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實用新英文典

A PRACTICAL GRAMMAR OF ENGLISH
FOR CHINESE STUDENTS



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A PRACTICAL GRAMMAR OF ENGLISH FOR CHINESE STUDENTS

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A HANDBOOK OF ENGLISH FOR CHINESE STUDENTS

Price, \$1.20

This book aims to supply Chinese students with much useful information related to the study of English. Divided into twelve sections. Some of the headings are: A List of British and American Writers; Characters in Fiction, Poetry, and Drama; Familiar Quotations; Foreign Words and Phrases; Common Errors in English; Materials for Dialogues; Words Often Mispronounced; A Hundred Best Books; etc. An indispensable reference book to all Chinese students of English.

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A PRACTICAL GRAMMAR OF ENGLISH

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TO THE TEACHER

In preparing this little book, the author has endeavored to keep constantly in mind the point of view and the difficulties of the foreign, rather than the native, student of English, and especially the point of view and the difficulties of the Chinese student. An experience of more than five years in Canton Christian College has left a fairly definite impression of these things. In so far as the point of view and the difficulties of those for whom the book is intended have actually been held in mind, there is reason to hope that the book may prove of service. Should its service prove sufficient to warrant a revised edition at some future time, the author would be deeply grateful for any suggestions whatever from teachers of English in China or from Chinese students that might tend to render a second edition superior to this one. All such suggestions will be filed for future use.

The purpose of this grammar is not to enable Chinese students to exercise their thinking powers in the analysis of English. Such exercise is of fundamental value, and is one of the chief things to be obtained in the study of any grammar. But the primary object in the teaching of the grammar of a foreign language should be to render easier to the student the acquisition of a mastery of the language itself for the purpose of receiving further education through that language as a medium and for the purpose of using it as a medium of communication. The author has endeavored to forget the traditional method of exposition, and to speak directly to the student to whom English is foreign. He has intended to include only so much analysis and exposition of principles and reasons as would actually benefit the student whose objective is the learning of English as a living tongue.

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It would be unbecoming in the author to counsel the teacher that his primary purpose in using the book should be the same, and that he will fail to do his duty to the student if he is content with anything else than a steady progress toward the correct and easy use of English by the student. To this end the teacher will, doubtless, amplify the exercises and require much practice of oral and written English.

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A PRACTICAL GRAMMAR OF ENGLISH

PART I

THE SENTENCE AND ITS STRUCTURE

THE SENTENCE

1. In speaking or writing we group words together to express either (1) statements or (2) questions or (3) commands or requests. A group of words that expresses completely one of these forms of thought is called a **sentence**. "In the water" is not a sentence. "A fish in the water" is not a sentence. These groups of words do not state anything or ask questions or express commands or requests. But the following groups are sentences:

There is a fish in the water.
Are there any fish in the water?
Throw the fish into the water.

2. It is convenient to have names for the three kinds of sentences. A sentence that makes a statement is called **declarative**, from the word *declare*, which means *to tell*. A sentence that asks a question is called **interrogative**, from the word *interrogate*, which means *to ask*. A sentence that expresses a command or a request is called **imperative**, from a word meaning *to command* (Latin, *imperare*).

DECLARATIVE SENTENCES :

Manila is the capital of the Philippines.
Bamboo grows in Asia.
Birds fly.
Confucius was a wise teacher.

INTERROGATIVE SENTENCES:

Who invented the telegraph?
When will you go home?
Do you like arithmetic?

IMPERATIVE SENTENCES:

Be silent!
Come here at once.
Please, lend me your knife.
Kindly tell me the time of day.

EXERCISE

From the following groups of words, select those which are not sentences. Classify those which are sentences, and give your reason in each case.

Grammar teaches the correct use of language.
He in the room.
Close your books, please.
You the teacher in this school?
Do you understand the word *imperative*?
Who is the president of the Chinese Republic?
Do not get angry.
A very unreasonable act.
The Himalayas are the highest mountains in the world.
All men are really brothers.
It is easy to say this, but hard at times to believe it.
It is hardest of all to feel it in one's heart.
Kindly hand me a newspaper.
Stop that horse!
Where did the bird light?
We must improve agriculture in order to feed the human race.
Every true man will do something for society.
If every Chinese schoolboy and schoolgirl studies and works unselfishly for China, the country will soon be prosperous and powerful.

3. A sentence of any of these three kinds may be spoken with such strong feeling that we call it *exclamatory*.

EXCLAMATORY DECLARATIVE SENTENCES:

Oh, this mountain is so beautiful!
How interesting that story was!

EXCLAMATORY INTERROGATIVE SENTENCES:

Are you crazy!
Why in the world did you act so foolishly!

EXCLAMATORY IMPERATIVE SENTENCES:

Stop instantly!
For pity's sake be quiet!

4. If a sentence is very exclamatory, place an exclamation mark (!) after it. But this mark is seldom necessary. Usually a period (.) follows a declarative or imperative sentence, and the question mark (?) follows an interrogative sentence.

5. **Subject and Predicate.**—Every sentence is made up of two parts, the subject and the predicate. It is easiest to separate these parts in a declarative sentence. In declarative sentences, the subject names the person or thing that we are speaking about; the predicate says something about the subject.

SUBJECTS

The door
Peking and Manila
The Yangtze

PREDICATES

was wide open.
are interesting cities.
is the longest river in China.

In some interrogative sentences the subject and predicate can easily be separated. In others, they can be separated by changing the sentence to declarative form.

SUBJECTS

Who
Which one of the teachers

PREDICATES

told you that?
will meet our class to-day?

Other interrogative sentences may be changed thus:

	SUBJECTS	PREDICATES
Where did you go?	= You	did go where?
What were you doing?	= You	were doing what?
Can Mr. Williams come?	= Mr. Williams	can come?
Has Johnson sent the money?	= Johnson	has sent the money?
Whom did you call?	= You	did call whom?

But interrogative sentences must never be spoken in this way.

6. An imperative sentence is always spoken to some one. The subject is the word *you* standing for the person to whom the command or request is spoken. Often this word is omitted. It is then said to be *understood*. In old-fashioned English *thou* was often used instead of *you*. *Thou* is still used in speaking to God or Christ.

	SUBJECTS	PREDICATES
Open your books.	= You	open your books.
Do not be discouraged.	= You	do not be discouraged.
Do Thou hear us, O God!	= Thou, O God,	do hear us!
Forgive our sins!	= Thou	forgive our sins!

Since the subject of an imperative sentence is often not expressed, a single word may be an imperative sentence.

Stop! = You stop!

Fire! = You fire your rifles!

EXERCISE

Classify each of the following sentences, and separate each into its subject and predicate:

We must learn to prevent war.

Millions of lives have been destroyed in the European War.

How can we settle disputes between nations?

Ask your teacher about the Hague tribunal.

Can you read about it in some book?

Many disputes between nations have been settled by arbitration.

Please explain this word *arbitration*.

The earth will supply everything necessary for men.

Are the products of the earth justly divided among the people?

Think carefully before you answer.

March!

Did you speak to me, sir?

Why do you believe that?

How wonderful the sunset is!

The sea dashed furiously against the rocky shore.

Open the desk.

7. The Clause.—Two sentences may be united to form a single longer sentence. Each of the shorter sentences then becomes a clause in the longer sentence. A clause is a group of words forming part of a sentence, but having a subject and a predicate of its own.

William went to school.	}	William went to school but
John stayed at home.	}	John stayed at home.
The dog barked.	}	When the dog barked, the child
The child ran away.	}	ran away.
You believe me.	}	I am very glad that you believe
I am very glad.	}	me.
It is raining.	}	Will you go even though it is
Will you go anyway?	}	raining?

EXERCISE

Separate the following sentences into clauses:

The storm was fearful, but all the ships arrived safely.

When the rain is over, please get the mail.

Will you go if your parents are willing?

I refused his request because I did not have the money.

The sun set and the new moon shone in the sky.

Although it is intensely cold, yet the Postman must go his rounds.

Come if you can.

I write as often as I have time.

When the storm signal appears, the small boats seek safe places.

What shall I say if he asks me ?

8. The Parts of Speech.—In English all words are classified as the eight parts of speech—the noun, the pronoun, the verb, the adjective, the adverb, the preposition, the conjunction, the interjection.

9. A noun is the name of a person, place, or thing.

This water is cool.

New York is a great city.

We were enjoying the beauty of the sunset.

What is the size of your hat?

I have a new walking stick.

A dog ran at the child.

10. A pronoun stands for a person, place, or thing without using the name.

I think he gave it to you.

She says this is the right book.

Hand me the same bat that you used.

Which do you mean?

Oh, either will do.

11. It is often convenient to have one name for both nouns and pronouns. They are called substantives.

12. An adjective modifies the meaning of a substantive. To modify means to make the meaning of the substantive clearer. The noun *horse* may be modified in various ways by various adjectives: a *gray horse*; a *black horse*; a *big horse*; an *old horse*; a *wild horse*; a *swift horse*; a *big, swift, black horse*.

Mencius was a noble teacher.

Each boy must study alone.

Many tall trees grew near the muddy river.

What a beautiful painting that is!

13. A verb expresses action, existence, or state of existence. Most verbs express action, but not always action of the body: it may be action of the mind or the will or action of something like wind or fire or the sea.

ACTION:

The dogs *ran* and *barked*.
I *helped* mother.
I *like* oranges.
I *believe* this.
The storm *destroyed* the *mat-shed*.

EXISTENCE:

God *lives*.
There *are* really no ghosts.

STATE OF EXISTENCE:

The baby *is sleeping*.
The rock *is lying* close to the stream.

14. An adverb modifies a verb, an adjective, or another adverb. The verb *spoke*, for instance, may be modified in various ways by various adverbs: *The man spoke angrily; spoke foolishly; spoke quietly; spoke kindly; spoke briefly*. The adjective *tall* may be modified in various ways: *The tree is rather tall; very tall; unusually tall; wonderfully tall*.

MODIFYING VERBS:

The gentleman replied *quietly*.
I enjoyed *greatly* his fine address.
The soldier fought *bravely*.
We *quickly* started the engine.

MODIFYING ADJECTIVES:

Napoleon was *very* ambitious.
The night was *extremely* dark.
The train was *a little* late.
This rod is *slightly* shorter than that.

MODIFYING ADVERBS:

You were walking *too* slowly.

You did not answer quickly *enough*.

Kwan learns English *somewhat* more easily than Chang.

15. A preposition connects a substantive with some other part of the sentence. The preposition and the substantive together form a phrase. This phrase may take the place of an adjective or an adverb. A phrase that modifies a substantive is called an adjective phrase. One which modifies a verb, an adjective, or an adverb is called an adverbial phrase.

PREPOSITIONS:

The hat *on* the table is mine.

Put your knife *in* your pocket.

I stood *under* the tree.

I sold my gun *for* ten dollars.

Try to arrive *by* eleven o'clock.

ADJECTIVE PHRASES:

The professor *of mathematics* is ill.

Lend me that pencil *on your desk*.

The reign *of Emperor Kien Lung* was among the most famous reigns *in the history of China*.

ADVERBIAL PHRASES:

The thief ran *into the street*.

He struck the dog *with all his might*.

16. A conjunction unites clauses to form single sentences or connects words without forming modifying phrases.

CONNECTING WORDS:

Ling *and* Mary have come home from college.

You *or* John must go at once.

UNITING CLAUSES:

We shall start *when* the sun rises.

I stopped *because* I was tired.

Hoh studied law but King went into business.

17. An interjection is an exclamatory word that indicates strong feeling.

Alas ! the poor old man is dead !

Well ! the train is already gone.

18. There are many words in English which have more than one use. They must be classified according to their use in the sentence that is being studied.

ADJECTIVE : This is a *fast* train.

ADVERB : The train was moving *fast*.

NOUN : The *inside* of the cup must be clean.

PREPOSITION : The snake was *inside* the house.

NOUN : You have not had enough *sleep*.

VERB : I *sleep* eight hours every night.

ADJECTIVE : *Either* book will do.

PRONOUN : *Either* will do.

19. A single part of speech is sometimes formed of several words used together. These are named as follows:

PHRASE-NOUN : We were playing *hide and seek*.

PHRASE-VERB : He *may be going* now.

PHRASE-PRONOUN : We must love *one another*.

PHRASE-ADJECTIVE : Look at that *cross-eyed* man.

PHRASE-PREPOSITION : He stayed away *on account of* the rain.

PHRASE-CONJUNCTION : We study *in order that* we may train our minds.

PHRASE-INTERJECTION : *Hip, hip, hurrah !* this is a holiday !

EXERCISE

Classify every word in the following sentences. Give your reason in each instance.

The rain has helped my garden greatly.

The peas are coming up.

I must set out tomato plants to-morrow.