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## 英 文 修 辞

(上)

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## 台湾第 10 版序

最近几年各种传播媒体相继报导,我国大学生的中文程度低落,连一封通顺的信都写不出来,因此呼吁有关当局加强修辞教学,这确是一个严肃的问题。

无独有偶,美国各媒体也大声疾呼“美国大学生连一个完整的英文句子都写不好”,他们有关当局立即加强改进教学方法观念(sentence sense),这种即说即做的精神叫人佩服,反观我们每年都提出同样的问题,但没有具体行动,因此,问题仍然是问题。

本书称“英文修辞”,而不叫“英文修辞学”,因为它比修辞学更实用,资料更丰富,不但告诉读者写作技巧和表现方法,同时对各种词类和句型结构都有详尽的说明和使用。因此使用本书的人必须具备一些英文语法知识和能用英文写出简单句子的能力。

这本书是我教授英文二十几年的心得,参考各种有关修辞资料编写而成,内容尽量使之切合学生需要,针对学生平日所问的问题及困难提出解决方法,我经常和学生谈到

要学会英文并不难,但要学好英文就有点困难,只要持之以恒,不断学习,要有计划,讲求方法,以密集方式学习,终会有成功的一天。

查阅出版有关英文修辞书籍真是琳琅满目,叫人不知读哪一本好,如果茫然去买一本回来读后,会觉得索然无味,久而久之会使读者对英文产生一种排斥心理,加上教学方法不当,因此有的学了七八年英文仍然连一个完整的句子都写不出来,反观我们在教学上所下的功夫可以说是罄竹难书,但效果不彰,为什么呢?本书会逐步提出解决方法,进而提高英文的兴趣,发挥你写作的潜能。

这本书历时十余年编写而成,初版后几年间竟重印至10版,得到台湾、东南亚及其他华人地区英语学习者的广泛好评,累积印数超过300万册,在台湾的大学生中几乎是人手一册,却是我始料未及的。在感谢读者厚爱的同时,还希望专家先生不吝赐教。

丁显文第10版谨识



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## Introduction

### 总论

本书共分十五章，主要对象是大专和程度较高的高中学生以及一般社会人士，期能激励其学习兴趣，解决写作时所遇到的各种疑难，进而启发写作潜能。

第一章先提出句子的观念 (Sentence sense)，使读者对句子有一正确概念。第二章列举句子的各部分名称及各部分之间特殊关系。第三章特别提出各种短语和从句的概念。第四章提出如何正确使用字和词 (words and expressions)，并逐一说明表现方法。第五章专门讨论各种句型 (Sentence patterns) 对作文的重要性及所扮演角色。第六章句子的扩张 (Sentence expands)，说明如何把所学资料和搜集资料运用到句子里面，而表达完整思想。第七章分析句子的直接成分和修饰语的功能，以及它们之间的特殊关系。第八章如何把各种句型结合在一起表达完整而清晰的思想。以上八章落实在基本观念层

次分明，可作大专一、二年级教材。

本书第九章说明标点符号的功能和使用技巧。第十章如何写出生动句子 (Effective sentence)，这一章是修辞学最难的一章，也是修辞的基础，目的是帮助读者解决句子表现方法和障碍。第十一章如何写出生动句子也是写作最重要部分与前章相呼应，构成一篇生动活泼作文。第十二章列举整篇作文布局及方法。第十三章写作技巧，旨在使读者了解写作的各种技巧。第十四章如何写短篇小说。第十五章最具特色，作者特选出十余篇小品文，加以分析比较，使读者读了名家作品后激发自己的思潮，因此从第九章到第十五章专供大专外文科系及一般研究修辞学教本为配合读者自修及老师教学，特别在每章后附练习题，以便练习。

我再三强调，要学英文并不难，但要学好英文就有些困难，因此我认为教与学之间首先要沟通，才能排除教学障碍，比如高中阶段不妨先教一些正确发音和普通会话，也就是说利用这一阶段教说话。高中阶段再教一些语法，使读者把平日所学一些字和词，能用一种正确方法表达出来，增加其信心。进而再教一些“句子”或“段”使之能表达一个完整思想。到了大学再教修辞和

作文。现在我举出一个很容易的例子作为学习开始，如：

The table is here.

The chair is here.

The pen is here.

读了上面三个句子，相信大家都能够了解它的意思，如果我们再把三个句子变化一下，就会变成下列句子：

I see the table.

I see the chair.

看了上面五个句子，由于你学习本能很自然产生第六个句子；

I see the pen.

如果我们把上面句子连结在一起，就能表达一个完整思想。‘Move your table and chair near the window, and then pick up your pen writing your letter.’这是方法问题，不是技巧，如果您能把平日所接触事物及所学的字和词，用一种方法加以连结，您就能写英文。如果把这些事物表达很完美，再把这些事物加以修饰整理写出很生动的文章就不太容易，这时你必须具备专门知识——修



辞，因此本书首先使读者建立正确句子观念（Sentence Sense）。

**Part 1**Understanding Sentence  
认识句子

首先我们要了解句子的定义 (Definition of Sentence); 语法书上有两种普通使用定义:

(a) A sentence is a group of words expressing a complete thought.

(b) A sentence is a group of words containing a subject and a predicate.

语法家 (Jespersen) 肯定说明这一点, 并加以引伸, 他说: A sentence is a (relatively) complete and independent human utterance-the completeness and independent being shown by its standing alone or its capability of standing alone.

例: What a beautiful morning!

这是一个没有动词的句子, 但很清楚地表达了它的思想, 每个人都懂, 很多人把它译成“美丽的早晨”或“多美丽的早晨!”这种译法按照字面意义讲没有错, 不

过咱们中国人不是这么说。而“beautiful”这个字在英语里解释很多，美丽是什么，叫人不懂，因此“美丽”是直译，我们应说：“清新早晨”或“晴朗早晨”，如：

Good old Murphy!

Nonsense!

On your toes, men!

Heads up!

No more of that!

Anything in the mail?

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我们看了上面这些短语十分完整，而成为一个句子，有主语或谓语，在我们日常谈话中占了很重要地位，因此它能单独表达思想，但若用在写作时就有了问题，除非是用在小说的对话。因此，我们研究写作时称它为无动词或无主语的句子，它们原来都有主语和动词的。

**例：** This is a beautiful morning!

Murphy is a good old person!

You be on your toes!

再进一步延伸主语谓语定义，如：在句子中省略主语或谓语或两者都省略。

**例：** Shut the door.

很明显的省略了主语“you”，但“heads up”又省略些什么？有几种可能：

“You put your” heads up.

” You keep your” heads up.

” You should have your” heads up.

” You may be injured” if you do not have your heads up.

” We must keep our” heads up.

## A. Verb Sentence (有动词句子)

现在我们开始讨论句子的形态。分有动词的句子和无动词的句子两种，最新英语写作，有些字群都是由标点分开成为句子。那就是说，开始用大写字母而结尾用句点。我们也能很容易把它们分成两个不规则的字群(two unequal groups)；至少包括一个限定动词(finite verb)，我们称它为有动词句子。而有些不包括动词，我们称它为无动词句子。若再进一步检查一下那些动词句子，我们会了解限定动词只不过是态度，它自己本身不能产生句子，它们也有限定：

- ① 通常动词需要一个主语。
- ② 很多动词需要各种补语。
- ③ 动词不须附属于别的结构上。

为使初学者能进一步了解这些需要详细情形，兹分别述之。

(a) 普通动词句子，在祈使句的结构上都省略主语。

例：Be kind to your mother.

Turn right and go two miles farther.

Stick'em up.

写作时这类动词句子都省略主语，而一般会话时也多把主语省略。

例：Seems cruel, doesn't it?

Had a pretty bad night last night.

(b) 很多不及物动词，在动词句子里，由一个主语伴随。但用于祈使句时，就不需主语。

例：Monkeys imitate.

Sheila sings.

The boiler exploded.

Stop.

Hurry.

但及物动词和连系动词，需要补语。

例：Edgar struck Stanley.

The Chair recognized Senator Peeveyfield.

Barnwell seems ill.

我们看了上面的句子，就会了解及物动词与后面的补语关系。如果把这些补语去掉，就不成为一个句子，而只是句子的一部分。

例：Edgar struck

The Chair recognized

Barnwell seems

但有些不及物动词，如果没有其他修饰语，就会使我们觉得不完整。

例：They lay，我们就不知道怎么回事，也不会有这种说法。但加上一个修饰语就比较明白易懂。

例：They lay quietly.

They lay on the sofa.

(c) 若动词与它的主语附属于其他一些结构上，就不会构成一个句子。而这些附属可能由一些附属字伴随

如：关系代名词 (Relative pronoun)

关系副词 (Relative adverb)

从属连接词 (Subordinating conjunction)

例：I may go.

是一个句子，但 that I may go. 就不是一个句子，只是句子的一部分，因为“that”表示对一些事物的附属。

例：I answered promptly, 就不是一个句子，而是句子

的一部分。最难区别的是同样的形式，它有时作为关系词 (relative) 有时候作为疑问词，因此，句子与片断 (fragment) 的区别靠音调 (intonation)。

例：...who gave me the money... (句子的一部分)

Who gave me the money? (是一个句子)

有时动词和主语的附属是由字的顺序表示，而把附属字省略了。

例：He knew Wesley. 单独成为句子，但在

He denied he knew Wesley. 在此处它是一个名词从句作为动词“denied”的宾语。

## B. Verbless Sentence (无动词句子)

无动词句子是较老的一种形式，特别是在谈话中，而在小说里的对话也很普遍，一般人都把无动词句子叫“片断” (fragment)，尤其是在祈使句中很受欢迎。不过要区别无动词句子和片断非常困难。比如同一样句子，在上下语里可能是片断，但一般都是无动词句子。

例：while we were waiting. 构成一个很完整的说法。

作为对问题的回答，“When did you see him?”

但一个初学者写出下列句子里，就构成一个片断，而与中心思想不连结。

例: We discussed that and several other matters.

While we were waiting.

由于上面这些原因, 学校老师都尽量使学生用无动词句子和类似片断, 而鼓励学生尽量写有动词句子。

无动词句子变化很多无法分类。但有几种情形要注意。

### [A] 用于感叹词!

例: Ouch. (= I'm hurt) or (= That hurt me).

Phooey! (= I don't believe you.)

再如 Well, For heaven's sake, Nonsense, Okay 等, 它们这些虽都是一些简单字, 但有很多可能意义:

例: Well 可能是

That's surprising;

You're a bit insolent;

What are you going to do about it?

What do you want?

这些都要靠上下语及它的音调来决定, 比如 yes 和 no 也经常作为无动词句子。

动词句子的第一部分可能单独成为无动词句, 说话的人也知道, 即便未说明也会知道其余部份要说什么,



或许不愿把它的全部思想放在这些里。

例: If only I had taken Mother's advice.

The insults I had to put with!

The nerve of some people!

Because I want to do.

而回答这些问题都是用:

Why did you do that?

有时动词句子的尾部 (end) 单独出现作为无动词句子。

12 例: Good morning. 而是 "I bid you good morning." 的尾部, 单独出现作为无动词句子。

例: A pretty kettle of fish. 而是 "This is a pretty kettle of fish." 的尾部单独出现作为无动词句子。

例: What ever you say. 而是 "I'll do whatever you say." 的尾部单独出现作为无动词句子。

例: Had enough? 而是 "have you had enough?" 的尾部单独出现作为无动词句子。

虽然无动词句子大部份用于语言里, 但也经常在选择语字里。

例: 在 1950 年九月份的 a single issue of Harper's Magazine 经常出现这些:

To all intents and purposes, none. (Walter Robb)

Not anywhere near good enough to meet the vitation.

(Myron Stearns)

Probably so. (Robert H. Jackson)

Music to an author's ears, no doubt, and remembered this quarter century. (“personal and otherwise”)

Conversational awareness. (Bernard De Voto)

But not the same. (Loren C. Eisely)

[B] Classification of Sentences According to Meaning and Word Order (句子的分类按照句子的意义和字的顺序)

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很多语法家都同意句子能表示四种基本意义。

(a) Facts (Declarative Sentences)

叙述句也就是说明事实的句子，这种句子在写作上用得特别多，也是比较困难的一种表达方法。

(b) Commands (Imperative Sentences)

这种表达方法多用于祈使句。

(c) Questions (Interrogative Sentences)

疑问句。

(d) Exclamations (Exclamatory Sentences)

感叹句。

为使初学者进一步了解这些句子的表现方法兹分别述之。

### ① Declarative Sentences (叙述句)

叙述句主要用于主张 (assertion) 说明一个事实 (fact) 是我们在写作时经常使用的句子。

例: The cow rambled through the cornfield.

We may never see Lansing again.

We're all in the same boat now.

The earth is round.

一般叙述句的顺序是按照主语——动词或主语——动词——补语,但这种顺序也时常变化,如由副词修饰语引导的句子。

例: Beyond the Alps lies Italy.

偶而也有把宾语放在主语和动词前面。

例: Lansing, we may never see again.

叙述句也经常用于命令 (commands)。

例: You will kindly do what you are told. (叙述句)

Kindly do what you are told. (祈使句)。

You must report immediately to General Chow.

叙述句也有用于疑问句。

例: She told you I could play the piano?

He's waiting in the living room?

## ② Imperative Sentences (祈使句)

祈使句表示命令或请求。

例: Get out of here.

Suit yourself.

Have another marshmallow.

Be ready at dawn.

上面举例说明的句子是标准祈使形式, 动词的祈使语气, 主语省略了, 但有时不省略主语。

例: You get out of here.

You be ready at dawn.

一般有主语的祈使句与叙述句没有什么不同。

例: You drive.

如果不按上下语可能是请求。(request)。

例: You do the driving. (祈使句)

或者是说明这个事实。

例: You know how to drive. (叙述句)

但要切记, 一个句子用动词“be”时, 一定要按照动词的形式区别。

例: You be the driver. (祈使句)

You are the driver. (叙述句)

### ③ Interrogative sentences (疑问句)

疑问句通常都是问一个问题。

例: Have you seen Charlie?

Do you realize that Wesley is returning tomorrow?

Did the doctor say it will be twins?

Is the train on time?

若不用疑问字时，而字的顺序是：助动词 (auxiliary verb) 主语——主要动词，参照上面三个例句，若用动词“be”时，它的顺序是动词——主语，而后者的顺序在英语里很流利，现在只用于动词“be”，有时也用“have”。

例: Have you a match?

“have”一般也作助动词用。

例: Do you have a match?

而疑问句一般都由疑问代词、形容词或副词引导。

例: Who was the last to see John alive?

What bus is this?

Where is it going?

当用疑问副词时，主语和动词的位置，像没有疑问字的疑问一样，若疑问代词、形容词用于作主语或主语

修饰语，它的顺序是：主语——动词——补语，这种情形多用于叙述句，但用于作为补语或补语修饰语时，它的顺序是“补语，助动词，主语，主要动词”。

例：What did you see?

What picture did you see?

疑问形式有时也用于感叹句。

例：Did he run!

Do I like jelly beans!

#### ④ Exclamatory Sentences (感叹句)。

感叹句表示感觉或情绪，因此，感叹句经常用由 what 或 how 引导作为补语的修饰词。

例：What a smart dresser Clinton is!

What an impression he made!

How cold it is!

它的顺序是“补语，主语，动词”，注意感叹句与疑问句以 be 的位置区别。

例：How cold it is (感叹句)

How cold is it? (疑问句)

通常我们表示感受 (feeling) 或情绪 (emotion) 都用叙述句形式，以标点符号句号“.”及感叹号“!”区别。

例: He is a madman. (叙述句)

He is a madman! (感叹句)

[C] Classification of verbless sentences (无动词句子的分类)

无动词句子的分类也分四种,但这种基本的分类必须有意义,因为无动词句子已没有那种标准顺序句型,因此无动词句子的认定要看上下语、语气和语调及标点符号来决定。

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叙述句: Good morning.

A very pleasant day.

Your last chance.

祈使句: Heads up.

On your way.

Once around the field and into the showers, men.

疑问句: Any chance of a ride home?

Match?

How about a game of chess?

感叹句: What a silly movie?

How beautiful with shoes!

Poor old Murphy!

## ■ Part 2 ■

### Relationship Between the Sentences and Clauses 句子与从句的关系

句子的定义在我们认识句子一节中已讨论过，现在我们看一下什么是从句 (What is a clause?)。

所谓从句通常是一群字，一群有关的字包括主语与动词，为使初学者进一步了解句子与从句的区别特举例如下：

The party was over. 是一个句子，而能单独表达思想，

但：After the party was over……

When the party was over……

That the party was over……

就不是句子而是从句

很多语法家争论是不是把这些词，包括所谓动词状的从句——也就是说一群字包括动状词 (verbal) 也列为



从句呢？

例：Party to be over. 在 “I expected the party to be over” 里。

很多语言学家称这样的从句为“非限定性从句”(infinitive clause)，因此，我们可以这样说，一群相关的字，包括一个限定动词 (finite verb)，而这些动词普通都有一个主语，不过被省略了。一般语法家把从句分成两类。

① 主要从句 (Main clauses)

② 从属从句 (Subordinate clauses)

从属从句的功能作名词、形容词或副词，所以也叫名词从句 (Noun Clauses)、形容词从句 (Adjective Clauses) 或副词从句 (Adverb Clauses)。

所谓主要从句，不属于任何结构 (construction) 因为可作为一个句子看待。

例：Edgar struck Satnley.

我们可称它为从句也可以说是句子，尤其是用于复合句 (Compound sentence)。

例：Edgar struck Stanley, and Stanley fell dead.

有两个主要从句，但实际所表现的是一个完整思想，当作一个句子看待。

任何从句的修饰语或从句中的任何字在造句上都是句子的一部分。

例: Edgar struck Stanley who promptly fell dead.

这句话中的从属从句 who promptly fell dead. 是修饰 Stanley 的, 因此是主要从句的一部分。

传统语法形式合理强调主要思想 (main idea) 一致, 而主要思想必须放在主要从句内, 从属思想放在从属从句内, 但现代语言学家反对形式 (form) 和意义 (meaning) 相对, 他们证明同一思想, 可在不同形式出现, 而不失意义和强调, 也就是说主要思想有时也可放在从属从句内, 而从属思想可放在主要从句内。

例: He got the job but soon lost it.

He got the job, but he soon lost it.

上列每句形式不同, 但在意义上和强调上实际上没有区别。

例: I know that he got the job by influence.

这句话的主要思想是什么? 很显然他是如何得到工作。(It's how he got the job?) 但在语法观念上它是一个从属从句, 由此证明好的句子不是形式选择, 而是正确表达你的思想。

## Part 3

### Classification of Sentences According to Clause Structure 句子的分类按照从句的结构

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句子必须按照它们所包含从句的种类和数作为分类，一般分为四种：

- ① Simple sentences (简单句)
- ② Compound sentences (复合句)
- ③ Complex sentences (复杂句)
- ④ Compound-complex sentences (混合句)

#### A. Simple Sentences (简单句)

所谓简单句只包括一个主要句子没有从属从句。

例：The wind blew.

The airplane flies upward.

这两个句子虽然很短，但我们不能说它不是一个句

子，因为它有主语与谓语，如第一句的 wind 是主语，而 blew 是谓语，且 blew 又是自动词，不须其他字的帮助就可以表达完整意思。我们曾讨论过，有些自动词也需要其他字的帮助，才能完成它本身任务。如第二句中的主语是“airplane”，而“fly”是这个句子的谓语，说明“airplane”的动作，但我们如说“Airplane flies”。在语法上没有什么错误，若我们仔细研究一下，会发现“飞机飞”是一回事，飞向何处呢？哪一架飞机飞？必须加以限定，因此定冠词（determiner）“The”是说明那一架飞机。“The airplane”是这架飞机而不是那一架飞机。“fly”这个字是自动词，有时不需要其他字帮助就能表达完整思想，有时必须加上一个修饰语，才能完成它的任务。而“upward”是它的修饰语，有副词的性质。修饰动词“fly”的。这样不但使句子清晰，同时说明飞机的观念。

但有时一个简单句，由几十个字组成，在形式上仍然是简单句，因为它所包含的成分与简单句一样。

例：The tired, dirty, and footsore scout straggled wearily across the old bridge, up to the hill, and finally, into the camp in the pine forest.

这个句子看起来很长包括二十四个字，但只有一个主语“scout”和一个限定动词“straggled”构成一个句

子。我们仍然称它为简单句，而句中的 tired, dirty 和 footsore 都是形容词、修饰主语“scout”的说明主语的情形，而与动词“straggled”在思想上一致。而 wearily 是副词，across the old bridge, up the hill 都是副词短语，而连接词“and”是连接下面 into the camp, 都是修饰“straggled”的。

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如何认识这些修饰语呢？最好的方法是提出问题，再去解决这些问题。最好的方法，如：where is the scout straggled? 我们的回答是 into the camp。我们又问 where is the camp? 我们的回答是 in the pine forest。由此证明 in the pine forest 是修饰“camp”的，说明它的所在地。

任何简单句的构成可能有下列情形：

- ① The compound subject (复合主语)
- ② Compound predicate (复合谓语)
- ② Compound complement (复合补语)

为了使初学者进一步认识简单句结构兹分别说明。

#### [A] Compound Subject (复合主语)

例：John and Addison wrote charming poems。

这句中的“John 和 Addison”是两个人由连接词“and”连结构成复合主语。

## [B] Compound Predicate (复合谓语)

例: The pig got up and slowly walked away.

这句中的“The pig 是主语, 而“got up 和 walked away”是谓语, 也有人叫它为谓语部分。

例: John raced the motor, shot out of the driveway, and hurtled down the street.

这句中的“John”是主语, 而“raced, shot out 和 hurtled down 都是谓语”, 它是由连接词“and”连结构成复合谓语。

例: They were born in the same year, 1928, attended the same college, and contributed later to the same newspaper.

这句中的主语是“They”, 而“born, attended 和 contributed”由连接词“and”连结构成复合谓语说明主语“they”的动作。

## [C] Compound Complement (复合补语)

例: John was good natured and likable.

这句中的主语是“John”, 而动词“was”是不完全及物动词, 它本身无法完成句子的意思, 因此必须有补充词帮助它, 而“good natured 和 likable”由连接词连结

构成复合补充语，作为“was”的补语。

我们讨论了简单句构成的三种情形，但并不能满足我们对一个简单句构成的需要，因为还有很多成分也是一个简单句的构成部分，如：

(a) **Compound predicate, and Compound Complement**  
(复合谓语和复合补语)。

一个简单句中包括两个谓语和两个补语也只构成简单句的成分。

例：John was quiet and retiring but nevertheless had many friends in London.

这个句子的主语是“John”，而 was 和 had 是两个谓语，由连接词 but 连结构成复合谓语。而 quiet 和 retiring 及 many friends 是复合补语，帮助谓语完成句子的思想。

(b) **Compound Subject, Predicate and Compound Complement** (复合主语、谓语和复合补语)。

例：John and Addison created and immortalized the country-gentleman Mr. Roger de Coverley and his associates in the Bridge Club.

这个句子的复合主语是 John 和 Addison，而 created 和 immortalized 是复合谓语，而 country-gentleman Mr. Roger de Coverley 和 his associates in the Bridge Club 是复合

补语，但仍然是一个简单句。

### (c) Compound Modifiers (复合修饰语)

所谓复合修饰语，一般分为：复合形容词 (Compound Adjectives)、复合副词和复合介词的宾语 (Compound Adverbs and Compound of prepositions object)

#### ① Compound Adjectives (复合形容词)

复合形容词是由两个以上的形容词由连接词连结组成复合形容词，说明一事物或人的性质

例：John is a smart and clever boy.

这句中的主语是“John”，“is”是动词。而 smart 和 clever 由连接词 and 连结组成复合形容词，修饰名词“boy”的，说明主语“John”是怎样的孩子。

② Compound Adverbs and Compound Prepositions of Object (复合副词和复合介词的宾语)

所谓复合副词是由两个以上副词由连接词连结说明某一动作。

例：Many youth tried to reform society by writing amusingly and often ironically about the faults and foibles of their contemporaries.

这句话中的 amusingly 和 ironically 由连接词“and”连结构成复合副词修饰“writing”的。而 about 是一个介



词，它的宾语 faults 和 foibles 由连接词连结构成复合名词，作为介词的宾语。而 of their contemporaries 是一个短语，说明那些同时代青年人的缺点和错误。

## B. Compound Sentences (复合句)

复合句是由两个或两个以上独立句子由连接词连接构成复合句，表达一个完整思想。所谓独立句子都可自成一个简单句，而由连接词连接。它们不仅表示每个句子在语法上的价值平等和独立，而是强调它们之间合理关系，因此必须有一个主语和一个谓语。我们经常使用的连接词主要有六个连结字，但很多语法家把 Since 和 therefore 也列入。

“and” 用于同一事物两方面。

“but” 用于相反争论或冲突，“yet” 用于相反争论但比“but” 意味强。

“for, since, therefore” 用于表示原因或理由。

“or 或 nor” 用于指出，选择（从数个中选其一）。

“so” 用于暗示结果。

当然复合句的主要部分必须在意义上关系密切。

例：I went to the movies, and the Yankees lost the pen-

nant.

这个句子在语法上观念是正确的，但推理荒谬，而形式和连结词在 My going to the movies 和 What happened to the Yankees 之间关系原因荒谬。另一方面，

I bit hard on a bone, and my tooth broke。不但语法观念正确而推理也合理。

为使初学者进一步认识复合句以及它们之间关系，兹分别举例说明。

#### [A] 连接词 “and” 连结两个对等句子

例：The wind blew and the leaves fell.

这个句子是两个独立的句子由连接词连接表达一个完整思想。

例：Daniel Defoe was one of the earliest journalists, and his newspaper was extremely influential.

这个句子也是由两个独立的句子由连接词 “and” 连结构成复合句，而句中的连接词 “and” 前有一逗号，这是用于较长复合句中，而短的复合句一般都省略了。

例：Mary opened the closet door, and a skeleton fell out.

这个句子也是由两个独立的句子用连接词 “and” 连结构成复合句。

例: Hand me the hammer, and then help me hold the board.

这个句子在语气上是祈使句, 但也是由两个独立的句子用连接词连结构成复合句, 原来它们也可单独表达意思。

例: Tom threw down the hay, Dick milked the cows, and Harry cleaned out the barn.

这个句子是三个独立的句子组成的复合句, 而以逗号分开前面两个句子, 然后用连接词把第三个句子连结, 这种表现方法完全符合语法观念。

[B] 用连接词“but”连结句子构成复合句, 而“yet”的用法与“but”同, 但意味比“but”强

例: He is poor, but he is contented.

这个句子是由两个意义相反的句子由连接词“but”连结构成复合句, 而表达相关联的思想。

例: He is remembered today as the author of Robinson Crusoe, but, during life-time, he was known principally for his political pamphlets and newspaper articles.

这个句子虽然很长，但也是由“but”连结两个独立的句子构成复合句。

例：The bed was heavy, but I managed to get it up stairs by myself.

这个句子也是两个独立的句子构成，用连接词“but”连结。

例：John was not a good speaker, yet he was an admirable writer.

这个句子是由连接词“yet”连结两个独立的句子构成复合句

[C] 用连接词“for”连结两个独立的句子构成复合句

例：We knew spring was coming, for we had seen a robin.

这个句子是由连接词“for”连结两个独立的句子，构成复合句。

例：We knew spring was coming, for ground hogs were gamboling everywhere.

这个句子和上面的句子一样由连接词“for”连结两个独立的句子，但他们的思想必须要相联而密切。

[D] 用连接词“or 或 nor”连结两个独立的句子构成复合句

例: Perhaps he will someday be called the first English novelist, or perhaps he will always be spoken of as the precursor of Fielding and Richardson.

例: His life was not an easy one, nor was it uneventful.

例: I have not gone there, nor will I ever go.

例: He can't do it; nor can I, nor can you, nor can anybody.

以上例句都是由连接词“or 或 nor”连结两个或两个以上独立的句子构成复合句。

[E] 用连接词“so”连结两个独立的句子构成复合句

例: I was in a hurry, so I could not tell you all.

这个句子是由两个对等句子组成复合句, 由连接词连结两个相关思想的独立句子, 表达一种结果。

例: Murphy was out of cigarettes, so he strolled downtown to buy some.

这个句子也是由两个独立的句子由连接词“so”连

接而表达一个完整思想。

当我们写 simple sentence 时，一定暗示不管它们的意义如何连结，但主要思想的强调比它们关系要多。

但我们写复合句时一定会保留它们的独立意义，也会强调它们密切关系合理的连结。

例：I hit him. he hit me.

像这个例子强调了独立行为分开，在上下语里 (context) 澄清它们之间的关系。但为达到目的必须强调它们之间密切的关系和合理的连结。

例：I hit him, and he hit me.

I hit him, but he hit me.

I hit him, or he hit me.

I hit him, for he hit me.

I hit him, so he hit me.

上面每个例句都表示同样两个平等重要行为，但它们之间合理关系不同。因此，每个句子的意义也就不同，但问题是它们是不是一个好的句子。

例：I went to the bank, and I drew out some money, and I went to the store, and I bought a book, but I parked my car in a 12-minute zone, so I got ticket.

像这样的句子我们除了称它为 Compound sentence 外，

永远无法使它结束，而这样写作也是非常笨拙。为使初学者能确实认识到句子的表现方法，我们把上例改写如下：

*After parking in a 12-minute zone, I drew some money out of the bank and bought a book at the bookstore, unfortunately, by the time I got back, my car had a ticket on it.*

我们讨论了两个主要句子组成的复合句，通常都由连接词连结，这些连接词在语法观念上我们称它们为对等连接词，但也有其他可能。

#### 34 (a) 连接副词 (Conjunctive Adverbs)

用连接副词“therefore”连结两个独立的句子组成复合句。

**例：**Lucy was tired, therefore she went to bed.

这个句子是由“therefore”连结表达了一个完整思想，称为复合句，原来两个句子都可以单独表达意思。

Lucy was tired.

She went to bed.

用连接副词“however”连结两个独立的句子构成复合句。

**例：**We kept the bell ringing for several minutes; however, there was no answer.

这个句子是由“however”连结构成的一个复合句，表达了一个完整思想。

**(b) 对等连接词加连接副词 (Coordinating Conjunction plus Conjunctive Adverb)**

**例：**The party broke up at five in the morning, and consequently we had to hurry to catch the train.

这个句中的“and”是对等连接词，而“consequently”是副词，就像“therefore”一样。但为避免连接词重复，所以用副词 consequently 代替。

**(c) 省略连接词由分号 (semi-colon) 代替**

**例：**I turn on the cold water; it was most refreshing.

**例：**The eighteenth century begins with the Glorious Revolution of 1689; it closes with the French Revolution of 1789.

上面这两个句子由分号代替连接词连结，那就是说构成一个复合句总比两个句子好。至于如何使用标点符号和连接词构成复合句，是由两个句子之间的关系凭自己的感觉决定。但复合句与两个简单句，一般都由修辞的形式来决定。

**例：**Edgar struck Stanley, and Stanley fell dead.

Edgar struck Stanley; Stanley fell dead.

Edgar struck Stanley. Stanley fell dead.



Edgar struck Stanley; consequently Stanley fell dead.

Edgar struck Stanley, and consequently Stanley fell dead.

Edgar struck Stanley and Stanley fell dead.

(d) 有时一个复合句很短，而关系密切用逗号代替连接词

例：Some girls pruned roses, others hoed weeds.

切记，复合句的构成，用连接词连结必须有一个逗号先行。

例：Edgar struck Stanley, and Stanley fell dead.

### C. Complex Sentences (复杂句)

复杂句包括一个主要句子和一个以上的从句。也就是说使一个思想从属于另一个思想，加强另一个思想或另一个思想的重要性。

例：I know that he is honest.

这个句子包括了一个主要句子和一个从句，而由 that 引导从句 he is honest，构成主句作动词“know”的宾语，因此也叫名词从句。

为使初学者进一步了解复杂句 (Complex Sentence) 的表现方法及构成要素，特再举例如下。

## [A] Adjectival (有形容词性质的)

形容词从句在一个句子中的作用像形容词或形容词短语一样作为修饰语，由一个关系词引导。这些关系词有，如：which, who, where, when 等。

例：This is the house where he lived.

这个句子中的主句为 This is the house, 而由关系代名词“where”所引导的从句“he lived”构成从句，作形容词用，修饰名词“house”的。

例：Men who wanted to meet their friends or to read the newspapers frequented one or another of these shops.

这个句中的“who wanted to meet their friends or to read newspapers”是一个形容词从句修饰主语“men”的。

## [B] Adverbial (有副词性质的)

副词从句在句中的作用像副词或副词短语一样修饰动词、形容词或其他副词。

例：When I have time, I play with her.

这个句子的主句是“I play with her”，而由“when”引导的句子“I have time”构成从句修饰主句中动词“play”的。

例：When the century began, there were many coffee-hous-

es in London.

这个句子的主句，由“there”开始组成，而“there were”（有）具有副词性质，如“伦敦有很多咖啡室”，我们只知道一个事实存在，那就是有很多咖啡室，但何时有？不知道，因此，用副词性质从句 When the century began 说明时间，完成整个句子的思想。

例：Shop-owners and speculators used to gather at Lloyd's Coffee-house where they could gamble on the probable safe arrival of trading vessels.

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这个句中的主句是：“Shop-owners and speculators used to gather at Lloyd's Coffee-house”，而由 where 所引导的从句是修饰主句中的动词“gather”的。

### [C] Noun Clauses (名词从句)

例：We know that these gatherings led eventually to the formation of a great insurance firm.

这个句子的主句是“*We know*”，而由“*that*”所引导的句子构成从句作为动词 *Know* 的宾语，因此是名词从句。

### [D] Verbal Clauses (动状词从句)

很多语法家谈到 (verbal clause) 动状词从句会说:

I know Barnwell to be ill. 为复杂句

但很多人持不同看法, 如果分析句子的结构, 而句中的 Barnwell to be ill 是不定式短语。按一般专门术语 I know Barnwell to be ill. 是一个简单句。不定式短语作为动词 knew 的宾语。

我们讨论过简单句 (Simple sentence) 是独立表达一个完整思想, 而复合句 (Compound sentence) 是个别表示在语法独立思想之间。复杂句 (Complex sentence) 是一个简单句加一个从句混在一起, 表示一种独立思想与从属思想关系。它们发展成从句时, 这种从句可用在任何句子内。我们经常所接触的大都由 as, because, since, though, which 和 that 引导。

例: I hurried back. I still got a ticket.

这个句子是两个简单句。

I hurried back, but I still got a ticket.

这个句子是由连接词“but”连接构成复合句 (Compound sentence)。

我们现在讨论上面的两个句子, 不管是由句号或连接词连结都合乎语法观念, 意义也很清晰。但我们要研究的由 Though 引导从句先行而破坏了它的独立。因此必

须有一个主句作为诚实句子，虽然我们可以把从句放在主句的前面或后面，但我们必须注意整个句子的观念 (Sense)。

为使初学者进一步认识 Simple Sentence 与 Complex Sentence 之间关系兹再举例比较：

我们都知道简单句是由一个主语和一个谓语组成独立叙述，主要的是使读者了解句子的主语和谓语的特定关系。例：He got the job. 是一个简单句。若我们要加强其中心思想，就得用很多修饰语，因此必须讲求技巧。

At the end of the week, after waiting six months, he got the job, despite strong competition from his best friend, a better qualified man.

若我们进一步把这些短语扩张成从句，就会发现它的不同地方及表现方法：

At the end of the week, after he had waited six months, he got the job, despite strong competition he received from his best friend, who is a better qualified man.

照第一种说法 (version) 只有一个主语和谓语结合，he got the job。使其思想与其他思想沟通，而关系也很清楚，但缺乏主、谓语说明。因此整个句子没有力量。而

第二种说法，它是四个主语和谓语的结合，但只有一个独立句子 he got the job，而其他三个思想因为它们也有主语和谓语说明，但与中心思想差别在强调上很轻微，因此第一种说法是 Simple Sentence。而第二种说法是 Complex Sentence，因为它提供从属思想，但也强调了中心思想。

例：I still got a ticket, though I hurried back.

这个句子虽然比其他方法缺乏强调性，但意义很好。因为传统语法告诉我们复杂句是把主要思想放在主句内，把从句思想放在从属内。

例：I lit a cigarette, I saw the plane crash.

这样的句子非常有意义，安排是非常合理，在语法观念上也很正确，但若我们写成：

As I saw the plane crash, I lit a cigarette.

不但推理不合理，而且有点荒谬。

我们在写作时，经常会发生主要思想不明显，而形容意义不一致。

例：After the wind blew in strong gusts, the rain fell in streets.

这个句子推理不合理，如改为：

Before the rain fell in streets, the wind blew in strong

gusts.

因此我们在写复杂句时一定要使主要思想很清楚，绝不能任其各说各话。因此我们在写复杂句时，不只是把主要思想放在主句内，而是要把这些思想表现在合理关系上，最好办法是注意上下语相关联的思想。

例：As the house burned, I watched the firemen.

这个例子中“房子被烧”很明显，因此比你看消防人员重要。当然我们可以争论是强调你的兴趣是在救火技术上，无论如何若你写成：As I watched the firemen, the house burned. 听起来非常可笑而有点荒谬。

## D. Compound-Complex Sentences (混合句)

混合句的构成至少包括两个以上主句，和至少一个从句。

例：While Tom threw down the hay, Dick milked the cow, and Harry cleaned out the barn.

这个句子中的 Dick milked the cow 和 Harry cleaned out the barn 是两个独立句子由连接词“and”连结构成 compound sentence，而再加上由 while 所引导的句子 Tom threw

down the hay, 构成从句, 构成了混合句。

例: I am as poor as you are, but I am happy because I am contented.

这个句中的 I am as poor as you are 和 I am happy 是两个句子由连接词“but”连结, 再加上由 because 所引导的句子 I am contented, 构成从句, 它是修饰 happy 的。

例: If he comes again as you told me, I will throw him out.

这个句子的主句 he comes again 和 I will throw him out. 是由连接词“if”连结, 而由 as 引导的句子“you told me”构成从句, 修饰主句内动词“comes”的。

例: I knew that Barnwell was ill, but I didn't know that he suffered from scurvy.

这个句子是由两个主句和两个从句构成的混合句。

例: Some of the coffee-houses which were famous in their day developed later into taverns, and many of them ultimately became restaurants.

例: Although their influence was, for the most part, a good one, the coffee-houses sometimes fell into disrepute, and the authorities more than once complained that they were being used for seditious gatherings.

例: Nevertheless, the average man approved of the coffee-



houses; he regarded it as an important institution; to him it was the pleasantest place in which he could spend his leisure time without incurring needless expense.

我们都知道混合句的构成元素，但是要判断这些元素却是一个问题。

例：When he returned to the line-up for the second game, Montle hit his 25 homer, but the Yankee lost the game.

这个句子在形式上和意义有关的问题，是由复合和复杂元素组成；但在语体和语义上非常危险。

一个混合句可以很短，但一般都喜欢较长而复杂形式，以表示复杂而密切相关的思想。片断（fragment）不是句子，但具有没有主语和谓语形式句子，也是组成混合句的主要元素。

例：I don't like detective stories. Westerns, maybe but not detectives stores.

这个句子的第二部分是片断，而片断有时能作强调和变化的资料。

例：I heard tires squealing, then a horn blowing, and finally metal hanging, I knew that there must have been an accident.

这个句子中用了很多片断构成混合句，在写作时经

常使用这种方法。

例：Tires squealing. A horn blowing. Metal hanging. I knew that there must have been an accident.

这个句子把一些片断用在一个复杂句的前面，很显然不太合理，使整个句子有零碎的感觉。片断能给予句子的变化和强调但不要过分使用。

例：The teams were evenly matched. The main difference being experience.

这个句子的第二部份是片断，它应当附属在句子上，或用完整形式写。

例：The teams were evenly matched, the main difference being experience.

或是写成下列：

The teams were evenly matched. The main difference was experience.

例：I went to Stanford but he went to Yale. Even though he had a scholarship from Stanford.

这个句子的片断很明显是从句，应当把它放在第二个主句的前面或后面，这种片断容易写，因为它有主语和谓语。

例：I went to Standford, but he went to Yale. Even though

he had a scholarship from Stanford.

特别注意，一个初学者最好的办法是避免使用不需要的片断。当你写作或你要写什么时，切记片断有它们的位置，使用时要特别谨慎。

为使初学者进一步对各种构造及表现方法有一具体认识，兹特举例作一比较。

Simple sentence : The wind blew.

Compound sentence : The wind blew and the leaves fell.

Complex sentence : When the wind blew, the leaves fell.

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Compound-complex sentence: When the sky darkened, the wind blew and the leaves fell.

**Part 4****Sentence Sense**  
**句子观念**

句子的观念是初学写作的人必须了解的，如果没有句子观念，就没有办法把思想有效的表达出来，即便是表达出来，别人可能不知道你所说的是什么或写的是什么，也就是说，你就不能把你的思想与他人的思想有效沟通。

我们讨论了什么是句子 (What is a sentence?) 也了解它们表现方法，现在我们要讨论的是句子的观念 (Sentence Sense)。

**A. Understanding sentence sense (认识句子观念)**

句子观念对一个初学者非常重要，如果没有句子观念，就好像瞎子失去手杖一样。

例: Old Dinger's ghost was said to live in the surrounding hills.

It had been seen several times from the tavern window.

这两个句子在语法观念上是完整的, 都可以单独表达思想, 但第二句的意义, 依照它的主语“it”来证明, 如我们只说是:

It had been seen several times from the tavern window.

我们无法知道这个主语“it”所代表的是什么, 更不知道“从旅店窗口看见好几次的”是什么东西。因此这个句子必须以第一句中的“old Dinger/s ghost”作为它的先行词, 它的意思才能完整。

## B. Sentence sense (句子观念)

我们都知道一个标准英语句子的成分是主语和谓语。所谓主语是指某些事或某些人, 而谓语是说明主语的某些事物或人的行为。因此, 一个句子的主语在形式上是一个名词或代名词, 而谓语可能是一个字或一群字, 如: was going, has been eating, will have finished.

例: Birds sing.

这个句子在语法观念上非常完整, 也以单纯表达它的意思, “鸟唱歌”我们都懂。而“birds”是这个句子

的主语。“sing”是谓语，一般称不及物动词，不须其他字的帮助，可以自动表达行为。但在写作上就有了问题，首先我们要问的 What kind of the bird? How many birds? 而我们要回答这两个问题，当然是“不知道”。因此它不能称为一个完整句子，必须用一种方法，把这些问题解决。如我们用定冠词“the”来限定，说明“这只鸟唱歌”。而不是那只鸟唱歌。

The bird sings.

这个加上定冠词的句子，使我们有一个观念。现在我们说出“这只鸟”，但什么鸟还未交待明白。这时我们就运用所学的字和词，说明这只鸟的情形。在我们的观念里，体积小的鸟会唱歌，而“little”是说明它最好的字，因此“little bird”（小鸟）说明这只鸟的体形。但我们又要问，是不是所有的“小鸟”都会唱歌。我们的回答“不是”（no）。那么什么样的小鸟才会唱歌呢？在我们的观念里当然是“美丽”的小鸟。而“美丽”两字在英语里是什么呢？我们在用字、词前最好先查一下字典。“pretty”来形容美丽的小鸟最恰当，因此就产生了“The pretty little bird”（美丽的小鸟）。而 pretty 是修饰“little”的，而 little 修饰“bird”。现在我们知道了“美丽的小鸟唱歌。但它唱得如何呢？（how?）我们不知道，

现在应当找一个合适的字说明动词的性质。而“merry”这个字可用，但它是形容词，不能修饰动词，我们可以把它变化成副词，最好方法是去“y”，加“i”再加“ly”，就成了地道的副词“merrily”。为加强其效果，再加上一个副词“very”构成动词短语“sings very merrily”。

但我们读了全句后，仍然觉得有问题，在什么地方唱呢？(where?)要解决这个问题，有几种方法。如在笼子里(in the cage)，是我们经常看到的现象，因此整句：

The pretty little bird sings very merrily in the cage.

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这时我们心中激发一种感受，认为人都是自私的，把一切美好的东西据为己有，连这只美丽的小鸟，也不例外。把它放在笼子里，这种心境是一种普遍反映。但若我们把它放掉，那又会产生一种什么样感受呢？现在我们用短语“in the sky”，而产生下列句子；

The pretty little bird sings very merrily in the sky.

经过我们使用另一短语“in the sky”整个句子的思想，也改变了，这时我们心中一定会产生一种喜悦的感受。因为我们想到，云雀(lark)在天空自由飞翔歌唱那种愉快情形，整个句子的意境也就不一样。为初学者进一步了解句子的观念，再举例说明这种观念的表现方法。

例: Lions roar.

这个句子在语法观念上是一个很完整的句子,“Lion”是这个句子的主语,“roar”是谓语。因为“roar”是一个自动词,不需要其他字和词的帮助就可以表达完整意思,因此,我们称它为完整句子,但我们无法知道什么样的狮子(what kind of the lions?)为什么吼?(Why?)何时吼?(When?)在什么地方?(Where?)这一连串问题叫我们困惑。所以才说这不是一个完美的句子。

首先我们要找出 What kind of the lions? 这需把我们平日所学的字和词加以运用,这种方法我们叫它为辅助法(aux.)再发展成一个人人都懂的句子。现在为了使这个句子确定,先在它的前面加上一个定词“(determiner) the”也有人叫它为定冠词(articles)。

The lion roared.

用定冠词加以限制即是“这只狮子吼”,而不是那只狮子吼“roared”。如再进一步使这个句子更清晰生动,我们再找一些助词。

例: The lions were roaring.

此处的助词为“were”,与名词有相当关系,通常在语法上称“verb to be”,系一不完全及物动词。

这句话到现在为止,仍不能满足我们的需要,因为



仍然有很多疑问？如它吼的情形如何？(how?)，因此必须加上一些修饰语 (modifier)，我们首先发现动词“roar”是说明动作的，也就是“吼”，但我们不知道吼的情形，在我们的观念里，狮子吼的声音一定很大，因此副词“loudly”是说明动词最好的字。

The lions were roaring loudly.

经过我们改进后的句子是不是比前面两例更清楚而生动呢？

当然这个句子在写作上仍然不能满足需要，如再在“lions”前加以修饰会使句子更清晰。

如：“All old circus lions”是说明“马戏团的老狮子”，这些狮子在什么地方呢？(Where?) 现在用一个句子说明在什么地方。

…that is keeping in a shed. (养在铁栏里) 是一个从句 (clause)，那么是谁把它养在铁栏里呢？“…that my brother” is keeping in a shed. 这个句子更清楚了。现在我们知道是 my brother 把它养在铁栏里，我们又要问铁栏放在什么地方？还未交待清楚这需要借重一个短语 “behind our house” 我们应当想到养狮子的铁栏决不会放在房子前面这种是合理安排。

…that my brother is keeping in a shed behind our house.

这个句子到现在我们用了许多字和词。

All old lions that my brother is keeping in a shed behind our house. 这一部分我们称它为句子的主语部分 (Subject)。而谓语 (roar) 是这个句子的主要的部分。现在我们很清楚地知道狮子的形象，再回头看一下它吼的情形，现在我们用副词 “so much” 去修饰 “roar”，如：“roar so much” 那么在什么时候呢 (when?) every morning 每天早晨而不是晚上 (evening)，早晨什么时候呢? about four-thirty (四点三十分左右)，我们依据上述这些词加以连结 (combine)。

“roar so much every morning about four-thirty 这句话到现在我们已完全了解。但在我们的观念 (sense) 里，仍还感到不够清楚，虽知道了原因还不知道结果? (result) 那就是 “又怎么样了?” … that they wake up the whole neighborhood.

我们现在可写成：

All old circus lions that my brother is keeping in a shed behind our house roar so much every morning about four - thirty that they wake up the whole neighborhood.

当你读了上面的句子后，就会发现这一类句型的基本形式，是 “名词与动词” 的结合。

“Lions roar”.

其他部分都是修饰语。

上面各例句我们是站在语法观念，运用造句法，使整个句子的思想清晰，我们称它为表面（surface）结构，但还有些表现方法在句子的表面看不出是不是合理。

例：So was Norbert Wiener.

这个句子在语法观念上并没有错误，但我们仔细研究一下，一定会问 so was Norbert Wiener what? 因此它是非语法的（ungrammatical）。

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若我们把它与别的句子结合就会明白它不但合乎语法，同时也是句子的重要部分。

例：Ralph Waldo Emerson was a child prodigy and so was Norbert Wiener.

现在我们不但了解 So was Norbert Wiener 在这个句子中的地位，也了解它的意义是“Norbert Wiener was child prodigy”，因此有些句子只是靠表面的结构还是不够的。

例：Dr. Johnson asked someone to behave himself.

Dr. Johnson promised someone to behave himself.

当你读了第一个句子时，你一定会了解 the person who was to behave to be “someone”。但当你读了第二个句子时你也会了解 the person who was to behave to be “Dr.

Johnson”。

看了上面的说明，我们发现用于这两个句子的元素“the person who was to behave”，在不同位置发生不同观念，因此两个句子不但告诉了我们表面意义，同时也使我们了解了句子的正确性。

如：Finding the revolver in that drawer worried us.

而其意思是 “We” are the ones who found the revolver in that drawer?

因此这个句子在观念 (sense)，“我们一定会知道是谁发现左轮手枪，在那个抽屉里”，不需要进一步用表面形式说明，同时我们也会了解 “A Thai Learning English” 是什么意思。

但初学者对这些句子的表现往往不能接受，因此我们再三提出句子的观念加强初学者对句子的认识，所以我们才强调观念。

例：The police station was right by the bank.

这个句子中的 “bank” 一定是多意义的，但在我们观念里观察是不可能 “河岸” 的右边。一定是在 “银行” 的右边。

例：The lamb is too hot to eat.

这个句子在语法观念上完全正确，但内在意义可能

有两种情形：

- ① The lamb is so hot that it cannot eat anything.
- ② The lamb is so hot that no one can eat it.

由上列的证明，一个句子不只是表面结构而内在意义也是一个初学者必须要学习的。

## Exercise

一、Study the following sentences and decide which are simple sentences, which are complex sentences and which are compound-complex sentences.

1. John went to the phone and called his uncle's number.
2. His uncle, who was surprised to hear John's voice, suggested that they meet for lunch the next day.
3. John was glad to agree, and his uncle told him that he would be at the hotel at twelve-thirty.
4. For several hours John was unable to sleep.
5. Finally, he dozed off and did not wake until eleven in the morning.
6. After lunch, John and his uncle did some sightseeing, made a stop at a large department store, bought theater tickets for the evening.
7. The loop was impressive, but John thought that Lake Shore Drive was really more beautiful than any other street he had ever seen.
8. When his uncle asked about his itinerary, John said that he intended to go on as far as Henry.

9. His uncle was suitably impressed.

10. John said that he hoped to visit Yellow-Stone Park also, but that they wasn't sure he would have time.

二 .Indicate the subjects and verbs in the following sentences.

1. That door bangs loudly.

2. The grass grows rapidly.

3. Those roses smell very sweet.

4. Where is the library located?

5. We believe he told us the truth last night.

6. Of all the mistakes students make on examinations, misreading directions the most notable.

7. That she is working too many hours while attending college obvious.

8. Preparing his fishing gear, catching the bait, and making a lunch, the man eagerly anticipated the day's activities.

9. Because Wordsworth felt that poetry should be emotion recollected in tranquillity, "he wrote about scenes long after he first experienced them."

10. Even if everyone eligible to vote were registered at the

polls, offered a ride to the polls, and pined for not voting, we would still not have a 100 per cent turn out.



**Understanding Relationship  
of One Part of Sentence to Another**  
**了解句子各部分的关系**

初学写作的人，已具备了语法方面的知识，对字和词的性质也有了相当认识。因此，我们由句子的认识讨论开始，为了使初学者进一步探讨句子的各种结构及应付这些需要，再把一些主要词的性质提出加以讨论。

## ■ Part 1 ■

### The Parts of Speech (词的种类)

英语词的分类，按照用法分成若干类。传统语法书上把它分成八大类，这种分类法见仁见智，各有各的看法，但无论如何变化，均逃不出这个范围。

- (A) Nouns (名词)
- (B) Pronouns (代名词)
- (C) Verbs (动词)
- (D) Adjectives (形容词)
- (E) Adverbs (副词)
- (F) Prepositions (介词)
- (G) Conjunctions (连接词)
- (H) Interjections (感叹词)

一般语法家按照上例顺序分类是被大家所接受的。但如何去区别这些的类别，是一般初学者感到困惑的

事。有些字我们一看就知道它是属于哪一类，但有些不一定适用于同样区分方法，因此语法家又想出一些分类方法：

①以它们语法功能区别，列主语 (Subject) 或修饰语 (modifier)。

②以它们语法形式上的区别，如大多数名词复数时加“s”，而动词加“ed”形成过去式 (Past tense)。

③以它们意义的形态区别，如一件事物的名字或说明某一动作。

以上是基本分类法，但在使用时，按照一般方法区别。

例：the army cannon

按照它的结构，army 是一个形容词，实际上它是一个名词，它的功能是修饰 cannon (大炮) 的。

例：She seemed tired.

这个句中的“seemed”很清楚的它是一个动词，但有人可能问“seemed”是不是说明一个行动呢？因此，若我们按照字意来区分，有些字不只分在一种词类。若按它的功能来分类，又不只是一种方法，现在我们以“place”这个字作讨论。

Noun { The place to be is New York.  
 (名词) { The places to be are New York and San Francisco.

Verb: { Place the book on the desk.  
 (动词) { He placed the book on the desk.

Modifier: { She bought place mats for the table.  
 (修饰语) { She bought place card for the party.

词类区分一般都按照 “What we want to do.” 以及我们的目的产生，按一般功能分类也非常有用，但要记住，有些字属于不只一个词类，而这些词类基本功能最主要由名词和代名词执行，而谓语由动词说明或确定，形容词和副词作为修饰词，介词和连接词作连接用。感叹词一般用于表示情绪，但也可单独成句，如：oh；Ouch！等。

我们都知道名词与动词是句子的基本要素，修饰语和连结字都用于对句子的扩展 (expansion)

## A. Nouns (名词)

名词是句子的基本成分，作主语或作动词和介词的宾语。

例: Send John to the store.  
 (动词) (宾语) (介词) (宾语)

大部份名词分为事、物、人、地、活动和观念。  
 (things, people, places, activity and concepts)

而名词变化以“人称、数、性”为基本要件，有些不规则的变化，因为这些名词本身已含有数的观念，如 sheep, deer 等。

## B. Pronouns (代名词)

多数代名词是代替名词，避免名词重复。例“he”这个字它没有意义：除非用于前面的名词，一般称为前谓语 (antecedent) 也就是说以它的前谓语来决定其功能。

例: Clara Barton is the woman who founded the American red cross.

这个句中的代名词“who”是对应它的前谓语“woman”的。

例: He who hesitates is lost.

这个句子的代名词隐含在上下语中，那就是说“He”用于任何人，这个人犹豫采取行动 (Who hesitates to take an action)。还有些代名词我们称它为不定代名词

(indefinite pronouns), 如: anybody, everybody, somebody 等, 它们像名词一样不需要前谓语, 是写作时不可缺的一些字, 但有些字如 I, we, he, she, they 和 who 有时用于关系代名词及疑问句。

### C. Verbs and verbal (动词和动状词)

语法观念里我们都知道动词的作用, 它是句子谓语的**心脏** (the heart of sentence predicates) 是句子的基本要素, 是说明或确定主语的动作, 常用的动词很多, 用法也不同。但我们经常使用的一些主要动词, 如: eat, give, call, describe, demand, criticize, exist, seem, appear, become 等。

我们都知道动词的变化很多, 也是初学者最头痛的问题, 不过要记住它的变化是以它的主语变化为主, 只要有毅力和耐心, 慢慢就会习惯的。

例: I run.

He runs.

动词另一种特别形式, 我们称它为动状词 (Verbal) 是由动词本身变化而来的, 它们有动词的特性和能力, 但不能作谓语本身的功能。

如: ①不定式 (infinitives); 通常由“to”先行构

成。

例: to eat, to run, to describe 等。

②分词 (participles): 一般在字尾加 “ing” 构成现在分词。

例: eating, running, describing 等。

如: 在字尾加 “ed” 或 “en” 构成过去分词。

例: described, eaten 等。

③动名词 (gerund): 由动词变化而成, 在字尾加 “ing”, 作为名词用, 常作为介词的宾语不定式。

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例: seeing, believing 等。

为使初学者进一步了解它的作用与区别特举例比较。

不定式: To see is to believe. 作名词用。

It was time to leave. 作形容词。

I was ready to go. 作副词用。

分词: Barking dogs seldom bite. 作形容词用。  
(现在分词)

The threatening letter alarmed him.  
(现在分词)

Giving him the message, I left at once. 作动词形式需要宾语 (as a verb-form taking an object.)

Muttering incoherently, the old man walked away.

作动词形式需要副词修饰 (as a verb-form modified by an adverb)

The trees knocked down by the wind were chopped up for firewood.  
(过去分词)

I have my work done.  
(过去分词)

但我们若写成下列句子就不是过去分词，而是动词短语，也是动词主要部分。

例：I have done my work.  
(动词短语)

动名词：

Walking is good exercise. 作动词的主语

He taught swimming. 作动词“taught”的宾语。

Seeing is believing. 作谓语名词。

Answering questions was her job.

作为动词形式需要一个宾语 (as a verb-form taking an object.)

动名词也时常有一个主语，不论是所有格或宾格。

例：Alfred's coming to town was unexpected.



Can you picture him winning first prize?

为使初学者进一步认识这些词的表现方法，兹特举例如下：

不定式：{ To hear him is to believe him  
(宾语) (宾语)

{ It was time to leave the house.  
(补语)

动名词：{ Beating the pillow, I woke up.  
(宾语)

{ Screaming loudly, I woke up.  
(副词)

分词：

{ Completely delighted, we accepted his invitation.  
(副词) (过去分词)

{ Winning the game is enough.  
(现在分词) (宾语)

读了上例各句我们应当有了认识，虽然由动词变化，但不能在谓语中发生作用，它们像动词一样，有宾语和补语。也像动词一样，由副词修饰。

## D. Adjectives and Adverbs (形容词和副词)

形容词和副词在英语里的功能作修饰语，一般都是形容词修饰名词、副词修饰动词或形容词及其他副词，有时副词修饰全句。

例: brown dog

Victorian dignity

yellow hair

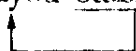
beautiful girl

one football

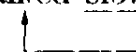
Reasonable price

形容词也有比较级，副词主要作用是修饰动词，它的位置应特别注意。


例: stayed outside



walked slowly



horribly angry



修饰全句时一般都放在句首。

例: Fortunately, the accident was not fatal.

一般所谓副词、形容词在语法上已充分讨论过，现在提出一些初学者容易疏忽的问题，如副词“almost, even, ever, just 和 only”很容易把位置放错。

例: The teacher only pointed out one mistake.

The boy polished the car almost until it shone.

We just asked for a few minutes of his time.

上例句子中的副词位置错放，而使句子模糊不清，由此证明我们不仅会使用副词也应特别注意它的位置，最好的方法是把它放在被修饰语的附近，这样不但避免句子的模糊，同时也使句子清晰。

例：The teacher pointed out only one mistake.

The boy polished the car until it almost shone.

We asked for just a few minutes of his time.

所谓谓语句形容词 (Predicate Adjectives)：用于说明它

70 后面一个连系动词 (linking verb) 的形容词，作主语的修饰语。

例：John is happy.

The grapes seemed sour.

一般常与谓语句形容词一起使用的动词是连系动词“be, seem, become, appear”以及关于动词五感觉 (five sense) 的词。如：“look, smell, taste, sound 和 feel”

[A] Do not confuse adjectives and adverbs. (不要把形容词和副词混淆)

形容词与副词都是修饰语，形容词是修饰名词，而副词修饰动词。初学者必须注意它们的位置，形容词一

定在被修饰的名词附近，副词一定在被修饰的动词附近，换句话说，不能离得太远。但若修饰全句时就另当别论，一般副词多由形容词转变而来，通常在词尾加“ly”，若词尾有“y”时去“y”加“i”再加“ly”。

如：strong—strongly

doubtful—doubtfully

happy—happily

hasty—hastily

mad—madly

slow—slowly

quick—quickly

但有些英语的变化也慢慢改变，一般正式英语的用法与现在有很大差别。如：

正式的用法：runs quickly, eat slowly.

现在的用法：runs quick, eat slow.

现在英语趋向一种非标准写法（Non standard），尤其是美国更为明显。例：

标准写法（standard）：He talks well but writes badly.

非标准写法（Non standard）：He talks good but writes bad.

[B] Do not use an adjective to modify a verb. (不要用形容去修饰动词)

例: He writes careless. (incorrect)

He writes carelessly. (correct)

“careless”是一个形容词不能去修饰动词,而 carelessly 是一个副词修饰动词 “writes”。

She talks modest. (incorrect)

She talks modestly. (correct)

[C] Do not use an adjective to modify another adjective or an adverb. (不要用形容词修饰另一形容词或副词)

例: He was terrible wounded. (incorrect)

He was terribly wounded. (correct)

“terrible”是一个形容词而 “wounded”也是形容词,因此不能修饰它,而 “terribly”是一个副词可以修饰形容词 “wounded”。

She works consideralbe harder than he does. (incorrect)

She works considerably harder than he does. (correct)

注意此处,副词 “considerably”是修饰另一副词

“harder”的。

一般谈话中习惯用形容词代替副词，如用形容词“real”代替副词“very”，强调对形容词和副词的修饰。

例：正式用法（formal）：You will hear from me very soon.

口语用法（colloquial）：You will hear from me real soon.

[D] Use an adjective to modify the subject after a linking verb. (用形容词修饰主语放在连系动词后面)

例：Jane looks pretty tonight.

“pretty”在观念动词（Verb pertaining to the sense）后面修饰主语“Jane”的。

例：The butter smells sour.

“sour”在观念动词“smells”后面，但它修饰主语“butter”的。

[E] Use an adverb after the verb if the modifier describes the manner of the action of the verb. (若

修饰语是说明动词行为的态度，把副词放在动词后面)

例：He looked suspiciously at me.

此处副词“suspiciously”修饰动词“looked”。相反的如：He looked suspicious to me.

例：The thief felt carefully under the pillow.

此处的副词 carefully 是修饰动词“felt”的。

上例句子里的动词“look”和“feel”都是表示行为的，必须用副词修饰。但在一般语法结构上，这些动词不作行为动词而是连系动词。

例：He looks tired.

He feels well.

有些句子我们可以用形容词也可用副词，不过意味有点差别。例：

形容词 (Adjective): { The sun shines bright.  
I bolted the gate tight.

副词: (Adverb): { The sun shines brightly.  
I bolted the gate tightly.

[F] Distinguish between the comparative and superlative forms of adjectives and adverbs. (区别形容

## 词与副词比较级和最高级)

形容词和副词的功能是表示性质，程度或数量，它们也有比较级。一般形式如下：

例：

原级 (positive)	比较级 (comparative)	最高级 (superlative)
形容词: good	better	best
副词: badly	worse	worst

一般习惯用法：比较级用于两个人或物之间 (to refer only to one of two objects)

最高级用于三个或更多人或物之间。(to refer only to one of three or more objects)

比较级: His horse is the faster of the two.

最高级: His horse is the fastest in the country.

比较级: Ruth is the more attractive but the less good-natured of twins.

最高级: Ruth is the most attractive but the least good-natured of his three daughters.

## E. Prepositions and Conjunctions (介词和连接词)

介词和连接词是用于连结“字和词”用的。



[A] 介词：是连结名词、代名词、短语或一些从句其他部分

例：He was young in spirit.

这句中的“spirit”与形容词“young”由介词“in”连结表现一个完整思想。

例：See the shower of sparks.

这个句中的“sparks”与名词“shower”由介词 of 连结表示一个完整思想。

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例：I apologized to her.

这句中的“her”与动词“apologized”由“to”连结发生关系。

例：We ate chinese food with our wooden chopsticks.

这个句中的 our wooden chopsticks 与动词“ate”由介词“with”连结发生关系。

现在有一种超势英语名词词尾变化的格 (case)，渐渐失去它的重要性，而由介词和它的宾语取而代之，我们称这种介词的宾语为宾语格 (objective case)。

如：between you and him

to John and me

名词所有格有时也被介词和它的宾语代替。

例：名词所有格：day's end.

介词和它的宾语：end of day.

一般常使用的介词：“at, between, by, for, from, in, of, or, though, to 和 with”。

[B] 连接词：用于连结句子要素之间的关系。

(a) 对等连接词 (coordinating conjunctions)：用于连结字和词、短语、从句，通常用的一些连结字如：“and, but, or, nor, for”等。

例：字的连结 (word joined)：

We ate ham and eggs.  
(字) (连接词) (字)

短语连结 (phrases joined)：

Look in the closet or under the bed.  
(短语) 连接词 (短语)

从句连结 (clauses joined)：

We wanted to go, but we were too busy.  
(从句) (从句)

(b) 从属连接词 (subordinating conjunctions)：用于连结从句与主句，通常用一些字如：“because, that, if, since, when, where”等，引导名词从句、形容词从句、副词从句，使之与其他字、词、短语或从句发生关

系完成其意义。

例：That he will succeed is certain.

这个句子是以“that”引导从句而连结主句，但看起来有点模糊，若我们按照连接词位置加以改变就会清楚。

例：It is certain that he will succeed.

我们看了这句子后就会感到清晰生动，因为这种表现方法时常在语法里出现。

例：We left the party early because we were tired.

这个句子的主句是“we left the party early.”由连接词 because 引导的从句“we were tired”连结在一起完成其整个意义。如我们说“we left the party early.”没有说明为什么，使读者不知所以然，有一种笼统感觉，因为早离开宴会是要有原因的，而从句 We were tired 就负起这个责任，说明早离开的原因。

例：If the roads are icy, we shall have to drive carefully.

这个句子的主句是 We shall have to drive carefully. 在表面上已是很完整的句子，意思也很明白。但内在的意义交待不够清楚，因为仍然未把小心驾驶的原因说出。因此，由 if 引导的从句 If the roads are icy 负起说明原因的责任。

## F. Interjections (感叹词)

感叹词是表示情绪的、它与句子里的字没有语法关系，一般使用方法：

[A] 温柔的感叹词 (mild interjections)：一般都跟着一个逗号 (comma)

例：Oh, is that you?

Well, well, how are you?

[B] 强烈的感叹词 (strong interjections)：一般都跟一个感叹号 “!”

例：Oh! I hate you.

Ouch! You are hurting me.

## ■ Part 2 ■

### Relationship of One Part of Sentence to Another (句子每一部分与其他部分的关系)

一个初学者首先要了解句子每部分的特殊关系，再讨论造句法 (syntax)。

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我们讨论过句子的结构，也知道什么是 simple sentence, 什么是 compound sentence, complex sentence 以及 compound-complex sentence. 为了进一步使初学者能了解它们之间特殊关系再分别述之：

Simple sentence.

例：The men have arrived.

分析： Men have arrived  
(主语) (谓语)

Compound sentence

例：The men have arrived, and the work will begin.

分析： { 独立句：Men have arrived  
(主语) (谓语)  
连接词： and

这是两个独立句由连接词“and”连结构成复合句 Complex sentence。

例：The men who will do the work have arrived.

分析：

独立句： Men have arrived  
           (主语)   (谓语)

从句： Who will do the work  
           (主语)   (谓语)

这个句中是由一个独立句子与一个从句构成，而由“who”引导的子句在此是修饰语用修饰名词“men”的。

为使初学者进一步了解句子各部分的关系及一些习惯用法特举例说明。

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### A. 把主语谓语分开

成分： Subject Predicate

分析： He Shouted

They listened

Sam jumped

### B. 若补语是直接宾语，把它和动词分开

成分： Subject verb object

分析: He       shouted       commands.

They       read       magazines.

John       builds       bridges.

### C. 若补语是一个动词名词或谓形容词 把它和动词分开。

成分: Subject verb / Adjective Complement

分析: My uncle is a sailor.

He has been a sailor for many years.

He is an excellent navigator.

His training was thorough.

### D. 动名词或形容词包括在直接宾语内

用下列形式:

成分: Subject verb / objective complement / direct object.

分析: We appointed leader him.

(We appointed him leader.)

They named "The pines" their house.

(They named their house "The pines".)

I thought uncomfortable the chair.

(I thought the chair uncomfortable.)

Jean let loose the dogs.

(Jean let the dogs loose.)

### E. 修饰语 (modifier)

[A] 单字修饰语 (single word modifier):

成分: Subject \_\_\_\_\_ Verb  
 (adjectives)      (preposition object)      (adverb)      (adverb)  
adverb

例: Yesterday I bought ten eggs.

分析: I bought eggs.

yesterday                  ten

例: The white rooster crowed proudly.

分析: rooster crowed

The white                  proudly . .

依据这个原则单字修饰语附在它们所修饰的字上。

例: The light blue airplane disappeared very quickly.

分析: The light blue airplane disappeared very quickly.



[B] 间接宾语被认为与修饰短语相同，开始用  
“to”或“for”

例：We gave him money.

分析：We gave him money.  
(间接宾语)

[C] 词组的功能作为句子的基本部分和修饰语

(a) 名词从句作补充语 (noun clause as complement)

例：His weakness was that he had no ambition.

分析：His weakness was that he had no ambition.  
名词从句作 was 的补充语

(b) 动名词短语作主语 (Gerund phrase as subject)

例：Breaking a forest trail is strenuous work.

分析：Breaking a forest trail is strenuous work.  
(动名词短语作为“is”的主语)

(c) 不定式短语作为宾语 (Infinitive phrase as object)

例：Kate is learning to drive an automobile.

分析：Kate is learning to drive an automobile.  
(不定式短语作为“is learning”的宾语)

(d) 不定式短语作主语 (Infinitive phrase as subject)

例：His ability to solve difficult problem was amazing.

分析: His ability to solve difficult problem was amazing.  
(不定式短语作was的主语)

[D] 词组的功能作修饰语用

(a) 介词短语作形容词用 (prepositional phrase as adjective)

例: He is the owner of the store.

分析: He is the owner of the store.  
(介词短语作形容词修饰名词 "owner")

例: Few of the guests were bored.

分析: Few of the guests were bored.  
(介词短语修饰 "few")

(b) 介词短语作副词用 (prepositional phrase as adverb)

例: They played tennis for an hour.

分析: They played tennis for an hour.  
(介词短语修饰动词 "play")

(c) 分词短语作形容词 (Participial phrase as adjective)

例: The two women singing the song walked away.

分析: The two women singing the song walked away.  
(分词短语修饰 "women")

例: Having made his fortune, he retired.

分析: Having made his fortune, he retired.  
(分词短语修饰“he”)

(d) 分词短语作副词 (participial phrase as adverb)。

例: He can do it with his eyes closed.

分析: He can do it with his eyes closed.  
(分词短语修饰“can do”)

(e) 形容词从句 (Adjective clause)

例: This is the house that Jack built.

分析: This is the house that Jack built.  
(形容词从句修饰“house”)

例: The girl who the contest is a college freshman.

分析: The girl who won the contest is a college fresh-  
(形容词从句修饰“girl”的)

man.


(f) 副词从句 (adverbial clause)

例: Since he went away, his parents have received three  
letters from him.

分析: Since he went away, his parents have received  
(副词从句修饰 have received)  
three letters from him.  
(介词短语)

例: We will meet him when the train arrives.


分析: We will meet him when the train arrives.  
 (副词从句修饰 will meet)



(g) 独立短语修饰句子或从句 (Absolute phrases modify the sentence or clause as a whole)

例: John being absent, the game was postponed.

分析: John being absent, the game was postponed.  
 (独立短语修饰全句)

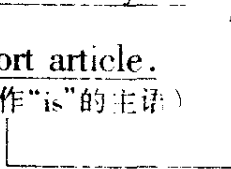


[E] 不定式或动名词短语作名词用 (Infinitive or gerundial phrases as noun)

(a) 不定式短语作主语用 (Infinitive phrase as subject)

例: To mention everyone is obviously impossible in this short article.

分析: To mention everyone is obviously impossible  
in this short article.  
 (不定词短语作“is”的主语)



(b) 不定式短语作直接宾语 (Infinitive phrase used as direct object)。

例: I should like at least to give their names.

分析: I should like at least to give their names.

(不定式短语作should like的宾语)

(c) 不定式短语作介词的宾语 (Infinitive phrase used as object of preposition)。

例: I have no choice but to omit them.

分析: I have no choice but to omit them.

(介词) (不定式短语作but的宾语)

(d) 不定式短语作主语补语 (Infinitive phrase used as subjective complement)。

例: My original plan was to include everyone.

分析: My original plan was to include everyone.

(动词) (不定式短语作主语“plan”的补语)

(e) 不定词短语作同位语 (Infinitive phrase used as an appositive)。

例: I have one main purpose: to please my readers.

分析: I have one main purpose: to please my readers.

(不定式短语作同位语)

(f) 动名词短语作主语 (subject) 直接宾语 (direct object) 介词宾语 (object of a preposition) 主语补语 (subjective complement) 或同位语 (appositive)

① 作主语:

例: Writing report on social affairs keeps me busy.

分析: Writing report on social affairs keeps me busy.  
 (动名词短语作动) ↑ (动词) ↑

② 作直接宾语:

例: Some reporters like writing such things.

分析: Some reporters like writing such things.  
 (动名词短语作like的直接宾语)

③ 作介词的宾语

例: They are well paid for doing it.

分析: They are well paid for doing it.  
 (动名词短语作介词“for”的宾语构成短语)

④ 作主语的补语:

例: My greatest difficulty is keeping all my readers happy.

分析:

My greatest difficulty is keeping all my readers happy.  
 (动名词短语作主语“difficulty”的补语)

⑤ 作同位语:

例: That usually means one thing: mentioning their names in my article.

分析: That usually means one thing:  
mentioning their names in my article.  
 (动名词短语作同位语)

### [F] 从句作名词用 (Clauses used as noun)

#### (a) 作宾语

例: To feel secure economically is what many person  
 want.

分析: To feel secure economically is  
what many person want.  
 (从句作“is”的宾语)

#### (b) 作主语:

例: That they were doubtful about our plans was obvious.

分析: That they were doubtful about our plans was obvi-  
 (从句作was的主语)  
 ous.

#### (c) 作宾语:

例: I hope that you are planning to join us.

分析: I hope that you are planning to join us.  
 (从句作 hope 的宾语)

#### (d) 作主语补语

例: The reason is that they are timid.

分析: the reason is that they are timid.  
 从句作主语补语

## (e) 作介词的宾语:

例: Give the suitcases to whoever meets you at the station.

分析: Give the suitcases to whoever meets you at the station.  
(介词) (从句作“to”的宾语构成短语)

## (f) 作直接宾语:

例: They reminded him of his written agreement that the money should be paid.

分析: They reminded him of his written agreement  
(介词短语作副词用)  
that the money should be paid.  
(从句作直接宾语)

## [G] 复合要素 (Compound elements)

## (a) Compound subject (复合主语)

例: Addison and Steele wrote charming essays.

分析: Addison and Steele wrote charming essays.  
(主语) (主语)

## (b) Compound predicate (复合谓语)

例: They were born in the same year, attended the same university, and later contribute to the same newspaper.

分析: They were born in the same year, attended the  
(谓语)  
same university, and later contribute to the same newspaper.  
(谓语) (谓语)



## (c) Compound Complement (复合补语)。

例: John was good-natured and likable.

分析: John was good-natured and likable.  
(补语) (连接词) (补语)

## (d) Compound adjective (复合形容词)

例: John wrote several brilliant and satirical Comedies.

分析: John wrote several brilliant and satirical Comedies.  
(形容词) (连接词) (形容词)

## (e) Compound Adverbs (复合副词)

例: Both men wrote amusingly and often ironically.

分析: Both men wrote amusingly and often ironically.  
(副词) (连接词) (副词)

## [H] 复合句的分析 (Analysis of Compound Sentence)

例: John was one of the earliest journalists, and his newspaper was extremely influential.

分析: John was one of the earliest journalists, and his newspaper was extremely influential. (连接词)

## [I] 插入要素 (parenthetical elements)

所谓插入要素，如：感叹词或直接说明的字，分析起来像同位语。

例：Pshaw! I knew he could not do it.

分析：Pshaw! (that) I knew he could not do it.

(I knew)

例：Father, may I borrow the car.

分析：Father,

may I borrow the car.

[J] 为使读者进一步了解一些复杂句的结构兹再举例说明

(a) 复杂句包括一个宾语不定式和一个形容词从句 (Complex sentence containing an objective infinitive and an adjectival clause)。

例：The elderly man who was standing near the entrance of the theater told him to return on Thursday at the same time.

分析：The elderly man who was standing near the entrance of the  
(形容词从句) (动词)

theater told him to return on Thursday at the same time.

(宾语不定式)

(b) 句子开始由形式主语 “it” 引导。

例: It is clear that nobody has lived in this house for many years.

分析: It is clear that nobody has lived in this house for many years.

(c) 简单句由复合主语和动词以及修饰语结构 (A simple sentence with compound subject and predicate and with several modifiers)

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例: In the early months of war, a young farmer from New Hampshire, a rancher from Colorado, a bank clerk from Chicago, and the nephew of the commanding officer met at Camp, became friends, and have been inseparable since that time.

分析:

a young farmer from New Hampshire,

(主语)

a rancher from Colorado,

(主语)

a bank clerk from Chicago, and

(主语)

(连接词)

the nephew of the commanding officer

(主语)

复合谓语 { In the early months of war, met at camp,  
 (谓语) (动词)  
became friends, and  
 (谓语) (连接词)  
have been inseparable since that time.  
 (谓语)

## (d) 混合句 (Compound-Complex sentence)

例: The crowd of workmen had been standing patiently in the rain for two hours, and a great shout of relief arose when the rescuers finally appeared.

分析: The crowd of workmen had been standing patiently in the rain for two hours, and a great shout of relief arose when the rescuers finally appeared.  
 (第一对等句) 连接词 (第二对等句)  
 从句

## (e) 直接引语 (Direct quotation).

例: "I can't read this letter without my glasses," said Mr. Alexander, plaintively.

分析: "I can't read this letter without my glasses," said Mr. Alexander, plaintively.

## Exercise

Indicate the parts of speech of each word in the following sentences.

1. From the mountains came an echo.
2. Halt! what are you doing on government property?
3. Playing squash is good indoor sport.
4. She plays a very serious game of bridge.
5. The frozen lakes of Wisconsin are usually popular with ice fishermen.
6. Gather wild mushrooms cautiously; then give them a spore test to find out if they are edible.
7. "Gee!" said the little boy, "I never dreamed of so many presents."
8. We left Boston in a snowstorm, and Alice greeted us in Florida in the midst of a heat wave.
9. Since there are so many prerequisites for a major in biochemistry, Bill saw his advisor immediately.
10. Sir Thomas More kept his faith despite many torturing years in prison.
11. Einstein said that a man has at the most only one or two ideas in a life-time.

12. Most of the world faces a food and water shortage; consequently, scientists are working for a solution to this problem.

13. The conductor was very angry because some one had asked him to change a twenty dollar bill.

14. Make the draperies even with the windowsill.

15. That ship is unsafe; even the Captain has left it.

## Understanding Phrases and Clauses

### 认识短语和从句

一般语法家把短语 (phrase) 和从句 (clause) 做了很明显的区别。

**短语 (phrases):** 是一群相关的字没有主语或谓语, 它的作用是修饰语。

**从句 (clauses):** 是一群相关的字, 包括一个主语和谓语。而从句通常分为独立从句和从属从句, 它可用于限定或非限定。它的作用是充当作形容词、副词或者名词。

**研究:** 使用 “verbal clause” 的人指出动状词不只是由动词构成, 但也像有限动词 (finite verb) 一样, 有主语或宾语。

**例:** “the man carrying the ball” 这句中的 ball 是分词 “carrying” 的宾语。

**例:** The door being locked, we climbed in a window.

动状词中的 “door” 是分词 “being locked” 的主语。

**例:** I asked him to wash the window.

句中的 “him” 是 “wash” 的主语, 而 “window” 是宾语。

我们特别提出动状字群 (Verbal word group) 通常与限定动词的意义相同。

例: The man carrying the ball fell on his face.  
(动状词)

The man who was carrying the ball fell on his face.  
(从句)

The door being locked, we climbed in a window.  
(动状词)

Since the door was locked, we climbed in a window.  
(从句)

I asked him to wash the window.  
(动状词)

I asked that he wash the window.  
(从句)

由以上各例证明，动状词与限定动词一样，相反的也有人提出动状词没有主语或宾语不能称为从句。因为从句有主语和宾语，但我们要指出，动状词也有一个暗示 (implies) 主语。

例: Carrying the ball, the man fell on his face.

而“Carrying”的主语是暗示在主要句子主语“man”。这是证明动状群 (verbal group) 不能常与它的暗示主语分开。我们不能说“carrying the ball, a leg was broken.”因为“leg”不能暗示作“carrying”的主语。因此了解它的主语并不困难，因为我们相信“carry the ball”没有人会怀疑它不是一个句子。



## ■ Part 1 ■

### Phrases 短语

所谓短语当然指广泛使用的短语，不过我们在研究时多以动状词短语为主，为了使初学者能够对短语充分认识，我们还是按照顺序分别提出讨论。

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#### A. 形容词短语 (Adjective phrases)

它是由介词和它的宾语名词或代名词组成具有形容词作用，描述某一些事物或人的状态，加强句子的生动。

例：A man of good character is to be respect. (品行好的人受尊敬)

研究：这句中的短语“of good character”作形容词用修饰名词“man”说明它的性质，为使初学者进一步了解形容词短语的特性我们再举例说明。如我们说“一个勇敢的人” (A courageous man)。我们若把形容词“courageous”变成短语即为“of courage”，它与前面名词

连合即成 “A man of courage”。

例：A man of courage lived in this place.

## B. 名词短语 (Noun phrases)

是由介词和它的宾语组合而成，它的功能作名词或主语用。

例：Before breakfast is the best time for calisthenics. 研究：这个句中的短语 “before breakfast” 是名词短语作这个句子的主语，说明作 “柔软体操” 的时间。若我们说：“Breakfast is the best time for calisthenics.” 在语法观念上没有错，但整个思想 (thoughtful) 不合理，在写作上也有问题。因为 “早餐是作柔软体操的最好时间” 交待不够清楚，同时语意不明。因此，我们加上一个介词 “before” 构成短语确有画龙点睛之妙。同时与后面各词相呼应，说明什么时候是运动最好时间。虽一字之差，但其意义完全不同。

例：To kill a man is a crime.

这个句中的 “To kill a man” 是一个短语作主语用，即等于名词 “murder”。

例：He does not know how to swim.

这句中的 “how to swim” 是一个短语作 know 的宾

语，它的意思是“the art of swimming”。

### C. 副词短语 (Adverbial Phrases)

副词短语在句子中占了非常重要地位，它是由一个介词和它的宾语组成，具有副词功能，修饰动词，使它发生某种特定意义。

例：The train arrived on time. We were ready at the station.

研究：这句中的“on time”是副词短语修饰动词“arrived”。因此“on time”是说明火车到达 (arrived) 的时间，其重点是到达时间。而“at the station”也是副词短语，它是修饰形容词“ready”。表示“我们已准备好了”。而“at the station”等于“here”或“in this place”。如我们说“我们准备好了”，我们要问“准备好什么？”(What is ready?)。因为“ready”是补充说明“We”的一种状态，但未说明这种状态明确情形，加上一个副词短语“at the station”说明 ready 的地点并与前面句子中的“arrived on time”相呼应，使读者一看就知道怎么一回事。有一种清新感觉，同时也把我们要做的以及我们的思想表现得非常生动。

**D. 动词短语 (Verbal phrase)**

所谓动词短语，实际是由动词变化后与其他字组合而成。一般称动状词短语 (Verbal phrase)，也就是说任何字群由一个动状词加上一个主语，补语或动状词的修饰语组成。

例：They is made fun of the poor boy.

研究：这句中的“made fun of”它的作用完全像动词一样，为使初学者对动状词短语进一步认识，特举例说明它们的结合。

**(a) 动状词与宾语 (Verbal with object)**

例：The man painting the fence was hired recently.  
                     (分词)    (宾语)  
                                     (短语)

We had no time to draw conclusions.  
                                     (不定式)    (宾语)  
   (短语)

**(b) 动状词与主语 (Verbal with subject)**

例：Watch him jump.  
                     (主语)(动词)  
                             (短语)

General Lee advised the regiment's retreating.  
                                     (主语)    (分词)  
   (短语)

Dinner being on the table, we went to wash our hands.

(主语) (分词)

(短语)

(c) 动状词与主语补语 (Verbal with subjective complement)

例: Growing tired, I excused myself and went to bed.

(分词) (主语补语)

(短语)

Being an old china hand, John knew what to do.

(分词) (主语补语)

(短语)

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(d) 动状词与修饰语 (Verbal with modifier)

例: He was advised to proceed slowly.

(不定词) (修饰语)

(短语)

He made money working as a tea taster.

(动名词) (修饰语)

(短语)

He learned reeling and writhing and fainting in coils.

(动名词) (动名词) (动名词)(修饰语)

(短语)

[A] 分词短语 (Participle phrases)

(a) 现在分词与补语 (Present participle with comple-

ment)

现在分词，可能作任何事的补语，它的功能是作相等限定。

① 动词的补语，它包括：

① 直接宾语 (direct object)

② 主语补语 (subjective complement)

③ 间接宾语 (indirect object) 和直接宾语 (direct object)

④ 直接宾语和宾语补语 (direct object and objective complement)

② 直接宾语 (direct object)

例：The man carrying the ball fell on his face.  
(直接宾语)

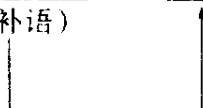
Pushing me aside, he grabbed Linda by the arm.  
(直接宾语)

我们有时可能遇到同性质的直接宾语 (cognate direct object)

例：Mary, still whistling that silly whistle, paid no attention.  
(同性质直接宾语)

③ 主语补语 (Subjective Complement)

例：Being an old man, I offered no resistance.  
(主语补语)



Feeling rather ill, John declined the invitation.  
 (主语补语)

研究：读了上例句后，很容易了解这些都是主语补语，而不是宾语，若我们用分词的暗示主语（implied subject of the participle）而把分词改成相等限定动词，就会成为下例句子：

Being an old man = I am an old man.

Feeling rather ill = John felt rather ill.

① 间接宾语和直接宾语 (Indirect object and direct object)

例：Giving me a push, he grabbed Lind a by  
 (间接宾语) (直接宾语)  
 the arm.

Lood at the man offering the monkey a sandwich.  
 (间接宾语) (直接宾语)

⑤ 直接宾语和宾语补语 (Direct object and objective complement)

例：Thinking the party a flop, Roger left early.  
 (直接宾语) (宾语补语)

Seeing him dead I thought of all the good he had  
 (直接宾语) (宾语补语)  
 hone.

研究：像其他限定动词一样，宾语可能有任何实名词 (sbstantive) 作为它的补语。而我们发现作分词补语

不仅是单纯名词和代名词同时还有动名词 (Gerund), 不定词 (infinitives), 名词短语和名词从句。

(1) 动名词 (Gerund):

例: The men practicing forward passing are all subs.

句中的动名词 “passing” 是分词 “practicing” 的宾语, 这种结合不太普遍, 一般都避免用: hating drinking, seeing playing, learning weaving. 和 stopping smoking 的表现法。因为用 “ing” 的音重复是很笨的方法, 也可能意义不明。如: hating drinking as much as she did. 这个句中的副词从句, 可以修饰动名词也可以修饰分词。

(2) 不定式 (infinitive):

例: You'll wake up the people trying to sleep.  
(宾语)

The men learning to weave are all disabled veterans.  
(宾语)

(3) 名词短语 (Noun phrase)

例: Wanting to win the game, the coach sent in Bremkin.  
(名词短语作宾语)

The men learning to weave rugs are all veterans.  
(名词短语作宾语)

由分词和名词短语组成的短语作补语, 而这种补语通常都是不定式短语。

(4) 名词从句 (Noun clause):



例: Knowing that John might be very late, we went on  
(名词从句作宾语)

without him.

Sem. declaring loudly that he was innocent, was led off  
(名词从句作分词宾语)

to Jail.

研究: 我们可以看出分词与名词从句作为主语补语, 一般都在通俗的结构里。如: Being

that it was late, we decided to leave.  
(名词从句作分词宾语)

名词从句作分词宾语构成短语作主语补语。

但实际分析“being that”是作为从属连接词, 与“since”一样, 而“being that it was late”是一个副词从句。有时候名词从句也在单纯分词“being”的后面。

如: Being what he was, Menzies could not intervene.  
(名词从句)

#### (b) 过去分词与补语 (Past participle with complement):

现在分词一般都表示主动语态, 而过去分词表示被动语态, 动词用于被动语气, 一般都不能有宾语, 过去分词也是一样, 唯一例外是保留宾语。假若现在分词有一个间接宾语和宾语作它的补语, 相同的过去分词可能保留直接宾语。因此前面间接宾语变成过去分词的形式主语。

例: Handing me the letter, Sam asked me to read it.

分析: Handing me the letter, Sam asked me to read  
现在分词(间接宾语)

it.

研究: 句中的间接宾语“me”是分词“Handing”的间接宾语, 而“letter”是直接宾语。

Handed the letter, I read it.  
(过去分词)

这句中 letter 是过去分词“Handed”的保留宾语, 而“I”是 Handed 的形式主语。

偶然也有主动结构的间接宾语保留作为过去分词的宾语:

例: The letter sent me never arrived.  
(间接宾语)

这个句子等于“Sending me the letter.”

若现在分词有一个宾语一个宾语补语, 而相似的过去分词可能保留宾语补语

例: She ran off with a fellow called Sam.

这句中的保留宾语补语是“Sam”。

比较:  $\left\{ \begin{array}{l} \text{Calling the fellow Sam.} \\ \text{They called the fellow Sam.} \end{array} \right.$

例: A letter thought to have been written in 1602 has been discovered.

这句中的不定式短语 “to have been written in 1602” 是保留的宾语补语，现在再比较一下：

Some scholars thought the letter to have been written in 1602.

### (C) 分词与修饰语 (Participle with modifier)

分词短语可能由分词加分词的修饰语组成，而这个修饰语一般是副词或副词短语或从句。例：

副词 (Adverb): Laughing slyly, John went his way .  
(副词)

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副词短语 (Adverb phrase): Turning to the right, we glimpsed a small antelope.  
(副词短语)

副词子句 (Adverb clause): Pipkin set off in pursuit, shouting as he ran.  
(副词从句)

研究：因为过去分词不能有宾语（保留宾语除外），但大多数短语牵涉到过去分词是由分词加修饰语组成。而这种修饰语，时常是介词短语，包括相同主动结构的主语。

例： Jilted by his girl friend . Sam joined a monastery .  
(过去分词) (介词短语作副词用)

这个句子中的“jilted by his girl friend”等于“His girl friend jilted him”。

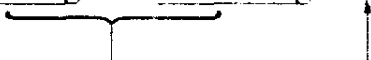
#### (d) 分词短语的位置 (Position of participle phrases)

一个单纯分词，像一个简单形容词，可能出现在三种位置的任何一种。

形容性的 (Attributive):

例: An interesting but infuriating book.

分析: An interesting but infuriating book.



同位语 (Appositive):

例: A book, interesting but infuriating.

分析: A book, interesting but infuriating.

(同位语)                      (同位语)

谓语部分 (Predicate):

例: The book is interesting but infuriating.

分析: The book is interesting but infuriating.

(谓语)

研究: 无论如何, 分词短语只能出现在同位语或谓语部分位置。

例: An article, interesting to some readers. (同位语)

The article is interesting to some readers. (谓语部分)

但我们不能说: an interesting to some readers article.  
用于同位语, 分词可能出现在子句中三种位置中任何一种。

①在句首 (At the beginning) 一般后面跟着分词的逻辑主语。

例: Fearing the worst, we began to dig through the debris.  
(现在分词短语)

Impressed by his work, the boss promoted Sam.  
(过去分词短语)

②在逻辑主语后 (Immediately after the logical subject)。

例: The rain, coming when it did, was most beneficial.  
(现在分词短语)

My father, saddened by my behavior, gave me a thorough beating.  
(过去分词短语)

③在子句结尾, 一般与逻辑主语分开 (At the end of the clause, often separated from the logical subject)。

例: The rain was most beneficial, coming when it did.  
(现在分词短语)

We motored on to Grand Rapids, having seen the points of  
(现在完成分词短语)

interest in Lansing.

(= As we have seen the points of interest in Lansing.)

比较: 像形容词、从句、同位语、分词短语可能是限定或非限定。例:

Restrictive (限定): The little boy talking with his mouth full is my brother Sam. 这句中的“talking with his mouth full”是现在分词短语,证明“little boy”不是取的行为。

Nonrestrictive (非限定): The little boy, talking with his mouth full, gave his views on attending school. 这句中的分词短语“talking with his mouth full”仅只用于描写“little boy”。

分词短语用于限时时,必须在它修饰名词后面,。不会在句子前面出现。当短语在句子后面时,使用标点符号不只是表示这个短语是不是限定或非限定,同时表示两个实名词(two substantive)一起使用。

例: The man reprimanded the boy talking with his mouth full.

这个句中的“boy”是分词“talking”的逻辑主语。

例: The man reprimanded the boy, talking with his mouth full.

这个句中的“man”是分词,“talking”是逻辑主语。

### (e) 分词短语的功能 (Function of participle phrases)

虽然分词一般用于描述由原形动词变化而来,但它的功能是形容词。而分词短语的功能比一个单纯形容词要复杂得多。

例: Knowing that Sam was hungry, I gave him a dollar.

分析: Knowing that Sam was hungry, I gave him a dollar.  
           (分词)                  (从句)  
                                   (分词短语)

研究: 这个句中的分词短语 *Knowing that Sam was hungry* 是修饰代名词 “I” 而它的功能是一个形容词, 同时说明 “给予” (for the giving) 某些事的理由。因此, 又有副词功能, 这与下例副词从句 “Because I knew that Sam was hungry.” 一样。后面再跟着主句 “I gave him a dollar.”

分词短语与副词从句的主要区别是短词必须用于结合实名词人或物, 而又是分词行为执行者。虽然我们说:

Since it was known that Sam was hungry, he was given a dollar. 而我们想法避免说: *Knowing that Sam was hungry, he given a dollar.*

但习惯上分词是修饰分词行为的执行者实名词, 而它的功能形容性质与副词性质一样。我们可以肯定说实名词是分词的逻辑主语。如: *Knowing that Sam hungry, I gave him a dollar.* 这句中 “I” 与 *knowing* 之间的关系, 比主语与动词关系更像名词和形容词关系。

无论如何, 当分词短语是限定时, 它的功能形容性质比副词性质要多。如在: *Porterfield is a man admired by all.* 这句中的分词短语 “*admired by all*” 与 “*Porterfield is a man who is admired by all*” 句中的形容词从句 “*Who is admired by*

all”一样。同样地在下列例句中：

The boy talking with his mouth full is my brother Sam.  
(分词短语限定用法)

The boy who is talking with his mouth full is my brother  
(形容词从句作限定用法)

Sam.

The horse being led out of the barn is my brother.  
(分词短语作限定作法)

The horse that is being led out of the barn is my brother.  
(形容词从句作限定用法)

#### (f) 摇摆不定分词 (Dangling participles)

分词短语用于没有分词的逻辑主语，一般称为摇摆不定分词。这种用法普遍都尽量避免，但在某些情况下，不管怎么样还是使用分词短语，即使选择英语 (Choice English)。现在举出一些字如：taking, considering, pending 等，这些时常用于非人称，它们就不感到需要逻辑主语。

例：Considering his poverty, Sam remains very cheerful.

Taking everythig into cousideration, the operation was a success.

Pending a report from John, we'll proceed as planned.

研究：这些习惯用法中，“considering, taking, pending”可能被解释为介词而不是分词，在教科书里一些语法家列出很多加“ing”的字，但在选择英语里，很多这样的字就不列出。事实上很多分词几乎都能用于非人称，从下面例



子我们可以看出一些大概。

例: In Philadelphia, for example, he would have begun with the word "iceberg", assuming, of course, that anyone bothers  
(分词短语)  
with such niceties while the car is settling into an icy river. (摘自 Robert M. Yoder, Saturday Evening Post)

It was agreed that the work should be called "The Yale Edition of Horace Walpole's Correspondence," thus giving it a ball  
分词短语  
mark of academic distinction. (摘自 Geoffrey T. Hellman, The New Yorker)

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Looking back into the past, it seems to me that all there has  
(分词短语)  
ever been.

...Maine is at the top, ver closely followed by Massachusetts, then Connecticut, then Vermont, puting New Hampshire fifth  
(分词短语)  
and Rhode Island, (largely because of its small size) last. (摘自 Harper's)

另一方面选择英语坚持某些形式在这种结构上。

例: Due to the war, prices rose considerably.

坚持 "due to" 用于一个逻辑主语。

例: The condition due to the war was appalling.

而 owing to 或许会通用 (pass)。

例: Owing to the war, prices rose considerably.

(g) 分词与主语 (独立主格) (Participle with subject) (Nominative Absolute)

有时我们把名词放在分词前面, 因此名词与分词是主语与谓语关系。例:

The door being locked, we climbed in a window.  
(名词) (分词)

Her guests having departed, Mary went to bed.  
(分词) (分词)

Her work done, Aunt Jane sat down for a cup of tea.  
(名词) (分词)

研究: 以上这种结构语法家称为独立主格, 认为是主格, 但观念上主语是主格, 思想上独立, 这种短语与句子其他部分没有语法上连结, 但名称贫乏, 因为实名词很少有主格, 就好像我们所讨论的短语永远不能独立一样。

实名词很少有主格, 因为现代英语里只有六个代名词: “I, we, he, she, they 及 who” 有主格与宾格的区别, 但这些很少在独立主格结构里出现。

例: He having already gone, we talked to his mother.  
(分词短语)

I knowing all about it already, he addressed himself to Paris.

短语与从句偶尔也作分词的主语, 但一般都避免这种

不智的结合。

例: That Murphy was guilty      having been proved, the judge  
       (从句作分词的主语)                      (分词短语)

passed sentence.

Making a living in real estate being impossible, Sam added  
       (短语作分词being的主语)                      (分词)

insurance as a side line.

一般都在分词前用一个虚字“it”，而“that”引导从句或不定式短语放在分词后面作它的真正主语。

例: It      having been proved that Murphy was guilty, the  
       (虚字)                      (分词短语)                      (从句)

judge passed sentence.

It      being impossible      to make a living in real estate,  
       (虚字)                      (分词)                      (不定式)

Sam added insurance as a side line.

很少把分词的主语放分词后。这些短语多多少少牵涉到分词。如: given, granted, notwithstanding.

例: Given enough time, Barry will get the job done.

这句中的 give 应放在 time 后面。如: “enough time given”

Granted that he was rushed, Barry did a shamefully poor job.  
       (分词)

这句应为 “that he was rushed granted” 或者 “it being granted that he was rushed”。

Notwithstanding the heat, Barry pushed the job through.

(分词)

这句中的 Notwithstanding 应放在 heat 的后面。如：“the heat notwithstanding”。

虽然这些都是独立主格，它们或许不是像现在的感觉，如：第一句中的“Given enough time”可能构成一个单纯分词短语，而“time”是 Given 的保留主语，而“Barry”是逻辑主语。例：

“if he given enough time”或“if one gives him enough time”。而 Notwithstanding the heat 可能解释成作为一个介词短语。

(h) 其他独立主格的结构 (Other nominative absolute construction)

我们注意到少数结构有些字与分词不同，而在独立主格的结构式里作为谓语部分。

例：我们不说：“You being by my side, nothing else matters.”

而说成：“You by my side, nothing else matters.”

研究：此处的“You”是结构的主语，而 by my side 是谓语部分。因为连系词 (copula) “being”省略了。如：无动词句子：“Tough luck”一样，应该是“The luck is tough.”

Nasty weather 应是 “The weather is nasty.”

同样地:

Summer over, we returned to Beijing.

The house well on its way to completion, we began to think about what fixtures we wanted.

His first-string backfield sick or injured, coach Roger took a dim view of Saturday's game.

(i) 独立主格的功能 (Function of nominative absolutes)

虽然一般称独立结构, 而实词分词 (Substantive-participle) 结合, 事实对主要句子关系作用, 通常它的功能作副词用。与副词从句一样, 它有能力表示几种副词意义。例:

表时间 (time): Her work done, Aunt Jane sat down for a cup of tea .

这句中的分词 “Her work done” 等于 When her work done, Aunt Jane sat down for a cup of tea.

表原因 (cause): It being impossible to make a living in real estate, Sam added insurance as a side line.

这句中的分词短语 It being impossible to make a living in a real estate. 等于 Because it was impossible to make a living in real estate, Sam added insurance as a side line.

表条件 (condition): God willing, we'll reach Lansing in the morning.

这句中的分词 God willing 等于 If God is willing, we'll reach Lansing in the morning.

研究: 偶尔独立主格的结构也作为主要句子的主语。

例: Linda in trouble was ample reason for my going.  
(独立主格)

这句中的“Linda in trouble”作 was 的主语, 等于“that Linda was in trouble was ample reason”。

有时也可作同位语。

例: That's Paganhead for you, the right hand not keeping the left aware of what is going on.

这个句中的分词短语作主语的同位语。

## [B] 动名词短语 (Gerund Phrases)

### (a) 动名词短语的组成 (composition of the gerund phrase)

动名词可能有任何补充词与现在分词一起用。

#### ① 作直接宾语 (Direct object)

例: What do you mean by pushing me aside?  
(动名词)

例: Moaning piteous little moans will get you no where.  
(动名词)

## ② 作主语补语 (Subjective complement)

例: Being dean of men is no life of riley.

(动名词)

You can't arrest a man for looking suspicious.

(动名词)

## ③ 作间接宾语和直接宾语 (Indirect object and Direct object):

例: I accused him of telling me a lie.

(动名词)

Feeding the monkeys peanuts is forbidden.

(动名词)

## ④ 作直接宾语和分词补语 (Direct object and objective complement)

例: She is fond of wearing her hair long.

(动名词)

Calling people names is no way to be popular.

(动名词)

研究: 动名词短语, 由动名词加直接宾语组成, 而造句法内动名词的地位, 由定冠词引导的普通名词代替, 再由介词短语修饰。

例: Ringing doorbells is a tradition of Halloween.

The ringing of door bells is tradition of Halloween.

(定冠语)(单纯名词)(介词短语)

It's story about winning the west.

(动名词短语)

It's a story about the winning of the west.

(定冠词)(单纯名词)(介词短语)

研究: 实名词不同于单纯名词, 一般用于作动名词的

补语。例：

代名词 (pronoun):

Calling him names is futile.  
(动名词)(代名词)

不定式短语 (Infinitive phrase):

Meaning to do something isn't doing it.  
(动名词) (不定式短语)

名词子句 (Noun Clause):

I blame him for thinking that he is better than other men.  
(动名词) (名词从句)

但要记住，动名词通常不作其他动名词的补语。虽然造句法可能有这种表现，如：Stopping smoking is rather difficult.

动名词短语可能由动名词加副词修饰语组成。

例：What will running away accomplish?  
(动名词)(副词)  
(动名词短语)

I enjoy lying in the sun.  
(动名词) (副词)  
(动名词短语)

There are laws against driving while under the influence  
(动名词) (副词)  
of liquor. (动名词短语)

特别注意，当修饰语放在动状名词 (Verbal Noun) 后面是副词，放在前面则是形容词。



例: Drinking heavily was his downfall.  
(动名词) (副词修饰)

Heavy drinking was his downfall.  
(修饰语作形容词) (动名词)

形容词在此处的用法“drinking”没有动名词感觉也不具备动状词的力量，而是一个名词。因此一般不称这种结合“heavy drinking”是一个动名词短语。

### (b) 动名词的主语 (Subject of the gerund)

所谓动名词的主语，可能很多初学者很少听到，而我们所称主语实际就是修饰语。比较下例的说法：

124 比较: { The ship's coming  
(主语) (动名词)  
The ship came.  
(主语) (动词)

比较: { Her weeping  
(主语) (动名词)  
She wept  
(主语)

比较: { The regiment's retreating.  
(主语) (动名词)  
The regiment retreated.  
(主语) (动词)

研究：实名词对动名词的关系，就像主语对动词的关系。

但有一项规则，那就是动名词的主语必须有格

(Genitive case): 如我们说: His talking annoyed me.  
(所有格)(动名词)

或者说: I was annoyed by his talking  
(所有格)(动名词)

我们绝不可说成: Him talking annoyed me. 或者是:  
I was annoyed by him talking. 这种表现方法应避免。

上例中所有格非常明显, 但这种规则也有些限制。

当动名词的主语是人称代词或一个名词指人, 所有格是常态的。

例: Wesley's returning so soon surprised us.

We were surprised at his returning so soon.

He objected to the defendant's addressing the jury.

但当动名词的主语是指事物或抽象名词时, 普通格是常态的 (normal):

Mr. Willigan worried about the field lying fallow.  
(事物)

It's just a question of recklessness getting her into trouble.  
(抽象名词)

有些摇摆不定, 尤其是一般俗语里人称代词的宾格是一般用法。当动名词短语是作宾语时, 如: His mother was upset about him getting home so late.

另一方面, 选择英语有时用 "'s" 表示所有, 即使与事物名称和抽象名称一起用时, 如: He worried about the field's lying fallow.

少数结构里主语格的与动名词、分词不同。例：

动名词 (Gerund): Watch his walking.

这个句子等于 Watch the walking that he does.

分词 (participle): Watch him walking

这个句子等于 Watch him when he is walking.

动名词 (Gerund): I saw his coming announced in the papers.

分词 (participle): I saw him coming.

当动名词的主语是一个从句短语或由从句或短语修饰时，就不可能有所有格。

例: The teacher insisted on whoever threw the eraser  
(从句作动名词的主语)

apologizing.  
(动名词)

The teacher insisted on the boy who threw the eraser  
(从句)

apologizing.  
(动名词)

Is there any chance of the people in the back of the room  
(短语)

talking a little louder?  
(动名词)

有些代词，如：“all, each, this, some, few”在动名词前没有所有格，因为它们没有格。

例: Is there any likelihood of this being true?  
(代名词) (动名词)

There is possibility of several coming later.  
(代名词)(动名词)

### (c) 动名词短语的功能 (Functions of the gerund phrase)

动名词短语的功能与单纯动名词一样。

#### ① 作主语 (Subject):

Drinking is dangerous.  
(动名词)

Drinking unboiled water is dangerous.  
(动名词短语)

#### ② 作宾语 (Object):

He enjoys driving.  
(动名词)

He enjoys driving fast automobiles.  
(动名词短语)

#### ③ 作主语补语 (Subjective Complement):

His mistake was marrying.  
(动名词作主语补语)

His mistake was marrying so silly a woman.  
(动名词短语作主语补语)

#### ④ 作同位语 (Appositive):

His hobby, painting, preserved his sanity.  
(动名词作主语  
的同位语)

His hobby, painting in oils, preserved his sanity.  
(动名词作主语的同位语)

### (d) 摇摆不定动名词 (Dangling gerund)

动名词或动名词短语的功能作介词的宾语时，我们

可以说它有一个逻辑主语，因为有些实名词不管它在句子的位置是什么，都会告诉我们谁（who）或什么（what）的思想，作为动名词的行为执行者。

例：By lying about his age, Archie got into the Marines.

研究：这句话是说谎的人是“Archie”也是主要动词的主语，因此，Archie 是 lying 的逻辑主语。

当这些介词短语引导句子时，我们希望在短语后面的实名词用于名词的主语，假若不是，而摇摆不定的动名词结果是：

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By lying about his age, the enlistment was effected.

By lying about his age, the Marines accepted Archie.

尤其是第二句中的“Archie”不显见于用 lying 的主语，因为离得太远，如果不仔细研究，突然一看我们可能认为“the Marines are lying”呢。

虽然选择英语里避免这些摇摆不定的动名词作为说明，但并不完全排除这种结构。

当动名词的主语是非人称或不重要时，动名词可能有摇摆不定情形，如下

Sometimes there has been resistance in the Oriental way, by offering no resistance, but failing to get the thing done.

(摘自 Saturday evening Post)

Now, Without knowing whether there is enough water available, the nine-foot channel is being constructed in the Missouri. (摘自 Harper's)

Without attempting to wade through the very labored reasoning, the idea which seems to emerge is that "reactionary biologist" have reinterpreted Darwinism as it was written... (摘自 American Scholar)

### [C] 不定式短语 (Infinitive phrases)

#### (a) 不定式加补语 (Infinitive plus complement)

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不定式可能有任何补语与其他动状词一起使用，例：

#### ① 直接宾语 (Direct object)

To know Mary is to love her .  
(不定式) (直接宾语)

He likes to trap sparrows .  
(不定式) (直接宾语)

#### ② 主语补语 (Subjective complement):

It is well to be sure .  
(不定式)(主语补语)

Try to be a man .  
(主语补语)

#### ③ 间接宾语和直接宾语 (Indirect object and Direct object):

It was cruel to send him such a curt note.  
 (不定式) (直接宾语) (直接宾语)

It is dangerous to give one's emotions a free rein.  
 (不定式) (间接宾语) (直接宾语)

#### ④ 直接宾语和宾语补语 (Direct object and objective complement)

The little boy tried to lick the platter clean.  
 (不定式) (直接宾语) (宾语补语)

I've a right to consider you my friend.  
 (不定式) (直接宾语) (宾语补语)

#### (b) 不定式加修饰语 (Infinitive plus modifier)

像其他动状词一样不定式也可与副词修饰语结合组成短语。

例: Try to speak more clearly.  
 (不定式) (副词修饰语)  
 (不定式短语)

It's a good idea to speak only when your are spokento.  
 (不定式) (副词修饰语)  
 (不定式短语)

He hates to speak in public.  
 (不定式) (副词修饰语)  
 (不定式短语)

#### (c) 不定式加主语 (Infinitive plus subject)

现代英语最有效结构 (active construction) 是由不定式的主语在先组成的不定式, 用作主句动词的直接宾语。这种结构通常由“that”引导从句与限定动词一样,

但在某些动词之后，不定式与主语成为较普通结构。下列这些句子与不定式短语是由“that”引导从句配合的句子，当使用人称代名词时，不定式主语是宾格，而限定动词的主语是主格。

研究：注意动词后面“that”引导从句，听起来怪怪的，甚至不合于习惯用法。例：

例：I want him to go away.  
(主语) (不定式)

这个句子等于 I want that he should go away.

I supposed him to be guilty.  
(主语) (不定式)

这个句子等于 I supposed that he was guilty.

John expected me to contradict him.  
(主语) (不定式)

这个句子等于 John expected that I would contradict him.

Linda permitted him to see her home.  
(主语) (不定式)

这个句子等于 Linda permitted that he see her home.

He asked us to wait for him.  
(主语) (不定式)

这个句子等于 He asked that we wait for him.

The cat likes me to stroke her fur.  
(主语) (不定式)

这个句子等于 The cat likes that I stroke her fur.

We knew Smith to be a great general.  
(主语) (不定式)



这个句子等于 We knew that Smith was a great general.

He ordered the troops to attack.  
 (主语) (不定式)

这个句子等于 He ordered that the troops attack.

但有些动词后面只能用不定词短语，而不用“that”引导的从句。

例：The delay enabled us to see the sights of Eaton  
 (主语) (不定式短语)

Rapids.

He caused me to repent my generosity.  
 (主语) (不定式短语)

上面所举例句都是由“to”组成不定式与主语，但在这些动词后面只是单纯不定式 (simple infinitive)，换句话说省略了“to”字。如：hear, see, make, watch, feel 等。

例：I heard him (to) come.  
 (主语) (单纯不定式)

They made Paganhead (to) apologize.  
 (主语) (单纯不定语)

We felt the house (to) shake.  
 (主语) (单纯不定式)

(d) 不定式加主语结构的分析问题 (Problems of analysis of the infinitive plus subject constructions)

不定式的形态我们已讨论过，在某些结构上牵涉到

主要动词后有两个补语，这些如：“sax, command, implore”经常由一个实名词和不定式跟着

例：He asked me to go.  
(实名词)(不定式)

She implored him to forgive her.  
(实名词) (不定式)

研究：在这些句子里“me to go”、“him to forgive her”看起来像是由不定式和它们的主语组成短语，很多语法家也这样分析。那就是：He asked me to go。而短语“me to go”是“asked”的直接宾语，但我们也可以说“me”是“asked”的间接宾语，而“to go”是“asked”的直接宾语。我认为这倒没有什么要紧，因为在结构上都很合理。另一方面有的人持不同看法，认为短语与名词从句相同，如：He asked that I go。因为它与“He asked me a question”在结构上没有什么不同。在这句中“me”毫无疑问的是主要动词的宾语。

我们经常看到很多句子的结构，有一个宾语和一个宾语补语插入不定“to be”的形式，而产生不定词短语。

例：{ We thought the plan silly.  
{ We thought the plan to be silly.  
{ We thought him a fool.  
{ We thought him to be a fool.

研究：我们可以说“him to be a fool”是不定式短语，是“thought”的直接宾语。而“him”的作用是作to be的主语，而“fool”的作用是“to be”的补语。但我们也可以这么说，“him”称它为主要动词的直接宾语，而“to be a fool”是宾语补语。因此它是同一事物两种说法，但要记住任何宾语和宾语补语形成一个单元（unit）。是一种无动词从句（verbless clause）。它的功能是作主要动词的宾语，不管“to be”是不是使用正如我们在Nasty weather, 插入一个限定连系词。The Weather is nasty. 中的“is”是连系词一样，我们也可以插入一个非限定连系词（Nonfinite copula）。如：He thought the weather nasty. 而成为“He thought the weather to be nasty”因此也可以解释为“him to be a fool, the weather to be nasty”是一个单元，不定式短语用作直接宾语，更为实质。

注意：连动词后面在主语补语前插入不定式“to be”与“be”不同。

例：{ He seems a fool.  
 { He seems to be a fool.  
 { The weather continued pleasant.  
 { The weather continued to be pleasant.

{ He looks forty.  
 { He looks to be forty.

研究：此处不定式用于弄清连动词，确实是连动词，而不是谓语动词。因此，不定式与动词形成短语而不是在实名词之后，如：

He seems to be a fool. 动词是“seems to be”以及主语补语是“fool”。

(e) 独立造句中的不定式和主语 (Infinitive and subject in absolute constructions)

不定式可能与主语用于独立结构中，但与分词加主语的结构不同。我们称它为独立主格 (Nominative Absolutes)。

例：The plan was that the contending parties should reach an early agreement on basic principles, the details to be ironed out later.

The agreement called for a survey of existing housing, the landlords to pay all expenses.

(f) 由“For”引导的不定式短语 (Infinitive phrase introduced by for)

有时不定式加主语的结构，由“for”引导。

例：For Sam to marry Susie would be surprising.

(主语) (不定式)

这种无害的结构产生了分析上的复杂问题，很多语法家会解释“for”为介词与一个不定式短语“Sam to marry Susie”作为它的宾语组成介词短语：“for Sam to marry Susie”。但这种表现法似乎需要对介词重下定义。假若我们认为介词是一个表示字与其他字或字群之间关系的字体，因此“for”这个字在上例句中不能作介词。因为它并未表示不定式短语“Sam to marry Susie”和其他结构的关系。若“for”解释成“介词”那么它的宾语一定是“Sam”啦，而介词短语“for Sam”一定是短语“to marry Susie”的修饰语。这样的分析，可从动名词结构包含同样观念作比较才能得到支持。

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Sam's marrying Susie would be surprising.

(动名词)

因此我们可以说“for Sam”与“Sam's”相等，而“to marry Susie”与“marrying Susie”相等。因此我们可以说：

① “For”在此处不是一个介词，而是一个从属连接词，引导的短语。

比较：

{ For Sam to marry Susie would be surprising.

{ That Sam should marry Susie would be surprising.

我们时常看到不定式短语与主语和由“that”引导的从句一样，在上例句中，“for”似乎负有对“Sam to marry Susie”的关系，和连接词“that”负有对“Sam should marry Susie”的关系一样。因此解释“for”作为附属连接词是合理的。

② 较老的英语里，有时在方言里 (dialect) 我们发现“for”在不定式或不定式短语前。

例：Full soberly, and friendly for to see ..

此处的“for”只是一个形式字 (form word) 补充不定“to”的。

(g) 没有主语不定式短语的功能 (Functions of the infinitive phrase without subject)

没有主语的不定式短语与单纯不定式的功能一样。

① 作动词的主语 (Subject of Verb):

例:

比较:  $\left\{ \begin{array}{l} \text{To believe is to be save.} \\ \text{(单纯不定式)} \\ \text{To believe the word of God is to be saved.} \\ \text{(不定式短语)} \end{array} \right.$

比较: { It is painful to remember. (逻辑主语 logical subject)  
           (单纯不定式)  
           { It is painful to remember one's youth.  
           (不定式短语)

② 主语补语 (Subjective complement):

To hear is to believe.  
 (不定式作主语补语)

To hear his explanation is to believe it.  
 (不定式短语作主语补语)

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③ 直接宾语 (Direct object):

Scott hates to wash.  
 (不定式作直接宾语)

Scott hates to wash his face  
 (不定式短语作直接宾语)

④ 作同位语 (Appositive):

Smith's order, to attack, was disobeyed.  
 (不定式作同位语)

Smith's order, to attack the city at once, was disobeyed.  
 (不定式短语作同位语)

研究: 像单纯不定式一样, 不定式短语没有主语, 它的功能作形容词或副词。

形容词 (Adjective):

It is time to go  
 (不定式)

It is time to adjourn the meeting.  
 (不定式短语)

副词 (Adverb): He is ready to go.  
 (不定词 to go 作副词用  
 修饰形容词 “ready” 的)

He is ready to address the assembly  
 (不定式短语作副词用  
 修饰形容词 “ready” 的)

#### (h) 不定式短语与主语的功能 (Functions of the infinitive phrase with subject)

当不定式有主语时，而不定式短语的功能与名词从句相似。但由“for”引导短语和没有“for”的短语不同。因为它不能相互交换。

没有“for”引导的不定式短语与主语，作为动词直接宾语是最普通表现法。

例: I want you to know our intentions.  
 (主语)(不定式短语作动词“want”的直接宾语)

England expects every man to do his duty.  
 (主语) (不定式短语作动词“expects”的宾语)

We knew him to be interested in English Rhetoric.  
 (主语的宾格) (不定式短语作knew的宾语)

这些短语也用于作动状词的宾语 (As objects of verbals)。



例: Knowing him to be interested in English Rhetoric,  
 (动名词)(主语)      (不定式短语作knowing的宾语)

we invited him to the lecture.

England has a right to expect every man  
 (不定式)                      (主语)

to do his duty.  
 (不定式短语)

句中的“every man to do his duty”作动状词“to expect”的宾语。

研究: 不定式短语在上例中功能通常都不由“for”引导, 但方言例外。

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如: I want for you to know our intentions.

但不定式与主语作动状词或动词的直接宾语, 由“for”引导。

### ① 作动词的主语 (Subject of a verb):

For him think of such a thing is madness.  
 (引导)(主语)(不定式短语作动词is的主语)

It is madness for him to think of such a thing.  
 (引导)(主语)                      (不定式短语)

### ② 作同位语 (Appositive):

Mother's last request; for lives more to study law,  
 (引导) (主语)                      (不定式短语)  
 cannot possibly becomplied with.

这句中的由“for”引导的短语是“Mother's last request”的同位语。

## ③ 作形容词 (As adjective):

That's a matter for Gilroy to decide for himself.  
 (引导)(主语) (不定式短语作形容词)

## ④ 作副词 (As adverb)

I was not willing for Linda to go alone.  
 (引导)(主语) (不定式短语)

注意上例各句中不能省略引导字“for”，而实名词后面跟随的是一个不定式的主语，正如在名词从句里that后面的实名词是附属动词(Subordinate verb)的主语一样，若不定式没有主语，我们就把“for”省略。

例：I was not willing to go alone. (不定式“to go”前没有主语，因此把“for”省略。

I was not willing for Linda to go alone.

这句中不定式“to go alone”前有主语“Linda”，因此“for”不能省略。

## (i) 摇摆的不定式 (Dangling infinitive)

当不定式没有表明主语 (Expressed subject) 时，我们可以说它的主语由在句子中其他结构暗示——那是说，由一个指人称或事物的字作不定式行执行思想。举例来说：I was not willing to go alone. 而认为“going alone”是“I”，也就是主要句子的主语，因此我们说不定式的主语是由代名词“I”暗示。也可能表明主语：I was not

willing for myself to go alone. 但这种表现法可能认为是同语反复的字 (Tautological)。

当没有特定的人作为不定式行为的执行时, 主语既不是表明也不是暗示。如: It is unpleasant to go alone. 这个句子即是: It is unpleasant for any one to go alone.

当不定式短语引导从句时, 它的主语会由短语后面的实名词暗示。

例: To get to London, we had to make a detour of five miles.

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这句中的“we” who are getting to London; 因此“we”暗示不定式短语的主语, 这些短语后面是实名词时, 就不能暗示它的主语, 这时的不定式可能摇摆不定。

例: To get to London, a detour was made.

不是 detour 到达 London, 因此不定式是摇摆不定。

一般教课书里有时禁止使用摇摆不定式, 但在选择英语里, 某些情况自由使用, 假若不定式的主语不知道, 或非人称或不重要, 而不定式可能允许摇摆不定。

例: To add insult to injury, the lack of lime in the soil prompted these snails to rasp off, with their filelike tongues, the lime from the native houses!

But to make those reasons clear it is necessary first to con-

sider what kind of institution a university is... .

### [D] 介词短语 (Prepositional phrases) 与 短语介词 (Preposition of the phrases)

所谓介词短语是由一个介词加上一个名词或动名词作为它的宾语组成，一般作形容词或副词用。但介词本身也有短语，我们不能叫它为介词短语，因为它很容易与介词短语混淆。因此，我们称它为“短语介词”，平日所见一些短语介词，如：“in respect of, in spite of”等。

例：I went out in spite of the rains.

研究：这句中的短语介词：“in spite of”即等于“notwithstanding”。

例：He came notwithstanding the rains.

因此，我们认为除动词短语外，所谓短语都是以介词加宾语组成。

#### (a) 介词短语

作形容词：

例：There is a book on the desk.

分析：There is a book on the desk.

这句中的介词短语“on the desk”作形容词修饰名词“book”的。

作副词:

例: He puts books on the desk.

分析: He puts the book on the desk.

这句中的介词短语“on the desk”作副词修饰动词“put”的。

### (b) 短语介词

例: He came in spite of the rains.

144 分析: 这句中的“in spite of”是短语介词, 以“rains”作它的宾语组成介词短语, 作副词用修饰动词“came”的。

### [E] 连接词短语 (Conjunction phrases)

连接词短语在句子中的地位非常重要, 这种短语也很多, 如:

as well as, both...and, not only...but (also), neither...nor, either...or, and...also 等。

例: He has power as well as money.

研究: 这句中的连接词短语“as well as”它的功能与“and”一样, 其他连接词短语在语法中讲得很多, 不再

逐一提出讨论。

[F] 感叹词短语 (Interjection phrases)

所谓感叹词短语在语法上或修辞上，很少讨论，但我们不能忽略它的价值。如我们经常听到：My God! Good heaven! Dear one! 等。

例：My God! He is dead.

分析：此处的“My God”等于 Alas! 一样。

## ■ Part 2 ■

### Clauses 从句

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所谓从句 (clause) 是由一群相关的字构成, 包括主语和谓语。但在组织上无法成为完整的句子, 必须依附在主句上, 帮助主句完成一个句子的意思, 一般语法家把从句分为两种: 从属从句 (Subordinate Clause) 和主要从句 (Main Clause)

#### A. 从属从句 (Subordinate clauses)

从属从句虽然有主语和谓语, 因为它本身不能独立或独立表达意义必须与其他字或从句连用给予意义。因此, 只能看作句子的一部分 (the part of the sentence)。它的表现方法通常由一个从属连接词或关系代名词引导。这些从属连接词如: who, whom, which, what, that, whoever 等。

例：He is a man who was employed here last year.

研究：这句中的“who”是关系代名词引导“was employed here last year”构成附属从句。

若我们说：He is a man. 在语法观念上没有错误，因为它表达了一个事实（fact）存在。但仔细研究一下就会发现或我们脑子里想到“他是一个人”，但他是什么样的人呢？（what kinds of man?）就不知道了，若把“man”的形象表示出来，必须借重修饰语（modifier）。比如：Smart man（英俊的人）但整个句子的意思，还是不太清楚，因此上例中的“who was employed here last year”作形容词、修饰名词“man”，它的功能与“smart”一样。

例：This is a house in which no one lives.

这句与上例句子一样，若我们只说 This is a house. 在语法观念及句子的结构都没有问题，但只是说明事实（fact）的存在。无法把整个思想表达完整，必须由修饰语帮助完成其意义。那么，如何确定上例句中的“in which no one lives”的作用呢？这是初学者很想知道的，从这个子句的外表形式来看，它是一个短语，因为“in”是介词，而由 which 引导从句与作它的宾语构成短语。若我们说：which no one lives in. 这种表现方法，我想就



不会发生这种观念了。因此我们说：This house is empty, 或说：“A house with no inhabitants”。由此证明，就会证实“in which no one lives”是形容词用于修饰名词“house”的。

为使初学者进一步对这种表现法的认识，必须特别注意使用从属从句时标点符号的作用。

- (a) 用逗号把引导从句分开。(Use a comma to separate introductory clauses and phrases from a main clause.)

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所谓引导从句一般都由一个从属字或关系代名词在句首。

例： When I saw the grizzly bear coming toward me,  
(引导字) (从句)  
(从属从句放在句首)

I raised the gun to my shoulder and took aim.  
(主句)

As soon as he finished his dessert, he left.  
(引导字) (从句) (主句)  
(从属从句放在句首)

After his long exile to France during the Commonwealth,  
(引导字) (从句)  
(从句放在句首)

Charles II returned to England in 1960.  
(主句)

In his indifference to criticism from those who could not hurt  
(短语放在句首)

his political chances, he revealed his callousness and vicious self  
(主句)

interest.

If you wish to avoid foreign collision, you had better  
(引导词) (从句)  
(从句放在句首)

abandon the ocean.  
(主句)

若句首的引导从句或短语很短时，一般都把逗号省略，但读时容易混淆不清。因此，句首引导从句或短语就不能把逗号省略。例：

例：When he arrived she was taking the cat out of the piano.  
(句首引导从句)

After his defeat he retired from public life. Confusing:  
(句首引导短语)

When he returned home was not what it used to be.  
(从句)

After dark fire flies came in large numbers.  
(短语)

(b) 用逗号把引导的动状词修饰语与句子其余部分分开。(Use a comma to separate introductory verbal modifier, regardless of their length, from the rest of the sentence.)

例：Having been a teacher for fifty years, he felt perfectly  
(现在分词短语放在句首)

relaxed among young people.

Exhausted, the swimmer fell back into the pool.

(过去分词放在句首)

To be quite honest about it, that dog has been known to

(不定式短语放在句首)

climb trees.

注意不要把动状词修饰语和动状词混淆不清，作主语用。

例：Having been a teacher for fifty years made him perfectly relaxed young people.

(c) 用逗点把短语和从句后面的主句分开，同时说明把它扩大，或提出相反的，但不要把与主句关系密切的字句分开。(Use a comma to set off phrases and clauses following the main clause and explaining, amplifying, or offering a contrast to it. Do not set off such clauses if they are closely related to the main clause.)

研究：副词短语和从句使用规则，一般限制 (restrict) 主句的意义。因此所连结的都是主句基本的意义，但它们在主句后面时，不能用逗点分开。只用于说明另外资料时，使用逗点分开，表示它们不是基本意义。读者必须由句子的合理安排和它表达意义做指导。

例: You will not pass the examination unless you study carefully.

You did not pass the examination, although I am sure you studied carefully.

上例第一句中的 *Unless you study carefully* 表示通过考试的基本条件 (condition)。第二句中的主句成为一个事实的非限定陈述 (unqualified statement)。由 “although” 引导从句只是增加一些同情, 而不是表达主句的事实关系。

Jane loves John because he tolerates her petty moodiness.

Jane knows that she loves John, because she can tolerate his petty moodiness.

第一句说明约翰的容忍是珍妮爱他的基本条件。第二句中由 “because” 引导的从句仅仅介绍关于珍妮如何知道她爱约翰的说明资料 (explanatory information)。

初学者要特别注意, 有些结构里逗点或缺少逗点会决定读者是不是了解短语或从句在主句里作后面名词的修饰语或是作副词修饰语。

例: He has visited all the small towns in Pennsylvania.  
He has visited all the small towns, in Pennsylvania, in Ohio,  
in almost every state of the union.

第一句中的“in Pennsylvania”是限制这些小市镇的位置，同时也是形容词修饰语，是修饰名词“towns”的。第二句中由“in”组成的短语是增加资料，对主句扩张的支持，但不是基本的。

(d) 非限定或其他插入元素。(Nonrestrictives and other parenthetical elements.)

非限定元素在句中只是一些增加的字或字群，不是句子的基本字或字群修饰的主要部分。

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限定元素 (restrictive element) 用于证明或设计某些特殊修饰它们所要修饰的字。非限定元素是说明或扩张资料，不是证明它的同义字，如插入 (parenthetical)，中断 (interrupting) 和非基本的均可用于非限定。而中心 (central) 思想限制 (limiting) 和整体主要结构所必须的 (integral) 用限定元素。为使初学者对非限定和限定用法有所了解，特举例说明。

例: Restrictive: A man who is honest will succeed.

Nonrestrictive: Jacob North, who is honest, will succeed.

研究: 第一句中的从句, “who is honest” 是证明成功的那个人, 它限制 “will succeed” 的主语。 “Men who are honest” 相反的是 “men who are not honest”。因此, 这

个从句是限制的，不需要逗号分开。

第二句中的“Jacob North”是专有名词，证明或设计特定人（particular man who will succeed）。事实“Jacob North is honest”仅仅用于扩张资料。因为这个人（Person）已充分证明了，这个从句是非限定，需要逗号分开。下面例句中，我们划线部分是非限定，而未划线者是限定。两者不同之处，非限定可以从句子中拿掉而不会改变句子的基本，但限定元素不能拿掉。

例：One day not long ago, idling through the pages of a sophisticated 35-cent monthly while waiting for the barber to give my sophisticated 65-cent monthly haircut, I was suddenly oppressed by the characteristic shortness of breath, mingled with giddiness and general trepidation, that results whenever one gets too near an advertisement for Tabu. This exotic scent, in case you have been fortunate enough to forget it, is widely publicized as “the Forbidden perfume”, which means, when all the meringue is sluiced away, that it is forbidden to anyone who doesn't have \$18.50 for an ounce of it. (摘自 S. J. perelman 在“Keep the Crisp”中的一段。)

(e) 用逗号 (comma), 破折号 (dash) 或括弧 (parentheses) 把非限定元素分开, 但不要把限定

元素分开。(Set off nonrestrictive elements with commas, dashes, or parentheses; do not set off restrictive elements.)

一般都用逗号、破折号、括弧把非限定元素分开。

例: Nonrestrictive: Joseph Wheeler, the town marshal, was once a professional wrestler.

The town marshal, Joseph Wheeler, was once a professional wrestler.

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研究: 在上例句中的短语均用逗号分开, 因为已充分由它们自己证明被谈论的人了, 因此这些短语仅提一些额外及增加一些关系资料。这种短语称非限定短语, 为使初学者进一步对这种表现法有所认识, 兹举例作一完全比较:

Restrictive: The exprofessional wrestler Joseph Wheeler is the town marshal.

Nonrestrictive: An exprofessional wrestler, Joseph Wheeler, is the town marshal.

Nonrestrictive: This (that) exprofessional wrestler, Joseph Wheeler, is the town marshal.

第一句用定冠词“the”表示一个特定人, 我们需要知道这个人的名字去证明他, 同时完成句子的意义。因

此“Joseph Wheeler”在此处是限定用法。对句子的意义是基本的。

第二句用不定冠词“an”表示，作者的目的只是一般对前职业拳击家要做乡镇警长的说明。而警长的名字只是附带的，因此“Joseph Wheeler”是非限定，对句子的意义不是基本的。

第三句用指示形容词 This (that) 指出或证明那个人，因此他的名字也是附带的，而“Joseph Wheeler”是非限定，它不是句子意义的基本的。

区别限定和非限定的方法：若我们所用的字或从句被省略了，而又不伤害句子的意义是非限定，必须用标点符号分开，若所用的字和从句是限定用法，不需要用标点符号分开。

例：Nonrestrictive: Oklahomans, who have oilwells in their backyards, can afford the hotel's high prices. (Applies to all Oklahomans.)

Restrictive: Oklanomans Who have oilwells in their backyards can afford the hotel's prices. (Applies only to those who have oilwells.)

我们要特别注意一般都用两个逗号，把非限定分开，但是句子开始或句子结尾例外。



我们不能这样写：

The old mare, halfblind and lame was hardly able to stand in the traces.

我们应这样写：

The old mare, halfblind and lame, was hardly able to stand in the traces.

或者我们写成：

Halfblind and lame, the old mare was hardly able to stand in the traces.

- 156 (f) 用逗号或破折号 (dash) 把非限定同位语分开，不要把限定同位语分开。(Set off nonrestrictive appositives with comma or dashes. Do not set off restrictive appositives.)

同位语是一个名词（或一群字用于作名词）在句子中是另外一个名词重新命名（Renamed）。同位语通常是在重新命名的名词后面，一般都是非限定。因为它们仅提供另外资料，不是句子基本的元素。

例：The professor, an elderly and gentle man, led the student from the class by the ear.

研究：这句中的“an elderly and gentle man”是对主语 Professor，予以主语新名，但都说的是同一人，因此

叫同位语

例: Daisy Mae, our old Irish setter, has never missed or won a fight.

这句中的“our old Irish setter”是主语,“Daisy Mae”的予以主语新名,都是同一人,因此称同位语。

研究 有时同位语是限定的,因为它们给予需要资料,不用逗号分开。

例: The poet Bryant was a leader in New York literary circles.

这句中的“Bryant 与主语 Poet”是同位语,同是一个人,但若把“Bryant”去掉,我们只知道“Poet”但不知道他的名字,因此不能去掉,称为限定

Among the holiday visitors were Doris, Wilma, and my aunt Jane.

这句中的“Doris, Wilma, Jane”都是主语“visitors”的同位语,不能丢掉。若拿掉我们只知道“visitors”但不知他们的名字。我们应特别注意同位语的使用,如:

Among the holiday visitors were Ted Stevens, Gertrude Williams, and my aunt, Jane.

这种表现方法很容易使人误解说话的人不只是一个姑妈,因此应说: and Jane, my Aunt. 为了防止混淆不清

用破折号比用逗号把复合同位语分开更清楚。

例: Three men, Bill, Dave, and Blacky, were sitting in the office with their feet on the desk.

这个句子我们很难决定, “Bill, Dave 和 Blacky” 是不是另外三个人。或者是 “dogs or tame bears” 是不是在办公室那些人的名字。因此如用破折号就会很清楚。

Three men——Bill, Dave, and Blacky——were sitting in the office with their feet on the desk.

(g) 用逗号把打断构造句子的字和词分开。(Use commas to set off words or expressions that slightly interrupt the structure of the sentence.)

研究: 这种表现法很少人提出, 认为并不是构成句子的主要元素, 但我认为在作语或写作时却占了很重要地位。

① 直接讲话用语 (Words in direct address)

例: Yes, Louise, you should file your fingernails.

② 柔和的感叹词 (Mild interjection)

例: Oh, I never get A's—always C's and more C's!

③ 插入说明, 变化和想起以后 (Parenthetical explanation, Transition, and Afterthought)

例: Horses, unlike tractors, must be fed in the winter.

You may, if you wish, leave your teeth in the bath room.

Christians, on the otherhand, are opposed to violence.

Come when you can, the sooner the better.

“The grave’s a fine and private place, But none, I think, do there embrace.” (摘自“To His Coy Mistress by Andrew Marvell.”)

现在特别提出不用标点符号，而用停顿、强调句子的某一部分

正式 (formal):

Thinking is, nevertheless, not required for a college degree.

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非正式 (informal):

Thinking is nevertheless not required for a college degree.

(h) 用破折号或括弧把突然中断句子的结构插入语分开。(use dashes or parentheses to set off parenthetical expressions that abruptly interrupt the structure of the sentence.)

研究：选择使用这些表现法要看作者个人喜爱，有人喜欢用破折号达到强调意义，有人喜欢用插入语以达强调效果。

① 用插入陈述强调 (Emphatic Parenthetical statement)

例: The power of the Tribune——one million people read it daily——is enormous.

② 非强调括弧 (插入) 的陈述 (Unemphatic Parenthetical Statement)。

例: The power of the Tribune (one million people read it daily) is enormous.

研究: 特别注意用逗号把插入元素分开时, 要用两个逗号, 除非在句子开始或结尾

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我们不可写成:

She insisted, however that he bring her home before midnight.

我们应写成:

She insisted, however, that he bring her home before midnight.

或者写成:

She insisted that he bring her home before midnight, however.

## B. 独立主句 (Main clauses)

所谓独立主句是各自产生意义, 而与其他句子不发

生关系。

例：He is poor, but he is contented.

这个句子中的句子都是各自独立的，我们称它为对等主句。

例：The men have arrived, and the work will begin.

这个句子也包括两个独立句子，因为 The men have arrived 自己能单独表示一个完整思想，the work will begin 虽是一种事实但也能表示一种思想。因此我们用连接词“and”把它们连结在一起，彼此呼应使句子更生动清晰。

独立主句的组合一般除使用连接词外要特别注意标点符号的使用。

[A] 用逗号把主句与连结对等连接词分开 (Use a comma to separate main clauses joined with a co-ordinating conjunction)

这些连接词，如：“and, but, or, nor, for, yet 和 so”。

例：The patrol planes were delayed by a heavy rain, and they barely had enough fuel to get back to the carrier.

The patrol planes were delayed by a heavy rain, but they

succeed in making safe landings on the carrier deck.

The patrol planes could land near the enemy lines, or they could risk night landings on the carrier deck.

The return of the patrol planes must have been delayed, for they made night landings on the carrier deck.

但也有例外。

(a) 在复合句中 (compound sentence), 当一个或两个独立句子很短时, 可以把逗号省略。

例: Ask no questions and you'll be told no lies.

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(b) 用分号把由对等连接词连结主句分开, 尤其是已在从句内使用逗号时

例: Babe Ruth, the greatest of home run hitters, was the most colorful figures in baseball; but many people think Ty Cobb was a better player.

The life of every man is a diary in which he means to write one story, and writes another; and his humblest hour is when he compares the volume as it is with what he vowed to make it.

I first gave it a dose of castor oil, and then I christened; so now the poor child is ready for either world.

(c) 用分号代替逗号把长的对等句子分开或表示在从句与从句间较强的停顿 (stronger pause) 分开

例: We haven't all had the good fortune to be ladies; we haven't all been generals, or poets, or statesmen; but when the toast works down to the babies, we stand on common ground.

The cook was a good cook as cooks go; and as cooks go she went.

[B] 用分号把不由对等连接词连结的主句分开

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(Use a semicolon to separate main clauses not joined by a co-ordinating conjunction.)

例: Children begin by loving their parents; as they grow older they judge them; sometimes they forgive them.

例: To educate a man is to educate an individual; to educate a woman is to educate a family.

例: Okinawa is sixty miles long and from two to ten miles wide; it is the largest of the Ryukyu Islands.

但有时为了写作的习惯, 用逗号把不由对等连接词连结的主句分开。

例: I stopped, I aimed, I fired.



[C] 用分号把主句与连结连接副词分开 (Use a semicolon to separate main clauses joined with a conjunctive adverb.)

例: Americans spend millions of dollars for roadbuilding; however, our roads are rapidly deteriorating.

连接副词与从属连接词不同, 连接副词是一个主要的变化字, 把思想从主句带到下面从句。而从属连接词是引导附属从句, 下面我们所列出这些字虽不很完整,

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但可帮助初学者区别两者的表现法。

Conjunctive Adverb*however**nevertheless**moreover**therefore**consequently**hence**indeed**likewise**furthermore**namely*Subordinating Conjunctions*when**although**though**since**if**because**so that**as**after**in order that*

*still**which**then**unless*

[D] 用冒号把两个主句分开，而第二个句子扩张或说明第一个句子 (Use a colon to separate two main clauses, the second of which amplifies or explains the first.)

例: His reasons are as two grains of wheat hid in a bushel of chaff: you shall search all day ere you find them, and when you do they are not worth the search. (William Shakespeare)

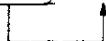
例: A gentleman of our day is one who has money enough to do what every fool would do if he could afford it: that is, consume without producing. (G. B. Shaw)

例: Over the piano was printed a notice: please do not shoot the pianist. He is doing his best.

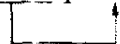
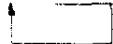
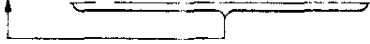
写作时一些常见的表现法，如在冒号后面句子的第一个字可用大写字母，也可用小写，但若这个句子是在引用符号内，一般第一个字母用大写字母

### C. 形容词从句 (Adjective clauses)

形容词从句是用于修饰名词 (substantive), 它的功能在句子的结构里与单纯形容词 (simple adjective) 一样, 为使初学者对形容词从句与单纯形容词进一步认识, 特举例说明。

Simple adjectives*a fat man**a wealthy man*

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*a burned-out bearing**an unloved person**an uninhabited house*Adjective clause*a man who is fat**a man who has money**a bearing which had burned - out**a person whom no one loved**a house where no one lives**a house in which no one live*

我们了解形容词从句的功能后, 还要特别注意它的位置, 一般语法家都主张放在它修饰名词的后面。

[A] 形容词从句的发展 (Development of adjective clause)

形容词从句，就近来发展关系而言，像所有从句一样，这种成长主要地是各种连结字的发展问题。这些连结字如：代名词 (Pronouns)，副词 (Adverbs)，连接词 (Conjunctions) —— 它们指定 (Specify) 从句对句子某些部分的关系。

但形容词从句的最老形式，没有连结字。

例：The picture I showed you is a Caravaggio.

研究：很多语法书上说，这种结构是由“that 或者 which”省略结果。但我们认为“that 或 which”是最近发展，而“I showed you”是主句之间插入句，也可用括弧。

The picture (I showed it to you) is a Caravaggio.

因此插入句是用于证明 (identify) 名词 (Substantive)，慢慢使我们感到它是形容词，结果人称代名词“it”没有了，这种结构变成一个形容词从句。

现在英语里形容词从句由修饰名词关系词连结，最常见代名词有：who, which 和 that 等，现在我们看一下它们的发展。

关系词“that”最先发展，使我们感到它是一个指示代名词 (Demonstrative pronoun)。而它的一连串发展关系如下：

The picture (I showed you it) is a Caravaggio.

The picture (I showed you that one) is a Caravaggio.

The picture (that one I showed you) is a Caravaggio.

The picture (that I showed you) is a Caravaggio.

The picture that I showed you is a Caravaggio.

而“who 和 which”的发展更是复杂，它们由非限定关系到疑问代名词。

例：Who stole the horse?

Who (即 whoever) stole the horse shall hang.

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The man (who “即 whoever” stole the horse) shall hang.

The man who stole the horse shall hang.

[B] 其他用于引导形容词从句的字 (Other words used to introduce adjective clauses)。

除我们经常使用的“who, which 和 that”外，还有关系代名词“as 和 but”。

例：There was no man in the outfit but wished he was home in bed.

这句中的“but”为关系代名词。

例：I gave Sam such money as I had with me.

这句中的“as”为关系代名词。

研究：在老的英语里“what”也常用于引导形容词从句，这种习惯，现在听起来有点俗语味道。

例：I gave him the money what I had on me.

分析：I gave him the money what I had on me.  
(形容词从句)

但在选择或普通英语里“what”通常是一个非限定关系词，引导一个名词从句。

例：I gave him what I had on me.

分析：I gave him what I had on me.  
(名词从句作“gave”的直接宾语。)

研究：很多语法书指出“what”在此处与“that which”相等，而称 what I had on me 为形容词从句，它修饰一个逻辑上前面所叙述的字。这种说法使人感到困惑。因此称它为名词从句，作“gave”的直接宾语。

还有些字如“whose”和“which”也用于作关系形容词连系 (to link) 形容词从句先行的名词。

例：We shot the horse whose leg was broken.

分析：这句中的“whose”用于对前面叙述的“horse”，但从句本身它是修饰“leg”的。

例：The next day we drove as far as Lansing, in which city we intended a length stay.

研究：这句中的关系形容词，“which”用于对“Lansing”，但在从句本身它是修饰“city”的。

我们经常使用的一些字，如：where, when, why, 也用于作关系副词引导形容词从句。而关系副词像关系代名词或形容词，用于对前述名词，但在它自己的从句内修饰动词。

例：This is the spot where John was last seen.

这句中的“where”关系副词引导形容词从句 John was last seen. 但它是前述名词“spot”的修饰语。而在从句本身它修饰动词“was last seen”的。

例：There was a time when I wouldn't swallow such an insult.

这句中的关系副词“when”引导从句“I wouldn't swallow such an insult.”，它修饰前述名词“time”，而从句本身修饰动词“wouldn't swallow”的。

### [C] 没有连结字的形容词从句 (Adjective clause without connecting word)

形容词从句可能没有任何连结字，一般都把这些连结字省略了，有些名词与作为形容词从句的主语关系不同——那就是说，当关系词作介词的宾语或作直接宾语

时。

例: John is a man everybody like.

这个句子应为: John is a man whom everybody likes.

例: But he is also a man no one likes to lend money to.

这个句子应为: But he is a man to whom no one likes to lend money.

(a) 有些结构里省略了关系词、动词主语, 是一个没有主语的从句, 不过这种表现多用于一般写作或俗语里, 但不能用于选择英语。

例: There isn't one of them knows his next meal is coming from

(没有主语的从句)

研究: 这个句子应为: There isn't one of them who knows where his next meal is coming from.

例: There was nothing could be done about it.

(没有主语的从句)

这个句子应为: There was nothing that could be done about it.

(b) 当形容词从句包括一个虚字 (expletive) “there” 时, 没有关系主语是普通习惯。

例: He's had every opportunity there is.

(形容词从句)

这个句子应为: He's had every opportunity that there is.



例: She possesses all the virtues there are.

(形容词从句)

这个句子应为: She possesses all the virtues that there are.

我们不能说明“there”作主语,我们只能说有一个无主语的形容词从句。

[D] 形容词从句与同位的名词从句相似之处  
(Similarity between adjective clause and appositive noun clauses)

例: The idea that came to me seemed brilliant.

The idea that John is a thief is ridiculous.

研究: 很多语法家认为上两例句中的从句是形容词从句,修饰名词“idea”的,但第二句中的从句“that John is a thief”是一个名词从句,它与“idea”同位。这两种说法各有其理由,但对一个初学者来说可能混淆不清。因此,我们必须作明确的说明,这两种结构应有些不同,如:第一句中的“that”是一个关系代名词,但在第二句中的“that”是一个从属连接词。

第一句中的“that”不只是连紧句子,同时也有作为从句主语的功能。第二句的“that”在从属从句中没

有作用，仅只作为连紧两个句子。若我们以它的位置来说形容词从句是由关系词引导，那么我们必须说第二句包括一个名词从句。另一方面，同位名词普通也具有修饰功能。准此，我们就不能说“…that John is a thief”是一个形容词从句。

研究：如果我们一定要区别这种结构，最好的测验方法是：

(a) 若“which”能代替“that”，那么“that”就是系代名词。

(b) 若“which”不能代替“that”，那么“that”就是从属连接词。

但“when, where 和 why”就不能用这种测验方法。

例：The place where we stopped for the night had bedbugs.

The reason why he failed is obvious.

但以这种测验：“why he failed”就能自己单独作为主要动词的主语。

例：Why he failed is obvious.

这句中的“why he failed”是“is”的主语。因此我们认为：“why he failed”是一个名词从句，是在“reason”的同位。但我们不能说：Where we stopped for the night had bedbugs. 因为我们可以解释：“Where we stopped

for the night”作为一个形容词从句修饰“place”的。

如果我们发现一个名词从句以“the reason that he failed”，我们也可以这样写：“the reason why he failed”，但有些人认为上例的这种表现法是形容词从句。

### [E] 限定和非限定形容词从句 (Restrictive and nonrestrictive adjective clauses)

形容词从句分限定和非限定：限定形容词从句是证明名词，非限定形容词从句是说明主语，而不是证明它。

#### (a) 限定形容词从句

例：We explored a cave which Saint Aravacus is said to have lived in.

例：You're speaking of the woman I love.

例：He owns a dog that walks on its hind legs.

例：This is the young man whom I spoke to you about.

由上面例句看出，句中形容词从句用于证明前述名词。说明 cave, woman, “dog, man” 在句中的情形。

## (b) 非限定形容词从句

例: We explored Thressle Cave, Which Saint Aravacus is said to have lived in.

例: He introduced me to his wife, whom he obviously adored.

例: Caravaggio, who painted "The Madonna of the Rosaries", was scorned by his contemporaries.

上列句中的形容词从句, 不需要证明名词, 只是用于说明名词, 在语字英语里非限定从句一般都用逗号分开, 但限定从句就不能分开。

研究: 有些结构里形容词从句可能是限定或非限定。这种情形, 我们只能靠上下语来区别, 或者用标点符号来区别。

例: My sister who lives in Lansing is coming to visit me.

这句中的“who lives in Lansing”是一个限定形容词从句, 只是告诉我所谈论的那个姊姊 (which of my sisters I am talking about.)

例: My sister, who lives in Lansing, is coming to visit me.

这句中的“who lives in Lansing”由逗号分开, 是一个非限定形容词从句, 毫无疑问的是关于我所说的那个姊姊, 因此这个句子仅提供关于她的一些另外资料。

我们必须提出说明，一个名词后面跟着限定从句，  
一般都在名词前加定冠词 (definite article)。

例：the woman I love,  
(限定从句)

the man she married,  
(限定从句)

the picture which he showed me,  
(限定从句)

上例句中的定冠词“the”作为一个指示词，系指后面的从句。一般有“the”或没有“the”是限定或非限定之间的区别。

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非限定从句：Mary, who lives in this building, is an actress.

限定从句：The Mary who lives in this building is an actress.

研究：限定形容词从句，可能由“who, which 或 that”引导，或者没有连结词。但非限定形容词从句在现代英语里不用“that”引导，也没有连结词。例：

The girl I saw was Sheila.

the girl, I saw was Sheila.

第一句中“I saw”是形容词从句修饰“girl”的

第二句中的“I saw”是一个插入词 (parenthetical expression)。

我们可以解释为主句，因为它与“I saw that the girl was Sheila”相等

[F] 没有名词修饰的形容从句 (Adjective clauses with no substantive to modify)

我们经常发现形容词从句修饰的名词是暗示的，不是表示在先行主句内

例: Mary nodded several times and smiled, which rather surprised me.

研究: 但有些语法家对这种结构表示异议, 因为它太松弛且意义模糊。但习惯上是很平常的, 甚至在选择英语里, 如果我们在这些句子里插入一个名词作为形容词从句修饰前述词可能较好一点: Mary nodded and smiled, a fact which rather surprised me.

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## D. 副词从句 (Adverb clauses)

副词从句是修饰动词、动状词、形容词或其他句子, 它的功能相等于单纯副词

Modifying a verb:

- ① Don't come early  
 (单纯副词)
-

② Don't come before we are ready for you.

(副词从句)

Modifying a verbal:

① Flying low, Sven waved to his girl friend.

(动状词)(单纯副词)

② Flying until he was out of gas, Sven crashed.

(副词从句)

Modifying an adjective:

① His reply was too quick.

(单纯副词)

② His reply was quicker than it should have been.

(副词从句)

Modifying an adverb:

① Winter came very early.

(副词)(副词)

② Winter came earlier than it ever did before.

(副词)

(副词从句)

Modifying a main clause:

① Luckily, Sam had some money with him.

(单纯副词)

② As it turned out, Sam had some money with him.

(副词从句)

研究：有些副词从句，很难决定它是修饰主句呢？还是修饰主句内的动词？

例：Sam will go if we pay his way.

很多语法家会说副词从句“if we pay his way”。是修饰动词“will go”的，说明在某种条件下，the “going” will take place。

但我们仔细研究一下，这种条件不仅只用于“going”而是用于Sam's going。因此“if we pay his way”是修饰全句，而动词只是句子的重要部分。

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### [A] 副词从句的位置 (Position of adverb clauses)

副词从句通常在主句的开始或结尾。

例：

Come at nine, if you like.

(副词从句)

If you like, come at nine.

(副词从句)

He perked up when I mentioned dinner.

(副词从句)

When I mentioned dinner, he perked up.

(副词从句)



He mopped up the blood as soon as he was finished.  
(副词从句)

As soon as he was finished, he mopped up the blood.  
(副词从句)

研究：这种位置的特性，提供我们对副词从句概略的测验。若从句开始的句子，或可能变化成句子开始，它可能是一个副词子句，但名词从句作主语除外。如：That he was ugly proved no handicap.

这种测试，不适用于副词从句修饰形容词或动状词，如：

“I am sure that you will be sorry.” “He was arrested for driving when he was drunk.”

[B] 连结字与副词从句一起用 (Connective used with adverb clauses)

副词从句由从属连接词 (Subordinating conjunctions) 引导：而经常使用的连接词，如：because, if, when, that, as, provided that, where, before, until 等。有些用于从属连接词，如：because, if, until 等，有些用于不同词类，如：when, that, as 等。

研究：有些语法书尝试区分为纯粹 (pure) 的从属连接词，如：if, unless, because, 而把 “when, where,

after”称为非限定关系副词 (Indefinite relative adverbs) 这种区别是从属连接词仅用于引导从句，而关系副词除引导从句外在从句本身有副词功能，这种区分实际作用不大，因为一般语法家认为凡是连结于引导的副词从句，都称从属连接词。

### [C] 副词从句的分类 (Classification of adverb clause)

副词从句论通常是以概念分类 (classified notionally) 如：

clauses of time, space, manner, purpose, result 等 这种分类，也有困难的地方，经常无法区别。因为有些意义重复 (meanings overlap)，有些从句，可能表示程度和比较 (degree and comparison)，态度和结果 (manner and result)，时间和环境 (time and circumstance) 再进一步来说，我们无法建立分类。因为一般语法家，把它分为八种，十二种或十五种。而这种区分要靠我们如何考虑或区分它们。不过我们要特别强调概念分类使我们进入彻悟 (philosophy)，而摆脱语法约束。

另一方面，要特别注意可能意义范围，帮助我们认识副词从句。为了使初学者能灵活运用这些从句，我们还是以概念分类作为讨论基础。

## (a) Clauses of Time:

所谓时间的从句，像单纯副词一样，回答问题“when?”通常使用的连接词，如：when, whenever, before, after, until, since, once, now that, as soon as 等。

例：When the policeman rounded the corner, Mulroy pretended to be window shopping.

Whenever Perrydrips gets an idea for a novel, he jots it down in his notebook.

We got the lawn planted before the rains came.

182 After Sheila began to play, she noticed that the audience was hostile.

We can't go over the pars until the sun has melted the ice.

I haven't seen Wesley since he returned from Paris.

Once the motor warms up, the grinding noise will fade out.

Now that winter has come, we had better repair the furnace.

研究：为使初学者了解这些连接词功能，我们提出两例加以讨论。

例：It was raining heavily when he left home.

这句中的“when he left home”是一个时间副词从句，

说明主句中的谓语“was raining”的时间，是“什么时候下大雨”？我们的回答是：“when he left home”。因此证明副词从句修饰动词。

现在我们再提出“as soon as”的结构问题，一般认为每一个“as”都有原始指示力量。因此，Come as soon as you can. 有点像“Come thus soon: thus: you can”。现在我们拿“the time that”来说，已失去指示力，而“as soon as”在感觉上作为一个单元（as a unit），而与“when”一样，有些语法家喜欢分析这个短语“Come as soon as you can”。他们认为副词“soon”修饰动词“come”，而第一个“as”修饰“soon”，而从句“as you can”修饰第一个“as”。他们指出很多副词可能支持代替 soon: as early as, as long as, as quick as 等，这种分析所引起的困难较少，虽然我们不感到这个短语是一个单元。

(b) Clause of place:

所谓表示地方的副词从句，像单纯副词一样回答问题“where?”一般常使用连接词：“where? 和 wherever”，但还有些古语形式的字如：whence, whither, wheresoever, whither-soever, whereso.

例：Apricots won't grow where the winters are cold.

Wherever you go, I'm following you.

研究：为初学者进一步认识表地方的副词从句，我们提出两点加以说明

例：We saw her standing where the school bus usually stops.

这句的主句为“we saw her standing”，我们看到她站着，但未说明什么地方，因此：“where the school bus usually stops”说明站的地方。由于这种测验，我们肯定：where the school bus usually stops 是一个表示地方的从句。

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而连接词“as”偶尔也引导表示作为地方从句，如：

Riley's Garage is on the left as you enter town.

由上例句看我们确实很难在这些从句中从时间区别空间。

“every where”在下例句中也称为从属连接词。

例：The stores were empty every where we went.

因此，“everywhere we went”也可解释为空间(space)副词从句，而唯一变化，我们会说，“every where”是一个副词，而“we went”修饰“everywhere”，我们可以这样说：

分析：every where that we went

(c) Clauses of manner

所谓态度副词从句，是回答问题“how?”一般常使用的连接词：as, as if, as though, in that 等，

例：I write as I please.

He acts as if he were frightened.

Melrose nodded sagely, as though he understood every word.

Archie disappointed his mother in that he didn't write very often.

研究：“in that”最初是一个介词短语，而代名词“that”作介词“in”的宾语。例：He disappointed her in that: he didn't write very often. 这种力量现在已不存在了，而这个短语叫人感到是一个连接词。

“like 和 how”有时也用于引导态度副词从句，但不能用在选择英语里。

例：Do it like I told you.

He tried to do the job how the boss wanted it done.

上例从属连接词用于引导态度副词从句，可能延伸成：

“in the manner that, in the way that, in what way.”

这些句子的修饰语，如：as it were, as I recall, as it happened 也很容易分类为态度从句。

例: We were, as it happened, on the point of sitting down to dinner.

As I see it, General Lee had no business ordering the troops attack.

有时态度副词从句的主语省略, 也是初学者应特别注意的问题, 而这种省略主语的表现法, 经常使读者困惑。

例: Do as seems best.

186 这句中的态度副词从句省略了主语“it”, 应为“as it seems best.”

You will proceed as follows.

这句中的态度副词从句省略了主语“it”, 全句应为“as it follows.”

#### (d) Clauses of degree

所谓程度副词从句是回答这些问题, 如: how much? how little? how many? 一般经常使用的连接词: as, as... as, so...as 和 than。

例: It's not a bad price, as prices go these days.

It's rather high price, even as prices go these days.

The cement is as dry as it's going to get.

She is almost as flighty as her daughter is.

She is not quite so flighty as her daughter is.

She does not talk so boisterously as her daughter does.

He is older than I am.

研究：分析上例句子如：The cement is as dry as it's going to get. 我们可以说“dry”是一个主语补语，第一个“as”是一个副词修饰“dry”的，而第二个“as”则是一个连接词引导副词从句，而这个从句则修饰第一个“as”。

很多语法家主张 as...as 用于肯定句 (affirmative sentence) 而 so...as 用于否定句 (negative sentence)。

例：He is as old as I am.

He is not so old as I am.

不过这种区别并未受到很多人的重视，甚至一些知识阶级的人士也喜欢用“as...as”为两者的构造。

我们可以把包括以“the...the”相关连接词作为程度从句的引导词。

例：The bigger they come, the harder they fall.

“the”在这句中是“指示代名词”的老式表现法，有时在老的英语里仍然出现，但现在只用于定冠词 (definite article)，在上例句中的副词从句是“the bigger they come”，而第二个“the”是一个副词，修饰“harder”



的。而副词从句则修饰第二个“the”，这种关系我们很容易从句型的转变看出来。

比较：
 
$$\left\{ \begin{array}{l} \text{They fall the harder, the bigger they come.} \\ \text{They fall harder, as they come bigger.} \end{array} \right.$$

(e) 附随状况的从句 (Clauses of attendant circumstances)

副词从句，关系环境（状况）作为连接词与主要动词的行为，因为它们的本质（nature）是附随状况的从句，很难与时间从句或结果从句区别。主要连接词：as, while 和 that 等。

例：He rattled the fence with a stick as he walked along.

As I was going to a small village, I met a man with seven wives.

You hold him while I bit him.

I never see John, that he doesn't try to get me to sign a petition.

有时，用“but”代替“that”表现否定句。

例：He never passes a lady on the street but he tips his hat politely.

方言家用“without”表示否定。

例：They never get together without they get into a fight.

(f) 结果从句 (Clauses of result)

表结果的副词从句，说明所发生什么 (What has happened?) 或可能发生什么 (What may happen?) 作为行为的结果 (Result of action)。这些也可以说明在主句中的表现，主要连结字：“so that, so...that, such...that”。

例：

- ① It rained hard all day, so that we got nothing more done on the house.
- ② The smaller burglar had such a winning smile that we couldn't help liking him.
- ③ His sales talk was so poor that Aurd Flo decided not to buy the cement mixer.
- ④ Our finances are such that we shall have to eat rice all this month.

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研究：在第二句和第四句中 such 是一个形容词，而副词从句是修饰“such”的。第三句中“so”是一个副词，修饰“poor”，而副词从句则修饰“so”。（注意第三句有点像程度从句。）

结果从句，偶而也由“that”引导。

例：I must be getting pretty absent-minded that I forget to put on a tie.

例：She had waited so long that she loses temper.

这句中的主句“she had waited so long”只是说明她等待的事实，而没有说明结果。而副词从句“that she loses temper.”是表明她等太久的“结果”。

### (g) 目的从句 (Clause of purpose)

目的副词从句，说明主要动词行为的目的。一般连接词是“that, in order that, so, so that 和 lest”。

例：She starved herself that her children might be fed.

School was closed early in order that the children might get home ahead of the storm.

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Sam put a new lock on the boathouse so no one would steal his boat.

We pushed our way to the front of the hall so that we could reach the speaker with our vegetable.

Mary took off her shoes and tiptoed into the house, lest her mother should awaken.

研究：以选择英语说话的人，避免用单纯“so”，一般都喜欢用“so that”表示目的：He put on a new lock so that no one would steal his boat.

目的从句，在形式上有点与结果从句相似，为使初学者能对这些句子进一步认识，特举例比较：

Result: It rained hard so that I didn't bother to water the

lawn.

Purpose: I watered the lawn so that it would grow.

Result: Mary slammed the door so that she awakened her mother.

Purpose: Mary slammed the door so that her mother would know she was home.

#### (h) 原因从句 (Clauses of cause)

原因副词从句，说明主句活动的原因或理由。最主要连接词 “because, since, as, inasmuch as” 等。

例: It's true because I say it's true.

Because the left flank was meeting resistance, William halted the advance of the center.

Since he had no money to pay for his meal, John resorted to a stratagem.

Inasmuch as he intended to return, John didn't bother to tip the servants.

I went straight off to bed, as I had rise at six the next day.

研究：上例四句中的连接词，以 “as” 表示原因，关系最弱。很多不成熟作家都喜欢使用这个字。如：As he was very ill, John called the doctor.

在正式语言里，“whereas”也时常引导原因从句

Whereas Amelia Stuart Keesling had devoted seventy years to the betterment of this community, she is hereby granted a pension of five thousand dollars anually.

由“that”引导的副词从句，通常用于修饰形容词。

例：I am sorry that you feel that way.

这些句子有时脱离主句，单成一组，而给予某些名字。如：“形容词的副词补语”（adverbial complements of adjectives）等。但现在趋向分类为原因从句。如在上例句中“that you feel that way”就是说明“sorrow”的原因。这种造句法比较普通。

例：We are so glad that you can come.

William was indignant that no one liked his novel.

We were pleased that the roof was as tight as ever.

有时这种句子是修饰动词，而不是形容词。

例：I grieve that we shall never meet again.  
 ↑ (副词从句)

偶而在短的句子中，作者时常把连接词省略。

例：We are glad you can come.

这句中省略了连接词“that”。

William was confident the advance would continue.

这句也省略了连接词“that”。

有些连接词，如：“when, once, after”等一般都与时间从句连结，但有时引导一些具有原因意义的从句。

例：Why should you worry about him, when he takes that attitude?

这句也可以用“since he takes that attitude.”

I guess I'll have to take him to the movies, after I said I would.

Once you have been proved a liar, you can't expect people to believe you.

为使初学者进一步认识原因从句的功能特举例说明。

例：He succeeded because he worked hard.

这个句子的主句是“He succeeded”只说明他成功，但未说明成功因素。因此，我们不能说这个句子是完整的，必须运用其他字或词帮助完成它的意义。而副词从句“because he worked hard.”的功能是说明他成功的原因。也由这种测试（test），可以区别副词从句的功能和性质。

(i) 条件从句 (Clauses of condition)。

条件从句是在某一种情况下说明主句真实性或发生

的行为，主要连接词有“if, unless, provided that, so long as”等。

例：I'll drop in if I have time,

That is William now unless I'm mistaken.

We'll have plenty of sandwiches, provided that no unin-  
vited guests turn up.

John will keep his mouth shut, provided he knows he's  
supposed to.

194 We'll get to shanghai tonight, so long as we didn't have  
tire trouble.

研究：我们在很多读物中发现，有些作者用“only, so, so that”，引导条件副词从句。因此，我们提醒初学者，特别注意这种表现法。否则会与其他从句混淆，使其意义不清。

例：I'd give you a hand with the tire, only I've got my good  
clothes on.

I'll tell you something about Beesley, so you keep it to  
yourself.

You may keep the boat as long as you like, so that you  
bring it back in good condition.

这种从句有时把“连接词”省略，而以动词

“should 和 were” 引导条件从句，而把主语放在后面。

例：Should anything happen to me, give this envelope to Martha.

Were it mine, I'd call the vet.

Were it not for the boy, Mrs. John could get a position in the banking business.

#### (j) 让步从句 (Clauses of concession)

让步从句说明某些事与主句相反，但并不排斥主句的确实性 (validity)，如我们说：

I concede this “adverb clause” (副词从句) to be true; yet this “main clause” (主句) is true also.

主要连接词：“although, though, even though, while 和 whereas” 等。

例：Although the house was firmly built, the hurricane crumpled it.

Though I have known Mr. Willigan for thirty years, I have never addressed him by his first name.

The men managed to survive, even though they were three days without water.

While I had plenty of frozen assets, I was hard pressed for cash.



Whereas Sam had numerous enemies, his brother was loved by everyone.

研究：但有些语法家反对把“while”用在让步从句，这种习惯用法在选择英语里已经很普通。

我们之所以不厌其烦，提出这些从句，逐一加以研究，其目的为使初学写作的人认识其特性及表现方法，增加写作能力。还有些普通结构，让步连接词跟随在补语——名词或修饰语——附属从句的动词的后面。

例：Young though she is, Mary holds a responsible position in her firm.

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(补语)

这个句子的附属从句应为“though she is young.”

Idiot though he was, his parents loved him.

(名词补语)

这句中的让步从句应为“though he was an idiot.”。

Tired as he was, Bob resolved to drive through to Battle

(补语)

field that night.

这句中的让步从句应为“as he was tired.”

这种字的顺序有时也用于原因从句。

例：Idiot that I am, I forgot the tickets.

我们特别提醒初学写作的人，一般字尾加“ever”的字，通常引导让步从句。

例: How ever hard he studied, young Sam could not conquer the fourth grade.

I'm going to take the day off, whatever the boss says.

Whatever you do, don't miss the mystery spot in Santa Cruz.

Get off my property, whoever you are.

上例句中的连结字，不是从属连接词。如第一句中的“however”是一个副词修饰“hard”的，而在第二句中的“whatever”和第三句中的“whoever”是“不定关系代名词”。

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### (k) 混合的意义 (Mixed meanings)

所谓混合的意义是它负有副词从句分类重复的意思，多少有点不定及不固定。很多从句无法详细分类，有些表示的不只一个意义。

例: Time and cause:

When we realized that Linda was crying, we stopped tormenting her.

这个从句不但告诉我们为什么?“why?”同时还告诉我们何时“(when?) we stopped”

Time and concession:

While her brother is going from one jail to another, Linda

is becoming an important executive.

Time and attendant circumstances:

As I backed away, the crocodile lumbered patiently after me.

Cause and degree:

As hot as I am, I think I'd rather have the lemonade.

Degree and result:

Sam was so excited that he fell into the fish pond.

研究：有些从句在形式上是副词，但无法分在副词类。因为它们并不表示副词意义。

例：I am sure that I will.

这句中的从句“that I will”很显然是修饰“sure”的。因此，我们认定“sure”是一个形容词，而在造句上作为一个副词从句。但若我们强调它的功能，我们认为“I am sure”与“I know”相似。而在句中 I know that I will。我们认为“that I will”是一个名词从句。作为 know 的宾语，如此一来，在上例句中“that I will”是一个名词从句。作为“be sure”的宾语。这种表现法，要靠看我们是不是强调它的形式或意义来决定。

(1) 比较 (comparison):

我们都知道副词有比较级，而副词从句也有比较。

例: She likes you as much as I do.

这句中的“*She likes you*”为主句，只是说明一个事实的存在，并未说明喜欢“*you*”的程度。如要使这个句子更清晰，必须强调某方面思想。因此，用副词从句“*as much as I do*”，强调“*likes*”的思想和程序。

#### (m) 副词从句的省略 (Elliptical adverb clauses)

我们写作时为了强调某些效果而把副词从句的主语或动词省略，有时两者都省略。

例: When he was younger, he worked for the railroad.

这句也可写成:

When younger, he worked for the rail road.

句中的副词从句省略了主语“*he*”和动词“*was*”这种表现法，我们也可解释为副词从句的缩减 (abridged) 或省略，这些从句的省略大多数用在副词类，因为不可能都用连接词。为使初学者对这种省略法进一步认识，特举出一些范例作为参考。

Time:

We'd like you to pay this bill as soon as convenient.

这句中的副词从句省略了主语“*it*”和动词“*is*”。全句应为...*as soon as it is convenient*.

Place:

Wherever possible, we planted columbine.

这句中的副词从句省略了主语“it”和动词“was”，  
全句应为…wherever it was possible.

Manner:

He behaved as if crazed.

这句中的副词从句省略了主语“he”和动词“were”  
全句应为…as if he were crazed.

Degree:

She is younger than I.

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这句中的副词从句省略了动词“am”全句应为…  
“that I am”

Attendant circumstances:

While in the hospital, Jim crocheted a bedspread.

这句中的副词从句省略了主语“he”和动词“was”，全  
句应为…while he was in the hospital.

Condition:

I'll drop in if possible.

这句中的副词从句省略了主语“it”和动词“is”，全句  
应为…if it is possible.

Concession:

Mary was happy, though broke.

这句中的副词从句省略了主语“he 和动词 was”

全句应为…though she was broke.

研究：省略从句普遍使用时，有一种倾向把连接词解释成介词。因为很多人会把“younger than I”的结构说成：younger than me. 很多连结字都有作为介词情形，如我们说：There is no one home except me. 但有很多人不注意“except”在这句中是连接词。整个句子应为“except I am here”。

“like”这个字作连接词用，也有很长时间，现在仍然有时作连接词用。

例：It looks like it will rain.  
(连接词)

由于副词从句省略用法，很多介词和动状词短语也表示同样的意义。

例：After visiting in Xi'an, we went on to Chengdu.

我们很容易看出：“After visiting in Xi'an”所表示的意思与“After we visited in Xi'an”意义一样，但有此处并不是省略而是变换（alteration）。由 visiting 代替 visited。因此，我们可以说“after”是介词，而动名词“visiting”是它的宾语，构成短语。

很多省略的副词从句，必须由主句的主语跟在后面，也就是说与副词从句省略主语相似。因此，我们不

能说: when barking I hate dogs. 因为“I”很快会被认为是省略的主语, 而“when barking”的意思似乎是“when I am barking”, 若使用全从句就不会有这种顾虑。如:  
When dogs are barking, I hate them.

若省略的主语是非人称, 这种顾虑较少, 我们可以说: It possible, I'd like a talk with you. 这样就没有人会认为“*If I am possible.*”

(n) 限定和非限定副词从句 (Restrictive and Non restrictive adverb clauses)

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像形容词从句一样, 副词从句也分为限定或非限定, 但很难说得很清楚。唯一规则是用于对所有状况非常模糊的时候, 若副词从句对主句的意义是基本的, 那就是限定, 若不是基本的, 那就非限定。下面这些例句都是很清楚的限定:

I'll go if you will.

I'll go when you go.

I'll go where you go.

Handsome is as handsome does.

She's prettier than her mother was.

He acts as if he were frightened.

Sam never saw John that they didn't fight.

研究：讨论了上例句后，如果我们把副词从句去掉，而主句就毫无意义了，为使初学者进一步认识限定和非限定的区别，我们提出下例各句说明。

He is a very good fellow, although I can't say I like his company.

Sam saked to borrow my car, since his was out of gas.

Sam is as amiable as can be, whereas his son is impossible.

读了上面例句后，我们感到有些模糊，一时无法分别是不是非限定，若我们要区别限定或非限定就要研究上下语，以它的音调（intonation）和标点符号，就可领会它的意义了。如：

I went because I thought it might be fun.

这句中的副词从句“because I thought it might be fun”是回答问题 Did you go? 证明是非限定，若回答问题 Why did you go? 是限定。

副词从句的标点符号，不一定全靠它是不是限定或非限定。若副词从句在句首，通常用逗号分开，即使限定副词从句也如此。

例：If you will go, I will go.

Whither thou goest, I will go.



When you go, I go.

若副词从句在句尾，让步从句通常都是非限定，用逗号分开。而原因从句由“since, as, inasmuch”引导也用逗号分开，但原因从句由“because”引导，可能是限定或非限定。

当它的意义是限定时，而句子又很长时或强调某些事，以及想起后加上的（added as afterthought）其他子句也用逗号分开。

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## E. 名词从句 (Noun clauses)

定义 (definition): 所谓名词从句大都用于普通名词，虽然它们和所有名词功能一样，但名词从句普通作动词或动状词的主语，或作名词、动状词或介词的宾语，在语法观念上名词从句与单纯名词一样，做为一个单元 (unit)。

例: Subject of a verb:

比较: { 单纯名词: His (remark) was pointless.  
名词从句: What he said was pointless.

Object of a verb:

比较: { 单纯名词: I heard his remark.  
名词从句: I heard what he said.

Subject of an infinitive:

比较: { 单纯名词: I know his remark to be true.  
名词从句: I know what he said to be true.

Object of a participle:

比较: { 单纯名词: Hearing his remark, I grew angry.  
名词从句: Hearing what he said, I grew angry.

Object of a preposition:

比较: { 单纯名词: I paid no heed to his remark.  
名词从句: I paid no heed to what he said.

[A] 与名词从句一起使用的连结字 (Connectives used with noun clauses)

名词从句一般都由从属连接词 (Subordinating conjunctions) 和不定关系代名词 (Indefinite relative pronouns) 及形容词 (Adjectives) 引导:

Conjunctions: I thought that Sam was coming.  
(连接词) (名词从句)

I wonder whether he is coming.  
(连接词) (名词从句)

Pronouns: I know what you mean.  
(关系代名词) (名词从句)

I learned who said it.  
 (关系代名词)(名词从句)

Adjective: He wondered which course he should follow.  
 (形容词) (名词从句)

I know whose cat it is.  
 (形容词) (名词从句)

研究：很多语法家把关系代名词和疑问代名词，做为名词从句引导字，而区分得清楚，那就是若引导间接问题 (Indirect question) 叫疑问代词名词。如：I asked what he meant. 若引导间接陈述 (Indirect statement) 时，叫关系代名词。如：I know what he meant. 但在形式上位置与代名词没有什么不同。我们可由主要动词暗示来决定是不是问题 (question)，有时很容易区别，因为名词从句中的疑问代名词和 “I asked whether he was going” 句中的疑问从属连词没有什么不同。

但从属连接词和关系代名词或形容词之间区别很大，因为代名词和形容词在从句中两者都有功能。代名词作主语或补语，而形容词则修饰名词。但从属连接词在从句中没有功能，它只是连结主句与从句。

很多语法家感觉 (Perceive)：“that, if, whether 和 where, when, why” 作名词从句的连结字，它们之间有

差别。他们争论点是在“I know where he went”句中之“where”不懂是连结字，同时在它自己的从句中有副词功能。那就是“where”修饰动词，“went”，一般称为不定关系副词，不是从属连接词。

### [B] 名词从句作主语 (Noun clauses as subject)

名词从句作主语时在正常主语位置 (normal subject position) 动词的前面。

例: That he should have married her isn't surprising.

What is surprising is that he should have stayed with her.

Where he went from there is not known.

When the meeting will be held has not been announced.

研究: 但一般用法, 名词从句作主语时, 都在句子尾部出现。而由一个虚字: “it” 引道。

例: It is not known where he went from there.

It isn't surprising that he should have married her

It has been pointed that Henry held a similar position at Yale.

It is immaterial which method you use.

It was not clear who gave the order.

It was asked whether dates were permitted on week nights.

It is remarkable how Sam always gets out of trouble.

如果用虚字“it”的结构，而连结字有时省略。

例：It isn't surprising he should have married her.

It is believed he crossed on the ferry.

It's good he left when he did.

我们要特别注意这种省略法，只有“that”做连接词时可以省略，而在虚字“it”后面。但我们绝不能说：He should have married her isn't surprising. 因为那时不会注意到前面几个字组成名词从句，而不是主句。

[C] 名词从句作主语补语 (Noun clauses as subjective complement)

所谓主语补语，有时很难与主语区别。因为字的顺序不定，如：A mighty fine banker was Harold. 我们的感觉“Harold”是主语，而“banker”是主语补语，但事实“banker”在前，而“Harold”在后。语法家 Jespersen 认为当两个名词用连动词 (linking verb) 连结时，特殊的一个是主语，而不特殊那个是主语补语。

研究：有些语法家也把这种规则用于名词从句，如：His worry was that he might go blind 我们可能认为从句

“that he might go blind”是主语，因为它比“worry”特殊。事实它是说明“worry”的。另一方面，可能发现同样结构，在这种结构中由动词的数来表示名词不比名词从句作主语特殊。如：His worries were that he might go blind and become deaf. 这件事不太重要。但它简单用字的顺序指导这些句子的分析。如我们分析下面各例句，一定会称这些名词从句是主语补语。

His problem was how he should broach the matter.

The important thing is what a man does, not what he says.

The argument of the defense was that Sam did not know how to fire a gun.

What I wonder is whether John will be present.

下列各例句的名词从句不便跟在连动词后面，同时也不比动词前面的名词特殊。因此，不管用什么方法测试，它们都是主语补语。

This is where I found it.

That is what we want to know.

We are what we do.

He is not what he seems.

He is not who he was thought to be.

虽然最后一个例句是好的英语，它所表示的观念是形容词从句修饰名词补语。

例：He is not the person we thought him to be.

名词从句作主语补语有时由从属连接词“because”代替“that”引导。

例：Why did he leave? Was it because Roger offended him?

If I leave, it will be because I am driven away.

It was probably because his mother needed him.

210 很多人对这种造句表示反对，因为它是日常习惯用法，但在选择英文里最好尽量避免用“because”引导的从句作名词的补语。

例：The reason was probably because his mother needed him.

His departure was because he was offended.

而“the reason is because...”的表现法在英语里很普通，到处可听到。

[D] 名词从句作直接宾语 (Noun clauses as direct object)

名词从句作直接宾语，常由连接词“that”引导这些从句，一般连接词是：“if, whether, where, when,

why, how' 和关系代名词及形容词如: “what, who, which, whoever, whatever, whichever” 等。

例: I heard that he flunked French.

Do you know whether he flunked French?

Do you know if he flunked French?

He told her how he caught the pheasant

He told her where he caught the pheasant.

We asked when Linda was going to play.

I wonder why they didn't want him in the fraternity.

I believe what he said.

Do you know who the third man was.

Take whatever you want.

研究: 连接词“that”原是一个指示代名词作直接宾语, 如: I heard that 这句中的“that”是指示代名词, 作“heard”的宾语。

对这种表现说明的从句(explanatory clause)是加上去的作为同位语。例:” I heard that——he flunked French”但事实同位的感觉已失。因此这个从句我们感到是动词的宾语。而“that”的功能只是一个连结字, 现代英文里一般都省略了。

例: I heard he flunked French.



I know he took the examination.

I thought you knew he died. (此句有两个宾语从句。)

名词从句用于间接问句通常由连接词“how, where, when, why”引道。

例: He asked how he should tie the bow?

这个句子的直接形式为: How shall I tie the bow?

例: He paused to inquire when the play began.

这个句子的直接形式为: When does the play began?

但这些连接词并不时常引导间接问句。

例: I know where he went, when he went, why he went, and how he went.

间接问句也用“whether 和 if”引道。

例: He asked whether I was going.

He asked if I was going.

在选择英文里有单独使用“whether”造句的趋势, 而把“if”用于条件副词从句。但这种用法还不够证明为正当规则。一般“or not 和 whether”一起使用。

例: He asked whether or not I was going.

很多语法家反对这种用法, 认为这是多余的, 但它有时可作为强调, 特别是在从句的结尾时。

例：He asked whether I was going or not.

在方言里，有时在普通英语里面间接问句也发生在直接问句的顺序。

例：Ask him how do we get on the road to Tianjing.

这句中的“how do we get on the road to Tianjing”代替了“how we get on the road”

例：He asked when was he going to get his cut.

而句中“when was he going to get his cut”代替了“when he was going to get...”

有时直接问句的顺序也在没有连结字的结构里出现。

例：Ask him can he tell us the way to Tianjing

这句中的从句应为：Whether he can tell us.

He wants to know does he get his cut.

这句中的从句应为 Whether he gets his cut.

有一种倾向“where”代替“that”用于宾语从句中，如我们常听到 I see where John was elected 而代替了在选择英语里 I see that John was elected.

当宾语从句与宾语补语一起用时，常用虚字“it”在补语前，而把从句放在句子的结尾。

例：We thought it strange that Mary didn't telephone.

We hold it selfevident that all men are created equal.

偶尔名词从句用作宾语时，放在主语和动词前面。

例：Whatever he does, he does well.

What we saw, we liked.

[E] 名词从句作介词的宾语 (Noun clause as object of preposition)

名词从句一般也作介词的宾语构成短语，而连接词“that”不能用于引导这些从句。在此处，“if”不能代替“whether”，但其他连结字经常使用。

例：He was worried about whether he passed the French examination.  
(介词) (从句)

注意不能写成“about if he passed.”的形式。

They quarreled over when the wedding date should be.  
(介词) (从句)

The men were paid according to how much cotton they picked.  
(介词) (从句)

There is some doubt as to where the murder occurred.  
(介词) (从句)

作为介词的宾语，这些从句通常由不定关系代名词引导。

例：Give my regards to whomever you see.  
(介词)(不定关系代名词) (从句)

He had to work with what he had.

(介词)(不定关系代名词) (从句)

He talked about whatever came to his mind.

(介词)(不定关系代名词) (从句)

研究：有时很难决定从句是不是介词宾语或动词副词的结合。如在 “He took off what he was wearing.” 而实际我们会说：What he was wearing 是 “took off” 的宾语而不是介词 “off” 的宾语。

[F] 名词从句作同位语 (Noun clause as appositives)

我们曾讨论过，很难区别形容词从句和名词从句用于靠近同位语。举例说明从属从句在例句中的作用。

The fact that he hates fish is obvious.

这句中的 “that he hates fish.” 可能被认为是形容词也是名词从句，但我们肯定说它不是一个关系从句，因为 “that” 是一个从属连接词，而不是关系代名词。像 “that” 在：The story that he told us was a lie. 句中一样。

研究：不过我们要特别注意当从句在松弛 (loose) 或非限定同位时，不论如何，最好认为它是一个名词从句。

例：We must remember this important fact, that he hates

fish. When we remember one other point, that Sam hates fish, the solution is obvious.

通常这些从句都由: namely, that is, specifically, such as 等引导。它们的功能是对等连接词 (coordinating conjunctions) 连结名词和它的同位语。它们不能由从属连接词代替引导从句:

Mulroy has a perfect alibi——namely, that he was in the dentist's chair when the crime was committed.

My other problem ——that is, whether I should invite Bob——was solved when I received news of his illness.

Many questions ——such as how the guests should be seated——remained unanswered.

[G] 名词从句在其他名词功能里 (Noun clause in other noun functions)

名词从句最普通功能是说明 (described) 前面情形, 但偶尔也有其他名词功能。

(a) 间接宾语 (indirect object): 通常由关系代名词或形容词引导

Give whoever finishes last a consolation prize.

Send whatever people are on this list an announcement of

our latest offer.

最普通用法是这些名词作介词的宾语: Give a consolation prize to whoever finishes last. 当从句很长时这种顺序最好。

(b) 宾语补语 (Objective complement)

有时名词从句作宾语补语, 一般由代名词“what”引导:

I named my son what my father named me.  
(代名词) (从句)

Sam called Bob what no man should call another.  
(代名词) (从句)

主要动词是被动语态 (passive voice) 时, 这些从句可能保留下列情形:

Bob was called what no man should call another.

(c) 直接说话 (Direct address)

由“whoever 或 Whatever”引导的名词从句, 有时用于直接说话功能:

Get out of my chair, whoever you are.

Give me a hand with this, whatever your name is.

这些从句时常有让步副词从句的功能

(d) 不定式的主语 (Subject of an Infinitive)

名词从句可能作不定式的主语, 这种从句通常由



## Exercise

*Phrase 1*

Point out the participle phrase in the following sentences. Tell what each phrase is composed of. Tell what each phrase modifies.

1. Mary is the girl playing the violin.
2. Feeling rather ill, Barnwell called the doctor.
3. Having driven all night, we were only forty miles from Lansing.
4. Saint Aravacus, summoned by the Pope, hurried to Rome.
5. Not knowing yet the bounty of the soil, they trusted to the fortunes of the hunt.
6. Invited at the last moment, John unhappily examined his wardrobe.
7. Feathers worn on the head can be made to stand for tribal chief -- trainship...
8. Shrouded in a thin dropping veil of mist, it hovered for a moment in the rainbowed air...
9. But turning to where uncle Billy had been lying, he



found him gone.

10. Somewhat irritated by Carruther's insolence, I rebuked him sharply.

11. He heard the deflected shot humming through the air ahead...

12. In the window saw aunt Flo carefully aiming the shot gun.

13. The man, thus caused to lower their faces to the turf, became hurried and frightened

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14. It is a question surrounded with difficulties

15. There he stood in the glare of the world, uttering stuff that a boy of eight would laugh at!

16. They also pillaged the bodies a little, as their right, believing now that they had slain them.

17. That's my last Duchess painted on the wall, looking as of she were alive.

18. I have obligations to bridge, extending beyond the period of memory.

19. Soothed with the sound, the king grew vain.

20. The wind blows out, the bubble die, the spring intomed in autumme lies.

21. Seated in the silver chair, state in wonted manner keep.

22. And we will sit upon the rocks, seeing the shepherds feed their flocks.

23. When he said good-bye, I watched him for a moment walking with the bowed, thoughtful head of a boy on his way reluctantly to school.

24. Denser and denser grows this dome of vapors, descending lower and lower upon the sea, narrowing the horizon around the ship.

25. Her sister, Madonna, is oftentimes stormy and frantic, raging in the highest against heaven, and demanding back her darlings.

26. ... Regard this earth made multitudinous with the slaves... (Shelley)

27. ... The vile strength he wields for earth's destruction thou dost all despise, spurning him from thy bosom to the skies ... (Byron).

28. Thus it happened that, stripping down a parcel of gold lace a little too hastily, he rent the main body of his coat from top to bottom...

29. You will find the Chub, being dressed in the blood, and quickly, to be such meat as will recompense your labor.

30. O for some honest lover's ghost, some kind unbodied post, sent from the shades below! (Suckling)

### *Phrase 2*

Point out and analyze the gerund phrases in the following sentences. Give the function of each gerund phrase.

1. Running the bank takes all of Harold's time.

2. John accused Franklin of stealing the turnips.

3. Why don't you try fishing Pipsmith's Creek?

4. Syshotter found that managing Rizena Marlowe could be a headache.

5. Let no one tell you that driving a head of buffalo is woman's work.

6. You are far from being a bad man. Go, and reform.

7. He had married her without giving much thought to that problem.

8. Our finding the receipt was pure accident.

9. The catcher must be alert to spot the opposition's stealing his signs...

10. She began distractedly snatchings rags and wet socks and dirty clothes from the chairs.

11. ...And yet his executioner escapes the clutches of the handman for doing it.

12. Buy terras divine in selling hours of dross...

13. That, however, will not prevent their doing in the end good service if they persevere.

14. He was certainly fortunate in the time of his coming to Rome.

15. So noisome has this jungle become that some writers seek to escape it by discarding the concept of race entirely.

16. Their being together is made intolerable by that exclusion.

17. This scenic effect was due to our searchlights illuminating the broken ice field.

18. I was brought hither under the disadvantage of being unknown, even by sight, to any of you.

19. She had to scheme all her life about getting things fed, getting the pigs fed so they would grow fat and could be butchered in the Fall.

20. The time I've lost in wooing, in watching and pursuing

the light that lies, in woman's eyes, has been my heart's undoing.

21. The latter, he thought, would perhaps be the better of the two, from the circumstance of Prince Leopold being so popular with the nation.

22. You learn to control your mind and stop it going around in circles.

23. Our insurance man had never heard of a yacht-owner's claiming that he had been restrained or detained to his detriment.

24. Weighing a decision, it should be noted, does not necessarily add anything to our knowledge

25. One of the pleasantest things in the world is going a journey.

### *Phrase 3*

Point out and analyze the infinitive phrases in the following sentences. Give the function of each infinitive phrase.

1. He went to college to get an education.

2. Professor McHenry loved to contemplate the English verb.

3. The two great problems in writing exposition are, therefore, to make it clear and to make it interesting.

4. Coach Redblood knew that to take out Bremkin was to lose the game.

5. It was of course considered blasphemous to inquire into the grounds for this belief...

6. To burn always with this hard, gemlike flame, to maintain this ecstasy, is a success in life.

7. We wish, however, to avail ourselves of the interest... which this work has excited.

8. The village children now their games suspend, to see the bier that bears their ancient friend...

9. Will thy lovers flock round thee now, to gaze and do thee homage?

10. Did you see Sven leave?

11. Shall a Woman's virtue move me to perish for her love?

12. The best way to keep down maintenance expenses is to give your house a semi-annual inspection.

13. Many people mistake a familiar for a vulgar style, and suppose that to write without affectation is to write at random.

14. At this information I could instantly perceive the win-

dow bounce from her seat.

15. Its effects, when he went to his own rooms, was to make him sit up half the night.

16. The aim of culture is not to merge the present in sterile dream of the past, but to hold the past as a living force in the present.

17. It gave him pause, caused him for the moment to hesitate as to whether to go on or not

18. Had she come all the way for this, to part at last without a kiss?

19. To attempt to satisfy them completely would involve a very serious reduction in the power and resources of the royal government.

20. This principle supposes man to act from a brute impulse

21. The late reign is too fresh in the memory of all the world to need a moment.

22. O, learn to read what silent love hath write: to hear with eyes belongs to love's fine wit.

23. Cease, dreams, the images of day-desires, to model forth the passions of the morrow.

24. But let fiction cease to lie about life: let it portray men and women as they are...

25. It makes dying lose its customary aspect and begin to seem merely a slight but universal weakness, like catching cold.

### *Phrase 4*

Point out all the verbal phrases in the following sentences. Give the subject, expressed or implied, of each verbal. Are there dangling constructions that you disapprove of?

1. Knowing his weakness, we mailed him a very ripe cheese.

2. By driving all night, Mary reached Lansing in plenty of time.

3. He wanted us to see the birthplace of Saint Arava-cus.

4. On descending the eastern slopes, the climate changed.

5. Alarmed by the reports, Portfield called in his vice-presidents.

6. He could be compared to an actor who, after spending a life-time playing Hamlet and Othello and King Lear, retires to keep a country pub.



7. We used to have an old croquet set whose wooden ball, having been chewed by dogs, were no rounder than eggs.

8. Living in a crowd, it has become highly important to fit in.

9. Being engrossed in a book, the lawn didn't get watered.

10. Being resolved to carry his point, he succeeded at last in applying his favorite remedies.

11. So what's wrong with the idea of the man serving best profiting most?

12. We love men flaming toward the star!

13. It is impossible to vanquish an army without having a full account of its strength.

14. I suppose the boy Turner to have regarded the religion of his city also from an external intellectual standing-point.

15. Now more than ever seems it rich to die, to cease upon the midnight with no pain...

16. No doctor spoke of this having happened.

17. Make me live by serving you.

18. A few feet offshore, rearing up like the hulls of sunken ships he spied the leg bone, ribs, and vertebrae of a

mastodon.

19. The situation may be paralleled by looking simultaneously at a new convertible and at your bank balance.

20. Production is surprisingly diversified, taking the region as a whole.

21. Written without fear and without research, the book was not an achievement of the highest intellectual distinction perhaps.

22. Then we moved easily toward the house together, speaking of the fine weather and of mackerel which were reported to be striking in all about the day.

23. And how absurd it is, people end by saying to inflict this education upon an industrious modern community...

24. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. (Lincoln)

25. For at dawning to assail ye here no bugles sound reveille.

### *Clause 1*

Tell whether the italicized clause is restrictive or non-

restrictive. If it may be either, explain the difference between the two possible meanings. Commas have been omitted.

1. The person *WHO TOLD ME* works in the office.
2. The person *WHO GAVE ME THE INFORMATION* told me to keep it to myself.
3. Our family always celebrates St. Sebastian's day *WHICH IS THE TWENTIETH OF JANUARY*.
4. You are speaking of the woman *I LOVE*.
- 230 5. When your time has come to perish, then the maiden *WHOM YOU CHERISH* must be slaughtered too.
6. I objected principally to the way *IN WHICH HE SAID IT*.
7. Wintergreen *WHO HAD SPENT THREE YEARS IN HONGKONG* gave us some sound advise on restaurants.
8. John *WHO MET US AT THE STATION* turned out to be an utter stranger.
9. The act *WHICH DELIGHTED US MOST* was the one *IN WHICH THE MAGICIAN TURNED HIS ASSISTANT INTO AN ALARM CLOCK*.
10. Our dachshund *WHOSE NAME IS LAMBERT* strolled

into the parlor.

11. His father *WHO IS BALD* chases gophers.

12. His sister *WHOM HE IS VERY FOND OF* drives a milk truck.

13. The events *THAT LED TO HIS DISMISSAL* were never fully explained.

14. General Lee *WHO IS NOTED FOR HIS BRAVERY* ordered his commanders to order their troops to advance.

15. What have you done with the letters *THAT CAME YESTERDAY?*

16. The roses *WHICH HE PLANTED IN THE SHADE* didn't do very well.

17. Time magazine *WHICH HAD PREDICTED THE DISASTER* expressed gloomy satisfaction when it came to pass.

### *Clause 2*

Point out the adjective clauses in the following sentences, and tell what each clause modifies.

1. The billows that came at this time were more formidable

2. I was before this time pretty well acquainted with Goldsmith, who was one of the brightest ornaments of the Johnsonian

school.

3. I have seen few men whom I have so instantaneously hated, and of whom it was so difficult to be rid.

4. He was a brisk, waspish, little old gentleman, who had dried and wilted away

5. The events that lead up to that visit are revealing.

6. This has been due to cheap P. G. E. power, which enables farmers to pump water from wells all over the valley.

7. Did he who made the lamb make thee?

8. This Chester was a native of Nether Stowey, one of those who were attracted to Coleridge's discourses as flies are to honey

9. Speed was the first thing the early automobile manufacturers went after.

10. She watched the girls with whom she had grown up.

11. I needed most of all a man who knew snakes.

12. There is a great deal of it which may be very well left to the imagination.

13. We passed the school where children played at wrestling in a ring...

14. Even the mass of writing which floods in upon us today is only the forth on an ocean of speech.

15. Yet it would hardly be wise to hold everyone an enemy who could not see her with our own enchanted eyes.

16. He even guessed in the latter a mild contempt for such advantages as his relation with the Waythorns might offers.

17. In the refrigerator department, you will find gadgets that will turn out ice cubes in every conceivable shape and size.

18. Let us all get on to questions that really matter...

19. Is it perfume from a dress that makes me so digress?

20. She gasped his blunt thick fingers, the nails of which were always whitened a little with stone dust...

21. Three times within a quarter of an hour... had he looked at his watch as for its final harp hint that he should decide, that he should get up.

22. Methought I saw the grave where Laura lay...

23. That age is best which is the first, when youth and blood are warmer.

24. So far I have been speaking of certain conditions of the literary art arising out of the medium or material in or upon which it works...

25. Fired by the cry which seemed simultaneously taken up by the three lookouts, the men on deck rushed to the rigging to

behold the famous whale they had been so long pursuing.

26. But, sir, such answer as I can make, you shall command... (Hamlet)

27. Mr. Brooks has not been alone in the judgment that the best days are over

28. Her scowl—— as the world, or such part of it as sometimes caught a transitory glimpse of her at the window, wickedly persisted in calling it, —— her scowl had done Miss Hepzibah a very ill office...

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29. That time of year thou mayst in me behold when yellow leaves, or none or few, do hang upon these boughs which shake against the cold, bare ruined choirs where late the sweet birds sang.

30. These who roused the people to resistance; who directed their measures through a long series of eventful years; who formed, out of the most unpromising materials, the finest army that Europe had ever seen, who trampled down King, Church, and Aristocracy; who, in the short intervals of domestic sedition and rebellion, made the name of England terrible to every nation on the face of the earth, were no vulgar fanatics.

*Clause 3*

Point out the adverb clauses, and tell what they modify.

1. I made the door before it was shut, clawed it open again, and charged out.

2. There was nothing to do but stay where she was.

3. Believe not all; or if you must believe, stomach not all.

4. He felt his nature crudely, as it was meant.

5. If I am to yield up all the goods of life, why not life also?

6. Here we went ashore (being some twelve miles higher than the barge had been) to refresh ourselves...

7. But the critical spirit is also something deeper than Matthew Arnold perceived

8. He took his departure, more entirely depressed in spirits than I had ever known the good gentleman before.

9. The world is younger than we are, yet drawing to an end, now that the seasons falter.

10. Whichever he might be, his society ought to afford entertainment during the interval before lunch.



*Clause 4*

Point out the adverb clauses in the following sentences and classify them according to meanings. Which ones belong to more than one category? Which do not fit at all?

1. Harold was annoyed at the delay, as his time was valuable.

2. In short, wherever I see a cluster of people I always mix with them, though I never open my lips but in my own club.

236 3. After I had been thus for some considerable time, another thought came into my mind...

4. Should my heart be grieved or pined, because I see a woman kind?

5. Sammy always comes when he's called.

6. If he lays him down, he cannot sleep...

7. Because he wanted to make a strong impression, Melrose wore his pink suit.

8. Did you fish Pipsmithers' Creek while you were there?

9. As Porterfield entered, the vice-presidents rose with alacrity.

10. She was my joy and my life, until I met Grace.

11. I must walk a mile further yet before I begin.

12. Since you feel that way, we'll say no more about it.

13. But the other made no stir almost at all; so that I was afraid the other would have too great a conquest over them.

14. He grew furious whenever he saw the animal.

15. Try to avoid crowds: the more people you are in touch with, the more chance there is for contagion.

16. The universality of applause, however it might quell the censure of common mortals, had no other effect than to harden Dennis in fixed dislike...

17. But might I of Jove's nectar sup, I would not change for thine.

18. More we enjoy it, more it dies.

19. I can love her, and her, and you, and you; I can love any, so she be not true. (Oonne)

20. Whenas in silks my Julia goes, then, then me—— thinks, how sweetly flows the liquefaction of her clothes.

### *Clause 5*

Point out the equivalents of adverb clauses in the following sentences. Which ones may be described as elliptical clause? What is omitted?

1. He was five years younger than I and rather a nuisance.
2. I hope you'll visit Lansing, if possible.
3. After taking some refreshment at this place, they continued their march along the dike.
4. He was a good baby, that is, he never cried immediately after retiring.
5. While living in Muskegen, we made an interesting discovery.
6. I am never less alone than when alone.
7. Although frequently in trouble with the police, Mulroy was really a very solid citizen.
8. Because of inaccurate thinking, writers sometimes unnecessarily split constructions.
9. Have ye tippled drink more fine than mine host's Canary wine? (Keats)
10. All through September, while still hoping that a relief party would reach me, I was busy preparing a log hut against the winter.
11. And one would seem to them a new invention, unknown as bellswithin a Turkish steeple...
12. Much speech hath some defence; though beauty no re-

merse.

13. I answer that the language of such Poetry as is here recommended is, as far as is possible, a selection of the language really spoken by men.

14. I would never have striven as thus with thee in prayer in my sore need.

15. But this adopted Bruton, in my mind, was better than they all—more comely.

### *Clause 6*

Identify the noun clauses in the following sentences, and give that part of speech of the word that introduces the clause.

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1. We asked if that made Rocca world's champion in those states.

2. ...They settled down to the question of whether the justice of the peace had sent that hobo drunk to jail for ten days or twelve.

3. What seems a kind of temporal death to people choked between walls and curtains, is only a light and living slumber to the man who sleeps a-field.

4. Tell me now in what hidden way is Lady Flora the lovely

Roman?

5. Pipkin knew where to find it.

6. A scar-faced man asked when the train left for Battle Creek.

7. Tell them how you eluded the irate citizens, Livermore.

8. Ask me no more whither do stray the golden atoms of the day.

9. I thought once how Theocritus had sung of the sweet years, the dear and wished for years.

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10. What is love? 'tis not hereafter; present mirth hath present laughter; what's to come is still unsure

### *Clause 7*

Point out the noun clauses in the following sentences, and tell how they function.

1. What he's asking is too much.

2. Whatever was peculiar about him was education, not character.

3. But what is hateful in age is its being lack of understanding and of sympathy.

4. How long this immense undertaking had been the object of his contemplation, I do not know.

5. But sure I think that I can drink with him that wears a hood.

6. It's true that we were a little late.

7. An hour later, he came back to find whether I was changing the compress as often as I was supposed to.

8. They looked as though they wondered whether they ought to look as though they disapproved.

9. I guess the fact is neither one of us would be welcome in a-Quaker meeting

10. It is only because I feel persuaded that here are destined to be discovered certain as yet undefined spiritual quantities.

11. I sometimes think that never blows so red the Rose as where some buried Caesar bled...

12. The answer is, that nothing can permanently please, which does not contain in itself the reason why it is so, and not otherwise.

13. He welcomed me to his house with great ceremony, and turning to the old woman, asked where was her lady?

14. Then if we write not by each post, think not we are unkind.

15. Look, what I lack my mind supplies...

16. A special case is when the purpose of the composition is precisely to discover the lexical definition of some word...

17. And when we meet at any time again, be it not seen in either of our brows that we one jot of former love retain.

18. ...I have observed the result of our disputes to be almost uniformly this—that in matters of fact, dates, and circumstances, it turns out, that I was in the right, and my cousin in the wrong.

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19. She holds that because most writers use commas in certain ways is not sufficient reason for her doing it.

20. ...I understand how it was this that made them ask what would have become of them, and where in the world, the hard American world, they could have hibernated.

## How to Use Concrete Words and Expressions 明确使用字和词

我们讨论了英语的各种词类和句子的结构以及它们之间的特殊关系，为使初学者进一步了解如何明确使用字和词，兹分别举例说明。因为明确使用字和词在写作时非常重要，有些语法家也承认，不了解词的种类可以说出很完美的英语，但不能区别“名词与动词”，“动词与形容词”，“定词与代名词”，就无法把你的思想完整表达出来。当然我们在写作时能分别各种不同词类，但有时也不一定很清楚地把字和词分别属于那一类，比如：

Swallow drinks slowly.

研究：可能有两种意思：It could be a statement to the effect that a bird is a slow drinker or it could be a suggestion to someone that he down his liquids slowly.

由以上说明，我们认为这个句子模糊不清，但当我们把“swallow”举例比较就会觉得很清晰



作名词时: That's swallow.

比较: 作动词时: I can't swallow it.

同样的例子如“drinks”一字:

比较: 作名词时: He bought the drinks.

作动词时: He drinks milk.

还有些字使用时也应特别注意, 如:

She was charming.

一句中的“charming”一字, 现在都把它作形容词,

例:

Mary's a very charming girl.

但是有时作动词时,

例: Mary was charming a snake.

句中“was”这个字, 在“形容词”前是动词; 例“Mary was lovely”, 但在“动词”前是助动词, 例: Mary was working. 但在: “She was charming”句中, 就没有办法区别, 若这句话是回答: What sort of person was she? 句中的“charming”是形容词。

但在回答: What was she doing? 是动词。

还有些字在使用时应特别注意, 例:

He looked hard.

句中的“hard”就因使用不当, 而模糊不清, 因为

它是一个形容词。

例：He's a hard man.

但在：He worked hard, 它是副词，而“looked”一字用于形容词或副词前是动词。

例：He looked cute.

He looked carefully.

但在：He was potted. 句中的“potted”就模糊不清，而无法分别，因为“potted”有时是动词。例：

He potted the plants.

但有时用于土语（slang）是形容词，它的意思是 drunk, 若有人说：Sam was potted. 你就无法分别“potted”是形容词还是动词。换句话说你无法说出：

Sam was drunk 或 His remains were put into an urn.

当然平日写作时不会发生前面所讨论那些例句，因为我们在使用时一定会很清楚的加以区别，并了解它们的功能，我们所讨论过的例句如：

Swallow drinks slowly 就模糊不清，但在：

A swallow drinks slowly. 就很清楚。因为定词“a”说明了它后面的字是名词。

同样的：

Swallow your drinks slowly. 而所有格“your”说明

“drinks”是一个名词。

还有些字如：Oriole drinks slowly, 就很清楚，因为“Oriole”不会作动词。而：Imbibe drinks slowly 很清楚，因为“imbibe”不会作名词用。同样的 Swallow is drinking slowly. 也很清楚，因 is 是动词，而 drink 加“ing”也证明它是动词。

还有些字如在：Harold looked hard. 句中的“hard”就模糊不清，但在下列句中就很清楚：Harold seemed hard. Harold was hard. Harold looked careful. Harold looked causfully.

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再如 He was potted. 句中的“potted”就模糊不清，但在 He was rather potted. 句中就很清楚，因为 rather 一字只能与形容词一起用，而不能与动词一起用。因此“potted”在这句中是形容词。

Oh! He was cremated. 就很清楚，因为 cremated 不能作形容词用。

## ■ Part 1 ■

### How to Use Nouns (明确使用名词)

我们虽然学了很多字和词，也能用它来表达一些思想，但若能毫无疑问，而又能明确使用这些字或词，除了老练的作家外，对初学写作的人来说，还是一件重要的工作。而我们所提出一些实例，只是藉以提醒初学者注意，以达到举一反三的效果。但最重要的要勤加练心多作研究，才能达到预期效果。

因此，我们主张无论你写英语或说话，一定要明确把你的思想表达出来。比如说：

We had an excellent game this morning.

研究：我相信很多人读了这个句子后，一定会问什么比赛？What kinds of game? 因为我们听了后，或看了后，只能说我们知道了一个事实外，其他什么都不知道。因为“game”这个字是“比赛或游戏”是一般化字。除非我们说话时，手里拿着任何一种球，而我们今天早晨有

一场很好的比赛，这时听众可能会意你在说什么。因为我们平日所接触的事物很多，如果把每件事都一般化，问题越多，也无法把人与人之间的思想沟通，比如说“Ball”这个字就是一般化，使人无法了解什么样的球，What kinds of the ball? 因此，“football, basketball”要比“Ball”更明确。为使初学者认识什么是一般化字，什么是明确字，举例说明之。

一般化的字 (Generalization)    明确的字 (Concrete)

prize

one thousand dollars

Community

village

candy

chocolate

以上所举一般化和明确的字外，在语法观念上叫相关的名词。如：“Vehicle 与 Car”来讲，而“vehcile”比“car”更一般化。“Car 与 Convertible”来讲，car 比 convertible 更一般化，除上述外，我们应去转变一个字的意义，使之更为明确，如：“dress”这个字，我们只知道解释为“衣服”，但我们不知道它是什么颜色、什么式样，是贵呢？还是便宜？因此，我们可以根据原字的意义，转变成具体而明确的字，如：

green dress

silk dress

cheap dress

expensive dress

由于这种转变，我们一看即了解是什么样的衣服，也能很完整表达我们的意思。

## ■ Part 2 ■

### How to Use Verbs (明确使用动词)

250 一般作语或讲话时，最忌用模糊不清的字和词，名词如此，而动词也是一样的。因此，如何明确使用动词是初学者不能不知道的，因为使用明确的动词，不但使句子生动而表现清晰，如果有人对你说出下列的话：

Jack was hurt.

这句话在语法上虽然没有问题，但叫人听了有一种模糊不清的感觉，最低限度你会怀疑，杰克是怎么伤的？是跌伤呢？还是被人杀伤？因为杰克伤了只是一种事实，但并未告诉我们原因。如再进一步探究，他伤在什么地方？情形如何？这一连串的问题，使我们不知对方所讲的是什么？再如“hurt”一字是一般化，只是告诉我们伤的事实，但我们不知道情形如何，是伤皮呢？还是折断，伤在何处？这些都给人一种模糊不清的感觉，若我们把这些句子整理一下，运用明确的字和词，

情况就会不同。例：

While we were playing football this morning, Jack was fractured his ankle.

我相信，当你读了修正后的句子，一定会即刻明白，杰克是因踢足球而折断了脚踝的，而句子的思想是一致的，因此，我们说：“was hurt”是模糊不清，是一般化的字。而“fractured”不但明确而且清晰生动。

例：John went to the window and looked at the crowd outside.

研究：这个句子中的动词“went 和 looked”是由连接词连结构成复合动词，在语法观念上是一个标准的句子，但我们进一步研究，就会发现“went 和 looked”是一般化而且乏味，没有一点生气的动词。我们都知道动词是表示一个人或一件事物的动作或行为，是句子的主宰，若我们只是把一些美丽的词藻堆积在一起，无异是一堆尸体，一堆废物，毫无生命可言，更无灵魂可说。如果我们运用修辞技巧把“went 改为 tiptoed”，而把“looked 改为 stared”，就会显得生动而含蓄。

John tiptoed to the window and stared the crowd outside.

经过修辞的句子不但生动，而且意境也与前句不同，也增加了这个句子的分量，这就是修辞的功能。



## A. 明确使用分词 (How to use Participle)

分词分为现在分词与过去分词两种，因为它兼有动词和形容词性质，附在名词上构成分词短语。

### (a) 分词与动词的区别

我们使用分词前，必须要辨别清楚什么是分词，什么是动词，由于很多人分别不清，而闹笑话。因为分词和动词加上“ing”构成的进行式在形式上完全一样，但在用法上存在很大分别。

#### ① 动词：

例：The boy was running down the grass.

研究：这句中的“was running”是一个动词短语，表示主语“The boy”的动作，是动状动词，在语法观念上称过去进行式。

例：John had broken his leg after jumps from the wall.

研究：这句中的“had broken”是一个动词短语，表示主语“John”的动作，因此是动状动词，而不是分词。

#### ② 分词：

我们讨论过分词不但有动词性质，且附在名词上修饰名词，作形容词用。分词是由动词变化而来，因此也

称动状词。

例：A flock of ship had to cross a running steam.

研究：这句中的“running”是现在分词作形容词用于修饰名词“steam”的，因为它附在名词上。

例：We had to throw over the broken bottle.

研究：这句中的“broken”是过去分词附在名词“bottle”上说明瓶子的情形，因此，它是修饰 bottle 的。

#### (b) 运用词短语（句子的结合）

我们都知道分词短语和同位语一样，可以把两个思想相关联的句子合并，如果运用得恰当，定会帮助你把句子写得更生动。

例：The tired farmer sat at his door.

He was nodding over his pipe in his hand.

研究：这是两个句子，而句中的“was nodding”是表示那个疲乏老农的动作，像同位语。因为这两个句子有相近的关联，我们运用分词短语把两个句子合并。

The tired farmer sat at his door, nodding over his pipe in his hand.

经过合并后的句子，更为生动，同时也强调了整个句子的思想。因为疲乏的老农（tired farmer）与对着他手里的烟斗打瞌睡（nodding over his pipe in his hand）的

关系相关时，而强调了老农的疲乏，使整个句子更生动清晰，刻划出一幅生动画面，这就是修辞功能。

## B. 明确使用动名词 (How to use gerund)

动名词是由动词变化而来，它的形态与分词一样很难分别，唯一的方法就是由它在句中的用法分别，因为分词是“形容词”，而动名词是“名词”，当名词用的动名词在句子中有名词的功能，也可以与其他字构成短语。

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### (a) 主语:

例: Swimming is a good exercise.

### (b) 补语:

例: Her job is teaching.

### (c) 直接宾语:

例: Brother enjoys playing.

### (d) 介词宾语:

例: You can succeed by working.

### (e) 同位语:

例: His habit, overeating, is hard to break.

### (f) 运用动名词:

研究：动名词也时常会形成短语和分词短语一样，可将两个或两个以上相关联句子合并，成为一个生动句子。

例：John was a president of the national bank of United States.

Then he was elected mayor of New York of the United States.

这是两个句子，如果我们运用动名词短语，合并为一个句子会使整个句子更生动。

John was a president of the national bank of United States before being elected mayor of New York.

这句中的“before being elected mayor of New York”是动词短语。

### C. 明确使用不定式和不定式短语 (How to use infinitive and infinitive phrases.)

所谓不定式在语法上称无限动词或动状词，它没有主语，也没有身与数的变化，它的构成是由动词原形加上“to”。

(a) 不定式也和分词一样作名词用：

① 主语：

例： To study is important factors of success.

② 直接宾语：

例： Mary likes to dance.

③ 补语：

例： We were to meet at station.

(b) 不定式也可以当形容词用，它的功能也和形容词一样修饰名词。

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例： There is no house to rent.

分析： 这句中的不定式“to rent”作形容词用修饰名词“house”。

(c) 不定式也可以当副词用。

例： I went to visit (to call on) a friend of mine.

分析： 这句中的不定式“to visit”作副词修饰动词“went”的。

(d) 运用不定式短语

不定式和分词，动名词一样，由动词组成，可以有宾语或补语，并且可由副词或副词短语修饰，因此，不

定式与其他字一起使用时，组成不定式短语，也可以把两个相关联的句子合并成一个生动的句子。

例：We are planning a dancing party in June. It will raise money for the orphan.

研究：这两个句子读起来感到笨拙，同时也不生动。明确使用不定式短语，把两个句子合并，不但使句子生动，同时也会强调句子的思想。

We are planning a dancing party in June to raise money for the orphan.

这句中的不定式短语“to raise money for the orphan”把两个句子合并，不但思想上更为密切，同时也强调“planning a dancing party”的目的是为了筹募基金“to raise money”进一步说明筹款做什么用。紧跟着后面用一短语“for the orphan”说明是为了孤儿。

#### (e) 独立不定式的明确使用。

一般所谓独立不定式是用于修饰全句，对句中其他部份没有任何关系，但实际上这种独立不定式，也是表现条件或让步等从句，只不过被省略的形式。

##### ① 条件从句：

例：To tell the truth, I am tired of working.

研究：这句的句首很显然地省略了“If I am”的条

件从句，因此，“to tell the truth”是独立的，它修饰全句。

② 让步从句：

例：He knows French, not to speak of his English.

研究：这句中的“not to speak of”即是“I need not speak of…”的省略写法。

例：He is a wise fool, so to speak.

这个句子等于：He is a wise fool, if I am allowed so to speak.

## ■ Part 3 ■

### How to Use Adjectives (明确使用形容词)

所谓形容词是修饰名词或代名词，说明名词或代名词的性质。如我们说“horse”（马），这个字只是告诉我们一个事实的存在，而我们不知道什么样的马？What kinds of horse? 如果加上一个形容词“white 或 black”就会使人有一种清晰的感觉。

例：white horse

black horse

研究：因此，有些形容词不但使句子生动有趣，同时也能改变写作或讲话的意义。

例：One day we walked to the house near the road.

We so often walked to the village.

像这样的句子虽然在语法上是一个非常完整的句子，但我们进一步研究，就会发现这样的句子不但刻板毫无生气，同时也显得平铺直叙，没有一点美感、生动



可言。我们都知道一篇语章的好坏是看你对句子的处理，是不是生动而具美感；要看你要写的事物是否真实而富情感，若我们把上例句子加上一些形容词，情形就会不同：

One pleasent summer day we stopped at the small ramshackle horse near the winding road we so often walked to the mountain side village.

260 经过修改后的句子，你是否觉得比前例句子生动而明确呢？不过我要提醒初学者，不要过分使用形容词，否则会使句子生硬，而有虚饰的感觉。

例：Although the judge had an awful temper and a horrible voice, he had a wonderful sense of justice.

研究：这样的句子我们读了后，无法了解这个法官的脾气和声音坏到什么程度，了不起到什么程度？若我们能明确使用形容词，就会很清楚地把这个法官的脾气和声音表达很生动。

Although the judge had a fiery temper and a gravelly voice, he had an unselfish sense of justice.

经过运用形容词修改后的句子，不但很清楚表达了思想，同时给读者一幅生动画面和清晰印象。

## ■ Part 4 ■

### How to Use Adverbs (明确使用副词)

现在标准英语的表现方式，一个句子是不是生动单靠形容词是不够的，必须使用副词才能把一个人或一件事物的动作或行为表达出来，也因副词的修饰会改变动词的意义。一般习惯都把副词放在动词前面或后面，以及动词短语之间。

例：The crowd gradually reached the park.

研究：像这样的句子在语法上并无错误，但我们只能承认这种表现方式，只是说明“reached”的意义，无法说明整句子本身的意义，因此，表现软弱无力，如我们把上例句的副词改写一下，就会有些不同：

Gradually the crowd reached the park.

经过运用技巧把副词的位置改变后的句子，读起来更感到有味，同时避免了整个句子的单调，且有助动词的变化。

### A. 副词用于修饰句中的动词叫单纯副词。

例：She smiled contentedly.

研究：这句中的“contentedly”只是修饰动词“smiled”的，如我们只写 She smiled (她笑了)，在语法观念上当然没有错，然而我们无法知道她笑的程度，因此，“contentedly”是说明“smiled”的程度，这样就会使人感到“她因某种满足而笑”。

### B. 副词有时修饰形容词。

例：That farmer was extremely rude.

研究：这句中的副词“extremely”修饰形容词“rude”，如果我们只写：That farmer was rude. 我们就无法知道农夫粗野的程度，因此运用副词，应会使整个句子改观，同时也把那个农夫粗野情形表达出来。

### C. 运用副词。

副词除修饰动词形容词或其他副词外，也可以用于把两个句子合并。

例：It is certian that he is a noble man.

研究：这种句型是一般写作的人很喜欢用的一种表

现方式，但我们也可以用副词，合并这两个句子。

Certainly he is a noble man.

句中的副词“certainly”很显然是代替“*It is certain*”而修饰了全句。

## ■ Part 5 ■

### How to Use Prepositions (明确使用介词)

介词在句子中的地位非常重要，不管你的语法多么熟练，也不论你对修辞如何有研究，若一个句子中没有介词，就好像一个人生了一双没用的手一样。最常见的表现方法，就是介词结合名词或代名词构成“短语”，作为修饰语用，与其他字和词发生亲密关系。

例：I put my book on the desk.

研究：上例句很明确叫我们了解整个句子的意思，对整个发生事件，有一具体概念。如我们只说：“I put my book.” 这只表达了一个动作而已，并未告诉读者，你把书放在什么地方？因此，我们要解决这个问题，一定要借重介词“on”，使“book 与 desk”发生关系，而表达一个完整的观念。

例：The children scampered down the street, but they were stopped at the corner by their father who was returning from his office.

这句中的“down”是介词，引导其宾语“the street 与 children”发生关系，句中介词“at”加“the corner”构成短语，说明他们停在什么地方（Where they were stopped），而使“they 与 the corner”发生关系，“by their father”说明孩子与父亲的关系“from his office”说明“father 与 office”的关系，由此证明上例句中的短语都有副词的价值。

分析：如：“down the street”修饰动词 scampered，说明孩子“children”的动作。而介词“down”说明“the street 与 children”的关系，“at the corner”修饰 stop 的，说明他们站的地方表示“they 与 the corner”的关系。而“by their father”说明孩子“children 与 father”的关系，“from his office”修饰“was returning”说明“father”从何处回来，表示“father 与 office”的关系，如果我们把句中的介词去掉就变成了不伦不类也无法表达整个句子的思想。

如：The children scampered the street, but they were stopped the corner thier father who was returning his office.

像这样的句子初学者不会感到有什么不对，这是常犯的毛病，但对一个学习过英语的人来说，就会莫明其妙，不知你在写些什么。因此，要多运用语法的关系。

## Part 6

### How to Use Conjunctions (明确使用连接词)

连接词的种类很多，也是一个初学学者感到困惑的问题。虽然我们在语法上读了很多，也时常使用，但真正能明确使用连接词，还是一直被认为是困难的问题。

连接词的主要功能是连结一群字、词、短语和句子，使之发生一种连结关系，而我们一般常使用的连接词间主要分为对等连接词 (Coordinate conjunctions) 和从属连接词 (Subordinate conjunctions)

#### A. 对等连接词

“and, but, or, nor, for” 连接在语法上居于对等位置的字、短语和句子，而使之连结表达一个完整的思想。

##### (a) 连结单字：

例：We ate ham and eggs in breakfast.

研究：这句中的“ham 和 eggs”用连接词“and”连结使之成为一个单元（unit），而与动词发生关系，“ate ham and eggs”，若我们只说：“We ate ham eggs.”读了后感得模糊不清，而发生一连串疑问，“ham 和 eggs”是不是同一的东西呢？那么是什么东西？所以用连接词“and”把“ham 和 eggs”连结作动词“ate”的宾语，而其价值是一样的。

(b) 连结短语：

例：Are you going by train or by airplane?

研究：这句中的连接词“or”连结由“by 和名词 train 和 airplane”构成的两个短语修饰“going”。因为这两个短语都是个别修饰“going”的，所以都具有副词功能。因此它们的价值相等，而叫对等短语。

(c) 连结句子：

例：We wanted to go, but we were too busy.

研究：这个句子是由连接词“but”连结两个句子，说明一事物，那就是“We wanted to go.”和“we were too busy.”使之发生相关联关系表达一个意念。

若我们只写“we wanted to go.”仅仅告诉读者一个事实，“我们要去”是不是去了呢？抑或有别的原因没法去？因为“wanted”只是“想”的意思，而：we were



too busy “我们太忙。我们看了上例两个句子，在语法观念上是独立的，但在我们修辞观念里这两个句子都无法单独完成个别意念，因此我们用连词“but”把这两个相关联句子连结表达一个完整的思想。又因它们在语法上同居于同等位置，而其值又是一样，所以才叫对等从句。

**例：**He is old, but he is still strong.

研究：这个句子也是由连词“but”，连结两个句子表达一个完整思想。若我们只写：“He is old.”使读者无法了解你在写些什么。他老了只是一个事物的存在，语法观念上没有错，但你突然说出这句话，使人无法立即接受。同样的：“He is still strong”也使读者不知你在说什么。因此，我们用连词“but”连结这两个句子，使之发生相关联关系，而整个句子的思想也很清楚，因为“old 和 strong”都是说明“He”的状态，在语法上同居于相等位置，而其价值也相同。

**例：**He was glad to go, for the hostess had been especially good to him.

研究：这句话也是一样，若我们只说“He was glad to go.”表示“他喜欢去”是事实存在，什么原因，不知道。虽然在语法上没有问题，但在我们的观念（sense）

里是不完整的，若我们只是写“the hostess had been especially good to him.”“女主人对他一向特别好”也只表明了事实的存在，无法单独告诉我们两者之间的原因。因此我们用连接词“for”连接两个对等的句子，使它表达一个完整句子的意义，因为同是两个独立句子，它们地位相同，其价值也是一样，因此用对等连接词。

初学者必须注意“for”连结两个对等句子通常用逗号分开，如不用逗号分开，往往会被误认为是介词。

例：I have neither time nor money.

研究：这句中的“nor”是连接词，通常与neither连用，连结两个字“time和money”，是因为这两样东西的地位同等而价值一样，所以是对等连接词。

例：It is neither white nor black.

I have not gone there, nor will I ever go.

研究：这句中的“nor”（= and not）是“亦不，又不”的意思，连结两个句子。

## B. 从属连接词

从属连接词是由“because, if, since, when, where, why, that, whether, who, which, what”等引导名词从句，形容词从句，副词从句的连接词，其功能是使之与

其他字，词和从句发生关系，完成一个句子的意义。

例： That he will succeed is certain.

研究：这个句子是以“that”引导从句，而连结主语从句使之发生关系，我们看了上句后是否有点模糊？如我们按照连接词的位置加以改写，就会清晰易懂。

It is certain that he will succeed.

这句中的“It is certain”是主句，由从属连接词“that”引导构成的从句是从属从句。

例： We left the party early because we were tired.

270 这句中的“We left the party”是主句，而连接词“because”引导“We were tired”构成从属从句，使它与主句发生关系。若我们只说 We left the party early. 只表示了一个事实的存在，而没有说明原因，使读者有一种笼统的感觉，因为“我们很早离开宴会”，是有原因的“We were tired”，因此“because”就负起连接的功能，连结“we were tired”构成从属从句说明这种原因，使读者一看就会了解怎么回事。

例： What have you been doing since I last saw you?

How long is it since you were in London?

Since you ask, I will tell you.

Since we have no money, we can't buy it.

上例句中都是连结句子，构成从属从句，但使用时要特别注意，不能把它当作对等连接词用。因为这样往往会被认为是介词，尤其是不能连结单字。

如：I have been there many times since the war.

这句中的“since”是介词，而“war”是它的宾语构成短语作副词用。

## Exercise

Rewrite the following paragraphs, replacing generalities and abstractions with specific details and concrete words. For example, in place of a sentence like "It was a weird vehicle," write something on this order: "The red - and - cream Volkswagen with the top sawed off and one door missing clumped by on four flat tires." Be as SPECIFIC and as DETAILED as you can; use ACTION verbs in place of to - be verbs wherever possible; in short, be CONCRETE.

1. The room was attractively furnished.
2. She wore an old - looking coat.
3. He's a real nut!
4. Intellectual endeavors stimulate a higher kind of response in most individuals than do physical tasks of a menial nature.
5. The American ideal is demonstrated in a variety of ways. For example, a fair proportion of those having attained a certain degree of chronological maturity exercise their invaluable privilege of participating in the selection of those who will direct the affairs of the locale in which they are constituents and the nation of which they are citizens. Such activity is evidence of in-

dicidual democratic involvement in government, which in part of the “American way of life ”

Sentence Patterns  
句型

## ■ Part 1 ■

### Understanding Sentence Patterns 了解句型

我们讨论了各种词类和句子各部分特殊关系，对句子的结构有了一个概念，为使初学者对各种句型进一步了解，现在提出七种句型分别加以研究。

英语最基本单元 (unit) 我们称它为句子 (sentence)。首先提出的是这些单元是不是一定要有主语 (subject) 和动词 (verb) 呢？我们的回答：“不一定”，当我们听到两人交谈时，你会发现大多数的句子没有主语或动词。

例：“Seen Johnson?”

“Not lately, I think he's in Spring field.”

“Staying with his brother?”

“Most likely, or with his father.”

“His father live in Spring field? Terre Haute, I thought.”

看了上例句子，使我们了解由主语和动词构成的句



子只是一种，并不是沟通思想的唯一方式。而你听到有人对某些事物说明和解释程序或对某些人指示方向，就会发现大多数的句子都有主语和动词，这一类我们称为学院派。因此，我们在了解句型前先要了解主语是什么？动词是什么？

### A. 主语 (Subject)

我们都知道英语名词有单数复数形式。

例: <u>singular</u>	<u>plural</u>
tree	trees
boy	boys
man	men

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### B. 动词 (verb)

动词数的变化，以名词变化而定。

例: The boys see the lion.

研究: 句中的动词“see”是以名词“boys”来决定“数”。若我们把复数“boys”变成单数，而动词“see”即变成“sees”。

The boy sees the lion.

名词“lion”在这句中是宾语地位，不具动词变化

的效力，因为我们可以说成：

比较：{ The boy sees the lion.  
The boy sees the lions.

名词作主语时它的“数”的变化要与动词一致，因为到现在还没有人对主语的定义有更满意的说明，它不能以动词前面的字下定义。

比较：{ The father of the boys was there.  
Were his brother here?

很多主语，为行为执行者，但也有很多不是行为执行者。如我们以主语是行为执行者，那么下面的句子就有了问题。

The boy was eaten by the lion.

由上例看，“lion”是主语，因为“lion”确实是行为执行者。但在结构上“lion”不是主语，而“boy”是主语，它是与“was”连结。若我们把“boy”改成“boys”而动词“was”即变成“were”了。

例：The boys were eaten by the lion.

若动词与助动词（auxiliary）组合，这个连结不是名词与动词之间结合，而是名词与助动词的连结。例：

	<u>Subject</u>	<u>Auxiliary</u>	<u>Verb</u>
The	boy	was	eaten
The	boys	were	eaten

The man has eaten

The men have eaten

英语动词的过去式，不像现在式那样有很多变化，虽然如此，假若它们能在现在式里变化，我们可以说名词连结动词又是它们的主语：

	<u>Subject</u>	<u>Verb</u>
	The boy	drinks milk.
	The boys	drink milk.
	The boy	drank milk.
	The boys	drank milk.

同样地，也有些助动词形式不变，但我们说它们是连结名词，是它们的主语，其他助动词能表示这种连结时：

	<u>Subject</u>	<u>Auxiliary</u>	<u>Verb</u>
	The boy	is	drink milk.
	The boys	are	drink milk.
	The boy	does	drink milk.
	The boys	do	drink milk.
	The boy	must	drink milk.
	The boys	must	drink milk.

最后，很多结构除名词作主语外，它们在主语位置

时，这些结构是主语，那就是说，在这些位置名词就会影响动词或助动词的形式。例：

	<u>Subject</u>	<u>Arxiliary</u>	<u>Verb</u>
The	boy	was	taming the lion.
The	boys	were	taming the lion.
	He	was	taming the lion.
	They	were	taming the lion.
	Nobody	was	taming the lion.
	Milk		is good for you.
	This		is good for you.
Drinking	milk		is good for you.

使用主语观念，在英语写作里，我们可以说很多句型，除此而外，还有其他英语句型。我们可以使用任何一种，或由修饰语扩展或结合任何一种

## ■ Part 2 ■

### Patterns (句型)

Pattern one (句型一) :

第一种句型是由一个简单名词和动词组成, 例:

<u>Noun</u>	<u>Verb</u>
Lions	roar.
Charlie	roars.
Charlie	roared.
He	left.
That	hurts

实际这种句型一般都是较短的句子形式, 而初学者往往会因此而满足, 认为已经学会了英语。但若仔细研究一下, 我们会发现这种句型只是告诉我们一种事实 (fact) 的存在。因此, 我们可以运用很多其他字和词, 使这种句子更生动活泼。如在名词前加以限定词 (De-

terminer) 或其他修饰语扩大句子。例:

<u>Deteminer</u>	<u>Noun</u>	<u>Verb</u>
The	lion	roared.
My	motor	knocks.

动词可能有助动词, 在这种情形, 而是名词与助动词的连结。例:

<u>Determiner</u>	<u>Noun</u>	<u>Auxiliary</u>	<u>Verb</u>
	Charlie	was	roaring.
The	lions	were	roaring.
	He	had	left.
The	car	may	explode.

动词可能有一个副词修饰或其他修饰语。例:

<u>Determiner</u>	<u>Noun</u>	<u>Auxiliary</u>	<u>Verb</u>	<u>Adverb</u>
The	lions	were	roaring	loudly.
	John	has	gone	away.
My	brother	may	drop	in.

上例这种句型虽然很简单, 但我们可运用各种字和词及其他修饰语发展成一个完整的句子。

例: All the old circus lions that my brother is keeping in a shed behind our horse roar so much every morning about fortthirty that they wake up the whole neighborhood.

但这个句子的基本句型，仍然是句型（一），其他都是修饰语。

<u>Noun</u>	<u>Verb</u>
Lions	roar.

pattern two (句型二):

这种句型最基本结构是名词连结动词，再加一个形容词，而在这个句型中只有动词数的限制，一般都以“verb be”为主。例：

<u>Noun</u>	<u>Verb</u>	<u>Adjective</u>
John	was	unhappy.
Grass	is	green.
They	were	comfortable.
Alice	looked	foolish.
She	seems	better.

由上例基本句型我们可以发展成一个完整句子，但不改变其句型：例：

<u>Determiner</u>	<u>Noun</u>	<u>Auxiliary</u>	<u>Verb</u>	<u>Adjective</u>	<u>Adverb.</u>
	John	was	unhappy.		
The	boys	were	unhappy.		
The	boys	had been	unhappy	often.	
The	cake	turned	blue	later.	

My arm stayed sore.

His story did ring true.

The meal terrible. tasted

This smells good.

He sounds contrite.

Alice was getting sick.

The cow ran dry.

除了动词“be”外，还有很多动词用在这种句型。除上例型外还有些其它字多少要看其上下语，如：“run dry”，“ring true”，“blush pink”等。

而一般谈话或俗语句如：He done good.

She dresses very neat.

它不是第二种句型，而是句型（一），正确用法“good”“neat”在对话中是副词而不是形容词。

pattern three (句型三):

这种句型是名词连结构动词再加上第二个名词构成，而第二个主语称为宾语 (object) 或者是直接宾语 (direct object)。在这种句型中的动词为及物动词 (transitive verb)。例：

<u>Noun</u>	<u>Verb</u>	<u>noun</u>
Lions	eat	meat.



John bit me.

She plays tennis.

用这种句型，我们再运用所学的字和词加以扩展成下例各句：

<u>Determiner</u>	<u>Noun</u>	<u>Auxiliary</u>	<u>Verb</u>	<u>Determiner</u>	<u>Noun</u>	<u>Adverb</u>
The	lion		eats		meat.	
The	lion	was	eating	the	meat.	
The	lion	was	eating	the	meat	happily.
My	brother		likes	orange.		
	He	was	washing	the	car.	
	Nobody	had	seen		Florence.	
Some	Americans	left	this	package.		

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#### pattern four (句型四):

这种句型由名词连结一个动词及另一个名词组成，与第三种句型不同之处，第三句型中的两个名词用于不同人或不同物，而句型四则用于同一人或同一物。

比较：{ pattern three: That man chased my brother.  
 pattern four: That man is my brother.

研究：第一句中的“man”和“brother”不是同一个人，第二句中的“man”和“brother”是同一个人。

而两个句型不同的地方在动词，句型四中的动词我们称它为连动词 (linking verb)，而“become”和“re-

main”有时也用于这种句型中。例：

<u>Determiner</u>	<u>Noun</u>	<u>Linking Verb</u>	<u>Determiner</u>	<u>Noun</u>
That	man	is	my	brother.
	He	is	a	lawyer.
	They	are		lawyers.
	That	is		that.
His	sister	became	my	mother-in-law
	We	remained		friends.
	John	looked	a	fool. (Eng.)
	He	continued	my	friend.

pattern five (句型五):

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这种句型是由名词连结动词和两个名词（或与名词相等），在传统写作里称在动词后面的第一个名词为间接宾语（indirect object），而称动词后面第二个名词为直接宾语（direct object）。

例：

<u>Noun</u>	<u>Verb</u>	<u>Noun (1)</u>	<u>Noun (2)</u>
My father	gave	my brother	a beating.
She	sent	me	her picture.
Henry	told	us	a lie.
She	brings	us	peaches every day.
Mr. John	taught	his children	French.
Sam	asked	you	a question.

I'll sing the baby a Lullaby.

**pattern six (句型六):**

这种句型也是由名词连结动语与两个名词，而与第五型不同的地方是第五型是用于同一个人或同一事物。

**例:**

**比较:** pattern five: Albert sent my brother a monkey.

pattern six: Albert thought my brother a monkey.

研究: 第五句型中的“brother”和“monkey”用于不同个人而第六句中的“brother”和“monkey”用于同一个人。

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而第五句型与第六句型最大不同之处是动词，因有些动词如：“give”和“send”一般后面的两个名词用于不同人或用于不同事物。其他如“think”和“elect”后面的两个名词用于同一人或同一事物。我们在第五句型中讨论过，动词后面的两个名词我们称它为间接宾语和直接宾语。而第六句型中动词后面的名词，我们称它为宾语和宾语补语。

**例:** Albert thought my brother a monkey.

句中的“brother”是一个宾语，而“monkey”是宾语补语。第六句型中的动词我们叫它为宾语补充动词(object-complement-verb)。例:

<u>Noun</u>	<u>object-complement-verb</u>	<u>Noun</u>	<u>Noun</u>
Albert	thought	my brother	a fool.
We	elected	Albert	chairman
Nobody	considered	him	a coward.
I	found	Charlie	a big help.
His teacher	made	him	a great pianist.
I	believed	her	an honest girl.

有几个动词，可用在第五或第六句型中，一般都有些另外信号（signal）告诉我们那个句型是什么意思。假若不能告诉我们这个句子的意义就不明。因此能了解英语的各部分，才能说出这些句型的分别。如：动词“call”这个字，可能用在两种句型中。用在第五句型中：

He called me a taxi.

而在第六句型中：

He called me a fool.

但在“the Sutan called me a slave.”句中它的意义就不明。那意思是说：“The Sultan called me a slave to wait on me”. 它是第五句型。或者我们可以写成：The Sultan said I was a slave. 它是第六句型。

有一个笑话：First person: Call me a Taxi

Second person: Okay, you' re a taxi.

## pattern seven (句型七):

我们讨论了各种不同句型，现在我们开始讨论另一句型，而是由“there”这个字引导的结构。

例：There were some men here.

研究“there”在这个句型中是一个结构字 (structure word) 而自成一类，若这个字和词需要它，就是一个结构字。这个“there”不是副词而是这种特别句型的开始字，英语里当然有一个副词“there”。为使初学者了解这个字的区别现举例予以说明。

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例：There were some men there.

这个句子中的第二个“there”是一个副词，我们可以用其他字来代替这个“there”如：There were some men here. 或者是：There were some men outside. 但没有其他字代替第一个“there”。我们总不会说：“Here were some men there.” 或者我们说：“Outside were some men there”.

特别提出说明：“there”作结构字时已失去它原有的意义，这个句型的标准组织是：“There + Verb + Noun + Adverb.” 例：

<u>There</u>	<u>verb</u>	<u>Noun</u>	<u>Adverb</u>
There	were	Some men	here.
There	was	a man	here.

There is a bucket outside.

There are two buckets outside.

There is a snake under the horse.

There are many snakes under the house.

研究：这种句型是高层次的句型，值得注意。若你不能在主语与动词之间表示连结时，就会陷入麻烦。

例：There was many snakes under the house.

这种表现就会被认为不够优美也不适合学院派写作。

还有几个其他句型，而是主语跟在动词后面，它们没有数，是由副词“seldom, never, not once”引导。

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例：Seldom was the man there.

Seldom were the men there.

Never was he on time.

Never were they on time.

Not once were they on time.

副词“there 和 here”有时也引导动词 + 主语的结构。这些动词一般是“go”或“come”或“be”。

例：There goes Charlie.

There go the boys.

Here comes Alice.

Here's Sam.

Here are the cucumbers.

此处的“*There*”是副词，不是结构字。

有时动词加主语的结构，而由副词“*up, out, down*”或是由一个介词短语引导。

例：*Up jumped the tiger.*

*Down the street strolled the Henry.*

这些句子在会话或写作时很少使用，除非在儿童读物出现。我们讨论了七种句型现在把这些句型再简要举例如下：

One: *Babies cry.*

Two: *Children are noisy.*

Three: *George shoots lions.*

Four: *Lions are animals.*

Five: *Albert gave Alice a tomato.*

Six: *Albert called Alice a tomato.*

Seven: *There are some men there.*

除了上列各句我们发现一个共同点，就是这些句型都是叙述句（*statement*）而英语里可以划分三种主要句子：

- ① *statements*    ② *questions*    ③ *requests*

假若这三种区分需要在观念上下一定义，我们可以说：

A request 是要求听众做某些事情 (to do something)。

A question 是使他们说某些事情 (say something) 就是回答 (answer)。

Statement 使他们继续听 (go on listening)。

例：Sit down (听众坐下)

Is Sam sitting down? (听众回答 “yes” 或 “no”。)

Sam is sitting down. (听众点点头)。

所有七种句型都可以改变成问句 (question?)，前面六个句型都可以用 yes 或 no 回答。

例：One: Do babies cry?

Two: Are children noisy?

Three: Did George shoot lions?

Four: Are Lions animals?

Five: Did Albert give Alice a tomato?

Six: Did Albert call Alice a tomato?

而第七句型把结构字 “there” 和动词变动一下即构成疑问句。

Seven: Were there some men there?

疑问的另一种类型，使用疑问字和词，如：“who，



which, what, whom, whose, why, when, where 和 how”等引导。

例: Why do babies cry?

Which children were noisy?

前面六种句型变成请求句 (request) 时, 第一个名词主语省略, 因为一般请求句都没有主语。例:

One: Cry.

Two: Be noisy.

Three: Shoot the lions.

Four: Be a man.

Five: Give Alice a tomato.

Six: Call Alice a tomato.

注意第七句型不能产生请求句。

## Exercise

1. Expand your minimum sentences, as the "Lions roar" sentence is expanded in sentence sense.
2. Change your sentences into YES/NO questions. Note the alterations in structure.
3. Change your sentences into questions containing interrogatives (who, which, why, etc.)
4. Change your sentences into requests.
5. Write a half dozen sentences on the pattern one to six.

## Expanding the Sentence 扩张句子

我们讨论了英语的各种词类和各种句型以及句子构成的条件，也了解它们之间的特殊关系，再加上以前所学的语法知识，我相信一定可以写出一些完整的句子了。但如何运用这些所学过的字、词、短语和从句，就有问题，为了使初学者能灵活使用这些字和词，如何把句子扩张是主要工作。

## ■ Part 1 ■

### Some New Terms (一些新的用语)

我们研究了七种句型及各种词类，现在我们需要进一步如何把这些句型通过修饰而更完美和扩张。首先需要提出一些新的用语

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#### A. Modification Structure (修饰结构)

所谓修饰结构就是一个被修饰的字加上它的修饰语或更多的修饰语，表达一个概念。

#### B. Headword (主要字)

所谓主要字就是被修饰的字。

#### C. Modifier (修饰语)

所谓修饰语就是主要字的修饰语。

因此，修饰结构是由一个主要字 (head word) 加上一个或更多主要字的修饰语组成。

研究：英语里修饰结构的主要字，可能是名词和动词。而名词和动词的修饰在英语里非常广泛 (extensive)，而多变化 (varied)。形容词和副词有时也作为修饰结构的主要字，但它们的修饰比名词和动词单纯。偶尔一些结构字 (some structure word)，像“介词”也会作为修饰结构的主要字。

这些形式的分类和一些结构字，也作修饰语。如：

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名词主要字 (noun head word) 可能由形容词修饰或另外一个名词，动词或由一个副词，它通常是由一个定词 (determiner) 或某字群修饰。一个动词可能由副词修饰或由另一动词、名词、形容词、助动词或字群 (word group) 修饰。而名词修饰结构就是一个修饰语与一个名词作它的主要字 (head word)，我们叫它为名词群 (noun cluster)，它在英文结构里占了非常重要地位。在未讨论前我们举例说明：

The young Trapeze artist in the center ring was hanging by his thumbs.

这个句子包括两个主要部分，一个是名词群 (noun cluster)，一个动词群 (verb cluster)，而名词群是“the

young trapeze artist in the center ring”，而这个字群中的主要字是“artist”是名词。它的一边是由定冠词“the”，形容词“young”及另一名词“trapeze”修饰。而另一边是由介词字群（prepositional word group）“in the center ring”修饰，这个字群包括另一个名词群 the center ring，而“ring”是它的主要字。

动词群是“was hanging by his thumbs.”它的主要字是动词“hanging”，它的一边是助动词 was 修饰，另一边由介词群“by his thumbs”修饰。

## Part 2

### Noun clusters (名词群)

大部分普通名词的修饰语是冠词 (determiner)。

例:

<u>Modifier</u>	<u>Head word</u>
(determiner)	(noun)
the	ghost
our	friends
a	door knob
every	church

名词一般由形容词修饰。

例:

<u>Modifier</u>	<u>Head word</u>
(adjectives)	(noun)
yellow	flowers
brave	men

tall building

sad story

若名词主要字同时被冠词和形容词修饰时，一般顺序是：“冠词 + 形容词 + 名词”。

例：

<u>Modifier</u>	<u>Modifier</u>	<u>Head word</u>
(determiner)	(adjectives)	(noun)
some	yellow	flowers
every	brave	man
that	tall	building
his	sad	story

名词可能由其他名词修饰。

例：

<u>Modifier</u>	<u>Head word</u>
(noun)	(noun)
trapeze	artist
circus	lion
drugstore	cowboy
ocean	liner

若冠词、形容词和名词都修饰名词主要字，它的顺序是：“冠词 + 形容词 + 名词 + 名词”。



例:

<u>Modifier</u>	<u>Modifier</u>	<u>Modifier</u>	<u>Head word</u>
(determiner)	(adjectives)	(noun)	(noun)
a	friendly	trapeze	artist
every	eager	insurance	salesman
her	handsome	drug store	cowboy
his	lonely	hotel	room

名词也可能由动词修饰。如：动词尾加 (ing) 构成现在分词如：(singing, weeping, hesitating) 等，另一种是动词尾加 (ed) 构成过去分词，用于助动词 “have” 之后。如：“have invited, have resented, have spoken, have resisted”。但有些不规则动词尾部变化不定，如：“spoken, seen, told” 等。

(a) 动词尾加 “ing” 构成现在分词修饰名词

例:

<u>Modifier</u>	<u>Head word</u>
(verb-ing)	(noun)
screaming	child
dripping	faucet
smiling	villain
burning	room

(b) 动词尾加 “ed” 构成过去分词修饰名词

例：

<u>Modifier</u>	<u>Head word</u>
(verb-ed)	(noun)
suggested	improvements
pacified	child
written	answer
hidden	gold

#### [A] Meanings of the Modifiers (修饰语的意义)

关于名词主要字与不同的名词修饰语，产生不同的意义。这种不同的意义很难下定义，举例说：我们很难说出形容词“green, courageous 和 perpendicular”的意义，而字群“green rug, courageous fighter 和 perpendicular column”很容易看出。但“green rug 和 a living room rug”不同。因为“green rug”是 a rug that is green. 但“a living room rug”不是 a rug that is living room. 同样的“a courageous fighter”是 a fighter that is courageous. 但“a New York fighter”不是 a fighter that is New York. 而“a perpendicular column”是 a column that is perpendicular. 但“a newspaper column is not a column that is newspaper”。

动词修饰名词另有其他意义“A screaming child”不

同于“an unhappy child”。而 A screaming child 是: a child that screams. 但“unhappy child”不是 a child that unhappies. 同样的“Invited guests”是 guest that somebody invited. 而“greedy guests”不是 guest that somebody greedied.

研究: 了解英语各部分也能分别出各种不同修饰语, 若偶然发生就无法说出是不是特定修饰语 (a given modifier)。就以形容词或名词来说, 那么在下列情形你就不知道字群的意义。如: “orderly”这个字, 举例说: 在“General's orderly” (将军的传令兵), 它作名词用, 在“a very orderly person” (有条不紊的人) 里它是形容词。但在“an orderly room”字群里, 你就无法说出“orderly”是名词还是形容词。一般都没有办法说出它的意思。“a room inhabited by orderly” (名词)。或“a room that is orderly” (形容词)。

但在“an orderly orderly room” (整齐的传令兵室) 里, 很清楚它的意思是 a room for orderlies that is orderly.

我们研究如何扩张这些句子, 就会有更多不同复杂的因素, 而动词加“ing”至少有两种: “reading room”与“burning room”就不是同一样结构。

研究: “a burning room”是 a room that is burning. 但“a reading room”不是 a room that is reading. 而“smoking

room”在写作时就有点模糊不清，因为我们不知道用哪一个修饰语：“the room is on fire”或是“a room where smoking is permitted.”

如：moving van 包括另一个意义，它通常的意思是：a van for moving furniture（货车）。而“moving van”又像“reading room”一样，它可能像 burning room，而它的意思是 a van that is in motion. 但“moving”像其他字尾加“ing”一样，有时也作形容词，如：“That’s a very moving story.” So a moving van might be a van that stirs one’s emotions. 但在字群里“a very moving moving moving van”就很清楚，它的意思：a van that is used for moving furniture, that is in motion, and that raises a lump in one’s throat, perhaps because it is taking away the ancestral belongings.

因此，名词群包括各种不同意义，而且依不同修饰语而定。

### [B] Modifier After the Head Word (主要字后面的修饰语)

我们讨论过有些名词修饰语都是在名词主要字前，现在讨论有些修饰语在名词主要字后。比如：它的一般位置为副词修饰名词。

例：

<u>Modifier</u>	<u>Head word</u>	<u>Modifier</u>
(determiner)	(noun)	(adverb)
the	people	there
the	car	outside
the	trees	beyond
the	dinner	afterward
our	friends	upstairs

研究：但我们要特别注意，大部分修饰名词的副词是“there”。虽然有时其他副词像“afterward”也会修饰名词。

另外一种结构是介词短语在名词主要字后面，一般都以介词“with”为主要构造。如：the boy with the dog. 在这种结构代替“with”的有“behind, over, under, by, inside, in front of, near, alongside, ahead of”等。我们计算一下这些短语如：in front of 和 ahead of 大约有七十多个这样的字作为介词。而介词一般都由名词或与名词相同名词跟在后面，称它为介词宾语。而介词与名词用在一起组成字群称为介词群（preposition group）如在“the boy with the dog”中的介词群为 with the dog。它包括了一个介词 with 和名词群 the boy。为使初学者进一步对介词

群认识，现举例说明：

例：

<u>Modifier</u>	<u>Head word</u>	<u>Modifier</u>
(determiner)	(noun)	(P-group)
the	boy	with the dog
a	toy	in the window
the	man	on first
his	place	in the mountains
a	dance	in the moonlit

### [C] Subordinate Sentences as Noun Modifier (从属句作名词修饰语)

名词也可能由句型修饰。如名词群：“the people who left early”中 who left early 很显然与一般句型如“He left early.”一样。唯一不同的是“who”这个字，代替主语“He”。因此，“who”在这个句子中我们称它为从属字(subordinator)，它属于句型的从属，作为名词群结构的一部分。而“who left early”我们称它为从属句，或称从属群(subordinate group)。

从属字引导从属群修饰名词的是：“who, whom, whose, which 和 that”，前面四个从属字有时作疑问词用。

现在提出一些从属群作修饰名词的修饰语，初学者要特别注意，从属字有时代替句型的主语，有时作宾语，有时作定语 (determiner)。

<u>Modifier</u>	<u>Head word</u>	<u>Modifier</u>
(determiner)	(noun)	(S-group)
the	girl	who went away
the	house	that had been burglarized
a	gift	which he gave his mother
a	child	whose parents were in trouble
the	guests	whom we had invited

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有时从属群由从属字引导，位置单独表示对名词群的关系。

<u>Modifier</u>	<u>Head word</u>	<u>Modifier</u>
the	guests	we had invited
the	girl	he left behind
a	pigeon	I had always admired

当介词群和从属群修饰同一个名词时，它的顺序是固定的，那就是介词群在前，而从属群第二：

<u>Modifier</u>	<u>Head word</u>	<u>Modifier</u>	<u>Modifier</u>
(determiner)	(noun)	(p-group)	(s-group)
the	men	in the pit	who were working

a child of four that had been crying

初学者要特别注意这种结合，如果所用字和词不清楚，可能就会产生模糊不清字群，如“the girl in the car he left behind.”，这种结合在字群中显然是那么不调和而思想又模糊，遇到这种情形尽量避免，而用其他表现方法。

[D] Summary of Modifier in Noun Clusters) (在名词群中修饰语简要说明)

这种用法并不是全对名词群，而动词群有时也是名词群的一部分。简而言之，我们要注意一个名词群如何用各种不同的修饰语扩张成一个大的字样。

例：tribesmen

the tribesmen (增加冠词)

the desert tribesmen (增加名词)

the unhappy desert tribesmen (增加形容词)

研究：在冠词 (determiner) 前面唯一修饰语是“all 和 both”：

all the unhappy desert tribesmen

当然“all”这个字也可以被修饰。



例: Nearly all the unhappy desert tribesmen.

Very nearly all the unhappy desert tribesmen.

上例中的“nearly”修饰 all, 而“very”修饰 nearly, 它们不是名词主要字的修饰语。

very nearly all the unhappy desert tribesmen in the tent  
(增加介词群)

very nearly all the unhappy desert tribesmen in the tent who  
were playing poker (增加了从属句)

以上各例仍然是一个名词群, 而不是一个句子, 我  
们要注意它的句内没有标点。

一个名词群可以用于任何地方但要有名词主要字, 如: “tribesmen”可以作主语: The tribesmen were getting sleepy, 字群也可以作主语:

very nearly all the unhappy desert tribesmen in the tent  
who were playing poker were getting sleepy.

它可以作“第三种句型”的宾语 (as object in pattern three)。

例:

The police arrested the tribesmen.

The police arrested very nearly all the unhappy desert  
tribesmen in the tent who were playing poker.

它可以作“第五句型”的间接宾语 (as indirect object in pattern five)。例：

I gave the tribesmen some bananas.

I gave very nearly all the unhappy desert tribesmen in the tent who were playing poker some bananas.

它可以作“第六句型”的宾语 (as object in pattern six)

例：

We considered the tribesmen loafers.

We considered very nearly all the unhappy desert tribesmen in the tent who were playing poker loafers.

## Part 3

### Verb Clusters (动词群)

动词也可能用各种方法修饰，作名词时也可由冠词 (determiner) 修饰。因此，动词可能由助动词修饰，而冠词在名词前，助动词在动词前。而助动词加在动词上表示时态 (tense) 和语气 (mood)，注意动词的形式，要靠特别助动词产生：

<u>Modifier</u> (auxiliary)	<u>Modifier</u> (verb)
may	go
should	go
was	going
had	gone

研究：动词普通也被其他动词修饰，动词主要字在这些字群里也有加“ing”形式或由“to”字在前的结构，使用时要依特殊的修饰语：

<u>Modifier</u>	<u>Head word</u>
(verb)	(verb)
kept	going
got	going
wanted	to go
started	to go
intended	to go
began	going

我们看了上例的组合，可能会问为什么这些动词修饰语称它为助词？其不同之处，是这种形式称助动词型 (auxiliary pattern)。它与动词一起使用是特别方法，特别是用在疑问和问题时，例如我们说：

May he go?

should he go?

was he go?

Could he go?

但我们不能说：

Kept he going?

Got he going?

同样地我们可以说：

He may not go. 但不是 “He kept not going.”

我们可以说：

He was going, wasn't he? 但不能说：“He started to go,

started not he?”

动词主要字当然也由副词修饰，我们得出三组副词做为参考：

表地点 (place) : there

表态度 (manner) : thus

表时间 (time) : then

若上例三种同时使用于同一动词主要字后，正常顺序是：“there, thus, then”。例：

<u>Head word</u>	<u>Modifier</u>	<u>Modifier</u>	<u>Modifier</u>
(verb)	(adverb)	(adverb)	(adverb)
came	in	noisily	sometimes
looked	up	angrily	then
play	around	mischievously	usually
went	away	unhappily	later

副词“then”（表“time”）和“thus”（表“manner”）也可用于动词主要字前面，其中“then”经常这样使用。而“thus”也有时这样使用，但“then”这个副词就不会用在主要字前了：

<u>Modifier</u>	<u>Head word</u>	<u>Modifier</u>	<u>Modifier</u>
(adverb)	(verb)	(adverb)	(adverb)
sometimes	came	in	noisily
often	spoke	up	quietly

never	sang	
always	answered	rudely
<u>Modifier</u>	<u>Head word</u>	<u>Modifier</u>
(adverb)	(verb)	(adverb)
noisily	walked	in
angrily	went	away

动词也被名词修饰，在观念上，基本句型的名词对象是这个句型中动词的修饰语，除此而外，我们还有很多的结构。像：“this morning, that way, next week”，这些经常使用于动词字群里作修饰语，但要记住这些名词经常要与冠词或一个特别表示时间的字如：“last or next”一起使用：

<u>Head word</u>	<u>Modifier</u>
(verb)	(noun)
came	this morning
worked	last night
leaves	next month
went	that way
returns	every spring

A. Preposition groups and Subordinating groups in Verb cluster (动词群内的介

## 词群和从属群)

介词群修饰动词和修饰名词一样，当它们修饰动词时，它的位置是在动词主要字后面：

<u>Head word</u>	<u>Modifier</u>
(verb)	(P-group)
came	in a hurry
came	in a car
walked	by the river
walked	with his aunt
spoke	to the mayor
left	before dawn

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有时候动词主要字不只一个介词群修饰：

<u>Modifier</u>	<u>Head word</u>	<u>Modifier</u>
(verb)	(P-group)	(P-group)
came	in a car	with his aunt
walked	by the river	before dawn

研究：动词主要字也可能被从属句 (subordinated sentences) 修饰，而这些从属句与用在名词群不同。在动词群里的从属句是由从属字 “because, when, if” 等引导；以这些字作为符号，而句型跟随的不是一个单独的句子 (seperate sentence) 而是另一结构的一部分。如：“George is my friend”，是一个独立的句子 (句型四) 但

Since George is my friend. 虽然它包括同一句型, 但它不是一个单独的句子和独立句子, 因为从属字“since”是表示其他结构的一部分。

为使初学者进一步认识动词主要字由从属句修饰的范例作为参考:

<u>Head word</u>	<u>Modifier</u>
(verb)	(S-group)
comes	when he has time
left	before the dance was over
hurried	because she was late
danced	until we were exhausted
will speak	if he is asked

若介词群和从属句修饰同一动词主要字时, 它的顺序是: 介词群第一, 从属句第二:

<u>Modifier</u>	<u>Head word</u>	<u>Modifier</u>
(verb)	(P-group)	(S-group)
comes	on his bicycle	when he has time
will speak	to the group	if he is asked

通常动词群包括很多不同的修饰语:

<u>Modifier</u>	<u>Modifier</u>	<u>Head word</u>	<u>Modifier</u>	<u>Modifier</u>	<u>Modifier</u>
(aux.)	(adverb)	(verb)	(adverb)	(P-group)	(S-group)
Would	usually	go	out	with the boys	if he felt well



研究：这种顺序用在名词群里就不太适合，但在副词群内，就有很大的活动范围，无论如何修饰语的位置在动词群里也受限制，在下列的例句中就很容易看出，它不是英语。(un English)

Would go usually out With the boys if he felt well.

Would out go usually with the boys if he felt well.

Would go out if he felt well usually with the boys.

With the boys would usually go out if he felt well.

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## B. 在基本句型中的动词群 (Verb clusters in the basic sentence patterns)

我们研究过动词群后，必须要注意有些基本句型，也包括动词群，如：句型(二)就是一例。它所包括的不是一个动词，而是一个动词群。

例：The boys grew tall.

研究：这个句子就包括两部分：名词群“the boys”是它的主语，动词群“grew tall”，包括了主要字“grew”和修饰语“tall”。由上例分析看，动词群内有一个形容词“tall”，去修饰动词“grew”。

这种说法与传统语法有些分歧，因为传统语法会说“tall”是修饰主语“the boys”的，但这种概念得不到支持，因为“The boys grew tall.”这个句子很清楚由“the

boys”作一部分，而“grew tall”作另一部分构成。我们无理由说成 the boys tall. 而“The boys”是“grew tall”的主语，因此“tall”与“grew”一起。

同样的在“Our friends remained loyal.”句中仍有动词“remained loyal”，而其中形容词“loyal”修饰动词主要字“remained”的。如：he was young. 它的动词群是“was young”而“young”是修饰 was 的，它当然不会去修饰“he”了，因为我们不可能写成“he young”这种形式。

再如在“He locked the door.”（句型三）中，一般说“the door”是“locked”的宾语，但称它为一般修饰语也没有什么不合理，无论如何“locked the door”是一个动词群以“locked”作主要字。如在“She gave the baby a bath”（句型五）。而它的动词群是“gave the baby a bath”它的主要字是“gave”。

一切句型都可能由修饰语扩张：

Always locked the door when he went out.

Usually gave the baby a bath before lunch in the summer-time.

## Part 4

### Adjective and Adverb Clusters (形容词和副词群)

形容词和副词也可能被其他各种不同的字和词修饰，虽然这些字群中在同一时间 (at time) 找不出两个以上的修饰语。形容词经常在形容词主要字前“增加强度”的字修饰：

Modifier

(intensifier)

very

rather

pretty

Head word

(adjective)

unhappy

cool

silly

研究：注意那些增加强度 (Intensifier) 的字，并不修饰名词和动词，因此它们有时作为一个信号 (signal)，而后面是一个形容词，不是一个名词或动词。例：我们看到“an orderly room”是模糊不清，因为我们不知道 orderly 是名词还是形容词，但若我们写成“a very orderly

room”就很清楚。因为“very”是形容词的信号。同样的“a rather moving van”它的意思一定是：“a van that stirs emotions.”而不是 a van in motion 或 a van for moving furniture.

例：He was rather potted.

我们一看这个句子就会领会到它的意思是“He was drunk.”而不是“His remains were placed in an urn.”（他的剩余东西放在壶里）。但若我们不留心的话，很可能把它说成：“他的尸体放在坟墓里。”如果这样的话那就很荒谬，这话怎么说呢？因为第一句中的“potted”它的意义是：“罐、壶、瓶、盆、锅”用法很广，而它的动词形式更清楚：“装入锅、罐、壶、瓶、盆中”。例：to pot flower. 它的意思是用盆栽花。因此，He was rather potted. 这句的意思是“他耽于酒瓶中”进而延伸为 He was drunk（俚语喝醉的）（他醉了）。而第二句 His remains were placed in an urn. 如果我们把第一句说成“他把什么东西装在锅中”那就严重了，因为第二句中的“remains”是复数形式，它的解释：“残物、遗物、生还者、遗族、遗体、尸体”等，而它的动词形式“remains”（停留、居住、剩余、剩下等），因此第二句中的“remains”是名词。而句中的“urn”它的意思是指：“有

座脚与耳之瓶、瓮、骨灰缸，或有龙头纹饰的咖啡壶或茶壶、坟墓”。等。如果这样的解释误会就大了，那就是：“他的尸体放在坟墓里”因此，一个初学者要特别谨慎使用字或词及认清它们之间或上下语之特殊关系，才不会造成笑话。

### A. 形容词也被名词修饰 (Adjective are also modified by nouns)。

例: <u>Modifier</u>	<u>Head word</u>
(noun)	(adjective)
knee	high
skin	deep
ice	cold
yard	wide
water	tight

### B. 少数形容词由其他形容词或动词修饰 (A few adjectives are modified by other adjectives or by verbs)

<u>Modifier</u>	<u>Head word</u>
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(adjective)	(adjective)
icy	cold
bluish	green
(verb-ing)	(adjective)
boiling	hot
freezing	cold

C. 副词是最普通形容词的修饰语 (Adverbs are rather common modifiers of adjectives) :

<u>Modifier</u>	<u>Head word</u>
(adverb)	(adjective)
quietly	sad
beautifully	true
sadly	beautiful

D. 主要形容词后也由介词群和从属群修饰 (After the headword adjectives are modified by P-groups and S-groups)

<u>Head word</u>	<u>Modifier</u>
(adjective)	(P-groups or S-groups)
ready	for anything
strong	as a bull
clever	with his hands
young	as he was
silent	when he had nothing to say

研究：有些结构中，从属群修饰形容词，但在其他结构里就不可以。

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例：Silent when he had nothing to say, Alfred talked readily enough when he needed to.

在这句中从属群修饰形容词“silent”，但在：“He was silent when he had nothing to say。”句中的从属群 when he had nothing to say 是动词群的一部分，而“was”是主要字。

**E. 副词普通也由增加强度的字 (intensifier) 修饰 (Adverbs are most commonly modified by intensifiers):**

Modifierhead word

(intensifier)	(adverb)
very	unhappily
rather	beautifully

**F. 副词也被其他副词修饰 (They are also modified by other adverbs):**

<u>Modifier</u>	<u>Head word</u>
(adverb)	(adverb)
remarkably	well
unusually	quickly

**G. “remarkably” 和 “very” 的特别用法:**

“remarkably” 是副词而 “very” 不是副词，它是增加强度的字，而 “remarkably” 是用在副词位置而 very 不是。

例：我们说：She played remarkably. 但不能说：She played very.

**H. 有些副词可能由从属群修饰 (Some adverb may be modified by S-groups):**



Head word

(adverb)

quickly

more quietly

Modifier

(S-groups)

as he could

than one would have imagined

## Exercise

一、Construct sentences using the following noun clusters in sentence pattern as indicated in the parentheses.

1. a young violin (subject in pattern one)
2. Some little children with a big dog (object in pattern three)
3. the bus conductor who was causing trouble (indirect object in pattern five)
4. a car with no wheels that he had bought for six dollars (direct object in pattern five)
5. very nearly all the handsome high school principals in the back of the room who were so pleased with themselves (object in pattern six)

## Exercise

二、Explain, IN TERMS OF WORD CLASSES, the possible ambiguity of the following phrases.

1. a French teacher
2. a diving champion
3. an unfortunate
4. a walking stick

5. a heavy manager

Immediate  
Constituents and Sentence Modifier  
直接成分和句子修饰语

所谓直接成分是构成句子的基本元素，而在写作时非常重要。虽然有些用语和元素，我们可能在其他章节里讨论过，但仍有把它拿出单独加以讨论的必要，以使初学者加深对句子构成的认识，就如同句子修饰语一样，虽然我们在语法观念上已有了相当认识，但如何去运用它及它的功能是什么，仍然需要进一步探讨。

## ■ Part 1 ■

### Layers in the Sentence (句子中的各层次)

328 要理解 (gasp) 句子的真实结构，我们不仅要懂得字的运用，同时更要了解它们安排的方法和原则 (the principles of their arrangement)。一个英语句子不是由一串关系不清的字组成，而是由一群字连续平衡安排组成。而每个字群都是由一些次字群 (Subgroups) 组成，直到我们留下一个单字为止。

例：The boys of the family usually milked the goats in the morning.

研究：这个句子由十二个字组成，但这十二个字每一个字都没有同样关系程度。第一个 (“the” 很显然与 “boys” 关系很近，而不是 “milked”。而 “usually” 与 “milked” 的联系密切，而不是 “family”。总之这个句子是由两个字群组成：名词群：“the boys of the family” 和动词群：“usually milked the goats in the morning”。动词的主

语不只是 boys 而是整个字群 the boys of the family, 它不仅是动词的主语, 而是整个动词群的主语。而 “the boys of the family” 是一个单元 (unit)。“usually milked the goats in the morning” 作为一个单元, 整个名词群意义用于对整个动词群的意义。

同样的字群 “the boys of the family” 不只是这五个字无约束关系, 它由两个单元 “the boys 和 of the family 组成”。而介词群 “of the family” 修饰 “the boys”, “of the family” 是由两个单元组成, 介词 “of” 是一个单元, 名词群 “the family” 是另一个单元。

研究: 直接成分有多种不同平衡关系, 而直接成分的构成是由两个单元组成: 它们是成分 (Constituent), 因为它们组成或构成的结构是直接的 (immediate), 因为它们直接对另一个的行为。

所谓直接成分使我们知道什么是单元, 什么与什么在一起 (what goes with what), 什么修饰什么 (what modifies what)。如果不能把这些关系弄清楚, 所写出的句子可能模糊不清。分析一个句子的唯一方法就是把这些直接成分分开分析, 那就是说分别它们各种不同意义。因为英语里字的顺序比较稳定, 而英语结构是由两个基本部份合成, 那就是由两个直接成分组成, 而每一成分包

括两个直接成分，继续下去，直到一个单字为止，我们一般使用的主要直接成分有四种：

Noun clusters (名词群)

Verb clusters (动词群)

Preposition groups (介词群)

Subordinating groups (从属群)

## ■ Part 2 ■

### Immediate Constituents of Whole Sentence (全句的直接成分)

若没有句子修饰语，而句子的直接成分是主语和动词或动词群的结合。我们曾以“milking the goats”为例，分别其直接成分，现在以其他符号（sign）或记录分别直接成分。

名词群

动词群

例：My friends were waiting for me at the station.

He hardly knew what he was doing.

The mountains to the north were cover with snow.

The people upstairs complained.

1. 主语几乎全是名词，或名词群或代名词，但并不都是如此（The Subject is most likely to be a noun or noun cluster or a pronoun, but it doesn't have to be）

Subject

Verb or Verb clusters

climbing the steps

took a lot out of him.

What he did

can now be told.



Now is the time to make plans for next year.

2. 有时直接成分在音节 (Syllable) 中 (Sometimes the immediate constituent division comes in the middle of a syllable)

例:

I'll see what can be done about it.

They're sure to be home now.

研究: 现在我們再看下列句子:

Usually the boys in the family milked the goats in the morning.

若我們把这个句子按主语和动词分开, 而我們所得到的是一个无意义的单元 (unit)。Usually the boys in the family 很显然是错的, 因为 “usually” 不只是属于名词群, 而是与后面每件事在一起, 因此这个句子应当这样分:

Usually/the boys in the family milked the goats in the morning.

那就是说这个句子的直接成分 “usually” 是一个成分, 而整个句型是另一个成分。而 “Usually” 的意义用于它后面的整个意义, 而不是名词群或动词群, 因此 “Usually” 在这个句子里我们称它为句子修饰语——它修

饰整个句型。为使初学者进一步认识这些句子修饰语，再举例说明：

Sometimes/we had cheese for breakfast.

Last night/the cat got out.

In the afternoon/Charlie fell in the lake.

When we had finished eating/we washed the dishes.

Sniffing the air/Sam predicted rain.

最后一例特别复杂，稍后再作讨论。

在所有例句中，句子的修饰语在它们所修饰的句子前面，这不只是它们的位置，有时也是一些特别信号 (signal)。它们可能在修饰的句子后面，可能在中间。

总之，整个句子的直接成分，可以这么说：若没有句子修饰语，它的直接成分为主语和动词群。若有句子修饰语，句子的直接成分，句子修饰语是一个，句型是另一个。把句子修饰语隔断 (cut off) 而句型那时可能区分为主语和动词群。就以：Usually the boys milked the goats in the morning 来说。

Usually/the boys milked the goats in the morning.

The boys/milked the goats in the morning.

### A. Immediate constituents of noun clusters

**(名词群的直接成分):**

名词群在英语里也以连续层次 (a series of layers) 安排, 而这种安排也都有严格的规则。

例: The young trapeze artist on the high wire fell off.

分析: 因为没有句子修饰语, 这个句子是由“主语和动词群”组成。

The young trapeze artist on the high wire/fell off.

研究: 这个句子 “The young trapeze artist on the high wire” 是一个名词群, 它的主要字是 “artist”, 它前面有三个修饰语 “the young trapeze” 和后面一个修饰语 “on the high wire 组成”, 把名词群分为直接成分, 我们首先把主要字后的修饰语隔开, 若不只有一个时, 我们把最后一个先隔开, 再回到主要字, 然后, 我们再把主要字前的第一个修饰语隔开, 而再回到主要字。在上例句中主要字后只有一个修饰语, 我们先隔开。

The young trapeze artist on the high wire.

那就是说字群的直接成分是 “The young trapeze artist” 和介词群 (p-proups) “on the high wire” 两个成分组成, 但介词群不能单独修饰主要字, 它是修饰主要字的其他修饰语。

the /young trapeze artist

“the”在此不只修饰“artist”而是修饰“young trapeze artist”的。

young/trapeze artist

“young”修饰“trapeze artist”，当然“trapeze”修饰“artist”：

trapeze/artist

因此，我们把全句隔开，如下例：

The young trapeze artist on the high wire / fell off.

the young trapeze artist / on the high wire

the / young trapeze artist

young / trapeze artist

trapeze / artist

现在我们举出一个名词群如：the young trapeze artist on the high wire who was standing on his hands. 这句中的主要字后面有两种修饰语，一个介词群 (P-group) 和一个从属群 (S-group)，我们先把最后一个隔开：

The young trapeze artist on the high wire / who was standing on his hands.

最后修饰语是修饰前面所修饰每件事，而字群其余部分的隔开如前例。

## B. Immediate constituents of verb clusters (动词群的直接成分)

动词群的直接成分安排与名词群一样，除非它的方向相反 (The direction is reversed)。在名词群里我们把主要词后的修饰语先隔开，然后和前面所隔开方法一样，而在动词群内我们把主要字前的修饰语先隔开，然后再隔开它后面的修饰语，例：The boys/usually answered rudely when they were questioned.

动词群主要字是“answered”和它前面一个修饰语及它后面的两个修饰语，我们先把它前面的隔开。

Usually/answerd rudely when they were questioned

“Usually”不只是修饰动词，而是修饰字群的其余部份，那就是：What did they do usually? Answered rudely when they were questioned.

现在我们把主要字后面的最后的修饰语隔开：

Answered rudely/when they were questioned

从属群修饰“answered rudely”，不只是“answered”。但它不修饰 Usually。而 Usually 修饰的只是结构的部份，rudely 修饰“answered”：

answered/rudely

[A] 动词前面的助动词和其他修饰语一样

Uncle Andrew was waiting impatiently at the station.

was/waiting impatiently at the station

助动词“was”修饰字群所有部份，给予“waiting impatiently at the station”一个数的连结和时间的特殊意义，同样地：

had been waiting all day

had/been waiting all day

been/waiting all day

waiting/all day

我们也可这么说：

例：had often been seen in the office

had/often been seen in the office

often/been seen in the office

been/seen in the office

seen/in the office

[B] 宾语、形容词等在动词群里一样作为一个单元，也依顺序隔开

She/cooked the stew in the morning.

cooked the stew/in the morning

cooked/the stew

研究：“in the morning”不仅修饰“cooked”而是修饰 cooked the stew.

而“the stew”是修饰主要字“cooked”。

[C] 宾语在动词群内，可能是一个名词群，它只是作为一个单元

She/cooked a fine Irish stew with dumplings in the morning.

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cooked a fine Irish stew with dumplings/in the morning.

cooked a fine Irish stew with dumplings

然后我们再把名词群隔开成直接成分：

a fine Irish stew/with dumplings

a/fine Irish stew

fine/Irish stew

Irish/stew

### C. Immediate constituents of preposition groups (介词群的直接成分)

介词群和从属群内的直接成分安排非常简单，介词群的直接成分经常由介词和它后面的名词、名词群或其

他相等名词组成：

in/the morning

beside/the lake

with/a lawn mover

介词群的第二个成分可能是一个名词群，也可能很长，但仍然当一个单元看待：

in/the morning of the second day

beside/the lake near Plattsville

with/a new lawn mover which he had bought in Colorado for forty dollars

在最后一例中，我们把介词群拿掉剩下一个名词群，再把它隔开看一下它的成分。

a new lawn mover/which he had bought in Colorado for forty dollars

a /new lawn mover

new /lawn mover

#### D. Immediate constituents of subordinate groups (从属群的直接成分)

从属群有两种，一是修饰名词，另一是修饰动词，第二种比较简单，我们先讨论它，现在我们举出一个例



句，把它分别隔开直到一个从属群为止：

He/left town when he heard what had happened.

left town/when he heard what had happened

研究：When he heard what had happened 是从属群，这种从属群是由从属字（subordinator）作为一个直接成分，后面的句型作为另一个直接成分：

When/he heard what had happened

“he heard what had happened”本身就是一个句子，“when”是从属字引导这个句子的较大部份，而“when”

310 的意思用于下列各种情形，其用法相同：

because/she was crying bitterly

after/the ball was over

if/the boys in the family had milked the goats in the morning.

注意每个例句，都有一个句型在它的前面，这些也可以按照这个方法隔开：

the boys in the family/had milked the goats in the morning

此处的主语是由动词群分出，它的主语是一个名词

群：

the boys/in the family

the / boys

介词群在名词群的组成是介词，是一个直接成分。而它后面的又是另一个成分：

in/the family

其余的动词像任何动词群一样隔开：

例：had/milked the goats in the morning

milked the goats/in the morning

milked/the goats

动词群内的介词群：

in/the morning

从属群修饰名词，同样有时在动词群内作宾语，稍微有些不同，这些从属字如：“who, whose, whom, which, that, what”，不像从属字“because, if, when”一样，在句子前面，只是句子的一部份，它们是从属。因此它们的隔开，要靠它们是那一部份。但一般都是把从属字与其他部份隔开：

the people/who usually came early

此处是从属群修饰“the people”，而在从属群内的从属字是“who”，它是在主语位置，我们现在把它从动词群隔开，像其他主语一样：

who/usually came early

而同样的：

Some men/that knew what they were doing

that/knew what they were doing

the money/which was found

which/was found

从属字在从属群内代替宾语，但在句子前也先隔

开：

Some people/whom we had seen

Whom/we had seen

the money/which uncle Sam found

which/uncle Sam found

但要注意“whose”这个字的位置是冠词（determiner）与它所修饰名词一起成为一个单元，它的直接成分是这样：

The people/whose money Uncle Sam found

whose money/uncle Sam found

以上这些是英语句子主要直接成分安排，我们曾讨论过句型，名词群，动词群，介词群，从属群都是英语句的重要结构。当然还有如：形容词群，但因有形容词，只是作修饰语。因此分析没有问题，直接成分作形容词用时只作一个单元，而修饰语是一个单元。

例：very/happy

“very”是修饰“happy”，而“happy”是直接成分。  
“very”是修饰语也是一个单元。

### E. Complications (复杂)

我们讨论了上面各例句对直接成分的分别都有了相当认识，这样分析法使初学者认识，什么和什么（what went with what”。但也不是如此，如按照一般语法观念，我们不知道什么是直接成分，就不容易写出英语句子，即便能写出一些句子，但它的意义也不可能很清楚。因此这种情形下写出的句子都很贫乏，就以下面这个句子为例：

The people who visited us sometimes drank the milk.

研究：这只是一个句子，没有句子修饰语。因此，直接成分的区别是主语与动词群，但我们无法说出主语由什么组成，动词群是什么组成，因为我们要问“the people who visited us”是主语，还是“the people who visited us sometimes”是主语？而 sometimes drank the milk 是动词群，还是“drank the milk”是动词群？没有符号（signal）告诉我们。而直接成分的分析不能成立，这个句子是暧昧的（ambiguous）。

没有一项单纯规则或一组规则告诉作者如何避免或

修正这些句子，只有靠你自己的判断能力尽量去做。若句子暧昧时，你必须设法尝试一些另外顺序，使直接成分能很清楚地分别：

The people who visited us sometimes always drank the milk.

这个句子就很清楚。因为我们可以把“sometimes 和 always”分别，怎么知道呢？因为两个时间副词不能同时修饰同一动词群。因此，第一副词“sometimes”修饰“visited us”而第二副词“always”修饰“drank the milk”，

因此下列句子很清楚。

The people who visited us never drank the milk.

这个句子我们的分别是“us 与 never”，因为它的符号 (signal) 是事实，而“never”是一个特殊副词，一般都放在动词群前面，不是在它们后面，因为我们可能说：who never visited us 而不是 who visited us never”。

下例各句比较清楚，因为“sometimes”放的地方是它必须修饰的一部份或另一部份。

The people who sometimes visited us drank the milk.

The people who visited us drank the milk sometimes.

Sometimes the people who visited us drank the milk.

由以上例句证明，我们最初提出的句子 The people

who visited us sometimes drank the milk 是一个暖味的句子。

## F. Ambiguity in noun clusters (名词群内的暖昧)

名词群也提出直接成分的问题，特别是主要字后面的修饰语。下面两字群都很清楚，但结构不同：

例：the girls in the dining room who wait on us

the girls in the dining room where we had our meals

研究：第一句主要字“girls”有两个修饰语，我们把它分成直接成分如下，先把最后修饰隔开。

the girls in the dining room/who wait on us

但第二句的主要字只有一个修饰语，因为从属群“where we had our meals”不是修饰“the girls in the dining room”这是修饰“dining room”作介词群“in the dining room where we had our meals”的部份，而其分隔如下：

the girls/in the dining room where we had our meals

因此，介词群的组成如下：

in/the dining room where we had our meals

而在介词群内的名词是：

the dining room/where we had our meals

这种结构是诡诈的，若我们把介词群放在名词后面

而从属群又在介词群后面，有两个名词在从属群前面，即第一个名词和介词群的名词，然后必须有一信号表示那个名词与它一起，当然有很多信号，作为这种连结，假若没有信号，那么直接成分就不能分析。而这个句子就会暧昧不清。

例：the girls in the car that was moving

看了这个实例，我们产生了两个问题，那就是：“女孩在车内动呢？”（is the girl in the car moving?）还是：“车在动呢？”（is the car moving?）没有办法知道，因此这个字群是暧昧的。

但我们用一种方法把它改变一下，就很清楚表达出来。

例：the girl in the car who was moving

the girl in the car which was moving

现在我们提出“who”与名词的形式只用于人，而“which”与名词的形式上只用于非人称。因此，“who”连结从属群，用于“girl”而“which”连结从属群用于“car”，而其直接成分就组成了，其意义也很清晰。

例：the girl in the car/who was moving

the girl/in the car which was moving

而原先提出句子之所以暧昧，因为“that”可用于

人称或非人称。下列的句子就很清楚，因为在句中“数的信号”表示很清晰：

the girls in the car that were moving

the girl in the car that was moving

有时个别字的习惯形式会给予强而有力的信号，如下面的句子就很清楚：

the girl in the car that was drinking lemonade

the girl in the car that had the top down

第一句我们想到“女孩”而不是汽车，drinking lemonade。第二句我们想到汽车“having the top down”而不是女孩，这样就没有人会误会这些字群的意思。但要记住只靠这些信号也是非常危险的。

同样的困扰，当一个名词群后面有两个介词群，而第二个介词群就会有二个名词在它的前面，而我们必须知道哪个与它一起。如下列情形我们就不知道：

the man by the house with the dogs

看了这个字群后，我们不仅要问：“是狗与房子”？“Do the dogs go with the house?”还是“人与房子”？“or man?”没有法说出。但下列介词就会很清楚：

例：the man by the house with the red roof

the man by the house with a smile on his face



此处的信号表示很清楚，而直接成分也能分析！

the man/by the house with red roof

the man by the house/with a smile on his face

在名词主要字前面的修饰语，这种复杂情形较少，  
 第一点：要特别注意在主要字前的字不需都修饰名词，  
 有些可能修饰名词的修饰语。

例：a very large picture window

“window”是主要字，但我们首先把冠词隔开：

a / very large picture window

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第二点我们就不能把“very 和 large”隔开，如果我们把它隔开，就会出现下列情形：

very/large picture window 它的意义就会是 large picture window was very 了。因为它的真正意义是：

the picture window was very large.

因此它的直接成分是：

very large/picture window

照上例说法写作就没有问题了，因为它的意义很清楚。但下面去掉句子就有点模糊不清了。

a new car salesan

看了这种表现方法，我们要问是“汽车推销员新呢？”（Is the car salesman new）（如：newly hired）？还是

“他推销的新汽车” (or does he sell new cars?) 这就有点难了，普通都用连字号 (hyphen)，形容词修饰名词时，形容词修饰主要字时，都把连字符号省略。

例：new-car salesman (即 sells new cars)

new car salesman (即 newly hired)

下列情形也是同样提出作为初学者参考：

old-stamp collector (即 collects old stamps)

old stamp collector (即 collects stamps and is old)

hot-rod enthusiast (即 likes-hot rods) (喜欢强烈权威)

hot rod enthusiast (即 likes rods and is hot) (喜欢权威而是强烈的)

white-slave dealer (即 deals in white slaves) (买卖白人奴隶)

white slave dealer (即 deals in slaves and is white) (买卖奴隶而是白人)

## G. Ambiguity in verb clusters (动词群内的暧昧)

动词群也有直接成分问题，因为它可能全是名词群、介词群、从属群和副词，它们之间关系必须很清楚地表示出来。

[A] 下列各句就不会有困难

She/turned to the man with tears in her eyes.

She/turned to the man with tears in his eyes.

研究：这两句中的“her 和 his”是必须信号，介词群“with tears in her eyes 修饰 turned to the man”而第二句中的介词群“with tears in his eyes”修饰“the man”。但下列句就不太清楚，写作时尽量避免这种表现法：

She/turned to the man in tears.

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这个句子我们就无法说出是“man in tears”还是“how she turned to him”。

[B] 我们在使用“a 和 the”时也应注意这些细节及不同的地方，因为“a 和 the”能提供必须信号

研究：第一句中的“with an angry look”修饰动词群，而第二句中的“with the angry look”修饰“the man”。但这种情形我们可以用另一种表现法，再把直接成分改变：

She/turned to the man with the angry look she always wore.

[C] 为使初学者进一步认识，并容易分隔的动词群内暧昧句子，兹特举例说明

*She / married the man she met in the Congregational Church.*

研究：介词群前面有两个动词，我们没有办法说明她是在教堂遇到他？还是在教堂结婚嫁给他！这种表现法应当在观念上分别，因为介词群内的“church 和动词主要字 married”很容易使人联想而陷入困扰。

[D] 下面的例句，一个意义是比较可想像的，但另外一个的意义，就会有些困扰

*She/married the man she met in the post office.*

[E] 字群内有两个动词时，这时使用副词就有麻烦了

*He/waited while she dressed anxiously.*

这个句中的副词“anxiously”使它修饰“waited”，最好把它放在从属群前：

*He/waited anxiously while she dressed.*

现在经过修正后的句子，我们可以作直接成分分

析，而它的意义也很清楚：

waited anxiously/while she dressed

## H. Avoiding Ambiguity (避免暧昧)

一般教课书都告诉初学者把修饰语放在靠近被修饰的字，这种说法当然获得共识。但对一个职业作家来说，在构造名词群，动词群和句子时不会按照传统英语字的顺序那么分明。若一个动词群包括一个介词群和一个从属群，它们都是修饰同一动词主要字，这时介词群应当在先，而从属群在后，这是不能避免的用法。因此，我们必须以此顺序：“waited in the living room while she dressed.” 如我们把修饰语换成相反方向，整个结构就不同；“waited while she dressed in the living room” 这样以来，介词群不再修饰字群内的主要字。

像下面的结构也无法提出直接成分：

waited in the room he worked in while she dressed

如果把从属群移近“waited”也不能解决问题，因为可能产生不同意义：

waited while she dressed in the room he worked in.

我们必须运用一些有效的信号 (sufficient signal) 解决这个问题：

waited in his work room while she dressed

waited in the room he worked in for her to finish dressing

我们也可用下列句说明：

the girl in the car that reminded me of mother

我们若以从属群修饰“girl”，而无法把从属群移近“girl”，那样就会产生下面的情形：

the girl that reminded me of mother in the car

那不是说的同一件事情。

倘若：the car that reminds one of mother. 这个句子仍然很暧昧。

这些表现法初学者应当尽量避免。

若我们用信号控制句子的直接成分，并不太重要，因为另一些信号在“a who 和 a which, a was 和 a were, a his 和 a her, an a 和 a the”之间可能不同，有时改变一个字也可能使暧昧句子清晰，有时把整个句子修改也可能使句子清晰，总之尽可能活用。

## Exercise

一、Cut the following construction into their two immediate constituents.

1. An old rug merchant was walking down the hill.
2. Fortunately it was a lovely day.
3. Both the boys live near us.
4. When Gerber gets here, we can start boiling the mushrooms.
5. They're a little young to be thinking of marriage.
6. An old man who had taken part in the attack on Guadalcanal.
7. very serious young women
8. a lad on a bicycle who was risking his neck
9. the house near us that was built last year
10. one large tooth hanging by a thread
11. often spoke to us politely
12. was coming home in a basket
13. went to the store on his motorcycle
14. went to the store on the corner
15. goes off in a rage when anyone criticizes him
16. dived into a swimming pool that contained no water

17. answers the phone herself when the maid is out
18. gave an answer that surprised us all
19. with a cat
20. with a cat with green whiskers
21. in an ancient Oldsmobile which he had won in a raffle
22. grabbing the man by the neck
23. grabbing the man who had offered to escort her home
24. who had offered to escort her home
25. because he spoke such beautiful French

二、Point out possible ambiguities in the following constructions and explain how they might be made clear

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1. I saw a boy on a bicycle that had been giving me trouble.
2. The party afterward was a huge success.
3. She found the pin that he had bought her in Shanghai.
4. John discovered the mistake I made last night.
5. He smiled at the girl he loved foolishly.
6. I had forgotten the name of the cop on the beat with the bad reputation.
7. John rebuked the girl who had spoken in quiet indignation.



8. The cannibal genially offered an apple to the guest that was half eaten.

9. The woman who washed his shirts lugubriously wished his a merry Christmas.

10. He gave me a picture of a girl that had stirred his emotions.

## Combining the Patterns 联结各句型

我们讨论过各种句型和词类，也了解它们之间特殊关系。现在主要工作是如何把这些句型和词类以及它们之间特殊关系，用一种方法把它联结在一起表达完整思想。

一般使用于联结句型或句型的各部份的连结字，主要的有三种：

1. Conjunctions (连接词)
2. Subordinators (从属字)。
3. Sentence Connectors (句子连结字)。

所谓连接词是连结句型或句型的部份，而从属字主要功能是使句子成为其他句子的部份。连接词和从属字在语法里已讨论过，也都具备了这方面的知识。句子连结字主要功能是连结整个句型。

我们在学习英语写作时，标点符号也是很重要的连结字，为了使初学者养成运用标点符号的习惯，而又强化英语内涵特另列一章详细说明。

**Part 1****Use Conjunctions  
(运用连接词)**

连结词在语法里已讨论过，现在只是提出其在连结句型中的功能。而“and”一字的功能很多，但它有两个容易区分的位置。

- ① 在整个句型中间 (stand between whole sentence)
- ② 在句型部分之间 (between parts of patterns)

**A. 在句型部份之间 (between parts of patterns)**

(a) “and” 在两个名词之间

men and women

(b) 在两个名词群之间

some men of great wisdom and a few women of surpassing beauty

(c) 在两个动词之间

sulked and pouted

(d) 在两个动词群之间

usually sulked when there was nothing to sulk about and  
always pouted maddeningly

(e) 在两个副词或两个形容词之间

tall and slender

quickly and skillfully

(f) 在两个介词群之间

around the track and into the showers

(g) 在两个从属群之间

if we have time and if nobody stops us

who loved everybody and whom everybody loved

研究：我们了解“and”可能在两者之间，而实际连结所有结构。但唯一限制，只能连结同样结构，如：名词和名词、动词和动词，介词群和介词群。但不能连结不同结构。像名词和一个形容词连结或一个形容词群和一个从属群连结，我们可以这样写或说：

He was a happy and healthy man.

但我们不能说或写成：

He was a happy and city man.

我们可以写成：

He was a man happy in his home life and keen about his work.

但我们不能写: He was a man happy in his home life and who was keen about his work.

我们讨论连接词“and”以后,也了解它的功能,但值得说明的是“or”也有时代替“and”。例:

My uncle and my aunt came and went early and late.

My uncle or my aunt came or went early or late.

Ed and Charlie recited poetry and played the violin at lunch and dinner.

Ed or Charlie recited poetry or played the violin at lunch or dinner.

因此“or”也是一个连结词,而“but”也是一个连接词,虽然在使用上有些限制,它们是在形容词之间或在副词之间,但一般不能连结句型内的其他结构。

They were old and handsome.

old or handsome.

old but handsome.

she played well and carefully.

well or carefully.

well but carefully.

这些简单连接词是“and, or, but”联结句型的各部份, 但“but”有点限制。

## B. Conjunctions between Sentence patterns (句型中的连接词)

我们讨论了“and”的第一位置是在句型部分之间, 现在我们再看“and”的第二主要位置在句型之间:

The men and the boys worked and played.

The men worked, and the boys played.

第一句中的“and”连接两个名词群, 而第二个“and”连结两个动词。第二句中的“and”是连结两个完整的句子。

“and”能连结两个同样句型或两个不同句型:

The men worked, and the boys played. (patterns one and one)

The men were handsome, and the girls were pretty (patterns two and two)

He's my friend, and I'm his. (patterns four and four)

Ed worked, and Charlie played the tuba. (patterns one and three)

He paid me my money, and I fainted. (patterns five and

one)

He laughed, and we thought him a fool. (patterns one and six)

There was a fish in the pool, and I caught it. (patterns seven and three)

“or 和 but”也常使用于这个位置，在两句型之间，其他字也常用于这个位置，我们在讲连接词时已经讨论过。例：

The men worked, and the boys played.

The men worked, or the boys played.

The men worked, but the boys played.

The men worked, for the boys played.

The men worked, yet the boys played.

The men worked, so the boys played.

还有“nor”这个字也可以连结两个句型，但必须把第二句型重新安排：

The men worked, nor did the boys played.

The men should worked, nor should the boys play.

研究：英语句中七个连接词：“and, or, but, for, yet, so 和 nor”而“and, but 和 or”连结句型的部份或整个句型，“for, yet, so 和 not”只能连结整个句型。

当然这些字内有些用于其他词类，有些字作名词也作动词。有的作冠词或代名词。这样以来，“for”这个字在：“He did it for me.”中，不是连接词而是介词，而“but”在：“There was no one home but Mary.”句中也是介词。而“yet”一字在：He hasn't come yet. 句中是一个副词。而“so”在：“I'm so sorry.”句中是一个增强程度(intensifier)的字，而在其本身词类也是表示程度而不是连接词；It was raining so hard that we stayed home. (注意此处的“that”经常省略了)。我们要特别注意“and”不能代替上面例句的任何字，当它在“and”位置只是连接词。有时其他字也可能代替“and”。例：The men worked while the boys played. 但也有人反对“while”在这样句中是连接词。

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### C. Correlatives (相关连接词)

有些连接词如：“and, or, nor, 和 but 与 both, either, neither 和 not”配成一对形成传统所谓相关连词。(correlative conjunctions) 例：

Both the men and the boys worked.

Either the men or the boys worked.

Neither the men nor the boys worked.



Not the men but the boys worked.

相关连接词，联结名词，它们也可能在句型内联结其他结构。例：

The men were both handsome and wise.

The men were either handsome or wise.

The men were neither handsome nor wise.

The men were not handsome but wise.

The men were not only handsome but also wise.

而“either... or”可能联结整个句型：

Either he goes, or I go.

相关连接词主要功能是强调两件事或两个人的事实。

例：Ed and Chaile played the tuba. 而由 Both Ed and Charlie played the tuha. 来代替。

#### D. Parallel construction (对比造句法)

我们先不谈标点符号，一个初学者最关心的应当是连接词的用法，不管它是简单连接词或相关连接词，都是要看它们所联结的结构，下面是一些经常出现在杂志里的表现法。例：

He was a man of courage and whom we all admired.

这个句子最好用对比法：a courageous man admired by all of us.

He liked quarreling and to fight with people.

研究：这句中的“quarreling”是一个动名词，而“and”连接的又是不定式“to fight”因此不能对比。现把动名词改成不定式“to quarrel”然后再连结：He liked to quarrel and to fight with people.

例：He either goes, or I go.

研究：这个句子如用“相关连接词”以对比方法更会生动：Either he goes or I go.

## Part 2

### Use Sentence Connectors (运用句子连结字)

366 句子连结字在传统语法里名称很多，如：连接副词 (conjunctive adverbs)，副词连接词 (adverbial conjunctions)，对等连接词 (coordinating conjunctions) 从属连接词 (subordinating conjunction) 和推论连接词 (illative conjunctions 如：then, therefore, so 等)，除此以外我们再加上一个句子连结字 (sentence connectors)。

我们这样做是为了避免一些不合理的连结，因为连接词的运用很复杂，比如：一个连接词在这个句中是连接词，但在另一方面可能是副词，它负起连接词与副词相似的责任。最好的方法，使用标点符号，才能避免这种困扰，而句子连接字在字群与句型之间负起连接词很重要的位置，但在另一方面它们的形态不同，而不同结果使用不同标号符号。

A. 所谓句子连结词，如“therefore”有很多字可以

代替，但要注意其标点符号。

The sky was cloudy; therefore we went for a walk.

The sky was cloudy; however, we went for a walk.

The sky was cloudy; consequently we went for a walk.

The sky was cloudy; nevertheless we went for a walk.

The sky was cloudy; accordingly, we went for a walk.

或者我们可用下列各种方法：

The windows were open; therefore the whole place was open.

The windows were open; indeed the whole place was open.

The windows were open; in fact, the whole place was open.

The windows were open; thus the whole place was open.

The windows were open; that is, the whole place was open.

The windows were open; hence the whole place was open.

The windows were open; furthermore the whole place was open.

The windows were open; moreover the whole place was open.

**A. Sentence connectors stand between sentence patterns (句子连结词在句型之间):**

句子连结词在句型之间，这方面有点像连接词，但又不似连接词。句子连结词也可能用在第二句型尾部。  
例：

The sky was cloudy; we went for a walk therefore.

The sky was cloudy; we went for a walk, however.

The sky was cloudy; we went for a walk nevertheless.

The windows were open; the whole place was open therefore.

The windows were open; the whole place was open, indeed.

The windows were open; the whole place was open consequently.

**B. Sentence connectors may occur inside the second pattern (句子连结词可能发生在第二句型内)**

例：The sky was cloudy; we therefore went for a walk.

The sky was cloudy; we nevertheless went for a walk.

The windows were open; the whole place, consequently, was open.

The windows were open; the whole place, that is, was open.

**Part 3****Use Subordinators  
(运用从属词)**

我们曾讨论过从属词，为使初学者进一步了解什么是连接词，什么是句子连结词，以及从属词与它们的区别，特再举例说明：

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从属词有两种形态：

- ① 由从属字“who”引导的从句。
- ② 由从属字“because”引导的从句。

这两种形态都作从属句型用，而成为较大结构的一部份。而这两者之间的差别是“because”用于它所从属句型外面，而“who”是句型的一部份，它有时代替主语，宾语或冠词。

**A. Subordinators of the who type subordinate subordinating groups which are parts of noun clusters (从属词“who”**

### 从属于从属群是名词群的一部分)

例:

the men who were here

the men that were here

the goat which was being milked

the poodle whose hair had been clipped

也可能是动词群内宾语的位置:

I know who was here.

I wonder which goat was being milked.

I don't care what he did.

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B. Subordinators of the “because” type occur most commonly with-S-group that are verb modifier or sentence modifier: (从属词 “because” 普通用于从属群是动词修饰语或句子修饰语)

例:

He did it because he wanted to.

He goes where he likes.

We can't leave until the milk curdles.



I'll see about in when I get to Chicago.

When everything was ready, we brought in Uncle Sam.

After they left, we cleaned up the mess.

Because I was short of money, I wrote to father.

C. The two groups overlap in that both occur in the object position of verb clusters (这两组使用于动词群的宾语位置有些重叠)

例:

I knew who he was.

I knew what he did.

I knew where he went.

I knew when he was going to skin the cat.

研究: 为了标点符号习惯用法, 初学者必须很清楚地区别从属词 (subordinators) 连接词 (conjunctions) 和句子连结词 (sentence connectors)。例: 由“who”引导的从句, 这种从属词很容易了解, 因为它也不容易与“and 和 therefore”混淆不清。但由“because”引导的从句, 这种从属词它具有一些与连接词和句子连结词的位置, 作者很容易混淆。

### D. Distinguishing the three groups (三种字群的区别)

唯一方法使连接词、句子连结词和从属词分开，就是记住这些字用于不同字群。如“and 和 or”是连接词。而“therefore 和 nevertheless”的句子连结词。“because 和 when”是从属词。当然有时这些字也发生重复，要区别这些字最好的方法是：

[A] They all stand between sentence patterns but each has punctuated in different. (它们的共同点是用于句子之间，但用不同标点区别)：

比较：

- { Sentence connector: The day was cloudy, however we went for a walk.
- { Conjunction: The day was cloudy, and we went for a walk.
- { Subordinator: The day was cloudy until we went for a walk.

事实若它们在同一位置，会使句子混淆不清。但每一个字有它们的位置及使用不同标点符号，如上例句：第一句中的句子连结词前用的是分号，第二句中的连接词前用逗号，而第三句未用标点。

[B] Conjunctions are different in that they join not only whole patterns but parts of patterns, or at least some conjunctions do. (连接词不只用于连结全句, 也用于连结句子的部份)

如我们说:

Ed and Charlie came.

但我们不能说: Ed therefore Charlie came. 或是说成:

Ed because Charlie came.

当连接词连结全句时, 它们必须在句子中间, 而句子连结词和从属词连结全局时, 可能在句子中间。但它们的位置不受限制。

[C] Sentence connectors may stand either between the patterns or at the end of the second pattern or in the middle of the second pattern! (句子连结词可能在句型中间, 也可能在第二句型尾部或中间)。例:

We asked Sam to join us; however he was too tired.

We asked Sam to join us; he was too tired, however.

We asked Sam to join us; he was, however, too tired.

The door was locked; therefore we broke a window.

The door was locked; we broke a window, therefore.

The door was locked; we therefore broke a window.

上例句中只有第一句的连结词位置与连接词, 样, 我们可能说: The door was locked, and we broke a window.

但我们不能说: We broke a window and. 或者是 we and broke a window.

[D] Subordinators, like the other groups, may stand between two sentence patterns: (从属连结词, 其他字群一样, 可能在两个句型之间)。

We broke window because the door was locked.

这个句子像连接词, 但不像句子连结词, 它们不能移到第二句型内, 那就是我们不能说成: We broke a window; the door was locked because. 或者说成: We broke a window; the door because was locked.

研究: 从属词的特性是它们的位置一般都是在它们从属句的前面, 而整个句子可能用于其他句子前面, 这样它就变成句子修饰语了:

We broke a window because the door was locked.

Because the door was locked, we broke a window.

上例句中的第二句是举例说明从属词位置的统一,

既不是句子连结词也不是连接词。因为我们不能说：  
Therefore the door was locked, we broke a window. 或者说  
成：Therefore we broke a window, the door was locked. 或者  
是说成：And we broke a window, the door was locked.

为使初学者进一步认识什么是连接词，什么是句子  
连结词，什么是从属词，特再举例说明其表现方法。

比较：

**Conjunctions:** sentence pattern, conjunction sentence pattern

**Subordinators:** sentence pattern, subordinator sentence  
pattern, subordinator sentence pattern,  
sentence pattern

**Sentence connectors:** sentence pattern;

Sentence connectors sentence pattern

sentence pattern; Sentence pattern Sentence connector

Sentence pattern; Sentence Sentence connector pattern

上例第一句的位置是它原有的，像其他三组一样，  
除标点符号词类及音调外。

而从属词第二句的位置是与从属词一致，任何使用  
于此处的字或有能力用于此的字，都是从属词。当然有  
很多从属词也不在这个位置，但它不像连接词和句子连  
结词那样混淆不清。

句子连结词的第二和第三位置，是与句子连结词一致，我们现在以“though”为例：

例：Though he didn't want to do it, he did it.

He did it; he didn't want to, though.

He did it, though he didn't want to.

研究：第一句中的“though”是“because”的位置是一个从属词。第二句“though”是“therefore”的位置，是一个句子连结词。第三句中的“though”是它原来的位置，此处是从属词。而从属词“although”可代替第一句和第三句的位置。但不能代替第二句的位置，换句话说不能放在句尾。

我们讨论了这许多问题，但仍然弄不清它们到底属于哪一种，这实在是一件困难的事。我们只有从它的标点符号或者是音调慢慢去体会，如下面的例句就有两种意义：

He didn't like to do it however he did it.

若“however”是一个句子连结词，这个句子的意思是一件事，若它是一个从属词，它的意思是一个从属词，它的意思是另一件事，而下列句子就比较清楚：

He didn't like to do it; he did it, however.

However he did it, he didn't like to do it.

## Exercise

1. Select a magazine article and check the first thirty occurrences of conjunctions. Tabulate the constructions combined by the conjunctions as noun cluster and noun cluster, preposition group and preposition-group, sentences pattern and sentence pattern. Do you find any conjunctions combining unlike constructions?

2. Write your own illustrations for the six sentence types which you have studied.

378 3. Construct sentences using the following words. Identify the structure group to which each belongs and punctuate as illustrated in this chapter.

yet, if moreover, nor, hence, thus, while, since, nevertheless, accordingly, consequently, whereas, however, so, furthermore.?