



高中英文法

新民印書館發行

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ENGLISH GRAMMAR  
FOR  
SENIOR MIDDLE SCHOOL

第一節  
PART ONE

第二章  
THE SENTENCE

第一節  
CHAPTER I

句法  
SCHEME OF THE SENTENCE

1. SUBJECT AND PREDICATE.

1. *Confucius* is the sage of China.
2. *Peking* is the capital of China.
3. The bright *sun* *shines* in the blue sky.

Each of the above groups of words is a sentence, for each expresses a complete thought. In the first sentence, *Confucius* which names the person we are talking about, is called the subject of the sentence; *is*, which says something about the subject, is called the predicate. In the other two sentences, *Peking* and *sun* are the subjects; *is* and *shines* are the predicates.

In order to express a complete thought, a sentence must possess two parts, the SUBJECT and the PREDICATE.

2. A sentence is a group of words expressing a complete thought. It must have a subject and a predicate.

A sentence can never be made without both or either of these two parts, so they are very necessary.

**3. The subject names the person, place, or thing that we are talking about; the predicate says something about the subject.**

The subject is always a noun or pronoun or some word or group of words used as a noun; the predicate is always a verb or verb phrase.

**4. The noun or pronoun used as subject is said to be in the nominative case.**

#### EXERCISE 1

From the following group of words, select those which are not sentences. In those which are sentences, pick out the subject and the predicate:

1. Children love to listen to interesting stories.
2. Grammar teaches us the correct use of language.
3. We in the classroom.
4. Birds of a feather flock together.
5. Is the largest river in China.
6. How to study the English language.
7. Every boy should love his parents.
8. Students are the future master of China.
9. Reason for doing it.
10. Every true student will do something for society.
11. Sells shoes and hats.
12. All men are really brothers.
13. The book on the table belongs to me.
14. Plenty of play and recreation after school.
15. Pure water is necessary to health.
16. He always writes neatly.
17. Too busily engaged to speak to me.
18. The first president of the Republic of China.
19. Fire burns.

20. Patient effort removes mountains.

## EXERCISE 2

Use the following nouns as subject in short sentences:

apple, bird, carpenter, friend, book, tiger, tree, fisherman, flower, girl.

## EXERCISE 3

Use the following verbs as predicate in short sentences:

tell, write, run, sing, eat, find, study, fly, play, see.

## 5. FORMS OF SUBJECT.

1. *Time* flies like an arrow. (noun)
2. *We* study to obtain knowledge. (pronoun)
3. The *rich* should help the poor. (adjective)
4. To *labor* is the lot of mankind. (infinitive)
5. *Swimming* is a good exercise. (gerund)
6. *How to help him* puzzles all of us. (phrase)
7. *That the earth is round* is known by us. (clause)

From the above sentences we can see that there are seven different forms of subject, viz., NOUN, PRONOUN, ADJECTIVE, INFINITIVE, GERUND, PHRASE and CLAUSE.

6. An infinitive is formed by prefixing the sign *to* to the simple present form or the present perfect form of a verb (§ 188). Thus,

- |                           |              |
|---------------------------|--------------|
| (a) <i>Simple form</i> :  | TO GO        |
| (b) <i>Perfect form</i> : | TO HAVE GONE |

7. A gerund is formed by adding the suffix *ing* to the simple present form of a verb (§ 214). Thus,  
reading, writing, working, sleeping

8. A phrase is a group of connected words which does

not contain a subject and a predicate and is used like a single part of speech (§ 41). Thus,

The bureau of education, the République of China, the First Girls' Middle School

9. A clause is a part of a sentence containing a subject and a predicate (§ 38). Thus, in the clause used as subject in the seventh sentence, the subject is *earth*, and the predicate is *is*.

#### 10. MODIFIERS OF THE SUBJECT.

1. *A big, swift, black horse* ran down the street. (adjectives)
2. *Singing* birds delight us. (participle)
3. The man *standing on the platform* is our English teacher. (participle phrase)
4. My *friend's* hat is still new. (noun in the possessive case)
5. *His* wonderful progress made us astonished. (pronoun in the possessive case)
6. A house *to let* cannot be found. (infinitive)
7. The *summer* months are June, July and August. (noun used as adjective)
8. The book *on the table* belongs to me. (prepositional phrase)
9. Confucius, the greatest *sage* of China, had three thousand disciples. (appositive)
10. The man *who was praised so much* was really a hypocrite. (adjective clause)

**A modifier is a word or group of words which modifies the meaning of another word.**

In the above sentences we may find ten different forms of modifiers of the subject, and the subject in each is a noun. As an adjective is a word used to modify a noun or pronoun, so it is a natural and the most common form of modifier of the subject. All the others may be



said to be adjective equivalents.

11. A participle is a form of the verb that partakes the nature of an adjective (§ 201). Thus,

1. The *blooming* flowers are beautiful. (present participle)
2. The *faded* flowers covered the ground. (past participle)

12. A prepositional phrase consists of a preposition and its object either with or without other words. Thus, of China, on the desk, in the room, at home

13. An appositive is a noun added to another noun or pronoun to explain it and signifying the same person or thing. Thus

1. Jack, the *sailor*, saved the poor old man.
2. I, the *teacher*, advise you to be diligent.

14. The subject with all its modifiers is called the COMPLETE SUBJECT, while the subject alone is called the SIMPLE SUBJECT.

15. The verb or verb phrase with its modifiers and complements is called the COMPLETE PREDICATE, while the verb or verb phrase alone is called the SIMPLE PREDICATE.

#### EXERCISE 4

In each of the following sentences, mention the subject and the predicate, and tell in what form each subject is:

1. I shall see my friend.
2. His friends are men of good repute.
3. A rolling stone gathers no moss.
4. To see is to believe.
5. Sleeping is necessary to health.

*Proposed with a view to...*

6. When to start for Nanking is uncertain.
7. Smoking injures both body and mind.
8. That honesty is the best policy is a truth.
9. You should respect yourself.
10. The president of the United States lives in the White House.
11. Whoever disobeys me should be punished.
12. To tell a lie is a bad habit.
13. The earth will supply everything necessary for men.
14. He is fond of drinking.
15. How to spend the summer vacation is worthy of consideration.

## EXERCISE 5

In the following sentences, pick out (a) the simple subject and the simple predicate, (b) the modifiers of each subject, and say in what form each modifier is:

1. All good citizens obey the laws.
2. Mr. Lee, a rich merchant, had a house and two shops.
3. My friend has just returned from Nanking.
4. The travelers, climbing to the top of the hill, can see the Pacific Ocean.
5. A friend in need is a friend indeed.
6. The man who is going abroad for the summer will let his house.
7. This old man wears spectacles.
8. An idle man's brain is the devil's workshop.
9. Your uncle is a serious-minded man.
10. Water to drink is scarce in the desert.
11. The watch that I bought yesterday is lost.
12. The roof of the house is red.
13. This book, an English-Chinese dictionary, was expensive.

14. The turtle's backbone and breastbone are on the outside of its body.
15. A bird, lighting near my window, greeted me with a song.

## EXERCISE 6

Complete the following sentences by supplying to each predicate a subject in the form indicated :

1. (pronoun) are students.
2. (noun with modifiers) belongs to his sister.
3. (noun with modifiers) lives in Shanghai.
4. (infinitive) is our first duty.
5. (gerund) invigorates our body.
6. (infinitive) causes indigestion.
7. (noun with modifiers) is my teacher.
8. (noun with modifiers) speaks English fluently.
9. (noun with modifiers) has escaped.
10. (gerund) improves our mind.
11. (noun with modifiers) visited me last evening.
12. (noun with participial phrase) are all in their teens.
13. (noun with modifiers) stands over there.
14. (noun modified by a noun) abounds in flowers.
15. (noun with a prepositional phrase) invited me to take dinner with them.

## 16. MODIFIERS OF THE PREDICATE.

1. She reads *slowly* but *distinctly*. (adverbs)
2. He struggled *with courage*. (prepositional phrase)
3. The man has worked *two hours*. (adverbial object)
4. We should strive *to attain our goal*. (infinitive phrase)
5. *The teacher coming*, the students immediately keep quiet. (absolute phrase)
6. He will succeed, *if his friend encourages him frequently*. (adverbial clause)

Modifiers of the predicate, as shown above, are of six different forms.

17. Most adverbial phrases are prepositional phrases; but many idiomatic phrases of other kinds are used adverbially. Thus,

to and fro, now and then, again and again, up and down, hit or miss, more or less, sink and swim

18. An adverbial object is a phrase consisting of a noun and its modifiers. Thus,

a long time, a hundred times, a great deal of money, a thousand miles, a day

19. An absolute phrase consists of a noun, or pronoun in the nominative case and a participle, or participial phrase. Thus,

1. *Spring having come*, the trees began to bud.
2. *They being our friends*, we should forgive them.
3. *Our work having been finished*, we went home.

#### EXERCISE 7

Pick out the simple predicates and their modifiers, and tell in what form each modifier is:

1. I have waited a long time.
2. He works hard to get his living.
3. He began to speak, the audience listening intently.
4. Although he is poor, he is honest.
5. The general falling, the soldiers fled.
6. A long journey lay before us.
7. The wall fell with a crash.
8. I shall go to see my friend.
9. He ran the whole distance.
10. I feel happy as soon as her letter comes.
11. We study in school to gain knowledge.
12. She did the work carefully.

13. When the cat is away, the mice play.
14. His son studies diligently.
15. You can do nothing that way.

## EXERCISE 8

Modify the predicates in the following sentences:

1. We come to school (infinitive). *to school*
2. All the students study (adverb). *hard*
3. The birds are flying (prepositional phrase).
4. We may go home (absolute phrase).
5. You have studied English (adverbial object).
6. We stay indoors (prepositional phrase).
7. The hunters crept along (adverbial clause).
8. He lay down (infinitive).
9. Every man should sleep (adverbial object).
10. The weather is hot (adverbial clause).

## 20. DIRECT OBJECT AND INDIRECT OBJECT.

1. The students all *laughed*.
2. Roses *bloom* in the garden.
3. The carpenters *built* a house. (direct object)
4. The brave dog *rescued* the little *girl*. (direct object)
5. The merchant *gave* the *sailor money*. (an indirect and a direct object)
6. My father *bought me* a new *book*. (an indirect and a direct object)

Verbs that may be followed by a word, phrase or clause denoting that which receives the action or is produced by it are called TRANSITIVE VERBS. Transitive means *passing across*.

A word, phrase, or clause that completes the meaning of a transitive verb is called its DIRECT OBJECT. In the third sentence *built* is a transitive verb and *house* is its direct object. In the fourth, *rescued* is a transitive verb and *girl* is its direct object.

Verbs that do not require a direct object are called **INTRANSITIVE VERBS**. In the first two sentences, *laughed* and *bloom* are intransitive verbs, they do not require any object.

But some transitive verbs, in order to have complete sense, may take two objects, one of which is usually the name of some thing and the other of some *person* or some other *animal*. The *thing* named is the **DIRECT OBJECT**; while the other is called the **INDIRECT OBJECT**. In the fifth sentence, *money* is the direct object to the verb *gave*; *sailor* is the indirect object. In the last, *book* is the direct object to the verb *bought*; *me* is the indirect object.

Other such verbs are: *bring, buy, deny, fetch, forgive, grant, leave, lend, sell, show, teach, tell, etc.*

21. We treat the indirect objects, which generally denote the *person* to or for whom something is done, as phrase modifiers. If the indirect follows the direct object, it is introduced by a preposition (*to* or *for*); if the indirect object precedes the direct object, the preposition is usually omitted. Thus,

1. *a.* He gave a book to me.  
*b.* He gave me a book.
2. *a.* He bought a book for me.  
*b.* He bought me a book.

## 22. FORMS OF OBJECT.

1. The cat caught a *rat*. (noun)
2. I see *her* every day. (pronoun)
3. We honor the *brave*. (adjective)
4. We desire *to succeed*. (infinitive)
5. I enjoy *reading*. (gerund)
6. We do not know *what to do*. (phrase)
7. I wish *that you would study hard*. (clause)

From the above examples we see that the various forms in which the direct object can be expressed are the

same as those in which the subject can be expressed. See §3.

23. When the direct object is a noun, it may take the same forms of modifiers as the subject. See §4.

## EXERCISE 9

In the following sentences, pick out the direct objects and the indirect objects, if any :

1. I bought my sister some flowers.
2. Chang has told you all his troubles.
3. The prisoner told the judge the whole story.
4. My father gave him a hearty welcome.
5. He told me that he would come.
6. The girl can speak English and French.
7. Even animals love their young ones.
8. The old fisherman taught me where to throw my line.
9. He has paid the cook her wages.
10. My sister gave me a picture.
11. Our teacher granted us the request.
12. They offered Cæsar the crown three times.
13. I asked him how to do this.
14. No one likes to be cheated.
15. The governor paid him the reward.

## EXERCISE 10

Complete the following sentences by supplying objects to them :

1. The students asked (a direct and an indirect object).
2. The landlord of the inn gave (a direct and an indirect object).
3. He wants (infinitive as direct object).
4. We do not know (clause as direct object).

5. We enjoy (gerund as direct object).
6. We have seen (a direct object).
7. I bought (a direct and an indirect object).
8. A thief stole (a direct object).
9. The teacher told (a direct and an indirect object).
10. O God! forgive (a direct and an indirect object).

#### 24. SUBJECTIVE COMPLEMENTS.

1. Mr. A is our English *teacher*. (predicate nominative).
2. He is always *happy*. (predicate adjective)
3. He looks *satisfied*. (past participle)
4. The horse continued *galloping*. (present participle)
5. His opinion is *of little value*. (prepositional phrase)
6. One of the worst habits is *eating too much*. (gerund)
7. Your duty is *to do work well*. (Infinitive)
8. The baby is *asleep*. (adverb)
9. My opinion is *that he has to work harder*. (clause)

Certain other verbs do not make a complete sense by themselves, but require a COMPLEMENT to complete the sense. They are called *linking verbs*. Such verbs are: *am, is, are, was, were, seem, become, etc.*

Certain other verbs also require a complement when used like linking verbs. They are: *prove, grow, get, turn, appear, continue, etc.*

The complement, though in the predicate, either refers to the same person or thing as the subject; or modifies it, so it is called a SUBJECTIVE COMPLEMENT.

25. The Subjective complement can be expressed in the various forms as shown above, but the most common one is a noun or adjective. A noun so used is also in the nominative case and is often called a PREDICATE NOMINATIVE. An adjective so used is often called a PREDICATE ADJECTIVE.



26. 受 語  
OBJECTIVE COMPLEMENTS.

1. The nobles made the prince *king*. (noun)
2. Her friends thought her *clever*. (adjective)
3. The news made him *disappointed*. (past participle)
4. We found the child *sleeping*. (present participle)
5. Everybody likes a bandit *to be shot*. (infinitive)
6. They consider the matter *of no importance*. (prepositional phrase)
7. She found her baby *asleep*. (adverb)
8. Your parents have made you *what you are to-day*. (clause)

Certain transitive verbs of calling, choosing, finding, making, naming, and thinking require, besides the direct object, a word or group of words to make the sense complete. Such a word or group of words, referring to the same person or thing as the object is called an OBJECTIVE COMPLEMENT.

27. The objective complement may be expressed in the same kinds of forms as the subjective complement, except that a GERUND CANNOT be used as an objective complement.

## EXERCISE 11

In the following sentences, pick out both the subjective and the objective complements and say in what form each is :

1. Water is necessary to life.
2. The club chose Thomas secretary.
3. We remained standing a long time.
4. My favourite exercise in summer is swimming.
5. Your achievements made us astonished.
6. The two girls soon become warm friends.
7. They consider the book to be useless.
8. This flower is faded.

9. Every boy's duty is to obey his parents.
10. I thought the child weeping.
11. I come here your enemy, but I go away your friend.
12. We thought the plan of no avail.
13. The sailors painted their boat white.
14. Your brother is here.
15. I had the letter written by him.
16. Variety is the spice of life.
17. The captain put himself at the head of his troops.
18. His opinion was that you would not come here.
19. Her ambition is to become a well educated girl.
20. The best form of recreation is playing tennis.

## EXERCISE 12

Complete the following sentences by supplying a complement to each :

1. We should consider him (noun).
2. This lesson is (adjective).
3. My brother was (noun).
4. We thought he was (adjective).
5. A good daughter makes her mother (adjective).
6. We heard the birds (participle).
7. Every young boy and girl should be (noun).
8. All my efforts were (prepositional phrase).
9. My purpose is (infinitive).
10. The teacher ordered the students (infinitive).
11. His favourite game is (gerund).
12. I found him (participle).

## EXERCISE 13

(a) Use the following verbs in sentences with a subjective complement to each :

are, look, become, seem, turn, prove

(d) Use the following verbs in sentences with a direct object and an objective complement to each :

call, consider, choose, found, made, thought

## CHAPTER II

### CLAUSES

28. A clause is a group of words that forms part of a sentence and that contains a subject and a predicate.

29. PRINCIPAL AND SUBORDINATE CLAUSES.

1. The man, *who has just come in*, is our new teacher.
2. We shall study rhetoric *when we finish grammar*.
3. I think *that he will succeed*.

Each of the above sentences consists of two clauses.

In the first the two clauses are '*the man is our new teacher*' and '*who has just come in*.' The former can stand alone and make complete sense, while the latter cannot stand by itself as a complete sentence and must depend on the former.

The first is independent and is called the PRINCIPAL or MAIN CLAUSE, since it makes the main statement.

The second is dependent and is called the SUBORDINATE or DEPENDENT CLAUSE.

In the second sentence, '*we shall study rhetoric*' is the principal clause; '*when we finish grammar*' is the subordinate clause. In the third, '*I think*' is the principal clause, '*that he will succeed*' is the subordinate clause.

30. A subordinate clause is always used as a single part of speech—an adjective, an adverb or a noun.

### 31. ADJECTIVE CLAUSES.

1. A man *who has courage* will not desert his friend.
2. A friend *who helps you in time of need* is a real friend.

In the first sentence, '*who has courage*' is a subordinate clause. It is used like an adjective modifying the subject *man*, so it is called an ADJECTIVE CLAUSE. In fact it can be replaced by the prepositional phrase *of courage*, or the adjective *courageous*.

In the second, '*who helps you in time of need*,' modifying the subject *friend*, is also an adjective clause.

### 32. USES OF ADJECTIVE CLAUSES.

1. Men *who are wise* seldom speak. (modifying a subject)
2. I will tell you the story *that I heard yesterday*. (modifying a direct object)
3. This is the house *that my uncle bought last year*. (modifying a subjective complement)
4. This picture is sent me by friend *who lives in Nanking*. (modifying the object of a preposition)
5. This is Mr. A our teacher *who taught us enthusiastically*. (modifying an appositive)

33. Adjective clauses are mostly introduced by the pronouns *who*, *which* and *that*; others by adverbs like *where*, *when*, *whence*, *whither*.

### EXERCISE 14

Pick out the adjective clauses, and tell what word each modifies:

1. You study the lessons which the teachers assign.
2. The moon that once was round and full is now a silver bow.

3. The man who never makes mistakes never makes anything.
4. I write with the pen that my friend gave me.
5. You are a friend in whom I trust.
6. Brant, a chief who had seen many battles, led the savages.
7. The castle where I was born lies in ruins.
8. This happened at a time when the country was in a chaotic state.
9. He has returned to the land whence he came.
10. My traveling companion was an old gentleman whom I met in Paris.
11. The student who passed the examination is very happy.
12. The train which is always late was on time to-day.

## EXERCISE 15

Write sentences containing adjective clauses by using *who*, *which*, *whom*, *that*, *where*, *when* and *why*.

## 34. ADVERBIAL CLAUSES.

1. The birds begin to sing *when day dawns*.
2. *If any dispute arises*, they apply to him for the decision.

In the first sentence, '*when day dawns*' is a subordinate clause. It is used like an adverb modifying the predicate *begin*; so it is called an ADVERBIAL CLAUSE. This clause can be replaced by the prepositional phrase *at daybreak*.

In the second, '*if any dispute arises*', modifying the predicate *apply* is also an adverbial clause.

## 35. USES OF ADVERBIAL CLAUSES.

1. We advance in freedom *as we advance in years*.  
(modifying a verb)

2. The children are afraid, *when it thunders*. (modifying an adjective)
3. He can run faster *than you (can run)*. (modifying an adverb)

36. Adverbial clauses are often introduced by the conjunctions *when, since, because, for, if, though, so that, than, as...as, that (in order that) lest, etc.*

### 37. KINDS OF ADVERBIAL CLAUSES.

1. We ran into the house *when it rained*. (time)
2. Sow your seeds *where the soil is fertile*. (place)
3. He succeeded *because he worked hard*. (cause)
4. A thick haze overspread the sky, *so that they could not see the sun on high*. (result)
5. We study *in order that we may gain knowledge*. (purpose)
6. *If you have tears*, prepare to shed them now. (condition)
7. Men will reap *as they sow*. (extent or manner)
8. He likes you *as much as I do*. (comparison)
9. *Although he failed again, and again*, he did not give up hope. (concession or contrast)

### EXERCISE 16

Pick out the adverbial clauses, and the words modified. Tell to which kind they belong.

1. She is as diligent as she is clever.
2. The task is so hard that everybody is afraid to try it.
3. The students rushed out as soon as the cry of fire was heard.
4. We all like to go where we can enjoy beautiful scenery.
5. We worked hard in order that we might succeed.
6. He will come if you call him.
7. I lent him money because I trusted him.

8. He was always honest though he was poor.
9. Even since we left the house, it has not ceased raining.
10. He persevered so steadily that he succeeded at last.
11. As he approached the stream, his heart quaked.
12. I consent because you wish it.
13. Those men spoke to me as if they were my friends.
14. He speaks English better than Chinese.
15. Although he was sick he worked all day.
16. Wherever you go I am sure to be there.
17. Men engage in some work, so that they may earn a living.
18. The sun will rise so long as the world lasts.
19. I will send for a policeman, unless you leave the house at once.
20. He talked so fast that no one could hear him.

## EXERCISE 17

Write sentences containing adverbial clauses by using *when, as soon as, wherever, because, since, in order that, so that* (or *so...that*), *as...as, although, if, unless* (=if...not).

## 38. NOUN CLAUSES.

1. *That we should fail* is impossible.
2. I know *what his name is*.

In the first sentence, '*that we should fail*' is a subordinate clause. It is used as the subject of the sentence, so it is called a NOUN CLAUSE. It can be replaced by the noun *failure*.

In the second, the subordinate clause '*what his name is*', sued as the object of the verb know, is also a noun clause.

## 39. USES OF NOUN CLAUSES.

1. *That fire burns* is one of the first lessons of

- childhood. (subject of a verb)
2. I think (that he will come tomorrow) (object of a verb)
  3. My going there depends upon *whether my friend will give his consent.* (object of a preposition)
  4. His friend's reply is *that he is honest.* (subjective complement)
  5. The fact *that the earth is round* cannot be denied. (appositive)
  6. You may call him *what you wish.* (objective complement)
40. Noun clauses are often introduced by *that, if, whether, who, whoever, what, how, why, etc.*

## EXERCISE 18

Pick out the noun clauses and tell in what way each is used:

1. What is one man's meat is another man's poison.
2. The sailor saw that the ship was sinking.
3. My future success depends upon who is placed over me.
4. The thought that help was near kept our spirits up.
5. My opinion is that this story is false.
6. From that moment I resolved that I would stay in the town.
7. His education has made him what he is.
8. Whom the gods love die young.
9. The news that he intended to come gave us much pleasure.
10. I will give this to whoever wants it.
11. Whether he will go is undecided.
12. I do not know why he did that once and again.
13. This play is exactly what I expected to see.
14. My friend asked me if I would go there.
15. The saying that the third time never fails is old.



## CHAPTER III

## PHRASES

## 41. KINDS OF PHRASES.

1. *The first president of China* was Yuan Shih Kai  
(noun phrase)
2. A man *without friends* is a miserable creature.  
(adjective phrase)
3. You must fight *with all your might*. (adverbial  
phrase)
4. *In spite of* all his effort, he made little progress.  
(preposition phrase)
5. He was a great statesman *as well as* a profound  
scholar. (conjunction phrase)

In the first sentence, '*the first president of China*' is the subject, so it is used as a NOUN; in the second '*without friends*' modifies the noun *man* like an ADJECTIVE; in the third, '*with all your might*' modifies the predicate *must fight* like an ADVERB; in the fourth, '*in spite of*' is used as a single PREPOSITION, having *effort* for its object; in the fifth, '*as well as*' is used as a single CONJUNCTION, joining two nouns *statesman* and *scholar*.

Thus each of these groups of words is used as a single PART OF SPEECH. Such groups containing neither subject nor predicate are known as phrases.

42. A phrase is a group of connected words which does not contain a subject and a predicate and is used like a single PART OF SPEECH.

43. A phrase used as a noun is called a NOUN PHRASE.

1. *The Republic of China* is the largest country in the world.

2. *The First Girls' Middle School of Anhwei* is in Anking.
3. *The Duke of Wellington* defeated Napoleon at Waterloo.
4. *The leader of bandits* was a tall strong man.

44. A phrase used as an adjective is called an ADJECTIVE PHRASE.

1. A thing *of beauty* is a joy forever.
2. A man *of good character* is to be respected.
3. A figure *with three angles* is called a triangle.
4. The sword *in his hand* trembled violently.

45. A phrase used as an adverb is called an ADVERBIAL PHRASE.

1. The cat ran *under the table*.
2. A bare farm can be converted *into a beautiful garden*.
3. Mary threw the ball *over her head*.
4. The inn was beset *by robbers*.

46. Most adjective and adverbial phrases consist of a PREPOSITION AND ITS OBJECT either with or without other words. They are often called PREPOSITIONAL PHRASES.

47. A phrase used as a preposition is called a PREPOSITION PHRASE. Such a phrase always ends in a single PREPOSITION.

1. *In respect of* scholarship, she is above you.
2. The audience was very small *owing to* the bad weather.
3. We catch rats *by means of* a trap.
4. The famine took place *on account of* the flood.

48. A phrase used as a conjunction is called a CONJUNCTION PHRASE.

1. He *no less than* you is guilty.
2. *Not only* I, *but* all other men trust him.

Progress for next.

3. He started early in order that he might reach his destination before sunset.
4. We will struggle so long as we live.

EXERCISE 19

In the following sentences, pick out the phrases and tell the use of each :

1. The president of the United States lives in the White House.
2. As long as you work hard, you will improve.
3. Every animal on the farm is his property.
4. He took an umbrella for fear of being caught in the rain.
5. We were attacked on every side.
6. He has been learning English off and on.
7. Men of wisdom know much.
8. By and by some children came and ran to and fro.
9. The general fell on the eve of victory.
10. I have come here without an invitation.
11. He took medicine in order that he might get well.
12. This book was published last year.
13. He went to see her as soon as he had taken dinner.
14. The house stood in front of the school.
15. The train with its passengers stopped at the station.
16. He went home in spite of the heavy raining.
17. A bird in hand is worth two in the bush.
18. I have deposited one thousand dollars in the Bank of Communications.

EXERCISE 20

Make sentences of your own, containing the following phrases :

- |                       |                    |
|-----------------------|--------------------|
| 1. along the seashore | 3. with difficulty |
| 2. in the street      | 4. again and again |

- |                         |                   |
|-------------------------|-------------------|
| 5. of China             | 10. for lack of   |
| 6. the top of mountain  | 11. as well as    |
| 7. on account of        | 12. in order that |
| 8. The end of the month | 13. of stone      |
| 9. on the playground    | 14. in regard to  |
| 15. As soon as          |                   |

## CHAPTER IV

### KINDS OF SENTENCES

#### CLASSIFIED BY USE

#### 49. DECLARATIVE SENTENCES.

1. Every student should be a good citizen.
2. My friend won the race.
3. He will not tell a lie.

The above sentences and all the sentences that we have so far studied declare or deny something; they are called **DECLARATIVE SENTENCES**.

**A declarative sentence declares or denies something as a fact.**

#### 50. INTERROGATIVE SENTENCES.

1. Did my friend win the race?
2. When will you start for Nanking?
2. Who is your English teacher?

The above sentences ask questions; they are called **INTERROGATIVE SENTENCES**.

**An interrogative sentence asks a question.**

51. The **SIMPLE SUBJECT** of an interrogative sen-

tence usually follows the SIMPLE PREDICATE. Thus,

1. Is *he* a scholar?
2. Has *he* much knowledge?
2. Are *you* a student?
4. Have *you* any money in your pocket?

52. Th: SIMPLE SUBJECT of an interrogative sentence often comes between the two parts of a verb phrase. Thus,

1. *Do you know* that man?
2. *Did you come* to school yesterday?
3. *Dose he work* hard?
4. *Are you writing* letter?

53. Interrogative sentences often begin with *who*, *whom*, *whose*, *which* *what*, *when* *how*, *etc.* Thus,

1. Who visited you this morning?
2. Whom did you see in your cousin's house?
3. Which of these apples will you take?
4. How can I do this?

#### 54. IMPERATIVE SENTENCES.

1. Study your lessons diligently.
2. Fill your mind with good thoughts.
3. Please bring me a cup of tea.

The above sentences express a command or a request, they are called IMPERATIVE SENTENCES.

**An imperative sentence expresses a command or a request.**

55. The subject of an imperative sentence is usually omitted; when expressed it is *you*. Thus,

1. (you) lift up your heads.
2. (you) lend me your ears.
3. (you) do not be afraid.
5. (you) do not feel any hesitation about asking questions.

The difference between a command and a request usually consists in the tone of voice in which the sentence is spoken.

### 56. EXCLAMATORY SENTENCES.

1. What beautiful flowers these are!
2. How gracefully she dances!
3. What a good time we enjoy!

The above sentences express some strong emotion, they are called EXCLAMATORY SENTENCES.

An exclamatory sentence expresses joy, surprise, grief, or some other emotion in the form of an exclamation or cry.

57. Exclamatory sentences are often introduced by the adjective *what* and the adverb *how*.

*What* adds emphasis to a noun; *how* adds emphasis to an adjective or an adverb. Thus,

1. What a good student you are!
2. How clever you are!
3. What a sultry weather this is!
4. How diligently you study!

58. A declarative, an interrogative or imperative sentence may be spoken as an exclamation. Thus,

1. You laugh!
2. What does he mean!
3. Get you gone!

59. Declarative and imperative sentences should usually be followed by a period (.) = full stop.

An interrogative sentence should be followed by a question mark (?). Interrogation mark.

An exclamatory sentence should be followed by an exclamation point (!).

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## EXERCISE 21

Punctuate and classify the following sentences by their use :

1. The student studied very diligently
2. I bought a basket of sweet peaches
3. Whom did you hand the letter to
4. Bring me some water quickly
5. What a big noise the child makes
6. Was the report of the fire true
7. The bright silver moon shone upon the pretty dancers
8. Give him a pencil
9. How fast the horse runs
10. Has China a good post-office system
11. Kindly close the door
12. Our society meets once a week
13. Can't you come to-morrow
14. Mother has given Mary a new dress
15. Be so good as to come this way
16. How lovely a day in June is
17. I will never forget her
18. Please show me the way
19. What a strange fellow you are
20. Sleeping in the open air is a fine tonic

## EXERCISE 22

- A. Write four declarative sentences.
- B. Write four interrogative sentences.
- C. Write four imperative sentences.
- D. Write four exclamatory sentences.

## CHAPTER V

KINDS OF SENTENCES  
3, 4      4, 5  
 CLASSIFIED BY STRUCTURE

**60. SIMPLE SENTENCES**

1. The farmers work in the field.
2. Geese and swans look much alike.
3. The dog jumped and ran away.
4. The boy and his sister study and play together.

The first sentence contains only one subject and one predicate. The subject of the second consists of two nouns joined by *and*; this is called a COMPOUND SUBJECT. The predicate of the third consists of two verbs joined by *and*; this is called a COMPOUND PREDICATE. In the fourth both the subject and the predicate are compound.

These sentences are all called SIMPLE SENTENCES.

**61.** Two or more <sup>simple</sup> subjects may be connected by a conjunction to form a COMPOUND SUBJECT. Two or more simple predicates may be connected by a conjunction to form a COMPOUND PREDICATE. Thus,

1. *You* and *I* are great friends, (compound subject)
2. *Youth* and *experience* seldom exist together. (compound subject)
3. The children *shouted* and *sang*. (compound predicate)
4. The prisoner neither *spoke* nor *moved*. (compound predicate)



62. A simple sentence is a sentence that contains only one subject and one predicate either or both of which may be compound.

### 63. COMPOUND SENTENCES.

1. The bell rang and the students dispersed.
2. Wool is warm, but silk is more beautiful.
3. Work hard or you will fail.
4. Mary was tired, therefore she went to bed.

Each of these sentences contains two clauses joined by a conjunction. These clauses are all principal clauses and hence coördinate, for they can stand alone and make complete sense.

These sentences are all called COMPOUND SENTENCES.

64. A compound sentence is a sentence that contains two or more coördinate clauses connected by such conjunctions as *and, but, or, therefore, for, etc.*

### 65. COMPLEX SENTENCES.

1. You know *that she is my sister.*
2. The girl *who wears the black silk gown* is my sister.
3. *When I have time,* I play with her.

Each of these sentences contains two clauses one of which is a principal clause and the other is a subordinate clause.

In the first, the subordinate clause is a noun clause; in the second, it is an adjective clause; in the third, it is an adverbial clause.

These sentences are called COMPLEX SENTENCES.

66. A complex sentence is a sentence that contains one principal clause and one or more than one subordinate clauses.

The subordinate clause must be connected with the principal clause by such conjunctions as *that, if, because*, such pronouns as *who, which, that*, or such adverbs as *when, where, why*. See §§33, 36, 40.

67. When the principal clauses of a compound sentence contain one or more subordinate clauses, the sentence is called a COMPOUND-COMPLEX SENTENCE. Thus,

1. The teacher will help you *only when it is necessary*, but you have to do the work by yourself.
2. I had already started for Nanking *when you came*, and I returned a week after *when you wrote to me*.

#### EXERCISE 23

Classify the following sentences by their structure :

1. Will he come if you send for him?
2. The lotus is a beautiful water lily.
3. The children were merry, but the old people were serious.
4. Thy heart is sad, thy friend is far away.
5. He walks faster than the child can run.
6. John told me that he had studied his lessons but I did not believe him.
7. When the bell rings, all students come to class.
8. The diver went under the water and came up with a pearl.
9. If you must go, come again soon.
10. Millions of fish live in the sea.
11. Are you here, or is it a dream?
12. When I started, I feared that it would rain; but when I reached home, the sky was clear.
13. The dogs and cats bit and scratched.
14. I believe that it will rain soon.
15. Flies and mosquitoes are very dangerous insects.

16. Either he or you must have opened the window.
17. We need many windows that we may breathe fresh air.
18. You will not succeed unless you works hard, and if you do not succeed every one will blame you.
19. Days and weeks and months slide imperceptibly away ; July is just at hand and the half of it will soon be over.
20. The swallows were flying here and there through the warm spring air.

## EXERCISE 24

- A. Write four simple sentences.
- B. Write four compound sentences.
- C. Write four complex sentences.

## PART TWO

### THE VERB

## CHAPTER VI

### THE KINDS OF VERBS

68. We have seen that the predicate, which is a necessary part of a sentence is always a VERB or VERB PHRASE. It is the verb that says something about the subject. Most verbs express ACTION. Some, however, merely express STATE or CONDITION. Thus,

1. The dogs *ran* and *jumped*. (action)
2. I *feel* happy. (action of the mind)
3. This lake *abounds* in fish. (state)
4. The rock *lay* close to the fountain. (state)

69. A verb is a word used to assert or say something (usually an action) concerning a person, place, or thing.

#### 70. TRANSITIVE VERBS.

1. The child *broke* the bottle.
2. I *found* my purse.

In the first sentence, *child* is the subject; *broke* is the predicate, what is *bottle*? If we were to say, *The child broke*, the sense would be incomplete. The word *bottle* which names the receiver of the action is called the DIRECT OBJECT (or simply OBJECT); and the verb *broke* is called a TRANSITIVE VERB.

In the second *found* is a transitive verb and *purse* is its object.

**71. Transitive verbs are those which express actions that can pass over to a person or thing and hence must take a direct object. See §20.**

Examples: buy, catch, make, kill, give, see, strike, take, etc.

**72.** Some transitive verbs may take an indirect object in addition to the direct object. See §20.

**73.** Certain transitive verbs of incomplete predication, besides a direct object, need some word or group of words to be added to make the sense complete. The word or group of words is called an OBJECTIVE COMPLEMENT. See §26.

Such verbs are: appoint, believe, call, choose, consider, deem, elect, find, let, make, name, think, etc.

**74.** Some transitive verbs may not be followed by a direct object. Then they may be said to be used intransitively. Thus,

1. The little girl can *read* and *write* well.
2. She can also *sing* sweetly.

**75. INTRANSITIVE VERBS.**

1. Men *sleep* to preserve life.
2. The river *flows* into the sea.

*Sleep* and *flows* are the two predicate verbs. *Sleep* what? *Flows* what? We can readily see that the action of *sleeping* or *flowing* stops with the doer and cannot pass over to any other person or something else—that is, no object whatever is required. Such verbs are called INTRANSITIVE VERBS.

**76. Intransitive verbs are those which do not require any object. See §20.**

Examples: come, fall, go, cry, grow, sit, sleep, rise, stand, etc.

77. Certain intransitive verbs of incomplete predication need some word or group of words to be added to make the sense complete. The word or group of words is called a **SUBJECTIVE COMPLEMENT**. See §24.

78. Although an intransitive verb never takes a direct object, yet it may sometimes be followed by a noun of kindred meaning to that of the verb itself. This is called a **COGNATE OBJECT**. Thus,

1. He *laughed* a hearty *laugh*.
2. The old lady *sighed* a deep *sigh*.
3. I *live* a happy *life*.

A list of such verbs with their corresponding objects is given below :

die.....	death	sigh.....	sigh
fight.....	{fight battle	dream.....	dream
blow.....	gale	sleep.....	sleep
live.....	life	smile.....	smile
laugh.....	laugh	ran.....	race

### 79. AUXILIARY VERBS.

1. The student *will* go home.
2. The policemen *might* overtake the thief if they *could* run faster.

In the first sentence, *will* merely helps the verb *go* to form the future tense ; it cannot assert anything by itself. In the second, *might* and *could* help the verbs *overtake* and *run* respectively to form the subjunctive mood. Try to omit the principal verbs and notice the effect.

Such verbs are called **AUXILIARY VERBS**.

**80. Auxiliary verbs are those which help to form a tense or mood of some principal verb.**

The auxiliary verbs are: *be* (in all its forms), *have*, *has*, *do*, *does*, *did*, *shall*, *should*, *will*, *would*, *can*, *could*, *may*, *might*, *must*, *ought*

81. Some verbs are at times used as auxiliaries, but at other times are used as principal verbs. Thus,

1. a. I *am* a teacher. (principal)
- b. I *am* teaching you English. (auxiliary)
2. a. The coolie *did* the work patiently. (principal)
- b. The coolie *did* not forget his work. (auxiliary)
3. a. The thief *has* his family to support. (principal)
- b. The thief *has* stolen much money. (auxiliary)

## EXERCISE 25

In the following sentences, point out the transitive, intransitive, and auxiliary verbs. Mention the different kinds of objects and complements:

1. Columbus discovered America in 1492.
2. The government has appointed him principal of this school.
3. An idle student will not pay attention to his lessons.
4. Do not do to others what you do not want others to do to you.
5. She sings sweetly.
6. She can sing any song very well.
7. His grandfather lived a long life.
8. Is he a man of good character?
9. Many boys and girls are flying kites in the fields.
10. You should behave yourself well.
11. Nothing is simpler than this.
12. Many farmers cannot read and write.
13. The clouds are getting thicker and thicker, and it will rain soon.
14. We should obey our parents.
15. Man is mortal.

16. Keep good company and you will be one of them.
17. The boys have run a race.
18. When I was in the country, I would take a walk every evening.

## EXERCISE 26

Choose any ten verbs or verb phrases from the above exercise and make sentences of your own.

## CHAPTER VII

## THE PROPERTIES OF VERBS

92. Voice, mood, tense, person, and number are called the PROPERTIES OF VERBS.

## 83. VOICE

1. She *picked* a flower.
2. A flower *was picked* by her.

The two sentences tell the same thing in different ways. The first verb *picked* shows that the subject names the doer of the action; the second *was picked* shows that the subject names the receiver. The first form is said to be in the ACTIVE VOICE; the second, in the PASSIVE VOICE.

84. The active voice shows that the subject names the doer of an action. The passive voice shows that the subject names the receiver.

85. A verb in the passive voice is always a verb phrase consisting of some form of the verb *be* (am, is, are, etc.) and a past participle. See §113.

## 86. MOOD.

1. I *rise* early in the morning.



about the  
circumstances

2. *Are you going* to school?
3. *Close* the door at once.
4. I wish that my friend *were* here.

*Rise* asserts the action as a FACT, *are going* asks about the action as a FACT. They are both said to be in the INDICATIVE MOOD. *Close* says the action as a COMMAND. It is said to be in the IMPERATIVE MOOD. *Were* does not express a fact but a THOUGHT; the fact is *my friend is not here*; it is said to be in the SUBJUNCTIVE MOOD.

87. The indicative mood is used to state facts or ask about facts.

The imperative mood is used to express commands or requests.

The subjunctive mood is used to express a thought—a mere wish, purpose, or supposition.

88. TENSE.

1. It *rains* now.
2. It *rained* yesterday.
3. It *will* probably *rain* to-morrow.
4. It *has rained*, so the ground is wet.
5. It *had rained* before we started.
6. It *will* probably *have rained* heavily before I reach home.

*Rise* asserts the action as going on in present time and, as TENSE means time, is in the PRESENT TENSE. *Rained* asserts the action as past and is in the PAST TENSE. *Will rain* asserts the action as future and is in the FUTUR TENSE. *Has rained* asserts the action as completed at the present and is in the PRESENT PERFECT TENSE. *Had rained* asserts the action as completed in the past and is in the PAST PERFECT TENSE. *Will have rained* asserts an action to be com-

pleted in the future and is in the FUTURE PERFECT TENSE.

89. The present tense expresses action or state as present. The past tense expresses action or state as past. The future tense expresses action or state as yet to come.

The present perfect tense expresses action or state as completed at the present time.

The past perfect tense expresses action or state as completed at some past time.

The future perfect tense expresses action or state to be completed at some future time.

90. Person and Number are properties not only of verbs but also of nouns and pronouns.

#### 91. PERSON.

1. I *know* every one of you.
2. You *know* your lesson quite well.
3. He *knows* nothing at all.

The subject *I*, which denotes the speaker, is in the first person; so the verb *know* is also in the FIRST PERSON. The subject *you*, which denotes the person spoken to, is in the second person; so the verb *know* is also in the SECOND PERSON. The subject *he*, which denotes the person spoken of, is in the third person; so the verb *knows* is also in the THIRD PERSON.

#### 92. NUMBER.

1. My sister *plays* in the garden.
2. My sisters *play* in the garden.

The subject *sister*, which denotes one person, is in the singular number, so the verb *plays* is also in the SINGULAR NUMBER. The subject *sisters*, which denotes more than one person, is in the plural number so the verb

*play* is also in the PLURAL NUMBER.

**93.** There are three persons—the FIRST, the SECOND, and the THIRD; and two numbers—the SINGULAR and the PLURAL.

The 1st person denotes the person speaking. Examples: *I, me, we, us, etc.*

The 2nd person denotes the person spoken to. Examples: *you, your, yours, etc.*

The 3rd person denotes the person or thing spoken of. Examples: *he, she, it, him, her, they, etc.*

All nouns are in the third person.

Singular means only one. Examples: *boy, man*

Plural means more than one. Examples: *boys, men*

**94.** A verb must agree with its subject in person and number (chapter XIII). Thus,

1. I *am* happy.
2. You *are* happy.
3. He *is* happy.

**95.** The changes of the form of a verb to indicate VOICE, MOOD, TENSE, PERSON, and NUMBER are called the INFLECTIONS of the verb.

**96.** Nearly all verbs have only one inflection to indicate person and number. This is the *s* of the third person, singular number, present tense, indicative mood. Thus, *He walks, She dances, The man laughs, The child cries.*

## CHAPTER VIII

## THE PRINCIPAL PARTS OF VERBS

97. In order to be able to arrange regularly all the forms of a verb which are used to indicate mood, voice, tense, person and number it is necessary to study the formation of the PAST TENSE, and the PAST PARTICIPLE, the PRESENT TENSE being the verb in its simplest form.

The present indicative, the past indicative and the past participle are called the PRINCIPAL PARTS of the verb.

## 98. REGULAR VERBS.

Verbs which form their past tense and past participle by adding *ed* or *d* to the present tense are called REGULAR VERBS. Thus,

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
walk	walked	walked
play	played	played
live	lived	lived
place	placed	placed

If the present ends in *y* preceded by a consonant, change *y* into *i* and add *ed*. Thus,

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
try	tri-ed	tri-ed
study	studi-ed	studi-ed

If a verb of one syllable, or of more than one syllable accented on the last syllable ends in a single consonant preceded by a single vowel, double the final consonant before adding *ed*. Thus,

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
fit	fit-ted	fit-ted
drop	drop-ped 落下	drop-ped
control	control-led	control-led
refer 參見 不確定	refer-red	refer-red

## 99. IRREGULAR VERBS.

Verbs which form their past tense and past participle by changing the inside vowel of the present without adding *ed* are called irregular verbs. As no general rule can be given, a list of irregular verbs with the past and past participle of each is given below. The students must learn them by committing them to memory as well as by experience and constant use.

## 100. LIST OF IRREGULAR VERBS.

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
abide 住	adode	adode
arise 起	arose	arisen
be { am is are } 是	{ was were	been
bear 生	bore	born
bear 担負	bore	borne
beat 打敗	beat	beaten
become 成	became	become
begin 起始	began	begun
behold 視	beheld	beheld
bend 屈	bent	bent
beseech 求	besought	besought
bet 賭	bet	bet
bid 命令	{ bade bid	{ bidden bid
bind 綑	bound	bound
bite 咬	bit	bitten
bleed 流血	bled	bled
blow 吹	blew	blown
break 打破	broke	broken
breed 生養	bred	bred
bring 攜	brought	brought
build 建造	built	built

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
burn 焚	{ burned	{ burned
burst 裂	{ burnt	{ burnt
buy 買	burst	burst
can 能	bought	bought
cast 擲	could	(wanting)
catch 捉	cast	cast
chide 叱	caught	caught
choose 選	chid	{ chid
cleave 破	chose	{ chidden
cling 依附	chose	chosen
come 來	{ clove	{ cloven
cost 值	{ cleft	{ cleft
creep 爬	clung	clung
crow 啼	came	come
cut 切	cost	cost
deal 處置	crept	crept
dig 掘	{ crew	{ crown
do 作	{ crowed	{ crowed
draw 牽	cut	cut
dream 夢	dealt	dealt
drink 飲	dug	dug
drive 驅	did	done
dwelt 住	drew	drawn
eat 食	{ dreamed	{ dreamed
fall 落	{ dreamt	{ dreamt
feel 覺	drank	drunk
fight 戰	drove	driven
find 找着	dwelt	dwelt
flee 逃	ate	eaten
fling 拋	fell	fallen
fly 飛	felt	felt
forbear 忍	fought	fought
forsake 捨棄	found	found
freeze 凍	fled	fled
get 得	flung	flung
gild 鍍	flew	flown
	forbore	forborne
	forsook	forsaken
	froze	frozen
	got	got
	{ gilded	{ gilded
	gilt	gilt

THE PRINCIPAL PARTS OF VERBS

43

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
○ give 給	gave	given
○ go 去	went	gone
○ grind 磨	ground	ground
○ grow 生長	grew	grown
○ hang 掛, 絞死	{ hung	{ hung
	{ hanged	{ hanged
○ have (has) 有	had	had
○ hear 聽	heard	heard
○ hew 割	hewed	hewn
○ hide 藏	hid	{ hidden
		{ hid
○ hit 擊中	hit	hit
○ hold 持	held	held
○ hurt 傷	hurt	hurt
○ keep 守 保	kept	kept
○ kneel 跪	knelt	knelt
○ knit 織	knit	knit
○ know 知道	knew	known
○ lade 載	laded	laden
○ lay 放下	laid	laid
○ lead 領導	led	led
○ lean 倚	leant	{ leant
		{ leaned
○ leave 離	left	left
○ let 任	let	let
○ lie 躺下	lay	lain
○ lose 失去	lost	lost
○ make 做	made	made
○ may 可以	might	(wanting)
○ mean 思, 意義	meant	meant
○ meet 遇	met	met
○ mow 刈	mowed	mown
○ must 必需	(wanting)	(wanting)
○ ought 應當	(wanting)	(wanting)
○ pay 付	paid	paid
○ put 放	put	put
○ quit 離	{ quit	{ quit
	{ quitted	{ quitted
○ read 讀	read (rēd)	read (rēd)
○ rend 撕	rent	rent
○ rid 免	rid	rid
○ ride 騎 坐	rode	ridden

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
ring 搖	rang	rung
rise 起	rose	risen
rive 拆	rived	riven
run 跑	ran	run
saw 鋸	sawed	sawn
see 看見	saw	seen
seek 尋	sought	sought
sell 賣	sold	sold
send 送	sent	sent
set 放	set	set
sew 縫	sewed	sewn
shake 震	shook	shaken
shall 將	should	(wanting)
shave 剃	shaved	{shaved
shed 流	shed	{shaven
shine 照	shone	shed
shoe 納履	shone	shone
shoot 射	shod	shod
show 示	shot	shot
shred 剪條	showed	shown
shrink 畏縮	{shred	{shred
shut 閉	shredded	{shredded
sit 坐	shrank	{shrunk
sink 沉	shut	{shrunk
sing 唱	shut	shrunken
slay 戮	sat	shut
sleep 睡	sank	sat
slide 溜	sang	sunk
sling 投	slew	sung
slink 潛逃	slept	slain
slit 裂	slid	slain
smell 嗅	slung	slept
smite 打	slunk	slid
sow 種	slit	slung
speak 說話	smelt	slunk
speed 迫	smote	slit
spell 拼字	sowed	smelt
spend 費	spoke	smitten
	sped	{sown
	spelt	{sowed
	spent	spoken
		sped
		spelt
		spent



<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
spill 洩	{spilt {spilled	{spilt {spilled
spin 紡	{spun {span	spun
spit 吐	spit	spit
split 劈	split	split
spoil 敗	{spoilt {spoiled	{spoilt {spoiled
spread 傳, 播	spread	spread
spring 崩, 躍	{sprang {sprung	sprung
stand 立	stood	stood
steal 偷	stole	stolen
stick 黏	stuck	stuck
sting 刺	stung	stung
stink 發臭	{stunk {stank	stunk
strew 撒	strewed	{strewn {strewed
stride 跨	strode	stridden
strike 打	struck	{struck {stricken
string 調絃	strung	strung
strive 競爭	strove	striven
swear 誓	swore	sworn
sweat 出汗	{sweat {swerted	{sweat {sweated
swell 漲	swelled	{swelled {swollen
swim 游泳	swam	swum
swing 擺	swung	swung
take 取	took	taken
teach 教	taught	taught
tear 撕	tore	torn
tell 告訴	told	told
think 想	thought	thought
thrive 發達	{throve {thrived	{thriven {thrived
throw 拋	threw	thrown
thrust 刺	thrust	thrust
tread 踐	trod	{trod {trodden

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
○wake 醒	{ waked	{ waked
○wear 穿	{ woke	{ woke
○weave 織	wore	worn
	wove	woven
○wed 娶	{ wed	{ wed
	wedded	wedded
○weep 哭	wept	wept
○wet 濕	wet	wet
○will 將	would	(wanting)
○win 勝	won	won
○wind 繞	wound	wound
○wring 扭	wrung	wrung
○write 寫	wrote	written

## CHAPTER IX

### THE FORMS OF THE TENSES

#### ACTIVE VOICE: INDICATIVE MOOD

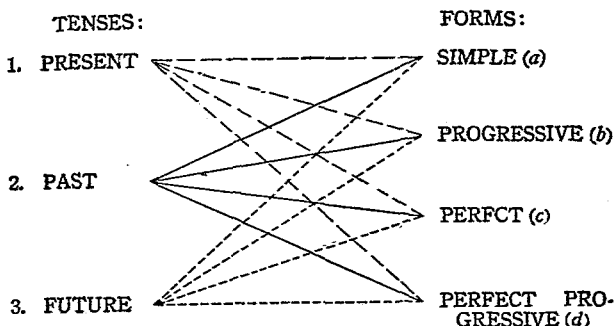
**101.** TENSE indicates the time of the action or state expressed by the verb.

**102.** Since there are three divisions of time—*present*, *past*, *future*—there are three main tenses corresponding to these divisions of time, namely, the PRESENT TENSE, the PAST TENSE, and the FUTURE TENSE. (§88)

**103.** The *future tense* is always a verb phrase consisting of *shall* or *will* and a verb in the simplest form, that is, an infinitive without the sign *to* (§198).

*Shall* is used with the first person, and *will* with the second and third; but in interrogative sentences, *shall* replaces *will* in the second person (§§140-144).

104. To each tense, there are four different forms, as follows :



(a) The **simple form**, which refers to present, past, or future tense in the simplest form :

EXAMPLES: I speak, I spoke, I shall speak.

(b) The **progressive form**: one of the simple forms of the verb *be* (§107) + **present participle** (§108).

EXAMPLES: I am speaking, I was speaking, I shall be speaking.

(c) The **perfect form**: one of the simple forms of the verb *have* + **past participle** (§§98,100).

EXAMPLES: I have spoken, I had spoken, I shall have spoken.

(d) The **perfect progressive form**: one of the perfect forms of the verb *be* (§107) + **present participle**.

EXAMPLES: I have been speaking, I had been speaking, I shall have been speaking.

105. The **present participle of all verbs ends in *ing***, as *working, speaking, calling doing, etc.*

Verbs ending in silent *e* drop the *e* before adding *ing*;

as loving, living making, etc.

Verbs ending in *ie* change *ie* to *y* before adding *ing*; as die, dying; lie, lying; etc.

A final consonant is doubled before adding *ing* according to the rules for the formation of the past tenses of regular verbs (§98).

EXAMPLES: *rub, rubbing; hit, hitting, defer, deferring; etc.*

106. CONJUGATION is the regular arrangement of all the forms of a verb which are used to indicate mood, voice, tense, person and number.

### 107. CONJUGATION OF THE VERB TO BE.

The first verb whose conjugation a student of English must learn is the verb *to be*, and unfortunately it is the most irregular and hence the most difficult. Commit the following forms to memory, paying no attention to the line at the right of each verb:

<i>Singular</i>	PRESENT	<i>Plural</i>
1. I am —		We are —
2. You are —		You are —
3. He is —		They are —
PAST		
1. I was —		We were —
2. You were —		You were —
3. He was —		They were —
FUTURE		
1. I shall be —		We shall be —
2. You will be —		You will be —
3. He will be —		They will be —

PRESENT PERFECT

- |                    |                  |
|--------------------|------------------|
| 1. I have been —   | We have been —   |
| 2. You have been — | You have been —  |
| 3. He has been —   | They have been — |

PAST PERFECT

- |                   |                 |
|-------------------|-----------------|
| 1. I had been —   | We had been —   |
| 2. You had been — | You had been —  |
| 3. He had been —  | They had been — |

FUTURE PERFECT

- |                         |                       |
|-------------------------|-----------------------|
| 1. I shall have been —  | We shall have been —  |
| 2. You will have been — | You will have been —  |
| 3. He will have been —  | They will have been — |

108. The three tenses and twelve forms of the verb *do* in the indicative mood, active voice are shown as follows :

FORM	PRESENT	PAST	FUTURE
1. SIMPLE	I do.	I did.	I shall do.
2. PROGRESSIVE	I am doing	I was doing.	I shall be doing.
3. PERFECT	I have done	I had done.	I shall have done.
4. PERFECT PROGRESSIVE	I have been doing.	I had been doing.	I shall have been doing.

109. The three tenses and twelve forms of the verb *teach* in the active voice, indicative mood for all numbers and persons are conjugated as follows :

SIMPLE FORM

	<i>Singular</i>	<i>Plural</i>
	PRESENT	
1.	I teach.	We teach.
2.	You teach.	You teach.

- |    |             |             |
|----|-------------|-------------|
| 3. | He teaches. | They teach. |
|----|-------------|-------------|

## PAST

- |    |             |              |
|----|-------------|--------------|
| 1. | I taught.   | We taught.   |
| 2. | You taught. | You taught.  |
| 3. | He taught.  | They taught. |

## FUTURE

- |    |                 |                  |
|----|-----------------|------------------|
| 1. | I shall teach.  | We shall teach.  |
| 2. | You will teach. | You will teach.  |
| 3. | He will teach.  | They will teach. |

## PROGRESSIVE FORM

*Singular**Plural*

## PRESENT

- |    |                   |                    |
|----|-------------------|--------------------|
| 1. | I am teaching.    | We are teaching.   |
| 2. | You are teaching. | You are teaching.  |
| 3. | He is teaching.   | They are teaching. |

## PAST

- |    |                    |                     |
|----|--------------------|---------------------|
| 1. | I was teaching.    | We were teaching.   |
| 2. | You were teaching. | You were teaching.  |
| 3. | He was teaching.   | They were teaching. |

## FUTURE

- |    |                       |                        |
|----|-----------------------|------------------------|
| 1. | I shall be teaching.  | We shall be teaching.  |
| 2. | You will be teaching. | You will be teaching.  |
| 3. | He will be teaching.  | They will be teaching. |

## PERFECT FORM

*Singular**Plural*

## PRESENT

- |    |                  |                   |
|----|------------------|-------------------|
| 1. | I have taught.   | We have taught.   |
| 2. | You have taught. | You have taught.  |
| 3. | He has taught.   | They have taught. |

## PAST

- |                    |                  |
|--------------------|------------------|
| 1. I had taught.   | We had taught.   |
| 2. You had taught. | You had taught.  |
| 3. He had taught.  | They had taught. |

## FUTURE

- |                          |                        |
|--------------------------|------------------------|
| 1. I shall have taught.  | We shall have taught.  |
| 2. You will have taught. | You will have taught.  |
| 3. He will have taught.  | They will have taught. |

## PERFECT PROGRESSIVE FORM

*Singular**Plural*

## PRESENT

- |                            |                          |
|----------------------------|--------------------------|
| 1. I have been teaching.   | We have been teaching.   |
| 2. You have been teaching. | You have been teaching.  |
| 3. He has been teaching.   | They have been teaching. |

## PAST

- |                           |                         |
|---------------------------|-------------------------|
| 1. I had been teaching.   | We had been teaching.   |
| 2. You had been teaching. | You had been teaching.  |
| 3. He had been teaching.  | They had been teaching. |

## FUTURE

- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1. I shall have been<br>teaching.  | We shall have been teach-<br>ing.  |
| 2. You will have been<br>teaching. | You will have been teach-<br>ing.  |
| 3. He will have been<br>teaching.  | They will have been teach-<br>ing. |

## EXERCISE 27

Conjugate the following verbs in the manner shown above :

- (1) catch      (2) take      (3) strike      (4) work

## CHAPTER X

## THE FORMS OF THE TENSES

## PASSIVE VOICE: INDICATIVE MOOD

**110.** We have learned that a verb is in the ACTIVE VOICE, when it shows its SUBJECT as the DOER OF AN ACTION and that a verb is in the PASSIVE VOICE, when it shows the SUBJECT as the RECEIVER or the PRODUCT OF AN ACTION (§83).

- EXAMPLES: 1. The *house* was destroyed by fire. (receiver)  
 2. The *house* was built by carpenters. (product)

**111.** A verb in the PASSIVE VOICE is always a verb phrase consisting of some form of the verb *to be* and a PAST PARTICIPLE. Thus if we fill the line at the right of each form of the verb *to be* in §107 with the past participle *seen* we have conjugated the three tenses and the simple and perfect forms of the verb *see* in the passive voice, indicative mood for all persons and numbers.

**112.** In changing the sentence, "*The servant broke the cup*" into the passive form, "*The cup was broken by the servant,*" we note:

(1) That the object of the active verb becomes the subject of the passive verb.

(2) That the subject of the active verb becomes the object of the preposition *by*.

**113.** The formulas given below will probably be of some help to students who must understand clearly how



the two voices can be interchanged at random :

I. PASSIVE VERB PHRASE = TO BE + PAST PARTICIPLE

II. ACTIVE VOICE = SUBJECT → TRANSITIVE VERB → OBJECT

(DOER) (ACTION) (RECEIVER)

(RECEIVER) (ACTION) (DOER)

III. PASSIVE VOICE = SUBJECT ← VERB PHRASE ← BY + OBJECT

NOTE : The arrows show how the action is directed.

APPLICATION: The president will punish him severely. (active)

He will be punished severely by the president. (passive)

114. As a rule, **intransitive verbs**, since they take no object, cannot be used in the passive voice.

115. Some intransitive verbs, which may take a cognate object, may be used in the passive form. Thus "A great battle was fought by Germany and France." But we should hardly say, however, "*A hearty laugh was laughed by him.*"

116. An intransitive verb is sometimes made transitive by the aid of a preposition and so it may be changed into the passive voice. Thus,

ACTIVE: The nurse *looks after* the children.

PASSIVE: The children *are looked after* by the nurse.

ACTIVE: All his friends *laughed at* him.

PASSIVE: He *was laughed at* by all his friends.

117. When a transitive verb in the active voice followed by both a direct and an indirect object is changed into the passive voice, either the one or the other may be made the subject. The object that is retained in the predicate is called the **RETAINED OBJECT**. Thus,

ACTIVE: The teacher has told them a story.

- PASSIVE: 1. A story has been told *them* by the teacher. (retained indirect object)  
 2. They have been told a *story* by the teacher. (retained direct object)

118. The three tenses and eight forms of the verb *see* in the indicative mood, passive voice are shown as follows:

FORM	PRESENT	PAST	FUTURE
1. SIMPLE	I am seen.	I was seen.	I shall be seen.
1. FROGRESSIVE	I am being seen.	I was being seen.	<i>wanting</i> )
3. PERFECT	I have been seen.	I had been seen.	I shall have been seen
4. PERFECT PRO- GRESSIVE	<i>(wanting)</i>	<i>(wanting)</i>	<i>(wanting)</i> .

It should be noted that passive progressive forms are shown for the simple present and the simple past only; the other are not used at all.

119. The three tenses and eight forms of the verb *teach* in the passive voice, indicative mood for all numbers and persons are conjugated as follows:

#### SIMPLE FORM

	<i>Singular</i>	<i>Plural</i>
	PRESENT	
1.	I am taught.	We are taught.
2.	You are taught.	You are taught.
3.	He is taught.	They are taught.
	PAST	
1.	I was taught.	We were taught.
2.	You were taught.	You were taught.
3.	He was taught.	They were taught.
	FUTURE	
1.	I shall be taught.	We shall be taught.

- |    |                     |                      |
|----|---------------------|----------------------|
| 2. | You will be taught. | You will be taught.  |
| 3. | He will be taught.  | They will be taught. |

## PROGRESSIVE FORM

<i>Singular</i>		<i>Plural</i>
	PRESENT	

- |    |                       |                        |
|----|-----------------------|------------------------|
| 1. | I am being taught.    | We are being taught.   |
| 2. | You are being taught. | You are being taught.  |
| 3. | He is being taught.   | They are being taught. |

## PAST

- |    |                        |                         |
|----|------------------------|-------------------------|
| 1. | I was being taught.    | We were being taught.   |
| 2. | You were being taught. | You were being taught.  |
| 3. | He was being taught.   | They were being taught. |

## PERFECT FORM

<i>Singular</i>		<i>Plural</i>
	PRESENT	

- |    |                       |                        |
|----|-----------------------|------------------------|
| 1. | I have been taught.   | We have been taught.   |
| 2. | You have been taught. | You have been taught.  |
| 3. | He has been taught.   | They have been taught. |

## PAST

- |    |                      |                       |
|----|----------------------|-----------------------|
| 1. | I had been taught.   | We had been taught.   |
| 2. | You had been taught. | You had been taught.  |
| 3. | He had been taught.  | They had been taught. |

## FUTURE

- |    |                            |                             |
|----|----------------------------|-----------------------------|
| 1. | I shall have been taught.  | We shall have been taught.  |
| 2. | You will have been taught. | You will have been taught.  |
| 3. | He will have been taught.  | They will have been taught. |

## EXERCISE 28

Conjugate the following verbs in the manner shown above :

- (1) catch      (2) bite      (3) strike      (4) love

## EXERCISE 29

Change the following sentences from the active form to the passive form and vice versa :

1. The bees gather honey from the flowers.
2. The storm drove the vessel against the rock.
3. The storm was seen approaching by us.
4. The Duke of Wellington defeated Napoleon at Waterloo.
5. He has been insulted by an acquaintance.
6. These curios will be admired by every one.
7. He kept his mother waiting.
8. I taught the child to read.
9. The speaker did not touch upon this topic.
10. He has carrying a lantern.
11. Everybody acknowledged him to be a genius.
12. Your clothes will be spoiled by the rain.
13. The dictionary was given me by a friend of mine.
14. I will take care of your things when you are gone.
15. The rain prevented me from coming.
16. The postman brings me the letter every morning.
17. He thought over the matter.
18. The little boys of the village were looking at the soldiers.
19. Before you return I shall have finished my work.
20. His fellow countrymen called him a good citizen.

**120. CAUTION :** Be careful to give every verb its PROPER FORM. Remember the following rules :

1. The auxiliary *be* must be followed either by a present participle (§104) or a past participle (§111).
2. The auxiliary *have* must be followed by a past participle (§104 c).
3. Neither the present participle nor the past participle can be used alone as a predicate verb.

## EXERCISE 30

Correct the errors in the form of tenses :

1. I done it myself.
2. He has gave me too much.
3. He throwed it into the river for I seen him when he done it.
4. The rain has been fallen for three hours.
5. He has went and done it without my permission.
6. I begun to think that you had forsook me.
7. The water buffalo walk along the road.
8. The servant has breaking a cup.
9. I had rode a short distance when the storm arisen.
10. He is think of his friend.
11. The leaves have begin to fall.
12. The teachers teaching in their proper classes.
13. They sung a new song which they had not sang before.
14. He drunk too much wine.
15. If I had have time, I should have wrote it.
16. I going to the city to-morrow.
17. They have took the book from the library.
18. The prisoner thrown himself into the sea and swam for the shore.
19. The moon has been shine for a long time.
20. Try to remember what I telling you to-day and do not forget it so soon.

## CHAPTER XI

## THE USES OF THE TENSES

## INDICATIVE MOOD

121. The simple forms are :

	ACTIVE	PASSIVE
PRESENT	simple present	am } is } + past participle are }
PAST	simple past	was } were } + past participle
FUTURE	shall } will } + present form	shall } will } be + past participle

122. The simple present is used to express :

(a) What is actually present :

1. I *understand* this rule now.
2. The book *belongs* to me.

(b) What is true at all times :

1. The sun *rises* in the east and *sets* in the west.
2. Things equal to the same thing *are* equal to one another.

(c) What is habitual in life or character :

1. This man *teaches* English in a middle school.
2. I *go* to bed early and *get* up early.

(d) What is to take place in the future :

1. They *go* to Nanking next month.

2. He will be happy when he *hears* the good news.

123. The simple past is used to express :

(a) An action that occurred at a single point of past time :

1. The students *came* to see me yesterday.
2. I *returned* home at five o'clock in the afternoon.

(b) A past habit :

1. His father always *treated* him kindly.
2. When he was in Peking he *wrote* a letter to his father every week.

124. The simple future is used to express :

(a) The occurrence of an action or the existence of a state in the future :

1. They *will arrive* at Nanking to-morrow morning.
2. We *shall hold* a meeting on Sunday.

(b) A habit or custom as future :

1. We *shall meet* twice a week.
2. When my friend has gone I *shall write* him a letter every week.

### EXERCISE 31

Fill each blank with the simple form of the present, past, or future tense of the verb indicated :

1. We (go) there last Saturday.
2. I always (write) my composition carefully.
3. I not (see) him yesterday.
4. The train (start) at six o'clock every morning.
5. He (come) here next Wednesday.
6. It not (rain) last night.
7. These trees (look) beautiful.

Verbs  
 + added + substituted + tense  
 divided by = be equivalent.

8. The sun (shine) by day and the moon by night.
9. A strange thing (happen) this afternoon.
10. I (know) him while I (be) in Shanghai.
11. The house (belong) to my uncle.
12. I (go) there to-morrow.
13. We (know) who you (be).
14. No steamship (sail) for Hankow to-morrow morning.
15. Two and two (be) four.

EXERCISE 32

Write three sentences in the simple present tense, three in the past, and three in the future.

125. The perfect forms are :

	ACTIVE	PASSIVE
PRESENT	have has + past participle	have (has) been + past participle
PAST	had + past participle	had been + past participle
FUTURE	shall have + past participle will     ple	shall have been + past will     participle

126. The perfect tenses all denote the completion of an action, not the time of the action (§§88, 89).

127. The present perfect is used to express :

(a) An action that is just completed :

1. I *have had* plenty already. (I cannot eat any more.)
2. He *has just left* the room. (He is no longer here.)

*None*  
 + addition + substitution  
 + multiplication + division  
 = equality



*has (or) ... equate to  
present perfect  
determined by ...*

(b) The present result or effect of a past action :

1. England *has founded* a mighty empire in India.  
(The empire still exists, although founded long ago.)
2. I have lost the watch I bought two weeks ago.  
(I am now without the watch.)

(c) A past experience :

1. I *have been* in Hankow several times. (I know something about it.)
2. Some country women *have never seen* an automobile. (They ~~do~~ not know what it looks like.)

(d) An action that has continued from past time until the time of speaking, or is still continuing :

1. I *have taught* English for more than ten years.  
(I am still teaching.)
2. The child *has slept* two hours. (He is still sleeping.)

(e) An action to be completed in the future. (In-adverbial clause introduced by *if, when, before, after, as soon as, etc.*):

1. I shall go when I *have copied* this page.
2. He will return the book as soon as he *has done* with it.

128. The SIMPLE PAST and the PRESENT PERFECT compared :

Most students often fail to see the distinction between the simple past and the present perfect tenses; they find it difficult to use them correctly; and are apt to confound them. Examine the following two sentences and notice their difference in meaning :

1. He *bought* a house ten years ago. (simple past)
2. He *has bought* a house. (present perfect)

The first sentence states definitely the time when the action was done; it states an action merely as a past

*fail to ...*

thing, cut away from the present (that is, it does not tell us whether or not he still possesses the house). Hence the SIMPLE PAST lays stress on the PAST TIME of the action.

The second, however, states that *he is in possession of a house at the time of speaking*; it does not state at what time it was bought (that is, he may have bought it only yesterday, or a month ago, or ten years ago; it makes no difference). Hence the PRESENT PERFECT lays stress on the PRESENT RESULT or EFFECT of the action.

Compare and explain the next two sentences:

1. She often came here last year.
2. She has just come here.

**129. CAUTION:** The present perfect should NEVER be modified by an adverb or phrase, denoting PAST TIME. Thus.

*Incorrect:* I have written a letter yesterday.

*Correct:* I wrote a letter yesterday, or  
I have written a letter.

But it can be modified by such adverbs or phrases as *often, already, recently, just, to-day, this month, this year, for the past (last) three weeks, since last Sunday, etc.*, because each adverb or phrase is of such a kind as to connect past time with the present. Thus,

1. You have studied English *for four years*.
2. I have done much work *to-day*.
3. We have not seen him *since last Sunday*.

**130.** The past perfect is used to express that an action had been completed before a certain point in past time or before another was commenced:

1. The children *had* all *gone* to sleep at nine o'clock last night.
2. She foolishly locked the safe, after the jewels and money *had been stolen*.

3. I went there at the time agreed upon, but they *had* already dispersed.

**131. CAUTION: DO NOT USE** the past perfect tenses except to show the completion of a past action by the time of another past action. Thus,

*Incorrect:* It had rained last night.

*Correct:* It rained last night.

**132.** The future perfect is used to express that an action will be completed before a certain point in future time or before another is commenced:

1. I *shall have gone* to bed at ten o'clock P. M.
2. When you return here, the new building *will have been finished*.
3. He *will have reached* home before the rain sets in.

### EXERCISE 33

Fill each blank with the perfect form of the present tense, or past tense, or future tense of the verb indicated:

1. When he came, I (go) away.
2. The servant (break) a cup.
3. The young men who just (come) are students.
4. At the end of this week, I (be) in school four years.
5. I not yet (finish) the work that you gave me.
6. I (finish) the work you gave me, when he came to see me last night.
7. He (be) ill for three days when the doctor was sent for.
8. These boys know their lessons well for they (study) it.
9. He will become discouraged before he thoroughly (try) it.
10. You ever (see) a tiger?
11. I want the book no more; I (read) it already..

12. He (reach) Nanking by this time to-morrow.
13. I not (see) him for several days.
14. He told me that he just (return) home from school.
15. If you are not quick, the train (start).
16. I am sure that before next week he (borrow) enough money.
17. He not (go) far when he began to feel tired.
18. He (live) in Anking for over ten years.

## EXERCISE 34

Write three sentences in the present perfect tense three in the past perfect tense and three in the future perfect tense.

133. The progressive forms are:

		ACTIVE	PASSIVE
SIMPLE	PRESENT	am are is } + present participle	am are is } + being + past participle
	PAST	was were } + present participle	was were } + being + past participle
	FUTURE	shall will } be + present participle	(wanting)
PERFECT	PRESENT	have has } been + present participle	(wanting)
	PAST	had been } present participle	(wanting)
	FUTURE	shall will } have been + present participle	(wanting)

**134.** The simple present progressive is used to express :

(a) An action that is actually going on at the moment of speaking :

1. I *am reading* the newspapers now.
2. He *is entering* the room at this very moment.

(b) An action that *is* to take place in the future :

1. I *am going* to call on Mr. A to-morrow.
2. They *are starting* this very evening.

**135.** The past progressive is used to express an action that was actually going on at some particular point of past time or while another took place :

1. He *was singing* in this room last evening at seven o'clock.
2. While I *was walking* on the street, I met my friend.

**136.** The future progressive is used to express an action that will be going on at some particular point of future time, or when another takes place :

1. I *shall be working* hard to-morrow morning.
2. If you come at six, I *shall be working* hard.

**137.** The present perfect progressive emphasizes that an action has continued till the moment of speaking :

1. I *have been waiting* for you these hours. (The action of waiting has continued for three hours and has ceased upon the arrival of the person.)
2. I *have been sleeping* the whole day. (The speaker has just awaked or has just got up from his bed.)

But more often the action is regarded as still continuing at the time of speaking :

1. You *have been studying* English four years. (You are still studying. The action of studying has not only continued up to the present moment but is still continuing.)
2. The carpenters *have been building* the house for several months. (The building is not yet finished.)

138. The past perfect progressive emphasizes that an action had continued and in most cases was still continuing before some point of past time or when another took place :

1. I *had been waiting* for you impatiently, when you arrived.
2. When the fire broke out the people *had been sleeping* soundly.
3. I awoke at midnight and I heard it *had been raining* heavily.

139. The future perfect progressive emphasizes that an action will have continued and in most cases will be still continuing before some point of future time or when another takes place :


1. By next summer you *will have been studying* five years in this school.
2. I *shall have been traveling* in Europe when you return to China next year.

The future perfect progressive can often be replaced by the future perfect. It is too clumsy for common use and hence it is rarely used.

#### EXERCISE 35

Fill each blank with the proper form of the present, past, or future tense of the verb indicated :

1. She (speak) with her aunt.

- 
2. The famine caused by the flood in 1931 (be) serious.
  3. You (go) to the club to-night?
  4. The sun (shine) when I started.
  5. They (expect) rain for a long time.
  5. The rain began to fall as soon as the sun (go) down.
  7. Yesterday when I (buy) some cloth a friend of mine came into the shop.
  8. What (be) the matter?
  9. They (listen) to him attentively.
  10. We (see) him yesterday.
  11. The Chinese Republic (establish) for twenty-seven years.
  12. They (look) everywhere for you.
  13. While I (take) a walk in the country it suddenly began to rain.
  14. I (write) a composition for two hours.
  15. Our work (finish) at noon to-morrow.
  16. They (build) a theater now.
  17. By the time you come back, I (finish) the work.
  18. The book that was lost yesterday (find) to-day.
  19. If you come at midnight, I (sleep).
  20. He was taught that the earth (revolve) around the sun.

## EXERCISE 36

Correct the errors in the uses of the tenses :

1. All men were created equal.
2. I understood what you say.
3. The carpenters have built three houses last year.
4. I just received a telegram.
5. When has it taken place?
6. The steamer has gone when I reached the wharf.
7. Last evening he had written a letter.

8. After I saw her, I had returned to school.
9. She has gone to bed when her sister returned home.
10. Two strangers had come yesterday to see you.
11. This business had been settled when the letter gets there.
12. I visited Shanghai next month.
13. The house has been struck by lightning before day dawned.
14. The alarm bell was rung when the thief appears.
15. Hope was the mother of success.
16. I had seen an elephant this year.
17. Mother told me that I have done my work well.
18. Had you finished the work that I gave you?
19. Next year I shall have gone every week to the city for a music lesson.
20. By seven o'clock last evening the rain has entirely ceased.
21. They take dinner in the next room now.
22. The robber lay dead in the spot where he has been shot.
23. What do you do at this very moment?
24. The thief entered the room, while they are sleeping.
25. This time to-morrow the workmen are repairing the house.
26. Mr. A said that he has been thinking over the matter.
27. He walks in the garden at this moment.
28. I have been living here four years ago.
29. My friend is laying on the sofa, when I entered the room.
30. He is always speaking English slowly.

## EXERCISE 37

- (a) Write three sentences in the present progressive



tense, three in the past progressive tense, and three in the future progressive tense.

(b) Write two sentences in the present perfect progressive tense, two in the past perfect progressive tense, and two in the future perfect progressive tense.

## CHAPTER XII

### THE USES OF THE AUXILIARIES

#### “SHALL” and “WILL”

140. To express SIMPLE FUTURITY in declarative sentences, *shall* is used with first person; *will* is used with the second or the third person. Thus,

1. I *shall be* pleased to see you again.
2. You *will understand* this by and by.
3. He *will do* this to-morrow.

141. Examine the following sentences:

1. You *shall go*. (你可以去, 我准許你去, 我一定要你去)
2. He *shall go*. (他可以去, 我准許他去, 我一定要他去)

Here the speaker either promises the going or determines to compel these persons to go; in either case the one who goes is under some external influence.

3. I *will go*. (我願去, 我決計去, 我可以去)

Here the action is under the control of the speaker's will. He either promises or is determined to go.

4. *Shall I go?* (我可以去麼? 你許我去麼? 你要我去麼?)

Here the speaker puts himself under the control of some external influence—the will of another.

shall 將 去 手 - 名 詞 動 詞 形 式 : 2 3 4 5 6 7 8  
 will 願 去 手 - 名 詞 動 詞 形 式 : 2 3 4 5 6 7 8

5. *Will I go?* (我願去嗎?)

This is not used except to repeat another's question. It would be absurd for one to ask what his own will is.

- 6. *Shall you go?* (你將去嗎?) Ans. I *shall*.
- 7. *Will you go?* (你願去嗎?) Ans. I *will*.
- 8. *Shall he go?* (他可以去麼? 你准許他去麼? 你要他去麼?) Ans. He *shall*.
- 9. *Will he go?* (他去麼? 他願去嗎?) Ans. He *will*.

The same auxiliary is used in the question that is used in the answer.

142. *Shall* is used with the second or the third person to imply that the person named by the subject is under the control of external influence. Thus,

- 1. You *shall not* <sup>允諾</sup> *lie*. (command and advice)
- 2. He *shall leave* the house at once. (command)
- 3. You *shall have* a dollar, if you <sup>手</sup> *run* this errand. (promise)
- 4. If he is good, he *shall go* with me. (promise)
- 5. You *shall be punished* if you defy me. (threat)
- 6. If any man offend against this law, he *shall die*. (threat)

148. *Will* is used with all persons to imply that the subject names the person whose will controls the action. Thus,

- 1. I <sup>允諾</sup> *will lend* you ten dollars. (promise)
- 2. I *will not do* it in spite of your threats. (resolution)
- 3. I do not understand why you *will not let* me help you. (willingness)
- 4. I know that you *will still be* good to me, if I forsake you. (resolution)
- 5. He *will not study* hard. (willingness)
- 6. They *will go*, although there is danger. (resolution)

144. In asking a question, *shall* is invariably used

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with the first person; *will* is not used except to repeat another's question. With the second or the third person, the same auxiliary is used in the question that is expected in the answer. Thus,

1. *Shall I write* the letter for you? 此要问话者
2. *Shall we be punished?* 被语
3. *Will I go?* Of course, I will. 回答
4. *Shall you be glad* to see him? 明要或一定
5. *Will you help* the poor?
6. *Shall you go* home to-morrow?
7. *Shall he attend* the meeting? 之
8. *Will he do* such a thing any more? 提出

同前

“DO” 若为动词，则不能作助动词

145. *Do* is often used in asking questions; it is followed by the subject. Thus,

1. *Do you know* my native town?
2. *Did you come* here last night?
3. *Does a man groan* for nothing?

146. *Do* is usually used to bring in the *not* in negative sentences. Thus,

1. I *do not know*.
2. You *do not* often *come* here.
3. He *does not pay* attention to his lessons at all.

147. *Do not* is generally used to express PROHIBITION or NEGATIVE COMMAND. Thus,

1. *Do not* study too hard.
2. *Do not* waste your time.
3. *Do not* encroach upon other people's liberty.

148. *Do* or *did* may be used to form an emphatic verb phrase in the simple present or past tense, active voice. Thus,

1. I *do hate* that hypocrite
2. The earth *does spin* like a top.
3. He *did come* here yesterday.

149. *Do* may be used as a substitute for a preceding verb to prevent repetition and abbreviate expression. Thus,

1. He talks as a child *does*.
2. You need not work so hard as you *did* yesterday.
3. You helped him and so *did* I.

150. CAUTION :

1. NEVER use the ward '*to*' between *shall* or *will* and the principal verb. Thus,  
*Incorrect* : I *shall to* do it. He *will to* write it.  
*Correct* : I *shall* do it. He *will* write it.
2. Beware of such erroneous sentences as "*I not go.*" "*He not comes.*" The correct forms are : "*I do not go.*" "*He does not come.*"

EXERCISE 38

Express the thought in each of the following sentences by means of a verb phrase with *shall* or *will* :

1. I am determined to learn my lesson.
2. Are we to be punished?
3. Do you command me to send the letter for you?
4. You are sure to fall if you climb that tree.
5. I am sure to drown if I swim in this river.
6. You are ordered not to go home.
7. We agree to lend you fifty dollars.
8. I see you are resolved to win this game.
9. Are you willing to help me?
10. I intend to give you your pay in due course.

## EXERCISE 39

Fill each blank with *shall* or *will* as the sense requires.  
Give your reason:

1. I —— be tired to death by night.
2. I —— go there although it is raining.
3. I —— ride as fast as I can.
4. You —— not do this any more in the future.
5. They do me wrong, and I —— not endure it.
6. We —— break through the ice if we are not careful.
7. —— you meet me at the station?
8. I —— catch cold in this carriage.
9. I —— be greatly obliged if you —— do me the favor.
10. —— I come to see you?
11. We —— give you what you need.
12. "I —— drown!" cried the poor who was struggling in the water. "Nobody —— save me!"
13. Which —— you choose, this or that?
14. —— he be allowed to go on?
15. —— you be unhappy, if I do not come?

## EXERCISE 40

Correct the following sentences:

1. This book came for me to-day or yesterday?
2. He not saw this book.
3. Will you please to do me a favor?
4. They broke not the slate, but he broke it.
5. No one shall to go there.
6. You not know anything about it.
7. He reads not his book with care.
8. They not slept long last night.
9. It not came to-day but yesterday.
10. Came he here last evening?

CHAPTER XIII  
 AGREEMENT OF A VERB  
 WITH ITS SUBJECT

151. A verb must agree with its subject in person and number (§ 94). Thus,

1. The *teacher* with a number of students *is* in the classroom.
2. The *smell* of so many sweating people *makes* the room very unpleasant.

152. Special rules of person and number :

I. Two or more singular subjects joined by *and* usually take a plural verb. Thus,

1. The girl's *father* and *mother* *love* her dearly.
2. *John* and *I* *are* intimate friends.

II. Two or more singular subjects joined by *and* but expressing only a single person or thing or idea take a SINGULAR verb. Thus,

1. My old *friend* and *schoolmate* *is* in Nanking.
2. The *sole end* and *aim* of his life *is* to make money.
3. *To love* and *to be loved* *is* the greatest happiness on earth.
4. *Curry* and *chicken* *is* my favorite dish.

III. Two or more singular subjects joined by *and* but preceded by *each*, *every*, *many* *a*, or *no*, take a SINGULAR verb. Thus,

1. Each *boy* and each *girl* *wants* to look nice.
2. Every *man* and *woman* *is* at work.

other... by... likes...  
prevalence...

AGREEMENT OF A VERB

3. Many a *youth* and many a *maiden* *has* misinterpreted freedom.
4. No *teacher* and no *student* *was* present.

IV. When two or more subjects joined by *or*, *nor*, *either* . . . *or*, *neither* . . . *nor*, the verb agrees in person and number with the subject nearest to it. Thus,

1. *He* or *you* *have* taken my book.
2. Either *you* or *he*, *has* made a mistake.
3. Neither *John* nor *I* *am* willing to do that.
4. Neither the *brother* nor his *sister* *has* done it well.

When the subjects require different forms of the verb, it is generally better to express the verb with each subject, by recasting the sentence. Thus,

1. *He* *has* taken my book, or *you* *have*.
2. Either *you* *have* made a mistake, or *he* *has*.
3. *John* *is* not willing to do that; neither *am* *I*.

V. A collective noun (§ 249) takes a plural verb when the individuals composing the collection are thought of; but a singular verb, when the collection is thought of as a whole. Thus,

1. The *multitude* *were* of one mind.
2. The *multitude* *was* too large to number.
3. A *number* *were* inclined to turn back.
4. The *number* *present* *was* not ascertained.

VI. Nouns that are plural in form but singular in sense (§ 280) usually take a singular verb. Thus,

1. The *news* *is* good.
2. *Mathematics* *is* an important study.

VII. When two subjects are joined by *as well as*, or *no less than*, the verb agrees in person and number with the first one. Thus,

1. My *comrades* as well as *I* *were* betrayed.

2. Your *friends* no less than *I will* be glad to see you.

VIII. In a sentence beginning with the introductory word *there*, the verb is singular, if the subject following it is singular; and plural, if the subject is plural. Thus,

1. There *is* one *teacher* in the classroom.
2. There *are* many *students* in it.
3. There *stands* a *pagoda* facing the Yangtze River.
4. There *live* many *people* by the seashore.

IX. Plural expressions of weight, measure, or value take a singular verb. Thus,

1. Five *piculs of rice* *costs* a great deal of money.
2. Five *hundred dollars* *is* a big sum.
3. Five *hundred miles* *is* a long distance.

X. A verb which has for its subject a relative pronoun (§ 345) is in the same person and number as the antecedent (§ 350). Thus,

1. I, *who am* old, have never seen a worse storm.
2. You, *who are* students, should obey your teacher.
3. He, *who is* here now, will soon leave for Nanking.

#### EXERCISE 41

Correct the following errors, if any, and give your reason.

1. One of my hats have been stolen.
2. The whole family is opposed to my plan.
3. The whole family consists of eight persons.
4. A large number of people has come.
5. Ten dollars are not enough.
6. Athletics are beneficial.
7. An iron works is situated there.



8. Along the rocky shore is many lighthouses.
9. The captain as well as the sailors were alarmed.
10. The old house with all its beautiful furniture and pictures have been sold.
11. "Books" is a noun.
12. My brother no less than I am fond of sports.
13. Every one of you are diligent.
14. No time, no money, no labor were spared.
15. Either the master or the servant is to blame.
16. You no less than he is worthy of praise.
17. There is several reasons for this.
18. Two hours is a long time to wait.
19. Both patience and perseverance are necessary if one expects to succeed in life.
20. Truth and honesty are the best policy.
21. Neither mathematics nor physics are easy.
22. Neither he nor you are dishonest.
23. Are you going with me who is going home now?
24. The top of the tree together with many of its branches are blown off by the wind.
25. The pleasures of life vanishes, when we becomes old.
26. This is one of those stories which are liked by boys.
27. One or the other have erred in his statement.
28. His business is prosperous.
29. Every book and every paper was found in its proper place.
30. Two plus two are equal to four.

## CHAPTER XIV

### THE SEQUENCE OF TENSES

153. The SEQUENCE OF TENSES is a principle which requires that the use of certain tenses in the

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principal clauses must be followed by the use of certain tenses in the subordinate clauses.

154. The general rules are :

I. A PRESENT or FUTURE TENSE in the principal clause can be followed by ANY TENSE in subordinate clause. Thus,

PRINCIPAL CLAUSE  
(Present or Future Tense)

SUBORDINATE CLAUSE  
(Any Tense)

I think  
or  
I shall think

that he works hard.  
that he is working hard.  
that he has worked hard.  
that he has been working hard.  
that he worked hard.  
that he was working hard.  
that he had worked hard.  
that he had been working hard.  
that he will work hard.  
that he will be working hard.  
that he will have worked hard.  
that he will have been working hard.

II. A PAST TENSE in the principal clause must be followed by a PAST TENSE in the subordinate clause. Thus,

PRINCIPAL CLAUSE  
(Past Tense)

SUBORDINATE CLAUSE  
(Past Tense)

I thought

that he worked hard.  
that he was working hard.  
that he had worked hard.  
that he had been working hard.  
that he would work hard.  
that he would be working hard.  
that he would have worked hard.  
that he would have been working hard.

by Turner [unclear]

155. The special rules are:

I. A UNIVERSAL TRUTH or HABITUAL FACT (§§ 122, b) is usually expressed by the PRESENT TENSE, even if the verb in the principal clause is in the PAST TENSE. Thus,

1. Our grandfathers *knew* that the sun *rises* in the east.
2. We *were taught* that honesty *is* the best policy.

II. In a subordinate clause of PURPOSE (§§ 37, 169), *may* is used if the verb in the principal clauses is in the PRESENT or FUTURE TENSE; while *might* is used if the verb in the principal clauses is in the PAST TENSE. Thus,

1. Some persons *study* English that they *may work* in foreign firms.
2. I *shall work* hard that I *may win* the prize.
3. He *went* home that he *might see* his mother.

III. In a subordinate clause of COMPARISON, the verb can in ANY TENSE; no matter what tense is used in the principal clause. Thus,

PRINCIPAL CLAUSE		SUBORDINATE CLAUSE
He works	} as hard as {	I work
He worked		I worked
or		I shall work
He will work		I have worked
		I had worked
		I shall have worked

EXERCISE 42

Fill each blank with the proper tense and voice of the verb indicated:

1. I hoped that you (return) soon.

2. He (go) to America <sup>will</sup> as soon as the holidays begin.
3. When the steamer (leave), we all went back.
4. He is so disappointed with the result, that he (decide) to work still harder.
5. He (be) here for more than a week.
6. The fireman who (wound) was carried away to a hospital.
7. I went to his house that I (see) him and tell him what (happen).
8. To-morrow you (do) what I (do) to-day, and to-day you (do) what I (do) yesterday.
9. You (be) more diligent last year than you (be) now.
10. We never (see) such beautiful scenery before, and perhaps we never (see) the like again.
11. The teacher has given me a prize that I (work) hard next year.
12. You never told us that diligence (be) the mother of success.
13. Our new teacher asked whether we (study) algebra or not.
14. I (think) of you, when your steamer leaves at ten.
15. They told me that my friend (be) fond of singing.
16. The work that you gave me not yet (finish).
17. I am not going there because I not (ask).
18. He (complete) the task next week when I (see) him.
19. He came upon us so suddenly as if he (drop) from the sky.
20. I was sorry to find that you (displease) with me.

Handwritten notes at the top of the page, including the name "John W. ...", the date "27 1952", and other illegible scribbles.

## CHAPTER XV

### MOOD

**156.** MOOD is the property of verb that indicates the manner of speaking.

There are three moods: the INDICATIVE, the IMPERATIVE, and the SUBJUNCTIVE (§§ 86, 87).

#### THE INDICATIVE MOOD

**157.** The indicative mood is used to express facts or ask about facts. The forms and uses of tenses of the indicative mood have been discussed in chapters 9-11.

#### THE IMPERATIVE MOOD

**158.** The imperative mood is used to express commands, requests, advices, or prayers. The command, requests, etc., are usually expressed in the form of an imperative sentence (§54). Thus,

1. Shut the door. (command)
2. Be so kind as to show me the way. (request)
3. Be faithful to your friend. (advice)
4. Forgive us our sins. (prayer)

The imperative mood is used only in the present tense and in the second person. The subject *you* is usually omitted (§55).

**159.** The imperative mood may be used to express supposition in a compound sentence; the clause that expresses the consequence is usually joined to it by *and* or *or*. Thus,

1. Work hard and you Will succeed.  
(If you work hard, you will succeed.)
2. Work hard or you will fail.  
(If you do not work hard, you will fail.)

160. *Do* may be used with the imperative to make it more emphatic. Thus,

1. *Do* work harder in the future.
2. *Do* give me something to eat.

161. *Do not* is used express prohibition or negative command (§ 147).

### THE SUBJUNCTIVE MOOD

162. The subjunctive mood is used to express a thought—a mere WISH, PURPOSE, or SUPPOSITION.

163. ALL VERBS EXCEPT THE VERB TO BE have the same simple and perfect forms in the subjunctive active as they have in the indicative active with the following exceptions:

I. The third person singular of the simple present does not end in *s*; the third person singular of the present perfect is formed with *have*. But the simple present and present perfect forms are rarely used in modern English.

II. The future and future perfect are formed with *should* and *would* instead of with *shall* and *will*.

164. The conjugation of the verb TO BE in the subjunctive mood is shown as follows:

<i>Singular</i>	PRESENT	<i>Plural</i>
1. I be ——		We be ——
2. You be ——		You be ——

<i>Singular</i>	<i>Plural</i>
3. He be ——	They be ——
PAST	
1. I were ——	We were ——
2. You were ——	You were ——
3. He were ——	They were ——

## FUTURE

1. I should be ——	We should be ——
2. You would be ——	You would be ——
3. He would be ——	They would be ——

## PRESENT PERFECT

1. I have been ——	We have been ——
2. You have been ——	You have been ——
3. He have been ——	They have been ——

## PAST PERFECT

1. I had been ——	We had been ——
2. You had been ——	You had been ——
3. He had been ——	They had been ——

## FUTURE PERFECT

1. I should have been ——	We should have been ——
2. You would have been ——	You would have been ——
3. He would have been ——	They would have been ——

165. The passive and progressive forms of the subjunctive are made by using the subjunctive forms of the verb *to be* (§ 164) as auxiliaries. Thus,

PASSIVE.....	{	I were seen. (past)
		I should be seen. (future)
		I had been seen. (past perfect)
		I should have been seen. (future perfect)

PROGRESSIVE	{	I we e working. (past)
		I should be working. (future)
		I had been working. (past perfect)
		I should have been working. (future perfect)

166. The past subjunctive of *to be* (*were* in the first person and third person singular) and the passive and progressive forms in which *were* is used are the only subjunctives in modern English that can be easily recognized as subjunctives by their forms.

#### 167. USES OF THE SUBJUNCTIVE—WISH OR PRAYER.

1. O that confucius *were* yet alive! (wish)
2. O that money *grew* on trees! (wish)
3. *May* you *succeed*! (wish)
4. *May* we never *forget* each other! (wish)
5. God *help* the poor creatures! (prayer)
6. God bless you! (prayer)

In the first two sentences, the wish is expressed by the past subjunctive in a subordinate clause—the *that* clause being the object of an unexpressed I *wish*. The wish expressed by a past subjunctive is contrary to fact.

In the next two, the wish is expressed by a verb phrase formed with *may* in a simple sentence. In such sentences the subject stands between *may* and the remainder of the verb phrase.

In the last two, the prayer is expressed by the present subjunctive.

#### 168. USES OF THE SUBJUNCTIVE—PURPOSE.

1. He comes that he *may see* me.
2. He goes { lest he *should see* me.  
that he *may not see* me.
3. He came that he *might see* me.



4. He went { lest he *should see* me.  
that he *might not see* me.

In the above sentences, the verb of the principal clause is in the indicative mood, for it asserts a fact; the verb of the subordinate clause is in the subjunctive mood, for it expresses a purpose—that is, a mere thought.

169. An affirmative clause of purpose is introduced by the conjunction *that* (*so that* or *in order that*) and *may* or *might* is used to form the verb phrase (§ 155, II), while a negative clause of purpose is introduced either by the conjunction *lest* or *that (not)* and after *lest*, *should* is invariably used no matter what tense is used in the principal clause. Thus,

1. I open the window that I *may see* the moon.
2. He will go abroad that he *may continue* his studies.
3. The servant locked the door that no man *might enter*.
4. We hold him up, lest he *should fall*.
5. He worked hard in his youth lest he *should suffer* in his old age.
6. Beware lest the dog *should bite* you.

#### 170. USES OF THE SUBJUNCTIVE—SUPPOSITION.

1. If this *were* true, I *should be* sorry for it.  
(This is not true, hence I am not sorry for it.)
2. If he *had been* in school, we *should have seen* him.  
(He was not in school, hence we did not see him.)
3. If it *should rain*, I *would* rather *stay* home.  
(Most probably it will not rain, hence I may not be at home.)

The first sentence express a SUPPOSITION CONTRARY TO A PRESENT FACT; the second, a SUPPOSITION CONTRARY TO A PAST FACT; the third, a DOUBTFUL SUPPOSITION. They are all called CONDITIONAL SENTENCES.

171. In a conditional sentence, the subordinate clause (usually introduced by the conjunction *if* or *unless*) states the condition or supposition; the principal clause states the consequence. The subordinate clause may either precede or follow the principal clause.

172. SUPPOSITION CONTRARY TO A PRESENT FACT.

1. If he *were* dishonest, I *should* not trust him. (He is honest, hence I trust him.)
2. If you *dared*, you *would* do it. (You dare not, so you will not do it.)
3. If he *were* alive, he *would* now be a hero. (He is not alive, hence he is now not a hero.)

In sentences which state a supposition contrary to a present fact, the SUPPOSITION is expressed by the PAST SUBJUNCTIVE and the CONSEQUENCE is expressed by the FUTURE SUBJUNCTIVE. They both refer to the present time.

173. To form verb phrases of the future subjunctive in principal clauses *should* is used with the first person; *would* is used with the second or third person. In subordinate clauses, however, *should* is used with all persons.

*Would* may be used with the first person to express *intention* or *willingness*; *should* may be used with the second or third person to express *duty* or *obligation*. Thus,

1. If I *had* the wings of a dove, I *would* (wished to) fly around the world.
2. If you (he) *were* a rich man, you (he) *should* help the poor on a large scale.

174. Verb phrases of the past subjunctive formed with *could* or *might* may be used to replace the future subjunctive as the sense requires. Thus,

1. If I *had* wings, I *could fly* like a dove.
2. If I *could fly*, I *might see* you every day.
3. If he *might go*, he *would see* his friend.
4. If he *would work* hard, he *might succeed*.

**175. SUPPOSITION CONTRARY TO A PAST FACT.**

1. If it *had not rained* so hard yesterday, we *should have gone* to Nanking. (It did rain very hard yesterday, hence we did not start.)
2. If you *had gone* there, you *would have seen* him. (You did not go, so you did not see him.)
3. If he *had worked* hard, he *would not have failed* in the examination. (He did not work hard, hence he failed in the examination.)
4. If you *had helped* me I *might have succeeded*. (You did not help me, so I failed.)
5. If I *had had* money enough, I *could have gone* abroad. (I had not money enough, hence I could not go.)

In sentences which state a supposition contrary to a past fact, the SUPPOSITION is expressed by the PAST PERFECT SUBJUNCTIVE (*had + past participle*); while the CONSEQUENCE is expressed either by the FUTURE PERFECT SUBJUNCTIVE (*should have* or *would have + past participle*) or the PAST PERFECT SUBJUNCTIVE formed with *could* or *might* (*could have* or *might have + past participle*). They both refer to the past time.

**176. DOUBTFUL SUPPOSITION.**

1. If I *should see* a tiger, I *would kill* it. (It is very improbable that I shall see a tiger. But if I should, I would kill it.)
2. If you *should be* more careful, you *would make* fewer mistakes. (It is doubtful whether you will be more careful. But if you should, you would, make fewer mistakes.)

3. If he *should be* sick, he *would send* for a doctor. (He is not sick and most probably he will not be sick.)
4. If he *were* to start to-morrow morning, he *would reach* home in the evening. (He will not start to-morrow morning. A supposition contrary to a future fact.)

In sentences which state a doubtful supposition, the SUPPOSITION is expressed by the FUTURE SUBJUNCTIVE (*should* with all persons), the CONSEQUENCE is expressed either by the FUTURE SUBJUNCTIVE or by the PAST SUBJUNCTIVE formed with *might* or *could*.

The form *were* + *infinitive* is used with all persons to express a supposition contrary to a future fact.

#### 177. UNCERTAIN OR REAL SUPPOSITION.

1. If it *rains* now, I *will stay* at home. (uncertain)
2. If (=since) it *is raining*, why *do* you want to *go*? (real)

In the first sentence the speaker is uncertain of the fact; in the second the *raining* is assumed as a fact, all the verbs in the above two sentences are in the indicative mood. Hence a supposition is not necessarily to be expressed by the subjunctive, and the conjunction *if* is not necessarily a sign of the subjunctive.

178. The conjunction *if* may be omitted before such auxiliaries as *were*, *should*, and *had*. Then the subject stands after the words *were*, *should* and *had*. Thus,

1. Were I a man, I would do it.
2. *Should* he be idle, he *could* not *accomplish* anything.
3. *Had* you a billion dollars, what *would* you *do*?

#### 179. THE INDICATIVE AND THE SUBJUNCTIVE COMPARED.

Study and compare the following sentences:

1. If he *is* honest, I *will trust* him. (Indicative mood. He is honest. Present. 既然他是誠實的, 我可以信任他.)
2. If he *were* honest, I *would trust* him. (Subjunctive mood. He is not honest. Present. 倘若他是誠實的, 我就可以信任他; 但他並不誠實, 我怎能信任他呢?)
3. If he *is coming* back in a day or two, I *will wait* for him. (Indicative mood. Whether he will return in a day or two is unknown to the speaker. Future. 倘若他在一兩天內回來, 我可以等他一等; 但我並不知道他在一兩天內回不回來, 他來我就等他否則不; 等他.)
4. If he *were to return* in a day or two, I *would wait* for him. (Subjunctive mood. He will not return in a day or two. Future. 萬一他一兩天之內回來, 我就等等他; 但據他表示在幾天內多半不得回來, 那我何必等他呢?)
5. If he *came* here yesterday, why didn't I *see* him? (Indicative mood. Whether or not he did come yesterday is unknown to the speaker. Past. 昨天他既然來此, 我何以沒有看見他呢?)
6. If he *had come* here yesterday, I *should have seen* him. (Subjunctive mood. He did not come here yesterday. Past. 他昨天若到過此處我當然會看見他的, 不過昨天他並沒有來所以我也沒有看見他.)

180. As the meanings of the tenses of the subjunctive mood do not, in most cases, correspond to their names, this mood is a great obstacle to the Chinese students. In order to facilitate their studying, a list of common expressions is shown as follows:

- |              |   |  |
|--------------|---|--|
| I. If I were | } | (a) I should—(I am not hence I shall not.) |
|              |   | (b) I would—(I am not hence I will not.)   |
|              |   | (c) I could—(I am not hence I can not.)    |

	( <i>d</i> ) I might—(I am not hence I may not.)
	( <i>a</i> ) I should— I have not hence I shall not.)
II. If I had	( <i>b</i> ) I would— I have not hence I will not.)
	( <i>c</i> ) I could— I have not hence I can not.)
	( <i>d</i> ) I might— I have not hence I may not.)
	( <i>a</i> ) I would—(I shall not hence I will not.)
III. If I should	( <i>b</i> ) I could— I shall not hence I can not.)
	( <i>c</i> ) I might—(I shall not hence I may not.)
	( <i>a</i> ) I should—(I am unwilling to do so hence I shall not.)
IV. If I would	( <i>b</i> ) I could—(I am unwilling to do so hence I can not.)
	( <i>c</i> ) I might—(I am unwilling to do so hence I may not.)
	( <i>a</i> ) I should—(I can not hence I shall not.)
V. If I could	( <i>b</i> ) I would—(I can not hence I will not.)
	( <i>c</i> ) I might—(I can not hence I may not.)
	( <i>a</i> ) I should—(I am not allowed to do so hence I shall not.)
VI. If I might	( <i>b</i> ) I would—(I am not allowed to do so hence I will not.)
	( <i>c</i> ) I could—(I am not allowed to do so hence I can not.)

The learners may change the subject I in either or both of the clauses into one of the second or third person and try to multiply the expressions.

## APPLICATION

1. If I were an English teacher, I could understand it better. (I *c.*)
2. If I were a child, I might live a happy life again. (I *d.*)
3. If I had thousands of buildings, I would house all the homeless in our country. (II *b.*)
4. If I had been in your place, I might have done it better. (II *d.*)
5. If I should be in Shanghai, I would not spend so much money. (III *a.*)
6. If I should wear spectacles, I could see more clearly. (III. *b.*)
7. If I would do that, I should start to-morrow. (IV *a.*)
8. If I would, I might go home any time. (IV *c.*)
9. If I could sing as well as you, I should be glad. (V *a.*)
10. If I could fly, I would fly to the top of a mountain. (V *b.*)
11. If I might speak with him, I should tell him the truth. (VI *a.*)
12. If I might obtain my desired object, I would keep it forever. (VI *b.*)

## EXERCISE 43

Explain the form, use, and meaning of each subjunctive :

1. I wish that it were not raining.
2. He studied hard in order that he might win the scholarship.
3. If I had my gun in my hand, I might shoot at the bird.
4. If he had been faithful, he might have been promoted.
5. Good-by and God bless you!
6. Though he were my brother, I should punish him.

7. I took off my long gown, lest I should feel too hot.
8. Should you meet your friend, what would you do?
9. Give me some water that I may quench my thirst.
10. If her attitude had been a little firmer, it would have led to war.
11. If she were to go, I would go.
12. If I were you, I would pay the money.
13. If I could speak English better, I could be an interpreter.
14. O that I could fly!
15. Men eat so that they may live.
16. He spoke as if he were angry.

## EXERCISE 44

Correct the errors in the sentences below :

1. If you are I, you would act in the same way.
2. If I met him last night, I should tell him.
3. If he did not go yesterday, he would not have heard it.
4. If I was in your place, I would not answer the letter.
5. If your father is here now, what would he say?
6. If I had been strong, I will defeat you.
7. I wish that I am as learned as you.
8. I shall be obliged, if you would let me have an answer.
9. If it is not raining, he might come here.
10. If we did not know the truth of the case, we might have thought otherwise.
11. He would certainly carry out his promise, if he consents.
12. If he failed, he will try again.
13. They would not have come to the class unless they were able.
14. I wish that she was here.
15. I would not go, if it rains to-morrow.



## EXERCISE 45

A. Write eight sentences showing the uses of the subjunctive mood: (a) wish; (b) purpose.

B. Write twelve sentences illustrating the different kinds of conditional sentences.

## CHAPTER XVI

THE USES OF THE AUXILIARIES (*continued*)

## "SHOULD" and "WOULD"

## 181. USES OF "SHOULD"

(A) *Should* is used with all persons to express, (a) DUTY or PROPRIETY independent of time, (b) DUTY or PROPRIETY attributed to a past fact. Thus,

- (a) 1. We *should love* our parents.
2. It is proper that you *should be* neat and clean.
3. One *should* not be indifferent towards the sufferings of others.
- (b) 1. It is proper that I *should have helped* you.
2. It is but natural that he *should have treated* his old friend so well.
3. It is no wonder that you *should have won* so great a reputation.

(B) *Should* is used with all persons to express, (a) UNEXPECTEDNESS, (b) SURPRISE or REGRET at a past fact. Thus,

- (a) 1. It is strange that you *should say* so.
2. It is a great pity that brothers *should be* so perfidious.
3. It is deplorable that he *should resort* to such violence.

- (b) 1. I am sorry (I regret) that I *should have spoken* so rudely.  
 2. Who are you (I am surprised) that you *should have so insulted* our teacher?  
 3. What has captivated his mind that he *should have done* that?

(C) To express SIMPLE FUTURITY in the subjunctive mood, *should* is used with the first person in principal clauses and with all persons in subordinate clauses (§§ 172, 173, 176).

(D) *Should* is used with all persons to express a negative purpose, when the clause is introduced by *lest* (§ 169).

(E) Idiomatic uses.

1. I *should like* to become a millionaire in a day.
2. I *should like* very much to accompany you all the time.
- ♦3. I *should think* so. (I *should think* that . . . .)
4. I *should say* so. (I *should say* that . . . .)

## 182. USES OF "WOULD"

(A) *Would* is used with all persons in either principal or subordinate clauses and in either the indicative or the subjunctive mood to express a WISH or VOLITION. Thus,

1. If we *would be* great men, we should never be idle.
2. He said that he *would go* whether it rained or not.

(B) *Would* is used with all persons to express a PAST HABIT. Thus,

1. When I was young, I *would go* for a long walk every day.
2. He *would not obey* his father, no matter how angry he got.

(C) *Would* is used with the second or third person in principal clauses to express SIMPLE FUTURITY in the subjunctive mood (§ 173).

(D) *Would* is used to express a POLITE REQUEST. Thus,

1. *Would* you kindly *tell* me what time it is?
2. *Would* you *oblige* me with the loan of one dollar?

(E) Idiomatic uses.

1. You *would like* to go, *would* you not?
2. When you hear him speak English, you *would take* him for a foreigner.
3. We *would rather* die in honor *than* live in shame.
4. I *would advise* you to (i.e., you *had better*) rest a few days.

### “CAN” and “COULD”

183. *Can* is used to express:

(A) ABILITY or POWER.

1. I *can write* English very well.
2. *Can* you *make* correct sentences?
3. The foolish man thought he *could remove* a mountain.
4. I *could do* it if I had a mind to.

(B) PERMISSION.

1. You *can go* or not as you like.
2. He *can not do* this since he is dishonest.

(C) CERTAINTY or INFERENCE in negative or interrogative sentences.

1. *Can* this *be* the nature of the hills?
2. He *cannot be* so foolish.
3. *Can* he *have said* such things? (past)

4. I *can* not *have granted* such an unreasonable request. (past)

(D) Idiomatic uses.

1. I *can not but* do so. (cannot but + present form: 不得不.)
2. I *Cannot help doing* so. (cannot help + gerund: 不能不.)
3. I *cannot help* it. (我沒有法子.)
4. One *cannot be* too careful. (無論如何謹慎不為過也.)
5. *Could you take* me there? (*would you be* so kind as to take me there?)

“MAY” and “MIGHT”

184. *May* is used to express:

(A) LIBERTY.

1. I *may go* wherever I like.
2. He *might have gone* to Shanghai, if he had liked.

(B) PERMISSION.

1. You *may eat* these cakes.
2. You *may go* home, when you have done your duty.
3. He said that I *might go* to his room any time.

(C) POSSIBILITY.

1. He *may come*, but I don't think he will.
2. That unwholesome food *might make* you sick.
3. He *may have arrived* by this time.
4. I *might have been* a rich man.

(D) A WISH OR PURPOSE (§§ 167, 169).

(E) Idiomatic uses.

1. I *may well* (have good reason to) be proud.

2. I *may as well* (had better) begin at once.
3. It often happens that one *may as well* not know a thing at all as know it imperfectly. (凡事知不知之不盡不知.)
4. You *might as well* (had better) reason with the wolf *as* (than) try to persuade that man. (說服彼人不如與狼說理尙易爲聽.)

“MUST”

185. *Must* is used to express :

(A) NECESSITY or COMPULSION.

1. You *must persevere* before you can succeed.
2. You *must study* English whether you like it or not.
3. I *must needs go* to work now.

(B) PROHIBITION or COMMAND.

1. You *must go* at once.
2. You *must not disobey* your mother.
3. You may look at it, but you *must not touch* it.

(C) INFERENCE or CERTAINTY in affirmative sentences.

1. He *must be* mad to attempt such a thing.
2. It *must be* more than ten.
3. He *must have forgotten* it.

“OUGHT”

186. *Ought* is used to express DUTY or PROPRIETY, and it is more emphatic than *should*. It is invariably followed by an infinitive. Thus,

1. You *ought* to obey your father.
2. He *ought* to pay what he owes.

3. You *ought* to have thanked him.
4. This *ought* to have been done long ago.

## EXERCISE 46

Correct the mistakes in the following sentences and explain the idea implied in each :

1. I wish I might help you, but at present I am unable to do so.
2. I may do many things if I had money.
3. The teacher ordered that the students would not go out of the classroom.
4. My friend told me that she will start by the next boat.
5. He can have arrived already.
6. I would have drowned if the sailor had not saved me.
7. I may not help laughing whenever I see him.
8. You would not say such things.
9. It is strange that you would have said such things.
10. Can I go with you to-morrow?
11. Be careful lest the dog might bite you.
12. It can have rained last night for the ground is wet.
13. My father may not read without spectacles.
14. You would do what I told you to do.
15. Is it possible that you may have talked so wildly?
16. I am surprised that they will hate him so bitterly.
17. I must not have made so gross an error.
18. If he may not conquer, he can properly retreat.
19. If I should ask it, should you help me?
20. We can have walked at least a mile in this wood.

## CHAPTER XVII

## THE INFINITIVE

187. Examine the following sentences :

1. He comes *to see* our teacher.
2. Water *to drink* is scarce in the desert.
3. *To obey* is the soldier's first duty.

In the first sentence, we recognize *see* as a verb, for it names an action and takes an object *teacher* ; but it differs from the predicate *comes* in two respects :

(a) The verb *comes* has a subject *he* ; while *see* has none.

(b) *Comes* is in the third person singular ; while *see*, having no subject, has neither person nor number.

If we change *he* into *I, we, you, they, etc.* the verb *comes* must be changed to agree with its subject in person and number, but *see* remains the same. Hence *to see*, is called an INFINITIVE.

In the above examples, *to see*, though a verb, has the nature of an adverb, for it modifies *comes* ; *to drink* has the nature of an adjective, for it modifies *water* ; *to obey* has the nature of a noun, for it is used as the subject of the verb *is*.

**188. An infinitive is a verb form that partakes of the nature of a noun, of an adjective, or of an adverb. It is used merely to name an action without reference to person or number.**

The word TO is called the sign of the infinitive.

## 189. FORMS OF THE INFINITIVE

	ACTIVE	PASSIVE
1. SIMPLE	To write	To be written
2. FROGRESSIVE	To be writing	( <i>wanting</i> )
3. PERFECT	To have written	To have been written
4. PERFECT PROG.	To have been writing	( <i>wanting</i> )

The infinitive had four forms, which show more the completeness or incompleteness of an action than the time, of the action. The simple form is most commonly used, while the perfect is used less frequently.

#### 190. NOUN INFINITIVES.

1. *To die* for others is noble.
2. It is a pleasure *to talk* with my friend.
3. I like *to read* poetry.
4. When a bird is about *to die*, its notes are mournful.
5. My only desire is *to go* with you.
6. China expects every man *to follow* his vocation.

*To die* is used as the subject of the verb *is*; *to talk* is used as an appositive to explain the subject *it*; *to read* is used as the object of the verb *like*; *to die* is used as the object of the preposition *about*; *to go* is used as a subjective complement; and *to follow* is used as an objective complement. All the above infinitives are used as nouns.

*To die* is modified by the adverbial phrase *for others*, *to read* is followed by the object *poetry*. Hence an infinitive, though like a noun, is still a verb, for it may be modified by an adverb or an adverbial phrase and take an object, if necessary.

191. An infinitive used as the subject of a verb is often placed after the predicate verb, while the pronoun *it* is placed before the verb as a grammatical subject. Thus,

1. *To die* for others is glorious = It is glorious *to die* for others.



2. Better *be* the head of an ass than the tail of a horse=It would be better *to be* the head of an ass than the tail of a horse.

192. THE INFINITIVE, as a noun, may be used in many of the ways in which nouns are used :

- (1) As the SUBJECT of a SENTENCE.
- (2) As an APPOSITIVE.
- (3) As the OBJECT of a VERB.
- (4) As the OBJECT of a PREPOSITION.
- (5) As a SUBJECTIVE COMPLEMENT.
- (6) As an OBJECTIVE COMPLEMENT.

Other examples :

1. *To sleep* soundly is a good preparation for the morrow.
2. It is better *to be* a little cautious than *to run* any risk.
3. I hope *to see* you soon.
4. I cannot but *admire* his courage.
5. To work hard is *to succeed*.
6. They shall urge me in vain *to speak*.

193. ADJECTIVE AND ADVERBIAL INFINITIVES.

1. His desire *to succeed* is very strong.
2. You attend school *to study*.
3. Do not be afraid *to speak* English.
4. The child is large enough *to walk* alone.

*To succeed* modifies the noun *desire* just like an adjective ; *to study* modifies the verb *attend* ; *to speak* modifies the adjective *afraid* ; *to walk* modifies the adverb *enough* like adverbs.

Whether used as an adjective, or an adverb, an infinitive may, at the same time, be followed by either an object or an adverbial modifier or both, as the sense requires.

194. The INFINITIVE, as a modifier, may be used :

- (1) To **modify** a NOUN as an ADJECTIVE.
- (2) To **modify** a VERB, an ADJECTIVE or an ADVERB as an ADVERB.

Other examples :

1. There is no house *to let*.
2. Men eat *to live*, but do not live *to eat*.
3. I am happy *to see* you.
4. It is never too late *to mend*.

195. INDEPENDENT INFINITIVES.

1. *To tell the truth*, I do not like to deal with such a man.
2. *To be sincere*, I was quite disappointed yesterday.
3. *To sum up*, he is extremely clever.
4. *To be frank*, I do not believe it.

Each of the above infinitives stands by itself and has no grammatical relation with any other part of the sentences. They are all used independently.

196. The simple infinitive may be used after any and every tense of the predicate verb.

197. The perfect infinitive is used :

(1) After the verbs *seem*, *appear*, *suppose*, when the action named by the infinitive took place before that of the predicate verb. Thus,

1. You seem *to have walked* a long way under the sunshine.
2. He was supposed *to have worked* hard.
3. They seemed *to have taken* me for an official of the government.

(2) After the PAST TENSE of such verbs as *wish*, *hope*, *desire*, *intend*, *mean*, etc., when the wish, hope, intention was not realized owing to some prevention. Thus,

1. I wished *to have helped* you, but I had no money then.
2. I intended *to have gone* abroad that year, but my mother suddenly fell sick.
3. He meant *to have come* to see you last night but the city was unexpectedly placed under martial law.

198. The sign of the infinitive may be omitted :

(a) After such verbs as *see, hear, behold, feel, watch, observe, perceive, have, make, bid, let* and sometimes after *help, dare* and *need*. Thus,

1. I can see the clouds *sail* in the sky.
2. We hear the little girl *sing*.
3. Do you feel the steamship *move*?
4. I shall have some students *copy* this for me.
5. They let the thief *escape*.
6. I will help you *do* this.
7. He need not *study* any longer.
8. The fellow dare not *attack* me.

(b) After the auxiliaries *shall, will, do, did, should, would, can, could, may, might* and *must*. See chapters XII, and XVI.

(c) After such phrases as *had better, had rather, would rather, would sooner*. Thus,

1. You had better *do* it yourself.
2. He had rather *die* than *disgrace* himself.
3. I would rather *work* myself to death than that you should suffer.
4. Which would you sooner (=rather) *do*?

(d) After the phrases *do nothing but, and cannot but*. Thus,

1. The corrupt officials *do nothing but squeeze*.
2. I *cannot but laugh*.

## 199. INFINITIVES IN IDIOMATIC EXPRESSIONS.

(1) *So + adjective (or adverb) + as + infinitive = so + adjective (or adverb) + that + a clause of result :*

That boy was so foolish as *to forget* his own age. (That boy was so foolish that he forgot his own age.)

(2) *Too + adjective (or adverb) + infinitive = so + adjective (or adverb) + that + a negative clause of result :*

He is too young *to undertake* such a heavy task.  
(He is so young that he cannot undertake such a heavy task.)

(3) *Have + infinitive* expresses NECESSITY :

I *have to work* hard for myself.  
(I must work hard for myself.)

*Had to* is used instead of *must* in the past tense.  
He *had to go* there yesterday.

(4) *To be + infinitive* expresses a notion of fixedness besides a future sense :

1. We *are to meet* twice a week.
2. I *am to go* by myself.

(5) Relative (or interrogative) pronoun (or adverb) + infinitive = a noun phrase.

1. I do not know *what to say*.
2. I shall tell you *how to write a composition*.

(6) When the infinitive expresses purpose, the sign *to* may be replaced by the phrase *in order to*.

1. We shall meet again on Sunday *in order to* settle the question.
2. He worked hard even in summer *in order to* obtain his aims.

## 200. CAUTION :

1. NEVER say *to writes, to writing, to wrote* or *to*

*written.*

2. DON'T LET an adverb or other intervening words SEPARATE *to*, the sign of the infinitive, from the verb.

*Incorrect:* *To nobly* bear is braver than to rashly dare.

*Correct:* *To* bear *nobly* is braver than to dare rashly.

## EXERCISE 47

Fill the following blanks with infinitives and tell how each is used :

1. We are taught — our enemies.
2. I am astonished — what you tell me.
3. You wish — your lesson.
4. We have no bench — on.
5. He was anxious — his lost book.
6. — the truth, I am tired of this task.
7. Have you ever heard her — ?
8. Early — and early — make a man healthy, wealthy, and wise.
9. He came — .
10. There is nothing to do but — .
11. The child does nothing but — .
12. I will not let them — what I intend to do.
13. Where are you going — the summer vacation ?
14. The students were eager — .
15. — is difficult ; — is easy.
16. They expect — .
17. He appears — a wise man.
18. One should be quick — but slow — .
19. I meant — the letter this morning, but my friend came before I had time to do so.
20. He was so kind as — me the favor.
21. Our orders were — against the enemy at daybreak.

22. I cannot but —— to see such a strange-looking person.
23. The servant is too tired —— any work.
24. —— good books is —— wisely for life.

## EXERCISE 48

Correct the errors in the following sentences, if any :

1. I shall be glad see you.
2. The doctor ordered the patient to lay down.
3. It is advisable to not go to such places.
4. He is supposed to write it last night.
5. I will try and meet you there, if I can.
6. I was too late not to see the play.
7. To see is to believe.
8. To early bed and to early rise make a man healthy, wealthy, and wise.
9. He saw the plant grow every day.
10. I wanted to have seen the teacher yesterday.
11. He asked me to quickly follow him.
12. I meant to have called on him this morning but I was told that he left for Hankow last evening.
13. Let him to come, if you like.
14. Will you please to excuse me for being late?
15. My friend hoped to come back yesterday but he was unable to do so because of rain.
16. You ought to write that composition earlier.
17. You cannot expect to always have the things you desire.
18. Be frank with you, I am not quite satisfied with the work you have done.
19. I did not notice any one enter the room.
20. They cannot but to do so.

A. Use the following infinitives as nouns :

to be, to sing, to love, to begin, to sleep, to do, to work, to play, to speak, to study

B. Use the following verbs as predicates in sentences each followed by an infinitive :

begin, arose, determined, try, come, cease, went, neglected, hope, like

C. Make sentences containing each of these adjectives followed by an infinitive :

glad, anxious, ready, surprised, eager, able, willing, sorry, unwilling, pleased

## CHAPTER XVIII

### THE PARTICIPLE

201. Examine the following sentences :

1. The girl *sitting* at the window can speak English fluently.
2. He stood there *watching* the white clouds and *absorbed* in meditations.

*Sitting*, *watching*, and *absorbed* are verb forms, for they express action. One of them, *watching*, takes a direct object *clouds*; while the other two are each modified by an adverbial phrase. But they have no subject and hence they have neither person nor number.

*Sitting* modifies the noun *girl*; *watching* and *absorbed* modify the pronoun *he*.

They are called PARTICIPLES, because they participate in the nature of adjectives.

**202. A participle is a verb form that partakes of the nature of an adjective.**

**The participle together with its object or modifier**

or both is called a **participial phrase**.

### 203. FORMS OF THE PARTICIPLE.

	ACTIVE	PASSIVE
1. PRESENT	writing	being written
2. PAST		written
3. PERFECT	having written	having been written

The present active participle of all verbs ends in *ing* (§105).

The past participle of regular verbs ends in *ed* or *d* (§98); for the past participle of irregular verbs, see §100.

204. The present participles are used to form the progressive tenses with *be* (§104 *b*).

The past participles are used to form the perfect tenses (active voice) with *have* (§104 *c*); and to form the passive voice with *be* (§111).

205. The participles may be used as PURE ADJECTIVES:

**Present participles:** *smiling* baby, *sailing* boat, *fading* flowers, *sleeping* boy, *setting* sun, *rising* moon

**Past participles:** *frightened* baby, *faded* flowers, *fallen* trees, *boiled* water, *risen* sun, *broken* glass

From the above examples we observe that the past participle of an intransitive verb is always ACTIVE IN MEANING, while that of a transitive verb is always PASSIVE. Thus,

1. *Faded* flowers = flowers that *have faded* (active).
2. The *risen* sun = the sun which *has risen* (active).
3. *Cooked* food = food that *has been cooked* (passive).
4. A *frightened* baby = a baby that *has been frightened* (passive).

206. The present participle usually describes an action



as taking place at the same time with some other action or immediately before it. Thus,

1. He came to visit me, *bringing* his cousin with him.
2. The country gentleman walked up the street, *flourishing* his stick.
3. *Opening* the door, I let the stranger come in.
4. *Hearing* of the disaster, we ran to his assistance.

207. The past participle and perfect participle describe an action as completed before the time of the predicate verb. Thus,

1. He jumped over a rope *extended* across the road.
2. The building, *shaken* by the earthquake, collapsed.
3. *Having finished* my work, I sat down to rest.
4. *Having been wounded* by a bullet, the robber fell down.

208. The participle may be used as a subjective complement or an objective complement. Thus,

1. The scenery is very *fascinating*. (subjective)
2. The travelers stood *horrified* at the sight. (objective)
3. We saw the thief *entering* the house. (objective)
4. Overwork has made him *exhausted*. (objective)

209. The participle or participial phrase may modify a noun in a restrictive sense. But in most cases it is more related to the predicate verb and expresses CAUSE, TIME, MEANS, MANNER or CONDITION. Thus,

1. The man *wearing the blue silkgown* is his uncle.  
(Restrictive: *wearing the blue silkgown*=who wears, etc.)
2. *Being a careless fellow*, he forgot all about it. (cause)
3. *Having taken my breakfast*, I went to school. (time)
4. *Running all the way*, he caught the express. (means)
5. He stood on the veranda, *listening to the wind and watching the rain*. (manner)

6. *Taking morning exercise every day*, you can improve your health. (condition)

## 210. ABSOLUTE PHRASES.

Compare the following sentences :

1. The lecturer, *having risen from his seat*, began to speak.
2. The lecturer *having begun to speak*, the audience listened intently.

In the first sentence, the noun, *lecturer*, is the subject of the verb *began*; *having risen from his seat* is a participial phrase modifying the subject,

In the second, the noun, *lecturer*, is not the subject of any verb. The phrase, *the lecturer having begun to speak*, modifies the predicate *listened* by telling the TIME (or CAUSE) of the action.

Such a phrase is called an ABSOLUTE PHRASE and can be replaced by an adverbial clause. Thus,

When the lecturer had begun to speak, the audience listened intently.

Other examples :

1. *The master being absent*, the business was suspended. (cause)
2. *Night coming on*, we sought shelter in a farmhouse. (time)
3. She sat beneath the birchen tree,  
*Her elbow resting on her knee.* (circumstance)

**211. A noun or pronoun with a participle or participial phrase may be used as the modifier of a verb to express cause, time, or circumstance.**

The phrase is called an absolute phrase; and the noun or pronoun to which the participle belongs is called a nominative absolute.

**212. CAUTION:**

1. NEVER use participles as PREDICATE VERBS.

*Incorrect:* He written a letter.

*Correct:* He has written a letter.

*Incorrect:* The boys running down the street.

*Correct:* The boys are running down the street.

2. A **participle or participial phrase** should be placed as near as possible to the word it modifies.

*Incorrect:* We saw four large Buddhist idols, entering the temple.

*Correct:* We entering the temple, saw four large Buddhist idols.

*Incorrect:* Walking over the bridge, an aëroplane was seen by me.

*Correct:* Walking over the bridge, I saw an aëroplane.

## EXERCISE 50

Tell the use of each participle in the following sentences:

1. The sentinel saw the enemy approaching.
2. Having done the day's work, he went out to play.
3. The letter, having been written, was put into an envelope.
4. Carrying our shoes in our hands, we crossed the brook.
5. The market is always crowded in the morning.
6. Goods made by this store are not always better than the one in Peking.
7. Hearing the bell, the students rushed to the classroom.
8. They felt much pleased at his success.
9. The letter having been written, I put it into an envelope.
10. My hat taken by mistake, was returned the next day.

11. Being a good swimmer, he saved the drowning child.
12. The lost ring being found, the servant felt relieved.
13. A copper saved is a copper earned.
14. A rolling stone gathers no moss.
15. Sitting in my chair and reading my favorite novel, I felt very happy.
16. This being done, we sat down to rest.
17. He stood looking at the departing ship.
18. The stream, flowing gently, crept through the meadow.
19. The room was quiet, the students neither talking nor laughing.
20. The painting hung on the wall was painted by an artist.

## EXERCISE 51

Correct the following sentences :

1. Run rapidly across the street, I lost my hat.
2. A house was built for the old man, having four gables.
3. The schoolmaster struck the naughty pupil, raising his rod.
4. Looking around the park, an attractive scene was seen.
5. The art of printing invented in Ghina long ago.
6. We found him waited.
7. Having failed in the examination, no further attempt was made.
8. I found a cent, walking over the bridge.
9. Being a clever girl, her father sent her to school.
10. Having studied my lessons, there was nothing else to do.
11. She put on a new dress making by her mother.
12. The travelers discovered the Pacific Ocean climbing to the top of a mountain.

13. Running into a hole, he watched a mouse.
14. The two boys fighting with each other.
15. Being a wet morning, I decided to stay indoors.
16. A poor child was found in the street by a wealthy and kind gentleman, suffering from hunger and cold.
17. A gentleman will let his house going abroad for the summer to a small family, containing all the furniture.
18. The town contains fifty houses and one hundred inhabitants built of brick.
19. I saw many big fishes standing on the deck of the steamer.
20. The farmer rode to the market on his old horse, carrying a basket.

## EXERCISE 52

A. Write twelve sentences containing participial phrases expressing (a) cause (b) time (c) manner (d) condition.

B. Write six sentences containing absolute phrases expressing (a) cause (b) time (c) circumstance.

## CHAPTER XIX

## THE GERUND

218. Compare the following sentences :

1. *Reading newspapers*, I heard a big noise.
2. *Reading newspapers everyday* can increase one's common knowledge.

In the first sentence, *reading* is a participle modifying

the subject *I*. In the second, *reading* does not modify any noun; on the contrary, it is used AS A NOUN, being the subject of the sentence. It is a verb form, having the same ending *ing* as the present participle, and can take an object or an adverbial modifier, if necessary.

It is called a GERUND.

**214.** A gerund is a verb form that partakes of the nature of a noun.

**215.** FORMS OF THE GERUND.

	ACTIVE	PASSIVE
1. PRESENT:	writing	being written
2. PERFECT:	having written	having been written

The gerund has the same forms as the participle except that there is no past form.

**216.** USES OF THE GERUND.

1. Your *writing* that letter so neatly secured the position.
2. My favorite exercise, *playing* tennis, is very beneficial to my health.
3. My sister likes *reading* novels.
4. I am fond of *walking* in the country.
5. His bad habit is *telling* lies whenever he is pressed to pay his debts.

*Writing* is used as the subject of the verb *secured*; *playing* is used as an appositive to explain the subject *exercise*; *reading* is used as the object of the verb *likes*; *walking* is used as the object of the preposition *of*; *telling* is used as a subjective complement.

*Writing*, *playing*, *reading* and *telling* are each followed by a direct object; *writing* and *walking* are modified by adverbial modifiers. Hence a gerund, though used as a noun, still possesses some properties of a verb.

**217.** The gerund may be used in many of the ways

in which infinitives are used.

- (1) As the SUBJECT of a SENTENCE.
- (2) As an APPOSITIVE.
- (3) As the OBJECT of a VERB.
- (4) As the OBJECT of a PREPOSITION.
- (5) As a SUBJECTIVE COMPLEMENT.

Other examples :

1. *Doing* two things at one time is a rare accomplishment.
2. This coolie's business, *pulling* a ricksha, is very wearisome.
3. We should avoid *injuring* the feelings of others.
4. We receive good by *doing* good.
5. One of the worst habits is *eating* too fast.

218. A gerund can be used as an adjective modifier, but this should be carefully distinguished from the participle. Thus,

PARTICIPLE : A *sleeping* child = a child that is *sleeping*.  
 A *drinking* horse = a horse that is *drinking*.  
 GERUND : A *sleeping* car = a car for *sleeping*.  
*Drinking* water = water for *drinking*.

219. A gerund can be modified by a noun or pronoun in the possessive case. Thus,

1. *My* going there will depend upon my *friend's* giving his consent.
2. I do not like *your* going away.

220. A gerund can often, though not always, be replaced by an infinitive. Thus,

1. *a.* Quarreling is a foolish thing.  
*b.* *To quarrel* is a foolish thing.
2. *a.* Most students like studying English.  
*b.* Most students like *to study* English.
3. *a.* Drinking water is scarce in the desert.

*b.* Water *to drink* is scarce in the desert.

**221.** Gerunds may be used as a pure noun. When so used they can be modified by an adjective or adjective phrase. Thus,

1. *The swift flowing of the brook* makes much noise.
2. I heard *a loud knocking at the door*.
3. *The sweet singing of the birds* delights us.

In some grammar books, they are called VERBAL NOUNS.

#### EXERCISE 53

Distinguish between the gerunds and the participles in the following sentences and give your reason:

1. Sleeping in the open air is very wholesome.
2. The child sleeping in the next room is crying in his dream.
3. A running horse is dangerous to stop.
4. He is clever at teaching geometry.
5. I am engaged in carefully reading a book.
6. His smoking opium is the cause of his being so poor.
7. Hearing the knocking, I went to the door.
8. I was surprised at hearing the loud knocking.
9. Early rising promotes health.
10. Rising early, you can do much work in the morning.
11. We escaped by swimming the river.
12. Swimming the river, we soon reached the bank.
13. Seeing is believing.
14. Seeing the teacher coming, they arose.
15. Walking along the street, he met an old friend.
16. He enjoys walking along the street.
17. Climbing high mountains is very difficult.
18. I saw the traveler climbing the mountains.
19. Reading, writing and doing arithmetic keep the children busy all day.



20. Reading, writing and doing arithmetic, I find the vacation pass by quickly.

## EXERCISE 54

Fill each blank with an infinitive, a participle or a gerund and tell the use of each :

1. The schoolmaster allowed him—home for a week.
2. —his friend coming, he waved his hand to attract his attention.
3. — rapidly causes indigestion.
4. I saw the aëroplane — very low over the city.
5. On — the news I sprang to my feet.
6. We are very anxious — the news.
6. He likes — too much.
8. — rapidly, he fell down.
9. Most students are fond of —
10. It is your duty —
11. A bird, — near my window, greeted me with a song.
12. Ho was dissuaded from — to that school.
13. — is disgraceful.
14. Navigation was at a stop, our ships neither — in, nor — out.
15. — was the poor man's last resource.
16. — and — the mark are not the same thing.

## EXERCISE 55

Use the following words in sentences (*a*) as subject to a verb (*b*), as object to a verb (*c*) as object to a preposition.

- (1) reading      (2) catching      (3) fighting  
 (4) speaking      (5) riding

## PART THREE

### THE OTHER PARTS OF SPEECH

## CHAPTER XX

### PREPOSITIONS

**222.** The words of the English language may be divided into eight classes, called the eight PARTS OF SPEECH. They are: Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, and Interjections.

The verb has been discussed already, and in this part of the book, the other Part of Speech will be dealt with.

**223.** Examine the following sentence:

I put my book *on* the desk.

Omit the word *on*, and see if there is still complete sense. The book may be *on* the desk, or *in* the desk, or *under* the desk. There will be no relation between *book* and *desk*, unless such a word as *on*, *in*, or *under* is inserted.

The word *on* is called a PREPOSITION. The preposition *on* shows the relation between *book* and *desk*.

**224.** A preposition is a word that shows the relation between a noun or noun equivalent and some other word in the sentence.

The noun or noun equivalent is called the object of the preposition.

A preposition and its object form a prepositional phrase,

which may be used either as an adjective modifier or an adverbial modifier (§§44, 45).

### 225. FORMS OF OBJECT.

1. We live in an old *house*. (noun)
2. My friend sits beside *me*. (pronoun)
3. The kind girl gives money to the *poor*. (adjective)
4. The baby does nothing but *cry*. (infinitive)
5. I am afraid of *hearing* the thunder. (gerund)
6. Have you seen me before *now*? (adverb)
7. We ran out from *among the trees*. (prepositional phrase)
8. Our going will depend upon *whether it rains or not*. (noun clause)

From the above examples, we see that with the exception of the adverb and the prepositional phrase, the various forms in which the object of a preposition can be expressed are the same as those in which the direct object can be expressed. See §22.

The infinitive can be used as an object only to such prepositions as *about*, *but (=except) than*. Thus,

1. She is about *to go* to Shanghai.
2. I can not do otherwise than *laugh*.

### 226. A LIST OF IMPORTANT PREPOSITIONS:

aboard 在船(火車)上	around 周圍	beyond 越過
about 在四周	at 在近	but (=except) 除了
above 在上	before 在前	by 近
across 橫互	behind 在後	despite 縱有
after 在後	below 在下	down 下
against 相反, 傍	beneath 在下	during 際, 當其時
along 沿	beside 在傍	except 除了
amid 在中	besides 另外	for 爲
among 在內, 在中	between 在其間	from 以, 由
in 在內	over 經, 於上面	under 在下
into 入內	past 過	until, till 到...止
like 似	round 周圍	up 起止

near 近	since 自, 以來	upon 於止
notwithstanding 雖	through 通過	with 用, 同
有	throughout 遍, 自始	within 在內
of 屬於, 之	至終	without 在外, 無用
off 去, 除	to 到	
on 在上	toward, towards 向	

227. The correct use of prepositions is no easy thing for the Chinese student of English to master, and therefore the distinction in meaning and use among the different prepositions must be carefully studied in order to use them well.

The reasons are two:

(1) The same preposition can be used in different senses. Thus,

1. My sister was standing *by* the window. (place).
2. I took my sister *by* the hand. (manner)
3. The window was broken *by* Jack. (agency)

(2) The same idea may often be expressed by different prepositions. Thus,

1. We shall start *for* Nanking. (destination)
2. We shall go *to* Nanking. (destination)

The English language is so rich in prepositions and some prepositions imply so many meanings that NO DEFINITE RULE CAN BE GIVEN. The students are advised to PAY CLOSE ATTENTION TO THE CORRECT USES OF prepositions and LEARN THEM BY OBSERVATION AND PRACTICE.

In the following lists prepositions are grouped together according to their similarity in meaning.

228. PREPOSITIONS OF TIME: *after, at, before, behind, by, during, for, from, in, on (upon), since, through (throughout), toward (towards), until (till), within*

AFTER (於...之後):

He became wise *after* the event.  
after sunrise, after sunset, after dark, after a while

AT (時之一定點, 時刻, 時節, 年齡):

I go to work *at* sunrise and return to rest *at* sunset.  
at noon, at midnight, at half past two, at the beginning  
(end) of the month, at that time, at present, at this  
time of the year, at his age, at the age of eighteen

BEFORE (於...之前):

The ship sails *before* seven o'clock.  
before sunrise, before sunset, before dark, before long  
(不久).

BEHIND (逾期, 遲):

1. He is always *behind* time with his payment.
2. The train is *behind* its time.

BY (於某時以前, 已作某事矣):

1. The rain had ceased *by* seven o'clock.
  2. You must finish this work *by* to-morrow.
- by this (that) time, by the appointed time, by the  
end of this week

DURING (在...之期間中, 當...之際):

1. Rain is scarce *during* this time of the year.
2. China compiled many books *during* the Tsing  
dynasty.

FOR (歷時..., 經過...之久):

1. You have studied English *for* four years.
  2. I have been here (*for*) three hours.
  3. *For* a long time, she could say nothing.
- for a time, for a moment, for some time, for the time  
being, for the present (目前)

FROM (從某時);

1. We played *from* four to six in the afternoon.

2. I have known her *from* a child (=since her childhood).

from the beginning, from the first, from morning till night, from dawn till dusk, from childhood upward

IN (對於“瞬時”之‘at’及表示“時與事之接觸”之‘on’而言，在較長時間之中，時間之經過)：

1. Even a sage cannot avoid making mistakes *in* his life.
2. A great many things may turn up *in* two hours.

in a moment, in a short time, in an hour, in the morning, in January; in summer, in the evening, in the daytime, in this week, in the 22nd year of the Chinese Republic, in the past, in future, in the near future, in the twentieth century, in one's youth, in the prime of life, in the long run (終久)

ON (時與事接觸，特指某日之早晚)：

1. We rest from labor *on* Sunday.
2. A big fire broke out *on* the first of January.
3. He came to see me *on* last Saturday.

on the present occasion, on Monday, on the New Year's eve, on the eve of victory, on the morrow of a long war, on leaving school, on my arrival

UPON is equivalent to ON, but is less commonly used.

SINCE (自從，以來；表示自某時起，繼續至於現在)：

1. I have been waiting for you *since* seven o'clock.
2. He has eaten nothing *since* yesterday.

*Since* is always placed before a noun denoting past time or past action and is preceded by a verb in the PRESENT PERFECT TENSE.

THROUGH, THROUGHOUT (自始至終)：

1. I worked hard *through* the summer vacation.

2. He studies diligently *throughout* the year.

TOWARD, TOWARDS (接近某時):

1. He became a devout Christian *toward* the end of his life.
2. Things are working *towards* a solution of the problem.

towards daybreak, towards sunrise, towards evening,  
toward the end of the vacation

UNTIL, TILL (迄, 迨至):

1. He was loyal *until* death.
2. I did not go home *till* the next day.

WITHIN (若干時日以內):

1. All was changed *within* a year.
2. Many things have happened *within* the last week.

### EXERCISE 56

Fill each blank with a preposition of time:

1. The sun rose —— six o'clock —— the morning.
2. This work must be done —— ten o'clock.
3. We have not seen you —— a long time.
4. You must be back —— a week from the present time.
5. I shall be ready —— two or three hours.
6. He has been a lucky person —— the day —— which he made your acquaintance; and I believe he will be lucky —— the rest of his life.
7. He will call on me —— a few days.
8. —— the night we heard the sound of the cannon.
9. Watermelons ripe —— July.
10. We began —— the stroke of the clock.
11. —— that moment he entered the room.

12. What have you been doing—your return from America?

229. PREPOSITIONS OF PLACE: *about, above, across, at, before, behind, below, beneath, beside, beyond, by, in, off, on (upon), over, through, to, toward (towards), under, within, without*

ABOUT (在周圍, 遍於各處):

1. Her hair hangs *about* her neck.
2. The detective walked *about* the building.

ABOVE (高於, 在其上):

1. The aeroplane flies *above* the summit.
2. The sun rises *above* the horizon.

ACROSS (在那一邊):

1. The pagoda stands *across* the bridge.
2. My uncle lives *across* the river.

AT (在某處, 在一定地點):

1. You had better spend this summer *at* the seaside.
2. She is sitting *at* her desk.

at the end of the street, at the head of the slope, at the foot of the hill, at the top of the class, at home

BEFORE (在...之前):

1. She sits *before* you.
2. A large tree grows *before* the door.

BEHIND (在...之後):

1. The child hid *behind* the door.
2. I held my hand *behind* my back.

BELOW (低於, 在其下, above 之反字):

1. This city is situated *below* the sea level.
2. The sun sets *below* the horizon.



BENEATH (接觸於其下, 在其下):

1. The earth is *beneath* our feet.
2. The ship sank *beneath* the waves.

BESIDE (在其側):

1. The little girl is standing *beside* her mother.
2. He sits *beside* his friend.

beside the mark (不中的), beside the question (離題),  
beside oneself (神經錯亂)

BEYOND (越過, 在 . . . 以外):

1. His house is *beyond* the river.
1. The savages live *beyond* the mountain.

BY (在附近):

1. I am standing *by* the desk.
2. Many trees grow *by* the bridge.

by the bedside, a teahouse by the wayside, side by side

IN (在某範圍之內, 對於表示在一定地點之“at”而言在較廣之處所之中):

1. She was brought up at Anking *in* the province of Anhwei.
2. We knew him at a glance as soon as he came *in* sight.

in the country (city), in the sky (air), in the water,  
in the dark, in broad daylight, in the middle of  
the street

OFF (由表面或線上離去, on 之反字):

1. The village is a little distance *off* the road.
2. The matter is now *off* my mind.

off duty (on duty), off my legs (on my legs), off his guard

ON, UPON (與表面或線上接觸):

1. The painting hangs *on* the wall.
2. The house stands *on* the edge of a desert.
3. Can you see the flies *on* the ceiling?

on the earth, on the river, on the shore, on the verge  
of (瀕於)

OVER (正在上面;高於):

1. The roof is *over* our heads.
2. The lamp hangs *over* my desk.

THROUGH (通過):

1. The army marched *through* the forest.
2. The river flows *through* the city.

TO (到, 對面):

1. They have returned *to* school.
2. The pagoda stands *to* the east of the city.  
to the right, to the left, to the south

TOWARD, TOWARDS (對面某方):

1. We hurried *toward* the inn towards evening.
2. The school looks *towards* the east.

UNDER (正在下面, 低於, over 之反字):

1. We live *under* the roof.
2. The weary travelers rested *under* the shade of a tree

WITHIN (在某範圍以內):

1. Smoking is prohibited *within* school bounds.
2. English must be taught *within* the limits of the middle school curriculum.

within the reach of (在力所能得之範圍內), within one's memory (記憶力所及, 尙未忘却), within one's power (力之所及)

WITHOUT (在某範圍之外, within 之反字):

1. A mother and her child were sitting *without* the gate.
2. There are many inhabitants *without* (=outside) the city.

## EXERCISE 57

Fill each blank with a preposition of place:

1. He walked —— the house.
2. You have taken my book —— the desk.
3. He has gone —— the seashore.
4. The sky is —— our heads.
5. From the top of the mountain we saw the valley —— us.
6. There is a wall —— the city.
7. I will wait for you —— the corner of the street.
8. The office was —— that great building over there.
9. Do you know what lives —— the water of the sea?
10. I bored a hole —— the wall.
11. I searched —— the house for the money.
12. Don't say —— a man's back what you are afraid to say to his face.
13. I was born —— China —— Changsha.
14. We took a boat and rowed —— the stream —— the opposite bank.
15. Ceylon is an island —— the south of India.

230. PREPOSITIONS OF CAUSE, REASON or MOTIVE: *at, for, from, of, on, over, through, with*  
AT (感情之原因):

1. I wonder *at* the progress of my students.
2. My friend laughed *at* him for the foolish things he did.

to grieve at the news of, to tremble at the sight of,

to be frightened at the sound of, to be pleased at

FOR (原因, 理由):

1. He is distinguished *for* his wisdom.
2. The clerk was dismissed *for* neglecting his duties.

for this (that) reason, to dance (cry) for joy, to tremble for fear

FROM (原因, 動機):

1. He has become wiser *from* his illness.
2. He did this *from* a desire to please his friend.

OF (原因):

1. Your illness comes *of* eating too much.
2. That old man died *of* apoplexy.

ON (理由):

1. *On* what grounds do you object?
2. He was arrested *on* a charge of corruption.

OVER (感情之原因):

1. He is so foolish as to cry *over* a novel.
2. Every one in our school rejoices *over* the glorious victory of the foot-ball game.

THROUGH (原因, 動機):

1. I got into trouble *through* helping him.
2. They said such things *through* (=out of) envy.

WITH (原因):

1. I was quite satisfied *with* your answer.
2. The superior man is usually contented *with* his lot.

to be pleased with a person or a thing, to be faint with hunger, to be moved (touched) with pity, to be overcome with emotion.

## EXERCISE 58

Fill each blank with a preposition of cause, reason or motive:

1. Their hands were stiff — cold.
2. She concealed the fact — shame.
3. This man was dismissed — neglect of duty.
4. The poor suffer — lack of food.
5. I did this — a sense of duty.
6. Don't cry — spilt milk.
7. He failed — illness.
8. I am angry with you — doing such a thing.
9. She will be astonished — my quick return.
10. He could not sleep — anxiety.
11. The West Lake is noted — its beautiful scenery.
12. It all came about — his not knowing the way.

## 231. PREPOSITIONS OF AIM OR PURPOSE:

*after, at, for, on, to*

AFTER (追求之目的):

1. I hunger and thirst *after* a favorable reply.
2. A man who runs *after* two hares will catch neither.

to look after, to go after (=seek for) fame and wealth, to search after (for) gold, to seek after curios

AT (動作之目標):

1. A drowning man will catch *at* a straw.
2. A lazy fellow often glances *at* the clock while doing his work.

to shoot at a target, to look at, to laugh at, to sneer at (冷笑), to jeer at (揶揄), to frown at.

FOR (一般的目的):

1. Many persons toil *for* fame or money; but few

persons work *for* public welfare.

2. We are ready *for* the game.
3. He has prepared himself *for* the examination.

for educational purposes, for the good of one's health, for the benefit of the public, to contend for a prize, to seek for employment, to have an inclination for poetry, to hope for success, to study for delight, to wait for a person

ON (目的, 侵入或攻擊之目的):

1. He went *on* business.
2. The woman struck the child *on* the head.
3. A man of good character will not infringe *on* another's rights.

to go on an errand (on a mission, on a journey, on a tour, on a voyage, on an expedition), to make an attack on a person

TO (目的):

1. She wrote a letter *to* her friend.
2. He intends to go abroad, and is saving money *to* that end.

### EXERCISE 59

Fill each blank with a preposition of aim or purpose:

1. They will come — dinner.
2. This stuff is not fit — food.
3. He is always seeking — wealth.
4. The boy threw a stone — the dog.
5. He is studying hard — the examination.
6. She did this — my benefit.
7. We shot — the target.
8. If you are not looking — me, how do you know that I frequently glance — you?
9. He frowned — me-for laughing — him.

10. The bandits made an attack — the city.

**232. MISCELLANEOUS PREPOSITIONS:** *after, against, among, between, by for, from, of, on, to, with*

**AFTER:**

- (a) **In view of:** You will surely succeed *after* such persistence.
- (b) **Imitation:** You should pronounce *after* your teacher.
- (c) **Resemblance:** She takes *after* (=resembles) her mother.
- (d) **Contrast:** He failed *after* all his labours.

**AGAINST:**

- (a) **Opposition:** The knight-errant fights for the weak *against* the strong.  
to stand against some one, to rise against one's father (country).
- (b) **Provision for:** Store up your rice *against* famine.  
to provide against accidents; to lay up against a rainy day
- (c) **Comparison:** The white sails are relieved (clearly defined, sharply outlined) *against* the dark horizon.

**AMONG:**

**In the middle of more than two:** He distributed the booty *among* his followers.

**BETWEEN:**

- (a) **In the middle of two:** The father divided his property *between* his two sons.
- (b) **Relation:** A close relation exists *between* commerce and industry.

a struggle between love and duty, between ourselves,  
between you and me (不足爲外人道)

## BY:

- (a) **Means:** He gets his living *by* hard work.  
to learn by the ear, to learn by heart, to take a child  
by the ear, to go by land and return by water
- (b) **Amount, measure:**
1. Meat is sold *by* the catty.
  2. We hire the automobile *by* the day.
- (c) **Agency:** The roof was struck *by* lightning.

## FOR:

- (a) **Destination:** I shall leave *for* the capital in  
a few days.
- (b) **=considering:** He is too clever *for* a boy.
- (c) **On behalf of:** Shall I carry this *for* you?
- (d) **Exchange:** Few men return good *for* evil.  
to give up the pen for the sword, to give tit for tat,  
to receive measure for measure, to pay too much  
for one's whistle (得不償失)

## FROM:

- (a) **Separation:** I was very sorry to part *from*  
them.  
to part from one's companion, to rise from table, to  
return from abroad
- (b) **Difference:** This book is quite different *from*  
nearly all the others.  
to distinguish right from wrong, to discriminate good  
from bad
- (c) **Source:** What part of the country do you  
come *from*?
- (d) **Material:** This delicious wine is made *from*  
grapes.



(e) **Hindrance** : Illness prevented him *from* coming.

OF :

(a) **Separation** : Fear deprived me *of* my power of speech.

to ease one of one's burden, to relieve one of one's pain. (anxiety)

(b) **Possession** : The roof *of* the house is red.

(c) **Quality** : He is a man *of* strong will.

(d) **Source** : He was born *of* a noble family.

(e) **Partition** : You may take any *of* these oranges.  
a cup of water, a glass of ice cream, a piece of biscuit, a box of candies, a basket of fruits

(f) **Material** : The desk is made *of* wood.

(g) **Apposition** : We are in the province *of* Anhwei.  
the Republic of China, the city of Nanking, the month of July, the season of spring

(h) **Reference** : I am convinced *of* my error.

to hear of an event, to know of a person, to think of a friend, to boast of, to remind one of a fact.

ON :

(a) **Basis, dependence** :

1. I shall depend *on* you for life.

2. The whole responsibility lies *on* my shoulders.

3. Men live *on* rice.

(b) **Reference** : I wish to hear your opinion *on* female education.

to write (speak, lecture) on a subject, to debate on a question, to congratulate one on one's success.

TO :

(a) **Extent** :

1. You have succeeded *to* a certain extent (degree).
2. I would go with you *to* the end of the world.

**(b) Effect, result :**

1. I find out *to* my great satisfaction that she writes beautifully.
2. The matter has ended, *to* the unspeakable relief of every one.

**(c) Proportion :**

1. Air is *to* man what water is *to* the fish.
2. Ten *to* one, you will succeed.

**(d) Relation :**

1. The child is an angel *to* the home.
2. The book is a boon *to* the student of English.

**WITH :****(a) Union :**

1. He traveled *with* his uncle.
2. I agree *with* you in your views.

**(b) Opposition :** A Chinese boxed with an American Yesterday.**(c) Separation :** I parted *with* my house for two thousand dollars.**(d) Instrument :** He cut down the tree *with* an ax.**(e) Possession, association :**

1. The man *with* two large ears is a merchant.
2. I have not brought my watch *with* me to-day.

**(f) Manner :**

1. I accomplished my purpose *with* ease.
2. She turned to him *with* a smile.

Fill each blank with an appropriate preposition :

1. They arrived — the month — September.
2. Can you distinguish — a peach, a pear and an apple?
3. I parted — him — seven o'clock.
4. This table is made — wood — the carpenter.
5. A cat may look — a king.
6. We shall leave — Wuhu to-night.
7. The soldiers fought — great courage.
8. She has done the work — my great joy.
9. I have spoken — this matter before.
10. He went back — the classroom — his book.
11. All the students are vying — one another — the first place.
12. I have received two letters — my friend — his departure — Nanking.
13. Do you know anything — this matter?
14. Reading is — the mind what food is — the blood.
15. The streets — the city were crowded — tourists.
16. I did that — my own will.
17. He is generous — his income.
18. The robber robbed him — three dollars.
19. Such a man is an honor — his country.
20. Hope is the mother — success.

**233.** Certain words are to be followed by certain prepositions, though there may be several other prepositions that have the same meaning. In the following list are given only such words as are in common use with the prepositions which usually accompany them. Note carefully the different relations expressed by the different prepositions; and learn them by using them in short sentences.

(a) *Nouns followed by prepositions.*

Ability <i>for</i> or <i>in</i> some work.	Engagement <i>with</i> a person.
Abundance <i>of</i> food.	Enmity <i>with</i> a person.
Acquaintance <i>with</i> a person or thing.	Entrance <i>into</i> a place.
Ambition <i>for</i> distinction.	Equality <i>with</i> a person.
Anxiety <i>for</i> any one's safety.	Excuse <i>for</i> some fault.
Apology <i>for</i> some fault.	Experience <i>in</i> doing something.
Apprehension <i>of</i> danger.	Experience <i>of</i> a thing.
Arrival <i>at</i> a place.	Failure <i>in</i> something.
Arrival <i>in</i> a country.	Failure <i>of</i> a person.
Attention <i>to</i> study.	Faith <i>in</i> a person or thing.
Blindness <i>to</i> one's own fault.	Freedom <i>from</i> care.
Capacity <i>for</i> mathematics.	Freedom <i>of</i> action.
Care <i>for</i> one's safety.	Glance <i>at</i> a person or thing.
Care <i>of</i> a thing.	Glance <i>over</i> a wide surface.
Cause <i>for</i> anxiety.	Hope <i>of</i> or <i>for</i> better luck.
Cause <i>of</i> trouble.	Identity <i>with</i> a person or thing.
Caution <i>against</i> error.	Indifferent <i>to</i> heat or cold.
Competition <i>for</i> a thing.	Influence <i>over</i> or <i>with</i> a person.
Competition <i>with</i> a person.	Influence <i>on</i> a man's action.
Complaint <i>about</i> a thing.	Joy <i>in</i> his good luck.
Complaint <i>against</i> a person.	Key <i>to</i> a mystery.
Confidence <i>in</i> a person.	Longing <i>for</i> or <i>after</i> a thing.
Consideration <i>for</i> a person.	Necessity <i>for</i> anything.
Consideration <i>of</i> a thing.	Necessity <i>of</i> the case.
Delight <i>in</i> a person or thing.	Neglect <i>in</i> doing a thing.
Dependence <i>on</i> a person or thing.	
Desire <i>for</i> wealth.	
Dislike <i>to</i> a person or thing.	
Doubt <i>of</i> or <i>about</i> a thing.	
Engagement <i>in</i> a business.	

Neglect <i>of</i> duty.	Relations <i>with</i> a person.
Obedience <i>to</i> orders, parents, etc.	Remonstrance <i>against</i> his conduct.
Obligation <i>to</i> a person.	Remonstrance <i>with</i> a person.
Opportunity <i>for</i> action.	Reputation <i>for</i> honesty.
Perseverance <i>in</i> well-doing.	Request <i>for</i> a thing.
Persistence <i>in</i> an attempt.	Respect <i>for</i> a man or his office.
Pity <i>for</i> sufferers.	Responsibility <i>for</i> an action.
Preparation <i>for</i> action.	Share <i>of</i> a thing.
Pride <i>in</i> his wealth.	Share <i>with</i> a person.
Progress <i>in</i> study.	Supremacy <i>over</i> a country.
Quarrel <i>with</i> a person.	Sympathy <i>with</i> or <i>for</i> the poor.
Question <i>on</i> a point.	Truth <i>in</i> his honesty.
Relation <i>between</i> one thing and another.	(We have no) use <i>for</i> that.
Relation <i>of</i> one thing to another.	(There is no) use <i>in</i> that.
	(What is the) use <i>of</i> that?

**(b) Verbs followed by preposition**

Abide <i>by</i> a promise.	Argue <i>with</i> a person <i>for</i> or <i>against</i> a point.
A'round <i>in</i> or <i>with</i> fish.	Arrive <i>at</i> a place.
Admit <i>of</i> an excuse.	Arrive <i>in</i> a country.
Admit <i>to</i> or <i>into</i> a secret.	Ask <i>for</i> a thing.
Agree <i>to</i> a proposal.	Ask <i>of</i> or <i>from</i> a person.
Agree <i>with</i> a person.	Attend <i>on</i> a person.
Answer <i>for</i> conduct.	Attend <i>to</i> a book or speaker.
Answer <i>to</i> a person.	Beg a person <i>to</i> do a thing.
Appeal <i>against</i> a sentence.	Beg <i>for</i> something <i>from</i> some one.
Ap eal <i>for</i> redress or help.	Beg pardon <i>of</i> a person.
Appeal <i>to</i> a person.	
Apply <i>to</i> a person <i>for</i> something.	

Begin <i>with</i> the first.	Condemn a person <i>for</i> murder.
Believe <i>in</i> one's honesty.	Condemn a person <i>to</i> death.
Borrow <i>of</i> or <i>from</i> a person.	Consist <i>in</i> facts or result.
Break <i>into</i> a house (thieves).	Consist <i>of</i> materials.
Break oneself <i>of</i> a habit.	Consult <i>with</i> a person <i>on</i> or <i>about</i> some matter.
Break ill news <i>to</i> a person.	Convince a person of a fact.
Break <i>through</i> restraint.	Correspond <i>to</i> something (agree).
Break (dissolve partnership) <i>with</i> a person.	Correspond <i>with</i> a person (write).
Buy a thing <i>from</i> a shop.	Cure a man <i>of</i> a disease.
Buy a thing <i>of</i> a person.	
Call <i>for</i> (require) punishment.	Deal <i>in</i> (trade in) cloth, tea, etc.
Call <i>on</i> a person (visit him at his house).	Deal well or ill <i>by</i> a person.
Call <i>to</i> (shout to) a person.	Deal <i>with</i> a person.
Cease <i>from</i> firing.	Deal <i>with</i> a subject (write about it).
Come <i>across</i> (accidentally meet) any one.	Die <i>by</i> violence.
Come <i>by</i> (obtain) a thing.	Die <i>from</i> some cause or overwork.
Come <i>into</i> fashion.	Die <i>of</i> a disease;
Come <i>of</i> (result from) something.	Differ <i>from</i> anything (to be unlike).
Come <i>to</i> (amount to) forty.	Differ <i>in</i> some respect.
Communicate a thing <i>to</i> a person.	Differ <i>with</i> a person <i>on</i> a subject.
Communicate <i>with</i> a person <i>on</i> a subject.	Dispute <i>with</i> a person <i>about</i> anything.
Compare one book <i>with</i> another.	Dissuade <i>from</i> an action.
Compare (=liken) life <i>to</i> voyage.	Distinguish <i>between</i> two things.
Compete <i>with</i> a person <i>for</i> a prize.	Distinguish one thing <i>from</i> another.
Complain <i>against</i> a person.	
Complain <i>of</i> some annoyance <i>to</i> a person.	Excel <i>in</i> languages.

Exchange one thing <i>for</i> another.	Join <i>in</i> a game.
Exchange <i>with</i> a person.	Join one thing <i>to</i> another.
Fail <i>in</i> an attempt.	Knock <i>at</i> a door.
Fail <i>of</i> a purpose.	Know <i>of</i> a person.
Fall <i>among</i> thieves.	Labor <i>at</i> some work.
Fall <i>in</i> love <i>with</i> a person.	Labor <i>for</i> the public good.
Fall <i>in</i> with one's views.	Labor <i>in</i> a good cause.
Fall <i>into</i> a mistake.	Labor <i>under</i> a misapprehension.
Fall <i>on</i> the enemy (attack).	Listen <i>to</i> complaints.
Fall <i>under</i> some one's displeasure.	Live <i>by</i> honest labor.
Fight <i>for</i> one <i>against</i> another.	Live <i>for</i> riches or fame.
Fight <i>with</i> or <i>against</i> a person.	Live <i>on</i> a small income.
Get <i>at</i> (find out) the facts.	Live <i>within</i> one's means.
Get on <i>with</i> a person (live or work smoothly with him).	Long <i>for</i> or <i>after</i> anything.
Get <i>over</i> (recover from) an illness.	Look <i>after</i> (watch) some business.
Get <i>out of</i> debt.	Look <i>at</i> a person or thing.
Get <i>to</i> a journey's end.	Look <i>for</i> something lost.
Glance <i>at</i> an object.	Look <i>into</i> (closely examine) a matter.
Glance <i>over</i> a page.	Look <i>out of</i> a place.
Grieve <i>at</i> or <i>for</i> or <i>about</i> an event.	Look <i>over</i> (examine cursorily) an account.
Grieve <i>for</i> a person.	Look <i>through</i> (examine carefully) an account.
Increase <i>in</i> wisdom.	Make <i>away with</i> money.
Inquire <i>into</i> a matter.	Make <i>for</i> (conduce to) happiness.
Inquire <i>of</i> a person <i>about</i> some matter.	Make <i>up to</i> (approach) a person.
Intrust a person <i>with</i> a thing.	Make some meaning <i>of</i> a thing.
Intrust a thing <i>to</i> a person.	Meditate <i>on</i> some subject.

- Partake *of* some food.  
 Part *from* a person.  
 Part *with* a person or thing.  
 Pass *by* a man's door.  
 Pass *for* a clever man.  
 Pass *from* one thing *into* another.  
 Pass *over* (omit) a page.  
 Perish *by* the sword.  
 Perish *with* cold.  
 Prevent *from* going.  
 Provide *against* the evil day.  
 Provide *for* one's children.  
 Provide oneself *with* something.
- Quake *with* fear.  
 Quarrel *with* some one *over* or *about* something.
- Rejoice *at* the success of another.  
 Rejoice *in* one's own success.  
 Revenge myself *on* some one *for* some injury.  
 Run *after* (eagerly follow) new fashion.  
 Run *at* (attack) a cat.  
 Run *into* debt.  
 Run *over* (read rapidly) an account.  
 Run *through* his money.
- Search *for* some thing lost.  
 Search *into* (carefully examine) a matter.  
 See *about* (consider) a matter.
- See *into* (investigate) a matter.  
 See *through* (understand) his meaning.  
 See *to* (attend to) a matter.  
 Seek *after* or *for* happiness.  
 Set *about* (begin working at) a business.  
 Set *a* person *over* (in charge of) a business.  
 Set *upon* (attack) a traveler.  
 Speak *of* a subject (briefly).  
 Speak *on* a subject (at a great length).  
 Spend money *on* books.  
 Spend one's time *in* reading.  
 Stand *against* some one.  
 Stand *by* (support) a friend.  
 Stand *on* one's dignity.  
 Stand *to* (maintain) one's opinion.  
 Stare *at* a person.  
 Stare a person *in* the face.
- Take *after* (resemble) one's father.  
 Take a person *for* a spy.  
 Take *to* (commence the habit of) gambling.  
 Take *upon* oneself to do a thing.  
 Talk *of* or *about* an event.  
 Talk *over* (discuss) a matter.  
 Talk *to* or *with* a person.  
 Think *of* or *about* anything.  
 Think *over* (consider) a matter.



Wait <i>at</i> table.	Work <i>at</i> mathematic.
Wait <i>for</i> a person or thing.	Work <i>for</i> small pay.
Wait <i>on</i> (attend) a person.	

(c) **Adjectives and participles followed  
by prepositions.**

Absorbed <i>in</i> study.	Different <i>from</i> something else.
Accustomed to riding.	Diligent <i>in</i> business.
Acquainted <i>with</i> a person or thing.	Disappointed <i>in</i> a thing obtained.
Adopted <i>for</i> an occupation.	Disappointed <i>of</i> a thing not obtained.
Adopted <i>to</i> tastes.	Disappointed <i>with</i> a person.
Affectionate <i>to</i> a person.	Disgusted <i>at</i> or <i>with</i> a person.
Afraid <i>of</i> death.	Disgusted <i>with</i> a thing.
Agreeabl <i>to</i> one's wishes.	Displeased <i>with</i> a person.
Angry <i>at</i> a thing.	Exhausted <i>with</i> labor.
Angry <i>with</i> a person.	Faithful <i>to</i> a master.
Annoyed <i>at</i> a thing.	Familiar <i>with</i> a language.
Annoyed <i>with</i> a person <i>for</i> saying or doing something.	Familiar (well-known) <i>to</i> a person.
Anxious <i>for</i> safety.	Fond <i>of</i> music.
Anxious <i>about</i> the result.	Free <i>from</i> care.
Ashamed <i>of</i> one's dullness.	Full <i>of</i> persons or things.
Associated <i>in</i> some business.	Gifted <i>with</i> abilities.
Associated <i>with</i> a person.	Good <i>at</i> tennis.
Aware <i>of</i> one's intentions.	Good <i>for</i> nothing.
Careful <i>about</i> dress.	Ignorant <i>of</i> English.
Careful <i>of</i> money.	Ill <i>with</i> fever.
Conscious <i>of</i> a fault.	Impatient <i>at</i> an event.
Contented <i>with</i> a little.	
Convinced <i>of</i> a fact.	
Correct <i>in</i> a statement.	
Detrimental <i>to</i> health.	

Impatient <i>for</i> food.	Respectful <i>to</i> one's superiors.
Impatient <i>of</i> reproof.	Responsible <i>for</i> one's actions.
Indispensable <i>to</i> success.	Responsible <i>to</i> a person.
Jealous <i>of</i> one's reputation.	Satisfied <i>of</i> (concerning) a fact.
Loyal <i>to</i> the country.	Satisfied <i>with</i> one's income.
Made <i>for</i> a teacher.	Short <i>of</i> money.
Made <i>of</i> wood.	Similar <i>to</i> a person or thing.
Moved <i>at</i> the sight.	Skillful <i>in</i> doing a thing.
Moved <i>by</i> entreaties.	Slow <i>at</i> accounts.
Moved <i>to</i> tears.	Slow <i>in</i> doing something.
Moved <i>with</i> pity.	Slow <i>of</i> hearing, etc.
Necessary <i>to</i> happiness.	Sorry <i>for</i> your sufferings.
Obedient <i>to</i> parents.	Suitable <i>to</i> the occasion.
Overcome <i>with</i> grief.	Suitable <i>for</i> one's income.
Polite <i>in</i> manner.	Sure <i>of</i> success.
Polite <i>to</i> strangers.	Useful <i>for</i> a certain purpose.
	Victorious <i>over</i> difficulties.
	Worthy <i>of</i> praise.

**234. PREPOSITION PHRASES.** The following is a list of commonly used preposition phrases (§47) with illustrative sentences showing how they are used:

- ACCORDING TO (按照):** The merchant conducts his business *according to* rule.
- AS FOR (至於, 論及);** *As for* myself, I will say that I prefer tea to coffee.
- AS TO (關於, 論到):** Your friend inquired *as to* your health.
- AT HOME IN (熟悉):** He is quite *at home in* English grammar.
- AT VARIANCE WITH (異於):** His words are always

*at variance with* the facts.

BECAUSE OF (因爲, 由於): He can not work *because of* his age.

BY DINT OF (因, 用, 由): *By dint of* great exertion, the mason put the stone on the wall.

BY MEANS OF (藉口, 用某藥): He supports his family *by means of* working hard.

BY VIRTUE OF (憑, 因爲): He succeeded *by virtue of* hard work.

BY WAY OF (藉以, 藉爲): *By way of* cautioning his son, the father pointed to an opium smoker.

DUE TO (因爲): Nothing in the universe is *due to* chance.

FOR FEAR OF (因恐): He wrote carefully *for fear of* making mistakes.

FOR THE PURPOSE OF (爲 . . . 起見): He wrote this book *for the purpose of* facilitating the teaching of English.

FOR THE SAKE OF (以 . . . 之故): I helped him *for the sake of* my friend.

FOR WANT OF (以缺乏 . . . 之故): He did not go abroad *for want of* money.

IN ACCORDANCE WITH (按照): Leaders of integrity and honesty act *in accordance with* equity and not *in accordance with* prepossessions.

IN or ON BEHALF OF (爲某, 代表某): I request you *on behalf of* the class.

IN COMPLIANCE WITH (順從): *In compliance with* your suggestion, I take a cold bath every morning.

IN CONSEQUENCE OF (因爲, 由於): *In consequence of* the big fire, thousands of men were rendered homeless.

IN HONOR OF (紀念, 尊敬): A dinner is to be given *in honor of* the illustrious guest.

IN QUEST OF(=IN SEARCH OF 尋求): The Spaniards went to Mexico *in quest of* gold.

IN RESPECT OF (就... 而論): *In respect of knowledge, I am inferior to you.*

IN SPITE OF (雖以): *I will not give up the attempt in spite of your warning.*

INSTEAD OF (代替, 不但不): *Instead of being victorious our team was defeated.*

IN THE FACE OF (當... 之前): *He is always calm in the face of danger.*

IN THE EVENT OF (設或): *In the event of failure, you must try again.*

IN REGARD TO (關於): *I have nothing to say in regard to that.*

ON ACCOUNT (因為): *The famine took place on account of the flood.*

ON THE EVE OF (正在事前): *My friend was dismissed on the eve of his graduation.*

ON THE PART OF (在... 方面): *There was no objection on the part of the student.*

ON THE BRINK, or VERGE OF (瀕於, 臨近): *He is on the verge of failure.*

OWING TO (因為, 由於): *Many leaders failed owing to the deficiencies of their moral character.*

WITH A VIEW TO (意在): *He went to the seashore with a view to improving his health.*

WITH REFERENCE TO = WITH REGARD TO = WITH RESPECT TO (關於, 提及, 論及): *Have you anything to say with reference to this question?*

### 235. CAUTION:

1. Great care must be taken in the choice of prepositions.

*Incorrect:* This book is different to that.

*Correct:* This book is different from that.

2. Do not use prepositions needlessly.

*Incorrect*: He lives *near to* the new theater.

*Correct*: He lives *near* the new theater.

3. Do not omit prepositions when they are needed.

*Incorrect*: I was prevented going home.

*Correct*: I was prevented *from* going home.

## EXERCISE 61

Fill each blank with an appropriate preposition or a preposition phrase:

1. The house could not be finished —— lack of funds.
2. Copper differs —— brass —— color.
3. When you compare an apple —— a peach, what are the resemblances —— them?
4. The master was very angry —— the servant's clumsiness.
5. I pray you no to be angry —— her.
6. The robber was condemned —— imprisonment for life.
7. Water consists —— hydrogen and oxygen.
8. The servant is very careless —— doing his duty.
9. You will have to wait —— your many —— next week.
10. The bandits made an attack —— the town just —— dawn.
11. The owner —— this house has lowered his rent.
12. I can not sleep —— thinking —— all that I must do.
13. The leader of the bandits led his men —— the city; but the inhabitants fought bravely —— their homes, and therefore —— capturing the town, he was repulsed.
14. This picture was painted —— a good model.
15. The dity —— Wuhu is —— the province —— Anhwei.
16. He inquired —— whether the steamer would arrive —— seven o'clock.:

17. He worked hard — a desire to earn his own living.
18. A blind man cannot tell black — white, or light — darkness.
19. I was horrified — the sight — so much distress.
20. Forty students competed — one another — a single scholarship.
21. I rejoiced not only — my own success but — yours also.
22. Why do you stare me — my face? It is bad manners to act like this.
23. He is laboring — a misapprehension; but he thinks he is working — a good cause and — the public welfare.
24. A glance — this letter will convince you — the fact.
25. This problem calls — our careful attention.
26. I called — him yesterday, but he was not — home.
27. Cease — speaking evil — others.
28. The conduct of such an honorable man is — suspicion.
29. He has a bad habit — arguing — other persons — trifles.
30. Most things can be made easy — habit.
31. The crops failed — seasonable rain.
32. It was four o'clock when we arrived — the station.
33. Don't be frightened — the mere sight — a snake.
34. I parted — my old mother with sorrow — my heart.
35. I have not yet looked — your account.
36. She wants a nurse to look — her only child.

## EXERCISE 62

Correct the errors:

1. He stays to home.
2. They both quarreled among each other.
3. He is in want for many.
4. I was followed with a crowd.
5. He fell from the bridge in the water.
6. He bears a close resemblance of his father.
7. He lives at Anking.
8. He lives in the turn of the road.
9. He took a walk, but was disappointed of it.
10. He did not take a walk ; he was disappointed in it.
11. Place a mark between each page.
12. He is angry at his father.
13. She is angry with your conduct.
14. What is the matter of him ?
15. These plants differ with each other.
16. You make no use with your talents.
17. The boys are hard to work.
18. We spend the evening by reading novels.
19. I have other reasons beside this.
20. I agree with that plan.
21. The boy has been ill from last week.
22. His chief purpose for coming here is to see his friend.
23. He has just had a talk to his father about his future.
24. Don't talk with me about being extravagant ; be more economical yourself.

## EXERCISE 63

Insert prepositions when they are needed, and omit the needless ones :

1. She came here at about seven o'clock.
2. In what latitude is Nanking in ?
3. We come here for to have a talk.
4. He does not obey to my words.
5. There is no use going there.

6. He went to home.
7. He is worthy our help.
8. Where are you going to?
9. Brush the dust off of the desk?
10. What use is this to me?
11. He took the potato from out of the fire.
12. He meditates his past life.
13. Your fault does not admit any excuses.
14. I hope you will assist to me in this matter.
15. They offered to him a chair.
16. Let us partake a meal before we start.
17. Before answering of you definitely I must think twice.
18. You should not have violated against the rules.
19. Do not prevent me working.
20. Whom did you speak during the meeting?

**236. CAUTION:** Prepositional phrases should be so placed as to make clear what words they modify. For instance, it would be not only ridiculous but also absurd to say '*I saw the proctor coming through the keyhole.*' The phrase *through the keyhole* should be placed near the verb *saw* which it modifies. Thus, '*I saw through the keyhole the proctor coming.*' or '*Through the keyhole, I saw the proctor coming.*'

#### EXERCISE 64

Correct the errors in position :

1. He went to the market to sell his sleep on his bicycle.
2. The hat cost four dollars on his head.
3. The boy was reproved for being intoxicated by his father.
4. The earth looks as if it were flat on the map.
5. The teacher looked out and saw the principal coming through the window.



6. There were cattle in the green churchyard, calmly reposing upon the verdant graves.
7. Please receive a ticket from the attendant torn from the book.
8. That small man is speaking with red whiskers.
9. The Athenian wrote the name of the person whom they wished to banish on a shell.
10. He was struck by a stranger with a big stick.
11. A letter was read from his friend in the classroom.
12. With his gun towards, the woods, he started in the morning.

## CHAPTER XXI

## CONJUNCTIONS

237. Examine the following sentences :

1. The stars look down upon the roofs of the living *and* upon the graves of the dead, *but neither* the living *nor* the dead are conscious of their graze.
2. The rope in your hand is so long *that* it will touch the bottom of the well, *if* a stone is tied to the end of it.

In the first sentence *and* connects two prepositional phrases used as adverbial modifiers, *but* connects two coordinate clauses, *neither* and *nor* connect a participle and an adjective which are in the same construction. Thus, *and*, *but*, *neither* and *nor*, which are used to connect words, phrases, and clause of equal rank; are called COORDINATE CONJUNCTIONS.

In the second, *that* and *if* connect each a subordinate clause to a clause of higher rank and hence are called SUBORDINATE CONJUNCTIONS....

**238. A Conjunction is a work used to connect words, phrases, or clauses.**

**Coördinate conjunctions connect words, phrases, or clauses of equal rank.**

**Subordinate conjunctions connect clauses of different rank.**

**239. COÖRDINATE CONNECTIVES:** The chief coördinate connectives are:

*and, both . . . and, as well as, no less than* (正如),  
*not only . . . but also* (不但 . . . 而且), *or, either*  
. . . *or, nor, neither . . . nor, but, for, whereas*  
(至於), *while*, (conjunctions proper)

*accordingly* (所以), *besides, moreover* (不啻惟是), *hence:*  
*now, so, then, consequently* (因此之故), *therefore, how-*  
*ever, nevertheless* (然而), *still, yet* (仍), *else, or, other-*  
*wise* (否則), (conjunctive adverbs)

**AND** — I am an honest man *and* a loyal citizen.

**BOTH . . . AND** — A textbook should be *both* interesting *and* instructive.

**AS WELL AS** — He has experience *as well as* knowledge.

**NO LESS THAN** — She *no less than* her sister is diligent.

**NO ONLY . . . BUT (ALSO)** — He is *not only* a good scholar, *but also* a good teacher.

**OR** — English is not elective *or* optional.

**EITHER . . . OR** — I do not wish for *either* wealth *or* fame.

**NOR** — I am not wealthy *nor* do I care to be.

**NEITHER . . . NOR** — I can speak *neither* French *nor* German.

**BUT** — He is young *but* prudent.

**FOR** — He will surely succeed *for* he works hard.

**WHEREAS** — Wise men love truth *whereas* fools shun it.

WHILE — He has nothing to spend his money on *while* I have no money to spend.

ACCORDINGLY — The weapons of offense and defense of the present time are based on all kinds of knowledge ; *accordingly*, nothing is more needful for us than knowledge.

BESIDES, MOREOVER — We should develop good character and acquire useful knowledge ; *besides* (or *moreover*) we must pay attention to physical exercise.

HENCE — I had no money about me ; *hence* I did not buy it.

NOW — They preferred Barabbas to Jesus ; *now* Barabbas was a robber.

SO — He is a good teacher ; *so* he is very popular with students.

THEN — You have eaten nothing ; *then* you must be hungry.

CONSEQUENTLY — Last evening he went out of a hot room into the cold air without putting on extra clothes ; *consequently* he caught a cold.

THEREFORE — Bad air contains little of what is essential to our life ; *therefore* we must have the window opened to let fresh air in.

HOWEVER — He is a very old man ; *however*, he can read without spectacles.

NEVERTHELESS — All men were against him, *nevertheless* he persevered.

STILL, YET — I speak to you peaceably *still* (or *yet*) you will not listen.

OR, ELSE, OTHERWISE — All men must work *or* they must starve.

**240. SUBORDINATE CONNECTIVES.** The chief subordinate connectives are :

**A. CONNECTIVES OF ADJECTIVE CLAUSES.**

*who, whose, whom, that* and *which* (relative pronouns)  
*when, where, how* and *why* (relative adverbs)

- WHO — One *who* mixes with vermilion will turn red.  
 WHOSE — The man *whose* house has been burned is a millionaire.  
 WHOM — The man *whom* we met in the street just now is my teacher.  
 THAT — The book *that* I am reading is a novel.  
 WHICH — He lacks that dogged perseverance and untiring patience *which* is essential to success.  
 WHEN — I long for the day *when* I shall be able to realize the desire of my heart.  
 WHERE — I do not know the exact spot *where* it happened.  
 HOW — Please tell me the way *how* you succeeded.  
 WHY — That is the reason *why* I place verbs above the other parts of speech.

#### B. CONNECTIVES OF ADVERBIAL CLAUSES.

(1) TIME: *after, as, before, since, until, when, while* (conjunctive adverbs), *as soon as*, and *so long as*

- AFTER — A man should take a little rest, *after* he has worked hard.  
 AS — We advance in experience *as* we advance in years.  
 BEFORE — Don't count your chickens *before* they are hatched.  
 SINCE — We have not seen him *since* he left us.  
 UNTIL — People do not know the value of health *until* they lose it.  
 WHEN — *When* you have leisure, be sure to write me a few words.  
 WHILE — Make hay *while* the sun shines.  
 AS SOON AS — I will go to see you *as soon as* I

get through with my task.

SO LONG AS — *So long as* there is life, there is hope.

(2) PLACE: *where, whence, and wherever* (conjunctive adverbs)

WHERE — *Where* there is a will, there is a way.

WHENCE — Return *whence* you come.

WHEREVER — I will follow you *wherever* you go.

(3) MANNERS: *as, and as if.*

AS — You should pronounce the new words you learn *as* your teacher does.

AS IF — The child talks *as if* he were a man.

(4) COMPARISON: *as, than and the* (relative adverbs, *cō*relative with adjectives or adverbs)

AS — He is *as* wise *as* his companion.

THAN — The pen is mightier *than* the sword.

THE — *The* higher up you go, the colder it becomes.

(5) CAUSE OR REASON: *as, because, and since* (conjunctions proper)

AS — But *as* he was ambitious, I slew him.

BECAUSE — I love him all the more *because* he is childish.

SINCE — *Since* that is so, there is no more to be said.

(6) PURPOSE: *that, so that, in order that, and lest* (conjunctions proper) See § 169.

(7) RESULT OR EFFECT: *that and so that* (conjunctions proper).

THAT — He speaks English so well *that* he is often mistaken for a foreigner.

SO THAT — He knows English *so that* he has no need of an interpreter.

(8) CONDITION: *if, unless, provided (that), and in case that* (conjunctions proper).

IF — *If* you wish to succeed, you must persevere.

UNLESS — A sinner cannot be saved *unless* he repents.

PROVIDED (THAT) — I will pardon him *provided (that)* he acknowledges his fault.

IN CASE THAT — We must have something to fall upon, *in case that* we should fail.

(9) CONCESSION OR CONTRAST: *although, though, as, even if, and notwithstanding, that* (conjunctions proper)

ALTHOUGH, THOUGH — He is an honest man *although* he is poor.

AS — Hero *as* he was, he felt a momentary shudder.

EVEN IF — *Even if* I were to get a million dollars, I would not do such a thing.

NOTWITHSTANDING THAT — He is prudent *notwithstanding that* he is so young.

### C. CONNECTIVES OF NOUN CLAUSES.

*that, whether* and *if* (conjunctions proper)

*who, which, and what* (interrogative pronouns)

*how, when, where* and *why* (interrogative adverbs)

THAT — I hope *that* all will go well.

WHETHER, IF — I do not know *whether* (or *if*) he will try again.

WHO — *Who* shall be the chairman is yet undecided.

WHICH — Please tell me *which* of the two you prefer.

WHAT — He who knows not *what* it is to labor knows hot *what* it is to enjoy.

HOW — I know nothing as to *how* he has performed his task.

WHEN — *When* he will come back is not known to any one.

WHERE — Let us inquire *where* he is going.

WHY — I can not think *why* you like him so much.

**241. REMARKS ON THE USES OF CERTAIN CONNECTIVES :**

(1) AS — This may connect a clause expressing TIME, MANNER, COMPARISON, CAUSE or CONTRAST. When used to express contrast, it is always preceded by some noun, adjective, verb or adverb.

Poor *as* I am, yet I will not do such a thing.

(2) AS SOON AS, NO SOONER THAN — These two conjunction phrases mean the same thing except that the subordinate clause with the former becomes the principal clause with the latter and *vice versa*.

(a) He laughed aloud *as soon as* he saw the funny stranger.

(b) He had *no sooner* seen the funny stranger *than* he laughed aloud.

(3) AS WELL AS, NO LESS THAN — In adding one word or sentence to another, they give emphasis to the *first* of the two (§ 152 VII).

(4) BOTH . . . AND — This is an emphatic way of expressing the union on two facts or events.

(5) IF — This may connect a cause expressing CONDITION or CONCESSION or it may introduce a noun clause.

(6) NOT ONLY . . . BUT (ALSO) — In adding one word or sentence to another, they give emphasis to the second of the two.

(7) SINCE — This may connect a clause expressing TIME OF CAUSE. When it is used to express time, it is preceded by a verb in the PRESENT PERFECT TENSE and followed by a verb in the SIMPLE PAST TENSE.

Twenty six years *have passed* since the Republic *was founded*.

(8) THAT — This may connect a noun clause, an adjective clause, or a clause expressing PURPOSE or RESULT.

(9) WHEN — This may connect a clause expressing TIME or CONDITION, an adjective clause or a noun clause.

(10) WHILE — This may connect a clause expressing TIME or CONCESSION or it may connect COORDINATE clauses expressing CONTRAST.

Men of understanding seek after truth *while* fools despise knowledge.

#### EXERCISE 65

Insert suitable coordinate conjunctions and tell what words or groups of words each connects:

1. We have — heard — read about that matter ;  
we are — in total ignorance, — unable to say anything about it.
2. Give thine ear to every man, — thy voice to few.
3. I must speak out ; — I shall blame myself ever afterwards.
4. He is a good teacher — an English scholar.
5. Do not take part — in his amusements — his plots ; — you will get into trouble by being seen in his company.
6. This man must be crazy ; — he laughs at one time — weeps at another.
7. Heaven and earth may pass away ; — my words shall never pass away.
8. — you — I shall be held responsible.
9. We see poverty on all sides, — discontent nowhere.



10. The sound of a gun near at hand startled — my horse — myself.
11. My own house — yours is built of good lime — burnt brick.
12. He was so feverish that he could — speak — eat.

## EXERCISE 66

Insert suitable subordinate connectives and tell what kind of clauses each introduces :

1. I do not doubt but you will succeed in time, — only you persevere and trust — your labors will be at last rewarded.
2. Study — he may, he will never be the equal of his brother.
3. Past errors may be remedied, but past moments — they have once gone, are gone for ever and cannot be recalled.
4. No sooner had he gone to bed — a telegram was brought in.
5. He was received with respect — he went and listened to attentively — he began to speak.
6. Remain — you are — I return.
7. I cannot fear any evil — you are near me.
8. He looks — he were the wisest man living.
9. Be ye wise — serpents, but harmless — doves.
10. I will keep it by me night and day — any harm should come to it.
11. Discouraged — we have been, we must still persevere.
12. — we study the human mind, the less able are we to understand — it came into existence or — it had its source.
13. Tell me — I am right.
14. We are glad — he has succeeded so well — he has thoroughly deserved it.

15. His success is all the more creditable, — he had no help from any one, — many offered to help him.

242. Certain conjunctions and conjunctive adverbs may stand in correlation with certain other words. Thus, *and* may be accompanied by *both*; *as* by *as*, by *so*, or by *such*; *but* (*also*) by *not only*; *than* by *no sooner*, or by *either*, or by *whether*; *nor* by *neither*; *that* by *so*; *the* by *the*; *though* by *yet*; and *where* by *there*.

### 243. CAUTION:

1. Be careful that the right words stand in correlation. For example, *nor* should never be used as the correlative of *either*.

*Incorrect*: I can not find *either* my book *nor* my hat.

*Correct*: I can not find *either* my book *or* my hat.

2. The correlatives should occupy corresponding positions in the sentence. For example, *either* must not precede a verb and *or* a noun.

*Incorrect*: He can *either* write prose *or* poetry.

*Correct*: He can write *either* prose *or* poetry.

3. Two or more connected words or phrases referring to another word or phrase should each make good sense with it.

*Incorrect*: I have always and still do *say* that labor is honorable.

*Correct*: I have always *said* and still do *say* that labor is honorable.

*Incorrect*: The boy is *stronger*, but not so *tall* as his sister.

*Correct*: The boy is *stronger* than his sister, but not so *tall*.

## EXERCISE 67

Correct the errors :

1. We are neither acquainted with the doctor or his family.
2. He not only gave me advice but also money.
3. Gold is heavier, but not so useful as iron.
4. She neither moved, spoke, or wept during all those sad days.
5. There was nothing either strange nor interesting.
6. Gold is not so useful, but heavier than iron.
7. Processions of priests have been, for several days past praying for rain, but the gods are either angry or nature is too powerful.
8. Faithful boys have always and will always learn their lessons well.
9. Neither Peking or Nanking has the population of Shanghai.
10. She was not only dressed richly but also tastefully.
11. This is as valuable, if not more so, than that.
12. Bread is more nutritious but not so cheap, as potatoes.
13. He was neither fitted by abilities nor disposition to carry out the wishes of his mother.
14. No sooner did he see the enemy when he turned and ran.
15. Neither one or the other has the least chance of success.

## CHAPTER XXXII

## NOUNS: KINDS OF NOUNS

244. Study the following passage :

It was terribly cold and nearly dark on the last *even-*

*ing* of the old *year*, and the *snow* was falling fast. In the *cold* and *darkness*, a poor little *girl* with bare *head* and naked *feet*, roamed through the *streets*.

In the above, the italicized words are the names of various objects. They are called NOUNS.

**245. A noun is the name of a person, place, or thing, or some quality, state, or action.**

There are five different kinds of nouns :

- |                             |   |                 |
|-----------------------------|---|-----------------|
| 1. PROPER NOUNS             | } | . . . CONCRETE. |
| 2. COMMON NOUNS             |   |                 |
| 3. COLLECTIVE NOUNS         |   |                 |
| 4. MATERIAL NOUNS           |   |                 |
| 5. ABSTRACT NOUNS . . . . . |   | ABSTRACT.       |

**246. A proper noun is the name of a particular person, place, or thing.**

EXAMPLES: Confucius, W. Ting Fang Washington, China, Shanghai, Nanking, Hankow.

NOTE: A proper noun should always begin with a capital letter.

**247. A proper noun may be used as a common noun to denote some object that resembles the original possessor of the name.**

1. He wishes to become a *Milton* (a great poet).
2. Shanghai is the *New York* (the largest city) of China.
3. I hope there will be many *Edisons* (great inventors) among the young students.

**248. A common noun is a name common to a class of objects**

EXAMPLES: man, woman, boy, girl, country, city, village, horse, dog, cat, house furniture, tool, toy, book

**249. A common noun** in the singular number should have an article ( *a* or *the* ) placed before it.

I. The article *a* is used when the noun is to be generalized.

*A woman* and *child* sat at the door of *a* little *cottage*.

II. The article *the* is used.

(a) When the noun is to be particularized.

I bought a pen and a pencil yesterday ; *the pencil* is cheaper than *the pen*.

(b) When one individual is made to represent the whole class.

1. *The dog* is a faithful animal.
2. *The student* should always be attentive.

**Exceptions :** *man, woman*

1. Man is the lord of all beings.
2. Woman should be treated on an equal basis with man.

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

1. He felt *the patriot* (the patriotic feeling) rise within his breast.
2. *The pen* (literary influence) is mightier than *the sword* (military power).

**250. A collective noun** is the name of a collection of objects.

EXAMPLES : army, family, crowd, committee, class, flock, audience

**251.** A collective noun may be used to denote either a whole body collectively, or the individuals composing it (§152, V).

1. Her *family* consists of four persons. (collectively)

2. Her *family* (members of the family) are all very well. (individually)
3. The *class* is small. (collectively)
4. The whole *class* (students of the class) are listening attentively. (individually)

**252. A material noun denotes the matter or substance of which things are made.**

EXAMPLES: wood, iron, air, water, fish, meat, beef, mutton, paper

**253. A material noun may be used as a common noun to denote, not the material itself, but something made of it.**

1. Books are made of *paper*. (material)
2. I am writing a paper (論文) on "why I go to school."
3. Are you reading to-day's *papers*? (common)
4. *Iron* is more useful than gold. (material)
5. He was put in *irons*. (common)

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

EXAMPLES:

**Quality:** wisdom, whiteness, softness, beauty

**State:** poverty, youth, manhood, pleasure

**Action:** movement, flight, anger, laughter

**255. An abstract noun may be used as a common noun to denote, not the quality, state, or action, but a result, or a possessor of it.**

1. There is no *relation* between us. (abstract)
2. He is a *relation* of mine. (common)
3. *Kindness* is a dmirable. (abstract)
4. He has done me many *kindnesses*. (common)

**256. As a rule, a proper, material, or abstract noun**

should not have an article placed before it. When any of these is used as a common noun, it must either be preceded by an article, or be put in the plural number (§§246, 252, 254).

## EXERCISE 68

Pick out the nouns in the following sentences and classify them :

1. There is hardly any place or any company, where you may not gain knowledge, if you please.
2. The love of money is the root of all evil ; but by a proper use of money, men can do much good.
3. Paris is celebrated for the beauty of its buildings.
4. Confucius was the Socrates of China.
5. A soft answer turneth away wrath, but grievous words stir up anger.
6. In wisdom and memory he is second to none.
7. Our schoolhouse is of wood, but theirs is of brick and stone.
8. The navy of Great Britain is the strongest in the world.
9. The nobility of his character is universally recognized.
10. Most kinds of food are not conducive to health, unless they are mixed with a certain amount of salt.

## CHAPTER XXIII

## NOUNS: GENDER AND NUMBER

257. GENDER is that inflection of a noun which denotes SEX. There are four genders :

1. A noun that is the name of a male being is in

the MASCULINE GENDER.

EXAMPLES: man, boy, father, son, brother, cock

2. A noun that is the name of a female being is in the FEMININE GENDER.

EXAMPLES: woman, girl, mother, daughter, sister  
hen

3. A noun that is the name of either a male or a female being is in the COMMON GENDER.

EXAMPLES: person, child, parent, friend, pupil

4. A noun that is the name of something without life is in the NEUTER GENDER.

EXAMPLES: house, stone, wood, door, book, pen,  
class, flock, goodness, justice.

258. The masculine is distinguished from the feminine in three different ways:

### I. BY A DIFFERENCE IN THE ENDING OF THE WORDS:

(a) By adding *ess* without any change in the form of the masculine:

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
author	author-ess	host	host-ess
baron	baron-ess	lion	lion-ess
count	count-ess	patron	patron-ess
giant	giant-ess	poet	poet-ess
god	godd-ess	prince	princ-ess
heir	heir-ess	shepherd	shepherd-ess

(b) By adding *ess* with the omission of the vowel of the last syllable of the masculine:



<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
actor	actr-ess	benefactor	benefactr-ess
conductor	conductr-ess	instructor	instructr-ess
director	directr-ess	Negro	Negr-ess
enchanter	enchantr-ess	tiger	tigr-ess
hunter	huntr-ess	traitor	traitr-ess

(c) By adding *ess* in a somewhat irregular way :

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
abbot	abbess	master	mistress
duke	duchess	master (boy)	miss (girl)
emperor	empress	Mr.	Mrs.
governor	governess	murderer	murderess
lad	lass	sorcerer	sorceress

## II. BY A CHANGE OF WORD :

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
bachelor	maid	husband	wife
boy	girl	king	queen
bull (or ox)	cow	lord	lady
brother	sister	monk	nun
cock	hen	man	woman
drone	bee	nephew	niece
earl	countess	papa	mamma
father	mother	sir	madam
gentleman	lady	son	daughter
horse	mare	uncle	aunt

## III. BY ADDING A WORD :

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
billy-goat	nanny-goat	great-uncle	great-aunt
buck-rabbit	doe-rabbit	land-lord	land-lady
jack-ass	she-ass	man-servant	maid-servant
grand-father	grand-mother	washer-man	washer-woman

259. The following ways of distinction between the masculine and the feminine are exceptional:

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
bride-groom	bride	widower	widow
hero	hero-ine		

260. NOUNS of the common gender:

parent, relation, baby, bird, cat, child, cousin, fox, friend, orphan, papil, person, rat, servant, sheep, student, etc.

261. Animals, things without life, and even qualities and emotions are sometimes regarded as persons. This is called PERSONIFICATION, and the thing is said to be PERSONIFIED.

A personified noun should begin with a capital letter

1. *Hope* enchanted *smiled* and waved *her* golden hair.
2. Let *Peace* forever hold *her* sway over the earth.

262. Personified nouns may be treated as masculine or feminine according to the following rules:

I. The names of objects distinguished for greatness, power, sublimity, etc., are regarded as masculine.

The Sun, June, Summer, Winter, Ocean, Thunder, Wind, Death, War, etc.

II. The names of objects distinguished for grace, beauty, gentleness, inferiority, etc., are regarded as feminine:

The Earth, the Moon, Spring, Hope, Virtue, Truth, Justice, Mercy, Charity, Peace, Humility, Pride, Fame, Liberty, etc.

III. Names of countries, when used to refer to nations are regarded as feminine.

China is so near to Japan that she sends many students there to study every year.

**263.** When we wish to distinguish the sex of animals, we take care to refer to them by means of the pronoun *he* or *she*.

In ordinary speech, most large animals are considered as masculine and hence are referred to by *he*; most small animals and insects are regarded as neuter and referred to by *it*.

*It* and *its* are often used to refer to very young children.

*She* and *her* are used in referring to a ship or other vessel.

**264.** NUMBER is that property of a noun which shows whether it indicates one person or thing, or more than one.

There are two numbers—the **singular** and the **plural**. **Singular** means one; **plural** means more than one.

**265.** The PLURAL of nouns in regularly formed by adding *s* to the SINGULAR; as *girl, girls; teacher, teachers*,

To this rule there are exceptions.

**266.** When the singular ends in *s, x, z, sh, or ch, es* is added and forms another syllable.

EXAMPLES: class, classes; box, boxes; topaz, topazes; fish, fishes; bench, benches

**267.** Nouns ending in *o* preceded by a consonant add *es* without increase of syllables. Nouns in *o* preceded by a vowel add *s*.

EXAMPLES: buffalo, buffaloes; cargo, cargoes; echo, echoes; hero, heroes; mosquito, mosquitoes; Negro, Negroes; potato, potatoes; volcano, volcanoes; bamboo, bamboos; cuckoo, cuckoos

Exceptions: memento, mementos; piano, pianos; proviso, provisos; two, twos; zero, zeros

268. Nouns ending in *y* after a consonant change *y* into *i* and add *es* without increase of syllables. Nouns in *y* after a vowel add *s*.

EXAMPLES: city, cities; lady, ladies; essay, essays; valley, valleys; etc.

269. Nouns in *f* or *fe* change *f* or *fe* into *ves*.

EXAMPLES: half, halves; knife, knives; leaf, leaves; life, lives; self, selves; etc.

Exceptions: belief, beliefs; chief, chiefs; cliff, cliffs; dwarf, dwarfs; fife, fifes; grief, griefs; gulf, gulfs; hoof, hoofs; kerchief, kerchiefs; proof, proofs; reef, reefs; roof, roofs; safe, safes; scarf, scarfs; strife, strifes

270. Some nouns form their plural in an irregular way. These are:

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
child	children	mouse	mice
foot	feet	Mr.	Messrs.
goose	geese	ox	oxen
louse	lice	tooth	teeth
man	men	woman	women

271. Some nouns have the same form in both numbers.

EXAMPLES: deer, gross, sheep, yoke, dozen, score, Chinese, Japanese, Portuguese

272. Compound nouns form their plural by adding *s* to the principal word.

EXAMPLES: bookcase, bookcases; spoonful, spoonfuls; mother-in-law, mothers-in-law; aid-de-camp, aids-de-camp; commander-in-chief, commanders-in-chief; man-servant, men-servant; woman-servant, women-servant.

273. The plural of *Mr.* (*mister*) is *Messrs.* (pronounced *messers*). With this title the name itself remains in the singular. Thus,

Mr. Lee, Messrs. Lee, or the Messrs. Lee.

274. The title *Mrs.* cannot be put into the plural, so the name itself is varied. Thus,

Mrs. Lee, the Mrs. Lees.

275. In the case of *Miss*, either the title or the name is varied. Thus,

Miss Lee, the Misses. Lee, or the Miss Lees.

276. Some foreign nouns that have been adopted into English still retain their original plurals. Some of them also take the English plural.

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
alumna	alumnae	ellipsis	ellipses
alumnus	alumni	erratum	errata
analysis	analyses	focus	foci
antithesis	antitheses	hypothesis	hypotheses
appendix	{appendices <i>or</i> appendixes	memorandum	{memoranda, <i>or</i> memorandums
axis	axes	parenthesis	parentheses
bandit	{banditti <i>or</i> bandits	phenomenon	phenomena
basis	bases	radius	{radii, <i>or</i> radiuses
crisis	crises	stratum	strata
datum	data	terminus	termini

277. Letters figures, and other characters add the apostrophe and *s* in the plural.

1. Be careful about your *p's* and *q's*.
2. Cancel all the *3's* and *6's*.
3. Don't write your *n's* and *u's* too much alike.
4. The matter will be considered by the M. P.'s.

278. Some nouns have two plurals differing in meaning. These are :

Brother	{ brothers (by blood). { brethren (of the same society).
Cloth	{ cloths (kinds or pieces of cloth). { clothes (articles of dress).
Die	{ dies (stamps for coining). { dice (cubes for gambling).
Fish	{ fishes (individuals). { fish (collection).
Foot	{ feet (parts of the body). { foot (foot soldiers).
Genius	{ geniuses (men of genius). { genii (spirits).
Head	{ heads (parts of the body). { head (of cattle).
Horse	{ horses (animals). { horse (horse soldiers).
Index	{ indexes (table of reference). { indices (signs in algebra).
penny	{ pennies (distinct coins). { pence (quantity in value).
Staff	{ staves (sticks or poles). { staffs (departments in the army).
Shot	{ shots (number of times fired). { shot (number of balls).

279. Some plural nouns have no singular corresponding in meaning. These are :

airs (assumed demeanor).	{ effects (goods and chattels).
beeves (cattle).	{ forces (army).
colors (flag).	{ goods (movable property).
compasses (dividers).	{ grounds (dregs).
customs (tax).	{ irons (fetters made of iron).

letters (literature).	house).
manners (behavior).	quarters (lodgings).
morals (character).	remains (dead body).
numbers (poetry).	returns (statistics).
parts (abilities).	spectacles (glasses).
premises (surroundings to a	

280. Some nouns are plural in form but singular in meaning.

EXAMPLES: ethics, gallows, means, measles, mathematics, optics, news, physics, pains, wages, whereabouts.

1. No *news* is good news.
2. *Mathematics* gives me much trouble.

281. Some nouns are used in the plural number only.

EXAMPLES: ashes, annals, assets, billiards, fireworks, dregs, pincers, proceeds, scissors, tongs, trousers, shears, thanks, victuals, vitals

1. The tailor has told me that your *trousers* are now ready to be sent.
2. These *scissors* are so dull that I cannot use *them*.

282. Strictly speaking, only common and collective nouns can be put into the plural number. But proper, material, and abstract nouns may also be pluralized when they are used as common nouns (§§ 246, 252, 254).

#### EXERCISE 69

Read a paragraph in your reader, and pick out all the nouns therein. Tell the kind, gender and number of each.

#### EXERCISE 70

Correct the errors, if any, in the following sentences :

1. His whereabouts are not known to any one present.

2. Ill news run apace.
3. What are the wages of a carpenter here?
4. Riches does not last forever.
4. Physics were formerly called natural philosophy.
6. There are a hundred sheeps in the flock.
7. The price of this thing is four pennies.
8. Mr. G is an alumni of Yale University, and Miss. J is an alumni of Wellesley College.
9. The eaves has not yet been finished.
10. The troop consisted of sixty horses.
11. The pains you are taking over that matter are not justified.
12. The rainbow is a strange phenomena.

## CHAPTER XXIV

### NOUNS: CASE

283. The following sentences show that the same noun may stand in different relations to other words in the sentence :

1. The *hunter* killed the tiger.
1. The tiger killed the *hunter*.
3. The *hunter's* coat was made of the tiger's skin.

In the first sentence, the *hunter* is represented as performing an act, and is said to be in the NOMINATIVE CASE; in the second, as receiving an act, and is said to be in the OBJECTIVE CASE; in the third, as possessing the coat, and is said to be in the POSSESSIVE CASE.

From the above, we notice that in the noun, one and the same form is used for both the nominative and the objective case, and another for the possessive.

284. CASE is the inflection of a noun to show the



relation in which it stands to another word. There are three cases—the nominative, the objective, and the possessive case.

1. The subject of a sentence is in the nominative case.
2. The object of a verb or preposition is in the objective case.
3. A noun used to denote possession or ownership is in the possessive case.

#### 285. USES OF THE NOMINATIVE.

1. The *farmer* plowed his field. (subject)
2. Fire is a good *servant* but a bad *master*.  
(predicate nominative)
3. *Mary*, what have you been doing?  
(nominative of address)
4. *Fire! Fire!* Listen to the alarm!  
(nominative of exclamation)
5. Johnson, a rich *merchant*, has succeeded well in business. (appositive with a nominative)
6. The *sun* having risen, we began to work.  
(nominative absolute)

The above examples show the principal constructions in which the nominative is used. Read the explanation which follows.

286. The subject of every sentence is in the nominative case. This requires no explanation.

1. *Man* becomes the master of nature through science.
2. *Perseverance* brings the world's wealth to the poor.

287. A predicate nominative, though in the predicate, refers to the same person or thing as the subject, and is therefore in the nominative case (§§ 24, 25).

1. The Yangtze is the longest *river* in China.

2. Knowledge is *power*.

288. A noun used for addressing a person directly, and not connected with any verb is in the nominative case of address.

1. *Jones*, where have you been?
2. *Mr. Ksang*, please take a chair.

289. A noun used in exclamation is in the nominative case of exclamation.

1. *Water! Water!* The house is on fire!
2. *Courage!* Help is at hand.

290. An appositive is a noun added to another noun or pronoun to make its meaning clear, and signifying the same person or thing. Hence the two are in the same case; if, then, the first is in the nominative case, the second will be in the same case.

1. Thomas, the *secretary*, read the minutes of the meeting.
2. This tall man is our principal *Mr. Chen*.
3. Lincoln, my *friend*, why were you so late?

291. A noun modified by a participle or participial phrase so as to form an absolute phrase is called a nominative absolute. A noun so used is in the nominative case (§ 211).

1. The *storm* having ceased, they set sail.
2. We arrived too late, the *steamer* having already gone.

## 292. USES OF THE OBJECTIVE CASE.

1. The typhoon destroyed the *ship*. (direct object)
2. A man without a *purpose* in life is like a *ship* without a *rudder*. (object of a preposition)
3. The trees afford the *traveler* shelter. (indirect object)

4. The manager appointed John his *secretary*. (objective complement)
5. The people of England beheaded Charles I, their *king*. (appositive with an objective)
6. The poor woman wept, bitter *tears*. (cognate object.)
7. Every person must sleep eight *hours a day*. (adverbial object)

The above examples show the principal uses of the objective case. Note each example carefully and study the following explanation.

**298.** The object of a verb or preposition is in the objective case. This requires no explanation.

1. The hunter shot a *bear*.
2. Snow crowned the *mountain*.
3. A thing of exceptional *beauty* is a joy forever.
4. A bird in *hand* is worth two in the *bush*.

**294.** An indirect object is really the object of some preposition (*to* or *for*) understood, and hence it is in the objective case.

1. The principal promised *William* a position.
2. I sent my *friend* a package.

**295.** An objective complement refers to the same person or thing as the direct object, and is therefore in the objective case.

1. We appointed Mr. Wood *umpire*.
2. Brutus thought Cæsar an ambitious *ruler*.

**296.** When a noun is used in apposition with another in the objective case, the appositive is also in the same case.

1. I like to read "The Merchant of Venice," a *play* by Shakespeare.

2. Many students study in Peking, the *capital* of China.

**297.** An intransitive verb may be followed by a noun of kindred meaning to that of the verb itself. This is called a cognate object and is in the objective case.

1. He will live a happy *life*.
2. The lovable child smiled a sweet *smile*.

**298.** A noun may be used without a preposition to denote time, distance, direction, price, and the like. It is called an adverbial object, since it modifies a verb, an adjective, or an adverb. A noun so used is in the objective case.

1. Robinson Crusoe remained several *years* on an island. (time)
2. The weary traveler walked *miles* before he came to a house. (distance)
3. Turn your head *this way*. (direction)
4. This book cost two *dollars*. (price)

### EXERCISE 71

Point out all the nominative and objective cases in the following and tell the use of each:

1. The principal cereals, i. e., corn, wheat, rice, and barley are all grown in China.
2. I gave the small boy some candy.
3. I begged the judge to hear my explanation.
4. Mr. Chang, the chairman, introduced the lecturer to the audience.
5. Three years ago, they fought a fierce battle.
6. These young men are model students.
7. The north wind, our welcome visitor, freshened the air.
8. Mencius was a man of great courage.

9. You can never accomplish anything that way.
10. Alexander, the celebrated king of Macedonia, conquered many countries in Europe and Asia.
11. Why did you go to Peking last week?
12. Please hand me my book, Mary.
13. The detective disguised himself as a poor beggar.
14. My friend, when can I see you again?
15. This man is my cousin.
16. A child behaves as his parents do.
17. I dreamed a sweet dream last night.
18. The teacher asked the boy his name.
19. To save money is sometimes the hardest thing in the world.
20. As some men gaze with admiration at the colors of a tulip, or the wing of a butterfly, so I am, by nature, an admirer of happy human faces.

## EXERCISE 72

Write sentence containing the following nouns (1) as subject, (2) as predicate nominative, (3) in apposition with the subject, (4) as direct object, and (5) as nominative absolute:

parents, boy, woman, friend, comrade, brother, rain, enemy, winter, father

## EXERCISE 73

Write sentences containing the following nouns (1) as direct object, (2) as object of a preposition, (3) as indirect object, (4) as objective complement, and, (5) as adverbial object:

children, girl, president, year, dollars, merchant, time, chairman, city, captain

**299. POSSESSIVE FORMS.** All nouns in the singular number and all nouns in the plural except those

ending in *s* form the possessive by the addition of the apostrophe and letter *s* ('*s*). Plural nouns ending in *s* add the apostrophe only.

EXAMPLES: the *lion's* head, the *children's* lessons, the *cat's* paws

NOTE: Such expressions as "for goodness' sake" "for conscience' sake" and "for Jesus' sake" are among the few exceptions to the above rule.

**300.** Possession may be expressed also by the preposition *of* and the objective.

EXAMPLE: the *dog's* ears = the ears *of the dog*

**301.** Compound nouns and noun phrases add the '*s* to the last word.

EXAMPLES: his *mother-in-law's* property, the *king of England's* palace

**302.** When several possessive nouns refer to the same noun and imply common possession, the '*s* should be added to the last only. Thus,

*Mary and Jane's* school stands at the center of the city.

**303.** If common possession is not implied, or if the different possessors are thought of as separate or opposed; the possessive sign should be used with each one. Thus,

1. Both the *tailor's* and the *baker's* houses were destroyed by fire last night.

2. He was his *parent's*, as well as his *sister's* favorite.

3. Is this a *boy's* or a *girl's* voice that I hear?

**304.** When a possessive noun is followed by an appositive, the possessive sign should be added to the appositive only. Thus,

1. This is *Longfellow, the poet's* home.

2. Their *daughter, Mary's* hair is brown.

305. For the sake of euphony, it is often better to use the preposition *of* than the sign of the possessive. Thus,

1. The president *of* the United States lives in the White House.
2. This is the opinion *of* my wife's mother.
3. The law of gravitation was the discovery *of* Sir Isaac Newton, the great astronomer.

### 306. USES OF THE POSSESSIVE CASE.

1. This my *friend's* home. (possessor)
2. I have just bought a copy of *Tolstoy's* stories. (author)
3. The excessive use of tobacco is very harmful.
4. The *bandit's* execution will take place to-morrow. (object)

(1) A noun used to denote possession or ownership is in the possessive case (§ 283).

(2) Besides the possessor, the possessive case may also denote the author, inventor, or discoverer; as, *Longfellow's* poems, *Fulton's* steamboat, *Newton's* Laws of Motion.

(3) & (4) A possessive may modify a noun denoting action. If this noun should be changed to a verb, the possessive would in some case become the subject of this verb; in others it would become its object. Hence the possessive may be used to denote the agent or the object; as, *Washington's* address to his troops (agent), *Napoleon's* defeat at Waterloo (object).

307. The use of the possessive case is restricted to those nouns shown below :

#### (1) Nouns denoting PERSONS AND ANIMALS.

the *lady's* name, *William's* home, a *dog's* instinct

## (2) Nouns denoting PERSONIFIED OBJECTS.

*Fortune's* smile, *Sorrow's* tears, *duty's* call

## (3) Nouns denoting certain DIGNIFIED OBJECTS.

the *sun's* rays, the *moon's* crescent, *Nature's* work,  
the *earth's* creatures, *the soul's* consolation, *heaven's*  
will, *truth's* triumph, *country's* welfare

## (4) Nouns denoting TIME, DISTANCE, or WEIGHT.

*to-day's* paper, two *months'* vacation, a *stone's* throw,  
fifty *miles'* journey, ten *pounds'* weight

## (5) Nouns in some FAMILIAR PHRASES.

AT ONE'S WIT'S END (不知所措)—When the  
bandits found that their house had been surrounded  
by soldiers, they were at their *wit's* end.

HAVE AT ONE'S FINGERS' END (博通淹貫)—  
She has all the arts and sciences at her *fingers'*  
end.

AT ONE'S JOURNEY'S END—Towards evening  
we got to our *journey's* end.

308. Nouns that do not denote living beings do not  
add the 's to form the possessive case. The preposition  
*of* with the objective is used instead of it. Thus,

The leaves *of* the tree (NOT the tree's leaves) are  
green in summer.

309. Sometimes the possessive sign is needed in addi-  
tion to the preposition *of*. Thus,

1. That gold watch *of* my *friend's* cost two  
hundred dollars.
2. Clara is a friend *of* my *sister's*.
3. I will sacrifice everything for this friend *of* mine.



## EXERCISE 74

Give the gender, number, and case of each noun in the following sentences and tell why it is in that case :

1. A cold chill ran through Sam's veins.
2. The dramas of Shakespeare's are read all over the world.
3. Poor Cinderalla! Her life was very hard.
4. For goodness' sake, don't make that poor bird suffer so much.
5. The general marches northward with a body of four thousand horse.
6. There is an auction sale at Smith and Robinson's store to-day.
7. This is my sister's coat, and that is my brother's.
8. Captain Brown was a friend of general Grant's.
9. The monarchical systems of Germany and Russia were abolished after the Great War.
10. Be always prompt at Duty's call and never listen to Temptation's whisper.

## EXERCISE 75

Correct the errors in the following sentences :

1. This hammer's handle is madele of wood.
2. Let us compare Alexander and Napoleon's victories.
3. My uncle's and aunt's house is in Shanghai.
4. She refused to listen to her parents, or her teacher's advice.
5. I don't know anybody's else new book on social science.
6. France and England's armies fought very bravely in the World War.
7. I saw your friend in the street yesterday. Can you guess who it was?

8. This was Franklin's motto, the distinguished philosopher's and statesman's.
9. Have you seen my sister's Jane book?
10. John and Harry's houses were both burned down during the great fire.
11. Zerxes' death prevented another invasion of Greece.
12. It was the student's not and teacher's choice.
13. The writer being a scholar is not doubted.
14. The king and queen's crowns are made of gold and set in diamonds.
15. Chang's and Wang's occupation was that of fisherman.
16. My brother's wife's sister's drawing have been much admired.
17. The Bank of England was established in William's and Mary's reign.
18. Webster and Worcester's dictionary may be bought at Ticknor's and Field's bookstore.

## CHAPTER XXV

### PERSONAL PRONOUNS

310. Read the following passage :

There was once a king of Persia, *this king* took delight in doing common things in very uncommon ways. At one time *the king* was in need of a man, *this man* would do just what *the man* was told to do; and *the king* took a very strange way to find *the man*.

The above passage sounds very awkward, for the nouns *king* and *man* are repeated too often. We can, however, improve it by replacing the italicized nouns with other words. Thus,

There was once a king of Persia *who* took delight in doing common things in very uncommon ways. At one time *he* was in need of a man *that* would do just what *he* was told to do; and *he* took a very strange way to find *him*.

The words that are used in place of the nouns are called PRONOUNS.

**311. A pronoun is a word used instead of a noun. The constructions of pronouns are the same as those of nouns.**

There are five different kinds of pronouns:

1. PERSONAL PRONOUNS; as *I, you, he, etc.*
2. DEMONSTRATIVE PRONOUNS; as, *this, that, etc.*
3. INDEFINITE PRONOUNS; as, *any, one, etc.*
4. RELATIVE PRONOUNS; as, *who, which, etc.*
5. INTERROGATIVE PRONOUNS; as, *who? what? etc.*

**312.** The personal pronouns are so called, because they are used to denote:

- (a) The person speaking (pronouns of the first person): *I, we, etc.*
- (b) The person spoken to (pronouns of the second person): *you, your, etc.*
- (c) The person or thing spoken of (pronouns of the third person): masculine, *he*; feminine, *she*; neuter, *it*; plural *they*; etc.

**313. FORMS OF PERSONAL PRONOUNS.** The personal pronouns may be subdivided into SIMPLE and COMPOUND. Example of simple personal pronouns: *I*; compound, *myself*. Personal pronouns have the same difference of gender, number, and case that nouns have. Learn the following forms:

## SIMPLE PERSONAL PRONOUNS

FIRST PERSON	SECOND PERSON	THIRD PERSON
<i>Singular</i>		
<i>Nom.:</i> I	you (thou)	he, she, it
<i>Poss.:</i> my, mine	your, yours (thy, thine)	his, her, hers, its
<i>Obj.:</i> me	you (thee)	him, her, it
<i>Plural</i>		
<i>Nom.:</i> we	you (ye)	they
<i>Poss.:</i> our, ours	your, yours	their, theirs
<i>Obj.:</i> us	you (ye)	them

## COMPOUND PERSONAL PRONOUNS

FIRST PERSON	SECOND PERSON	THIRD PERSON
<i>Singular:</i> myself	yourself (thyself)	himself, herself, itself
<i>Plural:</i> ourselves	yourselves	themselves

314. The old forms *thou, thy, thine, thee, ye* and *thyselſ* are now rarely used except in poetry and prayers.

315. The possessive forms *my, your, her, our,* and *their* always modify nouns attributively like adjectives, and are, therefore, placed before nouns. Thus,

1. *My* fountain pen is expensive.
2. *Your* uncle is a merchant.
3. I received *her* letter yesterday.

316. The possessive forms *mine, yours, hers, ours,* and *theirs* are not followed by nouns, for they may be used in many of the constructions in which a noun is used; namely, as the subject of a verb, as the object of a verb, as the object of a preposition, as a predicate nominative, etc. Thus,

1. Your coat is long; *mine* is short.
2. I have found my book, but not *yours*.
3. I met a friend of *hers* yesterday.
4. This is your room; that is *ours*.

**317.** The compound personal pronouns, or self pronouns have two distinctive uses—the INTENSIVE, and the REFLEXIVE. In the first case, the self pronoun emphasizes a noun, or a simple personal pronoun, and is in apposition with it. In the second, the self pronoun is the object, indirect object, or the object of a preposition in a sentence, and denotes the same person or thing as the subject, that is, the subject is represented as doing something to itself.

## INTENSIVE USE :

1. The chairman *himself* replied to my question.
2. Jane told me that *herself*.
3. You should be blamed for that *yourself*.
4. I *myself* opened the door.

## REFLEXIVE USE :

1. I shall hardly know *myself* in such a dress.
2. Have confidence in *yourself*.
3. He gave a *himself* a blow.
4. The girl amuses *herself* by singing and dancing.

## EXERCISE 76

Pick out the personal pronouns and mention the person, gender, number, and case of each. Tell the use of each :

1. He is my only friend, faithful and just to me.
2. The spoken word cannot be recalled. It must go on its way for good or evil.
3. No one respects a man who does not respect himself.
4. Envy shoots at others and wounds herself.
5. The world went well with her, and she liked the world.
6. They glared at us angrily.
7. She amused herself with books and music.
8. You must protect yourself from wrong.

9. We ourselves were wrapped up in our furs.
10. I like your seat better than hers.
11. Between you and me, I know that story to be false.
12. I have no words which can express the poor man's thankfulness, neither could he express it himself.
13. I am not quite sure of this myself.
14. My thanks are due to you for your trouble.
15. Your book is soiled: mine is not.
16. They are very good friends of mine.

## EXERCISE 77

Use these personal pronouns in sentences of your own:

me, he, you, him, her, mine, your, them, our, it, us,  
yourself, himself, ourselves

**318. CAUTION:** I, WE, HE, SHE, and THEY, which are NOMINATIVE forms, must not be used in the objective case. ME, US, HIM, HER, and THEM, which are OBJECTIVE forms, must not be used in the nominative case.

**319. CAUTION:** Do not use *he, it, they* or any other pronoun, when its reference to an antecedent would not be clear. Repeat the noun, quote the speaker's exact words instead or recast the sentence.

*Incorrect:* The boy cannot leave his father; for if he should leave *him, he* would die.

*Correct:* The boy cannot leave his father; for if he should leave *his father, his father* would die.

*Incorrect:* John said to Henry that *he* was drunk.

*Correct:* John said to Henry, "I am drunk." or  
John said to Henry, "You are drunk."

**320. CAUTION:** The pronoun should agree with its antecedent in gender, person, and number.

*Incorrect:* Let each man do *their* own work.

*Correct:* Let each man do *his* own work.

**321. CAUTION:** Do not use pronouns needlessly.

*Incorrect:* The father *he* died, the mother *she* followed, and the children *they* were taken sick.

*Incorrect:* Napoleon, Waterloo having been lost *he* gave himself up to the English.

*Correct:* Omit the italicized pronouns.

**322. CAUTION:** The verb *to be* takes the same case of the pronoun after it or before it. Thus,

1. It is *I* (not *me*) that owe you everything.
2. I thought that it was *he*. (not *him*)
3. I thought it to be *him*. (not *he*)
4. It was not *they* (not *them*): it was *she* (not *her*).

**323. CAUTION:** Politeness requires that the one spoken to should be mentioned first; the one spoken of, next; and the speaker himself, last.

*Incorrect:* *I, Henry* and *you* have been chosen.

*Correct:* *You, Henry* and *I* have been chosen.

### EXERCISE 78

Correct the errors in the following sentences:

1. Is it me you wish to see?
2. It could not have been us that he meant.
3. Has everybody performed their duties?
4. John's father died before he was born.
5. Them that study grammar talk no better than me.
6. He said to his friend that, if he did not feel better soon, he thought he had better go home.
7. He invited you and I and Mary.
8. My horse is not so strong as your.
9. I am not so young as her; she is younger than me by ten years.

10. If I were her, I would talk less.
11. He was angry, and me too.
12. Wu tried to find Chen in the crowd, but failed because he was so short.
13. Yours cow gives more milk than my cow.
14. His mother was opposed to him entering that school.
15. Whom can I trust, if not he?
16. How I wish that I were him!
17. I took that tall man to be he.
18. She was taken to be me.
19. Me and John are going to the city.
20. Between you and I, I don't believe a word of it.
21. What do you think of me studying French?
22. Him and me are of the same age.
23. Every plant and every tree produces others after their kind.
24. It might have been him who did it.

## CHAPTER XXVI

### THE EXPLETIVE 'IT'

**324.** As a personal pronoun, the word *it* is used to refer to an animal or an object without life. In addition to this, *it* may be used merely to fill a place in a sentence. Then it has no meaning in itself and is called an EXPLETIVE.

**325.** The expletive *it* may be usee as a grammatical subject to a verb, while the real subject (a noun infinitive or a noun clause) comes after the predicate verb.

1. *It* is a golden rule for youth to act according to conscience. (= To act according to conscience is a golden rule for youth.)



2. *It* is a true saying *that we are nev.r too old to learn*  
 (=That we are never too old to learn is a true saying.)

NOTE: Out of this construction there arise such familiar expressions:

It is believed that . . .  
 It is (well) known that . . .  
 It is said that . . .  
 It is reported that . . .  
 It is rumored that . . .  
 It is thought that . . .  
 It is supposed that . . .  
 etc., etc.

**326.** The expletive *it* may be used to replace the object of a verb that requires, besides, the direct object, an objective complement (§26). Than the real object (a noun infinitive or a noun clause) is placed after the complement.

1. The minister regarded *it* his duty *to speak for the prestige of his mother country.*
2. We deem *it* necessary *that an examination of every branch of learning of the students is to be held at the end of each term.*

**327.** *It* is indefinitely used as the subject of impersonal verbs expressing (a) TIME, (b) DISTANCE, or (c) any NATURAL PHENOMENON.

- (a) *It* is too late. What time is *it*? *It* is half past ten. *It* is Saturday. *It* is our National Holiday. *It* is winter now.
- (b) How far is *it* from Anking to Nanking?  
*It* is about 180 miles from Anking to Nanking.  
*It* is not far from here.
- (c) *It* rains. *It* is raining heavily.  
*It* snowed heavily last winter.  
*It* is fine to-day, but *it* is very cold.

**328.** The subject or object or adverbial modifier of a verb is often made EMPHATIC by being placed after the expletive *it* and the verb *to be*. The relative pronoun *that* is regularly used as the connective in such constructions.

1. a. I urged him to apologize.  
b. *It was I that* urged him to apologize.
2. a. *Little things* chiefly disturb the mind.  
b. *It is little things that* chiefly disturb the mind.
3. a. I am reading *a novel*, not a magazine.  
b. *It is a novel*, not a magazine, *that* I am reading.
4. a. The Republic of China was born *on the 10th of October in 1911*.  
b. *It was on the 10th of October in 1911 that* the Republic of China was born.
5. a. He shows great courage, *when something unusual happens*.  
b. *It is when something unusual happens that* he shows great courage.

NOTE: This use of the expletive *it* gives birth to the following expressions:

It is I (you, he, we, etc.).  
It was I (you, he, we, etc.).

**329.** *It* in other idiomatic expressions:

1. How *is it* with your mother? (How is your mother?)
2. *It is* well with her. (She is well.)
3. *It went* hard with him. (彼遭不幸.)
4. *It is* all over (or all up) with him. (彼已無望.)
5. *It fared* well with me. (我極順遂.)
6. I am determined to brave *it* out (or to brazen *it* out). (打定主意硬幹下去.)
7. *It is* always so with him.
8. He lords *it* over his inferiors. (盛氣凌人.)
9. We shall have a hard time of *it*.

10. He leads a dog's life of *it*. (辛苦度日.)
11. There is nothing to do but to walk *it*.
12. How is *it* that you are always late in attending school?
13. *It* seemed as if they had but one heart and one purse between them.
14. *It* is with ideas as with pieces of money; those of least value generally circulate the best.

NOTE: It is with A as with B=A is like B.

## EXERCISE 79

Point out the real subject in the following sentences:

1. It is natural to man to indulge in the illusions of hope.
2. It has been proved that the earth is round.
3. It is now believed that the story of William Tell is a myth.
4. It is too late to shut the stable door when the steed is stolen.
5. It is delightful to ride in an automobile.
6. It is true that time and tide wait for no man.
7. It sometimes happens that the brightest student fails in the examination.
8. It is not all of life to live.
9. It seems strange that I have not seen you for a long time.
10. It is our hope that you will succeed.

## EXERCISE 80

Rewrite each sentence so as to lay emphasis on the italicized part:

1. *Patience* will work wonders.
2. I see *the path of duty* before me.
3. America was discovered *by Christopher Columbus*.

4. The workmen in the factory went on strike *for high wages*.
5. I fear *the dog*, not the man.
6. We were attacked *on every side*.
7. He gives us *what our circumstances demand*.
8. They parted *in tears*.
9. *When the signal had been given*, the race began.
10. I met her, *while I was walking on the street*.

## CHAPTER XXVII

### DEMONSTRATIVE AND INDEFINITE PRONOUNS

**330.** DEMONSTRATIVE PRONOUNS are so called because they point out definitely the person or thing spoken of for special attention.

**331.** The demonstrative pronouns are *this* (plural, *these*) and *that* (plural, *those*). *This* is used of a near object and *that*, of an object farther away.

1. *This* is my desk : *that* is yours.
2. *That* is Ta Lung Shan far away to the north ; *this* is one of the hills nearer us.
3. *These* are fresh oranges : *those* are decayed ones.

**332.** When two nouns have been mentioned in a previous sentence or clause, we may use *this* to refer to the *latter* noun, and *that* to the *former*.

1. *High* and *tall* are synonyms : *this* may be used in speaking of what grows — a tree ; *that* speaking of what does not grow — a mountain.
2. *The selfish* and *the benevolent* are found in every

community; *these* are sought after, while *those* are shunned.

**333.** The word *that* and its plural form *those* are used to avoid the repetition of a noun.

1. The climate of Anking is not so warm as *that* (=the climate) of Hankow.
2. The feathers of a partridge are not like *those* (=the feathers) of a dove.
3. His dress is *that* (=the dress) of a gentleman, but his speech and behavior are *those* (=the speech and behavior) of a clown.

**334.** The words *this* and *that* can be used to substitute a clause or sentence previously mentioned.

1. You have never told a lie; and *this* is a proof of your honesty.
2. He accomplished such a hard task; and *that* in less than a week.

**335.** *Those who* is often used in the sense of *anybody who* (凡 . . . 者)

1. *Those who* distrust others are likely to be distrusted themselves.
2. *Those who* insult themselves will be insulted by others.

**336.** INDEFINITE PRONOUNS resemble the demonstrative in their use, but they point out objects less clearly or definitely.

**337.** The indefinite pronouns are:

*all, another, any, both, each, either, few, many, neither, none, one, other, several, some, such, each, other, one another*

ALL—*All* are here; no one is absent.

ANOTHER—He is a good musician; his brother is *another*.

ANY—Do you want *any* of these books?

BOTH—*Both* of you are correct.

EACH—*Each* of us has his own faults.

EITHER—*Either* of the two girls is cleverer than you.

FEW—There are *few*, if any, of such men.

MANY—*Many* of you are mistaken.

NEITHER—*Neither* of us will attend the meeting.

NONE—All men have brothers; I alone have *none*.

ONE—*One* says this, another that; whom should I believe?

OTHER—Do to *others* what you would have *others* do to you.

SEVERAL—I watched *several* of the students playing tennis.

SOME—Some boys are diligent; *some* are idle.

SUCH—Prosperous men are much exposed to flattery; for *such* alone can be made to pay for it.

EACH OTHER—The two children love *each other*.

ONE ANOTHER—They all fought with *one another*.

338. ALL in idiomatic expressions:

AFTER ALL (究竟, 到底)—As far as we know, a man is a selfish being *after all*.

ALL IN ALL (最鍾愛者, 全然)—You are *all in all* (=everything) to me. Trust me *all in all*.

IN ALL (共計)—There are five hundred students *in all*.

ONCE FOR ALL (只一度, 斷然)—You had better tell him so *once for all*.

AT ALL—This is an emphatic phrase used negatively, interrogatively, or after *if*, and expressing a variety of meaning.

1. You do not understand your lesson *at all* (in the least).
2. What do you study for *at all* (anyhow)?
3. If you do a thing *at all*, do it well. (Do a thing well; or do not do it *at all*.)

**339. ANY, SOME.** *Any* means an indefinite number of persons and things, and denotes that it does not matter which persons or things. *Some* is the opposite of none.

1. *Any* of the students who violate this rule will be dismissed.
2. *Some* of the students have secured permission to go home on Saturday.

Generally speaking, *some* is used affirmatively; *any* is used negatively, interrogatively, or after *if*.

1. You have so many books; lend me *some*.
2. I am not acquainted with *any* of the teachers.
3. Do you want *any* of these books?
4. If you want *any* of them, you may take *some*.

**340. EITHER, NEITHER.** *Either* means one of two; and *neither* is its negative. In the case of three or more, *any* and *none* are used.

1. *Either* of you two boys may go for the mail.
2. *Neither* of the two girls is a good athlete.
3. He does not care for *any* of these pears.
4. Of the four children, I know *none*.

**341. FEW, A FEW, SEVERAL.** *Few* means not many; *a few* means *some* as opposed to *none*; and *several* emphasizes, more than *a few* does, the fact that there are *some*.

1. *Few* of the students got high grades, not more than ten out of the whole class.
2. Not all students go home on Saturday; *a few* still stay in school.

3. Were there only two students in the room? Oh, no, there were *several*.

342. ONE. This word has two distinctive uses:

- (a) Used in the sense of any person or every person. In this case, it is always singular and referred to by another *one*.
1. *One* should love *one's* parents.
  2. *One* should take care of *one's* health.

NOTE: When preceded by *any, every, some, or no*, it is referred to by *his*.

1. *Every one* must do *his* duty.
  2. *No one* knows *his* future.
- (b) Used to save the repetition of a noun. In this case, we may use *ones* to refer to a plural noun.
1. He wants a fountain pen, but he has no money to buy *one* with.
  2. There are three rooms upstairs — one large *one*, and two small *ones*.

343. EACH OTHER, ONE ANOTHER. *Each other* should be used with reference to two persons or things, and *one another* to more than two.

1. Those two boys help *each other*.
2. All men should love *one another*.

#### EXERCISE 81

Correct the errors in the following sentences:

1. It is strange that a few of you can answer this question.
2. Any of these two roads will take you to the city.
3. His paintings are better than that of his master.
4. Do you know either of these three gentlemen?
5. Children should be taught to love each other.



6. Water and air are both necessary to man ; this is less important than that.
7. I am fond of apples ; if you had some, please give me any.
8. Of the four boys I like neither of them.
9. Health is more valuable than wealth, for that can not give us such true happiness as this.
10. One should do his duty.
11. I asked him to lend me a novel, but he said he hadn't it.
12. If two straight lines cut one another, the vertical angles are equal.
13. Here are three candidates : you may vote for either or neither of th m.
14. Neither of the three robbers was forgiven.
15. You may hand the book to any of the two girls.

EXERCISE 82

Use the following pronouns in sentences of your own :

this, that (in pairs), these, those (in pairs), either, neither, any, none, some, one, each other, one another

CHAPTER XXVIII

RELATIVE AND INTERROGATIVE PRONOUNS

**344.** Examine the following complex sentence :

The man *who* perseveres always succeeds in life.

The subject of the subordinate clause is *who*. It is a pronoun, for it takes the place of the noun *man*. Moreover, it connects the subordinate clause with the principal clause by referring back to the noun *man*. On account of this, *who* is called a RELATIVE PRONOUN.

**345.** A RELATIVE PRONOUN connects a subordinate clause with a principal clause by relating to some preceding words or group of words.

The word or group of words to which a pronoun refers is called its ANTECEDENT.

**346.** Relative pronouns may be subdivided into SIMPLE and COMPOUND.

The simple relatives are: *who* (poss. *whose*: obj. *whom*), *which* (poss. *whose*), *that*, *as*, and *but*

The compound relatives are: *what*, *whoever* or *whosoever* (poss. *whosoever* or *whosoever*; obj. *whomever* or *whomsoever*), *whichever*, or *whatsoever*, *whatever* or *whatsoever*

*That*, *as*, and *what* have no inflection. They have the same form for both nominative and objective, and are not used in the possessive case.

**347.** *Who* is used of persons. *Which* refers to animals or things, or to a collection of persons, such as a family, a society, a nation, etc. *That* may be used of persons, animals, or things, or of all together. Each of the three may be in either number. Thus,

1. The gentleman *who* (singular) was here yesterday desires to see you.
2. The children *who* (plural) are playing in the garden are my cousins.
3. This is the man *whom* (singular) I wished to see.
4. They are the foreigners *whom* (plural) I saw yesterday.
5. The meeting, *which* (nominative, singular) was held yesterday, was a success.
6. The careless messenger lost the letters *which* (objective, plural) I had intrusted to him.
7. The house *that* (objective, singular) he bought last year has burned down.

8. The country-fellow watched the crowd *that* (nominative, plural) passed unceasingly in the street.
9. Mr. Wang *whose* (singular) brother is my teacher comes to see me often.
10. The trees, *whose* (plural) tops had been struck by lightning, were cut down.

348. *As* can be used as a relative pronoun, only when it is preceded by *such* or *the same*. The verb after *as* is often omitted. Thus,

1. Give away such things *as* you can spare.
2. You have made such a reputation *as* your friend will be proud of.
3. My friend wears the same hat *as* I (wear)
4. His coat is not the same *as* mine.

349. *But* used after a negative is sometimes called a "negative relative." It is equivalent to *that . . . not*. Thus,

1. There is no man *but* errs. (=that does not err.)
2. Not a minute passes *but* human beings die. (=in which human beings do not die.)

350. A relative pronoun must agree with its antecedent in person and number. Thus,

1. Will you go with me *who* (1st. pers. singular) *am* going home to-morrow?
2. It is you *who* (2nd pers. singular or plural) *are* wrong.
3. The man *who* (3rd. pers. singular) *is* happy himself makes other happy.

351. The case of a relative pronoun has nothing to do with its antecedents. but depends on its construction in the subordinate clause.

1. The boy (nominative) *who* (nominative) comes to school late will be punished.

2. The students (nominative) *whom* (objective) I teach are all diligent.
3. I do not know the person (objective) *who* (nominative) talked with you.
4. I know no such persons (objective) *as* (objective) you have mentioned.

**352.** A relative pronoun in the objective case is often omitted.

1. The beggar bowed to every man (*whom*) he met.
2. Give me the letter (*which*) you wish me to mail.

**353.** RESTRICTIVE and CONTINUATIVE RELATIVES. Relative pronouns have two uses, which may be seen in the following sentences :

1. I want a book *which* treats of prepositions.
2. I want to buy this book, *which* (=for it) treats of prepositions.

In the first sentence, the relative clause is very closely connected with the antecedent *book*, and restricts the application of this noun to that particular book which treats of prepositions.

In the second, the relative clause has no restrictive forces on the noun *book*. It merely describes the book by adding a fact about it.

**354.** *Who*, *which* and *that* are all common as restrictive relatives ; but *that* is often preferred to *which*, especially in the nominative case.

Restrictive clauses should not be set off in commas. Continuative clauses are thus separated from the rest of the sentence. Thus,

1. Boys who receive no education will have little chance of success. (restrictive)
2. The book that (or which) I read is my sister's. (restrictive)

3. It is a pleasure to teach my class, who are all clever and diligent. (continuative)
4. Last year I bought a watch which cost me ten dollars (continuative)

355. The compound relatives (§346) serve both in principal clauses as antecedents and in subordinate clauses as relatives. Its case form entirely depends upon its construction in the subordinate clause.

1. *what* (=the thing which) is one man's meat may be another's poison.
2. The fire destroyed *what* was in the building.
3. He gives us *what* our wants require.
4. Call on *whoever* lives nearest us.
5. I will give a prize to *whoever* writes best.
6. I will give a prize to *whomever* the committee selects.

### EXERCISE 83

Fill the blanks with relative pronouns and mention the antecedent.

1. You honor the girl — got the highest marks in class.
2. The islanders spend most of the time in doing things — you would call very uninteresting.
3. He has some friends — I know.
4. A young merchant — name was Thomas, was the first — enlisted.
5. Was it you or the wind — shut the door?
6. I know no such person — you mention.
7. That is the captain — ship was wrecked last month.
8. Nothing — you can do now will help me.
9. Cotton, — is a plant, is woven into cloth.
10. The young man gazed at the ship — was taking his companion away from him.

## EXERCISE 84

Fill each blank with the proper form of the verb *to be* and state the reason :

1. Do not find fault with her, who — not to blame.
2. Such of you as — diligent deserve to be praised.
3. I, who — a poor runner, cannot win the race.
4. We should honor this flag, which — a symbol of China.
5. The diamond, which — pure carbon is a brilliant gem.
6. You ought to help me, who — your intimate friend.
7. Those of you who — idle have little chance of success.
8. Nobody who — young ever really expects old age.
9. He, who — fond of good books, will never feel lonely.
10. It is I that — wrong.

## EXERCISE 85

Pick out all the relative pronouns ; tell their gender, number, and person ; mention their antecedents ; explain their case :

1. The dragonfly, whose wing was broken, fell to the ground.
2. He told me what he knew.
3. He is the very man that we want.
4. The place from which the light came was a village inn.
5. Such gold as the miner found was mixed with sand.
6. We met Miss L. whom we thought to be very polite.
7. One of the robbers who are caught has confessed his crime.

8. This disease is the same as what attacked the silkworm last year.
9. The boy, the dog, and the gun that I saw lying in the boat were no longer there.
10. The man whose hat was lost is here.
11. The book from which I copied that sentence was published in America.
12. There was not a player but gladly joined the game.
13. Tell whomever you please.
14. My brother, whose home has been burned by the brigands, naturally feels bitter toward them.
15. What's yours is mine, and what's mine is yours.

EXERCISE 86

Use these relative pronouns in sentences of your own :

*who, whose, whom, which* (both nominative and objective), *that* (both nominative and objective), *as, what, whoever, whomever*

356. INTERROGATIVE PRONOUNS are those that are used in asking questions.

The interrogative pronouns are *who* (poss. *whose*, obj. *whom*), *which* and *what*.

1. *Who* is your best friend?
2. *Whose* books are these?
3. *Whom* did you meet in the park?
4. To *whom* did you write a letter this morning?
5. *Which* of your class is most diligent?
6. *What* is the name of that student?

357. *Who* is used of persons in a general sense, *which* of either persons or things in a selective sense, and *what* of things in a general sense. When used of a person, *what* asks about his occupation, or social position. Thus,

*Who* is that man standing there?

2. *Which* of these girls is your sister?
3. *What* is that man? He is a teacher.

358. CAUTION: The object of a transitive verb or of a preposition should be in the objective case, Thus,

1. I saw the man *whom* (not *who*) we thought to be dead.
2. *Whom* (not *who*) does she look like if not her mother?

359. CAUTION: Several connected relative clauses referring to the same antecedent require the same relative pronoun. Thus,

This is the horse *that* started first, and *that* (not *which*) reached the stand last.

260. CAUTION: *That* is almost always used in restrictive clauses. Hence, when the relative clause is not restrictive, *who* or *which*, and not *that*, is generally used. Thus,

An ocean of air, *which* (not *that*) is a compound of oxygen and nitrogen, envelops the earth.

261. CAUTION: The relative pronoun should be placed as near as possible to its antecedent.

*Incorrect:* The *pupil* will receive a reward from his teacher *who* is diligent.

*Correct:* The *pupil who* is diligent will receive a reward from his teacher.

### EXERCISE 87

Correct the errors in the following sentences and give the reason:

1. Time, that is a precious gift, should not be wasted.
2. A purse was picked up by a boy that was made of leather.



3. It was Joseph that was sold into Egypt, who became the governor of the land, and which saved his father and brothers from famine.
4. All what he saw he described.
5. Who did you suppose it to be?
6. My sister is one of the few girls who never neglects an opportunity for doing good.
7. Whom did you suppose it was?
8. We will refer it to whoever you may choose.
9. They need no spectacles that cannot see.
10. Those which say so are mistaken.
11. Three-fourths of the earth's surface are covered by water, that is composed of hydrogen and oxygen.
12. He did that what was right.
13. The chief material which is used now in building is brick.
14. Her hair hangs in ringlets, which is black and gossy.
15. Who should I meet the other day but my old friend?
16. He gave his property to those whom he thought were his friends.
17. It was not I who did it.
18. A dog was found in the street that wore a brass collar.
19. Who did she refer to, he or I?
20. It is one of the most valuable books that has ever been published in China.

## CHAPTER XXXIX

## ADJECTIVES

362. Examine the following sentences :
1. Apples were picked.
  2. *Mellow* apples were picked.
  3. *Sweet, mellow* apples were picked.

4. *Large, sweet, mellow* apples were picked.

The noun *apples* may refer to any apples in the world; but the phrase *mellow apples* can refer only to a restricted number of apples, since many apples are not mellow. *Sweet, mellow apples* refers to a smaller number, since not all mellow apples are sweet. *Large, sweet, mellow apples* can refer to a still smaller number, for those that are small are excluded.

In these examples, the words *large, sweet, and mellow* describe or limit the noun *apples*; they are called ADJECTIVES.

**363. An adjective is a word that modifies a noun or a pronoun.**

There are eight kinds of adjectives;

- |                             |              |          |
|-----------------------------|--------------|----------|
| 1. PROPER ADJECTIVES        | } . . . DES- |          |
| 2. DESCRIPTIVE ADJECTIVES   |              | CRIPTIVE |
| 3. QUANTITATIVE ADJECTIVES  | } . . . LI-  |          |
| 4. NUMERAL ADJECTIVES       |              |          |
| 5. DISTRIBUTIVE ADJECTIVES  |              |          |
| 6. DEMONSTRATIVE ADJECTIVES |              |          |
| 7. RELATIVE ADJECTIVES      |              |          |
| 8. INTERROGATIVE ADJECTIVES |              |          |

**364. PROPER ADJECTIVES** are derived from proper nouns. They must begin with capital letters.

The *Chinese* flag=the flag of China.

The *Japanese* good=the goods of Japan.

The *English* language=the language of England.

The *French* government=the government of France.

**365. DESCRIPTIVE ADJECTIVES** are those which tell something about the appearance, nature, or properties of a person, a place, or a thing. Nearly all adjectives in English are included in this class. As few examples: *good, bad, kind, cruel, square, round, large, small, tall, short, rich, poor, fat, lean, old, young, ugly, beautiful.*

**366. QUANTITATIVE ADJECTIVES** express the idea of quantity. Adjectives of this class should always be followed by either a material or an abstract noun.

The chief quantitative adjectives are: *some, any, much; little, no, enough, all* .

**367. SOME, ANY.** What has been said in §339 as to the use and meaning of *some* and *any* also applies to them when they are used as adjectives.

1. I have yet *some* time left. (affirmatively)
2. There's not *any* fresh air in the room. (negatively)
3. Has he got *any* experience? (interrogatively)
4. If you have *any* wisdom, show it now. (after if)

**368. MUCH, LITTLE, A LITTLE.** *Much* means *a great quantity of*; *little* is negative, meaning *not much*; while *a little* is affirmative and means *some at least* though the quantity is small.

1. This young man has drunk *much* wine. so he feels *much* pain.
2. A ricksha coolie can earn *little* money.
3. A coolie is better off than an invalid; for the one can earn *a little* money, while the other cannot.

**369. No.** *No* means *not any*. Hence we shall never say *no any*, for that will be equivalent to *not any*.

He felt *no* sorrow. (=He did *not* feel *any* sorrow.)

**370. ENOUGH.** *Enough* signifies that the proper amount or limit has been reached. It may either precede or follow the noun that it modifies.

I have *enough* money, or I have money *enough*.

**371. ALL** *All* is usually followed by *the, this, that* or a pronoun in this possessive case.

1. One cannot cheat the others *all* the time.
2. *All* this (or that) trouble was caused by his carelessness.

3. I have spent *all* my money in buying novels.

**372.** NUMERAL ADJECTIVES are divided into DEFINITE and INDEFINITE.

The definite numeral adjectives may be subdivided into the CARDINAL NUMERALS; as, *one, two, three, four, etc.*, and the ORDINAL NUMERALS; as, *first, second, third fourth, etc.* The cardinal numerals indicate how many are meant, and the ordinal numerals indicate the order in which a thing stands.

1. There are *twenty-four* students in this class.
2. The *second* seat in the *third* row is vacant.

**373.** The numerals may be used as nouns:

1. The students enter by *twos* and *threes*.
2. During the war, *thousands* of lives and *millions* of dollars were sacrificed.

**374.** The chief indefinite numeral adjectives are: *any, some, no, both, enough, many, few, several, and all*. When used as numeral adjectives, these words modify nouns in the plural number.

**375.** *Any* and *some* have been discussed as pronouns in §339. *No, enough, and all* have been discussed as quantitative adjectives in §§369, 370, and 371, respectively. *Both* unites two persons or things.

1. Have you received *any* letters to-day?
2. You must buy *some* apples for me.
3. A poor man has *no* friends.
4. I did not have enough money to go to the play.
5. *All* my students are diligent.
6. I have studied *both* books with great care.

**376.** MANY. *Many* means a *great number of* and always modifies a noun in the plural number. *Much* which denotes quantity always modifies a noun in the singular number.

1. I have drunk *many* cups of tea.
2. He has wasted *much* time.

**377. FEW, A FEW, SEVERAL.** These words have been discussed as indefinite pronouns in §341.

1. I have *few* friends. (I have *not many* friends.)
2. I have *a few* friends. (I have *some* friends *at least*, though the number is small.)
3. I have *several* friends. (more emphatic than *a few*)

**378. DISTRIBUTIVE ADJECTIVES** show that the nouns they modify are considered one by one. Hence a noun that is modified by such an adjective must be in the singular number.

The distributive adjectives are: *every, each, either,* and *neither*.

**379. EVERY, EACH.** *Every* and *each* both refer to all that have been mentioned. But *every* emphasizes the fact that all are included, while *each* emphasizes that they are taken individually.

1. *Every* man loves his native land. (all men without exception)
2. *Each* child loves its (own) parents.
3. *Each* student has his own ambition, but it is impossible for *every* student to see it realized.

**380. EITHER, NEITHER.** *Either* and *neither* have been explained as indefinite pronouns in §340. But *either* sometimes means *each of two*—that is, *both*.

1. He is interested in *either* case.
2. I agree with *neither* side.
3. Trees grow on *either* side of the road. (= Trees grow on *both* sides of the road.)

**381. DEMONSTRATIVE ADJECTIVES** are used to point out some noun either definitely or indefinitely.

The chief demonstrative adjectives are:

(a) DEFINITE: *this* (plural *these*), *that* (plural *those*), *such*, *the other*, *the*.

(b) INDEFINITE: *some*, *any*, *certain*, *another*, *other*, *a* (*an*)

1. *This* bridge is quite safe for automobiles.
2. *These* thoughts did not hinder him from sound sleep.
3. *That* box is full of wonderful things.
4. *Those* soldiers are cruel in the extreme.
5. I do not like to listen to *such* a lecture.
6. I saw your elder sister *the other* day.
7. He seems to be reading *some* novel.
8. I am willing to do *any* thing for you.
9. *A certain* man called on you an hour ago.
10. He is acquainted with *certain* members of that society.
11. You may tell her *another* story, if you like.
12. I want many *other* things besides a trunk.

**382.** THE, A (AN). The two demonstrative adjectives *the* and *a* (*an*) are called ARTICLES. *The*, which is used to particularize a noun, is called the DEFINITE ARTICLE. *A* (*an*), which is used to generalize a noun, is called the INDEFINITE ARTICLE.

The correct use of the articles, especially the definite article, is extremely difficult to the Chinese student of English and will be discussed in another chapter.

**383.** The words *which*, *what*, *whichever*, *whatever* have been studied as relative pronouns. But they can also be used to modify nouns, then they are called RELATIVE ADJECTIVES.

A noun modified by a relative adjective may have the same double construction that the relative has when it is used as a pronoun.

1. He swore at *his* colleagues, *which* rude act

caused much indignation.

2. She gave *what* money she had about her.
3. You may take *whichever* seat is vacant.
4. *Whatever* work you may do, you should pay attention to it.

384. The interrogative pronouns *which* and *what* are used also as INTERROGATIVE ADJECTIVES.

1. *Which* picture of these four do you like best?
2. In *what* town were you born?

385. USES OF ADJECTIVES: Adjectives may modify a noun in three different ways.

I. Most frequently an adjective is placed before the noun it modifies, and is said to be used attributively.

Most students like to read good books.

II. Two or more adjectives together, or an adjective modified by a phrase may be placed after a noun to explain it. They are said to be used appositively.

1. The traveler, *hungry* and *exhausted*, threw himself on a sofa.
2. The traveler, *weary* from his long walk, went to bed at once.

III. Adjectives are often used as complements after certain transitive or intransitive verbs. Then they are said to be used predicatively.

1. He thought his friend *clever*. (objective)
2. This flower smells *sweet*. (subjective)

### EXERCISE 88

Classify the adjectives in the following sentences and say how each is used:

1. Rip Van Winkle was a kind neighbor and an obedient, henpecked husband.
2. The cliff, steep and rugged, rose above us.

3. The roar of the guns sounded terrible.
4. There are seven days in a week.
5. That beautiful butterfly hovered over the sweet flowers.
6. The girl, tired and hungry, answered me faintly.
7. I am sorry that the storm has done some damage to your house.
8. The cruel Shylock would have struck Antonio dead beside him.
9. Give something to the tired, hungry child.
10. Doesn't this wine taste delicious?
11. The mountains are grand, tranquil, and lovable.
12. He offered me ten dollars, which price I considered very good.
13. Every young man should be ambitious.
14. Tell me which student gave you this note.
15. She returned from the classroom very weary.

**386. CAUTION:** When two or more adjectives are used with a noun, take notice of their arrangement. If they differ in rank, place nearest the noun the one most closely modifying it. If of the same rank, place them where they will sound best—generally in the order of length, the shortest first.

1. *Three benignant old* men were chosen.
2. *A tall, straight, dignified* person entered.

**387. CAUTION:** Choose proper adjectives, but do not use them needlessly: avoid such as repeat the *idea* or exaggerate it.

The following adjectives are obviously needless: *Good* virtues, *verdant* green, *painful* toothache.

**388. CAUTION:** Place adjectives in such a manner that there can be no doubt as to what you intend them to modify.

*Incorrect:* She bought a *fresh* basket of eggs.

*Correct:* She bought a basket of *fresh* eggs.



## EXERCISE 89

Correct the errors in the following sentences and give the reason :

1. It was a blue beautiful soft sky.
2. The house was comfortable and large.
3. A wooden rickety large building has fallen.
4. He used less words than the other speaker.
5. The cook bought a dried box of herrings.
6. It was a lovely cake, but I paid a frightful price for it.
7. A wooden pretty bowl stood on the table.
8. The evil is intolerable and not to be borne.
9. The day was delightful and warm.
10. His unusual, unexpected, and extraordinary success surprised all his friends.

**389. COMPARISON OF ADJECTIVES.** The adjective *sweet* expresses a simple quality ; *sweeter*, expresses the quality in a greater degree ; *sweetest*, expresses the quality in the greatest degree. This inflection, *sweet*, *sweeter*, *sweetest*, is called the COMPARISON OF ADJECTIVES. The form *sweet* is of the POSITIVE degree, *sweeter* is of the COMPARATIVE degree, *sweetest* is of the SUPERLATIVE degree.

The several degrees of the quality expressed by the adjective may be increased or diminished by certain adverbs. For example, we can say, *somewhat*, *rather*, *quite*, *very*, or *exceedingly sweet*, *far*, *much*, or *still sweeter*, *much* or *by far the sweetest*.

**390. COMPARISON** is that inflection of the adjective to express the relative degree of the quality in the things compared.

The POSITIVE degree denotes the simple quality.

The COMPARATIVE degree denotes a greater degree of the quality.

The SUPERLATIVE degree denotes the greatest degree of the quality.

391. The comparative degree is regularly formed by adding *-er* or *-r* to the positive and the superlative by adding *-est* or *-st*. If the positive ends in one consonant, preceded by a short vowel, the final consonant is doubled.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
tall	taller	tallest
strong	stronger	strongest
fine	finer	finest
large	larger	largest
dry	drier	driest
ugly	uglier	ugliest
hot	hotter	hottest
thin	thinner	thinnest

392. Adjectives of more than two syllables are generally compared by prefixing *more* and *most*. This method is often used with adjectives of two syllables and sometimes with those of one syllable.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
diligent	more diligent	most diligent
beautiful	more beautiful	most beautiful
pleasant	more pleasant	most pleasant
brave	more brave	most brave

393. NEGATIVE comparison may be expressed by prefixing *less* and *least*.

That book is *less* interesting than this, but the one in his hand is the *least* interesting.

394. Most limiting adjectives and many descriptive adjectives cannot be compared, for their meaning will not

admit of different degrees.

EXAMPLES: one, that, all, any, English, wooden, vertical, square, weekly, eternal.

395. Some adjectives are irregular in their comparison, and these must simply be memorized.

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

### 396. DISTINCTIONS OF MEANING.

(a) *Farther* denotes a greater distance between two points, while *further* denotes something in addition or something more in advance.

1. Anking is *farther* from Shanghai than Nanking.
2. I will give you *further* reasons for my action.

(b) *Later* and *latest* are used of time, while *latter* and *last* are used of order.

1. The errors are corrected in a *later* edition.
2. This is the *latest* news.
3. The farmers gather their crop in the *latter* part of August.
4. It was last year that I came to Peking.

(c) In the sense of size, the comparative and superlative forms of *small* are substituted for those of *little*; as, *little* girl, *smaller* girl, *smallest* girl.

(d) *Elder* and *eldest* are used only in regard to human beings and are chiefly used to distinguish members of the same family. *Older* and *oldest* may be used of things as well as persons.

1. His *elder* (or *older*) brother illtreated him.
2. He is the *oldest* man in the crowd.
3. This book is *older* than that.

**397.** The comparative is used, when only two things are compared, but it may be used to compare one thing with a number of things taken separately or together. The comparative degree is generally followed by *than*.

1. He is *better than* other men.
2. Iron is *more valuable than* gold, or silver, or copper or any other metal.

**398.** The superlative degree is used, when more than two things are compared. The superlative degree is always preceded by *the*, and generally followed by *of*.

1. Iron is *the most valuable of* all metals.
2. This horse is *the strongest of* all in the pasture.

**399.** The degrees of comparison may often be interchanged. Thus,

- |     |   |  |
|-----|---|--|
| (1) | } | POSIT. He is <i>as poor as</i> a church mouse.                       |
|     |   | COMP. A church mouse is <i>not poorer than</i> he.                   |
| (2) | } | COMP. Iron is <i>more valuable than</i> gold.                        |
|     |   | POSIT. Gold is <i>not so valuable as</i> iron.                       |
| (3) | } | POSIT. Some grains are <i>at least as nutritious as</i> rice.        |
|     |   | COMP. Rice is <i>not more nutritious than</i> some other grains are. |
|     |   | SUPERL. Rice is <i>not the most nutritious of</i> all grains.        |

- (4) { SUPERL. The Yangtze-kiang is *the longest* river in China.  
 COMP. The Yangtze-kiang is *longer than* any other river in China.  
 POSIT. No other river in China is *as long as* the Yangtze-kiang.

400. CAUTION: Do not use the superlative, when only two things are compared.

*Incorrect:* She is the *most diligent* of the two girls.  
*Correct:* She is the *more diligent* of the two girls.

401. CAUTION: In using the comparative degree avoid comparing a thing with itself.

*Incorrect:* The tiger is fiercer than *any animal* in Asia.  
*Correct:* The tiger is fiercer than *any other animal* in Asia.

402. CAUTION: In using the superlative degree, be careful that you do not exclude the thing you are comparing from the group.

*Incorrect:* John is the bravest of all his friends.  
*Correct:* John is braver than all his friends.  
*Incorrect:* John is the wisest of *all the other students*.  
*Correct:* John is the wisest of *all the students*.

403. CAUTIONS: Avoid double comparatives and double superlatives; and the comparison of adjectives that cannot be compared.

*Incorrect:* A *more better* book cannot be found.  
*Correct:* A *better* book cannot be found.  
*Incorrect:* He took the longest, but the *most pleasantest*, route.  
*Correct:* He took the longest, but the *pleasantest*, route.  
*Incorrect:* Draw a *more perpendicular* line.  
*Correct:* Draw a *more nearly perpendicular* line.

## EXERCISE 90

Rewrite the following sentences in all possible ways by changing the degree of comparison of each italicized adjective :

1. Bad health is a more *terrible* enemy than poverty
2. John is the most *diligent* of all in the class.
3. A walk in the country is the *best* kind of exercise.
4. Life is *dearer* than gold.
5. Very few countries are as *hot* as India.
6. London is *larger* than any other city in Europe.
7. Iron is more *useful* than all other metals.
8. A voyage at sea is one of the *healthiest* things in the world.
9. No other country in the world has as *large* a population as China.
10. He is 'as *dull* as an ass.

## EXERCISE 91

Correct the errors in the following sentences.

1. There is no metal so useful as iron.
2. This is the best of the two girls.
3. He was the most active of all his companions.
4. The younger of the three sisters is the prettier.
5. The climate of Kwangtung is said to be healthiest of any other in China.
6. None were latter than he.
7. These two children are of the same age, but one is more little than the other.
8. Time ought, above all kinds of property, to be free from invasion.
9. I like this novel better than any novel I have ever read.
10. The latest student that left the school was Mr. A.
11. Toe opinion is becomiug more universal.

12. A fondness for disply is of all other follies the most ridiculous.
13. I have the most money than you.
14. My mother is the elder of five sisters.
15. Of all the other books I have examined, this is the most satisfactory.

## CHAPTER XXX

## THE ARTICLE

404. There are two articles, *the* and *a* (or *an*). *The* is called the DEFINITE ARTICLE, and *a* (or *an*) is called the INDEFINITE ARTICLE.

*A* is used before any word that begins with a consonant, with *u* sounded as *yoo*, and with *o* sounded as *wu*. Examples: *a* book, *a* cup, *a* desk, *a* union, *a* university, *a* one-eyed man.

*An* is used before any word that begins with a vowel or a silent *h*. Examples: *an* apple, *an* egg, *an* inkstand, *an* hour.

405. A common noun in the singular number should have an article placed before it (§ 249). We should not say, *I am reading book*; but *I am reading a book* or *the book*.

406. USES OF THE DEFINITE ARTICLE. The article *the* is used before a common noun, when the noun is to be particularized (§ 249). It is used:

I. Whenever the noun refers to something that has already been mentioned.

I want a boy and a maid. *The* boy must be able to speak English.

II. Whenever the noun is specified by the context.

1. Egypt was *the* first country to become civilized.
2. You are *the* only friend I have.

III. Whenever the context is understood between the persons.

1. *The* earth is larger than *the* moon, but smaller than *the* sun.
2. There is some one at *the* door.

#### 407. USES OF THE INDEFINITE ARTICLE.

The article *a* (or *an*) is used, when the noun is to be generalized (§ 249). It is used :

I. To denote some member of a class. As soon as this has been mentioned once, it requires the article *the*.

I saw *a* lion and *a* tiger at the zoo. *The* lion is larger than *the* tiger.

II. To denote the sense of *one* or *the same*.

1. *A* bird in the hand is worth two in the bush.
2. Birds of *a* feather flock together.

III. To denote the sense of *any*.

*A* dog is like a fox.

IV. To denote the sense of *per*.

1. He can earn two hundred dollars *a* month.
2. The steamer sails twenty miles *an* hour.

#### 408. IDIOMATIC USES OF THE ARTICLE *the*.

The article *the* is used :

I. When one individual is made to represent the whole (§ 249).

*The* horse is a noble animal.

II. Before a common noun used in an abstract sense (§ 249).



There is a mixture of *the* tiger (the qualities of a tiger) and *the* ape (the quality of an ape) in the character of a Frenchman.

III. Whenever the noun is modified by an adjective, a phrase, or a clause that points clearly what thing is meant.

1. Hand me *the* new book, please. *The* old book on the desk is not *the* one I want.
2. *The* machines which are imported from foreign countries are expensive.

IV. Before nouns modified by superlatives.

*The* Yangtzekiang is *the* longest river in China.

V. Before proper, material, and abstract nouns used as common nouns (§ 256).

1. Hangchow is *the* Venice of China.
2. *The* tea of Chekiang is very good.
3. He is *the* judge of the debate.

VI. Before an adjective used as a noun indicating a class of persons and usually in a plural sense.

*The* poor (poor people) depend upon *the* rich (rich people).

VII. Before an adjective to form an abstract noun.

1. *The* beautiful (beauty) attracts more attention than *the* good (goodness).
2. His idea always points to *the* true (truth) and *the* natural. (naturalness)

VIII. When the noun denotes some measurement after *by*.

1. Rice is sold by *the* picul.
2. We hire the house by *the* month.

IX. Before a surname to express a family.

The garden of *the* Wangs is now in the hands of *the* Lis.

X. Before the names of rivers, groups of islands, ranges of mountains, straits, gulfs, seas, oceans; names of public institutions; names of books and journals; names of ships.

*the* Yangtze River, *the* Philippine Islands, *the* Himalayas, *the* Straits of Gibraltar, *the* Persian Gulf, *the* Yellow Sea, *the* Pacific Ocean, *the* Ministry of Education, *the* mother Tongue, *the* China Press, *the* President Lincoln.

NOTE: The article *the* should not be used before the names of cities (as *Anking*, *Shanghai*); nor before the names of countries (as *China*, *France*); nor before the names of continents (as *Asia*, *America*); nor before the names of single islands (as *Ceylon*, *Sicily*); nor before the names of single mountains (as *Lusan*, *Kiuhwasan*); nor before the names of lakes (as *Lake Huron*, *Lake Michigan*). But when the word *lake* is placed after a proper name, the definite article should be used (as *the* West Lake of Hangchow, *the* Tungting Lake of Hunan).

XI. In such phrases as the following:

in *the* morning, in *the* afternoon, in *the* daytime, in *the* light, in *the* dark, in *the* right, in *the* wrong, in *the* affirmative, in *the* negative, in *the* long run, at *the* present time, for *the* time being, in *the* meantime, all *the* year round, etc.

409. OMISSION OF ARTICLES. The article is not used:

I. Before names of titles or professions.

Washington, *President* of America, *King* George I; Professor Wang.

II. Before a noun used as nominative of address.

Young *man*, are you getting ready to do some pioneer work?

III. Before a noun introducing a concessive clause with *as*.

*Teacher as I am*, I cannot teach you all the time.

IV. Before a noun used to express the word, not the thing meant by the word.

"*Chuan*" is the Chinese for "*power*."

V. Before a noun, which comes after *a kind of*, or *a sort of*.

1. Man is also a kind of *animal*.
2. Her sister is quite a different sort of *girl*.

VI. Before national adjectives used to indicate national languages.

It is more difficult to study *English* (the English language) than to study *French* (the French language).

NOTE: The article *the* should be used when the names of languages are applied to some particular words. "*Chuan*" is *the* Chinese for *the* English "*power*."

VII. Before the titles of books preceded by possessive nouns.

Shakespeare's *Merchant of Venice*, Scott's *Ivanhoe*

VIII. Before two nouns closely connected and denoting the idea of correlation, coöperation, contrast, successions, or the like.

1. *Master and servant* were both awakened.
2. *Father and son* went begging from *place* to *place*.
3. He eyed me from *head* to *foot*.
4. He lives from *hand* to *mouth*.
5. He must be either *sage* or *idiot*, *not* a common mortal.

6. *Night after night* he dreamed of his only brother.

IX. Before names of arts and science.

1. *Physics* is a useful science.
2. He devotes his time to the study of *photography*.  
(name of an art)

X. Before nouns in certain well-established phrases, consisting of a transitive verb and its object.

cast anchor, give ear to, keep house, leave school, set foot, set sail, strike root into, take (catch) fire, take place

XI. Before nouns in certain well-established prepositional phrases.

at daybreak, at home, at fault, at school, at sight, at sunset, by land, by water, by day; by night, by name, in fact, in bed, in hand, in trouble, on demand, on board ship, on foot, on horseback

410. CAUTION: Use the article before each of two or more expressions in the same construction when they refer to persons or things which must be considered separately.

1. The society appointed three new officers; *a* president, *a* secretary, and *a* treasurer.
2. This question interests alike *the* teacher and *the* pupil.

411. CAUTION: Use the article before each of two or more connected adjectives when they modify different nouns, expressed or understood; but only the first when they modify the same noun.

*A black and a white cat* means two cats—one black and the other white; the word *cat* is understood after *black*. *A black and white cat* means one cat partly black and partly white; *black* and *white* modify the same noun,

*cat.* *The wise and the good* means two classes; *the wise and good* means one class.

412. CAUTION: Avoid using the article before a word taken in a general sense, or used simply as a name.

*Incorrect:* He does not deserve the name of a *gentleman*.

*Correct:* He does not deserve the name of *gentleman*.

## EXERCISE 92

Insert the necessary articles:

1. I saw child running toward me.
2. He ordered servant to leave room.
3. Yellow River is one of three longest rivers of China.
4. Early in morning he paid visit to old friend of his.
5. Virtue of courage is necessary in doing everything.
6. Dog is a quadruped.
7. Height of man seldom exceeds six feet.
8. Mr. Chao is president, and Mr. Chien secretary and treasurer.
9. Which is older of two girls?
10. We should try to relieve poor.
11. He is employee in Bank of China.
12. There is no vacant position at present time.
13. One of most famous lakes in Kiangsu province is "Sorrowless" Lake.
14. Pen is mightier than sword.
15. He was found asleep in thick of forest.

## EXERCISE 93

Omit the unnecessary articles:

1. I have never seen such a strange kind of a man.
2. All the men are selfish.
3. He has made the progress in studying the English.
4. The true happiness comes from the hard work.

5. The people in famine districts are in the danger of the starvation.
6. The elephants pull up the trees by the roots.
7. What species of a violet is this yellow one?
8. A wise teacher will avoid the showing any partiality.
9. You should use a well-seasoned timber in building a house.
10. The people say that the charity begins at the home.
11. Goldsmith is said to have traveled from place to a place, a flute in a hand.
12. The woman is superior to the man in many thing.
13. His brother is a soldier and a scholar.
14. The nature is more powerful than the man.
15. I find the Chinese more difficult than the English.

## EXERCISE 94

Correct the errors :

1. Churchill received the title of a consul.
2. We criticize not the dress but address of the speaker.
3. Distinguish carefully between an adjective and adverb.
4. The lion, as well as tiger, belongs to cat tribe.
5. Neither the South Pole nor North Pole has yet been reached.
6. The secretary and treasurer were both absent.
7. A rose is my favorite flower.
8. The first and second pages are to be learned.
9. Mr. Liu was the official in Manchu dynasty.
10. The cotton is produced in United State: of America.
11. Though he is Chinese, he cannot speak the Chinese with a ease.
12. How could there be such the man as is able to see in dark as well as in light?
13. The competition leade to improvement of human race.

14. China of to-day is different from China of ten years ago.
15. I usually rise at seven in morning and go to the school at eight.

## CHAPTER XXXI

### ADVERBS

**413.** Examine the following sentences :

1. The leaves fall *quietly*.
2. Her language is *exceedingly* agreeable to me.
3. The pupil wrote *very neatly*.

In the first sentence, the verb *fall* is modified by the word *quietly*; which tells in what manner the leaves fall. In the second, the adjective *agreeable* is modified by the word *exceedingly*, which tells to what extent it is agreeable. In the third, the word *neatly* modifies the verb *wrote* by telling the manner, and the word *very* modifies the word *neatly* by telling the degree.

Such words are called ADVERBS.

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

**415.** An adverb may also modify a preposition or a phrase and a conjunction or a clause. Sometimes it may modify a whole sentence.

1. The aeroplane flew *exactly* over the city. (modifying a preposition)
2. A man is truly happy *only when* he is in sound health. (modifying a conjunction)
3. *Certainly*, I will go to see you. (modifying a sentence)

**416.** CLASSIFICATION OF ADVERBS. According to their use in the structure of the sentence, adverbs may be divided into three classes :

1. SIMPLE ADVERBS: *well, now warmly, successfully*
2. RELATIVE ADVERBS: *when, where, why, how*
3. INTERROGATIVE ADVERBS: *when, where, whither, why*

**417.** According to the kind of modification they express, adverbs may be divided into six classes :

1. ADVERBS OF TIME: *ago, already, to-day, now, soon, yesterday, immediately, to-morrow*
2. ADVERBS OF PLACE: *here, there, above, below, up, down, within, without*
3. ADVERBS OF MANNER: *eagerly, gently, softly, actually, joyfully, happily, successfully*
4. ADVERBS OF DEGREE: *very, rather, quite, much, somewhat, half, a little, exceedingly*
5. ADVERBS OF MOOD: *certainly, probably, perhaps, possibly, apparently*
6. ADVERBS OF AFFIRMATION or NEGATION: *yes, no, certainly, never, not, nay*

**418.** Adverbs of time and place usually modify verbs.

1. You should come to school *early*. (time)
2. Chang lives in Peking *now*. (time)
3. You should not go *there*. (place)
4. The noisy children run *upstairs*. (place)

**419.** Adverbs of manner usually modify verbs or adjectives; they may also modify adverbs or a whole sentence.

1. Little girls sing *sweetly*. (modifying a verb)
2. You have been *unreasonably* angry with your sister. (modifying an adjective)
3. He can run *wonderfully* fast. (modifying an adverb)



4. *Happily* the old man did not die. (modifying a whole sentence)

420. Adverbs of degree modify verbs, adjectives and adverbs.

1. The boy's reply pleased the teacher very *much*. (modifying a verb)
2. That rustic was *extremely* rude. (modifying an adjective)
4. I never heard you speak *so* eloquently. (modifying another adverb)

421. Adverbs of mood usually modify verbs, and whole sentences.

1. The rain will *probably* end soon. (modifying a verb)
2. *Certainly* I will stand by you forever. (modifying a whole sentence)

422. Adverbs of affirmation or negation usually modify verbs, adverbs, or whole sentence.

1. He will *never* do such a thing. (modifying a verb)
2. Some grains are *not* less untrititious than rice. (modifying another adverb)
3. *No*, I would never betray you. (modifying a whole sentence)

NOTE: *No* and *yes* are always used alone to represent a whole sentence.

423. Relative adverbs are used to introduce subordinate clauses and they always modify the subordinate clause. They may have their antecedents either expressed or understood.

1. Shantung is the *province where* Confucius was born. (antecedent expressed)
2. I will tell you *where* he was born. (antecedent understood)

424. Relative adverbs may introduce noun clauses,

adverbial clauses, as well as adjective clauses.

The chief relative adverbs are : *when, whenever, where, wherever, whence, whither, how, why, the*

1. Tell me the hour *when* you can come.
2. I will write you *whenever* I have leisure.
3. Have you asked the boy *where* he lived?
4. I will follow you *wherever* you go.
5. He must return to the place *whence* he came.
6. Kindly tell me *whither* you are going.
7. The question is how I can serve my father.
8. Nobody knows the reason *why* he has refused.
9. *The* more we do, the more we can do.

425. *The*, when used as a relative adverb is always followed by another *the* as antecedent, which is a demonstrative adverb.

*The* + comparative . . . *the* + comparative = *To what extent* + comparative . . . *to that extent* + comparative.

1. *The wiser* he grew, *the humbler* he became.
1. *The oftener* I see him, *the better* I like him.

426. The demonstrative *the* may be used alone.

He studied *the more* diligently, because he had been encouraged by his teacher.

427. Interrogative adverbs are used to ask questions. They are : *when, where, how, why, etc.*

1. *When* will you come again?
2. *Where* are you going?
3. *How* did you do this?
4. *Why* did you say so?

428. Almost all adverbs of manner, a few adverbs of time, and place, and two adverbs of degree can be compared just like adjectives.

A few are compared by adding the endings *-er*, and *-est*.

to the positive degree. Many others by the use of the words *more* and *most*.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
cheap	cheaper	cheapest
early	earlier	earliest
fast	faster	fastest
often	oftener	oftenest
soon	sooner	soonest
gracefully	more gracefully	most gracefully
quickly	more quickly	most quickly

429. Some adverbs are compared in an irregular way, and their comparison must simply be memorized.

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

430. The principles that govern the use of the comparative and of the superlative of adjectives govern also the usage in adverbs. Study the following examples carefully:

1. The wind blows *more violently* than ever.
2. The wind blows *most violently* in the winter.
3. Alice can run *faster* than any of her sisters.
4. She studies *harder* than any other girl in the class.
5. She studies *hardest* of all the girls in the class.

#### EXERCISE 95

Fill each blank with an adverb and tell the class to which it belongs and what it modifies:

1. This has been an — dry season.
2. He did his work — but —.
3. — fast time flies!
4. The boy was punished —.
5. The clerk was — content with his lot.
6. We must rest — and not —.
7. — sang the boatman.
8. Have you ever seen him — ?
9. The rope is not strong — for — heavy a weight.
10. The chairman spoke —.
11. He did this —, but he will not do it —.
12. He was — busily engaged to speak to me.

## EXERCISE 96

Fill each blank with a relative or interrogative adverb :

1. The city — she was born in is Shanghai.
2. Come — you are called.
3. — he goes, he is welcome.
4. No man sends for a doctor — he is in perfect health.
5. — does rice grow?
6. — did you come and — are you going.
7. No one knows — he came here.
8. — did the poor suffer — winter came?
9. I can't tell the reason — he did this.
10. — he went, he was surrounded by curious people.

431. USES OF ADVERBS. Adverbs can be used in two ways:

I. Most frequently, an adverb is placed as close as possible before the word it modifies, or after it, and is said to be used attributively.

He walked *slowly*, spoke *little*, and *never* laughed, but *often* prayed.

II. An adverb can also be used as the complement

after a verb. Then it is used predicatively.

1. He was turned *adrift*. (in a drifting condition)
2. The struggle is *over*. (at an end)

432. Remarks on the use of certain adverbs:

(1) AGO, SINCE, BEFORE.

*Ago* or *since* is used to refer to a past time by dating backwards from the present time. It modifies a verb in the past indefinite tense and is preceded by a noun or phrase denoting some period of time.

The incident took place one year *ago* (or *since*).

*Before* means *formerly* or *on a former occasion*.

1. I never *before* saw such a queer teacher.
2. When I called on him yesterday, he said he had seen me *before*.

(2) VERY, MUCH.

(a) *Very* modifies adjectives or adverbs in the positive; *much* in the comparative.

You know the lesson *very well*; but she knows it *much* better.

(b) *Very* modifies a present participle; *much* a past participle.

1. This is a *very* pleasing story.
2. I am *much* pleased at hearing it.

(c) *Very* may be used as an adjective in the sense of *actual*, or for the sake of emphasis.

He is the *very* man ~~that~~ I met on the street yesterday

(3) EVER, ONCE.

In referring to a past experience, *ever* is used interrogatively, *once* affirmatively.

Have you *ever* been to Shanghai? Yes, I have *once* been there.

*Ever* is often used in a phrase or clause after a superlative.

He is the greatest scholar that *ever* lived.

(4) THERE.

*There* is often used as an expletive without meaning.

It is so used when the verb is intransitive and is followed by its subject.

1. *There* are all sorts of flowers in the garden.
2. *There* came a messenger from a distant city.

433. Besides adverbs, many phrases may be used as adverbs. Most of them are prepositional phrases (§§45, 46); but there are many idiomatic phrases of other kinds in common use. Note carefully the use of each phrase in the following examples:

ABOVE ALL—Before everything else.

*Above all*, we should be well-behaved.

AFTER ALL—Everything else being considered.

*After all*, man is a selfish being.

AS YET—Until now; up to or at the present time.

1. He has *as yet* no intention to leave for America.
2. There is *as yet* no hope for peace.

AT ALL—A phrase much used by way of emphasis, usually in negative or interrogative sentences.

1. He never laughed *at all*.
2. Has he any knowledge *at all*?

BY AND BY—Pretty soon; before long.

*By and by*, the streams will be frozen over.

BY THE BY—Incidentally ; by the way.

*By the by*, there is a curious story about that man.

IN GENERAL—Generally ; for the most part.

The face of the country is, *in general*, very uneven being hilly or mountainous.

IN SHORT—In a word, briefly.

His conduct was prudent, energetic, modest, unassuming—*in short*, it was what was to be expected from the son of such a mother.

IN THE LONG RUN, SOONER OR LATER—In the end ; after all.

Trickery and dishonesty may profit once ; but they are unprofitable *in the long run*.

IN TIME—(a) By the proper time ; (b) after considerable time ; finally.

(a) The traveler did not arrive *in time* to catch the train.

(b) You will *in time* attain your end.

NOW AND THEN—From time to time ; occasionally, It snows *now and then* in winter.

OF COURSE—As a natural result ; for obvious reasons. You are now one of the club, and will *of course* make use of all its advantages.

MORE OR LESS—In a greater or less degree ; to a greater or less extent.

They were all *more or less* surprised at hearing the news.

OFF AND ON—Not constantly.

I have been engaged in writing a book, *off and on* for two years.

ONCE FOR ALL—Once and no more.

I tell you *once for all* that you should never do so again.

ON THE CONTRARY—In opposition; on the other hand.

I am not at all disappointed in you; *on the contrary*, I like you all the better.

SINK OR SWIM—Under any circumstances.

*Sink or swim*, live or die, I will stand by truth

TO AND FRO—Forward and backward.

He walked to *and fro*, trying to make up his mind what to do.

434. CAUTION: Choose proper adverbs, but do not use them needlessly; avoid such as repeat the idea, or exaggerate it.

1. The belief in immortality is *universally* held (not *universally held ever, where*)
2. His head was *very* (not *terribly*) small

435. CAUTION: So place adverbs that there can be no doubt as to what you intend them to modify. Avoid placing them between an infinitive and its sign *to*.

He *only* read that poem = *He only* (= *alone*, an adjective), and no one else, read it; or = *He only read* it, but did not write it or learn it by heart. He read *only that poem* = that poem *only*, not any other poem. *Merely to see* (not *to merely see*) her is sufficient. *Not every man is virtuous* (not every man is *not* virtuous).

436. CAUTION: Be careful to distinguish an adjective complement from an adverbial modifier. Do not use adverbs for adjectives or adjectives for adverbs.

1. The moon looks *calm* and *peaceful*. (adjective complement)
2. The moon looks down *calmly* and *peacefully* on



the playground. (adverbial modifier)

## EXERCISE 97

Correct the errors in the following sentences and give the reason:

1. Your brother has acted very strange in the matter.
2. We only eat three meals a day.
3. I do not like too much sugar in my tea.
4. All that glitters is not gold.
5. You must read more distinct.
6. A circle can't in no way be squared.
7. He tried to not only injure but to also ruin the man.
8. I can't find out neither where the lesson begins nor where it ends.
9. She looks beautifully.
10. He had not hardly a minute to spare.
11. I am dreadfully glad to hear that.
12. His sagacity almost appears miraculous.
13. It was an uncommon good harvest.
14. He is some better just now.
15. He can do it as good as any one can.

## EXERCISE 98

Write sentences containing the adverbial phrases explained in §433.

## CHAPTER XXXI

## INDEPENDENT ELEMENTS

437. Study the following sentences:

1. *Hurrah!* the victory is ours. (interjection)
2. *Boys,* don't waste your time. (vocative)

3. *Poor man!* He never came back again (exclamatory substantive)
4. *To speak plainly,* your habits are your worst enemies. (parenthetical expression)

In the above examples, the words in italics have no grammatical connection with the rest of the sentence. They belong neither to the subject nor to the predicate; nor do they modify any words. Hence they are used independently and are called **INDEPENDENT ELEMENTS**.

**438. An independent element is a word or a group of words that has no grammatical connection with the rest of the sentence.**

Independent elements may be divided into four classes: **interjections, vocatives, exclamatory substantive, and parenthetical expressions.**

**439. An interjection is a sound or cry thrown into a sentence to express some strong emotion or feeling.**

An interjection is often followed by an exclamation point (!).

**440. Different interjections may be used to express different emotions. The following is a list of the most common interjections:**

AH and OH (or O) may express joy, fear, pity, pain, surprise, grief and any other sort of emotion.

AHA expresses joy, triumph, contempt and surprise.

ALAS expresses grief.

BAH and PSHAW both express dislike or contempt.

HA expresses joy or surprise.

HELLO (HALLOO, HOLLOA) is used to call some one.

HUM expresses doubt.

HURRAH expresses joy.

441. Interjections are one of the eight parts of speech of the English language. But certain other parts of speech and phrases may also be used in an interjectional sense.

- (a) Noun. *Fire! fire! Nonsense! Danger! Fool!*
- (b) Pronoun. *Ah me! O dear me!*
- (c) Adjective. *Foolish! Wonderful! Terrible!*
- (d) Verb. *Hear! hear! Stop!* (imperative)  
*Would that yoneygrew on trees!* (Subjunctive)  
*To suppose that he could be forgiven!* (Infinitive)
- (e) Adverb. *Quickly! How fascinating!*
- (f) Phrase. *Well done! Good heavens! Well to be sure!*

442. Sometimes in a rapid or exclamatory sentence, an auxiliary verb and its subject are purposely left out to make the sentence more forcible. In such a case, only the principal verb is expressed.

Why *change* this or that when it has stood the test of time? (=Why *should we* change this or that when it has stood the test of time?)

443. A vocative is a noun used for addressing a person directly and not connected with any verb. It is said to be in the nominative case of address (§288).

1. *My friend*, you are on the wrong road.
2. *Harry*, don't forget my advice.

444. An exclamatory substantive is a noun or pronoun used as an exclamation. It is said to be in the nominative case of exclamation (§ 289).

1. *Mr. Dunlop!* how we all admired him!
2. How poor and unfortunate *I am!* No help is at hand.

445. A parenthetical expression is a word, a phrase,

or a clause attached to or inserted in a sentence as a mere comment or opinion, without being grammatically related to the rest of the sentence.

Parentetical expressions are usually separated from the rest of the sentence by commas.

1. Franklin, *indeed*, is a good scholar. (word)
2. *In fact*, this is a very strange tale. (phrase)
3. The house, *to tell the precise truth*, was sadly timeworn and weather-beaten. (infinitive)
4. She, *I must tell you*, can speak English more fluently than I. (clause)

446. The following is a list of the most common parenthetical expressions :

words : again, certainly, however, indeed, surely

Phrases : no doubt, of course, in fact, in short, in other words, upon my word, strictly speaking

Infinitives : to do him justice, to make a long story short, not to mention, strange to say, so to speak, to be sure, to speak plainly, to say nothing of, to sum up, to tell the truth

Clauses : I am sure, I believe, I confess, I think, I understand, as far as I am concerned, so far as I know, you may be sure, you may believe me, what is more

#### EXERCISE 99

pick out and classify all the independent elements in the following sentences :

1. Don't dissappoint me, friend, I trust you absolutely,
2. Ah! I am surprised at the news.
3. To do him justice, he is a good teacher.
4. Nonsense! the snow will not hurt you.
5. Properly speaking, there can be no change in our affairs.

6. Come here, Billy, and sit upon my knees.
7. Pshaw! you are dreaming.
8. For my part, I am willing to accept the proposal.
9. Poor women! She is in great trouble.
10. Plain truth, dear Murray, needs no flowers of speech.
11. John, you may be sure, is very sorry for his fault.
12. Alas! All that sacrifice of life accomplished nothing!
13. Your brother, I feel sure, is an honest boy.
14. Captain! captain! Don't under any consideration be deceived by these men.
15. Good cousin, give me your ears for a while.
16. Oh, how happy I am to see you again!

## PART FOUR

### THE ARRANGEMENT, TRANSFORMATION, AND SYNTHESIS OF SENTENCES

#### CHAPTER XXXIII

##### ORDER OF WORDS

447. POSITION OF SUBJECT. As a general rule, the subject precedes the predicate verb.

*Robert Fulton* invented the steamboat.

The following are exceptions to the above rule :

(1) In an interrogative sentences the subject follows a simple verb or the first element of a verb phrase (§§ 51,52). But if the subject is an interrogative pronoun or if it is modified by an interrogative adjective, the subject precedes the verb.

1. Have *you* a dictionary?
2. Did *she* come here yesterday?
3. *Who* called on me to-day?
4. *What* made you laugh?
5. *What man* has been elected president?

(2) When the verb is intransitive and preceded by the expletive *there*, the subject follows the verb (§ 432).

There thunders the *cataract* age after age.

(3) When a wish is expressed by a verb phrase formed with *may*, the subject stands between *may* and the remainder of the verb phrase (§ 167).

May *we* never forget each other!

(4) When the conjunction *if* is comitted before such words as *were*, *should*, and *had*, the subject stands after these words (§ 178).

1. Were *I* in your place, I would not be discouraged.
2. Should *he* see me, he would know me at once.
3. Had *he* been in the room, you could have seen him.

(5) When a word or phrase in the predicate is placed at the beginning of a sentence for the sake of emphasis, the subjects is usually placed after the verb or inserted between the auxiliary verb and the principal verb.

1. Great is the *power* of gold!
2. A mighty man is *he*.
3. Thorns and thistles shall the *earth* bring forth.
4. Long live the *Chinese Republic*!
5. Near the village stood an ancient and stately *hall*.
6. In twenty campaigns have *I* served.

(6) When two clauses are joined together by a pair of correlative words, the subject in one of the two clases is usually placed after the verb or inserted between the auxiliary verb and the principal verb.

1. As men sow, so will *they* also reap.
2. So frightened was *he* that he could not speak for a long time.
3. Hardly had *we* reached home when it began to rain.
4. Scarcely had *he* finished his speech before another man rose to speak.
5. No sooner had *they* gone on shore than the hurricane began to blow.

**448. POSITION OF OBJECTS.** The direct object follows the verb; and the indirect, unless introduced by a preposition (*to* or *for*), precedes the direct.

1. God created the *world*.
2. John sent *Mary* a letter.

3. John sent a *letter* to *Mary*.

But the direct object may be placed at the beginning of a sentence for the sake of emphasis.

That *occurrence* I well remember.

When the object is a relative or interrogative pronoun it is also placed at the beginning of a clause or sentence.

1. This is the house *that* Jack built. (relative)
2. *Whom* did you meet on the street? (interrogative)

**449.** As a general rule, a verb should not be separated from its object by other words; but an adjective or participle, a noun or pronoun in the possessive case, or a noun or gerund used as an adjective may stand between them.

When the object is modified by a clause, it may be separated from its verb by an adverbial phrase.

The policemen examined with great care the *room* where the murder was committed.

**450.** The object of a preposition should be placed immediately after the preposition. But the following exceptions should be noted:

(1) When the object is *whom*, *which* or *what*, the preposition may stand last in the clause or sentence and its object first.

1. You are the person *whom* I am talking *to*,
2. We saw the automobile *which* they came *in*.
3. *What* are you looking *for*?

(2) When the object is the relative pronoun *that*, the preposition must stand at the end of the clause.

This is the house *that* I once lived *in*.

(3) An adjective or participle, a noun or pronoun in the possessive case, or a noun or gerund used as an



adjective may stand between a preposition and its object.

1. I will give a prize *to* the most diligent *boy*.
2. He lived *in* his uncle's *house*.
3. Some persons can study only *in* a night *school*.

**451. POSITION OF COMPLEMENT, The subjective complement, whether noun or adjective, follows the verb (§ 24), and the objective complement follows the direct object, to which it refers (§ 26).**

But for the sake of emphasis, the subjective complement may be placed at the beginning of the sentence :

1. *Blood-red* became the sun.
2. A dainty *plant* is the green ivy.

**452. POSITION OF ADJECTIVES MODIFIERS. As a general rule, all modifiers, whether words, phrases, or clauses, should be placed as near as possible to the word or words which they modify.**

### I. WORDS.

An adjective or a possessive modifier almost always precedes its noun, and an appositive follows it.

1. *Man's* life is but a span.
2. Spring, the sweet *spring*, is the year's pleasant king.

If there are two or more adjectives of unequal rank, the one most intimately connected with the noun is placed nearest to it; if of equal rank, they are placed in the order of their length, the shortest first (§ 386).

1. The *large, new marble* house was sold.
2. A *long, obscure, and difficult* sentence should be read slowly and distinctly.

An adjective or participle should be placed after the noun it modifies :

(a) When it is modified by a phrase.

1. This is a problem too *difficult* to be solved at once.
2. Dr. Yen is a diplomate *versed* in foreign affairs and *worthy* of public confidence.

(b) When used as a title.

Alexander the *Great*, Richard the *Lion-hearted*.

(c) For the sake of emphasis.

1. Things *temporal* are less precious than things *eternal*.
2. No man *living* could have done so well.

An infinitive used as an adjective must always be placed after the noun it modifies (§ 194).

The ability *to laugh* is peculiar to mankind.

## II. PHRASES.

A participial or prepositional phrase should be so placed that there can be no doubt as to what it modifies (§§ 212, 236).

As a rule, a participial phrase may be placed either before or after the noun it modifies, and a prepositional phrase used as an adjective is always placed after the noun it modifies.

1. *Hearing a step*, the thief turned around.
2. The thief, *hearing a step*, turned around.
3. The road *to ruin* is all downhill.

When a participial phrase is used as a pure adjective modifier, it is placed immediately after the noun, and not separated by a comma.

The man *walking* in the garden is our uncle.

## III. CLAUSES.

An adjective clause, introduced by a relative pronoun

or adverb (§§ 345, 424), should be placed immediately after the noun it modifies (§ 31).

1. A man *who has energy* will succeed.
2. I will return to the place *whence* I came.

A noun clause used as an appositive is always placed immediately after the noun it modifies (§ 39).

The fact *that gravitation keeps all things in their proper places* has been proved.

#### 453. POSITION OF ADVERBIAL MODIFIERS.

The general rule which has been stated in connection with adjective modifiers in the preceding section is also true of adverbial modifiers.

##### I. WORDS.

(a) An adverb that is used to modify an intransitive verb is usually (but not always) placed immediately after it.

1. The chieftain spoke *fiercely*.
2. The birds sang *merrily* in the woods.

But the adverbs *almost*, *always*, *hardly*, *scarcely*, and *never* are regularly placed before the verb, while *generally*, *often*, *rarely*, *seldom*, *sometimes* and *usually* are placed before the verb much more frequently than after it.

1. The blind man *almost* fell downstairs.
2. He *always* speaks very distinctly.
3. I *never* told a lie.
4. I *hardly* heard her.
5. She *often* sings (or she sings *often*).
6. He *rarely* laughs (or he laughs *rarely*).

All adverbs are regularly placed after the verb *to be*, but they can be placed before it for the sake of emphasis.

1. He *is always* faithful and just.
2. He *always is* faithful and just. (emphatic)

(*b*) An adverb that is used to modify a transitive verb should not be allowed to come between the verb and its object; and therefore it should be placed either before the verb or after the object.

The children *noisily* entered the room. (or, The children entered the room *noisily*.)

However, if the object is modified by a clause, the adverb may stand between the verb and its object.

The teacher pronounced *slowly* and *distinctly* the words that the students asked for.

(*c*) If the predicate is a verb phrase, an adverb is generally placed after the first element of the phrase.

1. The letter will *probably* arrive to-morrow.
2. We have *just* escaped from our captors.

(*d*) An adverb that is used to modify an adjective or participle, an adverb, a preposition, or a conjunction is placed immediately before it.

1. Her voice is *extremely* sweet.
2. I am *much* please to hear such good news.
3. The river is flowing *very* rapidly.
4. The troops continued their march *just* after daybreak.
5. I did not go there, *only* because it was raining.

But the adverb *enough* is an exception.

He is honest *enough* to keep his promise.

(*e*) An adverb that is used to modify a whole sentence is placed at the beginning of the sentence.

*Surely*, I will help you with all my might.

An adverb may also be placed at the beginning of a sentence for the sake of emphasis; in this case, it often

carries the verb, or a part of the verb phrase, before the subject (§ 44).

1. *Down* came the masts.
2. *Well* have you judged.

## II. PHRASES.

Adverbial phrases are regularly placed after the word or words they modify; if two or more phrases modify the same word, those most intimately connected with it stand nearest to it.

I will sail *for Shanghai on Sunday*.

Adverbial phrases may be placed out of their usual order for the sake of emphasis.

1. *Of the scenery on the West Lake*, many visitors speak with enthusiasm.
2. *In the dead of night, with a chosen band, under the cover of truce*, he approached.

An adverbial phrase that is used to modify a whole sentence is placed at the beginning of the sentence.

*Above all*, do not do to others what you would not have others do to you.

## III. CLAUSES.

The adverbial clause may be placed before the independent clause, between the parts of it, or after it.

1. *When it is red-hot*, glass bends easily.
2. Truth, *though she may be crushed to earth*, will rise again.
3. Water will freeze, *if it has cooled to 32°*.

## EXERCISE 100

Enlarge each of the following sentences by putting in

the right position the modifier or modifiers enclosed in the parenthesis :

1. China is a republic. (now, formerly an empire)
2. Her eyes looked at me. (straight, black, large)
3. A message was read. (in the senate, from the president)
4. The stone cannot be moved. (by any force, from its place)
5. Coal is found. (at great depth in the earth, generally)
6. The tree fell. (in the garden, with a crash)
7. The sailor told a story. (strange, a weather-beaten Scot, old)
8. The workmen struck. (for higher wages, in the factory)
9. I will write a reply. (after I have received your letter, at once)
10. This textbook is suitable to Chinese students. (written by a native teacher, on grammar)
11. A map is hung on the wall. (well-printed, of China, railway)
12. A storm drove us. (early in the morning, sudden, within two or three leagues of the island)
13. He went. (on Sunday, to Soochow, from Nanking)
14. The light had risen. (of day, full, now, upon the desert)
15. A coin is found. (ten-cent, by a boy, silver, in the drawer)
16. A man will be overcome. (not by trifling obstacles, of courage)
17. He remained. (with his wife and family, being weary of the sea, at home)
18. An Indian stood sentinel. (with a gun on his shoulder, fierce-looking, strong, at the door)
19. A tower is called a lighthouse. (at the top, with a light, to guide mariners at night)
20. He started. (with his gun, in the morning,

- towards the woods)
21. The member was reproved. (for being intoxicated, honorable, by the president)
  22. A lecture was delivered. (on Monday evening, at the old church, on temperance, by Mr. Hume)
  23. We came. (after much fatigue, to the end, with no small difficulty, through deep roads, at fast, of the journey)
  24. A flood of flame poured forth. (at the distance, from the line, from thirty iron mouths, of twelve hundred yards, of the enemy)

## EXERCISE 101

Restore the following sentences from the transposed order to the natural order :

1. Three times were the Romans driven back.
2. Victories, indeed, they were.
3. Doubtful seemed the battle.
4. Into the valley of death rode the six hundred.
5. Great is the mystery of time and space.
6. One more effort will I make to save you.
7. For culture, for justice, and for progress, he cares nothing.
8. As a token of remembrance was the present given.
9. The great fire, up the deep and wide chimney roared.
10. Through the central part of China flows the lordly Yangtze River.
11. At this critical period of transition, China needs men of proved character.
12. From the end of winter until late the following summer, without a day of recreation, he was hard at work.

13. Faithful proved he to the last.
14. Ease and grace in writing are, of all the acquisitions made in school, the most difficult and valuable.

## EXERCISE 102

Rewrite the following sentences so as to make the italicized words more emphatic :

1. The king does possess great *power*.
2. You have learned *much* in this short journey.
3. Lucy will prove a well-bred *girl*.
4. The *Germans*, marched from victory to victory in northern France.
5. *Cowardice* is the only fitting name we can give to such a conduct as this.
6. The days are *gone* when my heart was young and gay.
7. She had grown *tall* and *queenly*.
8. A sincere word was *never* lost.
9. The boy stood *there* with a dizzy brain.
10. The dial plate exclaimed, "*Lazy Wire!*"
11. He was a gracious *master*, a true *ally*, a terrible *enemy*.
12. Our only source of knowledge is *from the book*.
13. The girl sang so well that all enjoyed.
14. We may imagine *what will happen* from the past events.
15. An old clock suddenly *stopped*, early one summer's morning, before the stirring of the family.
16. The dreamy murmur of insects was heard *over our heads*.
17. An ancient and stately *hall* stood near the village.
18. The present warfare is carried on not only *on the land*, but also *up in the air*, and *down under the sea*.



## CHAPTER XXXIV

## DIRECT AND INDIRECT QUOTATIONS

454. Compare the following sentences :

1. Chang said, "I am very well."
2. Chang said that he was very well.

In the above sentences, the speech of Chang is quoted in two different ways. In the first, the speech is a repetition of Chang's words exactly as he spoke them and is called a **DIRECT QUOTATION**, while in the second, the speech is repeated only in substance and is called an **INDIRECT QUOTATION**.

The verb in the principal clause of such a sentence is called a **REPORTING VERB**, and what is said in the subordinate clause is called a **REPORTED SPEECH**.

455. When the reported speech repeats the actual words of a person, it is called **DIRECT QUOTATION**.

When the reported speech gives only the substance of a person's words or thought from the standpoint of another, it is called **INDIRECT QUOTATION**.

456. The direct quotation is set off by a comma, begins with a capital letter, and is enclosed within quotation marks (" ")

If the direct quotation is formally introduced, it is preceded by a colon ; as, The proctor's words were these : "Such conduct will not be tolerated."

457. The indirect quotation is not set off by a comma, does not begin with a capital letter, and is not enclosed within quotation marks.

458. When a reported speech is converted from direct into indirect, it is introduced by the conjunction *that* (which may be omitted), and certain changes in person and tense are usually made.

With regard to the change of tense, there are two general rules, which are similar to the rules given in § 154 about the sequence of tenses.

459. 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.

*Direct:* He says, "I *am* wrong."

*Indirect:* He says that he *is* wrong.

*Direct:* You have said, "I *will* not *do* so again."

*Indirect:* You have said that you *will* not *do* so again.

*Direct:* I shall say, "My friend *has come* back."

*Indirect:* I shall say that my friend has come back.

460. If the verb is in the past tense, the tense of the verb in the reported speech should be changed:

(1) From present or future into past.

*Direct.* He said, "I *am* sorry."

*Indirect.* He said that he *was* sorry.

*Direct.* I answered, "I *am writing* a letter."

*Indirect.* I answered that I *was writing* a letter.

*Direct.* He said, "It *will* rain."

*Indirect.* He said that it *would* rain.

*Direct.* He said, "I *shall* come again."

*Indirect.* He said that he *should* come again.

(2) From present perfect into past perfect.

*Direct.* He said, "I *have finished* my work."

*Indirect.* He said that he *had finished* his work.

*Direct.* I replied, "I *can not have said* so."

*Indirect.* I replied that I *could not have said* so.

*Direct.* He said, "you may have heard it before."

*Indirect.* He said that I *might have heard* it before.

(3) **From past into past perfect.**

*Direct.* He said, "I *saw* that man last week."

*Indirect.* He said that he *had seen* that man last week.

*Direct.* He said, "I *was reading* English."

*Indirect.* He said that he *had been reading* English.

Sometimes the past tense remains unchanged.

*Direct.* He told us, "Columbus *discovered* America."

*Indirect.* He told us that Columbus *discovered* America.

**461. If the present tense in the reported speech expresses a universal truth or habitual fact, it need not be changed into the corresponding past, although the reporting verb is in the past tense (§ 155, I).**

*Direct.* He said, "The earth *is* round."

*Indirect:* He said that the earth *is* round.

*Direct.* He told us, "We *can* not *be* quite happy in this life."

*Indirect.* He told us that we *can* not *be* quite happy in this life.

**462. In the reported speech, when the tense of the verb is changed, some other changes are often made according to circumstances. Thus, we usually change:**

*This into that; hither into thither; here into there; ago into before; hence into thence; now into then; to day into that day; yesterday into the previous day, the day before; to-morrow into the next day, the following day; last night into the previous night, the night before.*

*Direct.* He said, "I shall go *hence to-morrow*."

*Indirect.* He said that he should go *thence the next day*.

*Direct.* He told me, "I borrowed *this* book from

the library a week *ago*, but I shall return it next week.

*Indirect.* He told me that he had borrowed *that* book from the library a week *before*, but (that) he should return it (*the*) next week.

## EXERCISE 103

Change the following quotations from direct into indirect:

1. He said, "I will leave you now."
2. He has been saying all day, "I am tired."
3. We told him, "We are very glad of your success."
4. The girl told me, "My grandfather has given me a gold watch."
5. Mary said, "Father is so ill that he may not recover."
6. "I don't think you are right," said he.
7. He said to me, "I shall never forget your kindness to me."
8. He made a promise, "I will come, if I can."
9. The boy replied, "I have always believed that practice makes perfect."
10. He said, "Our friend arrived yesterday, but will go to-morrow."
11. "That prisoner," the warder said, "will have had plenty of time to repent before he gets out of jail."
12. The man said, "I do not know what others are going to do, but for my part, I can never yield to such an unfair treatment."

## EXERCISE 104

Change the following quotations from indirect into direct:

1. He says that he will return soon.
2. He replied that he was very sorry for the fault he had committed.
3. I have often told him that he speaks too fast.
4. He told me that you did not understand what he said.
5. They affirmed that he was the best worker they had seen.
6. He replied that he would prove what he had said to be true.
7. She told me that she thought I would surely succeed.
8. He said that he had seen that man the previous day, but that he had not seen him since.
9. He said to me: *that the snow had been falling since daybreak, and that I could not go.*
10. I have often told him that he must work hard if he wishes to succeed.
11. The boy exclaimed that some one had taken the book he had been reading.
12. I said to him that nothing could be more interesting than his novel, and that I should have read it five times if I read it once more.

**463.** When an INTERROGATIVE SENTENCE is converted from direct into indirect, the reporting verb *say* or *tell*, should be changed into *ask*, *inquire*, or *demand*, and the indirect question is introduced by the conjunction *whether* or *if*, and is not followed by a question mark.

*Direct.* He said to me, "May I go?"

*Indirect.* He *asked* me *if* he might go.

*Direct.* The farmer said to Tom, "Do you like fruit?"

*Indirect.* The farmer *inquired* of Tom *whether* he liked fruit.

**464.** If the direct question begins with an interrogative word, this interrogative word is used to introduce the indirect question and, therefore, the conjunction

*whether* or *if* should not be used.

*Direct.* "What is the matter?" he inquired.

*Indirect.* He inquired *what* the matter was.

*Direct.* I said to him, "Why do you disturb me?"

*Indirect.* I demanded of him *why* he disturbed me.

465. In an indirect question the subject is regularly placed before the predicate verb, and the rule given in § 447 (i) regarding the word order of an interrogative sentence is not followed.

*Direct,* "Will you go with me?" asked he.

*Indirect.* He asked if *I would* go with him.

*Direct.* He said to us, "Whom *have you* chosen?"

*Indirect.* He inquired of us whom *we had* chosen.

466. When an IMPERATIVE SENTENCE is converted from direct into indirect, the reporting verb *say* should be changed to some verb expressing a *command*, a *request*, or an *entreaty*, such as *ask*, *advise*, *command*, *order*, *request*, *etc.*, and the imperative sentence is usually replaced by an infinitive phrase.

*Direct.* He said to his friend, "Lend me your pen."

*Indirect.* He *asked* his friend *to lend* him his pen.

*Direct.* "Do not waste your money," said I to him.

*Indirect.* I *advised* him *not to waste* his money.

*Direct.* The master said to the servant, "Shut the door."

*Indirect.* The master *ordered* the servant *to shut* the door.

*Direct.* He said to me, "I am sorry to keep you waiting, but I am very busy. Wait a little longer, please."

*Indirect.* He said to me that he was sorry to keep me waiting, but he was very busy. And he *begged* me *to wait* a little longer.

467. When an EXCLAMATORY SENTENCE is

converted from direct into indirect, the reporting verb *say* or *tell* should be changed to some word of more definite meaning, such as, *exclaim*, *cry out*, *etc.*, and the interjection, if any, is usually replaced by an adverb or adverbial phrase to modify the reporting verb.

*Direct.* He said, "Hurrah! My friend has come."

*Indirect.* He *exclaimed with joy* that his friend had come.

*Direct.* He said, "Dear me! I have cut my hand."

*Indirect.* He *cried out with pain* that he had cut his hand.

*Direct.* He said to them all, "Good-bye, my friends!"

*Indirect.* He *bade* good-by to all his friends.

## EXERCISE 105

Change the following quotations from direct into indirect, and *vice versa*:

1. I demanded of her why she had done so.
2. He asked, "Will you go with me?"
3. He said to the coolie, "Why do you stop here?"
4. I ordered him to come back as soon as possible.
5. "Leave the house at once!" said he to the boy.
6. He said to servants, "Do you know where my hat is?"
7. The robber said to me, "Speak, or I fire!"
8. My sister advised me to work hard, lest I should fail.
9. He said, "Alas, how foolish I am!"
10. He wanted to know if I did not like to play tennis.
11. He asked me, "How often a month do you write to your friend?"
12. "Do as I tell you!" cried he angrily to his assistant.
13. I asked him, "Don't you know that Edison

- invented the gramophone?"
14. I begged him not to act so foolishly.
  15. "Who is knocking at the door?" said the master.
  16. He told me, "Never forget that knowledge is power."

## CHAPTER XXXV

### CONVERSION OF SENTENCES

**468.** The TRANSFORMATION of a sentence is the change of the sentence from one grammatical structure to another without altering its original sense.

One important way of transformation, viz., the conversion of a reported speech from direct into indirect and *vice versa*, has been discussed in a separate chapter. In this chapter, the process of converting sentences from one type to another will be explained.

#### I. FROM SIMPLE TO COMPOUND

**469.** As stated in Chapter V, a simple sentence is a sentence that contains only one subject and one predicate either or both of which may be compound (§62), and a compound sentence is a sentence that contains two or more coördinate clauses connected by a conjunction or conjunctions (§64). Hence a simple sentence can be changed to a compound one by expanding words of phrases into coördinate clauses.

Review the coördinate connectives given in § 239, and then study the following examples:

(1) **By expanding a participial or absolute phrase into a clause.**



*Simple.* Walking up to the front door, I rang the bell.

*Compound.* I walked up to the front door and rang the bell.

*Simple.* Being tired with running, he sat down to rest.

*Compound.* He was tired with running, so he sat down to rest.

*Simple.* Their resolution being taken, they set out the next day.

*Compound.* Their resolution was taken, and they set out the next day.

**(2) By Expanding a prepositional phrase into a clause.**

*Simple.* In spite of his great wealth, he is not satisfied.

*Compound.* He has great wealth, but he is not satisfied.

*Simple.* On account of continual snowing many students were prevented from going home.

*Compound.* It snowed continually, therefore many students were prevented from going home.

*Simple.* Besides robbing the merchant, the thief took his life.

*Compound.* The thief not only robbed the merchant but also took his life.

**(3) By Expanding an infinitive phrase into a clause.**

*Simple.* You should study hard to increase your knowledge.

*Compound.* You should study hard for thus you will increase your knowledge.

*Simple.* He must keep silent to avoid being suspected.

*Compound.* He must keep silent, or he will be suspected.

## EXERCISE 106

Expand the following simple sentences into compound ones :

1. Hearing a noise, the thief turned toward the door.
2. Before going home, every student must finish his work.
3. You must rest now and then for fear of losing your health.
4. He hated every one but himself.
5. On account of his bad health, he was unable to work.
6. You must confess your fault to escape being punished.
7. Having been addressed to the wrong house, the letter never reached me.
8. He worked all the time out of ambition to excel.
9. Besides blaming his son, the man punished him severely.
10. Drawing his sword, he rushed at the enemy.
11. The sun having set, all farmers went home.
12. I do not like English the less for its difficulties.
13. He must not do such a thing again to avoid being dismissed.
14. With the post office closed, I cannot send my letter to-day.
15. No man can succeed without working hard.
16. The shareholders having come to terms, the business will now prosper.

## II. FROM COMPOUND TO SIMPLE

**470.** To change a compound sentence to a simple one, it is necessary to contract one or more of the coordinate clauses into phrases and have the main idea expressed by the predicate verb of the sentence.

## EXAMPLES

(1) **By substituting a participial or absolute phrase for a clause.**

*Compound.* The general stood on a table and addressed his troops.

*Simple.* Standing on a table, the general addressed his troops.

*Compound.* The fog was very dense, therefore the aeroplane was forced to alight.

*Simple.* The fog being very dense, the aeroplane was forced to alight.

(2) **By substituting a prepositional phrase for a clause.**

*Compound.* He not only provided shelter for the refugees, but also gave them food and clothing.

*Simple.* Besides providing shelter for the refugees, he gave them food and clothing.

*Compound.* He was afraid of being caught in the rain, so he took an umbrella.

*Simple.* He took an umbrella for fear of being caught in the rain.

(3) **By substituting an infinitive phrase for a clause.**

*Compound.* The sailors jumped overboard, otherwise they would be burned.

*Simple.* The sailors jumped overboard, to escape being burned.

## EXERCISE 107

Contract the following compound sentences into simple ones :

i. The teacher, as well as the student, believed

him to be innocent.

2. He is well versed in books, but wanting in experience.
3. Not only was the thief set free, but he was given some money.
4. The steamer caught fire, and her passengers perished.
5. The rose tree is a most delightful bush only it is covered with thorns.
6. Our task is hard ; however, we shall persevere to the end.
7. She is homesick ; she has not seen her mother for a long time.
8. Work hard in youth, or you will have to regret in old age.
9. He was much frightened, but not much hurt.
10. The man dies, but his memory lives.
11. Their real character was now exposed to view, and every one laughed at them.
12. The weather is very cold, still it is not unbearable.
13. All men must work, or they cannot make a living.
14. Not only energy, but patience is necessary to success in life.
15. The door opened, and two men came out.
16. We do not like our leader, nevertheless we must obey his orders.

### III. FROM SIMPLE TO COMPLEX

**471.** A complex sentence is a sentence that contains one principal clause and one or more subordinate clauses (§ 66). Hence a simple sentence can be changed to a complex one by expanding words or phrases into subordinate clauses.

Review the subordinate connectives given in § 240, and then study the following examples :

**(1) By substituting a noun clause.**

*Simple.* Failure is impossible.

*Complex.* That we should fail is impossible.

*Simple.* His actions show his friendship.

*Complex.* His actions show that he is a friend.

*Simple.* I will give this to any man in want of it.

*Complex.* I will give this to whoever wants it.

*Simple.* The author of this book is unknown.

*Complex.* Who wrote this book is unknown.

*Simple.* We need not prove the yellowness of gold.

*Complex.* We need not prove that gold is yellow.

**EXERCISE 108**

Expand the following simple sentences into complex ones containing noun clauses.

1. His ingratitude cut me to the heart.
2. I asked him his name.
3. We need not place any confidence in his words.
4. They questioned the propriety of doing that.
5. The death of Mr. Wang was unknown to his friends.
6. The fear of failure made him nervous.
7. I do not know the time of his coming.
8. It is a child's duty to obey his parents.
9. A man's future career depends upon his early education.
10. One man's meat is another man's poison.
11. He was reported to have been robbed of his money.
12. No one can tell his occupation and address.

**(2) By substituting an adjective clause.**

*Simple.* A sleeping fox catches no poultry.

*Complex.* A fox that does not keep awake catches no poultry.

*Simple.* Wealth acquiree dishonestly will prove a

curse.

*Complex.* Wealth which is acquired dishonestly will prove a curse.

*Simple.* A figure with three angles is a triangle.

*Complex.* A figure that has three angles is a triangle.

*Simple.* The hot house is a trap to catch sunbeams.

*Complex.* The hot house is a trap which is used to catch sunbeams.

*Simple.* Many of the attempts to assassinate the king were defeated.

*Complex.* Many of the attempts which had been made to assassinate the king were defeated.

*Simple.* The lamp of man's life has three wicks—brain, blood, breath.

*Complex.* The lamp of man's life has three wicks, which are brain, blood, and breath.

### EXERCISE 109

Expand the following simple sentences into complex ones containing adjective clauses:

1. Books by the best writers were his delight.
2. The playing children are very noisy.
3. They boarded the vessel lying in the harbor.
4. An animal with four legs is called a quadruped.
5. The mayor, an aged man, made an address.
6. Things done by halves are never done right.
7. The sword in his hand trembled violently.
8. A rolling stone gathers no moss.
9. That was a fault not to be forgiven.
10. The castle, a battered ruin stood by the river.
11. Mistaken for a spy, he was attacked by the soldiers.
12. He is a man of noble character.

(3) **By substituting an adverbial clause.**

## A. TIME.

*Simple.* I shall wait here until the coming of my friends.

*Complex.* I shall wait here until my friends come.

*Simple.* The city having been taken, the inhabitants fled.

*Complex.* When the city had been taken, the Inhabitants fled.

*Simple.* With the first appearance of the sun, the birds began to sing.

*Complex.* As soon as the sun had appeared, the birds began to sing.

## B. PURPOSE.

*Simple.* He worked hard in order to gain a prize.

*Complex.* He worked hard that he might gain prize.

*Simple.* Brutus stabbed Cæsar for the purpose of making Rome free.

*Complex.* Brutus stabbed Cæsar that Rome might be free.

*Simple.* He studies hard for fear of failing in the examination.

*Complex.* He studies hard lest he should fail in the examination.

## C. CAUSE.

*Simple.* I am angry with you for doing such a thing.

*Complex.* I am angry with you, because you do such a thing.

*Simple.* Besieged and bombarded for a long time, the city fell in to the hands of the bandits.

*Complex.* As it had been besieged and bombarded for a long time, the city fell into the hands of the bandits.

*Simple.* In the absence of the principal, the proctor performs his duties.

*Complex.* As the principal is absent, the proctor

performs his duties.

#### D. RESULT.

*Simple.* To our astonishment, he spoke very eloquently.

*Complex.* He spoke so eloquently that we were astonished.

*Simple.* The messenger was too tired to stand any longer.

*Complex.* The messenger was so tired that he could not stand any longer.

*Simple.* They rowed so hard as to be quite exhausted.

*Complex.* They rowed so hard that they became quite exhausted.

#### E. CONDITION.

*Simple.* It will be your own fault not to succeed.

*Complex.* It will be your own fault, if you do not succeed.

*Simple.* Without permission from the teacher, you should not go out.

*Complex.* If you cannot get permission from the teacher, you should not go out.

#### F. CONCESSION.

*Simple.* They started notwithstanding the snow.

*Complex.* They started, though it was snowing.

*Simple.* He is not happy for all his wealth.

*Complex.* Wealthy as he is, he is not happy.

*Simple.* In spite of all my advice, he took to the practice of smoking.

*Complex.* Although I frequently advised him, he took to the practice of smoking.

#### G. COMPARISON.

*Simple.* Her wisdom is equal to her friend's.

*Complex.* She is as wise as her friend.



*Simple.* In point of experience, he is second to none.

*Complex.* He has more experience than any other person

*Simple.* Men's wants become greater in proportion to their possessions.

*Complex.* The more men have, the more they want.

#### H. MANNER OR EXTENT.

*Simple.* The harvest will depend upon the sowing.

*Complex.* As men sow, so will they also reap.

*Simple.* He acted in accordance with my instructions.

*Complex.* He acted according as I instructed him.

*Simple.* Within my knowledge, he has every possibility to succeed.

*Complex.* So far as I know, he has every possibility to succeed.

#### EXERCISE 110

Expand the following simple sentences into complex ones containing adverbial clauses :

1. We reached our inn before sunset,
2. Having finished his lessons, he went out into the garden.
3. I will do my best to serve the society.
4. He carried an umbrella for fear of being caught in the rain.
5. In the absence of a tent, the hunters sheltered themselves at night, with boughs.
6. Owing to his ill health, he will remain in Canton.
7. This box is too heavy to be lifted.
8. He was so stupid as to forget his own name.
9. By quickly compressing the air, enough heat is evolved to produce combustion.
10. You will not be able to support yourself without studying and working hard at present.

11. In defiance of the law, he got up a riot.
12. For all his experience he is still incompetent.
13. In spite of all his riches, he is never contented.
14. His wisdom is superior to that of any other boy in the class.
15. The air becomes cooler in proportion to the height of the ground.
16. His life has not corresponded with his thought.
17. He talks like a scholar.
18. Of all the books, this, is the most popular.
19. Notwithstanding his great strength, he could not lift that heavy stone.
20. I should be very glad to help him in any way.
21. In the event of his refusing to help you, what should you do?
22. He is too wise not to solve this problem.
23. He was punished for neglecting his duties.
24. Having failed once and again, he made no further attempt.
25. He refused to quarrel with his brother for the purpose of maintaining an affectionate brotherhood.
26. My brother was very sorry on finding out his mistake.
27. I have not seen John since the beginning of the vacation.
28. He works all the time with a view to becoming rich.
29. The people in China being deficient in knowledge, compulsory education is absolutely necessary.
30. He was ashamed of being punished by his teacher.
31. This merchant is honest enough to keep his promise.
32. Running quickly, you can overtake him.
33. A man will succeed in proportion to his perseverance.
34. My treatment of him shall be similar to his treatment of me.

35. Within my knowledge nothing like this has ever happened before.
36. My brother did his work well to the astonishment of his teacher.

#### IV. FROM COMPLEX TO SIMPLE

472. To change a complex sentence to a simple one, it is necessary to substitute a word or a phrase for the subordinate clause.

#### EXAMPLES

##### (I) The noun clause may be substituted :

###### (a) By a noun.

*Complex.* That he should succeed is certain.

*Simple.* His success is certain.

*Complex.* Tell me when and where you were born.

*Simple.* Tell me the time and place of your birth.

*Complex.* I do not know who owned that house.

*Simple.* I do not know the owner of that house.

###### (b) By a gerund.

*Complex.* That he is a rich merchant is known by all.

*Simple.* His being a rich merchant is known by all.

*Complex.* No one in the class doubted that he got some secret help.

*Simple.* No one in the class doubted his having got some secret help.

*Complex.* The sailor saw that his ship was sinking.

*Simple.* The sailor saw the sinking of his ship.

###### (c) By an infinitive.

*Complex.* How shall we deal with the present situation is a difficult question.

*Simple.* How to deal with our present situation is a difficult question.

*Complex.* His friends wished that he should succeed.

*Simple.* His friends wished him to succeed.

*Complex.* It is supposed that he is a native of Anhwei.

*Simple.* He is supposed to be a native of Anhwei.

### EXERCISE 111

Contract the following complex sentences into simple ones :

1. That he is a friend shows itself in action.
2. We could not make out what that story meant.
3. He has not yet determined where he should go.
4. Do tell me when and where Confucius was born.
5. You should place confidence in what I said.
6. From that moment, I resolved that I would stay in the town.
7. The governor ordered that the gates of the city be shut.
8. What he spoke on that occasion was unusually eloquent.
9. It is advisable that you review your lessons during the vacation.
10. He is at a loss how he should answer this question.

(2) The adjective clause may be substituted :

(a) By an adjective or participle.

*Complex.* A youth that is discreet makes friends.

*Simple.* A discreet youth makes friends.

*Complex.* Those who tell us of our faults, and help us to mend them are our best friends.

*Simple.* Those telling us of our faults and helping

us to mend them are our best friends.

*Complex.* Wounds that are made by words are hard to heal.

*Simple.* Wounds made by words are hard to heal.

**(b) By a noun or pronoun in the possessive case.**

*Complex.* The shop that belongs to this man is finely located.

*Simple.* This man's shop is finely located.

*Complex.* "Ivanhoe," which was written by Scott, is an interesting novel.

*Simple.* Scott's "Ivanhoe" is an interesting story.

*Complex.* That man recently grown rich has forgot the hardships he endured.

*Simple.* That man recently grown rich has forgot his past hardships.

**(c) By an infinitive.**

*Complex.* You have no money that you can waste.

*Simple.* You have no money to waste.

*Complex.* I have many stories with which I can amuse you.

*Simple.* I have many stories with which to amuse you.

**(d) By a prepositional phrase.**

*Complex.* The fruits which are sold by this store are very good.

*Simple.* The fruits of this store are very good.

*Complex.* A man who has no friends is a miserable creature.

*Simple.* A man without friends is a miserable creature.

*Complex.* Bird which have the same feather flock together.

*Simple.* Birds of a feather flock together.

## EXERCISE 112

Contract the following complex sentences into simple ones :

1. The castle which stands on the cliff looks very ancient.
2. It was a sight that could gladden the heart.
3. He has many thing that he wants to tell you.
4. "Hiawatha" which was written by Longfellow, tells about the Indians.
5. Some people, who have lived abroad, undervalue the advantages of their native land.
6. A man who is wise will be honored.
7. The vessels which carry the blood from the heart are called arteries.
8. A monster which had three heads lived in the cave.
9. The evil that men do lives after them.
10. This is a lesson that must not be forgotten.
11. Those who fight custom with grammar are foolish.
12. Youth is the time when the seeds of character are sown.

**(8) The adverbial clause may be substituted :**

**(a) By a prepositional phrase**

*Complex.* She returned home after she had finished her work.

*Simple.* She returned home after having finished her work.

*Complex.* He does everything that he may save his brother.

*Simple.* He does everything for the purpose of saving his brother.

*Complex.* The upright man speaks as he thinks.

*Simple.* The upright man's words correspond with his thought.

**(b) By a participial or absolute phrase.**

*Complex.* The water will freeze, for it has cooled to 42°.

*Simple.* Having cooled to 32°, the water will freeze.

*Complex.* When night came on, we gave up the chase.

*Simple.* Night coming on, we gave up the chase.

*Complex.* If you do your best, you will succeed.

*Simple.* Doing your best, you will succeed.

**(c) By an infinitive.**

*Complex.* You come to school that you may study.

*Simple.* You come to school to study.

*Complex.* The pine tree is so tall that it overlooks all its neighbors.

*Simple.* The pine tree is tall enough to overlook all its neighbors.

*Complex.* His brother is so young that he cannot begin the study of algebra.

*Simple.* His brother is too young to begin the study of algebra.

**EXERCISE 113**

Contract the following complex sentences into simple ones :

1. As the sun had set, we had better go home.
2. Whether I can get permission or not, I shall leave the room.
3. I promise him one hundred dollars on condition that he would give his whole time to the work.
4. The lawyer rose that he might address the judge.
5. As they are our friends, we should help them.
6. I am surprised that he has not come sooner.
7. He is foolish, because he leaves school so early in life.
8. Before the firemen arrived, the building fell.

9. Although he is old, he can read without spectacles.
10. The players should fight that they may win the game.
11. I shall go although the storm is raging.
12. Jack rose from bed as the clock struck six.
13. Robert was startled when he heard this story.
14. Though he was ordered to finish the work, he went away leaving half of it undone.
15. When he saw me, he stopped.
16. After they had held a council, they decided to go no farther.
17. He walked forward that he might speak to me.
18. As the judge has already decided the case, further defence is useless.
19. The room is as long as it is high.
20. What would I not give if I could see you happy?

## V. FROM COMPOUND TO COMPLEX

472. In changing a compound sentence of two coordinate clauses to a complex one, it is necessary to make one of the clauses subordinate to the other. As a general rule, the first clause is made the subordinate, and the second, the principal clause of the complex sentence, for it is the second that completes the sense of the compound sentence and is therefore more important than the first.

### EXAMPLES

*Compound.* Do your best and you will succeed.

*Complex.* If you do your best, you will succeed.

*Compound.* The sun shines, and the earth is glad.

*Complex.* When the sun shines, the earth is glad.

*Compound.* Take care of your body, or you will lose your health.



*Complex.* If you do not take care of your body, you will lose your health.

*Compound.* Save your expenses, otherwise you will fall in debt.

*Complex.* Unless you save your expenses, you will fall in debt.

*Compound.* Either he was mad, or he feigned madness admirably.

*Complex.* If he was not mad, he feigned madness admirably.

*Compound.* English is difficult, nevertheless I like to study it.

*Complex.* Although English is difficult, I like to study it.

*Compound.* He was very tired, but he struggled on.

*Complex.* Tired as he was, he struggled on.

*Compound.* You are stupid, so you should work hard.

*Complex.* As you are stupid, you should work hard.

*Compound.* There are too many illiterates in China, therefore we must spread education.

*Complex.* As there are too many illiterates in China, we must develop education.

*Compound.* An enormous amount of wealth goes into tobacco every year, therefore China is very poor.

*Complex.* China is very poor, because an enormous amount of wealth goes into tobacco every year.

474. Similarly, complex sentences may be changed to compound ones, if the process of conversion is reversed.

#### EXERCISE 114

Convert the following compound sentences into complex ones:

1. Take care of the minutes, and the hours will take care of themselves.
2. Conquer your passions, or they will conquer you.

3. The candidate stood up to speak, and everyone was at once silent.
4. He is now old, but he still hopes to become a scholar.
5. The policemen came suddenly upon the thief, and so he was caught.
6. Turn to the right, and you will find the bank.
7. His mind was weak, therefore he yielded to your wishes.
8. You must leave my room at once, otherwise I will strike you.
9. He has faults, and yet I love him none the less.
10. His business failed, and so he was reduced to poverty.
11. I have seen, therefore I believe.
12. The man dies, but his memory lives.
13. I heard that you wished to see me, and I lost no time in coming.
14. Everyone else had left the ship, and then the captain left it himself.
15. All men were against him ; he kept his courage, however, to the end.

## EXERCISE 115

Convert the following complex sentences into compound ones :

1. Unless he works earnestly, he will be dismissed.
2. As soon as the clock struck nine, I rose from bed.
3. Wise as he is, he cannot know everything.
4. He works all the time, as he has an object to work for.
5. If you do not confess your fault, you will be punished.
6. Though fire is a good servant, it is a bad master.
7. It must be raining, because people in the streets are carrying umbrellas.

8. If you resist the devil, he will flee from you.
9. The house did not fall, because it was built upon a rock.
10. When her friends heard of her coming, they hastened to meet her.
11. If you believe in my advice, you need not be sorry.
12. As it is now late, we had better go home.
13. Although he is my brother, I will punish him
14. This problem is so difficult that no body can solve it.
15. Nobody will help you if you do not help yourself.

## CHAPTER XXXVI

### COMBINATION OF SIMPLE SENTENCES

**475.** The combination of simple sentences is the process of putting related ideas in one sentences so that the idea will make a more unified impression.

Two or more simple sentences may be combined into a single simple sentence, a compound sentence, or a complex sentence in the following ways :

#### I. TO COMBINE TWO OR MORE SIMPLE SENTENCES INTO A SINGLE SIMPLE SENTENCE

##### (a) By using participial or absolute phrases.

*Separate.* He was hungry and exhausted. He could walk no farther.

*Combined.* Being hungry and exhausted, he could walk no farther.

*Separate.* Spring has come. Trees begin to grow.

*Combined.* Spring having come, trees begin to grow.

*Separate.* He studied his lessons. He wrote his exercise. He earned a night's repose.

*Combined.* Having studied his lessons, and written his exercise, he earned a night's repose.

**(b) By using prepositional phrases.**

*Separate.* It snowed heavily. The poor suffered very much.

*Combined.* Owing to the heavy snow, the poor suffered very much.

*Separate.* He made a great effort. At last he gained his end.

*Combined.* By making a great effort, he at last gained his end.

*Separate.* He bought a new book. Its price was two dollars. It was published by the Commercial Press.

*Combined.* The purchase-price of the new book published by the Commercial Press was two dollars.

**(c) By nouns or pronouns in appositions.**

*Separate.* Peking is the capital of China. It is in Hopei Province.

*Combined.* Peking, the capital of China is in Hopei Province.

*Separate.* The robbers shot two hundred inhabitants. This was an atrocious act.

*Combined.* The robbers shot two hundred inhabitants—an atrocious act

**(d) By using infinitives.**

*Separate.* He returned home. He wanted to see his mother.

*Combined.* He returned home to see his mother.

*Separate.* He is very clever. He can work out this problem.

*Combined.* He is too clever not to work out this problem.

*Separate.* My friend was very much delighted. He had heard of my success.

*Combined.* My friend was very much delighted to hear of my success.

## EXERCISE 116

Combine each of the following groups of simple sentences into a single simple sentence :

(a) **By using participial or absolute phrases :**

1. He walked a long way. He felt quite exhausted.
2. White clothes reflect the rays of the sun. They are cool in summer.
3. I was lying on my bed. I heard the cry of "Fire!"
4. He is loved by all. He must have a genial disposition.
5. The storm was raging. The waves ran high.
6. The bridges had been swept away. The traveling party returned to the inn.
7. He met with an old classmate unexpectedly. He was traveling in America at the time. It was two years ago.
8. They were too late to catch the train. They tried therefore to hire a carriage. They hoped by this means to reach the bank in time.
9. The teacher entered the room. The students neither talked nor laughed.
10. He was almost exhausted. He swam with the greatest difficulty. He reached the shore at last.

(b) **By using prepositional phrases :**

11. He saved up his money. An evil day might come.
12. He worked hard. He desired to earn his own living.

13. The weather was bad. The picnic was postponed.
14. I have come here. Nobody has invited me to come.
15. The man had made every effort. He could not swim against the tide.
16. A gun is fired. A loud sound is made.
17. His death was due to consumption. He had reached the age of sixty years.
18. I met a woodman in the forest. He had a hatchet in his hand and a bundle of sticks on his bank.
19. There was some fear of the failure of the plan. Every precaution was taken.
20. He heard the result. He demanded the reason. They then promised to give a full explanation of everything.

(c) **By using nouns or pronouns in apposition**

21. John was a tailor. He was doing a thriving business.
22. Washington is the capital of the United States. It is on the Potomac.
23. Jerusalem is the holy city of the Jews. It has had many memorable sieges.
24. We honor the name of Confucius. He taught three thousand disciples. He annotated several ancient Chinese classics.
25. Byrd explored the Antarctic region. This was a daring feat.
26. His brothers belonged to a rowing club. Their names were Henry and George.
27. The Franks were a warlike people of Germany. They gave their name to France.
28. Mecca is a city in Arabia. It is sacred in the eyes of Mohammedans.
29. John Ruskin was an English artist and art critic. He was the only child of wine merchant. He inherited an ample fortune.
30. Only three boys did not pass the examination. They were Chao, Wang and Li.

**(d) By using infinitives :**

31. I heard of your safe arrival. I was very happy.
32. The weather is very warm. The snow is dissolved.
33. He has wasted so much time. He is a fool.
34. Everyone should do his duty. China expects this of every man.
35. The bank suddenly failed. Matters were thus made worse.
36. A child should obey his parents. It is his duty.
37. The child grew better every day. The parents were therefore relieved.
38. He formed a resolution. He would smoke no more cigarettes.
39. He stayed up at nights working out problems in mathematics. This was a pleasure to him.
40. To aim is one thing. To hit the mark is another.

## II. TO COMBINE SIMPLE SENTENCES INTO A COMPOUND SENTENCE

*Separate.* Some bridges across broad rivers are strong.  
They are also beautiful. They are wonderfully built.

*Combined.* Some bridges across broad rivers are beautiful as well as strong and they are wonderfully built.

*Separate.* Every person knows the propriety of this rule. Few people act upon it consistently.

*Combined.* Every person knows the propriety of this rule, but few people act upon it consistently.

*Separate.* You may give up your plan. You may comply with my wishes, You must do either of these.

*Combined.* Either give up your plan or comply with my wishes.

*Separate.* The pioneers conquered the forests. They also developed races of strong people. They had to be bold and strong.

*Combined.* The pioneers not only conquered the forests

but also developed races of strong people, therefore, they had to be bold and strong.

*Separate.* You seem to have made up your mind to work hard this year. This is something quite new. I am glad to see it. I hope your good resolutions will be kept.

*Combined.* You seem to have made up your mind to work hard this year; well, I am glad to see it, and hope your good resolutions will be kept.

*Separate.* China used to learn nothing from other lands. Now every school teaches geography of the world. Every middle school teaches western science, history, and languages.

*Combined.* China used to learn nothing from other lands, but now every school teaches geography of the world and every middle school teaches western science, history, and languages.

### EXERCISE 117

Combine the following simple sentences into compound sentences :

1. Many houses are built of wood and bricks. Some poorer houses are built of bamboo.
2. You must always be neat and clean. Everybody likes a neat and clean boy or girl.
3. Some trees are useful for their timber. Some trees are useful for their fruit. Some trees are useful for both timber and fruit.
4. He is a rich man. He is not proud of his wealth. He makes no distinction between rich and poor.
5. He was hungry and exhausted. Both his legs were broken. He was tender, trustworthy and true.
6. India is a big country. A handful of Englishmen conquered it. They have ruled it to this day.
7. Put not your trust in money. Put your money in trust.



8. Places near the sea are not extremely warm in summer. They are not extremely cold in winter also.
9. Wealth may seek us. Wisdom must be sought.
10. His task was hard. He persevered to the end.
11. I stood near him. I spoke in a loud voice. He did not understand me.
12. Examinations are formidable even to the best prepared. The greatest fool may ask the most difficult questions.
13. Many persons do not like to share the dangers. They like to share the good luck. They are to be despised.
14. Dishonesty will not help to promote your welfare. On the contrary, it will land you into great difficulties.
15. Richard was always a welcome visitor. He would play all sorts of quaint tunes to please the old women. Perhaps he would scrape away at pretty little hymns to please the children.
16. In all labor there is profit. Mere talking tends only to failure.
17. You should make the right use of your younger days. Then you will have nothing to repent of in your old age.
18. I am not acquainted with the person referred to. I cannot say any good of him. I cannot say any evil of him.

### III. TO COMBINE SIMPLE SENTENCES INTO A COMPLEX SENTENCE

#### (a) The noun clause.

*Separate.* Gravitation keeps all things in their proper places. This is true.

*Combined.* It is true that gravitation keeps all things in their proper places.

*Separate.* China is only a semi-colony of foreigners.

A great many people think so.

*Combined.* A great many people think that China is only a semi-colony of foreigners.

*Separate.* What is that man? Nobody knows him.

*Combined.* Nobody knows what that man is.

*Separate.* Chang is a good boy. Everybody knows it.

*Combined.* Everybody knows that Chang is a good boy.

#### EXERCISE 118

Combine the following sentences into complex ones containing one or more noun clauses :

1. He will go to Nanking during the spring vacation, He has told me so.
2. Honesty is the best policy. This is universally acknowledged.
3. Some one gave a terrible shriek last night. I should like to know the person.
4. Idle or dishonest boys turn out to be industrious and honorable men. This sometimes happens.
5. Mold, mildew, and yeast are plants. This fact is wonderful.
6. Men should obey. That is better than sacrifice.
7. Our future depends upon our present. We know this.
8. You have succeeded very well. This was news to me. It gave me much pleasure.
9. The earth moves around the sun. The sun does not move around the earth. Scientists have clearly proved these facts.
10. Columbus discovered America in a certain way. He was provided with ships and men by a certain king. He met with certain difficulties in the way. I should like to know these things

**(b) The adjective clause.**

*Separate.* Time is a precious gift. Time should not be wasted.

*Combined.* Time, which is a precious gift, should not be wasted.

*Separate.* Our railways and navigation have not been properly developed. Railways and navigation are the sinews of industry and commerce.

*Combined.* Our railways and navigation, which are the sinews of industry and commerce, have not been properly developed.

*Separate.* The two travelers came to a spot. Some carpenters were building a house there.

*Combined.* The two travelers came to a spot where some carpenters were building a house.

*Separate.* Many persons are not able to read. They buy no books.

*Combined.* They who are not able to read buy no books.

**EXERCISE 119**

Combine the following sentences into complex ones containing one or more adjective clauses :

1. We came upon a certain cottage. There a woodman was living with his old mother.
2. Some boys study hard. They also study wisely. Such boys make progress.
3. The sailor rescued the merchant. The merchant gave him a thousand dollars.
4. Photography is an art. This art enables commonplace mediocrity to look like genius.
5. You have wasted so much time. The time would have made an industrious man rich.
6. He has no money laid by. He cannot borrow.

- He cannot earn a good monthly income. Such a man must not attempt to embark in business.
7. John was born in a certain city. He has always lived in it. It is called Changsha.
  8. I built a house. I have sold it to Mr. Wang. He is a rich merchant.
  9. The lake abounds in a great variety of fishes. It is very deep. It is much frequented by fishermen.
  10. There is a remote village. The village is in the province of Vosges. The village is among some wild hills. In the village lived a heroine named Jeanne d'Arc.

(c) **The adverbial clause.**

*Separate.* He returned to America. He desired to raise funds there.

*Combined.* He returned to America that he might raise funds there.

*Separate.* Our industry has made but little progress. Our railways and navigation have not been properly developed.

*Combined.* Our industry has made but little progress, because our railways and navigation have not been properly developed.

*Separate.* The brain is only one-fortieth of the body. About one-sixth of the blood is sent to it.

*Combined.* Although the brain is only one-fortieth of the body, about one-sixth of the blood is sent to it.

*Separate.* Everything was ready. The signal had been given. Then the race began.

*Combined.* When everything was ready, and when the signal had been given, the race began.

EXERCISE 120

Combine the following sentences into complex ones

containing one or more adverbial clauses.

1. The storm is raging. We cannot start.
2. You are free from vices. You may expect a happy old age.
3. My friend has spent ten years in England. He speaks English very fluently.
4. I am your friend. You should trust me.
5. He grew rich. He attended to his business.
6. To be president is good. To be in the right is better.
7. The man was my enemy. I admired him.
8. The robbers fought desperately. They were afraid of being taken alive.
9. The breath contains poisonous carbonic acid. Wise people ventilate their sleeping rooms.
10. Men may behave well or ill in this life. Hereafter they will be blessed or miserable accordingly.
11. He is a diligent pupil. No other boy in the class is more diligent.
12. It may snow to-morrow. It may not snow. I will go home in either case.
13. We advance in years. We proportionally advance in wisdom.
14. His armor was very good. He had no fear of arrows.
15. The result may be of this kind or that. We at least are now out of danger.



# APPENDIX

## SCHEMES FOR REVIEW

### Schemes of the Sentence

<b>P A R T S</b>	<b>Subject</b> .....	<ul style="list-style-type: none"><li>1. Noun or Pronoun</li><li>2. Adjective</li><li>3. Infinitive</li><li>4. Gerund</li><li>5. Phrase</li><li>6. Clause</li></ul>
	<b>Predicate</b> .....	Verb
	<b>Modifiers of Subject</b> .....	<ul style="list-style-type: none"><li>1. Adjectives</li><li>2. Participles</li><li>3. Nouns and Pronouns</li><li>4. Infinitives</li><li>5. Phrases</li><li>6. Clauses</li></ul>
	<b>Modifiers of Predicate</b> .....	<ul style="list-style-type: none"><li>1. Adverbs</li><li>2. Adverbial Objects</li><li>3. Infinitives</li><li>4. Phrases</li><li>5. Clauses</li></ul>
	<b>Object</b> .....	<ul style="list-style-type: none"><li>1. Noun or Pronoun</li><li>2. Adjective</li><li>3. Infinitive</li><li>4. Gerund</li><li>5. Phrase</li><li>6. Clause</li></ul>
	<b>Subjective Complement</b> ..	<ul style="list-style-type: none"><li>1. Noun or Pronoun</li><li>2. Adjective</li><li>3. Participle</li><li>4. Adverb</li><li>5. Infinitive</li><li>6. Gerund</li><li>7. Phrase</li><li>8. Clause</li></ul>

*Schemes of the Sentence—Continued*

<b>PARTS</b>	{	<b>Objective Complement.</b>	<ol style="list-style-type: none"> <li>1. Noun</li> <li>2. Adjective</li> <li>3. Participle</li> <li>4. Adverb</li> <li>5. Infinitive</li> <li>6. Phrase</li> <li>7. Clause</li> </ol>
		<b>Connectives....</b>	<ol style="list-style-type: none"> <li>1. Conjunctions</li> <li>2. Relative Pronouns</li> <li>3. Relative Adverbs</li> </ol>
		<b>Independent Elements....</b>	<ol style="list-style-type: none"> <li>1. Interjections</li> <li>2. Exclamatory Substantives</li> <li>3. Vocatives</li> <li>4. Parenthetical Expressions</li> </ol>
<b>Classes .....</b>	{ Use. Declarative, Interrogative, Imperative Exclamatory. { Structure. Simple, Compound, Complex.		

**Scheme for the Noun**

<b>NOUN</b>	{	<b>Classes .....</b>	<table style="border-collapse: collapse;"> <tr> <td style="padding-right: 10px;"><b>Concrete.....</b></td> <td style="border-left: 1px solid black; padding-left: 10px;"> <ol style="list-style-type: none"> <li>1. Proper</li> <li>2. Common</li> <li>3. Collective</li> <li>4. Material</li> </ol> </td> </tr> <tr> <td style="padding-right: 10px;"><b>Abstract.....</b></td> <td style="border-left: 1px solid black; padding-left: 10px;"> <ol style="list-style-type: none"> <li>5. Abstract</li> </ol> </td> </tr> </table>	<b>Concrete.....</b>	<ol style="list-style-type: none"> <li>1. Proper</li> <li>2. Common</li> <li>3. Collective</li> <li>4. Material</li> </ol>	<b>Abstract.....</b>	<ol style="list-style-type: none"> <li>5. Abstract</li> </ol>					
		<b>Concrete.....</b>	<ol style="list-style-type: none"> <li>1. Proper</li> <li>2. Common</li> <li>3. Collective</li> <li>4. Material</li> </ol>									
		<b>Abstract.....</b>	<ol style="list-style-type: none"> <li>5. Abstract</li> </ol>									
		<b>Number.....</b>	<table style="border-collapse: collapse;"> <tr> <td style="border-left: 1px solid black; padding-left: 10px;">Singular</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 10px;">Plural</td> </tr> </table>	Singular	Plural							
Singular												
Plural												
<b>Person .....</b>	<table style="border-collapse: collapse;"> <tr> <td style="border-left: 1px solid black; padding-left: 10px;">First</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 10px;">Second</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 10px;">Third</td> </tr> </table>	First	Second	Third								
First												
Second												
Third												
<b>Modifications* ....</b>	<table style="border-collapse: collapse;"> <tr> <td style="padding-right: 10px;"><b>Gerund .....</b></td> <td style="border-left: 1px solid black; padding-left: 10px;"> <table style="border-collapse: collapse;"> <tr> <td style="border-left: 1px solid black; padding-left: 10px;">Masculine</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 10px;">Feminine</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 10px;">Neuter</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 10px;">Common</td> </tr> </table> </td> </tr> <tr> <td style="padding-right: 10px;"><b>Case .....</b></td> <td style="border-left: 1px solid black; padding-left: 10px;"> <table style="border-collapse: collapse;"> <tr> <td style="border-left: 1px solid black; padding-left: 10px;">Nominative</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 10px;">Possessive</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 10px;">Objective</td> </tr> </table> </td> </tr> </table>	<b>Gerund .....</b>	<table style="border-collapse: collapse;"> <tr> <td style="border-left: 1px solid black; padding-left: 10px;">Masculine</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 10px;">Feminine</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 10px;">Neuter</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 10px;">Common</td> </tr> </table>	Masculine	Feminine	Neuter	Common	<b>Case .....</b>	<table style="border-collapse: collapse;"> <tr> <td style="border-left: 1px solid black; padding-left: 10px;">Nominative</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 10px;">Possessive</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 10px;">Objective</td> </tr> </table>	Nominative	Possessive	Objective
<b>Gerund .....</b>	<table style="border-collapse: collapse;"> <tr> <td style="border-left: 1px solid black; padding-left: 10px;">Masculine</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 10px;">Feminine</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 10px;">Neuter</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 10px;">Common</td> </tr> </table>	Masculine	Feminine	Neuter	Common							
Masculine												
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<b>Case .....</b>	<table style="border-collapse: collapse;"> <tr> <td style="border-left: 1px solid black; padding-left: 10px;">Nominative</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 10px;">Possessive</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 10px;">Objective</td> </tr> </table>	Nominative	Possessive	Objective								
Nominative												
Possessive												
Objective												

\*The changes in the form, the meaning, and the use of the parts of speech are called their modifications.



*Scheme for the Noun—Continued*

NOUN	}	Uses .....	1. Subject
			2. Object
			3. Subjective Complement
			4. Objective Complement
			5. Adjective Modifier
			6. Adverbial Modifier
			7. Independent

**Scheme for the Pronoun**

PRONOUN	}	Classes .....	1. Personal
			2. Demonstrative
			3. Indefinite
			4. Relative
			5. Interrogative
Modifications .....	Same as those of the Noun.		
Uses .....	Same as those of the Noun.		

**Scheme for the Verb**

V E R B	}	Classes .....	{	Form .....	Regular
				Irregular	
		Meaning .....	{	Transitive	
				Intransitive	
				Auxiliary	
		Voice .....	{	Active	
				Passive	
		Mood .....	{	Indicative	
				Subjunctive	
				Imperative	
Modifications .....	{	Tense .....	Present		
			Past		
			Future		
			Present Perfect		
			Past Perfect		
			Future Perfect		
Number .....	{	Singular			
		Plural			
Person .....	{	First			
		Second			
		Third			

*Scheme for the Verb—Continued*

<b>V E R B</b>	{	Participles.....Classes....	{ Present Past Perfect	
		Infinitives .....	{ Present Present Perfect	
		Gerunds .....	{ Present Present Perfect	
		Uses....	{ To assert action, state, or condition. To assume action, state, or condition	{ Predicate. Participles Infinitives Gerunds

**Scheme for the Adjective**

<b>A D J E C T I V E</b>	{	Classes .....	Descriptive ....	{ 1. Proper 2. Descriptive
			Limiting .....	{ 3. Quantitative 4. Numeral 5. Distributive 6. Demonstrative 7. Relative 8. Interrogative
		Modifications..Comparison ....		{ Positive Degree Comp. " Super. "
		Uses .....		{ Modifier Subjective Complement Objective "

**Scheme for the Adverb**

<b>A D V E R B</b>	{	Classes .....	{ 1. Time 2. Place 3. Manner 4. Degree 5. Mood 6. Affirmation or Negation
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