

THE KAIMING ENGLISH GRAMMAR

(For Senior Middle Schools and Private Students)

By

LIN YUTANG, A. M. (HARVARD), DR. PHIL. (LEIPZIG)

*Professor of English Philology, Peking National
University; Dean, Peking National Normal
Women's University; Lecturer on Modern
Language Teaching, Peking National
Normal University.*



THE KAIMING BOOK COMPANY, LTD.

內政部著作權註冊執照警字第六六〇七號

“開明英文文法”

[合訂本]

民國廿二年二月初版

民國廿七年九月三版

有著作權

*

不許翻印

本書改正售價三元

實價國幣二元三角

(外埠酌加郵費)

編著者 林 語 堂

發行者 章 錫 琛

上海福州路開明書店

印刷者 開 明 書 店

總發行所

上海福州路二六八號

開 明 書 店

分發行所

廣州 漢口 天津 重慶
長沙 武昌 昆明 桂林

開明書店分店

(257p.)

蓋47640

PREFACE

The Science of Expression

The *Kaiming English Grammar* represents the application of a new philosophy of grammar to the teaching of English grammar to Chinese students. It regards all grammatical forms and constructions as merely means of expressing notions, and grammar itself as a science of expression. Instead of starting from the outward form to the inner meaning, it starts from the inner meaning to the outward form, from the notions to the expression of these notions. Consequently, instead of concerning itself with the definitions and analysis of word-forms and formal changes, it goes deeper into the psychology of the speaker, and asks what are the notions back of the speaker's mind, which he is trying to express, and by what grammatical means he expresses them. Grammar therefore, concerns itself with (1) the notions, and (2) the expression of these notions. To these questions all grammatical changes and constructions are related and made subordinate. This emancipated view of grammar is made possible through the ideas of Benedetto Croce, and, more specifically, through the epoch-making works of Otto Jespersen (*Philosophy of Grammar*, 1924) and Ferdinand Brunot (*La Pensée et la Langue*, 1922).

Chinese and English Compared

In a way, the *Kaiming English Grammar* contains within its covers the adumbrations of a new comparative grammar of the English and the Chinese language. This, again, reduces itself to a comparison of the English and Chinese notional categories and the different means employed to express these notions. The points mentioned, however, are strictly of a practical, rather than theoretical, nature, and are made in order to help the Chinese students overcome certain psychological difficulties. Many common grammatical mistakes can be corrected very easily by

this psychological method, and by no other way. Where there are national differences in the notions themselves, the obvious way is of course to train the Chinese students in the new way of thinking. And where common notions exist in both languages, as in the majority of grammatical categories, the most interesting thing would be to show how *differently* the two languages express these notions. English grammar, presented in this way, therefore, teaches the English ways of thinking and expression. The student is constantly made to ask himself this question: If I have a given idea, how shall I express it in English?

Why Mistakes Are Made

The distinction between notions and their expressions is merely a logical, not a real one. There is no thinking which is not a way of expression, and no expression which is not a way of thinking. We think while we talk, and many ladies talk in order to find out what they think. The ways of thinking and expression are really inseparably bound up with each other. Consequently, there can be no grammar claiming to teach the expressions which does not at the same time teach the ways of thinking. When grammatical mistakes are made, it is because the ways of thinking and habits of expression are wrong. Mistakes are of two kinds: those due to foreign ways of thinking, found naturally among the foreign students of a language, and those due to other psychological causes, like conflict of ideas, change of mind, human forgetfulness, influence of near-by words, etc. Mere knowledge of rules does not prevent either the foreign student or the native speaker from making mistakes. The only sensible way of teaching grammar and making it effective is, therefore, to regard it as the science of expression and build up certain correct, idiomatic habits of thinking and expression through repeated and systematic drills.

Grammar or No Grammar?

The failure of the teaching of grammatical rules to ensure

correctness of expression has caused many people to throw grammar contemptuously aside, and advocate progressive and assimilative reading to take the place of conning over grammatical paradigms. So far as this method emphasizes the building of unconscious habits rather than rigmarole grammar, it is quite sound. The advocate of progressive reading, however, is labouring under a fear-complex, regarding grammar as the student's bugaboo. There is no reason why this should be so, when grammar is regarded, as it should be regarded, as merely a series of systematic drills on classes of expressions which every speaker must employ. No sane advocate of the reading-without-grammar method would deny that the value of such reading lies really in picking up turns of expression in living contexts, and that by arranging these turns of expression in notional classes and providing systematic drills, the picking up of such expressions can be made much easier and more pleasant. There is no gainsaying the fact that coming across a lone expression here and there and finding its parallels after long intervals is less effective and less convincing than having that lone example immediately reinforced by a dozen other examples of the same class and construction. Put in this way, there can be no argument against grammar.

The Bugaboo of Rules

I should have mentioned a third cause of grammatical mistakes, that due to efforts at "correctness" and fear of breaking grammatical rules. This fear can be carried so far as to override all natural idioms. The poor boy who begins to say "Whom are you?" after having learnt grammar at a night-school, or the Ziegfeld Follies girl who says "between you and I" with some sort of conscious pride is really only labouring under a confusion of mind engendered by the subtle rules of grammar. Even among foreign students, this type of grammar with so many "don'ts" and "shall-nots" is more likely to make the school-boy feel he is treading treacherous ground in a room full of traps and secret

doors rather than using plain English to express his ideas. Such abominations as "if war will break out next week" and "I had been sick before yesterday noon" are only the products of this type of grammar teaching. Psychologically speaking, correctness is the enemy of natural expressiveness, and the teaching of grammar, instead of increasing the student's power of expression, can actually become the nightmare which makes all natural expressiveness impossible.

"All Grammatical Rules Leak"

But there is a deeper logical reason for the futility of rules. It is Edward Sapir, the gifted philologist, who says that all grammatical rules leak. There is nothing harder to bear than the college graduate who has learnt or taught a little grammar, and who, always armed with rules of tense sequence or syntax in much the same sense as a professional lawyer is armed with the articles of a criminal code, jumps upon your perfectly idiomatic expressions, possibly correcting your "let alone..." into a "letting alone...", insisting that it must be a participial phrase, or changing your "the boat sails next Monday" into "the boat will sail, etc." If the incidental remarks contained in this book can help to shake the teacher's faith in rules and reveal the more intimate phases of an Englishman's speech, it will have served some purpose.

A Grammar without Rules

It is time that we replace the categorical rules and equally categorical exceptions with more observation of the living facts of the language. The power of expression can be trained only by learning the expressive, ever-changing idioms, and not by putting on the grammatical strait-jacket. Grammar, as the science of expression, should be more subtle and less rigid; it should address itself more to the speaker's intentions and less to the rules and definitions. It should be more concrete and wallow less in the terms of Latin origin. It should also be more positive and less like a criminal code. It has been the effort of the present

author to replace such categorical rules by observations on the present usage. The English language is a living thing, and this is the only way to deal adequately with it. It is hoped that through this means, the student will form a more intimate acquaintance with modern English usage than is otherwise possible.

It remains only to acknowledge my great debt to all previous writers on the subject who take the same views of grammar as I do. My debt to Prof. Jespersen and his *Modern English Grammar* and *Philosophy of Grammar* will be evident to all users of the said books. I have incorporated his views and examples in this book on many points, although, naturally, I have not dared to go quite as far in the matter of new terminology in a book that is intended for general school use. Thus, I have managed to keep all the eight parts of speech intact, for instance. Above all, I have derived courage from him, as well as from Prof. Ferdinand Brunot and M. Henri Frei, for this somewhat heretical venture. Thanks are also due to the authors of the *Concise Oxford Dictionary* and *Modern English Usage* for enlightening articles and examples.

West End Gardens, Shanghai,

May 26, 1930.

FOREWORD

TO VOLUME TWO

Owing to unforeseen circumstances, the compilation of the second volume was delayed longer than was expected. The standard of the second volume is also slightly higher than that of the first volume. The average senior middle school class should not attempt the covering of both volumes in the same school year, unless the teacher is confident of the students' ability to do so; but if one is used each year along with some proper reading material, it will be found useful and interesting as a means of increasing the students' power of expression.

Judging from the average standard of the present college students, this grammar may also be profitably used by a freshman class. A more elementary grammar, written in Chinese, but based on the same notional principles and devoted to drills on idioms, will be prepared for the more elementary classes. The present grammar will then serve as a useful book of reference for the teachers who may use this more elementary book of drills.

Thanks are due to Mr. Chang Pei-lin of Kaiming Book Company for compiling the Index of Subjects and Terms and for valuable assistance in seeing the book through the press.

The Author

CONTENTS OF VOL. I

CHAPTER I

THE SCIENCE OF EXPRESSION

1.10.	Something to say and way of saying it.....	1
1.11.	All grammatical forms and constructions are means of expressing notions.....	2
1.20.	Grammar as the science of expression.....	3
1.30.	National differences in notions and expressions.....	5
1.31.	National differences in notions.....	6
1.32.	English grammar should teach English ways of thinking and expression.....	7
1.40.	Formal and notional grouping.....	7
1.41.	Outline of the course.....	9
1.42.	Living grammar.....	11

CHAPTER II

PARTS OF SPEECH AND CHANGE OF FUNCTION

2.10.	The eight parts of speech or word-classes.....	12
2.11.	Definitions.....	12
2.12.	Grammatical function.....	16
2.13.	Chinese and English compared.....	16
3.14.	Sense of function.....	17
2.15.	Sense of thing.....	18
2.16.	Sense of action and quality.....	20
2.17.	Sense of aspect and manner.....	22
2.18.	Sense of prepositional force.....	24
2.20.	Change of function.....	26
2.21.	Nouns used as adjectives.....	27
2.22.	Nouns changed into adjectives.....	29
2.23.	Nouns used as verbs.....	30

2.30.	Verbs used as nouns.....	31
2.31.	Verbs changed into nouns.....	33
2.32.	Pairs of verbs and nouns.....	33
2.33.	Verbs used as adjectives: participles.....	35
2.34.	Spelling of participles.....	37
2.35.	Verbs changed into adjectives.....	38
2.40.	Adjectives changed into nouns.....	38
2.41.	<i>The poor, the dead, etc.</i>	40
2.42.	Adjectives changed into adverbs.....	41
2.43.	<i>Knowingly, decidedly, etc.</i>	43
2.50.	Prepositions used as adjectives.....	44
2.51.	Adverbs and prepositions used as nouns.....	45
2.52.	Adverbs, prepositions and conjunctions.....	45
2.60.	Some interesting compound-words	46

CHAPTER III

THE SENTENCE MOODS

3.10.	What is a sentence?	49
3.11.	Importance of finite verb.....	51
3.20.	Sentence, phrase and clause: subject, predicate and principal verb.....	52
3.21.	Direct and indirect objects.....	53
3.22.	Sentence structure: modifiers and conjunctions.....	53
3.23.	Phrase and clause.....	55
3.30.	Sentence Moods	56
3.31.	Chinese and English compared: Chin. modal particles.....	57
3.40.	Affirmation : I do, I am.....	58
3.41.	<i>Can, will, must, have, etc.</i>	59
3.42.	Affirmative replies.....	60
3.43.	Qualified assertion.....	60
3.44.	Emphatic assertion.....	61
3.45.	English reticence and double negatives.....	63
3.46.	Affirmation by a retort question.....	64

3.50.	Negation	65
3.51.	<i>Aren't, isn't, mustn't, etc</i>	66
3.52.	<i>No, not a, not any, nothing, etc</i>	97
3.53.	<i>Few, a few, little, a little...</i>	68
3.54.	<i>No in answers</i>	69
3.55.	Emphatic negation	69
3.56.	<i>"I ain't got nothing"</i>	71
3.57.	Conditional negation	72
3.60.	Interrogation	73
3.61.	<i>Will you, won't you?</i>	74
3.62.	The tag-question	75
3.63.	Tonal interrogation and the questioning tone	76
3.64.	The indirect question and noun clauses	77
3.70.	The potential moods	78
3.71.	Command, request, suggestion, etc	79
3.72.	<i>Shall and will</i>	81
3.73.	Hope and wish	82
3.74.	Permission, prohibition, obligation, etc	84
3.75.	Conjecture and possibility	86
3.76.	Pure supposition: <i>would, could, should, might</i>	87
3.77.	The subjunctive clause	89
3.80.	Emotional utterances	91
3.81.	Swear-words	92

CHAPTER IV

PERSONS, THINGS AND THEIR GENDER

4.10.	Classes of things	95
4.20.	Process and result	96
4.21.	Process-words denoting results	97
4.30.	Abstract and concrete nouns	98
4.31.	Abstract-words with concrete meaning	101
4.32.	<i>A piece of folly, a fit of anger, etc</i>	102
4.40.	Common and proper nouns	103

4.41.	Proper nouns and capital letters.....	104
4.50.	Collectives and mass-words	105
4.51.	Mass-words.....	106
4.60.	Things and persons	106
4.61.	<i>Who, which and that</i>	108
4.62.	<i>Whose and of which</i>	109
4.63.	Personification.....	110
4.70.	Sex and gender	112
4.71.	Masculine, feminine, common and neuter genders.....	113
4.72.	Animals and persons of different sex.....	114

CHAPTER V

NUMBER AND QUANTITY

5.10.	Notions of number and quantity.....	116
5.11.	Mass-words: <i>grains of sand, bushels of rice, etc.</i>	117
5.12.	Abstract nouns: <i>piece of luck</i>	120
5.20.	Singular and plural	120
5.21.	<i>Boys, ladies, pianos, potatoes</i>	123
5.22.	Irregular plurals: <i>fish, dozen, alumni</i>	123
5.23.	Collectives: <i>government have or has</i>	125
5.24.	Psychological intent: <i>three weeks is heaps of time</i>	127
5.25.	The generic singular.....	128
5.26.	Natural plurals.....	129
5.27.	Differentiated plurals.....	131
5.28.	Some special cases: <i>sons-in-law, the Miss Rogers</i>	132
5.30.	Numerals : numerals, fractions and multiples.....	133
5.31.	Indefinite number.....	137
5.40.	Conflict of number	139
5.41.	Number in verbs.....	141

CHAPTER VI

WEIGHT, VALUE, SIZE, SHAPE AND POSITION

6.10.	National differences in these categories.....	147
-------	---	-----

6.20.	Expressions of weight.....	147
6.30.	Expressions of value.....	149
6.40.	Expressions of size and distance.....	151
6.50.	Expressions of shape: English shape-blindness.....	153
6.60.	Expressions of position.....	155
6.61.	Peculiar use of prepositions.....	157

CHAPTER VII

REPRESENTATION

7.10.	Representation.....	159
7.20.	Personal pronouns: case and person.....	160
7.21.	<i>Mine, thine, etc.</i>	162
7.22.	Influence of modesty, respect, familiarity, etc.....	163
7.23.	Reflexive and reciprocal pronouns.....	166
7.24.	General person: <i>one, people, etc.</i>	168
7.30.	Conflict of person and case	170
7.31.	Conflict of case: <i>who, whom, whoever, whomever</i>	172
7.40.	Thing pronouns	175
7.41.	<i>Some, any, none</i>	177
7.42.	<i>What</i>	177
7.43.	<i>One, thing, affair</i>	178
7.44.	<i>That</i>	180
7.45.	<i>It</i>	181
7.50.	Metaphors	184
7.60.	Indirect statements	188
7.61.	Tense of dependent clauses.....	191
7.70.	Representation by omission	193

CHAPTER VIII

DETERMINATION

8.10.	Representation, determination and modification.....	198
8.11.	Classes of pronouns.....	199
8.20.	Distinction: <i>this, that, same, other</i>	201
8.30.	Possessive pronouns.....	202

8.40.	Apposition: apposition and example.....	205
8.50.	Sequence: the ordinals.....	207
8.60.	Alternation and distribution: <i>either, each, etc.</i>	208
8.70.	Definite and indefinite: <i>a</i> and <i>the</i>	210
8.71.	Generalization: <i>a cat, the cat, cats</i>	213
8.72.	Special uses of <i>a</i> and <i>the</i>	214
8.73.	Omission of <i>a</i> and <i>the</i>	216
8.80.	Indetermination: <i>whatever, whoever, etc.</i>	221

CONTENTS OF VOL. II

CHAPTER IX

MODIFICATION

9.10.	Modification: Its Importance	223
9.11.	Word-Classes and Word-Ranks	225
9.20.	Relationship between Modified and Modifier	227
9.21.	The Use and Omission of Hyphens	231
9.22.	Relationship between Modifiers	234
9.23.	Co-ordinate Modifiers	234
9.24.	Subordinate Modifiers	238
9.25.	Shifted Ranks	241
9.26.	Transformed Phrases as Modifiers	246
9.27.	Nouns and Verbs as Modifiers	248
9.30.	Phrase and Clause Modifiers	251
9.31.	The Infinitive Phrase as Modifier	252
9.32.	The Split Infinitive	256
9.33.	<i>Need to, Dare to</i>	258
9.40.	The Participial Phrase as Modifier	260
9.41.	Misconnected Participles	264
9.42.	The Absolute Participial Phrase	265
9.50.	The Prepositional Phrase	267
9.51.	Prepositions for Brevity	268
9.52.	Prepositions at End	269
9.53.	<i>But, Than</i>	270
9.54.	Some Special Uses of English Prepositions	271
9.60.	The Relative Clause	273
9.61.	<i>That</i> as a Defining Relative Pronoun.....	274
9.62.	<i>Which</i> as a Commentative Relative Pronoun.....	276
9.63.	<i>Which</i> Modifying Statements.....	278
9.64.	<i>In Which, from Whom, etc.</i>	278
9.65.	<i>Which . . . It, Which . . . Them, etc.</i>	280

9.66.	<i>That . . . to, That . . . for, etc.</i>	280
9.67.	<i>That Used for in Which, for Which, etc.</i>	281
9.68.	<i>That Dropped</i>	281
9.691.	<i>As as a Relative Pronoun</i>	282
9.692.	<i>But as a Relative Pronoun</i>	284
9.70.	<i>Relative Adverbs When, Where, Why</i>	284
9.71.	<i>When Called, When Resting</i>	286
9.80.	Phrase and Clause Modifiers Summarized	286
9.81.	<i>Post-Nominal Position of Modifiers</i>	287
9.82.	<i>Economy in Phrase and Clause Modifiers</i>	289
9.83.	<i>The Nominal Phrase</i>	290
9.84.	<i>Joining of Phrases</i>	290
9.90.	The Predicate Complements	291
9.91.	<i>"I Made Him Go"</i>	293

CHAPTER X

COMPARISON AND DEGREES

10.10.	Degrees of Comparison: Their Relative Nature ..	295
10.11.	The "Three Degrees" of Comparison ".....	296
10.12.	<i>More Better, Next Best, etc.</i>	299
10.13.	<i>Superiority, Equality" and Inferiority</i>	299
10.14.	<i>Implied Comparison</i>	301
10.15.	<i>Words That Cannot Be Compared</i>	302
10.16.	<i>Weakened Superlatives</i>	303
10.20.	Comparison with a Standard	305
10.30.	Degrees of Difference	310
10.31.	<i>Intermediate Degrees</i>	310
10.32.	<i>Limitation</i>	317
10.33.	<i>Cumulative Degrees</i>	318
10.40.	Choice and Comparison	320
10.50	Comparison and Case	322

CHAPTER XI

ASPECTS OF ACTION

11.01.	The Study of the Verb	325
11.02.	What is an Aspect?	326