

# 大學英文法與作文

上 冊

余 鏞編著



幼獅文化事業公司印行



# 大學英文法與作文

College English Grammar and Composition

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## 序 言

數年前幼獅文化事業公司以編著大學英文文法與作文一書相函。竊自維從事英文教學已有數十年之久，於英美名家文法、作文、修辭等書，尤其與教學有關各點，用力甚勤，故欣然許之。惟歷年來以工作繁重，於撰述一事，時作時輟，稽延至今，此書之第一冊始克付印。

最初原擬編一精簡之教本，首列說明，繼以練習。嗣後因鑒於此類書藉書肆不乏供應，既病其簡略復感教學效能之未臻理想，乃就個人教學經驗，另創一體，與一般文法頗不相同，披覽便知。茲將本書各章特色與目的略述於後。

第一章於語句之構成，句法之變化，論之甚詳，練習特多。如能融會貫通，行文自能暢達。

第二章於標點及其他寫作用符號，各項用法，有詳盡之說明，隨之以反覆之練習，切於實用。此與造句法實相輔相成；熟諳其用法，大有助於閱讀與寫能力之增進。切莫以雕蟲小技視之。

第三章修辭格計四十餘種，似嫌蕪雜，且有難於記憶或分辨者。但國人學習英文，當志其大者；故於今昔俚、雅之文均宜具有了解力。修辭格之爲用，自不待言。

有認爲練習太多，將無法一一解答者。實則教師得於每一練習中擇其具有代表性者指定作答；性質重複者則略之；蓋舉一反三，困難自可迎刃而解矣。每歷一階段，宜舉行一次測驗，藉知教學效果。夫爲學之道，須自動自發，始克有成。青年學子，有待教師之誘掖，寧有不暇勉從事者乎。

本書有待改進之處尚多，請不吝賜教；函寄「台北市延平南路七十一號幼獅公司編譯部」爲感。

余 鏞 謹識

中華民國六十五年八月



## P R E F A C E

Several years ago the Youth Cultural Enterprises Company asked me to write a textbook on grammar and composition for college students. I readily promised to do so, for I had already by that time had more than thirty-five years' experience in teaching English; moreover, I have studied many authoritative works on grammar, composition, and rhetoric. Owing to the press of many duties, however, I have been able to work on the assignment only intermittently--once with an interruption of more than a whole year. Now after a lapse of five years, I am glad that the first volume is published.

At first, I intended to write a concise textbook which would first contain important grammar points and then ample drill material. Later I changed my mind, for textbooks of this kind are available home and abroad and are used in many institutions without much encouraging results.

Now I have incorporated in my book such features as an exhaustive treatment of each topic in simple language, a variety of exercises to enable the student to master the points in question, and a great many things not treated in other books. These you will readily see after skimming through the book.

This volume comprises three chapters, which have their distinctive features as follows:

Chapter one, "the Sentence and Its Parts," deals with sentence elements, grammatical constructions, and various ways of sentence combination and conversion, all supplied with exercises, for the purpose of giving the student a perfect knowledge of sentence structure, so as to improve his technique in writing good sentences.

Chapter two, "Punctuation and Mechanics," in which more than fundamental points of usage are covered and many drills are provided, is of practical help to the student in enhancing both his comprehension and writing ability. He is advised not to ignore punctuation and elements of style for they are actually integral to writing a composition.

Chapter three, "Figures of Speech," covers more than forty in all. Their close similarities make them difficult to memorize. Besides, many of them seldom appear in everyday speech. In my opinion, however, an advanced student of English will find it difficult to have an intelligent understanding of both the classical literature and elite language if he is deficient in figurative language usage.

Some people may think that there are too many exercises for the student to work out. With this I agree. In fact, the whole book is composed of loose-leaf sheets and there is enough space left for the student to write in only answers so as to save much of his time. And it would also be easy for the instructor to grade exercises. He may pick out typical exercises and grade them through class discussion. The principles once mastered, the class will be able to go over exercises rapidly and may even omit certain portions altogether.

It is suggested that achievement tests be given at regular intervals to heighten student alertness and learning morale.

This book, of course, cannot be free from weaknesses and defects. Criticism and comments are most cordially welcomed. Please write to the publisher.

Yu Yung

# COLLEGE ENGLISH GRAMMAR AND COMPOSITION

## C O N T E N T S

### CHAPTER I THE SENTENCE AND ITS PARTS

I.	Sentence Sense	1
	Exercise 1 Sentence and Fragments of Sentences	3
II.	Word Classes: Parts of Speech	5
	Exercise 2 (A) Identifying Parts of Speech	6
	Exercise 2 (B) Recognizing the Same Word as Different Parts of Speech	7
	Exercise 2 (C) One Part of Speech Functioning as Other Parts of Speech	8
	Exercise 2 (D) Identifying the Double Parts of Speech	11
	Exercise 3 Using the Proper Parts of Speech	12
	Set A	13
	Set B	14
	Set C	15
	Set D	16
	Exercise 4 Different Parts of Speech in Different Forms	17
III.	Phrases	20
	Exercise 5 Identifying Phrases	25
	Exercise 6 Identifying Phrasal Verbs	27
	Exercise 7 Fifty Phrasal Verbs in Common Use	31
IV.	Clauses	34
	Exercise 8 Identifying Clauses	36
	Exercise 9 Identifying That-Clause	37
V.	Sentences	39
	Exercise 10 Identifying Sentences	46
	Exercise 11 Ellipsis	48
	Exercise 12 Identifying Full, Minor, and Elliptical Sentences and Sentence Fragments	49
	Exercise 13 Identifying Sentences According to Rhetorical Form	50
	Exercise 14 Identifying Sentences as Affirmative or Negative, Formal or Informal	51
	Exercise 15 Formation of Contractions	54



	Exercise 16	Formation of Negatives	57
	Exercise 17	Yes-No Questions	59
	Exercise 18	Tag Questions	63
	Exercise 19	Responses to Yes-No Questions	67
	Exercise 20	Or Questions	72
	Exercise 21	Interrogative-Word Questions	73
	Exercise 22	Imperative Sentences	74
	Set A	Commands and Requests	75
	Set B	Negative Commands and Requests	76
	Set C	Responses to Commands and Requests	77
	Set D	LET'S as Distinguished from LET US	78
	Exercise 23	Exclamatory Sentences	79
VI.	Basic Sentence Patterns: Statement Patterns		81
	Exercise 24	Identifying Sentence Patterns and Grammatical Elements	83
	Exercise 25	Absolute Constructions or Independent Elements	85
	Exercise 26	Idiomtic Uses of IT	87
	Exercise 27	Expletive IT in the Objective Case Introducing Objective Complement	90
	Exercise 28	THERE as an Expletive	91
	Exercise 29	Mixed THERE IS and IT IS	94
VII.	Word Order (A) Sentence Order		95
	Exercise 30	Putting Words in the Normal Order for Simple Statements and Questions	
	Set A		100
	Set B		101
	Set C		102
	Set D		103
	Exercise 31	Inverted Order Restored to Natural Order	
	Set A		104
	Set B		105
	Exercise 32	Inversion for the Sake of Emphasis	
	Set A		106
	Set B		107

VIII.	Word Order (B)	Position of Modifiers	108
	Exercise 33	Position of Adverbs	112
	Exercise 34	Misplaced Modifiers	113
	Exercise 35	Rearrangement of Modifiers	114
IX.	Dangling Constructions		115
	Exercise 36	Revising Dangling Constructions	116
X.	A Study of Syntactic Relations Through Diagramming and Conversion of Sentence Structures		117
	(I)	Simple Sentences	118
		A. Basic Patterns: Simple Sentences Without Modifiers	118
		B. Words and Phrases as Modifiers	120
		C. Infinitives as Nouns	127
		D. Gerunds as Nouns	129
		E. Compound Elements	131
		F. Absolute Constructions	134
	Exercise 37	Basic Patterns	136
	Exercise 38	Word Order	137
	Exercise 39	Diagramming the Simple Sentence	138
	Exercise 40	Prepositional, Infinitive, Participial, and Gerund Phrases	140
	Exercise 41	Forms of Pronouns	141
	Exercise 42	Determiners or Noun Markers	144
	Exercise 43	Correct Use of Adjectives and Adverbs (1)	145
	Exercise 44	Correct Use of Adjectives and Adverbs (2)	146
	Exercise 45	The Verb BE--Indicative Mood	148
	Exercise 46	The Correct Forms of the Verb BE	149
	Exercise 47	Conjugation of the Verb	150
	Exercise 48	Principal Parts of the Verb	151
	Exercise 49	Tenses of Verbs (1)	152
	Exercise 50	Tenses of Verbs (2)	153
	Exercise 51	Change of Voice	154
	Exercise 52	The Subjunctive	156
	(II)	Compound Sentences	158
	Exercise 53	Diagramming the Compound Sentence	160
	Exercise 54	Coordination: Thought Relations and Choice of Connectives	161



Exercise 55	Punctuating Compound Sentences (1)	164
Exercise 56	Punctuating Compound Sentences (2)	165
Exercise 57	Combination of Simple Sentences into a Compound Sentence	166
Exercise 58	Combination of Simple Sentences into a Simple Sentence	169
(III)	Complex Sentences	174
Exercise 59	Diagramming the Complex Sentence	178
Exercise 60	Identifying Subordinate Clauses	179
Exercise 61	Subordination: Choice of Connectives	183
Exercise 62	Combination of Simple Sentences into a Complex Sentence	191
Exercise 63	Expansion of Sentence Structure from Simple to Compound	195
Exercise 64	Expansion of Sentence Structure from Simple to Complex	198
Exercise 65	Contraction of Sentence Structure from Compound to Simple	204
Exercise 66	Contraction of Sentence Structure from Complex to Simple	206
Exercise 67	Conversion of Sentence Structure from Compound to Complex and Vice Versa	211
Exercise 68	Interchange of Principal and Subordinate Clauses	215
(IV)	Compound-Complex Sentences	217
Exercise 69	Diagramming the Compound-Complex Sentences	218
Exercise 70	Combination of Simple Sentences into a Compound-Complex Sentence	220
Exercise 71	Synthesis of Sentences	223
XI.	Direct and Indirect Speech (or Discourse)	227
Exercise 72	Punctuating Quotations	234
Exercise 73	Introductory Words Introducing Indirect Quotations and Changes Made	235
Exercise 74	From Direct to Indirect Speech: Statements	238
Exercise 75	From Direct to Indirect Speech: Questions	240
Exercise 76	Auxiliary Verbs in Indirect Speech	241
Exercise 77	From Indirect Statements and Questions to Direct	243
Exercise 78	Commands in Indirect Speech	245
Exercise 79	Exclamations in Indirect Speech	248
Exercise 80	Direct and Indirect Speech: Mixed Types	249

# CHAPTER II

# PUNCTUATION AND MECHANICS

## A. PUNCTUATION

		251
I.	End (or Terminal) Punctuation	252
	Exercise 1 End Punctuation	253
II.	The Period, Question Mark, and Exclamation Point Within the Sentence and Other Uses	254
	Exercise 2 The Period, Question Mark, and Exclamation Point	257
III.	The Comma	258
	Exercise 3 The Comma and Various Uses	258
	Commas, Dashes, Parentheses	272
	A. The Single or Separating Comma	258
	B. The Paired Commas	269
	C. The Comma Indicating Omission	274
	Exercise 4 Unnecessary Commas	275
	Exercise 5 General Exercise in the Use of the Comma	277
IV.	The Semicolon	279
	Exercise 6 The Semicolon	281
	Exercise 7 Comma and Semicolon	282
V.	The Colon	284
	Exercise 8 The Colon	285
	Exercise 9 Commas, Semicolons, and Colons	287
VI.	The Dash	288
	Exercise 10 The Dash	290
	Exercise 11 Punctuating Introductory Expressions	291
VII.	Parentheses and Brackets	293
	Exercise 12 Parentheses and Brackets	296
	Exercise 13 Punctuating Parenthetical Elements	297
VIII.	Quotation Marks	298
	Exercise 14 Quotation Marks	301
	Exercise 15 Quotation Marks and Other Punctuation	302
IX.	The Apostrophe	303
	Exercise 16 The Apostrophe	307



X.	The Hyphen	309
	Exercise 17 The hyphen (A) Compounds	312
	Exercise 18 The Hyphen (B) Compounds	313
	Exercise 19 The Hyphen (C) Compounds	314
	Exercise 20 The Hyphen (D) Syllabication	314
	Exercise 21 The Hyphen (E) Syllabication	315
XI.	Marks Indicating Ellipsis	316
	Exercise 22 Marks Indicating Ellipsis	317
XII.	Less Frequently Used Marks	318
	<b>B. MECHANICS</b>	
I.	Capitals	319
	Exercise 23 Capitals	323
	Exercise 24 Capitals	324
II.	Italics (Italicizing or Underlining)	326
	Exercise 25 Italicizing (Underlining)	328
	Exercise 26 All Marks of Punctuation	330
	Exercise 27 Punctuation Marks and Capitals	331
	Exercise 28 Punctuation Marks, Capital Letters, and Italics	333
III.	Spelling	335
	Exercise 29 Prefixes and Suffixes	337
	Exercise 30 Spelling	338
IV.	Manuscript Forms--General Directions for Writing English Themes	340
V.	Correction Key	342

## CHAPTER III FIGURES OF SPEECH

I.	Figures of Speech Defined	344
	Exercise 1 The Use of Figurative Language in a Natural Manner	345
II.	Figures Based upon Resemblance: Simile, Metaphor, Personification	346
	Exercise 2 Figures Based upon Resemblance	347
III.	Figures Based upon Association: Metonymy, Synecdoche	349
	Exercise 3 Figures Based upon Association	350
IV.	Figures Based upon Contrast: Antithesis, Epigrams, Irony or Sarcasm, Euphemism	352
	Exercise 4 Figures Based upon Contrast	353
V.	Figures Based upon Emphasis: Climax; Anticlimax or Bathos; Interrogation or Rhetorical Question; Exclamation or Rhetorical Exclamation; Hyperbole; Apostrophe, Vision; Pleonasm: (1) Redundancy, (2) Tautology, (3) Pleonasm, (4) Circumlocution, (5) Verbosity, (6) Prolixity	355
	Exercise 5 Climax, Anticlimax, Rhetorical Question, Exclamation	358
	Exercise 6 Hyperbole, Apostrophe, Vision, Hyperbaton, Pleonasm	359
	Exercise 7 Superfluous Words	361
VI.	Figures Consisting in the Round-about Way of Expression: Circumlocution, Pariphrases, Pun	362
	Exercise 8 Circumlocution and Pun	363
VII.	Figures of Sound: Alliteration, Consonance, Assonance, Onomatopoeia	364
	Exercise 9 Figures of Sound	365
VIII.	Figures Consisting in the Use of the Negative: Litotes, Meiosis, Apophasis, Paralipsis	366
	Exercise 10 Figures Consisting in the Use of the Negative	367
IX.	Literary Forms That Tell a Story for the Sake of Presenting a Truth or Enforcing a Moral: Fable, Allegory, Parable	368
	Exercise 11 Fable, Parable, Allegory	372
X.	Miscellaneous Figures of Speech: Allusion, Transferred Epithet, Aposiopesis, Anacoluthon, Innuendo, Malapropism, Oxymoron, Paradox, Parody, Syllepsis, Zeugma	376
	Exercise 12 Miscellaneous Figures of Speech	378
	Exercise 13 General Exercise	379
XI.	Warnings	382



# LIST OF FIGURES OF SPEECH WITH CHINESE TRANSLATIONS

	Page		Page
1. Simile 顯比；明喻	346	21. Alliteration 押頭韻	364
2. Metaphor 隱比；隱喻	346	22. Consonance 押腳韻	364
3. Personification 擬人	346	23. Assonance 半諧音	364
4. Metonymy 換喻	349	24. Onomatopoeia 擬聲語	364
5. Synecdoche 舉隅；代喻	349	25. Litotes 曲言法	366
6. Antithesis 對照；對比	352	26. Meiosis 反語	366
7. Epigram 警句；雋語	352	27. Apophasis 陽予陰奪	366
8. Irony or Sarcasm 反語	352	28. Paralipsis 欲顯故隱法	366
9. Euphemism 婉言	352	29. Fable 寓言	368
10. Climax 層遞；階升	355	30. Allegory 諷喻	368
11. Anticlimax or Bathos 降階	355	31. Parable 譬喻	368
12. Interrogation or Rhetorical Question 設問	355	32. Allusion 引喻	376
13. Exclamation or Rhetorical Exclamation 感嘆	355	33. Transferred Epithet 轉狀詞	376
14. Hyperbole 誇張	356	34. Aposiopesis 頓絕；急止	376
15. Apostrophe 呼告	356	35. Anacoluthon 破格	376
16. Vision 示現	356	36. Innuendo 諷示	377
17. Hyperbaton 轉置	357	37. Malapropism 誤用	377
18. Pleonasm* 冗言；贅言	357	38. Oxymoron 矛盾形容法	377
19. Circumlocution 折繞	362	39. Paradox 似非而或示說	377
20. Pun 雙關	362	40. Parody 諧模詩文	377
		41. Syllepsis 一語雙絃法	377
		42. Zeugma 軛式修飾法	377

## COLLEGE ENGLISH GRAMMAR AND COMPOSITION

### CHAPTER I

#### THE SENTENCE AND ITS PARTS

##### I. SENTENCE SENSE

The word sentence is extremely difficult to define because any thoughtful person can point out exceptions and further qualifications for every definition that has ever been published.

The conventional definition "A sentence is a group of words containing a subject and a predicate and expressing a complete thought" is today criticized on the grounds that a sentence is sometimes only one word, that the thought is not always complete but often hinges upon an understanding of preceding sentences, and that frequently a sentence contains more than one complete thought.

The oldest form of the sentence contained only one word. This oldest type of sentence still survives in case of exclamations, simple imperative forms, and some other expressions. In course of time successive one-word sentences often stood in such close relation to each other that they developed into a sentence in its modern sense. Examples:

One-word sentences: Oh! Ouch! Hurry! Go! Beautiful! Yes. No. See! Fire! Yonder! becoming See the fire yonder!

In conversation we may use incompletely expressed sentences. The expression of the thought is, however, perfect for what has been said immediately before indicates accurately the word or words to be supplied.

"Are you going to the exhibition?"

"Yes."

"When?"

"Saturday."

"Do you study hard?"

"Yes. Sometimes. Especially when the assignments are long."

"Look! A telegram from John!"

"Good news?"

"Definitely."

"Coming home on leave?"

"Right. On the 12:00 noon flight tomorrow."

"What shall I do?"

"Go!"

"Where?"

"Anywhere."

"New York?"

"Yes."

"Tonight?"

"Why wait? The sooner the better."

"Very well. Goodby."

"Goodby."



Sometimes a whole conversation may be carried on in incompletely expressed sentences. In these sentences the intonation is a very important part of the speech.

"Mary!"	=	Mary! (calling)
"What?"	=	What do you want?
"Coming?"	=	Are you coming?
"No."	=	No, I'm not (coming).
"Why?"	=	Why aren't you (coming)?
"Mad."	=	Because I'm mad. (I'm not coming because I am angry.)
"Oh."	=	Oh, I see. (I understand you now.)

These incompletely expressed sentences are called brief utterances or minor sentences as distinguished from full sentences, i.e., sentences which conform to the conventional definition given above. Minor sentences are really sentences with the omitted parts of speech supplied in thought--usually from the preceding sentence. Such elliptical sentences are not usually written, however, except in quoted speech.

From a grammatical point of view, a sentence must contain a subject and a predicate--something talked about and some statement made about that "something." The subject is usually a noun or pronoun, though it may be a phrase or clause. The predicate comprises all that is not part of the subject. It may be a single verb or a verb and its modifiers, complements, and objects.

Every sentence--full or minor--must begin with a capital letter and ends with a period or full stop (.), a question mark (?), or an exclamation point (!).

He likes candy.  
He likes candy?  
He likes candy!

Does he like candy?  
Does he like candy?

In speech we use a set of pitch patterns--rise and fall of the voice--to signify what we say is a statement, a question, or an exclamation.

Sentences are of varied lengths and structures. Long sentences made up of a number of segments are internally punctuated with other punctuation marks such as commas, semicolons, colons, dashes, parentheses, quotation marks, as the construction may require. Note the punctuation marks in the following passage quoted from Churchill's speech:

You ask, What is our policy? I will say: It is to wage war, by sea, land and air, with all our might and with all the strength that God can give us: to wage war against a monstrous tyranny, never surpassed in the dark, lamentable catalogue of human crime. That is our policy. You ask, What is our aim? I can answer in one word: Victory--victory at all costs, victory in spite of all terror, victory, however long and hard the road may be; for without victory, there is no survival.

No. \_\_\_\_\_ Name \_\_\_\_\_ Class or Section \_\_\_\_\_ Score \_\_\_\_\_

EXERCISE I

Sentences and Fragments of Sentences.

Directions: Not all the following are complete sentences. Mark S on the line to the right for what you regard as a grammatically complete sentence and then supply the end punctuation needed. Mark F for a mere fragment of the sentence. As you know, a fragment is only a piece or a part of the whole. A fragment always refers to something that is incomplete.

Examples: On a very cold night  
Go!

F  
S

1. For seven years he clerked in a small grocery store.
2. A dog barking loudly
3. Stop
4. When I was a child
5. Whom we had not seen for several years
6. All ready for the game to begin
7. What answer should I have given
8. What an interesting story it is
9. Pay no attention to what he said
10. Father sent Mary a check for ten dollars
11. A new kind of television set
12. What answer I should have given\*
13. Not a seat was to be had at any price
14. To stand in line for two hours and then be refused admission
15. What do you want
16. What you want\*
17. An experience never to be forgotten
18. Never before in the history of this country has there been such enthusiasm for schooling
19. The ship having no permission to enter the port.
20. The fire having died down several hours earlier
21. When the bell rings, make for the stairway
22. Benjamin Franklin being one of those who were particularly interested in scientific progress
23. How hot it is today
24. When can your friend come
25. When your friend can come\*

\* An indirect question cannot stand by itself as a complete sentence.



26. To make a long story short
27. The passage of time like the flight of an arrow,  
swift and undeviating
28. It is raining
29. He carried his coat over his arm
30. The clock that is striking three
31. Jim became homesick
32. When the postman arrives
33. Because he couldn't see the road
34. Educating the nation's youth, the most important task of  
public schools
35. Her dining room was decorated in green and gold
36. The sun is setting in the west
37. In fighting the high cost of living
38. When I was a college student
39. Walt Whitman--a tall, heavy figure, like a heroic statue,  
well-shaped, full-chested, broad-shouldered, unafraid
40. Have you had your reservation made
41. The man who does nothing but eats all day long
42. There is no one who seems to be so much interested in the  
as you do
43. The old man whom I can remember from my boyhood as my best  
neighbor when I lived in the country
44. Being honest, they were respected by others
45. Fire
46. What subjects to take
47. The gifts ranged in cost from three to thirty dollars.
48. "Let's use your book," she said, "mine has a page torn out."
49. Only spending an hour on the job every evening.
50. Although he was poor