

英 文 典 大 全

A COMPLETE ENGLISH GRAMMAR
FOR CHINESE STUDENTS

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PREFACE

This book is intended to supply the want of an English grammar, complete in all essentials, especially written for use in Chinese schools.

It may not appear at first glance that the book has been prepared with any particular reference to the Chinese student: the Chinese language is not used anywhere in the text; Chinese idioms, though sometimes alluded to, are nowhere discussed; in the illustrative sentences no attempt has been made to draw on Chinese history or literature for material. The special adaptability of the book for use in Chinese schools will be found, it is hoped, in the general plan, in the simplicity of exposition, in the choice of illustrative sentences, in the prominence given to certain special subjects, and, in general, in the way in which the peculiar difficulties of the Chinese student have been constantly kept in mind. These peculiar difficulties the author has had ample opportunity to note in the course of his twenty years' experience as a teacher of English in China.

The book is designed for the last two years of the middle school, the normal school, the commercial school, or the industrial school, or the first year of the college (where it might be used in connection with a general review of grammar). It therefore assumes on the part of the student a knowledge of the more usual grammatical forms and categories. With this assumption the book begins, after a few introductory definitions, with the syntax

of the simple sentence (Chapters II-XXX), followed by the syntax of compound and complex sentences (Chapters XXXI-XLIV). In these chapters all difficult grammatical forms are avoided or explained as they occur. (If the student has forgotten such matters as the formation of the past tense of verbs or the formation of the plural of certain nouns, the teacher can refer him to later chapters or he can find the rules for himself by using the INDEX.) The discussion of the parts of speech in detail begins with Chapter XLVI and continues to Chapter LIX; it is resumed in Chapter LXV and concluded in Chapter LXX. In these chapters forms and classes are discussed, and additional constructions, which could not have been so conveniently introduced before, are explained and fitted into their places in the general sentence scheme (Chapters II-XLIV). The purpose of this arrangement is to throw the emphasis at the very beginning upon the use of words in sentences. This, the author thinks, is particularly advisable, in a book intended for Chinese students, who he has found are too apt to regard the *classification* of words and forms as the main business of grammar.

In addition to the chapters referred to there are special chapters on Direct and Indirect Quotations, Absolute Constructions, Elliptical Sentences, "Idioms," Parsing, and Punctuation. Frequent opportunity for review and drill has been provided in the "Exercises."

Great care has been taken that the text should be as simple as is consistent with completeness and accuracy. It is hoped that the teacher may not find it necessary to translate the text. Grammatical explanations in

Chinese are too frequently misleading owing to the lack of an exact and universally recognized technical vocabulary.

Throughout the book the author has confined himself to the English language as it is spoken and written at the present time. Archaisms have been very lightly touched upon; historical explanations have been, except in one or two instances, entirely omitted.

The illustrative sentences and the sentences in the "exercises" are all very simple and should offer little difficulty to a student who knows the meaning of the words. No illustrations have been taken from the works of standard authors, for the reason that the explanation of such quotations, removed as they are from their context, usually requires far more time and effort than the explanation of the grammatical principles they are intended to elucidate. It may be noted in connection with these illustrative sentences that *not one contains a grammatical construction that has not previously been explained.* (If exceptions be found, they are due to inadvertence and cannot be numerous.)

Special prominence has been given to Prepositions (Chapters XLVI and XLVII), Conjunctions (Chapter XLVIII), Articles (Chapter LXIX), Direct and Indirect Discourse (Chapter LX), Conditional Sentences (Paragraphs 426-433), Tenses (Chapter LI), Auxiliary Verbs—including the vexatious matter of *shall* and *will*, *should* and *would*—(Chapter LVII), and the Subjunctive Mood (Chapter LII). These are all subjects which Chinese students find particularly difficult. In addition many individual words have been discussed which students, because

of the influence of their own idiom, are apt to misuse. The words thus selected are all included in the INDEX.

Extensive use has been made of "diagrams" for the purpose of illustrating grammatical constructions. The system employed is, with a few minor alterations, the very simple one which Dr. C. D. Tenney's "English Lessons" has made so familiar to teachers and students of English all over China. The teacher is advised to use the diagram instead of the long and cumbersome oral or written analysis. It takes much less time and is far clearer—especially to students who are using an unfamiliar language.

The teacher is further advised to reserve "parsing" for the latter part of his course and to use this form of exercise in connection with a general review, when the student will be prepared to do the work much more intelligently than at an earlier point. Models for parsing are given in Chapter LXXIV.

The chapter on Punctuation, though placed at the end of the book, should not be reserved for the last but should be referred to from time to time as occasion arises.

In preparing this book the author has been influenced by so many works on English grammar that it would be impossible for him to make full acknowledgment of his indebtedness. He would mention, however, as having been particularly helpful to him, the grammars of Henry Sweet, Kittredge and Farley, Kittredge and Arnold, J. C. Nesfield, Low and Briggs, and C. D. Tenney.

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CHAPTER I

INTRODUCTORY DEFINITIONS

GRAMMAR is the science that treats of the forms of words and of the ways in which they are used in sentences.

THE PARTS OF SPEECH.—Words are separated into classes according to the purposes for which they are used. There are eight parts of speech: nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections.

A NOUN is a name, as—*book, man, Peking, virtue.*

A PRONOUN is a word that is used instead of a noun, as—*he, it, you, who.*

The noun to which a pronoun refers is called the ANTECEDENT of the pronoun. Thus in "He bought an apple and ate it," *apple* is the antecedent of *it*.

Sometimes the antecedent of a pronoun is another pronoun, as in—"I, who love you, will help you," where *I* is the antecedent of *who*.

Sometimes a pronoun has no antecedent expressed, as in—"I, who love you, will help you."

An ADJECTIVE is a word that is used to describe or limit a noun or a pronoun. Examples: "a *black* cat," "a *good* student," "*many* books," "*this* house."

A VERB is a word that can make an assertion. Examples: "He *works*," "He *writes*," "They *studied*." Most verbs express action.

INFINITIVES (Chapter LIV) and Gerunds (Chapter LVI) are verb-forms that have some of the properties of nouns.

PARTICIPLES (Chapter LV) are verb-forms that may be used as adjectives.

An **ADVERB** is a word that is used to modify a verb ("He came *quickly*"), an adjective ("This mountain is *very* high"), an adverb ("He arrived *too* soon"), a preposition ("The sun is *exactly* over our heads"), or a conjunction ("He came *only* because he wished to see you").

A **PREPOSITION** is a word that is used with a noun or a pronoun (called the object of the preposition) in such a way as to form with the noun or pronoun an adjective or an adverbial phrase. Thus in the expression "the owner of the house," *of* is a preposition, *house* is its object, and *of the house* is an adjective phrase because it limits the noun *owner*. In the sentence "He walked in the garden," the preposition *in* and its object *garden* form an adverbial phrase modifying the verb *walked*.

A **CONJUNCTION** is a word that is used to join words or groups of words. Examples: "John *and* Henry have finished their lessons," "He remained at home *because* it was raining."

An **INTERJECTION** is an exclamation or cry that expresses joy, grief, fear, surprise, or some other emotion. Example: "*Alas*, I have lost my purse."

The same word is sometimes one part of speech, sometimes another, according to the way in which it is used. Thus in "Glass is brittle," *glass* is a noun; in "He broke a glass tube," *glass* is an adjective. In "I work hard," *work* is a verb; in "He has done much work," *work* is a noun. In "He climbed up," *up* is an adverb; in "He climbed up the hill," *up* is a preposition. In "He studies

hard," *hard* is an adverb; in "This is a hard lesson," *hard* is an adjective.

A SENTENCE is a group of words that expresses a complete thought. Example: "Dogs bark."

The part of a sentence denoting the person or thing about whom or which something is said is called the SUBJECT. The part which says something about the subject is called the PREDICATE. In "Dogs bark," *dogs* is the subject and *bark* the predicate.

A CLAUSE is a sentence that forms part of a larger sentence. Thus the sentence "*He spoke and I answered*" consists of two clauses joined by the conjunction *and*.

A PHRASE is a group of related words not containing a subject and its predicate. Thus in the sentence "The young man swam boldly across the river," *the young man*, *swam boldly*, and *across the river* are phrases. (*Boldly across* is not a phrase, as *boldly* and *across* are not related to each other.)

SYNTAX.—The relation of one part of a sentence to another—as, for example, the relation of the predicate to the subject, of an adverb to a verb, of an adjective to a noun, of a noun to a verb—is called its SYNTAX or GRAMMATICAL CONSTRUCTION.

ANALYSIS.—The word *analysis* means *breaking up*. By the analysis of a sentence we mean the breaking up of a sentence into its parts in such a way as to show their grammatical construction.

The relation of the parts of a sentence to one another may be shown by means of ANALYTICAL DIAGRAMS (6).

PARSING.—In parsing a word we indicate what part of speech it is, describe its grammatical form, and explain its grammatical construction. See Chapter LXXIV.

CHAPTER II

SUBJECT AND PREDICATE

1. A **SENTENCE** is a group of words expressing a **COMPLETE THOUGHT**.

2. The part of the sentence denoting the person or thing about whom or which something is said is called the **SUBJECT**.

3. The part of the sentence which says something about the subject is called the **PREDICATE**.

Thus in the sentence "Trees grow," *trees* are the things about which something is said, while *grow* says something about *trees*. *Trees* is therefore the subject, while *grow* is the predicate.

4. The subject of a sentence in its simplest form (55, 56) is a **NOUN** or a **PRONOUN**, as "Trees grow," "We listen." The predicate in its simplest form (60, 61, 62) is a **VERB**, as—"Trees grow," "We listen."

5. The subject of a sentence is said to be in the **NOMINATIVE CASE** (644).

6. Grammatical relations may be indicated by means of **DIAGRAMS**. Thus in trees || grow | the subject *trees* is placed before the predicate *grow* and separated from the predicate by two lines. In the same way "We listen" may be diagrammed thus: | we || listen |.

7. A single word sometimes forms a sentence, either the subject or the predicate being omitted or UNDERSTOOD. Thus "Go" in a COMMAND is equivalent to "You go," the subject *you* being understood; and in answer to the question "Who shut the door?" one may say simply "John," in which case *John* is equivalent to "John shut the door," the entire predicate being omitted.

CHAPTER III

TRANSITIVE AND INTRANSITIVE VERBS THE DIRECT OBJECT

8. Some verbs may be followed by a noun or a pronoun denoting the person or thing that receives the action of the verb or is produced by the action. Such verbs are called TRANSITIVE VERBS. Examples: "The man *opened the door*," "The carpenter *made the door*," "He *struck me*." The word "transitive" means "passing over" and signifies that the action of the verb "passes over" to some person or thing. To see the difference between BEING PRODUCED BY AN ACTION and RECEIVING AN ACTION, compare the following sentences: "The carpenter *made the door*;" "The man *opened the door*." In each of these cases the action expressed by the verb passes over to the noun *door*; but in "The carpenter *made the door*" it is evident that the door did not exist before the carpenter made it, and that it was PRODUCED by the action expressed by the verb *made*. On the other hand, in "The man *opened the door*" the door already existed and merely RECEIVED the action expressed by the verb *opened*. Other examples are:

SOMETHING PRODUCED BY
AN ACTION

I wrote a letter.

They built a bridge.

The earth produces grain.

Some trees bear fruit.

James drew a picture.

He dug a hole.

SOMETHING RECEIVING
AN ACTION

I read the letter.

They crossed the bridge.

He sells grain.

We eat fruit.

I saw James's picture.

He saw the hole.

9. The noun or pronoun denoting the person or thing that receives the action of a transitive verb or is produced by it is called the DIRECT OBJECT of the verb and is said to be in the OBJECTIVE CASE (644).*

ALL NOUNS and MANY PRONOUNS have the SAME FORM for the objective case that they have for the nominative case (5). The following pronouns have different forms for these two cases ;

NOMINATIVE : *I, we, thou, he, she, they, who.*

OBJECTIVE : *me, us, thee, him, her, them, whom.*

EXAMPLES

(a) *Squirrels eat nuts.* squirrels || eat | nuts |

(b) *Masons build walls.* masons || build | walls |

10. COMMENTARY: *Nuts* is the direct object of the transitive verb *eat*, and *walls* is the direct object of the

* In this and the preceding paragraph the word "action" is used in a very liberal sense. Thus such verbs as *have, own, see, hear, know*, and many others are regarded as transitive verbs, though they do not express "action" in the ordinary sense of the word.

transitive verb *build*. In (a) the direct object RECEIVES the action of the verb; in (b) the direct object IS PRODUCED by the action of the verb. Both *nuts* and *walls* are nouns in the objective case. In diagrams a single line is drawn between the verb and the direct object.

11. Verbs that express actions that cannot pass over to a person or thing (such as *laugh, talk, go, come*) and verbs that do not express action at all (such as *is, seem, remain*) are called INTRANSITIVE VERBS.

12. Transitive verbs are frequently used without a direct object expressed, as in "He *studies*," where one can easily supply as an object *physics, or geometry, or English*. On the other hand, in the sentence "He *laughed*" it is impossible to supply an object. One must carefully distinguish between transitive verbs used without objects expressed and intransitive verbs.

Examples of transitive verbs used without objects expressed are given below, the direct object which may be supplied in each case being inclosed in parentheses.

He *studies* (his lesson) every night.

He *rowed* (the boat) toward the shore.

He *eats* (his food) too fast.

We *bathe* (ourselves) in the river.

They *hid* (themselves) in the forest.

We *turned* (ourselves) toward the window.

I *read* (books) all day.

I *wrote* (a letter) to my friend.

Transitive verbs used in this way are sometimes said to be USED INTRANSITIVELY.

13. The same verb may be used transitively in one sense and intransitively in another.

not the same

EXAMPLES

TRANSITIVE

- I *turned* the page.
 He *boiled* the water.
 He *proved* the proposition.
 I *blew* a horn.
 He *got* a prize.
 The farmer *grows* wheat.
 The captain *marched* his company into the town.

INTRANSITIVE

- She *turned* pale.
 The water *boiled*.
 His answer *proved* satisfactory.
 The wind *blew*.
 The water *got* hot.
 The boy *grows* fast.
 The company *marched* into the town.

For the syntax of the sentences illustrating the **INTRANSITIVE** use of *turned*, *proved*, and *got*, see Paragraphs 26, 76, 77. (*Turned* and *got* are equivalent to *became*; *proved* is equivalent to the passive verb phrase *was found* (18, 51).)

Boiled the water means *caused the water to boil*; *grows wheat* means *causes wheat to grow*; *marched his company* means *caused his company to march*. Verbs used in this sense are said to be used **CAUSATIVELY**.

CHAPTER IV

VOICE

14. Voice is the property of verbs that indicates whether the subject PERFORMS an action or RECEIVES one.

15. There are two voices,—the ACTIVE and the PASSIVE.

16. A verb is in the active voice when it indicates that the subject performs an action, as—"Masons build walls."