

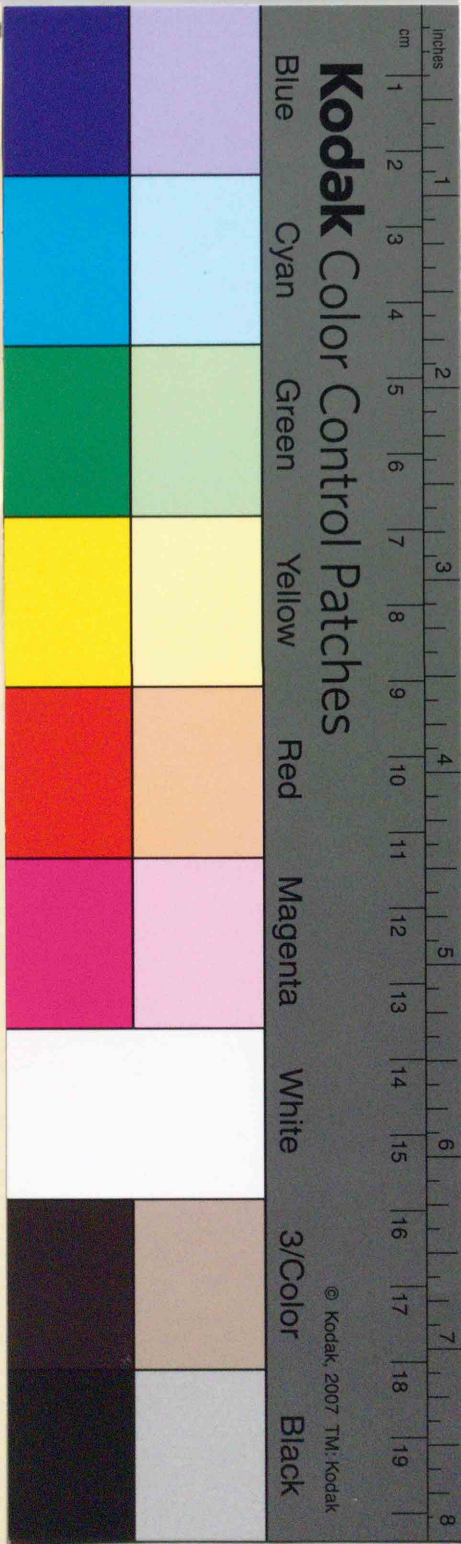
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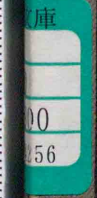


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ENGLISH GRAMMAR

BY
NAIBU KANDA, M.A.



広島大学図書

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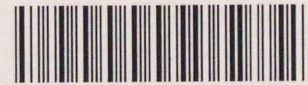
ENGLISH GRAMMAR

BY

NAIBU KANDA, M. A.

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TOKYO:

SANSEIDŌ.



PREFACE.

For several reasons the author has thought it best to substitute for his *English Grammar for Middle Schools* a series of grammars adapted to the different years of the school curriculum. The present volume is intended for the Fifth Year students, and for those preparing to enter higher schools.

The Introductory Tables here and there inserted are for the sake of review for those who may have studied other more elementary works.

References are made throughout the book to Bain, Dixon, Cox, Seymour, Nesfield and others, as the works of these authors are within the reach of nearly every one; and no attempt has been made to refer to the more original authorities. Indeed, the facts of English Grammar have been pretty thoroughly observed and explained by the labors of successive grammarians. To attempt to set up for great originality in such a well-beaten track would be the height of pedantry. Especially in a text-book of this nature the commonplace facts and principles of the language are all that is needed.

While expressing my thanks to the writers above named, I am much indebted, as in the earlier compilations, to the valuable assistance of my friend Mr. Tsunetaro Nannichi.

Tōkyō, Feb., 1900.

NAIBU KANDA.

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SECTION I.

THE PARTS OF SPEECH.

CHAPTER I.—THE NOUN.

INTRODUCTORY TABLE.

Classes.	Modifications.			
	Number.	Person.	Case.	Gender.
Proper.	Singular.	First.	Nominative.	Masculine.
Common.		Second.	Possessive.	Feminine.
Collective.	Plural.	Third.	Objective.	Common.
Material.				Neuter.
Abstract.				

§ I.—PROPER NOUNS.

(General character :— $\left. \begin{array}{l} \text{Not used in the Plural.} \\ \text{Take no Article.} \end{array} \right\}$)

1. Besides names of persons and places, the following are also regarded as Proper Nouns :—

Names of days, months, festivals : as, **Sunday, Friday ; January, October ; Christmas, Kigensetsu.**

(But not the seasons : as, *spring, autumn, summer, winter.*)

2. A Proper Noun is said to be **used as a Common Noun** when it is applied to something that resembles the original possessor of the name.

I wish to become an **Edison**. (= *a great inventor like Edison*.)

Osaka is **the Manchester** of Japan. (= *the greatest manufacturing city in Japan just as Manchester is in England*.)

Alps on Alps (= *great difficulties in succession*) arose in his path.

I hope there may be many future **Napoleons** (= *great generals like Napoleon*) among these young soldiers.

3. Proper Nouns and Articles.

I. The following Proper Nouns usually take the Definite Article:—

(a) *Names of Rivers* (whether the noun "River" is expressed or not): as, **the Sumida**, **the Sumida River**, or **the River Sumida**.

(b) *Names of Oceans, Seas, Gulfs, Straits*: as, **the Pacific**, **the Japan Sea**, **the Gulf of Mexico** (or **the Mexican Gulf**), **the Strait of Gibraltar**.

(c) *Names of Public Buildings or Institutions*:

as, **the Higher Normal School**, **the Yasukuni Shrine**, **the Home Department**.

(d) *Names of Ships and Fleets*: as, **the Yashima**, **the Tosa-maru**, **the Standing Squadron**.

(e) *Names of Emperors and Empresses*: as, **the Emperor William**, **the Empress Josephine**. (But:— *King George*, *Queen Mary*.)

(f) *Names of Books and Journals*: as, **the Taiheiki**, **the Nihon-Seiki**, **the Fiji-Shimpo**, **the Taiyo**.

Exception:— *Names of Persons used as Titles of books*.

I am reading **Mencius**. (孟子.)

Robinson Crusoe is my favourite book.

(g) *Some plural names*: as,

The Alps, **the Himalayas**. (*Mountain ranges*.)

The Loochoo Isles, **the Philippines**. (*Archipelagoes*.)

The United States of America. (*Country*.)

The Rothschilds, (ロスマイルド家族總体), **the Thompsons**, **the Tokugawas**. (*Families*.)

The Japanese (日本國民總体), **the Chinese**, **the English**, **the French**. (*Nations*.)

The Christians (耶蘇教徒總体), **the Buddhists**. (*Sects*.)

II. A Proper Noun denoting a single member

of a family, nation, or sect takes the Indefinite Article: as, **a** Japanese, **a** Chinese, **an** Englishman (not "*an English*"), **a** Frenchman (not "*a French*"), **a** Christian, **a** Buddhist.

Her father is **a** Tokugawa, and her mother **a** Konoye.

These may as well be regarded as Common Nouns. The student should not bother himself so much over the classification. It will be sufficient if he knows the rules for the use of capitals and articles.

Compare:—

{ He is **Yamada**. (山田ノ主人、又ハ兼テ話ス人ノ
間ニ知レタル山田ト云フ人)。
{ He is *a* **Yamada**. (山田家ノ人)。

4. Special Uses of Articles with Proper Nouns.— Proper Nouns take

(a) *the Definite Article when preceded by Adjectives*:—

The famous Napoleon, the ambitious Cæsar, the dauntless Yamaji, the diligent Suzuki, the clever Kano.

The far-sighted Iyeyasu took every caution not to irritate the quick, daring Hideyoshi.

Exception:— *When the Adjective is "old," "young," "little," or "dear."*

(b) *either the Definite or the Indefinite Article*

when used as Common Nouns. (Already shown in ¶ 2.)

(c) *the Indefinite Article when they are introduced as names of hitherto unknown persons*:—

Her music teacher is **a** Miss Takata.

This letter is from **a** certain Tanaka (=one* Tanaka).

(d) *the Definite Article when the names of languages are applied to some particular words.*

"Flower" is **the** English for **the** Japanese "hana."

(Compare:— To him *English* is easier than *Japanese*.)

EXERCISE I.

(a) *Point out those Proper Nouns used as Common and explain their meaning*:—

1. He is a great astronomer; indeed, he is the Newton of the present day.

2. There have been but few Miltons in the world.

3. It is a common saying that Japan is the England of the East.

* See under "*Adjective Pronouns*," Chapter II.

4. Who knows but there may be many future Watts and Stephensons studying in that school?

(b) *Correct the errors* :—

1. He started early last june.
2. ~~Shinano~~ Shinano is longer than Sumida. *river*
3. Spring is generally preferred to Autumn.
4. Both ~~kigensetsu~~ *the* kigensetsu and ~~christmas~~ *the* christmas this year fall on sunday.
5. United States of America may finally take the whole of Philippines.
6. ~~The~~ Fuji is the highest mountain in Japan.
7. His father was Fujiwara, and his mother *a* Minamoto.
8. The little Mary and her brother are going to school.
9. Though he is Japanese, he cannot speak the Japanese with ease. *he* *man*
10. San-yo writes of loyal Nanko in Gwaishi in exceedingly high terms.
11. His teacher is an English. *man*
12. Iwasakis are rich family.
13. Himalayas is the highest mountain in the world.

§ 2.—COMMON NOUNS.

(Collective Nouns included.)

(General character :— $\left\{ \begin{array}{l} \text{Used in either Number.} \\ \text{Can take either Article.} \end{array} \right.$)

5. Collective Nouns are also a kind of **Common Nouns**, and can be made plural.

There are **two groups** of children playing in the garden.

There are **ten classes** in our school.

There are **fifty families** in the village.

Several fleets are assembled in the harbour.

6. Noun of Multitude.— A Collective Noun is so called when it means, not a whole body collectively, but the individuals composing it.

It is then **Plural in sense** though **Singular in form**, and requires a Plural Verb when used as Subject.

Collective Nouns.

The **class** is very small.

There *is* but one **family**.

The French are *a* polite **people** (=nation.)

Nouns of Multitude.

All the **class** (=the students of the class) are diligent.

My **family** (=members of the family) are all well.

People (=men in general) say he is very rich.

The cavalry was victorious.	The cavalry (=the men belonging to it) were taking dinner.
-----------------------------	--

It will be noticed that a Noun of Multitude does not take the plural sign "s," while a true Collective Noun does, as shown in the preceding paragraph.

7. Some Common Nouns always in the Plural.—These are mostly names of those things that are each composed of two or more parts.

Scissors, tongs, drawers (股引ナリ、抽出シニ非ズ), spectacles; arms (武器), ashes, riches (財寶), thanks.

When we wish to define the number or the amount of these things, we use the words "pair," "set," etc.

A pair of scissors; three sets of arms; a cart-load of ashes; great riches; a thousand thanks.

8. Nouns Alike in Both Numbers. Besides such as "deer," "sheep," the following should also be noticed.

<i>Singular.</i>	<i>Plural.</i>
The rest of the water was thrown away.	The rest of the pupils were all rewarded.
There is plenty of ice here.	There are plenty of books here.
I do so as a means of exercise.	He succeeded at last by those means.

The Japanese *sen* and *yen* are used alike in both numbers.

9. Common Nouns in a Compound Adjective* denoting number.—These, though really plural, are not inflected as such.

This is an eight-day clock.

(Compare:— It took me eight *days*.)

They are going to run a four hundred yard race.

(Compare:— They run a distance of four hundred *yards*.)

Even a five year old child can do this.

(Compare:— The child is five *years* old.)

I gave him a ten dollar note.

(Compare:— I gave him ten *dollars*.)

10. Foreign Plurals.— Below are given some of these.

<i>Singular.</i>	<i>Plural.</i>
Axis. (Lat.) 軸。	Axes. (<i>pron.</i> Aksēz)
Crisis. (Lat.) 危機。	Crises. (<i>pron.</i> crīsēz.)
Memorandum. (Lat.) 備忘錄。	Memoranda. (<i>Eng. pl.</i> Memorandums.)
Phenomenon. (Gr.) 現象。	Phenomena.
Radius. (Lat.) 半徑。	Radii. (<i>pron.</i> rādī. <i>Eng. pl.</i> Radiuses.)

* See under "Qualifying Adjectives," Chapter III.

11. Common Nouns and the Definite Article.

That the Definite Article particularizes a noun holds good with all the classes of nouns.

But there are to be noticed some special uses of it with Singular Common Nouns.

(1) *When the individual represents the whole class.*

The dog is a faithful animal. (=Dogs are faithful animals.)

The lion, like the cat and the tiger, sleeps during the day.

(=Lions, like cats and tigers, sleep during the day.)

The pine-tree is an emblem of constancy.

The student should observe obedience and attention.

Exception:— "Man" and "woman."

(2) *When the noun is used in an Abstract sense.**

Thus he saved the beggar child, quite forgetting the lord (=his dignity as a lord) in the man and (the) father (=his humane sympathy and fatherly feeling).

The pen (=literary influence) is mightier than the sword (=military power).

* See Nesfield's *English Grammar Series*, Book IV., p. 169.

(3) *When the noun denotes measurement after the Preposition "by*."*

These handkerchiefs are sold by the dozen.

I have hired the men by the day.

They may be counted by the thousand (=by thousands).

12. Common Nouns and the Indefinite Article.

Besides generalizing, the Indefinite Article may also denote *the sense of "one."*

(1) *the sense of "one."*

He will return in a day or two (=in one or two days).

A bird (=one bird) in the hand is worth two in the bush.

Birds of a feather (one feather, or the same kind of feather) flock together.†

(2) *the sense of "per."*

The meeting is held twice a month.

We walked at the rate of 3 miles an hour.

EXERCISE II.

(a) *Correct the errors:—*

I. The infantry wears dark blue trousers.

* See Dixon's *How to Use the Articles* (4th edition), p. 12.

† Corresponds to the Japanese proverb 類ヲ以テ集マル.

2. There were many peoples quarrelling.
3. Sheeps do not thrive in Japan.
4. The woman is not inferior to the man, but quite different.
5. She sewed two drawers for her father, for which he gave her a pretty scissor.
6. Is your family all very well?
7. Tea-plant is not grown in Europe.
8. How often one month do you write to your family?
9. I offer you my hearty thank.
10. I have bought an eight-days clock.
11. Our empire has passed through many crisis.
12. As he is near-sighted, he is going to buy a spectacle.
13. Many a building have been reduced to ash through the mischief of child.
14. I have never seen a hundred years old man.
15. We have hired the bicycle by a day.
16. The maid milks the cow three time the day.
17. The infantry were defeated, but the cavalry were victorious.
18. It cost me seven yens and fifty sens.
19. There is plenty of pen and pencil.

§ 3.—MATERIAL AND ABSTRACT NOUNS.

(General character:— $\left\{ \begin{array}{l} \text{Not used in the Plural.} \\ \text{Cannot take the Indefinite} \\ \text{Article.} \end{array} \right.$)

13. A **Material Noun** is said to be **used as a Common Noun** when it is applied, not to the material itself, but to some kind of it, or something made of it.

<i>Material.</i>	<i>Common.</i>
$\left\{ \begin{array}{l} \text{Can neither take "a" ("an")} \\ \text{nor be made plural.} \end{array} \right.$	$\left\{ \begin{array}{l} \text{Can either take "a" ("an")} \\ \text{or be made plural.} \end{array} \right.$
Glass is very brittle.	Will you take a glass of wine? (一盃).
He manufactures powder.	This is a dangerous powder. (=a dangerous kind of powder.)
I am fond of tea.	I have several teas. (=several kinds of tea.)
We use paper to write upon.	(He produced several papers in support of his argument. (書キモノ).)
	(Lend me to-day's paper (=newspaper).)

"Papers" should not be misused for "sheets of paper."

14. Common Error in the use of Material Nouns. Such a Japanese sentence as "Ano hashi wa ki desu" is apt to be translated: "That bridge is *wood*," instead of "That bridge is (*built*) of *wood*," or "That bridge is *wooden*."

Incorrect.

My watch is **gold**.

Our house is **stone**.

This shirt is **flannel**.

Correct.

My watch is (made) **of gold**.

Our house is (built) **of stone**.

This shirt is **of flannel**.

15. Many Abstract Nouns are derived from Adjectives and Verbs.

From Adjectives.

Bravery, laziness,

truth, silence,

strength, patience,

stupidity.

From Verbs.

Action, intention,

knowledge, service,

punishment, choice,

pronunciation.

Let the students give the original Adjectives and Verbs.

16. An Abstract Noun is said to be **used as a Common Noun** when it is applied, not to the quality or action itself, but to its instance, result, or possessor.

Abstract.

{ Can neither take "a" ("an")
nor be made plural. }

There is no **relation**
between them.

Authority should not be
abused.

Knowledge is **power**.

Time flies like an arrow.

Cruelty should be avoid-
ed.

He earns his bread by
writing.

Common.

{ Can either take "a" ("an")
or be made plural. }

He is a **relation** of mine.

The **authorities** (當局者)
are investigating the
matter.

The **Powers** (列國) are
consulting about the
affair.

{ These are signs of the
times (時勢).
I went there **two** or
three times.

They committed **many**
cruelties (殘酷ノ所業).
He is fond of San-yo's
writings. (詩文).

17. Abstract Nouns used as Titles.— This is but another instance of the use explained above.

Majesty. (陛下). *Highness*. (殿下). *Excellency*. (閣下).

Their **Majesties** the Emperor and Empress have returned.

His Imperial Highness (or H. I. H.) the Crown Prince is staying at the Numazu Palace.

They say Your Excellency is (=you are) going to resign.

Notice that when such a title is used in place of "you" as subject, the verb is in the third person.

18. An Abstract Noun used as Subjective Complement when the Subject denotes a person.*

It is then accompanied either by "all" or "itself," and shows that the quality is possessed by the person in an uncommon degree.

He is all kindness (=extremely kind) to me.

"She was all life and gladness." (=ex'tremely lively and glad.)
Irving.

He is avarice itself (=an incarnation of avarice.
(慾ノ固マリ)).

19. Abstract Nouns not to be misused for Adjectives.— Japanese students are especially warned against this error.

Incorrect.

I am sickness.

He is very patience.

Correct.

I am sick.

He is very patient.

* See Seymour's *More Grammar Lessons* (3rd edition), p. 4.

EXERCISE III.

(a) *Classify the italicized Nouns* :—

1. Most animals eat *grass*.
2. The botanist has found a new *grass*.
3. The *nobility* of his character is widely known.
4. The *nobility* are generally envied.
5. He has a very strong *memory*.
6. In *diligence* and *memory* he is second to none.
7. He made an eloquent *speech* on the occasion.
8. *Beauty* is but temporary.
9. *Composition* is difficult to learn.
10. She was a *beauty* in her youth.
11. The *composition* was written by Mr. B.
12. Man alone has the faculty of *speech*.
13. He loved old books, but disliked new *readings*.
14. I wish I could see the seven *wonders* of the world.
15. Who is not struck with *wonder* at that grand sight?
16. *Teaching* is no easy task.

17. We should always remember the *teachings* of the wise and the learned.

18. He was soon out of *sight*.

(b) *Correct the errors* :—

1. He is rather idleness, but his brother is a little study.

2. A death is feared by all.

3. He is very fond of a wine.

4. Our school is wood, but theirs is brick and stone.

X 5. He has done me kindness.

6. Please give me some papers; I am going to write composition.

X 7. I am sure Your Excellency are aware of it.

8. The engineer was ordered to build it iron.

(c) *Rewrite the italicized parts by using suitable Adjectives* :—

1. The landlady was *all courtesy*.

2. To every visitor he was *hospitality itself*.

3. The students are *all eagerness* to join the excursion.

4. He is *cruelty itself* in treating his animals.

§ 4.—CASE.

20. The meaning of the Possessive Case.

Besides the possessor, the Possessive Case may also denote*

(1) *the Author or Inventor* : as, Bakin's novels, Webster's dictionary, Watt's steam-engine, Newton's principles.

(2) *the Doer* : as, the Emperor's departure, the Premier's resignation, father's return.

(3) *the Object* : as, A girls' school (=A school with the object of educating girls); a children's hospital (=a hospital with the object of treating children).

21. Separate Possession and Joint Possession.†

The difference is shown by whether the possessive sign is added to all the nouns joined by "and," or only to the last one.

<i>Separate possession.</i>	<i>Joint possession.</i>
These are Taro's and Jiro's balls.	This is Taro and Jiro's ball.
Both Taro's and Jiro's balls are pretty.	Taro and Jiro's balls are pretty.

* See Seymour, p. 10.

† See Meade's *English Language and its Grammar*.

22. "That watch of your brother's." This is but a convenient and refined way of expression for "*Your brother's that watch*" which would be too clumsy. It does not imply that "*your brother*" has more than one of the thing named as the somewhat similar expression "*A friend of your brother's*" does. It is a combination of the two expressions: "Your brother's watch" and "That watch."

How fine is that horse of your father's!

This overcoat of my brother's is already worn out.

That father of Ito's is very humble.

(伊藤ノアノオヤヂサンハ非常ニ謙遜家ダ)。

We should sacrifice everything for this land of our fathers'.

(我々ノ祖先ノ此國土ノ爲メニハ萬事ヲ犠牲ニ供スベキ筈デアル)。

23. The Use of the Possessive Case is limited to*:

(1) Nouns of *persons* and *animals*.

The emperor's anxiety; Sato's father; a horse's tail.

* See *Nesfield*, p. 22 and *Seymour*, p. 9.

(2) Nouns of *sublime objects*.

The sun's heat; the moon's disk; the earth's surface; the country's welfare; the river's flow; the ocean's roar.

(3) Nouns of *time, distance, or weight*.

An hour's walk; two weeks' absence; yesterday's dictation; to-day's paper; last year's income; fifty miles' journey; two pounds' weight.

(4) Nouns in some *familiar phrases*.

Let us do so for convenience' sake. (便宜上、not "convenience's sake.")

I have those poems at my fingers' ends. (熟通シテ、暗シテ)。

There was a pond within a stone's throw of the inn. (石ヲ投グレバ届ク程ノ處ニ)。

Having failed in the attempt, he was at his wits' end what to do. (困ツテ、行キツマツテ)。

At last we were at our journey's end.

24. Nouns of Personified Objects.— An abstract quality or inanimate object is often spoken of as if it were a living thing. This is called **Personification**, and nouns of these personified objects may be in the Possessive Case just like names of persons.

He always listened to **nature's** silent teachings.
Be always prompt at **duty's** call and never listen
to **temptation's** whisper.

Note.—Personified nouns are often treated as Proper and begun with a capital letter.

25. Before a Gerund any noun may be used in the Possessive Case.*

On **the bell's** ringing (=when the bell rang), all the children went in.

(But :— “the sound of a bell,” not “a bell's sound”)

They were glad **of the ceremony's** being over so soon (=that the ceremony was over so soon).

(But :— “the programme of the ceremony,” not “the ceremony's programme.”)

The blind man was vexed **at his cane's** having broken (=that his cane had broken).

(But :— “the length of a cane,” not “a cane's length.”)

As may be seen, a possessive noun in this use is, in reality, the logical subject (or the subject-in-sense) of the gerund.

* Some Grammarians condemn this usage. See *Nesfield*, page 76.

EXERCISE IV.

(a) *Correct the errors, if any :—*

1. This knife's handle is of horn.
2. Yesterday's meeting was a great success.
3. This ink's colour is bad.
4. This class's students are all diligent.
5. I saw it at your father'.
6. Please pardon him for mercy's sake.
7. What is the Queen's age of England? *Queen's*
8. He is an English literature's teacher. *of*
9. Can you lift up that powder's two hundred pounds' weight? *of*
10. That book's price is very high.
11. Who is not enraptured by Music's sweet melody? *the*
12. The Emperor's palace of China is very magnificent.
13. I saw your friend in the street yesterday. Can you guess who it was? *she*

(b) *Replace each italicized Clause by a Phrase containing a Possessive and a Gerund :—*

1. *When my father went out*, I resumed my reading.

2. I was surprised ^{at} ~~that~~ my servant ^{doen} ~~did~~ so. (The phrase to be introduced by "at.")

3. He was glad ^{of} ~~that~~ his son ^{being} ~~was~~ so clever.

4. ^{at clock having struck three} When the clock strikes three, the gate will be closed.

5. I did not hear ^{of the wall's having fallen} ~~that~~ the wall had fallen. (The phrase to be introduced by "of.")
having fallen of wall's

§ 5.—GENDER AND PERSON.

26. Gender in nouns, though not so important in itself, should have the proper share of attention paid to, as it **largely interferes with the use of pronouns representing them.**

27. Gender of nouns denoting Personified Objects.—The usual rule is to regard strong, great, or sublime things as males, and tender, inferior, or beautiful ones as females.

Masculine.

"Sun," "summer,"
"death," "anger."

The sun drove away the clouds with his powerful rays.

I fear not **Death**. Let him come!

Feminine.

"Moon," "spring,"
"mercy," "peace."

The moon shed her mild light upon the scene.

Let **Peace** forever hold her sway over the earth.

Names of countries, when not used as such, but as **names of nations**, are treated as feminine nouns.

{ **Japan** is but a small country. It consists of four principal islands, and **its** climate is generally mild. (*As a country.*)

{ If **Japan** strengthens **her** navy a little more, **she** may be able to protect **her** interests abroad. (*As a nation.*)

A **ship** is always regarded as a feminine being. **She** was capsized with all **her** crew on board.

28. The Definite Gender for the Common Gender. Notice the following:—

Man is mortal. ("Woman" included.)

The **horse** is a noble animal. ("The mare" included.)

A **cow** has no front teeth. ("An ox" included.)

29. Gender ignored in names of Animals.—

This often happens when the question of sex is considered immaterial, and the noun is represented by the Neuter Pronoun "*it*."

The **lion** is strong enough to kill a **horse** with its sharp teeth and claws, and then drag **it** away to its den in the forest. (*Masculine ignored.*)

A fox caught a **hen** and killed **it**. (*Feminine ignored.*)

"*Baby*" and often "*child*" are treated in like manner.

The **baby** was deserted by **its** mother.

The **child** seems to have lost **its** way.

30. The First and the Second Person rarely found with Nouns.—The question of Person is of little importance with Nouns, as they are almost always in only one Person—the Third. Still they are sometimes found in the First or Second as in the following:—

First Person. { We **students** should not do any such thing.
I, **Kiyomasa**, will never retreat a step.

Second Person. { Where are you going, **Yano**?
You **boys** should be always obedient.

EXERCISE V.

Fill the blanks with suitable *Pronouns* senting the italicized *Nouns*:—

1. My *aunt* lives with — daughter.

2. As the *dog* saw the *cat*, — began to bark and ran after —.

3. *England* will not hesitate to fight in order to protect — interests.

4. *China* is a vast country. — covers an area larger than that of all Europe.

5. *China* is doing ^{her}best to extricate ^{her}from ^{her}present dangerous condition.

6. *Spring* will soon return to salute us with ^{her}happy smiles.

7. *Anger* darted ^{his}fiery glance.

8. As the *Yashima* has finished ^{her}repairs, ^{she}will shortly weigh anchor.

9. The *baby* was found alive at ^{its}—dead mother's side.

§ 6.—USES OF NOUNS.

31. The Use of a word is the function it performs as an element of the sentence. It is the most important fact about any part of speech, and its knowledge paves the way ^{準備} to the ultimate end of grammar study—the right construction of a sentence.

32. The noun has altogether the following eight uses :—

I. The **Subjective Use.**

As Subject of a verb.

The river flows rapidly.

II. The **Objective Use.**

(1) *As Direct Object.* I gave the boy a picture.

(2) *As Indirect Object.* I gave the boy a picture.

(3) *As Retained Object.** { The boy was given a picture.
A picture was given the boy.

When there is an infinitive coming after as objective complement, the Object is, in reality, the *Logical Subject of the infinitive.*

I wanted the servant *to do* so.

(=I wanted that the servant *should do* so.)

Have you ever heard the boy *sing*?

(=Have you ever heard when the boy *sang*?)

III. The **Phrase-Use.**

As Object of a preposition.

I am going to the park. It is made of wood.

* To be explained under "Voice," Chapter V.

IV. The **Attributive Use.**

(1) *As Possessive Modifier.*

This is my brother's watch.

(2) *As Appositive Modifier.*

Bakin the novelist became blind.

It is Fuji, the highest mountain in Japan.

(3) *As Adjective.*

The summer rose; the cottage window; a lamp chimney.

Here the noun may be treated as an Adjective.

V. The **Predicative Use.**

(1) *As Subjective Complement.**

He is a soldier. He is considered a good man.

(2) *As Objective Complement.*

I have made him a servant.

They consider him a good man.

VI. The **Adverbial Use.**

As Objective Adverbial.

He came an hour later.

I arrived the next morning.

I have walked all the way.

It is fifty miles away.

* Called also "Predicate Nominative."

This is a dollar cheaper. It is worth two yen.
He is 40 years old. This is 50 feet long.

VII. The Absolute Use.

As Nominative Absolute.

The sun having set, we went home.

They all went out, the father alone remaining.

VIII. The Independent Use.

As Nominative Independent.

Mary, mother wants you. (オツ母サンガ呼ンテ
オマスヨ)。

EXERCISE VI.

Tell the Use of each noun :—

1. The traveller stayed there three or four days.
2. We rose early one morning and rode to the top of a hill.
3. The boy asked the man a very foolish question.
4. What are you doing, young fellow?
5. Who do you think that man is?
6. The ringleader being caught, the mob dispersed in every direction.

7. There are eight views called the Ōmi Hakkei on the shores of Biwa, the largest lake in Japan.

8. Which gentleman are you speaking of?

9. They elected him president.

10. The wind blowing hard, the sports were stopped.

11. I am two years older than he.

12. The picture represented a battle scene in the Japan-China War.

CHAPTER II.—THE PRONOUN.

INTRODUCTORY TABLE.

<i>Classes.</i>	<i>Examples.</i>
Personal.	I, you, he, they.
Possessive.	Mine, yours, theirs.
Relative.	Who, which, what.
Interrogative.	Who? which? what?
Adjective.	This, that, such, each.

§ 1.—PERSONAL AND POSSESSIVE PRONOUNS.

INTRODUCTORY TABLES.

I. Simple Personal Pronouns.

	<i>Singular.</i>			<i>Plural.</i>		
	<i>Nom.</i>	<i>Poss.</i>	<i>Obj.</i>	<i>Nom.</i>	<i>Poss.</i>	<i>Obj.</i>
1 st <i>Person.</i>	I	my	me	We	our	us
2 nd <i>Person.</i>	You	your	you	You	your	you
	(Thou)	(thy)	(thee)			
3 rd <i>Person.</i>	He	his	him	They	their	them
	She	her	her			
	It	its	it			

II. Reflexive (or Compound) Personal Pronouns.

	<i>Nom.</i>	<i>Poss.</i>	<i>Obj.</i>	
1 st <i>Person.</i>	Myself	my own	myself	
2 nd <i>Person.</i>	Yourself	your own	yourself	
	(Thyself)	(thy own)	(thyself)	
3 rd <i>Person.</i>	Himself	his own	himself	
	Herself	her own	herself	
	Itself	its own	itself	
1 st <i>Person.</i>	Ourselves	our own	ourselves	<i>Plural.</i>
2 nd <i>Person.</i>	Yourselves	your own	yourselves	
3 rd <i>Person.</i>	Themselves	their own	themselves	

III. Possessive Pronouns.

	<i>Sing. & Pl.</i>		
<i>Nom. & Obj.</i>	Mine	((Thine)	{His, Hers.
	Ours	{Yours	{Theirs.

33. The Solemn Form of the Second Person Singular, “*thou (thy, thee),*” is not used in daily language, except by the Quakers, or in such particular cases as the following:—

Solemn style. { O, **thou** Almighty God!
O, my country! **thy** welfare is all I care for!

Contempt. Begone, **thou** scoundrel! How I hate thee!

34. Indefinite use.— Personal pronouns are often used in an indefinite or general sense.

We (= *men in general*) are apt to despise those who are below us (= *them*).

Whenever **you** (= *men*) see an ant, **you** (= *they*) will find it working.

He who (= *anyone* who) is diligent, will surely succeed.

(Compare:— *Those* who are diligent, will surely succeed.)

{ They (= *exporters in general*) export a great deal of rice every year.

{ Why do **they** (= *the authorities*) not establish a girls' school here?

{ They (= *people*) say that he intends to go abroad.

{ They tell me that she is a great musician.

"*They*" in this use is omitted in the passive construction.

{ A great deal of rice is exported every year.

{ Why is not a girls' school established here?

{ It is said that he intends to go abroad.

{ I am told that she is a great musician.

Besides the indefinite use of "*it*" for time, weather, or distance*, the following should also be noticed.

Is **it** well with you? (= *Are you well?*)

How is **it** with your child? (= *How is your child?*)

It is always so with him. { = *It is always the case with him.* (アノ人ハイツモ左様ダ。)}
 It is all up with him. { = *It is all over with him.* (アノ人ハモウダメデス), said either of a case of sickness or failure. }

* Already explained in the author's Intermediate English Grammar.

35. Emphatic demonstrative use of "it."

This is seen when it is used to emphasize the subject, object, or adverbial modifier

<i>Subject, Object, or Adverbial Modifier in Ordinary Construction.</i>	<i>Subject, Object, or Adverbial Modifier in Emphatic Construction with "It."</i>
---	---

They have quarrelled.

It is **they** that have quarrelled.

A boy killed it.

It was a **boy** that killed it.

They hated **me**.

It was **I** that they hated.

He did so **reluctantly**.

It was **reluctantly** that he did so.

He returned late in the **night**.

It was **late in the night** that he returned.

He shows his great ability when such a **thing** happens.

It is when **such a thing** happens that he shows his great ability.

36. The forms wanting for the Possessive of the Reflexive Pronouns may be supplied by "Simple Possessive Form + own."

My own. Our own. Your own. His (her, its) own.

Their own.

Let us rely on our own efforts.

By being idle, you are working your own ruin.
It destroyed its own life.

37. Emphatic use of the Reflexive Pronouns.—This is when they are used appositively either with the subject, or the object while in ordinary use they serve mostly as Objects.

<i>Ordinary Use.</i>	<i>Emphatic Use.</i>
He killed himself.	He killed it himself.
I rely on myself.	I myself rely on it.
The emperor placed himself at the head of the army.	The army was led by the emperor himself.

It may thus be noticed that, while in ordinary use they are absolutely indispensable, in emphatic use they may be omitted without injuring the sense.

38. "That watch of yours."—This form of expression is used for the same reason as already explained in ¶ 22.

What a fine piece of work is that watch of yours!

This watch of mine has become an absolute liar.

That husband of hers is a little too arrogant.

This world of ours is just like a great theatre.

EXERCISE VII.

(a) Substitute suitable Pronouns for the italicized words:—

1. They have each bought a novel, but *his* novel is not so interesting as *her* novel.
2. *Anyone* who is virtuous is happy.
3. Please come to my house this afternoon. *You and I* will take a walk in the park.
4. *The weather* was very fine yesterday.
5. *People* speak well of you.
6. *The distance* is only five miles to my native place.

(b) Translate the following:—

1. 彼ハ自己ノ家ヲ焼ケリ。 *He burnt his own house.*
2. 私ハ自分ヲ其ヲ知ツテ居マス。 *I know it myself.*
3. アノ人ダチハイツモ左様ダ。 *It is always so with them.*
4. 私ハモウダメデス。 *It is all up with me.*
5. 君ノ其ノ外套ニイクラ御出シニナリマシタガ。
(to pay.) *How much did you pay for that overcoat of yours?*
6. 我々ノ此學校ヲ愛セス人ハ誰モアリマスマイ。
who does not love this school of ours?
7. 私ハ嘗テ友ダチト其處ヲ見物シマシタ。(to visit.)
I ever visit there with my friends.
8. 君ノ犬ハ私ノヨリ強イ。
He dog of yours is stronger than mine.
9. 君ノ御母サンハ如何デスガ。(Use "it")
How is it with your mother?

(c) Rewrite each sentence by putting the italiciz-

ed part into Emphatic Construction with "it":—

1. He said so. *It is he that said so*
2. They parted in tears. *It is they that parted*
3. I feared the dog, not the man. *in tears*
4. I told him so when I saw him yesterday. *It is the dog that I feared, it is not the man*
5. We finished the work after much difficulty. *It was after much difficulty that I finished the work.*

§ 2.—RELATIVE PRONOUNS.

INTRODUCTORY TABLE.

	Sing. & Pl.					Generally Sing.
Nom.	Who	Which	That	What	As	But
Poss.	Whose	Whose	—	—	—	—
Obj.	Whom	Which	That	What	As	But

39. "Which," unlike the other Relatives, can take a phrase or clause for its Antecedent.

They tried hard to catch the fish, which, however, was found impossible.

He has performed such a hard task without murmur, which is a clear proof of his strong will.

She told her father of her success, upon* which his face brightened up with joy.

* For this use of "upon" see, ¶ 200.

40. "That" compared with "Who" and "Which."— While "who" and "which" are generally explanatory, "that" is generally restrictive and is to be preferred:

(1) After an Adjective in the superlative degree.

He is the richest man that (not whom) I know.

This is the easiest lesson that (not which) we have ever learned.

(2) After such a Clause as "It is he."

It is I that (not who) am called.

It was he that (not who) did it.

It is a nightingale that (not which) is singing over there.

(3) When the Antecedent includes both persons and animals.

Suddenly the cart upset, and seriously hurt a lady and her dog that (neither who nor which) were just passing by.

The men and horses that you see yonder belong to the 5th regiment.

(4) After Interrogative Pronouns and such Pronominals* as "some," "all," "same."

Who that (not who) is honest can do so?

* That is, Adjective Pronouns or Pronominal Adjectives.

There are some **that** (not *who*) don't know their own birthdays.

This is **all that** (not *which*) I know.

This is the same knife **that** (not *which*) I lost yesterday.

41. "What," equivalent to "*that which*," "*those which*" or "*all that*," is chiefly used when it is not desirable or proper to make any definite mention of the antecedent.

What is cried up by popular voice is not always the best.

I have nothing but **what** are in this room.

He remembers **what** he hears.

42. "As" used as a Relative. — This is when it is preceded by "*as*," "*such*," or "*same*."

As many beggars **as** came were given some alms.

They paid him **as** much respect **as** they could.

Let us associate only with such **as** (= *those who*) are wise.

I like **such** a story **as** is both instructive and amusing.

He studies the **same** language **as** (= *that*) I do.

43. "But" used as a Relative.— It is then equivalent to "*that not*," and is always preceded by a negative word.

There is nobody **but** has (= *that has not*) some ambition.

Not a lady present **but** gave (= *that did not give*) something to the orphan.

44. Restrictive and Continuative Uses. Notice the difference:—

<i>Restrictive Use.</i>	<i>Continuative Use.</i>
The man who was praised so much was really a hypocrite.	I met Mr. Itō yesterday, who (= <i>and he</i>) told me an interesting news.
This is the book which I bought yesterday.	He began to read the book, which (= <i>and it</i>) proved very easy for him.

It will thus be seen that a Continuative Relative stands for the combined force of a Co-ordinate Conjunction and a Personal Pronoun.

45. A Relative Pronoun agrees with its Antecedent in Person and Number.

Nothing is possible for me *who am* always so sick and poor.

You *who are* so rich. He *who is* honest.

A Noun of Multitude is represented by "*who*" in the plural, while a Collective Noun is represented by "*which*," either singular or plural.

*With a Noun of Multi-
tude as Antecedent.*

I told it to my family,
who were all sur-
prised.

It is a pleasure to teach
my class, *who are* all
so diligent.

*With a Collective Noun
as Antecedent*

He has ruined his family,
which was formerly
the richest one in the
town.

There are only five fami-
lies in the village,
which, however, are
all rich.

I teach a class, *which is*
composed of 30 stu-
dents.

We have ten classes,
which are each com-
posed of 30 students.

Exception:—When the Principal Clause begins with the emphatic demonstrative “*it*,” as in “*It is I*” and similar expressions, the Relative agrees with the Subjective Complement, and not with “*it*.”

It is I *that am* suspected, not you.

It is you *that have* won the prize.

It was they *that were* punished.

46. Omission of a Relative Pronoun.— A Re-

strictive Relative in the Objective Case is often omitted.

The man (*whom*) you speak of is my uncle.

This is the house we live in. (=the house in *which* we live.)

When the antecedent denotes time, the Preposition governing the relative is also omitted.

You must finish it by the time (*at which*) he comes back.

It took place just on the day (*on which*) you started for Kyōto.

These may also be construed as having the Adverb “*when*” understood.

47. Compound Relative Pronouns.— These are formed by adding “*ever*” or “*soever*” to “*who*,” “*which*,” “*what*.”

Nom. **Whoever, Whosoever** (= *anyone who*)

Poss. **Whosever, Whosesoever** (= *anyone whose*)

Obj. **Whomever, Whomsoever** (= *anyone whom*)

Nom. { **Whichever, Whichsoever** (= *either or any*
& *that*)

Obj. { **Whatever, Whatsoever** (= *anything that*)

48. How to determine the case-form of a Compound Relative.— A Compound Relative is

in itself an Antecedent and a Relative combined, but its case-form is determined by its office as Relative, and not as Antecedent.

I will reward **whoever** (=anyone who) can answer.

Please invite **whomever** (=anyone whom) you know.

49. A Compound Relative is sometimes used to introduce a Concessive Clause.

If anyone should do so, I will punish him, **whoever he may be** (=no matter who he is).

Whatever you do (=no matter what you do), you cannot please him.

Whichever you may take (=no matter which you may take), you should keep it carefully.

EXERCISE VIII.

(a) *Substitute Suitable Relative Pronouns for the italicized words:—*

1. I visited Mr. Katō yesterday, *and he* was greatly pleased to see me after so long a time.
2. He saves *all that* he earns.
- ✗ 3. There was not a boy *that* did not do his best.
4. He acted quite contrary to his promise, *and this* betrayed his treacherous nature.

5. I will do *anything* ^{with} that you order me.
6. *No matter what* you say, I will not pardon you. ^{whichever you may say}
7. He saluted with a smile *anyone* ^{whom ever} whom he met.
8. He listened to *anyone* ^{whosever} whose request was reasonable.
9. I will buy the house, *whatever* ^{whosoever} person's it may be.
10. There was not a place famous in history or fable *that* he did not visit in his life-long journey.

(b) *Fill the blanks with suitable Relative Pronouns:—*

1. This is the most beautiful flower — I have. ^{that}
 2. I don't think ^{what} — he says is true.
 3. Who ^{that} — has common sense can do so?
 4. A woman — husband is dead is called a widow. ^{whose}
 5. — particularly displeased his audience was his constant gesticulation. ^{what}
 7. This is the same watch — I lost yesterday. ^{that}
 8. They have carried away the man and the horse — were found dead in the wood this morning. ^{which}
- (c) *Correct the following:—*
1. The gentleman who you see there is Sano's father. ^{that}

2. I like such a story ^{that} which you have just told.
- × 3. It is they ^{which} who has been making a noise.
4. The ceremony was attended by the cavalry which was all mounted on dark gray horses.
- ^{who} 5. They will welcome whomever goes there.
6. Here are three books. You may take ^{what} whatever you like.
- × 7. The people heard the news all lamented his unhappy fate.
8. The day ^{that} which we started was cold and cloudy.

§ 3.—INTERROGATIVE PRONOUNS.

50. Interrogative Pronouns used Conjunctionally.— These, though similar to Relative Pronouns in connecting Clauses, differ from them in taking no Antecedents.

<i>Conjunctive Interrogatives.</i>	<i>Relatives.</i>
I don't know who he is.	I like a <i>man who</i> is kind and honest.
Tell me whose house it is.	I condoled with <i>Mr. Toda, whose</i> house had been burnt down.

51. An Interrogative Pronoun is often combined with an Infinitive to form a Phrase.

I don't know **whom** to ask.

He hesitates **which** to buy.

I was puzzled **whose** house to visit first.

52. "Who is he?" and "What is he?"— The former asks a person's name or lineage: the latter his occupation or social status.

Who is he? *Ans.* He is *Mr. Sato.*

Well, **who** is Mr. Satō? *Ans.* He is Mr. Itō's *uncle.*

What is he? *Ans.* He is a *naval officer.*

I know **what** he is (= *his occupation*), but not **who** he is (= *his name*).

53. "What is it like?" = *What sort of a thing is it?* (フナ物デスカ).

"**What** is a warship like?" asked the child. "It is, as it were, a floating castle," replied the mother.

Tell me **what** his brother was like.

Ans. He was a tall gentleman with a fine mustache.

"**What** was my astonishment on hearing it!" = *How great was my astonishment on hearing it!* (余ノ驚キハ如何計リナリシゾ).

EXERCISE IX.

Translate the following, using Interrogative Pronouns wherever possible:—

1. 誰ト共ニ行キマシタカ。
with whom did you go
2. 私ヲ誰ダト思ヒナサル。
who is it do you think
3. 君ハ私ガ誰ヲ訪チタト思ヒマスカ。
whom I called do you think
4. アツ人ノ名ハ知ツテ非ルガ職ハ知リマセン。
I know who is he but not what is he.
5. 其書物ハドシタカ。
what that book was like
6. 私ニ逢ツタキノ彼ノ人ノ喜ビハドシタラウ。
what was his gladness when he met with me
7. 私ハ何ト言ツテ宜シイカ分リマセヌ。
I don't know what to say.
8. 彼ハ誰レニ話シカクテ宜シイカ困ツテキタ。
He was puzzled to speak to whom.

§ 4.—ADJECTIVE PRONOUNS.

(THEIR ADJECTIVE USE INCLUDED.)

54. The Distinction between Adjective Pronouns and Pronominal Adjectives is rather immaterial, since the one class of words readily becomes the other when used with nouns. In the present section we shall include these Pronouns in their Adjective use.

55. "This," "that."

He always knows his lesson, and **this** (=which) shows how diligent he is.

Please write him a letter, and **that** (=and do so) immediately.

His voice resembles **that** (=the voice) of an Englishman.

His writings are more interesting than those of his father.

The child is always breaking **this** thing or **that** (=something or other).

The cat has scratched me **like this** (=thus. コノナニ).

How have you been hurt **like that**? (=so. ソノナニ).

"**This day week**" means the corresponding day of last or next week.

Let us meet again **this day week**.

He embarked from Yokohama **this day week**.

I shall be able to finish it by **this time to-morrow**. (明日ノ今頃).

"Almost on **that day year** (一年前ノ其日頃ニ) it (the House of Commons) had been cheering* Pitt."
Macaulay.

*喝采シテ。

"These three years" means "*for the last or next three years.*"

I have studied it **these four years.**

I will study it **these four years** yet.

I shall see you again **one of these days** (= *shortly*).

56. "Former," "latter."—These are always preceded by "*the.*"

Hideyoshi and Iyeyasu were not always friends; and **the former** was once defeated by **the latter** at Nagakude.

Knowledge should be guided by virtue; **the former** alone has often proved baneful.

"**This . . . that**" is sometimes equivalent to "*the latter . . . the former.*"

I like the dog better than the cat; **this** (= *the latter*) is not so faithful as **that** (= *the former*).

57. "Same" is always preceded by "*the.*"

This is **the same** (= *the very thing*) **that** I lost yesterday.

You wear **the same** kind of hat **as** he does.

He bought a watch and sold **the same** (= *that very watch*) the next day.

"**One and the same**" is a more emphatic term for "*the same.*"

These different expressions all mean **one and the same thing.**

58. "Such."

When used with the Indefinite Article, **such** always precedes it.

Such a story as you have just told is always edifying.

No one can hope to beat **such as** you.

He was a learned man, and was greatly respected **as such** (= *as a learned man*). (He may not have been respected *in other respects*.)

If you are really a patriot, show yourself **such** (= *a patriot*).

"**Such and such a,**" and sometimes "**such a,**" is used in an indefinite sense.

She will always tell you that she has been to see **such and such a** play at **such a** theatre. (ドコロコノ劇場ヲ何々ノ芝居ヲ見ニ行ツテ來タ).

59. "All."

All you have to do is to obey him (= You have only to obey him.)

Let us have sympathy, each for all, all for each.

"**At all**" is an emphatic phrase used negatively, interrogatively, or after "*if,*" and expressing a variety of meaning.

He does not study **at all** (= *in the least*).

I have no ambition **at all** (= *in any respect*).

What do you study for **at all** (= *anyhow*)?

Be thorough, if you study **at all** (= *at any rate*).

After all, man is a selfish being. (矢張り、到底、畢竟)。

There were fifty passengers **in all**. (悉皆)。

You must do it, **first of all**. (何ヨリ先)。

Last of all, Mr. A. rose to speak. (一番仕舞ヒ)。

All the boys are good. = **The boys** are **all good**.

60. "Both," when used with the Definite Article, always precedes it.

Both the brothers are clever = **The brothers** are **both** clever.

Both of them are good. = **They both** are good. = **They** are **both** good.

61. "One."

(1) *Used to save the repetition of a noun.* In this case, it admits of plural.

Please show me a better **one** (= *knife*) than this knife.

The prince bought two gold watches and three silver **ones** (= *watches*).

(2) *Used independently of nouns.* In this case, it is usually limited to singular and referred to by another "one."

One should obey **one's** (not *his*) superiors.

One is apt to think **oneself** (not *himself*) faultless.

One who (= *he who*) is just, does not fear.

But when preceded by "any," "some," "every," "each," or "no," it is referred to by "he."

Every one did **his** best.

No one knew **his** own fate.

(3) *In the sense of "a certain."* In this case, it is a Pronominal Adjective.

One night (= *on a certain night*) we took a stroll there.

One Tanaka (= *a certain Tanaka**) is reported to have committed suicide yesterday.

(4) *Compared with "it."* "One" represents an indefinite Noun; "it" a definite one.

{ Have you a knife? Yes, I have **one** (= *a knife*).

{ Have you the knife? Yes, I have **it** (= *the knife*).

{ I want a trunk, but have no money to buy **one** (= *a trunk*).

{ I bought a trunk, and gave **it** (= *the trunk*) to my brother.

* See ¶ 4, (c)

62. "None" is found in both numbers.

{ None (=no one) knows the fact. (*Separately*)
None know (=all are ignorant of) the fact.
(*Collectively*.)

It is, however, generally plural in modern usage.*

63. "Another."

Show me those of another make (=a different make).

This is not enough; please give me another glass (=one more glass).

偽善者 He is a hypocrite; his wife is another (=also one).

64. "Other," when singular, generally takes "the."

One of them was a merchant; the other a student. (今一人)

One of my brothers lives in Kyōto; the others (=the rest) are all in the native place.

I don't care what others (=people 他人) may think of me.

65. "The one . . . the other" = "the former . . . the latter."†

* See Dixon's *English Lesson*. (2nd edition), p. 79.

† See Bain's *Companion to the Higher Grammar*, p. III.

Hideyoshi and Iyeyasu were not always friends; and the one was once defeated by the other at Nagakude.

But it is often vaguely used in the sense of "one . . . the other."

He has two sons; the one is an engineer, the other a lawyer.

"On the one hand . . . on the other (hand)" (一方デハ.....又一方デハ)。

It was now a critical time for the family. On the one hand, the father had become totally imbecile; 身弱 on the other, the sons went wild and unruly.

66. "Either," "neither."— Both are used of two things. In case of three or more, "any" and "none" are used.

Do you know either of them (two)?

{ Compare:— Do you know any of them (three)? }

I know neither of them (two).

{ Compare:— I know none of them (three). }

67. "Every" is always a Pronominal Adjective. It means "each without exception," and always implies a plural idea.

Every boy was satisfied. (=All the boys were satisfied.)

He teaches us **every other** (=every second) day.
(隔日 =)。

Please write it in **every other** (=every second) line.

He comes **every third day** (or **every three days**).
(三日目毎 =)。

She stopped for breath after **every few steps**.

(But "*every days*," "*every steps*," etc. are quite wrong.)

"**Every**" and "**Each**" compared:—

(1) "*Every*" emphasizes the idea of the whole through that of individuality, while "*each*" stops with the latter idea.

Every child loves its parents. (トノ子供デモ皆自分ノ親ヲ愛シマス。 "*All children without exception.*")

Each child loves its (own) parents. (子供ハ名々ニ自分ノ親ヲ愛シマス)。

Each man has his own ambition, but it is not every man that happily sees it realized.

(2) When speaking of only two things, "*each*" is used. "*Every*" always implies the idea of three or more.

68. "**Each other**" and "**One another**."—The usual distinction is as follows:—

"*Each other*" (said of two). | "*One another*" (said of three or more).

The *two* hated **each other**. | Let us *all* love **one another**.

Don't speak with **each other**. | Don't speak with **one another**.

69. "**Some**," "**any**."

I. "**Some**" and "**any**" compared.

(1) "*Some*" is definite; "*Any*" indefinite.

{ You must do **so sometime**. (イツカ)。

{ You may do **so any time**. (イツデモ)。

{ **Somebody** must have told you so. (誰カ)。

{ **Anybody** will be surprised if you say so. (誰デモ)。

(2) "*Some*" is used affirmatively; "*any*" is used negatively, interrogatively, or after "*if*."

{ Do you know **any** of them? I am sure you know **some**.

{ No, I do not know **any** of them.

He asked me *if* I knew **any** of them.

I should like **some** cherries. (少許)。 Have you **any**? (イクラカ)。

Exception:— "*Some*" is used interrogatively in offering something to another.

This wine is very good. Won't you take **some** ?
 (3) "*Some*" used before numerals gives an indefinite sense.

There were **some thirty** (=about thirty) members present.

The building cost **some two thousand yen**.

"**Some or other**" is equivalent to "*this or that*" in an indefinite sense.

He is always doing some mischief or other.
 (何カカニカイトヅラヲ)。

I will do so somehow or other (ドウカ、カウカシテ)。

Some day or other you will have to repent of it.
 (イツカ其中ニハ)。

II. "Some" compared with "A certain."

"Some."	"A certain."
(Definite but not exactly known.)	(Definite and known, but not named.)
He seems to be reading some novel . (何カ小説ヲ)。	I am reading a certain (or a) novel . (或小説)。
Some gentleman must have called in my absence. (ドナタカ)。	A certain gentleman called on me yesterday. (某紳士)。

The students are strictly warned against the common error of using "*some*" in place of "*a*" or "*a certain*."

III. "Any" compared with "Every."

"Any."	"Every."
(One at a time. ドレデモ)	(All at a time. 悉ク)
I will do anything for you.	But I cannot do every thing for you.
I can live in any house .	But I cannot live in every house . (Because I have <i>but one body</i> .)
He is an old baby; he cannot do anything . (He can do <i>nothing</i> .)	However strong a man may be, he cannot do everything . (He can do some, but <i>not all</i> things.)

"**Any and every**" (何デモカデモ、何モカモ) is a very strong term, combining the two ideas above explained.

I wonder if there is a person that knows **anything and everything**.

I wish to read **any and every book** relating to my subject of study.

EXERCISE X.

(a) Substitute suitable Adjective Pronouns for the italicized words:—

1. Japan's climate is much milder than *the climate* of Siberia.

2. Hideyoshi and Iyeyasu were the two greatest figures of the time; *Hideyoshi* was a mighty conqueror, *Iyeyasu* a far-sighted statesman.

3. He is a villain; his son is *also a villain*.

4. One of them was a soldier: the *rest* were all students.

5. I like both the Hakkenden and the Gwaishi; the *former* is a historical novel on a moral plan, the *latter* a narrative history of a poetical nature.

6. You handle the instrument in that way, but he does it in a *different way*.

7. You had better not mind what *people* say of you.

8. He was a veteran soldier, and was greatly respected as a *veteran soldier*.

9. A man should mind *his* own duty.

10. Mr. A.'s paintings are better than *the paintings* of Mr. B.

11. *A certain* Takata is going to pick a quarrel with your brother.

(b) Correct the errors:—

1. I have seen it in *some* book that I bought yesterday.

2. *Anybody* must have concealed it.

3. *The both* parents were much pleased at his success.

4. Even a perfectly virtuous man cannot please anybody.

5. One should obey his parents.

6. As he is penniless, he cannot buy *everything*.

7. I asked him to lend me a pen, but he said he hadn't *it*.

8. Do you know *either* of those three gentlemen?

9. One of her two sisters is a musician, *another* a painter.

10. Let us all love each *other*.

11. I am very fond of apples. If you have *some*, please give me *any*.

12. You may take *any* of those two pictures.

(b) Translate the following, using Adjective Pronouns or Pronominal Adjectives wherever possible:—

- × 1. 彼ハドウシテモ豪傑ダ。
 2. 何ヨリ先ニ。悉皆デ。
 3. アレハ私ノ時計ヲコンナニ毀ハシタ。
 4. 苟モ英語ヲ勉強スル位ナラバ本氣ニヤリナサ
 4. (in earnest.)
 5. ナゼソノナニ泣イテ弗ルノカ。
 6. 私ニハ少シモ合ヒマセン。(to suit.)
 7. 私ハコノ四年間此學校ニ居マシタ。
 8. 明日ノ今頃迄ニハ歸ラテバナリマセン。
 9. 來年ノ今日頃マタ逢ハレルデセウカ。
 10. イツレ又御出下サルヤウニ望ミマス。
 12. アノ人ハイツデモ何々紳士ニドコソコデ御馳
 走ニナツタト云ツテタル。(to be entertained.)
 12. 私ハアノ人ニ斯々ノ折ニ斯々ノ褒美ヲ賞ツタ
 ト云フヲ聞セテヤツタ。(on an occasion.)
 13. 何デモ御存シノ話シテ聞カシテ下サイ。
 14. 私ハ顯微鏡ヲ買ヒタイガ、ソレヲ買フ錢ガナイ。
 (a microscope.)
 15. ドウカ室(ヘヤ)ヲ掃イテクレ、ソレモ直クニタ
 ノム。
 16. 善(the good)ト、美(the beautiful)トハ畢竟同
 一物ダト云フ人モアリマス(同一物、to be trans-
 lated into an emphatic term.)
 17. 一方デハ政府ガ壓制デ、又一方デハ人民ガ怠

惰且卑屈デアツタ。(tyrannical, despotic; mean, slavish.)

18. 私ハ隔週ニ内ヘヤル手紙ヲ書キマス。(a home letter.)

19. 數年目毎ニ何かカニカ災難ガ其國ニ降ツテ來
 タ。(disaster, calamity; to come upon, to befall.)

20. 誰デモ皆自分ノ國ヲ愛シマス。

21. 人ハ名々ニ自分々々ノ國ヲ愛シマス。

22. 五十人計捕虜ニ成ツタ。

23. イツカアレヲ罰シテヤラウ。

24. 何デモカデモ買ヘル様ナ金持ガアルカ知ラン。

Is there any rich man that could buy any thing and every thing?

§ 5.—USES OF PRONOUNS.

70. The Pronoun has the following eight uses:—

I. The Subjective Use.

As Subject of a verb. I am well. Who is he?

II. The Objective Use.

(a) As Direct Object. He has given me this.

(b) As Indirect Object. He has given me this.

(c) As Retained Object.* } I have been given this.
 This has been given me.

* To be explained under "Voice," Chapter V.

III. The **Phrase Use.**

As Object of a preposition. { **Whom** do you speak
of?

IV. The **Attributive Use.**

(a) *As Possessive Modifier.* It is **my** watch.

(b) *As Appositive Modifier.* He **himself** says so.

That gentleman is Mr. Satō, **he** that has saved my brother.

They had **each** a gun. (= *They* had, **each** had a gun.)

They hated **each** other. (= *They* hated, **each** hated the other.)

They loved **one** another. (= *They* loved, **one** loved another.)

In such cases as the above, "*each*" and "*one*" are said to be in Partial Apposition with "*they*."

V. The **Predicative Use.**

(a) *As Subjective Complement.** (*Nominative Case.*)

It is I; don't be afraid. **Who** are they?

(b) *As Objective Complement.* (*Objective Case.*)

I thought it **him**. (= *I thought it was he.*)

He has made the city **what** it is. (complement

* Called also "Predicate Nominative."

to "*has made.*" As Complement to "*is,*" "*what*" is in the Nominative Case.)

VI. The **Absolute Use.**

As Nominative Absolute.

We all went out, **he** alone remaining.

VII. The **Independent Use.**

As Nominative Independent. Oh! luckless I!

You fool, what is all this noise about?

VIII. The **Connective Use** (*any case*), which a Relative or a Conjunctive Interrogative has in addition to one or another of the above uses.

He is the richest man **that** I know.

"*That,*" besides serving as Object to the verb "*know,*" connects the Dependent Clause "that I know" with the Principal Clause "He is the richest man."

I don't know **who** he is.

"*Who,*" besides serving as Subjective Complement to the verb "*is,*" connects the Dependent Clause "who he is" with the Principal Clause "I don't know."

EXERCISE XI.

(a) *Tell the Use of each Pronoun :—*

1. What are you laughing at?
2. Who do you think he is?
3. I have bought two pair of shoes, one for my sister and the other for my cousin.
4. I thought it them that did so.
5. They having consented, the matter was brought to a happy close.
6. O, you darling! What makes you weep so?
7. Have you ever heard her sing?

(b) *Correct the errors :—*

1. I don't know whom he is.
2. Who is he going to visit?
3. I believed it was him. *he*
4. A book was given I. *me*
5. Who is this watch?
6. He says that the watch is he. *this*
7. I didn't know who to ask.

CHAPTER III.—THE ADJECTIVE.

INTRODUCTORY TABLE.

Classes.	Pronominal	This boy. Such water. Which book?		
	Quantitative.	Five boys. Much water. Many books.		
	Qualifying.	Good boys. Pure water. Easy books.		
Comparison.	Positive Degree.	Easy.	Good.	Many.
	Comparative Degree.	Easier.	Better.	More.
	Superlative Degree.	Easiest.	Best.	Most.

§ I.—PRONOMINAL ADJECTIVES.

71. These have already been considered under "Adjective Pronouns" in the preceding Chapter, except those coming from Relative and Interrogative Pronouns, which shall be discussed below.

72. The **Relative Adjectives** are "*whatever*," "*whichever*," "*what*" and "*which*." Their use is the same as that of the Relative Pronouns, only that they have the additional force of modifying nouns.

I was allowed to read **whatever** book I liked.

Take **whichever** course you prefer.

He beat her on the cheek, **which** rude act (= *and this rude act*) he greatly regretted afterwards.

She bought an organ, **which instrument** (=and *this instrument*) added much to her home pleasure.

He spends **what money** (=all the money that) he gets.

I have sold **what few books** I had (=all the few books that I had. 少シ許リ持テホタ書物ヲ悉ク).

Observe the following use of introducing a Concessive Clause (cf. ¶ 49.):—

Whatever book he may read, he will not improve in the least, so long as he remains careless.

I shall say nothing against you, **whichever course** you may take.

73. The **Interrogative Adjectives** are “*what*” and “*which*.”

What magazine do you take?

I asked him **what** magazine he took.

Which plan do you think is better?

I don't know **which** plan is better.

What a man you are! (Exclamative use. 君ハマア何ント云フ人ヂヤ).

Observe the following use with the Infinitive (cf. ¶ 51.):—

I advised him **what** books to buy.

He hesitated **which** plan to adopt.

EXERCISE XII.

(a) *Substitute suitable Pronominal Adjectives for the italicized words:—*

1. Please read me *either* story *that* you like.
2. I gave him *all the* little money *that* I had.
3. *No matter what* success you may attain, you must not betray any pride.
4. *Any* work *that* is to be done, should be done in earnest.
5. *No matter which* step I take, I shall incur his displeasure.
6. He spoke fearlessly against the government, and *that* speech cost him dear afterwards.

(b) *Translate the following, using Pronominal Adjectives:—*

1. ドウゾドチラノ道カラ行クバ宜シイカ聞カシテ下サイ。(to take.)
2. 彼ニドシナ畫ヲ書イテヤレバヨイカ困ツタ。(to draw)
3. 彼ハ何タル愚者ゾヤ。
4. ドノ國ヘ行クニシテモ其風俗ヲ守リマセウ。(to follow.)
5. ドチラノ書物ヲ御讀ミニナルニセヨ、同一ノ説が見付カルデセウ。

in it.

§ 2.—QUANTITATIVE ADJECTIVES.

PRELIMINARY CAUTIONS*.

Those denoting	{	Quantity	modify <i>Material Nouns.</i>	
		Degree†	modify <i>Abstract Nouns.</i>	
Those denoting	{	Indefinite Number	modify <i>Plural Nouns.</i>	
			(Cardinal)	modify <i>Plural Nouns.</i>
		Definite Number	(Ordinal)	modify <i>Singular Nouns.</i>
			(Multiplicative)	modify <i>either Singular or Plural Nouns.</i>

74. An Ordinal used with a plural noun.— In this case, the noun must first be modified by a Cardinal.

The **first three students** are the best in the class.

He has published the **second 1,000 volumes** of that novel.

Note.—Such expression as “*three first boys*” should be avoided, except to mean “*three boys who are each the first,*” say, of his own class. But this interpretation, it must be said, is rather farfetched and rare.

* Teachers are requested to exemplify these. In fact, they have already been shown in

† See *Nesfield*, page 32.

75. Both the Cardinal and the Ordinal may sometimes be used with regard to the same matter.

He died at **ten years of age**=He died in his **tenth year**.

The **second lesson**=Lesson two.

The **thirtieth page**=Page thirty.

Open the book at **page ten** and read **Lesson Five**.

76. Numerals are often used as Nouns.

Tens of thousands of people perished in this disaster.

They dispersed by **twos and threes***. (=in several groups of two or three).

A girl in her **teens** (=in an age between thirteen and nineteen).

A man in his **thirties** (=in an age between thirty and thirty-nine).

The old man was stronger than two young men **in their twenties**.

77. Numerals between 21 and 49 may be read in two ways.

25 { =Twenty-five. 32 { =Thirty-two.
 =Five and twenty. =Two and thirty.

* Compare with the Japanese phrase 三々五々.

78. How to read Fractions.

$\frac{1}{2}$ = A half. $\frac{1}{3}$ = A third (part), or one third.

$\frac{2}{3}$ = Two thirds. $\frac{1}{4}$ = A fourth, or a quarter.

$\frac{1}{10}$ = A tenth or one tenth. $\frac{7}{25}$ = Seven twenty-fifths.

253 $\frac{2}{5}$ dollars = Two hundred and fifty-three and two fifth dollars.

79. "No" may be used with a noun of either number.

Quantity. There is no (=not any*) water. (少シモ水ガナイ)。

Degree. I have no (=not any*) knowledge of the subject.

Number. { There are no (=not any*) trees there.
(少シモ木ガナイ)。
I have no (not a*) pencil. (一ツモ持ッテナイ)。

80. "Many."

"Many a student" = Many times one student (學生幾人モ々々々)†

Many a student has fallen victim to this vice.

"So many" } = The same number of.
"As many" }

* See Dixon's *English Lessons*, Various Hints, "No."

† See *Nesfield*, page 164.

Those five boys behaved themselves like so many (=five) heroes.

"I assembled a number of my playfellows, and we worked diligently like so many emmets" (丁度其人數丈クノ蟻ガ集マッタ様 =). *Franklin.*

You will no doubt learn it in two or three hours, but it will take me as many (=two or three) days.

He has bought a dozen handkerchiefs and as many (=a dozen) pair of stockings.

81. "Double" is used with a noun of either number, and has the two meanings of "two-fold" (二重) and "twice" (二倍)。

In doing so, he has the double end (not double ends) of fame and profit.

A Transitive verb sometimes takes a double object (not double objects).

I had to pay double the usual price.

The enemy has double our troops.

82. "At first." (初メハ). "For the first time." (初メテ)。

Though rather poor at first, he soon got rich.

I have seen it for the first time in my life.

83. "Some," "any," "all."— These, though

treated as Pronominals, are really Quantitative Adjectives in the following use:—

- Quantity. { There is yet **some** water left.
He has not got **any** money.
I have drunk **all** the wine.
- Degree. { He has **some** patience, but not **any** courage.
He summoned forth **all** his courage.
- Number. { Though there were **some** pretty pebbles on the shore, there were not to be found **any** shells to the disappointment of **all** the children.

EXERCISE XIII.

(a) Correct the errors:—

- By using large ^{great} diligence, he earned many money.
- I am glad to think that there are few truly ^{any} kind people.
- I am sorry that the wind has done little ^{some} damage to your house.
- By doing so, we can attain the double ^{end} ends of health and pleasure.

5. One thousand ^{twelve} and ^{and} two hundred thirty-five men were made prisoners.

(b) Read or write out the figures fully in words:—

- 2,345.
- 1,035 $\frac{2}{3}$ ^{one thousand and thirty five and two thirds}
- The earth revolves around the sun in $365 \frac{1}{4}$ days. ^{three hundred and sixty five and one fourth days}
- The society held its 12th meeting on the 29th of June in the 31st year of Meiji.
- Edward III reigned in the 14th century.

(c) Translate the following:—

- 彼ハ其ヲスル勇氣ガ充分アル。 ^{He has plentiful courage to be able to do it.}
- 私ハ通常ノ仕事ノ二倍シマシタ。 ^{I have done double the usual work.}
- 本ヲ二十頁ノ處テ開イテ第七課カラ始メマセウ。 (To be translated in two ways, by using Ordinals and Cardinals respectively.) ^{Open the book at twenty page and begin.}
- 彼ハ二十五歳ノ時ニ洋行シマシタ。 (Also to be translated in two ways.) ^{He learned abroad at twenty years of age.}
- 彼ハ廿歳未滿ノ少女ノ様ニ耻シサウニ歌ヒ始メタ。 (Use the word "teens." bashfully, in a bashful manner.) ^{she has begun to sing in a bashful manner.}
- アノ人ハ實際四十五歳ナレドモマダ三十代ノ人ノ様ニ見エル。 (To be translated in two ways.) ^{though that man is forty years old, he seems as the man in his thirties.}
- 明治二十七年ニ初メテ東京ヲ見物シマシタ。 ^{I have visit in Tokyo for the first time in the 27th year of Meiji.}
- 最初三年間ハ非常ニ寂シク感シマシタ。 ^{For three years at first I peled very lonely.}

- many a man has met with the same destiny*
 9. 幾人々々モ同様ノ運命ニ逢ツタモノガアル
 (to meet with.)
- I have bought four pens and he bought one*
 10. 私ハペン四ツ買ヒマシタガ、アノ人ハ鉛筆ヲ
 同數買ヒマシタ。 *many pencils.*
- In that night many meteors seemed as like so*
 11. 其夜澤山ノ流星ガ恰モ其數丈ケノ火花ガ飛
 ぶ様ニ見テタ。 *(meteor; spark; to shoot.)*
12. 最初ハ會員ノ間ニ少シモ不和ガ無カツタ
 (dissension.)
*At first there was no dissension among the
 member of an association.*

§ 3—QUALIFYING ADJECTIVES.

84. The Qualifying Adjectives* form the Adjectives proper. Besides such genuine ones as "good," "young," "brave," etc., there are many that are derived from other parts of speech.

85. Proper Adjectives derived from Proper Nouns.—

Formosan. (Formosa.)	Spanish. (Spain.)
Korean. (Korea.)	Russian. (Russia.)
French. (France.)	Buddhist. (Buddha.)
German. (Germany.)	Christian. (Christ.)

Most of these are also used as names of nations or individuals.

The French are a polite people.

* Called also "Descriptive Adjectives."

He is a Korean. I am a Buddhist.

Names of towns are generally used as Adjectives without any change.

An Ōsaka merchant. The Tōkyō dialect.

I got acquainted with a famous London banker at a certain Paris club.

86. Material Adjectives.— These are used as such without any change from Material Nouns.

A gold watch. An iron bridge. A bone handle.

"Golden" is generally used in a figurative, and not a literal, sense.

The golden rule*; golden hair; the golden age.

"Oaken," "wooden" and "woolen" are the exceptions.

Oaken stairs. Wooden houses. Woolen cloth.

87. Verbal Adjectives derived from Verbs.—

(1) From Present Participles.

The rising sun; the setting sun; a dying bird; a striking appearance; a hissing sound; a puzzling question; a shooting star.

(2) From Past Participles.

A learned man; a burnt child; written language; spoken language; a fallen tree; a broken watch.

* "Do unto others as you would be done by."

88. A Compound Adjective.— A combination of words belonging to different parts of speech, when used to qualify a noun, is often treated as a Compound Adjective.

A **kind-hearted** gentleman; a **short-tempered** man; a **long-necked** bird; a **left-handed** man (左利手人); a **broad-shouldered** man.

Grown-up people; the **long-expected** news; a **well-to-do** merchant.

A **five-year old** child; a **two hundred yard** race.

A **good-for-nothing** youth; a **hand-to-hand** combat.

EXERCISE XIV.

(a) Give the Proper Adjectives derived from the following:—

- | | | |
|-------------|-------------|------------|
| 1. Japan. | 2. England. | 3. China. |
| 4. America. | 5. Italy. | 6. Turkey. |
| 7. Rome. | 8. India. | 9. Europe. |

(b) Point out the Verbal Adjectives and give the original Verbs:—

- The letter was a ^{printed} printed, not a ^{written} written, one.
- The ^{deceased} deceased gentleman was a celebrated antiquarian.

3. She went along the beach, shouting for her ^{missing} missing child, but nothing but the sound of the ^{howling} howling gale and the broken surges was heard in reply.

4. He is always outspoken.

5. The forsaken house stood lonely with only a ^{graven} graven image of its ancestor inside.

(c) Substitute for the italicized parts equivalent expressions containing Adjectives of some kind:—

1. The ^{the dying} man who was about to die suddenly started up.

2. A ^{A virtuous} man of virtue is always a ^{a kind hearted} man with a kind heart.

3. A ^{A short sighted} man with short sight experiences great inconvenience.

4. Is there ever a ^{a blue eyed Japanese} Japanese having blue eyes?

5. I have never known a man with ^{such a short-tempered} such a short temper.

6. He studies the language of Spain. ^{man} the Japanese

7. At last came the report that had long been ^{language} wished for. ^{the long expected report}

8. He told us a story which was good for ^{a good for nothing story} nothing.

9. They ran a race which extended over four hundred yards. ^{at four hundred yard race}

10. There is *a dog* in my neighbourhood, *which is fifteen years old.*

a fifteen year old dog

§ 4.—COMPARISON.

89. Comparison in a Descending Scale.—This is expressed by the help of “*less*” and “*least*,” in contrast to the usual form of **Comparison in an Ascending Scale** expressed by “*er*,” “*est*” or “*more*,” “*most*.”

<i>Ascending Scale.</i>	<i>Descending Scale.</i>
He is kinder than his brother, but his father is the kindest of the three.	He is less kind than his brother, but his father is the least kind of the three.
This is more beautiful than that.	This is less beautiful than that.
He is the most diligent of all.	He is the least diligent of all.

Note:—“*More*” in such as “He is more honest than clever,” is not an auxiliary to form a Comparative Adjective, but an independent Adverb in the Comparative Degree. See under “Simple Adverbs,” Chapter VI.

90. Absolute Superlatives.*—Sometimes the Superlative form is used absolutely in the sense of “*exceedingly*+positive form.”

<i>True Superlative.</i>	<i>Absolute Superlative.</i>
(Formed according to the rules for the formation of the Degrees of Comparison, and takes “the.”)	(Formed always by the help of “ <i>most</i> ,” with or without the Indefinite Article.)
He is the bravest of them all.	He is a most brave (= <i>an exceedingly brave</i>) man.
They are the bravest men in the regiment.	They are most brave (= <i>exceedingly brave</i>) men.
This is the most interesting story of all.	This is a most interesting (= <i>an exceedingly interesting</i>) story.
These are the most interesting of all his stories.	These are most interesting (= <i>exceedingly interesting</i>) stories.

91. Latin Comparatives.—With these, “*to*” takes the place of “*than*.”

This method is **superior to** (= *better than*) that.

This method is **inferior to** (= *worse than*) that.

* See Cox's *Aids to English Composition and Translation*, “The Articles,” ¶ 25 (b).

This event was **anterior to** (= *earlier than*) that.

This event was **posterior to** (= *later than*) that.

92. "Later, latest;" "Latter, last."— These, though derived from the same Positive form, are distinguished in their use.

"Later, latest."

(Said of time.)

None were later than he.

These are corrected in later editions.

The latest report is to hand.

His latest novel is now on sale.

"Latter, last."

(Said of order.)

Itō and Katō were absent; the **latter** had gone into the country.

We find few honest people in these **latter** days.

The last effort was in vain.

I tended him in his **last** moments.

93. A Comparative is often accompanied by a negative word to imply a Superlative sense.

Nothing is easier (than this).=(This is the *easiest* thing).

I have never been in **better** health (than I am now).={I am now in the *best* health (that I have ever been in)}.

What should be noticed in these sentences, is that the dependent clauses introduced by "*than*." are often understood.

94. Some phrases with the Superlative.—

"At best" or "At the best" (イクラ善クテモ、ツマリハ)。

Life is short at (the) best. (人生ハ永クテモ知レタモンダ)。

Don't join him; at (the) best, he will make a cat's paw of you. (アノ人ノ仲間へ這入りナサルナ、先ニ使ハレル位が關ノ山デセウカラ)。

"For the most part." (大概)。

They are, for the most part, worthless articles. (= *Most of them are worthless articles.*)

"At most" or "At the most." (多クテ、多クトモ)。

It may be worth five yen or so at (the) most.

"At least." (少クテ、少クトモ)。

It may be worth five yen or so at least.

"In the least." (少シモ)。

I am not satisfied in the least.

EXERCISE XV.

(a) Correct the errors:—

1. This book is thin, but that is thinner. *less thin*

2. The Ishikari is longer than all the Japanese rivers. *the most long of*

3. In eloquence he is inferior than none.

4. He is idle than his older brother.

X 5. Your house is more far than his, but mine is the most far of all.

6. Frightened by his opponents, he took no farther step. *more*

7. The latest man that left the ball was Mr. A. *last*

8. I drank fewer wine than beer. *less*

(b) Translate the following:—

1. 彼ノ畫ハ君ノヨリ美シクナイ、併シ私ノハ一番美シクナイ。 *his picture is less beautiful than yours, but mine is least beautiful of all.*

2. 誰デモ彼ヨリ勉強ノ劣ルモノハナイ。 *None is inferior to him of studying.*

3. 彼ハ少クトモ五十歳位ニ相違ナイ。 *He seems to be a man of fifteen.*

4. 我々ハ少シモ恐シクナイ。 *I am not scared at least.*

5. 此ヨリ六ヶシイ事モナイガ、是ヨリ有用ナ事モナイ。 *there is nothing more difficult and more useful than this.*

6. 彼ハ非常ニ立派ナ家ニ住ンデタル。 *He lives in most beautiful house.*

7. 多クテモ五十圓ヨリ餘計ハカ、ラナイダラウ。 *It will not take more than fifty Yen.*

8. 兵士ハ大抵健全デアッタ。 *at the most.*

the soldiers were strong for the most

Part.

§ 5.—USES OF ADJECTIVES.

95. The Adjective has the following three uses:—

I. The **Attributive Use.**

As Attributive Modifier.

The poor student at last found the help of a kind gentleman.

I saw nothing beautiful.

An Adjective in this use may sometimes be widely separated from its Noun.

I know a man more than a hundred years old.

Was there ever a scholar so very covetous and so utterly tasteless?

II. The **Predicative Use.**

(a) *As Subjective Complement.*

He is very kind. I was made unhappy.

(b) *As Objective Complement.*

I found the gentleman very kind.

They made me unhappy.

III. The **Connective Use**, which a Relative or Interrogative Adjective has in addition to the Attributive Use.

He promised to render me whatever help he could.

I told him **which** means I preferred.

"*Whatever*" and "*which*," besides serving as Attributive Modifiers to "*help*" and "*means*" respectively, connect the Dependent Clauses which they introduce with the Principal Clauses going before.

EXERCISE XVI.

Tell the Use of each Adjective:--

1. Give me something sweet. *attributive*
2. There was not a man capable of doing so. "
3. It was a scene too frightful to be described. "
4. I allowed him to study whichever lesson he liked. *relative use*
5. A child so weak and yet so clever I have never known. *attributive*
6. I gave him what money I had. *re*
7. You must keep the matter secret. *adjective*
8. The tiger was caught alive when young. "
9. The people present were all petrified. "
10. The weather being fine, they started out right merry. *subjective*

adjective

CHAPTER VI.

THE ARTICLE.

§ 1.—USES OF THE ARTICLES. *詳解*

96. As the Definite Article particularizes a noun, care should be taken to use it only **when the noun is specified by the context.** *前後文勢*

I have bought a novel and a dictionary. **The** novel cost only fifty sen, but **the** dictionary cost thrice **the** sum (= *fifty sen*).

I have hired a house; **the** rent (= *its rent*) is rather cheap.

The water of that well. **The** sugar there.

The height of Fuji. **The** diligence of my pupils

The right hand. **The** left side.

He came just at the right moment. (丁度 = 一時 =)

The richest man in this town.

The cleverest boy in our class.

Both Katō and Yamada are rich; but Katō is the richer (man) of the two.

Which is **the** better singer of those two girls?

97. It may sometimes seem as if "the" had no context to justify its use. But then **the context is understood between the persons.**

When we Japanese say "the Emperor," it is readily understood that "the present emperor of Japan" is meant. When we say to any one, "Please shut the window," it is at once understood to refer to "the window near him."

The Empress saw the Emperor off at Shimbashi.

Let us go to the park. Where is the servant?

We saw him at the station.

This is particularly the case with such nouns as "sun," "moon" and "world," by which we usually mean "the sun of our solar system," "the moon belonging to our earth," and "the world in which we live," though there may be many suns, moons, and worlds.

The earth is larger than the moon, but smaller than the sun.

He has gone into the country. (田舎).

Steamers go over the ocean (or the sea).

98. Special Uses of the Definite Article:—

(1) When the individual represents the whole class.

(2) When the noun is used in an Abstract sense.

(3) When the noun denotes measurement after the preposition "by."

The above three uses have already been explained in ¶ 11.

(4) In such phrases as the following:—

In the morning; in the evening; in the afternoon;
in the day-time; in the light; in the dark.

He is always out in the afternoon.

Strange to say, the owl cannot see so well in the light as in the dark.

99. The use of the Indefinite Article is limited to Common and Collective Nouns. Its use with the other classes of nouns readily turns them into a sort of Common Nouns.

This has repeatedly been shown in Chapter I.

100. Special Uses of the Indefinite Article:—

(1) In the sense of "one."

(2) In the sense of "per."

These have been explained in ¶ 12.

101. Uses of the Articles with Proper Nouns:—

(1) Some Singular Proper Nouns and some Plural ones always take "the."

(2) When a Proper Noun represents a person as a member of a family, nation, or sect, it takes "a (an)."

These have been shown in ¶ 3.

102. Special Uses of the Articles with Proper Nouns.

(1) *When preceded by Adjectives, they take "the."*

(2) *When used as Common Nouns, they take either "the" or "a (an)."*

(3) *When introduced as names of hitherto unknown persons, they take "a (an)."*

(4) *When applied, not to languages, but to particular words, they take "the."*

These have been shown in ¶ 4.

103. Adjectives used absolutely take "the" in the following cases:—

(1) *When they are equivalent to Plural Nouns denoting persons.*

The rich should help the poor. (= Rich people should help poor people.)

The learned are apt to despise the ignorant.

(2) *When they are equivalent to Abstract Nouns.*

He had an intense love for the beautiful and the sublime (=for beauty and sublimity).

His idea always points to the true and the natural (=to truth and naturalness).

Note:—"The" in "The smaller the better" and similar expressions is not an Article, but an Adverb. See under Chapter VI.

EXERCISE XVII.

(a) *Insert the necessary Articles:—*

1. I shall finish it in ^a hour or two.
2. ^{the} Fuji is ^{the} finest ship that I have ever seen.
3. How often ^a month do you go there?
4. Early in morning he saw ^{the} something white in garden.
5. Who is ^{the} ablest officer in ^{the} regiment?
6. ^{the} Tiger is ^a fierce animal. *pierce 猛也*
7. These are sold by ^a dozen. *pear 樽*
8. "Kiku" is ^a Japanese for "chrysanthemum."
9. This is not a time for ^{the} brave and ^{the} patriotic to remain inactive.
10. He delivered ^a eloquent speech on occasion.

(b) *Correct the errors:—*

1. There were great many boys, and each had a apple.
2. Though he is ^a Japanese, he cannot speak ~~the~~ Japanese with a ease.
3. ^a An ignorance is bad thing.
4. He is ^a the student of Kyōto University.
5. He is travelling through ^a country and is now in ~~the~~* Shinano province.

* As to whether "the" is proper here or not, see the *Intermediate English Grammar*, p. 45.

6. The woman is superior to the man in many respect.

7. How could there be such the man as to see in dark as well as in light?

8. Rothschilds are rich family.

9. United States of America may finally take a whole of Philippines.

10. Throughout the Japan, Genji and Heishi were at deadly enmity.

11. Treacherous Fujiwara-no-Tadakiyo dissuaded Emperor Godaigo from adopting plan of loyal Nankō.

12. Napoleon and Washington were both the heroes; but latter was greater of two.

13. She was great beauty in her youth.

14. I wish to become the great poet,—indeed, Milton of Japan.

15. The maid milks cows three times the day.

16. There is not an ink in bottle.

17. Please give me a paper; I want to write a composition.

§ 2.—OMISSION OF THE ARTICLES.

104. The Article is usually omitted in the following cases:—

(1) *When the Noun is a Nominative of Address.*

Young man, why do you stand here idle?

Come, fellows. Let us play base-ball.

(2) *When the Noun represents a member of one's own family.*

Mother (=my mother) is sick in bed, and father (=my father) is far away. What shall I do?

(3) *When the Noun is used merely as a word or title and not as representing the actual thing.*

“Také” is the Japanese for “bamboo.”

(Compare:— The painter drew a také, or in English a bamboo.)

“Count” is too insignificant a title for his merits

(Compare:— He is a Count.)

(4) *When the Noun comes after “a kind of” or “a sort of.”*

The whale is a kind of beast.

His brother is quite a different sort of man.

But when such phrases are used interrogatively or exclamatively, the Indefinite Article is used.

What a strange kind of a beast the whale is!

What sort of a man is his brother?

(5) *When such a Noun as “school,” “church,” “market,” or the like denotes the proper object for which the thing is intended.*

School begins at seven o'clock.

He is at school. (受業).

{ Compare :— The school was built last year. }

He went to church. They are at church. (禮拜).

(Compare ;— I passed by the church.)

He was sent to hospital. (入院). He left hospital. (退院).

(Compare :— I went to the hospital to visit my friend B.)

They were thrown into prison. (罪ノ爲メニ).

My mother has gone to market. (物ヲ買ヒ又ハ賣リニ).

Now-a-days people mostly travel by railway.

They are to be sent by train. (瀛車ヲ).

It will take an hour on foot (徒歩ヲ), and twenty minutes on horseback (乗馬ヲ).

I will go by land (陸路), not by sea (海路).

Your letter is just to hand (受取).

(6) *When the Noun together with its governing Verb denotes one verbal notion.*

The fair is to take place to-morrow.

The ship cast anchor (or weighed anchor) yesterday.

The plant didn't take root.

His sister keeps house for him. (家事ヲ取締ル).

(7) *When a Noun denoting a person in his parentage is used as Appositive Modifier.*

Masatsura, son of Masashige, fell at Shijō-Nawate.

(8) *When a Noun denoting a person in his official capacity is used as Appositive Modifier or Complement.*

Butei, Emperor of China, was once presented with an elephant.

He was appointed Governor of Tōkyō-Fu.

They elected Washington President.

He is professor of English literature in the Tōkyō University.

"He is a professor . . ." may imply "He is one of the several professors. . . ."

105. When two or more Nouns connected by "and" represent one and the same thing, the first alone takes the Article.

He is a scholar and statesman. (學者兼政治家).

He has written a life of San-yō, the great poet and historian.

Even when different objects are meant, the

Article is sometimes omitted, provided no shade of ambiguity arises.

He has brought *a knife and fork*.

But in the following, there should be "a" or some Numeral before "*sheep*," as it may stand for both numbers.

He has bought *an ox and sheep*.

106. The Article is usually omitted before two Nouns closely connected and denoting the notion of co-operation, contrast, succession, or the like.

Master and servant were equally surprised.

Husband and wife went out arm in arm.

Father and son were begging from door to door.

X I was brought face to face with death.

They sat side by side. (相並ヒテ).

He eyed me from head to foot.

He lives from hand to mouth. (其日暮シ).

He is neither Liberal nor Progressionist. (自由黨員
ヲモ進歩黨員ヲモ).

He must be either sage or knave; not a common mortal.

Night after night he dreamed of the same thing.

Soldier after soldier was shot in the attempt.

He was walking, book in hand (or stick in hand).

The painter always travels, pencil in hand.

107. The Article is omitted before the following Adjectives:—

(1) "*Most*" used in the sense of "*majority*" (大抵ノ).

Most Japanese like tea. Most birds can sing.

(Compare:— He has the most books of us all.)

(2) "*Last*" denoting the division of time immediately preceding the present. (先).

He was here last Mon- day.	He is the last boy in the class.
-------------------------------	-------------------------------------

I returned last week (month, year).	The last week of last month.
--	---------------------------------

(3) "*Next*," denoting the division of time immediately following the present. (來ル、此次ノ).

Let us go there next Sunday.	The next boy is Kaneko.
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He will return next week (month, year).	He died the next week. (其翌週ニ).
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EXERCISE XVIII.

Correct the errors:—

1. When I got home, the mother had just gone out.

2. This road leads to church.

3. Have kindness to tell me English for a "mizu-umi."
4. He is not Bungaku-hakushi; he has only the title of a Bungakushi.
4. Perhaps he will return home the next year.
6. The bird was hopping from a branch to a branch.
7. I have never known such a strange sort of a boy.
8. I usually rise at five in morning, and go to the school at eight.
9. Travelling by the train is more comfortable but less instructive than on a foot.
10. School stands just in front of hospital.
11. He got thoroughly cured and left a hospital long ago.
12. It will not take a root unless it is stuck into moist earth.
13. His father was a soldier and a scholar.
14. Goldsmith is said to have travelled from place to a place, a flute in the hand.
15. The association is to meet the next month.

CHAPTER V.—THE VERB.

INTRODUCTORY TABLE.

Classes.	Transitive.		Intransitive.		Conjugation.
	Complete.		Complete.		Regular.
	Incomplete.		Incomplete.		Irregular.
Modifications.	Person.	Number.	Voice.	Tense.	
	First.	Singular.	Active.	Present.	Indicative.
	Second.			Past.	Subjunctive.
	Third.	Plural.	Passive.	Future.	Potential.
	Present Perfect.			Imperative.	

§ 1.—CLASSES OF VERBS.

108. The different classifications of verbs are based upon the different aspects of verbal character.

I. Transitive and Intransitive, according to the scope of the action they express.

If the action passes over from the agent to some object, the verb is Transitive: if not, Intransitive.

II. Complete and Incomplete, according to the completeness and incompleteness of their predication.

If the predication is complete and does not require a

Complement, the verb is Complete ; if the reverse is the case, the verb is Incomplete.

III. Regular and Irregular, according to the mode of their conjugation.

If the Past and the Past Participle are formed by suffixing *ed* to the Root, the verb is Regular : if not, Irregular.

It is, however, usually about the first of these classifications that the term "Classes of verbs" is used, the other two being made subservient to it.

For instance, "believe" in such a sentence as "I believe it true," is said to be a "Regular incomplete transitive verb," not a "Transitive regular incomplete verb," nor an "Incomplete transitive regular verb."

109. An Intransitive Verb sometimes becomes a Transitive by taking a Cognate Object, or an Object of similar meaning to that of the Verb itself.

- He lives a happy life.
- He died a glorious death.
- She smiled a sad smile. *smiled at her*
- He laughed a hearty laugh.
- They fought a desperate fight.
- I dreamed a bad dream.

110. Transitive Verbs used Intransitively.—

Observe the following :—

<i>Used Intransitively.</i> (With an Adjective as Complement.)	<i>Ordinary use.</i> (With an Object.)
Honey tastes sweet (= is sweet when it is tasted). 味カスル。	The bee tastes honey.
This paper feels smooth (= is smooth when it is felt). 手觸リカスル。	The blind man feels everything with his hands.
The flower smells fragrant (= is fragrant when it is smelt). 香カスル。	She smells the flower.
The house is building (= is being built).	He is building a house.
The drums were beating (= were being beaten).	They were beating drums.
The book is printing (= is being printed).	They are printing the book.

It will thus be seen that these, though used Intransitively, are really Transitive Verbs with a Passive sense.*

111. A Reflexive Verb is a Transitive that shows that the agent does something to himself.

* See Nesfield, page 58.

It takes a Reflexive Pronoun as Object, which in turn is called a **Reflexive Object**.

They **betook themselves** to the forest.

In doing so you **are ruining yourself**.

Let us **avail ourselves** of the opportunity.

He **prides himself** on his eloquence.

112. Position of the Direct and the Indirect Object.— The Indirect Object generally precedes the Direct. But when the Direct Object is “*it*” and the Indirect Object is also a Pronoun, their position is just the reverse.*

I have told it him .	I have told him the fact.
The nurse used to sing it me .	The nurse used to sing me the song.

“She gave **it me**.”—*Olive Shreiner*.

But such construction as “I have told **it to him**” is equally used.

113. The same verb in different Predications:—

<i>Complete Intransitive.</i>	<i>Incomplete Intransitive.</i>
He believes that God is (=exists) .	He is a soldier.

* See *Bain's Higher English Grammar*, p. 317.

The plant grew rapidly.	He grew (=became) im- patient.
--------------------------------	--

He went , but I remain- ed.	The dog went (=became) mad.
---------------------------------------	---------------------------------------

He appeared on the scene. (其場へ出テ來タ)	He appeared (=seemed) sleepy and dull.
---	--

Complete Transitive.

I have made this box.

He **drove** an ox.

I have got the prize.

I had still more.

Incomplete Transitive.

I have made him *hap-
py*.

It **drove** (=made) him
mad.

I have got my hair *cut*.

I had it *stolen*.

Note.— By some grammarians the term “Complete verb” is limited to the Complete Intransitive, while “Incomplete verb” is applied to both the Incomplete Intransitive and the Complete Transitive; and the Incomplete Transitive is called a “Factitive Verb.”

EXERCISE XIX.

(a) Tell the Class of each Verb, and if there is an Object or Complement, mention it also:—

1. I will write him a letter, but I don't think I shall get a favorable answer.

2. He heaped up the logs.
3. He heaped her plate with dainties.
4. Please return me the book I lent you the other day.
5. He interested himself in the affair.
6. Neither oversleep nor overeat yourselves; it is very bad for the health.
7. I will send it you in a few days.
8. He went an enemy, but returned a friend.
9. He believes that God has ever been and ever shall be.
10. They call themselves patriots, and their enemies traitors.

(b) Remove the italicized Prepositions, making any necessary changes in the order of words:—

1. The policeman asked several questions of him.
2. They offered a bribe to him.
3. I will read a few pages for you.
4. When he brought it to me, I gave a pretty picture to him.

(c) Write sentences, each containing one or another of the following Verbs:—

1. "Get," "seem," "look," "become," (As Incomplete Intransitives).

(5) I will die a glorious death
 in soft a sound sleep
 I shall fight a desperate fight

2. "Call," "get," "have," "make," "keep." (As Incomplete Transitives.)
3. "Die," "sleep," "fight," "smile." (As Transitives with Cognate Objects.)

(d) Translate the following:—

1. 吸墨紙ハ粗イ手障リガスル。 (The blotting paper feels rough.)
 2. 梅ハ大人ニハ酸イ味ガスル。 (to adults.)
 3. 僕ニ取テハ水ハ酒ヨリモ甘イ味ガスル。 (ready)
 4. 飯ハ仕度最中デス。 (to get ready.) (The food is getting ready.)
 5. 軍艦二艘アノ船渠ヲ築造中デス。 (dock.)
- (3) water tastes more sweet than sake to me
 (2) the Plum tastes sour to adults
 (1) Two men of war are building in that dock.

114. Passive of an Incomplete Transitive.—

In this case, the Objective Complement becomes a Subjective one. *obj. com. = com of an in com trans*

Active Voice.	Passive Voice.
(With an Objective Complement.)	(With a Subjective Complement.)
They made him a prisoner.	He was made a prisoner.
They caught the tiger alive.	The tiger was caught alive.

115. Passive of a Transitive with a Double

Object.— Two constructions are possible, either the Direct or the Indirect Object being converted into the Subject.

My father has given me this.

= { This has been given me by my father.
I have been given this by my father.

I told it him. = { It was told him by me.
He was told it by me.

The Object, whether Direct or Indirect, thus retained in the passive construction, is called a Retained Object.*

116. Prepositional (or Compound) Verbs.†—

These may be considered a sort of Transitives, and are used in the Passive Voice.

Active.	Passive.
They laughed at him.	He was laughed at by them.
The authorities have inquired into the matter.	The matter has been inquired into by the authorities.
We cannot depend upon him.	He cannot be depended upon (by us).

* See Nesfield, p. 57.

† Already explained the *Intermediate English Grammar*.

117. When the agent is immaterial or unknown, either the Active construction is altogether avoided, or such a word as "*people*" or "*they*" is used as Indefinite Subject.

America was discovered in the year 1492.
(The date is important, not the agent.)

The meeting was held at the Kinki-kwan.
(The place is important, not the agent.)

People (they) say that . . . = It is said that . . .

They tell me that = I am told that . . .

EXERCISE XX.

(a) Rewrite each sentence by changing the Voice of the verb:—

1. I could not do it. *It could not be done by me*
2. Somebody must have taken it away.
3. People speak well of him. *He is well spoken of*
4. Suddenly the hunter was sprung upon and killed by a lion. *I have not told of him since*
5. He has not been heard of since.
6. We should not rely on medicine.
7. I must send for the doctor.
8. This business must be attended to in *we should attend to that business in*

(b) Rewrite each sentence in two different ways:—

1. He offered them a bribe.
2. She was telling us an amusing story. *An amusing story was told to us by her.*
3. A book was given him by his teacher. *He was given a book by his teacher.*
4. He may have been told the news by them.
5. I teach him English three times a week.

§ 3.—THE INDICATIVE MOOD AND ITS TENSES.

(1) The Primary Tenses.

118. The Present Indefinite should not be confounded with the Present Progressive. **The former denotes a general truth or a habitual action, while the latter is restricted to a momentary or a temporary action.**

<i>Present Indefinite.</i>	<i>Present Progressive.</i>
The sun gives light and heat.	The general is giving his commands.
I go to school every day.	I am going to school now.
She speaks English well.	She is speaking with her aunt.
He lives in Kanda.	He is living with me for the present.

Usually the Verbs "be," "know," "understand," "see," "hear," "love," "have" are not used in the Progressive Form.

119. The Present Tense is used instead of the Future

(1) to denote a fixed act, with those verbs expressing coming or going.

I am off (=start) to-morrow; my brother goes too.

He returns next week by the Hokuyetsu railway.

This use is more common with the Progressive Form.

Are you going to-morrow?

When is he leaving town?

He is not coming to-night.

(2) in Adverbial Clauses denoting simple futurity, introduced by "if," "when," "before," "till," "while," etc. This use should not be extended to those Verbs in Noun-Clauses introduced by similar Connectives.

I will come if it is fine to-morrow.

(Compare:— I doubt if it will be fine to-morrow).

Let us all take arms when war breaks out.

adverbial clause = 条件句, If you will send me the money, I shall be much obliged.

If you will come to my house,
I will show it to you.

(Compare:— It is difficult to predict when war will break out).

You must finish it before you go out (not *will go out*).

I will hold on till he is tired out (not *will be tired out*).

Please let me hear from you as often as you can while you are (not *will be*) in England.

They will begin to play as soon as my back is turned (not *will be turned*).

120. The Past Tense is sometimes found in the Emphatic Form. 強着

He **did say** so in my hearing.

(私ノ聽イテタル處ヲ慥ニ左様言ツタ。)

I **did try**, but it was of no avail.

(ヤルコトハヤツテ見タガ駄目デアツタ。)

121. "Shall" and "will."—

(1) "*Shall*" implies compulsion; "*will*" intention. 命令 58.19

When shall I bring it? (=When *ought* I to bring it?)

You shall do so. (=I *command* you to do so.)

He shall not go there. (=I *will not allow* him to go there.)

It shall be done at any cost. (=I *will cause* it to be done at any cost.)

This use of "*shall*" is often extended to a favorable promise.

If you want a watch, you shall have one. (=I *will let* you have one; that is, I *will give* you one.)

You shall go with me to Nikkō to see the maple trees (=I *will take* you to Nikkō, etc.)

I will do so, right or wrong.

Will you kindly do me the favor?

He says he will go despite the weather.

(2) "*Shall*" expresses simple futurity with the First Person; also with the Second in question.

"*Will*" denotes the same notion with the Second and third Persons.

I fear I shall fail.

Shall I be punished, I wonder?

When shall you be able to see him?

I fear you will fail. will 124

Perhaps he will come by noon.

Will it not be funny if he fails after all his bragging? 自慢

Note.—The cases where the Future Tense is replaced by the Present have already been shown in ¶ 119.

122. "*Will*" expresses a present habit in such as the following:—

When he meets any one, he will complain of

his poverty (= *is in the habit of complaining*, etc.).

The conservatives **will condemn** anything foreign (= *are in the habit of condemning*, etc.).

EXERCISE XXI.

(a) Translate the following:— *The white bear lives*

1. 白熊ハ寒イ北方ニ住ンデキマス。 *in the cold north*
2. 今日ハ非常ニ勉強シテキマスカ平生ハソソナニ勉強シマセン。 *northern quarter*
I am studying very hard to day but not always!
3. 若シ其本ヲ欲シイノナラバ上クマセウ。 (To be translated by "have.") *If you want the book, you shall have it.*
4. 私ハ明後日アノ人ニ逢フ積リテス。 *I shall see him day after tomorrow.*
5. 何處ニ置キマセウカ。 *where shall I put it.*
6. 彼ヲ赦シテヤリマセウ。 (With "he" as subject.)

(b) Correct the errors:— *He shall be pardoned.*

1. Are you hearing the nightingale sing?
2. I don't know when he ^{will be} is here next time.
3. I don't think that he ^{will} succeeds as he is always so lazy. *is*
4. I will tell him so when he ^{shall} will be here next time.
5. She is going to church every Sunday.

(2) The Perfect Tenses.

123. The Present Perfect Tense must be

carefully distinguished from the Past. The former, whether it denotes the completion or the continuance of an action, **always connects the notion with the present time**, while the latter states an action merely as a past thing, cut away from the present.

I **have read** the book already (that is, I *know* it now).

He **has sold** his house (that is, he *is without* that house). *Just learned his lesson.*

Japan **has made** great progress (that is, Japan *is* in an advanced state of civilization).

I **have lived** here five years (that is, it *is* now five years since I began to live here).

Where **have you been** all this time? (that is, *till this time*).

124. Sometimes one and the same fact may be referred to by both the Present Perfect and the Past. But then the meanings are different, the former laying more stress on the present state of things arising out of the action, and the latter on the action itself. Observe the following dialogue:—

- A. Will you please lend me your watch for an hour?
B. Yes, but what have you done with yours?

- A. I have lost it (=I am without it).
 B. When did you lose it?
 A. I lost it yesterday (=My loss of it took place yesterday).

Present Perfect.

He has bought a house.
 (=He has a house now.)

Bakin has written many novels (that is, they are still extant).

Japan has acquired possession of the Loochoo Isles (that is, she is the possessor of them).

Past.

He bought a house yesterday. (=His act of buying it took place yesterday.)

Bakin wrote novels, not dramas. (=Bakin was a novelist, not a dramatist).

Japan acquired possession of the Loochoo Isles shortly after the Restoration (that is, her acquisition of them took place, etc.).

Thus it naturally follows that no word or words denoting the definite past can be used with the Present Perfect.

125. The Present Perfect Tense may also denote a past experience.

In this case, it is frequently replaced by the Past Tense.

Have you ever seen a lion? = Did you ever see a lion?

I have often met him. = I often met him.

We have never heard him sing. = We never heard him sing.

126. The Present Perfect is used instead of the Future Perfect in Adverbial Clauses introduced by "if," "when," "before," "after," "as soon as," etc. {Cf. ¶119,(2).}

If you have knit (not will have knit) the stockings by noon, I will give you a pretty purse.

I shall go out when I have written all my letters.

You will surely lose your way several times before you have passed through the woods.

Please attend to this after you have finished that.

Let him return the book as soon as he has done with it.

127. Some cautions in the use of the Present Perfect:—

(1) "Have been" is used

(a) in the sense of "have gone and returned" or "have come and gone back."

I have been to Kyōto (=I have gone to and returned from Kyōto. 京都へ行ッテ來タ).

He has been here. (此所へ來テ行ッタ).

Simple sentence. Birds fly
 Complex — some birds fly swiftly

(b) instead of "to go" and "to come" in the sense of past experience.

Have you ever been in Ōsaka? (= Have you ever gone to Ōsaka?)

He has been here several times.

(2) "Just" is used with the Present Perfect. "just now" with the Past.*

He has just come. = He came just now.

I have just returned. = I returned just now.

(3) "For the last (or past) three hours" and similar phrases used with the Present Perfect denote the continuance of an action up to the present moment, and so do not violate the caution given at the end of ¶124.

I have been waiting for the last three hours (= It is now three hours since I began to wait).

It has rained here for the past five days (= It is now five days since it began to rain here).

128. The Past Perfect Tense naturally belongs to the Complex Sentence, since it denotes an action completed by, or continuing till, the time of another past action.

When I got to the station, the train had already started.

* See Eastlake's *Lecture on English Grammar* published in the *Nihon Eigaku Shinshi*, No. 24.

He arrived when I had left
 主 従
 主 従
 subordinate

I lost the watch that I had bought the day before. But if, by means of a Compound Sentence, we mention these actions in their successive order, no Past Perfect will be needed.

I bought a watch, and lost it the next day.

129. To express the mere notion of priority, and not that of previous completion, the Past Tense is used instead of the Past Perfect when there is either "before" or "after."*

Mere priority.
 He studied it before he was examined. (= His study of it took place before his examination. 試験前 = 其ヲ習ツタ。)

I went out after I did so. (= My doing so was before my going out, or I went out after doing so.)

Previous completion.
 He had studied it before he was examined. (= His study of it had been completed before his examination. 試験前 = 其ヲ習ツテシマツタ。)

I went out after I had done so. (= My doing so had been completed before my going out, or I went out after having done so.)

* See Cox, p. 75.

I have never seen such a strange child.
 (2) I have never heard from him for the last three months.
 (3) Have you been to see the cherry-blossoms of ^{Manjiyama} ~~Manjiyama~~?
 (4) I have never been ill since I came to Tokyo.

118 SECTION I. 119
130. The Past, and not the Past Perfect, is used to mention a historical fact in connection with a certain past act.

I told him that Watt invented the steam-engine.
 (Compare:—I told him that I had invented a useful machine.)

131. The case where the Future Perfect is replaced by the Present Perfect has been shown in
 (5) ¶ 126. Please ^{instantly} inform me as soon as you have passed the examination.

(6) The thief had fled when the police man arrived.

EXERCISE XXII
 (a) Translate the following:—

1. 私ハアンナ奇妙ナ小兒ヲ見タリガナイ。
2. 此ヲ三ヶ月間彼ノ人カラ便リヲ聞カナイ。
3. 向島ノ櫻ヲ見ニ行ツテ來マシタカ*。
4. 東京へ來テカラ病氣ニナツタリガナイ。
5. 試験ニ及第ナサツタラスクお知ラセ下サイ。
6. 巡査ノ到着シタキハ賊ハ既ニ逃ケテシマツテキタ。
7. 彼ハアンナモノヲ買ツタノヲ後悔シタ。
8. 「コロンブス」ガ亞米利加ヲ發見シタノダト其小兒ガ答ヘマシタ。
9. 君ノ還テ來ル迄ニハ私ハ作文ヲシアゲテキマセウ。

* See the *Intermediate English Grammar*, p. 63.
 & that boy answered that Columbus discovered
 & I shall have completed my composition by

(10) He will ^{be} been in Sendai for five years, if he has lived there two months more.

10. 彼ガ今二ヶ月仙臺ニヲレバ五年アソコニ住ンダリナル。

(b) Correct the errors:—

1. I just received a telegram.
2. I want it no more; I read it already.
3. You may go out when you will have done it.
4. When has he met you?*
5. He did not know that the Emperor Jimmu had founded the Japanese Empire.
6. He has often come here last month.

He has often ^{come} been here last month.

§ 4.—THE SUBJUNCTIVE MOOD AND ITS TENSES.

132. The Subjunctive Present doubts where the Indicative Present or Future asserts.

Indicative Present and Future.	Subjunctive Present.
He <i>is</i> rich.	If he be rich, he should be more liberal. ^{カンダ}
He <i>will</i> go.	I will remain, whether he go or not.

133. The Subjunctive Past denies where the Indicative Present asserts.

* See the *Intermediate English Grammar*, p. 64.

the time you come back.

If he **were** rich, he would not live so humbly.
 (But as he *is not* rich, he lives so humbly.)
 If he **did not go** now, he might be suspected.
 (But as he *goes* now, he may not be suspected.)
 I wish I **had** some money.
 (But I *have not* any money.)
 I wish he **were** cleverer than she.
 (But he *is not*.)

134. The Subjunctive Past Perfect denies where the Indicative Past asserts. キレハツ

If he **had been** rich, he would have lived more fashionably. ハテ
 (But as he *was not* rich, he did not live so fashionably.)
 If he **had not gone**, he might have been suspected.
 (But as he *went*, he was not suspected.)
 I wish I **had been** there. (But I *was not*.)
 If he **had not failed**, he would not have run away.
 (But as he *failed*, he ran away.)

135. The Subjunctive Mood must be carefully distinguished from the Indicative in a somewhat similar construction. "If," it should be remembered, is not the necessary sign of the former, and may as well be used with the latter.

<i>Indicative.</i>	<i>Subjunctive.</i>
If he is short-tempered, he is not at all bad-tempered. (ヨシ短氣デアルトシテモ。	If he be short-tempered, he may also be bad-tempered.
If he did so, he was quite justified. (ヨシ左様シタ處ガ全ク理由ガアツタノデアル)。	If he did so, he would be quite justified. (<i>Supposition contrary to the present fact.</i>)
So perfectly had he made his recitation that he was rewarded at once. 暗語 (<i>Previous completion of an act before another.</i>)	Had he made his recitation perfectly, he would have been rewarded at once. (<i>Supposition contrary to the past fact.</i>)

136. The Subjunctive Present can also denote a wish or a prayer. This must be clearly distinguished from the Indicative as well as the Imperative Mood.

<i>Indicative.</i>	<i>Subjunctive.</i>	<i>Imperative.</i>
Heaven helps you.	Heaven help you!	Let Heaven help you.
God blesses him.	God ble ss him!	O God! ble ss him.

The Emperor lives long.	Long live the Emperor!	Let the Emperor live long. Live long, O Emperor!
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137. Some idiomatic expressions with the Subjunctive:—

(a) "You had better do so."—Here "had" is a Subjunctive Past, meaning "would have," while "do" is an Infinitive, and the whole expression is equivalent to "You would have (it) better (to) do so." (左様爲サツタ方がヨカラウ。)

My father told me that I had better not hear it.

I said that he had best study in his native place.
(故郷ヲ勉強シタ方が一番ヨカラウト云ツタ。)

(2) "As it were" (云ハバ) is used by way of excuse for the figurative expression following.

He is, as it were, an incarnation of vice and avarice.

The news was, as it were, a thunderbolt in my ear.

(1) If I were you, I would not do such a thing.

(2) I wish I were as rich as you.

(3) If you said so, EXERCISE. XXIII. he would be

(4) I wish I had gone, but I could not in.

(a) Translate the following:—

(5) If he were really ill, he would not run so about.

(6) He even bless you!

(7) You had better not keep company with him.
(8) He is, as it were, an ass in the lion's skin.
(9) You had better go and ask him.

3. 若シ君が左様云ツタラ彼ハ怒ツタマラウ。
4. 行ケバヨカッタガ、併シ實際(行クヲガ)デキナカッタ。
5. 若シ實際病氣ナラアンナニ驅ケ廻ラナイダラウニ。
6. 天ノ足下ニ幸センヲ。
7. アノ人ノ仲間入りナサラヌ方がヨカラウ。
8. 彼ハ云ハバ獅子ノ皮ヲキタ驢馬デアル。(An ass in the lion's skin.)
9. 行ツテアノ人ニ頼ミナサル方がヨカラウ。

(b) Correct the errors:—

1. If you are he, you would act in the same way. *were*
2. If I did not go yesterday, I should not have heard it. *had*
3. If he is here now, what would he say? *were*
4. I wish I am as learned as he. *were*
5. If it is not raining so heavily, he might come. *were*

angry. § 5.—THE POTENTIAL MOOD AND ITS TENSES.

(1) The Primary Tenses.

138. Besides ability ("can" 何々スルヲガデキル), possibility ("may" 何々スルカモシレヌ), per-

可ニ 既在品ト云フ事也

mission ("may" 何々シテモヨウゴザイマス.
"can" 何々シテモヨイ) and compulsion ("must"
何々セネバナラヌ), the Potential Present may also
denote

(1) *Inference or certainty.* {"Must" used af-
firmatively (何々 = 相違ナイ); "can," negatively
(何々ノ筈ガナイ) or interrogatively (何々 = 相違無
カラウカ).}

He **must be** a detective.

He **cannot be** a detective.

Can he be a detective?

(2) *A purpose.* ("May" used after "that," "so
that," or "in order that.")

He studies hard *that* he **may** succeed.

He studies hard *so that* he **may** succeed.

He studies hard *in order that* he **may** succeed.

(3) *A wish or prayer* ("May" used before the
Subject. Cf. ¶136.)

May Heaven **help** you!

May Japan **become** the world's greatest power!

139. The Potential Past denotes

(1) *Past ability.* ("could.")

(2) *Past habit.* ("would." Cf. ¶122.)

Whenever he met anyone, he **would** complain
of his poverty (= *was in the habit of complaining*,
etc.).

Even while attending a primary school, he
would often be seen poring over his book by
himself.

(3) *A purpose either past or present.* ("Might"
after "that," "so that," or "in order that," "should"
after "lest.")

I (you, he) studied hard	}	lest I (you, he) should
		fail.
I (you, he) studied hard	}	that I (you, he) might
		not fail.

I (you, he) must study hard *lest* I (you, he)
should fail (= *that* I (you, he) *may not* fail.)

(4) *Duty or propriety independent of time.*
{"Should."}

We (you) **should** love our (your) country.

The rich **should** help the poor.

It is right that you **should** go.

It is natural that he **should** think so.

It is necessary that we **should** do so.

(5) *Unexpectedness.* ("Should.")

I regret that I **should be** so badly thought of.

(ソノナニ悪ルク思ハレルトハ残念.)

I am surprised that you **should** say so.

It is strange that the flowers **should be blossoming** at this time of the year.

The Potential Mood in this use may sometimes be replaced by the Indicative, when the simple fact, and not the feeling of surprise, is to be expressed.

I regret that I **am** so badly **thought of**.

(6) *Absolute denial or extreme doubt respecting an action either present or future.**

I **would do** so, if I **could**. (デキルナラ左様シタ
イガ)。

(Implied:—I *do not* or *will not do* so, because I *cannot*.)

I wish he **could go** with us.

(Implied:—He *cannot go* with us.)

(How **could** there be such a thing? (ドウシテ
左様ナリガアルモンデスカ)。

((Implied:—There *cannot be* such a thing.)

It **might be** so. (Implied:—It *may not be* so.)

(If you were in his place, you **would die** from
despair. 絶望)

(Implied:—But you are not in his place, so you
are in no danger of dying, etc.)

* Already explained in the *Intermediate English Grammar*, p. 71.

If I **should meet** him, I will (would, must) tell
him so.

If you **should meet** him, please *tell* him so.

If he **should fail**, he will (would, may, might) give
up the idea.

The above form, sometimes called the Subjunctive Future, denotes future ^{出来事(予定)}contingency, and is accompanied in the Principal Clause by an Indicative Future, by an Imperative, or by another Potential either Present or Past.

(7) *A polite request.*

The Potential Past is politer than the Potential Present or the Indicative Future.

Would you do me the favour?		Will you do me the favour?
--------------------------------	--	-------------------------------

Might I go home?		May I go home?
------------------	--	----------------

Could you take me there?		Can you take me there?
--------------------------	--	------------------------

I wish you would kind- ly inform me of the result.		I hope you <i>will</i> kindly <i>inform</i> me of the result.
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140. Familiar expressions with "should:—"

(1) "I *should like*+Infinitive" (何々シタイモ
ンデスカ) is a milder form of "I *like*+Infinitive."

(1) He has learnt well such a long poem by heart, so he must have a good memory.
 (2) As he could not learn even such a short poem by heart, he can not have a good memory.

and implies the real or pretended inability of doing something.

I should like very much to go with you.

- (1) "I should think so" (milder than "I think so.")
 (2) "I should say it was" (milder than "I say it is.")

(Do you think it is right to do so?)

I should think it was. (左様デセウヨ、左様デセウトモ)。

(3) "He should know better" (モツト悟ラナクテハナラナイノダガ) is equivalent to "He ought to know better."

(1) He would dress up respectably in order that he might not be respiced, lest he should be respiced.

(4) may you have a pleasant journey?

(a) Translate the following:—

1. アンナニ長イ詩ヲ善ク暗誦シタカラ善イ記憶力ヲ持ツテタルニ相違ナイ。
2. アンナニ短イ詩サヘ暗誦シソコナタツカラ善イ記憶力ノアル筈ハナイ。
3. 輕蔑サレナイ用心ニイツデモ體裁ヨク着飾テ#タ。(respectably.)
4. 面白ク旅行シ玉ハンコヲ祈ル。(面白キ旅行ヲ持チ玉ハンコヲ)

(5) you must everything carefully, lest you should be laughed at.

(6) It is right that you should pay the money.
 (7) I regret that you should treat him so coldly.
 (8) I wish I could solve such a hard problem.

(9) I might go, if I could.
 (10) It was not a secret, I would tell it to you.

(11) If any one should come inquiring for him, please tell him that I have gone to Yokohama.

5. 何事ヲ爲スニモ人ニ笑ハレナイ様ニ用心ナサイ。
6. 彼ニ其金額ヲ拂フノハ當然デアル。
7. ソンナニ彼ノ人ヲ冷遇ナサルトハ残念デアル。
8. ガウ云フ六ヶシイ問題ヲ解タレバイ、ケレド。(to solve a problem.)
9. デキルナラ行クカモ知レナイガ。
10. 若シ秘密デナイノナラ君ニ御話シ申シタイガ。
11. 若シ誰カ私ヲ尋テテ來デモシタナラ横濱ヘ行ツ

(12) If I could do any thing I like, I would visit the moon first.

- (b) Correct the errors:—
1. If he knew it, what will he do?
 2. Should you please come to-morrow?
 3. As he doesn't know his own age, he can be a fool.
 4. It is strange that they will hate him so bitterly.
 5. You may think otherwise if you were not in the present condition.

(2) The Perfect Tenses.

141. The Potential Present Perfect denotes possibility or inference about an action regarded as past.

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if you must have gone I have to go
you have had to go I had to go

I had had to go

- (1) *Possibility*. ("May have+Past Participle")
I (you) **may have seen** him before.
He **may have arrived** already.
- (2) *Inference*. ("Must have+Past Participle")
used affirmatively: "*Can have+Past Participle*"
either negatively or interrogatively.)

{ He **must have arrived** already.
He **cannot have arrived** yet.
Can he **have arrived** already?

142. The wanting form of the Potential Present Perfect of "*can+Root*" in the sense of ability is supplied by "*have been able+Infinitive*."

I have just **been able to finish** it.

indicative He **has been unable to talk** for these three days.

143. The wanting form of the Potential Present Perfect of "*must+Root*" in the sense of compulsion is supplied by "*have had+Infinitive*."

I have **had to do** a great deal of work to-day.

He **has had to write** many letters.

144. The Potential Past Perfect denotes

(1) *Denial of the past*.

Had I done so, I **should have been called** a fool.

(Implied:—I did not do so, so I *was not called* a fool.)

You **might have failed**, if you had been less diligent.

(Implied:—But you *did not fail*, because you were so diligent.)

He **would have bought** it, if it had suited him.

(Implied:—But he *did not buy* it, because it did not suit him.)

We **could have caught** him, if he had not been armed with a sword.

(Implied:—But we *could not catch* him as he was armed with a sword.)

If we had not run to the rescue, he **must have been killed**.

(Implied:—But as we ran to the rescue, he *was not killed*.)

I (you, he) **should have done** so. {=I (you, he) *ought to have done* so, though I (you, he) *did not*.}

(2) *Duty or propriety attributed to a past fact*.

It is right that you **should have done** so.

It is natural that he **should have got** angry.

It is but just that they **should have treated** you so.

(3) *Surprise at a past fact*.

It is a pleasant surprise that I **should have been welcomed** so heartily.

- (1) I may have said so before, but I don't remember
 (2) This letter must have been written by him
 He must have written this letter

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- (3) I have been unable to go out for these five days
 I am sorry that you should have failed.
 It is strange that he should have broken the
 (4) promise. He can not have thought to do
 a such foolish thing.

EXERCISE XXV.

(a) Translate the following:—

1. 以前ニ左様云ツタカモ知レナイガ、ハツキリ
 覺エテ非ナイ。(exactly.)
2. 此手紙ハ彼ガ書イタノニ相違ナイ。
3. 此五日間ハ外出スルコトガ出来ナカッタ。
4. 彼ノ人ハ其様ナ馬鹿ナ事ヲシヤウト思ツタ筈
 ハナイ。
5. アンナニ怒ツタ顔シテナルカラ、誰カト喧嘩ヲ
 シタノニ相違ナイ。
6. 若シ左様シタナラバ笑ハレタカモ知レナイ。
7. 今少シ骨折ツテ働イタナラバ成功シタニ相違
 ナカッタラウガ。(a little harder.)
8. 彼ノ人ノ父ハ彼ノ人がアンナ大金ヲ儲ケタノ
 ニ驚イテ非ル。
9. カウ云フ譯ダカラ日本ガ支那ニ勝ツタノハ自然
 デアル。(Such being the case; as it was.)
10. 君ガ左様思タノハ勿論正當デアル。

(b) Correct the errors:—

1. If you had visited him, he may have been
 (4) glad. *As he looks angry, he must have quarrelled
 or he express anger, with any one*

(b) I might have been laughed at, if I had
 done so

THE IMPERATIVE MOOD.

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2. As all my family went out this morning, I
 must have stayed at home all day.
3. As it is too difficult a task, I cannot have
 finished it yet. *am unable*
4. I shall have read it before. *might*
5. He will have joined the party if he can have
 spared the time. *could*

§ 6.—THE IMPERATIVE MOOD.

145. Besides command or request, the Imperative Mood may also denote

(1) Condition.

Be diligent, or you will fail. (=If you are not diligent, you will fail).

Let a man respect himself, and people will respect him. (=If a man respects himself, people will respect him.)

(2) Concession. In this case the Imperative may be used with any Person without the help of "let."

Do what I can, I cannot persuade him.

(=No matter what I do, I cannot persuade him.)

Go where you may, you will surely be dissatisfied.

(= *Wherever you may go*, etc.)

Work as he may, he will not excel you.

(= *However hard he may work*, etc.)

The same may be used of a past fact.

Do what I could, I could not persuade him.

Work as he might, he could not earn sufficient money.

146. "Suppose" and "say."

(1) "*Suppose you were*" = *if you were*.

Suppose you were the richest man in Japan; what would you do?

Suppose I were your teacher; what would you want me to teach?

(2) "*Say*" used absolutely = *presumably* or *for instance*.

A great many guests—**say** (= *presumably*) a hundred—are expected on the occasion.

What do you **say to going** there with me sometime this month—**say** (= *for instance*) next Sunday? (イツカ今月中ニマア今度ノ日曜ニナリト一所ニアソコへ行ツテハ如何デスカ)

(1) *confess your fault, or I will never pardon you.*
sault EXERCISE XXVI. you.

Translate the following:—

1. 過失ヲ白狀シテサイ、サモナクレバ赦シマセヌゾ。(2) let us study harder.

(2) let him do what he pleases.

(4) do what we can, we cannot finish it during a day.

(5) go where he may, the criminal will surely be captured.
(6) work as I might, I could not earn enough to support my family.

2. もっと勉強シヤウデハアリマセンカ。

3. スキナ事ヲスルガイ、サ。(Imperative mood in the Third Person. *)

4. 何トシテモ我々ハ一日ノ中ニ其ヲ仕上グルトハ出来ナイ。

5. 何所へ行クトモ罪人ハ必ず捕ヘラル、ニ相違ナカラウ。

6. イクラ働イテモ家族ヲ支ヘル丈ケ儲ケルトガ出来マセンデシタ。(enough to support.)

7. 君ガ非常ナ金額、例ヘバ百万圓モ持ツテ亦ルトシマセウ、其時ハドウシマスカ。

(5) suppose you had a vast sum of money—say a million yen then what would you do

§ 7.—INFINITIVES.

Introductory Table.

	Simple	Perfect.
Noun-use.	To do so is wrong.	I regret to have done so.
Adjective-use.	He is not a man to quarrel.	He seems to have quarrelled.
Adverbial use.	I have come to see you.	You must have a powerful sight to have seen it so clearly.
Absolute use.	To speak the truth, I don't like him.	

* See the *Intermediate English Grammar*, p. 77.

147. The **Adverbial Infinitive** denotes a variety of meaning:—

- Purpose.* { I went **to see** him.
He works hard **to succeed**. 成功ヲ為ス
- Result.* { He began to speak only **to be hissed** トハ
down (=with the result of being hissed down) by the audience. ハカ
They marched forth only **to be defeated**. (負ケニ行ツタ様ヲモノ).
- Cause.* { He wept **to see** her dead (=because he saw her dead.)
I am glad **to hear** that you have succeeded. リヤ

Reason for the preceding statement.

He must be a fool **to say** so (=since he says so.

左様云フカラニハ.)

You must have been very diligent **to have passed** the examination so splendidly. (ソレホド立派ニ及第ナスツタカラニハ.)

148 The **Absolute Infinitive** is used to form such a Phrase* as is an Independent Element of the sentence. 獨立

To speak (or tell) the truth, I don't approve of the plan. (實ハ.) トコ

* Called an Absolute Infinitive Phrase, as already shown in Book II, p. 100.

To be frank, I hate him (打明ケテ云ハ.)

To make matters worse, he fell sick (其上困ツタ

トニハ.)

He is, **so to speak** (=as it were), a brute in human form. 引

He is extremely avaricious. **To cite an instance**, he once tried to escape paying his hotel bill. (一例ヲ申セバ.) water to drink to eat 形名詞

He did so, **to be sure**. (體=).

149. Observe the following difference in the use of the Simple and the Perfect Infinitive:—

<i>Simple.</i> <small>同時</small>	<i>Perfect.</i> <small>以前</small>
(The action is simultaneous with, or subsequent to, that denoted by the Finite Verb.)	(The action is previous to that denoted by the Finite Verb.)
{ He <i>is said to be</i> rich. (=It <i>is said</i> that he <i>is</i> rich.)	{ He <i>is said to have been</i> rich. (=It <i>is said</i> that he <i>was</i> or <i>has been</i> rich.)
{ He <i>was said to be</i> rich. (=It <i>was said</i> that he <i>was</i> rich.)	{ He <i>was said to have been</i> rich. (=It <i>was said</i> that he <i>had been</i> rich.)
{ She <i>seems to be</i> weeping. (=It <i>seems</i>	{ She <i>seems to have been</i> weeping. (=

<p>that she <i>is weeping.</i>) She <i>seemed to be weeping.</i> (= It <i>seemed</i> that she <i>was weeping.</i>)</p>	<p>It <i>seems</i> that she <i>was</i> or <i>has been weeping.</i>) She <i>seemed to have been weeping.</i> (= It <i>seemed</i> that she <i>had been weeping.</i>)</p>
<p>I <i>believe</i> him <i>to come.</i> (=I <i>believe</i> that he <i>will come.</i>) I <i>believed</i> him <i>to come.</i> (=I <i>believed</i> that he <i>would come.</i>)</p>	<p>I <i>believe</i> him <i>to have come.</i> (=I <i>believe</i> that he <i>came</i> or <i>has come.</i>) I <i>believed</i> him <i>to have come.</i> (=I <i>believed</i> that he <i>had come.</i>)</p>

150. The Infinitive sign "to" is frequently omitted, especially after the following words:—

(1) "See," "hear," "feel," "make," "have," when these are in the Active Voice.

<p><i>Preceded by an Active.</i> I have never seen him laugh. We often hear him say so. I felt it move slowly.</p>	<p><i>Preceded by a Passive.</i> He was never seen to laugh. He is often heard to say so. It was felt to move slowly.</p>
---	---

<p>They made her go. I had him write it. (=I caused him to write it.)</p>	<p>She was made to go. I had it written by him. (not, He was had to write it.)</p>
---	--

(2) "Had better." {Cf. ¶ 137, (a)}

infinitive You had better go. You had better not try.

(3) "Do nothing but" and "Cannot but."

He does nothing but play all day long.

They did nothing but drink and quarrel.

I cannot but laugh. {=I cannot (do any-thing) but (to) laugh. }

She could not but weep. (泣クヨリ外ハナカツタ).

151. Some expressions with the Infinitive:—

(1) "Have+Infinitive" = "Must+Root."*

You will have to work hard for yourself.

I had to go there yesterday.

You have only to do so. (左様サヘスレバイ、ノタ)。

(2) "Have not+Infinitive" is equivalent to "Need not+Root," and not to "Must not+Root" as is often mistaken by the student.

You have not to work any more. (最早働クニ及バナイ)。 *to go 行く*

(3) "Are+Infinitive" expresses a future sense with an additional notion of fixedness. *決意*

* Already explained in the *Intermediate English Grammar*, p. 63.

He is to go. = *It is fixed that he should go.*

アリス We are to meet again on Sunday evening.

(4) "Get" is politer than "have" in the following construction with the Infinitive:—

I had him do so. (=I made him do so. 左様サセタ).

I got him to do so. (=I got the favour of his doing so. 左様シテ貰ッタ).

Could I get you to copy it?

(5) "Have been + Infinitive" = "Have returned from + Gerund" **ing*

I have been to visit my friend B. (=I have returned from visiting my friend B.)

EXERCISE XXVII.

(a) Translate the following, using the Infinitive wherever possible:—

(1) *he worked at a risk of his life only to fail at last.*
1. 彼ハ一生懸命ニヤツテミタガ到頭失敗シタ。*writing*
2. 實ハ讀ミ書キノ外ニハ何モ致シマセヌ。*to tell the truth I do nothing but reading and writing*

3. 君ハ只ドウスレバイ、カト云フ事ヲ彼ニ示シ
you had only to show him what to do.
サヘスレバイ、ノダ。*as I tried all she possible means to recover my heels*
4. 健康ヲ回復スルタメニデキル丈ケ盡シテマシタ。
she mind must have blown very violently to have
5. ソレ程ノ大損害ヲナシタカラモハ風ハ餘程ヒ

ドク吹イタニ相違ナイ。*caused so great a damage.*

* Already explained in the *Intermediate English Grammar*, p. 63

what a fool he must be to think of doing such a curious thing.
His person is, so to speak, a castle in the air.
He is said to have studied abroad.

PARTICIPLES.

He was said to be studying abroad.

6. ソンナ奇体ナ事ヲヤラウト思フカラニハドン
ナニ馬鹿ナンデセウ。*(to think of doing...)*
I have never seen him do such a thing.

(11) you have not come so early tomorrow morning
7. 彼ノ計畫ハ云ハゞ空中ノ樓閣デス。*(at castle in the air.)*

(12) I got him to write a letter in the French language.
8. 彼ノ人ハ外國デ勉強シタト云フ話デス。*(to study abroad.)*

9. 彼ノ人ハ外國デ勉強中ダト云フ話デシタ。

10. 私ハ彼ノ人ノソソナ事スルノヲ見タトガナイ。

11. 明朝ハソソナニ早ク來ナクテモヨイ。

12. 私ハ彼ノ人ニ佛蘭西語ノ手紙ヲ書イテモラツ

タ。*(13) you have been the plum-blossoms of Kamido*

13. 龜井戸ノ梅花ヲ見ニ行ツテ來マシタカ。

(14) seeing this ridiculous state I could not but laugh
14. 此可笑シナ様子ヲ見テハ笑フヨリ外ハナカツ

(b) Change the Voice of each Finite Verb:—

1. I made him finish it in an hour.
it was made to finish by him in an hour

2. They were heard to cry most piteously.
I heard them cry most piteously

3. We saw them slowly climb up the narrow path.
they were seen to climb the narrow path

4. The house was felt to shake slightly.
I felt the house shake slightly

§ 8.— PARTICIPLES.

152. Transitive Past Participles, when used adjectively, are always in the Passive Voice.

Houses ⁵¹⁸² **built** in European style; a picture ²²¹ **drawn** on a canvass; a thing **done** in haste; a **wounded** soldier; a **burnt** child.

Incorrect.

The man **written** this is absent.

He is a criminal **killed** his wife.

Exceptions:—

A **learned** scholar; a well-**read** student; an out-
spoken man. 1421

153. Intransitive Past Participles

(1) *are not used attributively.* 属性

Exceptions:—

A **fallen** tree; **faded** flowers; a **retired** officer;
the **risen** sun; well-**behaved** boys. 12434

(2) *may be used predicatively.* 說明用的

The Participle in this use must be carefully distinguished from the one forming part of the Perfect Tenses.

{ He **is come**. (=is in the state of having come. 來テ
ヲル.)

{ He **has come**. (=has completed his act of coming.
來タ.)

The tower **is fallen**. (=is in the state of having
fallen. 倒レテヲル.)

Correct.

The man *who has writ-
ten* this is absent.

He is a criminal *who
has killed* his wife.

The tower **has fallen**. (=has completed its act of
falling. 倒レタ.) complement

The flower **was faded**. (凋^レデ^キタ.)

The flower **had faded** before I saw it. (凋^レデシ
マツタ.)

154. Participles may be used predicatively

(1) *As Subjective Complement.*

It soon became **known** in this way.

He sat **surrounded** by his family.

The tiger was found **shot** dead in the bush.

He remained **standing** in the water. 形名

I stood **gazing** at the sight.

(2) *As Objective Complement.*

I made it **known** to all the neighbourhood.

We believed him already **killed**. we believe that

I saw her **weeping** alone. he should have killed

They found it **shot** dead in the bush. already

I could not make myself **understood**. 異に言フ

I had it **mended** by him.

(Active:—I had him *mend* it.) { Cf. ¶ 151, (4). }

I got it **written** by him.

(Active:—I got him *to write* it.)

155. The Participle is often used to form a
Phrase expressing time, cause, or condition.

Having finished my work (=As or when I had

finished my work), I went out for a walk.

The burglar, seeing us coming (=As he saw us coming), took to his heels.

Attacked (or Being attacked) on all sides (=as they were attacked on all sides), the enemy grew desperate.

Crossing the bridge over there (=If you cross the bridge over there), you will easily find the house.

Notice the difference:—

- Saying so, he went away. (=As he said so, 云ヒ ナガラ.)
- Having said so, he went way. (=When he had said so, 云ッテカラ.)

156. Idiomatic constructoins with the Participle:—

(1) Absolute Participles have their own logical Subjects (i. e. Absolute Nominatives) expressed.

We all went out, he alone remaining (=while he alone remained).

This done (or being done) (=When this was done), they all dispersed.

The sun having set (=As or When the sun had set), they all went home.

He having surrendered (=As he had surrendered), the rest could do nothing.

(2) Impersonal Absolute Participles have no logical Subject expressed.

He is very clever, considering his age (=if we consider his age).

Supposing this all right (=Though we may suppose this all right), what are you going to do with the other matter?

Strictly speaking (=If we speak strictly), this is not correct.

Judging from reports (=If we judge from reports 世評ニヨッテ判スレバ), he must be a great man.

Talking of warships (=Now that we are talking of warships 時ニ軍艦ノ話ノ序テスガ), have you ever seen the Yashima?

This construction should not be extended to where the Participle must have its Logical Subject expressed.

Incorrect.	Correct.
Being rich, they envied him.	{ He being rich, they envied him. Being rich, he was envied by them.
Having finished the letter, it was posted.	
	{ Having finished the letter, he (I) posted it Having been finished, the letter was posted.

EXERCISE XVIII.

(a) Translate the following, using the Participle wherever possible:—

1. 彼ハ失望シテ去レリ。 *He went off disappointed*
2. 全ク偶然ニ知レ渡リマシタ。 (accidentally.)
3. 彼ハ誰ダカ自分ノ方ヘ近ヅイテ來ル人ノ足音ニ耳ヲ傾ケナガラ立ツテキタ。 *He listened to the foot steps of any one who was coming near him.*
4. 彼ノ女ハ彼ノ男ノ秘密ヲ誰レニデモ知ラセル。ト威嚇シマシタ。 (to threaten.) *She threatened him saying to tell secrets to anyone.*
5. 私ハ財布ヲ盗マレタ。 *I found my purse stolen.*
6. 第一着ニ失敗シタカラ、二度ト試ミナカッタ。 *Having failed in my first attempt, I did not try the second.*
(In one's first attempt.)
7. 嚴シク云ヘバ、大抵ノ人ハ不道徳デアル。 *strictly speaking, most men, immoral.*
8. 時ニ小説ノ話ノ序ダガ、君ハ八犬傳ヲ讀ミマシタカ。 *taking of novels, have you ever read the Hachikendenshi.*

(b) Correct the following:—

1. Having read the book, it was thrown aside. *I threw it*
2. I don't know the man who has done this. *who has done*
3. Mr. M. was the only member spoken on the occasion. *who spoke*
4. Being too difficult and bulky, I have not yet finished the book. *The book it*
5. The played boy in the garden is he, not I. *boy who played*

§ 9.—GERUNDS.

157. Uses of the Gerund:—

(1) As Subject.

His making so rapid progress foretells his future greatness.

His having said so is a proof of his folly. *至馬*

(2) As Object.

He began reading. I regret having done so. *I had done so 至馬*

He is second to none in speaking English.

(3) As Complement.

Seeing is believing.

The three R's are reading, writing and arithmetic.

158. When used in a particular sense, the Gerund must have its logical Subject either as its Possessive Modifier or otherwise.

Logical Subject as Possessive modifier.

I regret his having done so.

She was blamed for her son's going there.

They blamed her for her son's doing so.

Logical Subject expressed elsewhere.

He regrets having done so.

She was blamed for going there.

They blamed her for doing so.

But when used in a general sense, no Logical Subject is needed.

Doing so is impossible. { = Anybody's doing so is impossible.
= Doing so is impossible for anybody.

159. Distinction is sometimes made between a Gerund and a **Verbal Noun**, which, though derived from the Verb, is used in a pure noun-construction.*

<i>Gerund.</i>	<i>Verbal Noun.</i>
(Double use of a Verb and a Noun.)	(Single use of a Noun.)
Learning English is a difficult thing.	The learning of English is a difficult thing.
He earns his living by writing novels.	He earns his living by the writing of novels.
Rising early (<i>adv.</i>) is healthy.	Early (<i>adj.</i>) rising is healthy.
Some birds are fond of flying swiftly.	Some birds are fond of swift flying.

160. Idiomatic expressions with the Gerund:—

(1) "There is no + Gerund" = "It is impossible + Infinitive."

* See Nesfield, p. 76.

There is no going there (=It is impossible to go there) in such weather.

There was no knowing (=It was impossible to know) who he was.

(2) "Cannot help + Gerund" = "Cannot forbear from + Gerund."

I cannot help thinking so = I cannot forbear from thinking so. (左様考へズニハ居ラレナイ。)

She could not help weeping for joy.

(3) On (or upon) doing so, he went away. = As soon as he had done so, he went away.

Upon my saying so, the audience burst out laughing.

EXERCISE XXIX.

(a) Translate the following, using the Gerund wherever possible:—

1. 彼ハ君ノ左様シタノヲ残念ガツテナリマス。
He regret your having done so.
2. 其ヲ持上ケヤウトシテ彼ハ肩ヲクツイタ。
He put his shoulder having to hold up it.
3. 何ノ事ガ出来スルカ知レヤシナイ。
There is no knowing what thing occur we have scarcely seen to unit with him.
4. 迎モ彼ノ人ト一致ノ仕様がナカツタ。
5. 斯様云フ風ニ言葉ヲ掛ケラレタカラ、腹立テズニハチラレナカツタ。
on my arriving at Kyoto I called a friend m.B.
6. 京都ニ着イテスグ友人ノB君ヲ訪テマシタ。

7. 私ハ左様云ツタ爲メニ笑ハレタ。
having said so I laughed at

8. 彼ノ金儲ケルノハ必ズシモエライ證據デハナ
 イ。(to make money.)

(b) Translate the following, using the Verbal
 Noun wherever possible:—

1. 英語ノ勉強ニ多クノ時日ヲ費シマシタ。
I have spent many days in the learning of En

2. 彼ハ小説ヲ讀メテ日ヲ送ツテ非タ。
He spent the day in the reading of novel.

3. 善ク話スノハ善ク書クノヨリ六ケシイ。
She is well speaking is harder than she will writing.

4. 彼ハ特ニ寺院ノ建築ニ巧ダサウデス。
I am told that he is especially skilful in the building of temple.

CHAPTER VI.—THE ADVERB.

§ 1.—SIMPLE ADVERBS.

161. Uses of the Simple Adverb:—

I. Besides a Verb, an Adjective, or another Adverb, the Simple Adverb may also modify

(a) a Preposition.

Just at the foot of the hill, there is a hot spring.

The doors were opened precisely at seven o'clock.

By this time we had got half through the wood.

This blunder arose entirely through his negligence.

It was solely for your sake that he did so.

Or the Adverb may be regarded as modifying the Phrase introduced by the Preposition.

(b) a Conjunction.

He did so, probably because he had no alternative.

Even though you confess your fault, he may not pardon you.

Rather than do such a thing, I would die.

Or the Adverb may be regarded as modifying the Clause introduced by the Conjunction.

(c) a Noun or its equivalent.

Even a child can do so.

Even I could do it easily.

She is only a girl. He is almost a man.

He is quite a gentleman.

He is just the man that I want.

In each of the following cases, the Adverb really modifies, not the Noun itself, but its verbal sense or its verbal modifier understood.

His arrival there (=His arriving there) was welcomed with great enthusiasm.

We are eagerly looking forward for his return home (=his returning home.)

The people there (=The people living there) differ in many ways from those here.

The then (=then *ruling*) governor was Mr. A.
(*d*) a whole Sentence.

Unfortunately he cannot come. (=It is *unfortunate* that he cannot come.)

Perhaps he has failed. (=It may be he has failed.)

Apparently he is against the proposal. (=It is *apparent* that he is against the proposal.)

An Adverb in this use is often called a **Modal Adverb**.

II. *Some few Adverbs may be used predicatively as Subjective Complement.*

I *am* here. He *is* there.

We *are* off (=start) to-morrow.

The cherry flowers *are* just out (=open.)

It *was* soon over.

III. *Some few are sometimes used as if they were Nouns.*

Now is the time for us to begin.

It is but five miles from **here** to **there**.

I have not heard from him **since then**.

He lived there until quite **recently**.

Let us go at **once**.

This is by **far** the best composition ever written in this class.

162. According to their meaning, Simple Adverbs are often classified as the following:—

(1) *Adverbs of Place*: as, here, there, above, near, far, hither, thither.

(2) *Adverbs of Time*: as, then, already, daily, early.

(3) *Adverbs of Number*: as, firstly, secondly, once, twice, thrice.

(4) *Adverbs of Degree*: as, almost, quite, too, very, much.

(5) *Adverbs of Manner or State*: as, slowly, willingly, bravely, thus, so, well, happily.

(6) *Adverbs of Affirmation*: as, yes, certainly, indeed, truly.

(7) *Adverbs of Negation*: as, no, not, never.

163. "Ago," "since," "before."

(1) *When a certain past time is referred to by counting backward from the present, "ago" or "since" is used.*

I saw it a month ago (or since, not before).

In speaking of times long past, "ago" is preferred.

What was the condition of Japan a century ago (not since)?

(2) *When a certain past time before another past time is referred to, "before" is used.*

When I showed it to him last year, he said

that he had seen it a month **before** (=before that time).

I returned two months since (or ago); two months **before** (=before then) I was far out at sea.

(3) When used independently of another Adverbial modifier, "before" means "before now" or "before then," and "since" means "since then."

I saw it **before** (=before now).

He showed it me last year, but I told him that I had seen it **before** (=before then).

I met him last month and have not seen him **since** (=since then).

"Ago" is always accompanied by another Adverbial modifier.

Incorrect.	Correct.
He was here ago.	{ He was here before. { He was here a week ago.

164. "Very," "much."

(1) "Very" modifies a Positive; "much" a Comparative.

This is **very good**; but that is **much better**.

He returned **very soon**; indeed, **much sooner** than I had expected.

(2) "Very" modifies a Present Participle; "much" a Past Participle.

It was a very pleasing sight.	He was much pleased .
--------------------------------------	------------------------------

The case is very perplexing .	I am much perplexed .
--------------------------------------	------------------------------

Exception:—

I am **very tired**.

165. "Not" preceded by "I hope," "I think" etc., is often equivalent to a negative Clause.

You say he is honest, but *I think not* (=that he is not).

"He will miss the train" said the father. "*I hope not* (=that he will not miss the train)," replied the mother.

166. "Too," as an Adverb of Degree, negates the Infinitive coming after.

You are **too young** to do so. (=You are so young that you cannot or must not do so.)

We were **too tired** to go any farther. (=We were so tired that we could not go any farther.)

He spoke **too fast** for me to understand.

He was **too much ridiculed** not to get angry (=was so much ridiculed that he got angry).

167. "Ever," "once." — "Ever" is used interrogatively, and "once" affirmatively.

Have you **ever** seen a lion?

I have once (not *ever*) seen a lion.

168. "The," as a Simple Adverb, means "to that extent" (其レダケ、其ニ準シテ), and is always followed by a Comparative.

{ He had successfully discharged his duty, and
was **the** more respected.
He was **the** more respected because he had
successfully discharged his duty.

I was thought **the** braver for this deed.

166. "More" in the following use is an independent Adverb meaning "rather," and not a mere auxiliary to form a Comparative. (Cf. ¶ 89, note.)

He is **more** honest than clever (=He is honest *rather* than clever.)

170. Some Adverbs are used in pairs.

All the soldiers were **more** or **less** wounded.

We shall meet with the same fate **sooner** or **later**.

He comes **on** and **off** (=irregularly. 来タリ来
ナカッタリ.)

By and **by** they all retreated in perfect order.

They were running **to** and **fro**.

These pairs, together with their respective con-

nectives, may each be regarded as an Adverbial Phrase.

EXERCISE XXX.

(a) Tell the Use of each Adverb:—

1. It fell just on his head.
2. This is just the thing that we want.
3. The murder was committed probably through envy.
4. The books there are all my father's.
5. Happily we met with no disaster of the kind.
6. Where were you when the meeting was just over?

(b) Translate the following:—

1. 褒メラレタカラ其ニ從ツテ益々働イタ。
I have worked the more having been applauded
2. 彼ハ賢明ト云ハソヨリハ寧ロ怜悯ト云フ方ナリ。
3. 彼ハ勉強シタリシナカッタリダ。
4. 私ハ餘リ弱リテ左様デキナカッタ。
We was too pleased not to
5. 彼ハ非常ニ褒メラレテ少シ自慢ノ心持ガシマシタ。
fell
6. 私ハアノ時以來彼處へ行ツタコガアリマセン。
7. 彼ハ首尾ヨク成功シタカラソレデ猶更猜ミヲ受ケタ。

(Use "too" and the Infinitive.)

(c) *Correct the errors* :—

1. It is very hotter than yesterday.
2. "Aren't you going?" asked A. "Yes, I am not," replied B.
3. I was ^{much} very surprised to hear it.
4. I am sure I saw him ago. ^{before}
5. When I asked whether he didn't know the fact, he replied, "No, I do." ^{am known}
6. He got up early ^{er} than I. ^{did}
7. I remember I ever saw a tiger; perhaps it was about a year ^{ago} before. ^{ago}
8. It was a ^{very} much affecting scene.

§ 2.—CONJUNCTIVE AND INTERROGATIVE ADVERBS.

171. Conjunctive Adverbs may have their Antecedents either expressed or understood.

<i>Antecedents expressed.</i>	<i>Antecedents understood.</i>
This is the <i>place</i> where he was born.	This is where he was born.
He told me the <i>reason</i> why he had done so.	He told me why he had done so.
I don't know the <i>time</i> when he will return.	I don't know when he will return.

172. Conjunctive Adverbs introducing Concessive Clauses :—These are "*however*," "*whenever*," and "*wherever*." (Cf. ¶ 49 and ¶ 72.)

However hard he may work, he will not succeed.

Whenever you may go, you will be kindly received.

He will be pursued, **wherever** he may flee.

We are determined to do so, **however strongly** they may oppose us.

173. "Since," as a Conjunctive Adverb of Time, joins a Dependent Clause containing a Past Tense to a Principal Clause containing a Present ("*be*") or a Present Perfect.

It is now quite a year **since** I *saw* him.

I have been sick **since** last we *met*.

The country *has made* great progress **since** it *was opened* to foreign commerce.

174. "The," as a Conjunctive Adverb, is always followed by another "*the*," which is a Simple Adverb with a demonstrative force as already explained in ¶ 168.

"*The*+Comparative . . . *the*+Comparative"
=" *To whatever extent*+Comparative . . . *to that extent*+Comparative."

The *more* you give him, the *more* he will be pleased.

The *harder* you work, the *sooner* you will improve.

The *louder* he spoke, the *noisier* the audience grew.

175. An Interrogative Adverb is often used to form a Phrase with an Infinitive. (Cf. ¶ 51 and ¶ 63.)

The question was **when** to do and not **how** to do.

We were at a loss **where** to go.

176. "How?"—This Adverb is used in various ways.

(1) *As complement.*

How are you?

How do you find yourself to-day? (*Objective Complement to "do find."*)

(2) *Expressing degree or extent.*

How (=to what extent) do you like it?

How many are there?

{ Compare:—How (=in what manner) shall I do it? }

Also used exclamatively.

How beautiful it is!

Oh! how she wept!

(3) *Combining with another Adverb.*

How long did you stay there?

How often do you go there?

How hard the wind blows!

EXERCISE XXXI.

Translate the following:—

1. *I don't know when I was born.*
イツ生マレタカ知リマセン
2. *I don't know the day when I was born. Diet was opened at the year ten years since the first session of the Imperial*
イツ生マレタカ其時日ヲ知リマセン
3. 第一回帝國議會ガ開ケテ以來既ニ十年ナリ。

(The first session of the Imperial Diet.) *on the first time.*

4. 日本ハ初メテ國ガ建テガラ以來革命ト云フ

ナシ。 (to be founded; revolution.)

5. *the sooner you learn your lesson by heart the sooner you shall return home.*
早く課業ヲ覺ユナサレバナサル丈ケ早く歸シ

テ上クマセウ。
6. *the louder crying out the sooner she foot ran off.*
大聲デワメケバワメク程、猶速ク狐ガ走ツテ行

ツタ。 *wherever you may go, you will never be shun yourself responsible.*
7. 何處ヘ行キナサルトモ自己ノ責任ハ決シテ遁

ガレルコトハ出来ナイ。 {to shun (escape from) one's responsibility; to rid oneself of one's responsibility.}

8. *many proposition was offered as to how shall we make that*
如何ニシテ其金ヲ得ベキカト云フコトニ就テ色々

ノ案ガ出タ。 (as to, about; to be offered or proposed.)

how eagerly you may ask me I will never listen
 9. 如何 ホド 躍起 ニ 頼 ン デモ私 ハ 聽 カヌ 積 リ デス。to you
 (eagerly, urgently; to listen to another.)

10. ドウゾ何時 デモ 都合 ノ ヨイ時 ニ 御出 デ 下 サイ。
 please you shall come whenever
 any time you

CHAPTER VII.—THE PREPOSITION.

177. A **Double Preposition** is a name given to a pair of Prepositions put together, in contrast to a **Simple Preposition** or one used singly.

He has come from beyond the river.

She leaned forward from among the crowd.

Nothing seems to have been the matter with him until toward evening.

A tall ladder was set up over against the wall.

A Double Preposition is often nothing more than two Single ones accidentally brought together. See ¶ 181, (2).

178. A **Phrase-Preposition** is a combination of two or more words, doing the office of a Preposition. It always ends in a Simple Preposition.

As to; because of; by means of; in front of; in spite of; instead of; in place of; on account of; on behalf of; owing to; according to; with regard to; out of; on board (a ship).

The last is an exception in not ending in a Simple Preposition.

They argued as to which was the better.

We catch rats by means of a cat.

He is generally disliked because of his extreme avarice.

In spite of his friends' advice, he remained inactive.

You ought to save the money, instead of frittering it away.

In place of the fine mansion some years ago, we now find only an obscure little cottage.

I then rose and thanked the prince on behalf of the association.

I have received a strange news with regard to that matter.

According to a telegram from Kōbe, pest, the most dreadful of all epidemics, has broken out there. 豊前野良川

He was decorated with the third order of the Golden Kite on account of this gallant deed.

The audience was very small, owing to the bad weather.

Don't throw anything out of the window.

I have done so out of mere sport.

179. A Participial Preposition.—This name is sometimes given to a Participle in a prepositional use. (Cf. ¶ 156.)

They fought very well, **considering** their disadvantage.

There are many scandalous rumors afloat, **touching** (concerning, regarding) this affair.

During these five weeks (=these five weeks *during* or *lasting*) it was continually snowing.

The army continued its march, **notwithstanding** the heavy rain. (=the heavy rain *not withstanding* it).

180. The proper use of the Preposition is to govern, or take for its Object, a Noun or its equivalent.

(1) *A Noun, Pronoun, Infinitive, or Gerund as Object.*

They are playing **in** the garden.

I have no friend **but** (=except) him.

好句 The insane does nothing **but** weep and laugh.

非難 He was blamed **for** doing so.

I repent **of** having said so.

The Object is usually omitted in the following construction :—

I want a knife to sharpen my pencil **with** (*which*).

There were no chairs to sit **on** (*which*).

(2) *A Noun-Phrase as Object.*

By *being so prodigal*, you are working your own ruin.

I meant nothing **but** to make him happy.

They disputed **about** *which* to adopt.

(3) *A Noun-Clause as Object.*

We consulted **about** *what we should do*.

I will do my best **notwithstanding** *that the circumstance is against me*.

Much depends **upon** *whether one is patient or not*.

181. The Preposition sometimes governs an Adverb or its equivalent.

(1) *An Adverb as Object.*

How far is it **from** here to there?

I lived there **until** recently.

Since then he has not written to any of us.

(2) *An Adverbial Phrase as Object.*

The day had been mild **until** toward evening.

He has come **from** beyond the river.

But (=except) for your help, I should have failed.

(3) *An Adverbial Clause as Object.*

He will not work **except** when he is pleased.

The battle was fought **about** *where the temple is now standing.*

182. The Preposition, when governing an Interrogative or a Relative, is often placed after its Object.

What are you laughing **at**?

(Instead of: *At what*, etc.)

Whom are they talking **of**?

They were the veteran statesmen *whom* the people looked up **to** as the bulwark of the state.

It is never placed before the Relative Pronoun "that."

He is the gentleman *that* I spoke **of** yesterday.

But we may say:—He is the gentleman *of whom*, etc.

183. The Meanings of Prepositions.— The shades of meaning conveyed by Prepositions are often too nice to be understood in any way but by constant exercise. In the following explanations, some of the more common ones have been left untouched.

184. "About."

In or near a place. { We took a stroll **about** the town.
He lives somewhere **about** here.

Possession. { Have you any money **about** you?
(手許 =.)
There is something noble **about** him
(= *in his personal appearance*).

Occupation. { Don't be long **about** such a trifle.
He was only a short time **about** it.

Around. { She wore an elegant girdle **about** her waist.
The dog had a pretty collar **about** his neck.

185. "Above."

Higher than and separated from.

The stars shine **above** us.

This should be clearly understood from "on" or "upon," which means "*higher than and supported by.*"

Superiority in any respect.

{ I believe him to be **above** such vice.
(ソナ不徳義ヲスル人デハナイト思フ)
He values money **above** anything else.
Above all, beware of intemperance.
He is **above** (= *more than*) fifty.
One who is **above** (= *despises*) one's business is not likely to succeed.

189. "Beside," "besides."—These two must not be confounded, the former meaning "at the side of," and the latter "in addition to."

She took seat **beside** her mother.

He has many rare curios **besides** these.

190. "Between."

There is no difference **between** them (*two*).

{Compare:—There is no difference **among** these (*three or more*).}

He had now to choose **between** honour and wealth.

Between ourselves (内證ノ話ヲスガ), I am going to resign my post.

191. "Beyond."

He lives **beyond** (=on the other side of) the hill.

He is now **beyond** (=past) all hopes of recovery.

Even our domestic pets are sometimes **beyond** (=too much for) our power.

I heard nothing **beyond** (=further than) that.

192. "But" is generally preceded by "all," "any," or "nothing."

I have read all **but** (=except) the last chapter.

He was **all but** (=everything except) dead. (死ナスト云フベカリ)*

* See Dr. Toyama's *Eigo Kyōju-hō*.

I shall do anything **but** this.

I have nothing **but** these.

193. "By."

I noticed nothing strange when I passed **by** there this morning.

I have been invited **by** (not *from*) Mr. B.

He succeeded **by** bribing.

{He seized it **by** the neck.

{I took him **by** the hand.

{He held the watch **by** the chain.

Measurement. { This is sold **by** the dozen.
I have hired it **by** the day.
{ Cf. ¶ 11, (3) } He was engaged **by** the month.
They may be counted **by** hundreds (=by the hundred.)

I shall return **by** evening. (マデニ)

(Compare:—I shall remain there till evening.

マデ)

One can't help feeling lonely, when living **by** oneself (=alone).

She went **by** herself (=alone).

194. "For."

He has started **for** (not *to*) Kyōto.

Reason. { For this reason I don't join him.
{ What have you done so for?

I have bought it **for** (not *with*) one yen.

Proportion. { He is very clever **for** his age. (年ノ割リニハ。)
He speaks Japanese very well **for** a foreigner. (外國人トシテハ。)

Followed by "*all*," it may also mean "*notwithstanding*."

For all his wealth, he is still avaricious.

附 **For all his perseverance**, he did not succeed at last.

195. "From."

Inference. { **From** what I have heard so far, he must be a good man.

Distinction. { Can you tell a rat **from** a mouse?
He doesn't understand valor **from** temerity. (オノチカラ)

Prevention or protection. { He prevented me **from** going there. (オカサ)
Ladies use parasols to protect themselves **from** the sun.

Cause. He was *suffering from* typhus.

Compare:— { He was *sick with* typhus.
He *died of* typhus.

Change in substance. { Wine is made **from** grapes

196. "In."

I shall finish it **in** (= *at the end of*) a week.

{ Compare:—I shall finish it **within** (= *in less than*) a week. }

{ I committed a blunder **in** saying so.

{ (= *My saying so was a blunder.*)

{ He was quite right **in** doing that.

We have a warm supporter **in** him.

{ (= *He is a warm supporter of our cause.*)

197. "Into."

State. By living fashionably he ran **into** debt.

197 { In autumn, most leaves change from green **into** red.

Change. { Translate this from Japanese **into** English.

{ Even air can be compressed **into** a liquid.

198. "Of."

The city **of** Tōkyō. The Empire **of** Japan.

I think **of** going there.

{ This box is made **of** wood.

{ (Compare:—Wine is made **from** grapes.)

Separation. { The pickpocket robbed me **of** my purse.

{ They deprived him **of** his right.

{ This stripped my thumb **of** its nail.

{ It is very kind **of** you to say so.
 (= *You are very kind to say so.*)
 { It is very rude **of** him to treat you so.
 (= *He is very rude to treat you so.*)

It is often omitted in such construction **as** the following:—

{ Are you (**of**) the same age as he?
 { This book is (**of**) just the same price as that.
 { It was (**of**) no use.

199. "Off."

The door was **off** the hinges.
 He took the fish **off** the hook.
 The steamer arrived **off** Kōbe. (神戸沖 =.)

200. "On," "upon."

Most of the Japanese live **on** rice.
 You should not depend **upon** others for help.
 The rebels were now advancing **on** Kumamoto.

{ **On** arriving (= *as soon as I arrived*) at Kyōtō,
 I visited the Hongwanji Temples.
 { **Upon** my saying so, she burst into tears.
 { Cf. ¶ 160, (3).}

201. "Over" usually connects the notion of extension with that denoted by "on" or "above."

Buffaloes roam **over** the prairies. 草原

The grape-vines gracefully hung **over** the garden.

His house stands **over** (= *on the other side of*) the way.

They are **over** there.

Over (= *above*) two hundred men were made prisoners.

202. "Than," though a Conjunction, may better be treated as a Preposition in such constructions as the following:—

He is none **other than** the famous Mr. B.

= He is **no less a person than** the famous Mr. B.

203. "Through."

We passed **through** the woods.

(Compare:—We passed **by** the woods.)

Cause. { He succeeded at last **through** sheer diligence.
 { Many a man has failed **through** self-confidence.

204. "To."

He did so **to** my great regret.

Result. { He returned safe **to** the immense joy of his parents.

{ At last it has come **to** this. (到頭コソナ
 ㇿ = ナツタ。)

Proportion. Ten to one, he will fail.

Relation. { Leaves are **to** a tree what lungs are
to a man.
To me it is a great source of hap-
piness.

205. "Towards."

He was seen going **towards** the beach.

Towards midnight a violent wind sprang up.

Some people seem to be fond of behaving rudely **towards** foreigners.

206. "Under."

The people groaned **under** the heavy taxes.

{ He must be **under** 30 years.

{ (Compare:—He must be **above** 30 years.)

It is quite impossible **under** the present circumstances.

Have you ever studied **under** a foreigner?

207. "With."

What **have** you **done with** your watch?

Return it as soon as you **have done with** it.

He filled the bottle **with** wine (not *filled wine into the bottle*).

Are you acquainted **with** him?

He was much pleased **with** the proposal.

I couldn't help getting angry **with** him.

208. "Without."

He was standing **without** (= *outside*) the gate.
(*Rare use.*)

{ Compare:—He was standing **within** (= *inside*) the gate. }

I can't **do without** a dictionary. (辭書ナシデハヤツテイカレナイ。)

EXERCISE XXXII.

(a) *Insert Simple Prepositions*:—

1. She gazed ^{at} the moon, leaning ^{against} — the rail.
2. Please do so ^{for} — the sake ^{of} our country.
3. Have you any money ^{with} — you?
4. Several people ran ^{after} — the pickpocket.
5. ^{at} — all, don't behave rudely — your superiors.
6. It has been constantly raining ^{for} — these five days.
7. I was surprised — his boldness — his youthful countenance.
8. I shall do nothing ^{but} — what is right.
9. They caught him ^{by} — the hand.
10. ^{but} — for his help, I should have failed.
11. Nobody prevented him ^{from} — doing such a foolish thing.

12. He robbed me ^{of} my property.
 13. It is very kind ^{for} you to do so.
 14. He always depends ^{upon} others.
 15. Have you done ^{with} my dictionary?

(b) *Insert Double or Phrase Prepositions* :—

1. I did not buy it — — — its high price.
 2. My cousin is an officer — — the Yashima.
 3. He will do so — — — what you say.
 4. You had better read your text book—
 novels.
 5. He beckoned — — the river.
 6. He is certainly learned; but — — his con-
 duct, I can say nothing in his favour.
 7. He memorialized the government — — —
 the association.
 8. — — a telegram from Hakodate, a heavy
 snow-storm has been raging there.

(c) *Correct the errors* :—

1. The desk is made from wood.
 2. He arrived to Kyōto a week ago.
 3. A clear stream flows among these two hills.
 4. The stars are on us. ^{between}
 5. He has written several books beside this.
 6. When will you start to Ōsaka? ^{beside}
_{for}

7. Please translate this letter from French to
 English. ^{into}
 8. This can be had ^{for} with 20 sen.
 9. I shall finish it till next Saturday.
 10. That bridge is built with brick. ^{of}

CHAPTER VIII.—THE CONJUNCTION.

INTRODUCTORY TABLE.

Co-ordinate.	<i>He and I</i> were rewarded. Let us play <i>on the beach or in the</i> <i>woods.</i> <i>He consented, but I refused.</i>
Subordinate.	<i>They will do so if they can.</i> <i>I believe that he is honest.</i> <i>He failed because he was idle.</i>

209. A combination of two or more words doing the office of a Conjunction is called a **Phrase-Conjunction**, and its use is generally subordinative.

He talks **as** if he had been abroad.

{=He talks *as (he would talk) if* he had been
 abroad.}

He is a profound scholar **as well as** an elegant writer.

I will **take him in case** (= *in the case in which*) I fail to find a better candidate.

Now that (= *since*) you have finished your task, you are free to go and play

Perhaps he says so **in order that** he may win your favour.

210. "As," when used to introduce a Concessive Clause, is always preceded by some Adjective, Participle, Adverb or Verb.

Good as it is (= *although it is good*), it is too dear.

Burdened as he was (= *although he was burdened*), he walked too quick for me.

Gallantly as they stormed the position, they were at last repulsed.

Work as I can, I cannot make satisfactory progress. {Cf. ¶ 145, (2)}

211. "Since," as a Subordinate Conjunction, introduces a Clause of reason, and is no longer under such restriction in its connection with tense as when used as a Conjunctive Adverb. (Cf. ¶ 173)

You had better be silent **since** his decision is already made.

Since you say so, you must know something of the affair.

212. "Whether . . . or" is often used to denote a sense of disregard.

They will do so, **whether** it is right **or** wrong.

Whether he is pleased **or** not, I am resolved to pursue the course of my own choice.

213. "Not only . . . but (also)" may be treated as a Correlative* Phrase-Conjunction, with an emphatic notion of addition.

He was **not only** a poet, **but also** a painter.

Not only did he recognize me at once, **but** was (also) kind enough to introduce me to the famous Mr. B.

214. "So that," when followed by "*may*" expresses purpose {Cf. ¶ 138, (2)}; otherwise it denotes condition or result.

Don't go to such a place **so that** (= *in order that*) you *may* avoid bad company.

You may go anywhere, **so that** (= *if*) you avoid bad company.

By this time we had travelled nearly 10 miles

* Explained in the *Intermediate English Grammar*.

at a stretch,* *so that* (= *therefore*) we began to feel tired and hungry.

EXERCISE XXXIII.

Insert suitable Conjunctions :—

1. — you — I shall be held responsible.
2. I have written to him ^{in order that} — — I may sound his opinion.
3. Beware — you should fail.
4. You can do anything you like, ^{so that} — — you do not hurt yourself.
5. The report ^{that} he had died surprised me the more ^{as} — I had seen him only the day before.
6. Always do your best, ^{whether} — the task is light — heavy.
7. He had failed in all his attempts, ^{so that} — — he began to feel extremely despondent. 77
8. Poor ^{as} — he is, he is quite honest.
9. He looks ^{as if} — he were the wisest man living.
10. He was so feverish ^{as} — he could ^{not} — speak ^{or} — eat.

THE INTERJECTION.

As the Interjection is an isolated word, having no grammatical relation to the other words in the

*續ケザマニ.

sentence, nothing further than what has been explained in the Intermediate English Grammar need be stated.

EXERCISE XXXIV.

(FOR THE WHOLE FIRST SECTION.)

(a) *Point out the Part of Speech of each italicized word :—*

1. He is the richest man *that* I know.
2. I am sure *that* ^{an} *that* ^{conjunction} *that* you have just used is *quite* out of place.
3. Man ^{adjective} *alone* has the faculty of speech.
5. He was thought *the* braver for this deed.
5. They started out *right merry*.
6. He returned sooner *than* I.
7. He was all *but* killed.
8. They ran *past* us.
9. You may take *whichever* course you like.
10. Rising *early* is healthy.

(b) *Correct the errors :—*

1. The little Mary and his brother is going to the school every morning. ^{gone}
2. I have seen yesterday a hundred years old man. ^{the saw}

3. I ^{have} met your friend at the street this morning.
Can you guess whom it was?

4. I am sure they ^{will} shall welcome whomever goes there.

⑤ 5. Even a such virtuous man as him can not please anybody.

6. He asked me lend him pen, but I said that I had not it.

7. I am sorry that there are a few truly kind peoples.

8. He ^{has been} is always sick since that time.

9. They are here already; they returned a little time before. ^{ago} ^{come}

10. His teacher is English, but mine ^{is} am Frenchmen. ^{man}

11. You must be attentive ~~in order~~ ^{so} that to understand whatever the teacher say.

12. Do you know ^{any} either of those three gentlemen?

13. If Tōkyō is not so windy, it would be ^{more} ^{can} pleasanter place to live in.

14. When will you be able to see him?

⑥ 15. We have always played together during we were at our native province.

SECTION II.

THE SENTENCE.

CHAPTER I.—ELEMENTS OF THE SENTENCE.

INTRODUCTORY TABLE.

Classified by Structure.	Classified by Rank.
Word.	Principal. { Subject. Predicate.
Phrase.	Subordinate. { Modifier. ^{手続}
Clause.	Independent. { Nominative in- dependent, Ab- solute infinitive phrase, etc.

215. Besides by **rank** and by **structure**, the elements of the sentence may also be classified by their **office** as follows:*

- (1) The **Noun-element**.
- (2) The **Verb**.
- (3) The **Adjective-element**.

* See Dixon's *English Composition*, No 1 (2nd edition), p. 62.

(4) The **Adverbial** element.

(5) The **Connective** element.

216. The Noun-element may be

(1) a Noun.

(2) a Pronoun.

(3) a Noun-Infinitive.

(4) a Gerund.

(5) a Noun-Phrase.

To be always attentive is really important.

How to do, and not **when to do**, was now our question.

(6) a Noun-clause.

That he has done so on purpose is quite certain.

I don't know **where he lives**.

217. Sometimes a combination of words beginning with a Transitive verb and ending in a Preposition denotes one verbal notion and is used in the Passive Voice.

This may be called a **Verbal Phrase**.

{ He soon **took notice of** me.

{ I was soon **taken notice of** by him.

{ We **must put an end to** this unpleasant affair.

{ This unpleasant affair **must be put an end to**.

{ His uncle **takes charge of** him.

{ He is **taken charge of** by his uncle.

218. The Adjective-element may be

(1) an Adjective.

(2) a Noun or Pronoun in the possessive case.

(3) a Noun in apposition.

(4) a Participle.

(5) an Adjective-Infinitive.

Water **to drink** must be pure.

It is already time **to go**.

(6) an Adjective Phrase.

The students **of this class** are generally diligent.

I have never known a man **with such a strong memory**.

(7) an Adjective-Clause.

He told us a story **which was both amusing and instructive**.

The report **that he had fled into the country** proved to be false.

219. The Adverbial element may be

(1) an Adverb.

(2) an Objective Adverbial.*

(3) an Adverbial Infinitive.

He did **so to escape**.

(4) an Adverbial Phrase.

Such a man is often seen **in these days**.

* Explained in the author's *English Grammar for Beginners*, p. 28.

He did so **in spite of his friends' warning.**

(5) an Adverbial Clause.

She wept bitterly **when she heard of his death.**

Wherever you may go, you will always find the same thing.

220. The Connective element may sometimes be at once a Principal element of the sentence, that is, the Subject or the Object.

I. In connecting Independent Clauses, it is a Co-ordinate Conjunction.

He refused, **but** I consented.

You must confess all, **or** they will not pardon you.

II. In connecting a Dependent to a Principal Clause, it may be

(1) a Relative Pronoun.

The policeman has just arrested a criminal **who** has committed many atrocities.

(2) a Conjunctive Interrogative Pronoun. (See ¶ 50.)

I don't know **which** is the best.

(3) a Relative Adjective. (See ¶ 72.)

I was allowed to read **whatever** book I liked.

(4) an Interrogative Adjective. (See ¶ 73.)

He asked me **what** course would be the best.

(5) a Conjunctive Adverb.

This is the place **where** the great Taikō was born.

(6) a Subordinate Conjunction.

I will go **if** the weather permits.

He is trusted everywhere **because** he is so honest.

221. The Independent element of the sentence may be

(1) a Nominative Independent.

What are you doing, **boys?**

(2) an Interjection.

Oh, what a horrible scene it was!

Alas! what shall I do?

(3) an Absolute Participial Phrase.

There was no going out, **the storm raging all day.**

The sun having set, we went home.

(4) an Impersonal Absolute Participial Phrase.
Strictly speaking, this is not correct.

He is very clever, **considering his age.**

(5) an Absolute Infinitive Phrase.

To tell you the truth, I am not at all disposed to support him.

He is, **so to speak,** but a grown-up baby.

It should, however, be borne in mind that these elements are "independent" only so far as their grammatical construction is concerned, their sense being of course closely connected with that of the other elements in the sentence.

222. Two or more Singular Subjects connected by "and" require a Plural verb.

He and I are to go.

Both Katō and his mother have gone there.

Compare:—

{	<i>Either Katō or his mother</i> has gone there.
	<i>Neither Katō nor his mother</i> has gone there.

Exception:— When the Singular Subjects are each modified by "each," "every," or "no."

Each man and each boy was assigned to his proper work.

Every bud and every leaf owns the mild influence of the spring.

No sound and no voice was heard for a while.

223. Two or more Subjects Connected by "and" take a Singular Verb when they denote together a single idea.

An eminent *scholar and statesman* has just passed away in the death of Mr. N.

Whose is this *watch and chain*? (鎖付キノ時計.)

Bread and milk is a wholesome food.

This *bread and butter* is for your brother.

224. The Subject, the Object, or the Adverbial Modifier is often emphasized by the use of "it." This has already been shown in ¶ 35.

225. The Subject of the Dependent Clause is often understood together with the Predicate verb, provided it represents the same thing as that of the Principal Clause.

The Emperor often stops at Shizuoka when (His Majesty is) on a journey to Kyōto.

Though (he is) second to none in his specialty, he is far from resting satisfied with himself.

They may be waiting for you at the hotel, if (they are) not (waiting) at the station.

EXERCISE XXXV.

(a) Point out the Elements of each sentence according to their office:—

1. To have done so proves his ability.
2. I don't know who has been rewarded.
3. As I was sick in bed, I could not attend the meeting.

4. To be frank, your plan has not been made use of.

5. The mob were dispersed at the point of the sword, the ringleader himself being killed.

6. This should be taken better care of for the sake of your children.

7. Granting that to be true, is there anything to justify your anger?

8. At last, owing to the cloudy sky we lost sight of Mt. Fuji.

9. Have you ever visited Biwa, the largest Japanese lake?

10. The enemy, seeing us approach, retired beyond the river.

(b) *Correct the errors:—*

1. Either you ^{both} or he are to go.

2. No book ^{neither} and no paper were arranged.

3. What have ^{has} become of your brothers?

4. No man ^{neither} and no officer were to be seen who

^{every} were not enraptured with this victory.

5. Each day and each hour bring their own duty.

(c) *Omit the Subject and its Predicate verb wherever they may be understood:—*

1. I often heard the story while I was at the primary school.

2. When he is delighted, the elephant will utter a long cry.

3. He may consent if you advise him.

4. He may consent if he is advised by you.

5. I am sure he has written this letter, if he has not written that card also.

(d) *Rewrite each of the following sentences in as many ways as possible, emphasizing the Subject, the Object or the Adverbial Modifier or Modifiers by the help of "it."* *—

1. I have done so, not he.

2. They were here yesterday on particular business.

3. He received news of his father's death when he was on the point of his departure.

4. He drew this picture three years ago.

* See ¶ 35 and Exercise VII, (c).

CHAPTER II.—CLASSES OF
SENTENCES.

INTRODUCTORY TABLE.

Classified by Use.	Classified by Structure.
Assertive Sentence.	Simple Sentence.
Interrogative Sentence.	Complex Sentence.
Imperative Sentence.	Compound Sentence.
Exclamative Sentence.	

226. A sentence is sometimes **Complex in form but Compound in substance.** This is when the Connective is in its continuative use. (Cf. ¶ 44.)

I met a certain Mr. Itō yesterday, **who** (=and he) told me an interesting piece of news.

He beat her on the cheek, **which** (=and this) brutal act he greatly regretted afterwards.

They had proceeded as far as the village, **where** (=and there) they were suddenly saluted with a volley from the enemy.

I had an interview with your unclie yesterday, **when** (=and at the time) he told me his view on this subject.

227. What seems strange about the Complex

Sentence is that what looks like the Dependent Clause is often the Subject.

That he is the instigator is evident by his looks.

Why they have done so cannot be easily explained.

But this really arises from ellipsis, and the sentences, fully written out, would be as follows:—

The fact that he is the instigator is evident by his looks.

The reason why they have done so **cannot be easily explained.**

228. The conversion of a Simple into a Complex or Compound Sentence is made by expanding a word or phrase into a Clause.

(1) By expanding a word.

{ A virtuous man will be honoured.
Let a man be virtuous, and he will be honoured.
If a man is virtuous, he will be honoured.

(2) By expanding a phrase.

{ On his arrival there, he paid a visit to the shrine.
He arrived there, and paid a visit to the shrine.
When he had arrived there, he paid a visit to the shrine.

{ There being no sufficient fund, the scheme proved abortive.

{ There was no sufficient fund, and the scheme proved abortive.

{ As there was no sufficient fund, the scheme proved abortive.

Taken reversely, the above may also be regarded as the process of reducing a Compound or Complex Sentence into a Simple one.

229. The same matter may also be expressed by sentences of different uses :—

{ I wish you would kindly do me a favour.

{ Would you kindly do me a favour ?

{ Please be kind enough to do me a favour.

{ How I wish you would kindly do me a favour !

{ Taikō was a great hero.

{ Was not Taikō a great hero ? (“ Yes ” is expected.)

{ What a great hero Taikō was !

EXERCISE XXXVI.

(a) Tell the Class of each sentence according to its structure :—

1. Drawing his sword, he rushed at the enemy.
2. He having consented, there was no further trouble.
3. They thought themselves secure, when they were suddenly attacked in the rear.
4. Are you acquainted with Mr. Yamada, who, by the by, has drawn that brilliant picture ?
5. I am sure I shall fail.
6. He could never hope to succeed, were he not constantly helped by his brother.

(b) Change the Structure of each sentence in two different ways :—

1. You must finish it before going out.
2. He worked hard only to fail at last.
3. The wind blew hard, so we stopped the sports.
4. Instead of working, he played the whole day.
5. Though he is profound in theory, he is rather bad in practice.
6. On being made a prisoner, he burst out crying.

(c) Change the use of each sentence in as many ways as possible, preserving its original meaning :—

1. He speaks very fluently.
2. They have won a glorious victory.

3. They glide skilfully over the ice.
4. I have often heard him say so.
5. This flower is very beautiful.

CHAPTER III.—SEQUENCE OF TENSES.*

230. If the verb in the Principal Clause is in the Past Tense, it must be followed by a verb of the Past or the Past Perfect Tense in the Dependent Clause.

<i>Principal Clause.</i>	<i>Dependent Clause.</i>
He was glad	that he could read it.
I did not think	that you were so old.
He asked me	if I had seen his father.
He could not go	because he was too busy.
She went to Atami	that she might improve her health.

<i>Incorrect.</i>	<i>Correct.</i>
I believed that I shall be punished.	I believed that I should be punished.
	(Compare :— I believe that I shall be punished.)

* For the whole chapter see Nesfield, p. 189.

I didn't think it can be true.	I didn't think it could be true. (Compare :— I don't think it can be true.)
He thought that he may enter.	He thought that he might enter. (Compare :— He thinks that he may enter.)
I knew that he has done so.	I knew that he had done so. (Compare :— I know that he has done so.)
I thought that he cannot have gone there.	I thought that he could not have gone there. (Compare :— I think that he cannot have gone there.)
I feared that he may have missed the train.	I feared that he might have missed the train. (Compare :— I fear that he may have missed the train.)

Exception :—The Past Tense in the Principal Clause may be followed by a Present Indefinite in the Dependent Clause when some universal truth or habitual fact is to be expressed.

Who first *discovered* that the earth **moves** round the sun?

He *used to preach* that all men **are** mortal.

The teacher *told* the boys that knowledge **is** power.

He *declined* the proposal because he **is** too busy.

He *seemed* sorry to hear that I **am** always sick.

231. If the verb in the Principal Clause is in the Present, the Present Perfect, or the Future Tense, it may be followed by any Tense whatever in the Dependent Clause.

I *believe* that he **did** so.

I *have heard* that he **is going** to do so.

They *will* no longer *trust* you because you **have done** such a foolish thing.

Exception 1.—The verb “*wish*” is usually followed by a Past or a Past Perfect Tense.

I *wish* I **could go** (not *can go*).

I *wish* he **would come** (not *will come*).

I *wish* I **had done** (not *have done*) so.

Exception 2.—When there is a Present, a Present Perfect, or a Future Tense in the Principal Clause, the verb in the Dependent Clause must not be in any but the Present Tense if purpose is to be expressed by the help of “*may*.”

He *is coming* } that he **may hear** (not *might hear*)
 He *has come* } your view.
 He *will come* }

232. If the Dependent Clause is introduced by the Conjunction of comparison “*than*” or “*as*,” there is no longer any rule of sequence between the Tenses.

{ He *reads* better than you **do**.
 { He *will read* better than you **did** yesterday.
 { He *read* better yesterday than you **have just done**.
 { He *sings* as well as she **does**.
 { He *sang* then as well as she **has done** to-day.
 { He *has not sung* so well as she usually **does**.
 { He *will not sing* so well as she **did** yesterday.

EXERCISE XXXVII.

Correct the following:—

1. I would do so if I can.
2. I felt sure that my plan will succeed.
3. I was surprised to hear that his mother has been sick for the past week.
4. He has done so that he might be thought honest.

5. It was even rumored that war is actually going on.

6. I wish I have been there.

7. I did not dream that I shall be suspected so unreasonably.

8. He boldly declared that he cannot have promised to do so.

9. The people then did not know that the earth revolved on its axis.

10. Hearing that the Emperor has already started for the city, the people made haste with the preparations that they may receive His Majesty with due ceremony.

CHAPTER IV.—DIRECT AND INDIRECT NARRATION.*

233. To repeat the actual speech of a person is called **Direct Narration**, whilst to represent its substance from the standpoint of a by-hearer is called **Indirect Narration**.

{ He said, "I can go".	<i>Direct Narration.</i>
{ He said that he could go.	<i>Indirect Narration.</i>
{ You said, "It is good."	<i>Direct Narration.</i>
{ You said that it was good.	<i>Indirect Narration.</i>

* Also called Quotation. For the whole Chapter see *Nesfield*, p. 287.

The verb in the Principal Clause of such a sentence is called a **Reporting Verb**, and the speech, whether Direct or Indirect, is called a **Reported Speech**.

234. The conversion of a reported speech from Direct into Indirect usually involves some change in Person, Tense, etc. The necessary rules will be given below.

235. If the reporting verb is in the Present, the Present Perfect, or the Future Tense, the Tense of the verb in the reported speech need not be changed at all.

{ <i>Direct.</i> He says, "I was playing."
{ <i>Indirect.</i> He says that he was playing.

{ <i>Direct.</i> He has said, "I am very busy."
{ <i>Indirect.</i> He has said that he is very busy.

{ <i>Direct.</i> He will say, "I have seen it."
{ <i>Indirect.</i> He will say that he has seen it.

236. If the reporting verb is in the Past Tense, the Tense of the verb in the reported speech undergoes the following change:—

(1) *From Present or Future into Past.*

He said, "I am sick."	He said that he was sick.
He said, "My brother may go."	He said that his brother might go.
He said, "I will do so."	He said that he would do so.

(2) *From Present Perfect into Past Perfect.*

He said, "I have done my duty."	He said that he had done his duty.
They said, "We have read it already."	They said that they had read it already.
He said, "My father may have arrived already."	He said that his father might have arrived already.
He told me, "You cannot have seen me before."	He told me that I could not have seen him before.

(3) *From Past into Past Perfect.*

He said, "I bought it yesterday."	He said that he had bought it the day before.
--	--

Sometimes the Past Tense remains unchanged (Cf. ¶ 130):—

He said, "Columbus discovered America."	He said that Columbus discovered America.
--	--

Exception 1.—If the Present Indefinite in the reported speech relates to some universal truth or habitual fact, it remains unchanged. (Cf. exception to ¶ 230.)

He said, "The earth moves ."	He said that the earth moves .
He told me, "Know- ledge is power."	He told me that know- ledge is power.
He said, "We cannot be too careful in this world."	He said that we cannot be too careful in this world.

Exception 2.—If the verb in the reported speech is a Potential or a Subjunctive Past, it remains unchanged.

He said, "I would buy it if I were rich."	He said that he would buy it if he were rich.
I told him, "I might go if you would , too."	I told him that I might go if he would , too.
He told me, "If I had the book, I would lend it to you."	He told me that if he had the book, he would lend it to me.

237. If the reported speech is a question, "*if*" or "*whether*" is introduced when there is no Interrogative word.

He asked me, "Do you know my brother?"	He asked me if (whether) I knew his brother.
He asked me, "Did you ever see an elephant?"	He asked me whether I had ever seen an elephant.
I asked him, "Who are you?"	I asked him who he was.
I said to him, "Where have you been all this while?"	I asked him where he had been all that while.

238. If the verb in the reported speech is an Imperative Mood, it is changed either into an Infinitive or some other Mood.

I said to him, "Leave the room."	I ordered him to leave the room.
He said to me, "Be so kind as to do me this favour."	He begged me to be so kind as to do him that favour.
	He begged me that I would be so kind as to do him that favour.

239. There are some other necessary changes. Observe the following:—

"This (these)" into "that (those)."

- "Come" into "go."
- "Ago" into "before." (Cf. ¶ 163.)
- "Here" into "there."
- "Now" into "then."
- "To-day" into "that day."
- "To-morrow" into "the next day" or "the following day."
- "Yesterday" into "the day before" or "the previous day."
- "Last night" into "the night before" or "the previous night."

{ He said, "I returned just now."

{ He said that he had returned just then.

{ When I met him at Yokohama, he said, "I have come here only to-day."

{ When I met him at Yokohama, he said that he had gone there only that day.

{ Pointing to a clock on the desk, he said, "I bought this only a few days ago, but I am going to sell it to-morrow."

{ Pointing to a clock on the desk, he said that he had bought that only a few days before, but (that) he was going to sell it the next day (or the following day).

EXERCISE XXXVIII.

Convert the following quotations from Direct into Indirect, and vice versa:—

1. I have said, "I shall go." *I have said that I shall go.*
2. They told me, "We are glad of your success."
3. He said, "I have always believed that honesty is the best policy."
4. He said that he had been reading a novel since the day before.
5. I replied that I would go out when I had finished my letter.
6. He said to me, "If I were you, I would not do so."
7. I told him that I didn't think what he said was true.
8. When I met him at Nikkō, he said that he had gone there three days before.
9. He asked me, "Have you read to-day's paper?"
10. I ordered him to come back as soon as he could.
11. I asked her how old her son was.

12. He asked me, "How often a month do you write to your family?"

13. He asked me, "Are you going to-night?"

14. My master ordered me, "If any one should come inquiring for me, say I have gone to Yokohama."

15. He told me, "Never forget that knowledge is power."

16. They told me, "We would accompany you if we could."

17. I asked him, "Do you not know that Watt invented the steam-engine?"

- (2) they told me that they were glad of my success.
- (3) he said that he had always believed that honesty is the best policy.
- (4) he said, "I have been reading a novel since yesterday."
- (5) I replied, "I will go out when I have finished my letter."
- * THE END. *
- (6) he told me that if he were I, he would not do so.
- (7) I said to him, "I don't think what you say is true."
- (8) when I met him at Nikko, he said, I came here three days ago.
- (9) he inquired of me whether I had read that day's paper.
- (10) I said to him, "Come back as soon as you can."
- (11) I said to her, "How old is your son?"
- (12) He asked me how often a month did I write to my family.
- (13) He asked me if I was going that night.
- (14) my master ordered me that if any one should come inquiring for him, I should say he had gone.

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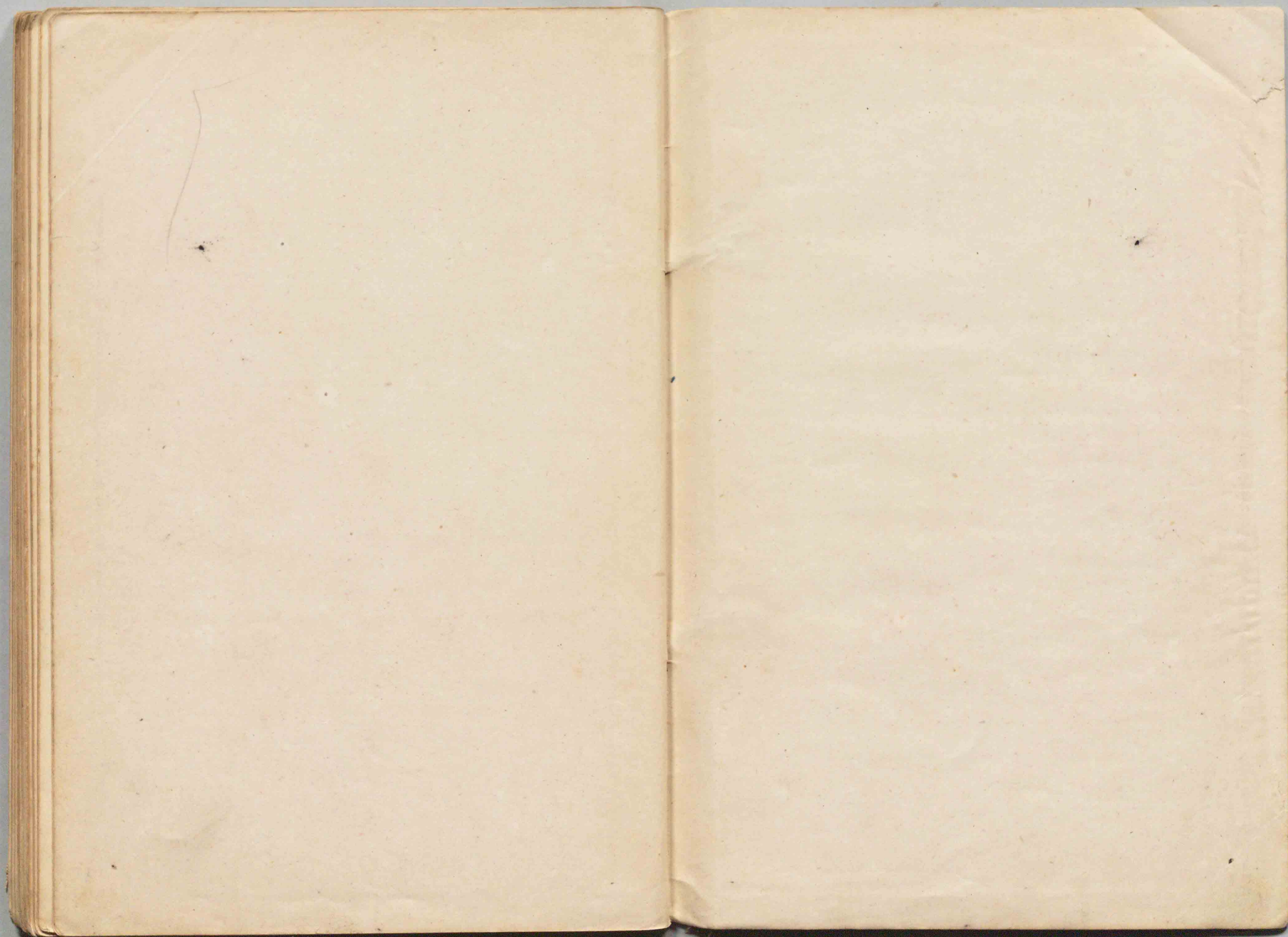
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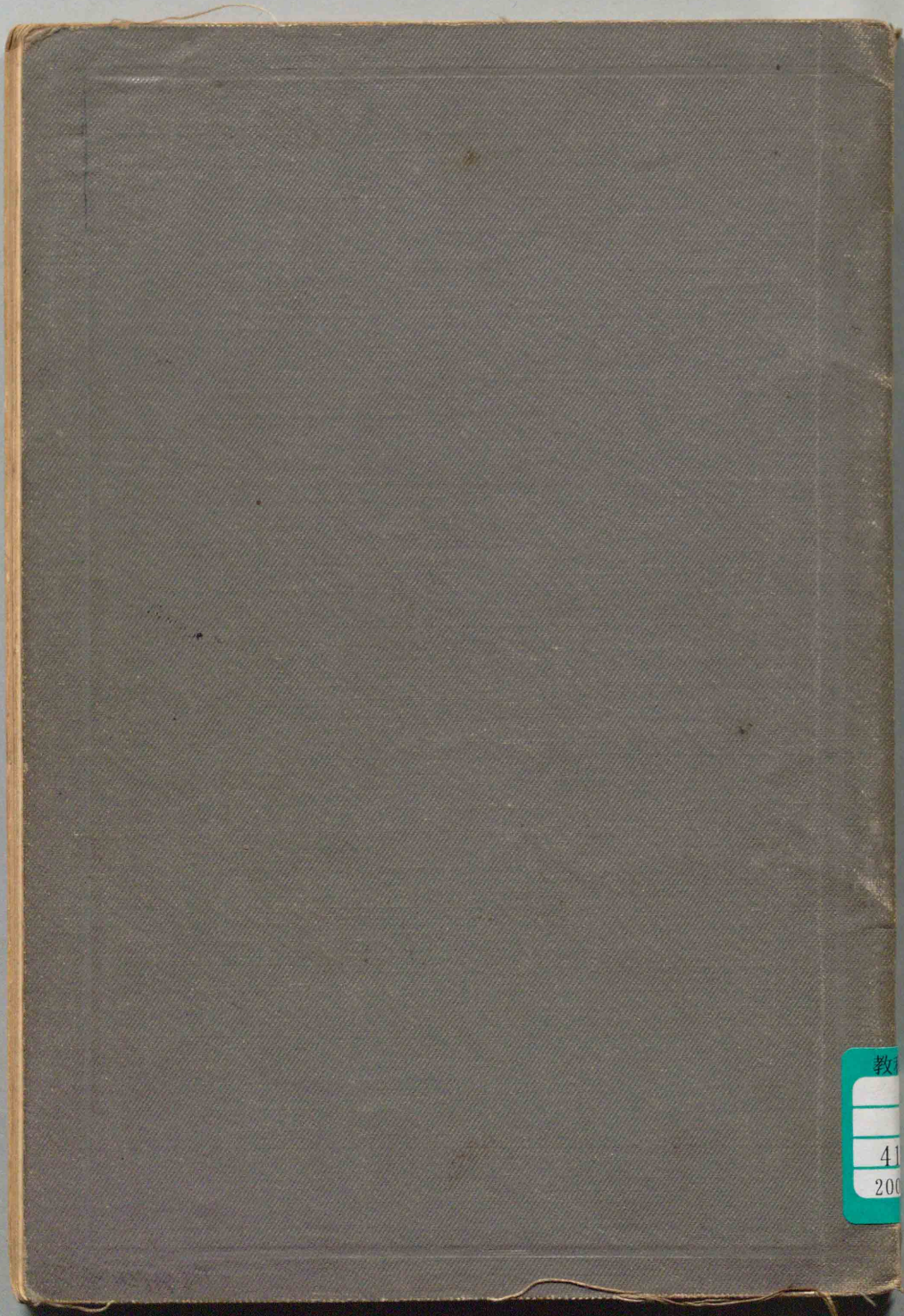
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