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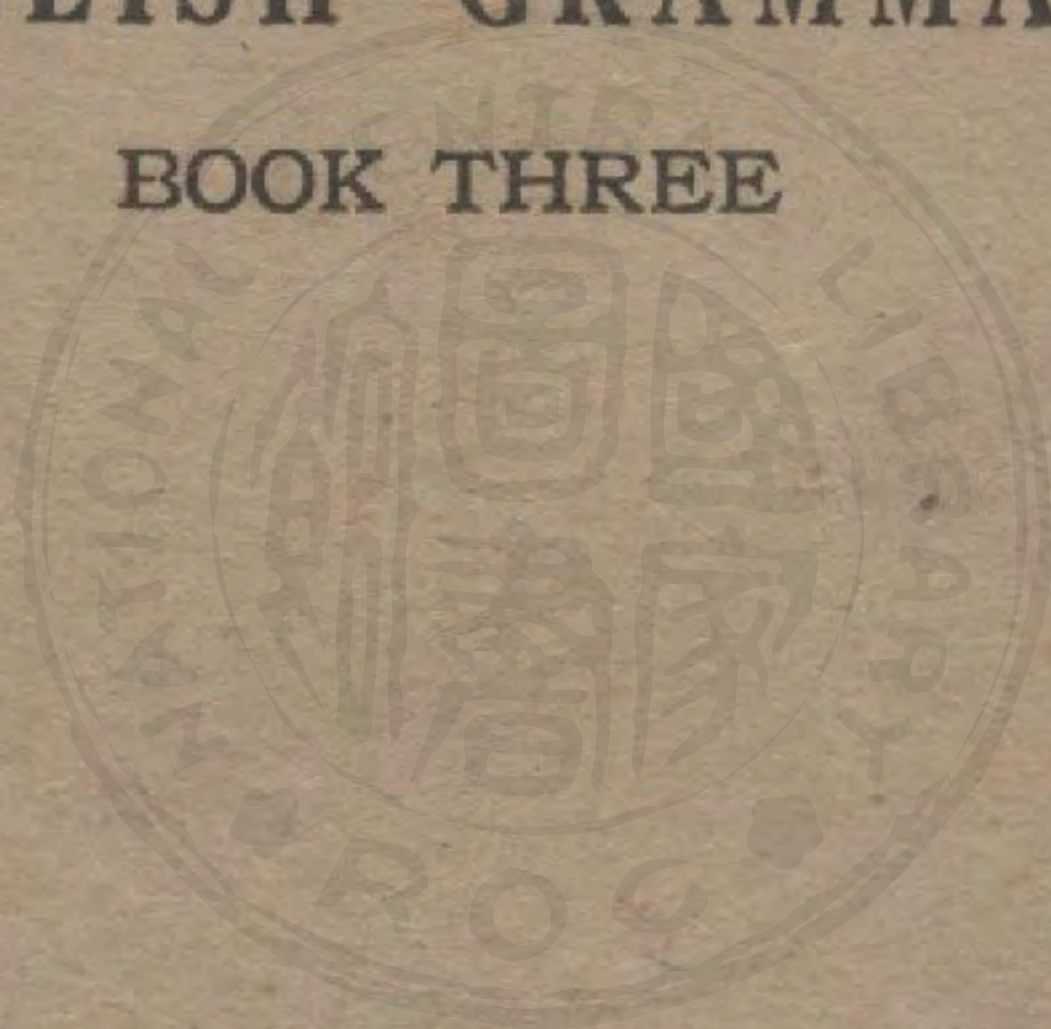
英文法階梯

第三冊

FIRST STEPS IN

ENGLISH GRAMMAR

BOOK THREE



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FIRST STEPS IN
ENGLISH GRAMMAR

BOOK THREE

(原名共和國教科書中學英文法)

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PREFACE

The title for this series of books was originally "English Grammar for Middle Schools." It is now changed in accordance with the recommendation of the Ministry of Education. The contents of the books remain the same.

This series of "English Grammar" was planned according to the regulations issued by the Board of Education some years ago. It was designed to meet the requirements for the study of English grammar throughout the four years of the middle school, one book for each year.

The concentric method and the logical order have been followed throughout the series. Every principle introduced has been carefully explained and illustrated by examples. Stress is laid upon the application of the rules of grammar, hence many exercises, which the pupils must work out for themselves, have been prepared. The subject matter used in the illustrative sentences and exercises is familiar to Chinese students and will help to make the work interesting to them. Clear and concise expression is aimed at in all exercises. The importance and difficulty of the study of the verb have received special attention.

Book One. Book One contains lessons in Pronunciation, Spelling, Reading, Translation, Dictation, Conversation, Grammar, and Penmanship. Bearing in mind the crowded nature of the English course, and the fact that the pupils have taken English lessons for but a year or two before entering the middle school, care has been taken to present only the rudiments of grammar. The work is presented in simple and untechnical language, and is limited to that which will enable the pupils to do the exercises

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intelligently. The simplicity of explanations and explicit directions for the work are features of this book.

Book Two. Systematic study of grammar is begun, but only the important Inflections and Relations of the Parts of Speech are included in this book. The deductive method of treatment has been employed because of the clearness and precision which this plan makes possible.

Book Three. As in the book for the Second Year, the definitions and explanations are made as simple as possible. The Inflection, Classification, and Offices of the Parts of Speech are carried much further than in the preceding book of the series.

Book Four. By the time the student takes up this book he has had four or five years of English, so he has a fair knowledge of the new language. For this reason, that portion of "The Mother Tongue, Book II," which treats fully of the Classification, Inflection, and Offices of the Parts of Speech, has been adapted to form this book. The treatment in this book is much fuller than in the other books of the series, and the book contains all the important phenomena of English inflection. The Appendix contains Rules for Punctuation and the Use of Capital Letters, the Conjugation of *to be* and *to strike*, a List of Irregular Verbs, and Rules of Syntax.

In spite of the changes in educational conditions, many teachers, especially those in inland schools, still find this series of books adapted to their needs. Even under the new system, the series may be begun in the second or third year of the junior middle school and continued in the senior middle school. Hence we feel justified in reissuing these books, both for teaching and reference purposes.

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FIRST STEPS IN ENGLISH GRAMMAR

BOOK THREE

THE NOUN

PROPER AND COMMON NOUNS

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

Wang went to Soochow last Thursday.

2. A common noun is the name of a class of persons, places, or things; as

A man went to the city one day.

Comparing *Wang* with *man* we see that *Wang* points out a particular person, and that *man* means any one of a class of persons. Because *Wang* is a man's own name it is called a proper noun, and because *man* is a name common to all persons of that class it is called a common noun. *Soochow* points out a particular city, so it is a proper noun, while *city* may mean any city, hence it is called a common noun. In the same way *Thursday* is a proper noun, while *day* is a common noun.

EXERCISE I

Use in sentences the following words and tell of each whether it is a common or proper noun:

Chang	Monday	Tientsin	day
japan	war	bird	Mei
paper	bamboo	flower	Mencius

EXERCISE II

Write two or more proper nouns, naming things belonging to the class named by each of these common nouns:

1. Ocean (Atlantic, Pacific, Indian, Arctic, Antarctic),
2. boy.
3. girl.
4. man.
5. city.
6. street.
7. lake.
8. river.
9. mountain.

ABSTRACT NOUNS

3. Some common nouns are the names of qualities, conditions, or actions.

Qualities: goodness, kindness, beauty.

Conditions: sickness, manhood, childhood.

Actions: writing, choice, movement.

All words which represent qualities, conditions, or actions considered in themselves are called abstract nouns.

4. An abstract noun is the name of a quality, condition or action considered apart from the object to which it belongs.

5. Abstract nouns are formed from

(1) Adjectives: good, goodness; sweet, sweetness.

(2) Verbs: believe, belief; please, pleasure.

(3) Nouns: friend, friendship; patriot, patriotism.

The following are some of the important endings used to form abstract nouns: *ness, ty, dom, ship, hood, th.*

EXERCISE I

Find the abstract nouns in the following sentences:

1. The children's curiosity was aroused.
2. The length, width, and height of the box were equal.
3. The teacher gave us some good advice about honor and obedience.
4. The friendship which existed between the two men lasted many years.
5. He had not a good memory, but his knowledge of the subject was great.
6. He was noted for his nobility of character and for his reverence for sacred things.

EXERCISE II

Write sentences containing the following abstract nouns:

greatness	beauty	hardness	freedom
fear	faith	color	wisdom
growth	laugh	strength	sweetness

COLLECTIVE NOUNS

6. A collective noun is the name of a group or collection of objects.

EXAMPLES: These *people* come from Hankow.

I saw a *flock* of geese.

That farmer has a *herd* of cattle.

7. A collective noun may refer to a group of objects considered as a whole or to the individuals making up the group. It is important to know this, so as to understand the correct use of pronouns and verbs referring to collective nouns. It is correct,

for example, to say of an army, "*It* was defeated," meaning the army, as a whole. We may also say of an army, "*They* were well fed," meaning the soldiers making up the army.

EXERCISE I

Name the kind of objects to which each of the following collective nouns refer:

nation	club	family	fleet
audience	team	flock	train
crowd	crew	herd	swarm
class	people	school	committee

EXERCISE II

Point out the collective nouns in the following sentences:

1. The train was an hour late.
2. Our team was beaten yesterday.
3. He bought a pair of shoes.
4. I saw a group of boys in the yard.
5. The committee met for an hour.
6. He sold the herd to the butcher.
7. The army was driven back by the enemy.
8. A herd of cattle were grazing on the hill side.
9. He is the chief of a tribe of Mongols.
10. A dozen of eggs was not enough for the family
11. The fleet consisting of five vessels was destroyed.
12. A swarm of bees passed here yesterday.

GENDER OF NOUNS

8. Gender is that form of the noun which indicates sex. Most living things are of either the male sex or the female sex.

9. The name of a male is a noun of masculine gender, as *man*.

10. The name of a female is a noun of feminine gender, as *woman*.

11. Many nouns are the names of things without life. Such things have no sex. They are neither male nor female. Such nouns, as *pencil, pen, hair, book, country, house, river, mountain, chair*, are in the neuter gender.

12. Nouns that denote neither males nor females are in the neuter gender.

Some nouns may be used in either the masculine or the feminine gender.

EXAMPLES: Ching's *teacher* is a woman.

My *teacher* is a man.

13. We can often tell the gender of such nouns by the way they are used in the sentence. In the first sentence, the noun *teacher* is in the feminine gender when used with *woman*, and in the other sentence it is in the masculine gender when used with *man*.

Some of the nouns that may be used in either the masculine or the feminine gender are:

parent	teacher	author	friend	person
child	cousin	relative	writer	poet
bird	fish	monkey	dog	deer

14. These nouns are said to be in the common gender. The common gender denotes either male or female.

15. Ways by which a masculine noun is distinguished from a feminine:

(1) By the use of different words.

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
boy	girl	king	queen
man	woman	lord	lady
brother	sister	nephew	niece
uncle	aunt	sir	madam
son	daughter	father	mother
husband	wife	bridegroom	bride

(2) By adding *ine*, *ess*, or *a* to the masculine noun to form the feminine:

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
lion	lioness	master	mistress
author	authoress	host	hostess
actor	actress	governor	governess
hero	heroine	prince	princess
sultan	sultana	emperor	empress

(3) By adding words that tell the sex.

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
manservant	maidservant	he-goat	she-goat
Mr. Chang	Mrs. Chang	grandfather	grandmother

EXERCISE

Name the gender of each of the following nouns:

boy	shepherd	bride	tree	cousin
duck	follower	priest	nun	relative
maid	companion	servant	table	friend
toy	son	horse	city	class
writer	poet	rock	doctor	lawyer
teacher	book	child	aunt	bed

NUMBER OF NOUNS

16. Number is that form or use of a noun by which it denotes one or more than one.

17. A noun is in the singular number when it denotes only one object.

18. A noun is in the plural number when it denotes more than one object.

19. The general rule for forming the plural number of a noun is by adding *s* to the singular.

EXAMPLES:

<i>Singular</i>	hand	hat	bird	house
<i>Plural</i>	hands	hats	birds	houses

20. When the noun ends in *y*, preceded by a consonant, the plural is formed by changing the *y* into *ies*.

EXAMPLES:

<i>Singular</i>	fly	lily	army	body
<i>Plural</i>	flies	lilies	armies	bodies

21. When the *y* is preceded by a vowel, the plural is formed by adding *s*.

EXAMPLES:

<i>Singular</i>	boy	monkey	day	play
<i>Plural</i>	boys	monkeys	days	plays

22. When the singular ends in *s*, *x*, *sh*, or *ch*, the plural is formed by adding *es* to the singular.

EXAMPLES:

<i>Singular</i>	box	gas	bench	brush
<i>Plural</i>	boxes	gases	benches	brushes

23. Some nouns ending in *o* form their plural regularly by adding *s* to the singular. Others form their plural by adding *es* to the singular.

EXAMPLES:	<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
	piano	pianos	buffalo	buffaloes
	bamboo	bamboos	cargo	cargoes
	Hindoo	Hindoos	potato	potatoes

24. When the noun ends in *f* or *fe*, the plural is generally formed by changing the *f* or *fe* into *ves*.

EXAMPLES:

<i>Singular</i>	leaf	life	half	wife	thief
<i>Plural</i>	leaves	lives	halves	wives	thieves

25. There are several nouns which form their plural irregularly, the more common of these nouns are:

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
mouse	mice	tooth	teeth
woman	women	man	men
ox	oxen	goose	geese
foot	feet	child	children

26. There are a few nouns whose singular and plural are alike in form.

EXAMPLES: deer, sheep, cannon.

EXERCISE

Write the singular and plural number of each of these words:

shoe	ox	ditch	match	baby
monkey	pony	lilies	selves	church
foot	tooth	knives	house	thief
half	brushes	horses	shelf	fly
twenty	children	potato	leaf	circle
women	buffalo	hand	hero	stories
man	ax	wish	ant	sky
city				

CASE OF NOUNS

27. The case of a noun shows its relation to other words in the sentence.

There are three cases,—*nominative*, *possessive*, and *objective*.

THE NOMINATIVE CASE

28. The subject of a verb is in the nominative case.

EXAMPLE: The *boy* goes to school.

In order to find out the nominative case in a sentence, we take the verb and ask ourselves, "Who or what does this?" The answer to this question will be a noun or pronoun in the nominative case. In the above sentence *boy* is the subject of the verb *goes*, and is therefore in the nominative case.

29. There is a special use of the nominative case called the *nominative of address*.

EXAMPLE: *Tsao*, where is your book?

A nominative in this use does not require a verb.

EXERCISE

Tell which of the nouns in the following sentences are in the nominative case:

1. The birds build a nest.
2. Answer my question, Ling Pao.
3. I see white clouds in the sky.
4. Chun is writing a letter.
5. Kwan, have you seen my pen?
6. The water buffalo is bathing in the river.
7. Do not be so foolish, girl.
8. The weather has been cold of late.
9. Sparrows are noisy little birds.
10. My sedan chair is in the house.

THE POSSESSIVE CASE

30. The possessive case denotes the possessor or owner of anything.

EXAMPLES: This is *Liang's* book.
The *horse's* tail is long.

Who is the owner of the book? Liang. What animal is the owner of the tail? The horse. Therefore *Liang's* and *horse's* are in the possessive case.

31. This case is always accompanied by a change in the form of the noun. It is formed by adding 's, called *apostrophe s*, to the noun.

32. An apostrophe and s ('s) are added to singular nouns to show possession.

EXAMPLES: Your *sister's* dress. My *uncle's* farm.

33. When plural nouns end in s, only the apostrophe (') is added to show possession.

EXAMPLES: The *boys'* kites. My *sisters'* dolls.
The *girls'* fans. The *pupils'* books.

34. When the plural noun does not end in s, both the apostrophe and the s ('s) are added to show possession.

EXAMPLES:

Men's hats. *Women's* dresses. *Children's* toys

35. Nouns that do not denote living things are seldom used in the possessive case. They commonly express possession by the preposition *of*.

EXAMPLES: The handle *of the door*, not the door's handle.
The siege *of Peiping*, not Peiping's siege.

EXERCISE I

Point out the possessives in the following sentences and give the number and gender of each:

1. The sun's rays scattered the mists.
2. The bird's clear note was heard in the field.
3. On the top of the pagoda was the birds' gathering-place.
4. The teachers' meeting was well attended.
5. The ship's crew were saved in the life-boats.
6. The boy's quick action saved his comrades' lives.
7. The river's rush and roar told of its power.
8. Men's and boys' clothing is for sale here.
9. A gentleman's hat was bought in a gentleman's clothing store.
10. I found a girl's handkerchief.
11. I put it in the girl's sitting room.
12. The children's supper is ready.
13. This is the ladies' waiting room.
14. A lady's handbag was found there.

EXERCISE II

Write the singular and plural possessive for each of the following nouns:

ant	wife	dog	soldier
poet	ocean	bird	cousin
crow	fish	king	pony
fly	ox	baby	thief

THE OBJECTIVE CASE

36. The object of a verb or preposition is the objective case.

EXAMPLES: Mother saw the *baby*.

The teacher played with the *children*.

In the first sentence, *baby* is the object of the verb *saw*, and in the other sentence *children* is the object of the preposition *with*. Therefore *baby* and *children* are in the objective case.

37. A noun or pronoun which completes the meaning of a transitive verb, without the aid of a preposition expressed or understood, is called a direct object.

38. The word *baby* as used in the above sentence is said to be the direct object of the verb. Some verbs may take two objects, a direct object and an indirect object.

39. A noun or pronoun showing to or for whom (or which) anything is done is called the indirect object.

EXAMPLE: We gave *her* the flowers.

The word *her* shows the person to whom the flowers were given; that is, *her* shows for whom the action of giving was performed, and is, therefore, the indirect object of the verb *gave*.

40. The indirect object can be distinguished from the direct object by inserting the omitted preposition *to* or *for*.

EXAMPLE: I sent him a message.

I sent a message *to* him.

When the preposition is inserted the direct object in most cases immediately follows the verb.

41. The verbs that take an indirect object are, for the most part, those of *telling*, *giving*, *refusing*, and the like.

Such are: assign, assure, bring, deny, insure, fetch, forbid, forgive, furnish, give, grant, guarantee, leave, lend, loan, pardon, pay, refund, refuse, remit, sell, show, spare, tell.

42. The position of the indirect object is immediately after the verb. Thus,—

The merchant sold *him* the goods. [Not: The merchant sold the goods *him*.]

The banker refused my *friend* credit. [Nor: The banker refused credit *my friend*.]

EXERCISE I

In the following sentences name first, the direct objects with the verbs which govern them; secondly, the indirect objects:

1. I will lend Sun my knife.
2. Many people did not believe that story.
3. Liu and I went to the garden to see the flowers.
4. The officers carry swords.
5. We gave him a present.
6. Lend me your book.
7. Mr. Wang left his son a fortune.
8. He teaches us English.
9. Always be kind to the aged.
10. He lent his friend some money.

EXERCISE II

Rearrange the following sentences, inserting the correct preposition (to or for) before the indirect object:

EXAMPLES: The woman gave the child a pretty doll.

The woman gave a pretty doll *to* the child.

1. He told me the truth.
2. Mu Tan's mother made her a pair of new shoes.

3. I have written you two letters.
4. I can spare you ten dollars.
5. We gave the beggar money.
6. He sent me a note yesterday.
7. The captain paid the soldier the reward.
8. The soldier told us the whole story.
9. He has told you all his trouble.
10. I have sold Mr. Wei my horse.

THE PRONOUN

43. A pronoun is a word used in place of a noun. It has the properties of the noun—person, number, gender, and case. The use of pronouns is to save the repetition of a noun.

EXAMPLE: The boy found a ball on the ground.

He picked *it* up and put *it* into *his* pocket.

Here the boy and the ball are mentioned at the outset, but we do not wish to keep repeating the nouns *boy* and *ball*. Hence we use *he* and *his* to denote the boy, and *it* to denote the ball.

44. There are four main classes of pronouns, — personal, interrogative, relative, and demonstrative.

PERSONAL PRONOUNS

45. The personal pronouns are used to distinguish (1) the person speaking, (2) the person spoken to, and (3) the person or thing spoken of.

Pronouns of the first person denote the person speaking: *I*, *we*.

Pronouns of the second person denote the person spoken to:
you.

Pronouns of the third person denote the person spoken of:
he, she, it, they.

46. Each of these persons is inflected as follows:

FIRST PERSON: *I*

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

SECOND PERSON: *You*

	<i>Singular</i>	<i>Plural</i>
<i>Nominative Case</i>	<i>you</i>	<i>you</i>
<i>Possessive Case</i>	<i>your or yours</i>	<i>your or yours</i>
<i>Objective Case</i>	<i>you</i>	<i>you</i>

THIRD PERSON: *He, She, and It*

	<i>Singular</i>			<i>Plural</i>		
	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
<i>Nominative Case</i>	<i>he</i>	<i>she</i>	<i>it</i>	<i>them</i>		
<i>Possessive Case</i>	<i>his</i>	<i>her or hers</i>		<i>its</i>		
<i>Objective Case</i>	<i>him</i>	<i>her</i>	<i>it</i>	<i>they</i>		

47. The possessive forms *mine, ours, yours, hers, theirs*, are commonly used in the predicate only, and are not followed by a noun.

EXAMPLES: *My* book is lost. This book is *mine*.
 His hat is new. That hat is *his*.
 Their horse is gray. The gray horse is *theirs*.

48. When the word *self* is added to any personal pronoun, the pronoun is called a compound personal pronoun.

COMPOUND PERSONAL PRONOUNS

	<i>Singular</i>	<i>Plural</i>
<i>First Person</i>	myself	ourselves
<i>Second Person</i>	yourself	yourselves
<i>Third Person</i>	{ himself herself itself	themselves

49. These pronouns are used for emphasis, and as reflexives.

EXAMPLES: I, *myself*, saw him.
 I hurt *myself*.

In the first sentence the word *myself* merely makes the personal pronoun *I* more emphatic. In the second sentence the word *myself* represents the subject *I* as acting upon itself, and is the direct object of the verb *hurt*.

EXERCISE I

Point out the personal pronouns in the following sentences, and show why they are personal pronouns:

1. I hope you will come to see me.
2. He will bring it with him.
3. She has your book in her desk.

4. Your flower is larger than mine, but my flower is fresher than yours.
5. We shall take our servant with us.
6. Kuo An brought his book, but Lan left hers at home.
7. Their house is larger than ours.
8. It followed her to school.
9. You may bring your dictionary to class.
10. They took theirs with them.
11. Will you come to see me this afternoon?
12. Please bring your brother with you, if he is at home.

EXERCISE II

Use the following personal pronouns in sentences and tell to what each one refers:

they	their	its	you
them	me	I	our
your	it	she	us

EXERCISE III

Point out the compound personal pronouns in the following sentences, and tell which are used for emphasis and which in a reflexive way:

1. He did the work himself.
2. You yourself can do it as well as he can.
3. I myself was to blame.
4. He will hurt himself if he is not careful.
5. You will tire yourself out.
6. You should look out for yourselves.
7. They ought to respect themselves in the matter.
8. They amused themselves with the book.
9. We saw the president himself as he rode by.

INTERROGATIVE PRONOUNS

50. An interrogative pronoun is a pronoun that is used to ask a question.

51. The interrogative pronouns are *who*, *which*, and *what*.

EXAMPLES: *Who* is your best friend?

Which of the three is the best scholar?

What is the name of your baby?

52. Only the interrogative pronoun *who* changes its form to show the different cases.

	Singular	Plural
Nominative Case	who	who
Possessive Case	whose	whose
Objective Case	whom	whom

53. The interrogative pronouns *who*, *whose*, and *whom* are used only when asking questions about persons; *what* is used when asking about animals and things, and *which* is used when asking about some particular person or thing.

54. The possessive and objective cases are also used in asking questions.

EXAMPLES: This is my book.

Whose is that?

I invited Shen.

Whom did you invite?

EXERCISE

Point out the interrogative pronouns in the following sentences, and tell whether each is used as subject or object:

1. What shall we take?

2. Which of you will go?

3. He asked who wanted to go.
4. Who will go with me?
5. Which is the nearer way?
6. What do you want me to do with this book?
7. What are you looking for?
8. What is that?
9. Which is your left hand?
10. Which is the largest town in your province?

RELATIVE PRONOUNS

55. A relative pronoun is a word which refers to a noun or pronoun, and connects with it a clause.

EXAMPLE: The officer shot the soldier *who* deserted.

The main statement is *the officer shot the soldier*, and the clause is *who deserted*. The subject of the clause is *who*, and it refers to *soldier*, therefore it is called a relative pronoun.

56. The antecedent of a relative pronoun is the word to which the pronoun refers.

EXAMPLES: Chow has lost a knife *which* belongs to me.

Tell me the news *that* you have heard.

In the first sentence, the antecedent of *which* is *knife*; in the second, the antecedent of *that* is *news*.

57. The relative pronouns are *who*, *which*, *that*, and *what*. The relatives, like nouns, have gender, number, and case. *Who* refers to persons only; *which* and *what* to lower animals and things; *that* both to persons and things.

58. *What* is equivalent to *that which* or *the thing which*. It contains its own antecedent.

EXAMPLES:

I saw a woman *who* carried a basket.

This is the house { *which* } I bought.
 { *that* }

I do not remember *what* { that which } I saw.
 { the thing which }

That is the child { *which* } was crying.
 { *that* }

59. A relative pronoun agrees with its antecedent in gender, number, and person; its case is determined by its use in the clause.

EXAMPLES:

This is my brother *whom* you met yesterday.

These men, *who* know the way, will go.

Yuan Chi, *whose* money was lost, was crying.

The relative pronoun *whom* is masculine gender, singular number, to agree with its antecedent *brother*. It is in the objective case, object of the verb *met*. The antecedent *brother* is in the nominative case.

60. "Who" and "which" are the only relatives that are inflected.

SINGULAR AND PLURAL

<i>Nominative Case</i>	<i>Possessive Case</i>	<i>Objective Case</i>
who	whose	whom
which	whose	which

EXERCISE I

In the following sentences point out the relative pronouns, their antecedents, and the relative clauses:

1. The gentleman who called left his card.
2. I saw the house which was destroyed by the typhoon.
3. These are the boys that helped me.
4. That is the boy who showed us the way.
5. Here is the book which you lent me yesterday.
6. The horse which we liked so much is sold.
7. This is the ox that belongs to the farmer.
8. I found the pencil that I lost last week.
9. The boys that we saw were on their way to school.
10. He was the kindest gentleman that I ever saw.
11. There was no one who could answer the question.
12. All that heard the speech enjoyed it very much.
13. No boy can be truly polite who has not a kind heart.
14. The soldier who was wounded in the shoulder is dead.
15. The knife that I gave you came from Hongkong.

EXERCISE II

State the number and person of each pronoun used in Exercise I.

EXERCISE III

Combine the sentences in each of the following groups into one sentence having a clause. Tell what relative pronoun you use in each sentence:

1. The lady sings beautifully.

You see the lady.

(The lady whom you see sings beautifully.)

2. Father will buy an umbrella for me.
He is going to the city to-day.
3. The province of Szechwan is rich and populous.
The province of Szechwan is the largest province of China.
4. Ching has a gold ring.
I gave it to her on her birthday.
5. Once there lived a very rich man.
His name was King Midas.
6. He had a beautiful daughter.
He loved her more than his gold.
7. The gentleman is very rich.
His house was burned.
8. The Pacific is the largest ocean.
It lies between Asia and America.

DEMONSTRATIVE PRONOUNS

61. A demonstrative pronoun is a word which points out a person or thing without naming it.

EXAMPLES: *This* is my house.

That is a tall man.

This is a demonstrative pronoun and points out an object which is named by the word *house*.

62. The demonstratives are *this* (plural *these*) and *that* (plural *those*). They have inflection of number only.

This and *these* point out objects near at hand; *that* and *those* point out objects more distant.

63. The demonstrative pronouns may be used as adjectives. In this use they point out for particular notice the nouns they modify.

EXAMPLES: *This* house has two stories.

Those birds fly high.

In these sentences the words *this* and *those* call special attention to a certain house and certain birds.

64. A number of words that resemble the demonstratives in their use are called **indefinite pronouns**.

EXAMPLES: each, either, both, neither, some, any, such, other, another, none, one, many.

Their **uses** may be seen in the following sentences:

Each of us has his own faults.

I do not like *either* of you.

He gave money to *both*.

Some birds cannot fly.

Give me *some* of that gold.

Such a coward is not fit to be a soldier.

EXERCISE I

Tell whether each demonstrative below is a pronoun or an adjective:

1. These soldiers are brave.
2. That is a mulberry tree.
3. These walls were built to keep out the Tartars.
4. These are facts.
5. This is a tea house.
6. That island is Hainan.
7. Those jade bracelets were made in Canton.
8. Who owns those bamboo trees?
9. This is the China Sea.
10. That is a beautiful valley.
11. The location of this town faces the south.

12. These soldiers are from Hunan, those are from Shantung.
13. This was untrue and unjust.
14. These men are prisoners.

EXERCISE II

Point out the demonstrative and indefinite pronouns in the following sentences:

1. This is not so large as that.
2. Each of the girls was ready.
3. These are better than those.
4. None returned to tell the tale.
5. Any of you that wish may go.
6. Those are the books I wanted.
7. Were there many on the boat?
8. Both of my eyes are troubling me.
9. Either of the coolies can do the work.
10. They rescued only a few of the sailors.
11. Neither of them was able to assist the other.
12. Anyone will show you the way to the godown.
13. There are many of the revolutionary soldiers living.
14. All of the boys were late, but some had a good excuse.
15. Every soldier carried a gun.

'THE ADJECTIVE

65. An adjective is a word used to qualify or limit a noun.
66. How adjectives limit nouns may be seen below:

- | | |
|----------------|-------------------------------|
| (1) apple; | (3) large, red apple, |
| (2) red apple; | (4) large, red, mellow apple. |

The noun *apple* in (1) may refer to any apple. In (2) the adjective *red* limits the noun to apples of that color. In (3)

small apples are ruled out by the adjective *large*. In (4) the adjective *mellow* limits still more the kind of apples to which the noun can apply. Every additional adjective limits the meaning of the noun.

67. Adjectives may be classified as proper adjectives, adjectives of quality, adjectives of quantity, numeral adjectives, and demonstrative adjectives.

PROPER ADJECTIVES

68. Adjectives derived from proper nouns are called proper adjectives.

EXAMPLES:

The *Japanese* army defeated the *Russian* army.

This is the *Chinese* flag; that is the *American* flag.

I am studying the *English* language.

ADJECTIVES OF QUALITY

69. Adjectives that limit nouns by stating qualities possessed by them are called adjectives of quality.

EXAMPLES: An *old lame* beggar sat beside the road.

The *high* mountain was hidden by the *dark* clouds.

Most adjectives are of this class.

ADJECTIVES OF QUANTITY

70. Adjectives that limit nouns by stating their amount or quantity are called adjectives of quantity.

EXAMPLES: The farmer has *little* money but *much* rice.

I have *enough* money to buy a hat.

The soldiers marched *all* the way back.

NUMERAL ADJECTIVES

71. Adjectives expressing number are known as numeral adjectives. Numeral adjectives are of two sorts, cardinal and ordinal. The cardinal numerals merely express the idea of number, as in "a *thousand* years," "twenty coolies." The ordinal numerals show in what order a thing is in a series, as in "the *tenth* part," "my *third* brother."

Cardinals

One

Two

Three

Four

Five

Ordinals

First

Second

Third

Fourth

Fifth

DEMONSTRATIVE ADJECTIVES

72. A demonstrative adjective is a pronoun used as an adjective in pointing out which thing is meant.

EXAMPLES: *This* gown is new.

Those books are published by the Commercial Press.

Here *this* points to some gown near at hand, and *those* points to some books in the distance.

73. When some particular thing is pointed out, the adjective is called a definite demonstrative, but when no particular thing is pointed out, it is called an indefinite demonstrative.

Definite

This hat is too small.

The Himalaya mountains are high.

Indefinite

A triangle has three corners.

Any fish can go down stream.

74. *The* is often called the definite article, and *a* or *an* the indefinite article. *A* is used before words beginning with a consonant sound, while *an* is used before words beginning with a vowel sound.

EXAMPLES: A man.

A ball.

A bamboo chair.

A hat.

An old man.

An orange.

An easy lesson.

An hour.

EXERCISE I

In the following sentences point out the adjectives and tell of what class they are:

1. I ate two peaches and one pear.
2. The first boy was Hang Chang, the second boy was Pao Wen.
3. This flag is made of silk, that flag is made of cotton.
4. I will have some rice and more tea.
5. Each girl held out her hand.
6. Some men are rich, but more men are poor.
7. All men are equal before the law.
8. The deep tone of the temple bell was heard.
9. Beautiful pheasants are found in the Yangtze Valley.
10. A huge load of straw is passing through the canal.
11. The rainy months are disagreeable.
12. Those pupils enjoy their holiday.
13. Sweet oranges come from Kwangtung; fine apples come from Chefoo.
14. An angry man is hard to get along with.
15. American kerosene is largely used in China.
16. The young pupil is absent to-day.

17. That tree is a willow.
18. Many oranges are on the tree.
19. Smooth-shaven priests were seen here and there.
20. The two men were talking earnestly.
21. Each sentence is wrong.
22. He is in his fifteenth year.
23. That man is seventy-nine years old.
24. Three boys are absent to-day.
25. Monday is the first day of the week.
26. The Koreans now are subjects of the Japanese Empire.
27. I bought a small, round basket.
28. These clumsy sampans have flat bottoms.
29. The great Mongolian desert is called Gobi.
30. We can reach Europe in two weeks by the Siberian railroad.

EXERCISE II

In the following sentences, point out the definite and the indefinite articles:

1. A brave man may feel fear.
2. The farmer bought an ox.
3. We shall send you an invitation to our field meet.
4. The village elders come out to meet us.
5. The traveler was attacked by a robber.
6. The town was in an uproar.
7. The man on the big horse is the general.
8. A friend of mine came to see me last evening.

EXERCISE III

In the following sentences supply an article, either definite or indefinite:

1. The schoolhouse was —— low building, —— walls of which were of brick.

2. I am always ready to either take —— walk or play —— game of tennis.
3. I have —— aunt, —— uncle, and —— cousin living in the city.
4. —— mountain is higher than —— hill.
5. —— Chinese and —— Japanese belong to the yellow race.
6. —— rich much help —— poor.
7. —— junk was seen in —— distance, dropping slowly down with —— tide, her sail hanging uselessly against —— mast.
8. On one side of —— pagoda extends —— little valley, along which rushes —— large brook.
9. —— merchant's house is in —— large garden on —— level of —— street.
10. At —— end of —— walk, —— broad stone stairway leads to —— large hall.

COMPARISON OF ADJECTIVES

75. Comparison is a change in the form or use of an adjective by which it shows that persons and things possess different degrees of a quality.

76. There are three degrees of comparison, the positive, the comparative, and the superlative.

77. The positive degree is the simplest form of the adjective, and has no special ending. It simply describes the quality.

EXAMPLE: Wu is *tall*.

78. The comparative degree is used in the comparison of two objects. The comparative degree of an adjective is formed

by adding *er* to the positive degree. The word *than* is used after most adjectives in the comparative degree.

EXAMPLE: Kiang is *taller than* Wu.

79. The superlative degree is formed by adding *st* or *est* to the positive. It is always preceded by the definite article. It is used in the comparison of more than two objects.

EXAMPLE: Liu is the *tallest* boy in the school.

80. Other examples of the comparison of adjectives are:

<i>Positive Degree</i>	<i>Comparative Degree</i>	<i>Superlative Degree</i>
bright	brighter	brightest
cold	colder	coldest
strong	stronger	strongest
fair	fairer	fairest

81. In forming the comparative and superlative degrees by means of the endings *er* and *est*, the following rules of spelling should be observed:

(1) Adjectives ending in silent *e*, only *r* and *st* are added, and not *er* and *est*.

<i>Positive Degree</i>	<i>Comparative Degree</i>	<i>Superlative Degree</i>
fine	finer	finest
rare	rarer	rarest
large	larger	largest
white	whiter	whitest
wise	wiser	wisest

(2) Most adjectives ending in *y* change *y* to *i* before the endings *er* and *est*.

<i>Positive Degree</i>	<i>Comparative Degree</i>	<i>Superlative Degree</i>
dry	drier	driest
holy	holier	holiest
merry	merrier	merriest
happy	happier	happiest

(3) Adjectives having a short vowel and ending in a single consonant, double this before the endings *er* and *est*.

<i>Positive Degree</i>	<i>Comparative Degree</i>	<i>Superlative Degree</i>
fat	fatter	fattest
thin	thinner	thinnest
hot	hotter	hottest
big	bigger	biggest

EXERCISE I

Write in three columns the following adjectives in the three degrees of comparison:

Fast, pure, low, high, deep, lively, short, quiet, green, quick, fierce, black, crazy, mad, muddy, able.

EXERCISE II

In the following sentences pick out such adjectives as are in the comparative or the superlative degree. Give the positive degree of each:

1. He was a smaller boy than I.
2. They were some of the choicest troops of his whole army.

3. The town is one of the dirtiest in the country.
4. **The** largest land animal is the elephant.
5. The highest mountains in the world are the Himalayas.
6. China is the oldest existing country in the world.
7. The whale is larger than any other animal.
8. Yuan is the smallest boy in the class.
9. I left home earlier than you did.
10. The largest city in the world is London.
11. Kuo was the fastest runner in the meet.
12. Life is dearer than gold.
13. On the highest part of the mountain is the White Cloud Monastery.
14. The air grew colder, and the mist became thicker.
15. Stone is heavier than wood.
16. She is the handsomest woman present.

82. Many adjectives are compared by prefixing the adverbs *more* and *most* to the positive degree.

EXAMPLES: He is a *more honorable* man than his neighbor.

He is the *most honorable* man in the company.

<i>Positive Degree</i>	<i>Comparative Degree</i>	<i>Superlative Degree</i>
difficult	more difficult	most difficult
splendid	more splendid	most splendid
magnificent	more magnificent	most magnificent
beautiful	more beautiful	most beautiful

83. Some adjectives form their comparatives and superlatives in an irregular way.

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

Some adjectives used in the comparative and superlative degrees have no form for the positive:

<i>Comparative Degree</i>	<i>Superlative Degree</i>
inner	inmost, innermost
outer	outmost, outermost
upper	uppermost

EXERCISE

Find the comparatives and superlatives in the following sentences:

1. China is more populous than any other country in the world.
2. My friend speaks English more correctly than I do.
3. Write your lessons more carefully to-morrow.
4. Szechwan is the largest of the twenty-two provinces.
5. This boy is more studious than that one.
6. He sat down with a most gloomy face.
7. The most important product of Chekiang is silk.
8. The evening was more calm than any we had on our voyage.
9. The landscapes are most beautiful.

10. He is more successful than any other merchant in the city.
11. My best efforts were fruitless.
12. We cannot defend the outer fortifications.
13. I never had worse luck in my life.
14. The merchant's profit became rapidly less.
15. This is the least satisfactory paper of all.

THE VERB

84. A verb is a word that asserts action, being, or state of being.

85. A verb phrase is a group of words that is used as a verb.

EXAMPLES: The child *is crying*.
The men *have been killed*.

In the first sentence the assertion is made by means of the verb phrase *is crying*; in the other sentence it is the verb phrase *have been killed* that asserts.

86. A verb phrase is formed by combining *is, shall, will, can, etc.*, with some word that expresses action,—*crying, killed, etc.*

Is, are, was, were, etc., shall, will, may, can, must, might, could, would, should, have, had, do, did, are often used in verb phrases.

SUBJECT AND PREDICATE

87. The subject of a sentence names that of which something is thought.

EXAMPLES: *She* felt great sorrow.
A regiment of soldiers was in the town.

88. The predicate tells what is thought of the subject.

EXAMPLES: Kittens *play*.

Kwangtung *is a very mountainous province*.

TRANSITIVE AND INTRANSITIVE VERBS

89. Verbs are divided into two great classes—transitive and intransitive.

90. A transitive verb is one which requires an object to complete its meaning.

EXAMPLE: The girl *picks* the flowers.

In this sentence the noun *flowers* is the direct object of the verb *picks* and completes its meaning. The verb *picks* requires the noun *flowers*, or some such word, to complete its sense.

91. An intransitive verb is one which does not require an object to complete its meaning.

EXAMPLE: The flowers *bloom*.

In this sentence the verb *bloom* is complete in itself. It cannot take an object.

92. Some verbs may be either transitive or intransitive.

EXAMPLES: The bird *sings*. She *sings* a song.

Liu *writes*. He *writes* a letter.

EXERCISE I

Name the subject and predicate in the following sentences:

1. Large birds fly swiftly.

2. Chun lives here.

3. Sugar is sweet.
4. Hunan Province is famous for its scholars and soldiers.
5. Fine porcelain is made in Kiangsi.
6. The Yangtze Valley is rich.
7. The children awoke early in the morning.
8. I wish that my friend were here.
9. The leaves of the banana tree are long and broad.
10. New York is one of the largest cities in the world.

EXERCISE II

In the following sentences pick out the transitive and intransitive verbs. Name the subjects. Name the objects of transitive verbs:

1. I have bought a dictionary.
2. The woman washes the clothes.
3. The soldiers march rapidly.
4. The kite flies.
5. The boy flies a kite.
6. Columbus discovered America.
7. The farmer worked very hard.
8. Do the children read and write well?
9. The cat lies on the veranda.
10. The spectators shout and laugh.
11. The boy draws a picture.
12. He draws very well.
13. He wrote a good story.
14. He wrote for three hours.
15. The enemy fled.
16. School closed at three o'clock.
17. The typhoon is raging.

18. He throws a fast ball.
19. The child sleeps soundly.
20. The lady sang well.
21. He returned home yesterday.
22. The pupils sat quietly in their seats.

COMPLEMENTS

93. The word that completes the meaning of a verb is called the complement.

EXAMPLE: I broke the *pencil*.

In this sentence the predicate is completed by the word *pencil*. *Pencil* tells what was broken, therefore is the complement of the verb *broke*.

94. When the complement stands in the predicate after an intransitive verb and refers to the same person or thing as the subject, it is called a predicate nominative.

EXAMPLE: Sun became *governor*.

The word *governor* describes the subject and completes the meaning of the predicate, hence it is a predicate nominative.

95. Verbs of choosing, calling, naming, making, and thinking may take two objects referring to the same person or thing. The first of these is the direct object and the second, which completes the sense of the predicate, is called a predicate objective.

EXAMPLE: The people elected Li *president*.

Here the transitive verb *elected* has the direct object *Li* and a second object, *president*, referring to the same person as the direct object and completing the sense of the predicate. The second noun is therefore a predicate objective.

96. An adjective in the predicate belonging to a noun or pronoun in the subject is called a predicate adjective. A predicate adjective completes the meaning of the predicate verb and is therefore called a complement.

EXAMPLE: The dog is *mad*.

Here the adjective *mad* is in the predicate, and *dog*, the noun to which it belongs, is the subject of the sentence.

EXERCISE I

Fill each blank with a predicate nominative:

1. My father's name is ———.
2. The banana is a delicious ———.
3. Napoleon was ——— of France.
4. Our five senses are ———, ———, ———, ———, and ———.
5. The birds are called pheasants.
6. George Washington was elected president.
7. My favorite game is ———.
8. Shakespeare was an English ———.
9. A pronoun is a ——— used instead of a **noun**.
10. Fire is a good ——— but a bad ———.
11. Ting Yung is my ———.
12. Wang was made a ———.

EXERCISE II

Fill each blank with a predicate objective:

1. The woman thought the boy ——.
2. Do you call the man your ——?
3. The gentry chose Chen ——.
4. The president appointed him ——.
5. The society chose Fung ——.
6. The general appointed Kiang ——.
7. The hunter called the animal a ——.

EXERCISE III

Fill each blank with a predicate objective:

1. The dog proved —— to his master.
2. The stranger became very ——.
3. The Shantung men are ——.
4. The captain appeared ——.
5. Some provinces are ——.
6. The girl is ——.
7. The leaves turn —— in the autumn.
8. Every lesson seems —— to the lazy.

MOOD

97. Mood is the form of a verb that shows the manner in which the action or state is expressed.

98. There are three moods—indicative, imperative, and subjunctive.

99. A verb is in the indicative mood when it is used to state a fact or ask a question.

EXAMPLES: My cousin speaks English.
Has he come?

A verb in the indicative mood may be in any of the tenses.

100. Copy and learn these forms of the verb *be* in all the tenses of the indicative mood.

PRESENT TENSE

Singular

Plural

Person

Person

1. I am.

1. We are.

2. You are.

2. You are.

3. He is.

3. They are.

PAST TENSE

Singular

Plural

1. I was.

1. We were.

2. You were.

2. You were.

3. He was.

3. They were.

FUTURE TENSE

Singular

Plural

1. I shall be.

1. We shall be.

2. You will be.

2. You will be.

3. He will be.

3. They will be.

PRESENT PERFECT TENSE

Singular

Plural

1. I have been.

1. We have been.

2. You have been.

2. You have been.

3. He has been.

3. They have been.

PAST PERFECT TENSE

Singular

1. I had been.
2. You had been.
3. He had been.

Plural

1. We had been.
2. You had been.
3. They had been.

FUTURE PERFECT TENSE

Singular

1. I shall have been.
2. You will have been.
3. He will have been.

Plural

1. We shall have been.
2. You will have been.
3. They will have been.

101. A verb is in the imperative mood when it is used to express a command or a request.

EXAMPLES: Bring your geography.
Please pass the book to me.

A verb in the imperative mood is always addressed to some one, but the subject is not generally expressed.

102. When the word *not* is used with an imperative verb, the imperative is usually formed with *do*.

EXAMPLES: Do not keep bad company.
Do not come here.

103. A verb is in the subjunctive mood when it is used to express a thing not as a fact but merely as thought of or conceived.

104. The conjunction *if* usually introduces the sentence in which the subjunctive occurs.

EXAMPLE: If it *be* true, I am disappointed in my friend.

In this sentence the verb *be* does not make a statement of fact, but merely expresses something that may or may not be true.

105. The indicative mood expresses the action or state, as a fact, the subjunctive as something doubtful or untrue.

106. The form of the verb most commonly in use in the subjunctive mood is the past tense of the verb *be*.

EXAMPLES:

If I *were* a sailor, I would go around the world.

If you *were* rich, what would you do?

If he *were* a man, he would be a good general.

107. The subjunctive forms of *be* may be seen in the following table:

PRESENT TENSE	
<i>Singular</i>	<i>Plural</i>
1. If I be.	1. If we be.
2. If you be.	2. If you be.
3. If he be.	3. If they be.
PAST TENSE	
<i>Singular</i>	<i>Plural</i>
1. If I were.	1. If we were.
2. If you were.	2. If you were.
3. If he were.	3. If they were.
FUTURE TENSE	
<i>Singular</i>	<i>Plural</i>
1. If I should be.	1. If we should be.
2. If you should be.	2. If you should be.
3. If they should be.	3. If they should be.

PRESENT PERFECT TENSE

Singular

1. If I have been.
2. If you have been.
3. If he have been.

Plural

1. If we have been.
2. If you have been.
3. If they have been.

PAST PERFECT TENSE

Singular

1. If I had been.
2. If you had been.
3. If he had been.

Plural

1. If we had been.
2. If you had been.
3. If they had been.

FUTURE PERFECT TENSE

Singular

1. If I should have been.
2. If you should have been.
3. If he should have been.

Plural

1. If we should have been.
2. If you should have been.
3. If they should have been.

108. The subjunctive mood is used most frequently to express

(1) A wish, as—

Oh! that my father *were* here.

I wish I *were* a general.

(2) A condition, as—

If he *had gone*, he would have been killed.

Were my brother here, he would protect us.

(3) A supposition or a concession, as—

Though he *were* here, he could not help us.

If I *were* to meet him, I should know him at once.

EXERCISE I

Write sentences, using these verbs in the imperative mood:

lend	find	study	make
write	bring	give	tell

EXERCISE II

Give the mood and tense of each verb in the following sentences:

1. If I were in his place, I would not leave school at this time.
2. Are you ready to recite?
3. Remember to bring your book with you.
4. If he were a gentleman, he would keep his promises.
5. I told them to call for me.
6. Be diligent in business.
7. Where do you think you will spend your next vacation?
8. I wish it were in my power to help you.
9. We captured two guns of the enemy.
10. If the carriage is ready, we will go.
11. If the law be too severe, it must be changed.
12. Please send me the goods that I ordered.
13. Will you please open the door?
14. Keep quiet while I am busy writing.
15. If he had been present at the meeting, he would have spoken.
16. If he go, I shall remain.
17. Pardon my carelessness.
18. I shall let you know.
19. Be ready with the sedan chair at ten o'clock.
20. If the book were here, I would lend it to you.

TENSE

109. Tense denotes the time of an action or an event.

110. There are three main tenses,—present, past, and future. These tenses correspond to the three divisions of time—present, past, and future.

111. A verb in the present tense refers to present time.

EXAMPLE: I *walk* along the street.

112. A verb in the past tense refers to past time.

EXAMPLE: I *walked* along the street.

113. A verb in the future tense refers to future time.

EXAMPLE: I *shall walk* along the street.

114. In addition to the three main tenses there are three perfect tenses—present perfect, past perfect, and future perfect.

115. The present perfect tense denotes action as completed at the present time.

EXAMPLE: I *have walked* along the street.

116. The past perfect tense denotes action completed before some past time.

EXAMPLE: I *had walked* along the street.

117. The future perfect tense denotes action which will be completed before some future time.

EXAMPLE: I *shall have walked* along the street.

118. Only the present and past tenses denote time by the form of the verb itself; the future, present perfect, past perfect, and

future perfect tenses require the help of certain other verbs called auxiliary verbs. The simple auxiliaries are *be*, *do*, *have*, and their forms, and *shall* and *will*.

EXERCISE I

Name the tense of each verb in the following sentences:

1. I study grammar.
2. I shall go home to-morrow.
3. Sugar cane grows rapidly.
4. I had read this book before.
5. I shall have come home when you arrive.
6. Have you finished your letter?
7. The fisherman caught a crab.
8. We love our country.
9. Lan Ching will sing for us.
10. Chang will have returned from Peiping by Monday.
11. Kwan will go to Hangchow next week.
12. I have written my composition.
13. I wrote a letter yesterday.
14. I had written my composition before the teacher asked for it.
15. When I shall have written my composition to-morrow, I shall go home.
16. A man-of-war has anchored in the harbor.
17. He had not returned when I left the house.
18. I shall have visited many friends before I return.
19. The train had gone when we reached the station.
20. After Lin will have studied four years in America, he will return to this country.

EXERCISE II

Write the six tenses of each of the following verbs:

talk

work

laugh

play

find

PERSON AND NUMBER OF VERBS

119. A verb agrees with its subject in person and number.

120. This agreement is marked by certain changes in the form of the verb in the third person, singular number, present tense only.

EXAMPLE:

		<i>Singular</i>			
INDICATIVE MOOD	{	<i>First Person</i>	I have	I go	I live
		<i>Second Person</i>	you have	you go	you live
		<i>Third Person</i>	he has	he goes	he lives
				<i>Plural</i>	
		<i>First Person</i>	we have	we go	we live
		<i>Second Person</i>	you have	you go	you live
	<i>Third Person</i>	they have	they go	they live	

121. The verb *be* is an exception to this rule. It has different forms in the singular and plural, present and past tenses, indicative mood.

		<i>Singular</i>	<i>Plural</i>
PRESENT TENSE	{	I am	we are
		you are	you are
		he is	they are
PAST TENSE	{	I was	we were
		you were	you were
		he was	they were

EXERCISE I

Write the present tense, indicative mood of the following verbs, using "I," "he," and "they," as subjects:

EXAMPLE:	sleep			
	I sleep	he sleeps		they sleep
run	understand	hear	play	call
speak	come	desire	tell	put

EXERCISE II

In the following sentences substitute for dashes the proper forms of verbs in the present tense. Tell what number and person of the verb you have used:

1. Tea —— in China and Japan.
2. Bananas —— in the Philippines.
3. My brother —— on his horse.
4. The pupils —— diligently.
5. I —— four men coming.
6. Three men —— the sedan chair.
7. The farmers —— the field.
8. The servant —— the rice.
9. A spider —— eight legs; a beetle —— six.
10. We —— ball every Saturday afternoon.
11. It —— a great deal of money to build a railroad.
12. She —— a present to her friend.
13. Australia —— an island continent.
14. You —— a pretty dress.
15. The farmer —— the seed; but the sun and the rain —— it grow.
16. The grapes —— in clusters on the vine.

VOICE

122. Voice is that form of the verb which denotes whether the subject acts or is acted upon.

123. There are two voices—active and passive.

124. A verb is in the active voice when it denotes its subject as acting.

125. A verb is in the passive voice when it denotes its subject as being acted upon.

EXAMPLES: *Active Voice:* The tailor makes the coat.

Passive Voice: The coat is made by the tailor.

In the first sentence the subject *tailor* is represented as acting; that is, as making the coat. In the second sentence the subject *coat* is represented as being acted upon; that is, as being made.

126. The passive voice is expressed by a verb phrase. In the above example the verb phrase is *is made*.

127. When a sentence is changed from the active to the passive voice, the subject of the verb in the active voice becomes the agent; the object of the verb becomes the subject.

128. In the passive voice, the name of the agent is in a phrase introduced by the preposition *by*.

129.

INDICATIVE MOOD

PRESENT TENSE

Active Voice

Passive Voice

SINGULAR	{	<i>First Person</i>	I see
		<i>Second Person</i>	you see
		<i>Third Person</i>	he sees
PLURAL	{	<i>First Person</i>	we see
		<i>Second Person</i>	you see
		<i>Third Person</i>	they see

I am seen
you are seen
he is seen
we are seen
you are seen
they are seen

PAST TENSE

I saw

I was seen

FUTURE TENSE

I shall see

I shall be seen

PRESENT PERFECT TENSE

I have seen

I have been seen

PAST PERFECT TENSE

I had seen

I had been seen

FUTURE PERFECT TENSE

I shall have seen

I shall have been seen

EXERCISE I

Tell the voice, mood, and tense of each verb in the following sentences:

1. The paper was torn by the baby.
2. Meat is sold in the market.
3. Tan broke the window.
4. The window was broken by Tan.
5. When the goods are sold, the merchant will pay his debts.
6. We hope that the money will be found.
7. The work had been finished.
8. This fine drawn work was made in Swatow.
9. The town had been captured by the soldiers.
10. The room has just been swept and dusted.
11. Coral islands have been formed by little animals.
12. The sap of the sugar cane is boiled a long time.
13. Shanghai has been called the New York of China.

14. Although he did the work poorly, he was paid well.
15. The Yellow River is crossed by a long bridge.
16. The pupils have written the sentences.
17. The horse was ridden by a boy.
18. A basket was carried by the woman.
19. The crops will be harvested very soon.
20. The flag has been raised.

EXERCISE II

Write sentences, using the following verbs in both the active and passive voice of the indicative mood, and all the tenses:

write
drive

begin
study

read
plant

EXAMPLES: write.

INDICATIVE ACTIVE

Present Tense: The pupils *write* compositions.
Present Perfect Tense: They *have written* to me, etc.

INDICATIVE PASSIVE

Present Tense: The letter *is written*.
Present Perfect Tense: The letter *has been written*, etc.

INFINITIVES

130. The infinitive is a form of the verb which expresses action or state in the simplest way without the limitations of person and number.

EXAMPLES: I wish *to go*.
I am sorry *to hear* it.

The verbs *go* and *hear* are infinitives. They are the simplest forms of the verbs. The preposition *to* sometimes precedes the

infinitive, as in the examples, and is called the sign of the infinitive. The sign *to* is usually omitted after the verbs *let, dare, bid, make, see, hear, feel, need,* and *help*.

EXAMPLES: Kindly help me *find* my ring.
I did not see the man *jump* into the water.
He dared not *jump*.
We watched him *go* and *come*.
The officer made the lazy man *work*.

131. The infinitive may be used as a *noun*, an *adjective*, or an *adverb*.

(1) As a noun—

To obey is a child's duty.

They expect *to succeed*.

(2) As an adjective—

We have good water *to drink*.

(3) As an adverb—

We are sorry *to go*.

EXERCISE I

Find the infinitive:

1. I like to study early in **the** morning.
2. I am too tired to study now.
3. We asked Liang to come.
4. Teacher told Mai Lan to study her lesson.
5. Pao Chi went to visit his cousin.
6. Our next care was to bring the wounded soldiers in.
7. I do not know what to think of it.
8. To see is to believe.

9. The business of his life is to dine.
10. We are to have a vacation of six weeks at New Year.
11. Try to do your work well.
12. He intended to go last week.
13. He asked his companion to wait.
14. I was sorry to hear such bad news.

EXERCISE II

Insert an infinitive with "to" in each blank:

EXAMPLES: Tang is too tired — his lesson.

Tang is too tired *to study* his lesson.

1. The dog was too well trained — cats.
2. Chao was in such a hurry that he could scarcely spare time — his breakfast.
3. We are taught — our enemies.
4. Kwan rose early and went down to the pond — the lotus bloom.
5. The cowherd does not know where — the water buffaloes.
6. The watchman was obliged — from the robbers — his life.
7. The careless fellow has forgotten — the door.
8. Our orders were — the enemy at daybreak.
9. We did not hesitate — into the harbor.
10. The monkey stood up on his hind legs and began — faces.

PARTICIPLES

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

133. There are two participles—*present* and *past*.

134. The present participle denotes unfinished action.

EXAMPLES: He walked away *laughing*.

The wind is *blowing*.

In the first sentence *laughing* is a present participle, expresses an action of the subject *he*, and also describes *he* like an adjective.

The more common use of this participle is seen in the progressive form of the verb, as in the second sentence, where it still retains some of its adjective sense.

135. The past participle denotes finished action.

EXAMPLE: Flowers *planted* in rich soil grow rapidly.

In this sentence *planted* is a past participle, describes the noun *flowers* like an adjective, but retains the idea of action expressed by the verb *plant*, from which it is derived.

136. The present participle always ends in *ing*.

Participles of transitive verbs may take objects.

EXAMPLE: Having finished *his work*, he went home.

137. The past participle is a very important part of the verb.

It is used in forming the present perfect, past perfect, and future perfect tenses of the active voice of the verb and the six tenses of the passive voice.

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
He <i>kills</i> the dog.	He <i>killed</i> the dog.	The dog was <i>killed</i> .
He <i>spends</i> money.	He <i>spent</i> money.	Much money was <i>spent</i> .
Chi <i>wears</i> no hat.	Chi <i>wore</i> no hat.	Chi has <i>worn</i> no hat.
He <i>speaks</i> to me.	He <i>spoke</i> to me.	He has <i>spoken</i> to me.

EXERCISE I

In the following sentences pick out the participles. What noun or pronoun does each modify?

1. We saw a herd of water buffaloes grazing in the field.
2. Standing in the door was an old woman.
3. Arrived at the capital, he soon got an appointment.
4. Running rapidly he fell down.
5. The child, being very sleepy, was put to bed.
6. War having been declared, the fleet was sent.
7. They found the money hidden under a stone.
8. The prisoners departed rejoicing in their freedom.
9. The wondering stranger gazed around him.
10. The girls sat weeping in silence.
11. Seeing no one in the yard, the thief entered the house.
12. Delighted with the trip, I lingered on my voyage.
13. Having found the purse, he gave it to the owner.
14. Do you hear that bird singing in the wood?
15. The old man died forsaken by his friends.

EXERCISE II

Give the present, past, and past participle of--

offer	tell	start	hear	sleep
obey	cut	sell	fell	make
bring	shut	keep	catch	

COPULA VERBS

138. A copula is a verb which joins the subject with a word that completes the meaning of the sentence.

EXAMPLE: The man *is* old.

In this sentence *is* is a copula. It connects the noun *man* with the adjective *old*. The idea expressed by the word *old* completes the meaning of the sentence.



The word "copula" means that which joins or connects.

139. Some form of the verb *to be* (*is, am, are, was, were, been*) is the most common copula, but a few other words are often used in this sense. The following are sometimes called copulative verbs: *feel, appear, smell, seem, taste, become, sound, look.*

EXERCISE

In these sentences name the copulas and tell what they connect:

1. This soldier is a Hunanese.
2. He has been sick.
3. The bride looks happy.
4. The bell sounds loud.
5. You are a studious child.
6. Silk feels smooth.
7. The general seemed much pleased at the news.
8. We are pupils of that school.
9. Chun looks younger than you.
10. K'ang Hsi was an emperor.
11. Your friends will be glad to see you.
12. The streets were wet and muddy.
13. We have been careless.
14. He is sleepy.
15. That girl appears discontented.
16. Mountain water tastes sweet.
17. We shall be tardy.
18. The soldiers were brave.
19. These apples are mellow.
20. Milton was a great English poet.
21. The prisoner looked sad and discouraged.
22. Fishes are cold-blooded animals.

AUXILIARY VERBS

140. Certain verbs when used to aid in the conjugation of other verbs are called auxiliaries.

The word "auxiliary" means *helping*.

141. The following are the more important forms of the simple auxiliary verbs: *is, are, was, were, been, shall, will, have, has, had, do, does, did*.

These verbs are joined to the participles and infinitives of verbs to form voice and tense.

EXAMPLES: He *has* gone.

You *were* struck.

In the first sentence *has* is used as an auxiliary to form the present perfect tense of the verb *go*. In the second sentence *were* is used to form the past tense, passive voice, of the verb *strike*.

142. The verbs *be, have, do*, and their forms have their own independent meaning, and their employment as auxiliaries is a secondary use.

EXAMPLES: The clouds *are* heavy.

He *does* the work well.

I *have* three pencils.

In the first sentence *are* is a copula and has no auxiliary force. In the second sentence *does* is a simple transitive verb, almost equivalent in meaning to the verb *perform*. In the third sentence *have* has its primary use as a transitive verb and is almost equivalent in meaning to the verb *possess*.

143. The following are called modal auxiliaries: *may, can, must, might, could, would, and should*.

They are joined to the infinitive to express possibility, ability, necessity, permission, obligation, and willingness.

EXAMPLES: I may go (possibility).
 You may go (permission).
 I can go (ability).
 I must go (necessity).
 You should go (obligation).
 I would go (willingness).

EXERCISE I

In the following sentences point out the simple auxiliaries; the modal auxiliaries:

1. Mao may return to-morrow.
2. She has read this story.
3. I must go to Nanking next week.
4. A monument was erected in honor of the soldiers who fell in the battle.
5. Hsiang Lan can sing well.
6. You should study your lesson.
7. You may have these oranges.
8. Hung had returned already.
9. When will you return?
10. The man had caught a large fish.
11. The guests may come at any moment.
12. We shall not see you again before we leave.
13. Pearl buttons are made from these shells.
14. You cannot cross the river now.
15. The children must stay at home to-day.
16. I may visit Japan next summer.

EXERCISE I

Substitute auxiliary verbs for the dashes:

1. You —— read my letter.
2. Sugar —— obtained from sugar cane.
3. Fung —— sew very well.
4. We —— have an examination to-morrow.
5. This picture —— painted by Tsai.
6. They —— enjoy the journey.
7. You —— be more careful.

REGULAR AND IRREGULAR VERBS

144. Regular verbs are those which form the past tense and the past participle by adding *d* or *ed* to the first person, present indicative.

145. Irregular verbs are those which do not form the past tense and past participle by adding *d* or *ed* to the first person, present indicative.

146. The past tense and the past participle of irregular verbs are generally formed from the present tense by a change of vowel.

EXAMPLES:

	<i>Present Tense</i>	<i>Past Tense</i>	<i>Past Participle</i>
Regular	{ live talk	lived talked	lived talked
Irregular	{ give sing	gave sang	given sung

147. The *present tense*, the *past tense*, and the *past participle* are called the *principal parts* of a verb.

148. The following are some of the irregular verbs in common use:

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
begin	began	begun
bring	brought	brought
choose	chose	chosen
do	did	done
drink	drank	drunk
go	went	gone
grow	grew	grown
ride	rode	ridden
ring	rang	rung
sit	sat	sat
speak	spoke	spoken
take	took	taken

EXERCISE

In the following sentences change each present tense to the past; each past tense to the present. Name each verb as regular or irregular:

1. The merchants export silk.
2. The wind blew down the mat shed.
3. He began his work.
4. The girl lost her handkerchief.
5. Plants grow fast when it rains.
6. The boat people live in sampans.
7. The Tartars brought the camels from Mongolia.
8. Kwei Ling chooses the blue dress.
9. Chun's mother sends him to school.
10. The children ate the bananas.
11. The amah led the baby into the house.
12. A crowd of people filled the street.

13. The boys threw the tops on the ground.
14. The monkeys ran away with the peanuts.
15. I see soldiers on the march.
16. I gave the beggar a cent.
17. The enemy fled in disorder.
18. The woman fed the chickens.
19. Our men won a great victory.
20. Chang sits next to me in school.

THE PROGRESSIVE FORM OF VERBS

149. The progressive form of a tense represents the action of the verb as going on or continuing at the time referred to.

EXAMPLE: I *was striking* the bell.

The verb phrase *was striking* describes an act as going on or progressing in past time. Hence it is called the progressive form of the past tense. It is made by prefixing the past of *be* (namely, *was*) to the present participle *striking*.

150. The progressive form is a verb phrase made by prefixing to the present participle some form of the verb *to be*.

151. The progressive forms of the present active may be seen in the following table:

PRESENT TENSE, PROGRESSIVE FORM

Singular

1. I am reading
2. You are reading.
3. He is reading.

Plural

1. We are reading.
2. You are reading.
3. They are reading.

So in the other tenses. Thus,—

Past tense,	I was reading.
Future tense,	I shall be reading.
Present perfect tense,	I have been reading.
Past perfect tense,	I had been reading.
Future perfect tense,	I shall have been reading.

In the passive the progressive verb phrases are used in the present and past tenses only. They are made by prefixing *am being, is being, was being, etc.*, to the past participle.

EXAMPLES:

I am always being tormented by this fellow.

Kan is being educated in Germany.

While the guard *was being changed*, the prisoner escaped.

EXERCISE

Write each of the following sentences in the indicative mood and progressive form in all the tenses:

1. Father is coming home.
2. The boys are making a kite.
3. We are studying English.
4. You are eating an orange.

THE EMPHATIC FORM OF VERBS

152. The present or the past of a verb in the active voice may be expressed with emphasis by means of *do* or *did* and the infinitive without *to*.

EXAMPLE: *I do study.*

The verb phrase *do study* states a fact in present tense with emphasis, hence it is called the emphatic form of the present tense.

153. In the same way we may use an emphatic past tense.

EXAMPLE: I *did study*.

The emphatic forms are used only in the present and past tenses of the active voice.

PRESENT

I do write.

You do write.

He does write.

We do write.

You do write.

They do write.

PAST

I did write.

You did write.

He did write.

We did write.

You did write.

They did write.

EXERCISE

Write five sentences in present tense and five in past tense, showing the use of the emphatic form of the verb.

EXAMPLE: Bees do sting when they are frightened.

THE ADVERB

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

155. Examine the following sentences:

The swallow | flies *swiftly*.

The old bear | fought *fiercely*.

Here the verb *flies* does not stand alone. Attached to it is the word *swiftly*, which tells how, or in what manner, the swallow flies. Thus it changes or modifies the meaning of the verb *flies*. So, in the second sentence, the word *fiercely* modifies *fought*.

For *fiercely* we may substitute *feebly*, *stubbornly*, or *blindly*, and each of these words will modify *fought*.

The old bear fought	}	fiercely. feebly. stubbornly. blindly.
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Such words are called **adverbs**, because of their frequent association with **verbs**.

156. Adverbs are used not only with verbs but with adjectives and other adverbs. Thus,—

The path by the river is *uncommonly* pretty.

Here the adverb *uncommonly* changes or modifies the meaning of the adjective *pretty* by telling *how* pretty the path is.

157. Examine the following sentence:

The pupil recited *very* badly.

Here the adverb *very* changes or modifies the meaning of ~~the~~ adverb *badly* by showing *how* badly the pupil recited.

So in the following sentences:

The governor spoke *rather* rapidly.

This girl cannot walk *so* gracefully as that one.

CLASSES OF ADVERBS

158. Adverbs may be divided according to their sense into four classes,—adverbs of *manner*, adverbs of *time*, adverbs of *place*, and adverbs of *degree*.

159. Adverbs of manner answer the question “How?” “In what way?” They are very numerous, and most of them end in *ly*. They usually modify a verb but sometimes an adjective.

EXAMPLES:

The sampan moved *smoothly* and *rapidly* through the water.

The traveler walked *wearily* along.

The football team plays *unexpectedly* well.

The girl smiled *pleasantly*.

160. Adverbs of time answer the question “When?” They usually modify verbs.

EXAMPLES: We shall go *to-morrow*.

Wang lives in Shanghai *now*.

Then the sailor leaped into the sea.

Other examples are *soon*, *formerly*, *to-day*, *by and by*, *hereafter*, *henceforth*.

161. Adverbs of place answer the question “Where?” They usually modify verbs.

EXAMPLES: *There* stands the policeman.

I shall wait for you *here*.

Smoke goes *up*, rain comes *down*.

Other examples are *yonder*, *far*, *near*, *forward*, *backward*, *out*, *above*, *below*, *in*.

162. Adverbs of degree answer the question "To what degree or extent?" Adverbs of this class modify verbs, adjectives, and adverbs.

EXAMPLES: Asia is *much* larger than Europe.

The reply pleased the general very *much*.

He ran *too* fast.

Other examples are *little, less, least, almost, wholly, more, nearly, all, quite, very*.

EXERCISE I

In the following sentences pick out the adverbs, tell to which class they belong, and what words they modify:

1. The starving man ate greedily.
2. The lesson is rather difficult.
3. He spoke angrily to his brother.
4. He was all-powerful.
5. Please go a little faster.
6. The boys listened attentively.
7. Dogs are less valuable than water buffaloes.
8. The servant closed the windows gently.
9. You should not eat too rapidly.
10. The soldier rushed forward eagerly to help his comrade.
11. His wounded friend could scarcely stand up.
12. Some of the passengers were injured but little.
13. There is the home of my cousin.
14. The woman was foolishly fearful.
15. That boy always knows his lesson.

EXERCISE II

Change the following adjectives into adverbs:

graceful	kind	willing	quick	careful
cheerful	calm	soft	proud	smooth

EXERCISE III

Insert appropriate adverbs in place of dashes.

The ship sailed — into the bay. The wind was blowing —. A storm was — approaching. The sailors — lowered the sails, and prepared the ship for the storm. The wind began to blow —. The lightning flashed —. The waves became — high. The ship was anchored —. The storm — passed. The sun shone —. A — beautiful rainbow appeared.

RELATIVE AND INTERROGATIVE ADVERBS

163. Relative adverbs introduce subordinate clauses and are similar in their use to relative pronouns.

EXAMPLE:

The village *where* the fight took place is on the Han River.

In this sentence *where* is an adverb of place modifying *took place*. It introduces the subordinate clause, and is connected with *village* in much the same way in which a relative pronoun is connected with its antecedent.

164. The principal relative adverbs are: *where, when, while, as, whence, wherever, whenever, before, after, till, until, since*.

165. An interrogative adverb introduces a question.

Where, when, whence, whither, how, why, may be used as interrogative adverbs.

EXAMPLES: *How* do you spell this word?

When did you visit Kiukiang?

EXERCISE I

Point out the relative and interrogative adverbs in the following sentences:

1. Ping Shu, where are you going?
2. We go to the city whenever we wish to buy anything.
3. Why should we be industrious?
4. Do you know why smoke rises?
5. He did not say when it happened.
6. I will come when I have finished my lesson.
7. Where is Singapore?
8. I am ready whenever you are.
9. Show me how to play tennis.
10. This is the place where our hero died.
11. I will go when my country calls me.
12. How far can you jump?
13. Do to others as you would have others do to you.
14. The soldier must go wherever the general commands.
15. The Miaotse returned to the mountain whence he came.
16. Be useful wherever you live.

EXERCISE II

Fill each blank with a relative or an interrogative adverb:

1. — do pineapples grow?
2. — are diamonds found?
3. The place — Contucius was born is in Shantung.
4. Whence did you come, and — are you going?

5. — did the Russo-Japanese War take place?
6. The T'ai P'ing Rebellion broke out — Tao Kuang was Emperor.
7. Wood floats — it is thrown into the water.
8. — does vacation come?
9. Come — you are called.
10. — can you tell the temperature?

COMPARISON OF ADVERBS

166. Adverbs have three degrees of comparison,—the positive, the comparative, and the superlative.

167. Most adverbs are compared by means of *more* and *most*.

EXAMPLES:

The wind blows *violently* [Positive].

The wind blows *more violently* than ever [Comparative].

The wind blows *most violently* in winter [Superlative].

168. A few adverbs are compared by means of the ending *er* and *est*.

	<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
EXAMPLES:	late	later	latest
	cheap	cheaper	cheapest
	dear	dearer	dearest
	fast	faster	fastest
	soon	sooner	soonest

169. Several very common adverbs have irregular forms of comparison.

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

EXERCISE I

Compare the following adverbs:

gently	sadly	gladly	kindly	soon
quickly	joyfully	neatly	early	often

EXERCISE II

In the following sentences select all the adverbs and tell what each modifies:

1. Liang is more studious than Feng.
2. So the days passed peacefully away.
3. Han Ching eagerly called the mafoo to stop.
4. She comes oftener than you do.
5. You should speak more distinctly.
6. The following morning Lien Yien arose early.
7. She walks too fast, and speaks too fast.
8. The tide rose higher and higher.
9. Our trip to Hangchow was most delightful.
10. The soil is richer here than in the highlands.
11. My watch is less expensive than yours.
12. The cat walks very softly.
13. You must be tardy less frequently.
14. He writes beautifully but slowly.
15. The ladies were all most prettily dressed.

THE PREPOSITION

170. A preposition is a word used to show the relation between a noun or pronoun and some other word in the sentence.

EXAMPLE: He wrote *on* the blackboard.

In this sentence the word *on* is a preposition, and shows the relation between the verb *wrote* and the noun *blackboard*.

171. The noun or pronoun which is placed after the preposition is called its object, and is in the objective case.

EXAMPLE: Tang Shao-yi was educated in *America*.

In this sentence the noun *America* is the object of the preposition *in*, and is in the objective case.

172. A phrase consisting of a preposition and its object, with or without other words, is called a prepositional phrase.

In the above sentences, *on the blackboard* and *in America* are prepositional phrases.

173. A preposition usually shows the relation between a noun or a pronoun and

(1) a verb: He walks *on* the beach.

(2) a noun: I bought a catty *of* tea.

(3) an adjective: He is polite *to* strangers.

174. The following is a list of common prepositions:

about	below	for	through	above
beneath	from	to	across	beside
in	toward	after	into	besides
under	against	between	near	underneath
along	beyond	of	until	among
by	up	off	around	concerning
on	upon	at	down	over
with	before	during	round	behind
within	except	since	without	amid

175. Some words may be used either as adverbs or as prepositions.

Adverbs

The boy sprang *up*.

Please walk *in*.

The junk sailed rapidly *along*.

I have not seen him *since*.

The men stood *around*.

Prepositions

The boy sprang *up* the steps.

He was *in* the house.

I was walking *along* the river.

He has been here *since* February.

They walked *around* the fields.

EXERCISE I

Point out the prepositions and prepositional phrases and tell how they are used:

EXAMPLES: *Of* in 1. is a preposition and shows the relation between its object *country* and the noun *citizen*.

Of this country in 1. is a prepositional phrase and limits *citizen*.

1. Every citizen of this country has a duty to perform.

2. The Pearl River flows into the Canton delta.

3. The Panama Canal joins the Atlantic Ocean with the Pacific.
4. The prisoner stands before the judge.
5. The Miaotse live in the mountains.
6. These oranges came from Canton.
7. You can buy nothing without money.
8. The frogs jumped into the water.
9. The temple stood within the walls of the city.
10. The soldiers shoot behind trenches.
11. Chengtu is the provincial capital of Szechwan.
12. The children were surprised at the strange sight.
13. I found the pencil underneath the desk.
14. My geography fell down between the desk and the table.
15. Japan lies to the east of China.

EXERCISE II

Fill each blank with a preposition:

1. Copper differs — brass in color.
2. There was a strong feeling of comradeship — Wen and his dog.
3. You will have to wait for your money — next week.
4. Your figures do not agree — mine.
5. The enemy made an attack — the village just — dawn.
6. Chung was very impatient — news from home.
7. The crew of the vessel consisted — ten men.
8. Shoes are made — leather and cloth.
9. You seem to be quite careless — consequences.
10. The garrison was very careless — keeping guard.
11. Can you distinguish a direct object — a predicate nominative?
12. The rebel chief was condemned — death.
13. Please, may I sit — you?

14. The letter was written — me — black ink.
15. We arrived — Hongkong — twelve o'clock, and spent two hours — the city.
16. My brother is studying — a college — America.
17. I have only a few friends — these people.
18. The monkey ran — and — the tree.
19. They will wait — you at dinner.
20. Carry the basket — the kitchen.

THE CONJUNCTION

176. A conjunction is a word used to connect words, phrases, or sentences.

EXAMPLES: I like work *and* play.

I shall not go *unless* you write to me.

In these sentences *and* and *unless* are conjunctions. *And* connects the words *work* and *play*, while *unless* connects the sentences *I shall not go* and *you write to me*.

177. Conjunctions are either coördinate or subordinate.

178. A coördinate conjunction connects words or groups of words that are independent of each other.

In the first sentence above, *and* connects two nouns which are in the same construction, therefore it is a coördinate conjunction.

OTHER EXAMPLES:

The man's name is Ts'en *or* Tseng.

The wind blew *and* the junk past swiftly.

He may play, *but* I prefer to work.

179. A subordinate conjunction connects a subordinate clause with the clause on which it stands.

In the sentence, *I shall not go unless you write to me, unless* is a subordinate conjunction, as it connects the subordinate clause, *you write to me*, to the main clause, *I shall not go*.

OTHER EXAMPLES:

The bells ring *if* there is a fire.

Though the bridge tottered, it did not fall.

The messenger reported *that* the enemy had fled.

180. The chief coördinate conjunctions are:

And (both . . . and), or (either . . . or), nor (neither . . . nor), but, for, however, nevertheless, yet, still, therefore.

181. The chief subordinate conjunctions are:

although, though	if	that
as if (as though)	as	lest
since (= because)	unless	whether
whether . . . or	because	than

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

EXAMPLES: *Both* Sun *and* I are to blame.

The wounded soldiers could *neither* speak nor move.

EXERCISE I

Point out the coördinate and subordinate conjunctions in the following sentences and tell what they connect:

1. The floods came and the winds blew.

2. Time and tide wait for no man.

3. Few and short were the words he said.
4. Neither this man nor his parents came on that day.
5. The boys walked through the town and across the rice fields.
6. They saw some beautiful butterflies, but they could not catch any of them.
7. The ships did not leave ~~the~~ harbor because a typhoon was blowing.
8. We shall have dinner as soon as father comes.
9. My head aches badly; however, I must finish these exercises.
10. He is a gentleman not only in his manner but also in his appearance.
11. He is either a gentleman or a rascal.
12. Chuan did not prepare for the examination, therefore he failed to pass.
13. I will pay you with either silver dollars or paper money.
14. You should not study while you are sick.
15. Please hold the book so that I can see the pictures.
16. The mice will play when the cat is away.
17. He asked me whether Mongolia is a province or a dependency of China.
18. The tea plant does not grow so tall as the mulberry tree.

EXERCISE II

By means of conjunctions combine the following groups of sentences:

EXAMPLES: It is a pleasant day and we **will go to** ride.

We will go to ride because it is a pleasant day.

1. It is a pleasant day. We will go to ride.
2. He sent for the doctor. He was ill.

3. I did not call for you. It was raining hard.
4. The meeting was postponed. There were few people present.
5. It is a pleasure to walk in the country. The weather is pleasant.
The leaves are just coming out.
6. I shall not work to-morrow. I am ill. I can get some one to take my place.
7. He will go to America. He will study engineering there. He may visit some famous places.

PHRASES

183. A phrase is a group of words having neither subject nor predicate, which may be used as a single part of speech.

EXAMPLES: Rice is an article *of food*.

He remained *in the house*.

In the first sentence the words *of food* describe the noun *article*; in the second sentence the words *in the house* modify the verb *remained*. In each instance the group of words performs the office of a single part of speech.

184. Phrases are classified according to their use in sentences as follows:

- (1) A phrase used as a noun is called a noun phrase.

EXAMPLE: The *president of the college* is a learned man.

- (2) A phrase used as a verb is called a verb phrase.

EXAMPLE: A dog *is running* up the street.

- (3) A phrase used as an adjective is called an adjective phrase.

EXAMPLE: A *string of pearls* is around her neck.

(4) A phrase used as an adverb is called an adverbial phrase.

EXAMPLE: The president of the college is *in the library*.

185. The following list includes the most frequently used adverbial phrases.

as yet	at last	by all means	ere long	of late
at all	at least	one by one	in short	of old
at best	at length	face to face	in vain	on high
at large	at once	for good	of course	by far

186. Many adjective and adverbial phrases consist of a preposition and its object, with or without other words. So in the following sentences:

A handle *of wood* was attached *to the shovel*.

A man *of honor* will pay his debts.

The houses *in our street* are built of brick.

He threw the ball *with all his might*.

The dog ran *under the table*.

Such phrases are often called prepositional phrases to indicate their make-up or structure.

In the examples given above the prepositional phrases *of wood*, *of honor*, and *in our street* are adjective phrases; *to the shovel*, *with all his might*, and *under the table* are adverbial phrases.

EXERCISE I

Make sentences of your own containing the following phrases:

Baseball club, Queen of England, will come, has traveled, North American Continent, Great Wall of China, in the street, on the playground,

with an effort, of fur, of silver, had tried, at sea, at home, in school, of iron, of stone, with the exception of, out of, in front of, against my will.

EXERCISE II

Tell what part of speech each of the phrases in I, above, resembles in its use in your sentence.

EXERCISE III

Pick out the noun phrases, the verb phrases, the adjective phrases, and the adverbial phrases in each of the following sentences:

1. Professor Chao Han Ching is now in Canton.
2. The great Desert of Gobi is in the Continent of Asia.
3. All were on their feet in a moment.
4. The preparations for going ashore had begun.
5. The China Merchants' Steamship Company has an office at this port.
6. Lien Hwa trembled with fear.
7. The roar of guns and the clang of bells lasted all night.
8. They were all running at full speed.
9. They had fixed the wedding day.
10. There are thousands of Englishmen in Hongkong, and elsewhere in China.
11. I have come here without an invitation.
12. There were more than three hundred strangers in the house.
13. Speak in a loud, clear voice.
14. The boys were coming out of the school in crowds.
15. My father walked up and down the room with impatience.

CLAUSES

187. A clause is a combination of words forming a part of a sentence and having a subject and predicate.

188. Clauses are of two classes,—*main* and *subordinate*.

189. A main clause is the clause which contains the principal thought of the sentence.

190. A subordinate clause is the one which depends for its complete meaning upon the main clause of the sentence.

EXAMPLE: I heard the noise when the tree fell.

In this sentence, *I heard the noise* is the main clause. It expresses the principal thought of the sentence. *When the tree fell* is the subordinate clause. It depends upon the clause *I heard the noise* for its complete meaning.

191. A subordinate clause which performs the office of an adverb is called an *adverbial* clause.

EXAMPLE: The town *where I live* is on the coast.

192. A subordinate clause which performs the office of an adverb is called an *adverbial* clause.

EXAMPLE: We saw the ship *when it sailed away*.

In the sentence *the town where I live is on the coast*, the clause *where I live* modifies the noun *town*; that is, it performs the office of an adjective in describing the noun *town*. It is, therefore, called an adjective clause.

In the last example the clause *when it sailed away* modifies the verb *saw*. It performs the office of an adverb and is therefore called an adverbial clause.

193. It must be remembered that a clause differs from a phrase. A phrase has neither subject nor predicate; a clause has both. The similarity of the two constructions is that the clause and the phrase may perform the same office in a sentence.

EXERCISE I

In the following sentences pick out the clauses, state whether they are adjective or adverbial, and name the words which they modify:

1. This is the month when the rains begin.
2. Here is the field where the battle occurred.
3. I need not go since you have come.
4. In Kwangsi are great forests which abound in hard woods.
5. The railroad which connects Shanghai and Nanking is six hundred and three *li* long.
6. I told him what you said.
7. We continued our journey though a storm arose.
8. Your book is where you left it.
9. He did not say what he would do.
10. He cannot learn to speak English unless he goes to school.

EXERCISE II

In the following sentences pick out the clause and the phrase modifiers, state whether they are adjective or adverbial, and name the words they modify:

1. That water buffalo in the field is Chang's.
2. The water buffalo which is in the field is Chang's.

3. The ponies of Mongolia are strong and hardy.
4. The ponies which come from Mongolia are strong and hardy.
5. The trotting oxen in the Philippines were brought from Australia.
6. The trotting oxen which are used in the Philippines were brought from Australia.
7. The man in the cart is Governor Tsen.
8. The man whom you see in the cart is Governor Tsen.
9. The school in the evening is for adults.
10. The school which is held in the evening is for adults.

NOUN CLAUSES

194. A subordinate clause that is used as a noun is called a noun clause.

EXAMPLES: Failure | is impossible.

That we should fail | is impossible.

In the first sentence the subject is the noun *failure*.

In the second sentence the noun *failure* is replaced by the clause, *that we should fail*, which is now the subject of the sentence.

195. Noun clauses are often introduced by *that*, which in this use is a subordinate conjunction.

EXAMPLES: That he is a friend shows itself in his actions.

That gold is yellow needs no proof.

196. Noun clauses may be used in other noun constructions besides that of the subject.

EXAMPLES:

(1) The sailor saw *that the ship was sinking*.

(2) My orders are *that we should set out at daybreak*.

(3) The thought *that help was near* kept our spirits up.

In (1) the noun clause is the direct object of a transitive verb; in (2) it is a predicate nominative, and in (3) it is an appositive.

EXERCISE

Find the noun clauses. Tell whether each is subject, direct object, predicate nominative, or appositive.

1. That a mistake had occurred was evident.
2. That the harvest will be good goes without saying.
3. I know that he has received a letter.
4. I wish that you would study harder.
5. He says that the West River is full of pirates.
6. My opinion is that this report is false.
7. The saying that the third time never fails is old.
8. The lesson that work is necessary is learned early.
9. The report that the steamer had arrived was a mistake.
10. His decision was that the work of this boy is not satisfactory.
11. That fire burns is one of the first lessons of childhood.
12. From that moment I made up my mind that I would join the new movement.
13. That the plague was spreading became only too plain.
14. Kiang tells me that the steamer has arrived.
15. Who told you that you might go?

THE SENTENCE

KINDS OF SENTENCES

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

198. Upon the basis of their use there are four classes of sentences—*Declarative, Interrogative, Imperative, and Exclamatory.*

199. A sentence which makes a statement is called a *Declarative sentence.*

EXAMPLES: Chang has two books.

The water buffalo is a useful animal.

200. A sentence which asks a question is called an *Interrogative sentence.*

EXAMPLES: Have you a watch?

Does this man live in Tientsin?

201. A sentence which expresses a command is called an *Imperative sentence.*

EXAMPLES: Close your books.

Be quiet, boys.

202. A sentence which expresses surprise, grief, or some other emotion is called an *Exclamatory sentence.*

EXAMPLES: What a noise the boy makes!

How fast the horse runs!

EXERCISE I

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

1. The Pacific Ocean is east of Asia.
2. What sea is between China and Japan?
3. The bamboo is tall.
4. Do not walk so fast.
5. How lovely a day in June is!
6. Rain falls in Canton each month of the year.
7. Does sugar cane grow in South China?

8. Japan has more than three thousand islands.
9. Tell him that I cannot come till to-morrow.
10. The English alphabet has twenty-six letters.
11. They who work are generally the happiest.
12. What beautiful flowers these are!

EXERCISE II

Change these statements into interrogative sentences:

EXAMPLES: The boy writes well.

Does the boy write well?

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

SIMPLE, COMPOUND, AND COMPLEX SENTENCES

203. Upon the basis of their structure sentences are divided into three classes,—*simple, compound, and complex.*

204. A simple sentence is a sentence which (1) makes a simple statement, (2) asks a single question, or (3) gives a single command.

EXAMPLES: The pheasant is a beautiful bird.

What will you do?

Erase the words.

Each of these sentences is a simple sentence. Each may be expanded by introducing other words or phrases as modifiers of the subject or predicate. Two words even may be used as the subject and as the predicate, as, "The boys and girls played

and sang;" but so long as the sentence makes a **single** statement, question, or command it is a simple sentence.

205. A compound sentence is one which consists of two or more main clauses.

206. The simplest form of the compound sentence is seen in a combination of two simple sentences connected by a coördinate conjunction.

EXAMPLE: The bell rang and the pupils ran into the room.

The statement *the bell rang* and *the pupils ran into the room* are main clauses. By means of the coördinate conjunction *and* they are connected, thus forming a compound sentence.

207. A complex sentence is one which consists of at least two clauses, one of which is subordinate.

EXAMPLE: The boat which you see is a junk.

This sentence consists of two clauses: (1) *The boat is called a junk* and (2) *which you see*. The first clause is a main or independent clause and makes complete sense by itself. The second clause is subordinate, and, though it contains a subject and predicate, is dependent upon the main clause, which subject it limits like an adjective.

208. In a complex sentence the subordinate clause may be joined to the main clause by a relative pronoun, a conjunction, or an adverb.

EXAMPLES: The nets *which* they use are made of hemp.

I shall go *if* it does not rain.

I saw him *when* he was in Shanghai.

EXERCISE I

Name the simple and compound sentences in the following:

1. Many dialects are spoken in China.
2. Yu Shan goes to school, but Pao Hang works with his father.
3. In the year 1905 San Francisco suffered from an earthquake.
4. Part of the city was destroyed and many people were killed.
5. Sinkiang is a large province, but it has a small population.
6. The bamboo was cut and the house was built.
7. The women pick the tea and the men spread it out to dry.
8. Many Chinese live in boats, and the children seldom go on shore.
9. Rice is planted in the wet season, but it is cut in the dry season.
10. Boats load and unload along the Grand Canal.
11. Wheat grows in cold countries and rice grows in warm countries.
12. The city of Lhasa is more than ten thousand feet above sea level.
13. Japan has a constitutional form of government, but the Emperor has great powers.
14. The soil of Kiangsu is very fertile and much cotton is produced here.
15. Sugar cane needs much rain, but it does not grow well in wet soil.

EXERCISE II

In the following sentences pick out the main and the subordinate clauses; tell whether they are connected by pronouns, conjunctions, or adverbs:

1. The pagoda which stands on the hill is very old.
2. I came when you called me.
3. He did not come although I waited for him.
4. The composition that you wrote was very good.
5. People who live in Siam are called Siamese.
6. We did not start because it was very warm.
7. The houses that you see are the homes of farmers.
8. He arrived while I was absent.
9. I have not written to him since he left.
10. The name of the mountain which is seen from the railroad is White Cloud.
11. The doctor whom you sent for is very intelligent.
12. I am more disappointed than you think.

EXERCISE III

Classify the following sentences as simple, complex, or compound, and in each case give reasons:

1. The Northern Army burned the native city of Hankow.
2. The royal elephants of Siam are white and the people worship them.
3. The cotton which is raised in the United States is sent to all parts of the world.
4. The Pacific Ocean is east of China and the Himalaya Mountains are to the west.
5. Great quantities of cotton cloth are manufactured in the province of Kiangsi.
6. Siberia is north of China, but it belongs to Russia.
7. Large quantities of coal have been taken from the mines at Tangshan.
8. Formosa and Hainan, which lie southeast of China, are rich in minerals.
9. The tea which is raised in Hangchow is considered very fine.
10. Russia is the largest country in the world.

7. The ruins [which] you see are caused by an earthquake.
8. We must go now if [we] ever [go].
9. John is five years older than I [am old].
10. The book [which] you were reading has been returned to him.
11. You weigh more than I [weigh].
12. He likes John better than [he likes] me.
13. We held out as long as [it was] possible.
14. While [we were] climbing the mountain, we saw a bear.
15. Why [is] this trouble?
16. His hair was black, his eyes [were] brown.
17. Some went east, others [went] west.

EXERCISE

Supply the ellipsis in each of the following elliptical sentences.

1. When in need of help, apply to me.
2. The leader they chose was called Pan.
3. A good conscience is better than gold.
4. You are much taller than I.
5. Tan likes you better than me.
6. Though beaten, I am not discouraged.
7. I will send you the money to-morrow, if possible.
8. Why all this noise?
9. Some of us are studying arithmetic, others algebra.
10. The book you were reading has been returned to the library.
11. I don't believe you know your lesson.
12. What next?
13. When inclined to lose your temper, count twenty before you speak.
14. Why hurry so?
15. Beetles have six legs, spiders eight.
16. Your coat is blue, his black.

SUBJECT AND PREDICATE

213. Every sentence must contain a *subject* and a *predicate*.

214. The subject of a sentence names that of which something is thought.

215. The predicate tells what is thought of the subject.

EXAMPLE: Birds fly.

The noun *birds* is called the subject of the sentence because it names that of which something is thought; the verb *fly* is called the predicate because it tells something about the subject *birds*.

216. The simple subject and simple predicate of a sentence are the subject and predicate without modifiers.

217. The complete subject and complete predicate of a sentence are the subject and predicate with their modifiers.

EXAMPLE: Large birds fly swiftly.

The noun *birds* is the simple subject; the verb *fly* is the simple predicate. The noun *birds* with its adjective modifier *large* is the complete subject; the verb *fly* with the adverb modifier *swiftly* is the complete predicate. Both subject and predicate may be expanded further by the use of other words, as "The large black birds fly very swiftly."

218. A compound subject consists of two or more connected nouns or pronouns having the same predicate.

EXAMPLE: *Tea* and *porcelain* are important exports of Kiangsi.

The nouns *tea* and *porcelain*, taken together, form the compound subject of the verb *are*, which is in the plural number to agree with the compound subject.

219. A compound predicate consists of two or more connected verbs having the same subject.

EXAMPLE: The tide *ebbs* and *flows*.

The verbs *ebbs* and *flows*, taken together, form the compound predicate of the noun *tide*. Each is in the singular number to agree with its singular subject.

220. A sentence may have both a compound subject and a compound predicate.

EXAMPLE: Yuan and Tang write and study every night.

EXERCISE I

Name the simple subject and simple predicate in the following sentences; also the complete subject and the complete predicate:

1. The students are industrious.
2. The Peiho River flows slowly.
3. The green corn is not ripe.
4. The Yangtze Valley is very rich.
5. Very good rice is raised in this valley.
6. The rich soil of the valley produces great crops of rice.
7. Fine porcelain is made in China.
8. The frail straw house was destroyed by the storm.
9. Woosung is situated at the mouth of the Whangpoo River.
10. Hunan province is famous for its scholars.
11. The large forests of hard wood are very valuable.

12. Mei Yu called loudly for her mother.
13. We had plenty of exercise and recreation after school hours.
14. The junks of the fishermen gradually approached our ship.
15. The man in the silk gown is my Chinese teacher.

EXERCISE II

Pick out the compound subjects and predicates in the following sentences; state the number of each verb and give the reason:

1. The language and customs differ throughout the country.
2. The ground has been plowed and is now ready for the seed.
3. The ten-cent pieces and twenty-cent pieces are silver coins.
4. Pu and Liang have gone home.
5. This house was bought and was sold within a week.
6. Fish and crabs are plentiful.
7. Englishmen, Americans, and Frenchmen live in Shanghai.
8. The boys and their father work in the field.
9. Tang and Yang read and write well.
10. The boys and girls have been dismissed and have gone home.
11. January and February are cold and snowy months.
12. The boys and girls laughed and played.
13. The horse reared and plunged in fright.
14. Snow and ice covered the roads and fields.
15. The banana and hemp plants do not belong to the same family.
16. Chia and I had finished our work and had gone to school.

MODIFIERS OF THE SUBJECT

221. A word or group of words that change or modifies the meaning of another word is called a modifier.

EXAMPLES: A *golden* girdle | is round the queen's waist.

A girdle *of gold* | is round the queen's waist.

In the first sentence, the meaning of girdle is changed (or modified) by the adjective *golden*, which describes the girdle; in the second, *girdle* is modified in the same way by *of gold*, which is an adjective phrase. Hence *golden* and *of gold* are said to be modifiers of the subject *girdle*.

222. The subject may be modified by an adjective or an adjective phrase.

- | | | | | |
|----|---|------------------------------|--|-------------------------------|
| 1. | { | <i>Eastern spices</i> | | were used to season the dish. |
| | { | <i>Spices from the East</i> | | were used to season the dish. |
| 2. | { | <i>A friendless man</i> | | is a miserable creature. |
| | { | <i>A man without friends</i> | | is a miserable creature. |
| 3. | { | <i>A ragged beggar</i> | | stood on the corner. |
| | { | <i>A beggar in rags</i> | | stood on the corner. |

In the first sentence in each pair the subject is modified by an adjective; in the second, by an adjective phrase.

EXERCISE I

Analyze the sentences by mentioning (1) the complete subject, (2) the complete predicate, (3) the simple subject, (4) the simple predicate, (5) modifiers of the subject.

EXAMPLE: Long festoons of moss hung from the trees.

MODEL.—The complete subject is *long festoons of moss*; the complete predicate is *hung from the trees*. The simple subject is the noun *festoons*; the simple predicate is the verb *hung*. *Festoons* is modified by the adjective *long* and the adjective phrase *of moss*.

1. The leaves of the bamboo are green.
2. Steps of marble led up to the temple door.
3. A bamboo ladder leans against the wall.
4. I lent fifty dollars to my friend.
5. A book with yellow covers was in the drawer.
6. The sword in his hand trembled violently.
7. The figure with three angles is a triangle.
8. The fields below us are covered with water.
9. Diamonds are found in Africa.
10. Many camels from the desert may be seen on the streets of Peiping.
11. My uncle in Manila sent me an interesting letter.
12. Books by the best authors are our best companions.
13. The force of the typhoon was terrible.
14. My friends at home write to me seldom.
15. The lotus in the pond near my house are full of blossoms.
16. The light in the paper lantern had burned low.
17. The customs of North China are different from those of the South.
18. The tree before his window was a graceful willow.
19. A strong, fierce-looking soldier stood at the door.
20. Before us rose the winding Great Wall.

EXERCISE I.

Write sentences in which you use the following adjective phrases as modifiers of the subject:

of iron

on the hill

by Laotse

on the desk

in the room

of little children

in a fur coat

with unbound feet

from Manchuria

in Tibet

from Changsha
 of the ship
 with a knife
 at home
 of China

under our feet
 of teakwood
 with a fan
 over the river
 in the boat

POSSESSIVE MODIFIERS

223. Examine the following sentence:

Yung's book | lies on the table.

In this sentence the simple subject *book* is modified by the noun *Yung's*, which expresses ownership or possession, telling whose book it is.

If for the noun *Yung's* we substitute the pronoun *his*, the subject is still modified by a word expressing possession.

224. A noun may be modified by another noun or a pronoun expressing possession.

Such nouns and pronouns are called possessive modifiers.

225. In each of the following sentences the simple subject is modified by a possessive noun:

The *prince's* daughter was walking in the garden.

Shun's kite was caught in a tree.

The *officer's* chair was carried by four men.

226. In each of the following sentences the simple subject is modified by a possessive pronoun:

My grandfather was a farmer.

Our journey is ended.

Your brother visited us last month.

His uncle lived in Soochow.

Their ancestors came from Hunan.

EXERCISE I

Pick out the possessive modifiers and tell what each of them modifies:

1. Yen's farm is by the river.
2. The girl's dress is beautifully embroidered.
3. Confucius' home was in Shantung province.
4. My life must not be spent in vain.
5. Japan's victory was decisive.
6. Laotse's "Tao Te Ching" is hard to understand.
7. Our flag must be respected.
8. The Korean's hat is tall.

EXERCISE II

Fill each blank with a possessive modifier of the subject:

1. The —— efforts were successful.
2. The —— life was spared at the request of his comrades.
3. —— brother lives in Wuhu.
4. The —— paw was caught in the fire.
5. The —— rifle went off by accident.
6. The —— bravery saved the ship.
7. The —— head is adorned with pearls.

APPOSITIVES

227. Examine the following sentence:

Kiang, the boatman, | saved the man's life.

The complete subject contains two nouns, *Kiang* and *boatman*, both referring to the same person. The simple subject is *Kiang*. The second noun (*boatman*) describes the person designated by the first (*Kiang*). Compare—

Kwang Hsü, the Manchu Emperor, | died in 1908.

The tree, a great pine, | fell last night. |

In such sentences the second noun of the pair is said to be in apposition with the first, and is called an appositive.

228. The rules of apposition apply to pronouns as well as to nouns. Thus,—

I, the king, | command you.

He, my only brother, | had left me.

229. A substantive added to another substantive to explain it, and signifying the same person or thing, is called an appositive and is said to be in apposition.

An appositive stands in the same part of the sentence as the substantive which it limits.

230. A noun phrase containing an appositive is called an appositive phrase.

Mu Wang, the rebel chief, was beheaded.

231. An appositive or appositive phrase is an adjective modifier.

Chao, the merchant, was doing a good business.

Here the appositive *merchant* limits the subject *Chao* by defining what particular *Chao* is referred to.

An appositive, then, limits, or describes a noun much as an adjective would do. Thus,—

APPOSITIVE

ADJECTIVE

Sun, the *banker*, is growing rich.

Young Sun is growing rich.

Chang, the *boatman*, saved the man.

Brave Chang saved the man.

Mr. Wang, the *teacher*, has gone to Hongkong.

Learned Mr. Wang has gone to Hongkong.

232. An adjective in the appositive position is often called an appositive adjective. Thus,—

The coins, *large and small*, lay on the table.

EXERCISE I

Fill the blanks with appositives:

1. Mr. Chiang, the —, is building a house for me.
2. Ah Hwang, my —, has run away.
3. Animals of all kinds, —, —, —, and —, are in the garden.
4. Chia, the — of the team, hurt his hand.
5. My new kite, a — from my uncle, is caught in the tree.
6. Nanking, the — of China, is in Kiangsu.
7. My young friend — has gone to Ningpo.
8. Charles I, — of England, was beheaded in 1649.
9. Washington, the — of his country, was born in 1732.
10. Tiger-hunting, a dangerous —, was the Englishman's chief delight.

EXERCISE II

Pick out the appositives:

1. A woman, the wife of one of the officers, was sitting on the wall with her child in her arms.
2. Spring, the sweet Spring, is the year's pleasant king.
3. They drew out of their baskets many flowers, the honor of the field.
4. The student was quickly caused to the room of Mr. Tuan, his teacher.
5. That old man, the sailor, said this.
6. There lived not far from this place a farmer, a bold and stout man.
7. Rice, an important product, grows in all the provinces.
8. Asia, the largest continent, is the home of many millions of people.

MODIFIERS OF THE PREDICATE—ADVERBIAL MODIFIERS

233. In the sentence,

The old bear | fought *fiercely*,

fiercely is an adverb modifying the predicate verb *fought*.

Without changing the meaning, we may substitute for the adverb *fiercely* any one of several adverbial phrases. Thus,—

The old bear fought	}	<i>with jury.</i>
		<i>with ferocity.</i>
		<i>in a fierce way.</i>
		<i>with mad rage.</i>

These adverbial phrases modify the simple predicate *fought* just as the adverb *fiercely* modifies it.

234. Substitute adverbs for the italicized phrases:

The policeman crept along *with caution*.

I was received *in silence*.

I obey you *against my will*.

He struggled *without success*.

I will come *in a moment*.

235. The simple predicate may be modified by an adverb or adverbial phrase.

236. Most adverbial phrases are **prepositional** phrases,—that is, they contain a preposition; but many idiomatic phrases of other kinds are used adverbially. Thus,—

To and fro, now and then, up and down, again and again, first and last, full speed, more or less, headfirst, upside down, inside out, sink or swim.

237. A phrase consisting of a noun and its modifiers may be used adverbially. Thus,—

I have waited *a long time*.

Move the table *this way*.

They rode silently *the whole way*.

The rain fell *hour after hour*.

I have told you *a hundred times*.

In the first sentence the phrase *a long time* modifies the verb phrase *have waited* as an adverb would do. This phrase consists of the noun *time* with its adjective modifiers *a* and *long*.

Study the other phrases in the same way.

EXERCISE I

Here is a short list of adverbs, with adverbial phrases which have the same meaning:

courageously: with courage.

furiously: with fury.

eloquently: with eloquence.

easily: with ease; without effort.

purposely: on purpose.

fearlessly: without fear.

unwillingly: against his will.

vainly: in vain.

silently: in silence.

carefully: with care.

Try to continue the list.

EXERCISE II

Pick out the adverbial phrases and tell what each modifies:

1. The wall fell with a crash.
2. The sun had risen upon the desert.
3. He hastened to the prison at the first glimpse of dawn.
4. By daybreak we had sailed out of sight of land.

5. We welcome the rising sun with smiles.
6. We heard many sad stories every day.
7. A long journey lay before us.
8. The pigs lie down in the mud.
9. The ringing bell calls us to dinner.
10. Flowers bloom in every nook and corner.
11. Our sampan drifted down the river.
12. Waving fields of wheat and corn are seen on all sides.
13. The stone cannot be moved from its place by any force.
14. They sat down upon the yellow sand.
15. Walled cities are found in different parts of our country.

MODIFIERS OF OTHER MODIFIERS

238. Examine the following sentences:

A $\left\{ \begin{array}{l} \textit{rather} \\ \textit{somewhat} \\ \textit{very} \\ \textit{remarkably} \\ \textit{surprisingly} \end{array} \right\}$ stout old gentleman entered.

Here *stout*, an adjective modifier of the subject (*gentleman*), is itself modified by the adverbs *rather*, *somewhat*, etc.

So in the following sentence, *slowly*, an adverbial modifier of the predicate (*ran*), is itself modified by the adverbs *rather*, *somewhat*, etc.

The man ran $\left\{ \begin{array}{l} \textit{rather} \\ \textit{somewhat} \\ \textit{very} \\ \textit{remarkably} \\ \textit{surprisingly} \end{array} \right\}$ slowly.

Thus we have the general rule:

239. Modifiers may themselves be modified.

240. Further examples may be seen in the following sentences:

I. Adjectives modified by adverbs or adverbial phrases:—

An *uncommonly* rare piece of jade was on sale.

Your *very* welcome letter came yesterday.

A *rather* loud sound was heard.

Five men *in all* fell in this fight.

A beggar, ragged *in the extreme*, stood at the corner.

II. Possessive nouns modified by adjectives:—

Young Sung's character is high.

An old man's advice should not be despised.

The reckless boy's life was saved with difficulty.

III. Appositives modified by adjectives or adjective phrases:—

Kiang, *the brave* boatman, rescued the child.

Gold, *a precious* metal, is found in California.

The officer, *a man of courage*, hastened to the rescue.

My companion, *the man in the purple gown*, was waiting for me.

IV. Adverbs modified by adverbs:—

The wind blows *less* violently.

The boy is acting *rather* queerly.

I shall speak *quite* frankly.

EXERCISE

In the following sentences point out the modifiers of modifiers.

Analyze each sentence:

In analyzing mention also the modifiers of modifiers. Thus, in analyzing the first sentence, after stating that the simple subject (*watermelon*) is modified by the adjectives *a* and *large*, add that *large* is modified by the adverb *very*.

1. A very large watermelon grew on the vine.
2. Wang, the clever young engineer, is doing nicely.
3. The prisoner answered rather faintly.
4. The river is rising somewhat rapidly.
5. A young man's plans may be very easily changed.
6. My friend, the captain of the company, escorted us home.
7. An uncommonly early spring burst upon us suddenly.
8. The brave boy's efforts were richly rewarded.

INDEPENDENT ELEMENTS IN THE SENTENCE—INTERJECTIONS, VOCATIVES, AND EXCLAMATORY SUBSTANTIVES

241. An interjection usually has no grammatical connection with the sentence in which it stands. Thus,—

Oh, I understand you now.

Ah! the road is long and rough.

Hullo! I see my friend Li on the corner.

242. A word or group of words that has no grammatical connection with the sentence in which it stands is called an independent element.

243. In analyzing a sentence, an independent element is mentioned by itself and not as a part of the complete subject or the complete predicate.

244. Other independent elements which are similar in their use to interjections are the vocative and the exclamatory substantive.

245. Examine the following sentence:

Wen, you are a troublesome boy.

Here the noun *Wen* is used as a call to attract the attention of the person addressed. It is not the subject of the sentence. Indeed, it has no connection of any kind with the verb. Omit *Wen*, and the meaning of the sentence is not changed.

246. A noun used for the purpose of addressing a person directly, and not connected with any verb, is called a vocative.

247. A noun or pronoun may be used as an exclamation without a verb. Thus,—

Poor John! he is in great trouble.

Poor, unfortunate I! no help is at hand.

Nonsense! I don't believe a word of it.

A noun or pronoun used as an exclamation is called an exclamatory substantive.

248. The exclamatory substantive should be carefully distinguished from the vocative.

Poor John, you are in great trouble. (Vocative)

Poor John! He is in great trouble. (Exclamatory substantive)

In the first sentence, the speaker is directly addressing John; hence *John* is in the vocative construction.

In the second sentence, the speaker is talking about John, not addressing him; hence *John* is an exclamatory substantive.

EXERCISE I

Fill the blanks with vocatives.

Observe that each sentence is complete already, and that therefore the vocatives are not necessary to the thought:

1. We shall miss you very much, ——.
2. Come here, —— and sit upon my knee.
3. What is your name, ——?
4. ——, can you tell me the road to Mukden?
5. ——, spare that tree.
6. Don't disappoint me, ——. I trust you.
7. Go, ——, and we shall soon get there.
8. Run, ——! The pirates are after us.
9. **Jump**, ——! It's our last chance.

EXERCISE II

In each of the following sentences mention the subject and the predicate:

Mention also any interjections or vocative nouns which the sentences contain:

1. The good old man
Means no offense, sweet lady!
2. Good-by! Drive on, mafoo.
3. Why, sir, this pleasure is unexpected.
4. Cousin, listen to me for a while.
5. My dear little cousin, what can the matter be?
6. Why do you stay so long, my friend?
7. Gentlemen, here's to your health.
8. See, the swallow has come.

EXERCISE III

Write sentences containing the following nouns: (1) as vocatives, (2) as exclamatory substantives. Use an adjective with each noun.

Mei Kwei, boy, hunter, dog, Han, woman, friend, comrades, winter, rain, father, brother.

ANALYSIS AND PARSING

249. Analysis is the separation of a sentence into its parts—subject, predicate, and modifying words.

EXAMPLE: The industrious farmer plants rice early.

This is a *declarative sentence* because it makes a statement.

The *simple subject* is the noun *farmer* because it names the person about whom something is said.

The *simple predicate* is the verb *plants* because it tells something about the subject.

The *modifiers* of the noun *farmer* are *the* and *industrious*.

The *modifiers* of the verb *plants* are *rice* and *early*.

The *complete subject* of the sentence is *the industrious farmer*.

The *complete predicate* is *plants rice early*.

EXERCISE

Analyze the following sentences:

1. The skillful silversmith makes beautiful rings.
2. This good little girl seldom cries.
3. This old brick house has four windows.
4. Many Japanese wear wooden shoes.
5. The big water buffaloes enjoyed the cool water.

250. To parse a word is to tell what part of speech it is, to give its inflections, and to state its use in the sentence.

EXAMPLE:

The brave boy who fell into the river swam rapidly to the shore.

This is a *declarative sentence*.

“The” is a *definite article* modifying the noun “boy.”

“Brave” is an *adjective of quality, positive degree*, and modifies the noun “boy.”

“Boy” is a *common noun, masculine gender, third person, singular number, nominative case, subject* of the verb “swam.”

“Who” is a *relative pronoun, third person, singular number, masculine gender* (to agree with its *antecedent* “boy”), *nominative case, subject* of the verb “fell”; connects the subordinate clause “who fell into the river” with the word “boy.”

“Fell” is an *intransitive verb, irregular* (*principal parts, fall, fell, fallen*), *active voice, indicative mood, past tense*, agrees with its *subject* “who” in *number and person*.

“Into” is a *preposition*. It shows the relation between the noun “river” and the verb “fell.”

“The” is a *definite article* modifying the noun “river.”

“River” is a *common noun, neuter gender, third person, singular number, objective case, object* of the preposition “into.”

“Swam” is an *intransitive verb, irregular* (*principal parts, swim, swam, swum*), *active voice, indicative mood, past tense*, agrees with its *subject* “boy” in *number and person*.

“Rapidly” is an *adverb of manner, positive degree*, modifying the verb “swam.”

“To” is a *preposition*. It shows the *relation* between the noun “shore” and the verb “swam.”

“The” is a *definite article* modifying “shore.”

“Shore” is a *common noun*, *neuter gender*, *third person*, *singular number*, *objective case*, *object* of the preposition “to.”

EXERCISE

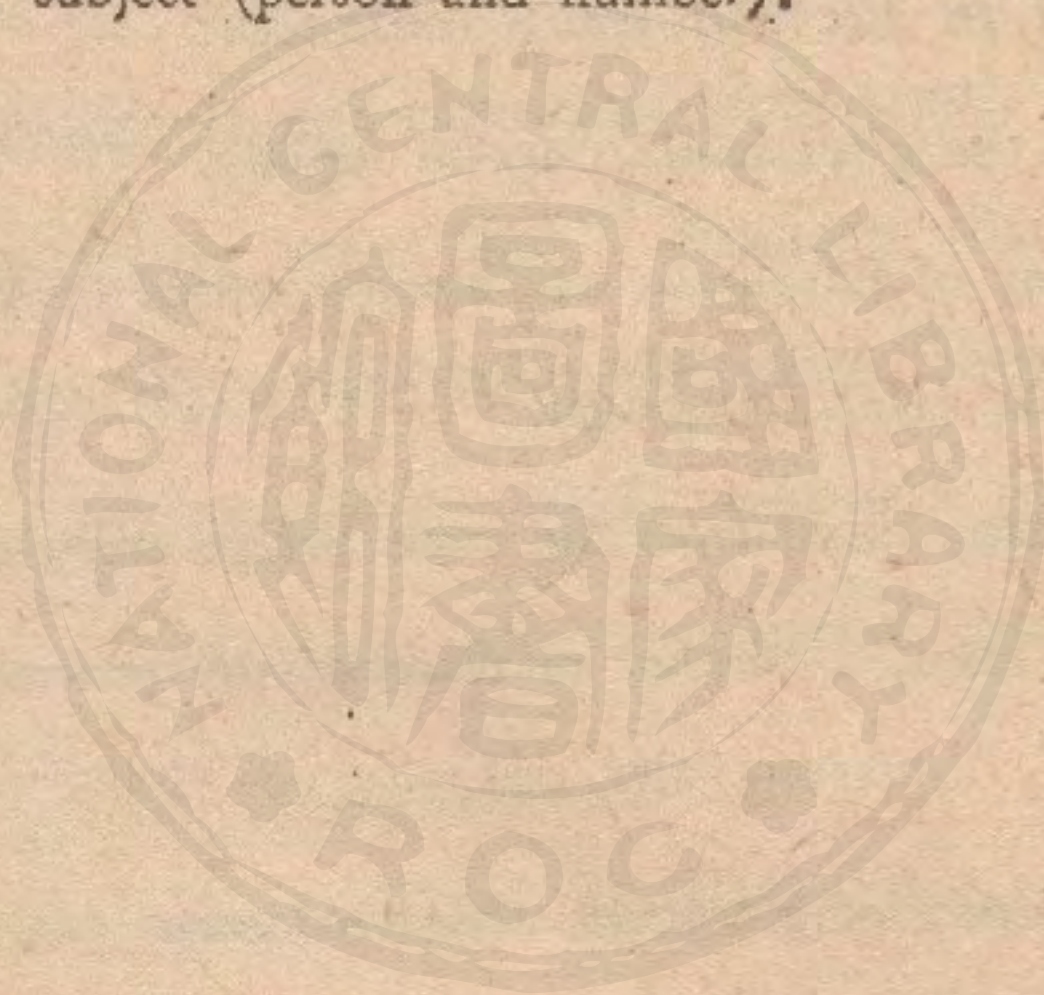
Parse each word in the following sentences:

1. The news of the great battle traveled rapidly.
2. A small colony of Europeans had already settled in Macao when it came under the rule of Portugal.
3. Vehicles of many kinds cross the stone bridge every day.
4. Kwang Wen Hsiu, a former governor of the province, built that pagoda.
5. This is the picture of a woman who lived many years ago.
6. Many mulberry trees of Chekiang have been killed by insects.
7. The monkeys which live in these forests travel in large bands.
8. In some parts of Asia very little rain falls during the entire year.
9. The flour which is made from American wheat is shipped to Europe and Asia.
10. Steamers cross the Atlantic Ocean in five days.

Direction for parsing:—

- [(1) A noun. Tell (a) its class, (b) its gender, (c) its number, (d) its case, (e) its use in the sentence.]

- (2) An adjective. Tell (a) its class, (b) its degree of comparison, (c) its use in the sentence.
- (3) An adverb. Tell (a) its class, (b) its degree of comparison, (c) its use in the sentence.
- (4) A relative pronoun. Tell (a) person, (b) number, (c) gender, (d) antecedent, (e) case, (f) use in the sentence.
- (5) A verb. Tell (a) class (transitive or intransitive), (b) regular or irregular, (c) principal parts, (d) voice, (e) tense, (f) mood, (g) subject (person and number).



APPENDIX

CONJUGATION OF THE VERB "BE"

INDICATIVE MOOD

PRESENT TENSE

<i>Singular</i>	<i>Plural</i>
I am	We are
You are	You are
He is	They are

<i>Singular</i>	<i>Plural</i>
I was	We were
You were	You were
He was	They were

PRESENT PERFECT TENSE

<i>Singular</i>	<i>Plural</i>
I have been	We have been
You have been	You have been
He has been	They have been

PAST PERFECT TENSE

<i>Singular</i>	<i>Plural</i>
I had been	We had been
You had been	You had been
He had been	They had been

FUTURE TENSE

<i>Singular</i>	<i>Plural</i>
I shall be	We shall be
You will be	You will be
He will be	They will be

FUTURE PERFECT TENSE

<i>Singular</i>	<i>Plural</i>
I shall have been	We shall have been
You will have been	You will have been
He will have been	They will have been

SUBJUNCTIVE MOOD

PRESENT TENSE

<i>Singular</i>	<i>Plural</i>
I be	We be
You be	You be
He be	They be

PAST TENSE

<i>Singular</i>	<i>Plural</i>
I were	We were
You were	You were
He were	They were

PRESENT PERFECT TENSE

<i>Singular</i>	<i>Plural</i>
I have been	We have been
You have been	You have been
He have been	They have been

PAST PERFECT TENSE

<i>Singular</i>	<i>Plural</i>
I had been	We had been
You had been	You had been
He had been	They had been

IMPERATIVE MOOD

Present, Singular and Plural

Be

PARTICIPLES

PRESENT

PAST

PERFECT

Being

Been

Having been

INFINITIVES

PRESENT

PERFECT

To be

To have been

CONJUGATION OF THE VERB "SEE"

INDICATIVE MOOD

PRESENT TENSE

Active Voice

Passive Voice

I see

am seen

You see

are seen

He sees

is seen

We see

are seen

You see

are seen

They see

are seen

PRESENT PERFECT TENSE

Active Voice

Passive Voice

have seen

have been seen

have seen

have been seen

has seen

has been seen

have seen

have been seen

have seen

have been seen

have seen

have been seen

PAST TENSE

Active Voice

I saw
 You saw
 He saw
 We saw
 You saw
 They saw

Passive Voice

was seen
 were seen
 was seen
 were seen
 were seen
 were seen

PAST PERFECT TENSE

Active Voice

had seen
 had seen
 had seen
 had seen
 had seen
 had seen

Passive Voice

had been seen
 had been seen
 had been seen
 had been seen
 had been seen
 had been seen

FUTURE TENSE

Active Voice

I shall see
 You will see
 He will see
 We shall see
 You will see
 They will see

Passive Voice

shall be seen
 will be seen
 will be seen
 shall be seen
 will be seen
 will be seen

FUTURE PERFECT TENSE

Active Voice

shall have seen
 will have seen
 will have seen
 shall have seen
 will have seen
 will have seen

Passive Voice

shall have been seen
 will have been seen
 will have been seen
 shall have been seen
 will have been seen
 will have been seen

SUBJUNCTIVE MOOD

PRESENT TENSE

<i>Active Voice</i>	<i>Passive Voice</i>
I, you, he see	be seen
We, you, they see	be seen

PRESENT PERFECT TENSE

<i>Active Voice</i>	<i>Passive Voice</i>
have seen	have been seen
have seen	have been seen

PAST TENSE

<i>Active Voice</i>	<i>Passive Voice</i>
I, you, he saw	were seen

PAST PERFECT TENSE

<i>Active Voice</i>	<i>Passive Voice</i>
had seen	had been seen

IMPERATIVE MOOD

PRESENT TENSE

<i>Active Voice</i>	<i>Passive Voice</i>
See	Be seen

PARTICIPLES

	PRESENT	PAST	PERFECT
<i>Active</i>	Seeing	Seen	Having seen
<i>Passive</i>	Being seen	Seen	Having been seen

INFINITIVES

PRESENT	PERFECT
To see	To have seen

LIST OF IRREGULAR VERBS

<i>Present Tense</i>	<i>Past Tense</i>	<i>Past Participle</i>
abide	abode	abode
am (be)	was	been
arise	arose	arisen
awake	awoke	awaked
bear	bore	born
bear	bore	borne
beat	beat	beaten
begin	began	begun
behold	beheld	beheld
bend	bent	bent
beseech	besought	besought
bet	bet	bet
bid	bade, bid	bidden, bid
bind	bound	bound
bite	bit	bitten, bit
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
build	built	built
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
chide	chid	chidden, chid
choose	chose	chosen
cleave	cleft, clove	cleft, cloven
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt

<i>Present Tense</i>	<i>Past Tense</i>	<i>Past Participle</i>
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
dwell	dwelt	dwelt
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung
fly	flew	flown
forbear	forbore	forborn
forget	forgot	forgotten
forsake	forsook	forsaken
freeze	froze	frozen
get	got	gotten, got
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung, hanged	hung, hanged
have	had	had
hear	heard	heard
hide	hid	hidden (hid)
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	kneeled, knelt	kneeled, knelt
knit	knitted, knit	knitted, knit
know	knew	known
lay	laid	laid
lead	led	led

<i>Present Tense</i>	<i>Past Tense</i>	<i>Past Participle</i>
lean	leaned, leant	leaned, leant
leap	leaped, leapt	leaped, leapt
learn	learned, learnt	learned, learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lighted, lit	lighted, lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
rend	rent	rent
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shed	shed	shed
shine	shone	shone
shoe	shod	shod
shoot	shot	shot
show	showed	shown
shrink	shrank, shrunk	shrunk, shrunken
shut	shut	shut
sing	sang, sung	sung

*Present Tense**Past Tense**Past Participle*

sink	sank, sunk	sunk, sunken
sit	sat	sat
slay	slew	slain
sleep	slept	slept
slide	slid	slid, slidden
sling	slung	slung
stink	slunk	slunk
slit	slit	slit
smite	smote	smitten
speak	spoke	spoken
speed	sped	sped
spend	spent	spent
spin	spun	spun
spit	spit, spat	spit
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stride	strode	stridden
strike	stroke	struck, stricken
string	strung	strung
strive	strove	striven
swear	swore	sworn
sweat	sweat	sweat
sweep	swept	swept
swim	swam, swum	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
thrive	throve	thriven

Present Tense

throw

thrust

trod

wear

weave

weep

win

wind

wring

write

Past Tense

threw

thrust

trod

wore

wove

wept

won

wound

wrung

wrote

Past Participle

thrown

thrust

trod, trodden

worn

woven

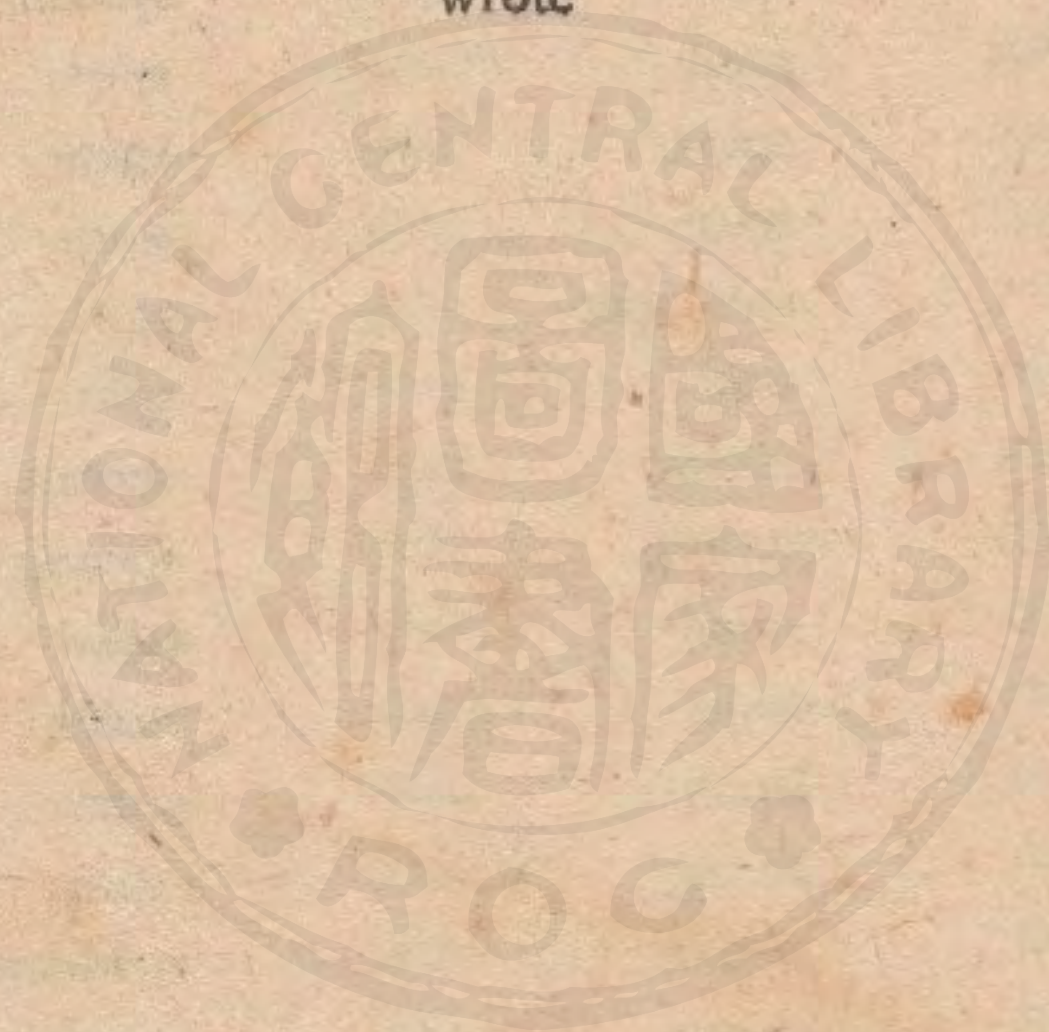
wept

won

wound

wrung

written



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