

簡明高級英語法

A CONCISE ENGLISH GRAMMAR FOR
SENIOR MIDDLE SCHOOLS

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1952年修訂本

上海競文書局印行

簡明高級英語法

公元一九五一年八月初版

公元一九五二年十二月一日八版

本書業經上海市人民政府教育局
選定爲高中英文法教本

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PREFACE

~~China has~~ undergone a complete, thorough, ~~fundamental and~~ epoch-making change since her liberation. School textbooks which were popularly used in the past seem no longer suitable today because of their incorrect viewpoints and unpractical contents. English grammar, be it ever so technical a subject, is no exception to the rule. What is colonial, feudalistic, imperialistic, and unpractical, should in no way be allowed to exist in China today. The publication of a grammar which is progressive, practical, and as simple and intelligible as is consistent with usefulness and completeness, is of timely necessity at present.

~~This book~~ consists of thirty chapters. The first ten are a general review of the eight parts of speech, which are treated in a rather concise manner so as to provide those who have not equipped themselves with a working knowledge of English grammar with a basic knowledge of the eight parts of speech, and to help those familiar with the eight parts of speech to consolidate what they have already learnt before they take up the study of inflection and syntax. As the author knows where the shoe pinches, special prominence is given to "classification of verbs", "tenses", "voice", "mood", "articles", and "prepositions", which generally seem hard to Chinese students of English. Most of the illustrative examples are original and simple and are concerned with everyday life or new patriotism. Sufficient drill is provided in the exercises at the end of each chapter. Despite the seeming scantiness of material, nothing important is excluded from the book. Any suggestion or criticism for the betterment of this book will be deeply appreciated by

Mien Lowrie.

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A Concise English Grammar for Senior Middle Schools

CHAPTER 1

THE SENTENCE

A *Sentence* is a group of words which makes a complete thought; as,

Labour creates the world.

The People's Republic of China protects the people.

China will soon advance from an agricultural country to an industrial country.

We should learn from the masses.

Subject and Predicate

Every sentence that we speak or write consists of two parts.

We must talk about *something* or *somebody*.

We must say something about that thing or that person.

In other words, we must have a *Subject* to talk about and we must say something (i.e., a *Predicate*) about that subject.

If I come up to you and say *labour*, you know that *labour* is the subject about which I wish to talk. But I have said nothing about that subject. To make

a sentence, I must say something about *labour*.

If I say *Labour creates the world*, I have expressed a complete thought. I have made a sentence.

In the second sentence *The People's Republic of China* is the subject, and *protects the people* is the predicate.

In the third sentence *China* is the subject, and *will soon . . . industrial country* is the predicate.

In the fourth sentence *We* is the subject, and *should learn from the masses* is the predicate.

Hence, what we talk about is called the *Subject* and what is said about the subject is called the *Predicate*.

EXERCISE 1

Find the subject and the predicate in each of the following sentences:

1. We went to the mass meeting.
2. The Chinese people love their fatherland.
3. He belonged to the class of poor farmers.
4. China is rich in mineral resources.
5. Between him and me sits the teacher.
6. How many days are there in a week?
7. You must conquer your difficulties.
8. I came here by tram.
9. My brother will report it to me by telephone.
10. How bravely our heroes fight!
11. You have injured me.
12. The students will hold a class meeting on Wednesday.
13. A strange sound he heard in the room.
14. We should carry out our national reconstruction.

15. The hall is crowded with people.

EXERCISE 2

The following groups of words are not sentences. They do not express complete thoughts. They have no subjects. Give each one a subject.

1. _____ sent a letter to you.
2. _____ work in the factory.
3. _____ is round.
4. _____ teaches me English.
5. _____ live in the country.
6. _____ has lost his fountain-pen.
7. _____ has very little strength.
8. Is _____ absent today?
9. _____ will never do it without your help.
10. _____ presented flowers to the leader.
11. _____ defend world peace.
12. _____ attended the welcome rally yesterday.
13. _____ will give the young pioneers a speech.
14. There was _____ the day before yesterday.
15. _____ was founded in 1949.

EXERCISE 3

The following groups of words are not sentences. They do not express complete thoughts. They have no predicates. Give each one a predicate.

1. Some patriotic youths _____.
2. The Chinese and the Soviet people _____.
3. Our teacher _____.
4. Peking _____.
5. The trees _____.
6. The first day of a week _____.
7. The principal of our school _____.
8. These stories _____.

9. The People's Republic of China _____ .
10. Our leader _____ .
11. The great combat hero _____ .
12. His vegetable farm _____ .
13. These tractors _____ .
14. The Chinese Volunteers _____ .
15. The summer vacation _____ .

CHAPTER 2

THE NOUN

A *Noun* is the name of a person, place, or thing;
as,

China is a great *country* in *Asia*.

Health is important.

Tom makes good *use* of his *time*.

Shanghai is situated at the mouth of the *Yangtze River*.

Nouns are divided into five kinds: (1) Proper Noun, (2) Common Noun, (3) Collective Noun, (4) Abstract Noun, and (5) Material Noun.

1. **Proper Noun.** A *Proper Noun* is the name of a particular person, place, or thing; as,

Shanghai, Hangchow, Amoy, Chairman Mao Tse-tung, Dr Sun Yat-sen, Edison, the Soviet Union, Spain, The Wing On Company, The Bureau of Education, Shanghai High School.

Note.—A proper noun must begin with a capital letter.

2. **Common Noun.** A *Common Noun* is the name of any one of a class of persons, places, or things; as, city, town, port, scientist, hero, store, school,

institution, country, pen.

3. **Collective Noun.** A *Collective Noun* is the name of a number of persons or things considered as one; as,

class, crew, fleet, army, family, crowd, team, herd (of cattle), swarm (of bees, mosquitoes, insects), band (of robbers), drove (of oxen), gang (of thieves), flock (of sheep), school (of fishes).

4. **Abstract Noun.** An *Abstract Noun* is the name of some quality, state, or action; as,

Quality: honesty, wisdom, courage, sincerity, laziness, patience, diligence, kindness, timidity, beauty.

State: poverty, freedom, illness, happiness, health, length, anger, silence, sorrow.

Action: talk, choice, flight, laughter, invention, discovery, recitation, service, election, arrival.

5. **Material Noun.** A *Material Noun* is the name of a substance of which things are made; as, wood, glass, wool, stone, chalk, flour, bread, gold, silver, gas, hydrogen, food, beef, sugar, milk, coffee, wine, oil, water, ink.

EXERCISE 1

Point out the nouns in the following sentences and tell to which kind each belongs:

1. We struggle for peace and the independence of all the peoples of the world.
2. Nanking is situated on the banks of the Yangtze River.
3. The class is in good order.

4. Clothes are made from cotton, silk, hemp, and wool.
5. There is not much milk in the cup.
6. The football team of our class will win the prize.
7. Patience, industry, and experience are the keys to success.
8. My house is built of cement and brick and is lighted by electricity.
9. Have you heard of the buzz of a swarm of bees?
10. The salt of Szechuen is not so good as that of Tsingtao.
11. We saw a fleet of ships in the harbour.
12. Flowers will lose their freshness and scent when plucked.
13. Light and heat are necessary to life.
14. They have overcome their difficulty by their patience.
15. The desk is covered with dust.
16. The happiness of mankind depends upon our continuous struggle.
17. Mary has a deep respect and love for her mother.
18. They have time to go to school and to read newspapers and books.
19. The reporter is a Soviet girl.
20. Let us show courage in the struggle.

EXERCISE 2

Write down 25 nouns, every five indicating a different kind of noun.

CHAPTER 3

THE VERB

Study the following sentences:

Little Franz *played* with a ball.

The boy *is punished* by his father.

The dog *is* a hound.

We have already said that, to make a sentence, we must talk about something (subject), and we must say something about that thing (predicate). We can say what that subject *does*, or what *is done* to it, or what it *is*. For example, what did Little Franz *do*? Little Franz *played* with a ball. What *is done* to the boy? The boy *is punished* by his father. What *is* the dog? The dog *is* a hound.

A *Verb* is a word (or the principal word in a predicate) which says something about a subject. Or we may say, a verb is a word which says what a subject does, what is done to it, or what it is.

The verb is the most important word in a sentence. You cannot make a sentence without it. A sentence may contain only one word, but that word must be a verb.

Note that a verb is not always one word. It often consists of more than one word; as,

I am eating.

Robert will go to Wusih.

The book has been found.

EXERCISE 1

Pick out the verbs in the following sentences:

1. He sat on a chair.

2. Mary spoke to me.
3. The sparrow flew away.
4. We read the newspapers every day.
5. I met him on the way.
6. The mouse was killed by my cat.
7. The sky is cloudless.
8. They are swimming in the pond.
9. The workmen work from morning till night.
10. I teach you English in the morning.
11. We will serve the people.
12. I said good-bye to them.
13. You can understand this yourself.
14. Zoya and I love each other.
15. The patriotic youths are leaving for the front.
16. I have read the newspapers today.
17. He is taking back a message from the people of China.
18. The great victory will never be forgotten.
19. The landlord drove him away.
20. He keeps a diary in English.

A

Intransitive and Transitive

The fish *swims*.

The sun *rises* in the morning.

Flowers *bloom*.

The girls *sing* merrily.

Are the above sentences complete in sense? Yes, each of them makes a complete thought. Now examine the following sentences:

My brother *bought*.

I *like*.

The boy *opened*.

Jack *received*.

If you read these four sentences, you find none of them make a complete thought. If I say to you *My brother bought*, you wait to hear what he bought. The sentence is not complete. In sentence 2, you want to know what I like. In sentence 3, we do not know what the boy opened. In the same way, sentence 4 is not complete. We are not told what Jack received.

Clearly these four sentences each require an *Object* to complete the meaning; as,

My brother bought *a shirt*.

I like *black tea*.

The boy opened *the door*.

Jack received *a letter*.

Those verbs which must be followed by an object are called *Transitive Verbs*. The word *transitive* means *passing over*; i.e., the action of the verb passes from the subject to something. If you buy, you must buy something. If you like, you must like something. If you open, you must open something. If you receive, you must receive something.

The verbs in the first four sentences are called *Intransitive Verbs*. The action expressed by such verbs does not pass on to any object. When a fish swims, it does not *swim* something. When the sun rises, it does not *rise* something. In the same way, *bloom* and *sing* have no objects.

But sometimes a verb may be used transitively as well as intransitively. See the following examples:

Intransitive

1. She is *reading*.

Transitive

1. She is *reading* a book.

- | | |
|--------------------------------------|---|
| 2. The child <i>speaks</i> plainly. | 2. The child <i>speaks</i> English. |
| 3. The train <i>stopped</i> . | 3. The driver <i>stopped</i> the train. |
| 4. The bird <i>flies</i> . | 4. The boy <i>flies</i> a kite. |
| 5. The children <i>play</i> noisily. | 5. The children <i>play</i> ball. |
| 6. The boat <i>moves</i> . | 6. Let us <i>move</i> the boat. |
| 7. Rice <i>grows</i> in the field. | 7. Farmers <i>grow</i> rice. |
| 8. The girl <i>sings</i> . | 8. The girl <i>sings</i> a song. |

EXERCISE 2

Pick out the verbs in the following sentences and tell whether each is intransitive or transitive:

1. Did you sleep well last night?
2. I know your father.
3. They invited us to visit them.
4. She works silently in her room.
5. Frank could not find his hat anywhere.
6. Last night I studied English grammar for forty minutes.
7. I studied very hard last night.
8. The entire population of the town watched the parade.
9. They spent the night with us.
10. You should listen closely.
11. On the chair lay our cat.
12. Our friends returned at seven o'clock.
13. You saw him hit me.
14. They called me and told me so.
15. She has a pair of sparkling eyes.
16. The old man wore a shapeless hat.
17. Everyone wanted his money at once.
18. The boy has spoiled his new coat.

19. Our family has lived here ten years.
20. When we set out, the sun had risen high in the sky.

EXERCISE 3

Use each of the following verbs both transitively and intransitively:

drink, see, ring, write, read, ride, run, sing, teach, obey, play, study, leave, do, speak.

B

Linking Verbs and Subjective Complement

Harold *is*.

He *became*.

My teacher *seems*.

The above sentences do not make a complete sense. They require another word to make the meaning complete; as,

Harold *is my cousin*.

He *became a general*.

My teacher *seems unhappy*.

Are they not complete in meaning now? The verbs in these sentences are intransitive verbs of incomplete predication. They are called *Linking Verbs*, because they join the subject to some other word which describes it. And as the word which makes the sense complete refers to the subject, it is called *Subjective Complement*. A subjective complement may be a noun or an adjective and sometimes it may be a pronoun, an adverb, a participle, a phrase, or a clause.

Below are some more linking verbs. Study them carefully.

The business *proved* a success.
I *feel* well today.
They *grow* weary.
The man *stands* motionless.
It *turns* warm day by day.
We *remain* bosom friends.
Sugar *tastes* sweet.
The music *sounds* beautiful.
They *appear* younger than we.
The baby *is* asleep.
The youth *looks* honest.
The boy *got* punished.

EXERCISE 4

Point out the linking verb and the subjective complement in each of the following sentences:

1. I am your teacher.
2. She fell asleep at once.
3. The man got sick through overeating.
4. He appears tired.
5. He became angry with you.
6. The book proved of little value.
7. You look very ill.
8. The boy came running in.
9. The weather turned gloomy.
10. Glass feels smooth.

C

Factitive Verbs and Objective Complement

We call him *Uncle John*.
They made the teacher *angry*.

The verbs in the above sentences are called transitive verbs of incomplete predication. They require a *Complement* in addition to the object so as to make the meaning clear. Such verbs are called *Factitive Verbs*. In the first sentence the noun *Uncle John* is the *Objective Complement*, because it refers to the same person as the object *him*. In the second sentence the adjective *angry* is the objective complement, because it refers to, and modifies, the object *teacher*. Here are some more examples.

Our class elected Harry *president*.

Mother named my youngest brother *Abe*.

The conflict made them *enemies*.

We found the woman quite *astonished*.

I consider the boy *honest*.

The news made her *weep*.

The mason painted the house *white*.

The mayor appointed Mills *secretary*.

The judge found him *guilty*.

Keep your body *clean*.

EXERCISE 5

Point out the factitive verb and the objective complement in each of the following sentences:

1. Tom's teacher thinks him a progressive boy in the class.
2. They left me standing outside.
3. We must keep our clothes clean.
4. The cold weather turned the leaves red.
5. The students chose John the small group leader.
6. We called the enemy soldiers cowards.
7. Did you find the box empty?