to imply a superlative sense.

NOTHING is EASIER (than this). This is the *easiest* thing).

I have NEVER been in BETTER health (than I am now). I am now in the *best* health (that I have ever been in).

What should be noticed in this construction, is that the dependent clause introduced by “*than*” is often understood.

89. Some phrases with the superlative.

“AT BEST” or “AT THE BEST” (至其極, 到極頭).

Life is short AT (THE) BEST (人生究係促短).

Don't join him; AT (THE) BEST, he will make a cat's paw of you (勿與彼爲伍, 其人至多以君作爪牙耳).

“FOR THE MOST PART” (大概).

They are, FOR THE MOST PART, worthless articles (*most of them are worthless articles*).

“AT MOST” or “AT THE MOST” (最多, 至多).

It may be worth five dollars or so AT THE MOST.

“AT LEAST” (最少, 至少).

It may be worth five dollars or so AT LEAST.

“IN THE LEAST” (一毫, 一些).

I am not satisfied IN THE LEAST.

EXERCISE XII

(a) *Correct the errors:*

1. He is thin, indeed, but you are far thinner.
2. The Yangtze-kiang is longer than all the rivers in China.
3. In eloquence he is inferior than none.
4. He is idle than his older brother.
5. Your house is more far than his, but mine is the most far of all.
6. The proposal having been adopted, there was no much dispute.
7. The latest man that left the ball was Mr. A.
8. I drank fewer wine than beer.
9. I have the most money than you.

(b) *Translate the following:*

1. 彼之畫較君之畫爲佳, 但我之畫爲最佳.
2. 更無人如彼誦習之劣者.
3. 彼定不能在五十歲之下.
4. 我完全武裝, 故毫無所恐. (*to be armed.*)
5. 雖無更難於此之事, 亦無更較此爲有用之事.
6. 彼居於非常壯麗之宅.
7. 恐雖多亦不能過五十圓.
8. 兵士大抵皆康健.

CHAPTER IV

THE ARTICLE

§ 1. USES OF THE ARTICLES

90. As the definite article particularizes a noun, care should be taken to use it only **when the noun is specified by the context.**

I have bought a novel and a dictionary. **THE NOVEL** cost only fifty cents, but **THE DICTIONARY** cost thrice **THE SUM** (*fifty cents*).

I have hired a house; **THE RENT** (*its rent*) is rather cheap.

Do you know **THE HEIGHT** of Taishan?

THE PROGRESS of my pupils surprises me.

He came just at **THE** right **MOMENT**.

He was **THE** greatest **STATESMAN** in his time.

They are **THE** worst **SORT** of people.

Both Chang and Lee are rich; but Chang is **THE** richer (**MAN**) of the two.

Which is **THE** better **SINGER** of those two?

91. It may sometimes seem as if "the" had no context to justify its use. But then **the context is understood between the persons.**

When an Englishman says "**the king**," it is readily understood that "*the present king of England*" is meant. When we say to any one, "Please shut **the window**," it is at once understood to refer to "*the window near him.*"

THE NATIONAL ASSEMBLY consented to grant one hundred thousand taels to relieve the famine.

Let us take a walk in THE PARK.

We saw him at THE STATION.

This is particularly the case with such nouns as "sun," "moon," and "world," by which we usually mean "the sun of our solar system," "the moon belonging to our earth," and "the world in which we live," though there may be many suns, moons, and worlds.

THE EARTH is larger than THE MOON, but smaller than THE SUN.

He has traveled all over THE WORLD.

92. Special Uses of the Definite Article:

(1) *When the individual represents the whole class.*

(2) *When the noun is used in an abstract sense.*

(3) *When the noun denotes measurement after the preposition "by."*

The above three uses have already been explained in ¶ 11.

(4) *In such phrases as the following.*

IN THE MORNING; IN THE EVENING; IN THE AFTERNOON;
IN THE DAYTIME; IN THE LIGHT; IN THE DARK.

He is always out IN THE AFTERNOON.

Strange to say, the owl cannot see so well IN THE LIGHT
as IN THE DARK.

This is also the case with the noun "country" as opposed to the city.

THE COUNTRY is desirable as a residence in summer.

93. The use of the Indefinite Article is limited to Common and Collective Nouns. Its use with the other classes of nouns readily turns them into a sort of common nouns.

This has repeatedly been shown in Chapter I.

94. Position of the Indefinite Article. Observe the following changes in the position:

I have never seen such **A** fine sight.

I have never seen so fine **A** sight.

Here is as fine **A** sight as there.

This is too fine **A** sight for me to sketch.

What **A** fine sight this is!

How fine **A** sight this is!

95. Special Uses of the Indefinite Article:

(1) *In the sense of "one."*

(2) *In the sense of "per."*

These have been explained in ¶ 12.

96. Uses of the Articles with Proper Nouns:

(1) *Some singular proper nouns and some plural ones always take "the."*

(2) *When a proper noun represents a person as a member of a family, nation, or sect, it takes "a (an)."*

These have been shown in ¶ 2.

97. Special Uses of the Articles with Proper Nouns.

(1) *When preceded by adjectives, they take "the."*

(2) *When used as common nouns, they take either "the" or "a (an)."*

(3) *When introduced as names of hitherto unknown persons, they take "a (an)."*

(4) *When applied, not to languages, but to particular words, they take "the."*

These have been shown in ¶ 4.

93. Adjectives used absolutely take "the" in the following cases:

(1) *When they are equivalent to plural nouns denoting persons.*

THE RICH should help THE POOR. (*Rich people should help poor people.*)

THE LEARNED are apt to despise THE IGNORANT.

(2) *When they are equivalent to abstract nouns.*

He had an intense love for THE BEAUTIFUL and THE SUBLIME (for *beauty* and *sublimity*).

His idea always points to THE TRUE and THE NATURAL (to *truth* and *naturalness*).

Note: "The" in "The sooner the better" and similar expressions is not an article, but an adverb. See under Chapter VI.

EXERCISE XIII

(a) *Insert the necessary articles:*

1. Tiger is fierce animal.
2. Late in afternoon he had visit from intimate friend of his.
3. How many times month do you go there?
4. Who can hope to finish such thick volume in hour or two?

5. Holiday came just at right time.
 6. We often hear of Taishan and Hengshan.
Now, which is larger of two?
 7. These are sold by dozen.
 8. "Chü-hua" (菊花) is Chinese for English "chrysanthemum."
 9. This is not time for brave and patriotic to remain inactive.
 10. He delivered eloquent speech on occasion.
- (b) *Correct the errors:*
1. Though he is Chinese, he cannot speak the Chinese with a ease.
 2. She always maintained that good and beautiful are the one and same thing after all.
 3. He is the student of Peking University.
 4. He is traveling through country and is now in the* Szechwan province.
 5. The woman is superior to the man in many respects.
 6. How could there be such the man as is able to see in dark as well as in light?
 7. Rothschilds are rich family.
 8. I think this is quite as good composition as that.

*As to whether "the" is proper here or not, see the "Intermediate English Grammar," p. 57.

9. Throughout the China Yüeh (岳) and Ch'in (秦) were at deadly enmity.

10. Treacherous Ch'in Kwei (秦檜) dissuaded Emperor Kao Tsung (高宗) from adoption plan of loyal Yüeh Fei (岳飛).

11. Napoleon and Washington were both the heroes; but latter was greater of two.

12. She was great beauty in her youth.

13. I wish to become the great poet,—indeed, Milton of China.

14. The maid milks cows three times the day.

15. Please give a paper; I want to write composition.

§ 2. OMISSION OF THE ARTICLES

99. The article is usually omitted in the following cases:

(1) *When the noun is a nominative of address.*

Young MAN, why do you stand here idle?

Come, FELLOWS. Let us play baseball.

(2) *When the noun represents a member of one's own family.*

MOTHER (*my mother*) is sick in bed, and FATHER (*my father*) is far away. What shall I do?

(3) *When a noun denoting a person in his parentage or official capacity is used as appositive modifier or complement.*

Absalom, SON of David, fell at a battle.

He was UNCLE to the king.

Alexander II, EMPEROR of Russia was assassinated in the street of St. Petersburg.

He was appointed GOVERNOR of Hunan province.

He is PROFESSOR of English literature in the university.

(4) *When a noun introduces a concessive clause with "as."*

HERO as he was, a tremor passed through him.

(BUT: Although he was a hero, etc.)

COWARD as he is, he will not remain silent.

(5) *When the noun is used merely as a word or title and not as representing the actual thing.*

"CHU" is the Chinese for "BAMBOO."

(Compare: The painter drew A CHU or in English, A BAMBOO.)

"COUNT" is too insignificant a title for his great services.

(Compare: He is A COUNT.)

(6) *When the noun comes after "a kind of" or "a sort of."*

The whale is a kind of ANIMAL.

His brother is quite a different sort of MAN.

(7) *When such a noun as "school," "church," "market," or the like denotes the proper object for which the thing is intended.*

SCHOOL begins at seven o'clock.

I have been to SCHOOL.

(Compare: THE SCHOOL was built last year.)

He goes to church every Sunday.

(Compare: I passed by THE CHURCH.)

He was sent to HOSPITAL. But more usually, He was sent to THE HOSPITAL.

(Compare: I went to THE HOSPITAL to visit my friend

B.)

They were thrown into PRISON.

My mother has gone to MARKET.

Nowadays people mostly travel BY RAILWAY.

They are to be sent BY TRAIN.

It will take an hour ON FOOT, and twenty minutes BY BICYCLE.

I will go BY LAND, not BY SEA.

Your letter is just TO HAND (接受).

(8) *When the noun together with its governing verb denotes one verbal notion.*

The fair is TO TAKE PLACE to-morrow.

The ship CAST ANCHOR (OR WEIGHED ANCHOR) yesterday.

The plant didn't TAKE ROOT (OR STRIKE ROOT).

His sister KEEPS HOUSE for him (管理家務).

100. When two or more nouns connected by "and" represent one and the same thing, the first alone takes the article.

He is *a* SCHOLAR AND STATESMAN (學者兼政治家).

He has written a life of Macaulay, *the* GREAT POET AND HISTORIAN.

Even when different objects are meant, the article is sometimes omitted, provided no shade of ambiguity arises.

He has bought *a knife and fork*.

But in the following, there should be "a" or some numeral before "*sheep*," as it may stand for either number.

He has bought *an ox and sheep*.

101. The article is usually omitted before two nouns closely connected and denoting the notion of coöperation, correlation, contrast, succession, or the like.

MASTER AND SERVANT were equally surprised.

HUSBAND AND WIFE went out ARM IN ARM.

FATHER AND SON were begging FROM DOOR TO DOOR.

I was brought FACE TO FACE with death.

They sat SIDE BY SIDE (相並).

He eyed me FROM HEAD TO FOOT.

He lives FROM HAND TO MOUTH (每日過度並無儲蓄).

He is NEITHER LIBERAL NOR PROGRESSIONIST (既非自由黨亦非進步黨).

He must be EITHER SAGE OR IDIOT; not a common mortal.

NIGHT AFTER NIGHT he dreamed of the same thing.

SOLDIER AFTER SOLDIER was shot in the attempt.

He was walking, BOOK IN HAND (OR STICK IN HAND).

The painter always travels, PENCIL IN HAND.

This also occurs where the nouns are understood.

RICH AND POOR WERE alike interested in the question.

YOUNG AND OLD WERE making merry under the peach Blossoms.

102. The article is omitted before the following adjectives:

(1) "*Most*" used in the sense of "*majority*" (大抵).

MOST CHINESE like tea.

MOST BIRDS can sing.

(Compare: He has THE MOST BOOKS of us all.)

(2) "*Last*" denoting the division of time immediately preceding the present (前, 先, 末).

He was here LAST MONDAY.

He is THE LAST BOY in the class.

I returned LAST WEEK
(MONTH, YEAR).

THE LAST WEEK of last month.

(3) "*Next*" denoting the division of time immediately following the present (下, 次, 後).

Let us go there NEXT
SUNDAY.

THE NEXT BOY is Samuel.

He will return NEXT WEEK
(MONTH, YEAR).

He died THE NEXT WEEK
(後一星期).

EXERCISE XIV

Correct the errors:

1. This road leads to church.

2. Have kindness to tell me English for a Chinese "Tutuh."

3. He is not Master of Arts; he has only the title of a Bachelor of Arts.

4. A great scholar as he is, he does not know everything.

5. Perhaps he will return home the next year.

6. The bird was hopping from a branch to a branch.

7. I have never known such strange sort of a boy.

8. I usually rise at five in morning, and go to the school at eight.

9. Traveling by the train is more comfortable but less instructive than on the foot.

10. School stands just in* front of hospital.

11. He got thoroughly cured and left a hospital yesterday.

12. It will not take a root unless it is stuck into* moist earth.

13. His father was a soldier and a scholar.

14. Goldsmith is said to have traveled from place to a place, a flute in a hand.

15. The association held its tenth meeting at beginning of the last month.

*No article need be inserted here.

CHAPTER V. THE VERB

INTRODUCTORY TABLE

		Classes	Transitive	Intransitive		
			Complete	Complete		
			Incomplete	Incomplete		
Modifications	Person	Number	Con- jugation	Voice	Tense	Mood
	First	Singular	Regular	Active	Present	Indicative
	Second				Past	
	Third	Plural	Irregular	Passive	Future	Potential
Present Perfect					Imperative	
						Past Perfect
					Future Perfect	

§ 1. CLASSES OF VERBS

103. The different classifications of verbs are based upon the different aspects of verbal character.

I. Transitive and intransitive, according to the scope of the action they express.

If the action passes over from the agent to some object, the verb is transitive: IF NOT, intransitive.

II. Complete and incomplete, according to the completeness and incompleteness of their predication.

If the predication is complete and does not require a complement, the verb is complete; if the reverse is the case, the verb is incomplete.

III. Regular* and irregular,† according to the mode of their conjugation.

If the past and the past particular are formed by suffixing *ed* to the root the verb is regular; if not, irregular.

It is, however, usually about the first of these classifications that the term "classes of verbs" is used, the other two being made subservient to it.

For instance, "believe" in such a sentence as "I believe it true," is said to be a "regular incomplete transitive verb," not a "transitive regular incomplete verb" nor an "incomplete transitive regular verb."

104. An intransitive verb sometimes becomes a transitive by taking a cognate object, or an object of similar meaning to that of the verb itself.

He LIVES a happy LIFE.

He DIED a glorious DEATH.

She SMILED a sad SMILE.

He LAUGHED a hearty LAUGH.

They FOUGHT a desperate FIGHT.

I DREAMED a pleasant DREAM.

105. Transitive Verbs Used Intransitively. Observe the following:

Used Intransitively
(With an adjective as complement.)

Honey TASTES sweet (is sweet when it *is tasted*).

嘗之).

Ordinary Use
(With an object.)

The bee TASTES honey.

*Or "weak."

†Or "strong."

<p>This paper FEELS smooth (is smooth when it <i>is felt</i>). <u>手觸之</u>.</p> <p>The flower SMELLS fragrant (is fragrant when it <i>is smelled</i>.) <u>嗅之</u>.</p> <p>The house IS BUILDING (is being built).</p> <p>The drums WERE BEATING (<i>were being beaten</i>).</p> <p>The book IS PRINTING (<i>is being printed</i>).</p>	<p>The blind man FEELS every thing with his hands.</p> <p>She SMELLS the flower.</p> <p>He IS BUILDING a house.</p> <p>They WERE BEATING drums.</p> <p>They ARE PRINTING the book.</p>
--	--

It will thus be seen that these, though used intransitively, are really transitive verbs with a passive sense.*

106. A reflexive verb is a transitive that shows that the agent does something to himself. It takes a reflexive pronoun as object, which in turn is called a **reflexive object**.

They **BETOOK THEMSELVES** to the forest.

In doing so you **ARE RUINING YOURSELF**.

Let us **AVAIL OURSELVES** of the opportunity.

He **PRIDES HIMSELF** on his eloquence.

107. Position of the Direct and the Indirect Object. The indirect object generally precedes the direct. But when the direct object is "*it*" and the indirect object is also a pronoun, their position is just the reverse.†

*See Nesfield, p. 58.

†See Bain's "Higher English Grammar," p. 317.

I have told IT HIM.
The nurse used to sing IT
ME.

I have told HIM the FACT.
The nurse used to sing ME
the SONG.

But such a construction as "I have told it to him" is equally used.

108. The Same Verb in Different Predications:

Complete Intransitive

He believes that God is
(*exists*).

The plant GREW rapidly.

He WENT, but I remained.

He APPEARED on the scene
(*發露*).

Complete Transitive

I HAVE MADE this box.

He DROVE an ox.

I HAVE GOT the prize

I HAD still more.

Incomplete Intransitive

He is a soldier.

He GREW (*became*) impatient.

The dog WENT (*became*) mad.

He APPEARED (*seemed*) dull
and sleepy.

Incomplete Transitive

I HAVE MADE him *happy*.

It DROVE (*made*) him *mad*.

I HAVE GOT my hair *cut*.

I HAD IT *stolen*.

EXERCISE XV

(a) *Tell the class of each verb, and if there is an object or complement, mention it also:*

1. I will write him a letter, but I don't think I shall get a favorable answer.

2. He heaped up the logs.

3. He heaped the plate with dainties.

4. Please return me the book I lent you the other day.

5. He interested himself in the affair.

6. Neither oversleep nor overeat yourselves; it is very bad for the health.

7. I will send it you in a few days.

8. He went an enemy, but returned a friend.

9. He believes that God has ever been and ever shall be.

10. They call themselves patriots, and their enemies traitors.

(b) *Remove the italicized prepositions, making any necessary changes in the order of words:*

1. The policeman asked several questions of him.

2. They offered a bribe to him.

3. I will buy a new hat for you.

4. When he brought it to me, I gave a pretty picture to him.

5. While I was lying in bed, he read an interesting novel to me.

(c) *Write sentences, each containing one or other of the following verbs:*

1. "Get," "seem," "look," "become." (*As incomplete intransitives.*)

2. "Call," "get," "have," "make," "keep." (*As incomplete transitives.*)

3. "Die," "sleep," "fight," "smile." (*As transitives with cognate objects.*)

(d) *Translate the following:*

1. 吸墨紙手捫之而覺粗.
2. 梅在成人嘗之則味酸. (*to adults.*)
3. 在僕則水之味甘於酒.
4. 午飯正在預備. (*to get ready.*)
5. 軍艦二艘在彼船塢中建造. (*dock.*)

§ 2. VOICE

109. Passive of an Incomplete Transitive. In this case, the objective complement becomes a subjective one.

<i>Active Voice</i>	<i>Passive Voice</i>
(With an objective complement)	(With a subjective complement)
They ELECTED him <i>speaker</i> .	He WAS ELECTED <i>speaker</i> .
They SHOT the tiger <i>dead</i> .	The tiger was SHOT <i>dead</i> .

110. Passive of a Transitive with a Double Object. Two constructions are possible, either the direct or the indirect object being converted into the subject.

My father has given ME THIS. { THIS has been given me by my father.
 I told IT HIM. { I have been given this by my father,
 { IT was told him by me.
 { HE was told it by me.

The object, whether direct or indirect, thus retained in the passive construction, is called a **retained object**.*

111. Prepositional (or Compound) Verbs.†

These may be considered a sort of transitives, and be used in the passive voice.

<i>Active</i>	<i>Passive</i>
The authorities HAVE IN- QUIRED INTO the matter.	The matter HAS BEEN IN- QUIRED INTO by the authorities.
You MUST CONSULT WITH them.	They MUST BE CONSULTED WITH (by you).
We SHOULD NOT RESORT TO such a desperate means.	Such a desperate means SHOULD NOT BE RE- SORTED TO (by us).

112. When the agent is immaterial or unknown, either the active construction is altogether avoided, or such a word as “*people*” or “*they*” is used as indefinite subject.

America was discovered in the year 1492.

(The date is important, not the agent.)

The meeting was held at the Town Hall.

(The place is important, not the agent.)

PEOPLE (THEY) SAY that . . . IT IS SAID that . . .

THEY TELL ME that . . . I AM TOLD that . . .

*See Nesfield, p. 57.

†Already explained in the “Intermediate English Grammar,”

EXERCISE XVI

(a) *Rewrite each sentence by changing the voice of the verb:*

1. I could not do it.
2. Somebody must have taken it away.
3. People speak well of him.
4. They laughed at her.
5. Suddenly the hunter was sprung upon and killed by a lion.
6. He has not been heard of since.
7. We should not rely on medicine.
8. I might have sent for you, if an unexpected visitor had not prevented me.
9. This business must be attended to in earnest.
10. You ought not to depend upon such a perfidious fellow.

(b) *Rewrite each sentence in two different ways:*

1. He offered them a bribe.
2. She was telling us an amusing story.
3. The photograph was given him by his teacher.
4. He may have been told the news by them.
5. I teach him English three times a week.

§ 3. ~~THE~~ INDICATIVE MOOD AND ITS TENSES

(1) The Primary Tenses

113. The Present Indefinite Denotes a General Truth or a Habitual Action, and the Present Progressive a Momentary or a Temporary Action.

Present Indefinite

The sun GIVES light and heat.

I GO to school every day.

She SPEAKS English well.

He LIVES in Hongkew.

Present Progressive

The general IS GIVING his commands.

I AM GOING to school now.

She IS SPEAKING with her aunt.

He IS LIVING with me for the present.

114. The Present Tense is Used Instead of the Future.

(1) *To denote a fixed idea with verbs of locomotion.*

I AM off (START) to-morrow; my brother GOES too.

He RETURNS next week by the Peking-Hankow railway.

This use is more common with the progressive form.

ARE you GOING to-morrow?

When IS he LEAVING town?

He IS not COMING to-night.

(2) *In adverbial clauses denoting simple futurity, introduced by "if," "when," "before," "till," "while," etc. This use should not be extended*

to those verbs in noun clauses introduced by similar connectives.

I will come if it is fine to-morrow.

(Compare: I doubt if it **WILL BE** fine to-morrow.)

Let us all take arms when war **BREAKS** out.

(Compare: It is difficult to predict when war **WILL BREAK** out.)

You must finish it before you **GO** out (not *will go* out).

I will hold on till he **IS TIRED** out (not *will be tired* out).

Please let me hear from you as often as you can while you **ARE** (not *will be*) in England.

They will begin to play as soon as my back **IS TURNED** (not *will be turned*).

115. The present and the past are sometimes put into the **emphatic form** by means of the auxiliary "do."

I **DO HATE** such a thing (我 固恨 此等事).

He **DID SAY** so in my hearing (我聞彼 固作 此等語).

I **DID TRY**, but it was of no avail.

(我 固勉 爲之, 但無效.)

116. "Shall" and "Will."

(1) "*Shall*" implies compulsion; "*will*" intention.

When **SHALL** I **BRING** it? (When *ought* I to bring it?)

You **SHALL DO** so. (I *command* you to do so.)

He **SHALL NOT GO** there. (I *will not allow* him to go there.)

It **SHALL BE DONE** at any cost. (I *will cause* it to be done at any cost).

This use of "shall" is often extended to a favorable promise.

If you want a watch, you SHALL HAVE one. (*I will let you have one; that is, I will give you one.*)

You SHALL GO with me to Taishan to see the pine trees. (*I will take you to Taishan, etc.*)

{ I WILL DO so, right or wrong.
 { WILL you kindly DO me the favor?
 { He says he WILL GO despite the weather.

(2) "Shall" expresses simple futurity with the first person; also with the second in question. "Will" denotes the same notion with the second (except in question) and third persons.

{ I fear I SHALL FAIL.
 { SHALL I BE PUNISHED, I wonder?
 { When SHALL you BE able to see him?
 { I fear you WILL FAIL.
 { Perhaps he WILL COME by noon.
 { WILL it NOT BE funny if he fails after all his bragging?

Note. The cases where the future tense is replaced by the present have already been shown in ¶ 114.

117. "Will" is often used to express a present habit.

Whenever he meets any one, he WILL COMPLAIN of his poverty (*is in the habit of complaining, etc.*).

The conservatives WILL CONDEMN anything foreign (*are in the habit of condemning, etc.*).

EXERCISE XV

(a) *Translate the following:*

1. 地球環繞太陽之周圍。
2. 今日雖甚用功,平日則不如此。
3. 君信將有成效。
4. 君有成效,則僕等爲君開宴會. (*In your honor; to give a banquet.*)
5. 我料明後日將遇彼人。
6. 將置於何處。
7. 若至正午能製成之,則汝可攜往音樂會. (*Concert; use "go" with "you" as subject.*)
8. 汝若欲此書,則可給汝. (*Use "have" with "you" as subject.*)
9. 赦彼使去. (*With "he" as subject.*)
10. 居京都時能研究美術. (*to stay; to study.*)

(b) *Correct the errors:*

1. Will you be able to finish the painting by the appointed day?
2. I don't know when he is here next time.
3. I don't think that he succeeds as he is always so lazy.
4. I will tell him so when he will be here next time.
5. She is going to church every Sunday.

(2) The Perfect Tenses

118. The present perfect tense must be carefully distinguished from the past. The former, whether it denotes the completion or the continuance of an action, **always connects the notion with the present time**, while the latter states an action merely as a past thing, cut away from the present.

I HAVE READ the book already (that is, I *know* it now).

He HAS SOLD his house (that is, he *is without* that house).

China HAS MADE great progress (that is, China *is* in an advanced state of civilization).

I HAVE LIVED here five years (that is, it *is* now five years since I began to live here.)

Where HAVE you BEEN all this time (that is, *till this time*)?

119. Sometimes one and the same fact may be referred to by both the present perfect and the past. But then the meanings are different, the former laying more stress on the present state of things arising out of the action, and the latter on the action itself. Observe the following dialogue:

- | | |
|---|---|
| { | A. Will you please lend me your watch? |
| | B. Yes, but what have you done with yours? |
| | A. I have LOST IT (<i>I am without</i> it). |
| | B. When did you lose it? |
| | A. I LOST it yesterday (<i>My loss of it took place yesterday</i>). |

<i>Present Perfect</i>	<i>Past</i>
He HAS BOUGHT a house. (He <i>has</i> a house now.)	He BOUGHT a house yesterday. (<i>His act of buying it took place yesterday.</i>)
The United States HAS ACQUIRED possession of the Philippine Isles. (<i>She is the possessor of them.</i>)	The United States ACQUIRED possession of the Philippine Isles shortly after the American-Spanish war. (<i>Her acquisition of them took place, etc.</i>)

Thus it naturally follows that **no word or words denoting the definite past can be used with the present perfect.**

120. The present perfect tense may also denote a past experience.

In this case, it is frequently replaced by the past tense.

{ HAVE you ever SEEN a lion?
 { DID you ever SEE a lion?

I HAVE often MET him. I often MET him.

{ We HAVE never HEARD him sing.
 { We never HEARD him sing.

121. The present perfect is used instead of the future perfect in adverbial clauses introduced by "if," "when," "before," "after," "as soon as," etc. [Cf. ¶ 114 (2).]

If you HAVE KNIT (not *will have knit*) the stockings by noon, I will give you a pretty purse.

I shall go out *when* I HAVE WRITTEN all my letters.

You will surely lose your way several times *before* you HAVE PASSED through the woods.

Please attend to this *after* you HAVE FINISHED that.

Let him return the book *as soon as* he HAS DONE with it.

122. Some cautions in the use of the present perfect:

(1) "*Have been*" is used.

(a) In the sense of "*have gone and come back*" or "*have come and gone back.*"

I HAVE BEEN to Nanking. (*I have gone to and returned from Nanking* 我曾往南京而回)

He HAS BEEN here (彼曾來此而已去).

(b) Instead of "*to go*" and "*to come*" in the sense of past experience.

HAVE you ever BEEN in Hankow? (*Have you ever gone to Hankow?*)

He HAS BEEN here several times.

(2) "*Just*" is used with the present perfect: "*just now*" with the past.*

He HAS JUST COME. He CAME JUST NOW.

I HAVE JUST RETURNED. I RETURNED JUST NOW.

*See Dr. Eastlake's "Lecture on English Grammar."

(3) "*For the last (or past) three hours*" and similar phrases used with the present perfect denote the continuance of an action up to the present moment, and so do not violate the caution given at the end of ¶ 119.

I have been waiting FOR THE LAST THREE HOURS. (*It is now three hours since I began to wait.*)

It has rained here FOR THE PAST FIVE DAYS. (*It is now five days since it began to rain here.*)

123. The past perfect tense naturally belongs to the complex sentence, since it denotes an action completed by, or continuing till, the time of another past action.

When I *got* to the station, the train HAD already STARTED.

I *lost* the watch that I HAD BOUGHT the day before.

But if, by means of a compound sentence, we mention these actions in their successive order, no past perfect will be needed.

I *bought* a watch, and *lost* it the next day.

124. To express the mere notion of priority, and not that of previous completion, the past tense is used instead of the past perfect when there is either "*before*" or "*after.**"

*See Cox, p. 75.

Mere Priority

He STUDIED it *before* he was examined. (His study of it *took place before* his examination. 彼於試驗之前誦習之.)

I went out *after* I did so. (My doing so *was before* my going out, or I went out *after doing* so.)

Previous Completion

He HAD STUDIED it *before* he was examined. (His study of it *had been completed before* his examination. 彼於試驗之前誦習已畢.)

I went out *after* I HAD DONE SO. (My doing so *had been completed before* my going out, or I went out *after having done* so.)

125. The past, and not the past perfect is used to mention a historical fact in connection with a certain past act.

I *told* him that Watt INVENTED a steam engine.

(Compare: I *told* him that I HAD INVENTED a useful machine.)

126. The case where the future perfect is replaced by the present perfect has been shown in ¶ 121.

EXERCISE XVI

(a) *Translate the following:*

1. 自來北京未嘗患病。
2. 在此三月間未得彼人來信。

3. 我曾往觀蘇州之梅而回. (Use the "present perfect of *be* + infinitive.")*
4. 彼等必曾往送友人而來. (*to see somebody off*).
5. 試驗及第乞見告.
6. 巡兵來時賊已逃矣.
7. 彼甚以不得君之好音爲憾. (*favorable*).
8. 小兒答曰,哥侖布發見亞美利加.
9. 迨君歸來,余欲將文字呈上.
10. 彼再住濟南二月,則住彼處共計五年矣.

(b) *Correct the errors.*

1. I just received a telegram.
2. I want it no more; I read it already.
3. You may go out when you will have done it.
4. When has it taken place?
5. He did not know that General Li Yuan Hung (黎元洪) had started the Chinese Revolution.
6. He has often come here last month.

§ 4. THE SUBJUNCTIVE MOOD AND ITS TENSES

127. The subjunctive present doubts where the indicative present asserts.

* See ¶ 146 (5); also the "Intermediate English Grammar," p. 80,

<i>Indicative Present</i>	<i>Subjunctive Present</i>
He <i>is</i> rich.	If he BE RICH, he ought to be liberal.
He <i>goes</i> .	I will remain, whether he GO or not.

Note. The subjunctive present is often replaced by the indicative present.

128. The subjunctive past denies where the indicative present asserts.

If he WERE rich, he would not live so humbly.

(But as he *is not* rich, he lives so humbly.)

If he DID NOT GO now, he might be suspected.

(But as he *goes* now, he may not be suspected.)

I wish I KNEW his motive

(But I *do not know* it.)

I wish he WERE here.

(But he *is not*.)

129. The subjunctive past perfect denies where the indicative past asserts.

If he HAD BEEN rich, he would have lived more fashionably.

(But as he *was not* rich, he did not live so fashionably.)

If he HAD NOT GONE, he might have been suspected.

(But as he *went*, he was not suspected.)

I wish I HAD KNOWN his motive. (But I *did not*.)

I wish he HAD BEEN here. (But he *was not*.)

130. The subjunctive mood must be carefully distinguished from the indicative in a somewhat similar construction. "If," it should be remembered,

is not a necessary sign of the former, and may as well be used with the latter.

<i>Indicative</i>	<i>Subjunctive</i>
If he IS short-tempered, he is not at all ill-natured. (彼雖量窄, <u>但並無劣性</u> .)	If he BE short-tempered, he may also be ill-natured.
If he DID so, he was quite justified. (若彼爲此, <u>彼誠合理</u> .)	If he DID so, he would be quite justified. (<i>Supposition contrary to the present fact.</i>)
So perfectly HAD he MADE his recitation that he was rewarded at once. (<i>Previous completion of an act before another.</i>)	HAD he MADE his recitation perfectly, he would have been rewarded at once. (<i>Supposition contrary to the past fact.</i>)

131. The subjunctive present can also denote a wish or a prayer. This must be clearly distinguished from the indicative as well as the imperative mood.

<i>Subjunctive</i>	<i>Indicative</i>	<i>Imperative</i>
Heaven HELP you!	Heaven HELPS you.	LET Heaven HELP you.
God BLESS him!	God BLESSES him.	O God! BLESS him.
Long LIVE the Republic!	The Republic LIVES long.	LIVE long, O Republic! LET the Republic live long.

132. Some idiomatic expressions with the subjunctive:

(1) "You had better do so." Here "had" is a subjunctive past, meaning "would have," while "do" is an infinitive, and the whole expression is equivalent to "You would have (it) better (to) do so." (汝以如是爲之爲佳.)

My father told me that I HAD BETTER NOT HEAR it.

I said that he HAD BEST STUDY in his native place.

(我謂彼在故鄉讀書爲佳.)

(2) "As it were" (如所云) is used by way of excuse for the figurative expression following.

He is, AS IT WERE, trusting to a broken reed.

The news was, AS IT WERE, a thunderbolt in my ear.

EXERCISE XVII

(a) Translate the following:

1. 若余爲汝，則不欲爲之。
2. 余如君之無憂，則極可喜。
3. 若在此等天氣舉行典禮，有誰到會。
4. 往固佳，但實際不能往。
5. 若實患病，則不必如此奔走亦佳。
6. 願天之加福於君。
7. 不入若輩之中爲佳。

8. 彼正如所謂驢蒙獅子皮也 (*An ass in the lion's skin*).

9. 國民正如所謂臥於噴火山上 (*on a volcano*).

10. 若其舉動稍強硬, 則即啟戰事矣.
(*her attitude; firmer; to lead to war.*)

(b) *Correct the errors:*

1. If you are he, you would act in the same way.

2. If I did not go yesterday, I should not have heard it.

3. If he is here now, what would he say?

4. I wish I am as learned as he.

5. If it is not raining so heavily, he might come.

§ 5. THE POTENTIAL MOOD AND ITS TENSES

(1) The Primary Tenses

133. Besides ability (“*can*” 能為某事), possibility (“*may*” 或可為某事), permission (“*may*” 可為某事 “*can*” 可為某事) and compulsion (“*must*” 必為某事), the potential present may also denote.

(1) *Inference or certainty*. [“*Must*” used affirmatively (某某定係); “*can*” negatively (某某未必) or interrogatively (某某豈是.)]

He MUST BE a detective.

He CANNOT BE a detective.

CAN he BE a detective?

(2) *A purpose.* (“*May*” used after “*that*,” “*so that*,” or “*in order that*.”)

He studies hard *that* (*so that, in order that*) he MAY SUCCEED.

Do so *that* you MAY PLEASE him.

But after “*take care that*” the verb is in the indicative mood.

Take care that you PLEASE him.

I must take care that I DO NOT OFFEND him.

(3) *A wish or prayer.* (“*May*” used before the subject. Cf. ¶ 131.)

MAY Heaven HELP you!

MAY China BECOME one of the world’s greatest powers!

134. The potential past denotes.

(1) *Past ability.* (“*Could*.”)

(2) *Past habit.* (“*Would*.” Cf. ¶ 117.)

Whenever he met any one, he WOULD COMPLAIN of his poverty (*was in the habit of complaining*, etc.).

Even while attending a primary school, he WOULD often BE SEEN poring over his book by himself.

(3) *A purpose either past or present.* (“*Might*” after “*that*,” “*so that*,” or “*in order that*”; “*should*” after “*lest*” with all persons.)

I (you, he) studied hard $\left\{ \begin{array}{l} \textit{lest} \text{ I (you, he) SHOULD} \\ \text{FAIL.} \\ \textit{that} \text{ I (you, he) MIGHT} \\ \text{NOT FAIL.} \end{array} \right.$

You must study hard *lest* you SHOULD FAIL (*that* you may not fail.)

In the latter case the subjunctive present is equally used.

You must study hard *lest* you FAIL.

Let him study hard *lest* he FAIL.

(4) *Duty or propriety independent of time.*
(*“Should” with all persons.*)

We (you) SHOULD LOVE our (your) country.

IT IS right that you SHOULD GO.

IT IS natural that he SHOULD THINK SO.

IT IS necessary that we SHOULD DO SO.

(5) *Unexpectedness.* (*“Should” with all persons.*)

I regret that I SHOULD BE so badly THOUGHT OF.
(我爲人所料 如是其惡殊爲可惜.)

I am surprised that you SHOULD SAY SO.

It is strange that the flowers SHOULD BE BLOSSOMING at this time of the year.

The potential mood in this use is sometimes replaced by the indicative.

I am surprised that you SAY SO.

I regret that I AM so badly THOUGHT OF.

(6) *Absolute denial or extreme doubt respecting an action either present or future.*

I WOULD DO so, if I COULD (如我能之, 則我當爲此).
(Implied: I *do not* or *will not do* so, because I *cannot*.)

{ I wish he COULD GO with us.
{ (Implied: He *cannot go* with us.)

{ How COULD there BE such a thing?
{ (何以有此等事.)
{ (Implied: There *cannot be* such a thing.)

It MIGHT BE so. (Implied: It *may not be* so.)

If you were in his place, you WOULD DIE from despair.

{ IF I SHOULD MEET him, I *will (would, must)* tell him
so.
{ IF YOU SHOULD MEET HIM, please *tell* him so.
{ IF HE SHOULD FAIL, he *will (would, may, might)* give
up the idea.

The above form, sometimes called the subjunctive future, denotes future contingency, and is accompanied in the principal clause by an indicative future, by an imperative, or by another potential, either present or past.

(7) *A polite request.*

The potential past is politer than the potential present or the indicative future.

WOULD you DO me the favor?		<i>Will you do me the favor?</i>
MIGHT I GO home?		<i>May I go home?</i>
COULD you TAKE me there?		<i>Can you take me there?</i>

135. Familiar expressions with "should":

(1) "*I should like + infinitive*" (我願云云) is a milder form of "*I like + infinitive*," and implies the real or pretended inability of doing something.

I SHOULD LIKE very much TO GO with you.

(2) "*I should think (say)*" is milder than "*I think (say)*."

{ *Question.* Is he the greatest Chinese statesman living?
Answer. I SHOULD THINK (SAY) so (我亦謂然).

(3) "*He should know better*" (彼當愚不至此) is equivalent to "*He ought to know better.*"

EXERCISE XVIII

(a) *Translate the following:*

1. 無論何時作文請常以示僕。
2. 既善於暗誦長歌，則其有善記臆力可決言也。
3. 既未能暗誦短詩，則其有善記臆力殆未可必。 (*to fail to recite.*)
4. 求不被輕蔑，則無論何時，舉止皆宜整飭。 (*respectably.*)
5. 願君此次旅行多得佳趣。
6. 不問作何事均宜用心，勿爲人笑。 (*take care.*)

7. 付款於彼爲理所當然.
8. 頗以如此薄待此人爲憾.
9. 能解如此其難之問題誠爲可喜. (*to solve; a problem.*)
10. 如可, 亦難保其不往.
11. 若不祕密則當告君.
12. 無論何人來訪余, 請告以已赴吳淞. (*inquiring for me.*)
13. 若所願之事皆能成就, 則吾第一欲游觀月世界.
14. 因恐下雨已攜傘來.
15. 君之抱此理想, 誠堪詫異. (*to entertain an idea.*)

(b) *Correct the errors:*

1. If he knew it, what will he do?
2. Should you please come to-morrow?
3. As he doesn't know his own age, he can be a fool.
4. It is strange that they will hate him so bitterly.
5. You may think otherwise if you were not in the present condition.

(2) The Perfect Tenses

186. The potential present perfect denotes possibility or inference about an action regarded as past.

(1) *Possibility*. (“*May have*+past participle.”)

I (you) MAY HAVE SEEN him before.

He MAY HAVE ARRIVED already.

(2) *Inference*. (“*Must have*+past participle” used affirmatively: “*Can have*+past participle” either negatively or interrogatively.)

{ He MUST HAVE ARRIVED already.
He CANNOT HAVE ARRIVED yet.
CAN he HAVE ARRIVED already?

137. The form wanting for the potential present perfect of “*can*+root” in the sense of ability is supplied by “*have been able*+infinitive.”

I HAVE JUST BEEN ABLE TO FINISH IT.

He HAS BEEN UNABLE TO TALK for these three days.

138. The form wanting for the potential present perfect of “*must*+root” in the sense of compulsion is supplied by “*have had*+infinitive.”

I HAVE HAD TO DO a great deal of work to-day.

He HAS HAD TO WORK the machine for himself.

139. The potential past perfect denotes

(1) *Denial of the past*.

Had I done so, I SHOULD HAVE BEEN CALLED a fool.

(Implied: I did not do so, so I *was not called* a fool.)

You MIGHT HAVE FAILED, if you had been less diligent.

(Implied: You *did not fail*, because you were so diligent.)

He WOULD HAVE BOUGHT IT, if it had suited him.

(Implied: He *did not buy* it, because it did not suit him.)

We COULD HAVE CAUGHT him, if he had not been armed with a sword.)

(Implied: We *could not catch* him as he was armed with a sword.)

If we had not run to the rescue, he must HAVE BEEN KILLED.

(Implied: As we ran to the rescue, he *was not killed*.)

I (you, he) SHOULD HAVE DONE SO. [I (you, he) *ought to have done* so, though I (you, he) *did not*.]

(2) *Duty or propriety attributed to a past fact.*

It is right that you SHOULD HAVE DONE SO.

It is natural that he SHOULD HAVE GOT angry.

It is but just that they SHOULD HAVE TREATED you so.

(3) *Surprise at a past fact.*

It is a pleasant surprise that I SHOULD HAVE BEEN WELCOMED so heartily.

I am sorry that you SHOULD HAVE FAILED.

It is strange that he SHOULD HAVE BROKEN the promise.

EXERCISE XIX

(a) *Translate the following:*

1. 以前如此說亦未能確知。(exactly.)
2. 此信爲彼所書無疑。

3. 此五日間不能外出。
4. 彼未必欲作此等呆事。
5. 歡心至此,必已達其目的無疑. (*to accomplish one's object.*)
6. 倘如此則亦難保其不笑。
7. 工作若略加勤,必能成就. (*a little harder.*)
8. 彼人之父訝其能蓄如是多金。
9. 既如是,則日本之不及中國,亦自然之理也. (*such being the case.*)
10. 君作此想,亦屬正當。

(b) *Correct the errors:*

1. If you had visited him, he may have been glad.
2. As all my family went out this morning, I must have stayed at home all day.
3. As it is too difficult a task, I cannot have finished it yet.
4. I shall have read it before.
5. He will have joined the party if he can have spared the time.

§ 6. THE IMPERATIVE MOOD

140. Besides a command or a request, the imperative mood may also denote.

(1) *A condition.*

BE diligent, or you will fail. (*If you are not diligent, you will fail.*)

LET a man RESPECT himself, and people will respect him. (*If a man respects himself, people will respect him.*)

(2) *A concession.* In this case the imperative may be used with any person without the help of "let."

Do *what I can*, I cannot persuade him.

(*Whatever I can do*, I cannot persuade him.)

Go *where you may*, you will surely be dissatisfied.

(*Wherever you may go*, etc.)

WORK *as he may*, he will not excel you.

(*However hard he may work*, etc.)

The same may be used of a past fact.

Do **WHAT** I could, I could not persuade him.

Work as he might, he could not keep himself above want.

141. "Suppose" and "say."

(1) "*Suppose you were.*" (*If you were.*)

SUPPOSE *you were* the richest man in China; what would you do?

SUPPOSE *I were* your teacher; what would you want me to teach?

(2) "*Say*" used absolutely, *presumably* or *for instance*.

A great many guests—**SAY** (*presumably*) a hundred—are expected on the occasion.

What do you say of going there with me some time this month—**SAY** (*for instance*) next Sunday? (汝意於本月中與我同往彼處何如, 設如下星期日何如.)

EXERCISE XX

Translate the following:

1. 請自陳過失, 否則無赦.
2. 彼最不用功乎.
3. 任其爲所欲爲. (Imperative mood in the third person.)
4. 無論如何, 我於一日之中不能成之.
5. 無論往何處, 罪人必被捕無疑.
6. 彼雖如此勞動, 尙無若干積蓄, 足以贍養家人 (*enough to support*).
7. 使君擁巨資有百萬圓, 彼時將何以處之.

§ 7. INFINITIVES

INTRODUCTORY TABLE

	Simple	Perfect
Noun use.	To DO so is wrong.	I regret TO HAVE DONE SO.
Adjective use.	He is not a man TO DO SO.	He seems TO HAVE DONE SO.
Abverbial use.	I have come TO DO SO.	He must have a strong will TO HAVE DONE it so successfully.
Absolute use.	TO DO him justice, he is actuated by a pure motive.	

142. The **adverbial infinitive** denotes a variety of meaning:

<i>Purpose</i>	{ I went TO SEE him. He works hard TO SUCCEED.
<i>Result</i>	{ He began to speak only TO BE HISSED down (with the result of being hissed down) by the audience. They marched forth only TO BE DEFEATED (爲敵所敗).
<i>Cause</i>	{ He wept TO SEE her dead (because he saw her dead). I am glad TO HEAR THAT you have succeeded.

Reason for preceding statement.

{	He must be a fool TO SAY SO (<i>since he says so</i> <u>既作此言</u>).
	You must have been very diligent TO HAVE PASSED the examination so splendidly. (<u>故考試能</u> <u>前得列如是</u>).

143. The **absolute infinitive** is used to form a phrase* which is an independent element of the sentence.

TO SPEAK (TELL) THE TRUTH, I don't approve of the plan (實說).

TO BE FRANK, I suspect him (從直言之).

TO MAKE MATTERS WORSE, he fell sick (不幸中之不幸).

*Called an absolute infinitive phrase, as already shown in the "Intermediate English Grammar," p. 126.

He is, SO TO SPEAK (*as it were*), a brute in human form.

He is very philanthropic. To CITE AN INSTANCE, he maintains an orphanage at his own expense. (試舉一例.)

To BE SURE (surely) he did so.

144. Observe the following difference in the use of the simple and the perfect infinitive:

Simple

(The action is simultaneous with that denoted by the finite verb.)

{ He *is said* TO BE RICH. (It *is said* that he *is* rich.)

{ He *was said* TO BE RICH. (It *was said* that he *was* rich.)

{ She *seems* TO BE WEEPING. (It *seems* that she *is weeping*.)

{ She *seemed* TO BE WEEPING. (It *seemed* that she *was weeping*.)

Perfect

(The action is previous to that denoted by the finite verb.)

{ He *is said* TO HAVE BEEN rich. (It *is said* that he *was* or *has been* rich.)

{ He *was said* TO HAVE BEEN rich. (It *was said* that he *had been* rich.)

{ She *seems* TO HAVE BEEN weeping. (It *seems* that she *was* or *has been weeping*.)

{ She *seemed* TO HAVE BEEN WEEPING. (It *seemed* that she *had been weeping*.)

145. The infinitive sign "to" is frequently omitted, especially after the following words:

(1) "See," "hear," "feel," "make," "have."
when these are in the active voice.

Preceded by an Active

I *have* never *seen* him
LAUGH.

We often *hear* him SAY SO.

I *felt* it MOVE slowly.

They *made* her GO.

I *had* him WRITE it.

(I caused him to write it.)

Preceded by a Passive

He *was* never *seen* TO
LAUGH.

He *is* often *heard* TO SAY SO.

It *was felt* TO MOVE slowly.

She *was made* TO GO.

I had it WRITTEN by him.

(Not—*He was had to write it.*)

(2) "Had better." [Cf. ¶132 (1).]

You *had better* GO.

He *had better* not TRY IT.

(3) "Do nothing but" and "Cannot but."

{ He *does nothing but* PLAY all day long.

{ They *did nothing but* DRINK and QUARREL.

{ I *cannot but* LAUGH. { I cannot (do anything) but }
{ (to) laugh. }

{ She *could not but* WEEP 祇能哭泣耳.

146. Some expressions with the infinitive:

(1) "Have+infinitive" (*must+root*).

You WILL HAVE TO WORK hard for yourself.

I HAD TO GO there yesterday.

You HAVE ONLY TO DO SO (祇須如此爲之)

(2) “*Have not+infinitive*” is equivalent to “*need not+root*,” and not to “*must not+root*” as is often mistaken.

YOU HAVE NOT TO WORK any more.

(You *need not work* any more.)

(3) “*Are+infinitive*” expresses a future sense with an additional notion of fixedness.

HE IS TO GO. (*It is fixed* that he should go.)

WE ARE TO MEET again on Sunday evening.

(4) “*To*” is understood after “*have*,” and expressed after “*get*” in the following construction with the infinitive:

I HAD HIM DO SO.

I GOT HIM TO DO SO.

In asking a person for a favor, “*get*” is preferable as being more polite.

COULD I GET YOU TO COPY it?

(5) “*Have been+infinitive*” (“*have returned from+gerund*”).*

I HAVE BEEN TO VISIT my friend B. (*I have returned from visiting* my friend B.)

EXERCISE XXI

(a) *Translate the following, using the infinitive wherever possible:*

1. 我等之英語會, 將於十五日開第十次會.
2. 彼雖盡死力而爲之, 然終於失敗.

*Already explained in the “Intermediate English Grammar,” p. 80.

3. 實則讀書之外無所事事.
4. 君只須示以應如此爲之, 則甚善.
5. 因求恢復健康, 余之心力已盡.
6. 遭如是之大損害, 則風之暴無疑矣.
7. 彼誠欲作此愚魯之事, 其愚誠不可及
(*to think of doing . . .*).
8. 彼之計畫所謂空中樓閣也 (*a castle in the air*).
9. 此人談遊學外洋之事 (*to study abroad*).
10. 此人談遊學外洋時事.
11. 余未見此人爲此事.
12. 明朝勿如此早來爲佳.
13. 余已請此人作法文信.
14. 曾往觀蘇州之梅花而歸乎.
15. 見此可笑形狀, 不得不笑.

(b) *Change the voice of each finite verb:*

1. I made him finish it in an hour.
2. They were heard to cry most piteously.
3. We saw them slowly climb up the narrow path.
4. The house was felt to shake slightly.
5. I had my sister copy the picture.

§ 8. PARTICIPLES

147. Transitive past participles, when used adjectively, are always in the passive voice.

Houses BUILT in European style; a picture PAINTED on a canvass; the DISPUTED point.

Incorrect	Correct
The man WRITTEN this is absent.	The man <i>who has written</i> this is absent.
He is a criminal KILLED his wife.	He is a criminal <i>who has killed</i> his wife.

148. Intransitive Past Participles,

(1) *Are not used attributively.*

EXCEPTIONS: A DEPARTED guest; a FALLEN tree; FADED flowers; in byGONE days; in days GONE by; a RETIRED officer; the RISEN sun.

(2) *May be used predicatively.*

The participle in this use must be carefully distinguished from the one forming part of the perfect tenses.

{ He *is* COME (*is in the state of having come* 來矣).

{ He HAS COME (*has completed his act of coming* 方來).

{ The tower *is* FALLEN (*is in the state of having fallen* 倒矣).

{ The tower HAS FALLEN (*has completed its act of falling* 方倒).

{ The flower *was* FADED (凋矣).

{ The flower HAD FADED before I saw it (方凋).

149. Participles may be used predicatively.

(1) *As subjective complement.*

It soon became KNOWN in this way.

He sat SURROUNDED by his family.
 The tiger was found SHOT dead in the bush.
 He remained STANDING in the water.
 I stood GAZING at the sight.

(2) *As objective complement.*

I made it KNOWN to all the neighborhood.
 We believed him already KILLED.
 I saw her WEEPING alone.
 They found it SHOT dead in the bush.
 I could not make myself UNDERSTOOD.
 I had it MENDED by him.
 (Active: I had him *mend* it.)
 I got it WRITTEN by him.
 (Active: I got him *to write* it.)

[Cf. ¶ 146 (4).]

150. The participle is often used to form a phrase expressing time, cause, or condition.

HAVING FINISHED MY WORK (*as or when I had finished my work*), I went out for a walk.

The burglar, SEEING US COMING (*as he saw us coming*), took to his heels.

ATTACKED (OR BEING ATTACKED) ON ALL SIDES (*as they were attacked on all sides*), the enemy grew desperate.

CROSSING THE BRIDGE OVER THERE (*if you cross the bridge over there*), you will easily find the house.

Notice the difference:

{ SAYING SO, he went away. (*As he said so, 言此之時.*)
 { HAVING SAID SO, he went away. (*When he had said so, 既言此之後.*)

151. Idiomatic constructions with the participle:

(1) *Absolute participles have their own logical subjects (i. e., absolute nominatives) expressed.*

We all went out, *he* alone REMAINING (*while he alone remained*).

This DONE (OR BEING DONE) (*when this was done*), they all dispersed.

The sun HAVING SET (*as or when the sun had set*), each went his way home.

He HAVING SURRENDERED (*as he had surrendered*), the rest could do nothing.

(2) *Impersonal absolute participles have no logical subject expressed.*

He is very clever, CONSIDERING his age (*if we consider his age*).

SUPPOSING this all right (*though we may suppose this all right*), what are you going to do with the other matter?

Strictly SPEAKING (*if we speak strictly*), this is not correct.

JUDGING from reports (*if we judge from reports* 按世人之評論), he must be a great man.

TALKING of warships (*now that we are talking of warships* 論及軍艦), have you ever seen the Haiji?

This construction should not be extended to where the participle must have its logical subject expressed.

Incorrect

BEING RICH, they envied
him.

Correct

{ He BEING RICH, they envied
him.
Being rich, he was envied
by them.

HAVING FINISHED the letter, it was <u>posted</u> .	}	HAVING finished the letter, he (1) <i>posted</i> it. Having <i>been finished</i> , the letter was <i>posted</i> .
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EXERCISE XXII

(a) *Translate the following, using the participle wherever possible:*

1. 彼女既去, 此女則往其叔母之處.
2. 彼求請見拒, 失望而去. (*to refuse.*)
3. 偶然傳聞於外. (*accidentally.*)
4. 彼方傾耳立聽, 向己身畔而來之足音爲誰.
5. 彼女威嚇彼男子之祕密, 已盡人皆知. (*to threaten.*)
6. 余之錢囊被盜.
7. 第一著失敗, 遂不再試. (*in one's first attempt.*)
8. 以嚴格言之, 大抵世人皆不道德.
9. 論及小說, 君曾讀黑奴顛天錄否. (“*Uncle Tom's Cabin.*”)
10. 此人收入之率頗豐. (*liberal, generous.*)

(b) *Correct the following:*

1. Mention the chief events happened in the eighteenth century.
2. Having read the book, it was thrown aside,

3. I don't know the man done this mischief.

4. Mr. M was the only member spoken on the occasion.

5. Being too difficult and bulky, I have not yet finished the book.

§ 9. GERUNDS

152. Uses of the Gerund:

(1) *As subject.*

His MAKING so rapid progress foretells his future greatness.

His HAVING DONE so is a proof of his folly.

(2) *As object.*

He began READING.

I regret HAVING DONE SO.

(3) *As complement.*

Seeing is BELIEVING.

The sole cause of his suspicion is my HAVING REMAINED there.

153. When used in a particular sense, the gerund must have its logical subject either as its possessive modifier or otherwise.

<i>Logical Subject as Possessive Modifier</i>	<i>Logical Subject Expressed Elsewhere</i>
I regret <i>his</i> HAVING DONE SO.	<i>He</i> regrets HAVING DONE SO.

They blamed her for <i>her son's</i> DOING SO.	They blamed <i>her</i> for DOING SO.
<i>She</i> was blamed for <i>her son's</i> DOING SO.	<i>She</i> was blamed for DOING SO.

But when used in a general sense, no logical subject is needed.

DOING so is impossible.	}	<i>Anybody's</i> DOING SO is im- possible.
		DOING so is impossible for <i>anybody</i> .

154. A distinction is sometimes made between a gerund and a **verbal noun**, which, though derived from the verb, is used in a purely noun-construction.*

<i>Gerund</i>	<i>Verbal Noun</i>
(Double use of a verb and a noun)	(Single use of a noun)
LEARNING English is a dif- ficult thing.	The LEARNING of English is a difficult thing.
He earns his living by WRITING novels.	He earns his living by the WRITING of novels.
RISING early (<i>adv.</i>) is healthy.	Early (<i>adj.</i>) RISING is healthy.
Some birds are fond of FLY- ING swiftly.	Some birds are fond of swift FLYING.

155. Idiomatic expressions with the gerund:

(1) "There is no + gerund" ("It is impossi-
ble + infinitive").

*See Nesfield, p. 76.

THERE IS NO GOING there (*It is impossible to go there*) in such weather.

THERE WAS NO KNOWING (*It was impossible to know*) who he was.

(2) “*Cannot help + Gerund*” (“*Cannot forbear from + gerund*”).

I CANNOT HELP THINKING SO (*I cannot forbear from thinking so*) (不能不作此想).

She COULD NOT HELP WEEPING for joy.

(3) **On** (or **upon**) doing so, he went away (*As soon as he had done so, he went away*).

UPON THE SPEAKER'S SAYING SO, the audience burst out laughing.

EXERCISE XXIII

Translate the following, using the gerund or verbal noun wherever possible:

1. 善讀決非容易. (*Gerund.*)
2. 讀法之善, 決非容易. (*Verbal noun.*)
3. 彼則以君之如是爲憾.
4. 欲將是物提舉, 彼遂挫其肩節. (*to sprain.*)
5. 按此光景, 不知能作何事. (*Under the present circumstances.*)
6. 總與彼人不一律.
7. 因作此語, 遂不復怒.
8. 至京都遂訪友人某君.

9. 余因此而笑.
10. 彼之致富,不足證其爲有功德也. (*to make money; proof of merit.*)
11. 英語之學習,費時甚多.
12. 彼讀小說以度光陰.
13. 善講話較善寫爲難.
14. 彼特巧於寺院之建築.

CHAPTER VI. THE ADVERB

§1. SIMPLE ADVERBS

156. Uses of the Simple Adverb:

I. *Besides a verb, an adjective, or another adverb, the simple adverb may also modify—*

(a) *A preposition.*

JUST *at* the foot of the hill, there is a hot spring.

The doors were opened PRECISELY *at* seven o'clock.

By this time we had got HALF *through* the wood.

This blunder arose ENTIRELY *through* his negligence.

It was SOLELY *for* your sake that he did so.

Or the adverb may be regarded as modifying the phrase introduced by the preposition.

(b) *A conjunction.*

He did so, PROBABLY *because* he had no alternative.

EVEN *though* you confess your fault, he may not pardon you.

RATHER *than* do such a thing, I would die.

Or the adverb may be regarded as modifying the clause introduced by the conjunction.

(c) *A noun or its equivalent.*

EVEN *a child* can do so.

EVEN *I* could do it easily.

In each of the following case, the adverb really modifies, not the noun itself, but its verbal sense or its verbal modifier understood.

His *arrival* THERE (His *arriving* THERE) was welcomed with great enthusiasm.

We are eagerly looking forward to his *return* HOME (his *returning* HOME).

The *people* THERE (The people *living* THERE) differ in many ways from *those* HERE.

The THEN (THEN *ruling*) governor was Mr. A.

(d) *A whole sentence.*

UNFORTUNATELY he cannot come. (*It is unfortunate that he cannot come.*)

PERHAPS he has failed. (*It may be he has failed.*)

APPARENTLY he is against the proposal. (*It is apparent that he is against the proposal.*)

An adverb in this use is often called a modal adverb.

II. *Some few adverbs may be used predicatively as subjective complement.*

I am HERE. *He is* THERE.

We are OFF (*start*) to-morrow.

The peach flowers *are* just OUT (*open.*)

It *was* soon OVER.

III. *Some few are sometimes in noun use.*

Now is the time for us to begin.

It is but five miles from HERE to THERE.

I have not heard from him since THEN.

He lived there until quite RECENTLY.

Let us go at ONCE.

This is by FAR the best composition ever written in this class.

157. According to their meaning, simple adverbs are often classified as follows:

- (1) *Adverbs of place:* as, HERE, THERE, ABOVE, NEAR, FAR, HITHER, THITHER.
- (2) *Adverbs of time:* as, THEN, ALREADY, DAILY, EARLY, OFTEN, OCCASIONALLY.
- (3) *Adverbs of number:* as, FIRSTLY, SECONDLY, ONCE, TWICE, THRICE.
- (4) *Adverbs of degree:* as, ALMOST, QUITE, TOO, VERY, MUCH.
- (5) *Adverbs of manner or state:* as, SLOWLY, WILLINGLY, BRAVELY, THUS, SO, WELL, HAPPILY.
- (6) *Adverbs of affirmation:* as, YES, CERTAINLY, INDEED, TRULY.
- (7) *Adverbs of negation:* as, NO, NOT.

158. "Ago," "since," "before."

(1) *When a certain past time is referred to by counting backward from the present, "ago" or "since" is used.*

I saw it a month AGO (or SINCE, not *before*).

In speaking of times long past, "ago" is preferred.

What was the condition of China A CENTURY AGO (not *since*)?

(2) *When a certain past time before another past time is referred to, "before" is used.*

When I showed it to him last year, he said that he had seen it a month BEFORE (*before that time*).

I returned two months *since* (or *ago*); two months BEFORE (*before then*) I was far out at sea.

(3) *When used independently of another adverbial modifier, "before" means "before now" or "before then," and "since" means "since then."*

I saw it BEFORE (*before now*).

He showed it me last year, but I told him that I had seen it BEFORE (*before then*).

I met him last month and have not seen him SINCE (*since then*).

"Ago" is always accompanied by another adverbial modifier.

Incorrect	Correct
He was here AGO.	{ He was here BEFORE. { He was here ▲ WEEK AGO.

159 "Very," "much."

(1) *"Very" modifies positive; "much" a comparative.*

This is **VERY** *good*; but that is **MUCH** *better*.

He returned **VERY** *soon*; indeed, **MUCH** *sooner* than I had expected.

(2) "**Very**" modifies a present participle; "**much**" a past participle.

It was a VERY <i>pleasing</i> sight.	He was MUCH <i>pleased</i> .
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The case is VERY <i>perplexing</i> .	I am MUCH <i>perplexed</i> .
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Exception: I am very *tired*.

160. "**Not**" preceded by "*I hope,*" "*I think,*" etc., is often equivalent to a negative clause.

You say he is honest, but *I think* **NOT** (*that he is not*).

"He will miss the train," said the father. "*I hope* **NOT** (*that he will not miss the train*)," replied the mother.

161. "**Too,**" as an adverb of degree, negates the infinitive coming after.

You are **TOO** **YOUNG** *to do so*. (You are *so young that you cannot or must not do so*.)

We were **TOO** **TIRED** *to go any farther*. (We were *so tired that we could not go any farther*.)

He spoke **TOO** **FAST** *for me to understand*.

He was **TOO** **MUCH** **RIDICULED** *not to get angry* (was *so much ridiculed that he got angry*).

162. "**Ever,**" "**once.**" In speaking of a past experience, "*ever*" is used *interrogatively*, "*once*" *affirmatively*.

Have you EVER seen a lion?

I have ONCE (not *ever*) seen a lion.

“Ever” is, moreover, used in the adjective phrase or clause following a superlative.

This is the greatest work EVER performed by individual labor.

This is the greatest work that has EVER been performed by individual labor.

163. “The,” as a simple adverb, means “to that extent” (若此), and is always followed by a comparative.

{	He had successfully discharged his duty, and was THE more respected.
	He was THE more respected because he had successfully discharged his duty.
	He was THE more respected for the successful discharge of his duty.

164. “More” in the following use is an independent adverb meaning “rather,” and not a mere auxiliary to form a comparative. (Cf. ¶ 84, note.)

He is MORE honest than clever. (He is honest *rather* than clever.)

It is MORE pretty than solid.

165. Some adverbs are used in pairs.

All the soldiers were MORE or LESS wounded.

We shall meet with the same fate SOONER or LATER.

He studies OFF and ON (*irregularly* 讀書或作或輟).

By and BY they all retreated in perfect order.

THEY were running TO and FRO.

These pairs, together with their respective connectives, may each be regarded as an adverbial phrase.

EXERCISE XXIV

(a) *Tell the use of each simple adverb:*

1. The books there are all my father's.
2. Where were you when the meeting was just over?
3. The murder was committed probably through envy.
4. I was thought the braver for the deed.
5. Happily we met with no disaster of the kind.

(b) *Translate the following:*

1. 不幸而事不如其始願. (to turn out.)
2. 謂彼爲賢明, 寧謂彼伶俐.
3. 彼來與不來無定.
4. 余太弱, 不能如此.
5. 彼得非常之褒獎, } (Use "too" and the in-
- 而少自慢之心. } finitive.)
6. 我自彼時以來, 不往彼處.
7. 因得褒獎, 從此益加勤勞.
8. 彼因前後皆成功因此更受嫉忌. (to be envied.)

(c) *Correct the errors:*

1. He is very better than yesterday.
2. "Aren't you going?" asked A. "Yes, I am not." replied B.
3. I was very surprised to hear it.
4. I am sure I saw him ago.
5. When I asked him whether he didn't know the fact, he replied, "No, I do."
6. He got up early than I.
7. I remember I ever saw a tiger; perhaps it was about a year before.
8. It was a much affecting scene.

§ 2. CONJUNCTIVE AND INTERROGATIVE ADVERBS

166. Conjunctive adverbs may have their antecedents either expressed or understood.

Antecedents expressed

This is the *place* WHERE he was born.

He told me the *reason* WHY he had done so.

Antecedents understood

This is WHERE he was born.

He told me WHY he had done so.

167. Conjunctive Adverbs Introducing Concessive Clauses: There are "*however*," "*whenever*," and "*wherever*." (Cf. ¶ 45 and ¶ 46.)

HOWEVER HARD he may work, he will not succeed.

I will attend the meeting, WHENEVER it may be.

He will be pursued, WHEREVER he may flee.

We are determined to do so HOWEVER STRONGLY they may oppose us.

168. "Since," as a conjunctive adverb of time, joins a dependent clause containing a past tense to a principal clause containing a present perfect.

I *have been* sick SINCE last we met.

The country *has made* great progress SINCE it *was opened* to foreign commerce.

But, in mentioning a lapse of time, "It *is*," and not "It *has been*," is used in the principal clause.

It *is* already five years since he died.

(Compare: Five years *have* already *passed* away since he died.)

169. "The," as a conjunctive adverb, is always followed by another "*the*," which is a simple adverb with a demonstrative force as already explained in ¶ 163.

"*The* + comparative . . . *the* + comparative"
("To whatever extent + comparative . . . to that extent + comparative").

THE *more* you give him, THE *more* he will be pleased.

THE *harder* you work, THE *sooner* you will improve.

THE *louder* he spoke, THE *noisier* the audience grew.

170. An Interrogative Adverb Combined with an Infinitive. Observe the following. (Cf. ¶ 48 and ¶ 49.)

The question was WHEN TO DO and not HOW TO DO.

We were at a loss WHERE TO GO.

171. "How?" This adverb is used in various ways:

(1) *As complement.*

How are you ?

How do you find yourself to-day? (*Objective complement to "do find."*)

(2) *Expressing degree or extent.*

How (*to what extent*) do you like it ?

How many are there ?

How long did you stay there ?

(3) *Expressing manner or means.*

How did he come to be so rich ?

How can I perform it when I am so checkmated ?

(4) *Used exclamatively.*

How HARD the wind blows !

Oh ! how they rejoiced and danced !

EXERCISE XXV

Translate the following:

1. 不知在何處開戰.
2. 在何處開戰其地則未知之.
3. 自中華民國成立以來已六閱月矣 (*the founding of the Republic of China*).

4. 中國自革命以來總統已四易矣 (*revolution; president*).
5. 功課早了則早歸.
6. 愈大聲呼喚狐行愈疾.
7. 無論往何處, 決不能免自己之責任 (*to shun (escape) one's responsibility*).
8. 因如何能籌此款種種方法曾已建議 (*as to; to raise; to be offered or proposed*).
9. 不問如何用力請託, 余終不欲聽之 (*eagerly, urgently; to listen to another*).
10. 無論何時, 有便請來.

CHAPTER VII. THE PREPOSITION

172. A **double preposition** is a name given to a pair of prepositions put together, in contrast to a **simple preposition** or one used singly.

He has come FROM BEYOND the river.

She leaned forward FROM AMONG the crowd.

Nothing seems to have been the matter with him UNTIL TOWARD evening.

A tall ladder was set up OVER AGAINST the wall.

A double preposition is usually nothing more than two simple ones accidentally brought together. See ¶ 176 (2).

173. A **phrase-preposition** is a combination of two or more words, doing the office of a preposition. It always ends in a simple preposition.

AS FOR ; AS TO ; BECAUSE OF ; BY MEANS OF ; IN FRONT OF ; IN SPITE OF ; INSTEAD OF ; IN PLACE OF ; IN RESPECT OF ; ON ACCOUNT OF ; ON BEHALF OF ; OWING TO ; ACCORDING TO ; WITH REGARD TO ; OUT OF ; ON BOARD (a ship).

The last has its "of" understood.

I don't know what others thought of it; but, AS FOR me (*for my part*), I was never more delighted.

They argued AS TO which was the better.

We catch rats BY MEANS OF a cat.

He is generally disliked BECAUSE OF his extreme avarice.

IN SPITE OF his friends' advice, he remained inactive.

You ought to save your money, INSTEAD OF frittering it away.

IN RESPECT OF scholarship, he is far above you.

IN PLACE OF the fine mansion some years ago, we now find only an obscure little cottage.

I then rose and thanked the prince ON BEHALF OF the association.

I have received a piece of strange news WITH REGARD TO that matter.

ACCORDING TO a London telegram, the affairs has been most satisfactorily settled.

He was decorated with the third order of the Golden Kite ON ACCOUNT OF this gallant deed.

The audience was very small, OWING TO the bad weather.

Don't throw anything OUT OF the window.
I have done so OUT OF mere sport.

174. A participial preposition. This name is sometimes given to a participle in a prepositional use. (Cf. ¶ 151.)

They fought very well, CONSIDERING their disadvantage.

There are many scandalous rumors afloat, TOUCHING (CONCERNING, REGARDING, RESPECTING) this affair.

DURING those two weeks (those two weeks *during* or *lasting*) it was continually snowing.

The army continued its march, NOTWITHSTANDING the heavy rain (the heavy rain *notwithstanding* it).

175. The proper use of the preposition is to govern, or take for its object, a noun or its equivalent.

(1) *A noun, pronoun, infinitive, or gerund as object.*

They are playing IN the *garden*.

I have no friend BUT (*except*) *him*.

The lunatic does nothing BUT *weep* and *laugh*.

He was blamed FOR *doing* so.

I repent OF *having said* so.

The object is usually omitted in the following construction :

I want a knife to sharpen my pencil WITH (*which*).

There were no chairs to sit ON (*which*).

(2) *A noun phrase as object.*

IN *being so prodigal*, you are working your own ruin.

I meant nothing BUT *to make him happy*.

They disputed ABOUT *which to adopt*.

(3) *A noun clause as object.*

We consulted ABOUT *what we should do.*

I will do my best NOTWITHSTANDING *that the circumstance is against me.*

Much depends UPON *whether one is patient or not.*

176. The preposition sometimes governs an adverb or its equivalent.(1) *An adverb as object.*

How far is it FROM *here TO there?*

I lived there UNTIL *recently.*

SINCE *then* he has not written to any of us.

(2) *An adverbial phrase as object.*

The day had been mild UNTIL *toward evening.*

He has come FROM *beyond the river.*

BUT (*except*) *for your help,* I should have failed.

(3) *An adverbial clause as object.*

He will not work EXCEPT *when he is pleased.*

The battle was fought ABOUT *where the temple is now standing.*

177. The preposition, when governing an interrogative or a relative, is often placed after its object.

What are you laughing AT?

(Instead of: *At what,* etc.)

Whom are they talking OF?

They were the veteran statesmen *whom* the people looked up TO as the bulwark of the state.

It is never placed before the relative pronoun "that."

He is the gentleman *that* I spoke of yesterday.

But we may say: He is the gentleman *of whom*, etc.

178. The Meanings of Prepositions. The shades of meaning conveyed by prepositions are often too nice to be understood in any way but by constant exercise. In the following explanations, some of the more common ones have been left untouched.

179. "About."

<i>In or near a place</i>	{ We took a stroll ABOUT the town. He lives somewhere ABOUT here.
<i>Possession</i>	{ Have you any money ABOUT (<i>with</i>) you? (隨身). There is something noble ABOUT him (<i>in his personal appearance</i>).
<i>Occupation</i>	{ Don't be long ABOUT such a trifle. He was only a short time ABOUT it.
<i>Around</i>	{ She wore an elegant girdle ABOUT her waist. The dog had a pretty collar ABOUT his neck.

180. "Above" in its figurative sense denotes superiority in any respect.

I believe him to be ABOVE such vice.

(我以爲彼不至陷於此惡).

He values money ABOVE anything else.

ABOVE all, beware of intemperance.

He is ABOVE (*more than*) fifty.

One who *is* ABOVE (*despises*) one's business is not likely to succeed.

181. "After."

Cause { AFTER such industry, it is only natural that
he should have succeeded.
He will not be believed AFTER all his falsehood.

Aim or desire { The policeman ran AFTER the pickpocket.
We shouted AFTER him, but in vain.
He thirsts AFTER money.
His uncle looks AFTER him.

Inquiry { He asked AFTER your health.
I inquired AFTER her brother's fate.

Imitation { She was dressed AFTER the English fashion.
I was named AFTER my uncle.
Children are apt to take AFTER their parents.

182. "Against."

Opposite direction { She was leaning AGAINST the window.
He deliberately ran AGAINST me.

Opposition { He was *for* the bill, but I was AGAINST it.
I had to do so AGAINST my own will.

Provision { We ought to provide AGAINST our after life.
Let us take rest AGAINST the fatigue of tomorrow.

Comparison { Twenty of our soldiers were killed AGAINST
fifty on the enemy's side.

183. "At."

Place { I met him AT a barber's.
He arrived AT (not *to*) London.
(Compare: He arrived IN England.)

Time { He never fails to pray AT night.
She married AT { the age of twenty.
twenty years of age.
(Compare: She married IN her twentieth
year.)

This is often understood in such an expression as the following:

(AT) *what time* did the meeting take place yesterday?

Cost, rate, etc. { The ship was running AT a great rate of
speed.
He maintains it AT his own expense.
He bought it AT an exorbitant price

Aim { As he laughed AT me, I frowned AT him.
I threw a stone AT the dog.
[Compare: I threw a bone TO the dog
(*gave*).]*

Object of emotion { I am surprised AT his stupidity.
I was terrified AT the sight.
He was angry AT BEING criticized.

184. "Beside," "besides." These two must not be confounded, the former meaning "at the side of," and the latter "in addition to."

*See Cox, p. 28.

She took a seat BESIDE her mother.

He has many rare curios BESIDES these.

185. "Between."

There is no difference BETWEEN them (*two*).

[Compare: There is no difference AMONG these (*three or more*).]

He had now to choose BETWEEN honor and wealth.

BETWEEN OURSELVES (我等密談), I am going to resign my post.

186. "Beyond."

He lives BEYOND (*on the other side of*) the hill.

He is now BEYOND (*past*) all hopes of recovery.

Even our domestic pets are sometimes BEYOND (*too much for*) our power.

I heard nothing BEYOND (*further than*) that.

187. "But" is generally preceded by "all," "any," or "nothing."

I have read all BUT (*except*) the last chapter.

The fine arts were ALL BUT (*everything except*) prohibited.
(惟美術不禁).

I will give anything BUT this.

Nothing BUT a solitary cow was seen on the meadow.

188. "By."

Proximity { I noticed nothing strange when I passed BY
the house this morning.

Agency { I have been invited BY (not *from*) Mr. B.
It was admired BY all people.

- Means* { He seized it BY THE NECK.
I took him BY THE HAND.
He held the watch BY THE CHAIN.
- Measurement* { This is sold BY THE YARD.
I have hired it BY THE DAY.
He was engaged BY THE MONTH.
[Cf. ¶ 11 (3)] They may be counted BY HUNDREDS (BY THE HUNDRED).
- Time* I shall return BY evening (在).
- (Compare: I shall remain there TILL EVENING (至)).
- Solitariness* { One can't help feeling lonesome, when living BY ONE'S SELF (alone).
She went BY HERSELF (alone).

189. "For."

- Direction* He has started FOR (not *to*) Nanking.
- Reason* { FOR this reason I don't join him.
What have you done so FOR?
- Price* I have bought it FOR (not *with*) one dollar.
- Proportion* { He is very clever FOR his age. (按其年紀而論).
He speaks Chinese very well FOR a foreigner. (按外國人而論).

Followed by "all," it may also mean "notwithstanding."

FOR ALL HIS WEALTH, he is still avaricious.

FOR ALL HIS PERSEVERANCE, he failed at last.

190. "From."

- Inference* { FROM what I have heard so far, he must be
a good man.
- Distinction* { Can you tell a rat FROM a mouse?
He doesn't understand valor FROM temerity.
- Prevention or
Protection* { They prevented him FROM doing so.
Ladies use parasols to protect themselves FROM
the sun.
- Cause* He was *suffering* FROM typhus.
- Compare:* { He was *sick* WITH typhus.
He *died* OF typhus.
- Change in
Substance* { Wine is made FROM grapes.

191. "In."

I shall finish it IN (*at that end of*) a week.

[Compare: I shall finish it WITHIN (*in less than*) a week.]

- { I committed a blunder IN saying so.
(*My saying so was a blunder.*)
He was quite right IN doing that.

We have a warm supporter IN him.

(*He is a warm supporter of our cause.*)

192. "Into," in the following expressions, mostly means change in state.

In autumn, most leaves change from green INTO red.

Even air can be compressed INTO liquid.

By living fashionably he ran INTO debt.

We entered INTO a pleasant conversation.

193. "Of."

<i>Composition</i>	{	This box is made OF wood.
		(Compare: Wine is made FROM grapes.) It consisted OF three parts.
<i>Relation</i>	{	Do you think OF doing such a thing?
		I have never heard OF him.
<i>Separation</i>	{	The pickpocket robbed me OF my purse.
		They deprived him OF his right.
		This stripped my thumb OF its nail.
<i>Reference</i>	{	It is very kind OF you to say so. (<i>You are very kind to say so.</i>)
		It is very rude OF him to treat you so. (<i>He is very rude to treat you so.</i>)

It is often omitted in such a construction as the following:

{	Are you (OF) the same age as he?
	This book is (OF) just the same price as that.
	It was (OF) no use.

194. "Off."

The door was OFF the hinges.

He took the fish OFF the hook.

The steamer arrived OFF Woosung. (吳淞外).

195. "On," "upon."

<i>Subsistence</i>	{	He lives ON ten dollars a month.
		Most of the Chinese live ON rice.
<i>Reliance</i>	{	You should not depend UPON others for help.
		Let no one rely ON such a medicine.

<i>Attack</i>	{	The rebels were now advancing ON Nanning. They made a premature attack UPON the enemy.
<i>Time</i>	{	ON arriving (<i>as soon as I arrived</i>) at Ch'ü-fou (卅 阜), I visited the Confucius's Temple. UPON my saying so, she burst into tears. [Cf. ¶ 155 (3).]

196. “Over” usually connects the notion of extension with that denoted by “on” or “above.”

Buffaloes roam OVER the prairies.

The grapevines gracefully hung OVER the garden.

His house stands OVER (*on the other side of*) the way.

OVER (*above*) two hundred men were made prisoners.

197. “Than,” though a conjunction, may better be treated as a preposition in such construction as the following:

He is none OTHER THAN the famous Mr. B.

(He is NO LESS A PERSON THAN the famous Mr. B.)

198. “Through.”

We passed THROUGH the woods.

(Compare: We passed BY the woods.)

<i>Cause</i>	{	All this came THROUGH a single mistake. Many a man has failed THROUGH self-confidence.
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199. "To."

<i>Result</i>	{ He did so to my great regret. He returned safe to the immense joy of his parents.
<i>Proportion</i>	{ At last it has come to this (畢竟至此). Ten to one, he will fail.
<i>Relation</i>	{ Leaves are to a tree what lungs are to a man. To me it is a great source of happiness.

200. "Toward."

TOWARD midnight a violent wind sprang up.

Some people seem to be fond of behaving rudely TOWARD foreigners.

201. "Under."

The people groaned UNDER the heavy taxes.

{ He must be UNDER thirty years.
{ (Compare: He must be ABOVE thirty years.)

It is quite impossible UNDER the present circumstances.

Have you ever studied UNDER a foreigner?

202. "With."

<i>Contents</i>	{ He filled the glass WITH wine. She heaped the plate WITH dainties.
<i>Agreement</i>	{ I agreed WITH him on all points. His view on the subject accorded WITH mine.
<i>Personal Relation</i>	{ I am very intimate WITH him. Are you acquainted WITH her?

<i>Object of Emotion</i>	}	He was much pleased WITH the proposal.
	}	I couldn't help getting angry WITH him.
<i>Notwithstanding</i>	}	WITH all his faults, he is still a gentleman.
	}	WITH all his learning, he is a fool.
<i>Disposal or Use</i>	}	WHAT have you done WITH your watch?
	}	Return the book as soon as you have done WITH it.

203. "Without."

He was standing WITHOUT (*outside*) the gate. (*Rare use.*)

[Compare: He was standing WITHIN (*inside*) the gate.]

I can't do WITHOUT a dictionary (不能無字典).

EXERCISE XXVI

(a) *Insert simple prepositions:*

1. She gazed — the moon, leaning — the rail.
2. Have you any money — you?
3. Several people ran — the pickpocket.
4. — all, don't behave rudely — your superiors.
5. It has been constantly raining — these five days.

6. I was surprised —— his boldness —— his youthful countenance.

7. I will do nothing —— what is right.

8. They caught him —— the hand.

9. —— for his help, I should have failed.

10. Nobody prevented him —— doing such a foolish thing.

11. She never allows her handkerchief to be other —— snow-white.

12. He robbed me —— my property.

13. It is very kind —— you to do so.

14. He always depends —— others.

15. Have you done —— my dictionary?

(b) *Insert double or phrase prepositions:*

1. Others may think well of it; but —— —— me, I can never agree to such a thing.

2. My cousin is an officer —— —— the Haiji.

3. I did not buy it —— —— —— its high price.

4. You should read your textbooks —— —— novels.

5. He will do so —— —— —— what you say.

6. He beckoned —— —— the river.

7. He is certainly learned; but —— —— his conduct, I can say nothing in his favor.

8. He memorialized the government —— —— —— the association.

9. —— —— a telegram from Tientsin, a heavy snowstorm has been raging there.

10. Then he said some very fine things —
 ——— the Chinese words of art.

(c) *Correct the errors:*

1. The stars are upon us.
2. He arrived to Nanking a week ago.
3. When will you start to Hankow?
4. The desk is made from wood.
5. A clear stream flows among these two hills.
6. He has written several books beside this.
7. Please translate this letter from French to English.
8. This can be had with twenty cents.
9. I shall finish it till next Saturday.
10. That bridge is built with brick.

CHAPTER VIII. THE CONJUNCTION

INTRODUCTORY TABLE

Coördinate	<p><i>He AND I were rewarded.</i></p> <p>Let us play <i>on the beach</i> OR <i>in the woods.</i></p> <p><i>He consented,</i> BUT <i>I refused.</i></p>
Subordinate	<p><i>They will do so</i> IF <i>they can.</i></p> <p><i>I believe</i> THAT <i>he is honest.</i></p> <p><i>He failed</i> BECAUSE <i>he was idle.</i></p>

204. A combination of two or more words doing the office of a conjunction is called a **phrase conjunction**, and its use is generally subordinative.

He talks **AS IF** he had been abroad.

[He talks *as (he would talk) if* he had been abroad.]

He is a profound scholar **AS WELL AS** an elegant writer.

I will take him **IN CASE** (*in the case in which*) I fail to find a better candidate.

Now **THAT** (*since*) you have finished your task, you are free to go and play.

Perhaps he says **SO IN ORDER THAT** he may win your favor.

205. “**As**,” when used to introduce a concessive clause, is always preceded by some noun, adjective, participle, adverb, or verb.

Hero **AS** he was (*although he was a hero*), he felt a momentary shudder. [Cf. ¶ 99 (4).]

Good **AS** it is (*although it is good*), it is too dear.

Burdened **AS** he was (*although he was burdened*), he walked too quickly for me.

Gallantly **AS** they stormed the position, they were at last repulsed.

Work **AS** I can, I cannot make satisfactory progress. [Cf. ¶ 140 (2).]

206. “**Since**,” as a subordinate conjunction, introduces a clause of reason, and is no longer under such restriction in its connection with tense as when used as a conjunctive adverb. (Cf. ¶ 168.)

You had better be silent SINCE his decision is already made.

SINCE you say so, you must know something about the affair.

207. "Whether . . . or" is often used to denote a sense of indifference.

They will do so, WHETHER it is right OR wrong.

WHETHER he is pleased OR not, I am resolved to pursue the course of my own choice.

208. "Not only . . . but (also)" may be treated as a correlative* phrase conjunction, with an emphatic notion of addition.

He was NOT ONLY a poet, BUT ALSO a painter.

NOT ONLY did he recognize me at once; BUT was (ALSO) kind enough to introduce me to the famous Mr. B.

209. "So that," when followed by "*may*" expresses purpose [cf. ¶ 133 (2)]; otherwise it denotes condition or result.

Don't go to such a place SO THAT (*in order that*) you *may* avoid bad company.

You may go anywhere, SO THAT (*if*) you avoid bad company.

By this time we had traveled nearly ten miles at a stretch, † SO THAT (*therefore*) we began to feel tired and hungry.

*See "The Intermediate English Grammar," p. 122.

†一氣，一連。

EXERCISE XXVII

Insert suitable conjunctions:

1. He was a great statesman — — — a profound scholar.
2. I shall have to retire into the country — — I fail.
3. — you — I shall be held responsible.
4. I have written to him — — — I may sound his opinion.
5. Beware — you fail.
6. You can do anything you like, — — you do not hurt yourself.
7. The report — he had died surprised me the more — I had seen him only the day before.
8. Always do your best, — the task is light — heavy.
9. Study — he may, he will never improve.
10. He had failed in all his attempts, — — he began to feel extremely despondent.
11. Poor — he is, he is quite honest.
12. He looks — — he were the wisest man living.
13. He was so feverish — he could — speak — eat.

THE INTERJECTION

As the interjection is an isolated word, having no grammatical relation to the other words in the sentence, nothing further than what has been explained in the *intermediate English grammar* need be stated.

EXERCISE XXVIII

(FOR THE WHOLE FIRST SECTION)

(a) *Point out the part of speech of each italicized word :*

1. He is the richest man *that* I know.
2. I am sure *that that* "that" *that that* speaker has just used is *quite* out of place.
3. Man *alone* has the faculty of speech.
4. He was thought *the* braver for this deed.
5. They started out *right merry*.
6. He returned sooner *than* I.
7. He was all *but* killed.
8. They ran *past* us.
9. You may take *whichever* you like.
10. Rising *early* is healthy.

(b) *Correct the errors :*

1. The little Mary and his brother is going to the school every morning.

2. I have seen yesterday a hundred years old man.

3. I met your friend at the street this morning. Can you guess whom it was?

4. I am sure they shall welcome whomever goes there.

5. Even a such virtuous man as him cannot please anybody.

6. He asked me lend him pen, but I said that I had not it.

7. I am sorry that there are a few truly kind peoples.

8. He is sick ever since that time.

9. They are here already; they returned a little time before.

10. His teacher is English, but mine am Frenchman.

11. You must be attentive in order that to understand whatever teacher say.

12. Do you know either of those three gentlemen?

13. If Peking is not so windy, it would be pleasanter place to live in.

14. When will you be able to see him?

15. We have always played together during we were at our native province.

SECTION II
 THE SENTENCE
 CHAPTER I. ELEMENTS OF
 THE SENTENCE

INTRODUCTORY TABLES

Classified by Structure	
WORD	Any part of speech.
PHRASE	{ Noun phrase. { Adjective phrase. { Adverbial phrase.
CLAUSE	{ Noun clause. { Adjective clause. { Adverbial clause.

Classified by Rank																
PRINCIPAL	<table style="border: none;"> <tr> <td style="padding: 5px;">{ Subject</td> <td style="padding: 5px;">{ Predicate verb.</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">{ Predicate</td> <td style="padding: 5px;">{ Object*</td> <td style="padding: 5px;">{ Direct</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">{ Complement*</td> <td style="padding: 5px;">{ Indirect</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;">{ Subjective</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;">{ Objective</td> </tr> </table>	{ Subject	{ Predicate verb.		{ Predicate	{ Object*	{ Direct		{ Complement*	{ Indirect			{ Subjective			{ Objective
{ Subject	{ Predicate verb.															
{ Predicate	{ Object*	{ Direct														
	{ Complement*	{ Indirect														
		{ Subjective														
		{ Objective														
SUBORDINATE	<table style="border: none;"> <tr> <td style="padding: 5px;">{ Modifier</td> <td style="padding: 5px;">{ Adjectival</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">{ Adverbial</td> </tr> <tr> <td style="padding: 5px;">{ Connective</td> <td style="padding: 5px;">{ Coördinate</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">{ Subordinate</td> </tr> </table>	{ Modifier	{ Adjectival		{ Adverbial	{ Connective	{ Coördinate		{ Subordinate							
{ Modifier	{ Adjectival															
	{ Adverbial															
{ Connective	{ Coördinate															
	{ Subordinate															
INDEPENDENT	{ Word or phrase, in absolute or independent use.															

*That is, if necessary.

210. Besides by **rank** and by **structure**, the elements of the sentence may also be classified by their **office** as follows:*

- (1) The **noun element**.
- (2) The **verb**.
- (3) The **adjective element**.
- (4) The **adverbial element**.
- (5) The **connective element**.

211. The noun element may be

(1) A noun or pronoun (except in the possessive case).

(2) A noun infinitive. (Cf. introductory table, p. 125.)

(3) A gerund.

(4) A noun phrase.

TO BE ATTENTIVE is necessary to one's progress.

HOW TO DO, and not WHEN TO DO, was now our question.

(5) A noun clause.

THAT HE HAS DONE SO ON PURPOSE is quite certain.

I don't know WHERE HE LIVES.

212. Sometimes a combination of words beginning with a transitive verb and ending in a preposition denotes one verbal notion and is

*See Mr. Dixon's "English Composition," No 1 (2d edition), p. 62.

used in the passive voice. This may be called a **phrase verb**.

{ He soon **TOOK NOTICE OF** me.

{ I was soon **TAKEN NOTICE OF** by him.

{ We **MUST PUT AN END TO** this unpleasant affair.

{ This unpleasant affair **MUST BE PUT AN END TO**.

{ His uncle **TAKES CHARGE OF** him.

{ He **IS TAKEN CHARGE OF** by his uncle.

213. The adjective elements may be

(1) An article or adjective.

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

(3) A noun in apposition.

(4) A participle.

(5) An adjective infinitive. (Cf. introductory table, p. 125.)

(6) An adjective phrase.

The students **OF THIS CLASS** are generally diligent.

I have never known a man **WITH SUCH A GOOD MEMORY**.

(7) An adjective clause.

He told us a story **WHICH WAS BOTH AMUSING AND INSTRUCTIVE**.

The report **THAT HE HAD FLED INTO THE COUNTRY** proved to be false.

214. The adverbial element may be

(1) An adverb.

(2) An objective adverbial.*

*See the "Intermediate English Grammar," p. 11.

HE is AN INCH taller than I.

I go there twice A WEEK.

(3) An adverbial infinitive. (Cf. introductory table, p. 125.)

(4) An adverbial phrase.

Such a man is often seen IN THESE DAYS.

He did so IN SPITE OF HIS FRIENDS' WARNING.

(5) An adverbial clause.

She wept bitterly WHEN SHE HEARD OF HIS DEATH.

WHEREVER YOU MAY GO, you will always find the same thing.

215. The connective element may sometimes be at once a principal element of the dependent clause.

I. In connecting independent clause, it is a coördinate conjunction.

You must confess all, OR they will not pardon you.

II. In connecting a dependent to a principal clause, it may be

(1) A relative pronoun.

They at last caught the man WHO had committed so many cruel deeds.
 This is the book THAT he gave me yesterday.

A principal element at the same time.

(2) A conjunctive interrogative pronoun.
(Cf. ¶ 47.)

I don't know WHICH is the best. *A principal element.*

(3) A conjunctive adverb.

This is the place WHERE the great sage, Confucius, was born.

(4) A subordinate conjunction.

I will go IF the weather permits.

216. The independent element of the sentence may be

(1) A nominative independent.

What are you doing, BOYS?

(2) An interjection.

OH, what a horrible scene it was!

(3) An absolute participial phrase. [Cf. ¶ 151 (1).]

There was no going out, THE STORM RAGING ALL DAY.

(4) An impersonal absolute participial phrase.
[Cf. ¶ 151 (2).]

STRICTLY SPEAKING, this is against the rule.

He is very clever, CONSIDERING HIS AGE.

(5) An absolute infinitive phrase. (Cf. ¶ 143.)

He is, so TO SPEAK, but a grown-up baby.

NOTE. It should, however, be borne in mind that the elements are "independent" only so far as their grammatical construction is concerned, their sense being, of

course, closely connected with that of the other elements in the sentence.

217. Two or more singular subjects connected by “*and*” require a plural verb.

He and I ARE to go.

COMPARE: $\left\{ \begin{array}{l} \textit{Either he or I} \text{ AM to go.} \\ \textit{Either he is to go or I} \text{ AM.} \end{array} \right.$

Both John and his mother HAVE gone there.

Exception: When the singular subjects are each modified by “*each*,” “*every*,” or “*no*.”

Each man and each boy WAS assigned to his proper work.

Every bud and every leaf OWNS the mild influence of the spring.

No sound and no voice WAS heard for a while.

218. Two or more subjects connected by “*and*” take a singular verb when they denote together a single idea.

An eminent *scholar and statesman* HAS just passed away in the death of Mr. N.

Whose is this *watch and chain*? (帶練之時表.)

Bread and milk IS a wholesome food.

This *bread and butter* IS for your brother.

219. The subject of the dependent clause is often understood together with a part or the whole of the predicate verb, provided it represents the same thing as that of the principal clause.

Though (HE IS) second to none in his specialty, he is far from resting satisfied with himself.

They may be waiting for you at the hotel, if (THEY ARE) not (WAITING) at the station.

While (HE WAS) OCCUPYING such an important position, he never neglected his private duties.

220. The subject, the object, or the adverbial modifier is often emphasized by the use of "it." This has already been shown in ¶ 31.

EXERCISE XXIX

(a) *Point out the rank and office of the italicized part of each sentence:*

1. *At the time* he was but a major.
2. I don't know *who was rewarded*.
3. *As I was sick in bed*, I could not attend the meeting.
4. *To be frank*, your plan *has not been made use of*.
5. The mob were dispersed *at the point of the sword, the ringleader himself being killed*.
6. This *should be taken better care of* for the sake of your children.
7. *Granting that to be true*, is there anything to justify your anger?

8. At last, *owing to the cloudy sky*, we lost sight of Lushan (廬山).

9. Have you ever visited Tungting, *the largest lake in China*?

10. *To have made so much progress* in so short a time proves his rare talent.

(b) *Write sentences, each complying with one of the following directions:*

1. With a phrase as subject.
2. With a phrase as object.
3. With a phrase as subjective complement.
4. With a clause as subject.
5. With a clause as object.
6. With a clause as subjective complement.
7. With a phrase as adjectival modifier.
8. With a phrase as adverbial modifier.
9. With a clause as adjectival modifier.
10. With a clause as adverbial modifier.
11. With a connective which is at the same time the object of the dependent clause.

(c) *Correct the errors :*

1. What have become of your brothers?
2. Either you or he are to go.
3. No book and no paper were arranged.

4. No man and no officer were to be seen who were not enraptured with this victory.

5. Each day and each hour bring their own duty.

(d) *Omit the subject and its predicate verb wherever they may be understood :*

1. The merchant often stops at Hankow when he is on a journey to Peking.

2. When he is delighted, the elephant will utter a long cry.

3. He may consent if he is advised by you.

4. He may consent if you advise him.

5. I am sure he wrote this letter, if he did not write that card, also.

(e) *Rewrite each of the following sentences in as many ways as possible, emphasizing the subject, the object, or the adverbial modifier by the help of "it".**

1. He consented with a good grace.

2. I have been promoted, not he.

3. They were here yesterday on some particular business.

4. He received news of his father's death when he was on the point of departure.

5. He painted this picture three years ago.

*See ¶ 31 and Exercise VI (c).

CHAPTER II. CLASSES OF SENTENCES

INTRODUCTORY TABLE

Classified by Use	Classified by Structure
Assertive sentence	Simple sentence
Interrogative sentence	Complex sentence
Imperative sentence	Compound sentence
Exclamative sentence	

221. A sentence is sometimes **complex in form but compound in substance**. This is when the connective is in its continuative use. (Cf. ¶ 40.)

I met a certain Mr. Wong yesterday, *who (and he)* told me an interesting piece of news.

She at once supplied him with the necessary sum, *which (and this)* kind act he ever remembered afterwards.

They had proceeded as far as the village, *where (and there)* they were suddenly saluted with a volley from the enemy.

I had an interview with your uncle yesterday, *when (and at the time)* he told me his view on this subject.

222. What seems strange about the complex sentence is that the dependent clause is often the subject.

THAT HE IS THE INSTIGATOR is evident by his looks.

WHY THEY HAVE DONE SO cannot be easily explained.

But this really arises from ellipsis, and the sentences, fully written out, would be as follows:

THE FACT that he is the instigator is evident by his looks.

THE REASON why they have done so cannot be easily explained.

223. The conversion of a simple into a complex or compound sentence is made by expanding a word or phrase into a clause.

(1) By expanding a word.

{ A VIRTUOUS man will be honored.
 • LET A MAN BE VIRTUOUS, and he will be honored.
 { IF A MAN IS VIRTUOUS, he will be honored.

(2) By expanding a phrase.

{ ON HIS ARRIVAL THERE, he paid a visit to the shrine.
 { HE ARRIVED THERE, and paid a visit to the shrine.
 { WHEN HE HAD ARRIVED THERE, he paid a visit to the shrine.

{ THERE BEING NO SUFFICIENT FUND, the scheme proved abortive.
 { THERE WAS NO SUFFICIENT FUND, and the scheme proved abortive.
 { AS THERE WAS NO SUFFICIENT FUND, the scheme proved abortive.

Taken reversely, the above may also be regarded as the process of reducing a compound or complex sentence into a simple one.

224. The same matter may also be expressed by sentences of different uses:

- | | |
|---|--|
| { | I wish you would kindly do me the favor. <i>Assertive.</i> |
| | Would you kindly do me the favor? <i>Interrogative.</i> |
| | Please be kind enough to do me the favor. <i>Imperative.</i> |
| | How I wish you would kindly do me the favor! <i>Exclamative.</i> |
| { | Confucius was a great sage. <i>Assertive.</i> |
| | Was not Confucius a great sage? ("Yes") is expected. <i>Interrogative.</i> |
| | What a great sage Confucius was! <i>Exclamative.</i> |

EXERCISE XXX

(a) *Tell the class of each sentence according to its structure :*

1. I am sure I shall fail.
2. Drawing his sword, he rushed at the enemy.
3. He having consented, everything went on smoothly.
4. He could never hope to succeed, were he not constantly helped by his brother.
5. They thought themselves secure, when they were suddenly attacked in the rear.

(b) *Change the structure of each sentence in two different ways:*

1. The day was lovely, so there were crowds of sight-seers.

2. He worked hard only to fail at last.
3. Instead of working, he played the whole day.
4. On being made a prisoner, he burst out crying.
5. Though he is profound in theory, he is rather poor in practice.

(c) *Change the use of each sentence in as many ways as possible, preserving its original meaning:*

1. It was quickly performed.
2. They have won a glorious victory.
3. They glide skillfully over the ice.
4. I have often heard him say so.
5. He was much delighted when I told him so.

CHAPTER III. SEQUENCE OF TENSES*

225. If the verb in the principal clause is in the past tense, it must be followed by a verb of the past or the past perfect tense in the dependent clause.

<i>Principal Clause</i>	<i>Dependent Clause</i>
He WAS glad	that he COULD READ it.
I DID not think	that you WERE so old.
He ASKED me	if I HAD SEEN his father.
He COULD NOT 'GO	because he WAS too busy.
She WENT to Chefoo	that she MIGHT IMPROVE her health.

*For the whole chapter see Nesfield, p. 189.

<i>Incorrect</i>	<i>Correct</i>
I <i>believed</i> that I SHALL BE PUNISHED.	I <i>believed</i> that I SHOULD BE PUNISHED. (Compare: I <i>believe</i> that I <i>shall be punished</i> .)
I <i>didn't think</i> it CAN BE true.	I <i>didn't think</i> it COULD BE true. (Compare: I <i>don't think</i> it <i>can be true</i> .)
He <i>thought</i> that he MAY ENTER.	He <i>thought</i> that he MIGHT ENTER. (Compare: He <i>thinks</i> that he <i>may enter</i> .)
I <i>knew</i> that he HAS DONE SO.	I <i>knew</i> that HE HAD DONE SO. (Compare: I <i>know</i> that he <i>has done so</i> .)
I <i>thought</i> that he CANNOT HAVE GONE there.	I <i>thought</i> that he COULD NOT HAVE GONE there. (Compare: I <i>think</i> that he <i>cannot have gone there</i> .)
I <i>feared</i> that he MAY HAVE MISSED the train.	I <i>feared</i> that he MIGHT HAVE MISSED the train. (Compare: I <i>fear</i> that he <i>may have missed</i> the train.)

Exception: The past tense in the principal clause may be followed by a present indefinite in the dependent clause when some universal truth or habitual fact is to be expressed.

Who first *discovered* that the earth moves round the sun?

He *used to preach* that all men ARE mortal.

The teacher *told* the boys that knowledge IS power.

He *declined* the proposal because he IS too busy.

He *seemed* sorry to hear that I AM always sick.

226. If the verb in the principal clause is in the present, the present perfect, or the future tense, it may be followed by any tense whatever in the dependent clause.

I *believe* that he DID so.

I *have heard* that he IS GOING to do so.

They *will* no longer *trust* you because you HAVE DONE such a foolish thing.

Exception 1. The verb "wish" is usually followed by a past or a past perfect tense.

I *wish* I COULD GO (not *can go*).

I *wish* he WOULD COME (not *will come*).

I *wish* I HAD DONE (not *have done*) so.

Exception 2. When there is a present, a present perfect, or a future tense in the principal clause, the verb in the dependent clause must not be in any but the present tense if purpose is to be expressed by the help of "*may*."

He *is coming* (that he MAY HEAR (not *might hear*) your
He *has come* view.
He *will come*

227. If the dependent clause is introduced by the conjunction of comparison, "*than*" or "*as*," there is no longer any rule of sequence between the tenses.

- { He *reads* better than you DO.
 He *will read* better than you DID yesterday.
 He *read* better yesterday than you have just DONE.
- { He *sings* as well as she DOES.
 He *sang* then as well as she HAS DONE to-day.
 He *has not sung* so well as she usually DOES.
 He *will not sing* so well as she DID yesterday.

EXERCISE XXXI

Correct the following:

1. He asked me if I know her whereabouts.
2. They had no doubt we shall be easily defeated.
3. I was surprised to hear that his mother has been sick for the past three weeks.
4. He has done so that he might win your favor.
5. It was even rumored that war is actually going on.
6. I wish he has come.
7. I did not dream that I shall be suspected so unreasonably.
8. He reluctantly admitted that he may have promised to do so.

9. The people then did not know that the earth revolved on its axis.

10. He was so changed that I would not have known him if he did not tell me his name.

CHAPTER IV. DIRECT AND INDIRECT NARRATION*

228. To repeat the actual speech of a person is called **direct narration**, while to represent its substance from the standpoint of a by-hearer is called **indirect narration**.

{	He said, "I CAN GO.	<i>Direct narration</i>
{	He said that HE COULD GO.	<i>Indirect narration</i>
{	You said, "IT IS GOOD."	<i>Direct narration</i>
{	You said that IT WAS GOOD.	<i>Indirect narration</i>

The verb in the principal clause of such a sentence is called a **reporting verb**, and the speech, whether direct or indirect, is called a **reported speech**.

229. The conversion of a reported speech from direct into indirect usually involves some change in person, tense, etc. The necessary rules will be given below.

*Also called quotation. For the whole chapter see Nesfield, p. 287.

230. If the reporting verb is in the present, the present perfect, or the future tense, the tense of the verb in the reported speech need not be changed at all.

- | | | |
|---|------------------|-----------------------------------|
| { | <i>Direct.</i> | He says, "I WAS PLAYING." |
| { | <i>Indirect.</i> | He says that he WAS PLAYING. |
| { | <i>Direct.</i> | He has said, "I AM very busy." |
| { | <i>Indirect.</i> | He has said that he IS very busy. |
| { | <i>Direct.</i> | He will say, "I HAVE SEEN it." |
| { | <i>Indirect.</i> | He will say that he HAS SEEN it. |

231. If the reporting verb is in the past tense, the tense of the verb in the reported speech undergoes the following changes :

(1) *From present or future into past.*

He said, "I AM sick."	He said that he WAS sick.
He said, "My brother MAY GO."	He said that his brother MIGHT go.
He said, "I WILL DO so."	He said that he WOULD DO so.

(2) *From present perfect into past perfect.*

He said, "I HAVE DONE my duty."	He said that he HAD DONE his duty.
They said, "We HAVE READ it already."	They said that they HAD READ it already.
He said, "My father MAY HAVE ARRIVED already."	He said that his father MIGHT HAVE ARRIVED already.

He told me, "You CANNOT HAVE SEEN me before."	He told me that I COULD NOT HAVE SEEN him before.
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(3) *From past into past perfect.*

He said, "I BOUGHT it yesterday."	He said that he HAD BOUGHT it the day before.
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Sometimes the past tense remains unchanged (cf. ¶ 125):

He said, "Columbus DISCOVERED America."	He said that Columbus DISCOVERED America.
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Exception 1. If the present indefinite in the reported speech relates to some universal truth or habitual fact it remains unchanged. (Cf. exception to ¶ 225.)

He said, "The earth MOVES."	He said that the earth MOVES.
He told me, "Knowledge is power."	He told me that knowledge IS power.
I said, "We CANNOT BE too careful in this world."	I said that we CANNOT BE too careful in this world.

Exception 2. If the verb in the reported speech is a potential or a subjunctive past, it remains unchanged.

He said, "I WOULD BUY it if I WERE rich."	He said that he WOULD BUY it if he WERE rich.
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I told him, "I MIGHT go if you WOULD, too."

He told me, "If I HAD the book, I WOULD LEND it to you."

I told him that I MIGHT GO if he WOULD, too.

He told me that if he HAD the book, he WOULD LEND it to me.

232. If the reported speech is a question, "*if*" or "*whether*" is introduced when there is no interrogative word.

He asked me, "Do you KNOW my brother?"

He asked me, "Did you ever SEE an elephant?"

I asked him "Who ARE you?"

I said to him, "Where HAVE you BEEN all this while?"

He asked me IF (WHETHER) I KNEW his brother.

He asked me IF (WHETHER) I HAD ever SEEN an elephant.

I asked him who he WAS.

I asked him where he HAD BEEN all that while.

233. If the verb in the reported speech is an imperative mood, it is changed either into an infinitive or some other mood.

I said to him, "LEAVE the room."

He said to me, "BE so kind as to do me this favor."

I ordered him TO LEAVE the room.

He begged me TO BE so kind as to do him that favor.

He prayed that I MIGHT BE so kind as to do him that favor.

234. Some other changes may also be necessary according to circumstances. Observe the following:

“THIS (THESE)” into “THAT (THOSE).”

“AGE” into “BEFORE.” (Cf. ¶ 158.)

“HERE” into “THERE.”

“NOW” into “THEN.”

“TO-DAY” into “THAT DAY.”

“TO-MORROW” into “THE NEXT DAY” or “THE FOLLOWING DAY.”

“YESTERDAY” into “THE DAY BEFORE” or “THE PREVIOUS DAY.”

“LAST NIGHT” into “THE NIGHT BEFORE” or “THE PREVIOUS NIGHT.”

{ He said, “I returned just NOW.”

{ He said that he had returned just THEN.

{ Pointing to a clock on the desk, he said, “I bought THIS only a few days AGO, but I am going to sell it TO-MORROW.”

{ Pointing to a clock on the desk, he said that he had bought THAT only a few days BEFORE, but (that) he was going to sell it THE NEXT DAY (OR THE FOLLOWING DAY.)

EXERCISE XXXII

Convert the following quotations from direct into indirect, and vice versa:

1. He says, “I am writing a letter.”
2. We told them, “We are very glad of your success.”

3. The boy replied, "I have always believed that honesty is the best policy."

4. She said that she had been confined to bed since the day before.

5. I replied that I would go out when I had finished my exercise.

6. He said to me, "If I were you, I would not do so."

7. I told him that I didn't think he would keep the promise.

8. When I met him at Hangchow he said that he had stayed there three weeks.

9. He asked me, "Have you read to-day's paper?"

10. I ordered him to come back as soon as he could.

11. I asked her what she did so for.

12. He asked me, "How often a month do you write to your family?"

13. He asked me, "Are you going to-night?"

14. I said to him, "I have much pleasure in granting your request."

15. He told me, "Never forget that knowledge is power."

16. They told me, "We would accompany you if we could."

17. I asked him, "Do you not know that Watt invented the steam engine?"

18. He said that he did not know **what** others were going to do, but that for his part he could never yield to such an unfair treatment.

19. I told him to work hard lest he should fail.

20. I said to him, "Nothing can be more interesting than your novel; if I read it once more, I shall have read it five times."

