

英語構造法

SENTENCE CONSTRUCTION

FOR MIDDLE AND NORMAL SCHOOLS

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BY

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英語構造法編輯大意

一 國語英語構造互殊我國學子學習英語倍覺艱難甚至在校三四年猶未能綴一簡語或閱讀尋常書報者其故良由於未諳英語構造之法著者有鑒於此爰以教授經驗編成是書以餉學者

二 是書曾經著者印成講義教授一過又復修正數次始行出版

三 是書取文法作文二種合成都七篇計一百二十節足供一學年之用中學師範第三學年用之最爲相宜如於課外閱讀可供自修參攷之用

四 是書述英語各種句法之組織由簡而繁甚便教授

五 是書文字力求淺顯俾合我國學生程度例句多切時事以期易於了解其他或採取名人著作或列入泰西格言均係有益心身之語

六 書中所列應用規程間有西人所編文法作文教科書所不及著者特行加入以利東方學生

七 是書尤多習練題全書共有五十六次足稱最新自動的教科書教授時須令學生依次口答以期適合練習本

旨

八 卷末有附錄三種一拼法規則二冠體應用法三點句記號及應用法均爲學生作文參攷所必需

PREFACE

UPON the clear understanding and correct use of the construction of sentences depends, in a great measure, the success of our students in mastering the foreign language with which they come in contact in their school life, and to a great extent also, their success in application after they leave school. But after close observation of the facts, one will not fail to see that actual results are far short of the ideal. Owing to the wide difference in structure between Chinese and English, no matter how many books, readers, and grammars have been studied, nor how much care has been bestowed upon studying, many of our middle school or normal school students cannot write a short letter or composition correctly, nor can they read a daily newspaper or a simple science book with real understanding. In writing, they generally build sentences after the model of the Chinese construction. In reading, aside from the trouble of many new words, which, however, can be easily overcome by consulting a good dictionary, often the whole sentence, especially a long and complicated one, is obscure to them. They can easily find the meaning of single words, but at times they fail to grasp the sense of the whole sentence. This proves clearly how little they are acquainted with the English construction. Now, how to overcome this difficulty has become a problem of vital importance in English teaching. It is no satisfactory solution to leave the students to smooth the way themselves. Nor is the matter settled by having them study longer in school. The best way to help them in reading and writing is to have a well planned textbook specially written to deal fully with sentence construction.

The purpose of this book, as its title indicates, is to provide the Chinese students of the English language a clear comprehension of the structure of the sentence. This is considered as the fundamental training and will increase their faculty of reading and writing. The author has used it in lecture form in the classroom of the Kiangsu Fifth Middle School, and has found it helpful to the students in general. The immediate reason for publication is the belief that similar results might quite readily be duplicated in other classrooms.

The book is a text on grammar and simple composition combined. It is designed for the use of the third-grade students in the middle school or normal school. The students when in the first and second grade must have studied one or two grammars, so the simple grammatical terms are used freely in this book without giving definitions. The course here presented can be completed in one year with recitations coming two or three times a week. The text, however, permits considerable freedom on the part of the teacher as to the length of the course. The less important parts are put in the notes printed in smaller type, which can be omitted without breaking the continuity of the subject matter. To those having a fair knowledge of English but not now being in school, this book may serve as a means of self-teaching, or as a reference book.

The book aims to illustrate in the simplest possible form all the rules and examples pertaining to the construction of the sentence. In Chapter I the sentence in general is discussed, showing the forms of its essential elements—subject and predicate. In English, the construction, or the building up of a sentence, is really more systematic than it is in Chinese. Every sentence in English, however long or complex it may be, has a frame or skeleton—the essential elements—upon which any number of words may be built in

various ways to make expression exact. The forms of sentences according to their uses are next shown with examples.

In the following three chapters, the essential part of the book, the structure of the simple, compound, and complex sentences is thoroughly dealt with. It is the special purpose of this book to dwell as fully as is possible on the construction of these three kinds of sentences. It is shown successively how each kind of sentence is built up, how the one can be transformed into the other, and how we can use each kind properly in a written composition. Many rules which are not found in any books by Western authors have been specially written for Chinese students. Punctuation of the three kinds of sentences is added, to make the student acquainted with the correct use of the marks. In a word, the topic has been treated with such unusual thoroughness, that the author is confident such a study will remove many stumbling-blocks from the path of the student.

Chapter V treats of the compound-complex sentence. It tells of the combination of clauses in various ways, explains their grammatical relations of coördination or subordination, and also shows how to separate them into various members or elements. This will help the students to understand the structure of long and complicated sentences and thus enable them to read classical works.

Chapter VI is quite a new subject, which is so easily overlooked in ordinary textbooks on grammar or composition. It illustrates fully the uses of two common introductory words, or expletives, as they are sometimes called, "there" and "it." The idiomatic usage of these two words often confuses Chinese students. They are used for the sake of clearness, emphasis, or variety, and help to form the grammatical construction of sentences, though they stand logically meaningless in themselves.

The seventh and last chapter discusses specially and fully the order of words, which plays an important part in sentence construction, first showing the proper positions of various elements of a sentence in the natural order, and then explaining the change of order of words for one purpose or another. How to give force to particular words or elements is shown with examples. The last part illustrates the positions of subject and verb and those of verb and object in the inverted order. This chapter, it is hoped, will be especially useful to students of English composition, who may already have a clear knowledge of the structure of the sentence.

Throughout the course, fresh examples have been specially collected about new subjects so as to be readily understood. Others are selected mainly from the classics; such as Irving's *Sketch-Book*, Lamb's *Tales from Shakespeare*, Macaulay's *Essays*, and many other works which are so popularly used in our middle or normal schools.

As the book is intended to give students a great deal of practice in what they have learned, a number of exercises have been added, as a mental drill. Students are expected to answer by turn in the class immediately after they have finished the lesson. Most of the exercises should be done orally, in order to save time, to stimulate quickness on the part of students, and to avoid such evils as copying answers from others.

The appendices furnish the rules for spelling, capitalization, and punctuation. These are helpful in composition writing and so will prove useful to every student as a reference.

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The Kiangsu Fifth Middle School

Changchow, Kiangsu

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CONTENTS

CHAPTER	PAGE
PREFACE	i
CONTENTS	v
I. THE SENTENCE	
Definition	1
Subject and Predicate	4
Distinction between Sentence and Phrase	4
Forms of the Sentence	6
II. SIMPLE SENTENCE	
Definition	9
Compound Subject and Compound Predicate	10
Attributive and Adverbial Adjuncts	12
Modifiers of the Whole Sentence	19
Independent Elements	23
III. COMPOUND SENTENCE	
Definition	26
Coördinate Clauses	26
Omission of Common Words in Coördinate Clauses	26
Distinction between "And" and "But"	29
Distinction between "And" and "Or"	30
Common Errors in Combining Coördinate Clauses	31
IV. COMPLEX SENTENCE	
Definition	34
The Noun Clause	35
Uses	38
Connectives	42
Transformation	43
Punctuation	43
Contraction	45

CHAPTER	PAGE
The Adjective Clause	47
Uses	47
Connectives	48
Distinction between Adjective Clause and Noun Clause in Apposition	50
Punctuation	53
Contraction	54
The Adverbial Clause	57
Uses	57
Connectives	58
Contraction	60
Future Tense in the Adverbial Clause	69
The Pro-Verb in the Adverbial Clause	70
Participles in Gerundive Use	71
Punctuation	73
The Correct Use of the Complex Sentence in Composition	74
V. COMPOUND-COMPLEX SENTENCE	
Definition	75
Compound Sentence with Complex Coördinate Clauses	75
Complex Sentence with Compound Principal Clauses	77
Complex Sentence with Separate Subordinate Clauses	78
Complex Sentence with Compound Subordinate Clauses	80
Complex Sentence with Complex Subordinate Clauses	81
The "Run-On Sentence"	85

CHAPTER	PAGE
VI. INTRODUCTORY WORDS (or THE EXPLETIVES)	
Definition	87
“There”	88
“There” with verb “to be”	88
“There” in Subordinate Clauses	91
The Idiomatic Use of “There”	91
“It”	91
“It” as a Substitute for a Noun Infinitive or a Noun Clause in the Place of Subject or Object	91
“It” as a Substitute for the Real Subject for Emphasis	95
“It” as Indefinite Nominative for an Impersonal Verb	100
“It” in Idiomatic Expressions	100
VII. ORDER OF WORDS IN SENTENCES	
The Natural Order	104
Position of Essential Elements	104
Position of Modifiers	105
Correct Position of Attributive Adjuncts	107
Correct Position of Adverbial Adjuncts	110
Correct Position of the Modifiers of the Whole Sentence	116
Position of Independent Elements	117
The Inverted Order	118
Purposes	118
For the Sake of Emphasis	119
For the Sake of Variety	119
For the Sake of Clearness	119

	PAGE
Emphasis	121
Emphasis on Subject	121
Emphasis on Finite Verb.	121
Emphasis on Object	122
Emphasis on Complement	122
Emphasis on Attributive Adjunct	122
Emphasis on Adverbial Adjunct	123
Order of Words in Different Forms of Sentences	124
Declarative Sentence	124
Imperative Sentence	125
Interrogative Sentence	125
Exclamatory Sentence	126
Other Reasons for Using the Inverted Order	127
Subject and Verb	127
Verb and Object	130
Appendix A	
Principal Rules for Spelling	132
Appendix B	
Use of Capital Letters	134
Appendix C	
Punctuation Marks	135
Other Marks in Writing or Printing	135
Principal Rules of Punctuation	135

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CHAPTER I

THE SENTENCE

1. A GROUP OF WORDS WHICH IS COMPLETE IN ITSELF IN EXPRESSING A THOUGHT IS CALLED A SENTENCE.

A sentence is not complete unless a complete thought is put into words; as

- (1) Wind blows.
- (2) Rain is falling.
- (3) He gives me a book.
- (4) The sun shines brightly.
- (5) Reward sweetens labor.
- (6) Patient effort removes mountains.
- (7) Shanghai is the most important port in China.
- (8) A man of self-reliance will depend upon himself more than upon any one else.

All the above expressions, long or short, are sentences, because they each show a complete thought in words. A simple thought is expressed in a short sentence, while a more complicated one of course requires more words for its expression.

From the above examples we are led to the conclusion that a sentence, whether short or long, or whatever form it may take, consists of two parts—(1) that of which something is asserted and (2) that which asserts.

The former—a person, a place, or a thing—is called the **Subject** of the sentence; the latter denoting an action or a state is called the **Predicate** of the sentence.

2. The Subject may be (a) a noun, (b) an adjective or a participle used as a noun, (c) a pronoun, (d) an infinitive, (e) a gerund, (f) a verbal noun, (g) a phrase, or (h) a noun clause.

(a) *Boys study.*

(b) *The brave are honored.* 受人敬
The injured were brought to the hospital.

Note: An adjective or a participle with a noun understood is always in the plural number.

(c) *We study in the school.*

(d) *To study is necessary.*

(e) *Studying broadens the mind.* 思 想 聰 明

(f) *The studying of useful books makes a man intelligent.*

(g) *How to apply this rule is clear enough.* 未 認 知

(h) *That these boys study hard is an acknowledged fact.*

3. The Predicate consists of (a) at least a finite verb—a single verb or a verb phrase, (b) of a finite verb and a complement, (c) of a finite verb and a single object, (d) of a finite verb and double objects, or (e) of a finite verb, an object, and a complement.

(a) *Boys study.* (a single verb)

We shall study. (a verb phrase)

(b) *Time is money.* (an i.v. with a noun as complement)

He went mad. (an i.v. with an adj. as complement)

They stood amazed. (an i.v. with a participle as complement)

The house is building. (an i.v. with a gerund as comp.)

Note: Here the word 'building' seems to be a participle, but is really a gerund, the object of the omitted 'a' (on). This will be clearly shown when you think that a house can not build itself.

They were to blame. (an i.v. with an infinitive as complement)

Nanking is of military importance. (an i.v. with a phrase as complement)

The farmers are seen working in the fields. (a passive verb with a participle as complement)

- (c) I close my book. (a t.v. with a noun as direct object)
 Every boy desires to succeed. (a t.v. with an infinitive as direct object)
 These brave soldiers died a heroic death. (an i.v. with a noun as cognate object)
- (d) Mr. Chang taught me English. (a t.v. with double objects)
 Li told me the whole story. (a t.v. with double objects)

Note: Some authors consider the indirect object of a transitive verb as the adverbial modifier of the verb, because there is the preposition 'to' or 'for' understood. Thus, 'Mr. Chang taught me English' = "Mr. Chang taught English to me;" "He brings me the book" = "He brings the book for me." But so long as it has become good usage to omit the preposition and put the person before the direct object, we had better say the verb has double objects—the indirect object first and the direct object next.

- (e) The Americans re-elected Wilson President. (a factitive verb with a direct object and a noun as obj. comp.)
 We found him dead. (with an adjective as objective complement)
 I saw him coming. (with a participle as objective complement)
 The general ordered the castle to be blown up. (with an infinitive as objective complement)
 We found him asleep. (with an adverb as objective complement)
 He sets all the books in order. (with a phrase as objective complement)

EXERCISE 1

Select the subject and predicate of each of the following sentences and tell what they are:

1. The sun shines brightly.
2. They begin to read.
3. I wish him to come.
4. Seeing is believing.
5. To flatter is a bad habit.
6. His conduct is to be admired.

7. The government appointed Hsu ^派 governor of Chekiang ^{省長} of ^{浙江} Chekiang.
8. The teacher gave me a good book (or—*gives me careful instruction*).
9. This thought is considered noble.
10. That girl sings a sweet song.
11. The drawing of maps is a useful exercise.
12. That we would succeed encourages us.
13. They study all day long.
14. I like all the unruly soldiers to be severely punished.
15. To exercise regularly preserves the health.
16. Economy makes one rich.
17. The strong should protect the weak.
18. Commerce and manufacturing are of growing importance in this country.
19. The teacher asked the boy a question.
20. How to express one's thought clearly is the chief use of language.
21. The photograph shows the army officers inspecting the famous machine gun.
22. The concerned were called to the court. ^{法庭}

4. A COMPLETE SENTENCE CONTAINS AT LEAST A SUBJECT AND A PREDICATE.

The subject alone or the predicate alone does not therefore express a complete thought. Both elements are necessary to make a sentence. They are therefore called the Essential or Basal Elements of a sentence.

This is the clear distinction between a sentence and a phrase. The latter is a group of words which *does not* contain the two elements as the former does. In other words, a phrase has no finite verb in it and hence makes no complete sense itself. A phrase is often only equivalent to a part of speech.

Thus:—"A book is useful" is a sentence, while "A useful book" is but a phrase, because in the latter there is no finite verb. Again, the Chinese expressions (山高水淺)

and (鳶飛魚躍) are sentences, while (良辰美景) and (崇山峻嶺) are only phrases.

Many Chinese students can not distinguish a phrase from a sentence. They often write in their exercise books phrases instead of complete sentences. The following exercises will help them to acquire a clear comprehension.

得 明白 見識, 包含

EXERCISE 2

Tell which in the following groups of words make complete sense and which do not:

1. To school.
2. We go to school.
3. At home.
4. He is at home.
5. Down the river.
6. The ship sailed down the river.
7. Chang rode over the hills.
8. Over the hills and valley.
9. The first day of the week.
10. Sunday is the first day of the week.
11. A happy place in the world.
12. The world is a happy place.

EXERCISE 3

Select from the following expressions those that are sentences and those that are mere phrases:

1. Health is the best wealth.
2. Virtue is its own reward.
3. A fast travelling train coming from Nanking.
4. Sleeping in warm water is said to be healthy.
5. History repeats itself.
6. To study useful books.
7. To study useful books will make us intelligent.
8. A young but promising republic.
9. China is a young but promising republic.

無限壽望

10. Beginning with a general rule.
11. Beginning with a general rule, we go through the whole course of this practical grammar. 手記 讀完
12. Perseverance overcomes all obstacles. 困難
13. To be honest and true.
14. Strive to be honest and true.

EXERCISE 4

Change the following groups of words into complete sentences:

1. In front of the door.
2. Beside the river.
3. Fluttering in the breeze.
4. Round the garden.
5. At school.
6. With me.
7. Beyond the horizon. 地平線
8. In the morning.
9. About eight o'clock.
10. Working in the mine.
11. Taking open-air exercise. 運動
12. A march through the city. 遊行

Forms of the Sentence

5. According to uses thoughts are expressed in different manners. Hence sentences take various forms. There are (1) Declarative Sentences, (2) Imperative Sentences, (3) Interrogative Sentences, and (4) Exclamatory Sentences.

6. A DECLARATIVE SENTENCE OR A STATEMENT ASSERTS OR TELLS SOMETHING AS A FACT. 陳述 真言

- (a) I study English in the school.
- (b) You are a diligent boy.
- (c) He will not pass the examination. 考試

A statement is the simplest form of the sentence. It is said to be Affirmative when it declares something as, in (a)