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附 華 文 釋 義

THE MOTHER TONGUE

ADAPTED AND EXPLAINED IN CHINESE

ENGLISH GRAMMAR

PART ONE

CHAPTER I

THE SENTENCE

1. Language is thought expressed in words.

In speaking or writing, however, we do not utter our thoughts in single words, but in groups of words which are so put together as to express connected ideas. Thus,—

Birds fly.

Iron sinks.

Wood floats.

Lions roar.

These are very simple groups, but each expresses some thought and is, in a manner, complete in itself.

2. If we study a longer passage, we see at once that it may be broken up into a number of groups, some larger and some smaller, each of which is a kind of unit. Thus,—

The soldier awoke at break of day. | He sprang up from his hard couch on the ground. | The drums were beating. | It was time to fall in for the day's march.

The passage falls into four of these groups, each standing by itself and expressing a single thought.

Such groups of words are sentences of a very single kind.

3. A sentence is a group of words which expresses a complete thought.

EXERCISE

Make a short statement about each of the persons and things mentioned in the list below. Thus,—

Lions. Lions are found in Africa.

Tree. A large tree grew in the garden.

Each of your statements will be a sentence.

Ball, kite, top, doll, carriage, dogs, cats, schoolhouse, John, tigers, fisherman, carpenters, book, history, sugar, leather, apples, plums, melon, salt.

CHAPTER II

SUBJECT AND PREDICATE

4. Every sentence, however short, consists of two parts.
Thus,—

Fire | burns.

The king | reigns.

Water | freezes.

Snow | is falling.

In each of these sentences we find—

(1) a word or words designating the person or thing that is spoken of (*fire, water, the king, snow*);

(2) a word or words telling something about that person or thing (*burns, freezes, reigns, is falling*).

The first of these parts is called the subject of the sentence, and the second is called the predicate.

Accordingly we have the following rules:—

5. Every Sentence consists of a Subject and a Predicate.

The Subject of a sentence designates the person, place, or thing which is spoken of; the Predicate is that which is said of the subject.

6. The subject usually precedes the predicate; but not always. Thus,—

Down came the rain.

Up flew the window.

Happy, indeed, was he.

Sad was the day.

EXERCISE

In each of the following sentences, the subject and the predicate are separated by a vertical line.

1. The fire | blazed.

2. The fire | blazed vigorously.

3. The great fire | burned furiously.
4. The dog | is very fierce.
5. The peacock | stretches its neck.
6. Pure water | is necessary to health.
7. My father | wrote me a letter.
8. The book on the table | belongs to me.
9. We | rode ten miles before breakfast.

Divide each of the following sentences into subject and predicate by means of a vertical line. Mention the subject by itself, then the predicate.

1. The old clock hangs on the wall.
 2. The bird was catching flies.
 3. The white horse has run away.
 4. They silently walked in.
 5. The man in the silk gown is my Chinese teacher.
 6. We had plenty of exercise and recreation after school hours.
 7. Children love to listen to stories about their elders.
 8. He thought of her often that morning.
 9. The mule cart travels very slowly.
 10. We have many mosquitoes this summer.
 11. The steep slope was covered with pine trees.
 12. Yells of rage and horror rose from the crowd.
 13. The junks of the fisherman gradually approached our ship.
 14. My uncle had always been kind to me.
7. The exercise above is an exercise in analysis.

CHAPTER III

SUBSTANTIVES (NOUNS AND PRONOUNS)

8. One of the first duties of language is that of naming persons and things. It is impossible to express our thoughts unless we can, as the saying is, "call things by their right names."

In the following passage the italicized words are the names of various objects. Such words are called nouns.

The *ants* ran into their *house* and shut the *door*. But where was the *grasshopper*? He had no *home*. He could find no *food*. The *ground* was covered with *snow*.

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

EXAMPLES: Chang, Yao, man, woman, boy, girl, horse, cow, cat, camel, city, town, village, kitchen, shop, Hankow, Fukien, Chihli, house, box, stable, car, boat, curtain, hatchet.

Use each of the nouns in the list above in a sentence.
Thus,—

Chang | writes a beautiful hand.

In each of your sentences, separate the subject from the predicate by a vertical line.

10. The English word "thing" is not used only of objects that we can see, hear, taste, or touch. We may say, for example:—

Patriotism is a good thing.

Cowardice is a contemptible thing.

I wish there were no such thing as *sorrow*.

Such words as *patriotism* and *cowardice*, then, come under the general heading of names of things, and are therefore nouns.

11. When the name consists of a number of words, the whole group may be regarded as a single noun. Thus,—

Yun Chuan is my brother.

"*The Middle Kingdom*" was written by Wells Williams.

The *Grand Canal* joins Peking and Hangchow.

12. In expressing our thoughts we often have need to mention a person, place, or thing without naming it.
Thus,—

The boy found a ball on the ground. He picked it up and put it into his pocket.

Here the boy and the ball are mentioned at the outset, but we do not wish to keep repeating the nouns *boy* and *ball*. Hence we use *he* and *his* to designate the boy, and *it* to designate the ball. These words are not nouns, for they do not name anything. They are called pronouns, because they stand in the place of nouns (*pro* being a Latin word for "instead of").

13. A pronoun is a word used instead of a noun. It designates a person, place, or thing without naming it.

14. In the first of the two sentences in the example in §12, the subject is the noun *boy*. In the second, the subject is the pronoun *he*. So in each of the following sentences, the subject is a pronoun:—

I | left home last Friday.

You | asked me to lend you a book.

We | never worked so hard before.

They | fell out of the boat.

Some of the most important pronouns are *my, me, we, our, us, you, he, his, him, she, her, it, its, they, their, them*.

15. Nouns and Pronouns are called Substantives.

EXERCISES

I

In the following passages pick out what nouns and pronouns you can find.

If you can, tell what noun is replaced by each pronoun.

1. Hsiu Ching declared that she loved her father more than she could tell, that he was dearer to her than the light of her own eyes.

2. Pa Shen took the ring and promised never to part with it.

3. The floor of the cave was dry and level, and had a sort of small loose gravel upon it.

4. Having now brought all my things on shore, and secured them, I went back to my boat, and rowed, or paddled her along

the shore, to her old harbour, where I laid her up.—ROBINSON CRUSOE.

5. Do to others as you would like them to do to you.
6. Happy is he who has found his work.
7. In fact, Tom declared it was of no use to work on his farm; it was the most pestilent little piece of ground in the whole country; everything about it went wrong, and would go wrong, in spite of him.
8. When the woman parted with her husband, she spoke cheeringly to him, and bade him bring his dear friend along with him when he returned.

II

Fill the blanks with pronouns.

1. A thought struck—, and—wrote a letter to one of— friends.
2. The flowers were bending—heads, as if—were dreaming of the rainbow and dew.
3. We make way for the man who boldly pushes past—.
4. "That's a brave man," said Wellington, when — saw a soldier turn pale as — marched against a battery: "—knows —danger, and faces—."
5. I know not what course others may take; but, as for—, give—liberty, or give—death.
6. In—house the village master taught—little school.
7. Wordsworth helps us to live —best and highest life; —helps— to see the best in nature around—.
8. As the queen hesitated to pass on, young Raleigh, throwing —cloak from his shoulder, laid—on the muddy spot, so as to enable—to step over—without soiling—shoes.
9. If you take hold of the nettle gently,—will sting—; but if—grasp—quickly,—will not hurt—.
10. Whatever people may think of—, do that which —believe to be right.
11. No man is so foolish but — may give another good counsel sometimes, and no man so wise but—may easily err.

CHAPTER IV

VERBS AND VERB-PHRASES

16. In order to express our thoughts we must be able not only to name objects, but also to **make statements**,—that is, to **assert**.

17. Examine the following sentences:—

Birds *fly*.

Fishes *swim*.

The boy *played* ball well.

The **predicate** of each of these sentences contains a word (*fly*, *swim*, *played*) which expresses **action**. Thus, *fly* expresses the action of the birds; *swim*, that of the fishes; *played*, that of the boy.

But these three words (*fly*, *swim*, and *played*) not only **express action**, they **state** or **assert** the action. Thus, in "Birds fly," it is the word *fly* which makes the assertion that the birds act in a certain way.

Such words are called **verbs**.

18. A **Verb** is a word which can assert something (usually an act) concerning a person, place, or thing.

No sentence can be made without a verb.

In each of the following examples pick out the word which states or asserts some act:—

The travellers climbed the mountain.

Wellington defeated Napoleon at Waterloo.

The snow fell in great flakes all day long.

19. Most verbs express **action**. Some, however, merely express **state** or **condition**. Thus,—

I *feel* sorry.

You *lack* energy.

This lake *abounds* in fish.

The soldier *lay* dead on the battlefield.

20. More than a single word may be needed to make an assertion. Thus,—

The child *is crying*.

I *shall fall*.

Our friends *will wait*.

The dog *can swim*.

The work *must be finished*.

Ten men *have been killed*.

The boat *must have been delayed*.

In the first of these sentences the assertion is made by means of the verb-phrase *is crying*; in the second it is the verb-phrase *shall fall* that asserts, and so on.

Each of these verb-phrases is formed by combining *is, shall, will, can, etc.*, with some word that expresses action,—*crying, fall, wait, swim, etc.*

21. A verb-phrase is a group of words that is used as a verb.

22. *Is (are, was, were, etc.), shall, will, may, can, must, might, could, would, should, have, had, do, did*, are often used in verb-phrases.

EXERCISES

I

In each of the following passages pick out all the verbs and verb-phrases that you can find.

Divide each sentence into subject and predicate by means of a vertical line.

1. Count Ito was killed at Harbin.
2. I crept along so slowly that I heard a clock in a cottage strike four before I turned down the lane.
3. Our lives will surely end.
4. If it rains, we play within doors.
5. The book you mention lies now upon my table.
6. The fleet in the harbour hoisted the Rainbow flag, and fired a salute of twenty-one guns.

7. The dog barked all night.
8. He has spent his money.
9. The wind is blowing.
10. That lesson must be learned.

II

Pick out all the verbs and verb-phrases that you can find in the second Exercise on page 3.

III

Fill each blank with a verb or verb-phrase.

A young friend of mine — a clever little dog, whose name — Jack. He — his master whenever he — to school, and always — for him until the children —. Then the dog — along at the boy's heels until home — in sight. Once some bad boy — Jack and — him up in a cellar a long way from home. But Jack — and — his master again. I never — a dog that — on his hind legs so gracefully as my friend's Jack.

CHAPTER V

COMPLETE AND SIMPLE SUBJECT AND PREDICATE

23. Divide the following sentence into **subject** and **predicate** by means of a vertical line:—

The old chief on the Tartars | fought desperately.

The complete subject is *the old chief of the Tartars*, and the complete predicate is *fought desperately*.

The most important word in the subject is the **noun** *chief*; the most important word in the predicate is the **verb** *fought*. If we omit *old*, the sentence still makes sense. So we may omit *of the Tartars*, or *desperately*, without destroying the sentence. But if we omit either *chief* or *fought*, the remaining words no longer make any statement.

The old \wedge of the Tartars | fought desperately; or,

The old chief of the Tartars | \wedge desperately.

would be nonsense, for it would not express a thought.

In this sentence, then, a single **noun**, *chief*, names the person concerning whom the assertion is made, and a single **verb**, *fought*, declares or asserts the action.

The noun *chief* is therefore called the **simple subject**, and the verb *fought* is called the **simple predicate**.

The other words or phrases which go to make up the whole subject,—*the, old, and of the Tartars*—define more exactly the meaning of the simple subject *chief*. The noun *chief* by itself may refer to any chief; but *the old chief of the Tartars* is a well-defined person indeed.

Similarly, the meaning of the simple predicate, the verb *fought*, is further explained by the word *desperately* (telling *how* he fought).

24. The simple subject may be a **pronoun**: as,—

I | fell into the river.

We | walked ten miles yesterday.

He | lives in Wuchang.

It | lay upon the table.

They | escaped from the burning house.

25. The simple predicate may be a **verb-phrase**. Thus,—

Fire | *will burn*.

You | *may go*.

The coolie | *was carrying* a load.

The thief | *might have been caught* without difficulty.

26. The Simple Subject of a sentence is a **Noun or Pronoun**.

The Simple Predicate of a sentence is a **Verb or Verb-phrase**.

The Simple Subject, with such words as limit or define its meaning, forms the **Complete Subject**.

The Simple Predicate, with such words as limit or define its meaning, forms the **Complete Predicate**.

27. In this book the simple subject and the simple predicate will generally be called the **subject** and the **predicate**. When the whole or complete subject or predicate is

referred to, the terms **complete subject** and **complete predicate** will be used.

28. In each of the following sentences the **complete subject** and the **complete predicate** are separated by a vertical line, and the **simple subject** and the **simple predicate** are printed in small capitals :—

Vast MEADOWS | STRETCHED to the eastward.
The rude FOREFATHERS of the village | SLEEP.
Each HORSEMAN | DREW his sword.
The old DOCTOR | WAS SITTING in his arm-chair.
The CLOCK | HAS STRUCK the hour of midnight.

EXERCISES

I

By means of vertical line divide each sentence into its complete subject and complete predicate.

Analyze each sentence by mentioning (1) the complete subject and the complete predicate, (2) the simple subject (noun or pronoun) and the simple predicate (verb or verb-phrase).

1. She walks in a lonely place.
2. Ten thousand song birds cheer the day.
3. He climbs the mountain-top.
4. The river glideth at its own sweet will.
5. The rings of iron sent out a jarring sound.
6. The closed gates flew open at the blast.
7. The streets ring with cries.
8. The horse pawed the ground with restless feet.
9. Envy can never dwell in noble hearts.
10. His whole body was trembling.
11. The wondering stranger gazed round him.

II

Fill the blanks with verbs, verb-phrases, nouns or pronouns, so as to make each example a complete sentence.

Analyze each sentence when you have completed it.

1. The teacher — at his desk writing.
2. The captain — his company up the hill.
3. — met an aged beggar in my walk.
4. The owls — all night long.
5. Li Hung Chang — a famous statesman.
6. The eyes of the tiger — with fury.
7. A little leak — a great ship.
8. A sudden — clouded the sky.
9. The wild — followed us over the mountain.
10. The poor — have wandered about nearly all day.
11. A high — blew the dust about.
12. Many — were going up and down the river.

CHAPTER VI

THE COPULA "IS"

29. One peculiar verb which we often use in making sentences, has so little meaning in itself that we might easily fail to recognize it as a verb at all.

This is the verb *is* (in its different forms) as seen in the following sentences:—

I *am* your friend.

Tom *was* tried.

The road *is* rough.

You *were* merry.

These apples *are* mellow.

The soldiers *were* brave.

In all these examples the verb-forms *am*, *is*, *are*, *was*, *were*, do not in themselves tell us anything about the subject. The meaning of the predicate is really contained in the words that follow the verb (*your friend*, *rough*, *mellow*, etc.).

Yet if we omit the verb we no longer have sentences:—

I \wedge your friend.

Tom \wedge tired.

The road \wedge rough.

You \wedge merry.

These apples \wedge mellow.

The soldiers \wedge brave.

30. The verb *is*, then, does two things:

(1) It asserts, or makes the statement (for, omitting it we have no statement);

(2) It connects the subject with the word or words in the complete predicate that possess a distinct meaning.

Hence the verb *is* (in its various forms) is called the **copula**, that is, the "joiner" or "link."

31. The forms of the verb *is* are very irregular. They will be more fully studied in later chapters.

Meantime we should recognize *am*, *is*, *are*, *was*, *were*, as forms of this verb, and *has been*, *have been*, *had been*, *shall be*, and *will be*, as verb-phrases belonging to it.

32. In sentences like those in § 29, the simple predicates are the verbs *am*, *is*, *are*, etc.

33. The verb *is* (in its various forms) is not always a mere copula. It is sometimes emphatic and has the sense of *exist*. Thus,—

I think. Therefore I *am*. [That is, I *exist*.]

Whatever *is*, is right. [That is, Whatever *exists*.]

EXERCISES

I

Make the following groups of words into sentences by inserting some form of the copula (*is*, *are*, etc.).

1. Fishes cold-blooded animals.

5. You the man.

2. Milton a great poet.

6. You a studious child.

3. K'ang Hsi an emperor.

7. He a soldier.

4. You studious children.

II

Find the copula. Tell what it connects.

1. The stranger is a German.
2. Your friends will be glad to see you. ✓
3. We shall be too tired to walk home. ✓
4. Cats are sly animals.
5. I am a Chinese.
6. The streets were wet and muddy.
7. We have been careless.

CHAPTER VII

KINDS OF SENTENCES

34. All the sentences that we have so far studied are **declarative sentences**: that is, they declare or assert something.

35. A declarative sentence declares or asserts something as a fact.

John is at home.

Our men won the race.

The President lives in Peking.

36. But we do not use language merely to make statements. We often ask questions, give orders or make requests and express our feelings in exclamations.

37. An **interrogative sentence** asks a question.

Is John at home?

Who was the winner?

Where is my fan?

Did the boy break the window?

38. An **imperative sentence** expresses a command or a request.

Come with me.

March forward.

Drive the dog out.

Bring me a cup of tea.

Fill your mind with good thoughts.

The only difference between a command and a request consists in the tone of voice in which the sentence is spoken.

39. An exclamatory sentence expresses surprise, grief, or some other emotion in the form of an exclamation or cry.

What beautiful flowers these are!

What a noise the boy makes!

How fast the horse runs!

CHAPTER VIII

INTERROGATIVE SENTENCES

40. An interrogative sentence asks a question.

41. Questions are indicated in speaking by a rising inflection of the voice. In writing, they are followed by the interrogation point (?).

42. The simple subject of an interrogative sentence often follows the simple predicate. Thus,—

Have you any money in your pocket?

Goes Caesar to the capital to-morrow?

Know you this man?

Is Tsung your brother?

Change each of these sentences to the declarative form, and the difference in order is plain.

43. The predicate of an interrogative sentence is often a verb-phrase with *do*, *does*, or *did*. Thus,—

Do I blame the man?

Do you feel better?

Does Chi go to school?

Did they find your knife?

Here the simple predicates are the verb-phrases *do blame*, *do feel*, *does go*, *did find*. The subjects (*I*, *you*, *Chi*, *they*) come between the two parts of the verb-phrases.

44. Interrogative sentences often begin with *who*, *whose*, *whom*, *which*, *what*. Thus,—

Who is on guard?

Which of you is ready?

Whom did you see?

What troubles you?

These words are pronouns, for they point out or designate a person or thing without naming it.

When thus used to introduce a question, *who*, *whose*, *whom*, *which*, and *what* are called interrogative pronouns.

EXERCISES

I

Ask questions about ten objects in the schoolroom.

Ask ten questions about some person or event famous in Chinese history.

You have just made a number of interrogative sentences. Write an answer to each. These answers will be declarative sentences.

II

Turn the following declarative sentences into interrogative sentences.

1. Our society meets once a fortnight.
2. Wellington defeated Napoleon at Waterloo.
3. They heard the din of the battle.
4. Confucius wrote the "Spring and Autumn" Classic.
5. Shakespeare lived in the sixteenth and seventeenth centuries.
6. Our trip was very enjoyable.
7. Nothing dries more quickly than a tear.
8. Li Yuan-hung is the Vice-President of the Republic of China.
9. The Chinese Post Office is doing a good business.
10. Sun Yat-sen was the President before Yuan Shih-k'ai.
11. King Edward is Emperor of India.
12. William II is the German Emperor.
13. Siberia is a part of the Russian Empire.